



University Housing Services Inter-Hall Council Involvement and Academic Performance Assessment Report

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Choose One: Other

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Date of Report: June 2016

Purpose of Assessment

The purpose of this assessment is to examine the relationship between involvement and academic success amongst IHC members. Information from this assessment will help future advisors better support their students to balance their academic and involvement responsibilities. It will contribute to longitudinal data gathered from students involved in IHC last year (2014-2015).

Division Learning Outcome Intellectual & Practical Competencies

Targeted Learning Outcome

By completing this study, University Housing Services will be able to:

- determine in which areas its resident leaders feel they have grown through their involvement in IHC
- adjust its advising practices to support the academic mission of the department
- determine whether advising practices established following the 2014-2015 school year were effective in ensuring IHC Executive Board members maintained a strong GPA throughout the year.

Assessment Methodology

An anonymous survey was created utilizing Google Forms, and distributed to all students who held an Executive Board, Senator, or Commissioner title within IHC during the 2015-2016 school year via email. A Likert scale was used, with 5 = Strongly Agree and 1 = Strongly Disagree. Basic demographic information was also collected. (n = 15). All students were aware that participation in the survey was entirely optional and anonymous.

To complete a GPA check, BroncoDirect's Advisor tool was used. (n = 37).

Results

Study 1

My involvement in IHC made me feel more connected to the Cal Poly Pomona campus community. Average = 4.60

My involvement in IHC made me more aware of programs and events hosted by Cal Poly Pomona and student organizations. Average = 4.67

My involvement in IHC improved my self-confidence. Average = 4.00

My involvement in IHC improved my public speaking ability. Average = 3.60

My involvement in IHC made me feel more connected to other students who live on campus. Average = 4.47

My involvement in IHC made me more aware of University Housing Services policies and procedures. Average = 4.73

My involvement in IHC improved my academic performance. Average = 3.27

Overall, I am satisfied with my IHC experience. Average = 4.53

Study 2

All IHC, Cumulative GPA: 3.03 (includes previous school years for returning students)

All IHC, Spring 2016 GPA: 3.04

All IHC, Winter 2015 GPA: 2.93

All IHC, Fall 2015 GPA: 3.11

All First-Year IHC, Cumulative GPA: 3.07

All First-Year IHC, Spring 2016 GPA: 3.12

All First-Year IHC, Winter 2016 GPA: 3.16

All First-Year IHC, Fall 2015 GPA: 3.19

All Returner IHC, Cumulative GPA: 2.98 (includes previous school years)

All Returner IHC, Spring 2016 GPA: 2.96

All Returner IHC, Winter 2016 GPA: 2.98

All Returner IHC, Fall 2015 GPA: 3.03

All Executive Board, Cumulative GPA: 3.12 (includes previous school years)

All Executive Board, Spring 2016 GPA: 3.39

All Executive Board, Winter 2016 GPA: 2.95

All Executive Board, Fall 2015 GPA: 3.00

Conclusion

Students who were active within IHC for a portion of the school year generally indicated that they benefited in some way. Whether it was an increased connection to campus, a friend group, or a boost in self-confidence, students point to some aspect of IHC involvement as a net positive.

IHC students indicated a score of 4.73 when asked about IHC having increased their knowledge of UHS policies and procedures. IHC students receive accurate and timely information, and are expected to disseminate that information to their constituents.

The average score for IHC having improved students' academic performance was a 3.27, which is an increase over last year's score of 2.86. This may be attributed to UHS' increased focus on ensuring IHC students are putting their academic performance ahead of their extracurricular involvement.

The average cumulative GPA of a student involved in IHC is a 3.03. By most standards, this is a strong GPA. However, this is down from last year's average GPA of 3.11. The cause of this drop is a decrease in the average GPA of returning IHC students, (from a 3.07 in '14-'15 to a 2.98 this year) and first-year IHC students (from a 3.15 in '14-'15 to a 3.07 this year).

The average GPA of an IHC Executive Board member is 3.12. This represents a stronger-than-average number, and is a remarkable increase over last year's 2.91. It should also be noted that the average cumulative GPA for the 2016-2017 Executive Board members is an even higher 3.25.

Implications for Practice

- By setting up academic success plans, and holding IHC Executive Board members to the same standards as RAs, UHS may see a drastic improvement in the academic performance of E-Board members.
- Executive Board members of student organizations can run the risk of over-involvement, sacrificing their academic performance for increased commitment to extracurricular activities. Advisors must be vigilant of this trend.
- Regular GPA checks of student leaders should be performed to ensure that their involvement on campus is not impeding their academic performance in any way. An effective advisor must be able to have a difficult conversation with student leaders regarding the need to limit ones involvement.
- The Inter-Hall Council (and its respective Hall/Suite Councils and NRHH) can be marketed as valuable resources for incoming residents to get involved in, as the benefits are tangible.