

## FRESHMAN LIVE-ON REQUIREMENT

### **Review and Recommendations**

### **North Carolina State University**

**Spring 2016**

#### **Background**

In fall 2015, Dean Mike Mullen requested that staff from University Housing research a fall 2017 freshman live-on requirement and develop strategies for implementation at NC State. The committee researched peer institutions, met with NC State student leaders, and considered the impact of implementation on campus partners. This report summarizes the work of the Planning Committee, includes a set of recommendations, and proposes a schedule of tasks to move purposefully towards making a freshman live-on requirement a reality.

The Planning Committee engaged in research to determine if a similar process has been implemented at comparable or aspirational peer institutions, including sixteen institutions identified in concert with the UNC system as well as the eleven ACC institutions. The committee also contacted a variety of stakeholders and campus partners to gain insight into how a live-on implementation could affect current operating and business models.

#### **Evidence**

In his pivotal work on student departure, Tinto (1975, 1987) argues that institutional commitment toward creating positive faculty and peer-group interactions increases social integration which results in greater probability a student will stay on campus. Pascarella (1983) concludes that social integration is a stronger influence on student persistence than other individual and academic factors. Since Tinto and Pascarella, numerous studies have been conducted on social integration and living on campus. Collectively this research associates living on campus with greater gains in critical thinking skills (Pascarella, 1992), better integration into the campus community (Noble & Flynn 2007), and increased social integration within peer groups (Christie & Dinham, 1991). In addition to qualitative and theoretical support, Schudde (2011) used propensity score matching and national longitudinal data to conclude that living on campus is associated with a 3.3% increase in retention rate. Braxton and McClendon (2001) state point blank, "Residential colleges and universities should require that all first year students live on campus" (p.60). This is precisely what many ACC, UNC-system, and our peer institutions have done.

ACC institutions with live on requirements include Clemson, Duke, Notre Dame, Syracuse, University of Miami, UNC-CH, University of Virginia and Wake Forest. UNC-system institutions include Western Carolina, UNC-Pembroke, UNC-Asheville, Appalachian State, Eastern Carolina, Winston Salem State, UNC-Wilmington, and North Carolina Central. Peer institutions include Colorado State, Michigan State, The Ohio State, Pennsylvania State, University of Illinois Urbana-Champaign and Virginia Tech. Figures 1.0, 2.0, and 3.0 list institutions who currently have, may be considering and do not have first year living requirements.

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<b>Peer Institutions <i>with</i> Live-on Requirement</b>	<b>Peer Institutions <i>without</i> Live-on Requirement</b>
Colorado State	Georgia Institute of Technology
Michigan State	Purdue University
The Ohio State	Rutgers University-New Brunswick
Pennsylvania State University	Texas A&M University
University of Illinois Urbana-Champaign	University of Arizona
Virginia Polytechnic and State University	University of California -Davis
	University of Florida
	University of Maryland-College Park
	University of Wisconsin -Madison

Figure 1.0

Peer institution Comparison Chart

<b>ACC Institutions <i>with</i> Live-on Requirement</b>	<b>ACC Institutions <i>without</i> Live-on Requirement</b>
Clemson University	Boston College
Duke University	Florida State University
University of Notre Dame	University of Pittsburgh
Syracuse University	Georgia Institute of Technology
University of Louisville	
University of Miami	
University of North Carolina at Chapel Hill	
University of Virginia	
Wake Forest University	

Figure 2.0

ACC Institution Comparison Chart

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UNC Institutions <i>with</i> Live-on Requirement	UNC Institutions <i>without</i> Live-on Requirement
Western Carolina University	University of North Carolina at Charlotte
University of North Carolina at Pembroke	Fayetteville State University
University of North Carolina at Asheville	North Carolina A&T State University
Appalachian State University	Elizabeth City State University
East Carolina University	University of North Carolina at Greensboro
University of North Carolina at Chapel Hill	
North Carolina School of the Arts	
Winston Salem State University	
UNC Wilmington (starting Fall 16)	
North Carolina Central University (Fall 16)	

Figure 3.0  
UNC Institutions Comparison Chart

**Findings**

Throughout the research process, multiple themes emerged that were relevant to the development and implementation of a live-on requirement at NC State.

