



Predicting the Living Arrangements of Marginalized Students

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Research Questions

1. What living arrangements do students from **marginalized** backgrounds choose during their collegiate years?
2. How do marginalized student backgrounds predict where a student will live while attending college?

Marginalized groups in our study include:

- Students of color
- Non-binary gender ID
- LGBTQ+
- Students with disabilities





Literature

- Students of Color living on campus
 - Negative perceptions of res halls (e.g., Johnson, 2003; Strayhorn & Mullins, 2012)
 - Microaggressions (e.g., Darnell & Edelman, 2019; Harwood et al., 2012)
 - Lower sense of belonging (Hurtado et al., 2019)
- Gender Identity
 - Non-binary students face challenges in gender-defined res halls and prefer living off campus (Krum et al., 2013)



Literature

- Lesbian, Gay, Bisexual, and Queer (LGBQ+) Spectrum
 - Historical mistreatment by admin and harassment from other students (Dilley, 2002; Evans & Broido, 2002; Mollet et al., 2021)
 - Queer students appreciate queer-specific housing resources on websites (Mollett, et al., 021)
- Students with Disabilities
 - Sense of belonging depends on meeting others with similar disabilities (Vaccaro et al., 2015), even with accommodations (Ackles et al., 2013)
 - Invisible disabilities (learning, emotion) make it difficult to navigate environments (Bauman et al., 2013; Brown & Broido, 2015)



Methods

Data Source

- NSSE: First-year and sophomores w/ additional items on students' living arrangements

Measures

- Self-reported on/off campus/at home and other demographics

Analysis

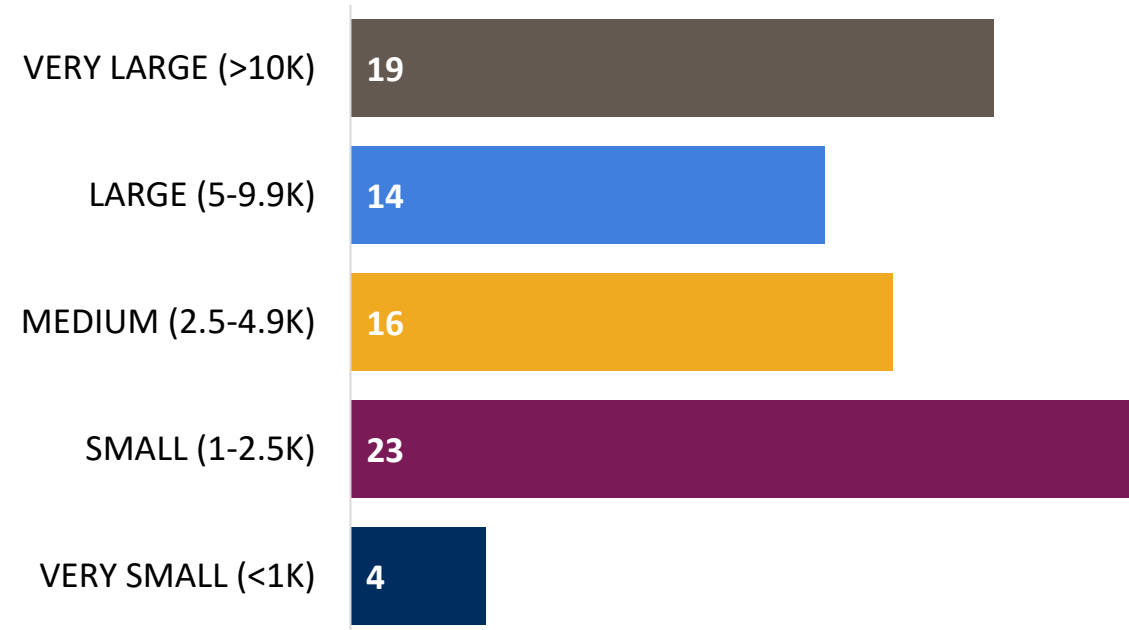
- Chi-square tests; adjusted residuals (AR) > |2|
- Multinomial logistic regression with effect coded demographics

