

A CENSUS OF HOUSING
AT
UNITED STATES COMMUNITY COLLEGES

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ABSTRACT

This research has multiple purposes. The first purpose is to strengthen an original argument offered by Dr. Pat Moeck in 2005 that community colleges do in fact provide housing at a significant level, and the benefits are produced through the administration of on-campus and institutionally controlled housing. Using an exhaustive search of both the Integrated Post-Secondary Educational Database (IPEDS) and a website search of all Public Associate's Colleges in the Carnegie Foundation for the Advancement of Teaching's 2010 Basic Classification of Institutions of Higher Education Two-Year Associates Institutions, an updated and expanded comprehensive listing on community colleges which provide housing was created. This is consistent with Moeck's recommendation that a complete, accurate census of housing at publicly controlled United States community colleges be conducted upon which to base future policy concerning financial support.

This study includes an overview of how many institutions provide housing, geographic locations, year of establishment and data related to the corresponding survey that was sent to all 290 identified institutions. Data sets and tables are provided concerning the survey responses. The results of this research indicated that twenty-seven percent of all basic two-year public institutions provide housing. Over one-fourth of all public community colleges provide housing, over half of which are rural institutions, a significant number more than perhaps initially realized only five years ago.

The study concludes with recommendations for both policy changes and further research concerning community colleges, calling for better reporting practices and research concerning community college student development, and best practices.

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Statistically, I should not have come this far. As the youngest of three, my brothers and I are the first of our immediate family to attend a university and graduate. When I received my bachelor's degree, I figured my education was complete, and again when I received my Master's. To my parents Ray and Nancy Hofman I thank you for instilling in me a lifelong love for learning and bettering myself. Your constant encouragement, support and pride in my accomplishments have driven me to complete my doctoral degree for the two of you, as much as for myself. I thank my brothers Lee and Craig Hofman your humor, support and companionship has maintained me more than you realize. I would also like to take this moment to point out that I am now the favorite son.

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CHAPTER I: INTRODUCTION

The American community college has changed the landscape of education throughout the United States, offering a bridge from universal secondary education to universal higher education through its for credit degrees, certificates, and non-credit training. Locality, cost, and accessibility have offered millions of Americans the opportunity to earn advanced degrees, specialized job training, and certifications to advance toward upward mobility. Community colleges are a unique concept to American higher education (Thelin, 2004). This new educational opportunity is often credited to William Harper Rainey who coined the term junior college (Gellar, 2001). While there were a small number of two-year colleges throughout the country, Rainey is often credited with championing the junior college concept, which has evolved into the modern community college.

Community colleges represent a democratic ideal, open to the community, providing educational opportunities for students to transfer credits to a four-year degree or to earn certifications useful in beginning a career (Mellow, 2001). Community colleges offer unique opportunities because open access allows anyone in the community the prospect of attending. Geographic location and low cost promote access to community colleges. In smaller communities and rural areas, the community college is seen as the cultural center (Katsinas, 2007). From the beginnings of the twentieth century, the community college has continued to grow and flourish through the G.I. Bill, the Baby Boom, and the Vietnam War, each of which

spurred a dramatic influx of non-traditional students including war veterans returning to their families in need of career preparation (Gellar, 2001).

According to Gellar (2001), in 1901, there were nine junior colleges in the United States; by 2011, according to the 2010 Basic Classification of Institutions of Higher Education published by the Carnegie Foundation for the Advancement of Teaching, there were 1,061 associate's degree granting two-year colleges in the United States. These institutions do not include public military academies, special use, or tribal colleges. Access, population, and the desire for education have called for a continued expansion and development of the public community college. As community colleges continue to grow and change, they have an ever-evolving mission. No longer are they public institutions offering courses of interest or evening courses solely for adult learners. They also perform a community service, and as the numbers of students increases, and so does the diversity and the needs of services their students demand expands.

As the “only game in town” for their communities and regions, many rural community colleges are challenged to provide a wide range of programs and services to effectively provide access. Rural community colleges often have a state-assigned delivery area of well over seventy miles and even more, depending on the size of their state assigned delivery areas, which can include numerous counties, parishes, and boroughs. For this reason, many community colleges have recognized the need to provide housing, particularly rural institutions in the rural South and northern plains states. However the phenomenon is not limited to just these areas. Many community colleges are recognizing their students' need for an affordable alternative to the state or regional institution, while receiving the full college experience. Housing in community colleges is growing as institutions recognize the physical need due to geography as well as the

social and intellectual need for student development. The March 2013 *Community College Week* article revealed that college officials realize the need for a competitive environment to draw students (Bradley, 2013). According to the article, Dutchess Community College (NY) and Florida Keys Community College have built residential facilities. Bradley (2013) impressed in the article that on-campus housing furthers the academic mission, allowing athletes or allied health students to live with like-minded individuals, as well as, boost enrollment and increase enrollment. Moeck made these same arguments in her 2005 dissertation, *An Analysis of On-Campus Housing at Public Rural Community Colleges in the United States*.

In 2005, Pat G. Moeck conducted the first census of residential facilities at community colleges in the United States. In her original research and survey materials, Moeck (2005) found that 232 two-year public institutions reported to the United States Department of Education that they provided 73,729 community college students on-campus housing. Of these 232 institutions, roughly 60% were located in rural areas such as Mississippi, northern Michigan, and Minnesota, where weather and distance to educational facilities play a factor (Moeck, 2005). Through her path-breaking research, Moeck found that residential facilities have a positive impact on students and act as a revenue stream for the community colleges that had them. In collecting her data, Moeck used the 2001 Integrated Post-Secondary Education Data System (IPEDS) data and the Carnegie Basic Classification of Associate's Colleges. Moeck (2005) found community colleges that utilize residential facilities have positive impacts on their students similar to that found at universities.

However, the myth that the community colleges do not have housing still persists, due in part to community colleges not being forthcoming about the availability of on-campus or near campus housing in their reporting to IPEDS. Moeck used 2001 IPEDS data for her study and

estimated that an under-count of community colleges with on-campus housing that was possibly twice as large as the 232 reported to IPEDS. A cursory search of IPEDS 2009 data eight years later found only 206 community colleges reported hosting on-campus housing. Under-reported numbers of community college residential programs likely keep this highly useful opportunity relatively unknown to the community at large. Moeck stated in her 2005 dissertation that the reported numbers to IPEDS were inaccurate, and urged that additional studies to create a more accurate accounting be done.

In the four articles that followed her dissertation research, Moeck and her co-authors reiterated her argument that there is significant underreporting of the extent of housing at U.S. community colleges. Moeck's sample review of community college websites broke new ground, showing the severity of under reporting or improper reporting of housing to IPEDS. This research created the foundation for this study, the purpose of which is to conduct a nation-wide study of all identifiable 1,061 public two-year community colleges districts in the United States, as reported in the 2010 Basic Classification of Associate's Colleges in the Carnegie Foundation for the Advancement of Teaching, using internet-related searches and a follow up survey to obtain a more exact number of community colleges offering on-campus housing.

The research necessarily begins with a close analysis of Moeck's prior work on residential housing at community colleges, using the 2010 IPEDS data set. Some may argue that 241 of 1,061 colleges reporting housing is not a significant number to lead to the idea of housing as a positive factor for community colleges. Again, Moeck (2005) argued that this number seriously underreports the actual number of community colleges offering housing options. In personal conversations and correspondence, Moeck herself even wondered if some colleges are intentionally hiding their housing numbers when reporting to IPEDS, using loopholes in the

wording on the IPEDS survey questionnaire in an effort to avoid reporting, to receive more funding, or steer how the institution is classified by the Department of Education or the Carnegie Foundation for the Advancement of Teaching. These issues will be discussed in further details. In this study, the author used Moeck's research methodology with necessary and appropriate revisions to her 2005 survey. It first began by undergoing a comprehensive internet-based search of on-campus housing at community colleges to directly address the underreporting problem described in further detail.

The presence of on-campus housing at community colleges is a little known area of study in higher education. As a higher education professional with experience working in housing at both the community college and university level, the author has realized the importance, not only fiscally but educationally and developmentally, that on-campus housing can have on students. College students are similar whether they are enrolled in a community college or four-year university. As student development theorists like Chickering and others noted, students are developing their sense of whom they are and where they belong (Chickering, 1996). Housing can be a positive tool to provide that all so important college experience, along with a sense of belonging. Students need to have a sense of belonging and feel like they are a part of something bigger. Residential facilities help to provide that niche on any college or university campus.

Problem Statement

This study provides a comprehensive census of on-campus housing at United States community colleges. This research added to Moeck's path-breaking 2005 work by directly addressing the underreporting of on-campus housing to IPEDS, a key recommendation of her 2005 study. Residential programs encourage student development, recruitment, and recidivism at the collegiate level. Over the last thirty years, leading higher education researchers including

Kuh and Tinto have extolled student development and the opportunities residence halls provide (NSSE Report, 2006; Tinto, 2002). Residential programs at the community college level, if operated in a similar fashion as their four-year counterparts, likely have the same positive effect on student development and achievement, adding value and benefit to the students and the institution.

Using Moeck's 2005 work as a point of departure, this study developed an exhaustive list of community colleges that possess on-campus housing. This information was obtained through in-depth analysis of college websites, and then compared to institutions with on-campus housing Moeck found in the 2001 IPEDS and the 2010 IPEDS to estimate how many colleges were missed. A survey to this larger list of institutions was then applied to assess the benefits and reasoning behind residence hall operations as well as expenditures and profits. The goal of this study, based on Moeck's suggestion, was to create the most accurate, and comprehensive list of community colleges that provide housing. With this larger data set, the researcher can better assess reality, and compare any differences from prior research studies.

Purpose of the Study

This study more accurately assessed the size and scope of on-campus housing at U.S. community colleges. It deployed the most up-to-date edition of the 2010 Basic Classification of Institutions of higher education by the Carnegie Foundation to assess the number of rural, suburban, and urban publicly-funded community colleges. An exhaustive search was then completed to extrapolate which of these institutions provide on-campus housing. A survey instrument based upon the original Moeck 2005 survey was developed in order to create an analysis of the issues, costs, practices related to community college housing and how or if these areas have changed from 2001 to 2010.

When Moeck began her study of housing at community colleges, no such database existed (Moeck, 2005). Moeck used data reported by two-year colleges to Integrated Post-Secondary Education Data system, or IPEDS, which is administered by the United States Department of Education's National Center for Education Statistics. The IPEDS database is a self-reporting system. Institutions may not fully or accurately report on-campus housing. Colleges may choose to not report on-campus housing due to the framing of questions, or view that housing was to be provided only for international students or student-athletes, and therefore housing is not available for all students. Nowhere currently does an extensive listing of how many public community colleges that provide on-campus housing exist. Given the under-reporting phenomenon, the compilation of an exhaustive listing of community colleges providing some type of on-campus housing would be a useful addition to the literature.

A number of researchers and practitioners believe the numbers provided by Moeck (2005) and IPEDS may be significantly lower than what is the norm. Katsinas, King, and Opp (2003) stated that nearly three-fourths of the 1,200 community colleges are located in rural locations. Further, Moeck (2005) has indicated that residence halls are located in a majority of rural-serving two-year institutions built prior to 1960. To strengthen this argument that residential facilities are more common place than previously reported, Moeck (2005) related that nearly all of the Mississippi community colleges, many located in rural areas, operate on-campus housing, dispelling the myth that community colleges do not provide student services outside of the classroom, particularly when it comes to housing.

In the case in rural Mississippi and other states, geography plays a significant factor in long-term education attainment. Community colleges are an affordable option to students yet distance, weather, and transportation can limit access. The presence of on-campus housing can

play a factor in helping students attain their educational goals, as they help the institutions better serve their communities. Yet rural community colleges are not the only places hosting or building on-campus housing. It is important to study not only the number of on-campus housing located directly on community college campuses, but also reasons for operating on-campus housing. These are questions Moeck began to bring focus. With a larger data set, this researcher can provide a more accurate, thorough assessment as to the extent and importance of on-campus housing facilities at U.S. community colleges.

Research Questions

Through this research design, the author answered the following primary research questions:

1. How pervasive is the existence of on-campus housing at community colleges in the United States, and exactly how extensive is the under-reporting of it to United States Department of Education's National Center of Education Statistics, through its Integrated Postsecondary Education Data System (USED/NCES/IPEDS) currently;
2. What factors motivate community colleges to offer students on-campus housing; and are there major reasons in the level of involvement in operating on-campus housing on the part of rural-, suburban-, and urban-serving community colleges, as geographically defined by the 2010 Carnegie Basic Classification of Associate's Colleges?

Secondary Research Questions

3. Are there major reasons in the extensiveness of on-campus housing for the community colleges that submitted data to IPEDS in 2001-2002 analyzed by

Moeck, and this researchers' survey administration? Are their observable differences in the under-reporting of the 2001 and 2010 IPEDS reports?

4. What are the identifiable monetary and non-monetary benefits for the institutions, hosting on-campus housing?
5. What are the identifiable monetary and non-monetary benefits for the students, served by on-campus housing?
6. What is the number and percentage of public community colleges with on-campus housing established prior to 1960?
7. What is the extent of on-campus housing by geographic census region? Are community colleges in rural regions more likely to provide housing; and
8. How accessible are on-campus housing webpage's from the community college main page, and does an easily navigable webpage appear help students?

Significance of Study

This study is significant for several reasons. One reason is the continued lack of literature and study on the subject. Between 2005 and 2007 Moeck and her colleagues have written four articles and an issue brief concerning the topic, yet continued deeper research into the field is scarce. Due to the underreporting issue, no one can state with great accuracy how many community colleges actually host residential programs. Nor is there any sense as to the growth or diminishment of these programs over the past decade. Katsinas (2007) referred to community colleges as the “new land-grant institutions.” The American Association of Community Colleges (AACC) website touts unprecedented growth in student enrollment at community colleges. Katsinas’ (2010) data has shown that enrollment in rural colleges alone from 2000-2001 and 2005-2006 has increased by 1 million students. Many community colleges

offer specialized programs unavailable at other institutions, enticing students outside of the service area of the institution. Recruitment, financial stability, affordability, and proximity are turning community colleges into the first-choice option for high school graduates in many regions. While a student could travel to a regional university, the community college offers the same opportunities at lower costs, and these opportunities often include on-campus housing. It is hoped this study can help current community colleges better understand how and why housing, serves the college and their students.

Recruitment, retention, and the fiscal balance they produce are a mainstay of any institution. Community colleges are under continued scrutiny to produce and create graduates, just as four-year institutions are. They need the tools to keep students in order to help them to complete degrees in their programs or fields of study. For students to stay and complete their study or programs, they need to feel as though they are part of a greater whole. On-campus housing programs can offer the social interaction needed to integrate students into the greater community. According to Vincent Tinto (1999), the connections made to the institution and fellow students are what can drive students to complete their college experience.

Essentially, this study offers insights as to the benefits community colleges receive by offering on-campus housing for their students. Through the use of the 2010 Carnegie Basic Classification of Associate's Colleges, institutions were compared to appropriate peer institutions that offer housing, and gain an understanding of why these colleges have successful programs. Further, this study determined if housing at community colleges is a growing phenomenon acute to one type of institution or area or not. Community colleges are a growing industry within the United States, yet with costs, populations, and needs for student services increasing, so too is the

need for programs offered at the community colleges. This study can provide useful baseline data for community colleges considering the creation or expansion of on-campus housing.

Definition of Terms

The following terms are defined from Webster's Dictionary Online, or the respective websites of the U.S. Department of Education (USED), the American Association of Community Colleges, American College Personnel Association (ACPA), National Association of Student Personal Administrators (NASPA), American Association of Community Colleges (AACC) and the Carnegie Foundation for the Advancement of Teaching.

American Association of Community Colleges (AACC): Founded in 1920, the AACC has, over four decades, sought to become the leading proponent and the national "voice for community colleges." The association was conceived when a group of presidents representing public and independent junior colleges met in St. Louis, Missouri, for a meeting called by the U.S. Commissioner of Education. Originally named the American Association of Junior Colleges (AAJC), the association functions as a forum for the nation's two-year colleges.

American College Personnel Association (ACPA): American College Personnel Association (ACPA), headquartered in Washington, D.C. at the National Center for Higher Education, is a leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery.

The 2010 Carnegie Basic Classification of Associate's Colleges: Institutions were included if their highest degree conferred was the associate's degree or if bachelor's degrees accounted for less than 10 percent of all undergraduate degrees (according to 2008-09 degree conferrals as reported in IPEDS). As in previous editions, these categories were limited to institutions that were not eligible to be classified as Tribal Colleges or Special Focus Institutions.

The Associate's Colleges categories are based on a classification scheme developed by Stephen G. Katsinas, Vincent A. Lacey, and David E. Hardy at The University of Alabama. The

following criteria determined category assignment in this analysis:

Rural -serving, suburban -serving, or urban – serving: Urban-serving and suburban-serving institutions are physically located within Primary Metropolitan Statistical Areas (PMSAs) or Metropolitan Statistical Areas (MSAs), respectively, with populations exceeding 500,000 people according to the 2000 Census. Institutions in PMSAs or MSAs with a lower total population, or not in a PMSA or MSA, were classified as rural-serving.

Size (public rural - serving categories): Institutional size is based on full-year unduplicated credit headcount, where small is defined as less than 2,500; medium as 2,500 through 7,500; and large as greater than 7,500. Size is based on IPEDS data for 2008-09.

Single-campus: Suburban- and urban-serving colleges were identified as single-campus if they have one primary physical campus under the institution's exclusive control and governance, at which the institution provides all courses required to complete an associate's degree. A single-campus college may offer educational services at more than one site if the other sites are not under the institution's exclusive control and governance, or if all courses required for the associate's degree cannot be completed at the other sites (examples include leased spaces, shared sites or regional education centers that provide offerings of multiple institutions, or satellite locations that do not have the full range of an institution's programs and services).

Multicampus: Suburban-and urban-serving colleges were identified as multicampus if (a) they have more than one primary physical campus under the institution's exclusive control and governance, each of which provides all courses required to complete an associate's degree, or (b) they are part of a district or system comprising multiple institutions, at any of which students can complete all requirements for an associate's degree, and that are organized under one governance structure or body. Institutions were not classified as multicampus simply due to control by a single statewide governing board. Multicampus institutions may report their data as separate entities in the IPEDS system, or they may participate as a single reporting entity.

Special Use: Colleges were identified as special-use institutions if their curricular focus is narrowly drawn and they are not a part of a more comprehensive two-year college, district, or system.

Other considerations: Public 2-year institutions under the governance of a 4-year university or system are included in the "Public 2-year Colleges under Universities" category. Baccalaureate-granting institutions where bachelor's degrees account for fewer than 10 percent of undergraduate degrees are designated as "Primarily Associate's" Colleges.

Carnegie Basic Classification: Starting in 1970, the Carnegie Commission on Higher Education developed a classification of colleges and universities to support its program of research and policy analysis. Derived from empirical data on colleges and universities, the Carnegie Basic Classification was originally published in 1973, and subsequently updated in 1976, 1987, 1994, 2000, 2005, and 2010 to reflect changes among colleges and universities. This framework has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty. Until the Carnegie Foundation adopted the work of Katsinas, Lacey, and Hardy in their 2005 and 2010 classification all associates colleges were placed into a single category.

Carnegie Foundation for the Advancement of Teaching: Founded by Andrew Carnegie in 1905 and chartered in 1906 by an Act of Congress. The Carnegie Foundation for the Advancement of Teaching is an independent policy and research center. Improving teaching and learning has always been Carnegie's motivation and heritage.

Cleary Act: is the landmark federal law, originally known as the Campus Security Act, which requires colleges and universities across the United States to disclose information about crime on and around their campuses. The law is tied to an institution's participation in federal student financial aid programs and it applies to most institutions of higher education both public and private. The act is enforced by the United States Department of Education. The law was amended in 1992 to add a requirement that schools afford the victims of campus sexual assault certain basic rights, and was amended again in 1998 to expand the reporting requirements. The 1998 amendments also formally named the law in memory of Jeanne Cleary. Subsequent amendments in 2000 and 2008 added provisions dealing with registered sex offender notification

and campus emergency response. The 2008 amendments also added a provision to protect crime victims, “whistleblowers,” and others from retaliation.

Credit: recognition by a college or university that a course of study has been successfully completed; typically measured in semester hours

Community College: A junior, technical, or community college offering a curriculum fitted to the needs of the community or preparation for continuing education.

Dormitory: A sleeping room, or a building containing a series of sleeping rooms; a sleeping apartment capable of containing many beds; esp., one connected with a college or boarding school.

Ease of Use: The conceptual definition for ease of use refers to those elements and functions on web sites which facilitate a visitor's ability to navigate around a site with a minimum of effort or difficulty. Functions that contribute to this category include links on the home page for: site map, search engine box, text/graphic switch, sub menus, image maps are understandable, prospective student, current student, alumni, businesses, continuing education/training, community, donor/fundraising, employees/faculty/staff, legislative/political, media/press, student services, admissions, financial aid, and bilingual/multilingual options (David Shadinger 2010).

Full-time Student: Student enrolled in at least 12 credit hours per semester. As defined by Dr. Moeck in her 2005 dissertation

Institutional Control (IPEDS): A classification of whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Integrated Post-secondary Education Data System (IPEDS): A system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid program. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the College Navigator college search web site and to researchers and others through the IPEDS Data Center. IPEDS provides basic data needed to describe and analyze trends in postsecondary education in the United States, in terms of the numbers of students enrolled, staff employed, dollars expended, and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents, and others rely on IPEDS data for this basic information on postsecondary institutions. IPEDS forms the institutional sampling frame for other NCES postsecondary surveys, such as the National Postsecondary Student Aid Study and the National Survey of Postsecondary Faculty.

National Association of Student Personnel Administrators (NASPA): is a leading association for the advancement, health, and sustainability of the student affairs profession. NASPA serves a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of our colleges and universities.

National Center for Education Statistics (NCES): The purpose of the National Center for Education Statistics' website is to provide clear, complete information about NCES' mission and

activities, and to serve the research, education and other interested communities. NCES in conjunction with IPEDS and the U.S. Department of Education the NCES provides the materials and educational data to for both IPEDS research and the Department of Education.

Part-time Student: A student often enrolled in 9 or less credit hours per semester

Residence Hall: a college or university building containing living quarters for students

Undergraduate Student: A member of a university or a college who has not earned his or her first degree; a student in any school who has not completed his or her course coursework.

Underreporting: Failure to report or properly report on campus or institutionally controlled housing to the United States Department of Education.

United States Department of Education (USED): The mission of the Department of Education is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. It engages in four major types of activities: Establishes policies related to federal education funding, administers distribution of funds and monitors their use. Collects data and oversees research on America's schools and colleges identifies major issues in education and focuses national attention on them. USED also enforces federal laws prohibiting discrimination in programs that receive federal funds

Website: A group of World Wide Web pages usually containing hyperlinks to each other and made available online by an individual, company, educational institution, government, or organization

Delimitations

This study is an expansion of the research using IPEDS data sets of from 2000-2002.

This study reviews only research public two-year community and associates colleges based on

the Carnegie Classification and IPEDS. Private schools, tribal colleges, or special use colleges are not being included. The following was included

1. Data gained from IPEDS was from 2009 or later, and the most current data available to the author. Colleges are fluid places and it is probable that changes due to building renovation or facilities demolition in the past academic year may have changed the actual data. Data gathered was considered representative of a specific point in time.
2. Data gained from publicly available community college websites were from May 2012 or later. Websites are fluid and changes may take place before or after an event has taken place such as the approval or opening of new facilities or the demolition of old facilities. The researcher assumed all data was accurate and representative.
3. This study was strictly looking at the size, scope, and presence of housing programs in associate's colleges.
4. Participants in the survey were limited to housing, or student services administrators, or their designees, who were employed in the 2010-2011 academic year.

Limitations

1. IPEDS and 2010 Basic Carnegie Classification of Associate's Colleges was used to determine the number of colleges reporting on campus housing. It was assumed that the reporting and data provided by all parties was accurate and as complete as possible.
2. Pat G. Moeck's 2005 survey instrument was the basis of the survey instrument used in administering the updated survey, and replication.

3. The survey instrument was limited to those public associate's colleges identified as providing on campus housing through IPEDS, Carnegie, and an exhaustive search of institutional websites.
4. It was assumed that college websites accurately depicted the availability of on-campus housing at their respective colleges.

CHAPTER II:
LITERATURE REVIEW

Introduction

The lack of housing at community colleges is a myth. Yet this myth, according to Pat Moeck (2005), is what many in the higher education field believe. Moeck has been a leading community college housing advocate in recent years. Prior to Moeck's study, there were only a handful of articles and dissertation studies discussing the topics related to housing at community colleges. This chapter will comprehensively review those dissertations and articles. In general these journals, articles, and dissertations note the existence of housing at community colleges, and argue that housing strengthens the college through increased retention and improved finances. These articles generally focus on the students' need for housing, particularly in rural communities where community colleges serve multiple counties and distance is an access barrier. On-campus housing benefits students by providing a real college experience, and benefits the institutions that host them increased recruitment and retention. The general lack of literature strengthens Moeck's claim that housing at the community college level is seen as a myth by many, not only outside but within the realm of higher education. The various articles offer estimates on the number of community colleges with housing. This uncertainty and lack of hard numbers strengthens Moeck's arguments as to the myth, and underscores the need to create hard and specific baseline numbers regarding on-campus housing at community colleges.

Historical Reference

Prior to 2004 there was little significant research concerning community colleges and the benefits of on-campus housing. The prior studies by Catt (1998), Murrell, and Denzine (1998), Casteñada (2004), Moeck (2005), and Smith (2008), appear to have been built upon the foundation of Doggett's (1981) work. Moeck, Catt, and Smith's works attempted to assess the extent of on-campus housing at community colleges. Other authors examined issues of effective student programming at on-campus housing at community colleges.

Doggett's dissertation, *A Study to Develop Guidelines for Enhancing Student Development through Residence Education in Community Colleges*, published at East Texas State University (now known as Texas A&M University–Commerce) in 1981, argued that community college on-campus housing was already in place; however, guidelines to enhance student development were not. Doggett believed that community college housing was not seen by many as a residential experience for student development and growth, but rather as a place for students to sleep while attending college, and that colleges could and should do more to enhance their student's experiences and growth.

For his research, Doggett created a survey instrument that he distributed to 450 staff, administrators, and students attending community colleges that are affiliated with the Southern Association of Colleges and Schools (SACS). Doggett found that community colleges, similar to four-year institutions, needed to create guidelines and have systems in place in order to create the necessary environment for student development. Simply having a residence hall was not going to induce student development. Doggett (1981) argued that community colleges hosting on-campus housing facilities needed qualified trained staff, programming developed and tailored to student needs, a philosophy or mission statement, and goals to develop and reach that

philosophy. Community colleges with on-campus housing should plan and develop initiatives to keep students engaged and active participants based upon sound theories of student development. Doggett asserted it is important to note that the subsequent works of theorists including Tinto have repeatedly stated that engagement and active participation are the keys to student retention.

The Catt Studies

The following section reviews the literature of Stephen Richard Catt, focusing on community colleges residential programs and their benefits to students. Catt completed his dissertation *Adjustment Problems of Freshman Attending a Distant, Non-Residential Community College*, in 1998 at the University of Pittsburgh. Catt's central theme was summed up in his statement of purpose: "Traditional age students moving into a specific community, in order to attend a community college without residence halls, have less academic success and greater attrition than similar students living in their home community" (Catt, 1998). Catt's work melds with Moeck's as traditional age community college students, particularly in rural communities hampered by geographic access must find living arrangements closer to their institution of choice. These students, away from home for the first time, face new challenges both economic and academic, risking academic failure (Catt, 1998). This is the focus of Catt's dissertation. Catt attempted to address the questions of student success rates, through five research questions.

They included the following:

1. Do young college students living on their own while attending non-residential community colleges have a higher rate of academic problems in their first year than other young students within the same setting;
2. What are the problems young students living on their own encounter;
3. Does the community college provide special services for this population;

4. What are the offered services; and
5. Do young students living on their own while attending a community college perceive their needs are being met?

While Moeck pointed out those community colleges with residence halls are beneficial to the institution and the students, Catt's earlier dissertation examined if there was a need for residence halls at community colleges to help students adjust to the new environment and offer stronger support to find academic success.

To answer these questions, Catt used a qualitative approach focusing on a single institution through an academic year, choosing a community college in the northeast region of the United States that served a large rural area. Catt (1998) described the community college as the only low-cost post-secondary institution serving this immediate region, leaving students with the options of living near the institution or having a lengthy commute. All students at Catt's (1998) site were commuters, as there were no residence halls and few apartments located within a one-mile walking distance radius of the campus. Catt (1998) further described the institution offering a variety of tutoring, counseling and academic support, along with articulation agreements with several state universities, creating an attractive opportunity for many students wishing to save money, or seeking an academic boost before matriculating to a four-year institution. Catt's argument throughout was that services such as housing would provide a beneficial boost to students. Using data from the *Peterson's Guide to Two-Year Colleges*, Catt (1998) cited that among of the 513 community colleges listed, only 86 provide housing. This number is significantly different and below than the 232 number found by Moeck in 2005 based upon her analysis of IPEDS data.

In his data collection process, Catt (1998) focused on students who lived outside of a forty mile radius of the college's physical location. Ten students agreed to participate in his study, out of 38 initially contacted. Catt compared academic progress of these traditional-aged students versus the progress of traditional-aged "local" students. Catt (1998) then interviewed these students at length, asking them a series of questions concerning student experiences outside the classroom, services offered, and problems faced in navigating their collegiate experience throughout an academic year. Catt's findings were that attrition rates were extremely high and college students had a difficult time finding willing renters. While the college helped by providing listings of real estate and rental companies, it did little more. Some parents stated that they believed that it was a duty of the college to assist in finding housing, or in some cases did not realize the college did not offer housing (Catt, 1998). Catt tied the need for shelter to Maslow's Hierarchy of Needs, and then directly to academic performance. Without shelter, a student cannot succeed. Catt (1998) suggested that the lack of attention to these needs resulted in low academic performance and health issues among students attending the community college. Finally, Catt (1998) cited the American College Personnel Association and the National Association of Student Personnel Administrators (ACPA/NASPA) guidelines for good practice stating that student affairs professionals need to call attention to issues of attrition and push for policies to alleviate such issues. This document can be found on the NASPA website (<http://www.naspa.org/career/goodprac.cfm>). Catt suggested that better orientation, information, and a support network for traditional-aged, first-time-in-college students would help with the anxiety of attending college and finding housing.

From a housing perspective, the underlying theme of Catt's dissertation is that student housing could alleviate many of these issues, and possibly result in lower rates of attrition.

Students living in on-campus housing would continue to persist as their basic needs of shelter are met. Housing in this situation as described by Catt would allow for student development and the necessary support network to be in place for student academic success. Catt suggested that community colleges could look at the European model of housing if they did not wish to invest the capital into residence halls. There students are introduced into the community at large, living in apartments or homes of community members, allowing for mentoring and supports as well as economic income for the community. Catt also suggested that the long term effects of on-campus housing or the lack of housing should be explored to understand its impact upon student attrition. If on-campus housing offers the support system for success, then colleges should place an emphasis on creating housing or working with the community to strengthen that safety net.

On-Campus Housing at Community Colleges by the Numbers

Thanks to works of Catt, Moeck, Casteñada, Katsinas, Hardy, and others, there has been rise in interest concerning community colleges and residential housing. Prior to Moeck and Catt's works, Susan P. Murrell, Gypsy Denzine, and Patricia Murrell (1998) authored "Community College Residence Halls: A Hidden Treasure" in the *Community College Journal of Research and Practice* focuses on the benefits of residence halls on student development, retention and interpersonal relationships. The authors heavily cited the works of Tinto, Chickering, and Astin concerning student development and retention when it comes to the usefulness of on-campus housing, particularly at the community college level. Murrell, Denzine, and Murrell (1998) stated that 23% of community colleges offer housing according to *Peterson's Two-Year Colleges*. A current search of Peterson's Two-Year College Guide website in 2012 identified 35 institutions which provided housing when a search for on-campus housing was performed. It should be noted that Peterson's list includes private, tribal, and specialty

institutions. These institutions are located mainly in the 600 rural colleges, particularly in the southeast and open areas of under populated states (Katsinas, 2007). One factor that is evident in the articles is the inconsistent numbers offered considering student housing on community college campuses. While the authors agreed with the consensus of Catt and Moeck that on-campus living for students increases their development and growth, there appeared to be little concrete information on the actual numbers, or benefits to students or institutions when it came to on-campus housing.

There does not appear to be a static known number of community colleges offering housing. In some cases, the actual number of community colleges can vary, particularly in rural areas. Several examples of this are easily seen through the number of journal articles, presentations, and news reports. Katsinas (2007) stated there are nearly 600 rural serving community colleges. Of those institutions, 198 reported on-campus housing to the United States Department of Education (USED) (Katsinas, 2007). Moeck's (2005) work identified 206 two-year colleges, not counting private, specialized or colleges attached to a university that offered on-campus housing.

Others do not necessarily agree on the numbers. In 1999, David Pierce, then president of the American Association of Community Colleges, estimated only 60 of the 1,200 community colleges offered on-campus housing (Lords, 1999). Pierce's number appeared to be a personal estimate. Ten years prior to this, Phillip Summers and Jeanne Budig completed a survey of community colleges entitled *Residence Hall Systems at Community and Junior Colleges*. In their research, Summers and Budig (1988) found that 162 of 244 community colleges were public institutions that offered on-campus housing. Further Jennifer Epstien stated in her 2007 article that there are 233 public community colleges offering housing. Epstien (2007) cited the

American Association of Community Colleges as her source. As of 2011, the American Association of Community Colleges website stated that there are 254 public community colleges with on-campus housing. It is clear that Pierce's estimate is quite low, and that the number of community colleges providing housing is far higher. It is also clear that estimates vary significantly.

Community colleges offer a great variety of services to students. They are often seen as an affordable alternative to a four-year university for transfer students and an opportunity to upgrade job skills or learn a new profession. Community colleges comprise 44% of all the nation's college students, and 43% of all first-time freshmen (AACC, 2011). Fifty percent of all African-American students attend community colleges, 60% of all Latino college enrollment is at community college, and 39% of all community college students are traditional age students, 18 to 21 (AACC, 2011). It is estimated that from 2008 to 2010, community colleges have seen a 15% increase in enrollment (AACC, 2011). Community colleges are a vast and important part of higher education initiatives in the United States. They are not just a place to learn job entry skills, but an educational commodity for all walks of life. Students differ from earning transferable credits, occupational programs, and special interest courses (Cohen, 1990). Growing populations of traditional age students are starting at the community college level. These institutions are realizing the need to create development for students while making their institution more attractive.

Epstien (2007) states that students are seeking out community colleges due to lower tuition rates and distance to home. Due to this, more colleges are building residence halls to accommodate these students and provide a true collegiate experience (Epstien, 2007). Residence halls are not only appealing to the traditional student but to a growing population of international

students. According to the AACCC (2011) website, 6% of students attending a community college are non-United States citizens. Community colleges allow international students the opportunity to receive an education in the United States at a more fiscally reasonable cost while residential facilities allow them to learn and acclimate to American culture and customs (Epstien, 2007). These increases and changes in student demographics at the community college have not been lost on the government. Some, such as Jill Biden, the wife of current Vice President Joseph Biden, and a former community college teacher, have rallied the cause and importance of community colleges (Saltmarsh, 2009).

