



Assessment in University Housing

Using Data to Improve the Residential Experience

Daniel Becton, M.Div., Ph.D., Lili McGuffey, Emily Schmitt, & Curtis Cooper
University of Wisconsin-Madison



Agenda



Introduction

Equity in Assessment

Learning Communities

Residential Curriculum



Curtis

- Introduction & warmup question

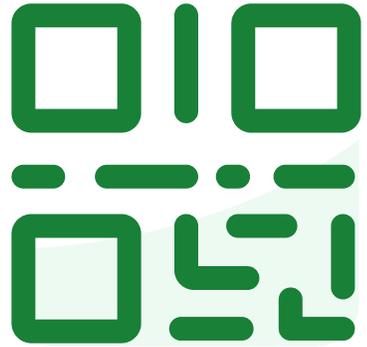




Learning Outcomes

- Understand some complexities of utilizing assessment methods to outline and address equity issues for residents
- Identify strategies for equitable assessment
- Contrast assessment approaches for learning communities and residential curriculum
- Apply assessment techniques and critical approaches to own practice

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i Start presenting to display the joining instructions on this slide.

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Have you ever worked in Housing (as an RA, staff member, etc?)

ⓘ Start presenting to display the poll results on this slide.

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Where do you currently work?

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What was your all-time favorite Halloween costume

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Equity in Assessment





Equity in Assessment

- Equitable assessment methods
 - Accessible tools (e.g. survey reach/design, focus group location/time)
- Using assessment to address inequities
 - Demographics (optional, dynamic, thoughtful categories)
 - Identity-informed experiences
 - Advocacy and Power
 - Alternative methods



Accessible Tools

- Surveys
 - Pilot—seek student input
 - Look & Feel
 - Mobile-Friendly
 - Alt text

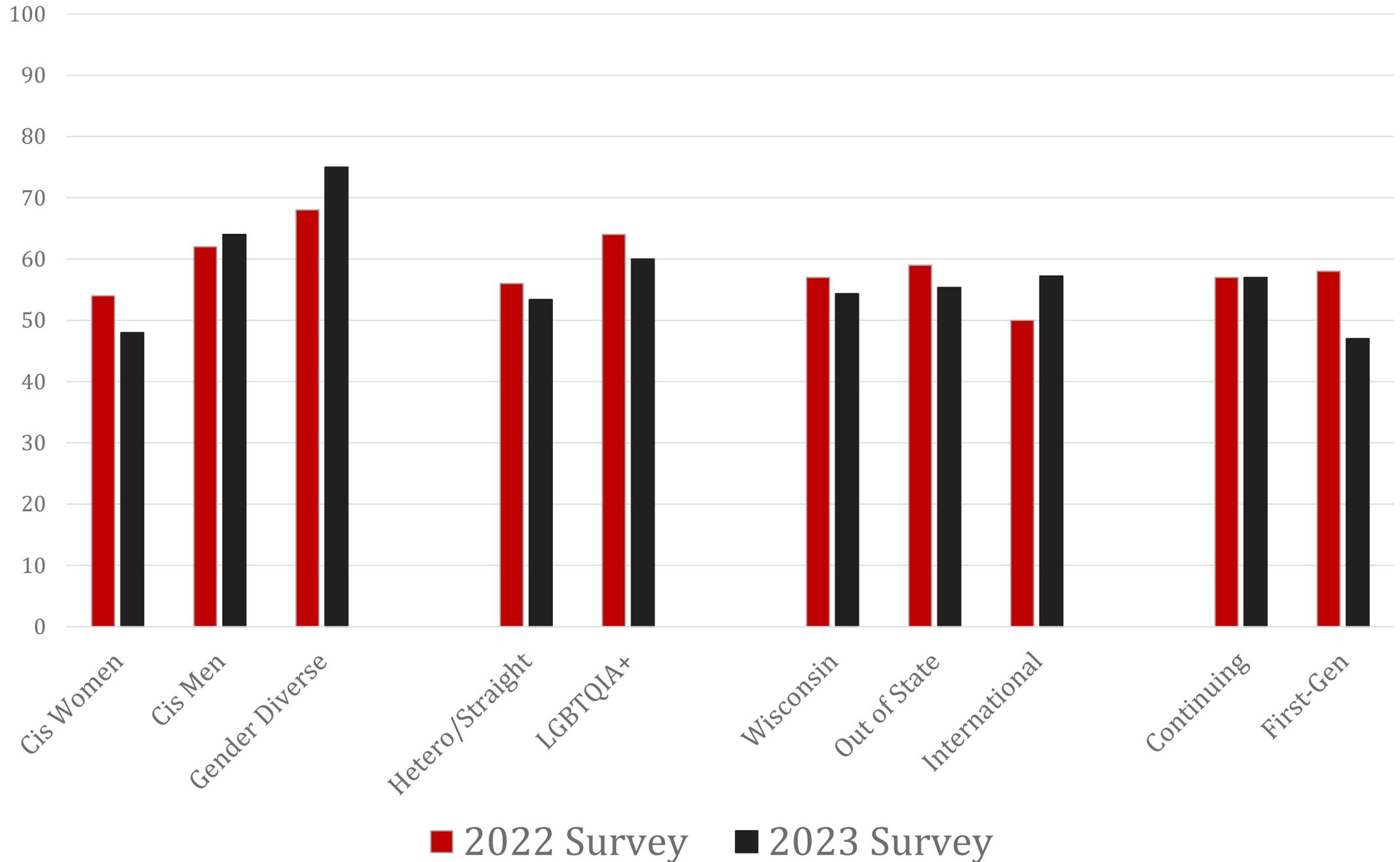
- Focus Group accessibility
 - Time
 - Location
 - Compensation



