



How Does Room Assignment Satisfaction Relate to the Overall Housing Experience?

Skyfactor Research Note

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In recent years, housing and residence life programs have put increased effort and attention towards improving the experience and process of room assignments. With the utilization of new technologies to assist, on-campus residents often play a more active role in selecting the residence halls, rooms, and even roommates. Therefore, having an understanding of how students perceive these processes and how their satisfaction with room assignment relates to their broader housing experience is crucial.

During the 2016-2017 academic year, Skyfactor piloted a series of new questions related to the room assignment process, evaluating the types of processes, satisfaction with the process, and satisfaction with the outcome of the room assignment. This research note highlights that pilot, exploring resident satisfaction with the room assignment process and how that satisfaction relates to their broader housing experience.

The questions highlighted in this research note are those which were selected following the pilot to be added to the ACUHO-I/Benchworks Resident Assessment moving forward.

Key Questions:

1. How many students select their own rooms or provide preferences?
2. How satisfied are students with the room assignment process?
3. How does satisfaction with the room assignment process relate to their broader housing experience?

Key Points:

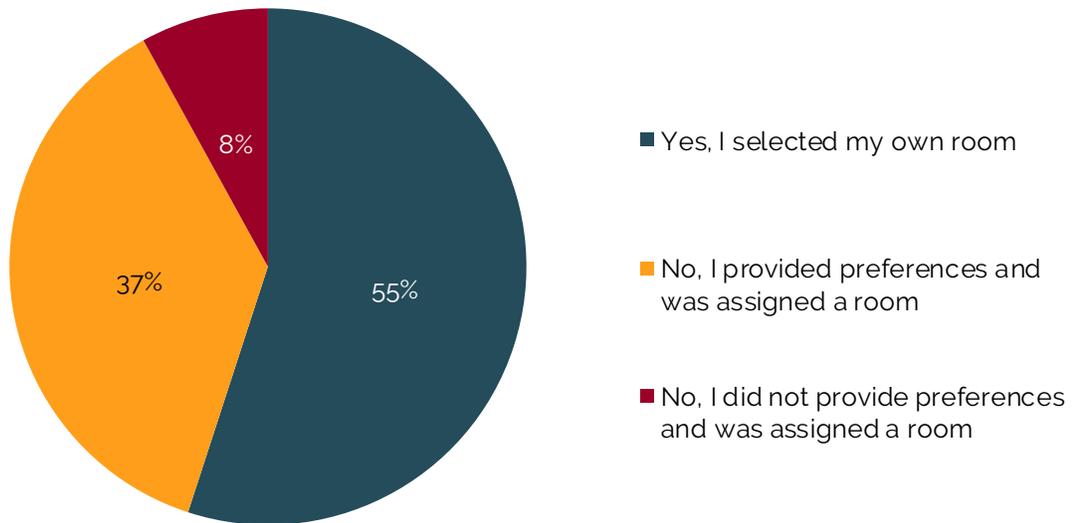
- The majority of students are able to pick their own housing arrangements.
- Generally, students are satisfied with the room assignment process
- Students who are more satisfied with available housing choices are more likely to be satisfied with their housing experience.
- Students who are highly satisfied with their housing arrangements are more likely to be satisfied with their overall university experience.

How Many Students Select Their Own Rooms or Provide Preferences?

Figure 1 below displays the percentage of students who selected their own room compared to those who did not but provided preferences and those who did not select a room or provide preferences. Just over half of on-campus residents indicated they selected their own room, with another 37% indicated that while they did not select their own room, they did provide preferences. Just 8% of on-campus residents indicated that they neither selected their room nor provided preferences.