Data: Institutions

76 Residential Bachelor's Degree-Granting Colleges and Universities

- Including:
 - 22 Doctoral, 36 Master's, and 18 Baccalaureate level
 - 33 public and 43 private institutions
 - 2 HBCUs
 - 5 HSIs

No. of Institutions by Enrollment Size

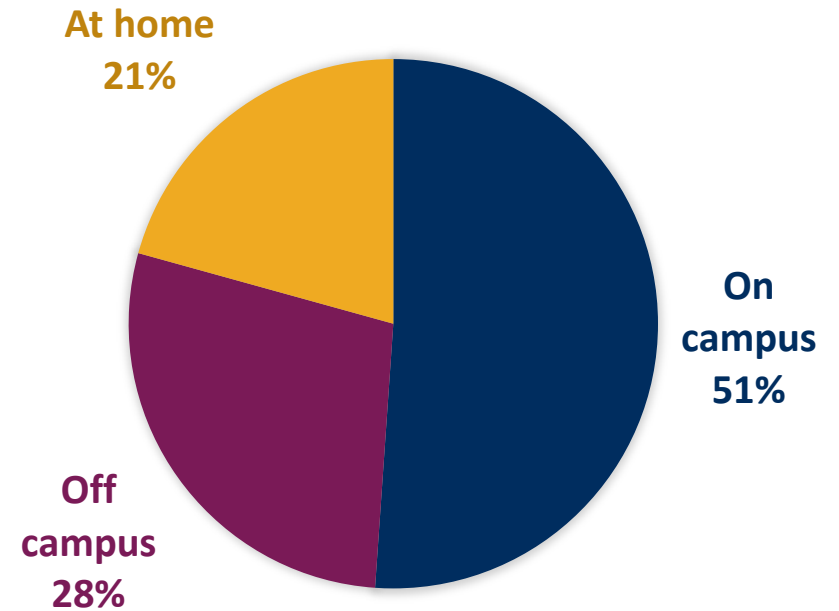
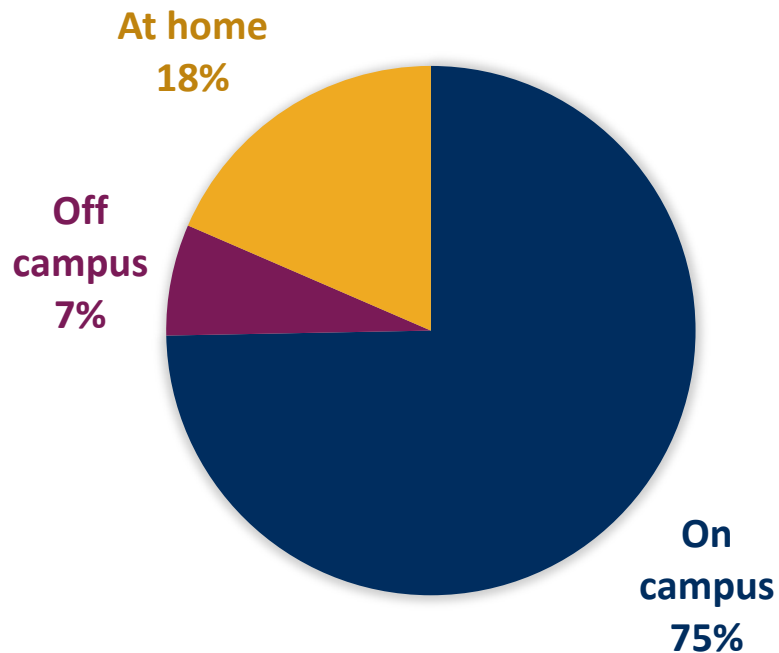


