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## Residence Life Student Success by Demographics

The purpose of this report is to extend the student success analysis completed in the bi-annual Residence Life Report to look at differences within demographic groups between commuter and residence hall students.

### First Year Student Success Data

First year student success is measured across the following four variables: freshman retention, academic probation rates, credit completion, and first year cumulative GPA. Residence hall status is defined as living in a residence hall at census of the students' first fall term and commuter status is defined as new freshmen who do not live in the residence halls. New freshmen can only live off-campus with their parents and must request a special exemption.

The first year student success data in this report includes new freshmen who start in the FA13 or FA14 semesters. Additionally, this analysis is not limited full-time students because the residence halls serve both full and part-time students; therefore, the rates throughout this section are slightly lower than our more widely published rates. The table below displays the representation of first generation (FG), minority and Pell grant recipients as well as average index among FA13 and FA14 new freshman who live in the residence halls and commute.

**Table 1.**

	Headcount (FA13 & FA14)	FG (%)	Minority (%)	Pell (%)	Index (AVG)
Commuter	396	27.5%	19.2%	27.0%	114.7
Residence Hall	8405	23.7%	20.6%	20.7%	115.2
Total	8801	23.9%	20.5%	21.0%	115.1

There are a total of 8,801 new freshmen who started in FA13 and FA14 (4445 and 4356; respectively) and about 4.5% of these students are considered commuters. Among the commuters, FG and Pell recipients are overrepresented compared to the demographic proportions among residence hall students. For instance, 27% of commuters and 20.7% of residence hall students are Pell recipients. Similarly, 27.5% of commuters and 23.7% of residence hall students are FG. Minority students have similar representation across residence hall status and average index is comparable across the two groups.



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### Second Year Student Success Data

Second year student success is measured by retention to the third fall among students who are retained to their second-fall semester. In order to make a good comparison of third-fall retention, the students included in this portion of the report are limited to students in the FA11, FA12, and FA13 first-time freshman cohorts (full and part time). The table below displays the representation of FG, minority and Pell grant recipients as well as average index among sophomores who started as freshmen at CSU.

**Table 2.**

	Sophomores from FA11, FA12, FA13 Cohorts	FG (%)	Minority (%)	Pell (%)	Index (AVG)
Residence Hall	1256	29.2%	31.8%	31.8%	115.3
Off Campus	10163	23.0%	17.6%	20.3%	117.6
Total	11419	23.7%	19.2%	21.6%	115.6

As shown in table 2, there are a total of 11,419 sophomores who persisted from their cohort term in FA11, FA12 & FA13 and overall about 11% of these students live in the residence hall their sophomore year (11%, 10% and 16%; respectively in FA12, FA13 & FA14). It is important to note that there is no exemption process for sophomores to live off-campus like there is for new freshmen.

The demographics of sophomores are very different by residence hall status. Minority, FG and Pell grant recipients have greater representation among residence hall sophomores and their average index is slightly lower compared to the off-campus sophomores. For instance, 31.8% of residence hall sophomores are Pell recipients and 20.3% of off-campus sophomores are Pell recipients. Additionally, index score is significantly lower for the residence hall students compared to the off-campus students (115.3 compared to 117.6). Prior research has shown that the predicted retention rate is about a half a percentage point lower for a group with an average index score that is two index points below a comparison group if all else is equal. Therefore, based on these demographics residence hall sophomores would have a lower predicted third-fall retention rate.

