

2004 Floor Community Survey

Students Talk about Their Resident Mentors and Their Floor Communities

Students living in undergraduate residence halls were invited to participate in a web-based survey about their floor communities and the role and work of their Resident Mentors. Forty-four percent of the population responded; 6371 out of 14,441. Respondents represented the population fairly well; however a higher percentage of women responded than men. See the survey response demographics to the right.

THE MENTOR

The survey contained five sections. The first related to the role of the Resident Mentor (any Mentor, not their Mentor). Residents were asked to mark the level of importance to them of 22 skills and activities. Then they were asked to rate their own Mentors on these same skills and abilities. The third section looked at the reasons why students had conversations with their Mentors, and in the fourth section, students who had talked with their Mentors, rated that conversation. The final section focused on the floor community environment.

Students want a staff member on their floor to be friendly, trustworthy, fair, competent in a crisis and open-minded. Generally their Mentors have these skills. They described their Mentors as friendly, trustworthy, fair, open-minded and clear communicators.

Survey Respondent Demographics	Floor Community Survey		Undergraduate Residence Halls	
	#	%	#	%
GENDER				
Male	2399	38%	7001	46%
Female	3854	61%	8170	54%
Transgender	18	0%	NA	NA
CLASS LEVEL				
Freshman	3166	51%	8121	54%
Sophomore	2030	32%	3978	26%
Junior	674	11%	1586	11%
Senior	369	6%	987	7%
Other	18	<1%	499	3%
SEXUAL ORIENTATION				
Prefer not to say	135	2%	NA	NA
Straight	5954	94%	NA	NA
Bi-sexual	65	1%	NA	NA
Gay or Lesbian	48	<1%	NA	NA
Not sure	32	<1%	NA	NA
RACE/ETHNICITY				
White	4845	77%	11,490	76%
Black/AA	431	7%	1459	10%
Chicano	53	<1%	139	1%
Hispanic	103	2%	275	2%
American Indian	25	<1%	90	1%
Asian American	309	5%	961	6%
International	104	2%	600	4%
Not Known	458	7%	156	1%

Though responding to a crisis well was ranked as 4th (out of 22) in importance and 19th in actual performance, the difference can be explained by the fact that almost one-half (46%) of the students had had no opportunity to observe their Mentor in a crisis situation.

Skills and Abilities of a Resident Mentor	"Very Important" for <i>Any</i> Mentor		Performance of <i>My</i> Mentor		
	Rank	Very Imp.	Rank	Outstanding	Did Not Observe
Is friendly	1	69%	1	73%	5%
Can be trusted	2	68%	3	61%	15%
Treats floor members from all backgrounds and lifestyles fairly	3	66%	2	64%	14%
Responds well in a crisis	4	59%	19	33%	46%
Is open to different viewpoints	5	55%	5	51%	19%
Is timely and responsive to requests for help	6	55%	13	48%	25%
Communicates clearly	7	52%	4	58%	7%
Has accurate information about campus resources	8	50%	10	49%	16%
Can effectively mediate conflicts	9	49%	20	32%	36%
Listens to me/others	10	48%	9	49%	11%
Knows what is going on, on the floor	11	44%	12	48%	10%
Is genuinely interested in my welfare	12	42%	8	50%	15%
Can effectively enforce policies	13	42%	16	43%	16%
Is a leader on the floor	14	39%	15	47%	8%
Helps the residents develop standards for common behaviors on the floor	15	39%	6	51%	9%
Knows how to help a group come to an agreement	16	37%	18	35%	32%
Is regularly available on the floor	17	37%	11	48%	7%
Can run effective meetings	18	34%	7	50%	9%
Can successfully organize activities and programs	19	34%	14	47%	9%
Shows a commitment to his or her academic success	20	28%	17	42%	28%
Helps residents learn problem-solving skills	21	23%	22	29%	38%
Shows a commitment to my academic success	22	22%	21	31%	30%

Students most commonly visited Mentors for social conversation (64%), or to get information about resources (44%). For those who had conversations with their Mentors, the dissatisfaction rate was 5% or less. They were least likely to visit their Mentor just to have someone to listen to them (21% wouldn't go), for help making an important decision, (20% wouldn't go), academic assistance (17% wouldn't go) or a personal concern (16% wouldn't go).

RACE/ETHNICITY AND THE ROLE OF MENTOR

Four groups were formed for the purposes of comparisons among racial/ethnic groups; White (N=4882), Black/African American (N=431), Chicano/Hispanic (N=156) and Asian American (N=312). The number of American Indian/Alaskan Native student respondents, though representative of their population on campus, does not comprise a large enough group for statistical comparisons. GLM Multivariate Analyses were conducted on a scale from Very Important=1, Somewhat Important=2, and Not Important=3. For the 22 items offered as aspects of the Mentor role, there were differences among the groups on 17 items. On all 22 items related to the role of a Mentor, Black/African American students rated each skill or ability higher than all other groups, indicating a significant interest in the services of the Mentor.

