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The Effects of Living On Campus Versus Off Campus on Student Engagement

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**THE EFFECTS OF LIVING ON CAMPUS VERSUS OFF CAMPUS
ON STUDENT ENGAGEMENT**

A Thesis Submitted
in Partial Fulfillment
of the Requirements for the Designation
University Honors

Megan Carlson
University of Northern Iowa
December 2023

This Study by: Megan Carlson

Entitled: The Effects of Living on Campus versus Off Campus on Student Engagement

has been approved as meeting the thesis requirement for the Designation *University Honors*

Approved by:

Nick Rafanello, Honors Thesis Advisor

Dr. Jessica Moon Asa, Director, University Honors Program

The Effects of Living On Campus versus Off Campus on Student Engagement

I. Purpose

As a Resident Assistant for two years, I saw how engaged my residents were on campus. However, when I would talk to people who lived off campus they seemed to be disengaged from campus activities. I wanted to see if what I already saw to be true, was shown through statistical analysis. In an effort to focus the scope of the study, the analysis focused on student engagement through involvement in extracurriculars. Thus the purpose of this thesis is to determine if there is a statistical relationship between students' living situations and their involvement on campus. Student engagement includes much more than just involvement in extracurriculars as Coates (2007) defined, however, a much larger study would need to be done to look at all aspects of engagement. This thesis hopes to gain insight into the role on-campus living has as it relates to student engagement.

II. Literature Review

Student Engagement

Before looking at how student engagement is affected by living on campus versus off campus, we must first define student engagement. Groccia (2018) stated that student engagement is used as an “indicator of student and institutional success and quality” (p.11). The concept of student engagement has been around for over 90 years with American psychologist Ralph Tyler’s pioneering work showing the positive link between time on task and learning (Groccia, 2018). There are many different definitions of student engagement with common ones focusing on the integration of learning activities. One definition is “the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities” (Kuh, 2009, p. 683). Another definition by Coates (2007) stated, “engagement is seen to comprise active and collaborative learning, participation in challenging academic activities, formative communication with academic staff, involvement in enriching educational experiences, and feeling legitimated and

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supported by university learning communities” (p.122). Both definitions are similar in that they both focus on the efforts that students and colleges put toward desired outcomes, however, the second definition clearly states what types of activities make up engagement.

Student engagement is important because it is directly linked to student learning and desired outcomes. As Kuh (2001) stated, “What students **do** during college counts more in terms of desired outcomes than who they are or even where they go to college” (p.1). The best predictor of learning and personal growth is the time and effort students put into activities that lead to desired outcomes (Kuh, 2001). This means that how engaged students are plays a vital role in students reaching their desired goals. Since student engagement has an important role in students’ development, it needs to be a priority for both universities and their students.

Values of Living on Campus

Many colleges highly recommend or even require students to live on campus at some point in their college career. This is often because research has found that there is a link between living on campus and improved academic performance. Thompson, Samiratedu, and Rafter (1993; as cited by de Araujo and Murray, 2010) stated “freshman that live on campus are more likely to remain in school, make more progress in their program, and have higher academic performance” (p.1). Another study, done by de Araujo and Murray (2010) found that on-campus living had a positive impact on academic performance. They found the correlation between positive academic performance and living on campus continued even once the students moved off-campus. They also found that students who live on campus are less likely to use university resources than those who live off campus. However, they did find that living on campus benefits students’ social behaviors. Students who have lived on campus consume less alcohol than students who have not. They also spend more time studying with students in their classes and their roommates, and are more likely to be involved in extracurriculars (de Araujo & Murray, 2010).

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However, not all studies have found a positive relationship between living on campus and academic performance. Delucchi (1993) completed a study on a school comparing students who live in a dorm, live in an apartment housing adjacent to campus, and commute to campus. The study found that students who commuted to campus had a significant positive effect on academic performance and apartment housing had the worst effect on academic performance. While some studies have shown a positive correlation between on-campus living and academic performance, not all studies supported this possible correlation.

Engagement Benefit of Living On Campus

If on-campus living has a positive impact on student engagement then it might also have a positive but indirect impact on student learning and personal development. Within the past 30 years, researchers have drastically changed their beliefs on the impact of living on-campus and the impact on student engagement. Studies done in the early 1990s found that living on campus had a significant impact on student engagement. Pascarella and Terenzini (1991) stated that living on campus is “perhaps the single most consistent within-college determinant of the impact of college” (p. 611). However, by the early 2000s studies showed that living on campus indirectly affected student growth. Pascarella and Terenzini stated “Little evidence, however, suggested that living on or off campus influenced either knowledge acquisition or general cognitive growth. Living on campus, however, appears to foster change indirectly, by maximizing the opportunities for social, cultural, and extracurricular engagement” (2005, p. 603). Research post-1990 is less compelling than previous research, however, it still shows that on-campus living has a positive impact on engagement.