Data: Respondents

Total N = 32,820

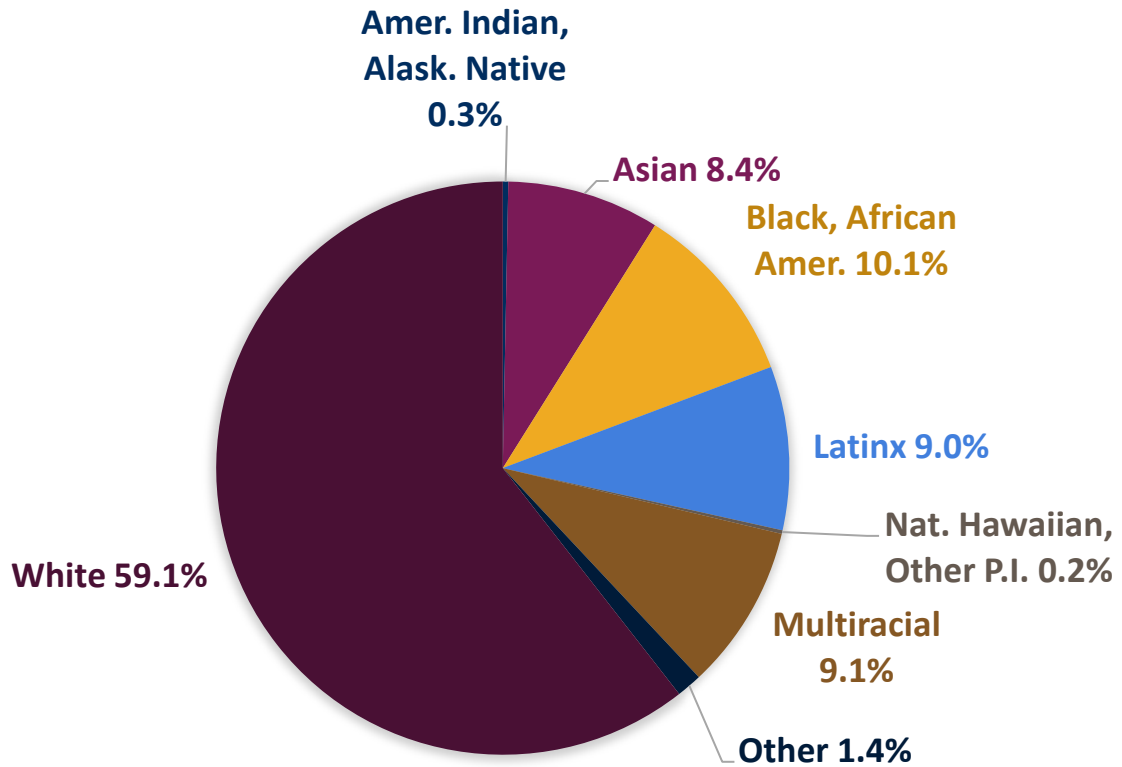
First-year = 19,358 (59%)

Sophomore = 13,462 (41%)

