



*SHO Pathway sessions presented in partnership with:*

TREANOR **HIL**

# Campus Housing, Student Engagement and Persistence

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# Agenda

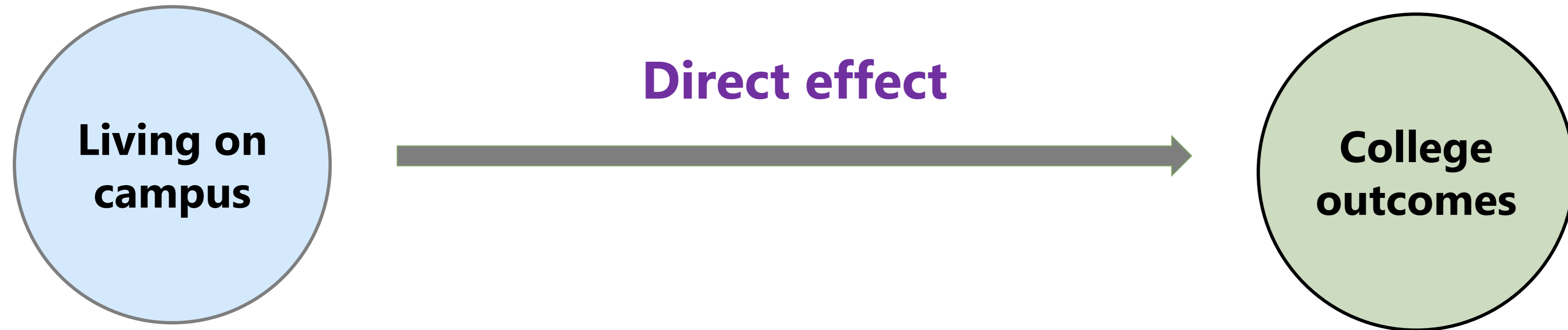
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1. Study Background (Bob)
2. Summary of Previous Work (Polly and Kyle)
3. Living Arrangements, Engagement, and Persistence – A Structural Model (Kevin)
4. Take-Aways



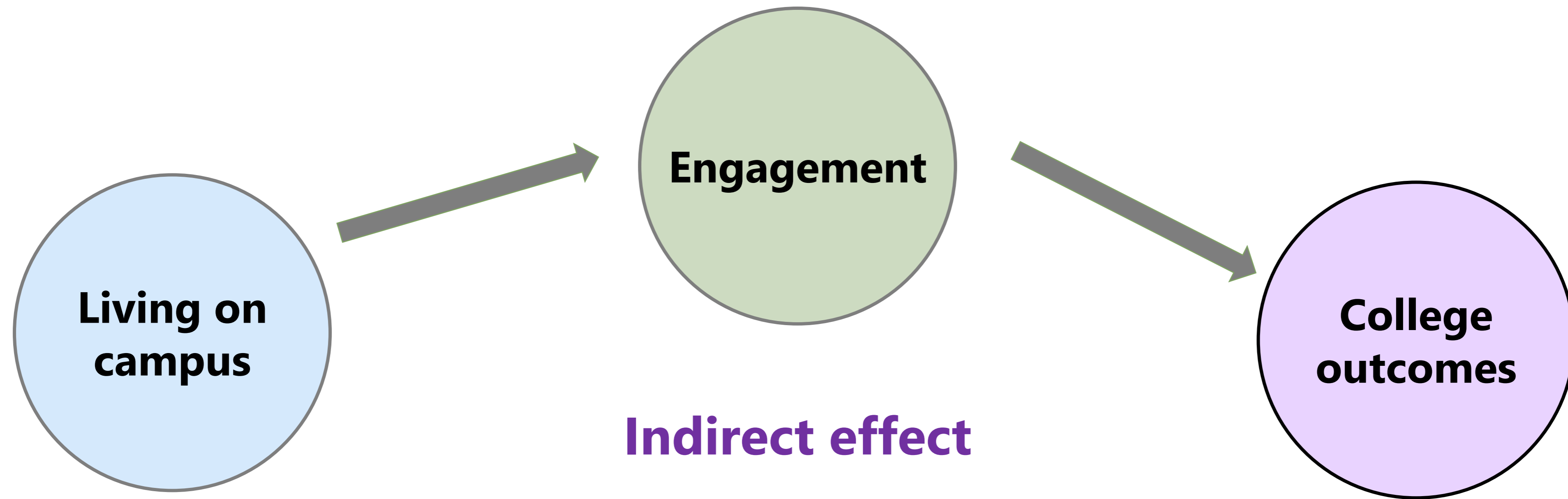
# Study Background

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)*

# Study Background



Current research suggests the efficacy of residence life is conditional on increasing student engagement.