In just over ten years, researchers changed their findings of living on campus from having a significant impact on student growth and outcomes to having an indirect effect through engagement. Research has continued to show less of a positive impact on students living on campus. It is suggested that this is because collegiate and residential experiences are becoming less immersive. With the increase in technology, it is easier for students to interact

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with friends and family. This means that on-campus students do not need to rely as heavily on those they live with for social interactions (Gemmill & Peterson, 2006). Another problem with looking at the effects of living on campus versus off campus is that direct comparisons are complex and there is much variation. For example, “while a good amount of anecdotal evidence supports the benefits of living on campus, valid measurements are difficult to achieve” (Graham et al., 2018, p. 256). There are so many different factors that play a role in student engagement that it is difficult to have valid measurements.

More recent research has shown contradicting ideas when it comes to the impact of on-campus living on students. Mayhew et al. (2016) found that living on campus appears to create greater social integration, but it also can lead to lower psychological well-being. Whereas, Kowalski (2022) stated, “there is a history of research that demonstrates student residence halls have a positive impact on student outcomes” (p. 4). Also de Araujo and Murray (2010) found that students who live on campus are more likely to be involved in extracurriculars. While more recent studies do not agree on how much on-campus living impacts student outcomes, there is consistency in the fact that they no longer believe that on-campus living significantly impacts student outcomes as much as it was believed to in the 1990s. Even so, most research still states that living on campus leads to greater social integration and opportunities to be involved in extracurricular activities.

III. Research Questions

Does living on campus versus off campus affect student engagement? Are students who have lived on campus in the past more likely to be involved in on-campus activities than students who have never lived on campus?

IV. Methodology

In order to answer the question of how students' living situations affect their engagement on campus, a study was completed by surveying 1000 students on different aspects of their college and living experiences (see Appendix A). The study was approved by the Institutional

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Review Board (IRB) at the University of Northern Iowa and followed all regulations necessary to ensure the rights and welfare of the human research participants (see Appendix B). All members working or advising the study have completed the Human Subjects Training necessary to do a study involving human subjects.

Of the 1000 students, 500 currently live on campus and the other 500 students live off campus. The study excluded non-traditional students who were younger than 18 years old or older than 25 years old, part-time students, online students, and graduate students. First-year students were excluded as well, due to the fact that the survey was sent out during their first month of college. It is important to look at the engagement of non-traditional students, however, that was beyond the scope of the study. In the survey students were asked how many organizations students are a part of, what types of activities they are involved in (academic versus nonacademic), if they hold leadership positions, and how much time per week they spend participating in different types of events. The survey was sent out to students in mid-September and was open for nine days. The survey had 318 responses and after excluding non-traditional students there were 169 responses used in the analysis of the survey. Of the 169 responses, 97 students live on campus and 72 students live off campus.