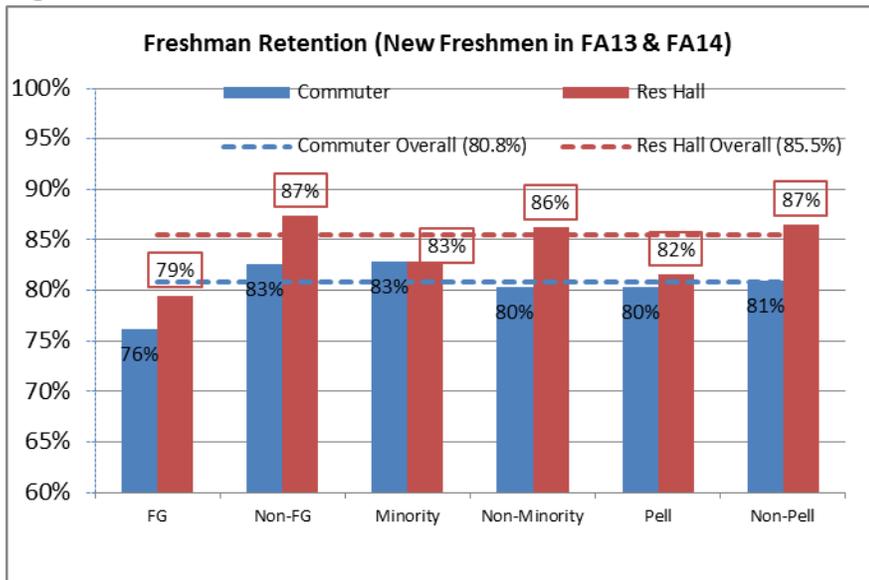


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### Freshman Retention (Persistence to Second-Fall)

Residence hall students have an overall freshman retention rate that is 4.7 percentage points higher than commuter students (85.5% and 80.8%; respectively). This is a statistically significant difference that can be interpreted as a positive association between living in a residence hall and retention. Figure 1, below, displays the freshman retention rate for residence hall and commuter students across FG, minority and Pell grant recipient status. In order to highlight the statistically significant difference by residence hall status, the overall rates for the two groups are also displayed on Figure 1.

Figure 1.



Across all demographic groups residence hall students display a higher freshman retention rate than commuter students. The biggest percentage points differences between residence hall and commuter students exist among non-minority and non-Pell demographic groups. It is important to note that gaps between demographic groups are larger for residence hall students compared to commuter students across all demographic groups. For instance, minority residence hall students are retained at a rate of 83% and non-minority residence hall students are retained at a rate of 86% (percentage point (pp) gap =3.3). In comparison, the minority gap among commuter students is -2.6 pp because minority commuters are retained at a higher rate than non-minority commuters. This pattern is notable because it suggests that the positive association between residence hall living and retention has a differential impact by demographic group.

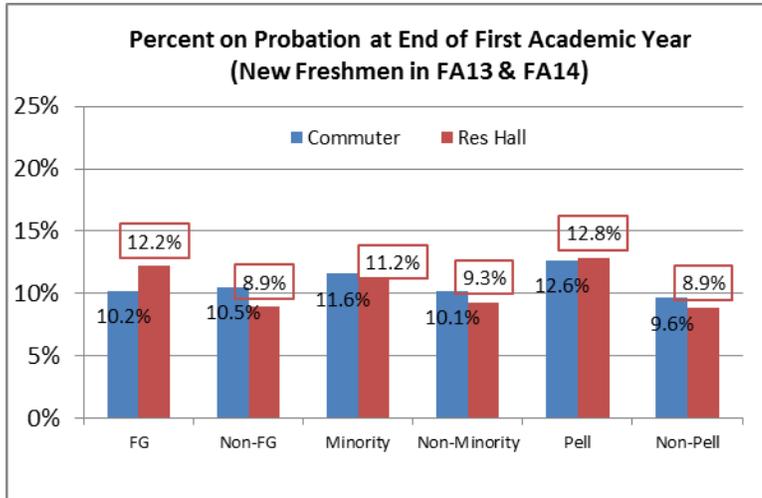


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### Academic Probation Rates at End of First Academic Year

Residence hall students have an overall probation rate that is .7 percentage points lower than commuter students (9.7% and 10.4%; respectively). This is not a statistically significant difference. Figure 2 below displays the probation rate at the end of the first academic year for residence hall and commuter students across FG, minority and Pell grant recipient status.