**Peer Institution/ACC review**

North Carolina State University’s review of mandatory housing requirements focused on its comparable and aspirational peers, 16 institutions identified in concert with the UNC system and 11 ACC institutions used for benchmarking purposes.

The goal was to determine if the peer institutions had a mandatory housing requirement:

- If so, the rationale for implementing the requirement
- Number of years the requirement has been in place
- Benefits to the University
- Management of the requirement
- Impact of the requirement
- Town/Gown reaction
- Upperclassmen reaction
- Amenities provided to support student success
- What should be added to the program from the students’ perspective

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### Reasons for Implementation

The majority of the institutions who have had mandatory housing requirements for decades cannot recall why they moved to this expectation for first year students. Schools who instituted the practice more recently did so to facilitate student development, student engagement, and connectivity to the institution, which support students' transition to college. For some institutions, the impetus was financial, the need to increase occupancy especially in areas where the market is saturated with private student housing complexes and apartment complexes that provide perceived advantages (less rules) to the students.

### Research on Impact

Data shows that students who live on campus at NC State have higher GPAs and graduation rates than students who live off campus. Living on campus connects students to the campus community in ways that those who live off campus do not experience. The institutions surveyed report an increase in student retention, higher GPAs for on campus students, and greater connections to the University.

The impact of the mandatory housing requirement for first year students, especially those programs with a First Year Experience, have resulted in several schools receiving requests from students to create a Sophomore Year Experience.

### Length of Time since Implementation

Six peer institutions have had their requirements for 25 or more years. Virginia Tech is the outlier in that it has required on campus living since its founding as a military institution for a total of 134 years.

The length of time since implementation at the eight ACC institutions ranges from four years to thirty years.

### Town / Gown Reaction

There was some initial pushback in some instances but there was no major resistance to the requirement. Some neighbors embraced and supported the University's decision to implement the requirement.

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### Amenities associated with Student Success

Institutions reported offering the following amenities/services that support student success:

Staffing                      Programming                      Learning Communities  
Study Groups              Tutoring                      Lower resident to RA ratio  
Staff support              Faculty Friends in Residence  
Structured RA/Resident conversations  
First Year and Sophomore Year Experience programs  
Academic support services in the halls

Data collected from NC State indicates that students value living on campus. In the most recent alumni open-ended survey, 74 alumni mentioned that their time with University Housing was the most impactful experience at NC State and several suggested that living on campus be strongly encouraged. The EBI Student Satisfaction survey conducted this year, suggests that students who lived on campus were extremely satisfied with their personal and diverse interaction, and the sense of community within the residence halls. Furthermore, the data suggests that University Housing had a strong influence in fostering these interactions and sense of community.

University Housing is committed to creating a living and learning experience by providing educational opportunities for all residents. These opportunities primarily focus on academic success, engagement, civility, diversity and leadership. The criteria provided for each outcome listed below demonstrates a progression of learning.

Students who live with University Housing will acquire skills to enhance their academic success, be actively engaged in the campus community, develop the ability to interact with others in a civil manner, develop competencies necessary to become contributing members of a diverse and multicultural world, and develop and strengthen individual leadership ability. Our student learning outcomes ensure that residents will:

- Capitalize on academic resources within University Housing and NC State
- Create connections with people different from themselves
- Encounter world views different from their own
- Demonstrate an understanding of power, privilege and oppression in society at large
- Practice healthy, mutually respectful interpersonal relationships
- Develop and affirm their personal values
- Demonstrate engaging and confident social skills
- Develop a sense of community at NC State
- Develop a sense of community in their residence hall/apartments
- Demonstrate a sense of civic engagement

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### Where Students Live

University Housing has 20 residence halls that have the capacity to house 6,530 students. Figure 4.0 is an analysis of fall 2015 residence hall assignments by building and classification.

