

Chapter 7: Student Affairs Assessment Summaries

The Division of Student Affairs administers a wide variety of assessments each year to better understand student experiences in the areas of student life, achievement, and well-being. This chapter will highlight the surveys conducted during the past year and provide a portion of the results from these instruments. We have selected data that identifies a potential major challenge to the Truman community and pointing us in the direction of many opportunities. We have also provided some longitudinal and/or comparative data to better understand trends and context.

Within this chapter for 2020, you will find assessment reports from the following areas:

- Missouri Assessment of College Health Behaviors (MACHB) administered annually
- ACUI/Skyfactor Benchworks /Student Activities Assessment
- ACUHO-I/Skyfactor Benchworks Residence Life and Apartment Surveys
- Skyfactor Benchworks Student Affairs Student Employee Assessment

Missouri Assessment of College Health Behaviors (MACHB)
2020

Who takes it?

A random sample of approximately 25% of all undergraduate students

When is it administered?

Annually during the spring semester

The survey takes approximately 15 – 20 minutes to complete

What office administers it?

Vice President for Student Affairs Office

Who originates the survey?

Missouri Partners in Prevention (MOPIP) is a statewide coalition composed of institutions of higher education in Missouri and relevant state agencies to collaboratively develop strategies for promoting positive, healthy choices among Missouri's college students. MOPIP offices are located on the University of Missouri-Columbia campus.

Partners in Prevention

G202 MU Student Center

Columbia, MO 65211

(573) 884-7551

www.mopip.org

email: mastersj@missouri.edu

When are results typically available?

Raw data by early summer; formal presentation mid-late summer

What type of information is sought?

Information is gathered in many areas including alcohol and other drug use by students, awareness of the CHEERS program, campus policies, mental health concerns, abusive relationships, non-consensual sexual contact, retention, and overall flourishing of students.

From whom are the results available?

Office of the Dean of Student Life

To whom are the results regularly distributed?

Campus Partners in Prevention committee, Student Life, Student Health Center and University Counseling Service.

Are the results available by department or discipline?

Results may be made available by the following categories by submitting a special request to MOPIP:

- academic discipline
- gender identity and sexual orientation
- student athletes
- students of color
- veterans
- underage students

- students with disabilities
- sexual health behaviors

Are the results comparable to the data of other universities?

Results are reported for Truman State University in comparison to all MOPIP member institutions in aggregate form. We do not have direct comparison data regarding individual colleges and universities.

Selected MACHB 2020 Results and Interpretation:

General overview

Truman's survey response rate of 31% (N = 404) in 2020 marks a significantly decrease from the 40% response in 2019, however it continues to exceed the total PIP response rate of which remained steady at 22% (N = 9,752). The sharp decline in Truman's response rate may be connected, at least in part by the disruption of the semester caused by the pivot to online classes following spring break. Although the survey had closed immediately prior to spring break, there was a great deal of speculation, trepidation and uncertainty at that time and students may have put less priority on completing the survey.

Alcohol use at Truman:

The percent of Truman State University respondents indicating they have used alcohol sometime in their lifetime continued to increase over the past year, reaching a high of 80% in 2020 which is 3 % higher than the aggregate MOPIP 2020 response of rate of 77%. The same pattern appears regarding the rate of students who report they have consumed alcohol in the past year. Truman students reported 76% in 2019; and 77% in 2020. The MOPIP aggregate rate dropped from 77% last year, to 73% in 2020.

The most frequent reasons cited for the 20% of respondents **not** consuming alcohol (ranked highest to lowest) include:

Reason Cited	Truman 2019	Truman 2020	Truman Rank Order	Aggregate MOPIP	MOPIP Rank Order
Against the law/policy	60% (2)	64%	1	45%	3
Don't have to worry about consequences	68% (1)	63%	2	52%	1
Personal beliefs/values	58% (4)	55%	3	48%	2
Don't want to do something regretful	60% (2)	46%	4	42%	5
Academic Responsibilities	50% (5)	42%	5	45%	3
Personal responsibilities	46% (6)	33%	6	42%	5

Students report the top two reasons to abstain from alcohol as consistent with last year: Against the law/policy, and not having to worry about negative consequences. All of the other reasons dropped anywhere from 3% to 14%.

Although the evidence indicates that 34% of respondents had their first drink prior to age 18, approximately 41% report doing so between the ages of 18-20. This makes a clear point that the work we do with prevention is critical and needs to continue using evidence-based practices.

The most common source for those under the legal age of 21 obtaining alcohol, by a substantial degree, is from friends over the age of 21 (44%), followed by family members (including parents, siblings and other family members) reported by 15% of Truman respondents. This may indicate the need to create a greater awareness of the consequences, through both legal and student conduct processes for providing alcohol to

minors. There may also be opportunities for providing information to parents and family members who appear to condone underage consumption.

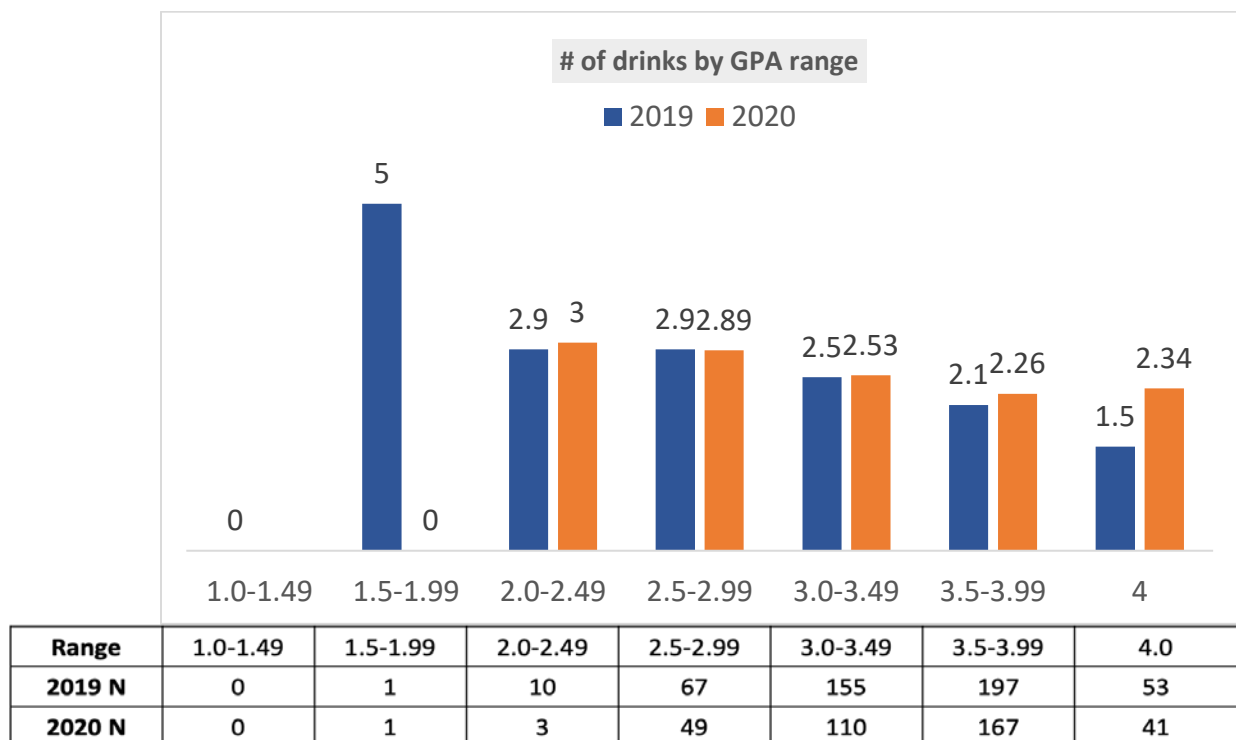
The most common locations for student to consume alcohol are reported to be as follows:

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>PIP 2020</u>
social gatherings or friend's house	76%	79%	77%	71%
where I live	45%	47%	54%	53%
bars and restaurants	34%	35%	42%	44%
fraternity or sorority house	24%	16%	12% *	9.7%
residence hall	4.2%	4.6%	4.4% *	7.9%

*Of those who live in a residence hall, 19% of them say they drink "where I live"

*Of those who live in a Greek house, 40% of them say they drink "where I live"

Survey results create a clear picture of alcohol consumption behaviors correlate to student's academic performance, however, other factors may be contributing to causation. Those who have a 3.0 GPA, self-report drinking more than students in that range from last year. Those with a 2.0 drank less.



