



# NSSE/ACUHO-I STUDENT HOUSING STUDY REPORT WALK-THROUGH

Webinar will begin at 2:30 pm Eastern Time

Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box.

Unmute Start Video Invite Participants Share Screen Chat Record Leave Meeting

Please leave your audio muted and video off (both indicated by a red slash)

Click to open the Participants box. This will allow you to give nonverbal feedback.

Click to open the Chat box. This will allow you to chat with Hosts and Participants.

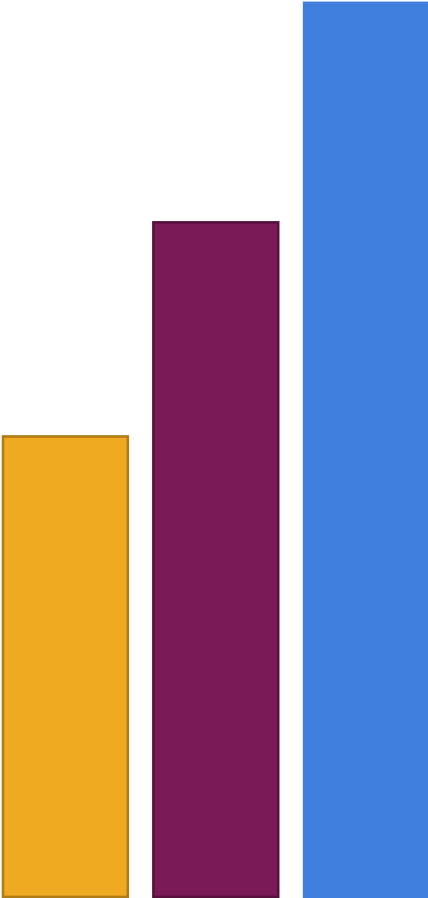
raise hand yes no go slower go faster more

To: Everyone  
Type message here... More

- Access your materials through the NSSE Institution Interface.
- The Chat window allows participants to interact with presenters and each other – make comments about your NSSE practice, ask questions of presenters and of other users!

- Visit <https://kb.iu.edu/d/aods#hear-talk> for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software
- To check your audio connection, click the arrow next to the microphone on the left hand side of the in meeting toolbar.
- Click “Test Computer Audio” and audio preferences will open.
- You can test the volume and output of your speaker device by selecting “Test Speaker.” If you cannot hear, change the output source by selecting a different speaker device.





# NSSE/ACUHO-I STUDENT HOUSING STUDY REPORT WALK-THROUGH

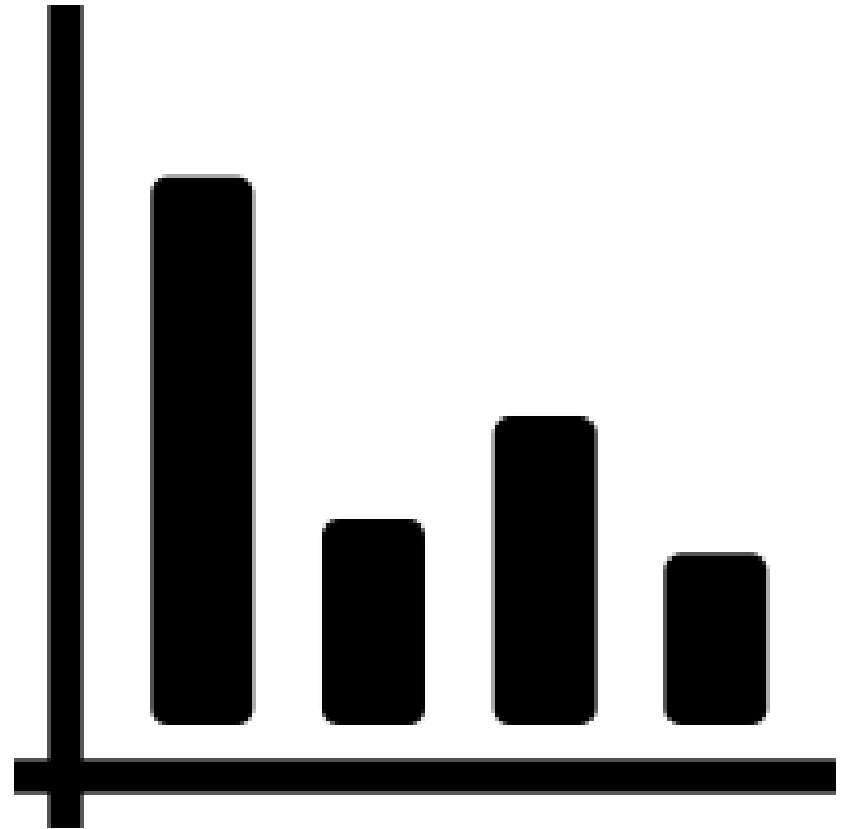
**Bob Gonyea, Kevin Fosnacht, Kyle Fassett, and Polly Graham**

Indiana University Bloomington

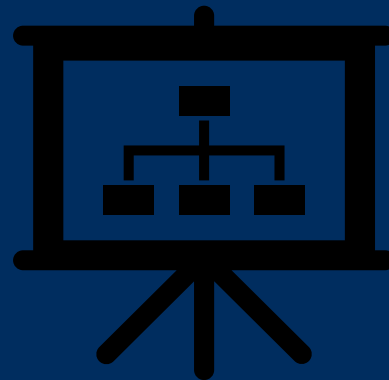
*\* Funded by the ACUHO-I Research and Educational Foundation. We thank the foundation and their donors for the support!*

# Overview of Session

- Introductions
- Study Overview
- Report Walk-Through
- Using the Reports
- Selected Findings
  - Persistence
  - Residential Learning Communities
  - Roommate-Matching
  - Sophomores
- Q & A



# Study Overview



# Research Team



Bob Gonyea



Kevin Fosnacht



Kyle Fassett



Polly Graham



Sarah Hurtado

# Data Sources

Campus Housing Index



Institution  
Characteristics



Engagement  
&  
Residential Conditions



Persistence

# NSSE Scales

## Engagement Indicators [nsse.indiana.edu/links/ei](https://nsse.indiana.edu/links/ei)

Ten scales derived from responses to a set of related survey questions covering distinct aspects of student engagement .

- ✓ Higher-Order Learning
- ✓ Reflective & Integrative Learning
- ✓ Learning Strategies
- ✓ Quantitative Reasoning
- ✓ Collaborative Learning
- ✓ Discussions with Diverse Others
- ✓ Student-Faculty Interaction
- ✓ Effective Teaching Practices
- ✓ Quality of Interactions
- ✓ Supportive Environment

## Perceived Cocurricular Gains

The amount students believe the institution has contributed to their learning and development in the following ways:

- Working effectively with others
- Developing or clarifying a personal code of values and ethics
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Solving complex real-world problems
- Being an informed and active citizen

These may be most relevant to housing and residence life.

# Supplemental questions about student living arrangements

## Housing Set

### \*FIRST-YEAR/SOPHOMORE QUESTIONS\*

#### INTRODUCTION SCREEN LANGUAGE:

You're almost done! Earlier, we asked where you are living while attending college. We have a few more questions to explore your living situation in greater detail. These questions take about three minutes to answer. Your continued participation is voluntary.

1. Do you live on campus or off campus? [HOUfy1801]  
Response options: 1=On campus, 0=Off campus
  - 2a. Do you live at home with your family? [HOUfy1802a]  
Response options: 1=Yes, 0=No
  - 2b. About how long does it usually take to get to campus from where you live? [HOUfy1802b]  
Response options: 1=0-5 minutes, 2=6-10 minutes, 3=11-20 minutes, 4=21-30 minutes, 5=31-45 minutes, 6=46-60 minutes, 7=More than 60 minutes
  3. Whether on or off campus, which of the following best describes where you live while attending college?  
[HOUfy1803]  
Response options: 1=Traditional residence hall (share a bathroom with a wing or floor), 2=Suite-style residence hall (share a bathroom with suitemates), 3=Apartment, townhouse, or other apartment-style residence, 4=Fraternity or sorority housing, 5=House, 6=Institution-owned or managed family housing, 7=Other, please specify: \_\_\_\_\_ [HOUfy1803\_txt]
  4. After classes started this school year, how many times did you move your place of residence? [HOUfy1805]  
Response options: 0=0, 1=1, 2=2, 3=3, 4=4, 5=5 or more
  5. How many roommates or housemates do you have? [HOUfy1806a]  
Response options: 0=0, 1=1, 2=2, 3=3, 4=4, 5=5 or more
  - 6a. Do any of your roommates or housemates also attend this institution? [HOUfy1806a]  
Response options: 1=Yes, 0=No
  - 6b. Which of the following best describes how you became roommates or housemates? [HOUfy1806b]  
Response options: 1=Matched after creating an electronic housing profile, 2=Assigned by the housing office or property owner, 3=Planned with friend(s), 4=Found through social media, 5=Found through an advertisement, Craigslist, etc., 6=Other, please specify: \_\_\_\_\_ [HOUfy1806b\_txt]
  7. Do you participate in a residential program where students take at least one class together and attend common educational or social activities (often called a "living-learning community")? [HOUfy1807]  
Response options: 1=Yes, 0=No
  8. Some housing options provide opportunities specifically for people who live there. Which of the following, if any, have you done in your place of residence? (Select all that apply.)  
Response options: 1=Selected, 0=Not selected
- a. Attended a class where you live (not online) [HOUfy1808a]
  - b. Met with a faculty member where you live [HOUfy1808b]
  - c. Met with an academic advisor where you live [HOUfy1808c]

# Supplemental Questions: First-year & Sophomore\*

## Living situation

- On-/off-campus
- Distance to campus
- Building type
- Roommates (# and how they met)

