

**The University of Texas at Austin's**  
**Freshmen Year Experience Floor: April 1999 Survey Results**

Michelle Hernandez  
Shawn Merdinger  
Jennifer Morley  
Lori Williamson

LIS 397.1 Introduction to Research in Library and Information Science  
Professor R. E. Wyllys  
Final Group Project  
6 May, 1999

## 1. Background

### 1.1 Identifying the Population

Approximately 5,500 undergraduate students live in the residence halls on the University of Texas at Austin campus. Beginning in the 1999 fall semester, 70% of the on campus residents will be freshmen with the remaining 30% upperclassmen. The large percentage of freshmen on campus is the result of the Division of Housing and Food Service (DHFS) mandate to reserve 70% of on campus spaces for freshmen and to institute a lottery system for upperclassmen to obtain the other 30% of available on campus housing.

The rationale of the 70/30 Plan is to give more freshmen the opportunity to live on campus. Numerous studies indicate that freshmen that live on campus have higher grades, are more knowledgeable of campus resources, graduate sooner and are more involved in extracurricular activities than freshmen that live off campus (Appendix A).

The implementation of the 70/30 Plan and the Housing Lottery system means that many freshmen and upperclassmen currently living in the residence halls will not live there the following year. In effect, most residents living in the halls as

freshmen will have one year of "dormitory life" before they will need to move off campus (assuming they do not win a space in the Housing Lottery).

## 1.2 The Freshmen Year Experience (FYE) Floor

In preparation for the 70/30 transition beginning in the fall of 1999, DHFS began a Freshmen Year Experience (FYE) Floor of 89 residents in Jester Dormitory for the 1998-1999 academic year. DHFS established the floor because it wanted to "pilot study" the unique needs of freshmen students and to identify those needs. The FYE Floor also signals a move by DHFS coinciding with the national trend of university housing programs in creating "Freshmen Year Experience" floors to meet the unique needs of freshmen students.

The objective of the FYE floor is to create a community environment that meets the unique needs of freshmen students. The FYE floor differs from a "traditional" residential hall in several ways:

- Co-ed floors of freshman only
- Increased number of DHFS Resident Assistants living on the FYE floor
- A structured Peer Mentor program with mentors living on the FYE floor
- Specialized FYE programs based upon an eight-facet "Wellness Model" addressing the following areas: intellectual, emotional, cultural appreciation, sexual, social, values and life planning.

In addition, living on the FYE Floor requires residents to attend specialized "Freshmen Seminars" geared to assist freshmen in developing research, time-management and study skills.

### 1.3 Assessing the Need

Living in a residence hall on campus exposes students to many opportunities for academic and social growth; the limited timeframe to expose residents to campus resources before they move off campus highlights the need for specialized, developmental programming in the residence halls.

The impact of the 70/30 Plan and the Housing Lottery on residents has implications for both facility use and educational programming within the halls. On one hand, the large percentage of freshmen in the halls suggests that Housing Staff focus on assisting freshmen in both the acclimation to the academic environment and the exposure to the university's resources. On the other hand, the social needs of students must be met in a manner that helps freshmen interact and develop friendships with other freshmen in their building.

### 1.4 Past FYE Assessment Efforts

The establishment of the FYE Floor has helped DHFS staff identify some of the areas of freshmen needs the DHFS will need to meet in the years after the

Housing Lottery program is underway. Recent efforts of assessment and data collection in the form of surveys, focus groups and informal feedback have been conducted periodically throughout the 1998-1999 academic year. The most recent survey was administered in December 1998 (Appendix B).

## 2. Objective and General Hypothesis

In conjunction with DHFS staff, our group conducted a survey in the last week of April 1999. Our survey focused on five distinct areas of the FYE Floor:

1. Community
2. Academics
3. Staff
4. Programming
5. Environment

Our objective was to gather feedback from FYE residents in each of these areas and present the results to DHFS staff for implementation in their future FYE programs. The general hypothesis was that the majority of residents would provide feedback indicating the FYE floor was a positive living experience.

### 2.1 Survey Development

Survey question development was conducted with the cooperation of several DHFS professional staff: FYE program Hall Coordinator, Cheryl Bartlett; Jester

Dormitory Area Coordinator, Kathleen Ruppe; and Douglas Garrard, Associate Director of Residential Life.

Two overriding objectives directed survey question development:

- keep the questions simple
- keep the number of questions to a manageable size

## 2.2 Survey Format

The survey is comprised of three questions in each of the five categories: Community, Academics, Staff, Community Programming and Environment. The structure of most of the survey is based on a qualitative continuum; residents circled their responses to statements on a five-level scale from "strongly agree" to "strongly disagree." In addition, two quantitative questions asked to identify both the number of community service hours residents had accrued in the spring semester and the number of RA-sponsored FYE programs they had attended in the spring semester. The quantitative programs focused only on the spring semester for the reason that residents may have had difficulty recalling the number of community service hours and programs they have attended since September.

## 3. Survey Pilot Test

The pilot test involved the random selection and administration of the survey to five residents (out of the total co-ed population of 89). The residents were

instructed to complete the survey and provide candid feedback on both the format and questions.

### 3.1 Pilot Test Results and Modifications

Feedback from the pilot survey proved quite useful in identifying several questions residents felt were ambiguous or confusing. We restructured the language of those "problematic" questions in order to make them clearer. We also decided to add space for residents to write comments to the final administered survey (Appendix C.1). The pilot survey also indicated that residents might write comments by the quantitative questions. To gather this data, we compiled and reported the responses as additional quantitative feedback (Appendix C.2). Finally, we added the gender identifier question to determine the survey respondent's sex; our objective here was to create the opportunity to analyze the variations of responses between sexes.

### 3.2 Survey Administration

The survey was administered at mandatory floor meetings over a three-day period. We received a 75% survey return: 67 of the 89 surveys given out. Four returned surveys were disregarded because of respondents failure to identify gender.

