

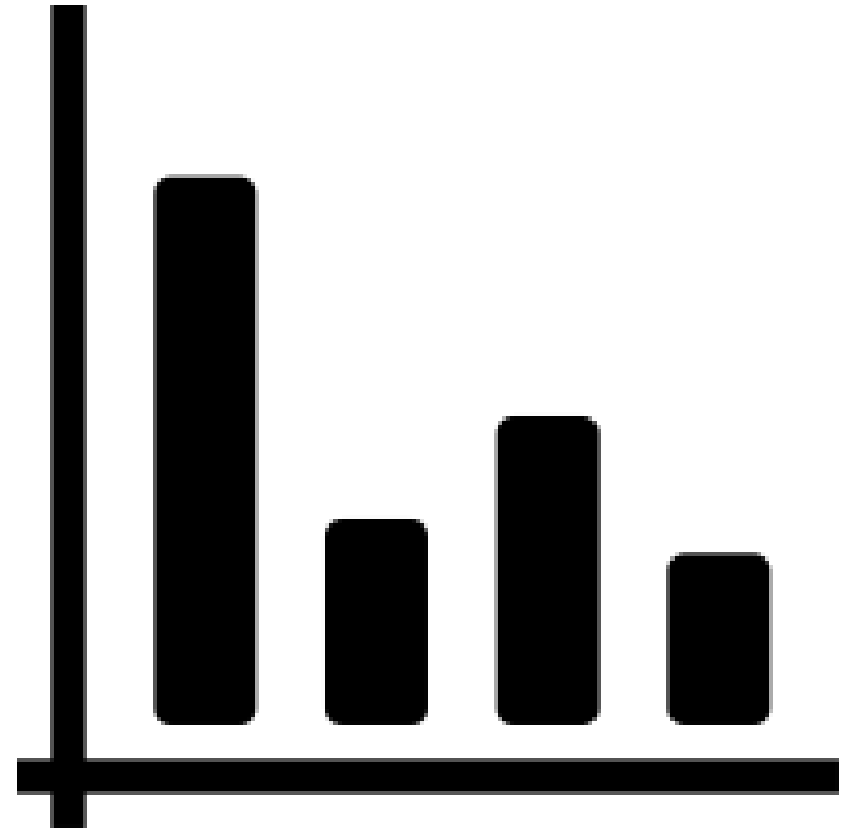
The ACUHO-I/NSSE Student Housing Study: What Have We Learned So Far?

Polly Graham, Kevin Fosnacht, Kyle Fassett, Bob Gonyea, & Sarah Hurtado
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
- Project background
- Selected findings:
 - Persistence
 - Residential Learning Communities
 - Roommate-Matching
 - Sophomores
- Q & A



Research Team



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Kyle Fassett



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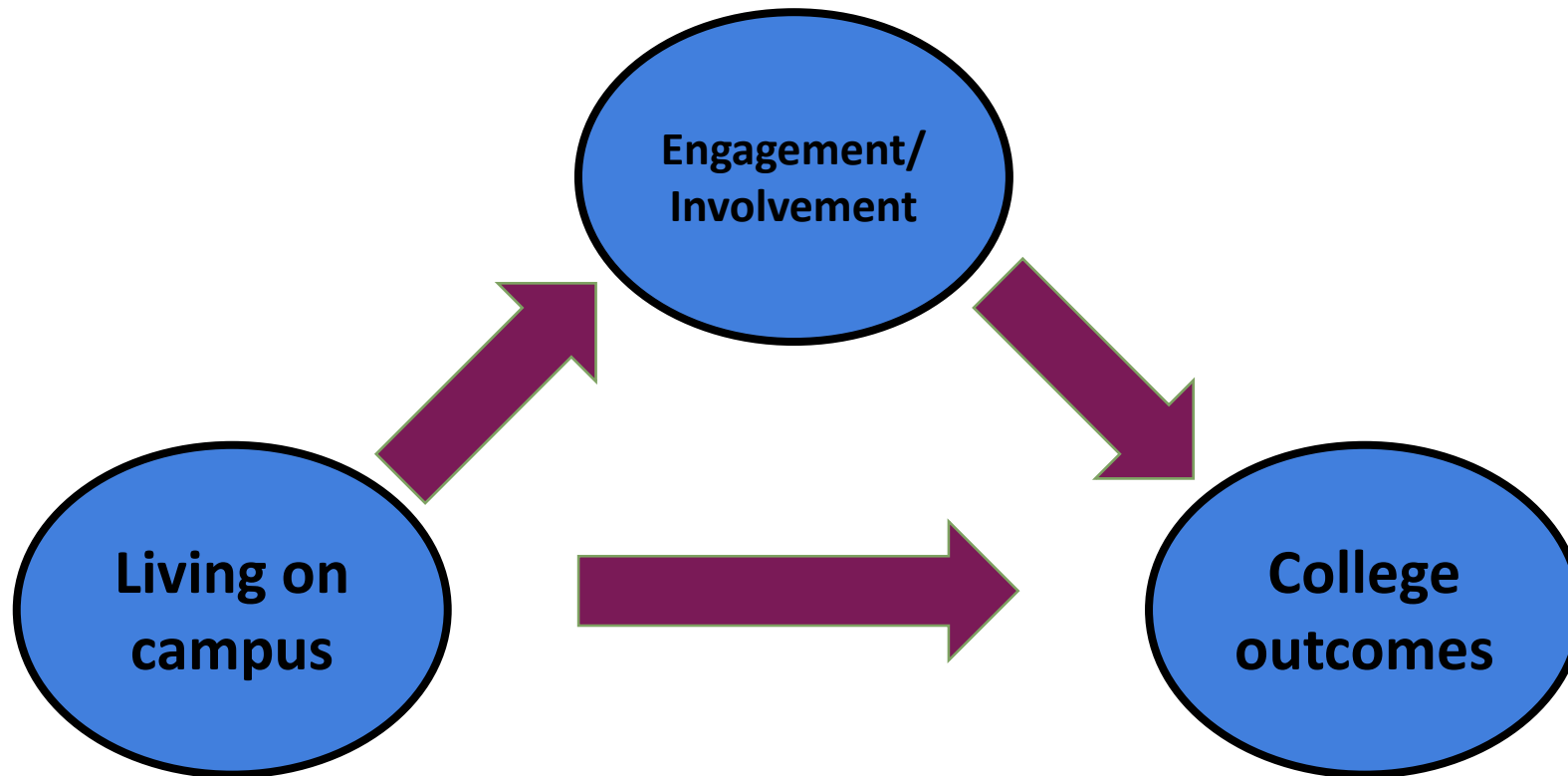
Study Background

Has the impact of living on campus changed?