## Programs

- Living-learning community
- Programming in building

## Perceptions of safety

## Perceptions of housing impact

## Sleeping habits

## Homesickness

## Financial stress

## Satisfaction



*\*Senior questions similar with logical exceptions, e.g., homesickness*

# Housing Study: Four Scales

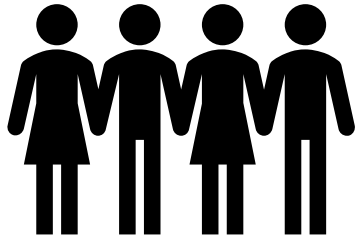
Residential Learning Activities



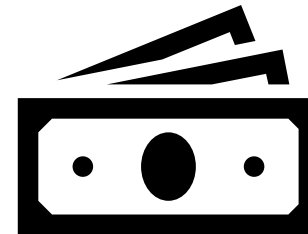
Perceived Housing Impact



Belongingness & Safety



Financial Stress







# Accessing Your Reports

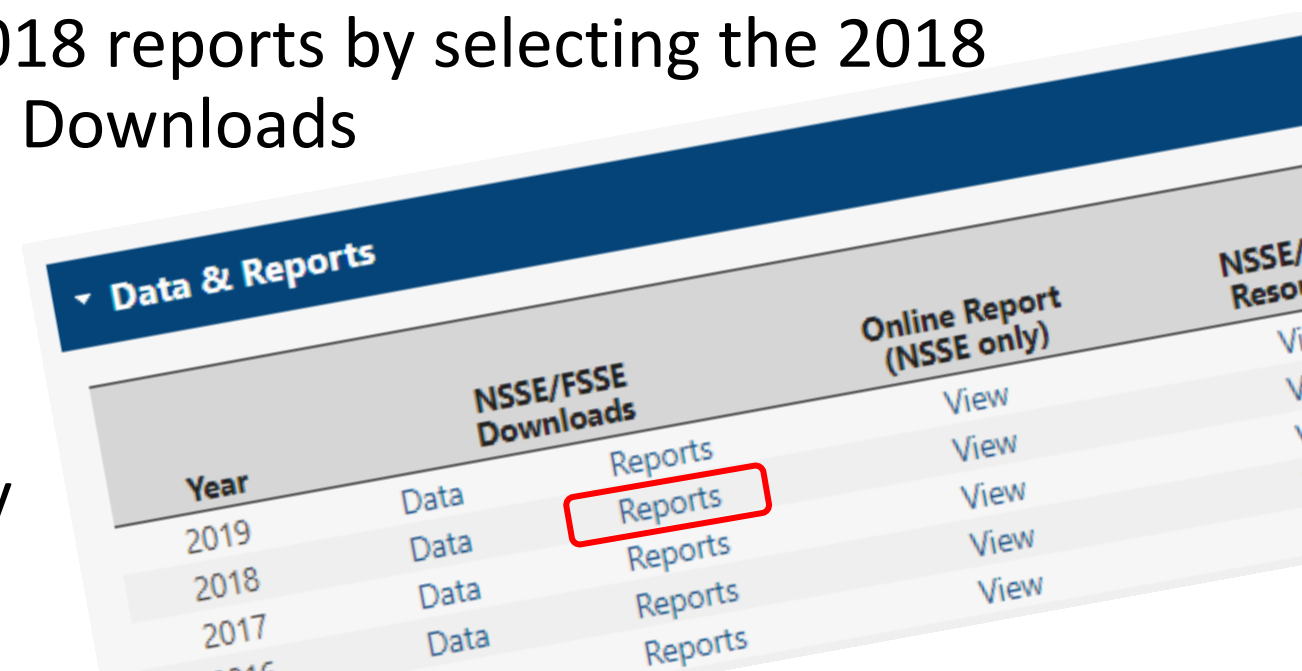
Reports are available on the NSSE Interface

[nsse.indiana.edu/links/interface](https://nsse.indiana.edu/links/interface)

# Accessing Your Reports

## To access your reports online:

1. Log in to the NSSE Institution Interface: [nsse.indiana.edu/links/interface](https://nsse.indiana.edu/links/interface)
2. Go to the Data & Reports table
3. Download the zip file of your 2018 reports by selecting the 2018 “Reports” link under NSSE/FSSE Downloads
4. Open the zip file. In the “Housing” folder, the new report document is titled “NSSE18 Student Housing Study Report II”















| Data & Reports |                     |         |                           |
|----------------|---------------------|---------|---------------------------|
| Year           | NSSE/FSSE Downloads | Reports | Online Report (NSSE only) |
| 2019           | Data                | Reports | View                      |
| 2018           | Data                | Reports | View                      |
| 2017           | Data                | Reports | View                      |
| 2016           | Data                | Reports | View                      |

# Accessing Your Reports









Name

-  Disciplinary Area Report
-  Housing
-  Major Field Report
-  BCSSE17-NSSE18 Combined Report (NSSEville State).xlsx
-  FSSE18 Administration Summary (NSSEville State).xlsx
-  FSSE18 Frequencies (NSSEville State).xlsx
-  FSSE18 Respondent Profile (NSSEville State).xlsx
-  FSSE18 Snapshot (NSSEville State).xlsx
-  FSSE18 Topical Module - Experiences with Writing (NSSEville State).xlsx
-  FSSE-NSSE Combined Report 2018 (NSSEville State).xlsx
-  NSSE18 Administration Summary (NSSEville State).xlsx
-  NSSE18 Engagement Indicators (NSSEville State).xlsx

# Accessing Your Reports

Name



-  NSSE18 Student Housing Study Report II (NSSEville State).xlsx
-  NSSE18 Sophomore Respondent Profile (NSSEville State).xlsx
-  NSSE18 Sophomore High-Impact Practices (NSSEville State).xlsx
-  NSSE18 Sophomore Engagement Indicators (NSSEville State).xlsx
-  NSSE18 Student Housing Study Report (NSSEville State).xlsx
-  NSSE18 Sophomore Frequencies and Statistical Comparisons (NSSEville State).xlsx

# Open the Excel Document

## NSSE18 Student Housing Study Report II (NSSEville State).xlsx

The screenshot shows an Excel spreadsheet with the following content:

**NSSE**  
national survey of  
student engagement

**NSSE 2018 Student Housing Study Report**  
**Within-Institution Statistical Comparisons**

On-Campus vs Off-Campus  
(Reported Separately by Class Level)

NSSEville State University

The spreadsheet has a ribbon with the following tabs: WithinCover, WNscals, BetweenCover, Admin, BWscals, Detailed Stats, FreqCover, BWcore-FY, BWcore-SO, BWhous-FY, BWhous-SO, PersistCover, Persist\_x\_SC, Persist\_x\_scales.



# Within-Institution



## NSSE 2018 Student Housing Study Report

### Within-Institution Statistical Comparisons

**On-Campus vs Off-Campus**  
(Reported Separately by Class Level)

**NSSEville State University**



## First-Year Students

## Sophomores

| <i>Engagement Indicators</i>  | On-Campus   | <i>On-campus compared with</i> |                    | On-Campus   | <i>On-campus compared with</i> |                    |
|---|-------------|--------------------------------|--------------------|-------------|--------------------------------|--------------------|
|   | <i>Mean</i> | <i>Mean</i>                    | <i>Effect size</i> | <i>Mean</i> | <i>Mean</i>                    | <i>Effect size</i> |
| Higher-Order Learning   | 36.0        | 36.3                           | -.02               | 36.1        | 34.8                           | .11                |
| Reflective & Integrative Learning                                       | 34.2        | 34.4                           | -.02               | 35.0        | 34.5                           | .04                |
| Learning Strategies   | 27.1        | 28.4                           | -.09               | 27.0        | 25.3                           | .11                |
| Quantitative Reasoning  | 35.6        | 37.0                           | -.10               | 35.6        | 34.9                           | .05                |
| Collaborative Learning  | 34.3        | 33.2                           | .08                | 34.3        | 35.7                           | -.10               |
| Discussions with Diverse Others   | 37.0        | 36.1                           | .07                | 38.2        | 37.0                           | .08                |
| Student-Faculty Interaction   | 19.6        | 20.1                           | -.04               | 24.6        | 20.0 **                        | .32                |
| Effective Teaching Practices  | 36.9        | 36.9                           | .00                | 37.9        | 35.2                           | .22                |
| Quality of Interactions   | 41.9        | 41.1                           | .08                | 40.4        | 40.3                           | .01                |
| Supportive Environment  | 35.1        | 33.4                           | .14                | 34.2        | 33.3                           | .08                |
| <i>Perceived Institutional Contribution to Learning and Development</i> |             |                                |                    |             |                                |                    |
| Perceived Cocurricular Gains  | 31.9        | 31.4                           | .04                | 33.2        | 34.0                           | -.06               |
| <i>Housing-Related Scales from Additional Questions</i>                 |             |                                |                    |             |                                |                    |
| Residential Learning Activities   | 13.7        | 7.2 ***                        | .60                | 13.1        | 8.1 ***                        | .62                |
| Belongingness and Safety  | 45.2        | 49.1 **                        | -.40               | 43.7        | 47.2 **                        | -.32               |
| Perceived Housing Impact  | 40.8        | 41.3                           | -.04               | 39.6        | 41.3                           | -.14               |
| Financial Stress  | 23.2        | 25.8                           | -.17               | 26.0        | 27.3                           | -.07               |

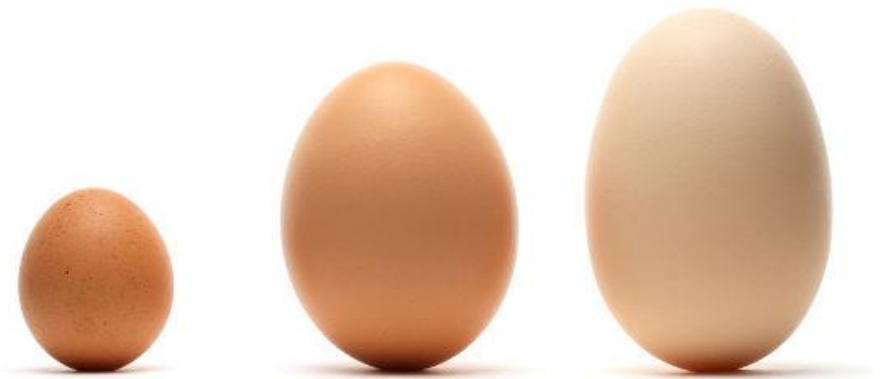
Notes: Results are unweighted. Effect size: Mean difference divided by pooled standard deviation; Not all EIs are necessarily related to housing arrangements. Consult your campus residential mission to determine which EIs are most relevant to your campus.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  (2-tailed). Refer to Detailed Statistics for your institution's sample sizes.

# What is an Effect Size?

Effect sizes are statistics that indicate the *magnitude* of difference. In general, NSSE scales can be interpreted as follows:

- ✓ **Small effects start at about .1**
- ✓ **Medium effects start at about .3**
- ✓ **Large effects start at about .5**



| <i>Engagement Indicators</i>  | First-Year Students |                                    |             | Sophomores |                                    |             |
|---|---------------------|------------------------------------|-------------|------------|------------------------------------|-------------|
|   | On-Campus           | On-campus compared with Off-Campus |             | On-Campus  | On-campus compared with Off-Campus |             |
|   | Mean                | Mean                               | Effect size | Mean       | Mean                               | Effect size |
| Higher-Order Learning   | 36.0                | 36.3                               | -.02        | 36.1       | 34.8                               | .11         |
| Reflective & Integrative Learning                                       | 34.2                | 34.4                               | -.02        | 35.0       | 34.5                               | .04         |
| Learning Strategies   | 27.1                | 28.4                               | -.09        | 27.0       | 25.3                               | .11         |
| Quantitative Reasoning  | 35.6                | 37.0                               | -.10        | 35.6       | 34.9                               | .05         |
| Collaborative Learning  | 34.3                | 33.2                               | .08         | 34.3       | 35.7                               | -.10        |
| Discussions with Diverse Others   | 37.0                | 36.1                               | .07         | 38.2       | 37.0                               | .08         |
| Student-Faculty Interaction   | 19.6                | 20.1                               | -.04        | 24.6       | 20.0 **                            | .32         |
| Effective Teaching Practices  | 36.9                | 36.9                               | .00         | 37.9       | 35.2                               | .22         |
| Quality of Interactions   | 41.9                | 41.1                               | .08         | 40.4       | 40.3                               | .01         |
| Supportive Environment  | 35.1                | 33.4                               | .14         | 34.2       | 33.3                               | .08         |
| <i>Perceived Institutional Contribution to Learning and Development</i> |                     |                                    |             |            |                                    |             |
| Perceived Cocurricular Gains  | 31.9                | 31.4                               | .04         | 33.2       | 34.0                               | -.06        |
| <i>Housing-Related Scales from Additional Questions</i>                 |                     |                                    |             |            |                                    |             |
| Residential Learning Activities   | 13.7                | 7.2 ***                            | .60         | 13.1       | 8.1 ***                            | .62         |
| Belongingness and Safety  | 45.2                | 49.1 **                            | -.40        | 43.7       | 47.2 **                            | -.32        |
| Perceived Housing Impact  | 40.8                | 41.3                               | -.04        | 39.6       | 41.3                               | -.14        |
| Financial Stress  | 23.2                | 25.8                               | -.17        | 26.0       | 27.3                               | -.07        |

Notes: Results are unweighted. Effect size: Mean difference divided by pooled standard deviation; Not all EIs are necessarily related to housing arrangements. Consult your campus' residential mission to determine which EIs are most relevant to your campus.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  (2-tailed). Refer to Detailed Statistics for your institution's sample sizes.



