

A Guide How to reinvigorate the residence life program. By Mantra

'The buildings and grounds of an institution...must be treated as assets which it must turn over to the next generation increased and not impaired in value.'

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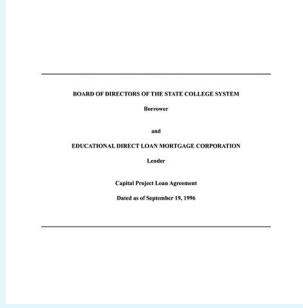
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Hint: It’s not just for sleeping.




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The Brief

An executive summary on how to reinvigorate the residence life program.

A university's residence life program is critical in attracting and retaining students. Residence life is comprised of many elements. Perhaps the most important is on-campus housing. On-campus housing is an indispensable aspect of the undergraduate experience. While educating is the primary mission of a university, institutions have long realized the value of providing housing for their students. Implemented correctly, housing fosters a sense of community and builds lifelong connections. A flawed housing program, however, can have deleterious effects. Unfortunately, State's housing program has become inadequate and is restricting the university's growth.

Mantra performed a student housing demand study which was premised on the following questions:

- Is there demand for new, additional housing?
- What is the recommended path forward?

Mantra sought to answer these questions by administering an internet-based student survey; conducting focus groups with on-campus residents and students who live off campus; assessing the off-campus competitive market; assessing the current housing

that is offered to students; advising a new development path and timeline; analyzing new construction costs; and, analyzing the in-place debt encumbering the residence halls. Accordingly, Mantra believes it is in the best interest of the university to execute a phased development approach to reinvigorate its residence life program.

Because housing operates at a 53% occupancy level, Mantra does not recommend adding beds to State's current inventory. Further, responses to the internet-based survey and focus group interviews revealed students' extreme dissatisfaction with Gore, Prillerman, and Sullivan Halls. As the two oldest residence halls on campus, it was not surprising to learn Gore and Prillerman are replete with maintenance issues. They are a drain on housing's overall economics. Both residences are beyond their useful life — structurally and programmatically. Add students' dissatisfaction to the mix, and these facilities are candidates for demolition.

Taking beds off-line does not solve the problem. The university must also develop a new 150-bed residence hall to offset the loss of beds that will occur with razing Gore and Prillerman. The new residence hall and Gore and Prillerman's demolition are part of the first phase of redevelopment. The new residence hall will be programmed to attract

and retain today's traditional student. It is fiscally irresponsible to focus resources on satisfying the needs, wants, and desires of married/non-traditional students, given that traditional students are State's largest demographic. Additionally, the focus group interviews revealed students' dissatisfaction with gang-style bathrooms, institutional finishes, and lack of privacy. In short, on-campus residents felt frustrated and demotivated. Interestingly, students who did not live in Dawson Hall also felt envious of those who did and disenfranchised because their living accommodations were poor in comparison. Accordingly, the new residence hall should be programmed so that all students will live in a suite-style unit typology. With new, appealing finishes, modern technology (i.e. Wi-Fi), and amenities (cafe, coffee shop, small fitness area), the new residence hall will become State's best marketing tool.

Once demand for the new residence hall consistently exceeds supply, the second phase of redevelopment should be implemented. The second phase should include a 150-bed addition to the new residence hall, the decommission of housing operations at Sullivan and Dawson, and the transfer of Dawson and Sullivan's residents to the new addition. With all housing transferred to the new, 300-bed residence hall, it is expected that demand

for on-campus living will rise dramatically. The gradual shift of the university's housing stock into the new residence hall will enable it to compete for new students and retain those already living on campus.

The redevelopment of the residence halls will be a direct response to those students who expressed a desire to live on campus and, yet, chose to live off campus because the living conditions were better, the rules and policies were less restrictive, and greater privacy was offered. The housing program has remained viable because there are no comparable off-campus residence halls, apartments, or other facilities that directly compete for State's students within Institute or the surrounding communities. State's greatest competition comes from other West Virginia institutions. These institutions tend to offer newer facilities. Coupled with the fact that State has been charging below market rental rates (when compared to its competitive set), it becomes clear why residence life funds are short. In order to remain a viable residential university, State must update its housing program and charge market rental rates. This will help transform State into a desirable campus to live.

The phased redevelopment should be implemented by a firm that has expertise in constructing facilities that will last, at a minimum, 50-75 years. Most importantly, the



firm must have experience in obtaining advantageous funding. Tax-exempt bond financing is often restrictive and less opportune for a university. Despite its prevalence in residence hall development, tax-exempt financing is fraught with complications and costly up-front expenses. Conversely, serious thought should be given to firms that are willing to invest their private capital into the university. When a firm invests its private capital, it takes a vested interest in the long-term success of the residence hall and the university. In contrast, a firm that uses tax-exempt financing is a fee-based developer. There is no incentive for the new development to be operationally successful. So long as a new residence hall is developed, the firm utilizing tax-exempt financing will earn its fee. Thus, serious consideration must be given to how the redevelopment will be funded.

Further, any new facility placed on campus must endure the test of time. A facility that is constructed utilizing a steel or reinforced-concrete structure will last 50-75 years and minimize maintenance costs over the long term. The useful life of the facility is important. Any engagement with a private firm will last, approximately, 30 years. If the facility lasts beyond this engagement, it will drive significant surplus back to the university during years 31+. On the other hand, a wood-frame structure, typically, lasts

30 years. If the university will have to replace the facility or substantially renovate it after the engagement is complete, the university will have to spend funds that would otherwise be invested in academic programs or other residential life components. In short, it hampers future growth. As a result, the university must remain an educated consumer when reviewing proposals for the implementation of the new residence hall.

The current in-place debt will make the phased redevelopment a challenge. The tax-exempt bond, which was procured to renovate Dawson Hall, is laden with restrictive covenants that make redevelopment difficult. If State chooses to remain a residential university, it must decide either to expand the relationship with the HBCU loan program to obtain the funds needed for redevelopment, or retire the in-place debt. Expanding the relationship means the restrictive covenants will remain in place, making future expansion onerous. The university could also decide to retire the in-place debt by paying off the remaining outstanding balance. While this option is costly, in the short term, the long-term benefits include State's ability to freely expand its housing program at its discretion. University administrators must make this fundamental decision to point the university down the correct

path.

