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College Success among Students Who Reside in Different Living Environments

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**COLLEGE SUCCESS AMONG STUDENTS WHO RESIDE IN
DIFFERENT LIVING ENVIRONMENTS**

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Arts

By

Daniel Scott Dakin
B.A., Wright State University, 1988

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Wright State University

WRIGHT STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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I HEREBY RECOMMEND THAT THE THESIS PREPARED
UNDER MY SUPERVISION BY Daniel Scott Dakin
ENTITLED Factors Affecting College Success Among
Students Who Reside In Different Living Environments BE
ACCEPTED IN PARTIAL FULFILLMENT OF THE
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ABSTRACT

Dakin, Daniel Scott. M.A., Department of Educational Leadership, Wright State University, 2008. Factors Affecting College Success Among Students Who Reside in Different Living Environments.

The influence of a college student's living environment has been under investigation for many years. The purpose of this study was to analyze college student living environment factors that influenced college success at a mid-west metropolitan university. To narrow the definition of college success, this researcher specifically focused on retention, academic study habits, and student satisfaction.

This researcher identified three groups of students that lived in different living environments including on-campus, a hybrid on-campus/off-campus, and an off-campus arrangement. A sample of each group was asked to participate in a telephone survey. Due to a low participation rate of subjects the small sample size made the study statistically invalid to generalize over the total student population. But the responses that were received from of the survey showed many interesting trends.

These trends indicated that students living in on-campus environments were most involved and active in college activities. The students that lived in the hybrid environment were the second most involved and active group, and the off-campus group was the least involved or active. Other trends worth noting indicated that students living off-

campus worked more hours at off-campus jobs than those students that lived on-campus. Students living off-campus were found to have a slightly higher grade point average than the on-campus students but on-campus students reported higher retention rates and graduation rates from the mid-west university than their off-campus counterparts.

Based on the findings of this study this researcher would make three recommendations for first year college students and higher education professionals. First, university officials need to emphasize the value of the on-campus housing option to increase student involvement in college activities. Second, universities need to develop programs for off-campus students to get them involved. Thirdly, universities need to open more on-campus employment opportunities for off-campus students. This would create opportunities for off-campus students to get more involved on campus.

In closing, this researcher recommends further studies be done to investigate the value of hybrid on-campus/ off-campus student living arrangements. There are many possible benefits that can be derived from this kind of student housing if it is utilized properly.

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CHAPTER 1

INTRODUCTION TO THE STUDY

General Background

Ever since the existence of college in America, there have been issues with living arrangements for students on the college property. In the early days, it was a desired arrangement known as “in loco parentis” that gave college administration the same rights as those of a student’s parents while the student was enrolled in the institution. Since the early 1700’s, there has been some debate as to how a student’s wellbeing and ability to learn have been influenced by his/her living environment while in college (Olivas, 2005).

In a recent study, it was documented that student engagement and what students do was more important than other factors related to a student’s education. Kuh et al. (2005) suggested that environments that encourage student engagement increase retention and result in higher grades. The question remains as to what type of environment will provide the encouragement that is identified as best for student engagement. That is what this research attempted to identify.

In the fall of 2001, a group of students from Mid-West University were assigned to live in on-campus housing were instead placed in the Community Center Apartments near the campus. During the entire ten-week, first quarter of their freshmen year these students lived in a hybrid college housing community. Some amenities of on-campus housing were 1

provided such as community advisors, a dining plan, and free transportation to and from campus. However, they also had less contact with the main campus and the buildings were limited to apartment style housing. They also had apartment style amenities such as a pool and clubhouse at their disposal.

In order to better understand the reason why the Community Center apartment environment was considered a hybrid environment in this study it is important to further understand the Mid-West University on-campus housing environment. The on-campus housing facilities included four different living communities. One type of community was a dormitory style housing unit where the students shared a common bedroom with as many as three roommates and they shared a bathroom with every student living on the same dormitory floor. The second on-campus living community was a dorm style housing unit where the students shared a common bedroom and bathroom with as many as three other students. These dorm style buildings had no kitchens and the only living areas or lounges were found at the end of each hall. A third on-campus living community had students sharing a bedroom with up to two roommates that were connected to a common kitchen area and a common bathroom with roommates from an adjacent bedroom. The fourth on-campus living community was a traditional apartment style building, where each student had his/her own bedroom and then shared a bathroom, living room and kitchen with the other apartment mates.

Every on-campus housing community had a community advisor (CA) living on each floor of every building. Each building had common areas for students to gather and socialize and every building was in easy walking distance to the main campus.

It is also important to know that the Mid-West University Residence Service Department accepted on-campus housing requests on a first come first serve basis from the incoming students. The hybrid environment came into existence when the on-campus housing communities filled up but the Mid-West University Residence Services continued receiving incoming on-campus housing requests. Rather than turning incoming students away, residence services identified this alternative or hybrid housing solution. The question was how did the hybrid Community Center Apartment environment influence the student population that lived there?

That unique student living environment raised several questions regarding the influence of a student's living environment on his/her college success. What impact did the environment have on a student's ability to study, socialize, and get involved in both in-class and out-of-class college related activities? Did a student's living environment affect his/her college retention and academic success? If it did, then which was the best environment for a college student to succeed?

Purpose of this Study

The purpose of this study was to analyze special college student living environmental factors that influenced college success at Mid-West University. To better identify the concept of college success, the researcher specifically focused on retention, academic study habits, and student satisfaction of students in different living environments.

This research was focused on five basic research questions. These questions focused on student retention, student academic success, and student satisfaction with his/her environment. **Research Question 1: What living environment factors affected a student's retention to graduate?** This question related to student retention. **Research Question 2: What living environment factors effected student academic study habits?** This question related to student academic success. **Research Question 3: What living environment factors effected student's social interactions with other students?** **Research Question 4: What living environment factors affected a student's use of on-campus facilities?** Lastly, **Research Question 5: What living environment factors affected a students feeling of connection to the college or university?** Student satisfaction was the focus of the third, fourth, and fifth research questions. By answering these five basic questions this research defined some specific environmental influences on a college student's success.

Definition of Terms

To better understand the issues involved in this study the researcher operationally defined the following terms for this study:

Academic Study Habits: are defined by the amount of time each student spends on his/her class work outside of the classroom. It also takes into consideration where he/she studies and how easy or difficult it is to study in his/her living environment.

College Success: as defined by this research study is for a student to graduate. This will be measured by the combination of a student's retention in school to graduation, his/her academic study habits to achieve graduation, and his/her satisfaction with the university environment to remain in it to achieve graduation.

Community Advisor (CA): was a student employee who worked for the department of Residence Services and lived in the housing community in which he/she worked. The CA was responsible for providing leadership and guidance to students living within that same living community. CA's were also responsible for conducting group meetings and initiating student activities to help students stay informed and connected with the college community.

Community Center Apartments: is a pseudonym for a commercial apartment complex in which Residence Services leased space to house students who could not be accommodated in on-campus housing. It was owned and operated by an apartment complex company that provided

housing to the general public. This complex was located approximately a mile away from the main campus of Mid-West University and was not affiliated with the university. It was also located on the other side of a major highway from the university. To travel between this apartment complex and the main campus was not easily accessed by means other than a vehicle. Students who lived in this community during their 2001 fall quarter experienced a hybrid off-campus/ on-campus experience. They physically lived away from the university campus while at the same time had university CA's in each building, had university meal plans, and free transportation to and from the university main campus.

GPA: is the acronym for grade point average based on a four point scale including 4.0 as an A grade, 3.0 as a B grade, 2.0 as a C grade, 1.0 as a D grade and 0.0 as an F grade.

Hybrid Living Environment: the Community Center Apartment environment was considered a hybrid environment in this study because it possessed aspects of both on-campus and off-campus attributes.

Mid-West University: is the pseudonym for the university where this study was conducted.

Retention: in this study was determined by each participating Mid-West University student subject self-reporting whether he/she returned to Mid-West University after one academic school year from the first quarter they started taking classes at Mid-West University.

Student Living Environments: in this study is defined as one of four environments in which the student lived during his/her freshmen first quarter, fall of 2001. The four environments were living off-campus in student parent's residence, living off-campus not at the student's parent's residence, living in the hybrid environment at the Community Center Apartments, and living in student on-campus housing.

Assumptions and Limitations

The following statements of conditions on which the logic of the study was based and accepted as true are as follows. There were two conditions that this study assumed to be true in order to obtain the conclusions it discovered. The first condition was that the responses received from each of the participating students were truthful. The second condition was that the students that did not participate would have similar responses as those students that did participate.

There were several limitations to this study. One was the fact that all of the students that were asked to live in the Community Center Apartments were considered late applicants among the on-campus housing requests, but they were not the last applicants received by the Mid-West University Residential Services Department. Another limitation was that at the time of this study most if not all of the students in this student population had graduated or moved away from the university. Attempting to make contact with this group of students was difficult. Even when these students were contacted some did not wish to participate. The researcher

had no control over the participation rates of this student population. Still other limitations included variables such as the student's personality, ethnicity, economical status, intellect and mental capacity were not taken into consideration in this study. This study did not take into consideration other college influences that may have influenced the study's outcomes.

Summary

The ability to identify any factors that could influence a college student's success including college satisfaction, grade point average and retention to graduation would be a great value to the student affairs profession. This study has attempted to uncover environmental influences on a college student's ability to succeed. The environmental conditions that were found if duplicated to a larger student population could benefit future college students' decisions about their living arrangements while attending college. It is also possible that the results of this study could be used to compare issues related to the privatized student housing models, which are similar to the hybrid model in this study and prevalent today on many college campuses across the country.

CHAPTER 2

REVIEW OF THE LITERATURE

Nature vs. Nurture

When any researcher attempts to identify the influences on human behavior, the age-old nature vs. nurture debate cannot be ignored.

According to Johnston (2003) this debate about which entity, a person's personality, intellect and mental capacity or his/her living environment has the greater influence, has existed for more than two hundred years. With a rich history of curiosity about this debate, there has been important research to support both sides of this argument (Ceci & Williams, 1999). Even Strange & Banning (2001), who focused their research on the identification of the best environments for education, stated that the two factors that influence student success the most are student characteristics and the characteristics of the environment.

According to the Mid-West University admission policy, in-state students require a 2.0 GPA and out of state students require a 2.5 GPA to be admitted into the university (Undergraduate Admissions, 2006). Beyond the admission requirements there are no other "nature" related criteria that will be identified that could influence this research. The remaining variable, that of "nurture" or the environment, is the focus of this study.

Student Retention

Higher retention rates are almost always a favorable variable for academic success and there is a great deal of literature related to what keeps students in college (Crissman-Ishler & Upcraft, 2005). Crissman-Ishler and Upcraft also stated that retention is often influenced by the student's own preparation, background and self determination. This researcher hopes to touch on the significant theories that focus on the retention issues as they relate to the students learning environment.

Tinto (1993) concluded that first year college students dropped out of learning institutions at high rates and it was usually not due to poor academic performance. So the question was raised as to what might be causing these students to leave before they received a diploma. Astin's theory of student involvement (as cited in Evans et al., 1998, p.26) in the student's university experience is one possible cause for Tinto's findings. Schlossberg's (1989) theory that students need to feel that they matter to some one in their environment may be another cause for Tinto's findings.

According to Braxton (2003, pp. 320-326) Tinto himself identified four possible reasons why students leave the university environment prematurely. Tinto believed that economic, organizational, psychological, and sociological influences could lead a student to drop out. Focusing on the effects of the university environment, he stated that the strength of a university organizational structure and its behavior could have a positive or

negative effect on the student's behavior. According to Braxton the individual student's interaction with both formal and informal university organizational structure and his/her social interactions while at the university determined if the student would stay or leave.

Another factor related to retention is the individual student's readiness to attend a college or university. Byrd and Macdonald (2005) identified scholastic skills and abilities and background factors as being important to retention. They also identified the student's self-advocacy and ability to self-regulate as important retention skills, since the college environment places the responsibility of the student's success on the student.

Chickering and Reisser (1993) identified a student's development by using seven vectors to measure detailed emotional, social, and intellectual aspects of a student. They believed that every person goes through these developmental stages in the college-age years but a desirable and well structured university environment helps a student move through these developmental stages even faster. These developmental factors can also help identify if a student is ready for the college experience and determine if they will persist through it.

Other researchers such as Aitken (1982), Chapple (1984), Goldman and Gillis (1989), Fidler and Moore (1996), and Belcheir and Michener (1997) all concluded that students that lived in on-campus housing had

higher rates of retention in college compared to their commuting counter parts.

Living Off-Campus vs. Living On-Campus

There is research that showed that the residence hall atmosphere was not a good place to study and caused poor academic performance (Keller,1978). There is also other research that showed commuter students performed better than their on-campus residential counter parts (Clodfelter, 1984). However, the majority of the literature supports university residential environments for providing a significant number of student benefits including academic performance (Grosz & Brandt, 1969; Schrage, 1986; Blimling, 1989; Ware & Miller 1997).

Schrager (1986) stated that student housing is more than just a place to live, it is an organization in which students are participants. There are student development theories that support Schrage's statement that are directly related to a student's living environment. Evans et al. (1998) cited the theories of Sanford's challenge and support, Astin's involvement, Schlossberg's marginality and mattering, and Rendon's validation which all showed that a college student's environment could play an important role in his/ her success at college.

If on-campus environments make for a better educational experience, then what does that mean for off-campus student living? Zeller's (2005) answer was that students living off-campus are disadvantaged from those that do live on campus. Commuting students often have more family and

work responsibilities and report lower satisfaction ratings about their college experience than their live-on campus counter parts (Zeller, 2005). Jacoby (2000) also agreed that commuter students are at a disadvantage. Her research suggested that universities need to understand their students' needs and increase learning opportunities for them.

Despite the research in favor of on-campus residency there have been studies showing little to no significant difference between the academic performance of students living on or off a university campus (Grosz & Brandt 1969; Blimling 1989; Ware & Miller 1997).

On-Campus Housing Programs

The issue of on-campus residential programming emerged long after the residential buildings were well established. Zeller (2005) found that many universities had a disconnection between the on-campus living environments they offered students and the institutions' mission and curriculum. Some universities were merely offering a place for students to live in close proximity to campus. These institutions were making efforts to correct this disconnection and take more advantage of these residential student communities. These same campuses began providing more out-of-class programming geared towards the on-campus residential student population to promote the mission and curriculum of their institution (Zeller, 2005).

The development of housing policies and programming has shown significant satisfaction and learning among the students living in on-

campus housing over the years (McKelfresh, 1980; Koschoreck & Assoc., 1987; Schroeder & Mable, 1994; Agron, 1997; Mosier & Schwarzmuller, 2002; Pike, 2002; Inkelas & Weisman, 2003). These researcher show support for a host of reasons and benefits for students to live on campus. Issues such as residential programming, building a sense of community, getting students involved on campus, offering faculty support and building retention are the key factors found in the research. As Luzzo and McDonald (1996) found, on-campus housing appealed to students who were looking for the “whole college experience”.

A few researchers attempted to identify the influences of the environment that students live in on a more personal level. Nathan (2005) and Seaman (2005) both lived in a college dorm, in the college student environment and became a part of it, to seek out residence hall influences. They both reported that, with few exceptions, a college residence hall environment significantly influenced the college students’ lives. Surprisingly, only a few of these influences involved the students’ academics. Both authors found that the students’ lives were filled to capacity with activities, a majority of which involved extra curricular activities on and around the campus. Social involvement and acclimation to the university was seen as a very important part of college life for the students observed.

Building Community

There has been a great deal of research on the college and universities environmental influence on the students that they serve (Roberts, 2003; Moos, 1986; Strange & Banning, 2001). According to Roberts (2003) the biggest effect one can make on student learning is found by influencing the culture and environment of the student. Based on this theory, most universities have attempted to create some kind of community building and structured programming to meet this need. Moos (1986, as cited in Strange. & Banning, 2001, p.152) stated that institutions that maintain a high level of relationship dimensions, including community and awareness, will have a higher percentage of students that will feel strong emotional attachment to the university.

Strange and Banning (2001) also supported the need and use of building community on university campuses. They identified three basic environmental criteria that were needed in order for the student to consider the institution to be a favorable place to get an education. These criteria included safety, involvement and a sense of community.

Zeller (2005), stated that on-campus living environments could provide a stronger sense of mission, increased development and educational benefits that off-campus environments could not provide. Schlossberg (1989), Demarest (2002), Carroll et al. (2003) and Wang et al. (2003) each conducted research that indicated the positive value of a sense of community that on-campus living environments can provide.

The research of Roberts (2003), Moos (1986), Strange and Banning (2001), Zeller (2005) and others has lead some universities to require students to live on campus to improve student connection, development, and education. An example of this according to Kuh et al. (2005) is Sweet Briar College in Virginia. Sweet Briar College has had this concept in practice for years known as the “intentionally residential” college community. They believed the close proximity of faculty and students will provide a superior educational experience.

Faculty/Staff and Student Interaction

The issue of faculty involvement and support has been identified by Pascarella and Terenzini (1981) and Shelton (2003) as being an important relationship for students to develop. That relationship can be directly related to academic success. The National Academic Advising Association (NACADA, 2007) also concluded that the single most important factor related to student retention was the development of the relationships between students and members of the faculty and staff of the university.

Zeller (2005) showed that students are negatively affected when faculty support and socialization are not available in a university community. Zeller also stated that these negative affects are found by commuter students because they have limited opportunities to interact with faculty and peers.

Student involvement is another key issue related to student academic

success. Moos (1978), Abrahamowicz (1988) and Pike (1997) each identified the importance of student involvement in their research. Moos (1978) reported finding that a student's social involvement had a powerful effect on students. According to Abrahamowicz (1988), not only is the need for interaction important for a student to feel connected to the university but the amount of involvement is also important. Pike (1997) reported that higher levels of course information were shared among students that had higher levels of involvement. These findings seem to indicate that greater involvement in a student's college experience could lead to a better educational experience.

Student Grade Point Average

There are many indicators that are used to predict a college student's grade point average. Some of the factors that can be attributed to improved grade point averages have been identified (Crissman-Ishler & Upcraft, 2005). Factors such as the student's background, college readiness skills, and self motivation are important (Byrd et al., 2005). But once a student reaches the university setting other factors such as the college environment, organizational structure, and social interaction with faculty, staff and peers become equally, if not more, important to the students academic performance (Pascarella & Terenzini, 1981; Shelton, 2003; Strange & Banning, 2001).

Student Satisfaction

College student satisfaction with his/her environment depends on a number of variables. Some of these variables depend on the student's background and expectation. Other factors that influence a student's satisfaction with his/her environment include safety, inclusion, diversity, opportunities for participation and involvement and a sense of community (Moos, 1978; Abrahamowicz, 1988; Schlossberg, 1989; Tinto, 1993; Strange & Banning, 2001). Additional research such as Luna (1998) and Stoner and Moss (1982) showed how a student's living environment directly effected his/her satisfaction with the university.

Changing Student Demands

The students and environment in which they live during their college years are very dynamic in nature. Strange (2003) broke down the components of an environment into four parts: the physical aspect, the human aggregate, the organizational aspect and the constructed aspect of the environment that influences human behavior. One thing he found was that all of these influences can be and are ever changing.

According to Howe and Strauss (2003), college environments will need to be even more sensitive to the need for change, with the new generation of students known as the millennial's, entering colleges and universities. This group has distinctive demands and expectations of their living

environment. Shea (1995), Parker and Assoc. (1996), Reynolds (2001), Swanquist (2002), and Li et al. (2005) research supported Howe & Strauss's findings by identifying the need for university housing departments to meet the demands of the new students as consumers.

Summary

Based on the literature review findings it is apparent that the environment and behavior of both students and learning institutions have changed dramatically over the years. Much of the research that is focused on student retention, academic success, and student satisfaction is intertwined (Kuh et al., 2005; Strange & Banning, 2001; Howe & Strauss, 2003). This literature review identified how many of the issues that affect one of these three factors, in fact affect them all. At the same time each of the three factors; retention, academic success and student satisfaction affect each other in a university setting.

The interdependence of retention, academic success and student satisfaction factors will require colleges and universities to create multifaceted approaches to effectively improve student development and deliver a meaningful education. It will also be critical that universities remain flexible and ever changing in order to maintain an environmental appeal to the students that they serve.

CHAPTER 3

RESEARCH METHODS

Introduction

In this study the researcher had no control over the student living environments or the subject participation rates. The purpose of this study was to identify significant information based on the five research questions that were developed as the focus for this research. The targeted population was first year college students that attended Mid-West University in the fall quarter of 2001. Each student that was contacted was asked to participate in a telephone survey to identify his/her academic study habits, retention, and satisfaction with Mid-West University while attending as a freshman. The results were gathered and conclusions were drawn to determine student living environment best practices.

Research Questions

Five research questions were identified to help develop and focus this study. These questions related to student retention, student academic success, and the student's satisfaction with his/her environment. The satisfaction issue was further broken down to attempt to identify the student's satisfaction with his/her social interactions, use of campus facilities and feelings of connection to the university. The first question, related to retention was; **Research Question 1: What living environment factors effected a student's retention to graduate?** The second question, related to student academic success was; **Research**

Question 2: What living environment factors effected student academic study habits? The third, fourth, and fifth question related to student satisfaction. They were as follows; **Research Question 3: What living environment factors effected student’s social interactions with other students?** **Research Question 4: What living environment factors effected a student’s use of on-campus facilities?** Lastly, **Research Question 5: What living environment factors effected a students feeling of connection to the college or university?**

The Mid-West University Research Center

The Mid-West University Research Center is located on the university campus. This center was established to conduct research not only for university departments as needed, but also for the surrounding community. This center provided all of the necessary expertise, training, and staff to conduct the phone survey for this research project. Using this research center assured the researcher that a professional and consistent phone survey process was conducted.