# Between-Institution

## **NSSE 2018 Student Housing Study Report**

### **Between-Institution Statistical Comparisons**

#### **Institution vs Comparison Group**

(Reported Separately for On- and Off-Campus Students by Class Level)

**NSSEville State University**



## Comparison Group

This section summarizes how this comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the comparison group results of this report.

|  |   |
|--|---|
| Group label                                | Housing Study   |
| Date submitted                             | 5/8/18  |
| How was this comparison group constructed? | Your institution customized this group by selecting institutional characteristics as follows: |
| Group description                          | All other NSSE institutions who participated in the NSSE-ACUHO-I Student Housing Study        |

## Housing Study (N=76)

Alfred University (Alfred, NY)

Auburn University (Auburn, AL)

Austin Peay State University (Clarksville, TN)

Bard College (Annandale-On-Hudson, NY)

Benedictine College (Atchison, KS)

Benedictine University (Lisle, IL)

California State University San Marcos (San Marcos, CA)

California State University, San Bernardino (San Bernardino, CA)

Capital University (Columbus, OH)

Central Christian College of Kansas (McPherson, KS)

Chowan University (Murfreesboro, NC)

Clemson University (Clemson, SC)

College of Mount Saint Vincent (Bronx, NY)

College of Our Lady of the Elms (Chicopee, MA)

Curry College (Milton, MA)

Dean College (Franklin, MA)

Delta State University (Cleveland, MS)

Earlham College (Richmond, IN)

Eckerd College (Saint Petersburg, FL)

Evergreen State College, The (Olympia, WA)

Engagement Indicators (EIs) are based on sets of NSSE questions examining key dimensions of student engagement ([nsse.indiana.edu/html/engagement\\_indicators.cfm](http://nsse.indiana.edu/html/engagement_indicators.cfm)). We also report Perceived Cocurricular Gains, composed of five items reflecting how much the students' experiences at your institution contributed to their knowledge, skills, and personal development in five areas: developing values, solving complex problems, citizenship, understanding diversity, and working with others. Finally, results are presented for four scales derived from the additional questions for the study.

### First-Year Students

| Engagement Indicators   | On-Campus       |   |      | Off-Campus      |   |      |
|---|-----------------|---|------|-----------------|---|------|
|   | NSSEville State | NSSEville State compared with Housing Study |      | NSSEville State | NSSEville State compared with Housing Study |      |
|   |                 | Mean  | Mean |                 | Effect size                                 | Mean |
| Higher-Order Learning   | 36.0            | 38.6  | -.20 | 36.3            | 38.2  | -.14 |
| Reflective & Integrative Learning                                       | 34.2            | 36.2  | -.17 | 34.4            | 34.8  | -.04 |
| Learning Strategies   | 27.1            | 27.0  | .00  | 28.4            | 26.6  | .12  |
| Quantitative Reasoning  | 35.6            | 38.2  | -.19 | 37.0            | 38.6  | -.11 |
| Collaborative Learning  | 34.3            | 34.8  | -.04 | 33.2            | 31.2  | .15  |
| Discussions with Diverse Others   | 37.0            | 40.7  | -.25 | 36.1            | 39.2  | -.20 |
| Student-Faculty Interaction   | 19.6            | 22.5  | -.20 | 20.1            | 19.8  | .02  |
| Effective Teaching Practices  | 36.9            | 38.2  | -.11 | 36.9            | 38.8  | -.14 |
| Quality of Interactions   | 41.9            | 41.8  | .01  | 41.1            | 41.0  | .01  |
| Supportive Environment  | 35.1            | 37.4  | -.18 | 33.4            | 35.9  | -.18 |
| <i>Perceived Institutional Contribution to Learning and Development</i> |                 |   |      |                 |   |      |
| Perceived Cocurricular Gains  | 31.9            | 35.1  | -.21 | 31.4            | 34.2  | -.18 |
| <i>Housing-Related Scales from Additional Questions</i>                 |                 |   |      |                 |   |      |
| Residential Learning Activities   | 13.7            | 13.0  | .07  | 7.2             | 7.4   | -.05 |
| Belongingness and Safety  | 45.2            | 44.5 *                                      | .07  | 49.1            | 48.8  | .02  |
| Perceived Housing Impact  | 40.8            | 40.8  | .00  | 41.3            | 41.7  | -.03 |
| Financial Stress  | 23.2            | 25.2  | -.11 | 25.8            | 25.7  | .01  |

### Sophomores

| Engagement Indicators   | On-Campus       |   |      | Off-Campus      |   |      |
|---|-----------------|---|------|-----------------|---|------|
|   | NSSEville State | NSSEville State compared with Housing Study |      | NSSEville State | NSSEville State compared with Housing Study |      |
|   |                 | Mean  | Mean |                 | Effect size                                 | Mean |
| Higher-Order Learning   | 36.1            | 38.5  | -.18 | 34.8            | 38.1  | -.25 |
| Reflective & Integrative Learning                                       | 35.0            | 37.2  | -.18 | 34.5            | 36.2  | -.14 |
| Learning Strategies   | 27.0            | 26.8  | .01  | 25.3            | 27.2  | -.12 |
| Quantitative Reasoning  | 35.6            | 37.6  | -.15 | 34.9            | 38.4  | -.25 |
| Collaborative Learning  | 34.3            | 35.3  | -.07 | 35.7            | 33.3 **                                     | .16  |
| Discussions with Diverse Others   | 38.2            | 40.9  | -.19 | 37.0            | 40.7  | -.23 |
| Student-Faculty Interaction   | 24.6            | 24.4  | .01  | 20.0            | 21.3  | -.09 |
| Effective Teaching Practices  | 37.9            | 38.2  | -.02 | 35.2            | 37.6  | -.18 |
| Quality of Interactions   | 40.4            | 40.9  | -.04 | 40.3            | 40.4  | -.01 |
| Supportive Environment  | 34.2            | 35.4  | -.09 | 33.3            | 34.1  | -.06 |
| <i>Perceived Institutional Contribution to Learning and Development</i> |                 |   |      |                 |   |      |
| Perceived Cocurricular Gains  | 33.2            | 36.4  | -.22 | 34.0            | 35.2  | -.08 |
| <i>Housing-Related Scales from Additional Questions</i>                 |                 |   |      |                 |   |      |
| Residential Learning Activities   | 13.1            | 12.1  | .11  | 8.1             | 7.7   | .11  |
| Belongingness and Safety  | 43.7            | 44.5  | -.07 | 47.2            | 47.5  | -.03 |
| Perceived Housing Impact  | 39.6            | 40.8  | -.10 | 41.3            | 41.5  | -.02 |
| Financial Stress  | 26.0            | 26.5  | -.03 | 27.3            | 27.6  | -.02 |

Notes: Results are unweighted. Effect size: Mean difference divided by pooled standard deviation; Not all EIs are necessarily related to housing arrangements. Consult your campus' residential mission to determine which EIs are most relevant to your campus.

\*p < .05, \*\*p < .01, \*\*\*p < .001 (2-tailed). Refer to Detailed Statistics for your institution's sample sizes.

# First-Year Students

## On-Campus

## Off-Campus

| <i>Engagement Indicators</i>  | NSSEville State | <i>NSSEville State compared with Housing Study</i> |                    | NSSEville State | <i>NSSEville State compared with Housing Study</i> |                    |
|---|-----------------|--|--------------------|-----------------|--|--------------------|
|   | <i>Mean</i>     | <i>Mean</i>  | <i>Effect size</i> | <i>Mean</i>     | <i>Mean</i>  | <i>Effect size</i> |
| Higher-Order Learning   | 36.0            | 38.6   | -.20               | 36.3            | 38.2   | -.14               |
| Reflective & Integrative Learning                                       | 34.2            | 36.2   | -.17               | 34.4            | 34.8   | -.04               |
| Learning Strategies   | 27.1            | 27.0   | .00                | 28.4            | 26.6   | .12                |
| Quantitative Reasoning  | 35.6            | 38.2   | -.19               | 37.0            | 38.6   | -.11               |
| Collaborative Learning  | 34.3            | 34.8   | -.04               | 33.2            | 31.2   | .15                |
| Discussions with Diverse Others   | 37.0            | 40.7   | -.25               | 36.1            | 39.2   | -.20               |
| Student-Faculty Interaction   | 19.6            | 22.5   | -.20               | 20.1            | 19.8   | .02                |
| Effective Teaching Practices  | 36.9            | 38.2   | -.11               | 36.9            | 38.8   | -.14               |
| Quality of Interactions   | 41.9            | 41.8   | .01                | 41.1            | 41.0   | .01                |
| Supportive Environment  | 35.1            | 37.4   | -.18               | 33.4            | 35.9   | -.18               |
| <i>Perceived Institutional Contribution to Learning and Development</i> |                 |  |                    |                 |  |                    |
| Perceived Cocurricular Gains  | 31.9            | 35.1   | -.21               | 31.4            | 34.2   | -.18               |
| <i>Housing-Related Scales from Additional Questions</i>                 |                 |  |                    |                 |  |                    |
| Residential Learning Activities   | 13.7            | 13.0   | .07                | 7.2             | 7.4  | -.05               |
| Belongingness and Safety  | 45.2            | 44.5 *   | .07                | 49.1            | 48.8   | .02                |
| Perceived Housing Impact  | 40.8            | 40.8   | .00                | 41.3            | 41.7   | -.03               |
| Financial Stress  | 23.2            | 25.2   | -.11               | 25.8            | 25.7   | .01                |

