

Consideration of a Residential Living Requirement  
The University of New Mexico

Institutional Support Services  
Enrollment Management

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## Executive Summary

Early in Fall 2016 President Frank asked Institutional Support Services (ISS) and Enrollment Management (EM) to conduct a full evaluation of the feasibility of implementing a residential requirement for new freshmen to live on campus. Milestones of key decision points were aligned with a calendar that would allow an administrative review of the recommendation by the end of Spring 2016. This timing is critical to allow required lead time to communicate any changes to prospective students who start the application cycle in Summer of 2016 for entry into the university in Fall 2017.

The subsequent portfolio that is detailed here includes perspectives from residential life as well as data driven analysis of residence hall capacity to support a live-in requirement; student success benefits of living on campus; affordability and safety considerations; projected enrollment impact of requiring students to live on campus; and various policy considerations.

There is close to universal agreement among college and university administrators regarding the benefits of students living on campus. The advantages of enhanced student engagement, proximity to academic support, development of community, personal safety, no commute stress and many others should make the decision to live in campus residence halls indisputable for students and families. Surveys of those living in UNM housing seem to echo the sentiment that the environment is beneficial for all with very positive feedback of nearly 93% satisfied or very satisfied with their experience.

A primary question ISS and EM needed to answer pertains to the ability to accommodate the beds needed under a live-in requirement. Capacity had been an issue in past deliberations regarding a residential live-in requirement but the doubling of beds through the ACC partnership suggested a more precise assessment should take place. Ultimately, 347 more students would have been required to live on campus based on their permanent residence of over 30 miles from UNM. The UNM/ACC inventory had room for 477 more students so there is capacity with a margin for some growth.

We believe the most important criterion that should drive recommending this action are student outcomes. While most administrators enthusiastically endorse campus living, it is common for research efforts to indicate very little or no difference in student outcomes of those living on campus and those living off campus when controlling for preparation and socio-economic status variables such as high school grade point average, ACT/SAT scores, financial need and parental educational attainment. What is important in this evaluation is to look at internal data for meaningful student success metric comparisons because every student body is different and every campus living experience is different.

In recent years the disparity of success for those living on campus over students not living on campus has grown. In 2009 and 2010, the cohort retention rates varied by a few percentage points among on and off campus students but by 2014 the freshman cohort students living on campus had an 85.6% retention rate to the 2<sup>nd</sup> fall semester compared to 75.6% for those living off campus. The completion rates are also significantly better for students living on campus their first year. Six-year graduation rates for the 2009 cohort on campus were 52.4% compared to 45.6% for off campus; the five-year graduation rate was 41.2% for on campus and 33.4% for off campus; and the four-year rates were 21.2% for first-year on campus compared to 14.5% off campus. Despite a statistically significant difference in entry characteristics, the student success comparisons provide the most compelling rationale for implementing a residential living requirement. Students living on campus succeed at much higher rates than those living off campus and integration of these populations in the campus living environment will undoubtedly promote a culture of completing on-time.

As mentioned previously, it would seem an easy decision to choose to live on campus. However, the choice is not so evident when considering the substantial cost that room and board adds to college cost of attendance. At UNM, residence hall rent and meals are approximately \$9,500 annually compared to a year of tuition and fees at \$7,000. When “where you live and what you eat” costs 35% more than the tuition you pay it gets your attention when considering affordability. Not surprisingly, the 347 beginning freshmen from the 2015 cohort who have a permanent residence greater than 30 miles from UNM and did not choose to live in campus housing had a substantially higher Pell Grant eligibility rate than the rest of the class at 48%. These students would be the target of a live-in requirement and the perceived or real impact of required housing contracts will influence some to choose another university. More importantly, those who do attend UNM and possibly take on higher debt loads to afford the room and board cost, will be subject to higher risk for financial challenges, loan defaults and Bursar holds. This becomes more concerning for New Mexico residents as the Legislative Lottery Scholarship payment for UNM students is scheduled to be reduced by \$11,000,000 beginning in Fall 2017.

The safety and security of our students should also be a core value in this decision. Nearly 100% of our beginning freshmen are traditional students with an average age of just over 18 years old and we should take responsibility for our youngest and most vulnerable population. Our most recent Clery crime reporting period included 30 incidents in campus residential communities for an entire year. In contrast, there were 356 crimes reported within a two-mile radius of the UNM zip code in one recent month. Our beginning freshman are unquestionably safer living on campus.

No institution should consider a residential living requirement without evaluating the negative enrollment impact from dictating where young adults must live and eat. The vast majority of families sending students to college support the idea of living on campus if they are not local but that does not mean there aren't several others who consider the requirement a deal breaker. Universities with deep applicant pools of qualified students easily backfill matriculations vacated due to housing requirements and discreetly support students choosing not to enroll due to financial limitations who also carry a larger risk of attrition. UNM is not in that position and any lost enrollment due to policy should be clearly understood.

Our assessment of the enrollment impact was guided by the most direct approach available. We surveyed the 347 students who chose not to live in campus housing but who would be subject to the requirement to live on campus. The results are very close to what our professional judgement would predict. Approximately 33% of those subject to the requirement would likely choose not to attend UNM. This impact equals 115 students or 3.5% of the class. The number is meaningful and substantial but the fact that it is not greater than predictions should restrict it from being a disqualifier of considering the requirement. Also, the increased retention projected for the population living on campus makes up for possible enrollment loss in the short term. Ultimately, the more effective the housing marketing campaign, the less negative enrollment impact of the requirement.

