Evaluating Student Housing in London

Sponsored by IES London Residence Hall

London Project Center

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Abstract

This report, prepared for the Institute for International Education of Students London Residence Hall, describes an evaluation of student housing in London. Working from literature, interviews and focus groups, the team created a survey to evaluate the students' experiences. The team distributed the resident survey, compared the results with LRH staff opinions, compared accommodation providers in London and provided IES with recommendations for improvements. The project gave important feedback to LRH to help them to better improve student experiences.

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Authorship

Abstract- All

Executive Summary- All

Introduction- All

Literature Review- All

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Conclusion and Recommendations- All

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Executive Summary

Student housing available in London is a market that has shown continuous growth over the past decade. Students who chose to study in London are full-time UK university students or are students studying abroad through programs or language schools. In the past decade, the number of students coming to study in London has shown significant increase. Fulltime UK university and study abroad students have increased by 70,000 students in the past two years alone. The increasing number of students studying in London puts a strain on the amount of housing available, as UK universities cannot provide housing for all of their students. Students studying in London have many options for housing, one of which includes purpose built student accommodations (PBSAs), which are non-university associated accommodations intentionally built for the housing of students. PBSAs, however, are in short supply due to the increased demand for housing. Currently, a majority of students in London find housing through shared accommodations, where students rent out London apartments. This option, however, is becoming more restricted to students as more limitations are being introduced to the housing market. With the lack of housing from UK universities, students are beginning to look to purpose –built student accommodations to provide housing.

With the increasing number of students contributing to the purpose-built student accommodations market, the demand for increased expectations for accommodations is present. Students are expecting more amenities and services through their accommodation providers which all contribute to their overall experience at a residential facility. This trend can be explained by the characteristics of the millennial generation, which is the generation of people born between the years 1980-1994. The millennial generation can be defined as a generation brought up on technology with the incorporation of technology into almost every aspect of their lives. The easy, accessibility, and convenience of technology helps to define another major characteristic of the millennial generation, which is the increased expectation for a wide range of consumer choices. The millennial generation was raised on the introduction of new technology and products at a rapid rate. There are new products released every day, many being variations or generics of the products that are already offered, however they offer more choices when students have to choose what to purchase. The increased expectations of the millennial generation help to define many of the trends observed with students in the PBSA market.

The goal of this project was to evaluate student housing in London and explain many of the trends observed in the PBSA market. Evaluating student housing available in London was performed in two approaches, which were to compare accommodation providers through interviews and research of the PBSA market and to perform a formal residential evaluation of the Institute for the International Education of Students (IES) London Residence Hall (LRH). The formal evaluation would include a residential satisfaction survey and comparison to IES LRH staff knowledge, with a goal of ultimately providing recommendations for improvements to the residence hall.

This project had four main objectives. The methodology to complete these objectives is listed under each objective:

- **To evaluate student experiences at IES LRH**

    In order to evaluate student experiences at IES LRH, the group developed a survey designed to elicit student opinions about key issues, including levels of satisfaction with the accommodations, services, and amenities provided. The group held a focus group with WPI students that studied abroad in London within the past year to determine the survey structure and questions. The survey was administered for a week, with 3 reminder emails sent out over the course of the survey being open for responses. To aid in the completion of the survey, the residence hall offered incentives to students, which included four £10 gift cards to local businesses and a £10 equivalent gift card to Amazon for students no longer in London.

- **To compare the student feedback with experienced staff opinions at IES LRH**

    Interviewing staff members individually was the best way for the team to compare student issues with LRH staff expertise. The group obtained the staff's opinion on issues at LRH and how they are handled. The staff works in the building and was able to address some issues students had and gave the team a different opinion of IES LRH. The group assessed the consistency between staff and student concerns. The team found out the typical concerns that students had and how the concerns differed over time and between different groups of students. The team wanted to know how the staff has changed policies, programs and activities to accommodate students and their needs.

- **To evaluate student accommodation providers in London**

    The team compared accommodations and student experiences at the IES London Residence Hall facilities to other student accommodation providers in London, specifically

those that house study abroad students similar to LRH. The group also found the benefits of choosing one building over the other. A total of five student accommodation providers were interviewed, including Nido Student Living, UNITE Student Accommodations, Liberty Living, the Foundation for International Education (FIE), and the IES London Residence Hall. A comparison chart was made to highlight the physical differences between the accommodations. Trends were also observed with student experiences at these accommodation providers.

- **To develop recommendations for improvements for IES LRH**

The group highlighted the more common student concerns regarding the IES London Residence Hall facilities, amenities, programs and policies; then summarized staff perspectives on these issues and finally made series of recommendations to IES LRH based on the analysis. The trends showed students had similar concerns or praises about IES LRH and that the issues raised are concerns that should be addressed. During the analysis of this data, the team considered all variables that existed. Not every student had exactly the same experience and not all came across the same issues. The issues and concerns that students and staff address in the surveys was put together to see if there were any common issues that came up. All the issues were sorted through to see if they were something that can be actually resolved or addressed. Recommendations were then formed based upon the student survey, the IES LRH staff interviews, and analysis of the PBSA interviews.

From conducting the student survey, the group received 132 responses out of approximately 300 surveys distributed. Overall the results showed that IES LRH is doing a good job at providing a satisfying experience to the residents; however issues that students face are either on a larger scale, such as issues with the internet, or small scale issues stemming within the building, such as bathroom maintenance.

When students were asked to rate their experience with the internet, the majority of them rated it to be poor. This is a big problem considering a decent amount of residents living at IES LRH are part of an academic program, which requires them to do research and homework. When IES staff was asked about the validity of this, they acknowledged that this has been an issue, and mentioned that the internet was one of the biggest problems for the residence hall.

IES LRH offers a variety of programs over the course of a year. The attendance of these programs however varies with the group of students that house at LRH. When staff was asked

why students did not attend programs, they said that they had a difficult time forecasting what the students were interested in attending. Another problem that was found due to programs was that some students tend not to follow through with attending programs that they signed up for. This does not only take away spots from students who would have attended, but also can result in a financial loss for IES LRH.

LRH staff was found to be underutilized and some students may not know them well enough to contact with issues. When this issue was addressed, the staff explained that many international students are unfamiliar with the residential life program because it is an American concept. By improving the relationship between the residents and the resident advisors, problems will not only be able to be solved more efficiently, but the RAs will have a better understanding of how to improve the students experience in the residence hall.

When IES London Residence Hall, Nido Student Living, UNITE Student Accommodations, Liberty Living, and the Foundation for International Education (FIE) were interviewed, the group found that one of the major trends were increased expectations for accommodations. For example, gym facilities, which were once perceived as optional, are now being considered standard within the student accommodations market. The group saw signs of this during the student survey results, and through the individual staff interviews at IES LRH. Other major trends noticed, specifically from three out of the five provider's evaluation surveys, students underutilized residential life staff and lacked participation in accommodation sponsored programs and events. These trends can be further supported by the findings of this project.

From analyzing the student survey, individual staff interviews and interviews with other student accommodations, the group was able to provide recommendations for improvements to IES LRH. One recommendation was to reevaluate the internet service provider, and look into options such as CableCom Networking. This company offers students the option of choosing their own connection speed and allows residents to upgrade their internet speed if they would like a faster connection.

An intranet system would allow for more students to become informed with ongoing programs and news that pertains to IES LRH. Due to the millennial generation, students tend to incorporate technology more into their everyday activities, and an intranet system would facilitate this expectation.

A gym within the facilities would also increase the overall satisfaction of the residents. It was found that gyms are becoming a standard within the student accommodations market.

Staff was found to be underutilized and some students did not really know who their RA was, or perhaps what an RA did. In order to improve the resident satisfaction, RAs would have to receive feedback from the students. Weekly office hours would allow for students to address issues and also provide feedback, such as suggestions for what they would like to see for an upcoming program.

Other recommendations include:

- Amenities
    - Change machine for the laundry facilities
    - Clearer instructions on how to use the laundry facilities
    - Larger trash bins
    - Make recycling bins more accessible
    - Allowing internet access for the printing facilities
    - Installing ventilation fans into the bathrooms
- Programs
    - Planning programs ahead of time
    - Putting a suggestion box at the front desk
    - Offer more internal events at IES LRH
- Staff
    - Providing weekly orientations

Lastly, the group would like to provide IES LRH with the survey that they created. IES has never performed a formal evaluation of the London Residence Hall. This survey would help the residence hall in continuing to improve their services and amenities that they offer in order to improve the overall satisfaction of the residents. This will also allow for the staff to gauge their performance and allow them to see how satisfied the students are at IES LRH.

1   Introduction

Satisfaction can be defined as "the gap between achievements and aspirations" or, for this project, the difference between what is provided and what is expected (Amérigo & Aragonés, 1997).   The goal of this project was to evaluate the residential experience of students at The Institute for the International Education of Students (IES) London Residence Hall (LRH), compare the results to IES LRH staff knowledge and provide recommendations for improvements to the residence hall. In order to accomplish this goal, a general overview of study abroad trends and the current situation of students studying abroad in London were needed. To this end the following project objectives were created:

        1) Evaluate student experiences at IES LRH

        2) Compare the student feedback with experienced staff opinions at IES LRH

        3) Evaluate competing residence halls in London

        4) Develop recommendations for improvements for IES LRH.

The number of students studying abroad in London has increased substantially over the past decade. Fulltime UK university and study abroad students have increased by 70,000 students in the past two years alone. Typically, students studying in London live in purpose built student accommodations (PBSAs), but these types of accommodations are in short supply and rents have been increasing with the increased demand. Furthermore, studies have shown that student preferences for housing have evolved and they now demand more luxurious accommodations and increased technological amenities (Dixon, 2009). Many providers of student accommodation have already made immense efforts to improve their residence hall satisfaction by renovating old facilities or building new facilities with more spacious accommodations and more luxurious amenities. For example, Nido Student Living, a student accommodation provider in London, currently has one location in King's Cross, but just built a new 'luxurious' student residence hall in Spitalfields.   The research literature shows that student satisfaction with a place of residence is impacted by the physical appearance and amenities that are offered. In fact the physical environment is the strongest predictor of residential satisfaction. The closer residence halls are to student expectation, the more satisfied the students will be.

In order to fulfill the first project objective the team used a variety of methods including face-to-face interviews and surveys during the seven-week period (see timeline in Appendix B: Evaluating Student Housing in London Timeline). A formal evaluation of student experience

had never been conducted at IES LRH. Therefore the team created a survey and sent the survey to residents who had stayed in IES LRH within the past year as well as those currently residing there. The evaluation was performed to gauge students' experiences and understand what students wanted to see changed within the residence hall.

Another project objective was to compare the IES London Residence Hall to the other student accommodation providers in London, such as Nido. This allowed for a baseline of student accommodations offered in London. The IES London Residence Hall is one of many London student housing providers. A general overview of the types of student housing available and the minimum amenities offered by various student accommodation providers helped the IES London Residence Hall look at areas of their facilities that may not have been questioned before. The project evaluated student accommodations offered in London by conducting interviews with other PBSAs, including Nido, UNITE, Liberty Living, and the Foundation for International Education (FIE). The team compared the residence halls and how they have been adapting to accommodate for the growing numbers of students coming to study in London. The team also compared student experience, from having conducted the survey, with staff expertise at IES London Residence Hall through individual interviews with the staff and compared student issues with staff members' opinions. The data obtained from the interviews allowed the team to provide recommendations for IES London Residence Hall to help them give students a better overall residential experience.

2   Literature Review

2.1   Studentification in London

The demand for higher education in London has increased steadily over the past decade, with over 2.4 million students studying in London as of autumn 2010 (King Sturge LLP, 2010). The number of full-time students studying in the UK has increased to 1,540,030; a 7.5% increase in students since 2008 (King Sturge LLP, 2010). As of the 2007/2008 academic year, the number of non-UK students studying in UK universities was 368,970, with a majority of the abroad students coming from Asia and other EU countries (see Figure 1).
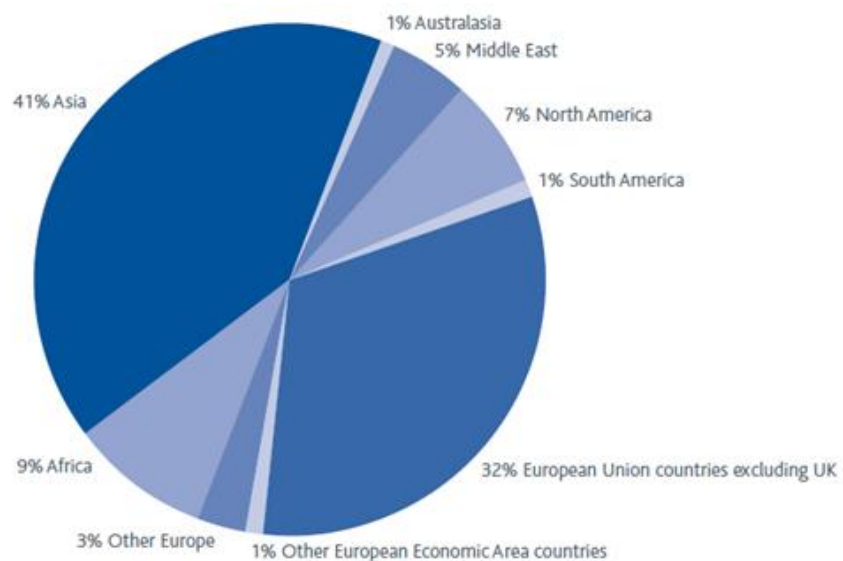
Figure 1: Non-UK students domiciled students at UK higher education institutions, by region 2007/08 (Universities UK, 2010)

The number of students studying within London has increased significantly in the past four years (see Figure 2**Error! Reference source not found.**. According to the 2011 report by the Higher Education Student Agency for London, 426,175 students were registered at HEIs in London in the 2008/09 academic year, which was a 22, 175 student increase from 2007/08 (HESA, 2010). While the number of students studying in London HEIs is increasing, the difference of students studying in London HEIs from the past 4 academic years has increased in a linear fashion, with an average increase of 10,000 students per academic year (see Figure 3) (HESA, 2007; HESA, 2008; HESA, 2009; HESA, 2010).
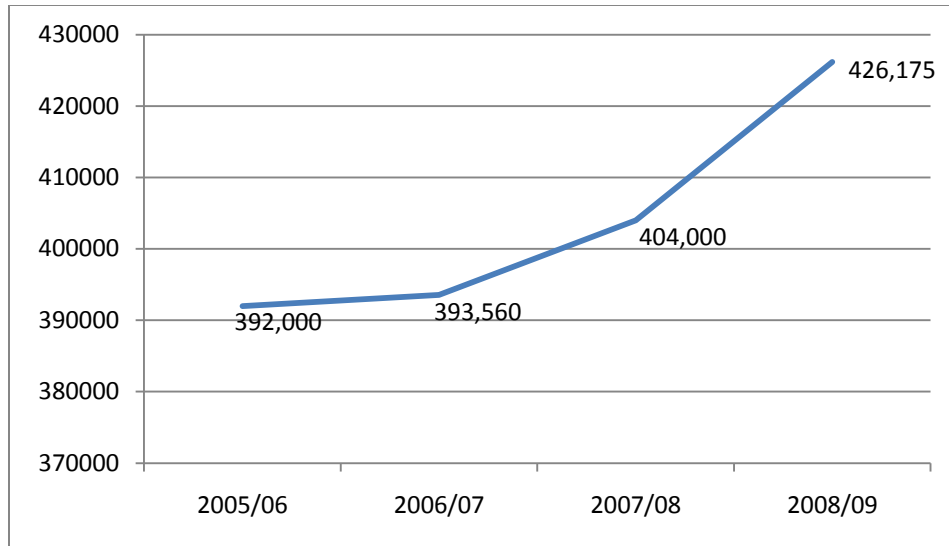
Figure 2: Trend of Students Studying in London 2005-2009 (HESA, 2010)

$$y = 10308x - 9223.3$$
$$R^2 = 0.9936$$
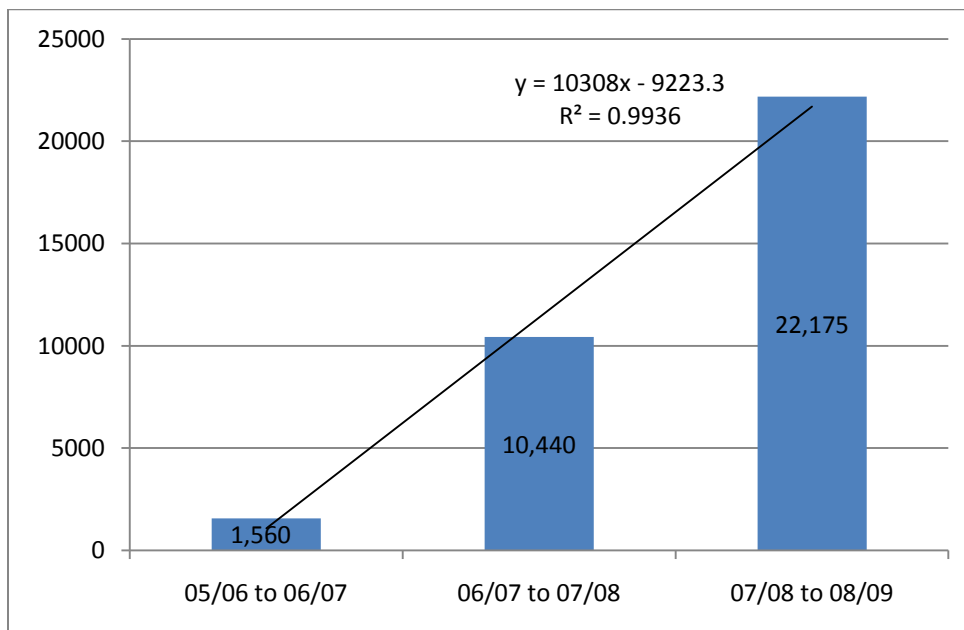
Figure 3: Changes in London HEI Students 2005-2009 (HESA, 2007; HESA, 2008; HESA, 2009; HESA, 2010)

Of the 2010 total HEI students in London, only 412,285 students made up 17% of the total 2.4 million students studying in the UK (HESA, 2010). 97,150 of the HEI students in London were international students, which represented 24% of the total students studying in London and 25% of all the international students in the UK (HESA, 2010). The number of international students in London is also increasing, according to the Higher Education Student

Agency (see Figure 4) (HESA, 2007; HESA, 2008; HESA, 2009; HESA, 2010). For the past 4 years, the number of international students studying in London has been increasing by 3,717 students each year (see **Error! Reference source not found.**

The chart shows a trend line with equation $y = 3652.5x + 82388$ and $R^2 = 0.997$. Data points: 86,000 (2005/06), 89,925 (2006/07), 93,000 (2007/08), 97,150 (2008/09).
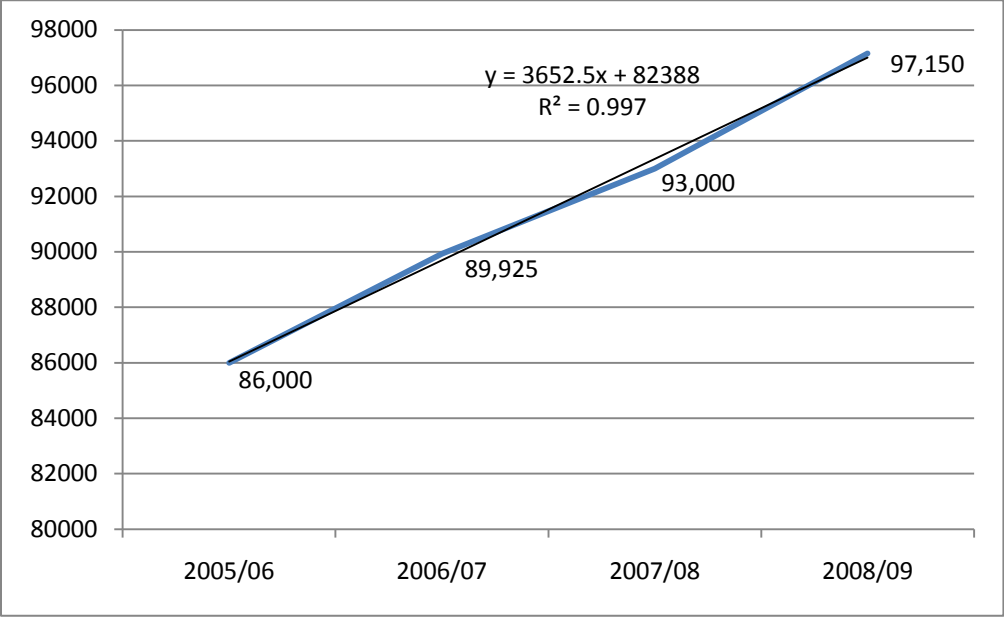
Figure 4: Trend of International Students Studying in London HEIs 2005-2009 (HESA, 2007; HESA, 2008; HESA, 2009; HESA, 2010)
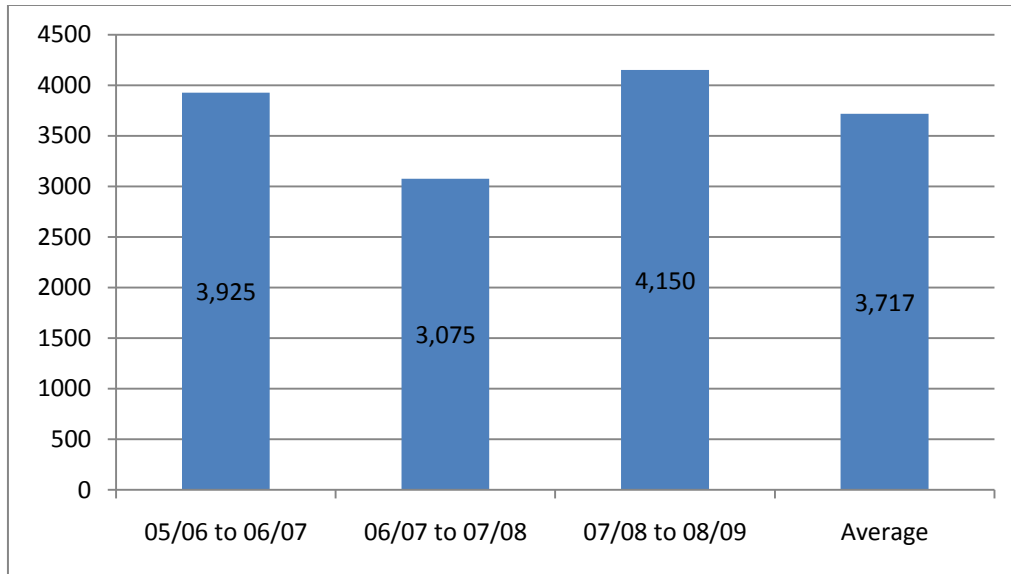
Figure 5: Changes in London HEI International Students 2005-2009 (HESA, 2007; HESA, 2008; HESA, 2009; HESA, 2010)

London is becoming increasingly popular for international study at UK universities and study abroad programs. London has been the primary destination in the world for U.S. study abroad students for more than a decade (Obst et al., 2007). There has been little change in the top four destinations for U.S. study abroad students since 1985, all of which are located in Europe (see Table 1)**Error! Reference source not found.**.

