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A COMPARATIVE ANALYSIS OF DIFFERENCES IN RESIDENT SATISFACTION,
RETENTION, AND CUMULATIVE GRADE POINT AVERAGE BETWEEN
UNIVERSITY OF CENTRAL FLORIDA OWNED AND AFFILIATED HOUSING

by

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A dissertation proposal submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Educational Research, Technology, and Leadership
in the College of Education
at the University of Central Florida
Orlando, Florida

Spring Term
2008

Major Professor: Rosemarye Taylor

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ABSTRACT

This study compared students' perceptions and satisfaction as they related to their place of residence. In addition, this study sought to determine if a difference existed between student retention rates from their first year in college to their second year and one's grade point average with respect to one's place of residence within the collegiate setting. As such, the problem this study examined was the overall impact of where a first-time-in-college student lived within the University of Central Florida housing system and how that living environment impacted students' levels of satisfaction, overall retention rates, and cumulative grade point averages.

The data used for this study were obtained from a previously distributed survey conducted by the Department of Housing and Residence Life at the University of Central Florida in February 2007. Secondary data were obtained through the Department of Institutional Research at the University of Central Florida. A website link to an optional, self-administered Internet-based survey was sent via email to University of Central Florida students residing in university owned housing and university affiliated housing. The size of the sample was determined by the number of delivered emails 3800 for university owned housing, 1,500 for university affiliated housing (Towers), and 1,831 for university affiliated housing (Pegasus Landing). Of the total populations: 1) 38.57 percent were returned for university owned housing, 2) 26.26 percent were returned for university affiliated (Towers at Golden Knights Plaza), and 3) 24.63 percent were returned for university affiliated housing (Pegasus Landing).

There were many statistically significant relationships. Consistently, students residing in university owned housing showed higher satisfaction and agreement levels when compared with students living in university affiliated housing. Additionally, students living in university owned housing showed a higher retention rate and cumulative grade point average when compared with students living in university affiliated housing.

Unequivocally, this work is dedicated to my partner and anchor in life, Kelley.

I am so honored and proud to be your husband. I could not have done this without you, nor would I have ever have wanted to. Additionally, Braden and Cole being a father to you both, is and will continue to be, the greatest accomplishment of my life.

Lastly, to any more children we may be blessed to have, this if for you too!

ACKNOWLEDGMENTS

One always hears that the journey to completing a doctoral degree is one of hard work and persistence. It is also about numerous individuals who continually give love, encouragement, assistance, and support. I have been extremely fortunate to have found many family members, friends, colleagues, and faculty who have been these very pillars of strength to me. My sincere appreciation is extended to Dr. Rosemary Taylor and Dr. LeVester Tubbs, Chair of my Dissertation Committee and academic advisor respectively, for their unrelenting mentorship and professional guidance throughout my academic career. I would also like to extend my appreciation to the other members of my committee for their time and wisdom: Dr. Craig Ullom, Dr. Mark Poisel, Dr. Paula Krist, and Dr. Alison Morrison-Shetlar, whose expertise and knowledge are echoed throughout these pages. Additional thanks are extended to Dr. Robert Lange and Mr. Jimmy Moore for their assistance in the data analysis process.

Throughout my personal and professional life there have been numerous individuals who have taught me so much, both knowingly and unknowingly. Thank you for making a difference in my life. I want to extend my gratitude to my colleagues and especially my supervisor, Christi Hartzler, at the University of Central Florida for their continual support and understanding as I embarked upon and continued the doctoral process.

I want to thank Bruce and Karleen Brunt who have taught me that in-law does not exist in their vocabulary and now mine as well. You who have loved me like your own

son and showered Kelley and I with support and guidance from the beginning. Michael, Jason, Michael, Greg, and Debi thank you for being such wonderful siblings to me.

An enormous gratitude is extended to my parents Mom and Jim and Dad and Mary for a lifetime of love. Thank you for instilling in me quality values and the importance of education from early on in life. It is because of all of you I am the person I am today. Stacey and Lisa, the older I get the wiser am I in knowing what amazing sisters I have.

Lastly, I am forever grateful for the constant reminder of what is great in this life by the unvarying love from Kelley, Braden and Cole. As one song goes “the story of my life begins and ends with you.”

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CHAPTER ONE: PROBLEM AND RESEARCH DESIGN

Introduction

Student housing, in one form or another, has existed in the history of America's higher education system. Residence halls, originally referred to as dormitories, were rooted in English universities, the system on which American higher education was modeled (Winston, Anchor & Associates, 1993). As the number of American colleges and universities grew, students needed places to live and parents expected their children to be cared for while away from home. As student housing became more prevalent through the years on college and university campuses, their function began to have a major role in the overall campus development and facilities. In addition, researchers began to look at the positive effects on students residing in campus housing facilities, and found that the experience can have a positive impact on academic performance and personal development (Blimling, 1999; Chickering, 1974; Pascarella, 1984; Galvez-Keiser, A. I. T. 2005; Zheng, J. L., Saunders, K. P., Shelley, M. C., & Whalen, D. F., 2002). One study completed by Chickering (1974) found that students residing in private off-campus apartments were less satisfied with their college experience and were less likely to return to school the following term when compared to their counterparts living in on-campus housing.

On-campus residence halls in the early years of higher education were not built until they could be completely funded. Dormitories were never built on borrowed money (Bartem & Manning, 2001). Increasingly within the last ten years, higher education

administrators have utilized and implemented common business practices such as outsourcing of services to obtain lower costs by looking to the private sector to build and ultimately pay for new residence halls. Higher education institutions that were originally built around small towns and publicly supported, have increasingly sought out private businesses to outsource non-educational services.

In March of 2001, the University of Central Florida (UCF) affiliated itself with two private apartment complexes, Pegasus Pointe and Pegasus Landing. This affiliation raised the number of University of Central Florida student housing beds from 2,600 to 6,356. As a part of this private/public partnership, the University of Central Florida's Department of Housing and Residence Life staffed four, full-time professional area coordinators and 60 student staff members to work and live at these facilities. The objectives of residence life staff were to promote community development, enrich students' living experience and prospects for academic success, and help increase students' overall satisfaction with their living environment and undergraduate education. With student demand for on-campus housing greater than the supply, the affiliation offered many more students the opportunity to be housed in communities that offered residence life services. In 2002, the residence life staffing models at Pegasus Pointe changed. Pegasus Landing continued to run under the same staffing patterns. However, the University of Central Florida removed their residence life services from Pegasus Pointe, leaving it solely operated by the private company.

In 2005, the university entered into another affiliated relationship, resulting in the addition of 2,000 beds. This living option, known as Towers at Knight Plaza (Towers),

was set up as a Direct Support Organization (DSO) owned housing on the University of Central Florida's campus. The DSO contracted with a private management company to supervise the housing operation. The private management company employed the University of Central Florida's Department of Housing and Residence Life to manage and oversee all operations.

In 2008, there are 3,800 university owned housing bed spaces, 2,000 bed spaces in university affiliated housing (Towers), and 2,500 bed spaces in university affiliated housing (Pegasus Landing). Students living in university affiliated housing (Pegasus Landing) must be enrolled at any recognized institution of higher education; while those living in university owned and university affiliated housing (Tower) must be enrolled at the University of Central Florida. It was imperative to examine if these new housing models, (university affiliated housing), provided a comparable housing experience to the university owned model. It needed to be determined if it was in the best interest of the University of Central Florida to outsource residential living environments through public/private partnering without determining its effects on student satisfaction, retention levels and cumulative grade point averages.

Statement of the Problem

Therefore, it was necessary to investigate if a difference existed in student's residential experience as it related to multiple variables between university owned housing and university affiliated housing. The research hypothesis was that there was no difference between student's residential experience between university owned housing

and university affiliated housing with regards to how that living arrangement impacted students' levels of satisfaction, overall retention rates, and cumulative grade point averages. It is important to note that although university affiliated (Pegasus Landing) housing is a part of the University of Central Florida residential system; the facility is located across a six-lane street from the core campus of the university. Students generally are unable to walk to academic buildings and campus life facilities with the same ease as students residing in university owned and university affiliated (Towers) housing.

Research has shown the benefit of residing in university housing facilities on students' academic performance and personal development (Blimling, 1999; Chickering, 1974; Pascarella, 1984; Zheng et Al., 2002). Chickering (1974) found that students residing in private off-campus apartments were less satisfied with their college experience and were less likely to return to school the following term when compared to their counterparts living in on-campus housing. In addition, Winston et al. (1993) studies found that students living in university housing often reported higher levels of self-esteem when compared with off-campus students. However, what appeared to be missing in the literature was research on how university affiliated housing impacts students' satisfaction, academic performance and personal development.

As the number of students enrolled at the University of Central Florida (UCF) increased, so did the shortage of university housing. As such, it was important to determine if there was a difference in residential experience between university owned and university affiliated housing. This information would be critical to university

administrators to aid in their decision processes regarding future residential housing. Consequently, it was important to determine how the overall student experience was impacted by these types of residential living environments.

Definition of Terms

For the purpose of this study, the following terms and definition were utilized:

Area Coordinator (AC) - Full-time master's level professional staff members who live and work in their respective residential community while implementing and overseeing residence life services.

Attrition - The reduction in the number of students who return at the end of their first year in college.

Chi-Square Test - A chi-square test is a statistical procedure which examines the relationship between two categorical variables. The test is based on the difference between the observed number of observations in each category and the expected number of observations in each category.

College Park Communities, Inc. - A specialty housing company that provides management services to university affiliated housing (Pegasus Landing). Services include, leasing, facility maintenance, and day to day operations of non-residence life functions.

Cumulative Grade Point Average (GPA) - A cumulative grade point average is the mean GPA from all semesters, whereas GPA may only refer to a single semester.

Department of Housing and Residence Life - Organization that includes the structural, administrative, and programmatic components of the University of Central Florida housing operations.

Direct Support Operation (DSO) - An agent of a university that has the authority to use the name of a university, the property, facilities or personal services as a Florida not-for-profit organization.

G.I. Bill - Officially titled the Servicemen's Readjustment Act of 1944, PL345, the G.I. Bill provided for college or vocational education for World War II veterans as well as one year of unemployment compensation.

In Loco Parentis - Latin for "in place of parent." *In Loco Parentis* refers to the legal responsibility of a person or organization to take on some of the functions and responsibilities of a parent. Practiced by college and universities, it allows for the institution to act in the best interest of the student as they see fit.

Residence Life Services - Staff within the Department of Housing and Residence Life who implement services including; social and educational programming, policy enforcement, referrals to appropriate departments, and the provision of an atmosphere that is conducive to a living/learning environment.

Resident Assistant (RA) - Undergraduate staff who act as community facilitators for the students living in UCF residential facilities. RAs do this by offering planned events and activities, answering questions about housing or the University, providing appropriate referrals as needed, spending time getting to know students, and administering and enforcing housing and university policies.

Retention and Persistence - For the purposes of this study, retention and persistence refers to students continuing from their fall semester of their freshman year to the fall semester of their sophomore year. In this study, the fall semester for the incoming freshman is August 2006, with the fall semester of the sophomore year being August 2007.

Student Satisfaction - Overall perception of one's living experience.

Title IV of the Housing Act of 1950 - This act covers construction which is financed with assistance by the Federal Government through programs of loan and mortgage insurance for student housing on college and university campuses.

University Affiliated Housing (Pegasus Landing) - Housing located across the street from the university that resulted from a transaction that vested ownership of privately owned apartment buildings and other improvements in a non-profit governmental corporation and conveyed the land at no cost to the university's charitable foundation. Pegasus Landing is dually staffed by UCF Department of Housing and Residence Life and College Park Communities, Inc. It was a transaction where the land

was gifted to the University Foundation. The land was then leased back to a private not for profit 501(c)(3) corporation that issued revenue bonds to purchase the improvements on the property. While the university has no financial obligation for the project, the university agreed to refer students to the project when university housing is full. When all annual financial obligations of the project are met, the university foundation receives remaining cash each budget year. Residents living in Pegasus Landing must be enrolled at a recognized institution of higher education.

University Affiliated Housing (Towers) – Direct Support Organization (DSO) owned housing on the University of Central Florida campus that is managed and operated by the university. Residents living in Towers at Knights Plaza must be enrolled at the University of Central Florida.

University Auxiliary Units - Those enterprises on college and university campuses that are managed as an essentially self-supporting entity.

University Owned Housing - Housing on the University of Central Florida campus that was purchased, is owned, and is operated by the University through the Department of Housing and Residence Life. Residents living in university owned housing must be enrolled at the University of Central Florida.

University Properties International (UPI) - A specialty housing company that provides management services to university affiliated housing (Towers). Services provided include budgetary oversight, marketing, and facility maintenance.

501(c)(3) - Section 510(c)(3) is a tax law provision that grants exemption from federal income tax to non-profit organizations. 510(c)(3) apply to corporations or foundations organized and operated for the sole purpose of religious, charitable, scientific, testing for public safety, literary, or educational purposes.

Limitations and Delimitations

There were several limitations in this study. The sample group was limited and restricted to the selected population of students living in the University of Central Florida owned and affiliated housing. This limited the ability to generalize to all college students living in university housing and private housing. Another limitation of this study was that the questionnaire used did not necessarily account for cultural differences that could influence a student's level of satisfaction. The participants of the study were from several backgrounds with different cultural ideas regarding life satisfaction and how it relates to their living environment.

1. The data were limited to those that were obtained from respondents' self-reported responses on a questionnaire administered via the worldwide web in an online distribution format.
2. The archival data were limited to data held in the University of Central Florida Institutional Review database.
3. Due to the use of a previously administered survey for this study, it was also limited to specific data obtained through the questionnaire.
4. Students living at home or commuting were not surveyed.

Assumptions

1. It was assumed that only University of Central Florida students residing in university and university affiliated housing completed the questionnaire.
2. This study was based on the assumption that individuals responding to the survey instrument responded accurately and honestly.
3. It was assumed that students, based on selected variables, may have varying perceptions about their residential living experience.
4. It was assumed that respondents participated in a fully voluntary and anonymous manner.
5. Individual survey responses will not be able to be matched to the retention data for the student.
6. It was assumed that individuals responding to the questionnaire responded with accurate and complete information based upon their actual residential living experience.
7. It was assumed that the survey used in this study would prove to be statistically reliable and valid.

Significance of the Study

As previously stated, in early American higher education, buildings including dormitories on college and university campuses were not built unless they could be paid for without borrowed money. After World War II, with the influx of students as a result of the GI Bill, federal financing became available to construct housing (Bartem &

Manning, 2001). After the housing boom, many of the housing departments at colleges and universities were structured as auxiliary units of the institution, self-supporting entities that derive their budgets from the revenue generated through room rent paid by students. The generated funds were then expended through salaries, maintenance operations, residential life programming, telecommunications, reserves for future projects, current debt service, and all other expenses associated with their operation.

As colleges and universities continued to search for alternative funding services throughout the beginning of the twenty-first century, many dipped into the reserves of auxiliaries. In an effort to cut living costs, maximize profits, and still build additional housing, some colleges and universities found an answer in the form of privatized housing. Although there was virtually no privatized housing in 1997, by the year 2007, it became increasingly popular, with privatized housing contracts in the billions of dollars and with a national number of 214 privatized student housing projects on college and university campuses in the United States alone (Bekurs, 2007). Often these public/private partnerships were quite rewarding financially for both the institution and the private developer. At the University of Central Florida, affiliated housing was established for this very purpose.

As the number of students enrolled at the University of Central Florida increased, and there existed an insufficient number of university housing spaces to meet the demand, it was important to determine if there was a difference in students' residential experience between university owned housing and university affiliated housing. If a significant difference existed, UCF administration could use this information to advise

decision makers on whether or not it would be beneficial to build new university owned housing or pursue similar affiliations in order to house the increasing number of new enrollees. With the gap in research regarding how students experience university affiliated housing (vs. university owned housing), research into how affiliated housing impacted student retention, satisfaction, and cumulative grade point averages was warranted and should be compared to what is known about university owned housing.

Research Questions

1. What difference, if any, is there between students living in university owned housing and university affiliated housing based upon response ratings on a questionnaire for the following variables:
 - a. Students' response to their level of connectivity to the University of Central Florida community (item 17 on Survey A, item 17 on Survey B)
 - b. Students' response to their level of satisfaction with respect to measures of safety and security being taken (item 5 on Survey A, item 5 on Survey B)
 - c. Students' response to their level of satisfaction with their living experience because there is a resident assistant (item 21 on Survey A, item 20 on Survey B)
 - d. Students' response to their level of participation in planned activities (item 11 on Survey A, item 11 on Survey B)
 - e. Students' response to the timeliness maintenance requests are handled (item 20 on Survey A, item 19 on Survey B)

- f. Students' response to the sense of community in their floor/building (item 14 on Survey A, item 14 on Survey B)
 - g. Students' response to their level of satisfaction with their resident assistant (item 7 on Survey A, item 7 on Survey B)
 - h. Students' response to their overall level of satisfaction of their living environment (item 22 on Survey A, item 21 on Survey B)
2. What difference, if any, is there between fall 2006 admitted full-time, first-time-in-college students' retention percentage for students living in university owned housing and university affiliated housing?
 3. What difference, if any, is there between fall 2006 admitted full-time, first-time-in-college students' cumulative grade point averages for students living in university owned housing and university affiliated housing?

Methodology

Population

This study was completed at the University of Central Florida, a university with a 2007 fall enrollment of 48,699 total students; 41,488 of whom are identified as undergraduates. The overall student population is 54.96 percent female, 17.67 percent freshman, 69.32 percent white non-Hispanic, 27.59 percent self-declared as minority, and 95.90 percent in-state students (University of Central Florida, 2007).

The population in this study consisted of approximately 3,800 students living in university owned housing, 2,000 students living in university affiliated housing (Towers),

and 1,831 students living in university affiliated housing (Pegasus Landing). For the purposes of this study, only those responding who were classified as fall 2006 admitted full-time, first-time-in-college students were included in the analysis for research questions.

Data Collection and Instrumentation

An Internet-based questionnaire (Appendix A) developed by the University of Central Florida's Department of Housing and Residence Life was sent via email to the entire population of students living in university owned and university affiliated housing (Towers). An Internet-based questionnaire (Appendix B) developed by the Department of Housing and Residence Life was sent via email to the entire population of students living in university affiliated housing (Pegasus Landing). The questionnaires consisted of twenty-nine items that were created to ascertain demographic information and student's perceptions and satisfaction as it related to multiple variables with one's living environment. The questions consisted of both scaled multiple choice and qualitative response options. A follow-up email was sent to all potential respondents three weeks following the initial survey request.

Of the total populations: 1) (N=3800 for university owned), 1466 were returned, 2) (N=1831 for university affiliated (Towers), 394 were returned, and 3) (N=2500, for university affiliated housing (Pegasus Landing), 451 were returned. Of total respondents: 1) (N=589 for fall 2006 admitted full-time, first-time-in-college students in university owned) 2) (N=157 for fall 2006 admitted full-time, first-time-in-college students in

university affiliated (Towers) and 3) (N=102, for fall 2006 admitted full-time, first-time-in-college students in university affiliated housing (Pegasus Landing).

Data Analysis

Analysis of data for this study was completed by the researcher. All statistical computations were executed using the computer program, Statistical Package for Social Sciences, Version 11.5 (SPSS®, 2003).

Institutional Background

In order to provide an appropriate setting for this research, it is necessary to provide some biographical information about the institution at which the survey population was captured. The University of Central Florida was selected as the focus of this study due to its extraordinary growth in enrollment and creative partnering with private organizations and developers. Along with other four-year, public institutions in the State of Florida, the University of Central Florida faces budgetary challenges while competing for scarce funding (Baker, 2004).

Originally founded in 1963 as Florida Technological University, the University of Central Florida is one of 11 public universities in the state of Florida. According to the 2007 Mission and Values Statement:

The University of Central Florida is a public, multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major

presence, and contribute to the global community (University of Central Florida, 2007).

In 1996, the university established five strategic goals: 1) offer the best undergraduate education available in Florida, 2) achieve international prominence in key programs of graduate study and research, 3) provide international focus to our curricula and research programs, 4) become more inclusive and diverse and 5) be America's leading partnership university (University of Central Florida, 2007). The university's short history has seen enrollment growth skyrocket from just a few thousand in 1968 to almost 50,000 in 2007. Housing on the campus originated with 400 students in what is known as the Apollo Community in the 1960s. Today, with university owned, university affiliated, and fraternity and sorority housing, the campus provides housing for 10,184 students.

Organization of the Study

Chapter One of this study introduces the problem, the components, the research questions, and the research methodology. Chapter Two contains a review of the literature and research relevant to the problem of the study. The methods and procedures used in the collection and analysis of data for this study are presented in Chapter Three. Chapter Four includes the data analysis and the presentation of results for this study. Chapter Five is devoted to a summary of findings, conclusions, implications for practice, and recommendations for future research.

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

This chapter is a review of the literature relevant to the main components of this study. The focus of this review is presented under the following eight sub-headings; a) The History of American Higher Education, b) The History of Residence Halls, c) The Emergence of Student Affairs, d) Residence Hall Living, e) First-Time-in-College Student Retention, f) The History of Outsourcing in America, g) The History of Outsourcing in American Higher Education, and h) The Growing Trend Toward Privatization in Collegiate Housing.

The History of American Higher Education

The higher education institutions in America today are the product of a number of historical developments that occurred over the last three and a half centuries. Higher education in America began with the establishment of Harvard College in 1636. Over the next 130 years, eight more colleges, the College of William and Mary (1693); Yale (1701); the College of New Jersey, now Princeton (1746); King's College, now Columbia (1754); the College of Philadelphia, now the University of Pennsylvania (1755); the College of Rhode Island, now Brown (1765); Queen's College, now Rutgers (1766); and Dartmouth (1769) were established (Doyle, 2004). Patterned after the English colleges, Oxford and Cambridge, these institutions used classical curriculum to instruct their students. These nine colleges came to be known as the "Colonial Colleges" (Rudolph,

1990). Winston et al. (1993) suggested that many of the founding fathers, who established the colonial colleges, were alumni of Oxford and Cambridge and modeled American higher education after them.

The colonial colleges were intellectual environments where moral development was stressed in order to ensure that the colonies would be supplied with educated and humane leaders, especially clergymen (Rudolph, 1990). At the time, the educational programs were intended for elite white men only. All students followed the same curriculum and the courses were tailored around what every “educated gentlemen scholar” should know (Komives & Woodard, 2003). As the Revolutionary War loomed, there was a greater push in some of these institutions to include mathematics, science, and the study of foreign languages in their curriculum.

In the years that followed the Revolutionary War, there were a greater number of innovations and developments in higher education. America went from the original nine Colonial Colleges in 1769 to 179 colleges by 1860. Of those colleges established, 152 were privately founded and directed by various religious denominations, while the others were public with city or state support and control. These new institutions were tailored to meet the changing needs of a new country. As America became industrialized and cultivated, there was an increased need for science and technology education. Technical schools and technology departments were quickly formed (Doyle, 2004). Public and private schools assumed a critical role in shaping the nation by broadening curriculum and providing opportunities for increased numbers of students.