Demographics

- Categories
 - Registrar data comparison
 - Dynamic: Assess, re-evaluate, and adjust
 - Multiple options—hard to count
 - Disaggregating and aggregating (e.g. gender and sexual diversity)
 - Intersectional analysis—clarify researcher goals

RA Knows My Name



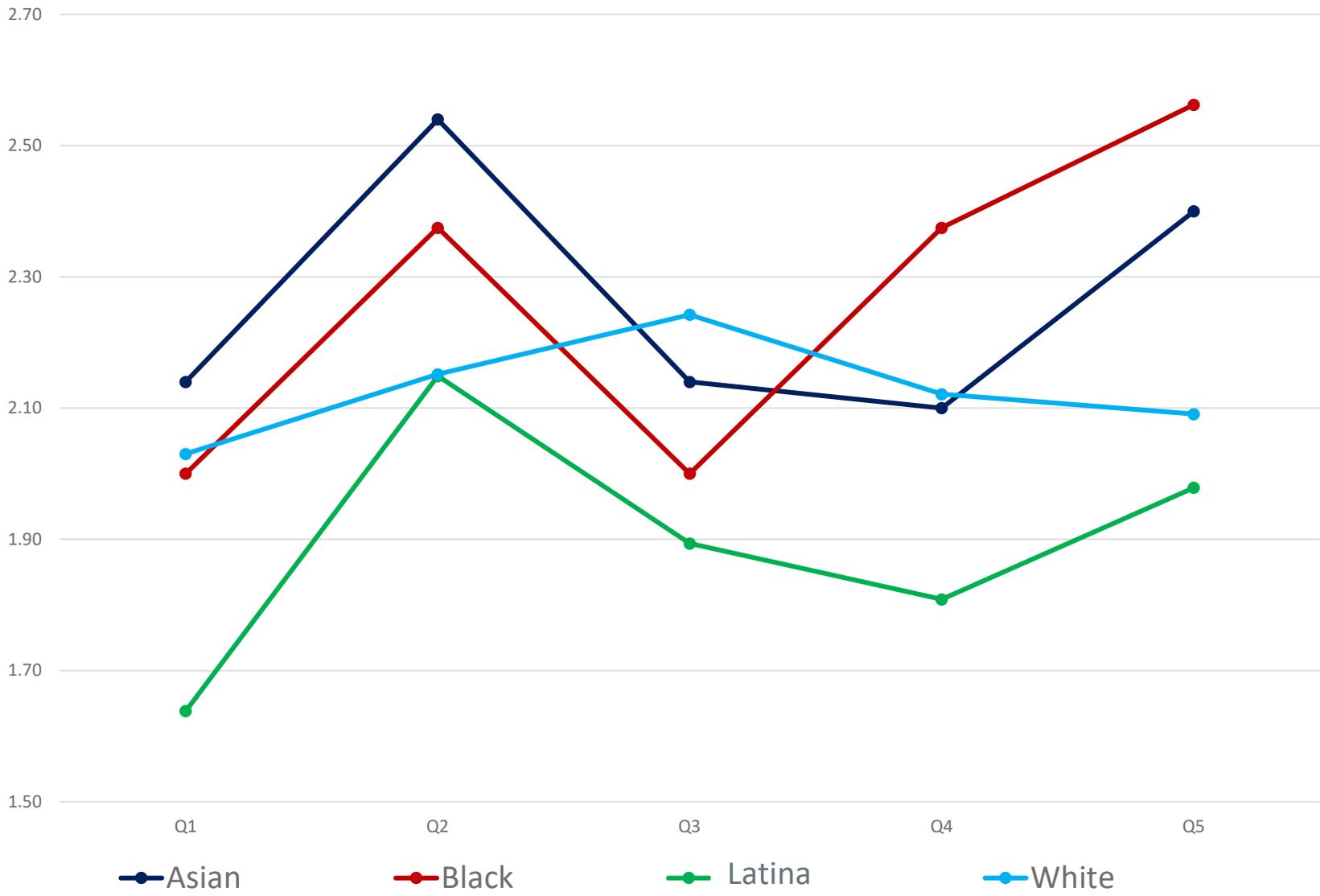


RA Selection

- Mitigating bias
 - Training (implicit bias, exercise with redacted applications)
 - Triangulation (engage student voice)
- UT example
 - Investigate discrepancy in interview scores by race & gender