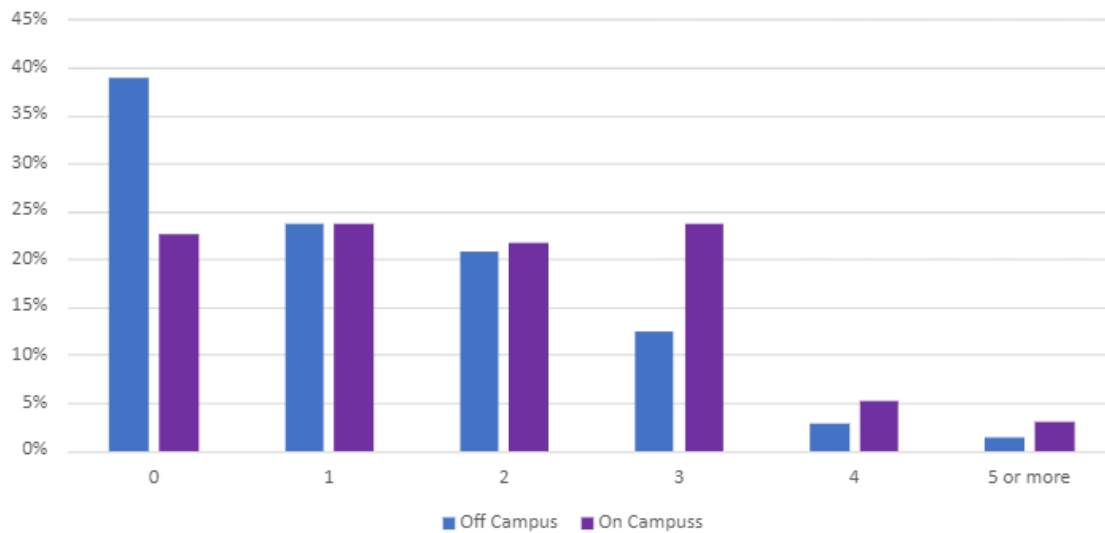
V. Results

Descriptive Statistics Analysis

Students who live on campus are not only more likely to be in a student organization, but also more likely to be involved in multiple organizations. Of those who live on campus, 77.3% are involved in one or more organizations, compared to only 61.1% of students who live off campus. Only 37.5% of off campus students are in two or more organizations, whereas 53.7% of on campus students are in two or more organizations. On campus students are also twice as likely to be involved in three or more organizations than off campus students, with 32% of on campus students being involved in three or more organizations while only 16.7% of off campus students are. The results are summarized in Table 1.

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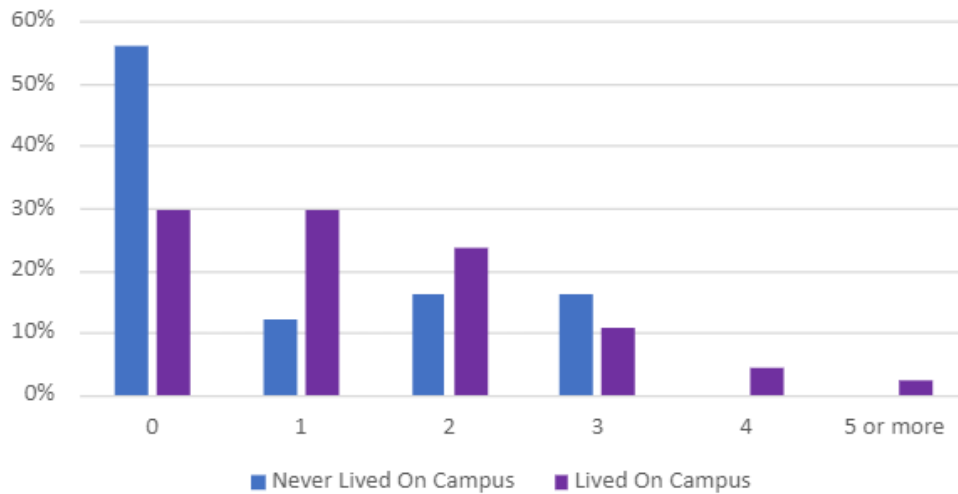
Table 1: Number of Student Organizations Based on Living Situation



Living on campus in the past continues to have a positive impact on engagement even when students no longer live on campus. Only 45% of students who have never lived on campus are involved in at least one organization, compared to 70.2% of students who have lived on campus in the past. Of those who never lived on campus, 32% of students are involved in two or more organizations, compared to 40.4% of students who previously lived on campus. Looking at the involvement in three or more organizations, the percentage of each group is similar with 16% of students who have never lived on campus and 17% of students who had lived on campus in the past. However, the distribution of each group is different; 16% of students who have never lived on campus are in three organizations, whereas only 10.6% of those who had lived on campus in the past were in three organizations, 4.3% were in four organizations, and 2.1% were in five or more organizations. None of the students that have never lived on campus reported involvement in more than three organizations (See Table 2).

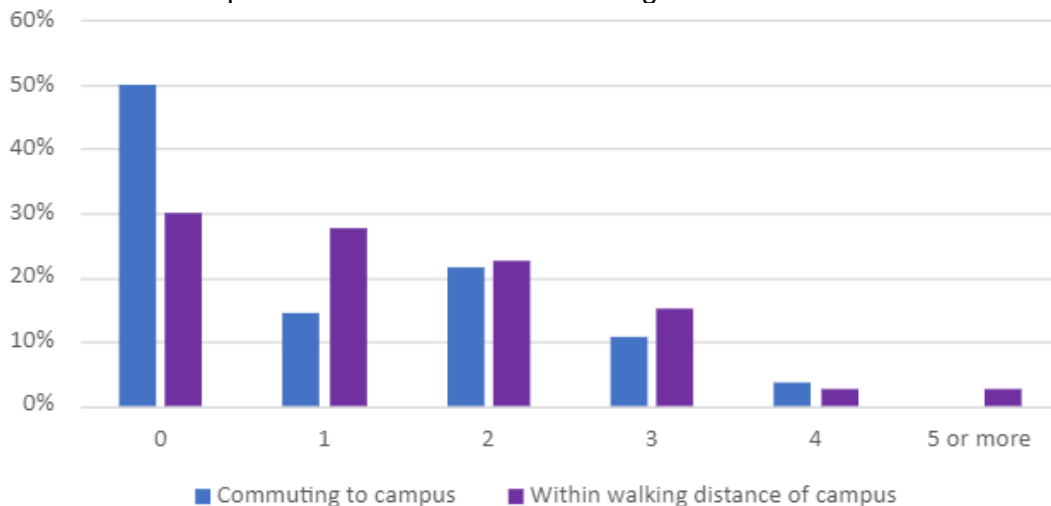
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Table 2: Number of Student Organizations Based on Living On Campus in the Past



