

20 21

ASSESSMENT OF COLLEGIATE RESIDENTIAL ENVIRONMENTS AND OUTCOMES

Sample Institution Report



Prepared by:

Laura S. Dahl, Ph.D., Principal Investigator

Melanie Fierstine, MSW, LICSW, & Cassandra Gilbert, M.A.

2021

Assessment of Collegiate Residential Environments and Outcomes
Sample Institution Report

ACREO

College of Human Science and Education | School of Education
North Dakota State University
NDSU Dept 2625 | PO Box 6050
Fargo, ND 58108

www.acreosurvey.org

Published July 2021

The material in this report contains data reported only to Sample Institution. All survey response data published in any reports, publications, and presentations related to ACREO must be reported in the aggregate, and no individually identifiable information linking such data to a respondent or a participating school should be made publicly available except as required by law.

All rights reserved.

Photos by Armin Rimolid, Brianna Martinez, Charlotte May, George Pak, Kampus Production, Katerina Holmes, Keira Burton, and Rodnae Productions from Pexels

Recommended Citation:

Dahl, L. S., Fierstine, M., & Gilbert, C. (2021). 2021 Sample Institution ACREO Report. Assessment of Collegiate Residential Environments and Outcomes. www.acreosurvey.org

WELCOME

In late summer, at colleges across the United States, residential campuses experience a flurry of activity as students fill their halls. For an increasing number of our students, their housing could be a place where the learning continues and is integrated with their living experience. Upon returning from a busy day, these students may practice their foreign language major on a culturally-themed floor, discuss their academic and professional goals with a residence-based peer advising group, plan a philanthropic event with their service-oriented community, or even use medieval recipes to prepare dinner with the history professor who lives down the hall. These integrative experiences, and the living environments in which they occur, are a lot of work – even when they are excellent examples of collaborations between myriad campus departments both in and out of student affairs.

The Assessment of Collegiate Residential Environments & Outcomes is invested in increasing our understanding of the residential environment's impact on student development and academic success. We already understand a lot about living learning programs as a high-impact practice, thanks in no small part to Karen Kurotsuchi Inkelas and Aaron Brower, who launched the National Study of Living Learning Programs (NSLLP) in 2004, and Matthew Mayhew, who continued their work from 2015-2020. However, as institutional priorities continue to shift regarding residential requirements and program development, it was important for this study to expand its scope to be inclusive of all living environments. We don't believe that all residential environments should look the same; nor do we believe that certain programs or initiatives such as LLPs are a cure-all. Instead, we believe, as we know you do, that the powerful practice of living on campus can have a profound influence on our students. We're hopeful that this report helps you understand how your good and hard work is positively influencing your students, and how you might alter that good and hard work to improve the impact of the residential experience on particular outcomes.

Sincerely,

Dr. Laura S. Dahl, ACREO Principal Investigator
Assistant Professor | School of Education
North Dakota State University





TABLE OF CONTENTS

Introduction: Report Overview 6

 About ACREO 7

 Instrument and Data Collection 12

 Using this Report 14

Section One: Student Demographics 18

 Equity-minded Considerations 19

 Social Identities 20

 Socio-academic Background 21

 Academic Characteristics 21

Section Two: Residential Environments 22

 Measuring Residential Environments 23

 Within-institution Analysis 24

 Between-institution Analysis 41

 Conclusion 41

Section Three: Student Outcomes 47

 Measuring Student Outcomes 47

 Within-institution Analysis 48

 Between-institution Analysis 51

 Conclusion 51

Appendix A: Reading the Tables & Charts 67

Appendix B; Demographic Information 70





INTRODUCTION

ABOUT ACREO

Overview of Study

Research has traditionally demonstrated that living on campus was one of the most significant contributors to a host of college outcomes. The most recent volume of *How College Affects Students* (Mayhew et al., 2016) highlighted many ways that living on campus has changed over the last three decades. Changes to student engagement on campus, especially in residence, reflect new and lasting ways that students connect with one another and campus resources. Students may not be as dependent upon their residential environments for social or academic connections as they once were. Expanding social networks influence how students choose to engage with their living environment and subsequently calls into question many traditional methods of programming within residence halls. As campus leaders design new residence halls and develop residential priorities, they must seek to understand how changes in student experiences impact student outcomes. While living on campus still “contributes to greater retention and graduation” (Mayhew et al., 2016, p. 545), individual campus environments play their own role in impacting student’s innovation, persistence, and sense of belonging.

The Assessment of Collegiate Residential Environments and Outcomes (ACREO), led by Dr. Laura S. Dahl, furthers the conversation by assessing the influence of the varied residential environments on the academic, intellectual, and social development of college students. Drawing from the knowledge of seasoned residential life and housing professionals as well as scholars of student learning and development, its primary purpose is to help institutions understand how their residential programs shape students’ learning and development while providing multi-institutional data.

The study has been, and will continue to be, administered to a diverse and representative sample of colleges and universities, which allows for national benchmarking. Our 2015 pilot year had nearly 1,500 responses from students at seven institutions, public and private, urban and rural, from New York to California. We added four institutions for the 2016 study, six institutions in 2017, three in 2018, and five in 2019; two new and one repeat institution participated in 2021, bringing the total number of students represented to over 16,000. The map on the following page visualizes the national reach of this study. The assessment and research collected on this data will inform the conversation about effective residential practices in higher education for years to come.



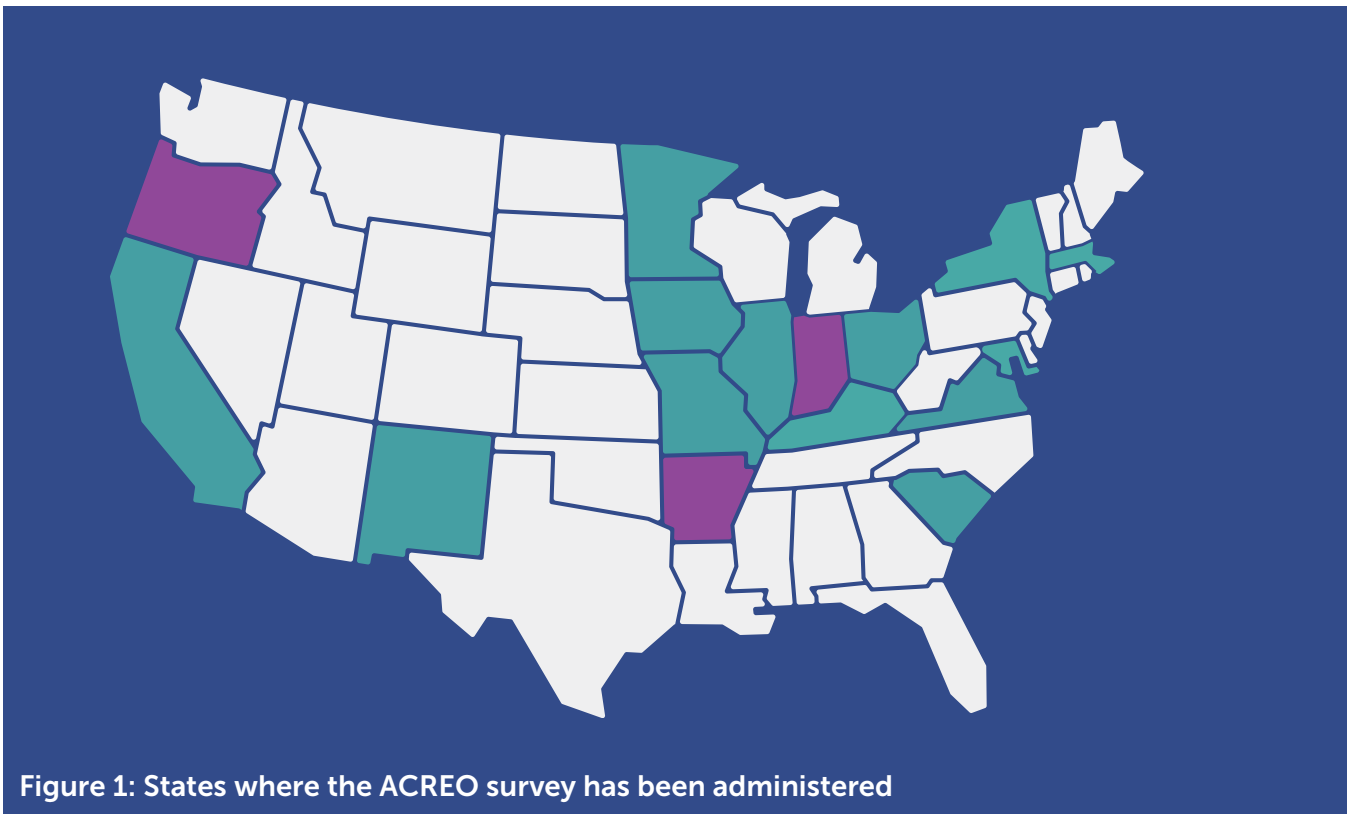


Figure 1: States where the ACREO survey has been administered

Research and Assessment Questions

ACREO is designed firstly as an assessment tool - our goal is to help practitioners identify meaningful data around their students' experience by measuring what students gain through distinct facets of their residential programs. However, this project also continues and improves upon previous research by providing current insight into how student outcomes vary by college residential arrangements. Three primary questions guide our thinking for this project:

- 1. How do student experiences differ by residential environment?** Answers to this question can help practitioners understand if students in various residential programs have different experiences in the ways they expect based on programmatic designs and intentions.
- 2. How do student outcomes differ by residential environment?** Answers to this question can help practitioners know that their programs are achieving their intended learning outcomes and objectives.
- 3. Which experiences influence which outcomes?** Answers to this questions can help practitioners understand which practices to implement if they want their students to achieve intended outcomes.

Defining Key Terms

Because the survey is designed to capture students' perceptions of their residential experiences, we pay careful attention to the various residential options students can select. Below are definitions of several terms that may prove helpful when interpreting report findings:

- **Off-campus:** Students who do not live in an on-campus residence hall are considered off-campus students. These students can technically live on-campus, such as in on-campus Greek housing, but since they are not in housing organized by residence life, they are considered off-campus.
- **On-campus:** Students who live in housing organized by residence life are considered on-campus and can live in either on-campus residence halls or off-campus residence halls.

- **Living Learning Program/Community (LLP/C):** We use the Inkelas et al. (2008) definition of living learning programs, described above. We acknowledge, though, that best practices around extra-curricular programming in residence life departments have advanced in the past decade: by this definition, many institutions could classify ALL residence halls as LLPs. The broadness of this definition is also useful: We use LLP as an umbrella term to describe many different integrations of residential and intellectual experiences, including these sub-categories of LLPs:
 - » **Theme LLP:** Students living in Theme LLPs live together based on a common interest, such as social justice or wellness.
 - » **Academic LLP:** Students living in Academic LLPs live together based on either a common major (such as engineering or international affairs) or a common academic unit (such as the Undergraduate Business School or the College of Arts and Science).
- **Residential College:** Residential Colleges, or colleges-within-a-college, are attempts to make larger institutions feel smaller by creating cross-sectional communities. Residential Colleges (sometimes called RCs) are more likely than LLPs to have three characteristics (though none of these are, individually, litmus tests): RCs may create multi-year experiences and environments for their students; RCs may integrate academic advising into the hall; RCs may integrate academic coursework into the residential environment.
- **Honors College:** Incoming high school GPA, standardized test scores, or other achievement-based criteria for admittance are defining attributes of most Honors Colleges; some Honors Colleges also have college GPA or other additional requirements students must meet to maintain membership. Honors Colleges are not necessarily residential; some may have a residential option that does not include all Honors College students on that campus.

Theoretical Framework

Using Astin’s (1984) Input-Environment-Outcome college impact model, shown in Figure 2 below, we’ve developed a framework to conceptualize the influence of residential experiences on student outcomes. As Inkelas et al. (2008) described, in Astin’s model, outcomes (student characteristics after exposure to college) are influenced by both inputs (demographic and precollege characteristics, beliefs, and expectations) and environments (the various programs, policies, relationships with faculty and peers, and other educational experiences in which students are engaged).

We consider several different inputs and the influence of integrated residential environments - including academic experiences, campus climate, and non-academic/social experiences - on the development of specific academic and social outcomes. See Figure 3 for the specific inputs, environmental aspects, and outcomes measured in ACREO.

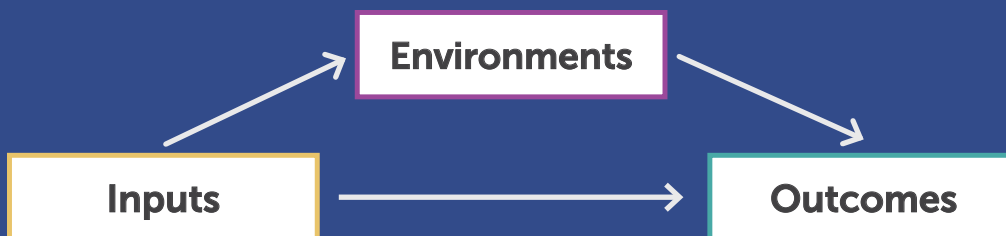


Figure 2: Astin’s I-E-O model (1984)

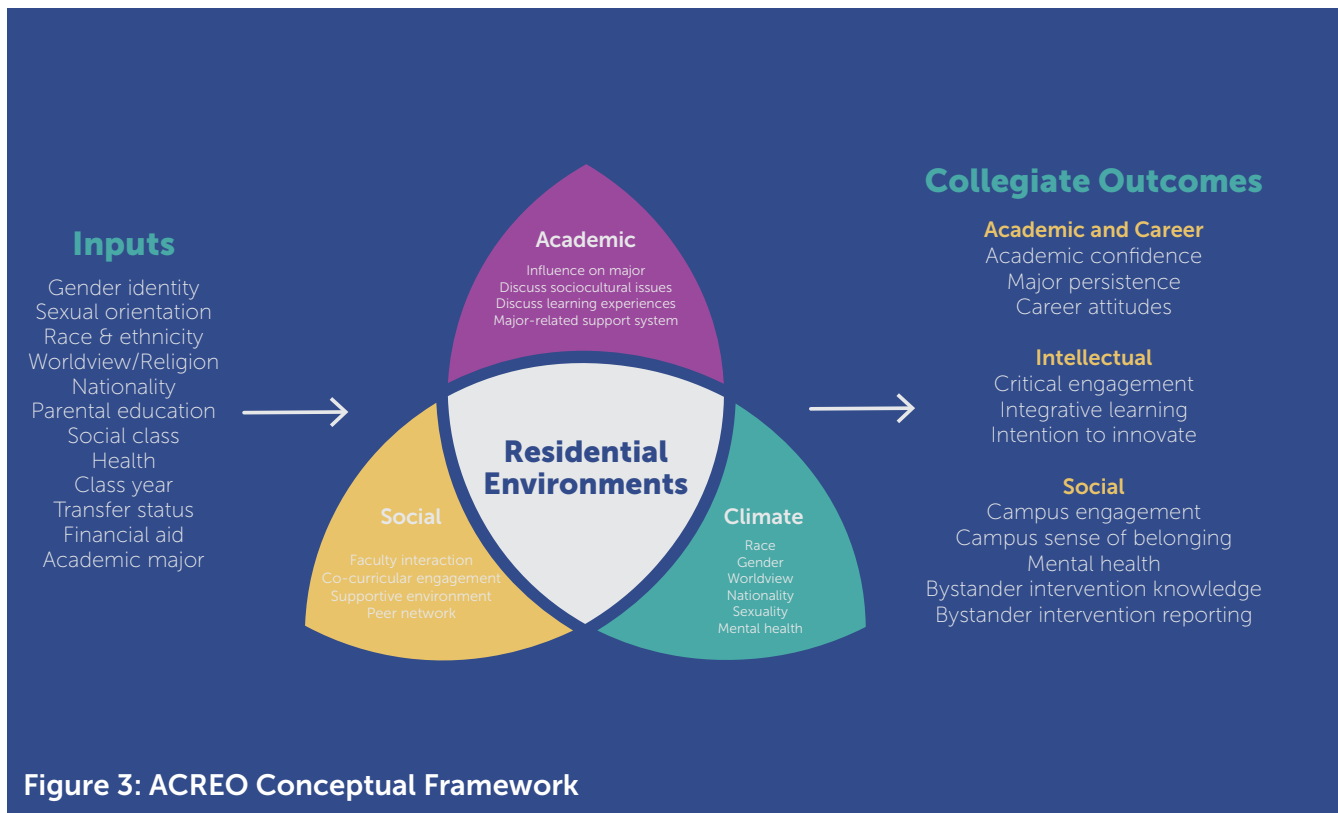


Figure 3: ACREO Conceptual Framework

ACREO Measures of Environments and Outcomes

This study seeks to understand the influence of residential environments on the academic, intellectual, career, and social development of college students. ACREO measures the following aspects of the residential environment and student outcomes, briefly summarized below:

Residential Environments

- **Residential Environment’s Influence on Major (updated):** Students reported on the extent to which interactions with peers, faculty, and staff in their residential environment encourages or discourages them in their pursuit of their major.
- **Discussed Learning Experiences with Peers:** Students reported the frequency of discussions about something learned in class with other students outside of class.
- **Discussions with Diverse Peers (new):** Students reported how often they had discussions with peers who had different religious beliefs, political opinions, socioeconomic background, sexual orientation, race or ethnicity, and personal values.
- **Discussed Sociocultural Issues with Peers:** Students reported the frequency of discussions about diversity and major social issues as well as discussions with students who have different values and/or hold different religious worldviews.
- **Major-Related Support System:** Students reported on the extent to which they have access to peer role models and professional mentors who are supporting them in their major as well as the extent to which they feel supported in their major by family.
- **Campus Climate (updated):** Students reported their perception of the campus climate for race, sexuality, nationality, religion, gender, and mental health (new) by rating their perceived faculty attitudes, perceived interactions between students from particular populations and the “majority” group students, and general campus commitment to support their student populations.
- **Faculty Interaction:** Students reported the frequency of discussions with faculty about personal problems, career ambitions, and other non-course-related topics as well as

assignments or extra assistance regarding course content. Students who indicated there were faculty affiliated with their residential environment were asked about interaction with both the residential faculty and faculty generally.

- **Co-curricular Engagement:** On-campus students reported the frequency of participation in events associated with their residential environment, including multicultural programming, cultural outings, and career workshops. All students were asked about their co-curricular programming engagement during their general college experience.
- **Peer Network:** Students were asked to describe the relationships they have with other students in their residential environments, including if they have friends with whom they can study, have intellectual discussions, and who are from diverse backgrounds.
- **Supportive Residential Environment:** Students reported their perceptions of how other students in the residential environment support each other both socially and academically as well as general satisfaction with the environment.