## 4. Statistical Analysis

### 4.1 Methodology

The survey responses were classified into two broad categories: total responses and responses by gender. This section will explain in more depth the statistical analysis involved in calculating the figures.

#### 4.1.1 Total Responses Statistical Analysis

The sample mean, percentage response rate by category per question, standard deviation of the sample and standard error of the mean were calculated for the total response category analysis (Appendix D). The frequency of responses was also used to catch any outliers in the sample mean for each question.

Each question had a set range of 5 responses from "strongly agree" to "strongly disagree" plus an open response form for an "other" category. The exceptions to this range were questions 11 and 12 under the Community Programming section.

A set range of 5 responses was available, only the choices were on a numeric basis from "0-5" progressing incrementally to "20+" (hours). Each of the 15 questions response category options was assigned a number to distinguish its value from the other options. The scale used follows:

Questions 1-10, 13-15		Questions 11 and 12	
Strongly Agree	5	20+	5
Agree	4	16-20	4
Neutral	3	11-15	3
Disagree	2	6-10	2
Strongly Disagree	1	0-5	1
(No response - for tabulation purposes only/not a student option)	0	(No response - for tabulation purposes only/not a student option)	0

The sample mean was calculated for each question in the response category using the formula

$$\text{Sample mean} = \sum xy / n$$

where x represents the rating scale (1 to 5), y represents the number of responses for the specific category by rating, and n represents the total number of responses to a specific question. The sample mean was one factor used to determine the most popular response category (strongly agree to strongly disagree) for each question.

As mentioned above, the frequency distribution was used as a filter to catch any abnormalities in the mean. For instance, while a question may have a sample mean of "5", the highest rating, it does not necessarily indicate the general consensus if only 1 response was made for that question.

In addition, the frequency distribution (*Incentive category's number of responses \* rating number (1 to 5) / Total responses for question*) was used to determine the percentage (*frequency distribution \* 100*) for each response category to aid in visually determining which response categories were the most popular and the least popular quickly and efficiently.

Once the sample means were calculated for each category, the standard deviation was determined using the sample standard deviation formula

$$s^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}$$

From the calculation of the standard deviation, the standard error of the mean (standard deviation divided by the square root of the sample size) was calculated and used to obtain a confidence interval of 95%. This helped identify the range in which the population means lay with 95% confidence.

#### 4.1.2 Response by Gender Statistical Analysis

While the total responses analysis focused on the sample mean and standard error of the mean, the gender analysis focused on the patterns of responses by gender to each question. A null hypothesis that "Opinion concerning community, academics, staff, community programs, and facilities pertaining to the Freshmen Year Experience Floor is independent of the sex of the individual" was formed.

The chi-square test of association was used to prove or disprove the null hypothesis.

To achieve this purpose, the total responses for each category were divided into response by gender. The expected frequency was determined [ $(row\ total) * (column\ total)/grand\ total$ ] and used to find the chi-square test statistic:

$$\text{chi-square test statistic} = \sum \frac{(O_1 - E_1)^2}{E_1}$$

It is worth noting that expected frequency less than 5 resulted in the merging of columns (category responses). Further explanation will be given in the following section.

Other statistical tests included obtaining the sample mean and percentage for each question's categories for global views of response trends. However, the main focus of the gender section centered on the chi-square test of association.

## 4.2 Results

### 4.2.1 Total Responses

The surveys were distributed at mandatory FYE residential floor meetings between April 24 and April 27. The survey was intended for the entire FYE population of 89 students, but only 63 valid responses were received, 34 (54%)

from males and 29 (46%) from females. The statistical tests, therefore, were performed for a sample as opposed to a population.

The combined responses for all questions (excluding 11 and 12) indicated an overall satisfaction, or lack of dissatisfaction, with the FYE program in all aspects. It is interesting to note that the lowest sample mean of 3.19 (CI = (2.93, 3.44) for that mean) was for question 5, "I met my academic goals/expectations this year." While the FYE floor may have contributed to the students' academic performance, the question was directed towards self-assessment.

Question 5 withstanding, all questions with the strongly agree to strongly disagree option had 85% or higher response rate in the strongly agree to neutral category. In other words, no question had more than a 15% disagreement level. The student responses indicated especially high support ("strongly agree" or "agree") for Staff and Environment-related issues (Appendix D). This trend was also supported in the "other" comments to the questions in these sections.

The area with the lowest satisfaction was Academics. Only around 50% of the students strongly agreed or agreed that the FYE floor provided an atmosphere conducive to academic studies.

Questions 11 and 12 (Community Programming) indicated that over 80% responded to 5 or less hours in program participation, and over 72% did between 0 and 10 hours of community service.

The open response comments received primarily positive feedback, especially concerning resident assistance support (staff) and the living environment. Less positive free form responses were received in regards to academics (hall too noisy, the academic seminars did not help as much as hoped) and also in environment (too much socializing, loud everywhere).

#### 4.2.2 Results by Gender

A chi-square test of association was performed on each of the 15 questions. The expected frequency on many of the individual questions was far below five, so the 5 categories were combined into 3, "Agreement" (Strongly Agree + Agree), "Neutrality" ("Neutral" + "No Response"), and "Disagreement" ("Disagree" + "Strongly Disagree"). It is important to note that expected frequencies still fell below "5" for all questions except number 5 at the 3-category level. Hence, the categories had to be further combined to 2 categories, "Agreement" and "Disagreement or Neutrality", in order to meet an expected frequency rate of at least 5. 6 questions (numbers 2, 7, 8, 12, 13, and 14) still were at expected frequencies below 5 at the 2-category level. For this reason, an expected frequency greater than 1 was deemed acceptable (Appendix E).

To verify that the individual 15 tests were valid, the responses were grouped by gender and category (Community, Academics, Staff, Community Programming, Facilities) to result in 6 chi-square tests. (Due to the variation in response scales in Community Programming, 2 questions were needed for that area.)