Rank	1985/86	1994/95	2004/05
1	United Kingdom	United Kingdom	United Kingdom
2	France	France	Italy
3	Spain	Spain	Spain
4	Italy	Italy	France
5	Germany, Fed. Rep. of	Mexico	Australia
6	Mexico	Germany	Mexico
7	Israel	Australia	Germany
8	Austria	Israel	China
9	Japan	Costa Rica	Ireland
10	China	Japan	Costa Rica

Table 1: Top 10 Destinations of U.S. Study Abroad, 1985/86, 1994/95, and 2004/05 (Obst et al., 2007)

Last year, the UK hosted 31,342 U.S. students, about 2,000 students less than the previous year and probably reflects the recent recession in the UK. Of the U.S. students studying in the UK,

35.8% stayed for a summer term, while 37.3% stayed for a semester and 0.2% of the students stayed for a full academic year abroad (Institute of International Education, 2011).

The number of U.S. students studying abroad has increased by 327% from 1986 to 2005 (see Figure 6) (Obst et al., 2007), and the number of study abroad programs has grown from 2,000 to more than 6,000 (Obst et al., 2007). The increase in student numbers and opportunities are attributed to many factors, including U.S. government sponsorship for activities, foreign governments and institutions increasing their outreach efforts to attract U.S. students, and increased recognition of the value of study abroad programs both educationally and personally (Obst et al., 2007).
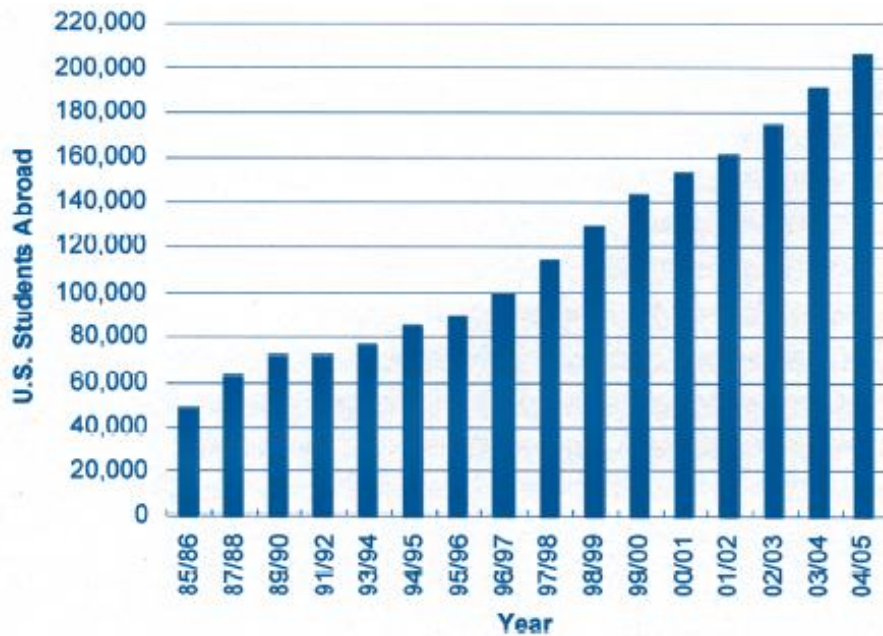
Figure 6: U.S. Students Studying Abroad, 1985-2005 (Obst et al., 2007)

Students studying in the UK, both permanent and study abroad, have many options for student housing. London specifically has shown a significant increase in the number of students studying within its 32 boroughs. London currently has 298,000 full-time students in over 20 universities with 90,955 non-UK students studying full-time and part-time in London, a 5% and 12% increase since 2009 (King Sturge LLP, 2010). This, coupled with the lack of space and housing, has made this a difficult time for students choosing to study in London to find a place to live. UK universities in London have very limited space to house students, and recently due to

the economic recession, are experiencing severe cuts in budgets which will limit funding for new capital projects, e.g. new student accommodations. With the restrictions on the universities, purpose-built student accommodations (PBSAs) are becoming increasingly popular to house both university students and students studying abroad in London. Recent partnerships between PBSAs and universities provide the accommodations for students studying in London. This helps to relieve the burden of universities in providing adequate housing for their students during this recession.

2.2 Student Housing in London

Housing for studying in London, both as full-time UK university students and part-time students (including study abroad students) have many options when it comes to housing. UK universities provide housing for their students; however the number of beds offered by universities is significantly less than the number of students they must accommodate. Of the 1.5 million full-time students studying in the UK, only a little over 300,000 students are actually housed by their universities (King Sturge LLP, 2010). A vast majority of students live in shared houses, also known as houses in multiple occupation or HMOs, which have recently become subject to new planning restrictions in dwellings of three or more unrelated people (King Sturge LLP, 2010). Purpose-built student accommodations can fall under the category of both HMOs and commercial halls, depending upon the provider and their accommodations (see Figure 7).
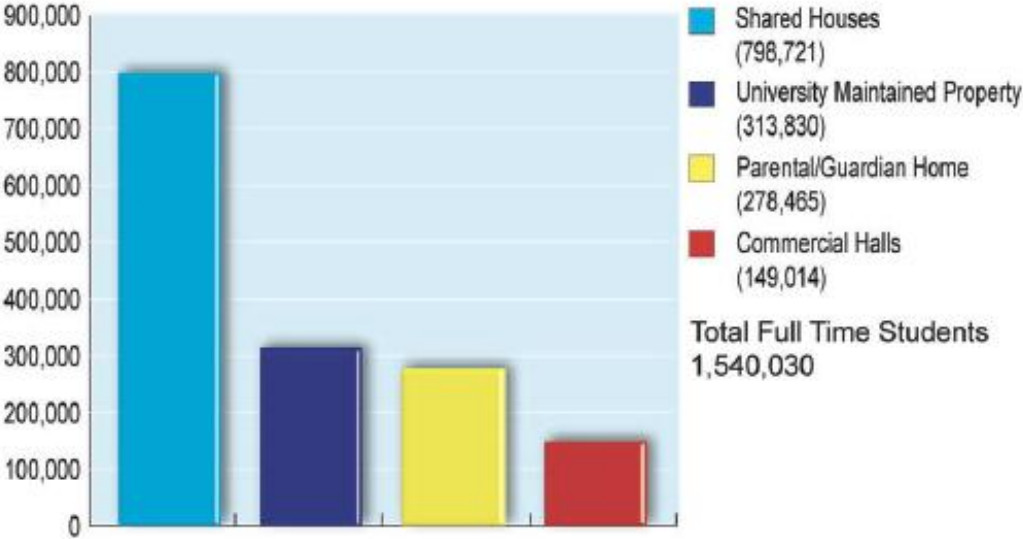
Figure 7: UK Full-Time Student Accommodation Scheme as of September 2009 (King Sturge LLP, 2010)

Due to the recent recession and significant budget cuts, UK universities are experiencing a problem with providing housing to the millions of students studying in London. Nearly 30 of the UK's higher education institutes (HEIs) have identified themselves as 'in serious financial difficulty' and 7 HEIs were 'on the verge of collapse' (King Sturge LLP, 2010). The Institute of Fiscal Studies has predicted a £2.5 billion reduction in higher education budgets by the year 2013 (King Sturge LLP, 2010). King Sturge, an international property consultancy firm, anticipated in their Autumn 2010 report on UK Student Accommodations for a "continuation of strong investor interest in properties subject to agreement with HEIs" (King Sturge LLP, 2010). They anticipate that UK universities will begin outsourcing to PBSAs for building accommodations for more students.

Purpose-built student accommodation providers have significantly increased their accommodations for students studying in the UK. PBSA beds have increased to over 150,000 with an addition 25,487 (21%) new beds since 2008 (see **Error! Reference source not found.**)**Error! Reference source not found.** (King Sturge LLP, 2010). PBSAs currently provide accommodation for 9.7% of full-time students in UK HEIs, which is a 0.7% increase since 2008 and a 4% increase since 2005 (King Sturge LLP, 2010). The trend is that PBSAs are providing more housing for students studying in the UK.

Rank	Top 22 Commercial Operators/Investors	Total Operational Beds	Development Pipeline	Total Beds
1	Unite/USAF	38,550	1,723	40,273
2	UPP	20,119	1,967	22,086
3	Opal Property Group	18,150	1,868	20,018
4	Liberty Living	15,160	36	15,196
5	Victoria Hall	6,397	2,286	8,683
6	Watkin Jones	2,289	6,261	8,550
7	Sanctuary Housing Association	8,255	0	8,255
8	Swanbourne Development Services	4,488	945	5,433
9	IQ	3,618	889	4,507
10	Bovis Lend Lease	2,325	1,866	4,191
11	Gwalia Housing Group	3,708	449	4,157
12	Mansion Group	1,301	2,745	4,046
13	Cordea Savills LLP	3,234	0	3,234
14	Servite Housing Associatiion	3,204	0	3,204
15	Ely Property Group	719	2,468	3,187
16	MCR Group	2,755	145	2,900
17	Nido	1,045	1,481	2,526
18	Beach Student Accommodation Fund	2,417	0	2,417
19	Derwent Living	2,097	136	2,233
20	INTO University Partnerships Ltd	800	1,407	2,207
21	Urbanest	220	813	1,033
22	Downing Developments	241	462	703
	OTHERS	7,922	4,126	12,048
	TOTAL	149,014	32,073	181,087

Table 2: Top 22 UK PBSA Providers and Bed Spaces Available (King Sturge LLP, 2010)

Recent projects are in the pipeline to provide more student accommodations. It is important to note that a large proportion of the pipeline schemes do not have firm delivery dates and that few are actually under construction due to funding constraints (King Sturge LLP, 2010). The development of new student accommodations is currently being held back by an "increasingly restrictive planning regime" (King Sturge LLP, 2010). Despite the restrictions placed on building new student accommodations, UK universities are working together with private sector partners (PBSA providers) to create new accommodations (King Sturge LLP, 2010).

There are many options for students living in London. Students stay in an apartment when they do not wish to stay in a residence hall, but are full-time students at universities. Another student housing type is a homestay. Homestays are when students live with a host or host family while they are in London. There is a "wide range of private homes and homestays" to fit students' needs and budgets (*Britannia student services,* n.d). There are also hostels available for students, but these are idea for short stays and not students living abroad for an

extended period of time (*Britannia student services,* n.d). Hotels are also available, but these are also only good for short stays in London, but they offer private facilities with comfort at a reasonable price (*Britannia student services,* n.d). Studios are available for students who want the privacy of their "own home" while living at schoot. A studio has its own bathroom and kitchenette for two residents with a minimum stay of siz months (*Britannia student services,*n.d). A flat or apartment share is available for students staying for a long time since there is a three month minimum stay required. The flat shares are single or twin rooms with a kitchen, bathroom, and living areas (*Britannia student services,* n.d).

PBSA providers are "moving away from studio flats towards schemes with a mix of accommodation types" which include cluster flats, joint apartments, joint studio flats, and more non en-suite accommodations as affordable alternatives to students (King Sturge LLP, 2010). The length of tenancy is also changing, as the King Sturge report on UK student accommodations 2010 reports.

> *"Schemes which provide the range of accommodation types and flexibility in terms of tenancy lengths have shown stronger performance which is reflected in terms of rental growth prospects and occupancy trends"* (King Sturge LLP, 2010)

London has many student residence halls that are purposely built for students. Students studying abroad have the same options for housing as regular students attending a university in London, but with a focus on the specific study abroad residence halls, including FIE and IES that are set-up by their study abroad programs. Study abroad students can live in dorms provided by the program or they can use other providers to find residence buildings, flats or other accommodations in London. One example is Nido Student Living which has three locations in London: Kings Cross, a newly constructed hall in Spitalfields and a soon to be finished building in Notting Hill (see **Error! Reference source not found.**). The Spitalfield residence hall has many luxuries and a higher price than competing residence halls as stated in an article about the new Nido building, "If you're the scion of a wealthy foreign family, Nido Spitalfields will probably be a great place to live. If you're of more modest means, it might be a source of envy," (Dean, n.d.).
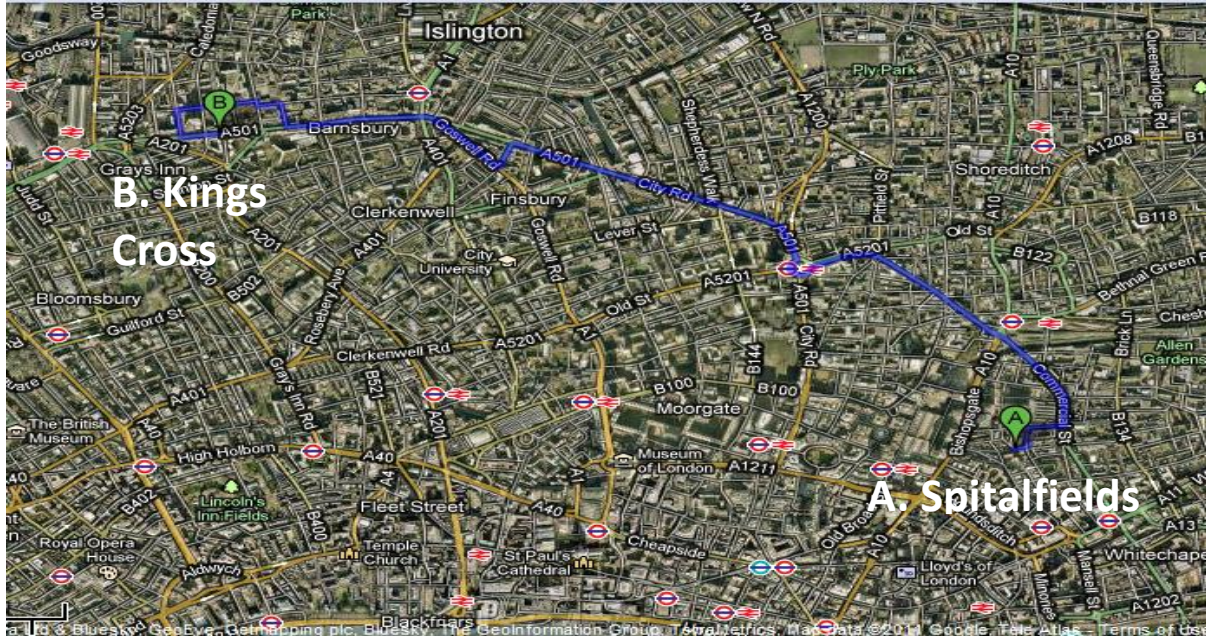
Figure 8: London Locations for Nido Student Living

A similar company, UNITE, provides a range of student accommodation types for residents. UNITE offers 23 locations within London, with each location providing different room types and amenities. Specifically, the UNITE Woburn building located in the borough of Islington is the most similar property to a residence hall in providing double room options, with almost all other properties offering specifically en-suite style rooms and flats (The UNITE Group, 2011)."Unite, the largest [student housing] provider in the UK, has been opening an average of 13 student residences a year for the past seven years has and created 2,856 beds this year alone" (Dixon, 2009).

Another PBSA is Liberty Living, which offers five different locations and living accommodations for students (see Figure 9).

> *"Liberty Living's portfolio of student residences mean you can study in central locations in fully equipped student focused accommodation. With residences all across the UK, Liberty Living offers student accommodation near many of Britain's major universities,"* (Liberty Living, n.d.).
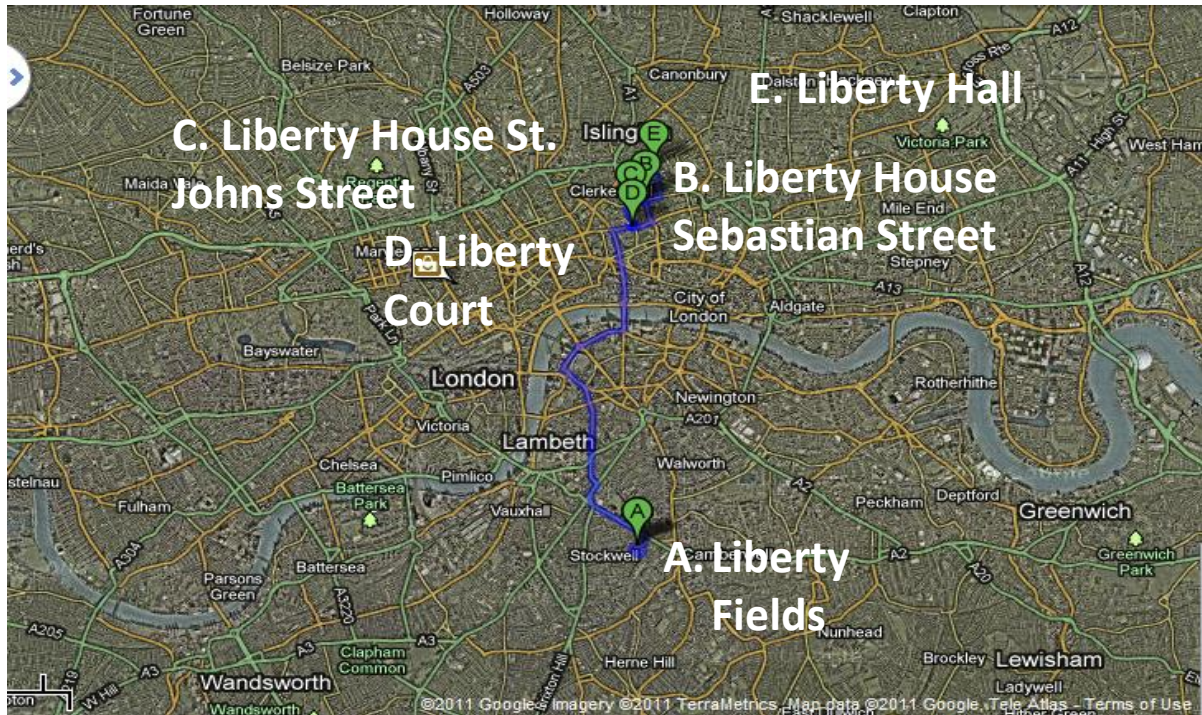
Figure 9: London Locations for Liberty Living

Another type of residence provider in London is FIE, or the Foundation for International Education. FIE is a study abroad program that provides housing in the borough of Chelsea & Kensington for all of their students. Unlike most PBSAs, the three Victorian-style buildings are specifically used for FIE study abroad students (Foundation for International Education, 2011).