Collegiate Outcomes

- **Academic Confidence:** Students reported their confidence in their ability to persist in their major, excel in their major, complete their major with a B average, persist to graduation despite various obstacles, reach academic goals (e.g. overall B average; graduation with honors), and stay at their current institution.
- **Major Persistence Intention:** Students reported their plans to persist in their major and commitment to graduating from their major.
- **Career Attitudes (updated):** Students reported their confidence in their ability to get a job as well as their perception of how graduating will influence landing a job, getting a good salary, doing meaningful or satisfying or exciting work, and doing work that utilizes skills from their major.
- **Critical Engagement (updated):** Students reported their attitudes toward critical thinking habits of mind, such as questioning a professor, disagreeing with texts, arguing with people, exploring new ideas, and critically analyzing different points of view.
- **Integrative Learning:** Students reported the extent to which they integrate what they're learning by applying it to the real world, reflecting on how they're learning it, putting it in context, connecting it with a personal experience, and extrapolating abstract ideas from concrete observations. This outcome is was introduced in 2018.
- **Intention to Innovate:** Students indicate how effective they think they are in identifying new opportunities, developing a strategy to direct their and others' efforts in the direction of realizing new opportunities, acquiring resources necessary to realize a new opportunity, and creating a new entity to take advantage of new opportunities.
- **Campus Engagement:** Students reported the extent to which they are involved with some kind of community, including volunteering for the community and working to make the community better; students also reported on self-efficacy in terms of their impact on community.
- **Campus Sense of Belonging:** Students reported the extent to which they feel comfortable in, are a part of, are committed to, are supported in, and are accepted on campus.
- **Mental Health (new):** Students reported if they struggled with depression, stress, and/or anxiety as well as if they would reach out for help for mental health concerns.
- **Bystander Intervention Knowledge:** Students indicated their familiarity with sexual assault and bullying prevention strategies and resources.
- **Bystander Intention to Report:** Students indicated how likely they are to report sexual misconduct or bullying if they or a peer are the victim.



All measures were initially tested using the pilot data from 2015 and retested again using the most current data. We've determined that all of our scales are reliable, with Cronbach's alphas for most of the factors in the range of 0.85 to 0.97. Only one of the factors - critical engagement - has a Cronbach's alpha below 0.80 (alpha = 0.751, which is still above the conventional threshold for reliability).

In addition to the measures above, ACREO also reports on several additional experiences and outcomes, including self-reported current GPA, peer connections (how and in what contexts they have connected with new people on campus), drinking habits, and institutional retention intention (whether students plan to return to the same college/university next year). Lastly, we ask students several questions about the level of faculty and staff involvement in their residential environment and why they chose their particular residential environment. The responses to these questions are in Appendix B.

INSTRUMENT AND DATA COLLECTION

Survey Development

The ACREO survey was adapted from the 2007 National Study of Living Learning Programs (NSLLP) and was designed to focus more on assessment and less on research. The length of survey was reduced in 2016 to make it more manageable for students to complete. However, we update the survey every year so that it continues to measure current topics of interest. We updated or added the following factors this year:

- Residential environment's influence on major
- Discussions with diverse peers
- Campus climate for diverse backgrounds
- Career attitudes
- Mental health

We also understand that living environments, specifically residence halls or LLPs/Residential Colleges/Honors Colleges, look different depending on the institution. Therefore, we ask students to self-describe their residential environment to best capture what the perception of their environment looks like.

Likert-Type Scales Used

ACREO measures student residential experiences and outcomes using Likert-type scales, described below. Scale ranges are indicated next to measure title in all tables.

Scales ranging from 1-5 are used when students are asked to rate:

- Confidence (1=Not at all confident; 5=Confident)
- How much they agree or disagree (1=Strongly disagree; 5=Strongly agree)
- Level of encouragement (1=Greatly discouraged; 5=Greatly encouraged)
- How likely they would be to perform an action (1=Very unlikely; 5=Very likely)
- How effective they are in performing a task (1=Extremely ineffective; 5=Extremely effective)



We use a 0-4 scale when measuring how often students participate in activities such as discussing learning with peers and engaging with co-curricular programs (0=Never, 4=Always (Daily)), if they are available. For housing decisions, we use a 1-4 scale (1=Didn't even consider; 4=Very important). All factor scores were created using weighted sums and then scaled to range from 0 to 10 for interpretability.

Timeline

The results for your students presented in this report are compared with students who participated in the 2018 and 2019 administrations. The 2018 study invited over 12,890 students at three institutions to participate. In 2019, over 36,600 students at one of five institutions were asked to respond to the ACREO survey. Over 7,700 students at three institutions were invited in 2021. Students had an average of 3 to 4 weeks to complete the survey in all administrations.

Participating Institutions

In 2018, ACREO was administered at three U.S. public doctoral universities participated in ACREO. Two of these universities participated in the previous year, whereas the third was new to ACREO. During the spring of 2019, five U.S. public doctoral universities participated in the study. Three of these institutions participated in the past (one in 2015 and two in 2017). The two new institutions are located in the Great Lakes and Southeast regions; the 2015 repeat institution is also located in the Southeast. One of the 2017 repeat institutions is also located in the Great Lakes region, with the other 2017 repeat institution located in the Far West.

Three institutions - two new and one repeat from 2018 and 2017 - participated this year. One is a public master's university in the southeast, another is a public doctoral university in the Great Lakes region, and the third is a public doctoral university in the Far West.

Because the survey changed from 2015 to 2016, we do not include results from 2015's pilot study in this analysis. Additionally, due to the ever-changing demographics of college and university students, we also did not include the results from the 2016 and 2017 studies in this analysis. Please refer to those reports for information on past survey administrations.

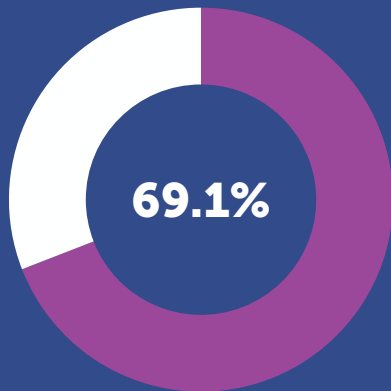
Response Rates

The response rate refers to the percentage of the sampling frame who responded to the survey. It is calculated by dividing the number of responses by the number of people surveyed. Usable data refers to the percentage of respondents who provided responses to at least 80% of the survey.

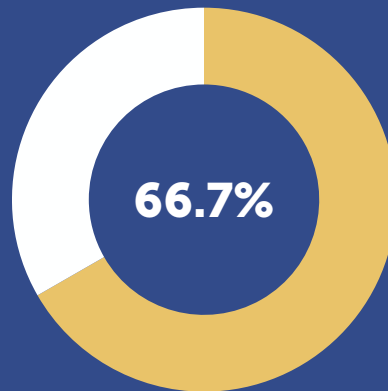
At SI, 3,053 students were invited to take the ACREO survey. A total of 556 students responded, while usable data was obtained for 385 respondents, yielding a response rate of 18.2% and a usable data rate of 69.2%, respectively.



2018-2021 Sample



2021 Sample



SI Sample

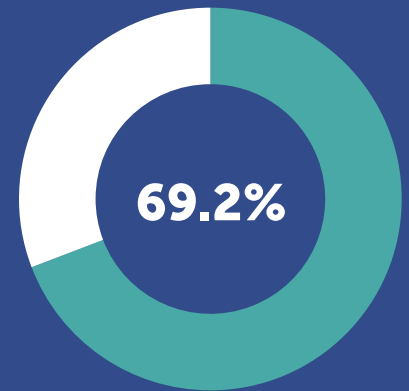


Figure 4: ACREO Usable Data Rates

The entire 2021 ACREO administration experienced a response rate of 14.7%, with a usable data rate of 66.7%. The response rate for 2019 and 2018 administrations is 24.7% (usable data rate of 71.1%) and 23.9% (usable data rate of 63.1%), respectively. Figure 4 provides the number of students invited and the usable data rates for SI, the 2021 sample, and the total ACREO sample across the past three years of survey administration.

USING THIS REPORT

A Word of Caution

The findings presented in this report should be considered as part of a larger whole. No single percentage or mean can capture the essence of a college or university, not to mention the dedicated work of your staff. Rather than place tremendous weight on any particular numerical result, these findings are best viewed as pieces of a larger picture explaining how students broadly experience your campus. After considering how these results complement and contradict campus stakeholders' perceptions, findings can serve as the basis for discussion that may lead to a more comprehensive understanding of students' residential environments. In short, the intent of this report is to assist campus leaders in building an empirical basis for future actions.

Report Sections

This report is divided into three sections based on Astin's I-E-O model: *Section 1* provides an overview of your students' demographics, *Section 2* focuses on the integrated residential environment described above, and *Section 3* concentrates on the student outcomes measured. In all three sections, we compare the results for your institution as a whole to those of the

rest of the sample - the between-institution analysis - as well as how the different residential environments at your institution compare - the within-institution analysis. Throughout the report you'll notice tables, figures, and text. We hope this approach will help you make the most meaning of your results and assist in future action.

Important Terminology

In our attempt to make this report as practitioner-friendly as possible, below are some of the terms we use to compare between and within your institution. Appendix A provides more information on how to read the tables and charts used in the report.

- **Sample Institution (SI):** When we refer just to your institution, we mean all students in your sample regardless of residential environment. This group is used when comparing with the comparison sample.
- **2021 Benchmarking:** We benchmark your institutional data against those other institutions in the 2021 sample.
- **Institution-Comparison Groups:** For the within-institution analysis, we arranged the students into residential groups based on our conversations with your staff as well as the number of students who indicated on the survey that they lived in a certain residential environment. Your students are grouped in the following ways:
 - » LLCs: Students in LLCs are those who were coded by your staff as living in a living learning community. There are 110 students in this group.
 - » TRPs: Students in TRPs are those who live in traditional residential programs, or in residence-life-coordinated buildings but are not involved with a living learning community. There are 165 students in this group.
 - » On-campus: Students living on campus are those who were coded by your staff as living in a residence hall. There are 273 students in this group.
 - » Off-campus: Students living off campus are those who were coded by your staff as not living in a residence hall. There are 112 students in this group.
 - » STEM LLCs: Students living in STEM LLCs are those who were coded by your staff as living in STEM and WISH LLCs. There are 33 students in this group.
 - » Theme LLCs: Students living in theme LLCs are those who were coded by your staff as living in theme-based LLCs. There are 16 students in this group.
 - » Academic LLCs: Students living in academic LLCs are those who were coded by your staff as living in non-STEM, major-related LLCs. There are 32 students in this group.
 - » Honors Houses: Students living in Honors Houses are those who were coded by your staff as living in an honors community. There are 29 students in this group.
- **Factor Score:** A factor score is a measure comprised of related survey items confirmed by a statistical technique known as factor analysis and is used to represent a concept that cannot be measured with one or two questions. We calculate the factor score by weighting each of the items before summing them. This process provides a more accurate measure of the factor. Each factor is then scaled to range from 0 to 10 for interpretability.
- **Mean:** The mean (M) reflects the average response for a given item or factor.
- **Standard Deviation:** The standard deviation (SD) is a measure of the amount of variation in relation to the reported mean. Larger SDs are indicative of more inconsistent responses





across the sample, while smaller SDs represent individual values closer to the reported mean.

- **Significance:** Statistical significance indicates whether or not there is a statistical difference between groups. The null hypothesis always assumes there is no statistical difference, though significance values (often referred to as p -values) allow researchers to reject the null hypothesis and suggest a difference does exist ($p < 0.05$). Put simply, a p -value less than 0.05 means there is a 95% chance the difference found between groups is not simply due to chance. Differences found to be statistically significant at the 95% level are labeled within each table.

It is important to note that while a given difference might be statistically significant, it may not be practically significant. For example, a study comparing grade point averages among male and female students may find that female students have statistically significant GPA differences, with female students averaging a 3.16 and male students averaging a 3.01. Practically, however, each of these GPA values represent a B average on a standard 4.0 grading scale. In these cases, it is useful to consider practical significance by using effect sizes.

- **Effect size:** We use effect sizes to measure the practical difference found between groups, although ultimately each institution must determine whether or not the differences identified (significant or not) are of practical value. Effect sizes differ from the previously-discussed significance levels in that significance testing determines whether or not statistical differences between groups exist, whereas effect sizing attempts to quantify the magnitude of such difference.

Although there are a number of different measures for effect size, we rely on Cohen's d since it's a standardized measure of the distance between two means (Cohen, 1988). Cohen suggested effect size measures greater than 0.8 should be classified as large, values between 0.5 and 0.8 should be classified as medium, values between 0.2 and 0.5 should be classified as small, and values less than 0.2 should be classified as trivial. We make use of these suggested labels when comparing means in the report yet caution against blanket application of these effect size values, as Cohen does. Readers are encouraged to consider effect size differences in light of specific campus and cultural contexts.

- **t-Test:** t -tests are the main test used by ACREO to compare groups; these analytical tests reveal whether or not a significant statistical difference exists between groups. They are used when finding significant differences between institutional mean values and the comparison sample mean values as well as to test the within-group sample mean values. As previously mentioned, ACREO measures significance at $p < 0.05$.

REFERENCES

- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 25(4), 297-308.
- Brower, A. M. & Dettinger, K. (1998). What is a learning community? *About Campus*, (November/December), 15-21.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.
- Inkelas, K. K. & Associates. (2008). *The National Study of Living-Learning Programs, Report of Findings*.
- Inkelas, K. K., Daver, Z., Vogt, K. E., & Leonard, J. B. (2007). Living-learning programs and first-generation college students' academic and social transition to college. *Research in Higher Education*, 48(4), 403-434.
- Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., & Wolniak, G. C. (2016). *How college affects students: 21st century evidence that higher education works* (Vol. 3). San Francisco, CA: Jossey-Bass.
- Shapiro, N. S., & Levine, J. J. (1999). *Creating learning communities: A practical guide to winning support, organizing for change, and implementing programs*. San Francisco, CA: Jossey-Bass.



SECTION ONE: STUDENT DEMOGRAPHICS

EQUITY-MINDED CONSIDERATIONS

As college and university populations become more diverse, it's essential to consider their characteristics as we measure their experiences and outcomes. While inferences about students based on demographics are beyond the scope of this study, we wanted to present general information on your student sample's characteristics.

We included this chapter to help lay the groundwork for the following chapters by providing you with an idea of who responded to the survey, but this sample may not be representative of all students on your campus. We suggest you compare the demographics of these students to those on your campus before making generalized conclusions based on this report. Additionally, only a few of the demographic variables are included in this section. Appendix B provides more detailed information on other demographic information, such as worldview/religion, nationality, political views, and health disclosures.

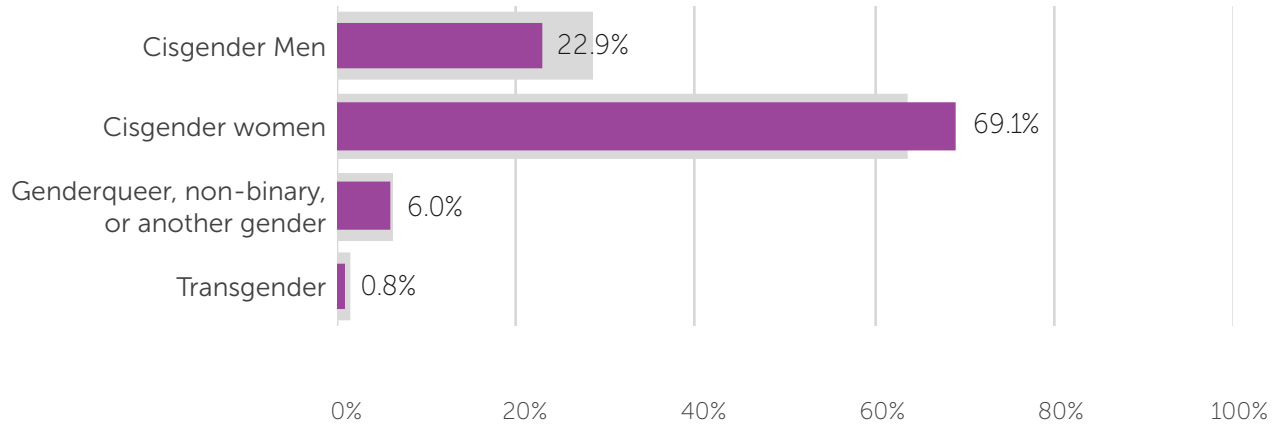
Lastly, our goal with this study is to help institutions produce equity-minded solutions to issues students may experience in residential programs. To that end, we recommend you consider what institutional structures hinder the experiences of traditionally under-served students and how your staff can work toward removing them so all students feel supported in your residential programs.



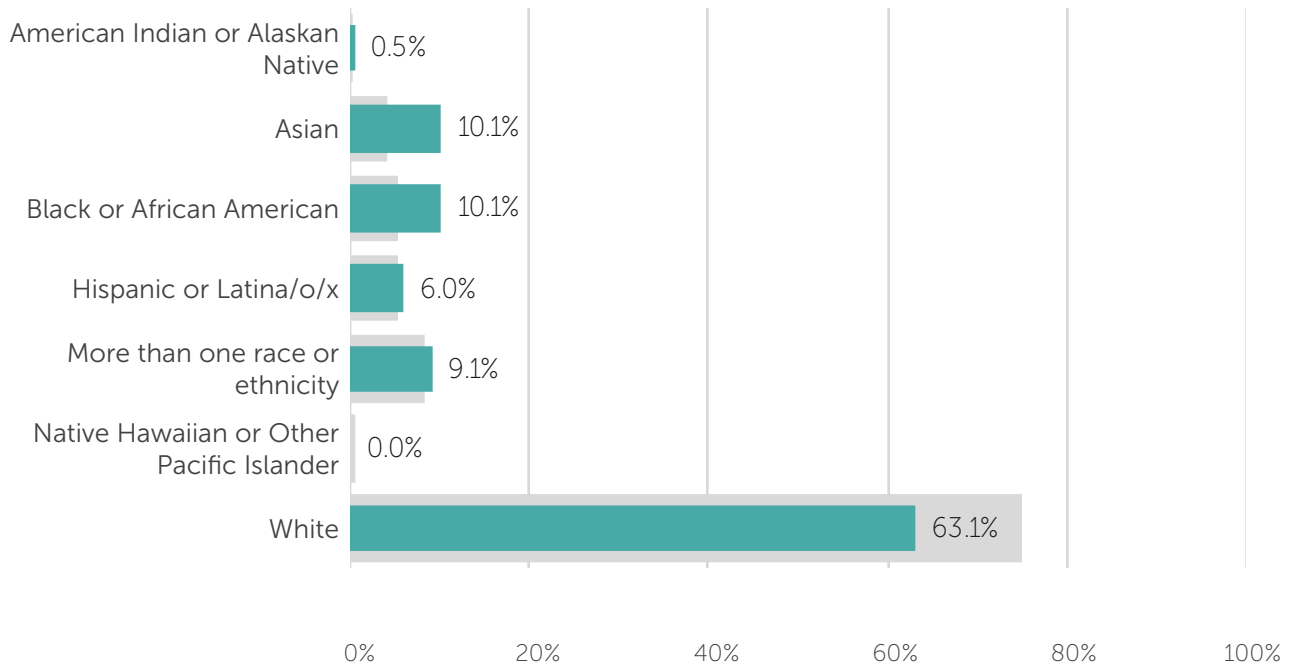
Social Identities

We present gender identity, race, and sexual orientation as student social identities. Your institutional data is presented in the color alongside the 2021 sample in grey. Options are listed in alphabetical order so as to not essentialize any one identity over another.

