



# The Relationship of Sophomore Living Arrangements with Engagement and Perceived Outcomes

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This research was funded by the ACUHO-I Research and Educational Foundation. We thank the foundation and their donors for their support!



# Research Team



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# Overview of Session

- I. Session Objectives
- II. Literature on the Sophomore Year
- III. Survey Instrument Overview
- IV. Analysis & Results
- V. Discussion/Q&A





# Session Objectives

- Attendee Outcomes
  - Articulate three differences between sophomores who live on and off campus
  - Apply knowledge gained to one's residence life unit to aide in the success of sophomore students
- Relation to CAS Residence Life Standards (CAS, 2018)
  - #3 Student Learning, Development, and Success
  - #4 Assessment



# Warm-Up

- Are you familiar with sophomore year success? What are their challenges, and where do they excel?
- Do you provide sophomore housing? Mandate it? Thinking about it?
- Do you work specifically with sophomore residential learning communities (RLCs)?
- Are you responsible for assessment?

# Literature on the Sophomore Experience

- General

- Challenges maintaining community (Gahagan & Stuart Hunter, 2010)
- Most research is qual., quant. single institution, or from 2007 (Schreiner, 2010)
  - Satisfaction w/ faculty interaction best predictor of intent to reenroll, intent to graduate, and overall satisfaction
  - Peer interactions strongest predictor of satisfaction
- Sophomores move from random to focused exploration as they are considering the future (Schaller, 2010).

- Residence Life

- Benefits of living on campus; many institutions have two-year live-on requirements
- Reimagining the RA role to suit the population (Gahagan & Stuart Hunter, 2010)
- Programming v. mentoring
- Help the students be self-serving, intentional meetings, etc.
- Learning communities
- Incorporate the academic experience into residence halls
- Assessment efforts

# National Survey of Student Engagement

- Focuses on first-year and senior college students' time and effort placed toward experiences in and out of the classroom who are seeking bachelor's degrees at four-year schools
- Funding by ACUHO-I allowed data collection for a sophomore sample and additional items on students' living arrangements



# Measures of Interest

## On Campus

- Type of building (traditional, suite, Greek, apartment, etc.)
- Residential learning community

## Off Campus

- Off-campus apartment, house, etc.
- Commute time to campus

## Housing Study Scales

- Sense of Belonging & Safety
- Perceived Housing Impact
- Residential Learning Activities