Data Collection

Even with the assistance of the Mid-West University Residential Services Department, Alumni Department and on-campus Research Center, it was difficult retrieving data for this research. The sampling procedures that were used attempted to first make contact with all one hundred and twenty students that lived in the Community Center Apartments and then to

draw a random sample of one hundred and twenty students from each of the other three living environments. The student population data was retrieved from the Mid-West University Alumni records. These records were then aligned with the Residential Services Department records to determine which students resided in which living environment.

Once each subject was contacted he/she was asked to voluntarily participate in a phone survey interview. Each subject was to self report which student environment he/she lived in, what his/her academic study habits were, whether he/she continued his/her education at Mid-West University, whether he/she graduated from Mid-West University and what his/her satisfaction level was with the university, determined by the way he/she responded to the survey questions.

The collection of individual subject's GPA was not done due to a researcher procedural error. Therefore, this research could not report GPA information for each living environment arrangement. An average GPA was reported for the student groups that lived in on-campus housing and for the students living in an off-campus environment. The students living in the Community Center Apartments environment were included in the on-campus housing student group. The researcher randomly selected 100 students from the total population and averaged the GPAs for both the on-campus students and the off-campus group. The hybrid student group was included in the on-campus student database.

The Survey Instrument

According to Dillman (2007) there are many effective forms of surveys. The audience a researcher is looking to contact will determine what kind of survey to use. The instrument that was used to identify self-reported student study habits, retention information and satisfaction ratings was a 42 question, Likert scale style, telephone survey. A phone survey was selected by the researcher because most of the subjects had already graduated and the use of the phone was the most efficient process to attempt to contact this group of people. This study used a survey that was designed by the researcher to be administered over the phone to the student subjects. It was field tested by 10 peer and mentor reviewers. Revisions were made based on the field testing to make the survey shorter and easier to understand. The telephone survey was then conducted by the Mid-West University Research Center in order to assure that the survey was administered uniformly and professionally to all participants.

In order to maintain the focus on the five major research questions that guided this research, the researcher identified which of the survey instrument questions addressed each of the five major focuses. They were as follows: Survey Questions 3,7,11,15, 33 through 37 and 40 through 42 related to **Research Question 1: What living environment factors effected a student's retention to graduate?** The Survey Questions 17 through 24, 26 through 28, 30, 31 and 37 related to **Research Question 2: What living environment factors effected student academic study**

habits? The Survey Questions 3 through 17, all related to **Research Question 3: What living environment factors effected student's social interactions with other students?** Survey Questions 14, 16, 17, 23, 24 and 25 addressed **Research Question 4: What living environment factors effected a student's use of on-campus facilities?** Lastly, Survey Questions 8, 10, 19, 22, 29, 30, 33 through 36, 40, 41, and 42 related to **Research Question 5: What living environment factors effected a students feeling of connection to the college or university?** The researcher did identify several survey questions that would address more than one research question. See Appendix A for a copy of this survey.

Data Analysis

According to Dillehay, Graham, and Mercer(1970) the Chi Square process of analysis is best used when there are multiple groups to be compared and contrasted. The researcher planed to use the Chi Square analysis on each of the survey questions based on where each subject resided. Once the student responses were tabulated it was determined that some of the student populations were not large enough to use the Chi Square analysis. Therefore, the results of this research study only provided descriptive information that can not be generalized beyond the scope of the population that was investigated.

Summary

The methods used for this study were designed to answer five research questions that focused on student retention, student academic study habits and student satisfaction with his/her college experience. Three college student living environments were identified and students from each environment were asked to participate in a phone survey. After the student responses were tabulated it was found that not enough responses were collected in order to conclude any statistically significant findings. The results of this research were displayed as descriptive information that can not be generalized beyond the scope of the student population that was investigated.

CHAPTER 4

RESEARCH RESULTS

Introduction

Despite the amount of time, effort and overwhelming support for this study that was given by the researcher and many of the university offices including the Mid-West University Residential Services Department, Alumni Department and on-campus Research Center, the success of this study was dependent on the number of subjects that participated and the responses they provided. Unfortunately, the subject responses were too few to generalize to the total population. Due to the low student subject sample there were no statistically significant results from this study. But the descriptive information that was obtained proved to show some interesting trends.

Research Findings

A total of 2,603 students were identified as possible subjects for this research from the alumni database. The Mid-West University Research Center was only able to secure 153 responses from this subject pool due to outdated or inaccurate student information and students that declined to participate in the research project. That made the response rate 5.9% of the total target population. The break down of students that participated in the survey were as follows; Group 1 will refer to the students that lived off-campus in their parents residence, 23% or 35 out of 153 students participated from this group. Group 2 will refer to the students that lived

off-campus but not with their parents, 8.5% or 13 out of 153 students participated from this group. Group 3 will refer to the students that lived in the hybrid, Community Center Apartments, 6.5%, or 10 out of 153 students participated. Lastly, Group 4 will refer to the students that lived in on-campus housing, 62% or 95 out of the 153 students participated in this study. See Appendix B for complete survey response results. See Table 1 for the demographic results.

Table 1
Demographic Information of Survey Respondents

| | | | |
|--|--------|------------------|----------------|
| Total Population | 2603 | | |
| Total Number of Respondents | 153 | | |
| Percent | 5.88 % | | |
| | | Responses | Percent |
| <u>Group 1</u> | | | |
| Students Lived off-campus in their parents residence | | 35 | 22.88 % |
| <u>Group 2</u> | | | |
| Students Lived off-campus not in their parents home | | 13 | 8.50 % |
| <u>Group 3</u> | | | |
| Students Lived in the Community Center Apartments | | 10 | 6.54 % |
| <u>Group 4</u> | | | |
| Students Lived in the on-campus housing | | 95 | 62.09 % |

Note: See Appendix B for complete survey analysis.

The researcher choose 200 students at random from the total subject pool to determine the average GPA for the on-campus and off-campus student groups. The sample included 100 students that lived on-campus and 100 students that lived off-campus. The Community Center Apartments, hybrid student group was included in the on-campus student data. The results of this GPA review were as follows: the off-campus average GPA of 2.7 for the group was slightly higher that the on-campus students GPA of 2.6.

Statistical Significance

The researcher used the Chi Square analysis on the survey response findings. The Chi Square test resulted in a warning stating that the subject population perimeters were too small to be statistically significant. Therefore, the results from this study were reported using only descriptive information that can not be applied to any group outside of the sample population.

Since this research did not produce any statistically significant data the researcher turned his attention to the descriptive information as it pertained to each of the five research questions. The researcher selected several survey question results for each of the research questions that he found most relevant to support the research questions. These reported findings are as follows:

Research Question 1:

What living environment factors effected a student's retention to graduate? Twelve questions on the survey were identified to address the issue of student retention. Questions 3, 15, 34, 40, and 42 were found to be most relevant to show support to this research question. See table 2 for the results of these survey question findings. Question 3 on the survey asked the off-campus subjects why they came to campus other than for classes. Although, each off-campus group indicated they came to campus to visit friends the option to attend a sporting event was reported lowest by students in group 1, while the students in groups 2 and 3 reported higher interest in these events.

Question 15 asked how many student clubs or organizations each student joined. Once again the students in group 1 reported the least amount of involvement. Group 4 students reported the highest amount of involvement in clubs and organizations, while group 3 students reported in the middle of the on and off-campus students. Other interesting findings that were recorded included question 34 that asked how connected students felt to the university and question 40 asked if they returned to the university after their freshmen year. Students in group 4 reported having the highest feelings of connection and highest rate of return. Meanwhile, group 1 students reported the least connection but the second highest return rate. Groups 2 and 3 students reported mixed feelings and return rates. Question 42 asked students if they graduated from Mid-West University.

Groups 3 and 4 students reported the highest rate of graduation from the university. Group 1 students reported the third highest rate of graduation while both groups 1 and 2 reported higher numbers of students who transferred.

The overall results related to retention showed that students living on-campus reported higher feelings of connection to the university, higher retention after the first year and higher graduation rates from Mid-West University than students living off-campus. The hybrid group reported mixed reviews on university connection, low retention after the freshmen year, and higher reports of graduation from those who did stay.

Table 2
Research Question 1: What living environment factors effected a student's retention to graduate?

| | Group1 (n= 35) | Group2 (n= 13) | Group3 (n= 10) | Group4 (n= 95) |
|--|---------------------------|---------------------------|---------------------------|---------------------------|
| Survey Question #3 | | | | |
| Why did you come to campus other than for classes? | | | | |
| Clubs/ Organizations | | | | |
| No | 80% | 69% | 50% | n/a |
| Yes | 20% | 31% | 50% | n/a |
| Sporting Events | | | | |
| No | 89% | 64% | 50% | n/a |
| Yes | 11% | 36% | 50% | n/a |
| Lectures | | | | |
| No | 80% | 77% | 90% | n/a |
| Yes | 20% | 23% | 10% | n/a |
| Visit Friends | | | | |
| No | 57% | 62% | 50% | n/a |
| Yes | 43% | 38% | 50% | n/a |

Table 2 (continued)

| | Group1 (n= 35) | Group2 (n= 13) | Group3 (n= 10) | Group4 (n= 95) |
|---|---------------------------|---------------------------|---------------------------|---------------------------|
| Survey Question # 15 | | | | |
| How many student clubs or organizations were you a member of? | | | | |
| None | 71% | 54% | 60% | 45% |
| 1-2 | 20% | 46% | 40% | 38% |
| 3-4 | 9% | 0 | 0 | 16% |
| 5-6 | 0 | 0 | 0 | 0 |
| +6 | 0 | 0 | 0 | 1% |
| Survey Question #34 | | | | |
| How connected did you feel to the university? | | | | |
| Not at All | 14% | 0 | 10% | 14% |
| Somewhat | 29% | 38% | 40% | 17% |
| Neutral | 26% | 16% | 10% | 19% |
| Very Much | 31% | 38% | 30% | 35% |
| Extremely | 0 | 8% | 10% | 15% |
| Survey Question #40 | | | | |
| Did you return to the university after your freshmen year? | | | | |
| No | 23% | 38% | 30% | 16% |
| Yes | 77% | 62% | 70% | 84% |
| Survey Question #42 | | | | |
| Did you graduate from Mid-West University? | | | | |
| No | 9% | 0 | 30% | 14% |
| Yes | 54% | 46% | 60% | 60% |
| Transferred | 31% | 38% | 10% | 22% |
| Currently working on degree | 6% | 15% | 0 | 4% |

Note: See Appendix B for complete survey analysis.

Research Question 2:

What living environment factors effected student academic study habits? There were 14 survey questions identified to investigate the issue of student academic success. Questions 18,19,20,26,27,28,30,and 31 were found to be most relevant to show support to this research question. See table 3 for survey question results. Question 18 asked students how many hours they studied a week. The findings showed that most students

reported that they studied six to ten hours a week. The students in group 3 reported studying more than any other group overall. Students in group 1 reported studying the least amount of time. Question 19 asked all student groups if they felt they had academic support from people in and around their living environment. Group 1 students had the highest ratings for academic support. Students in group 2 reported the second highest feelings of having support. Group 4 students had the lowest ratings while students in group 3 reported mixed results. This data indicated that students living off-campus reported high levels of academic support while on-campus student's reports were lowest. The hybrid group reported mixed feelings of academic support.

Question 20 asked student groups how easy it was to study in their living environment. Students in group 1 reported having the easiest time studying in their living environment. Students in groups 2 and 4 provide mixed reports. Students in group 3 reported having a slightly hard time studying in their residence. Students living in their parent's residence found it the easiest to study in their own residence.

Questions 26, 27 and 28 all related to whether or not the student worked while attending classes. Question 26 asked if they worked while attending college, question 27 asked how much they worked and question 28 asked whether they worked on or off-campus.

Group 1 students reported the highest number of students who did work and worked more hours in off-campus jobs. Group 2 students reported the next

highest number of students that worked, group 4 was third highest and group 3 reported working the least. Students in group 4 reported working mostly on-campus or in both on and off campus jobs. Meanwhile, the students in group 3 that did work were split between on and off-campus work.

Findings from question 30 showed that students in group 1 identified the most positive factors of their living environment to be cost and family support, while students in group 4 reported location, convenience, and roommate support to be the most positive factors. Students in group 3 reported socializing and location as the most positive factors of their living environment. Question 31 asked what was the most negative factor related to their living arrangement that influenced his/her academic performance. Students in group 1 reported mixed responses between location and socializing as the most negative factors. Students in group 2 reported that socializing was their biggest problem. Group 3 students responded that location and socializing were also their most negative factors. Group 4 students reported socializing, roommate support, and cost as negative factors. These responses showed that all of the student groups had some negative issues with socialization. Off-campus students identified mostly with location and socialization issues, while on-campus students identified roommate and cost as negative issues.

The overall finding effecting student academic study habits were whether a student works and how much, the convenience to study in the

student’s environment, and the students feeling of having academic support. This research identified that more off-campus students work and work more hours in off-campus jobs. Students living in their parent’s residence reported it was easier to study in their environment than on-campus students. Off-campus groups reported having high levels of academic support, while the hybrid group was neutral in this area. Lastly, students in all environments reported socialization as having a negative effect on academics.

Table 3
Research Question 2: What living environment factors effected student academic study habits?

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 93) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #18 | | | | |
| How many hours did you study each week? | | | | |
| 0-5 | 26% | 31% | 20% | 21% |
| 6-10 | 40% | 23% | 30% | 37% |
| 11-20 | 23% | 31% | 30% | 31% |
| 21-30 | 5% | 15% | 10% | 4% |
| 31-40 | 3% | 0 | 10% | 3% |
| +40 | 3% | 0 | 0 | 4% |
| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 94) |
| Survey Question #19 | | | | |
| Did you feel you had academic support from people in and around your living environment? | | | | |
| Not at All | 11% | 8% | 0 | 20% |
| Somewhat | 20% | 15% | 40% | 32% |
| Neutral | 6% | 8% | 40% | 12% |
| Very Much | 40% | 54% | 20% | 27% |
| Extremely | 23% | 15% | 0 | 9% |

Table 3 (continued)

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 95) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #20 | | | | |
| How easy was it for you to study in your living environment? | | | | |
| Not at All | 0 | 23% | 10% | 14% |
| Somewhat | 11% | 31% | 40% | 32% |
| Neutral | 17% | 15% | 10% | 21% |
| Very Much | 46% | 8% | 40% | 20% |
| Extremely | 26% | 23% | 0 | 13% |

| | Group1 (n = 34) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 94) |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #26 | | | | |
| Did you work while attending college the first quarter of your freshmen year? | | | | |
| No | 15% | 23% | 80% | 61% |
| Yes | 85% | 77% | 20% | 39% |

| | Group1 (n = 29) | Group2 (n = 10) | Group3 (n = 2) | Group4 (n = 37) |
|---------------------------------------|----------------------------|----------------------------|---------------------------|----------------------------|
| Survey Question #27 | | | | |
| How many hours per week did you work? | | | | |
| 1-10 Hours | 7% | 0 | 0 | 22% |
| 11-20 Hours | 45% | 50% | 50% | 65% |
| 21-30 Hours | 28% | 30% | 0 | 11% |
| 31-40 Hours | 17% | 20% | 0 | 0 |
| +40 | 3% | 0 | 50% | 2% |

| | Group1 (n = 28) | Group2 (n = 10) | Group3 (n = 2) | Group4 (n = 37) |
|----------------------------|----------------------------|----------------------------|---------------------------|----------------------------|
| Survey Question #28 | | | | |
| Where did you work? | | | | |
| On-campus | 4% | 10% | 50% | 38% |
| Off-campus | 93% | 70% | 50% | 49% |
| Both | 3% | 20% | 0 | 13% |

Table 3 (continued)

| | Group1 (n = 34) | Group2 (n = 13) | Group3 (n = 9) | Group4 (n = 92) |
|--|----------------------------|----------------------------|---------------------------|----------------------------|
| Survey Question #30 | | | | |
| What was the biggest positive factor related to your living environment that influenced your academic performance? | | | | |
| Location | 12% | 39% | 33% | 34% |
| Convenience | 3% | 15% | 0 | 21% |
| Cost | 47% | 15% | 0 | 0 |
| Socialization | 0 | 8% | 45% | 11% |
| Family Support | 35% | 15% | 0 | 12% |
| Roommate Support | 0 | 8% | 22% | 15% |
| Other | 3% | 0 | 0 | 7% |

| | Group1 (n = 33) | Group2 (n = 12) | Group3 (n = 10) | Group4 (n = 82) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #31 | | | | |
| What was the biggest negative factor related to your living environment that influenced your academic performance? | | | | |
| Location | 33% | 17% | 40% | 0 |
| Convenience | 6% | 0 | 0 | 4% |
| Cost | 0 | 17% | 10% | 18% |
| Socialization | 33% | 41% | 40% | 39% |
| Family Support | 13% | 17% | 0 | 1% |
| Roommate Support | 3% | 8% | 10% | 26% |
| Other | 12% | 0 | 0 | 12% |

Note: See Appendix B for complete survey analysis.

Research Question 3:

What living environment factors effected student's social interactions with other students? Fifteen questions were found to be related to the social aspect of student satisfaction. Questions 3,5,6,7,9,10,13,and 14 were found to be most relevant to show support to this research question. See Table 3 for survey question results. Question 3, as discussed earlier, indicated that all of the subject groups reported coming to campus to visit friends. Questions 5, 6 and 7 asked students about their roommates. Students in groups 1 and 2 reported having few, if

any, roommates and knew the roommate before entering college if they did have one. In groups 3 and 4 students reported having the highest number of roommates and the highest number of roommates that they did not know before entering college. Question 7 asked how well the student got along with his/her roommate and all of the student groups reported favorable relations. Students in group 4 reported the highest dissatisfaction with their roommates among the four groups.

Questions 9 and 10 asked the student to identify how easy it was to make friends and how many friends he/she made early in his/her freshman year. Students in group 1 reported having the hardest time making friends and having the fewest of all the groups. Students in groups 2 and 4 reported having the easiest time making friends and having the most. Group 3 students reported having a somewhat easy to very easy time making friends and reported having fewer friends than the students in group 4 but more than students in group 1.

Question 13 asked the student groups how many social events took place in their living environment during the beginning of their freshmen year. Students in group 1 reported a very low number of social events in their living environment, while students in group 4 reported many social events. Students in groups 2 and 3 reported the number of social events in their environment to be more than what students in group 1 reported and less than what students in group 4 reported. This information indicated that students living in their parent's residence had fewer social events in their

living environment. Question 14 asked the students how convenient it was in their living arrangement to attend outside class activities. Students in groups 2 and 4 reported the highest level of convenience while groups 1 and 3 reported the lowest convenience. The overall findings from this information indicated that students living in their parent's residence had the hardest time attending out of class activities and the students in the hybrid environment had the second hardest time attending. Students that lived on-campus had the easiest time attending out of class activities. The findings also showed that the on-campus student group had the highest level of student social interaction among the groups. Students living off-campus but not in their parent's residence were the second most social, followed by the hybrid students and ending with the students living with their parents as the least social of the groups.

Table 4
Research Question 3: What living environment factors effected student's social interactions with other students?

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 95) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #3 | | | | |
| Why did you come to campus other than for classes? | | | | |
| Clubs/ Organizations | | | | |
| No | 80% | 69% | 50% | n/a |
| Yes | 20% | 31% | 50% | n/a |
| Sporting Events | | | | |
| No | 89% | 64% | 50% | n/a |
| Yes | 11% | 36% | 50% | n/a |
| Lectures | | | | |
| No | 80% | 77% | 90% | n/a |
| Yes | 20% | 23% | 10% | n/a |
| Visit Friends | | | | |
| No | 57% | 62% | 50% | n/a |
| Yes | 43% | 38% | 50% | n/a |
| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 95) |
| Survey Question #5 | | | | |
| How many roommates did you have? | | | | |
| None | 91% | 15% | 0 | 3% |
| 1 Roommate | 6% | 54% | 0 | 50% |
| 2 Roommates | 3% | 15% | 10% | 11% |
| 3 Roommates | 0 | 8% | 90% | 33% |
| 4 Roommates | 0 | 0 | 0 | 2% |
| +5 Roommates | 0 | 8% | 0 | 1% |
| | Group1 (n = 2) | Group2 (n = 11) | Group3 (n = 10) | Group4 (n = 92) |
| Survey Question #6 | | | | |
| Did you know your roommate prior to living with him/her? | | | | |
| No | 50% | 9% | 80% | 77% |
| Yes | 50% | 91% | 20% | 23% |

Table 4 (continued)

| | Group1 (n = 2) | Group2 (n = 11) | Group3 (n = 10) | Group4 (n = 92) |
|--|---------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #7 | | | | |
| How well did you get along with your roommate? | | | | |
| Not at All | 0 | 19% | 0 | 11% |
| Somewhat | 50% | 9% | 20% | 18% |
| Neutral | 50% | 0 | 20% | 18% |
| Very Much | 0 | 36% | 40% | 31% |
| Extremely | 0 | 36% | 20% | 22% |

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 95) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #9 | | | | |
| Would you say it was ____ to make friends in and around your living environment? | | | | |
| Very Easy | 20% | 54% | 20% | 43% |
| Somewhat Easy | 26% | 22% | 60% | 25% |
| Neutral | 23% | 8% | 10% | 17% |
| Somewhat Hard | 29% | 8% | 10% | 14% |
| Very Hard | 2% | 8% | 0 | 1% |

| | Group1 (n = 34) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 95) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #10 | | | | |
| How many close friends did you make at the university during your first quarter of your freshmen year? | | | | |
| None | 26% | 23% | 0 | 3% |
| 1-2 | 26% | 8% | 40% | 14% |
| 3-4 | 24% | 23% | 20% | 30% |
| 5-6 | 6% | 15% | 20% | 13% |
| +6 | 18% | 31% | 20% | 40% |

| | Group1 (n = 30) | Group2 (n = 12) | Group3 (n = 9) | Group4 (n = 87) |
|---|----------------------------|----------------------------|---------------------------|----------------------------|
| Survey Question #13 | | | | |
| How many social events took place in your living environment the first quarter of your freshmen year? | | | | |
| None | 67% | 8% | 11% | 24% |
| 1-2 | 23% | 43% | 33% | 21% |
| 3-4 | 7% | 8% | 33% | 14% |
| 5-6 | 0 | 8% | 0 | 10% |
| +6 | 3% | 0 | 0 | 13% |
| Every Weekend | 0 | 25% | 23% | 12% |
| Every Day | 0 | 8% | 0 | 6% |

Table 4 (continued)

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 94) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #14 | | | | |
| How convenient was your living environment to attend outside class activities? | | | | |
| Not at All | 9% | 0 | 10% | 1% |
| Somewhat | 26% | 8% | 60% | 20% |
| Neutral | 26% | 0 | 10% | 23% |
| Very Much | 30% | 69% | 10% | 26% |
| Extremely | 9% | 23% | 10% | 30% |

Note: See Appendix B for complete survey analysis.

