



UNIVERSITY HOUSING ASSESSMENT REPORT

2017 – 2018 ACADEMIC YEAR

University Housing utilizes a comprehensive assessment model which includes the following types of assessment: tracking, needs assessment, satisfaction assessment, environment assessment, outcomes assessment, comparable institution assessment, national standards assessment and cost effectiveness assessment. This report is designed to be a “snapshot” of assessment in University Housing. For more information, please contact Rex Jackson, Associate Director of Residence Life at rjackso@siue.edu.

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EXECUTIVE SUMMARY

PROJECT DESCRIPTION

University Housing utilizes the practical inquiry approach to assessment (v. formal research). Practical inquiry: is conducted by practitioners in the field, results in improving/changing practice, is grounded in “sense making”, helps shape formal research, is not meant to be generalized, is conducted in the work environment, and is context driven (Yousey, 2007). Practical inquiry utilizes the following questions (Nesheim, Yousey & Timm, 2007):

- What topic are you interested in?
- What would you like to know about your topic (question)?
- How can you answer your questions (method, data collection)?
- What did your data tell you (analysis)?
- How does that inform practice (implications/report)?
- What is the next question (feedback loop)?

The assessment plan is designed to:

- Insure high quality programs and services through continual feedback and improvement;
- Provide data illustrating the educational value of University Housing’s programs and services to the student learning experience at SIUE; and
- Develop a base of information and data regarding University Housing’s programs and services to be used as a component of meeting professional standards.

The Associate Director of Residence Life coordinates all assessment efforts in University Housing with assistance from the Assistant Directors, the Associate Directors, and the Director of University Housing. For each assessment topic, the staff member responsible for analyzing the data (outlined in the University Housing Assessment Plan) shares the information with the appropriate staff members, and facilitates the use of the data to inform practice in University Housing. In addition, this individual reports on the assessment project in their

MISSION STATEMENT

University Housing is dedicated to fostering a quality living and learning environment.

VISION STATEMENT

University Housing seeks to be a progressive organization that creates an engaging living and learning environment and will be recognized for providing quality customer services.

EDUCATIONAL PRIORITY

University Housing fosters an environment that promotes opportunities for students to become civically, socially, and academically responsible individuals who are engaged members of their current and future communities.

annual report. The Associate Director of Residence Life collects the various reports and pulls the information into a concise Assessment Report to be shared with all constituency groups during the following academic year.

University Housing Learning Outcomes

Learning Goal	Learning Outcome	Beginning (first-year)	Advanced (upper-class, non-traditional)
Practical Competence: Students will acquire knowledge and skills that will enable them to be self-sufficient and capable of solving everyday problems.			
1.	As a result of participating in University Housing, students will be able to arrange their schedule in a manner that reflects their priorities.	X	
2.	As a result of participating in University Housing, students will be able to practice problem solving skills utilizing strategies and resources provided by University Housing.	X	
3.	As a result of participating in University Housing, students will be able to modify their plan for achieving their goals for their time at SIUE.		X
Civility: Students will interact compassionately with the world around them while gaining an understanding of and appreciation for cultural and human differences.			
4.	As a result of participating in University Housing, students will be able to describe their choices and the impact of their choices on themselves and others.	X	
5.	As a result of participating in University Housing, students will be able to describe two ways they have demonstrated support for others.	X	
6.	As a result of participating in University Housing, students will be able to practice developing healthy relationships.		X
7.	As a result of participating in University Housing, students will be able to employ behaviors that demonstrate civil discourse.		X
Social Responsibility: Students will articulate and demonstrate the duty to act for the benefit of society and the environment.			
8.	As a result of participating in University Housing, students will be able to describe one way they are involved with the SIUE community.	X	
9.	As a result of participating in University Housing, students will be able to employ three strategies that demonstrate an understanding of the triple bottom line of sustainability.		X
Global Awareness: Students will articulate and celebrate the similarities and differences of individuals, groups, and societies.			
10.	As a result of participating in University Housing, students will be able to explain three of their personal attributes such as identity, strengths, and values.	X	
11.	As a result of participating in University Housing, students will choose to interact with individuals of different identities and backgrounds.		X

STUDENT AFFAIRS LEARNING GOALS

Practical Competence

Students will acquire knowledge and skills that will enable them to be self-sufficient and capable of solving everyday problems.

Civility

Students will interact compassionately with the world around them while gaining an understanding of and appreciation for cultural and human differences.

Social Responsibility

Students will articulate and demonstrate the duty to act for the benefit of society and the environment.

Global Awareness

Students will articulate and celebrate the similarities and differences of individuals, groups, and societies.

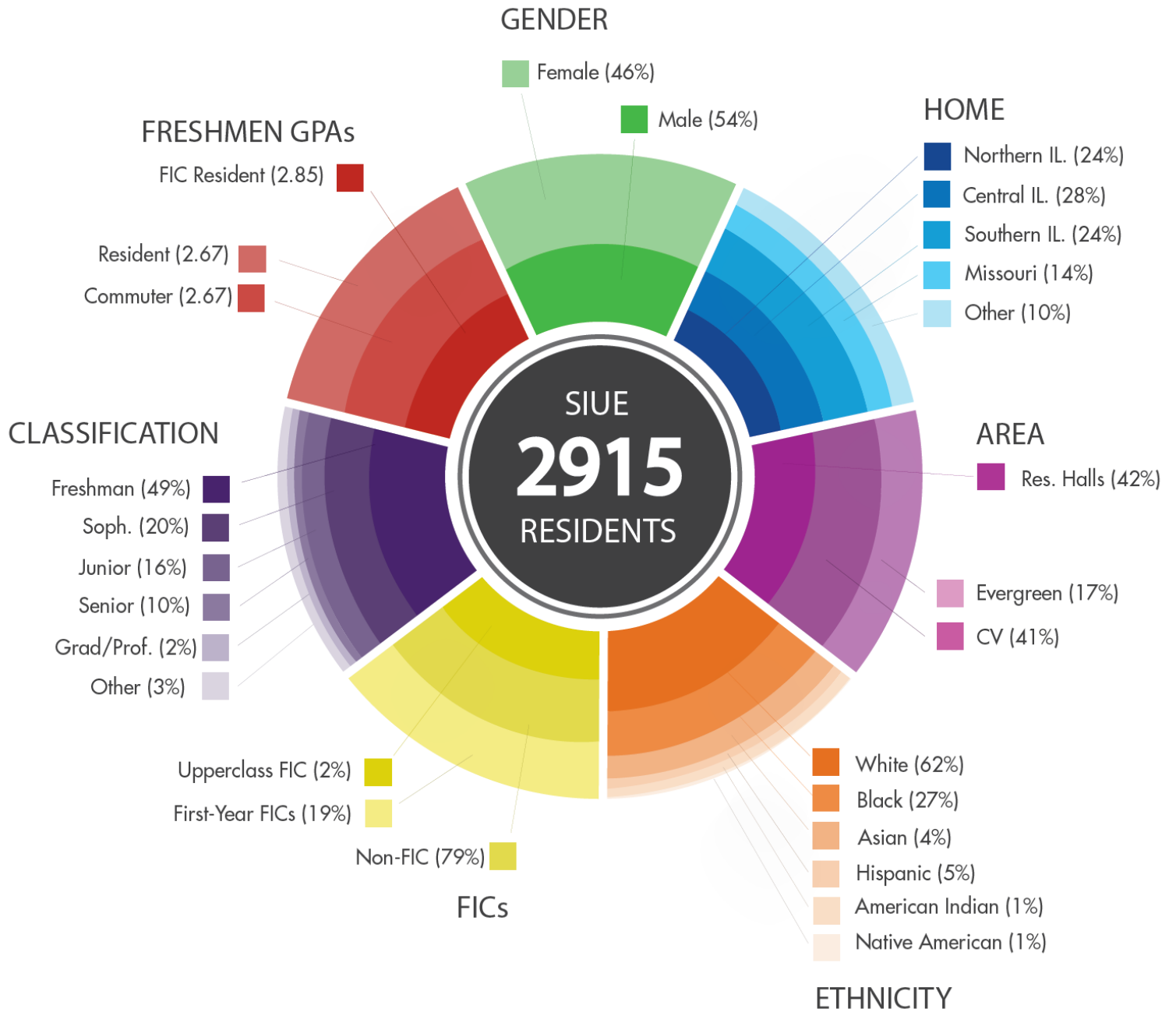
MAJOR FINDINGS (POSITIVE & NEGATIVE)

- SIUE remains one of the most affordable housing options in the state.
- Students who live in Focused Interest Communities (FICs) have higher GPAs than students who live in non-FIC communities.
- FIC residents indicated higher levels of satisfaction, learning and overall program effectiveness compared to non-FIC residents.
- Residents report that they are highly satisfied with the performance of the Resident Assistant (RA) staff.
- Residents continued to report that they feel safe in their buildings, rooms, and on campus. Safety and Security remains the highest scoring factor in the Skyfactor Benchworks Resident Assessment.
- We experienced a decrease in alcohol violations and an increase in drug violations.
- The number of students required to complete the probation intervention program increased 42.85% (The sanction was issued 21 times overall during FY 17 compared to 30 during FY 18).
- 86% of Resident initiated work orders were completed within three business days and 83% within 48 hours of being initiated for this fiscal year.
- More first-year students completed a space change this year compared to previous years and they are not satisfied with the process.
- We saw an increase in the resident GPA compared to non-resident GPA. This continue the trend over the past two years of the gap between the two getting wider.
- We saw an increase in the student staff GPA (semester and cumulative) the 2017-2018 academic year. This was the first time in the past three years that student staff GPA increased.

RECOMMENDATIONS FOR IMPROVEMENT

Based on the data outlined in this report, University Housing staff will move forward with the following actions:

- Do not increase room and board rates more than 3% per year and based on the amount of money refunded meal plan rates should not go up in FY20.
- More proactive engagement around drug and alcohol is needed in University Housing. Special focus should be given to drug use as we saw an increase in drug related cases.
- While fewer residents indicated that they were negatively impacted by the incivility of others, staff should continue to work towards improving mediations/conflict coaching and the Roommate Agreement process.
- Satisfaction with the room change process continues to be low. More training should be done with full-time, graduate, and student staff on handling space change requests in a timely manner and mandating mediation session prior to a space change only in situations where it is appropriate/beneficial for all students involved.
- Provide more education around issues related to sustainability. While this is an important value in University Housing, that understanding/buy-in is not reaching the residents.
- Continue to refine the implementation of the student staff and resident academic intervention plans for all areas of University Housing in FY 19 to continue the positive growth we have seen in student staff and on-campus resident GPAs.



Source: Fall 2017 Demographic Data

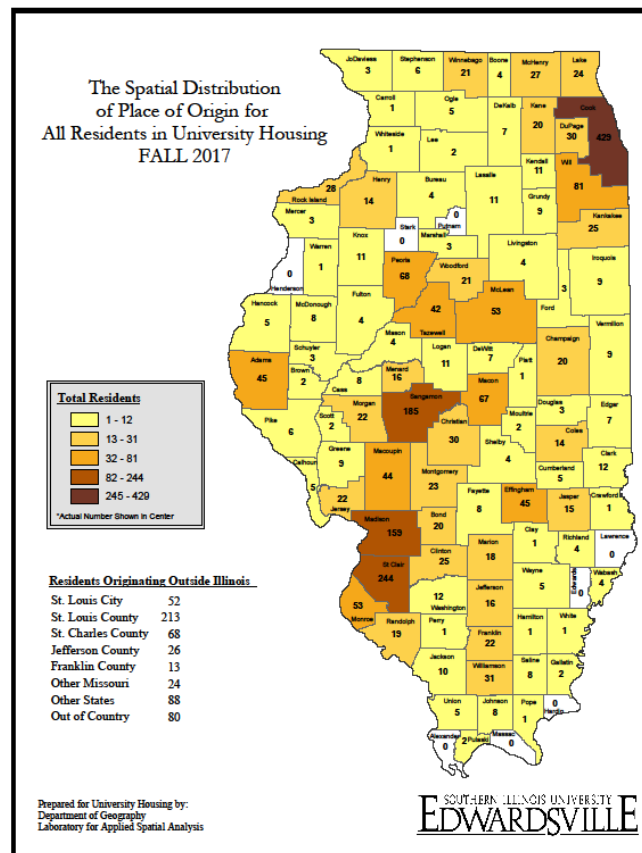
TRACKING ASSESSMENT

WHO LIVES IN UNIVERSITY HOUSING AND HOW HAS THIS POPULATION CHANGED OVER THE YEARS?

Home Address

This year most students in University Housing came from Central Illinois. This reverses a three-year trend where most students in University Housing were coming from Northern Illinois. University Housing continues to see an increase in students from Missouri each year, most likely attributed to the tuition plan that extends instate tuition to Missouri residents.

Location	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Northern Illinois	1081	1049	1033	956	803	705
<i>Percentage of Housing total</i>	<i>30.68%</i>	<i>30.76%</i>	<i>30.13%</i>	<i>28.91%</i>	<i>25.80%</i>	<i>24.18%</i>
Central Illinois	1099	1046	999	884	851	828
<i>Percentage of Housing total</i>	<i>31.20%</i>	<i>30.67%</i>	<i>29.14%</i>	<i>26.73%</i>	<i>27.35%</i>	<i>28.40%</i>
Southern Illinois	822	842	863	787	721	690
<i>Percentage of Housing total</i>	<i>23.33%</i>	<i>24.69%</i>	<i>25.18%</i>	<i>23.80%</i>	<i>23.71%</i>	<i>23.66%</i>
Missouri	246	225	293	391	398	395
<i>Percentage of Housing total</i>	<i>6.98%</i>	<i>6.60%</i>	<i>8.55%</i>	<i>11.82%</i>	<i>12.79%</i>	<i>13.55%</i>
Other	275	248	240	289	339	298
<i>Percentage of Housing total</i>	<i>7.81%</i>	<i>7.27%</i>	<i>7.00%</i>	<i>8.74%</i>	<i>10.89%</i>	<i>10.22%</i>



Ethnicity

The number of African American students living in University Housing decreased this past fall. The residential population is more diverse than the overall SIUE student population. In fall 2017, 62.46% of residential students identified as White/Caucasian while 73.6% of all SIUE students identified as White/Caucasian.

Ethnicity	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Black/African American	1014	994	1025	1053	905	840
<i>Percentage of Housing Total</i>	<i>27.90%</i>	<i>27.74%</i>	<i>28.11%</i>	<i>29.81%</i>	<i>27.27%</i>	<i>26.88%</i>
White	2338	2297	2278	2143	2082	1952
<i>Percentage of Housing Total</i>	<i>64.34%</i>	<i>64.11%</i>	<i>62.46%</i>	<i>60.67%</i>	<i>62.73%</i>	<i>62.46%</i>
Asian	94	89	106	115	127	137
<i>Percentage of Housing Total</i>	<i>2.59%</i>	<i>2.48%</i>	<i>2.91%</i>	<i>3.26%</i>	<i>3.83%</i>	<i>4.38%</i>
Hispanic	138	143	173	159	147	142
<i>Percentage of Housing Total</i>	<i>3.80%</i>	<i>3.99%</i>	<i>4.74%</i>	<i>4.50%</i>	<i>4.43%</i>	<i>4.54%</i>
American Indian/Alaska Native	39	47	44	45	38	34
<i>Percentage of Housing Total</i>	<i>1.07%</i>	<i>1.31%</i>	<i>1.21%</i>	<i>1.27%</i>	<i>1.14%</i>	<i>1.09%</i>
Native Hawaiian/Other Pacific Islander	11	13	21	17	20	20
<i>Percentage of Housing Total</i>	<i>0.30%</i>	<i>0.36%</i>	<i>0.58%</i>	<i>0.48%</i>	<i>0.60%</i>	<i>0.64%</i>
Other	0	0	0	0	0	0
<i>Percentage of Housing Total</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>	<i>0%</i>

Classification

Consistently, the majority of University Housing is freshmen & sophomore students (combined 70%+ of on-campus total student population over the past six years). However, the percentage of housing made up of freshmen has continued to decline overall. In addition, we are seeing an increase in students classified as other, which make up our visiting scholars, international programs, and more.

Class	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Freshman	1951	1718	1852	1750	1540	1436
<i>Percentage of Housing Total</i>	<i>55.38%</i>	<i>50.38%</i>	<i>54.03%</i>	<i>52.92%</i>	<i>49.49%</i>	<i>49.25%</i>
Sophomore	716	794	701	725	693	584
<i>Percentage of Housing Total</i>	<i>20.32%</i>	<i>23.28%</i>	<i>20.45%</i>	<i>21.92%</i>	<i>22.27%</i>	<i>20.03%</i>
Junior	406	453	474	422	436	452
<i>Percentage of Housing Total</i>	<i>11.52%</i>	<i>13.28%</i>	<i>13.83%</i>	<i>12.76%</i>	<i>14.01%</i>	<i>15.50%</i>
Senior	329	326	294	299	303	304
<i>Percentage of Housing Total</i>	<i>9.34%</i>	<i>9.56%</i>	<i>8.58%</i>	<i>9.04%</i>	<i>9.74%</i>	<i>10.43%</i>
Graduate	46	35	39	29	46	38
<i>Percentage of Housing Total</i>	<i>1.31%</i>	<i>1.03%</i>	<i>1.14%</i>	<i>0.88%</i>	<i>1.48%</i>	<i>1.30%</i>
Other	45	48	44	53	68	81
<i>Percentage of Housing Total</i>	<i>1.28%</i>	<i>1.41%</i>	<i>1.28%</i>	<i>1.60%</i>	<i>2.19%</i>	<i>2.78%</i>
Professional	30	36	24	29	26	21
<i>Percentage of Housing Total</i>	<i>0.85%</i>	<i>1.06%</i>	<i>0.70%</i>	<i>0.88%</i>	<i>0.84%</i>	<i>0.72%</i>

Gender

The number of women living in University Housing continues to be higher than the number of men. However, there was a slight drop in the overall percentage of women this past year and a slight increase in the overall percentage of men. This continues the trend we have seen over the past several years.