# Sample

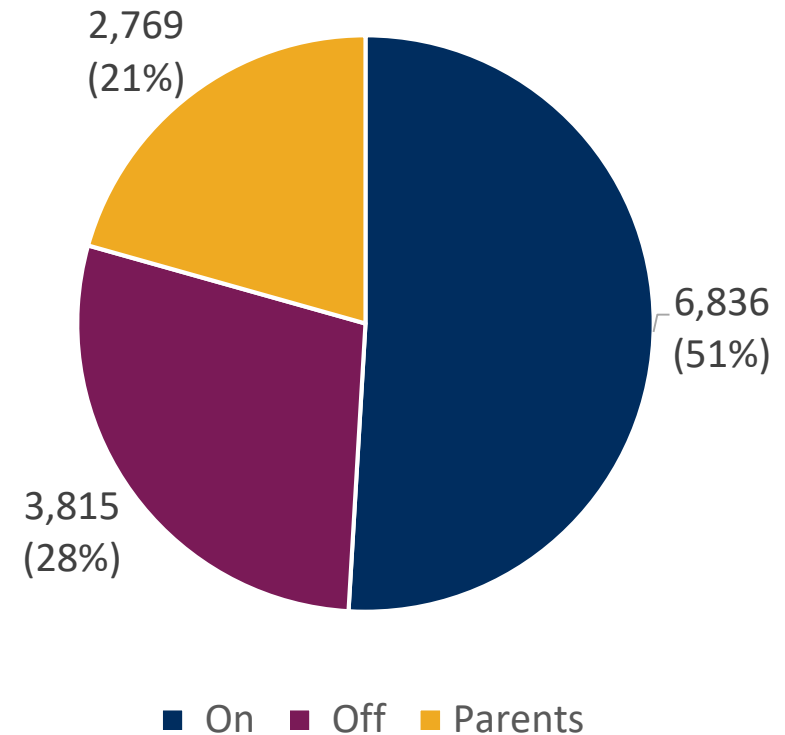
## 13,420 Sophomores

- 6,584 (51%) on campus

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

49% total off campus

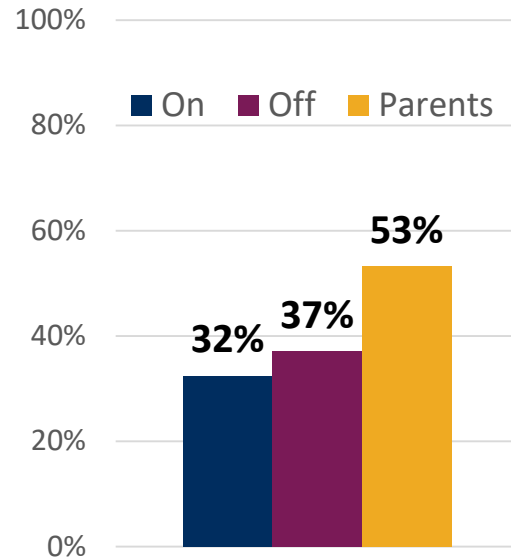
Sophomores by Housing Location



# Sample

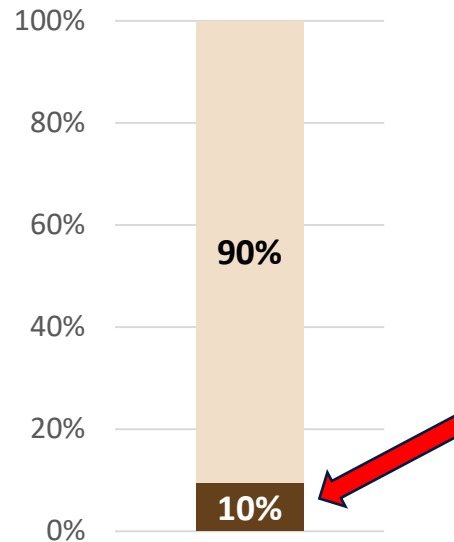
## First-Generation

- On campus = 32%
- Off campus = 37%
- With parents = 53%



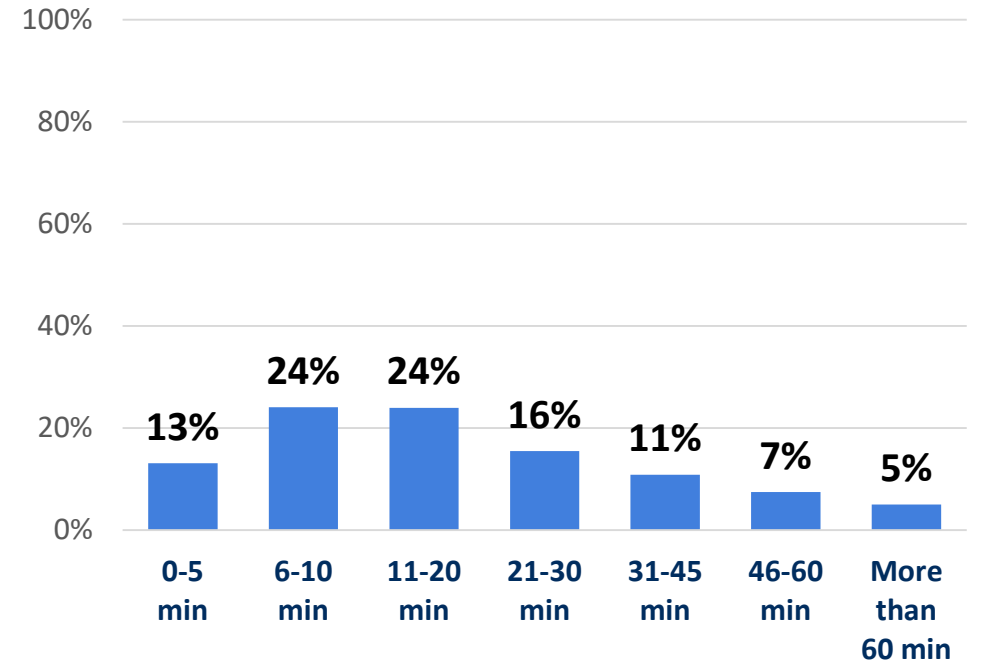
## On Campus: Residential Learning Community

