Living Environments and Engagement: Results from a Multi-Campus Study

Robert Gonyea
Associate Director, Center for Postsecondary Research

Polly Graham
Project Associate, NSSE

Sarah Hurtado
Project Associate, NSSE Institute

ACUHO-I Conference
Providence, RI
June 2017
How many of you have attended our sessions in the last two years?

What prompted you to attend this session?
Agenda

• Background literature/context for this session
• Brief introduction to NSSE
• Overview of survey instrument, data, and methods
• Presentation of findings
• Large-group discussion about implications
• Q & A
Framing Question

From your perspective, what is it about living on campus that matters?
Historically, positive effects of living on campus related to:

- Belonging
- Engagement and involvement
- Openness to diversity
- Persistence
- GPA

The residence hall environment is “perhaps the single most consistent within-college determinant of the impact of college.”

Pascarella and Terenzini (1991, p. 611)
Current Research: Subdued

When considering living on campus...

Positive Findings

- Retention
- Graduation

Conflicting or Inconclusive Findings

- Subject matter competence
- Cognitive outcomes
- Diversity attitudes
- Educational and occupational values
- Academic self-concept

Negative Findings

- Psychological well-being, especially in the first year
Potential Reasons for Subdued Findings

- Impact of hall design
- Roommate configurations
- Increasing engagement of commuters
- Students increased use of social media and technology

“Living on campus probably used to be a more immersive experience [1970s – 1980s], with students within a residence hall communicating frequently with one another and going home somewhat rarely”

Mayhew et al., 2016, p. 545
Increased Focus on “Climate” of Residence Halls

• Academic and personal support are important
• Sense of community influences experience on campus
• Students of color experience racial microagressions

“Efforts to increase the frequency of interaction through [programmatic] means will likely foster communal potential”

Erb, Sinclair, & Braxton., 2015, p. 95
Limitations of Previous Research

Extant research

• General distinctions (on/off campus; commuters/residents)
• Particular programs (living-learning community, first-year seminar)
• Specific residence hall types (first-year students only)

Lacks layered distinctions

• Proximity to campus
• Roommates, housemates, single
• Programs available
• Amenities available
• Staff and personnel available
National Survey of Student Engagement (NSSE)

- Large-scale, multi-institutional survey administered annually to first-year and senior baccalaureate seeking students
- Asks students questions about their engagement in educationally purposeful in-class and out-of-class activities
- Focus on diagnostic & actionable information
- 10 Engagement Indicators and 6 High-Impact Practices
## Engagement Indicators

<table>
<thead>
<tr>
<th>Themes</th>
<th>Engagement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
</tr>
</tbody>
</table>
Perceived Gains Scale

- Working effectively with others
- Developing or clarifying a personal code of values or ethics
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Solving complex real world problems
- Being an informed and active citizen
Residence Variable

Which of the following best describes where you are living while attending college?

• Dormitory or other campus housing (not fraternity or sorority house)

• Residence (house, apartment, etc.) within walking distance to the institution

• Residence (house, apartment, etc.) farther than walking distance to the institution
Findings from Previous Studies

576 NSSE institutions from 2013-2016

• Excluded mainly residential and mainly commuter institutions

Focused on:

• Collaborative Learning
• Discussions with Diverse Others
• Student-Faculty Interaction
• Quality of Interactions
• Supportive Environment
• Perceived co-curricular gains
<table>
<thead>
<tr>
<th>Outcome Variables</th>
<th>On-Campus vs. Walking Distance</th>
<th>On-Campus vs Farther than Walk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning</td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student-Faculty Interactions</td>
<td></td>
<td>++</td>
</tr>
<tr>
<td>Other Engagement Measures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Current Study: Living Environments Item Set

- **Findings from 2013 & 2014 NSSE at 2015 ACUHO-I Annual Conference**
- **Based on feedback on our session we drafted an item set**
- **Items were reviewed by a number of survey design experts as well as ACUHO-I staff**
- **Items were appended to 2016 NSSE for select institutions**
- **Institutions had the opportunity to decline the items**

**Survey Questions: 1-2 minutes, 2008 completion**

1. Which of the following best describes where you live while attending college?
   - Dormitory room
   - Apartment/Independent living
   - Roommates or family house
   - Off-campus

