

Resident Assistant Survey

Resident Assistant Survey

Submitted To: Dr. M. Hyman

In Partial Fulfillment
Of The Requirements
For The Course
MKTG 310

SP 1999

Submitted By: 

Monday, May 10, 1999

Mr. Bob Smiggen
Director, Housing and Residence Life
New Mexico State University

Subject: Report on the results of the Resident Assistant Survey

Dear Mr. Smiggen:


I am pleased to present you with a report on the results of the survey I handed out to the Resident Assistants to determine why the retention rate is low and what areas of their job RA's liked and disliked. This report was prepared in accordance with the guidelines you, Mr. Greg Block, and myself discussed on Tuesday, April 13.

I think you will find some of the results surprising. I know when we talked we assumed that one of the main complaints the RA's would have about their job would not be money or time, but those two topics were brought up quite frequently and looked negatively upon by the RA's. The biggest problem this data brought forth was that the RA's do not find the current means of training useful or valuable.

This survey was distributed to every RA employed at the time in each halls staff meeting. The total number of surveys tabulated came to 60. I believe that these questionnaires are representative of those RA's who filled out the survey. In preparing the questionnaire, I used information gathered from a focus group of RA's and former RA's as well as the input from you and Mr. Block.

The results of this project can be used by your department to evaluate current trends and processes within your organization and may hopefully be used to shed some light on the reason why the RA turnover rate is so high. I would like to thank you for your cooperation in completing this research and I wish you the best of luck in the future.

Sincerely,



Researcher/Student
New Mexico State University

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Executive Summary

Background

The New Mexico State University Department of Housing and Residence Life is charged with the task of providing housing for those students who choose to live on campus. They take this process one step further in that they strive to not only supply students with a room to live in, but also supply them with a well-rounded group living experience where their education can be supplemented by various programs.

The Resident Assistant (RA) is the Departments tool to implement their goals and in many ways serves as the liaison between the residents and the Department. Having such an awesome responsibility on their shoulders, the RA is crucial to the Departments success. The fact that the RA turnover rate is so high for the Department lends itself to be examined.

The objectives of this survey were to do the following:

- Determine if RA's felt comfortable with the scope of their job and their responsibilities
- Determine how RA's perceive they are being treated
- Determine positive and negative aspects of the RA job as they perceive them
- Determine how satisfied RA's are with their job
- Determine why RA's leave their job.

Results

Job scope/Responsibilities

40% of RA's feel that the expectations given to them by the Department are not realistic given the scope of their job and other responsibilities and they feel that they

work on average more than twenty hours a week. 31% feel the job description they were given when they first applied is not accurate and a large percentage of RA's from the larger halls (25%) feel they have too many residents on their floor.

How RA's perceive they are being treated

41.6% of RA's feel they are being treated as valuable employees and 46% feel they are recognized for their efforts. 40% of the RA's feel that there is a communication problem.

Training

A majority of the RA's (63%) feel that Spring Inservices are invaluable to them. 39.5% of the RA's feel that the required CEP class did not present them with useful information. 51% of RA's felt that the training in the beginning of the Fall semester was adequate and prepared them for their job.

Satisfaction

Of all the RA's, 51.6% said they have been satisfied with their job and 56.7% said their experiences have been positive while being employed by the Department as an RA.

Positive and Negative aspects of the job

In general the RA's like the aspect of their job that includes dealing with people. They enjoy the diversity and the relationships they build with other staff members. On the same scale, they dislike the programming requirements and they wish they were paid more for the work they do.

Why RA's leave their job

Of the 60 RA's employed by the department currently, over half of them will not be returning to work next year. The most common reason given was that the job did not meet their expectations and that they disliked the Department.

Conclusions and Recommendations

Conclusions

A problem obviously exists in the Department for the retention rate to be so low. The most negative responses came when asked about training and whether or not RA's felt they were being treated fairly. While a large percent feel they have had a positive

experience working as an RA, over 50% did not feel as if they did. The things RA's like most about their jobs is the relationship they build and the interaction with people.

Recommendations

A survey should be created that gets at the heart of the problem as to why RA's are not returning and examines more specific aspects of the job. The survey needs to be administered during a neutral time in the semester. Consider that the data may have to be recoded when you create your questionnaire and design it accordingly. The Department needs to examine training and try and open up communication within the department. They need to try and recognize the RA's more and try build upon that relationship they have with their peers.