| First-Year Students   |            | NSSEville State |      |                 |                 | Housing Study |      |                 |                 |
|---|------------|-----------------|------|-----------------|-----------------|---------------|------|-----------------|-----------------|
|   |            | N               | Mean | SD <sup>b</sup> | SE <sup>c</sup> | N             | Mean | SD <sup>b</sup> | SE <sup>c</sup> |
| <i>Engagement Indicators</i>  |            |                 |      |                 |                 |               |      |                 |                 |
| Higher-Order Learning   | On-campus  | 768             | 36.0 | 11.8            | .43             | 13,633        | 38.6 | 12.8            | .11             |
|   | Off-campus | 86              | 36.3 | 12.4            | 1.34            | 4,817         | 38.2 | 13.4            | .19             |
| Reflective & Integrative Learning                                       | On-campus  | 768             | 34.2 | 10.8            | .39             | 13,633        | 36.2 | 11.7            | .10             |
|   | Off-campus | 86              | 34.4 | 11.7            | 1.27            | 4,817         | 34.8 | 12.0            | .17             |
| Learning Strategies   | On-campus  | 768             | 27.1 | 14.6            | .53             | 13,633        | 27.0 | 15.3            | .13             |
|   | Off-campus | 86              | 28.4 | 14.3            | 1.55            | 4,817         | 26.6 | 15.3            | .22             |
| Quantitative Reasoning  | On-campus  | 768             | 35.6 | 13.3            | .48             | 13,633        | 38.2 | 13.5            | .12             |
|   | Off-campus | 86              | 37.0 | 13.9            | 1.50            | 4,817         | 38.6 | 13.8            | .20             |
| Collaborative Learning  | On-campus  | 768             | 34.3 | 12.9            | .47             | 13,633        | 34.8 | 13.6            | .12             |
|   | Off-campus | 86              | 33.2 | 12.8            | 1.39            | 4,817         | 31.2 | 14.2            | .21             |
| Discussions with Diverse Others   | On-campus  | 768             | 37.0 | 14.4            | .52             | 13,633        | 40.7 | 14.5            | .12             |
|   | Off-campus | 86              | 36.1 | 15.2            | 1.65            | 4,817         | 39.2 | 16.1            | .23             |
| Student-Faculty Interaction   | On-campus  | 768             | 19.6 | 13.8            | .50             | 13,633        | 22.5 | 14.3            | .12             |
|   | Off-campus | 86              | 20.1 | 13.3            | 1.46            | 4,817         | 19.8 | 14.2            | .21             |
| Effective Teaching Practices  | On-campus  | 768             | 36.9 | 11.4            | .41             | 13,633        | 38.2 | 12.6            | .11             |
|   | Off-campus | 86              | 36.9 | 11.5            | 1.24            | 4,817         | 38.8 | 13.4            | .19             |
| Quality of Interactions   | On-campus  | 768             | 41.9 | 11.0            | .41             | 13,633        | 41.8 | 11.4            | .10             |
|   | Off-campus | 86              | 41.1 | 11.7            | 1.28            | 4,817         | 41.0 | 13.3            | .20             |
| Supportive Environment  | On-campus  | 768             | 35.1 | 12.1            | .44             | 13,633        | 37.4 | 12.9            | .11             |
|   | Off-campus | 86              | 33.4 | 12.4            | 1.34            | 4,817         | 35.9 | 14.2            | .21             |
| <i>Perceived Institutional Contribution to Learning and Development</i> |            |                 |      |                 |                 |               |      |                 |                 |
| Perceived Cocurricular Gains  | On-campus  | 768             | 31.9 | 14.6            | .53             | 13,633        | 35.1 | 14.8            | .13             |
|   | Off-campus | 86              | 31.4 | 16.3            | 1.76            | 4,817         | 34.2 | 15.7            | .23             |
| <i>Housing-Related Scales from Additional Questions</i>                 |            |                 |      |                 |                 |               |      |                 |                 |
| Residential Learning Activities   | On-campus  | 768             | 13.7 | 11.4            | .42             | 13,633        | 13.0 | 10.2            | .09             |
|   | Off-campus | 86              | 7.2  | 3.8             | .42             | 4,817         | 7.4  | 3.7             | .05             |
| Belongingness and Safety  | On-campus  | 768             | 45.2 | 9.7             | .35             | 13,633        | 44.5 | 10.5            | .09             |
|   | Off-campus | 86              | 49.1 | 11.1            | 1.21            | 4,817         | 48.8 | 11.1            | .16             |
| Perceived Housing Impact  | On-campus  | 768             | 40.8 | 11.4            | .42             | 13,633        | 40.8 | 11.8            | .10             |
|   | Off-campus | 86              | 41.3 | 12.8            | 1.42            | 4,817         | 41.7 | 12.7            | .19             |
| Financial Stress  | On-campus  | 768             | 23.2 | 15.5            | .56             | 13,633        | 25.2 | 17.3            | .15             |
|   | Off-campus | 86              | 25.8 | 18.5            | 2.01            | 4,817         | 25.7 | 18.0            | .26             |

a. Results are unweighted.

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

# Compare on- and off-campus ...

## First-Year Students

|                                 | NSSEville State |             |                       |                       | Housing Study |             |                       |                       |     |
|---------------------------------|-----------------|-------------|-----------------------|-----------------------|---------------|-------------|-----------------------|-----------------------|-----|
|                                 | <i>N</i>        | <i>Mean</i> | <i>SD<sup>b</sup></i> | <i>SE<sup>c</sup></i> | <i>N</i>      | <i>Mean</i> | <i>SD<sup>b</sup></i> | <i>SE<sup>c</sup></i> |     |
| Residential Learning Activities | On-campus       | 768         | 13.7                  | 11.4                  | .42           | 13,633      | 13.0                  | 10.2                  | .09 |
|                                 | Off-campus      | 86          | 7.2                   | 3.8                   | .42           | 4,817       | 7.4                   | 3.7                   | .05 |
| Belongingness and Safety        | On-campus       | 768         | 45.2                  | 9.7                   | .35           | 13,633      | 44.5                  | 10.5                  | .09 |
|                                 | Off-campus      | 86          | 49.1                  | 11.1                  | 1.21          | 4,817       | 48.8                  | 11.1                  | .16 |
| Perceived Housing Impact        | On-campus       | 768         | 40.8                  | 11.4                  | .42           | 13,633      | 40.8                  | 11.8                  | .10 |
|                                 | Off-campus      | 86          | 41.3                  | 12.8                  | 1.42          | 4,817       | 41.7                  | 12.7                  | .19 |
| Financial Stress                | On-campus       | 768         | 23.2                  | 15.5                  | .56           | 13,633      | 25.2                  | 17.3                  | .15 |
|                                 | Off-campus      | 86          | 25.8                  | 18.5                  | 2.01          | 4,817       | 25.7                  | 18.0                  | .26 |

... or compare your institution and the comparison group.



# Frequency Comparisons

## **NSSE 2018 Student Housing Study Report**

### **Frequency Comparisons**

**For Your Institution and Comparison Group**

(Reported Separately for On- and Off-Campus Students by Class Level)

**NSSEville State University**



# Selected NSSE Items

Items below were selected from the core NSSE for their relevance to student living arrangements. Thus, item numbering is discontinuous.

### First-Year Students

| Item wording<br>or description   | Variable<br>name   | Values | Response options | On-Campus       |     |               |     | Off-Campus      |     |               |     |
|--|--|--------|------------------|-----------------|-----|---------------|-----|-----------------|-----|---------------|-----|
|  |  |        |                  | NSSEville State |     | Housing Study |     | NSSEville State |     | Housing Study |     |
|  |  |        |                  | Count           | %   | Count         | %   | Count           | %   | Count         | %   |
| <b>1. During the current school year, about how often have you done the following?</b>     |  |        |                  |                 |     |               |     |                 |     |               |     |
| c. Come to class without completing readings or assignments                                | unpreparedr<br><i>(Reverse-coded version of unprepared created by NSSE.)</i> | 1      | Very often       | 35              | 5   | 659           | 5   | 3               | 3   | 229           | 5   |
|  |  | 2      | Often            | 98              | 13  | 1,833         | 13  | 15              | 17  | 577           | 12  |
|  |  | 3      | Sometimes        | 452             | 59  | 7,822         | 58  | 47              | 55  | 2,636         | 55  |
|  |  | 4      | Never            | 179             | 23  | 3,273         | 24  | 21              | 24  | 1,355         | 28  |
|  |  |        | Total            | 764             | 100 | 13,587        | 100 | 86              | 100 | 4,797         | 100 |
| d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)           | attendart  | 1      | Never            | 311             | 41  | 4,190         | 31  | 40              | 47  | 2,355         | 49  |
|  |  | 2      | Sometimes        | 303             | 40  | 5,562         | 41  | 27              | 32  | 1,643         | 34  |
|  |  | 3      | Often            | 101             | 13  | 2,421         | 18  | 11              | 13  | 543           | 11  |
|  |  | 4      | Very often       | 51              | 7   | 1,414         | 10  | 7               | 8   | 262           | 5   |
|  |  |        | Total            | 766             | 100 | 13,587        | 100 | 85              | 100 | 4,803         | 100 |
| e. Asked another student to help you understand course material                            | CLaskhelp  | 1      | Never            | 39              | 5   | 803           | 6   | 4               | 5   | 509           | 11  |
|  |  | 2      | Sometimes        | 258             | 34  | 4,860         | 36  | 34              | 40  | 1,925         | 40  |
|  |  | 3      | Often            | 316             | 41  | 5,180         | 38  | 33              | 39  | 1,599         | 33  |
|  |  | 4      | Very often       | 154             | 20  | 2,746         | 20  | 14              | 16  | 771           | 16  |
|  |  |        | Total            | 767             | 100 | 13,589        | 100 | 85              | 100 | 4,804         | 100 |
| f. Explained course material to one or more students                                       | CLexplain  | 1      | Never            | 20              | 3   | 435           | 3   | 5               | 6   | 279           | 6   |
|  |  | 2      | Sometimes        | 275             | 36  | 4,581         | 34  | 33              | 38  | 1,839         | 38  |
|  |  | 3      | Often            | 330             | 43  | 5,720         | 42  | 33              | 38  | 1,864         | 39  |
|  |  | 4      | Very often       | 141             | 18  | 2,860         | 21  | 15              | 17  | 821           | 17  |
|  |  |        | Total            | 766             | 100 | 13,596        | 100 | 86              | 100 | 4,803         | 100 |
| g. Prepared for exams by discussing or working through course material with other students | CLstudy  | 1      | Never            | 84              | 11  | 1,371         | 10  | 10              | 12  | 874           | 18  |
|  |  | 2      | Sometimes        | 259             | 34  | 4,677         | 34  | 33              | 38  | 1,736         | 36  |
|  |  | 3      | Often            | 279             | 36  | 4,567         | 34  | 31              | 36  | 1,388         | 29  |
|  |  | 4      | Very often       | 144             | 19  | 2,986         | 22  | 12              | 14  | 799           | 17  |
|  |  |        | Total            | 766             | 100 | 13,601        | 100 | 86              | 100 | 4,797         | 100 |
| h. Worked with other students on course projects or assignments                            | CLproject  | 1      | Never            | 30              | 4   | 650           | 5   | 2               | 2   | 458           | 10  |
|  |  | 2      | Sometimes        | 287             | 38  | 4,911         | 36  | 31              | 36  | 1,879         | 39  |
|  |  | 3      | Often            | 328             | 43  | 5,226         | 38  | 36              | 42  | 1,670         | 35  |
|  |  | 4      | Very often       | 119             | 16  | 2,812         | 21  | 17              | 20  | 790           | 16  |
|  |  |        | Total            | 764             | 100 | 13,599        | 100 | 86              | 100 | 4,797         | 100 |