# Data source: National Survey of Student Engagement (NSSE)

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

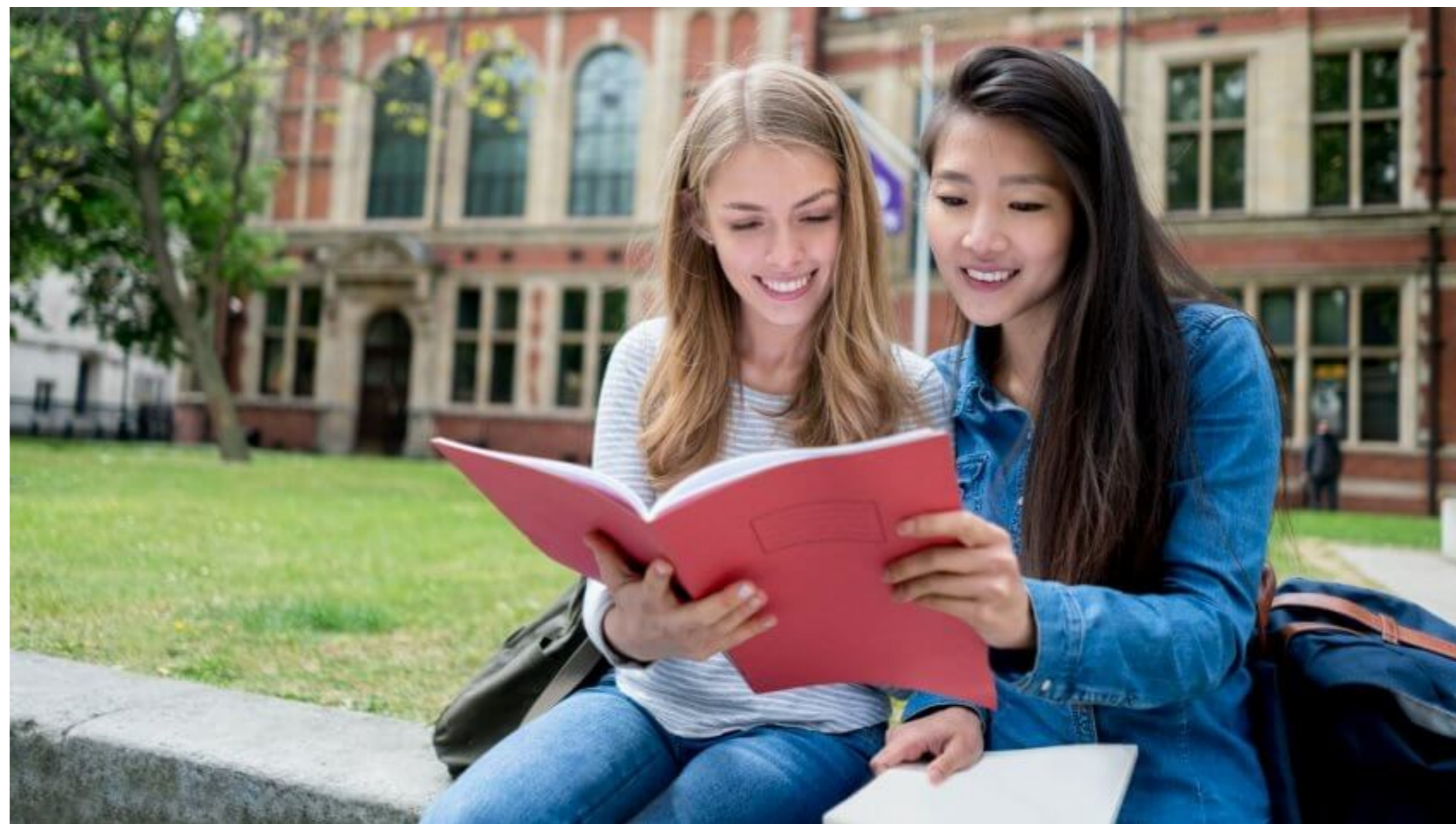
(We included sophomores for this study.)

**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

# Study Design



- ~44,000 first-year students and sophomores attending 75 institutions
- Spring to fall persistence
- Engagement: Overall & within the residence hall
- Student and institutional characteristics
  - Living arrangements ...

# Living Arrangement



We classified students into three groups:

- 1. Living on campus (reference group)
- 2. Living off campus – not with family
- 3. Living off campus – with family



# Engagement Factors

Residential Learning Activities



Belongingness & Safety



Supportive Environment



Financial Well-Being



# Engagement Factors

## Residential Learning Activities



### Which have you done in your place of residence?

- Attended a class
- Met with a faculty member or an advisor
- Used academic support services
- Studied or worked on a project with other students
- Attended social, co-curricular, diversity-related, or health/wellness activities

# Engagement Factors

## Belongingness & Safety



**In the place where you live, to what extent do you feel...?**

- Physically safe
- Free from harassment and discrimination
- Comfortable being myself
- Valued
- Sense of community
- Can resolve conflicts

# Engagement Factors

## Supportive Environment



### How much does your institution emphasize...?

- Academic support
- Using learning support services
- Encouraging diverse contacts
- Social opportunities
- Support for your well-being
- Helping w/non-academic responsibilities
- Campus activities/events and events that address important issues

# Engagement Factors

## Financial Well-Being



### **This year, how often have you?**

- Worried about having enough money for regular expenses
- Worried about paying for college
- Chosen not to participate in an activity due to lack of money
- Chosen not to purchase required academic materials due to cost
- Skipped meals

# Previous Work

To access a collection of our  
publications and  
presentations, visit  
<http://go.iu.edu/2dLT>