State will not be just developing a new residence hall. It must take an informed approach to the decisions it is now faced with. These decisions will reinvigorate its entire residential life program. A new residence hall is a phenomenal marketing tool; however, university administrators must first determine how to unravel the in-place debt burden it is, currently, operating under. Consequently, university administrators must learn the nuances between the different types of facilities that can be developed and the different financial structures that will most benefit the university. Addressing short-term needs at the expense of long-term growth is irresponsible. For State to continue as a residential university, it must make smart decisions in regards to its residence halls and residential life program, and it must do it sooner rather than later. ♦

Topics addressed in this column:

1. Student housing is critical to college.
2. Housing environments influence behavior.
3. Quality housing is key to future growth.
4. Outmoded dormitories are a turn-off.



WHAT IS THE ROLE OF HOUSING IN HIGHER EDUCATION?

Hint: It's not just for sleeping.

Integrating the living and learning experiences of students is a consistent theme throughout the history of education. Whether one goes back to Confucius or the Greek schools of Plato and Socrates, one reads that students traveled many miles to sit at the feet of the masters, philosophers, and great teachers of their time (Lucas, 2006). In the colonial Colleges of early America, young students lived with their faculty in campus dormitories (Rudolph, 1990).

Certainly, the young age of those early students (average age of 14) demanded closer oversight. It is equally true that the colonies had small and dispersed populations, making the residential pattern a necessity, unlike the larger cities of Europe, which were able to support students taking local accommodations or living at home while attending colleges and universities. There also is ample evidence to suggest that the colonial model was based on the English residential college experiences of many of the founders of those early American colleges.

Whatever the reason, the residential model took hold and became embedded in the American understanding of "College." Rudolph (1990) described it as:

...a tradition so all-encompassing, that to call it merely a tradition is to undervalue it. For what is involved here is nothing less than a way of life, the collegiate way... the notion that a curriculum, a library, a faculty, and students are not enough to make a college. It is an adherence to the residential scheme of things (p. 87).

So even as colleges were formed later in the commercial centers of Philadelphia and New York, where the residential college pattern was not necessary, the "tradition" had already taken hold and was continued.

By the early 1800s, critics of the collegiate model claimed that high concentrations of young men living together with so little academic work to do and so many vices to distract them led to moral decay and rebellion. The increasing frequency of these town-gown clashes, and the increasing demand on faculty to create and transmit knowledge through research, led to the emergence of new administrative units that assumed responsibility for student life outside of the classroom (Rudolph, 1990). Eventually, these units became known as student affairs, and one of their responsibilities was

to operate student housing.

Up through the middle of the 20th century, live-in staff served primarily as building managers and disciplinarians. Most housing staff had no educational preparation to integrate living and learning experiences or even to work with college students. However, as housing systems grew in size and complexity, it became apparent that professionally trained staff were needed in college housing. These early housing professionals began meeting in conferences and eventually formed the Association of College and University Housing Officers (ACUHO) in 1952 (Frederiksen, 1993).

During the 1950s and 1960s, college housing experienced a period of unprecedented growth as higher education expanded to serve World War II and Korean War veterans and, later, the “baby boomers.” Design of housing during this period ran the gamut from apartments for married veterans to high-rise residence halls that could house hundreds of students. Williamson described the functions of student housing professionals as “securing housing; maintaining standards of hygiene, safety, and behavior in dormitories, fraternities, sororities and private rooming houses; residential counseling; and stimulating students to participate in student government and administering the dormitories and other residences” (Williamson, 1961).

Later in the 1960s, student development educators started writing about the need for “educationally oriented housing” as a “requirement produced by changing times and conditions” (Riker, 1965). Other books and monographs followed leading to significant change in the profession. “Since the 1960s and 1970s, the professional literature has been infused with individual studies and research reviews . . . focusing on the impacts of various aspects of housing programs and facilities on student learning, development, retention, academic achievement, and other outcomes of the residence hall experience” (Palmer, Broido, and Campbell, 2008).

Riker and DeCoster argue in their article “The Educational Role in College Student Housing” (2008 reprint of a 1971 article), that the educational role of college housing is based on two basic assumptions: “Environment Influences Behavior” and “Learning is a Total Process.” The environment includes the provision of satisfactory, well-maintained physical facilities; the inclusion of ancillary spaces that enhance study and meet students’ daily needs; and the interpersonal environment supported by peer norms and professional and paraprofessional staff.

Equally important is the recognition by the University that its instructional goals cannot be achieved unless it assumes some responsibility for facilitating the development of the total human personality. Since students spend more time in their place of residence than in all other locations on campus combined, it must be understood that the residence hall facilities and staff become prominent factors regarding the total educational process.

Astin’s (1984) student involvement theory provides a lens through which to view issues relevant to a student’s transition to college. This theory links student behavior, specifically the amount of time and energy a student spends on the collegiate experience, to persistence. Astin’s research comparing students who stayed in college with those who left suggested that successful transitions were enhanced by various types of college involvements, including: on-campus living, participation in social fraternities and sororities, working part-time on campus, and generally making connections with one’s new environment.

Students living in residence halls have been shown to have higher levels of faculty-student interaction and peer support, better academic and social integration, greater satisfaction and commitment, and higher college retention than their off-campus counterparts (Blimling, 1993; Chickering, 1974).

Pascarella and Terenzini have written extensively on the impact of College on students. *How College Affects Students* (2005), looked at hundreds of studies on the impact of housing and reported the following conclusions:

- Students who live on campus (compared to those who live off campus) were more likely to be satisfied with their college experience and to be retained to graduation.
- Residence effects are primarily indirect rather than direct. These effects include more interaction with peers and faculty and more involvement in extracurricular activities, which lead to better retention and graduation rates.
- Residential effects on student learning and development are greatest in residential environments that are intentionally designed to achieve those effects.