- Yes = 10%
- No = 90%



## Off Campus: Distance from Campus

- Within 10 min = 37%
- 11-30 min = 40%
- More than 30 min = 23%



# Analysis & Results

- ❑ Descriptive statistics
- ❑ Scale descriptives
- ❑ Multiple linear regression



# Quiz

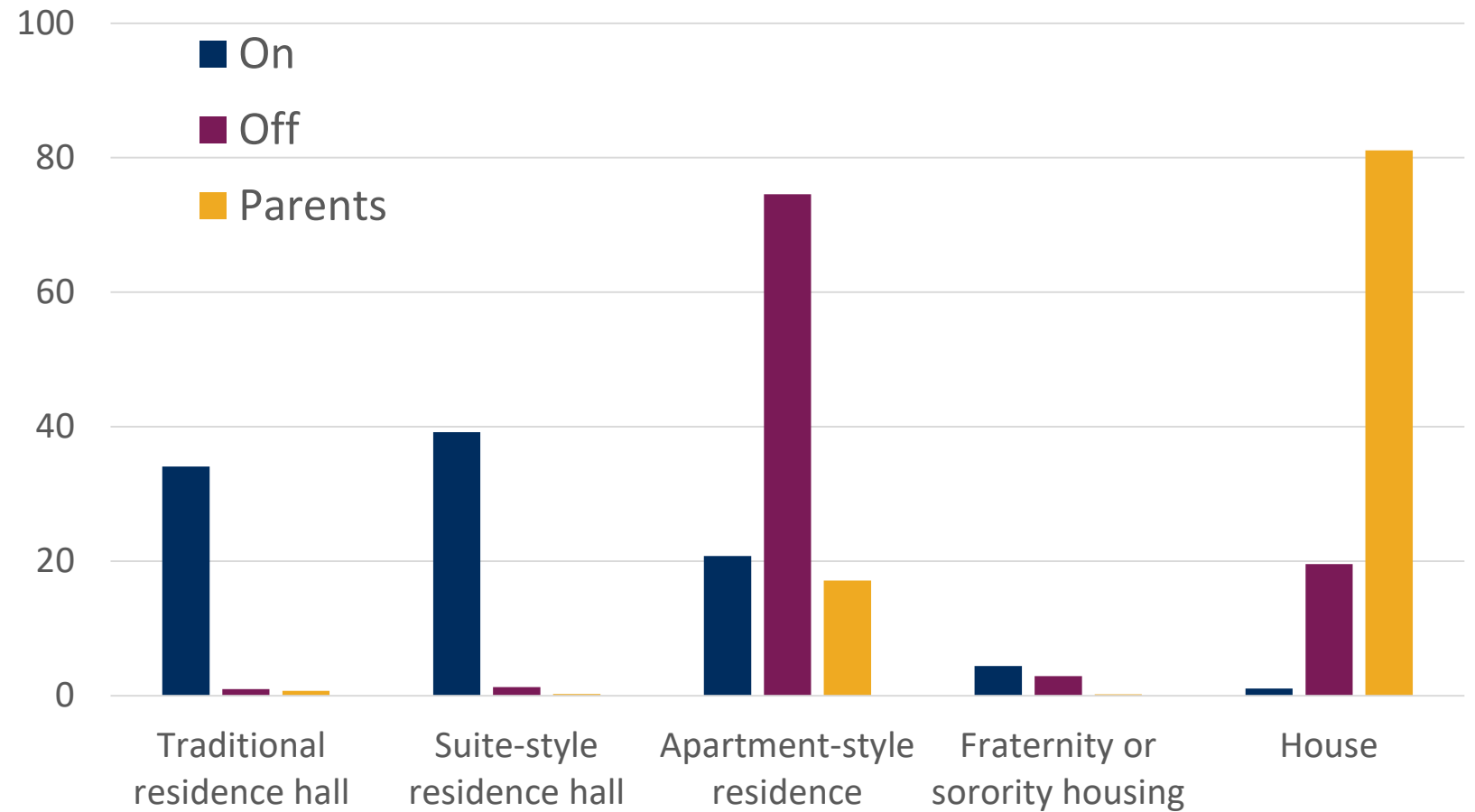
What type of building do on-campus sophomores live in most frequently?