Select Findings and Interpretation are provided below within two contexts:

- (1) longitudinal comparisons, and
- (2) results directly related to goals established as part of the 2018-19 strategic plan submitted to MOPIP.

Longitudinal findings and interpretations of the MACHB Data

The results and interpretations below continue the previous pattern of the assessment report for the annual MACHB survey.

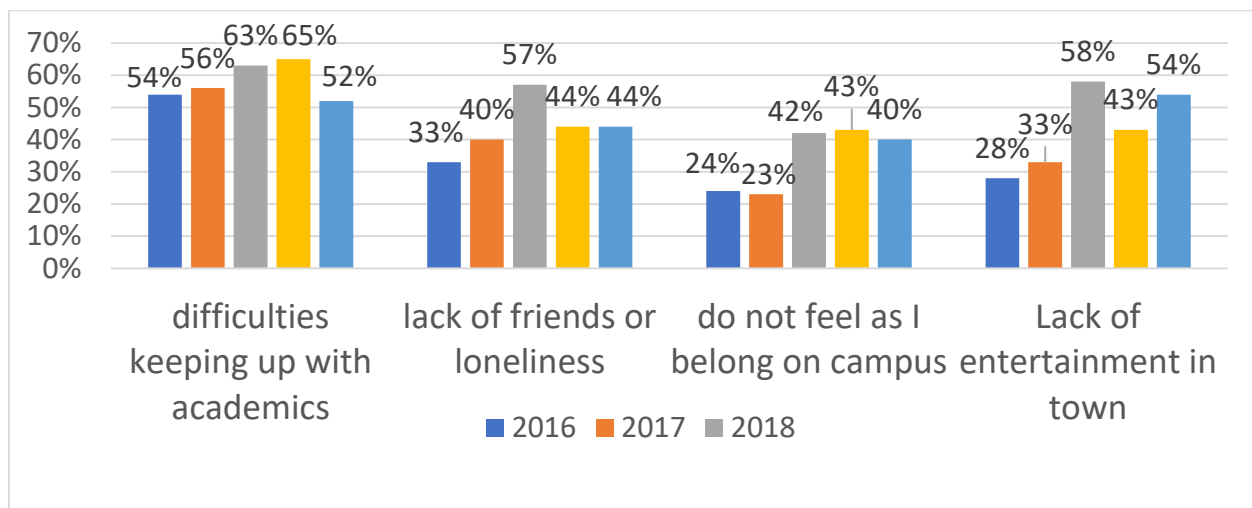
Response rates – 3 year trends

2018 Truman – n = 506 (34%)	vs.	PIP (21 institutions participating) – n = 9,357 (22%)
2019 Truman – n = 598 (40%)	vs.	PIP (21 institutions participating) – n = 9,752 (22%)
2020 Truman – n = 404 (31%)	vs.	PIP (21 institutions participating) – n = 8,769 (18%)

Item	Truman 2018	PIP 2018	Truman 2019	PIP 2019	Truman 2020	PIP 2019
Thought of leaving school in past year	32%	25%	25%	18%	24%	19%
Not involved in a campus activity/organization	13%	31%	12%	30%	12%	32%
Held a leadership position in any activities	49%	33%	53%	35%	53%	32.8%
Never used alcohol	25%	21%	21%	21%	21%	23%
Experienced major depression in the last year	27%	27%	31%	31%	33%	33%
Experienced chronic sleep issues in the last year	20%	19%	20%	20%	18%	22%
Experienced anxiety in the last year	51%	52%	58%	57%	61%	61%
Experienced suicidal thoughts in your lifetime	44%	41%	48%	44%	46%	50%
Experienced suicidal thoughts in the past year	24%	20%	27%	23%	25%	26%
Attempted suicide in the past year	1.8%	1.8%	0.4%	1.8%	2.1%	1.5%
Been concerned about a friend having suicidal thoughts or behaviors in the last year	54%	42%	56%	47%	45%	52%

The data points below continue to provide evidence that the primary reason students consider leaving Truman more frequently than other campuses is based on “difficulties keeping up with academics” (65% at Truman vs. 42% of the PIP participants). Other reasons students consider leaving Truman include “Lack of friends/loneliness” (44%), “Don’t feel as if I belong on campus” (43%) and “Lack of entertainment in town” (43%).

Reasons contributed to considering leaving current institution



As these responses continue to remain stable, it may be advisable to learn more about what might be done to help students feel a sense of belonging and come to a greater understanding of academic support services that are available to manage the challenges associated with the academic rigor for which Truman has become well known.

Select findings specifically related to the goals identified in the 2019-2020 Truman PIP strategic plan:

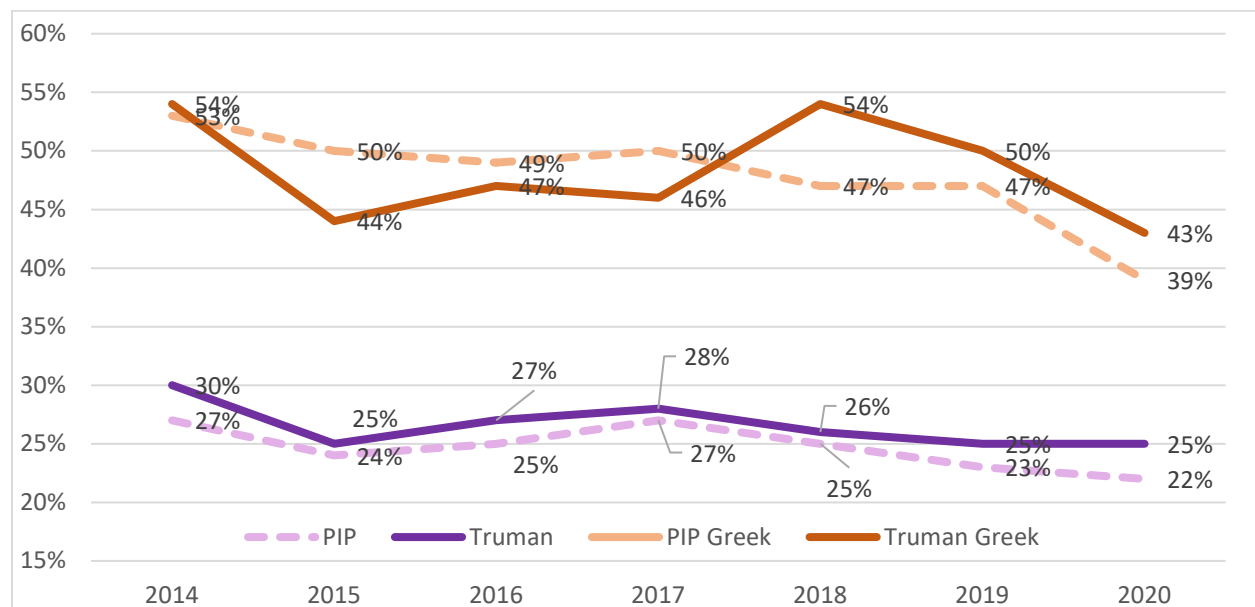
Strategic Goal #1: Reduce the rate of binge drinking of Truman students to below the 2019 reported rate.

Results of the 2020 survey indicate the rate of binge drinking among Truman students held firm at 25%, equal to the rate reported in 2019, and higher than the overall MOPIP rates of 23% in 2019, and 22% in 2020. Results also indicate we still have work to do specifically within the Fraternity and Sorority sector of campus. While Truman results in this area dropped dramatically from 50% in 2019 to 43% in 2020, both years represent a higher percentage of students affiliated with a Greek chapter at Truman than the overall rate reported by the aggregate (50% vs. 47% in 2019 and 43% vs. 39% in 2020.)

