
RESIDENCE LIFE ANNUAL ASSESSMENT REPORT
Institutional Research, Planning & Effectiveness
Fall 2015

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INTRODUCTION

This biannual report provides information on the demographics and success levels of three different groups of students.

- Group 1: Students living in the Residence Halls as part of a learning community
- Group 2: Students living in the residence halls outside of a learning community
- Group 3: Commuter students (defined by Residence Life as new freshmen who do not live in the residence halls)

This report describes the differences in the level of student success for each of the aforementioned three student groups. For the purpose of this report a student’s residence hall is defined as their residence hall assignment at census of the fall term. Student success is measured by the following 7 metrics: freshman retention, third-year persistence, cumulative GPA, academic standing, credit completion, and completion of ACUCC math/composition requirements.

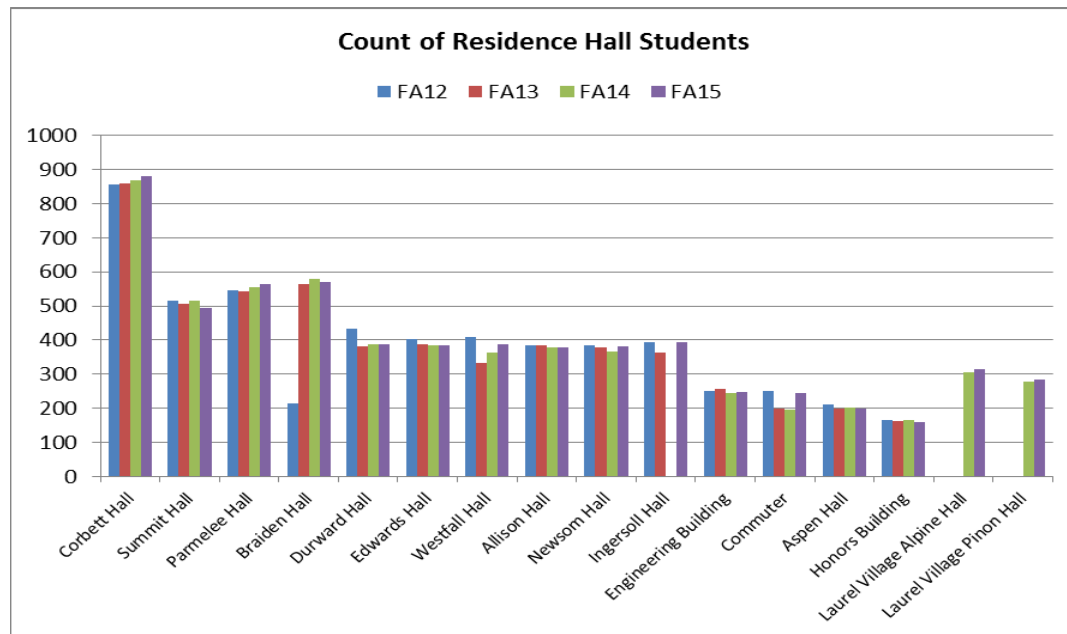
EXECUTIVE SUMMARY

There is variation in demographic and academic variables by residence hall consistent with communities living within them. Overall about 16% of residence hall students are continuing students (not new freshmen or transfer students) and about 30% of residence hall students are part of a learning community.

Residence hall students (regardless of learning community status) typically have higher rates of success compared to commuter students and these differences are statistically significant for 4 of the 7 success measures. However, once success for residence hall students is assessed across learning community (LC) status the analysis indicates that LC students outperform the other two student groups on every measure of student success. Non-LC residence hall students typically perform slightly better than commuter students; however, most often these differences are not statistically significant. First year CSU cumulative GPA and AUCC math completion are the two instances where non-LC residence hall students do not outperform commuter students.

Descriptive Statistics

FIGURE 1. RESIDENCE HALL AND COMMUTER STUDENT POPULATION COUNTS OVER TIME



Corbett Hall consistently houses the largest number of residence hall students each year, while the Honors Building typically houses the fewest. About 5% of all new freshmen are commuter students. The number of commuter students increased by 25% in FA15 compared to FA14 (196 to 245 students), while the number of new freshmen increased by about 9% over the same time period.

Within the residence halls, many students participate in a learning community. Figure 2 displays the learning community participation rates by term. In any given year, about 30% of residence hall students participate in a learning community.

FIGURE 2. LEARNING COMMUNITY PARTICIPATION RATES OVER TIME

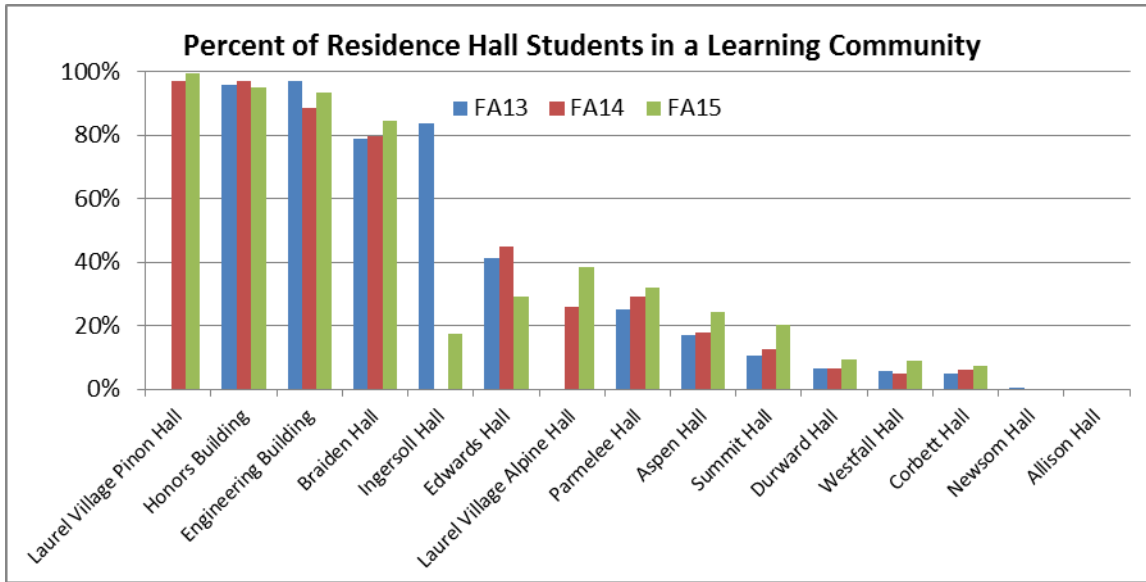
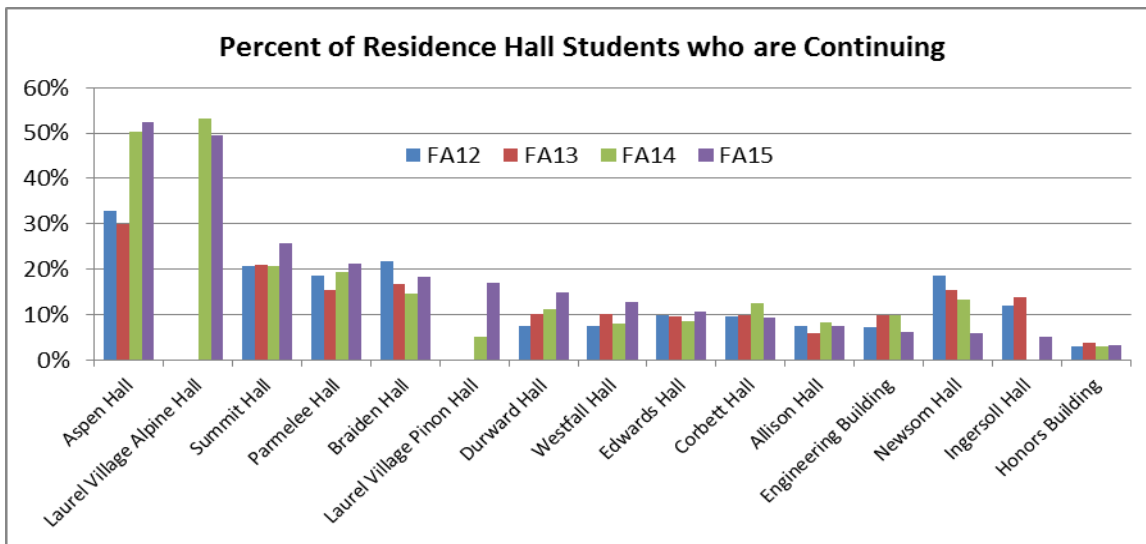