Figure 1: Room Assignment Process Type

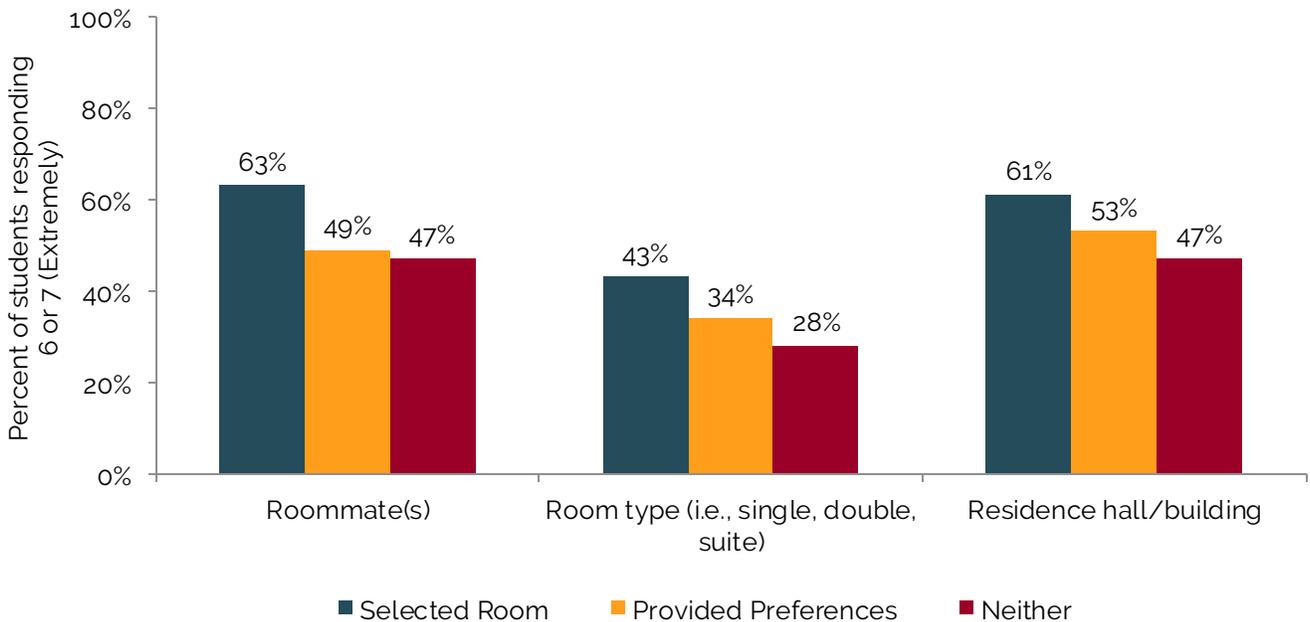
Percentage of residents who selected their own room assignment, provided preferences, or neither



Overall, students who selected their own room were more likely to be satisfied with their room type, their residence hall, and their roommate. Figure 2 below shows a comparison of these categories split by whether or not students selected their own housing assignment.

Figure 2: Room Assignment Process Satisfaction by Process Type

Percentage of residents responding extremely (6-7) on questions related to the overall housing experience by whether or not they selected their own room or provided preferences.



How Satisfied Are Students with the Room Assignment Process?

Figures 3 and 4 display the results of the questions in the new room assignment satisfaction factor. Overall, residents are generally satisfied with both the room assignment process and the outcomes of that process.

Figure 3: Satisfaction with Room Assignment Process

Percentage of residents responding extremely (6-7), moderately (3-5), or not at all (1-2) to questions related to the room assignment process.