Research Question 4:

What living environment factors effected a student's use of on-campus facilities? There were 6 questions on the survey that were directed towards this research question. Questions 24 and 25 were found to be most relevant to show support to this research question. See Table 5 for survey question results. Questions 24 and 25 asked the students specifically how often they used the university library and fitness center. In both cases students from group 4 reported higher campus facility usage than any other group. Group 1 students reported the lowest usage of on-campus facilities. The students from groups 2 and 3 reported on-campus facility usage that was higher than what group 1 students reported and less than what group 4 students reported..

The noticeable trend found in this research was that students that lived on campus used the university facilities at a higher level than any other student group.

Table 5
Research Question 4: What living environment factors effected a student’s use of on-campus facilities?

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 9) | Group4 (n = 95) |
|---|----------------------------|----------------------------|---------------------------|----------------------------|
| Survey Question #24 | | | | |
| How often did you use the on-campus library your first quarter of your freshmen year? | | | | |
| Never | 29% | 8% | 22% | 15% |
| 1-2 | 23% | 31% | 45% | 16% |
| 3-4 | 11% | 22% | 11% | 20% |
| 5-6 | 11% | 8% | 0 | 13% |
| +6 | 26% | 31% | 22% | 36% |

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 95) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #25 | | | | |
| How often did you use the on-campus fitness center your first quarter of your freshmen year? | | | | |
| Never | 69% | 70% | 60% | 42% |
| 1-2 | 0 | 15% | 0 | 11% |
| 3-4 | 6% | 0 | 0 | 5% |
| 5-6 | 3% | 0 | 0 | 8% |
| +6 | 22% | 15% | 40% | 34% |

Note: See Appendix B for complete survey analysis.

Research Question 5:

What living environment factors effected a students feeling of connection to the college or university? There were 13 questions that were identified to address the issue of student satisfaction on the survey. Questions 8,10,22 and 33 were found to be most relevant to show support to this research question. See Table 6 for survey question results. Question 8 asked the students how much moral support they felt they had received from the people in and around their living environment. Students in all of the groups reported some moral support. Group 1 students reported having

the highest support, students in group 2 reported the second highest support from their living environment. Students in groups 3 and 4 reported mixed moral support from their living environment.

Question 10, as reported earlier, showed on-campus students made friends faster and had more close friends. Question 22 asked the students how they felt their living environment impacted their college success. Students from groups 1 and 2 had the highest positive responses. Group 4 students reported the third highest impact rate while the students in group 3 reported the least amount of impact. Question 33 asked students to identify how much they enjoyed the university. Students in group 4 reported enjoying their college experience the most followed closely by the students in group 3 and then group 2. Group 1 students reported the lowest enjoyment from their college experience.

The trends from this research as it relates to students feelings of connection towards the university showed that all student groups showed some levels of student connection to the college. The on-campus student group ranked highest in number of friends made, campus facility use, and enjoyment of the college. The off-campus students living in their parent's residence, and the other off-campus student group showed signs that they embraced their off-campus environment just as much.

Table 6
Research Question 5: What living environment factors effected a students feeling of connection to the college or university?

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 95) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #8 | | | | |
| How much moral support did you feel you had from people in and around your living environment? | | | | |
| Not at All | 6% | 0 | 10% | 12% |
| Somewhat | 14% | 0 | 30% | 22% |
| Neutral | 3% | 8% | 20% | 20% |
| Very Much | 29% | 69% | 40% | 30% |
| Extremely | 48% | 23% | 0 | 16% |

| | Group1 (n = 34) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 95) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #10 | | | | |
| How many close friends did you make at the university during your first quarter of your freshmen year? | | | | |
| None | 26% | 23% | 0 | 3% |
| 1-2 | 26% | 8% | 40% | 14% |
| 3-4 | 24% | 23% | 20% | 30% |
| 5-6 | 6% | 15% | 20% | 13% |
| +6 | 18% | 31% | 20% | 40% |

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 94) |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #22 | | | | |
| How did your living environment impact your college success? | | | | |
| Negatively | 6% | 23% | 0 | 10% |
| Somewhat Negative | 9% | 15% | 20% | 10% |
| Neutral | 20% | 24% | 50% | 31% |
| Somewhat Positive | 17% | 15% | 10% | 13% |
| Positively | 48% | 23% | 20% | 36% |

Table 6 (continued)

| | Group1 (n = 35) | Group2 (n = 13) | Group3 (n = 10) | Group4 (n = 95) |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| Survey Question #33 | | | | |
| How well did you enjoy your college experience at the university? | | | | |
| Not at All | 3% | 0 | 0 | 4% |
| Somewhat | 14% | 15% | 20% | 13% |
| Neutral | 23% | 15% | 10% | 8% |
| Very Much | 34% | 62% | 60% | 46% |
| Extremely | 26% | 8% | 10% | 29% |

Note: See Appendix B for complete survey analysis.

Summary

The total student response to this research was too small for Chi Square analysis. Therefore, the findings cannot be generalized to a larger student population. Even though this research did not provide statistically significant information, it did provide some interesting descriptive student information.

Some of the interesting trends from the student responses are as follows. First, students living in on-campus environments used the university facilities more and were most involved and active in college activities than any other student group. Second, the students that lived in the hybrid environment were the second most involved and active group, and the off-campus group was the least involved or active. Third, students living on-campus reported belonging to one or more student organizations and attended sporting events at a higher rate than students living off-campus. Fourth, the on-campus group also reported having an easier time making friends than their off campus counterparts. Lastly, students living

in their parent's residence reported higher moral and academic support than the on-campus group.

Additional trends worth noting indicated that students living off-campus worked more hours at off-campus jobs than those students that lived on-campus. Students living off-campus were found to have slightly higher grade point averages than the on-campus students, but on-campus students reported higher retention rates and graduation rates from the Mid-West University than their off-campus counterparts.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to identify influences that a college student's living environment may have on his/her college success. In order to achieve this finding five research questions were developed to maintain a focus on three main issues including student retention, student academic success, and student satisfaction with their college experience. A set of three student groups living in different environments were identified. A sample of each of these student groups were contacted and asked to participate in a telephone survey. The responses to the research survey were tabulated and conclusions were drawn from the results.

Conclusions

The researcher identified each of the survey responses and how they applied to the five research questions and kept the focus of this research on student retention, academic success and student satisfaction. The retention issue was found to be strongest when students socialized, attended university events and felt connected to the campus. Students living on-campus reported higher participation, connection to the university, retention and graduation rates. The students from the hybrid environment reported the second highest participation, retention and graduation rates. The students living off-campus had the lowest participation, connection, retention and graduation rates.

The questions related to academic success were focused on academic support, the ability to study in the living environment, and the amount of work responsibilities. The results were mixed, in that off-campus students reported as much academic support as student's on-campus, and off-campus students reported it was very easy to study in their living environment. More off-campus students reported working more hours in off-campus jobs than the on-campus students, yet the off-campus average GPA of 2.7 for the group was slightly higher than the on-campus students GPA of 2.6.

The remaining research topic of student satisfaction was investigated by studying the student's support, friends, social activities, and convenience to attend activities. Students living off-campus reported having a higher moral support and liking their living environment more than on-campus students. Off-campus students reported having a harder time making friends and lower attendance to social activities. Off-campus students also reported their living environment to be less convenient than on-campus students. On-campus students reported more negative issues with costs and roommate issues. Otherwise, on-campus students ranked making friends and attending activities as much easier than off-campus students. Students in the hybrid environment enjoyed their living environment but found it less convenient than on-campus students. The hybrid group also reported lower support issues, and socialization than on-campus students.

The overall conclusions from this study did not find any new trends in student behavior as it relates to college living environments. This study supported much of the current research that has already been discovered. Students that lived in on-campus housing were more involved in college related activities and made friends easier than their off campus counterparts. They reported higher levels of retention, similar levels of academic success, and higher levels of student satisfaction than off-campus students. The hybrid living environment proved to fall in the middle of the on-campus and off-campus groups regarding student involvement and satisfaction. This research supported the finding of Tinto (1993), Kuh et al. (2005), Schlossberg (1989), Aitken (1982), Chapple (1984), Goldman & Gillis (1989), Fidler & Moore (1996), Belcheir & Michener (1997), Abrahamowicz (1988) and many others.

Evidence of Keller (1978) and Clodfelter's (1984) findings that off-campus students had better GPA's was noticeable in the slightly higher GPA's of the off-campus student groups versus the on-campus group. In this study off-campus students reported having an easier time studying in their living environment than students living on-campus.

Another finding that stood out between the on-campus and off-campus student groups was their non-college related responsibilities. Students living off-campus reported higher numbers of students that worked and worked longer hours in off-campus jobs than their on-campus counterparts. The students in the hybrid environment reported trends that

fell in the middle of the on-campus and off-campus student populations related to this topic. This research finding supported Zeller (2005) and Jacoby's (2000) research about off-campus student's non-school related responsibilities. Although this research did not focus on the influence of the work situation differences among the groups, it is hard for this researcher to believe that this factor did not have an influence on the off-campus student group's involvement behavior.

The affect of the hybrid on-campus/off-campus living environment in this study turned out to be neutral. In some aspects these students responded similarly to that of the off-campus students, such as responses about location and ease to study in ones residence. In other cases the hybrid student group responded similarly to that of the on-campus students including roommate issues and participation in on-campus activities. But most often this group was split between the on-campus and off-campus groups, such as the finding that students in the hybrid group that reported to have worked while attending school, half of these students worked on-campus and half of them worked off-campus.

Recommendations

Based on the findings of this study this researcher would make three recommendations for first year college students and higher education professionals. First, future college students need to consider all of their housing options as they relate to their college success. University officials need to emphasize the value of the on-campus housing option to increase student involvement in college activities. Second, students that don't have the option to live on or near the college campus will need to make an extra effort to get involved on campus. Universities need to develop programs for the off-campus student population to get them more involved in college activities. Thirdly, incoming college students need to be aware of the possible job opportunities on the college campus. Universities need to open more on-campus employment opportunities for off-campus students. This would create opportunities for off-campus students to get more involved on campus.

This research has also prompted some questions as to why the results turned out the way they did. In these situations it would be this researcher's recommendation that further research needs to be conducted in the following areas: The influence of off-campus jobs on student involvement and academic study habits, the influence of the number of roommates a student has as it relates to student involvement and academic study habits, and lastly, this researcher recommends further studies be

done to investigate the value of hybrid on-campus/ off-campus student living arrangements. There are many possible benefits that can be derived from this kind of student housing if it is utilized properly.

Summary

This research attempted to identify influences of a college student's living environment on his/her college success. Although, no statistically significant findings could be reported, some interesting trends were noted. Some of these trends showed support for previous college student research. The major trends that were found indicated that students living in on-campus environments were most involved and active in college activities. The students that lived in the hybrid environment were the second most involved and active group, and the off-campus group was the least involved or active. Other trends worth noting indicated students living off-campus worked more hours in off-campus jobs. This off-campus student population was also found to have a slightly higher grade point averages than the on-campus students but on-campus students reported higher retention rates and graduation rates from the mid-west university than their off-campus counterparts.

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APPENDIX A

The Survey Instrument

A Study of Factors Affecting Academic Performance of College Students Who Reside in Different Environments

Daniel S. Dakin

Verbal Consent for Participation in Research

A. PURPOSE and BACKGROUND

Dan Dakin a graduate student in the Student Affairs in Higher Education Graduate program is conducting research to identify the academic impact, if any, of a college students living environment. This research is being conducted as part of a thesis project.

You are being asked to participate in this study because you were a new student attending Wright State University in the target period of the fall quarter of 2001.

B. PROCEDURES

We would like to ask you to answer no more than 42 multiple-choice questions, to the best of your ability, that relate to your college experience at that time. This telephone survey should take no more that 15 minutes of your time. There is no known risk or benefit to complete this survey.

C. CONFIDENTIALITY

The information you provide us during this interview will not be associated with you and will be held in the strictest of confidence. This information will only be used for the purposes of this study.

D. MORE INFORMATION

If you have questions about this research study you can reach Dan Dakin at 937-775-3236 or his faculty advisor Dr. Charles Ryan at 937-775-3286. If you have general questions about giving consent or your rights as a research participant in this research study you can call the Wright State University Institutional Review Board at 937-775-4462.

E. CONSENT

Participation in this research is voluntary. You are free to decline any part of the study and may terminate or withdraw at any time.

Do we have your verbal consent?

Please answer the following question as they relate to your First Quarter of Your Freshman Year.

#1) Where did you live during the first quarter of your freshman year? Please note that the answer to this question will identify your living environment.

1) Parents home, 2) Off campus (not parents home) 3) Emerald Lakes Apartments, 4) Hamilton Hall, 5) The Woods, 6) Honors Dorm

If Not 4,5, or 6) living on-campus;

#2) How often did you go to the WSU campus?

1) Once a week, 2) two times a week, 3) three times a week, 4) four times a week, 5) more than four times a week, 6) more than one time every day

If Not 4,5, or 6) living on-campus;

#3) Why did you come to campus other than for classes? (Answer all that apply)

1) Attend WSU club or organization event, 2) Attend sporting events, 3) Attend theater or lectures, 4) Visit with friends, 5) Did not come to WSU

for any other reason that for classes, 6) Other – Please explain

#4) During the first quarter of your freshman year, how important was your living environment in relation to your college success?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very much, 5) Extremely

Social Questions:

#5) How many roommates did you have?

1) None, 2) 1, 3) 2, 4) 3, 5) 4, 6) 5 or more

If Not 1) none;

#6) Did you know your roommate prior to living with him/her?

1) Yes, 2) No

If Not 1) none;

#7) How well did you get along with your roommate(s)?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very much, 5) Extremely Well

#8) How much moral support did you feel you had from people in and around your living environment (roommates, neighbors)?
1) Not at all, 2) Somewhat, 3) Neutral, 4) Very much, 5) Extremely

#9) Would you say it was _____ to make friends in and around your living environment?
1) Very Easy, 2) Somewhat easy, 3) Neutral, 4) Somewhat harder, 5) Very Hard

#10) How many close friends did you make at Wright State during your first quarter of your freshman year?

1) None, 2) 1 - 2, 3) 3 - 4, 4) 5 - 6, 5) More than 6

#11) What kinds of social activities did you participate in? (answer all that apply)

1) Dating, 2) Attend parties, 3) WSU club or organization, 4) Hang out with a few friends, 5) Play sports, 6) Attend sporting events, 7) Other – Please explain

#12) How much time did you spend socializing (on each of the activities from #14)?

1) 0-5 Hour a week, 2) 6-10 Hours a week, 3) 11-16 Hours a week, 4) 17-22 Hours a week, 5) 22 or more hours a week

#13) How many social events took place in your living environment the first quarter of your freshman year?

1) None, 2) 1-2, 3) 3-4, 4) 5-6, 5) More than 6 a quarter, 6) every weekend, 7) every day

#14) How convenient was your living environment to attend outside class activities?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very Much, 5) Extremely convenient

#15) How many student clubs or organizations were you a member of?

1) None, 2) 1-2, 3) 3-4, 4) 5-6, 5) More than 6

#16) How often did you attend sporting events on campus your first quarter of your freshmen year?

1) Never, 2) 1-2, 3) 3-4, 4) 5-6, 5) More than 6

#17) How often did you attend out of class lectures on campus your first quarter of your freshmen year?

1) Never, 2) 1-2, 3) 3-4, 4) 5-6, 5) More than 6

Study Questions:

#18) How many hours did you study each week?

1) 0-5, 2) 6-10, 3) 11-20, 4) 21-30, 5) 31 – 40, 6) more than 40

#19) Did you feel you had academic support from people in and around your living environment (roommates, neighbors)?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very much, 5) Extremely

#20) How easy was it for you to study in your living environment?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very easy, 5) Extremely easy

#21) Where did you study most often?

1) Your own residence, 2) Library, 3) Friends residence on-campus, 4) Friends residence off-campus, 5) Other – Please explain

#22) How did your living environment impact your college success?

1) Negatively, 2) Somewhat negative, 3) Neutral, 4) Somewhat positively, 5) Positively

#23) How convenient was your living environment to attend classes?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very Much, 5) Extremely convenient

Use of on campus facilities:

#24) How often did you use the on-campus library your first quarter of your freshmen year?

1) Never, 2) 1-2 times, 3) 3-4 times, 4) 5-6 times, 5) More than 6 times

#25) How often did you use the on-campus fitness center your first quarter of your freshman year?

1) Never, 2) 1-2 times, 3) 3-4 times, 4) 5-6 times, 5) More than 6 times

#26) Did you work while attending college the first quarter of your freshman year?

1) Yes, 2) No

If 1) Yes; #27) How many hours per week did you work?

1) 1-10, 2) 11-20, 3) 21-30, 4) 31-40, 5) more than 40 hours

If 1) Yes; #28) Where did you work?

1) On campus, 2) Off campus, 3) Both

#29) How well did you like your living environment?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very much, 5) Extremely Enjoyed

#30) What was the biggest positive factor related to your living environment that influenced your academic performance? (pick one)
1) Location, 2) Convenience, 3) Cost, 4) Socializing, 5) Family Support 6) Roommate Support, 7) Other – Please explain

#31) What was the biggest negative factor related to your living environment that influenced your academic performance? (pick one)
1) Location, 2) Convenience, 3) Cost, 4) Socializing, 5) Family Support 6) Roommate Support, 7) Other – Please explain

#32) What did you enjoy most about the living environment facilities that were available to you? (Pick one)
1) Support (money, laundry- parents home) 2) Room conditions (size, appliances) 3) Amenities that came with the environment (pool, club house), 4) Roommates, friends 5) location 6) Other – Please explain

Attachment to Wright State:

#33) How well did you enjoy your college experience at Wright State University?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very much, 5) Extremely

#34) How connected did you feel to Wright State University?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very much, 5) Extremely

#35) After the first quarter of your freshman year did you move?

1) Yes 2) No

If 1) Yes; #36) Where did you move?

1) Parents home, 2) Off campus (not parents home), 3) Emerald Lakes Apartments, 4) Hamilton Hall, 5) The Woods, 6) Honors Dorm
7) Other – please explain

If 1) Yes; #37) Did your move to another living environment help improve your academic performance?

1) Yes, 2) No

General Questions:

#38) Are you:

1) Male, 2) Female

#39) What was your age when you entered your freshman year in college?

1) 18 or younger, 2) 19 – 20, 3) 21- 22, 4) 23 – 24, 5) 25 or older

#40) Did you return to Wright State University after your freshman year?
1) Yes, 2) No

If 2)No; #41) How much did your living arrangements affect your
decision to

Not return to Wright State?

1) Not at all, 2) Somewhat, 3) Neutral, 4) Very much, 5) Extremely

#42) Did you graduate from Wright State University?

