

Governors State University
Student Affairs and Enrollment Management: Reaching Vision 2020

Focus Area: Auxiliary Services & University Housing

Leader(s): Betsy Joseph

Implementation Year: 2015-2016

Goal 5: Develop and implement assessment practices that will better inform decision-making

Objective 1:	Administer a satisfaction survey to obtain feedback from residents Strategy 1: Develop and implement assessment tools for students
Action Items	1. Identify areas of assessment
Desired Outcomes and Achievements (Identify results expected)	1. Survey developed/administered and analyzed to inform future decision making
Achieved Outcomes & Results	<p>University Housing administered a Quality of Life (QoL) survey to the students living in Prairie Place in the 2016 spring semester. The survey was online from: March 31, 2016 – April 15, 2016 and was sent to all 250 students who lived in Prairie Place in the spring semester. Eighty-two students (32.8%) responded to the survey.</p> <p>In the email communication sent to students inviting them to participate in the survey they were informed they had the opportunity to enter their name and email address at the end of the survey to be entered into a prize drawing. After the survey closed on April 15, 2016 four student names were randomly drawn from those entered and each student received \$25 on his/her myONECARD.</p> <p>There were 48 different questions asked of students regarding their experience living in Prairie Place in 2015/2016. The analysis of the survey was broken down into 12 major categories:</p> <ul style="list-style-type: none"> • General Satisfaction • RA Staff • Faculty-in-Residence • Hall Director • Quality of Life/Academics • Policies • Programming • Services • University Housing in C1330 • Safety/Security • Procedures/Processes • Enjoy Most/Enjoy Least/General Comments
Analysis of Results	<p>As part of the analysis, survey responses were filtered by gender, ethnicity, class level, and participation in Smart Start. Some of the more broad conclusions of the data include:</p> <ul style="list-style-type: none"> • Students of color are the most satisfied with living in Prairie Place; • Undergraduate students (Freshman, Sophomore, Transfer) are more satisfied with living in Prairie Place; • Male students reported higher levels of satisfaction with living in Prairie Place than female students; • FR/SOPH who attended Smart Start are more satisfied than FR/SOPH who did not attend Smart Start or students who are not FR/SOPH level • Most students view RA staff as being available, visible, demonstrating concern for students and responding to policy violations brought to their attention

- Despite having significant turnover with the Faculty-in-Residence program, freshman and sophomores knew at least one of the FiRs in Prairie Place this year and believe that FiRs are helpful and care about student success.
- The RHD in Prairie Place is viewed as interacting regularly with students and demonstrating concern for residents of the hall.
- A large percentage of students are reporting difficulty sleeping and studying in the hall without being disturbed. Graduate students and transfer students reported higher levels of concern.
- Smart Start attendees are more likely to believe living on campus had a positive impact on their studies;
- Students, particularly freshman, are satisfied with the number of academic support services offered in Prairie Place;
- With regard to policies, students of color were more likely to report that students comply with policies and are respectful of each other. Graduate students were more likely to disagree;
- White and Asian students were more likely to agree that policies in the housing handbook are reasonable;
- Over 73% of the students responding to the survey believe the discipline process in Prairie Place is administered fairly. The highest levels of disagreement with this question came from white students and transfer students.
- Programming in Prairie Place is an area that needs additional focus. A large number of student respondents reported neutral to there being an appropriate number of programs/activities in Prairie Place.
- With regard to services, students by and large are satisfied or neutral about cable services and the laundry services; highly satisfied with mail services; and, dissatisfied with internet services (wifi);
- Students report high agreement that cleaning and garbage removal on weekends is adequate and that the custodial (Building Service Worker) staff is doing a good job cleaning Prairie Place.
- Student satisfaction with shuttle services is mixed as is their opinion about parking being conveniently located.
- Student workers and community service officers are perceived as being helpful;
- The University Housing central office is perceived as being responsive to questions, call and emails from students; providing information to students in a timely manner and effectively communicating with students;
- Students agree or are neutral about feeling safe living in Prairie Place; FR/SOPH who attended Smart Start reported higher levels of agreement to feeling safe than FR/SOPH who did not attend Smart Start.
- Student report that the police are visible and accessible in Prairie Place and the exterior doors are consistently secured.
- Students report high agreement with being aware of check-in and check-out procedures and that the processes are convenient and user friendly; students reported mixed satisfaction with the ease of submitting work orders; students were more likely to report that that work orders are NOT completed in a timely manner;
- Students reported they enjoyed most meeting people, social interactions; apartment style living; feeling safe and secure; convenience of being on campus.
- Students reported they enjoyed least the smell of cannabis; students not following rules; roommates and noise levels; food service availability; people being disrespectful; not enough activities; rules too harsh.
- Student recommendations included: more events, policy about number of days guest can stay (there is policy); healthier and less expensive options in the c-store; more accommodations (i.e., fitness room; ATM in building; myONECARD cash loader in building; vacuum cleaners for students to check out), better wifi, more parking near the hall; stricter enforcement of rules; separate housing options for diverse student populations (undergraduates vs graduate students)

Goal: Develop and implement assessment practices that will better inform decision-making

Objective 2:	Create a strategic planning rubric to ensure goals and objectives are met Strategy 1: Create rubric and tools for assessment
Action Items	1. Keep tasks & deadlines
Desired Outcomes and Achievements (Identify results expected)	1. Rubric will allow for easy updating/tracking of progress on each goal, objective and action plan
Achieved Outcomes & Results	1. The transition of the department from the Division of Administration and Finance to Student Affairs & Enrollment Management mid fall, resulted in our wanting to change the format of our rubric to be consistent with format of other SA+EM offices. This as well as change in personnel, and a heavy workload made it difficult to keep on top of tracking progress. The ASUH team would meet periodically (every 6 weeks or so) to review progress as team and remind each other to update the rubric so that it would be easier to report on first year progress.
Analysis of Results	Overall, we have done a good job tracking and recording our progress on meeting year 1 of our department strategic goals and objectives. Now that we have transitioned to the SA+EM templates we will be better able to plan for Year 2 of our strategic priorities. The director will also plan to make as part of the ASUH team agenda, the last week of each month, an agenda item of reporting on progress on goals/objectives/action plans to keep this a priority for all team members.