Out of the emerging student development theory of the 1960s and 1970s came the thinking that “intentional community living” would enhance the outcomes and advantages of residence hall living. From that theorizing came the movement to living/learning (L/L) communities. While some universities have chosen to call all of their residence halls living/learning centers, living/learning programs are residential communities with a shared academic or thematic focus (Shapiro and Levine, 1999).

Many L/L programs were developed to strengthen undergraduate students’ learning by helping them to connect the potentially disparate knowledge gained from the academic, co-curricular, and residential arenas (Lenning and Ebbers, 1999). At their best, L/L programs are designed to create a sense of community that allows for greater faculty and peer interaction, increased opportunities for coordinated activities, and a socially and academically supportive residential living environment (Shapiro and Levine, 1999).

Due to the proliferation of L/L programs on college campuses across the country, there are a myriad of different L/L programs with varying themes and objectives, yet they share many common characteristics. L/L communities are characterized by programs in which students live together in the same on-campus residence location, share academic experiences, have access to resources provided directly to them within the residence hall, and engage in residence hall activities that reinforce their L/L program’s theme. The limited published literature on L/L programs, though primarily focused on single institution studies, has demonstrated that students in L/L programs were more likely to persist, have higher academic achievement, be involved in campus activities, and interact with faculty and peers (Inkelas and Weisman, 2003; Pike, Schroeder, and Berry, 1997).

In a recent study in *Research in Higher Education*, researchers found that involvement in living/learning halls enhanced the transition of first-generation college students, a population that has traditionally had less persistence and success in college (Inkelas, Daver, Vogt, and Leonard, 2007).

HARVARD UNIVERSITY, GORE HALL

Established in 1914, as a freshman residence hall, Gore Hall was intended to combat growing social and class schisms in the student community of Harvard.



Environments are very complex entities. Astin (1993) went so far as to say that “the environment encompasses everything that happens to a student during the course of an education program that might conceivably influence the outcomes under consideration” (p. 81). In *Educating by Design: Creating Campus Learning Environments That Work*, Strange and Banning (2001) presented four environmental perspectives: the physical environment, the human aggregate (the people in the environment), the organizational/structural environment, and the constructed/perceptual environment.

According to Palmer, et al. (2008), the residential environment consists of (a) physical facilities, (b) equipment and furnishings, (c) food services, (d) management procedures, (e) staffing patterns, (f) student codes of conduct and other policies, (g) student activities programming, and (h) all other elements of the total housing program.

Residence hall environments have changed considerably since Riker and DeCoster (1971) published their article 40 years ago. Many of these changes were intended to foster student learning and development, as well as heighten student satisfaction and therefore retention (Strange & Banning, 2001). For example, double rooms and common bathrooms still appeal to some students and are particularly conducive to the social adjustment of first-year students.

Some institutions have replaced long corridors of double rooms with suites or apartments for upper class students in an attempt to meet their developmental needs and to enhance their satisfaction. Other campuses have built additional staff apartments for live-in faculty, professional counselors, short-term instructors, speakers, artists, and other guests. Typing rooms have been turned into computer labs, and at least some of the trash barrels have been replaced by recycling bins. Most libraries, formal lounges, and pay phones at the end of the hallway have been eliminated. Also, land-line telephones and hard-wired access to the Internet and cable television from student rooms are becoming obsolete as more and more students use wireless technologies.

When institutions are able to build new residence halls or renovate existing structures, they are often creating “green” buildings, reducing energy, water usage, and waste products, and building with locally sourced, sustainable, and non-toxic materials. Frequently, the initiatives for these projects have come from students, who are increasingly aware of their effects on the environment and its natural resources. Some residence halls have monitoring systems that allow students and other users to track the energy consumption of the building’s residents, allowing the physical structures to serve educational functions, as well.

Just as the student is a whole person, and learning is a total process, the residence hall environment as a whole is greater than the sum of its parts. In 1965, Riker noted that because student housing was seen solely as a business enterprise rather than as a setting to foster student learning, some housing systems were composed of “nonsensical combinations of facilities, staff, and activities each tending to cancel out the effectiveness of the other” (p. i). Much progress has been made since then, thanks largely to the leadership of senior housing officers who coordinate comprehensive housing systems.

To meet the great demand for housing in the 1950s and 1960s most colleges and universities built traditional dormitories with double rooms opening onto long corridors with common bathrooms and lounges distributed to accommodate group activities. Residence halls have come a long way. A generation of students has become accustomed to colleges and universities competing for their enrollment with improved housing options.

For instance, residence halls that opened this semester [2005] at the University of Massachusetts Dartmouth and at Case Western Reserve University in Ohio feature full-size beds. A similar residence hall is under construction at the University of North Carolina at Greensboro. And a residence hall that opened last month for art students at the Rhode Island School

UNIVERSITY OF VIRGINIA, c. 1856



Much like UVA’s Jeffersonian campus, WVU’s quad, which is defined by its original residence halls and extends outward from the academic core, creates a sense of community and embraces the notion of a living/learning environment.

of Design includes so many amenities that some residents worry it will be the nicest home they’ll ever have, given how little some art-related fields pay, the Boston Globe reports. The building, a renovated bank, was designed specifically to encourage artistic pursuits. The rooms feature eight-foot high windows and 11-foot high ceilings (plenty of light by which to sculpt or paint) and bed alcoves so students can work without disturbing a roommate. Bathrooms include not only showers but also bathtubs (Kattner, 2005).

Indiana University of Pennsylvania made the bold move to replace all student housing, bed for bed – at a cost of \$270 million. This may be one of the largest student housing replacement projects in the country, demonstrating how far some colleges are willing to go to attract and retain students. Indiana became convinced that their outmoded dormitories, consisting of cinder blocks, communal bathrooms, and earth tones were a turn-off to students. The University made the decision to replace their entire student housing stock with apartment-style suites (Supiano, 2008).

Another trend is the desire of upper class students to move back on campus.

As off-campus costs rise and college digs become cushier, many colleges report an increasing demand for on-campus residences among sophomores, juniors, and seniors. And at colleges that will also welcome record numbers of freshmen this year, housing officials find themselves caught between two rising waves (Hoover, 2008).

