

Hypothesis: Students who reside in Living-Learning Environments are more engaged than those who live in traditional residence halls

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Introduction:

The research in this study measures the impact of the built environment on students who live in residence hall buildings intentionally designed to be living-learning spaces, as well as examines student usage of academic and social spaces in a living-learning designed hall.

This poster details the comparison of student experiences in living-learning halls versus traditional residence halls at three universities. The comparison focuses on their:

- interactions with peers
- interactions with faculty
- co- and extra-curricular involvement
- satisfaction with their residence hall environment

The Pace campus recently underwent a major transformation, designed by EYP, to turn the Westchester campus into a residential campus. Since there is no other residence hall on campus that is comparable for research purposes, this study compares the responses of the Pace students in the Alumni Hall living-learning environment to those of the living-learning students at the University of Michigan (U-M) and Michigan State University (MSU).

Instrumentation and Data Collection:

A questionnaire was used to query students on their use of residence hall spaces: which spaces they used most often, when they used the space, what activities they performed in those spaces, and why they preferred to use those spaces. In order to understand how living-learning designed residence halls facilitate student learning, the survey includes questions regarding residents' interactions with students, professors, and residence hall staff; co-curricular and extra-curricular involvement; and satisfaction with their residence hall experience.

	Pace (n=151)	U-M (n=449)	MSU (n=213)
Gender			
Male	19.9	47.4	40.9
Female	79.5	52.6	59.1
Transgender	0.7		
Race/Ethnicity			
American Indian/Alaskan Native	0.0	0.0	0.4
Asian/Pacific Islander	9.2	26.5	5.2
Black/African American	13.0	9.8	5.7
Hispanic/Latino	18.9	3.6	2.6
White/Caucasian	47.6	47.0	78.7
Multiple ethnicities	8.6	3.3	3.0
Race not indicated	2.7	9.8	4.3
College GPA			
3.50 – 4.00	55.0	42.8	56.0
3.00 – 3.49	30.2	41.6	29.1
2.50 – 2.99	12.8	10.4	12.0
2.00 – 2.49	1.3	3.5	2.6
No GPA	0.7	1.7	0.4

Fast Facts:

Pace University, Alumni Hall

- 125,000 SF
- 500 Beds
- Suite Style
- First-year

University of Michigan, North Quad

- 150,000 GSF housing
- 140,000 GSF academic
- 460 Beds
- Single rooms and suites
- First-year

Michigan State University, Snyder-Phillips

- 200,000 SF
- 633 Beds
- Traditional
- Honors College/Residential College for the Arts & Humanities

% of students who had serious conversations with peers of different races/ethnicities in living-learning program versus peers in traditional residence halls

68.0%
47.7% vs 20.0%**
62.5% vs 50.8%***

% of students who had serious conversations with peers with different values in living-learning program versus peers in traditional residence halls