Living on-campus was “the single most consistent within-college determinant of the impact of college.” - Pascarella and Terenzini (1991)

Big Question: Model

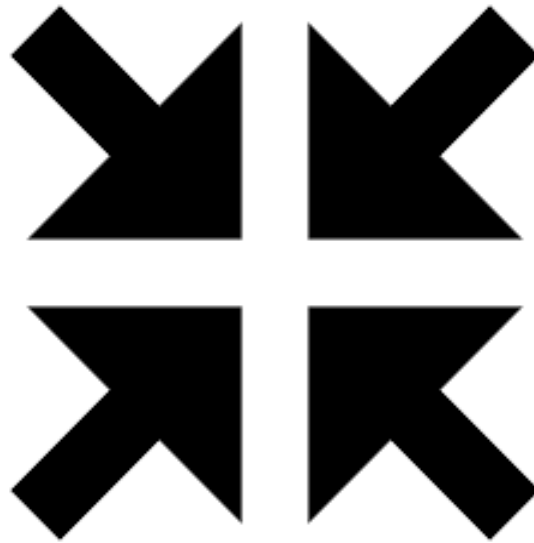


Data Sources

Campus Housing Index



Institution
Characteristics



Engagement
&
Residential Conditions



Persistence

National Survey of Student Engagement

WHO: First-year and senior students seeking bachelor's degrees

WHAT: Student and institutional time and effort toward educational purposeful activities



NSSE ENGAGEMENT INDICATORS

- 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

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



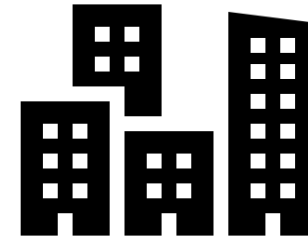
**Senior questions similar with logical exceptions, e.g., homesickness*

Housing Study: Four Scales

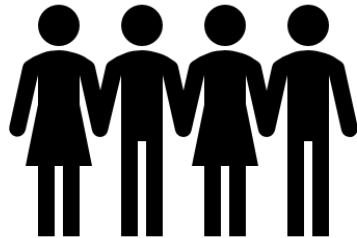
Residential Learning Activities



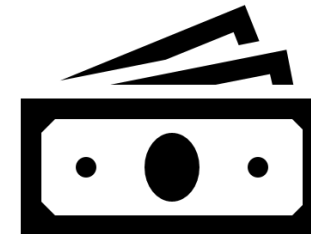
Perceived Housing Impact



Belongingness & Safety



Financial Stress



Who is in the Study?

76 Institutions

Carnegie Classification

22 Doctoral

36 Master's

17 Baccalaureate

1 Other



Who is in the Study?

Class level	Count
First-year	26,296
Sophomore	18,323
Senior	29,816
Total	74,435



Who is in the Study?

Race & Ethnicity	Count	%
White	43,857	60%
Asian	4,193	6%
Black	7,683	11%
Latinx	7,169	10%
Multiracial	5,267	7%
Other	904	1%
International	3,498	5%



Who is in the Study?

Sex <i>Institutional-reported</i>	%
Male	32%
Female	68%

Gender <i>Student-reported</i>	%
Man	31%
Woman	67%
Another gender identity	1%
Prefer not to respond	1%

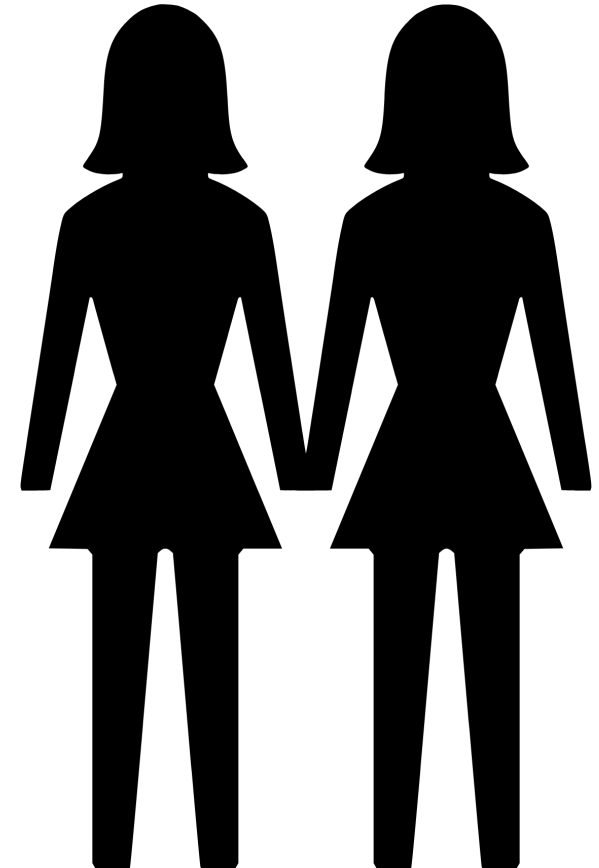


~ 1%
difference

Who is in the Study?

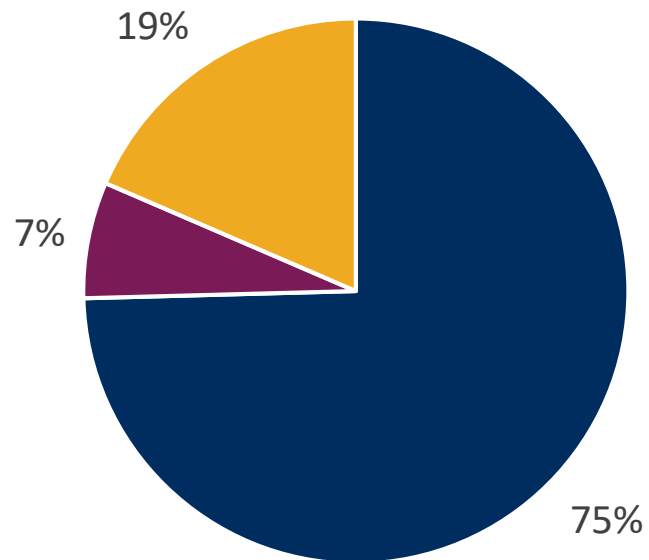
Sexual Orientation	Count	%
Straight	48,931	84%
Bisexual	3,325	6%
Gay	904	2%
Lesbian	647	1%
Queer	674	1%
Questioning or unsure	790	1%
Another sexual orientation, please specify	837	1%
I prefer not to respond	2,278	4%

7,177
LGBTQ+
students



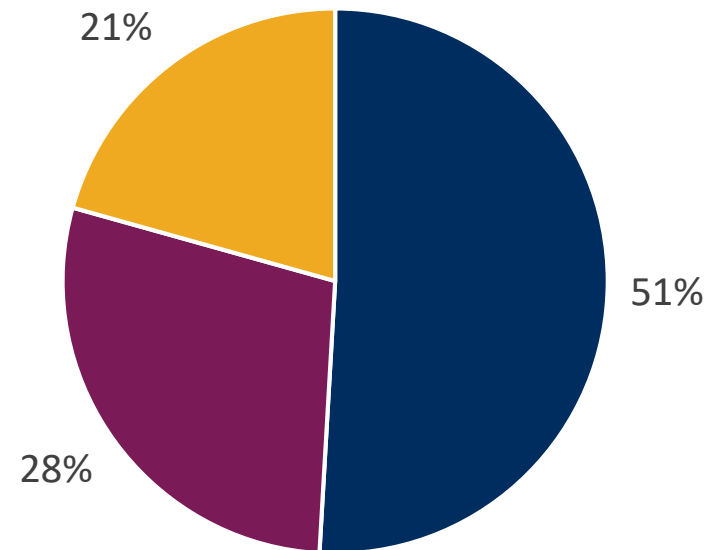
Who is in the Study?

