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RESIDENCE LIFE ASSESSMENT REPORT

Residence Life & Institutional Research

Fall 2013

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## INTRODUCTION

The data provided in this report is from the 2010-11 through 2013-14 academic year. Students' residence hall room can change throughout the academic year; however, to operationalize residence hall assignment for the purpose of assessment a student's residence hall status is based on their residence hall assignment at census of the fall term. We are assuming the fall census residence hall distributions are representative of the residence halls over the entire academic year.

This report is organized in four main sections:

- Residence Hall Students

The first section presents the student counts over the four academic years by residence hall. This section also includes a percentage breakdown of residence hall students by room type as well as new or continuing student status.

- Demographics of Residence Hall and Commuter Students

The second section of this report focuses on the demographic and academic characteristics of residence hall or commuter students by residence hall and room type. The first two sections of this report include all students who lived in a residence hall at census of the fall term and new fall start freshmen who did not live in a residence hall (commuter students).

Results indicate that there is variation in demographic and academic variables by residence hall; however, these variations are consistent with program focuses among the residence halls. Commuter students are more likely to be first generation, Pell recipients, and male.

- 2012 NSSE Results by Residence Hall Status

The third section of this report reviews the 2012 NSSE results by residence hall status. This section focuses on the Supportive Campus Environment (SCE) benchmark and the SCE NSSE items as well as NSSE items related to time allocation, diversity experiences, and the frequency of high impact educational activities (academic and co-curricular). The third section includes all students who responded to the 2012 NSSE survey.

Results indicate that at the first year and senior level students in the residence halls tend to respond more favorably to NSSE benchmarks and items. However, statistically significant differences between residence hall and non-residence hall students are rare and effect sizes tend to be small.

- Measures of Student Success by Residence Hall Status

The fourth section of this report looks at direct measures of student success (retention and GPA) by residence hall status. This section includes all students from the FA10 through FA13 new freshman cohorts.

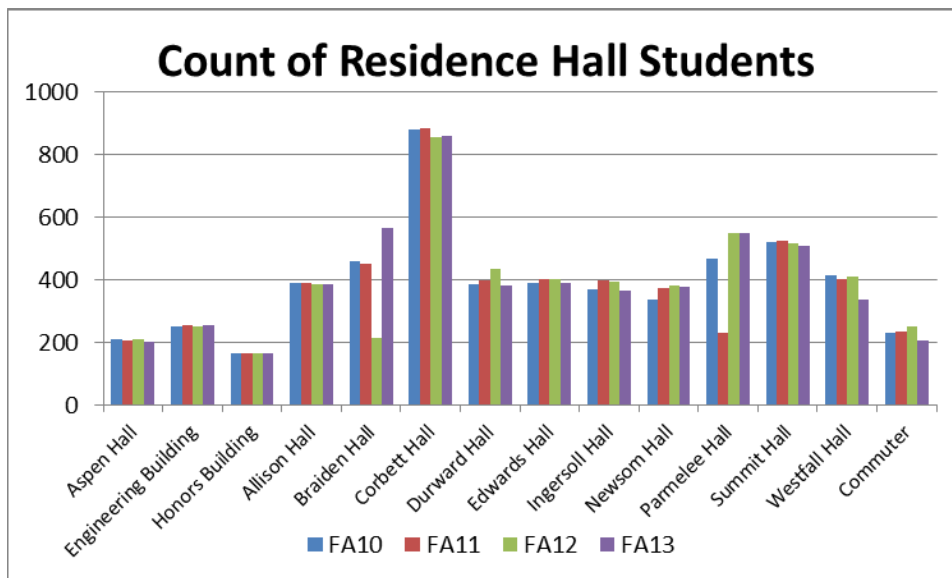
Results indicate that resident hall students have higher second year and third year retention rates compared to commuter students. However, commuter students' GPA tends to fall mid-range among the average GPA by residence hall.

## RESIDENCE HALL STUDENTS

The purpose of this section is to show the count of students by residence hall and commuter status. This section also shows the percent of residence hall students by room type (suite or community), as well as the percent of residents who are continuing students.

Figure 1 presents the counts of students in each residence hall or by commuter status. The majority of all new freshmen live in the residence hall, but not all residence hall students are new freshmen. The commuter student counts presented in Figure 1 are new freshmen students who do not live in a residence hall. Commuter students do not include continuing or transfer students who chose to not live in a residence hall.

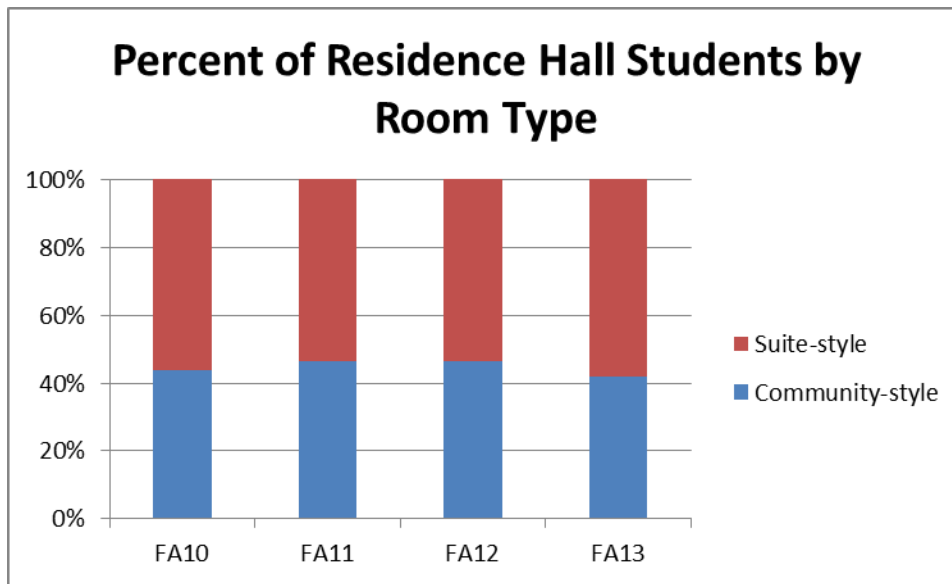
FIGURE 1. COUNT OF RESIDENCE HALL STUDENTS



Corbett Hall houses the largest number of residence hall students each year and the Honors Building houses the smallest number each year. Generally the number of students housed per residence hall does not vary much by academic year. The variability seen in FA12 for Braiden and FA11 for Parmelee is due to construction renovations in the respective years. About 5% of all new freshmen are commuter students

Among the residence halls there community and suite style room types. Figure 2 displays the proportion of residence hall students by room type over the four academic years.

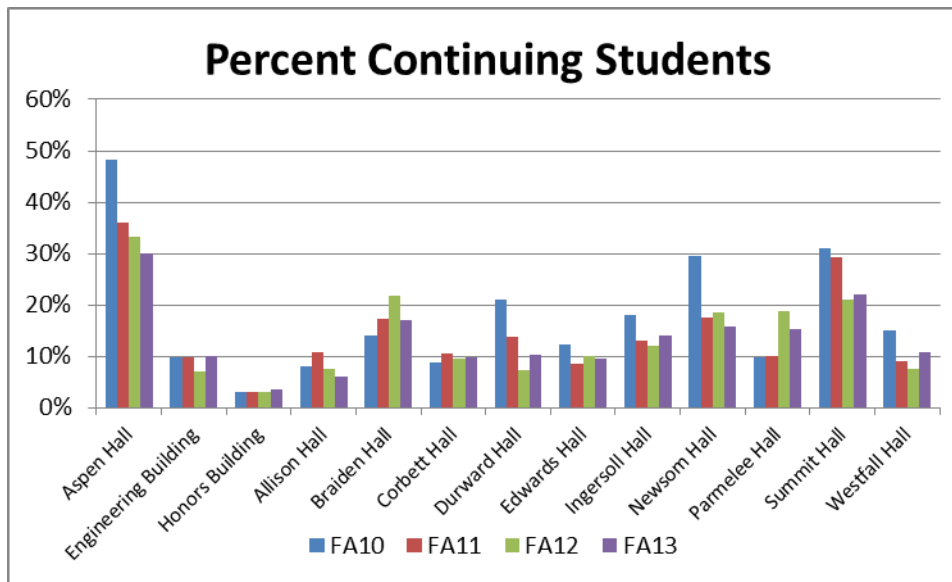
FIGURE 2. PERCENT OF RESIDENCE HALL STUDENTS BY ROOM TYPE



In any given year, about 55% of residence hall students live in the suite-style room.