The passage of the Morrill Act in 1862 was a major breakthrough for public education. Prior to this Act, there was minimal public support and control of higher educational institutions. The Morrill Act allowed the sale of federal land to the states for the establishment of state universities or additions to existing ones, thus creating land-grant institutions. Each state was given a certain amount of land, with state proceeds for the sale of this land going to those institutions whose mission included classical and scientific studies and mechanical and agricultural arts (Rudolph, 1990). Nine years after its passage, 36 states had taken advantage of the Morrill Act. In 2008, every state has at least one land-grant institution. The Morrill Act brought higher education to the masses; it was no longer just for the elite. Between 1860 and 1900, women, African-Americans, and Native Americans gained some access to higher education. The notion of one “going to college” captured America (Komives et al., 2003).

American higher education was now responsible for enlightened citizenship and vocational training. Programs in graduate studies, specialized training, and teacher preparation increased. With the demand for education by diverse populations, co-educational institutions increased, women’s colleges prospered, and African-Americans institutions were founded. As enrollments and diversity increased, the field of student affairs and attention to the needs of college students beyond the classroom started to emerge.

The twentieth century had some major historical events that contributed to higher educational institutions of the twenty-first century. World Wars I and II both had a profound impact on higher education. Enrollments dropped during the first World War I

and then flourished during the Great Depression due to widespread unemployment (Komives et al, 2003). The Servicemen's Readjustment Act of 1944 (better known as the G.I. Bill) following World War II provided many veterans with the opportunity to take advantage of higher education, as new colleges and universities were being formed and existing ones expanded to meet the demand. Desegregation provided a second large wave of new students following the Brown vs. Board of Education decision of 1954. Government support of federal grants and financial aid increased opportunity and choice for students. Political activism in the 1960s and 1970s caused many institutions to reassess their purpose and governance (Barr & Associates, 1993). The continual waves of change throughout American history are evident today as colleges and universities evolve to meet the ever changing needs of society.

The History of Residence Halls

Higher educational institutions and facilities for housing students in the United States can be best traced by examining three distinct time periods throughout history: 1) the colonial period, 2) the mid-to-late nineteenth century, and 3) the twentieth century. From the beginning, American higher education was modeled after the well-known and established English universities, Cambridge and Oxford (Winston, Anchors, & Associates, 1993; Frederickson, 1993). In England, residential facilities were constructed to meet logistical needs of students who often traveled great distances from homes to their respective campuses. In addition, the local housing market provided less than favorable conditions. Residence halls were designed to bring faculty and students

together, both intellectually and morally, and were looked at as an essential aspect of the collegiate experience. Schuh (1996) stated that this structure attempted to meld learning both inside and outside of the classroom into an inclusive living/learning environment. Facilities were small in size with relatively few students. Students shared common areas, advisors, and curriculum, leading to an increased partnership between students and faculty (Henry, 2003). In England, professors were responsible for instruction while staff, such as porters and other officials, focused on supervision and the discipline of the students. With formal education of students as their main focus rather than the monitoring of behavior, faculty formed meaningful relationships with students.

Administrators of colleges and universities in the United States wanted to emulate English models of residential facilities, with the goal of bringing faculty and students together both intellectually and morally. However, many factors made this effort difficult. As with their English counterparts, students often traveled great distances to attend school in the United States. Rudolph's (1990) research revealed that this allowed many regions of the country to be represented in the student population instead of drawing solely on the geographical area or local town. Parents of students sending their children far from home expected institutions to provide an appropriate living and learning environment (Henry, 2003). Unlike Cambridge and Oxford where faculty were free from the parental role, a lack of funding in the United States required that faculty were charged with both the responsibility of instruction and discipline of students (Schroeder, Mable & Associates, 1994). This spawned the beginning of *in loco parentis*, whereby universities and colleges exercised paternal control over all aspects of academic policy and many

other phases of student life beyond the classroom, preparing students for civic and religious leadership. Upcraft (1993) asserted:

From the beginning of higher education in America, college administrators and professors have known that a student's education occurs as a result of what occurs both inside and outside of the classroom. Early American colleges educated students outside the classroom through the concept of *in loco parentis* whereby colleges acted on behalf of parents, assuming that they must exercise total control over students both inside and outside the classroom if students were to develop good moral character and become truly educated. (p. 319)

Residential facilities struggled to create a system equivalent to Cambridge and Oxford. Hampered financially, facilities were set up more as dormitories, where students ate and slept separately from academic infusion and semblances of a living/learning environment. Henry (2003) stated that instead of melding the academic and social lives of students, the crux of the English system of residential facilities, few meaningful relationships between students and faculty were formed in the American models. As a result, rowdiness and poor behavior, often stereotypically associated with the characteristics of a dormitory emerged. Connections between residence halls and the academic mission of the institution became increasingly unclear. Disciplinary issues, less than adequate living conditions and adversarial relationships between faculty and students did not mirror those facilities in England as originally intended (Schuh, 2003).

The second phase of American residential facilities occurred during the nineteenth century. Many presidents of colleges began to devalue the importance of student housing as their focus shifted towards research and instruction. It was during the period following the Civil War that many Americans went to Germany to further develop their education. In Germany, institutions primarily focused on teaching and research with little or no

attention paid to the collegiate way of life (Winston et al., 1993). Students were responsible for finding their own living arrangements as universities focused on structures to house classrooms and laboratories. Graduates of these institutions brought this concept back to America, which resulted in a widening of the gap between the classroom and the out-of-classroom and residential experiences (Schroeder et al, 1994). This separation continued as faculty members spent more time developing research in their respective disciplines (Boyer, 1990). Student housing was no longer seen as a vital component of the collegiate experience and the responsibility of housing students was not a part of the institutional mission. Of the numerous colleges established during the nineteenth century, residential facilities were not included in construction of these campuses (Henry, 2003). The financial assistance through endowments and other donations institutions received was earmarked for academic buildings while students had the responsibility to secure their own housing. This was consistent with the German model which proposed that students were adults who should be able to find housing for themselves (Frederickson, 1993).

During the latter half of the nineteenth century, with housing stock in local communities inadequate, on-campus facilities continued to deteriorate. This period also marked the implementation of colleges just for women, parental concern for appropriate housing, causing a renewed interest by university presidents to re-emphasize the construction of residential facilities on campus. Due to the influx of students and a new focus on campus life outside of the classroom, including intercollegiate sports and debating societies, campus housing became more attractive. Residential facilities for

both women and men were developed to allow greater ease of participation in campus activities (Schuh, 1996).

The third period in collegiate housing was marked by major developments late in the nineteenth century and first half of the twentieth century. This was manifested by the increasing number of women and minorities entering higher education, the Great Depression, and the greatest expansion occurring as a result of the G.I. Bill and Title IV. These trends eventually led to the simultaneous expansion of residence halls.

As college presidents continued the push for the development of residential facilities, the goal was met with financial constraint as a result of the Great Depression. Henry's (2003) research indicated that states enacted laws that allowed for the issuance of bonds for residence halls. Additionally, the Federal Emergency Administration of Public Works (PWA), established in 1933, enabled many colleges and universities to obtain additional monies through loan and grant programs to construct low-cost housing. Between 1900 and 1940, construction of new institutions and enrollments flourished. Though a marked decline during World War II; the greatest expansion of American Higher Education prospered with the passage of the G.I. Bill and the Housing Act of 1950. According to Schroeder et al. (1994) during the twentieth century:

This period witnessed the enrollment of women and blacks, the rise of extracurriculum, and the rapid proliferation of public higher education. These trends contributed to the expansion of residence halls, with the most rapid expansion occurring as a result of the G.I. Bill and Title IV of the Housing Act of 1950. (p. 7)

Residential facilities, primarily developed through business and finance divisions of an institution, were obtained with the sole purpose of housing and feeding students.

The 1950s saw an even greater demand for campus housing. The United States Department of Housing and Urban Development (HUD) created the College Housing Program to aid in the construction of new residential facilities and renovations of existing halls, student unions and other co-curricular support buildings (Henry, 2003).

Housing was constructed quickly and at low cost with little attention paid to the personal development of students. Facilities were often large, assuming structures with a cold and impersonal feel. Additionally, the construction process gave little thought to educational and developmental needs and opportunities for students within the halls that were being constructed (Schroeder et al., 1994). Lacking study rooms, common areas, and community space, the facilities were built with little attention to developing living/learning environments. Rules were often strict and students questioned authority. As a result a greater emphasis for an educational component into residence halls and its subsequent staffing patterns began to emerge. It was also during this time that faculty members were being distracted from instruction and research by what they saw as non-academic functions, such as registration, advising, and counseling. At the same time, students showed an increased interest in extracurricular activities. Literary groups, intramural sport teams, and student clubs and organizations formed by the dozens (Miller, Winston, & Associates, 1991). Komives et al. (2003) suggested extracurricular activities arose from the students' desire to break away from the strict and traditional course of study. It was during this time that the student affairs profession began to emerge.

The Emergence of Student Affairs

The proliferation of administrative and management functions also continued in the late nineteenth and twentieth century as higher education institutions grew in size and complexity. As such, this separation led to the initial appointment of a student dean at Harvard College in 1870. Sandeen (1991) reported that the new president of Harvard, Charles Elliot, wanted to concentrate his efforts on transforming the institution from a college to a university. He appointed Ephraim Gurney, a professor of history, to the role of dean of the college. Gurney's main responsibilities were to alleviate President Elliot from dealing with student discipline. His secondary responsibilities included registration and student welfare (Garland, 1989). As Harvard's enrollment continued to increase, President Elliot saw the benefits of the newly created position and appointed two more faculty members to deanships. Charles Dunbar and LeBaron Briggs were appointed to the position of dean of faculty and dean of the college respectively (Sandeen, 1991; Komives et al., 2003). Since Harvard was an all-male institution at the time, Briggs became known as the first dean of men. He provided counseling, was seen as a father figure to students, and wrote to parents about their sons (Frey, 1977). President Elliot's appointment of these three individuals freed up his time to focus on managing Harvard, enabling faculty to concentrate on academia, while reinforcing the separation of student relations outside of the classroom (Schroeder et. al, 1994).

At the end of 1892, Oberlin College, the University of Michigan, and the University of Chicago all had created positions for a dean of women. By 1910,

institutions throughout the United States had followed Harvard's innovative lead and appointed deans of men and deans of women.

The beginning of the twentieth century marked the emergence of the student affairs movement. Guthrie (1997) stated that the resurfacing of student affairs had significant positive effects in many areas, most notably, it allowed faculty to exclusively focus on classroom content and the dissemination of knowledge. As the burden of discipline and other needs of students were lifted off of faculty and a greater emphasis was placed on student responsibility, student councils and other variations of student governance became widespread (Komives et al., 2003).

As the appointment of deans of men and deans of women continued to grow, so did student affairs as an organizational entity (Komives et al., 2003). In 1910, the first group of Dean's of Women came together at the American Association of University Women (AAUW) (Delworth, Hanson, & Associates, 1989). After their meeting, the group concluded it was beneficial to have their own organization and in 1916 formed the National Association of Dean's of Women (NADW) (Guthrie, 1997). As the organization has continued to grow through the years and reflect on its mission of serving the needs of women in education, the name was once again changed to its current name of the National Association for Women in Education (NAWE) in 1991, to adequately reflect the organization's scope and focus (Hanson, 1995).

Deans of men also recognized the need to come together to reflect and discuss issues at hand and in 1919, the Conference of Deans and Advisors of Men was held at the University of Wisconsin (Guthrie, 1997). Soon after, the National Association of Deans

of Men (NADM) was established. Ten years later, the organization's name was changed to the National Association of Student Personnel Administrators (NASPA) and seven years later, an additional organization, the American College Personnel Administration (ACPA) was formed. Guthrie (1997) reported that NASPA's aim was to bring individuals together to convey a sense of professionalism in student affairs. ACPA aimed to gather deans, counselors, and other student personnel practitioners to aid in clarifying their purpose, define their scope, and ultimately improve their work.

As the 1930s approached, colleges and universities continued to increase in enrollment. It was quickly recognized that offices were needed for health services, counseling, activities, admissions, vocational guidance, and registration (Miller et al., 1991; Sandeen, 1991). As the services continued to expand and their utilization became more widespread, there was a greater need for coordination and direction. Distinct student affairs functions began to appear. A recognized need for full-time practitioners came to the forefront just as the depression of the 1930s settled in. Since these services generated little or no money and were actually often a drain on institutional resources, the student affairs movement faltered (Delworth et al., 1989).

In the latter part of the 1930s, as enrollments increased due to unemployment, student affairs was again becoming an important component in the structure of colleges and universities. One of the most significant and landmark events affecting the professionalism of students affairs during the time, was the development and codification of the *Student Personal Point of View (SPPV)* (Delworth et al., 1989; Komives et al., 2003; Guthrie, 1997). In 1937, a committee appointed by the American Council of

Education issued a comprehensive report on the state of student affairs in higher education. The *Student Personal Point of View* was a foundational document for the field and aimed at creating an understanding of the role of student affairs in higher education.

The report discussed the fragmentation that had occurred in higher education and encouraged institutions to give equal emphasis to the development of the person and the mind. Guthrie (1997) stated that the *Student Personal Point of View*:

Imposes upon educational institutions the obligations to consider the student as a whole – his intellectual capacity and achievement, his emotional make up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, and his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone (p. 23).

The report urged colleges and universities to consider the education of the whole student and the many other entities that encapsulate complete development.

In 1949, the American Council of Education revised the original *Student Personal Point of View*. This new report reaffirmed the development of the whole student, while outlining goals and conditions for student growth, fundamental elements of a student personnel program, and the administrative and governance functions of a student affairs program (Komives et al., 2003). The document was written to stimulate a greater understating of student affairs among higher level administrators of colleges and universities.

The *Student Personal Point of View* of 1937 and 1949 helped legitimize, provide vision, and offer guidance within higher education for student affairs. During the next 50 years the field of student affairs, which had evolved from the early deans of men and deans of women, became a major administrative area in higher educational institutions

headed by vice-presidents charged with directing the various campus programs and services for students (Sandeen, 1991). During these years, several significant events shaped both the development of higher education and the student affairs profession. Federal support and involvement, landmark legal challenges, increased research and theory, and the development of professional standards helped mold our institutions of today. Consequently, residence halls and their staffing models were structured to reflect this new expansion and paradigm shift to the education of the whole student.

Residence Hall Living

Following the expansion of college and universities, the corresponding increase in the diversity of students during the mid-twentieth century, the proliferation of student affairs, and student activism and protests during the 1960s, roles of residence halls and their staff members changed dramatically (Frederiksen, 1993). Prior to the 1960s, staff was mainly responsible for counseling and advising students. There was little emphasis on non-academic skill development as staff struggled to keep up with the ever increasing demands placed on them by soldiers returning from war. Institutions experimented with many different staffing patterns to meet the diverse needs of its changing populations.

As the 1960s progressed and early evidence suggested that there was value to living in on-campus residential facilities versus commuter experiences for students, staffing patterns began to mirror this philosophy (Schroeder et al., 1994). Administrators of institutions began to focus on positions in residence halls that provided student services and educational and personal development opportunities within the residential

environment. Housemothers, counselors, and advisors were replaced by residence educators with advanced college degrees, who were responsible for coordinating a large number of organizations, services, and programs (Winston et al., 1993). The notion of *in loco parentis* shifted to a student-institution relationship.

In the 1960s and 1970s, with substantial increases in student enrollment and further expansion of residence halls, student affairs and housing divisions became more specialized to serve the needs of a diverse student population. Residence hall staffing reflected the current trend of educating the whole student (Fenske, 1989). As a result, living-learning communities were formed. As the 1960s continued, the student development perspective emerged, calling for changes in academic and student affairs programs. This had a profound impact on the roles and functions of residence halls. Residence halls now took on the roles of educators, counselors, and managers, meeting the diverse needs of the student culture. Programs were implemented to meet these needs and enhance the students' total development.

Titles of many positions within housing programs may vary from institution to institution; however, the functions these roles perform are relatively consistent (Schuh, 1996). Perhaps there is no other department within the university setting that relies so heavily upon paraprofessional staff, commonly called Residents Assistants or Resident Advisors, to meet the diverse needs of students programmatically and organizationally (Conlogue, 1993). Resident Assistants are most often undergraduate staff who live on a residence floor with other students and provide direct services to the students. Resident assistants serve as role models, counselors, and teachers while being student themselves.

Blimling (1995) proposed that resident assistants must serve as effective role models to the students they serve by exhibiting proper behavior and effective student practices. Resident assistants act as facilitators of student development in their community, helping students live together in a way that is conducive to personal, social, and academic growth. Resident assistants frequently plan and implement programs and activities for the residents of their floor, building, or entire community. Resident assistants create and post educational bulletin boards or other resources. Residents seek out resident assistants in times of personal or community crises and emergencies.

Resident assistants often have the most difficult role of any student affairs member. They live where they work, are always on call, and often are on the front lines of emergencies occurring in the residential facilities. Resident assistants are usually the first responders to the scene comforting residents in time of crisis. They work with students individually and in groups, tailoring programs to meet the needs of the students they serve. They often deal with issues of suicide, assaults and building maintenance, while also confronting policy violations in these very same students they are there to serve. Meeting all the roles that the position requires can be quite daunting for undergraduate students as they strive to balance their own academic, social, and personal needs (Boyer, 1987). Across campuses, resident assistants receive extensive and exhaustive training in student development theory, procedures and policies, counseling skills, confrontation, as well as many other functional areas needed to perform their roles. Supervisors of these student staff positions, professionals who often begin their own

careers as resident assistants, are charged with guiding programs and services aimed at meeting the educational missions of university housing programs (Schuh, 1996).

Activities and opportunities associated with residence hall living have the potential to challenge and educate students (Schroeder et al., 1994). They can help form connections between what is learned in the classroom and everyday living. Well-defined and structured residence hall living can promote effective educational opportunities when structured to promote and encourage the examination of individual values, cultural understanding and appreciation, and many other outcomes associated with effective undergraduate education (Fenske, 1989). Residence hall living may meet the diverse needs of residents by providing support and fostering environments conducive to student learning. Residence hall communities are often designed to focus on what and how students learn and what motivates them to do so. Although many departments in a university setting offer educational opportunities for students, none have the potential to influence as many students as housing and residence life departments do (Winston et al., 1993).

Residence hall facilities, staff, and programs can influence the quality of students' educational and personal development (Blimling, 1999; Chickering, 1974; Murray, Snider, & Midkiff, 1999; Zheng et al., 2002). Research has been conducted to determine if students who live in residence halls perform better academically than those who live at home or commute to college (Blimling, 1999; Chickering, 1974; Pascarella, 1984; Pascarella & Terenzini, 1991; Tinto, 1993). This research revealed that students who live in residence halls consistently persist and graduate at higher rates than students who have

not had this experience. Astin (1984) reported that the positive effects of living in residence halls during the freshman and sophomore years increases the probability that college students would complete their college programs and increase students' feelings of self-confidence. Chickering's (1974) studies on resident versus commuter students consistently show that resident students take more credit hours, have higher grade point averages, and persist and graduate with higher frequency. He found that these differences still exist, even when controlling for initial differences such as socioeconomic status, academic ability, and past academic performance. Ballou, Reavill, and Schultz (1995) found that students who have lived in university housing during their first year were 12 percent more likely to complete their undergraduate education. Additionally, Astin (1977) stated that by far the most important environmental characteristic associated with college persistence is living in a residence hall during the freshman year.

Perhaps one of the greatest factors of student success in college is involvement in extracurricular activities and other kinds of campus involvement by those who live in residence halls (Astin, 1977). Living on campus maximizes opportunities for social, cultural, and extracurricular involvement, and this increased involvement accounts for residence hall living's impact on student development. In comparison with commuters, those living in residence halls often report being more satisfied with the institution and their educational experiences. Chickering's (1974) research indicated that residence hall students have significantly more social interaction with peers and faculty and are more likely to be involved in extracurricular activities and to use campus facilities. Pace (1990) found that students residing in campus housing demonstrate a greater amount of

scope and quality of effort in using resources and opportunities on their campuses. Given the students' greater social and extracurricular involvement, it is not surprising that residence hall students, as compared to those who live off-campus, have different perceptions of the social climate of their institution and express different levels of satisfaction with college (Schroeder et al., 1994).

Although there is not an abundance of evidence, some studies suggest that students residing in residence halls make greater positive gains in psychosocial development compared with those students living off campus. Chickering (1974) stated that commuter students showed lower positive self-ratings at the end of the freshman year on academic self-confidence, public speaking ability, and leadership skills when compared with students living in residence halls. Hughes (1994) postulated that residential living is a powerful environment for encouraging openness to diversity with opportunities and programs that provide interaction with peers and staff dealing with multicultural issues. There have also been some studies that have found that students living on-campus often report higher levels of self-esteem when compared with off-campus students (Winston et al., 1993). This may be due to the fact that those students living on campus have greater interaction with faculty, administrative staff, and peers. The research of Schroeder et al., (1994) found evidence indicating that students living in residence halls may experience greater value changes than their counterparts who live off-campus and commute to college. The strongest evidence seems to be in the areas of aesthetic, cultural and intellectual values, social and political liberalism, and secularism.

The challenge for residence halls is to keep the atmosphere focused on student learning and development, both inside and outside of the classroom. Residence hall staff should support the academic goals and mission of the institution through the services and programs they provide. Winston et al. (1993) suggest that residence halls should provide a living/learning environment, programs and services that enhance individual growth and development of students as whole persons. Schroeder et al. (1994) proposed that residence halls emphasize skills that challenge a student's ability to use knowledge in work and leisure. Many of the programs and services that are undertaken in the residence halls are aimed at creating environments that celebrate diversity by bringing students together in a community where differences are celebrated, respected, and appreciated, providing for optimal learning (Rentz & Saddelmire, 1988).

Staff in residence halls assist in forming connections between what is learned in the class and everyday living. Well-defined residence halls are structured to promote and encourage the examination of individual values, cultural understanding and appreciation, and many other outcomes associated with effective undergraduate education. Residence hall staff promote student learning while keeping the educational goals of the institution at the forefront, contributing to the overall development of students. Perhaps most importantly, Chickering's (1974) research suggested that freshman students residing in private off-campus apartments were least satisfied with their college experience and were less likely to return to school the following term when compared to their counterparts living in on-campus housing. Pascarella and Terenzini (2005) concluded after reviewing earlier research:

Our earlier review pointed to the remarkably consistent evidence that students living on campus are more likely to persist and graduate than students who commute. The relationship remains positive and statistically significant even when a wide array of precollege characteristics related to persistence and educational attainment are taken into account, including precollege academic performance, socioeconomic status, educational aspirations, age, and employment status (p. 421).

As college and universities continue to use as one of measure of success, the number of students that return to school following their first year in college, residence hall living will continue to play a pivotal role.

First-Time-In-College Student Retention

Every year, students across the United States enroll on college campuses. It is a time marked by great excitement, equally juxtaposed with anxiety. The freshman year like no other, represents a stressful transition for college students (Lu, 1994; Budny & Paul, 2003). They are faced with a multitude of social, academic, and emotional stressors in their new roles as a collegiate student (DeBerard, Spielmans, & Julka, 2004). Most students come equipped with coping mechanisms for the many challenges they will encounter. The integration of the many facets of college life will most definitely play a role in leading to the successful management of this transition. While many students will thrive with opportunities for personal growth and enhancement, some are unable to adjust and find the demands of college exceed their skills (Leong & Bonz, 1997). Porter (1990) estimated that 40 percent of college students leave higher education prior to ever obtaining a degree and 75 percent do so within their first two years of college.

Mallinckrodt and Sedlacek (1987) found that attrition rates for college freshman range from 20 percent to 30 percent annually.