Where spartan facilities might once have been adequate, amenities now abound...institutions not only compete among themselves to provide superior housing options, but also with private developers creating off-campus residences. Whether institutionally or privately developed, students expect to be enticed with supportive and enriching residential environments. In particular, breaking down anonymity by providing opportunities for social and academic engagement is especially important in large residential projects (Martin and Allen, 2009, p.35).

The annual residence hall construction report by American School and University identifies the amenities contained in the most recently

completed residence halls. In 2009, it was reported that amenities high on the list included (in order) air conditioning, wired internet access, laundry, TV rooms/lounge, wireless internet access, and carpeting. Classrooms were included in 29 percent of all residence halls constructed the previous year.

Much has been made of the arrival of the Millennial Generation on campus. Rickes (2009) suggests some ways that the Millennials, born after 1982, may shape higher education space. Two Millennial traits, “specialness” and “team orientation,” may have already had a profound impact on residence hall design.

Millennials feel special and entitled due in part to the media and doting parents. Residence halls are expected to have all the comforts of home and more. The drive for amenities may partly be a reflection of the expectations of these students. The amount of electronic gear that students are bringing to campus places an increased strain on residence hall electrical systems and also requires additional space. The increase in living/learning centers, group study rooms, and kitchens may all reflect the team orientation of Millennials as they need spaces to work and play together.

Millennials are also green in their thinking. They are not only interested in recycling and environmental concerns of the planet but also sustainable design. Institutions will not be able to meet the demands of every student but they will be able to meet the demands of some. Choosing which areas are central to the institution will be important in aligning the proper “fit” between institution and student.

Most colleges and universities have a variety of housing types. Even if this is an accident of an institution’s history, it makes sense to include a variety of housing styles in an institution’s inventory to meet different needs and demands. In recent years, the battle to attract students has led many institutions to leverage their physical facilities as major assets. Within the last 10 years, that has often meant adding amenities in residence halls and improving personal privacy to match the relative affluence of today’s college students. However, housing serves many institutional purposes, and those purposes may sometimes be in conflict. For instance, the socialization needs of freshmen may be more important than having a private room. The needs of upper class students are different than the needs of freshmen; as are the needs of graduate students and married students.

For colleges eager to attract the best students, the quality of housing is a key selling point, but this should not mean putting a Jacuzzi in every residence hall. Institutions should be trying to create a situation in which students can form social connections – friendships, mentorships. Institutions should be trying to achieve a good balance between students learning to be independent and learning to live with other people. Part of the program of student residences is not to smooth every way for every student, but to enable them to solve the normal conflicts that arise. It may be fine to give more privacy and amenities to upper class students but it may be reasonable to put freshmen in double rooms. Not all rooms should be so plush that students never want to leave them. Students should come out of their rooms to seek other things, like more space, more comfortable seating, music, food, and other people. There should be “crossroads of the community” through which people have to pass in order to get to their room or hallway. Residence hall design should create myriad opportunities for chance encounters, while providing spaces that are tucked away, where students can study together (Fogg, 2008).

Clearly, institutions are facing many issues as they consider building new residence halls. First and foremost, however, colleges and universities must recognize that residence halls have a profound impact on the learning, socialization, and quality of life of students. In that context, the institutions must decide what they are trying to accomplish with their housing, and that will drive the style and concept of their housing choices. Having a variety of housing styles for first-year students, upper class students, graduate students, and students with families makes good sense, as it will address the varying needs of each group.

Institutions must also determine which of the trends delineated above will affect their building decisions. Does the university need to address the amenities challenge of its competitors and to attract those upper class students back on campus? Is the neighborhood at the campus edge a challenge or an opportunity? Will the Millennials feel at home and “special” on an institution’s campus? Residence halls that meet the challenges of the 21st century will be major assets in the years ahead, shaping future generations of students – just as students will continue to shape them. ♦



(Lifestyle)



Market

Analysis

Why State hasn't stopped the negative trend towards becoming a commuter university, although having little off-campus competition.

W

VSU's residential environment is at odds with the needs and desires of its students. According to Palmer, et al. (2008), the residential "environment" consists of: (a) physical facilities, (b) equipment and furnishings, (c) food service, (d) management procedures, (e) staffing patterns, (f) student codes and conduct and other policies, (g) student activities programming, and (h) all other elements of the total housing program. Students interviewed during focus groups, and those who responded to an electronic survey administered to all WVSU students, expressed frustration and dissatisfaction with each element. The expressed discontent was consistent across class-year segmentation, on-campus residents, and off-campus students. While each element, alone, is not the sole determinant of a student's residence life experience at State, the sum of the parts contributes to the overall residential experience. Thus, the residence life program, including the residence hall component, must be overhauled for State to remain a viable "residential university" option for current and prospective students.

The purpose of focus group interviews is to engage a variety of prospective users in dynamic conversation about their residence life needs and preferences in order to shape or reshape residence life concepts that are appropriate for the target market. The process is designed to yield qualitative data, reveal hidden sensibilities, and raise issues previously not considered. Although efforts were made to interview representative populations, this analysis is not meant to provide rigid, statistically reliable responses from a demographically representative sample of the population.

Focus groups were composed of WVSU students in numbers that provided a representative cross section of the potential user population. Student groups were segmented according to class year and, therefore, consisted of freshmen, sophomores, juniors, seniors, and off-campus commuter students. Five sessions were held and a total of, approximately, sixty-three (63) WVSU constituents were interviewed to identify important issues related to the residential environment. The following is a summary of the focus group findings:

(a) physical facilities

Many students felt the residence halls, with the exception of Dawson Hall, were old and uninviting. Those who lived in Gore, Prillerman, and Sullivan expressed similar opinions. These ranged from: the HVAC systems were inadequate, gang-style bathrooms lacked privacy, too many students per bathroom cause cleanliness issues, trough-style urinals were demeaning, lack of communal and lounge spaces to socialize, finishes were "hard" and "institutional."

(b) equipment and furnishings

Students, generally, did not have any strong opinions about the equipment and furnishings in the residence halls. Some students felt larger beds would be desirable. Additionally, many students felt Wi-Fi should be deployed throughout the entire campus or, at the very least, in the residence halls. Finally, if lounges were created in the residence halls, bigger/newer-style televisions should be acquired.