First-year students



■ On-campus ■ Off-campus ■ W/ Parents

Sophomores



■ On-campus ■ Off-campus ■ W/ Parents

Who is in the Study?

Age Range	%
19 or younger	45%
20-23	40%
24-29	7%
30-39	4%
40-55	3%
Over 55	1%


= 85%



Who is in the Study?

Majors	%
Arts & Humanities	10%
Biological Sciences, Agriculture, & Natural Resources	11%
Engineering	7%
Social Sciences	13%
Business	15%
Communications, Media, & Public Relations	5%

Majors	%
Education	7%
Physical Sciences, Mathematics, & Computer Science	6%
Health Professions	16%
Social Service Professions	5%
All Other	5%
Undeclared	1%

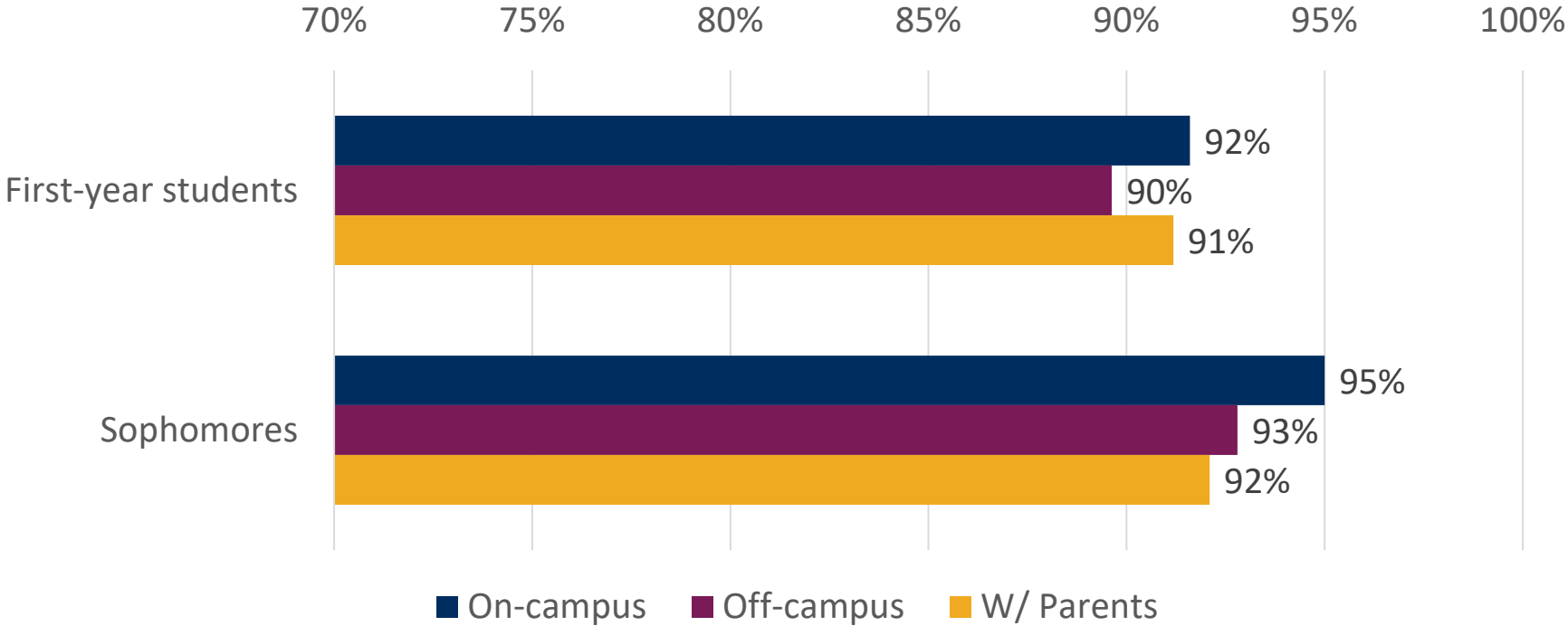


STUDY RESULTS: QUICK TAKES



Persistence

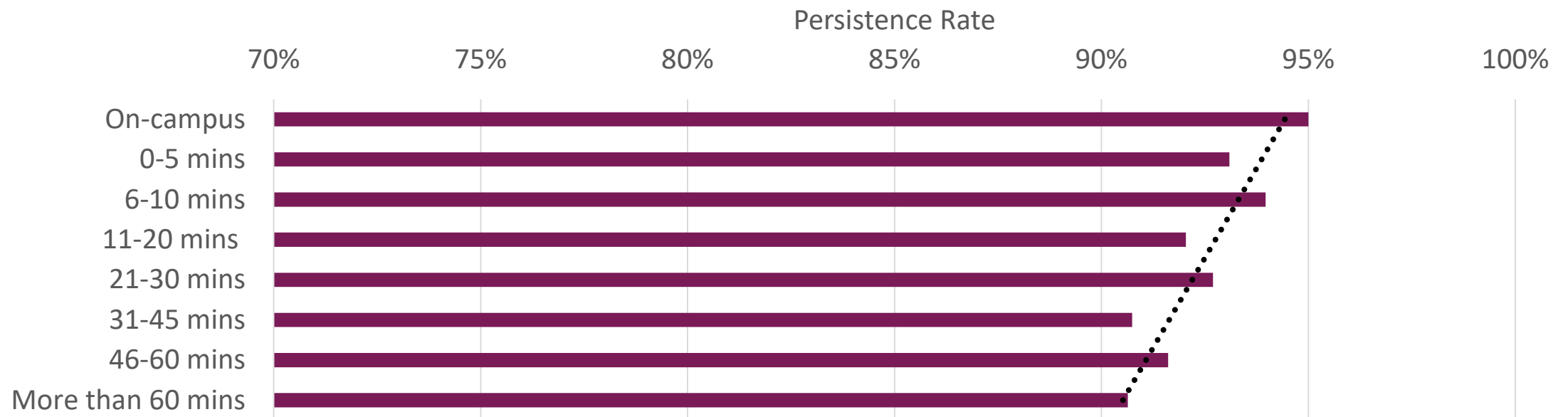
Persistence Rate (Unadjusted)



