

THE RISING STAR MODEL: ACHIEVING A SUCCESSFUL
TRANSITION AND SENSE OF COMMUNITY AMONG ON-CAMPUS RESIDENTS

HONORS THESIS

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THE RISING STAR MODEL: ACHIEVING A SUCCESSFUL
TRANSITION AND SENSE OF COMMUNITY AMONG ON-CAMPUS RESIDENTS

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CHAPTER I

INTRODUCTION

The traditional first-year college student is faced with a time of transition between life at home and life at college. The Department of Housing and Residential Life at Texas State University, henceforth referred to as DHRL, is a vital part of the student's first-year experience. The DHRL offers many services for its 6000 residents to take part in, including providing access to recreational activities (playing billiards, ping pong, foosball, etc.) and offering "community events." The average age of these residents is 18 years old, and there are 2049 true freshmen.

Community events are student-focused activities that Resident Assistants (RAs) host throughout the semester. The 170 RAs employed by the DHRL follow a program model for these community events called the RISING STAR model. This program model aims to help students successfully transition into college life and to build a strong sense of community among residents living in a common area. RAs are allowed to request money from the hall budget to spend on community events. In addition, community events are designed and implemented by the RA but need approval from full-time staff members. Events, then, range anywhere from a simple study session to a sustainability education carnival.

The RISING STAR model is an acronym with each letter representing the aim of an individual community event. Table 1 provides the aim associated with each letter and when the event to accomplish that aim is preferably scheduled.

Table 1: RISING STAR Model

Letter	Aim	Time
R	Relationship Building	Early Fall (September)
I	Important Places and Resources on Campus	Early Fall (October)
S	Stress to Success	Mid Fall (November)
I	I'm Okay	Mid Fall (No Suggested Month)
N	Normalizing the Adjustment	Late Fall (December)
G	Getting Back in the Groove	Early Spring (No Suggested Month)
S	Seeing the World Around Me	Mid Spring (February)
T	Taking Control of my Future	Mid Spring (No Suggested Month)
A	Assisting Others	Late Spring (April)
R	Reflection	Late Spring (May)

The purpose of this evaluation research is to address two questions. 1) Does this RISING STAR model help residents transition into college life, and 2) does this model help shape a sense of community among residents living in a common area? While I do intend to answer these two questions, I will also look at the data to see if any additional information is available which can assist staff members to design and implement successful community events.

CHAPTER II

LITERATURE REVIEW

There is considerable research on housing departments within universities, yet, few studies are available which evaluate the specific programs or services provided by these departments. However, the research involving housing departments reveal common themes, which help us to understand more about those departments and their inner workings. In general, housing departments feel a sense of responsibility to their students and provide social and academic benefit to the students.

Responsibility to the students

It is generally accepted that housing departments and administrative leaders have an obligation to provide students with opportunities with which to grow (Shushok, Scales, Sriram, and Kidd 2011). These opportunities vary in breadth and depth between universities because of different student needs and expectations, but providing some opportunities rather than none seems to be the norm (LaNasa, Olson, and Alleman 2007). The spread and implementation of these different opportunities have been noted to be more effective if the entirety of the campus community becomes invested in providing and supporting these opportunities (Kuh, Kinzie, Schuh, Whitt, and Associates 2005). This shifts the responsibility for the students from the housing department to the campus as a whole, which could lead to a more inclusive environment; this also widens the resources available to the student in which the student can find support from faculty and staff from all areas of the university.

Students need support and resources outside of basic housing (Wilcox, Winn, and Fyvie-Gauld 2005). Support and resources are especially important to the new student within their first weeks of moving on-campus because of academic and emotional culture shocks than can occur from the sudden change in the student's life. It is left on the shoulders of many housing departments to facilitate this change and to mitigate the harmful behaviors or beliefs which can negatively affect the student (Shushok, Scales, Sriram, and Kidd 2011).

