



# **Student Housing**

## **Room Type Programming**

March 24, 2021

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## EXECUTIVE SUMMARY

The top guiding principle developed by the Student Housing Planning Team during the programming phase was to create a setting enabling development of community, connectivity, wellness and learning in support of student recruitment, retention and success.

University housing is a transition from living at home to independent living. The type of housing an institution offers and how the space is programmed heavily influences the student experience and the ease of transition. Whether through retention, improved performance, or development of communication skills, focusing on concepts of social engineering and residence hall programming is considered best practice among the highest performing residence life programs.

When concepts of social engineering are applied to the design of residence halls, they impact not only the design of the common/public spaces but also the private spaces. The largest impact of room type selection on student success is the amount of social interaction opportunities offered. While a high percentage of students will express desire for their own room and access to private facilities, research suggests traditional double rooms served by communal restrooms and living spaces is the strongest model in student development.

The UW's Residence Life and Dining program and Office of Student Affairs like many institutions and national student housing organizations, believe programming residence halls is as important as the selection of room type. Successful residence life programming enhances the student experience, integrates students into their residential communities and creates opportunities for faculty and staff to provide structured activities in a residential environment that keep students engaged outside the classroom.

Many college and university residence life programs integrate the living learning model of residence hall programming in which faculty, staff and students participate in programs and activities centered around a common area of interest or degree program. Engaging students in structured activities outside the classroom improves communication skills, creates a sense of community and institutional integration which has been proven to increase student retention and student success.

Building and maintaining a successful residence life program involves developing programming that is supported by appropriate spaces. Maintaining and supporting a strong residence life program is foundational in achieving goals outlined in the Strategic Plan and accomplishing the overall mission of the University of Wyoming.

### **University of Wyoming Mission Statement:**

In the exercise of our primary mission to promote learning, we seek to provide academic and co-curricular opportunities that will:

- Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world.
- Cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners.
- Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect.
- Promote opportunities for personal health and growth, athletic competition and leadership development for all members of the university community.

## CONSIDERATIONS IN STUDENT HOUSING

The College Board reports that 40 percent of full-time college students at public universities live on-campus in a combination of residence halls and apartments. When asked to describe their desires and hopes for a successful undergraduate experience, students across a wide range of institutions (large and small, public and private) offer some similar thoughts. First and foremost, students hope to meet and form lasting bonds with other students.

Incoming students are particularly eager to find their “community” – a group of their peers to whom they feel bonded or connected, and who informally serve as a social group and support network. For residential students, housing can play a critical role in helping students form their communities. (Biddison Hier, 2017 Housing Study)

An estimated 80% of freshman college students persist through their first year, yet only 55% ultimately complete a degree at an institution of higher learning after 6 years (Chronicle of Higher Education Almanac, 2007). The level of persistence can be attributed to a student’s general integration into the institution (both academic and social). Integration is influenced by interaction, both student-faculty and student-student interaction (Tinto, 1975, 1993). When students have opportunities to interact with faculty and one another, the college experience is enhanced, thus providing deeper learning and development. Interaction creates a depth of understanding that observation cannot replicate (Stimpson, 1994). Learning is not purely a cognitive process but is also social in nature. Therefore, knowledge of any kind is shaped through interaction with others (Moran & Gonyea, 2003).

In a study published in the *Journal of College and University Student Housing*, researchers compared the total number of social interactions of students living in traditional halls vs. suite-style halls within the same institution. The study reports that a total of 334 interactions were experienced by traditional residence hall participants, an average of 10.4 interactions per participant over the 4-day data collection period, compared to a total of 256 interactions reported by suite-style participants. On average, each suite-style participant reported a total of 8.5 interactions, or 23% fewer interactions per participant than the traditional halls. (Brandon, Hirt, Cameron, 2008)

These informal interactions are important in student development as they lead to communication between residents that can draw students into the programming activities of the hall. Students who live in the more socializing corridor residence halls have higher academic outcomes than those who live in the more isolating apartment residence halls (Brown, J., Volk, F., & Spratto, E. M. (2019).

In addition to the room configuration, room organization within halls is also important to the success of a residential program. Pod-style configurations in first-year housing offers students access to a closer-knit community experience fundamental to successful transition to college life. In general, pods create smaller communities within the floor, sharing communal living and restroom spaces.

## FOCUS GROUPS AND INTERVIEWS

In 2014 a comprehensive set of interviews were conducted at the University of Wyoming including six student focus groups and additional focused meetings with representatives from faculty, staff, Admissions, Recruiting, Athletics, Facilities Planning, Physical Plant, City of Laramie representatives, housing administrators, and dining representatives.

The six student focus groups included leadership from the Residence Hall Association (RHA), Resident Advisors, student staff, residential coordinators and associate directors, off-campus students, ASUW representatives, students from the Honors House and Freshman Interest Groups. Four additional evening student sessions in the residence halls, and tours of existing facilities complemented the stakeholder interviews.

The focus groups and interviews informed an understanding of the overall residential vision, impressions of existing facilities and future needs. Recurrent themes that emerged during these meetings were organized into three categories: perceived positives and negatives of the existing student housing and desired amenities in new housing.

Positive aspects of existing halls most reported by students:

- Proximity to campus facilities
- Having the halls together in the same zone of campus
- Freshman Interest Groups enhanced the first-year experience
- Appreciated the recent upgrades
- Sinks in each room
- The tunnel access system

Items reported as negatives or not currently working in the existing halls were:

- Rooms were too small
- Lack of privacy in the restrooms
- Lack of security checkpoints and appropriate lighting
- Lack of range in community spaces
- Inconvenient laundry location
- Proximity of parking
- Lack of access to quality outdoor spaces
- Unreliable elevators
- Lack of thermal controls
- Poor acoustics between rooms

Improvements to/requests for additional amenities included:

- Offer a variety of student room types including suite-style units with private baths
- Increase the number of shower stalls
- Provide separate spaces for sophomores
- Provide a diverse range of community spaces
- Provide study rooms on each floor
- Integrate academic space
- Provide more storage
- Enhance security

When students were asked about room types, there was some level of demand for all on-campus bedroom unit types with the two-bed semi-suite being the most popular unit type, followed by the traditional double room. The most popular desired unit features were; reliable Wi-Fi, temperature control, sound-proof walls and providing storage space.

Most students believed it was extremely important to offer housing to freshmen and international students; a majority believe it is somewhat important to offer housing to sophomores. Survey respondents indicated that traditional housing was the most appropriate housing type for freshmen with more private units offered as students progressed through their academic career.

## STUDENT ROOM TYPE SELECTION

Providing housing to accommodate all levels of students is an important consideration. Research suggests that providing enhanced amenities not only attracts upperclassmen to remain on campus but provides incremental steps towards independent living. University housing should offer an intentional progression of housing types, programs and experiences that mirror student developmental stages.

### FRESHMAN

**High Structure:** Small communities of students who live together within the larger community. Contains a high degree of structured interactions led by peer leaders or staff. Upper-class leader and mentor programs designed to facilitate community interaction, peer bonding and community formation. Traditional double-occupancy rooms served by communal support spaces are ideal for first-year students, as this configuration provides opportunities for strong community-building and bonding with other students.

### SOPHOMORES

**Medium Structure:** Loose-knit groups of varying sizes. Frequently driven by student initiative. Suite-style housing is a good unit configuration for sophomores as it allows residents to maintain and enhance communities developed during their first year while providing opportunities for more independent living.

### JUNIORS AND SENIORS

**Low Structure:** Loose and informal affiliation of members. Limited institutional structure integrated into the living environment. Apartment-style housing is most appropriate for juniors and seniors as it introduces them to the challenges of independent living they will likely encounter post-graduation.