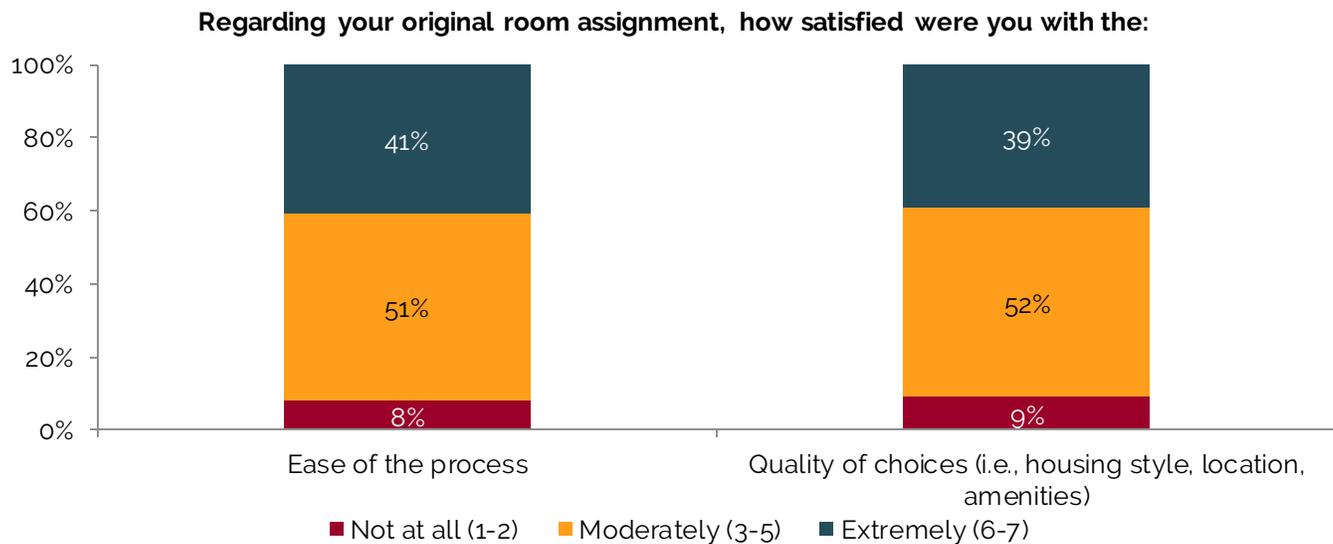


Figure 4: Satisfaction with Room Assignment Outcome

Percentage of residents responding extremely (6-7), moderately (3-5), or not at all (1-2) to questions related to the outcome of the room assignment process.