Women—Applicants By Race





Housing Affordability

- UW-Madison example
 - University Apartments assessment support
 - Food insecurity, international visas, and childcare
- UT-Austin example
 - Division purchased private apartment building
 - Needed to assess impact of price changes



Student Voice



(Maki, 2004)



Student Voice

- Student staff leading assessment projects
 - Inspired by 2022 Assessment Institute session
 - Jessica Turos, Ph.D. (Bowling Green) works with undergraduate Student Learning Analysts
 - **Tuesday at 2:45 pm, Tennessee Room:** 20Q – Actively Engaging Undergraduates: The Importance of Student Voices in the Assessment Process



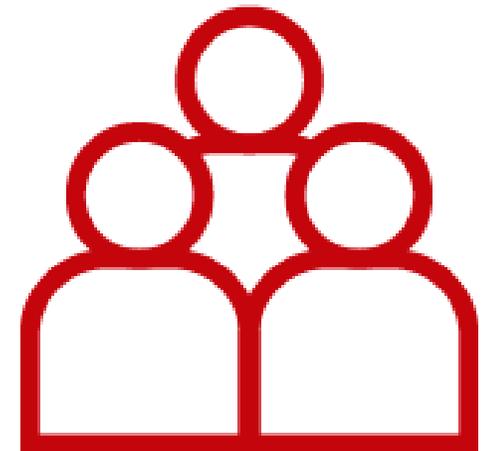
Student Assessment Analysts at UW-Madison

- Goals:
 - Discern appropriate assessment methods for various objectives
 - Create, analyze, and present findings from surveys
 - Design, execute, and present findings from focus groups
 - Navigate relationships with a variety of stakeholders



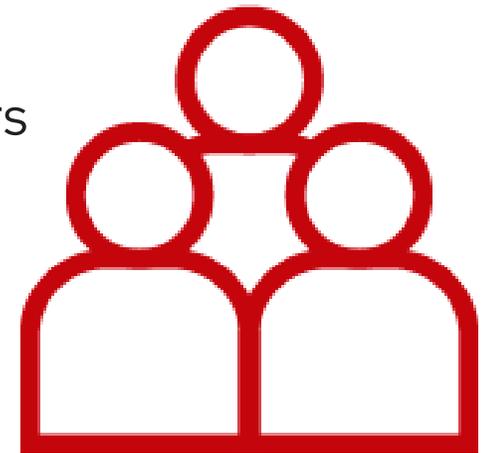
Assessment Profiles

- Assessment/Method Expert
- Narrator/Translator
- Political Navigator
- Facilitator/Guide
- Visionary/Believer



Assessment Profiles

- Assessment/Method Expert
 - Survey and Focus Group design + execution
- Narrator/Translator
 - Presentations and Reports
- Political Navigator
 - Experience with stakeholders at different levels (peer to director)
- Facilitator/Guide
 - Consult on assessment design, present findings to stakeholders
- Visionary/Believer
 - Reflect on uses of data, context of assessment, and own objectives in assessment projects





Advocacy and Power

- KPI project
 - Engaging at the strategic level
 - Interacting with leaders



Alternative Methods

- Spatial
- Participatory
- Visual

Epistemological Intervention

Student experience is measured by surveys and interviews

This is reductive and restricts student voice to the language of researcher/administrator

Participatory visual methods offer rich, personalized expression

Visual methods generate a different kind of truth (non-positivist)

By using artistic techniques to (re)present their world, students can construct persuasive political arguments drawn from their experience



Photo Elicitation

- Utilize photographs in interview to “evoke deeper elements of human consciousness than do words” (Harper, 2002)
- Generates vocabulary of “affective terminology” and calls attention to experience of anxiety (Holt, 2019)
- Enables exploration of private spaces and gendered subjectivities (Ingrey, 2013; Samura et al., 2021)
- Creates possibility for “counter-images” (Rumpf, 2017)