- A. Traditional
- B. Suite
- C. Apartment
- D. Greek House
- E. House



# Housing Type by On, Off, or w/Parent

In our sample, suite-style halls were the most common (39%), and 21% lived in apartments



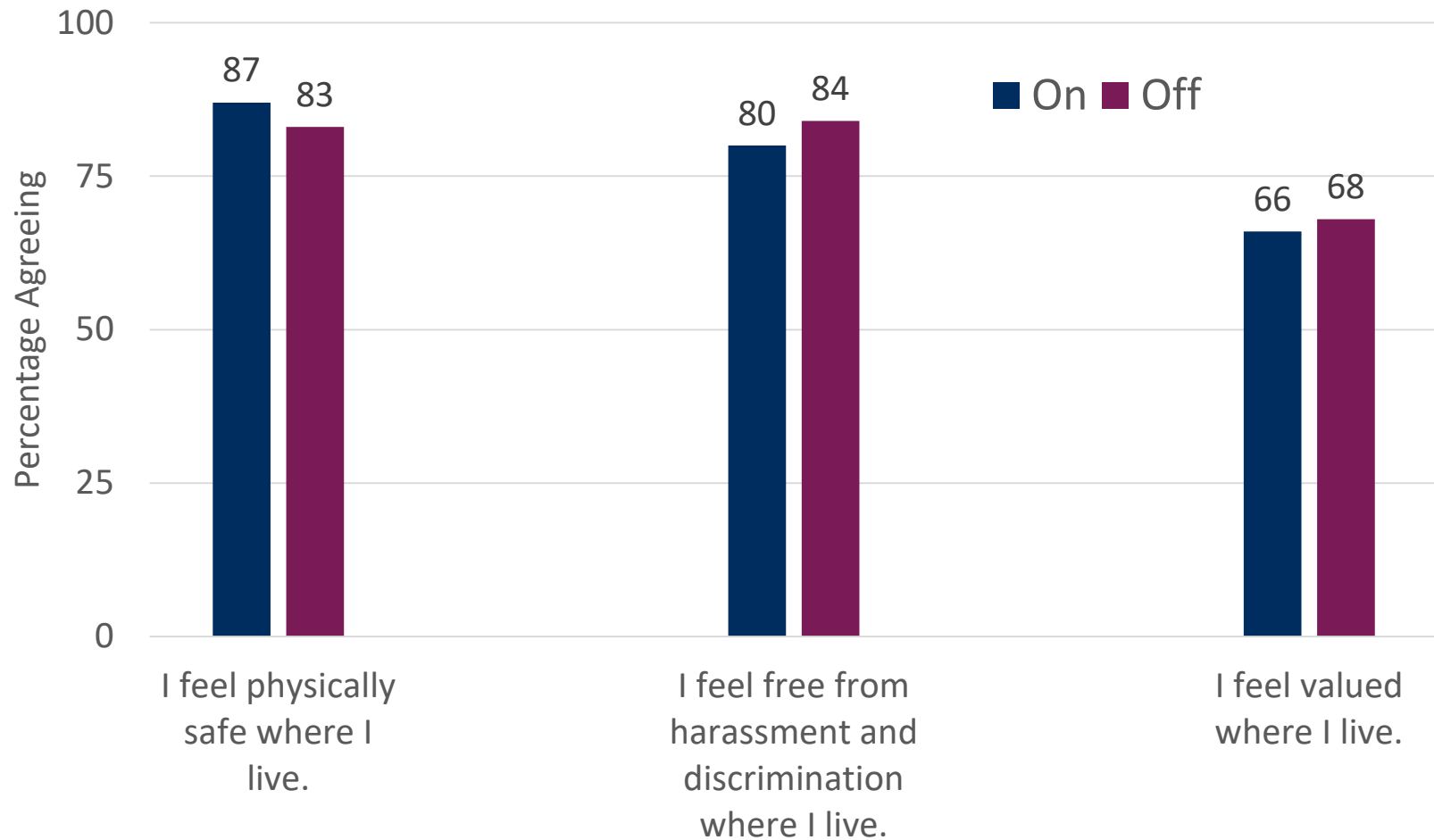
# Residential Learning Activities

**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

# Belongingness & Safety: Selected Items



On-campus sophomores feel somewhat safer *physically*, but less free from harassment & discrimination.



