

# Value of Residential Housing

- A robust student residential presence is generally a valuable “force multiplier” for multiple reasons inherent to the residential experience. A residential community is precisely that: a co-located community of learners, which creates certain dynamics that support student success while driving a richer living/learning environment.
- A residential population can help create a “critical mass” on campus as the basis for driving a robust student engagement process.
- Campus services are far more accessible given their co-location.
- Campus housing (as expressed through a residential life model) can also serve as an invaluable platform for driving a student learning and success, while leading to a more robust campus experience.

# Foundational Research/Literature

- Chickering (1971), notes that living on campus consistently has positive correlation with both higher cumulative grade point average and higher levels of retention, along with higher levels of student satisfaction.
- Research consistently demonstrates the powerful influence living on campus has on retention (Chickering, 1974, Astin, 1977, 1993, Pascarella, 1993).
- Many scholars have established the importance of the residential living experience as providing and facilitating opportunities for engagement and interaction which can directly impact student persistence (Blimling, 1999; Boyer, 1987; Kinzie & Kuh, 2004; Kuh, 1995; Kuh, Kinzie, Schuh, & Whitt, 2005; Pascarella & Terenzini, 1994, 2005).

# Foundational Research/Literature (cont'd)

- An equally, if not more valuable aspect of residential learning is the ability to develop a strong sense of community and create deep relationships by living with others. This also creates rich learning opportunities and facilitates social engagement (Astin, 1977).
- Student Affairs administrators have sought to create intentional opportunities within the residential living environment to increase student persistence through increased opportunities for student engagement and higher rates of satisfaction (Low, 2000; Pike, Schroeder, & Berry, 1997; Schroeder, Minor, and Tarkow, 1999; Stern, 1971; Zheng, Saunders, Shelley, & Whalen, 2002).

# Foundational Research/Literature

- Indeed, research actually supports a live-on requirement for two (minimum) years. There are obvious additional benefits that have been cited in the literature. These benefits include easy access to classes, support services, dietary support, as well as other value-added aspects of living on campus.