The Moeck Studies

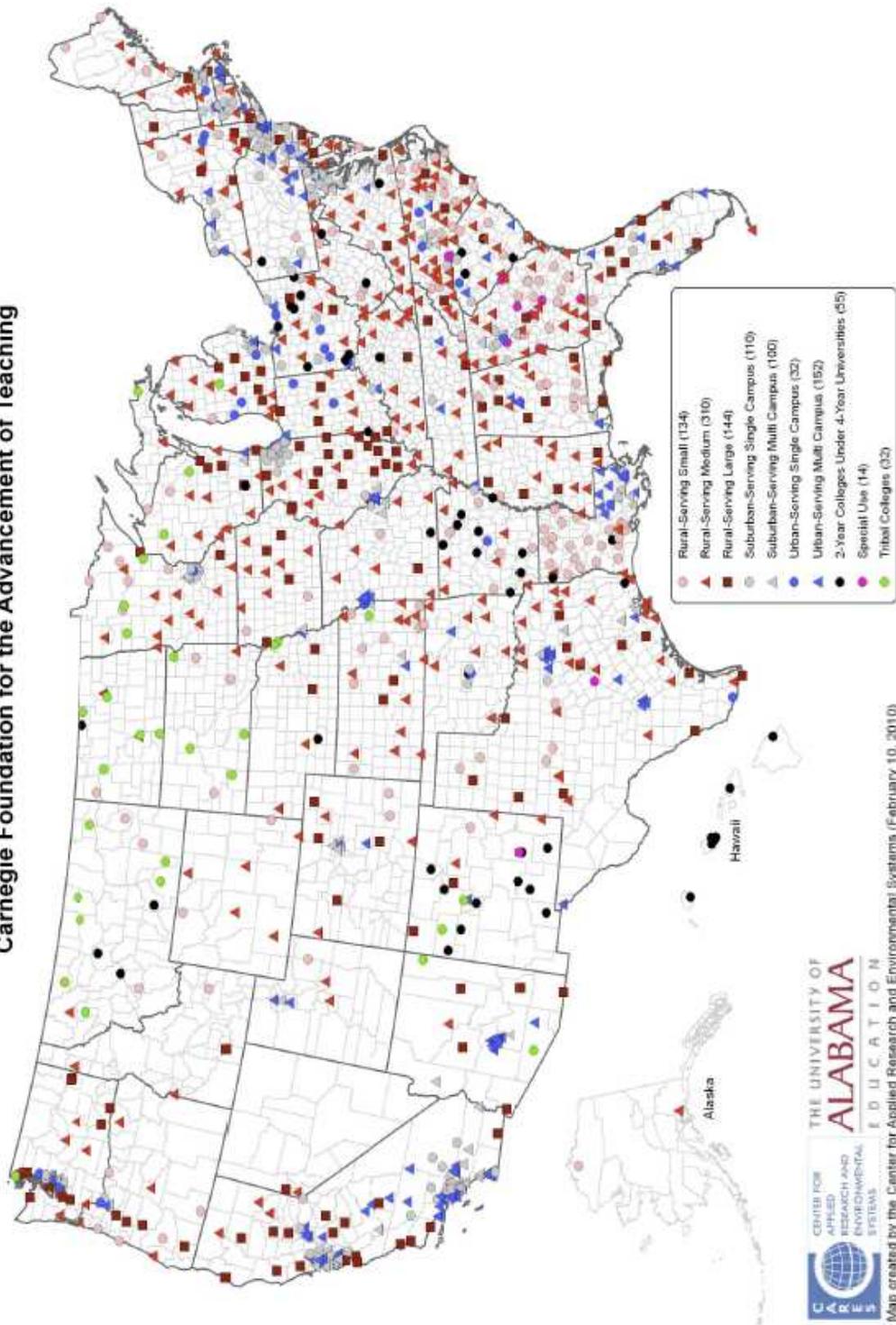
In 2005 under the supervision of Stephen G. Katsinas at the University of North Texas, Pat G. Moeck completed her dissertation, *An Analysis of On-Campus Housing at Public Rural Community Colleges in the United States*. Moeck's research looked at a number of different factors in the relationship of housing and community colleges. Moeck (2005) argued that the so-called “myth” of housing existing at the community college level is supported by a lack of research on the topic. Essentially community colleges and their students have been ignored when it comes to on-campus housing and housing’s roll in retention and matriculation is not well understood. Moeck (2005) cited the fact that Pascarella and Terenzini do not reference studies related to community colleges and residence halls at all in their work, *How College Affects Students*. Throughout her opening chapter Moeck continues to challenges the myth that community colleges do not have the expenses of regional universities, and that community colleges only serve as commuter only institutions. The purpose of Moeck’s initial study was to dispel these myths that community colleges do not provide similar amenities as regional universities, particularly on-campus housing.

At the time of Moeck's study, there was little information on the number of community colleges offering and or providing housing. Moeck (2005) stated that of the approximately 1,200 community colleges identified, 600 were considered rural and most of these rural institutions include on-campus housing. In dispelling the myth concerning housing and community colleges, Moeck (2005) created three primary research questions:

1. What is the extent of community college involvement in the operation of on-campus housing for students;
2. What are the major reasons justifying community college involvement in the operation of on-campus housing for students; and
3. Are there differences in the level of involvement in the operation of on-campus housing for students among and between rural, suburban, and urban serving community colleges?

To answer these questions, Moeck created a two-fold research design. First, Moeck extracted Integrated Post-Secondary Education Data System (IPEDS) data to determine which community colleges provided housing on their campuses. The data used where from 2000-2002; they were then combined with the database that eventually became the Carnegie Foundation for the Advancement of Teaching's 2005 Basic Classification of Associate's Colleges developed by Katsinas, Lacey, and Hardy see (see Carnegie, 2012, Methodology: Basic Classification). The data from IPEDS, as well as the 2005 Carnegie Basic Classification, allowed Moeck to categorize institutions that reported housing to IPEDS geographically by rural, suburban, or urban community colleges. A second aspect to Moeck's research is the creation of a survey tool, which identified institutions which provide on-campus housing, including types of housing and benefits to both student and institution.

Associate's Colleges in the United States According to the 2005 Basic Classification of the Carnegie Foundation for the Advancement of Teaching



Source: Carnegie Foundation for the Advancement of Teaching Basic 2005 Classification (May 200)



Map created by the Center for Applied Research and Environmental Systems (February 10, 2010) based upon analysis of the Education Policy Center at The University of Alabama <http://education.ua.edu/centers/education-policy-center/>

Figure 1. Carnegie Basic Classifications Mapping (Katsinas, 2010)

In her IPEDS data analysis, Moeck (2005) identified 232 community colleges that provide on-campus housing for the 2000-2001 academic year. Moeck identified that housing operations exist at all classifications. Moeck (2005) further identified the limitations of her research, as stated 232 colleges of a possible 1,200 reported housing, reporting is completed by the institutions themselves and failure to report auxiliary services may be commonplace. Moeck believes that this number may be significantly higher. With 600 rural community colleges, Moeck (2005) believed that most rural community colleges may provide housing it is not without reason to estimate higher figures of unreported housing.

Table 1

Public Community Colleges that Reported to IPEDS as Possessing Residence Halls, By Type of Community College, 2000-2001, as Reported by Moeck

Type of Community College		Total in Katsinas & Lacey Classification	Total Reporting Housing to IPEDS, 2001	Total Responses to Moeck's 2005 Survey	
				Number	Percentage
	Small	206	51	26	51
	Medium	499	107	73	68
	Large	217	32	18	56
Rural	Total, Rural	922	190	117	62
	Single Campus	122	6	2	33
	Multi-Campus	206	8	6	75
Suburban	Total, Suburban	328	14	8	57
	Single Campus	44	-	-	-
	Multi-Campus	258	2	1	50
Urban	Total, Urban	302	2	1	50
Grand Total		1,552	206	126	61

Source: Moeck (2005), *An Analysis of On-Campus Housing at Public Rural Community Colleges in the United States*, page 49.

Moeck believed that the number of community colleges with on-campus housing operations is significantly higher than what is reported to IPEDS. Of the 126 responses received, Moeck (2005) found that 87% of those colleges categorized in the rural sub-groups provided housing options on-campus. An additional 4% reported dual ownership or some type of working relationship with a third party in operating housing for students (Moeck, 2005). Furthermore it was found that housing at community colleges was varied and did not include just “dormitory” housing. Moeck (2005) found that many colleges specialized in housing for married couples and families or for particular academic programs as well as housing for athletes. From her research, Moeck derived that for practical reasons on-campus housing is a necessity particularly in rural community colleges, specifically for geographical reasons. For students attending rural community colleges, particularly in northern states, a twenty-mile drive multiple times a week may be impractical and dangerous in the middle of winter. Economic reasons come into play too. A young single parent may find it economically feasible to live on-campus and utilize resources such as childcare within the community. Moeck further examined monetary benefits and student development benefits of housing to strengthen arguments increased retention and recruitment. Her overarching conclusion was that community colleges do have on-campus facilities, and auxiliary components similar to regional universities, as a benefit for those who attend.

Beginning in 2005, Moeck with her colleagues Katsinas, Hardy, Leech, and Bush published four articles and an issue brief following her original research. Within these articles, the authors focused upon the positive impacts of on-campus housing in relation to student satisfaction and the fiscal impact upon community colleges in relation to on-campus housing. This section reviews these works.

In 2007, “Residential Living at Rural Community Colleges,” was published in *New Directions for Community Colleges*. This article focuses heavily on the benefits for students living in on-campus housing. This article also discussed the motivation for rural community colleges to operate housing. Moeck, Hardy, and Katsinas (2007) have pointed out an important fiscal fact that in the, 2001 – 2002 academic year an average of \$258,000 in revenue was generated through on-campus housing per institution. This revenue was generated from on-campus housing by the institutions that host housing. The article noted the lack of previously published material on types of housing available at community colleges.

The motivation for community colleges to operate housing was two-fold. The primary reasoning, particularly for rural colleges, was to reduce the geographic barriers in place (Moeck, Hardy, & Katsinas 2007). In rural communities in places like northern Michigan, where this author once worked, geography and climate played a significant factor in attendance. Rural community colleges often have a service radius upwards of ninety miles or more and serve multiple small communities within several counties in a given region. This is a particularly important aspect for students living in communities where travel is restricted. On-campus housing offers the option for these students to attend classes and attain certification and degrees with less disruption due to outside factors pertaining to geography. On-campus housing also offers an intrinsic benefit to students, providing opportunities often only gained through greater out-of-class experiences, which traditional universities offer.

On-campus housing also offers benefits for students beyond breaking down geographical distance; students attending rural community colleges receive a multitude of benefits. Moeck, Hardy, and Katsinas (2007) stated that on-campus housing offers students the ability to attend college full-time and contribute to recruitment and retention efforts, particularly towards athletes

and minority students. On-campus housing may create a positive impact upon students, allowing them to become more involved at the college through the joining clubs, sports, or other organizations. Theorists such as Vincent Tinto (1999) has suggested that the more a student is involved, the more likely that student will feel a connection to the institution and fellow students, furthering them to complete their required course work. Moeck (2005) has pointed to the literature review by Pascarella and Terenzini (1991) on the benefits of on-campus housing at four-year colleges and universities stating that students who are involved have a greater feeling of satisfaction and an increase in student success rates. While their work is related to students in universities, it is not impractical to imply students living on-campus of community colleges would likely feel the same sense of satisfaction and opportunities for success at the collegiate level, Moeck asserted.

In 2007, the article “On-Campus Housing at Rural Community Colleges” appeared in the *Community College Journal of Research and Practice* (Moeck, Hardy, Katsinas & Leach, 2007). This article points to the prevalence of community colleges with residence halls. It is noted that of the 206 institutions responding to Moeck’s 2005 survey, nearly 89% are located in rural-serving community colleges (Moeck, Hardy, Katsinas, & Leech, 2007). This strengthens the argument advanced in “Residential Living at Rural Community Colleges” that community colleges focus on serving the needs of the students. Moeck, Hardy, Katsinas, and Leech (2007) have noted that on-campus housing can promote student services and a student-centered approach to foster college success at the community college level. As on-campus housing increases so too does, the number of full time-students as does diversity in the greater student population (Moeck, Hardy, Katsinas, & Leech, 2007). Student-centeredness is thus not the only positive aspect of student housing.

Housing can have positive financial implications on a community college. In conducting her research, Moeck found that economic and financial considerations did play a role in the motivation for creating and maintaining on-campus student housing at community colleges. Moeck, Hardy, Katsinas, and Leech (2007) noted that part of the motivation to provide on-campus housing is to create cost-effective student services. Special programs are also offered that relate to the academic side of the college. Housing is used as a recruitment tool for specialized programs such as the Maritime Academy at Northwestern Michigan College (NMC) located in Traverse City, Michigan. Moeck, Hardy and Katsinas (2007) highlighted the economic viability of housing where the average revenue for housing is approximately \$1 million. This is significant, according to Moeck, because the average total revenue of a rural community college is approximately between \$10 and \$20 million in 2001-2002 (Moeck, Hardy, & Katsinas, 2007). This means that housing revenue generated at that time was between 5-10% of the annual revenue (Moeck, Hardy, & Katsinas, 2007). This is a significant revenue stream.

Greater detail about the financial aspects of on-campus housing can be found in the article "The Availability, Prospects, and Fiscal Potential of On-Campus Housing at Rural Community Colleges" published in *The Community College Review* (Moeck, Katsinas, Hardy, & Bush, 2008). This article focused on the authors' desire to dispel the myth of housing and ancillary services available to community college students. Thirty-two colleges responded to the question concerning revenue generated each year by on-campus housing (Moeck, Katsinas, Hardy, & Bush, 2008). The average revenue for the thirty-two institutions that responded to the question was \$1 million per year over and above operating costs. The authors further explained that this revenue is significant when the 2001-2002 fiscal year revenue for rural community colleges was between \$10 and \$40 million, depending on the size of the institution (Moeck,

2005). Moeck's argument is that \$10 million is a significant revenue stream for these institutions, particularly for small or medium-sized rural colleges that may not have other substantial revenue streams.

Moeck and her co-authors attempted to dispel the myth of the lack of on-campus housing at community colleges. With a particular focus to rural-serving institutions in the four articles published by Moeck and her colleagues, it was consistently argued that nearly 80% of rural community colleges that responded to her survey possessed on-campus housing options. They also argued that on-campus housing was not a domain solely of the regional or state four-year institution and was significantly more widespread among community colleges than initially realized. On-campus housing helps promote recruitment, retention, and completion rates of students attending. Further on-campus housing breaks down geographic barriers for students. Moeck, Katsinas, Hardey, and Leech have expressed the benefits of on-campus housing for the college showing significant revenue stream, in particular for medium rural size institutions that average \$1 million above costs. Beyond Moeck's research, there has been little to any literature published on community colleges and the benefits of on-campus housing.

The Smith Studies

The work done by researchers including Catt and others have led to a slightly deeper focus on the benefits of residence halls for both students and the institutions hosting them at the community college level. In 2008, Lisa Smith completed her dissertation *Student Experiences in Residential Programs at Community Colleges*. Smith (2008) began her dissertation with a brief synopsis of the history of residential living stating that community colleges were founded on the principle of removing economic and geographic barriers. As Catt has argued, location and geographical barriers still prevent some students from attending community colleges, particularly

in rural areas such as Central Pennsylvania or Northern Michigan. Smith (2008) argued similarly to Moeck (2005) that the student make-up of community colleges is changing, and that student diversity and the increasing number of traditional age students attending community colleges. This greater diversity, and number of traditional age students means that colleges need to provide more traditional college experiences. Smith cited the works of Murrell and Denzine (1998) and stated that 23 to 24% of public community colleges have residential facilities. Smith believes that residential facilities at the community college level is a growing phenomenon and uses a qualitative interview approach in addressing the student experience.

Smith used focus group interviews and personal interviews with staff and students living in residence halls at Northampton Community College (PA) and Cochise College (AZ). Smith's goal was to create research on a nearly nonexistent sector of residential programs, which would help professionals at the community college level. Smith (2008) believes that administrators and professionals armed with more specialized information for their particular area, as opposed to broad studies that focus on regional or state university programs, will better prepare those working at community colleges in assessment and policy creation. Smith focused this research on five questions:

1. How does the institutional environment contribute to residential student experiences;
2. How do students living in residence halls at community colleges describe their residential experiences;
3. What events have helped shape these students' residential experiences;
4. How do residence life staff members' perspectives and practices relate to the living and learning environment of residential students; and

5. How do the experiences of students vary based on membership in the subpopulations within the student body (race, gender, athletes, non-athlete, etc.)?

Smith researched her questions at two community colleges, Northampton Community College, located in Bethlehem, Pennsylvania, and Cochise College, located in Sierra Vista, Arizona.

In her findings, Smith showed that the residence halls run at both colleges mirror those of residences at four-year, state universities. Both have student and professional staff members who are on-call outside of normal business hours, as well as several opportunities for interaction through various programming efforts by the resident advisors, student staff, and the hall governments. Just as in university-based residential facilities, the same activities can be found at the community college level such as Northwestern Michigan College (MI), Dutchess Community College (NY), and Neosho Community College (KS). The programming engages students and educates them outside the classroom. Students are also afforded the opportunity to have “true” college experience while living in close proximity to their peers. This again mirrors arguments made by researchers including Vincent Tinto (2004) that students who are actively engaged with their community are more likely to complete their educational goals. Smith argued that residential facilities at community colleges are offering students the same opportunities as those living in residential housing at state or regional universities.

Based on her research, Smith (2008) concluded that students living in residential campus have a more positive college experience, a “true college experience,” strengthening the belief that residential programs help with retention efforts of the college. This is precisely the same argument that Catt, Moeck, and other researchers repeatedly have expressed. Smith (2008) stressed the retention efforts especially for community colleges whose enrollment includes students who must take remedial courses. Creating an atmosphere of engagement and integration

of student personal and academic lives may support the student academically (Smith, 2008). Further residential programs will integrate students into a diverse population. Students will have more interaction with people of a different gender, different cultures, and different ethnic and religious backgrounds than students who commute (Smith, 2008). Finally, residential programs at community colleges can expand the international populations attending those colleges, further increasing diversity on-campus (Smith, 2008). International students attending community colleges can have the opportunity to acclimate to the United States and strengthen their language skills prior to attending a state or regional university.

As a hall director at Northwestern Michigan College (NMC), the author can personally attest that several students who attended NMC were able to do so for precisely for this reason. As Catt, Moeck, and Smith have argued, the benefits on-campus housing programs should not be relegated solely to four-year institutions. Residential programs offer a variety of opportunities at any level of higher education. Sadly, few authors have made community college residential programs the focus of their research. A second area of focus relates to community colleges and athletics. Cindy Casteñada completed her dissertation study on intercollegiate athletics with a slight focus on the benefit of housing to student athletes, to which attention is now turned.

Intercollegiate Athletics and On-Campus Housing

Similar to universities, community colleges use athletics to recruit and draw students to attend and to diversify their student and programming mix. Sports teams and clubs are commonplace among community colleges, and act as preparatory programs, academically and athletically, for students prior to transferring to four-year universities. In 2004, Cindy Casteñada's dissertation, *A National Overview of Intercollegiate Athletics in Public Community Colleges*, was published at the University of North Texas. Casteñada's study took a similar

approach to Moeck's in investigating community colleges, focusing on the prevalence of athletics and the institutional sponsorship. On total there are 73,936 community college athletes or 16.2% of the community college populations are student athletes (Casteñada 2004)

Moeck (2005) and Casteñada (2004) both noted the lack of literature concerning community college students and their related topical areas of focus. For her study, Casteñada conducted a census of intercollegiate athletics at community colleges. Casteñada (2004) argued that this would be a useful tool not only for current institutions, those offering intercollegiate athletics, but also for those considering adoption of them. Her study used the following two questions to study the extent of intercollegiate athletics in 2001-2002 at public community colleges within the United States: (1) what is the involvement of public community colleges in intercollegiate athletics; and (2) how does community college involvement in intercollegiate athletics vary by rural, suburban, and urban geographic regions of the United States (Casteñada, 2004)? Using quantitative data, Casteñada reported on the extent, availability, participation, and scholarships offered. Other areas of consideration included financial investment, staffing, and types of sports offered. One area of focus within Casteñada's literature review that holds particular interest to this research is housing and student athletics.

Casteñada's dissertation study and subsequent articles noted athletics, like housing, did not have a full maintained census as to study the extent to which these areas are offered at community colleges. Moeck and Casteñada both lay down the foundational work to explore these two topics.

A small portion of Casteñada's work focuses upon housing and student athletics. Casteñada pointed to housing and athletics as a shared venture. In her study, it was suggested that athletics offered a bonus to community colleges due to increase of full time student

enrollment. The more bed spaces that were filled, the larger the increases in revenue for the institution (Casteñada, 2004). It is further suggested that the revenue lost due to athletic scholarships was made up in tuition and contact hours, and housing fees (Casteñada, 2004). Athletics and housing thus share a common bond by attracting full-time students, as well as by creating a significant revenue source for the institution. If a student is offered a full or partial scholarship to play on an intercollegiate team, it is more likely that student will need to live on or near campus. Students will need to be engaged in full-time course work, as well as in sport practices and games, requiring them to be within easy distance of the institution. Providing housing for these students therefore makes sense. As an example, if a student is offered a full academic scholarship in return for playing basketball, they now have the funds available to live on-campus, in turn creating revenue for the institution.

Casteñada's research mirrors to the methodology proposed in this study. Moeck (2005) suggested an all-encompassing study of community colleges, creating a listing of those that provide on-campus housing. Casteñada, using IPEDS data from 2001-2002, and the three largest community college athletic associations, the National Junior College Athletic Association, the Commission on Athletics (California), and The Northwest Athletic Association of Community Colleges, created a listing of every community college in the United States that offers intercollegiate athletics. In her research she found community colleges with intercollegiate athletics at 639 colleges in 43 states (Casteñada, 2004).

Table 2

Characteristics of Major Community College Athletic Associations, 2002-2003

Association	Number of Members	States Represented	Men's Sports	Women's Sports	Divisions
National Junior College Athletic Association (NJCAA)	502	43	14	11	3
Commission on Athletics (COA)	107	1	12	11	1
The Northwest Athletic Association of Community Colleges (NWAACC)	37	3	8	8	1
Unduplicated Total	639	43	15	15	

Source: (Casteñada, 2004) *A National Overview of Intercollegiate Athletics in Public Community Colleges*, page, 55.

These sports vary from common sports including, baseball, softball, basketball, track and field, to sports that are less commonly seen in intercollegiate athletics such as badminton and bowling (Casteñada, 2004). Casteñada (2004) investigated seven research topics:

1. Extent of college participation;
2. Relationship between location, size, and intercollegiate athletics;
3. Extent of student participation in intercollegiate athletics;
4. Incidence of sponsorship for individual sports;
5. Extent of athletically related student aid;
6. Extent of financial investment in intercollegiate athletics; and
7. Staffing requirements for intercollegiate athletics.

Casteñada found that 54%, or 629 of 1,156 public two-year institutions, identified in IPEDS offer intercollegiate athletics. It is important to recognize in Casteñada's (2004) research that 81% of large rural community colleges offer intercollegiate athletics. Moeck (2005) identified rural institutions as the leading community colleges to offer housing. While housing is not a reason for athletics, an argument could be made that that housing and athletics at community colleges have a symbiotic relationship that benefits both programs. In 2004, there were 73,926 athletes enrolled in community colleges (Casteñada. 2004). College athletes are required to be degree or certificate seeking students and full time (Casteñada. 2004). Full-time students benefit the institutions' enrollment numbers as well as retention and persistence if a student completes that degree prior to attending a four-year institution. Housing offers the benefits for these students to attend college and complete the necessary requirements to be eligible to participate in athletics, more easily than commuter students.

Casteñada's (2004) research found the expense of operating an athletic program exceeded the revenues the program produced at most colleges (Casteñada, 2004). The overarching picture must be taken into account; however, students often will attend the institution to participate in sports or sports related activities without the benefit of a full or partial scholarship. These students participate on practice teams, pep bands, or cheerleading (Casteñada, 2004). Again on-campus housing must be considered as these students are often full-time degree seekers that benefit from living on-campus for ease of games and practices. It also may be possible that some institutions have an on-campus housing requirement for athletes, which further boosts revenue through living on-campus and taking part in a meal plan. Further research indicates that many athletes may come from out-of-district or out-of-state and must pay higher tuition rates. Casteñada indicated that Feather River College in California reported that 95% of student

athletes are from out-of-district. It is important to note that a student who is from out-of-district and receives a partial scholarship is still often paying more tuition than an in-district student would (Casteñada, 2004). While intercollegiate athletics may appear on its face to be a revenue loss, the overall picture shows a boost to revenue through the use of full-time student status. Thus, on-campus housing can make up for deficits in the intercollegiate athletic revenue stream.

Casteñada's found that community colleges that offer athletics likely find them to be beneficial to the institution and the student. The student receives scholarships and the college will receive greater funding for the total number of degree-seeking students.

Similarly the community college that offers housing can also recoup the losses of academic scholarship through living on-campus. The work of both Casteñada and Moeck may show a significant connection between on-campus housing and athletics. Further research may include finding a link between the two variables that shows housing to be not only a geographic variable, but an athletic variable as well. Many of the 629 colleges Casteñada reported that offer intercollegiate athletics may offer on-campus housing or have housing agreements with nearby off campus locations. This is the case at Collin County College, a suburban community college in Plano, Texas, near Dallas. As viewed from the earlier dissertations, the research concerning student development in community colleges with particular influence toward housing is rare. Authors such as Terenzini and Pascarella (1991) and Tinto (2004) focused heavily on student development but with little or no concern toward community college students.

On-Campus Housing and Student Development at Community Colleges

Authors and theorists such as Ernest Pascarella and Patrick Terenzini (1991) and Vincent Tinto (1999) have expounded on the benefits of student involvement and connections through community as key components in student retention and persistence. Few popular theorists relate

their studies of student development and retention to students at community colleges. In most cases, works concerning student development theory, retention, and persistence has focused squarely on four-year universities and particular student demographics such as first-generation, Hispanic, or African Americans. Community college students often appear to be a forgotten subset, or may be considered similar to their counter parts in four-year institutions. Community colleges students may fit into the niches created by many theorists; they should also be considered their own subset with different needs, attitudes, and goals of attainment. This is not to say that theories of student involvement leads to increases in persistence and retention do not work for community colleges. In truth, residence halls at the community college level are providing similar benefits to community college students, and these benefits help retention and increase persistence and completion of degrees. In this section, the works of key theorists and authors concerning student development, retention and persistence through the use of on-campus facilities at community colleges are examined

Attitudes, Values, and Educational Attainment

In the chapters entitled “Attitudes and Values” and “Educational Attainment” of Pascarella and Terenzini’s (1991) *How College Affects Students*, the authors pointed out those students who live on-campus experience greater opportunities for growth concerning their cultural and intellectual values. Students living on campus are more attuned to the environment of campus. It is easier for them to attend social, cultural, or intellectual activities provided at the institution. On-campus students are living and learning in the same environment that has a beneficial effect to their developmental growth as individuals. These students also have a greater opportunity for interaction not only with other students but with faculty. Interpersonal relationships with fellow students, including a diverse set of residents will increase the student’s

view of culture, and a shift in values and personal beliefs (Pascarella & Terenzini, 1991). The more interactions a student has with those around him, the more that student will begin to question their values, and beliefs, and in turn grow as a person and develop emotionally, and mentally.

Pascarella and Terenzini (1991) have highlighted this growth citing theorists such as Arthur Chickering showing a change in student values among those living on-campus. Compared to their off-campus counterparts, on-campus students' values toward helping others increased. Living on-campus showed an increase in student moral development. Living in proximity with other students created accountability toward one another. In essence, the students felt that they belonged to something more, something bigger. They were not just going to class to attain a degree. These students created and had a sense of belonging to the community within their floor, or building. Integration into the campus community is a goal of all residential facilities, as well as academic success. Students living together to attain a similar degree will connect as well and encourage each other in their academic pursuits. In their second volume of work Pascarella and Terenzini (2005) again devoted a chapter to persistence, in their follow up work *How College Affects Students: Volume 2: A Third Decade of Research* reiterating the importance of students to connect, and the importance of the institution to help students create connections through activities and programming that will give the student a sense of belonging. However Pascarella in his 2006 article *How College Affects Students: Ten Directions for Future Research* identifies the need to acknowledge diversity of the higher education population. Pascarella (2006) noted that 44% of undergraduates were enrolled in community colleges and that research into community colleges continues and will broaden the understanding of how colleges can continue to impact the lives of students.

The major cause of persistence is involvement (Tinto, 1999). Living on campus facilitates social integration and increases the likelihood of bachelor's degree attainment (Pascarella & Terenzini, 1991). The authors through research show that living on campus is one more positive influence on degree attainment and completion. Students living on campus are integrated into peer groups and have a sense of belonging and ownership over their college experience (Pascarella & Terenzini, 1991). On-campus housing is a benefit for students to succeed in goal attainment. One area of focus Pascarella and Terenzini examine colleges with on-campus housing and commuter campuses when analyzing student involvement and persistence.

Off-campus students or commuter students could be compared in a similar light as community college students. Often these students hold off-campus jobs, have families, or other obligations that preclude them from living on campus. These students do not receive the same opportunities as on-campus students for extracurricular activities or social integration. Pascarella & Terenzini (2001) believe that these students lack the cohesiveness that on-campus students receive and are more vulnerable to dropping out or not completing their course of study. For these students' academic factors will play a more vital role in persistence.

In 2005 Pascarella and Terenzini examine the emergence of distance education, and online courses in How College Affects Students: Volume 2: A Third Decade of Research. In their work, they state that online courses and remote education has neither a positive or negative impact on student learning. Essentially students in online or tele-courses are learning as much content as those in traditional classes (Pascarella, and Terenzini, 2005, pg. 100) Though these students may be gleaning the content of their courses they are not receiving the same connection to campus as on-campus housing students receive.

Alexander Astin (1999) has supported the arguments by Pascarella and Terenzini stating that students who live on-campus or were employed in a student position are more likely to stay in college as opposed to their peers who hold off-campus jobs. He believes there may be a subtle psychological phenomenon where the student perceives their on-campus job as a source of income to pay for school and, in turn, creates a greater sense of attachment (Austin, 1999). Compared with their on-campus peers, students who are employed off-campus, especially those working over twenty hours per week are less likely to persist through degree attainment, as considerable amounts of time are focused to unrelated, non-academic activities, decreasing a student's time for interactions and connections (Austin, 1999). Austin (1999) has stated that students who live in on-campus housing increase their chances in persistence, and attainment of graduate or professional degree as opposed to their off-campus counterparts and have more time to interact with peers, faculty, and staff. Social integration and involvement is a key factor in student success and persistence. Housing has the opportunity to play a significant role in the development of the student. Often community colleges act as the initial catalyst for many young people in attaining their academic goals. Providing opportunities such as housing can create strong ties for students to remain in school and complete their course of study, and in turn prepare them to move on ward to integrate into a larger university. George Kuh and Chun-Mei Zhao (2004), similarly to their colleagues, argued that students involved in on-campus housing develop positive behavior, increase student academic efforts, and promote openness, diversity, and social tolerance. Pascarella and Terenzini (2001) pointed out that studies have shown that living on-campus may not have a positive impact on academic achievement concerning grades, yet living on-campus can have a positive impact on student development, and retention. The author has concurred from his experience in attaining his master's degree through a mixture of

online and remote class courses. While the author was able to complete his degree, he does not feel as though he has any type of connection to that Eastern Michigan University. He only stepped on campus once to attend a fellow colleague's graduation.

Retention

Retention appears to be a goal of every college. Often college retention rates can be considered abysmal, yet institutions only track if a student stops attending, not if a student transfers to another institution and completes his or her degree. Retention rates can be made to look especially bad for community colleges, as students may only take a summer course to have it transferred, or attend a couple of courses in order to receive a promotion or qualify for an increase in salary at their current job (Cohen & Brawer, 2002). Other students may attend community college for financial reasons before attending a four-year institution and never complete an associate's degree. Yet many students attend the community college to complete a degree program or attain certification and face the same retention issues as their counterparts at four-year universities. In some cases, they may face more problems from family and home life to financial difficulties that preclude them from constant enrollment (Zwerling, 1992). As discussed by Moeck (2005), students at community colleges in rural areas can be challenged, especially if they live in outlying counties of the institution's service area. On-campus housing is one option community colleges can offer to help retain student populations.

Vincent Tinto is considered one of the most prominent scholars in the field of student retention. Tinto (2004) recognized the role that housing plays in retention with specialized residence halls or living learning communities. Living learning communities are residential buildings or floors with an academic or shared interest community. Students will live on these floors based on an interest or major. Northwestern Michigan College, where the author was once

employed, often offered academic interest floors for students living on-campus, such as those in nursing or the Michigan Maritime Academy.

Tinto (2004) presented alarming numbers concerning retention. He stated that 47% of all students in the United States fail to earn a degree, and over half of those (56%) drop out before beginning their second year. Tinto's numbers addressed students at four-year institutions. Of these 47%, the majorities were academic release or students who failed to meet the institutions academic requirements. However, this leaves 15 to 17% who chose to withdraw (Tinto, 2004). Tinto listed six areas for student withdrawal: goals, commitments, finances, fit, involvement, and learning. Similar to Pascarella and Terenzini (1991), Tinto pointed to adjustment as a leading cause of student retention. The change in social life, the rigors of college academics, and dealing with more diverse populations can cause adjustment issues for some students making it difficult to "fit-in" (Tinto, 2008). For community colleges who face retention issues similar to universities, the option of on-campus housing and focused programming within those residence halls may help students through the adjustment period of the first year of college. As Pascarella and Terenzini did, Tinto also focused on the four-year college student with little identity or consideration given to the subset of community college students.

Community colleges students do not often fit the developmental characteristics of traditional aged college students. Approximately 60% of those studying at a community college are nontraditional-aged students of 25 years or older (Fike & Fike, 2008). Community colleges also enroll more minority and first generation students as well as students who are considered underprepared (Fike & Fike, 2008). Community colleges do level the playing field for students, offering the opportunity for growth and educational attainment one may not be able to receive due to prior poor academic performance or test scores. Age, ethnicity, and finance, all play a

role in a student's decision to attend or return to school. These factors are significant when the decision is to attend a traditional four-year institution or a community college. Fike and Fike (2008) found a correlation between student retention and basic skills in mathematics and writing. This issue relates back to the adjustment point made by Tinto (2004). Students without the fundamental math and writing skills often have adjustment problems in college, causing retention rates to drop. On-campus housing can act as a retention tool for students taking remedial math and English courses. Programs similar to this appear to be taking hold at major universities. Students who are taking remedial level courses and in particular majors live together on the same floor, attending the same course sections, and often are required to have dedicated group study programs to increase their chances for success (Tinto, 2004). Residence halls can offer the opportunity for students to naturally congregate and find those with similar interests. Housing professionals can use programs such as these to help ensure that those interactions take place increasing student success and retention.

It is nearly unquestioned that students benefit from involvement on-campus. Housing offers them a sense of belonging and the opportunity to adapt through focused events and programming. Many community colleges students are minorities or first-generation students. Offering them the opportunity to live and work with their peers can increase their chances of degree attainment. Students benefit from living and working together and should be offered every opportunity for success. On-campus housing not only benefits the student but the institution, and should be a consideration of all administrative professionals from community colleges to four-year institutions. In recent years, authors have begun to focus more on the benefits of on-campus housing at two-year institutions.

The Obama Administration and Community Colleges

In the summer of 2011, President Barack Obama announced an ambitious plan known as the American Jobs Act. Part of this \$447 billion program would allocate \$12 billion to community colleges. This program would focus on areas such as job training and online programs with an additional \$2.5 billion toward renovation and new construction projects (Jaschik, 2009). This is a significant overture toward community colleges and considered a significant start toward renovating community colleges for the twenty-first century (Parry & Fischer, 2009). While the 2011 Jobs Act did not pass through Congress, there may still be hope that a program such as this is passed as an individual bill. Katsinas (2007) stated that if community colleges are to be recognized as the land grant institutions of the 21st century, they must prepare for the continued influx of students due to Obama's American Graduation Initiative as well as meeting the goals and initiatives of currently employed workers in the twenty-first century.

The community college initiative is an ambitious program. The American Association of Community Colleges supports this program creating an outline of what the program would mean for community colleges. The full outline may be viewed at <http://www.aacc.nche.edu/Advocacy/aginitiative/Documents/talkingpoints.pdf>. Some of the more pressing issues are as follows:

1. Aggregate community college facilities needs are estimated at roughly \$100 billion, including the costs of upgrades, major renovation, and new construction. (This figure is based on an extrapolation from a national survey conducted in 2008.) Many community college campuses were constructed in the dramatic expansion of the nation's community college system in the 1960's and 1970's, and

are now in desperate need of renovation and upgrades to make use of new technologies and to make them more energy efficient;

2. The surge of enrollments over the past year has put a new strain on community college facilities. Many campuses simply do not have the physical space to accommodate additional students; and
3. Community colleges are desperately in need of increased support to cope with state and local funding reductions and the surge in enrollments. The Community College Challenge Fund proposed by President Obama will help support needed activities in a variety of areas.

Community colleges are overwhelmed and underfunded. Student populations are increasing exponentially and state funding continues to decrease. From 2000 to 2005, the student populations of community colleges have increased by 2.3 million students (Katsinas, 2009). Older facilities need to be updated and maintained and newer facilities must be brought on-line to ease the use. State support of higher education is declining causing costs for up-keep and maintenance as well as the creation of new facilities to be put on hold (Katsinas, 2009).

