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First Year Housing Survey for 2015

Methods, Response Rate and Representativeness

The survey was administered to 3389 students who were classified as freshman or sophomores from in the fall of 2015. There were 899 who responded providing a response rate of 26.5%. This resulted in a margin of error of 2.8% or functionally +/- 3% if the whole sample is used. However, as many of the items are broken into freshman and sophomore levels for analysis the response rates and measurement error was calculated for those and should be used here in general. The error rate at this student level is +/- 4.2% or roughly 5% to allow for variations in cell sizes for partially.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pop</th>
<th>Sample</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>3389</td>
<td>899</td>
<td>26.5%</td>
</tr>
<tr>
<td>Freshman</td>
<td>1688</td>
<td>493</td>
<td>29.2%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1701</td>
<td>406</td>
<td>23.9%</td>
</tr>
</tbody>
</table>

The gender, ethnicity and class standing of the respondents was compared to that of the population to estimate the representativeness of the sample data. In general the ethnicity and class standing of the students was reasonably similar. There was an over representation of females in the sample (12.7%) relative to the population. The following graphs provide more detailed information.
In sum, while the sample probably has a slightly greater representation of freshman and females as these elements are largely addressed distinctly in the analysis the overall sample seems reasonably representative in this case.

**Housing Setting**

**Freshman**

When asked where they had resided during the freshman year 551 provided feedback on the locations. The range ran from the low of 0.5% to 56% over the options listed. There were 5.6% who reporting living off campus.
<table>
<thead>
<tr>
<th>Q5 Where do you currently reside?</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the residence halls</td>
<td>20.0</td>
<td>20.0</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>One of the LLCs</td>
<td>49.0</td>
<td>69.0</td>
<td>15.8</td>
<td>22.2</td>
</tr>
<tr>
<td>Sorority chapter house</td>
<td>62.0</td>
<td>131.0</td>
<td>19.9</td>
<td>42.1</td>
</tr>
<tr>
<td>Fraternity chapter house</td>
<td>42.0</td>
<td>173.0</td>
<td>13.5</td>
<td>55.6</td>
</tr>
<tr>
<td>Steel House Coop</td>
<td>5.0</td>
<td>178.0</td>
<td>1.6</td>
<td>57.2</td>
</tr>
<tr>
<td>With parents/family</td>
<td>18.0</td>
<td>196.0</td>
<td>5.8</td>
<td>63.0</td>
</tr>
<tr>
<td>Off-campus, not with family</td>
<td>115.0</td>
<td>311.0</td>
<td>37.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When freshman were asked about how they had decided to live where they did the open text responses are provided in the attached excel file on the “freshman” tab.

**Sophomore**

When asked where they had resided during the freshman year 309 provided feedback on the locations. The range ran from the low of 3.2% to 22.3% over the options listed. There were 12.9% who reporting living with parents/family.

<table>
<thead>
<tr>
<th>Q3 Where did you live during your first year at the university?</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theophilus Tower</td>
<td>55.0</td>
<td>55.0</td>
<td>17.8</td>
<td>17.8</td>
</tr>
<tr>
<td>Wallace Residence Center</td>
<td>69.0</td>
<td>124.0</td>
<td>22.3</td>
<td>40.1</td>
</tr>
<tr>
<td>Upham First-year LLC</td>
<td>13.0</td>
<td>137.0</td>
<td>4.2</td>
<td>44.3</td>
</tr>
<tr>
<td>Other LLCs (Gem, Syringa, Sage, CNR, Gault, Engineering)</td>
<td>16.0</td>
<td>153.0</td>
<td>5.2</td>
<td>49.5</td>
</tr>
<tr>
<td>Sorority chapter house</td>
<td>64.0</td>
<td>217.0</td>
<td>20.7</td>
<td>70.2</td>
</tr>
<tr>
<td>Fraternity chapter house</td>
<td>42.0</td>
<td>259.0</td>
<td>13.6</td>
<td>83.8</td>
</tr>
<tr>
<td>Steel House Coop</td>
<td>10.0</td>
<td>269.0</td>
<td>3.2</td>
<td>87.1</td>
</tr>
<tr>
<td>With parents/family</td>
<td>40.0</td>
<td>309.0</td>
<td>12.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When these sophomores responded to a question asking where they were living now they responded as follows:

<table>
<thead>
<tr>
<th>Q5 Where do you currently reside?</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the residence halls</td>
<td>20.0</td>
<td>20.0</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>One of the LLCs</td>
<td>49.0</td>
<td>69.0</td>
<td>15.8</td>
<td>22.2</td>
</tr>
<tr>
<td>Sorority chapter house</td>
<td>62.0</td>
<td>131.0</td>
<td>19.9</td>
<td>42.1</td>
</tr>
<tr>
<td>Fraternity chapter house</td>
<td>42.0</td>
<td>173.0</td>
<td>13.5</td>
<td>55.6</td>
</tr>
<tr>
<td>Steel House Coop</td>
<td>5.0</td>
<td>178.0</td>
<td>1.6</td>
<td>57.2</td>
</tr>
<tr>
<td>With parents/family</td>
<td>18.0</td>
<td>196.0</td>
<td>5.8</td>
<td>63.0</td>
</tr>
<tr>
<td>Off-campus, not with family</td>
<td>115.0</td>
<td>311.0</td>
<td>37.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
When sophomores were asked about how they had decided to live where they did, the open text responses for other are provided in the attached excel file on the “sophomore” tab.

When sophomores were asked if they had “moved to off-campus housing, why?” the open text responses other are also located in the attached excel file on the “sophomore” tab as well.

**Greek Rush/Recruitment Participation**

**Participation in Rush/Recruitment (Overall)**

Of the 899 respondents 859 responded to the item asking if they participated in the Greek rush/recruitment prior to the start of the school year. The breakdown of these responses by student level with the overall summary is provided below.

<table>
<thead>
<tr>
<th>Q8 Did you participate in the Greek rush/recruitment prior to the start of the school year?</th>
<th>a first-year student (%)</th>
<th>a sophomore student (%)</th>
<th>Total (%)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25.2</td>
<td>37.6</td>
<td>29.7</td>
<td>255.0</td>
</tr>
<tr>
<td>No</td>
<td>74.8</td>
<td>62.4</td>
<td>70.3</td>
<td>604.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>859.0</td>
</tr>
<tr>
<td>N</td>
<td>548.0</td>
<td>311.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Freshman Influences to Participate in Greek Rush/Recruitment**

The responses listed from high to low regarding freshman influences to participate in rush/recruitment are shown below.

The “other” responses they provided to the open text option are listed below (full length responses are in the attached text file).

- All of the academic support
- All the other positives Greek life offers i.e. People pushing you to get better grades, having a support group, having connections an..
• Connections after college, friends brotherhood, lifelong connections with people you care about, learning to deal with people who ha..
• Did not have to by a meal plan.
• Didn't want isolation in the dorms- getting involved on campus
• Everything the Greek system represents, i.e brotherhood, always having someone there.
• Food
• Greek life provides more and easier opportunities to become more involved with the university.
• I knew the Greek system was about more than myself, it would encourage me to be more active in the universities programs as well as m..
• I thought it would be fun to try it out
• I wanted the community
• I wanted the friendship, brotherhood, and networking I could gain from such an experience.
• I wanted the support
• I wanted to be more social. Coming from out of state, I didn't know a single person and I also tend to be more introverted so I thoug..
• I wanted to see if it was a better option for me.
• In Greek life, it's easier to stay on task with grades and keep my grades up. In the residence Hall I feel like I wouldn't of been ab..
• Lifelong friendships
• Parents
• So many friends, business opportunities, networking, and there's always something to do.
• UIdaho dorms are literally worse than a Soviet gulag
• Way more social than being stuck in a dorm, forces me outside of comfort zone and I am becoming so much better socially and having a ..
• close knit community
• great way to make friends
• wanted a chance to meet others

Sophomore Influences to Participate in Greek Rush/Recruitment
The responses listed from high to low regarding freshman influences to participate in rush/recruitment are shown below.
The “other” responses they provided to the open text option are listed below (full length responses are in the attached text file).