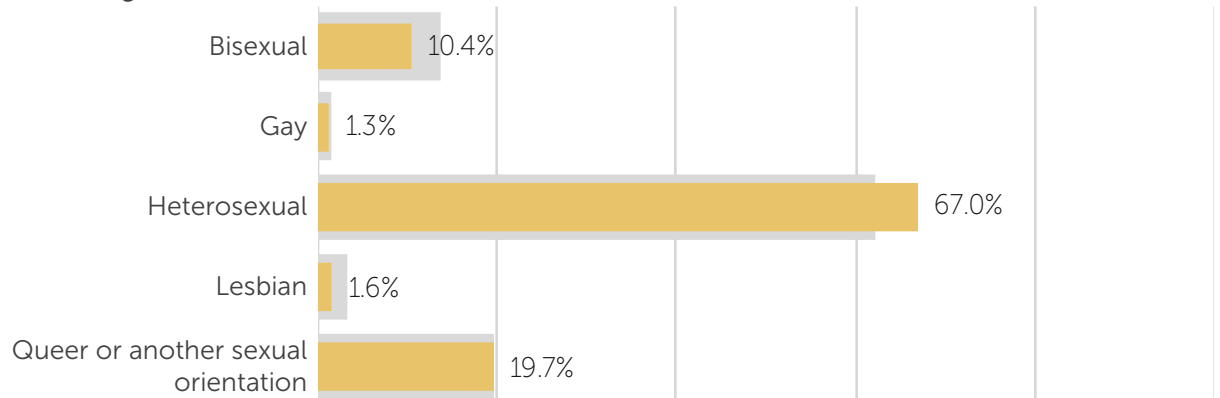
Gender



Race

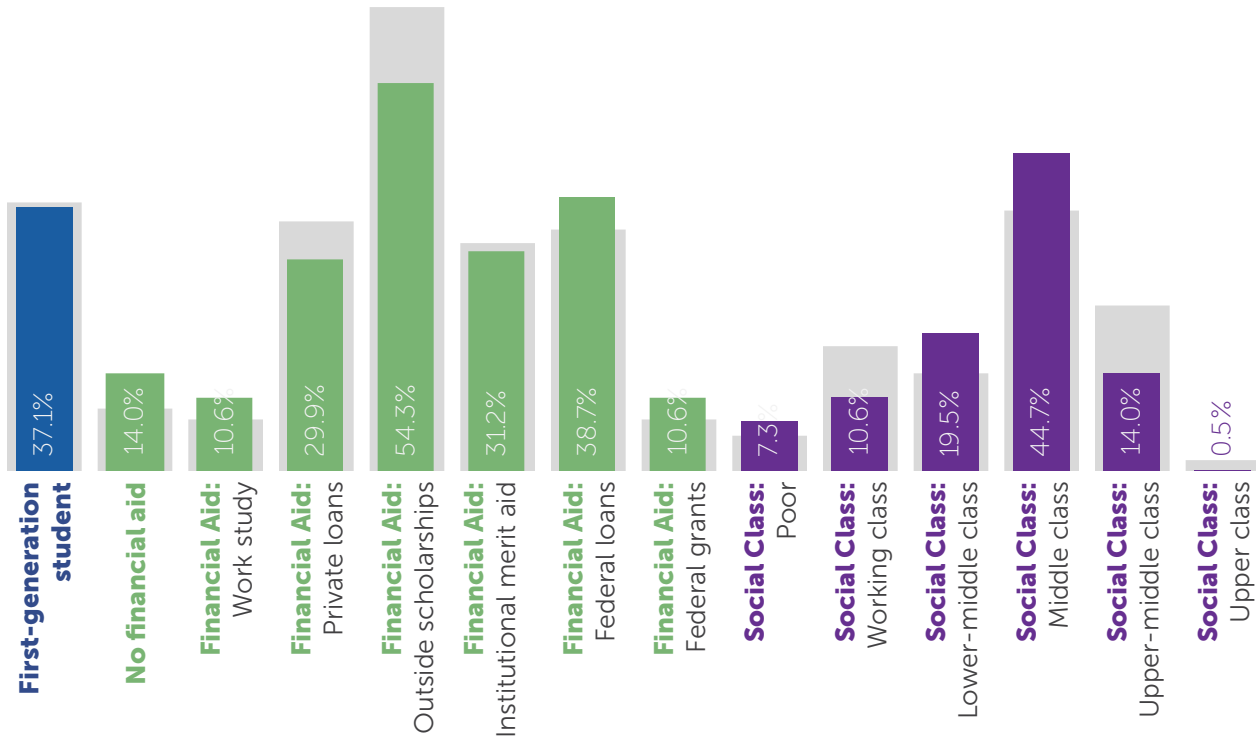


Sexuality



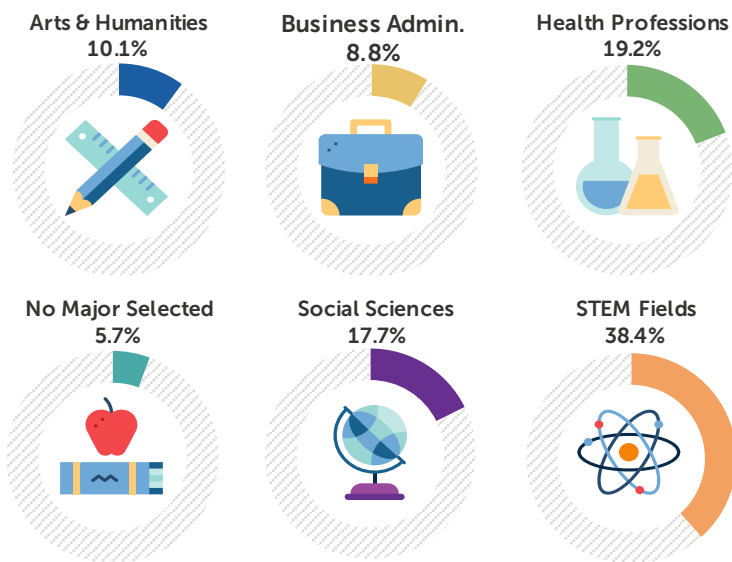
Socio-Academic Background

We consider the student's highest level of parental education, self-reported forms of financial aid, and self-reported social class as socio-academic characteristics. First-generation students are those who are the first in their family to attend a 4-year college or university or have parents/guardians who attended college, but didn't obtain the 4-year degree.



Collegiate Academic Characteristics

Academic class year and major category are reported as collegiate academic characteristics.



50%
are in their first-year

15%
transferred from
another institution

12%
have a second major





SECTION TWO: RESIDENTIAL EXPERIENCES

MEASURING RESIDENTIAL EXPERIENCES

Students experience their residential environments in an integrated way. They don't always make a distinction between learning with their peers or with a faculty/staff member, yet knowing when, where, and with whom a student is learning or is supported can be valuable as you implement your programs. Therefore our goal with ACREO is to understand how students perceive the different aspects of their residential programs by exploring their academic experiences, campus climate, and social experiences separately.

The purpose of this chapter is two-fold: 1) to help you understand how the residential experiences of the students at SI compare to those of the comparison sample; and 2) to help you understand how the responses for your students at SI compare to each other by residential environment. Although the comparison sample contains a diverse group of students from across the country, we do not want to claim it is nationally representative. However, by benchmarking your results to a larger sample we hope you will use these results to better understand in which ways your residential environments excel and in which areas you could improve.

One last remark: Although we use the students' self-selected residential environments in several of the survey questions, we asked students most of these questions in a generalized way because we understand that no two residential environments provide the same experience for residents. This provides us with the ability to benchmark against other institutions and across your residential programs. Therefore, when viewing your results versus the comparison group, we encourage you to think about the specific programs you have in place and how they contribute to your students' experience.

In this chapter we present findings across the following types of residential experiences:

Academic Experiences

We focus on aspects related to students' academic experiences in a number of ways on the survey. We measure students' attitudes toward their perceived major-related support system, the level to which they discuss learning experiences and sociocultural issues with peers as well as have discussions with diverse peers, and their residential environment's influence on their major. Together these measures demonstrate how students interact with their environment and pinpoint the ones with the most influence.



Campus Climate

How students perceive their campus climate varies based on their race, sexual orientation, worldview, international status, gender identity/expression, and mental health. Starting this year, all students were asked to rate their perception of the campus climate. Questions included how they perceived faculty attitudes, perceived interactions between students from particular populations and the “majority” group students, and general campus commitment to support their student populations.

Faculty & Social Experiences

Non-academic experiences on campus and in the residence halls are just as important to assess as academic ones. We consider aspects of the student experience such as interactions with faculty unrelated to coursework separately from the academically-focused experiences.

Social experiences on campus and in the residence halls are known to help with persistence. The social experiences assessed by ACREO include engagement with co-curricular programming, perception of peer network, and perception of residential environment’s support.

WITHIN-INSTITUTION ANALYSIS

We discuss in this section which experiences significantly differed for students at SI across the different types of residential environments as well as by key subpopulations. Exhibit 2.1 provides a summary of the mean values (and SDs) for each type of residential experience we measured on your campus. Exhibits 2.2 through 2.6 display that information by gender, race, sexuality, educational generational status, and academic class year. Exhibits 2.7 through 2.10 summarize the experiences of SI students by residential environment. In these tables, we specifically compare students in LLCs to those in TRPs (Exhibit 2.7), on-campus students to off-campus students (Exhibit 2.8), LLC students to TRP students to off-campus students (Exhibit 2.9), and students in specific LLC types (STEM, them, academic, and honors; Exhibit 2.9). Experiences for students mirrored each other, with a few exceptions.

Cisgender men, for instance, perceived a better climate for gender than cisgender women and those students identifying with another gender (including transgender and non-binary; see Exhibit 2.2). Similarly, white students perceived a better climate for race than Black students and those of another race (including Native American students; see Exhibit 2.3). Turning to sexuality, heterosexual students indicated more engagement in residential and general co-curricular activities (such as special lectures and seminars, peer study groups, career workshops, cultural outings, and multicultural programming) than their LGBTQ+ peers (see Exhibit 2.4).

Results also suggest that continuing-generation students discussed learning experiences and socio-cultural issues with peers more often than first-gen students; continuing-generation students also indicated conversing with diverse peers more often than their first-generation counterparts (see Exhibit 2.5). Finally, undergraduate students not in their first year indicated a more supportive residential environment than first-year students (see Exhibit 2.6).

The bulk of the differences in how students perceive their residential experiences were found when we compared residential environments. Students in LLCs held more discussions with diverse peers as well as discussed socio-cultural issues more often than students in TRPs. LLC students additionally perceived more positive climates for race, sexuality, nationality, and gender than their TRP peers. Students in LLCs also indicated more involvement in residential

Exhibit 2.1

Residential Environment Scores at SI

	N	Mean	SD
Academic Experiences			
Perception of major-related support system	384	6.84	2.08
Discussed learning experiences with peers	384	4.84	2.97
Discussions with diverse peers	384	3.87	2.62
Discussed sociocultural issues with peers	385	4.67	2.91
Residential environment's influence on major	384	6.57	1.61
Campus Climate			
Campus climate for race	379	7.15	1.41
Campus climate for sexuality	379	6.81	1.55
Campus climate for worldview	379	6.87	1.51
Campus climate for nationality	379	6.80	1.55
Campus climate for gender	379	7.02	1.56
Campus climate for mental health	383	6.34	1.94
Faculty & Social Experiences			
Residential non-academic faculty interaction	76	1.73	2.02
General non-academic faculty interaction	311	3.12	2.18
Residential co-curricular engagement	252	1.86	1.89
General co-curricular engagement	261	2.52	1.99
Perception of peer network	385	5.76	2.73
Supportive residential environment	384	6.05	2.25

and co-curricular engagement than those students in traditional residential programs. LLC students also perceived a stronger peer network and a more supportive residential environment than TRP students (see Exhibit 2.7).

Turning to campus location, on-campus students perceived a stronger major-related support system than off-campus students. Living on campus was also related to more discussions with diverse peers and influence on academic major. On-campus students additionally perceived more positive campus climates for race, sexuality, and nationality. Students living on-campus additionally indicated more engagement in co-curricular programming as well as a stronger peer network and more supportive residential environment than those living off-campus (see exhibit 2.8).

We found similar results when we separated the LLC students from the TRP students in the on-campus sample and compared to off-campus students. For instance, students in both LLCs and TRPs indicated a stronger major-related



Exhibit 2.2

Residential Experiences at SI: Differences by Gender

Perception of major-related support system	N(%)	M	SD	Sig
1. Cisgender men	87(22.6%)	6.68	2.15	
2. Cisgender women	266(69.1%)	6.92	2.06	
3. Another gender identity	26(6.8%)	6.57	2.11	
Discussed learning experiences with peers	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	4.64	2.92	
2. Cisgender women	265(68.8%)	4.78	3.00	
3. Another gender identity	26(6.8%)	5.83	2.88	
Discussions with diverse peers	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	3.72	2.74	
2. Cisgender women	265(68.8%)	3.86	2.57	
3. Another gender identity	26(6.8%)	4.46	2.84	
Discuss socio-cultural issues with peers	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	4.53	2.93	
2. Cisgender women	266(69.1%)	4.67	2.86	
3. Another gender identity	26(6.8%)	4.87	3.10	
Residential environment's influence on major	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	6.72	1.67	
2. Cisgender women	265(68.8%)	6.53	1.60	
3. Another gender identity	26(6.8%)	6.51	1.54	
Campus climate for gender	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	7.40	1.70	2,3
2. Cisgender women	260(67.5%)	6.95	1.49	1
3. Another gender identity	26(6.8%)	6.54	1.48	1
Residential faculty interaction	N(%)	M	SD	Sig
1. Cisgender men	10(2.6%)	2.38	2.49	
2. Cisgender women	63(16.4%)	1.71	1.96	
3. Another gender identity	3(0.8%)	.	.	
General faculty interaction	N (%)	M	SD	Sig
1. Cisgender men	73(19.0%)	3.01	2.32	
2. Cisgender women	213(55.3%)	3.08	2.10	
3. Another gender identity	20(5.2%)	3.97	2.50	

Residential co-curricular engagement	N (%)	M	SD	Sig
1. Cisgender men	52(13.5%)	1.76	1.73	
2. Cisgender women	183(47.5%)	1.87	1.96	
3. Another gender identity	16(4.2%)	2.04	1.69	
General co-curricular engagement	N (%)	M	SD	Sig
1. Cisgender men	55(14.3%)	2.30	2.24	
2. Cisgender women	189(49.1%)	2.59	1.95	
3. Another gender identity	16(4.2%)	2.56	1.64	
Perception of peer network	N (%)	M	SD	Sig
1. Cisgender men	88(22.9%)	5.90	2.78	
2. Cisgender women	266(69.1%)	5.74	2.73	
3. Another gender identity	26(6.8%)	5.63	2.52	
Supportive residential environment	N (%)	M	SD	Sig
1. Cisgender men	88(22.9%)	6.25	2.30	
2. Cisgender women	265(68.8%)	5.97	2.19	
3. Another gender identity	26(6.8%)	6.29	2.51	

*Note: The significance (Sig) column denotes significant mean differences between groups within a single category. If the column is empty, there is no significant difference between the groups. If significant mean differences exist, the number(s) listed indicate where these differences are observed.



Exhibit 2.3

Residential Experiences at SI: Differences by Race

Perception of major-related support system	N(%)	M	SD	Sig
1. Asian/Pacific Islander	38(9.9%)	6.84	2.06	
2. Black/African American	39(10.1%)	6.23	1.93	
3. Hispanic/Latina/o/x	23(6.0%)	6.84	2.53	
4. White	243(63.1%)	6.93	2.07	
5. More than one race	35(9.1%)	6.85	1.94	
6. Another race (including Native American)	6(1.6%)	6.71	2.49	
Discussed learning experiences with peers	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	5.27	2.87	
2. Black/African American	38(9.9%)	3.69	3.26	
3. Hispanic/Latina/o/x	23(6.0%)	4.14	2.97	
4. White	243(63.1%)	4.96	2.94	
5. More than one race	35(9.1%)	5.07	2.82	
6. Another race (including Native American)	6(1.6%)	5.63	2.68	
Discussions with diverse peers	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	3.44	2.48	
2. Black/African American	38(9.9%)	3.43	2.70	
3. Hispanic/Latina/o/x	23(6.0%)	3.35	2.34	
4. White	243(63.1%)	4.09	2.62	
5. More than one race	35(9.1%)	3.82	2.80	
6. Another race (including Native American)	6(1.6%)	3.13	2.74	
Discuss socio-cultural issues with peers	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	4.81	2.86	
2. Black/African American	39(10.1%)	4.02	3.27	
3. Hispanic/Latina/o/x	23(6.0%)	4.49	2.92	
4. White	243(63.1%)	4.81	2.82	
5. More than one race	35(9.1%)	4.50	3.20	
6. Another race (including Native American)	6(1.6%)	3.88	2.56	
Residential environment's influence on major	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	7.20	1.61	
2. Black/African American	39(10.1%)	6.41	1.75	
3. Hispanic/Latina/o/x	23(6.0%)	6.46	1.18	
4. White	242(62.9%)	6.50	1.61	
5. More than one race	35(9.1%)	6.55	1.61	
6. Another race (including Native American)	6(1.6%)	6.57	1.92	

Campus climate for race	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	6.98	1.32	
2. Black/African American	39(10.1%)	6.15	1.36	4
3. Hispanic/Latina/o/x	20(5.2%)	7.00	0.86	
4. White	240(62.3%)	7.44	1.39	2,6
5. More than one race	35(9.1%)	6.91	1.39	
6. Another race (including Native American)	6(1.6%)	5.57	0.68	4
Residential faculty interaction	N(%)	M	SD	Sig
1. Asian/Pacific Islander	6(1.6%)	1.61	1.92	
2. Black/African American	11(2.9%)	2.20	2.60	
3. Hispanic/Latina/o/x	4(1.0%)	.	.	
4. White	48(12.5%)	1.47	1.79	
5. More than one race	7(1.8%)	3.34	2.59	
6. Another race (including Native American)	0(0.0%)	.	.	
General faculty interaction	N (%)	M	SD	Sig
1. Asian/Pacific Islander	33(8.6%)	3.59	2.14	
2. Black/African American	36(9.4%)	3.27	2.34	
3. Hispanic/Latina/o/x	17(4.4%)	2.73	1.59	
4. White	191(49.6%)	2.97	2.12	
5. More than one race	28(7.3%)	3.34	2.78	
6. Another race (including Native American)	6(1.6%)	4.37	1.23	
Residential co-curricular engagement	N (%)	M	SD	Sig
1. Asian/Pacific Islander	19(4.9%)	1.45	1.60	
2. Black/African American	26(6.8%)	2.24	2.23	
3. Hispanic/Latina/o/x	16(4.2%)	2.28	2.65	
4. White	164(42.6%)	1.73	1.75	
5. More than one race	24(6.2%)	2.14	1.96	
6. Another race (including Native American)	3(0.8%)	.	.	
General co-curricular engagement	N (%)	M	SD	Sig
1. Asian/Pacific Islander	19(4.9%)	2.96	3.03	
2. Black/African American	28(7.3%)	2.98	2.04	
3. Hispanic/Latina/o/x	16(4.2%)	2.40	2.11	
4. White	171(44.4%)	2.37	1.79	
5. More than one race	24(6.2%)	2.60	2.21	
6. Another race (including Native American)	3(0.8%)	.	.	