1) Yes, 2) No, 3) Transferred to another college, 4) Currently working on
degree

APPENDIX B Survey Analysis

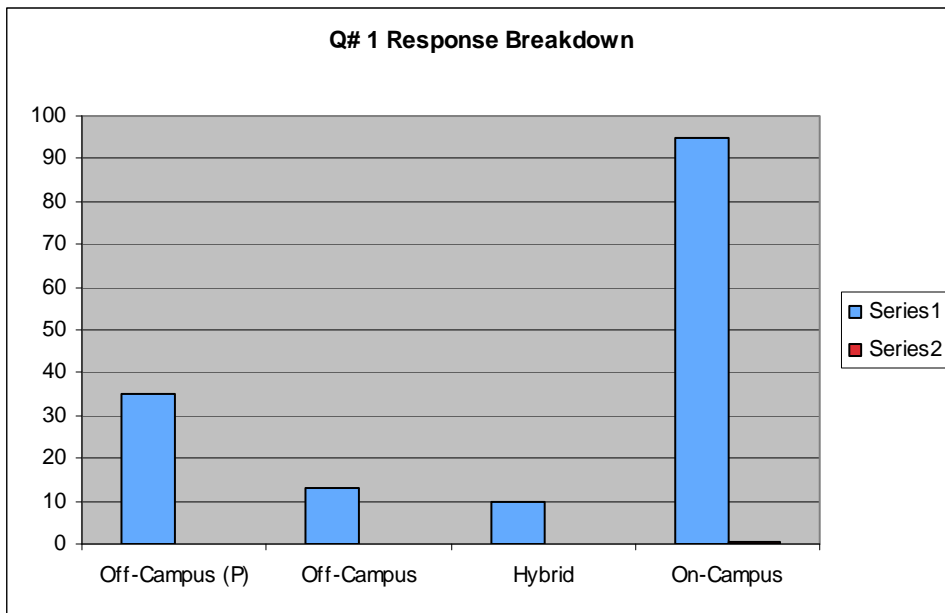
KEY:

- Off-Campus (P): Students Living in Parents Residence Off-Campus
- Off-Campus: Students Living Off-Campus Not in Parents Residence
- Hybrid: Students Living in Community Center Apartments
- On-Campus: Students Living On-Campus

Total Population: 2603
 Total Responses: 153
 % of Total: 5.88%

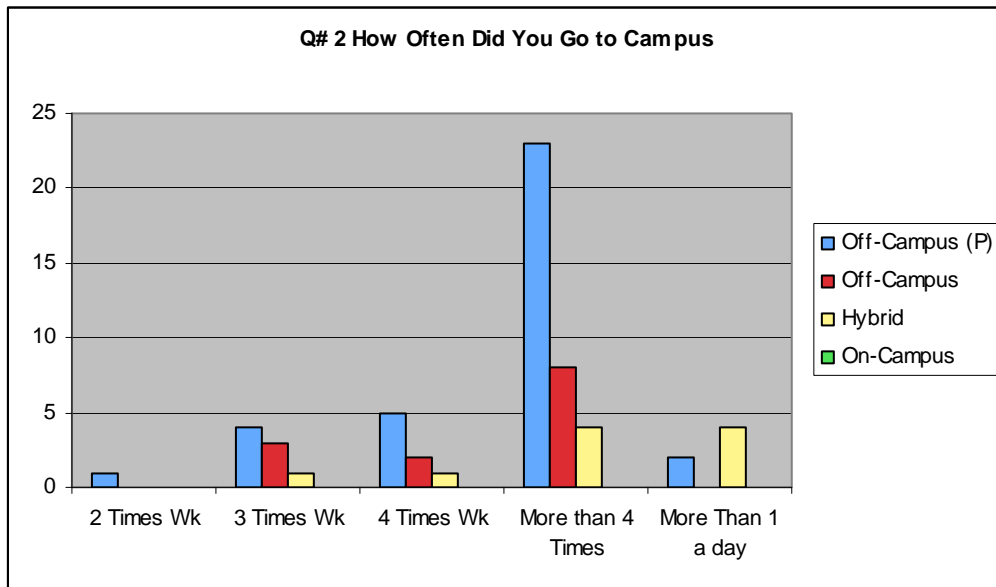
Survey Question #1: Where did you live during the first quarter of your freshmen year?

| Breakdown by Group | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|--------------------|----------------|------------|--------|-----------|
| % of 153 | 35 | 13 | 10 | 95 |
| | 22.88% | 8.50% | 6.54% | 62.09% |



Survey Question #2: How often did you go to the university campus?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|----------------------|-------------------|----------------|--------|---------------|
| 2 Times Wk | 1 | 0 | 0 | 0 |
| 3 Times Wk | 4 | 3 | 1 | 0 |
| 4 Times Wk | 5 | 2 | 1 | 0 |
| More than 4 Times | 23 | 8 | 4 | 0 |
| More Than 1 a day | 2 | 0 | 4 | 0 |
| Total | 35 | 13 | 10 | 0 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 2.86% | 0.00% | 0.00% | 0.00% |
| Somewhat | 11.43% | 23.08% | 10.00% | 0.00% |
| Neutral | 14.29% | 15.38% | 10.00% | 0.00% |
| Very Much | 65.71% | 61.54% | 40.00% | 0.00% |
| Extremely | 5.71% | 0.00% | 40.00% | 0.00% |

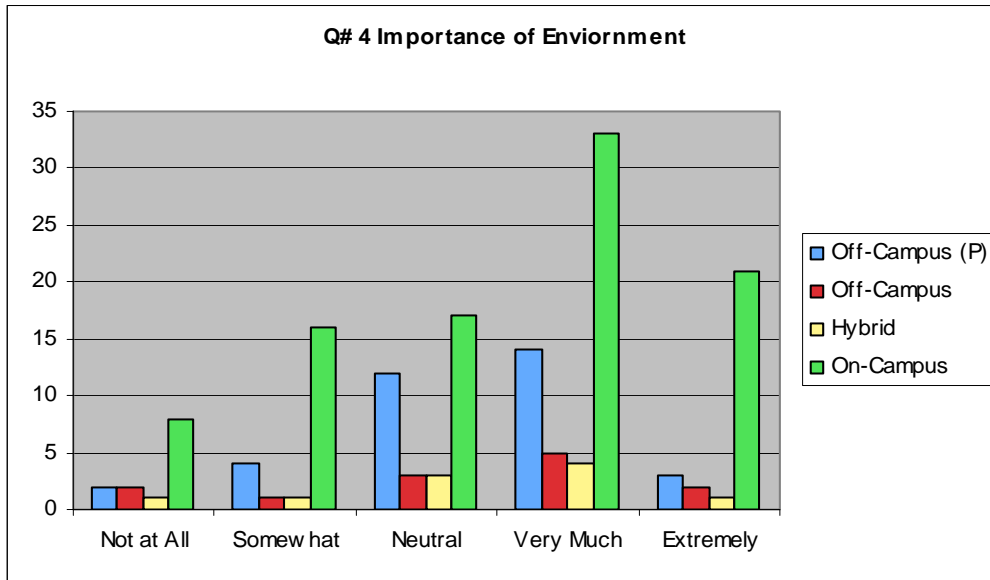


Survey Question # 3: Why did you come to campus other than for classes?

| | | | | |
|---------------|------------|--------|--------|--------|
| Clubs/ Orgs | Off-Campus | Off- | Hybrid | On- |
| | (P) | Campus | | Campus |
| No | 28 | 9 | 5 | 0 |
| Yes | 7 | 4 | 5 | 0 |
| Total | 35 | 13 | 10 | 0 |
| No | 80.00% | 69.23% | 50.00% | 0.00% |
| Yes | 20.00% | 30.77% | 50.00% | 0.00% |
| Sport Events | Off-Campus | Off- | Hybrid | On- |
| | | Campus | | Campus |
| No | 31 | 9 | 5 | |
| Yes | 4 | 4 | 5 | |
| Total | 35 | 13 | 10 | 0 |
| No | 88.57% | 69.23% | 50.00% | 0.00% |
| Yes | 11.43% | 30.77% | 50.00% | 0.00% |
| Lectures | Off-Campus | Off- | Hybrid | On- |
| | | Campus | | Campus |
| No | 28 | 10 | 9 | 0 |
| Yes | 7 | 3 | 1 | 0 |
| Total | 35 | 13 | 10 | 0 |
| No | 80.00% | 76.92% | 90.00% | 0.00% |
| Yes | 20.00% | 23.08% | 10.00% | 0.00% |
| Visit Friends | Off-Campus | Off- | Hybrid | On- |
| | | Campus | | Campus |
| No | 20 | 8 | 5 | 0 |
| Yes | 15 | 5 | 5 | 0 |
| Total | 35 | 13 | 10 | 0 |
| Percent | | | | |
| No | 57.14% | 61.54% | 50.00% | 0.00% |
| Yes | 42.86% | 38.46% | 50.00% | 0.00% |

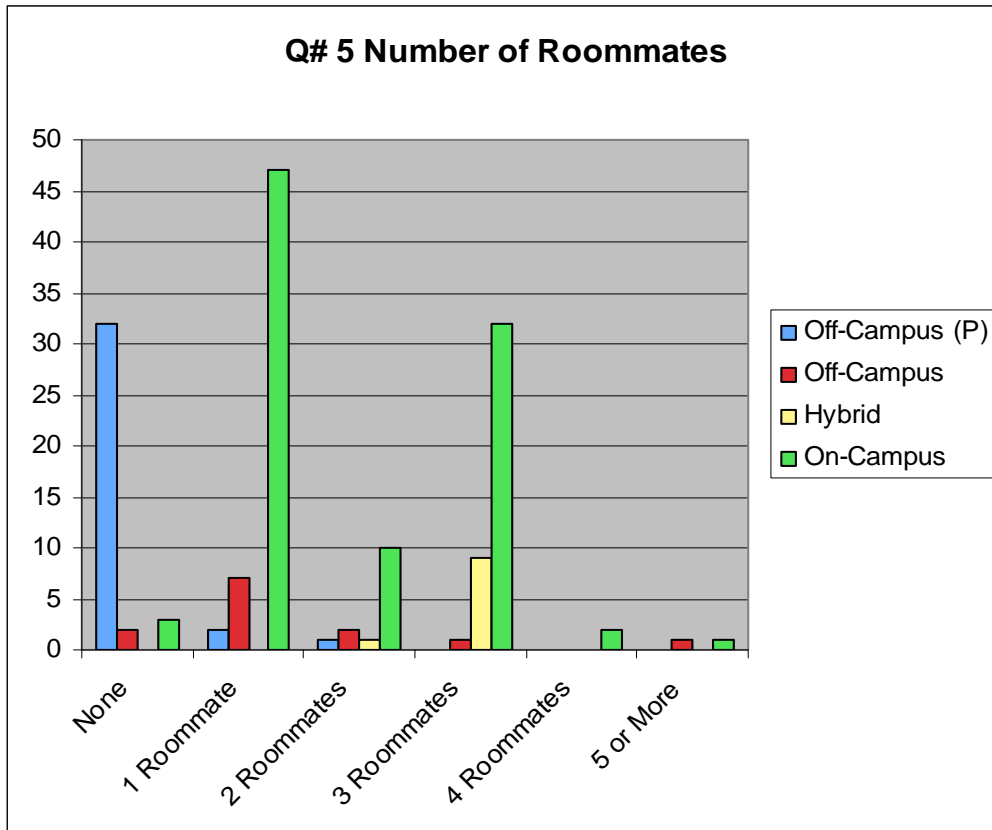
Question #4: During the first quarter of your freshman year, How important was your living environment in relation to your college success?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|------------|-------------------|----------------|--------|---------------|
| Not at All | 2 | 2 | 1 | 8 |
| Somewhat | 4 | 1 | 1 | 16 |
| Neutral | 12 | 3 | 3 | 17 |
| Very Much | 14 | 5 | 4 | 33 |
| Extremely | 3 | 2 | 1 | 21 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 5.71% | 15.38% | 10.00% | 8.42% |
| Somewhat | 11.43% | 7.69% | 10.00% | 16.84% |
| Neutral | 34.29% | 23.08% | 30.00% | 17.89% |
| Very Much | 40.00% | 38.46% | 40.00% | 34.74% |
| Extremely | 8.57% | 15.38% | 10.00% | 22.11% |



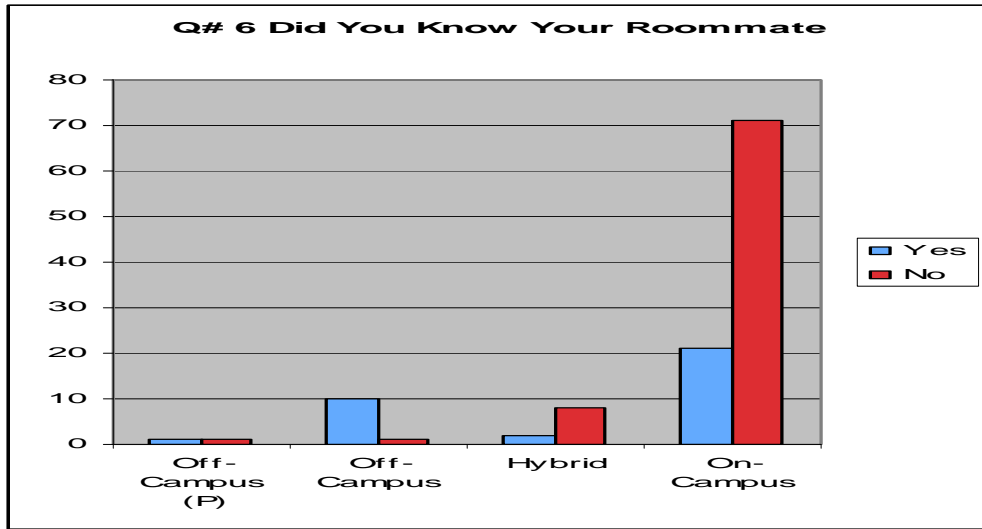
Question # 5: How Many Roommates did you have?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|-------------|-------------------|----------------|--------|---------------|
| None | 32 | 2 | 0 | 3 |
| 1 Roommate | 2 | 7 | 0 | 47 |
| 2 Roommates | 1 | 2 | 1 | 10 |
| 3 Roommates | 0 | 1 | 9 | 32 |
| 4 Roommates | 0 | 0 | 0 | 2 |
| 5 or More | 0 | 1 | 0 | 1 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| None | 91.43% | 53.85% | 0.00% | 3.16% |
| 1 Roommate | 5.71% | 15.38% | 10.00% | 49.47% |
| 2 Roommates | 0.00% | 7.69% | 90.00% | 33.68% |
| 3 Roommates | 0.00% | 0.00% | 0.00% | 2.11% |
| 4 Roommates | 0.00% | 7.69% | 0.00% | 1.05% |
| 5 or More | 0.00% | 7.69% | 0.00% | 1.05% |



Question #6: Did you know your roommates prior to living with him/her?

| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|-------|-------------------|------------|--------|-----------|
| Yes | 1 | 10 | 2 | 21 |
| No | 1 | 1 | 8 | 71 |
| Total | 2 | 11 | 10 | 92 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Yes | 50.00% | 90.91% | 20.00% | 22.83% |
| No | 50.00% | 9.09% | 80.00% | 77.17% |

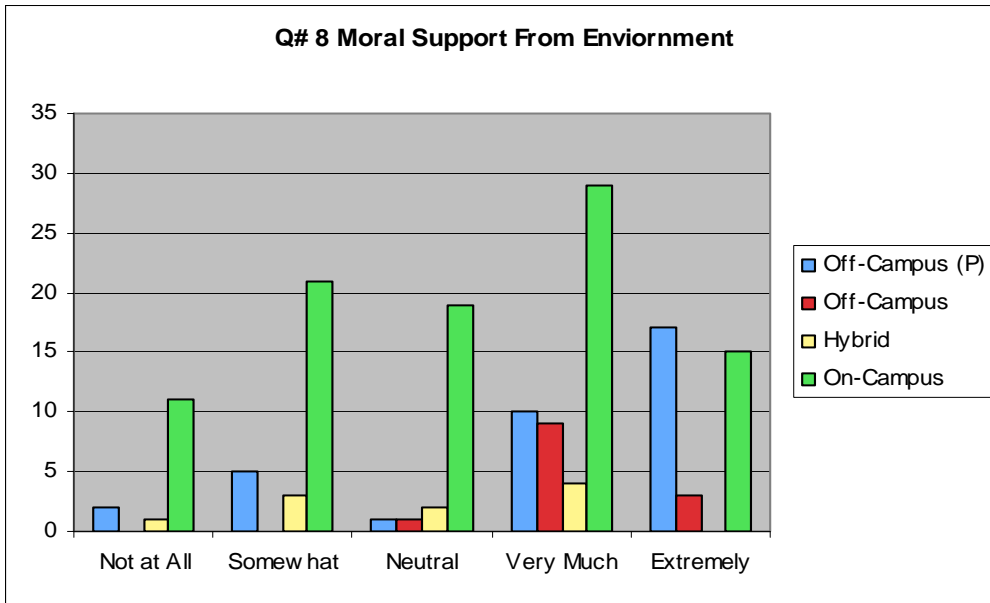


Question #7: How well did you get along with your roommate?

| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|------------|-------------------|------------|--------|-----------|
| Not at All | 0 | 2 | 0 | 10 |
| Somewhat | 1 | 1 | 2 | 17 |
| Neutral | 1 | 0 | 2 | 17 |
| Very Much | 0 | 4 | 4 | 28 |
| Extremely | 0 | 4 | 2 | 20 |
| Total | 2 | 11 | 10 | 92 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Not at All | 0.00% | 18.18% | 0.00% | 10.87% |
| Somewhat | 50.00% | 9.09% | 20.00% | 18.48% |
| Neutral | 50.00% | 0.00% | 20.00% | 18.48% |
| Very Much | 0.00% | 36.36% | 40.00% | 30.43% |
| Extremely | 0.00% | 36.36% | 20.00% | 21.74% |

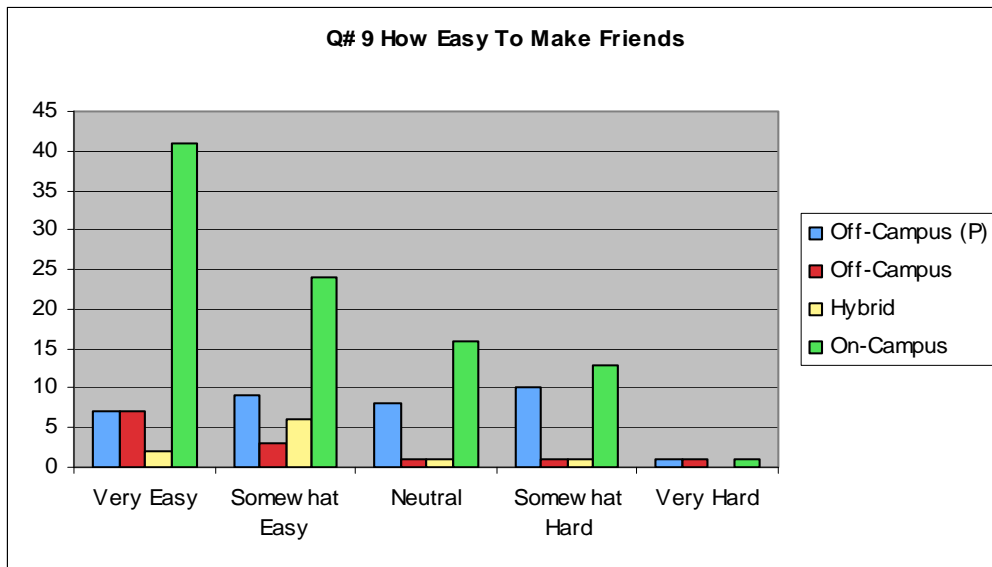
Question #8: How much moral support did you feel you had from people in and around your living environment?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|------------|-------------------|----------------|--------|---------------|
| Not at All | 2 | 0 | 1 | 11 |
| Somewhat | 5 | 0 | 3 | 21 |
| Neutral | 1 | 1 | 2 | 19 |
| Very Much | 10 | 9 | 4 | 29 |
| Extremely | 17 | 3 | 0 | 15 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 5.71% | 0.00% | 10.00% | 11.58% |
| Somewhat | 14.29% | 0.00% | 30.00% | 22.11% |
| Neutral | 2.86% | 7.69% | 20.00% | 20.00% |
| Very Much | 28.57% | 69.23% | 40.00% | 30.53% |
| Extremely | 48.57% | 23.08% | 0.00% | 15.79% |



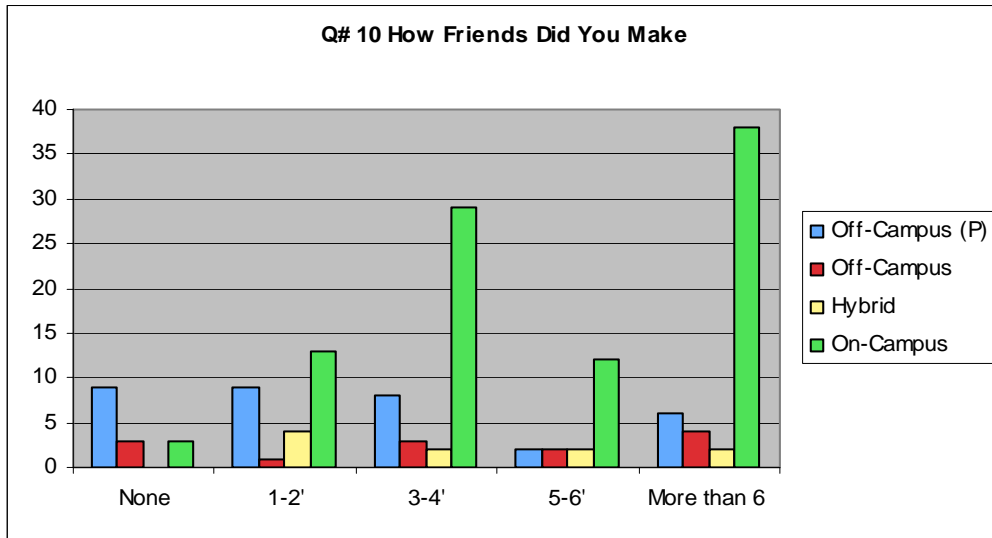
Question #9: Would you say it was _____ to make friends in and around your living environment?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|---------------|-------------------|----------------|--------|---------------|
| Very Easy | 7 | 7 | 2 | 41 |
| Somewhat Easy | 9 | 3 | 6 | 24 |
| Neutral | 8 | 1 | 1 | 16 |
| Somewhat Hard | 10 | 1 | 1 | 13 |
| Very Hard | 1 | 1 | 0 | 1 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Very Easy | 20.00% | 53.85% | 20.00% | 43.16% |
| Somewhat Easy | 25.71% | 23.08% | 60.00% | 25.26% |
| Neutral | 22.86% | 7.69% | 10.00% | 16.84% |
| Somewhat Hard | 28.57% | 7.69% | 10.00% | 13.68% |
| Hard | 2.86% | 7.69% | 0.00% | 1.05% |