Resident Assistant Survey Results

Introduction

The New Mexico State University Department of Housing and Residence Life (the Department) is charged with the enormous responsibility of providing housing for the over 3,000 students that choose to reside on campus. More than just providing a room to stay in, the Department strives to provide students with a well-rounded living experience by encouraging them to get involved in a community, take responsibility for their actions, and challenges them mentally by supplementing the students' education through the availability of quality educational, social, and informational programs.

The Departments main resource in implementing their goals is the Resident Assistant (RA). The RA's responsibilities are broad and range from enforcing University and Housing policies to serving as a mentor and a counselor to the residents in their hall. Each RA is responsible for a floor or building in their hall and can have anywhere from 35 to 75 residents. There are seven different residence halls on campus. Alumni, Garcia, and Vista Del Monte are the biggest, Greek Complex and the Women's Residence Center are medium sized facilities, and Regents Row and Rhodes-Garrett-Hamiel are the smallest facilities. The RA is in charge of the rooms on his or her floor and the residents who reside in those rooms. The RA is encouraged to get to know each and every resident and to foster a sense of community among them.

Having been an RA for nearly three years, one of the biggest complaints I have heard from my supervisors is that the retention rate for RA's is very low. The department

spends a lot of time training and developing their RA's and a returning RA can be considered a very valuable commodity by the Department. The turnover rate being so high forces the Department to almost literally start from scratch at the beginning of each Fall semester.

The purpose of this project was to survey current RA's and try to determine why the retention rate is so low. In order to ensure that I had the most information possible and that I did not bias the results I surveyed all the RA's employed by the Department. This project aimed to discover how satisfied RA's are with their job correlated with different aspects of their job and why or why not RA's would choose to leave the Department as an employee. I feel this project was worth doing because the information it provided can be a useful tool for the Department in trying to increase the RA retention rate and become a stronger, more marketable employer.

Objectives

The objectives of this project were broken down into several key factors that set the scene for the purpose of this study. In order to answer the research question, the following objectives were established:

- To determine if RA's felt comfortable with the scope of their job and their responsibilities
- To determine how RA's perceive they are being treated
- To determine how RA's feel about training

- To determine positive and negative aspects of the RA job as they perceived them
- To determine how satisfied RA's are with their job
- To determine why RA's leave their job.

Methodology

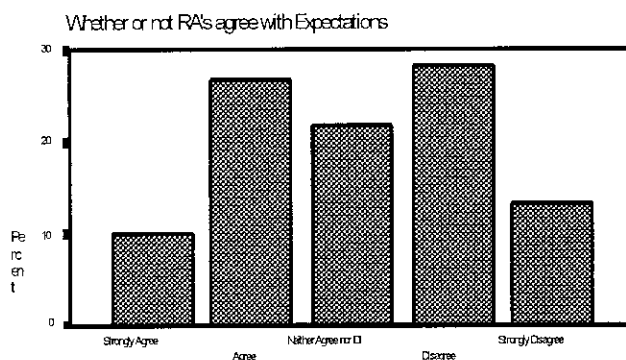
This project consisted of exploratory research conducted through a survey of all 60 RA's currently employed by the NMSU Department of Housing and Residence Life. A structured questionnaire survey design was used because it was a convenient and inexpensive way to collect the data that was needed. The questionnaire contained 35 questions, four of which were open-ended. The questions on the survey were formulated after an interview with a small group of former RA's and current RA's. The small group was asked what aspects of the job they did/didn't like, what they thought were strengths/weaknesses of the department, and why they quit their job or why they decided to stay.

The survey was distributed in person at the weekly staff meeting of the individual hall. Respondents were instructed to completely fill out each questionnaire and to take their time in answering the questions. There was a 100% response rate making this project a complete census of the target group. Each question on a returned survey was verified to be answered completely and correctly. The statistical methods used to analyze the data were obtained through the SPSS Statistical Analysis Computer Program. Through the use of the SPSS program, frequency and cross tabulation data was generated reflecting the results of the survey.