The issue of student retention, especially with regard to one's first-year-in-college, has continued to grow in importance throughout the history of higher education. Over the last twenty years, few issues across American colleges and universities have garnered as much attention by administrators as student retention (Barefoot, 2004). Major publications that rank colleges and universities have added retention and graduation rates to their published statistics. Previously considered a badge of honor for institutional status on selectivity, the inclusion of these figures with respect to institutional quality has reversed this notion (Barefoot, 2004). Retention is often cited as an indicator of student success. Braxton and Brier (1989) remarked that retention rates can imply how a university serves its students and is a major component on the quality of education. The dilemma of student retention has commanded so much attention that institutions have created specialized departments and units whose sole focus is on enrollment management (Braunstein & McGrath, 1997). Corporations, organizations, and consultants have prospered over the last ten years offering their expertise at retaining students.

Tinto (1993) stated that high attrition rates can have serious consequences for students as well as steep financial implications for the institution. For those colleges and universities that rely on tuition revenue from students to support academic programs, maintenance operations and the delivery of student services, student attrition may come with a hefty price tag. Increasingly, state legislatures are posturing to adjust institutional

funding by basing it on the number of students who graduate. This could be a potentially dangerous slope for colleges and universities that enroll large numbers of high risk students or experience high rates of transfers (Barefoot, 2004).

Retention of first-time-in-college students to their sophomore year is a major concern for colleges and universities. If students are able to persist from their first year in college to the second, there is increased likelihood they will ultimately be successful and graduate. Therefore, considerable research and resources have been aimed at identifying predictors of success in college (Beck, 2006; Pascarella, 1991). Colleges and universities are responding by focusing on those factors that lead to matriculation and retention, by creating programs and services to address them.

Many institutional programs focused on enrollment management base their services and programs on models such as Tinto's Theory of Student Departure (1975, 1993), Bean's Student Attrition Model (1980, 1985) and Astin's Theory of Student Involvement (1984). All theorists postulate that college retention is affected by pre-college and in-college academic performance and hypothesize that the quality of social integration, relationships with faculty, and peers and institutional structural traits are key indicators to success in college (Drew, 1990; Pascarella, 1985; Beck, 2006). Student commitment to educational and career goals is perhaps the greatest factor associated with persistence in college (Wyckoff, 1999).

Tinto, a preeminent researcher in student retention, emphasized the need for student integration throughout the campus community (studentretention.org, 2006; Galvez-Keiser, 2005). Student success is in large part predicated on their level of

academic and social integration. The initial commitment to the institution and to the goal of graduation can play a major influence on a student's integration into the academic and social systems of the college or university (Braxton, Hirschy, & McClendon, 2003).

Bean's Student Attrition Model (1980, 1985) suggested that the quality of the institution and the availability of opportunities are two of the greatest contributing factors connecting students to their institution. The ability for students to socialize and become connected to the institution is critical for success (1980). Like Tinto and Astin, Bean found that one's interaction with the institution, the influence of environmental variables, and satisfaction with the institution are all related to student attrition (Beck, 2006). Each variable has a distinctive effect on the student's experience, ultimately impacting retention.

Astin's Theory of Student Involvement (1984) emphasized the importance of student involvement as a means to persistence and student retention. The model suggested that the student plays a key role by becoming actively engaged in the environment, through the utilization of resources provided by the institution. Astin postulated five components in his theory: 1) involvement may be an experience or specific activity, 2) the amount of energy exerted varies from student to student, 3) involvement can be measured both qualitatively and quantitatively, 4) the more a student invests in the activity, the more he or she is likely to get out of it, and 5) student involvement is directly influenced by institutional policy. Astin (1984) discovered that the student's level of involvement with such things as residence hall living, participation

in athletics and student government, activity in leadership programs, and interaction with faculty are directly related to student retention.

Students who feel socially integrated with faculty, staff and peers are more likely to succeed academically (Tinto, 1993; Astin, 1984; Chickering, 1974). The first-year experience and its impact on overall student success has been well documented (Upcraft, Gardner & Associates, 1989; Pascarella & Terenzini 1991). As these and many other studies suggest, the first-year experience can be greatly enhanced by residence hall living. The involvement of students in social communities early in their academic careers increases their likelihood of retention through the incorporation of confidence building and social integration by the programs and services often provided by college and university residence hall staff (Hotchkiss, Moore, & Pitts, 2006).

The History of Outsourcing in America

The idea of outsourcing services has become more main stream over the latter part of the twentieth century. Outsourcing is a growing trend and integral component in the operation of many organizations. There have been numerous definitions for outsourcing found throughout the literature. It was determined that the terms contracting, privatizing, and outsourcing are often used interchangeably (Ekern, 1997; Palm, 2001). The term contract refers to an agreement between two or more agencies implying that goods and services are being purchased, and that the buyer owns and controls the process (Palm, 2001; Bekurs, 2007). Privatization, though a fairly new term, has been practiced for years. Government often has often sought out private entities to perform public

services. Electricity and power, communications, road building and waste management have in some form been run by private companies, helping governments reduce cost and increase efficiency. Outsourcing, a relatively new concept, is the existence of a contractual agreement that specifies the work to be performed and who employs the workers who provide the service. A partnership is formed between the buyer who mandates a desired outcome and the supplier who controls the way in which it is accomplished (Palm, 2001; Bekurs, 2007). The most widely accepted definition of outsourcing, according to Jefferies (1997), is “the process of externally procuring a service or product an enterprise itself cannot produce more economically or of sufficient quantity” (p. 19).

Dating back to the Industrial Revolution when business and labor became much more specialized and various functions were delegated, organizations were forced to make decisions about how to operate (Bartem & Manning, 2001). Cotton and woolen mills that produced everything they needed on-site were being approached by entrepreneurs who discovered that they could sell higher quality equipment at much lower costs. DeCapua (2006) stated that, historically, outsourcing has played a major role in the Japanese business economy. It is only recently that the concept of short-term and non-company employees performing business and institutional functions has gained momentum within United States.

In the United States, outsourcing came to the forefront during the Eisenhower Administration. In 1955, the federal government issued the Bureau of the Budget Bulletin 55-4 mandating that it would “not start to carry on any commercial activity to

provide a service or service for its own use if such a service can be procured from private enterprise through ordinary business channels” (Ekern, 1997, p. 27). The Bulletin had come on the heels of the government assuming a more prominent role in the provision of services to the American public and became the first official concept addressing the use and concept of outsourcing in United States governmental functions. This was predominantly done in the areas of electrical power, communications, road building, and waste management (Palm, 2001). In the late 1970s, outsourcing continued to be conducted by the government in efforts to ensure better programs and services for citizens. This was particularly important as the public continued to scrutinize the efficiency and effectiveness by which the government could perform its service functions. As the government tried to reduce its size and cut costs, while at the same time provide quality programs, it continued to look to experts through outsourcing (Bartem & Manning, 2001). Though there was continued use and debate over outsourcing, no reliable pattern of securing services from non-governmental agencies was developed.

Paul (1997) stated that during the Reagan Administration of the 1980s, the idea of outsourcing and privatization continued to gain support and popularity. Reagan and his fellow colleagues believed that by reducing government, the economy would improve. To accomplish this, Reagan appointed the 1984 Grace Commission to look into the continued use of outside service providers. In their findings, the Commission reported that by privatizing certain federal functions, an estimated 28.4 billion dollars could be

saved over a three year period (Hunter, 1995). At the end of the Reagan administration, considerable emphasis on outsourcing prevailed.

Following 12 years of Ronald Reagan and George Bush in the oval office, the Clinton administration continued to look at privatization as a primary method of cost cutting. Moore (1987) stated that the philosophy of the administration was that it was not the government's responsibility to provide the service, but to ensure that services were being provided. The public's discontent with the economy and government continued to be a driving force behind outsourcing. Federal cutbacks in programs and aid forced government to be creative in the provision of products and services at all levels (Ekern, 1997). As the American public continues to call for increased accountability, improved services, while at the same time controlling or even reducing spending, the government today continues to look to the private sector for managing programs and services. Akin to issues faced in the community sector, cost savings while increasing efficiency, has challenged colleges and universities to look at outsourcing as modality of service and program procurement.

The History of Outsourcing in American Higher Education

In a government agency, "privatization means assigning to a private contractor tasks that once were routinely undertaken by public employees" (Zemsky, Wegner, & Iannozzi, 1997, p. 74). The idea of outsourcing of services has been in place in higher educational institutions for a number of decades. Virtually all research documented about outsourcing of programs and services in American higher educational institutions,

has taken place within the last ten years. Since 1990, there has been a 70 percent increase in the outsourcing of services in higher education. Bookstores, food service operations, mail delivery and printing services were just a few of the programs the higher educational institutions recognized could be best managed by organization and individuals outside the academy. Today, only five percent of the nation's colleges and universities do not outsource, primarily because vendors do not consider them to be potentially profitable, due to their low enrollments. The most frequently contracted programs are food services, vending, bookstores, computer services, academic building custodial services, academic building security, and HVAC servicing (Argon, 1999; Abramson, 1993, 1994, 1995). Phipps and Merisotis (2005) reported that 65 percent of college and universities surveyed in 2002 outsourced two to five services and almost one in seven outsourced more than five services. At least 50 percent of the schools reported that they outsource both food service and bookstore operations.

The following is a brief summary of higher education since the 1950s and the increased use of outsourcing (Ekern, 1997; Palm, 2001; Geiger, 1998; Kettinger & Wertz, 1993). The years between 1950 and 1969 saw rapid increases in enrollment and considerable funding from the public sector into the higher education system. As more and more baby boomers came to colleges and universities, schools were forced to expand. The late 1960s were marked by a period of decline for higher education as federal funding was cut and costs for the upkeep of these campuses increased. Kettinger and Wertz (1993) reported that student political movement, high inflation, the declining rate of tax base from income inflation and an ever-increasing competition for public and

private funding all contributed to the problems higher education faced. Geiger (1988) stated that it was in the 1970s that the expansion of public higher education had reached its pinnacle with 78 percent of college students enrolled in public institutions. In the late 1980s, budget shortfalls continued to afflict higher education. Deficits in state and federal funding to colleges and universities led to declines in financial aid and federal research. The notion of state supported education no longer applied to public colleges and universities. Tuition increases were implemented to offset the loss of revenue in governmental funding. Geiger (1988) reported that these declines forced institutions to increase tuition by 140 percent between 1975 and 1985 to offset their financial instability.

Inadequate budgets brought on by the economic slowdown of the 1980's forced college and universities to seek alternative funding from sources other than government (Geiger, 1987). The decade of the 1990s saw persistent declines in state and federal dollars available, along with decreased financing from individuals and private sources, such as foundations (Milestone, 2005). In order to remain competitive and improve services, college and universities continued to show a strong interest in outsourcing (Palm, 2001). Colleges and universities were becoming like small towns, operating their own police, trash service, ground and building maintenance, activity centers and food service (Ekern, 1997). As institutions became increasingly complex, it became more challenging for administrators to focus on the academic mission as their time and efforts were being directed toward non-academic services. In response to high costs, colleges and universities were forced to consider the possibility of outsourcing programs, while still being pressured to improve the quality of their services. Decreased state funding and

a drop in endowments forced institutions to look at finances in a more proactive way.

Eckel, Hill and Green (1998) reported that:

The public is concerned that higher education is beyond the financial reach of many citizens. In some states, external funding is level or dropping; tuition increases to meet the budgetary shortfalls are politically implausible; and the public is calling for less waste in all public sector organizations. To maintain current levels of quality (and, of course to strive to improve quality), colleges and universities are attempting to become more efficient and productive. (p. 8).

In 1997, the National Commission on the Cost of Higher Education (NCCHE) published a bilateral approach for colleges and universities to control costs. The report called for: 1) increased public sector financial investment in higher education, and 2) comprehensive reform of higher education institutions to lower costs and improve services. Bartem and Manning (2001) wrote:

Outsourcing to obtain enhanced services to lower costs is the most natural thing in the world of business. It simply requires looking at any required service, product, or facility with dispassionate eyes, then deciding if that might be filled by another organization. Currently, university business officers and external business partners are working together to balance budgets in higher education. (p. 44)

Fraught with political tension over the first strategy laid out by National Commission on the Cost of Higher Education, many institutions examined the second tenet and began to scrutinize and analyze their budgets (DeCapua, 2006). College and university business officers found that outsourcing was an inventive way to conserve resources while limiting other cost-cutting measures. They believed that it could be a viable way of cost reduction while increasing efficiency. The aim was to provide essentially the same services, reduce costs, and reallocate savings towards more educational programs (Jefferies, 1997). Organizations and individuals aggressively marketed their specialized services as they looked to jump into the market of higher

education (Ekern, 1997). They argued that almost every service provided in-house by colleges and universities could be outsourced, with considerable savings to the institution. With limited funds, colleges and universities soon learned that not only could outsourcing conserve resources, reduce costs, and improve efficiency, it could also be an additional source of revenue. Outsourcing could help institutions focus on their primary academic mission, shifting resources away from the management of co-curricular services that do not provide a return on funding to private sector alternatives (Bartem & Manning, 2001).

Institutional needs often dictate the exact form outsourced services may provide. Companies may provide a specific service function, the management of that function, or they may take over the entire management of the operation. Colleges and universities have made many strides since the early days of contracting out for food services. Food service, with such major organizations as the Marriott and ARAMARK corporations, has become the most well known and successful outsourced service area in higher education, from small to large institutions (Palm, 2001). Since 1980, outsourcing at colleges and universities has been commonly used for laundry, construction projects, vending, custodial services, bookstores, and computer services. Abramson (1993) reported that institutions quickly learned that they could not provide the same quality of food or bookstore operations and be as efficient, while maintaining costs as low as those companies that do it exclusively.

Higher education continues to see the financial benefits of outsourcing as contracts with vendors are often written with monetary provisions. These provisions

include guaranteed improvements to be made to existing facilities, new construction of facilities, and annual payments back to the institution. Fuchsberg (1989) reported that in 1988, Eastern Michigan University outsourced its bookstore operations in order to finance the renovation of its student union. The signed contract guaranteed the university \$400,000 in store improvements, \$600,000 in inventory, and annual payments back to the university ranging from \$290,000 to \$340,000. Additionally, in the early 1990s, Florida Atlantic University and East Carolina University both outsourced their custodial services resulting in savings of \$600,000 and \$400,000, respectively. The resources allocated for outsourcing at college and universities continue to grow as more and more private companies emerge to compete for their business (Ekern, 1997). Throughout the last 30 years, housing departments, campus print shops, and information technology services were beginning to be authorized to balance their own auxiliary budgets in order to fund their own projects. This new approach often created a savings to the institution (DeCapua, 2006).

The American School and University's 7th Privatization/Contract Survey examined more than 1000 colleges and universities in 2001, and determined: 1) 94 percent outsource at least one service, 2) 34 percent outsource five or more services, 3) 5.7 percent did not outsource any services, 4) 36 percent expected to increase their use of outsourcing of the next five years, and 5) institutions with 10,000 or more students were more likely to plan to increase their future use of outsourcing than institutions with fewer than 10,000 students.

The construction of residential facilities continues to be one of the largest issues facing colleges and universities today. Booming enrollments are predicted for the next ten years and competition for students grows larger (DeCapua, 2006). Administrators are recognizing the importance of how much residential facilities are weighed in one's decision to attend or not attend a particular institution. Increasingly, many problems arise when colleges and universities attempt the process of building new facilities.

The Growing Trend Towards Privatization in Collegiate Housing

As previously stated, in early American education, buildings, including dormitories on college and university campuses, were not built unless they could be paid for without borrowed money. As the years progressed, that philosophy changed. After World War II, with the influx of students as a result of the Servicemen's Readjustment Act of 1944, federal financing became available to construct housing (Bartem & Manning, 2001). Many of the traditional residential facilities across campuses were built in the 1950s and 1960s after Congress passed the Housing Act of 1950. Low interest loans and long amortization schedules, allowed for greater affordability and construction of new facilities and renovation of existing ones (Fredericksen, 1993). After this housing boom, many of the housing departments at colleges and universities were structured as auxiliary units of the institution. These self-supporting entities derive their budgets from the revenue generated through room rent paid by students. The accumulated funds are then expended through salaries, maintenance operations, residential life programming, telecommunications, reserves for future projects, current

debt service, and all other expenses associated with the operation of the housing department.

In 2007, many campus housing facilities were more than fifty years old and a large portion of a housing department's budget was earmarked for repair, on-going and preventative maintenance, and upgrades to current residential facilities. Housing facilities were in desperate need of renovation, both inside and out (Ryan, 2003; Smith, 2000). Berkurs (2007) stated that according to the US Department of Education, 14.6 million students were enrolled in college and universities in 1998 and that the number will grow to 17.5 million by 2010. The continuous enrollment increase came at a time when funding for higher education had never been a bigger challenge. New enrollees looked to campus housing for their accommodations, thereby placing great demand on colleges and universities to increase and renovate current facilities. Cox (1998) recognized: 1) ADA requirements, 2) new construction and renovation, 3) deferred maintenance, 4) technology improvements, 5) students' desires for updated housing and 6) tight budgets as the greatest hurdles facing institutions. In order to meet the changing demands of the student housing market through construction of new facilities and renovation of existing ones, college and universities were looking for new ways to finance projects.

Traditionally, rent increases and reduction of residence life programs expenditures had been seen as ways to help defray costs of renovation and new construction of residential facilities (Stoner & Cavins, 2003). Increased enrollment, demand for better housing amenities and rising costs forced university administrators to look for innovative

ways to fund and secure future housing and renovate existing facilities. As a result, in the between 1995 to 2007 college and universities increasingly looked to the private sector to help defer costs and help meet their challenges.

The outsourcing of specific services had been a common practice for housing departments across the country over the last 25 to 30 years. The largest outsourced services are in the areas of maintenance and laundry. Many housing programs set up contracts with their university's physical plant department. Private vendors such as WEB Services, Coin Mach, and Mac-Gray provide laundry services through outsourced contracts. Often these companies renovate existing facilities and pay back to the housing department a percentage of the profits. In 2002, the housing department at the University of Central Florida contracted with a laundry vendor to maintain and operate their laundry services. The signed contract included the renovation of existing facilities, installation of brand new equipment, and a percentage of profit or fixed amount (whichever is higher), paid annually to the housing department.

As colleges and universities continued to search for alternative funding services in the 2007 economy, many dipped into the reserves of auxiliaries. Departments, such as housing, were forced to raise rent to meet financial obligations and fund new projects. In an effort to cut living costs and still build additional housing, some colleges and universities found an answer in the form of privatized housing. In 1997, there was virtually no privatized housing. In 2000, approximately 500 million dollars in privatized college housing contracts existed. In 2007, it became much more popular, with privatized housing contracts exceeding billions of dollars and 214 privatized student

housing projects on college and university campuses in the United States alone (Bekurs, 2007; Van Der Werf, 1999).

Moneta and Dillon (2001) noted that the array of private partnerships that can be formed in higher education is extensive and distinctive and, can be defined into three broad categories: 1) complete outsourcing, 2) collaboration, and 3) co-branding. For this study, only complete outsourcing and collaboration were examined. According to Moneta and Dillon (2001), complete outsourcing exists when an institution aims to give full management authority of an educational or administrative area to a private entity. In the strictest sense, the college or university ceases supplying the service and contracts with an outside provider for delivery. As mentioned earlier, this can be in the form of food service and bookstore operations. This method allows for minimal financial risk to the institution because the private entity assumes responsibility. Variations of complete outsourcing exist when institutions assign full oversight to the outside provider yet maintain some decision making authority. Colleges and universities may also wish to have the private company manage day-to-day operations; however, the institution may reserve the right to choose to employ the labor. Lastly, in a lease-tenant relationship, the institution leases campus space to a private operator as in dining halls, bookstores, and health centers. Rental revenue may be garnished in these types of arrangements.

Perhaps the greatest increase in outsourcing with collegiate housing can be linked to what Moneta and Dillon (2001) termed “Collaboration.” Collaboration, another form of private partnering, exists when an institution and outside provider partner together in the provision of a service or activity. One imaginative arrangement, real estate

development projects, is often set up to provide housing, dining, retail and commercial facilities. College and universities are partnering increasingly more often with outside companies to build and/or renovate residential facilities.

Prior to the privatization boom, the most frequent method of financing collegiate housing was in the form of debt finance through bond issuance. In this structure, college and universities issue bonds for sale to gather revenue for the construction of new projects or renovation of current facilities. In this arrangement, the institution retains the greatest amount of control, yet bears the maximum quantity of risk and additional debt load (Henry, 2003). As college and universities struggle financially while considering existing debt capacity and bond ratings for new construction, they have explored other avenues of financing new student housing. As a result, many campuses have chosen to partner with private developers to design, develop, construct, finance, and in some cases, manage all aspects of new residential facilities. While enrollments skyrocket, partnering with private developers can expedite construction schedules, avoid bureaucratic roadblocks, preserve debt capacity, and overcome restrictions with existing debt covenants (Cirino, 2003; Short & Chisler, 2006; Bekurs, 2007).

When other options have not proven reasonable, institutions have looked to the private sector to meet the needs of both their campuses and students. Though fairly new in growth, privatization of residence halls can trace its roots to a private firm who, using equity capital from Northwestern Mutual Life Insurance Company, developed, built and managed a residential facility on the University of North Carolina at Chapel Hill campus (Short & Chisler, 2006). Many private developers are offering the ability to customize

housing and minimize risks while maximizing rewards. As a result, Governors in states like Maryland and Pennsylvania have declared that no state funds would be available to colleges and universities for the construction of new housing if the institutions did not first seek out privatized options (Van Der Welf, 1999)

An essential principle in the 2007 model of privatized housing was the existence of a ground lease transaction, whereby the college or university leases institutionally-owned land to a private developer or non-profit organization for the purpose of constructing new housing (Henry, 2003; Short & Chisler, 2006). There are a handful of well-financed real estate investment trusts (REITs) that have cornered the market of partnering with college and universities to build residential housing. These major companies, such as American Campus Communities, Capstone Development Corporation, and GHM Communities Trust were powerful, well-funded and even publicly traded organizations that were eager to partner with institutions that were seeking creative ways to finance and construct their housing needs (Zaransky, 2006). After selecting a developer, an institution would generally agree to lease the land used for the housing project to the company. The level of control and oversight that the institution wanted to ultimately retain determined the depth of this public-private relationship.

The benefit that state institutions have always had that private developers did not was that they were able to use tax exempt debt, pay no property taxes, and were usually the land owners of the ground a new facility was constructed on or existing one renovated (Bekurs, 2007). The arena of public-private partnering has enabled private developers to be able to capitalize on the advantages held by state institutions, with savings to all.

Often termed the tax-exempt corporation model, this arrangement continued to be employed in increasing numbers across institutions of higher education.

Public-private partnerships may have been structured with the aid of an institution's foundation as they helped arrange for tax-exempt bonds to be issued for the project (Van Der Welf, 1999; Henry, 2003). Institutions often set up housing projects through the Internal Revenue Code 501 (c) (3) corporation policy. Through a 501 (c) (3), a non-profit organization is not a taxable entity as long as its activities were for charitable, religious, educational, scientific, literary, testing for public safety, fostering national or international amateur sports competition, and the prevention of cruelty to children or animals (Internal Revenue Service, 2003). The type of funding and how it was obtained was often predicated on the relationship of the public-private partnership. Institutions may have set up off-balance-sheet financing, whereby the cost of any new housing project was not included on the overall institutional debt capacity (Henry, 2003; Short & Chisler, 2006). Ryan (2003) stated:

Terms and conditions of these partnerships vary from campus to campus. For example, the location of housing (on or off campus), management arrangements, length of the agreement, and occupancy requirements (if any) are often unique to each campus. Lease arrangements or management agreements between the developer and the college or university are carefully negotiated. Some campuses treat public-private housing as part of their inventory for purposes of student application, assignment, and payment for the space and in some cases provide a residential life program in the facility. Other campuses keep the housing at arm's length in terms of all of the management functions (p.65).