Gender	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	2079	1917	1907	1850	1698	1573
<i>Percentage of Housing total</i>	59.01%	56.22%	55.63%	55.94%	54.56%	53.94%
Male	1444	1493	1521	1456	1412	1339
<i>Percentage of Housing total</i>	40.99%	43.78%	44.37%	44.03%	45.37%	45.92%
Transgender/Self-Identify					2	4
<i>Percentage of Housing total</i>					0.06%	0.14%

Occupancy

The demand for Housing has continued to decrease. University Housing is losing more students at the end of the fall semester than there is interest in on-campus housing for the spring semester. It could be possible to attribute some of the declines to smaller class sizes of high school graduating seniors, the competition of off-campus student housing developments, and the lack of a state budget for the past two years.

Location	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Cougar Village	1467	1401	1355	1253	1307	1217	1190	1110
<i>Occupancy Percentage</i>	98.79%	93.66%	94.83%	87.19%	93.64%	86.90%	88.44%	81.43%
Residence Halls	2005	1919	1959	1878	1807	1729	1738	1667
<i>Occupancy Percentage</i>	99.31%	95.05%	97.71%	93.73%	90.05%	86.20%	86.45%	83.19%

HOW MANY STUDENT CONDUCT CASES RESULT IN TERMINATION OF RESIDENCY?

During the 2017 – 2018 academic year, there were 20 student conduct cases that resulted in termination of University Housing residency, compared to 18 during the previous academic year.

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
# of students who had their residency terminated by Housing	8	12	5	1	4	9	4	7	3	1
# of students who had their residency terminated by the Dean of Students	6	16	10	14	9	6	2	5	3	13
Total	14	28	15	15	13	15	6	12	6	14

WHAT PERCENTAGE OF RESIDENTS ARE ON ACADEMIC PROBATION EACH SEMESTER?

University Housing experienced a decrease in the number and percentage of residents on academic probation during the 2017 fall semester and 2018 spring semester, compared to previous semesters. Part of this decrease can most likely be attributed to the decrease in our occupancy during the 2017-2018 academic year compared to previous years. The other change for this year was the implementation of the student academic probation intervention plan.

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Total number of residents on probation	364	287	339	384	291	225	256	137
Percentage of residents on probation	11.03%	9.06%	10.6%	11.9%	9.89%	7.82%	9.71%	5.21%

WHAT PERCENTAGE OF RESIDENTS ARE ON DEAN’S LIST AFTER THE FALL SEMESTER?

University Housing experienced an increase in the percentage of residents named to the Dean’s List, and an increase in the overall number of residents on the Dean’s List. When looking at the individual communities we saw a large increase in Cougar Village residents on the Dean’s List and a small increase in Prairie. All other communities experienced a slight decrease in the number of residents on the Dean’s List. This changes can be attributed to the lower occupancy during the 2017-2018 academic year.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Total number of residents on Dean's List	799	811	729	733	755	712	733
Total number of residents	3327	3480	3191	3304	3175	2939	2786
Percentage of residents on Dean's List	24.01%	23.30%	22.84%	22.18%	23.77%	24.23%	26.31%

Number of residents on the Dean’s List	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Bluff Hall	93	114	114	94	99	98	91
Cougar Village	344	292	249	230	230	192	241
Evergreen Hall	140	156	157	149	162	182	168
Prairie Hall	113	137	114	159	137	133	137
Woodland Hall	109	112	95	101	127	107	96
Total	799	811	729	733	755	712	733

HOW DO FIRST-YEAR RESIDENTIAL STUDENTS PERFORM ACADEMICALLY COMPARED TO FIRST YEAR COMMUTER STUDENTS?

University Housing saw an increase in the resident GPA. Non-resident GPA also saw an increase, which reversed the trend that saw non-resident GPA decreasing each year. Even with this increase resident GPA increased more and widened the gap between resident GPA and non-resident GPA has once again proven to be higher than non-resident GPA. This makes three two years in a row that the difference between the two groups has grown.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Resident	2.777	2.777	2.745	2.755	2.673	2.746	2.843
Non-Resident	2.557	2.457	2.544	2.564	2.677	2.616	2.73
Combined	2.717	2.741	2.645	2.69	2.675	2.698	2.805
Difference	0.22	0.32	0.2	0.19	0.004	0.048	.113

HOW DO FIC COMMUNITY GPAs COMPARE WITH THE GPAs OF COMMUNITIES WITH GENERAL ASSIGNMENTS?

Community GPAs suggest that living in a FIC results, on average, in higher GPAs. However, most FIC resident GPAs are still low (below 3.0).

Community	FIC Fall 2016	Non-FIC Fall 2016	FIC Spring 2017	Non-FIC Spring 2017	FIC Fall 2017	Non-FIC Fall 2017	FIC Spring 2018	Non-FIC Spring 2018
Bluff Hall	2.7	2.67	2.69	2.48	2.71	2.6	2.78	2.31
Prairie Hall	2.81	2.72	2.96	2.54	3.1	2.59	3.05	2.43
Woodland Hall	2.84	2.74	2.47	2.48	2.75	2.66	2.73	2.56
Cougar Village 500 Side	2.62	2.7	2.87	2.58	2.97	2.64	2.85	2.71
Cougar Village 400 Side	2.92	2.83	2.88	2.75	2.62	2.82	2.7	2.82
Evergreen Hall	2.7	2.91	2.48	3.02	3.06	3.01	2.91	2.95

WHICH HOUSING COMMUNITY HAS THE HIGHEST AND LOWEST GPA?

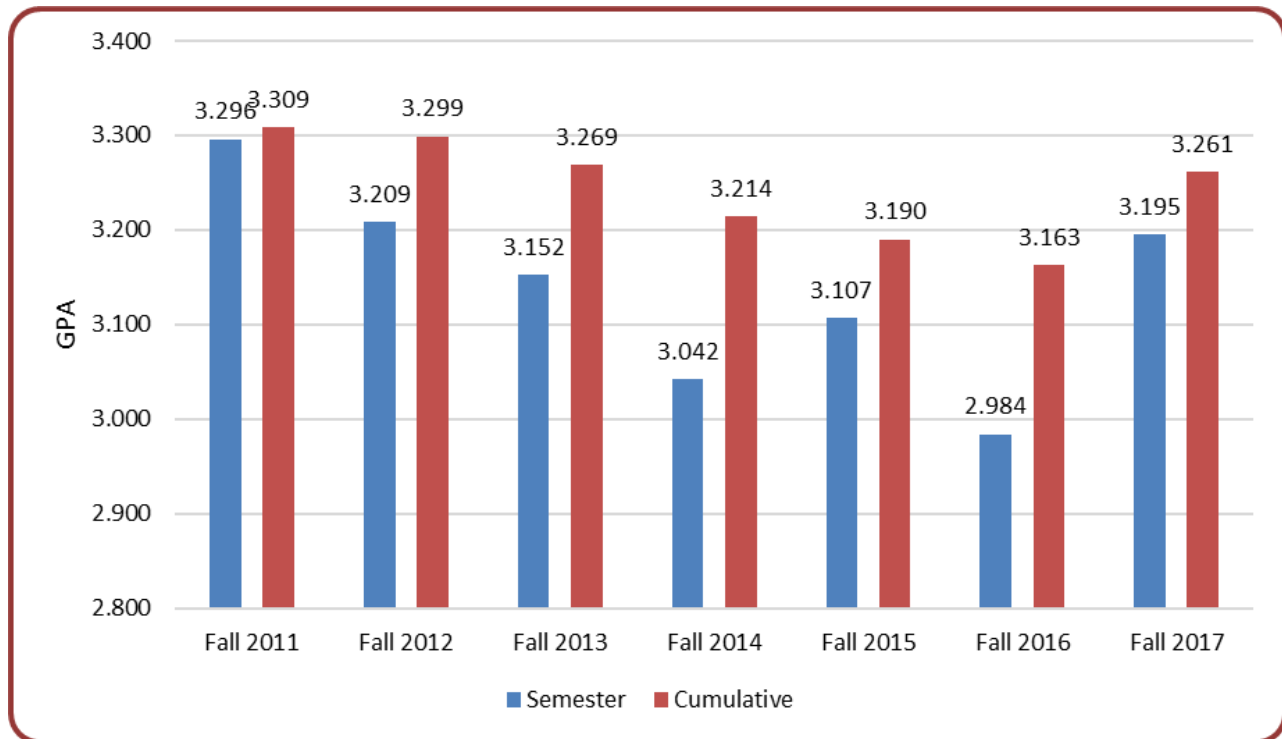
Evergreen Hall continues to significantly outperform all other communities.

Community	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Bluff Hall	2.67	2.7	2.72	2.65	2.69	2.62	2.66	2.59
Evergreen Hall	2.92	3.00	3.01	3.02	2.9	2.97	3.01	2.95
Prairie Hall	2.79	2.72	2.83	2.72	2.75	2.75	2.86	2.7
Woodland Hall	2.72	2.72	2.74	2.57	2.75	2.5	2.72	2.64
Cougar Village 400 Side	2.67	2.77	2.79	2.78	2.84	2.75	2.81	2.81
Cougar Village 500 Side	2.63	2.73	2.61	2.72	2.69	2.62	2.69	2.74

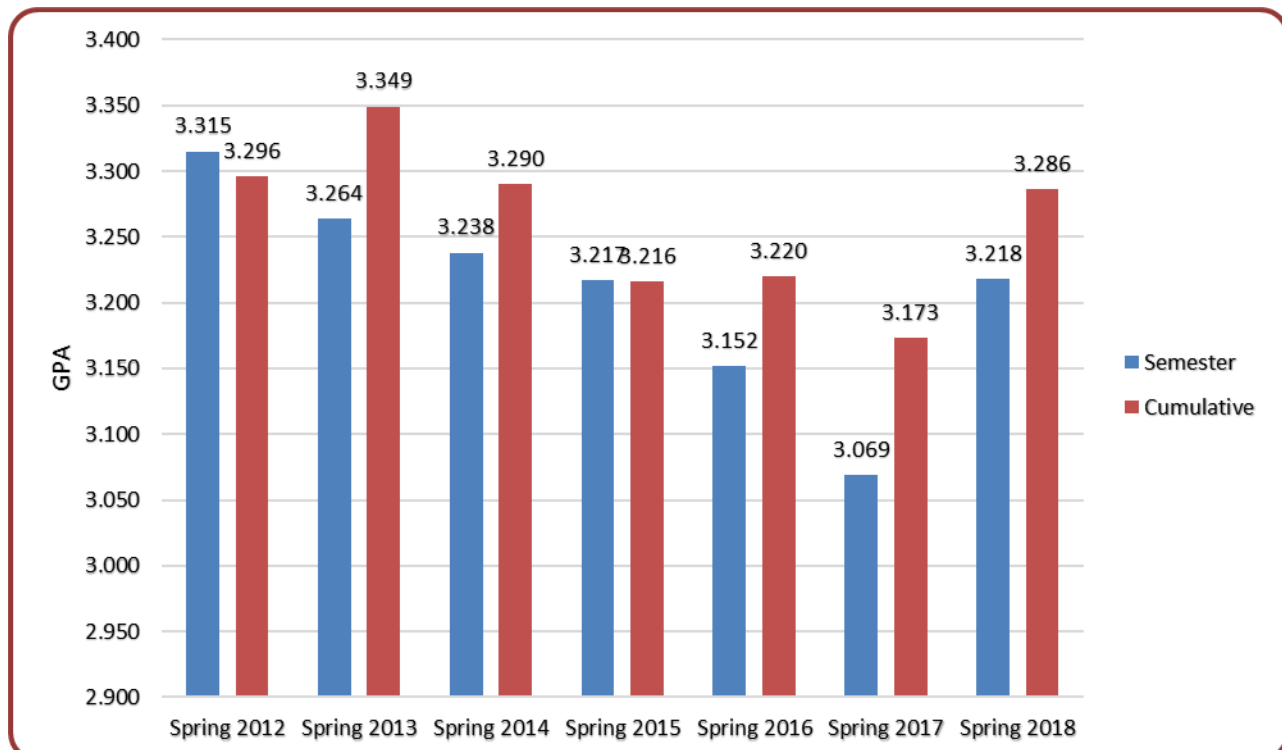
HOW DO STUDENT STAFF MEMBERS PERFORM ACADEMICALLY?

Student staff GPAs have steadily declined over the past three years, however this year this trend was broken and student staff GPAs increase both semesters. Spring semester academic performance continues to be higher than fall semester academic performance.

Student Staff Fall GPAs



Student Staff Spring GPAs



IS UNIVERSITY HOUSING EMPLOYING A DIVERSE RESIDENT ASSISTANT (RA) AND DESK MANAGER (DM) STAFF?

University Housing seeks to employ a diverse Resident Assistant staff. We continue to have RA staffs made up of mostly RAs who identify as women and we continue to struggle recruiting successful RA candidates of color who also identify as male. These concerns are also mirrored in the Desk Manager staff demographics. This year was the first year that we had a staff member, in this case an RA, which identified as trans*.

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Male RAs	45%	44%	47%	46%	40%	40%	38%	41%
Female RAs	56%	56%	53%	54%	60%	60%	62%	58%
Trans* RAS	0%	0%	0%	0%	0%	0%	0%	1%
RAs who are White	70%	71%	68%	68%	53%	52%	58%	54%
RAs who are students of color	30%	29%	32%	32%	47%	48%	42%	46%
Female RAs who are students of color	16%	15%	18%	19%	33%	34%	27%	28%
Male RAs who are students of color	12%	13%	14%	13%	14%	14%	15%	17%
Trans* RAs who are students of color	0%	0%	0%	0%	0%	0%	0%	0%

	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Male DMs	41%	36%	31%	32%
Female DMs	59%	64%	69%	68%
DMs who are white	61%	61%	52%	55%
DMs who are students of color	39%	39%	48%	45%
Female DMs who are students of color	27%	29%	38%	28%
Male DMs who are students of color	13%	11%	10%	17%

HOW MUCH/OFTEN DO RESIDENTS RECYCLE IN UNIVERSITY HOUSING?

The chart and graphs below illustrates how many tons of material UHFM recycled each semester and how many water bottles were refilled using the water filling stations in University Housing. A change over the past couple of years is that aluminum and cardboard is being comingled.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Aluminum in tons	0.82	0.56	1.52	2.09	N/A	N/A**
Comingle in tons	32.78	8.89	8.71	42.44	32.09	20.96
Cardboard in tons	5.50	6.18	7.90	6.31	N/A	N/A**
Scrap metal in tons	9.35	3.74	4.65	10.44	8.6	4.83
Bottle refills	108,842	*	173,550	77,894	151,728	76,032

*Missing data

** No longer separated out in the recycling process

The chart below illustrates how much resources our students save through our partnership with USAgain at the end of the year.

	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Textiles (pounds collected)	2,310	3,429	2,270	1,680
Water (gallons saved)	3,234,000	8,229,600	5,448,000	4,032,000
Landfill Space (Cubic yards saved)	13	19	12	10
CO2 Emissions (pounds prevented)	16,170	51,435	34,050	25,200
Trees Planted	N/A	N/A	4	4

HOW QUICKLY ARE WORK ORDERS COMPLETED BY UNIVERSITY HOUSING FACILITIES MANAGEMENT (UHFM)?

UHFM completed 3,009 student-initiated work orders during 2017-2018 academic year. 60% percent of student-initiated work orders were completed within the same day of submission and 86% were completed within three days.