- Already in a sorority house
- American dream, more social
- Because it is a huge part of college culture. It is so much fun.
- Conducted it
- Dorms are boring
- Felt more like home.
- Great opportunities!!!
- Greek housing offers more than residence halls ever could/will
- Greek life offers an overall better standard of living and college experience
- Learn all sorts of tips that are very beneficial in life, as well as maintains a higher GPA for everyone. Also a good way of networking..
- Living in a chapter house is a once in a lifetime experience and worth every moment.
- More opportunities and fun events provided
- More social experiences, better networking, strong support system
- Residence Halls are not appealing
- Residence are to expensive as well as they are not interesting.
- Seemed like a great way to get involved right off the bat. Built in friendships and many perks that come along with being greek.
- The dorms are not conducive to making friendships like fraternities are, they are quiet and you don't always get placed with like min..
- The dorms have no community. I can actually meet people and enjoy myself at my Fraternity
- The dorms were unappealing and dirty
- Wallace is, pardon me, absolute garbage. It was a no brainer for me to go Greek after experiencing dorm life for my freshman year.
- Was already in the house and required to participate
- Way more involved on campus and feel like I actually matter more than if I was in the Dorms
the cost of room and board in the greek system
- wanted to get out of my comfort zone and meet more people

**Freshman Influences to NOT Participate in Greek Rush/Recruitment**
For the freshman who indicated they did not participate in the rush/recruitment prior to attending UI the influences they provided from high to low are provided below.

![Bar chart showing reasons for not participating in Greek Rush/Recruitment among freshmen.](chart1)

The list of open text based responses to the item about other influences for those who did not participate are listed in the attached excel fil on the Q8 did not part in Greek prior tab.

**Sophomore Influences to NOT Participate in Greek Rush/Recruitment**
For the sophomores who indicated they did not participate in the rush/recruitment prior to attending UI the influences they provided from high to low are provided below.

![Bar chart showing reasons for not participating in Greek Rush/Recruitment among sophomores.](chart2)
Elements Helpful to University Transition

Elements Helpful to Freshman Transition

Freshman students were asked to identify elements that were assistive of their transition to university life. For the options listed those considered most helpful to least helpful are shown below.

The open text responses to “other they provided are listed below.

- Academic Coach
- All of these experiences are helpful, but when it comes down to it, it’d be most helpful if the professors actually cared about their..
- All the new student orientation actually made things worse. Get rid of them
- Already had friends at this school.
- Being a music major and interacted with the students in my Studio
- Being in college period has been enough. It took me three years to decide to attend; I just wish to learn what interests me.
- Campus Christian Fellowship
- Christian Campus Fellowship activities
- Church Family :)
- Church Groups :)
- Counseling and testing center
- Fraternity help from brothers
- Fuck Gen Ed and ISEMs
- Hanging out at Greek House preparing to rush or snap
- I didn’t really feel as though I needed a dramatic transition into college. The second day of me being on campus, it already felt jus..
- I'm a transfer student. The diversity scholars program helped.
- MARCHING BAND!!!!
- My Faith in God
- My RA
- My brother showed me where to go
- N/A
- NROTC
- None
- Nothing
- Nothing has helped more than being a part of the Marching band
- Taking DUAL credit courses before actually attending college.
- The career center
- Womens Soccer
- Working
- having al least 50 guys in my house i can talk to
- soccer/athletics

**Elements Helpful to Sophomore Transition**

Sophomore students were asked to identify elements that were assistive of their transition to university life. For the options listed those considered most helpful to least helpful are shown below.

The open text responses to “other they provided are listed below.