# Compare on- and off-campus ....

## First-Year Students

| Item wording<br>or description  | Variable<br>name | Values | Response options | On-Campus       |     |               |     | Off-Campus      |     |               |     |
|---|------------------|--------|------------------|-----------------|-----|---------------|-----|-----------------|-----|---------------|-----|
|   |                  |        |                  | NSSEville State |     | Housing Study |     | NSSEville State |     | Housing Study |     |
|   |                  |        |                  | Count           | %   | Count         | %   | Count           | %   | Count         | %   |
| <b>14. How much does your institution emphasize the following?</b>  |                  |        |                  |                 |     |               |     |                 |     |               |     |
| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | SEdiverse        | 1      | Very little      | 88              | 12  | 1,232         | 9   | 8               | 9   | 540           | 11  |
|   |                  | 2      | Some             | 209             | 27  | 3,632         | 27  | 29              | 34  | 1,255         | 26  |
|   |                  | 3      | Quite a bit      | 291             | 38  | 4,982         | 37  | 31              | 36  | 1,623         | 34  |
|   |                  | 4      | Very much        | 174             | 23  | 3,664         | 27  | 17              | 20  | 1,345         | 28  |
|   |                  | Total  |                  | 762             | 100 | 13,510        | 100 | 85              | 100 | 4,763         | 100 |
| e. Providing opportunities to be involved socially  | SEsocial         | 1      | Very little      | 27              | 4   | 532           | 4   | 8               | 9   | 340           | 7   |
|   |                  | 2      | Some             | 163             | 21  | 2,862         | 21  | 23              | 27  | 1,133         | 24  |
|   |                  | 3      | Quite a bit      | 368             | 48  | 5,682         | 42  | 33              | 38  | 1,824         | 38  |
|   |                  | 4      | Very much        | 206             | 27  | 4,410         | 33  | 22              | 26  | 1,475         | 31  |
|   |                  | Total  |                  | 764             | 100 | 13,506        | 100 | 86              | 100 | 4,772         | 100 |
| f. Providing support for your overall well-being (recreation, health care, counseling, etc.)              | SEwellness       | 1      | Very little      | 31              | 4   | 771           | 6   | 7               | 8   | 409           | 9   |
|   |                  | 2      | Some             | 179             | 24  | 3,028         | 22  | 24              | 28  | 1,176         | 25  |
|   |                  | 3      | Quite a bit      | 342             | 45  | 5,498         | 41  | 34              | 40  | 1,772         | 37  |
|   |                  | 4      | Very much        | 209             | 27  | 4,197         | 31  | 21              | 24  | 1,402         | 29  |
|   |                  | Total  |                  | 761             | 100 | 13,494        | 100 | 86              | 100 | 4,759         | 100 |

... or compare your institution and the comparison group.

Sometimes it helps to collapse frequencies into meaningful chunks:

For example, compare the % sums for 'Quite a bit' and 'Very much'

On-campus:  
38% + 23% =

Off-campus:  
36% + 20% =

61%

56%

+5%

## First-Year Students

| Item wording or description   | Variable name | Values | Response options | On-Campus       |     |               |     | Off-Campus      |     |               |     |
|---|---------------|--------|------------------|-----------------|-----|---------------|-----|-----------------|-----|---------------|-----|
|   |               |        |                  | NSSEville State |     | Housing Study |     | NSSEville State |     | Housing Study |     |
|   |               |        |                  | Count           | %   | Count         | %   | Count           | %   | Count         | %   |
| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | SEdiverse     | 1      | Very little      | 88              | 12  | 1,232         | 9   | 8               | 9   | 540           | 11  |
|   |               | 2      | Some             | 209             | 27  | 3,632         | 27  | 29              | 34  | 1,255         | 26  |
|   |               | 3      | Quite a bit      | 291             | 38  | 4,982         | 37  | 31              | 36  | 1,623         | 34  |
|   |               | 4      | Very much        | 174             | 23  | 3,664         | 27  | 17              | 20  | 1,345         | 28  |
|   |               | Total  |                  | 762             | 100 | 13,510        | 100 | 85              | 100 | 4,763         | 100 |

**First-Year Students**

| Item wording or description  | Variable name | Values | Response options   | On-Campus       |     |               |     | Off-Campus      |     |               |     |
|--|---------------|--------|--|-----------------|-----|---------------|-----|-----------------|-----|---------------|-----|
|  |               |        |  | NSSEville State |     | Housing Study |     | NSSEville State |     | Housing Study |     |
|  |               |        |  | Count           | %   | Count         | %   | Count           | %   | Count         | %   |
| <b>1. Do you live on campus or off campus?</b> <i>[Note: If "On campus" was selected, respondent skipped to item 3.]</i> |               |        |  |                 |     |               |     |                 |     |               |     |
|  | HOU1801       | 0      | Off campus   | 0               | 0   | 0             | 0   | 86              | 100 | 4,817         | 100 |
|  |               | 1      | On campus  | 768             | 100 | 13,633        | 100 | 0               | 0   | 0             | 0   |
|  |               |        | Total  | 768             | 100 | 13,633        | 100 | 86              | 100 | 4,817         | 100 |
| <b>2a. Do you live at home with your family?</b>   |               |        |  |                 |     |               |     |                 |     |               |     |
|  | HOU1802a      | 0      | No   | --              | --  | --            | --  | 33              | 39  | 1,277         | 27  |
|  |               | 1      | Yes  | --              | --  | --            | --  | 51              | 61  | 3,519         | 73  |
|  |               |        | Total  | --              | --  | --            | --  | 84              | 100 | 4,796         | 100 |
| <b>2b. About how long does it usually take to get to campus from where you live?</b>                                     |               |        |  |                 |     |               |     |                 |     |               |     |
|  | HOU1802b      | 2.5    | 0-5 minutes  | --              | --  | --            | --  | 5               | 6   | 365           | 8   |
|  |               | 8      | 6-10 minutes   | --              | --  | --            | --  | 18              | 21  | 636           | 13  |
|  |               | 15.5   | 11-20 minutes  | --              | --  | --            | --  | 24              | 28  | 1,133         | 24  |
|  |               | 25.5   | 21-30 minutes  | --              | --  | --            | --  | 18              | 21  | 999           | 21  |
|  |               | 38     | 31-45 minutes  | --              | --  | --            | --  | 11              | 13  | 792           | 16  |
|  |               | 53     | 46-60 minutes  | --              | --  | --            | --  | 6               | 7   | 502           | 10  |
|  |               | 70.5   | More than 60 minutes   | --              | --  | --            | --  | 3               | 4   | 381           | 8   |
|  |               |        | Total  | --              | --  | --            | --  | 85              | 100 | 4,808         | 100 |
| <b>3. Whether on or off campus, which of the following best describes where you live while attending college?</b>        |               |        |  |                 |     |               |     |                 |     |               |     |
|  | HOU1803       | 1      | Traditional residence hall (share a bathroom with a wing or floor) | 613             | 82  | 7,777         | 58  | 3               | 4   | 66            | 1   |
|  |               | 2      | Suite style residence hall (share a bathroom with suitemates)      | 24              | 3   | 4,800         | 36  | 0               | 0   | 62            | 1   |
|  |               | 3      | Apartment, townhouse, or other apartment-style residence           | 107             | 14  | 564           | 4   | 26              | 31  | 1,400         | 29  |
|  |               | 4      | Fraternity or sorority housing                                     | 1               | 0   | 75            | 1   | 0               | 0   | 62            | 1   |
|  |               | 5      | House  | 6               | 1   | 67            | 1   | 56              | 66  | 3,132         | 65  |
|  |               | 6      | Institution-owned or managed family housing                        | 0               | 0   | 16            | 0   | 0               | 0   | 30            | 1   |
|  |               | 7      | Other, please specify: <i>(Responses in SPSS data file)</i>        | 0               | 0   | 98            | 1   | 0               | 0   | 36            | 1   |
|  |               |        | Total  | 751             | 100 | 13,397        | 100 | 85              | 100 | 4,788         | 100 |

# Additional Housing Items



# Persistence Analysis



## **NSSE 2018 Student Housing Study Report**

### **Persistence Analysis**

**For On-Campus Respondents**  
(Reported Separately by Class Level)

**NSSEville State University**



## Persistence by Student Characteristics

This table shows the percentage of on-campus respondents who reenrolled at your institution in Fall 2018 by selected characteristics. Examining persistence rates for different groups offers insight into how experiences vary within your student population.

|   | First-Year On-Campus Respondents | Sophomore On-Campus Respondents |
|---|----------------------------------|---------------------------------|
|   | %                                | %                               |
| <b>On-campus overall</b>  | 88                               | 93                              |
| <b>Sex<sup>a</sup></b>  |                                  |                                 |
| Female  | 85                               | 93                              |
| Male  | 92                               | 93                              |
| <b>Race/ethnicity or international<sup>b</sup></b>  |                                  |                                 |
| American Indian or Alaska Native  | —                                | —                               |
| Asian   | 90                               | —                               |
| Black or African American   | 86                               | 100                             |
| Hispanic or Latino  | 88                               | —                               |
| Native Hawaiian/Other Pac. Islander   | —                                | —                               |
| White   | 88                               | 95                              |
| Other   | —                                | —                               |
| Foreign or nonresident alien  | 95                               | 83                              |
| Two or more races/ethnicities   | 77                               | —                               |
| <b>First-generation<sup>b</sup></b>   |                                  |                                 |
| Not first-generation  | 89                               | 95                              |
| First-generation  | 87                               | 88                              |
| <b>Type of residence<sup>c</sup></b>  |                                  |                                 |
| Traditional residence hall  | 89                               | 89                              |
| Suite-style residence hall  | 76                               | 93                              |
| Fraternity or sorority housing  | —                                | —                               |
| Other (apartment, house, family housing, etc.)  | 85                               | 94                              |
| <b>Number of roommates<sup>c</sup></b>  |                                  |                                 |
| 0   | 90                               | 91                              |
| 1   | 89                               | 86                              |
| 2 or more   | 85                               | 95                              |
| <b>Participated in a residential learning community<sup>c</sup></b>                       |                                  |                                 |
| No  | 88                               | 92                              |
| Yes   | 90                               | —                               |
| <b>Paid full amount of housing costs<sup>c</sup></b>                                      |                                  |                                 |
| No  | 89                               | 94                              |
| Yes   | 79                               | 90                              |
| <b>If you could choose again, would you live in the same type of housing?<sup>c</sup></b> |                                  |                                 |
| No  | 86                               | 88                              |
| Yes   | 89                               | 96                              |

Shows the percentage of respondents who returned to your institution in Fall 2018

# Scale statistics by persistence status

What characterizes those  
who did not return?