Alcohol binge drinking rate – 2 hour (% of responses on MACHB) – 5 year trend

2016	2017	2018	2019	2020
27%	28%	26%	25%	25%

Outcome: Although the overall number of students reporting drinking in the past year remained stable with the 2020 report, however, a second year in succession illustrates a significant reduction in consumption by members of Greek letter organizations. While gives cause to celebrate, there is clearly more work to do with this sub-population as the percentages, although decreased, are still alarmingly high.

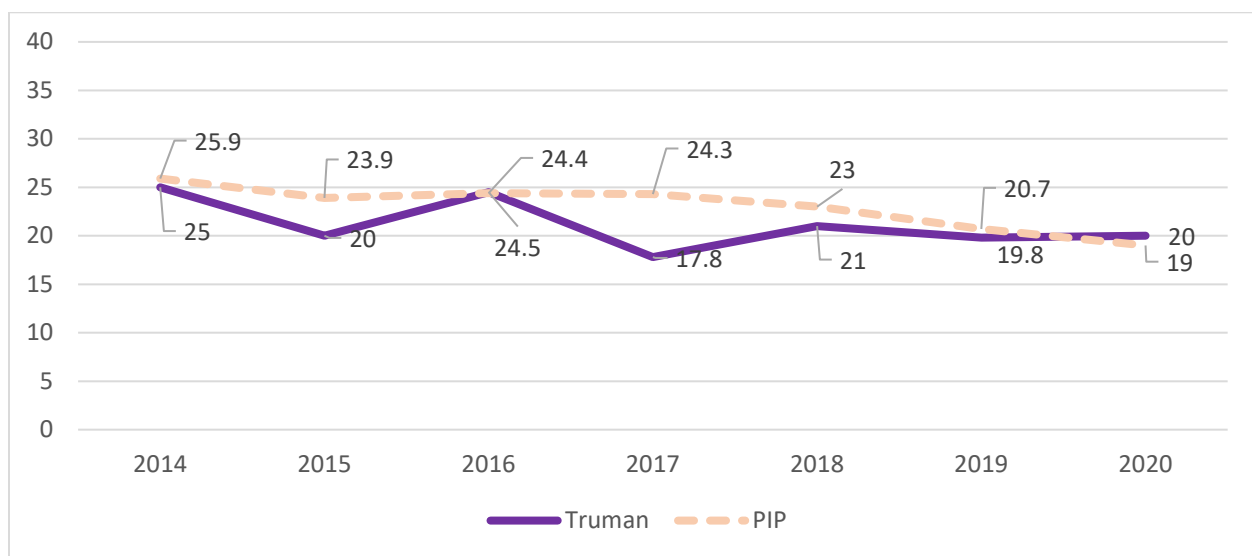


Strategic Goal #2: Reduce the rate of reported underage drinking of Truman students to below the 2019 reported rate.

According to the 2020 results, the number of underage students consuming alcohol technically did meet the established goal to reduce rates to below reported 2019 rates, however the rate dropped by only 1%, from 66.2% in 2019 to 65.2% in 2020. While we met this year's goal, the past few years have consistently hovered between 62% and 66% since 2016. This would indicate we have more strategic planning to do regarding the availability of alternative program options that may draw students away from places where alcohol may be readily available, high risk behaviors may be occurring and further educate students about the legal and campus consequences of underage consumption.

Underage Binge Drinking

65.2% of Truman respondents reported drinking underage, as compared to 66.2% in 2019. The chart below reflects the percentage of students overall who engage in binge, regardless of age.



Strategic Goal #3: Reduce the rate of reported regular cannabis use (1-2 times per month or more) to below the 2019 reported rate.

Note: Cannabis use by means of smoking, edibles, vaporized, derivatives or others are included in the MACHB data.

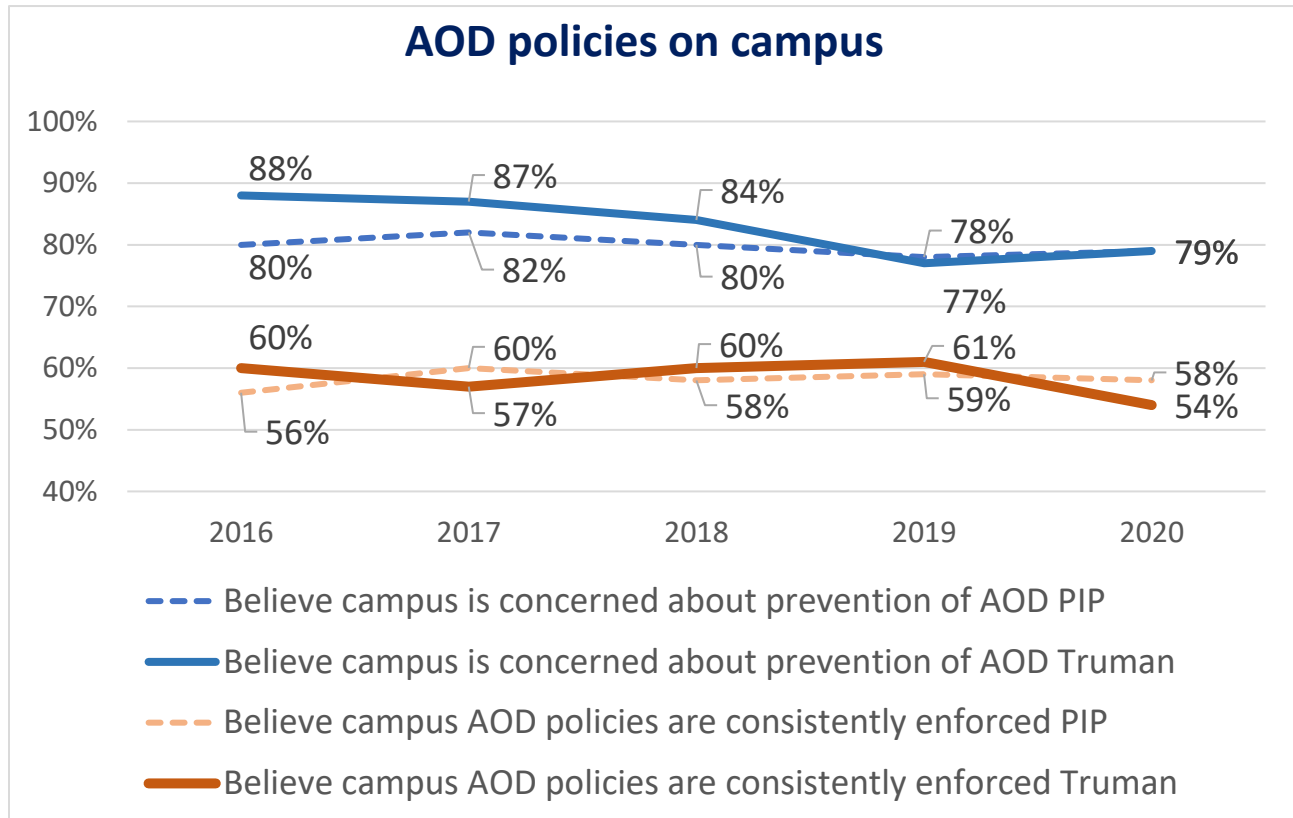
Marijuana Use

	2017	2018	2019	2020	PIP
1-2 times / month	11.3%	15.4%	13.7%	17.9%	15.5%
Smoking (1-2 times/month)			NA	15.5%	13.4%
Edibles(1-2 times/month)			3.3%	13.4%	16.6%
Vaporized(1-2 times/month)			NA	7.2%	6.9%
Marijuana derivatives (1-2 times/month)			3.6%	5.0%	4.7%
Other (1-2 times/month)			NA	2.2%	1.0%

Outcome: Efforts failed to produce the desired outcome. Usage actually increased by more than 4%. The Truman PIP committee will need to revisit efforts in this area to bring these numbers down. Although we have conduct cases related to drugs have been on the rise in the past couple of years, our efforts have continued to remain focused predominantly on alcohol

Strategic Goal #4: Increase the percentage of students that believe that campus alcohol and drug policies are consistently enforced to above the 2019 reported rate.