Providing social and academic benefit

Housing departments have the opportunity to create and stimulate interpersonal relationships between students because of the department's nature and level of involvement within the students' lives (de Araujo and Murray 2010; Schudde 2011). As well, students living on campus have been shown to hold academic benefits at a higher rate than those who do not live on campus (LaNasa, Olson, and Alleman 2007; de Araujo and Murray 2010). With deliberate planning and implementation of certain opportunities, housing officials and other administrative leaders can increase the level of benefit reaped by the students (Shushok, Scales, Sriram, and Kidd 2011). This research extends and somewhat legitimizes the claim that on campus housing provides academic benefit such as improved retention rates and higher GPAs (Schudde 2011).

CHAPTER III

METHODOLOGY

This study used a brief quantitative survey distributed using a random method to residents living within residence halls at Texas State University during the Spring of 2012. An amount of surveys equal to 25% of the capacity of the hall was distributed to the front desk of each residence hall. The desk workers were requested to ask residents passing by the desk to fill out the survey without targeting any specific resident in order to ensure a random sample was collected. The survey included questions about the residence hall, participation in events, satisfaction with the community events, and reflection on college transition and community (survey included in Appendix). The survey was discussed with the Assistant Director of Residential Education and approved by the director of the DHRL. The data was analyzed using SPSS to identify any patterns that emerged from the surveys. Identifiable information was not gathered and questions did not ask for sensitive information. This project received IRB exemption **(EXP2012O4471)**.

CHAPTER IV

FINDINGS

Demographics

Of the 387 people who returned the survey, 38% are male and 62% are female. The average age of the person who responded is 18.85 but the age ranges from 17 to 23. The academic college of the respondents varied: 9.7% major in Applied Arts, 17.7% major in Business Administration, 10.5% major in Education, 16.6% major in Fine Arts and Communication, 11.3% major in Health Professions, 16.8% major in Liberal Arts, 12.9% major in Science and Engineering, and 4.5% are undecided or undeclared. Nearly 75% of all responses came from freshmen, 21% from sophomores, 3% from juniors, and 1% from seniors. Approximately 39% identify as a first generation college student. The racial/ethnic profile of the sample is 2.9% Asian, 9.4% Black or African American, 24.2% Hispanic or Latino, 57.7% White (non-Hispanic), 2.3% other, and 3.6% biracial/multiracial. This information is displayed in Table 2.

Table 2 includes information about the Fall 2012 student population in order to put the numbers into perspective of the entire Texas State University community. Information could not be found in every category resulting in numerous blank lines. The difference in numbers is expected as the student population for this study (students living on campus and served by DHRL) is a subset of the entire Texas State community.

Table 2: Demographic Information

Demographic	Response	Number of People Selecting Response	Valid Percent Selecting Response	Texas State Statistics as of Fall 2012¹
Gender	Male	143	38%	45%
	Female	233	62%	55%
Age	17	1	0.3%	
	18	122	31.7%	
	19	214	55.6%	
	20	36	9.3%	
	21	7	1.8%	
	22	4	1%	
Academic College	23	1	0.3%	
	Applied Arts	37	9.7%	11.5%
	Business Administration	67	17.7%	12.3%
	Education	40	10.5%	15.2%
	Fine Arts and Communication	63	16.6%	15.8%
	Health Professions	43	11.3%	7.4%
	Liberal Arts	64	16.8%	17.5%
	Science and Engineering	49	12.9%	13%
Classification	Undeclared	17	4.5%	7.5%
	Freshman	288	74.8%	20.5%
	Sophomore	80	20.8%	22.7%
	Junior	12	3.1%	24.6%
First Generation	Senior	5	1.3%	32.2%
	First Generation	145	38.9%	
Race / Ethnicity	Non First Generation	228	61.1%	
	Asian	11	2.8%	
	Black or African American	36	9.3%	7%
	Hispanic or Latino	93	24%	29%
	White (non-Hispanic)	222	57.7%	57%
	Other	9	2.3%	
	Identifies with more than one	14	3.6%	

¹ Cited from "Fall 2012 Enrollment Highlights"

Univariate Analyses

In this section, the variables are explored independent from other variables. The description of a single variable at a time gives more detail and creates an opportunity to learn more about the variable and what it means in the appropriate context.