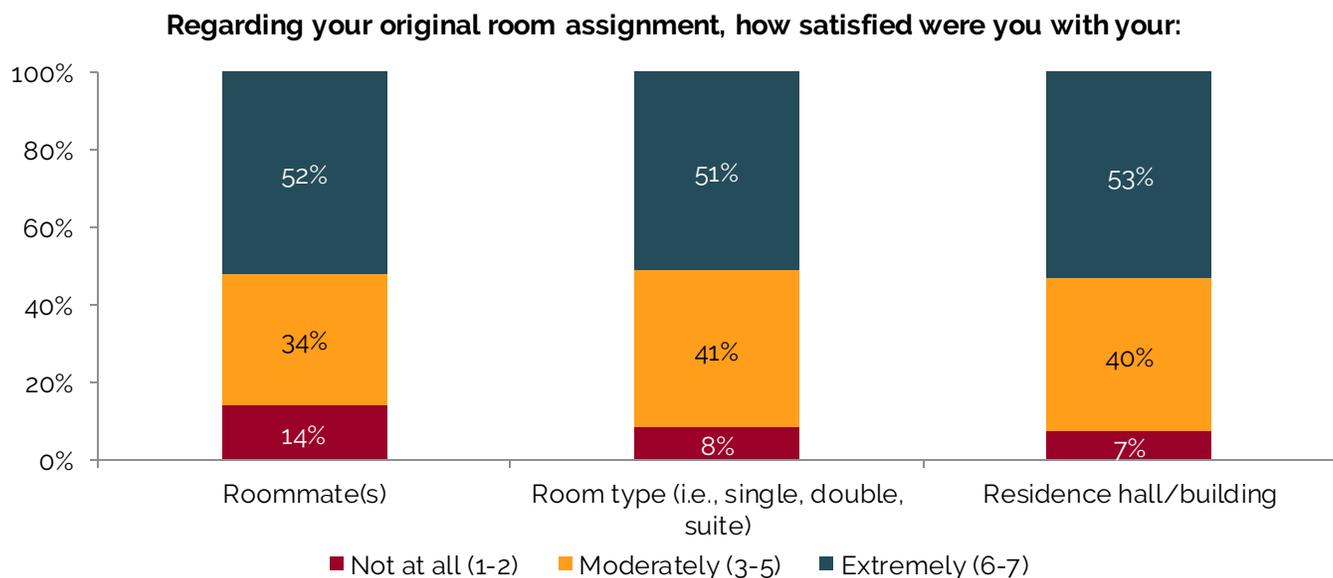
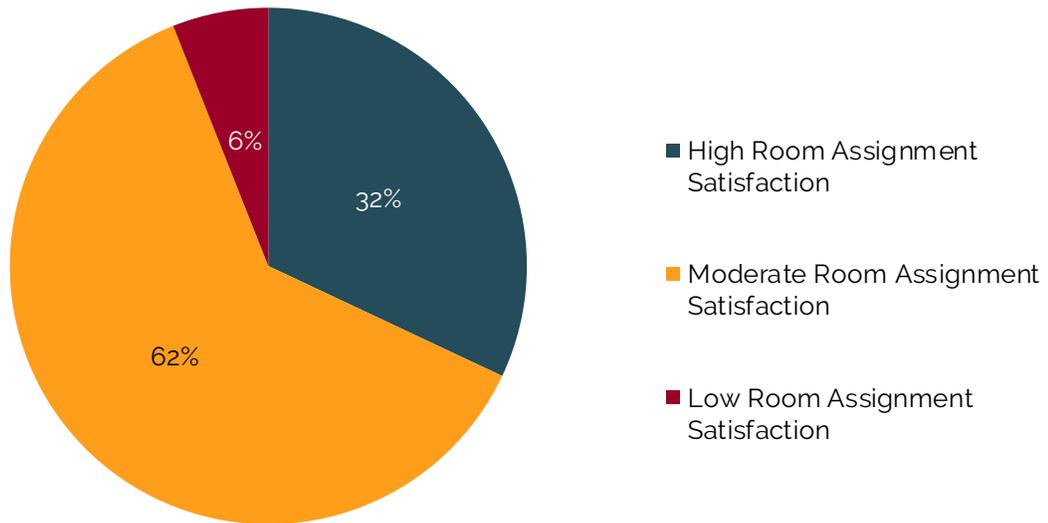


Figure 5 displays the breakdown of the scores on the new room assignment factor. Approximately one-third of residents reported high room assignment satisfaction, approximately 60% reported moderate satisfaction, and 6% reported low satisfaction.

Figure 5: Room Assignment Factor

Distribution of scores on new room assignment satisfaction factor.



How Does Room Assignment Satisfaction Relate to the Broader Housing Experience?

Overall, satisfaction with the room assignment process has a positive relationship with various aspects of learning and satisfaction related to the broader on-campus housing experience. The section explores the survey factors that had the strongest correlations to the new room assignment scale.