The majority of residence hall students are new freshmen or new transfer students; however, some continuing students live in the residence halls. Figure 3 displays the percent of Residence Hall students who are continuing students by academic year and residence hall.

FIGURE 3. PERCENT OF RESIDENCE HALL STUDENTS WHO ARE CONTINUING STUDENTS



On average about 14% of residence hall students are continuing students (not new freshmen or new transfer students). This percent is highest in Aspen and Summit hall and lowest in the Honors building. The percent of continuing students is decreasing slightly from FA10 to FA13.

## DEMOGRAPHIC AND ACADEMIC CHARACTERISTICS OF RESIDENCE HALL AND COMMUTER STUDENTS

The purpose of this section is to provide the proportional representation of resident hall student demographics by room type and residence hall.

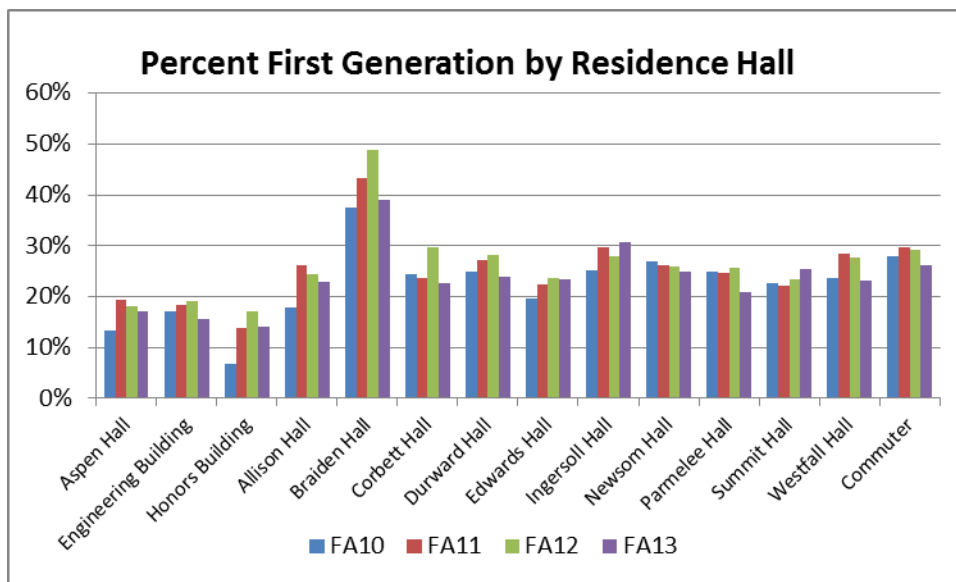
### DEMOGRAPHICS

The first part of this section presents the demographic characteristics of residence hall and commuter students.

### FIRST GENERATION STATUS

Overall about 25% of residence hall or commuter students are first generation. Figure 4 displays the proportion of students who are first generation by residence hall over the four most recent academic years.

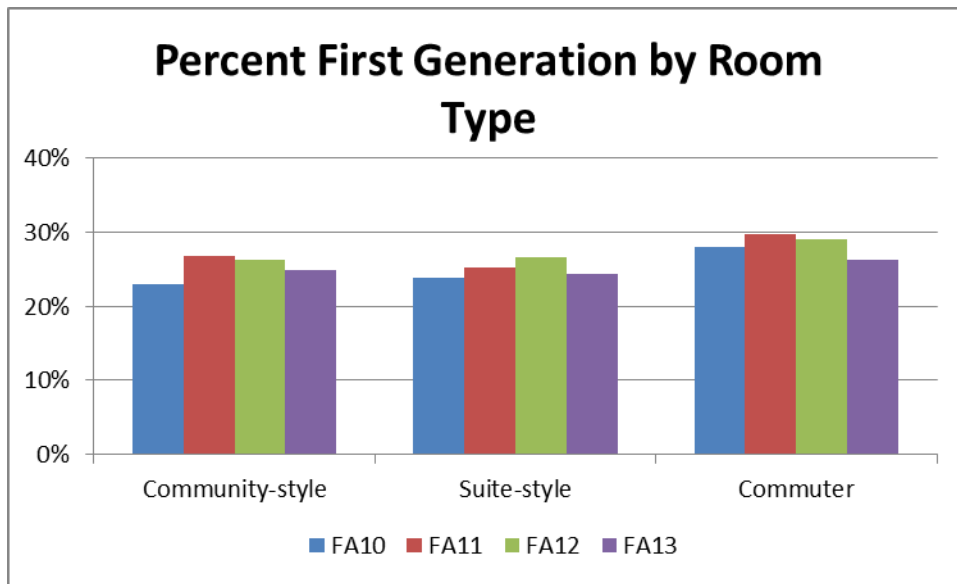
FIGURE 4. PERCENT FIRST GENERATION BY RESIDENCE HALL



There is some variation in the percent of students who are first generation by residence hall. For instance, about 42% of students in Braiden Hall are first generation students while only 16% of Academic Village (Aspen, Engineering, and Honors) students are first generation. On average 28% of commuters are first generation students, which is slightly higher than the overall average.

Figure 5 displays the proportion of students who are first generation by room type over the four academic years.

FIGURE 5. PERCENT FIRST GENERATION BY ROOM TYPE

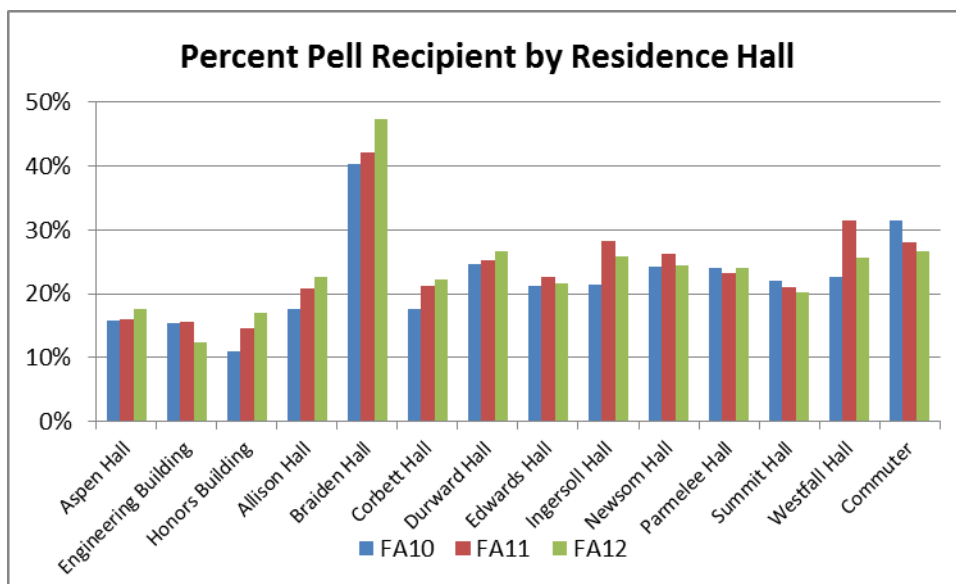


There is not much variation in the percent of first generation residence hall students by room type. On average over the four academic years about 25% of both community and suite style rooms are first generation; however, the percent of commuter students who are first generation (28%) is slightly higher.

### PELL RECIPIENT STATUS

On average about 23% of residence hall and commuter students are Pell recipients. Pell recipient status is only tracked for three of the four the academic years because the 2013-14 academic year is not complete (and Pell recipient status can change after fall census). Overall, the percentage of Pell recipients did increase slightly from FA10 to FA11 and FA12 (from 22% to 24%). Figure 6 displays the percent of Pell recipients by residence hall over three academic years.