Table 3 shows that most students attended events (about 80%). This tells us that events intrigue students; that is, most students find the motivation at one point or another to attend at least one community event. In addition, over 32% attended 10 or more events. but about 19% did not attend any community event. While some students found the motivation to attend events, 1/5 of students did not. Influencing factors are discussed later.

Table 3: Attendance

Number of events attended	Frequency	Percent	Attended community events	
0	74	19.2%	74 (19.2%)	
1	30	7.8%	154 (40.1%)	311 (80.4%)
2	42	10.9%		
3	36	9.4%		
4	28	7.3%		
5	18	4.7%		
6	7	1.8%	32 (8.4%)	
7	13	3.4%		
8	11	2.9%		
9	1	0.3%		
10 or more	125	32.5%	125 (32.5%)	

Respondents largely preferred attending community events with friends as shown in Table 4. Over 96% of respondents reported attending events with friends. A significant amount of respondents (43.5%) always attended events with friends. This indicates that friends may be a large influence for attending events. Residents may feel uncomfortable attending an event without someone familiar attending as well. This supports the need for building community among residents and the need for early relationship building among

residents. Alternatively, residents may also be encouraged to attend events by friends. With this encouragement, residents find attending events to be easier than deciding to attend an event solo.

Table 4: Attendance with Friends

Attendance with friends	Frequency	Valid Percent
Always	134	43.5%
Mostly	108	35.1%
Sometimes	56	18.2%
Never	10	3.2%

Different factors influence respondents to attend events as shown in Table 5. The most common influence, with about 60% of respondents reporting, is that the RA asked the resident to attend the event. Other influences garnering more than 50% of respondents reporting were the fun factor, free food and snacks, and friends. The least common factors, which influenced less than 25% of respondents, were educational purposes and email invitations.

For many residents, being invited to an event by the RA was influential enough for the resident to attend the event. This indicates that the relationship between the RA and the resident is important to residents and can affect the community involvement of the resident.

In addition, fun is an important factor when attending events as nearly 57% of respondents indicated, while educational purposes are not nearly as influential with only about 25% of respondents agreeing. This tells us that more residents consider the fun and social aspect of the community event more than the educational or helpful aspect of the program which indicates that residents expect more fun and social events. This may stem from the desire of residents to connect socially with others and to contribute to the

community around them rather than the desire to learn or gain something academic or resourceful from the event.

Table 5: Attendance Influences

Factor	Did influence	Did not influence
RA asked to attend	184 (60.1%)	122 (39.9%)
Read flyer	123 (40.2%)	183 (59.8%)
Email invite	56 (18.3%)	250 (81.7%)
Friends	158 (51.6%)	148 (48.4%)
Free food/snacks/drinks	166 (54.2%)	140 (45.8%)
Events are fun	174 (56.9%)	132 (43.1%)
Events are helpful/educational	76 (24.8%)	230 (75.2%)

Respondents were also asked to provide additional feedback about the events.

When asked if the events were educational about 81% answered "yes." Approximately 97% of respondents indicated that the event was fun. When asked if the event provided an opportunity to get to know others, about 93% of respondents reported it did. About 78% of respondents indicated that the event got them out of their comfort zone.

Table 6 shows respondents' satisfaction with the events they attended. Over 55% of attendants were satisfied with all of the events attended which indicates that attendant expectations are being met for the most part. However, about 44% of attendants were not satisfied with all of the events attended. This tells us that some events are not meeting the expectations or standards of the residents. However, the vast majority of respondents were satisfied with most or all of the events (90%).

Table 6: Event Satisfaction

Number of events satisfied with	Frequency	Valid Percent
All of them	171	55.9%
Most of them	109	35.6%
Some of them	22	7.2%
None of them	4	1.3%

Lastly, respondents were asked to answer questions related to their transition and community. About 96% of respondents self-reported that they had transitioned well into college. Of the respondents who attended events, about 86% believed that the events helped with their transition. About 91% of respondents indicated that there was a sense of community among residents. Again, of the respondents who attended events, 95% believed that the events helped develop the sense of community. Approximately 92% of respondents feel part of their community.