Figure 3 displays the percent of students in each group who are continuing from previous enrollment at CSU. In FA15, about 16% of residence hall students are continuing students. This percent is highest in Aspen and Alpine and lowest in the Honors building. The percent of continuing students is increasing; in FA14 and again in FA15 there are gains of 28% and 8% respectively.

FIGURE 3. CONTINUING STUDENT STATUS OVER TIME

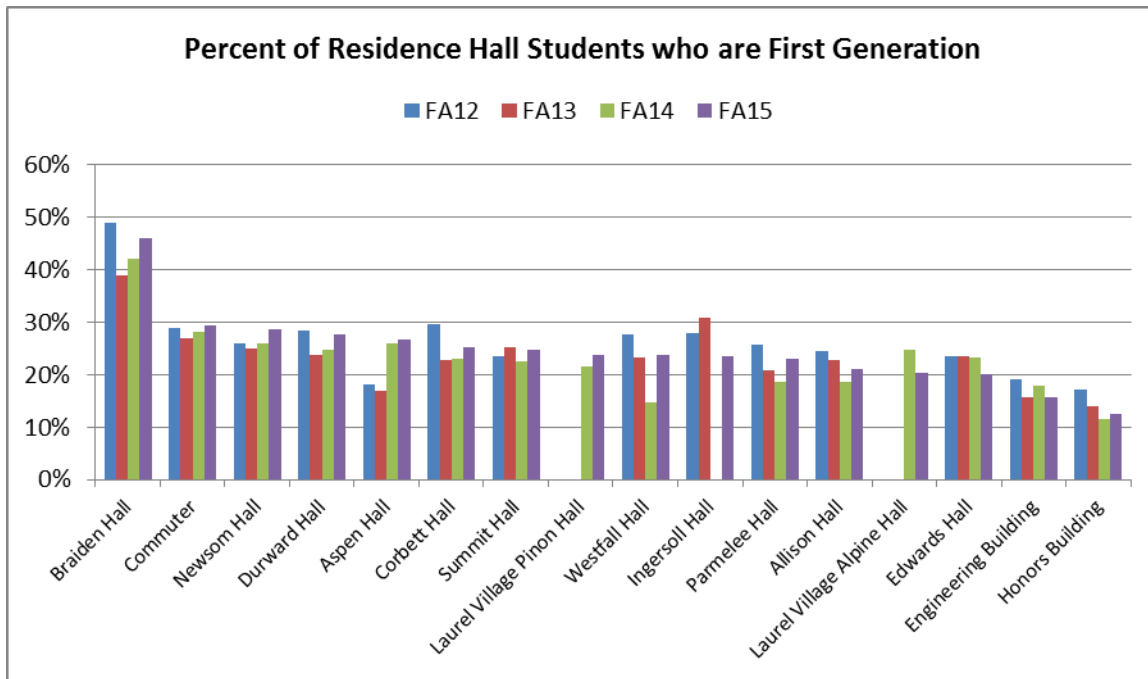


DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS

FIRST GENERATION STATUS

Overall, about 25% of students self-identify as first generation. Figure 4 displays the proportion of students who are first generation over time.

FIGURE 4. FIRST GENERATION STATUS OVER TIME



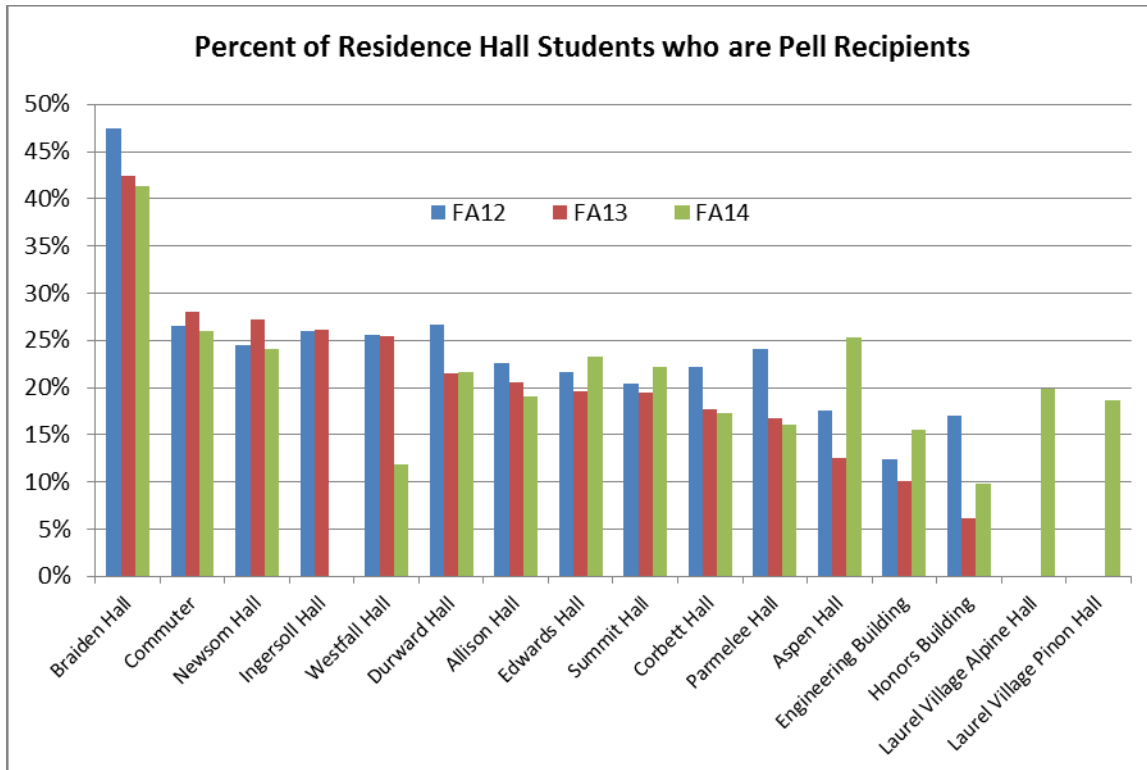
There is some variation in the percent of students who are first generation by residence hall. For instance, about 43% of students in Braiden Hall are first generation students while only 14% of student in the Honor’s Building are first generation.

