

HOW THEY USED DATA

University of St. Francis
Department of Residence Education and Student Life



University of St. Francis (USF) is one of three winners of the 2020 Benchworks Assessment and Impact Award in Housing for high survey scores on personal interactions, self-management, and overall learning. USF's Department of Residence Education and Student Life used data from the ACUHO-I / Benchworks Resident Assessment to:



Inform Transition to a Curriculum Model

USF is currently transitioning their residential education model from a traditional programming model to a curricular approach. USF's survey data on the importance of and resident learning related to interactions, diversity, and transferrable skills informed their selection of and measure progress on program learning outcomes. While USF still utilizes programs and activities, their focus has been on leveraging relationships with campus partners to host events, allowing RAs to focus more of their time on engaging and building connections with residents. Mollie Rockafellow, Dean of Student Life and Director of Residence Education, noted that "Using data to create a continuous quality improvement model has been a game-changer for us in meeting our student needs and creating a co-curricular learning model."



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Mollie Rockafellow
Dean of Student Life
University of St. Francis



Show the Importance of 1:1 Interactions

Data from the Resident Assessment indicated that residents highly valued interactions with RAs. So, USF was intentional in framing department outcomes and aligning activities to prioritize and foster intentional interactions between residents and RAs. The department's strategic planning process relied heavily on these data to show how the department created a welcoming and accepting community.



Improve and Adapt RA Training

USF expanded and improved its RA training program to better help RAs build connections and foster an inclusive and welcoming residence hall environment. Portions of training were moved into online modules, where RAs could review materials, watch videos, and learn some of the material over a five-week period on basic topics before coming to campus. In-person training prior to the start of the academic year focused then on fostering relationships as a team and preparing for the upcoming year. Returning RAs received more 1:1 time with full-time staff to elevate their professional skills and are given opportunities to help train new RAs, both during the summer and throughout the academic year.