Photovoice

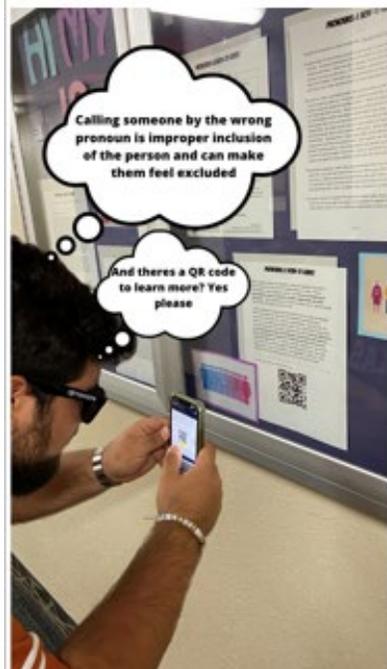
- Participants document their lives, identify themes, and advocate to policymakers (Wang & Burris, 1994)
- Privileges standpoint (Weiler, 1988), embraces artistic expression (Barone & Eisner, 2012), and cultivates critical consciousness (Freire, 1970)

RAs during COVID

“There’s so much world out there ... But I just kind of trapped myself inside. ... See my hand? I think it’s me yearning to be out there. ... It’s kind of unreachable, mentally more than physically.”



Bulletin Boards

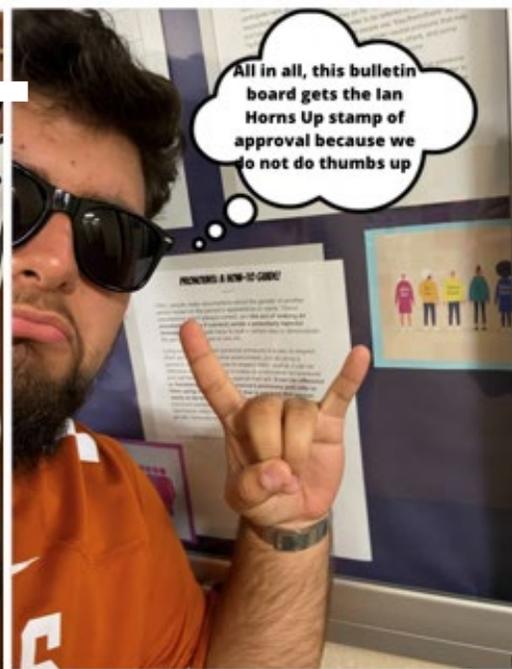
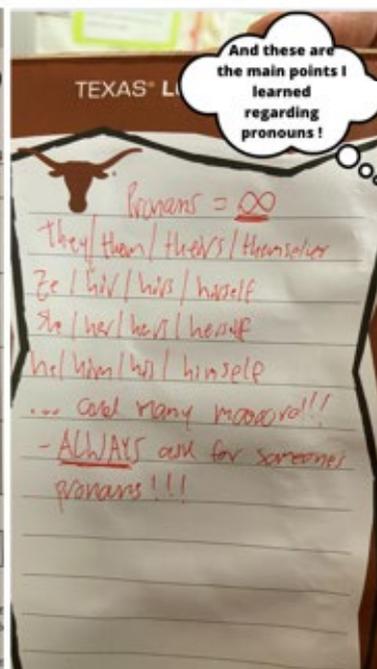