In conclusion, as with many institutional policy decisions, the effectiveness of a live-in requirement will be determined by details and work at the operational level including processes that manage exceptions, energized marketing, cross-divisional collaboration and reinvigorated campus life to name a few. The compelling values that lead us to recommend proceeding with the live-in requirement for Fall 2017 include student success and safety above all else. The potential enrollment loss in the very short term combined with student affordability and negative financial student outcomes represent the detriment.

## **UNM Residence Life Perspective**

We believe in the positive benefits of a designed and purposeful residential collegiate experience. We would support the UNM President's Office desire to require all freshmen to live in residence halls on campus beginning the fall of 2017; however, we also understand that this is an impactful and challenging change in the current student culture. We would recommend moving to a freshmen live-in requirement with a somewhat liberal exception policy for those who petition as defined in policy and processes. The exception policy will be reviewed for effectiveness as implementation evolves.

This "Required but exceptions available" paradigm would represent a shift from the current "Not required" position allowing for stronger endorsement of the Campus Living Experience without completely eliminating students who would not attend UNM if required to live on campus. Basing the exemptions on documentation that the alternate environment that supports academic pursuits would stay consistent with the goal. While it is a subtle change, it does allow the President's Office to express their philosophical desire for this supportive experience.

There should be a concern that students who have financial constraints face many challenges when attending college and could be the group of students who would most benefit from living on campus. Economic challenges combined with the loss of the benefits of living on campus during the freshman year could negatively impact grades and persistence. However, affordability is a universal concern and potential financial hardships generated by requiring freshmen to live on campus will be considered holistically as a component of the exception process.

Supporting the recommendation for a freshman live-in requirement are the following items:

### UNM's Foundations of Excellence

UNM's Foundations of Excellence contains several themes promoting desired outcomes that can be enhanced through living on-campus including

- Residence halls provide current and potential sources of student exposure to diversity.
- Residence halls are a potential co-curricular source for meeting Student Learning Outcomes.
- Recommendation to expand and rejuvenate Freshmen Academic Choices including residence-based programs.
- Recognition that learning occurs outside the classroom, may have a profound impact on the first year experience and recommending support for out-of-classroom experiences designed to meet Student Learning Outcomes including Residence Life.

### UNM Residence Life & Student Housing Survey Results

UNM Residence Life & Student Housing 2016 Annual Satisfaction Survey indicates the following Residence Hall based factors related to academic performance (January 2016, 37% response rate):

- 92.68% believe their environment is supportive of the academic obligations of a student
- 89.51% have been encouraged to be academically successful

In addition, there was an extremely positive overall satisfaction with the housing experience

- 92.88% were either satisfied or very satisfied

### National Studies

Although referenced by many, data on national studies is challenging to find and may be less important than individual institutional results. Two studies that address benefits of “Living on Campus” include the following:

Kuh, Cruce, Shoup, Kinzie, & Gonyea (2008). Unmasking the effects of student engagement on first-year college grades and persistence. *The Journal of Higher Education*, 79(5), 540-563.

Study finds positive correlation between student engagement and academic performance (GPA & persistence). The college experiences taken into account include living on campus. The study looks at a sense of engagement of which one part is living on campus. “Student engagement in educationally purposeful activities is positively related to academic outcomes as represented by first-year student grades and persistence between the first and second year of college.” This sense of engagement includes educationally purposeful activities. In the UNM Residence Halls, programming efforts are based in a model that promotes just such activities. In addition, the study indicates that such engagement has an even greater benefit on grades and persistence for lower ability students and students of color.

Turley, R. N. L., & Wodtke, G. (2010). College residence and academic performance: who benefits from living on campus?. *Urban Education*, 45(4), 506-532.

The study provides an in-depth analysis of students focusing on the difference in Black/White students and impact on the type of residency during the first-year experience. We believe that the results can be applied to students of color. “Conversely, racial minorities who live on campus may benefit more from the campus living environment because they tend to be more concerned about being academically integrated, interact with faculty more frequently, and are generally more involved in institutional activities.” It should be pointed out that a major outcome of this study was students living off-campus with family are the group that performed poorly whereas students who lived off campus but not with family did as well as students living in residence halls.

## **Housing Capacity Analysis**

Evaluating current housing capacity as it relates specifically to the beginning freshman cohort entering the university is the first step in considering implementation of a live-in campus requirement. This methodology identifies Fall 2015 beginning freshmen students who have a permanent address outside a 30-mile radius from campus and are not living in UNM or ACC housing. This number is then compared with current housing occupancy and capacity to determine if there would be sufficient beds available if these students were required to live on campus. Assumptions include constant numbers of students living on campus who have permanent addresses less than 30 miles from campus and constant numbers of 2<sup>nd</sup> year classification and higher remaining in housing.

Figure 1 below details the conclusion that, based on Fall 2015 conditions, an additional 347 beds would be required to accommodate a live-in policy.

Figure 1. Housing capacity based on current inventory.