Building2	First Year	Second Year	NTR	JR	SR	Graduate	Special / UN	Grand Total
AFC	353	91	23	50	32		1	550
Alexander	22	41	1	20	12	1	65	162
Bagwell	40	42		46	29			157
Becton	113	44		26	20			203
Berry	39	10		7	1			57
Bowen	172	92	5	20	12			301
Bragaw	199	360	23	127	29	1	2	741
Carroll	225	76	10	22	8		2	343
Gold	24	11	1	10	10		1	57
Lee	368	228	16	74	35		1	722
Metcalf	299	62	4	22	8	1		396
North	60	98	4	48	19			229
Owen	340	17		7	2			366
Sullivan	554	57	19	35	9		1	675
Syme	64	73	7	42	18			204
Tucker	319	14		7	3			343
Turlington	61	56	7	24	7		4	159
Watauga	1	20	10	35	23	2		91
Welch	28	13	3	6	3			53
Wood	275	72	20	33	28		2	430
Grand Total	3556	1477	153	661	308	5	79	6239

Figure 4.0

University Housing offers 12 unique Living Learning Village opportunities for first year students. Also, a pilot program – Black Male Initiative – will begin its second year in the Avent Ferry Complex in fall 2016. With the support of Multicultural Student Affairs, a pilot community for Native American students will begin in fall 2016 with two suites in Wood Hall. The Poole College of Management has reached out to explore a Village for their first year students; the first meeting with PCOM partners will take place in early summer. Figure 5.0 lists current Living and Learning Villages and the student classification of Village participants.

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Village	Total Bed Spaces in Village Designated Village Area	RA	Spaces available for village members	Student Classification								Total Approved Village Members in Village Spaces	% of village space used by approved village participants	
				First Year	Second Year	New Transfers	Junior	Senior	Graduate	Special	Undesignated			
ARTS	161	5	156	47	59	4	24				4	1	139	89.10%
ECO	124	3	121	41	19	4	10				1	2	77	63.64%
ENGINEERING	261	7	254	210	27		6				1		244	96.06%
EXPLORATORY STUDIES	734	20	714	462	0								462	64.71%
GLOBAL	165	5	160	16	44	1	17	11	1			64	154	96.25%
HONORS	432	16	416	165	88		74				45		372	89.42%
IMPACT	78	2	76	51	8	2					1		62	81.58%
STUDENTS ADVOCATING for YOUTH	66	3	63	19	7	2	2						30	47.62%
SCHOLARS	264	8	256	154	7		4						165	64.45%
WELLNESS	67	2	65	20	10		1					1	32	49.23%
WOMEN IN SCIENCE AND ENGINEERING	309	7	302	208	66	2	9				4		289	95.70%
WOMEN OF WELCH	21	1	20	8	3	1	3				1		16	80.00%
				1401	338	16	150	11	1	57	68			

Figure 5.0  
Student Classifications in Living and Learning Villages

### How Students Are Assigned

University Housing takes into account multiple factors when making assignments, including: roommate preference, hall request, ADA needs, and the three lifestyle-choice questions each resident completes. Those questions are:

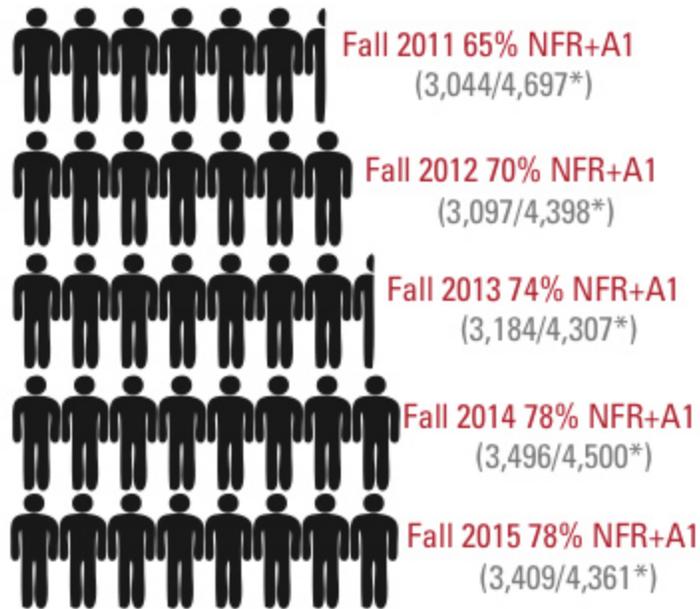
- Study with noise
- Early Riser (wake before 7:00 am)
- Go to bed late (after 11:00)