PBSAs in London are spread throughout the city, with a major concentration of facilities within the Islington borough. Of the providers mentioned above, UNITE Woburn building, Nido Spitalfields, and a majority of Liberty Living properties are located in Islington. The IES London residence hall and FIE buildings are located in the borough of Chelsea & Kensington. The boroughs of Chelsea & Kensington and Islington are relatively safe boroughs in London, according to the London Metropolitan Police crime statistic report (The London Metropolitan Police, 2011). The safety of residents specifically is of high importance because residents are university and study abroad students. The crime rate for the borough of Chelsea & Kensington shows a cyclic trend throughout the year (see Figure 10: Crime Rate for the Royal Borough of Chelsea & Kensington. The number of crimes reported increases in the spring months through summer, and decreases in the winter months. The month of August appears to be the peak point,

which could be attributed to the increase number of students coming to the area for the academic year.
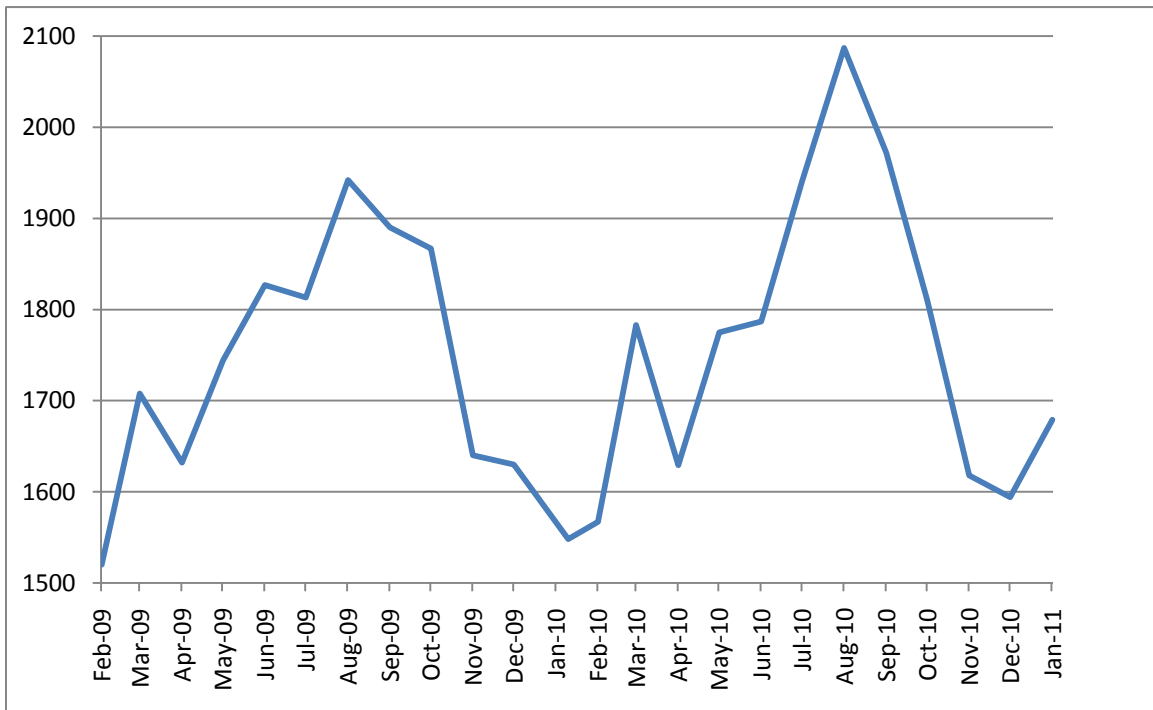
Figure 10: Crime Rate for the Royal Borough of Chelsea & Kensington (The London Metropolitan Police, 2011)

2.3 Crime Reported in Boroughs with Student Accommodations

In the breakdown of types of crimes reported in the borough of Chelsea & Kensington, the highest crimes reported were related to theft and handling, specifically with automobiles as the borough has many rich neighborhoods (see Figure 11: Breakdown of Crime by Offense Type in the Royal Borough of Chelsea & Kensington . In reference to PBSA resident safety, an average of 14% of total crimes reported is violence against a person, as well as 1% of crimes being sexual offenses. These statistics as reported to the London Metropolitan Police show the relative safety of the borough of Chelsea & Kensington for PBSA student residents.
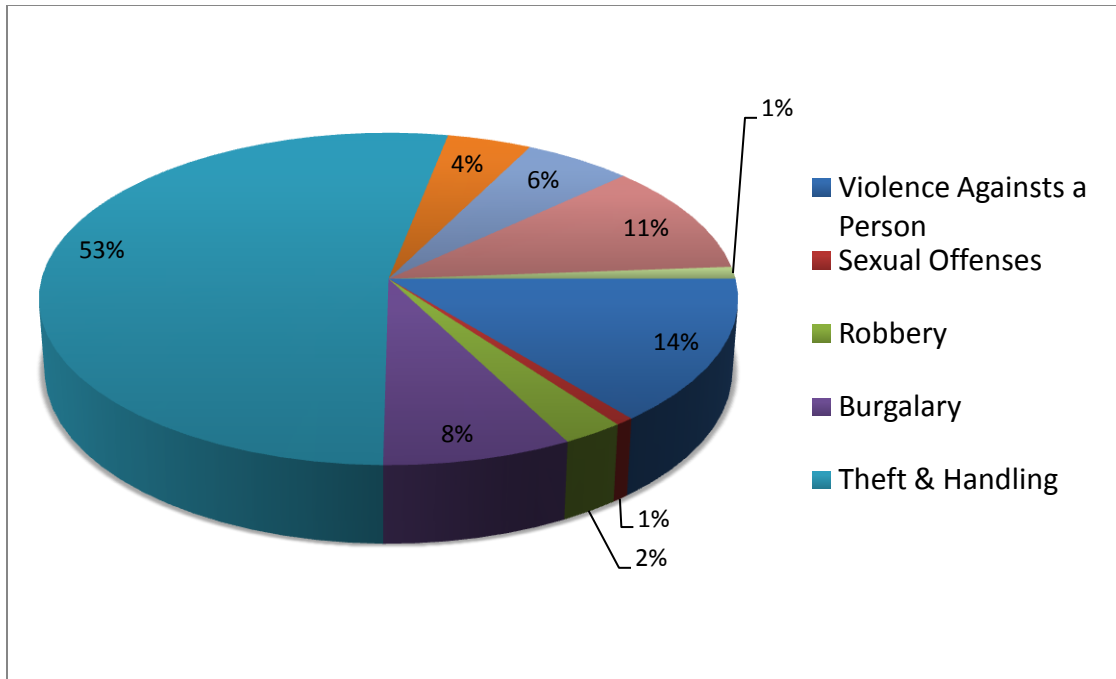
Figure 11: Breakdown of Crime by Offense Type in the Royal Borough of Chelsea & Kensington (The London Metropolitan Police, 2011)

In a similar fashion, the borough of Islington is heavily populated with PBSAs and more specifically the location of many London universities. The crime rate for the borough of Islington also showed a cyclic trend throughout the year, however it had overall a higher crime rate that Chelsea & Kensington and the trend was more focused around student residents in the borough (see Figure 12: Crime Rate for the Royal Borough of Islington. The number of crimes spikes around the months of August and September when students move into the borough to start the academic year. The crime rate also dips low in the winter months of December and January when students are away on Christmas holiday. The crime rate also decreases during the summer months when there is less of a student population in the borough. Speculations for the reason behind the cyclic trend could be that the students themselves are causing the crime or that criminals target students, though there has been no research behind the cyclic trends.
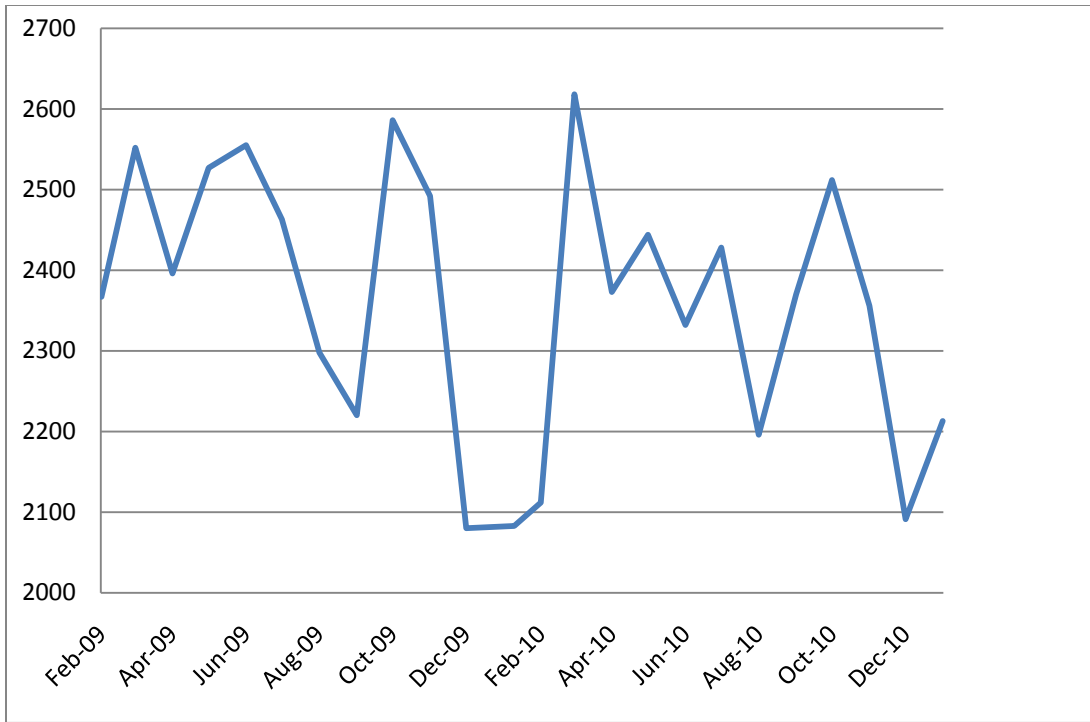
Figure 12: Crime Rate for the Royal Borough of Islington (The London Metropolitan Police, 2011)

The type of crime breakdown in the borough of Islington is very similar to Chelsea & Kensington, but with a few key differences (see Figure 13: Breakdown of Crime by Offense Type in the Royal Borough of Islington. Theft and Handling crimes are the highest crime type in the borough with 44% of reported crimes, which is slightly less than the borough of Chelsea & Kensington. Specifically in the interest of student residents, 21% of reported crimes were violence against a person, as compared to the 14% in Chelsea & Kensington. The number of sexual offenses was also low at only 1% of crimes reported in Islington. Overall, the two boroughs are similar in the breakdown of offenses and trend in crime rate, most likely due to the presence of students. The crime rate, however, shows that's crime is more commonly reported in the borough of Islington than in Chelsea & Kensington. Both boroughs house hundreds to thousands of students, and their safety in the surrounding neighborhood is a very important factor in the choice of student accommodation providers.
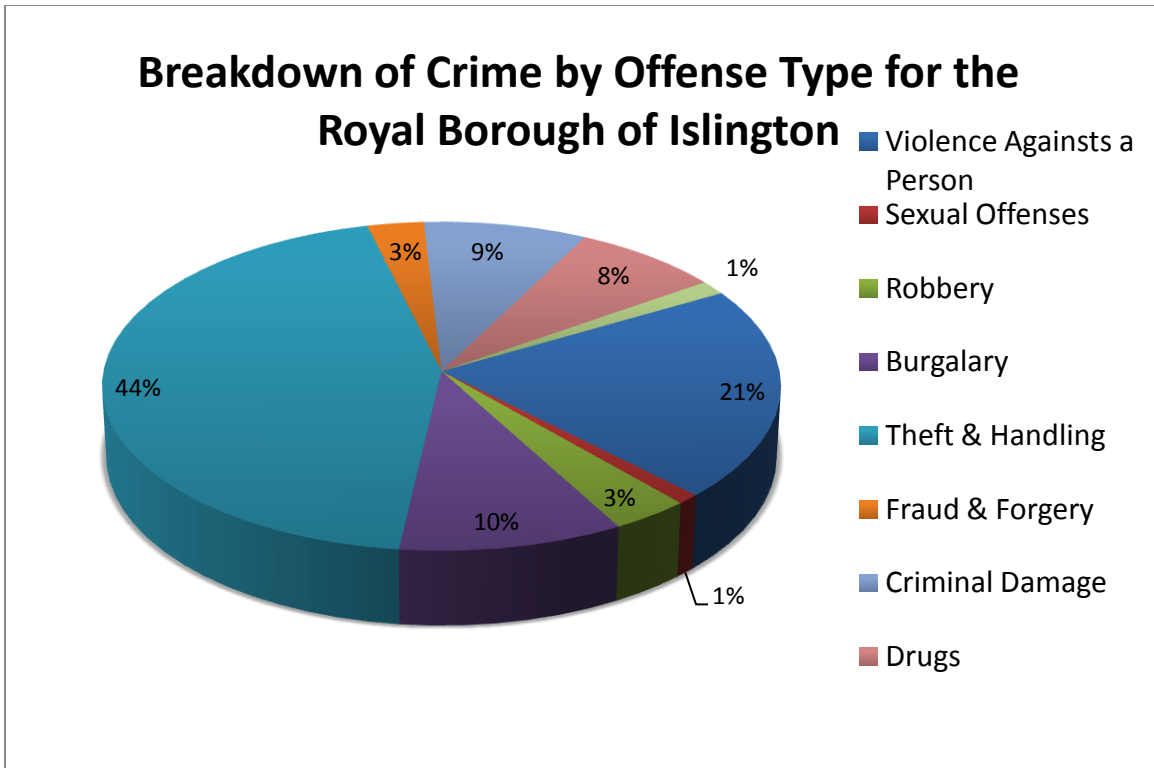
Figure 13: Breakdown of Crime by Offense Type in the Royal Borough of Islington (The London Metropolitan Police, 2011)

2.4 Changes in Student Housing

Over the years student housing has evolved from a simple bathroom on the floor and bed to sleep in, to a need for a bathroom en suite, TVs and Wi-Fi. "The launch this month of several high-profile luxury student studios, with Wi-Fi, a flat-screen TV and even a dishwasher is part of a new trend in university living: accommodation for the posh student," (Dixon, 2009). The number of students living in traditional university halls has declined recently (Paton, 2010). Students want luxury and private rooms; they are no longer enticed by regular student university residence halls. The market for student housing in London is growing (Paton, 2010). "London's universities see over 300,000 students a year walk through their doors, including 58,000 students from overseas," (*London study abroad, 2011*)

With this many students entering London, there needs to be somewhere for them all to live. Not every university campus can house the massive influx of international students that attend. Therefore, there must be more accommodations for students who study abroad in London. "Companies have been taking advantage of a niche in the university market for better

accommodation, particularly at a time when increased student numbers have not been met by a substantial rise in university-owned student accommodation," (Dixon, 2009).

There are more students who need housing then there is housing available in London. The city needs more students housing because "the ongoing supply and demand imbalance in the UK," (Thomas, n.d.). There are many more students going abroad causing the need for more housing. Students want to live in luxury and have all the necessities and amenities. If students find housing unattractive, they will not want to stay there and will find housing which offers more amenities. "The increase in students who are studying abroad in London hasn't helped the housing issue since the students coming to London are willing to pay the price for the luxury accommodations," (Dixon, 2009). Many residence halls are expensive and are mostly made for students studying abroad because the cost and amenities offered are more catered to those students. "Nido King's Cross, a 1,000-student residence that opened two years ago, [has] only 23 per cent of [UK] students […]. The majorities are non-EU [European Union] students who will already be paying higher fees to study at UK universities," (Dixon, 2009).   Student housing costs have increased over the years due to a higher number of students and a short supply of residence halls, the students' desire for luxury living, and overall increases in housing accommodations over the years. Even though students already pay for their education, they still want to live in luxury even if it means they will come out of school with more debt. "Whilst high quality student accommodation is to be welcomed, it is of concern that lower priced accommodation is no longer available," (Paton, 2010).

The year 2008 saw a decrease in the number of students studying abroad (Institute of International Education, 2011). Fewer students are going abroad to study due to the economic recession in the past years. Before the recession, the number of students studying aboard reached record highs. There is now a decrease in students going abroad at universities across the country (Wang, 2010). "The [overall] dip in enrollments this year is likely due to the global financial turmoil that has taken place," said Priscilla Stone, assistant provost for international education and director of overseas programs and undergraduate studies. "We do not believe that interest in studying abroad has wavered," (Wang, 2010) and the enrollments will start to increase again in the future. When students are asked why they have decided to not go abroad the reasons are usually financial not social or academic reasons (Fischer, 2008).

Jessica Mervis, a study abroad advisor, said "I think that the economy has affected students' decisions to study abroad both directly and indirectly. A lot of the spring study-abroad programs end in mid- to late June, which cuts into the summer after junior year. These program dates are incompatible with summer internships. Several students decided that a summer internship was more important than a semester abroad in terms of finding a job after graduation" (Wang, 2010)

Ignoring the recession, students studying in London still look for luxury over simplicity (Dixon, 2009). Part of this is due to the student's preferences for housing and their living expectations. Student preferences have been identified through studies performed on students living in university residence halls and millennial generational studies.

2.5 Student Preferences in Housing

The standards, which are set for student housing, must take into account the preferences of the students who reside in those facilities. Studies aimed at determining factors that predict residence hall satisfaction describe student housing preferences. Satisfying the high standards from the millennial generation is difficult for residence halls today due to the luxurious preferences students have.

When predicting what factors may contribute to student satisfaction, there is a correlation between residence hall living and overall college experience satisfaction (Foubert et al., 1997). Residents at a college or university are overall more satisfied with their undergraduate experiences than students who chose to live off-campus and commuted to school (Astin, 1999). "Convenience and location are an important factor, as most prefer to be within walking distance of their lectures. These students said that being only 15 minutes from the furthest end of the campus was very handy and meant they could get up just half an hour before a morning lecture. Living off-campus meant an expensive and time-consuming bus journey every morning" (Jia Cheng, 2010). Another study, performed by *Null et al.* in 1982, shows that student perception of residence halls are more favorable when certain factors related to the residence hall, such as living situation, social activities or programs, and organization of the residence hall are highly rated (Null, 1982). Students that hear good things about their residence hall, perhaps by word of mouth or survey data, tend to have a better perception of their residence hall, which may lead to them having a higher overall satisfaction in the end. Satisfaction is defined by the experiences

students have with their residences hall and there is a need to identify the main contributors to student satisfaction.

Two key factors contribute to student satisfaction with residence halls: the physical environment and various social factors. The physical environment, including building design, space, amenities, and location, are found to all impact student satisfaction (Strange, 1991). Residents, who report high satisfaction with their residence hall's physical facilities, tend to report high general satisfaction with their hall as opposed to residents who are not satisfied with their physical facilities (Foubert et al., 1997) . Other physical factors that adversely affect satisfaction levels satisfaction with residence halls include excessive noise, too little or too much light, extreme temperatures, and poor air quality (Strange, 1991). These factors affect satisfaction negatively and all result in poor overall satisfaction with a residence hall (Foubert et al., 1997). Building size is also a key determinant of satisfaction, with lower levels of satisfaction reported in larger residence halls (Spencer, 1979). This is mostly due to the perceived crowdedness of the residence hall, which takes into account the perceived size of the facilities. High density situations, such as in a perceived crowded residence hall, have the least positive impact on residents (Strange, 1991).The second key determinant that contributes to student satisfaction of residence halls is social factors (Foubert et al., 1997). Students who are supported both "emotionally and socially, or who have a strong sense of community tend to be more satisfied with their residence hall experience […]" (Ullom & Hallenbeck, 1981).

An extensive student survey at the University of Maryland reveals that the strongest predictor of residential satisfaction is physical features, followed closely by the "quality of the relationship with residents' roommates" (Foubert et al., 1997). Other factors such as 'community feel,' the academic setting, safety & security, and student lifestyles are much less closely related to levels of satisfaction (Foubert et al., 1997).

The survey study performed by Foubert shows that physical facilities plays a major role in student satisfaction of residence halls (Foubert et al., 1997). Including any student input for facilities improvements would also increase student satisfaction by incorporating the student's into the renovation project. Training the residential advisors in such topics as fostering the sense of community, facilitating healthy roommate relationships and conflict resolution will also be beneficial in increasing overall student satisfaction of the residence hall (Foubert et al., 1997).

With the rise of the millennial generation since the IES London Residence Hall was first started, there have been obvious changes in the overall preferences and expectations that students have with a residence hall. One key aspect to focus on will be building stronger academic environments, such as increasing student's access to technology throughout the residence hall, which will ultimately benefit the residence hall with increases in millennial student satisfaction.

The millennial generation is roughly defined as the generation of people born between the years of 1980-1994 (Sweeney, 2005). The millennial generation is also known as Generation Y or the Internet Generation, based upon the fact that millennials grew up with the internet and other technology that is advancing exponentially (Sweeney, 2005). Digital technology emerged at the same time as the millennial generation, and essentially the world saw the growth of the generation and technology occur side by side, with the millennials learning to incorporate the new technology into their life. Seven core traits identify the millennial generation, according to Willam Strauss, author of "Millennials Go to College". The millennial generation is defined as "special, sheltered, confidence, team-oriented, conventional, pressured, and achieving" (Howe et al., 2007).

