

Campus Culture and Student Housing

Charge: Consider the case for more student housing – will greatly improve retention and the quality of the educational experience. Better campus feel and culture will help attract more and better talented students. Additional campus jobs will help. Can the land on the north side of campus be integrated into campus life? New student center should help nurture additional activity.

Team: Hayward Guenard, Joshua Manlove, Kyle McCool, L'Meese Osborne and Sarah Reed

Current status: Research indicates that students who live on campus have higher GPA's, are more likely to persist, are more likely to be involved in campus programs, and are more open to diversity. Research also suggests that students consider recreational and exercise facilities and open space very important when selecting a college.

Action Item Recommendations:

- Assess the feasibility of developing new and improved residential facilities
- Assess the feasibility of remodeling existing recreation facilities and develop new facilities
- Develop a multicultural center in a prominent and centrally located area of the campus
- Develop new indoor and outdoor informal gathering spaces that are distributed across campus.

Implementation Strategy:

- ✓ Develop a housing master plan that includes stronger academic components, remodeling of existing facilities, and addition of a traditional dining hall
- ✓ Ensure that the rental fees are competitive in the marketplace
- ✓ Create a vision for the development of recreation facilities
- ✓ Ensure that participation and usage fees are competitively priced
- ✓ Establish a committee to investigate the feasibility of establishing a multicultural center on campus, and identify best practices from peer institutions
- ✓ Increase the number and locations of indoor informal gathering spaces and outdoor seating

Student Housing Team and Campus Culture Team
Final Report
April 1, 2007

Participating Members: Hayward Guenard, Sarah Reed, Kyle McCool, Jack Wagoner, Kathy Johnson, Josh Manlove, L'Meese Hope Osborne, Bart S. Ng

I. Introduction

The Student Housing Team and Campus Culture Team were combined in December, 2006 to form the Student Housing and Campus Culture Team. The team gathered and reviewed relevant data related to the IUPUI Campus Culture and Student Housing. The committee feels promoting positive interactions among diverse groups of students, faculty and staff is essential to student success, developing increased greater openness to diversity on campus, and preparing students to function effectively in a diverse society. To accomplish this goal, a campus must have facilities that foster community and allow for informal and formal interaction amongst the campus community members.

Currently, IUPUI is focusing on increasing the retention of students. The Student Housing and Campus Culture Team recommends the development of new student spaces and facilities. It is important that any new facilities constructed are designed to ensure that the final cost per student is as low as possible.

The specific strategies recommended by our team are:

1. The development of new student housing,
2. The development of a recreation facility,
3. The development of a multicultural center, and
4. The development of more indoor and outdoor informal gathering spaces

II. Summary Statement

Our committee had a chance to meet three times over the past three months. In our initial conversation, we brainstormed what culture meant. We concluded that this is a very broad topic and would be hard to agree on one answer. We also concluded that student spaces and campus facilities indirectly impact campus culture. Our intent, within the scope of our proposal, is that culture will be derived naturally from the suggestions we are making. We also wanted to be careful not to insinuate that there is not already culture and pride among our students. IUPUI is made up of many different student types, from age to race to economic status. Each of these groups brings a different, but important dynamic to our campus.

Pride is instilled in IUPUI students from the time they officially become a student at new student orientation. Consider the following (gathered from the 2004 and 2006 New Student and Transfer Student Orientation Survey results):

- In 2006, 95% of beginning students strongly agreed or agreed that they felt welcomed and connected to IUPUI versus 89% in 2004.
- In 2006, 85 % of beginning students strongly agreed or agreed that they felt a sense of pride toward IUPUI versus 82% in 2005.

- In 2006, 92% of transfer students strongly agreed or agreed that they made a successful transition to IUPUI.
- In 2006, 95% of transfer students strongly agreed or agreed that they felt welcome at IUPUI.

III. Assessment Issues:

On Campus Living

- a. Research indicates that students who live on campus have achieved higher grade point averages than students who did not live on campus (Kanoy & Bruhn, 1996; Nowack & Hanson, 1985; Pascarella, Bohr, Nora, Zusman, Inman, & Desler, 1993).
- b. Research indicates that students who live on campus are more likely to persist in college than students who did not live on campus (Galicki & McEwen, 1989; Herndon, 1984; Thompson, Samiratedu, & Rafter, 1993).
- c. Research indicates that students who live on campus were more likely to develop a sense of personal accomplishment and other social skills (Chickering & Kuper, 1971; Pascarella & Terenzini, 1991; Pascarella, Terenzini, & Blimling, 1994; Pike, 2002).
- d. Research indicates that students who live on campus are more likely to be involved in campus programs and to take part in extracurricular activities than students who do not live on campus (Blimling, 1993; Chickering, 1974; Pascarella, 1985).
- e. Pike (2002) found that living on campus was directly associated with significantly higher levels of openness to diversity than their peers who were living off campus.