FIGURE 6. PERCENT PELL RECIPIENT BY RESIDENCE HALL

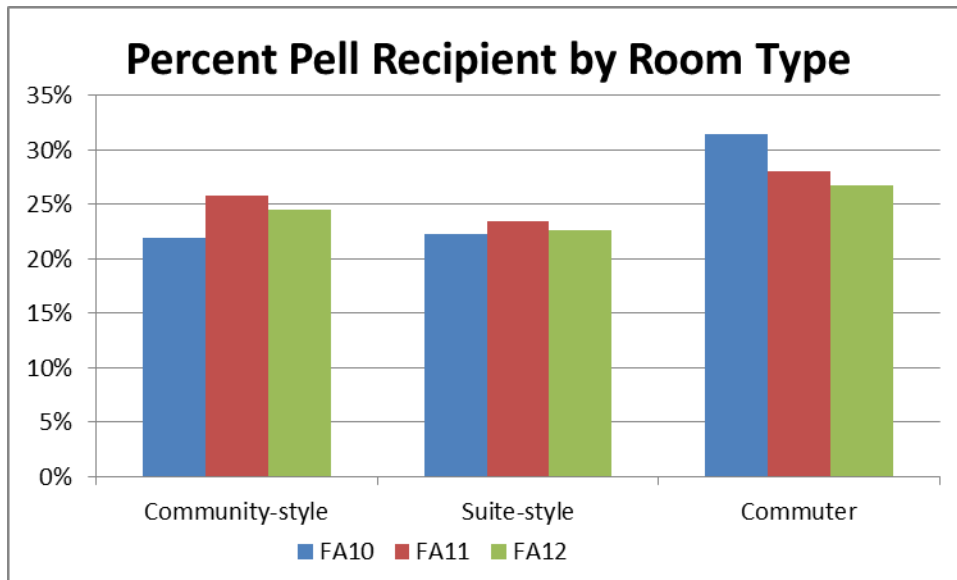




There is variation in the Pell recipient representation by residence hall. Braiden Hall has the greatest and Academic Village has the lowest representation of Pell recipients. Twenty-nine percent of commuter students are Pell recipients. With the exception of Braiden Hall, this is the highest percentage of Pell recipients across any of the residence halls. The larger percentage of Pell recipients among commuter students could be indicative of Pell recipients trying to save money by living at home.

Figure 7 displays the percent of Pell recipients by academic year for commuter students and by residence hall room type.

FIGURE 7. PERCENT PELL RECIPIENT BY ROOM TYPE

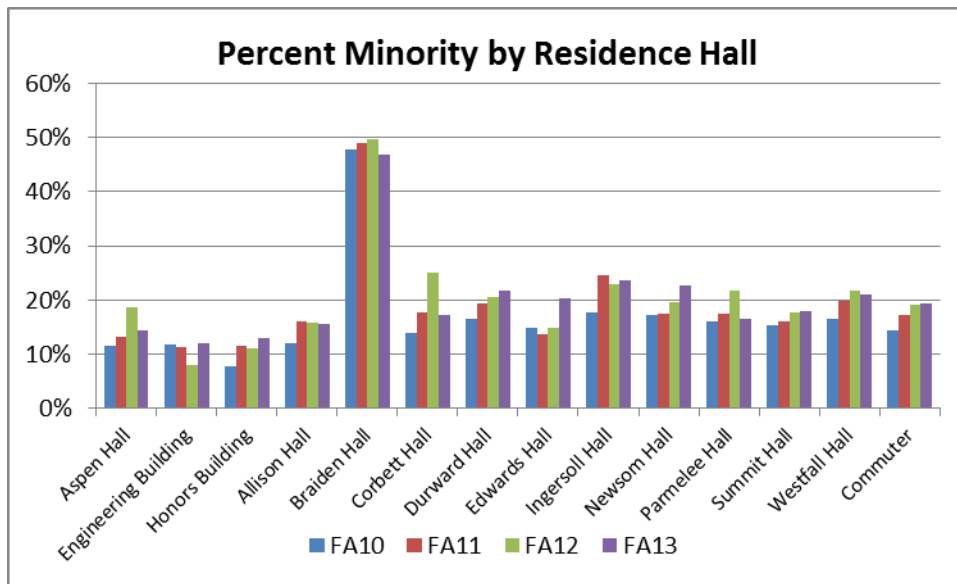


A slightly higher proportion (24%) of students in community-style rooms are Pell recipients compared to the proportion (23%) in suite-style rooms. Figure 7 reinforces the fact that Pell recipients are over-represented among commuter students compared to residence hall students.

## MINORITY STATUS

On average about 20% of residence hall and commuter students are minority students. Over the last four academic years this proportion has increased about a percentage point a year among residence hall and commuter students. Figure 8 displays the proportion of students who self-identified as a minority student.

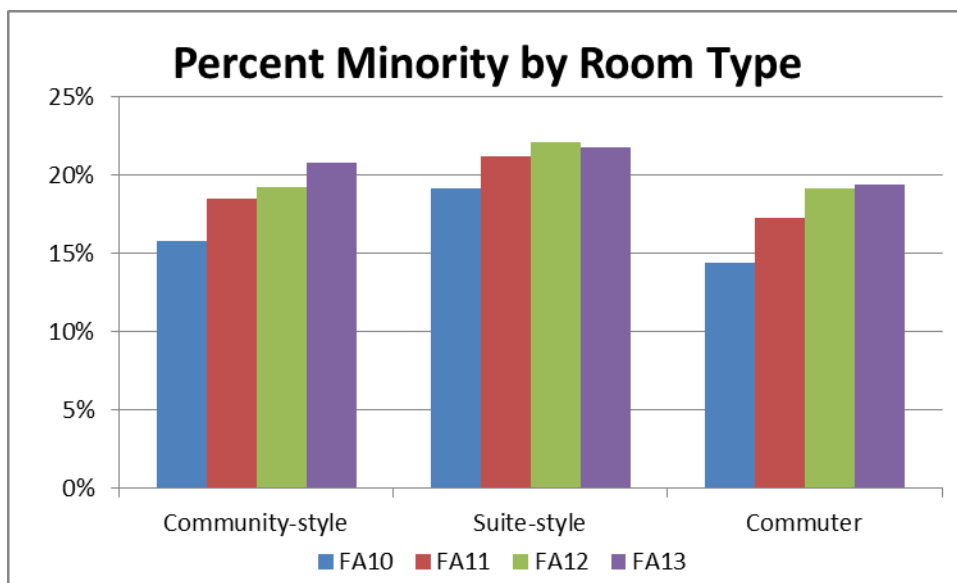
FIGURE 8. PERCENT MINORITY BY RESIDENCE HALL



Again there is variation in the representation of minority students by residence hall. Nearly 50% of the students in Braiden Hall are minority students and only 13% of the students in Academic Village (Aspen, Engineering, Honors) are minority students. The larger representation of first generation, Pell recipients, and minority students in Braiden Hall is most likely due to this hall housing the Key learning communities. Similarly the under-representation in Academic Village is most likely due to these buildings housing the Engineering and Honors learning communities.

Figure 9 displays the proportion of minority students by room type and commuter status.