The millennial generation is characterized by a few key points that set the people apart from the other generations. Millennials expect to be able to choose from a wide range of consumer choices. They expect continuous improvement of products and services, and are drawn to customization and personalization (Sweeney, 2005). Millennials expect to see a large selection of products or services offered and are disappointed when such a broad array is not delivered (Sweeney, 2005). Millennials value education and thus expect that their lives will be made better because of it. They have very high expectations for their futures and don't settle for anything less (Sweeney, 2005). Millennials are impatient and have a need for instant gratification. This is mainly due to the development of technology and the ability to provide answers or perform a task at the blink of an eye.

Technology is the basis for the millennial generation. With the positive experiences that millennials have with information, technology drives many of the expectations they have for the things in their lives (Sweeney, 2005). Millennials expect the "flexibility, geographic independence, speed of response, time shifting, interactivity, multitasking, and time savings" that

technology offers in their lives (Sweeney, 2005). The appeal of products and services that offer as much as possible in a simple form will attract a millennial.

2. 6 Measuring Satisfaction with Experiences

Before one can even evaluate satisfaction, one must answer the question "what is satisfaction?" It is defined as, "the gap existing between achievements and aspirations" (Amérigo & Aragonés, 1997). Researchers might wonder how someone can be satisfied with their residential situation when the gap between their achievements and aspirations are large. To answer this, we can change the questions to "what is the distance of the percieved residential environment to the ideal residential environment?"(Amérigo & Aragonés, 1997). The smaller the value, the more satisfied a person is.

What are some possible ways or factors that people measure satisfaction? One example of how people measure satisfaction is the Residence Hall Evaluation Project (RHEP). This is an annual survey that the Department of Resident Life conducts to measure student characteristics and residence hall satisfaction (Foubert et al., 1997). In this project, they question residents about the nature of the residence hall community, safety and security, dining services, and basic demographic characteristics. Students answered this survey according to a Likert scale, which is a five point scale ranging from strongly agree to strongly disagree.

Another way people have measured satisfaction is by the index of residential satisfaction (RSAT) (Amole, 2009). Three independent variables and one dependent variable make up the RSAT are objective physical variables, subjective variables, and demographic variables, with the dependent variable being residential satisfaction (Amole, 2009). Objective physical variables include the morphological configuration of the hall, number of persons in the bedroom, presence or absence of reading room, common room, kitchenette and a balcony (Amole, 2009).

A component to the objective variable is the morphological configuration of the residences. The question asked is would the configuration of the residence hall predict satisfaction? For example, the length of a corridor plays a role in influencing satisfaction. The four factors in this category are: the length of the corridor, the form of the bathrooms and kitchenette, the loading on the corridor, and the plan form (Amole, 2009).

The second set of independent variables is the subjective variables, including attitudes about comfort, bedroom furnishing, number of persons in the bedroom, number of persons on the

floor, privacy in bedroom, the sanitary facilities, number of persons using the sanitary facilities, and location of the hall (Amole, 2009). These attitudes were measured on a Likert-type scale.

Lastly, the third variable asked by the survey is the demographic variable, including sex, age, study level, length of stay in university accommodation, and economic status (Amole, 2009).

London, being the prime destination for study abroad students in the U.S. and having over 300,000 students of their own, must have an ample amount of PBSA, yet the supply is scarce. These residence halls also need to accommodate the high standards of the millennial generation making the PBSA providers' job very difficult. A measure of satisfaction is needed supple providers with a better idea of how to better students' study abroad experience. A survey is a good way to measure satisfaction if done properly by researchers.

London, being the prime destination for study abroad students in the U.S. and having over 300,000 students in UK universities, needs to provide accommodations for these students, yet the supply is scarce. The market for PBSAs is clearly growing as an increasing amount of students are coming to study in London. This project will provide more awareness on student accommodation providers and evaluate the experience of residents in these accommodations, based on the literature researched in this chapter. Student accommodation providers also need to accommodate the high standards of the millennial generation. Student will continue to have higher expectations for their accommodations, based upon the trends observed in the project research. Performing an evaluation of the IES London Residence Hall, and comparing it to research done in the PBSA market will help to support the increasing trend in student expectations. The goal of evaluating student housing in London will seek to fill in the unknown areas of the relationship between students and their accommodation providers.

3 Methodology

3.1 Introduction

The team goal was to evaluate the resident experience, compare this to staff knowledge of the IES London residence hall (LRH) and then provide recommendations for improvements. The project objectives were:

- Evaluate student experiences at IES LRH
- Compare the student feedback with experienced staff opinions at IES LRH
- Evaluate competing residence halls in London
- Develop recommendations for improvements for IES LRH

In order to accomplish this goal the team used a variety of methods including face-to-face interviews, focus groups and surveys during the seven-week period (see timeline in Appendix B: Evaluating Student Housing in London Timeline). The team sent the survey to current residents of IES LRH and past residents who stayed within the past year.

3.2 Objectives and Tasks

3.2.1 Evaluate Student Experiences at IES

3.2.1.1 Survey Scope

In order to determine the experience of students who are either currently staying or have stayed at IES LRH, the group developed a survey designed to elicit student opinions about key issues, including levels of satisfaction with the accommodations, services, and amenities provided.

The team determined the survey structure and questions by holding a focus group of WPI students who stayed at the IES London Residence Hall within the past year. The focus group was held on the WPI campus. Gauging previous residents' experience identified specific questions related to the goal of providing improvements to the IES London residence hall. In order to do this, the team first interviewed Naomi Carton, WPI Director of Residential Services, and Lee Frankel, Director of Academic Study Abroad (ASA).

3.2.1.1.1 Interviews with Experts while in Worcester, MA

Naomi Carton, has access to a student satisfaction survey conducted with WPI students to evaluate their housing and campus experience. The WPI Residential Services survey method was extremely helpful to the team when they made their own survey specific to the IES London Residence Hall. The interview with Naomi took place in February of 2011 and served as the first step in developing questions to ask the IES residents and the survey structure for the group to use in London. Ms. Carton provided the group with WPI Student Government Association (SGA) student surveys, which was useful in helping the team create a model for the IES resident survey.

Lee Frankel was hired by the WPI Interdisciplinary and Global Studies Department (IGSD) to find London housing for WPI students going abroad. He suggested the IES London Residence Hall to WPI in the early to mid 2000s. Mr. Frankel gave the team information about his methods of choosing the best residence halls for study abroad students. The feedback and information obtained during the interview with Mr. Frankel in February of 2011 was helpful in creating a better survey to evaluate IES LRH. Mr. Frankel provided the group with a copy of the survey his company used to evaluate student experiences with their study abroad programs. He also discussed some of the key purpose-built student accommodations in London that he observed in his choice of a residence hall for WPI, which was of interest to the group to potentially evaluate while in London. Mr. Frankel suggested a contact in London who is an expert in purpose-built student accommodations in London, Maureen McDermott, the now Director of Student Accommodations for Nido Student Living and a previous director of IES LRH. Ms. McDermott was an especially important contact to have in London to help the group further understand the purpose-built student accommodations market and the increasing demands for student housing.

3.2.1.1.2 Focus Group with past London IQP Students

Prior to departing to London, the group conducted a focus group with WPI students who went to London in D and E term of 2010. In the discussions with them, the students were asked questions that pertained to their experience in London at the IES London residence hall. The protocol used for the focus group can be found in Appendix C: Focus Group Protocol.

Before asking the students any questions, they were handed a preliminary survey to gauge their experience and levels of satisfaction in certain categories, such as overall satisfaction with their experience at IES LRH.

The focus group took place on February 16th, 2011 and had a turnout of six students. The survey administered included multiple choice questions, some of which were measured using a Likert-Scale. Other questions were more open ended, such as questions about attendance at RA programs. The survey showed that 4 of the focus group students had a somewhat satisfying experience at IES, with 2 students recording their experience has slightly satisfying. Students were overall not very satisfied with the internet at IES, with an average rating of -1 on a -2 to 2 scale. None of the students surveyed attend IES programs and events, except for the orientation session when they arrived. Through the dialog of the focus group, more experience was gauged about specific aspects of IES LRH.

Starting the focus group questions, the students were asked to describe their overall experience at the residence hall. It is important to determine what students liked and what they disliked about IES LRH through natural discussion, fielded by topics, points and focus questions if needed. From this, the team obtained comments for recommendations the students had about the residence hall. After conducting the focus group, the group learned many things that they did not know before. For example, the team learned that LRH was very helpful in fixing issues once they were reported. There was an incident with a leaky shower head and once the person notified the staff, the problem was resolved promptly. Another thing that was noted was the helpfulness of the person working at the front desk. The student said that the person working there was very friendly, helpful and that they were very knowledgeable in answering questions.

While there were things that the students liked about IES LRH, there were also things that the students were unsatisfied with. For example, the students said that LRH had fines for a lot of things like broken key cards and setting off fire alarms. Also, sometimes people that were sharing the kitchen would use the dishes then keep it in their room so that other people would not have access to them. Many of the students also had complaints about the internet being very unreliable.

In terms of programs and activities that their Residential Advisor offered, many students said that they wanted to participate in them; however, they did not have the time. One student said that, it was more convenient to go on their own and that the times that IES offered did not match up with their schedule.

The group used the information from the focus group to create key topic areas and questions for a survey of the students residing at IES LRH.

3.2.1.3 Drafting Survey Instrument

Based on the findings from the literature review, researching previous surveys and the focus group, the group created a survey to distribute to the student residents at LRH as well as resident alumni who stayed in the residence hall within the past calendar year. The completed survey can be found in Appendix D: Student Survey. Demographic and simple questions were placed first, with more open ended questions towards the end to increase the likelihood of survey completion by placing more general questions at the beginning. Topics of interest to evaluate the student's experience at the residence hall included safety, accommodations, service, availability of programs, and issues that arose. The survey covered safety, how students liked the programs/events LRH provided and any issues the students experienced while at the residence hall.

3.2.1.4 Pilot test and revision

The group sent the IES resident survey to the students who attended the focus group in C term 2011. They were asked to provide feedback and the team revised the survey according to the feedback. Of the six students who went to the focus group, four of them responded to the pilot survey with feedback and slight revisions to better tailor the survey.

3.2.1.5 Administering Survey

The team used online surveys called "kwiksurvey" because electronic surveys are easy to use and efficiently organized data. The team emailed the IES LRH students currently residing in the facilities and the students who stayed at IES LRH within the past year.

In order to improve the turnout for completed surveys, the team provided an incentive to people who fill out the survey. The team bought ten pound gift cards from Primark, Sainsbury, Starbucks and Marks and Spencer. The team also provided a ten pound gift card to Amazon.com for a past resident, since the past resident did not live in London. The respondents were asked to provide an email address and the group explained that the email address would only be used to contact the respondent if they had won the prize. The team organized a random drawing from the entries that were completed for the ten pound gift cards.

Once the student survey period was completed, the group analyzed the data and created a result packet to bring to staff interviews in order to compare the results with staff opinions. From each question that asked for a rating, the team found percentages and made pie charts of each

question. From this data the group obtained a general assessment of the student experience at IES LRH. The responses to these questions were complied together and then the team sorted through them based upon the number of common responses. The team sorted through the responses to see what answers were provided and created a list of all the answers for each question.

3.2.2 Comparing student feedback to the staffs' opinion at IES London Residence Hall

Interviewing staff members individually was the best way for the team to compare student issues with LRH staff expertise. The group obtained the staff's opinion on issues at LRH and how they are handled. The staff works in the building and was able to address some issues students had and gave the team a different opinion of IES LRH. What the group anticipated to get out of the staff is if they have the same concerns and issues with the residence hall that the students have. The team found out the typical concerns that students have had and how the concerns have differed over time and between different groups of students. The team wanted to know how the staff has changed policies, programs and activities to accommodate students and their needs. All staff interview questions broke up by position can be found in Appendix E: IES LRH Staff Interview Questions for Resident Director, Appendix F: IES LRH Staff Interview Questions for Managing Director, Appendix G: IES LRH Staff Interview Questions for Security Guard, Appendix H: IES LRH Staff Interview Questions for Front Desk Coordinator, Appendix I: IES LRH Staff Interview Questions for Residential Advisors, Appendix J: IES LRH Staff Interview Questions for Reservation Coordinator.

Major concerns in any residence hall or housing accommodation are issues and complaints about the building and how these issues are resolved. To get information about this from the staff they were asked the following questions:

- What are typical issues that students have?
- How are these issues resolved? /Can these issues be resolved?
- How timely are the issues resolved?

These questions gave the staff opinion of student's issues and the concerns that students mention in their surveys. The staff may have had other opinions on the issues that exist at the residence hall or they were unaware of student's complaints.

Finally the group asked staff members for any recommendations that they may have had to improve IES, what they think the staff could do to better the student's experience, and what else could be offered for students to attract them to IES LRH?

The staff interviews and resident survey data was compared to each other to find similarities and differences between the data. The ratings served as a guide for what can be improved and also provided a satisfaction assessment of students to IES LRH.

The results obtained from the staff interviews was compared to the students' surveys to look for patterns in what LRH has and doesn't have and what LRH does or does not do. The staff information helped to confirm student concerns and issues and give an inside perspective of IES LRH.

3.2.3 Evaluate Competing Residence Halls in London

From the evaluation of the IES London Residence Hall facilities and student experiences, it was of great interest to see how IES LRH compared to other student accommodation providers in London, specifically those that house study abroad students similar to LRH. The group also found the benefits of choosing one building over the other.

IES LRH, Nido, Unite, Liberty Living and FIE are all similar purpose-built student accommodation providers. The group asked Lee Frankel, Director of Academic Studies Abroad (ASA) and the person who suggested IES LRH to WPI for London IQP students, if he was familiar with any other student accommodation provider and if he had any comments on the advantages/disadvantages to LRH. In order to learn more about the other residence halls from more than just website searching, it was worth asking Mr. Frankel if he has any contacts at other student accommodations in London who would be useful to the group to interview.

The group interviewed Maureen McDermott, a contact of Lee Frankel who currently works at Nido as the Director of Student Accommodations. The team interviewed her and asked her questions comparing IES LRH to Nido, since she previously worked as the director for LRH.

When Ms. McDermott left IES LRH, she was involved in the planning and overseeing the building of the newest Nido residence hall in Spitalfield. The group asked her if her experiences at IES LRH helped her in planning and designing the new residence hall. Ms. McDermott lead the group to contacts at other PBSA's, specifically FIE and Liberty Living. The group was able to interview John Janoudi, director of FIE, and was lead on a tour of the FIE facilities. The team had difficulty in scheduling an in-person interview with John Kenny, Chief

Operating Office of Liberty Living due to time conflicts. The group was able to perform a phone interview with Mr. Kenny, but was not able to perform a tour of the facilities.

To get an interview with UNITE Student Accommodations, the students had to walk into their Holburn office and ask to speak with someone as the group experienced much difficulty in obtaining a contact through either mutual contacts or through email correspondence with a UNITE employee. The group interviewed Simon Camilleri, Sales Manager at UNITE, then received a tour of the facilities from Thomas Millard, Operations Manager at Woburn Place.

The group visited the competition residence halls to see the physical differences as well. From these visits the team evaluated the aesthetic appeal that the competing facilities had, and also possible amenities that IES LRH lacked. The group compiled a list of facilities, amenities, accessibility to and from locations, such as grocery marts and tube stops, to compare to IES London residence hall. All PBSA interview guides and questions can be found in Appendix K: Navigation of Interview for Nido and Appendix L: Navigation of Interview for other PBSAs (UNITE, FIE, Liberty Living).

3.2.4 Provide Recommendations for Improvements

The group highlighted the more common student concerns regarding the IES London residence hall facilities, amenities, programs and policies; then summarized staff perspectives on these issues and finally made series of recommendations to IES LRH based on the analysis. During the analysis of this data, the team considered any variables that existed. Not every student had exactly the same experience and not all came across the same issues. The issues and concerns that students and staff address in the surveys was put together to see if there were any common issues that came up. All the issues were sorted through to see if they were something that can be actually resolved or addressed.

The group looked up possible improvements and reported the recommendations for improvement that students and staff provided in the survey and interviews to come up with recommendations to present to IES LRH. After reading through the findings and data the team talked about improvements that LRH can make and how they could go about making them. All this information was compiled together with the data and presented formally to IES LRH staff members. The findings gave IES LRH the experience evaluation of its residences and allowed for them to make changes to increase the student satisfaction. This survey conducted also gave

IES LRH a template for later experience evaluations in the form of surveys they may wish to conduct.

4   Results and Discussion

4.1   Evaluate Experience at IES LRH

Of the 132 students who responded to the survey the group made and distributed, 96% were American, giving the survey responses a very American opinion. Since 60% of the students who stay at IES LRH are from the US, the group was not too surprised with the outcome. The lower ratings of the internet and room size is also not very surprising; Americans want the best internet and are not used to small rooms. The responses were very interesting and especially helpful when the group made recommendations, specifically for the bathroom, internet, laundry kitchen, staff and programs. There were three main topics that the survey questions fell into. The first question set was resident experience at IES LRH. This section was created to quantify their satisfaction level with various aspects of the residence hall. Questions regarding the IES LRH sponsored programs followed, which was particularly interest to the group to how they can improve the residence attendance. Lastly, the third topic dealt with the staff. The group wanted to see if there were ways that the staff could help in providing a more satisfying overall experience for the students at IES LRH. The results are discussed in detail in the following sections.

4.1.1   Experience

The first question in this set asked for the respondent to rate their overall experience at IES LRH. 63% of residents responded with either excellent or good, which suggests that the IES LRH is providing residents with a satisfactory residential experience. In order to quantify the experience that students had at IES LRH, the group asked residents to identify the positive aspects of IES LRH. The top three positive aspects of the residence hall were the location, the kitchens, and the IES LRH staff members. The location was also highlighted in staff interviews to be a positive aspect of the residence hall, and can contribute to the resident's feeling of safety within the building. The staff has been told that students really like the location of IES LRH. Staff mentioned that the neighborhood and placement of IES LRH Kings Road gives students easy access to shopping, grocery stores, coffee shops, pubs, and the Tube. A majority of residents expressed in a later question that they felt either safe or very safe within the facilities. Background research in crime statistics for the Royal borough of Chelsea & Kensington have shown the area to be very safe, specifically for students as there were low levels of crimes reported of violence against a person or sexual offenses.

The kitchen facilities was rated the second highest positive building aspect, which suggests that residents enjoy the communal feel of the kitchens as it is the main common area for students to hang out. Interviews with the staff showed that the communal feel of the building was another important aspect, which can further support the claim that residents really enjoy the communal feel of the kitchens. In interviews staff mentioned that student's use their kitchens for socializing since there is a no alcohol policy in the common rooms. The kitchen is the best place to socialize in such a way. The staff mentioned how students are always in their kitchens whether it is cooking together with other residents, socializing or eating, the students really benefit from the communal kitchens. The IES LRH staff was the third most positive aspect of the building, which suggests that the staff members are doing a good job at providing satisfying experiences to residents of LRH. The students rating on the positive aspect of the residence hall can be seen in Figure 14.
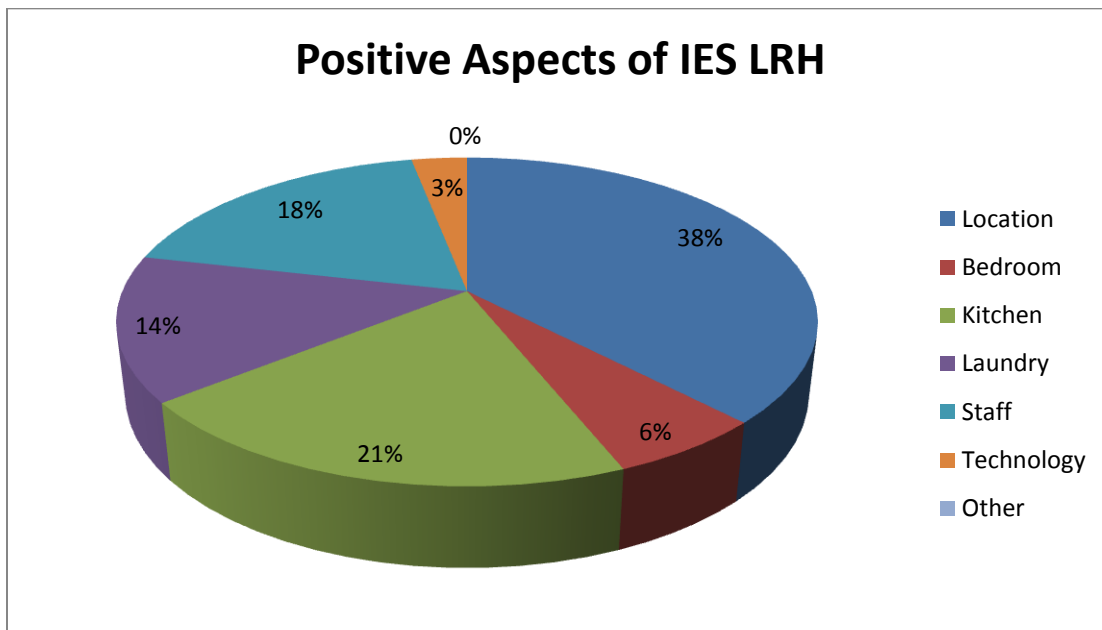
Figure 14: Positive Aspects of IES LRH

Another contribution to the experience at IES LRH is safety. The group asked the students to rate their experience with security. The majority (77%) reported having good or excellent experiences with LRH security. A vast majority of residents (96%) then reported that they felt either safe or very safe within the IES LRH. This could be due to the security guards, the location, and the key card swipe access. The staff interviews suggested that they have not had any major issues of crime and that the building is very secure. Staff always know who is in the

building due to the swipe only access and the no overnight guest policy. The only issue there has been was that once a student had left their laptop in a common room overnight and it was stolen and never recovered. That issue was the only incident staff remembered.