Students who are within walking distance of campus versus commuting to campus have a slightly different pattern of involvement. Students who live within walking distance are more likely to be involved in at least one organization. However, students who commute to campus and are in an organization are more likely to be involved in multiple organizations. Only 50% of students who commute to campus are involved in at least one organization compared to 70% of students who are within walking distance. However, of the students that were in at least one organization, 71.4% of commuting students are in more than one, and only 60.7% of students of walking distance students are. Table 3 shows the results of Off Campus involvement between students that are within walking distance and students who commute to campus.

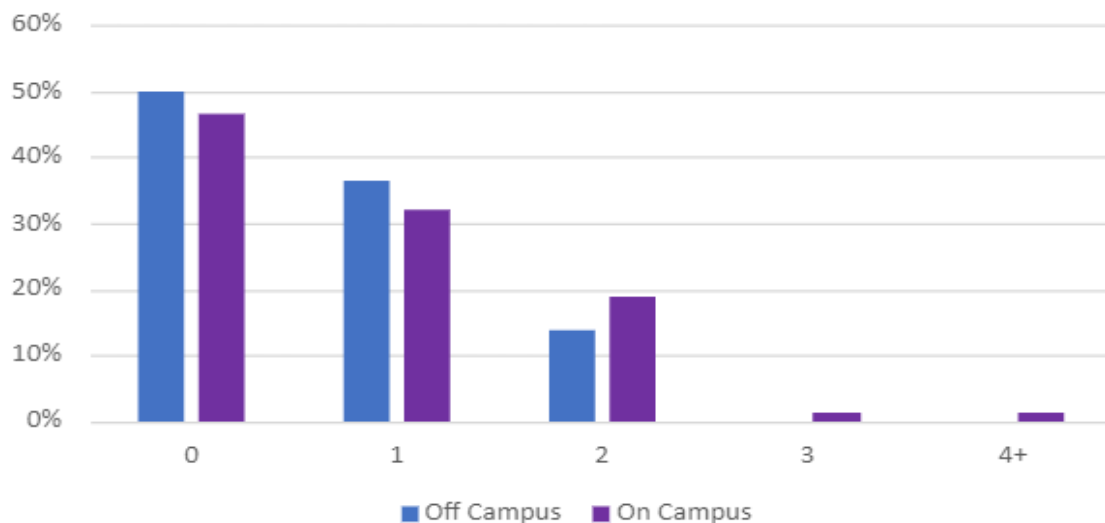
Table 3: Off Campus Involvement Based on Living Situation



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Students who live on campus are not only more likely to be involved in a student organization, but they are also more likely to hold a leadership position. 53.3% of students who live on campus and are in a student organization hold at least one leadership position. Whereas only 50% of students who live off campus hold a leadership position. The biggest difference though is when looking at how many positions students hold. Of the students who live off campus and are involved, only 13.6% hold 2 leadership positions and none hold more than 2. Compared to 21.3% of students who live on campus, and 2.6% of students who hold more than two leadership positions(See Table 4).

Table 4: Leadership Positions Based on Living Situation



Students who live on campus go to more on campus events each week than students who live off campus. On average, 79.4% of on campus students go to an event, whereas only 65.3% of off campus students do. In the survey, students were asked if they felt engaged on campus outside of classes. The answers between on campus students and off campus students were very different, with 59.8% of students who live on campus saying that they feel engaged on campus. However, only 33.3% of off campus students feel engaged outside of classes. On campus students are almost twice as likely to feel engaged on campus than off campus students. Living on campus in the past also affects how engaged students feel; 40.4% of students who have lived on campus in the past feel engaged compared to only 20% of students

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who have never lived on campus feel engaged. Currently living on campus and living on campus in the past has a positive impact on how engaged students feel on campus. Students who live on campus are the most likely to feel engaged and students who have never lived on campus feel the least engaged on campus.