Results

Job Scope/Responsibilities

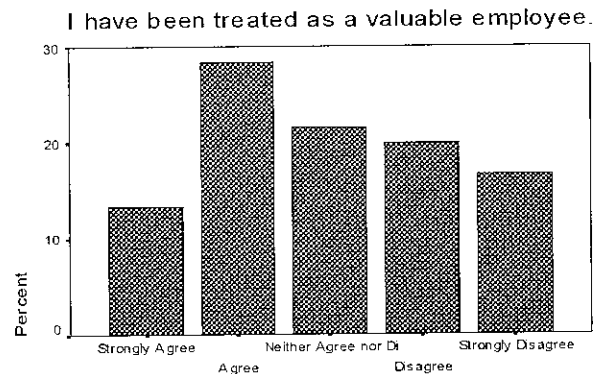
- 40% of RA's feel that the expectations of the Department are not realistic given the scope of their job and their responsibilities as a full-time student. Of those 40%, 29% said they would not be returning as an RA next year.



- 31% of RA's feel that the job description they were given for their job when they first applied is not accurate to what they really do. Of that 31%, only 13.6% are returning next year.
- 40% of the RA's feel they average working more than 20 hours a week while 39% feel that their work week balances out over the semester, meaning that some weeks you may work more than twenty hours, but other weeks you may work less than twenty hours. 65% of RA's feel there is plenty of time to fulfill the five programming requirements required each semester by the Department.
- 25% of RA's feel the RA to resident ratio is not manageable in their specific facility. Of that 25%, 68% of those people were from the three largest facilities. 15.3% were indifferent on the matter, and 61% felt the ratio was manageable.

How RA's perceive they are being treated

- When asked if they felt they were being treated as valuable employees, 36.7% of RA's felt they were not and 41.6% felt they were. Of that 41.6% who felt they were being treated valuably, only 30% said their overall experience as an RA has been a positive one.

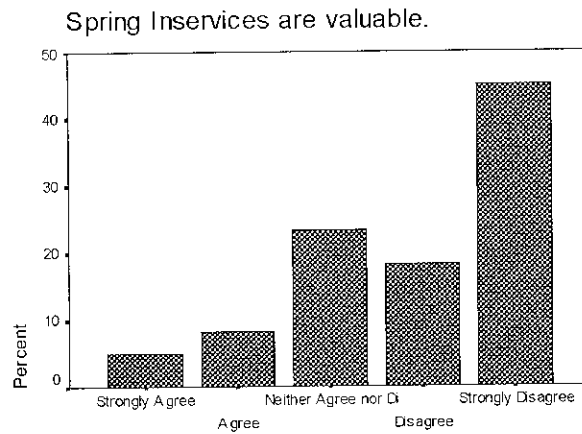


q9

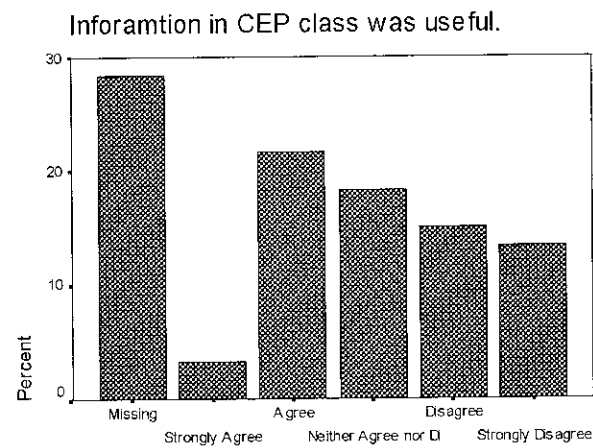
- 46% of RA's feel they are recognized for the efforts they put forth in their job. 76.7% feel that their job allows for creativity and innovation. 40% of RA's feel their job does not provide them with opportunities for promotion and job growth. Of that 40%, 23.7% will not be returning next year.
- 40% of RA's feel that the Departments communication channels do not allow for vertical communication. 41.4% have had the opportunity to voice their opinion to their supervisors and 51.7% of RA's feel their input is important to their supervisors.