2. Which of the following best describes where you live while attending college?
   - Dormitory room
   - Apartment/Independent living
   - Off-campus
   - Roommates or family house
   - Other

3. Which of the following best describes where you live while attending college?
   - Dormitory room
   - Apartment/Independent living
   - Off-campus
   - Roommates or family house
   - Other

4. Which of the following best describes where you live while attending college?
   - Dormitory room
   - Apartment/Independent living
   - Off-campus
   - Roommates or family house
   - Other

5. Which of the following best describes where you live while attending college?
   - Dormitory room
   - Apartment/Independent living
   - Off-campus
   - Roommates or family house
   - Other

6. Which of the following best describes where you live while attending college?
   - Dormitory room
   - Apartment/Independent living
   - Off-campus
   - Roommates or family house
   - Other

7. Which of the following best describes where you live while attending college?
   - Dormitory room
   - Apartment/Independent living
   - Off-campus
   - Roommates or family house
   - Other

8. Which of the following best describes where you live while attending college?
   - Dormitory room
   - Apartment/Independent living
   - Off-campus
   - Roommates or family house
   - Other

9. Which of the following best describes where you live while attending college?
   - Dormitory room
   - Apartment/Independent living
   - Off-campus
   - Roommates or family house
   - Other

10. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

11. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

12. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

13. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

14. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

15. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

16. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

17. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

18. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

19. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

20. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

21. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

22. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

23. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

24. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

25. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

26. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

27. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

28. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

29. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other

30. Which of the following best describes where you live while attending college?
    - Dormitory room
    - Apartment/Independent living
    - Off-campus
    - Roommates or family house
    - Other
Current Study: Living Environments Item Set

Topics include:

- Type of building or facility where students live
- Type of people with whom the student lives
- Opportunities available through the living place
- Types of staff or support persons provided by the living place
- Living-learning and thematic communities
- Perceptions of safety and community in the living place
## Sample

<table>
<thead>
<tr>
<th>Carnegie Classification</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Universities</td>
<td>6</td>
</tr>
<tr>
<td>Master’s Colleges &amp; Universities</td>
<td>9</td>
</tr>
<tr>
<td>Baccalaureate Colleges</td>
<td>18</td>
</tr>
<tr>
<td>Special Focus Four-Year</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>
## Sample

<table>
<thead>
<tr>
<th>Size</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Small (&lt; 1,000)</td>
<td>5</td>
</tr>
<tr>
<td>Small (1,000 – 2,500)</td>
<td>11</td>
</tr>
<tr>
<td>Medium (2,500-4,999)</td>
<td>8</td>
</tr>
<tr>
<td>Large (5,000-9,999)</td>
<td>6</td>
</tr>
<tr>
<td>Very Large (10,000 or more)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>
## Sample

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>On Campus (N=2,284)</th>
<th>Within Walking (N=379)</th>
<th>Farther Than Walking (N=1,620)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>86%</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>Gay</td>
<td>1%</td>
<td>&gt;1%</td>
<td>2%</td>
</tr>
<tr>
<td>Lesbian</td>
<td>&gt;1%</td>
<td>---</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>5%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Another sexual orientation</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Questioning or unsure</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>4%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>35%</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td>Woman</td>
<td>63%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>Another gender identity</td>
<td>1%</td>
<td>&gt;1%</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>&gt;1%</td>
<td>2%</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>Race or ethnicity</td>
<td>On Campus (N=2,284)</td>
<td>Within Walking (N=379)</td>
<td>Farther Than Walking (N=1,620)</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>&gt;1%</td>
<td>&gt;1%</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>15%</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>8%</td>
<td>26%</td>
<td>36%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>&gt;1%</td>
<td>&gt;1%</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td>Other</td>
<td>&gt;1%</td>
<td>2%</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>I prefer not to respond</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>
### Sample