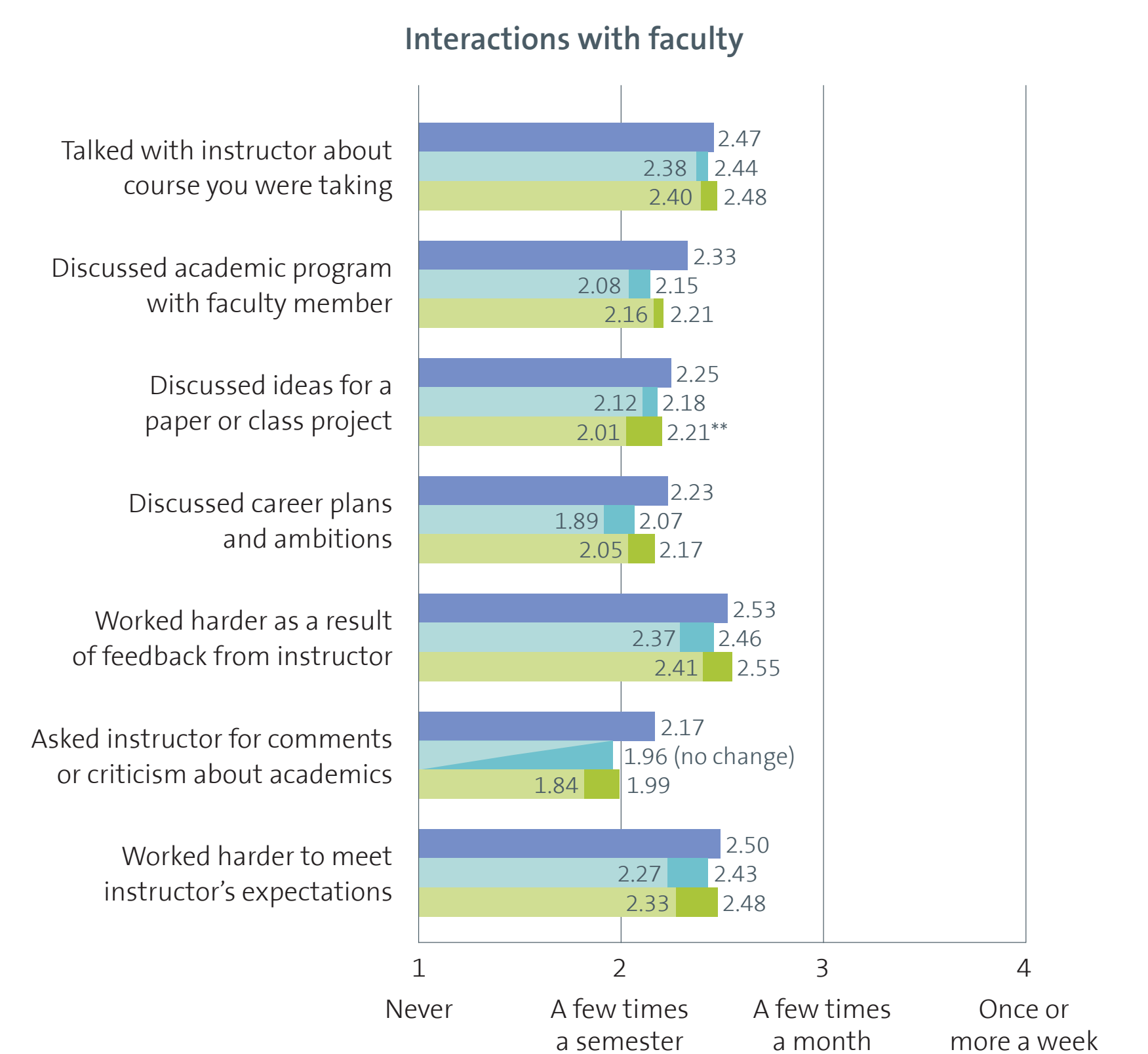
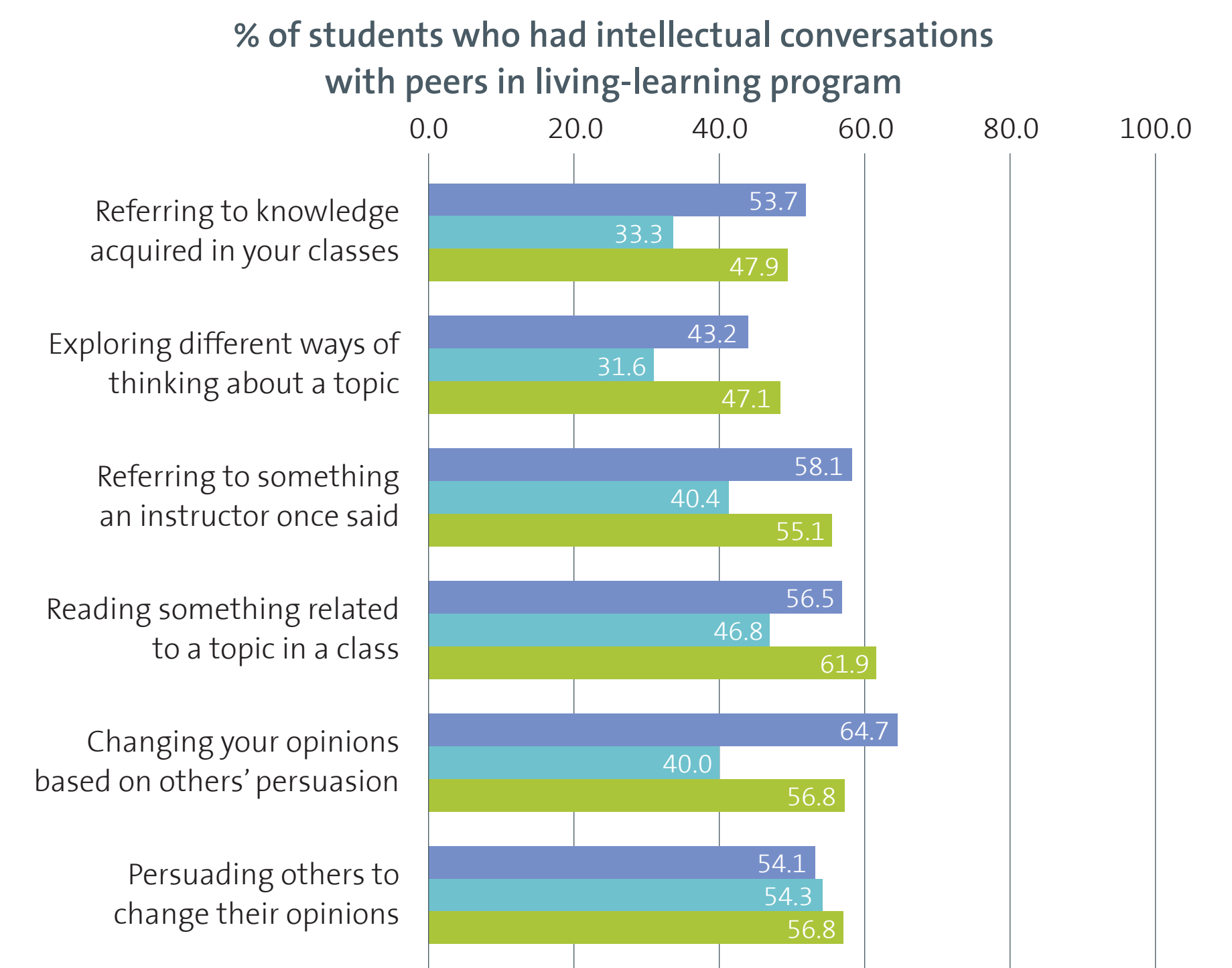
62.9%
42.3% vs 30.0%
67.6% vs 65.7%