# Regression Analyses – Housing Scales

## Independent Variables

### Housing

- Proximity to campus
- Residential learning community
- Living with parents

### Institution-specific variables

### Pre-college characteristics

- Parents' education
- Avg. income (home ZIP)

### Student characteristics

- Sex
- Race/ethnicity
- Sexual orientation
- Age
- Major
- Athlete
- Greek life

## Dependent Variables

- ✓ Residential Learning Activities
- ✓ Belongingness & Safety
- ✓ Perceived Housing Impact

# Residential Learning Activities

- Proximity

- 0-5min --
- 6-10min --
- 11-20min ---
- 21-30min ---
- 31-45min ---
- 40-60min ---
- +60min --
- Male ---
- Athlete ---
- Avg income in zip -



- RLC +++
- Greek +++
- Major
  - Health Prof. +



# Belongingness & Safety

## • Race

- Asian---
- Black ---
- Multiracial --
- Other --

## • Sexual Orientation

- Bisexual ---
- Gay --
- Queer ---
- Questioning ---
- Another --
- PNR --



## • Living w/ Parent+++

## • RLC +++

## • Proximity

- 0-5min +
- 6-10min +
- 11-20min+
- 21-30min++
- 31-45min ++
- 45-60min++

## • Male +++

## • Age +++

## • Greek +++

## • Parent Ed.

- AA+
- BA++
- MA++
- Doc.+

## • Major

- Business ++
- Health Prof. ++
- Engin. ++
- Soc. Services +



# Perceived Housing Impact

- Race
  - Multiracial ---
- Sexual Orientation
  - Bisexual ---
  - Gay --
  - Lesbian -
  - Queer ---
  - Questioning ---
  - Another ---
  - PNR ---



- Living with parents +++
- RLC +++
- Proximity
  - 0-5min +++
  - 6-10min +++
  - 21-30min +
- Athlete +
- Greek +++
- Age +++
- Parent Ed.
  - BA +
- Major
  - Business +
  - Health prof. ++



# Regression Summary: Housing Scales

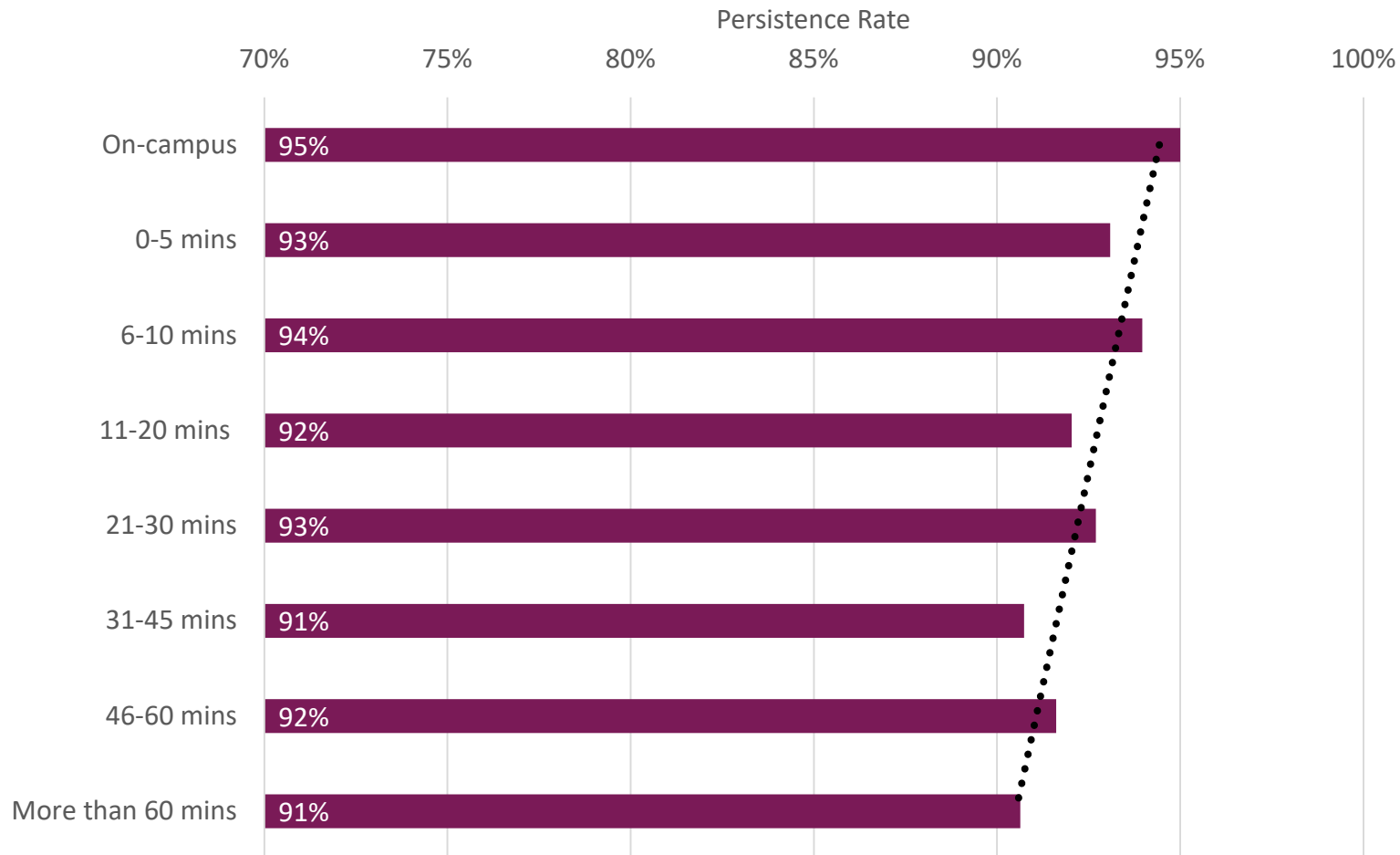
Students of color, LGBTQ+, women, and first-gen sophomores felt less belongingness and safety in their living areas. However, participating in a RLC had a positive effect.