FIGURE 9. PERCENT MINORITY BY ROOM TYPE

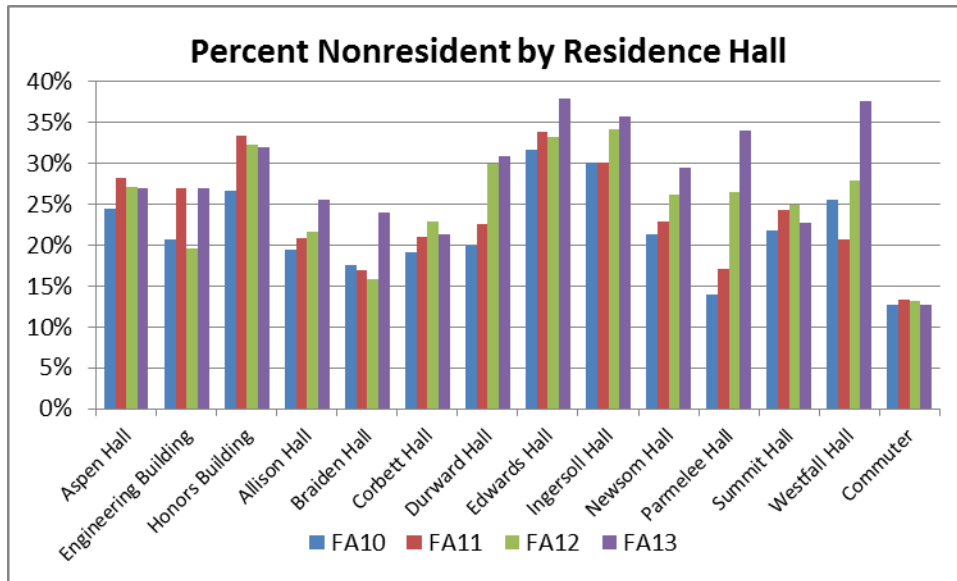


Suite-style rooms have a larger proportion of minority students in all four academic years compared to Community-style rooms. Minority students are under-represented among commuter students compared to residence hall students.

## RESIDENCY

About 25% of commuter and residence hall students are nonresidents. Over the last four academic years this proportion has increased about two percentage points a year for this population. Figure 10 displays the percent of residence hall and commuter students who are nonresident by residence hall and academic year.

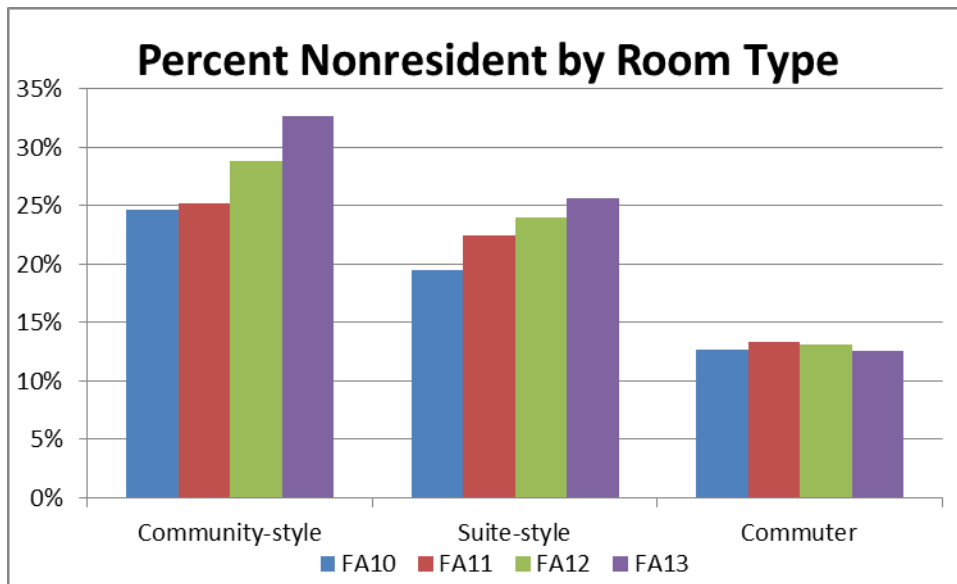
FIGURE 10. PERCENT NONRESIDENT BY RESIDENCE HALL



Ingersoll, Edwards, and Honors Residence Halls have the largest proportions of nonresident students. Not surprisingly, non-residents are under-represented among commuter students.

Figure 11 displays the percent nonresident students by room type.

FIGURE 11. PERCENT NONRESIDENT BY ROOM TYPE

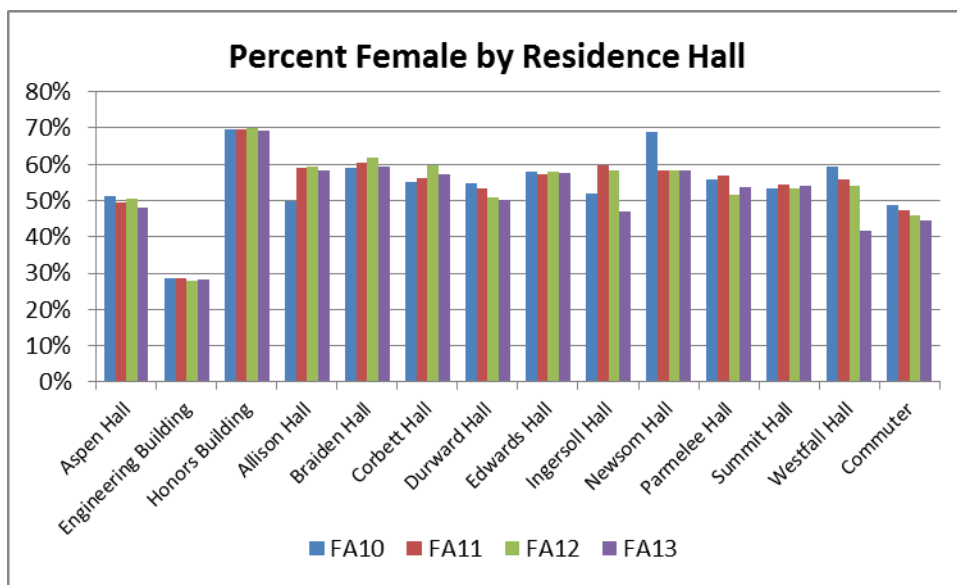


A larger proportion of residence hall students living in the community-style rooms are nonresidents compared to the proportion in suite-style rooms. Among residence hall students the proportion of nonresidents has increased significantly over the last four years.

## GENDER

About 54% of residence hall and commuter students are female. Figure 12 displays the percent of students who are female by residence hall and academic year.

FIGURE 12. PERCENT FEMALE BY RESIDENCE HALL

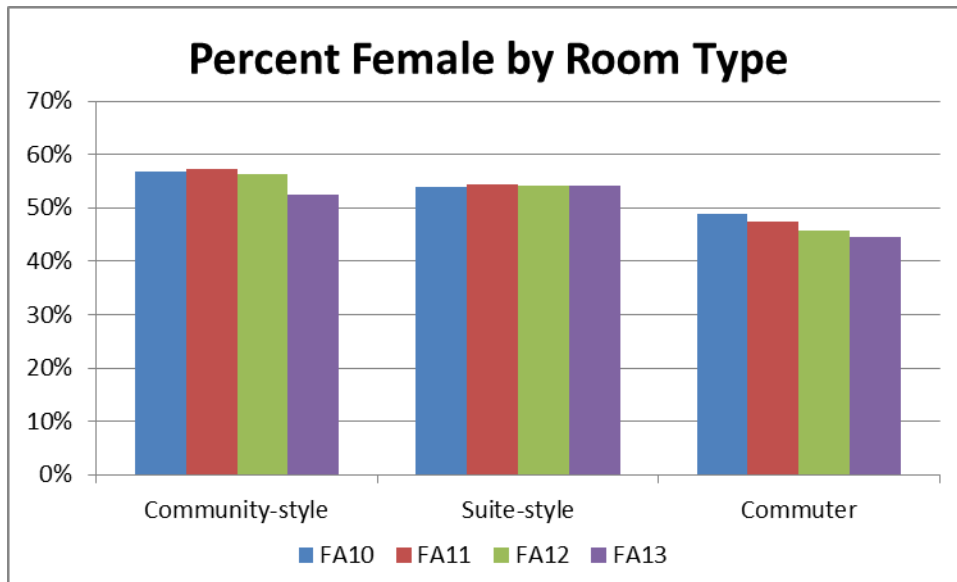


On average the Honor's building and Braiden Hall have the largest percentage of female students and the Engineering building has the smallest. Generally, the percent of female students by residence hall is relatively stable

across the four years with Newsom and Westfall Halls being exceptions. Forty-seven percent of commuter students are female which is slightly lower than the overall average.

