

# *The Effects of Student Housing on Student Success*

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# *Agenda*

- Introduction – Angela
- Explanations – Nate
- Methodology – Cathy
- Where we go from here – Rodney

# *Background*

- Student Retention and Institutional Research collaboratively released their second Student Retention Report in 2010
- Report included mostly descriptive statistics
- Driven by questions about the value of CLU campus housing

# *CLU History*

- Founded as a religiously affiliated small liberal arts college in 1959
- Became a university in 1986
- Comprehensive university, servicing approximately 2800 undergraduates and 1400 graduate students
- Undergraduate population is still primarily composed of “traditional” students

# *Housing*

- Traditional undergraduate students are required to live on campus through the junior year or live within 30 miles with a parent/guardian
- Housing is suite style
- 78% of first year students live on campus
- 53% of traditional undergraduate students live on campus

# *What did the data say?*

- Descriptive statistics
- Misconceptions

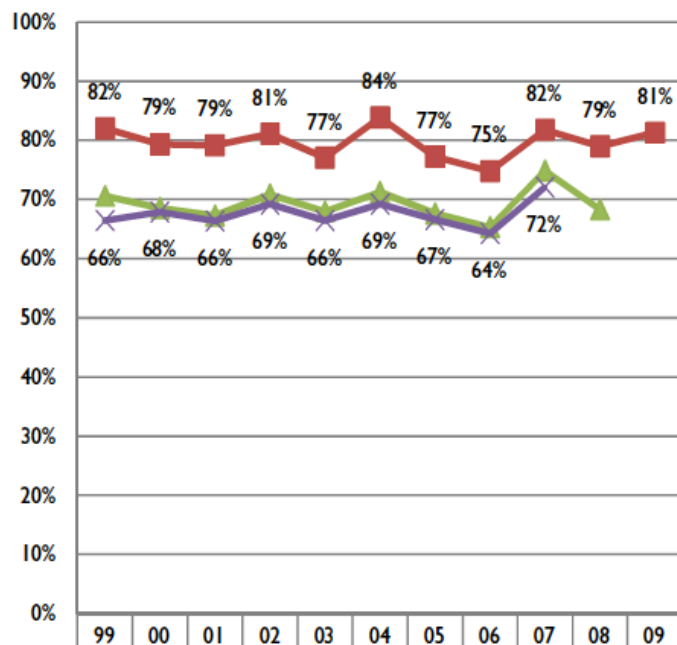
***Contrary to accepted thought, residential students at CLU do not retain and graduate at higher rates.***

- ***The five year average of the six-year graduation rate for on-campus residential students is 64% and commuters is 67%. Average for all students is 64%.***

# Original Data from 2010

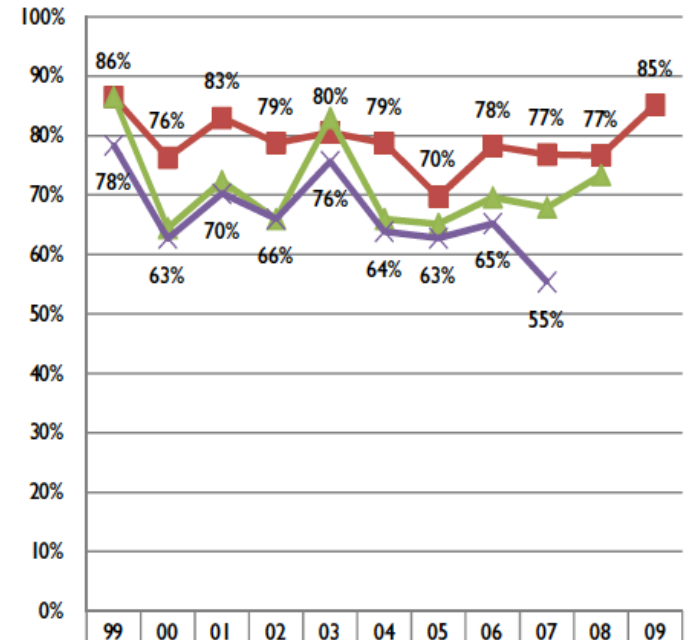
## Student Retention

### Campus Residents



% Retained 2nd yr	82%	79%	79%	81%	77%	84%	77%	75%	82%	79%	81%
% Retained 3rd yr	71%	69%	67%	71%	68%	71%	68%	65%	75%	68%	
% Retained 4th yr or graduated	66%	68%	66%	69%	66%	69%	67%	64%	72%		
On Campus Residents	289	305	345	322	331	396	386	392	390	423	417