The types of institutional controls that the college or university placed on the private developer could have had a direct relationship on bond ratings as investors determined the impact of these finances on the institution. The greater control that the

institution retained, such as policy formulation, budget oversight, and day-to-day management, increased the likelihood the debt would be included in the overall debt capacity of the college or university (Short & Chisler, 2006). As budgets cutbacks and financial shortfalls continued to afflict institutions of higher education, college and university administrators continued to engage in creative ways to secure increased funding and provision of services.

Summary

The purpose of this chapter was to provide a review of the relevant literature and corresponding research on the history and future of residential housing on college and university campuses and the potential impact on student's academic experience and satisfaction with their living environment. The chapter included discussion of the roots of higher education in the United States, the evolution of collegiate housing, the proliferation of the field of student affairs, and the beneficial impact that residential living has on one's college career. Additionally, it was important to examine first-year retention as it relates to student attrition, a brief history of outsourcing in the United States and in higher education, and the future of residential housing across college and university campuses.

The literature strongly indicated that living in residence halls during one's first year in college has shown significant advantages to the student when compared with those who have not had the experience (Astin, 1983; Ballou et al., 1995; Blimling, 1999;

Chickering, 1974; Fenske, 1989; Murray et al., 1999; Pascarella, 1984; Rentz & Saddelmire, 1988; Schroeder et al., 1994; Winston et al., 1993; Zheng et al., 2002).

Throughout the history of the government and corporate world in the United States, evolution and change have always taken place while institutions of higher education have held on to tradition, institutional culture, and ownership (Bartem & Manning, 2001). Outsourcing to lower costs and enhance products in the business world has become the norm. Slow to start, outsourcing gained tremendous momentum in higher education. As colleges and universities continue to minimize costs while maintaining quality, outsourcing may be considered in order to maximize services.

It is clear that the research to date has shown a positive relationship between students living in residence halls and their overall success, satisfaction and retention. However, the conceptual framework of this study sought to compare students' perceptions and satisfaction as they related to multiple variables with one's living environment, specifically the experienced differences in university owned and university affiliated housing. In addition, this research sought to determine if a difference existed between student retention rates from their first year in college to their second year and students' grade point average related to their place of residence within the collegiate setting.

As long as there are traditional colleges and universities, students will need housing. With increased financial tension and potential minimized risks through the use of privatized housing, institutions will continue to look towards private developers with creative partnering efforts in the provision of residential housing.

CHAPTER THREE: METHODOLOGY

Introduction

This chapter provides an overview of the methodology and procedures utilized to study the comparisons of students' perceptions and satisfaction as they relate to multiple variables; environment, retention rates, and cumulative grade point averages. The statistical procedures used for analysis along with rationale validating the procedural choices are included. The chapter is divided into the following sections: a) statement of the problem, b) limitations and delimitations, c) significance of the study, d) research questions, e) population and sample, f) instrumentation and data collection, g) dependent and independent variables, h) data analysis, and i) summary.

Statement of the Problem

As the number of students enrolled at the University of Central Florida increased, and a shortage of university housing existed, it became important to determine if there was a difference in residential experience between university owned and university affiliated housing. It was essential to determine how the overall student experience was impacted by these types of residential living environments and imperative to decide if these new housing models (university affiliated housing) provided a comparable housing experience to the university owned model. As the University of Central Florida moves forward in its growth and development, it was desirable to determine if it was in the best interest of the University of Central Florida to continue outsourcing residential housing

through public-private partnering without verifying the effects on student satisfaction, retention levels, and cumulative grade point averages.

As such, it was important to determine if there was a difference in residential experience between university owned and university affiliated housing. This information would be critical to university administrators to aid in their decision processes regarding future residential housing. Accordingly, it was important to investigate if a difference existed in one's residential experience as it related to multiple variables between university owned housing and university affiliated housing. This study compared students' perceptions and satisfaction as they related to multiple variables with the students' living environments. In addition, this research sought to determine if a difference existed between student retention rates from their first year in college to their second year and cumulative grade point average related to place of residence within the collegiate setting. The main problem this study examined was the overall impact between where a first-time-in-college student lives within in the University of Central Florida housing system, regarding levels of satisfaction, retention rates, and cumulative grade point averages.

It is important to note that although university affiliated (Pegasus Landing) housing is a part of the University of Central Florida residential system; the facility is located across a six-lane street from the core campus of the university. Students generally are unable to walk to academic buildings and campus life facilities with the same ease as students residing in university owned and university affiliated (Towers) housing. The research hypothesis was that there was no difference between students'

residential experience (university owned housing versus university affiliated housing) and students' levels of satisfaction, overall retention rates, and cumulative grade point averages.

Limitations and Delimitations

There were several limitations in this study. The sample group was restricted to the selected population of students living in the University of Central Florida housing and affiliated housing who responded to the questionnaire. This limited the ability to generalize to all college students living in university housing and private housing. Another limitation to this study was that the questionnaire did not account for cultural differences which could have influenced a student's level of satisfaction. The participants of the study were from diverse backgrounds with different cultural ideas regarding life satisfaction and how it related to their living environment.

Research Questions

1. What difference, if any, is there between students living in university owned housing and university affiliated housing based upon response ratings on a questionnaire for the following variables:
 - a. Students' responses to their level of connectivity to the University of Central Florida community (item 17 on Survey A, item 17 on Survey B)
 - b. Students' responses to their level of satisfaction with respect to measures of safety and security being taken (item 5 on Survey A, item 5 on Survey B)
 - c. Students' responses to their level of satisfaction with their living experience because there is a resident assistant (item 21 on Survey A, item 20 on Survey B)

- d. Students' responses to their level of participation in planned activities (item 11 on Survey A, item 11 on Survey B)
 - e. Students' responses to the timeliness maintenance requests are handled (item 20 on Survey A, item 19 on Survey B)
 - f. Students' responses to the sense of community in their floor/building (item 14 on Survey A, item 14 on Survey B)
 - g. Students' responses to their level of satisfaction with their resident assistant (item 7 on Survey A, item 7 on Survey B)
 - h. Students' responses to their overall level of satisfaction of their living environment (item 22 on Survey A, item 21 on Survey B)
2. What difference, if any, is there between fall 2006 admitted full-time, first-time-in-college students' retention percentage for students living in university owned housing and university affiliated housing?
3. What difference, if any, is there between fall 2006 admitted full-time, first-time-in-college students' cumulative grade point averages for students living in university owned housing and university affiliated housing?

Methodology

Population

This study was completed at the University of Central Florida, a land-grant university with a 2007 fall enrollment of 48,699 total students, 41,488 identified as undergraduates. The overall student population is 54.96 percent female, 18 percent

freshman, 69 percent white Non-Hispanic, 28 percent self declared as minority, and 96 percent in-state students (University of Central Florida, 2007).

The population in this study consisted of approximately 3,800 students living in university owned housing, 1,500 students who lived in university affiliated housing (Towers), and 1,831 University of Central Florida students who lived in university affiliated housing (Pegasus Landing). For the purposes of this study, the information provided by students classified as first-time-in-college students were analyzed for the research questions.

Instrumentation and Data Collection

Approval to conduct this research was granted by the University of Central Florida's Institutional Review Board (Appendix C) and the Department of Housing and Residence Life (Appendix D). The survey used in this study was developed by the Department of Housing and Residence Life at the University of Central Florida. A website link to an Internet-based questionnaire (Appendix A) developed by the Department of Housing and Residence Life was sent via email to the entire population of students living in university owned and university affiliated housing (Tower) in February of 2006. A website link to an Internet-based questionnaire (Appendix B) developed by the Department of Housing and Residence Life was sent via email to the entire population of students living in university affiliated housing (Pegasus Landing) in February of 2006. The questionnaires consisted of twenty-nine items that were created to ascertain demographic information and student's perceptions and satisfaction as it

related to multiple variables within one's living environment. The questions consisted of both scaled multiple choice and qualitative response options. A follow-up email was sent to all potential respondents three weeks following the initial survey request to elicit a higher response rate.

The population was determined by the number of delivered emails 3800 for University owned housing, 1,500 for University affiliated housing (Towers) and 1,831 for University affiliated housing (Pegasus Landing). Of the total populations: 1) 38.57 percent were returned for university owned housing, 2) 26.26 percent were returned for university affiliated (Towers), and 3) 24.63 percent were returned for university affiliated housing (Pegasus Landing). Of total respondents: 1) (N=589 for first-time-in-college in university owned) 2) (N=157 for first-time-in-college in university affiliated (Towers) and 3) (N=102, for first-time-in-college in university affiliated housing (Pegasus Landing).

Dependent and Independent Variables

The dependent variable in this study was the reported place of residence within the University of Central Florida housing system the respondent resided. The independent variables were retention rates for each living setting and cumulative grade point averages with respect to place of residence.

Data Analysis

Analysis of data for this study was completed by the researcher. All statistical computations were executed using the computer program, Statistical Package for Social

Sciences, Version 11.5 (SPSS®, 2003). For the purpose of this study, only designated survey questions related to the research were used in the analysis of the data. Data were collected electronically; individual responses for first-time-in-college students were compiled, recorded, and then analyzed. The survey questions that correspond to the Research Questions of this study are discussed in this section.

Research Question 1(a) asked whether a significant difference existed between students living in university owned housing and university affiliated housing comparing scores of their level of connectivity to the University of Central Florida community (item 17 on Survey A, item 17 on Survey B). A cross-tabulation and chi-square test were performed to determine if a significant difference existed. The dependent variable was the satisfaction score and the independent variable was the type of living facility.

Research Question 1(b) queried whether a significant difference existed between students living in university owned housing and university affiliated housing in terms of scores of their level of satisfaction with respect to measures of safety and security being taken (item 5 on Survey A, item 5 on Survey B). A cross-tabulation and chi-square test were performed to determine if a significant difference existed. The dependent variable was the satisfaction score and the independent variable was the type of living facility.

Research Question 1(c) explored whether a significant difference existed between students living in university owned housing and university affiliated housing in terms of scores of their level of satisfaction with their living experience because there is a resident assistant (item 21 on Survey A, item 20 on Survey B). A cross-tabulation and chi-square test were performed to determine if a significant difference existed. The dependent

variable was the satisfaction score and the independent variable was the type of living facility.

Research Question 1(d) questioned whether a significant difference existed between students living in university owned housing and university affiliated housing comparing scores of their level participation in planned activities (item 11 on Survey A, item 11 on Survey B). A cross-tabulation and chi-square test were performed to determine if a statistically difference existed. The dependent variable was the satisfaction score and the independent variable was the type of living facility.

Research Question 1(e) permitted the researcher to examine whether a significant difference existed between students living in university owned housing and university affiliated housing by comparing scores of their level of satisfaction in response to the timeliness maintenance requests are handled (item 20 on Survey A, item 19 on Survey B). A cross-tabulation and chi-square test were performed to determine if a statistically significant difference existed. The dependent variable was the satisfaction score and the independent variable was the type of living facility.

Research Question 1(f) explored whether a significant difference existed between students living in university owned housing and university affiliated housing examining differences in scores of their level of satisfaction with the sense of community in their floor/building (item 14 on Survey A, item 14 on Survey B). A cross-tabulation and chi-square test were performed to determine if a significant difference existed. The dependent variable was the satisfaction score and the independent variable was the type of living facility.

Research Question 1(g) examined whether a significant difference existed between students living in university owned housing and university affiliated housing by comparing scores of their level of satisfaction with their resident assistant (item 7 on Survey A, item 7 on Survey B). A cross-tabulation and chi-square test were performed to determine if a significant difference existed. The dependent variable was the satisfaction score and the independent variable was the type of living facility.

Research Question 1(h) explored whether a significant difference existed between students living in university owned housing and university affiliated housing based upon response percentages of their overall level of satisfaction of their living environment (item 22 on Survey A, item 21 on Survey B). A cross-tabulation and chi-square test were performed to determine if a significant difference existed. The dependent variable was the satisfaction score and the independent variable was the type of living facility.

Research Question 2 was designed to determine if there was a difference in fall 2006 admitted full-time, first-time-in-college students' retention percentage between students living in university owned housing and university affiliated housing. An analysis of the data was performed to determine if a significant difference existed. The dependent variable was retention percentage and the independent variable was the type of living facility.

Research Question 3 examined if there was a difference in fall 2006 admitted full-time, first-time-in-college students' cumulative grade point averages between students living in university owned housing and university affiliated housing. An examination of the data was performed to determine if a significant difference existed. The dependent

variable was cumulative grade point average and the independent variables were types of living facility.

Summary

This chapter described the methodology and procedures utilized in analyzing the differences in students' residential experiences (university owned housing and university affiliated housing) as they related to multiple variables with respect to levels of satisfaction, overall retention rates, and cumulative grade point averages. Chapter Four includes the data analysis and the presentation of results for this study.

CHAPTER FOUR: ANALYSIS OF THE DATA

Introduction

The researcher sought to identify if a difference existed in one's residential experience as it related to multiple variables between university owned housing and university affiliated housing. Three research questions were examined:

1. What difference, if any, is there between students living in university owned housing and university affiliated housing based upon response ratings on a questionnaire as it related to the following variables:
 - a) Students' response to their level of connectivity to the University of Central Florida community (item 17 on Survey A, item 17 on Survey B)
 - b) Students' response to their level of satisfaction with respect to measures of safety and security being taken (item 5 on Survey A, item 5 on Survey B)
 - c) Students' response to their level of satisfaction with their living experience because there is a resident assistant (item 21 on Survey A, item 20 on Survey B)
 - d) Students' response to their level of participation in planned activities. (item 11 on Survey A, item 11 on Survey B)
 - e) Students' response to the timeliness maintenance requests are handled (item 20 on Survey A, item 19 on Survey B)
 - f) Students' response to the sense of community in their floor/building (item 14 on Survey A, item 14 on Survey B)

- g) Students' response to their level of satisfaction with their resident assistant (item 7 on Survey A, item 7 on Survey B)
 - h) Students' response to their overall level of satisfaction of their living environment (item 22 on Survey A, item 21 on Survey B)
2. What difference, if any, is there between fall 2006 admitted full-time, first-time-in-college students' retention percentage for students living in university owned housing and university affiliated housing?
 3. What difference, if any, is there between fall 2006 admitted full-time, first-time-in-college students' cumulative grade point averages for students living in university owned housing and university affiliated housing?

Survey Instrument and Data

The data used in this study were supplied by the Department of Housing and Residence Life and Student Development and Enrollment Services at the University of Central Florida. A self-administered Internet-based questionnaire (Appendix A) developed by the Department of Housing and Residence Life was sent via email to the entire population of students living in university owned and university affiliated (Tower) housing in February of 2006. A self-administered Internet-based questionnaire (Appendix B) developed by the Department of Housing and Residence Life was sent via email to University of Central Florida students living in university affiliated (Pegasus Landing) housing in February of 2006. The questionnaires consisted of twenty-nine items that were created to ascertain demographic information and student's perceptions

and satisfaction as it related to multiple variables within one's living environment. The questions consisted of both scaled multiple choice and qualitative response options. A follow-up email was sent to all potential respondents three weeks following the initial survey request to elicit a higher response rate.

The size of the population was determined by the number of delivered emails; 3800 for University owned housing, 1,500 for University affiliated (Towers) housing and 1,831 for University affiliated (Pegasus Landing) housing. Of the total populations: 1) 38.57 percent were returned for university owned housing, 2) 26.26 percent were returned for university affiliated (Towers), and 3) 24.63 percent were returned for university affiliated (Pegasus Landing). Of total respondents: 1) (N=589) for fall 2006 first-time-in-college in university owned) 2) (N=157) for fall 2006 first-time-in-college in university affiliated (Towers) and 3) (N=102) for fall 2006 first-time-in-college in university affiliated housing (Pegasus Landing). Analysis of data for this study was completed by the researcher. All statistical computations were executed using the computer program, Statistical Package for Social Sciences, Version 11.5 (SPSS®, 2003).

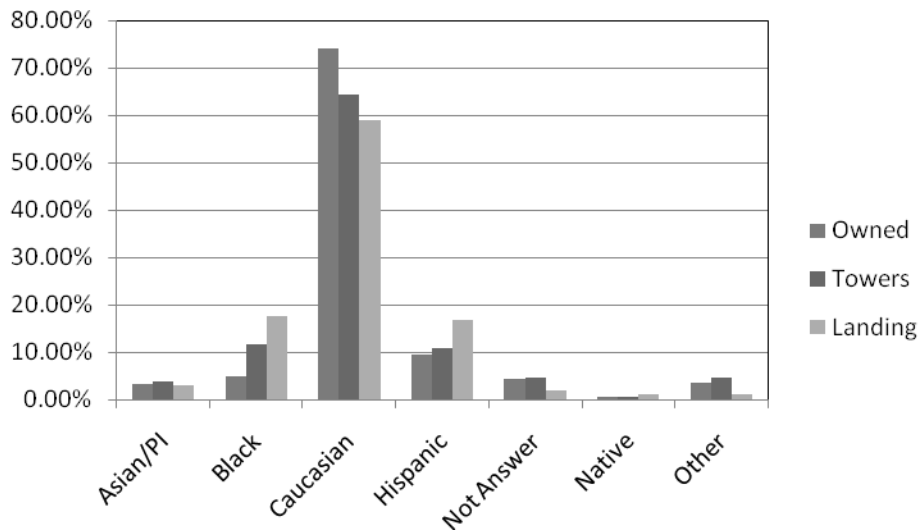
It is important to note that although university affiliated (Pegasus Landing) housing is a part of the University of Central Florida residential system; the facility is located across a six-lane street from the core campus of the university. Students generally are unable to walk to academic buildings and campus life facilities with the same ease as students residing in university owned and university affiliated (Towers) housing.

Demographic Data

Table 1, Table 2, Table 3, Table 4, Figure 1, and Figure 2 represent demographic descriptors of the responding groups in combination from both the on-campus and affiliated surveys. Questions regarding academic classification and enrollment status of roommates were only asked of university affiliated (Pegasus Landing) students.

**Table 1
Respondent Representation by Race**

Community	Asian/ PI	Black	Caucasian	Hispanic	Not Answer	Native	Other
Owned	3.2%	4.9%	74.0%	9.5%	4.4%	.5%	3.4%
Towers	3.8%	11.5%	64.3%	10.8%	4.5%	.6%	4.5%
Landing	2.9%	17.6%	58.8%	16.7%	2.0%	1.0%	1.0%
Combined	3.3%	7.7%	70.4%	10.6%	4.1%	.6%	3.3%



**Figure 1
Respondent Representation by Race**

The results from cross-tabulations representing racial background of respondents are presented in Table 1 and Figure 2. Of the 848 responders, none were missing. The most frequently occurring race was Caucasian (n=597), followed by Hispanic (n=90), followed by Black (n=65), followed by those preferring not to answer (n=35), followed by Asian/Pacific Islander (n=28), followed by those declaring Other (n=28), and followed by Native American (n=5).

Table 2
Respondent Representation by Gender

Community	Female	Male
Owned	56.2%	43.8%
Towers	64.2%	35.7%
Landing	63.7%	36.3%
Combined	58.6%	41.4%

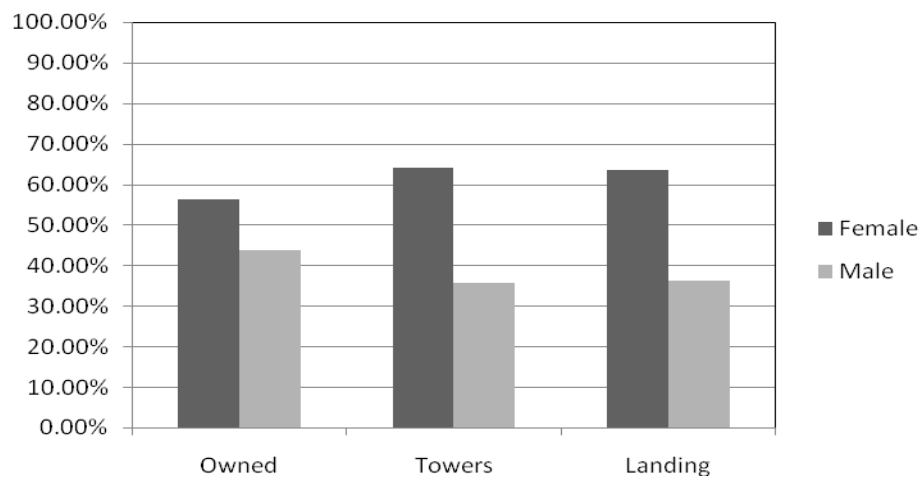


Figure 2
Respondent Representation by Gender

Cross-tabulations results depicting gender is presented in Table 2 and Figure 2. Of the 848 responders, none were missing. The most frequently occurring gender was female (n=497), followed by males (n=351).

Table 3
Percentage of Roommates Who Attend the University of Central Florida

Community	Yes	No
Landing	96.1%	3.9%
Total	96.1%	3.9%

Table 3 represents those University of Central Florida students living in university affiliated (Pegasus Landing) whose roommates also went to the University of Central Florida. Of the 102 respondents, none were missing. Data showed that most students (n=98) had roommates who went to the University of Central Florida, compared with those who did not (n=4).

Table 4
Number of Roommates of the Same Academic Classification

Community	1	2	3	4
Landing	40.2%	33.3%	24.5%	2.0%
Total	40.2%	33.3%	24.5%	2.0%

Table 4 represents those University of Central Florida students living in university affiliated (Pegasus Landing) whose roommates were of the same academic classification

as the respondent. Of the 102 respondents, none were missing. The most frequent response was of the same academic classification (n=41), followed by two roommates (n=34), followed by three roommates (n=25), and followed by all four roommates (n=4). University affiliated (Pegasus Landing) largest living unit is a four bedroom apartment. The researcher concluded those answering three roommates are of the same academic classification and those answering four is equivalent and should be combined (n=29), due to respondents including themselves in this response because of confusion with question wording.

Analysis of Research Questions

This section is arranged according to the three research questions that guided this study. The research questions are stated with representative tables and figures followed by a discussion of the data.

Research Question 1(a)

What difference, if any, is there between students living in university owned housing and university affiliated housing based upon respondent ratings on a questionnaire as it related to student's response to their level of connectivity to the University of Central Florida community?

This research question was studied by analyzing data from the following survey items: (item 17 on Survey A, item 17 on Survey B). Following is a presentation of the analysis for each survey item.

Survey Item 17: I am more connected to the UCF community as a result of living in on campus housing.

Survey Item 17: I am more connected to the UCF community as a result of living in affiliated housing.

Results from the analysis of responses to survey items 17 are presented using tables, graphs, and supportive narrative statements summarizing the findings (see Table 5; Figure 3).