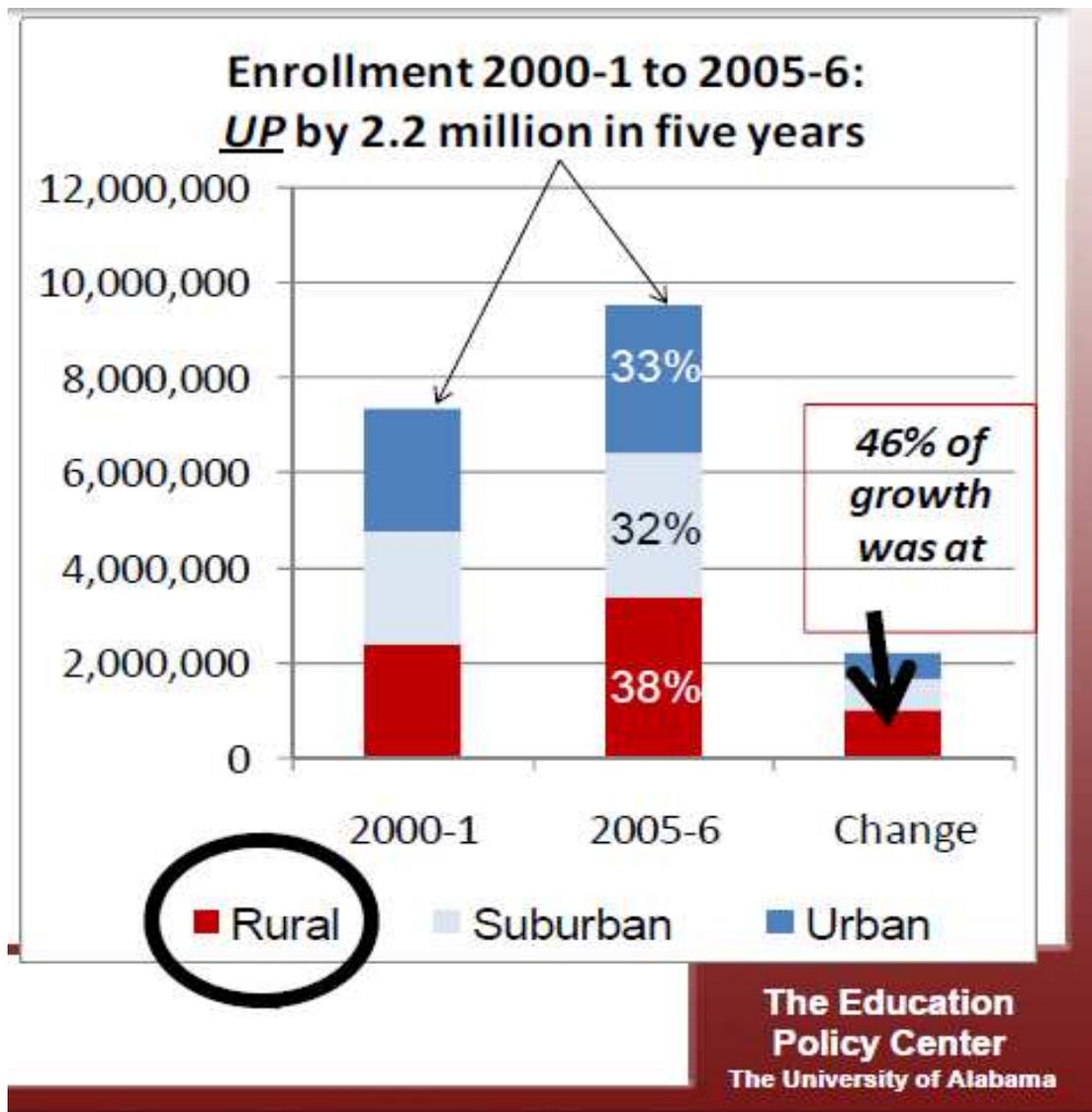


Figure 2. Enrollment 2000-2001 to 2005-2006: Up by 2.2 million in Five Years (Katsinas, 2010)

If the funding plan proposed by President Barack Obama is to be instituted, community colleges considering implementing housing could continue to pursue those plans and, in turn, help their own revenue stream as well as student success rates.

Conclusion

Similar to other authors, this author has found the lack of material covering this field intriguing, and at times distressing. Moeck has been the most prominent scholar in the field examining the existence of residential housing at community colleges. Further, there is the lack

of clear and concise data on the number of colleges with on-campus housing. The numbers appear to vary, depending on counting. The dissertations and articles reviewed show that on-campus housing is growing at many community colleges. Yet there is a lack of data to offer concrete evidence as to the true number of institutions that provide housing. This strengthening of evidence could show the direction community colleges are going, and how the need for residential facilities may change the mission of the community college within the next twenty five years. Katsinas (2007) pointed to the ease of access, availability, and low tuition cost as the factors in making community colleges the new land grant institution. With growing demand of community colleges to provide more services for more students, housing may become a factor for student recruitment and retention.

CHAPTER III:
METHODOLOGY AND DATA COLLECTION

Introduction

This chapter presents the methodology and data collection procedures which created a true national census of housing at community colleges. It began with a quantitative assessment of data supplied by community colleges that can be extracted through the U.S. Department of Education/National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) data base. Data extracted from IPEDS produced a listing of community colleges with on-campus housing. In addition, the author reviewed each and every identifiable college district and campus website in the IPEDS database, to determine the full extent of the undercount of community colleges with on-campus housing, estimated by Moeck, Hardy, and Katsinas (2007) to be double the number reporting to IPEDS, or approximately 464 institutions, based upon Moeck's (2005) assessment of the 232 public two-year institutions in reporting on-campus housing to IPEDS 2001-2002.

Since the 2010 Carnegie Basic Classification of Associates Colleges was used to assess geographic differences by rural-, suburban-, and urban-serving type of community college, and it includes the entire universe of publicly controlled two-year colleges in the IPEDS data base, the author visited the website of each individual identifiable institution in the Carnegie classification, to assess the availability of on-campus housing. The procedures for accomplishing this are discussed in further detail below, and results are compared with the path-breaking 2005 published work of Pat G. Moeck, to provide an opportunity to compare and contrast changes

from her survey administered only to those 232 institutions reporting on-campus housing to IPEDS in 2000-2001, and 2010- 2011 over the past ten years. After a complete listing of institutions was obtained, the Community College Survey of On-Campus Housing was administered to the expanded universe of community colleges in the United States with on-campus housing.

Research Questions

By creating a larger and more accurate count of community colleges with on-campus housing the administration of the Community College Survey of On-Campus Housing was able to answer the following primary research questions:

1. How pervasive is the existence of on-campus housing at community colleges in the United States, and exactly how extensive is the under-reporting of it to United States Department of Education's National Center of Education Statistics, through its Integrated Postsecondary Education Data System;
2. What factors motivate community colleges to offer students on-campus housing; and are there major reasons in the level of involvement in operating on-campus housing on the part of rural-, suburban-, and urban-serving community colleges, as geographically defined by the 2010 Carnegie Basic Classification of Associate's Colleges?

Secondary Research Questions

Secondary research questions include the following:

3. Are there major reasons in the extensiveness of on-campus housing for the community colleges that submitted data to IPEDS in 2001-2002 analyzed by

Moeck, and this researchers' survey administration? Are their observable differences in the under-reporting of the 2001 and 2010 IPEDS reports;

4. What are the identifiable monetary and non-monetary benefits for the institutions that possess on-campus housing?
5. What are the identifiable monetary and non-monetary benefits for the students served by on-campus housing at community colleges?
6. What is the number and percentage of public community colleges with on-campus housing established prior to 1960?
7. What is the extent of on-campus housing by geographic census region? Are community colleges in rural regions more likely to provide housing; and
8. How accessible are on-campus housing webpage's from the community college main page, and does an easily navigable webpage appear help students?

Research Design

The most comprehensive census of on-campus housing at community colleges in the United States to date was conducted by Pat G. Moeck. Her 2005 University of North Texas study resulted in four refereed articles and one issue brief between 2005 and 2008. This speaks to the interest in the subject. Moeck specifically found, as Pascarella and Terenzini described in their magisterial tome *How College Affects Students*, that community colleges use on-campus housing to provide a “true college experience” for their full-time students, most of whom are traditional aged (18 to 24 years old). Support of intercollegiate athletes is another major reason for operating on-campus housing. Finally, there is a clear financial benefit to community colleges offering on-campus housing; Moeck (2005) found 232 colleges reporting housing to IPEDS. Yet Moeck (2005) found a serious under-reporting of data: 19% in 15 states, regarding on-campus

housing to United States Department of Education/National Center for Education Statistics/Integrated Post-Secondary Education Data System (USED/NCES/IPEDS), which in part results in a myth that community colleges do not possess on-campus housing when in fact many do, as shown in Table 4 (Moeck, 2005). Completing an internet search of 15 state community college websites, Moeck found a severe underreporting of housing at community colleges. Nearly one-third of states undercounted their housing availability by 19% (Moeck, 2005).

Table 3

Projected Undercount by U.S. Department of Education of Rural-Serving Publicly Controlled Community Colleges with On-Campus Housing (Selected States)

State	Publicly Controlled Community College Campuses (#)	Rural Serving Community Colleges (#)	Rural Serving Community Colleges		
			Reporting Residence Halls to IPEDS	Reporting Residence Halls on Websites	% Difference
Illinois	48	23	0	2	+2
Louisiana	52	28	0	0	-
Michigan	30	19	5	10	+5
Minnesota	49	33	6	14	+8
Mississippi	17	17	16	12	-4
New Hampshire	4	4	1	0	-1
New Jersey	19	2	0	0	-
New York	43	19	10	16	+6
North Carolina	59	47	0	0	-
Ohio	55	11	2	2	0
Pennsylvania	33	3	9	3	-6
Texas	69	42	37	48	+9
Washington	35	16	4	5	+1
Wisconsin	19	14	3	2	-1
Wyoming	7	7	8	8	-
Totals	539	285	101	122	+19

Source: Moeck (2005) *An analysis of on-campus housing at public rural community colleges in the United States*, page 97

Thus, like Moeck, the starting point of this proposed study was to assess which institutions reported on-campus housing to IPEDS for the latest year available, the 2010-2011 academic year. The researcher obtained the list of institutional identifiers (UNITIDs) that Moeck used in her 2005 study and then analyzed and compared what IPEDS reported in 2001-2002 to the most current year for which IPEDS data is available, 2010-2011. This created an initial preliminary listing.

The second phase of the process was to develop a complete listing of two-year institutions with on-campus housing in the United States to find data missing from USED/NCES/IPEDS. This research consisted of careful analysis of the institutional websites. This time-consuming task was accomplished by the author consulting each and every community college district and campus in the United States with a unique IPEDS identifier or UNITID and cross-referencing this with the listing of community college districts and campuses that are listed in the 2010 Carnegie Basic Classification of Associate's Colleges.

The website-by-website search done by the researcher identified all two-year colleges in the U.S. colleges with on-campus housing. Using the 2010 Basic Carnegie Classifications for Associates Colleges, the author completed the following steps:

1. Generated a list of all public two-year community colleges identified in the 2010 Basic Carnegie Classification for Associate's Colleges website;
2. Generated a list of all public two-year community colleges identified by IPEDS that fit the public two-year community colleges and compare the lists for discrepancies;
3. Identified all public two-year institutions that identify as operating on-campus housing in 2010 from IPEDS;

4. Identified through IPEDS all public two-year institutions classified as in opened prior to 1960;
5. Completed a Google search of each institution and after identifying the proper website, the researcher searched each and every website. He identified how deeply (how many clicks) one must search through the websites in order to find information concerning on-campus housing. The researcher ascertained if the college supplies on-campus housing.
 - a. The researcher identified the institution website;
 - b. From the website the researcher started by searching for a direct link to housing on the institutional front page. If none was found the researcher began the search under the "future student" or "student services" links. In some cases the researcher would then find a link for housing, or student life. If a housing link was not located under future student or student services it was often located under the student life link. A visual example of link series would often follow the below pattern to the appropriate link;
 - i. Main Community College Page > Future Student > Student Life > Housing;
 - ii. If no housing information was located the researcher then completed an internal website search for the words "Housing" or "Residence Life" in attempt to locate information about on-campus housing; and

- iii. The information was then coded into a spreadsheet including if housing was available, the number of clicks, and contact information.

The Underreporting Challenge

It is important here to note that the IPEDS data cutting tool available at the USED/NCES/IES website *does not* ask institutions to differentiate between housing that is offered on-campus and off-campus. Colleges are asked only if they provide one or the other and if the housing that they do provide is “institutionally controlled.” The wording of these survey items may itself be creating confusion and may help to explain the discrepancy and significant under-reporting cited by Moeck and other researchers. According to the IPEDS website (https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_11_27.pdf), the glossary gives multiple definitions for on-campus, and off-campus housing. This could create confusion about what is considered on or off campus. The IPEDS definitions are as follows (“Institutional characteristics for,” 2012):

1. Institutionally controlled housing: Any residence hall or housing facility located on- or off-campus that is owned or controlled by an institution and used by the institution in direct support of or in a manner related to, the institution’s educational purposes;
2. Off-campus (not with family): A living arrangement in which a student does not live with the student’s parents or legal guardians in any housing facility that is not owned or controlled by the educational institution;
3. Off-campus housing: Any housing facility that is occupied by students but is not owned or controlled by the educational institution; and

4. On-campus housing: Any residence hall or housing facility owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of or in a manner related to, the institution's educational purposes.

Further, only three questions are asked on the IPEDS survey beyond cost-related questions:

1. Are all full-time, first-time degree/certificate-seeking students required to live on campus or in institutionally controlled;
2. Does your institution offer institutionally-controlled housing (either on or off campus); and
3. Do you offer board or meal plans to your students?

The questions for institutionally controlled housing, on-campus, and off campus housing appear to contradict each other and may cause confusion. For example, how should colleges report if the institution owns the property but leases the management of the facility to a private corporation to run? This may cause confusion to the person reporting to IPEDS. Urban locations may have housing located several blocks from the institution; however the person surveyed for this item may not see this as “on-campus.” In essence, the questions and definitions given by IPEDS are subjective, and this could lie at the heart of underreporting seen today. A physical search of all institutions and campus websites helped to create a more accurate accounting of what an institution deems on-campus housing as opposed to an administrator. Below the author gives two examples of how definitions used by IPEDS can confuse those completing the survey, using The University of Alabama and three community colleges: Alpena Community College (MI), Northeast Mississippi Community College (MS), and Mississippi Gulf Coast Community College (MS).

In Tuscaloosa, Alabama, “The Bluffs” is a privately-owned apartment complex at which The University of Alabama’s Division of Housing and Residential Communities (hereafter, UA/HRC) rents approximately 100 units. These 100 units house approximately 250 UA students, nearly all of whom are undergraduates. The rent that these roughly 250 students pay is to UA/HRC, not to the private-sector firm that owns “The Bluffs.” Further, these 250 students and their 100 rental units are supervised by staff from UA/HRC, who physically visits these units on a regular and constant basis as part of their assigned staff duties. Thus, while “The Bluffs” are owned by a private corporation, The University of Alabama has effective institutional control of these 100 housing units. UA/HRC decides to whom it will rent, who will live in each unit, the length of the lease, and the standard or basic amenities included in each unit such as furniture, cable television, and internet hookup. UA/HRC further provides graduate and undergraduate staff to assist these 250 students. But when The University of Alabama fills out the IPEDS survey items related to its on-campus housing, found in the “public, four-year, or above” module of IPEDS, are the 100 units UA/HRC rents in “The Bluffs” included?

We now turn to three examples of underreporting and misreporting of housing data to IPEDS by community colleges to underscore the need for this research study and the efficacy of the its design. Readers are advised that it may be helpful to reference the actual webpages that students would see on these three institutions, current as of May 2012, which are provided in Appendices A-G. We begin with an examination of Alpena Community College in Michigan followed by Northeast Mississippi Community College and Gulf Coast Community College.

Located in the northeast tip of Michigan on the shores of Lake Huron, Alpena Community College has a rural, sparsely populated state-assigned service delivery area. Alpena Community College serves 2,792 students on two campuses within its five-county region

(Alpena Community College, 2012). Clearly, the harsh winter weather is a major barrier to delivering year-round educational programs and services to this rural region of northern Michigan. Alpena was one of the 232 publicly-controlled two-year colleges that reported possessing on-campus housing to the 2001 IPEDS survey, as reported by Moeck in 2005. Yet according to the 2010 IPEDS, Alpena Community College no longer has on-campus housing, nor does it host “institutionally controlled housing” (IPEDS, 2012). It is important to note that IPEDS (2012) defines “institutional control” as it pertains to housing as “a classification of whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).”

The federal government under the so-called Cleary Act requires institutions of postsecondary education, including community colleges, to provide data on fire safety. The 2010 Fire Safety Report for Alpena Community College (see Appendix A) stated, "The following information pertains to our on-campus housing facility, College Park Apartments, 675 Johnson Street, Alpena, Michigan 49707. College Park Apartments are owned and operated by Werth Development LLC, 442 West Baldwin Street, Alpena, Michigan 49707" (Fire Safety Report, 2010, p. 1). While the college does not indicate to IPEDS that they own or operate the apartments, it does consider them to be on-campus housing at the Alpena Community College website (see Appendix B) where it states, “College Park Apartments are located at 675 Johnson Street on the campus of Alpena Community College...” Clearly Alpena *does* operate on-campus housing, if it can require (as it does) that students must apply for and complete a housing application through the Alpena Community College website, or on campus, prior to being

granted the opportunity to live in the apartment housing units that Werth Development LLC owns and operates (see Appendix C).

Without doubt, this is clear institutional control, according to the IPEDS definition or any other reasonable standard, as Alpena is very involved in the decision-making process for who is granted the opportunity to live in the housing units. Furthermore in the 2011-2012 Alpena Community College *Catalogue* (2012), it stated that these apartments are on-campus properties, even as the buildings are operated by Werth Development LLC. While Werth LLC may have control of the units, Alpena Community College owns the property, ostensibly having institutional control. Public-private lease-management arrangements such as these create confusion and misreporting of facts. Finally, the apartments at Alpena Community College fall under the final half of the IPEDS definition for institutional control: used by the institution in direct support of or in a manner related to, the institution's educational purposes. Yet Alpena Community College still reported to IPEDS that they do not provide on-campus housing.

In a world where first-generation, low-income, and minority students use community colleges to access higher education, the college websites are critically important. Students access college websites for a variety of purposes, including but not limited to formal applications and applications for housing, the proposed research design is a bottom-up and not a top-down approach. Therefore the researcher assesses the problem in the same manner that prospective students searching for on-campus housing would do. This process is considered to be the best way to develop a truly comprehensive listing or census of on-campus housing at American community colleges.

This is clear evidence of at least under-reporting or perhaps even improper reporting. It is important to note that housing links are not always readily accessible from the institution

homepage. A review of the Alpena Community College website from May 2012 shows zero evidence of housing on the main page of the institutional website. There were no direct links to housing information. One must follow a series of links through current or future student tabs, before locate information on student housing. Beginning at the future student tab a student would then follow the student services link, before finding a link to housing information. It should be noted that as of March 2013, Alpena Community College updated their website with a housing link on the main page. A brief review of Moeck's work compared to IPEDS current data shows a lack of proper reporting, and an absence of understanding of the terms of on-campus housing, or institutionally controlled housing, creating what may be a significant underreporting of on-campus housing at the community college level.

Another example of inaccuracies in reporting to IPEDS is Mississippi Gulf Coast Community College (MGCCC) which reports operating three campuses in Perkinston, Gautier, and Gulfport. A search of the MGCCC which website shows housing is available at the Perkinston campus only. A comparison of the website information versus IPEDS shows that IPEDS only lists the Perkinston campus on IPEDS (see Appendices D and E). This example shows how Moeck has created an excellent starting point for further research. Moeck's research points to the possibility of severe cases of underreporting throughout the country. To create a full picture of the actual numbers of housing available to community colleges, an internet search of each community college, including campuses, is needed. Not only must this search look at the actual numbers of institutions with housing but if institutions similar to MGCCC have housing available at all their campuses. After a search of the MGCCC website it is shown that only the Perkinston campus provides on-campus or near campus housing.

The author's survey therefore melds both the Moeck survey and the IPEDS survey and college websites to create a universal picture of on campus housing. Questions were asked about housing and types as well as who controls or owns the housing that is on or off campus provided to students. Thus, this research design creates the most detailed picture of student housing available by public associate degree granting institutions in the United States.

In an attempt to replicate the data as closely to Dr. Moeck's own research, this study used the 2010-2011 Integrated Postsecondary Education Data System (IPEDS). Data from IPEDS was extracted using two variables. The first was the variable for publicly-controlled Associate's Colleges from the 2010 Carnegie Basic Classification which is embedded in the published IPEDS data set. This variable is based on the classification from Carnegie. This variable is very similar to the 2001 variable used by Moeck to study the number of community colleges which reported on-campus housing to IPEDS (2005). The second variable matched community colleges that report on campus housing. This listing was compared to the numbers provided as well as the listing provided in the appendix of Moeck's dissertation. Comparisons and contrasts were made to look for changes in the number of on campus housing facilities reported as well as any changes concerning colleges that may have discontinued housing. These variables were compared to a site search of all community colleges websites. This site search helped to confirm the most accurate data concerning housing. An in-depth website search was a lengthy and involved process in which the researcher physically reviewed each public two-year institution listed in the 2010 Carnegie Basic Classification to ensure they do, or do not, provide housing. Moeck created a similar of the differences in colleges reported to IPEDS and those institutions that claim housing availability on their websites, clearly demonstrating how community colleges are underreporting on-campus housing to IPEDS.

A second variable indicates whether on-campus housing is offered by the institution. The researcher used the 2010 Carnegie Basic Classification of Associates Colleges to distinguish the actual number of community colleges and their placement as rural, suburban, or urban. Finally, the researcher completed a website-by-website search of each Associate's College listed in the 2010 Carnegie Basic Classification to clarify that they offer on-campus housing. This internet search provided an in-depth examination whether on-campus housing is actually offered and how colleges present their housing availability to students.

Part of this research revealed how easy or difficult it is to find the housing information from the institution website homepage. An average number of clicks were counted before the researcher located the housing page; a very cursory search revealed the relative ease of locating the necessary information varies significantly between institutions. The author has provided a sample in appendix F and G showing the difficulty of the task on the MGCCC website (see Appendix D) and ease of searching on Northeast Mississippi Community College (NEMCC) (see Appendix E). Viewing the websites in comparison locating the necessary information on the NEMCC website is simple as clicking on the housing link, whereas a deeper search must be made on the MGCCC website. This sample of data with the other data was combined and cross-referenced to create the most accurate picture of on campus housing at publicly controlled two-year institutions.

The IPEDS reported data was compiled with the website search to compare the number of community colleges reporting on-campus housing to IPEDS and the number community colleges with on-campus housing not reporting housing to IPEDS. The comparisons and discrepancies are addressed in Chapter IV. This research is unique as to date there are no exhaustive lists of community colleges providing housing. As noted in Chapter II, several

differing numbers are provided for the actual number of community colleges that provide on-campus housing. Moeck (2005) suggested a funded research project similar to this should be completed by the United States Department of Education or other government agencies that provide grants, and funding for community colleges to build new and the upkeep of current facilities.

Research is an important key to procuring grants and funding; however, as pointed out the research for community colleges and housing appears to have no set in stone numbers. A bottom up research design such as this is not only important for students, but for the institutions as well. The list from IPEDS of community colleges reporting housing in 2001-2002 as listed in appendix of Moeck's 2005 study compared to the 2010 IPEDS listing of community colleges shows discrepancies. Using the IPEDS search tool, the author created a list of only publicly controlled two-year community colleges reporting on-campus housing in 2010. This list includes those that are under the umbrella of universities, primarily associate's and baccalaureate associates institutions. The author then completed a count of all colleges categorized as rural, sub-urban, and urban, from the Moeck listing and arrived at a number of 208 colleges. This list includes 42 institutions not listed on the 2010 IPEDS chart. However the 2010 IPEDS listing includes 43 colleges not reported in 2000-2002.

The second most obvious discrepancy is in categorization. The 2001 IPEDS list provided by Moeck (2005) showed Ilisagvik College as a rural-small college. As of 2010, it is categorized as a tribal college. Other discrepancies witnessed are the listings in 2001 of two-year agriculture and technology institutions, under the State University of New York umbrella, as rural community colleges. A final discrepancy this author has found are some institutions as of 2010, according to IPEDS, are listed as four-year primarily associates institutions, such as Gordon

College in Cochran, Georgia. The author suggested the reader refer to Appendices I and J to view these lists. If the reader has internet access he or she may wish to use the IPEDS search tool to view the institutional characteristics at <http://nces.ed.gov/ipeds/datacenter/institutionlist.aspx?stepId=1>.

Website Research Design

For a website-by-website research investigation, it is immensely important to accurately record and report collected data in a consistent manner. For example, the U.S. Department of Education's National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) reports 37 identifiable publicly-controlled Associate's Colleges in the State of Georgia. These nine colleges represent roughly 24% of the community colleges in the State of Georgia. It is not unimportant that all nine are geographically classified by the 2010 Carnegie Basic Classification of Associate's Colleges as rural-serving. On its face, one could assume that to reach students in rural areas of Georgia, on-campus housing helps to ameliorate barriers of distance and geography that negatively impact a student's ability to attend and succeed.

It is not possible from the review conducted by the author to ascertain why Georgia colleges did not report the existence of on- or near-campus housing to IPEDS. The reasons are likely quite varied. In the case of Waycross College, their website indicates that on-campus housing is offered only for student-athletes. Georgia Highlands College indicates that it has housing articulation agreements in place with nearby four-year institutions. It is important to note that more accurate data regarding the reporting of on-campus housing to IPEDS can be found in other states. A cursory review of Mississippi's Associate's Colleges finds all 15 reporting to IPEDS that for the 2010-2011 academic year that they have on-campus housing. Still, Moeck's initial review found a 19% under-reporting rate in the 15 states investigated using

IPEDS data for the 2000-2001 academic year. With one state alone (Georgia) producing a 24% under-reporting rate in 2010-2011, the question begs, How large is the rate of under-reporting of on-campus housing for Associate’s Colleges across all fifty states?

Table 4

The Four Georgia Associate’s Colleges Reporting On-Campus Housing to USED/NCES/IPEDS in 2010-2011

Institution	City	State	Carnegie 2010 Basic Classification of Associate’s College, Sub-Classification
Darton College	Albany	GA	Rural Medium
North Georgia Technical College	Clarkesville	GA	Rural Medium
South Georgia College	Douglas	GA	Rural Small
South Georgia Technical College	Americus	GA	Rural Medium

A cursory web-based search of the 37 Georgia publicly-controlled Associate’s Colleges using the term “housing” reveals three additional institutions that provide on- or near-campus housing to their students, but did not report to USED/NCES/IPEDS. Thus, more publicly-controlled two-year colleges did not report housing to IPEDS than did in Georgia.

Table 5

Georgia Associate’s Colleges That Did Not Report On-Campus or Near-Campus Housing to USED/NCES/IPEDS in 2010-2011

Institution	City	State	Carnegie 2010 Basic Classification of Associate’s College, Sub-Classification
Albany Technical College	Albany	GA	Rural Medium
College of Coastal Georgia	Brunswick	GA	Rural Medium
East Georgia College	Swainsboro	GA	Rural Medium

This research design not only investigated the websites of each and every one of the 952 Associate's College in the 2010 Basic Carnegie Classification with on-campus housing, it also provided information as to how well on-campus housing is promoted. With 1,061 identifiable Associate's Colleges, the researcher estimated that this website research would take approximately 95 hours based on the initial pilot test of the Georgia colleges, based on 6 minutes for searching and documentation for each website. It ended up taking approximately 168 hours.

Moeck has laid the framework, and while the current data speaks for itself, the state of the actual numbers of public two-year Associate's Colleges with on-campus housing is as yet simply unknown. Discrepancies in data over time will appear, yet the discrepancies between various authors, IPEDS, community college websites, and researchers, shows a lack of concrete numbers. Detailed research must be made in order to create accurate real data that will be beneficial to the institution and the department of education. It could be considered an important issue that there are institutions and students who may have missed out on opportunities to create significant change, because no one has taken the time and effort to create clear, concise, and useful data that looks at the universal picture of housing at America's community colleges. Large discrepancies as evidence in data from multiple authors will only serve to harm community colleges and their pursuit of building, funding, or up-keep to on-campus housing programs

Data Extraction

To retrieve the needed data, the following steps took place.

1. Using the Carnegie Classification website:

http://classifications.carnegiefoundation.org/lookup_listings/standard.php a list of all public two year colleges was produced based on the constraints set up by

- Moeck. These include only public two-year institutions, with no affiliation to four-year universities, military academies, or tribal colleges;
2. Using the IPEDS data tools <http://nces.ed.gov/ipeds/datacenter/> variables based on campus housing and two-year classification were used to create a list of two-year institutions;
 3. The Carnegie List was then used to search for each individual institutions website. The researcher was looking for which institutions offered on-campus housing. This list was then cross-referenced with the IPEDS list for differences; and
 4. Survey data results were tallied and organized using data software such as Qualtrics.

Data Analysis

The final analysis of the data extracted viewed at differences in the number reported to IPEDS, as opposed to the number of colleges reporting housing on their websites. This comparison displayed in a series of graphs and charts in Chapter V. Further, this data is compared to the 2000-2001 data supplied by Moeck (2005) and cross-referenced in charts showing changes in the number of institutions supplying data concerning housing over a ten-year time span. The tables report a comparison/contrast of data between 2001 and 2010, as well as the growth if any of the number of colleges with housing, and finally the number of institutions that do not report housing. This data set also gives the most accurate number of community colleges to date that supply on campus housing, where they are located, and what percentage of community colleges total have on campus housing. Data analysis also includes an analysis of survey sent out to housing professionals identified at community colleges providing housing. This survey material helps to answer questions about how housing affects the community college and students enrolled.

Survey Design

The research included a survey updating the Moeck research design and it was sent to administrators of housing, or student affairs at all colleges identified as providing on-campus housing through the site by site internet search. This survey compares the data gleaned by Moeck concerning the size, and scope of housing operations, including information not offered through IPEDS or Carnegie. This survey focuses on the types of housing and student populations utilizing student on-campus housing. The survey investigates the financial benefits offered to the university, as well as the benefits housing offers to those students living on campus. See Appendix J for the survey tool. Table 6 shows the differences in what Moeck, this author, and IPEDS is requesting from the potential institutions surveyed.

Table 6

Comparison of Survey Tools

Factor	IPEDS Survey (Annual)	Moeck Survey Tool (2005)	Hofman Survey Tool (2013)
Provides Meal Plan	X		
On Campus Housing Requirement	X	X	X
Motivation for Operations		X	X
On-or-Off Campus Housing control		X	X
Physical Operations			X
Multi-Campus Housing			X
Website Usability			X

The survey was based heavily off the Moeck survey tool but is also guided by the IPEDS survey concerning housing. The two most commonly found surveys concerning on-campus housing at community colleges are Moeck's survey tool and the survey tool used by IPEDS. As

this author's survey follows a replication of Moeck's data, using the most up-to-date and largest data set possible, the author follows similar sections and survey items used by Moeck. The author changes the system of measurement into a numbered Likert scale. Certain Questions from the Moeck Survey were not used in this author's survey. These questions include if club presidents live on campus, and what services on campus are privatized. The author's survey included questions concerning the functionality of the institutional website concerning locating housing information, which Moeck did not address in her survey.

The Hofman and Moeck survey tools asked approximately 5 to 10 questions for each section. Questions focused on what types of housing are available to students, costs of housing, revenue, and benefits for both student and institution. In contrast, the IPEDS items focused on three questions:

1. Are all full-time, first-time degree/certificate-seeking students required to live on campus or in institutionally controlled;
2. Does your institution offer institutionally-controlled housing (either on or off campus); and
3. Do you offer board or meal plans to your students?

Survey Analysis

The accompanying survey addressed information concerning housing on community colleges. This survey addressed the types of housing available and the percentages of the differing student populations living on campus. This survey helped to determine if traditional housing or apartment/family housing is more prevalent at the community college level. Several questions addressed student populations utilizing campus housing, and perceptions of ease of access in locating housing on the website. The final section of the survey reviewed the financial

aspect of housing operations including costs, benefits, and revenue. The final section also reviewed the number of professional and paraprofessional staff operating on campus housing. The data collected compares and contrasts the survey results of Moeck. This survey was sent to all community colleges that present available on campus housing/institutionally controlled housing on their websites or IPEDS. The analysis of the websites creates larger data set to be surveyed than the original numbers provided by the 2001 IPEDS report. The author's goal is proving the pervasiveness in community colleges under-reporting of housing accommodations. By using the work of Moeck and the author's own research to create an over-arching view of what community colleges provide housing and the purpose that housing serves the institution and students. Moeck surveyed 16 states in her research, and found an undercount by 1/3 of those states. As a follow up, that 1/3 is selected an extensive amount of under reporting. Moeck (2005) states 539 of 1,500 community colleges that had housing did not report housing. The under reporting and extensiveness of this problem is significant and needs to be presented in order to give a full and accurate picture of housing and community colleges.

Analysis

A database was constructed of the most accurate representation of on-campus housing at the community colleges to date. Descriptive statistics created a universal view of housing at community colleges. Comparisons can show if the housing phenomenon at the community colleges is growing, peaked, or is in decline. Quantitative data, analysis, and investigation draws the conclusions of the just how popular is housing at community colleges. Perhaps the most important outcome of this analysis is a far more accurate list of community colleges which provide on-campus housing. The current information often shows differing numbers which may include private, tribal, or institutions tied to universities. Further analysis offered a break down

into where housing is grouped, such as rural or urban areas. Other analysis can assist in understanding types of housing offered and student populations utilizing housing, as well as the benefits to both the students and institutions. Continued analysis can examine the relative ease of accessibility of locating housing through the community college websites.

CHAPTER IV:
ANALYSIS OF RESULTS

Research Questions

This study posed three primary questions and six secondary questions. By creating a larger and more accurate count of community colleges with on-campus housing the administration of the Community College Survey of On-Campus Housing was able to answer the following primary research questions:

1. How pervasive is the existence of on-campus housing at community colleges in the United States, and exactly how extensive is the under-reporting of it to United States Department of Education's National Center of Education Statistics, through its Integrated Postsecondary Education Data System;
2. What factors motivate community colleges to offer students on-campus housing; and are there major reasons in the level of involvement in operating on-campus housing on the part of rural-, suburban-, and urban-serving community colleges, as geographically defined by the 2010 Carnegie Basic Classification of Associate's Colleges?

Secondary Research Questions

The secondary research questions included the following:

3. Are there major reasons in the extensiveness of on-campus housing for the community colleges that submitted data to IPEDS in 2001-2002 analyzed by Moeck, and this researchers' survey administration? Are their observable differences in the under-reporting of the 2001 and 2010 IPEDS reports;

4. What are the identifiable monetary and non-monetary benefits for the institutions that possess on-campus housing?
5. What are the identifiable monetary and non-monetary benefits for the students served by on-campus housing at community colleges?
6. What is the number and percentage of public community colleges with on-campus housing established prior to 1960?
7. What is the extent of on-campus housing by geographic census region? Are community colleges in rural regions more likely to provide housing; and
8. How accessible are on-campus housing webpage's from the community college main page, and does an easily navigable webpage appear help students?

The survey was sent to those professional staff members who were directly involved in the oversight or daily operations of on-campus or institutionally controlled housing at associates colleges. This included persons identified as Dean of Students, or Housing Director in their title, or a position description that included oversight of housing. Surveys were distributed to all self-identified public two-year institutions that reported housing to IPEDS. Surveys were then distributed to all public two-year institutions who did not report housing to IPEDS, yet who reported on-campus or institutionally controlled housing on their websites. This data in conjunction with the Carnegie Classification system used for analysis represents actual responses and percentages. The data is a descriptive analysis of the population which participated in the survey.

Sample

In 2010, 248 associate degree granting institutions self-identified to IPEDS as providing on-campus housing. Three of these institutions located in Puerto Rico, Guam, and the Marshall Islands were removed from the study as the researcher focus was institutions within the fifty states. The institutions identified in IPEDS were then categorized by their Carnegie Basic Associate's Colleges Classification (Rural: Small, Medium, Large, Suburban: Single, Multi-Campus, Urban: Single, Multi-Campus) and United States Census, geographic region (Northeast, Midwest, South, West). The 245 IPEDS identified community colleges each received a copy of the survey.