<table>
<thead>
<tr>
<th>Age</th>
<th>On Campus (N=2,284)</th>
<th>Within Walking (N=379)</th>
<th>Farther Than Walking (N=1,620)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or younger</td>
<td>95%</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>20-23</td>
<td>5%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>24-29</td>
<td>&gt;1%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>30-39</td>
<td>---</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>40-55</td>
<td>---</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Over 55</td>
<td>---</td>
<td>&gt;1%</td>
<td>&gt;1%</td>
</tr>
<tr>
<td>First-generation</td>
<td>43%</td>
<td>54%</td>
<td>61%</td>
</tr>
<tr>
<td>Part-time students</td>
<td>&gt;1%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>International student</td>
<td>4%</td>
<td>12%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Methods—First Analysis

Block hierarchical regression

First block:
- Sex, race (White as reference), major (business as reference), first-generation, transfer, age, grades (“mostly A’s” as the reference).
- Dummy-codes for each of the institutions with one left out of the model.

Second block:
- Residence variable (on-campus as reference), Building type (residence hall as reference), Roommates (living with at least one other student as reference)

Third block:
- Living environments scales
Methods—First Analysis

Factor Analysis: Three scales from the living environments item set:

• Access to Programs and Developmental Activities (items 4a – 4f)
• Access to Staff (items 5b—5e)
• Perceptions of Safety and Support (items 8a – 8d)
Methods—First Analysis

Dependent variables in regression models:

- Collaborative Learning
- Discussions with Diverse Others
- Quality of Interactions
- Supportive Environment
- Student-Faculty Interaction
- Perceived Co-curricular Gains
# First Analysis-Findings

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>Access to Programs</th>
<th>Perceptions of Safety and Support</th>
<th>Student and Professional Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning</td>
<td>+</td>
<td>++</td>
<td></td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>+</td>
<td>++</td>
<td></td>
</tr>
<tr>
<td>Quality of Interactions</td>
<td>+</td>
<td>++++</td>
<td>+</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>+</td>
<td>++++</td>
<td>+</td>
</tr>
<tr>
<td>Perceived Co-Curricular Gains</td>
<td>+</td>
<td>++++</td>
<td></td>
</tr>
</tbody>
</table>

**Key:** Significance [+], Significance and Coefficient >.1 [++], Significance and Coefficient >.2 [+++]
Any initial reactions to the findings?

Surprises or disappointments?
Methods—Second Analysis

Dependent variables in regression model:

• Perceptions of Safety and Support Scale
• Access to Programs and Developmental Activities
## Second Analysis- Findings

### Overall

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>REESIDENCE</th>
<th>TYPE OF BUILDING</th>
<th>LIVING WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of Safety and Support</td>
<td>Walking Distance</td>
<td>Farther than Walking Distance</td>
<td>Living in an Apt</td>
</tr>
<tr>
<td>Access to Programs</td>
<td>⬤ ⬤ ⬤</td>
<td>⬤ ⬤ ⬤</td>
<td>⬤ ⬤ ⬤</td>
</tr>
</tbody>
</table>

**Key:** Significance [+-], Significance and Coefficient >.1 [+-/-], Significance and Coefficient >.2 [+++/-]
Methods—Third Analysis

Dependent variables in regression model stayed the same:

• Perceptions of Safety and Support Scale
• Access to Programs and Developmental Activities

Separate Models by Selected Subgroups:

• **Race**: White, Black or African American, Asian, Hispanic or Latino, Multiracial
• **Sex**: Male, Female
• **Sex Orientation**: Heterosexual, LGBQ
### Race: White

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>REESIDENCE</th>
<th>TYPE OF BUILDING</th>
<th>LIVING WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of Safety and Support</td>
<td>Walking Distance</td>
<td>Farther than Walking Distance</td>
<td>Living in an Apt</td>
</tr>
<tr>
<td>+++++</td>
<td>++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Programs</td>
<td>---</td>
<td>---</td>
<td>-</td>
</tr>
</tbody>
</table>

**Key**: Significance [+/-], Significance and Coefficient > .1 [++/--], Significance and Coefficient > .2 [+++/---]
## Third Analysis-Findings

### Race: Black or African American

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>REESIDENCE</th>
<th>TYPE OF BUILDING</th>
<th>LIVING WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Walking Distance</td>
<td>Farther than Walking Distance</td>
<td>Living in an Apt</td>
</tr>
<tr>
<td>Perceptions of Safety and Support</td>
<td>++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Programs</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**Key:** Significance [+/-], Significance and Coefficient >.1 [++/--], Significance and Coefficient >.2 [+++/---]
### Race: Asian