Hall Environment Satisfaction

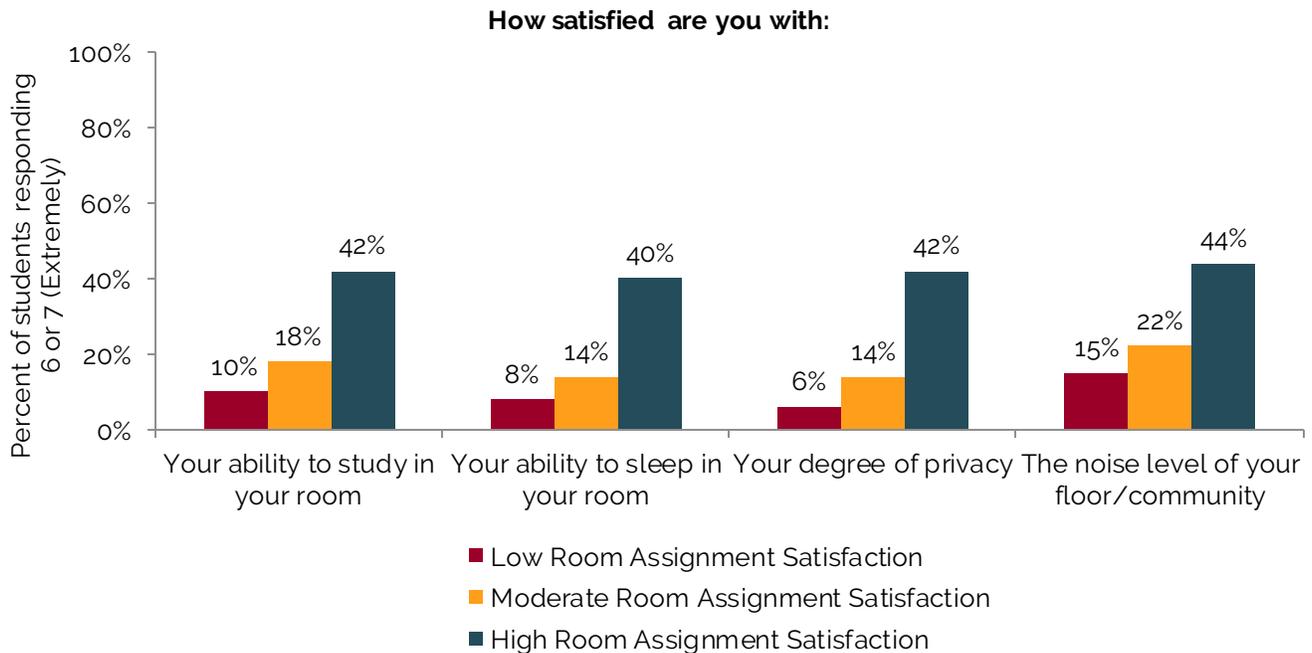
Figure 6 displays the percentage of students who responded six or seven (extremely) to questions related to satisfaction with hall environment. Residents who were highly satisfied with the room assignment process were more likely to be highly satisfied with their residence hall environment. For example:

- Approximately four out of ten residents with high room assignment satisfaction were also highly satisfied with their ability to study in their room, sleep in their room, their degree of privacy, and the noise level of their floor/community.

- In contrast, 10% of residents who reported low satisfaction with room assignment indicated they were highly satisfied with their ability to sleep in the room and less than 10% were highly satisfied with their ability to sleep in their room and their degree of privacy.

Figure 6: Room Assignment and Hall Environment Satisfaction

Percentage of residents responding 6 or 7 (extremely) on hall environment satisfaction questions by satisfaction with room assignment process.