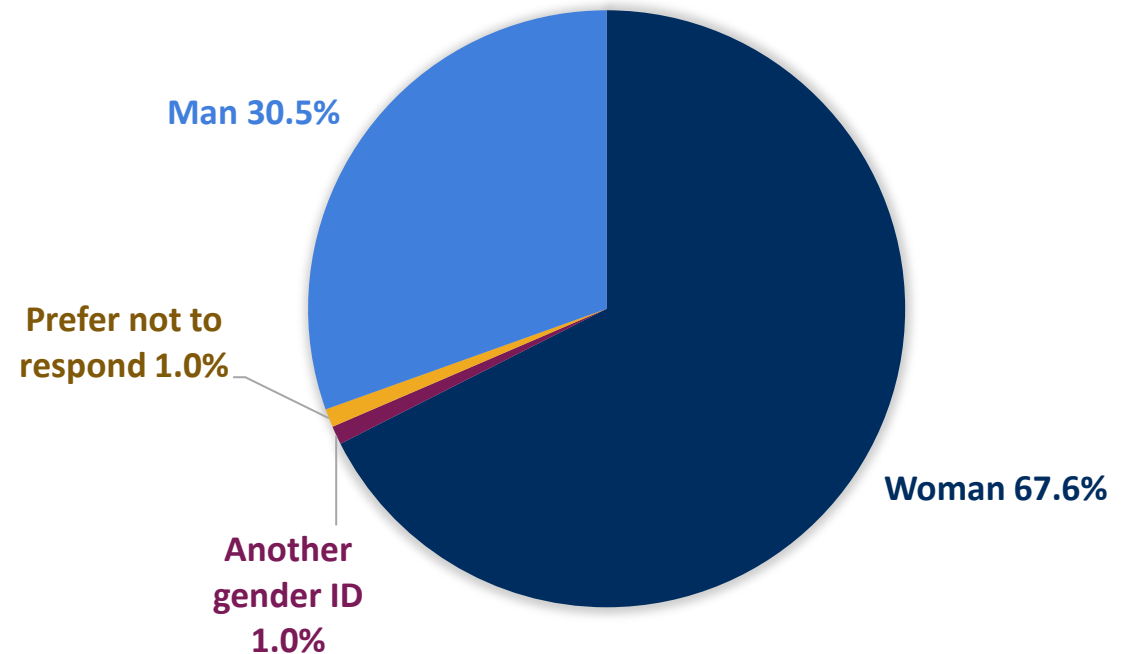


Data: Respondents

RACE OR ETHNICITY

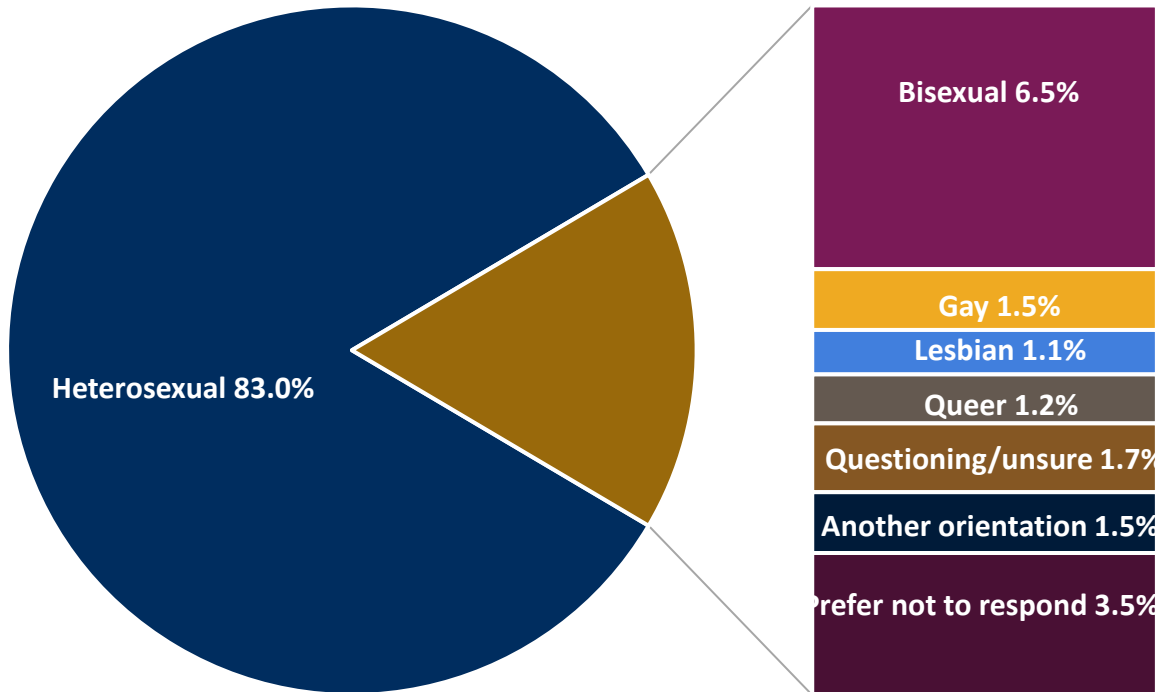


GENDER IDENTITY

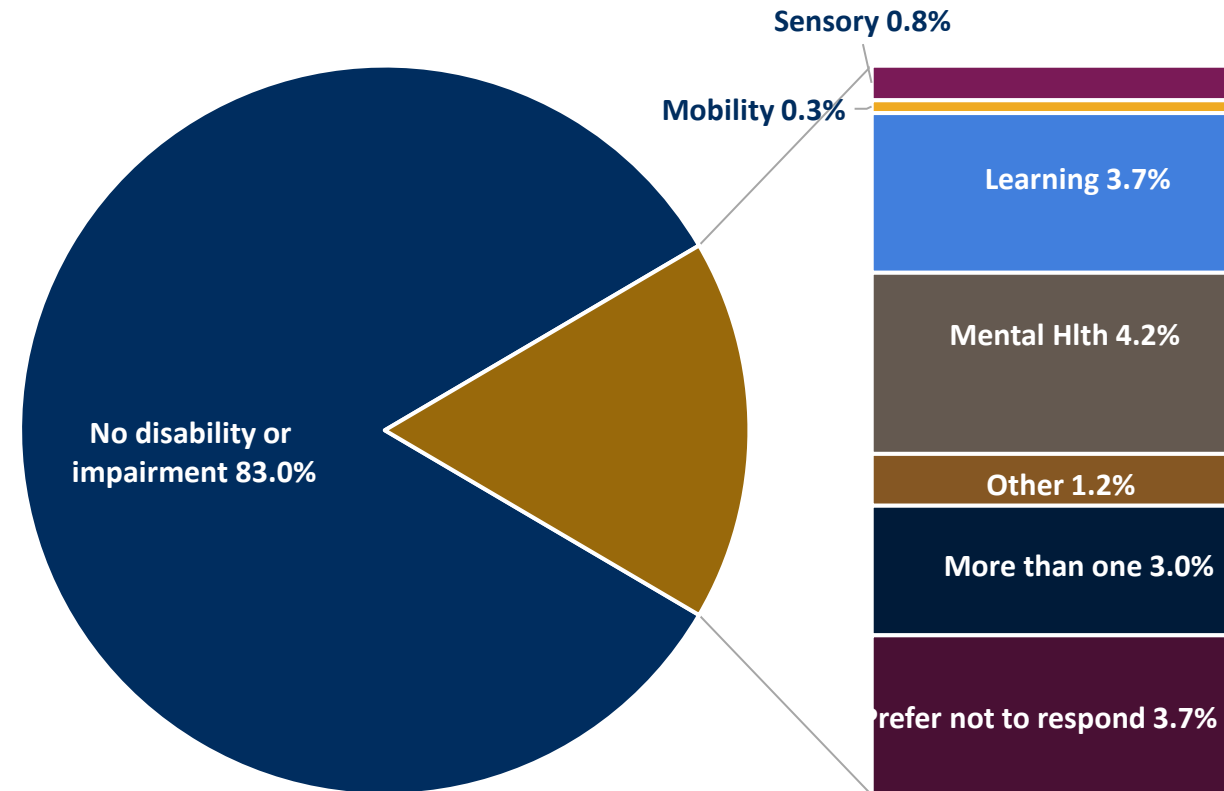


Data: Respondents

SEXUAL ORIENTATION



ABILITY STATUS





Limitations

- The average student is usually the dominant identity
- Institutions self-selected to participate in NSSE; thus, a different set of institutions may yield different results.
- Identity categories are limited by the response options on NSSE, which may not be updated with current terminology

Results: RQ 1

Students of Color

	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			

Gender Identity

	On	Off	Family
Men	-	+	
Women	+	-	
Gender Variant		+	-

+2/-2 std. adj. residuals

Results: RQ 1

Sexual Orientation

	On	Off	Family
Straight	-	+	+
Bisexual	+	-	-
Gay	+		-
Lesbian	+		-
Queer	+		-
Questioning/unsure	+	-	
Another s/o	+	-	

Ability

	On	Off	Family
Sensory impairment			-
Mobility impairment			+
Learning disability		+	-
Mental health dis.	+		-
Not listed			
More than one		+	-
No disability		-	+

+2/-2 std. adj. residuals

Results: RQ 2

+ ON CAMPUS

- Black/African American
- White
- Gay
- Queer
- Sensory impairment

+ OFF CAMPUS

- More than one disability or impairment

+ FAMILY

- Asian
- Hispanic or Latino
- Another race/ethnicity
- Straight
- Mobility impairment



Discussion & Implications

- Disaggregated subpopulation categories show important and meaningful distinctions not observed in aggregated results.
- Campus housing professionals seeking to improve diverse student experiences should consider the patterns of where marginalized students choose to live and ask why.
- Targeted recruitment and the creation of equitable housing options could help increase the quantity marginalized students on campus, subsequently creating better learning environments for all students.
- Student affairs leaders should consider which environments are best suited for specific types of care and which may be beneficial for student development.

Q & A



Thanks so much for joining us!

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