PRONOUNS: A HOW-TO

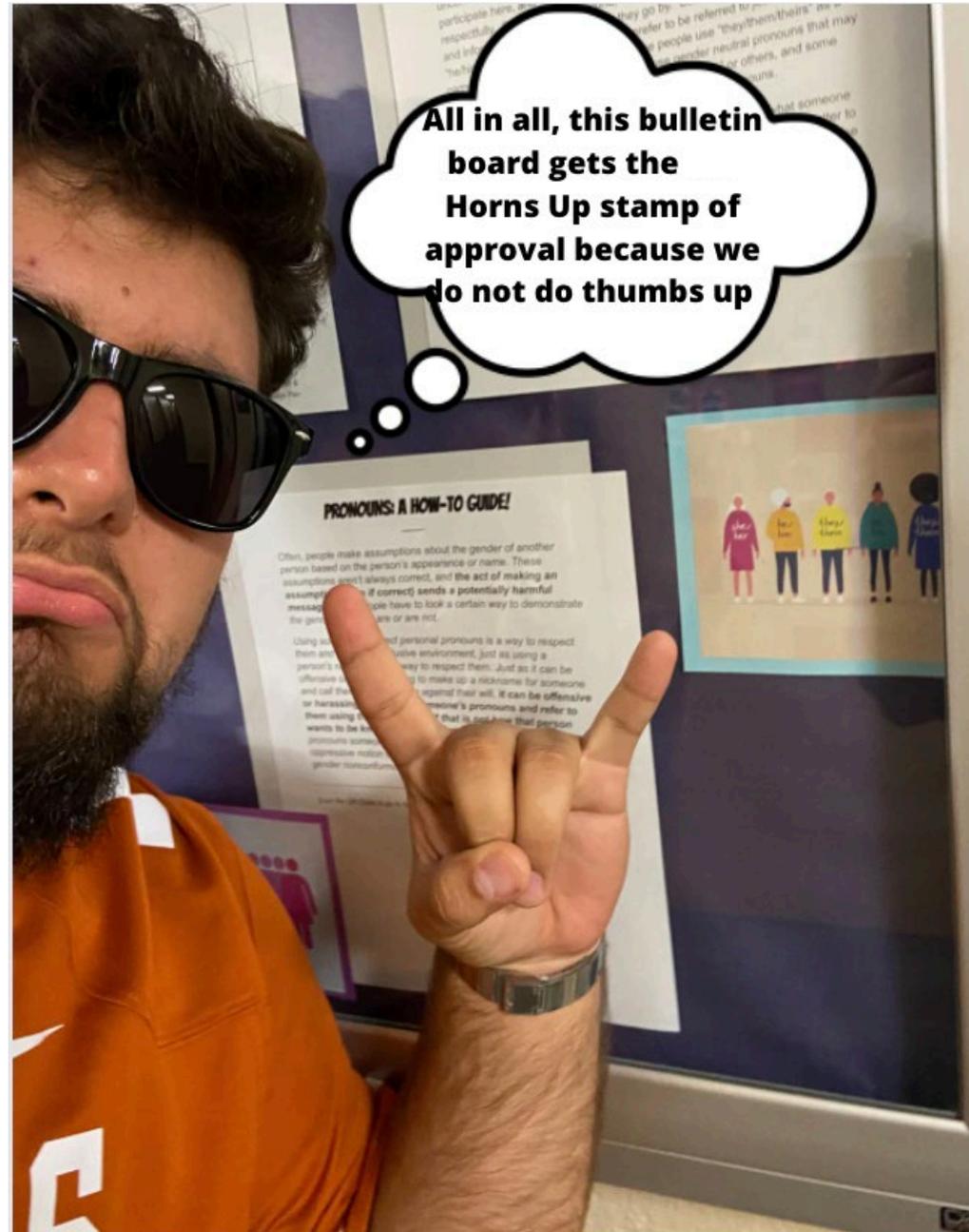
These are not the only pronouns. There are an infinite number of pronouns as new ones emerge.

| Subjective | Objective | Possessive | Reflexive |
|------------|-----------|------------|------------|
| they | them | theirs | themselves |
| ze | hir | hirs | hirsself |
| she | her | hers | herself |
| he | him | his | himself |

Thought bubble: Let me write this down really quickly



Institutional Identity





Sensory Experience Study

- Residential experience from a spatial perspective
- Students with disabilities
- Investigating dining spaces
- Support advocacy for change



Challenges for Photovoice

- Researcher goals dictate emphasis on empowerment vs policy change
- Must secure buy-in from leadership from outset
- Relationships with many stakeholders (gatekeeping/recruitment, rapport with participants, connecting participants/leaders)
- Requires extensive participant labor



(Living) Learning Communities





High-Impact Practices

Table 3: Types of High-Impact Learning Experiences, Bachelor's Degree Recipients in 2021-22
By School/College

| | Percentage of Graduates by School/College | | | | | | | | |
|-----------------------------------|---|------------|------------|------------|------------|--------------|------------|-----------|--------------|
| | ALS | BUS | EDU | EGR | HEC | L&S | NUR | PHM | Total |
| Study Abroad (Unduplicated) | 8 | 7 | 7 | 7 | 6 | 7 | 7 | 4 | 7 |
| UW-Madison Program | 8 | 7 | 6 | 6 | 6 | 7 | 7 | 4 | 7 |
| Other Program | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Residential Learning Comm. | 20 | 8 | 16 | 20 | 13 | 19 | 9 | 9 | 17 |
| First-Year Interest Group (FIG) | 18 | 4 | 30 | 6 | 16 | 13 | 31 | 54 | 14 |
| Community-Based Learn. Course | 21 | 12 | 64 | 14 | 59 | 17 | 27 | 70 | 22 |
| Independent/Directed Study | 51 | 3 | 21 | 26 | 12 | 25 | 16 | 44 | 24 |
| Research Exp. (Unduplicated) | 49 | 41 | 40 | 26 | 26 | 43 | 21 | 40 | 39 |
| Research Course | 33 | 40 | 33 | 16 | 18 | 34 | 16 | 39 | 31 |
| Thesis Course | 3 | 0 | 2 | 0 | 6 | 5 | 9 | 0 | 3 |
| Research Work Experience | 26 | 3 | 8 | 15 | 6 | 13 | 9 | 12 | 12 |
| Workplace Experience | 37 | 22 | 85 | 50 | 94 | 26 | 100 | 72 | 40 |
| Honors Course | 25 | 5 | 8 | 25 | 6 | 34 | 16 | 12 | 24 |
| Seminar Course | 57 | 18 | 47 | 33 | 31 | 52 | 46 | 100 | 44 |
| Capstone Experience | 100 | 46 | 41 | 100 | 100 | 30 | 100 | 12 | 55 |
| Total Graduates | 813 | 965 | 450 | 934 | 419 | 3,535 | 244 | 57 | 7,413 |