% of students who had serious conversations with peers of different family backgrounds (economic, social) in living-learning program versus peers in traditional residence halls

81%
51.2% vs 20.6%***
56.8% vs 38.5%**

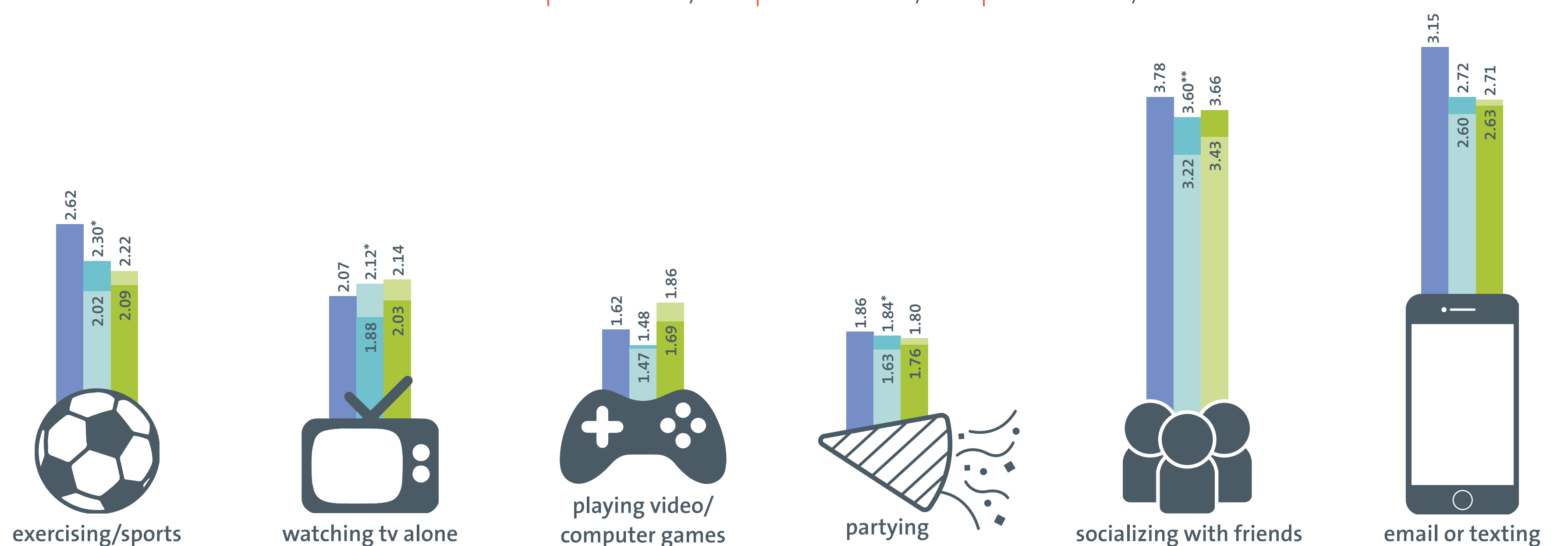
% of students who had serious conversations with peers with different religious beliefs in living-learning program versus peers in traditional residence halls

46.7%
42.1% vs 36.0%
62.2% vs 58.7%



Involvement with extra-curricular activities

1: Not at all | 2: 1-5 hrs/wk | 3: 6-10 hrs/wk | 4: 11+ hrs/wk



Key:

- Pace University, Alumni Hall
- University of Michigan, North Quad
- University of Michigan, Stockwell (traditional)
- Michigan State University, Snyder-Phillips
- Michigan State University, Mason-Abbot (traditional)

* p ≤ .05 ** p ≤ .01 *** p ≤ .001

Conclusion:

The results from the study show that living-learning elements in residence halls have an influence on how students interact with their peers and faculty members. All three studies concluded that living-learning elements, such as study lounges, classrooms, and theme-specific spaces, are important to student engagement. The popular public spaces tended to be used for both academic (studying) and social (student club meetings/events) activities. It therefore remains important to design rooms that can be adapted for both types of activities. As these non-revenue generating spaces are often removed from residences halls in exchange for bed spaces, these non-tangible benefits should be considered.