	Work completed within the same day	Work completed within 1 business day	Work completed within 2 business days	Work completed within 3 business days	Work took longer than 3 business days to complete
Number of student-initiated work orders	1835	531	150	83	410
Percentage of total work orders	60%	18%	5%	3%	14%

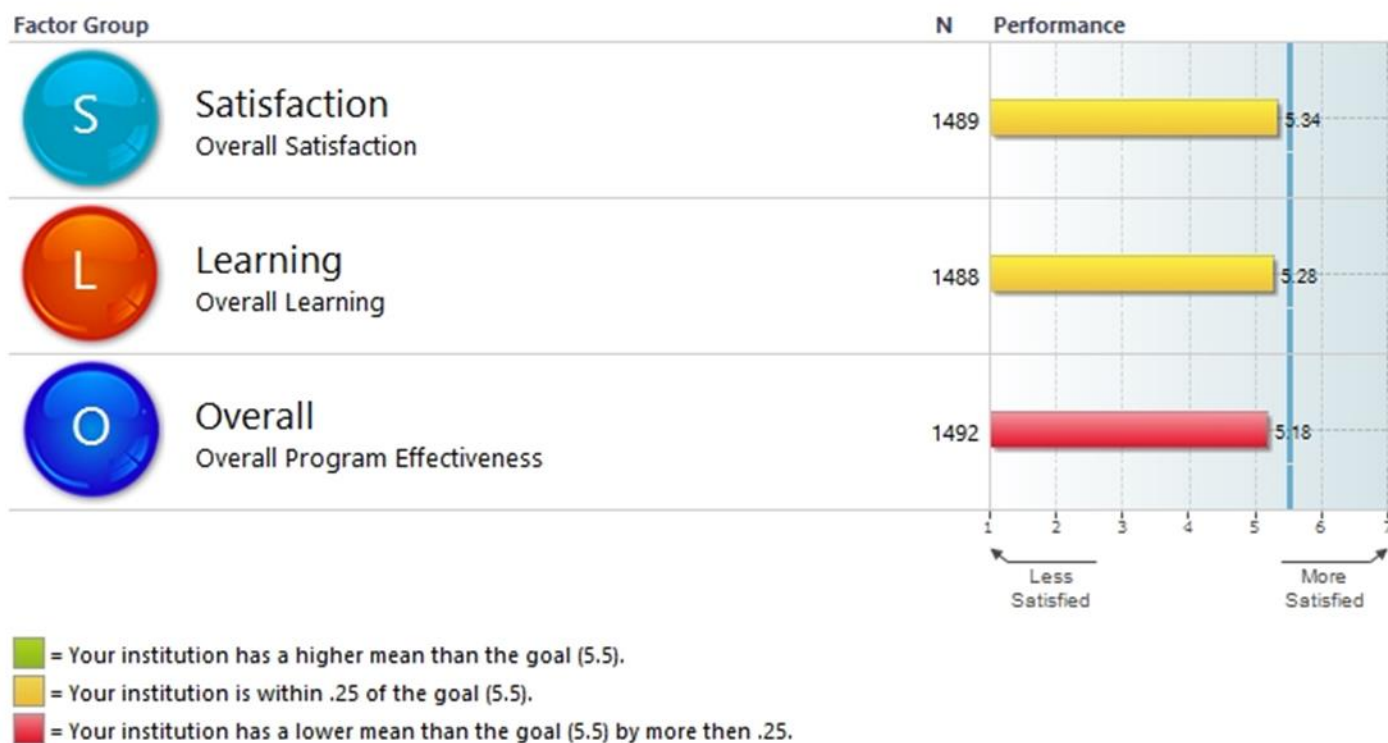
Satisfaction Assessment

ARE RESIDENTS SATISFIED WITH UNIVERSITY HOUSING OVERALL?

According to the ACUHO-I/Benchworks Resident Satisfaction Survey (administered in February to all residential students), University Housing is performing below the goal (5.5) in each of the three major predictors of satisfaction: Resident Satisfaction (5.37), Learning Outcomes (5.29), and Full Resident Experience (5.20). However, our scores are still within range that is considered good (4.5-5.5).

What is the satisfaction level with each of the three major indicators of satisfaction?

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



Our scores in each category are “good: 4.5-5.5” and this year our scores for each of the three indicators slightly decreased over the scores from last year. The decrease in each score was not statistically lower than the 2017 scores. Compared to previous years (2016, 2015, and 2014) the 2018 scores were mostly higher by a statistically significant amount.

How have the three major indicators of satisfaction changed over time?

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



Chart Colors Legend

- = This year's Factor mean is statistically higher than the mean in 2017.
- = This year's Factor mean differs to the mean in 2017, but the difference is not statistical.
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How have the three major indicators of satisfaction changed over time?

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



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How have the three major indicators of satisfaction changed over time?

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



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How have the three major indicators of satisfaction changed over time?

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



Chart Colors Legend

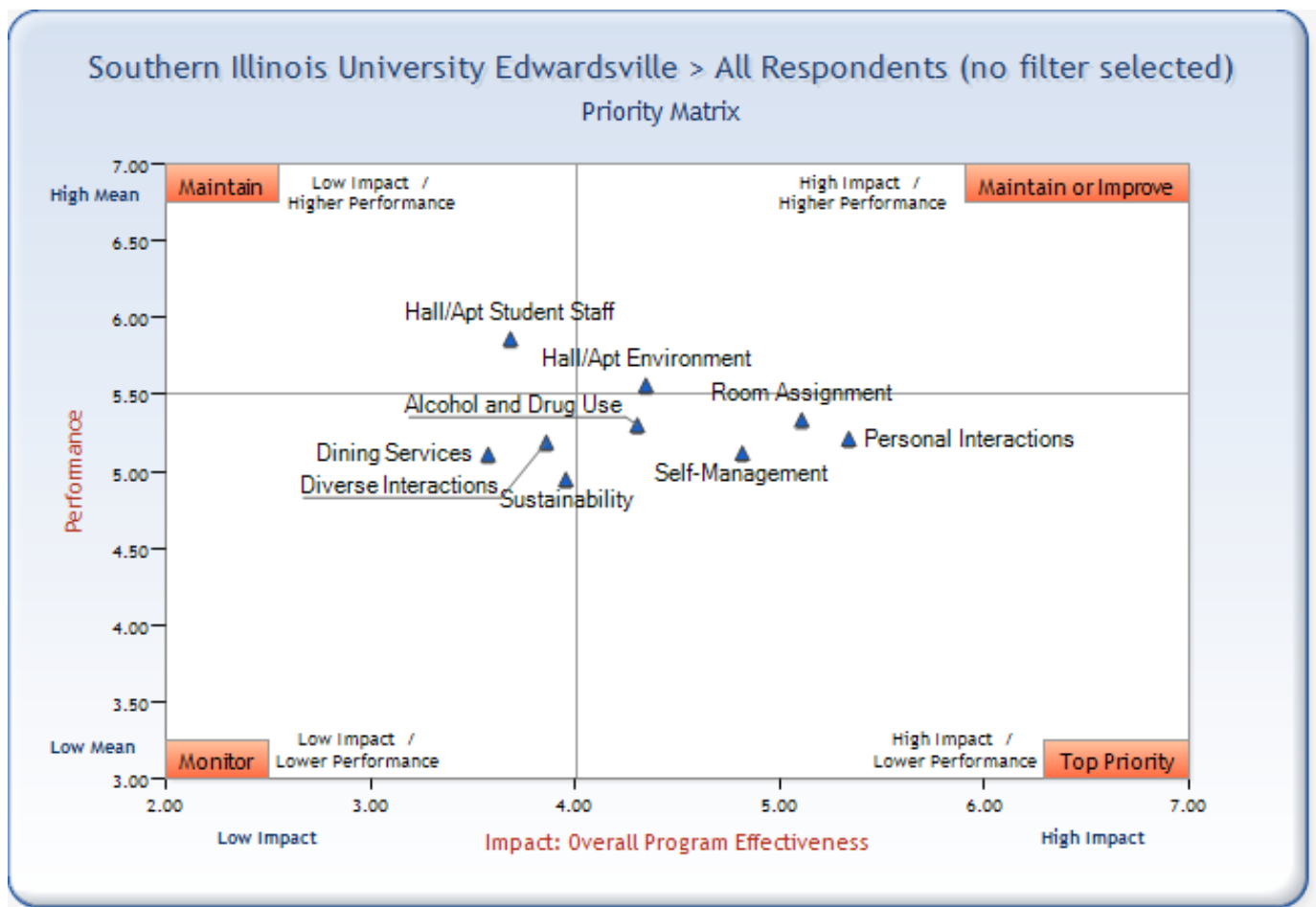
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WHERE SHOULD UNIVERSITY HOUSING FOCUS ITS ATTENTION?

There are two crucial elements for identifying where to invest time, energy and resources to improve Overall Satisfaction.

- Level of Satisfaction: The lower the level of satisfaction the greater the opportunity to make improvements.
- Impact on Overall Satisfaction: The level of impact of a factor on Overall Satisfaction is the degree to which the factor, if improved, will improve Overall Satisfaction. High impact factors, if improved, will do the most to improve Overall Satisfaction.

The most efficient and effective way to improve Overall Satisfaction is to focus on improving the factors with the greatest impact and the lowest performance. These factors are listed below in the Top Priority box. For the 2017-2018 academic year, Personal Interactions, Self-Management, Dining Services, Diverse Interactions, Alcohol and Drug Use, and Room Assignment or Change Process are to be our top priorities.



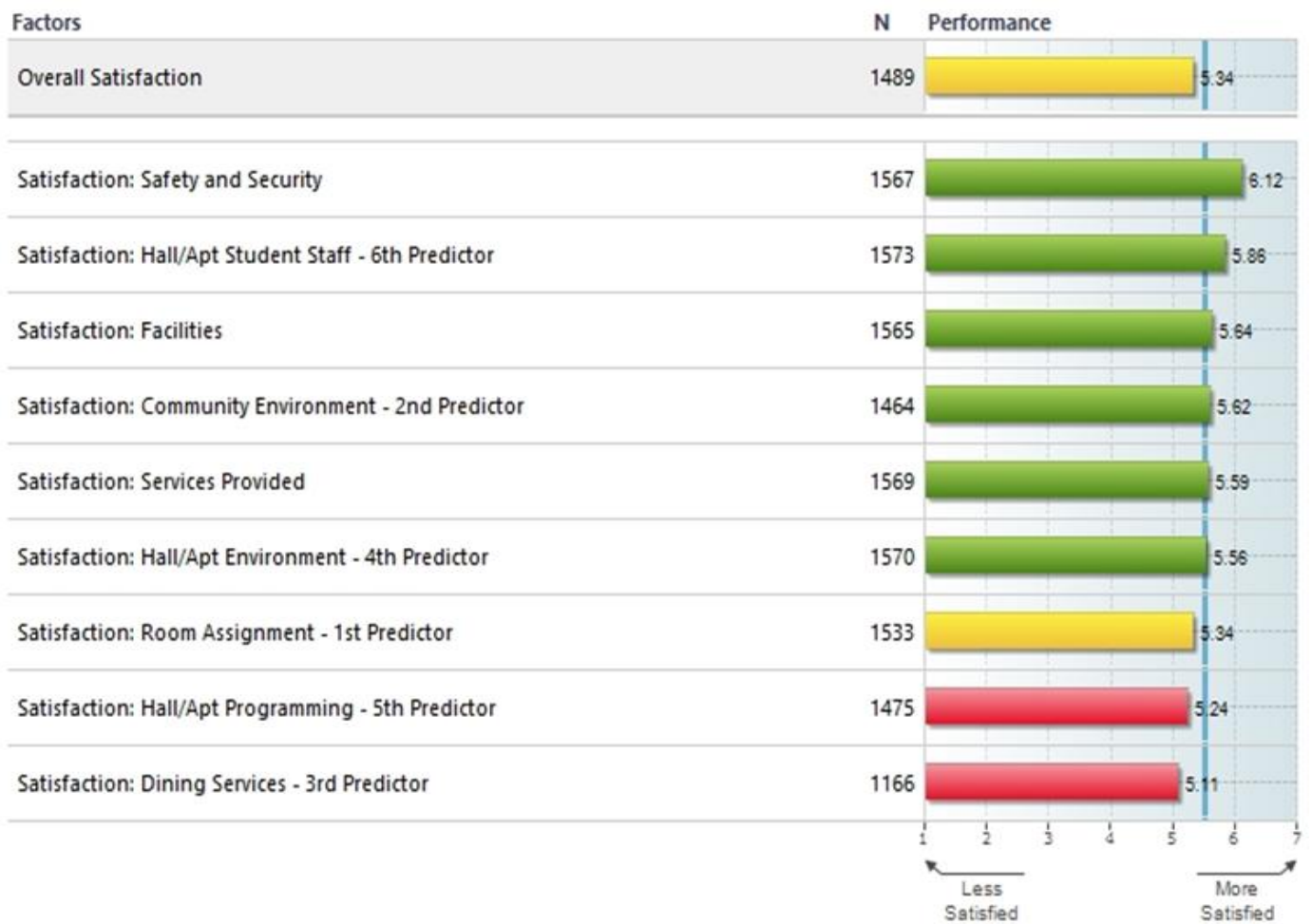
	Monitor (Low Impact/Lower Performance)	Maintain (Low Impact/Higher Performance)	Maintain or Improve (High Impact/Higher Performance)
Top Priority (High Impact/Lower Performance)			
Personal Interactions	Sustainability	Hall/Apt Student Staff	Hall/Apt Environment
Room Assignment or Change Process	Diverse Interactions	Facilities	
Self-Management	Dining Services	Services Provided	
Alcohol and Drug Use	Hall/Apt Programming	Safety and Security	
		Community Environment	
		Sense of Community	

WHERE HAS RESIDENT SATISFACTION IMPROVED THE MOST IN THE PAST YEAR?

Of the seventeen factors, we scored “excellent: mean score of 5.5 or higher” in seven of them. These factors included Safety and Security (6.12) and Hall/Apt. Staff (5.88), Facilities (5.64), Community Environment (5.62), Sense of Community (5.62), Services provided (5.59), Hall/Apt. Environment (5.56). These were the same factors we scored excellent in 2017. Our worst scoring factors are Sustainability (4.95) and Dining Services (5.11). These were the same two factors where we scored the lowest in the 2017 assessment. The scores for these two factors did show a slight decline compared to the 2017 scores of 4.99 for Sustainability and 5.23 for Dining Services.

Satisfaction

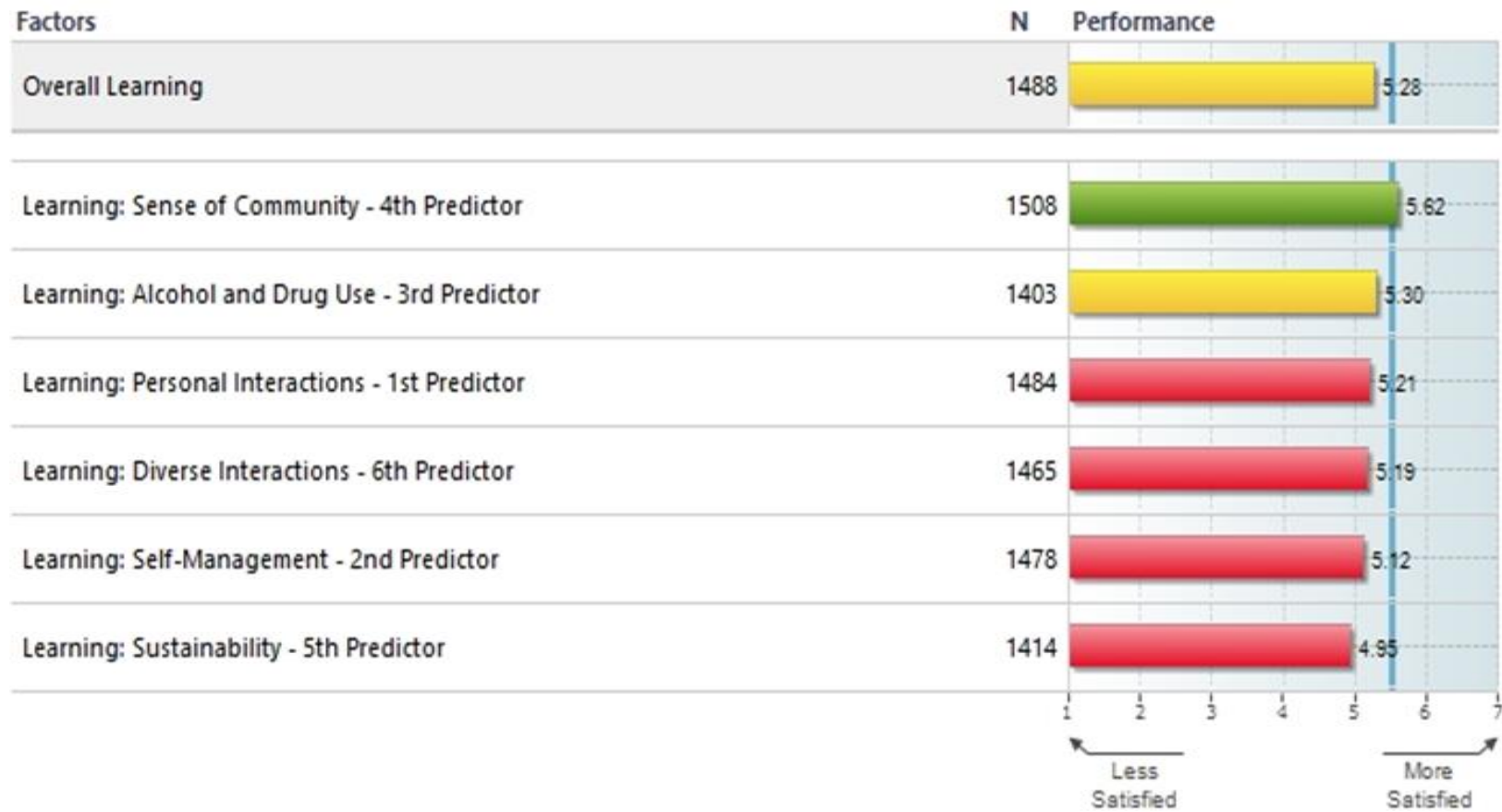
Population: Southern Illinois University Edwardsville (Number Responding = 1690)



- = Your institution has a higher mean than the goal (5.5).
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Learning