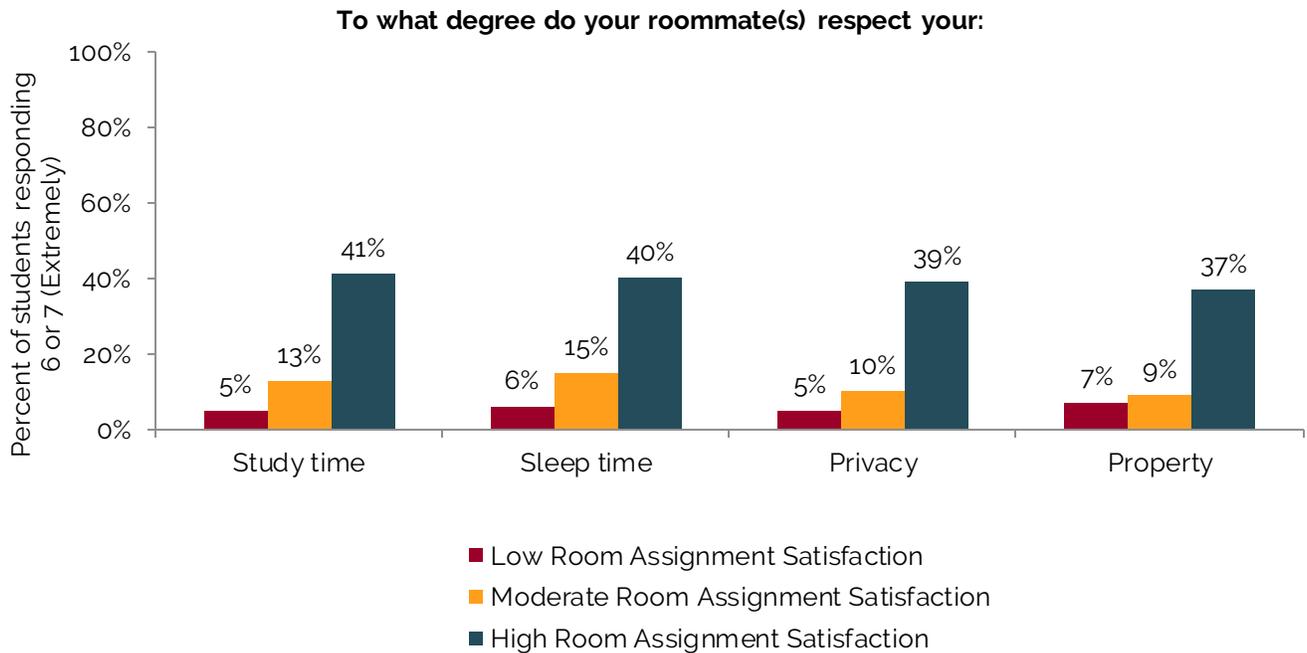
Roommate Satisfaction

Figure 7 displays the percentage of students who responded six or seven (extremely) to questions related to satisfaction with the roommates. Residents who were highly satisfied with the room assignment process were more likely to be highly satisfied with their roommates. For example:

- Approximately four out of ten residents with high room assignment satisfaction were also highly satisfied with the degree to which their roommate(s) respected their study time, sleep time, privacy, and property.
- In contrast, less than 10% of residents who reported low satisfaction with room assignment indicated they were highly satisfied with the degree to which their roommate(s) respected their study time, sleep time, privacy, and property.

Figure 7: Room Assignment and Roommate Satisfaction

Percentage of residents responding 6 or 7 (extremely) on roommate satisfaction questions by satisfaction with room assignment process.