Transition

Approximately 96% of respondents report that they have transitioned well into college. Transition is measured based on self-reported transition success and not verified transition success. I conducted bivariate statistical analyses (chi square) to examine whether attending community events was associated with a successful college transition. The results reveal that there is not a statistically significant relationship between those two variables ($\chi^2 = .011$, $p = .05 \leq \alpha(.917)$). This information tells us that there is not a reportable relationship between attending community events and transitioning well into college. Table 7 shows that students were just as likely to transition well or not transition well into college if they did attend community events as compared to if they didn't attend community events. However, the sample size of those who did not transition well is small ($n=15$) and it should be noted that those whose transition was so difficult that they dropped out of school are not represented in the survey data.

Table 7: Transition vs. Attending Events

Attended Community Events	Did transition well into college	Did not transition well into college
Yes	287 (81.1%)	12 (80%)
No	67 (18.9%)	3 (20%)

Following this test, I ran another chi-square test examining the relationship between whether students believed the events helped with their transition to college and whether the students believed themselves to transition well into college. This test reveals that there is a statistically significant relationship between the two variables ($\chi^2 = 4.662$, $p = .05 \geq \alpha(.031)$). This information tells us that if a student self-reports a successful college transition, they are more likely than students who didn't transition well to report that events helped with their transition. However, results also reveal that among those who transition well and those who don't, the majority find the community events helpful to their transition. Those who didn't transition well just found the events less helpful than those who more successfully transitioned. From this we might infer that the events are helpful for struggling students, but that they may need other sources of support.

Table 8: Transition vs. Events Helping with Transition

Events helped with transition	Did transition well into college	Did not transition well into college
Yes	249 (88%)	8 (66.7%)
No	34 (12%)	4 (33.3%)

Community

Approximately 91% of respondents report that there is a sense of community among residents. In addition, approximately 92% of respondents feel part of that community. Again, I conducted bivariate statistical analyses to examine whether

attending community events was associated with a sense of community among residents. The results reveal that there is a statistically significant relationship between those two variables ($\chi^2 = 9.042$, $p = .01 \geq \alpha(.003)$). This information, shown in Table 9, tells us that students are more likely to report a sense of community if they attend community events. However, among the residents who report not having a sense of community among residents, a majority did attend community events. This suggests that attending events is not always successful in building a sense of community among residents.

Table 9: Attendance vs. Sense of Community

Attended community events	Does have sense of community among residents	Does not have sense of community among residents
Yes	278 (83%)	21 (61.8%)
No	57 (17%)	13 (38.2%)

Another chi-square test reveals that there is a statistically significant relationship between feeling part of the community and attending community events ($\chi^2 = 11.392$, $p = .01 \geq \alpha(.001)$). A resident is more likely to feel part of the community if he or she attends community events than if he or she does not attend community events. This test also reveals that attending community events is helpful in feeling part of the community, yet it is not always enough for some residents. This implies that some residents need additional support in their community. Table 10 shows this statistical information.

Table 10: Attendance vs. Part of Community

Attended community events	Does feel part of community	Does not feel part of community
Yes	278 (83%)	18 (58.1%)
No	57 (17%)	13 (41.9%)

Next, I ran a t-test for equality of means. The test determined that there is a statistically reliable difference between the number of events attended with having a sense of community ($M = 22.0179$, $s = 35.06017$) and not having a sense of community ($M = 40.7941$, $s = 46.56750$), $t(36.894) = 2.286$, $p = .028$, $\alpha = .05$. This indicates that students reporting no sense of community attended more events. This could mean that as residents attend more events, they notice other residents are not as close as they previously thought hence not having a sense of community. This then would imply that the quantity of events is not a substitute for the quality of events attended. Another interpretation of these results indicate that students who have no sense of community are seeking one. In other words, residents could be attending events in hopes of finding a sense of community. This verifies the implication that the quality of events, which would successfully encourage a sense of community, is vital to the experience of attendees.