<b>Fall 2015 Freshman Cohort</b>		
<b>Permanent Address Miles from Campus</b>	<b>Currently in Housing</b>	<b>Total in 2015 Beginning Freshman Cohort</b>
less than 30	533	2062
less than 40	27	65
less than 50	6	17
less than 60	102	133
60 or More	783	1012
No Zip		38
Grand Total	1451	3327
Total in Cohort >30 Miles	1265	
Total in Cohort >30 Miles Currently Living in Housing	918	
<b>Additional Capacity Required for live-in</b>	<b>347</b>	

Figure 2 itemizes UNM and ACC housing capacity of 477 beds.

Figure 2. UNM and ACC capacity.

<b>Housing Capacity 9/9/15</b>	
UNM Beds	2280
UNM Contracts	1938
UNM Capacity	342
ACC Beds	1892
ACC Contracts	1757
ACC Capacity	135
<b>Total Capacity</b>	<b>477</b>

The one-year analysis of the 2015 beginning freshman cohort indicates a live-in requirement would generate a need for approximately 347 additional beds and that the current UNM/ACC capacity of 477 available beds would meet the demand. Additional years could be evaluated for demand fluctuation based on a live-in requirement if fall housing rosters are available.

The overlay in Figure 3 indicates zip codes outside the 30-mile radius and 234 New Mexico students NOT residing in UNM/ACC housing.





Figure 4. Students' permanent residence outside the 30-mile radius.



### Retention and Graduation Rates

The impact of on-campus residential living on student success is a core value of any consideration of a live-in requirement. UNM data indicate higher academic performance in retention, completion and grade point average for those students living on campus compared to those not living on campus. The residential students do enter with significantly different inputs from high school grade performance and should be expected to have higher performance. However, the intent of live-in policies is not only to foster a positive learning environment but to also integrate all levels of student preparation to facilitate collaboration of all academic backgrounds. The retention to third semester data in Figure 5 is taken from the 2009 and 2010 cohorts also used in graduation rates as well as the most recent 2014 cohort.

Figure 5. Retention to third semester of residence hall students compared to those living off campus.

Cohort	Living Choice	Retention to 3rd Semester
2009	Res Hall	78.16%
2009	No Res Hall	77.35%
2010	Res Hall	75.40%
2010	No Res Hall	72.15%
2014	Res Hall	85.63%
2014	No Res Hall	75.57%

The retention rate for the 2014 cohort has nearly a 10 percentage margin higher than those living off campus. It should be noted that this group of students living on campus also had an exceptionally high grade point average from high school of a 3.5 compared to a 3.3 for those living off campus.

The 6-year graduation rate is the most recent available and it also demonstrates a wide margin of higher success for those who lived in the residence halls their first year. The populations in Figure 6 include 1,365 students on campus and 2,040 off campus. Those living on campus substantially outperform the overall graduation rate and those living off campus are much lower than the overall rate of 49%.

*Figure 6. 6-year graduation rate of living on campus compared to living off campus in first year.*

Cohort	Living Choice	6yr Grad Rate
2009	Res Hall	52.38%
2009	No Res Hall	45.64%

The 5-year graduation rate has a similar margin of difference in Figure 7. The overall 5-year graduation rate for this cohort was 37%.

*Figure 7. 5-year graduation rate of living on campus compared to living off campus in first year.*

Cohort	Living Choice	5yr Grad Rate
2010	Res Hall	41.15%
2010	No Res Hall	33.42%

In alignment with 6-year and 5-year completion rates, 4-year graduation is also significantly higher for those living in campus housing their first year described in Figure 8.

*Figure 8. 4-year graduation rate of living on campus compared to living off campus in first year.*

Cohort	Living Choice	4yr Grad Rate
2011	Res Hall	21.22%
2011	No Res Hall	14.52%

First semester grade point average is slightly higher for those living on campus as shown in Figure 9.

*Figure 9. First semester grade point average of those living on-campus and off-campus.*

SEMESTER 1 GPA FALL 2015 RESIDENTIAL AND NON-RESIDENTIAL BEGINNING FRESHMEN				
	<i>n</i>	Semester 1 GPA	Earned UNM Hours	ACT/SAT Converted
Residential Hall	1451	3.22	15	23.6
No Residential Hall	1876	3.11	15	21.8

Students living in campus residence halls perform better in first semester grade point average but earn about the same amount of credits. Importantly, they persist and graduate at much higher rates than those

living off campus. The differences are so great that these data points warrant consideration of a live-in requirement based on student success alone.

Cultural differences also merit attention as some groups such as the Hispanic population have much more success when living in residence halls their first year compared to American Indian and African-American students who generally have higher rates of retention to the second fall semester and four-year graduation rates when living on campus, but have lower five and six-year completion rates if they originally lived on campus.

Even with some discrepancies to consider, evaluate and mitigate, the fact that students living on campus excel at such high rates to graduation overall should be a compelling argument to require and integrate all eligible students to reside at on-campus residential facilities.

### **Affordability and Safety**

A primary concern regarding live-in housing requirements is the affordability question for those who have decided to not enter into a campus residential contract. Of the 347 students outside of the 30-mile radius opting for off campus housing, Figure 10 shows a disproportionate number are Pell Grant eligible.