Perception of peer network	N (%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	6.42	2.80	
2. Black/African American	39(10.1%)	4.84	2.78	
3. Hispanic/Latina/o/x	23(6.0%)	5.66	2.43	
4. White	243(63.1%)	5.90	2.69	
5. More than one race	35(9.1%)	5.28	2.97	
6. Another race (including Native American)	6(1.6%)	5.00	2.26	
Supportive residential environment	N (%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	6.57	2.18	
2. Black/African American	39(10.1%)	5.43	2.14	
3. Hispanic/Latina/o/x	23(6.0%)	6.33	1.60	
4. White	242(62.9%)	6.05	2.30	
5. More than one race	35(9.1%)	5.91	2.54	
6. Another race (including Native American)	6(1.6%)	6.14	1.62	

Exhibit 2.4

Residential Experiences at SI: Differences by Sexuality

Perception of major-related support system	N(%)	M	SD	Sig
1. LGBQA+	127(33.0%)	6.60	1.90	
2. Heterosexual	257(66.8%)	6.95	2.15	
Discussed learning experiences with peers	N(%)	M	SD	Sig
1. LGBQA+	127(33.0%)	4.99	2.98	
2. Heterosexual	257(66.8%)	4.76	2.97	
Discussions with diverse peers	N(%)	M	SD	Sig
1. LGBQA+	127(33.0%)	4.07	2.68	
2. Heterosexual	257(66.8%)	3.78	2.59	
Discuss socio-cultural issues with peers	N(%)	M	SD	Sig
1. LGBQA+	127(33.0%)	4.64	2.98	
2. Heterosexual	258(67.0%)	4.69	2.88	
Residential environment's influence on major	N(%)	M	SD	Sig
1. LGBQA+	126(32.7%)	6.48	1.50	
2. Heterosexual	258(67.0%)	6.61	1.66	
Campus climate for sexuality	N(%)	M	SD	Sig
1. LGBQA+	124(32.2%)	6.76	1.64	
2. Heterosexual	255(66.2%)	6.83	1.50	
Residential faculty interaction	N(%)	M	SD	Sig
1. LGBQA+	23(6.0%)	1.36	1.63	
2. Heterosexual	53(13.8%)	1.89	2.16	
General faculty interaction	N (%)	M	SD	Sig
1. LGBQA+	108(28.1%)	3.01	2.17	
2. Heterosexual	203(52.7%)	3.17	2.19	
Residential co-curricular engagement	N (%)	M	SD	Sig
1. LGBQA+	76(19.7%)	1.37	1.42	2
2. Heterosexual	176(45.7%)	2.07	2.03	1
General co-curricular engagement	N (%)	M	SD	Sig
1. LGBQA+	76(19.7%)	2.04	1.65	2
2. Heterosexual	185(48.1%)	2.72	2.09	1
Perception of peer network	N (%)	M	SD	Sig
1. LGBQA+	127(33.0%)	5.49	2.86	
2. Heterosexual	258(67.0%)	5.89	2.66	
Supportive residential environment	N (%)	M	SD	Sig
1. LGBQA+	126(32.7%)	5.84	2.43	
2. Heterosexual	258(67.0%)	6.15	2.15	

Exhibit 2.5

Residential Experiences at SI: Differences by Education Generation Status

Perception of major-related support system	N(%)	M	SD	Sig
1. First-generation students	143(37.1%)	6.69	2.20	
2. Continuing-generation students	228(59.2%)	6.95	1.97	
Discussed learning experiences with peers	N(%)	M	SD	Sig
1. First-generation students	143(37.1%)	4.31	3.08	2
2. Continuing-generation students	228(59.2%)	5.16	2.87	1
Discussions with diverse peers	N(%)	M	SD	Sig
1. First-generation students	143(37.1%)	3.49	2.79	2
2. Continuing-generation students	228(59.2%)	4.16	2.47	1
Discuss socio-cultural issues with peers	N(%)	M	SD	Sig
1. First-generation students	143(37.1%)	4.31	3.05	2
2. Continuing-generation students	229(59.5%)	4.93	2.74	1
Residential environment's influence on major	N(%)	M	SD	Sig
1. First-generation students	143(37.1%)	6.38	1.72	
2. Continuing-generation students	228(59.2%)	6.69	1.54	
Residential faculty interaction	N(%)	M	SD	Sig
1. First-generation students	37(9.6%)	1.74	1.86	
2. Continuing-generation students	37(9.6%)	1.59	2.09	
General faculty interaction	N(%)	M	SD	Sig
1. First-generation students	119(30.9%)	2.89	2.16	
2. Continuing-generation students	181(47.0%)	3.24	2.19	
Residential co-curricular engagement	N (%)	M	SD	Sig
1. First-generation students	90(23.4%)	1.56	1.69	
2. Continuing-generation students	157(40.8%)	2.01	1.98	
General co-curricular engagement	N (%)	M	SD	Sig
1. First-generation students	94(24.4%)	2.25	1.74	
2. Continuing-generation students	161(41.8%)	2.64	2.07	
Perception of peer network	N (%)	M	SD	Sig
1. First-generation students	143(37.1%)	5.51	2.88	
2. Continuing-generation students	229(59.5%)	6.00	2.57	
Supportive residential environment	N (%)	M	SD	Sig
1. First-generation students	143(37.1%)	5.87	2.38	
2. Continuing-generation students	228(59.2%)	6.20	2.11	

Exhibit 2.6

Residential Experiences at SI: Differences by Academic Class Year

Perception of major-related support system	N(%)	M	SD	Sig
1. First-year students	212(55.1%)	6.67	2.25	
2. All other undergraduate students	172(44.7%)	7.05	1.82	
Discussed learning experiences with peers	N(%)	M	SD	Sig
1. First-year students	212(55.1%)	4.96	2.92	
2. All other undergraduate students	172(44.7%)	4.69	3.03	
Discussions with diverse peers	N(%)	M	SD	Sig
1. First-year students	212(55.1%)	3.83	2.64	
2. All other undergraduate students	172(44.7%)	3.92	2.59	
Discuss socio-cultural issues with peers	N(%)	M	SD	Sig
1. First-year students	212(55.1%)	4.64	3.03	
2. All other undergraduate students	173(44.9%)	4.71	2.76	
Residential environment's influence on major	N(%)	M	SD	Sig
1. First-year students	212(55.1%)	6.48	1.62	
2. All other undergraduate students	172(44.7%)	6.68	1.60	
Residential faculty interaction	N(%)	M	SD	Sig
1. First-year students	44(11.4%)	1.98	2.20	
2. All other undergraduate students	32(8.3%)	1.38	1.72	
General faculty interaction	N(%)	M	SD	Sig
1. First-year students	178(46.2%)	3.29	2.18	
2. All other undergraduate students	133(34.5%)	2.88	2.16	
Residential co-curricular engagement	N (%)	M	SD	Sig
1. First-year students	130(33.8%)	1.85	1.84	
2. All other undergraduate students	122(31.7%)	1.87	1.95	
General co-curricular engagement	N (%)	M	SD	Sig
1. First-year students	137(35.6%)	2.44	2.14	
2. All other undergraduate students	124(32.2%)	2.62	1.82	
Perception of peer network	N (%)	M	SD	Sig
1. First-year students	212(55.1%)	5.56	2.95	
2. All other undergraduate students	173(44.9%)	6.00	2.43	
Supportive residential environment	N (%)	M	SD	Sig
1. First-year students	211(54.8%)	5.81	2.32	2
2. All other undergraduate students	173(44.9%)	6.33	2.14	1



Exhibit 2.7

Residential Experiences at SI: Differences by Residential Program

Perception of major-related support system	N(%)	M	SD	Sig
1. Living learning communities	109(28.3%)	7.30	1.83	
2. Traditional residential programs	165(42.9%)	6.98	1.97	
Discussed learning experiences with peers	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	5.31	2.88	
2. Traditional residential programs	164(42.6%)	4.60	3.03	
Discussions with diverse peers	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	4.46	2.62	2
2. Traditional residential programs	164(42.6%)	3.77	2.55	1
Discuss socio-cultural issues with peers	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	5.20	2.76	2
2. Traditional residential programs	165(42.9%)	4.39	2.98	1
Residential environment's influence on major	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	6.94	1.34	
2. Traditional residential programs	164(42.6%)	6.65	1.40	
Campus climate for race	N(%)	M	SD	Sig
1. Living learning communities	106(27.5%)	7.55	1.40	2
2. Traditional residential programs	164(42.6%)	7.10	1.36	1
Campus climate for sexuality	N(%)	M	SD	Sig
1. Living learning communities	106(27.5%)	7.18	1.49	2
2. Traditional residential programs	164(42.6%)	6.76	1.53	1
Campus climate for worldview	N(%)	M	SD	Sig
1. Living learning communities	107(27.8%)	7.09	1.45	
2. Traditional residential programs	163(42.3%)	6.81	1.47	
Campus climate for nationality	N(%)	M	SD	Sig
1. Living learning communities	107(27.8%)	7.17	1.53	2
2. Traditional residential programs	164(42.6%)	6.77	1.50	1
Campus climate for gender	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	7.35	1.49	2
2. Traditional residential programs	164(42.6%)	6.97	1.59	1
Campus climate for mental health	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	6.46	2.18	
2. Traditional residential programs	164(42.6%)	6.43	1.84	

Residential faculty interaction	N(%)	M	SD	Sig
1. Living learning communities	35(9.1%)	2.02	2.13	
2. Traditional residential programs	40(10.4%)	1.51	1.93	
General faculty interaction	N(%)	M	SD	Sig
1. Living learning communities	84(21.8%)	3.40	2.39	
2. Traditional residential programs	119(30.9%)	2.95	2.21	
Residential co-curricular engagement	N (%)	M	SD	Sig
1. Living learning communities	102(26.5%)	2.29	1.86	2
2. Traditional residential programs	147(38.2%)	1.58	1.87	1
General co-curricular engagement	N (%)	M	SD	Sig
1. Living learning communities	107(27.8%)	2.90	1.91	2
2. Traditional residential programs	151(39.2%)	2.30	2.01	1
Perception of peer network	N (%)	M	SD	Sig
1. Living learning communities	110(28.6%)	6.85	2.52	2
2. Traditional residential programs	165(42.9%)	5.61	2.71	1
Supportive residential environment	N (%)	M	SD	Sig
1. Living learning communities	109(28.3%)	6.84	2.41	2
2. Traditional residential programs	165(42.9%)	5.78	2.04	1



Exhibit 2.8

Residential Experiences at SI: Differences by Campus Location

Perception of major-related support system	N(%)	M	SD	Sig
1. On-campus students	272(70.6%)	7.11	1.92	2
2. Off-campus students	112(29.1%)	6.17	2.28	1
Discussed learning experiences with peers	N(%)	M	SD	Sig
1. On-campus students	272(70.6%)	4.90	2.99	
2. Off-campus students	112(29.1%)	4.70	2.93	
Discussions with diverse peers	N(%)	M	SD	Sig
1. On-campus students	272(70.6%)	4.07	2.59	2
2. Off-campus students	112(29.1%)	3.39	2.64	1
Discuss socio-cultural issues with peers	N(%)	M	SD	Sig
1. On-campus students	273(70.9%)	4.75	2.90	
2. Off-campus students	112(29.1%)	4.49	2.92	
Residential environment's influence on major	N(%)	M	SD	Sig
1. On-campus students	272(70.6%)	6.76	1.38	2
2. Off-campus students	112(29.1%)	6.09	2.00	1
Campus climate for race	N(%)	M	SD	Sig
1. On-campus students	268(69.6%)	7.26	1.39	2
2. Off-campus students	111(28.8%)	6.89	1.44	1
Campus climate for sexuality	N(%)	M	SD	Sig
1. On-campus students	268(69.6%)	6.92	1.53	2
2. Off-campus students	111(28.8%)	6.54	1.57	1
Campus climate for worldview	N(%)	M	SD	Sig
1. On-campus students	268(69.6%)	6.90	1.46	
2. Off-campus students	111(28.8%)	6.79	1.62	
Campus climate for nationality	N(%)	M	SD	Sig
1. On-campus students	269(69.9%)	6.91	1.52	2
2. Off-campus students	110(28.6%)	6.52	1.59	1
Campus climate for gender	N(%)	M	SD	Sig
1. On-campus students	270(70.1%)	7.11	1.56	
2. Off-campus students	109(28.3%)	6.81	1.55	
Campus climate for mental health	N(%)	M	SD	Sig
1. On-campus students	272(70.6%)	6.44	1.98	
2. Off-campus students	111(28.8%)	6.11	1.83	

Residential faculty interaction	N(%)	M	SD	Sig
1. On-campus students	75(19.5%)	1.75	2.03	
2. Off-campus students	1(0.3%)	.	.	
General faculty interaction	N(%)	M	SD	Sig
1. On-campus students	201(52.2%)	3.15	2.29	
2. Off-campus students	110(28.6%)	3.05	1.96	
Residential co-curricular engagement	N (%)	M	SD	Sig
1. On-campus students	247(64.2%)	1.89	1.90	
2. Off-campus students	5(1.3%)	0.31	0.51	
General co-curricular engagement	N (%)	M	SD	Sig
1. On-campus students	256(66.5%)	2.56	1.99	2
2. Off-campus students	5(1.3%)	0.65	0.92	1
Perception of peer network	N (%)	M	SD	Sig
1. On-campus students	273(70.9%)	6.10	2.71	2
2. Off-campus students	112(29.1%)	4.92	2.61	1
Supportive residential environment	N (%)	M	SD	Sig
1. On-campus students	272(70.6%)	6.20	2.26	2
2. Off-campus students	112(29.1%)	5.67	2.19	1



Exhibit 2.9

Residential Experiences at SI: Differences by General Residential Environment

Perception of major-related support system	N(%)	M	SD	Sig
1. Living learning communities	107(27.8%)	7.32	1.84	3
2. Traditional residential programs	165(42.9%)	6.98	1.97	3
3. Off-campus	112(29.1%)	6.17	2.28	1,2
Discussed learning experiences with peers	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	5.35	2.88	
2. Traditional residential programs	164(42.6%)	4.6	3.03	
3. Off-campus	112(29.1%)	4.7	2.93	
Discussions with diverse peers	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	4.52	2.59	3
2. Traditional residential programs	164(42.6%)	3.77	2.55	
3. Off-campus	112(29.1%)	3.39	2.64	1
Discuss socio-cultural issues with peers	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	5.29	2.7	2
2. Traditional residential programs	165(42.9%)	4.39	2.98	1
3. Off-campus	112(29.1%)	4.49	2.92	
Residential environment's influence on major	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	6.94	1.32	3
2. Traditional residential programs	164(42.6%)	6.65	1.4	3
3. Off-campus	112(29.1%)	6.09	2	1,2
Campus climate for race	N(%)	M	SD	Sig
1. Living learning communities	104(27.0%)	7.53	1.4	2,3
2. Traditional residential programs	164(42.6%)	7.1	1.36	1
3. Off-campus	111(28.8%)	6.89	1.44	1
Campus climate for sexuality	N(%)	M	SD	Sig
1. Living learning communities	104(27.0%)	7.17	1.49	3
2. Traditional residential programs	164(42.6%)	6.76	1.53	
3. Off-campus	111(28.8%)	6.54	1.57	1
Campus climate for worldview	N(%)	M	SD	Sig
1. Living learning communities	105(27.3%)	7.06	1.44	
2. Traditional residential programs	163(42.3%)	6.81	1.47	
3. Off-campus	111(28.8%)	6.79	1.62	

Campus climate for nationality	N(%)	M	SD	Sig
1. Living learning communities	105(27.3%)	7.14	1.52	3
2. Traditional residential programs	164(42.6%)	6.77	1.5	
3. Off-campus	110(28.6%)	6.52	1.59	1
Campus climate for gender	N(%)	M	SD	Sig
1. Living learning communities	106(27.5%)	7.33	1.49	3
2. Traditional residential programs	164(42.6%)	6.97	1.59	
3. Off-campus	109(28.3%)	6.81	1.55	1
Campus climate for mental health	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	6.45	2.18	
2. Traditional residential programs	164(42.6%)	6.43	1.84	
3. Off-campus	111(28.8%)	6.11	1.83	
Residential faculty interaction	N(%)	M	SD	Sig
1. Living learning communities	35(9.1%)	2.02	2.13	
2. Traditional residential programs	40(10.4%)	1.51	1.93	
3. Off-campus	1(0.3%)	.	.	
General faculty interaction	N(%)	M	SD	Sig
1. Living learning communities	82(21.3%)	3.45	2.39	
2. Traditional residential programs	119(30.9%)	2.95	2.21	
3. Off-campus	110(28.6%)	3.05	1.96	
Residential co-curricular engagement	N (%)	M	SD	Sig
1. Living learning communities	100(26.0%)	2.34	1.85	2,3
2. Traditional residential programs	147(38.2%)	1.58	1.87	1
3. Off-campus	5(1.3%)	0.31	0.51	1
General co-curricular engagement	N (%)	M	SD	Sig
1. Living learning communities	105(27.3%)	2.94	1.9	2,3
2. Traditional residential programs	151(39.2%)	2.3	2.01	1
3. Off-campus	5(1.3%)	0.65	0.92	1
Perception of peer network	N (%)	M	SD	Sig
1. Living learning communities	108(28.1%)	6.86	2.55	2,3
2. Traditional residential programs	165(42.9%)	5.61	2.71	1
3. Off-campus	112(29.1%)	4.92	2.61	1
Supportive residential environment	N (%)	M	SD	Sig
1. Living learning communities	107(27.8%)	6.86	2.43	2,3
2. Traditional residential programs	165(42.9%)	5.78	2.04	1
3. Off-campus	112(29.1%)	5.67	2.19	1