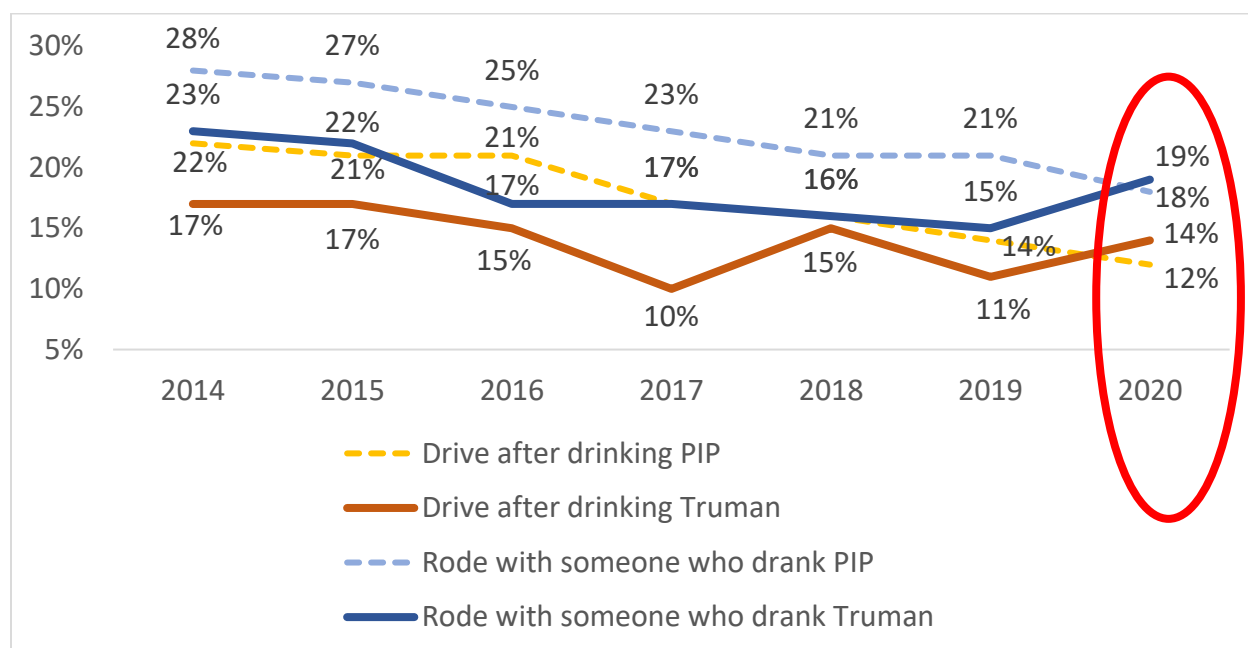
Survey results indicate that the percentage of students who believe Truman consistently enforces campus alcohol and drug policies decreased from 61% in 2019 to 54% in 2020. The proposed strategies identified to achieve the desired goal must be re-evaluated to determine whether plans were fully implemented, or if they were, what factors contributed to the negative change in students' perspectives. The number of students indicating they believe the campus is concerned about AOD prevention as risen slightly to 79%. We need to work to recover to rates associated with 2016 and 2017.



Strategic Goal #5: Reduce the rate of reported driving after consuming alcohol among Truman students to below the 2019 reported rate.

Truman students who drink and drive, or ride with a driver who has been drinking are quite opposite to those reported in the aggregate PIP data. As illustrated by the graph below, Truman students are increasing both their rates of drinking and driving, as well as those who are likely to ride with someone who had been drinking. At the same time, the aggregate data from PIP shows a steady decline in both behaviors over the past five years. This seems to be an area in which we could learn a great deal about what our colleagues across the state are doing to create this downward trend.

Alcohol-impaired Driving



Strategic Goal: #6: Maintain and enhance the knowledge and skills of the Truman community to support someone with mental health concerns.

2020 was a tumultuous year that left little room for training. While we were in the midst of COVID during the majority of the year, we were also embarking on a transition from a university operated service to a partnership with Complete Family Medicine to provide the service.

Strategic Goal #7: Coordinate with the Center for Academic Excellence (CAE) to ensure staff have adequate training to implement the new work-life requirement for first year students.

Goal not measurable through MACHB data

Strategic Goal #8: Monitor campus needs regarding prescription drug misuse.

In the past year, which of the following prescription drugs have you used without a doctor's prescription?	2019	2020	PIP
Stimulants (e.g. Dexedrine, Adderall, Ritalin, Concerta)	5.7%	4.4%	4.9%
Pain Medications (e.g., Vicodine, OxyCotin, Tylenol 3 with Codeine, Demerol, Morphine)	2.4%	1.1%	2.6%
Sleeping Medications (e.g., Ambien, Halcion, Restoil)	1.0%	0.8%	1.0%
Benzodiazpines/sedatives	2.6%	2.5%	1.7%
Other	1.0%	0.5%	0.6%
I have not used any of these without a doctor's prescription	91%	92%	90%
Any prescription drug use	9.0%	7.1%	8.0%
I prefer not to respond	1.6%	1.4%	1.8%

Strategic Goal #9: Monitor changes in student behaviors regarding the tobacco and nicotine products they use.

Which of the following Tobacco products have you used in the past year?	2019	2020	PIP
Do not use tobacco products	73%	71%	71%
Cigarettes	11%	10%	10%
Cigars	11%	5.8%	5.8%
Smokeless Tobacco	2.0%	3.4%	3.4%
Juuls	17%	18%	18%
Hookah	5.3%	4.1%	4.1%
E-Cigarettes	7.5%	14%	14%
Other – please specify	0.8%	0.6%	0.6%
Any tobacco products	27%	28%	28%
I prefer not to respond	0.4%	0.3%	0.9%

As demonstrated by the data above, students' tastes for and desire (need) to use various tobacco products varies greatly. While this is an area we need to address more intentionally, the overall survey results seem to indicate there may be higher priorities at this time.

Strategic Goal #10: Reduce the rate of texting and driving to below the 2019 reported rate.

While driving a vehicle, how often do you do you text message someone?	2019	2020	PIP
Never	29%	30%	27%
Rarely	44%	39%	38%
Sometimes	21%	25%	29%
Most of the time	5.0%	5.1%	5.2%
Always	1.6%	0.8%	1.1%

As the data shows, Truman students seem to be engaging in this behavior in comparable levels to their peers at other institutions. We need to identify ways to “drive the message home” that this is very high risk behavior that can lead to tragic outcomes.

Areas of focus for 2020-2021

Based on the results of the 2020 survey, the campus PIP committee identified the following goals for the 2020-2021 academic year:

Goal #1: Binge Drinking

Reduce the rate of reported binge drinking of Truman students to below the 2020 reported rate (25%).

Goal #2: Underage Drinking

Reduce the rate of reported underage drinking of Truman students to below the 2020 reported rate (65.2%).

Goal #3: Marijuana/Cannabis Use

Reduce the rate of reported regular cannabis use (1-2 times per month or more) to below the 2020 reported rate (17.9%).

Goal #4: Consistent Enforcement

Increase the percentage of students that believe that campus alcohol and drug policies are consistently enforced to above the 2020 reported rate (54%).

Goal #5: Drinking and Driving

Reduce the rate of reported driving after consuming alcohol among Truman students to below the 2020 reported rate (14%).

Goal #6: Mental Health

Maintain and enhance the knowledge and skills of the Truman community to support someone with mental health concerns (86%).

Goal #7: Work-life Balance

Coordinate with the Center for Academic Excellence (CAE) to ensure staff have adequate training to implement the new work-life requirement for first year students.

Goal #8: Prescription Drug Misuse

Monitor campus needs regarding prescription drug misuse.