### Commuters

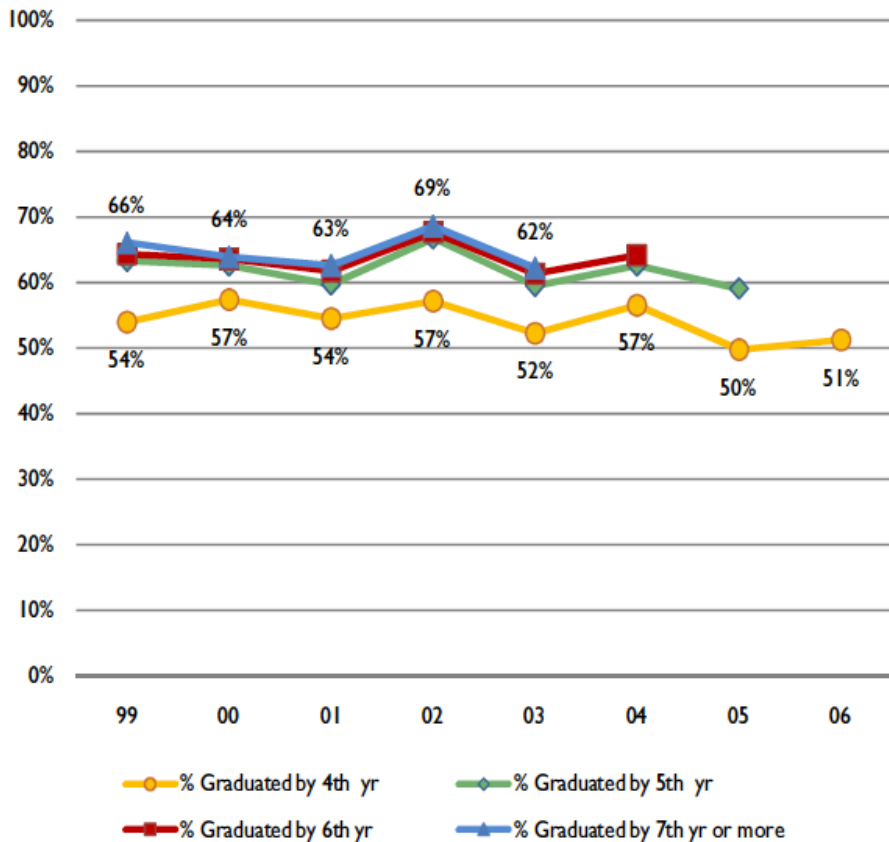


% Retained 2nd yr	86%	76%	83%	79%	80%	79%	70%	78%	77%	77%	85%
% Retained 3rd yr	86%	64%	72%	66%	83%	66%	65%	70%	68%	73%	
% Retained 4th yr or graduated	78%	63%	70%	66%	76%	64%	63%	65%	55%		
Commuters	37	59	47	47	41	47	43	46	56	60	74