# Roommate Selection

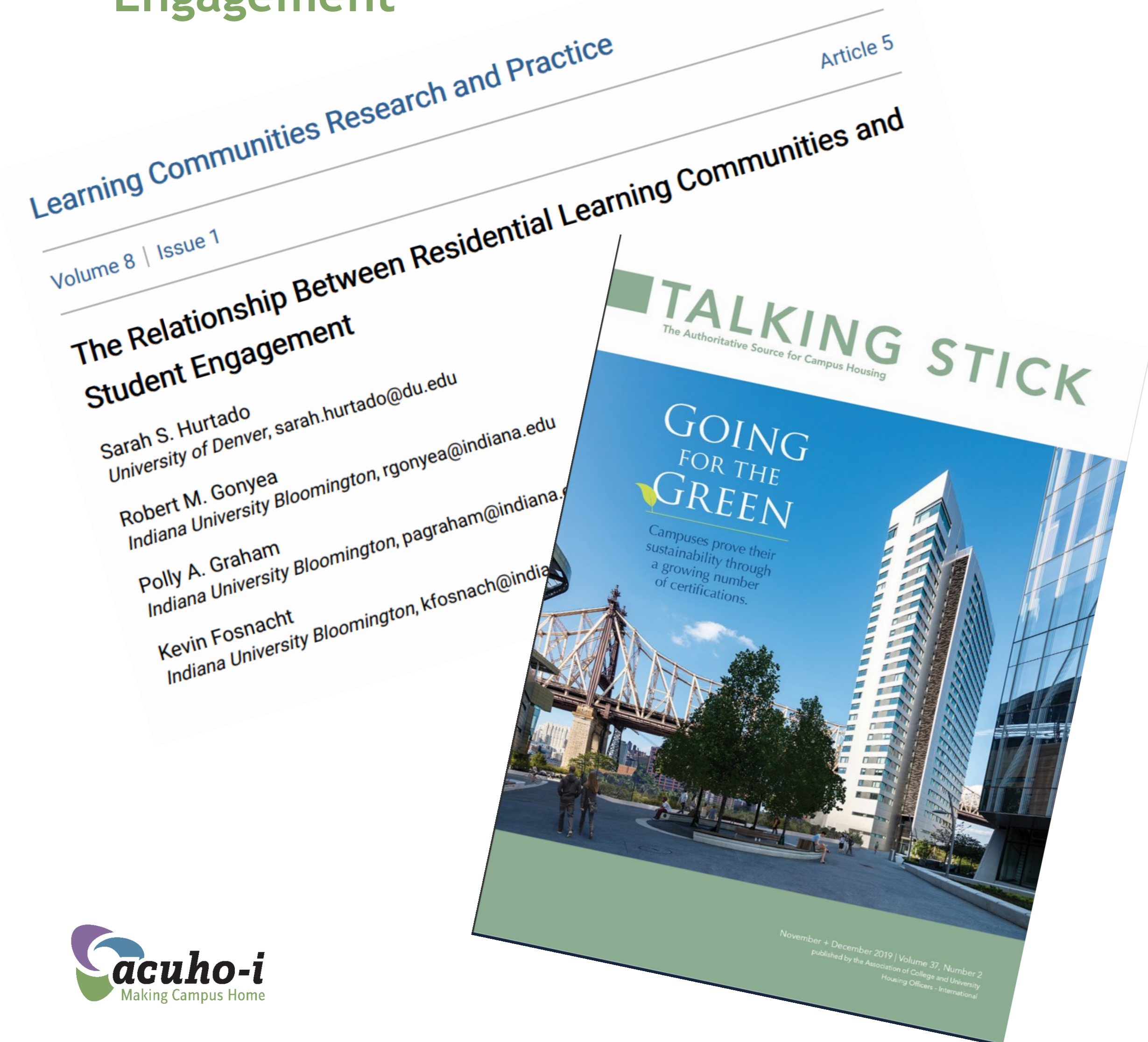


- Method of roommate selection trivially related to diverse interactions and perceptions of the campus environment.
- Relationships varied by race/ethnicity.
  - Asian, Black, multiracial students who chose roommates perceived greater quality of interactions.
  - Black and multiracial students who chose roommates perceived a more supportive environment.
- 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. < >

# Living-Learning Communities

## Engagement



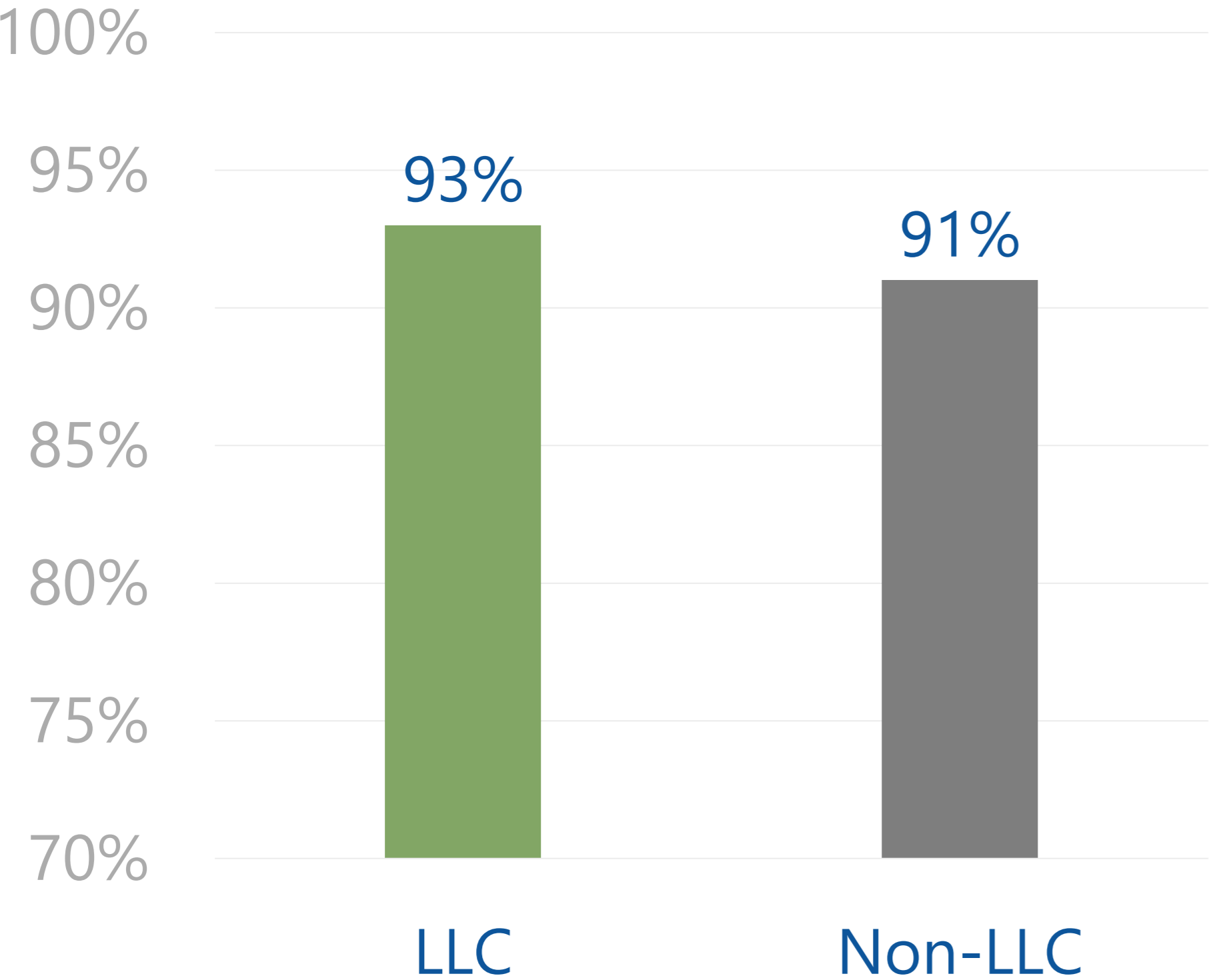
- LLC residents participated in educationally purposeful activities in their place of residence at higher levels than their non-LLC peers
- LLC residents were more engaged in academically beneficial activities than their non-LLC peers
- LLC residents viewed their environments as more supportive than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