Residents were then asked questions regarding their experiences with specific building amenities. The group found that students used the laundry facilities once a week or once every other week, and they had mixed experiences, as seen in Figure 15. The results show experiences split from excellent to poor due to the situation of the laundry facilities, for instance, the group found out from staff interviews that there was a time within the past year that all the dryers and some washers were malfunctioning and essentially out of order. This could explain why some residents had a lower experience rating for the laundry staff mentioned that students make many complaints about the laundry machines not working when in reality the students are using the machines incorrectly. Students have come to the staff saying that the dryer was not working and when a staff member went down to check the dryer either above or below the students clothing was running with nothing in it. This shows that the students do not know how to correctly use the machines and that is why they can have issues with doing their laundry. Presently, the majority of the washers and dryers work which would suggest a potentially higher rating for more current residents.
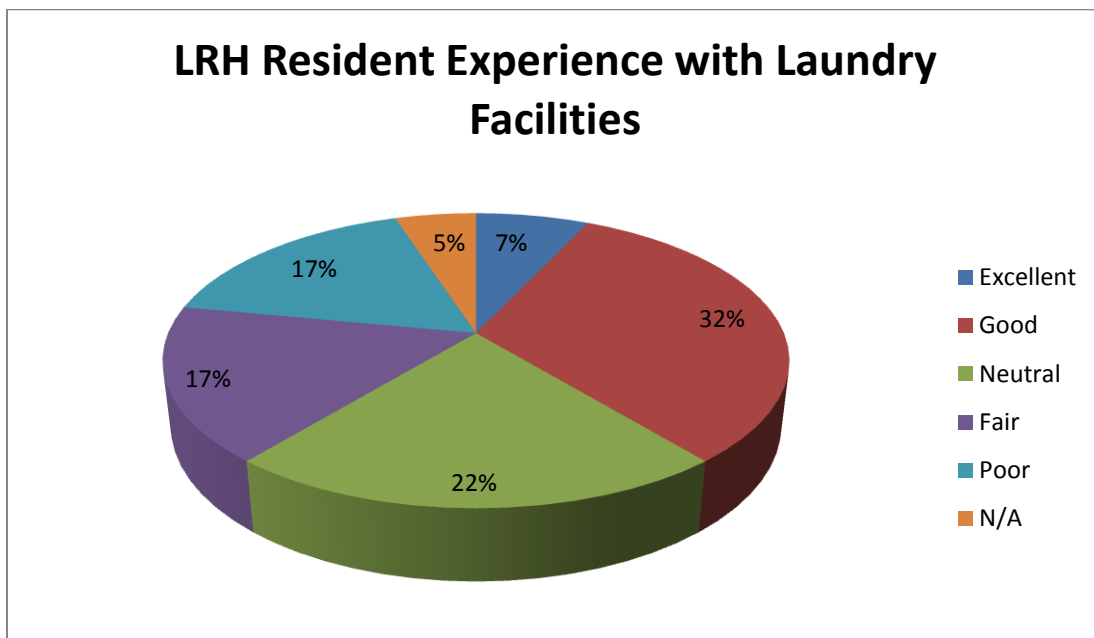

Figure 15: IES LRH Resident Experience with Laundry Facilities

The group wanted to see the overall experience with three additional amenities: the bedrooms, kitchen and building. The results show that most of the residents had a good experience with all three of those amenities. This shows that IES LRH is doing a good job at providing a satisfying experience to residents; however issues that are faced are either on a larger scale, such as issues with the internet, or small, scale issues stemming within the building, such as bathroom maintenance. When asked what additional amenities would enhance resident experiences at LRH, students suggested better kitchen supplies, improved laundry facilities, wireless throughout the building, and improved room amenities. Residents think that the kitchens are undersupplied because their kitchen is lacking items such as dishes, pots and pans and silverware. When this issue was brought up in the staff interviews it was mentioned that the kitchen equipment is redistributed every two months and old equipment is replaced twice a year. Staff had also mentioned how impossible it would be to make the building completely wireless. The building is made of concrete and therefore to put in the routers it would cost a lot of money since they would need to put multiple routers in the building. The student's complaint about the room size was deemed as an irrelevant complaint by the staff the size of the room cannot be changed the building is the way it is and they cannot change the room size.

4.1.2   Internet

The internet was an area that the group was particularly interested in, based upon previous information gathered from the WPI focus group and conversations with the sponsor. The group asked residents to rate their experience with the speed and reliability of the internet while using an Ethernet cable and with wireless (see Figure 16). The majority of students responded to this question with a poor rating for the speed and reliability with wireless, with a split between the speed and reliability with Ethernet cable being either poor or good respectively. In order to find out how much of the bandwidth was being used, the group asked students what they mainly used the LRH internet for. The responses showed that most of the students living in IES LRH used the internet most often for research and homework, social networks such as Facebook and Twitter, and email. The responses also showed that the students sometimes used the internet for streaming videos, the news and sports, and surfing the web, while students seldom used the internet for playing games, shopping, or downloading files.
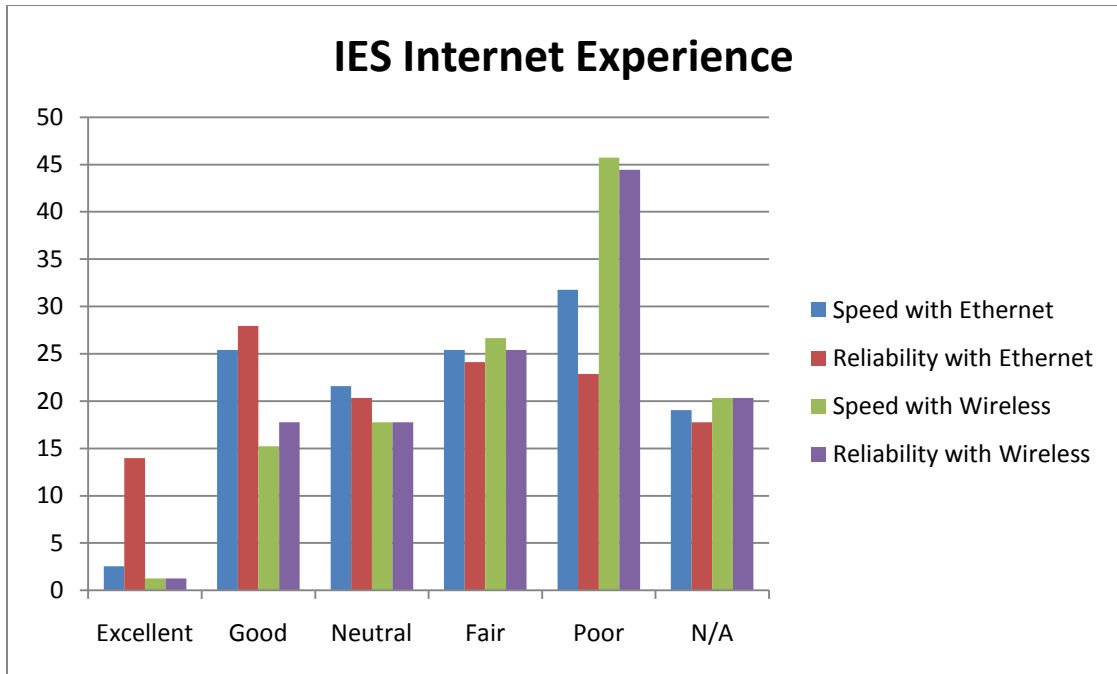
Figure 16: IES LRH Internet Experience

Based on the student survey and the staff interviews, it was no surprise, that the internet at IES was rated poorly. Some students would complain that they would have a very difficult time going online and trying to do their homework in the evenings. Since a large portion of IES LRH residents participate in the IES study abroad program, they need the internet to work and complete their homework. LRH staff members knew that the internet was an issue for residents and were not shocked by the survey results on the internet. Staff mentioned that the internet was one of the biggest problems for the residence hall, as it was detracting away from students studies.

4.1.3 Programs

Resident experiences with LRH sponsored programs were also a topic of interest to the group. The residential life program at LRH focuses on providing programs and events to help students experience the London culture. About half of the residents reported attending at least one LRH sponsored event.

Of the students who attended LRH sponsored events, a vast majority had either a good or excellent experience with the programs. To understand why the other half of the residents did not attend a LRH program or event, they were asked to explain their reasoning behind choosing not to attend. Residents had various reasons for not attending LRH events, which can be seen in

Figure 17. For the students who answered "other" to why they did not attend any LRH events, the most common responses were that they had already been there or are planning a trip on their own, the event was sold out, or that the event was not advertised well enough.

Reason for Non-Attendance at LRH Programs
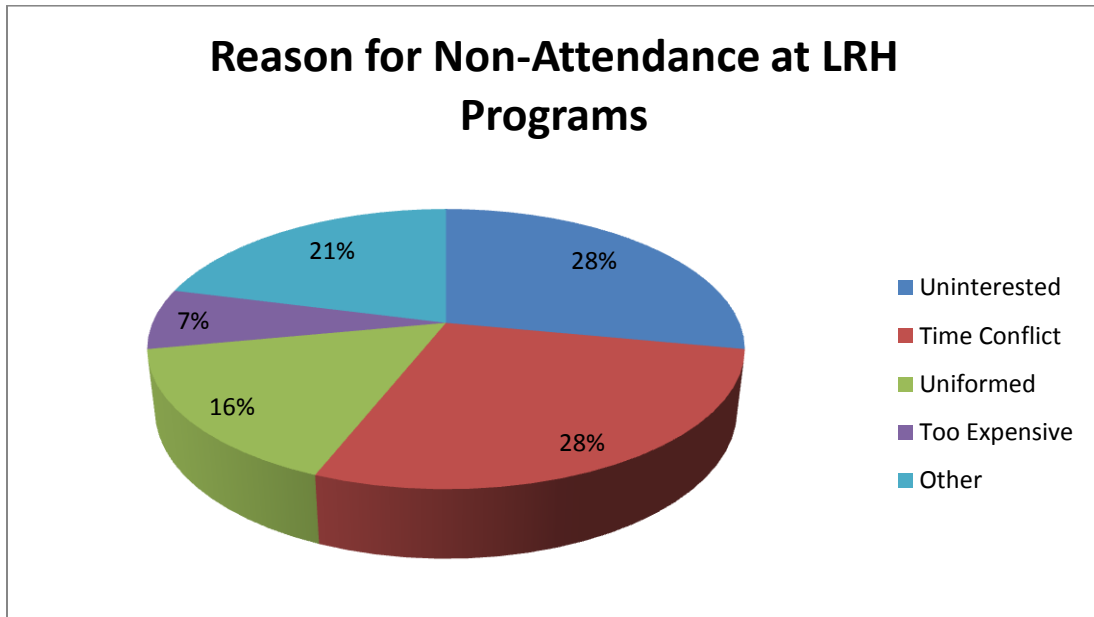
■	Uninterested
■	Time Conflict
■	Uniformed
■	Too Expensive
■	Other

28% Uninterested
28% Time Conflict
16% Uniformed
7% Too Expensive
21% Other

Figure 17: Resident Reason for Non-Attendance at LRH

The group was interested in what IES LRH sponsored programs or events that the residents were interested in. For this open response question, a majority of students responded that they were interested in the trip to Stonehenge. Other programs or events that people were interested in were the London bus tour, afternoon tea at Kensington Palace, plays and/or musicals, as well as London ceremonies such as the Ceremony of the Keys, and other trips outside of London such as the cliffs of Dover and Hampton court.

Since some of the programs or events that IES LRH already offered did not appeal to students, the group asked for suggestions of programs or events that they would be interested in attending. Residents responded with interest in football matches, trips to London museums and attractions, and cultural events such as tickets to the London Symphony Orchestra or theatre performances. In response to student suggestions, staff members stated that it was difficult to know what programs residents were interested in attending. Staff members said that LRH does well with the programs that they offer, and that programs are based upon what resident's express interest in doing. RAs get feedback from residents about programs they wish to see at the orientations session and through contact with residents. Currently, the RAs are finding that residents don't follow through with suggesting programs and attending the programs that were

set up from their suggestions. This makes it very difficult in planning trips that resident's requested in our survey that require prior commitment, such as overnight trips and tickets to football matches.

4.1.4   Staff

Questions regarding resident interaction with IES LRH staff members were another topic of interest in the project. About half of students reported contacting an LRH staff member if they had an issue or concern. The front-desk reception was the most commonly reported contact when residents had an issue or concern. Of the residents who contacted staff, RAs were reportedly contacted only 12% of the time, which suggests that residents are not utilizing their RAs. Students may not know the RAs well enough to contact them, which may be due to either the RAs being unavailable or students not getting to know their RAs. Currently, the RAs are underutilized and residents don't take the time to get to know the RAs and staff members. This had not always been the case, as staff members reported that with different groups, the relationships between the residents and staff were very different. Specifically, the American residents tend to utilize the RAs more than the international students, which is due to the fact that international students are unfamiliar with the concept of a resident advisor and it is an American idea.

4.1.5   Major Resident Concerns

The most common student issues were related to bathroom maintenance, the internet, and the laundry facilities. Residents reported issues with the bathroom facilities having mold, water damage due to the shower, lack of cleaning, issues with the cleaning staff, and poor ventilation. The internet, again, was reported to be extremely slow and unreliable. Students stated that it was "almost impossible to do homework during the evenings when everyone in the building was on the internet". As explained above, the laundry facilities issues are due to the fact that the washers and dryers may have been broken at different points during the year while many students who took the survey were living in the building. The bathroom maintenance concern is a limitation to this project.   There is little that the group may be able to suggest in the means of fixing the water damage and mold issues, as well as almost having no control over the issues resident's reported about the "rude" cleaning staff. The mold problem is due to the poor ventilation in the bathroom and the buildup of steam from the showers. In terms of the cleaning staff, they are contracted

through a separate company and there is nothing the team can do or the residence hall can do to fix the "rude" staff problem.

The survey concluded with asking residents if they had any recommendations for improvements at IES LRH. The majority of the respondents suggested faster internet and more bandwidth and including more kitchen supplies in the kitchen. Some other responses were to update the technology, specifically the printer on the 5th floor because it was unreliable, fix the laundry facilities, change most of the staff at the front desk and the RA's because they were not friendly or welcoming, charging less for laundry, having the staff introduce themselves to residents, advertising for programs more, keeping people in the same program or school together in the building, better pillows, and allowing guests to spend the night in the residence hall .

4.1.6   Staff recommendations based upon survey results

When asked what can be done or offered at IES LRH to improve student satisfaction, many of the staff members had a variety of answers. Some of the staff said that there should be a pool table, or maybe a foosball table, where students can hang out with each other and socialize. Other suggestions included possibly a DVD or media library, where students would be able to borrow movies.

A small café would be very nice and possibly even profitable. If there was a portion of a common room that was reserved for a café. If this ran during the evening and students could stop by for a quick snack, or a study break. This improvement could turn out to be profitable for the residence hall.

Many of the RA's talked about the overnight guest policy saying that many of the students complain about it, and some of the RA's also would like to see that changed. They thought if a resident could have a guest stay over for one night free of charge, students would be more satisfied. After talking to the IES manager, the policy is no overnight guests because the rooms are so small and it violates health and safety policies of the government. If a student rented out a double, they could have a guest stay over for fifteen GBP per night.

One RA said they used "office hours" where they previously worked and it was successful. Usually students did not attend the office hours, but other nights up to eleven students came in to talk about concerns or just to get to know the RA. A staff member reported that even if one student came in to the office hours, it would be helpful and better the student's experience.

Other RA's said that regular orientations would be helpful for students as well, since not all residents are offered an orientation and they therefore, do not get a chance to acclimate themselves with the building or get to know the staff who can help them if they ever had a question.

4.2   Student Accommodations Interviews

4.2.1   Overview

For this project, the group interviewed five student accommodation providers in London: IES London Residence Hall, Nido Student Living, UNITE Student Accommodations, Liberty Living, and the Foundation for International Education (FIE). The purpose-built student accommodations market in London is a continually growing sector in the housing market and many trends within the market have been observed through interviews the group conducted. Trends in newer or updated facilities, increased student expectations for accommodations, and resident satisfaction have all been identified in this project.

4.2.2   Differences with Providers

The five student accommodation providers interviewed are very different from each other. How the company is managed is one major difference between the five student accommodation providers and this affects students' experience. For instance, Nido Student Living manages with a hotel style, where there is much detail in providing a good residential experience to students. FIE however, is a very different setting; they are a smaller, more focused group, working for the FIE study abroad students. They manage all of their housing facilities for the FIE students. The group interviewed a broad student accommodation providers range and it helped get a perspective on the true differences between the providers, other than just the physical differences, amenities and services offered.

An obvious difference between student accommodation providers is in the clientele that book with each provider. The student market that each provider accommodates is an important factor in determining the overall experience that residents may have at a facility. The PBSAs interviewed in this project provided a variety of clientele which was interesting to observe the differences in residential experience and satisfaction at each facility.

The Foundation for International Education, or FIE, is a program that conducts a study abroad experience and offers their housing facilities to their FIE students. John Janoudi, Director

of FIE, mentioned in his interview that FIE is focused on providing housing for their students first and foremost; they do accept other student groups studying in London if they need housing and FIE facilities are available to accommodate them, however this is not a regular occurrence. FIE is considered to be less purpose-built than other student accommodations interviewed in this project. Mr. Janoudi also highlighted the FIE competitors FIE to be other study abroad programs, including Boston University and Syracuse University, who have their own study abroad campuses in London, but outsource to PBSAs to find housing. Other study abroad programs mentioned were CAPA International Education, The American Institute for Foreign Study (AIFS), Anglo American, and the International Education of Students (IES), all of which provide housing for their students except CAPA. Specifically, FIE and IES LRH are similar as housing is sponsored by the study abroad program, however IES LRH also rents rooms to other students studying in London, not just IES study abroad students.

IES LRH is a unique situation where it is owned by a specific study abroad program, but operates as a purpose-built student accommodation provider by allowing students other than IES students to reside in their facilities. IES LRH also accepts short term stays in London, such as travelers, which broadens LRH's market to accommodations in London not exclusive to part-time or full-time students. A managing staff member at IES LRH mentioned in the interview that competitors to the residence hall were specifically Nido Kings Cross building and UNITE Woburn Place, with the reasoning that both facilities tend to draw British university and language school students from the building.

Nido Student Living, UNITE Student Accommodations, and Liberty Living are all purpose-built student accommodation providers intended for renting of rooms to full-time students studying in London. A majority of clientele are London universities and language school students, as well as students studying abroad in London. All three companies focus on leasing facilities long-term with three major booking sections for the year; the fall semester, the spring semester, and the summer semester. Students tend to rent directly from the student accommodation provider for either a semester or an entire academic year. Booking also may be contracted through a university; in which universities let or rent a block of rooms and fill with university students who pay the university for their housing. The ladder requires a contract between the student accommodation provider and the university, which may be set-up for a multi-year contract depending upon how long the provider wishes to let. Maureen McDermott is

the Director of Student Accommodations for Blackstone Property Management, they manage Nido Student Living. She stated in her interview that contracts between universities and Nido are kept short, between two and five years, in order to stay competitive in the student accommodations market. Letting for a short contract allows for the ability to increase rent at a reasonable rate during the contract period. If the contract were to be long-term, then rent would not be able to increase at a constant rate in order to stay competitive. The other reason for keeping lets short is because Nido plans to sell the building in the long-term, where as FIE would rather keep their buildings for as long as they can. Ms. McDermott also mentioned that Nido is managed with influences from the hotel management industry, where it is focused on providing first and foremost a residential experience to the students they house. UNITE Student Living and Liberty Living are both very similar to Nido in the style of management with small differences based upon the management team.