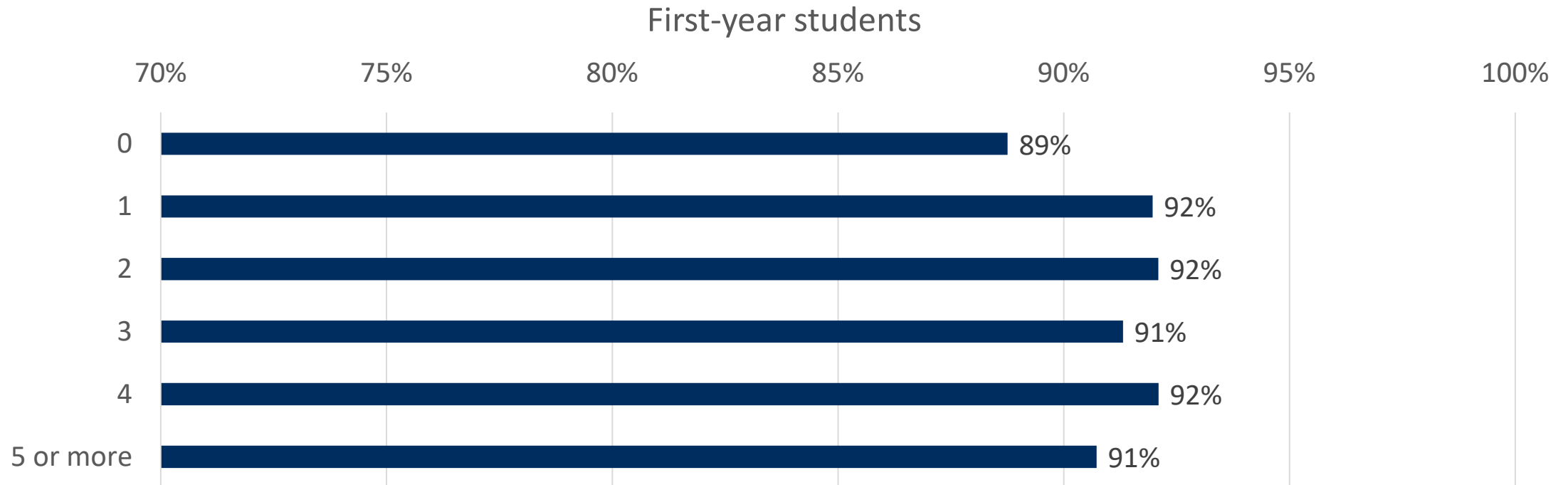
We will have a full presentation on this topic Sunday, 2:35 pm Room 705

Persistence: Time to Campus

Sophomores

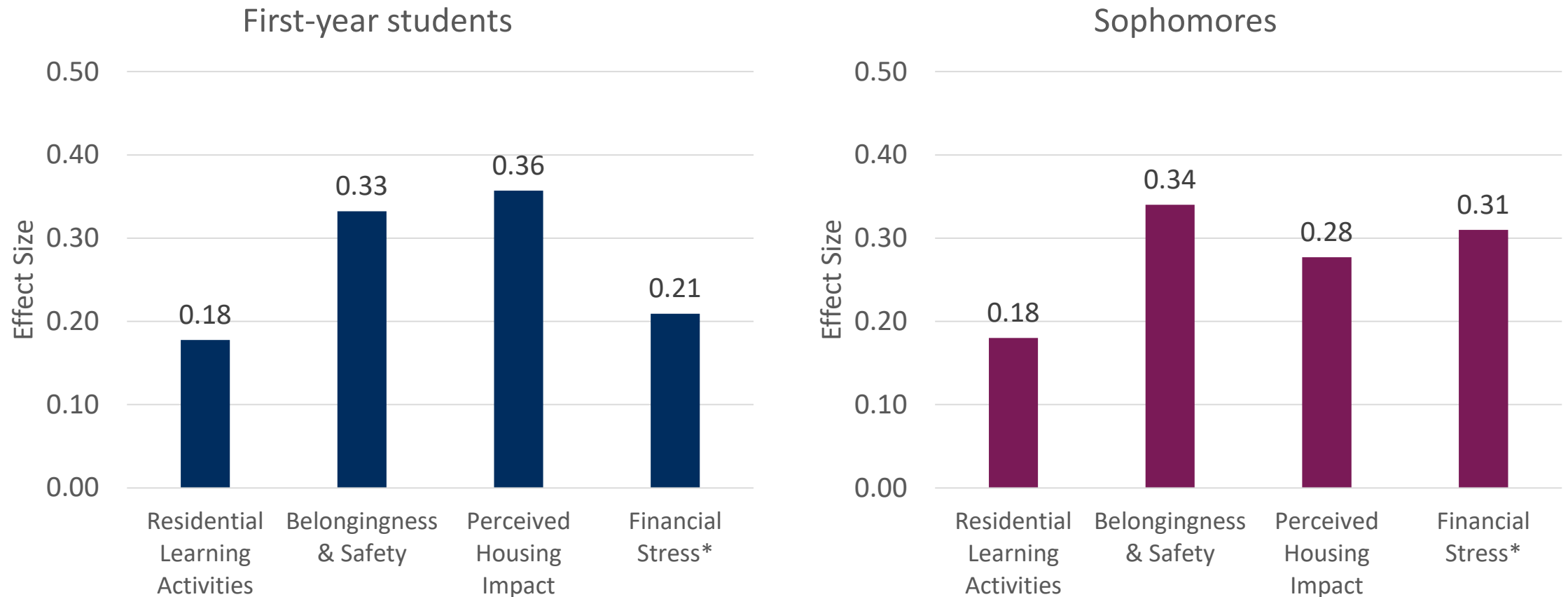


Persistence: # of Roommates



Note: On-campus students only

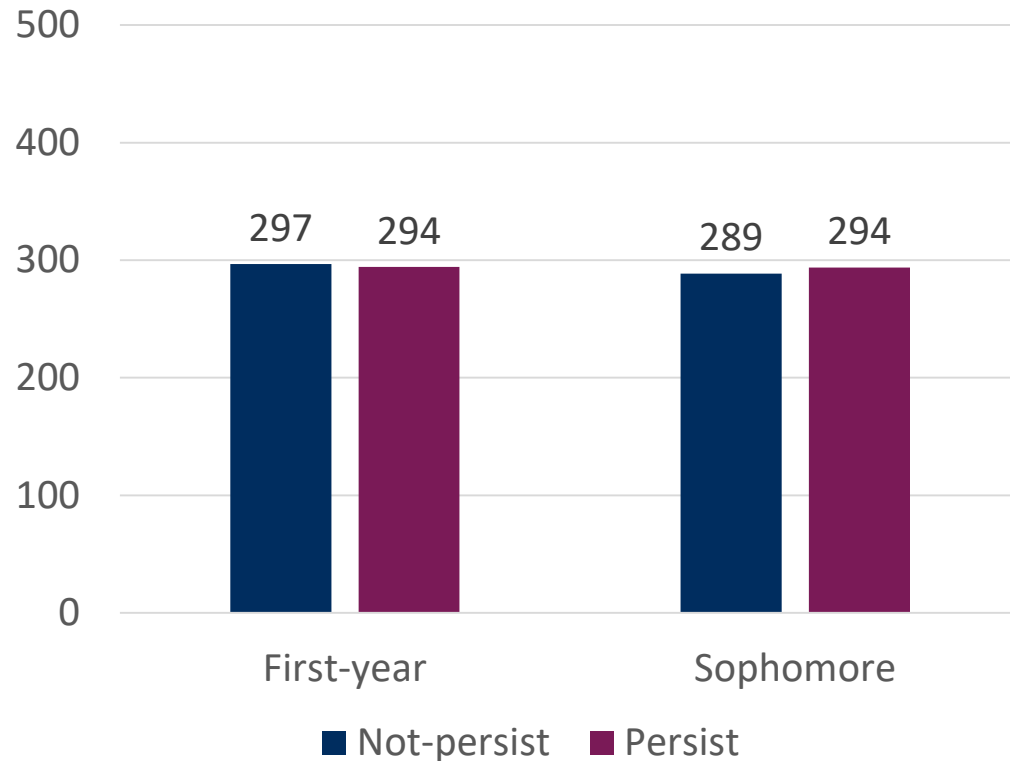
Relationship: Housing Experiences & Persistence