First generation students are disproportionately represented in learning communities in the residence halls. About 23% of non-learning community residence hall students are first generation while about 27% of their learning community peers are first generation. Most of this disproportionate representation is due to the particular focus of the Key Community. Excluding those students, only 20% of the other learning community students who live in a residence hall are first generation.

PELL GRANT RECIPIENT STATUS

On average about 22% of residence hall and commuter students are Pell Grant recipients. Overall, the percentage of Pell recipients decreased slightly from FA12 to FA14 (from 24% to 21%). Figure 5 displays the percent of Pell recipients over time. Note that FA15 data are, at the time of this report, unavailable.

FIGURE 5. PERCENT PELL RECIPIENT OVER TIME



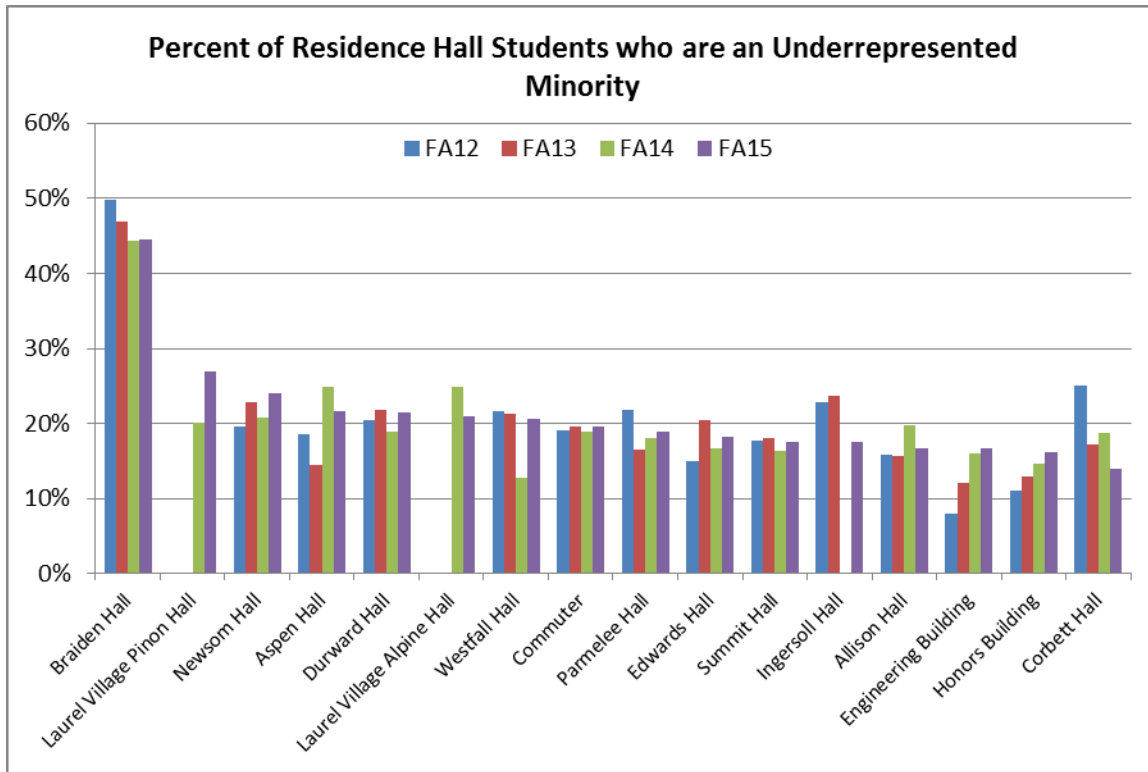
There is variation in the Pell recipient representation by residence hall. Braiden Hall has the largest proportion of Pell recipients (41%) and Honors Hall has the lowest proportion (10%) while the average is 21% in the residence halls. Twenty-seven percent of commuter students are Pell recipients. The larger percentage of Pell Grant recipients among commuter students could be indicative of Pell recipients trying to save money by living at home. This should, in the future, be explored.

It is also important to consider learning community distinction with Pell Grant recipient status. Students in learning communities are more likely to be Pell Grant recipients than their non-LC peers (25% and 20% respectively). However, excluding Key (again because of its recruiting focus) only 17% of learning community students who live in the residence hall are Pell recipients.

MINORITY STATUS

About 21% of residence hall and commuter students are minority students. Over time this proportion has stayed relatively consistent among student groups. Figure 6 displays the proportion of students who self-identified as a minority student.

FIGURE 6. PERCENT MINORITY OVER TIME



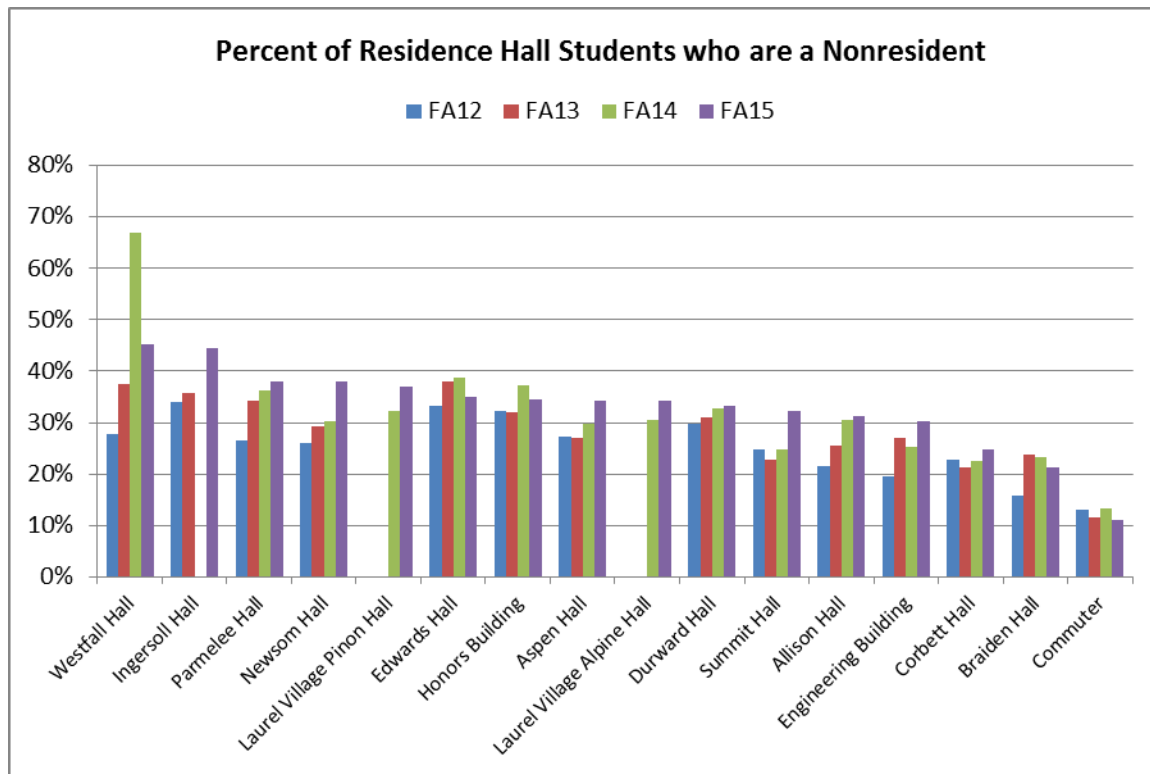
Again, there is variation in the representation of minority students by residence hall. In FA15, about 45% of the students in Braiden Hall are minority students and only 14% of the students in Corbett Hall are minority students. Minority students are neither over nor under represented among commuter students (about 20%). Despite the overall proportion of minority students staying relatively stable over these four academic years, Laurel Village Pinon Hall has a 36% increase in minority students in FA15 compared to FA14 (56 minority students in FA14 and 76 minority students in FA15).