Chi-square Test for Independence On Campus versus Off Campus

In order to analyze if living on campus versus off campus affects involvement, a chi-square test for independence was used. "Chi-Square - Sociology 3112, n.d." was used to ensure the accuracy of the information below. A chi-square test determines whether or not two variables are related to each other. If they are not related then they are independent of each other. When administering a chi-square test there are a few assumptions that must be met. The first is that the data must be randomly selected, and the survey used for this study was sent out to a random set of students. The second is that the variables must be nominal or ordinal. For this study, I looked at whether students are involved in at least one organization with a simple yes or no and did they live on campus, yes or no. Table 5 shows the results of the survey on whether or not students are involved on campus.

Table 5. Actual Results of Being Involved On Campus and Living Situation

		Involved On Campus	
		yes	NO
Living On Campus	yes	75	22
	NO	44	28

The next part of using a chi-square test is determining the null and alternative hypotheses. The null hypothesis(H_0) assumes that there is no relationship between the variables and the alternative(H_1) hypothesis assumes there is a relationship.

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H₀: There is no relationship between living on campus and being involved on campus.

H₁: There is a relationship between living on campus and being involved on campus.

Table 1 has the results from the survey that was sent out. The next step in using a chi-square test is to find the expected frequency of each cell if there is no relationship between the two variables. Table 6 shows that if there is no relationship between living on campus and being involved on campus then 68 students would live on campus and be involved. However, what the actual survey showed was that 75 students lived on campus and were involved.

Table 6. Expected Results of Being Involved On Campus and Living Situation

		Involved On Campus	
		Yes	No
Living On Campus	Yes	68.3	28.7
	No	50.7	21.3

To find the chi-square statistic we use the formula,
$$\chi^2 = \sum \frac{(O - E)^2}{E}$$
 ("Chi-Square - Sociology 3112", n.d.). Which is then applied to the results from the survey and expected results. This gives a chi-square statistic of 5.2114. The next step was to compare the statistic of 5.2114 to the critical statistic. To find the critical statistic it is necessary to have the alpha, which represents the probability of the results being because of chance (*Alpha & Beta*, 2023). In social sciences, an alpha of 0.05 is used ("Chi-Square - Sociology 3112", n.d.). It is also necessary to find the degrees of freedom which is "the maximum number of logically independent values, which may vary in a data sample" (Ganti, 2023). The degrees of freedom are found using Table 1, which is the number of columns minus one multiplied by the number of rows minus one. For the 2 x 2 table used in this study, the degrees of freedom are (2-1) x (2-1) = 1. Looking at a chi-square table, with an alpha of 0.05 and 1 degree of freedom gives a critical statistic of 3.84 (See Appendix C, "Interpreting the Results"). Comparing the obtained statistic of 5.2114 and the

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critical statistic of 3.84, the obtained statistic is greater. This results in the null hypothesis being rejected. By rejecting the null hypothesis, the alternative hypothesis is supported by showing there is a statistically significant relationship between the two variables.

Chi-square Test for Independence Living On Campus in the Past

In order to answer the research question “Are students who have lived on campus in the past more likely to be involved in on-campus activities than students who have never lived on campus?”, another chi-square test was conducted.

H_0 : There is no relationship between living on campus in the past and being involved on campus.

H_1 : There is a relationship between living on campus in the past and being involved on campus.

Table 7 represents the results from the survey and Table 8 represents the expected results if there is no relationship between being involved on campus and living on campus in the past.

Table 7. Actual Results of Being Involved On Campus and Living On Campus in the Past

		Involved On Campus	
		Yes	No
Lived On Campus	Yes	33	14
	No	11	14

Table 8. Expected Results of Being Involved On Campus and Living On Campus in the Past

		Involved On Campus	
		Yes	No
Lived On Campus	Yes	28.7	18.3
	No	15.3	9.7

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The procedures described above resulted in a chi-square statistic of 4.7183. Once again, a critical statistic of 3.84 is used since the alpha is 0.05 and the degree of freedom is 1. The null hypothesis can be rejected since 4.7183 is greater than the critical statistic of 3.84. Thus, the alternative hypothesis is supported meaning that there is a statistically significant relationship between involvement on campus and living on campus in the past. Not only are students who live on campus more likely to be involved than students who live off campus, but students who have lived on campus in the past are more likely to be involved than students who have never lived on campus. This indicates that living on campus continues to have a positive impact on engagement even once students no longer live on campus.