Though the percentages differed among groups, the relative ranking of the items marked as "Very Important to Me" was consistent across the groups. See the "Top Five" for each group below.

Role Of Mentor - Top Five – Race/Ethnicity - Rank of Item and % Marking "Very Important to Me"				
	W	B/AA	CH	AsA
Is friendly	1	2	3	1
Can be trusted	2	3	2	2
Treats floor members from all backgrounds and lifestyles fairly	3	1	1	3
Responds well in a crisis	4	4	4	4
Is timely and responsive to requests for help	5			
Is open to different viewpoints		5	5	5

Role Of Mentor - Top Five – Class Level - Rank of Item and % Marking "Very Important to Me"				
	FR	SO	JR	SE
Is friendly*	1	1	3	3
Can be trusted*	2	3	2	2
Treats floor members from all backgrounds and lifestyles fairly*	3	2	1	1
Responds well in a crisis	4	4	4	4
Is timely and responsive to requests for help	5		5	
Is open to different viewpoints		5		5

Race/Ethnicity And The Role Of Mentor – Comparing Scores for "Very Important To Me"	W	B/AA	CH	AsA
<i>White = W, Black/African American = B/AA, Chicano or Hispanic = CH, Asian American = AsA</i>				
Significant differences (p<.05) between groups noted and shaded in blue				
Can be trusted	70%	73%	71%	70%
Can effectively enforce policies (B/AA more than W)	43%	57%	46%	50%
Can effectively mediate conflicts (B/AA more than W)	51%	66%	51%	57%
Can run effective meetings (B/AA more than CH and W, AsA more than W)	35%	52%	34%	41%
Can successfully organize activities and programs	36%	42%	38%	37%
Communicates clearly (B/AA more than W, CH, AsA)	53%	70%	53%	57%
Has accurate information about campus resources	52%	60%	52%	53%
Helps residents learn problem-solving skills (B/AA, CH and AsA more than W)	22%	39%	36%	32%
Helps the residents develop standards for common behaviors on the floor (B/AA and AsA more than W)	39%	54%	46%	50%
Is a leader on the floor (B/AA more than W and AsA)	40%	54%	49%	44%
Is friendly	71%	76%	69%	70%
Is genuinely interested in my welfare	44%	51%	47%	45%
Is open to different viewpoints B/AA more than W and CH)	56%	70%	58%	61%
Is regularly available on the floor (B/AA more than W and AsA, CH more than AsA)	38%	49%	43%	36%
Is timely and responsive to requests for help (B/AA more than W)	56%	68%	57%	59%
Knows how to help a group come to an agreement (B/AA and AsA more than W)	38%	52%	37%	46%
Knows what is going on, on the floor (B/AA more than W and AsA)	45%	59%	46%	48%
Listens to me/others (B/AA more than W, B/AA more than AsA)	51%	64%	53%	51%
Responds well in a crisis (B/AA more than W)	61%	71%	61%	62%
Shows a commitment to his or her academic success B/AA more than W and CH and AsA)	29%	46%	31%	32%
Shows a commitment to my academic success (B/AA more than AsA and W; CH more than W; AsA more than W)	23%	39%	27%	27%
Treats floor members from all backgrounds and lifestyles fairly (B/AA more than W and AsA)	67%	83%	71%	69%

CLASS LEVEL AND THE ROLE OF MENTOR

A similar pattern appears when comparing scores by class levels, with ten of the 22 items significantly different. Rankings by the percent of "Very Important to Me" responses are almost identical. GLM Multivariate Analyses were conducted on a scale from "Very Important to Me" = 1, "Somewhat Important to Me" = 2, and "Not Important to Me" = 3.

Class Level and the Role of Mentor – Comparing Scores For “Very Important To Me”