Exhibit 2.10

Residential Experiences at SI: Differences by LLC Type

Perception of major-related support system	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	7.45	1.60	
2. Theme LLCs	16(4.2%)	6.69	2.07	
3. Academic LLCs	32(8.3%)	7.11	1.94	
4. Honors House	28(7.3%)	7.70	1.78	
Discussed learning experiences with peers	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	5.19	2.28	
2. Theme LLCs	16(4.2%)	3.75	3.36	3
3. Academic LLCs	32(8.3%)	6.45	2.81	2
4. Honors House	29(7.5%)	5.03	2.92	
Discussions with diverse peers	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	4.4	2.43	
2. Theme LLCs	16(4.2%)	3.91	3.10	
3. Academic LLCs	32(8.3%)	4.92	2.51	
4. Honors House	29(7.5%)	4.33	2.71	
Discuss socio-cultural issues with peers	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	5.23	2.55	
2. Theme LLCs	16(4.2%)	4.59	3.70	
3. Academic LLCs	32(8.3%)	5.83	2.33	
4. Honors House	29(7.5%)	4.83	2.83	
Residential environment's influence on major	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	7.55	1.18	3,4
2. Theme LLCs	16(4.2%)	6.93	1.63	
3. Academic LLCs	32(8.3%)	6.7	1.17	1
4. Honors House	29(7.5%)	6.5	1.31	1
Campus climate for race	N(%)	M	SD	Sig
1. STEM LLCs	30(7.8%)	7.76	1.36	
2. Theme LLCs	15(3.9%)	7.14	1.43	
3. Academic LLCs	32(8.3%)	7.51	1.7	
4. Honors House	29(7.5%)	7.59	1.02	
Campus climate for sexuality	N(%)	M	SD	Sig
1. STEM LLCs	32(8.3%)	7.34	1.48	
2. Theme LLCs	16(4.2%)	6.82	1.68	
3. Academic LLCs	30(7.8%)	7.1	1.62	
4. Honors House	28(7.3%)	7.29	1.27	



Campus climate for worldview	N(%)	M	SD	Sig
1. STEM LLCs	31(8.1%)	7.16	1.49	
2. Theme LLCs	15(3.9%)	6.57	1.68	
3. Academic LLCs	32(8.3%)	7.19	1.59	
4. Honors House	29(7.5%)	7.18	1.1	
Campus climate for nationality	N(%)	M	SD	Sig
1. STEM LLCs	31(8.1%)	7.17	1.48	
2. Theme LLCs	16(4.2%)	6.73	1.61	
3. Academic LLCs	31(8.1%)	7.1	1.75	
4. Honors House	29(7.5%)	7.51	1.29	
Campus climate for gender	N(%)	M	SD	Sig
1. STEM LLCs	32(8.3%)	7.35	1.44	
2. Theme LLCs	16(4.2%)	6.9	1.82	
3. Academic LLCs	32(8.3%)	7.48	1.6	
4. Honors House	28(7.3%)	7.45	1.21	
Campus climate for mental health	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	6.72	1.96	
2. Theme LLCs	16(4.2%)	6.21	2.16	
3. Academic LLCs	32(8.3%)	6.86	2.05	
4. Honors House	29(7.5%)	5.87	2.51	
Residential faculty interaction	N(%)	M	SD	Sig
1. STEM LLCs	13(3.4%)	1.54	1.53	
2. Theme LLCs	8(2.1%)	2.77	2.64	
3. Academic LLCs	8(2.1%)	1.99	2.49	
4. Honors House	6(1.6%)	2.09	2.29	
General faculty interaction	N(%)	M	SD	Sig
1. STEM LLCs	25(6.5%)	3	2.07	
2. Theme LLCs	11(2.9%)	3.56	2.87	
3. Academic LLCs	25(6.5%)	3.22	2.42	
4. Honors House	23(6.0%)	3.94	2.48	
Residential co-curricular engagement	N (%)	M	SD	Sig
1. STEM LLCs	31(8.1%)	2.7	1.85	
2. Theme LLCs	15(3.9%)	2.05	2.14	
3. Academic LLCs	29(7.5%)	2.3	1.94	
4. Honors House	27(7.0%)	1.96	1.63	



General co-curricular engagement	N (%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	3.16	1.79	
2. Theme LLCs	15(3.9%)	2.6	1.74	
3. Academic LLCs	31(8.1%)	2.7	2.03	
4. Honors House	28(7.3%)	2.97	2.05	
Perception of peer network	N (%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	7.37	2.33	2
2. Theme LLCs	16(4.2%)	5.15	3.04	1,3
3. Academic LLCs	32(8.3%)	7.28	2.45	2
4. Honors House	29(7.5%)	6.71	2.18	
Supportive residential environment	N (%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	7.78	1.69	2
2. Theme LLCs	16(4.2%)	5.27	3.2	1
3. Academic LLCs	32(8.3%)	7.06	2.21	
4. Honors House	28(7.3%)	6.37	2.4	

support system than those students living off-campus. However, the differences in frequency of discussions with diverse peers detected between on- and off-campus students seems to be due to LLC students; they reported more of these discussions than students off-campus, a difference not detected between students in TRPs and those off-campus. Similar findings were detected when considering campus climates for race, sexuality, nationality, and gender. Students in LLCs further indicated more engagement in co-curricular programming, stronger perception of peer network, and a more supportive residential environment than students in either TRPs or living off campus (see Exhibit 2.9).

When we compared the LLCs to one another, we found that students in academic LLCs discussed learning with peers more frequently than those in theme-based communities. Students in STEM LLCs indicated that their residential environment had more influence on their major than students in academic LLCs or the Honors Houses. In terms of peer network, students in theme LLCs indicated weaker network than students in either STEM LLCs or academic LLCs. Finally, students in STEM LLCs reported a more supportive residential environment than students in theme LLCs (see Exhibit 2.10).

BETWEEN-INSTITUTION ANALYSIS

We also compared your students to those at the two comparison institutions who also participated in 2021. Exhibit 2.11 provides a summary of the mean values (and SDs) for each type of residential experience we measured at SI and the comparison institutions. Residential experiences for students at SI mimicked those at the comparison sample across all student experience measures, with a few exceptions.

Students at SI perceived a stronger major-related support system than students in the comparison sample. However, SI students indicated fewer discussions with diverse peers and a less positive campus climate for race than students at the comparison institutions. Your students also perceived a less positive campus climate for mental health than other students in the 2021 sample. Finally, students at SI engaged in residential and general co-curricular programming more often than students at the other institutions.

CONCLUSION

The most profound residential experience differences occurred by residential environment, specifically when we compared LLCs to TRPs to off-campus environments. Overall, students living in LLCs scored higher on indicators of support, engagement, and peer connection as well as campus climate than students in the other two residential environments. Looking within the LLC types, the data suggests that the academic LLCs contribute to more discussions of learning with peers and a strong perception of a peer network, while the STEM LLCs strongly influence students' academic major as well as their perception of peer network and support in the residential environment. However, across the other experiences we measured, it doesn't seem to matter in which type of LLC a student participates, just that they participate at all. The LLCs at SI do an excellent job of creating supportive and engaging environments for students, which is evident in the benchmarking against the other institutions in the 2021 sample. Students at SI perceive a more supportive environment for their major and are more engaged in those co-curricular activities we know are important for their success at higher rates than students at other institutions.



Exhibit 2.11

Residential Environment Scores at SI Benchmarking

	<u>SI</u>		<u>2021 Sample</u>		<u>ES</u>
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>	
Academic Experiences					
Perception of major-related support system	6.84	2.08	6.45	2.15	—
Discussed learning experiences with peers	4.84	2.97	5.1	2.92	
Discussions with diverse peers	3.87	2.62	4.32	2.77	—
Discussed sociocultural issues with peers	4.67	2.91	4.84	2.98	
Residential environment's influence on major	6.57	1.61	6.45	1.64	
Campus Climate					
Campus climate for race	7.15	1.41	7.41	1.45	—
Campus climate for sexuality	6.81	1.55	6.98	1.59	
Campus climate for worldview	6.87	1.51	6.85	1.58	
Campus climate for nationality	6.8	1.55	6.94	1.69	
Campus climate for gender	7.02	1.56	7.23	1.62	
Campus climate for mental health	6.34	1.94	6.65	1.99	—
Faculty & Social Experiences					
Residential non-academic faculty interaction	1.73	2.02	1.52	2.12	
General non-academic faculty interaction	3.12	2.18	3.02	2.33	
Residential co-curricular engagement	1.86	1.89	1.18	1.67	○
General co-curricular engagement	2.52	1.99	1.85	1.82	○
Perception of peer network	5.76	2.73	6.05	2.67	
Supportive residential environment	6.05	2.25	6.03	2.2	

Effect size (ES) indicators included if $p < 0.05$

— represents a trivial effect (Cohen's $d < .20$),

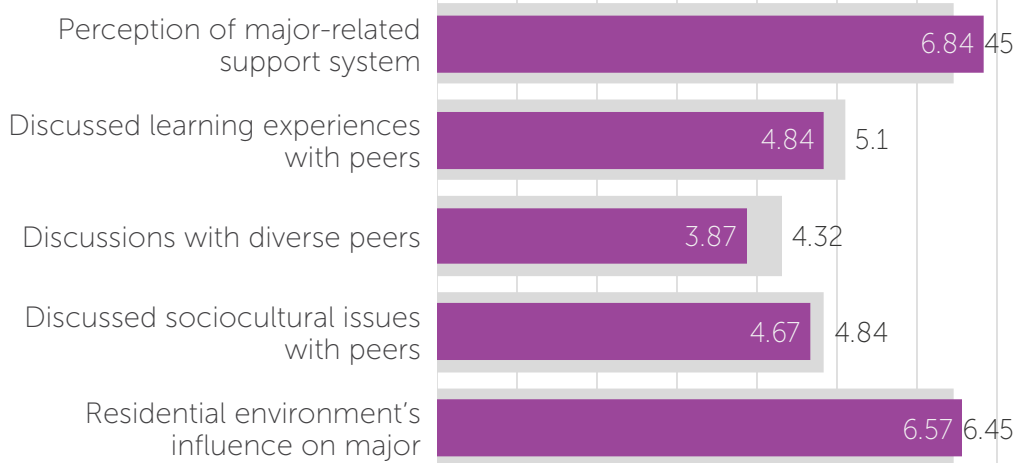
○ represents a small effect (Cohen's d between $.20$ and $.49$),

⊙ represents a medium effect (Cohen's d between $.50$ and $.79$),

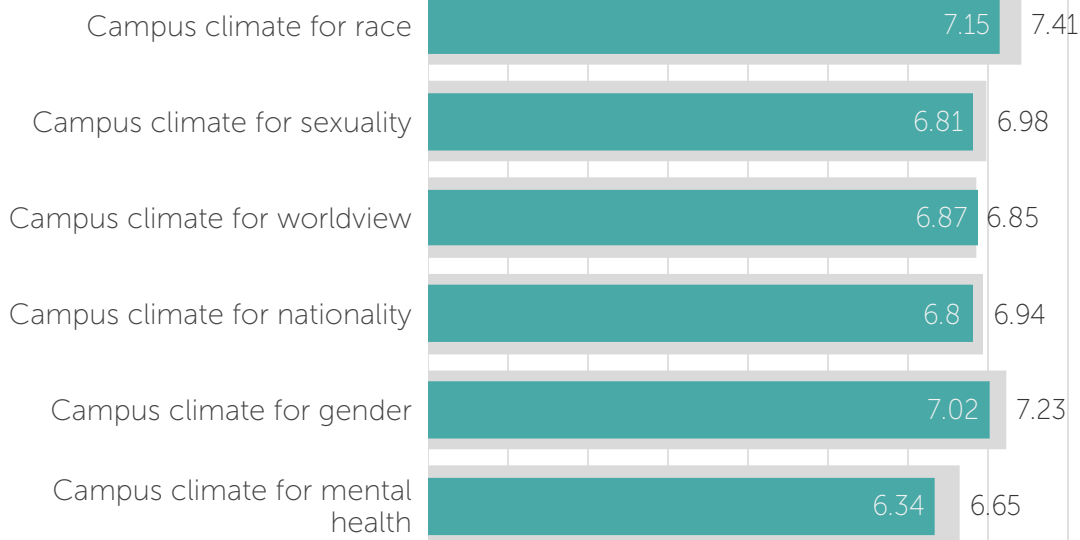
● represents a large effect (Cohen's $d > .80$)



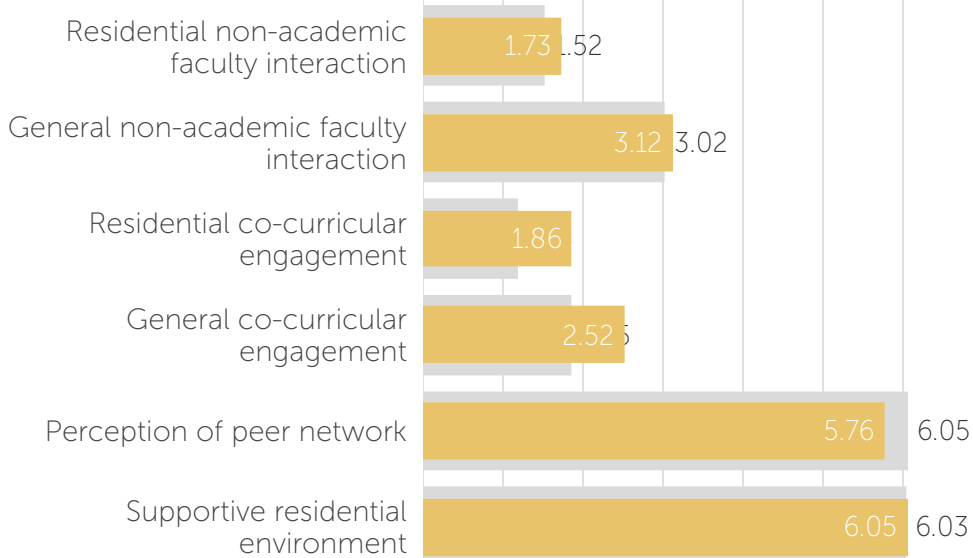
Academic Experiences



Campus Climate



Faculty & Social Experiences





SECTION THREE: COLLEGIATE OUTCOMES

MEASURING STUDENT OUTCOMES

Student outcomes across both academic and social domains are the characteristics students develop through participation in their residential environment. We measured student outcomes to determine whether or not students achieve the results we think they should by living in residence halls and living learning programs. Most residential environments, and specifically LLPs, have an academic component, which is why we measured outcomes such as academic confidence, major persistence, and career attitudes, as well as self-reported critical thinking disposition and learning integration. We also assessed social outcomes through questions related to sense of belonging, campus engagement, high-risk binge drinking, and bystander intervention intentions.

The purpose of this chapter is to explore how student outcomes differ by student demographics as well as residential environments. We follow the same format as the previous two chapters by first considering the within-institution differences before diving into the between-institution comparison. Remember, although the students in the comparison sample are not nationally representative, these results give us a good idea of how students at SI currently compare to students at other institutions in terms of student outcomes as well as how your residential environments compare to each other.

In this chapter we present findings for the following academic, intellectual, and social outcomes:

Academic and Career Outcomes

To measure academic confidence, we asked students to rate their perceived confidence to remain enrolled, excel, and complete the upper level required courses with an overall grade point average of B or better in their intended major. We also included measures of students' intent to persist in their major by asking about their plans to remain enrolled in their intended major, thoughts about whether earning a bachelor's degree in their intended major is a realistic goal, and commitment to getting a college degree in their intended major. We measure career attitudes by asking students to rate their confidence in their ability to get a job as well as the extent to which they think that graduating with an undergraduate degree will allow them to get a good job (or graduate school) offer, do work that they would find satisfying, and apply skills developed in their major to their job.



Intellectual Outcomes

The intellectual outcomes we measured include critical engagement, integrative learning, and intention to innovate. These outcomes are associated with academic and intellectual development, but aren't directly related to students' major choice and career attitudes.

Social Outcomes

When we measured sense of belonging, we asked students questions related to their comfort, commitment, support, and acceptance on campus. Campus engagement, however, is measured by asking students to indicate the importance of playing an active role in their community, their belief that their work has a greater purpose for the larger community, and how much they work with others to make their community a better place. We also inquired about students' perception of their own mental health (stress, anxiety, and depression) as well as their knowledge of and willingness to seek help for mental health concerns. Finally, we asked students about their bystander reporting knowledge and intention after an event occurs.

WITHIN-INSTITUTION ANALYSIS

As noted in Section 2, we discuss which outcomes significantly differed for students at SI across the various key demographics as well as the different types of residential environments in this section. Exhibit 3.1 provides a summary of the mean values (and SDs) for each student outcome we measured at your institution. Exhibits 3.2 through 3.6 display that information by gender, race, sexuality, educational generational status, and academic class year. Exhibits 3.7 through 3.10 summarize the outcomes for SI students by various residential environments. In these tables, we specifically compare students in LLCs to those in TRPs (Exhibit 2.7), on-campus students to off-campus students (Exhibit 2.8), LLC students to TRP students to off-campus students (Exhibit 2.9), and students in specific LLC types (STEM, theme, academic, and honors; Exhibit 2.9). Throughout these comparisons, student outcomes mirrored each other, with a few exceptions.

Cisgender students indicated stronger intention to persist in their major than students identifying with another gender. Additionally, cisgender women specifically reported more positive career attitudes than students with another gender identity. Women also reported more campus engagement than men. However, both cisgender men and students with another gender identity indicated more struggles with their mental health than cisgender men (see Exhibit 3.2).

Turning to differences by race, results suggest that white students had more academic confidence than Black or multiracial students. White students also reported more mental health struggles than Asian and Pacific Islanders (see Exhibit 3.3).

Heterosexual students additionally reported more positive career attitudes and higher innovation intentions than their LGBQA+ peers. Results also indicate that heterosexual students had more campus engagement and a stronger sense of belonging than LGBQA+ students. Finally, LGBQA+ indicated more mental health struggles than their heterosexual peers, yet heterosexual students reported more intention to seek help for mental health concerns (see Exhibit 3.4).

When we examined the outcomes by education generation status, we found that continuing-generation students had more academic confidence and were more critically engaged than

Exhibit 3.1

Collegiate Outcome Scores at SI

	N	Mean	SD
Academic and Career Outcomes			
Academic confidence	383	8.38	2.11
Major persistence intention	384	8.87	1.81
Career attitudes	383	7.72	2.02
Intellectual Outcomes			
Critical engagement	382	6.34	1.59
Integrative learning	384	6.79	1.55
Innovation intentions	385	6.81	1.84
Social Outcomes			
Campus engagement	383	6.57	2.02
Campus sense of belonging	379	6.31	2.07
Mental health struggles	383	7.49	2.27
Mental health help-seeking	382	5.83	2.11
Bystander knowledge	383	6.33	2.68
Bystander reporting intention	385	7.89	2.00

their first-generation peers (see Exhibit 3.5). Similar findings were detected for academic class year; undergraduate students not in their first year had more academic confidence and intention to persist in their major as well as stronger campus sense of belonging than first-year students (see Exhibit 3.6).