The tests were performed on the 3-category and 2-category individual 15 questions. All results indicated that the null hypothesis was to be accepted. Additional tests were applied, combining response rates by category (Community, Academics, Staff, Community Programming, and Facilities). The results of these tests on a total of 5 chi-square tests also supported the acceptance of the null hypothesis.

**Bibliography**

1. Astin, Alexander W. Four critical years. San Francisco : Jossey-Bass Publishers, 1977.
2. Chickering, Arthur W. Commuting versus resident students; overcoming the educational inequities of living off campus. San Francisco: Jossey-Bass, 1974.

## Appendix C

Division of Housing and Food Service

April, 1999

University of Texas at Austin

Dear FYE Resident,

We hope that you have had a great living experience on the FYE floor during the 1998-99 academic year. In order for the Division of Housing and Food Service to continue to improve the FYE program, we ask that you please complete the short survey below. Thank You!

For each question, please circle one of the following as your response:

SA - Strongly Agree

A - Agree

N - Neutral

D - Disagree

SD - Strongly Disagree

### Community

1. I feel that I am a part of the FYE community.

SA            A            N            D            SD

2. I feel that staff (RAs/Peer Mentors) are supportive of community development.

SA            A            N            D            SD

3. Living on the FYE Floor has helped me develop friendships with other FYE residents.

SA            A            N            D            SD

### Academics

4. The FYE Floor provides an environment conducive to academic achievement.

SA            A            N            D            SD

5. I've met my academic goals/expectations this year.

SA            A            N            D            SD

6. The Freshman Seminars added to my academic experience at UT.

SA            A            N            D            SD

**Staff**

7. My RA is available to talk when I needed.

SA            A            N            D            SD

8. In general, my RA is helpful to me.

SA            A            N            D            SD

9. My Peer Mentor is available to talk with me when needed.

SA            A            N            D            SD

**Community Programming**

10. The FYE program has helped me adjust to campus during my freshman year.

SA            A            N            D            SD

11. How many hours of community service have you done in the spring semester?

0-5        6-10        11-15        16-20        20-25        25+

12. How many RA-sponsored FYE programs did you attend in the spring semester?

0-5        6-10        11-15        16-20        20-25        25+

**Environment**

13. The FYE floor is a safe and secure environment.

SA            A            N            D            SD

14. There is adequate lounge/study area space on the FYE floor.

SA            A            N            D            SD

15. I would recommend the FYE program to others.

SA            A            N            D            SD

16. I am (please circle one) Female Male

Additional Comments Section:

## Appendix C.1

## Comments from survey comments section

### Male Responses:

1. Overall, it was rewarding, but it was very hard to concentrate because of excessive noise.
2. FYE rocks!
3. I'll miss this floor and people next year.
4. Robbie is great.
5. The study space is good; everyone got along too well. It was a great year except for my roommate.

### Female Responses:

1. Freshman seminar was really great, but with all the work that I put into the class I was disappointed in the academic outcome!
2. I thoroughly enjoyed the camping trip at the end of the year and I hope you continue to go every year--very refreshing experience!
3. I loved living on this floor. I've made great friends. It's been an excellent experience!
4. Roommate questionnaires would be a REALLY GOOD idea.
5. FYE has helped me to attain many wonderful friendships that I hope to have for a very long time, that I don't think would have been as easy to make on another floor. Also-seminars are good because all freshmen need at least one small class. It was good to have people from my floor in that class, but at the same time, if it was all people from the floor, I wouldn't have been able to branch out and make other friends not on the floor. That is what seminars (in my opinion) are for.
6. I'm so glad I could be a part of this community, my social life has improved and the people are so nice. (Like brothers and sisters!)
7. I hope to keep in touch with next year's FYE to attend community service programs. I learnt a lot this year. FYE is a wonderful project-keep up the good work!
7. It's awesome!!

## Appendix C.2 Unsolicited comments written near individual questions

### Male Responses:

Survey question # followed by comment

- 7 My RA is available to talk with me when needed.  
Chaz rocks!
- 8 In general, my RA is helpful to me.  
When I ask.
- 9 My Peer Mentor is available to talk with me when needed.  
Julio's so hot!
- 13 The FYE floor is a safe and secure environment.  
Lose the homophobes.  
Safer than other floors but could still be better.  
Know of things stolen from B-room.
- 14 There is adequate lounge/study area space on the FYE floor.  
It is loud everywhere.

### Female Responses:

Survey question # followed by comment

- 4 The FYE floor provides an environment conducive to academic achievement.  
Sometimes too much socializing.
- 6 The Freshman Seminars added positively to my academic experience at UT.  
I did not take a seminar.  
Other friends not on the floor but that's OK.
- 11 How many hours of community service have you done in the spring semester?  
I am really very sorry.
- 12 How many RA-sponsored FYE programs did you attend in the spring semester?  
I am really very sorry.
- 13 The FYE floor is a safe and secure environment.  
My shoe was stolen.
- 14 There is adequate lounge/study area space on the FYE floor.  
Sometimes since everyone uses them there isn't enough because they are used to socialize.
-

