

NMHC

NATIONAL
**MULTIFAMILY
HOUSING
COUNCIL**

APARTMENT LEADERSHIP RESIDES HERE™



NATIONAL
MULTIFAMILY
HOUSING
COUNCIL

APARTMENT LEADERSHIP RESIDES HERE™

Impact of Off-Campus Housing on Student Academic Performance and School Loyalty

A Report by InnesWorks Consulting

NMHC Student Housing Conference

Brian Veith, Assistant Director of Student Housing

Caitlin Walter, Assistant Director of Research

WHY?

- Well-circulated news article
- Common academic assumptions

STUDY SCOPE

- Academic engagement and academic performance
- Likelihood of graduating (persistence)
- Involvement with and positive feelings about university
- Maturation

FOCUS GROUP SUMMARY

	Sophomores	Juniors	Seniors	Total
Arizona State University	7	14	6	27
University of Texas at Austin	7	17	8	32
University of Florida	10	22	29	61
University of Missouri	9	25	11	45
Total	33	78	54	165

MATURATION/DIVERSITY

- Attitudes towards the level of diversity in the dorms varied tremendously
- Issues persist in dorms
- Saw dorms as a “stepping stone” in their own maturation

DORM LIVING

- Positives to living in dorms
 - Convenience to classes and activities
 - Conducive to studying (although not always)
 - Opportunity to make friends
- Primary reasons for moving off-campus
 - Not sharing a room
 - Having one's own bathroom
 - Less restrictive rules (no RA)
 - Ability to cook/eat one's own food

SOCIALIZATION

- Initial feeling of “isolation” for sophomores
- Social events held by off-campus properties helped to ease transition
- Socialization not defined as only university-sponsored activities; once they move off-campus, they still consider themselves engaged in the university social life

CONNECTION WITH UNIVERSITY

- Sophomores- Social Connection
- Juniors/Seniors- Professional Connection
- No indication that living off-campus works against having a strong attachment for one's school

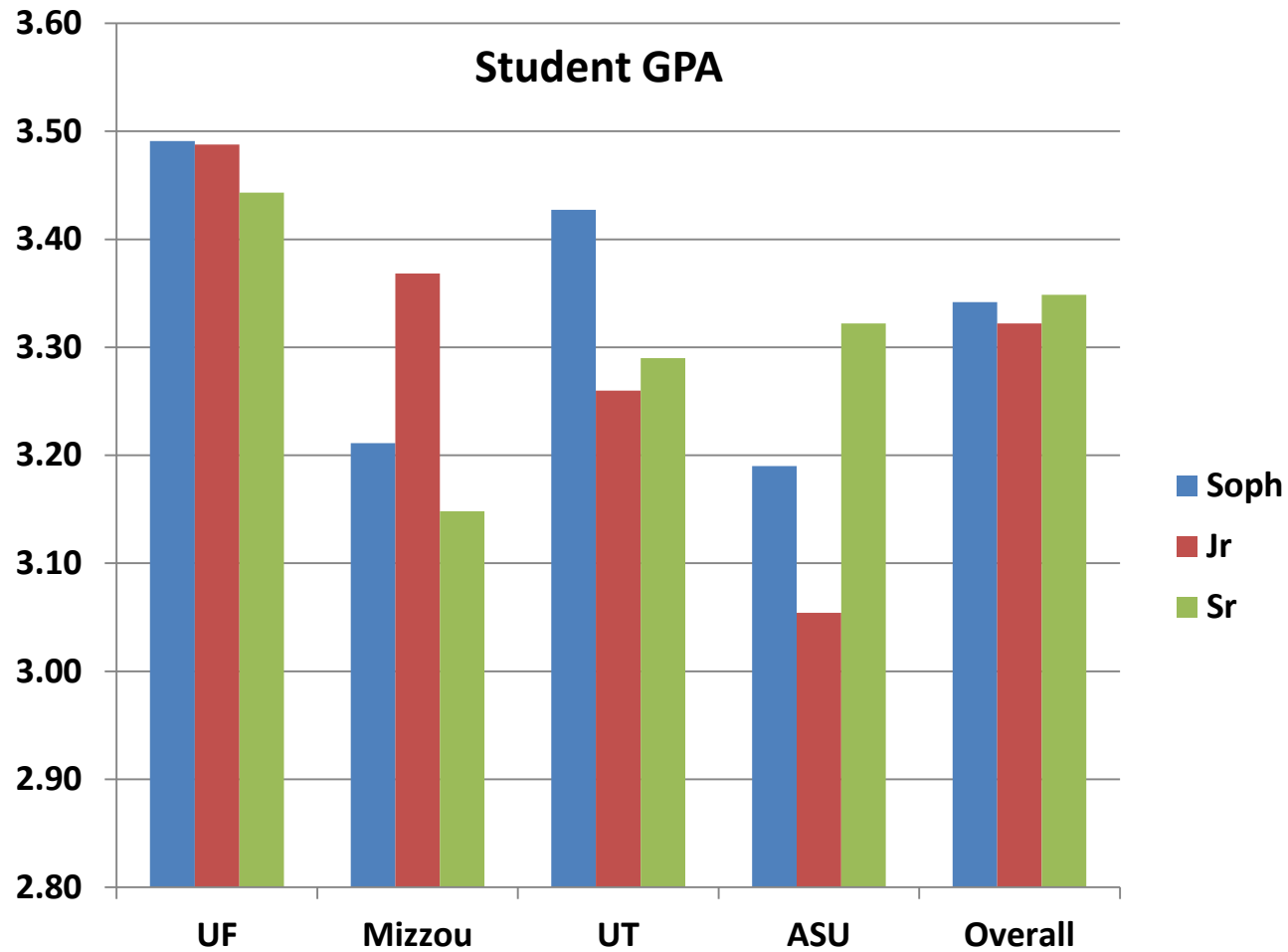
TRAVEL FACTORS

- Three factors that influence a move off-campus: location, price, and amenities. People weight these factors differently.
- Evidence that the distance can negatively affect class attendance and participation in other university events
 - Logistical barriers- shuttle
 - Psychological barriers

STUDY HABITS

- Poor study habits freshman year
- Off-campus living more conducive to studying
 - Better study habits as they age
 - Amenities offered by purpose built off-campus properties for studying

GRADE POINT AVERAGE



PERSISTENCE

- Internal motivations led students to assert that graduation is necessary
 - Need a diploma for a quality job or admission to graduate school
 - Parental expectations
 - Money and time already invested

CONTACT WITH PROFESSORS

- Very little contact with professors on the whole
- Off-campus students have more frequent contact with professors than they did as freshman, but mainly due to taking more courses in their actual field of study

VALUE/LOYALTY AND ENTHUSIASM FOR THEIR SCHOOL

- 98% believed they were getting a good rate of return on their investment
- All had high opinions of the quality of their institution
- Only complaints were about the high cost of higher education overall in the U.S.

OVERALL CONCLUSIONS

- College experience is largely unique to each individual- “college is what you make of it”
- While some logistical/psychological difficulties persist that can inhibit class attendance, on the whole off-campus living doesn’t appear to negatively affect academic performance.
- Despite living off-campus, students still feel connected to the university socially. Strength of engagement is based more on the student’s academic year than on where the student is living.

NMHC

NATIONAL
**MULTIFAMILY
HOUSING
COUNCIL**

APARTMENT LEADERSHIP RESIDES HERE™