Turning to the differences by residential environment, students in LLCs had more positive career attitudes than students residing in traditional residential programs. LLC students additionally had stronger campus sense of belonging and more bystander knowledge than their TRP peers (see Exhibit 3.7). We found similar results when looking at campus location: on-campus students indicated more academic confidence, innovation intentions, campus engagement, sense of belonging, and mental health help-seeking intentions than off-campus students (see Exhibit 3.8). Many of these differences were due to students in LLCs, who reported more academic confidence and stronger career attitudes than their off-campus peers. LLC students also had higher innovation intentions and campus engagement than off-campus students. Campus sense of belonging was additionally highest for LLC students than for students residing in traditional residential programs, who still had higher belonging than students living off-campus (see Exhibit 3.9).



Exhibit 3.2

Collegiate Outcomes at SI: Differences by Gender

Academic confidence	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	8.76	1.73	
2. Cisgender women	264(68.6%)	8.33	2.17	
3. Another gender identity	26(6.8%)	8.00	2.43	
Major persistence intention	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	9.02	1.48	3
2. Cisgender women	265(68.8%)	8.94	1.77	3
3. Another gender identity	26(6.8%)	7.79	2.86	1,2
Career attitudes	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	7.58	2.03	
2. Cisgender women	265(68.8%)	7.87	1.96	3
3. Another gender identity	25(6.5%)	6.79	2.49	2
Critical engagement	N(%)	M	SD	Sig
1. Cisgender men	87(22.6%)	6.50	1.62	
2. Cisgender women	264(68.6%)	6.26	1.61	
3. Another gender identity	26(6.8%)	6.56	1.35	
Integrative learning	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	6.59	1.53	
2. Cisgender women	265(68.8%)	6.84	1.54	
3. Another gender identity	26(6.8%)	6.92	1.76	
Innovation intentions	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	6.66	1.89	
2. Cisgender women	266(69.1%)	6.92	1.81	
3. Another gender identity	26(6.8%)	6.18	1.92	
Campus engagement	N(%)	M	SD	Sig
1. Cisgender men	88(22.9%)	5.96	2.26	2
2. Cisgender women	264(68.6%)	6.81	1.90	1
3. Another gender identity	26(6.8%)	6.25	1.99	
Campus sense of belonging	N (%)	M	SD	Sig
1. Cisgender men	88(22.9%)	6.58	2.19	
2. Cisgender women	261(67.8%)	6.28	2.06	
3. Another gender identity	25(6.5%)	5.80	1.76	

Mental health struggles	N (%)	M	SD	Sig
1. Cisgender men	88(22.9%)	6.50	2.60	2,3
2. Cisgender women	264(68.6%)	7.77	2.03	1
3. Another gender identity	26(6.8%)	7.82	2.58	1
Mental health help-seeking	N (%)	M	SD	Sig
1. Cisgender men	86(22.3%)	5.64	2.29	
2. Cisgender women	265(68.8%)	5.87	2.05	
3. Another gender identity	26(6.8%)	6.14	2.17	
Bystander knowledge	N (%)	M	SD	Sig
1. Cisgender men	88(22.9%)	6.68	2.62	
2. Cisgender women	264(68.6%)	6.32	2.67	
3. Another gender identity	26(6.8%)	5.49	3.06	
Bystander reporting intention	N (%)	M	SD	Sig
1. Cisgender men	88(22.9%)	7.90	1.93	
2. Cisgender women	266(69.1%)	7.93	2.02	
3. Another gender identity	26(6.8%)	7.45	1.95	

*Note: The significance (Sig) column denotes significant mean differences between groups within a single category. If the column is empty, there is no significant difference between the groups. If significant mean differences exist, the number(s) listed indicate where these differences are observed.

Finally, when we compared the LLCs to one another, we found that students in the Honors House had higher academic confidence than students in theme LLCs. This difference was also detected for integrative learning (see Exhibit 3.10).

BETWEEN-INSTITUTION ANALYSIS

We used *t*-tests to also analyze the differences on the student outcomes for students at SI when compared to students at the other institutions in the 2021 sample. Exhibit 3.11 provides a summary of the mean values (and SDs) for each type of student outcome we measured. Measures for students at SI mimicked those at the comparison institutions across all student outcomes, except for two. SI students indicated stronger career attitudes than their peers in the comparison sample. Students at SI, on the other hand, reported less bystander knowledge than the students at the comparison institutions.

CONCLUSION

Unsurprisingly, given the significant differences in experiences discussed in Section 2, students in LLCs achieved higher scores on the outcomes we measured than students in TRPs and those residing off-campus, with the largest differences occurring for academic confidence, career attitudes, and sense of belonging. When we examine these outcomes by the types of LLCs



Exhibit 3.3

Collegiate Outcomes at SI: Differences by Race

Academic confidence	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	8.28	2.20	
2. Black/African American	37(9.6%)	7.59	2.12	4
3. Hispanic/Latina/o/x	23(6.0%)	7.54	2.17	
4. White	243(63.1%)	8.74	1.90	2,5
5. More than one race	35(9.1%)	7.49	2.68	4
6. Another race (including Native American)	6(1.6%)	7.78	2.71	
Major persistence intention	N(%)	M	SD	Sig
1. Asian/Pacific Islander	38(9.9%)	9.25	1.31	
2. Black/African American	39(10.1%)	8.36	1.89	
3. Hispanic/Latina/o/x	23(6.0%)	8.66	2.24	
4. White	243(63.1%)	9.02	1.71	
5. More than one race	35(9.1%)	8.10	2.39	
6. Another race (including Native American)	6(1.6%)	9.17	1.05	
Career attitudes	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	7.19	2.24	
2. Black/African American	39(10.1%)	7.25	2.21	
3. Hispanic/Latina/o/x	23(6.0%)	8.35	1.90	
4. White	241(62.6%)	7.84	2.02	
5. More than one race	35(9.1%)	7.80	1.57	
6. Another race (including Native American)	6(1.6%)	6.87	1.37	
Critical engagement	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	6.14	1.71	
2. Black/African American	39(10.1%)	6.90	1.52	
3. Hispanic/Latina/o/x	23(6.0%)	5.81	1.11	
4. White	241(62.6%)	6.33	1.66	
5. More than one race	35(9.1%)	6.39	1.15	
6. Another race (including Native American)	5(1.3%)	5.70	1.26	
Integrative learning	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	7.02	1.51	
2. Black/African American	39(10.1%)	7.16	1.63	
3. Hispanic/Latina/o/x	23(6.0%)	6.42	1.44	
4. White	242(62.9%)	6.75	1.58	
5. More than one race	35(9.1%)	6.79	1.43	
6. Another race (including Native American)	6(1.6%)	6.18	1.25	



Innovation intentions	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	6.44	2.22	
2. Black/African American	39(10.1%)	6.79	1.91	
3. Hispanic/Latina/o/x	23(6.0%)	6.27	2.24	
4. White	243(63.1%)	6.89	1.79	
5. More than one race	35(9.1%)	7.13	1.44	
6. Another race (including Native American)	6(1.6%)	6.06	1.03	
Campus engagement	N(%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	7.10	1.94	
2. Black/African American	39(10.1%)	6.85	2.23	
3. Hispanic/Latina/o/x	23(6.0%)	5.95	1.66	
4. White	241(62.6%)	6.48	2.06	
5. More than one race	35(9.1%)	6.66	1.81	
6. Another race (including Native American)	6(1.6%)	6.85	1.25	
Campus sense of belonging	N (%)	M	SD	Sig
1. Asian/Pacific Islander	38(9.9%)	6.86	2.18	
2. Black/African American	39(10.1%)	5.55	2.10	
3. Hispanic/Latina/o/x	23(6.0%)	6.19	1.74	
4. White	239(62.1%)	6.33	2.11	
5. More than one race	34(8.8%)	6.35	1.74	
6. Another race (including Native American)	6(1.6%)	6.82	1.23	
Mental health struggles	N (%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	6.55	2.69	4
2. Black/African American	39(10.1%)	7.44	2.49	
3. Hispanic/Latina/o/x	23(6.0%)	7.15	2.33	
4. White	241(62.6%)	7.70	2.16	1
5. More than one race	35(9.1%)	7.72	2.07	
6. Another race (including Native American)	6(1.6%)	5.57	0.89	
Mental health help-seeking	N (%)	M	SD	Sig
1. Asian/Pacific Islander	37(9.6%)	5.69	2.46	
2. Black/African American	39(10.1%)	5.84	1.99	
3. Hispanic/Latina/o/x	23(6.0%)	5.75	2.20	
4. White	242(62.9%)	5.91	2.10	
5. More than one race	35(9.1%)	5.59	2.08	
6. Another race (including Native American)	6(1.6%)	5.12	0.61	





Bystander knowledge	N (%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	6.13	2.62	
2. Black/African American	38(9.9%)	5.77	3.06	
3. Hispanic/Latina/o/x	23(6.0%)	6.93	2.67	
4. White	242(62.9%)	6.35	2.68	
5. More than one race	35(9.1%)	6.78	2.47	
6. Another race (including Native American)	6(1.6%)	5.42	1.02	
Bystander reporting intention	N (%)	M	SD	Sig
1. Asian/Pacific Islander	39(10.1%)	7.88	2.11	
2. Black/African American	39(10.1%)	7.43	2.23	
3. Hispanic/Latina/o/x	23(6.0%)	8.13	2.41	
4. White	243(63.1%)	7.88	1.92	
5. More than one race	35(9.1%)	8.45	1.79	
6. Another race (including Native American)	6(1.6%)	7.08	2.46	

offered at SI, however, differences only exist on academic confidence and integrative learning for students in the Honors House versus those in theme LLCs. These results again suggest that all LLCs contribute equally to student learning and development over other residential environments offered at SI. The strength of SI's LLCs may contribute to the higher career attitudes detected when compared to other institutions. On the other hand, students at SI scored significantly lower on bystander knowledge than students at the comparison institutions. Results suggest that students in LLCs at SI had more knowledge of intervention strategies for sexual misconduct and bullying than students in TRPs, but no other significant differences on this outcome existed within your sample.

Exhibit 3.4

Collegiate Outcomes at SI: Differences by Sexuality

Academic confidence	N(%)	M	SD	Sig
1. LGBTQA+	127(33.0%)	8.13	2.18	
2. Heterosexual	256(66.5%)	8.50	2.08	
Major persistence intention	N(%)	M	SD	Sig
1. LGBTQA+	126(32.7%)	8.68	2.08	
2. Heterosexual	258(67.0%)	8.96	1.67	
Career attitudes	N(%)	M	SD	Sig
1. LGBTQA+	126(32.7%)	7.25	2.04	2
2. Heterosexual	257(66.8%)	7.95	1.98	1
Critical engagement	N(%)	M	SD	Sig
1. LGBTQA+	127(33.0%)	6.48	1.48	
2. Heterosexual	255(66.2%)	6.27	1.64	
Integrative learning	N(%)	M	SD	Sig
1. LGBTQA+	127(33.0%)	6.89	1.66	
2. Heterosexual	257(66.8%)	6.75	1.50	
Innovation intentions	N(%)	M	SD	Sig
1. LGBTQA+	127(33.0%)	6.53	1.80	2
2. Heterosexual	258(67.0%)	6.94	1.86	1
Campus engagement	N(%)	M	SD	Sig
1. LGBTQA+	127(33.0%)	6.25	2.01	2
2. Heterosexual	256(66.5%)	6.73	2.01	1
Campus sense of belonging	N (%)	M	SD	Sig
1. LGBTQA+	124(32.2%)	5.95	1.98	2
2. Heterosexual	255(66.2%)	6.48	2.09	1
Mental health struggles	N (%)	M	SD	Sig
1. LGBTQA+	126(32.7%)	8.02	2.20	2
2. Heterosexual	257(66.8%)	7.23	2.27	1
Mental health help-seeking	N (%)	M	SD	Sig
1. LGBTQA+	126(32.7%)	5.41	2.22	2
2. Heterosexual	256(66.5%)	6.03	2.02	1
Bystander knowledge	N (%)	M	SD	Sig
1. LGBTQA+	126(32.7%)	5.95	2.82	
2. Heterosexual	257(66.8%)	6.51	2.59	
Bystander reporting intention	N (%)	M	SD	Sig
1. LGBTQA+	127(33.0%)	7.71	2.05	
2. Heterosexual	258(67.0%)	7.98	1.98	

Exhibit 3.5

Collegiate Outcomes at SI: Differences by Education Generation Status

Academic confidence	N(%)	M	SD	Sig
1. First-generation students	143(37.1%)	7.89	2.50	2
2. Continuing-generation students	227(59.0%)	8.79	1.64	1
Major persistence intention	N(%)	M	SD	Sig
1. First-generation students	142(36.9%)	8.84	1.97	
2. Continuing-generation students	229(59.5%)	8.96	1.66	
Career attitudes	N(%)	M	SD	Sig
1. First-generation students	142(36.9%)	7.84	2.08	
2. Continuing-generation students	228(59.2%)	7.65	2.01	
Critical engagement	N(%)	M	SD	Sig
1. First-generation students	141(36.6%)	6.06	1.65	2
2. Continuing-generation students	228(59.2%)	6.51	1.56	1
Integrative learning	N(%)	M	SD	Sig
1. First-generation students	143(37.1%)	6.68	1.62	
2. Continuing-generation students	228(59.2%)	6.87	1.52	
Innovation intentions	N(%)	M	SD	Sig
1. First-generation students	143(37.1%)	6.60	1.99	
2. Continuing-generation students	229(59.5%)	6.95	1.75	
Campus engagement	N(%)	M	SD	Sig
1. First-generation students	143(37.1%)	6.35	2.03	
2. Continuing-generation students	227(59.0%)	6.73	1.97	
Campus sense of belonging	N (%)	M	SD	Sig
1. First-generation students	139(36.1%)	6.20	2.27	
2. Continuing-generation students	227(59.0%)	6.42	1.97	
Mental health struggles	N (%)	M	SD	Sig
1. First-generation students	143(37.1%)	7.43	2.30	
2. Continuing-generation students	227(59.0%)	7.58	2.25	
Mental health help-seeking	N (%)	M	SD	Sig
1. First-generation students	143(37.1%)	5.84	2.19	
2. Continuing-generation students	226(58.7%)	5.88	2.06	
Bystander knowledge	N (%)	M	SD	Sig
1. First-generation students	142(36.9%)	6.24	2.75	
2. Continuing-generation students	229(59.5%)	6.42	2.67	
Bystander reporting intention	N (%)	M	SD	Sig
1. First-generation students	143(37.1%)	8.03	2.02	
2. Continuing-generation students	229(59.5%)	7.82	1.95	



Exhibit 3.6

Collegiate Outcomes at SI: Differences by Academic Class Year

Academic confidence	N(%)	M	SD	Sig
1. First-year students	211(54.8%)	7.93	2.43	2
2. All other undergraduate students	172(44.7%)	8.92	1.48	1
Major persistence intention	N(%)	M	SD	Sig
1. First-year students	211(54.8%)	8.60	2.08	2
2. All other undergraduate students	173(44.9%)	9.20	1.36	1
Career attitudes	N(%)	M	SD	Sig
1. First-year students	210(54.5%)	7.81	2.03	
2. All other undergraduate students	173(44.9%)	7.62	2.02	
Critical engagement	N(%)	M	SD	Sig
1. First-year students	211(54.8%)	6.28	1.65	
2. All other undergraduate students	171(44.4%)	6.41	1.52	
Integrative learning	N(%)	M	SD	Sig
1. First-year students	211(54.8%)	6.71	1.57	
2. All other undergraduate students	173(44.9%)	6.90	1.53	
Innovation intentions	N(%)	M	SD	Sig
1. First-year students	212(55.1%)	6.82	1.80	
2. All other undergraduate students	173(44.9%)	6.79	1.90	
Campus engagement	N(%)	M	SD	Sig
1. First-year students	210(54.5%)	6.40	2.07	
2. All other undergraduate students	173(44.9%)	6.78	1.94	
Campus sense of belonging	N (%)	M	SD	Sig
1. First-year students	208(54.0%)	6.06	2.04	2
2. All other undergraduate students	171(44.4%)	6.60	2.07	1
Mental health struggles	N (%)	M	SD	Sig
1. First-year students	212(55.1%)	7.43	2.30	
2. All other undergraduate students	171(44.4%)	7.57	2.24	
Mental health help-seeking	N (%)	M	SD	Sig
1. First-year students	211(54.8%)	5.66	2.24	
2. All other undergraduate students	171(44.4%)	6.04	1.92	
Bystander knowledge	N (%)	M	SD	Sig
1. First-year students	212(55.1%)	6.36	2.60	
2. All other undergraduate students	171(44.4%)	6.29	2.78	
Bystander reporting intention	N (%)	M	SD	Sig
1. First-year students	212(55.1%)	7.92	1.98	
2. All other undergraduate students	173(44.9%)	7.85	2.04	

Exhibit 3.7

Collegiate Outcomes at SI: Differences by Residential Program

Academic confidence	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	8.81	1.80	
2. Traditional residential programs	163(42.3%)	8.42	2.07	
Major persistence intention	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	8.96	1.69	
2. Traditional residential programs	165(42.9%)	8.97	1.67	
Career attitudes	N(%)	M	SD	Sig
1. Living learning communities	109(28.3%)	8.17	1.56	2
2. Traditional residential programs	164(42.6%)	7.62	2.07	1
Critical engagement	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	6.57	1.55	
2. Traditional residential programs	163(42.3%)	6.33	1.60	
Integrative learning	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	6.96	1.59	
2. Traditional residential programs	164(42.6%)	6.73	1.53	
Innovation intentions	N(%)	M	SD	Sig
1. Living learning communities	110(28.6%)	7.22	1.67	
2. Traditional residential programs	165(42.9%)	6.82	1.66	
Campus engagement	N(%)	M	SD	Sig
1. Living learning communities	109(28.3%)	6.94	2.08	
2. Traditional residential programs	165(42.9%)	6.56	1.89	
Campus sense of belonging	N (%)	M	SD	Sig
1. Living learning communities	109(28.3%)	7.04	1.90	2
2. Traditional residential programs	161(41.8%)	6.31	2.05	1
Mental health struggles	N (%)	M	SD	Sig
1. Living learning communities	108(28.1%)	7.51	2.31	
2. Traditional residential programs	165(42.9%)	7.49	2.19	
Mental health help-seeking	N (%)	M	SD	Sig
1. Living learning communities	109(28.3%)	5.97	2.05	
2. Traditional residential programs	164(42.6%)	6.02	2.19	
Bystander knowledge	N (%)	M	SD	Sig
1. Living learning communities	110(28.6%)	6.78	2.28	2
2. Traditional residential programs	164(42.6%)	6.09	2.76	1
Bystander reporting intention	N (%)	M	SD	Sig
1. Living learning communities	110(28.6%)	7.84	2.18	
2. Traditional residential programs	165(42.9%)	7.96	1.84	