The author of this study also chose to include all associate public degree granting institutions under the Basic Classification of Associate's Colleges. These institutions account for less than 10% of all undergraduate degrees thereby ostensibly acting as a community college for their service area and a feeder institution to a larger university in the case of public two-year colleges under Universities. Under the Carnegie Basic Classification these colleges were identified as Public two-year colleges under Universities, Baccalaureate Associates Colleges and Primarily Associates Colleges. These institutions were not categorized similarly as to their community college counterparts by rural, urban, or suburban. The researcher and his advisor re-categorized these institutions by geographic location and their metropolitan statistical area. This re-categorization of these institutions allowed the researcher to have a concise list of all public associate granting institutions based on their geographic location and population numbers. Moeck's study chose not to incorporate these institutions into the survey data, which in part accounts for the total increase of institutions with on-campus housing located in the United States.

The researcher also scoured the websites of all public associates degree granting institutions identified in the Carnegie Basic Classification of Associate's Colleges. Forty-four associate's colleges self-identified on their website as having on-campus or institutionally controlled near campus. These 44 institutions also received the survey materials. The total sample size reached 289 publically controlled two-year institutions as identified by the Carnegie Basic Associate's Colleges Classification.

The 289 identified publically controlled two-year associates institutions containing residential facilities received a 24-question survey emailed, using the Qualtrics survey suite software. Follow up emails were also sent, along with additional hard copies to all institutions who did not reply to the electronic version of the survey. The hardcopy versions were sent via United States Postal Service.

Surveys were distributed to 289 institutions that were identified as having on-campus housing or institutionally controlled housing. Of the 289, 174 responses were returned, and a return rate of 60% was achieved. Of these 174 returned surveys, 142 completed or partially completed surveys were deemed useable. Surveys were deemed usable for any questions that were fully answered on the survey. Unusable surveys were those that did not complete any questions (returned blank or stated housing was not provided) or were deemed as duplicates. As this research used descriptive data in formulating answers to the research question, a fully answered question on any returned survey was deemed appropriate for use in the research. Five institutions opted out of the survey. Eight surveys were deemed as duplicates. Nineteen surveys were returned with no response, or stating that the institution did not provide housing. This study was based upon the data collected from the 142 respondents, and all findings conclusions and recommendations are gathered from the data collected.

Respondents had the choice to opt out of responding to any or all questions. This will cause a discrepancy in the percentage reporting on certain answers to the survey. The researcher then used a paper copy survey and mailed it to any institution that had not yet to respond to the online inquiry. This attempt was even less successful than the electronic attempt. Of 135 hard copies only 16 were returned with any responses; 2 were returned uncompleted. The researcher believes there may be a sense of apathy or mistrust toward survey materials. The researcher's supervisor and a director of housing also sent emails asking for assistance in completing the survey to the presidents and their fellow colleagues in the housing profession. This instance generated just 6 additional returned surveys. The researcher's advisor created an email to potential survey takers, which netted 57 responses. In total, approximately 9 different attempts to improve response rates were made by the researcher between October 2012 and April 2013.

Table 7 shows the location classification by region, the total institutions by type and those with housing. Most of the public two-year institutions providing housing are located within the rural portions of the country. Of the 289 public associate granting institutions that provide housing, 253 or 88% are located in the rural United States. Fifty percent of these institutions are within Carnegie Basic Associates Classification of medium-sized Rural Associates Colleges. Of the 1,061 colleges, 661 or 62% are located in rural regions. Rural community colleges make up the majority of two-year public associates institutions. Beyond community college types, and classifications institutions can be divided up by their individual census regions (see Table 8) and give a broader scope as to which regions contain the highest number of community colleges with residential facilities. Appendix K provides a table with all the two-year colleges that provide housing by state.

Table 7

Public Associates Colleges that Posses Residence Halls by Type of Community College using Carnegie Basic Associates Classification

Carnegie Basic Classification of Associate's Colleges				Respondents to Survey	
Major Classification	Sub-Classification	Number of Colleges Nationwide	Colleges with Housing	Number	%
Rural	Small	171	63	28	44
	Medium	348	147	74	50
	Large	142	43	21	49
	Subtotal	661	253	123	48
Suburban		220	21	13	62
Urban		180	15	6	40
Grand Total		1,061	289	142	49

Notes:

1. A total of 245 public two-year associate degree institutions self-identified to IPEDS in 2010-2011 academic year as providing on campus housing.
2. An additional 44 public two-year associate degree institutions identify on their website that they provide on-campus/near campus housing.
3. A total of 142 usable responses or 49% responded to the survey.
4. A total of 111 single campus suburban associate's colleges and 109 multi-campus associates' colleges were identified.
5. A total of 36 single campus urban associates' college campuses and 144 urban multi-campus associates' campuses were identified.

Table 8

Two-Year Publically Controlled Colleges Response Rates, and Locations of Institutions by United States Census Geographic Division

Census Region	Two-Year Colleges with Housing	Survey Respondents		Total Percent All Responding by Region
	No.	No.	% Responses of all two- year colleges with housing	
New England	7	5	4	71
Mid Atlantic	22	7	5	32
East North Central	30	15	11	50
West North Central	64	36	25	56
South Atlantic	26	7	5	27
East South Central	27	9	6	33
West South Central	51	25	17	49
Mountain	35	18	13	51
Pacific	27	20	14	71
Total	289	142	49	

Notes:

1. A total of 245 public two-year associate degree institutions self-identified in 2010-2011 academic year as providing on campus housing.
2. An additional 44 public two-year associate degree institutions identify on their website that they provide on-campus/near campus housing
3. A total of 142 usable responses or 49% responded to the survey

Survey Results

Underreporting of housing appears to be commonplace among community colleges. Of the 1,061 associate's colleges in the United States, according to IPEDS and Carnegie Classification, 245 report on-campus housing. The researcher used this list, removing those 245 institutions and completed a site-by-site search of the remaining 816 institutional websites. Of these, 44 colleges were identified as having on campus housing or agreements with a third party to provide housing. In total, 15% of institutions with on-campus housing apparently do not report

on-campus or institutionally controlled housing to the U.S. Department of Education, and are thus not reported in their Integrated Post-Secondary Education Data System. With a third or more, under-reporting is problematic, as institutions are improperly reporting to the Department of Education concerning their institutions. It may be a possible concern that further errors are taking place, which may in turn hurt the institutions when they apply for grants or other types of state, federal, or private funding.

Research Question 1

How pervasive is the existence of on-campus housing at community colleges in the United States and exactly how extensive is the under-reporting of it to United States Department of Education, National Center of Education Statistics, Integrated Postsecondary Education Data System, (USED/NCES/IPEDS currently)? Several questions on the survey asked respondents about housing at their particular college. These questions looked at the involvement of the institution with on campus housing, size and scope of ownership and the types of housing offered.

Of the 142 respondents, answers were pulled for this initial question: who owns and operates housing at your college? The overwhelming majority of institutions, 113 institutions or 85% stated that the college owns and operates the on-campus/near campus housing. Thirteen institutions responded that a third party owns and operates all aspects of housing. Eleven institutions stated that a third party owns the land and the college operates the facilities. One institution states the land and facilities are owned by the college, but operated by a third party. Seven institutions opted out of answering this question. Third parties do not always mean a private entity; these land or facilities could be owned by city or county governments, or associations related to the institution. Indian River State College in Florida provides housing on

campus, but this housing is owned by the Indian River State College Foundation. Ostensibly the college has institutional control even if the facility is owned and operated by what they may report to IPEDS as a third party. Partnerships such as this create a grey area that may cause confusion and unreliable data reporting.

Conclusions could be drawn that a high percentage of the 289 institutions provide on-campus housing own and operate the housing. Looking at the data, it can be perceived that the greatest numbers of community colleges offering some type of housing are located within the plains, southwest and southeast portions of the country. These states as well tend to be the more rural and agricultural areas and include large service areas incorporating several communities and counties. Of the 133 institutions that answered this question, 114 are located in rural regions based upon the Carnegie Classification. Nine rural institutions reported that a third party owns the land or facilities, but is operated by the community college. Only four institutions reported that the facilities are owned and operated by a third party. One rural institution reported that the college owned the property and facility, but the housing is operated by a third party. In total, 100 rural serving community colleges responding to the survey report owning and operating their housing facilities.

The data from suburban and urban institutions shows a different trend in terms of operation of on-campus housing. Suburban single campus institutions that responded overwhelmingly stated that a third party or private contractor owns and operates housing facilities by a majority of 3:1, or 75%. Nine suburban multi-campus institutions replied to the survey, six of whom stated the institution owns and operates housing, two responding that a third party owns and operates housing, and one responding that a third party owns the facilities but is

operated by housing. The urban institutions all but two responded that a third party has some insight or control in the operation of on-campus housing.

The following table compares the breakdown of institutional answers to the question: who owns and operates the on-campus housing at your college? As shown by the table ownership and control is varied. Most important is that 83% of associate's colleges own and operate their own housing. Additionally thirteen more institutions operate facilities owned by a third party, and one institution owns the land or facilities housing is operated on. Ostensibly, of the 133 responding institutions, 92% have institutional control of housing either through owning or operating the facility. Table 10 shows the breakdown of ownership of the facilities by institutional type based upon the Carnegie Basic Classification System. Table 11 shows the findings of Moeck's research from 2005 using the Katsinas, Lacy, and Hardy Classifications. One difference on the following two tables should be noted, this researcher inquired as to ownership of the land and or facilities. In certain instances it was shown that while the institution owned the property and or facility a third party operated the facilities. It was shown in most cases of involvement with a third party/private contractor that the institution either ran the facilities, or the private contractor both owned the land and operated the facility (see table 10). Table 11 which shows the same research done by Moeck in 2005 does not make the differentiation between owning and operating the land or facilities.

Table 9

Associates Colleges by Carnegie Classification Which Responded to the Survey Question: Who Owns and Operates the On-Campus Housing at Your College? (Hofman, 2013)

Carnegie Basic Classification of Associate's Colleges		Ownership and Operation of On-Campus Housing				
Major Classification	Sub-Classification	No. of Respondents to survey question	College owns/ Operates housing	Third Party owns land/ facilities; College operates facilities	College owns land/ facilities; Third Party operates facilities	Third Party/ Private Contractor owns & operates land and facilities
Rural	Small	25	23	2	0	0
	Medium	70	63	5	0	2
	Large	18	14	2	1	2
	Total, Rural	114	100	9	1	4
Suburban		13	7	2	0	4
Urban		6	2	2	0	2
Grand Total		133	109	13	1	11

Notes:

1. 142 institutions responded to the survey.
2. Not every college responded to every survey item, 133 institutions responded to this survey item

Table 10

Ownership and Operation of Residence Halls at Rural Public-Community Colleges using the Katsinas, Lacey and Hardy (2005) Classifications: Survey Question Who owns and operates the on-campus housing at your college? (Moeck, 2005)

Community College Type		Ownership and Operation of On-Campus Housing			
Major Classification	Sub-Classification	Total Responding to Survey Item	Owned by College	Owned by Third Party	Both College and Third Party Own
Rural	Small	27	23	2	0
	Medium	72	63	5	0
	Large	17	14	2	1
	Total, Rural	116	100	9	1
Total, Non-Rural		15	15		
Grand Total		131	109	18	2

Notes:

1. A total of 232 colleges granting associate degrees reported to IPEDS in 2000-2001 academic year that they had residence halls.
2. Of the 232 public colleges reporting, 204 were community colleges.
3. Not every college responded to every question. A total 126 usable responses were obtained for this question. A total of 13 responses to this question were deemed unusable.

Source: Moeck (2005) *An analysis of on-campus housing at public rural community colleges in the United States*, page 53

As shown earlier in Table 7, the majority of community colleges are located in rural areas according to IPEDS data and Carnegie Basic Classification. Therefore the numbers of beds are largely concentrated in the rural institutions. Questions 2 - 4 focused on the number of beds available and the number of residence halls a community college typically contains and the types of residence halls. Eighty-five institutions responded to the first two questions:

1. What is the total number of beds at your college's on-campus housing; and
2. How many on campus residence halls does your / institution have?

By sheer size and scope the majority of bed space is located in rural institutions. Calculating the number of beds at rural institutions, the combined equivalent of the 120 community colleges is 40,398 beds within rural community colleges. Nor are these small residence halls, 9 of these institutions boast over 1,000 bed spaces for their college. Of the 48 rural community colleges, 40% provide at least 300 or more bed spaces for students. The 13 suburban community colleges that replied to the survey report 4,174 beds, with one institution claiming 1,200 bed spaces and 4 claiming 300 or more spaces at their institution. It is a telling number that 7 of the 13 suburban institutions replied reported owning and operating housing. It could be assumed suburban community college student could be able to find affordable housing and reliable transportation near to the college. Yet 38% of suburban institution responding provided more than 300 bed spaces for their students. Iowa Western College, located in Council Bluffs, Iowa, less than six miles from Omaha, Nebraska, is the largest at 1,200 bed spaces. Urban institutions show more moderate numbers, with a total of 1,272 bed spaces are available at the responding institutions. However, one of these institutions makes up for 67% of housing at urban colleges. Located near Rochester (NY), Monroe Community College has a residential facility that can house 772 students.

As far as the number of facilities for housing students, it varies greatly depending on the style and types of housing. Some institutions report upwards of 20 buildings which include residence halls, apartments, and houses. On average, the responding community colleges have 4.2 residence halls per institution.

As stated the types of on-campus housing facilities can vary greatly. The surveyed community colleges were asked what types of housing they hosted:

1. Traditional (Double loaded corridor with shared or common bathrooms);
2. Suite Style (2-4 bedrooms adjoining a common living area and shared bathroom(s); and
3. Apartment Style (1-4 bedrooms with a full kitchen).

A total of 136 institutions replied to this question, and the respondents were invited to choose all that applied allowing for multiple answers. Of the 136 respondents, 88 or 65% reported operating traditional style residential halls. Of the 136 responding institutions, 69 or 51% reported their community college provided suite style living. This is significant, as it shows that community colleges are keeping up with the wants of the students, and the quality of housing found at four-year institutions. The increased building of suite-style housing on university campuses has exploded in recent years. As an example, in the past seven years from 2006 to 2013, The University of Alabama has built six new housing facilities, all of which are suite style, with a seventh scheduled to come on-line in 2014 to serve in total approximately 8,500 students in on-campus housing. Community colleges are also investing in apartment-style living for their students. Of the 136 responding institutions, 68 or 50% report providing apartment complexes for student housing needs. This is significant in the fact that many students are non-traditional, the average age for a community college student is twenty-nine years old (AACC, 2011).

Table 11

Types of Housing Available at Associates Colleges by Carnegie Classification

Carnegie Basic Classification of Associate's Colleges		No. of Respondents to the survey question	Traditional Style Halls	Suite Style	Apartments
Major Classification	<i>Sub</i> <i>Classification</i>				
Rural	Small	62	18	32	12
	Medium	41	28	17	36
	Large	26	9	9	8
	Total, Rural	169	55	58	56
Suburban		17	7	4	6
Urban		6	1	2	3
Grand Total		192	63	64	65

Notes:

1. Totals do not add up to 136 because multiple answers were permitted for this survey item.
2. A total of 136 useable answers were received from colleges responding to this survey item.
3. Not every college responded to every survey item.
4. Traditional Style: Double loaded corridor with rooms on each side typically with 2 beds per room and a shared semi-private or community bathroom.
5. Suite Style: 2-4 individual bedrooms sharing a common sitting room and bathroom(s).
6. Apartment: 2-4 individual bedrooms sharing a living room, full kitchen, and bathroom(s).

Research Question 2 Part A

What factors motivate community colleges to offer students on-campus housing? All 289 institutions were asked what factors motivated the community college to provide housing for students. Of the 142 useable responses, 131 institutions responded to this question. Institutions were asked to check all that apply concerning the seven factors offered. The following reasons were offered as a selection:

1. Positive impact on institutional finance;

2. Increases student enrollment;
3. Provide better service to students in the service area who find it difficult to commute;
4. Allow the college to provide a true college experience with a broad array of programs and services;
5. Provide a cost effective base line service to full time students;
6. Provide a broader range of services to non-traditional students; and
7. Provide a vehicle that makes it economically possible for the college to deliver specialized academic programs including Allied Health and Nursing that serve the college service area and beyond.

To item number 1, positive impact on institutional finance, 71 institutions or 54% replied positively that this was a motivating factor. To item number 2, 99 colleges or 76% stated that a motivating factor to provide housing was to increase student enrollment. The more opportunity and ease a student has in attending college is one less worry on their mind in order to focus on their studies. Ensuring housing is a key worry for many students, especially affordable housing, when some students maybe working part time or not employed.

To item number 3, reducing problems of access associated with commuting 98 respondents or 75% reported that providing housing was a motivating factor to provide better service to students in the service area who find it difficult to commute. Providing housing for students who find it difficult to commute is among the highest ranked motivating factors among the seven reasons offered. This makes sense particularly in rural areas which may not have accessible mass-transit readily available, or weather can be a factor in traveling long distances to attend class.

To item number 4, offering a “true college experience,” included a broad array of programs and services. Of the 107 colleges, 82% report providing a true college experience that includes a broad array of services as a motivating factor in providing housing. These programs and services include not only housing, but tutoring, laundry facilities, health care/wellness centers, and social activities to keep students active and involved on-campus.

To item number 5, 67 institutions or 51% reported providing a cost effective baseline service of affordable housing, dining, and other services for student success. The presence of on-campus housing makes it easier to offer a wide range of services at a cost effective basis. This makes sense in that it is highly likely, if not a condition of renting, for those students living in residential facilities, must attend on a full-time basis.

To item number 6, 36 institutions or 27% reported that providing a broad arrange of services to non-traditional students is a motivating factor in providing on-campus housing. These services would not only include apartment housing at reasonable rates, but the revenue generated can help to provide services such as child-care, or after-school programs for students with children.

Item number 7 asked was if being involved with/in residence halls provided a vehicle that makes it economically possible for the college to deliver specialized academic programs, including Allied Health, and Nursing that serve the college of which 32 institutions or 24% indicated housing was a motivating factor. These specialized programs can help to draw students from outside the service area, such as culinary arts programs, and maritime academies. Housing provides an easier opportunities for new students unfamiliar with the community college to become adjusted within their first year, and focus more upon their education then outside factors and daily needs such as locating affordable housing near the institution.

Table 12

Motivating Factors for Being Involved in Residence Halls by Carnegie Classification (Hofman, 2013)

Motivating Factor	Colleges indicating responses to specific items							
	Total Responses	%	Type of College					
			Rural			Total Rural	Suburban	Urban
			Small	Medium	Large			
1) Positive impact on institutional finance	71	54	15	39	7	61	7	1
2) Increases Student Enrollment	99	76	20	54	11	85	11	2
3) Service to Students in the Service Area Who Find it Difficult to Commute	98	75	10	55	12	77	12	4
4) A True College Experience with a Broad Array of Programs and Services	107	82	23	57	13	93	10	4
5) Cost effective Base Line Service to Full Time Students	67	51	13	37	8	58	6	3
6) Broader Range of Services to Non-Traditional Students	36	27	5	19	7	31	5	0
7) Economically Possible for the College to Deliver Specialized Academic Programs	32	24	8	16	3	27	3	2

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.

Research Question 2 Part B:

Are there major reasons in the level of involvement in operating on-campus housing on the part of rural-, suburban-, and urban-serving community colleges, as geographically defined by the 2010 Carnegie Basic Classification of Associate's Colleges? Community colleges within varying regions of the United States provide housing for different reasons. Dividing the institutions up by geographic regions, 132 institutions responded to one or all of the following survey items, which were ranked for importance using a scale of 1-5, with one being the lowest to five being the highest, for the reasons the institution provides housing. The seven categories, which were used, follows:

1. Positive impact on institutional finance;
2. Increases the number of full-time student enrollment;
3. Allows the college to offer a true collegiate experience;
4. Mix of programs/services, that otherwise would be unaffordable;
5. Lowers transportation cost/barriers allowing the college to better serve the area;
6. Allows cost effective services for full time students allowing a broader range of services for non-traditional and commuter students; and
7. Allows for the completion of specialized academic programs.

In Item 1 a positive impact on institutional finance, 137 institutions participated, 102 of the 121 rural community colleges, to this item 84%, responded that housing was a very important to a moderately important reason for positive impact on institutional finance. Of the responding rural associates colleges, 19 ranked housing as a, or unimportant, or two, of little importance.

Of the 12 suburban associate's colleges which answered the same question, 6 ranked providing housing as a very important to moderately important for positive finance. Five institutions found housing had little importance, or an unimportant effect on institutional finance.

Of the 4 urban institutions, 3 responded that providing housing as a moderately important reason toward a positive impact on institutional finances. Only one college ranked housing as little importance or no importance on the impact on institutional finance

In total, 25 institutions ranked housing as having little or no importance on the impact of institutional finance. Of the 137 responding institutions 18% see housing as having little or no impact. For these institutions it may be a number of reasons that housing is not having an impact. This could be due to the payment of loans, or bonds on new buildings lower than expected revenues, or that housing is so new that it has yet to create a positive revenue stream. For the other 82% of institutions housing revenue is helping the institution to pay for staff, faculty, new equipment and upgrades of facilities. It could be assumed that housing revenue is one of the auxiliary services that help the institution remain financially feasible, especially in an era of shrinking federal and state funding. Table 13 ranks the responding institutions importance of the positive impact of associate's college housing on the institutional finances

Table 13

Positive Impact on Institutional Finance

Institutional Type	No. of Respondents	Levels of Importance											
		Very		Important		Moderate		Total		Little or None		Very important or important	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rural Total	121	48	40	22	18	32	26	102	84	19	16	70	58
Rural Small	28	10	36	9	32	5	18	24	86	4	14	19	68
Rural Med.	62	17	27	11	18	23	37	51	82	11	18	28	45
Rural Large	31	21	68	2	6	4	13	27	87	4	13	23	74
Suburban	12	-	-	6	50	1	8	7	58	5	42	6	50
Urban	4	-	-	-	-	3	75	3	75	1	20	-	-
Totals	137	48	36	28	20	36	26	112	81	25	18	70	51

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Survey Question item read: Please Rate the importance of these reasons for offering on-campus housing using a scale of 1-5 with 1 being the lowest and 5 being the highest.
3. 112 out of 137 associate's colleges or 82% found housing to have a positive impact on institutional finances.
5. 102 out of 121 rural associate's colleges or 84% found housing has a positive impact on the institutional finance.
6. 25 or 18% stated housing had little or no importance on creating a positive impact on institutional finance.

In survey Item 2, Increases Full-Time Student enrolment, 130 associate's colleges responded to the survey item. One hundred and ten rural associates' institutions stated providing housing is very important to moderately important reason for increasing full-time student enrollment. Only ten institutions responded that housing was of little importance of unimportant in increasing student enrollment. Ninety-one percent of rural community colleges find providing residential facilities in order to help increase enrollment very important to moderately important.

Among suburban community colleges, 12 institutions stated that housing was a very important/important/or moderately important toward increasing student full-time enrollment. Two institutions responded that housing was of little importance in increasing enrollment, while no community colleges responded that it was unimportant in increasing enrollment. Among the six responding urban community colleges five found housing as very important/important/or moderately important toward increasing student enrollment. One institution considered housing of little importance in increasing enrollment.

Increasing full-time enrollment, increases revenue for the institution; the more full-time students a college has enrolled the more tuition money they receive and in some states the funding through tax dollars or federal aid will increase. Full-time enrollment benefits the institution mostly through creating more funding and revenue sources, allowing the institution to provide more services to help to ensure student success. Table 14 ranks responding institutions responses to increasing full-time student enrollment as a motivating factor in providing student housing. The presence of on-campus housing related to increasing full time enrollment found that 90% of respondents found that providing on-campus housing is important to increasing full-time enrollment.

Table 14

Increases Full-Time Student Enrollment

Institutional Type	No. of Respondents	Levels of Importance											
		Very		Important		Moderate		Total		Little or None		Very Important or Important	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rural Total	110	46	42	35	32	19	17	100	91	10	9	81	74
Rural Small	34	15	44	7	21	4	12	26	76	8	24	22	65
Rural Med.	58	24	41	23	40	10	17	57	98	1	2	47	81
Rural Large	18	7	39	5	28	5	28	17	94	1	6	12	67
Suburban	14	2	14	5	35	5	35	12	86	2	14	7	50
Urban	6	3	50	1	17	1	17	5	83	1	17	4	67
Totals	130	51	39	41	32	25	19	117	90	13	10	92	71

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.
3. 117 of 130 or 90% of respondents said on-campus housing increases full-time enrollment
4. 100 of 110 or 90% of rural college respondents said on-campus housing increases full-time enrollment
5. 12 of 14 or 86% of suburban institution respondents said on-campus housing increases full-time enrollment
6. 5 of 6 or 83% of urban institution respondents said on-campus housing increases full-time enrollment

The third item asked survey respondents to rank the importance creating a true collegiate experience as a reason for providing housing. Out of 142 associate's colleges, 123 participated in this survey item. Of the 106 responding rural community colleges, 101 respondents to this item stated that housing is very important/important/moderately important aspect providing a true collegiate experience.

Ten of the thirteen responding suburban institutions believe that housing is very important/important/moderately important to a true college experience while three found it was of little importance or unimportant. Of the responding urban institutions, three found housing very important, while one found housing moderately important in creating a true collegiate experience.

Providing a true college experience is part of the essential factor of retaining students and helping them complete their degree. Students who feel they belong to something or are involved in and have a sense of ownership invested into the institution are more likely to continue and complete their degree (Tinto, 1999). A true college experience gives the student a sense of belonging and part of an understanding that they belong to something bigger. Students are able to connect with like minded individuals, and at the same time learn and experience diverse interactions to broaden their world view. Table 15 provides a ranking of responding institutions ranking of the importance of providing a true college experience.

Table 15

Provides a True College Experience

Institutional Type	No. of Respondents	Levels of Importance											
		Very		Important		Moderate		Total		Little or None		Very Important or Important	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rural Total	106	47	44	36	34	18	17	101	95	5	5	83	78
Rural Small	28	15	54	8	29	4	14	27	96	1	4	23	82
Rural Med.	64	28	44	21	33	12	19	61	95	3	5	49	77
Rural Large	14	4	29	7	50	2	14	13	93	1	7	11	79
Suburban	13	4	31	4	31	2	15	10	77	3	23	8	62
Urban	4	3	75	1	25	-	-	4	100	-	-	4	100
Totals	123	54	44	41	33	20	16	115	93	8	6	95	77

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.
3. 115 of 123 or 93% of respondents replied that on-campus housing provides a true college experience
4. 101 of 106 or 95% of rural respondents said on-campus housing provides a true college experience
5. 10 of 13 or 77% of suburban respondents said on-campus housing provides a true college experience
6. All 4 urban respondents replied that on-campus housing provides a true college experience

Survey respondents were asked if housing was an important reason for being able to provide a mix of programs/services that otherwise would be unaffordable. One-hundred-twenty-five institutions replied to this survey item. Eighty of the 105 rural serving institutions replied that housing was a very important to a moderately important reason for having the ability to provide services and programs, which would otherwise be unaffordable. Of the 105 reporting rural institutions, 24 stated that housing was of little importance or unimportant toward providing programs or services would otherwise be unaffordable. Nine of the 15 responding suburban community colleges stated that housing is a very important/important/moderately important reason in providing services or programs that would be considered otherwise unaffordable. All five urban institutions replied that housing is an important reason for providing programs that would otherwise be unaffordable.

Many suburban and urban associates' colleges state that housing is an important reason in providing services and programs that would otherwise be unaffordable. For students from a low socio-economic status, and without proper health care or on a very limited income, programs such as counseling, a health-service and daycare may open up the doors for a degree that may otherwise been unattainable. For those students living in urban or sub-urban communities there may not be the family or friend support that may help with such things as child care while the student is in class.

Table 16

Provides a Mix of Programs/Services that Otherwise Would be Unaffordable

Institutional Type	No. of Respondents	Levels of Importance											
		Very		Important		Moderate		Total		Little or None		Very Important or Important	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rural Total	105	19	18	25	24	36	34	80	76	24	24	44	42
Rural Small	27	4	15	8	30	6	22	18	67	9	33	12	44
Rural Med.	63	12	19	17	27	23	37	52	83	11	17	29	46
Rural Large	15	3	20	-	-	7	47	10	67	5	33	3	20
Suburban	15	2	13	5	33	2	13	9	60	6	40	7	46
Urban	5	-	-	5	100	-	-	5	100	-	-	5	100
Totals	125	21	17	35	28	38	30	94	75	31	25	56	45

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.
3. 94 of 125 or 75% of respondents said that on-campus housing allows the institution to provide a mix of programs/services that otherwise would be unaffordable.
4. 80 of 105 or 76% of rural respondents said that on-campus housing allows the institution to provide a mix of programs/services that otherwise would be unaffordable.
5. 9 of 15 or 60% of suburban respondents said that on-campus housing allows the institution to provide a mix of programs/services that otherwise would be unaffordable.
6. All 5 urban respondents said that on-campus housing allows the institution to provide a mix of programs/services that otherwise would be unaffordable.

The fifth sub-item asked in this survey item is “lowers transportation cost/barriers allowing the college to better serve the area.” Of the 142 institutions surveyed, 120 responded to this survey item. Eighty-eight of the 102 responding rural institutions, or 86%, of all rural colleges believe providing housing is very important/important/moderately important to lowering the costs and barriers in transportation. This can be considered significant as particularly in rural regions a service area for a community college can range upwards of ninety miles. Only 14 of the responding rural associate’s colleges stated that housing unimportant in lowering transportation costs and barriers. Twelve of the thirteen responding suburban institutions state that housing is very important to moderately important in lowering transportation costs and barriers. One interesting aspect of the responses is all five responding urban institutions state housing is very important or an important reason for lowering transportation costs and barriers. This is an interesting factor as community colleges in urban centers would conceivably be the easiest of all regions for low cost and an abundance of commuting options. For many urban institutions with housing, transportation costs may not be the motivating factor, but more importantly lowering the barrier of the high cost of urban housing and parking near the vicinity of the institution. Even a cursory search of apartment rates in New York City shows the lowest cost being \$600 per month with a roommate. It could be assumed that colleges within urban areas are focusing more on keeping the cost of housing low as opposed to transportation costs; however a larger sample size would be desirable to verify.

Table 17

Lowers Transportation Cost/Barriers Allowing the College to Better Serve the Area

Institutional Type	No. of Respondents	Levels of Importance											
		Very		Important		Moderate		Total		Little or None		Very important or important	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rural Total	102	40	39	29	28	20	20	88	86	14	14	69	68
Rural Small	25	11	44	5	20	6	24	21	84	4	16	16	64
Rural Med.	60	23	38	16	27	13	22	52	87	8	13	39	65
Rural Large	17	6	35	8	47	1	6	15	88	2	12	14	82
Suburban	13	4	31	5	38	3	23	12	92	1	8	9	69
Urban	5	1	20	4	80	-	-	5	100	-	-	5	100
Totals	120	45	38	38	32	23	19	105	88	15	13	83	69

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.
3. 105 of 120 or 88% of the respondents said on-campus housing lowers transportation cost/barriers allowing the college to better serve the area.
4. 88 of 102 or 86% of rural respondents said on-campus housing lowers transportation cost/barriers allowing the college to better serve the area.
5. 12 of 13 or 92% of suburban respondents said on-campus housing lowers transportation cost/barriers allowing the college to better serve the area.
6. All 5 urban respondents said on-campus housing lowers transportation cost/barriers allowing the college to better serve the area.

Item number six asked how important of a reason is housing to allow cost effective services for full-time students, thus allowing a broader range of services for non-traditional and commuter students. Of the 142 institutions surveyed, 127 responded to this survey item of which 110 rural associate's colleges responded to this survey item. Eighty-nine colleges agreed that housing is a very important/important/moderately important reason to be involved with in order to allow cost effective services for a non-traditional, and commuter students. These types of services could include dining services, extracurricular activities and events, or childcare. Twenty-one rural institutions did not find housing as an important reason to allow for cost effective services to non-traditional or commuter students. Of the twelve responding suburban community colleges, nine stated that housing is a very important/important to moderately important reason in providing cost effective services to non-traditional and non-residential students. All five responding urban institutions also stated that housing is an important or somewhat important reason for deferring costs. Housing as a revenue source can allow for services that would otherwise be considered unaffordable or not feasible for a community college to provide. Revenue created from housing helps to create not only programs but provides jobs that will help the local and regional economy through increasing jobs for the population and programs and services that can assist from counseling, employment, and career services to cultural programs and events to enrich the lives of those living in the community.

Table 18

Allows Cost Effective Services for Full Time Students Allowing a Broader Range of Services for Non-Traditional and Commuter Students

Institutional Type	No. of Respondents	Levels of Importance											
		Very		Important		Moderate		Total		Little or None		Very important or important	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rural Total	110	14	13	36	33	29	26	89	81	21	19	50	45
Rural Small	26	2	8	8	31	10	38	20	77	6	23	10	38
Rural Med.	62	9	15	24	39	16	26	49	79	13	21	33	53
Rural Large	22	3	14	4	18	3	14	20	91	2	9	7	32
Suburban	12	2	17	4	33	3	25	9	75	3	25	6	50
Urban	5	-	-	4	80	1	20	5	100	-	-	4	80
Totals	127	16	13	44	35	33	26	103	81	24	19	60	47

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.
3. 103 out of 127 or 81% of respondents said on-campus housing allows for cost effective services for full-time students allowing a broader range of services for non-traditional and commuter students.
4. 20 out of 22 or 91% of rural respondents said on-campus housing allows for cost effective services for full-time students allowing a broader range of services for non-traditional and commuter students.
5. 9 out of 12 or 75% of suburban respondents said on-campus housing allows for cost effective services for full-time students allowing a broader range of services for non-traditional and commuter students.
6. All 5 urban respondents said on-campus housing allows for cost effective services for full-time students allowing a broader range of services for non-traditional and commuter students.

The final motivational factor survey respondents were asked to rank asked if housing is an important reason for allowing for the completion of specialized academic programs. Of the 142 survey respondents, 117 responded to this survey item. Sixty-seven of the 101 responding rural institutions ranked housing as a very important/important or moderately important reason for allowing the completion of specialized academic programs. Thirty-four rural institutions found housing was of little importance of unimportant concerning the completion of specialized academic programs. Similar to rural community colleges, 8 of the 11, or 72% of suburban responding institutions found housing very important/important or moderately important to allowing for the completion of specialized programs. Three of the five urban institutions state that housing is important of moderately important toward allowing for the completion of specialized degrees. It could be argued that the availability of housing allows students one less concern when beginning their program, and the ability to focus on their education instead of locating housing.

Revenue generated from on-campus housing can help to provide for specialty programs such as allied health care, or in the case of Northwestern Michigan College (NMC), a civilian maritime academy. Revenue generated could be funneled to these type of programs to help pay for faculty or expensive technological tools that will assist in educating students on the most modern devices being used in their chosen profession. Furthermore housing allows students from all over the United States to affordably attend the only civilian maritime academy on the Great Lakes. Table 19 ranks responding institutions responses to the motivating factor of allowing for the completion of specialized academic programs.

Table 19

Allowing for the Completion of Specialized Academic Programs

Institutional Type	No. of Respondents	Levels of Importance											
		Very		Important		Moderate		Total		Little or None		Very important or important	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Rural Total	101	18	18	23	23	26	26	67	66	34	34	41	41
Rural Small	26	7	27	5	19	5	19	17	65	9	35	12	46
Rural Med.	63	8	13	16	25	19	30	43	68	20	32	24	38
Rural Large	12	3	25	2	17	2	17	7	58	5	42	5	42
Suburban	11	1	10	5	50	2	20	8	72	3	30	6	55
Urban	5	1	20	2	40	-	-	3	60	2	40	3	60
Totals	117	20	17	30	26	28	24	77	66	39	34	50	43

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.
3. 77 out of 116 or 66% of the respondents said on-campus housing allows for the completion of specialized programs
4. 67 out of 101 or 66% of rural respondents said on-campus housing allows for the completion of specialized programs
5. 7 out of 10 or 70% of suburban respondents said on-campus housing allows for the completion of specialized programs
6. 3 out of 5 or 60% of urban respondents said on-campus housing allows for the completion of specialized programs

Viewing both the motivating factors given by the institutions and the level of importance it is clearly shown that a true college experience is both the main motivating factor and the highest level of importance when providing housing. In the survey 82% stated this is a motivating factor and 77% state that providing a true college experience is a major reason to provide housing. Institutions recognize by they associates or baccalaureate the theories of Tinto, Pascarella, Terenzini, and others in the importance of providing opportunities to excel, through involvement outside of the classroom, be those opportunities are student employment, clubs and organizations, athletics, or housing may be acting as a catalyst in giving students a sense of belonging and furthering their academic goals.