As with Pell and first generation status, the Key community greatly impacts the overall learning community minority proportions; this relationship largely explains the high proportion of minority students in Braiden Hall. Similarly, minority student under-representation in the Academic Village is most likely due to these buildings housing the low minority-rate Engineering and Honors learning communities.

COLORADO RESIDENCY

About 29% of commuter and residence hall students are nonresidents. This proportion has increased about six percentage points from 26% in FA12 to 32% in FA15. Figure 7 displays the percent of students who are nonresident.

FIGURE 7. PERCENT NONRESIDENT BY RESIDENCE HALL



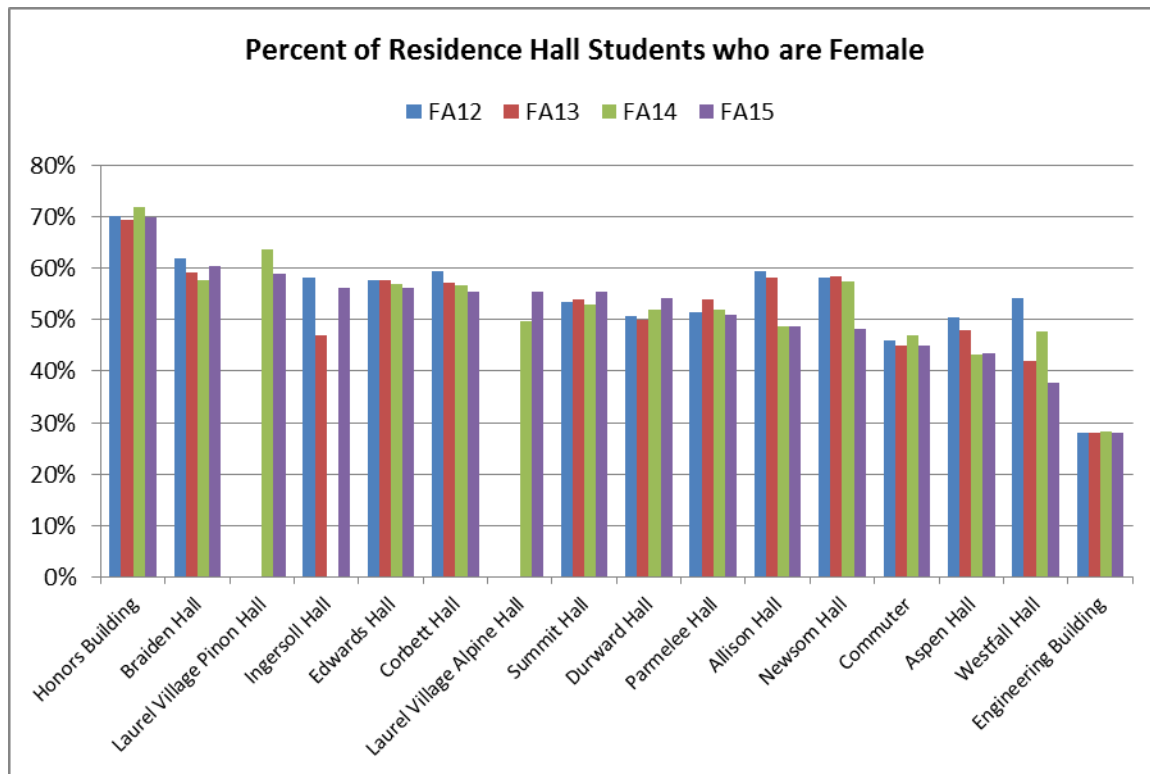
Ingersoll and Westfall Halls have the largest proportions of nonresident students. Not surprisingly, nonresidents are under-represented among commuter students. Interestingly, there was a 27% drop in nonresidents in Westfall in FA15 compared to FA14 (242 nonresidents in FA14 and 176 nonresidents in FA15).

About 29% of non-learning community residence hall students are nonresidents and about 32% of learning community residence hall students are nonresidents. If Key is excluded from the learning community group then 36% of learning community students who live in the residence hall are nonresidents. The representation of nonresidents has increased over time for halls with large learning community representation, except Braiden Hall.

GENDER

About 53% of residence hall and commuter students are female. Figure 8 displays the percent of students who are female by resident hall and academic year.

FIGURE 8. PERCENT FEMALE BY RESIDENCE HALL



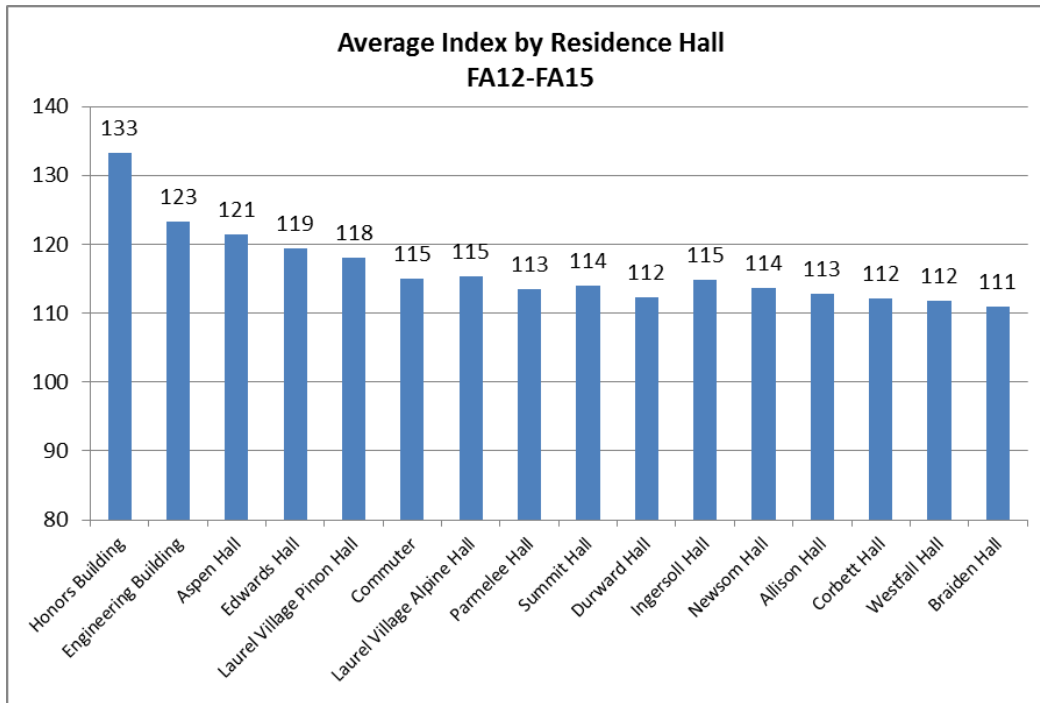
During an average term, the Honors building and Braiden Hall house the largest percentage of female students whereas the Engineering building houses the lowest proportion. Forty-six percent of commuter students are female, which is slightly lower than the representation in the baseline student population.