# Living-Learning Communities

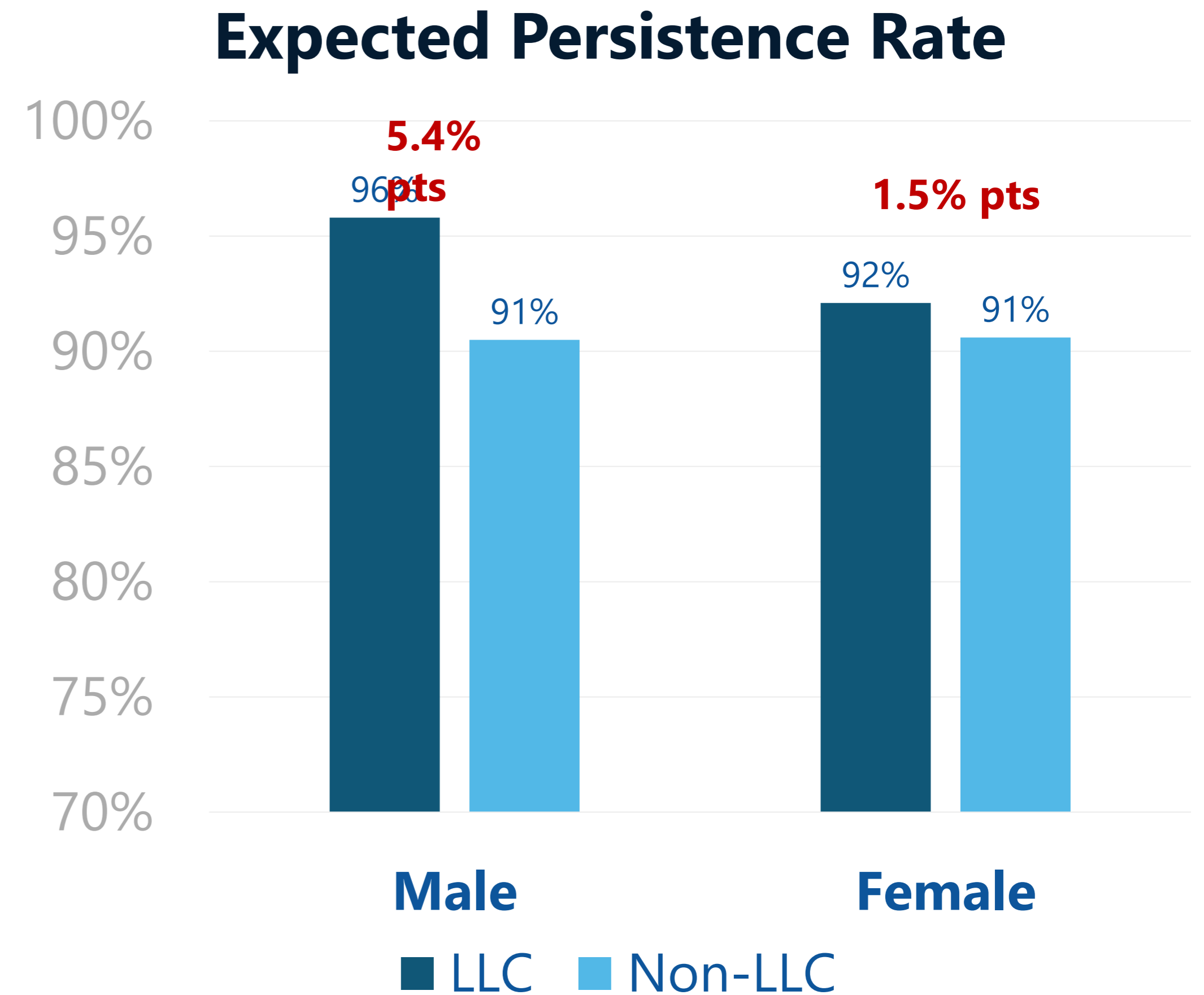
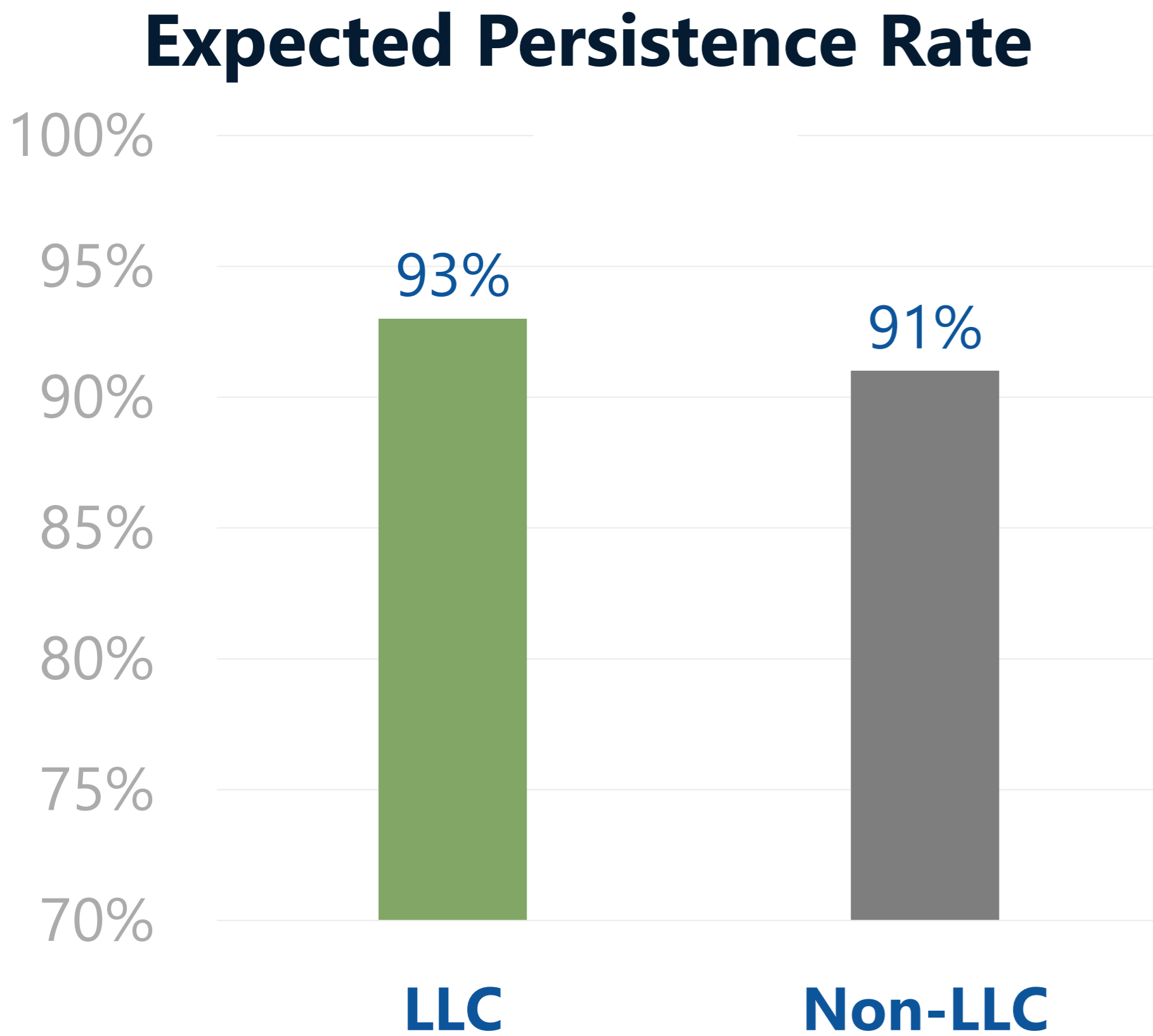
## Persistence