Goal #9: Tobacco and Nicotine Use

Monitor changes in student behaviors regarding the tobacco and nicotine products they use.

Goal #10: Safe Driving

Reduce the rate of texting and driving to below the 2020 reported rate (30.9%).

Goal #11: Training

Support member of the coalition and related campus offices, committees, and organizations to attend educational events and receive training that promotes the MOPIP mission including the annual Meeting of the Minds (MOM) conference.

2020 ACUI/Benchworks Student Activities Assessment

Who takes it?

The survey was sent out to 3500 random Truman students

When is it administered?

It was administered around the end of February 2020

How long does it take the students to complete the instrument?

20 to 30 minutes

What office administers it?

Union & Involvement Services

Who originates this survey?

The survey is an online instrument provided by Skyfactor Benchworks. Institutional specific questions are added by Union & Involvement services before sent out.

When are results typically available?

The result is live updated. Full results are available 3 months after the survey is completed.

What type of information is sought?

The survey provides information on students' opinions, feelings, and experience being employed at Truman

From whom are the results available?

Union & Involvement Services staff, Vice President for Student Affairs

To whom are the results regularly distributed?

Vice President for Student Affairs per request

Are the results available by department or discipline?

Neither

Are the results comparable to data of other universities?

Yes. In addition to comparative reports via Skyfactor, data is also uploaded as part of the Association of College Union International (ACUI) benchmarking project.

Survey and Respondents Overview

- In 2020, 593 students responded to the survey, a response rate of 16.9%.
- Out of 394 respondents, 70.4% were female.
- 21.1% were Freshman, 27% were Sophomore, 24.8% were Junior, and 22.8% were Senior.
- 82.2% were White, 7.6% were Asian, 5.7% were Black or African American, the other 4.5% were Others or Prefer not to answer.
- 8.3% were international students
- 54.8% had a GPA of 3.50 or above, 26.7% with 3.00-3.49, 11.9% with 2.50-2.99, 2% with 2.00-2.49, and 0.7% with Below 2.00.

The survey questions were divided into **15 factors**, as listed below, along with the score reflected by Truman respondents:

- Learning Outcomes: College Enhanced Practical Competencies: **5.00**
- Learning Outcomes: College Enhanced Personal Competencies: **4.75**
- Learning Outcomes: College Enhanced Personal and Relationship Skills: **4.61**
- Learning Outcomes: College Enhanced Appreciation for Diversity: **4.57**
- Learning Outcomes from Student Activities Participation (Participants Only): **4.73**
- Social Outcomes from Student Activities Participation (Participants Only): **5.35**
- Student Activities Well Advertised and Executed: **5.04**
- Evaluation of Student Government and Programming Board: **3.77**
- Importance of Offering Educational Student Activities: **4.69**
- Importance of Offering Social Student Activities: **4.57**
- Satisfaction with Publicizing and Promoting Student Activities: **4.65**
- Impact of Student Activities and Organizations on Enrollment: **3.42**
- Future Plans: Participation in Student Activities and Organizations: **4.86**
- Future Plans: Graduation and Alumni Participation: **4.51**
- and Overall Program Effectiveness: **5.35**

Every factor consists of several questions rated on a scale of 1 (lowest) to 7 (highest). One factor might be based on as low as 2 questions to as high as 9.

Select Findings

Out of 15 factors, Truman had 4 that has a score of 5.00 or higher:

Social Outcomes from Student Activities Participation (5.35), Overall Program Effectiveness (5.35), Student Activities Well Advertised and Executed (5.04), and Learning Outcomes: College Enhanced Practical Competencies (5.00).

The top 3 lowest rated factors are: Future Plans: Graduation and Alumni Participation (4.51), Evaluation of Student Government and Programming Board (3.77), and Impact of Student Activities and Organizations on Enrollment (3.42).

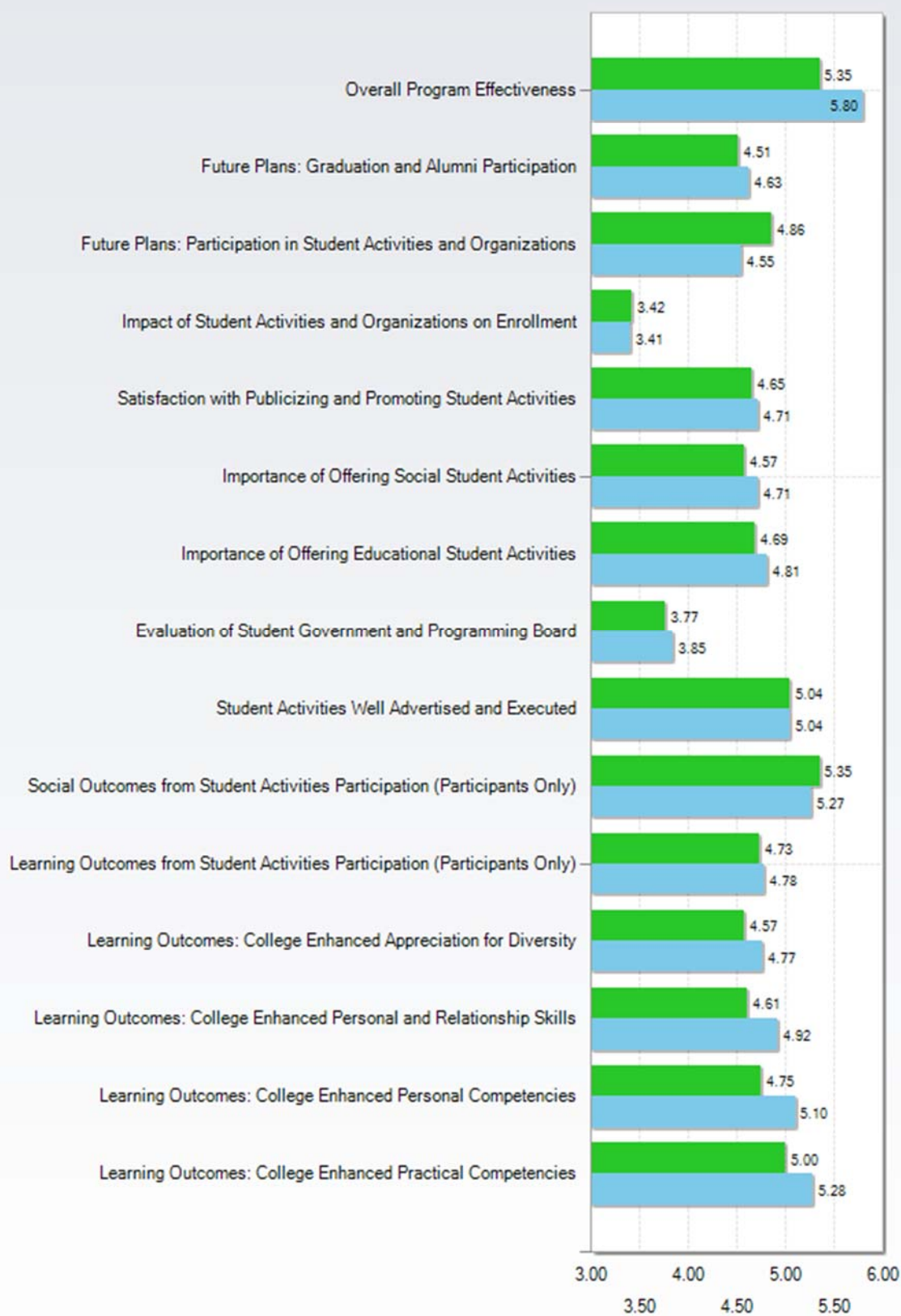
Areas where Truman students' responses compared well against All Institution were: Future Plans: Participation in Student Activities and Organizations, and Social Outcomes from Student Activities Participation

Areas where Truman students' responses did not compare well against All Institution were: Importance of Offering Social Student Activities, Learning Outcomes from Student Activities Participation (Participants Only), Learning Outcomes: College Enhanced Appreciation for Diversity, Learning Outcomes: College Enhanced Personal Competencies, Learning Outcomes: College Enhanced Practical Competencies, and Overall Program Effectiveness.