APPENDIX D.1						
	<b>COMBINED RESPONSES</b>					
	<b>COMMUNITY</b>					
Question	SA	A	N	D	SD	NR
1	39.7%	34.9%	22.2%	3.2%	0.0%	0.0%
2	49.2%	42.9%	6.3%	0.0%	1.6%	0.0%
3	57.1%	27.0%	15.9%	0.0%	0.0%	0.0%
	<b>ACADEMICS</b>					
	SA	A	N	D	SD	NR
4	9.5%	44.4%	36.5%	4.8%	4.8%	0.0%
5	6.3%	39.7%	27.0%	20.6%	6.3%	0.0%
6	28.6%	20.6%	34.9%	4.8%	1.6%	9.5%
	<b>STAFF</b>					
	SA	A	N	D	SD	NR
7	39.7%	46.0%	12.7%	0.0%	1.6%	0.0%
8	42.9%	44.4%	11.1%	0.0%	1.6%	0.0%
9	30.2%	42.9%	22.2%	1.6%	1.6%	1.6%
	<b>COMMUNITY PROGRAMMING</b>					
	SA	A	N	D	SD	NR
10	30.2%	46.0%	17.5%	3.2%	1.6%	1.6%
	0-5	6--10	11--15	16--20	20--25	25+
11	52.4%	20.6%	7.9%	6.3%	4.8%	6.3%
12	81.0%	12.7%	1.6%	0.0%	0.0%	3.2%
	<b>ENVIRONMENT</b>					
	SA	A	N	D	SD	NR
13	54.0%	38.1%	6.3%	1.6%	0.0%	0.0%
14	41.3%	49.2%	3.2%	3.2%	3.2%	0.0%
15	52.4%	28.6%	14.3%	4.8%	0.0%	0.0%



**APPENDIX D.2**

**COMBINED RESPONSES**

Question	COMMUNITY							Total Response (n)					
	SA	A	N	D	SD	NR	Sample Mean	StdDev	Std Error	CI = +/- CF (2SD)			
1	25	22	14	2	0	0	4.111111	63	0.8634	0.108778	3.893555	4.328667	
2	31	27	4	0	1	0	4.380952	63	0.7498	0.094466	4.192021	4.569884	
3	36	17	10	0	0	0	4.412698	63	0.7542	0.09502	4.222658	4.602739	
<b>ACADEMICS</b>													
	SA	A	N	D	SD	NR							
4	6	28	23	3	3	0	3.492063	63	0.9136	0.115103	3.261858	3.722269	
5	4	25	17	13	4	0	3.190476	63	1.0185	0.128319	2.933838	3.447114	
6	18	13	22	3	1	6	3.412698	63	1.4771	0.186097	3.040504	3.784893	
<b>STAFF</b>													
	SA	A	N	D	SD	NR							
7	25	29	8	0	1	0	4.222222	63	0.792	0.099783	4.022657	4.421787	
8	27	28	7	0	1	0	4.269841	63	0.7871	0.099165	4.071511	4.468172	
9	19	27	14	1	1	1	3.936508	63	0.998	0.125736	3.685036	4.18798	
<b>COMMUNITY PROGRAMMING</b>													
	SA	A	N	D	SD	NR							
10	19	29	11	2	1	1	3.952381	63	1.007	0.12687	3.698641	4.206121	
	0--5	6--10	11--15	16--20	20--25	25+	NR						
11	33	13	5	4	3	4	1	2.047619	63	1.5495	0.195219	1.657182	2.438056
12	51	8	1	0	0	2	1	1.301587	63	0.4593	0.057866	1.185855	1.41732

	ENVIRONMENT													
	SA	A	N	D	SD	NR								
13	34	24	4	1	0	0		4.444444	63	0.6904	0.086982	4.27048	4.618409	
14	26	31	2	2	2	0		4.222222	63	0.906	0.114145	3.993932	4.450513	
15	33	18	9	3	0	0		4.285714	63	0.8877	0.11184	4.062035	4.509394	



APPENDIX D.3							
FEMALE RESPONSES							
COMMUNITY							
Question	SA	A	N	D	SD	NR	
1	37.9%	34.5%	27.6%	0.0%	0.0%	0.0%	
2	44.8%	48.3%	6.9%	0.0%	0.0%	0.0%	
3	51.7%	34.5%	13.8%	0.0%	0.0%	0.0%	
ACADEMICS							
	SA	A	N	D	SD	NR	
4	3.4%	48.3%	41.4%	3.4%	3.4%	0.0%	
5	3.4%	34.5%	37.9%	20.7%	3.4%	0.0%	
6	24.1%	20.7%	34.5%	3.4%	3.4%	13.8%	
STAFF							
	SA	A	N	D	SD	NR	
7	34.5%	51.7%	13.8%	0.0%	0.0%	0.0%	
8	37.9%	51.7%	10.3%	0.0%	0.0%	0.0%	
9	20.7%	48.3%	24.1%	3.4%	0.0%	3.4%	
COMMUNITY PROGRAMMING							
	SA	A	N	D	SD	NR	
10	31.0%	48.3%	13.8%	3.4%	3.4%	0.0%	
	0-5	6--10	11--15	16--20	20--25	25+	NR
11	48.3%	27.6%	6.9%	10.3%	0.0%	6.9%	0
12	86.2%	10.3%	3.4%	0.0%	0.0%	0.0%	0
ENVIRONMENT							

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>NR</b>		
<b>13</b>	48.3%	44.8%	6.9%	0.0%	0.0%	0.0%		
<b>14</b>	34.5%	55.2%	3.4%	3.4%	3.4%	0.0%		
<b>15</b>	44.8%	24.1%	24.1%	6.9%	0.0%	0.0%		