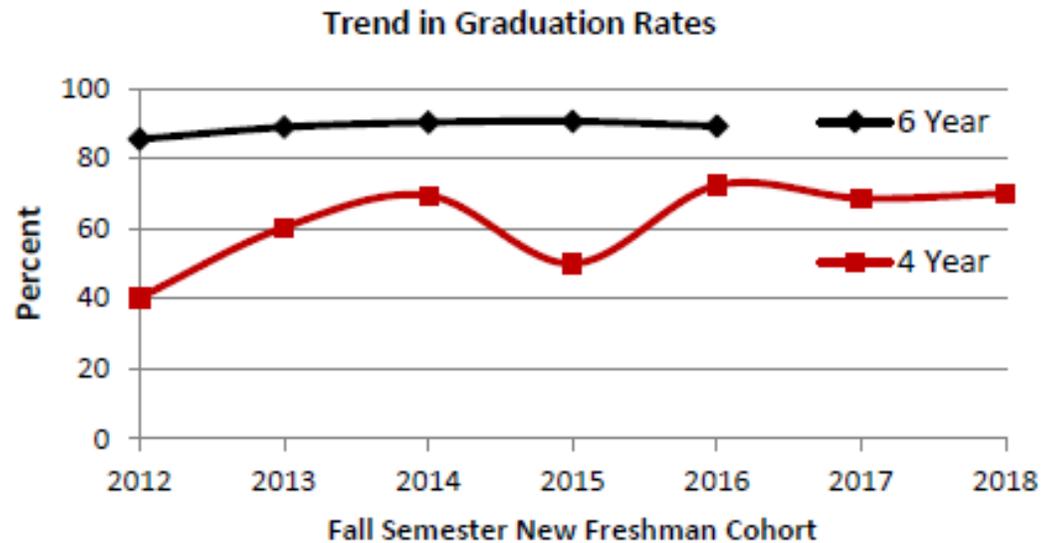
Appendix A: Comparison of Participation Rates in Types of High-Impact Learning Experiences, Bachelor's Degree Recipients in 2021-22

| | Percentage of Graduates | | | |
|---------------------------------|-------------------------|------------------------------|----------------------------|--------------------------|
| | All Graduates | Underrep. Graduates of Color | First-Generation Graduates | Transfer-Start Graduates |
| Study Abroad (Unduplicated) | 7 | 10 | 7 | 4 |
| Residential Learning Comm. | 17 | 23 | 18 | 1 |
| First-Year Interest Group (FIG) | 14 | 23 | 17 | 0 |
| Community-Based Learn. Course | 22 | 30 | 26 | 17 |
| Independent/Directed Study | 24 | 24 | 23 | 15 |
| Research Exp. (Unduplicated) | 39 | 43 | 39 | 27 |
| Workplace Experience | 40 | 44 | 42 | 33 |
| Honors Course | 24 | 23 | 24 | 17 |
| Seminar Course | 44 | 52 | 47 | 30 |
| Capstone Experience | 55 | 59 | 55 | 45 |
| <i>Percentage one or more</i> | 90 | 95 | 90 | 79 |
| Total Graduates | 7,413 | 772 | 1,616 | 1,080 |