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>REESIDENCE</th>
<th>TYPE OF BUILDING</th>
<th>LIVING WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Walking Distance</td>
<td>Farther than Walking Distance</td>
<td>Living in an Apt</td>
</tr>
<tr>
<td>Perceptions of Safety and Support</td>
<td>---</td>
<td>+++</td>
<td>+++</td>
</tr>
<tr>
<td>Access to Programs</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**Key:** Significance [+]/-, Significance and Coefficient >.1 [++/--], Significance and Coefficient >.2 [+++/--]
### Race: Hispanic or Latino

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>REESIDENCE</th>
<th>TYPE OF BUILDING</th>
<th>LIVING WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions of Safety and Support</td>
<td>Walking Distance</td>
<td>Farther than Walking Distance</td>
<td>Living in an Apt</td>
</tr>
<tr>
<td>Access to Programs</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**Key:** Significance [+/-], Significance andCoefficient >.1 [++/--], Significance and Coefficient >.2 [+++/---]
# Third Analysis-Findings

## Race: Multiracial

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>REESIDENCE</th>
<th>TYPE OF BUILDING</th>
<th>LIVING WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking Distance</td>
<td>Farther than Walking Distance</td>
<td>Living in an Apt</td>
<td>Living alone</td>
</tr>
</tbody>
</table>

### Perceptions of Safety and Support

<table>
<thead>
<tr>
<th>Access to Programs</th>
<th>Walking Distance</th>
<th>Farther than Walking Distance</th>
<th>Living in an Apt</th>
<th>Living in Another Building</th>
<th>Living alone</th>
<th>Living with roommate (non-student)</th>
</tr>
</thead>
</table>

Key: Significance [+/-], Significance and Coefficient >.1 [++/--], Significance and Coefficient >.2 [+++/--]
## Third Analysis-Findings

### Sex: Female

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>Residence Type</th>
<th>Type of Building</th>
<th>Living with Roommate (non-student)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perceptions of Safety and Support</strong></td>
<td>Walking Distance</td>
<td>Farther than Walking Distance</td>
<td>Living in an Apt</td>
</tr>
<tr>
<td><strong>Access to Programs</strong></td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

**Key:** Significance [+/-], Significance and Coefficient >.1 [+/--], Significance and Coefficient >.2 [+++/---]
# Third Analysis-Findings

**Sex: Male**

<table>
<thead>
<tr>
<th>Outcome Variable</th>
<th>REESIDENCE</th>
<th>TYPE OF BUILDING</th>
<th>LIVING WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Walking Distance</td>
<td>Farther than Walking Distance</td>
<td>Living in an Apt</td>
</tr>
<tr>
<td>Perceptions of Safety and Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Programs</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
</tbody>
</table>

**Key:** Significance [+/-], Significance and Coefficient > .1 [++/--], Significance and Coefficient > .2 [+++/--]
Discussion and Implications

- Access to programs has a positive relationship with engagement.
- On-campus students have more access to programs.
- Students living alone (on or off campus) report less access to programs.
- Access to programs differed by student demographics.
- What does that mean for Residence Life work?
Discussion and Implications

- Perceptions of safety and support seem to matter more to student engagement than access to programming or staff.
- It appears students living at home/with family have higher perceptions of safety and support.
- Sense of safety and support varies by student demographics.
- What does that mean for Residence Life work?
Discussion and Implications

How do your departments and respective campuses attend to issues of safety and sense of community? Do you think your current programs are adequate?

What questions should be asked to be better understand our study’s results?

What questions or comments do you have based on what we presented?

Takeaway: Attention to the safety and sense of community of first-year college students is important in regards to their engagement and perceived gains.
Final thoughts and questions?

Thank you for joining us!

Bob Gonyea
rgonyea@indiana.edu

Sarah Hurtado
ssfernan@indiana.edu

Polly Graham
pagraham@indiana.edu

Web: nsse.indiana.edu

@NSSEsurvey

@NSSEsurvey

Blog: NSSEsightings.indiana.edu
References