Research Question 3

What are the major reasons in the extensiveness of on-campus housing for the community colleges that submitted data to IPEDS in 2000-2002 analyzed by Moeck, and this researchers' survey administration? One of the observable differences in the extensiveness of on-campus housing in this research as compared to Moeck's work in 2005 is the number of institutions. Moeck (2005) identified 232 public institutions in which she surveyed. According to Moeck (2005), twenty-eight of those institutions were considered regional campuses or satellites of larger universities. Those responses were not viewed as appropriate and removed from the survey finding (Moeck, 2005). Using the Carnegie classification system and IPEDS, the researcher was able to pull the 2010 data. The researcher chose to look at institutions that are part of the Carnegie Basic Associates Colleges. This included all public institutions that provide associate's degrees. The researcher found institutions that did not fit into his categories, removing schools located in the United States territories. The researcher located 245 public two-year associates colleges that reported to IPEDS that they have on-campus housing in 2010. The

researcher, using IPEDS data set and the Carnegie Basic Classification for Associate's Degree Granting Institutions as well as institutional websites, located an additional forty-four institutions that provide housing, but did not report housing to IPEDS. Table 20 lists the institutions that report housing on their institutional websites, but do not report housing to IPEDS.

Table 20

List of Associate's Colleges Not Reporting Housing to IPEDS that Contain Housing Information on their Websites

Southern Arkansas University Tech	AR
Cabrillo College	CA
Mendocino College	CA
Cerro Coso Community College	CA
Berkeley City College	CA
Aims Community College	CO
Community College of Denver	CO
College of Central Florida	FL
Edison State College	FL
Indian River State College	FL
East Georgia College	GA
Waycross College	GA
College of Coastal Georgia	GA
University of Hawaii Maui	HI
Sauk Valley Community College	IL
Illinois Central College	IL
Black Hawk College	IL
Heartland Community College	IL
Joliet Junior College	IL
Kansas City Kansas Community College	KS
Louisiana State University-Eunice	LA
Southern University at Shreveport	LA
Alpena Community College	MI
Kirtland Community College	MI
Mesabi Range Community and Technical College	MN
Alexandria Technical & Community College	MN
Riverland Community college	MN
Missouri State University-West Plains	MO
New Mexico State University-Dona Ana	NM
Herkimer County Community College	NY
Corning Community College	NY
Finger Lakes Community College	NY
CUNY LaGuardia Community College	NY
Lorain County Community College	OH
University of Cincinnati-Raymond Walters	OH
Lane Community College	OR
Oregon State University-Cascades Campus	OR
Greenville Technical College	SC
Walters State Community College	TN
Temple College	TX
Amarillo College	TX
Everett Community College	WA
Southwest Wisconsin Technical College	WI
Wisconsin Indianhead Technical College	WI

Total: 44

A comparison of institutions researched by Moeck to the current research also shows some change over the past ten years. Ilisagvik College in Barrow, Alaska, was reported as rural small, public two-year institution. However, it is currently classified under the Carnegie system as a tribal college. Santa Rosa College, Yuba College, Labette, and Hazard Community Colleges no longer appear to have housing available according to IPEDS and the institutional websites. According to IPEDS data, Alpena Community College, Kirtland Community College, Amarillo Community College, Mesabi Range Community and Technical College, and Riverland Community College no longer reported housing in 2010-2011; however, they provide on-campus housing according to their websites. As presented by Moeck (2005), these institutions provided housing according to the 2001-2002 IPEDS report. Though some though some institutions may no longer be reporting and others may have shuttered their housing programs, there has been an increase in housing at community colleges over the past ten years. Table 21 lists those institutions that have begun reporting housing to IPEDS after 2002.

Thus a total of 80 associates colleges, those listed in table 20 that did not self-disclose to IPEDS in 2010-2011, and those in table 21 below, that began reporting after 2001-2002, have been located since the Moeck study. While some of these institutions could have completed housing after the 2001-2002 academic year, it would be statistically significant and a stunning revelation, if all 80 community colleges built housing just within the last 10 years. While changes to the Carnegie classification system has created discrepancies between this researchers data and Moeck, the extensive differences seen are in the failure to report, or failure in consistent reporting to IPEDS and the U.S. Department of Education.

Table 21

Institutions Reporting Housing to IPEDS in 2010-2011 That Did Not Report Housing in 2001-2002

Institution Name	State
Lawson State Community College-Birmingham Campus	AL
J F Ingram State Technical College	AL
Chandler/Gilbert Community College	AZ
Feather River Community College District	CA
Hillsborough Community College	FL
Darton College	GA
Des Moines Area Community College	IA
Ellsworth Community College	IA
Marshalltown Community College	IA
North Idaho College	ID
Allegany College of Maryland	MD
Jackson Community College	MI
Southwestern Michigan College	MI
Gogebic Community College	MI
Minnesota State Community and Technical College	MN
Minnesota West Community and Technical College	MN
Northwest Technical College	MN
Hibbing Community College-A Technical and Community College	MN
Itasca Community College	MN
Three Rivers Community College	MO
Metropolitan Community College Area	NE
Central Community College	NE
Monroe Community College	NY
Jamestown Community College	NY
Fulton-Montgomery Community College	NY
Clinton Community College	NY
Tompkins Cortland Community College	NY
Sullivan County Community College	NY
North Country Community College	NY
Redlands Community College	OK
Southeast Technical Institute	SD
Edmonds Community College	WA
Wenatchee Valley College	WA
Centralia College	WA
Northcentral Technical College	WI
Bridgemont Community and Technical College	WV
Total: 36	

Research Question 4

What are the identifiable monetary and non-monetary benefits for the institutions, hosting on-campus housing? Of the 142 colleges, 14 colleges reported generating \$1 million or more in revenue per fiscal year and 37 generated at least \$100,000 in revenue. The mean revenue generated among the 142 participating community colleges was \$936,500 with the highest institution raising five million dollars, and the lowest generating \$60,700 in revenue; meaning that after paying costs for staff, utilities, and supplies, most institutions are seeing a positive revenue stream that can help offset the costs in other area or pay for additional services that may have appeared fiscally impractical.

One hundred and sixteen institutions responded to the question, “In the past five years has housing generated a positive revenue stream for the institution?” Of those 89 institutions, 77% percent responded positively. Twenty-seven institutions stated that they had a negative revenue stream generated. Fiscally speaking, housing has a monetary benefit on the revenue generated for most institutions that participated in this survey.

Housing appears to be growing and, in some cases, the demand appears to be outgrowing the currently available facilities. Forty-five community colleges have stated that they plan to build new housing facilities within the next five years. Thirty-two percent of colleges who replied to this survey have plans to create new housing, while forty-two institutions, or 30%, of respondents are planning major renovations to current facilities. Ten institutions replied that they plan to both build new facilities and have major renovations to current facilities within the next five years. As student populations at community colleges grow, so does the demand for affordable housing. Tables 22 and 23 show a comparison of Hofman’s and Moeck’s responses.

Table 22

Respondents to the Question: How likely is it in the Next Five Years that New Construction or Major Renovations to Existing Facilities will Take Place? (2013-2018)

Community College Type		No.	Projecting Residence Halls		Both
			Renovations	New Facilities	
Rural	Small	16	8	8	0
	Medium	51	20	24	7
	Large	21	12	6	3
Rural Total		88	40	38	10
Suburban		8	2	6	0
Urban		1	0	1	0
Total		97	42	45	10

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.
3. 80 of 142 institutions answered this question.

Table 23

Is it likely in the next five years that major renovations to existing residence halls and/or new construction will occur at your college?(Moeck, 2005)

Community College Type		No.	Projecting Residence Halls	
			Renovations	New Facilities
Rural	Small	26	11	15
	Medium	54	25	29
	Large	16	8	8
Rural Total		88	44	52
Non-Rural Total		10	5	5

Notes:

1. A total of 232 colleges granting associate degrees reported to IPEDS in 2000-2001 academic year that they had residence halls.
2. Of the 232 public colleges reporting, 204 were community colleges.
3. A total 126 community colleges of the 204, or 61% that reported having residence halls to IPEDS responded to this survey.
4. Not every college responded to every question. A total 126 usable responses were obtained for this question. A total of 19 responses to this question were deemed unusable.

Source: Moeck, P. (2005). *An analysis of on-campus housing at public rural community colleges in the United States* (p. 89)

Research Question 5

What are the identifiable monetary and non-monetary benefits for the students served by on-campus housing at community colleges? Students choose community colleges for many reasons, including cost, location, and available degree and certification programs. To identify the monetary and non-monetary costs would be difficult without broad generalizations. The monetary cost to students generally speaking is the affordable aspect of housing and community colleges in general. Students can complete a degree or certification program at a much lower cost than a four year institution. On-campus housing in general is usually smaller and has fewer professional and student staff that operate the facilities, which can help in reduced costs for students. Community colleges recognize that their students are from diverse socio-economic backgrounds, and attempt to make affordable accommodations, as well as the ability to have accommodations that will benefit traditional and non-traditional students alike.

As an example, The University of Alabama currently has no housing available for graduate students, or married students. Northwestern Michigan College (NMC), on the other hand, offers apartments for married families, students with children, and students who may be attending a university through the NMC University Center. The monetary benefits for housing such as this allows the student to live near the institution at an affordable rate, helping in the success of the student. Housing also allows for a broad array of programs to assist these students. Tutoring, child care, dining services, and all inclusive packages for living on campus allow the student to focus on academics and have fewer worries or obligations and lessen the costs of bills beyond tuition.

Non-monetary benefits for students living in on-campus housing at a community college are similar to those of the traditional four-year university student. When asked about residency

requirements, 17 of the 43 respondents stated that athletes must live on campus for at least their first year unless they meet certain exemptions. These exemptions normally include living with a relative or within a certain radius of the campus, usually 50 miles. Athletes traditionally must stay on campus as part of their scholarship. Student athletes are often required to be full-time students. Casteñada (2004) further pointed out those housing costs will often offset the scholarship costs in terms of revenue to the institution. In essence, a student athlete with a full or partial scholarship from outside the service area may pay similar costs of an in-service area student when housing costs are added, yet still pay significantly less than if he or she attended a four-year institution. The other non-monetary benefit to on campus housing includes proximity to classes, dining facilities, and campus events. Students who are involved with their institution are more likely to succeed. The major cause of persistence is involvement (Tinto, 1999). Living on campus facilitates social integration and increases the likelihood of bachelor's degree attainment (Pascarella & Terenzini, 1991). The authors' research shows that living on campus is one more positive influence on degree attainment and completion. Students living on campus are integrated into peer groups and have a sense of belonging and ownership over their college experience (Pascarella & Terenzini, 1991). Students are able to find like-minded individuals and persons with similar interests of study or social activities. With that sense of belonging and purpose, it is more likely that a student will persist in their degree or certification. On-campus housing facilitates these interactions through programming and activities that allow a student to interact with others find and identify their support networks and peer groups. Students will have a baseline understanding of how to register for classes, how to enroll, and how to locate housing as they persist through attaining their degree(s). Table 24 lists the types of specialized housing available.

Table 24

Types of Specialized Housing

Institutional Type	Specialized Housing																	
	FY	%	Ho	%	In	%	Qu	%	No	%	At	%	Yr	%	Fa	%	Pr	%
Rural Total	11	92	14	88	15	79	18	90	74	90	33	87	29	85	18	86	87	95
Rural Small	3	27	3	21	1	7	2	11	16	22	6	18	6	20	3	17	40	46
Rural Med.	6	55	8	57	13	87	11	61	46	62	21	67	17	57	11	61	35	40
Rural Large	2	18	3	21	1	7	5	27	12	16	6	18	6	21	4	22	12	14
Sub-urban	-	-	-	-	1	5	1	5	5	6	3	8	3	9	2	9	4	4
Urban	1	8	2	13	3	16	1	5	3	4	2	5	2	6	1	5	1	1
Totals	12		16		19		20		82		38		34		21		92	

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.

Key:

1. FY: First Year Experience
2. Ho: Honors
3. In: International
4. Qu: Quiet/Study Floors
5. No: Non-Smoking
6. At: Athletics
7. Yr: Year Round
8. Fa: Married/Family Housing
9. Pr: Private Rooms

The next table presents the types of amenities available to students who attend community colleges with on-campus housing. Eighty-four institutions responded to this survey item, which asked respondents to indicate if the following amenities are available:

These services not only are available for on-campus students but many of these services, tutoring, health/fitness centers, and child care, and dining facilities are accessible to commuter and non-traditional students. It could be argued that the revenue generated by housing helps to off-set the cost for services such as tutoring, and child-care. Housing has helped community colleges become more effective as a one-stop shop for students and increasing student success. Often times fitness centers, tutoring, and child care are built into the college fees. This creates a lower cost for programs that students may need or want that keep the cost affordable or significantly lower than private tutoring, or child care. The benefit of these amenities is immensely important to some students who may find affordable child, or tutoring a barrier in accessing higher education. Reliable internet service is also important factor in education as increasing amounts of information is now available online through educational resources. Locating "hard-copies" of information through a library may be difficult, or gaining reliable high-speed internet particularly in outlying rural areas, could cause a barrier in completing proper or appropriate research. High-speed internet access not only acts as amenity to on-campus housing students, but a resource for those students who commute from areas with poor service or who may not afford service.

As shown in the table below associates colleges that provide housing, also provide benefits toward student success. First year programs, specialized academic floors, dining services, and internet service all help in student success. Affordable housing opens access to the institutions, which allows for student retention efforts, and student academic success efforts.

These fringe benefits of housing can help to create a level playing field for first generation students or students from low socio-economic background to ensure they receive the same opportunities as other students. It could be argued that it is even more important for community college students to become integrated with the institution in order to find success. Just because an institution is not a four-year university, does not mean that the theories of Tinto, Pascarella, and Terenzini are any less viable toward student integration and retention efforts.

It is important to note that these amenities are common place among four-year institutions. Furnished rooms with cable television, high-speed internet, and air conditioning, along with laundry facilities and study areas are common practice at four-year universities. Community colleges are offering students the same benefits often at a greatly reduced price. Northwestern Michigan College offers all these amenities, including specialized housing to their students. Unlike The University of Alabama, NMC provides full apartments for families and students over the age of twenty-one. In this case the community college is providing a benefit to students that are not offered to students attending a four-year institution. Associates colleges with are competitive institutions when it comes to providing students with the needed benefits and amenities to be successful. In some cases these benefits were competitive in securing. During this researcher's time at NMC, often a waiting list was drafted due to the number of young adults and families that were interested in on-campus housing. Table 25 shows some of the amenities provided by associates colleges with on-campus housing.

Table 25

Amenities Offered at Institutions with On-Campus Housing

Institutional Type	HSI	Tut	H/F	LF	Sec	Cus	CTV	CC	DS
Rural Total	117	56	48	134	84	16	115	5	94
Rural Small	28	23	22	28	20	4	28	2	23
Rural Med.	71	23	19	70	52	7	68	3	55
Rural Large	18	10	7	18	12	5	19	-	16
Sub-urban	13	8	8	13	10	-	12	-	8
Urban	5	3	1	5	5	-	4	-	1
Totals	135	67	57	134	99	16	131	5	103

Notes:

1. Totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.

Key:

1. HSI: High-Speed Internet
2. Tut: Tutoring
3. H/F: Health/Fitness Center
4. LF: Laundry Facilities
5. Sec: Security/Access Control
6. Cus: In Room Custodial
7. CTV: Cable Television
8. CC: Child Care
9. DS: Dining Services

Research Question 6

What is the number and percentage of public community colleges with on-campus housing established prior to 1960? Of the 289 identified two-year, associate's degree institutions, 148 were established or have roots in other institutions through merger or renaming prior to 1960. Fifty-one percent of the institutions identified that have housing were founded prior to 1960. Additionally 111 colleges were founded during the sixties; in total, 90% of the 289 which provide housing were founded before 1970. While housing may not have been part of the initial planning for many of these institutions, the institutions recognized a need within their community to create housing for its students. It could be inferred that two major catalysts took place in creating a demand. The ending of World War II saw the influx of veterans that seized the opportunity to take advantage on the GI Bill. These young men, who had a limited time to complete their schooling based upon the time of service, entered colleges across the nation in droves often going to school full-time and beyond to ensure they completed their degrees or training before funding ran out. The second catalyst for the creation of community colleges and housing was the baby-boom. By the early 1960s, this generation was entering college, the children of World War II veterans, many of whom took advantage of a free college education. Colleges and trade schools opened doors creating upward mobility for many. The local or regional community college offered an affordable opportunity. Women as well began entering the workforce in greater numbers, and institutions particularly in rural areas recognized the need for safe comfortable housing close to the institution for those who could not be guaranteed reliable transportation. Some institutions such as Northwestern Michigan College began their housing program by purchasing homes near campus for female students to stay during the academic year (Tanis, 1973).

Housing at community colleges is not a chance occurrence 259 of the 289 institutions with housing was established prior to 1970. The need for Housing was recognized by junior colleges across the country prior to 1960 and was a normal and accepted practice by visionary leaders. Appendix L contains a table with a list of associates colleges established prior to 1970, which provide housing.

Research Question 7

What is the extent of on-campus housing by geographic census region? On campus housing is fairly spread throughout geographic regions. The tables below divide community colleges with on-campus housing or institutionally controlled housing by geographic regions according to the United States Census Bureau. Table 26 shows the U.S. Census Bureau Regional and Division breakdowns of geographic regions The United States Census Bureau divides the country into four regions: Northeast, Midwest, South, and West.

Of the 289 community colleges that provide housing, 198 are located in the Midwest and South. One hundred and four institutions are located in the South, while the remaining ninety-four are located in the Midwest, particularly the West North Central Division. The West makes up 21% of the community colleges with on-campus housing numbering sixty-two total institutions. Twenty-nine, or 10%, of associate's colleges with housing are located in the Northeast with largest number found within the State of New York. Rural institutions make up 62% of all community colleges. A look at geographic divisions shows that housing is located primarily in Southern portion of the U.S. (particularly Texas) and the rural plains area of the Midwest (especially in Iowa, Kansas, and Minnesota). A universal census of community colleges and their geographic location confirms Moeck's argument that rural community colleges tend to

provide resources such as housing, that other similar institutions may not, due to location, and access issues rural communities' face.

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Rural colleges recognized the need and importance for housing, due to geographic, reasons, service area, or affordability. Sixty-nine percent of rural colleges are located in the South and Midwest, representing thousands of square miles of land. Vision, leadership and forethought allowed those institutions to recognize the benefits they offered to their students directly affect the communities and regions they represent. Housing could very well have been the catalyst for many institutions to increase enrollment, and at the same time increase the number of educated member of their community, with skills that would benefit the local businesses, and in-turn create opportunities for new business to come into the region. Tables 26 and 27 show the region and divisional break downs.

Table 26

United States Census Bureau Regions and Divisions with States

Region I: Northeast				
Division 1: New England		Division 2: Middle Atlantic		
Connecticut	New Hampshire	New Jersey		
Maine	Rhode Island	New York		
Massachusetts	Vermont	Pennsylvania		
Region II: Midwest				
Division 3: East North Central		Division 4: West North Central		
Indiana	Ohio	Iowa	Nebraska	Missouri
Illinois	Wisconsin	Kansas	North Dakota	
Michigan		Minnesota	South Dakota	
Region III: South				
Division 5: South Atlantic		Division 6: East South Central		Division 7: West South Central
Delaware	North Carolina	Alabama		Arkansas
Maryland	South Carolina	Kentucky		Louisiana
Florida	Virginia	Mississippi		Oklahoma
Georgia	West Virginia	Tennessee		Texas
Region IV: West				
Division 8: Mountain			Division 9: Pacific	
Arizona	Montana	Alaska	Oregon	
Colorado	Utah	California		
Idaho	Nevada	Hawaii		
New Mexico	Wyoming	Washington		

Table 27

United States Geographic Major Census Regions and Divisions

	Regions									
	Northeast		Midwest		South			West		
Colleges w/ Housing	29		94		104			62		
% with Housing	10		33		36			21		
	Divisions									
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
Colleges w/Housing	7	22	30	64	26	27	51	35	27	
% with Housing	2	8	10	22	9	9	18	12	9	

Notes:

- 289 Community Colleges were identified as having on-campus/institutionally controlled housing.
- 27% of the identified 1,061 public two-year colleges provide on-campus/institutionally controlled housing.

Research Question 8

How accessible are on-campus housing webpage's from the community college main page? Institutions were asked to rank on a scale of 1-5 how easily was information about housing located from the main institutional page. The scale ranged as follows: 5) extremely easy; 4) very easy; 3) moderately easy; 2) slightly easy; and 1) not at all. David Shadinger (2010) in his dissertation, *An Analysis of Dialogistic Presence on Community College Web Sites in Nine Mega-States*, defined ease of use as:

The conceptual definition for ease of use refers to those elements and functions on web sites which facilitate a visitor's ability to navigate around a site with a minimum of effort or difficulty. Functions that contribute to this category include links on the home page for: site map, search engine box, text/graphic switch, sub menus, image maps are understandable, prospective student, current student, alumni, businesses, continuing education/training, community, donor/fundraising, employees/faculty/staff, legislative/political, media/press, student services, admissions, financial aid, and bilingual/multilingual options. (p. 105)

Of the 142 respondents, 118 institutions completed this survey item. Table 30 describes respondents' rankings by community college type. This survey item was the only one that asked the respondent for their personal opinion concerning the website and the ease of use in locating materials. In this case, the respondents own understanding of the website as well as their knowledge of the internet and the webpage as well as any personal bias concerning the website or materials could be used as a factor. Someone familiar with the institutional site may find locating the information simple and easy; those unfamiliar with the website may have a much different experience in locating the necessary information.

Of the 119 responding institutions who responded, fifty-seven stated that locating housing information from the institutional home page is extremely easy, or very easy. Only 47% of institutions responding find that locating housing information is extremely or very easy. Forty-eight percent, or 57 institutions, state that housing is moderately easy or slightly easy to locate.

Five institutions, or 4%, found locating housing information to be not easy at all from the main institutional page. Conclusions drawn from respondents indicate that housing is moderately easy to locate from the institutional webpage. Ideally students should have little difficulty in navigating from the home page to information concerning housing.

Table 28

Ease of Locating Housing Information from the Institutional Webpage

Institutional Type	Accessibility										
	Extremely Easy	%	Very Easy	%	Moderately Easy	%	Slightly Easy	%	Not Easy	%	
Rural Total	16	76	29	83	46	88	5	3	8	5	100
Rural Small	5	31	9	31	10	22	2	0	4	-	-
Rural Med.	7	44	15	52	30	65	1	0	2	4	80
Rural Large	4	25	5	17	6	13	1	0	2	1	-
Suburban	3	14	5	14	5	10	-	-	-	-	-
Urban	2	10	1	3	1	2	1	7	1	-	-
Total	21		35		52		6		1	5	

Notes:

1. Totals do not add up to 142 because not every institution responded to every survey item.
2. 118 institutions replied to this survey question.

Key:

1. 5. Extremely Easy
2. 4. Very Easy
3. 3. Moderately Easy
4. 2. Slightly Easy
5. 1. Not Easy

The researcher browsed all 289 identified community colleges with housing websites, taking the time to count the amount of clicks it would take to get from the main page to housing information. On average institutional webpage information for students is often under the titles of “new student,” or “student life.” The researcher makes the assumption that the average student with some familiarity with the internet would search those initial links, after not finding information, or a direct link regarding housing on the main page. Of the 289 institutions searched, 245 indicated to IPEDS that they provide on-campus or institutionally controlled housing. Of those 245 community colleges, ten institutions had no direct link to their housing information. The researcher used the in-sight search function, using the word "housing" to find any information. Only four of the forty-four institutions who did not report housing to IPEDS did not have a link on their website concerning housing. One hundred and three of the 275 institutions that were able to have counted links had a direct link from the institutional main page to housing information. This means these sites had a direct link on the main page typically as the word “housing” or “residence life.” Through the search, 122 institutions were counted as taking two clicks to find housing information, starting with a link to “new students,” or “student life.” As many as 42 institutions take three clicks to locate information concerning housing. In eight of the institutions, a student searching for housing information would have to go through a minimum of four links before reaching information about on-campus housing. Adding up all 275 useable institutions and the number of clicks, the average number of clicks to find information on housing is 1.7 clicks from the main institutional webpage to information concerning housing.

Table 29

Number of Click Before Finding Housing Information

Number of Clicks	1 (Extremely Easy)	2 (Very Easy)	3 (Moderately Easy)	4 (Slightly Easy)	5+ (Not Easy)
Community Colleges with Housing able to be found through web links = 225	103	122	42	3	5

Notes:

1. 14 institutions did not have links directly to housing and the search function was used
2. 1 click means there was a direct link to housing from the main page.

The difficulty in determining and evaluating website ease of use is a challenging task.

Differing authors and researchers have varied points of view. One could argue that a one or two clicks to get to the needed information is fair to good. A second difficulty discovered in trying to answer this question is there is few studies directly related to college websites and the ability to locate desired information. Ann Pegoraro's *Using University Websites for Student Recruitment: A Study of Canadian University Home Pages Examining the Relationship Marketing Tactics and Website Usability* at the University of Nebraska-Lincoln in 2006 researched Canadian university websites through marketing and usability. Pegoraro's (2006) advisor Dr. Sheldon Stick stated in his forward:

Establishment of a website provides no guarantee that visitors, and specifically prospective students will find what they seek within a reasonable time frame. Therein rests the dilemma for institutions. Failure to locate desired information or difficulty negotiating the connections might, and likely do, lead prospective students to exit a site.

Locating information quickly and efficiently is a key component for websites. Students who find the website difficult to navigate or inefficient in its purpose will become frustrated and choose to leave the site. When looking at the usability of a website many researchers focus on content and design. Pegoraro's (2006) work focused on these and navigation as she defined as:

Navigation features identify quick routes to information users presumably want to access the most. Navigation can be classified into primary, such as menus focused on key information for stakeholders, and secondary, such as links to content of lesser primacy. Examples of navigation features include: content links such as news and events; functional links such as programs offered; and user based such as prospective students or current students.

While this author's comprehensive review of the websites of all 289 associate's colleges offering on-campus housing revealed the average number of clicks needed to obtain housing information was 1.7, - good rate, apparently- additional in-depth study along the lines performed using Pegorano's definition of website navigation could provide a deeper understanding of website accessibility and usability on the student end. This could be especially helpful when studying ease of use of community college websites with first generation, or low socio-economic students.

CHAPTER V:
DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENTATIONS

Introduction

This chapter seeks to create conclusions from the survey data gathered, discuss findings from that data, and suggest further ideas for research. This study is based heavily on the descriptions given through survey material, and does not attempt to draw universal conclusions from such a small population. The results have created sufficient evidence to answer the primary and secondary questions presented. Similar to Moeck's study this study has shown that community colleges not only provide housing but housing is increasing. Housing creates significant revenue streams and allows for the creation and continuation of programs at the community college level that may otherwise be deemed impractical or not affordable for a community college. Housing helps all types of students who attend community colleges, not just those living on-campus. Housing revenue could provide for programs such as athletics, counseling, fitness centers, and tutoring that may otherwise not be seen as practical, but in some cases are needed services and programs to afford students greater opportunities.

The answers to following research questions are what spurred the finding, conclusions, and recommendations for this chapter:

Primary Research Questions:

1. How pervasive is the existence of on-campus housing at community colleges in the United States, and exactly how extensive is the under-reporting of it to United

States Department of Education's National Center of Education Statistics, through its Integrated Postsecondary Education Data System;

2. What factors motivate community colleges to offer students on-campus housing; and are there major reasons in the level of involvement in operating on-campus housing on the part of rural-, suburban-, and urban-serving community colleges, as geographically defined by the 2010 Carnegie Basic Classification of Associate's Colleges?

Secondary Research Questions

The secondary research questions included the following:

3. Are there major reasons in the extensiveness of on-campus housing for the community colleges that submitted data to IPEDS in 2001-2002 analyzed by Moeck, and this researchers' survey administration? Are their observable differences in the under-reporting of the 2001 and 2010 IPEDS reports;
4. What are the identifiable monetary and non-monetary benefits for the institutions that possess on-campus housing?
5. What are the identifiable monetary and non-monetary benefits for the students served by on-campus housing at community colleges?
6. What is the number and percentage of public community colleges with on-campus housing established prior to 1960?
7. What is the extent of on-campus housing by geographic census region? Are community colleges in rural regions more likely to provide housing; and
8. How accessible are on-campus housing webpage's from the community college main page, and does an easily navigable webpage appear help students?

This study was motivated by the desire to expand on Pat Moeck's work concerning housing at rural community colleges. Moeck's first recommendation was to conduct a funded census of publically controlled community colleges with residence halls, paying special attention to rural-serving institutions, to address the serious under-reporting she concluded was occurring in terms of community colleges not reporting housing to Integrated Post-Secondary Education Data System (IPEDS) This study took Moeck's (2005) recommendation and expanded to create the most complete census of associates colleges which provided housing. Since Moeck's ground-breaking work, with the exceptions of a handful of journal articles, there has been little progress or study toward the actual numbers or benefits of housing provides to the community college or the students. Moeck (2005) states imprecise terminology, myths concerning community colleges, and misinformation, or the lack of study and attention has contributed to a deficit in the benefits of housing for community colleges and their students. Without Moeck's seminal work in this field there may still be a greater discrepancy in understanding of community colleges and housing. The researcher believes Moeck's 2005 conclusion is still true today: "Sadly, these issues taken together contribute to the perpetuation of misconceptions, false assumptions, and a general tendency to deem community college residence halls as either non-existent or not worthy of study" (Moeck, 2005, p. 90).

This study revealed of the 1,061 identified two-year basic associate granting institutions 289 or 27% provide on-campus, near-campus, or institutionally controlled housing, or housing operated through a third party geared for students. Housing is a vibrant part of many community colleges, providing benefits to on-campus and off-campus students, traditional and non-traditional students alike. It is important to note that housing is just not dormitory style buildings, but a variety of options, from residence halls, apartments, and even houses. This study

notes a minimum of at least 45,000 U.S. community colleges students are offered the benefits of on-campus housing. These community colleges offer students a fuller college experience, helping students connect and become more involved, allowing for the opportunity to be more successful in complete their educational goals (Tinto, 1991). Students are going to have the opportunity to be exposed to more experiences and opportunities from athletic events to social interactions they may not find living off campus. Housing benefits the institutions creating monetary benefits that allow for programs that a small rural institution may find it difficult to afford, such as tutoring, counseling, or child care. Even with the initial investment into facilities and personnel the revenue created from on-campus housing can allow for benefits to the college community. Community colleges face a negative stereotype as institutions that are for specialized programs, nursing, industrial related arts, or as a step to transfer opportunity. Community colleges provide so much more for students and the institution, however little attention is paid to the benefits of the specialized programs such as housing that many of these institutions have to offer.

Moeck's 2005 study dispelled the myth that community and associates colleges do not provide housing, has directly challenged the world of higher education to give greater focus to these special programs and opportunities offered by associate's colleges. Community colleges must be given further study on how on-campus housing benefits the institutions and the students. While a variety of studies and work have been done concerning students and residential facilities at four year institutions, this work cannot always be translated to the students at community colleges, as their experiences, socio-economic status, and goals may be different than the average four year college. As Moeck (2005) stated, "While the findings of this study include some that do conform to research on housing at four-year universities, there is clearly a need for the

community college story to be told in terms appropriate to them as institutions” (p. 92). Since Moeck’s work and journal articles begin to tell this story, further work must continue to be done in order to tell the community college story in appropriate terms.

According to the United States Department of Education's Integrated Post-Secondary Education Data System (IPEDS), 245 two-year public basic associate’s colleges reported containing on-campus housing in 2010. In all 44 institutions reported on-campus housing or student available housing on their websites, but did not report housing to IPEDS. Of the 289 institutions identified as providing student housing, 253 or 88% are located in rural communities, and 36 or 12% of institutions identified are located in suburban or urban areas. All 289 identified institutions were sent the survey either electronically or through the United States Postal System, and 174 responses were returned to the researcher, 142 of which were deemed usable. Not all of the 142 useable responses answered every survey item. Two of the blank surveys returned stated that the institution did not have housing available to students, yet identified on their website that housing for students was available. Among the returned surveys a response rate of 60% was obtained. The author made several attempts to increase the response rates with little success. These attempts included the following:

1. Initial survey email;
2. Multiple reminder emails with link to the survey;
3. Email from Dr. Stephen Hood, Executive Director of Housing, University of Alabama asking his fellow Housing Colleagues in assisting the researcher;
4. Hard copy mailed through the United States Postal Service to those who have not replied to the initial emails;
5. Directed emails from dissertation advisor Dr. Stephen Katsinas; and

6. Selective phone calls to institutions, particularly urban and suburban.

However due to the small number of survey returned, and the sample size of 289 institutions being identified as providing housing, it was suggested that the researcher only report data gathered and make no assumptions concerning non-reporting institutions. Therefore the findings from the survey materials are based only upon the responding institutions and use descriptive data.

The Carnegie Basic Classification of Associate's Colleges identified 1,061 institutions as public two-year, and classifies them as rural, suburban, and urban. Six hundred and sixty one institutions are located in rural communities, while 220 are located in suburban areas, and an additional 180 are located in urban areas where identified in 2010-2011. Of the rural community colleges, the three sub-categories are small, medium, and large institutions of which 171 are small institutions, 348 are medium, and 142 are large rural institutions. Suburban colleges were identified as single and multi-campus. Of the 209 suburban community colleges, 111 are single campus, and 109 were multi-campus institutions. Of the 180 urban institutions identified, 36 are single campus, and 144 are multi-campus.

Overwhelmingly, community colleges providing housing are located in rural areas of the United States. There are 253 rural community colleges with on-campus housing and an estimated 40,500 bed spaces located at those institutions. Fifty percent of all community colleges which provide housing are located at medium rural serving institutions. However of the 142 responding institutions, suburban institutions were statistically better at returning the survey than other institution types. Thirteen of the twenty-one suburban institutions replied to the survey. Overall 74 of the 147 medium rural institutions, or 50%, of rural medium institutions replied to the survey.

Findings

Finding 1

Housing benefits both students and the institutions that host housing, providing economic and non-economic benefits. Over half, or 51% of institutions that responded to the survey stated that housing is maintained as a way to benefit institutional finance. Coupled with housing's ability to increase not only student enrollment but full-time enrollment, host institutions are seeing revenue increases well over \$100,000 per institution, per academic year. Many institutions replied stating that students living in housing must be full-time students. It can be considered that the more full-time students enrolled at a community college the more tuition the institution generates, and the more money that can be drawn down from state appropriations, as well as federal student aid that can be used for tuition and fees as well as to cover housing costs. Thus, on-campus housing through revenues not only benefits the community college in procuring better equipment, and more faculty and staff, provides programs that benefit students success, through tutoring, counseling, and day-care programs. The numbers involved are significant; based off survey results we can estimate a minimum of 45,839 students utilize on campus housing at community colleges.

Housing revenue allows the institution to provide for the students. Forty-seven percent of respondents state housing as an important reason in the creation of affordable programs for student success. Transportation is rather important factor for maintaining residence halls. Sixty-nine percent of associate's degree granting institutions state that providing better service to students in the service area who find it difficult to commute is a motivating factor. Institutions located in rural areas of the far north or deep south contains service areas of 90 miles or more. This addresses a major basic access issue, in areas such as Northern Michigan, where winter

weather and snowfall amounts that exceeds 100 inches or more in a year create hazardous driving issues or a break down in transportation to and from the institution. Having secured housing located near to or actually on the campus with the needed amenities allows a student greater freedom and opportunities to focus more on their studies and goals, as opposed to worrying about how they will get to campus or if they can find an apartment near the institution that is within their price range. These amenities benefit the student in preparing them for success.

Health and fitness centers, child-care, tutoring, and dining facilities are all utilized by not only on-campus, but commuter students as well. Having on-campus housing, thus benefits all community college students. It creates a purpose and a reason for programs that will benefit multiple types of students. The revenue generated by housing will help to off-set the costs of these programs particularly in smaller population rural areas. As an example, Northwestern Michigan College owns the appliances, used by dining services, though dining services is operated by Aramark Corporation. The revenue generated by housing paid for the upkeep, and replacement of equipment in the kitchen and dining area. Further custodial services were operated by a third party, and the generated revenue paid for the custodians who cleaned the common areas of the residence hall. On-campus, commuter students, faculty, and staff all utilized the dining facilities; however, without the revenue generated through housing it may have been unaffordable and impractical to have a dining hall located on-campus. Housing not only provides for the students but provided for the economy of the community, creating and sustaining jobs. Housing also helps students economically by creating additional student employment positions, such as resident advisors, desk staff, and other student jobs that may not be needed, become feasible and necessary.