Question # 10: How many close friends did you make at the university during your first quarter of your freshmen year?

| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|-------------|----------------|------------|--------|-----------|
| None | 9 | 3 | 0 | 3 |
| 1-2' | 9 | 1 | 4 | 13 |
| 3-4' | 8 | 3 | 2 | 29 |
| 5-6' | 2 | 2 | 2 | 12 |
| More than 6 | 6 | 4 | 2 | 38 |
| Total | 34 | 13 | 10 | 95 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| None | 26.47% | 23.08% | 0.00% | 3.16% |
| 1-2' | 26.47% | 7.69% | 40.00% | 13.68% |
| 3-4' | 23.53% | 23.08% | 20.00% | 30.53% |
| 5-6' | 5.88% | 15.38% | 20.00% | 12.63% |
| More than 6 | 17.65% | 30.77% | 20.00% | 40.00% |

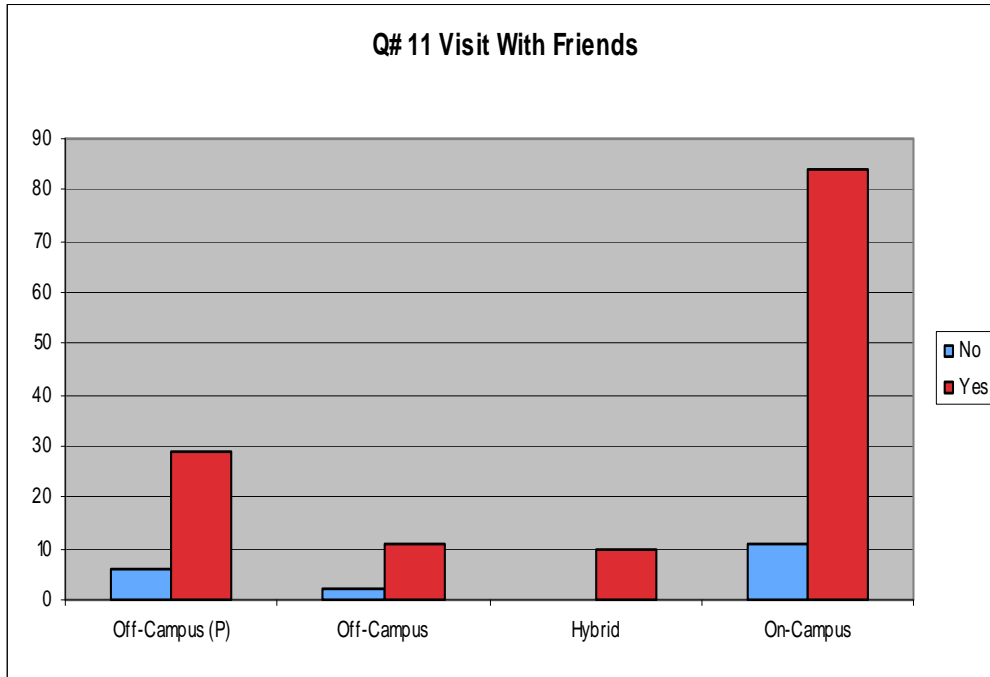


Question # 11: What kinds of social activities did you participate in?

| | | | | |
|---------------|-------------------|----------------|---------|---------------|
| Dating | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 24 | 8 | 5 | 51 |
| Yes | 11 | 5 | 5 | 44 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 68.57% | 61.54% | 50.00% | 53.68% |
| Yes | 31.43% | 38.46% | 50.00% | 46.32% |
| Parties | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 20 | 6 | 2 | 33 |
| Yes | 15 | 7 | 8 | 62 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 57.14% | 46.15% | 20.00% | 34.74% |
| Yes | 42.86% | 53.85% | 80.00% | 65.26% |
| Clubs/Orgs | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 25 | 7 | 7 | 50 |
| Yes | 10 | 6 | 3 | 45 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 71.43% | 53.85% | 70.00% | 52.63% |
| Yes | 28.57% | 46.15% | 30.00% | 47.37% |
| Visit Friends | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 6 | 2 | 0 | 11 |
| Yes | 29 | 11 | 10 | 84 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 17.14% | 15.38% | 0.00% | 11.58% |
| Yes | 82.86% | 84.62% | 100.00% | 88.42% |

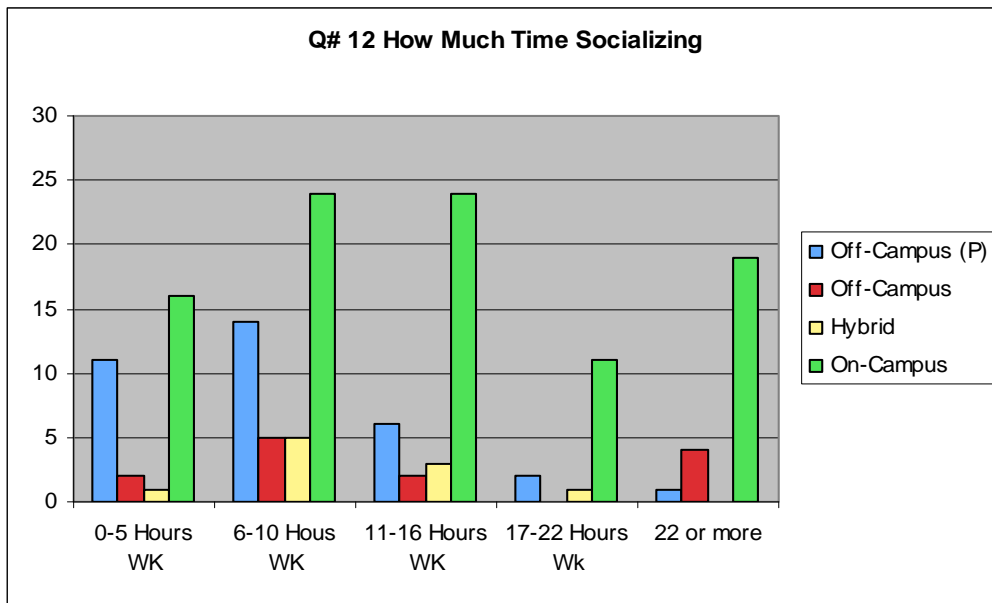
Question # 11: Continued

| | | | | |
|---------------|-------------------|----------------|--------|---------------|
| Play Sports | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 27 | 11 | 6 | 60 |
| Yes | 8 | 2 | 4 | 35 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 77.14% | 84.62% | 60.00% | 63.16% |
| Yes | 22.86% | 15.38% | 40.00% | 36.84% |
| Attend Sports | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 25 | 7 | 5 | 43 |
| Yes | 10 | 6 | 5 | 52 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| No | 71.43% | 53.85% | 50.00% | 45.26% |
| Yes | 28.57% | 46.15% | 50.00% | 54.74% |



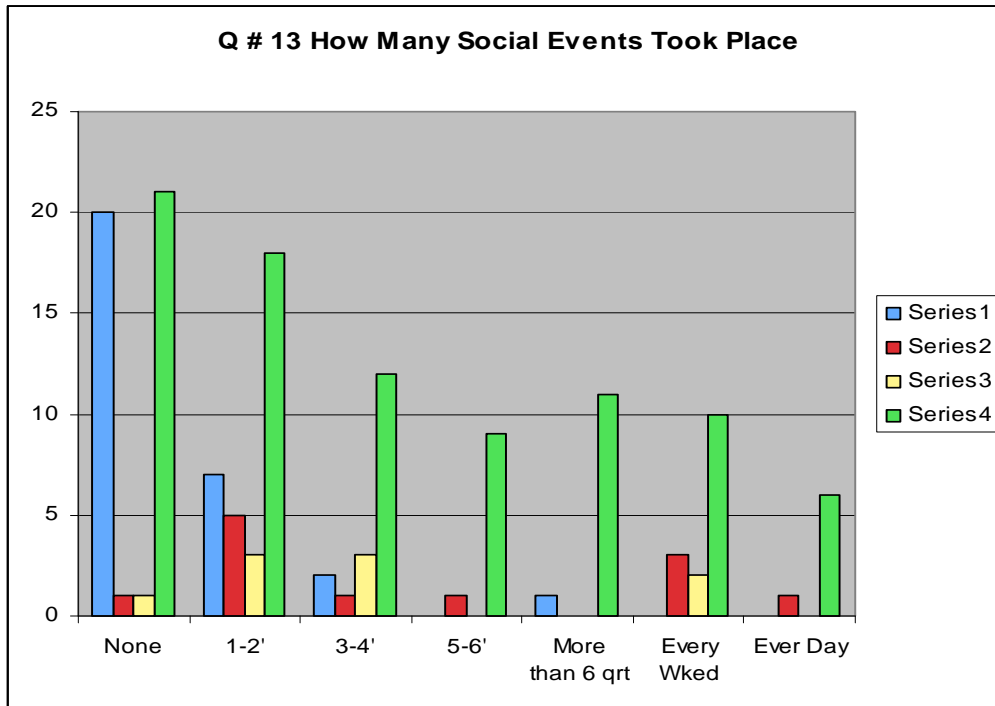
Question # 12: How much time did you spend socializing (from #11)?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|----------------|-------------------|----------------|--------|---------------|
| 0-5 Hours WK | 11 | 2 | 1 | 16 |
| 6-10 Hours WK | 14 | 5 | 5 | 24 |
| 11-16 Hours WK | 6 | 2 | 3 | 24 |
| 17-22 Hours Wk | 2 | 0 | 1 | 11 |
| 22 or more | 1 | 4 | 0 | 19 |
| Total | 34 | 13 | 10 | 94 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 32.35% | 15.38% | 10.00% | 17.02% |
| Somewhat | 41.18% | 38.46% | 50.00% | 25.53% |
| Neutral | 17.65% | 15.38% | 30.00% | 25.53% |
| Very Much | 5.88% | 0.00% | 10.00% | 11.70% |
| Extremely | 2.94% | 30.77% | 0.00% | 20.21% |



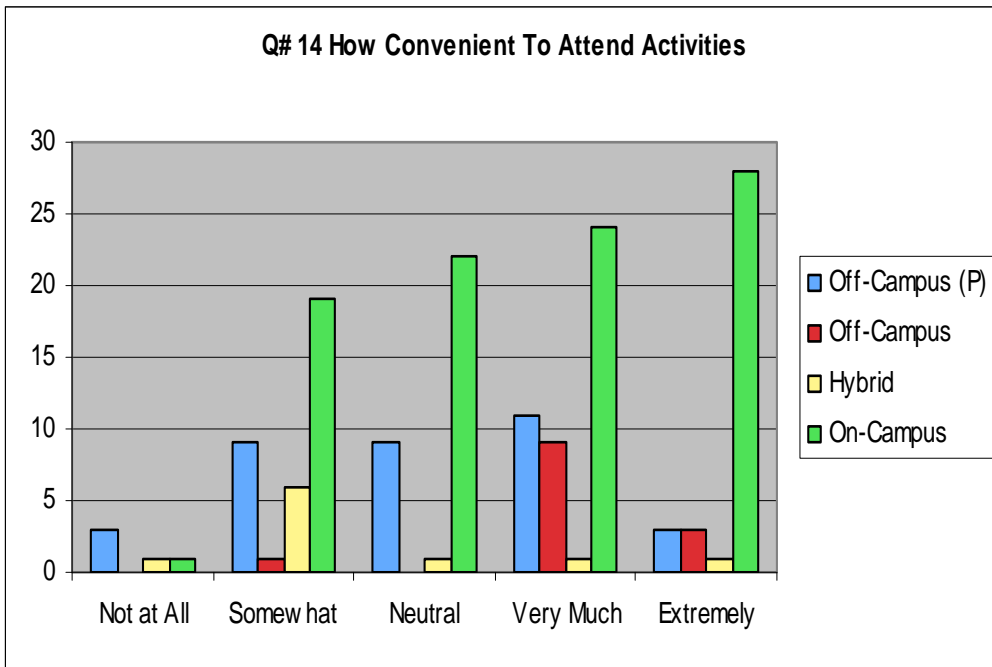
Question # 13: How many social events took place in your living environment the first quarter of your freshmen year?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|-----------------|-------------------|----------------|--------|---------------|
| None | 20 | 1 | 1 | 21 |
| 1-2' | 7 | 5 | 3 | 18 |
| 3-4' | 2 | 1 | 3 | 12 |
| 5-6' | 0 | 1 | 0 | 9 |
| More than 6 qrt | 1 | 0 | 0 | 11 |
| Every Wked | 0 | 3 | 2 | 10 |
| Ever Day | 0 | 1 | 0 | 6 |
| Total | 30 | 12 | 9 | 87 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| None | 66.67% | 8.33% | 11.11% | 24.14% |
| 1-2' | 23.33% | 41.67% | 33.33% | 20.69% |
| 3-4' | 6.67% | 8.33% | 33.33% | 13.79% |
| 5-6' | 5.88% | 5.88% | 5.88% | 5.88% |
| More than 6 qrt | 3.33% | 0.00% | 0.00% | 12.64% |
| Every Wked | 0.00% | 1.17% | 0.78% | 3.91% |
| Ever Day | 0.00% | 8.33% | 0.00% | 6.90% |



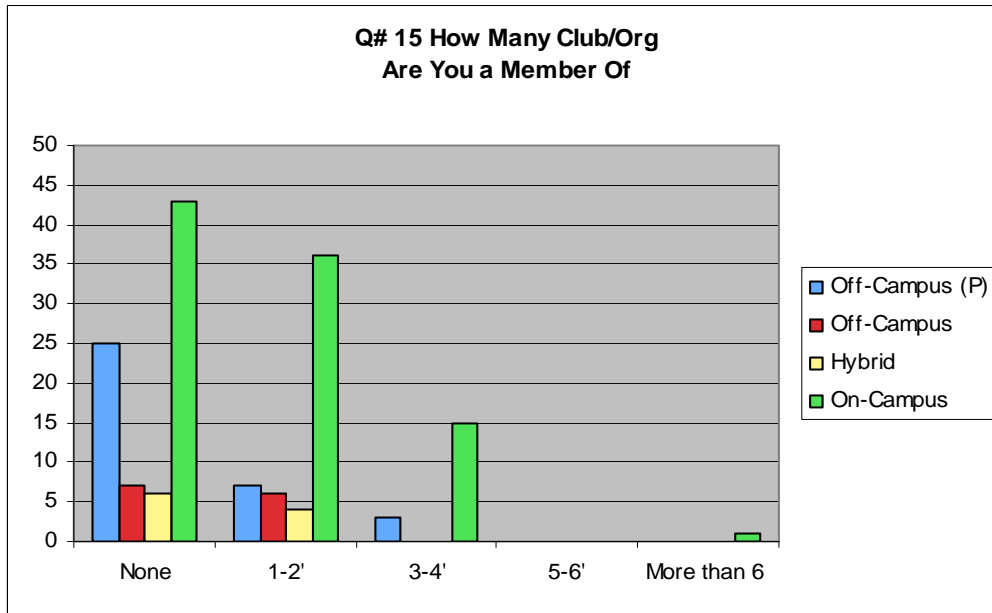
Question # 14: How convenient was your living environment to attend outside class activities?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|------------|-------------------|----------------|--------|---------------|
| Not at All | 3 | 0 | 1 | 1 |
| Somewhat | 9 | 1 | 6 | 19 |
| Neutral | 9 | 0 | 1 | 22 |
| Very Much | 11 | 9 | 1 | 24 |
| Extremely | 3 | 3 | 1 | 28 |
| Total | 35 | 13 | 10 | 94 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 8.57% | 0.00% | 10.00% | 1.06% |
| Somewhat | 25.71% | 7.69% | 60.00% | 20.21% |
| Neutral | 25.71% | 0.00% | 10.00% | 23.40% |
| Very Much | 31.43% | 69.23% | 10.00% | 25.53% |
| Extremely | 8.57% | 23.08% | 10.00% | 29.79% |



Question # 15 How many student clubs or organizations were you a member of?

| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|--------------|----------------|------------|-----------|-----------|
| None | 25 | 7 | 6 | 43 |
| 1-2' | 7 | 6 | 4 | 36 |
| 3-4' | 3 | 0 | 0 | 15 |
| 5-6' | 0 | 0 | 0 | 0 |
| More than 6 | 0 | 0 | 0 | 1 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| None | 71.43% | 53.85% | 60.00% | 45.26% |
| 1-2' | 20.00% | 46.15% | 40.00% | 37.89% |
| 3-4' | 8.57% | 0.00% | 0.00% | 15.79% |
| 5-6' | 0.00% | 0.00% | 0.00% | 0.00% |
| More than 6 | 0.00% | 0.00% | 0.00% | 1.05% |



Question # 16: How often did you attend sporting events on campus your first quarter of your freshmen year?

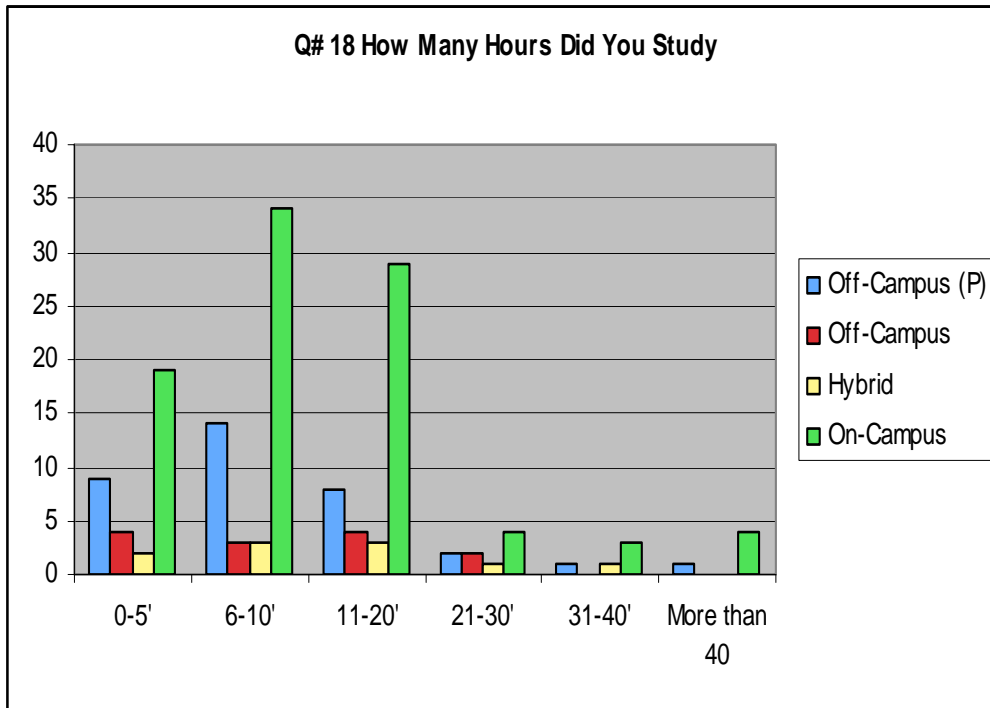
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|-------------|-------------------|----------------|--------|---------------|
| Never | 27 | 7 | 6 | 40 |
| 1-2' | 4 | 2 | 1 | 22 |
| 3-4' | 3 | 0 | 1 | 17 |
| 5-6' | 0 | 2 | 1 | 2 |
| More than 6 | 1 | 2 | 1 | 14 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Never | 77.14% | 53.85% | 60.00% | 42.11% |
| 1-2' | 11.43% | 15.38% | 10.00% | 23.16% |
| 3-4' | 8.57% | 0.00% | 10.00% | 17.89% |
| 5-6' | 0.00% | 15.38% | 10.00% | 2.11% |
| More than 6 | 2.86% | 15.38% | 10.00% | 14.74% |

Question # 17: How often did you attend out of class lectures on campus your first quarter of your freshmen year?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|-------------|-------------------|----------------|--------|---------------|
| Never | 22 | 10 | 8 | 61 |
| 1-2' | 10 | 3 | 1 | 24 |
| 3-4' | 3 | 0 | 0 | 6 |
| 5-6' | 0 | 0 | 0 | 1 |
| More than 6 | 0 | 0 | 1 | 2 |
| Total | 35 | 13 | 10 | 94 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Never | 62.86% | 76.92% | 80.00% | 64.89% |
| 1-2' | 28.57% | 23.08% | 10.00% | 25.53% |
| 3-4' | 8.57% | 0.00% | 0.00% | 6.38% |
| 5-6' | 0.00% | 0.00% | 0.00% | 1.06% |
| More than 6 | 0.00% | 0.00% | 10.00% | 2.13% |