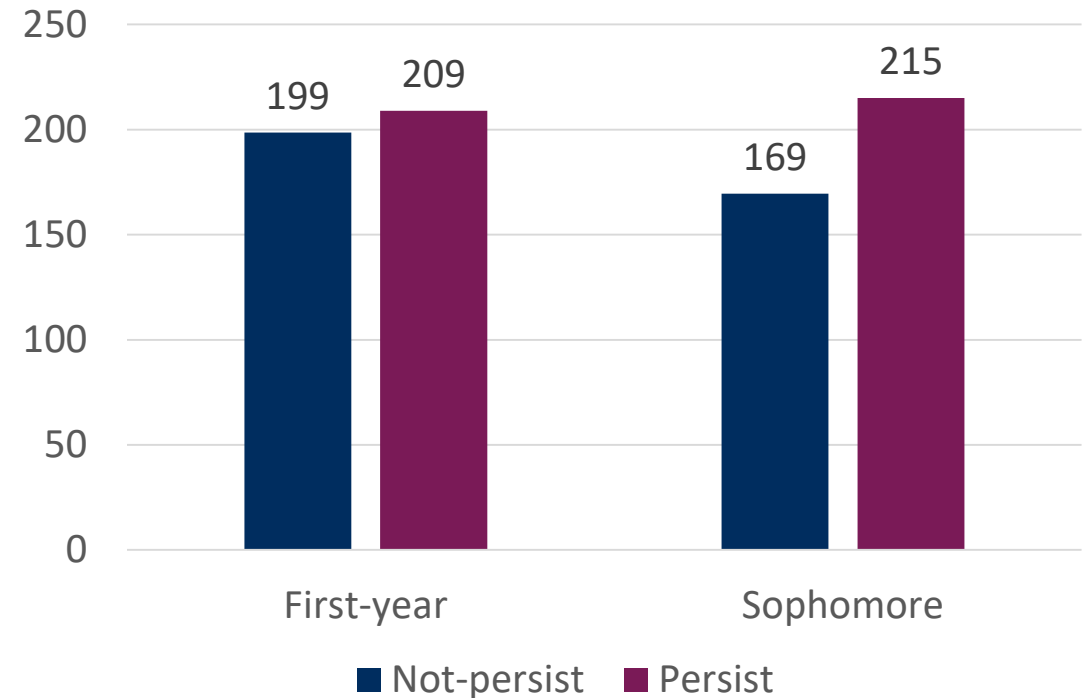
Note: On-campus students only; Financial Stress is reverse-coded

Staffing levels and building size

Residents per live-in staff



Average bed capacity per residential building



Note: On-campus residents only; Housing characteristics from Campus Housing Index



Persistence Summary

- On-campus students persisted at higher rates (~1-3 percentage pts) than their off-campus peers
- On-campus students who persisted reported greater engagement in residential learning activities, feelings of belongingness & safety, and perceived their living situation to have a more positive impact on their academic experience
- Travel-time to campus was negatively correlated with persistence, particularly among sophomores
- Live-in staffing levels were uncorrelated with persistence. Building occupancy was positively related to persistence for sophomores.

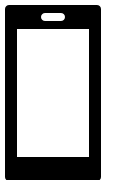
Roommate-Matching Policies: Methods

Analysis:

OLS regression

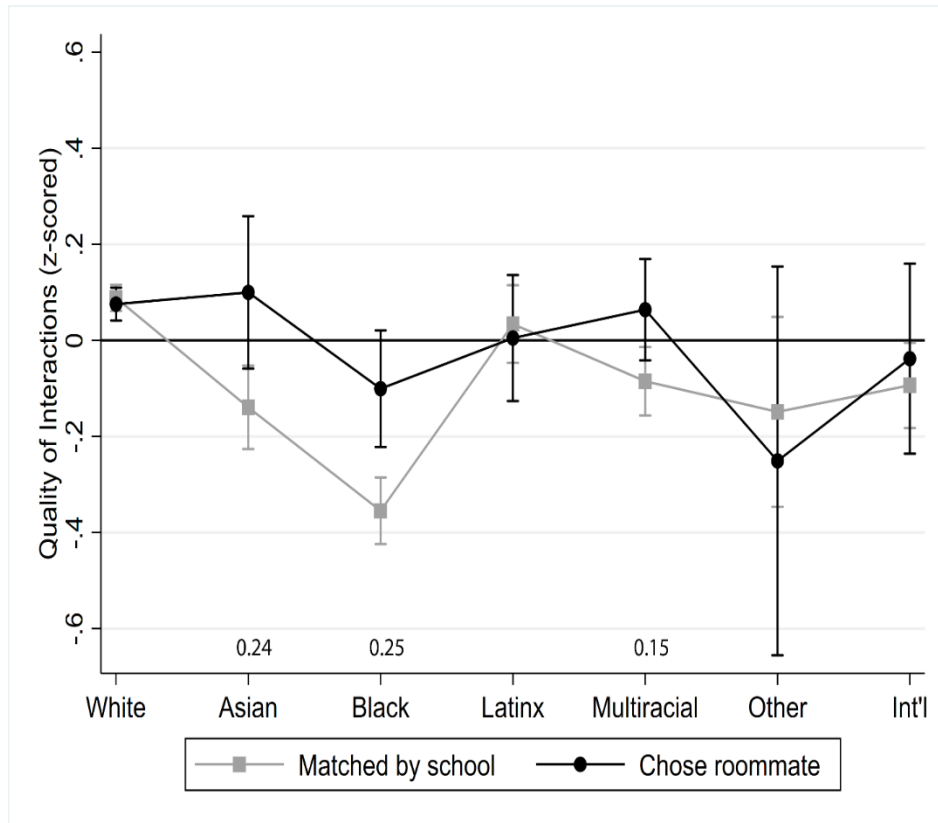
Key variables

- How you met your roommate
 - Matched by their institution (assigned by housing office, matched through a housing profile)
 - Not matched by their institution (planned with friends, found through social media)
- DVs: Discussions with Diverse Others, Quality of Interactions, and Supportive Environment (z-scored)
- Race/ethnicity