Figure 2.



Pell grant recipients and FG students living in the residence halls have slightly higher probation rates compared to Pell grant recipients and FG students who are commuters. Non-FG, non-Pell residence hall students have lower probation rates compared to their commuting peers. For instance, 12.8% of residence hall students who are Pell grant recipients are on probation at the end of their first academic year compared to 12.6% of Pell grant commuters. In contrast, 8.9% of residence hall students who are not Pell grant recipients are on probation at the end of their first academic year compared to 9.6% of non-Pell commuters. Additionally, residence hall students have slightly lower probation rates compared to commuter students regardless of minority status. There is no statistically significant association between residence hall status and probation rates, which suggests that the practical impact of these descriptive differences is minimal.

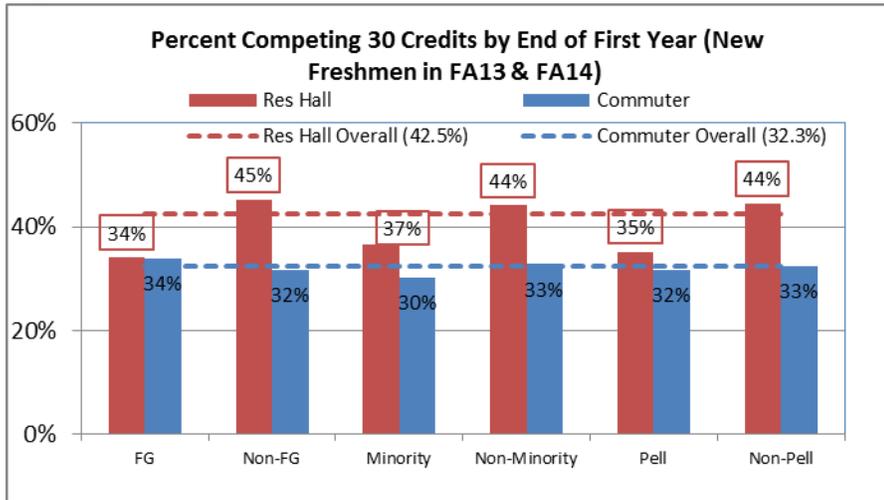


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### Rate of Completing 30 Credits in the First Academic Year

Residence hall students complete 30 credits in their first academic year significantly more often (10.2 pp) than commuter students (42.5% and 32.3%), which suggests that living in the residence hall is positively associated with a higher likelihood of competing 30 credits within the first academic year. Figure 3 below 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 across FG, minority and Pell grant recipient status. In order to highlight the statistically significant difference by residence hall status, the overall rates for the two groups are also displayed on Figure 3.

Figure 3.



For all demographic groups, a larger proportion of residence hall students complete 30 credits within the first academic year compared to commuter students. The biggest difference between residence hall and commuter students is among non-FG, non-minority and non-Pell demographic groups. Again it is important to note that the gaps are larger for residence hall students compared to commuter students for all three demographic groups. For instance, 34% of FG residence hall students complete 30 credits in their first year and 45% of non-FG residence hall students complete 30 credits in their first year (11.1 pp). In comparison, the FG gap among commuter students is -2.2 pp (32% minus 34%) because FG commuters complete 30 credits at a higher rate than non-FG commuters. Similar to the other student success measures, it appears that the positive association between living in the residence hall and completing 30 credits differentially impacts FG, minority, and Pell grant recipients.