Working with our partners in the Disability Services Office, we have been able to accommodate all reasonable ADA requests, including service animals and personal care attendants.

Eighty-six percent (86%) of students are assigned to their first, second, or third choice of room or with their preferred roommate. For fall 2015, 51% (3,217 out of 6,285 applications) of the residents had a request for a specific roommate.

University Housing continues to increase the number of first year students living on campus through the introduction of living and learning villages, additional marketing efforts, and collaborating with various campus partners at outreach events. See Figure 6.0

## FRESHMAN OCCUPANCY



NFR - New Freshman  
 A1 - Agricultural Institute Year 1

Figure 6.0

Since the purchase of the Avent Ferry Complex in 1993, we have enhanced our efforts on increasing retention of upper class students through marketing, programming and options which complement the desires of upper class students (Wolf Village and Wolf Ridge apartments). Having upper class students in the residence halls has had a positive impact on first year students through role modeling, mentoring, and sharing NC State and residence hall traditions. The image below highlights our student retention efforts. In the last four years (fall 2012 to fall 2015), University Housing has retained an average of 61% of rising sophomores, 57% of rising juniors and 73% of rising seniors. See Figure 7.0, Capture and Retention Rates.

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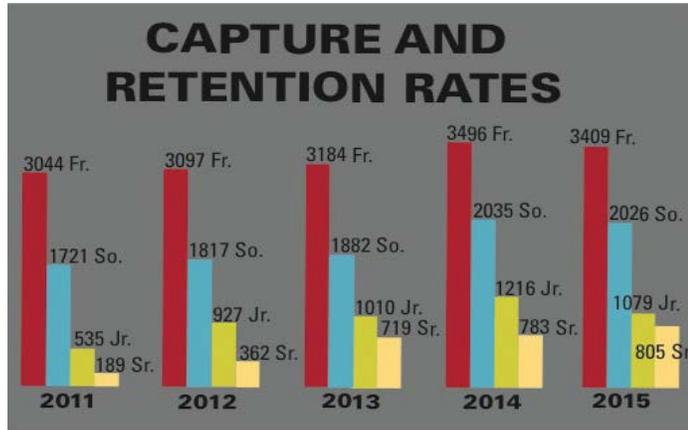


Figure 7.0

In response to concerns about first year students being assigned at the Avent Ferry Complex, it is important to note that in Fall 2015, there were three-hundred and fifty three (353) first-year students living in the Avent Ferry Complex; 224 had listed Avent Ferry in their top three choices. Others were assigned based on space availability, the viability of their application choices, and date of the student's application. In total, 63.4% of the first-year students living in Avent Ferry chose to live there.

While there is a perception that the Avent Ferry Complex is the hall in which all late applicants are placed, a review of late applications showed that of the 434 students who applied for housing on or after May 1, 2015:

- 108 Assigned first building preference
- 41 Assigned second building preference
- 22 Assigned third building preference
- 171 Assigned to halls that were not their top three choices. Of these, 22 were assigned to AFC.
- 45 Assigned to their preferred village which fell outside their top 3 building choices.
- 43 Assigned with their preferred roommate to buildings that fell outside their top 3 choices; of those, 5 were assigned to Avent Ferry Complex.
- 4 Special situations

The Avent Ferry Complex had one of the four highest return rates during room selection fall 2016. Eighty-nine (89) students chose to return to Avent Ferry. See Figure 8 for illustration of top five halls with the greatest return rate.