Housing is thus a motivating factor for students and the institution in creating successful opportunities for the students and economic benefits that support students and the institution as a whole. The more access barriers that are removed, the more likely there is the opportunity for student success while attending college. The very existence and establishment of community colleges removed one barrier by providing the dream of universal access, as envisioned by the 1947 Truman Commission; the presence of on-campus housing can practically allow the means to access in for anyone in the service area. Housing enhances the removal of this barrier in creating an ease in sustaining ones attendance to the institution.

Finding 2

Housing at publically controlled community colleges providing housing is a significant factor that is underestimated by the federal government. According to the 2010 Integrated Post-Secondary Data Systems (IPEDS) analysis, there are 1,061 publically controlled associates colleges. Of these institutions 661 are rural-serving, 220 are suburban-serving, and 180 are urban-serving institutions. A total of 245 institutions reported housing to IPEDS in 2010-2011. An additional 44 institutions were by the Carnegie Basic Classification and institutional website search as providing housing, but did not reporting housing to IPEDS. Of the 1,061 identified publically controlled two-year institutions, 285 or 27% provide housing. Since Moeck's 2005 study, 44, or an additional 19% of community colleges have been identified as having student housing. The number of associate's colleges building housing continues to grow; the author's website research indicates that Florida Keys Community College (FL), Dutchess Community College (NY), Adirondack Community College (NY), Schenectady County Community College (NY), Shoreline Community College (WA), Montgomery County Community College-West Campus (PA), University of South Carolina-Salkehatchie (SC), The University of Wisconsin-

Marshfield (WI), and The University of Wisconsin-Richland (WI) have begun or completed construction of on-campus housing since the 2010-2011 IPEDS report. This growth in housing is not going unnoticed in higher education. The February 18, 2013 edition of *Community College Week* ran a front page featured article of the growth of housing at community colleges. This article touted the benefits and amenities of two institutions, Florida Keys Community College (FL) and Dutchess Community College (NY). In New York alone half of the community colleges provide on-campus housing and the trend appears to be growing (Bradley, 2013).

The researcher began by identifying the number of publically controlled two-year community colleges identified by the Carnegie Basic Classification, as rural, urban, and suburban. Using the IPEDS search functions the researcher was able to identify 248 institutions which provided housing. The researcher then removed three institutions that identified as outside the continuous fifty-states. Using the Carnegie Basic Classification list, the researcher identified 44 more institutions that provided housing, by completing a search of each individual community college website. While 85% of community colleges are properly reporting housing to IPEDS, 15% of institutions are not properly reporting. Over all 27% of all associates degree granting public institutions provides on-campus housing.

Misreporting appears to be spread throughout the differing geographic census regions. Fifteen percent of community colleges with housing are not properly reporting to IPEDS. Among community colleges California has the most, while Texas has the most community colleges with housing. All but two of these Texas institutions report housing to IPEDS. Illinois and California are the states with the worst under-reporting issues. Of the Illinois community colleges, five did not report housing to IPEDS, while four California institutions failed to properly report. It is important to note that this misrepresentation in IPEDS is not the fault of the United States

Department of Education, but a misrepresentation on the reporting to the USED by the individual institutions.

Finding 3

Community colleges that offer housing programs may not promote themselves well, or perhaps are wary of bringing attention to their programs. The researcher found the collection of data in the survey portion of this research extremely difficult to obtain. The initial survey (see Appendix J) was distributed electronically on October 5, 2012. This survey garnered 69 responses. Additionally, reminders were then sent out October 17 and November 12, 2012. This garnered 12 more responses. At this point the researcher sent a hard copy of the survey to any institution that did not respond, 153 institutions in total, the week of December 10, 2012. Of this mailing, ten useable surveys were returned. On January 3, 2013, Steven Hood, Executive Director of Housing and Residential Communities at the University of Alabama, suggested sending an email requesting assistance from fellow administrators of housing with completing the survey. Hood's email was placed at the top of the standard email sent to recipients. This attempted netted just six additional responses. A final email was sent on January 14, 2013, as well as phone calls particularly to urban and suburban institutions in requesting completion of the survey. This final requested garnered fourteen additional responses. Needless to say this survey attempt became increasingly frustrating to the researcher. The fact that 50% of perspective respondents chose to simply not respond is frustrating, and an additional 6% chose to opt out of the survey. The student's advisor then suggested casting a wider net. The focus changed from community colleges to basic associate's degree granting institutions. This increase in numbers plus directed emails from the dissertation advisor increased the responses from 111 returned surveys to 174 returned surveys.

The relatively low response and or perhaps apathy toward completing a survey that may benefit community colleges with housing and causing little if any harm to the institution or respondent was baffling to the researcher. Inconsistent definitions from the U.S. Department of Education and IPEDS' definition of on-campus housing may play a factor. If institutions are using the IPEDS defined terms they may have choose not to complete the survey as in their mind on-campus housing does not exist in the terms defined by IPEDS. Further, none of the questions asked on the survey were out of the scope of available public knowledge if one choose to investigate or complete Freedom of Information Act requests. In personal conversations with Pat G. Moeck concerning the researcher's frustration, it was noted that many of those working at community colleges are practitioners who do not see the direct benefits of scholarly work, or may not recognize the importance toward completion of survey materials are in benefiting scholarly and practical advancement of the field. The researcher also believes that there lies in survey distribution a feeling similar to bystander effect, the bystander effect occurs when the presence of others hinders an individual from intervening in an emergency situation. Essentially with a similar situation, a survey sent to multiple people through email or postal service is seen as one more item received. Once realized that the information is being requested by possibly hundreds of people, an individual may feel less apt to take the time to complete the survey believing that most of the other people will do so, thereby making his or her responses not as important, or not as necessary.

Institutions may also be reluctant to discuss their financial viabilities of programs, or the institution, which may further lower the response rate, particularly to questions concerning the financial situation of housing. Questions concerning housing revenue generated the lowest response rate of only 70 respondents. In 2004 Moeck also found institutions reluctant or hesitant

to answer questions concerning finances or revenue generation in her research. Apathy and reluctance to be forthcoming concerning certain aspects of programs may be an overall reason in the lower than expected returns of survey materials.

Finding 4

The reasons for the level of involvement in operating on-campus housing vary by Carnegie type, yet two factors remain consistent throughout all types; Associate's colleges engage in operating on-campus or institutionally controlled housing for a number of reasons. There is no single identifying factor that all community colleges indicated as a motivating factor in providing housing on or near their facilities. From the information gathered however we can identify that of all community colleges responding to the survey that 107 institutions of the 142 reporting agreed that housing is a motivating factor to provide a true college experience. From an economic prospective 99 of the 142 colleges identified housing as a benefit in increasing student enrollment figures, and 98 of the 142 responding institutions stated housing was a motivating factor for students who find it difficult to commute. While benefits such as increasing revenue are factors in the reasoning for providing housing, the two of the top three motivating factors for all institution types responding is based on the needs of the students.

Community colleges are placing the needs of their students before the needs of the institutions. Institutions recognize that barriers which block access block revenue that can provide a better quality of experience and education to the student. These forward thinking institutions realize that barriers to college are not just cost, or academic preparedness, but the need for the student to be able to attend and know he or she has an ease in accessing the institution, housing, and a sense of belonging and the benefits college offers whether it is a community college or a four year university. It is also important to note that these institutions

recognize that barriers to access are not static and may change due to the region, economic conditions or other reasons from year-to-year. Table 30 displays the top three motivating factors found between Moeck’s research and the research done by this author.

Table 30

Top 3 Motivating Factors for Being Involved in Residence Halls

Top Motivating Factors (Hofman, 2013)	Total Number of Responses	Top Motivating Factors (Moeck, 2005)	Total Number of Responses
A True College Experience with a Broad Array of Programs and Services	107	Increases Full-Time Student Enrollment	109
Increases Full-Time Student Enrollment	99	Providing Cost Effective Services to Full-time Students	104
Service to Students in the Service Area Who Find it Difficult to Commute	98	A True College Experience with a Broad Array of Programs and Services	100

Notes:

1. Hofman’s totals do not add up to 142 because multiple answers were permitted for this survey item.
2. Not every college responded to every survey item.
3. A total of 126 useable responses were obtained for Moeck’s (2005) survey question.

Source: Moeck (2005), *An Analysis of On-Campus Housing at Public Rural Community Colleges in the United States*, page 81

Finding 5

Over the past ten years it appears that the number of community colleges with housing is increasing, primarily in the South and Mid-West regions of the country. Looking at a comparison of Moeck's analysis of 2001-2002 data and the work of this researcher, there is a significant increase in the number of community colleges not reporting housing to IPEDS. One difficulty in comparison is the changes of institutional classification between the Katsinas, Lacey and Hardy, and classification system and the Carnegie Basic Classification system, which is based upon the Katsinas, Hardy and Lacy system. The Carnegie Classification of Associate's Colleges removed the two-year under four-year institutions and reclassified several other institutions such as Ilsiagvik College. Other discrepancies are due to some schools no longer reporting housing, such as Riverland or Alpena Community College, yet these institutions report housing on their websites. For an example of website reporting and IPEDS reporting see Appendices A-G, page 171. From the time of Moeck's research until 2010-2011, thirty six community colleges have reported housing to IPEDS. While it can be considered that many of these institutions, shown in table 23, may have had housing prior to 2001-2002, it is thirty-six more institutions, possibly unaccounted for during the 2001-2002 IPEDS' reports. The same point can be considered that of the thirty-three institutions who do not currently report housing, however state the availability of housing on their websites have been possibly providing housing since before the 2000-2001 academic year. Appendix H lists the community colleges that provide housing located in Moeck's study. Appendix I list the community colleges that provide housing located by this researcher through the use of IPEDS and website searches.

It is likely that this misreporting or failure in reporting has been taking place for several decades. Of the 289 community colleges identified as providing housing, 148 or 51% of the

institutions were established prior to 1960. Taking into account the number of institutions established from 1960-1969, 111 additional institutions, this number increases to 90% of the institutions that provide housing, were established prior to 1970. It appears through comparison of the 2001-2001 IPEDS report and the 2010-2011 IPEDS report thirty-three colleges did not properly report in 2010-2011, make up 11% of all 289 associate's colleges which provide housing. While the number of community colleges with housing may not be near as high as Moeck had predicted, the under reporting problem is still significant and needs to be addressed. Furthermore over 25% of associate's college provide housing, one-fourth of all associates colleges offer housing yet this important information is not made known or considered relevant in the light of what community colleges can offer a student.

Twenty-seven percent of all basic two year associates degree granting institutions offer on-campus or near campus housing. Eighty-eight percent, 253 of these institutions are located in rural communities of the United States, primarily in the South and Midwest. Considering that the South and Midwest regions are known for agriculture it makes sense that rural institutions are more likely to provide housing as they have a broader service area than suburban or urban institutions. Of the 242 institutions 147 associates colleges are located in medium sized rural areas. One could conclude that population of these areas include multiple smaller communities spread out through a service area that may include one or more counties creating a greater traveling distance, as opposed to large rural areas that may have a single large town/small city bordered by smaller enclaves of communities within reasonable commuting distance. Geographic considerations would also play a factor. Communities such as Grand Traverse County may find parts of the area inaccessible to travel due to snowfall, or severe winter

weather, which is common for Northern Michigan, where snowfall can exceed seventy inches per year.

What is noticeable and should be touted is the growth of housing at associates' degree granting institutions and the need for accurate reporting. Since 2011, a minimum of nine institutions have been identified as building or opening housing. Florida Keys Community College (FL), Dutchess Community College (NY), Adirondack Community College (NY), Schenectady County Community College (NY), Shoreline Community College (WA), Montgomery County Community College-West Campus (PA), University of South Carolina-Salkehatchie (SC), The University of Wisconsin-Marshfield (WI), and The University of Wisconsin-Richland (WI) all currently have or are constructing on-campus housing.

Finding 6

Community college websites vary greatly in design and usability and the target is moving; however information concerning housing appears to be readily available and easily identifiable. Most community college websites designs vary greatly. There is no one single template used. Even among the schools that are part of a larger system, such as the State University of New York College system, each website is individualized. While all the sites viewed maintained a consistency to their pages, some sites could appear confusing or difficult to navigate, using photos as links or not clearly identifying links on the main page. Through the survey question concerning the ease of locating housing information and the researchers own searches, it is viewed that housing information is extremely to moderately easy to locate for most institutions. Of the 289 institutions searched, 225 had a link to housing information within two mouse clicks. Essentially housing information was a link on the main page or a sub-link from the main page usually located under student life, or new students tabs. Forty-two institutions placed

housing information as 3 clicks away. In these cases the initial link would take you from the main website page to a page with information for new students or a student life page with a link to housing, financial aid and other sub-links needed to enroll or register.

On average a student would need to pass through two links to locate information on housing. In comparison to major universities it takes two clicks of the mouse from the “future student” link on The University of Alabama website, and three clicks on the “future student” link at the University of Michigan Website to locate housing information from the main university webpages. The researcher could argue that gauged against two major universities which provide housing for more than 7,000 students, that 78% or 225 of the 289 associate’s degree granting institutions are on par with most institutions in creating easy access to information concerning housing. The researcher conducted his research between May 2013 and August 2013 and he anticipates colleges will continue to upgrade and improve their websites.

Conclusions

Conclusion 1

Public community colleges are involved in on-campus housing to a greater extent than initially realized. There are 1,061 identified two-year public basic Carnegie classification institutions in the United States. Twenty-seven percent of these institutions have on-campus, or near campus housing that is institutionally controlled or affiliated with the community college. While the under-reporting to IPEDS may not be as significant as first believed, it is significant that one-fourth of all public two-year community colleges provide some form of housing. There also lies a discrepancy in reporting. Discrepancies such as this can be attributed to a lack of reporting, a lack of investigation, or pure speculation. David Pierce, president of the American Association of Community Colleges in 1999, estimated only 60 community colleges offered on-

campus housing (Lords, 1999). This estimate appears to be wildly inaccurate considering Moeck's findings in 2005.

In the 2010-2011 IPEDS Survey college administrators are asked the following question: Does your institution offer institutionally-controlled housing (either on or off campus)? It also asks for administrators to specify the capacity of housing. What the survey does not do is specify the meaning of institutionally controlled housing. However in the glossary of terms (IPEDS, 2013) institutionally controlled housing is defined as:

Any residence hall or housing facility located on- or off-campus that is owned or controlled by an institution and used by the institution in direct support of or in a manner related to, the institution's educational purposes.

Essentially this can mean that even if the institution does not directly own the property but supports the facilities through staffing, or requirements to live in campus housing there is a degree of institutional control. However the above definition could be found confusing for some. What exactly defines institutional control? Does control mean the property is located on campus property, or that the institution hires professional and student staff to run the day-to-day operations of the facility? A property that is operated by a third party on non-campus property but is not affiliated with the university may be considered in institutional control if it only rents to community college students, or the institution actively promotes the facility. In the case of South Florida State College, housing is owned by the South Florida State College Foundation, Incorporated. It is a foundation to encourage and solicit gifts that will benefit the institution and those working or attending. This third-party facility is supporting the institution and the educational purpose, so ostensibly there is a degree of institutional control. Further South Florida State College recognizes that they have institutional control of housing and identify as such with IPEDS.

A second example of consideration over institutional control is Temple Junior College in Texas. The researcher was notified that Temple Junior College does not provide housing. However on the Temple Junior College websites there is a link to University Courtyard Apartments, located directly across from the college campus. University Courtyard Apartments obviously has some type of affiliation with Temple Junior College as they provide University Courtyard Apartments, website space and an email address through the Temple Junior College email system, including a @templejc.edu address. After speaking with a representative from University Courtyard Apartments the researcher was told that residents of the complex must be students of Temple Junior College. There is obviously an aspect of institutional control or affiliation. Four-year institutions will affiliate themselves with outside housing, but rarely do they keep the line so blurred. Reviewing the Temple website, one would reasonably consider “University Courtyard Apartments” to be part of the college, due to the email address itself as well as the direct links to the apartment complex.

Four-year colleges such as The University of Alabama promote particular off-campus residential facilities through a strict criteria and inspection process known as Crimson Choice (Crimsonchoice.ua.edu 2013):

The University of Alabama is committed to the security and wellbeing of its students. That’s also true for a select group of rental property owners who are members of the Crimson Choice® program. Crimson Choice® helps parents and students make more informed decisions when selecting off-campus housing.

Each year Crimson Choice® property inspectors evaluate rental properties of owners who volunteer for the program. Using over 50 criteria, they score the physical security of the property. They look at things such as the quality of the doors, locks, windows and even if the grounds are well maintained. Properties meeting our strict standards are approved and listed as Crimson Choice® properties on this web site. Also, look for the official UA Crimson Choice seal of approval on the properties you visit.

The University of Alabama has created an affiliation with these properties to ensure the safety and well-being of their students. Following The University of Alabama criteria, these property owners and managers are allowed to advertise as approved housing by the University, as well has be listed on a University of Alabama website, <http://crimsonchoice.ua.edu>. While 27% of community colleges were identified as having housing either through IPEDS or on their website, the numbers could be larger if there are institutions with agreements with private property owners and managers.

Finance also plays a significant role in the continued creation and perpetuation of on-campus housing. Housing is a revenue stream for the institution. Programs that would be impractical or difficult to fund are now a foreseeable opportunity for the institutions. Childcare, health services and foodservice, necessary programs for adult learners that can aide in their success can be funded fully or partially from the revenue source on-campus housing generates. The students attending greatly benefit at well due to low cost affordable housing. Mississippi Gulf Coast Community College offers on-campus housing with a meal plan for \$1,905 dollars per semester (McElroy, 2013). Compared to The University of Alabama, the lowest housing rate per semester begins at \$2,800 and does not include a meal plan ("The university of," 2013). Yet both institutions offer the same in room amenities, air-conditioning, furniture, cable television, and internet. Community colleges with on-campus housing create opportunities and access to higher education that may otherwise be unattainable for some perspective students.

Conclusion 2

Community colleges with housing programs support student success and are an economically viable vehicle for the institution to provide programs and offerings otherwise considered unaffordable or unnecessary. Community colleges provide an opportunity for those

in the community to better themselves not only academically but personally and socially. Particularly in rural areas community colleges act as the cultural center, supporting the arts, and museums for the area. For rural communities the community college is a base of learning, culture, and social activities. Housing revenue can help support these extracurricular events. For institutions in rural areas there are greater obstacles for students. Transportation, and childcare are two hurdles, those students in larger communities may not face due to the abundance of services. The community college offering housing, child care and other services can help to offset the costs through the revenue of other programs such as housing, making college attendance economically, and physically possible for prospective students in the community, who may otherwise not afford or have the opportunity. Offering programs such as housing creates a circular model. After the initial creation and purchase, housing offers students an affordable way to go to college, thereby increasing enrollment, and the ability for the institution to provide other services to ensure student success. The more students attend the more revenue is generated, and the more service and employment opportunities are created for the benefit of the community.

Community colleges offer a great variety of services to students, as an affordable alternative compared to a large university. With a changing economic landscape community colleges offer the opportunity for training for a local educated workforce in high skill positions. Community colleges comprise 44% of all the nation's college students, and 43% of all first-time freshmen (AACC, 2011). Fifty percent of all African-American students attend community colleges, and 60% of all Latino college enrollments are found at community college. It is estimated that from 2008 to 2010, community colleges have seen a 15% increase in enrollment (AACC, 2011). Community colleges are a vast and important part of higher education initiatives,

creating an educational commodity for all walks of life. Growing populations of traditional age students are turning to community colleges to begin attain their higher education goals, with nearly 39% of all traditional aged students attending a community college (AACC, 2011). These institutions are realizing the need to create development for students while making their institution more attractive.

Housing is a motivating factor in student success for those community colleges that participate in offering housing programs. Overwhelmingly institutions responded that a motivating factor for providing housings was providing a true college experience. Students living in residential facilities on community college campuses are offered the same benefits to students who live on-campus at a four-year university. Programs and activities are offered for students, and many also offer student employment opportunities through residential facilities such as being a resident advisor, or as a clerk at a front desk. Students also have the opportunity to have more encounters with a more diverse population. Many institutions surveyed offered specialized housing and educational opportunities. Specialized floors or buildings with academic or special interests communities are created providing students with interactions to those with similar interests and activities. Retention, recidivism, and enrollment numbers are key to community colleges. Tinto, as well as Pascarella and Terenzini, have repeatedly expounded on the importance of retention. Vincent Tinto (2004) states that institutions must be committed to students, placing the student's success and wellbeing as a goal of the institution. Like their four-year counterparts, college housing helps to integrate the student into the institution, creating a sense of belonging where students feel that are part of the shaping of the institution (Tinto, 2004). Housing at a community college can help to create this sense of belonging, and the idea the student is part of the bigger picture. Activities based on campus and in the residential

facilities create community and a feel of belonging, forcing interactions and friendships.

Academic programs, athletics and honor societies are just the small number of organizations that can utilize on-campus housing to develop student interaction and retention efforts.

The combination of athletics and housing support both the institution and student success. Casteñada (2004) found that 54%, or 629 of 1,156 public two-year institutions identified in IPEDS offer intercollegiate athletics, and 81% of large rural institutions offer athletic programs.. Rural community colleges overwhelmingly offer on-campus housing compared to their suburban and urban counterparts. Housing and athletics at community colleges have a relationship that benefits both programs as many student athletes are required to be full time students, and many institutions require athletes to live on campus or offer a scholarship for campus housing or academics. Housing offers the benefits for these students to attend college and complete the necessary requirements to be eligible to participate in athletics, more easily than commuter students. Casteñada's (2004) research found the expense of operating an athletic program exceeded the revenues the program produced at most colleges (Casteñada, 2004). Therefore housing may act as the revenue source for athletics to remain financially feasible, while at the same time attracting and retaining a broader base of full-time students.

Housing enriches not only the students' lives but the institution. Revenue helps to create programs and activities that will help the student succeed. These programs benefit the student in staying in college, completing their studies, and increasing enrollment. Revenue and success go hand in hand. For many institutions without housing programs to bring in revenue, the less their enrollment numbers would be, thereby generating less revenue. Housing provides opportunities for success, and increases student enrollment thereby increasing revenue, allowing for programs to continue that will help increase student enrollment.

Conclusion 3

Housing programs at community colleges are commonly located at rural community colleges that were established prior to 1960. According to the 2010 IPEDS data 661 associates' colleges are located in rural communities of the United States of America. Over 62% of community colleges are located in rural areas. Thirty-eight percent of rural community colleges provide on-campus or institutionally controlled housing. Fifty-one percent of community colleges which provide housing were established prior to 1960. By end of 1969, 111 more institutions that provide housing were established. Appendix L provides a list of community colleges that provide housing, established prior to 1970. Thirty-eight percent of institutions identified as providing housing were established within a ten year time frame. A recognized need for student housing became apparent by the early 1960s, particularly at community colleges. The reason for this sudden explosion in housing may be contributed to the baby boom who would be reaching college age by the 1960s, along with a second generation of veterans from the Korean War who would take advantage of the G.I. Bill. Like most four-year universities, community colleges saw an increase in enrollment, and focused on the needs of students to continue enrollment trends, developmental, social needs of those attending.

While the reasons for on-campus housing at rural community colleges makes greater sense as opposed to urban or suburban institutions, those non rural institutions recognize the importance for on campus housing within their geographic areas. The number one reason for providing housing according to respondents in suburban institutions was to lower cost barriers for students who find it difficult to commute, followed by increased student enrollment and creating a true college experience (see table 13). One area for further research would be to look at costs of on-campus housing costs at urban and suburban associates' institutions compared to

surrounding privately owned apartments for a cost point comparison. This researcher believes that costs for student housing would be made specifically lower than privately owned housing in order to bolster the above reasons for providing on-campus housing.

Recommendations

The following section will give recommendations for expansion and ideas for improving research and literature concerning publically controlled community colleges. The recommendations given are to continue the research and expand on the data already collected.

Recommendation 1

The U.S. Department of Education, to ensure greater accountability and accuracy within its IPEDS data system, should work to obtain a more inclusive report. Reporting to IPEDS is completed by the individual institution, yet the survey materials offer little explanation for the meaning behind the questions. The glossary of terms located on the IPEDS website should address not just institutional control, but what that institutional control actually means. In some cases, funding for housing is provided by foundations that are affiliated with the institution. In others, third-parties may own or operate housing located on campus-owned property. A clear definition of institutional control using phrases such as ownership and or operation of land and or facilities may clear this confusion. Other institutions are clearly not indicating housing to IPEDS for their own reasons, or perhaps through misunderstanding. If reporters are misinterpreting data on housing, it begs the question what other errors are being made on IPEDS surveys reported to the United States Department of Education.

The author suggests that the U.S. Department of Education make a concerted effort to edit, and review the IPEDS survey and glossary of terms for possible misinterpretation. Education about the survey, its uses, and importance both for the U.S. Department of Education

and the institutions should be emphasized. This education should include what exactly the U.S. Department of Education is seeking in its information request and exact definitions as to how to complete the survey. This could be easily and economically done through power point, audio, and videos provided on the IPEDS or a secondary website.

It is key that these reports are accurate and timely, while the department of education states on their website that they can levy fines, against misinformation of failure to complete the IPEDS data in a timely manner, this is unlikely and impractical unless an egregious error is recognized. Community college administrators and the U.S. Department of Education must work together in creating the most accurate profiles as possible, and not rely on one or the other to make sure the information provided is correct. To help the U.S. Department of Education a comprehensive list of associate's colleges that report housing to IPEDS as of fall 2010 and a list of community colleges that does not report to IPEDS is provided in appendix I.

Recommendation 2

A student-centered study of the positive effects of housing at community colleges would create a broader picture of how housing at community colleges benefits the institution and student. This study and earlier ones focused on the perceived lack of on-campus, or institutionally controlled housing at community colleges. However a greater focus on the effects of housing on students could create a bigger picture of the positive impact these 289 institutions have on student growth and development. Tinto, and Pascarella and Terenzini have focused on student enrollment, and retention and the benefits of on-campus housing at four-year institutions. A similar study focusing on student interactions and development at community colleges may create a greater understanding of the benefits community colleges provide.

A qualitative study using focus groups of students and administrators could create a greater understanding and optimistic outputs of how the on-campus housing at the community college creates community, and a sense of belonging for students. Further student development could be focused on looking at issues of student interactions, diversity, and retention. A study such as this focusing on student benefits and development may garner greater attention, and show that community colleges are similar to their four-year counterparts, help students develop and grow academically, socially, and personally into a productive member of society. The lack of student development and programs related to development on the community college level may be some of the reasoning behind the theories that community colleges do not provide the needed services, such as housing, or are considered by some as second rate institutions of higher learning.

Recommendation 3

A focused study of the usability of community college websites could give a greater understanding in the ease of use for first time students researching the institution. Ann Pegoraro in 2006 completed her dissertation concerning Canadian university websites with a focus on usability. Webpage design varies greatly from institution to institution, and one can appear very different from another, even if they are part of the same system. Using Pegoraro's metrics and research design, a prospective researcher may wish to use a sample of community college websites to rate the usability, and ease of use. This type of study may be useful as many students attending community college may not be as computer savvy due to socio-economic conditions, age, or other barriers that may have caused a lack of basic computer knowledge. Further, as we become a more technologically advanced society, more and more work is being placed on a website. Students apply to college, financial aid, and housing all through the websites at many

institutions. Payments as well are often now made on-line. A student who may find difficulty navigating the paperwork as well as the website, will find this another barrier to higher education, and therefore more likely to give up and choose not to attend.

Similar to distance barriers, technological barriers must be addressed and investigated. In a society where technological advances continue in leaps and bounds, those students who are not prepared will be left further behind. As a society, we assume that all students have basic computer literacy, just as we assume that all students can go to the community college in their service area. This is not the case due to barriers of distance, finance, and technology. It is pertinent to study and review community college websites for ease of use for all students and not become another hurdle in a world of access issues to higher education.

Recommendations 4

A study of the uses of revenue from on-campus housing is needed. In the budgeting of on-campus funds utilities, programs, and salaries are factored in. Revenue is considered any funds generated after all other payments are made. A study is needed which looks at what activities, and services revenue from housing assists in providing. Yet this study would need to rely on consistency of reporting institutions to IPEDs, which may make it difficult to complete in the near future.

It is easy to claim that housing revenue is utilized in assisting other campus partners, and to justify programs or activities that otherwise would not be feasible. Yet there appears to be few if any studies on documenting how and where housing revenue are utilized. Dining, counseling, tutoring, health, and recreation services are among the many areas one can assume this revenue source might go to in assisting the funding of these programs. Yet it is likely that a clearly defined study cannot be produced until issues of consistency in IPEDS are addressed.

A study such as this should be funded by the U.S. Department of Education. It would allow a more transparent view of how funding is utilized by the institution, and where tuition and fees from housing are utilized throughout the campus. This would be especially timely, as students and parents demand greater amenities and services for their investment into a college education. Understanding how one's dollars are spent by the institution may create a better understanding of how a college operates, thereby creating greater cultural capital between the student and the institution. This priority would be consistent with recent U.S. Department of Education efforts to bring greater transparency to information on college costs and affordability, and can be justified for this reason alone.

Recommendations 5

In the name of promoting consumer awareness, a greater justification for the College Navigation Tool at the United States Department of Education must be made, in order to create the most complete picture possible for information concerning community colleges. More information through the questions asked and a clear concise list of terms should be created in order to create a clear picture of the institutional offerings. Clear definitions of what is on- or off-campus housing, and institutionally controlled housing must be made. If the continued vagueness and multiple meanings of terms persist, the longer the misconceptions and discrepancies concerning on-campus housing will persist.

The IPEDS College Navigation Tool could be a great consumer product for college bound students and their parents or guardians. The IPEDS College Navigation Tool offers an unbiased view of the institutional facts and characteristics. The sheer volume of search criteria would allow a student to search for institutions similar to what he or she may be looking for either by size, location, or academic programs. A database such as this needs to be marketed and

promoted for prospective students and their families to use in making the right collegiate choice be it in academics, location or financial, and not simply as a function for academics and researchers in their studies. Colleges and the U.S. Department of Education could create a similar program as the Net Price Calculator that is required by all institutions according to the National Center for Educational Statistics (2013):

In accordance with the Higher Education Act of 1965 (HEA), as amended, as of October 29, 2011 each postsecondary institution that participates in the Title IV federal student aid programs is required to post a net price calculator on its Web site that uses institutional data to provide estimated net price information to current and prospective students and their families based on a student's individual circumstances. This calculator should allow students to calculate an estimated net price of attendance at an institution (defined as cost of attendance minus grant and scholarship aid) based on what similar students paid in a previous year. The net price calculator is required for all Title IV institutions that enroll full-time, first-time degree- or certificate-seeking undergraduate students.

Institutions may meet this requirement by using the U.S. Department of Education's Net Price Calculator template or by developing their own customized calculator that includes, at a minimum, the same elements as the Department's template.

The U.S. Department of Education provides a template version for the net price calculator and it can be found on every institutions website. Easily and affordably a link could be required on each institutional website that connects to that institutions IPEDS data page. A second option would be to create a web-page or a link to a Portable Document Format (PDF) file which provides the same information that is submitted to IPEDS. If this recommendation is to ever be considered or instituted, the author suggests it be combined with Recommendation 1, above, in order to ensure accuracy of data presented.

Closing Remarks

On-campus and institutional controlled housing is prevalent at community colleges. Over one-fourth of all publically controlled community colleges provide housing in some form or fashion. Pat Moeck dispelled this myth in her 2005 dissertation, and this study further shows that housing is available at a significant number of community colleges. Apartments, residence halls, and even houses are available to students, breaking down barriers that may otherwise prevent a student from attending college. The institutions that provide housing are most often located in the Midwest, and South, particularly rural communities of these areas. Particularly for these rural areas with less access to services, the revenue based off housing could be used to assist in providing programs or services that may further tear down barriers to access. Services such as health-care and child-care benefit students who may not have insurance, or afford day care services while attending classes are just a few of the programs that can lead toward successful completion of a degree or certification. Institutions as well recognize the need to provide for students, the need to create a true college experience with an array of services is one of the main motivating factors for institutions. Colleges are creating, renovating, and building more housing as the benefits to the students and the institution provide benefits for all while destroying barriers that stand in the students' way. Community colleges provide housing for a myriad of reasons, yet the myth continues that these institutions are only commuter schools. Through this study, Moeck's dissertation and future studies this myth will not only be dispelled but eradicated, and proclaim the incredible benefits of the community college for all students.

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Appendix A

FIRE SAFETY REPORT

ALPENA COMMUNITY COLLEGE

SEPTEMBER 22, 2010

The following information pertains to our on-campus housing facility, College Park Apartments, 675 Johnson Street, Alpena, Michigan 49707. College Park Apartments are owned and operated by Werth Development LLC, 442 West Baldwin Street, Alpena, Michigan 49707. Any questions concerning information contained in this report should be directed to Nancy Repke, Property Director, for Werth Development LLC or Nancy Seguin, Associate Vice President of Academics and Student Affairs, Alpena Community College.

Required elements of the report follows:

(All data from calendar year 2010)

1. The number of fires and the cause of each fire.

Answer: None

2. A description of each housing facility fire safety system, including the fire sprinkler system.

Answer: Each of the 16 units is equipped with smoke detectors. There is no sprinkler system.

3. The number of fire drills held during the previous calendar year.

Answer: None

4. Policies or rules on portable electrical appliances, smoking, and open flames.

Answer: Grills are not allowed; smoking is allowed in designated units. All other restrictions are covered under the terms of the College Park Apartments Lease Agreement.

5. Procedures for evacuation

Answer: If evacuation is dictated by either law enforcement agencies or college officials in

carrying out their official duties, all residents of College Park Apartments will meet at First Congregational Church, 201 South Second Avenue, Alpena, Michigan 49707.

Representatives of Alpena Community College and Werth Development LLC will also be present in the event of this occurrence.

6. Policies regarding fire safety education and training programs provided to students and employees, including the procedures students and employees should follow in case of a fire.

Answer: Evacuation plan (each college building) posted in classrooms. In-service programs in planning stages for both college staff and students.

7. For the purposes of including a fire in the statistics, the titles of each person or organization to which students and employees should report that a fire occurred.

Answer: a. Site Manager – College Park Apartments

b. Property Director – Werth Development LLC

c. Director of Facilities Management – Alpena Community College Fire Safety Coordinator

8. Plans for future improvements in fire safety as determined necessary by the institution.

Answer: Multiple fire drills will be executed during the next calendar year. Residents will be individually contacted and made aware of evacuation procedures which will also be posted at College Park Apartments.

Appendix B

Alpena Community College

- [Home](#)
- [Future Students](#)
- [Current Students](#)
- [Alumni & Donors](#)
- [Community](#)

ACC Links -->Google™ Custom Search

College Park Apartments



College Park Apartments are located at 675 Johnson Street on the campus of Alpena Community College, within easy walking distance of classes. Werth Development LLC has created a residential atmosphere with 16 four-bedroom townhouse units to accommodate a total of 64 students. Management and leasing are handled by Stratford Group Ltd., 456 W. Baldwin St., Alpena MI 49707; phone 989.354.2424.

You can print a PDF format [application](#) here for College Park Apartments, call Stratford Group to have one mailed to you, or pick one up from the ACC Student Services Office at Van Lare Hall. Nine- and 12-month leases are available; a security deposit is required. Applications are processed in the order received with final determination of occupancy made by Stratford Group Ltd.

Features of each unit include:

- Two full size baths
- Kitchen equipped with stove, refrigerator, dishwasher and microwave
- Vinyl flooring in the kitchen and dining area
- Carpeted living room, bedrooms and stairways
- Keyed lock for each bedroom
- Wiring for telephone and cable television in each bedroom
- Metered electrical service
- Heat and furniture included in the \$295 per month per student rent

Additional features include outdoor basketball and volleyball areas, central laundry room, vending machines and ample free parking by permit.

Listings of off-campus housing are available through the Alpena Community College Student Services Office at Van Lare Hall, 989.358.7240.