On-campus sophomores experienced more valuable learning opportunities, especially in RLCs



Sophomores in RLCs perceived a greater impact from their living arrangements, as did those who lived near campus. Yet, LGBTQ+ sophs perceived less impact than their straight peers.

# Persistence: Time to Campus

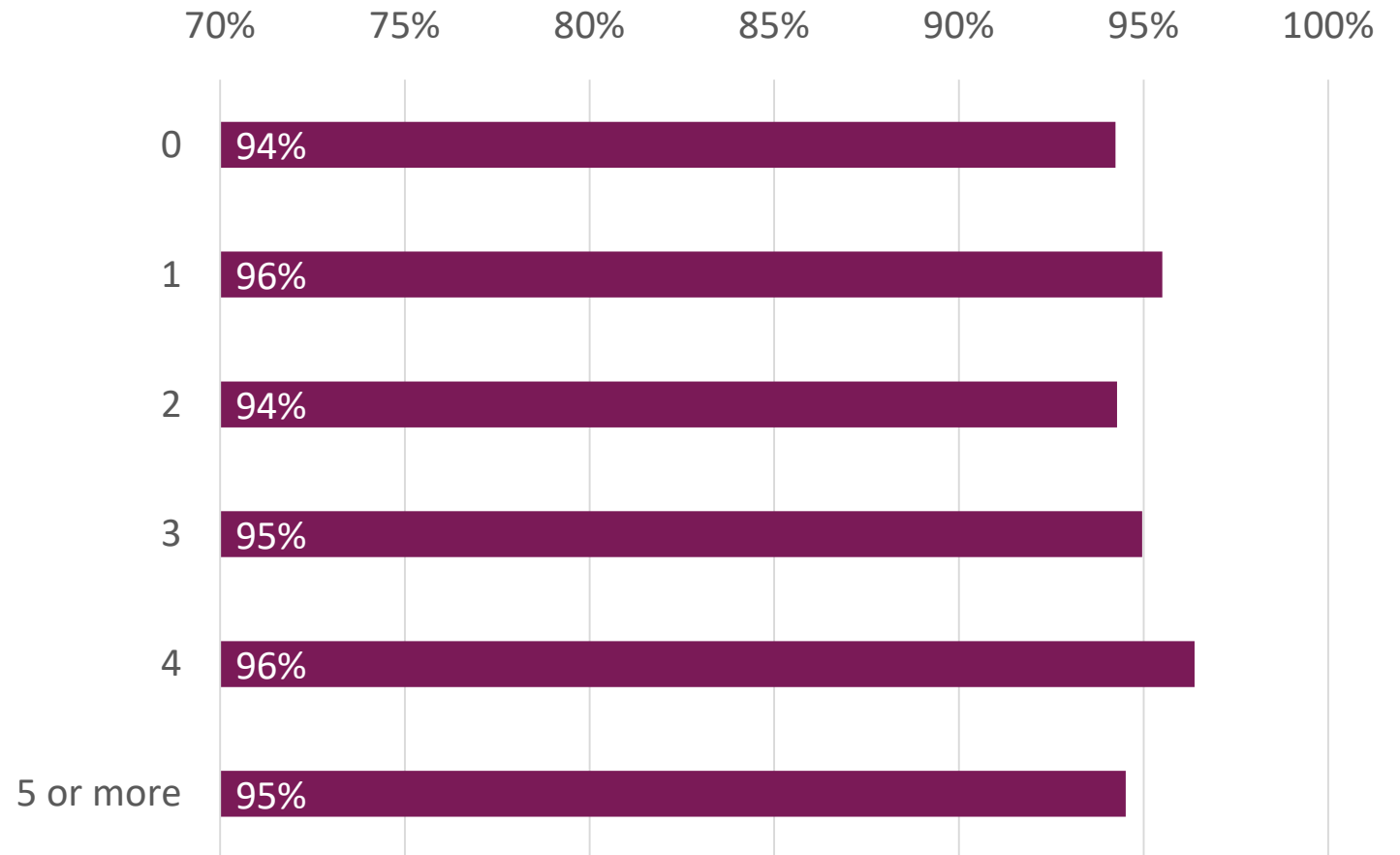


On-campus  
sophomores  
persisted at  
higher rates!



# Persistence: # of Roommates

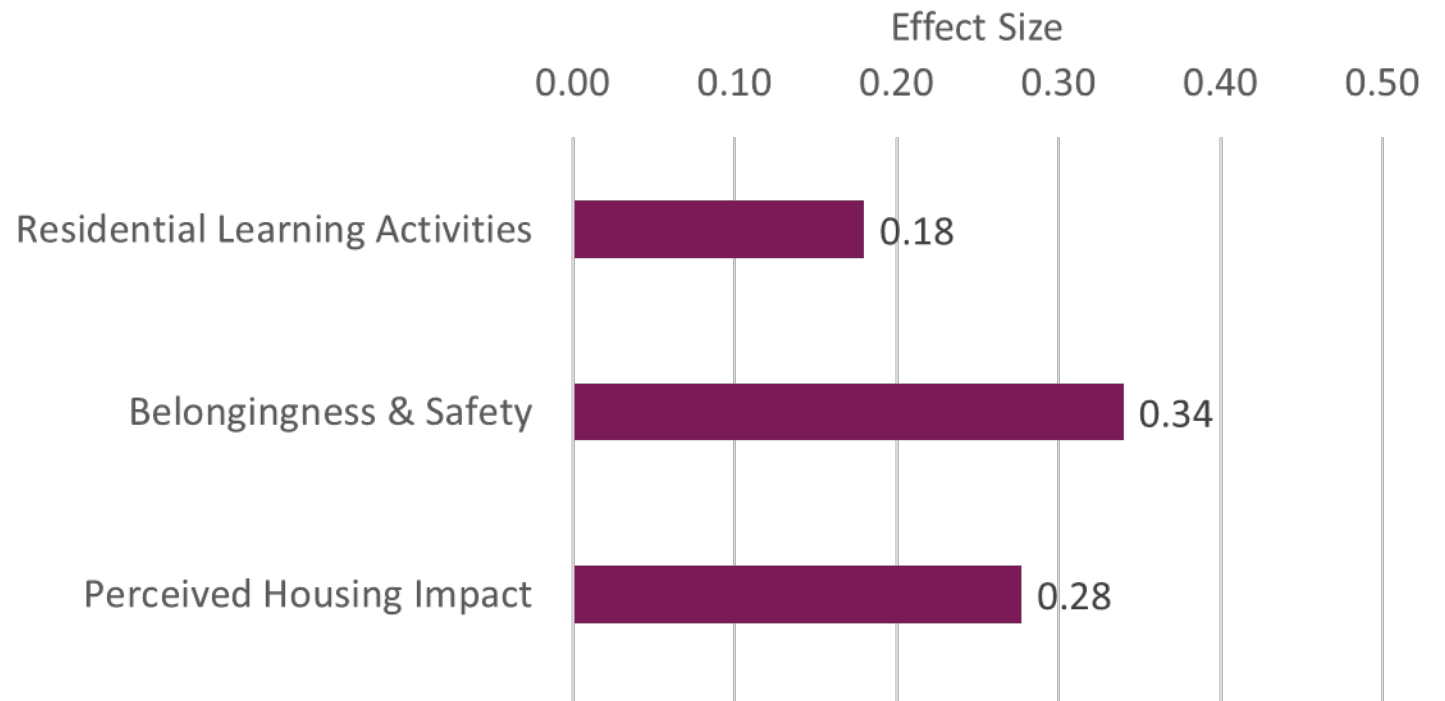
For sophomores, the number of roommates is unrelated to persistence (it is related for FY students)