Figure 13 displays the percent of female students by residence hall room type and commuter students

FIGURE 13. PERCENT FEMALE BY ROOM TYPE



Compared to the suite-style rooms, the community-style rooms have a slightly larger proportion of female students in the 2010-11 through 2012-13 academic years; however, this flips in the 2013-14 academic year.

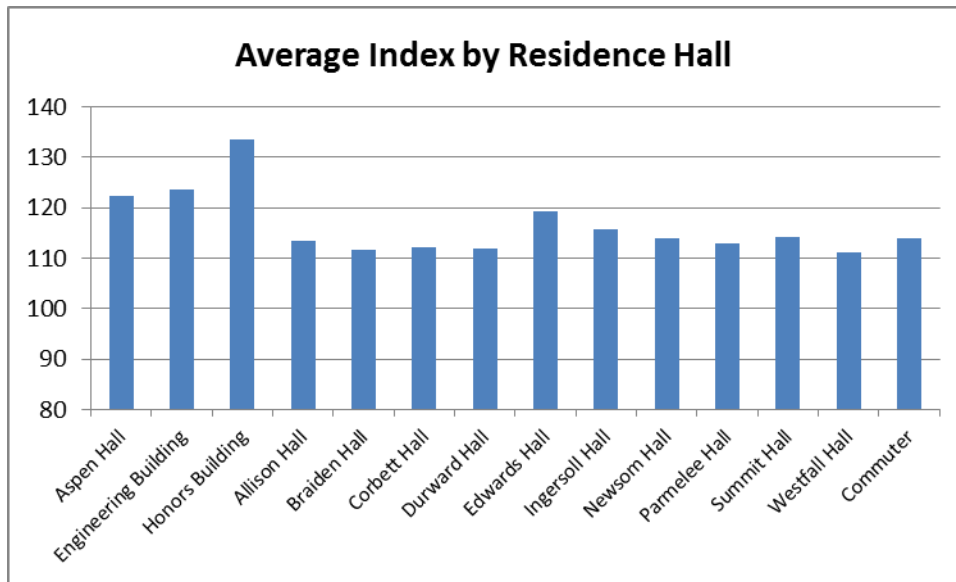
## RESIDENCE HALL ACADEMICS

The second part of this section presents academic characteristics of residence hall and commuter students.

### INDEX

The average Index among residence hall and commuter students is 116. Figure 14 shows the average index by residence hall for all students from 2010-11 to 2013-14. Index does not vary much by academic year so figure 4 displays the average index score by residence hall over the four most recent academic years.

FIGURE 14. AVERAGE INDEX BY RESIDENCE HALL

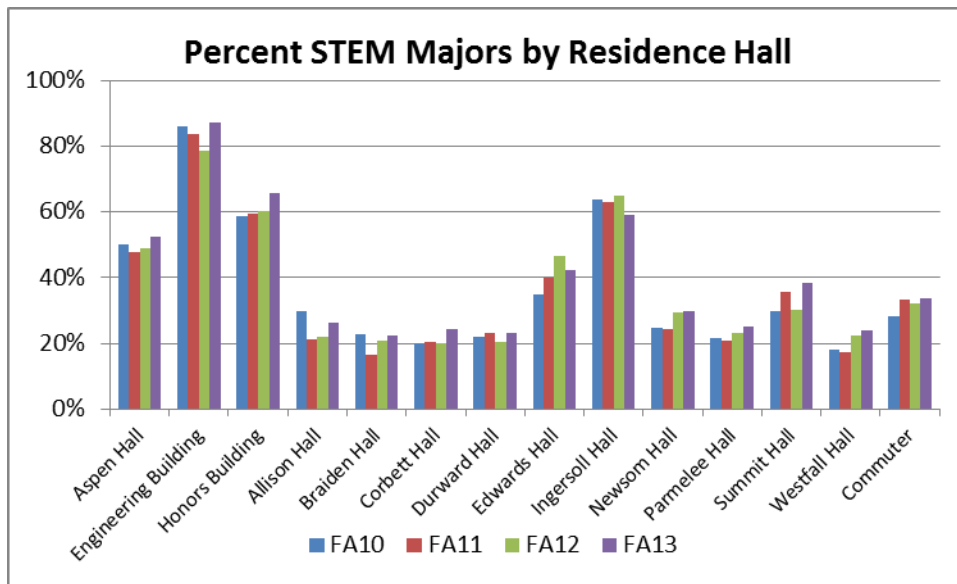


Average index is highest in Academic Village. Among these three buildings the average index is 127. The average index excluding Academic Village is 114. Corbett, Durward, and Braiden have an average index of 112, which is the lowest average index among all of the residence halls. Commuter students have an average index of 114.

### MAJOR

About 33% of residence hall and commuter students have a major that falls within a STEM discipline. Figure 15 display the percent of students that have a STEM major by residence hall or commuter status.

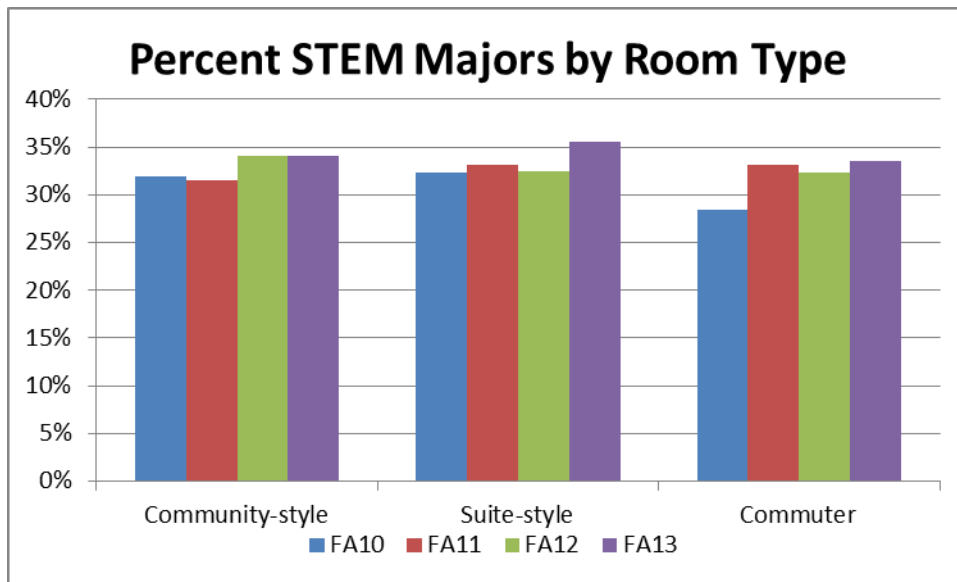
FIGURE 15. PERCENT STEM MAJORS BY RESIDENCE HALL



The largest proportion of STEM majors are in the Engineering building and Ingersoll Hall. Allison, Braiden, Corbett, Durward, Parmelee, and Westfall Halls all have lower than average proportions of STEM majors (<26%). On average, about 32% of commuter students are a STEM major, which is very similar to the overall average.

Figure 16 displays the percent of students with a STEM major by residence hall room type and commuter status.

FIGURE 16. PERCENT STEM MAJORS BY ROOM TYPE



The proportion of STEM majors is very similar for residence hall students living in both room types as well as commuter students.

## 2012 NSSE RESULTS BY RESIDENCE HALL STATUS

The third section of this report reviews CSU 2012 NSSE results by residence hall status. This section of the report includes all students who responded to the 2012 NSSE survey. Ninety-five percent (1598/1691) of first year NSSE respondents and 3% (47/1713) of senior NSSE respondents lived in the residence hall during the 2011-12 academic year.

### SUPPORTIVE CAMPUS ENVIRONMENT BENCHMARK BY RESIDENCE HALL STATUS

This section compares the responses of residence hall students to non-residence hall students at both the first year and senior level for the Supportive Campus Environment (SCE) benchmark. A NSSE benchmark is a composite score of multiple NSSE items that cluster around one construct. The premise for the SCE benchmark is that students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Table 1 shows the SCE average scores for residence hall students and to non-residence hall students.