(c) food service

Most students agreed that cafeteria hours do not offer enough flexibility. Students found it burdensome to plan their schedules around the cafeteria hours. There is a perception that the meal plan is not a good value because students sometimes miss meals and the food is not fresh. For the price they pay, students expected more flexibility in hours and food options. Nevertheless, due to the early dinner hour, students would like a more comprehensive late night food option, available to all students, somewhere on campus.

(d) management procedures

Many focus group participants felt the in-place rules and regulations, for the residence halls, are overburdensome and oppressive. Students felt they were being "over-policed" in terms of regulating who visited their room and when. The in-place curfews were viewed unfavorably.

(e) staffing patterns

There was a general consensus the residence hall security personnel did not provide a heightened sense of security. It was felt they were only concerned with logging visitors into and out of the residence halls.

(f) student codes and conduct and other policies

In addition to the views expressed in Management Procedures, students were vocal about the lack of co-ed residence halls. It was expressed that keeping male and female students separated, by residence hall, was "old fashioned."

(g) student activities programming

Students were very vocal when discussing areas where WVSU falls short of expectations, in terms of student activities. Complaints about the implementation of the student union weight room admission fee were uniform across the focus groups. Students perceived this as a surcharge — additional to tuition and fees — and, thus, viewed it as "nickel and diming." In contrast, students felt if an auxiliary recreation fee were added to tuition, which included unlimited access to the weight room, this would be acceptable. Further, there was a general consensus that Institute and the surrounding area offers nothing for students to do during their free time. Hence, they rely on the university to fill that void. It was expressed, however, the university does not offer enough activities or, if it does, the activities are insufficiently advertised. A consistent opinion shared by all the participants was the activities surrounding Homecoming week provide the most fun and social opportunities during the academic year.

(h) all other elements of the total housing program

Students were disappointed in the lack of school spirit exhibited at the university. Students gave examples of how WVU and Marshall students seem proud to wear their universities' apparel, yet this same feeling was not shared at State. Surprisingly, students explained how some faculty and staff regularly wear WVU and Marshall apparel around campus. The prevailing thought was if the faculty and staff do not take pride in State, why should they?

When asked what they would like to have included as design elements of new on-campus housing and for the campus, in general, participants identified the following:

- Fewer residents per bathroom. Students seemed to like the Dawson Hall ratio of 2:1;
- Students seemed to prefer a suite-style unit typology;
- A central lounge or lounges on each floor and a redesign of the finishes in the union that contribute to the "hard," "cold" and "uninviting" atmosphere;
- More consistent and controllable HVAC;
- Access to a kitchen;
- Improved/expanded laundry facilities; and,
- A swimming pool for the campus.

The electronic survey is used as a detailed survey instrument to yield statistically reliable quantitative market demand data. The survey results provide information on the character and quality of residence life. In addition, the survey can be sorted and cross-tabbed by various demographic groups to analyze different demand patterns.

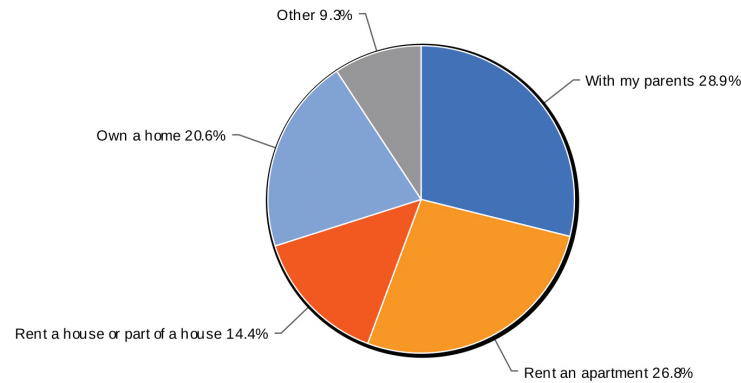
WVSU students completed a total of 152 internet-based surveys. Survey questions were designed to assess current residence life issues, housing preferences, and demographic profiles. Response options were structured to maximize information in the projection of desirable facility characteristics, overall housing demand, food service preferences, and policy or operational improvements. A copy

of the survey instrument is found on Page 31. The survey response frequencies and percentages are found on Page 47. The following is a summary of the electronic survey results:

A total of 152 web-based surveys were completed. The classification of the responses matched State's demographic within 10%. (WVSU student breakdown: Freshmen - 37%; Sophomores - 18%; Juniors - 16%; and Seniors - 29%).

78% of respondents rated the availability of on-campus housing "very important" in their decision to attend State.

Of the students responding to the survey, 36% are on-campus residents. Of those off-campus residents responding to the survey (64%), 29% live with their parents, 27% rent an apartment, 21% own a home, 14% rent a house or a part of a house, and 9% live in an "other" environment.



The factors that were most important in respondents' decisions on where to live include, in rank order: a safe environment, total cost of rent and utilities, and physical condition of housing facilities. Factors that were least important in respondents' decision on where to live include: availability of parking, proximity to other students/friends, and proximity to off-campus recreation/entertainment.

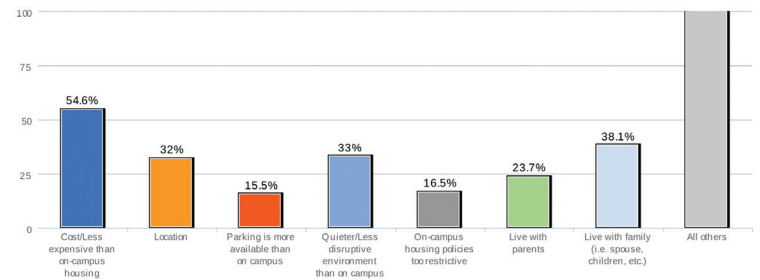
	Very important	Important	Not very important	Not important	Totals
Proximity to campus	92 59.4%	40 25.8%	7 4.5%	16 10.3%	155 100%
Proximity to work	60 38.7%	37 23.9%	18 11.6%	40 25.8%	155 100%
Proximity to other students/friends	31 20.1%	47 30.5%	43 27.9%	33 21.4%	154 100%
Proximity to off-campus recreation/entertainment	28 18.1%	48 31.0%	38 24.5%	41 26.5%	155 100%
Total cost of rent and utilities	102 66.7%	30 19.6%	5 3.3%	16 10.5%	153 100%
Availability of parking	53 34.6%	34 22.2%	21 13.7%	45 29.4%	153 100%
Availability of internet access	95 62.5%	31 20.4%	10 6.6%	16 10.5%	152 100%
Availability of quiet place to study	86 56.6%	44 28.9%	8 5.3%	14 9.2%	152 100%
Single bedroom	70 44.3%	36 22.8%	20 12.7%	32 20.3%	158 100%
Private bedroom	83 53.5%	34 21.9%	17 11.0%	21 13.5%	155 100%
Safe environment	114 74.0%	26 16.9%	3 1.9%	11 7.1%	154 100%
Physical condition of housing facilities	101 65.2%	35 22.6%	7 4.5%	12 7.7%	155 100%