APPENDIX D.3

Responses by Sex: Percentage																		
MALE RESPONSES							FEMALE RESPONSES											
COMMUNITY							COMMUNITY											
Question	SA	A	N	D	SD	NR	Question	SA	A	N	D	SD	NR					
1	41.2%	35.3%	17.6%	5.9%	0.0%	0.0%	1	37.9%	34.5%	27.6%	0.0%	0.0%	0.0%					
2	52.9%	38.2%	5.9%	0.0%	2.9%	0.0%	2	44.8%	48.3%	6.9%	0.0%	0.0%	0.0%					
3	61.8%	20.6%	17.6%	0.0%	0.0%	0.0%	3	51.7%	34.5%	13.8%	0.0%	0.0%	0.0%					
ACADEMICS							ACADEMICS											
SA	A	N	D	SD	NR	SA	A	N	D	SD	NR	SA	A	N	D	SD	NR	
4	14.7%	41.2%	32.4%	5.9%	5.9%	0.0%	4	3.4%	48.3%	41.4%	3.4%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	
5	8.8%	44.1%	17.6%	20.6%	8.8%	0.0%	5	3.4%	34.5%	37.9%	20.7%	3.4%	0.0%	0.0%	0.0%	0.0%		
6	32.4%	20.6%	35.3%	5.9%	0.0%	5.9%	6	24.1%	20.7%	34.5%	3.4%	3.4%	13.8%	0.0%	0.0%	0.0%		
STAFF							STAFF											
SA	A	N	D	SD	NR	SA	A	N	D	SD	NR	SA	A	N	D	SD	NR	
7	44.1%	41.2%	11.8%	0.0%	2.9%	0.0%	7	34.5%	51.7%	13.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
8	47.1%	38.2%	11.8%	0.0%	2.9%	0.0%	8	37.9%	51.7%	10.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
9	38.2%	38.2%	20.6%	0.0%	2.9%	0.0%	9	20.7%	48.3%	24.1%	3.4%	0.0%	3.4%	0.0%	0.0%	0.0%	3.4%	
COMMUNITY PROGRAMMING							COMMUNITY PROGRAMMING											
SA	A	N	D	SD	NR	SA	A	N	D	SD	NR	SA	A	N	D	SD	NR	
10	29.4%	44.1%	20.6%	2.9%	0.0%	2.9%	10	31.0%	48.3%	13.8%	3.4%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	
0-5	6--10	11--15	16--20	20--25	25+	NR	0-5	6--10	11--15	16--20	20--25	25+	0-5	6--10	11--15	16--20	20--25	25+
11	55.9%	14.7%	8.8%	2.9%	8.8%	5.9%	0.029412	11	48.3%	27.6%	6.9%	10.3%	0.0%	6.9%	0.0%	0.0%	0.0%	0.0%
12	76.5%	14.7%	0.0%	0.0%	0.0%	5.9%	0.029412	12	86.2%	10.3%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ENVIRONMENT							ENVIRONMENT											

	SA	A	N	D	SD	NR			SA	A	N	D	SD	NR
13	58.8%	32.4%	5.9%	2.9%	0.0%	0.0%		13	48.3%	44.8%	6.9%	0.0%	0.0%	0.0%
14	47.1%	44.1%	2.9%	2.9%	2.9%	0.0%		14	34.5%	55.2%	3.4%	3.4%	3.4%	0.0%
15	58.8%	32.4%	5.9%	2.9%	0.0%	0.0%		15	44.8%	24.1%	24.1%	6.9%	0.0%	0.0%

MALE RESPONSES										FEMALE RESPONSES									
COMMUNITY										COMMUNITY									
Question	SA	A	N	D	SD	NR	Mean	Total Response		Question	SA	A	N	D	SD	NR	Mean	Total Response	
1	14	12	6	2	0	0	4.1176 471	34		1	11	10	8	0	0	0	4.1034 483	29	
2	18	13	2	0	1	0	4.3823 529	34		2	13	14	2	0	0	0	4.3793 103	29	
3	21	7	6	0	0	0	4.4411 765	34		3	15	10	4	0	0	0	4.3793 103	29	
ACADEMICS										ACADEMICS									
SA	A	N	D	SD	NR					SA	A	N	D	SD	NR				
4	5	14	11	2	2	0	3.5294 118	34		4	1	14	12	1	1	0	3.4482 759	29	
5	3	15	6	7	3	0	3.2352 941	34		5	1	10	11	6	1	0	3.1379 31	29	
6	11	7	12	2	0	2	3.6176 471	34		6	7	6	10	1	1	4	3.1724 138	29	
STAFF										STAFF									
SA	A	N	D	SD	NR					SA	A	N	D	SD	NR				
7	15	14	4	0	1	0	4.2352 941	34		7	10	15	4	0	0	0	4.2068 966	29	
8	16	13	4	0	1	0	4.2647 059	34		8	11	15	3	0	0	0	4.2758 621	29	
9	13	13	7	0	1	0	4.0882 353	34		9	6	14	7	1	0	1	3.7586 207	29	
COMMUNITY PROGRAMMING										COMMUNITY PROGRAMMING									
SA	A	N	D	SD	NR					SA	A	N	D	SD	NR				
10	10	15	7	1	0	1	3.9117 647	34		10	9	14	4	1	1	0	4	29	
0-5	6--10	11--15	16--20	20--25	25+	NR				0-5	6--10	11--15	16--20	20--25	25+	NR			
11	19	5	3	1	3	2	1 3.7941 176	34		11	14	8	2	3	0	2	0 3.9310 345	29	
12	26	5	0	0	0	2	1 4.4117 647	34		12	25	3	1	0	0	0	0 4.8275 862	29	

