Impact of Off-Campus Housing on Student Academic Performance and School Loyalty
A Report by InnesWorks Consulting

NMHC Student Housing Conference
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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
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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
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.