One of the clear differences between the student accommodation providers is the physical facilities, amenities and services offered to residents. The providers interviewed in this project provide a range of accommodations for residents, including the number of buildings and room types, as well as a wide range of amenities and services, which can be seen in the comparison chart in Appendix M: PBSA Comparison Chart. A major trend observed within the PBSA market is the increasing options provided to residents. As mentioned in the background research, PBSAs were looking to move towards offering more options to students with accommodation types, which has been shown to positively impact both "rental growth prospects and occupancy trends" (King Sturge LLP, 2010). London student accommodation providers realize that students want more options with the accommodations, specifically with the facilities that they rent. This can be seen in the recent development of new facilities with Nido Student Living. Nido originally had one location in Kings Cross, but based upon the increasing student accommodations market, decided to invest in building two new residential facilities: one in Spitalfieds and one in Notting Hill, which are both neighborhoods in the Islington and Chelsea & Kensington boroughs of London respectively. Maureen McDermott was brought to Blackstone Management to oversee the building of these new facilities. In the interview with Ms. McDermott she mentioned the range of accommodation types that would be offered in the new facilities. Nido Spitalfields was recently opened and the Notting Hill facilities is in the construction phase, but each accommodation will offer a variety of room types to allow students

the option of choosing the best accommodation for them. Ms. McDermott expressed the importance in the variety of room types available, as students need the option to choose what accommodation will work for them. Other student accommodation providers offer a variety of accommodation types for residents and works to place them in the best accommodation possible. Both Liberty Living and UNITE Student Living have multiple buildings that offer a variety of room types, including traditional single and double en-suite and non-en-suite rooms in a residence hall, flats or multi-bedroom flats, and studio apartments.

4.2.3   Major Trends in the Student Accommodation Market

A major trend noticed with student accommodations in this project is the increased expectations for accommodations. Stemming from background research of the millennial generation and the trends noticed in the student accommodations interviews, supplemented by the student survey results helps to solidify the argument for an increasing trend within the market. Another major trend observed relates to increased expectations for accommodations, where some amenities and services are no longer considered "optional", rather they are becoming *standards* within in the student accommodations market. The project saw highlights of this trend both through the student accommodations interviews as well as student survey results. The student satisfaction survey conducted at the IES LRH, as well as the surveys from Nido Student Living Kings Cross and FIE gave rise to many trends within student experiences in London student accommodations. London student accommodations residents show a recent decrease in the utilization of residential advisors. Students are not using the RAs in their facilities; either by not using them to report issues and problems, or not getting to know them. Another major trend observed in the three student surveys examined is the lack of participation or underutilization of programs and events offered by the accommodation providers. Residential life is a concept quite new to the London student accommodations market, borrowed from the residential life programs of universities, specifically with influence from American universities.

4.2.3.1   *Increased Expectations for Accommodations*

The option for variety is a growing trend within the student accommodations market, and also reflects upon the characteristics of the millennial generation, as discussed in the background chapter of the report. The millennial generation, born between the years of 1980-1994, can be characterized by the increased expectation for a wide variety of consumer choices. A majority of

students residing in the London PBSAs fall within the millennial generation and expect a variety of choices to choose from when it comes to their accommodations, including room type, amenities, and services. Through interviews with various student accommodation providers in London, a trend was observed in the increased expectations that students have with their residence facilities. Student surveys from IES LRH, Nido Kings Cross, and FIE all showed that residents aren't completely satisfied with what they are being offered; suggesting there is room for improvements in almost every aspect examined: internet, room amenities, room size, and services offered. This trend raises the question of what will actually satisfy students with the residential accommodations. Students may never be satisfied with their accommodations, as seen again from background research of the millennial generation. Millennials expect constant increase and constant improvement, which suggests that students may never be fully satisfied with their accommodations, as there is always something that needs to be improved. This, however, does not mean that improvement should not occur. Student accommodation providers strive to offer the best possible residential experience to students, and lack of improvements would overall negatively impact the provider's success.

4.2.3.2   More Standard Accommodations

The increased expectations for accommodations have shown significant evidence towards the increasing trend of what is considered standard within the student accommodations market. Research from interviews conducted at student accommodation providers has shown that due to increased expectations, many amenities and services are being considered less optional and more standard within the market. This trend can be best observed in the incorporation of gym facilities into the student accommodation residential experience in London. Maureen McDermott of Blackstone Management in charge of Nido Student Living highlights the trend in stating *"A gym facility is definitely becoming a standard accommodation within our facilities. Students have requested access to a gym facility, which has shown to be useful as students take advantage of the facilities if you offer it"*. Other student accommodation providers approach the request in another fashion; for example, UNITE Student Accommodations offers the Woburn Place residents discounted membership at a local gym not far from the residence facility. After many student inquiries about a gym in the building, and due to the lack of space for adding in a gym, UNITE decided to offer students the option to use another gym facility by giving students the perks of a professional gym at a discounted rate. Residents of UNITE Woburn Place have been

very responsive to the discounted gym membership and is found to be one of the more utilized services offered by the provider. Other amenities and services discussed through interviews that are becoming more standard than optional include small cafes for students to grab a quick bite to eat, more laundry facilities per student, as well as additional services to students such as upgraded internet.

4.2.3.3 *Resident Survey Trends*

The team received a total of three resident satisfaction survey results from the student accommodation providers interviewed in the project. One was from the IES LRH, which the team was in charge of creating, distributing, and analyzing the survey. The team also received survey results from Nido at their Kings Cross location as well as FIE's student survey results. The three survey results were very different from each other in structure and questions; however they did all cover similar topics that could be analyzed for trends within student accommodation experiences in London.

4.2.3.3.1 Underutilization of Residential Life Staff

Residential life is a relatively new concept in the London student accommodations market. Some providers are moving towards incorporating a residential life department into their residence facilities, which includes residential advisors, or RAs, to oversee residents and assist them with any issues or concerns they may have. Currently, three out of the five student accommodation providers interviewed in the project have RAs. A major trend noticed in the facilities with RAs is that RAs are currently underutilized by student residents. In the IES LRH survey, 12% of residents who reported issues or concerns to the residence hall contacted an RA first when they had an issue or concern, compared to the 77% majority of residents that contacted the front desk reception first. Continuing this trend, 31% of FIE students reported to of interacted with their Residence Life Supervisors and 12-25% of Nido Kings Cross students reported using the residential life coordinator and RAs, depending upon the time surveyed. There is an obvious trend in the lack of use and interaction with residential life staff members. This trend could be explained by the new concept of residential life in London, which would explain the lack of use from the international and British university students, as their experience in a residence facility may be their first experience with an RA. FIE however, houses students from American universities, and those students reported little interaction with their Residential Life

Supervisors, which questions if lack of prior knowledge to residential life is the reasoning behind RA underutilization.

4.2.3.3.2   Lack of Participation in Accommodation Sponsored Events

Building off of the trend observed in the underutilization of RAs is the lack of attendance or participation in student accommodation sponsored events. A statistic of 48% of students at IES LRH reported to of not attended LRH sponsored programs, with reasons for non-participation being uninterested, having a time conflict or not knowing about an event. Similarly, 31% of FIE students reported not participating in extracurricular activities sponsored by the student life office. 75-85% of Nido Kings Cross residents reported not using the residential life coordinator or RAs, which deals with events offered as RAs are in charge of planning programs for the residence hall.

The millennial generation characteristics would help to explain the lack of interaction and use of residential life services, such as RAs and sponsored events, in London student accommodations. The millennial generation was brought with the ease, accessibility, and speed of technology. As mentioned in the background research, students in the millennial generation expect the "flexibility, geographic independence, speed of response, time shifting, interactivity, multitasking, and time savings" that technology offers (Sweeney, 2005). This data suggests that students find that they have no need for interacting with residential life staff, as reporting issues or concerns would be easier done by submitting it online. Millennials are known to cut corners wherever possible to maximize their time and achieve the goals addressed above and mentioned by Sweeney effectively, which could include interacting with RAs if they had an issue or concern. This information could also be related to the lack of participation in accommodation sponsored events, as based upon the type of event, may require a time commitment of residents. Again, Millennials will not invest their time into something if they don't believe it will be worth it.

5   Conclusions and Recommendations

5.1   Introduction

In this chapter, the group will explain the recommendations they have for LRH. There are specific recommendations for amenities at LRH. The recommendations include internet, exercise facilities, building amenities and rubbish. The group explains recommendations for the LRH staff and programs that will utilize the RAs to their full potential and tries to give residents exactly what they want among programs. The group recognizes the millennial generation is difficult to satisfy, but each improvement has a justification explaining why it is recommended and the methodology on how to implement it.

5.2   Amenities

The group recommends improvements on several areas of amenities: Internet, exercise area, laundry, kitchens, bathrooms and the printing facility. Students have voiced their concerns through the survey. Relating back to the purpose of this project, a major goal is to better the student experience at IES LRH based on the student feedback and improvements can be made. As noted in background research, Millennials have high expectations and satisfying their expectations is very difficult. The residential experience can be better if the necessary recommendations are made; in this section the group will explain a methodology to better each aspect of the amenities.

5.2.1   Technology

5.2.1.1   Internet

In response of student complaints about the internet being slow and unreliable, IES LRH could partner with an internet company that would give students options for the speed of connection and take away LRH liability for the internet. As seen by many of the PBSAs the group interviewed, LRH would provide the standard connection speed included in resident's rent and if the students would like a higher connection speed, they can purchase it through the company. Students would work individually with the internet provider service to pay for and obtain more connection. The contract for increased connection speed would be made directly with the internet provider, thus bypassing the residence hall with any issues that may arise with the internet. This option for residents would cover many of the issues addressed previously about the internet where residents can choose how much they wish to use. This option also related to

project background research about the millennial generation where students expect many options in their accommodations.

In terms of internet service providers, CableCom Networking offers an individual the option of choosing their connection speed, and allows for future upgrades. If IES LRH chooses to use this service provider, students would be able to pay for how much connection speed they wish to use. This would make it so that when students have issues or concerns with the internet, they would be able to call a customer service number and receive help from a representative over the phone. Many technology savvy students would really like this option, however international students who do not speak English, and people who are not so knowledgeable with technology may struggle with this kind of service.

5.2.1.2 Intranet

A key finding from the PBSA interviews was that a majority of the PBSAs used an intranet system for all residents to use to stay connected with the residence facility, which the group would like to recommend to LRH. This would allow residents to complete various options, including placing electronic work orders, submitting issues and/or complaints, providing a bulletin for upcoming LRH sponsored programs and events, and providing current updates with the facilities. While the intranet system works with the other student accommodation providers, it is important to acknowledge the potential loss of the "community feel" that residents and staff say is a positive aspect of the residence hall. While the system for updating residents on programs and LRH news would be a good way to keep students informed with LRH and help with marketing for programs and events, completing work orders and submitting issues or complaints may detract away from some of the potential contact with the front desk reception and RAs. This recommendation also relates back to the millennial generation and the incorporation of technology into many, if not all, aspects of their lives. The ease and speed of technology with the millennial generation is an important factor in strongly considering this recommendation.

There are three ways that the residence hall can approach this recommendation, which include an intranet system, a private webpage, or an electronic basic maintenance form. The intranet would allow all residents of the building and staff members access to the system automatically, and access can be changed by administrative controls so residents can be granted access when they check in or taken out when they check out of the building. The intranet is the

most costly of the three options. When researched online, it was found that to set up a server and maintain the system costs are a large range. To get an accurate cost analysis the residence hall would need to contact the company and get a quote directly from them since they will know the needs of the hall. With this option, all residents of IES LRH would have private access to information of what LRH is offering in terms of programs and events. There would also be a section where residents can submit maintenance requests or issues and concerns that would be sent to the administrator for only the staff to see and handle. This system would allow for essentially one-stop shopping for students where they can do almost everything they may need on this system.

The second option for recommendation is a private webpage. This is very inexpensive to set up, however requires more knowledge with technology with the set up and maintenance. A student would have to log in to a website with a username and password every time they wish to check the website. From there the student would see the homepage which shows the recent news of IES and the upcoming programs and events. There can be a separate section for suggestions and maintenance requests. Requests would be filtered by the administrator and distributed to the staff members to be filled.

Lastly, the electronic basic maintenance form is most simple method. On the IES LRH website, there can be a link that student can click on and submit maintenance issues. This would allow for students to submit maintenance issues without having to go to the front desk receptionist. The receptionist could check every morning for new maintenance forms and could keep a database of the issues that students have. This would reduce the usage of paper, and also save time for students and staff members. This option, however, does not give students the option to see building updates and upcoming events in a central location. Both the intranet system and the private website would have bulletins with updates from LRH to keep residents informed.

5.2.2 Gym

Based upon the trend observed in the PBSA market, many accommodations are becoming more standard than optional, specifically the accessibility to a gym. Interviews with the PBSAs, as well as feedback from the resident survey helped to develop the recommendation of allowing access to a gym facility. This could be done in two different ways: either turn one common room into a cardio room or outsource and offer students a discount at a local gym. If

LRH decides to turn a common room into a cardio room for students will have the ease of being able to exercise and then go straight to their room all without having to leave the building. Factors that may need to be considered for this recommendation include cost of renovating a common room, purchasing cardio equipment and the ventilation of the room and the upkeep required. LRH doesn't need another commodity for a student to complain about. The gym would need to be done right or else LRH should outsource. If LRH chooses to outsource and offer students a discounted gym membership, the liability of dissolves and any student complaints will obviously go to the gym itself and not LRH. Factors to be considered would be the cost covered by LRH to supplement the gym membership.

There are two major options for a gym within the Chelsea area. The closet one is a local gym called Chelsea Sports Centre, which is only a five minute walk away, and asked about their prices for membership. For their ultimate membership, which includes unlimited use of their gym, swimming pool and fitness classes, it would cost £49.99 per month. There is a corporate membership that might be similar to what IES LRH may be looking for. They offer a discounted rate for a group of five or more employees. It would be best to contact the gym and talk to someone about setting up a student discount for students living at IES. The second option is LA Fitness near South Kensington Station. This gym offers a membership for six weeks and costs £49.99. Again there is a corporate membership but the residence hall would have to look into it to see if they can get a group or student discount from the gym.

Another option was to renovate a common room and putting in a cardio room. The group looked online for new treadmills and found that they ranged in price from £339 to £10,000 per treadmill. For cheaper treadmills, IES could look into buying used ones from gyms. In terms of renovating the room, IES would have to talk to a contractor to determine what renovations would need to be made to accommodate a gym facility and receive a price quote on the room.

5.2.3 Laundry

The issues with the laundry facilities that student's reported were all situation dependent, and out of the hands of IES LRH staff. Clearly the staff has no control if a washer or dryer breaks, and maintenance of the facilities are contracted by a separate company.

The LRH staff does have control over the use of the facilities and based upon resident feedback from the survey putting a change machine into the laundry room would be extremely helpful. Students are constantly asking the front desk for change and usually front desk tells

them to ask the store across the street instead. A change machine would dissolve those issues. Another recommendation for the laundry room is to display clearer signs on how to use the washers and dryers. Students do not know what the settings on the washers and dryers mean and often put their clothes into one dryer and turn a different dryer on. Also, some students are not choosing the appropriate settings for the machines as settings are different in the UK than other countries, such as the United States which is where a majority of LRH residents come from. Clear, well defined, and easy to read signs may be helpful to residents when doing laundry and may increase their satisfaction with the laundry facilities all together.

5.2.4   Kitchen

One of the positives aspects identified for the residence hall through the resident survey was the Kitchen. The community feel of the kitchens is apparent in the positive aspects rating, as well as discussions from the staff interviews. Some concerns brought up about the kitchen were due to the lack of kitchenware, including plates, utensils, and cookware. This lack is mainly due to the misplacing of kitchenware, either in other kitchens or leaving them in common spaces where the cleaning staff just puts them in the closest kitchen. Though LRH staff reevaluate the kitchens about every two months and redistributes the kitchenware, students do not understand what kitchenware they actually have access to. To aid in this issue, LRH can place signs in each kitchen displaying what each kitchen is supposed to have for silverware, pots and pans, and dishes. The sign can also encourage students to inform their RA is anything is missing and RA can work quickly to resolve the issue. This recommendation will provide residents with the knowledge of what their kitchen is stocked with, and help them keep track of the items in their kitchens.

5.2.5   Bathrooms

One of the major concerns identified through the resident survey was the issue with bathroom maintenance, specifically with the mold problem. Mold is a health safety issue for the residents as some residents may be allergic to mold. Mold also affects the cleanliness of the bathroom facilities and may cause residents to believe that their bathrooms are not clean, when in fact it is mold growing due to poor ventilation or the lack of ventilation in the bathrooms. With this, the group recommends that LRH puts ventilation fans into the bathrooms to decrease the issue with mold. After inspecting the bathrooms, the group found that there is a vent where air circulates through, however the opening for air is clogged with dust build up. The vents should

be cleaned out and possibly replaced with fans to improve the ventilation in the bathrooms. This recommendation would also benefit the building as it would decrease the occurrence of accidental trigger of fire alarms. If bathroom doors are left open after showering, the steam from the shower has been known to trigger the fire alarms in the rooms, which results in residents having to pay a fee for setting off the alarm. A simple method for ventilation would greatly improve the levels of satisfaction for residents by addressing the two issues mentioned above.

5.2.6   Rubbish

Residents in the survey addressed the lack of a recycling program within the building. Upon further interviews with staff members, the group found that a recycling program does exist, but that bins have gone missing. Residents are unclear about the recycling program and the program is not well advertised throughout the building. From this, the group recommends that LRH makes recycling bins more accessible in the kitchens and well-defines what the program is so that residents may follow it in their kitchens. The issue with disappearing bins can also be solved by having the RAs check each kitchen for any missing bins during their rounds. The RAs would be able to report any missing bins and address the problem as soon as it is noticed. Resident's also mentioned having issues with the small trash cans which caused trash to pile up faster, even though trash bags were not full. A simple solution would be to get larger trash bins that accommodate the size of the trash bags used. This would cause less trash build-up in the kitchens and allow maximize the use of the trash bags for the amount of garbage they can accommodate.

5.2.7   Printing Facility

Based upon some of the smaller resident recommendations from the survey, residents recommended that the printing computer on the fifth floor have access to the internet. Many times, residents may need to print a document that is online, either in email or on a webpage. When students have to save the document on a memory stick, they may have to change the format of the document and it becomes a hassle. Also, the group has observed the printing facilities daily and students are often in a hurry with printing things for class. Providing internet access on the computer may help increase the accessibility and ease of the printer.

5.3   IES LRH Staff

5.3.1   What staff can do to improve resident experience

The staff at IES LRH can do a multitude of different things to improve resident experience. Based on the survey results, the Resident Assistants (RAs) did not have much interaction with the students and the students did not use the RAs as much as they could. When the students were asked who they went to with issues they indicated that they went to the front desk usually and not their RA. The results from the survey also showed that some students did not even know who the RAs were.

This is why based on the survey and feedback in the staff interviews it is recommended for IES LRH to hold regular orientation sessions. The residence hall could offer these orientations once a week or once a month and allow students to get accustomed to the residence hall and life in London. Not every student is given the option to have an orientation when they arrive at the residence hall. Some do not have the orientation because they come as a group and the group director does not wish to have one or if a student individually books and arrives alone they are not given the option to have an orientation. The orientation can be very helpful to students and offering one every week or every month for students to attend, if they want to, will help to get every student to become more adjusted to living in IES LRH.

These orientation sessions can also be used as a way to get an idea of the programs the students living in the hall would like to see. If during the sessions the students were asked what programs they would like the RAs and LRH staff can have a better idea of what programs to offer during the next few weeks or months while the students are here. This can help to make sure that there is a definite student interest in the program before it is offered to students.

5.3.2   Staff Accessibility

If the student does not know an RA or feels uncomfortable approaching them they are less likely to go to the RA with their problems or issues. To fix this problem it is recommended that the RAs each have office hours for an hour or two each week. The RA would sit in the first floor common room or another common room in IES LRH and be accessible to the students for those one or two hours during their duty time. These office hours would be an informal time for the students to report any problem or issues they may have or to just get to know their RA. During these times the students could also suggest programs that they may want LRH to offer.

This would not only allow students to use their RA and get to know them, but also help LRH to sponsor programs that there is student interest in.

The RAs are a very important resource to the students at LRH. They are very knowledgeable about the residence hall and in helping students. Each RA is trained and able to help students will problems or is just there to talk. Since the students do not utilize the RAs as much as they could, especially the international students, the RAs need to make themselves more noticeable to the students. The international students do not understand the concept of the RAs as well as the American students do since RAs and residential life are American concept with universities. The implementation of office hours may allow for more students to use the RAs as they should be used since it is easier to walk into a common area and sit down and talk than to knock on the door of a person you do not know.

5.3.3   Programs

IES LRH offers a wide range of programs to its students. Different students attend different programs but the programs are not as in high attendance or as popular with the students as they could be, or as the staff would like for them to be. To increase the student interest in the programs there are a few recommendations the group has for IES LRH.

One option is to offer more internal programs, like dinners and study break events, which staff members said students participated in and really enjoyed in. The internal events get residents comfortable in the building and allow them to interact with the staff and other students. These events can be offered at no cost or at little cost to the students. The price would also give students a bigger motivation to attend since it would not only be free or mostly free, but also be a small time commitment. The internal events can be looked at as study breaks to the students. Students had mentioned in the survey that they were too busy to attend programs due to school work or other commitments. If the students are doing their homework inside IES it would be easier for them to go downstairs for a short amount of time to take a break and socialize than to go out for the entire day or for a few hours to a day trip or other event.