### Expected Persistence Rate



# Living-Learning Communities

## Persistence



# Diversity

## First-Year Students

	On	Off	Family
Am. Indian or AK Native			
Asian	-	+	+
Black or African Am.	+	-	-
Hispanic or Latina/o	-	-	+
Native HI or other PI			
White	+		-
Other	-		+
Multiracial			

+2/-2 std. adj. residuals

- There are differences in patterns where students live based on race/ethnicity
- A chi-square test shows findings
- Example: Proportionally, Asian students are overrepresented off campus & living with family, and underrepresented on campus

More details: <http://hdl.handle.net/2022/25552>

# Diversity

## Sophomore

	On	Off	Family
Am. Indian or AK Native			
Asian	-	-	+
Black or African Am.	+	-	-
Hispanic or Latina/o	-	-	+
Native HI or other PI			
White	+	+	-
Other			+
Multiracial			

+2/-2 std. adj. residuals

- The first-year pattern is similar for sophomores
- One difference is Asian students are overrepresented living with family and underrepresented on and off campus

More details: <http://hdl.handle.net/2022/25552>

# Diversity

## First-Year & Sophomore Students

Asian (---)

Black or African Am. (---)

Multiracial (---)

Asian\*On Campus (+ +)

Na. Hawaiian\*On Campus (+ +)

Asian\*Family(---)

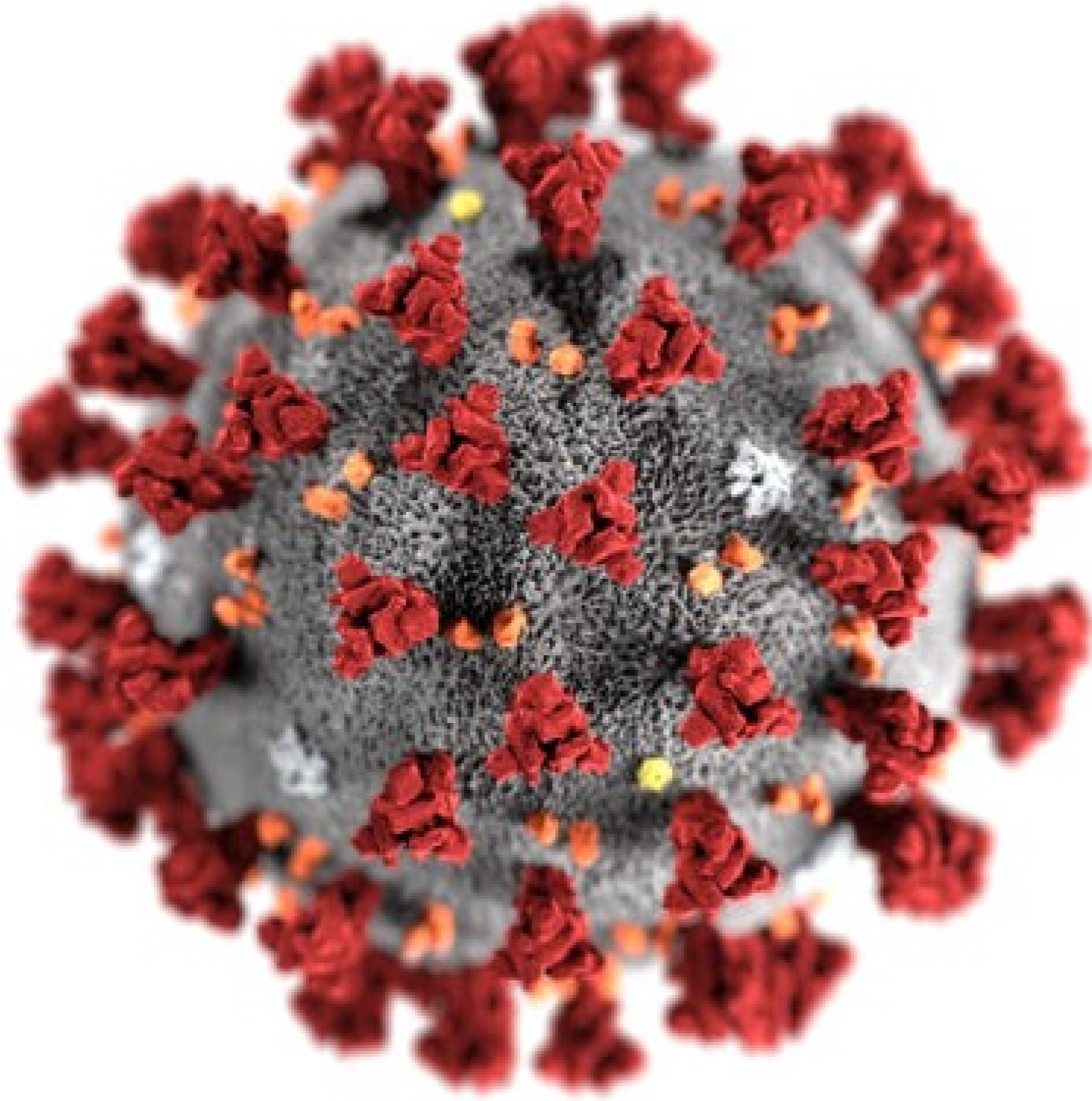
Black or African Am.\*Family (--)

Na. Hawaiian\*Family (---)