When asked which three amenities would be most important to them in new, on-campus housing, students selected "bathroom in unit," "single bedroom," and "kitchen/no required meal plan required."

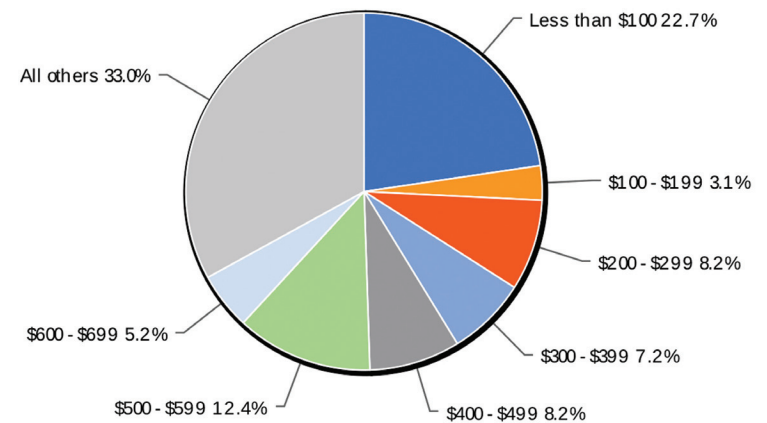
Item	Total Score ¹	Overall Rank
Bathroom in unit	873	1
Single bedroom	771	2
Kitchen/No required meal plan	710	3
WiFi Internet access throughout facility	669	4
Washer/dryer in unit	512	5
Living room in unit	405	6
Additional storage space	294	7
Fitness center in facility	201	8
Study room in facility	195	9
Computer lab in facility	170	10
Social lounge in facility	133	11
Total Respondents: 111		

¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

Participants who currently live off campus were asked to select from a series of possible reasons for their choice of living off campus. 55% indicated that cost was a factor; 38% live with their family (i.e. spouse, children); 33% were looking for a quieter/less disruptive environment than on campus; 33% indicated lack of private bathrooms, and 32% cited location as a reason for not living on campus.



Among off-campus renters, 23% paid less than \$100 per month for rent and utilities; 16% paid \$1,000 or more; 12% paid between \$500 and \$599; and, 11% paid between \$700 and \$799.



58% of survey respondents who, currently, live off campus indicated they would live in on-campus housing if the university provided new, state-of-the-art facilities that met their needs.

In summation, the current residence life program is failing to satisfy the needs and desires of the students. In some cases, the failure of the residence life program has caused students to move off campus and commute to State. This effect has the potential to dismantle the residence life program; however, WVSU benefits from the lack of surrounding, developable property to effectuate a competing off-campus residence hall. In fact, there is no discernible competing off campus multifamily apartment or dorm that competes with WVSU's residence life program. This fact greatly contributes to why the residence life program has been able to operate, rather than systematically collapsing. In short, the

students do not have anywhere better to go. Hence, State must begin by prioritizing the modernization of its residence halls (specifically, Gore, Prillerman, and Sullivan) to ensure its residence life program remains a viable component to the university. ♦

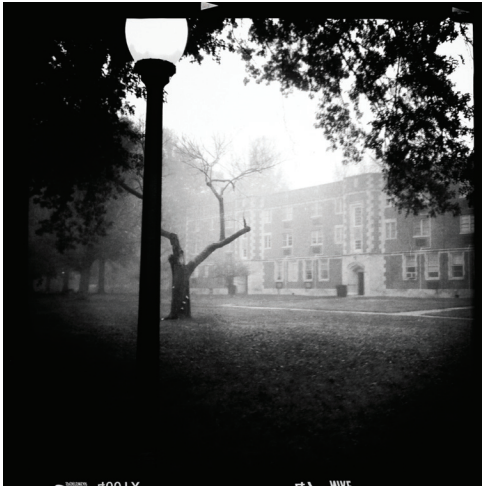
Existence Within The Bubble

How State's housing program continues to exist notwithstanding below-market rents and subpar accommodations.

Institute and the surrounding communities in close proximity to the university do not possess any comparable off-campus housing options. Surprisingly, the private off-campus student-housing market has not reacted to the relative shortage of quality on-campus housing. There are no multifamily rental buildings or garden-style apartments catering specifically to students and no single area

where students tend to concentrate. The existing housing market is fragmented and does not target students with favorable rental tactics (i.e. roommate matching, nine-month leases, lease by bed, etc.). A study of Institute and the surrounding communities in close proximity to the university produced zero multifamily rental buildings or garden-style apartments that cater to students. Many of

the students who choose to live off campus reside in houses, duplexes, and/or triplexes. While these housing typologies offer students more privacy and, sometimes, a lower rent, they are not comparable to WVSU's residence halls. Generally, they are not within walking distance to the university and are of inferior quality as compared to the existing residence halls. Nonetheless, many of the off-campus students, interviewed during the focus groups, felt, while it was more desirable to live on campus, it was a better "value" to live off campus. In their words, these students



felt their money was better spent living further away from campus because they had more privacy, better food availability, variety, and quality as compared to the dining hall's offerings, and relaxed rules and policies. State's isolated location, although a negative for many reasons and a detractor to many people, is also the very reason that it remains a residential university today, despite the overall condition of its housing. Because off-campus housing does not target students, in the surrounding communities near the university, Mantra contends State's biggest threat, to enrollment and demand to live on campus, comes from its competitor institutions. In order to compete with other educational institutions that may provide on-campus housing, WVSU must give serious thought to updating its entire housing inventory.