*Note: On-campus students only*

# Persistence: Housing Scales

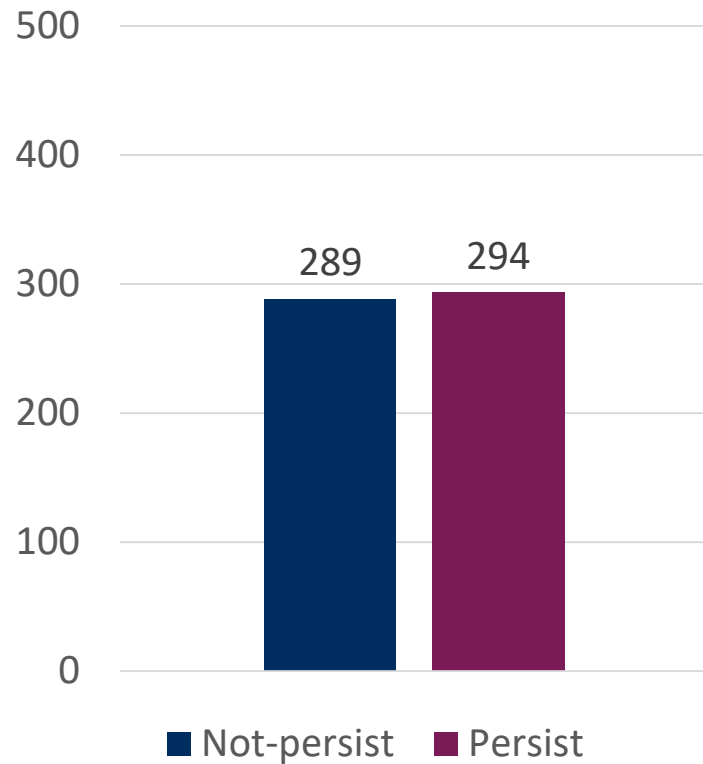
Our housing scales are positively related to persistence – especially with feelings of belongingness and safety.



*Note: On-campus students only*

# Persistence: Staffing levels and building size

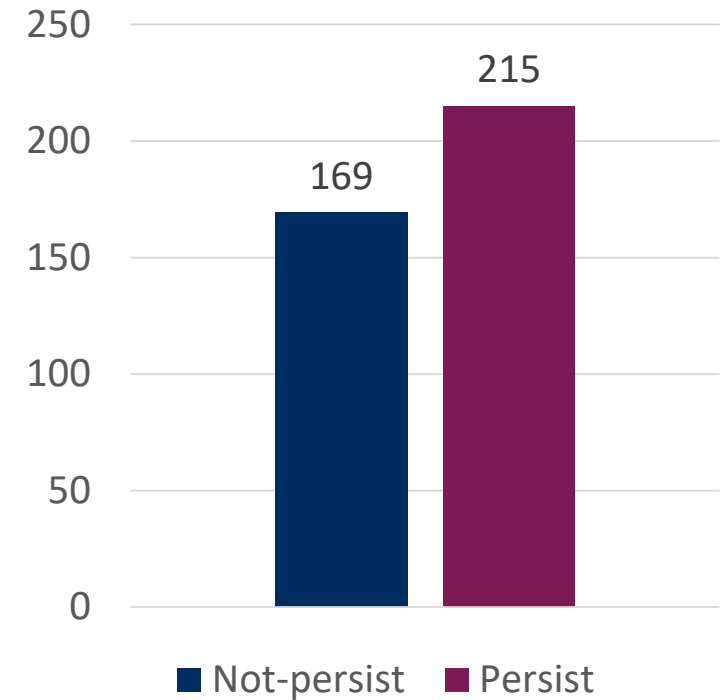
Residents per live-in staff



Staffing levels were unrelated to persistence, but sophomores in larger buildings were more likely to return to the institution.



Average bed capacity per residential building



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

# Discussion

## How can the data be used by the various residence life & housing professionals?

### Residence Life

- Entry-level
  - RA Training, student conduct
- Mid-level
  - Staff Training
- Senior level
  - Building halls, strategic planning

### Housing

- Space management policies



# Discussion

- What surprised you or confirmed your practice?
- What would be beneficial to learn more about from the data?



*Dream big –  
we will take notes!*

# Q & A

Thanks so much for joining us!

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Slides: [nsse.indiana.edu](http://nsse.indiana.edu)

Blog: [NSSEsightings.indiana.edu](http://NSSEsightings.indiana.edu)

@NSSEsurvey





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