Training

- 63% of RA's feel that Spring Inservices did not present them with valuable information. 39.5% of RA's feel that the CEP class did not present them with useful information, 25.6% were indifferent on the matter and 34.9% felt the CEP class presented them with useful information. Of all the RA's surveyed, 34.9% felt both the CEP class and Spring Inservices were not useful, while only 9.3% felt the CEP class and Spring Inservices were useful.



q12



q20

**Missing represents those RA's who were not hired in time to take the CEP class

- 51% of RA's who went through Fall Training felt they were given adequate training to begin their job, 41.9% feel the topics covered were relevant to what actually occurs in their job. Only 14.3% of the RA's who completed Fall Training felt the training was inadequate and irrelevant.
- 55.8% of the RA's who completed Fall Training felt their was not enough time to complete all the necessary tasks required at that time of the year.

Satisfaction

- 51.6% of RA's have been satisfied with their RA job while 20% of RA's have been unsatisfied. 28.3% were indifferent on the matter.

- 56.7% of RA's said they have had a positive experience while being employed by the Department of Housing and Residence Life as an RA. 16.7% said their experience has been negative and 26.7% said they were indifferent on the matter.
- Of the 51.6% of the RA's who have been satisfied with their job, only 27.1% are returning next year. Of the 56.7% of RA's who have had a positive experience, only 28.8 are returning next year.

Positive and Negative aspects of job (open-ended questions)

- When RA's were asked if they could change one thing about their job to make it more enjoyable the most frequent topic to arise was programming. A lot of RA's felt that the programming requirements were either too much or too structured. The argument was not so much that they could not complete their requirements, but that the requirements are established in such a way that does not allow for a lot of time and effort to go into the programs.
- When asked what one thing they would not change about their job the answers were almost unanimous; the residents and the staff. Almost everyone said they enjoyed the interaction with the residents and the relationships they established with fellow staff members. Another common topic was giving RA's a single room and having two people on duty instead of one.
- The one thing RA's liked most about their job was the free room. Other common topics were the impact they had on other people's lives, the ability to meet many diverse people, and again the residents and staff.
- When RA's were asked what they liked least about their job the number one response was the money. A lot of RA's felt that the money they received was not enough for the work that they do. Another very common complaint was that they did not like the management within the department. They felt their supervisors (Hall Managers and Assistant Hall Managers) treated them with respect and cared for them, but they felt the upper management viewed them as "slaves" and that when it came to personal matters they acted like "children."

Why RA's leave their job

- 59.3% of the current RA's will not be returning as an RA next year. Of the 60 current RA's, 17, or 35% of them were not hired at the beginning of the Fall semester. 25.9% of the 60 RA's have only been working since the Spring semester. Of those RA's who have been working since the beginning of the Fall, only 46.5% are returning next year.
- When the 59.3% of RA's who were not returning were asked why, 13.3% were graduating, 1.7% were getting married, 28.3% said the job did not meet their expectations, and 8.3% were moving off campus. 38.4% of the respondents had other reasons, of those 12% said they hated their job and 18% said they hated the Department.

Demographics

- 46.6% of RA's are male and 53.4% are female
- 10.3% of the RA's are 19 years of age, 31% are 20, 31% are 21, 13.8% are 22, and 13.8% are 23 or older.
- 34.5% of the RA's are classified as sophomores, 41.4% as juniors, and 24.1% as seniors.
- 5.3% of RA's are African American, 50.9% are Caucasian, 1.8% are Native American, 3.5% are Asian American, 19.3% are Mexican American, and 19.3% classified themselves as other.
- 20.3% of the RA's work at Alumni, 20.3% work at Garcia, 10.2% work at Greek Complex, 6.8% work at Regents Row, 8.5% work at Rhodes-Garrett-Hamiel, 22% work at Vista Del Monte, and 11.9% work at the Women's Residence Center.

Limitations

Although each question on the returned surveys was verified to be answered correctly, the possibility exists that the data may be skewed. The fact that this project was conducted on the topic of a persons job makes the subject matter very personal and lends itself to be biased by the personal emotions of the respondent. If for example the respondent was having a bad week or had gotten in trouble at work recently, they will obviously have a negative view of the Department at that time and the data will not truly reflect the overall opinions that the survey was hoping to get at. Or, if the respondent had just been rewarded, the data will also be skewed towards a positive end. The fact that the surveys were handed out during a facility-upkeep's week (a very stressful time in the semester for an RA) probably had an effect on the answers as well.