Institutional Specific Question

- When asked "In what ways do you find out about campus activities and events?" The top 3 answers were: Posters(15.1%), Word of Mouth(14.7%), and Email(12.5%).
- 54.8% of respondents would rather participate in more events in the afternoon/after classes (3pm-7pm), 37.4% prefer evenings and late night(7pm-12am), and only 7.8% prefer during the day/between classes(11am-3pm).
- The types of event that Truman students most likely to attend were: Comedic Event(21.8%), Music Performance(18.5%), Interactive Event(12.9%), Food Based Event(12.7%), Cultural Based Event(9.4%), Athletic Event(9.4%).
- 23.7% respondents are not aware of the U&I Services and the services the office provides.
- 31% are not aware of the FAC and what it does.
- 4.4% are not aware of the Student Government and what it does.
- 2% are not aware of the SAB and what it does.
- 12% respondents were not aware of the Student Activities Fee.
- 67% believes that the Student Activities Fee amount adequately covers the activity resources they utilize.

■ Your Institution ■ All Institutions



Resident and Apartment Assessments from Skyfactor Benchmarks

RESIDENCE LIFE – TRUMAN STATE UNIVERSITY – 2020/21 ASSESSMENTS

Who takes it?

These assessments are given to all students living in on-campus housing (excluding residence hall and apartment student staff).

When is it administered?

The students were given a link to complete the assessments on November 5, 2020. The assessments closed on November 20, 2020.

How long does it take the student to complete the instrument?

20-40 minutes

What office administers it?

The Department of Residence Life administers the assessments.

Who originates this survey?

The assessments are national instruments created by Skyfactor Benchmarks and are used by hundreds of institutions around the nation.

When are results available?

Most are available immediately upon the closing of the assessment. Comparative data to other institutions won't be available until summer 2021.

What type of information is sought?

The assessments asks students to rate their satisfactions with various staff, services, processes, and values. It also asks students to what degree living on campus has impacted their learning in a variety of areas. Basic demographic information (age, gender, race) as well as location information (residence hall, house community) is collected as well.

From whom are the results available?

The Director of Residence Life

To whom are the results regularly distributed to?

Results are available to the University community through this almanac. More detailed breakdowns are available from the Director of Residence Life and are regularly shared with the residence hall directors for planning for second semester.

Are the results available by department or discipline?

Neither.

Are the results comparable to data of other universities?

Yes. Hundreds of institutions across the nation utilize these assessments.

The Resident Assessment and Apartment Assessment from Skyfactor Benchworks are administered nationally to residence life programs around the country. The assessments are designed to give residence life programs data about their operations compared internally over time and compared externally to other institutions. Scores from the many questions asked form scores for 18 different factors.

Satisfaction factors include student staff, programming, hall/apartment environment, facilities, services, room assignment, room change, safety and security, roommates, dining services, and community involvement.

Learning factors include personal interactions, sense of community, diverse interactions, self-management, alcohol and drug use, sustainability, academic success.

Skyfactor prepares a priority matrix of all the factors. The factors are grouped into four quadrants, each one showcasing whether or not performance is high and whether or not that factor seems to impact how students rate residence life overall. Truman's factors landed as follows:

Top Priority Quadrant: Factors that have a **high impact** on how students rate overall performance and that are **not scoring as well as they could**.

From SkyFactor: Performance on these factors is below goal value and improvement of these factors should impact Overall Program Effectiveness.

Resident Assessment	Apartment Assessment
Learning: Personal Interactions Learning: Self-Management Satisfaction: Dining Services	No factors were indicated for this section

Maintain or Improve Quadrant: Factors that have a **high impact** on how students rate overall performance that are **scoring well**.

From SkyFactor: Maintaining the current level of performance on these factors is desired since these factors have high impact on Overall Program Effectiveness. However, further improvement will be difficult since current performance is already excellent.

Resident Assessment	Apartment Assessment
Satisfaction: Room Assignment Satisfaction: Hall/Apt Environment Learning: Sense of Community	No factors were indicated for this section

Maintain:

Factors that have a **low impact** on how students rate overall performance and are **scoring well**.

From SkyFactor: If possible, consider reallocating some efforts from these areas to the Top Priority areas. Maintaining high levels of performance for these factors that have little to no impact on Overall Program Effectiveness may be unnecessary.

Resident Assessment	Apartment Assessment
Satisfaction: Community Environment ** Satisfaction: Hall/Apt Student Staff Satisfaction: Facilities Satisfaction: Services Provided Satisfaction: Safety and Security	Satisfaction: Apartment Environment Satisfaction: Apartment Staff and Policies Satisfaction: Safety and Security Satisfaction: Community Environment Learning: Sense of Community

Monitor Quadrant: Factors that have a **low impact** on how students rate overall performance and are **not scoring well as well as they could**.

From SkyFactor: Carefully monitor performance in these areas and reallocate some efforts to the Top Priority areas, if possible. While these factors are low performing, they have little if any impact on Overall Program Effectiveness.

Resident Assessment	Apartment Assessment
Learning: Alcohol and Drug Use Satisfaction: Hall/Apt Programming Learning: Diverse Interactions Learning: Sustainability Learning: Academic Success	Satisfaction: Contract and Lease Satisfaction: Apartment Condition Satisfaction: Services and Facilities Provided Satisfaction: Apartment Programming Learning: Life Skills Learning: Alcohol and Drug Use Learning: Sustainability Learning: Diversity and Social Justice Learning: Personal Interactions

All questions and factors are scored on a 7-point scale with 7 being highly satisfied, 4 being a neutral score, and 0 being a highly unsatisfied. A score of 5.5 is the recommended goal by Skyfactor Benchmarks for all questions and factors. In the Resident Assessment, there are three broad categories of overall satisfaction, learning, and program effectiveness. For 2020-2021, overall satisfaction scored 5.33 (down from 5.41), overall learning scored 4.93 (down from 4.94), and overall program effectiveness scored 5.12 (up from 5.05).

Notes on This Year's Efforts and Scores:

- **Overall Satisfaction by Building:** The highest rated score was again this year Missouri Hall (5.57), with Dobson Hall next (5.40), then Ryle Hall (5.35), Blanton-Nason-Brewer (5.28), West Campus Suites (5.24), and Centennial (5.13). This order has been fairly consistent for many years now. Individual houses (communities) across campus ranged from a high score of 6.15 to a low score of 4.67.

- **COVID Related Drop on Personal Interactions Score Minimized:** After last year's SkyFactor results recommended a priority on personal interactions, Residence Life retooled and strengthened its curricular efforts with regards to community building. This included enhancing early interactions of residents in community development, increasing interactions between staff and residents, and more closely monitoring overall resident interactions. This played to the team's advantage in connecting students during a pandemic. While the score for this factor did drop this year (from 5.32 to 5.01), the drop was much less than anticipated and still resulted in a positive rating. Comparison ratings from other universities will not be shared until summer, but it will be worth investigating how Truman compared to other institutions on this factor as COVID likely impacted student interaction around the nation. Increased staff interactions with residents was reported by student staff and reflected positively in the survey. The staff score significantly rose from 5.88 to 6.03 with gains in all related questions including efforts of the staff to get to know residents.

Staff spent time in January 2021 training examining new ways in second semester to increase personal interactions of residents during the continuing pandemic. These plans include everything from book clubs and outdoor exercising groups to large scale building events occurring digitally. These efforts will be evaluated at the end of the year to see what should continue into 2021-22 to further support personal interactions.