It is also important to consider the proportional representation of learning communities in terms of gender representation in each hall. For instance, about 53% of non-learning community residence hall students are female and about 55% of learning community residence hall students are female. If Engineering is excluded, 62% of learning community students who live in the residence halls are female. Female representation increases for halls with large learning community representation, except for the Engineering Hall in Academic Village.

INDEX

The average CCHE Index among residence hall and commuter students is 115. Index varies minimally by academic year, and thus Figure 9 displays CCHE index score by residence hall averaged over the four most recent academic years.

FIGURE 9. AVERAGE INDEX BY RESIDENCE HALL



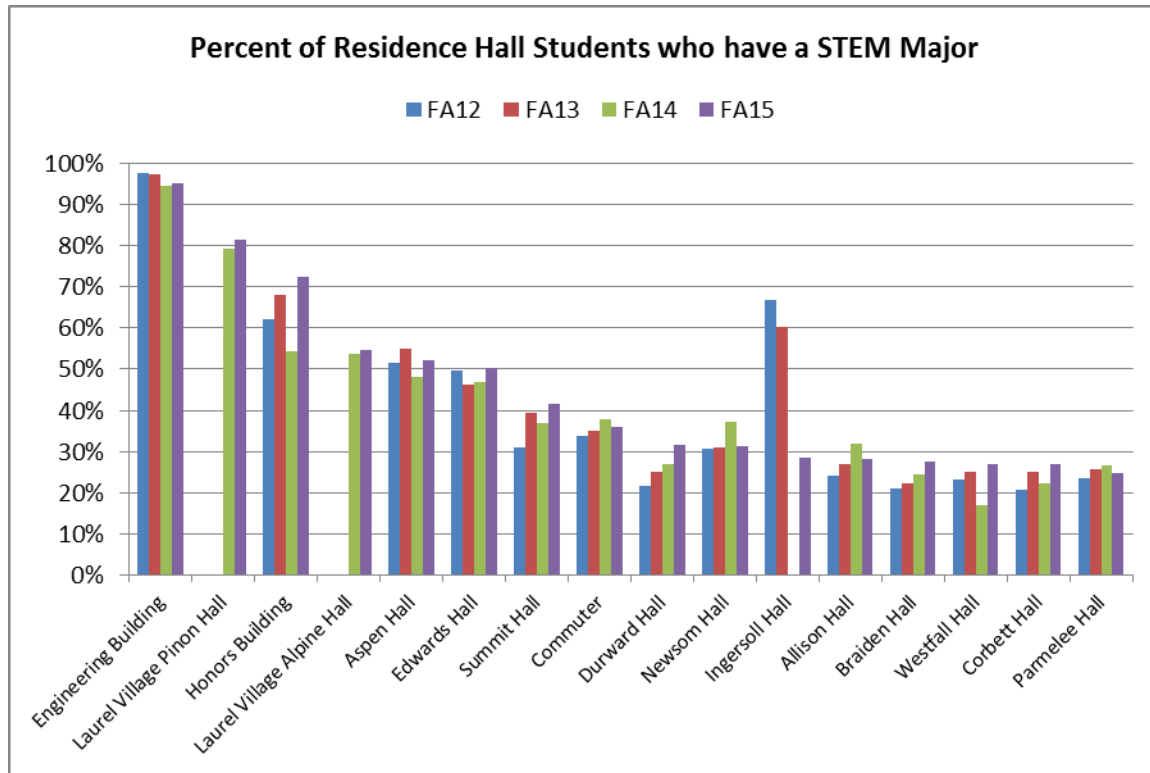
Average index is highest in Academic Village (Honors, Engineering and Aspen). Among these three halls the average index is 126. The average index excluding Academic Village is 114. Corbett, Westfall, and Braiden have an average index of 112, which is the lowest average index among all of the residence halls. Commuter students have an average index of 114.

Learning community students in the residence halls have an average index of 117 and non-learning community students have an average index of 113. If Key is excluded, learning community students have an average index of 120. Given the nature of learning community self-selection and admissions requirements, halls with large learning community representation will have a higher average index regardless of the learning community.

STEM MAJORS

Overall about 37% of residence hall and commuter students have a major that falls within a STEM discipline. Among residence hall students representation of STEM majors has increased about 4 percentage points from FA12 to FA15 (35% to 39%). Figure 10 displays the percent of students that have a STEM major. The largest proportion of STEM majors are in the Engineering building and Pinon Hall. Braiden, Corbett, Parmelee, and Westfall Halls all have lower than average proportions of STEM majors (<26%). About 36% of commuter students are a STEM major, which is very similar to the overall average.

FIGURE 10. PERCENT STEM MAJORS OVER TIME



STUDENT SUCCESS METRICS

This report section compares student success metrics (behaviors and outcomes) by student group. These metrics include: freshman retention, third-year persistence, cumulative GPA, academic standing, credit completion, and completion of ACUCC math/composition requirements.

Please note that data are limited to new freshmen who start in the FA14 or FA13 semesters throughout this student success section. Additionally, this analysis is not limited full-time RI students because the residence halls serve non-RI and part-time students; therefore, the rates throughout this section are slightly lower than our more widely published rates.

FRESHMAN RETENTION

Freshman retention (retention to the second year) increased for all students in the FA14 cohort compared to FA13 cohort. Figure 11.a shows the freshman retention rates by student group. Residence hall students who participate in a learning community have the highest freshman retention rate and commuter students have the lowest; the difference is statistically significant. No other statistically significant between group differences are found in freshman retention.