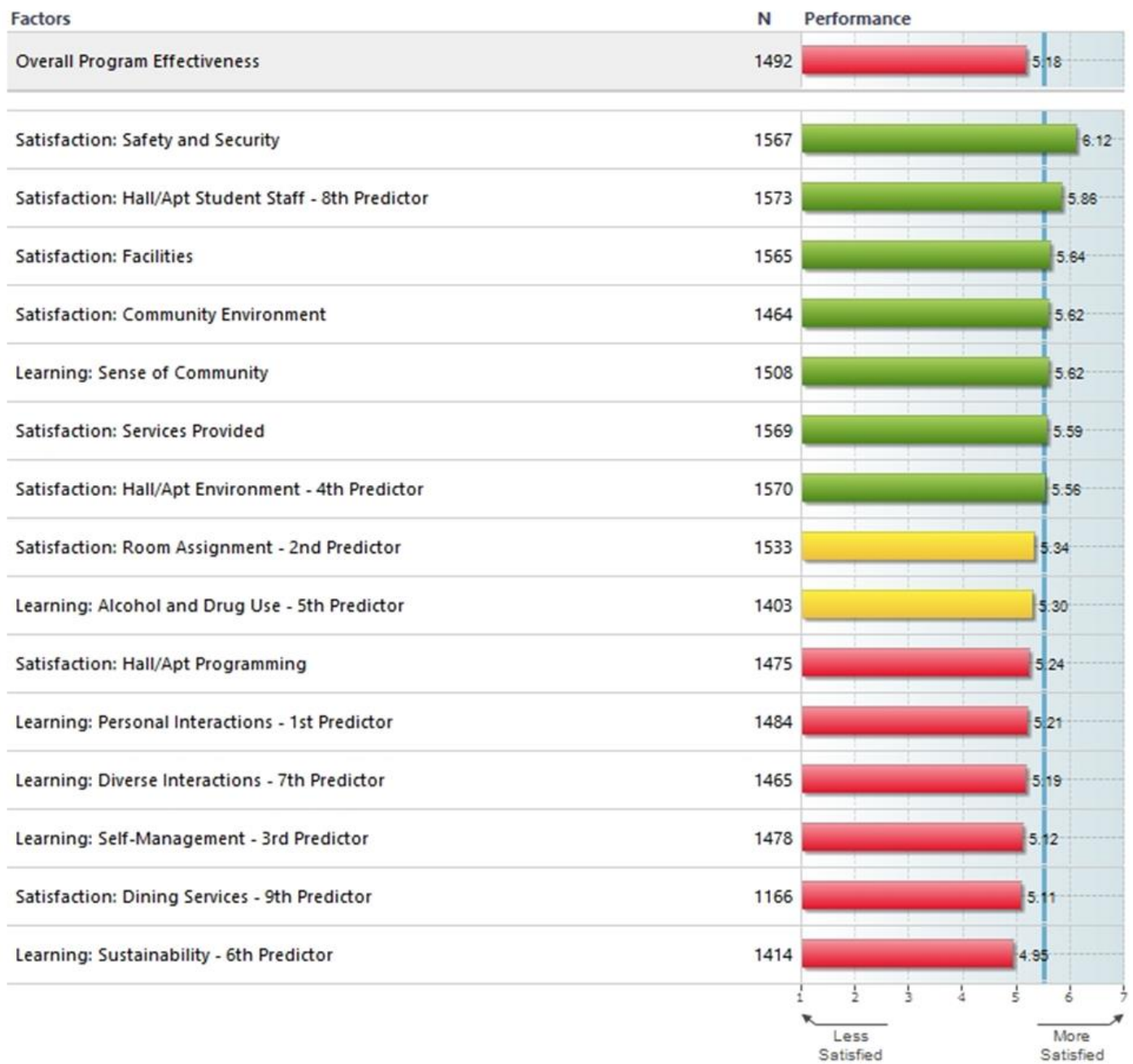
Population: Southern Illinois University Edwardsville (Number Responding = 1690)



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Overall

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



- = Your institution has a higher mean than the goal (5.5).
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WHY DO FIRST-YEAR STUDENTS SPACE CHANGE?

The total number of space changes increased during the 2017-2018 academic year compared to last year. Part of this maybe due lower occupancy leading resident to know there are open spaces available in each community.

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Total number of space changes	72	32	28	16	46	31	65	40
Types of space changes								
Consolidation	4	--	3	--	3	--	--	2
Roommate conflicts	19	18	14	13	18	9	29	14
Administrative Move	10	2	3	3	9	7	2	4
Upgrade to Private	1	1	1	--	4	1	3	2
Temp. (Facilities/Overflow)	13	--	--	--	--	--	--	6
Safety Concerns	1	1	--	--	3	4	--	1
Medical Concerns	--	1	2	--	2	1	4	1
Live with Friends/community	22	6	6	--	6	7	25	9
Staff Change	1	2	--	--	--	1	1	1
Private to shared	1	1	--	--	1	1	1	--

WHY DO FIRST-YEAR STUDENTS CANCEL THEIR HOUSING CONTRACT?

Most students offer complex reasons for why they wish to cancel their housing contract, but the top reasons continue to be transferring to another institution, financial concerns and academic issues.

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Total number of Cancellations	53	132	83	127	40	140	29	115
Types of space changes								
No show/Checking in	28	1	52	3	19	1	15	--
Financial	1	15	3	7	3	13	--	11
Transferring	4	33	3	30	--	34	1	38
Conduct	5	11	7	2	2	5	3	2
Medical	5	7	3	4	3	3	2	8
Homesickness	2	14	8	4	4	8	2	4
Academics	1	28	1	2	--	9	--	21
Personal/Family	5	12	2	7	2	8	--	11
Moved to different Sem.	--	--	--	--	--	--	1	--
Internship/Military/Trade	2	6	--	1	1	4	1	1
No Information	--	5	4	44	6	55	4	17
Graduation	--	--	--	--	--	--	--	1
Study abroad	--	--	--	--	--	--	--	1

WHAT HAPPENS WHEN FIRST-YEAR STUDENTS EXPERIENCE A CONFLICT IN THEIR LIVING SITUATION AND REPORT IT TO HOUSING STAFF?

Fall 2017 Findings

- During the fall semester 11 conflict coaching sessions were reported by the Community Directors in the first-year communities.
- 2 of the conflict coaching sessions rose to the Community Director level in some fashion but had communicated first with the RA.
- Of the 11 conflict coaching sessions completed this fall, all 2 resulted in space changes.
- During the fall 8 mediation sessions were reported by the Community Directors.
- Of the 8 mediation session completed this fall all 8 resulted in space changes.

Spring 2018 Findings

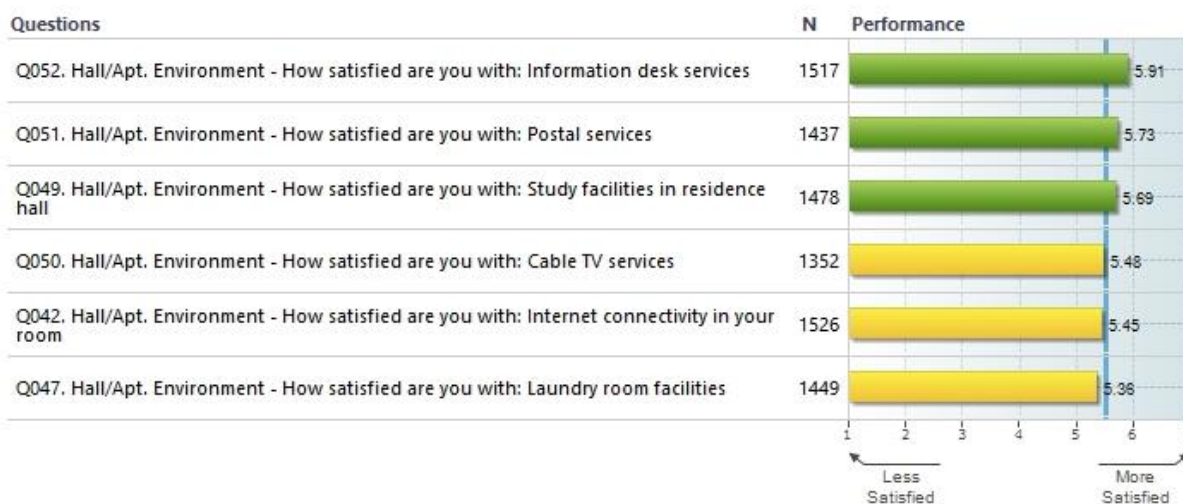
- During the spring semester 8 conflict coaching sessions were reported by the Community Directors in their weekly reports. Of those 8 conflict coaching sessions 3 resulted in space changes.
- 2 of the conflict coaching sessions rose to the Community Director level in some fashion.
- During the spring 11 mediation sessions were reported by the Community Directors.
- Of the 11 mediation session completed this fall all 9 resulted in space changes

WHAT KIND OF SERVICE DO RESIDENTS RECEIVE IN UNIVERSITY HOUSING?

During the ACUHO-I/Benchworks Resident Assessment (administered in February to all residential students), University Housing asked all students about their satisfaction with services within Housing. The front desk operation continues to perform above the goal. Satisfaction with laundry services improved by a statically significant amount compared to last year after we went with a new vendor and installed new machines in all laundry rooms.

Satisfaction: Services Provided

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



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Satisfaction: Services Provided

Population: Southern Illinois University Edwardsville (Number Responding = 1690)

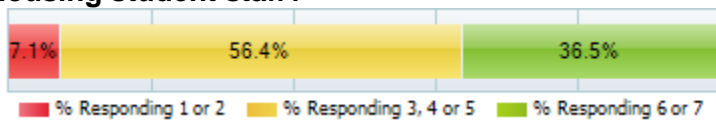


Chart Colors Legend

- = This year's Question mean is statistically higher than the mean in 2017.
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During the ACUHO-I/Benchworks Resident Assessment (administered in February to all residential students), University Housing asked all students about their satisfaction with level of support displayed by our student staff and full-time University Housing staff (e.g. in the hall office, Cougar Village Commons, Central Housing Office in Rendleman Hall, University Housing Facilities Management) 55.5% feel housing staff are able to work with those who are different from them, but a smaller percentage (43.5%) felt their marginalized identities were really supported by housing staff. While only 43.5% of residents felt their marginalized identities were supported it was significantly higher than the percentage that felt this way in 2017 (42.6%).

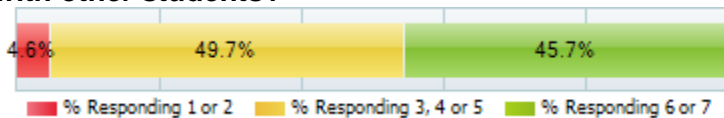
OQ8. Institution Specific Questions - Do you feel supported, personally and academically, by University Housing student staff?



- (1) Not At All
- (2)
- (3)
- (4) Moderately
- (5)
- (6)
- (7) Extremely

N	% of Total	% Resp =83.6%
54	3.8%	N =1413
46	3.3%	Mean =4.86
88	6.2%	Std Dev =1.57
481	34.0%	
228	16.1%	
218	15.4%	
298	21.1%	

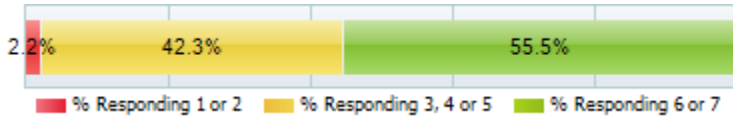
OQ17. Institution Specific Questions - To what degree are you comfortable discussing issues of identity (race, ethnicity, gender, socioeconomic status, etc.) with other students?



- (1) Not At All
- (2)
- (3)
- (4) Moderately
- (5)
- (6)
- (7) Extremely

N	% of Total	% Resp =84.1%
32	2.3%	N =1421
33	2.3%	Mean =5.20
59	4.2%	Std Dev =1.53
438	30.8%	
209	14.7%	
237	16.7%	
413	29.1%	

OQ18. Institution Specific Questions - Housing staff is able to work with those who are different (race, religion, gender, sexual orientation, etc.) from themselves.

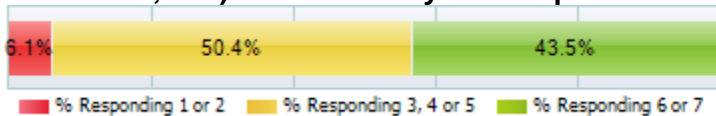


- (1) Not At All
- (2)
- (3)
- (4) Moderately
- (5)
- (6)
- (7) Extremely

N	% of Total
17	1.2%
14	1.0%
38	2.7%
361	25.7%
196	13.9%
295	21.0%
485	34.5%

% Resp	=83.2%
N	=1406
Mean	=5.51
Std Dev	=1.41

OQ19. Institution Specific Questions - I feel University Housing supports my underrepresented or marginalized identities (race, gender, sexual orientations, etc.) or those of my friends/peers.



- (1) Not At All
- (2)
- (3)
- (4) Moderately
- (5)
- (6)
- (7) Extremely

N	% of Total
63	4.5%
23	1.6%
47	3.4%
433	30.9%
225	16.1%
245	17.5%
364	26.0%

% Resp	=82.8%
N	=1400
Mean	=5.09
Std Dev	=1.59

ARE RESIDENT ASSISTANTS (RA) SATISFIED WITH THE RA POSITION OVERALL?

According to the ACUHO-I/Benchworks Student Staff Assessment (administered in January to all RAs), RAs are satisfied with the RA position. We are above the goal (5.5) with overall satisfaction, overall learning, and overall program. However, we did see a decline in each overall score this year compared to last year. While not a statistically significant different work should be done to show improvement in the coming year.

What is the satisfaction level with each of the three major indicators of satisfaction?

Population: Southern Illinois University Edwardsville (Number Responding = 64)



- = Your institution has a higher mean than the goal (5.5).
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How have the three major indicators of satisfaction changed over time?

Population: Southern Illinois University Edwardsville (Number Responding = 64)



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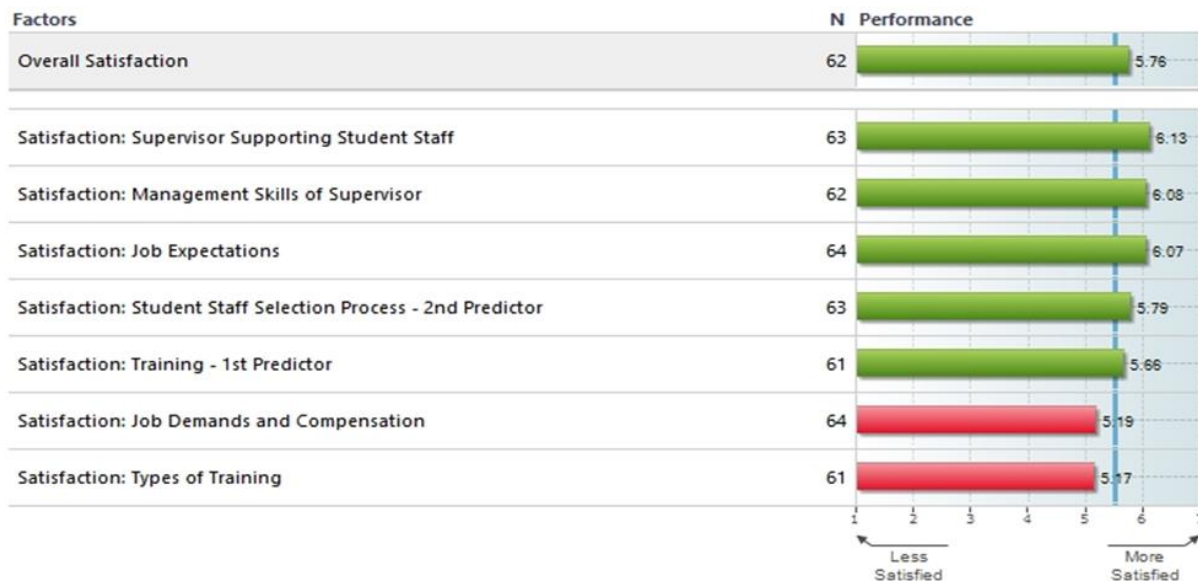
WITH WHAT ASPECTS OF THE RA POSITION ARE RAS MOST/LEAST SATISFIED?

RAs report high satisfaction (above the goal of 5.5) with each factor except Job Demands & Compensation and Types of Training.