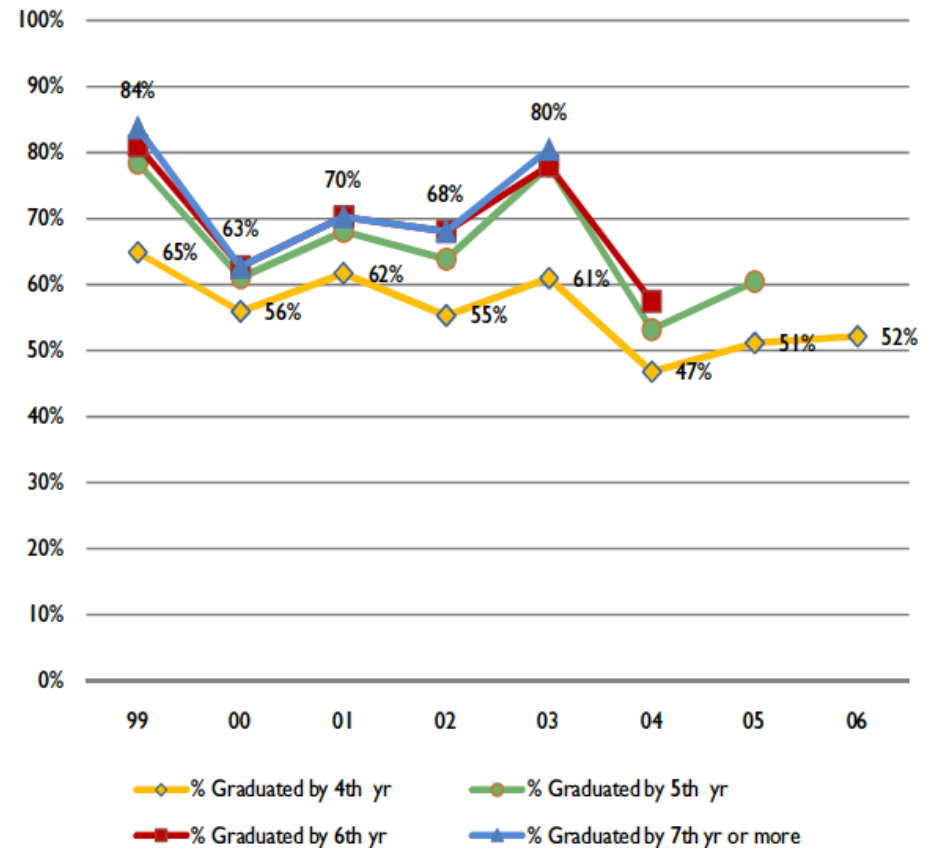
# Original Data from 2010

## Graduation Rates

### Campus Residents

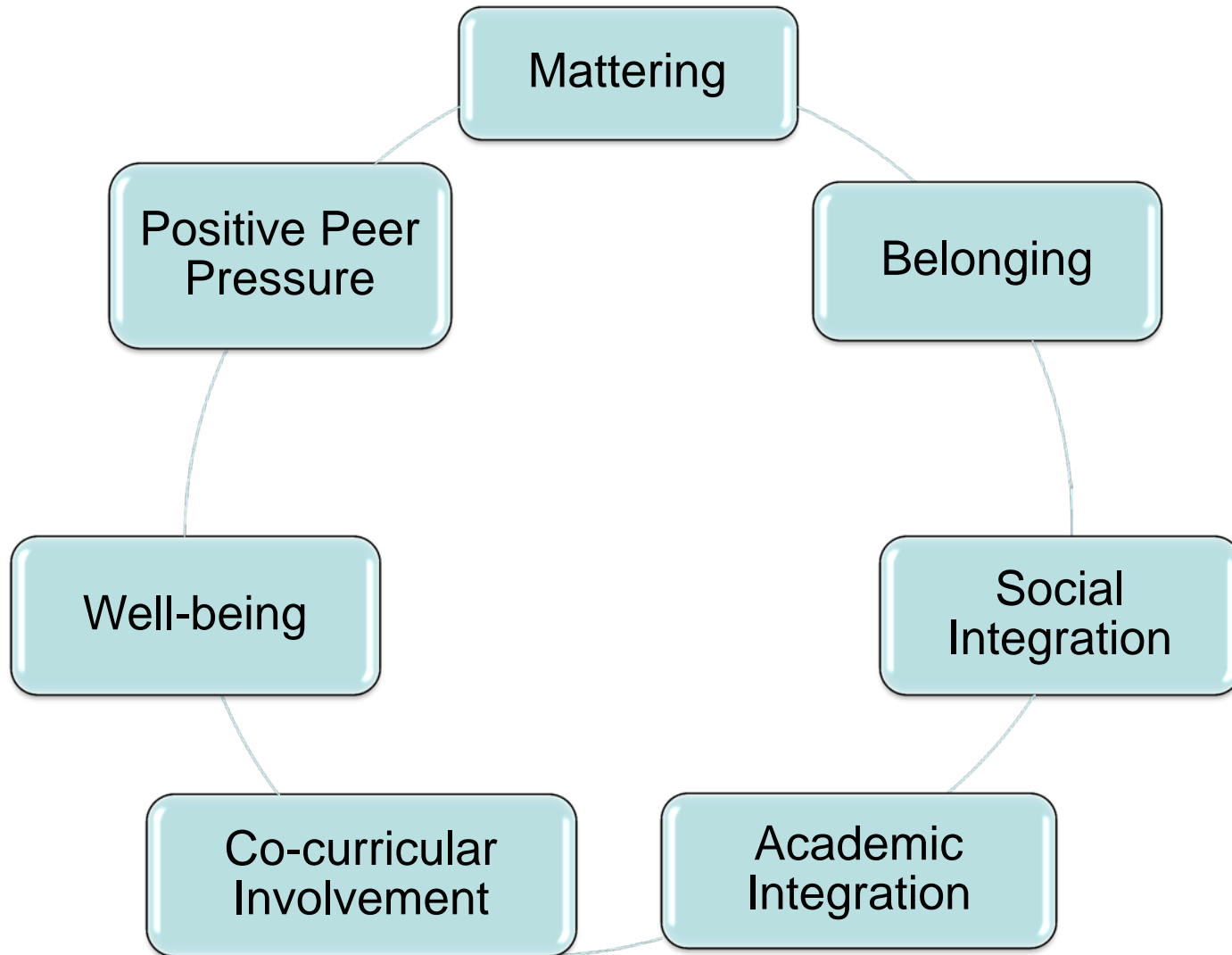


### Commuters





# *Explanations: Broad Concepts*



# *Concept Specifics*

- Residential living has a positive impact because:
  - Advising and Mentoring
    - The Residence Life staff, roommates, friends in the hall, make students feel that others are interested in them, depend on them, and are concerned about their fate. That sense of mattering.
  - Social Integration
    - Living in the halls fosters the formation of friendships and social interaction through RA programming, coincidental interactions, etc.
    - Co-curricular Involvement – Easy access to clubs and organizations, leadership opportunities, campus programming, IM sports, etc.
    - Sense of Belonging.