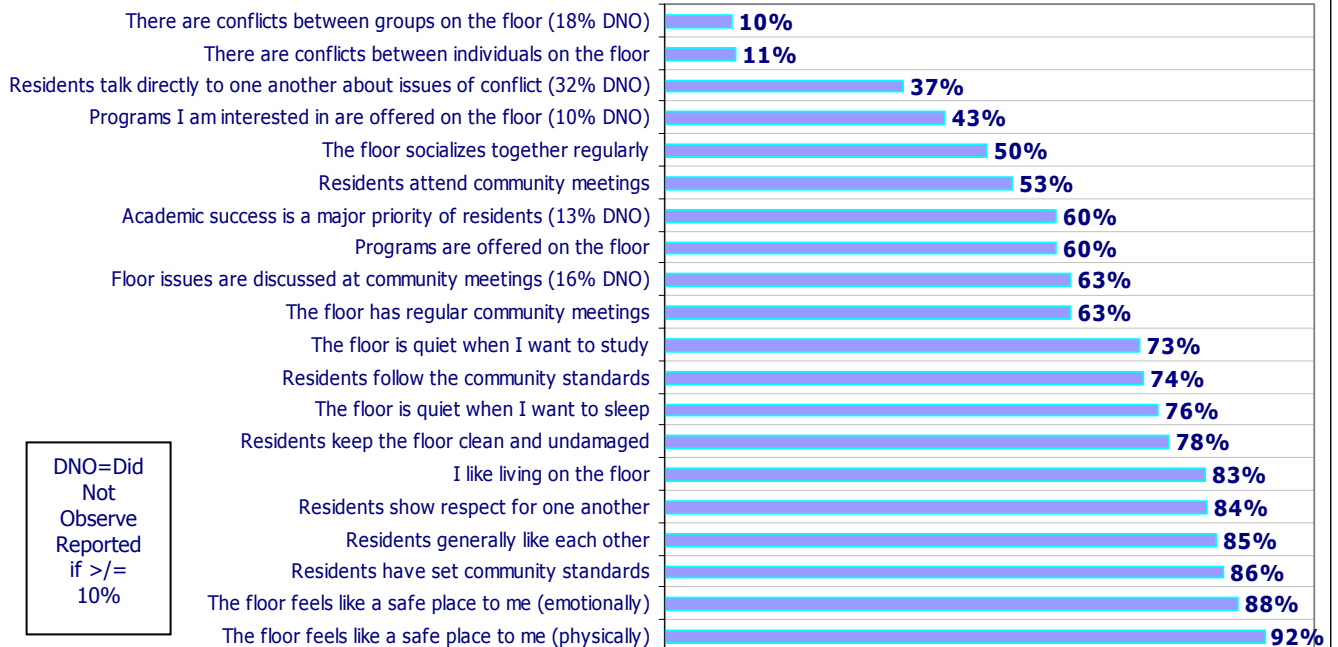
	FR	SO	JR	SE
<i>Freshman = FR, Sophomore = SO, Junior = JR and Senior = SR</i>				
Significant differences (p<.05) between groups noted and shaded in blue				
Can be trusted	72%	69%	70%	62%
Can effectively enforce policies	43%	44%	49%	50%
Can effectively mediate conflicts	52%	53%	55%	51%
Can run effective meetings (FR more than Sr.)	37%	35%	34%	33%
Can successfully organize activities and programs (FR More than JR and SR)	38%	35%	32%	34%
Communicates clearly	56%	52%	56%	51%
Has accurate information about campus resources (FR more than JR and SR, SO more than SR)	55%	50%	45%	41%
Helps residents learn problem-solving skills (FR, more than SO, JR, SR)	26%	24%	19%	20%
Helps the residents develop standards for common behaviors on the floor	41%	41%	42%	40%
Is a leader on the floor (FR more than SO, JR or SR)	43%	41%	35%	35%
Is friendly	72%	72%	68%	61%
Is genuinely interested in my welfare (FR more than SR, SO more than SR.)	45%	44%	44%	35%
Is open to different viewpoints	57%	57%	60%	57%
Is regularly available on the floor	40%	39%	34%	33%
Is timely and responsive to requests for help	57%	56%	60%	54%
Knows how to help a group come to an agreement (FR more than JR and SR, SO more than JR)	41%	39%	35%	35%
Knows what is going on, on the floor	46%	47%	47%	45%
Listens to me/others (FR more than SR)	53%	51%	52%	48%
Responds well in a crisis	61%	62%	62%	58%
Shows a commitment to his or her academic success	31%	30%	28%	29%
Shows a commitment to my academic success (FR more than JR)	24%	24%	22%	24%
Treats floor members from all backgrounds and lifestyles fairly (SR less than FR, SO and JR)	67%	69%	73%	64%

THE FLOOR COMMUNITY

Living in a residence hall was widely experienced as both physically (92%) and emotionally (88%) safe. Most residents reported that their floors had established community standards (86%). Residents felt that floor residents demonstrated a high degree of respect for one another (84%) and generally liked each other (85%). More than 80% stated that they liked living in their residence hall community.

To a somewhat lesser but still relatively high degree, residents kept the environment clean and undamaged (78% marking “All or Most of the Time” or AMT), followed the community standards which they set (74% AMT), and maintained quiet for sleep (76% AMT) and study (73% AMT). Somewhat less than two-thirds (63% AMT) of hall residents were aware that there were community meetings, and about half (53% AMT) reported that residents attended them.