VI. Summary

In my personal experience, I saw the effects living on campus had on student engagement. I spent two years working as a Resident Assistant (RA) and I saw my residents make friends on the floor, join different organizations, and overall be engaged in all areas on campus. However, I saw that my classmates and friends who lived off campus had a different experience. They went to classes and then left campus to work and go home. When I would ask them if they wanted to go to an event on campus they often didn't even know that it was happening. It felt like students who lived off campus were disengaged from on campus activities. I wanted to see if research also showed what I saw in my own experience. When looking at recent studies researching student engagement and living on campus there seemed to be at best a small positive relationship (Pascarella and Terenzini, 2005). This however, was different from what I personally experienced on campus. This led me to conduct a study to see if on-campus living did have a positive impact on student involvement. Thus the purpose of this thesis was to see if there was a positive statistical relationship between living on campus and student involvement.

The study found that living on campus appears to play a significant role in student involvement and feeling engaged on campus. These results can be seen not only by the

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statistically significant relationship between on campus students and involvement, but also by the quantitative analyses of the data. Not only does living on campus mean that students are more likely to be in student organizations, but it also makes them more likely to be involved in multiple organizations. Students who live on campus are more likely to hold leadership positions, go to more events on campus, and feel more engaged than their counterparts. Living on campus has a significant positive impact on student involvement.

Living on campus continues to have a positive impact on students' involvement even once they move off campus. There is a statistically significant relationship between living on campus in the past and involvement on campus. Students who have lived on campus in the past are more likely to be involved in an organization and more likely to be involved in multiple organizations than students who have never lived on campus. Perhaps the biggest difference between these two groups though is how engaged the students feel. Only one in five students who have never lived on campus feel engaged on campus. This is compared to two in five students who have lived on campus in the past.

An important variable that impacted involvement for off campus students was whether or not students walk to campus or commute. Students who live within walking distance are more likely to be involved in at least one organization than students who commute to campus. However, when looking at off campus students who were involved in at least one organization, commuting students were actually more likely to be involved than students who live within walking distance. It is possible that this is due to the low number of participants in the study or even the fact that the students who commute to campus have more motivation to be involved because it takes more work on their part. However, further research would be needed to make conclusions on why that might be.

Students who live on campus are more likely to be involved than any other students. The students who are least involved are those who have never lived on campus. This shows that on campus living has a positive impact on involvement on campus. It continues to have a

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positive impact, though not as strong, even once students move off campus. The results show that on campus living has a strong positive impact on involvement, and it also helps students feel more engaged. While this study cannot say whether or not on-campus living impacts student engagement as a whole, it does show that it greatly impacts student involvement.

There were a few limitations of the study. The total number of responses used was 169 students with 97 students living on campus and 72 students living off campus. Which means that the sample was smaller than desired, and in turn limits the validity of the study. Another limitation of the study was that there were only 25 students who had never lived on campus, which once again limits the validity. The last limitation of the study was the research was conducted at a regional comprehensive university and may not be applicable to other institutions.

Future research should include looking at student engagement through multiple lenses and not only involvement in student organizations. Previous studies, as outlined in the literature review, have shown that living on campus has less of an effect on engagement than it used to and it would be interesting to see why that is. Is it because of technology, which means that students feel more connected nowadays? Or is it because campuses are getting larger throughout the country? Does the type of college play an important role in student engagement? At smaller colleges, even if students live off campus they often do not live very far away. Whereas, at larger colleges students often have to travel farther to get to campus. It would be interesting to see if large versus small campuses have different outcomes for student engagement when looking at on campus students versus off campus students.

This led to the study that I conducted to see if statistics backed up my own findings. Which my study did conclude, finding that students who live on campus are more likely to be involved, go to events on campus, and have executive positions in their organizations.

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Research has shown that student engagement has a significant impact on the success of a student, both academically and socially, while attending higher education. The literature review identified that on-campus living had a small indirect effect on student engagement. However, my experiences in higher education and as an engaged student found the effect to be much more direct. The results of this study are important because it proves that living on campus has a positive impact on students' college experience. College is much more than simply academics, students who live on campus have a more well-rounded college experience as a result of their level of engagement, furthering their development and success as a student.

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Appendix A

[Survey Questions for Participants to Complete Document](#)

Honors Thesis

Start of Block: Block 1

Project Title: The Effects of Living On-Campus vs. Off-Campus on Student Engagement

You are invited to participate in a research project conducted through the University of Northern Iowa. The following information is provided to help you make an informed decision about whether or not to participate. The study is designed to see if there is a statistical relationship between students' living situations and how involved a student is On-Campus.