- Academic and emotional support from my brothers of my fraternity
- Being able to take courses in my major first year.
• Counseling and testing center
• Counseling.
• I am a junior I don't remember the answer to any of these questions
• I feel like Bob's set a great environment to run into people or have conversations with fellow students that I didn't see on a daily..
• I had an extremely easy transition both because I knew friends from home who were attending the university already, and because I imm..
• I was in band at home and joined the marching band here. Honestly, college felt easier than high school.
• Learning and now knowing Christ
• Moving out on my own
• My PC bros
• Nothing was difficult about the transition. Its just school
• Nothing, this is my first semester here and so far it has been horrible
• Orientation programs are useless and are actually a hardship because they cost a lot. Gen. Ed. courses are way too involved (ISEM), v..
• Roomates
• Student Ambassadors
• Study groups within my fraternity.
• Sucking it up and growing up like an adult
• The atmosphere of the school is so welcoming; I truly love this place more and more every day I am here.
• The best way to make friends is through labs. Chem labs, physics labs, bio labs.
• Using DSS
• Veteran Support Services
• friends/roomate
• interacting with the girls in my house. Steel House!
• smokin hella weed

Areas that would have Improved First Year Experience

Areas that would have improved First Year Experience: Freshman Responses
Freshman students were asked to indicate items that would have improved their first year experience. Of the options listed, ranked from high to low, the areas they marked are shown below.
The list of items identified through their open text responses for this item are provided in the tab Q15 Areas of Improvement of the attached excel file in the freshman section.

**Areas that would have improved First Year Experience: Sophomore Responses**

Sophomore students were asked to indicate items that would have improved their first year experience. Of the options listed, ranked from high to low, the areas they marked are shown below.
Areas that would have improved First Year Experience: Freshman First Generation Responses

Freshman first Generation college students were asked to indicate items that would have improved their first year experience. Of the options listed, the comparison of their responses to those of non-first generation freshman ranked from biggest difference to least they marked are shown below.

The three most pronounced appear to be that first generation students desired more in the following areas than non-first generation students.

- Better academic advising (FG 9.8% more)
- More academic support services such as study skills, time management, tutoring (FG 8.2% more)
- Better residence hall options (FG 7.0% more)

Areas that would have improved First Year Experience: Sophomore First Generation Responses

Sophomore first Generation college students were asked to indicate items that would have improved their first year experience. Of the options listed, the comparison of their responses to those of non-first generation sophomores ranked from biggest difference to least they marked are shown below.
The three most pronounced appear to be that first generation students desired more in the following areas than non-first generation students.

- Better academic advising (FG 13.5% more)
- Better residence hall options (FG 11.4% more)
- More academic support services such as study skills, time management, tutoring (11.1% more)
- More opportunity to socialize with different types of people (FG 4.7% less)

**Areas that would have improved First Year Experience: Freshman Gender Responses**

The responses of males and females were broken out asking each to indicate items that would have improved their first year experience. Of the options listed, the comparison of their responses across gender ranked from biggest difference to least they marked are shown below.
The most pronounced areas of difference were:

- More opportunity to socialize with different types of people (females 9.6% higher)
- More help in navigating the campus, university structure (females 6.5% higher)
- Other (females 5.9% lower)
- Better academic advising (females 5.8% higher)

Areas that would have improved First Year Experience: Sophomore Gender Responses

The responses of males and females were broken out asking each to indicate items that would have improved their first year experience. Of the options listed, the comparison of their responses across gender ranked from biggest difference to least they marked are shown below.
The most pronounced areas of difference were:

- More help in navigating the campus, university structure (females 10.1% higher)
- More academic support services such as study skills, time management, tutoring (females 7.8% lower)
- Other (females 6.6% lower)
- Better residence hall options (females 4.9% lower)

If you were to start over where for housing?

Student Level

When both freshman and sophomores were asked the question of where they would elect to live if asked to start over there was a 12.9% differences between the two groups. The percentage of each and total are shown in the table below.