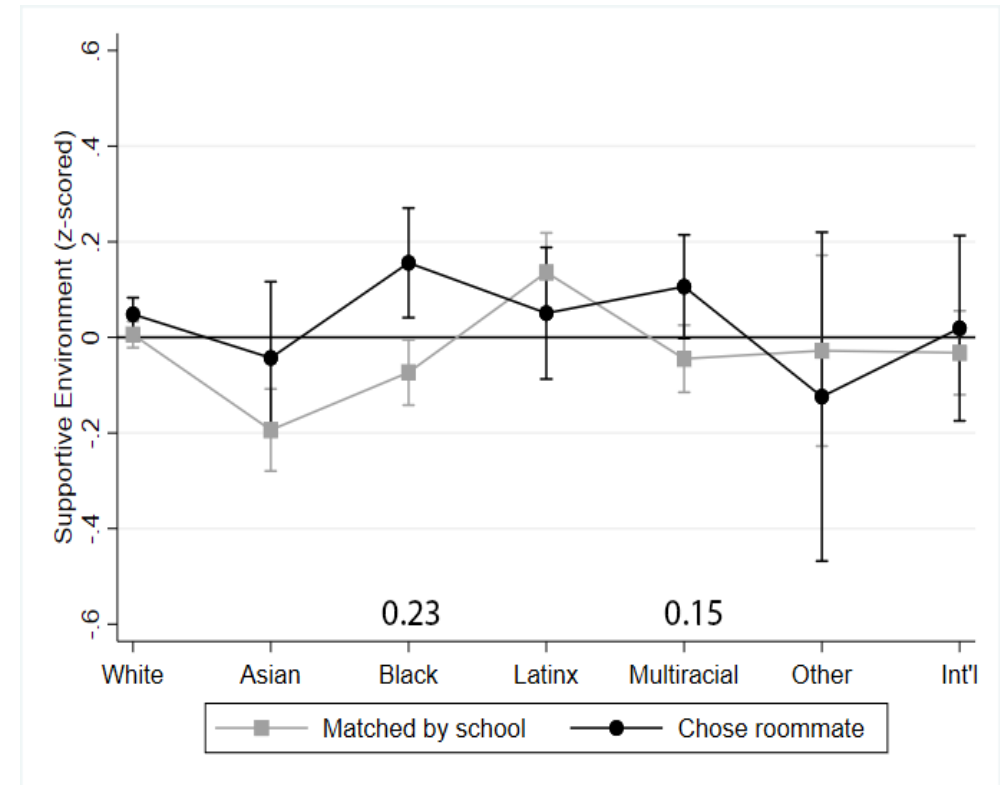


Roommate Matching Policies

Quality of Interactions



Supportive Environment

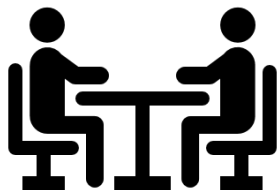
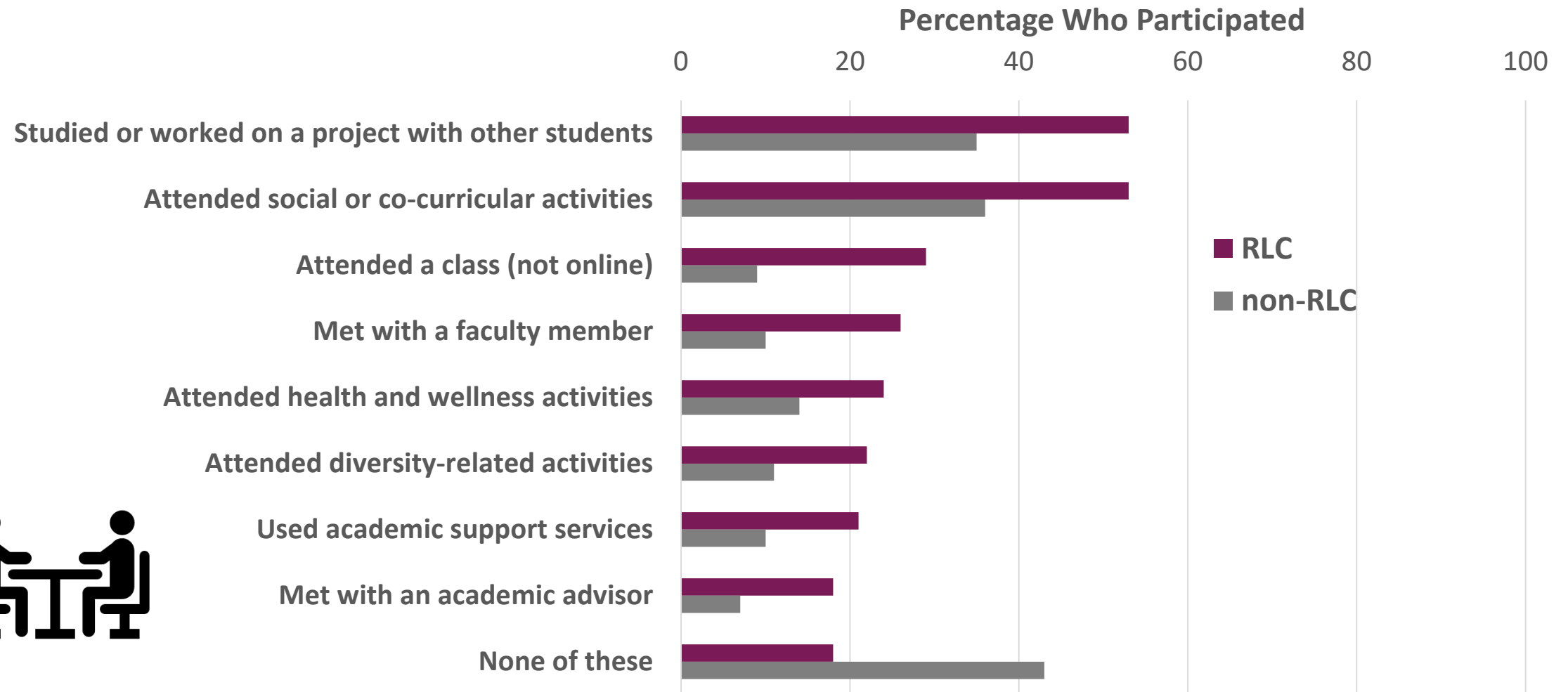