Another t-test was run, and it revealed that there is a statistically reliable difference between the number of events attended with feeling part of a community ($M = 22.0806$, $s = 35.02791$) and not feeling part of a community ($M = 43.6129$, $s = 47.92541$), $t(33.032) = 2.442$, $p = .020$, $\alpha = .05$. This indicates that students who reported not feeling part of the community attended more events; an important difference from the previous paragraph to note here is that this t-test uses the variable of *feeling part of the community* while the previous paragraph uses the variable of *having a sense of community*. The result of the t-test could mean that as students attend more events, their differences are increasingly noticed, and they may feel out of place, which is similar to the previous t-test. To learn more about this, I ran additional statistical bivariate analyses between three independent variables - gender, first generation status, and race/ethnicity -

and the dependent variable - feel part of community. While the gender and first generation status variables yielded no statistically significant results, race/ethnicity did ($\chi^2 = 12.387, p = .05 \geq \alpha(.03)$). The test indicates that those who identify as Asian, Black or African American, and biracial sometimes feel like they are not part of the community more than those who identify as White or Hispanic. It is possible that attending events highlights their differences while also making it seem as though others (White/Hispanic students) are close, which causes them to feel out of place. The more they attend events, the worse it gets. A different interpretation of the t-test results indicate that those who do not feel part of the community actively engage themselves in the community. The resident may be looking for acceptance or belonging, yet the resident did not find solace in the number of events attended.

Other Findings

It is important to note that another test and correlation was found when analyzing data. While these results are not vital to the original purpose of this research, this information might be useful to those who work with students within the residence halls.

A bivariate statistical analyses run between attending community events and ability to identify name of the RA reveals a statistically significant relationship ($\chi^2 = 3.990, p = .05 \geq \alpha(.046)$). This information tells us that residents are more likely to attend community events if they know their RA. By simply talking to residents and knowing about each other, the resident may be more inclined to attend community events. Among those who could not name their RA, they were significantly less likely to attend community events.

CHAPTER V

DISCUSSION

After reviewing the different analyses, there are several important findings to further discuss. First, a large majority of students have attended at least one event, which is necessary in order to reach the goals of the RISING STAR model. The issue to address with attendance stems from the nearly 20% of residents who did not attend any event. Since involvement is crucial, there should be a push to reach out to students who have not participated in any community events. It has been shown that a large factor which influences residents to attend an event is direct RA communication. RAs should reach out to those students directly and explicitly invite them to the next community event.

Second, residents attending events are satisfied with those events they attend. Over 98% of residents report satisfaction with at least one event attended, and 56% of residents report satisfaction with all of the events attended. This means that less than 2% of residents were not satisfied with any event. 90% of residents who attend events attend more than one event. If a resident attends one event, that resident is very likely to attend more events, which is another reason to encourage residents to attend community events.

Next, residents find community events helpful in their transition into college. In some ways, the resident views community events as a resource as he or she makes the transition from home life to college life. Community events act as a positive transition resource for the students, and it should be recognized as such. Residents find community

events helpful with their transition; this may stem from the social nature of the events which is desired by the students. Stimulating a social atmosphere will lead to the fostering of fellowship amongst participants. This fellowship may be exactly what positively affects the residents.

Although residents generally find events helpful, there was not a statistically significant relationship between transition and attending events. This indicates that events may not be sufficient enough to make the difference for those who transition well and those who do not transition well. In essence, events are successful, but improvement can be made so that events become more impactful.

This leads us to the last point; residents recognize a sense of community amongst themselves. This sense of community may very well come from the bonding of the residents. As previously noted, residents are influenced to attend events by their fun, social factor. Bonding, meeting others, relationship building: this is what is important to the residents. Encouraging and promoting this via events will contribute positively to the sense of community residents are looking for.