*Figure 10. Pell Grant percentage of off-campus students with permanent residence > 30 miles.*

<b>Financial Aid Detail of Students Choosing to Live Off Campus</b>				
	Pell Eligible (PE)	Percent PE	Loans	Percent Loans
<b>347 Students &gt;30 Miles. Perm. Res., Off Campus</b>	165	48%	89	26%
<b>All Other Beginning Freshmen (2980)</b>	1042	35%	826	28%

This scenario does emphasize the greatest concern about requiring students to live on campus. There is a larger representation of the highest need students choosing other living arrangements. While this is not evidence that these students cannot afford to live on campus, it certainly would raise concerns that given the much higher percentage of Pell students in this group, that affordability of attending UNM may hinge on their perception of attaining lower cost living arrangements. Ultimately, does a lack of choice in housing options dictate another college choice or negative financial outcome for these students?

### Safety Consideration

First-year students should be in a far safer environment when living on-campus when compared to living off-campus. Required Clery reporting for campus crime statistics verifies a safe community for students with 30 reported crimes in campus residential communities for the most recent year. In contrast, there were 356 crimes reported within a two-mile radius of the UNM zip code in one recent month.

UNM’s beginning freshmen are nearly all traditional 18-year-old students and protecting the safety of our youngest and most vulnerable population should be a core value in this decision process. It is evident that

our students not living at home are safer on campus than they are away from campus. An example of the safety emphasis is the 24-hour access to La Posada dining area with food and leisure space available to promote a secure student community.

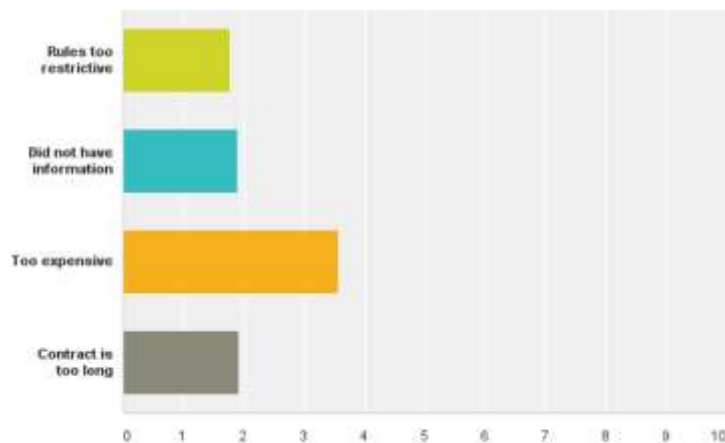
Some recent events have brought emphasis on the living choices of our traditional first-year students and a requirement for them to live on campus may provide some reassurance for families who are making decisions about accommodations for their students.

## Enrollment Impact

It is critical to recognize that a live-in requirement limits student choices and ultimately may impact their decision to enroll. Historically, universities have accepted this consequence based on sound reasoning that students choosing not to enroll due to a mandate to live on campus were higher risk to persist and it is not difficult to backfill a few hundred spots in the freshman class with other qualified admits. UNM is not in this position and attempts to enroll every student above a certain performance threshold who data indicates does have a good chance to be successful. With that perspective, it is imperative to assess the potential enrollment impact and include the information in the decision making process. The most reliable empirical and statistical approach to the assessment is a direct survey of those students who have chosen to not live on campus even though their permanent residence is outside the proposed radius.

The 347 students who have permanent residence outside the 30-mile requirement radius were surveyed to determine why they did not choose campus residence halls and how a live-in requirement would impact their decision to attend UNM. The survey was completed with a 34% response rate of 118 students. This sample size is sufficient for margin of error and confidence levels required for this project. The complete results are available as an appendix but the primary interest is described here. Figure 11 indicates the reasons students did not choose campus housing with the largest influence by far being a perception of the residence halls being too expensive. This category was chosen as the highest or second highest factor by 62% of the respondents with a weighted average score of 3.6 out of 4 points.

Figure 11. Reasons for not choosing to live on campus.



The most important question of the survey inquired how a requirement to live on campus would impact their decision to enroll at UNM. The exact form of the question stated: “If UNM required new freshmen to live on-campus how would that have impacted your college decision?” with response options of “No impact, I would have attended UNM anyway.” “I would not have attended UNM.” and “Not sure.”

Responses are very close to what we would predict. The live-in requirement would not impact 55% of the students, 21% indicate they would not have enrolled at UNM with the mandate, and 24% were not sure. Figure 11 details the data.

*Figure 11. Responses to college choice if there was a live-in requirement.*

Answer Choices	Responses	
No impact, I would have attended UNM anyway.	55.08%	65
I would not have attended UNM.	21.19%	25
Not sure.	23.73%	28
<b>Total</b>		<b>118</b>

Applying the 21% who responded they would not attend plus 12% or ½ of those indicating they are not sure would provide a reasonable estimate of the impact of the requirement on freshmen enrollment. The calculation leads to an assumption that approximately 115 students out of the 347 subject to the requirement would not attend UNM. This estimate assumes some commitment to housing investment in aid that would keep ½ of the “not sure” students enrolled. The impact number could be reduced further by larger investments and lenient exception policies that allow certain hardships to be excused from the requirement.

The potential loss of 115 students is within what we would expect for the implementation of this type of policy. Therefore, it should not have undue influence on the final decision to seek approval. The impact should be recognized and a tuition dollar value of \$608,000 for the one-year loss (and appropriate proration for subsequent years) should be a component of the facts involved in the consideration. The overall values and expected outcomes remain the key issues to consider regarding a recommendation to pursue the requirement.