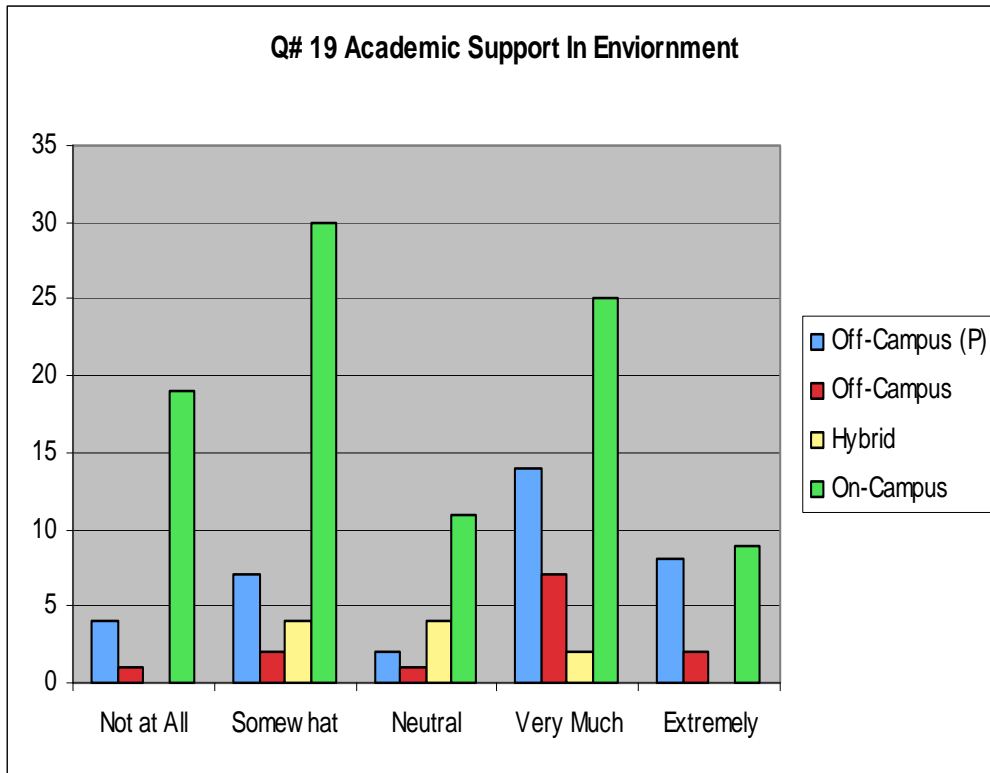
Question # 18: How many hours did you study each week?

| Survey Question | 18 | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|-----------------|----------------|----------------|------------|-----------|-----------|
| 0-5' | 9 | 4 | 2 | 19 | |
| 6-10' | 14 | 3 | 3 | 34 | |
| 11-20' | 8 | 4 | 3 | 29 | |
| 21-30' | 2 | 2 | 1 | 4 | |
| 31-40' | 1 | 0 | 1 | 3 | |
| More than 40 | 1 | 0 | 0 | 4 | |
| Total | 35 | 13 | 10 | 93 | |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus | |
| 0-5' | 25.71% | 23.08% | 30.00% | 36.56% | |
| 6-10' | 40.00% | 30.77% | 30.00% | 31.18% | |
| 11-20' | 5.71% | 15.38% | 10.00% | 4.30% | |
| 21-30' | 5.71% | 0.00% | 10.00% | 3.23% | |
| 31-40' | 2.86% | 0.00% | 0.00% | 4.30% | |
| More than 40 | 2.86% | 0.00% | 0.00% | 4.30% | |



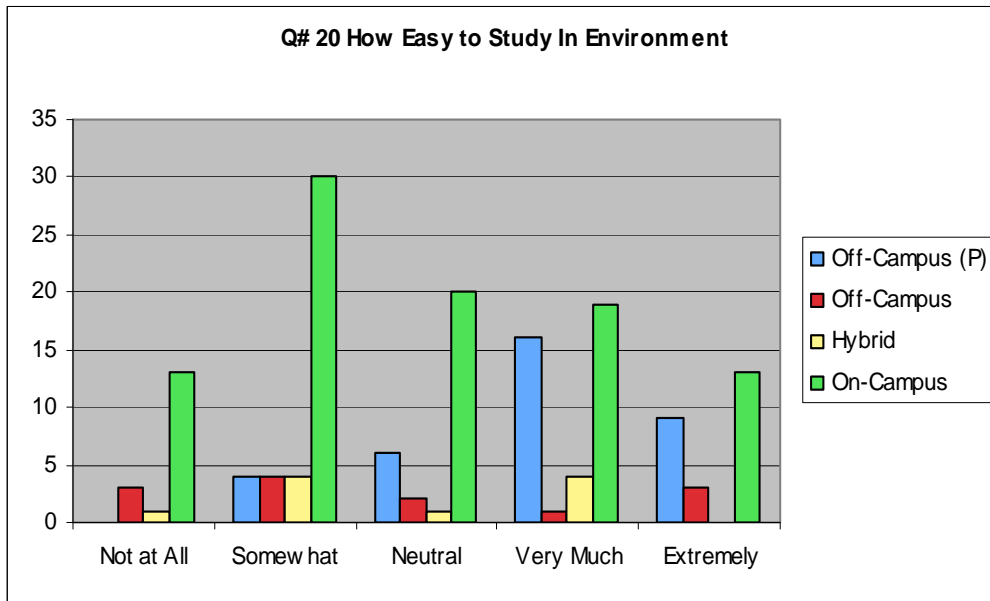
Question # 19: Did you feel you had academic support from people in and around your living environment?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|------------|-------------------|----------------|--------|---------------|
| Not at All | 4 | 1 | 0 | 19 |
| Somewhat | 7 | 2 | 4 | 30 |
| Neutral | 2 | 1 | 4 | 11 |
| Very Much | 14 | 7 | 2 | 25 |
| Extremely | 8 | 2 | 0 | 9 |
| Total | 35 | 13 | 10 | 94 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 11.43% | 7.69% | 0.00% | 20.21% |
| Somewhat | 20.00% | 15.38% | 40.00% | 31.91% |
| Neutral | 5.71% | 7.69% | 40.00% | 11.70% |
| Very Much | 40.00% | 53.85% | 20.00% | 26.60% |
| Extremely | 22.86% | 15.38% | 0.00% | 9.57% |



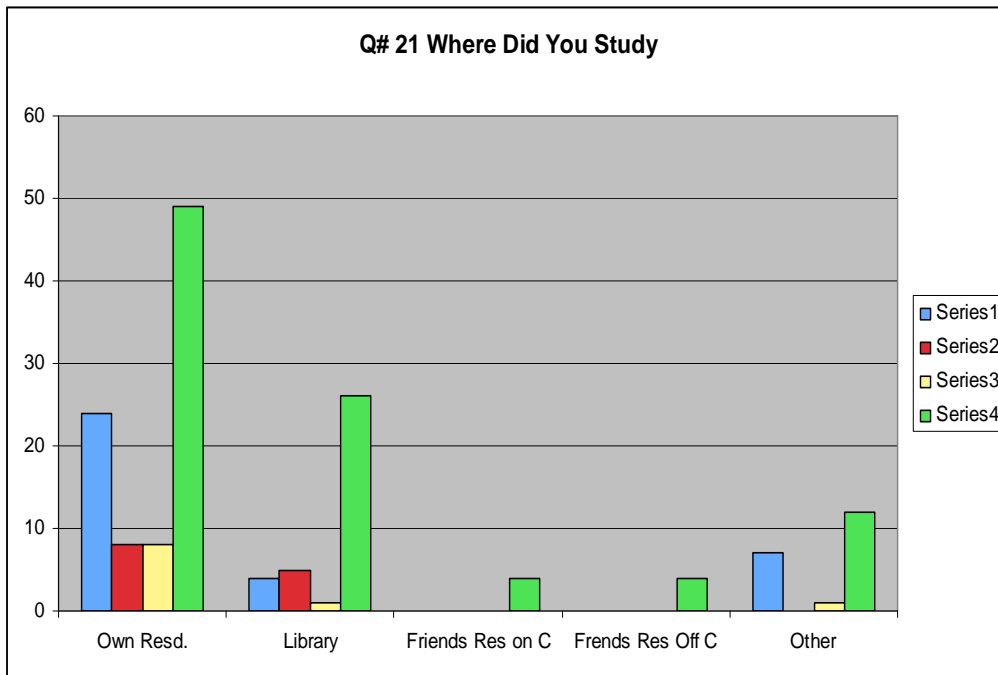
Question # 20: How easy was it for you to study in your living environment?

| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|------------|----------------|------------|--------|-----------|
| Not at All | 0 | 3 | 1 | 13 |
| Somewhat | 4 | 4 | 4 | 30 |
| Neutral | 6 | 2 | 1 | 20 |
| Very Much | 16 | 1 | 4 | 19 |
| Extremely | 9 | 3 | 0 | 13 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Not at All | 8.57% | 0.00% | 10.00% | 1.06% |
| Somewhat | 25.71% | 7.69% | 60.00% | 20.21% |
| Neutral | 25.71% | 0.00% | 10.00% | 23.40% |
| Very Much | 31.43% | 69.23% | 10.00% | 25.53% |
| Extremely | 8.57% | 23.08% | 10.00% | 29.79% |



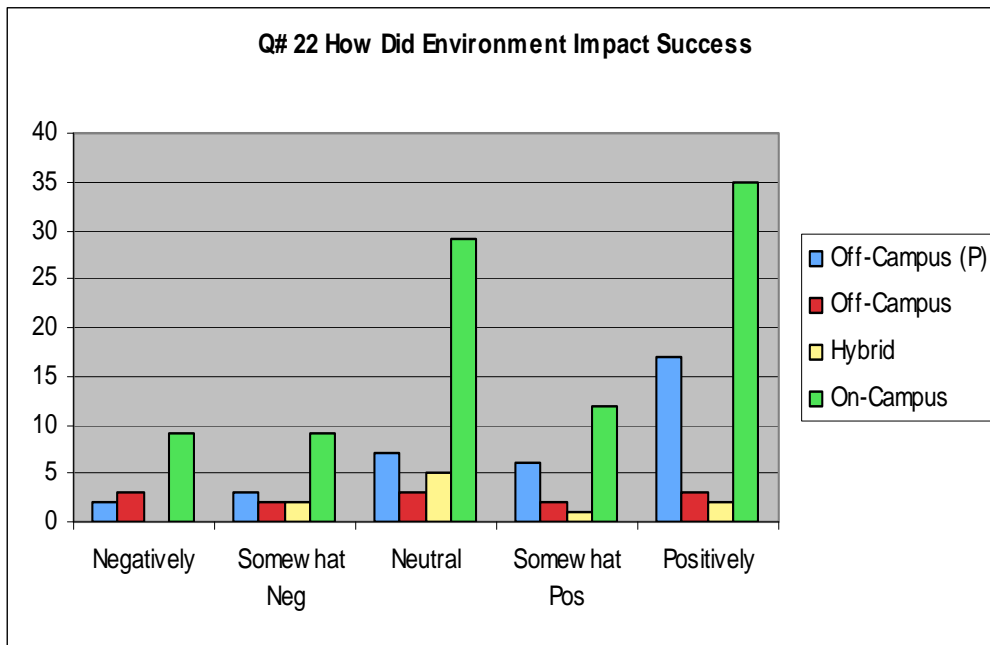
Question # 21: Where did you study most often?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|---------------------------|-------------------|----------------|-----------|---------------|
| Own Resd. | 24 | 8 | 8 | 49 |
| Library | 4 | 5 | 1 | 26 |
| Friends Res on C | 0 | 0 | 0 | 4 |
| Friends Res Off C | 0 | 0 | 0 | 4 |
| Other | 7 | 0 | 1 | 12 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Own Resd. | 8.57% | 0.00% | 10.00% | 1.06% |
| Library | 25.71% | 7.69% | 60.00% | 20.21% |
| Friends Res on Campus | 25.71% | 0.00% | 10.00% | 23.40% |
| Friends Res Off Campus | 31.43% | 69.23% | 10.00% | 25.53% |
| Other | 8.57% | 23.08% | 10.00% | 29.79% |



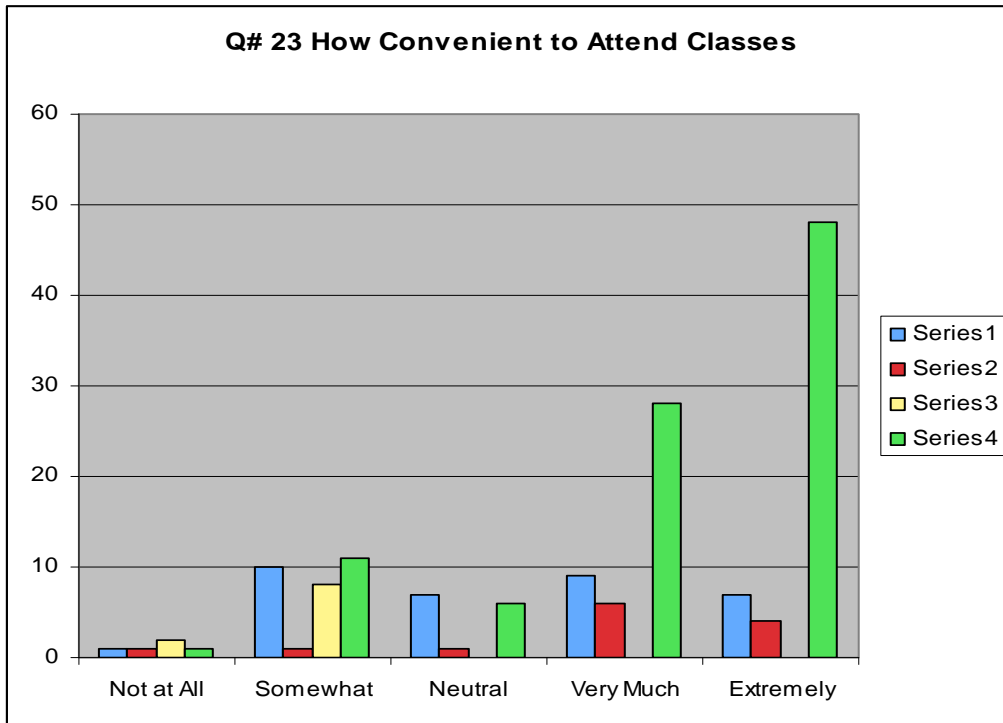
Question # 22: How did your living environment impact your college success?

| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|--------------|----------------|------------|--------|-----------|
| Negatively | 2 | 3 | 0 | 9 |
| Somewhat Neg | 3 | 2 | 2 | 9 |
| Neutral | 7 | 3 | 5 | 29 |
| Somewhat Pos | 6 | 2 | 1 | 12 |
| Positively | 17 | 3 | 2 | 35 |
| Total | 35 | 13 | 10 | 94 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Negatively | 8.57% | 0.00% | 10.00% | 1.06% |
| Somewhat Neg | 25.71% | 7.69% | 60.00% | 20.21% |
| Neutral | 25.71% | 0.00% | 10.00% | 23.40% |
| Somewhat Pos | 31.43% | 69.23% | 10.00% | 25.53% |
| Positively | 8.57% | 23.08% | 10.00% | 29.79% |



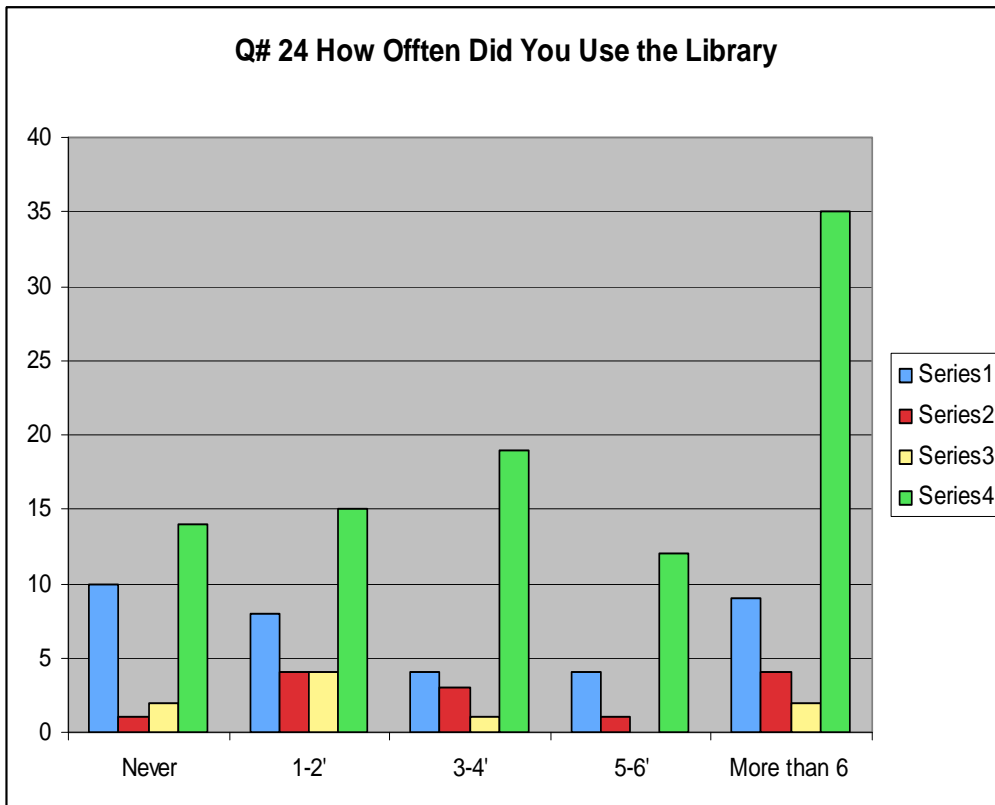
Question # 23: How convenient was your living environment to attend classes?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|------------|-------------------|----------------|--------|---------------|
| Not at All | 1 | 1 | 2 | 1 |
| Somewhat | 10 | 1 | 8 | 11 |
| Neutral | 7 | 1 | 0 | 6 |
| Very Much | 9 | 6 | 0 | 28 |
| Extremely | 7 | 4 | 0 | 48 |
| Total | 34 | 13 | 10 | 94 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 2.94% | 7.69% | 20.00% | 1.06% |
| Somewhat | 29.41% | 7.69% | 80.00% | 11.70% |
| Neutral | 20.59% | 7.69% | 0.00% | 6.38% |
| Very Much | 26.47% | 46.15% | 0.00% | 29.79% |
| Extremely | 20.59% | 30.77% | 0.00% | 51.06% |



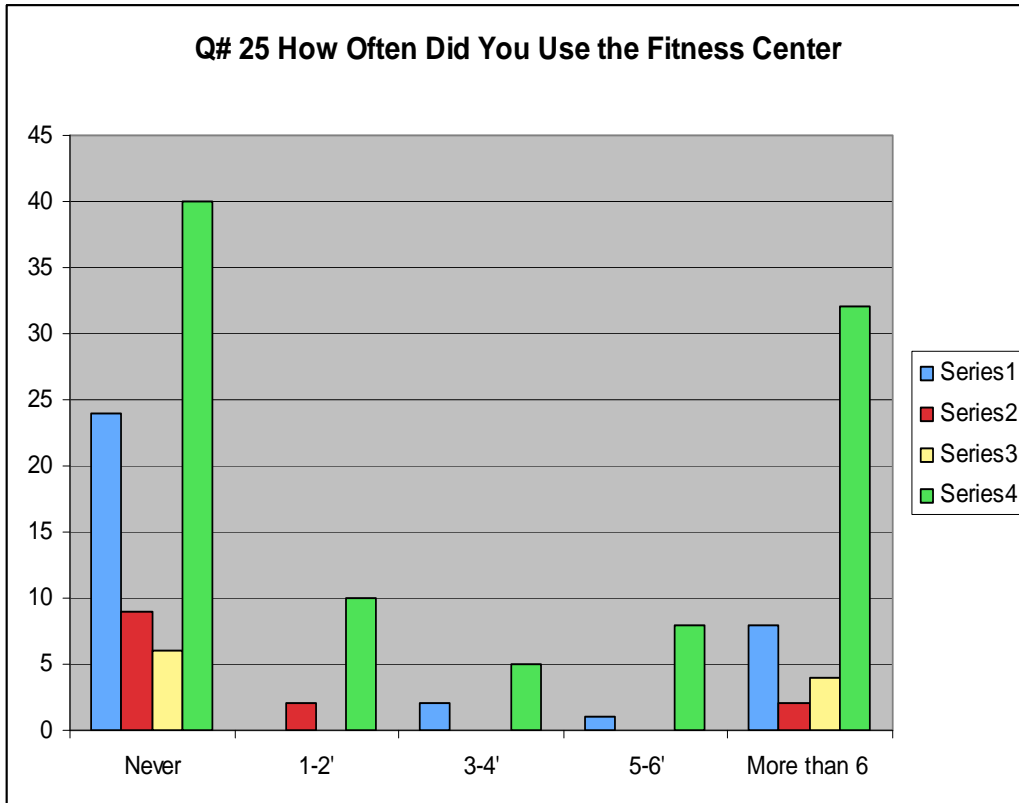
Question # 24: How often did you use the on-campus library your first quarter of your freshmen year?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|-------------|-------------------|----------------|--------|---------------|
| Never | 10 | 1 | 2 | 14 |
| 1-2' | 8 | 4 | 4 | 15 |
| 3-4' | 4 | 3 | 1 | 19 |
| 5-6' | 4 | 1 | 0 | 12 |
| More than 6 | 9 | 4 | 2 | 35 |
| Total | 35 | 13 | 9 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Never | 28.57% | 7.69% | 22.22% | 14.74% |
| 1-2' | 22.86% | 30.77% | 44.44% | 15.79% |
| 3-4' | 11.43% | 23.08% | 11.11% | 20.00% |
| 5-6' | 11.43% | 7.69% | 0.00% | 12.63% |
| More than 6 | 25.71% | 30.77% | 22.22% | 36.84% |