Table 5
Respondents' Level of Connectivity to the University of Central Florida

Community	Disagreement	Neutral	Agreement
Owned	7.3%	15.1%	77.6%
Towers	13.5%	19.2%	67.3%
Landing	31.0%	31.0%	38.0%
Combined	11.3%	17.8%	71.0%

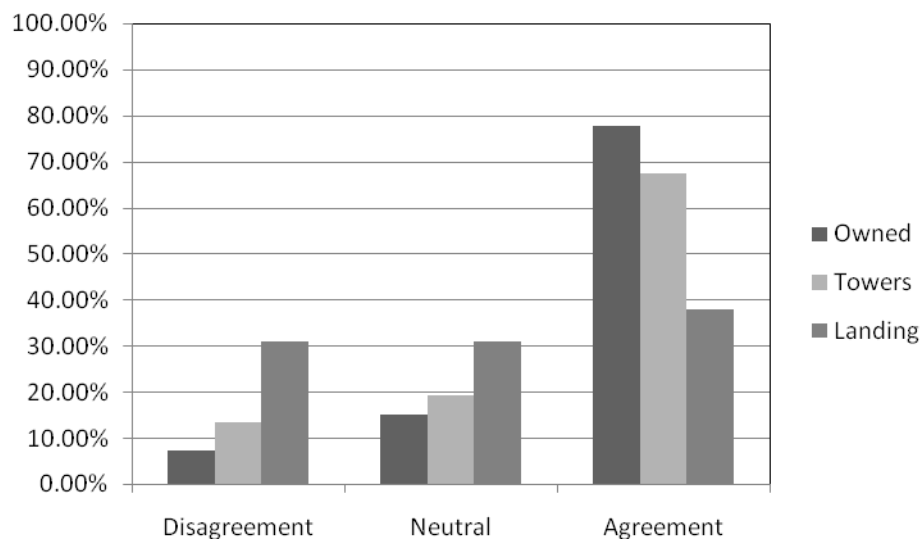


Figure 3
Respondents' Level of Connectivity to the University of Central Florida

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned, university affiliated (Towers) and university affiliated (Pegasus Landing) housing with respect to students' level of connectivity to the University of Central Florida community. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{844}=74.960$, $p=.000$), demonstrating a strong association between place of residence and level of connectivity. 844 students responded to this question. Examination of the cross-tabulations showed that students living in university owned housing reported the highest level of connectivity 77.6 percent (n=456), followed by students living in university affiliated (Towers) housing 67.3 percent (n=105), and followed by students living in university affiliated (Pegasus Landing) housing 38.0 percent (n=38). In order to determine if all living communities were statistically significant from each other, the researcher performed cross-tabulations and chi-square tests of independence comparing two residential environments at a time (see Table 6; Table 7; Table 8).

Table 6
Respondents' Level of Connectivity to the University of Central Florida

Community	Disagreement	Neutral	Agreement
Owned	7.3%	15.1%	77.6%
Towers	13.5%	19.2%	67.3%
Combined	8.6%	16.0%	75.4%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Towers) housing with respect to students' level of connectivity to the University of Central Florida community. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{744}=8.427$, $p=.015$), signifying a strong association between students' level of connectivity to the University of Central Florida community as a result of their place of residence. Respondents living in university owned housing reported higher levels of connectivity to the University of Central Florida community than those students residing in university affiliated (Towers) housing.

Table 7
Respondents' Level of Connectivity to the University of Central Florida

Community	Disagreement	Neutral	Agreement
Owned	7.3%	15.1%	77.6%
Landing	31.0%	31.0%	38.0%
Combined	10.8%	17.4%	71.8%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Pegasus Landing) housing with respect to students' level of connectivity to the University of Central Florida community. The data were cross-tabulated and tested for independence.

The resultant chi-square, indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{688}=75.534$, $p=.000$), suggesting a strong association between students' level of connectivity to the University of Central Florida community as a result of their place of residence. Respondents living in university owned housing reported more than 35 percent greater agreement that they were more connected to the University of Central Florida community than those students residing in university affiliated (Pegasus Landing) housing.

Table 8
Respondents' Level of Connectivity to the University of Central Florida

Community	Disagreement	Neutral	Agreement
Towers	13.5%	19.2%	67.3%
Landing	31.0%	31.0%	38.0%
Combined	20.3%	23.8%	55.9%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university affiliated (Towers) and university affiliated (Pegasus Landing) housing with respect to students' level of connectivity to the University of Central Florida community. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{256}=22.141$, $p=.000$), representing of a strong association between students' level of connectivity to the University of Central Florida community as a result of their place of residence. Respondents living in university affiliated (Towers) housing reported more than 29

percent greater agreement that they were more connected to the University of Central Florida community than those students residing in university affiliated (Pegasus Landing) housing.

Research Question 1(b)

What difference, if any, is there between students living in university owned housing and university affiliated housing based upon respondent ratings on a questionnaire as it related to students' response to their level of satisfaction with respect to measures of safety and security being taken in their community?

This research question was studied by analyzing data from the following survey items: (item 5 on Survey A, item 5 on Survey B). Following is a presentation of the analysis for each survey item.

Survey Item 5: I am satisfied with the level of safety and security being taken in my community.

Survey Item 5: I am satisfied with the level of safety and security being taken in my community.

Results from the analysis of responses to survey items 5 are presented using tables, graphs, and supportive narrative statements summarizing the findings (see Table 9; Figure 4).

Table 9
Respondents' Level of Satisfaction with Measures of Safety and Security

Community	Disagreement	Neutral	Agreement
Owned	11.9%	17.3%	70.8%
Towers	13.4%	11.5%	75.2%
Landing	64.7%	22.5%	12.7%
Combined	18.5%	16.9%	64.6%

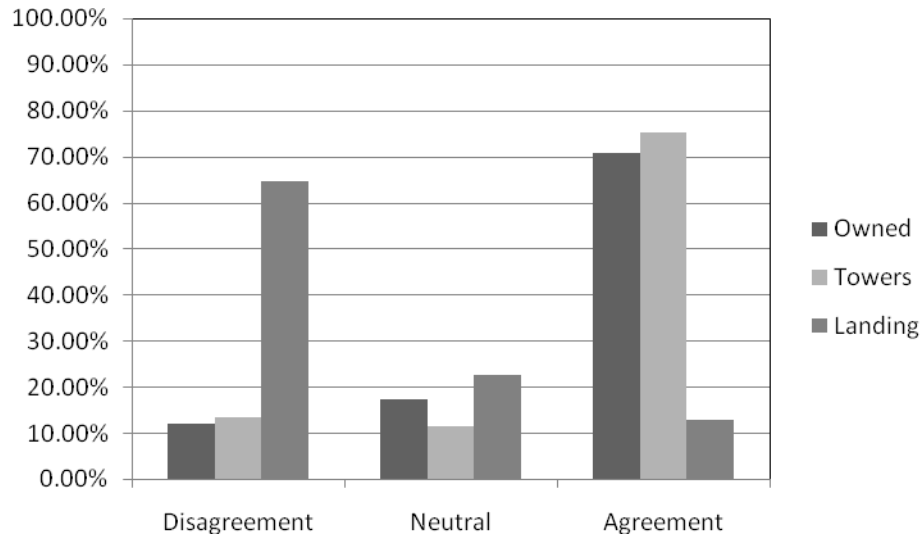


Figure 4
Respondents' Level of Satisfaction with Measures of Safety and Security

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned, university affiliated (Towers) and university affiliated (Pegasus Landing) housing with respect to level of satisfaction with respect to measures of safety and security being taken in students' residential environment. The data were cross-tabulated and tested for independence. The resultant

chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($\chi^2_{848}=1.872$, $p=.05$), demonstrating a strong association between student's level satisfaction with respect to measures of safety and security being taken in their residential environment. All 848 students responded to this item. Examination of the cross-tabulations showed that students living in university affiliated (Towers) housing reported the highest level of satisfaction (Towers) 75.2 percent (n=118), followed by students living in university owned 70.8 percent (n=417), and followed by students living in university affiliated housing (Pegasus Landing) 72.7 percent (n=13). In order to determine if all living communities were statistically significant from each other, the researcher performed cross-tabulations and chi-square tests of independence comparing two residential environments at a time (see Table 10; Table 11; Table 12).

Table 10
Respondents' Level of Satisfaction with Measures of Safety and Security

Community	Disagreement	Neutral	Agreement
Owned	11.9%	17.3%	70.8%
Towers	13.4%	11.5%	75.2%
Combined	12.2%	16.1%	71.2%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Towers) housing between students' level of satisfaction with respect to measures of safety and

security being taken in their residential environment. The data were cross-tabulated and tested for independence. The resultant chi-square indicated no significant difference in the expected model frequencies and the observed model frequency ($X^2_{746}=3.194$, $p=.202$), signifying no association between students' level of satisfaction with respect to measures of safety and security being taken in their residential environment. Students living in both university owned and university affiliated (Towers) housing were equally satisfied level of satisfaction with respect to measures of safety and security being taken in their residential environment.

Table 11
Respondents' Level of Satisfaction with Measures of Safety and Security

Community	Disagreement	Neutral	Agreement
Owned	11.9%	17.3%	70.8%
Landing	64.7%	22.5%	12.7%
Combined	19.7%	18.1%	62.2%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Pegasus Landing) housing between students' of level satisfaction with respect to measures of safety and security being taken in their residential environment. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{691}=1.717$, $p=.000$), suggesting a strong association between students' level

of satisfaction with respect to measures of safety and security being taken in their residential environment. Students living in university owned housing overwhelmingly had higher levels of satisfaction with respect to measures of safety and security being taken in their residential environment than those students residing in university affiliated (Pegasus Landing) housing.

Table 12
Respondents' Level of Satisfaction with Measures of Safety and Security

Community	Disagreement	Neutral	Agreement
Towers	13.4%	11.5%	75.2%
Landing	64.7%	22.5%	12.7%
Combined	33.6%	15.8%	50.6%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university affiliated (Towers) and university affiliated (Pegasus Landing) housing between students' of level satisfaction with respect to measures of safety and security being taken in their residential environment. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{259}=1.009$, $p=.000$), representing a strong association between students' of level satisfaction with respect to measures of safety and security being taken in their residential environment. Students living in university affiliated (Towers) housing responded with over 60 percent greater satisfaction with regards to measures of

safety and security being taken in their residential environment compared with those students residing in university affiliated (Pegasus Landing) housing.

Research Question 1(c)

What difference, if any, is there between students living in university owned housing and university affiliated housing based upon respondent ratings on a questionnaire as it related to students' response to their level of satisfaction with their living experience because there is a resident assistant?

This research question was studied by analyzing data from the following survey items: (item 21 on Survey A, item 20 on Survey B). Following is a presentation of the analysis for each survey item.

Survey Item 21: Because there is an RA, I am more satisfied with my living experience.

Survey Item 20: Because there is an RA, I am more satisfied with my living experience.

Results from the analysis of responses to survey items 21 and 20 are presented using tables, graphs, and supportive narrative statements summarizing the findings (see Table 13; Figure 5).

Table 13
Respondents' Level of Satisfaction Because there is a Resident Assistant

Community	Disagreement	Neutral	Agreement
Owned	16.7%	36.7%	46.6%
Towers	19.7%	34.4%	45.9%
Landing	30.0%	37.0%	33.0%
Combined	18.9%	36.3%	44.8%

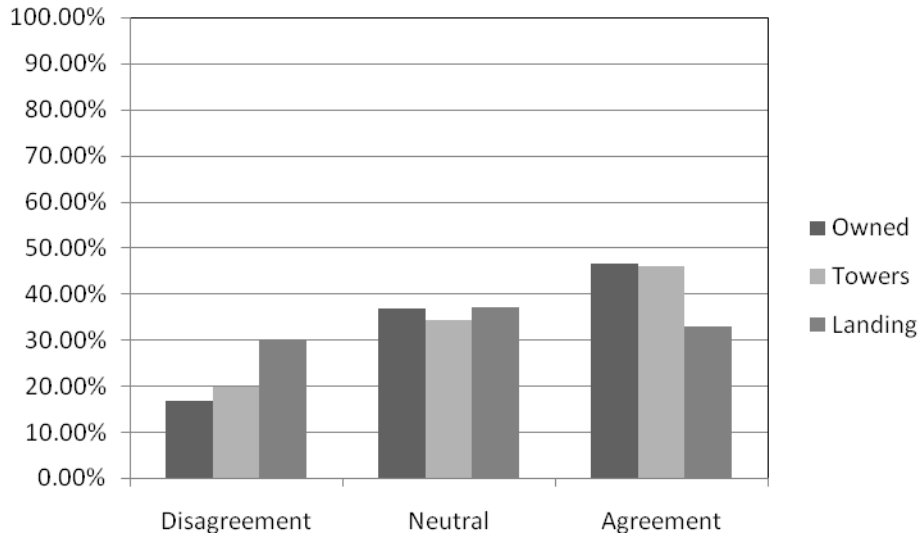


Figure 5
Respondents' Level of Satisfaction Because there is a Resident Assistant

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned, university affiliated (Towers) and university affiliated (Pegasus Landing) housing with respect to students' level of satisfaction with their living experience because there is a resident assistant. The data were cross-tabulated and tested for independence. The resultant chi-square, indicated a

statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{843}=11.820$, $p=.019$), demonstrating a strong association between students' level of satisfaction with their living experience because there is a resident assistant. 843 students responded to this question. Examination of the cross-tabulations showed that students living in university owned housing reported the highest level of satisfaction 46.6 percent (n=273), followed by students living in university affiliated (Towers) 45.9 percent (n=72), and followed by students living in university affiliated housing (Pegasus Landing) 33.0 percent (n=33). In order to determine if all living communities were statistically significant from each other, the researcher performed cross-tabulations and chi-square tests of independence comparing two residential environments at a time (see Table 14; Table 15; Table 16).

Table 14
Respondents' Level of Satisfaction Because there is a Resident Assistant

Community	Disagreement	Neutral	Agreement
Owned	16.7%	36.7%	46.6%
Towers	19.7%	34.4%	45.9%
Combined	17.4%	36.2%	46.4%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Towers) housing with respect to students' level of satisfaction with their living experience because there is a resident assistant. The data were cross-tabulated and tested for independence. The resultant chi-square indicated no significant difference in the expected model

frequencies and the observed model frequency ($X^2_{743}=0.845$, $p=.655$), signifying no association between students' level of satisfaction with their living experience because there is a resident assistant. Students living in both university owned and university affiliated (Towers) housing equally reported that their residential experience was enhanced because there was a resident assistant. More than 45 percent of the students living in both of these communities reported that their resident assistant impacted their living experience.

Table 15
Respondents' Level of Satisfaction Because there is a Resident Assistant

Community	Disagreement	Neutral	Agreement
Owned	16.7%	36.7%	46.6%
Landing	30.0%	37.0%	33.0%
Combined	18.7%	36.7%	44.6%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Pegasus Landing) housing with respect to students' level of satisfaction with their living experience because there is a resident assistant. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{686}=11.607$, $p=.003$), suggesting a strong association between students' level of satisfaction with their living experience because there is a resident assistant. Respondents living in university owned housing reported more than 13 percent greater agreement that their resident

assistant enhanced their living experience when compared with those students residing in university affiliated (Pegasus Landing) housing.

Table 16
Respondents' Level of Satisfaction Because there is a Resident Assistant

Community	Disagreement	Neutral	Agreement
Towers	19.7%	34.4%	45.9%
Landing	30.0%	37.0%	33.0%
Combined	23.7%	35.4%	40.9%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university affiliated (Towers) and university affiliated (Pegasus Landing) housing with respect to students' level of satisfaction with their living experience because there is a resident assistant. The data were cross-tabulated and tested for independence. The resultant chi-square indicated no significant difference in the expected model frequencies and the observed model frequency ($X^2_{257}=5.296$, $p=.071$), representing no association between students' level of satisfaction with their living experience because there is a resident assistant. Respondents living in university affiliated (Towers) housing reported more than 12 percent greater agreement that their resident assistant enhanced their living experience when compared with those students residing in university affiliated (Pegasus Landing) housing.

Research Question 1(d)

What difference, if any, is there between students living in university owned housing and university affiliated housing based upon respondent ratings on a questionnaire as it related to students' response to their level of participation in planned activities?

This research question was studied by analyzing data from the following survey items: (item 11 on Survey A, item 11 on Survey B). Following is a presentation of the analysis for each survey item.

Survey Item 11: I have participated in activities that have taken place in my community.

Survey Item 11: I have participated in activities that have taken place in my community.

Results from the analysis of responses to survey items 11 are presented using tables, graphs, and supportive narrative statements summarizing the findings (see Table 17; Figure 6).

Table 17
Respondents' Level of Participation in Planned Activities

Community	Disagreement	Neutral	Agreement
Owned	13.5%	11.1%	75.4%
Towers	25.6%	14.7%	59.6%
Landing	32.7%	7.9%	59.4%
Combined	18.1%	11.4%	70.5%

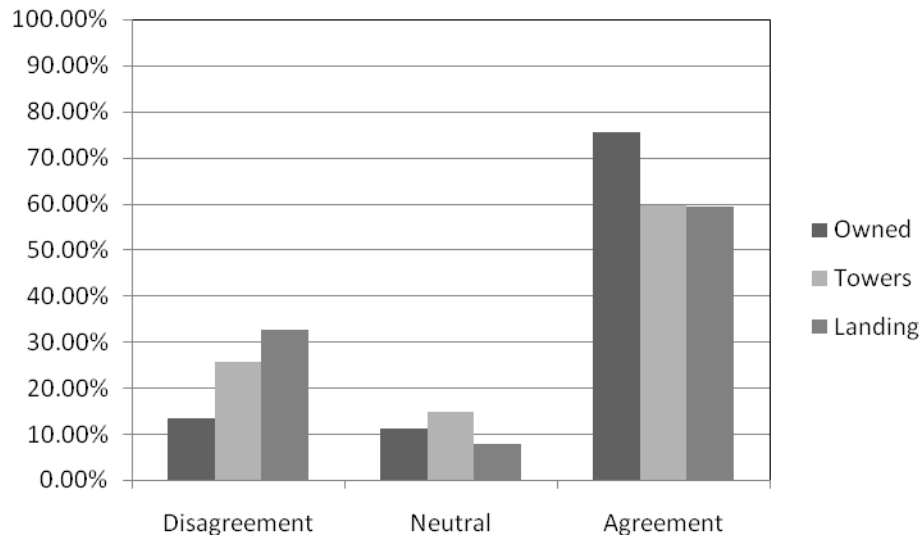


Figure 6
Respondents' Level of Participation in Planned Activities

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned, university affiliated (Towers) and university affiliated (Pegasus Landing) housing as it related to students' response to their level of participation in planned activities. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($\chi^2_{842}=32.645$, $p=.000$), demonstrating a strong association between place of residence and level of participation in planned activities. 842 students responded to this question. Examination of the cross-tabulations showed that students living in university owned housing reported the highest level of participation 75.4 percent (n=441), followed by students living in university affiliated (Towers) 59.6 percent (n=93), and followed by students living in university affiliated housing (Pegasus Landing) 59.4 percent (n=60). In order to

determine if all living communities were statistically significant from each other, the researcher performed cross-tabulations and chi-square tests of independence comparing two residential environments at a time (see Table 18; Table 19; Table 20).

Table 18
Respondents' Level of Participation in Planned Activities

Community	Disagreement	Neutral	Agreement
Owned	13.5%	11.1%	75.4%
Towers	25.6%	14.7%	59.6%
Combined	16.1%	11.9%	72.1%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Towers) housing with respect to students' level of participation in planned activities. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{741}=16.914$, $p=.000$), signifying a strong association between students' level of participation in planned activities and their place of residence. Respondents living in university owned housing had greater levels of participation in planned activities in their residential community when compared with students living in university affiliated (Towers) housing.

Table 19
Respondents' Level of Participation in Planned Activities

Community	Disagreement	Neutral	Agreement
Owned	13.5%	11.1%	75.4%
Landing	32.7%	7.9%	59.4%
Combined	16.3%	10.6%	73.0%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Pegasus Landing) housing as it related to students' level of participation in planned activities. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{686}=23.220$, $p=.000$), suggesting a strong association between students' level of participation in planned activities and their place of residence. Respondents living in university owned housing had greater levels of participation in planned activities in their residential community when compared with students living in university affiliated (Pegasus Landing) housing.

Table 20
Respondents' Level of Participation in Planned Activities

Community	Disagreement	Neutral	Agreement
Towers	25.6%	14.7%	59.6%
Landing	32.7%	7.9%	59.4%
Combined	28.4%	12.1%	59.5%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university affiliated (Towers) and university affiliated (Pegasus Landing) housing as it related to students' participation in planned activities. The data were cross-tabulated and tested for independence. The resultant chi-square indicated no significant difference in the expected model frequencies and the observed model frequency ($X^2_{257}=3.434$, $p=.180$), representing no association between students' level of participation in planned activities and their place of residence. Respondents living in both university affiliated (Towers and Pegasus Landing) reported equal levels of participation in planned activities in their residential community.

Research Question 1(e)

What difference, if any, is there between students living in university owned housing and university affiliated housing based upon respondent ratings on a questionnaire as it related to students' response to the timeliness maintenance requests are handled?

This research question was studied by analyzing data from the following survey items: (item 20 on Survey A, item 19 on Survey B). Following is a presentation of the analysis for each survey item.

Survey Item 20: Maintenance requests are handled in a timely manner.

Survey Item 19: Maintenance requests are handled in a timely manner.

Results from the analysis of responses to survey items 20 and 19 are presented using tables, graphs, and supportive narrative statements summarizing the findings (see Table 21; Figure 7).

Table 21
Respondents' Level of Satisfaction with Maintenance Requests

Community	Disagreement	Neutral	Agreement
Owned	8.8%	12.1%	79.1%
Towers	23.8%	17.7%	58.5%
Landing	26.3%	14.1%	59.6%
Combined	13.8%	13.4%	72.8%

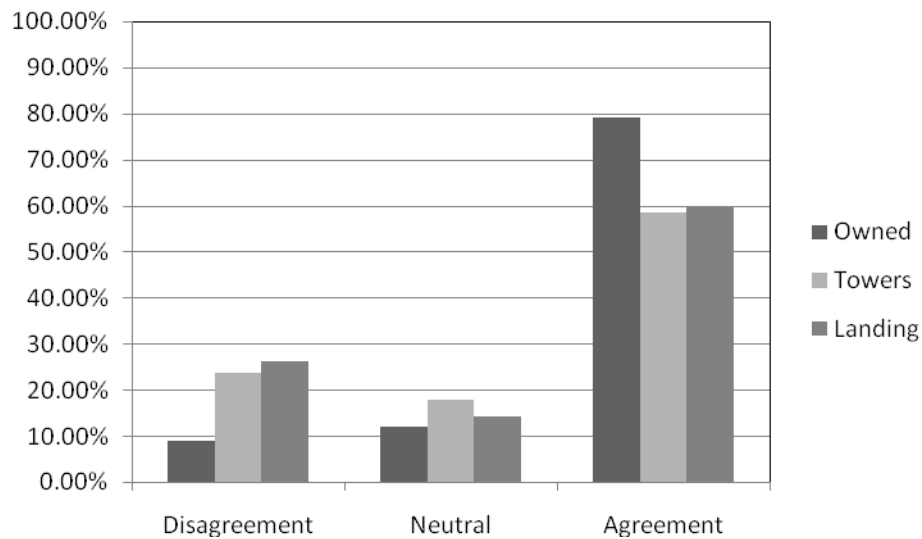


Figure 7
Respondents' Level of Satisfaction with Maintenance Requests

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned, university affiliated (Towers) and

university affiliated (Pegasus Landing) housing as it related to students' response to the timeliness of how maintenance requests were handled. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{782}=43.751$, $p=.000$), demonstrating a strong association between place of residence and students' response to the timeliness of how maintenance requests are handled. 782 students responded to this question. Examination of the cross-tabulations showed that students living in university owned housing reported the highest level of timeliness 79.1 percent (n=424), followed by students living in university affiliated (Pegasus Landing) 59.6 percent (n=59), and followed by students living in university affiliated housing (Towers) 58.5 percent (n=86). In order to determine if all living communities were statistically significant from each other, the researcher performed cross-tabulations and chi-square tests of independence comparing two residential environments at a time (see Table 22; Table 23; Table 24).