Offering more internal programs will allow more popular programs to be offered and allow for more student and RA interaction to take place. The students or the RAs could also use the socializing at these programs to get more information on what other programs the students would like to attend. Other internal events that could be offered that students named in the survey results include dinners, movies, bake off, breakfast parties or picnics in Hyde Park. All

these events can be sponsored by the residence hall and involve the hall providing food or the students each contributing a food item like a pot luck dinner. These would be events that could have a large attendance and obtain high praise from students since it is more or less up to a student to make the programs enjoyable or not.

5.3.3.1   *How can staff find programs the students want to go to*

To get students to attend programs the staff needs to know what programs the students want to go to and what programs interest the current residents. The interest in programs differs based on the students in the building; a popular program one semester may not be popular the next semester. To help RAs and staff figure out which programs to offer which semester, the group recommends a few options.

One of these would be the orientation sessions and RA office hours mentioned previously. The orientation sessions can be used as a feedback session to allow students to voice their opinions on programs they wish to see or to offer advice on programs that were recently offered. If a student has the option to attend a program before the orientation session they can talk about it to an RA and give feedback on how much the student did or did not enjoy the program. The feedback will allow the RA to cater more to the students when offering the program again to make it more successful than it was the first time or getting the RAs to rethink before they offer the program again.

The second option to gain more student interest in programs would be to place a suggestion box at reception. The box would allow more shy students who do not wish to voice concerns or suggestions in person, either during the orientation sessions or RA office hours, to still have a say in the programs being offered. The box can be a place where students write down any programs they wish to see happen in the semester they are here or any feedback they may have on programs that have been offered thus far. The suggestion box could be emptied each week and the suggestions can be read at the RA staff meeting that week. The box would give more students the option to make suggestions anonymously and make sure that more students' voices are heard.

5.3.3.2   *Increased Attendance at Programs*

To increase student attendance at programs the team has one major suggestion which is if the residence hall can plan programs in advance they should. The more notice a student has of a program especially ones that require a large time commitment, like a day trip, or money, the

more of a chance there is the students will attend the event. Students said in the survey that one of the main reasons for not attending programs is because they are too busy, but if they are told of a program in advance they can plan for attending it and make sure they are free on that particular day.

Not only do programs need to be planned in advance, but students also need to be kept informed about the programs. Many students said that there was not enough notice of programs and they want email reminders to be sent out so they know what programs are going on and when they are taking place. Students are more likely to notice an email than they are to notice a sign in an elevator. Since IES LRH is restricted to posting in the elevators only it is necessary to also have an email send out weekly to inform students of what is going on in the residence hall. For the students who are in currently living in the residence hall it is recommended that there be an Excel sheet created with a list of all their names and email addresses. This would make it easy to add and remove students as they check in and out of the building and the email addresses can be easily copied and pasted from the Excel document into an email. This would be an easy solution and based on student feedback it is a necessary recommendation to better improve student satisfaction within the residence hall. Students are more involved in technology now being part of the millennial generation and many students said that they would go to programs if they knew they were being offered. The email update sent weekly would allow students to get the information they want and in a way that is easier for them to notice. If the students know about the programs and are reminded of them via an email update each week the attendance at programs would greatly increase.

5.3.4 Long-term Recommendations

Not only are there the recommendations to IES LRH that have been made to help them to improve and better satisfy their students, but the survey itself was also a big recommendation. The survey was created because there was never a formal evaluation of resident experience done before at IES LRH. To help IES LRH continue to satisfy their students after the recommendations the group have made are implemented, the team has updated the original survey to help suit IES LRHs need for a satisfaction survey. The survey was updated based on the questions asked on other PBSA satisfaction surveys. The survey results obtained from FIE and Nido will help to make the questions on the IES LRH satisfaction survey better and give IES LRH a survey to administer every year or every semester.

The updated survey allows the staff to administer the survey again in the future to see how they are doing and if they are continuing to satisfy their residents. By sending out a survey every year or every semester the staff will get a better idea on how students feel about the residence hall and what the residence hall can do to give the students a better experience at the residence hall.

5.4   Final Remarks

Evaluating student housing in London is a scarcely discussed topic compared to the studies on the growing PBSA market and its direct impact on the economy and education. This project looks to provide more insight on specific student accommodation providers and evaluate the experience of their residents. As stated previously, the goal of this project is to evaluate student housing available in London and perform a formal evaluation to gauge the student experience of the IES London Residence Hall. This project helped explain the relationship between student residents and their accommodation providers and supports the increasing trend of student expectations with their housing.

While the IES London Residence Hall is the sponsor of this project, there are many different individuals and groups who may benefit from the findings of the project. Students residing in London student accommodations will be the first who benefit from this project. From the findings and recommendations to better satisfy students, accommodation providers will look to improve their facilities. Accommodation providers may also be able to use the research of student expectation for their own housing to make improvements on their facilities based on the growing trends observed; having knowledge of the increased student expectations of accommodations will help providers stay up to date with their accommodations and continue to focus on improving student experiences. The Institute for International Education of Students may find the project helpful in determining new accommodations for their students coming to study in London. The IES London Residence Hall was recently sold and will no longer be managed by IES, therefore these project results may serve as a guideline for choosing new London student accommodation to best suit their students. Similarly, Worcester Polytechnic Institute has been housing their students at IES LRH since the early 2000's; now that the building has been sold, WPI may also use this project to find new accommodations for their students completing their IQP in London.

While the project has tried to address many of the unknown aspects of the London student accommodations market, there is still much research that can be done to study student experiences and how they relate to the trends observed in the growing London student accommodations markets. Unknown answers can be researched regarding differences in student experience after making improvements based on student feedback. This information would help better define the question brought up about establishing a level of satisfaction and knowing when the satisfaction level has been achieved. Other questions include searching for a method to predict trends within the student accommodations market based on the trends observed in this project. The findings of those questions would help support the results of this project and help both students and providers to better understand the relationship at hand.

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Appendix A: Mission and Organization of the Sponsoring Agency

IES Abroad, formally known as the International Education of Students is a nonprofit academic consortium that enrolls more than 5,300 students annually. Since 1950, the program is based in Chicago and has grown over time to encompass 95 programs in 34 cities. This not-for-profit organization consists over 185 leading U.S. colleges and universities and has seen much success in the over 60 years of program operation (Institute for International Education, n.d.).

Their success is due widely to their vision since 1950, which is to give students an education with the purpose they need to "navigate across different cultures" (Institute for International Education of Students, n.d.) easily. They have focused on perfecting their study abroad programs to "deliver the highest quality education while simultaneously promoting the development of interculturally-competent leaders" (Institute for International Education of Students, n.d.). The goal is to have students who participate in an IES program to gain knowledge and experience with different cultures, but also to better themselves academically. Their mission is to provide superior programs that give students the necessary skills to find their capabilities and become effective leaders in society.

The unique mission of IES is accomplished by their equally unique organizational structure; IES Abroad runs like a business and a college. They are complete with Academic Programming, Admissions and Financial Aid, Human Resources and Recruiting departments in the college aspect. They also run like a company with departments in Marketing, Finance, Administration and Legal. College Relations and Institutional Relations are departments unique to IES. Also, every location IES provides programs for has their own Program Dean and other faculty and specific departments (Institute for International Education of Students, n.d.).

The IES London residence hall (LHR) staffs 5 residential advisors and 1 professional resident director that live on-site and work with the students staying at the IES LRH to plan trips and programs that enrich the student's experience while in London (Institute for International Education of Students, n.d.). The LRH also staffs a daytime receptionist at the front desk of the building, night and weekend security guards, and a weekly cleaning staff (Institute for International Education of Students, n.d.). The LRH building is 11-stories and can accommodate up to 300 guests when every bed is occupied (Accommodation for Students, n.d.). Residents of the LRH include IES study abroad students, university study abroad programs, London college students, and travelers to London.

The IES Abroad program for London allows students from all over the world to live in the IES LRH and participate in many difference types of study abroad programs, including a theater studies program, direct enrollment in local British universities, internships, and "study London" programs that combine both classes at a local university and internship experience (IES Abroad, n.d.). Students may elect to apply for the IES Abroad program through IES directly if their college or university is not a member or associate member. The IES LRH is the currently the only residence hall sponsored by IES in the UK.

By creating a formal evaluation of students' experiences in the IES LRH and comparing that residence hall to competitors' would be beneficial to IES. We can provide surveys to measure students experience better and then recommend improvements that will focus on upholding the IES Abroad mission statement (IES Abroad, n.d.). This will attract more students and enhance their study abroad experience and education.

Appendix B: Evaluating Student Housing in London Timeline

Pre-London | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6| Week 7

1 – Determine Survey Structure & Method

2 – Evaluate IES & Compare to Competitors in London

3 – Evaluate Student Experience at IES

4 – Evaluate Staff Experience at IES & Compare Issues to Students

5 – Provide recommendations for improvements

1
- Interview with Naomi Campbell, WPI Residential Services
- Interview with Lee Frankel, Director of ASA

2
- Physical evaluation of other London residence halls
- Interview with Maureen McDermott
- Interview with Lee Frankel, Director of ASA

3
- Focus group with D'10 and E'10 students
- Surveys to IES student residents & past IES alumni

4
- Interview IES staff
- Correlation analysis of staff and student issues

5
- Find trends in data collected
- How can these trends be explained
- How can these trends be addressed & improved upon

Appendix C: Focus Group Protocol

Introduction:

Our IQP is evaluating student housing in London, sponsored by Sheila Curtain, director of the IES London residence hall. Specifically, our project will be to conduct a formal evaluation of student satisfaction with the IES London residence hall. We are interested in conducting a focus group this term on the WPI campus to gain more insight about the IES London Residence Hall from the perspective of WPI students who have traveled and stayed there on IQP.   Students who went to London either D or E term of 2010 are still undergraduates on campus and would be the subjects in our focus group. The goal of our focus group would be to get more information about the residence hall and gauge their satisfaction to help us develop our methodology for when we are in London performing our evaluations.

Methodology:

We will start by emailing past London IQP students from D'10 and E'10 using their email aliases set up by the IGSD so that all students will be contacted. The email will provide two tentative dates for the focus group and will ask students to RSVP if they are interested in participating with which date they are willing to attend and what term they went away to London. Based upon that, we will choose the date (or dates if there are more than 10 people interested per focus group) that give us a diverse group of students, using gender and the term they went away to London as sampling factors. Each focus group will consist of 8-10 students, and will ideally contain a mix of gender and term to give us a broad sampling spectrum. Students will be notified in the email that no advisors will be present and that all information is confidential and will be reported anonymously.   The session will last approximately one hour and will be held in a classroom on campus for privacy.

The plan for the focus group is outlined below:

1. Group roles: Recording (Joshua), note taker (Samantha), discussion leaders (Sadie and Rachael)
2. Set-up the room with anonymous name tags (Student A, Student B, etc..) and instruct students to take a seat at random
3. Hand out the preliminary satisfaction survey (5-10 minutes)
4. Start discussion. Discussion will flow naturally, but we would like to focus on each of these topics:
    a. Internet (cap at 15 minutes)
        i. How did they like it?
        ii. Problems?
    b. RA Programs/Activities (cap at 15 minutes)
        i. What did IES offer and what did the students attend?

ii. How did they like it?
iii. Suggestions for activities?
c. Overall satisfaction (cap at 10 minutes)
i. Safety/Security
ii. Handling health issues and emergencies
iii. Location
iv. Amenities
d. Any other comments/recommendations? (until they need to leave)

The last section of the focus group may be very valuable to us. The students in the group may identify opinion items that we had not thought of and will help us in designing a better survey. Since these students have been there may be different issues at IES that we should ask about that we didn't think of.

Use of Information:

All information used in our report will be reported anonymously.   No student names will be used and the students will be identified only by anonymous pseudonyms (e.g. Student A, Student B, ect.) The information obtained will be used to develop questions for the satisfaction survey we will be administering to students staying in the IES London residence hall while we are staying there and past alumni of the residence hall.

Appendix D: Student Survey

1. Where are you from (Country of Origin)?
    a. Response: Write in
2. What is your gender?
    a. Response: Multiple choice
        i. Male
        ii. Female
3. How long is your stay at IES LRH?
    a. Response: Multiple choice
        i. Less than one month
        ii. One to three months
        iii. Three to six months
        iv. Six months or more
4. Please rate your overall experience at IES LRH
    a. Response: Multiple choice
        i. Excellent
        ii. Good
        iii. Neutral
        iv. Fair
        v. Poor
5. What do you primarily use the internet for?
    a. Response: Please rank in order of usage (1 being the most and 9 being the least)
        i. Research and homework
        ii. Video streaming
        iii. Downloading Files
        iv. Social Networks
        v. Email
        vi. News/Sports
        vii. Playing Games
        viii. Shopping
        ix. Surfing the Web
6. Please rate your experience with the internet at IES LRH
    a. Speed with Ethernet cord
        i. Response: Multiple choice
            1. Excellent
            2. Good
            3. Neutral
            4. Fair
            5. Poor
            6. N/A
    b. Reliability/Connection with Ethernet cord
        i. Response: Multiple choice
            1. Excellent
            2. Good
            3. Neutral

4. Fair
                    5. Poor
                    6. N/A
        c. Speed with wireless
                i. Response: Multiple choice
                    1. Excellent
                    2. Good
                    3. Neutral
                    4. Fair
                    5. Poor
                    6. N/A
        d. Reliability/Connection with wireless
                i. Response: Multiple choice
                    1. Excellent
                    2. Good
                    3. Neutral
                    4. Fair
                    5. Poor
                    6. N/A
7. Have you attended any IES London Residence Hall sponsored programs or events?
        a. Response: Multiple choice
                i. Yes
                ii. No
8. If you attended any IES London Residence Hall sponsored programs or events, please rate your experience with programs you attended
        a. Response: Multiple Choice
                i. Excellent
                ii. Good
                iii. Neutral
                iv. Fair
                v. Poor
                vi. N/A
9. If you did not attend any IES London Residence Hall sponsored programs or events , please explain why
        a. Response: Select all that apply
                i. Uninterested
                ii. Time conflict
                iii. Uninformed
                iv. Too expensive
                v. Other
10. Please explain your answer to question 9 further.
        a. Response: Write in
11. Which IES LRH sponsored programs or events were you interested in?
        a. Response: write in
12. Do you have any suggestions for programs that you would be interested in attending that can provided by IES London Residence Hall?

   a. Response: Write in

13. Please identify positive aspects of IES London Residence Hall
   a. Select all that apply
      i. Location
      ii. Bedroom
      iii. Kitchen
      iv. Laundry
      v. Staff
      vi. Technology
      vii. Other

14. Please rate your experience with the IES LRH security(keycard, security guard, rules)
   a. Response: Multiple choice
      i. Excellent
      ii. Good
      iii. Neutral
      iv. Fair
      v. Poor

15. Please rate how safe you feel at IES LRH
   a. Response: Multiple choice
      i. Very safe
      ii. Safe
      iii. Somewhat safe
      iv. Not really safe
      v. Not safe at all

16. Please state how often you do laundry at IES London Residence Hall
   a. Response: Multiple choice
      i. More than once a week
      ii. Once a week
      iii. Once every two weeks
      iv. Once a month
      v. I do not do laundry at IES LRH

17. Please rate your experience with the laundry at IES LRH?
   a. Response: Multiple choice
      i. Excellent
      ii. Good
      iii. Neutral
      iv. Fair
      v. Poor
      vi. N/A

18. Please your experience with the amenities with the following:
   a. Room amenities
      i. Response: Multiple choice
         1. Excellent
         2. Good
         3. Neutral
         4. Fair

5. Poor
    b. Kitchen amenities
            i. Response: Multiple choice
                    1. Excellent
                    2. Good
                    3. Neutral
                    4. Fair
                    5. Poor
    c. Building
            i. Response: Multiple choice
                    1. Excellent
                    2. Good
                    3. Neutral
                    4. Fair
                    5. Poor
19. Are there any additional amenities that would enhance your experience at IES London Residence Hall?
    Please Specify
    a. Response: write in

20. Did you contact any IES London Residence Hall staff about any concerns or issues?
    a. Response: Multiple choice
            i. Yes
           ii. No
          iii. No, I could not find anyone
21. If you responded yes to the previous question, who did you talk to first?
    a. Response: Multiple choice
            i. Front desk receptionist
           ii. RA
          iii. Night time security
           iv. Other staff members
            v. N/A

22. Please describe any major problems or concerns that you had at IES London Residence Hall
    a. Response: Write in
23. Would you recommend IES LRH to a friend?
    a. Response: Multiple choice
            i. Yes
           ii. No
24. Do you have any suggestions for IES London Residence Hall?
    a. Response: Write in

Appendix E: IES LRH Staff Interview Questions for Resident Director

2. How does IES compare to other Residence Halls in London?

    a. Location, price, amenities, etc.

3. What do students like at IES over other facilities?

4. What might attract students to other facilities instead of IES?

5. What programs/trips do you offer students?

6. How much do programs cost?

7. Student attendance?

8. Do students utilize programs/trips? If not, why do you think so? What else could be offered for students to attract them to IES?

9. Are there any programs you would like to see happen at IES?

10. Are there any goals set in place for IES to encourage a more satisfying student experience? Customer satisfaction policy?

11. Have there been any new procedures implemented in improving student experiences at IES?

12. What do students typically use RA's for?

13. What are typical issues that students have?

14. How are these issues resolved? /Can these issues be resolved?

15. How quickly does it take to resolve these issues?

16. GO THROUGH ALL RESULTS

17. In our survey, we found the major concerns of students to be:

    a. Bathroom maintenance, internet, and laundry facilities

    b. Do you believe these all to be issues that you are aware about? What has been done to address these issues?

18. In our survey, we found that about 50% of students attended LRH sponsored programs. Of the students that did not attend, a majority of students said that they were uninterested, had a time conflict, or were uninformed.

    a. Do you believe these issues to be true? Why or why not?

    b. How can they be better addressed?

19. We also found that students in the past love certain trips and then other students suggest the same trips that past students have been on. For example, students liked Liverpool

trips and football matches. Is it plausible to hold these programs more often, such as once per month? Why or why not? What restrictions are in place when it comes to programs?

20. We also found that in our open-ended response questions, some residents said that the RAs were difficult to find or were unavailable so they could not contact them when they had issues/concerns.
    a. Do you find this surprising?
    b. How do you think the RAs could make themselves more available to residents?
        i. In general, when on duty, etc.
    c. Students also reported in the suggestions section to have the staff introduce themselves

21. Are these issues relevant to the capabilities of the IES staff? Why or why not?

22. Do you have any recommendations for improvements at IES?

Appendix F: IES LRH Staff Interview Questions for Managing Director

1. How does IES compare to other Residence Halls in London?
   a. Location, price, amenities, etc.
2. What are common amenities that students or group administrators are looking for when booking with IES?
3. What are some common concerns or issues that students or group administrators have when booking with IES?
4. What else could be offered for students to attract them to IES?
5. What attracts students to other facilities instead of IES?
6. What do students like at IES over other facilities?
7. Are there any goals set in place for IES to encourage a more satisfying student experience? Customer satisfaction policy?
8. Have there been any new procedures implemented in improving student experiences at IES?
9. What do students typically use the front desk for?
10. What are typical issues that students have?
11. How are these issues resolved? /Can these issues be resolved?
12. How quickly does it take to resolve these issues?
13. Do you think students utilize programs/trips? If not, why do you think so? What else could be offered for students to attract them to IES?
14. Are there any programs you would like to see happen at IES?
15. One of the major concerns is bathroom maintenance. What are does the maintenance crew do regularly now? Are their tasks clear? Who checks on them?
16. Some concerns are that the RA staff is unavailable. When the RA's are on duty, what are they supposed to do? DO RA's introduce themselves to students?
17. In our survey, we found that people didn't go to programs because it wasn't well advertised. Do you think that s an easy problem to fix? What else could you do?
18. There were a few comments about the staff being unprofessional, mainly cleaning staff and front desk. Have you had big staff changes in the recent years? How is the staff told to act towards students?
19. We also found that students in the past love certain trips and then other students suggest the same trips that past students have been on. For example, students liked Liverpool trips and bars/clubs. Is it plausible to hold these programs once a month?

20. The washing machines have been ripping students clothing. How would you fix that? Do you have to teach people how to use the washing machine correctly, or is it a problem with the actual machines?

21. Many students have complained about the lack of kitchen supplies (i.e. pots and pans, utensils and dishes). Have you heard this complain before? Do you think it is necessary to provide kitchen supplies?

22. FIE spent £70,000.00 on making their building completely wireless. He said it was worth it because that was a main complaint. Do you think it would be worth it for IES?

23. Of the students who are concerned with recycling, they are *very* concerned and say no recycling is "inexcusable". Since this subject causes such strong responses, can recycling be implemented into everyday activities?