## **Policy and Process**

### **Policy:**

The University of New Mexico believes student academic success is greatly enhanced by living in campus housing. Therefore, UNM requires all freshmen students to live in main campus housing unless they will be living with a family member within 30 miles of main campus or other qualifying exception. In addition, the University also highly recommends all freshmen regardless of the distance they reside from main campus to live on campus.

Exceptions to the live-in requirement may be requested and will be reviewed on an individual basis. Exceptions will be considered for students who provide documentation that demonstrates that the:

1. Student will be living with a parent, guardian or family member within 30 miles of main campus
2. Student will be at least 20 years of age when the academic year begins
3. Student are domestically partnered, married or have legally dependent children
4. Student has a medical or accessibility circumstance and have applied and been approved for live-in exception through UNM's Accessibility Resource Center
5. Student who can demonstrate that living on campus would present an undue hardship on their ability to attend the University

Process (internal process):

Exception Requests will be granted administratively for those students who meet items 1-4. A committee of individual representing four offices will be established to hear the remaining exceptions. While the individuals may change it would be best if the committee remain somewhat consistent in membership to maintain consistency. The committee will include representatives from:

- Admissions
- Dean of Students Office
- Student Financial Aid
- Residence Life & Student Housing Operations
- Student Affairs – Student Services Area

Types of exceptions the committee can expect to hear for item 5 include

- Financial
- Cultural, spiritual or lifestyle situation
- Perceived policy impact

While the committee could make exceptions as warranted, it could also choose to address exception requests with additional resources, information or recommendations that still allow students to attend UNM and live on campus. Examples would be additional financial aid, recommendation that student select a campus housing option that better meets their needs that they may not be aware of such as single rooms or apartment style housing, or make them aware of ARC's ability to approve an accommodation such as a support animal.

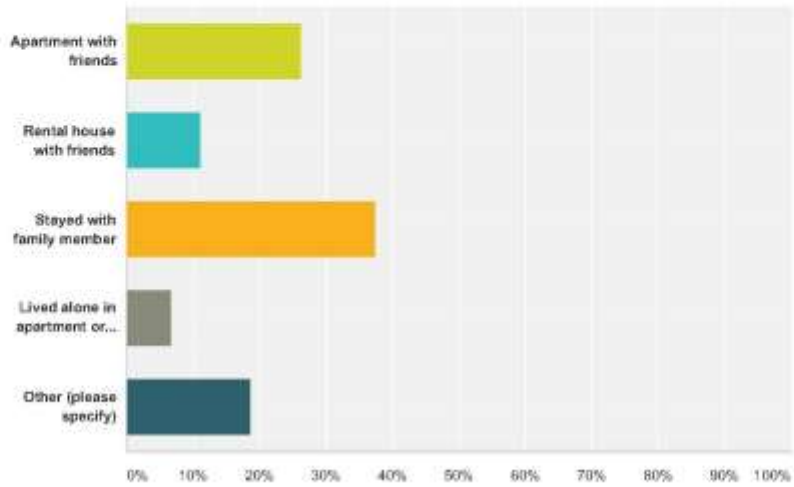
Finally, with this recommendation comes a responsibility for UNM to provide an enriching and exciting residential experience outside the classroom. Co-curricular programming must be engaging and interesting for students living on campus and all who spend time on campus. This environment will need continuous evaluation and improvement with collaboration from several entities including academic affairs, student affairs, institutional support services and others.

## Appendix - Survey Regarding Housing Choice

### UNM Housing Survey

#### Q1 What living arrangements did you choose for your first semester at the University of New Mexico?

Answered: 118 Skipped: 0

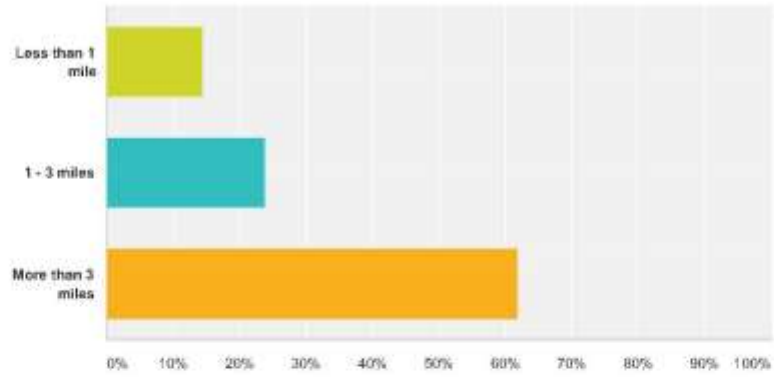


Answer Choices	Responses
Apartment with friends	26.27% 31
Rental house with friends	11.02% 13
Stayed with family member	37.29% 44
Lived alone in apartment or house	5.78% 8
Other (please specify)	18.64% 22
<b>Total</b>	<b>118</b>