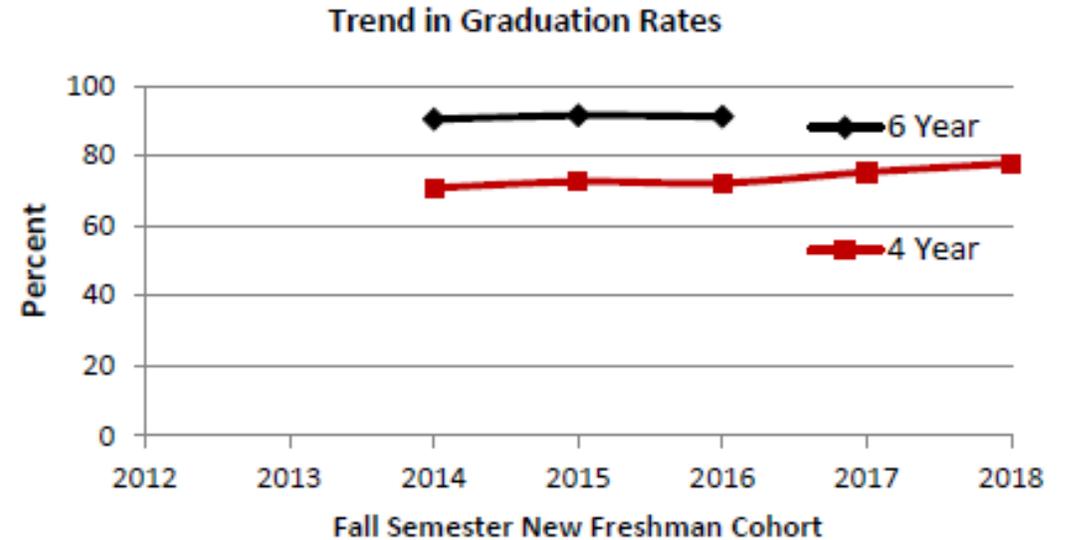


Comparison Statistics

WISE Participants



Women with Intended Majors in STEM (comparison group)



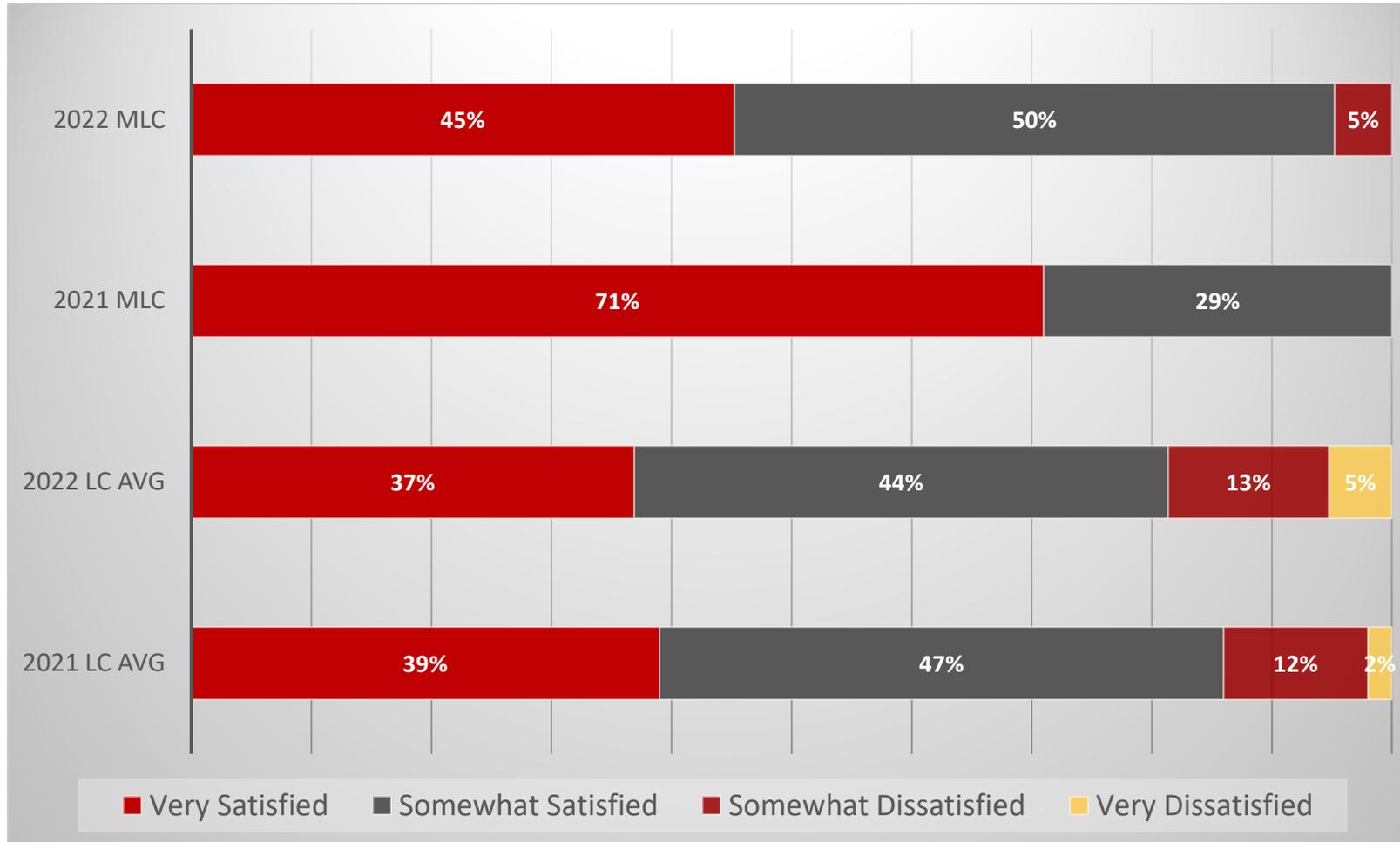


Internal Assessment

| Learning Community | Responses |
|--------------------|-----------|
| BLC | 73 (31%) |
| BioHouse | 54 (82%) |
| Business Connect | 45 (26%) |
| CRC | 168 (28%) |
| GreenHouse | 67 (83%) |
| ILC | 51 (26%) |

| Learning Community | Responses |
|--------------------|-----------|
| MLC | 55 (80%) |
| OpenHouse | 14 (40%) |
| StartUp | 23 (38%) |
| The Studio | 30 (45%) |
| WISE | 89 (65%) |

How satisfied are you with your LC?