[Home](#) | [About Us](#) | [Contact/Location/Maps](#) | [Employment](#) | [Terms & Policies](#) | [Search](#) | [Trustees](#) | [Gainful Employment](#) | [Financials](#)

[Alpena Community College](#), 665 Johnson St., Alpena, MI 49707-1495
989.356.9021, Toll free in Michigan: 1.888.468.6222
Copyright 2012

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Appendix C

RENTAL APPLICATION FOR COLLEGE PARK APARTMENTS
ALPENA COMMUNITY COLLEGE STUDENT HOUSING

Print, complete and mail this form to: Stratford Group Ltd., P.O. Box 517, Alpena, MI 49707, Phone: 989-354-2424.

Office Use Only - Date Received _____

PERSONAL INFORMATION: (please print)

Name _____
Social Security # _____ Date of Birth _____
Sex: M F Marital Status: Married Unmarried Separated
Automobile: Make/Model _____ Year _____
Your College Major _____

DATE OCCUPANCY DESIRED:

Date Occupancy Desired _____
 Furnished
Do you prefer non-smoking roommates? Yes No
(assistance will be provided to match roommates)
Name of person(s) you prefer to share apartment with:
(separate application is needed for each)

YOUR PRESENT ADDRESS:

Address _____
City/State/Zip _____
Home Phone # _____ Do you: Rent Own
How long at present address? _____
What is your monthly rent/mortgage payment? _____
Name of landlord/mortgage company: _____
Their Phone # _____
Their Address _____
City/State/Zip _____

YOUR FORMER ADDRESS:

Address _____
City/State/Zip _____
Did you: Rent Own How long at this address? _____
What was your monthly rent/mortgage payment? _____
Name of former landlord/mortgage company: _____
Their Phone # _____
Their Address _____
City/State/Zip _____

YOUR PRESENT EMPLOYER:

Name _____ Phone # _____
Address _____
City/State/Zip _____
Length of Employment _____ Annual Income \$ _____

Please note this is a preliminary application and gives no lease or rental rights. Additional information will be required at a later date to complete processing of residents. This application must be completed in full and signed in order to be processed. All of the information you are asked to provide in this application is treated confidentially.

OTHER INCOME:

List all other sources of income and amounts (include grants and scholarships):

BANK REFERENCE:

Name _____ Phone # _____
Address _____
City/State/Zip _____

PERSONAL REFERENCE: (not a relative)

Name _____ Phone # _____
Address _____
City/State/Zip _____

CREDIT REFERENCE:

Name _____ Phone # _____
Address _____
City/State/Zip _____

- A. Are you a current illegal user of a controlled substance? Yes No
- B. Do you have a previous conviction for use of a controlled substance? Yes No
- C. Have you been convicted of the illegal manufacture or distribution of a controlled substance? Yes No
- D. If you answered "Yes" to any of the above, have you successfully completed a controlled substance abuse recovery program or are you presently enrolled in such program? Yes No
Which program? _____

I certify that the preceding information is accurate and complete and I acknowledge that inaccuracies and/or omissions may be the basis of immediate cancellation of my application by management. Management has the right to investigate and verify my credit, employment and income records and to order a credit report on myself from the local credit bureau. Management has the right to investigate my present and past landlord references. I acknowledge that if I do not have credit or landlord experience established, a parent may be required to co-sign.

Please Note: If you reside with your parent(s) or are claimed as a dependent for tax purposes, they, as well as you, are required to sign this application.

Organizations and individuals using Alpena Community College facilities agree to comply with all ACC policies and procedures while using College facilities and while on the College campus. The College may refuse use of facilities by any organization or individuals failing to comply with College policies and procedures.

Signature of Applicant _____ Date _____

Signature of Parent _____ Date _____

Appendix D

Future Students Current Students Alumni Employees Community About Us Athletics Contact

THE COLLEGE MAP

MGCCC > The College > Map > Index >

Index

Perkinson Campus
51 Main Street
(PO Box 548)
Perkinson, MS 39573
601-928-5211

Jackson County Campus
2300 Highway 90
(PO Box 100)
Gautier, MS 39553
228-497-9602

Jefferson Davis Campus
2226 Switzer Rd.
Gulfport, MS 39507
228-896-3355

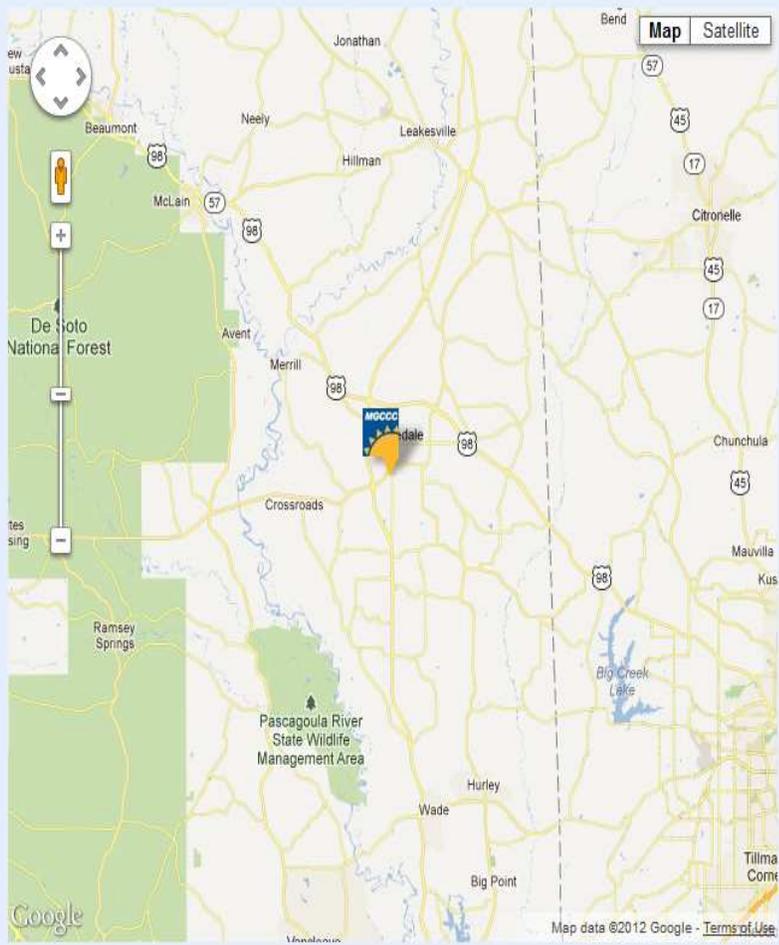
AMTC
10298 Express Dr.
Gulfport, MS 39505
228-896-3355

George County Center
11203 Old 63 S
(PO Box 77)
Lucedale, MS 39452
601-947-4201
Security: 601-766-6447

West Harrison County Center
21500 B St.
Long Beach, MS 39560
228-868-6057
Security: cell 228-860-6701

Keesler Center
500 Fisher St, Keesler AFB
(PO Box 5008)
Biloxi, MS 39534
228-432-7198

Naval Construction Battalion Center
1800 Dong Xoai Avenue, Moreell
Building 60, Room 227
Gulfport, MS 39501
228-865-0675



Map Satellite

Campus Maps



Map data ©2012 Google - Terms of Use

Appendix E

ies INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Enter search terms here

Publications & Products | Surveys & Programs | Data & Tools | Fast Facts | School Search | News & Events | About Us

IPEDS DATA CENTER
For Data Center Help Call 1-866-558-0658

Start over Save session Help MAIN MENU

Look up an institution Guest [\(Login\)](#)

1. Select Institutions

My Comparison Institution - None Selected

Select Institutions - You have selected 1 institution(s)

ADD **VIEW/MODIFY**

How would you like to select institutions to include in your data file/report?

[By Names or UnitIDs](#) [By Groups](#) [By Variables](#) [By Uploading a File](#)

Mississippi Gulf Coast Community College [\(change institution\)](#)

[Institution Profile](#) | [Reported Data](#) | [Data Feedback Reports](#) [Download PDF](#)

General Information

Institution Characteristics

Sector:	Public, 2-year
Carnegie Classification:	Associate's--Public Rural-serving Large
Campus Setting:	Rural: Distant
Title IV Institution:	Participates in Title IV federal financial aid programs
Religious Affiliation:	Not applicable
On Campus Housing:	Yes
Total dormitory capacity:	908
Endowment:	6,527,021
Endowment Per FTE:	780

Awards Offered

Financial and Human Resources

Student Financial Aid

Enrollment

Graduation Rates

Awards/Degrees Conferred



[Student Email](#) [Employee Email](#) [Web Services](#) [eLearning](#) [Class Schedules](#) [FAQ](#)

[Future Students](#) [Current Students](#) [Alumni](#) [Employees](#) [Community](#) [About Us](#) [Athletics](#) [Library](#) [Contact](#) [Quick Links](#)



Spring

SPORTS

Visit www.mgcccbulldogs.com for schedules, rosters, and more!

ANNOUNCEMENTS

2012 Summer Camps

MGCCC develops pre-disaster mitigation plan with FEMA grant funds

2012 Tuition and Fees

NEWS

MGCCC announces winners of annual writing contest

Jefferson Davis Players to present "The 25th Annual Putnam County Spelling Bee"

17 Phi Beta Lambda students win at state competitions

Photo anthology depicts history of the Mississippi Gulf Coast

MGCCC students perform musical program in American Sign Language

MGCCC Difference Makers honored at Spring Reception

Gulf Coast celebrates excellence in education

Auditions to be held for Coastal Vibrations

EVENTS

Tuesday, April 17

12:15pm 18th Annual Writing Contest Award

Saturday, April 28

8:00am 2012 Perkette Dance Team Audition

Monday, June 11

8:00am Mississippi Power Company Explor

8:30am Kids College - JD Campus - Session

10:15am Kids College - JD Campus - Session

12:30pm Kids College - JD Campus - Session

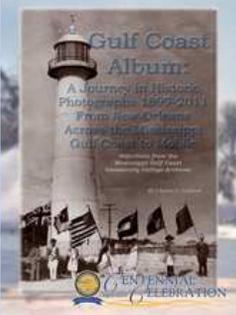
2:15pm Kids College - JD Campus - Session

Tuesday, June 12

1,130 followers

REQUEST INFORMATION HERE





Gulf Coast Album, a new book by Charles L. Sullivan. [Click Here to Buy](#)



LOOKING FORWARD TO CELEBRATING 100 YEARS

FUTURE STUDENTS

MGCCC > Future Students > Index >

Index

- Programs of Study
- Class Schedules
- College Catalog
- Online Classes
- Student Handbook
- Academic Calendar
- Apply Now
- Registration & Payment
- Tuition and Fees
- Financial Aid
- Honors Program
- Housing Information
- Transfer Information
- Veterans Services
- MGCCC Press
- Service Learning

Future Students



How do you get started at MGCCC? It's like this!

ADMISSIONS Requirements

- Submit application
 - [Online](#)
 - [Printable PDF](#)
- [Submit official transcript from high school or colleges attended, or GED \(PDF\)](#)
- [Submit ACT score report to campus, or schedule assessment test](#)
- [Attend orientation, if required](#)
- [Complete other specific requirements by student type \(i.e. transfer, incoming freshman.\)](#)

HOUSING Requirements (Perk students only)

- [Submit housing application and \\$50 non-refundable fee online](#)

FINANCIAL AID Requirements

- [FAFSA application for federal grants \(including Pell\) - Apply for Pin number first](#)
 - FAFSA Campus Codes

UPCOMING EVENTS

- [College Information Sessions](#)

MGCCC Recruiter

MGCCC Recruiter is online

Type **here** and hit enter to send a private message.

edit nickname: [meeboguest41042](#)



get meebop

SCHEDULE A CAMPUS TOUR:

- Perk 601-928-6267
- JD 228-897-3945
- JC 228-497-7680

RELATED LINKS

- [Campus Contacts](#)
- [Tuition and Fees](#)
- [Twitter](#)
- [Facebook](#)
- [FAQs](#)
- [2010 Registration Guide \(PDF\)](#)

HOUSING

[MGCCC](#) > [Housing](#) > [Index](#)

Index

- [Welcome to Housing](#)
- [Women's Residence Halls](#)
- [Men's Residence Halls](#)
- [Housing Services](#)
- [How to Apply](#)
- [Contact Us](#)
- [Take the Quality of Life Survey!](#)
- [Resident Assistant Selection Application \(PDF\)](#)
- [Guide to Residence Living \(PDF\)](#)
- [What To Expect Living On Campus \(PDF\)](#)

Welcome to Residence Life!

Welcome to the Mississippi Gulf Coast Community College Residence Life site. Thank you for choosing MGCCC! Whether you are a new student, transferring from another college or a continuing Gulf Coast student, living on campus is the way to go!

Living on campus is the sure way to be close to everything the Perkinston Campus has to offer. You're a quick walk away from classrooms, the learning lab, meeting places, the cafeteria, or grill. At Perk, residence life lives up to your expectations. You'll find comfort, style, and safety in our residence halls. All of our residence halls are equipped with card access, flat-panel TV in the lobby area, laundry facilities, and in-room internet access, cable television and phone service. In addition, you're guaranteed comfortable living accommodations and a residence hall staff whose number one job is to help you.

If you have an assignment (chosen through Web Services), check-in for fall 2012 will be August 16, 2012 from 10:00am-5:00pm at your assigned residence hall front desk. Please have your student ID and \$10 activity fee with you. If you do not claim your room by 5:00pm this day, it will be given to someone from our waiting list. If you are running late, please call our office at 601-928-6220 to let us know you are on your way. Check your bulldogs.mgccc.edu email account for further instructions. If you do not have an assignment, you will need to come to the housing office to be assigned. All room changes and meal plan changes must be made by August 1, 2012. You may do so online at [Web Services](#), under "housing". Please call the housing office if you have any questions.

Residence Life Staff

Making your residence-life experience even more positive are the resident assistants, or RA's, RA's are student staff members who live on wings or floors of each residence hall. They are here to help you find that Biology Class or help you to get involved on campus. We also have full-time residence hall supervisors who train and directly supervise the RAs and have overall responsibility of the residence halls Receptionists are there to operate the residence hall front desks and the custodial and maintenance staff who are responsible for cleaning common areas, including lounges, hallways, bathrooms, study rooms, etc. (After moving into the residence halls, students are responsible for cleaning their rooms and individual suite bathrooms.)

Housing Fees

- Five-Day Meal Plan \$1,785 (\$1,050 for Room and \$735 for Meals)
- Seven-Day Meal Plan \$1,905 (\$1050 for room and \$855 for meal plan)

Security

- You may have questions about safety and security. Our residence life staff is trained to handle emergency situations and to monitor the safety and security of our halls. All Gulf Coast locations have 24/7 campus police officers, who also train residence-life staff in safety and security on the Perkinston Campus.
- FERPA regulations prohibit the release of student information, including room and phone numbers. However, in emergency situations, we may contact a student for you.

Appendix G

The screenshot shows the website for Northeast Mississippi Community College. At the top, the college's logo is displayed against a tiger-stripe background. Below the logo is a navigation menu with buttons for: WELCOME, STUDENTS, ATHLETICS, WORKFORCE, BLACKBOARD, PUBLICATIONS, DEPARTMENTS, ALUMNI & FOUNDATION, OFF-CAMPUS SITES, and DISTANCE LEARNING. The main content area features three images: a clock tower, a group of five women in formal gowns holding trophies, and a large 'NEMCC' logo made of photo frames. To the right of the trophy image is a box with the text 'Student Email Help (log in problems)' and a link 'Student Email Log On'. Below the images is a link for 'Spring Exam Schedule'. At the bottom, there are two columns of resource links: 'RESOURCES' (including Bookstore, Tigerline, Calendar, Employment, Library, Notes & Quotes, Administration, and Directory) and 'STUDENT' (including Admissions, Catalog, Class Listing, Financial Aid, Housing, Transcript, and iTunes U). A large black arrow points from the Resources column to the Student column. To the right of the Student links is a paw print icon and a list of services: Student Activities, SACS, NEMCC ARRA Funds, Quality Enhancement Plan, Consumer Education, Gainful Employment, and Net Price Calculator. The slogan 'Big Decision... Smart Choice' is prominently displayed at the bottom, along with the college's address and phone number.

northeast
Mississippi Community College

WELCOME STUDENTS ATHLETICS WORKFORCE BLACKBOARD PUBLICATIONS
DEPARTMENTS ALUMNI & FOUNDATION OFF-CAMPUS SITES DISTANCE LEARNING

Student Email Help (log in problems)
[Student Email Log On](#)

[Spring Exam Schedule](#)

RESOURCES
> BOOKSTORE
> TIGERLINE
> CALENDAR
> EMPLOYMENT
> LIBRARY
> NOTES & QUOTES
> ADMINISTRATION
> DIRECTORY

STUDENT
> ADMISSIONS
> CATALOG
> CLASS LISTING
> FINANCIAL AID
> HOUSING
> TRANSCRIPT
> ITUNES U

Student Activities
SACS
NEMCC ARRA Funds
Quality Enhancement Plan
Consumer Education
Gainful Employment
Net Price Calculator

Big Decision... Smart Choice
101 Cunningham Blvd. | Booneville, MS 38829 | Phone: 1-800-555-2154

webmaster@nemcc.edu

[NEMCC Search](#)

GIRLS DORMS



Mississippi Hall



Wood Hall



Murphy Hall

BOYS DORMS



White Hall



Yarber Hall



Wood Hall

DORM APPLICATION (you may complete the application, print, and mail to address provided on application with \$100.00 deposit)

Facility Access and Security

[DORM AND MEAL FEES](#)

[Campus Housing Handbook](#)

[Click here for "FAQ's of Housing"](#)

[Click here for "What to Bring to Dorms"](#)

ID's & Decals

Burgess Activity Center

Summer Camps

Staff

Campus Law Enforcement

Home



Appendix H

Community colleges reporting to IPEDS 2000-2001 that they had on-campus residence halls

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RS	ILISAGVIK COLLEGE	BARROW	AK
RM	PRINCE WILLIAM SOUND COMMUNITY COLLEGE	VALDEZ	AK
RM	BEVILL STATE COMMUNITY COLLEGE	SUMITON	AL
RL	GADSDEN STATE COMMUNITY COLLEGE	GADSEDEN	AL
RM	GEORGE C WALLACE STATE COMMUNITY COLL-HANCEVILLE	HANCEVILLE	AL
SM	JAMES H FAULKNER STATE COMMUNITY COLLEGE	BAY MINETTE	AL
RS	JEFFERSON DAVIS COMMUNITY COLLEGE	BREWTON	AL
RM	NORTHWEST SHOALS COMMUNITY COLLEGE-MUSCLE SHOALS	MUSCLE SHOALS	AL
RS	SNEAD STATE COMMUNITY COLLEGE	BOAZ	AL
RM	SOUTHERN UNION STATE COMMUNITY COLLEGE	WADLEY	AL
2U4	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	BEEBE	AR
RL	ARIZONA WESTERN COLLEGE	YUMA	AZ
SM	CENTRAL ARIZONA COLLEGE	COOLIDGE	AZ
RL	COCHISE COLLEGE	DOUGLAS	AZ
RL	EASTERN ARIZONA COLLEGE	THATCHER	AZ
RL	NORTHLAND PIONEER COLLEGE	HOLBROOK	AZ
RL	YAVAPAI COLLEGE	PRESCOTT	AZ
RL	COLLEGE OF THE REDWOODS	EUREKA	CA
RM	COLLEGE OF THE SISKIYOU	WEED	CA
RM	COLUMBIA COLLEGE	SONORA	CA
RM	LASSEN COMMUNITY COLLEGE	SUSANVILLE	CA
UM	REEDLEY COLLEGE	REEDLY	CA
RL	SANTA ROSA JUNIOR COLLEGE	SANTA ROSA	CA
RL	SHASTA COLLEGE	REDDING	CA
SS	SIERRIA COLLEGE	ROCKLIN	CA
SS	TAFT COLLEGE	TAFT	CA
SM	WEST HILLS COMMUNITY COLLEGE	COALINGA	CA
RL	YUBA COLLEGE	MARYSVILLE	CA
RL	COLORADO MOUNTAIN COLLEGE	GLENWOOD SPRINGS	CO
RM	COLORADO NORTHWESTERN COMMUNITY COLLEGE	RANGLEY	CO
SS	COMMUNITY COLLEGE OF AURORA	AURORA	CO
RS	LAMAR COMMUNITY COLLEGE	LAMAR	CO

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RL	NORTHEASTERN JUNIOR COLLEGE	STERLING	CO
RS	OTERO JUNIOR COLLEGE	LA JUINTA	CO
RM	TRINIDAD STATE JUNIOR COLLEGE	TRINIDAD	CO
RM	CHIPOLA JUNIOR COLLEGE	MARIANNA	FL
RM	LAKE CITY COMMUNITY COLLEGE	LAKE CITY	FL
RM	SOUTH FLORIDA COMMUNITY COLLEGE	AVON PARK	FL
RM	ABRAHAM BALDWIN AGRICULTURAL COLLEGE	TIFTON	GA
RM	GORDON COLLEGE	BARNESVILLE	GA
RM	MIDDLE GEORGIA COLLEGE	COCHRAN	GA
RS	NORTH GEORGIA TECHNICAL COLLEGE	CLARKESVILLE	GA
RS	SOUTH GEORGIA COLLEGE	DOUGLAS	GA
RS	SOUTH GEORGIA TECHNICAL COLLEGE	AMERICUS	GA
2U4	MAUI COMMUNITY COLLEGE	KAHULUI	HI
RL	EASTERN IOWA COMMUNITY COLLEGE DISTRICT	DAVENPORT	IA
RM	INDIAN HILLS COMMUNITY COLLEGE	OTTUMWA	IA
RM	IOWA CENTRAL COMMUNITY COLLEGE	FT DODGE	IA
RM	IOWA LAKES COMMUNITY COLLEGE	ESTHERVILLE	IA
RS	IOWA VALLEY COMMUNITY COLLEGE DISTRICT	MARSHALLTOWN	IA
SM	IOWA WESTERN COMMUNITY COLLEGE	COUNCIL BLUFFS	IA
RM	NORTH IOWA AREA COMMUNITY COLLEGE	MASON CITY	IA
RS	NORTHWEST IOWA COMMUNITY COLLEGE	SHELDON	IA
RM	SOUTHEASTERN COMMUNITY COLLEGE	WEST BURLINGTON	IA
RS	SOUTHWESTERN COMMUNITY COLLEGE	CRESTON	IA
RM	WESTERN IOWA TECHNICAL COLLEGE	SOUIX CITY	IA
RL	SOLLEGE OF SOUTHERN IDAHO	TWIN FALLS	ID
2U4	VINCENNES UNIVERSITY	VINCENNES	IN
RM	ALLEN COUNTY COMMUNITY COLLEGE	IOLA	KS
RL	BARTON COUNTY COMMUNITY COLLEGE	GREAT BEND	KS
SM	BUTLER COUNTY COMMUNITY COLLEGE	EL DORADO	KS
RM	CLOUD COUNTY COMMUNITY COLLEGE	CONCORDIA	KS
RS	COFFEYVILLE COMMUNITY COLLEGE & AREA TECH SCHOOL	COFFEYVILLE	KS
RS	COFFEYVILLE COMMUNITY COLLEGE & AREA TECH SCHOOL	COFFEYVILLE	KS
RM	COLBY COMMUNITY COLLEGE	COLBY	KS
RM	COWLEY COUNTY COMMUNITY COLLEGE	ARKANSAS CITY	KS
RM	DODGE CITY COMMUNITY COLLEGE	DODGE CITY	KS
RM	FORT SCOTT COMMUNITY COLLEGE	FT SCOTT	KS
RM	GARDEN CITY COMMUNITY COLLEGE	GARDEN CITY	KS
RM	HIGHLAND COMMUNITY COLLEGE	HIGHLAND	KS

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RM	CHIPOLA JUNIOR COLLEGE	MARIANNA	FL
RM	LAKE CITY COMMUNITY COLLEGE	LAKE CITY	FL
RM	SOUTH FLORIDA COMMUNITY COLLEGE	AVON PARK	FL
RM	ABRAHAM BALDWIN AGRICULTURAL COLLEGE	TIFTON	GA
RM	GORDON COLLEGE	BARNESVILLE	GA
RM	MIDDLE GEORGIA COLLEGE	COCHRAN	GA
RS	NORTH GEORGIA TECHNICAL COLLEGE	CLARKESVILLE	GA
RS	SOUTH GEORGIA COLLEGE	DOUGLAS	GA
RS	SOUTH GEORGIA TECHNICAL COLLEGE	AMERICUS	GA
2U4	MAUI COMMUNITY COLLEGE	KAHULUI	HI
RL	EASTERN IOWA COMMUNITY COLLEGE DISTRICT	DAVENPORT	IA
RM	INDIAN HILLS COMMUNITY COLLEGE	OTTUMWA	IA
RM	IOWA CENTRAL COMMUNITY COLLEGE	FT DODGE	IA
RM	IOWA LAKES COMMUNITY COLLEGE	ESTHERVILLE	IA
RS	IOWA VALLEY COMMUNITY COLLEGE DISTRICT	MARSHALLTOWN	IA
SM	IOWA WESTERN COMMUNITY COLLEGE	COUNCIL BLUFFS	IA
RM	NORTH IOWA AREA COMMUNITY COLLEGE	MASON CITY	IA
RS	NORTHWEST IOWA COMMUNITY COLLEGE	SHELDON	IA
RM	SOUTHEASTERN COMMUNITY COLLEGE	WEST BURLINGTON	IA
RS	SOUTHWESTERN COMMUNITY COLLEGE	CRESTON	IA
RM	WESTERN IOWA TECHNICAL COLLEGE	SOUIX CITY	IA
RL	SOLLEGE OF SOUTHERN IDAHO	TWIN FALLS	ID
2U4	VINCENNES UNIVERSITY	VINCENNES	IN
RM	ALLEN COUNTY COMMUNITY COLLEGE	IOLA	KS
RL	BARTON COUNTY COMMUNITY COLLEGE	GREAT BEND	KS
SM	BUTLER COUNTY COMMUNITY COLLGE	EL DORADO	KS
RM	CLOUD COUNTY COMMUNITY COLLEGE	CONCORDIA	KS
RS	COFFEYVILLE COMMUNITY COLLEGE & AREA TECH SCHOOL	COFFEYVILLE	KS
RS	COFFEYVILLE COMMUNITY COLLEGE & AREA TECH SCHOOL	COFFEYVILLE	KS
RM	COLBY COMMUNITY COLLEGE	COLBY	KS
RM	COWLEY COUNTY COMMUNITY COLLEGE	ARKANSAS CITY	KS
RM	DODGE CITY COMMUNITY COLLEGE	DODGE CITY	KS
RM	FORT SCOTT COMMUNITY COLLEGE	FT SCOTT	KS
RM	GARDEN CITY COMMUNITY COLLEGE	GARDEN CITY	KS
RM	HIGHLAND COMMUNITY COLLEGE	HIGHLAND	KS

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RM	HUTCHINSON COMMUNITY COLLEGE	HUTCHINSON	KS
RS	INDEPENDENCE COMMUNITY COLLEGE	INDEPENDENCE	KS
RM	LABETTE COMMUNITY COLLEGE	PARSONS	KS
RM	NEOSHO COUNTY COMMUNITY COLLEGE	CHANUTE	KS
RS	NORTHCENTRAL KANSAS TECHNICAL COLLEGE	BELOIT	KS
RS	NORTHWEST KANSAS TECHNICAL COLLEGE	GOODLAND	KS
RS	PRATT COMMUNITY COLLEGE	PRATT	KS
RS	SEWARD COUNTY COMMUNITY COLLEGE	LIBERAL	KS
RM	HAZARD COMMUNITY COLLEGE	HAZARD	KY
2U4	LEXINGTON COMMUNITY COLLEGE	LEXINGTON	KY
RS	GARRETT COLLEGE	MCHENRY	MD
RS	CENTRAL MAINE TECHNICAL COLLEGE	AUBURN	ME
RS	EASTERN MAINE TECHNICAL COLLEGE	BANGOR	ME
RS	NORTHERN MAINE TECHNICAL COLLEGE	PRESQUE ISLE	ME
RM	SOUTHERN MAINE TECHNICAL COLLEGE	SOUTH PORTLAND	ME
RS	WASHINGTON COUNTY TECHNICAL COLLEGE	CALAIS	ME
RM	ALPENA COMMUNITY COLLEGE	ALPENA	MI
RM	BAY DE NOC COMMUNITY COLLEGE	ESCANABA	MI
RM	KIRTLAND COMMUNITY COLLEGE	ROSCOMMON	MI
RM	NORTH CENTRAL MICHIGAN COLLEGE	PETOSKY	MI
RM	NORTHWESTERN MICHIGAN COLLEGE	TRAVERSE CITY	MI
RM	FERGUS FALLS COMMUNITY COLLEGE	FERGUS FALLS	MN
RS	MESABI RANGE COMMUNITY AND TECHNICAL COLLEGE	EVELETH	MN
RS	MESABI RANGE COMMUNITY AND TECHNICAL COLLEGE	VIRGINIA	MN
RS	RAINY RIVER COMMUNITY COLLEGE	INTERNATIONAL FALLS	MN
RM	RIVERLAND COMMUNITY COLLEGE	AUSTIN	MN
RS	VERMILION COMMUNITY COLLEGE	ELY	MN
RM	CROWDER COLLEGE	NEOSHO	MO
SM	JEFFERSON COLLEGE	HILLSBORO	MO
RS	LINN STATE TECHNICAL COLLEGE	LINN	MO
RM	MINERAL AREA COLLEGE	PARK HILLS	MO
RM	MORBERLY AREA COMMUNITY COLLEGE	MORBERLY	MO
RS	NORTH CENTRAL MISSOURI COLLEGE	TRENTON	MO
2U4	SOUTHWEST MISSOURI STATE UNIVERSITY - WEST PLAINS	WEST PLAINS	MO
RM	STATE FAIR COMMUNITY COLLEGE	SEDALIA	MO

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RS	COAHOMA COMMUNITY COLLEGE	CLARKSDALE	MS
RM	COPIAH-LINCOLN COMMUNITY COLLEGE	WESSON	MS
RM	COPIAH-LINCOLN COMMUNITY COLLEGE-NATCHEZ CAMPUS	NATCHEZ	MS
RM	EAST CENTRAL COMMUNITY COLLEGE	DECATUR	MS
RM	EAST MISSISSIPPI COMMUNITY COLLEGE	SCOOBA	MS
RL	HINDS COMMUNITY COLLEGE	RAYMOND	MS
RM	HOLMES COMMUNITY COLLEGE	GOODMAN	MS
RM	ITAWAMBA COMMUNITY COLLEGE	FULTON	MS
RM	JONES COUNTY JUNIOR COLLEGE	ELLISVILLE	MS
RM	MERIDIAN COMMUNITY COLLEGE	MERIDIAN	MS
RM	MISSISSIPPI DELTA COMMUNITY COLLEGE	MOOREHEAD	MS
RL	MISSISSIPPI GULF COAST COMMUNITY COLLEGE	PERKINSTON	MS
RM	NORTHEAST MISSISSIPPI COMMUNITY COLLEGE	BOONEVILLE	MS
RM	NORTHWEST MISSISSIPPI COMMUNITY COLLEGE	SENATOBIA	MS
RM	PEARL RIVER COMMUNITY COLLEGE	POPLARVILLE	MS
RS	SOUTHWEST MISSISSIPPI COMMUNITY COLLEGE	SUMMIT	MS
RS	DAWSON COMMUNITY COLLEGE	GLENDIVE	MT
RS	MILES COMMUNITY COLLEGE	MILES CITY	MT
2U4	MONTANA STATE UNIVERSITY-BILLINGS-COLLEGE OF TECHNOLOGY	BILLINGS	MT
RS	MONTANA TECH-COLLEGE OF TECHNOLOGY	BUTTE	MT
RM	BISMARCK STATE COLLEGE	BISMARCK	ND
RM	LAKE REGION STATE COLLEGE	DEVILS LAKE	ND
2U4	MINOT STATE UNIVERSITY-BOTTINEAU CAMPUS	BOTTINEAU	ND
RM	NORTH DAKOTA STATE COLLEGE OF SCIENCE	WAHPETON	ND
RS	WILLISTON STATE COLLEGE	WILLISTON	ND
TL	CENTRAL COMMUNITY COLLEGE	GRAND ISLAND	NE
RM	MID PLAINS COMMUNITY COLLEGE AREA	NORTH PLATTE	NE
2U4	NEBRASKA COLLEGE OF TECHNICAL AGRICUTURE	CURTIS	NE
RM	NORTHEAST COMMUNITY COLLEGE	NORFOLK	NE
RL	SOUTHEAST COMMUNITY COLLEGE	LINCOLN	NE
RM	WESTERN NEBRASKA COMMUNITY COLLEGE	SCOTTSBUFF	NE
RM	NEW HAMPSHIRE TECHNICAL INSTITUTE	CONCORD	NH
RM	EASTERN MEXICO UNIVERSITY-ROSWELL CAMPUS	ROSWELL	NM
RM	NEW MEXICO JUNIOR COLLEGE	HOBBS	NM
2U4	NEW MEXICO STATE UNIVERSITY-DONA ANA	LAS CRUCES	NM

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RM	NORTHERN NEW MEXICO COMMUNITY COLLEGE	ESPANOLA	NM
2U4	UNIVERSITY OF NEW MEXICO-LOS ALAMOS CAMPUS	LOS ALAMOS	NM
RM	GREAT BASIN COLLEGE	ELKO	NV
2U4	FARMINGDALE STATE UNIVERSITY OF NEW YORK	FARMINGDALE	NY
RM	HERKIMER COUNTY COMMUNITY COLLEGE	HERKIMER	NY
RM	MOHAWK VALLEY COMMUNITY COLLEGE	UTICA	NY
SS	SUNY COLLEGE OF AGRICULTURE AND TECHNOLOGY AT COBLESKILL	COBLESKILL	NY
SM	SUNY COLLEGE OF AGRICULTURE AND TECHNOLOGY AT MORRISVILLE	MORRISVILLE	NY
RM	SUNY COLLEGE OF TECHNOLOGY AT ALFRED	ALFRED	NY
RM	SUNY COLLEGE OF TECHNOLOGY AT CANTON	CANTON	NY
RS	SUNY COLLEGE OF TECHNOLOGY AT DELHI	DELHI	NY
RL	HOCKING COLLEGE	NELSONVILLE	OH
2U4	OHIO STATE UNIVERSITY AGRICULTURE AND TECHNICAL INSTITUTE	WOOSTER	OH
RM	CARL ALBERT STATE COLLEGE	POTEAU	OK
RM	CONNORS STATE COLLEGE	WARNER	OK
RM	EASTERN OKLAHOMASTATE COLLEGE	WILBURTON	OK
RS	MURRAY STATE COLLEGE	TISHOMINGO	OK
RM	EASTERN OKLAHOMA AGRICULTUREAL AND MECHANICAL COLLEGE	MIAMI	OK
RS	NORTHERN OKLAHOMA COLLEGE	TONKAWA	OK
2U4	OKLAHOMA STATE UNIVERSITY -OKMULGEE	OKMULGEE	OK
2U4	ROGERS STATE COLLEGE	CLAREMORE	OK
RM	SEMINOLE STATE COLLEGE	SEMINOLE	OK
RM	WESTERN OKLAHOMA STATE COLLEGE	ALTUS	OK
RM	CENTRAL OREGON COMMUNITY COLLEGE	BEND	OR
RS	COLUMBIA GOEORGE COMMUNITY COLLEGE	THE DALLES	OR
RL	SOUTHWESTERN OREGONCOMMUNITY COLLEGE	COOS BAY	OR
RS	TREASURE VALLEY COMMUNITY COLLEGE	ONTARIO	OR
UM	NORTHHAMPTON COUNTY AREA COMMUNITY COLLEGE	BETHLEHEM	PA
2U4	PENNSYLVANIA COLLEGE OF TECHNOLOGY	WILLIAMSPORT	PA
2U4	PENNSYLVANIA STATE UNIVERSITY-PENN STATE MCKEESPORT	MCKEESPORT	PA
2U4	PENNSYLVANIA STATE UNIVERSITY -PENN STATE BEAVER	MONACA	PA
2U4	PENNSYLVANIA STATE UNIVERSITY-PENN STATE	HAZLETON	PA