UNM Housing Survey

**Q2 How far do you travel one-way from where you currently live to campus?**

Answers: 118 | Skipped: 0



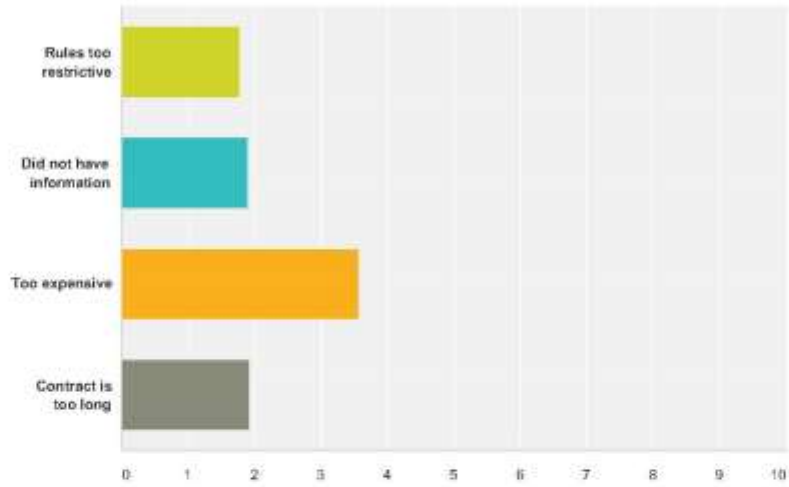
Answer Choices	Responses
Less than 1 mile	14.41% 17
1 - 3 miles	23.73% 28
More than 3 miles	61.86% 73
<b>Total</b>	<b>118</b>



UNM Housing Survey

**Q3 Why did you choose to not live in UNM campus housing your first semester? Rate each reason 0 (no influence) to 4 (most influence).**

Answered: 118 Skipped: 3

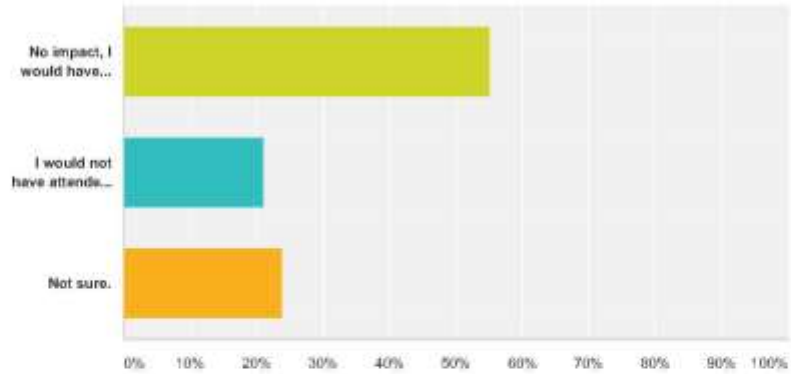


	0 (no influence)	1	2	3	4 (most influence)	Total	Weighted Average
Rules too restrictive	66.96% 77	8.70% 10	11.30% 13	6.86% 8	6.09% 7	115	1.77
Did not have information	56.14% 64	16.67% 18	12.28% 14	9.65% 11	5.26% 6	114	1.91
Too expensive	18.42% 21	6.14% 7	13.16% 15	24.56% 28	37.72% 43	114	3.57
Contract is too long	57.02% 65	11.40% 13	18.42% 21	8.77% 10	4.39% 5	114	1.92

UNM Housing Survey

**Q4 If UNM required new freshmen to live on-campus how would that have impacted your college decision?**

Answered: 118 Skipped: 0



Answer Choices	Responses
No impact, I would have attended UNM anyway.	55.08% 65
I would not have attended UNM.	21.19% 25
Not sure.	23.73% 28
<b>Total</b>	<b>118</b>

Appendix - Additional Data

<b>6-year Grad Rates for 2009 Cohort by ACT Comp Range</b>					
<b>No Res Hall vs. Res Hall 1st Year</b>					
cohort	Res Hall	actrange	_FREQ_	degflag	rate_6yr
2009	No	1 - < 22	1045	367	35.12
2009	No	2 - 22-27	834	469	56.24
2009	No	3 - 28+	147	94	63.95
2009	No	4 - N/A	14	1	7.14
<b>All</b>			<b>2040</b>	<b>931</b>	<b>45.64</b>
2009	Yes	1 - < 22	511	196	38.36
2009	Yes	2 - 22-27	610	351	57.54
2009	Yes	3 - 28+	241	166	68.88
2009	Yes	4 - N/A	3	2	66.67
<b>All</b>			<b>1365</b>	<b>715</b>	<b>52.38</b>
<b>Total</b>			<b>3405</b>	<b>1646</b>	<b>48.34</b>

<b>6-year Grad Rates for 2009 Cohort by Intended Major</b>					
<b>No Res Hall vs. Res Hall 1st Year</b>					
cohort	Res Hall	major	_FREQ_	degflag	rate_6yr
2009	No	CHOSEN	1503	689	45.84
2009	No	UNDEC	537	242	45.07
<b>All</b>			<b>2040</b>	<b>931</b>	<b>45.64</b>
2009	Yes	CHOSEN	1060	555	52.36
2009	Yes	UNDEC	305	160	52.46
<b>All</b>			<b>1365</b>	<b>715</b>	<b>52.38</b>
<b>Total</b>			<b>3405</b>	<b>1646</b>	<b>48.34</b>