Factor	Rating	Mean	2017-2018 Difference
Learning: Diverse Interactions	Excellent	6.37	0.08
Satisfaction: Supervisor Supporting Student Staff	Excellent	6.13	-0.26
Satisfaction: Management Skills of Supervisor	Excellent	6.08	-0.26
Satisfaction: Job Expectations	Excellent	6.07	0.07
Learning: Personal Competence	Excellent	6.01	0.06
Learning: Self-Knowledge and Skills	Excellent	5.96	-0.02
Learning: Empathy	Excellent	5.95	0.03
Learning: Practical Competence	Excellent	5.96	0.05
Satisfaction: Student Staff Selection Process	Excellent	5.79	0.15
Learning: Residents are Respectful	Excellent	5.75	-0.33
Satisfaction: Training	Excellent	5.66	0.05
Learning: Collaboration within Staff Team	Excellent	5.57	0.34
Learning: Residents are Tolerant	Excellent	5.52	-0.22
Satisfaction: Job Demands and Compensation	Good	5.19	-0.19
Satisfaction: Types of Training	Good	5.17	-0.03

Satisfaction

Population: Southern Illinois University Edwardsville (Number Responding = 64)



Satisfaction

Population: Southern Illinois University Edwardsville (Number Responding = 64)

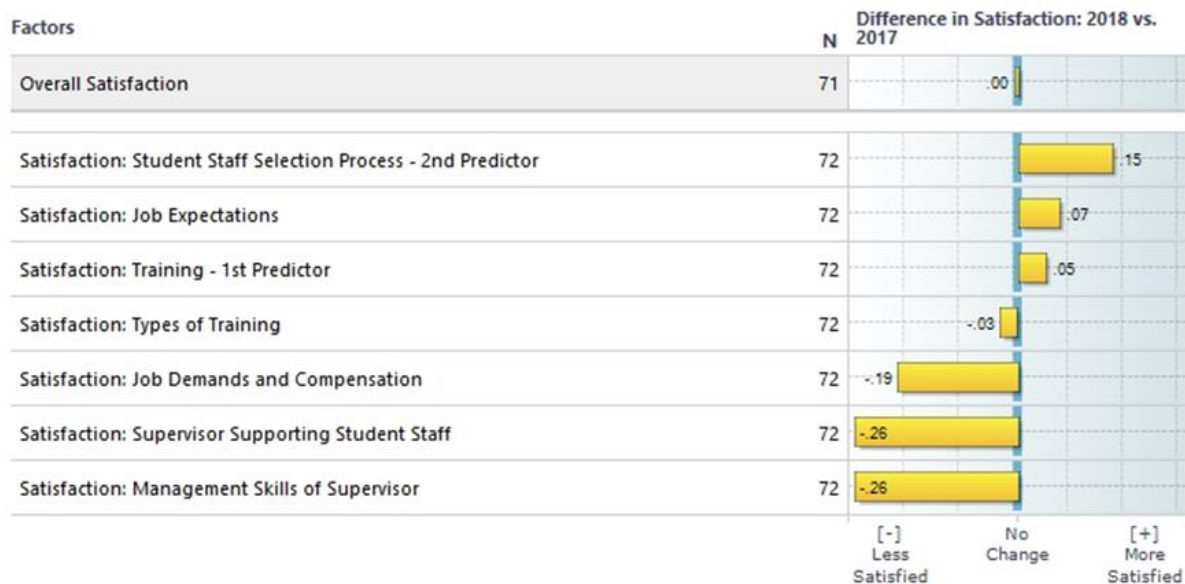
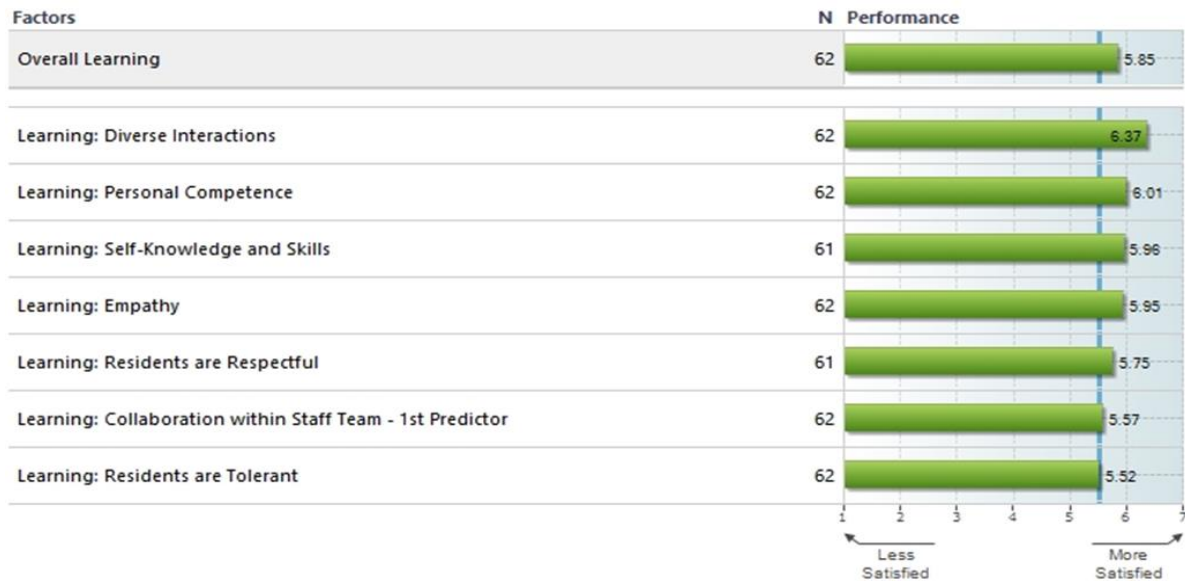


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- Green = This year's Factor mean is statistically higher than the mean in 2017.
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Learning

Population: Southern Illinois University Edwardsville (Number Responding = 64)



Learning

Population: Southern Illinois University Edwardsville (Number Responding = 64)

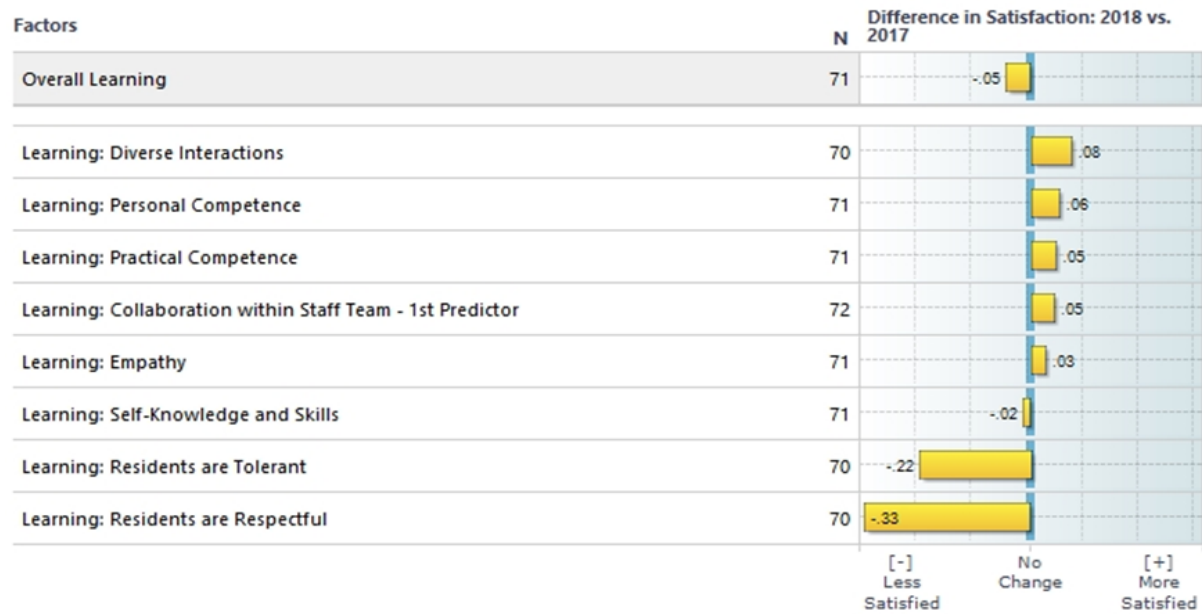
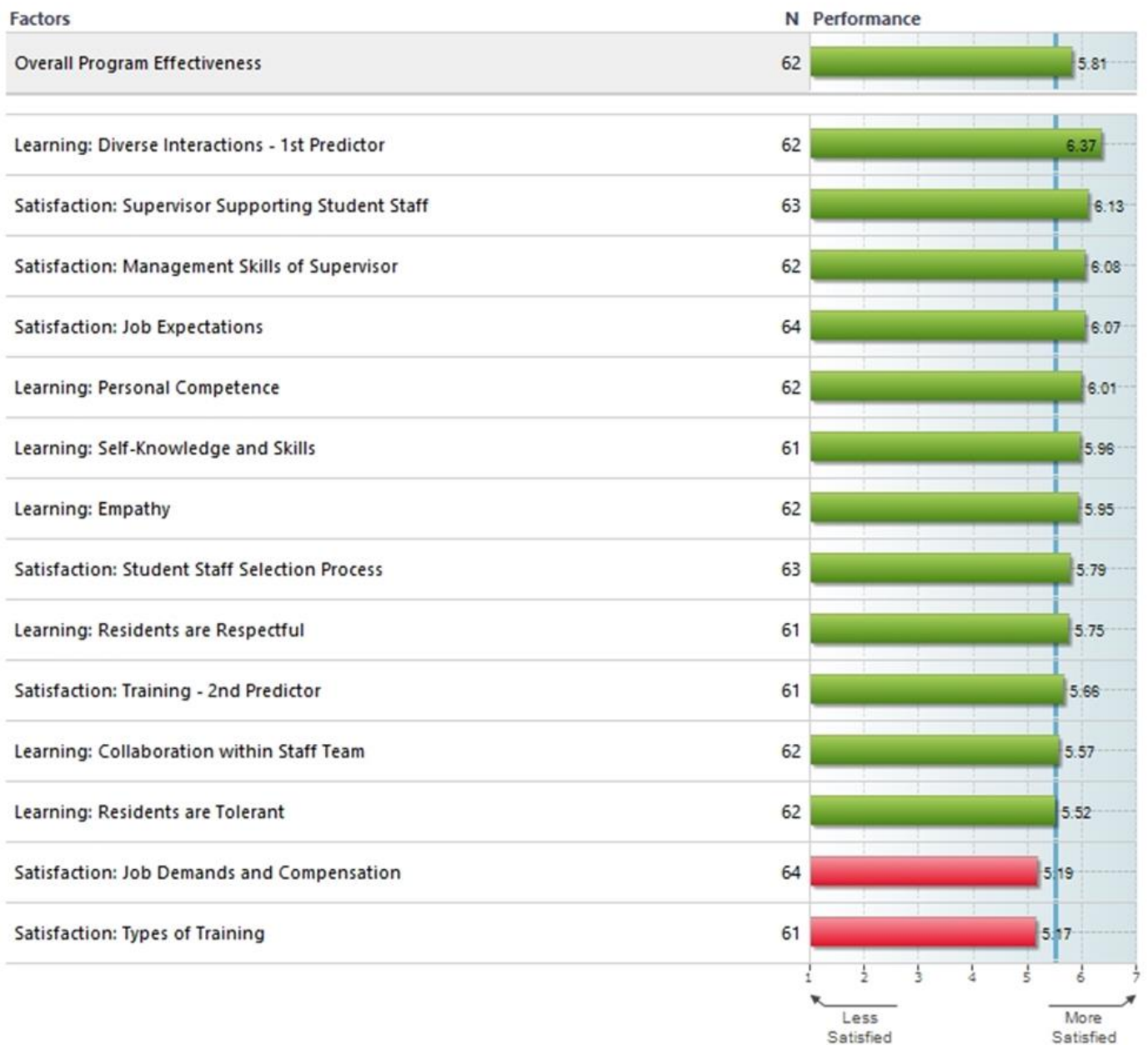


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Overall

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Overall

Population: Southern Illinois University Edwardsville (Number Responding = 64)

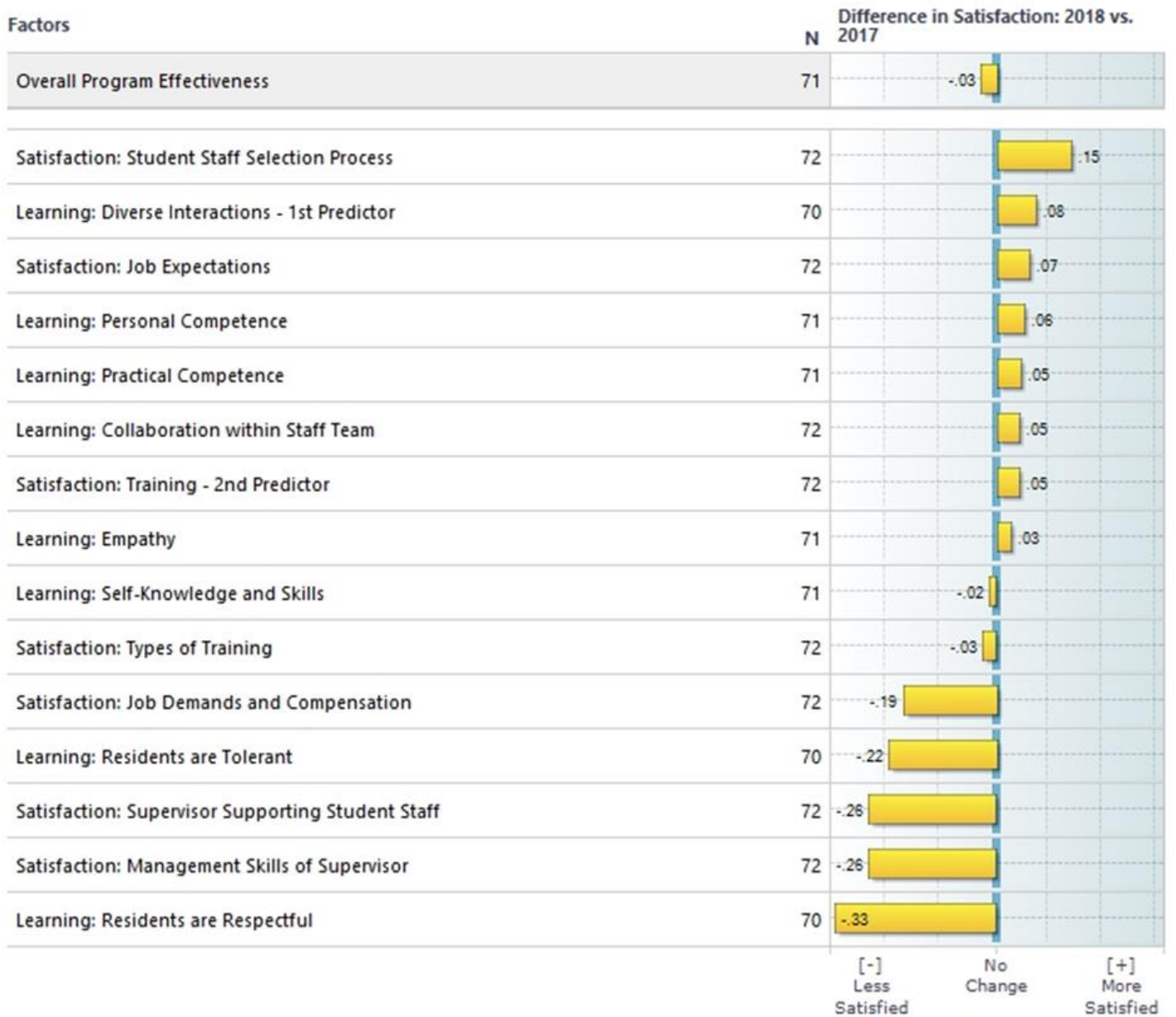


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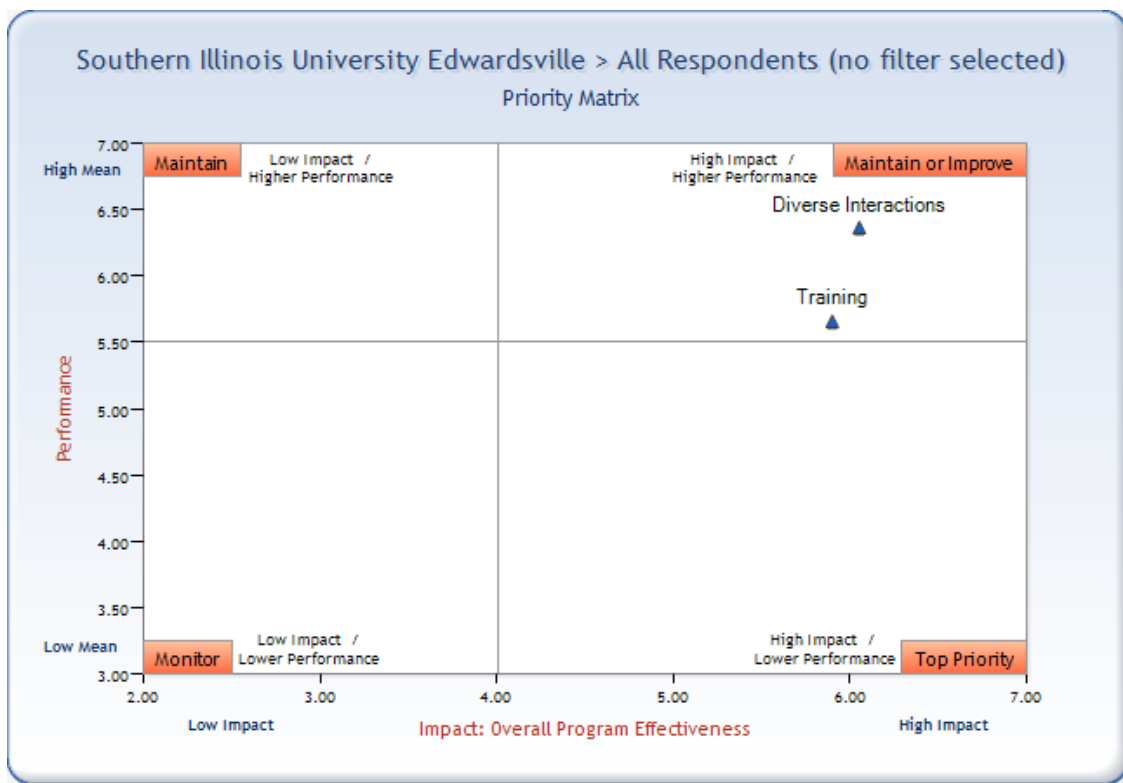
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WHERE SHOULD UNIVERSITY HOUSING FOCUS ITS ATTENTION IN REGARD TO THE RA POSITION?