ENVIRONMEN T							ENVIRONMEN T													
SA	A	N	D	SD	NR	SA	A	N	D	SD	NR									
13	20	11	2	1	0	0	4.4705 882	34				13	14	13	2	0	0	0	4.4137 931	29
14	16	15	1	1	1	0	4.2941 176	34				14	10	16	1	1	1	0	4.1379 31	29
15	20	11	2	1	0	0	4.4705 882	34				15	13	7	7	2	0	0	4.0689 655	29
<b>General Comments:</b>							<b>General Comments:</b>													
Overall, it was rewarding, but it was very hard to concentrate because of excessive noise.							Freshman semiNRr was really great, but with all the work that I put into the class I was disappointed in the academic outcome!													
FYE rocks!							I thoroughly enjoyed the camping trip at the end of the year and I hope you continue to go every year--very refreshing experience!													
I'll miss this floor and people next year.							I loved living on this floor. I've made great friends. It's been an excellent experience!													
Robbie is great.							Roommate questionnaires would be a REALLY GOOD idea.													
The study space is good; everyone goes along too well. It was a great year except for my roommate.							FYE has helped me to attain many wonderful friendships that I hope to have for a very long time,													
<b>Comments by questions:</b>							that I don't think would have been as easy to make on another floor. Also- semiNRrs are good because all freshmen need at least one small class. It was good to have people from my floor in that class, but at the same time, if it was all wouldn't people from the floor, I wouldn't have been able to branch out and make other friends not on the floor. That is what semiNRrs (in my opinion) are for.													
7 My RA is available to talk with me when needed.							I'm so glad I could be a part of this community, my social life has improved and the people are so nice. (Like brothers and sisters!)													
Chaz rocks!							I hope to keep in touch with next year's FYE to attend community service programs. I learned a lot this year. FYE is a wonderful project-keep up the good work!													
8 In general, my RA is helpful to me.							It's awesome!!													
When I ask.							<b>Comments by questions:</b>													
9 My Peer Mentor is available to talk with me when needed.							4 The FYE floor provides an environment conducive to academic achievement. Sometimes too much socializing.													
Julio's so hot!							6 The Freshman SemiNRrs added positively to my academic experience at UT. I did not take a semiNRr. Other friends not on the floor but that's OK.													
13 The FYE floor is a safe and secure environment.							11 How many hours of community service have you done in the spring semester?													
Lose the homophobes.							12 How many RA-sponsored FYE programs did you attend in the spring semester?													
Safer than other floors but could still be better.							I am really very sorry.													
Know of things stolen from B-room.																				
14 There is adequate lounge/study area space on the FYE floor.																				
It is loud everywhere.																				





APPENDIX E.4																
Chi-Square Test of Association by Gender and Category (Community, Academics, Staff, Community Programming, Facilities)																
												Test Statistic	df	Critical Value (LF = .01)	Accept/Reject Null Hyp?	
Question		SA	A	N + NR	D	SD										
1 to 3	Mo	53	32	14	2	1	102					4.01511	4	13.277	A	
	Fo	39	33	15	0	0	87									
	Me	49.6507 94	35.0793 65	15.6507 94	1.07936 51	0.53968 25										
	Fe	42.3492 06	29.9206 35	13.3492 06	0.92063 49	0.46031 75										
		92	65	29	2	1	189									
4 to 6	Mo	19	36	29	11	5	2	102				4.85540	5	15.086	A	
	Fo	9	30	33	8	3	4	87								
	Me	15.1111 11	35.6190 48	33.4603 17	10.2539 68	4.31746 03	3.23809 52									
	Fe	12.8888 89	30.3809 52	28.5396 83	8.74603 17	3.68253 97	2.76190 48									
		28	66	62	19	8	6	189								
7 to 10	Mo	44	40	15	0	3	0	102				10.5109	5	15.086	A	
	Fo	27	44	14	1	0	1	87				82				
9,5 vs 10,4	Me	38.3174 6	45.3333 33	15.6507 94	0.53968 25	1.61904 76	0.53968 25									
	Fe	38.3174 6	38.6666 67	13.3492 06	0.46031 75	1.38095 24	0.46031 75									
		71	84	29	1	3	1	189								
		0-5	6--10	11--15	16--20	20--25	25+	NR								
11 to 12	Mo	45	10	3	1	3	4	2	68			6.38945	6	16.812	A	



Key  
 Combo Agreement = Strongly Agree + Agree  
 Neutral or No Response = Neutral + No Response

Question	Combo Agreement	Neutral or No Response	Combo Disagreement		
1	Mo	26	6	2	34
	Fo	21	8	0	29
		47	14	2	63
	Me	25.36507937	7.555556	1.079365079	
	Fe	21.63492063	6.444444	0.920634921	
2	Mo	31	2	1	34
	Fo	27	2	0	29
		58	4	1	63
	Me	31.3015873	2.15873	0.53968254	
	Fe	26.6984127	1.84127	0.46031746	
3	Mo	28	6	0	34
	Fo	24	5	0	29
	Me	28.10810811	5.945946	0	
	Fe	23.89189189	5.054054	0	
		52	11	0	63
4	Mo	19	11	4	34

Fo	15	12	2	29
Me	18.1086956	12.25	3.195652174	
	5			
Fe	15.8913043	10.75	2.804347826	
	5			
	34	23	6	<b>63</b>

<b>5 Mo</b>	18	6	10	34
Fo	11	11	7	29
Me	14.9484536	8.762887	8.762886598	
	1			
Fe	14.0515463	8.237113	8.237113402	
	9			
	29	17	17	<b>63</b>

<b>6 Mo</b>	18	14	2	34
Fo	13	14	2	29
Me	16.3157894	14.73684	2.105263158	
	7			
Fe	14.6842105	13.26316	1.894736842	
	3			
	31	28	4	<b>63</b>

<b>7 Mo</b>	29	4	1	34
Fo	25	4	0	29
Me	29.25	4.333333	0.541666667	
Fe	24.75	3.666667	0.458333333	
	54	8	1	<b>63</b>

<b>8 Mo</b>	29	4	1	34
Fo	26	3	0	29
Me	30.2112676	3.84507	0.549295775	
	1			
Fe	24.7887323	3.15493	0.450704225	

	9			
	55	7	1	<b>63</b>
<b>9</b> Mo	26	7	1	<b>34</b>
Fo	20	8	1	<b>29</b>
Me	24.15	7.875	1.05	
Fe	21.85	7.125	0.95	
	46	15	2	<b>63</b>
<b>10</b> Mo	25	8	1	<b>34</b>
Fo	23	4	2	<b>29</b>
Me	26.4615384	6.615385	1.653846154	
	6			
Fe	21.5384615	5.384615	1.346153846	
	4			
	48	12	3	<b>63</b>
<b>11</b> Mo	24	6	4	<b>34</b>
Fo	22	4	3	<b>29</b>
Me	25.3	4.95	3.85	
Fe	20.7	4.05	3.15	
	46	10	7	<b>63</b>
<b>12</b> Mo	31	3	0	<b>34</b>
Fo	28	1	0	<b>29</b>
Me	32.5820895	1.656716	0	
	5			
Fe	26.4179104	1.343284	0	
	5			
	59	4	0	<b>63</b>
<b>13</b> Mo	31	2	1	<b>34</b>
Fo	27	2	0	<b>29</b>
Me	31.5588235	2.176471	0.544117647	
	3			
Fe	26.4411764	1.823529	0.455882353	
	7			