Within a competitive context analysis, it is important to understand the extent to which changes to WVSU's residence halls can improve market position for the recruitment and retention of students. In particular, Mantra evaluated WVSU's competitive position against other West Virginia institutions. These institutions vie for students who may decide to enroll at State or who may transfer. This analysis includes information on room rates and housing facilities. The information will help develop a thorough understanding of WVSU's current position in the market. Mantra relied heavily on marketing materials, world wide web sites, and interviews with housing personnel at the various peer institutions to gather information. A full competitive context analysis can be found in the next column.

- WVSU's housing program has 586 beds and is operating at 53% occupancy (Fall 2011). The occupancy shortfall is made clearer when the percentage of students eligible for on-campus housing is analyzed. The general rule for on-campus housing is that there should be enough beds available for 30% of FTE. State has 1,895 FTE. As a result, it has beds available for 31% of FTE. However, only 291 students, or 15% of FTE, have decided to live on campus.
- With a 2011-2012 average rate of \$2,300 per semester for a single room, WVSU is 27% below the average of \$3,136 per semester for a single room among the competitive set.
- Comparing shared rooms, WVSU's 2011-2012 average rates for a double, of \$1,580 per semester, are 31% lower than the average of \$2,298 per semester among the competitive set.
- For apartment-style housing, WVSU's 2011-2012 average rates, of \$2,835 per semester, are 16% lower than the competitive set average of \$3,371 per semester.

WVSU's housing program exists within a bubble. It has become the fortunate recipient of the lack of commensurate off-campus housing competition, within the immediate off-campus rental market. The lack of competition has enabled State's housing program to continue in existence. The university must be realistic, though. There is hardly demand for existing on-campus housing. With the exception of Dawson Hall, the remaining housing options are inadequate for the students that attend the university today, as well as those who may be recruited in the future. If State decides to continue as a residential university, it must proactively revamp its housing program. The failure to do so will allow for WVSU's competitor institutions, which may offer newer housing options, to recruit those students that would otherwise matriculate to WVSU. State must also charge its student residents rental rates comparable to the averages found at its competitor institutions. While increasing rents for the product that is currently offered is not advised, once a new residence hall is developed, State must give serious thought to charging, at least, market averages for its new housing product. To survive in the housing business, WVSU's residence life department must begin to operate as if it does not exist within a bubble. Only then will it create demand for its housing product. ♦

COMPETITIVE CONTEXT ANALYSIS

The following table breaks out average housing rental rates at State's competitor institutions. State charges, across the various unit typologies, below-market rates.

CITY	SINGLE-ROOM (\$ PER SEMESTER)	DOUBLE-ROOM (\$ PER SEMESTER)	APARTMENT (\$ PER SEMESTER)
 INSTITUTE <small>PUBLIC</small>	\$2,300	\$1,580	\$2,835
 BLUEFIELD <small>PUBLIC</small>	NONE	NONE	NONE
 ATHENS <small>PUBLIC</small>	NONE	\$1,947	NONE
 FAIRMONT <small>PUBLIC</small>	\$2,344	\$1,799	\$2,521
 GLENVILLE <small>PUBLIC</small>	\$2,700	\$2,200	\$2,900
 HUNTINGTON <small>PUBLIC</small>	\$2,300	\$2,300	\$2,300
 BECKLEY <small>PRIVATE</small>	\$3,509	\$2,641	NONE
 SHEPHERDSTOWN <small>PUBLIC</small>	\$3,576	\$2,384	\$3,483
 CHARLESTON <small>PRIVATE</small>	\$2,521	\$2,185	\$2,674
 WEST LIBERTY <small>PUBLIC</small>	\$5,040	\$3,360	\$5,400
 MORGANTOWN <small>PUBLIC</small>	\$2,896	\$2,538	NONE
AVERAGE (NOT INCLUDING WVSU)	\$3,136	\$2,298	\$3,371





FACILITIES ASSESSMENT

Simple answers to complicated questions about State's residence halls and whether they can be fixed.

R

esidence life is an integral facet to the on-campus experience. As discussed earlier, residence life incorporates many elements; however, its facilities and program are the drivers of student morale. At its core, the on-campus experience, provided by State, has the ability to attract and retain students by creating a robust residential university, or repel and lose students as it devolves into a commuter university.

Clearly, students will spend a majority of their time, while living on campus, in their residence halls. These facilities and, to a larger extent the bedrooms within, become a student's home. As such, an emphasis should be placed on creating an atmosphere which is warm and inviting, and ensuring both private and social spaces are provided. Residence halls are the key to a thriving on-campus student community.

State, however, has failed to create a burgeoning on-campus community. The reasons why are more complicated than determining if the existing residence halls are inadequate, and it is more complex than trying to determine whether demand exists for a new residence hall. For years, the housing operation's bottom line has been declining. In Fiscal Year 2011, it operated at a deficit. Why? Residence hall occupancy has trended negatively, year-over-year. In Fall 2011, it registered 53%. What is causing this? Most importantly, can these issues be fixed? This section will answer those questions and will provide a clear path forward. The good news is that State's residence life issues can be remediated. While significant steps will need to be taken, the long-term benefits will exceed the short-term costs.