Exhibit 3.8

Collegiate Outcomes at SI: Differences by Campus Location

Academic confidence	N(%)	M	SD	Sig
1. On-campus students	271(70.4%)	8.57	1.98	2
2. Off-campus students	112(29.1%)	7.91	2.36	1
Major persistence intention	N(%)	M	SD	Sig
1. On-campus students	273(70.9%)	8.97	1.68	
2. Off-campus students	111(28.8%)	8.63	2.10	
Career attitudes	N(%)	M	SD	Sig
1. On-campus students	271(70.4%)	7.84	1.90	
2. Off-campus students	112(29.1%)	7.44	2.28	
Critical engagement	N(%)	M	SD	Sig
1. On-campus students	271(70.4%)	6.43	1.58	
2. Off-campus students	111(28.8%)	6.11	1.60	
Integrative learning	N(%)	M	SD	Sig
1. On-campus students	272(70.6%)	6.82	1.56	
2. Off-campus students	112(29.1%)	6.73	1.54	
Innovation intentions	N(%)	M	SD	Sig
1. On-campus students	273(70.9%)	6.97	1.67	2
2. Off-campus students	112(29.1%)	6.41	2.17	1
Campus engagement	N(%)	M	SD	Sig
1. On-campus students	272(70.6%)	6.72	1.98	2
2. Off-campus students	111(28.8%)	6.22	2.08	1
Campus sense of belonging	N (%)	M	SD	Sig
1. On-campus students	268(69.6%)	6.60	2.03	2
2. Off-campus students	111(28.8%)	5.61	2.01	1
Mental health struggles	N (%)	M	SD	Sig
1. On-campus students	271(70.4%)	7.52	2.20	
2. Off-campus students	112(29.1%)	7.43	2.44	
Mental health help-seeking	N (%)	M	SD	Sig
1. On-campus students	271(70.4%)	5.98	2.13	2
2. Off-campus students	111(28.8%)	5.45	2.02	1
Bystander knowledge	N (%)	M	SD	Sig
1. On-campus students	272(70.6%)	6.36	2.60	
2. Off-campus students	111(28.8%)	6.26	2.88	
Bystander reporting intention	N (%)	M	SD	Sig
1. On-campus students	273(70.9%)	7.90	1.98	
2. Off-campus students	112(29.1%)	7.85	2.07	

Exhibit 3.9

Collegiate Outcomes at SI: Differences by General Residential Environment

Academic confidence	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	8.80	1.81	3
2. Traditional residential programs	163(42.3%)	8.42	2.07	
3. Off-campus	112(29.1%)	7.91	2.36	1
Major persistence intention	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	8.97	1.70	
2. Traditional residential programs	165(42.9%)	8.97	1.67	
3. Off-campus	111(28.8%)	8.63	2.10	
Career attitudes	N(%)	M	SD	Sig
1. Living learning communities	107(27.8%)	8.18	1.55	3
2. Traditional residential programs	164(42.6%)	7.62	2.07	
3. Off-campus	112(29.1%)	7.44	2.28	1
Critical engagement	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	6.57	1.54	
2. Traditional residential programs	163(42.3%)	6.33	1.60	
3. Off-campus	111(28.8%)	6.11	1.6	
Integrative learning	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	6.96	1.60	
2. Traditional residential programs	164(42.6%)	6.73	1.53	
3. Off-campus	112(29.1%)	6.73	1.54	
Innovation intentions	N(%)	M	SD	Sig
1. Living learning communities	108(28.1%)	7.2	1.66	3
2. Traditional residential programs	165(42.9%)	6.82	1.66	
3. Off-campus	112(29.1%)	6.41	2.17	1
Campus engagement	N(%)	M	SD	Sig
1. Living learning communities	107(27.8%)	6.95	2.09	3
2. Traditional residential programs	165(42.9%)	6.56	1.89	
3. Off-campus	111(28.8%)	6.22	2.08	1
Campus sense of belonging	N (%)	M	SD	Sig
1. Living learning communities	107(27.8%)	7.03	1.92	2,3
2. Traditional residential programs	161(41.8%)	6.31	2.05	1,3
3. Off-campus	111(28.8%)	5.61	2.01	1,2



Mental health struggles	N (%)	M	SD	Sig
1. Living learning communities	106(27.5%)	7.56	2.24	
2. Traditional residential programs	165(42.9%)	7.49	2.19	
3. Off-campus	112(29.1%)	7.43	2.44	
Mental health help-seeking	N (%)	M	SD	Sig
1. Living learning communities	107(27.8%)	5.93	2.04	
2. Traditional residential programs	164(42.6%)	6.02	2.19	
3. Off-campus	111(28.8%)	5.45	2.02	
Bystander knowledge	N (%)	M	SD	Sig
1. Living learning communities	108(28.1%)	6.77	2.28	
2. Traditional residential programs	164(42.6%)	6.09	2.76	
3. Off-campus	111(28.8%)	6.26	2.88	
Bystander reporting intention	N (%)	M	SD	Sig
1. Living learning communities	108(28.1%)	7.83	2.18	
2. Traditional residential programs	165(42.9%)	7.96	1.84	
3. Off-campus	112(29.1%)	7.85	2.07	



Exhibit 3.10

Collegiate Outcomes at SI: Differences by LLC Type

Academic confidence	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	8.58	1.74	
2. Theme LLCs	16(4.2%)	8.04	2.8	4
3. Academic LLCs	32(8.3%)	8.66	1.75	
4. Honors House	29(7.5%)	9.67	0.58	2
Major persistence intention	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	8.74	1.41	
2. Theme LLCs	16(4.2%)	8.8	2.56	
3. Academic LLCs	32(8.3%)	8.88	1.79	
4. Honors House	29(7.5%)	9.39	1.22	
Career attitudes	N(%)	M	SD	Sig
1. STEM LLCs	32(8.3%)	8.25	1.72	
2. Theme LLCs	16(4.2%)	8.57	1.26	
3. Academic LLCs	32(8.3%)	8.17	1.44	
4. Honors House	29(7.5%)	7.88	1.66	
Critical engagement	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	6.55	1.46	
2. Theme LLCs	16(4.2%)	6.31	1.79	
3. Academic LLCs	32(8.3%)	6.84	1.46	
4. Honors House	29(7.5%)	6.43	1.64	
Integrative learning	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	6.81	1.55	
2. Theme LLCs	16(4.2%)	6.02	2.01	4
3. Academic LLCs	32(8.3%)	7.15	1.06	
4. Honors House	29(7.5%)	7.43	1.7	2
Innovation intentions	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	6.96	1.39	
2. Theme LLCs	16(4.2%)	6.85	2.22	
3. Academic LLCs	32(8.3%)	7.35	1.54	
4. Honors House	29(7.5%)	7.6	1.74	
Campus engagement	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	7.01	1.85	
2. Theme LLCs	16(4.2%)	6.59	2.37	
3. Academic LLCs	31(8.1%)	6.44	2.32	
4. Honors House	29(7.5%)	7.6	1.78	



Campus sense of belonging	N (%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	7.53	1.72	
2. Theme LLCs	15(3.9%)	6.23	2.01	
3. Academic LLCs	32(8.3%)	6.85	2.1	
4. Honors House	29(7.5%)	7.1	1.72	
Mental health struggles	N (%)	M	SD	Sig
1. STEM LLCs	32(8.3%)	7.33	2.41	
2. Theme LLCs	16(4.2%)	7.26	2.11	
3. Academic LLCs	32(8.3%)	7.99	1.73	
4. Honors House	28(7.3%)	7.33	2.88	
Mental health help-seeking	N (%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	6.05	2.02	
2. Theme LLCs	16(4.2%)	6.12	2.05	
3. Academic LLCs	32(8.3%)	5.67	2.36	
4. Honors House	28(7.3%)	6.14	1.78	
Bystander knowledge	N (%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	6.63	2.06	
2. Theme LLCs	16(4.2%)	5.97	2.3	
3. Academic LLCs	32(8.3%)	7.03	2.62	
4. Honors House	29(7.5%)	7.11	2.1	
Bystander reporting intention	N (%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	7.75	2.54	
2. Theme LLCs	16(4.2%)	7.7	2.17	
3. Academic LLCs	32(8.3%)	8	2.08	
4. Honors House	29(7.5%)	7.84	1.91	



Exhibit 3.11

Collegiate Outcome Scores at SI Benchmarking

	<u>SI</u>		<u>2021 Sample</u>		ES
	Mean	SD	Mean	SD	
Academic and Career Outcomes					
Academic confidence	8.38	2.11	8.43	1.99	
Major persistence intention	8.87	1.81	8.85	1.81	
Career attitudes	7.72	2.02	7.34	2.18	—
Intellectual Outcomes					
Critical engagement	6.34	1.59	6.55	1.59	
Integrative learning	6.79	1.55	6.79	1.57	
Innovation intentions	6.81	1.84	6.69	1.80	
Social Outcomes					
Campus engagement	6.57	2.02	6.43	2.18	
Campus sense of belonging	6.31	2.07	6.55	2.16	
Mental health struggles	7.49	2.27	7.41	2.41	
Mental health help-seeking	5.83	2.11	5.86	2.31	
Bystander knowledge	6.33	2.68	7.69	2.29	⊙
Bystander reporting intention	7.89	2.00	8.05	1.95	

Effect size (ES) indicators included if $p < 0.05$

— represents a trivial effect (Cohen's $d < .20$),

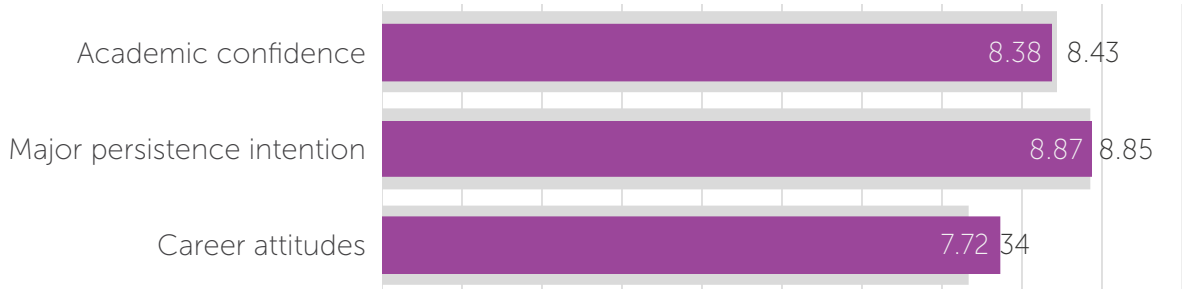
⊙ represents a small effect (Cohen's d between $.20$ and $.49$),

⊕ represents a medium effect (Cohen's d between $.50$ and $.79$),

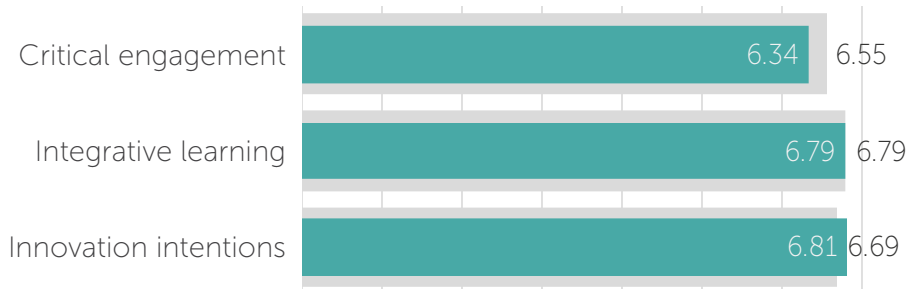
● represents a large effect (Cohen's $d > .80$)



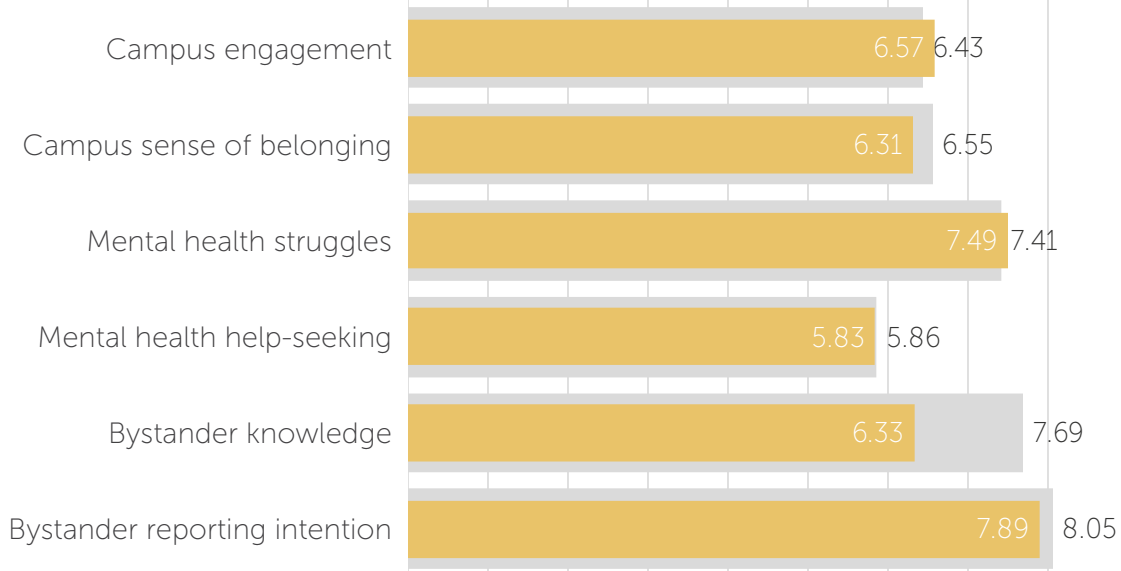
Academic and Career Outcomes



Intellectual Outcomes



Social Outcomes





APPENDIX A: READING THE TABLES & CHARTS

READING THE TABLES AND CHARTS

Throughout this report we use tables and charts to display your results and help you make the most meaning of your data. This appendix is dedicated to helping you understand how we communicate your information throughout the chapters and in the appendices. Please see the following figures for assistance in reading the tables.

We use several tables with the factors to portray information in the chapters. Bar charts are used to demonstrate any differences between your institution and the 2021 sample. Figures A.1 and A.2 explain the chapter tables and Figure A.4 explains how to interpret the between-institution comparison chart. Independent samples *t*-tests were performed to identify statistically significant mean differences on the residential experiences and collegiate outcomes by student demographic variables as well as residential environment. These tests were also conducted to look for any differences between students at SI and the 2021 sample. Tests for effect sizes were conducted for any significant differences between SI and the comparison sample. Large effect sizes are indicated with "●", medium effect sizes are indicated with "◎", small effect sizes are indicated with "○", and trivial effect sizes are indicated with "–".

The student demographics table in Appendix B provides the number and percentage of students who responded to the questions about their background. Knowing these "inputs" and to what degree the respondent group reflects the represented population will help you discern the ways in which it is appropriate to generalize information to the larger population. Use Figure A.3 for more information on reading the demographics table.



Exhibit 2.2

The significance (Sig) column denotes significant mean differences between groups within a single category. If the column is empty, there is no significant difference between the groups. If significant mean differences exist, the number(s) listed indicate where these differences are observed. For example, cisgender women (2) had significantly higher perception of major-related support system than students with another gender identity (3).

Residential Experiences at [Institution Name]: Differences by Gender

Perception of major-related support system	N(%)	M	SD	Sig
1. Cisgender men	69(31.8%)	6.51	1.80	
2. Cisgender women	135(61.0%)	6.69	1.66	2
3. Another gender identity	16(6.8%)	6.01	1.48	1

Name of factor

Mean (M) of item. This is the average value among respondents

Standard deviation (SD) represents how respondents tend to vary from the mean.

Figure A.1: Reading the Chapter Within Tables

Exhibit 2.9

Effect size represents the magnitude of the difference between your institution's mean and the 2021 sample mean. Effect size only appears if there is a statistically significant difference between your institution and the comparison group means. Large effect sizes are indicated with "●", medium effect sizes are indicated with "◎", small effect sizes are indicated with "○", and trivial effect sizes are indicated with "-".

Residential Environment Scores at [Institution Name] Benchmarking

Name of factor	[Institution Name]		2021 Sample		ES
	Mean	SD	Mean	SD	
Academic Experiences					
Perception of major-related support system	6.58	1.70	6.48	1.60	
Discussed learning experiences with peers	4.75	3.06	5.05	2.90	○
Discussions with diverse peers	4.18	2.87	4.06	2.63	-

Name of factor

Mean (M) of item. This is the average value among respondents

Standard deviation (SD) represents how respondents tend to vary from the mean.