CHAPTER VI

CONCLUSIONS

This study found that the goals of the RISING STAR model are largely being met. The goals include: 1) to help residents with the transition into college life and 2) to build a strong sense of community among residents who live in a common area.

Residents who attended events and residents who did not attend events had an equivalent rate of self-reported successful transition into college. However, the methodological limitation was noted that those who dropped out of school were not represented in the data. Residents did report that events were helpful in their transition. Over 86% of valid responses from those who attended events said that events were helpful with their transition. While there may not be a difference in transition between those who attended events and those who didn't, most students who attended events (whether they had a successful transition or not) reported that community events helped with their transition. This evidence supports that the first goal of the RISING STAR model is being met.

Residents also report noticing a sense of community (91%) and feeling part of that community (92%). A statistically significant relationship was found between attending events and noticing a sense of community and feeling part of that community. The test revealed that those who attended community events were more likely to notice the sense of community and were also more likely to feel part of the community than

those who did not attend community events. This evidence supports that the second goal of the RISING STAR model is being met.

There are key weaknesses which are important to note and consider for this research. Students who had such a hard time and withdrew from the university are not represented in this study, which is likely to skew the results in a more positive manner. The study focused on self-reported transition rather than verified transition. As students interpret the phrase "successful transition" differently, it is likely that some students falsely reported successful transitions. Lastly, there is an overrepresentation of learning community residents in the data. As learning community residents are expected to attend several events, this could extend the results and show an inflated amount of participation.

There currently is no published research on the effectiveness of the RISINGSTAR model. Thus, the present research provides a useful initial investigation of student perspectives regarding the community events offered as part of this model. Further research can look at the relationship between the different racial groups and involvement. This information could further expand upon the finding that those in minority groups are more likely to not feel a part of a community. In addition, research could verify this information with a validated transition variable and a more representative sample .

APPENDIX A
RESEARCH PROPOSAL

Proposal to conduct research within the Department of Housing and
Residential Life

INTRODUCTION

The Department of Housing and Residential Life at Texas State University – San Marcos contributes greatly to the first year experience of freshman students. The DHRL contributes by offering various services, including the availability of Learning Communities and in-hall programming.

PURPOSE

The purpose of this research is to evaluate the in-hall programming service. The current programming model aims to accomplish a successful transition of the college student into college life and establish a strong sense of community among residents living in a common area. Does this service meet what it aims to accomplish? How do residents view the programming? Are there identifiable differences in views between those in learning communities and those not in learning communities?

This research is being conducted as part of an undergraduate thesis project.

METHODOLOGY

I will use a brief quantitative survey (approximately 30 questions) distributed using a random method to residents living within residence halls. The survey will include questions about the residence hall, participation in programs, satisfaction with the in-hall programs, and reflection on college transition and community. The data will be analyzed using SPSS. Identifiable information will not be gathered and questions will not ask for sensitive information. The project has qualified for IRB exemption (**EXP2012O4471**). The results will be presented in the aggregate in my honors thesis submitted to the Honors College. Information on specific residence halls/RAs will not be provided.

BENEFITS OF RESEARCH

The results will indicate whether residents experience a successful transition into college life, in part from the programming they have participated in over the past year, and if the resident feels like there is a strong sense of community. These results, however, may show an inflated number of students who successfully transitioned as those students who withdrew or moved will not be represented. The data collected will also show if residents that do not attend programs feel as though they have made the transition into college successfully and if a sense of community has been found. Analyses run on the data will indicate if there are any patterns between 1) the belief of transition and sense of community and 2)

the number of programs attended. In addition, a satisfaction portion on the survey will indicate the participants' satisfaction of the programming.

RESEARCHERS

This research will be conducted by Robby Sanchez, undergraduate Sociology student, and supervised by Dr. Toni Watt, Sociology professor.

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APPENDIX B

SURVEY

Programming Survey

*By filling out this survey, you are giving consent for the researcher to use this data in a research project. No identifying information will be asked, and you will remain completely anonymous.