FIGURE 11.A FRESHMAN RETENTION TO SECOND FALL

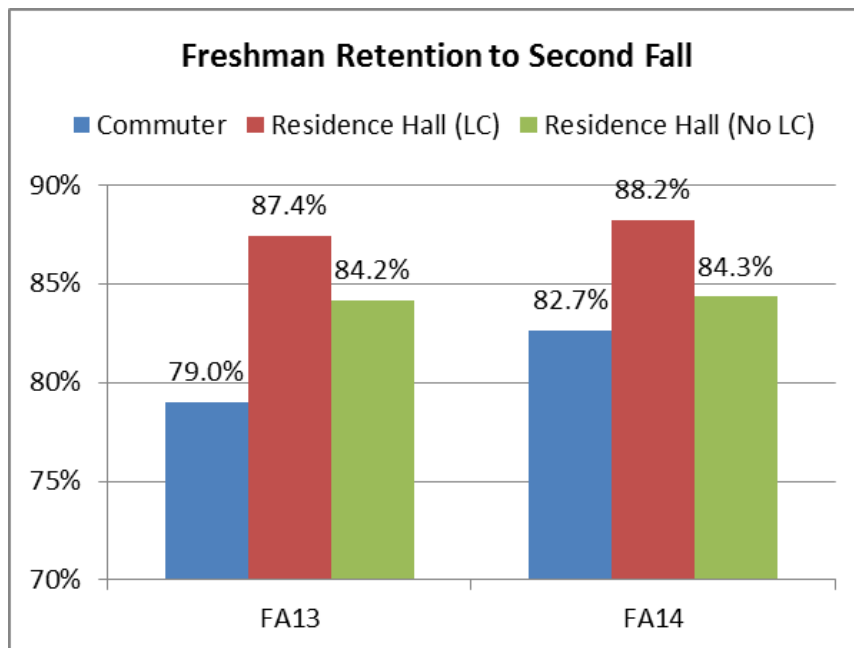
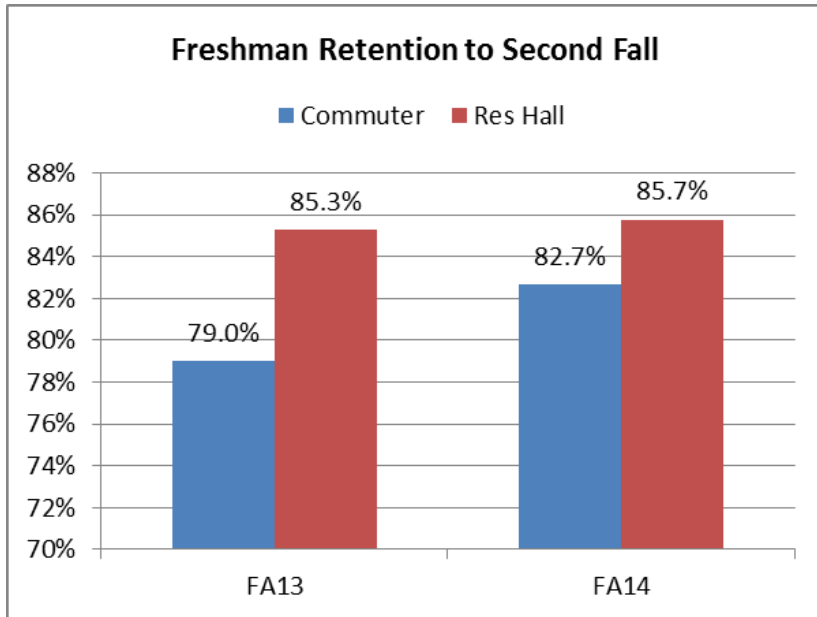


Figure 11.b displays the freshmen retention rate for all residence halls students and commuter students. Ignoring learning community status, residence hall students in both cohorts have an overall freshman retention rate that is 4.7 percentage points higher than commuter students (85.5% and 80.8%; respectively). This difference is statistically significant; however, from the prior analysis we can conclude that the significance is almost entirely from the learning community students.

FIGURE 11.B FRESHMAN RETENTION TO SECOND FALL



PERSISTENCE TO THIRD YEAR

Figure 12.a shows the third fall persistence (retention and graduation) rates by student group. Residence hall students who participate in a learning community have the highest persistence to the third fall and commuter students have the lowest; the difference between residence hall students in learning communities and commuter students (8.1 points) is statistically significant. There are no other statistically significant differences.

FIGURE 12.A FRESHMAN RETENTION TO THIRD FALL

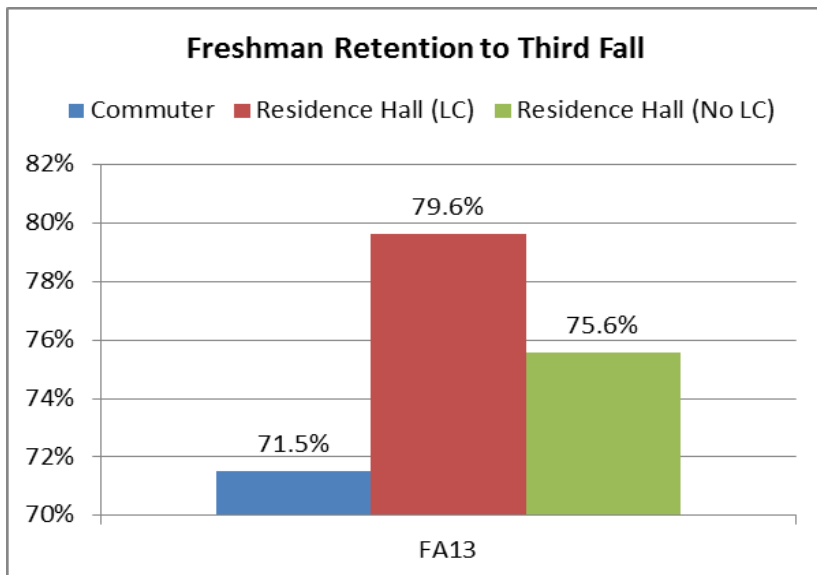
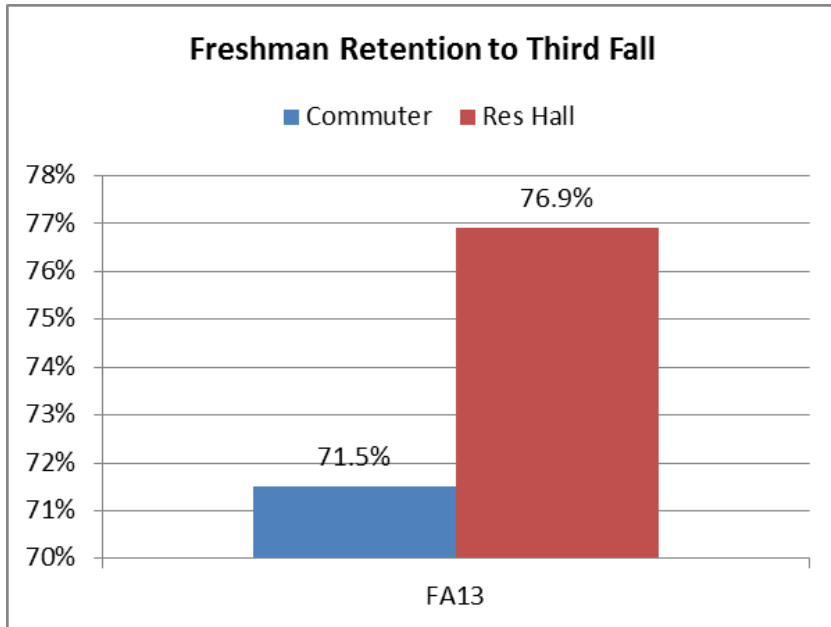


Figure 12.b displays the third fall persistence rate for all residence halls students and commuter students. Ignoring learning community status, residence hall students in both cohorts have an overall freshman retention rate that is 5.4 percentage points higher than commuter students (76.9% and 71.5%; respectively). This difference is not statistically significant.

FIGURE 12.B FRESHMAN RETENTION TO THIRD FALL



ACADEMIC STANDING AT END OF FIRST YEAR

Figure 13.a shows the percent of students who maintain good academic standing at the end of their first academic year. Regardless of residence hall status the rates of good academic standing are relatively similar; the difference is not statistically significant. There is no evidence of other statistically significant between-group differences in academic standing.