24. We found some people want a fitness center. How plausible is that?

Appendix G: IES LRH Staff Interview Questions for Security Guard

1. Are you familiar with other residence halls in London similar to IES?
   a. Nido, UNITE, Liberty Living, etc.
   b. If yes, how does IES compare to them?
      i. Locations, price, amenities, etc.
2. What else could be offered for students to attract them to IES LRH?
3. What attracts students to other facilities instead of IES LRH?
4. Are there any goals set in place for IES LRH to encourage a more satisfying student experience? Customer satisfaction policy?
5. What do students typically use the front desk for at night?
6. What are typical issues that students come to you about?
7. How are these issues resolved? /Can these issues be resolved?
8. How quickly does it take to resolve these issues?
9. How safe do you think the Chelsea area is?
   a. What issues have you found residents had with safety in this area?
10. How safe do you think the LRH building is?
    a. How does the LRH building compare in safety to other facilities you have experienced?

Show results on security/safety + suggestions for IES about staff

11. In our survey, we found that a majority of students had an excellent or good experience with LRH security. Why do you believe students have this experience? What do you think makes LRH stand out with security?
12. In our survey we also found that a majority of students felt very safe or safe at LRH. Do you believe this to be true? Why do you think students feel so safe here?
13. We also found that in our open-ended response questions that some students said that staff working the front desk (either during the day or at night) was rude and unprofessional. Do you believe this to be true in your experiences? Why do you think students feel this way?
14. Are these issues relevant to the capabilities of the IES staff? Why or why not?
15. Do you have any recommendations for improvements at IES?

Appendix H: IES LRH Staff Interview Questions for Front Desk Coordinator

1. Are you familiar with other residence halls in London similar to IES?
   a. Nido, UNITE, Liberty Living, etc.
   b. If yes, how does IES LRH compare to them?
      i. Location, price amenities, etc.
2. What are common amenities that students or group administrators are looking for when booking with IES?
3. What are some common concerns or issues that students or group administrators have when booking with IES?
4. What else could be offered for students to attract them to IES?
5. What attracts students to other facilities instead of IES?
6. What do students like at IES over other facilities?
7. Who books IES? Students or groups/schools?

   a. What draws students?

   b. What draws group leader/school?

8. Are there any goals set in place for IES to encourage a more satisfying student experience? Customer satisfaction policy?
9. Have there been any new procedures implemented in improving student experiences at IES?
10. What do students typically use the front desk for?
11. What are typical issues that residents report to the front desk?
12. How are these issues resolved? /Can these issues be resolved?
13. How quickly does it take to resolve these issues?
14. **GO THROUGH ALL RESULTS, FOCUS ON STAFF CONTACT AND ISSUE/CONCERNS**
15. In our survey, we found that residents contact the front desk reception first when they have an issue or concern. Do you find this to be surprising? Why or why not?
16. We also found that some students responded to the open-ended questions about concerns they had that some of the staff at the front desk (reception/night guards) were rude and unprofessional towards them. Do you believe that this is true? Why or why not? What do you think would make students believe this?
17. Are these issues relevant to the capabilities of the IES staff? Why or why not?
18. Do you have any recommendations for improvements at IES?

Appendix I: IES LRH Staff Interview Questions for Residential Advisors

1. Are you familiar with other residence halls in London similar to IES?

    a. Nido, UNITE, Liberty Living, etc.

    b. If yes, how does IES compare to them?

        i. Locations, price, amenities, etc.

2. What do students like at IES over other facilities?

3. What attracts students to other facilities instead of IES?

4. What programs/trips do you offer students?

5. How much do programs cost?

6. Student attendance?

7. Do students utilize programs/trips? If not, why do you think so? What else could be offered for students to attract them to IES?

8. Are there any programs you would like to see happen at IES?

9. Are there any goals set in place for IES to encourage a more satisfying student experience? Customer satisfaction policy?

10. Have there been any new procedures implemented in improving student experiences at IES?

11. What do students typically use RA's for?

12. What are typical issues that students have? How are these issues resolved? /Can these issues be resolved? How quickly does it take to resolve these issues?

13. **GO THROUGH ALL RESULTS, FOCUS ON PROGRAMS + STAFF INTERACTIONS**

14. In our survey, we found that people didn't go to programs because it wasn't well advertised. Do you think that s an easy problem to fix? What else could you do?

15. We also found that students in the past love certain trips and then other students suggest the same trips that past students have been on. For example, students liked Liverpool trips and football matches. Is it plausible to hold these programs more often, such as once per month?

16. We also found that when residents had an issue or concern, the first staff member they contacted was the front desk. Do you find this to be accurate? Why or why not?

17. Are these issues relevant to the capabilities of the IES staff? Why or why not?

18. Do you have any recommendations for improvements at IES?

Appendix J: IES LRH Staff Interview Questions for Reservation Coordinator

1. How does IES compare to other Residence Halls in London?
   a. Location, price, amenities, etc.
2. What are common amenities that students or group administrators are looking for when booking with IES?
3. What are some common concerns or issues that students or group administrators have when booking with IES?
4. What else could be offered for students to attract them to IES?
5. What attracts students to other facilities instead of IES?
6. What do students like at IES over other facilities?
7. Who books IES? Students or groups/schools?
   a. What draws students?
   b. What draws group leader/school?
8. Are there any goals set in place for IES to encourage a more satisfying student experience? Customer satisfaction policy?
9. Have there been any new procedures implemented in improving student experiences at IES?
10. What are typical issues that students have?
11. How are these issues resolved? /Can these issues be resolved?
12. Do you expect those issues to come up when we conduct our survey? Why or why not?
13. Are these issues relevant to the capabilities of the IES staff? Why or why not?
14. Do you have any recommendations for improvements at IES?

Appendix K: Navigation of Interview for Nido

Topic	What do we want to know	Questions
Reservations	Customers	1. Who books? 2. What do they look for? 3. What are concerns when booking? 4. Partners with universities or study abroad programs? 5. Trends in bookings? 6. Recession concerns?
Building	Management	1. Who makes up staff? 2. How many RAs? 3. Accessibility of staff?
	Amenities	1. How many students typically housed? 2. What are resident policies? 3. What are building amenities? 4. What are room/kitchen amenities? 5. Internet? • Wi-fi? How much $? • Do students enjoy wifi? • Issues at all? 6. Laundry facilities? 7. Accessibility of the locations? 8. Building safety?
	Programs	1. What programs/trips offer students? 2. How much do programs cost? 3. Student attendance?
Issues	Concerns of Students	1. What common issues faced? 2. How are issues resolved? 3. Who do students notify with issues? 4. How do students utilize staff/RAs?
Evaluations	Survey of Students	1. Formal evaluation of resident experience performed? 2. What were the results? 3. Any trends recognized?
Comparisons	Why Nido?	1. Why do students prefer Nido over others? 2. What makes Nido stand out in the PBSA world? 3. Who do you consider to be your "competitors"?

		• Why? On what grounds? 4. Advantages/disadvantages of Nido

IES	Experience at IES	1. When did you work at IES?
		  • Title?
		  • How long?
		  • Staff at the time?
		2. What do you do differently now than at IES?
		3. Advantages/disadvantages of IES?
		4. Improvements for IES made to Nido?
		5. Who are competitors to IES?

Other PBSAs	Contacts	1. Do you interact with other PBSAs? 2. Do you have any contacts at other PBSAs we could speak to? • UNITE?
Tour*	Physical appearance	1. Tour of Spitalfields? 2. Tour of King's Cross?

*If possible

Appendix L: Navigation of Interview for other PBSAs (UNITE, FIE, Liberty Living)

Topic	What do we want to know	Questions
Reservations	Customers	1. Who books? (Individual students? Groups?) Cycles of booking: 2. What do they look for? 3. What are concerns when booking? 4. Partners with universities or study abroad programs? 5. Trends in bookings? (seasonal?) 6. Has the recession affected your residence hall? If so, how?
Building	Management	1. Who makes up staff? 2. How many RAs? 3. Accessibility of staff?
	Programs	1. What programs/trips offer to students? 2. How much do programs cost? 3. How is student attendance? 4. Do students utilize programs & events? If not, why do you think?

	Amenities	1. How many students typically housed?
		2. What are resident policies? (fines, alcohol, etc.)
		3. What are building amenities? (gym? Courtyard?)
		4. What are room/kitchen amenities?
		5. Internet?
		    • Where is the wireless access?
		    • Issues at all?
		    • Hard wire at all?
		6. Laundry facilities?
		    • How many washers/dryers?

		• Resident satisfaction with laundry? 7. Accessibility of the building/ locations? 8. What precautions/services offered for building safety? (Night staff, swipe access, etc)

Issues	Concerns of Students	1. What are common issues faced? (room size? Internet? Heat/air conditioning?, etc.)
		2. How are issues resolved?
		    • What is the process/method to report issues?
		    • How are issues handled after the staff is made aware?
		    • How soon are issues resolved?
		    • Are residents satisfied with time of resolutions?
		3. Who do students notify with issues? (front desk? RA? Parents?)
		4. How do students utilize staff/RAs?

Evaluations	Survey of Students	1. Has Liberty Living performed a formal evaluation of resident experience? 2. If so, what were the results? 3. Can we see them so we can compare with other residence halls? 4. Any trends recognized?
Comparisons	Why Liberty Living?	1. Why do students prefer your residence hall over others? 2. What makes your residence hall stand out? 3. Who do you consider to be your "competitors"? • Why? On what grounds? 4. Advantages/disadvantages of

		your residence hall
	Contacts	1. Do you interact with other residential halls? 2. Do you have any contacts at other PBSAs we could speak to?
Other PBSAs	Physical appearance	1. Tour?

Appendix M: PBSA Comparison Chart

	IES	FIE	Nido Kings Cross	UNITE Woburn Place	Liberty Living
Bedrooms	• En suite toilet, basin, shaving points and shower • Free wired internet access • Lockable wardrobe Studydesk	• TV • 2 dressers	• En-suite bathroom with shower, toilet and basin • Desk with shelving and chair • Bed with storage space underneath • Full length mirror • Closet with hanging space and shelving • Pin board • Must provide own linens or can buy from Nido	• Desk and chair • Chest of drawers • Wardrobe • Shelves • Waste paper bin • En suite toilet, Shaver point, shower, and wash basin	• ¾ size beds • 67 studio apartments in a range of sizes and prices to fit different budgets • En-suite shower, toilet and washbasin
Kitchens	• Dishwasher • Waste disposal unit • Refrigerator • 2 microwaves • Oven and stove • Pots, pans + basic kitchen utensils • Kitchens are shared with 4-6 students	• 12-14 people in a kitchen • Dishwasher • Supplies come with kitchen	• Students must provide own kitchen supplies or it can be bought from Nido • Stove • Oven • Microwave • Kettle • In-room kitchenette	• 6-8 twin rooms share one kitchen • Fitted units • Fridge freezer • Iron and Ironing board • Kettle • Microwave • Rubbish bin • Stools • Toaster	• Fully fitted kitchen • Single electric oven with grill and microwave • 2-ring hob/extractor fan • apartments with 4 or 6 rooms share a kitchen

	IES	FIE	Nido Kings Cross	UNITE Woburn Place	Liberty Living

Additional Amenities	• Common rooms can be reserved as classroom space.	• Victorian buildings	• Café
			  ○ Food and drinks
			• Game room
			  ○ Pool, table tennis, etc.
			• Movie screening room
			• Fitness centre
			• Post room
			• Library on 1st floor
			• 8 overnight guest stays a month.
			• On-site maintenance team to ensure your home is always in working order.
				• local gym partnership
				• Flat screen TV's,
				• Pool tables
				• All utility bills are included in the price
				• Colour TV
				• Recycling bins
				• Vending machine
				• Wheelchair accessible
				• Widescreen TV
					• All utility bills included in the cost of the rent
					• Free personal contents insurance
					• Manned reception area
					• On-site management and maintenance team

Programs	• Movie Nights • Discounted tickets to London theatre and events • Day trips • Football matches • Trips to London attractions	• Extracurricular are subsidized by FIE • Always a tour of London and area tour after orientation	• Movie night (1/wk) • Typically free • Have some off site but not out of London • Getting to know the city	• No programs • They had entertainment managers to organize events • Students organize their own programs	• Depends on the students. • Attendance Varies •
Location	Chelsea, London	Kensington, London	Islington, London	Bloomsbury, London	Lambeth, London
Resident Life	• RA's offer programs • Residence Hall sponsored programs • live-in staff of 5 RAs and a professional residence director	• Student life office • Have RAs but call them RLS (resident life supervisors) ○ RLSs are not in FIE program	• RAs and Resident events • RA sponsored programs	• If large group comes from a University they may have their own RA but UNITE doesn't hire any	• Have senior students who act like RAs
Security	• Day time reception desk • Night and weekend	• Safe area	• Electronic Card	• Swipe card to get in	• CCTV system monitoring the site

	IES	FIE	Nido Kings Cross	UNITE Woburn Place	Liberty Living
	security • Electronic entry • CCTV	• Bars on ground floor windows • Physical key to open front door and another key for room • Security cameras	• Security 24 hour staff • Cameras • 10 AM-7/8 PM front desk and weekends	• CCTV monitoring	• Three layers, 24 hour security, electronic access, another to your front door, key to bedroom.
Number of Residence Halls in London	1 building 1 program center	3 sites 1 study center	2 buildings soon to be 3 (Notting Hill September 2011)	33 Resident Buildings	5 buildings
Surroundings and area	• The nearest Tube stop is South Kensington or Sloane Square Station which are about a ten minute walk • There is a bus stop outside the building • two grocery stores within a few blocks	• Located in Kensington • Near many museums • Close to the Gloucester Road Tube Stop • Nearby are banks, post office, restaurants, pubs and supermarkets	• Nearest Tube stop is Kings Cross St. Pancras • Supermarkets nearby	• Located on Russell Square • Within easy reach of many London Universities • Russell Square and Holborn Tube stations are just a few minutes' walk away • Several supermarkets in walking distance	• 5-10 min walk to tube station

Main problems/issues and how fixed	• Cleaning staff
	 • Roommate/kitchen mate conflicts → can help mediate it
	    o Move rooms if need to and have availability
	 • Internet
	    o Internet for academic purposes
		• Try to lower expectations
		    o Do orientation in states
		 • Reported online and immediately reported to staff
		 • Heating and hot water were main problems
			• Internet
			 • Smoking
			 • Find out from helpdesk
			    o Proprietary system student log into
			 • Internet more students less bandwidth
			 • Noise issue
			 • Laundry issues
			    o Ate $
				• Hot water was a problem
				 • Light bulbs
				 • People stealing their food
				 • People not getting along with their roommates
				 • Students log issues online
					• Flat mates who don't know each other potentially don't like each other.
					 • Noise issues.
					 • General Managers and assistant managers are trained with confrontation.

	IES	FIE	Nido Kings Cross	UNITE Woburn Place	Liberty Living
	o More common to download things	• Bed Bugs • Pest control contract(comes twice per year) o Bed bugs • Housing supervisor every building is checked 1/week • Room too small			

Selling points	• Location and sense of community
	  o Student here for long term then reception gets to know them
	• Chance to do programs and know other students
		• Successful because of people
		• Safe area
		  o 10 min walk from museums
		• ANUK member
		• Study centre
		  o All study from here not at London university
			• Resident life program
			  o Students develop outside classroom
			• Flexibility of students
			• Full time students
			  o Work with all kinds of institutions (Popular with language schools)
			• Number of staff on duty
			• Fitness centre
			• More communal space
				• Everything is included (bills)
				• Location
				• Quality of building
				• Within easy reach of some of London's popular attractions
				• Each room has a wall-mounted flat screen TV, Contemporary furniture, a modern hideaway kitchen, stone-effect flooring and a large study area
					• Won award for good service.
					• A manager and assistant trying to run a number of buildings. Have to meet university standards.
					• Location, service, quality.

Cleaning (who cleans and how often)	• Kitchens are lightly cleaned professionally twice a week • Bathrooms are professionally cleaned once per week	• Cleaning 1/week and linens 1/week • Kitchen cleaned for students	• Students are responsible for the cleaning of their room	• Basic cleaning once a month • Additional fee for them cleaning your room	• Students own responsibility to clean their room and flat. • Some residences can offer an additional cleaning service for a fee.
Advantages disadvantages	• Challenges o Size of rooms • Hot because of window	• People and experience of people	• Price considered one of most expensive • Try to put down costs	• Versatile locations. • Disadvantages with difference size of	• Advantages Numerous: 24 hour security, In-house maintenance teams,

	IES	FIE	Nido Kings Cross	UNITE Woburn Place	Liberty Living
	restrictions law • Garbage chute o Stuff gets stuck in it • Excellent infrastructure and support back in Chicago office • Intimate building get to know people • Good building and good location	• Location • Control own housing	o With all advantages • Students are responsible for the cleaning of their room • Students responsible for purchasing bed linen, towels and kitchen equipment/utensils • The laundry is also a pay-per-use basis.	buildings. Some are older and need to be refurbished over and over. Issues become bigger and bigger.	strength with internet. • Disadvantages: Not on campus in all cases, not part of institutions.
Internet	• Wifi in Common Rooms • Wired in the rooms	• Complete Wifi	• Internet access is included in the room rate. • Wifi in common areas hard wire in rooms	• Wifi throughout building	• No wi-fi, • Hard-wired every bedroom, minimum 4 Mb.
Study rooms/comm on rooms	• Each floor has one common room	• Study rooms in the study center • Common room on lowest level	• Common rooms on floor (all have TVs)	• Common room and study room in the basement • Little study rooms scattered around building • TV to use for presentations	• Outdoor space with gardens and a built in BBQ • Common room, study space, TV leisure, pool tables gaming, gyms in four residences
Computer room/printer	5th floor 1 Printer and computer	Computer lab with 2 printers	Computers for free usage in lobby	none	none that the team is aware of

Enrollment (Rolling, semester, How long can stay)	• Continual Booking
	• Stay as long as you need
	• Stay for as short you need
		• Semester booking
		• You book there if you are taking their classes
			• Block bookings with some universities
			  o 20% through universities
			• Rolling enrollment
			  o Study abroad
			  o Need to be full time student
			  o Language schools
				• Semester booking
				• Minimum of one month between Jan and 1st of September
					• Booking for somewhere between 36-44 weeks.
					• in the summer, it's more language students

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			• 43-week and 51-week contracts from the start of September. • A minimum of 4 weeks are available during the summer months (June until the end of August)		

Cost	• 36-50 weeks
	  o Twin Shared: From £191
	  o Standard Single: From £278
	  o Large Single or Accessible Rooms: From £326
	• 16-36 weeks
	  o Twin Shared: From £202
	  o Standard Single: From £312
	  o Large Single or Accessible Rooms: From £352
	• 1-16 weeks
	  o Twin Shared: From £213
	  o Standard Single: From £348
	  o Large Single or Accessible Rooms: From £377
		• Program Fee: $9,160 Housing: $6,285
		Total Semester Fee: $15,445
			• Single Studios (16-22 sqm.)
			  o Single Studio: £255, £270, £280, £285 pp/pw
			  o Corner Studios: £310 pp/pw
			• Twin Share (16.2-18.7 sqm.)
			  o Twin Studio (2 to a sleeping room): £175-195 pp/pw
			• Accessible Studio
			  o Accessible Studios: £270-285 pp/pw
			  o Non-Accessible Rate: £325 pp/pw
				• From £234 per week
				  o One bedroom flat **£613**
				  o Studio **£389**
				  o Studio bed deck **£341**
				  o Twin room **£234**
				  o Two bed flat **£293**
					• 42 Weeks
					  o Single Studio £239.50
					  o Standard Studio £245.00
					  o Studio Premium £265.00
					  o Studio Deluxe £300.00
					• 51 Weeks
					  o Single Studio £229.50
					  o Standard Studio £240.00
					  o Studio Premium £260.00
					  o Studio Deluxe £290.00

Room types (Singles, doubles, 3 or 4)	Singles and Doubles	Doubles	Singles and Doubles	1, 2, 4,6,9,12 people in a room options	Singles
What kind of	• Mainly International and	• Approximately 40	• Students from any	• University Students	• Summer more language

	IES	FIE	Nido Kings Cross	UNITE Woburn Place	Liberty Living
student's house (Who appeal to?)	American students • Some language students • House IES study abroad students • London Universities	American University partners • Not just accommodation but the whole program • Offer internships for students in a semester • They control their own housing • School can send faculty	university enrolled in full time classes in London • Must be 18 or over.		students • 100% occupied within the past 5 years • UK students
Profit or non profit	Not for profit	Not for profit	Profit	Non profit	Non profit
Laundry (# of washers/dryers)	• 10 washers • 10 dryers • Basement floor • £2 per wash and £1 per dry.	• Laundry in 2 of the buildings ○ Could be a 7 minute walk to get to laundry	• Have several washers and dryers. • £2 per wash and £1.50 per dry	• Laundry every two floors 2 washers 2 dryers	• Ratio is one washer and dryer per 70 students.
# of beds	300 beds	361 Beds	1200 beds	461 beds at Woburn	Buildings range from 300-1000 beds (house an average of 400 students per building)