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Building	Number of First Year Students (NFR +A1) Eligible to Return	Number of First Year Students who selected to return	%
Lee	356	124	35%
Bragaw	177	58	33%
Avent Ferry	353	89	25%
Carroll	220	46	21%

Figure 8

Currently, first year students are not assigned to live in either Wolf Ridge or Wolf Village apartment complexes. Community building and social interaction, which are critical to first year students' success, is more easily implemented and accomplished in a residence hall. In addition, currently bus service from Centennial Campus to main campus (where the majority of first year student classes are held) is not adequate to meet the need of the current Wolf Ridge population and, therefore, would not serve a first year student population. Improved and additional bus access is dependent on the completion of Initiative Drive.

### **Focus Groups**

We conducted two focus groups with students on the subject of having all first year students live on campus their first year: one with the Avent Ferry Complex (AFC) Council and another with the executive board of the Inter-Residence Council (IRC).

#### **Avent Ferry Complex Council**

Susan Grant met with the AFC Council during their weekly meeting on January 12. Seventeen people attended – two RAs and fifteen council members. The president of the council ran the meeting; he is a former commuter student who chose to live on campus in Avent Ferry as a sophomore. Five of the first year students were placed in Avent Ferry; seven either chose Avent Ferry or followed a roommate request to live there. The two RAs (one sophomore, one junior) lived in Avent Ferry prior to their assignment as RAs.

Students appreciated the community that Avent Ferry provides. Many spoke of coming to the main lounge, computer lab or kitchens and meeting with people they knew or introduced themselves to people they didn't know. They told of impromptu gatherings in the various public spaces that led to groups playing board and/or video games.

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When asked what word they would use to describe their experience, nine students said either community or family (feeling). Some said it felt like home because of the interactions they had had with other residents.

They joked that they were the fittest residents on campus since they had to walk to classes on main campus. The walk was not a negative in their minds. It helped with time management since they had to get up earlier, plan their day and meals to maximize their time on campus.

When asked if first year students should all live on campus, all said yes. They said the community that they have experienced helped them adjust to university life, meet people, connect with those in similar classes and make friends.

### IRC Executive Board

Susan Grant met with the IRC student leaders on January 15 over lunch. When asked if all first year students should live on campus they identified the negatives before the positives. Negatives included lack of role modeling by upper class students; and since they'd all be first year students, they wouldn't have upper class floor mates to ask about homework, choosing professors, etc. The topic that got the most discussion centered on how this model would not allow for the hall councils to have experienced members. Currently, most hall councils elect at least two executive board members (the president and one other) in the spring semester so that they can connect with first year students in August to get them involved. The returning students offer a structure from their experiences and a framework from which to build activities and opportunities.

The group did realize that the value added by having all first year students live on campus would most likely impact their academic behaviors since they'd "all be in the same circumstances" (i.e., all first year students with first year classes, interests, etc.). Given this potential for a positive impact, the group still highlighted the greater impact that upper class students had on student success.

### Recommendations

Given historical trends, University Housing's residence hall inventory can support a freshman live-on requirement for fall 2017. University Housing can house first-year residents under the current staffing model.

We would assert the following assumptions to house all first-year students on campus:

#### University Expectation

A first year live on requirement is a NC State University decision that is actively endorsed and supported by the Executive Officers of the University.

#### Living and Learning Villages

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Currently, there are 98 mentors employed in the Living and Learning Villages. With a first year live on requirement, we should allow for upper-class mentors and the current sophomore or second year programs in the Villages that have them. All Villages would remain in their current locations. The current number of beds for upper class residents should also be maintained. We also support retaining the current Living and Learning Villages in their current locations due to invested commitment and financial impacts.

### Where First Year Students Would Not be Assigned

No first year students would be assigned in Watauga Hall.

### Exemptions

First year students who fall into the following categories would be exempt from the live on requirement.