2024 Study

- Alumni
- Grouping by theme
- Spatial analysis



Critical Questions

- Impact:
 - Are LLCs self-selecting?
 - How do you demonstrate their influence?
 - Do methods undermine assessment of learning for non-LC residents?
 - Are the benefits measurable after 1 year or full collegiate journey?
- Thematic variance vs. structural similarities
- Sense of community vs. faculty interaction vs. thematic exploration



Residential Curriculum





Overview

- Curricular Approach (Kerr et al., 2020)
 - Educational Priority
 - Learning Goals + Outcomes
 - “Educational Strategies”
 - Sequenced Learning
 - Assessment
- Challenges
 - RA buy-in (requires labor)
 - Staff buy-in (traditional models favored)



UW-Madison Goals

Learn About Yourself

1. Set goals that support personal growth
2. Engage in personal identity exploration
3. Develop skills to make choices that support personal wellness

Learn How to Create An Inclusive Community

1. Develop cooperative relationships with others
2. Describe how their behaviors impact others
3. Demonstrate skills in communication across difference

Learn Skills to Be a Successful Badger

1. Identify connection points on campus
2. Cultivate life and living skills
3. Utilize self-advocacy strategies



UW-Madison 'Strategies'

| Strategy | Int. Interactions | House Meeting | Roommate Agreement | Bulletin Boards | WI Weekdays | Social Media |
|----------------|-------------------|---------------|--------------------|-----------------|-------------|--------------|
| Time | 2x per semester | 4x | Start of year | Monthly | 4x per week | Regular |
| Learning Goals | | | | | | |
| Assessment | | | | | | |



Challenges for Assessment

- Aligning and specifying learning outcomes with educational strategies
- Participation in activities varies greatly
- Traditional assessment is indirect (e.g. perceptions of learning)
- Assessment activities require labor for educator + student
- Separation of residential learning from holistic student experience
- Treating all residents as starting from same levels
- Assessment is summative but goal is to prepare for ongoing learning



Microsurvey / Roommate Agreement

- Roomcompact Survey: How's it going with your roommate?
 - #Good - #Bad - #OK
- Curtis compared with rooms who completed a roommate agreement
- Roommates that did not fill out the roommate agreement were 27% more likely to report a bad experience with a roommate

Who Responded with #Bad



Responses:

- 74/1919 of respondents that did fill out roommate agreements reported #bad
- 47/961 of respondents that did not fill out roommate agreements reported #bad



Comparison of Learning Spaces

| Curricular | Co-curricular | Extra-Curricular |
|----------------------------------|-------------------------------|-----------------------------------|
| Curriculum-driven | Aligned with curriculum | Independent of curriculum |
| Activities are curriculum driven | Activities enhance curriculum | Activities not part of curriculum |
| Assessed | Assessed | Not assessed |
| Stated learning objectives | Stated learning objectives | Optional learning objectives |
| In classroom | Out of classroom | Out of classroom |
| Required | Optional OR required | Optional |
| Assigned credit | No assigned credit | No assigned credit |



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ICAP Framework (Chi & Wylie, 2014)

| | Passive (receiving) | Active (manipulating) | Constructive (Generating) | Interactive (Dialoguing) |
|------------------------|---|--|---|--|
| Listening to a lecture | Listening without doing anything else but oriented toward instruction | Repeating or rehearsing; copying solution steps; taking verbatim notes | Reflecting out-loud; drawing concept maps; asking questions | Defending and arguing a position in dyads or small group |
| Reading a text | Reading entire text passages silently/aloud without doing anything else | Underlining or highlighting; summarizing by copy-and-delete | Self-explaining; integrating across texts; taking notes in one's own words | Asking and answering comprehension questions with a partner |
| Observing a video | Watching the video without doing anything else | Manipulating the tape by pausing, playing, fast-forward, rewind | Explaining the concepts in a video; comparing and contrasting to prior knowledge, other materials | Debating with a peer about the justifications; discussing similarities and differences |



Interactive Cohorts

- Create digital portfolio based on reflection
- Employ “constructionist” model (Brennan, 2015)
- Assessment as learning
- Thematic sequence (co-curricular/spatial; extra-curricular/social; curricular/personal)

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What is one takeaway you are leaving with?

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Thank you!



Questions?

dbecton@wisc.edu