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
2U4	PENNSYLVANIA STATE UNIVERSITY-PENN STATE MONT ALTO	MONT ALTO	PA
2U4	PENNSYLVANIA STATE UNIVERSITY-PENN STATE SCHUYLKIL	SCHUYLKILL HAVEN	PA
RS	THADDEUS STEVENS COLLEGE OF TECHNOLOGY	LANCASTER	PA
2U4	UNIVERSITY OF PITTSBURGH-TITUSVILLE	TITUSVILLE	PA
RS	DENMARK TECHNICAL COLLEGE	DENMARK	SC
RL	AMARILLO COLLEGE	AMARILLO	TX
RM	ANGELINA COLLEGE	LUFKIN	TX
RL	BLINN COLLEGE	BRENHAM	TX
SPECIAL	CENTRAL TEXAS COLLEGE	KILLEEN	TX
RM	CICSCO JUNIOR COLLEGE	CISCO	TX
RS	CLARENDON COLLEGE	CLERNDON	TX
RM	COASTAL BEND COLLEGE	BEEVILLE	TX
RS	FRANK PHILLIPS COLLEGE	BORGER	TX
RM	GALVESTON COLLEGE	GALVESTON	TX
RM	GRAYSON COUNTY COLLEGE	DENISON	TX
RM	HILL COLLEGE	HILLSBORO	TX
RM	HOWARD COUNTY JUNIOR COLLEGE DISTRICT	BIG SPRING	TX
RM	KILGORE COLLEGE	KILGORE	TX
RL	LAREDO COMMUNITY COLLEGE	LAREDO	TX
RM	MIDLAND COLLEGE	MIDLAND	TX
RL	NAVARRO COLLEGE	CORSICANA	TX
RL	NORTH CENTRAL TEXAS COLLEGE	GAINSVILLE	TX
RM	NORTHEAST TEXAS COMMUNITY COLLEGE	MOUNT PLEASANT	TX
RM	ODESSA COLLEGE	ODESSA	TX
RS	PANOLA COLLEGE	CARTHAGE	TX
RM	PARIS JUNIOR COLLEGE	PARIS	TX
RS	RANGER COLLEGE	RANGER	TX
RL	SOUTH PLAINS COLLEGE	LEVELLAND	TX
RM	SOUTHWEST COLLEGE INSTITUTIE FOR THE DEAF	BIG SPRING	TX
RM	SOUTHWEST TEXAS JUNIOR COLLEGE	UVALDE	TX
RM	TEMPLE COLLEGE	TEMPLE	TX
RM	TEXARCANA COLLETE	TEXARCANA	TX
RM	TEXAS STATE TECHNICAL COLLGES-HARLINGEN	HARLINGEN	TX
RM	TEXAS TECHNICAL COLLEGE-MARSHALL	MARSHALL	TX
RM	TEXAS STATE TECHNICAL COLLETE- WACO	WACO	TX
RM	TEXAS STATE TECHNICAL COLLEGE-WEST TEXAS	SWEETWATER	TX
SM	TRINITY VALLEY COMMUNITY COLLEGE	ATHENS	TX
RL	TYLER JUNIOR COLLEGE	TYLER	TX

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RM	VERNON COLLEGE	VERNON	TX
SS	WEATHERFORD COLLEGE	WEATHERFORD	TX
RS	WESTERN TEXAS COLLEGE	SNYDER	TX
RM	WHARTON COUNTY JUNIOR COLLEGE	WHARTON	TX
RM	COLLEGE OF EASTERN UTAH	PRICE	UT
RL	DIXIE STATE COLLEGE OF UTAH	ST GEORGE	UT
RM	SNOW COLLEGE	EPHRAIM	UT
RM	BIG BEND COMMUNITY COLLEGE	MOSES LAKE	WA
RM	PENINSULA COLLEGE	PORT ANGELES	WA
RL	SKAGIT VALLET COLLEGE	MT VERNON	WA
RM	YAKIMA VALLEY COMMUNITY COLLEGE	YAKIMA	WA
RM	SOUTHWEST WISCONSIN TECHNICAL COLLEGE	FENNIMORE	WI
2U4	UNIVERSITY OF WISCONSIN COLLEGES	MADISON	WI
RL	WESTERN WISCONSIN TECHNICAL COLLEGE	LA CROSSE	WI
2U4	POTOMAC STATE COLLEGE OF WEST VIRGINIA UNIVERSITY	KEYSER	WV
RM	CASPER COLLEGE	CASPER	WY
RS	CENTRAL WYOMING COLLEGE	RIVERTON	WY
RS	EASTEN WYOMING COLLEGE	TORRINGTON	WY
RS	LARAMIE COUNTY COMMUNITY COLLEGE	CHEYENNE	WY
RS	NORTHWEST COMMUNITY COLLEGE	POWELL	WY
RM	SHERIDAN COLLEGE	SHERIGAN	WY
RM	WESTERN WYOMING COMMUNITY COLLEGE	ROCK SPRINGS	WY

Appendix I

Community colleges reporting to IPEDS 2010-2011 that they had on campus residence halls

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
SM	James H Faulkner State Community College	Bay Minette	Alabama
RL	Gadsden State Community College	Gadsden	Alabama
RM	George C Wallace State Community College-Hanceville	Hanceville	Alabama
RS	J F Ingram State Technical College	Deatsville	Alabama
RS	Jefferson Davis Community College	Brewton	Alabama
UM	Lawson State Community College-Birmingham Campus	Birmingham	Alabama
RS	Marion Military Institute	Marion	Alabama
RM	Northwest Shoals Community College-Muscle Shoals	Muscle Shoals	Alabama
RM	Snead State Community College	Boaz	Alabama
RM	Beville State Community College	Jasper	Alabama
RM	Southern Union State Community College	Wadley	Alabama
RM	Prince William Sound Community College	Valdez	Alaska
RL	Arizona Western College	Yuma	Arizona
SM	Central Arizona College	Coolidge	Arizona
RL	Cochise College	Douglas	Arizona
RL	Eastern Arizona College	Thatcher	Arizona
RL	Yavapai College	Prescott	Arizona
UM	Chandler/Gilbert Community College	Chandler	Arizona
RM	Feather River Community College District	Quincy	California
UM	Reedley College	Reedley	California
RM	Lassen Community College	Susanville	California
RL	College of the Redwoods	Eureka	California
RL	Shasta College	Redding	California
SM	Sierra College	Rocklin	California
RM	College of the Siskiyous	Weed	California
SS	Taft College	Taft	California
SM	West Hills College Coalinga	Coalinga	California
RL	Colorado Mountain College	Glenwood Springs	Colorado
RM	Colorado Northwestern Community College	Rangely	Colorado
RM	Lamar Community College	Lamar	Colorado
RM	Northeastern Junior College	Sterling	Colorado
RS	Otero Junior College	La Junta	Colorado
RM	Trinidad State Junior College	Trinidad	Colorado
UM	Hillsborough Community College	Tampa	Florida
RS	South Florida Community College	Avon Park	Florida
RM	Darton College	Albany	Georgia

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RM	North Georgia Technical College	Clarkesville	Georgia
RS	South Georgia College	Douglas	Georgia
RM	South Georgia Technical College	Americus	Georgia
RM	North Idaho College	Coeur d'Alene	Idaho
RL	College of Southern Idaho	Twin Falls	Idaho
RL	Des Moines Area Community College	Ankeny	Iowa
RL	Ellsworth Community College	Iowa Falls	Iowa
SM	Eastern Iowa Community College District	Davenport	Iowa
RM	Indian Hills Community College	Ottumwa	Iowa
RM	Iowa Central Community College	Fort Dodge	Iowa
RM	Iowa Lakes Community College	Estherville	Iowa
SM	Iowa Western Community College	Council Bluffs	Iowa
RS	Marshalltown Community College	Marshalltown	Iowa
RM	North Iowa Area Community College	Mason City	Iowa
RS	Northwest Iowa Community College	Sheldon	Iowa
RM	Southeastern Community College	West Burlington	Iowa
RS	Southwestern Community College	Creston	Iowa
RL	Western Iowa Tech Community College	Sioux City	Iowa
RM	Allen County Community College	Iola	Kansas
RL	Barton County Community College	Great Bend	Kansas
SM	Butler Community College	El Dorado	Kansas
RM	Cloud County Community College	Concordia	Kansas
RS	Coffeyville Community College	Coffeyville	Kansas
RM	Colby Community College	Colby	Kansas
RM	Cowley County Community College	Arkansas City	Kansas
RM	Dodge City Community	Dodge City	Kansas
RM	Fort Scott Community College	Fort Scott	Kansas
RM	Garden City Community College	Garden City	Kansas
RM	Highland Community College	Highland	Kansas
RL	Hutchinson Community College	Hutchinson	Kansas
RS	Independence Community College	Independence	Kansas
RM	Neosho County Community College	Chanute	Kansas
RS	North Central Kansas Technical College	Beloit	Kansas
RS	Northwest Kansas Technical College	Goodland	Kansas

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RS	Pratt Community College	Pratt	Kansas
RS	Seward County Community College and Area Technical School	Liberal	Kansas
RM	Central Maine Community College	Auburn	Maine
RM	Eastern Maine Community College	Bangor	Maine
RS	Northern Maine Community College	Presque Isle	Maine
RM	Southern Maine Community College	South Portland	Maine
RS	Washington County Community College	Calais	Maine
RM	Alleghany College of Maryland	Cumberland	Maryland
RS	Garrett College	McHenry	Maryland
RM	Bay de Noc Community College	Escanaba	Michigan
RS	Gogebic Community College	Ironwood	Michigan
RL	Jackson Community College	Jackson	Michigan
RM	North Central Michigan College	Petoskey	Michigan
RM	Northwestern Michigan College	Traverse City	Michigan
RM	Southwestern Michigan College	Dowagiac	Michigan
RS	Northwest Technical College	Bemidji	Minnesota
RL	Minnesota State Community and Technical College	Fergus Falls	Minnesota
RM	Minnesota West Community and Technical College	Granite Falls	Minnesota
RS	Hibbing Community College-A Technical and Community College	Hibbing	Minnesota
RS	Itasca Community College	Grand Rapids	Minnesota
RS	Rainy River Community College	International Falls	Minnesota
RS	Vermilion Community College	Ely	Minnesota
RS	Coahoma Community College	Clarksdale	Mississippi
RM	Copiah-Lincoln Community College	Wesson	Mississippi
RM	East Central Community College	Decatur	Mississippi
RM	East Mississippi Community College	Scooba	Mississippi
RL	Hinds Community College	Raymond	Mississippi
RL	Holmes Community College	Goodman	Mississippi
RM	Itawamba Community College	Fulton	Mississippi
RM	Jones County Junior College	Ellisville	Mississippi
RM	Meridian Community College	Meridian	Mississippi
RM	Mississippi Delta Community College	Moorhead	Mississippi
RL	Mississippi Gulf Coast Community College	Perkinston	Mississippi
RM	Northeast Mississippi Community College	Booneville	Mississippi

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RL	Northwest Mississippi Community College	Senatobia	Mississippi
RM	Pearl River Community College	Poplarville	Mississippi
RS	Southwest Mississippi Community College	Summit	Mississippi
RM	Crowder College	Neosho	Missouri
SM	Jefferson College	Hillsboro	Missouri
RS	Linn State Technical College	Linn	Missouri
RM	Mineral Area College	Park Hills	Missouri
RM	Moberly Area Community College	Moberly	Missouri
RM	State Fair Community College	Sedalia	Missouri
RM	Three Rivers Community College	Poplar Bluff	Missouri
RS	North Central Missouri College	Trenton	Missouri
RS	Montana Tech-College of Technology	Butte	Montana
RS	Dawson Community College	Glendive	Montana
RS	Miles Community College	Miles City	Montana
RL	Central Community College	Grand Island	Nebraska
UM	Metropolitan Community College Area	Omaha	Nebraska
RM	Mid-Plains Community College	North Platte	Nebraska
RM	Northeast Community College	Norfolk	Nebraska
RL	Southeast Community College Area	Lincoln	Nebraska
RL	Western Nebraska Community College	Scottsbluff	Nebraska
RM	NHTI-Concord's Community College	Concord	New Hampshire
RM	New Mexico Junior College	Hobbs	New Mexico
RM	Clinton Community College	Plattsburgh	New York
RM	Fulton-Montgomery Community College	Johnstown	New York
RM	Jamestown Community College	Jamestown	New York
RL	Mohawk Valley Community College-Utica Branch	Utica	New York
UM	Monroe Community College	Rochester	New York
RS	North Country Community College	Saranac Lake	New York
UM	Onondaga Community College	Syracuse	New York
RS	Sullivan County Community College	Loch Sheldrake	New York
RM	Tompkins Cortland Community College	Dryden	New York
RM	Lake Region State College	Devils Lake	North Dakota

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RS	Williston State College	Williston	North Dakota
RL	Hocking College	Nelsonville	Ohio
RM	Carl Albert State College	Poteau	Oklahoma
RM	Connors State College	Warner	Oklahoma
RS	Eastern Oklahoma State College	Wilburton	Oklahoma
SS	Redlands Community College	El Reno	Oklahoma
RM	Murray State College	Tishomingo	Oklahoma
RM	Northern Oklahoma College	Tonkawa	Oklahoma
RM	Northeastern Oklahoma A&M College	Miami	Oklahoma
RM	Seminole State College	Seminole	Oklahoma
RM	Western Oklahoma State College	Altus	Oklahoma
RM	Central Oregon Community College	Bend	Oregon
RM	Southwestern Oregon Community College	Coos Bay	Oregon
RM	Treasure Valley Community College	Ontario	Oregon
SM	Northampton County Area Community College	Bethlehem	Pennsylvania
RS	Thaddeus Stevens College of Technology	Lancaster	Pennsylvania
RS	Denmark Technical College	Denmark	South Carolina
RM	Southeast Technical Institute	Sioux Falls	South Dakota
RM	Angelina College	Lufkin	Texas
RM	Coastal Bend College	Beeville	Texas
RL	Blinn College	Brenham	Texas
RM	Cisco College	Cisco	Texas
RS	Clarendon College	Clarendon	Texas
RL	North Central Texas College	Gainesville	Texas
RS	Frank Phillips College	Borger	Texas
RM	Galveston College	Galveston	Texas
RM	Grayson County College	Denison	Texas
SM	Trinity Valley Community College	Athens	Texas
RM	Hill College	Hillsboro	Texas
RM	Howard College	Big Spring	Texas
RM	Kilgore College	Kilgore	Texas
RL	Navarro College	Corsicana	Texas

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RM	Northeast Texas Community College	Mount Pleasant	Texas
RM	Odessa College	Odessa	Texas
RM	Panola College	Carthage	Texas
RM	Paris Junior College	Paris	Texas
RS	Ranger College	Ranger	Texas
RL	South Plains College	Levelland	Texas
RM	Southwest Texas Junior College	Uvalde	Texas
RM	Texas State Technical College Waco	Waco	Texas
RM	Texarkana College	Texarkana	Texas
RM	Texas State Technical College Harlingen	Harlingen	Texas
RS	Texas State Technical College-West Texas	Sweetwater	Texas
RL	Tyler Junior College	Tyler	Texas
RM	Vernon College	Vernon	Texas
SS	Weatherford College	Weatherford	Texas
RM	Western Texas College	Snyder	Texas
RL	Wharton County Junior College	Wharton	Texas
RS	Southwest Collegiate Institute for the Deaf	Big Spring	Texas
RS	Texas State Technical College-Marshall	Marshall	Texas
RM	Utah State University-College of Eastern Utah	Price	Utah
RM	Snow College	Ephraim	Utah
RM	Big Bend Community College	Moses Lake	Washington
RM	Centralia College	Centralia	Washington
SM	Edmonds Community College	Lynnwood	Washington
RL	Skagit Valley College	Mount Vernon	Washington
RM	Wenatchee Valley College	Wenatchee	Washington
RM	Yakima Valley Community College	Yakima	Washington
	Pierpont Community and Technical College	Fairmont	West Virginia
SS	Bridgemont Community and Technical College	Montgomery	West Virginia
RM	North central Technical College	Wausau	Wisconsin
RM	Western Technical College	La Crosse	Wisconsin
RM	Casper College	Casper	Wyoming
RM	Central Wyoming College	Riverton	Wyoming
RS	Eastern Wyoming College	Torrington	Wyoming
RM	Laramie County Community College	Cheyenne	Wyoming
RS	Northwest College	Powell	Wyoming
RM	Sheridan College	Sheridan	Wyoming
RM	Western Wyoming Community College	Rock Springs	Wyoming

Community colleges reporting via website in 2013 that they had on campus residence halls

SUB-CLASS	IPEDS INSTITUTION REPORTING UNIT NAME	INSTITUTION CITY	STATE
RM	Southern Arkansas University Tech	Camden	Arkansas
RL	Cabrillo College	Cabrillo	California
RL	Mendocino College	Ukiah	California
UM	Cerro Coso Community College	Ridgecrest	California
UM	Berkeley City College	Berkeley	California
RM	Aims Community College	Greeley	Colorado
UM	Community College of Denver	Denver	Colorado
RL	College of Central Florida	Ocala	Florida
UM	Edison State College	Ft. Myers	Florida
SM	Indian River State College	Ft. Pierce	Florida
RS	East Georgia College	Swainsboro	Georgia
RM	Waycross College	Waycross	Georgia
US	College of Coastal Georgia	Brunswick	Georgia
SM	University of Hawaii Maui	Maui	Hawaii
RM	Sauk Valley Community College	Dixon	Illinois
RL	Illinois Central College	East Peoria	Illinois
RL	Black Hawk College	Moline	Illinois
RL	Heartland Community College	Normal	Illinois
SS	Joliet Junior College	Joliet	Illinois
US	Kansas City Kansas Community College	Kansas City	Kansas
RM	Louisiana State University-Eunice	Eunice	Louisiana
RM	Southern University at Shreveport	Shreveport	Louisiana
RM	Alpena Community College	Alpena	Michigan
RM	Kirtland Community College	Roscommon	Michigan
RS	Mesabi Range Community and Technical College	Virginia	Minnesota
RM	Alexandria Technical & Community College	Alexandria	Minnesota
RM	Riverland Community college	Austin	Minnesota
RM	Missouri State University-West Plains	West Plains	Missouri
RL	New Mexico State University-Dona Ana	Las Cruces	New Mexico
RM	Herkimer County Community College	Herkimer	New York
RM	Corning Community College	Corning	New York
SS	Finger Lakes Community College	Canandaigua	New York
US	CUNY LaGuardia Community College	Long Island City	New York
US	Lorain County Community College	Elyria	Ohio
SM	University of Cincinnati-Raymond Walters	Blue Ash	Ohio
RL	Lane Community College	Eugene	Oregon
RS	Oregon State University-Cascades Campus	Bend	Oregon
UM	Greenville Technical College	Greenville	South Carolina
RL	Walters State Community College	Morristown	Tennessee
RM	Temple College	Temple	Texas
RL	Amarillo College	Amarillo	Texas
US	Everett Community College	Everett	Washington
RM	Southwest Wisconsin Technical College	Fennimore	Wisconsin
RM	Wisconsin Indianhead Technical College	Shell Lake	Wisconsin

Appendix J

Dear Sir or Ma'am

My name is Ryan Hofman, I am an Ed.D. Candidate in Higher Education, at The University of Alabama. I am currently working on my dissertation research involving on campus housing at the community college level. I feel that this is a growing phenomenon with little research behind the reasons or purpose. I hope to collect data two answer questions surrounding the accuracy of on campus housing in the community college systems, as well as the benefits housing offers the institution and its students.

Your institution has been identified through a review of IPEDS data, and an exhaustive search of each community college's website as possibly providing on campus housing. If your institution does not provide housing please indicate that and return the provided survey. If you do provide Housing I kindly request that you forward this survey to the appropriate staff person for completion. I am requesting all surveys be returned to me by February 28, 2013.

I will be more than happy to share and forward any findings I have made. Thank you for your time and assistance with this endeavor.

Sincerely,

Ryan P. Hofman, B.S., M.L.S.
RHofman@crimson.ua.edu
205 614 0391

Community College Survey of on Campus Housing

The purpose of this survey is to determine the extent of involvement community colleges have in utilizing on campus housing. Your participation will help create a fuller understanding of how many community colleges utilize on campus housing and their reasoning to build and maintain residential facilities. This survey will take approximately 15-20 minutes of your time. There are no foreseeable risks and this survey is completely voluntary. All data will be reported in categorized, and group basis. No Data will show statistics from an individual school. Only the researchers will see the individual data used. If you have any questions or concerns please contact Ryan Hofman, Doctoral Student, University of Alabama, Department of Education, at 205-614-0391, or rhofman@crimson.ua.edu. Please keep a copy of this notice for your records.

Section 1: Type and extent of on-campus housing

1. Who owns and operates the on campus housing at your college
 - a. College owns/operates all housing
 - b. Third Party/Private Contractor operates all housing
 - c. College owns the land and/or facilities, but facilities are operated by third party
 - d. Third Party owns the land/facilities, college operates the facility
2. What are the total number of beds at your colleges on-campus housing (include housing leased by the college to a third party). _____
3. How many on campus residence halls does your institution have? _____
 - a. What types are on your campus
 - i. Suite Style (2-4 bedrooms adjoining a common living area and shared bathroom(s))
 - ii. Traditional Style (Double Loaded Corridor with common bathroom/showers or semi-private baths)
4. How many on campus apartment units does your institution have? (one or two bedroom single family or shared units that include a full kitchen) _____
5. Please select if your college offers any of the following specialized housing. Please estimate the number of beds.
 - a. First Year Experience _____
 - b. Honors _____
 - c. International _____

- d. Quiet or study halls _____
 - e. Non-Smoking _____
 - f. Smoking _____
 - g. Athletics _____
 - h. Year round (including breaks) _____
 - i. Married/Family Apartments _____
 - j. Private rooms _____
 - k. Specialized academic housing _____
 - l. Other, please specify _____
6. What percent of students living in the residence halls come from the primary service area? _____%
7. Please estimate the percentage of students living in your halls who are:
- a. Male _____%
 - b. Female _____%
 - c. Single _____%
 - d. Married _____%
 - e. Fulltime Students (12 or more credit hours) _____%
 - f. Traditional Age Students (18-24) _____%
 - g. Enrolled in a Transfer Program _____%
 - h. Enrolled in degree or certificate program _____%
8. What percentage of your on-campus housing is filled for the spring 2011 semester? _____%
9. Is there presently a waiting list for on campus housing at your institutions? Yes No
10. Please mark if you offer the following amenities
- a. High Speed Internet Connections/Wireless
 - b. Tutoring
 - c. Health/Fitness Center
 - d. Laundry facilities
 - e. Access Control Systems
 - f. Custodial service (in room)
 - g. Cable/Satellite TV

- h. Child care
 - i. Food service
11. Does your institution have an on-campus residency requirement for any particular students, i.e. International students, Athletes? _____

Section 2: Motivation for college involvement in operating on-campus housing

12. What motivates your college to be involved in residence halls? (circle all that apply)

- a. Positive impact on institutional finance
- b. Increasing student enrollment
- c. Provide better service to students to students in the service area who find it difficult to commute
- d. Allow the college to provide a true college experience with a broad array of programs and services
- e. Provide a cost effective base line service to full time students
- f. Provide a broader range of services to non-traditional students (Circle all that apply)

- 1. Athletes
- 2. International students
- 3. Minority students
- 4. Students outside the service area

- g. Provides a vehicle that makes it economically possible for the College to deliver specialized academic programs including allied health and nursing that serve the college service area and beyond

13. Please rate the importance of these reasons for offering on-campus housing using a scale of 1-5 with 1 being the lowest and 5 being the highest:

Provides a positive impact on institutional finance _____

Increases the number of full time students enrollments _____

Allows the college to offer a true collegiate experience _____

Mix of programs/services, that otherwise would be unaffordable _____

Lowers transportation cost/barriers allowing the college to better serve the area

Allows cost effective services for full time students allowing a broader range of services for non-traditional and commuter students _____

Allows for the completion of specialized academic programs _____

Section 3: Operations of On Campus Housing

14. From an economic perspective, how are residence halls operated on your campus?
 - a. Operated on a per bed basis
 - b. Operated on a semester/annual total revenue generated basis
 - c. If data is readily available, please estimate the total revenue generated annually:
\$ _____
 - d. In the past 5 years has housing generated a positive revenue stream for the institution? _____
15. What division does the administration of on-campus housing report to?
 - a. Student Services
 - b. Business/Financial Services
 - c. Other (Please specify) _____
16. What is the title held by the person with day-to-day administrative responsibilities for the supervision of on campus housing?
 - a. Dean of Student Services
 - b. Director of Student Life
 - c. Director of Housing
 - d. Other (Please Specify) _____
17. How many professional staff oversees the day-to-day operations for campus housing?

18. How many Part time professional staff oversees the day to day operations for campus housing? _____
19. How many paraprofessional/student staff (Resident Advisors/Community Advisors) does your on campus housing employ? _____
20. Does full time staff include janitorial/maintenance
 - a. Yes

- b. no
21. How many years' experience does the director of on-campus housing at your college have?
- a. 0-2 years
 - b. 3-4 years
 - c. 5-7 years
 - d. Over 7 years
22. Within the next 5-7 years
- a. Is it likely new residence halls will be constructed? _____
 - b. Will major renovations occur to existing residence halls? _____
23. On a scale of 1-5 one being the lowest and 5 the highest: How would you rank the ease of locating the housing information on your web-page? _____

Responding Institution: _____

City/State/Zip Code: _____

If you would like a copy of the results of this study, please provide mailing address

Appendix K

Two-Year Colleges that Provide On-Campus Housing by State

State	Number of Community colleges with Housing	Number of Community Colleges Responding to Survey
AK	1	1
AL	11	4
AR	3	0
AZ	6	3
CA	13	9
CO	8	5
CT	0	0
DE	0	0
FL	6	1
GA	11	4
HI	1	1
IA	13	7
ID	2	1
IL	5	2
IN	1	0
KS	19	12
KY	0	0
LA	2	0
MA	0	0
MD	2	1
ME	5	5
MI	8	5
MN	10	4
MO	9	4
MS	15	5

State	Number of Community colleges with Housing	Number of Community Colleges Responding to Survey
MT	3	0
NC	0	0
ND	5	3
NE	7	5
NJ	0	0
NH	1	0
NM	5	1
NY	17	5
NV	1	1
OH	6	3
OK	11	3
OR	5	3
PA	5	2
RI	0	0
SC	3	0
SD	1	1
TN	1	0
TX	35	22
UT	3	1
VA	1	0
VT	1	0
WA	7	6
WI	10	5
WV	3	1
WY	7	6
Total	290	142

Appendix L

Associate's Colleges with Housing, Established Prior to 1970

INSTITUTION	STATE	YEAR EST.
Vincennes University	IN	1801
Marion Military Institute	AL	1842
Gordon College	GA	1852
Vermont Technical College	VT	1866
Weatherford College	TX	1869
Blinn College	TX	1883
Middle Georgia State College	GA	1884
Eastern Arizona College	AZ	1888
Snow College	UT	1888
Ellsworth Community College	IA	1890
Clarendon College	TX	1898
Montana Tech-College of Technology	MT	1900
Joliet Junior College	IL	1901
Northern Oklahoma College	OK	1901
Potomac state College of West Virginia Univ.	WV	1901
North Dakota State College of Science	ND	1903
Pennsylvania State University-Mont Alto	PA	1903
Thaddeus Stevens College of Technology	PA	1905
South Georgia College	GA	1906
Dakota College-Bottineau	ND	1906
SUNY College of Technology-Canton	NY	1906
North Georgia Technical College	GA	1907
Abraham Baldwin Agricultural College	GA	1908
Morrisville State College	NY	1908
Murray State College	OK	1908
SUNY College of Technology-Alfred	NY	1908
Eastern Oklahoma State College	OK	1908
Connors State College	OK	1908
Rogers State University	OK	1909
Jones County Junior College	MS	1911
Dixie State College of Utah	UT	1911
Northcentral Technical College	WI	1912
Western Technical College	WI	1912
SUNY College of Technology-Delhi	NY	1913
Hibbing Community College-A Technical and Community College	MN	1916
Bridgemont Community and Technical College	WV	1917
North Iowa Area Community College	IA	1918

Garden City Community College	KS	1919
Northeastern Oklahoma A&M College	OK	1919
Pearl River Community College	MS	1921
Wisconsin Indianhead Technical College	WI	1921
Taft College	CA	1922
Cowley County Community College	KS	1922
Itasca Community College	MN	1922
Vermilion Community College	MN	1922
Mineral Area College	MO	1922
Hinds Community College	MS	1922
Coffeyville Community College	KS	1923
Allen County Community College	KS	1923
Kansas City Kansas Community College	KS	1923
Lorain County Community College	OH	1923
Ranger College	TX	1923
Hill College	TX	1923
Coahoma Community College	MS	1924
Paris Junior College	TX	1924
North Central Texas College	TX	1924
Gadsden State Community College	AL	1925
Lassen Community College	CA	1925
Trinidad State Junior College	CO	1925
Independence Community College	KS	1925
North Central Missouri College	MO	1925
Holmes Community College	MS	1925
Mississippi Gulf Coast Community College	MS	1925
Centralia College	WA	1925
Reedley College	CA	1926
Western Nebraska Community College	NE	1926
Western Oklahoma State College	OK	1926
Tyler Junior College	TX	1926
Temple College	TX	1926
Skagit Valley College	WA	1926
Arkansas State University-Beebe	AR	1927
Marshalltown Community College	IA	1927
Butler Community College	KS	1927
Moberly Area Community College	MO	1927
East Mississippi Community College	MS	1927
Northwest Mississippi Community College	MS	1927
Texarkana College	TX	1927
University of Arkansas-Fort Smith	AR	1928

Hutchinson Community College	KS	1928
Jackson Community College	MI	1928
Mississippi Delta Community College	MS	1928
Copiah-Lincoln Community College	MS	1928
Yakima Valley Community College	WA	1928
Amarillo College	TX	1929
University of Hawaii Maui	HI	1931
Seminole State College	OK	1931
Redlands Community College	OK	1931
West Hills College Coalinga	CA	1932
Gogebic Community College	MI	1932
Southwest Mississippi Community College	MS	1932
North Idaho College	ID	1933
Carl Albert State College	OK	1933
Dodge City Community College	KS	1935
Kilgore College	TX	1935
Snead State Community College	AL	1935
Sierra College	CA	1936
Neosho County Community College	KS	1936
Lamar Community College	CO	1937
Meridian Community College	MS	1937
College of Eastern Utah	UT	1937
Miles Community College	MT	1939
Bismark State College	ND	1939
Cisco College	TX	1939
Wenatchee Valley College	WA	1939
Riverland Community college	MN	1940
Dawson Community College	MT	1940
Otero Junior College	CO	1941
Northeastern Junior College	CO	1941
Pratt Community College	KS	1941
Lake Region State College	ND	1941
Southeast Community College Area	NE	1941
Everett Community College	WA	1941
Howard College	TX	1945
Casper College	WY	1945

Black Hawk College	IL	1946
Southern Maine Community College	ME	1946
Mohawk Valley Community College-Utica Branch	NY	1946
Oklahoma State University Institute of Technology	OK	1946
Southwest Texas Junior College	TX	1946
Odessa College	TX	1946
Navarro College	TX	1946
Wharton County Junior College	TX	1946
Trinity Valley Community College	TX	1946
Northwest College	WY	1946
Chipola College	FL	1947
Denmark Technical College	SC	1947
Panola College	TX	1947
South Georgia Technical College	GA	1948
Itawamba Community College	MS	1948
Northeast Mississippi Community College	MS	1948
Frank Phillips College	TX	1948
Eastern Wyoming College	WY	1948
Shasta College	CA	1950
Jamestown Community College	NY	1950
Northwestern Michigan College	MI	1951
Alpena Community College	MI	1952
University of New Mexico-Taos	NM	1954
College of the Siskiyous	CA	1957
College of Central Florida	FL	1957
Williston State College	ND	1957
Corning Community College	NY	1957
Ohio State University-Newark Campus	OH	1957
Eastern New Mexico University-Roswell	NM	1958
Ohio State Univeisty-Mansfield Campus	OH	1958
South Plains College	TX	1958
Cabrillo College	CA	1959
Indian River State College	FL	1959
Western Wyoming Community College	WY	1959
Grayson County College	TX	1960
Richard Bland College of William and Mary	VA	1960
Central Arizona College	AZ	1961
College of Coastal Georgia	GA	1961
Alleghany College of Maryland	MD	1961
Northern Maine Community College	ME	1961

Alexandria Technical & Community College	MN	1961
Linn State Technical College	MO	1961
NHTI-Concord's Community College	NH	1961
Monroe Community College	NY	1961
Southwestern Oregon Community College	OR	1961
Colorado Northwestern Community College	CO	1962
Edison State College	FL	1962
Highland Community College	KS	1962
North Central Michigan College	MI	1962
Bay de Noc Community College	MI	1962
Sullivan County Community College	NY	1962
Central Oregon Community College	OR	1962
Treasure Valley Community College	OR	1962
Greenville Technical College	SC	1962
Big Bend Community College	WA	1962
Lawson State Community College-Birmingham Campus	AL	1963
Arizona Western College	AZ	1963
Darton College	GA	1963
Dalton State College	GA	1963
Central Maine Community College	ME	1963
Crowder College	MO	1963
Jefferson College	MO	1963
Missouri State University-West Plains	MO	1963
Fulton-Montgomery Community College	NY	1963
Cochise College	AZ	1964
College of the Redwoods	CA	1964
North Central Kansas Technical College	KS	1964
Northwest Kansas Technical College	KS	1964
Colby Community College	KS	1964
Louisiana State University-Eunice	LA	1964
Southwestern Michigan College	MI	1964
Lane Community College	OR	1964
University of Pittsburgh Bradford	PA	1964
Jefferson Davis Community College	AL	1965
J F Ingram State Technical College	AL	1965
James H Faulkner State Community College	AL	1965
Yavapai College	AZ	1965
South Florida Community College	FL	1965
Eastern Iowa Community College District	IA	1965
College of Southern Idaho	ID	1965
Sauk Valley Community College	IL	1965

Cloud County Community College	KS	1965
Northwest Technical College	MN	1965
Nebraska College of Technical Agriculture	NE	1965
New Mexico Junior College	NM	1965
Finger Lakes Community College	NY	1965
University of South Carolina-Salkehatchie	SC	1965
Southeast Technical Institute	SD	1965
Texas State Technical College-Marshall	TX	1965
Coastal Bend College	TX	1965
George C Wallace State Community College-Hanceville	AL	1966
Northwest Iowa Community College	IA	1966
Southwestern Community College	IA	1966
Indian Hills Community College	IA	1966
Iowa Central Community College	IA	1966
Western Iowa Tech Community College	IA	1966
Des Moines Area Community College	IA	1966
Eastern Maine Community College	ME	1966
Kirtland Community College	MI	1966
Three Rivers Community College	MO	1966
State Fair Community College	MO	1966
Central Community College	NE	1966
Clinton Community College	NY	1966
Herkimer County Community College	NY	1966
Angelina College	TX	1966
Univeristy of Wisconsin-Barron	WI	1966
University of Wisconsin-Fox Valley	WI	1966
University of Wisconsin-Marinette	WI	1966
Central Wyoming College	WY	1966
Southern Arkansas University Tech	AR	1967
Colorado Mountain College	CO	1967
Aims Community College	CO	1967
Community College of Denver	CO	1967
Southeastern Community College	IA	1967
Iowa Lakes Community College	IA	1967
Iowa Western Community College	IA	1967

Illinois Central College	IL	1967
Seward County Community College and Area Technical School	KS	1967
Barton County Community College	KS	1967
Southern University at Shreveport	LA	1967
Garrett College	MD	1967
Rainy River Community College	MN	1967
Great Basin College	NV	1967
North Country Community College	NY	1967
University of Cincinnati-Raymond Walters	OH	1967
Northampton County Area Community College	PA	1967
Texas State Technical College-West Texas	TX	1967
Texas State Technical College Waco	TX	1967
Texas State Technical College Harlingen	TX	1967
Galveston College	TX	1967
Edmonds Community College	WA	1967
University of Wisconsin-Marathon County	WI	1967
University of Wisconsin-Richland	WI	1967
Southwest Wisconsin Technical College	WI	1967
Sheridan College	WY	1967
Feather River Community College District	CA	1968
Hillsborough Community College	FL	1968
East Central Community College	MS	1968
Tompkins Cortland Community College	NY	1968
CUNY LaGuardia Community College	NY	1968
Hocking College	OH	1968
Southwest Collegiate Institute for the Deaf	TX	1968
Laramie County Community College	WY	1968
Washington County Community College	ME	1969
Ohio State University Agricultural Technical Inst.	OH	1969

Notes:

1. Most institutions established prior to 1900 began as religiously affiliated institution and was later sold to the community.