FIGURE 13.A PERCENT IN GOOD ACADEMIC STANDING AT END OF FIRST YEAR

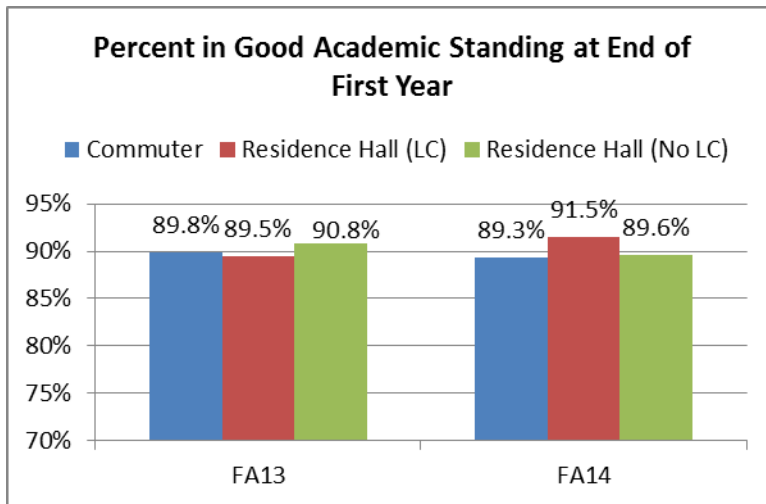
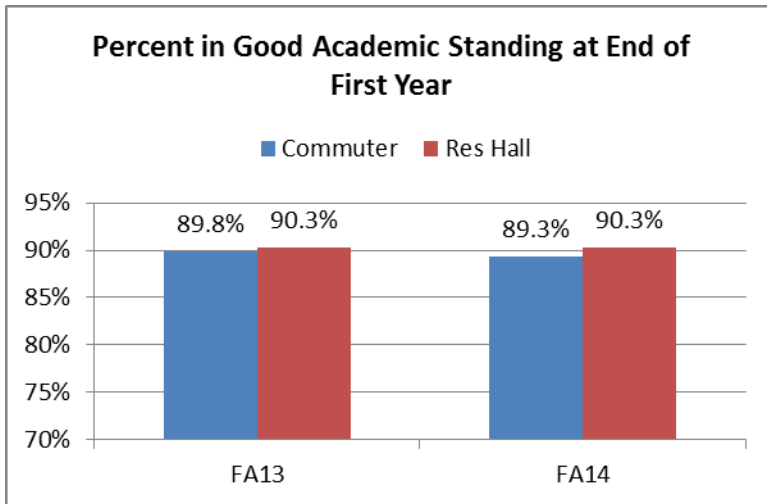


Figure 13.b shows the percent of students who maintain good academic standing at the end of their first year for all residence halls students and commuter students. Ignoring learning community status, residence hall students in both cohorts have a rate that is .7 of a percentage point higher than commuter students (90.3% and 89.6%; respectively). This difference is not statistically significant.

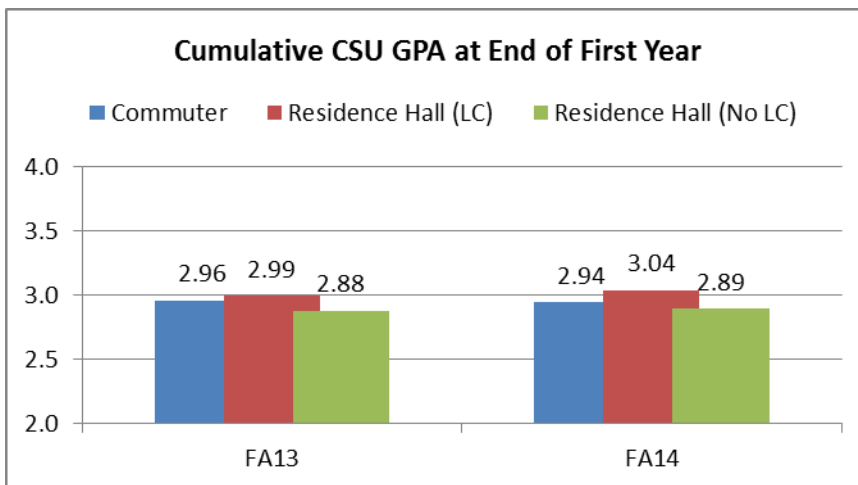
FIGURE 13.B PERCENT IN GOOD ACADEMIC STANDING AT END OF FIRST YEAR



FIRST YEAR GRADE POINT AVERAGE (GPA)

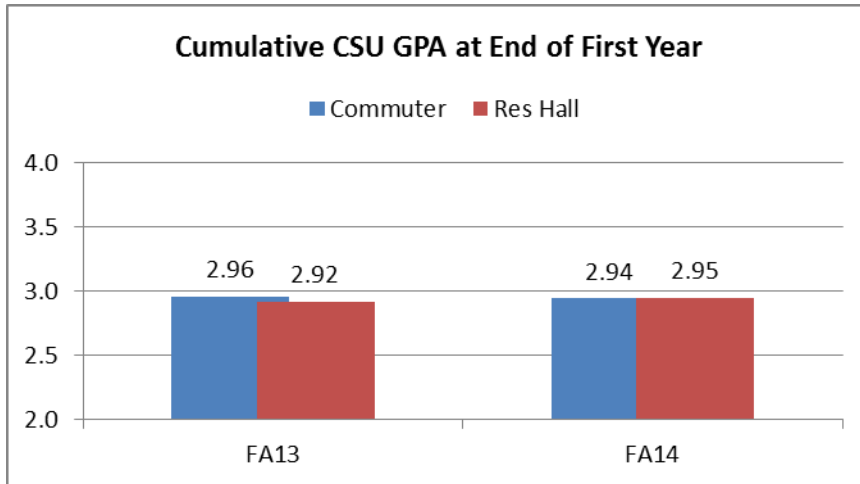
Among all freshmen who persist until the end of their first spring semester, figure 14.a shows the average cumulative CSU GPA. Residence hall students who participate in a learning community and commuting students have statistically higher first-year GPAs than the residence hall students who don't live in a learning community. This is the only success measure where non-LC residence hall students have a statistically lower outcome compared to commuter students.

FIGURE 14.A CUMULATIVE CSU GPA AT END OF FIRST YEAR



Among all freshmen who persist until the end of their first spring semester, figure 14.b shows the average cumulative CSU GPA for all residence hall students compared to commuter students. There are no statistically significant differences across the two groups.

FIGURE 14.B CUMULATIVE CSU GPA AT END OF FIRST YEAR



CREDIT HOUR COMPLETION

Figure 15.a shows the percent of students who complete 30 credits by the end of their first academic year by student group. Residence hall students who participate in a learning community have statistically higher completion rates of 30 credits in the first year than to commuter students and other residence hall students. Additionally, non-LC residence hall students have statistically higher rates of completing 30 credits compared to commuter students.