<b>6-year Grad Rates for 2009 Cohort by Ethnicity</b>						
<b>No Res Hall vs. Res Hall 1st Year</b>						
<b>cohort</b>	<b>Res Hall</b>	<b>ipeds_values</b>	<b>ipeds_values_desc</b>	<b>_FREQ_</b>	<b>degflag</b>	<b>rate_6yr</b>
2009	No	1	Hispanic	991	426	42.99
2009	No	2	American Indian	77	20	25.97
2009	No	3	Asian	84	52	61.90
2009	No	4	Black or Afro American	61	29	47.54
2009	No	6	White	705	344	48.79
2009	No	8	Race/Ethnicity Unknown	112	54	48.21
2009	No	9	Non-Res Alien	10	6	60.00
<b>All</b>				<b>2040</b>	<b>931</b>	<b>45.64</b>
2009	Yes	1	Hispanic	465	248	53.33
2009	Yes	2	American Indian	106	24	22.64
2009	Yes	3	Asian	48	28	58.33
2009	Yes	4	Black or Afro American	77	30	38.96
2009	Yes	6	White	602	344	57.14
2009	Yes	8	Race/Ethnicity Unknown	61	37	60.66
2009	Yes	9	Non-Res Alien	6	4	66.67
<b>All</b>				<b>1365</b>	<b>715</b>	<b>52.38</b>
<b>Total</b>				<b>3405</b>	<b>1646</b>	<b>48.34</b>

<b>6-year Grad Rates for 2009 Cohort by Pell Eligibility</b>					
<b>No Res Hall vs. Res Hall 1st Year</b>					
<b>cohort</b>	<b>Res Hall</b>	<b>pell_elig</b>	<b>_FREQ_</b>	<b>degflag</b>	<b>rate_6yr</b>
2009	No	N	1288	634	49.22
2009	No	Y	752	297	39.49
<b>All</b>			<b>2040</b>	<b>931</b>	<b>45.64</b>
2009	Yes	N	907	529	58.32
2009	Yes	Y	458	186	40.61
<b>All</b>			<b>1365</b>	<b>715</b>	<b>52.38</b>
<b>Total</b>			<b>3405</b>	<b>1646</b>	<b>48.34</b>

<b>6-year Grad Rates for 2009 Cohort by Gender</b>					
<b>No Res Hall vs. Res Hall 1st Year</b>					
cohort	Res Hall	gender	_FREQ_	degflag	rate_6yr
2009	No	F	1111	558	50.23
2009	No	M	929	373	40.15
<b>All</b>			<b>2040</b>	<b>931</b>	<b>45.64</b>
2009	Yes	F	685	394	57.52
2009	Yes	M	680	321	47.21
<b>All</b>			<b>1365</b>	<b>715</b>	<b>52.38</b>
<b>Total</b>			<b>3405</b>	<b>1646</b>	<b>48.34</b>

<b>5-year Grad Rates for 2010 Cohort by Ethnicity</b>						
<b>No Res Hall vs. Res Hall 1st Year</b>						
cohort	Res Hall	ipeds_values	ipeds_values_desc	_FREQ_	degflag	rate_5yr
2010	No	1	Hispanic	1161	351	30.23
2010	No	2	American Indian	91	16	17.58
2010	No	3	Asian	76	37	48.68
2010	No	4	Black or Afro American	43	13	30.23
2010	No	5	Native Hawaiian	5	0	0.00
2010	No	6	White	763	295	38.66
2010	No	7	Two or More Races	65	20	30.77
2010	No	8	Race/Ethnicity Unknown	12	6	50.00
2010	No	9	Non-Res Alien	12	6	50.00
<b>All</b>				<b>2228</b>	<b>744</b>	<b>33.39</b>
2010	Yes	1	Hispanic	589	231	39.22
2010	Yes	2	American Indian	76	12	15.79
2010	Yes	3	Asian	18	10	55.56
2010	Yes	4	Black or Afro American	62	15	24.19
2010	Yes	5	Native Hawaiian	4	2	50.00
2010	Yes	6	White	551	268	48.64
2010	Yes	7	Two or More Races	46	15	32.61
2010	Yes	8	Race/Ethnicity Unknown	16	6	37.50
2010	Yes	9	Non-Res Alien	14	8	57.14
<b>All</b>				<b>1376</b>	<b>567</b>	<b>41.21</b>
<b>Total</b>				<b>3604</b>	<b>1311</b>	<b>36.38</b>

**4-year Grad Rates for 2011 Cohort by Ethnicity**  
**No Res Hall vs. Res Hall 1st Year**

<b>cohort</b>	<b>Res Hall</b>	<b>ipeds_values</b>	<b>ipeds_values_desc</b>	<b>_FREQ_</b>	<b>degflag</b>	<b>rate_4yr</b>
2011	No	1	Hispanic	1144	161	14.07
2011	No	2	American Indian	76	3	3.95
2011	No	3	Asian	89	27	30.34
2011	No	4	Black or Afro American	38	3	7.89
2011	No	5	Native Hawaiian	3	0	0.00
2011	No	6	White	628	104	16.56
2011	No	7	Two or More Races	68	16	23.53
2011	No	8	Race/Ethnicity Unknown	21	6	28.57
2011	No	9	Non-Res Alien	15	5	33.33
<b>All</b>				<b>2082</b>	<b>325</b>	<b>15.61</b>
2011	Yes	1	Hispanic	500	108	21.60
2011	Yes	2	American Indian	92	9	9.78
2011	Yes	3	Asian	28	12	42.86
2011	Yes	4	Black or Afro American	45	13	28.89
2011	Yes	5	Native Hawaiian	1	1	100.00
2011	Yes	6	White	503	141	28.03
2011	Yes	7	Two or More Races	63	14	22.22
2011	Yes	8	Race/Ethnicity Unknown	15	2	13.33
2011	Yes	9	Non-Res Alien	12	7	58.33
<b>All</b>				<b>1259</b>	<b>307</b>	<b>24.38</b>
<b>Total</b>				<b>3341</b>	<b>632</b>	<b>18.92</b>