Demographics

1. Gender - M / F
2. What is your age? _____
3. What is your major? _____
4. What is your minor? _____
5. What is your classification?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
6. Are you a first generation college student? Yes / No
7. What is your race/ethnicity?
 - a. Asian
 - b. Black or African American
 - c. Hispanic or Latino
 - d. White (non-Hispanic)
 - e. Other

Res. Hall

8. Which residence hall do you live in?

a. Arnold	h. Butler	o. San Jacinto
b. Beretta	i. Elliott	p. San Marcos
c. Bexar	j. Hornsby	q. San Saba
d. Blanco	k. Jackson	r. Smith
e. Bobcat Village	l. Lantana	s. Sterry
f. Brogdon	m. Laurel	t. The College Inn
g. Burleson	n. Retama	u. The Tower
9. About how many people does your RA oversee?
 - a. Less than 15
 - b. 15-25
 - c. 26-35
 - d. 36-45
 - e. More than 45
10. Are you a member of a Living-Learning program (Including Res. College)? Yes / No
11. If yes, which program?

a. Business	e. Psychology
b. History	f. Residential College
c. Journalism and Mass Communications	g. Terry Scholars
d. Pre-Medical / Pre-Dental	h. University Honors
12. Are you able to identify the name of your RA? Yes / No

Programming

13. Have you attended an event that an RA planned for your community (referred to as "community event" or "program"? A community can be considered an entire residence hall or a hallway.
 - a. Yes (**Continue to question 14**)
 - b. No (**Please skip to question 28**)
14. How many of these community events have you attended for the hall you live in during the past year?

a. 1	e. 5	i. 9
b. 2	f. 6	j. 10+
c. 3	g. 7	
d. 4	h. 8	

Influences

15. If you attend community events/programs, do you attend (select one):
 - a. always with friends (100% of the time)
 - b. mostly with friends (51%-99% of the time)
 - c. sometimes with friends (1%-50% of the time)
 - d. never with friends (0% of the time)
16. Why do you attend these events? (circle all that apply)

a. RA asked you to attend	g. Events are fun
b. Flyers	h. Events are helpful or educational
c. E-mails	i. Other, please specify: _____
d. To complete Learning Community hours	
e. Friends were going to the event	
f. Free food/snacks/drinks	

Satisfaction

- 17. Did you find one or more of the programs you attended educational? Yes / No
- 18. Did you find one or more of the programs you attended fun? Yes / No
- 19. Did you find one or more of the programs you attended a good opportunity to get to know people? Yes / No
- 20. Did you find that one or more of the programs you attended made you think outside of your comfort level to see other perspectives? Yes / No
- 21. How many programs were you satisfied with that you attended?
 - a. all of them (100% of programs)
 - b. most of them (51%-99% of programs)
 - c. some of them (1%-50% of programs)
 - d. none of them (0% of programs)
- 22. How many programs were you unsatisfied with that you attended?
 - a. all of them (100% of programs)
 - b. most of them (51%-99% of programs)
 - c. some of them (1%-50% of programs)
 - d. none of them (0% of programs)

Transition (for program attendants)

- 23. Do you believe you have transitioned well into college life? Yes / No
- 24. Do you believe that the community events you attended help with the transition to college life? Yes / No
- 25. Do you believe that there is a sense of community among the residents in your hall? Yes / No
- 26. Do you believe that community events help to develop a sense of community among the residents? Yes / No
- 27. Do you feel a part of this community of residents? Yes / No

Please write any additional comments you would like to include:

END OF SURVEY FOR PROGRAM ATTENDANTS. THANK YOU FOR PARTICIPATING; WE APPRECIATE YOUR TIME. Please return this survey to the front desk.

Transition (for non-attendants)

- 28. Do you believe you have transitioned well into college life? Yes / No
- 29. Do you believe that there is a sense of community among the residents in your hall? Yes / No
- 30. Do you feel a part of this community of residents? Yes / No

Please write any additional comments you would like to include:

END OF SURVEY. THANK YOU FOR PARTICIPATING; WE APPRECIATE YOUR TIME. Please return this survey to the front desk.

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