After examination of the collected data, it was determined that in many cases certain response categories had to be compiled in order to yield more meaningful statistics. To the extent that categories were compiled took away from the original intent to measure the intensity of how the respondent felt about specific questions on the questionnaire. Also, it was difficult to find correlation's between questions, and the correlation's that did exist seemed to be insignificant. Even though this project was a census, the sample size was so small that a lot of the data seemed inaccurate.

After the data was analyzed, the answers to many questions appeared not to be meaningful and in some cases not statistically significant. This was due in part to a broadly stated research problem. Because the research objectives were very broad, there

was no single issue that could be significantly evaluated in the amount of time allotted for this project or in our scope as students with a limited budget.

Questions could have been more specific and should have asked why people felt the way they did instead of just asking whether or not they agreed with a statement given to them. Because the questionnaire required permission from the Department before it was allowed to be passed out, the questionnaire had to be approved. This approval process cost valuable time that could have been used to examine the data more closely and more importantly mandated that the questionnaire be changed from its original form. A majority of the questions had to be changed or reworded and some were even thrown out. This led to a questionnaire that was no longer the work of the primary researcher and in some cases did not allow for the data that the researcher was looking for and omitted some of the questions that the researcher had hoped to get answered.

The coding of the open-ended questions was especially difficult. Although a majority of the responses fell within the same types of categorical answers, there were still those answers that deviated from the others and the question of how to code became difficult. Also, because the questions were entered into SPSS as open-ended there were no mathematical statistics for them. This makes them hard to justify and prove arithmetically.

Conclusions

Job scope/Responsibilities

A majority of the RA's feel that the expectations they are given by the Department may be too much. The expectations are high and may in some cases interfere

with priorities set by the RA's who are also students and who may value academics above their job at times. Most RA's feel they are working more than twenty-hours a week and that the time does not balance out over the semester. At the same time they feel that there is plenty of time in the semester to get their required programs done.

Three-fourths of the RA's feel that they do not have too many residents for them to effectively handle their job. However, there is still one fourth that feel they have too many residents. Of that one fourth, nearly three fourths of them come from a larger hall where the number of residents can be double that of an RA in a smaller facility.

How RA's perceive they are being treated.

A little under half of the RA's feel they are treated as valuable employees and that they are recognized for the efforts they put forth in their job. RA's seem to perceive that there is a communication problem within the Department.

Training

Most RA's feel that Spring Inservices are invaluable to them and a little under half of the RA's feel that the CEP class is invaluable. A very small percentage felt that both Inservices and the CEP class were useful. Over half the RA's felt Fall training was useful and the topics were relevant, however they also felt there was not enough time allotted during that week to get everything required to do done.

Satisfaction

A little over half of the RA's said that they were satisfied with their job and that they have had a positive experience while being employed by the Department of Housing and Residence Life here at NMSU. Of those people who said they had a good time and

said their experience was a positive one, only half of them are returning as an RA next year.

Positive and Negative aspects of job

In general, RA's disagree with the programming requirements set forth by the Department. Almost all RA's enjoy the interaction that they get with their residents and the relationships they develop with other staff members. The thing RA's like most about their job is the free room and the ability to meet lots of different people. Most RA's feel that they are not getting paid enough money for the amount of work that they do.

Why RA's leave their job

Over half of the RA's who are currently working will not be returning to the Department next year. The most common reason given for not coming back was that the job did not meet their expectations. The second most common reason was that they disliked the Department.

Recommendations

For the survey

Distribute the questionnaire at a "down" time in the semester. Avoid times when tension may run high such as facility-upkeeps or major programs. Also avoid times nearing the appreciation banquets, both situations can bias the data. Make questions more specific to what the RA does or does not like about his or her job and try and find out why. Do not put a neutral response in the questionnaire because it is a very common answer but it does not help you in analyzing the data to find out how someone feels, it cannot be determined as positive or negative. Narrow down your research objectives to be

very precise and exact. Make sure that your questions are relevant to what you are trying to find out and try and avoid open-ended questions unless you have a great deal of time to code answers and gather statistical data from your codes.