TABLE 1. SUPPORTIVE CAMPUS ENVIRONMENT

	Residence Hall		Non-Residence Hall		Statistical Comparison	
	Mean <sup>a</sup>	Sample Size	Mean	Sample Size	Significance <sup>b</sup>	Effect Size <sup>c</sup>
First Year	64.4	1537	60.8	87	*	0.2
Senior	61.9	47	58.4	1597		

<sup>a</sup> Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important.

<sup>b</sup> \*  $p < .1$  \*\*  $p < .05$  \*\*\*  $p < .01$  (2-tailed)

<sup>c</sup> Effect size (only shown for statistically significant differences) indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large.

On average both first year and senior students who live in a residence hall have slightly higher mean scores for the SCE benchmark compared to students who do not live in a residence hall. This observed positive difference for residence hall students is only statistically significant for first year students and the effect size of the first year difference is still considered small. Thus, there is not a dramatic difference in the SCE benchmark for residence hall students compared to non-residence hall students; however, if a difference in the average SCE score exists it tends to be more positive for residence hall students.



## SUPPORTIVE CAMPUS ENVIRONMENT ITEMS BY RESIDENCE HALL STATUS

This section of the NSSE results goes deeper into the SCE benchmark by examining the item level responses for each NSSE item that contributes to the SCE benchmark by residence hall status for both first year and senior students. The tables below display the response distributions. Differences in the proportions between residence hall and non-residence hall students are statistically evaluated using a chi-squared test. If a significant difference in proportions across residence hall status exists the p-value is listed along with a measure of effect size (Cramer's V).

Table 2 displays the proportional responses to a question that asks about the quality of relationships with faculty members by residence hall status.

TABLE 2. QUALITY OF RELATIONSHIPS WITH FACULTY MEMBERS

	What is the quality of your relationships with faculty members?			
	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Unavailable, Unhelpful,	9.1%	10.1%	8.5%	8.6%
Neutral	21.6%	21.3%	10.6%	13.2%
Available, Helpful, Sympathetic	69.3%	68.5%	80.9%	78.2%

Responses to this question are very similar between non-residence hall and residence hall students at both the senior and first year level. For instance, about 69% of all first year students (non-residence hall and residence hall) rated the quality of their relationships with faculty at the highest level while 80.9% of senior residence hall students and 78.2% of non-residence hall seniors gave their relationships with faculty the highest rating.

Table 3 displays the proportional responses to a question that asks about the quality of relationships with other students by residence hall status.

TABLE 3. QUALITY OF RELATIONSHIPS WITH OTHER STUDENTS

	What is the quality of your relationships with other students?			
	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Unfriendly, Unsupportive,				
Sense of alienation	6.0%	11.2%	10.6%	6.8%
Neutral	9.4%	12.4%	4.3%	9.7%
Friendly, Supportive, Sense of belonging	84.5%	76.4%	85.1%	83.5%

First year students who live in the residence hall (84.5%) are more likely to rank their relationships with other students in the highest category compared to first year students who don't live in the residence halls (76.4%). This difference in proportions is statistically significant ( $p=.08$ ,  $v=.056$ ). Although not statistically significant, it is interesting that a slightly larger proportion of residence hall seniors rank their relationship with other students in the lowest (10.6% compared to 6.8%) and also in highest category (85.1% compared to 83.5%) compared to non-residence hall seniors.

Table 4 displays the proportional responses to a question that asks about the quality of relationships with campus staff by residence hall status.

TABLE 4. QUALITY OF RELATIONSHIPS WITH CAMPUS STAFF

What is the quality of your relationships with administrative personnel and offices?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Unhelpful, Inconsiderate, Rigid	15.6%	16.9%	21.3%	21.6%
Neutral	26.3%	16.9%	17.0%	22.0%
Helpful, Considerate, Flexible	58.1%	66.3%	61.7%	56.4%

Although not statistically significant it is curious that a slightly lower proportion of residence hall first year students (58.1%) ranked their relationship with campus administrators in the highest category compared to the proportion of non-residence hall first year students (66.3%). This trend flips at the senior level (61.7% residence hall seniors compared to 56.4% non-residence hall seniors).

Table 5 displays the proportional responses to a question that asks about the level of institutional academic support by residence hall status.

TABLE 5. INSTITUTIONAL SUPPORT FOR ACADEMICS

To what extent does your institution provide the support you need to help you succeed academically?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Very little or some	16.7%	19.8%	21.3%	27.4%
Quite a bit or very much	83.3%	80.2%	78.7%	72.6%

Although not a statistically significant difference, a slightly larger proportion of residence hall first year and senior students (83.3% and 78.7%; respectively) feel that CSU is supportive of them academically compared to the proportions of first year and senior non-residence hall students (80.2% and 72.6%)

Table 6 displays the proportional responses to a question that asks about the level of non-academic support by residence hall status.

TABLE 6. INSTITUTIONAL SUPPORT FOR NON-ACADEMICS

To what extent does your institution help you cope with your non-academic responsibilities?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Very little or some	55.8%	64.4%	61.7%	73.8%
Quite a bit or very much	44.2%	35.6%	38.3%	26.2%

Both first year and senior residence hall students (44.2% and 38.3%; respectively) are more likely to say that CSU helps them cope with non-academic responsibilities compared to their non-residence hall peers (35.6% and 26.2%). The difference in proportions is only statistically significant for seniors ( $p=.065$ ,  $v=.046$ ).

Table 7 displays the proportional responses to a question that asks about the level of social support by residence hall status.

TABLE 7. INSTITUTIONAL SUPPORT FOR SOCIAL ACTIVITIES

To what extent does your institution provide the support you need to thrive socially?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Very little or some	43.2%	54.7%	68.9%	63.4%
Quite a bit or very much	56.8%	45.3%	31.1%	36.6%

More first year residence hall students (56.8%) feel that CSU provides the support they need to thrive socially compared to first year non-residence hall students (45.3%). This difference in proportions is statistically significant ( $p=.037$ ,  $v=.052$ ). Although not statistically significant, these results are opposite at the senior level (31.1% of residence hall and 36.6% of non-residence hall).

## HIGH IMPACT ACADEMIC ACTIVITIES BY RESIDENCE HALL STATUS

This section of the NSSE results section examines four NSSE items that ask students to report the frequency in which they engage in academic activities that are known to have a positive effect on learning.

Table 8 displays the proportional responses to a question that asks about the frequency of discussing classroom ideas outside of class.

TABLE 8. FREQUENCY OF DISCUSSING CLASSROOM TOPICS

During the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Never or sometimes	38.5%	39.8%	23.9%	31.6%
Often or very often	61.5%	60.2%	76.1%	68.4%

Slightly larger (not statistically significant) proportions of residence hall first year and senior students (61.5% and 76.1%; respectively) responded that they did this often or very often compared to non-residence hall first year and senior students (60.2% and 68.4%).

Table 9 displays the proportional responses to a question that asks students about the frequency of tutoring other students.

TABLE 9. FREQUENCY OF TUTORING OTHER STUDENTS

During the current school year, about how often have you tutored or taught other students (paid or voluntary) ?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Never or sometimes	81.7%	85.2%	55.3%	75.8%
Often or very often	18.3%	14.8%	44.7%	24.2%

The majority of students do not report tutoring other students; however, 44.7% of residence hall seniors reported a higher frequency of tutoring which is a larger proportion (statistically significant) compared to the 24.2% of non-residence hall seniors ( $p=.001$ ,  $v=.079$ ).

Table 10 displays the proportional responses to a question that asks students about the frequency of working with other students.

TABLE 10. FREQUENCY OF WORKING WITH OTHER STUDENTS

During the current school year, about how often have you worked with classmates outside of class to prepare class assignments ?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Never or sometimes	47.7%	64.5%	28.3%	32.4%
Often or very often	52.3%	35.5%	71.7%	67.6%

A larger proportion of first year residence hall students (52.3%) work with classmates outside of class compared to non-residence hall first year students (35.5%). This difference in proportions is statistically significant ( $p=.002$ ,

v=.077). This trend holds at the senior level (71.7% of residence hall seniors and 67.6% of non-residence hall seniors), but it is not statistically significant.