FIGURE 15.A PERCENT COMPLETING 30 CREDIT HOURS IN THE FIRST YEAR

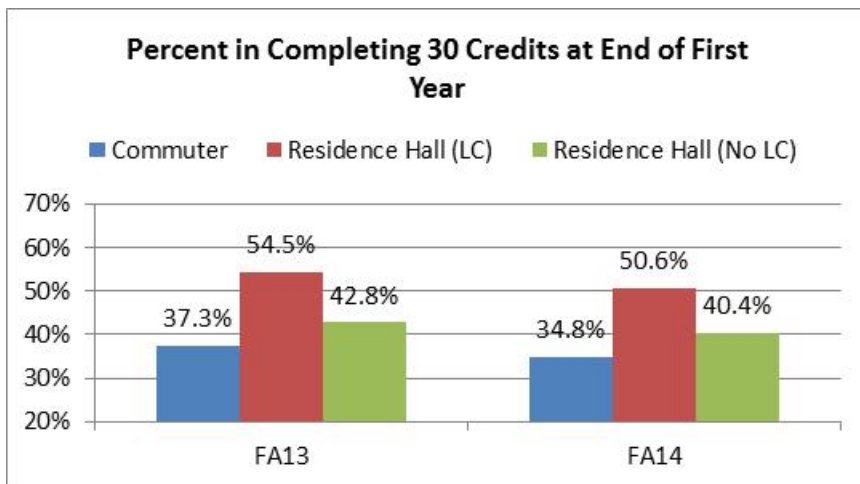
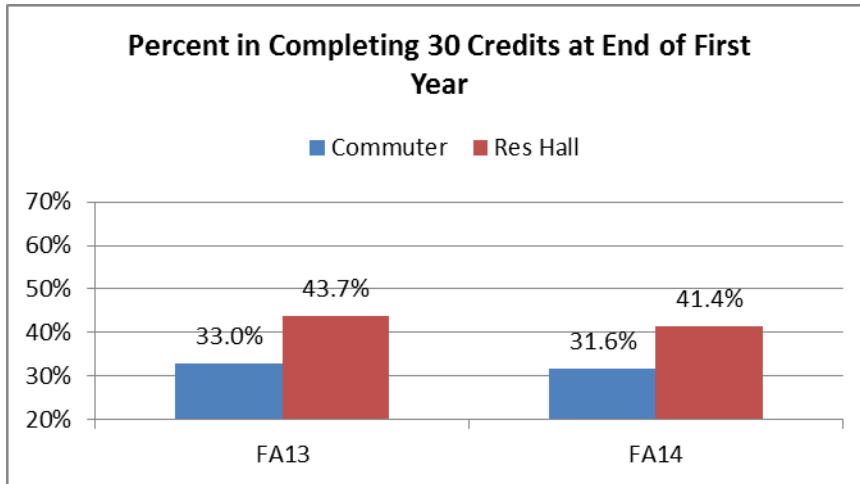


Figure 15.b shows the percent of students who complete 30 credits by the end of their first academic year for all residence halls students and commuter students. Ignoring learning community status, residence hall students in both cohorts have a rate that is 10.2 percentage points higher than commuter students (42.5% and 32.3%; respectively). This difference is statistically significant and from the prior analysis we can conclude that both LC and non-LC residence hall students contribute to this significance.

FIGURE 15.B PERCENT COMPLETING 30 CREDIT HOURS IN THE FIRST YEAR



COMPLETION OF AUCC MATH AND COMPOSITION REQUIREMENTS IN FIRST YEAR

FA13 is the only cohort that we can correctly assess whether AUCC math/composition requirements are completed within the first year.

Figure 16.a displays the proportion of students who complete AUCC math/composition requirements within their first year, by the three student groups. Residence hall students who participate in a learning community have statistically higher rates of AUCC math completion by the end of their first academic year compared to non-LC residence hall students. This is the only success measures where there is a statistically significant difference for residence hall students by learning community status. Statistically there are no significant between group differences with respect to the composition requirement.

FIGURE 16.A PERCENT COMPLETING AUCC MATH AND COMPOSITION REQUIREMENTS IN FIRST YEAR

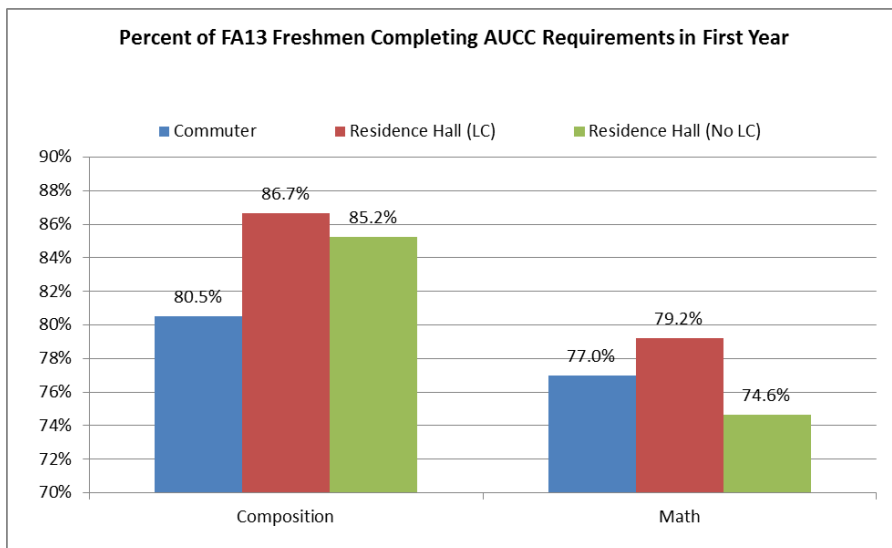
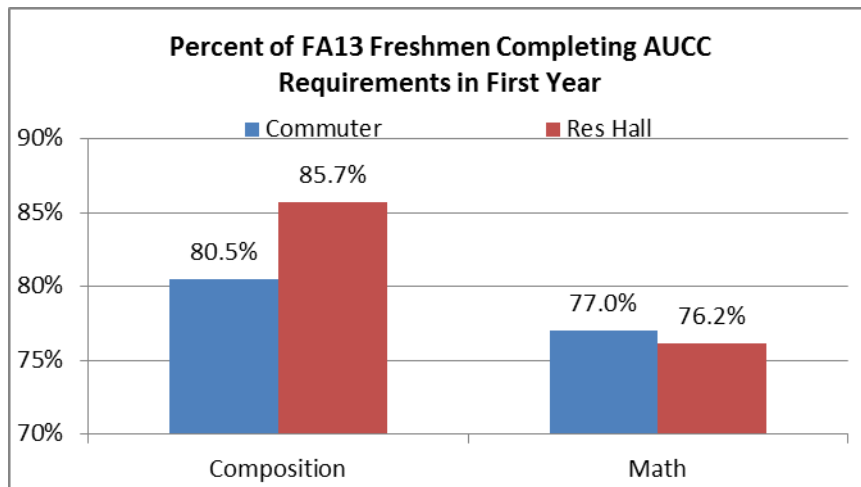


Figure 16.b shows the percent of students who complete AUCC requirements by the end of their first academic year for all residence halls students and commuter students. Ignoring learning community status, residence hall students complete the composition requirement at significantly higher rate compared to commuter students. There is no difference in the rate that these two groups complete the math AUCC requirement.

FIGURE 16.B PERCENT COMPLETING AUCC MATH AND COMPOSITION REQUIREMENTS IN FIRST YEAR



CONCLUSION

There are several differences in student success measures between the three groups that were compared (residence hall students in a learning community, residence hall students outside of a learning community, and commuter students). Students housed in a residence hall tend to outperform commuter students, and residence hall students who participate in a learning community tend to outperform non-learning community residence hall students.

Ignoring LC status, residence hall students outperform commuter students in all of the success measures; however, the majority of statistically significant differences are because of the LC student performance. In fact, the only student success measures where non-LC residence hall students contribute to a statistically significant difference between residence hall and commuter students is in the percent of students who complete 30 credits within the first year. One aspect of the learning community system that requires additional consideration is the fact that students self-select whether or not to participate in a learning community. Due to this self-selection bias we cannot directly conclude that joining a learning community results in better academic performance for residence hall students per se, as an intervening variable (such as intrinsic motivation to learn) may be responsible for both the act of initially joining a learning community and for the positive student success outcomes associated with learning community membership.