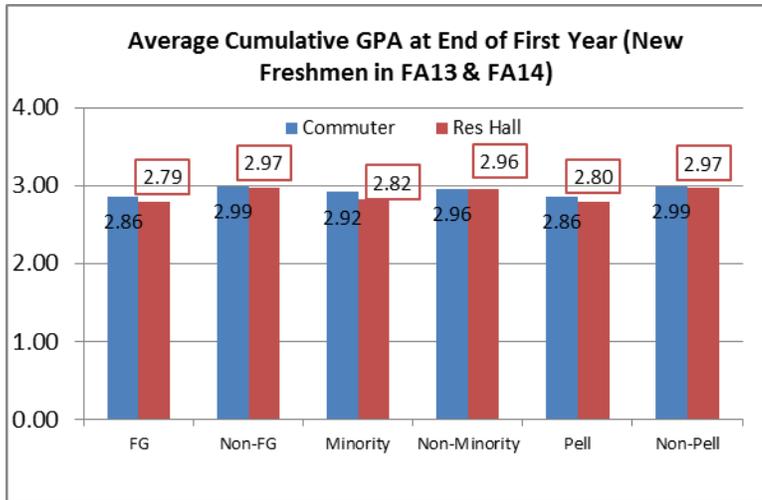


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### Cumulative GPA at End of First Academic Year

The average cumulative GPA at the end of the first academic year is similar for residence hall students compared to commuter students (2.93 and 2.95; respectively). Figure 4, below, shows average cumulative GPA at the end of their first academic year for all residence halls students and commuter students across FG, minority and Pell grant recipient status.

Figure 4.



Across all demographic groups residence hall students earn a slightly lower cumulative GPA at the end of the first academic year compared to commuter students. The biggest GPA difference between residence hall and commuter students is among FG, minority and Pell students. Again it is important to note that the gaps are larger for residence hall students compared to commuter students for all three demographic groups. For instance, minority residence hall students have a 2.82 GPA and non-minority residence hall students have a 2.96 GPA so the gap by minority status among residence hall students is .14 grade points. In comparison, the minority gap among commuter students is .04 grade points (2.96 minus 2.92). There is not a statistically significant association between residence hall status and GPA; therefore, the differential impacts are of smaller practical importance.



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### Retention to Third-Fall

The overall retention to the third-fall is similar for both groups; there is no statistically significant difference. Figure 5 displays the third fall retention rates by cohort term and Figure 6 shows retention to the third-fall for all residence halls students and off-campus students across FG, minority and Pell grant recipient status.

Figure 5.

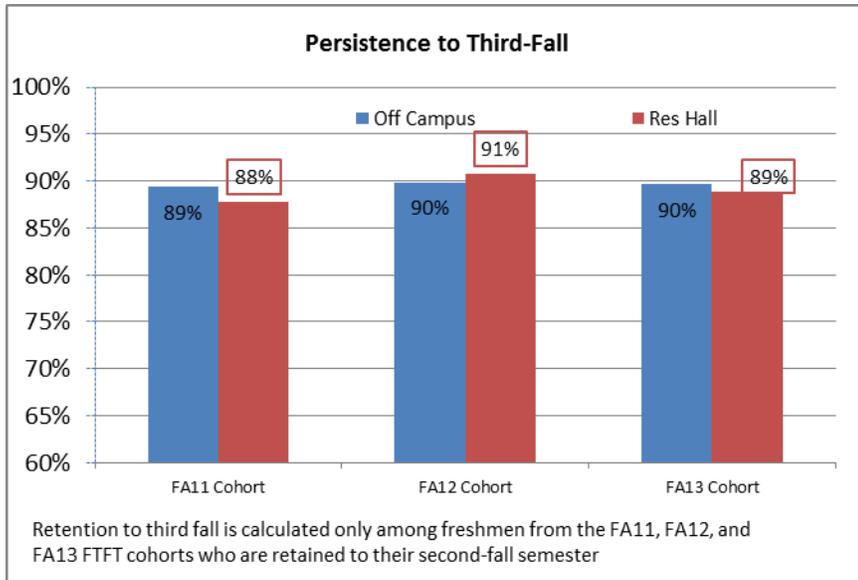
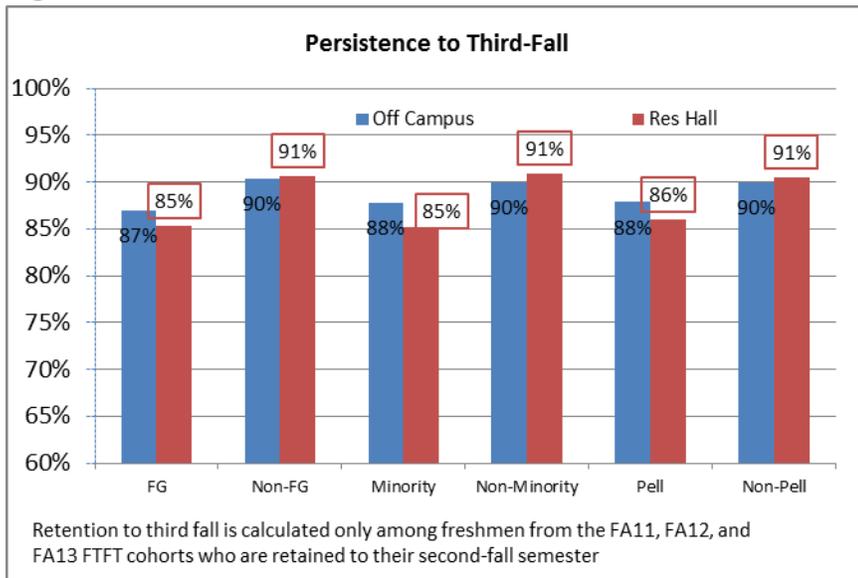