Table 11 displays the proportional responses to a question that asks students about their plans to conduct research as an undergraduate student.

**TABLE 11. UNDERGRADUATE RESEARCH PLANS**

Have you done or do you plan to work on a research project with a faculty member outside of course or program requirements?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Do not plan to do	24.7%	47.3%	35.9%	54.8%
Have done or plan to do	75.3%	52.7%	64.1%	45.2%

A larger proportion of both first year and senior residence hall students (75.3% and 64.1%; respectively) have done or plan to do undergraduate research compared to the proportion of first year and senior non-residence hall students (52.7% and 45.2%). These differences in proportions are statistically significant at both the first year and senior levels ( $p < .000$ ,  $v = .114$  and  $p = .020$ ,  $v = .062$ ; respectively).

## CO-CURRICULAR ACTIVITIES BY RESIDENCE HALL STATUS

This section of the NSSE results section examines three NSSE items that ask students to report the frequency in which they engage in co-curricular activities. Similar to the SCE and high impact academic activity NSSE items, residence hall students (at both the first year and senior levels) tend to have slightly larger proportions of students that respond positively; however, statistically significant differences are rare and effect sizes are often small.

Table 12 displays the responses to the NSSE item that asks students to report how often they engage in physical activity.

**TABLE 12. FREQUENCY OF PHYSICAL ACTIVITY**

During the current school year, about how often have you exercised or participated in physical fitness activities?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Never or sometimes	28.1%	30.0%	46.8%	32.7%
Often or very often	71.9%	70.0%	53.2%	67.3%

Similar proportions of residence hall and non-residence hall first year students (71.9% and 70.0%; respectively) report that they exercise often or very often. However, a larger proportion of non-residence hall seniors (67.3%) report exercising frequently compared to residence hall seniors (53.2%). This is a statistically significant difference in proportions ( $p=.043$ ,  $v=.05$ ).

Table 13 displays the responses to the NSSE item that asks students to report how often they participate in service learning.

**TABLE 13. FREQUENCY OF SERVICE LEARNING**

During the current school year, about how often have you participated in a community-based project (e.g., service learning) as part of a regular course?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Never or sometimes	86.0%	94.4%	76.1%	82.0%
Often or very often	14.0%	5.6%	23.9%	18.0%

A larger proportion of first year residence hall students (14%) report engaging in classroom service learning activities compared to first year non-residence hall students (5.6%). This is a statistically significant difference in proportions ( $p=.025$ ,  $v=.055$ ). Although not statistically significant, this trend continues at the senior level.

Table 14 displays the results for the NSSE question that asks students to report how often they attend cultural performances.

**TABLE 14. FREQUENCY OF ART PERFORMANCE ATTENDANCE**

During the current school year, about how often have you attended an art exhibit, play, dance, music, theater, or other performance?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Never or sometimes	78.0%	84.4%	71.7%	81.7%
Often or very often	22.0%	15.6%	28.3%	18.3%

A larger proportion of residence hall first year and senior students (22% and 28.3%; respectively) attend cultural performances often or very often compared to non- residence hall first year and senior students (15.6% and 18.3%). However, this difference in proportions is only statistically significant for seniors ( $p=.086$ ,  $v=.042$ ).

## DIVERSITY EXPERIENCES BY RESIDENCE HALL STATUS

This section examines two NSSE items that ask students how often they engage in discussions with students who are different from themselves. Unlike the other NSSE sections, the results regarding these questions show strong associations with residence hall status and higher frequency of engaging with students who are different from themselves.

Table 14 displays the proportional responses to a question about diverse experiences regarding other students' ethnicity.

**TABLE 15. INTERACTIONS WITH STUDENTS OF A DIFFERENT ETHNICITY**

During the current school year, about how often have you had serious conversations with students of a different race or ethnicity than your own?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Never or sometimes	48.4%	59.1%	34.8%	54.6%
Often or very often	51.6%	40.9%	65.2%	45.4%

A larger proportion of first year and senior residence hall students (51.5% and 65.2%; respectively) report frequent contact with students who are different from themselves in terms of ethnicity compared to first year and senior non-residence hall students (40.9% and 45.4%). These differences are statistically significant for first year students ( $p=.051$ ,  $v=.048$ ) and seniors ( $p=.008$ ,  $v=.065$ ).

Table 16 displays the proportional responses to a question about diverse experiences regarding other students' values and beliefs.

**TABLE 16. INTERACTIONS WITH STUDENTS OF DIFFERENT VALUES/BELIEFS**

During the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
Never or sometimes	37.9%	53.4%	19.6%	43.9%
Often or very often	62.1%	46.6%	80.4%	56.1%

A larger proportion of first year and senior residence hall students (62.1% and 80.4%; respectively) report frequent contact with students who are different from themselves in terms of values and beliefs compared to first year and senior non-residence hall students (46.6% and 56.1%). These differences are statistically significant for first year students ( $p=.004$ ,  $v=.072$ ) and seniors ( $p=.001$ ,  $v=.08$ ).



## TIME ALLOCATION BY RESIDENCE HALL STATUS

This final section of NSSE results looks at academic and co-curricular time allocation by residence hall status.

Table 17 shows the first year and senior response distributions by residence hall status to a question that asks students to report how much time they spend studying/preparing for class.

TABLE 17. AMOUNT OF TIME SPENT PREPARING FOR CLASS

About how many hours do you spend in a typical 7-day week preparing for class?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
0 to 10 hours	29.3%	36.4%	30.4%	29.5%
11 to 20 hours	43.3%	37.5%	26.1%	39.7%
20 to 30 hours	20.7%	19.3%	26.1%	19.2%
more than 30 hours	6.8%	6.8%	17.4%	11.5%

No statistically significant differences in proportions by residence hall status exist for first year or senior students. However, a slightly larger proportion of non-residence hall first year students (36.4%) report spending an inadequate amount of time preparing for class compared to first year residence hall students (29.3%). Additionally, slightly larger proportions of residence hall seniors (26.1% and 17.4%) report spending 20 to 30 hours or 30+ hours a week compared to non-residence hall seniors (19.2% and 11.5%).

Table 18 shows the first year and senior response distributions by residence hall status to a question that asks students to report how much time they spend on co-curricular activities.

TABLE 18. AMOUNT OF TIME SPENT IN CO-CURRICULAR ACTIVITIES

About how many hours do you spend in a typical 7-day week participating in co-curricular activities?

	First Year		Senior	
	Residence Hall	Non-Residence Hall	Residence Hall	Non-Residence Hall
0 to 10 hours	85.3%	85.4%	72.3%	84.3%
11 to 20 hours	12.2%	11.2%	14.9%	11.8%
20 to 30 hours	1.8%	1.1%	6.4%	2.9%
more than 30 hours	0.8%	2.2%	6.4%	1.0%

There is very little difference in the amount of time first year students report spending on co-curricular activities by residence hall status. However, residence hall seniors are more likely to spend time on co-curricular activities compared to non-residence hall seniors. This difference is statistically significant ( $p=.002$ ,  $v=.094$ ).