- **Increased Education on Drugs and Alcohol:** This became a focus in 2020-2021 due to changes made to the on-campus alcohol policy. It was already slated to be addressed more in depth as the Wellness component of the Resident Engagement and Development plan was set to roll out in full this year. As a result of new efforts, this factor is no longer in the Top Priority quadrant of the priority matrix and saw an increased score this year. Staff efforts were introduced to offer additional education uniformly across campus through bulletin boards and house meetings on alcohol usage, preventing health risks, and understanding policies. The 5.12 score this year represents the highest score Truman has ever earned for this factor. It is hopeful that future educational efforts will benefit residents and be reflected in future assessments.
- **Self Management:** This factor asks students if, as a result of your on-campus housing experience, they are better able to manage money, manage time, solve their own problems, balance commitments, and live healthier. There were increased scores this year on most questions within the factor and the factor overall. Specific efforts were made by staff this year to address time management under the Wellness component of the Resident Engagement and Development plan. The time management score saw a small score increase of 0.06 over last year. Other aspects of this factor will be specifically addressed beginning Fall 2022 with the rollout of the Professional Competence component of the Engagement and Development Plan. Fall 2021 will see the introduction of the Identity component.

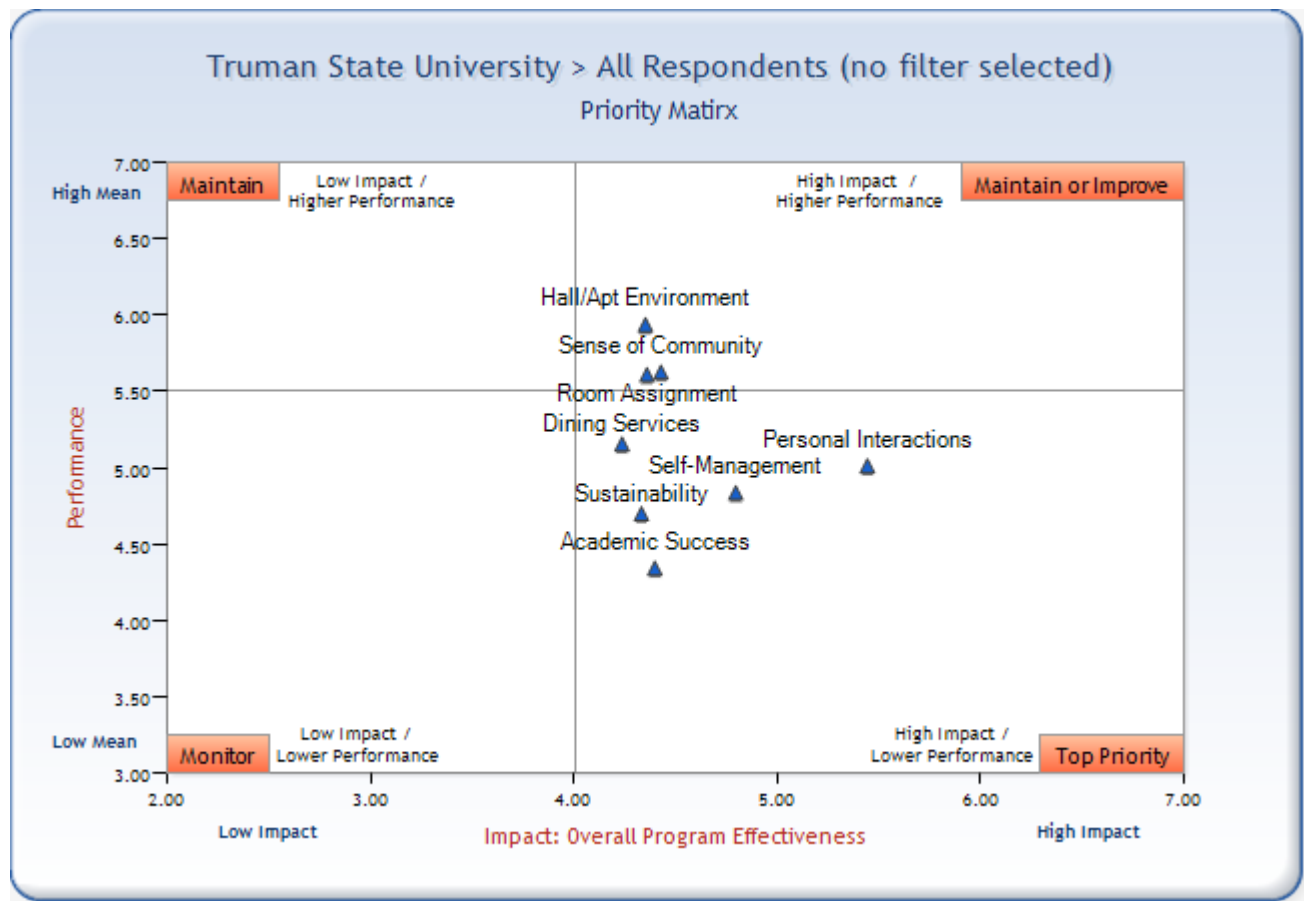
Appendix to Follow:



Priority Matrix for your institution

Order: 48393 > 2020-21 ACUHO-I/Benchworks Resident Assessment

Population: Truman State University > All Respondents (no filter selected) (696 responses)



[back to top](#)

Report: CSAR - Priority Matrix

Report Generated: 1/29/2021 7:33 AM

ACUHO-I/Benchworks Resident Assessment (Order: 48393)

Population: Truman State University > All Respondents (no filter selected)



Number of responses, [standard deviation](#) and [mean](#) for all [factors](#)

Use Report Selections to customize the information appearing in your reports.

Order: 48393 > 2020-21 ACUHO-I/Benchworks Resident Assessment

Population: Truman State University > All Respondents (no filter selected) (696 responses)

Report Selections

[Close](#)

Sort By in descending order ☐

[Advanced Options](#)

Display Factors containing:

Factor	N	Std Dev	Mean
Factor 1. Satisfaction: Hall/Apt Student Staff	649	1.20	6.03
Factor 2. Satisfaction: Hall/Apt Programming	541	1.41	4.86
Factor 3. Satisfaction: Hall/Apt Environment	652	1.08	5.94
Factor 4. Satisfaction: Facilities	652	1.03	6.09
Factor 5. Satisfaction: Services Provided	652	1.01	5.58
Factor 6. Satisfaction: Room Assignment	643	1.09	5.61
Factor 7. Satisfaction: Room Change	45	1.56	5.07
Factor 8. Satisfaction: Safety and Security	653	0.94	6.02
Factor 9. Satisfaction: Roommates	453	1.20	6.24
Factor 10. Satisfaction: Dining Services	645	1.20	5.16
Factor 11. Satisfaction: Community Environment	617	0.98	6.23
Factor 12. Learning: Personal Interactions	610	1.56	5.01
Factor 13. Learning: Sense of Community	622	1.20	5.63
Factor 14. Learning: Diverse Interactions	598	1.67	4.92
Factor 15. Learning: Self-Management	611	1.40	4.84
Factor 16. Learning: Alcohol and Drug Use	560	1.76	5.12
Factor 17. Learning: Sustainability	587	1.65	4.70
Factor 18. Learning: Academic Success	608	1.65	4.34
Factor 19. Overall Satisfaction	615	1.43	5.33
Factor 20. Overall Learning	614	1.54	4.94
Factor 21. Overall Program Effectiveness	616	1.37	5.04

Report: Factors
Report Generated: 1/29/2021 7:34 AM

ACUHO-I/Benchworks Resident Assessment (Order: 48393)
Population: Truman State University > All Respondents (no filter selected)

2020 Student Employee Assessment

Who takes it?

The survey was sent out to 500 random student employees within the Division of Student Affairs at Truman

When is it administered?

It was administered March 2020

How long does it take the students to complete the instrument?

20 to 30 minutes

What office administers it?

Student Affairs and Union & Involvement Services

Who originates this survey?

The survey is an online instrument provided by Skyfactor Benchworks. Institutional specific questions are added by Union & Involvement services before sent out.

When are results typically available?

The result is live updated. Full results are available 3 months after the survey is completed.

What type of information is sought?

The survey provides information on students' opinions, feelings, and experience with student activities at Truman

From whom are the results available?

Vice President for Student Affairs and Student Affairs Directors

To whom are the results regularly distributed?

Vice President for Student Affairs per request

Are the results available by department or discipline?

Results are done by division of Student Affairs. Factoring can occur to provide departmental breakdown.