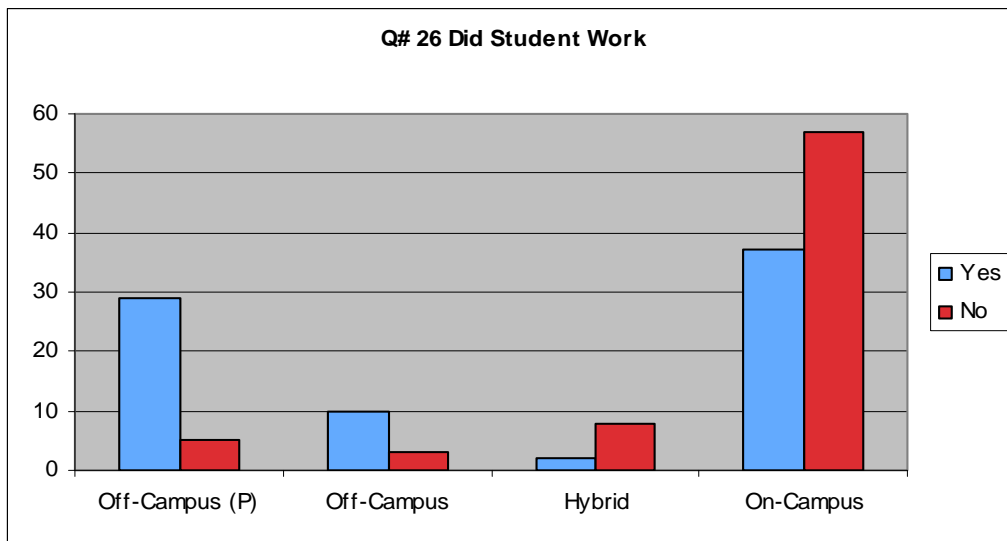
Question # 25: How often did you use the on-campus fitness center your first quarter of your freshmen year?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|-------------|-------------------|----------------|--------|---------------|
| Never | 24 | 9 | 6 | 40 |
| 1-2' | 0 | 2 | 0 | 10 |
| 3-4' | 2 | 0 | 0 | 5 |
| 5-6' | 1 | 0 | 0 | 8 |
| More than 6 | 8 | 2 | 4 | 32 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Never | 68.57% | 69.23% | 60.00% | 42.11% |
| 1-2' | 0.00% | 15.38% | 0.00% | 10.53% |
| 3-4' | 5.71% | 0.00% | 0.00% | 5.26% |
| 5-6' | 2.86% | 0.00% | 0.00% | 8.42% |
| More than 6 | 22.86% | 15.38% | 40.00% | 33.68% |



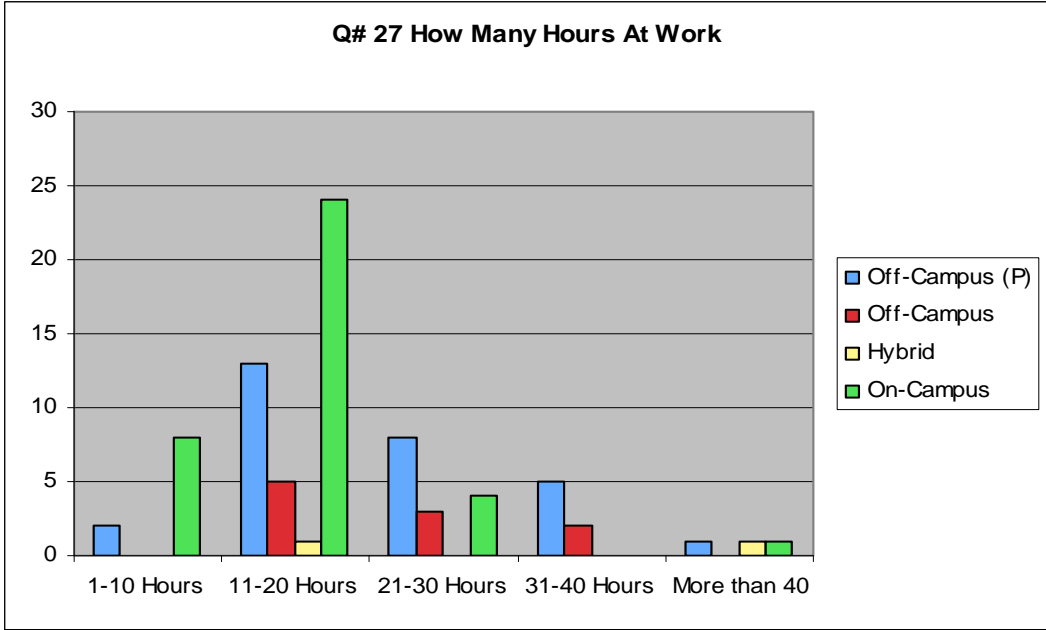
Question # 26 : Did you work while attending college the first quarter of your freshmen year?

| Survey Question | 26 | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|-----------------|----|----------------|------------|--------|-----------|
| Yes | 29 | 10 | 2 | 37 | |
| No | 5 | 3 | 8 | 57 | |
| Total | 34 | 13 | 10 | 94 | |
| | | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Yes | | 85.29% | 76.92% | 20.00% | 39.36% |
| No | | 14.71% | 23.08% | 80.00% | 60.64% |



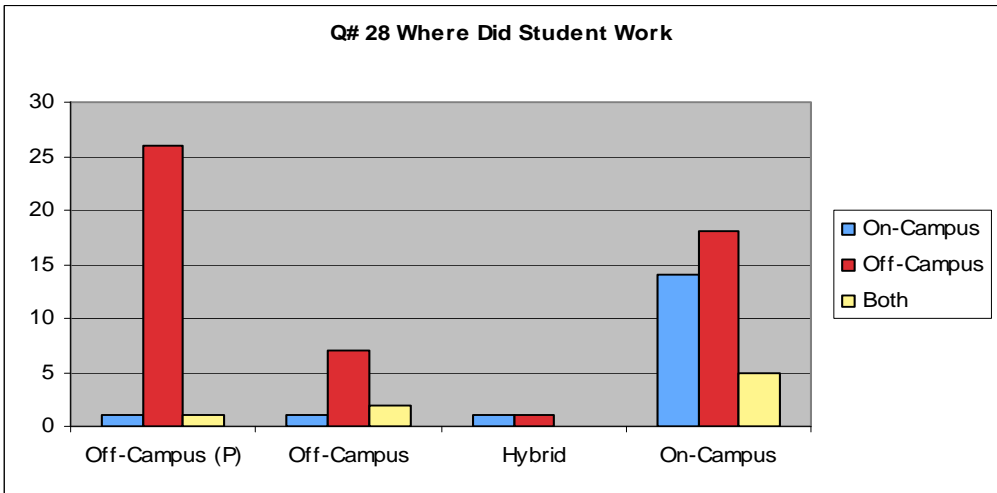
Question # 27: How many hours per week did you work?

| Survey Question | 27 | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|-----------------|----|----------------|------------|--------|-----------|
| 1-10 Hours | 2 | 0 | 0 | 8 | |
| 11-20 Hours | 13 | 5 | 1 | 24 | |
| 21-30 Hours | 8 | 3 | 0 | 4 | |
| 31-40 Hours | 5 | 2 | 0 | 0 | |
| More than 40 | 1 | 0 | 1 | 1 | |
| Total | 29 | 10 | 2 | 37 | |
| | | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| 1-10 Hours | | 6.90% | 0.00% | 0.00% | 21.62% |
| 11-20 Hours | | 44.83% | 50.00% | 50.00% | 64.86% |
| 21-30 Hours | | 27.59% | 30.00% | 0.00% | 10.81% |
| 31-40 Hours | | 17.24% | 20.00% | 0.00% | 0.00% |
| More than 40 | | 3.45% | 0.00% | 50.00% | 2.70% |



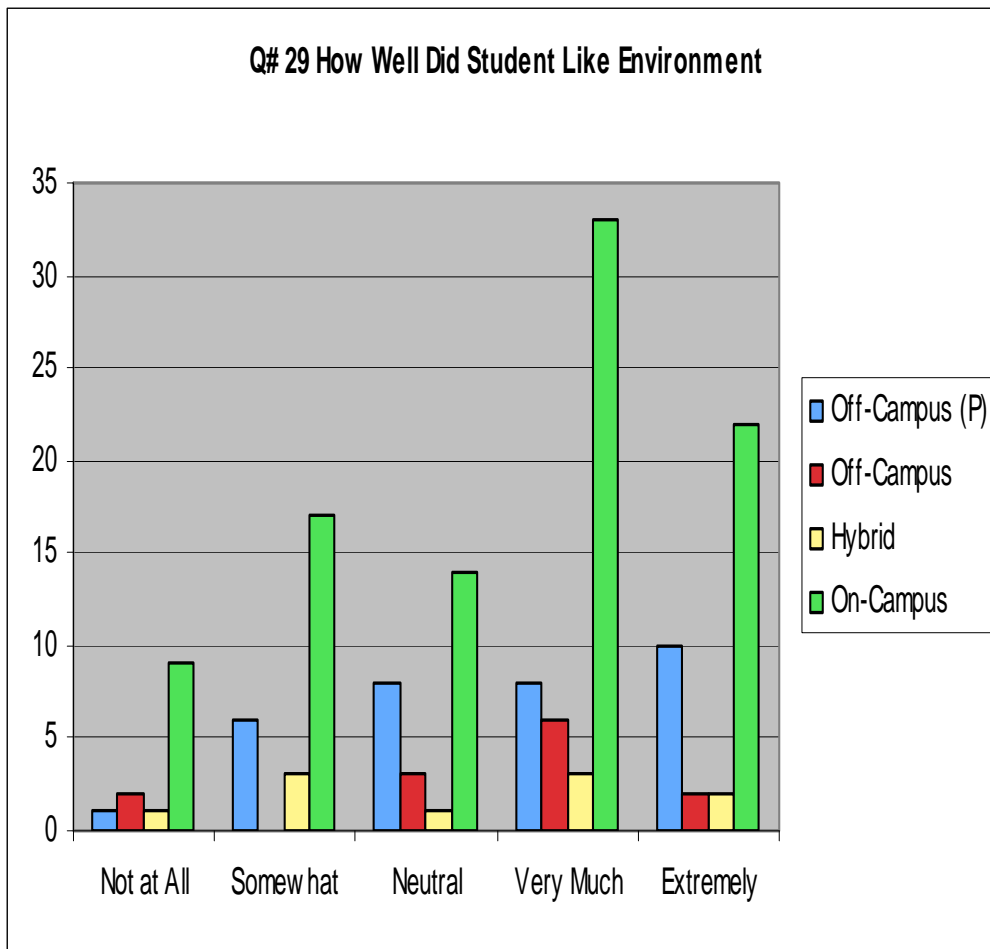
Question # 28: Where did you work?

| | | | | |
|--------------|----------------|------------|----------|-----------|
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| On-Campus | 1 | 1 | 1 | 14 |
| Off-Campus | 26 | 7 | 1 | 18 |
| Both | 1 | 2 | 0 | 5 |
| Total | 28 | 10 | 2 | 37 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| On-Campus | 3.57% | 10.00% | 50.00% | 37.84% |
| Off-Campus | 92.86% | 70.00% | 50.00% | 48.65% |
| Both | 3.57% | 20.00% | 0.00% | 13.51% |



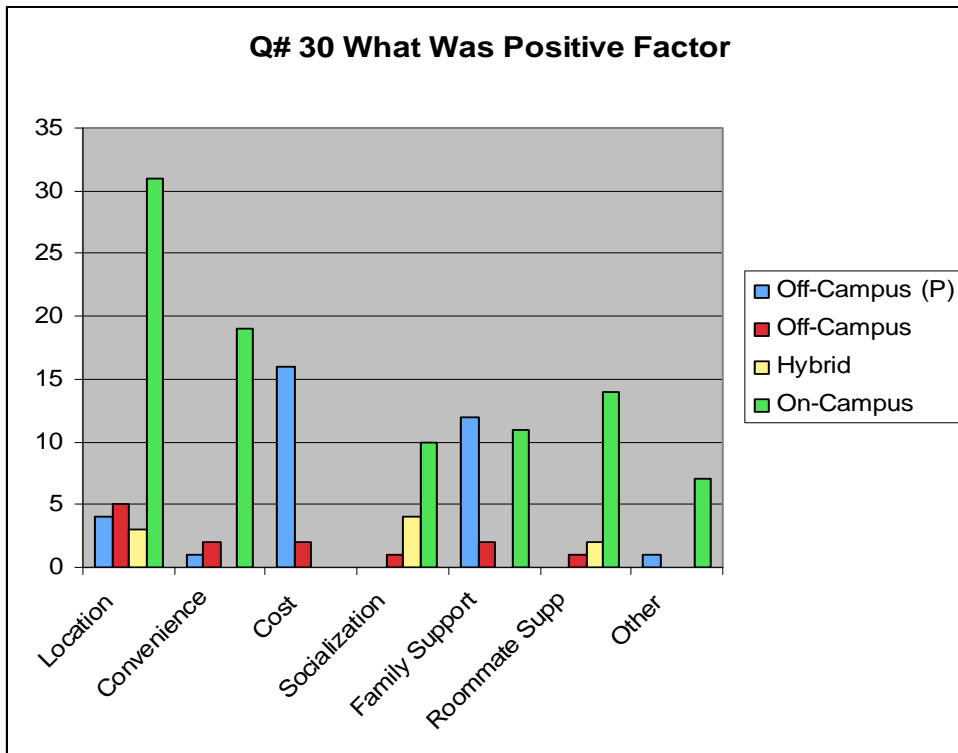
Question # 29: How well did you like your living environment?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|------------|-------------------|----------------|--------|---------------|
| Not at All | 1 | 2 | 1 | 9 |
| Somewhat | 6 | 0 | 3 | 17 |
| Neutral | 8 | 3 | 1 | 14 |
| Very Much | 8 | 6 | 3 | 33 |
| Extremely | 10 | 2 | 2 | 22 |
| Total | 33 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 3.03% | 15.38% | 10.00% | 9.47% |
| Somewhat | 18.18% | 0.00% | 30.00% | 17.89% |
| Neutral | 24.24% | 23.08% | 10.00% | 14.74% |
| Very Much | 24.24% | 46.15% | 30.00% | 34.74% |
| Extremely | 30.30% | 15.38% | 20.00% | 23.16% |



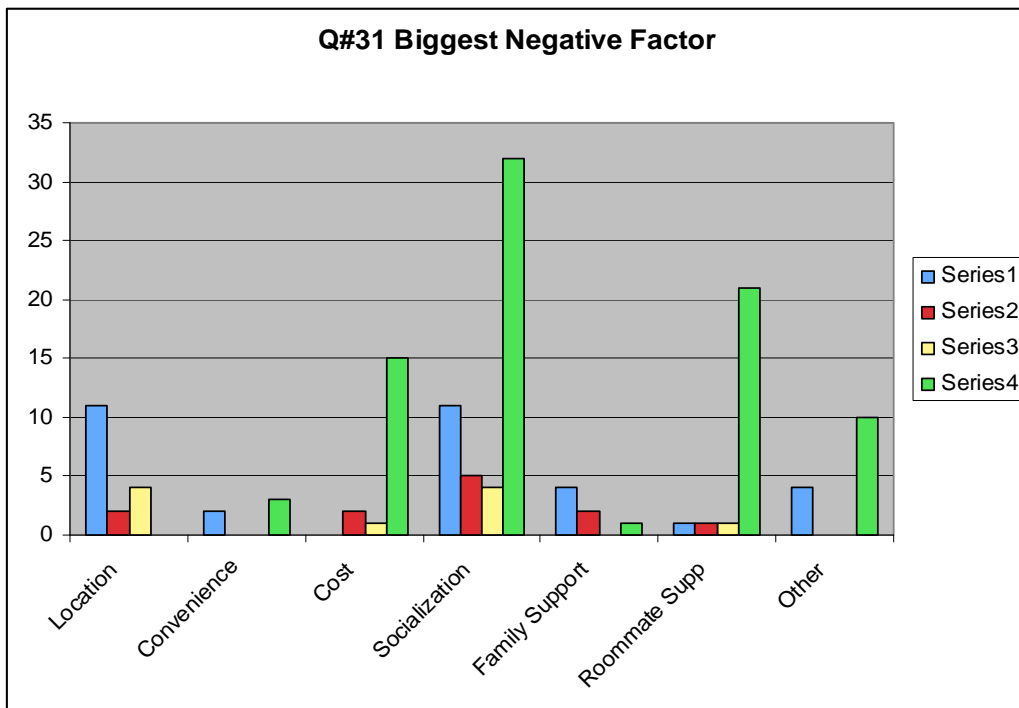
Question # 30: What was the biggest positive factor related to your living environment that influenced your academic performance?

| Survey Question | 30 | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|-----------------|----|-------------------|------------|--------|-----------|
| Location | | 4 | 5 | 3 | 31 |
| Convenience | | 1 | 2 | 0 | 19 |
| Cost | | 16 | 2 | 0 | 0 |
| Socialization | | 0 | 1 | 4 | 10 |
| Family Support | | 12 | 2 | 0 | 11 |
| Roommate Supp | | 0 | 1 | 2 | 14 |
| Other | | 1 | 0 | 0 | 7 |
| Total | | 34 | 13 | 9 | 92 |
| | | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Location | | 11.76% | 38.46% | 33.33% | 33.70% |
| Convenience | | 2.94% | 15.38% | 0.00% | 20.65% |
| Cost | | 47.06% | 15.38% | 0.00% | 0.00% |
| Socialization | | 5.88% | 5.88% | 5.88% | 5.88% |
| Family Support | | 35.29% | 15.38% | 0.00% | 11.96% |
| Roommate Supp | | 0.00% | 0.39% | 0.78% | 5.47% |
| Other | | 2.94% | 0.00% | 0.00% | 7.61% |



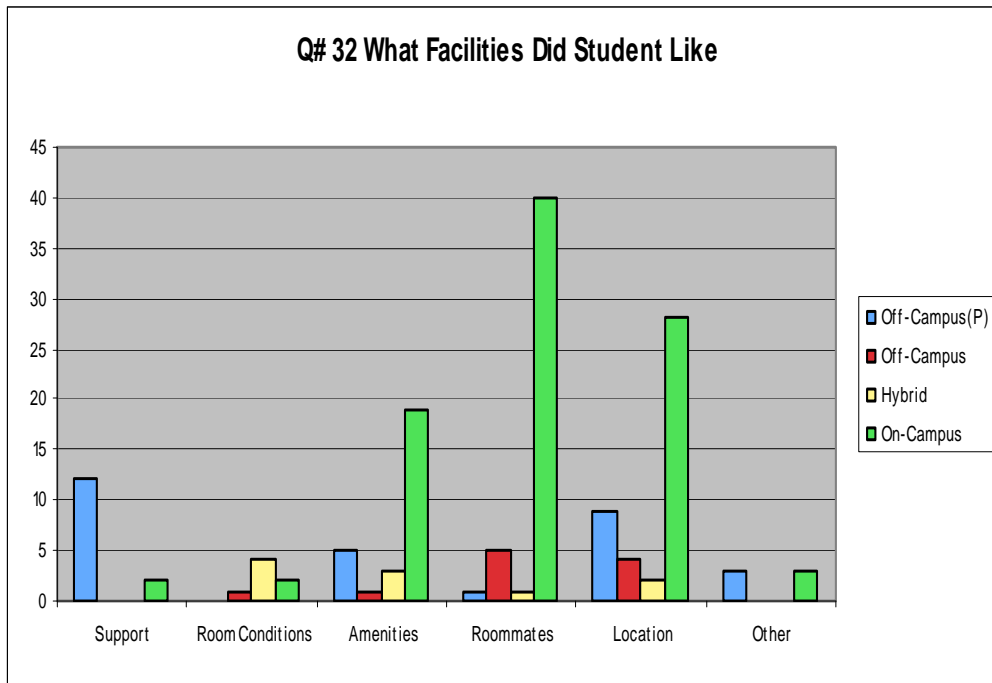
Question # 31: What was the biggest negative factor related to your living environment that influenced your academic performance?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|----------------|-------------------|----------------|-----------|---------------|
| Location | 11 | 2 | 4 | 0 |
| Convenience | 2 | 0 | 0 | 3 |
| Cost | 0 | 2 | 1 | 15 |
| Socialization | 11 | 5 | 4 | 32 |
| Family Support | 4 | 2 | 0 | 1 |
| Roommate Supp | 1 | 1 | 1 | 21 |
| Other | 4 | 0 | 0 | 10 |
| Total | 33 | 12 | 10 | 82 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Location | 33.33% | 16.67% | 40.00% | 0.00% |
| Convenience | 6.06% | 0.00% | 0.00% | 3.66% |
| Cost | 0.00% | 16.67% | 10.00% | 18.29% |
| Socialization | 5.88% | 5.88% | 5.88% | 5.88% |
| Family Support | 12.12% | 16.67% | 0.00% | 1.22% |
| Roommate Supp | 0.39% | 0.39% | 0.39% | 8.20% |
| Other | 12.12% | 0.00% | 0.00% | 12.20% |