Table 22
Respondents' Level of Satisfaction with Maintenance Requests

Community	Disagreement	Neutral	Agreement
Owned	8.8%	12.1%	79.1%
Towers	23.8%	17.7%	58.5%
Combined	12.0%	13.3%	74.7%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Towers) housing as it relates to students' response to the timeliness of how maintenance requests were handled. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{683}=30.971$, $p=.000$), signifying a strong association between students' response to the timeliness of how maintenance requests were handled and their place of residence. Respondents living in university owned housing reported more than 20 percent greater agreement that maintenance requests were handled in a timely manner in their place of residence when compared with those students living in university affiliated (Towers) housing.

Table 23
Respondents' Level of Satisfaction with Maintenance Requests

Community	Disagreement	Neutral	Agreement
Owned	8.8%	12.1%	79.1%
Landing	26.3%	14.1%	59.6%
Combined	11.5%	12.4%	76.1%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Pegasus Landing) housing as it relates to students' response to the timeliness of how maintenance requests were handled. The data were cross-tabulated and tested for independence. The

resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{635}=26,700$, $p=.000$), suggesting a strong association between students' response to the timeliness of how maintenance requests were handled and their place of residence. Respondents living in university owned housing reported more than 20 percent greater agreement that maintenance requests were handled in a timely manner in their place of residence when compared with those students living in university affiliated (Pegasus Landing) housing.

Table 24
Respondents' Level of Satisfaction with Maintenance Requests

Community	Disagreement	Neutral	Agreement
Towers	23.8%	17.7%	58.5%
Landing	26.3%	14.1%	59.6%
Combined	24.8% %	16.3%	58.9%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university affiliated (Towers) and university affiliated (Pegasus Landing) housing as it related to students' response to the timeliness of how maintenance requests were handled. The data were cross-tabulated and tested for independence. The resultant chi-square indicated no statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{246}=.613$, $p=.736$), representing no association between students' response to the timeliness of how maintenance requests were handled and their place of residence. Respondents living in

both university affiliated (Towers and Pegasus Landing) reported equal levels of satisfaction with the timeliness maintenance requests were handled in their residential community.

Research Question 1(f)

What difference, if any, exists between students living in university owned housing and university affiliated housing based upon respondent ratings on a questionnaire as it related to students' response to their sense of community in their floor/building?

This research question was studied by analyzing data from the following survey items: (item 14 on Survey A, item 14 on Survey B). Following is a presentation of the analysis for each survey item.

Survey Item 14: There is a sense of community in my building/floor.

Survey Item 14: There is a sense of community in my building/floor.

Results from the analysis of responses to survey item 14 are presented using tables, graphs, and supportive narrative statements summarizing the findings (see Table 25; Figure 8).

Table 25
Respondents' Sense of Community in Their Floor/Building

Community	Disagreement	Neutral	Agreement
Owned	37.0%	26.3%	36.7%
Towers	48.7%	23.1%	28.2%
Landing	60.0%	30.0%	10.0%
Combined	41.9%	26.2%	32.0%

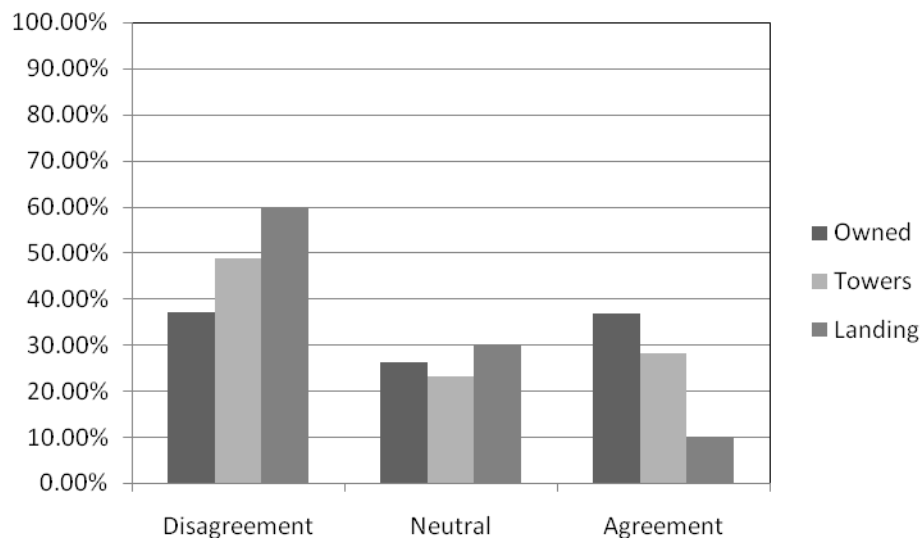


Figure 8
Respondents' Sense of Community in Their Floor/Building

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned, university affiliated (Towers) and university affiliated (Pegasus Landing) as it related to students' response to their sense of community in their floor/building. The data were cross-tabulated and tested for independence. The resultant chi-square, indicated a statistically significant difference in

the expected model frequencies and the observed model frequency ($X^2_{845}=33.921$, $p=.000$), demonstrating a strong association between place of residence and sense of community in one's floor/building. 845 students responded to this question.

Examination of the cross-tabulations showed that students living in university owned housing reported the highest sense of community 36.7 percent (n=216), followed by students living in university affiliated (Towers) 28.2 percent (n=44), and followed by students living in university affiliated housing (Pegasus Landing) 20.0 percent (n=10). In order to determine if all living communities were statistically significant from each other, the researcher performed cross-tabulations and chi-square tests of independence comparing two residential environments at a time (see Table 26; Table 27; Table 28).

Table 26
Respondents' Sense of Community in Their Floor/Building

Community	Disagreement	Neutral	Agreement
Owned	37.0%	26.3%	36.7%
Towers	48.7%	23.1%	28.2%
Combined	39.5%	25.6%	34.9%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Towers) housing as it related to students' response to their sense of community in their floor/building. The data were cross-tabulated and tested for independence. The resultant chi-square, indicated a statistically significant difference in the expected model

frequencies and the observed model frequency ($X^2_{745}=7.321$, $p=.026$), signifying a strong association between student's sense of community as a result of their place of residence. Though there were low levels of agreement with this question for respondents across all communities, respondents living in university owned housing reported higher levels of agreement that there was a sense of community in their living environment when compared with those respondents living in university affiliated (Towers) housing.

Table 27
Respondents' Sense of Community in Their Floor/Building

Community	Disagreement	Neutral	Agreement
Owned	37.0%	26.3%	36.7%
Landing	60.0%	30.0%	10.0%
Combined	40.3%	26.9%	32.8%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Pegasus Landing) housing as it related to students' response to their sense of community in their floor/building. The data were cross-tabulated and tested for independence. The resultant chi-square, indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{689}=30.169$, $p=.000$), signifying a strong association between students' sense of community as a result of their place of residence. Respondents living in university owned housing reported more than 26 percent greater agreement that there was a sense of community in their living

environment when compared with those respondents living in university affiliated (Pegasus Landing) housing.

Table 28
Respondents' Sense of Community in Their Floor/Building

Community	Disagreement	Neutral	Agreement
Towers	48.7%	23.1%	28.2%
Landing	60.0%	30.0%	10.0%
Combined	53.1%	25.8%	21.1%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university affiliated (Towers) and university affiliated (Pegasus Landing) housing as it related to students' response to one's sense of community in their floor/building. The data was cross-tabulated and tested for independence. The resultant chi-square, indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{256}=12.167$, $p=.002$), signifying a strong association between students' sense of community as a result of their place of residence. Respondents living in university affiliated (Towers) housing reported more than 18 percent greater agreement that there was a sense of community in their living environment when compared with those respondents living in university affiliated (Pegasus Landing) housing.

Research Question 1(g)

What difference, if any is there between students living in university owned housing and university affiliated housing based upon respondent ratings on a

questionnaire as it related to students' response to their level of satisfaction with their resident assistant?

This research question was studied by analyzing data from the following survey items: (item 7 on Survey A, item 7 on Survey B). Following is a presentation of the analysis for each survey item.

Survey Item 7: I am satisfied with my Resident Assistant.

Survey Item 7: I am satisfied with my Resident Assistant.

Results from the analysis of responses to survey items 7 are presented using tables, graphs, and supportive narrative statements summarizing the findings (see Table 29; Figure 9).

Table 29
Respondents' Level of Satisfaction with Their Resident Assistant

Community	Disagreement	Neutral	Agreement
Owned	4.9%	7.8%	87.3%
Towers	7.6%	7.6%	84.7%
Landing	11.1%	16.2%	72.7%
Combined	6.2%	8.8%	85.1%

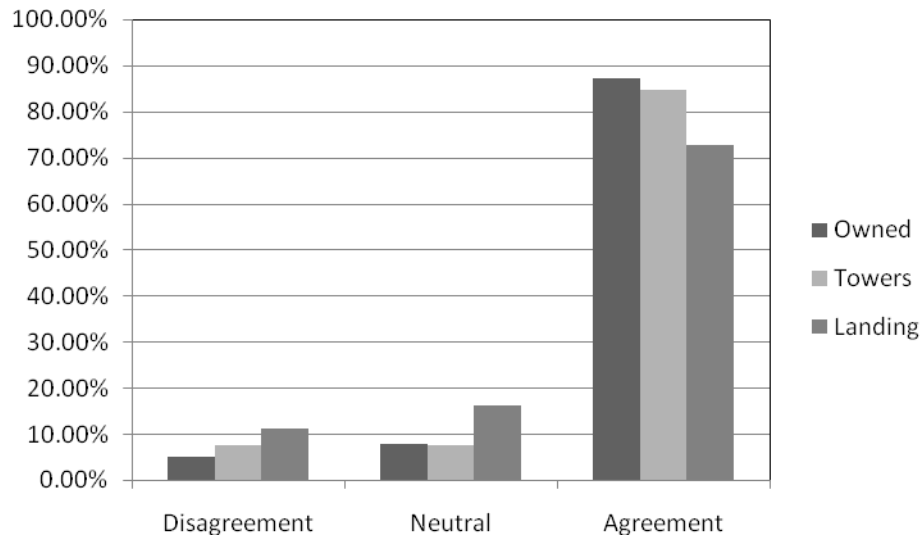


Figure 9
Respondents' Level of Satisfaction with Their Resident Assistant

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned, university affiliated (Towers) and university affiliated (Pegasus Landing) housing with respect to students' level of satisfaction with their resident assistant. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($\chi^2_{845}=15.101$, $p=.004$), demonstrating a strong association between place of residence and satisfaction with the resident assistant. 845 students responded to this question. Examination of the cross-tabulations showed that students living in university owned housing reported the highest level of satisfaction 87.3 percent (n=514), followed by students living in university affiliated (Towers) 84.7 percent (n=133), and followed by students living in university affiliated housing (Pegasus Landing) 72.7 percent (n=72). In order to

determine if all living communities were statistically significant from each other, the researcher performed cross-tabulations and chi-square tests of independence comparing two residential environments at a time (see Table 30; Table 31; Table 32).

Table 30
Respondents' Level of Satisfaction with Their Resident Assistant

Community	Disagreement	Neutral	Agreement
Owned	4.9%	7.8%	87.3%
Towers	7.6%	7.6%	84.7%
Combined	5.5%	7.8%	86.7%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Towers) housing with respect to students' level of satisfaction with their resident assistant. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a no significant difference in the expected model frequencies and the observed model frequency ($X^2_{746}=1.766$, $p=.414$), signifying no association between students' level of satisfaction with their resident assistant and their place of residence. Respondents living in both university owned and university affiliated (Towers) housing reported high levels of satisfaction with their resident assistant.

Table 31
Respondents' Level of Satisfaction with Their Resident Assistant

Community	Disagreement	Neutral	Agreement
Owned	4.9%	7.8%	87.3%
Landing	11.1%	16.2%	72.7%
Combined	5.8%	9.0%	85.2%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Pegasus Landing) housing with respect to students' level of satisfaction with their resident assistant. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{688}=14.245$, $p=.001$), signifying a strong association between students' level of satisfaction with their resident assistant and their place of residence. Though respondent levels across both communities was very high, respondents living in university owned housing reported higher levels of satisfaction with their resident assistant when compared with students residing in university affiliated (Pegasus Landing) housing.

Table 32
Respondents' Level of Satisfaction with Their Resident Assistant

Community	Disagreement	Neutral	Agreement
Towers	7.6%	7.6%	84.7%
Landing	11.1%	16.2%	72.7%
Combined	9.0%	10.9%	80.1%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university affiliated (Towers) and university affiliated (Pegasus Landing) housing with respect to students' level of satisfaction with their resident assistant. The data were cross-tabulated and tested for independence. The resultant chi-square indicated no significant difference in the expected model frequencies and the observed model frequency ($X^2_{256}=5.930$, $p=.052$), signifying no association between students' level of satisfaction with their resident assistant and their place of residence. Respondents residing in both university affiliated (Towers and Pegasus Landing) reported equal levels of satisfaction with their resident assistant.

Research Question 1(h)

What difference, if any, is there between students living in university owned housing and university affiliated housing based upon respondent ratings on a questionnaire as it related to student's response to their overall level of satisfaction of their living environment?

This research question was studied by analyzing data from the following survey items: (item 22 on Survey A, item 21 on Survey B). Following is a presentation of the analysis for each survey item.

Survey Item 22: Overall, I am satisfied living in on campus housing.

Survey Item 21: Overall, I am satisfied living in affiliated housing.

Results from the analysis of responses to survey items 22 and 21 are presented using tables, graphs, and supportive narrative statements summarizing the findings (see Table 33; Figure 10).

Table 33
Respondents' Level of Overall Level of Satisfaction

Community	Disagreement	Neutral	Agreement
Owned	5.2%	5.2%	89.5%
Towers	5.8%	7.7%	86.5%
Landing	19.6%	16.7%	63.7%
Combined	9.3%	8.8%	81.9%

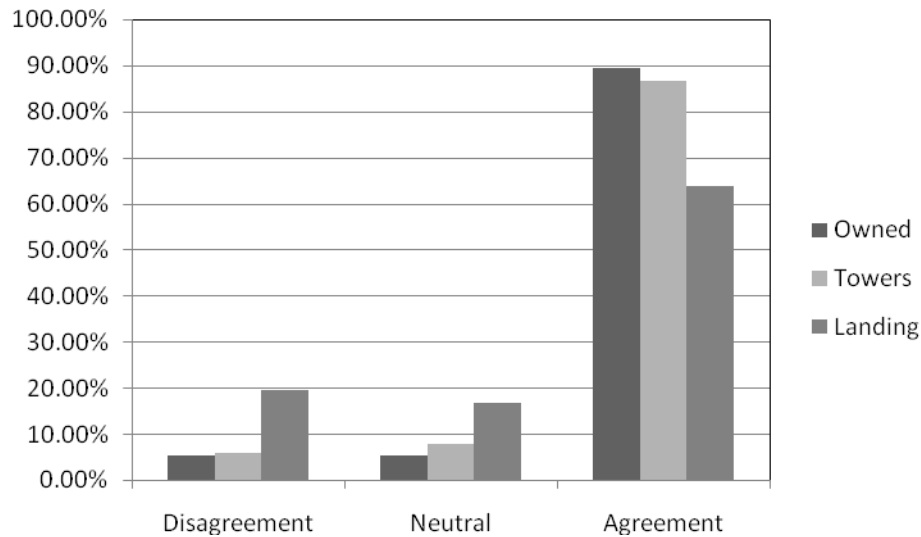


Figure 10
Respondents' Level of Overall Level of Satisfaction

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned, university affiliated (Towers) and university affiliated (Pegasus Landing) housing with respect to students' overall satisfaction with student's place of residence. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($\chi^2_{364}=32.032$, $p=.000$), demonstrating a strong association between place of residence and overall satisfaction of their residential community. 364 students responded to this question. Examination of the cross-tabulations showed that students living in university owned housing reported the highest level of satisfaction 89.5 percent (n=188), followed by students living in university affiliated (Towers) 86.5 percent (n=45), and followed by students living in university affiliated housing (Pegasus Landing) 63.7 percent (n=65).

The high level of missing cases for this question was the result of an error in the data capture for the corresponding program used in the on-line surveys. In order to determine if all living communities were statistically significant from each other, the researcher performed cross-tabulations and chi-square tests of independence comparing two residential environments at a time (see Table 34; Table 35; Table 36).

Table 34
Respondents' Level of Overall Level of Satisfaction

Community	Disagreement	Neutral	Agreement
Owned	5.2%	5.2%	89.5%
Towers	5.8%	7.7%	86.5%
Combined	5.3%	5.7%	88.9%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Towers) housing with respect to overall satisfaction with students' place of residence. The data were cross-tabulated and tested for independence. The resultant chi-square indicated no significant difference in the expected model frequencies and the observed model frequency ($X^2_{262}=.502$, $p=.778$), signifying no association between place of residence and overall satisfaction. Respondents living in both university owned and university affiliated (Towers) housing reported high levels of overall satisfaction with their living experience.

Table 35
Respondents' Level of Overall Level of Satisfaction

Community	Disagreement	Neutral	Agreement
Owned	5.2%	5.2%	89.5%
Landing	19.6%	16.7%	63.7%
Combined	9.9%	9.0%	81.1%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university owned and university affiliated (Pegasus Landing) housing with respect to students' overall satisfaction with their place of residence. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{312}=29.894$, $p=.000$), indicating a strong association between place of residence and overall satisfaction. Though respondent levels across both communities was relatively high, respondents living in university owned housing reported more than 25 percent greater levels of overall satisfaction with their living experience when compared with students residing in university affiliated (Pegasus Landing) housing.

Table 36
Respondents' Level of Overall Level of Satisfaction

Community	Disagreement	Neutral	Agreement
Towers	5.8%	7.7%	86.5%
Landing	19.6%	16.7%	63.7%
Combined	14.9%	13.6%	71.4%

A Pearson chi-square test was computed to determine if there was a statistically significant difference between university affiliated (Towers) and university affiliated (Pegasus Landing) housing with respect to students' overall satisfaction with their place of residence. The data were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference in the expected model frequencies and the observed model frequency ($X^2_{154}=8.960$, $p=.011$), representing a strong association between place of residence and overall satisfaction. Once again respondent agreement was relatively high across both communities. However, respondents living in university affiliated (Towers) housing reported more than 22 percent greater levels of overall satisfaction with their living experience when compared with students residing in university affiliated (Pegasus Landing) housing.

Research Question 2

What difference, if any, is there between fall 2006 admitted full-time, first-time-in-college students' retention percentage for students living in university owned housing and university affiliated housing?

This research question was studied by analyzing data supplied by Student Development and Enrollment Services with respect to overall retention percentage by residential setting for first-time-in-college students. For the purposes of this study, retention refers fall 2006 admitted students continuing from their fall semester of their freshman year to the fall semester of their sophomore year. In this study, the fall semester for the incoming freshman is August 2006, with the fall semester of the sophomore year being August 2007. Results from the analysis of retention percentages are presented using a table, graph, and supportive narrative statements summarizing the findings (see Table 37; Figure 11).

Table 37
Fall 2006 First-Time-in-College Students' Retention Rate by Community

Community	Retention Rate
Owned	87.4%
Towers	85.2%
Landing	83.5%
Off Campus	81.8%
Combined	84.6%

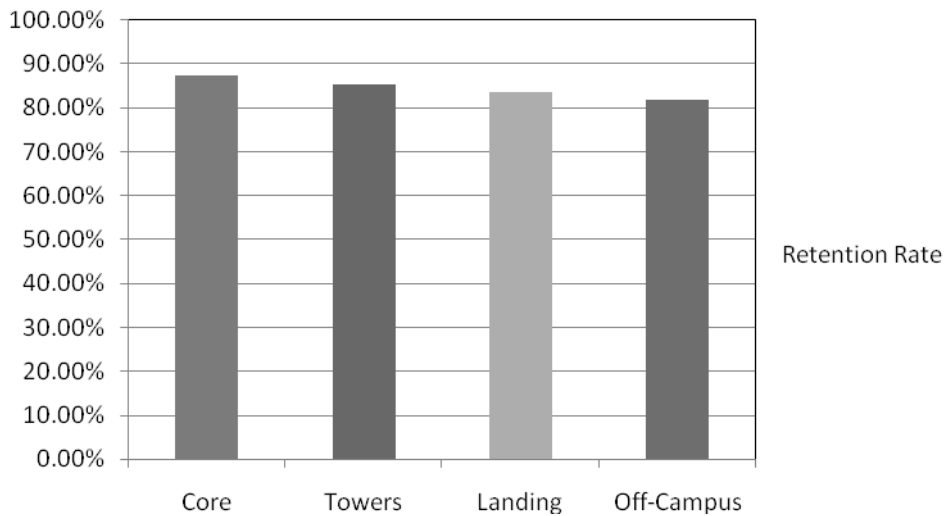


Figure 11
Fall 2006 First-Time-in-College Students' Retention Rate by Community

Retention rate data supplied by the Division of Student Development and Enrollment Services at the University of Central Florida for all fall 2006 full-time first-time-in-college students for the fall 2006 to fall 2007 semesters, reported that those students living in university owned housing retention rate was 87.4 percent, followed by students living in university affiliated (Towers) housing with a 85.2 percent retention rate, and then by those students living in university affiliated (Pegasus Landing) housing with a 83.5 percent retention rate. For comparison, the researcher looked at retention rates for students not living in university owned or university affiliated housing. The retention rate for these students was 81.8 percent.

Research Question 3

What difference, if any, is there between fall 2006 admitted full-time, first-time-in-college students' UCF cumulative grade point averages, fall 2006 and spring 2007

semesters combined, for students living in university owned housing and university affiliated housing?

This research question was studied by analyzing data supplied by Student Development and Enrollment Services with respect to fall 2006 and spring 2007 UCF cumulative grade point average by residential setting for first-time-in-college students. Results from the analysis cumulative grade point averages are presented using a table, graph, and supportive narrative statements summarizing the findings (see Table 38; Table 12).