	58	4	1	<b>63</b>
<b>14</b> Mo	31	1	2	34
Fo	26	1	2	29
Me	30.5652173	1.072464	2.144927536	
	9			
Fe	26.4347826	0.927536	1.855072464	
	1			
	57	2	4	<b>63</b>
<b>15</b> Mo	31	2	1	34
Fo	20	7	2	29
Me	25.16	4.44	1.48	
Fe	25.84	4.56	1.52	
	51	9	3	<b>63</b>

<b>Key</b>								
<b>SA = Strongly Agree</b>			<b>D = Disagree</b>					
<b>A = Agree</b>			<b>SD = Strongly Disagree</b>					
<b>N = Neutral</b>			<b>NR = No Response to Question</b>					
<b>COMMUNITY</b>								
<b>Question</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>NR</b>	
<b>1</b>	Mo	14	12	6	2	0	0	34
	Fo	11	10	8	0	0	0	29
	Me	13.4921	11.873	7.556	1.079	0	0	
	Fe	11.5079	10.127	6.444	0.921	0	0	
		25	22	14	2	0	0	63
<b>2</b>	Mo	18	13	2	0	1	0	34
	Fo	13	14	2	0	0	0	29
	Me	16.7302	14.571	2.159	0	0.53968	0	
	Fe	14.2698	12.429	1.841	0	0.46032	0	
		31	27	4	0	1	0	63
<b>3</b>	Mo	21	7	6	0	0	0	34
	Fo	15	9	5	0	0	0	29
	Me	19.4286	8.6349	5.937	0	0	0	
	Fe	16.5714	7.3651	5.063	0	0	0	
		36	16	11	0	0	0	63
<b>ACADEMICS</b>								

		SA	A	N	D	SD	NR	
<b>4</b>	Mo	5	14	11	2	2	0	34
	Fo	1	14	12	1	1	0	29
	Me	3.2381	15.111	12.41	1.619	1.61905	0	
	Fe	2.7619	12.889	10.59	1.381	1.38095	0	
		6	28	23	3	3	0	63
<b>5</b>	Mo	3	15	6	7	3	0	34
	Fo	1	10	11	6	1	0	29
	Me	2.15873	13.492	9.175	7.016	2.15873	0	
	Fe	1.84127	11.508	7.825	5.984	1.84127	0	
		4	25	17	13	4	0	63
<b>6</b>	Mo	11	7	12	2	0	2	34
	Fo	7	6	10	1	1	4	29
	Me	9.71429	7.0159	11.87	1.619	0.53968	3.2381	
	Fe	8.28571	5.9841	10.13	1.381	0.46032	2.7619	
		18	13	22	3	1	6	63
		<b>STAFF</b>						
		SA	A	N	D	SD	NR	
<b>7</b>	Mo	15	14	4	0	1	0	34
	Fo	10	15	4	0	0	0	29
	Me	13.4921	15.651	4.317	0	0.53968	0	
	Fe	11.5079	13.349	3.683	0	0.46032	0	
		25	29	8	0	1	0	63
<b>8</b>	Mo	16	13	4	0	1	0	34
	Fo	11	15	3	0	0	0	29
	Me	14.5714	15.111	3.778	0	0.53968	0	
	Fe	12.4286	12.889	3.222	0	0.46032	0	
		27	28	7	0	1	0	63

<b>9</b>	Mo	13	13	7	0	1	0	34
	Fo	6	14	7	1	0	1	29
	Me	10.254	14.571	7.556	0.54	0.53968	0.5397	
	Fe	8.74603	12.429	6.444	0.46	0.46032	0.4603	
		19	27	14	1	1	1	63
<b>COMMUNITY PROGRAMMING</b>								
		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>NR</b>	
<b>10</b>	Mo	10	15	7	1	0	1	34
	Fo	9	14	4	1	1	0	29
	Me	10.254	15.651	5.937	1.079	0.53968	0.5397	
	Fe	8.74603	13.349	5.063	0.921	0.46032	0.4603	
		19	29	11	2	1	1	63
		<b>0-5</b>	<b>6--10</b>	<b>11--15</b>	<b>16--20</b>	<b>20--25</b>	<b>25+</b>	<b>NR</b>
<b>11</b>	Mo	19	5	3	1	3	2	1 34
	Fo	14	8	2	3	0	2	0 29
	Me	17.8095	7.0159	2.698	2.159	1.61905	2.1587	0.539683
	Fe	15.1905	5.9841	2.302	1.841	1.61905	1.8413	0.460317
		33	13	5	4	3	4	1 63
<b>12</b>	Mo	26	5	0	0	0	2	1 34
	Fo	25	3	1	0	0	0	0 29
	Me	27.5238	4.3175	0.54	0	0	1.0794	0.539683
	Fe	23.4762	3.6825	0.46	0	0	0.9206	0.460317
		51	8	1	0	0	2	1 63
<b>ENVIRONMENT</b>								
		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>NR</b>	
<b>13</b>	Mo	20	11	2	1	0	0	34
	Fo	14	13	2	0	0	0	29
	Me	18.3492	12.952	2.159	0.54	0	0	