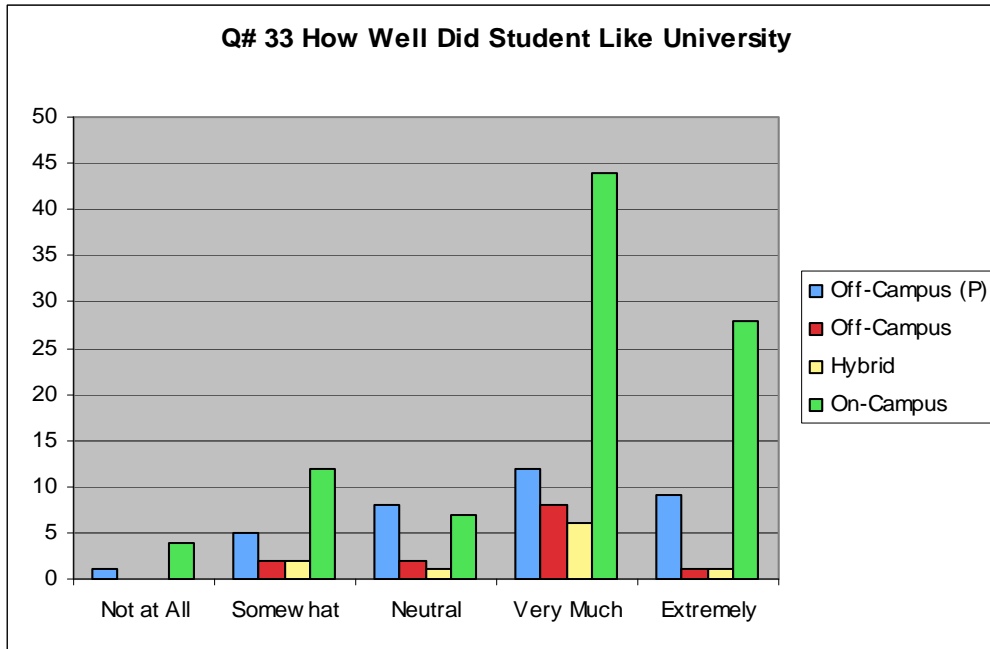
Question # 32: What did you enjoy most about the living environment facilities that were available to you?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|--------------|-------------------|----------------|--------|---------------|
| Support Room | 12 | 0 | 0 | 2 |
| Conditions | 0 | 1 | 4 | 2 |
| Amenities | 5 | 1 | 3 | 19 |
| Roommates | 1 | 5 | 1 | 40 |
| Location | 9 | 4 | 2 | 28 |
| Other | 3 | 0 | 0 | 3 |
| Total | 30 | 11 | 10 | 94 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| 0-5' | 40.00% | 9.09% | 40.00% | 2.13% |
| 6-10' | 0.00% | 9.09% | 30.00% | 20.21% |
| 11-20' | 3.33% | 45.45% | 10.00% | 42.55% |
| 21-30' | 3.33% | 36.36% | 20.00% | 29.79% |
| 31-40' | 30.00% | 0.00% | 0.00% | 3.19% |
| More than 40 | 10.00% | 0.00% | 0.00% | 3.19% |



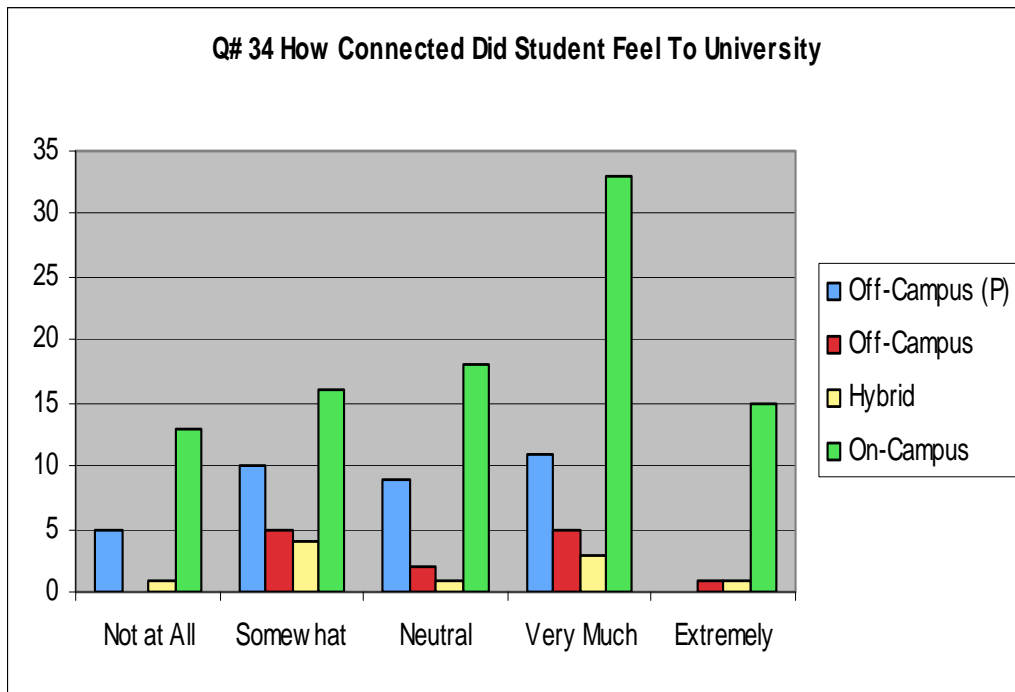
Question # 33: How well did you enjoy your college experience at the University?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|------------|-------------------|----------------|--------|---------------|
| Not at All | 1 | 0 | 0 | 4 |
| Somewhat | 5 | 2 | 2 | 12 |
| Neutral | 8 | 2 | 1 | 7 |
| Very Much | 12 | 8 | 6 | 44 |
| Extremely | 9 | 1 | 1 | 28 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 2.86% | 0.00% | 0.00% | 4.21% |
| Somewhat | 14.29% | 15.38% | 20.00% | 12.63% |
| Neutral | 22.86% | 15.38% | 10.00% | 7.37% |
| Very Much | 34.29% | 61.54% | 60.00% | 46.32% |
| Extremely | 25.71% | 7.69% | 10.00% | 29.47% |



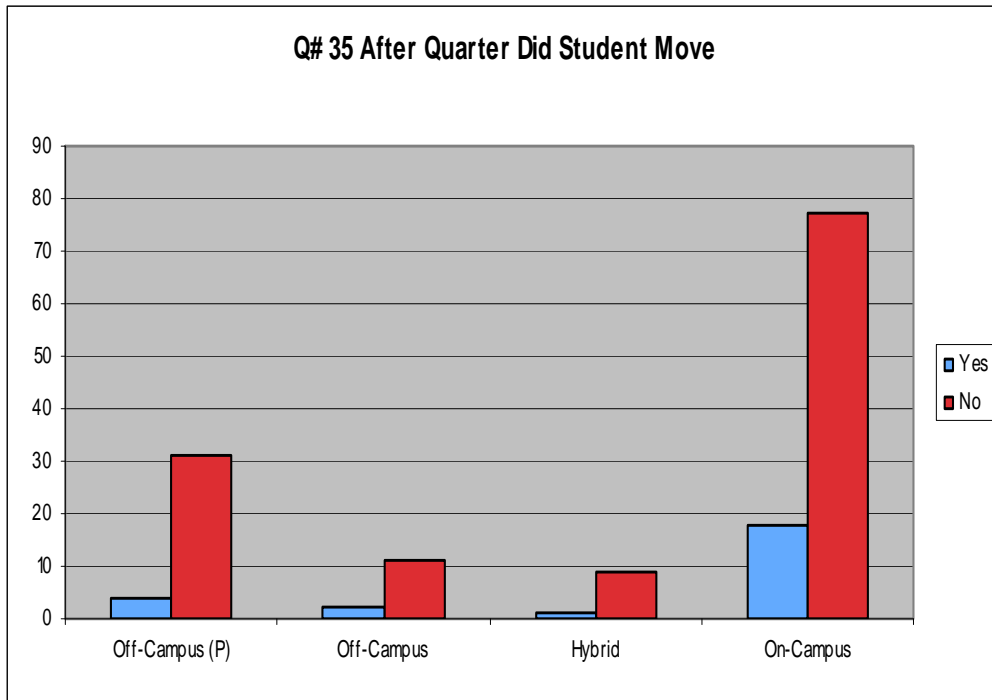
Question #34: How connected did you feel to the University?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|------------|-------------------|----------------|--------|---------------|
| Not at All | 5 | 0 | 1 | 13 |
| Somewhat | 10 | 5 | 4 | 16 |
| Neutral | 9 | 2 | 1 | 18 |
| Very Much | 11 | 5 | 3 | 33 |
| Extremely | 0 | 1 | 1 | 15 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Not at All | 14.29% | 0.00% | 10.00% | 13.68% |
| Somewhat | 28.57% | 38.46% | 40.00% | 16.84% |
| Neutral | 25.71% | 15.38% | 10.00% | 18.95% |
| Very Much | 31.43% | 38.46% | 30.00% | 34.74% |
| Extremely | 0.00% | 7.69% | 10.00% | 15.79% |



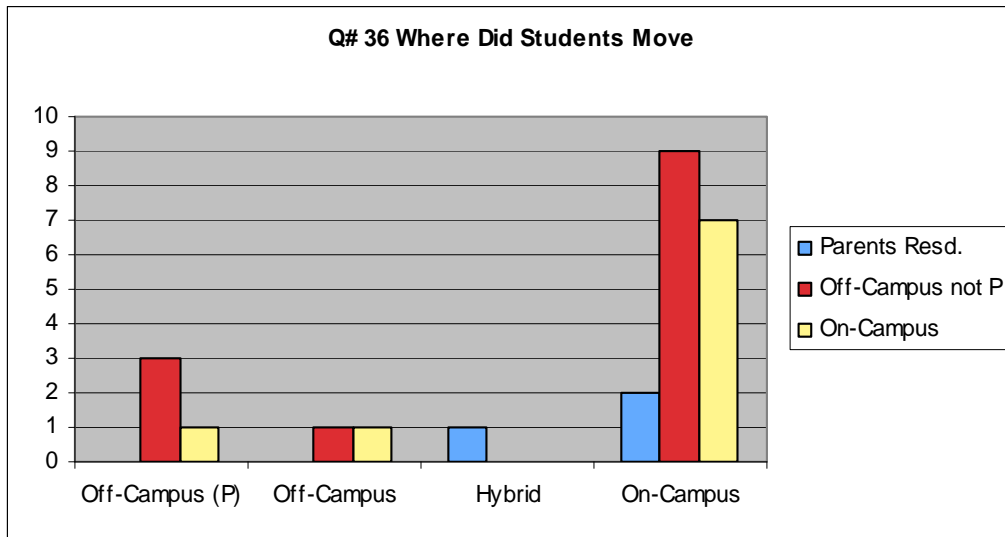
Question # 35: After the first quarter of your freshmen year did you move?

| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
|-------|-------------------|----------------|--------|---------------|
| Yes | 4 | 2 | 1 | 18 |
| No | 31 | 11 | 9 | 77 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Yes | 11.43% | 15.38% | 10.00% | 18.95% |
| No | 88.57% | 84.62% | 90.00% | 81.05% |



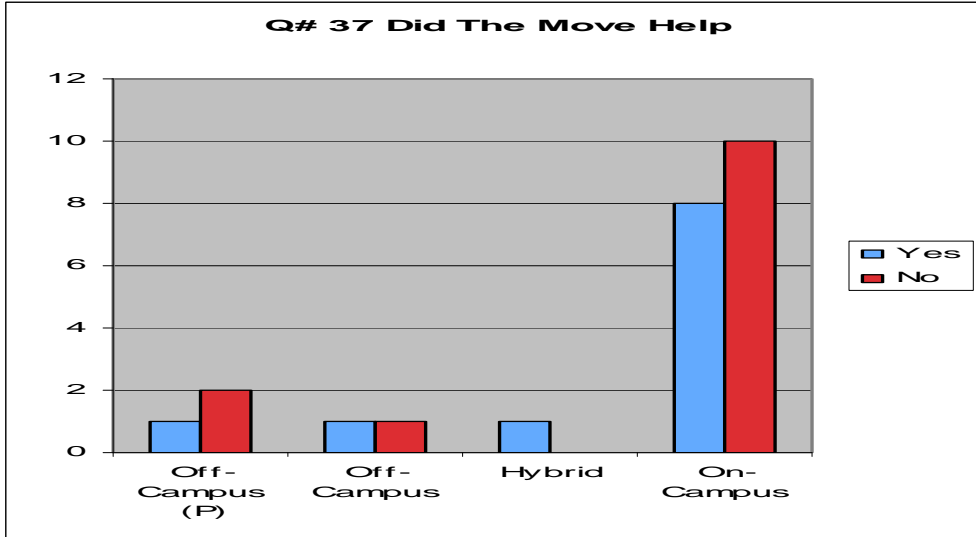
Question # 36: Where did you move?

| | | | | |
|--------------------------------------|-------------------|----------------|---------|---------------|
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Parents Resd. Off-Campus not P | 0 | 0 | 1 | 2 |
| On-Campus Total | 3 | 1 | 0 | 9 |
| | 1 | 1 | 0 | 7 |
| | 4 | 2 | 1 | 18 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| On-Campus | 0.00% | 0.00% | 100.00% | 11.11% |
| Off-Campus | 75.00% | 50.00% | 0.00% | 50.00% |
| Both | 25.00% | 50.00% | 0.00% | 38.89% |



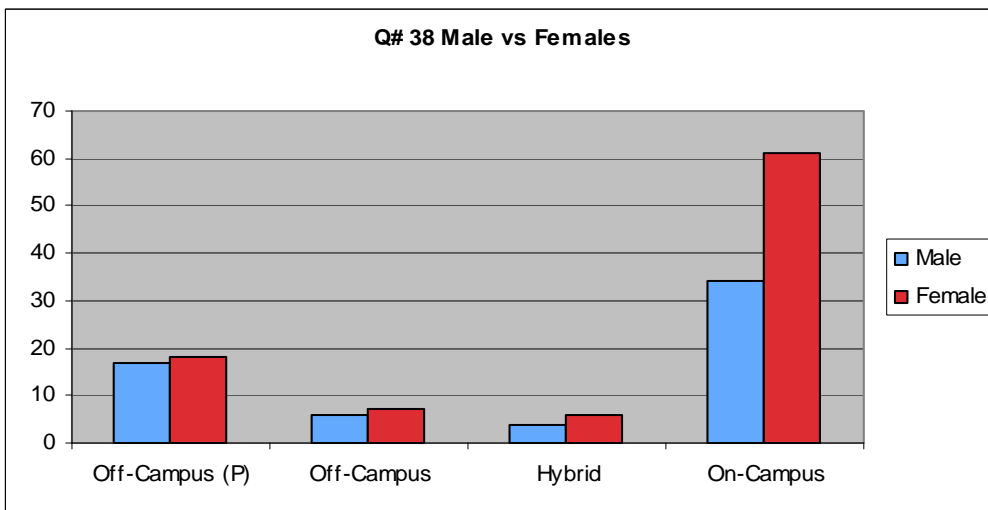
Question # 37: Did your move to another living environment help improve your academic performance?

| | | | | |
|-------|-------------------|----------------|---------|---------------|
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Yes | 1 | 1 | 1 | 8 |
| No | 2 | 1 | 0 | 10 |
| Total | 3 | 2 | 1 | 18 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Yes | 33.33% | 50.00% | 100.00% | 44.44% |
| No | 66.67% | 50.00% | 0.00% | 55.56% |



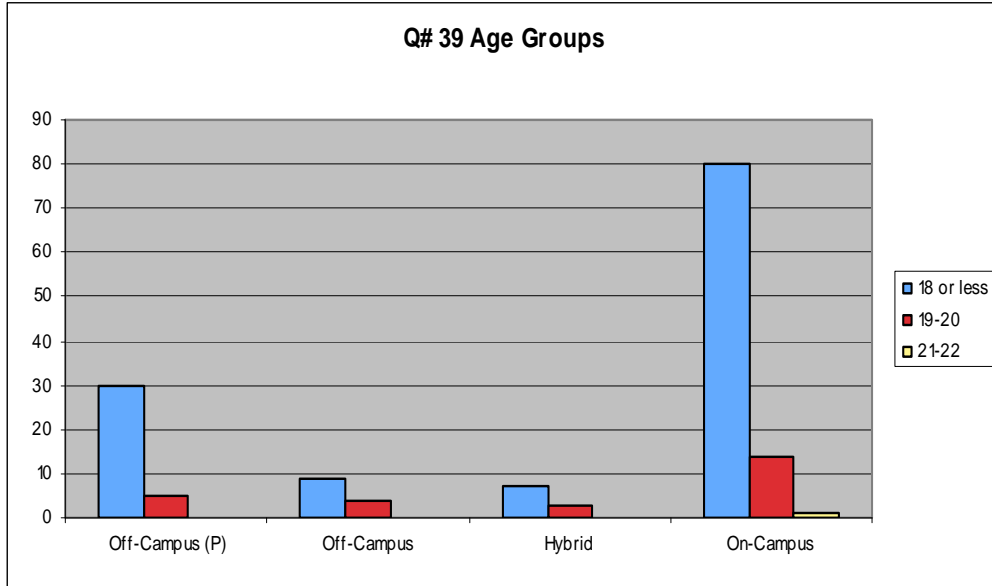
Question # 38: Are you male or female?

| | | | | |
|--------|----------------|------------|--------|-----------|
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Male | 17 | 6 | 4 | 34 |
| Female | 18 | 7 | 6 | 61 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Male | 48.57% | 46.15% | 40.00% | 35.79% |
| Female | 51.43% | 53.85% | 60.00% | 64.21% |



Question # 39: What was your age when you entered your freshmen year in college?

| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|------------|----------------|------------|--------|-----------|
| 18 or less | 30 | 9 | 7 | 80 |
| 19-20 | 5 | 4 | 3 | 14 |
| 21-22 | 0 | 0 | 0 | 1 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| 18 or less | 85.71% | 69.23% | 70.00% | 84.21% |
| 19-20 | 14.29% | 30.77% | 30.00% | 14.74% |
| 21-22 | 0.00% | 0.00% | 0.00% | 1.05% |

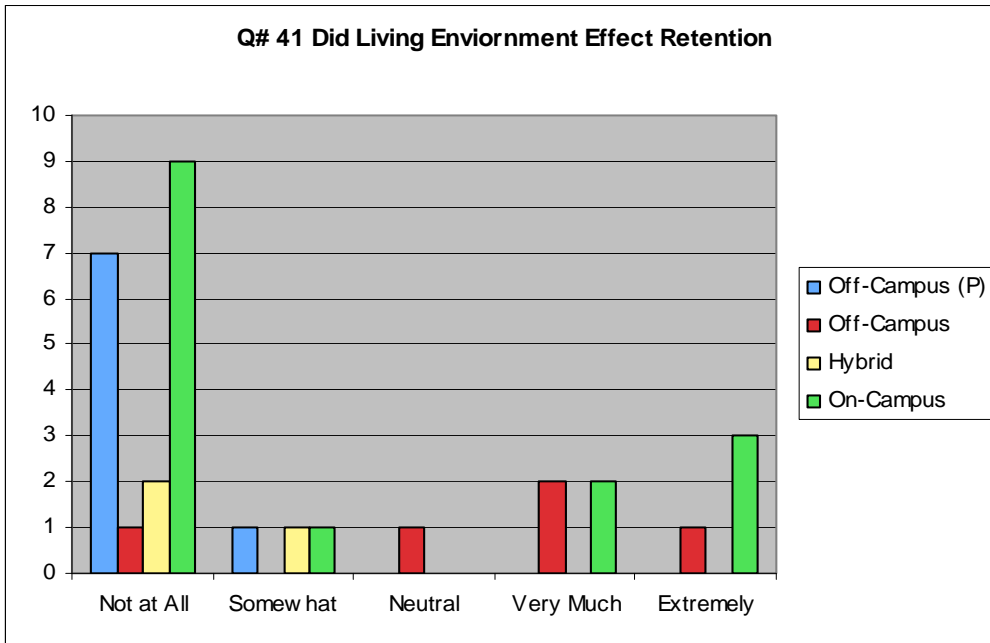


Question # 40: Did you return to the Mid-West University after your freshmen year?

| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|-------|----------------|------------|--------|-----------|
| Yes | 27 | 8 | 7 | 80 |
| No | 8 | 5 | 3 | 15 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Yes | 77.14% | 61.54% | 70.00% | 84.21% |
| No | 22.86% | 38.46% | 30.00% | 15.79% |

Question # 41: How much did your living arrangements affect your decision to not return to Mid-West University?

| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
|------------|----------------|------------|--------|-----------|
| Not at All | 7 | 1 | 2 | 9 |
| Somewhat | 1 | 0 | 1 | 1 |
| Neutral | 0 | 1 | 0 | 0 |
| Very Much | 0 | 2 | 0 | 2 |
| Extremely | 0 | 1 | 0 | 3 |
| Total | 8 | 5 | 3 | 15 |
| | Off-Campus (P) | Off-Campus | Hybrid | On-Campus |
| Not at All | 87.50% | 20.00% | 66.67% | 60.00% |
| Somewhat | 12.50% | 0.00% | 33.33% | 6.67% |
| Neutral | 0.00% | 20.00% | 0.00% | 0.00% |
| Very Much | 0.00% | 40.00% | 0.00% | 13.33% |
| Extremely | 0.00% | 20.00% | 0.00% | 20.00% |



Question # 42: Did you graduate from Mid-West University?

| | | | | |
|----------------------|-------------------|----------------|--------|---------------|
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Yes | 19 | 6 | 6 | 57 |
| No | 3 | 0 | 3 | 13 |
| Transferred | 11 | 5 | 1 | 21 |
| Currently Working | 2 | 2 | 0 | 4 |
| Total | 35 | 13 | 10 | 95 |
| | Off-Campus (P) | Off- Campus | Hybrid | On- Campus |
| Yes | 54.29% | 46.15% | 60.00% | 60.00% |
| No | 8.57% | 0.00% | 30.00% | 13.68% |
| Transferred | 31.43% | 38.46% | 10.00% | 22.11% |
| Currently Working | 5.71% | 15.38% | 0.00% | 4.21% |