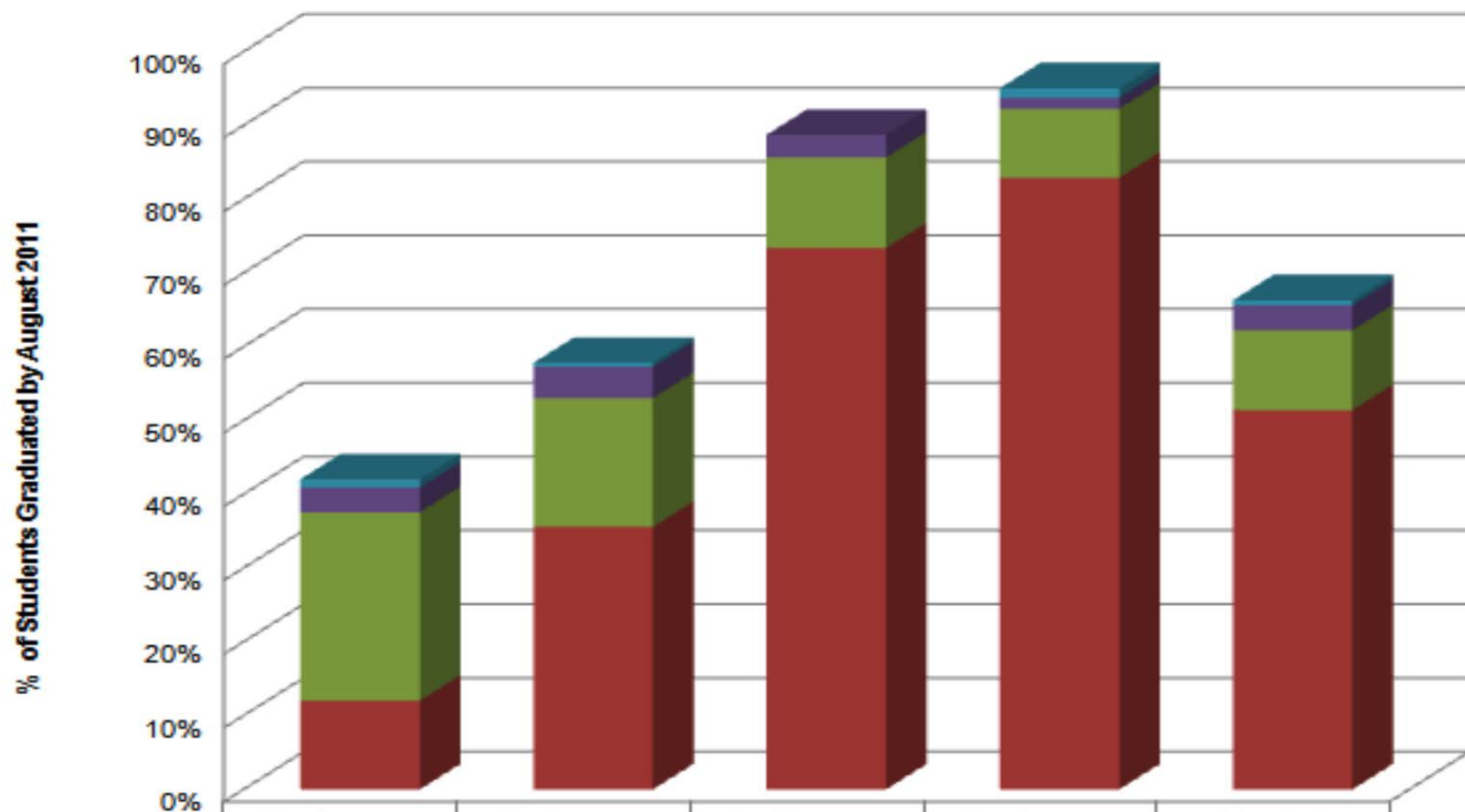
# *Concept Specifics Continued*

- Residential living has a positive impact because:
  - Educational Self-Efficacy
    - Well-being – Eliminates stress of finding an apartment, paying bills, transportation to campus; allows being surrounded by people of the same age going through the same things.
  - Academic Integration
    - Easy access to classes, office hours, study groups, etc.
    - Positive Peer Pressure – Everyone around them going to class, studying, going abroad, etc.
  - Commitment to the University
    - Living in the halls fosters a sense of community that helps students to feel they belong at Cal Lutheran.