Note: Scales range from 0 to 60

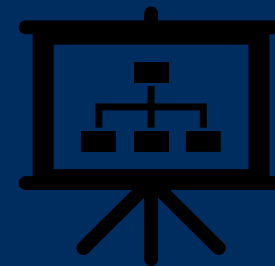
|                                   | Persistence status <sup>a</sup> | First-Year Students |      |                 |                  | Sophomores |      |                 |                  |
|-----------------------------------|---------------------------------|---------------------|------|-----------------|------------------|------------|------|-----------------|------------------|
|                                   |                                 | N                   | Mean | SD <sup>b</sup> | SEM <sup>c</sup> | N          | Mean | SD <sup>b</sup> | SEM <sup>c</sup> |
| <i>Engagement Indicators</i>      |                                 |                     |      |                 |                  |            |      |                 |                  |
| Higher-Order Learning             | Persisted                       | 623                 | 36.3 | 11.6            | .47              | 116        | 37.3 | 13.1            | 1.22             |
|                                   | Did not persist                 | 83                  | 34.4 | 12.2            | 1.36             | 9          | 23.3 | 6.6             | 2.20             |
| Reflective & Integrative Learning | Persisted                       | 623                 | 34.2 | 10.8            | .43              | 116        | 36.0 | 12.0            | 1.12             |
|                                   | Did not persist                 | 83                  | 34.4 | 10.7            | 1.18             | 9          | 25.7 | 7.1             | 2.38             |
| Learning Strategies               | Persisted                       | 623                 | 27.6 | 14.4            | .58              | 116        | 27.6 | 16.1            | 1.50             |
|                                   | Did not persist                 | 83                  | 24.9 | 15.4            | 1.70             | 9          | 20.0 | 13.7            | 4.58             |
| Quantitative Reasoning            | Persisted                       | 623                 | 35.7 | 13.4            | .54              | 116        | 36.2 | 13.2            | 1.23             |
|                                   | Did not persist                 | 83                  | 35.6 | 13.4            | 1.47             | 9          | 28.1 | 14.4            | 4.81             |
| Collaborative Learning            | Persisted                       | 623                 | 35.3 | 12.8            | .52              | 116        | 34.9 | 13.4            | 1.25             |
|                                   | Did not persist                 | 83                  | 29.8 | 12.4            | 1.36             | 9          | 30.0 | 17.7            | 5.89             |
| Discussions with Diverse Others   | Persisted                       | 623                 | 37.2 | 14.5            | .58              | 116        | 38.8 | 15.4            | 1.43             |
|                                   | Did not persist                 | 83                  | 36.8 | 14.1            | 1.55             | 9          | 30.6 | 16.7            | 5.47             |

## *Housing-Related Scales from Additional Questions*

|                                 |                 |     |      |
|---------------------------------|-----------------|-----|------|
| Residential Learning Activities | Persisted       | 623 | 13.7 |
|                                 | Did not persist | 83  | 12.8 |
| Belongingness and Safety        | Persisted       | 623 | 45.7 |
|                                 | Did not persist | 83  | 42.0 |
| Perceived Housing Impact        | Persisted       | 623 | 41.6 |
|                                 | Did not persist | 83  | 35.2 |
| Financial Stress                | Persisted       | 623 | 22.5 |
|                                 | Did not persist | 83  | 26.8 |



# Putting Your Results to Use



# Many Ways to Use Results

## What to look at and how to look at it

### **#1. Focus on What Matters**

*Do we provide these experiences? Are students engaged?*

#### **Peer comparisons**

- How do we measure up to others?

#### **Self comparisons**

- Are we improving?

#### **Criterion standard**

- How do we measure up to our ideals?

#### **Internal variation**

- Where/with which students does engagement look different?
- Who is least engaged?

# Safety & Belongingness

First-year experience programs should look closely at **Question 9**.

Using institutional data and NSSE core survey questions, disaggregate by

- Residence hall
- Race and ethnicity
- Gender
- Sexual orientation
- First-generation status

9. To what extent do you agree or disagree with the following statements about where you live while attending college?

*5=Strongly agree, 4=Agree, 3=Neither agree nor disagree, 2=Disagree, 1=Strongly disagree*

**Belongingness  
& Safety Scale**

- a. I feel physically safe where I live.
- b. I feel free from harassment and discrimination where I live.
- c. I feel comfortable being myself where I live.
- d. I feel valued where I live.
- e. I feel a sense of community where I live.
- f. I can resolve conflicts that might arise within my living arrangement.

# Financial Stress

**Question 13** will help you better understand which of your students could benefit from additional financial support. Use to target populations for scholarships and services (e.g., emergency aid, food pantries).

- First-year students or sophomores?
- First-generation status?
- On-campus or off-campus students?
- Students who work?

13. During the current school year, about how often have you done the following?

*4=Very often, 3=Often, 2=Sometimes, 1=Never*

**Financial  
Stress  
Scale**

- a. Worried about having enough money for regular expenses
- b. Worried about paying for college
- c. Chosen not to participate in an activity due to lack of money
- d. Chosen not to purchase required academic materials (books, coursepacks, supplies) due to their cost
- e. Skipped meals due to lack of funds

# Other Sample Findings and Considerations

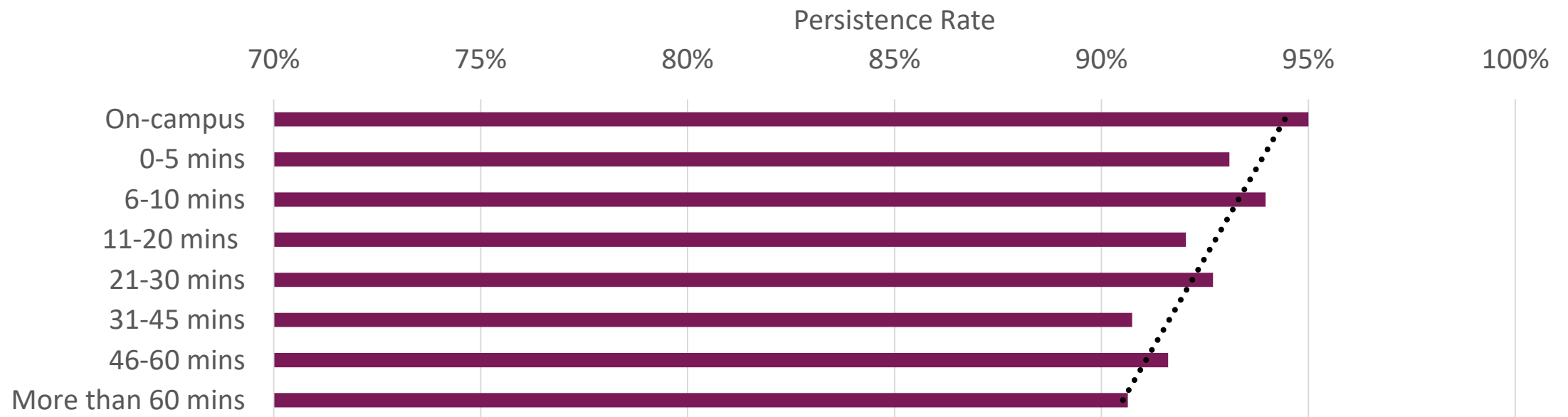
| TOPIC                   | FINDING  | CONSIDERATIONS  |
|-------------------------|--|---|
| ROOMMATES               | On-campus FY students report most of their roommates attend college while off-campus FY do not.  | Consider the benefits of having people share the same experiences; how can housing normalize transitions and academic environments? |
| MAKING FRIENDS          | More FY living on campus report housing having a positive impact on making friends.  | What is housing doing to facilitate more relationship-building?   |
| FOOD INSECURITY         | Very few on-campus FY students report having to skip meals in comparison to off-campus peers.  | How does RL&H partner with dining services?   |
| SATISFACTION W/ HOUSING | Would you choose the same type of housing? Results vary by student type.   | Conversation starter for staff? Why are different students responding the way they do?  |
| SOPHOMORE PERSISTENCE   | On-campus sophomores more likely to persist, and those who would return on campus more likely to persist than those who would move off campus. | How do we create more housing options or resources for sophomores and show sophomores the benefit of living on campus?              |