For the Department

There is an obvious problem somewhere in the department. The turnover rate is over 50% and many of the employees who choose to come back to work for another year do not do so with a positive attitude. For a department who depends heavily upon its employees to function successfully, you need to take greater steps to ensure that your employees feel comfortable and secure in their positions.

A very large percent of the employees feel that the training being provided is not valuable. Either do away with or restructure the way the CEP class and Spring Inservices are presented. A lot of RA's also feel overworked. Either narrow down the scope of the job and the responsibilities the RA has so that they do not feel as if they are carrying too much weight or give them a raise. Investigate how many hours the RA perceives they are working and then compare that to what the Department perceives.

Recognize the RA's more and provide them with opportunities for promotion and job growth and enrichment. Focus on the fact that they enjoy meeting new people. There is a strength in the relationships RA's develop among their peers, tap into that and show that you are open to suggestions and input. Consider changing the programming requirements. The most common reason for RA's leaving is not graduation, getting married, or moving off-campus, it is problems with the job and the department. If you can solve those problems you can raise your retention rate.

Appendix

Resident Assistant Survey

Your answers to this survey will be used to conduct a marketing research project. This project is a requirement for a class, MKTG 310, but the results of this data will be presented to the administrative staff of the Department of Housing and Residence Life. Please take time to answer all the questions on the questionnaire honestly and unbiasedly by selecting the answer that most accurately reflects your true opinion.

This survey should not take more than ten minutes.

Thank you for your time.

Instructions:

For each of the following questions please circle the number that best applies, 1 being Strongly Agree, 2 being Agree, 3 being Somewhat Agree, 4 being Somewhat Disagree, 5 being Disagree, and 6 being Strongly Disagree.

- | | | | | | | |
|---|----|---|---|---|---|----|
| 1) I feel the job description that the Department of Housing and Residence Life gave me before I became an RA accurately portrays what my job actually is. | SA | | | | | SD |
| | 1 | 2 | 3 | 4 | 5 | |
| 2) I feel the 20 hour-a-week job description is valid considering it balances itself out through the course of the semester (for example busy times during opening and closing, less busier times in the middle of the semester). | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| 3) I feel the expectations imposed upon me by the Department of Housing and Residence Life are realistic given the scope of my job and my responsibilities as a full-time student. | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| 4) I feel the RA to Resident ratio is manageable in my specific facility. | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| 5) I am able to fulfill the programming requirements by completing five programs a semester. | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| 6) I feel my job allows room for creativity and innovation. | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| 7) I feel my job provides me with opportunities for promotion and job growth. | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| 8) I feel that the Departments communication channels allow for vertical communication. | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |
| 9) I have been treated as a valuable employee. | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | |

| | | | | |
|--|----|---|---|-----|
| 10) My job as an RA is important to the success of the Department. | SA | | | SD |
| | 1 | 2 | 3 | 4 5 |
| 11) I am recognized for the efforts I put forth in my job. | 1 | 2 | 3 | 4 5 |
| 12) Spring Inservices presented me with valuable information to apply to my job as an RA. | 1 | 2 | 3 | 4 5 |
| 13) My input is important to my supervisors. | 1 | 2 | 3 | 4 5 |
| 14) I have had the opportunity to voice my opinion to the managerial staff of the Department. | 1 | 2 | 3 | 4 5 |
| Questions 15-20 are for RA's who started at the beginning of the Fall semester. If you did not start at the beginning of the Fall semester please skip to question 21. | 1 | 2 | 3 | 4 5 |
| 15) I was provided with adequate training for my position during the beginning of the school year. | 1 | 2 | 3 | 4 5 |
| 16) There is enough time scheduled into Fall training for me to get all necessary tasks done (inventory rooms, training sessions, prepare hall and floor for opening). | 1 | 2 | 3 | 4 5 |
| 17) The topics covered in Fall training are relevant to what actually occurs in my job during the first few months of the Fall semester. | 1 | 2 | 3 | 4 5 |
| 18) The CEP class was useful as a part of training. | 1 | 2 | 3 | 4 5 |
| 19) The CEP class allowed me to meet people from other staffs. | 1 | 2 | 3 | 4 5 |
| 20) The information presented to me in the CEP class was useful to me and I was able to apply what I learned to my job as an RA. | 1 | 2 | 3 | 4 5 |
| 21) My job has provided me with valuable experiences that I can use in my future career or field of occupation. | 1 | 2 | 3 | 4 5 |
| 22) I have been satisfied with my RA job here at NMSU (please note a change in the answer scale, 1 represents very satisfied, 5 represents very unsatisfied). | VS | | | VU |
| | 1 | 2 | 3 | 4 5 |
| 23) My overall experience being employed by the Department of Housing and Residence Life has been a positive one (please note a change in the answer scale, 1 represents very positive, 5 represents very negative). | VP | | | VN |
| | 1 | 2 | 3 | 4 5 |

24) If you could change one aspect of your job to make it more enjoyable, what would it be and why?