There are two crucial elements for identifying where to invest time, energy and resources to improve Overall Satisfaction.

- Level of Satisfaction: The lower the level of satisfaction the greater the opportunity to make improvements.
- Impact on Overall Satisfaction: The level of impact of a factor on Overall Satisfaction is the degree to which the factor, if improved, will improve Overall Satisfaction. High impact factors, if improved, will do the most to improve Overall Satisfaction.

The most efficient and effective way to improve Overall Satisfaction is to focus on improving the factors with the greatest impact and the lowest performance. These factors would appear in the Top Priority box. For the 2018-2019 academic year we there is no top priority, so the focus will shift to those areas we should maintain or improve (Diverse Interactions and Training).



Top Priority (High Impact/Lower Performance)	Maintain or Improve (High Impact/Higher Performance)	Maintain (Low Impact/Higher Performance)	Monitor (Low Impact/Lower Performance)
N/A	Diverse Interactions	Student Staff Selection Process	Types of Training
	Training	Job Expectations	Job Demands and Compensation
		Supervisor Supporting Student Staff	
		Management Skills of Supervisor	
		Empathy	
		Residents are Respectful	
		Self-Knowledge and Skills	
		Collaboration within Staff Team	
		Residents are Tolerant	
		Personal Competence	

ARE STUDENT WORKERS (DM, FRC, CHO, UHFM) SATISFIED WITH THEIR POSITION OVERALL?

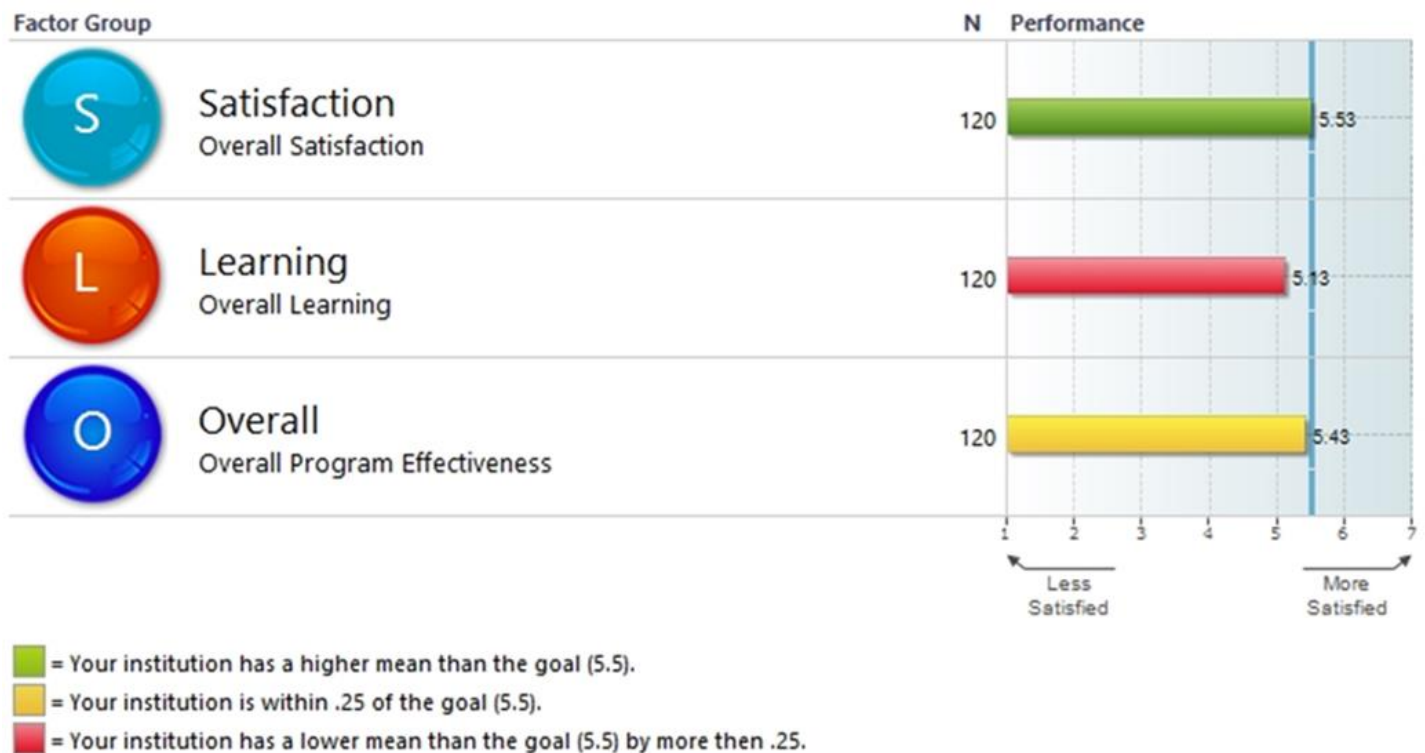
According to the ACUHO-I/Benchworks Student Staff Assessment (administered in February to all DM, FRC, and CHO/UHFM student employees), our other student employees are satisfied with their role, but we are still seeing lower satisfaction with overall learning and overall program effectiveness. It should be noted that the survey this year also was utilized by Campus Recreation and their data is included in the overall assessment results shown below unless the data is filtered down to individual staffs.

Student worker breakdown:

72-DM	9-FRC	4-CHO	10-UHFM	30-Campus Rec
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What is the satisfaction level with each of the three major indicators of satisfaction?

Population: Southern Illinois University Edwardsville (Number Responding = 125)

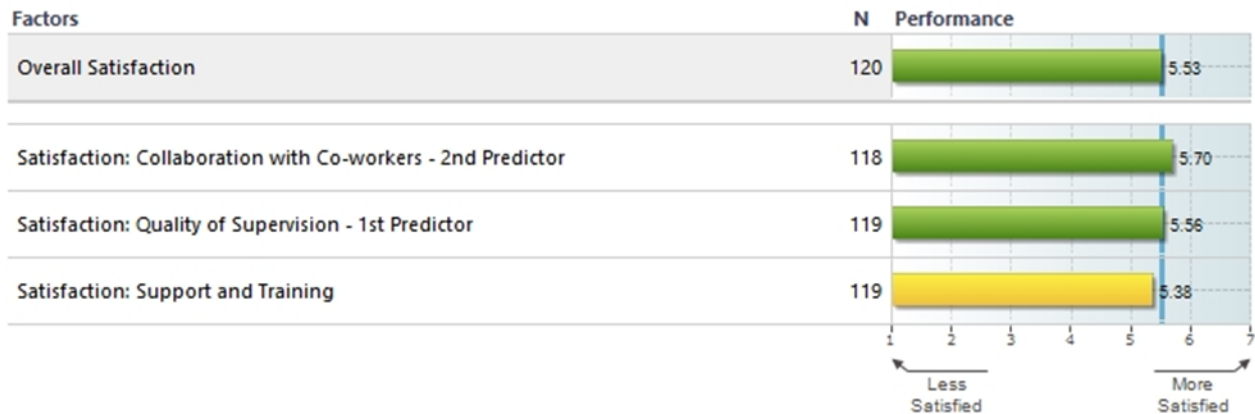


WITH WHAT ASPECTS OF THE DM, FRC, CHO, AND UHFM STUDENT POSITIONS ARE STUDENT WORKERS MOST/LEAST SATISFIED?

Our other student employees report high overall satisfaction. Our highest scoring factor was their satisfaction with Collaboration with Co-workers. We have some work to do with their satisfaction with Empathy, Personal Competence, Co-workers are Respectful, and Self-Knowledge and Skills

Satisfaction

Population: Southern Illinois University Edwardsville (Number Responding = 125)



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Satisfaction

Population: Southern Illinois University Edwardsville (Number Responding = 125)

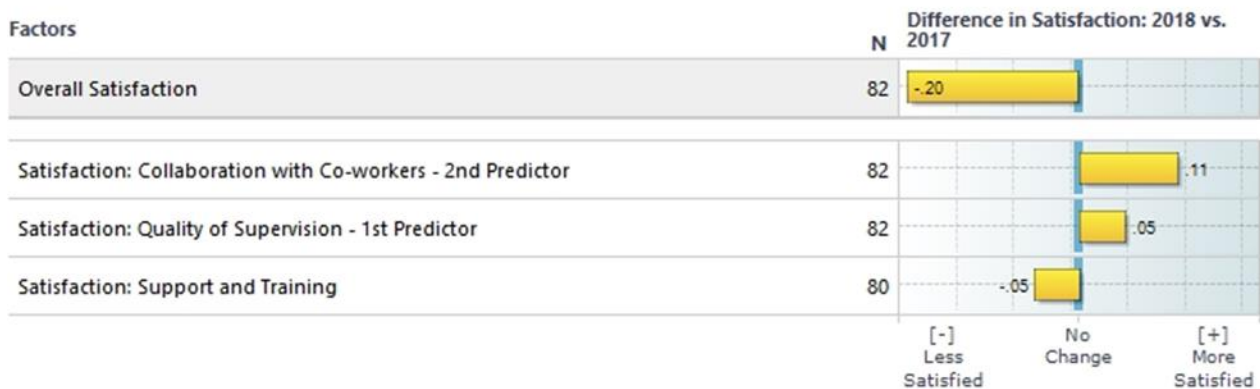


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Learning

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Learning

Population: Southern Illinois University Edwardsville (Number Responding = 125)

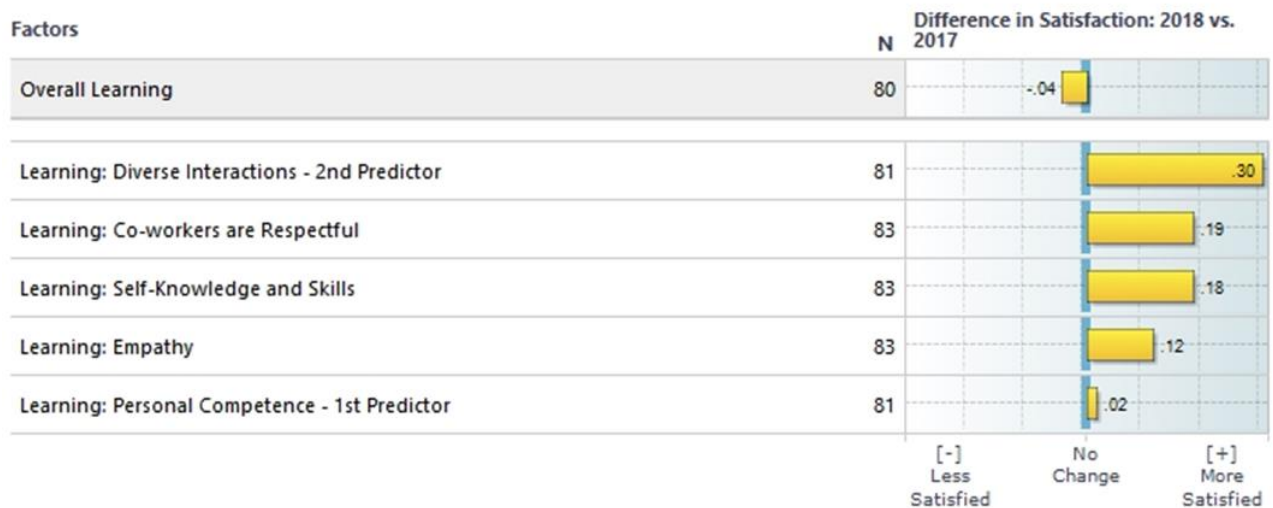
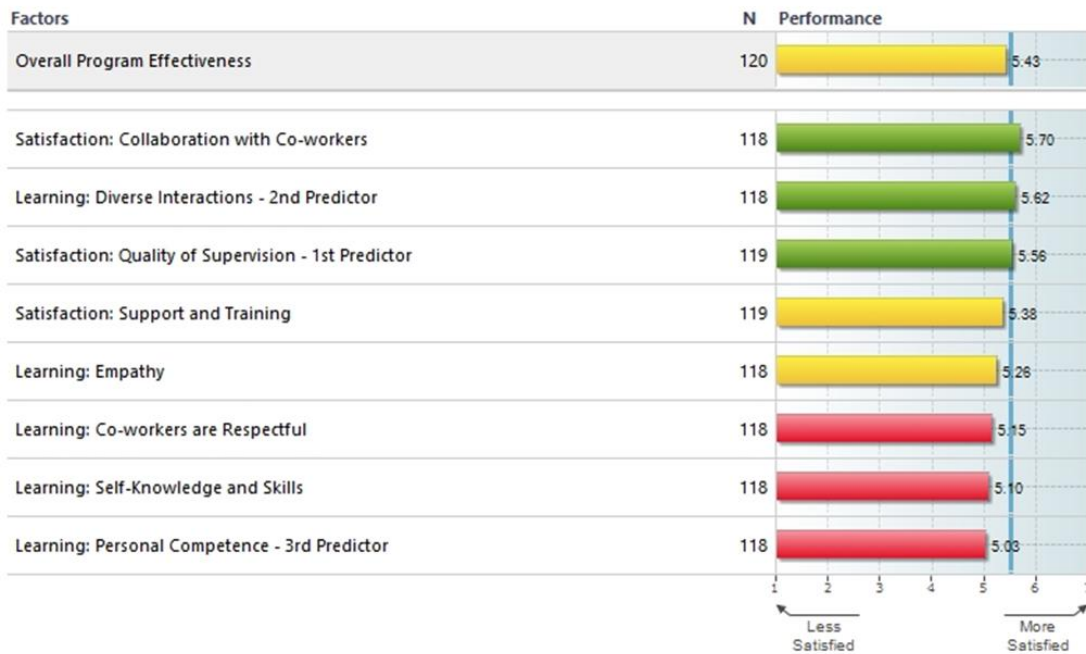


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Overall

Population: Southern Illinois University Edwardsville (Number Responding = 125)



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Overall

Population: Southern Illinois University Edwardsville (Number Responding = 125)

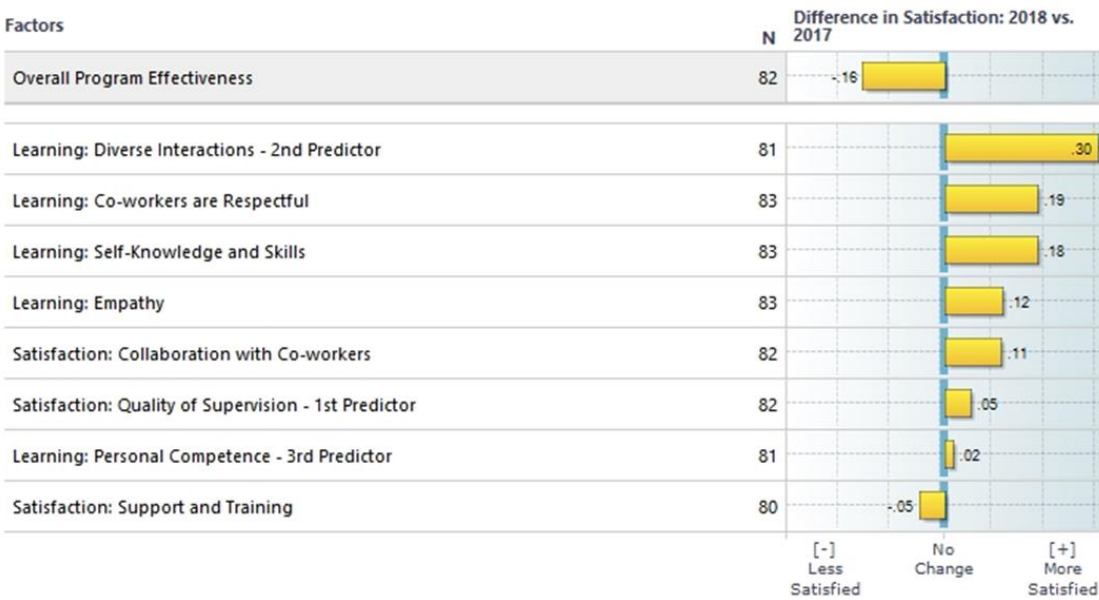


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University Housing Staff Comparison

	Evergreen	Prairie	Woodland	Cougar Village	Bluff	FRC	CHO	UHFM
Overall Satisfaction	5.54	5.89	5.85	6.29	5.55	5.67	5.50	4.93
Support and Training	4.93	5.47	5.53	5.23	5.65	5.33	5.98	5.06
Quality of Supervision	5.23	5.96	5.66	5.67	5.99	5.83	5.96	5.33
Collaboration with Co-workers	6.19	5.81	5.80	5.79	5.91	6.08	5.06	5.15

	Evergreen	Prairie	Woodland	Cougar Village	Bluff	FRC	CHO	UHFM
Overall Learning	5.69	5.21	5.50	5.93	5.21	5.17	5.50	5.10
Co-workers are Respectful	5.56	5.40	5.75	5.25	5.06	4.08	5.38	4.63
Empathy	5.46	5.61	5.79	5.71	5.15	4.00	5.17	4.80
Self-Knowledge and Skills	5.32	5.30	5.39	5.55	5.04	4.14	5.08	4.40
Personal Competence	5.33	5.61	5.21	5.00	5.03	4.67	5.17	4.60
Diverse Interactions	5.96	5.92	6.30	6.00	6.03	4.44	5.33	4.60

	Evergreen	Prairie	Woodland	Cougar Village	Bluff	FRC	CHO	UHFM
Overall Program Effectiveness	5.46	5.71	5.70	6.19	5.51	5.67	5.54	5.00
Support and Training	4.93	5.47	5.53	5.23	5.65	5.33	5.98	5.06
Quality of Supervision	5.23	5.96	5.66	5.67	5.99	5.83	5.96	5.33
Collaboration with Co-workers	6.19	5.81	5.80	5.79	5.91	6.08	5.06	5.15
Co-workers are Respectful	5.56	5.40	5.75	5.25	5.06	4.08	5.38	4.63
Empathy	5.46	5.61	5.79	5.71	5.15	4.00	5.17	4.80
Self-Knowledge and Skills	5.32	5.30	5.39	5.55	5.04	4.14	5.08	4.40
Personal Competence	5.33	5.61	5.21	5.00	5.03	4.67	5.17	4.60
Diverse Interactions	5.96	5.92	6.30	6.00	6.03	4.44	5.33	4.60

*Goal is to achieve a 5.5 or higher

** Note that the overall score (bolded numbers) are not a function or average of the other scores. There are unique questions for the overall scores and each factor.