# STUDY RESULTS: QUICK TAKES

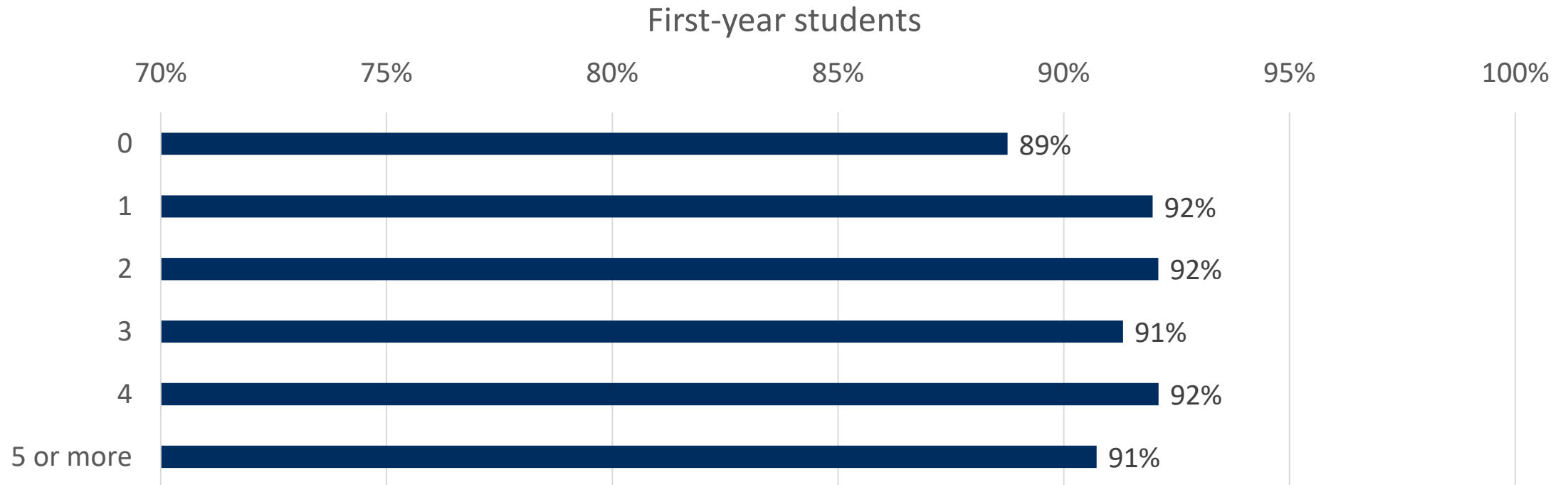


# Persistence: Time to Campus

## Sophomores

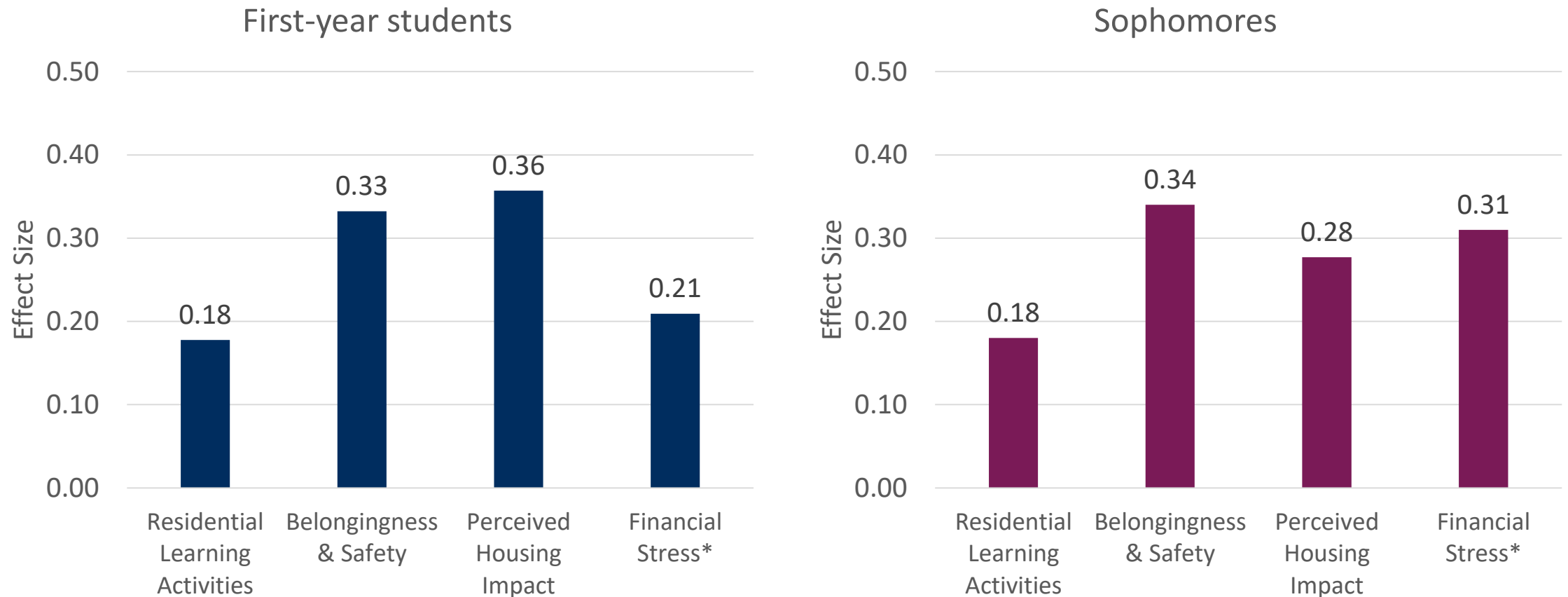


# Persistence: # of Roommates



*Note: On-campus students only*

# Relationship: Housing Experiences & Persistence



*Note: On-campus students only; Financial Stress is reverse-coded*

# Roommate-Matching Policies

## Background:

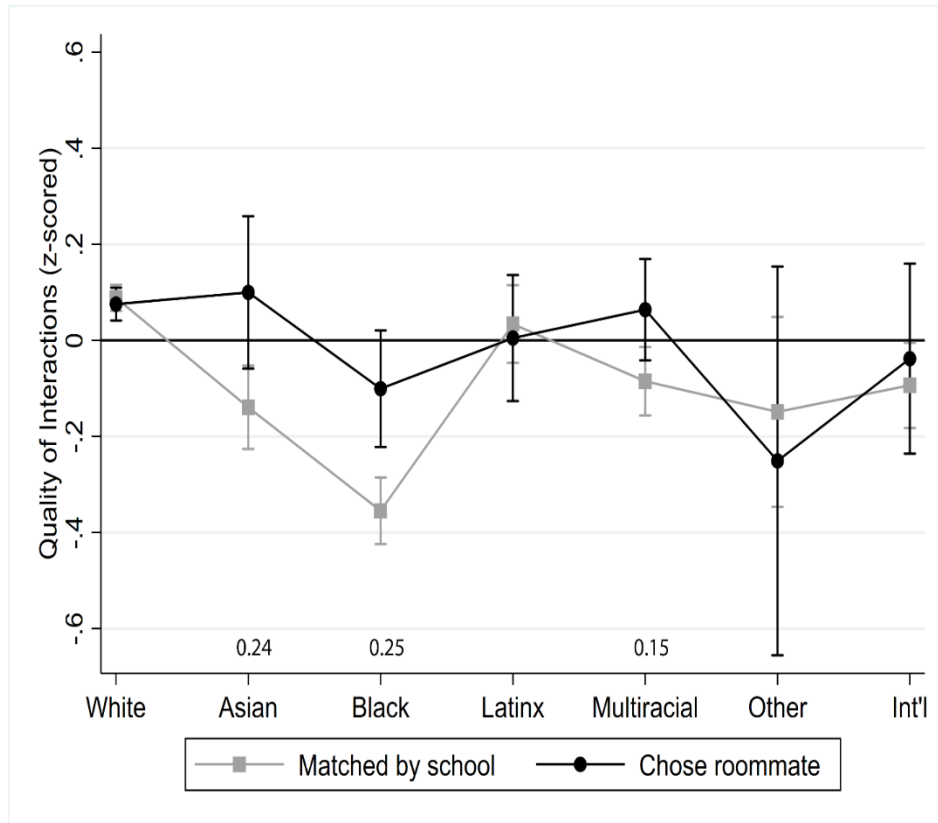
- Interacting w/ individuals from different backgrounds important life skills
- Residence halls are a space where such initially occur for many students
- Internet is changing how students find a roommate
- Some institutions are requiring randomly assigned roommates
- However, research is also emerging highlighting the benefits of safe-spaces for SoCs

## Interactional diversity:

- Having a randomly assigned roommate was ***not significantly*** associated with increased discussions w/ diverse others ( $ES=0.02$ )
- Little difference in estimated effects by race/ethnicity

# Quality of Interactions

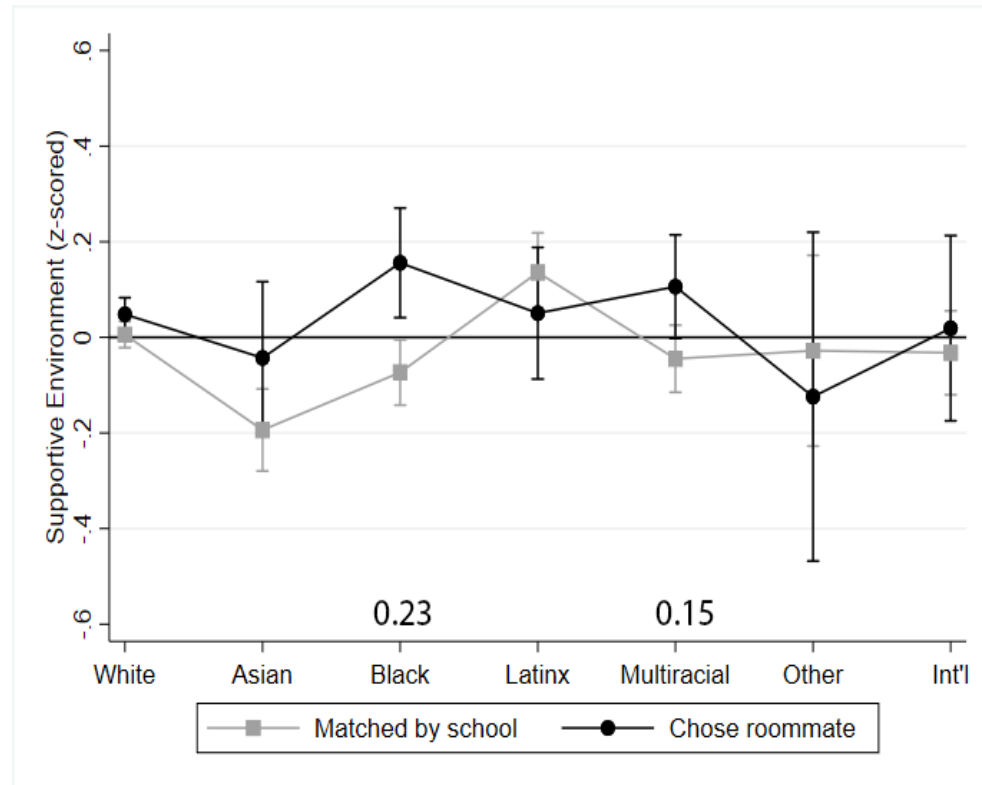
Quality of Interactions



- Overall, choosing your roommate was not significantly associated with perceived quality of interactions ( $ES=0.00$ ).
- Substantial differences by race/ethnicity, as SoCs who chose their roommate perceived better interactions w/ others at their institution
  - Asian ( $ES=0.24$ )
  - Black ( $ES=0.25$ )
  - Multiracial ( $ES=0.15$ )

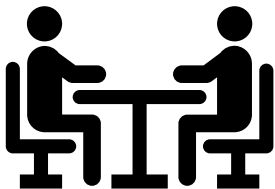
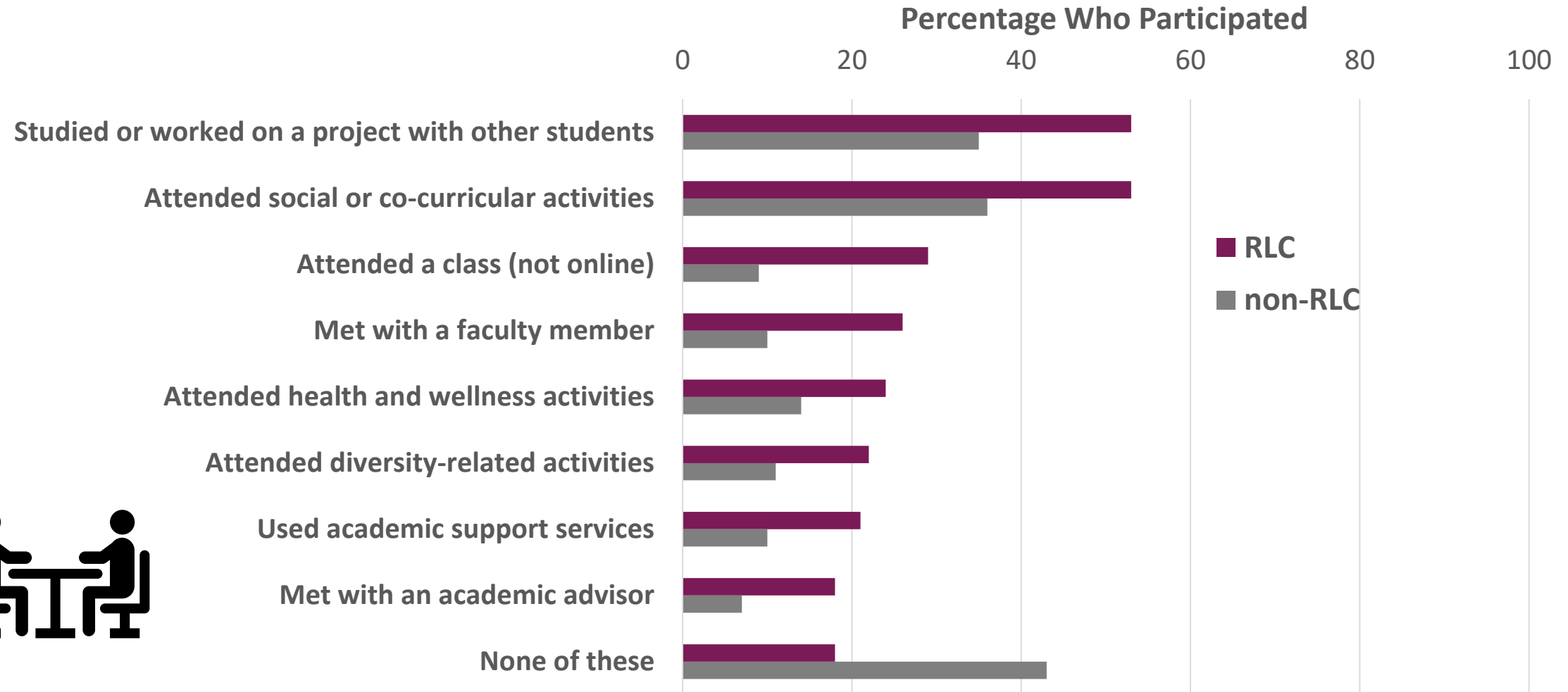
# Supportive Environment