	Fe	15.6508	11.048	1.841	0.46	0	0	
		34	24	4	1	0	0	63
<b>14</b>	Mo	16	15	1	1	1	0	34
	Fo	10	16	1	1	1	0	29
	Me	14.0317	16.73	1.079	1.079	1.07937	0	
	Fe	11.9683	14.27	0.921	0.921	0.92063	0	
		26	31	2	2	2	0	63
<b>15</b>	Mo	20	11	2	1	0	0	34
	Fo	13	7	7	2	0	0	29
	Me	17.8095	9.7143	4.857	1.619	0	0	
	Fe	15.1905	8.2857	4.143	1.381	0	0	
		33	18	9	3	0	0	63

Key													
SA = Strongly Agree			D = Disagree										
A = Agree			SD = Strongly Disagree										
N = Neutral			NR = No Response to Question										
		<b>COMMUNITY</b>											
Question		SA	A	N	D	SD	NR			Test Stat	df	LevSig=.01	
1	Mo	14	12	6	2	0	0	34		2.4461147	3		
	Fo	11	10	8	0	0	0	29					
	Me	13.49206	11.873	7.5556	1.0794	0	0						
	Fe	11.50794	10.127	6.4444	0.9206	0	0						
		25	22	14	2	0	0	63					
2	Mo	18	13	2	0	1	0	34		1.4558333	3		
	Fo	13	14	2	0	0	0	29					
	Me	16.73016	14.5714	2.1587	0	0.539683	0						
	Fe	14.26984	12.4286	1.8413	0	0.460317	0						
		31	27	4	0	1	0	63					
3	Mo	21	7	6	0	0	0	34		1.542301			
	Fo	15	10	4	0	0	0	29					
	Me	19.42857	9.1746	5.3968	0	0	0						
	Fe	16.57143	7.8254	4.6032	0	0	0						
		36	17	10	0	0	0	63					
		<b>ACADEMICS</b>											
		SA	A	N	D	SD	NR						
4	Mo	5	14	11	2	2	0	34		2.9988756			
	Fo	1	14	12	1	1	0	29					
	Me	3.238095	15.1111	12.413	1.619	1.619048	0						

	Fe	2.761905	12.8889	10.587	1.381	1.380952	0						
		6	28	23	3	3	0	63					
5	Mo	3	15	6	7	3	0	34		4.176996			
	Fo	1	10	11	6	1	0	29					
	Me	2.15873	13.4921	9.1746	7.0159	2.15873	0						
	Fe	1.84127	11.5079	7.8254	5.9841	1.84127	0						
		4	25	17	13	4	0	63					
6	Mo	11	7	12	2	0	2	34		2.7682414			
	Fo	7	6	10	1	1	4	29					
	Me	9.714286	7.01587	11.873	1.619	0.539683	3.2381						
	Fe	8.285714	5.98413	10.127	1.381	0.460317	2.7619						
		18	13	22	3	1	6	63					
		<b>STAFF</b>											
		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>NR</b>						
7	Mo	15	14	4	0	1	0	34		1.648038			
	Fo	10	15	4	0	0	0	29					
	Me	13.49206	15.6508	4.3175	0	0.539683	0						
	Fe	11.50794	13.3492	3.6825	0	0.460317	0						
		25	29	8	0	1	0	63					
8	Mo	16	13	4	0	1	0	34		1.8263185			
	Fo	11	15	3	0	0	0	29					
	Me	14.57143	15.1111	3.7778	0	0.539683	0						
	Fe	12.42857	12.8889	3.2222	0	0.460317	0						
		27	28	7	0	1	0	63					
9	Mo	13	13	7	0	1	0	34		5.2522419			
	Fo	6	14	7	1	0	1	29					
	Me	10.25397	14.5714	7.5556	0.5397	0.539683	0.53968						
	Fe	8.746032	12.4286	6.4444	0.4603	0.460317	0.46032						
		19	27	14	1	1	1	63					

		COMMUNITY PROGRAMMING										
		SA	A	N	D	SD	NR					
10	Mo	10	15	7	1	0	1	34		2.5243713		
	Fo	9	14	4	1	1	0	29				
	Me	10.25397	15.6508	5.9365	1.0794	0.539683	0.53968					
	Fe	8.746032	13.3492	5.0635	0.9206	0.460317	0.46032					
		19	29	11	2	1	1	63				
		0-5	6--10	11--15	16--20	20--25	25+	NR				
11	Mo	19	5	3	1	3	2	1	34			
	Fo	14	8	2	3	0	2	0	29			
	Me	17.80952	7.01587	2.6984	2.1587	1.619048	2.15873	0.5396825		2.8966372	6.2926946	
	Fe	15.19048	5.98413	2.3016	1.8413	1.380952	1.84127	0.4603175		3.3960574		
		33	13	5	4	3	4	1	63	6.2926946		
12	Mo	26	5	0	0	0	2	1	34			
	Fo	25	3	1	0	0	0	0	29			
	Me	27.52381	4.31746	0.5397	0	0	1.07937	0.5396825		1.9098183	4.1489157	
	Fe	23.47619	3.68254	0.4603	0	0	0.92063	0.4603175		2.2390974		
		51	8	1	0	0	2	1	63	4.1489157		
		ENVIRONMENT										
		SA	A	N	D	SD	NR					
13	Mo	20	11	2	1	0	0	34		1.8402562		
	Fo	14	13	2	0	0	0	29				
	Me	18.34921	12.9524	2.1587	0.5397	0	0					
	Fe	15.65079	11.0476	1.8413	0.4603	0	0					
		34	24	4	1	0	0	63				
14	Mo	16	15	1	1	1	0	34		1.0265139		
	Fo	10	16	1	1	1	0	29				
	Me	14.03175	16.7302	1.0794	1.0794	1.079365	0					

	Fe	11.96825	14.2698	0.9206	0.9206	0.920635	0						
		26	31	2	2	2	0	63					
15	Mo	20	11	2	1	0	0	34		5.1202748			
	Fo	13	7	7	2	0	0	29					
	Me	17.80952	9.71429	4.8571	1.619	0	0						
	Fe	15.19048	8.28571	4.1429	1.381	0	0						
		33	18	9	3	0	0	63					