### 3rd Semester Retention for 2014 Cohort by Ethnicity

#### No Res Hall vs. Res Hall 1st Year

cohort	Res Hall	ipeds_values	ipeds_values_desc	retained	total	retain03
2014	No	1	Hispanic	885	1157	76.49
2014	No	2	American Indian	32	48	66.67
2014	No	3	Asian	101	106	95.28
2014	No	4	Black or Afro American	26	38	68.42
2014	No	5	Native Hawaiian	2	4	50.00
2014	No	6	White	463	626	73.96
2014	No	7	Two or More Races	51	77	66.23
2014	No	8	Race/Ethnicity Unknown	11	15	73.33
2014	No	9	Non-Res Alien	23	28	82.14
<b>All</b>				<b>1594</b>	<b>2099</b>	<b>75.94</b>
2014	Yes	1	Hispanic	365	422	86.49
2014	Yes	2	American Indian	24	37	64.86
2014	Yes	3	Asian	34	34	100.00
2014	Yes	4	Black or Afro American	24	31	77.42
2014	Yes	5	Native Hawaiian	1	1	100.00
2014	Yes	6	White	377	445	84.72
2014	Yes	7	Two or More Races	39	44	88.64
2014	Yes	8	Race/Ethnicity Unknown	4	5	80.00
2014	Yes	9	Non-Res Alien	12	14	85.71
<b>All</b>				<b>880</b>	<b>1033</b>	<b>85.19</b>
<b>Total</b>				<b>2474</b>	<b>3132</b>	<b>78.99</b>

### 3rd Semester Retention for 2010 Cohort by Ethnicity

#### Res Hall vs. No Res Hall 1st Year

cohort	Res Hall	ipeds_values	ipeds_values_desc	retained	total	retain03
2010	No	1	Hispanic	837	1161	72.09
2010	No	2	American Indian	49	91	53.85
2010	No	3	Asian	65	76	85.53
2010	No	4	Black or Afro American	25	43	58.14
2010	No	5	Native Hawaiian	3	5	60.00
2010	No	6	White	566	763	74.18
2010	No	7	Two or More Races	46	65	70.77
2010	No	8	Race/Ethnicity Unknown	9	12	75.00
2010	No	9	Non-Res Alien	6	12	50.00
<b>All</b>				<b>1606</b>	<b>2228</b>	<b>72.08</b>
2010	Yes	1	Hispanic	449	589	76.23
2010	Yes	2	American Indian	41	76	53.95
2010	Yes	3	Asian	17	18	94.44
2010	Yes	4	Black or Afro American	46	62	74.19
2010	Yes	5	Native Hawaiian	4	4	100.00
2010	Yes	6	White	430	551	78.04
2010	Yes	7	Two or More Races	29	46	63.04
2010	Yes	8	Race/Ethnicity Unknown	11	16	68.75
2010	Yes	9	Non-Res Alien	12	14	85.71
<b>All</b>				<b>1039</b>	<b>1376</b>	<b>75.51</b>
<b>Total</b>				<b>2645</b>	<b>3604</b>	<b>73.39</b>



<b>3rd Semester Retention for 2009 Cohort by Ethnicity</b>						
<b>No Res Hall vs. Res Hall 1st Year</b>						
<b>cohort</b>	<b>Res Hall</b>	<b>ipeds_values</b>	<b>ipeds_values_desc</b>	<b>retained</b>	<b>total</b>	<b>retain03</b>
<b>2009</b>	No	1	Hispanic	763	991	76.99
<b>2009</b>	No	2	American Indian	44	77	57.14
<b>2009</b>	No	3	Asian	74	84	88.10
<b>2009</b>	No	4	Black or Afro American	50	61	81.97
<b>2009</b>	No	6	White	556	705	78.87
<b>2009</b>	No	8	Race/Ethnicity Unknown	85	112	75.89
<b>2009</b>	No	9	Non-Res Alien	6	10	60.00
<b>All</b>				<b>1578</b>	<b>2040</b>	<b>77.35</b>
<b>2009</b>	Yes	1	Hispanic	378	468	80.77
<b>2009</b>	Yes	2	American Indian	66	106	62.26
<b>2009</b>	Yes	3	Asian	40	48	83.33
<b>2009</b>	Yes	4	Black or Afro American	45	77	58.44
<b>2009</b>	Yes	6	White	483	603	80.10
<b>2009</b>	Yes	8	Race/Ethnicity Unknown	53	61	86.89
<b>2009</b>	Yes	9	Non-Res Alien	5	6	83.33
<b>All</b>				<b>1070</b>	<b>1369</b>	<b>78.16</b>
<b>Total</b>				<b>2648</b>	<b>3409</b>	<b>77.67</b>