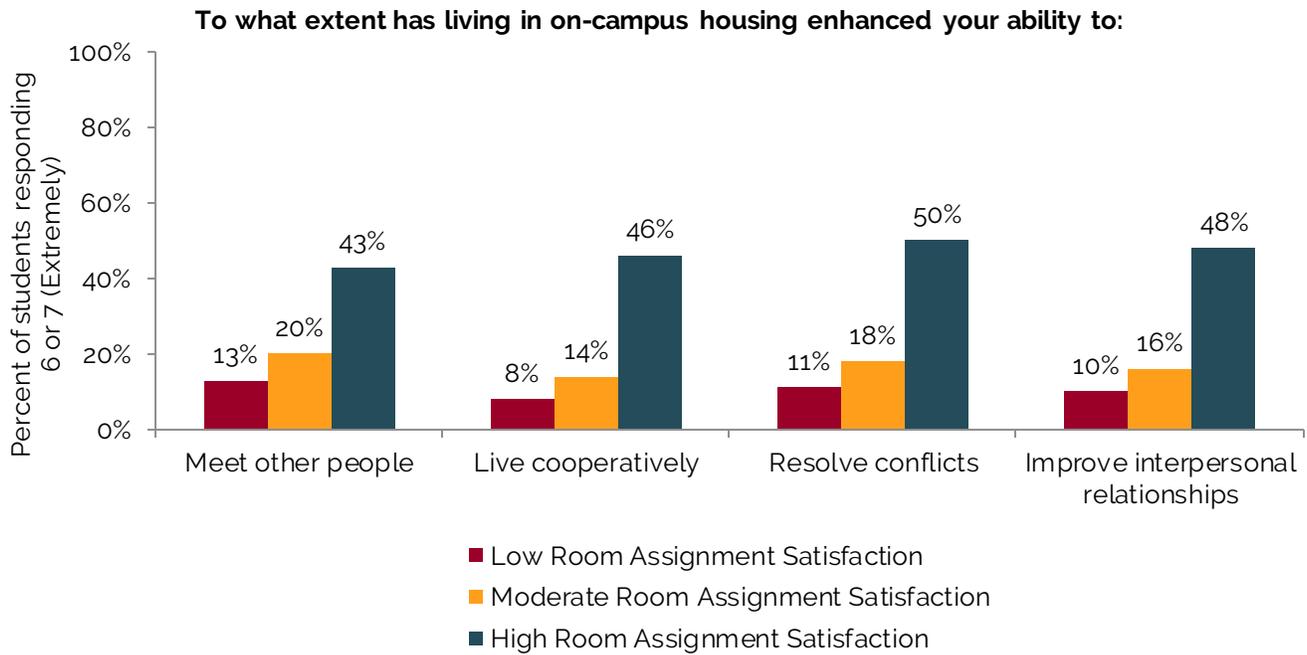
Personal Interactions Learning

Figure 8 displays the percentage of students who responded six or seven (extremely) to questions related to personal interactions learning. Residents who were highly satisfied with the room assignment process were more likely to report learning related to personal interactions. For example:

- Nearly half of residents who reported high room assignment satisfaction reported that their housing experience improved their ability to improve interpersonal relationships and resolve conflicts. Just one out of ten residents with low room assignment satisfaction reported their housing experience enhanced those same learning outcomes.
- More than four out of ten residents who reported high satisfaction with room assignment reported their housing experience enhanced their ability to live cooperatively and meet other people.

Figure 8: Room Assignment and Personal Interactions

Percentage of residents responding 6 or 7 (extremely) on personal interactions learning questions by satisfaction with room assignment process.



