

NISTS 2022

FROM MOMENT TO MOVEMENT: SHAPING THE FUTURE OF TRANSFER
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Research Spotlight

2359 - Transfer Housing: Expanding Access to Underrepresented Transfer Students

Diversity and Inclusion, Transition Programs and Services

Institutions of higher learning are looking to community college transfer students to increase diversity and retention statistics across their campuses. Unfortunately, university housing policies have lagged behind those related to credit transfer and financial assistance. This session will present homelessness and housing insecurity data related to community college students and explore areas of opportunity for four-year institutions to enact equitable practices to increase accessibility and success amongst this crucial student population.

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Transfer Student Housing

Expanding Access to Underrepresented Transfer Students

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University of
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Presenter



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Learning Objectives

Today's presentation is meant to:

- Provide viewers with a deeper understanding of the makeup and unique social needs of the transfer student community.
- Apply this information to examine and analyze institutional practices related to housing policies for transfer students.
- Identify structural hurdles and institutional barriers related to housing for transfer students, and how to simplify the process of obtaining housing.

Transfer Population Make Up

Traditionally, nearly 50% of 2-Year enrollment has consisted of underrepresented and/or first-generation students (Ma & Baum, 2018).

- 44% of Black Students chose public 2-year institutions
- 56% of Hispanic students chose public 2-year Institutions
- 36% of all public 2-year enrollments were first-generation students
- 38% of all public 2-year enrolled students were Pell Eligible

Student Employment

While a significant portion of college students are working in some capacity, the number of public 2-year enrolled students is higher than average. According to Hope Lab's survey (2018) 33% of public 2-year students indicate working a full-time job while in school (Wisconsin Hope Lab, 2018)

Full Time Enrolled

- Part Time Jobs: 40%
- Full-Time Jobs: 23%

Part-Time Enrolled

- Part-Time Jobs: 33%
- Full-Time Jobs: 38%

Housing Insecurity

In 2018, Housing insecurity affected 46% of community college students (Wisconsin Hope Lab, 2018)

12 % of community college students experienced homelessness

- Black:13%
- Native American:19%
- Hispanic:10%
- Mixed Race/Other:17%

51% of community college students experience housing insecurity

- Black: 55%
- Native American: 69%
- Hispanic: 51%
- Mixed Race/Other: 52%

Food Insecurity

42% of community college students surveyed experience food insecurity within the 30 days preceding the Wisconsin Hope Lab's 2018 Survey.

** The 2017 Hope Lab survey indicated that 56% of community college students had experience food insecurity within that year.*

Much like housing insecurity and homelessness, food insecurity impacted underrepresented community college students the greatest:

- Black: 54%
- Native American: 55%
- Hispanic: 47%
- Mixed Race/Other: 50%

Expanding Housing Opportunities

Examples and opportunities for growth

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Homogeneous Housing Assignments

In the late 70's a study was conducted by Jack Morris Richman (1977) on the campus of Florida State University. The study examined:

232 Incoming junior college transfer students

- 137 were assigned to a transfer-specific residence hall (experimental group)
- 95 were assigned to a residence hall with the general student population (control group)

The study highlights the positive impact of university housing, and the overall higher levels of success of students living on campus. Richman hypothesizes that homogenous transfer student housing would:

- Improve the student's interpersonal adjustment by addressing the unique needs of the transfer population.
- Improve the transfer student perception of the campus's environmental climate
- improve transfer student mental health
- Yield higher term-to-term retention rates amongst transfer students

Homogeneous Housing Assignments (Results)

While students in both groups were equal in academic ability, the frequency of students achieving a GPA of higher than a 2.0 was significantly higher amongst students in the experimental group than their counterparts in the control group (Richman, 1977)

Factors considered include:

Emotional and Academic Support

- Students in the experimental group indicated feeling higher levels of support than those in the control group.
- Experimental group student sought out academic help from their peers
- Students in the control group were already upperclassmen. Thus, creating a sense of anxiety from asking for help from their younger counterparts

Homogeneous Housing Assignments (Results) Cont.

Social and Emotional Development & Perception

- Experimental group students perceived their living environments as providing significantly higher levels of:
 - Involvement
 - Intellectuality
 - Order & Organization
 - Innovation

Both groups expressed similar degrees of anxiety, stress, fatigue, and depression. However, 33.8% of students in the control group either dropped out of school, changed residence halls, or chose not to participate in the post test. All of which could indicate a change in emotional state (Richman, 1977)

On the other hand, the drop off rate for the experimental group was 11.2%, suggesting a higher-level adjustment to university life (Richman, 1977)

Homogeneous Housing Assignments (Results) Conclusion

Transfer students assigned to homogeneous housing:

- Attained higher levels of academic success
- Showed higher levels of satisfaction with their campus environment
- Generally aided the student's total adjustment to the four-year campus

Challenges:

- The study was conducted quite some time ago
- The study measured retention over quarters rather than academic years
- The study did not consider limitations on existing housing inventory

Non-Traditional Student Campus Housing

Eastern Scholar House – Eastern Kentucky University

Partnership between Eastern Kentucky University and Kentucky River Foothills Development Council, which aids students who are single parents and are full time degree seeking students at designated institutions seeking long-term self sufficiency, by providing:

Education and Development Supports

- Academic Tutoring
- Financial Literacy Training
- Employment Assistance
- Case Management
 - Including training on family resource management, problem solving, nutrition, and work skills

Early Childcare and Learning Assistance

- Onsite child development center administered through Kentucky River Foothills Early Head Start/Head Start Program