<http://publications.naspa.org/cgi/viewcontent.cgi?article=1179&context=naspajournal>

- f. Flowers (2004) found that African American students who lived on campus reported significantly higher gains in personal and social development than African American students who did not live on campus

<http://publications.naspa.org/cgi/viewcontent.cgi?article=1334&context=naspajournal>

- g. Campuses that have strong linkages between academic and student affairs are more likely to have a supportive learning environment.

<http://publications.naspa.org/cgi/viewcontent.cgi?article=1573&context=naspajournal>

- h. The 2005 IUPUI Residential Satisfaction Survey, Ball residents indicated that food service is a major concern of the residents with 85% reporting they are dissatisfied with the food options and 90% reporting that they would enroll in a meal plan if it met their needs.
- i. The 2007 duke report of the Campus Culture Initiative Steering Committee cited that there is the compelling need to address the segmented dining practices and facilities that function as food courts rather than opportunities and places for community interaction.

<http://www.dukenews.duke.edu/reports/ccireport.pdf>

Recreation Facilities

- a. According to the IUPUI 2005 continuing student Satisfaction Survey, 25% of students have indicated a high dissatisfaction with the lack of availability of on-campus recreational facilities (this was one of the top five highest rated areas of dissatisfaction.)
- b. Recreational sports increases competitiveness in the higher education marketplace. New facilities have a significant impact on student involvement in recreational sports (Turman, 2000).
- c. Belch, H.A., Gebel, M., and Mass, G. M. (2001) suggest that freshmen who used the campus recreation facilities persist at a greater rate and earn higher GPAs than their counterparts who do not use the campus recreation facilities.
- e. The Association of Higher Education Facility study (2005) found that students deemed the following campus facilities/spaces as "extremely important" or "very important" when they were selecting a college:
 - Exercise facilities 35.6%
 - Open space 34.4%
 - Student recreation facilities 32.3%

Multicultural Center

- a. The 2005 report on minority enrollment by the American Council on Education reveals that students from underrepresented groups continue to lag behind white students in their graduation rates and in the total percentage of students who attend college after high school. Representation of diverse racial and ethnic groups among university faculty also lags significantly in proportion to their presence in the general population.

Academy American Association of State Colleges and Universities and National Association of State Universities and Land-Grant Colleges. (2005). *Now Is The Time Meeting The Challenge For A Diverse*. Washington, DC.

- b. Nationally, African American students on predominately White campuses have lower levels of persistence, academic achievement, enrollment in advanced degrees and psychosocial adjustment.

Allen, W.R. and Epps, E.G. (1991). *College in black and white: African American students in predominantly White and historically Black public universities*. State University of New York Press.

- c. According to the IUPUI Diversity Performance Indicators, the first to second year retention rate for African American and other minority students has decreased. The retention rate for minority students, and particularly African American (60%) students, is lower than the overall campus rate (65%).

Indiana University Purdue University Indianapolis. (n.d.). *IUPUI diversity performance indicators*. Retrieved March 7, 2007 from http://www.iport.iupui.edu/performance/perf_diversity.htm#rgdivst

- d. In the “Through Our Eyes” document prepared by the Black Student Initiative, made the request for “A Black Student Center to house an area for African American culture” (internal document, November 2, 2006).

Informal and Formal Spaces

- a. According to the 2006 IUPUI NESSE data, 23% of the students have been dissatisfied with the lack of comfortable areas to relax or socialize between classes. 78% of students indicated that this is important. Additionally, IUPUI scored lower in quality of relationships with other students and participation in physical fitness activities than our peer institutions

- b. As stated in an article written by Chism and Bickford (2002), “learning spaces have an important symbolic value for those within the academic community. Creating spaces thoughtfully and with the involvement of users, providing adequate resources for aesthetics, comfort, and functionality, and maintaining them to high standards are actions that say that **n** institution cares about teaching and learning and regards them as central activities to its mission.”

Chism, N.V. & Bickford, D.J. (2004). Improving the environment for learning: An expanded agenda. *New Directions for Student Services* (92).