# *Methodology*

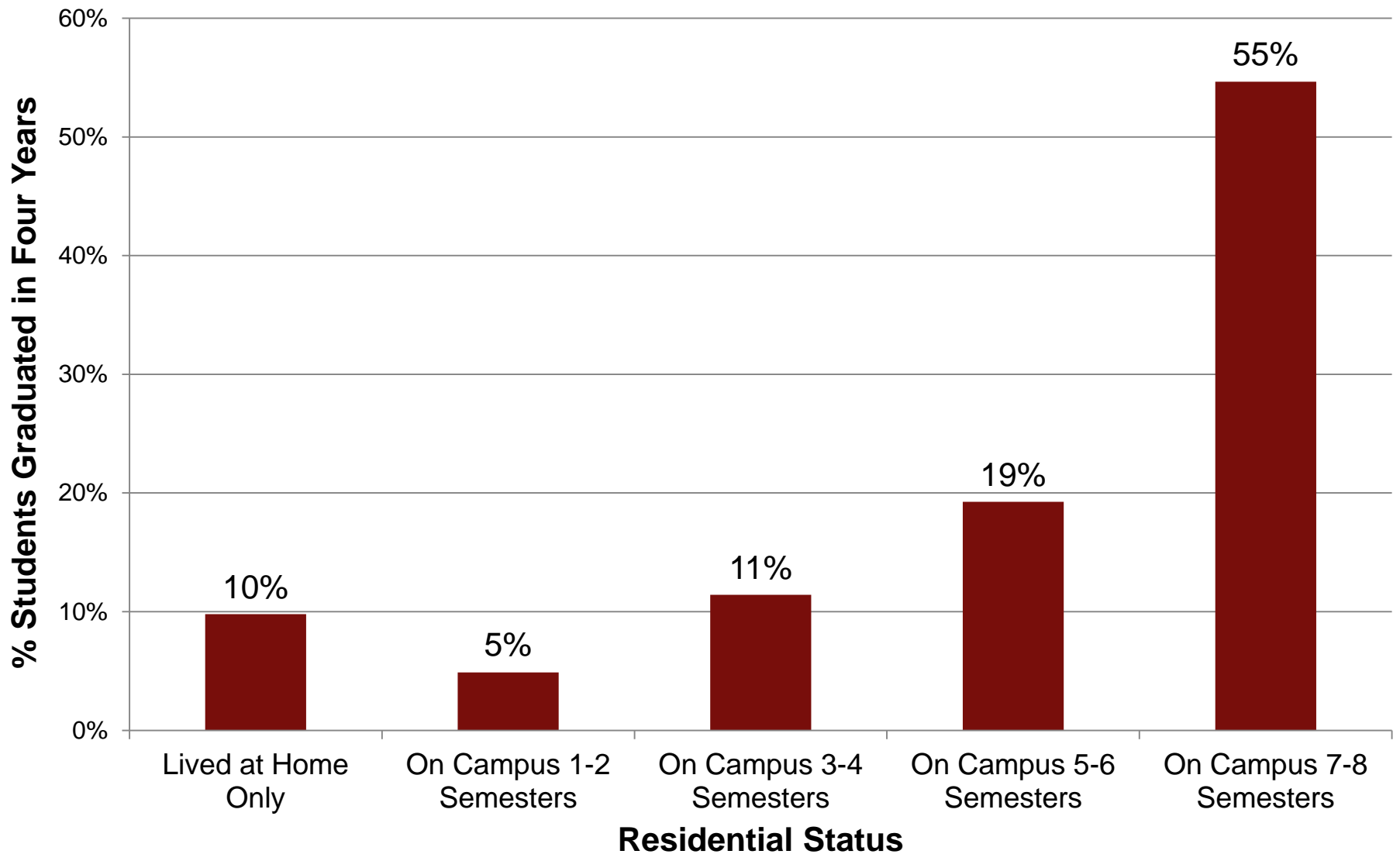
- New Question
  - What effect does student housing have on student success?
- Expanded Analysis
  - Proportion
  - Regression
- Additional Variables
  - Entering Academic Preparedness
  - College Academic Achievement
  - Pell Grant Recipient
  - Type and Time in Housing
  - Gender
  - Underrepresented Ethnic Group
  - Varsity Athlete
  - Grades in Math 110 & English 101

## First-Time Freshmen Percent Graduated by Residential Status Fall Cohorts Entering Between 2000 and 2005 (N=1521 )



	On Campus 1-2 Semesters	On Campus 3-4 Semesters	On Campus 5-6 Semesters	On Campus 7-8 Semesters	Lived at Home
# Students	90	189	293	801	148
Graduated by August 2011	17%	46%	87%	94%	60%
% Graduated in 6+ Years	1%	1%	0%	1%	1%
% Graduated in 6 Years	3%	4%	3%	1%	3%
% Graduated in 5 Years	26%	17%	12%	9%	11%
% Graduated in 4 Years	12%	36%	73%	83%	51%

# First-Time Freshmen Who Graduated in Four Years Fall Cohorts Entering Between 2000 and 2005 (N=1288)



# Results

## Regression Coefficients for Predicting Undergraduate Graduation from CLU for 2000 to 2005 Cohorts

	Variable	BETA	t	Sig.
<b>Predictors</b>	Time in on-campus Housing	<b>.410</b>	24.236	.000
	Cum. GPA	<b>.397</b>	19.889	.000
	Varsity Athlete	.037	2.267	.023
<b>Non-Predictors</b>	Changed Majors	.020	.858	.391
	Poor ENG 101 grade	.018	1.122	.262
	Under Represented	.014	1.188	.235
	Poor MATH 110 grade	.012	.750	.453
	Gender	.008	.477	.634
	Pell Grant	-.024	-1.460	.144
	High School GPA	-.034	-1.799	.072

n = 2369

# *The Future*

Looking for mediating/moderating variables that explain the relationship between Housing and Graduation Rates





# *Wrap up/Conclusion*

- Major goals:
  - Justify housing
  - Housing contributes to student success
  - Market housing
- Key Finding:
  - Students who live on campus 6 or more semesters are MUCH more likely to graduate and graduate in four years

# *Questions/Comments?*

**Feel free to contact us:**

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Ask us for our cards!