Figure 6.



Non-FG, non-minority and non-Pell residence hall students have higher retention rates compared to their off-campus peers but FG, minority, and Pell residence hall students have lower retention rates compared to their off-campus peers. Across all three demographic groups the gaps in retention to third-fall are larger for residence hall students compared to



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commuter students. For instance, minority residence hall students are retained to the third-fall at rate of 85% and non-minority residence hall students are retained at a rate of 91% so the pp gap by minority status among residence hall students is 6 pp. In comparison, the minority gap among off-campus students is 2 pp (90% minus 88%). However, the differential impacts are of smaller practical importance because there is not a statistically significant association between sophomore residence hall status and retention to the third-fall. It is also important to note that the demographic differences between residence hall and off-campus sophomores would indicate that residence hall students have a lower third-fall retention rate. The similarity of retention rates between the two groups could reflect a positive impact of the residence halls; although, this interpretation is beyond the scope of this descriptive analysis.

## Conclusions

Results from this report indicate a positive association between living in the residence hall and completing 30 or more credits in the first academic year as well as retention to second year. Residence hall living is not significantly associated with GPA or the rate of academic probation compared to the GPA's and probation rates of commuter students. Additionally, the retention to the third-fall appears to be relatively similar for sophomores who live off-campus compared to sophomores who live in the residence halls.

Decreasing the gaps in student success by first generation status is a focus of current campus initiatives; therefore, it is important to consider the differential impacts by residence hall status (vs commuter status). Results show that the positive association between living in the Residence hall and student success (measured by retention and completing 30 credits) differentially impacts first generation, minority, and Pell Grant recipients. For instance, regardless of demographic grouping residence hall students have higher retention rates compared to commuter students; however, this positive association is weaker for FG, minority, and Pell grant recipients and stronger for Non-FG, non-minority, and non-Pell grant recipients. The association between completing 30 credits and residence hall living is identical to the trends described for retention. Residence hall students have higher rates of completing 30 credits compared to commuter students regardless of demographic, but the difference in rates by residence hall status is larger for non-FG, non-minority, and non-Pell and smaller for FG, minority, and Pell.

Considering that 95% of first time students live in the residence halls, any disparity in associations between residence hall status and student success by demographic group may present a strategic opportunity to decrease the disparities by FG status. Although, they are a small group it is also important to consider that FG and minority students are overrepresented among commuters and that this group typically has lower levels of success. In order to decrease the FG gap we would ideally increase the success among all commuters as well as trying to decrease the disparity among demographic groups within the residence halls.