The structure of the UW's Residence Life program is both physical and programmatic. By providing various level of facilities and services, programs can cater to the needs of all class levels. Examples of modifiable physical and programmatic elements to meet individual student needs include:

#### Facilities

Traditional residence hall housing provides somewhat worry-free accommodations for all class levels by a furnished space with access to restrooms and to all other campus amenities. Utilities like internet, telephone, cable, electricity, and water are also included and residents are not responsible for the maintenance of shared areas like bathrooms or lounges. As students progress towards independent living, non-traditional units and apartments can be introduced.

#### Housing Staff and Resources

Access to Resident Assistants (RA's), front desk assistants, and campus support staff make the transition into the college experience easier. A service not as critical to upperclassmen once adapted to their environment.

#### Residential Programming

Residential Life staff often hosts events specifically for residents. These programs are put in place to help facilitate the connections students make in their college career. The example of Freshman Interest Groups (FIGs) provide programmed activities in residence halls to keep students engaged and actively using the resources being provided by faculty, staff and other students.

## Access to Facilities

Proximity to support facilities allows incoming students to become more connected with the college community and culture. Whether headed to the dining hall, gym, library, computer lab, student health services or classrooms, support services are easily accessible for students living on campus.



As students progress through their college career this proximity becomes less important as the dependence on facilities and services is reduced allowing more independent room types to be offered. This is especially true when apartment-style living is introduced.

## Meal Plans

With access to a dining facility, meals are stress-free. Meal plans can be tailored to meet individual needs saving students valuable time and money.

## Security

Residence halls integrate security systems and features such as ID activated locks, security camera systems, front desk staff and an on-campus police department. This can be very important and reassuring for first-year students adjusting to a new environment.

## Institutional Goals

Determination of room type is often driven by institutional goals and policies. Currently, except in unique instances, freshmen attending the UW are required to live on campus. Beyond the first-year, students currently have the option to remain on campus. Encouraging students to remain beyond their first year is desirable as living on campus increases retention and student outcomes.

In developing the Program Plan the Planning Team researched and visited several peer and regional institutions residence life programs to explore their most recent student housing projects. Floor plans of a number of these facilities clearly identifying room types and mixes have been attached as **Exhibit 'B'**.

While the unit types in each project varies, it is important to look not only at a single project but also how it supports the institution's overall housing portfolio. Of the sample projects presented in Exhibit 'B' most include a mix of unit types combining traditional and semi-suite style living arrangements. Where a single room type is provided (CSU Pinion Hall- traditional rooms) they are typically offset by other halls (CSU Braiden Hall – suite style) to provide a variety of room options to the portfolio as a whole.

It is also important to understand the institutional goals when analyzing room types. When suite-style units are provided they are typically combined with a much higher percentage of traditional rooms. They are also integrated to attract and support upperclassmen while freshmen occupy traditional rooms with common facilities.

## CURRENT HOUSING INVENTORY

The UW's current housing stock is divided into two categories. The first being traditional residence hall rooms and the second apartment-style living. There is a clear distinction between the two as residence halls are located on central campus while apartment complexes are located on the periphery with minimal access to campus facilities.

### CURRENT ROOM TYPES ON CAMPUS

# of Beds by Room Type						
	Singles	Doubles	Triples	Single Semi-Suites	Apartments	Total
Washakie Halls	119	1,728	0	68	0	1,915
Tobin House	3	36	21	0	0	60
Honors House	0	28	0	0	0	28
Apartments	0	0	0	0	850	850
<b>Total</b>	<b>122</b>	<b>1,792</b>	<b>21</b>	<b>68</b>	<b>850</b>	<b>2,853</b>

	Singles	Doubles	Triples	Single Semi-Suites	Apartments
Room Type %	4%	63%	1%	2%	30%

### CURRENT RESIDENCE HALL ROOM TYPES (EXCLUDES APARTMENTS)

# of Beds by Room Type					
	Singles	Doubles	Triples	Single Semi-Suites	Total
Downey	30	336	0	12	378
Orr	23	336	0	12	371
McIntyre	33	528	0	22	583
White	33	528	0	22	583
Tobin House	3	36	21	0	60
Honors House	0	29	0	0	28
<b>Total</b>	<b>122</b>	<b>1,792</b>	<b>21</b>	<b>68</b>	<b>2,003</b>

	Singles	Doubles	Triples	Single Semi-Suites
Room Type %	6%	90%	1%	3%

## HOUSING RESIDENT POPULATION

From 2015-2019 the University of Wyoming averaged 1,841 residents living in the Washakie, Hill, and Crane halls. Of these residents approximately 80% were freshmen and the remaining 20% were upperclassmen.

From 2015-2019 Bison Run averaged 330 residents while the traditional apartments (Spanish Walk, Landmark and River Village) averaged 521 students between the 3 complexes over the 5-year period.

### STUDENTS LIVING ON CAMPUS

		Class Level				
		Freshman	Sophomores	Juniors	Seniors	Total
Residence Halls		1,299	221	95	53	1,668
Apartments		8	93	134	224	459
	<b>Total</b>	<b>1,307</b>	<b>314</b>	<b>229</b>	<b>277</b>	<b>2,127</b>

		Freshman	Sophomores	Juniors	Seniors
% by Class		61.4%	14.8%	10.8%	13.0%

### STUDENTS LIVING IN RESIDENCE HALLS (EXCLUDES APARTMENTS)

		Class Level				
		Freshman	Sophomores	Juniors	Seniors	Total
Residence Halls		1,299	221	95	53	<b>1,668</b>

		Freshman	Sophomores	Juniors	Seniors
% by Class		77.9%	13.2%	5.7%	3.2%

## PROPOSED POPULATION BY CLASS

By integrating a suite-style unit, Residence Life believes they will experience a 5% increase in upperclassman demand to live in the new facilities. The increased demand is welcomed and encouraged as it provides diversity and peer mentoring opportunities within the living environment. Of the 900 beds in the new facilities; 698 would be freshmen, 106 would be sophomores, 69 would be juniors and 27 would be seniors.

Class Level					
	Freshman	Sophomores	Juniors	Seniors	Total
New Residence Halls	698	106	69	27	900
<b>Total</b>	<b>698</b>	<b>106</b>	<b>69</b>	<b>27</b>	<b>900</b>

	Freshman	Sophomores	Juniors	Seniors
% by Class	77.6%	11.8%	7.7%	3.0%

The proposed ratios assume the UW continues its first year on-campus living requirement with the option to remain in subsequent years. Should upperclassman demand for the new halls exceed the supply, the UW will have flexibility to make unit mix adjustments in the subsequent phases of replacement housing development.

## PROPOSED STUDENT ROOM TYPES

### Isolated vs. Socializing Unit Types

Student rooms are proposed in a hybrid configuration, integrating unit types that when combined with the UW's apartment housing will accommodate students' progression from living at home to independent living.

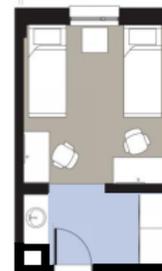
#### Singles with Sinks

Singles serve primarily as rooms for Resident Assistants (RA). This room type allows the RA a private sink while remaining dependent on common amenities to keep them engaged with students.



#### Doubles with Sinks

Doubles are proposed to be the base unit in each building. The unit type promotes the highest level of interaction of all proposed room types. The unit requires residents to utilize common facilities while providing the privacy and convenience of direct access to a sink.



#### 2-Bed Semi-Suite

The 2-Bed Semi-Suite is the most expensive of the proposed units. The 1:2 plumbing fixture ratio significantly increases the cost per square foot. These units can also be converted to single-occupancy units in unique circumstances that require the maximum amount of privacy.



#### 4-Bed Semi-Suite

The 4-bed semi-suite configuration is intended to attract upperclassmen to remain in the structure of residence hall housing. The unit type allows for an increased level of privacy and independence including direct access to bathing facilities.



**PROPOSED UNIT MIX**

The unit mix proposed to best facilitate the needs of our current and projected resident population is a mix of approximately; 80% Doubles, 10% 4-Bed Semi Suites, 5% 2-Bed Semi-Suites, and 5% Singles.

In the proposed unit mix, traditional singles have been minimized to accommodate RA's and a small number of additional rooms to meet ADA requests and special needs requiring private facilities.

Full suites or apartment-style units were not deemed appropriate for the new residence halls. Students seeking these unit types are typically interested in an independent living situation that does not rely as heavily on the proximity to campus facilities the new halls will provide. These students are currently accommodated in the Bison Run, Spanish Walk, Landmark and River Village complexes.

# of Beds by Room Type					
	Singles	Doubles	2-Bed Semi-Suites	4-Bed Semi-Suites	Total
North Hall	18	340	40	36	434
South Hall	25	369	16	56	466
<b>Total</b>	43	709	56	92	<b>900</b>

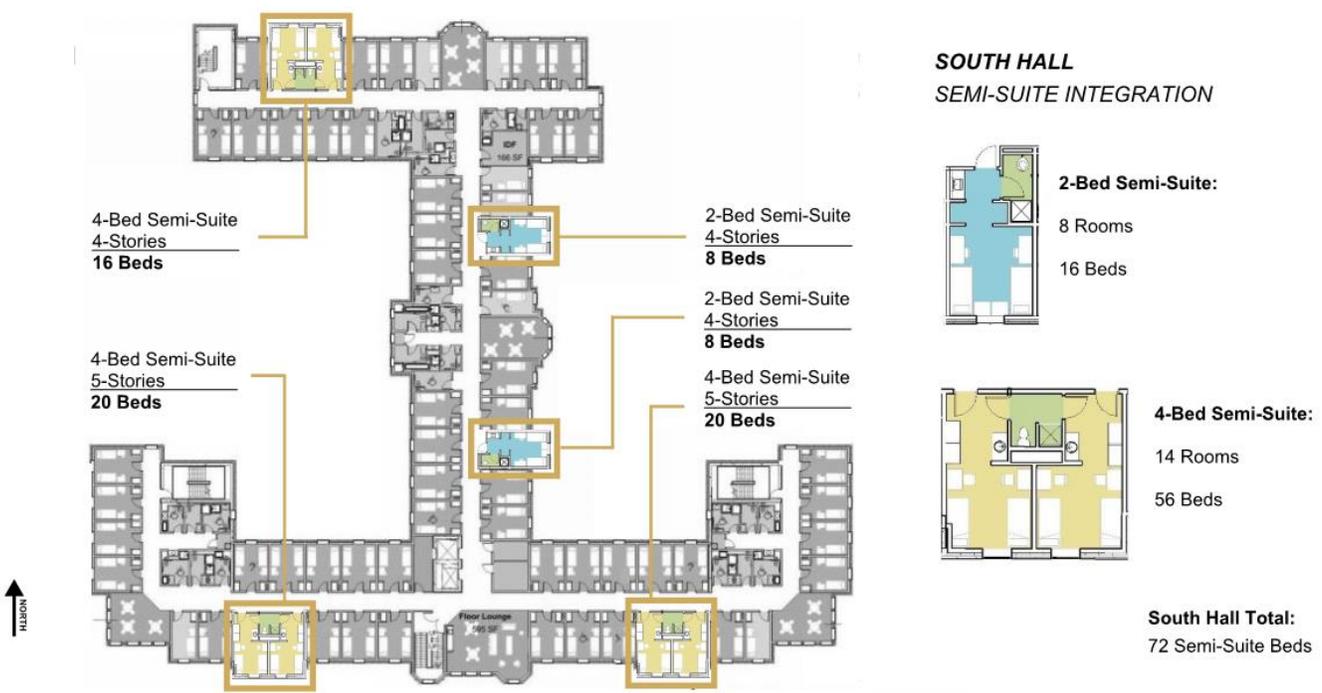
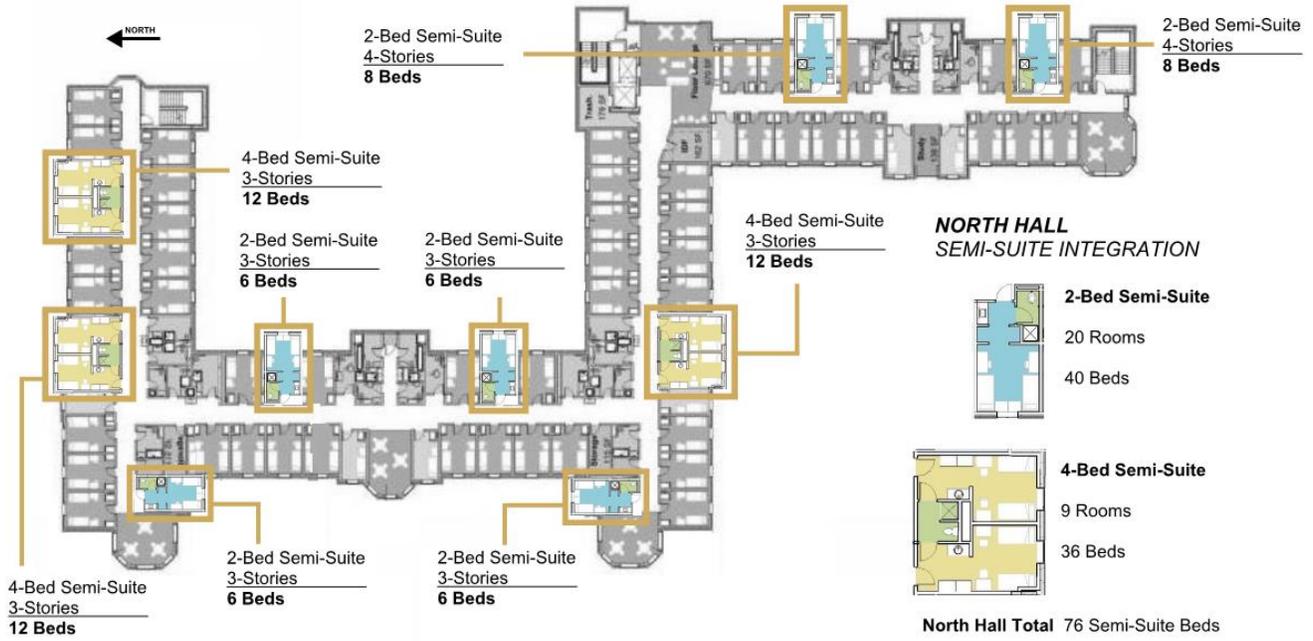
	Singles	Doubles	2-Bed Semi-Suites	4-Bed Semi-Suites
<b>% of 900 Beds</b>	5%	79%	6%	10%

**Suite locations**

The desired approach to locating the suite units is to distribute them evenly throughout the facility as it promotes interaction between the freshmen and upperclassmen. This also helps maintain balanced plumbing fixture ratios and community living spaces throughout a floor or pod.

# FLOOR PLANS

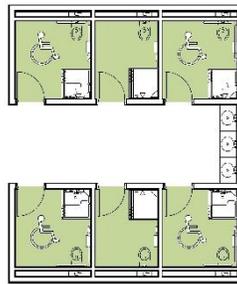
The floor plans below depict the proposed layout of a typical residential floor for the new North and South residence halls with proposed locations for the integration of semi-suite units. Unit types are stacked on multiple floors for efficiency in building systems and continuity of unit mix throughout each hall. Full-size plans have been attached as **Exhibit 'A'**.



## SINGLE-OCCUPANCY COMMON RESTROOM CONFIGURATION

With increased privacy as a main concern voiced by our students, the team explored communal bathing facilities that promote student interaction created by the requirement to leave the room. The proposed spaces themselves are single occupancy providing a substantial increase to the level of privacy compared to traditional community restroom configurations.

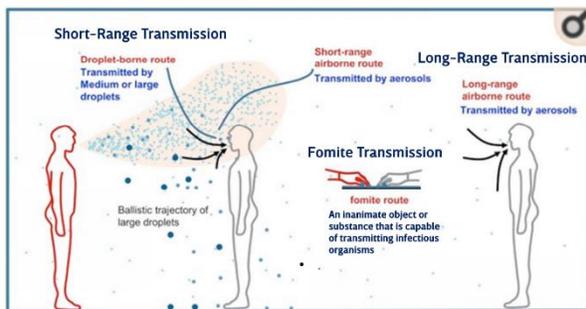
The proposed common restroom configuration provides private, single-occupant rooms each with a toilet and a shower. As private sinks are proposed for each of the student rooms, a reduced number of communal sinks is provided in a common space adjacent to the restrooms. Not providing sinks in the individual rooms will minimize an entire set of fixtures being tied-up while someone is using the sink and mirror. These common sinks are provided for convenience but also promote student-to-student interactional opportunities at a location typically requiring less privacy. This configuration provides a high level of flexibility as the individual rooms can be utilized by all genders allowing Residence Life to adjust gender ratios within a pod, wing or floor.



Another benefit to the proposed configuration is related to flexibility in isolation and social distancing opportunities in the event of an outbreak. Individual rooms provide not only separation but allow for flexibility in periods of increased cleaning/sanitation. Single-occupancy restrooms also:

- Reduce contaminated aerosols through ventilation of individual spaces
- Reduce transmission of airborne particles from toilet flushing
- Allow for social distancing

Providing sinks in common areas and corridors makes handwashing more visible, accessible and convenient.



The proposed fixture counts maintain a minimum 1:5 ratio for the single-occupancy common restrooms to serve residents living in the traditional single and double room configurations. Current fixture ratios are in the 1:8 to 1:10 range.

Institutional consideration must be given to the fact that these unit types are private enough that they can be used as isolated spaces for activities other than bathing. Providing an increased level of monitoring and targeted policy for these spaces may be required.

## RESIDENCE HALL PROGRAMMING

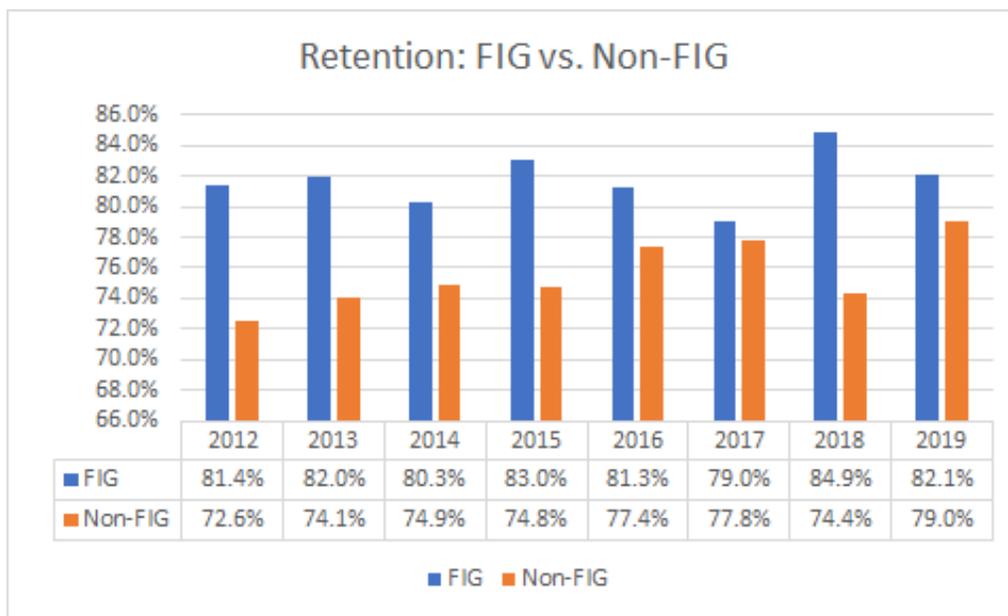
Providing the socializing unit types encourages students to leave their rooms, get engaged in the community and participate in programmed activities. Once students become more accessible to faculty, creating and delivering meaningful activities becomes more effective.

Building upon the success of long-running programs and partnerships managed by LeaRN and Residence Life over two decades of practice and research (Kuh, 2008; Inkelas, 2008; Brower and Inkelas, 2010; Stier, 2014; Vincent, et al., 2021) and the consideration of more recent critiques in the national conversation (Mintz, 2019; Lederman, 2020), our proposal to implement an integrated, authentic, and student-centered living and learning community (LLC) model at the University of Wyoming is ambitious but achievable. The LLC model activates the residential spaces on campus as communities of place, inquiry, and growth.



By providing spaces for students to explore shared interests, the UW supports student success. There are currently two options for Living and Learning Communities (LLCs) at UW. In a theme-based LLC, students with similar interests live together on the same floor of a residence hall, and they have the option of enrolling in an optional 1-credit First Year Experience course together. A FIG goes one step further and includes required common coursework. Comprised of around 20 students who live on the same floor of the residence halls, FIG students are enrolled in two to four of the same courses during their first semester in college.

At the UW, students who opt to reside in a Freshmen Interest Group (FIG) have on average 6.1% higher first-year persistence rates. Key to a FIG's success is a faculty sponsor and a resident assistant (RA) who share similar interests based on academic major or FIG course content. Social opportunities, academic gains, and overall satisfaction are three benefits most mentioned in the research (Inkelas et al., 2007; Johnson et al., 1998; Zhao & Kuh, 2004). A model proposed by Pike (1999) demonstrates that interaction between professors, peers, and staff, and the involvement in extracurricular activities cause integration within the common course content to be more positive. FIG participants have nearly identical entering characteristics (high school GPA and ACT scores) as the overall first-year population.



The residence halls themselves form the foundational layer of community. By activating existing and proposed common spaces, particularly in high-visibility areas on the main floor, the space itself will facilitate student-directed use, faculty integration, visiting scholars and guest experiences, and first-year student engagement.

Proposed spaces include:

- Visiting Scholar apartments
- Faculty fellow office space
- Community kitchens and dining areas
- A new and reimagined dining facility that encourages broader campus utilization
- Configurable spaces for a range of curricular, co-curricular, and social activities, informal student gatherings, STEP tutoring or supplemental instruction meetings, information sessions, film screenings, book discussions, lightning talks, club meetings, game nights, leadership exercises, etc.

### Maker Spaces

In addition to programmed space within the residence hall, the central campus location of the new halls provides convenient access to many campus amenities.

Maker spaces have proven to be effective tools in student engagement both in and outside the classroom. These spaces are often listed as wants or must haves by residence life staff when designing halls intended to be employed as living learning communities.

While the spaces are desired and have proven to have a positive impact, integration into the hall is not necessary, it is the general access to these types of facilities. The UW currently operates two world-class maker spaces near the site for the new halls.

## Coe Student Innovation Center

The Coe Student Innovation Center (CSIC) is a 2500-square-foot makerspace that provides access to state-of-the-art emergent technology for creative, collaborative, innovative and entrepreneurial projects. The equipment in the CSIC supports 3D printing and scanning; sewing, embroidery, e-textiles and vinyl cutting; large format printing, scrap booking and laminating. Machine learning with circuit board creation and electronic analysis equipment, CNC milling and Laser Cutting. Handy Bench and on-site repairs with tools for check out; virtual reality exploration; laptops with Computer-Aided Design (CAD) and modeling software; and craft supplies, robotics, circuit and STEM kits for K-12 instruction. The CSIC is open to students, faculty, staff and public.



## Engineering Education and Research Building (EERB) Innovation WYRKSHOP

Located on the bottom from of the EERB, the flagship Innovation Wyrkshop is one of Laramie's top creative destinations. The makerspace includes a large student project area, a hands-on prototyping workshop, and a small but mighty woodshop. With over \$1.4 million worth of new state-of-the-art equipment and technology, there are always exciting ideas to explore, free workshops to attend, and fun projects to tackle.



## Integration of Retail Space

The Planning Team analyzed access to retail and convenience products for students in the new halls. The team determined that the students and campus would benefit from incorporating a grab and go dining-focused retail storefront that would provide a quick lower cost alternative to accessing the full dining facility. The space is located adjacent to a large lobby that will allow seating for a dine-in option.

Additional options available to residents of the new halls include the wide variety of consumer products available in Cowboy Joe's Convenience Store and the University Store both in the Wyoming Union conveniently located adjacent to the housing site.



## SUMMARY

Supporting our residence life program with appropriate facilities is foundational to the UW achieving the goals outlined in the Strategic Plan and accomplishing the overall mission of the University of Wyoming. Research shows that the built environment has an impact on the social environment. This is especially true of both public and private spaces within a residence hall.

As students begin their higher education careers there is a need for higher structure and support than students adapted to college life. It is therefore important for the UW to balance its housing portfolio and related programming to support students from all anticipated class levels.

In the process of creating private space, there is a balance to be struck between isolating and socializing spaces with the implementation of each often correlating with student development. Private spaces balance the desire for increased privacy voiced by our students with spaces that encourage opportunities for interaction with other students, faculty and staff. The more interactions a student has, the more likely they are to become engaged in the community improving overall student retention and performance.

A strategic mix of, student room types, restroom facilities and common areas have been proposed to support the UW's goals for on-campus living and the integration of living-learning communities. Proposed public spaces within the halls support residence hall programming and integrate flexibility for differing programs or as needs change over time. In addition to the spaces programmed within the building, the site for the new residence halls allows direct access to many campus amenities including maker space and retail space.

The proposed building program will allow the UW to increase retention and student performance by building resident communities that facilitate the development of community, student integration and interpersonal communication skills.

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## EXHIBITS

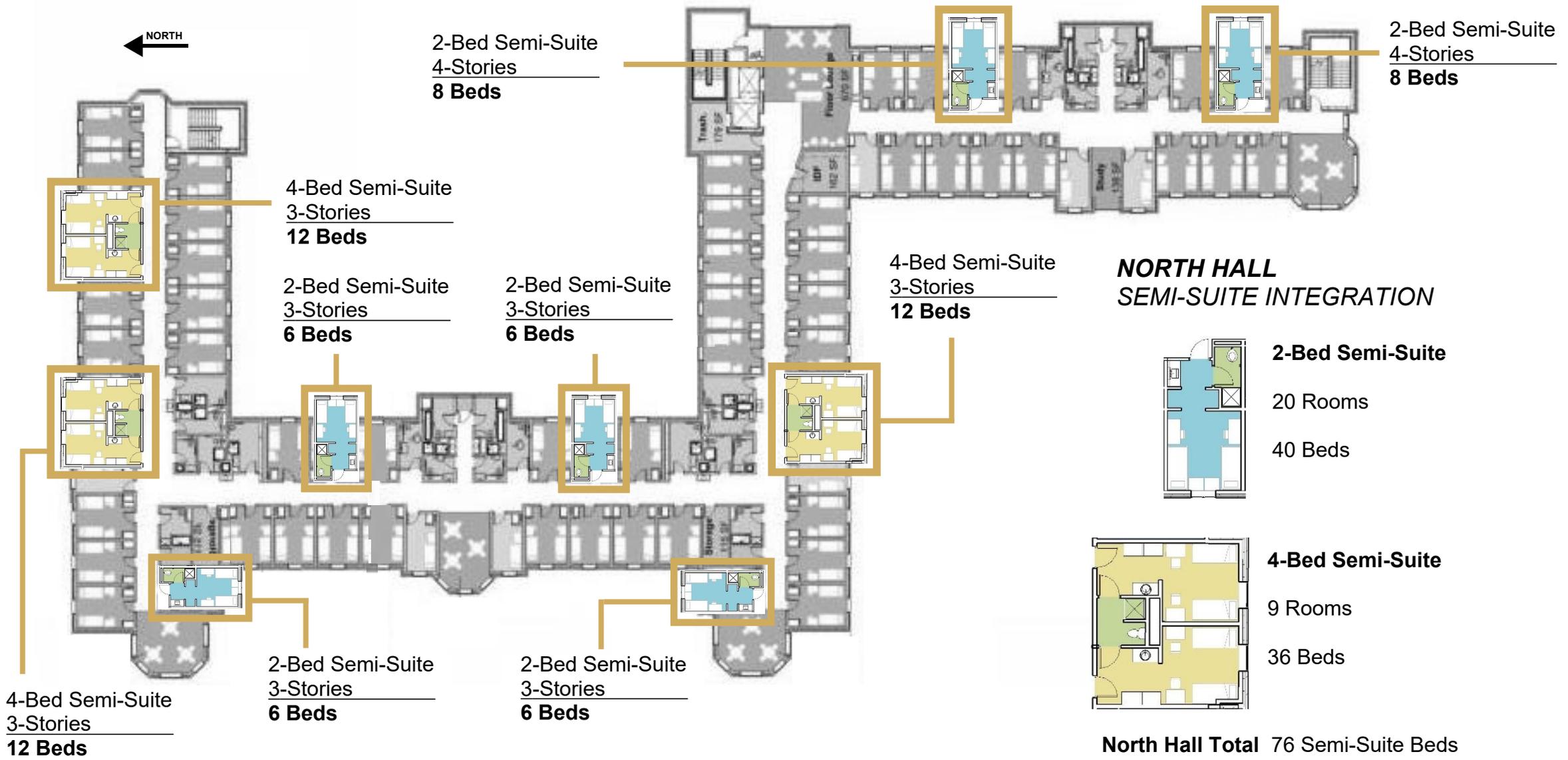
**Exhibit 'A'** – Proposed Semi-Suite Integration Plans

**Exhibit 'B'** – Peer Institution Sample Projects

# **EXHIBIT 'A'**

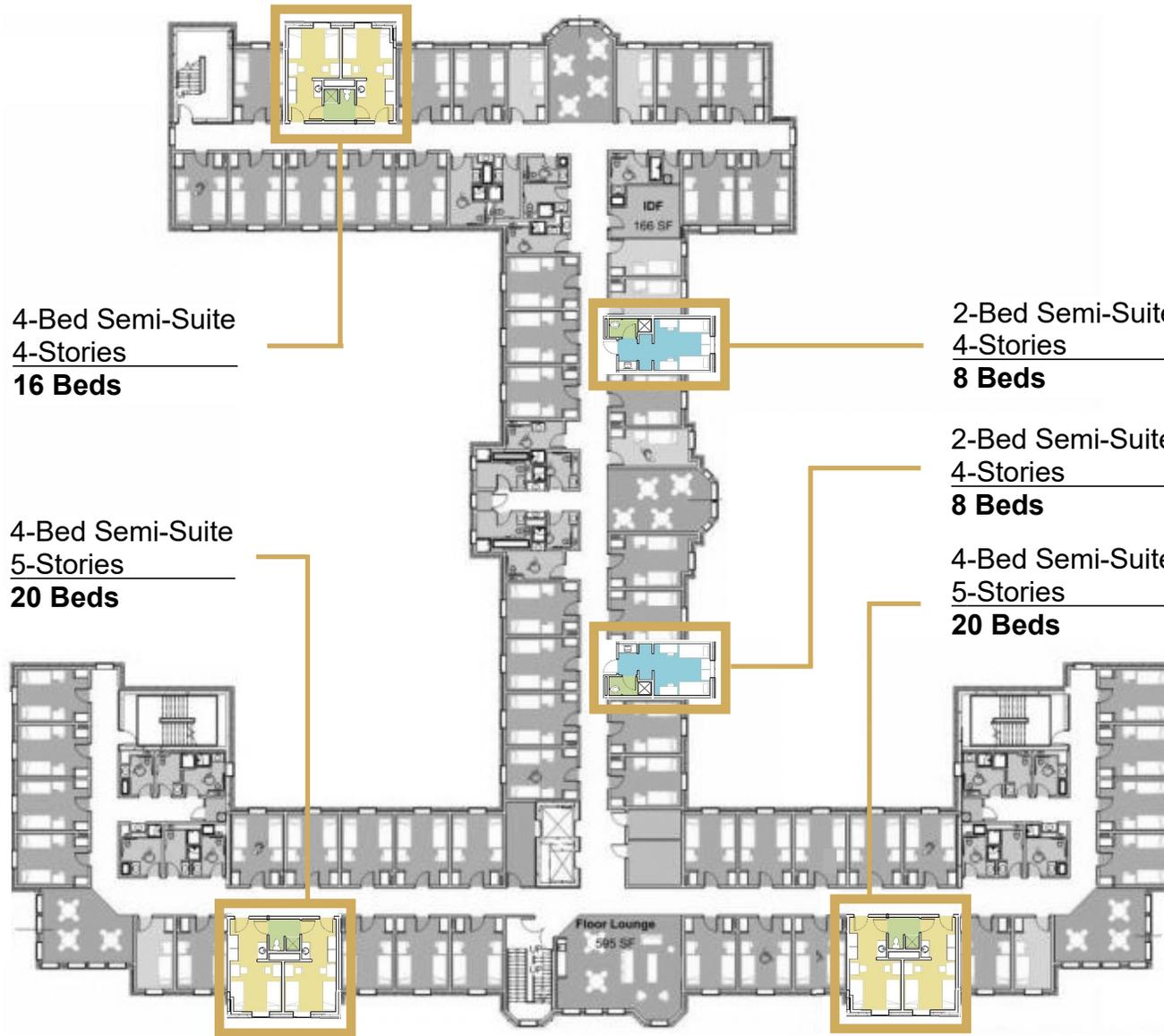
## **PROPOSED SEMI-SUITE UNIT INTEGRATION**



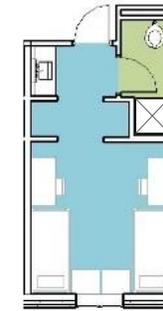


**NORTH HALL  
SEMI-SUITE INTEGRATION**

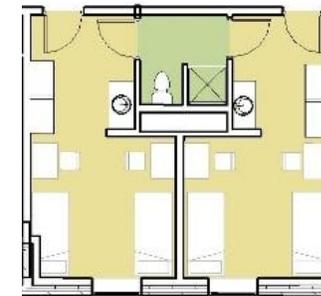




**SOUTH HALL**  
**SEMI-SUITE INTEGRATION**



**2-Bed Semi-Suite:**  
8 Rooms  
16 Beds



**4-Bed Semi-Suite:**  
14 Rooms  
56 Beds

**South Hall Total:**  
72 Semi-Suite Beds



**EXHIBIT 'B'**

**PEER INSTITUTION RESEARCH**

# Association of College and University Housing Officers (ACUHO-I) - 21<sup>st</sup> Century Housing Project



Second Floor

Space Usage Types

- Living space
- Learning space
- Social space

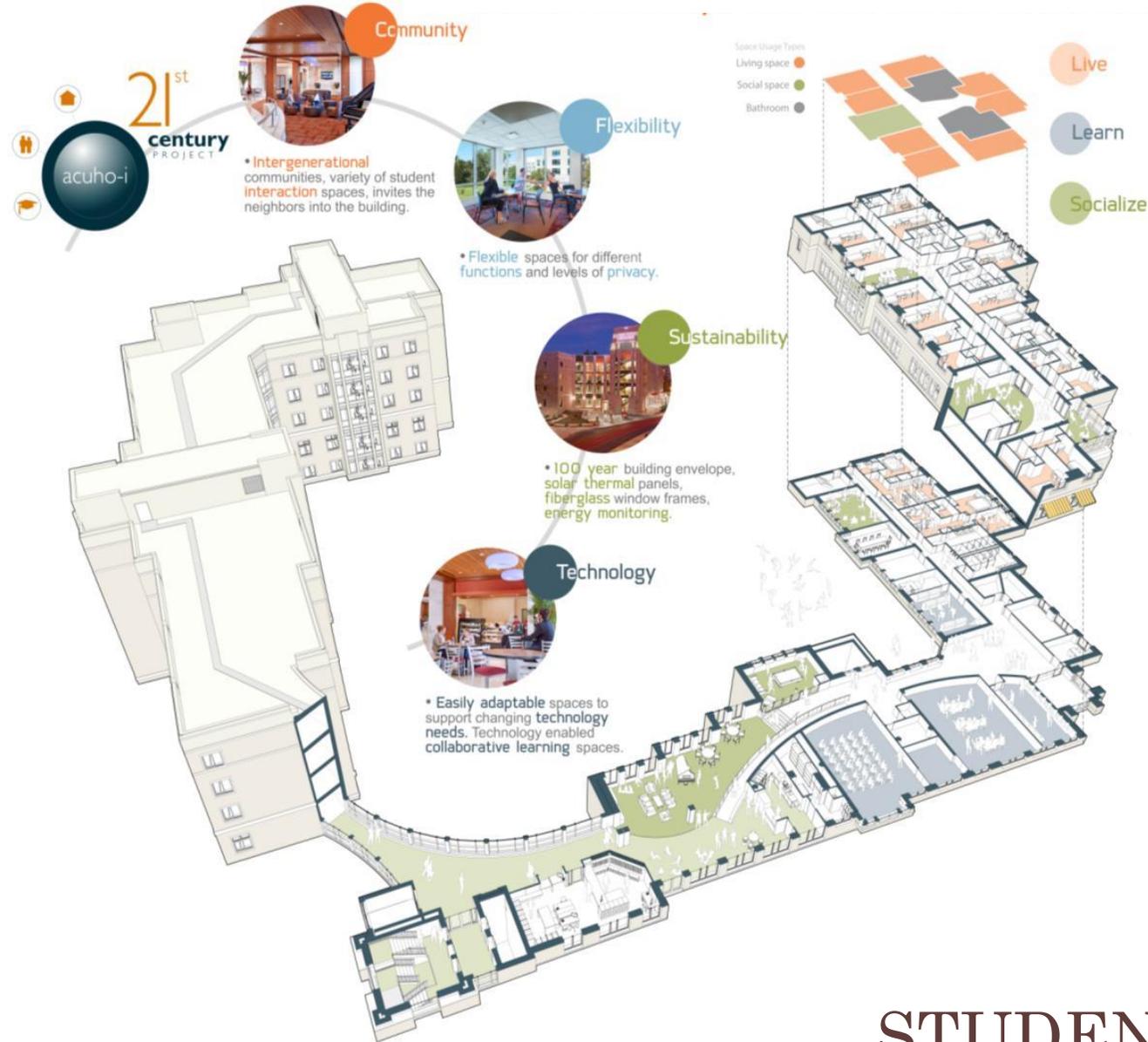
Residential Unit Types

- Semi-suite
- Traditional double
- Single with bath
- Apartment

Up to **42%**  
more interaction than  
some other traditional  
residential halls on  
campus.

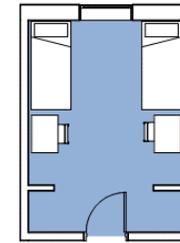
*"I like this building because you can have as much **interaction** as you want with your floor. If you want to be a hermit and hide, you can, but if you want to hang out with your floor, you can also do that because there are different lounges on each floor."*

*"This year, actually within the first month, **everyone was hanging out** in all the lounge pretty much right away and **getting to know** each other."*



## Room Types

- Double w/ Common Bath: 49%
- 4-Bed Semi-Suite – 49%
- 1-Bed Semi-Suite – 2%



Double w/  
Common Bath



1-Bed Semi-Suite



4-Bed Semi-Suite



# Montana State University – Yellowstone Hall

**COMMUNITY BATHROOM, TYPICAL OF 2 PER WING; TOTAL OF 6 TOILETS, 8 SHOWERS, 10 SINKS FOR 32 STANDARD BEDS**

**DOUBLE SEMI-SUITE**

**WING LOUNGE**

**WING STUDY**

**CORRIDOR VIEW**

**STANDARD SINGLE; (140 SF)**

**STANDARD DOUBLE; (190 SF)**

**RECYCLING / TRASH ROOM**

**PHOTO 1:** Community bathroom with sinks and mirrors.

**PHOTO 2:** Wing lounge area with tables and chairs.

**PHOTO 3:** Wing study area with desks and chairs.

**PHOTO 4:** Standard single room with a desk and chair.

**PHOTO 5:** Standard double room with bunk beds.

**PHOTO 6:** Recycling/trash room with bins.

**PHOTO 7:** Double semi-suite room with a desk and chair.

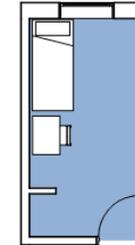
**PHOTO 8:** Aerial view of the Yellowstone Hall building.

## Room Types

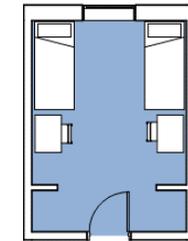
Single w/ Common Bath: 10%

Double w/ Common Bath: 70%

4-Bed Semi-Suite: 20%



Single w/  
Common Bath



Double w/  
Common Bath

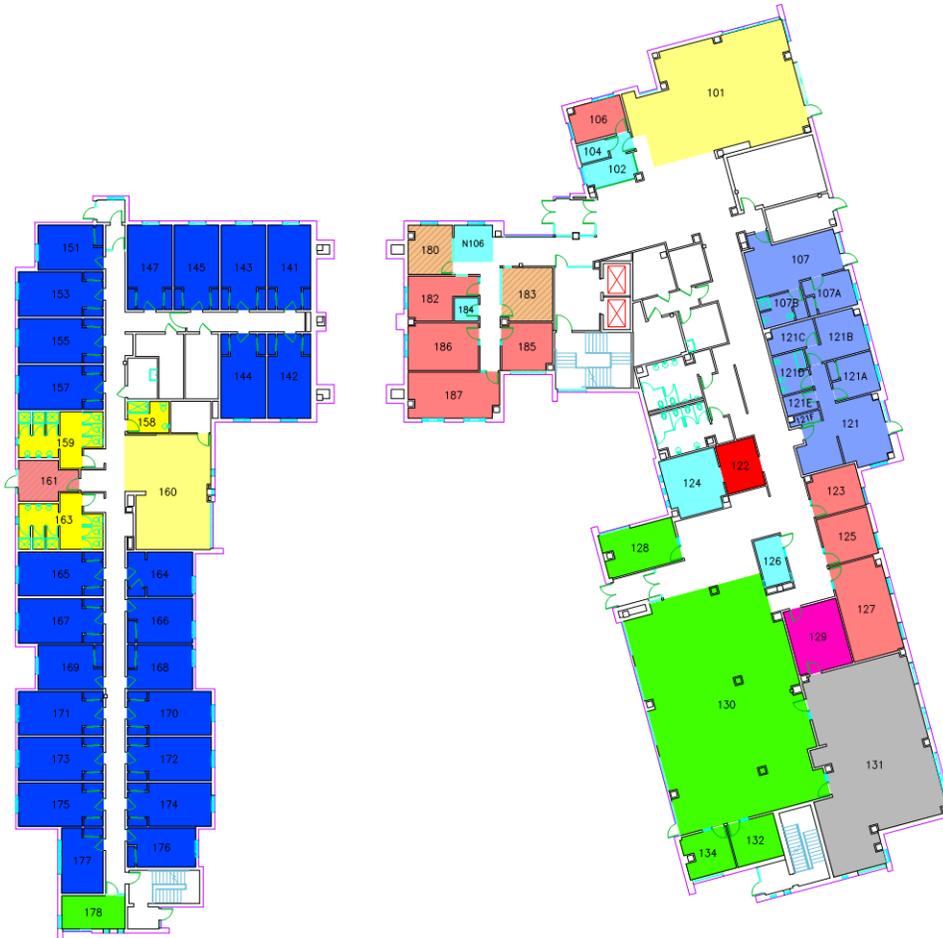


4-Bed Semi-Suite

# STUDENT HOUSING



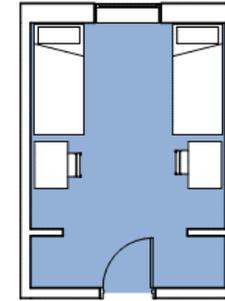
# Colorado State University - Piñon Hall



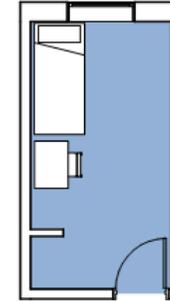
## Room Types

Single w/ Common Bath: 17%

Double w/ Common Bath: 83%



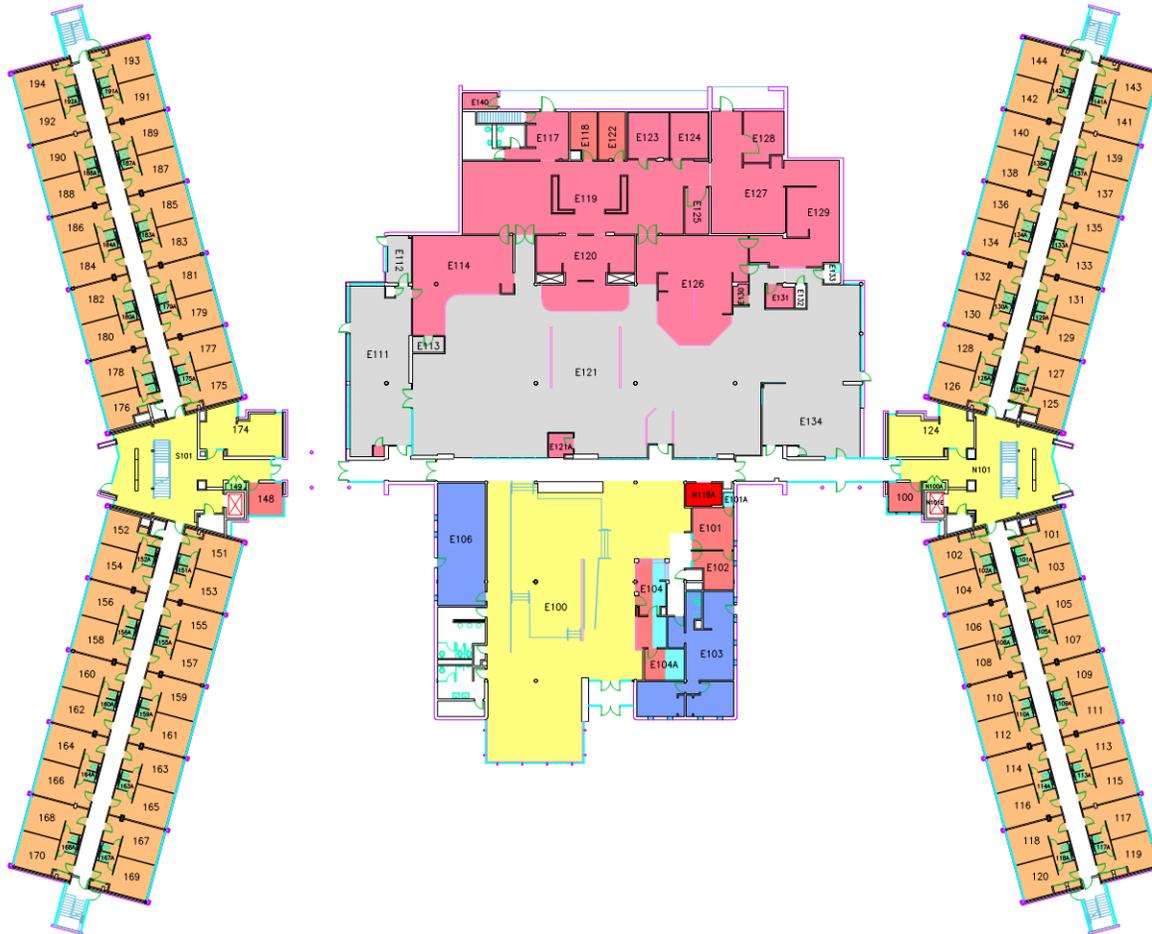
Double w/  
Common Bath



Single w/  
Common Bath

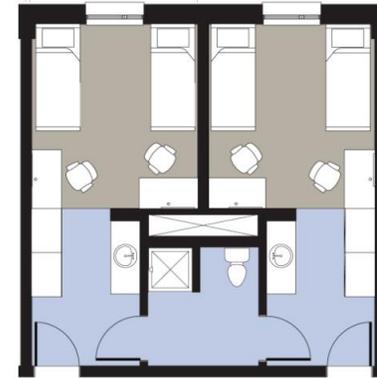


# Colorado State University - Braiden Hall



## Room Types

4-Bed Semi-Suite: 100%



4-Bed Semi-Suite



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# STUDENT HOUSING

# University of Colorado - Baker Hall

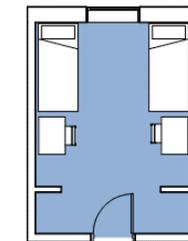
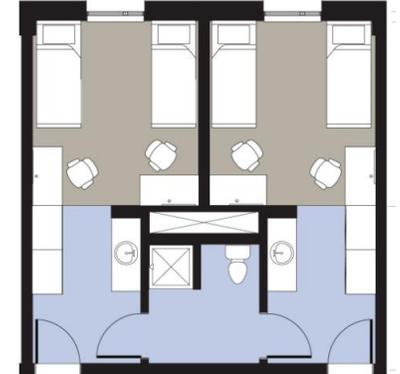
## Room Types

Single w/ Common Bath: 14%

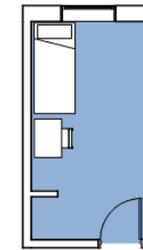
Double w/ Common Bath: 78%

3-Bed Semi-Suite: 4%

4-Bed Semi-Suite: 4%

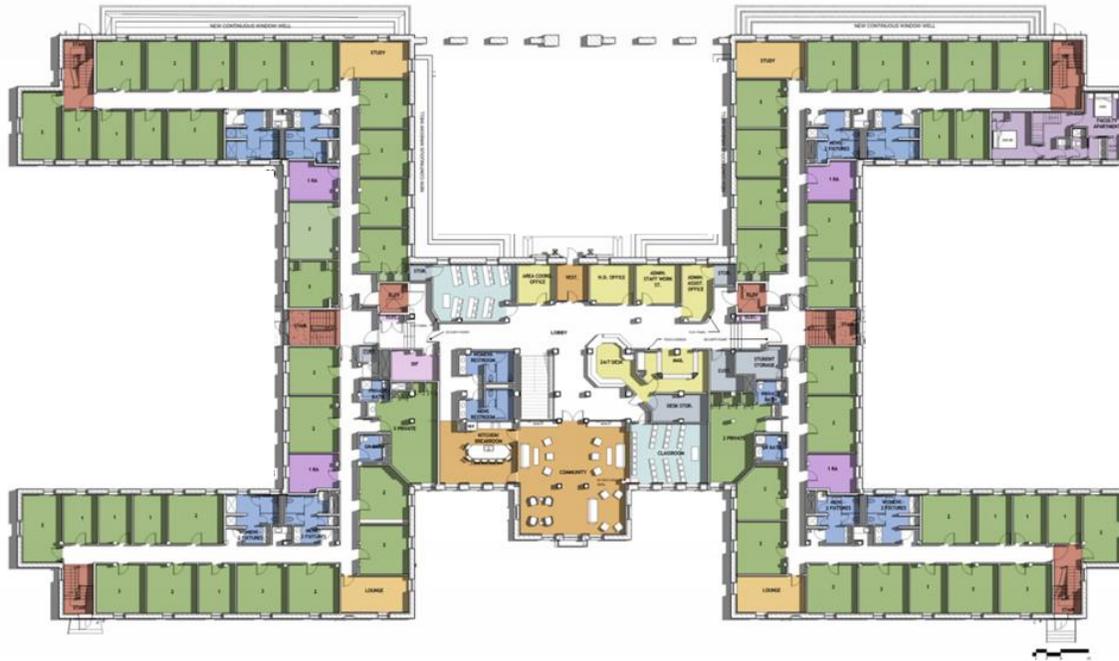


Double w/  
Common Bath

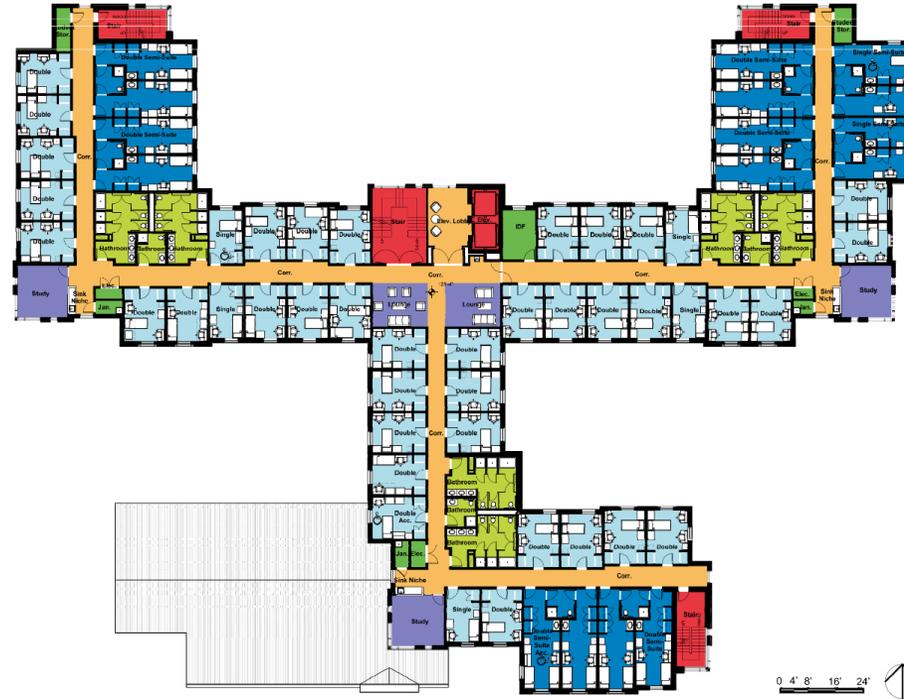


Single w/  
Common Bath

3 or 4-Bed Semi-Suite

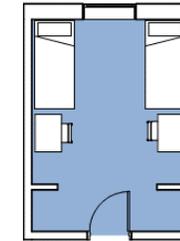


# University of Colorado – Williams Village North

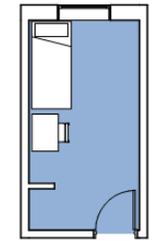


## Room Types

- Single w/ Common Bath: 6%
- Double w/ Common Bath: 61%
- 2-Bed Semi-Suite: 11%
- 4-Bed Semi-Suite: 22%



Double w/  
Common Bath



Single w/  
Common Bath



2 or 4-Bed Semi-Suite



March 24, 2021

# STUDENT HOUSING