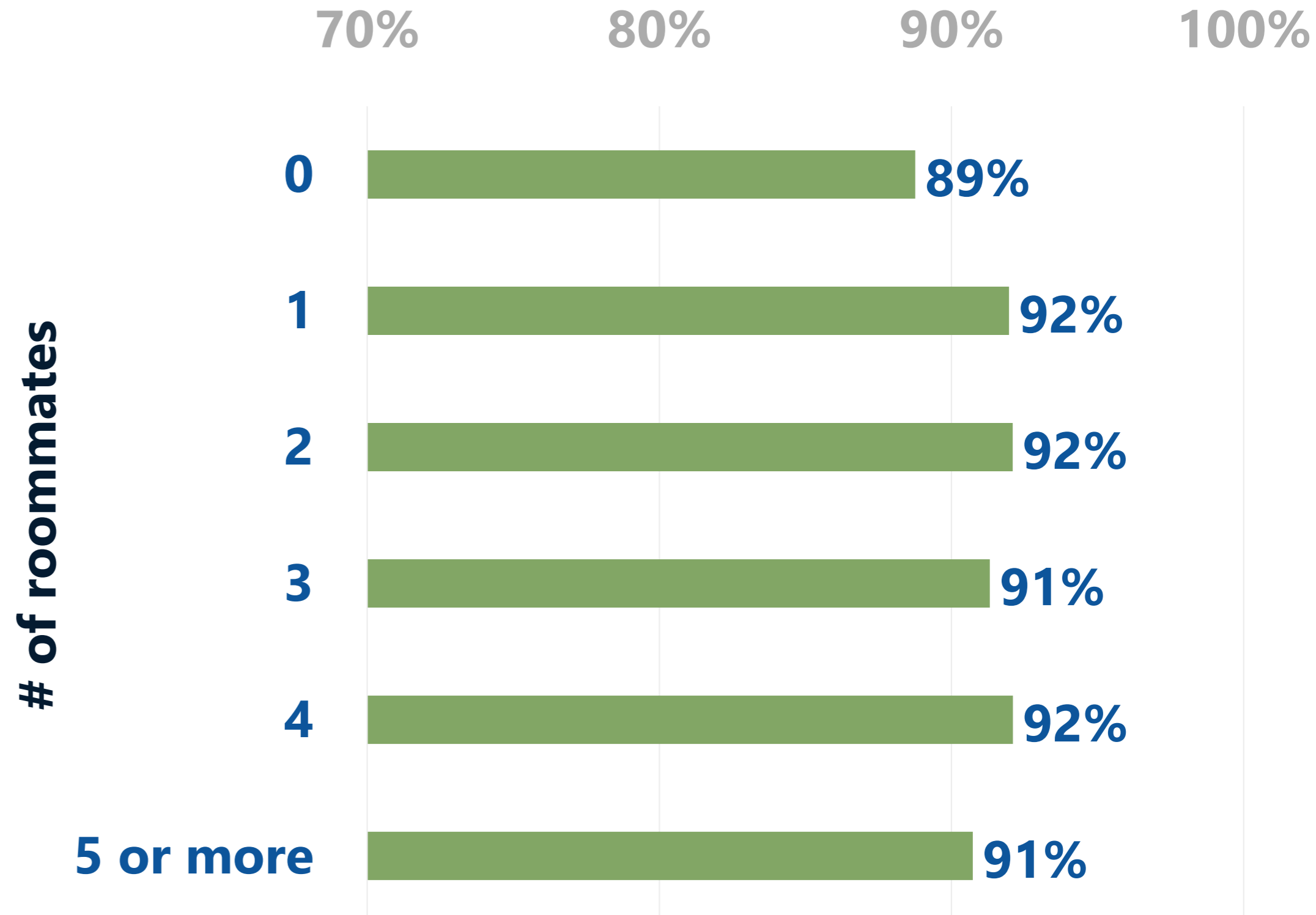
- Looking at intersections or interactions of identities is important when examining student experiences with housing
- Example: Asian students perceived less belongingness and safety in general, but the interaction(\*) of their identity and on-campus living arrangement showed a positive relationship. This may be a testament to the communal atmosphere that residential life provides students.

# Single-occupancy

Persistence by # of roommates



### First-year students



# Living Arrangements, Engagement, and Persistence – A Structural Model

# Persistence



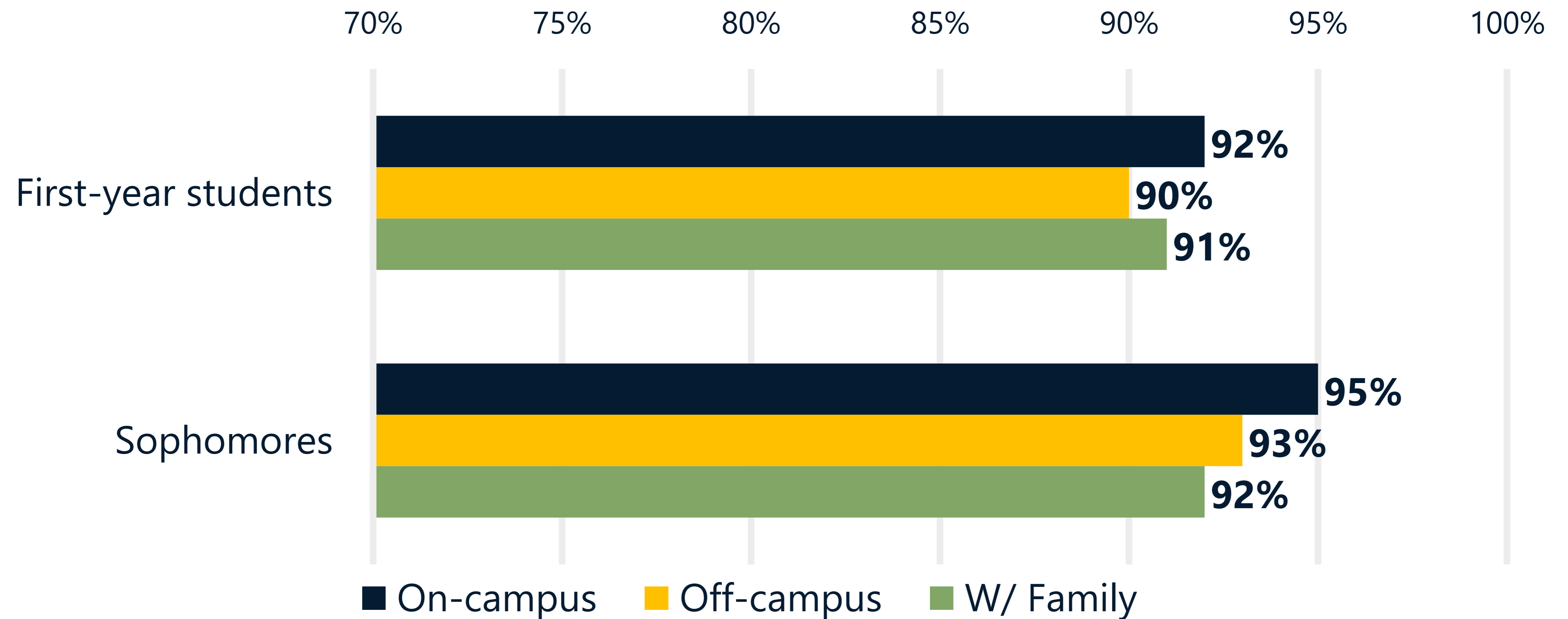
## Before we begin...

- Students who persisted are those who were enrolled in the spring term and re-enrolled at the same institution in the fall.
- Thus, our persistence rates are higher than most national estimates that operate on a fall to fall definition.
- Small changes matter. The average first-year student at a 4-year institution accumulates about \$6,000 in debt (NCES).