It is being conducted through an online survey that should take approximately 5 minutes to complete and asks for general background information and information on how involved you are On-Campus. The study is anonymous; however, no guarantees can be made regarding the interception of data transmitted electronically. Risks for participation are similar to those experienced in day-to-day life. There are no direct benefits for participants, but this research may generate important information about the effects students living situations have on student engagement. Your participation is completely voluntary. You are free to withdraw from participation at any time or to choose not to participate at all.

If you have questions regarding your participation in this study or about the study in general, please contact the lead investigator, Megan Carlson at carlsmal@uni.edu or the project investigator's faculty advisor Nick Rafanello at the Department of Housing and Dining, University of Northern Iowa at nicholas.rafanello@uni.edu. For answers to questions about the rights of research participants and the research review process at UNI, you may contact the office of the IRB Administrator at 319-273-6148.

Agreement

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

Click to Proceed

End of Block: Block 1

Start of Block: Default Question Block

Q1 What is your student classification?

- Undergraduate (1)
- Graduate (2)

Skip To: End of Survey If What is your student classification? = Graduate

Q27 What is your course load?

- Part-Time (less than 12 credit hours) (1)
- Full-Time (12 credit hours or more) (2)

Skip To: End of Survey If What is your course load? = Part-Time (less than 12 credit hours)

Q28 What types of classes are you enrolled in?

- Online Only (1)
- Hybrid (2)
- In Person (3)

Skip To: End of Survey If What types of classes are you enrolled in? = Online Only

Q2 How old are you?

- Younger than 18 (1)
- 18-19 (2)
- 20-21 (3)
- 22-23 (4)
- 24-25 (5)
- 26+ (6)

Skip To: End of Survey If How old are you? = Younger than 18

Skip To: End of Survey If How old are you? = 26+

Page Break

Q3 What year are you?

- 1st Year (1)
- 2nd Year (2)
- 3rd Year (3)
- 4th Year (4)
- 5th Year (5)
- 6th Year or beyond (6)

Page Break

Q4 Do you live on campus?

- Yes (1)
- No (2)

Display This Question:

If Do you live on campus? = Yes

Q5 How many years have you lived on campus?

- 1 (1)
- 2 (2)
- 3 (3)
- 4+ (4)

Display This Question:

If Do you live on campus? = Yes

Q6 What type of residence hall do you live in?

- Traditional (1)
- Apartment/Suite Style (2)

Display This Question:

If Do you live on campus? = No

Q7 What is your living situation? (select all that apply)

- Within walking distance of campus (1)
- Commuting to campus (2)
- Living with family (3)

Display This Question:

If Do you live on campus? = No

Q8 Have you lived on campus in the past?

- Yes (1)
- No (2)

Display This Question:

If Have you lived on campus in the past? = Yes

Q9 How many years did you live on campus?

- 1 (1)
- 2 (2)
- 3 (3)
- 4+ (4)

Page Break

Q10 What is your current employment status?

- Not Employed (1)
- Employed part-time, on campus (2)
- Employed part-time, off campus (3)
- Employed full-time, off campus (4)

Display This Question:

If What is your current employment status? != Not Employed

Q11 Approximately how many hours per week do you work?

- 0 (1)
- 1-5 (2)
- 6-10 (3)
- 11-15 (4)
- 16-20 (5)
- 21-25 (6)
- 26+ (7)

Page Break

Q12 How many student organizations are you in?

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 or more (6)

Display This Question:

If How many student organizations are you in? != 0

Q13 What types of student organizations are you involved in? (select all that apply)

- Academic (1)
 - Business (2)
 - Education & Awareness (3)
 - Ethnic & Cultural (4)
 - Events & Entertainment (5)
 - Fraternities & Sororities (6)
 - Honor Societies (7)
 - Language (8)
 - Music (9)
 - Politics & Activism (10)
 - Publications & Media (11)
 - Religion & Spirituality (12)
 - Service & Volunteering (13)
 - Sports & Recreation (14)
 - Technology (15)
 - Theater & Arts (16)
-

Display This Question:

If How many student organizations are you in? != 0

Q14 How many leadership positions do you hold in the organizations you are involved in?

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4+ (5)

Page Break

Q15 In an average week, how many events on campus do you attend?

- 0 (1)
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4 (5)
 - 5 (6)
 - 6 (7)
 - 7 (8)
 - 8 (9)
 - 9 (10)
 - 10+ (11)
-

Q16 In an average week, how many hours do you spend attending student organization events?

- 0 hours per week (1)
- 1-3 hours per week (2)
- 4-6 hours per week (3)
- 7-9 hours per week (4)
- 10-12 hours per week (5)
- 13-15 hours per week (6)
- 16+ hours per week (7)

Q17 In an average week, how many hours do you spend attending other events on campus?
Examples being sporting events, fine arts performances, guest speakers, etc.