Table 38
Fall 2006 First-Time-in-College Students' Cumulative GPA by Community

Community	UCF Cumulative GPA
Owned	3.16
Towers	3.00
Landing	2.96
Off Campus	2.99
Combined	3.05

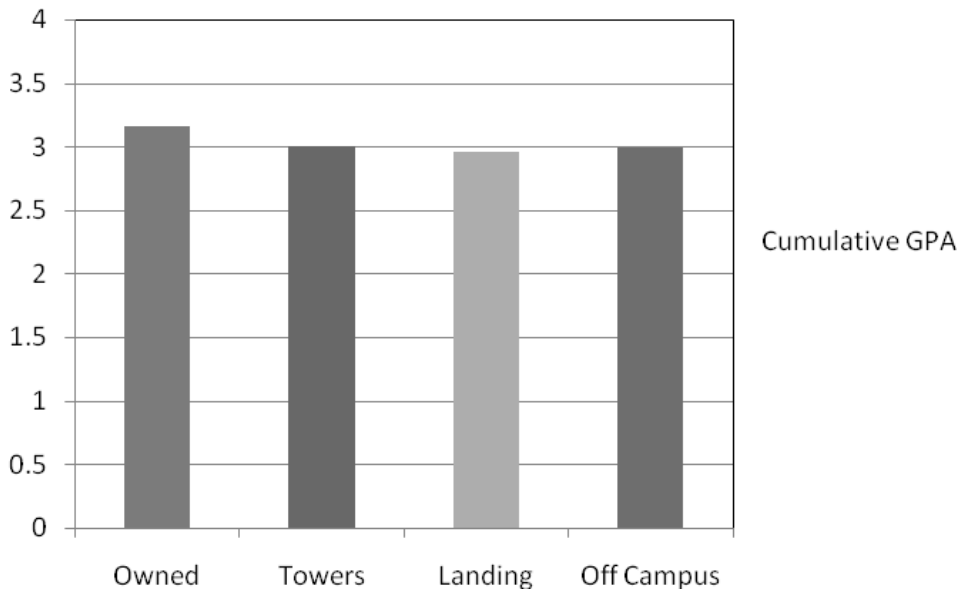


Figure 12
Fall 2006 First-Time-in-College Students' GPA by Community

UCF Cumulative grade point averages supplied by the Division of Student Development and Enrollment Services at the University of Central Florida for all fall 2006 admitted full-time first-time-in-college students for the combined fall 2006 and spring 2007 semesters, reported that those students living in university owned housing grade point average was 3.16 followed by students living in university affiliated (Towers) housing with a 3.00 grade point average, and then by those students living in university affiliated (Pegasus Landing) housing with a 2.96 grade point average. For comparison, the researcher looked at grade point average for students not living in university owned or university affiliated housing. The grade point average for these students was 2.99.

Summary

Chapter four presented an analysis of data collected that provided the framework to guide investigation and response to the ten research questions in this study. Chapter five will present a discussion of the results, conclusions, implications for practice, and recommendations for future research.

CHAPTER FIVE: SUMMARY AND RECOMMENDATIONS

Introduction

Chapter five is divided into six sections to provide a review of the research. A restatement of the problem can be found in section one. Section two provides a review of the methodology used for this study. Sections three discuss the methods of data analysis that were utilized. The fourth section contains the research questions with their associated summation and discussion. Concluding statements are located in section five, while the implications of this study and recommendations for future research can be found in sections six and seven respectively.

Statement of the Problem

As the number students enrolled at the University of Central Florida increased, and there existed a shortage of university housing, it was important to determine if there was a difference in residential experience between university owned and university affiliated housing. It was essential to determine how the overall student experience was impacted by these types of residential living environments. It was imperative to decide if these new housing models, (university affiliated housing), provided a comparable housing experience to the university owned model. It was desirable to determine if it was in the best interest of the University of Central Florida to continue outsourcing residential housing through public/private partnering without verifying the effects on student satisfaction, retention levels, and cumulative grade point averages.

As such, it was important to determine if there was a difference in residential experience between university owned and university affiliated housing. This information would be critical to university administrators to aid in their decision processes regarding future residential housing. Accordingly, it was important to investigate if a difference existed in one's residential experience as it related to multiple variables between university owned housing and university affiliated housing. This study compared students' perceptions and satisfaction as they related to multiple variables with the students' living environments. In addition, this research sought to determine if a difference existed between student retention rates from their first year in college to their second year and cumulative grade point average related to place of residence within the collegiate setting. The main problem this study examined was the overall impact between where a first-time-in-college student lives within in the University of Central Florida housing system, regarding levels of satisfaction, retention rates, and cumulative grade point averages.

It is important to note that although university affiliated (Pegasus Landing) housing is a part of the University of Central Florida residential system; the facility is located across a six-lane street from the core campus of the university. Students generally are unable to walk to academic buildings and campus life facilities with the same ease as students residing in university owned and university affiliated (Towers) housing. The research hypothesis was that there was no difference between one's residential experience (university owned housing versus university affiliated housing)

and students' levels of satisfaction, overall retention rates, and cumulative grade point averages.

Methodology

Population

This study was completed at the University of Central Florida, a land-grant university with a 2007 fall enrollment of 48,699 total students, 41,488 identified as undergraduates. The overall student population is 54.96 percent female, 18 percent freshman, 69 percent white Non-Hispanic, 28 percent self declared as minority, and 96 percent in-state students (University of Central Florida, 2007). The population in this study consisted of approximately 3,800 students living in university owned housing, 1,500 students who lived in university affiliated (Towers), housing and 1,831 University of Central Florida students who lived in university affiliated (Pegasus Landing) housing. Of the total populations: 1) N=3800 for university owned, 1466 were returned, 2) N=1831 for university affiliated (Towers), 394 were returned, and 3) N=2500, for university affiliated housing (Pegasus Landing), 451 were returned. Of total respondents: 1) (N=589 for fall 2006 admitted full-time, first-time-in-college students in university owned), 2) (N=157 for fall 2006 admitted full-time, first-time-in-college students in university affiliated (Towers), and 3) (N=102, for fall 2006 admitted full-time, first-time-in-college students in university affiliated housing (Pegasus Landing). For the purposes of this study, the information provided by students classified as first-time-in-college students were analyzed for research questions.

Instrumentation and Data Collection

Approval to conduct this research was granted by the University of Central Florida's Institutional Review Board (Appendix C) and the Department of Housing and Residence Life (Appendix D). The survey used in this study was developed by the Department of Housing and Residence Life according to University of Central Florida institutional effectiveness policy and procedural guidelines. A website link to an Internet-based questionnaire (Appendix A) developed by the Department of Housing and Residence Life was sent via email to the entire population of students living in university owned and university affiliated (Tower) housing in February of 2006. A website link to an Internet-based questionnaire (Appendix B) developed by the Department of Housing and Residence Life was sent via email to the entire population of students living in university affiliated (Pegasus Landing) housing in February of 2006. The questionnaires consisted of twenty-nine items that were created to ascertain demographic information and student's perceptions and satisfaction as it related to multiple variables within one's living environment. The questions consisted of both scaled multiple choice and qualitative response options. A follow-up email was sent to all potential respondents three weeks following the initial survey request to elicit a higher response rate.

Data Analysis

Analysis of data for this study was completed by the researcher. All statistical computations were executed using the computer program, Statistical Package for Social Sciences, Version 11.5 (SPSS®, 2003). For the purpose of this study, only designated survey questions related to the research were used in the analysis of the data. Data were

collected electronically; individual responses were compiled, recorded, and then analyzed.

Summary and Discussion of the Findings

There were three research questions used to guide this study. The following section discusses the results and data analysis for each question.

Research Question 1(a)

What difference, if any is there between students living in university owned housing and university affiliated housing based upon ratings on a questionnaire of students' responses to their level of connectivity to the University of Central Florida community?

This research question was studied by analyzing data from respondents' ratings of their level of agreement or disagreement to the statement: "*I am more connected to the UCF community as a result of living in on campus housing*" or "*I am more connected to the UCF community as a result of living in affiliated housing.*" Data for this question were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference between students living in university owned and university affiliated housing. Students living in university owned housing had the highest ratings of connectivity. More than 77 percent of these students reported agreement with the question. Students living in university affiliated (Towers) responded with over 67 percent agreement, while only 38 percent of students living in university affiliated (Pegasus Landing) reported agreement that they are more connected to the University of Central Florida as a result of living in their residential community.

Upon further examination of tests for independence, the researcher found that there was a statistically significant difference among respondents with respect to their ratings of connectivity between students living in university owned and university affiliated (Towers) housing. There was statistically significant difference when comparing university owned housing with university affiliated (Pegasus Landing) and an equally statistically significant difference when comparing university affiliated (Towers) with university affiliated (Pegasus Landing) housing.

These findings indicated that there was considerable variance in respondent ratings of their level of connectivity to the University of Central Florida. For students living in university owned housing and to some degree students living in university affiliated (Towers) housing this question strengthened what was found in the literature that living in campus housing maximizes students' opportunities for interaction with peers, faculty, facilities, and prospects for social integration (Pascarella and Terenzini, 2005; Pascarella, E. T., Terenzini, P. T., et al., 1994). Pike, Schroeder and Berry (1997) suggested that residence halls are a powerful medium for integrating students into college life as a result of the connections formed between residential facilities and the academic resources on campus.

It is important to note that although students living in university affiliated (Towers) housing reported high levels of agreement on this question, there was a statistically significant difference among respondents with respect to their ratings of connectivity between students living in university owned and university affiliated (Towers) housing. Though all facilities are on the University of Central Florida campus,

the researcher speculated that the physical nature of the facilities may have lead to this difference. Predominantly respondents living in university owned housing lived in residence halls that have hallways with corridors, double occupancy roommates, and shared bathrooms. Respondents living in university affiliated (Towers) housing all resided in apartments, with private bedrooms, kitchens, and bathrooms. Additionally, all respondents who resided in university owned and university affiliated (Towers) housing lived with other first-time-in-college students. Some respondents who resided in university affiliated (Pegasus Landing) housing had roommates who were of a different class standing. Having a roommate who is of the same academic cohort may help one's adjustment and connectivity. The literature review suggested changing demographics and needs have lead to students wanting increased privacy and amenities. However, the price paid for these amenities in one's living environment might have a negative effect on their level of connectivity through greater isolation to peers.

Though university affiliated (Pegasus Landing) housing is a part of the University of Central Florida residential system, it was not surprising to see that respondents residing in this facility reported less connectivity to the university. Students living in university affiliated (Pegasus landing) resided across the street from the core campus and generally were unable to walk to academic buildings and campus life facilities with the same ease as students residing in university owned and university affiliated (Towers) housing. Data supplied by the Department of Housing and Residence Life at the University of Central Florida showed that only 85 percent of all students residing in university affiliated (Pegasus Landing) were University of Central Florida students, with

the remaining 15 percent being students at local community colleges. In comparison, 100 percent of students residing in university owned and university affiliated (Towers) housing were enrolled in the University of Central Florida. In addition, many of the respondents residing in university affiliated (Pegasus Landing) housing originally applied to live in university owned and university affiliated (Towers) housing, but were denied acceptance because of lack of space and referred to university affiliated (Pegasus landing) housing. Additionally, like university affiliated (Towers) housing, university affiliated (Pegasus Landing) is comprised of apartments, with private bedrooms, kitchens and bathrooms. The fact that students living in university affiliated (Pegasus Landing) housing are physically resided across the street from the university, did not live among all University of Central Florida students, lived in private apartments, and were initially denied access to on campus housing may all contribute to feelings of isolation and result in a loss of connectivity to the campus community.

Research Question 1(b)

What difference, if any is there between students living in university owned housing and university affiliated housing based upon ratings on a questionnaire of students' responses to their level of satisfaction with respect to measures of safety and security being taken in their place of residence?

This research question was studied by analyzing data from respondents' ratings of their level of agreement or disagreement to the statement: "*I am satisfied with the level of safety and security being taken in my community.*" Data for this question were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference between students living in university owned and university

affiliated housing. Students living in university affiliated (Towers) housing had the highest level of satisfaction with security measures being taken in their community. Over 75 percent of these students reported agreement with the question. Students living in university owned housing responded with over 70 percent agreement, while less than 13 percent of students living in university affiliated (Pegasus Landing) reported agreement to their level of satisfaction with safety and security measures being taken in their community.

Upon further examination of tests for independence, the researcher found that there was no statistical difference among respondents with respect to safety and security measures being taken in their community between students living in university owned and university affiliated (Towers) housing. A high level of statistical significance was observed when comparing university owned housing with university affiliated (Pegasus Landing) and an equally statistically significant difference when comparing university affiliated (Towers) and university affiliated (Pegasus Landing) housing.

The researcher also inspected overall gender differences for this question among respondents across all housing communities (owned, Towers, Pegasus Landing) and found a statistically significant difference between males and females with respect to their ratings of safety and security measures being taken in their community. More than 70 percent of males compared with more than 59 percent of females agreed with this statement.

Though each of the communities, university owned, university affiliated (Towers) and university affiliated (Pegasus Landing) are all patrolled by the University of Central

Florida police department, staffed by residence life, and provided with equivalent resources and programs regarding personal safety and security; findings indicated that there was considerable variance in respondent ratings with their level of satisfaction of security measures being taken in their community. For students living in university affiliated (Towers) housing and university owned housing, agreement was fairly high. Although university affiliated (Pegasus Landing) housing is a part of the University of Central Florida residential system, it was not unexpected to see that compared with all other research question, respondents residing in this facility reported the highest level of disagreement when rating their level of satisfaction with safety and security measures being taken in their community.

Goeres (2006) stated that safety and security is major factor to both students and parents when examining residential facilities of an institution. The passage of the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistic Act* required colleges and universities to a) impose a standard process by which higher education institutions report campus crime; b) compel the sharing of this information so that parents, students, employees, and applicant groups can make better decisions; and c) reduce criminal activity on college campuses. As a result, campus crime statistics are much more readily available to all stakeholders invested in campus housing (Janosik and Gregory, 2003).

Data gathered from the University of Central Florida police department showed that university affiliated (Pegasus Landing) housing with a total population of 2500 students reported more crime (n=113) than both affiliated (Towers) housing and

university owned housing (n=87) with a combined population of 5800 students (University Police Department, 2008). The perception and reality by students residing in university affiliated (Pegasus landing) housing is that much more crime occurs in their facility. With the allowance offered by the Clery Act, local Central Florida media outlets often highlighted crime occurring at University of Central Florida and disproportionately had not given equal attention to crime at surrounding complexes where students resided.

Higher levels of satisfaction with safety and security by students living in university affiliated (Towers) housing and university owned housing may be attributed to technically advanced entry systems. Both of these facilities have electronic locking and keying systems that are coded to each individual, cannot be reproduced in the local market, and have controlled exterior doors that one must first go through to gain entrance into the building. Unlike these facilities, university affiliated (Pegasus landing) housings' key system is very reproducible and front doors to each apartment are easily accessible from the outside with no controlled entry point.

It is interesting to note that university affiliated (Towers) housing is the only one among three communities in this study that had video cameras throughout its facilities. This may have provided respondents with an increased perception of safety, and may account for the five percent higher level of agreement by respondents when compared with university owned.

As has been mentioned throughout, university affiliated (Pegasus Landing) housing is a part of the University of Central Florida residential system; the facility is located across a six-lane street from the core campus of the university. Students

generally are unable to walk to academic buildings and campus life facilities with the same ease as students residing in university owned and university affiliated (Towers) housing. The possible increased feelings of safety that may be attributable to living on a college campus as with university owned and university affiliated (Towers) housing may adversely affect university affiliated (Pegasus Landing) housing that may be viewed as off campus housing. In addition, 15 percent of residents living in university affiliated (Pegasus Landing) housing do not attend the University of Central Florida. These students attend local community colleges and it is often more difficult for residence life staff to enforce rules and regulations with these students.

Research Question 1(c)

What difference, if any is there between students living in university owned housing and university affiliated housing based upon ratings on a questionnaire of students' responses to their level of satisfaction with their living experience because there is a resident assistant?

This research question was studied by analyzing data respondents' ratings of their level of agreement or disagreement to the statement: "*Because there is an RA, I am more satisfied with my living experience.*" Data for this question were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference between students living in university owned and university affiliated housing. Students living in university owned and university affiliated (Towers) were almost equivalent with more than 46 percent and 45 percent respectively responding in agreement that they are more satisfied with their living experience because there was a resident assistant, while only 33 percent of students living in university affiliated

(Pegasus Landing) reported agreement that they were more satisfied with their living experience because there was a resident assistant.

Upon further examination of tests for independence, the researcher found that there was not a statistically significant difference among respondents between students living in university owned and university affiliated (Towers) housing. A statistically significant difference was observed when comparing university owned housing with university affiliated (Pegasus Landing). However, though there was over a 12 percent difference between university affiliated (Towers) and university affiliated (Pegasus Landing) housing, there was not a statistically significant difference when comparing them.

Significant literature was reviewed as to the importance of resident assistants in the staffing of residential facilities. Resident assistants act as facilitators of student development in their community, help students adjust to collegiate life and implement programs and activities for the residents of their floor or building. As discussed later, respondents were highly satisfied with their resident assistant across communities, however, respondents did not answer with high levels of agreement that their resident assistant was responsible for enhancing their satisfaction with their living experience.

A conclusion that could be drawn is that respondents see themselves as initiators of their own adjustment and growth and may only see the resident assistant in a supportive role to that development. Additionally, peer influence of roommates and others members of the community may play a larger role in enhancing one's satisfaction than the resident assistant.

Of the eight satisfaction questions that were examined, respondent ratings on this question were the second lowest. However, it is important to note that although there is lower agreement by respondents on this question, almost half of the students living in university owned and university affiliated (Towers) housing feel that because of their resident assistant they were more satisfied with their living experience. Perhaps because university affiliated (Pegasus Landing) housing is perceived as an off-campus apartment facility because of its location, students inherently identify this living option with a more independent way of living.

Research Question 1(d)

What difference, if any is there between students living in university owned housing and university affiliated housing based upon ratings on a questionnaire of students' responses to their level of participation in planned activities?

This research question was studied by analyzing data respondents' ratings of their level of agreement or disagreement to the statement: "*I have participated in activities that have taken place in my community.*" Data for this question were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference between students living in university owned and university affiliated housing. Students living in university owned housing had the highest level of participation in activities in their community. Over 75 percent of these students reported agreement with the question. Students living in university affiliated housing (Tower and Pegasus Landing) both responded with more than 59 percent agreement to their level of participation in activities in their community.

Upon further examination of cross-tabulations and tests for independence, there was a statistically significant difference among respondents in their level of participation in activities in their community between university owned and university affiliated housing (Towers and Pegasus Landing). There was no statistically significant difference among respondents when comparing university affiliated (Towers) and university affiliated (Pegasus Landing).

As previously mentioned, most respondents living in university owned housing lived in residence halls that had hallways with corridors, double occupancy roommates, and shared bathrooms. Respondents living in university affiliated (Towers) housing all resided in apartments, with private bedrooms, kitchens, and bathrooms. The very nature of the facilities may make it easier or more difficult for students to partake in activities occurring in the residential facility. Apartments, perhaps a more independent form of living offer more amenities, such as kitchens, living rooms, and washers/dryers, which enable students to not have to come out of their room as often as those students in residence halls. Often resident assistants report that it is much harder to draw someone out of their room that lives in an apartment versus a residence hall.

As has been discussed, the literature abounds with support for increased satisfaction related to one's residential collegiate experience. Astin (1994) stated that living in on-campus housing maximizes opportunities for involvement leading to increased interaction with peers, faculty, and staff. Students that have higher levels of involvement and participation in activities are more positive about the social and interpersonal environment of their campus (Pascarella, 1994)

Research Question 1(e)

What difference, if any is there between students living in university owned housing and university affiliated housing based upon ratings on a questionnaire of students' responses to the timeliness maintenance requests are handled in their place of residence?

This research question was studied by analyzing respondents' ratings of their level of agreement or disagreement to the statement: "*Maintenance requests are handled in a timely manner.*" Data for this question were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference between students living in university owned and university affiliated housing. Students living in university owned housing had the highest level of agreement with how timely maintenance requests are handled in their community. More than 79 percent of these students reported agreement with the question. Students living in university affiliated (Pegasus Landing) housing responded with more than 59 percent agreement, while 58 percent of students living in Towers housing reported agreement with how timely maintenance requests are handled in their community.

Upon further examination of tests for independence, the researcher found that there was a statistically significant difference among respondents with respect to their level of agreement with how timely maintenance requests are handled in their community between university owned and university affiliated housing (Towers and Pegasus Landing). There was no statistically significant difference among respondents when comparing the two university affiliated facilities (Towers and Pegasus Landing).

Conclusions drawn from this question are rooted in the very nature of the study in terms of public/private partnerships in the provision of services to the students in these

living environments. University affiliated (Towers) and university affiliated (Pegasus Landing) housing maintenance operations were run by the private companies University Properties International (UPI) and College Park Communities, Inc. respectively, while maintenance in university owned housing was operated by the Physical Plant Department of the University of Central Florida. Data supplied by the Department of Housing and Residence Life detailed that the average time for response to a maintenance request by a student living in university owned housing was less than twenty-four hours. Data supplied from university affiliated (Pegasus Landing) housing reported that the average time for response to a maintenance request was two to three days.

In addition, the Physical Plant in university owned housing provided weekly cleaning of each room. Staff entered each student room to provide basic services such as vacuuming floors, cleaning vanities, and mopping tile, areas. In university affiliated (Towers) housing this service was only provided five times a year while no such service was offered in university affiliated (Pegasus Landing) housing. These enhanced cleaning services, although not maintenance related, may have been perceived by respondents as a greater level of overall quality provided by the maintenance staff of university owned housing leading to more a favorable satisfaction in comparison with the other residential communities.

Research Question 1(f)

What difference, if any is there between students living in university owned housing and university affiliated housing based upon ratings on a questionnaire of students' responses to their sense of community in their floor/building they reside?

This research question was studied by analyzing data respondents' ratings of their level of agreement or disagreement to the statement: "*There is a sense of community in my building/floor.*" Data for this question were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference between students living in university owned and university affiliated housing. However, for all residential communities respondents reported the highest level of disagreement on this question compared with any other question. Only 37 percent of student residing in university owned housing agreed with the question. Students living in Towers housing responded with 28.2 percent agreement, while only 10 percent of students living Pegasus Landing housing reported agreement that there is a sense of community in the floor/building.

Upon further examination, the researcher found that there was a statistically significant difference among respondents with respect to their sense of community in their floor/building between university owned and university affiliated housing (Towers and Pegasus Landing). Additionally, a statistically significant difference was observed when comparing university affiliated (Towers) and university affiliated (Pegasus Landing) together.

Given other results in this study, the lower levels of agreement by respondents about their sense of community in their floor/building were perplexing to the researcher. As with the question relating to levels of connectivity and participation in planned activities the very physical nature of the residential environment may be the cause. Respondents residing in university affiliated (Towers and Pegasus Landing) housing

which was comprised of apartments, with private bedrooms, kitchens and bathrooms reported less sense of community than respondents living in university owned housing that had double occupancy rooms and shared bathrooms. Perhaps respondents' definition of community varied from person to person. Since no descriptive definition was given as to the meaning of community in the questionnaire, respondents were left to interpret the question within their own defined context.

Interestingly, both university affiliated (Towers and Pegasus Landing) housing communities are apartment style, however, university affiliated (Towers) is as a self-contained structure with corridor hallways. Perhaps, this may have contributed to the 18 percent higher level of agreement by respondents for university affiliated (Towers) compared with university affiliated (Pegasus Landing) housing communities.

Research Question 1(g)

What difference, if any is there between students living in university owned housing and university affiliated housing based upon ratings on a questionnaire of students' responses to their level of satisfaction with their resident assistant?

This research question was studied by analyzing data respondents' ratings of their level of agreement or disagreement to the statement: "*I am satisfied with my Resident Assistant.*" Data for this question were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference between students living in university owned and university affiliated housing. It should be noted all residential communities' respondents reported a high level of agreement on this question. More than 87 percent of students living in university owned housing reported agreement with the question. Students living in university affiliated (Towers) housing responded with more

than 84 percent agreement, and more than 72 percent of students living in university affiliated (Pegasus Landing) housing reported agreement to their level of satisfaction with their resident assistant.