- c. The team could not locate other significant assessment data related to informal gathering spaces on campus. Further, the team noted that the Campus Center will

provide much needed spaces. However, there will still be a need for more outdoor benches, green space, and interior gathering spaces.

d. The team noted that there is an ongoing campus committee, the Learning Environments Committee, which is devoted to the retention of IUPUI students, by creating and evaluating informal learning spaces on campus. We were unable to locate the data associated with the informal learning spaces in the ES corridor, but believe that this data is available and should be considered when developing future informal learning spaces.

IV. Strategy Formulation and Suggestions for Implementation

1. Residential Facilities: In general, members of our team believed that new residential facilities should be more traditional style residence halls. **We recommend that IUPUI assess the feasibility of developing new residential facilities, a traditional dining hall and the remodeling of Ball Hall.**

- a. Assess current housing facilities and financial stability.
- b. Develop a housing master plan that includes a traditional dining hall and supports the mission and master plan of IUPUI.
- c. Identify and consider stronger academic components to housing including, but not limited to, faculty in residence and link courses.
- d. Ensure that future dining facilities are oriented towards community building among students, faculty, students, and staff. Future dining facilities should not be run merely as a profit center, but rather be an investment by the university in the social and cultural environments of the IUPUI community.
- e. Ensure that the rental fees of any new housing are competitive with the marketplace.
- f. Ensure that significant social spaces are located throughout the facility(ies)

2. Recreational Facilities: As the preeminent health science campus, IUPUI should have a variety of recreation and student fitness facilities that are both easily accessible, student centered and financially affordable.. **We recommend that IUPUI assess the feasibility of remodeling existing recreation facilities and develop new facilities.**

- a. Establish recreation as part of the comprehensive campus plan.
- b. Create and maintain a vision for the development of recreation facilities, a vision that supports the mission and master plan of IUPUI
- c. Assess current recreation facilities to identify opportunities to utilize these facilities in new and innovative ways to increase student usage.
- d. Develop a process for designing sustainability into current and new recreational facilities.
- e. Ensure that participation and usage fees are competitively priced for students.

3. Multicultural Center: According to the IUPUI Diversity Vision, Mission and Goals, “IUPUI is committed to promoting an environment that respects and celebrates diversity, that appreciates individual differences, and that builds on collective talents and

experiences for the benefit of the larger societal good. Accordingly, IUPUI's view of diversity goes well beyond facilitating equality of opportunity. It supports the fullness of diversity--creating systems that encourage creativity and innovation; sensitizing people in the organization to issues of culture; and creating an environment that supports multiple perspectives and initiatives". Additionally, IUPUI has established as a goal to recruit, enroll, retain and graduate a diverse student body.

Therefore, the action recommends that IUPUI develop a multicultural center in a prominent and centrally located area of the campus.

- a. Identify a preexisting committee or establish a new committee to investigate the feasibility of establishing a multicultural center on campus.
- b. The committee should be diverse and comprised of faculty, staff and students.
- c. Assess campus perceptions and needs related to a multicultural center
- d. Identify theoretical constructs and best practices from peer institutions

4. Gathering Spaces: As an urban comprehensive institution, IUPUI has relatively few gathering spaces for students to engage with each other socially, participate in extramural activities, or work collaboratively on academic activities. The effects of this space shortage have been exacerbated by the lack of a campus center. Planning for a campus center began in earnest during the mid-1990s and IUPUI is finally poised to enjoy the benefits of a world-class facility, opening in January 2008. The IUPUI Campus Center will include 5 levels of formal and informal gathering spaces, food courts, lounges, game rooms, and a theater, in addition to many offices that serve the needs of students. Yet, while the Campus Center will assist with adding more gathering spaces, these spaces will be located in one central location. The committee has identified that more informal gathering spaces are needed consistently across the campus. **We recommend that funds be identified and set aside to develop new indoor and outdoor informal gathering spaces that are distributed across campus. These spaces should be included in short term and long term master planning to ensure adequate coverage across campus.**

- a. Assess current gathering spaces
- b. Create a vision for the development of new gathering spaces that supports the mission and master plan of IUPUI.
- c. Increase the number and locations of outdoor seating.
- d. Increase the number and locations of indoor informal gathering spaces.

V. Conclusion

In conclusion, our committee recognizes that IUPUI has numerous facilities, activities and committees that promote culture. However, with additional affordable facilities, programs and on campus housing and dining opportunities for students to live on campus, we believe that the IUPUI culture and experience for our students will be enhanced.