Figure A.2: Reading the Chapter Between Tables



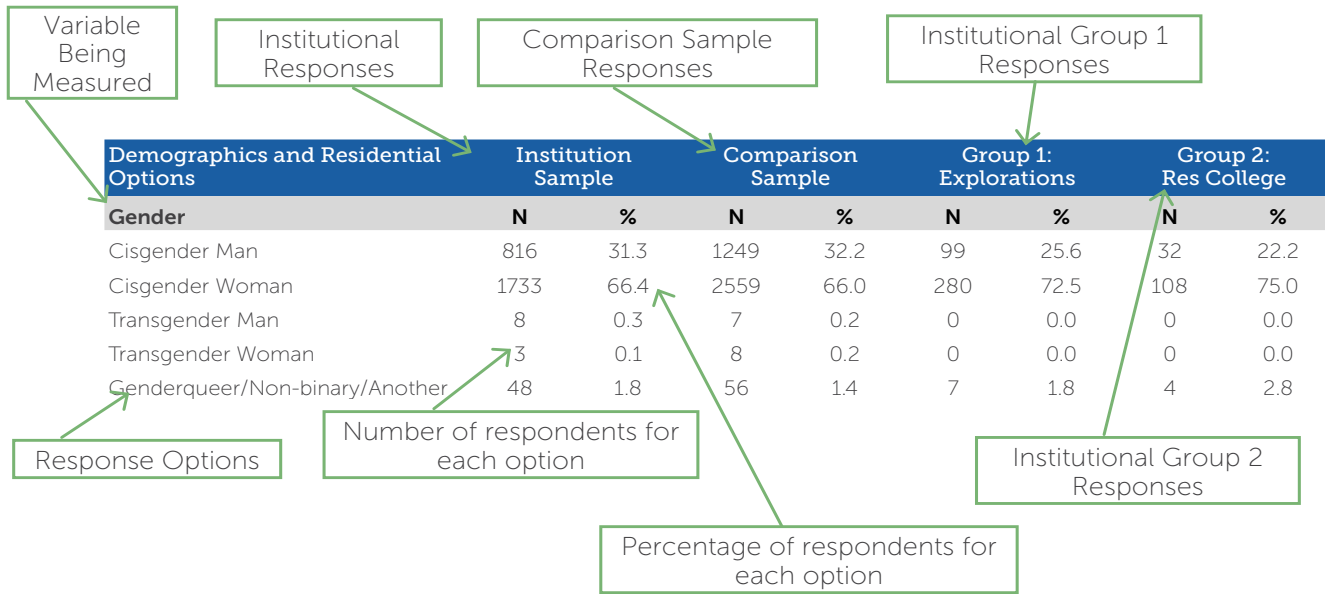


Figure A.3: Reading the Appendix B Tables

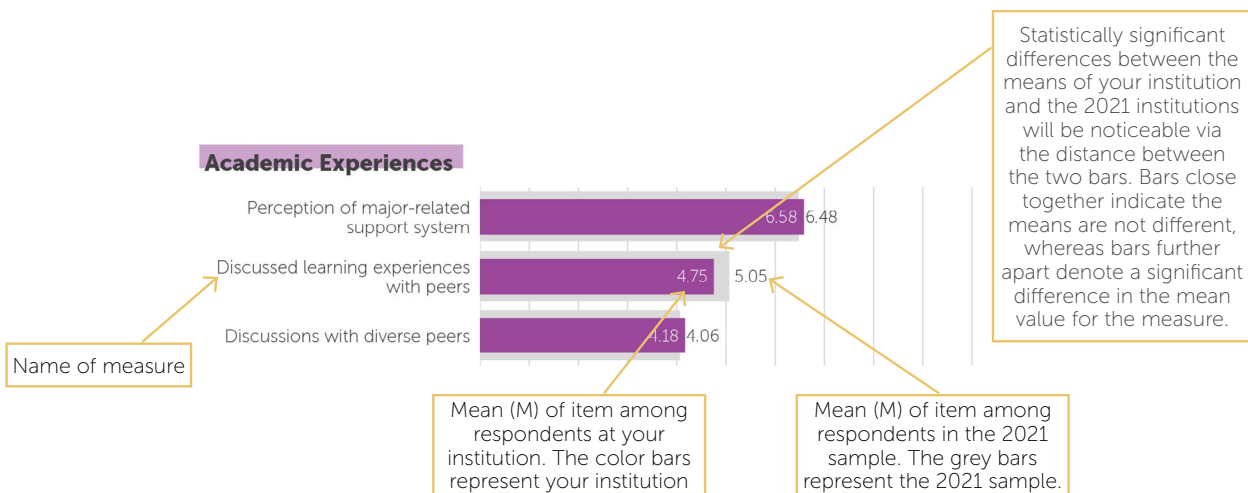


Figure A.4: Reading the Chapter Charts



APPENDIX B: DEMOGRAPHIC TABLES

Demographics and Residential Options	SI		2021 Sample		LLCs		TRPs	
Gender	N	%	N	%	N	%	N	%
Cisgender Man	88	23%	105	28%	22	20%	38	23%
Cisgender Woman	266	69%	235	64%	78	71%	118	72%
Genderqueer, Non-binary, or Another Gender	23	6%	23	6%	9	8%	7	4%
Transgender Man	3	1%	1	0%	1	1%	1	1%
Transgender Woman	0	0%	4	1%	0	0%	0	0%
Race/Ethnicity	N	%	N	%	N	%	N	%
American Indian or Alaska Native	2	1%	1	0%	1	1%	0	0%
Another race or ethnicity	4	1%	3	1%	1	1%	1	1%
Asian or Asian American	39	10%	16	4%	9	8%	15	9%
Black or African American	39	10%	20	5%	7	6%	22	13%
Hispanic or Latina/o/x	23	6%	20	5%	5	5%	11	7%
More than one race or ethnicity	35	9%	31	8%	9	8%	16	10%
Native Hawaiian or Pacific Islander	0	0%	2	1%	0	0%	0	0%
White	243	63%	276	75%	78	71%	100	61%





Demographics and Residential Options	SI		2021 Sample		LLCs		TRPs	
	N	%	N	%	N	%	N	%
Sexuality								
Asexual	19	5%	19	5%	5	5%	7	4%
Bisexual	40	10%	50	14%	10	9%	17	10%
Gay	5	1%	5	1%	1	1%	3	2%
Heterosexual/Straight	258	67%	230	62%	73	66%	117	71%
Lesbian	6	2%	12	3%	2	2%	2	1%
Pansexual	5	1%	7	2%	1	1%	2	1%
Queer or Another Sexuality	52	14%	46	12%	18	16%	17	10%
Worldview/Religion								
Agnosticism	43	11%	53	14%	17	15%	14	8%
Another worldview/religion	50	13%	50	14%	7	6%	19	12%
Atheism	29	8%	43	12%	8	7%	13	8%
Buddhism	3	1%	5	1%	1	1%	1	1%
Christianity	215	56%	184	50%	65	59%	106	64%
Hinduism	10	3%	1	0%	4	4%	2	1%
Islam	13	3%	0	0%	3	3%	5	3%
Judaism	1	0%	12	3%	0	0%	1	1%
More than one worldview/religion	21	5%	21	6%	5	5%	4	2%
Political Views								
Very liberal	59	15%	71	19%	30	27%	16	10%
Liberal	127	33%	107	29%	33	30%	66	40%
Moderate	129	34%	101	27%	31	28%	49	30%
Conservative	41	11%	60	16%	11	10%	22	13%
Very conservative	11	3%	26	7%	4	4%	4	2%
Nationality								
United States resident	359	93%	363	98%	106	96%	152	92%
International student	17	4%	5	1%	3	3%	10	6%

Demographics and Residential Options	SI		2021 Sample		LLCs		TRPs	
Veteran Status	N	%	N	%	N	%	N	%
Never served in the military	369	96%	365	99%	107	97%	161	98%
Only on active duty for training in the Reserves or National Guard	4	1%	1	0%	2	2%	0	0%
Now on active duty	2	1%	1	0%	0	0%	1	1%
On active duty in the past, but not now	1	0%	0	0%	0	0%	0	0%
Health Disclosures	N	%	N	%	N	%	N	%
Attention deficit hyperactivity disorder	50	13%	62	17%	15	14%	24	15%
Autism spectrum disorder	6	2%	12	3%	0	0%	4	2%
Chronic illness	21	5%	20	5%	5	5%	7	4%
Hearing disability	3	1%	6	2%	2	2%	1	1%
Learning disability	12	3%	13	4%	3	3%	4	2%
Mental health condition	147	38%	148	40%	44	40%	62	38%
Mobility/Orthopedic condition	6	2%	3	1%	0	0%	2	1%
Psychiatric/Psychological condition	13	3%	8	2%	3	3%	4	2%
Traumatic brain injury/Concussion	1	0%	2	1%	0	0%	1	1%
Vision Disability	14	4%	16	4%	6	5%	4	2%
Another health disclosure	20	5%	17	5%	4	4%	9	5%
More than one health disclosure	74	19%	69	19%	15	14%	33	20%
No health disclosures	184	48%	175	47%	49	45%	85	52%
Highest education level for first guardian	N	%	N	%	N	%	N	%
High school or less	88	23%	90	24%	23	21%	33	20%
Some college, but no degree	55	14%	61	17%	14	13%	26	16%
Associates degree	30	8%	20	5%	8	7%	16	10%
Bachelors degree	122	32%	97	26%	35	32%	56	34%
Masters degree	61	16%	58	16%	24	22%	25	15%
Doctorate or professional degree	14	4%	35	9%	3	3%	5	3%
Not applicable	5	1%	1	0%	0	0%	2	1%





Demographics and Residential Options	SI		2021 Sample		LLCs		TRPs	
Highest education level for second guardian	N	%	N	%	N	%	N	%
High school or less	87	23%	83	22%	20	18%	34	21%
Some college, but no degree	46	12%	59	16%	8	7%	21	13%
Associates degree	37	10%	29	8%	13	12%	13	8%
Bachelors degree	101	26%	93	25%	31	28%	42	25%
Masters degree	36	9%	62	17%	14	13%	16	10%
Doctorate or professional degree	11	3%	16	4%	3	3%	5	3%
Not applicable	6	2%	9	2%	0	0%	2	1%
Social class	N	%	N	%	N	%	N	%
Poor	28	7%	20	5%	7	6%	11	7%
Working class	41	11%	65	18%	15	14%	15	9%
Lower-middle class	75	19%	52	14%	14	13%	35	21%
Middle class	172	45%	135	37%	51	46%	79	48%
Upper-middle class	54	14%	86	23%	21	19%	18	11%
Upper class	2	1%	7	2%	0	0%	2	1%
Foster youth alumnus	N	%	N	%	N	%	N	%
Not a foster youth alumnus	370	96%	359	97%	108	98%	161	98%
Foster youth alumnus	3	1%	2	1%	0	0%	0	0%
Current academic class year	N	%	N	%	N	%	N	%
First year	192	50%	197	53%	59	54%	67	41%
Second year	82	21%	99	27%	22	20%	43	26%
Third year	62	16%	37	10%	19	17%	29	18%
Fourth year	26	7%	28	8%	9	8%	12	7%
Fifth year plus (undergraduate)	3	1%	2	1%	0	0%	2	1%
Graduate student	8	2%	2	1%	0	0%	8	5%
Transfer students	N	%	N	%	N	%	N	%
Not a transfer student	314	82%	332	90%	101	92%	137	83%
Transfer student	58	15%	32	9%	7	6%	23	14%

Demographics and Residential Options	SI		2021 Sample		LLCs		TRPs	
Financial aid received	N	%	N	%	N	%	N	%
Did not receive financial aid	41	11%	28	8%	11	10%	19	12%
Federal grants	149	39%	126	34%	33	30%	69	42%
Federal loans	120	31%	119	32%	26	24%	64	39%
Work study	54	14%	33	9%	15	14%	31	19%
Institutional merit scholarships or grants	209	54%	240	65%	76	69%	84	51%
Institutional athletic scholarships	4	1%	11	3%	3	3%	0	0%
Outside scholarships	115	30%	129	35%	40	36%	59	36%
Private loans	41	11%	28	8%	10	9%	24	15%
Unsure	24	6%	27	7%	4	4%	8	5%
Academic major	N	%	N	%	N	%	N	%
Undecided/Undeclared	3	1%	6	2%	0	0%	1	1%
Agriculture	1	0%	16	4%	0	0%	1	1%
Architecture and Building Trades	2	1%	2	1%	1	1%	1	1%
Area, Ethnic, Cultural, and Gender Studies	0	0%	3	1%	0	0%	0	0%
Biological Sciences	41	11%	39	11%	16	15%	13	8%
Business Administration	31	8%	35	9%	4	4%	14	8%
Communications and Journalism	4	1%	19	5%	0	0%	1	1%
Computer or Information Sciences	29	8%	20	5%	8	7%	15	9%
Education	14	4%	33	9%	4	4%	6	4%
Engineering	57	15%	14	4%	19	17%	23	14%
English Language And Literature	3	1%	12	3%	1	1%	2	1%
Family and Consumer Sciences or Human Services	3	1%	5	1%	0	0%	1	1%
Foreign Languages and Linguistics	3	1%	6	2%	0	0%	3	2%
Health, Pre-Health, and Wellness	74	19%	34	9%	18	16%	37	22%
History	3	1%	8	2%	0	0%	1	1%
Law, Criminal Justice, or Safety Studies	14	4%	13	4%	4	4%	6	4%
Mathematics and Statistics	3	1%	7	2%	2	2%	1	1%
Natural Resources and Conservation	3	1%	11	3%	1	1%	1	1%





Demographics and Residential Options	SI		2021 Sample		LLCs		TRPs	
Personal, Hospitality, and Culinary Services	3	1%	2	1%	0	0%	2	1%
Philosophy, Theology, and Religion	0	0%	2	1%	0	0%	0	0%
Physical Sciences	12	3%	12	3%	3	3%	7	4%
Social Science and Public Administration	33	9%	31	8%	8	7%	14	8%
Visual and Performing Arts	30	8%	16	4%	16	15%	9	5%
I don't know	6	2%	14	4%	3	3%	1	1%
Students who switched majors	N	%	N	%	N	%	N	%
Did not change major	298	77%	256	69%	90	82%	131	79%
Changed major	63	16%	83	22%	15	14%	26	16%
Students who declared a second major	N	%	N	%	N	%	N	%
Did not declare a second major	314	82%	298	81%	94	85%	138	84%
Declared a second major	47	12%	41	11%	11	10%	19	12%
Self-reported cumulative collegiate GPA	Mean	SD	Mean	SD	Mean	SD	Mean	SD
	3.53	0.46	3.50	0.51	3.64	0.40	3.50	0.47
Residential environment	N	%	N	%	N	%	N	%
On-campus residence hall	169	44%	289	78%	10	9%	156	95%
Off-campus residence hall	0	0%	1	0%	0	0%	0	0%
Living learning program/community	37	10%	16	4%	37	34%	0	0%
Residential college	0	0%	0	0%	0	0%	0	0%
Honors college	20	5%	20	5%	20	18%	0	0%
LLP & residential college	1	0%	0	0%	1	1%	0	0%
LLP & honors college	0	0%	0	0%	0	0%	0	0%
Residential college & honors college	3	1%	5	1%	3	3%	0	0%
LLP, residential, & honors college	0	0%	0	0%	0	0%	0	0%
Theme-based community	8	2%	15	4%	5	5%	3	2%
Academic-based community	30	8%	11	3%	28	25%	2	1%
Theme & academic-based community	4	1%	3	1%	4	4%	0	0%
Off-campus	113	29%	9	2%	2	2%	4	2%

Demographics and Residential Options	SI		2021 Sample		LLCs		TRPs	
On-campus residential requirement	N	%	N	%	N	%	N	%
No	226	59%	128	35%	85	77%	138	84%
Yes	44	11%	214	58%	23	21%	21	13%
LLC participation requirement	N	%	N	%	N	%	N	%
No	83	22%	57	15%	83	75%	0	0%
Yes	17	4%	14	4%	16	15%	1	1%
Request to live in residential environment	N	%	N	%	N	%	N	%
Yes, I requested or applied to live in this residential community	88	23%	64	17%	87	79%	1	1%
Yes, I moved here at a period in the academic year through the room change process because I wanted to be a part of this residential community	0	0%	1	0%	0	0%	0	0%
No, I didn't apply to be in this community; I was placed here	11	3%	9	2%	11	10%	0	0%
No, I moved here at a period in the academic year through the room change process without knowing about this residential community	1	0%	1	0%	1	1%	0	0%
Faculty live in residence hall	N	%	N	%	N	%	N	%
No	81	21%	63	17%	42	38%	39	24%
Yes	56	15%	106	29%	22	20%	34	21%
I don't know	132	34%	171	46%	43	39%	86	52%
Based on your current residence hall experience:	N	%	N	%	N	%	N	%
Faculty in residence plan academic programs	26	7%	32	9%	16	15%	10	6%
Faculty in residence teach class(es)	6	2%	21	6%	1	1%	5	3%
Faculty in residence plan social programs	48	12%	94	25%	21	19%	27	16%
Affiliated faculty plan academic programs for your residence hall	37	10%	37	10%	22	20%	15	9%
Affiliated faculty hall teach class(es) in the building	23	6%	10	3%	10	9%	13	8%
Affiliated faculty plan social programs for your residence hall	54	14%	67	18%	22	20%	31	19%
There are no faculty associated with your residence hall	133	35%	139	38%	50	45%	82	50%






Demographics and Residential Options	SI		2021 Sample		LLCs		TRPs	
Based on your current resident hall experience:	N	%	N	%	N	%	N	%
Not including student staff (e.g. RA), professional staff plan academic programs for your residence hall	52	14%	47	13%	29	26%	23	14%
Not including student staff (e.g. RA), professional staff plan social programs for your residence hall	20	5%	13	4%	10	9%	10	6%
Not including student staff (e.g. RA), professional staff teach class(es) in the building	84	22%	113	31%	36	33%	48	29%
There are no professional staff associated with your residence hall	154	40%	182	49%	54	49%	98	59%
Do you plan to return to the same college or university next fall?	N	%	N	%	N	%	N	%
Yes	333	86%	326	88%	96	87%	139	84%
No, I am graduating this year	20	5%	16	4%	7	6%	12	7%
No, I am enrolling at a different college or university	7	2%	12	3%	3	3%	1	1%
No, I will not be pursuing any form of education next fall	6	2%	2	1%	2	2%	1	1%
Undecided	19	5%	13	4%	2	2%	12	7%
During the CURRENT school year, how would you describe the ways you have connected with new people (choose all that apply):	N	%	N	%	N	%	N	%
Introduced myself	229	59%	280	76%	78	71%	100	61%
At a floor event	59	15%	78	21%	31	28%	24	15%
At a building-wide community event	46	12%	46	12%	24	22%	18	11%
At a university event	76	20%	110	30%	25	23%	37	22%
In class	270	70%	277	75%	80	73%	121	73%
Via non-school affiliated social media interactions	125	32%	154	42%	36	33%	59	36%
Via social media groups created by my hall and/or RA	134	35%	125	34%	51	46%	66	40%
I have not met any new people	66	17%	30	8%	15	14%	23	14%

Demographics and Residential Options	SI		2021 Sample		LLCs		TRPs	
How did your drinking habits change from high school to college?	N	%	N	%	N	%	N	%
I don't drink alcohol and I never have	160	42%	142	38%	48	44%	63	38%
I started drinking in college	67	17%	48	13%	25	23%	31	19%
I am drinking less in college	22	6%	32	9%	7	6%	13	8%
I am drinking more in college	45	12%	43	12%	6	5%	23	14%
I stopped drinking in college	10	3%	13	4%	0	0%	6	4%
No change	81	21%	91	25%	24	22%	29	18%
During a typical two week period last semester, how many times did you have 5 or more drinks in a row?	N	%	N	%	N	%	N	%
None	301	78%	301	82%	88	80%	122	74%
Once	47	12%	26	7%	17	15%	19	12%
Twice	16	4%	18	5%	2	2%	11	7%
3 to 5 times	20	5%	17	5%	3	3%	12	7%
6 to 9 times	0	0%	1	0%	0	0%	0	0%
10 or more times	1	0%	5	1%	0	0%	1	1%



ACREO



Assessment of Collegiate Residential
Environments and Outcomes

Assessment of Collegiate Residential Environments & Outcomes

North Dakota State University | School of Education
NDSU Dept 2625 | PO Box 6050 | Fargo, ND 58108
www.acreosurvey.org | @ACREOSurvey