WHERE SHOULD UNIVERSITY HOUSING FOCUS ITS ATTENTION IN REGARD TO THE OTHER STUDENT STAFF POSITIONS?

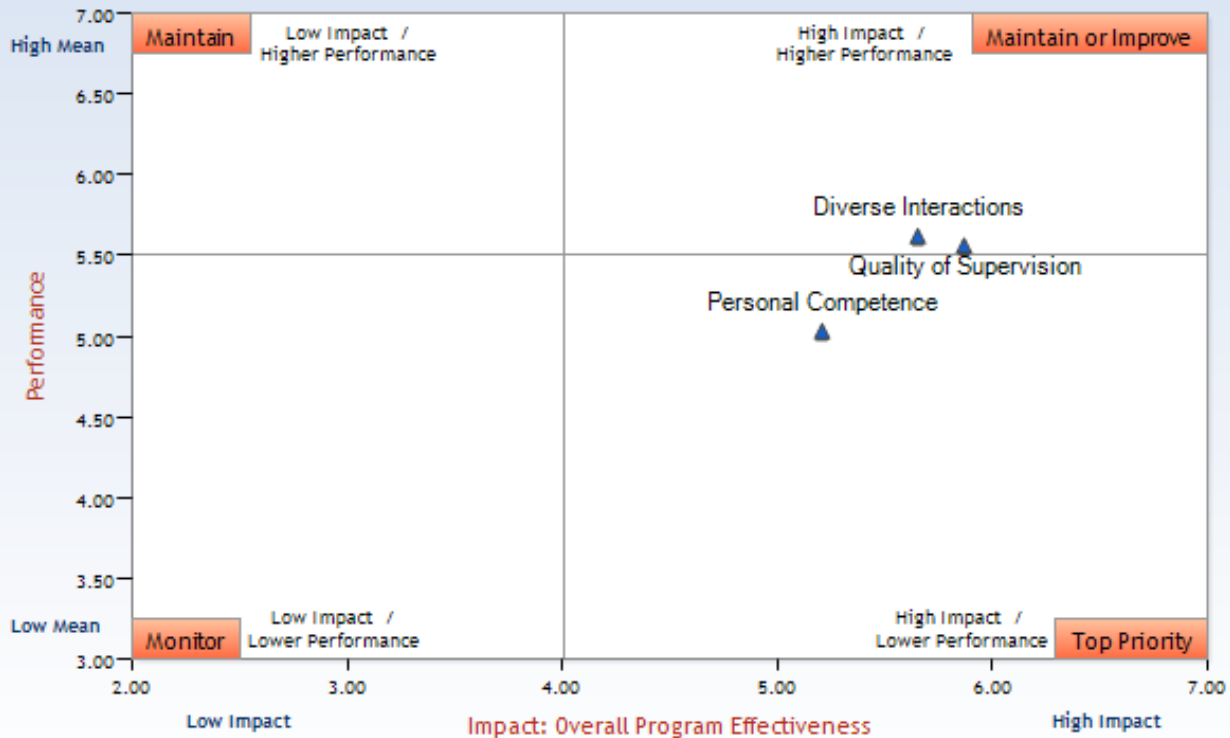
There are two crucial elements for identifying where to invest time, energy and resources to improve Overall Satisfaction.

- Level of Satisfaction: The lower the level of satisfaction the greater the opportunity to make improvements.
- Impact on Overall Satisfaction: The level of impact of a factor on Overall Satisfaction is the degree to which the factor, if improved, will improve Overall Satisfaction. High impact factors, if improved, will do the most to improve Overall Satisfaction.

The most efficient and effective way to improve Overall Satisfaction is to focus on improving the factors with the greatest impact and the lowest performance. These factors would appear in the Top Priority box. For the 2018-2019 academic year a priority will be improving Personal Competence. Additional work should also be done to maintain or improve Diverse Interactions and Quality Supervision.

Southern Illinois University Edwardsville > All Respondents (no filter selected)

Priority Matrix



Top Priority (High Impact/Lower Performance)	Maintain or Improve (High Impact/Higher Performance)	Maintain (Low Impact/Higher Performance)	Monitor (Low Impact/Lower Performance)
Personal Competence	Quality of Supervision	Collaboration with Co-workers	Support and Training
	Diverse Interactions		Co-workers are Respectful
			Empathy
			Self-Knowledge and Skills

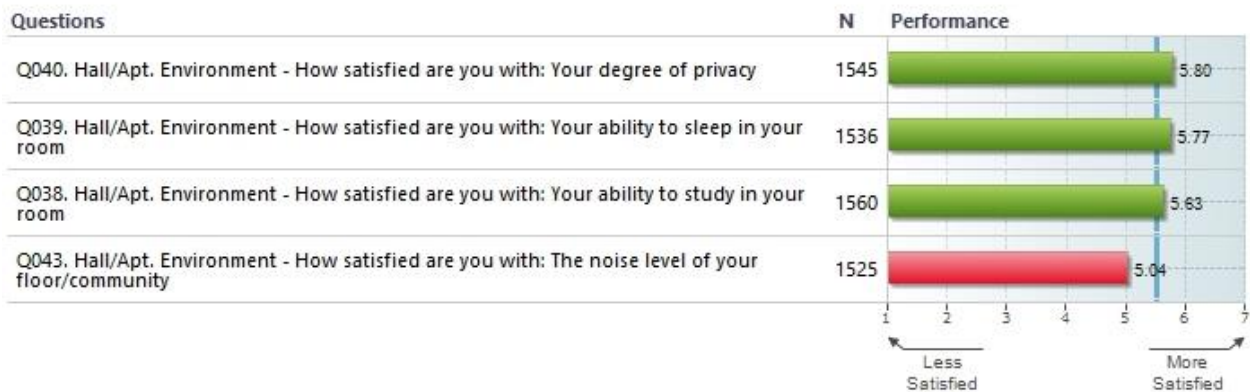
CULTURE AND ENVIRONMENT ASSESSMENT

WHAT ARE THE PERCEPTIONS OF THE FLOOR/COMMUNITY ENVIRONMENT?

During the ACUHO-I/Benchworks Resident Assessment (administered in February to all residential students), University Housing asked all students about their satisfaction with the level of noise in their community. Students report that they are not satisfied with the noise level of their floor/community and their neighbors don't respect their sleep time. While this year we see improvement in both of these scores the improvement was not statistically significant.

Satisfaction: Hall/Apt Environment

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Satisfaction: Community Environment

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

When comparing resident satisfaction with their hall/apart environment with our peer institutions (select 6), among our Carnegie class, and every institution that participated in the Benchworks Resident Assessment we have a mean score that is similar (no statistical difference) to our peers in our Carnegie class and all participating institutions when looking at noise level and ability to sleep. We had statistically higher mean scores for how satisfied our resident are with their ability to study in their rooms and their degree of privacy. For our Select 6 comparison we scored significantly lower in for all questions except for their ability to study in their room.

Satisfaction: Hall/Apt Environment

Population: Southern Illinois University Edwardsville (Number Responding = 1690)

Factor Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
Hall/Apt. Environment - How satisfied are you with: Your ability to study in your room - 4th Predictor			
Hall/Apt. Environment - How satisfied are you with: Your ability to sleep in your room - 4th Predictor			
Hall/Apt. Environment - How satisfied are you with: Your degree of privacy - 4th Predictor			
Hall/Apt. Environment - How satisfied are you with: The noise level of your floor/community - 4th Predictor			

[Hide Legend](#)

= Statistically Higher Mean
 = No Statistical Difference
 = Statistically Lower Mean
 = Data Not Available

When comparing resident satisfaction with their roommate with our peer institutions (select 6), among our Carnegie class, and every institution that participated in the Benchworks Resident Assessment we have a statistically lower means in several categories. In comparison to our Select 6 we scored significantly lower for every question. Among our Carnegie class and all participating institutions there was no statistical difference in the mean scores except for the question about roommates respecting sleep time. We scored significantly lower with that question.

Satisfaction: Roommates

Population: Southern Illinois University Edwardsville (Number Responding = 1690)

Factor Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
Roommates - To what degree do your roommate(s) respect your: Study time			
Roommates - To what degree do your roommate(s) respect your: Sleep time			
Roommates - To what degree do your roommate(s) respect your: Privacy			
Roommates - To what degree do your roommate(s) respect your: Property			

[Hide Legend](#)

= Statistically Higher Mean
 = No Statistical Difference
 = Statistically Lower Mean
 = Data Not Available

During the ACUHO-I/Benchworks Resident Assessment (administered in February to all residential students), University Housing asked all students about incivility in the community. This year 62.6% responded that incivility negatively impacts their overall housing experience from a moderate to extreme degree (Degree of Impact 4-7). This result is fairly consistent over the past few years, though it has dropped a little. In the previous years (2016 and 2017) the response was slightly above 63%.

Degree of Impact	% of Total 2011	% of Total 2013	% of Total 2014	% of Total 2015	% of Total 2016	% of Total 2017	% of Total 2018
(1) Not at all	19.50%	13.70%	15.60%	15.10%	13.90%	15.3%	17.1%
(2)	12.50%	18.40%	14.40%	15.40%	15.30%	14.3%	15.3%
(3)	12.80%	7.70%	6.70%	6.80%	7.20%	6.9%	5%
(4) Moderately	27.60%	25%	25.10%	27.90%	28.30%	26.6%	28.3%
(5)	10.60%	14.40%	14.30%	12.90%	14.70%	13.8%	14.8%
(6)	7.90%	10.20%	11.60%	10.50%	9.80%	11.5%	8.4%
(7) Extremely	9.20%	10.60%	12.40%	11.30%	10.80%	11.6%	11.1%

WHAT ARE THE ALCOHOL AND OTHER DRUG RELATED BEHAVIORS OF RESIDENTS?

Alcohol continues to have a presence in our communities, the number of alcohol violations in Housing decreased significantly this year (33) compared to last year (153). Drug violations in Housing increased this year (63) compared to last year (34). Part of this increase can be attributed to University Housing's controlled substance-suspicion only charge.

Housing Cases including drug violations or alcohol violations

Housing cases with finding of responsible for:	FY 17			FY 18			Percent Change
	Fall 2016	Spring 2017	Total	Fall 2017	Spring 2018	Total	
Alcohol Containers	9	27	36	5	1	6	-83.33%
Alcohol Consumption/Possession	37	80	117	20	7	27	-76.92%
Controlled Substance and/or Drug Paraphernalia	18	16	34	21	17	38	+11.76%
Controlled Substance-Suspicious Odor	--	--	--	11	14	25	N/A

* Controlled Substance-Suspicious Odor was a new charge created for the 2018-2019 Academic Year

Dean of Students cases including drug violations or alcohol violations among residents

Dean of Students cases with finding of responsible for:	FY 17			FY 18			Percent Change
	Fall 2016	Spring 2017	Total	Fall 2017	Spring 2018	Total	
Any alcohol charge	1	3	4	2	3	5	+25%
Any drug charge	5	13	18	11	18	29	+61.11%
Sale/delivery of drugs	1	0	1	0	3	3	+200%

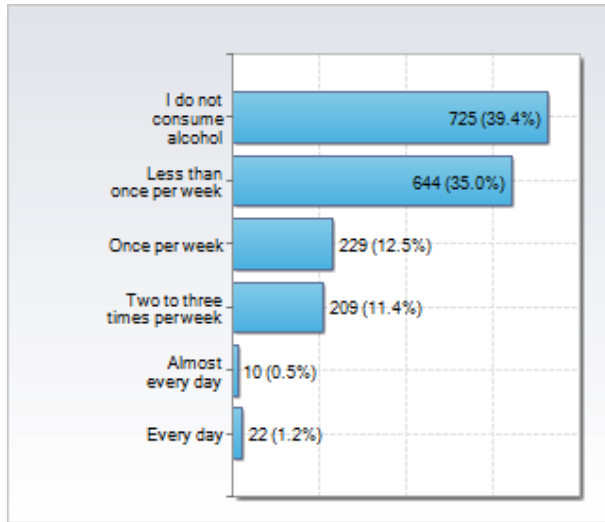
Housing & Dean of Students cases combined including drug violations or alcohol violations among residents

Cases with finding of responsible for:	FY 17			FY 18			Percent Change
	Fall 2016	Spring 2017	Total	Fall 2017	Spring 2018	Total	
Any alcohol charge	47	110	157	27	11	38	-75.79%
Any drug charge	62	29	91	43	52	95	+4.39%

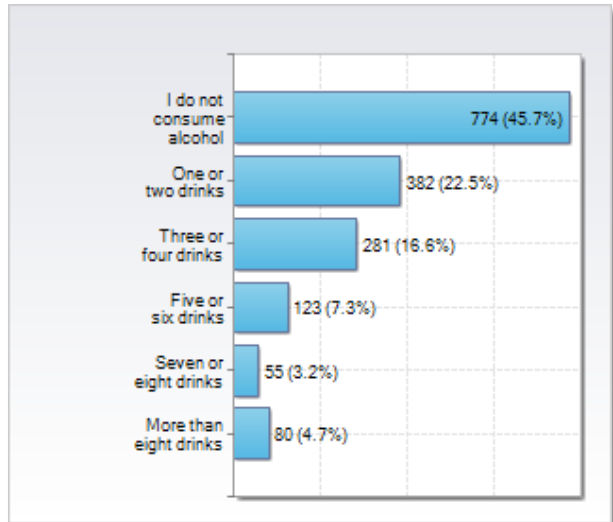
* Controlled Substance-Suspicious Odor Housing charges was included in FY18 drug charge numbers

During the ACUHO-I/Benchworks Resident Assessment (administered in February to all residential students), University Housing asks all residents about their frequency of alcohol consumption. Almost 49.1% of residents reported that they do not consume any alcohol. This number has increased since 2012 except for a slight dip in 2014 (-1.5%) and more recently in 2017 (-.3%).