25) What is one thing you wouldn't change about your job and why?

26) What do you like most about your job as an RA?

27) What do you like least about your job as an RA?

The following are personal questions about you that will be used for statistical and comparison purposes only. Your answers will be held in the strictest confidence.

28) What facility are you from?

Alumni__
Garcia__
Greek__
Regents__

RGH__
VDM__
WRC__

29) How many semesters have you been an RA?

1__
2__
3__

4__
5+__

30) Are you

Male__ Female__

31) What is your classification?

Freshman__
Junior__
Graduate Student__

Sophomore__
Senior__

32) What is your ethnicity?

African American__
Caucasian__
Native American__

Asian American__
Mexican American__
Other__

33) What is your age?

18__
19__
20__

21__
22__
23+__

34) Will you be returning as an RA next year?

Yes__ No__

35) If no, why not? (Please check all that apply)

Got another job__
Getting Married__
RA job did not meet my expectations__
Other (Please Specify)_____

Graduating__
Moving off-campus__

Purpose of the Research

The general purpose of this study is to determine why the return rate for Resident Assistants (RA's) with the NMSU Department of Housing and Residence Life is so low after their first year of employment and try to point out specific areas where the Department can improve so as to increase its retention rate.

Research Design

The survey research method will be the basic research design. Each survey will be given to a RA and they will be asked to fill it out at their convenience and turn it in at a specified location by a specified date. To encourage honest and non-biased answers the respondent will not be asked to identify him or herself. The survey should take about ten minutes to fill out. There will be questions on the survey applicable only to RA's who have returned to work for a second year that other RA's will be asked to skip.

Some sample questions that will be asked are:

How would you rate your overall experience with the Department of Housing and Residence Life since you have been an RA?

Very Positive __ Somewhat Positive __ Positive __ Negative __ Somewhat Negative __ Very Negative __

Do you feel that the Department of Housing and Residence Life provides you with valuable experiences that you can use in your future career or field of occupation?

Strongly Agree __ Moderately Agree __ Agree __ Disagree __ Moderately Disagree __ Strongly Disagree __

How satisfied are you with your RA job here at NMSU?

Very Satisfied __ Somewhat Satisfied __ Satisfied __ Dissatisfied __ Somewhat Dissatisfied __ Very Dissatisfied __

More Specific Questions are:

Do you feel the Department of Housing and Residence Life provides you adequate training for your position at the beginning of the school year?

Strongly Agree __ Moderately Agree __ Agree __ Disagree __ Moderately Disagree __ Strongly Disagree __

Do you feel the job description that the Department of Housing and Residence Life gave you before you became an RA accurately portrays what your job actually is?

Strongly Agree __ Moderately Agree __ Agree __ Disagree __ Moderately Disagree __ Strongly Disagree __

Do you feel that the expectations imposed upon you by the Department of Housing and Residence Life are realistic given the scope of your job and your responsibilities as a full-time student?

Strongly Agree__ Moderately Agree__ Agree__ Disagree__ Moderately Disagree__ Strongly Disagree__

Do you feel the Department of Housing and Residence Life provides you with enough opportunities for promotion and job growth?

Strongly Agree__ Moderately Agree__ Agree__ Disagree__ Moderately Disagree__ Strongly Disagree__

Sample Design

A survey of approximately 50 RA's located throughout the eight residence halls on campus will make up the database for this study. Eligible respondents will be employees of the Housing Department, all over 18 years of age.

Data Gathering

Each Hall Manager will ask members of their staff to fill out a survey during one of the weekly staff meetings.

Report Preparation

A written report will be prepared and an oral presentation of the findings will be made to class at the end of the project.