- 0 hours per week (1)
 - 1-3 hours per week (2)
 - 4-6 hours per week (3)
 - 7-9 hours per week (4)
 - 10-12 hours per week (5)
 - 13-15 hours per week (6)
 - 16+ hours per week (7)
-

Q18 In an average week, how many hours do you spend in study groups or using tutoring services at UNI?

- 0 hours per week (1)
 - 1-3 hours per week (2)
 - 4-6 hours per week (3)
 - 7-9 hours per week (4)
 - 10-12 hours per week (5)
 - 13-15 hours per week (6)
 - 16+ hours per week (7)
-

Page Break

Q19 Outside of attending classes do you feel like you are actively engaged with activities on campus?

Yes (1)

No (2)

Display This Question:

If Outside of attending classes do you feel like you are actively engaged with activities on campus? = No

Q21 Please share any reasons why you do not feel actively engaged on campus.

Q20 Would you like to be more engaged or involved on campus than you currently are?

Yes (1)

No (3)

Page Break

Display This Question:

If Do you live on campus? = No

Q22 Do you think you would go to more campus events if you lived on campus?

Yes (1)

No (2)

End of Block: Default Question Block

Appendix B

IRB Approval

Date: 4-27-2023

IRB #: IRB-FY23-47

Title: The Effects Students' Living Experiences Have on Their Engagement in College

Creation Date: 1-24-2023 End Date:

Status: **Approved**

Principal Investigator: Megan Carlson

Review Board: University of Northern Iowa - IRB Sponsor:

Study History

Submission Type Initial

Review Type Exempt

Decision **Exempt**

Key Study Contacts

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Initial Submission

[Full IRB Approval Document](#)

Appendix C

Percentage Points of the Chi-Square Distribution

Degrees of Freedom	Probability of a larger value of χ^2								
	0.99	0.95	0.90	0.75	0.50	0.25	0.10	0.05	0.01
1	0.000	0.004	0.016	0.102	0.455	1.32	2.71	3.84	6.63
2	0.020	0.103	0.211	0.575	1.386	2.77	4.61	5.99	9.21
3	0.115	0.352	0.584	1.212	2.366	4.11	6.25	7.81	11.34
4	0.297	0.711	1.064	1.923	3.357	5.39	7.78	9.49	13.28
5	0.554	1.145	1.610	2.675	4.351	6.63	9.24	11.07	15.09
6	0.872	1.635	2.204	3.455	5.348	7.84	10.64	12.59	16.81
7	1.239	2.167	2.833	4.255	6.346	9.04	12.02	14.07	18.48
8	1.647	2.733	3.490	5.071	7.344	10.22	13.36	15.51	20.09
9	2.088	3.325	4.168	5.899	8.343	11.39	14.68	16.92	21.67
10	2.558	3.940	4.865	6.737	9.342	12.55	15.99	18.31	23.21
11	3.053	4.575	5.578	7.584	10.341	13.70	17.28	19.68	24.72
12	3.571	5.226	6.304	8.438	11.340	14.85	18.55	21.03	26.22
13	4.107	5.892	7.042	9.299	12.340	15.98	19.81	22.36	27.69
14	4.660	6.571	7.790	10.165	13.339	17.12	21.06	23.68	29.14
15	5.229	7.261	8.547	11.037	14.339	18.25	22.31	25.00	30.58
16	5.812	7.962	9.312	11.912	15.338	19.37	23.54	26.30	32.00
17	6.408	8.672	10.085	12.792	16.338	20.49	24.77	27.59	33.41
18	7.015	9.390	10.865	13.675	17.338	21.60	25.99	28.87	34.80
19	7.633	10.117	11.651	14.562	18.338	22.72	27.20	30.14	36.19
20	8.260	10.851	12.443	15.452	19.337	23.83	28.41	31.41	37.57
22	9.542	12.338	14.041	17.240	21.337	26.04	30.81	33.92	40.29
24	10.856	13.848	15.659	19.037	23.337	28.24	33.20	36.42	42.98
26	12.198	15.379	17.292	20.843	25.336	30.43	35.56	38.89	45.64
28	13.565	16.928	18.939	22.657	27.336	32.62	37.92	41.34	48.28
30	14.953	18.493	20.599	24.478	29.336	34.80	40.26	43.77	50.89
40	22.164	26.509	29.051	33.660	39.335	45.62	51.80	55.76	63.69
50	27.707	34.764	37.689	42.942	49.335	56.33	63.17	67.50	76.15
60	37.485	43.188	46.459	52.294	59.335	66.98	74.40	79.08	88.38