Are the results comparable to data of other universities?

Yes. In addition to comparative reports via Skyfactor, data is also uploaded as part of the Association of College Union International (ACUI) benchmarking project.

- In 2020, 121 student employees responded to the survey, a response rate of 24.2%.
- Out of 121 respondents, 70.8% were female. In terms of class standings, 5% were Freshmen, 16.8% were Sophomore, 41.2% were Junior, and 33.6% were Senior.
- In terms of ethnicity, 83.5% were White, 4.1% were Asian, 4.1% were Hispanic, 2.5% were Black or African American. The rest were Unknown or Mixed. 93.3% were not International students.
- 63% respondents had a GPA of 3.50 or higher, 29.4% with 3.00-3.49, 4.2% with 2.50-3.00, and 2.5% with 2.00-2.50. The following highlights some of the most relevant findings.

Job Detail: The respondents' jobs vary in about 20 departments around campus, the top three areas of Student Affairs that got the most number of responses are: Union & Involvement Services, Residence Life, REC Center.

The primary reasons for campus employment according to the students are: Financial (66.1%), Involvement/social connections (13.2%) , and Academic/career goals (11.6%). On average, 43.3% work 1 to 5 hours per week, 30.8% work 6 to 10 hours, 15.8% work 11 to 15 hours, and 9.2% work 16 to 20 hours per week.

Student employees were asked to rate from a scale of 1 to 7

Learning Impact: Learning was divided into 5 factors: Co-workers Respectfulness, Empathy, Self-Knowledge and Skills, Personal Competence, and Diverse Interactions.

- When asked “to what degree did working on campus enhanced their ability to cooperate with and respect their coworkers,” the mean response for these questions was 5.08.
- When asked to “rate the degree that working on campus enhanced their ability to establish personal/ professional relationships and empathize with others,” the mean response for these questions was 5.12.
- Regarding “the degree that the working experience enhanced the respondents’ self-knowledge and skills,” the mean response for these questions was 5.13.
- When asked “to rate the degree that working on campus enhanced their ability to interact with people who are different from them (gender, race, religion,...),” the mean response for these questions was 5.38.
- When asked “to what degree did working on campus help them achieve Personal Competence (Confidence for greater responsibility, sense of department’s mission, and understanding of their own contribution to organization),” the mean response for these questions was 5.14.
- Lastly, when asked “to what degree did your on-campus employee experience provide a positive learning experience?”, the mean response was 5.99.
- Overall, the mean rating for learning outcome from campus job is quite high, at 5.66.

Job Satisfaction:

- When asked to “rate their satisfaction level with the job’s Support and Training,” the mean response for these questions was 5.95.
- The mean response for questions regarding the satisfaction degree of Quality of Supervision was 6.12.
- The mean response for questions regarding the satisfaction degree of Coworkers Collaboration was 5.96.
- When asked “to what degree are you satisfied with your on-campus employee experience?”, the mean response was 6.18.
- When asked about the degree that their experience fulfilled their expectations, the mean response was 6.08.
- Overall, the respondents are quite satisfied with their on-campus jobs within Student Affairs.

Other impact: For the academic aspect of on-campus employment, 88.3% of the respondents think that on-campus employment had no impact on their GPA, 4.2% think it makes their GPA decline, and 5.8% think it makes their GPA improve. When asked to what degree did their job improve the value of their education, the mean response was 5.31.

Institution Specific Questions: See next Page

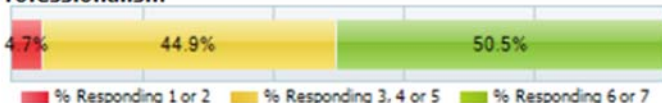
OQ11. Please rate how your student employment experience has improved your skills and knowledge in the following area: Teamwork



	N	% of Total
(1) Not At All	6	5.5%
(2)	5	4.6%
(3)	6	5.5%
(4) Moderately	22	20.2%
(5)	21	19.3%
(6)	25	22.9%
(7) Extremely	24	22.0%

% Resp = 90.1%
N = 109
Mean = 5.00
Std Dev = 1.68

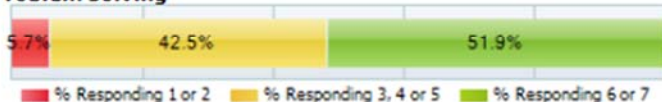
OQ12. Please rate how your student employment experience has improved your skills and knowledge in the following area: Professionalism



	N	% of Total
(1) Not At All	3	2.8%
(2)	2	1.9%
(3)	4	3.7%
(4) Moderately	17	15.9%
(5)	27	25.2%
(6)	26	24.3%
(7) Extremely	28	26.2%

% Resp = 88.4%
N = 107
Mean = 5.36
Std Dev = 1.44

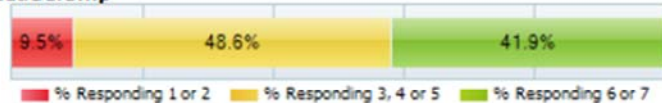
OQ13. Please rate how your student employment experience has improved your skills and knowledge in the following area: Problem solving



	N	% of Total
(1) Not At All	2	1.9%
(2)	4	3.8%
(3)	4	3.8%
(4) Moderately	17	16.0%
(5)	24	22.6%
(6)	26	24.5%
(7) Extremely	29	27.4%

% Resp = 87.6%
N = 106
Mean = 5.37
Std Dev = 1.47

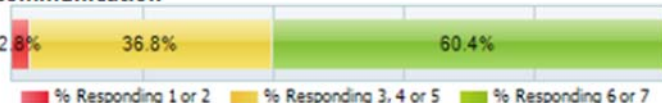
OQ14. Please rate how your student employment experience has improved your skills and knowledge in the following area: Leadership



	N	% of Total
(1) Not At All	4	3.8%
(2)	6	5.7%
(3)	6	5.7%
(4) Moderately	15	14.3%
(5)	30	28.6%
(6)	14	13.3%
(7) Extremely	30	28.6%

% Resp = 86.8%
N = 105
Mean = 5.12
Std Dev = 1.66

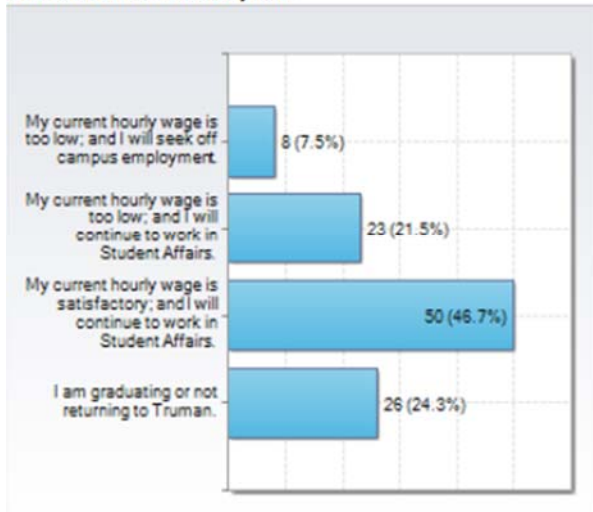
OQ15. Please rate how your student employment experience has improved your skills and knowledge in the following area: Communication



	N	% of Total
(1) Not At All	1	0.9%
(2)	2	1.9%
(3)	4	3.8%
(4) Moderately	10	9.4%
(5)	25	23.6%
(6)	30	28.3%
(7) Extremely	34	32.1%

% Resp = 87.6%
N = 106
Mean = 5.66
Std Dev = 1.30

OQ19. Please rate how critical your hourly wage weighs on your decision to continue as a student employee in Student Affairs next year.



	N	% of Total
My current hourly wage is too low; and I will seek off campus employment.	8	7.5%
My current hourly wage is too low; and I will continue to work in Student Affairs.	23	21.5%
My current hourly wage is satisfactory; and I will continue to work in Student Affairs.	50	46.7%
I am graduating or not returning to Truman.	26	24.3%

% Resp = 68.4%
N = 107

External Benchmark:

