THE VALUE OF LIVING IN RESIDENCE

For first-year students at McMaster, living on-campus is an enriching experience. Housing & Conference Services (HCS) and the Office of Institutional Research and Analysis (IRA) have conducted a study to gauge the benefits of the residence living experience. Key findings have been highlighted below:

IMPROVED GRADE POINT AVERAGES

- On average:
  - First-year students in residence have a GPA 0.35 greater than off-campus students in first year.
  - First-year domestic students in residence have a GPA that is 0.68 higher compared to international students living off-campus.
  - First-year international students in residence have a GPA that is 0.37 higher than first-year domestic students in residence.

HIGHER RATES OF GRADUATION

- Students who live in residence for their first year are 10% more likely to graduate from McMaster.
- International students who live in residence are 6.5% more likely to graduate from McMaster.

CONTINUOUS IMPROVEMENT IN RESIDENCE

HCS is taking action to improve the positive impact of the residence experience through the following strategies for 2019-20:

- Develop and strengthen our residence curriculum in order to raise the floor on the residence experience for all residence students.
- Move to a competency-based training model for residence staff to ensure consistency and intentionality across the team.
- Increase and strengthen our residence Living Learning Communities, known to increase students’ sense of belonging.

IMPROVED STUDENT RETENTION

- Students living in residence are 12.7% more likely to be retained from first to second year. This is an increase of 1.2% from 2018.

INCREASED PARTICIPATION IN HIGH IMPACT PRACTICES

- Students who live in residence in their first year are 26.3% more likely to participate in High Impact Practices (HIPs) at some point in their undergraduate degree.

HIPs are defined as practices that “demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing” (Kilgo et al., 2015).

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