- 21 or older by first day of class
- Under the age of 17 by the first day of classes
- Legally married
- Have legal dependents
- Veteran status

### Impacts

#### Fraternity and Sorority Life

Currently, campus residents who are chosen as fraternity and sorority members early in the fall semester have been able to move from their residence hall to a fraternity or sorority house in Greek Village. For fall 2015, 34 residents made such a move – 26 women and 8 men. There are currently five fraternity houses and six sorority houses in Greek Village; for 2016-2017, there will be six fraternity houses and five sorority houses. The Chapters will need to develop a plan to fill their houses with returning students.

#### Admissions

University Housing will need to collaborate with Admissions on adding a link to the new student's admission packet process to our housing preference form. Additionally, Admissions will help promote signing up for housing

#### Disability Services Office

University Housing will need to collaborate with Disability Services Office to validate live-off requests for accommodations for students with special needs.

#### Living and Learning Villages

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An increase in first year students participating in the Living and Learning Villages will impact the number of mentors needed to maintain a 15 residents/mentor ratio. The addition of new Villages will also involve costs to outfit space for the Village office and support for programming needs.

### Possible reduction in residence hall retention

A first year requirement may impact the return rate of upper-class students to the residence halls. In talking with the former and current directors of housing at UNC Chapel Hill, the implementation of the first year live on requirement (2010) seems to have had a negative impact on retention to the residence halls. With the influx of new housing geared to University students during this time, UNC opened in fall 2015 with 800 vacancies.

An analysis of the impact of a first year live on requirement for NC State is shown in Figures 9 and 10 below.

Academic Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Freshmen Enrolled</b>	<b>4697</b>	<b>4398</b>	<b>4307</b>	<b>4499</b>	<b>4209</b>	<b>4300</b>	<b>4300</b>	<b>4300</b>	<b>4300</b>	<b>4300</b>	<b>4300</b>
Freshmen Housed	3044	3097	3184	3496	3409	3354	4214	4214	4214	4214	4214
Ag Institute 1	133	173	142	125	152	139	139	139	139	139	139
<b>Total Freshmen + Ag Institute Housed</b>	<b>3177</b>	<b>3270</b>	<b>3326</b>	<b>3621</b>	<b>3561</b>	<b>3493</b>	<b>4353</b>	<b>4353</b>	<b>4353</b>	<b>4353</b>	<b>4353</b>

Figure 9

Figure 9 shows the number of beds in the residence halls assigned to 98% of the targeted first year student enrollment and Ag Institute first year students.

Figure 10 shows the impact on space available in the residence halls for upper class students after 98% of freshmen and Ag Institute students are assigned. Using the average number of upper class students from 2016 – 2021, one sees a greater deficit of spaces in the halls. Current vacancies in University Housing would only be able to accommodate 400 of these upper class students.

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Academic Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Spaces remaining after FR and AG1	3060	2967	2911	2616	2676	2744	1884	1884	1884	1884	1884
Upper class Village members					617	617	617	617	617	617	617
<b>Hall spaces remaining for upper class assignments</b>	<b>3060</b>	<b>2967</b>	<b>2911</b>	<b>2616</b>	<b>2059</b>	<b>2127</b>	<b>1267</b>	<b>1267</b>	<b>1267</b>	<b>1267</b>	<b>1267</b>
Sophomores/Juniors/ Seniors in Halls	2445	3106	3611	4034	3910	3421	3421	3421	3421	3421	3421
<b>Available Beds (Total)</b>	<b>615</b>	<b>-139</b>	<b>-700</b>	<b>-1418</b>	<b>-1851</b>	<b>-1294</b>	<b>-2154</b>	<b>-2154</b>	<b>-2154</b>	<b>-2154</b>	<b>-2154</b>

Also, we can anticipate a minimum of 1,000 new beds marketed to college students to come online on the Hillsborough Street corridor in the next few years, due in part, to the redevelopment of the IHOP, Velvet Cloak Inn, and Lulu properties. Our observation shows that our resident retention drops whenever facilities greater than 500 beds (Valentine Commons and Stanhope, for example) open adjacent to campus.

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