Supportive Environment

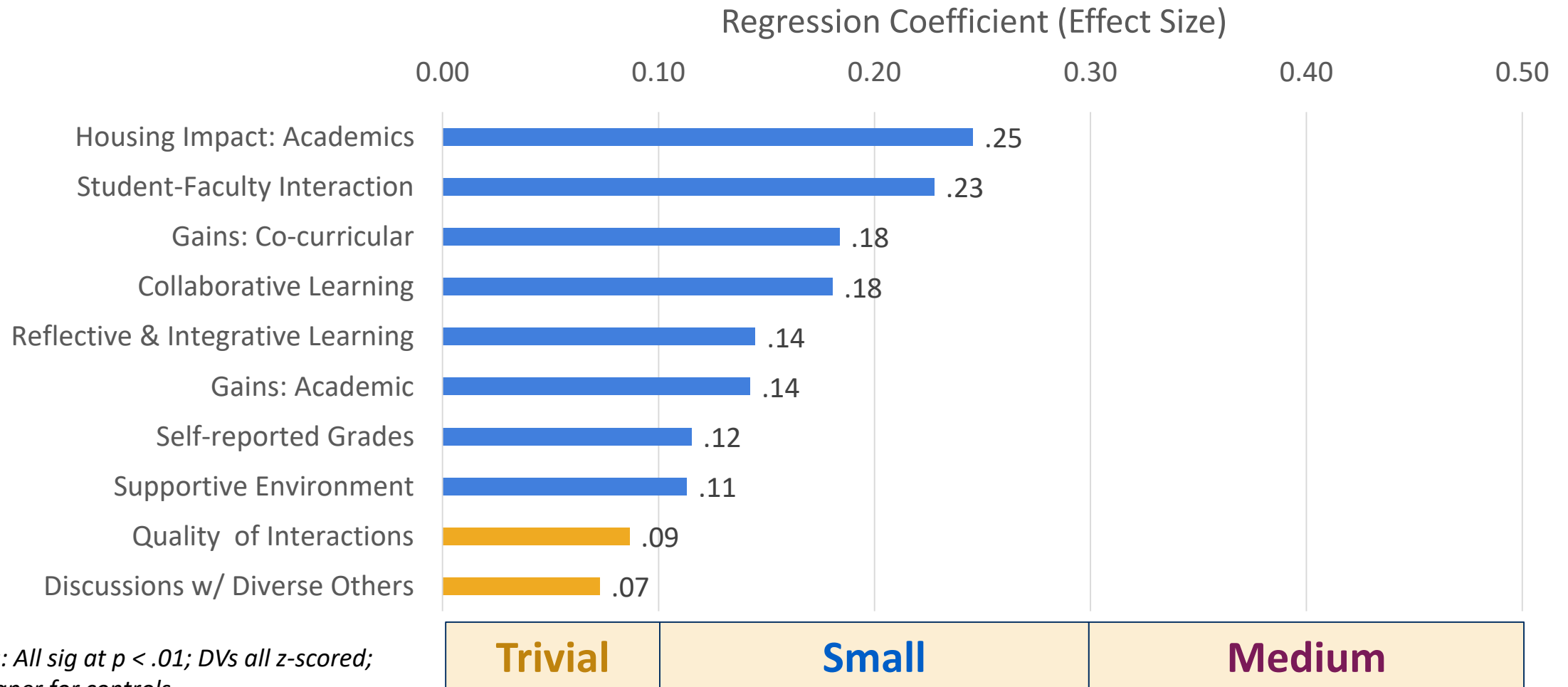


- Choosing your roommate was positively correlated with perceiving a supportive environment ( $ES=0.05$ )
- Again, substantial differences by race/ethnicity:
  - Black ( $ES=0.23$ )
  - Multiracial ( $ES=0.15$ )

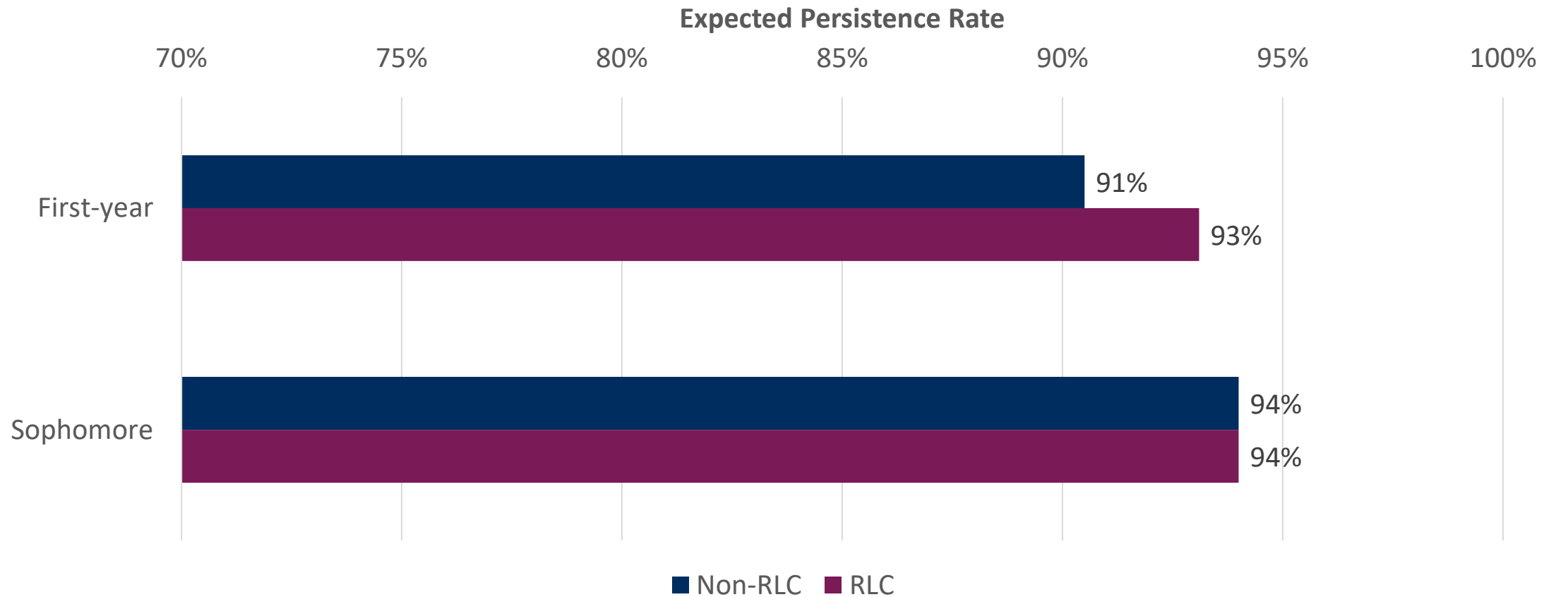
# RLC: Participation in Activities in the Students' Place of Residence



# Impact of RLC Participation



# RLCs & Persistence



Note: All other controls held at their means. Excludes students who lived with their parents.

# Sophomores

## Comparison of On-Campus Sophomores with Off-Campus Peers by Travel Time to Campus

| Engagement Indicators & Perceived Gains | Compared with on-campus: |            |                    |
|---|--------------------------|------------|--------------------|
|   | 10 min. or less          | 11-30 min. | 31 min. or greater |
| Student Faculty Interaction             | -                        | --         | ---                |
| Quality of Interactions                 |                          | --         | --                 |
| Discussions w/ Diverse Others           |                          | ++         |                    |
| Supportive Environment                  |                          | --         | ---                |
| Gains: Co-curricular                    |                          |            | --                 |

i.e., on-campus sophomores interacted with faculty more often than off-campus peers (especially those who lived more than 10 minutes away).

Key: blank = non-sig.; + = sig. & trivial (ES < .10); ++ sig. & small (ES = .10-.29); +++ sig. & medium to large (ES > .30)

Notes: Excludes students living with their parent(s); Results control for student characteristics and institution-specific effects

# Sophomores

## Comparison of On-Campus Sophomores with Off-Campus Peers by Travel Time to Campus

| Housing Scales                    | Compared with on-campus: |            |                    |
|-----------------------------------|--------------------------|------------|--------------------|
|                                   | 10 min. or less          | 11-30 min. | 31 min. or greater |
| Residential Learning Activities   | ---                      | ---        | ---                |
| Belongingness & Safety            |                          |            |                    |
| Perceived Housing Impact          | ++                       |            |                    |
| Financial Stress (reversed-coded) |                          | --         | ---                |

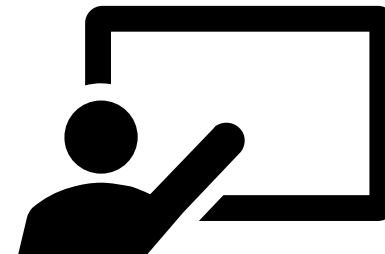
i.e., on-campus sophomores participate in more learning activities in their place of residence than their off-campus peers.

Key: blank = non-sig.; + = sig. & trivial (ES < .10); ++ sig. & small (ES = .10-.29); +++ sig. & medium to large (ES > .30)

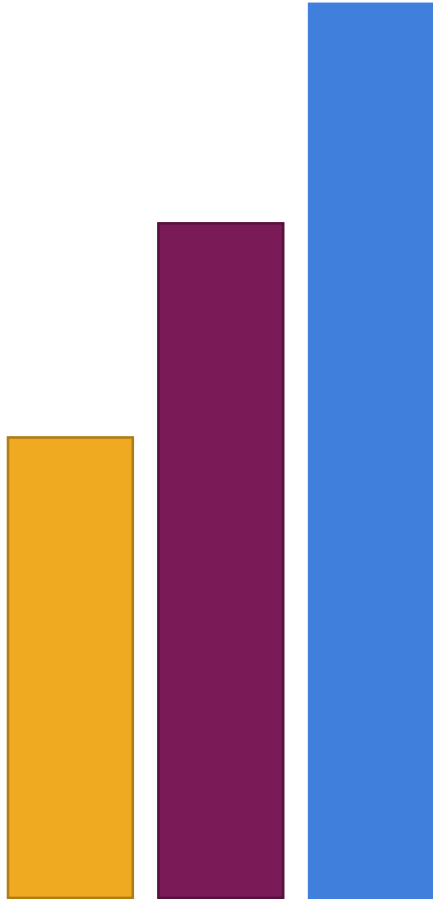
Notes: Excludes students living with their parent(s); Results control for student characteristics and institution-specific effects

# Discussion & Implications

- Any surprising findings overall (or on your campus)?
- How can we best translate our research findings into helpful knowledge for practitioners?
- How would you like us to further explore these data?



# THANK YOU!



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