<table>
<thead>
<tr>
<th>Q16 If you were starting your college experience all over again, where would you start your college ...</th>
<th>a first-year student (%)</th>
<th>a sophomore student (%)</th>
<th>Total (%)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a Greek chapter house</td>
<td>36.4</td>
<td>49.3</td>
<td>41.1</td>
<td>328.0</td>
</tr>
<tr>
<td>In a residence hall/Living Learning Community (LLC)</td>
<td>63.6</td>
<td>50.7</td>
<td>58.9</td>
<td>470.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>798.0</td>
</tr>
<tr>
<td>N</td>
<td>508.0</td>
<td>290.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
First Generation Freshman
When both first generation and non-first generation freshman students were asked the question of where they would elect to live if asked to start over there was a 3.4% differences between the two groups. The percentage of each and total are shown in the table below.

<table>
<thead>
<tr>
<th>Q16 If you were starting your college experience all over again, where would you start your college ...</th>
<th>Not 1st Gen</th>
<th>First Gen</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a Greek chapter house</td>
<td>37.2</td>
<td>33.9</td>
<td>36.4</td>
<td>185.0</td>
</tr>
<tr>
<td>In a residence hall/Living Learning Community (LLC)</td>
<td>62.8</td>
<td>66.1</td>
<td>63.6</td>
<td>323.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td><strong>508.0</strong></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td><strong>384.0</strong></td>
<td><strong>124.0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

First Generation Sophomore
When both first generation and non-first generation sophomore students were asked the question of where they would elect to live if asked to start over there was a 3.7% differences between the two groups. The percentage of each and total are shown in the table below.

<table>
<thead>
<tr>
<th>Q16 If you were starting your college experience all over again, where would you start your college ...</th>
<th>Not 1st Gen</th>
<th>First Gen</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a Greek chapter house</td>
<td>50.5</td>
<td>46.8</td>
<td>49.3</td>
<td>143.0</td>
</tr>
<tr>
<td>In a residence hall/Living Learning Community (LLC)</td>
<td>49.5</td>
<td>53.2</td>
<td>50.7</td>
<td>147.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td><strong>290.0</strong></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td><strong>196.0</strong></td>
<td><strong>94.0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gender: Freshman
When freshman students were examined across gender regarding the question of where they would elect to live if asked to start over there was a 5.0% differences between the two groups. The percentage of each and total are shown in the table below.

<table>
<thead>
<tr>
<th>Q16 If you were starting your college experience all over again, where would you start your college ...</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a Greek chapter house</td>
<td>38.3</td>
<td>33.3</td>
<td>36.4</td>
<td>185.0</td>
</tr>
<tr>
<td>In a residence hall/Living Learning Community (LLC)</td>
<td>61.7</td>
<td>66.7</td>
<td>63.6</td>
<td>323.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td><strong>508.0</strong></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td><strong>313.0</strong></td>
<td><strong>195.0</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gender: Sophomore
When sophomore students were examined across gender regarding the question of where they would elect to live if asked to start over there was a 1.1% differences between the two groups. The percentage of each and total are shown in the table below.
Q16 If you were starting your college experience all over again, where would you start your college...

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a Greek chapter house</td>
<td>49.7</td>
<td>48.6</td>
<td>49.3</td>
<td>143.0</td>
</tr>
<tr>
<td>In a residence hall/Living Learning Community (LLC)</td>
<td>50.3</td>
<td>51.4</td>
<td>50.7</td>
<td>147.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>290.0</td>
</tr>
<tr>
<td>N</td>
<td>183.0</td>
<td>107.0</td>
<td>290.0</td>
<td></td>
</tr>
</tbody>
</table>

Closing Information

Additional information is included in the attached excel file generated for this survey. The excel file also contains the program used to structure the data and provides the data definitions. The raw data from the full raw dump of the survey is included to provide full text responses if needed. A raw data in an excel file with added variables is provided as well. There is also a word version of the survey attached.