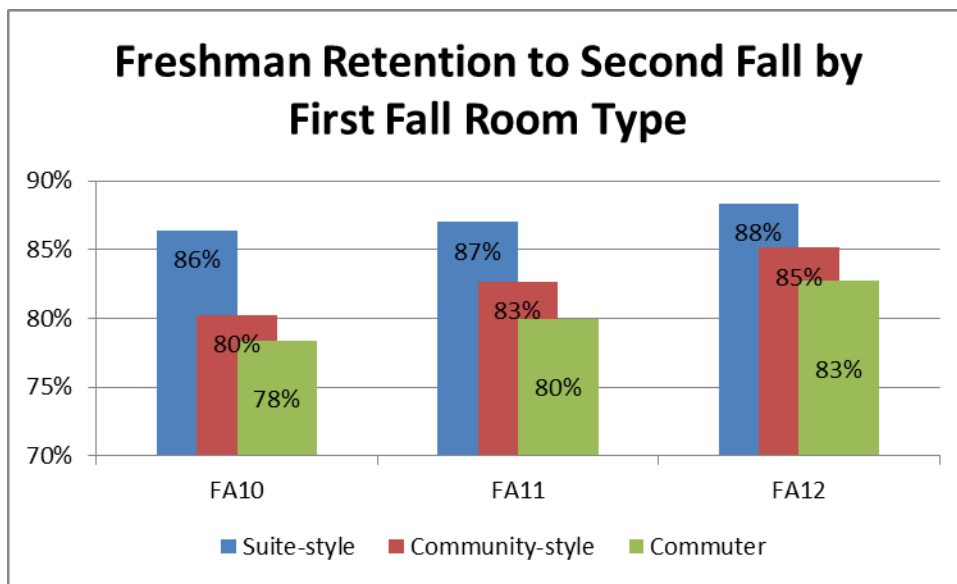
## STUDENT SUCCESS BY RESIDENCE HALL STATUS

This final section of the report presents three direct measures of student success (second fall retention, third fall retention, and first year GPA) for full-time, first-time freshmen by residence hall or commuter status. The data presented in this fourth section of the report includes new freshmen who started in Fall 2010, Fall 2011, or Fall 2012.

### RETENTION TO SECOND AND THIRD YEAR

Second fall and third fall retention has increased each year for the FA10, FA11, and FA12 cohorts. Figure 17 shows the freshman retention rates to the second fall semester for residence hall students by first year room type and commuter students.

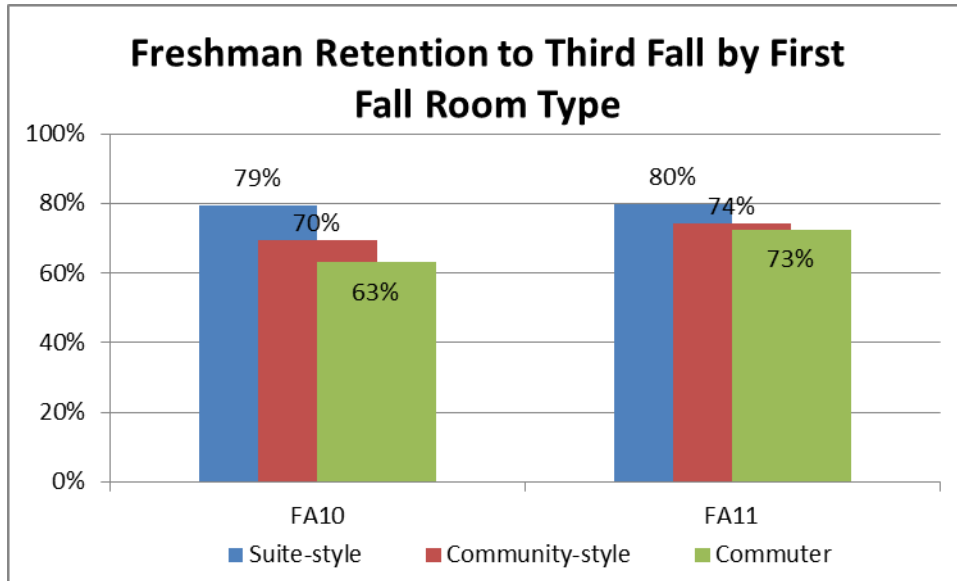
FIGURE 17. FRESHMAN RETENTION TO SECOND FALL BY ROOM TYPE



Residence hall students who live in the suite-style rooms have the highest retention rates in each of the three cohorts. Commuter students have the lowest retention rates.

Figure 18 shows the freshman retention rates to the third fall semester for residence hall students by first year room type and commuter students.

FIGURE 18. FRESHMAN RETENTION TO THIRD FALL BY ROOM TYPE



Residence hall students who live in the suite-style rooms have the highest third year retention rates in each of the two cohorts. Commuter students have the lowest retention rates.

Figure 19 shows the freshman retention rates to the second and third fall semester by residence hall or commuter status. The information by residence hall is presented as an average over the three cohorts.

FIGURE 19. AVERAGE FRESHMAN RETENTION TO SECOND AND THIRD FALL BY RESIDENCE HALL

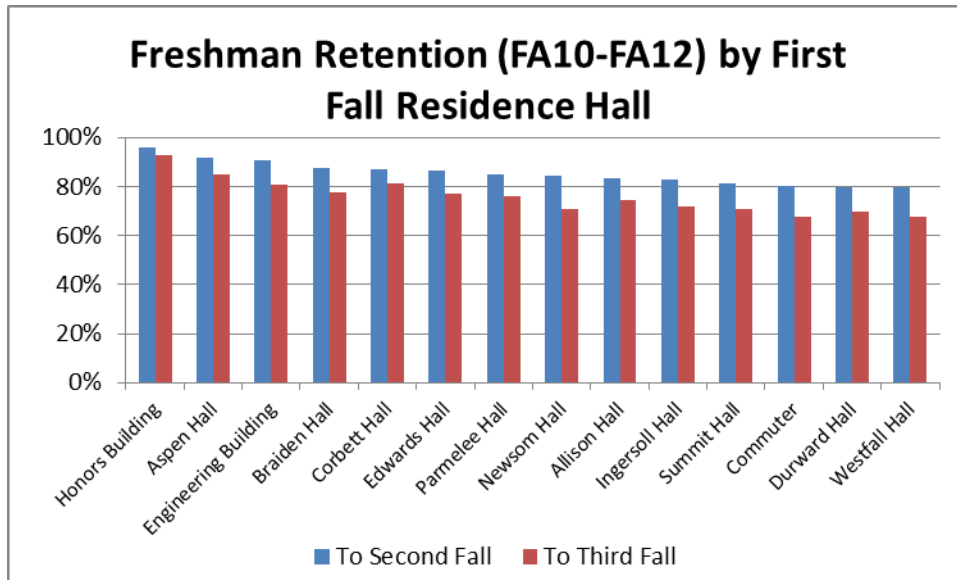


Figure 19 is ordered by highest first year retention rate. Students in Academic Village have the highest retention rates and students in Durward and Westfall Hall have the lowest retention rates. Commuter students have a retention rate that is equivalent to the rates in Durward and Westfall.

## FIRST YEAR GPA BY RESIDENCE HALL STATUS

Students' first and second term GPA is the third direct measure of students' success. There is not significant variation in student GPA between the FA10, FA11, and FA12 cohorts so the information by residence hall or room type is averaged over the three cohorts. Students that opt into the Engineering Pass/Fail program do not have a GPA included in the fall average.

Table 19 displays the average first and second term GPA for residence hall students by room type and commuter students.

TABLE 19. AVERAGE FIRST FALL AND SPRING GPA BY ROOM TYPE

First Year Average GPA by Room Type		
	Fall	Spring
Suite-style	2.96	2.92
Commuter	2.86	2.74
Community-style	2.74	2.76

Table 19 is ordered by the highest first fall GPA. Students living in the suite-style rooms have the highest first fall and spring term GPA's. Commuter students have an average fall semester GPA that is higher than residence-hall students who live in the community rooms; however, this trend does not hold for the second spring semester.

Table 20 displays the average first and second term GPA for residence hall students by residence hall and commuter students.

TABLE 20. AVERAGE FIRST FALL AND SPRING GPA BY RESIDENCE HALL

First Year Average GPA by Residence Hall		
	Fall	Spring
Honors Building	3.68	3.62
Aspen Hall	3.18	3.08
Edwards Hall	2.97	2.94
Braiden Hall	2.95	2.81
Corbett Hall	2.90	2.93
Commuter	2.86	2.74
Parmelee Hall	2.84	2.89
Engineering Building	2.84	2.60
Summit Hall	2.84	2.85
Newsom Hall	2.78	2.80
Allison Hall	2.74	2.75
Ingersoll Hall	2.71	2.68
Durward Hall	2.69	2.73
Westfall Hall	2.58	2.67

Table 20 is ordered by the highest first fall GPA. Despite having retention rates that are the lowest among the residence halls, commuter students' average GPA fall mid-range among the residence hall GPA averages.