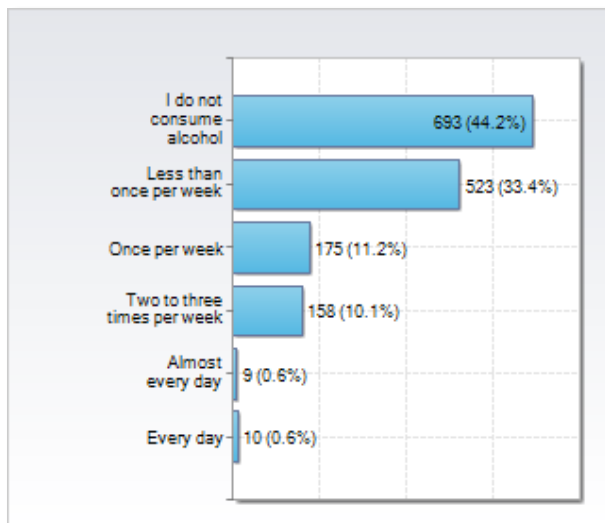
2012



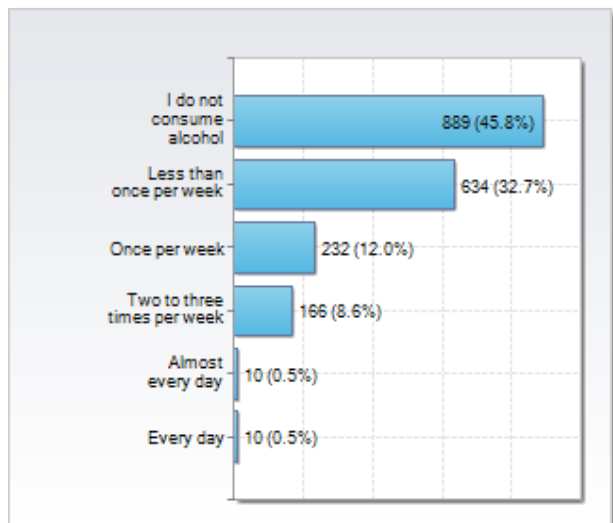
2013



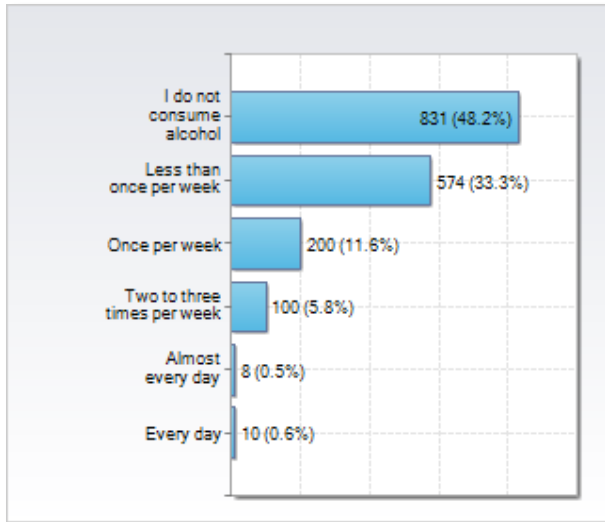
2014



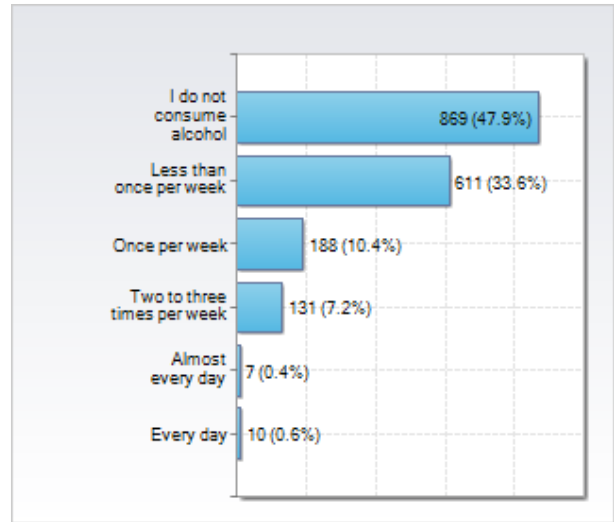
2015



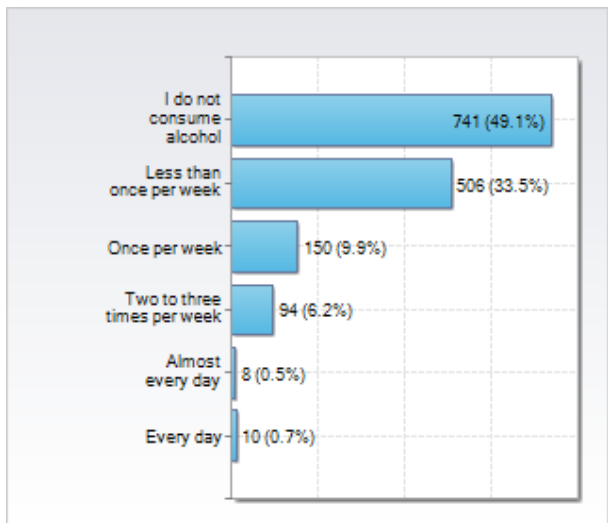
2016



2017



2018



WHAT ARE THE PERCEPTIONS OF CAMPUS SAFETY BY RESIDENTS?

According to the ACUHO-I/Benchworks Resident Assessment (administered in February to all residential students), safety and security remains one of University Housing’s greatest strengths. Our scores continue to be above the goal (5.5) for each of the safety and security questions. This year we saw an improvement over last year.

Satisfaction: Safety and Security

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Satisfaction: Safety and Security

Population: Southern Illinois University Edwardsville (Number Responding = 1690)



Chart Colors Legend











- = This year's Question mean is statistically higher than the mean in 2017.
- = This year's Question mean differs to the mean in 2017, but the difference is not statistical.
- = This year's Question mean is statistically lower than the mean in 2017.

COMPARABLE INSTITUTION ASSESSMENT


HOW DOES STUDENT SATISFACTION WITH UNIVERSITY HOUSING COMPARE WITH THE SATISFACTION OF RESIDENTS AT OTHER INSTITUTIONS?

How do the three major indicators of satisfaction compare to other institutions?

Population: Southern Illinois University Edwardsville (Number Responding = 1690)

Factor Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
 Overall Satisfaction			
 Overall Learning			
 Overall Program Effectiveness			

[Hide Legend](#)

 = Statistically Higher Mean  = No Statistical Difference  = Statistically Lower Mean  = Data Not Available

2017 Comparison

How do the three major indicators of satisfaction compare to other institutions?

Population: Southern Illinois University Edwardsville (Number Responding = 1884)

Factor Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
 Overall Satisfaction			
 Overall Learning			
 Overall Program Effectiveness			

[Hide Legend](#)

 = Statistically Higher Mean  = No Statistical Difference  = Statistically Lower Mean  = Data Not Available

HOW DO THE RATES OF OTHER HOUSING PROGRAMS IN ILLINOIS COMPARE TO UNIVERSITY HOUSING ROOM RATES?

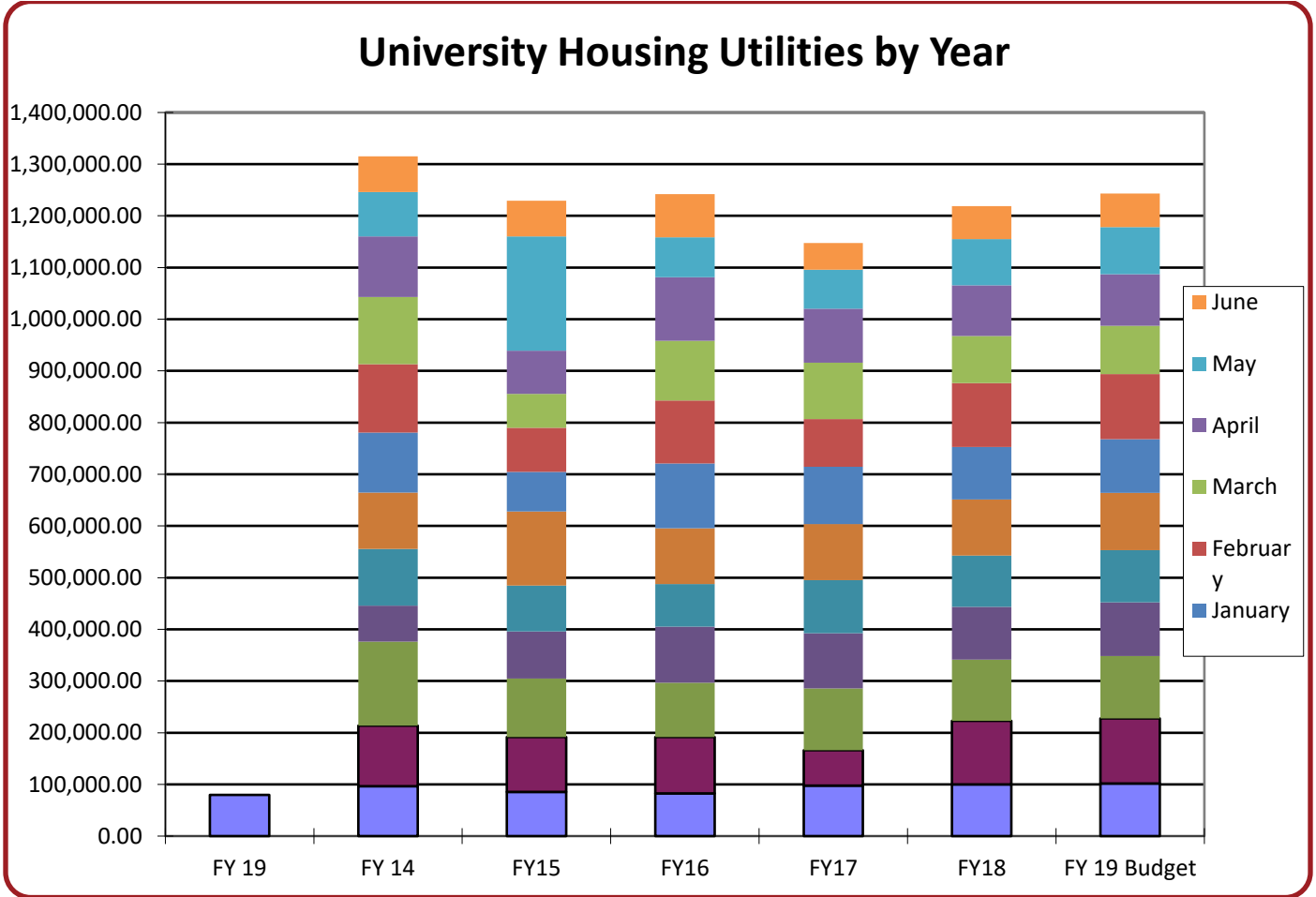
With some of the newest residence halls for first-year students in the state, SIUE remains one of the most affordable housing options in the state.

	FY16 Rate Increase	FY16 Rate	FY16 Ranking	FY17 Rate Increase	FY17 Rate	FY17 Ranking	FY18 Rate Increase	FY18 Rate	FY18 Ranking	Projected FY19 Rate Increase	Projected FY19 Rate	Projected FY19 Ranking
University of Illinois at Chicago	2.00%	\$10,728	1	1.70%	\$10,911	1	0.45%	\$10,960	1	1.00%	\$11,069	1
University of Illinois at Urbana-Champaign	1.50%	\$10,332	3	2.70%	\$10,611	2	0.00%	\$10,611	4	0.00%	****	2
Northern Illinois University	0.00%	\$10,492	2	0.00%	\$10,492	3	-6.74%	\$9,784	2	0.00%	\$9,784	5
University of Illinois at Springfield	0.04%	\$9,650	5	0.51%	\$9,700	6	0.62%	\$9,760	6	0.00%	\$9,760	6
Illinois State University	1.00%	\$9,477	7	3.93%	\$9,850	5	0.00%	\$9,850	5	0.00%	\$9,850	4
Western Illinois University	1.38%	\$9,580	6	0.00%	\$9,580	7	0.52%	\$9,630	7	0.00%	\$9,630	8
Southern Illinois University Carbondale	4.00%	\$9,996	4	1.90%	\$10,186	4	4.28%	\$10,622	3	0.00%	\$10,622	3
Southern Illinois University Edwardsville	3.09%	\$9,020	8	1.77%	\$9,180	8	2.94%	\$9,450	8	2.97%	\$9,730	7
Chicago State University	0.00%	\$8,723	9	0.00%	\$8,723	10	0.00%	\$8,723	10	0.00%	\$8,723	10
Eastern Illinois University	2.00%	\$8,486	10	8.13%	\$9,176	9	-5.9%	\$8,634	9	1.48%	\$8,762	9
Governors State University	3.00%	\$6,395	11	3.60%	\$6,588	11	-13.11%	\$5,724	11	3.00%	\$5,896	11

COST EFFECTIVENESS ASSESSMENT

WHAT IS THE UTILITY CONSUMPTION OF UNIVERSITY HOUSING?

Utility costs have consistently dropped since FY 11 and has flattened in FY 16, but dropped again in FY17. FY 18 came within budget.



OUTCOMES ASSESSMENT

WHAT DID STUDENTS LEARN IN UNIVERSITY HOUSING?

For the ACUHO-I/Benchworks Resident Assessment (administered in February to all residential students), a majority of the Institutional Specific Questions were tied directly to the University Housing Learning Outcomes to test the effectiveness of the curricular approach to residential education. In future years more assessment around the learning outcomes should take place.

Overall the data shows that University Housing has work to do to achieve the learning outcomes. The one learning outcome which was successfully achieved was learning outcome 10 (*will be able to explain three of their personal attributes such as identity, strengths, and values*). 66.7% of the respondents stated they could identify three ways they explored their values, beliefs, and morals due to living in University Housing (2017: 68.1%). There was also a majority of residents (55.5%) that felt strongly to extremely confident that "Housing staff are able to work with those who are different from them in terms of race, religion, sexual orientation, etc." which ties back to learning outcome 11 (2017: 54.4%).

The data regarding the Roommate Agreement process in Roomcompact was lower than last year in regards to completion. 64% of respondents reported completing the Roommate Agreement in Roomcompact (2017: 74.6%). Only 22.3 % stated the agreement prevented issues (2017:27.8%) and only 23.2% responded that the agreement helped them address problems in a civil manner (2017: 26.4%). University Housing staff should make a stronger push for the completion of and use of the Roommate Agreements.

Results for all other ISQs tied to the learning outcomes:

- 40.1% of respondents agreed or strongly agreed living in University Housing helped them manage their time to meet their priorities as and SIUE student (2017: 41.3%).
- 37.9% of respondents reported living in University Housing helped them develop and practice their problem-solving skills (2017: 37.7%).
- 50.4% of respondents agreed or strongly agreed that as a result of living on campus they could identify three academic resources on campus (2017: 49.8%).
- 37.9% of respondents reported that as a result of living in University Housing they established a plan to achieve their goals (2017: 37.4%).
- 42.2% of respondents agreed or strongly agreed that they had an opportunity to evaluate the positive and negative consequences of their choices (2017: 42%).
- 19.4% of respondents agreed or strongly agreed that they were negatively impacted by the incivility of others (2017: 23.1%).
- 36.2% of respondents agreed or strongly agreed that they had an opportunity to practice developing a healthy relationship as a result of living in University Housing (2017: 35.9%).
- 49.8% of respondents reported doing an average of zero hours of community service a month (2017: 49%).
- 6.1% of respondents don't feel their marginalized or underrepresented identities (race, religion, sexual orientation, etc.) or those of their friends/peers are supported in University Housing. 43.5% strongly felt that Housing supported their underrepresented or marginalized identity (2017: 5.8% and 42.6%).
- 45.7% of respondents felt comfortable discussing issues of identity with other students and 55.5% felt University Housing staff could work with those who have different identities than themselves (2017: 45% and 54.4%).

- 28.9% of respondents agreed or strongly agreed that they had increased their awareness of issues such as renewable energy recycling, and energy conservation while living on campus (2017: 30%).
- 36.5% of respondents strongly agreed or agreed that they felt supported personally and academically by University Housing student staff (2017: 36.7%).

NEW PROJECTS/INITIATIVES EFFECTIVENESS

WHAT IMPACT DID THE SISTER CIRCLE INITIATIVE HAVE ON THE FIRST-YEAR WOMEN OF COLOR LIVING IN UNIVERSITY HOUSING AFTER THE FALL SEMESTER?

Over the course of the academic year eight Sister Circle meetings were held. Four during the fall semester and four during the spring semester. In addition to these events, there were two separate sessions held for mentor training. All first-year women of color that lived in the residence halls were invited and those who attended at least one Sister Circle meeting received the assessment tool that was developed using Qualtrics. The assessment was launched following the last week of classes and two reminders were sent out.

During the 2017-2018 academic year 54 women of color participated in at least one of the Sister Circle meetings. Additional numbers regarding specific participation for each session and/or semesters are available upon request.

Goal 1. To create a safe place in University Housing and Academic Advising for first-year students of color to connect and develop positive and healthy relationships.

- 77.78% of the women strongly agree and 16.67% of the women agree that sister circle created a safe place for women of color to connect.
- 77.78% strongly agree and 22.22% agree Sister Circle helped to develop healthy relationships with other women of color.
- 100% of the women strongly agree Sister Circle created a safe place for first-year women of color to connect with each other.
- 100% of the women strongly agree Sister Circle would be a benefit to women of color for the 2018-2019 academic year.

Goal 2. To provide direct and indirect academic support for students of color. Goal 3. To teach and develop the skills necessary to ensure academic success

- 66.66% strongly agree or agree that Sister Circle discussions helped to aid in their academic success on campus.
- 80.75 % strongly agree or agree that Sister Circle increased their awareness of the academic and campus resources available at SIUE.

Goal 4. To facilitate culturally relevant discussion and reflection

- 87.50% strongly agree or agree the Sister Circle discussions they attended were relevant to their experience.

Goal 5. To help increase retention and persistence rates for students of color (***data for this question was taken from tracking of students in banner***).

- 98% of the women involved in the program persisted from fall to spring.
- 78% of the women who were active in the program are enrolled for the fall semester.
- 4% of the women (mentors) graduated in May.

APPENDIX

ACUHO-I/BENCHWORKS RESIDENT ASSESSMENT

The Association of College and University Housing Officers International (ACUHO-I) and Skyfactor Benchworks partnered to develop the ACUHO-I/Benchworks Resident Assessment. This assessment is rooted in educational theory and research, utilizes rigorous statistical methods, and is closely aligned with ACUHO-I Professional Standards. By participating in this survey, University Housing is able to: calibrate performance against professional standards; identify specifically where improvement efforts should be focused to improve overall quality and performance, benchmark University Housing's performance with hundreds of other institutions, and evaluate performance over time to monitor the impact of improvement efforts and inform future improvement initiatives.

Survey	Launch Date	National Response Rate	SIUE Response Rate
ACUHO-I/Benchworks Resident Assessment	February 2018	41.2%	61.2%

ACUHO-I/BENCHWORKS STUDENT STAFF ASSESSMENT

The Association of College and University Housing Officers International (ACUHO-I) and Skyfactor Benchworks partnered to develop the ACUHO-I/Benchworks Student Staff Assessment. This was the second year University Housing participated in this assessment.

Survey	Launch Date	National Response Rate	SIUE Response Rate
ACUHO-I/Benchworks Student staff assessment	January 2017	71.5%	90.1%

BENCHWORKS STUDENT AFFAIRS STUDENT EMPLOYEE ASSESSMENT

Skyfactor Benchworks developed the Benchworks Student Affairs Student Employee Assessment. This was the first year University Housing participated in this assessment

Survey	Launch Date	National Response Rate	SIUE Response Rate
ACUHO-I/Benchworks Student staff assessment	February 2017	30.2%	58.4%