FLOOR COMMUNITY - SYSTEM RESPONSES FOR "All or Most of the Time"



DNO=Did Not Observe Reported if >/= 10%

Sixty percent reported that there were floor programs, and 43% reported that the programs that were offered interested them "All or Most of the Time".

About ten percent of the survey respondents reported that there were conflicts on the floor; 10% between groups of residents, and 11% between individuals. More than one third (37% AMT), reported that residents talked directly to one another if they had a conflict. Almost two-thirds (63% AMT) stated that floor issues were discussed at community meetings.

RACE/ETHNICITY AND CLASS LEVEL AND THE FLOOR COMMUNITY LIVING EXPERIENCE

Life in a residence hall can be experienced differently by different groups. Of the twenty items related to living on a residence hall floor, students of different racial/ethnic backgrounds had significantly different views on four items. Generally, students of different races/ethnicities reported similar community living experiences.

When looking at class level, there were more differences between students at different class levels. More than half of the items were significantly different. Generally, junior and senior scores were lower than freshmen and sophomores. One exception was that seniors were more likely to report that the floor was quiet when they wanted to study.

RACE/ETHNICITY AND THE FLOOR COMMUNITY LIVING EXPERIENCE

RACE/ETHNICITY - The Floor Community - All or Most of the Time (Highest % in Bold)	W	B/AA	CH	AsA
Academic success is a major priority of residents	68%	75%	75%	68%
Floor issues are discussed at community meetings	75%	77%	78%	73%
I like living on the floor	84%	83%	84%	84%
Programs are offered on the floor (AsA more than B/AA)	65%	62%	69%	67%
Programs I am interested in are offered on the floor	48%	45%	50%	49%
Residents attend community meetings	58%	61%	57%	56%
Residents follow the community standards	78%	75%	78%	73%
Residents generally like each other (W and AsA more than B/AA)	90%	83%	88%	88%
Residents have set community standards	90%	90%	93%	87%
Residents keep the floor clean and undamaged	80%	75%	82%	78%
Residents show respect for one another	85%	81%	87%	85%
Residents talk directly to one another about issues of conflict	55%	51%	51%	51%
The floor feels like a safe place to me (emotionally)	91%	88%	90%	88%
The floor feels like a safe place to me (physically) (B/AA and W more than AsA)	94%	93%	93%	91%
The floor has regular community meetings	64%	68%	69%	67%
The floor is quiet when I want to sleep	77%	79%	84%	73%
The floor is quiet when I want to study	75%	69%	80%	72%
The floor socializes together regularly	52%	48%	50%	49%
There are conflicts between groups on the floor (B/AA more than W)	12%	14%	11%	15%
There are conflicts between individuals on the floor	13%	16%	14%	17%

CLASS LEVEL AND THE FLOOR COMMUNITY LIVING EXPERIENCE

CLASS LEVEL -The Floor Community - All or Most of the Time (Highest % in Bold)	FR	SO	JR	SE
Academic success is a major priority of residents	69%	70%	64%	69%
Floor issues are discussed at community meetings (FR, SO and JR more than SR)	76%	74%	75%	66%
I like living on the floor (SO more than JR and SR)	83%	87%	80%	82%
Programs are offered on the floor (FR and SO more than SR)	67%	64%	59%	58%
Programs I am interested in are offered on the floor (FR and SO more than SR)	50%	49%	44%	41%
Residents attend community meetings (FR more than SR; SR less than FR and SO)	60%	58%	53%	51%
Residents follow the community standards (FR more than JR)	79%	78%	71%	75%
Residents generally like each other (FR and SO more than JR;	89%	91%	88%	86%
Residents have set community standards (FR more than JR)	91%	89%	85%	87%
Residents keep the floor clean and undamaged (SO more than FR and JR)	78%	82%	76%	77%
Residents show respect for one another	85%	86%	84%	81%
Residents talk directly to one another about issues of conflict	54%	56%	51%	49%
The floor feels like a safe place to me (emotionally)	90%	92%	89%	89%
The floor feels like a safe place to me (physically)	93%	95%	93%	94%
The floor has regular community meetings (FR more than SO, JR and SR; SR less than FR and SO)	68%	62%	58%	56%
The floor is quiet when I want to sleep	76%	79%	76%	77%
The floor is quiet when I want to study (SO more than FR)	72%	78%	73%	81%
The floor socializes together regularly (FR and SO more than SR; JR more than SR)	54%	50%	47%	44%
There are conflicts between groups on the floor	13%	11%	11%	10%
There are conflicts between individuals on the floor	14%	13%	12%	13%