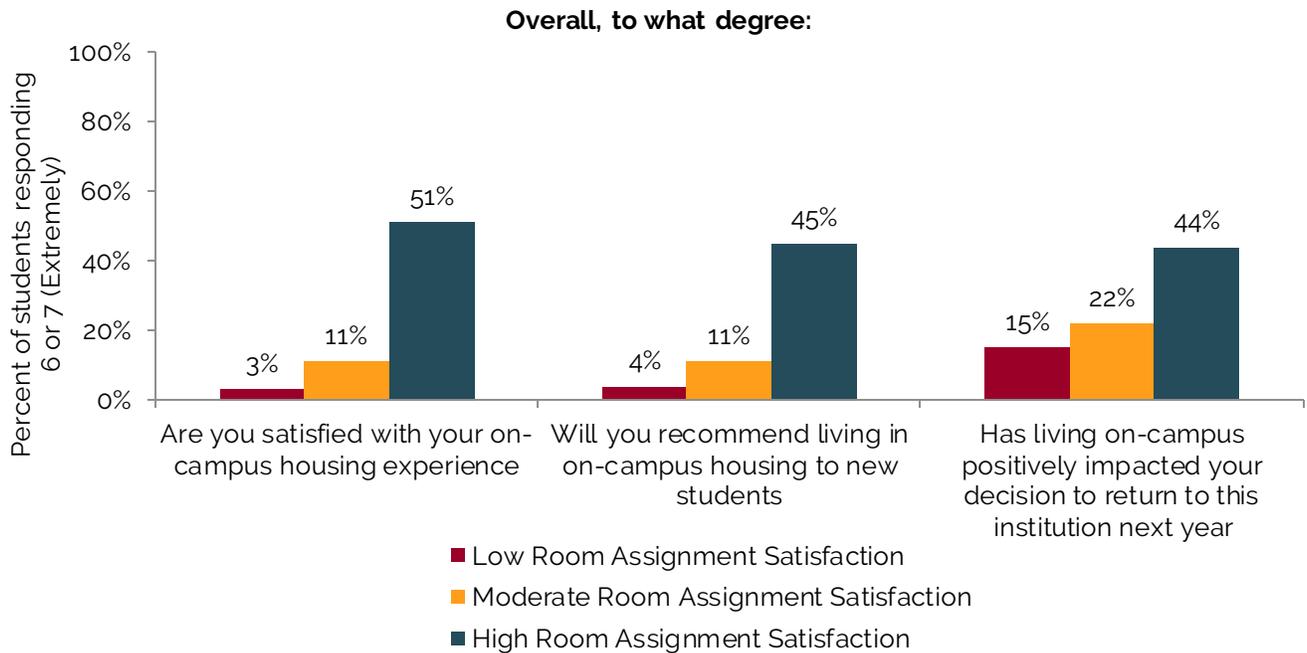
Overall Satisfaction

Figure 9 displays the percentage of students who responded six or seven (extremely) to questions related to overall satisfaction with their on-campus housing experience. Residents who were highly satisfied with the room assignment process were more likely to be highly satisfied with their overall housing experience. For example:

- Half of residents who were highly satisfied with room assignment reported high levels of satisfaction with their overall housing experience, compared to 11% of those who were moderately satisfied with room assignment and just 3% of those who reported low satisfaction with room assignment.
- Approximately 45% of residents with high room assignment satisfaction would recommend living in on-campus housing and said living on-campus positively impacted their decision to return to the institution next year.

Figure 9: Room Assignment and Overall Satisfaction

Percentage of residents responding 6 or 7 (extremely) on overall satisfaction questions by satisfaction with room assignment process.



Conclusion

Overall, students are generally satisfied with the room assignment processes and outcomes. There appears to be a relationship with the type of selection and room assignment satisfaction in that students who select their own room are more likely to be satisfied with the outcome, including their roommate(s), residence hall, and room type. Furthermore, satisfaction with room assignment is positively related to other aspects of the on-campus housing experience, including satisfaction with roommates and hall environment; learning related to personal interactions; and overall satisfaction with the on-campus housing experience.

About the Data

The data used in this research note is from the 2016-2017 ACUHO-I/Benchworks Resident Assessment. The survey was jointly designed by ACUHO-I and the survey development team at Skyfactor. This survey enables institutions to evaluate the experiences of on-campus residents, focusing on satisfaction with the housing experience, facilities, staff, dining and roommates; as well as learning related to community interactions, programs, diverse interactions, sustainability, and healthy habits.

This note focused on institutions participating in a pilot project which tested new questions related to both room assignment and room change process. For this note we analyzed pilot data from 25,965 on-campus residents from 15 four-year institutions in the United States.

About Skyfactor

Skyfactor (formerly EBI MAP-Works) and Ball State University partnered to create Mapworks. Mapworks capitalizes on Ball State's 20 years of experience with the original MAP (Making Achievement Possible) and Skyfactor's 14 years of experience with national benchmarking assessments.

Mapworks® is a research-based, comprehensive, student retention and success platform created through a partnership between Skyfactor and Ball State University. It capitalizes on Ball State's 20+ years of experience with the original Making Achievement Possible (MAP) program and Skyfactor's expertise in national benchmarking assessments. Mapworks leverages predictive analytics to identify at-risk students. It presents that information in a format that makes it easy for an institution's faculty and staff to focus on the needs of students early in the term and to have a positive impact on student success and retention.

Benchworks includes over 50 easy-to-use student affairs and academic affairs program assessments. These assessments are rooted in accreditation and professional standards and are designed to support a culture of continuous program improvement. Assessment reports include longitudinal data, the ability to benchmark against peer institutions, and interactive dashboards that enable rapid identification of critical issues.



For more information about Skyfactor Mapworks and services, to schedule a demonstration, or to sign up for a webinar, please write to us at info@Skyfactor.com or visit Skyfactor.com