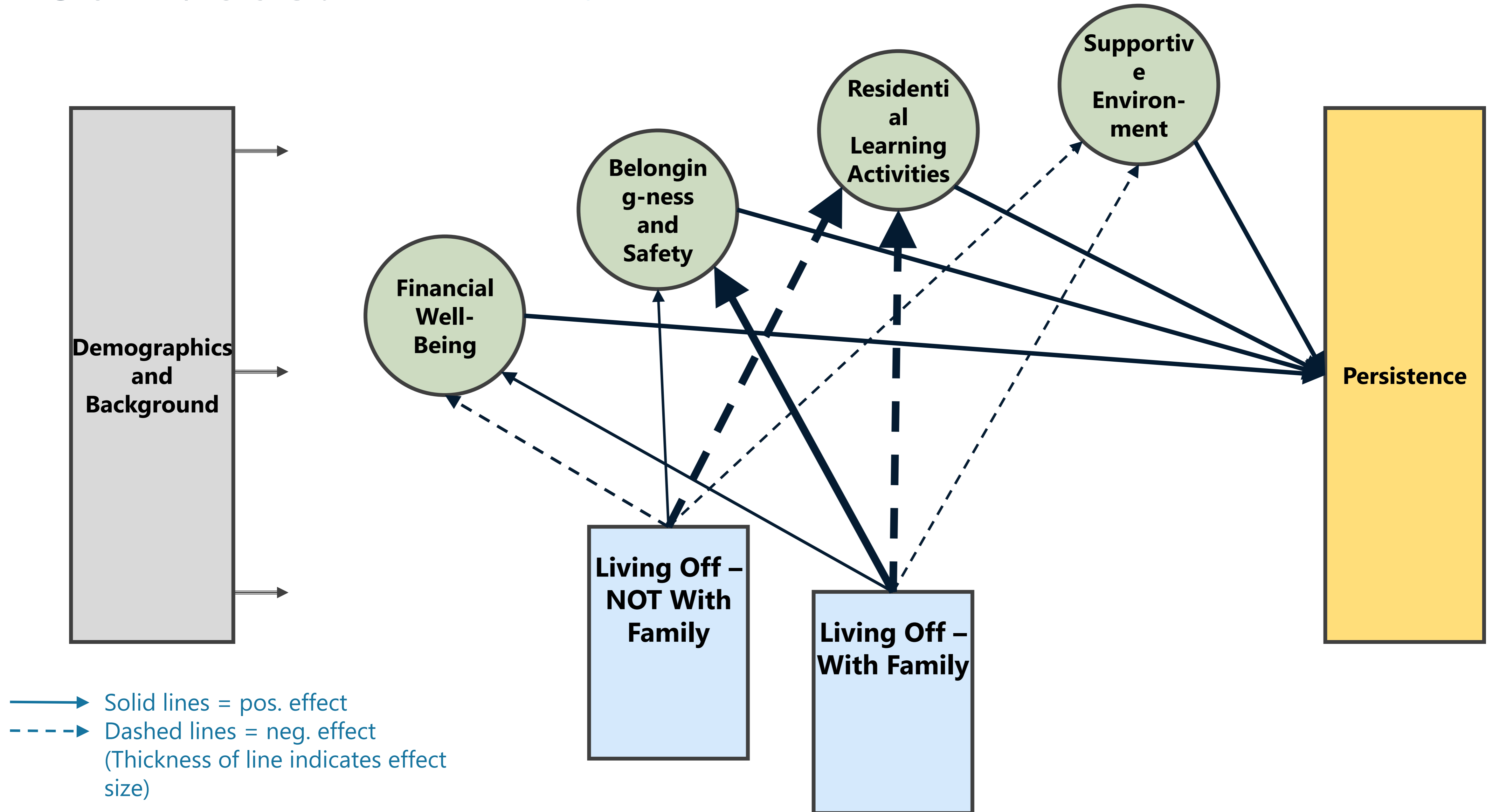
# Persistence

## Persistence Rate (Unadjusted)



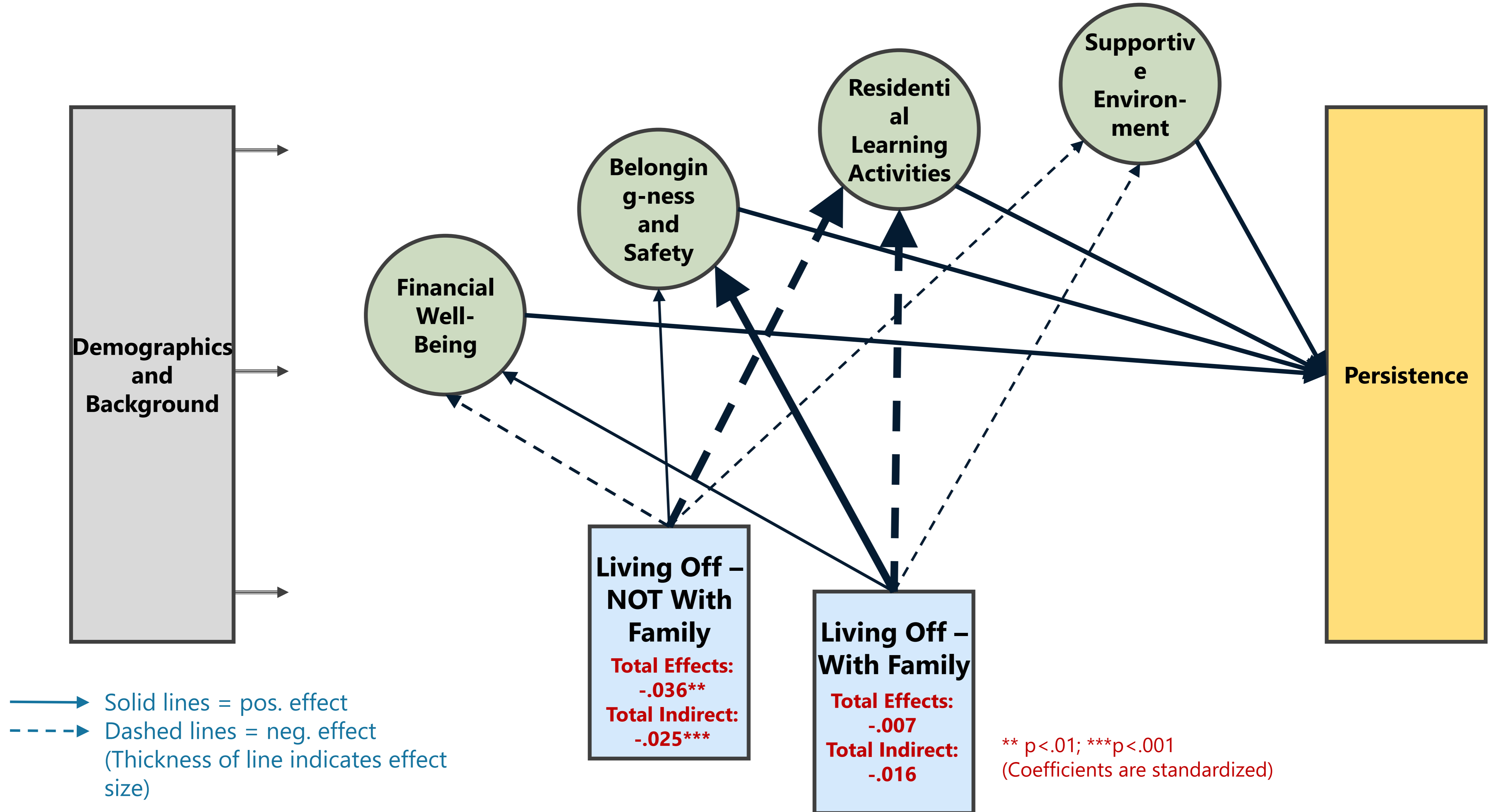
# Our Model

## First-Year Students



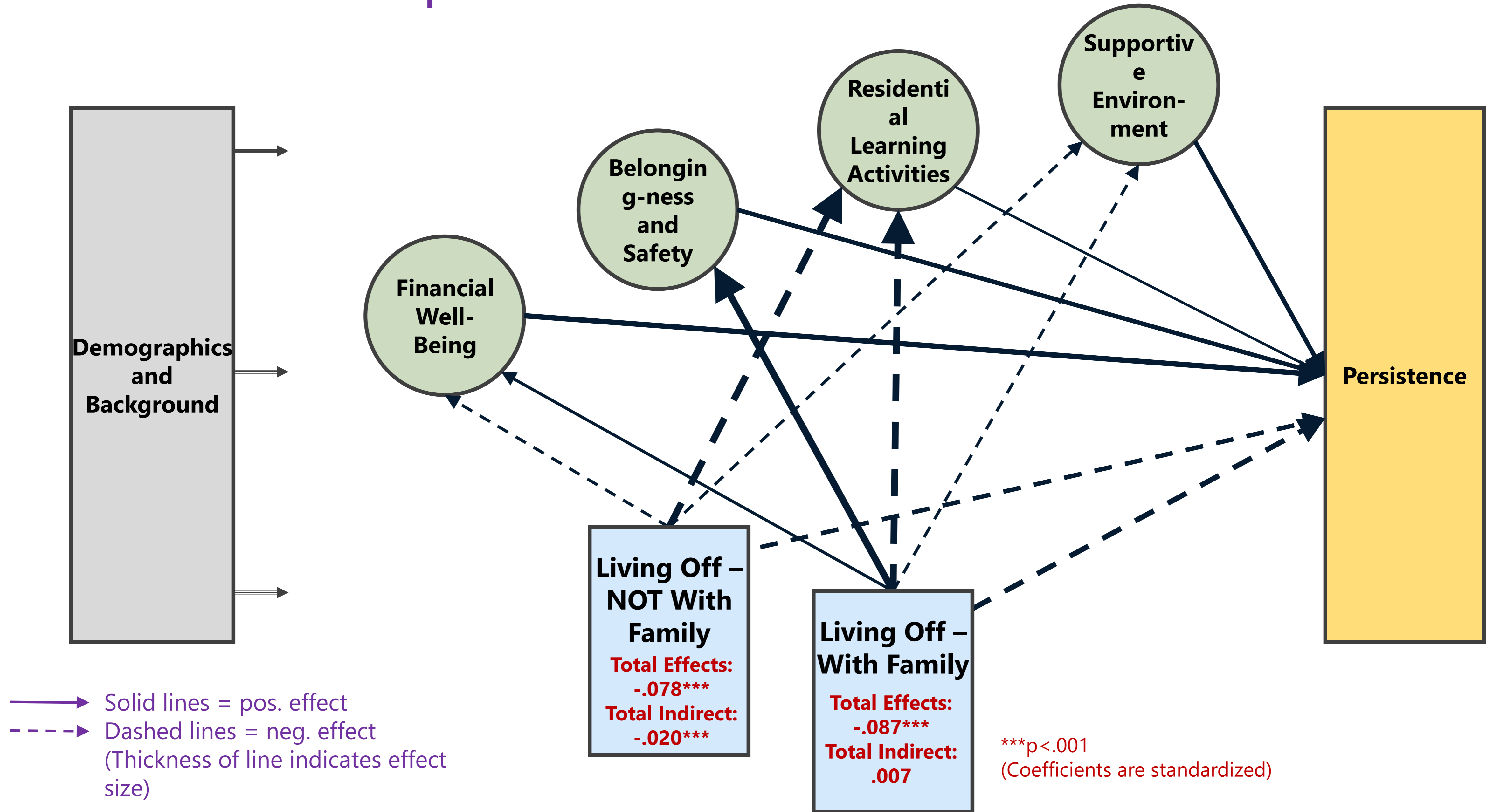
# Our Model

## First-Year Students



# Our Model

## Sophomores



# First-Year Students



Relative to on-campus students:

- Students who lived *with family* persisted at equivalent rates
- Students who lived off campus *without family* persisted at a lower rate
- The difference was largely attributable to less engagement in residential learning activities

Results confirm the more modern notion that the effectiveness of living on campus is conditional and due to the quality of student engagement

# Sophomores



Relative to on-campus students:

- Students who lived off campus with and without their families persisted at a lower rate
- Nearly all the estimates were directly attributable to the location of residence, not engagement

Results mirror the older understanding that living on campus has a direct influence on persistence

# Takeaways

## First-Year Students

- 1. On-campus housing works best when students engage in learning activities within their residence hall
- 2. While students who live with their families perceive greater belongingness and safety in their home, their decreased engagement in learning activities washes out this benefit
- 3. Focus staff resources on first-year student programming for all students to have opportunities to engage in academic, social, and co-curricular learning activities in their place of residence



# Takeaways

## Sophomores



1. Encourage sophomores to live on campus, and offer housing to sophomores if it is not available on your campus
2. While residential learning activities are beneficial for sophomores, they are more effective for first-year students in terms of persistence. They still likely have benefits for other learning outcomes, and other types of activities may be more beneficial for sophomore persistence.
3. Make the housing experience distinct for sophomores



# What's Next? Multi-group analysis.

Are these results consistent, or do new patterns emerge when analyzing students from diverse backgrounds?



# Thank you!

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Read more of our work:

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