Housing

- 39 housing units located on campus
- Two-bedroom apartments
- Include Washer/Dryer, storage space, and designated parking

Off Campus Housing Assistance – Columbia University

Columbia University's Off Campus Housing Assistance Office serves as an example of an additional form of assistance to students seeking housing (Columbia University, 2022)

The Off Campus Housing Office Provides:

- An off-campus housing marketplace
 - Including private and Columbia managed housing
- Renter Education
 - Video series covering steps to obtaining housing
 - FAQ page covering institutional, state, and city rental policies
 - Detailed description on how to utilize the marketplace and website
- Referrals to off-campus housing assistance resources

Challenges to Off-Campus Housing

Financial

- Students are confronted with significant up-front costs
- Delayed financial aid awards
- Income restrictions (geographic)

Logistics

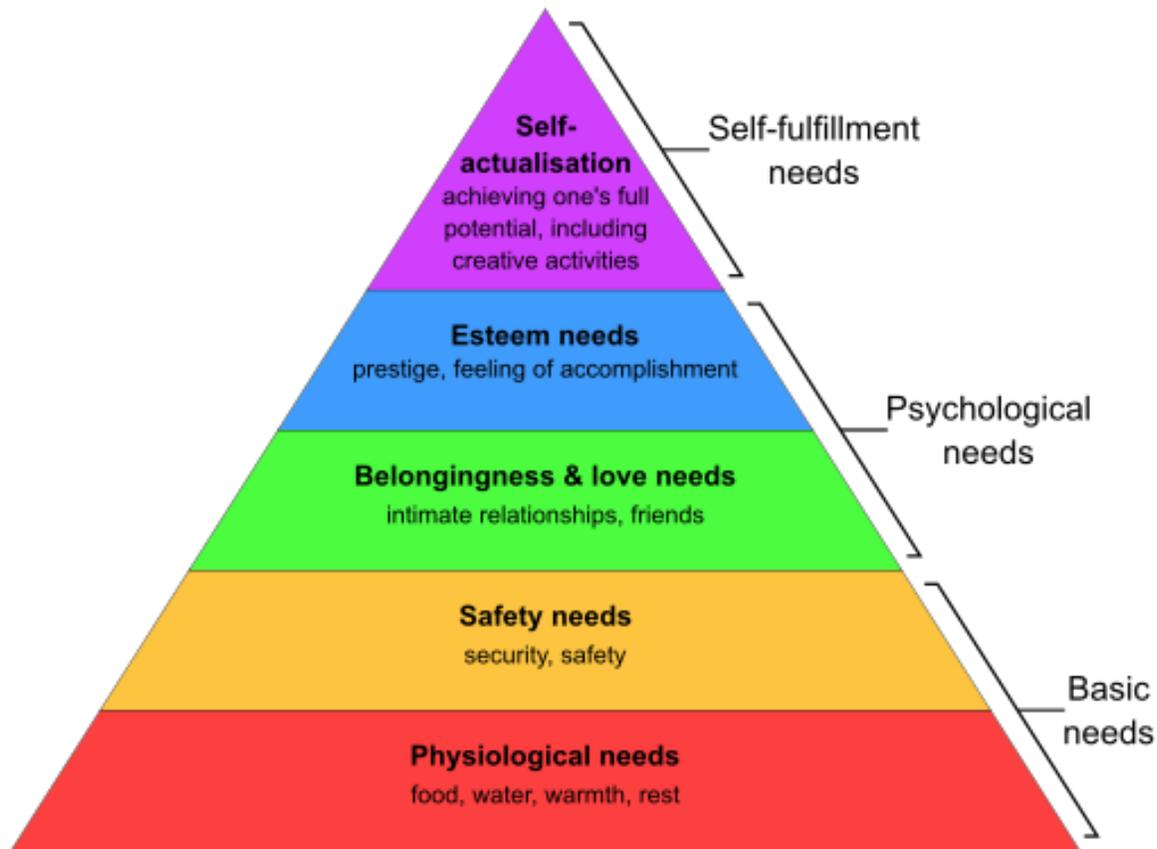
- Timing
- Transportation
- Location

Best Practices

Recruitment, education, and institutional policies

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Maslow's Hierarchy of Needs – Connections to Student Housing & Acclimation



Recruitment

- Accelerated transfer application timeline
 - Addressing condensed housing application timeline
 - Encouraging earlier application and confirmation
- Addressing housing as part of the transfer process, not an aside
- Admissions staff trained on campus and off campus housing options
- Admissions staff training on social services, and childcare assistance programs on or near campus

Education

- Increased awareness of differences in institutional policies/deadlines
- Increased awareness of financial resources, and financial aid differences between two and four-year institutions
- Inclusion of student organizations, campus life offices, and university housing staff in community college partnerships

Institutional Policies

- Housing deposit waivers for pell-eligible students
- Reserved transfer-housing inventory, and living-learning communities
- Separate housing application deadlines for differing student populations
- Inclusion of meal plans with university housing assignment

Back to the beginning: Disparate Impact

- As we have learned, underrepresented and marginalized student groups experience housing, and food insecurity at significantly higher rates.
- These rates are higher amongst the two-year, and thus vertical transfer population.
- To increase ethnic and cultural diversity across campuses, institutions must be prepared to act to reduce roadblocks to access, completion, and success
- A lack of institutional policies geared towards addressing housing and food insecurity will only further exacerbate issues of higher prevalence within student communities of color, and cultural diversity.

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I would love your Feedback!!



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