Roommate Matching Summary

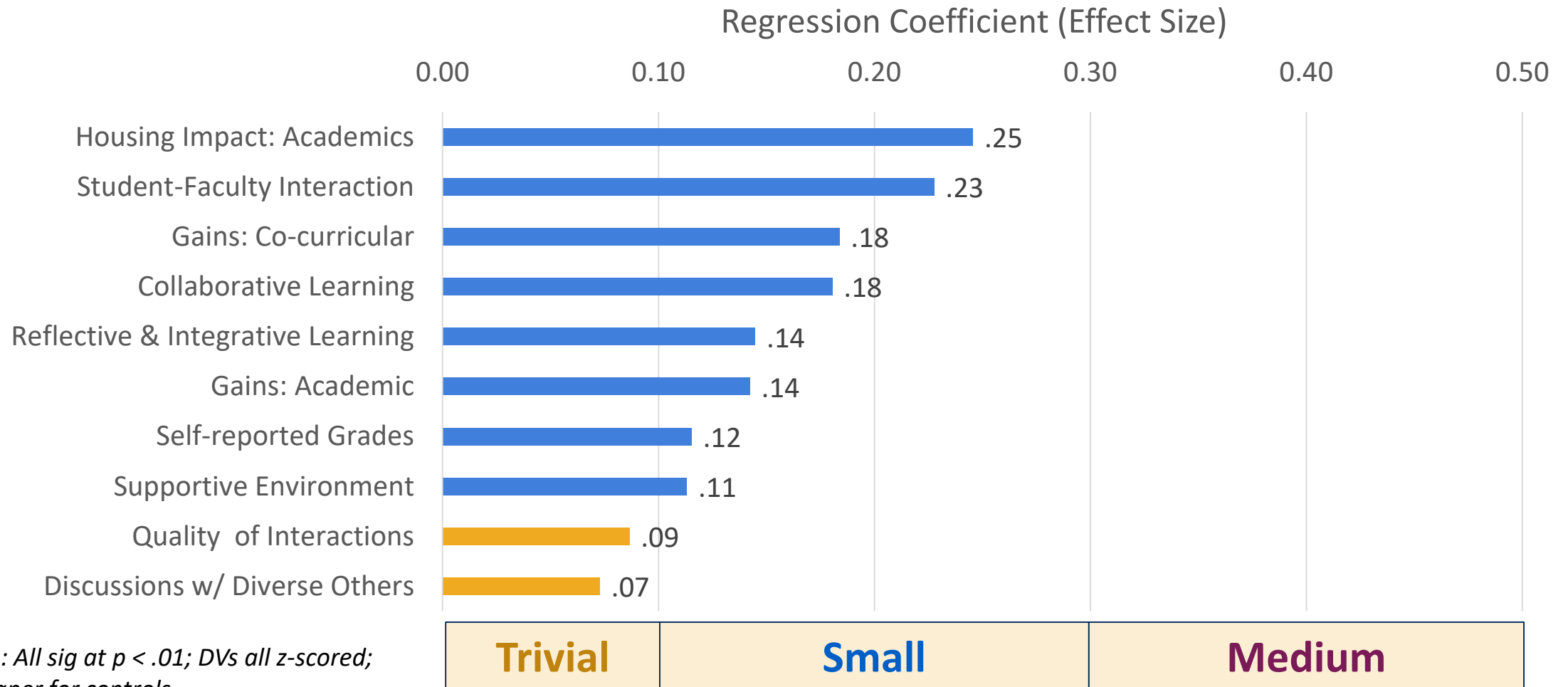
- Overall, method of roommate selection was trivially related to diverse interactions and perceptions of the campus environment
- However, the relationship varied by race/ethnicity
 - Asian, Black, and multiracial students perceived greater quality of interactions if they chose their roommate
 - Black and multiracial students perceived a more supportive environment if they chose their roommate
- Racial and ethnic minority students were substantially less likely to choose their roommates.
- Fostering pre-college connections between students that lead to roommate pairings could improve college outcomes for racial and ethnic minority students



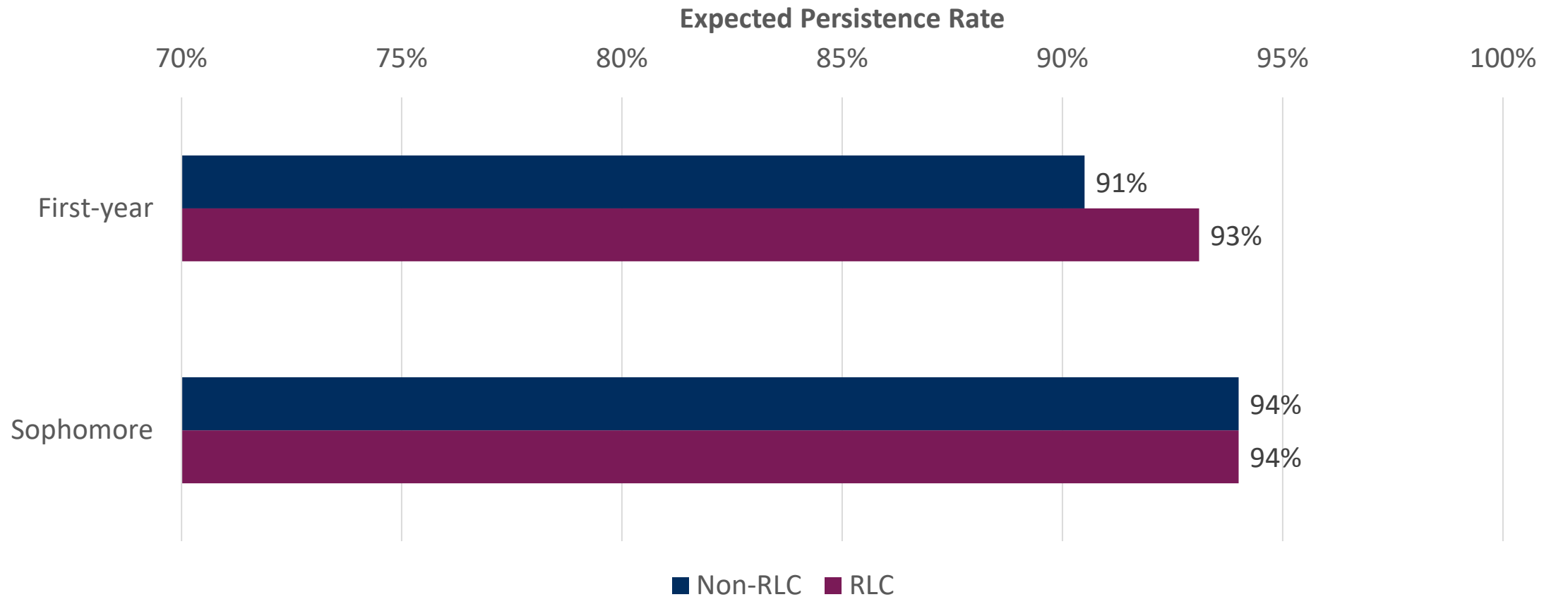
RLC: Participation in Activities in the Students' Place of Residence



Impact of RLC Participation



RLCs & Persistence



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

RLC Summary

- RLC residents participated in educationally purposeful activities in their place of residence at higher levels than their non-RLC peers
- RLC residents were more engaged in academically beneficial activities than their non-RLC peers
- RLC residents viewed their environments as more supportive than their non-RLC peers
- First-year RLC residents persisted at higher rates than their non-RLC peers