Upon further examination of cross-tabulations and tests for independence, the researcher found that there was not a statistically significant difference among respondents with respect to their satisfaction with their resident assistant university owned and university affiliated (Towers) housing. A high level of statistical significance was observed when comparing university owned housing with university affiliated (Pegasus Landing) and a significant difference was found when comparing Towers and Pegasus Landing housing.

Across all residential communities more than 85 percent of respondents rated their satisfaction with their resident assistant favorably, more so than any other question. One of the constants the three residential communities have in common is the existence of the residence life program provided by the Department of Housing and Residence Life. On the front line of these services are the resident assistants who are constantly visible and available to their residents. Consistent with the literature review, resident assistants work with students individually and in groups, tailoring programs to meet the needs of the students they serve (Blimling, 1995). Resident assistants live where they work, are always on call, and are often the first one confronting some very difficult issues. Upcraft and Pilato (1982) stated resident assistants are there to provide personal assistance and help. They are sought out with respect to roommate conflicts, academic difficulties,

maintenance concerns, and relationship issues. They are the staff members who are on the front lines of emergencies occurring in the residential facilities.

The researcher concluded that because resident assistants were so highly visible to residents and that the programs and services provided come under the direction of one consistent entity, the Department of Housing and Residence Life, high levels of agreement across all housing communities were reported for this question. In fact, for university affiliated housing (Pegasus Landing) respondents had the highest level of agreement with their level of satisfaction with their resident assistant of all questions in this study. The higher levels of satisfaction for university owned and university affiliated (Towers) housing compared with university affiliated (Pegasus Landing) housing may again be attributable to the physical nature of the buildings. Absent hallways with corridors like university owned and university affiliated (Towers) housing, university affiliated (Pegasus Landing) resident assistants are less visible to residents on a daily basis, perhaps lending to the lower level of agreement.

Research Question 1(h)

What difference, if any is there between students living in university owned housing and university affiliated housing based upon ratings on a questionnaire of students' responses to their overall level of satisfaction of their living environment?

This research question was studied by analyzing data from respondents' ratings of their level of agreement or disagreement to the statement: "*Overall, I am satisfied living in on campus housing*" or "*Overall, I am satisfied living in affiliated housing.*" Data for this question were cross-tabulated and tested for independence. The resultant chi-square indicated a statistically significant difference between students living in university owned

and university affiliated housing. Students living in university owned housing had the highest level of overall satisfaction living in their community. More than 89 percent of these students agreed with the question. Students living in university affiliated (Towers) housing responded with more than 86 percent agreement, while approximately 63 percent of students living in university affiliated (Pegasus Landing) reported overall satisfaction living in their community.

Upon further examination of cross-tabulations and tests for independence, the researcher found that there was not a statistically significant difference among respondents with respect to overall satisfaction living in their community between students living in university owned and university affiliated (Towers) housing. There was a statistically significant difference between university owned housing and university affiliated (Pegasus Landing) housing and an equally statistically significant difference between university affiliated (Towers and Pegasus Landing) housing.

For respondents' level of overall satisfaction with their living environment, it was not surprising to see that agreement levels stayed true to every other satisfaction question in terms of rank by community. Across all residential communities more than 81 percent of respondents rated their overall satisfaction with their living environment positively.

The researcher concludes that these factors are all contributing elements to students' overall satisfaction with their living environment: a) level of connectivity to the University of Central Florida, b) sense of safety and security, 3) participation in planned activities, 4) satisfaction with maintenance response, 5) sense of community, and 6) satisfaction with their resident. It is important to note for respondents living in university

owned and university affiliated (Towers) housing an over 20 percent higher level of satisfaction was reported when compared with university affiliated (Pegasus Landing).

Additionally, it cannot be overstated that although university affiliated (Pegasus Landing) housing is a part of the University of Central Florida residential system; the facility is located across a six-lane street from the core campus of the university. Students generally are unable to walk to academic buildings and campus life facilities with the same ease as students residing in university owned and university affiliated (Towers) housing.

Research Question 2

What difference, if any is there between fall 2006 admitted full-time, first-time-in-college students' retention percentage for students living in university owned housing and university affiliated housing?

This research question was studied by analyzing data supplied the Division of Student Development and Enrollment Services at the University of Central Florida. For the purposes of this study, retention refers to admitted fall 2006 students continuing from their fall semester of their freshman year to the fall semester of their sophomore year. In this study, the fall semester for the incoming freshman is August 2006, with the fall semester of the sophomore year being August 2007. It is important to note that overall retention rates by community were reported on all first-time-in-college students and not just respondents of the survey. The researcher concluded that respondents to the survey were representative of each community's total population and retention rate by respondent group was equivalent; 87.4 percent for fall 2006 students admitted first-time-

in-college students living in university owned, followed by 85.2 percent for fall 2006 students admitted first-time-in-college students living in university affiliated (Towers) and 83.5 percent for fall 2006 students admitted first-time-in-college students living in university affiliated (Pegasus Landing). Additionally, for fall 2006 admitted first-time-in-college students who did not live in university owned or university affiliated housing, the retention rate was 81.8 percent. The retention rate for all fall 2006 admitted first-time-in-college students at the University of Central Florida was 84.6 percent. Though the percentage differences appeared low between communities, the practical significance of their disparity is fairly large in higher education and at the University of Central Florida. It took the University of Central five years from 2001 through 2006, to raise the overall retention rate by just one percentage point. The research clearly showed a large difference between those who lived in university owned housing when compared to those students who resided in locations outside of the University of Central Florida housing system.

Data from this question and question three from this study clearly reflect the literature that was reviewed on the importance of campus residence and its impact on student retention. Students who feel socially integrated with faculty, staff and peers are more likely to succeed academically (Tinto, 1993; Astin, 1984; Chickering, 1974). The first-year experience and its impact on overall student success has been well documented (Upcraft, Gardner & Associates, 1989; Pascarella & Terenzini 1991). As these and many other studies suggest, the first-year experience can be greatly enhanced by residence hall living. Astin (1984) reported that the student's level of involvement with such things as

residence hall living, participation in activities, and interaction with peers, staff, and faculty are directly related to student retention. Students who feel socially integrated are more likely to succeed academically (Tinto, 1993; Astin, 1984; Chickering, 1974). The involvement of students in communities and social integration by the programs and services often provided by college and university residence hall staff increases their likelihood of retention (Hotchkiss, Moore, & Pitts, 2006).

Research Question 3

What difference, if any is there between fall 2006 admitted full-time, first-time-in-college students' cumulative grade point averages for students living in university owned housing and university affiliated housing?

This research question was studied by analyzing data supplied the Division of Student Development and Enrollment Services at the University of Central Florida. As with retention rates, overall cumulative grade point averages by community were reported on all first-time-in-college students and not just respondents of the survey. The researcher has concluded that respondents of the survey were representative of each community's total population and cumulative grade point averages by respondent group would be equivalent. Although, the difference among respondents appeared low between communities, it again followed the same ranked order: 1) university owned housing, 2) university affiliated (Towers) housing, 3) university affiliated (Pegasus Landing) housing, and 4) students not residing in the University of Central Florida housing system. A review of the literature did not uncover any research with respect to cumulative grade point and the importance of variance from one grade point to the next.

Conclusions

In March of 2001, the University of Central Florida embarked into uncharted territories by partnering with a previously, private off campus apartment facility in order to provide additional housing to meet student demand. In 2005, the University of Central Florida again partnered with a private developer to construct additional housing on the campus of the university. With the addition of these new types of affiliated residential student housing, it was important to determine if there was a difference in students' residential experience between university owned housing and university affiliated housing.

Results of the data showed that there exists significant differences in resident satisfaction and academic achievement between those residing in university owned and university affiliated housing that lead the researcher to conclude the following:

1. Respondents living in university owned housing were more connected to the University of Central Florida than their peers living in university affiliated housing. Only 38 percent of students living in university affiliated (Pegasus Landing) housing responded with agreement that they had a sense of connection to the university as a result of their living environment.
2. Respondents living in university affiliated (Towers) housing constructed with greater levels of security measures, including advanced key and camera systems, and physically located on the core campus of the university were most satisfied with the level of safety and security measures being taken in their community. Those living in university affiliated (Pegasus Landing)

housing were very dissatisfied with the level of safety and security measures being taken in their community.

3. Though level of agreements were low in comparison to other questions, more than 45 percent of respondents living in university owned and university affiliated (Towers) housing and 33 percent of respondents living in university affiliated (Pegasus Landing) housing reported that having a resident assistant enhanced their satisfaction with their living experience.
4. Respondents living in university owned housing participated in planned activities at higher levels than their peers living in the apartment style, university affiliated housing. Respondents living in both university affiliated (Towers and Pegasus Landing) housing reported equivalent levels of participation in planned activities.
5. Respondents living in university owned housing, staffed by University of Central Florida Physical Plant staff, reported the highest level of satisfaction with how timely maintenance requests were completed when compared with those living in university affiliated housing, staffed by the private management companies College Park Communities Inc. and University Propertied International. Respondents living in university affiliated (Towers and Pegasus Landing) housing reported equivalent levels of satisfaction with how timely maintenance requests were completed.
6. Overall students living in university owned and university affiliated housing reported low levels of agreement with the sense of community that existed in

their floor/building. Respondents living in university affiliated (Pegasus Landing) housing responded with a six to one ratio of disagreement to agreement with the sense of community that existed in their building.

7. It is relatively clear from the analysis of the data that respondents living in university owned and university affiliated housing had high levels of satisfaction with their resident assistant.
8. Respondents living in university owned and university affiliated (Towers) responded very high levels of agreement with their overall satisfaction of their living experience. More than 82 percent of all respondents across all communities were satisfied with their living experience.
9. It is clear from the data that students living in university owned and university affiliated housing have higher retention rates when compared with students living in off-campus housing. It is equally clear that students living in university owned housing have the highest retention rate of all fall 2006 admitted full-time, first-time-in-college students residing in the University of Central Florida housing system, although not statistically significantly higher.
10. Students living in university owned housing had the highest cumulative grade point average when compared to students living in university affiliated housing.

Implications and Recommendations for Practice

It appears relatively clear from the analysis that respondents living in university owned housing had the highest levels of satisfaction, agreement, and academic

achievement, closely followed by respondents living in university affiliated (Towers) housing. Analysis of the data showed respondents living in university affiliated (Pegasus Landing) housing comparatively were not as satisfied and did not perform as well academically.

Abraham Maslow found that there were five basic needs that humans possess and arranged them in a hierarchy. These were physiological, safety, belongingness and love, esteem, and self-actualization (Bolman & Deal, 1997). Lower order needs must be met and satisfied in order for individuals to be motivated by the higher order needs belongingness and love, esteem, and self-actualization. Results from this study support Maslow's research. Respondents living in university affiliated (Pegasus Landing) housing reported low levels of satisfaction with safety and security measures, how timely maintenance request were responded to, and they did not feel connected to the University of Central Florida community. Based on Maslow's research, these unmet lower levels needs may in turn have resulted in lower levels of agreement with their overall satisfaction of their living environment and lower levels of academic achievement when compared with students living in university owned and university affiliated (Towers) housing. Additionally, the location of university affiliated (Pegasus landing) being across the street from the university may support Jones et al. (2001) findings that students living in on campus housing reported higher levels of satisfaction in comparison to students living off campus.

For the University of Central Florida and other colleges and universities that are involved with or looking to embark upon public/private partnering in the provision of residential housing, the following are suggestions for practice:

1. Ensure that all stakeholders are at the table during the design process of any new construction or renovation of residential housing (Ratcliff, 2003). This includes representation from housing administration, student leaders, maintenance staff, campus facilities staff, finance and administration staff, parents, and more increasingly representatives from college and university foundations.
2. Twale and Damron (1992) stated that convenient location and services were a primary reason for students living choice. Colleges and universities would be wise to ensure that campus housing is conveniently located and campus resources and services are readily accessible to the students residing in the facilities.
3. Colleges and universities would be wise to closely examine the benefits and disadvantages before embarking upon public/private partnering in the provision of residential housing for their respective campus. The economic advantages and disadvantages that are offered with public/private partnering must be equally compared to the corresponding academic advantages and disadvantages that come as a result.
4. Those colleges and universities looking to enter the arena of privatized housing need to be knowledgeable on the types of development, construction, and management arrangements that may be brokered to ensure maximum benefit to both the institution and the student.

5. Colleges and universities need to create environments that aim to provide a safe and secure living/learning environment for all students and staff that live in the facilities.
6. Examine the implications of placing students of like academic class (i.e. freshman, sophomore, junior, and senior) in the same room or apartment with one another. Colleges and universities that allow students enrolled at other institutions to live in their residential facilities, may be wise to examine the implications of placing students of like institutions together as roommates.
7. Residence life staff need to continually challenge and educate residents while maximizing opportunities for social and extracurricular involvement.

As colleges and universities search for alternative methods to construct and renovate residential housing while maximizing profits, higher educational institutions will continue to look to the private sector. Often these public/private partnerships are quite rewarding financially for both the institution and the private developer. At the University of Central Florida, affiliated housing was established for this purpose. University of Central Florida administration should utilize the analysis of data from this research project as part of deciding whether or not it would be beneficial to build new university owned housing or pursue similar affiliations in order to house students in the coming years.

Recommendations for Future Research

Based on the review of the literature and analysis of the data the following recommendations for future research were identified:

1. It is recommended that future research include a variable to identify differences in resident satisfaction and academic achievement comparing first-time-in-college students who live in traditional residence halls versus apartment style halls.
2. It is recommended that future research include a variable to identify differences in resident satisfaction and academic achievement comparing all residential students who live in traditional residence halls versus apartment style halls.
3. It is recommended that this study be replicated to examine differences in resident satisfaction and academic achievement comparing all residential students living in university owned and university affiliated housing.
4. It is recommended that longitudinal research be conducted to continually examine differences in resident satisfaction and academic achievement comparing first-time-in-college students living in university owned and university affiliated housing.
5. It is recommended that this study be replicated to include university affiliated (Pegasus Pointe) housing where the staffing pattern does not include any University of Central Florida staff.
6. It is recommended that this study be replicated to include students living in off campus apartments around the University of Central Florida staff comparing them with students living in university owned and university affiliated housing.

7. It is recommended that this study examine respondent levels of agreement by including a qualitative focus group component. This would allow researchers to delve more into respondents' interpretation of question meaning.
8. It is recommended that this study be repeated using a larger sample size, perhaps with larger public/private housing partnerships, both regionally and nationally.
9. It is recommended that this study be replicated to include actual retention rates and cumulative grade point averages for respondents of the study
10. It is recommended that this study be replicated to include resident assistant responses to survey items and compare these with resident responses.
11. It is recommended that this study be replicated to include more variables comparing private management staff and University of Central Florida staff along with their associated functions.

APPENDIX A
ON-CAMPUS HOUSING SURVEY



Home > On-campus Assessment Survey

Assessment Survey

If you have not had the chance to provide feedback regarding your on-campus living experience, please visit our [contact form](#). Your opinion matters to us! We look forward to hearing from you!

DEMOGRAPHICS

Gender Male Female

NID (required to win) What is my NID?

I understand that my personal information will remain confidential and my responses will remain **anonymous**.

Where do you live? [Select]

Do you live in an apartment or residence hall? [Select]

Which most describes your ethnic background? [Select]

I had the opportunity to pick my roommates? [Select]

QUESTIONS

I am satisfied with the Fall 2006 check in process.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

I am satisfied with my room computer connection.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE

- AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

I am satisfied with my current room assignment.

Living in on campus housing has enhanced my ability to study more effectively.

I am satisfied with the level of safety and security measures being taken in my community.

The Residence Life staff is available when I need assistance.

I am satisfied with my Resident Assistant.

- AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

AGREE

STRONGLY AGREE

NOT APPLICABLE

- STRONGLY DISAGREE

DISAGREE

NEITHER AGREE NOR DISAGREE

- AGREE
 - STRONGLY AGREE
 - NOT APPLICABLE

 - STRONGLY DISAGREE
 - DISAGREE
 - NEITHER AGREE NOR DISAGREE
 - AGREE
 - STRONGLY AGREE
 - NOT APPLICABLE

 - STRONGLY DISAGREE
 - DISAGREE
 - NEITHER AGREE NOR DISAGREE
 - AGREE
 - STRONGLY AGREE
 - NOT APPLICABLE

 - STRONGLY DISAGREE
 - DISAGREE
 - NEITHER AGREE NOR DISAGREE
 - AGREE
 - STRONGLY AGREE
 - NOT APPLICABLE

 - STRONGLY DISAGREE
 - DISAGREE
 - NEITHER AGREE NOR DISAGREE
 - AGREE
 - STRONGLY AGREE
 - NOT APPLICABLE

 - STRONGLY DISAGREE
 - DISAGREE
 - NEITHER AGREE NOR DISAGREE
- Peers in my building/floor take their studies seriously.
- There is a sense of community in my building/floor.
- I am satisfied with Postal Services in my community.
- I am satisfied with the customer service I have received when visiting the Housing Administration Building. (Reception desk, accounting, etc.)
- I am more connected to the UCF Community as a result of living in on campus housing.

I am satisfied with the cleanliness of my bathroom.

- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

Maintenance requests are handled in a timely manner.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

Maintenance requests are handled in an effective manner.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

Because there is an RA, I am more satisfied with my living experience.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

Overall, I am satisfied living in on campus housing.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE

How often do you use the telephone line provided you by housing?

- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

- NEVER
- RARELY
- SOMETIMES
- FREQUENTLY
- ALWAYS

Additional Comments or Feedback: (Limit 1000 Characters)

THANK YOU FOR TAKING THIS SURVEY. YOUR ANSWERS WILL BE USED TO IMPROVE OUR FACILITIES AND SERVICES.



APPENDIX B
OFF-CAMPUS HOUSING SURVEY



Home > Off-campus Assessment Survey

Assessment Survey

If you have not had the chance to provide feedback regarding your on-campus living experience, please visit our [contact form](#). Your opinion matters to us! We look forward to hearing from you!

DEMOGRAPHICS

Gender Male Female

NID (required to win) What is my NID?

I understand that my personal information will remain confidential and my responses will remain **anonymous**.

Where do you live? [Select]

Which most describes your ethnic background? [Select]

I had the opportunity to pick my roommates [Select]

How many roommates are the same academic classification as you? [Select]

My roommates go to UCF Yes No

QUESTIONS

I am satisfied with the Fall 2006 check in process.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

- STRONGLY DISAGREE
- DISAGREE

I am satisfied with my room computer connection.

- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

I am satisfied with my current room assignment.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

Living in affiliated housing has enhanced my ability to study more effectively.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

I am satisfied with the level of safety and security measures being taken in my community.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

The Residence Life staff is available when I need assistance.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

- STRONGLY DISAGREE
- DISAGREE

I am satisfied with my Resident Assistant.

- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

Living in affiliated housing has enhanced my ability to meet other people.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

Living in affiliated housing has enhanced my ability to live cooperatively.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

I am aware of activities that take place in my community.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

I have participated in activities that have occurred in my community.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

- STRONGLY DISAGREE
- DISAGREE

Planned activities are a valuable part of my living experience.

- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

Peers in my building/floor take their studies seriously.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

There is a sense of community in my building/floor.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

I am satisfied with Postal Services in my community.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

I am satisfied with the customer service provided by College Park Communities.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE
- NOT APPLICABLE

- STRONGLY DISAGREE
- DISAGREE

I am more connected to the UCF Community as a result of living in affiliated housing.

NEITHER AGREE NOR DISAGREE
 AGREE
 STRONGLY AGREE
 NOT APPLICABLE

Maintenance requests are handled in a timely manner.

STRONGLY DISAGREE
 DISAGREE
 NEITHER AGREE NOR DISAGREE
 AGREE
 STRONGLY AGREE
 NOT APPLICABLE

Maintenance requests are handled in an effective manner.

STRONGLY DISAGREE
 DISAGREE
 NEITHER AGREE NOR DISAGREE
 AGREE
 STRONGLY AGREE
 NOT APPLICABLE

Because there is an RA, I am more satisfied with my living experience.

STRONGLY DISAGREE
 DISAGREE
 NEITHER AGREE NOR DISAGREE
 AGREE
 STRONGLY AGREE
 NOT APPLICABLE

Overall, I am satisfied living in affiliated housing.

STRONGLY DISAGREE
 DISAGREE
 NEITHER AGREE NOR DISAGREE
 AGREE
 STRONGLY AGREE
 NOT APPLICABLE

I plan to return to community next year.

YES
 NO

NOT SURE

If not, why not?

Additional Comments or Feedback: (Limit 1000 Characters)

THANK YOU FOR TAKING THIS SURVEY. YOUR ANSWERS WILL BE USED TO IMPROVE OUR FACILITIES AND SERVICES.



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APPENDIX C
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901, 407-882-2012 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Notice of Exempt Review Status

From: UCF Institutional Review Board
FWA00000351, Exp. 5/07/10, IRB00001138

To: Jeff Novak

Date: March 26, 2008

IRB Number: SBE-08-05576

Study Title: **Differences in Resident Satisfaction and Retention Between University of Central Florida Owned and Affiliated Housing**

Dear Researcher:

Your research protocol was reviewed by the IRB Vice-chair on 3/25/2008. Per federal regulations, 45 CFR 46.101, your study has been determined to be **minimal risk for human subjects and exempt** from 45 CFR 46 federal regulations and further IRB review or renewal unless you later wish to add the use of identifiers or change the protocol procedures in a way that might increase risk to participants. Before making any changes to your study, call the IRB office to discuss the changes. **A change which incorporates the use of identifiers may mean the study is no longer exempt, thus requiring the submission of a new application to change the classification to expedited if the risk is still minimal.** Please submit the Termination/Final Report form when the study has been completed. All forms may be completed and submitted online at <https://iris.research.ucf.edu>.

The category for which exempt status has been determined for this protocol is as follows:

4. Research involving the collection or study of existing data, documents, records, pathological specimens or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. (**"Existing"** means already collected and/or stored before your study starts, not that collection will occur as part of routine care.)

All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 03/26/2008 08:55:47 AM EST

IRB Coordinator

APPENDIX D
PERMISSION LETTER

Jeff Novak
4736 Northern Dancer Way
Orlando, FL 32826
October 26, 2007

Christi Hartzler
Director
Department of housing and Residence Life
PO Box 163222
Orlando, FL 32816-3222

Dear Mrs. Hartzler:

I am a doctoral candidate in the Educational Leadership program at the University of Central Florida. For my dissertation, I am examining the differences in residential experience between students living in university owned and university affiliated housing (Towers and Pegasus Landing).

Specifically, I am attempting to identify if a difference exists among students living in university owned and university affiliated housing (Towers and Pegasus Landing) based upon response ratings on a questionnaire for multiple variables. In addition, I will be examining differences among students living in university owned and university affiliated housing (Towers and Pegasus Landing) with respect to retention rates and cumulative grade point averages.

I am writing to you to seek permission to use gathered data from the 2006 Department of Housing and Residence Life Resident Satisfaction Surveys for both on campus and affiliated housing. I want to assure that you that the utmost attention will be given to confidentiality of the data and in no way will any personal student information be utilized for this research.

Thank you for your consideration. If you have any questions about this study, please feel to contact me at (407) 275-1705 or jnovak@mail.ucf.edu.



Jeff Novak
Doctoral Candidate

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