Sophomores

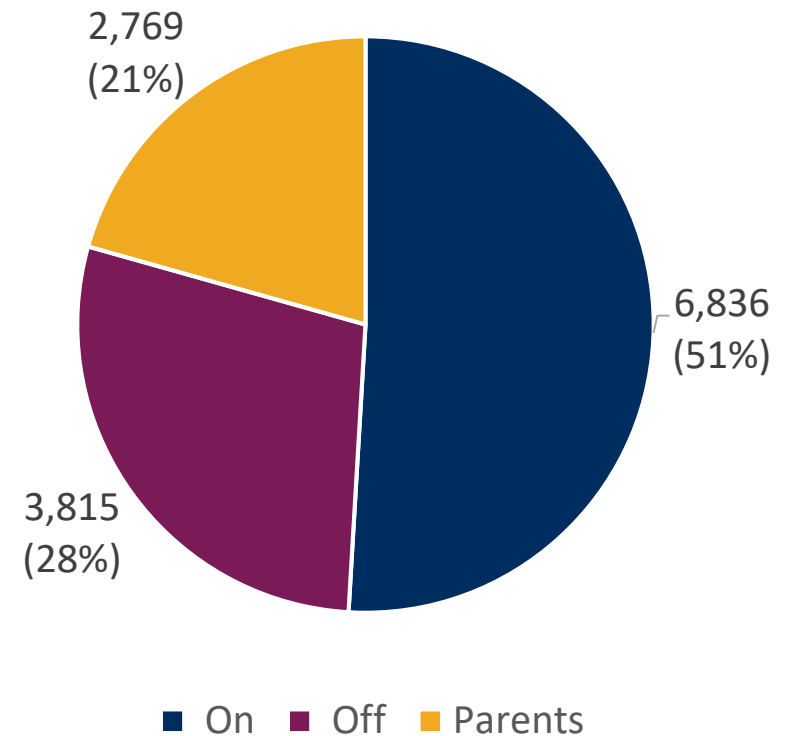
13,420 Sophomores

- 6,584 (51%) on-campus

- 3,815 (28%) off-campus (apartment, etc.)
- 2,769 (21%) living w/parents

49% total off-campus

Sophomores by Housing Location



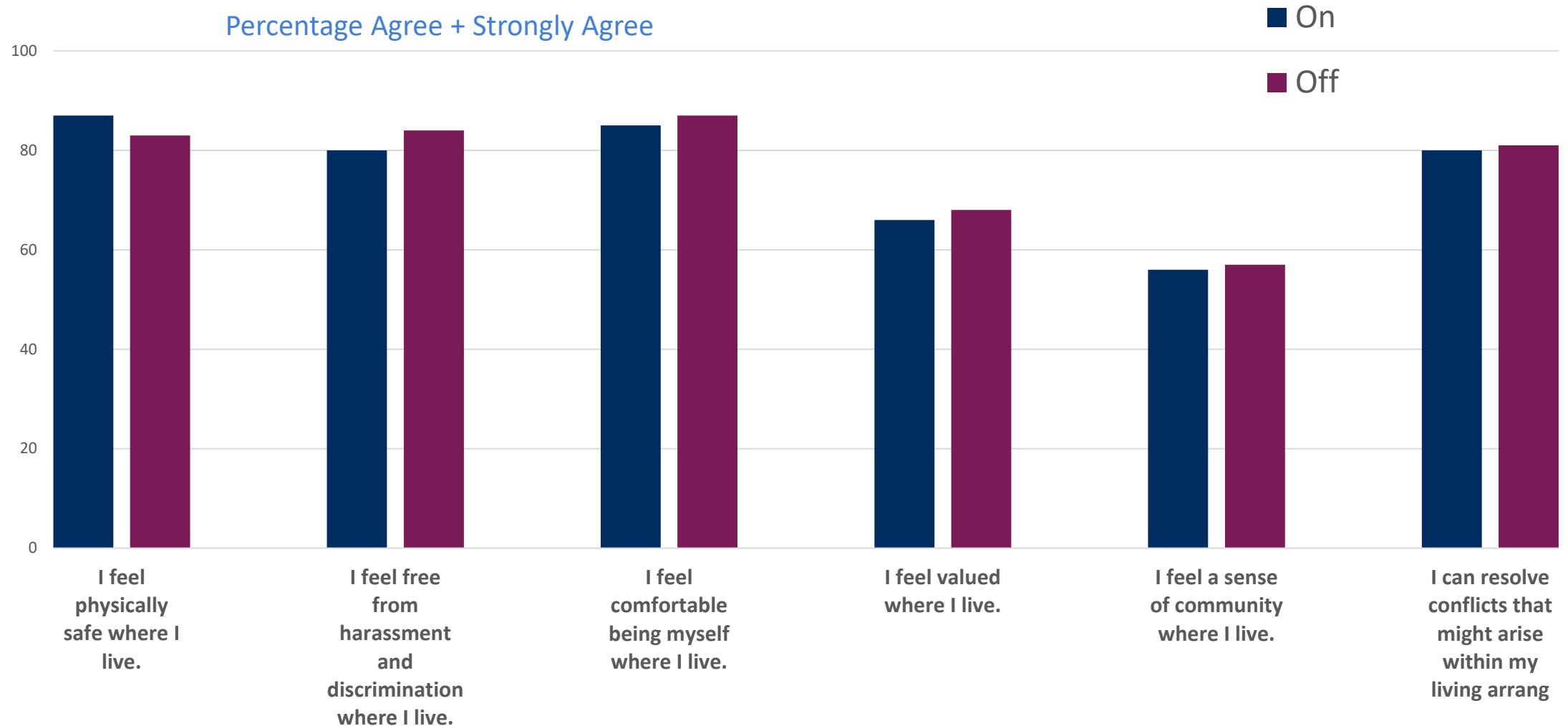
Sophomores

Which of the following have you done *in your place of residence*?

	% On	% Off	% Parents
Attended a class	10	4	4
Met with a faculty member	11	2	1
Met with an academic advisor	7	1	2
Used academic support services	10	3	3
Studied or worked on a project with other students	34	20	9

	% On	% Off	% Parents
Attended social or co-curricular activities	35	12	3
Attended diversity-related activities	13	2	1
Attended health and wellness activities	16	5	3
None of these	45	70	85

Sophomore Belongingness & Safety Items by Housing Site



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)

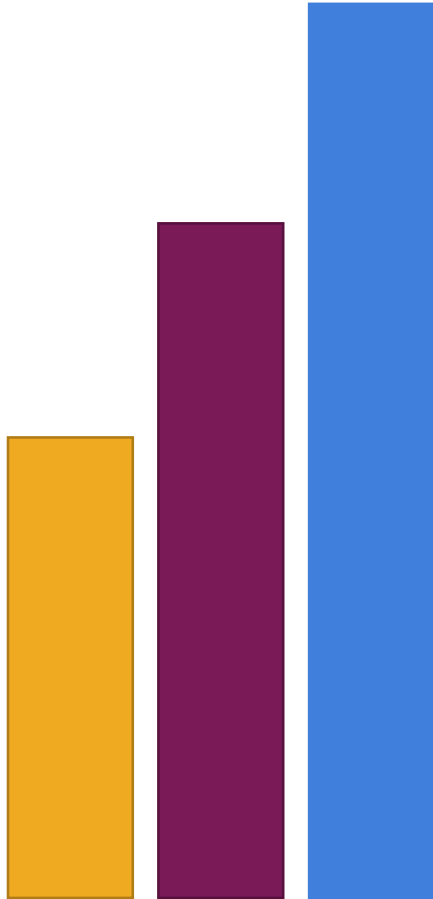
Notes: Excludes students living with their parent(s); Results control for student characteristics and institution-specific effects

Discussion & Implications

- What among these findings surprised you?
- 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!



Find our slides and other information about NSSE
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