The existing residence halls vary in age and bed configuration. Age, alone, is not a cause for concern; rather, one must examine the structures, themselves, to determine whether Gore, Dawson, Prillerman, or Sullivan fit into the long-term residence life needs. Further, the existing residence halls can house up to 586 students, assuming double-bed occupancy in each room. Because single-bed occupancy rooms are offered, a blended bed capacity of 500 is commonly used (not including the Prillerman apartments). For the Fall 2011 semester, 308 beds are occupied. As a result, the residence halls are considerably vacant and underutilized. This is problematic because revenue has decreased and expenses to maintain the older residence halls have increased to a point where housing is operating at a deficit. In short, the older residence halls are a drain on housing's overall economics. The effect is that Gore, Prillerman, and Sullivan are woefully inadequate when compared to Dawson. This has caused a sense of envy and contributed to a feeling of disenfranchisement by those living in Gore, Prillerman, and Sullivan when comparing their living conditions to those who live in Dawson. The following section will outline the condition of the current residence halls to set the stage for the revitalization of State's residence life program. Accordingly, a two-phased

DAWSON HALL

Complete Renovation in 1999
1 Building
3 Stories
Hydraulic Elevator System
98 Beds (double-bed occupancy configuration)
17,442 Square Feet (gross building area)
Bedroom Size(s): 161 Square Feet

Dawson Hall was renovated in 1999. The masonry exterior was refurbished and a complete overhaul of the building's interior was performed, to the point of construction of new floors. Dawson Hall is a steel-frame structure with a masonry exterior. The foundation and floors consist of reinforced concrete. The interior walls are constructed of metal studs with high impact sheetrock. Dawson Hall's current roof was installed in 1998 and is comprised of a rubber membrane. This roof is in good condition. The exterior walls consist of brick and limestone with double pane, aluminum-frame windows. The HVAC consists of individual heat pumps, in each room, for heating and cooling. The 12kv power is fed from the campus loop. This is not metered. Security for Dawson Hall incorporates a key card access system. Dawson Hall does not contain fire sprinklers. Smoke detectors have been placed in each room. An indoor stairwell provides ground-level exterior access from each floor. This fire protection system was code compliant at the time of installation in 1998. Furnishings are in good condition.



GORE HALL

Constructed in 1926
1 Building
3 Stories
No Elevator System
136 Beds (double-bed occupancy configuration)
26,390 Square Feet (gross building area)
Bedroom Size(s): 121 Square Feet and 155 Square Feet

Gore Hall is a wood-frame structure with a masonry exterior. The foundation and floors consist of reinforced concrete. The interior walls are plaster. Gore Hall's current roof was installed in 1988; however, this roof needs to be replaced. The exterior walls consist of brick with single pane, metal-frame windows. The HVAC consists of individual steam heat with air conditioning. The 4kv power is fed from the campus loop. This is not metered. Security for Gore Hall incorporates key access with an on-site security guard. Fire safety systems are in need of modernization, as Gore Hall does not contain fire sprinklers. Smoke detectors have been placed in each room. Indoor stairwells provide ground-level exterior access from each floor. Furnishings need to be replaced.



approach to revamp the university's residence halls is described below.

Phase I includes the development of a new 150-bed residence hall ("New Hall") and the demolition of Gore and Prillerman, beginning in Summer 2012. The age and physical condition of Gore and Prillerman make these buildings ideal candidates for demolition. The wood frames of both structures have been deteriorating for some time. Additionally, the maintenance costs associated with keeping the facilities habitable are restricting State's ability to meet the needs and wants of current and future students. Further, New Hall should be developed on the existing basketball court site. This location is central to the other residence life necessities (i.e. student union, dining hall, and gym), and will become the gateway to The Quadrangle and The Crosswalks. Hence, New Hall's development and Gore and Prillerman's decommission will be a vital first step in rejuvenating State's residence life program. In contrast to the eastern location, proposed in the current Campus Master Plan, the basketball court site

is not adjacent to a 400-acre chemical plant. From a marketability standpoint, it would be ambitious to recruit and retain students with New Hall constructed in the eastern location.

New Hall will function as the "swing space" Gore and Prillerman students will occupy once these facilities are razed. It is important to note, apartment-type units are not recommended for New Hall. To rebuild the residence life program, an emphasis should be placed and a priority should be given to addressing the needs of traditional students. These students are State's largest demographic. They far exceed the number of married/non-traditional students. As a result, it is fiscally appropriate to develop a new residence hall that targets traditional students, rather than married/non-traditional students, at this initial development phase. This will establish a solid economic base from which State can grow its residence life program.

Phase II should be implemented

(Continued on Page 24)

BEFORE



PRILLERMAN HALL

Constructed in 1936
 1 Building
 3 Stories
 No Elevator System
 37 Apartments (kitchenette included in each apartment)
 24,448 Square Feet (gross building area)
 Bedroom Size(s): 328 Square Feet

Prillerman Hall is a wood-frame structure with a masonry exterior. The foundation and floors consist of reinforced concrete. The interior walls are plaster. Prillerman Hall's current roof was installed in 1998. It consists of a rubber membrane and is in good condition. The exterior walls consist of brick with single pane, metal-frame windows. Air conditioning was installed in 1998. Heat is supplied through a steam heat system. The 4kv power is fed from the campus loop. This is not metered. Security for Prillerman Hall incorporates key access. There is no security guard on-site. Fire safety systems are in need of modernization, as Prillerman Hall does not contain fire sprinklers. Smoke detectors have been placed in each room. Indoor stairwells serve two apartments on each floor and provide ground-level exterior access.



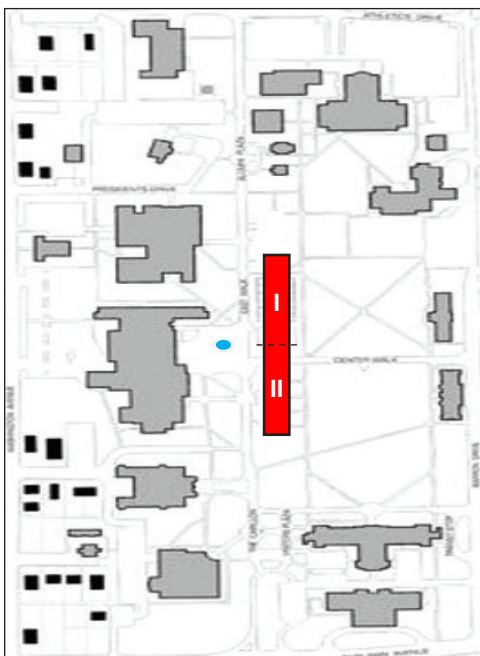
SULLIVAN HALL

Constructed in 1969
 2 Buildings (East and West Wing)
 8 Stories
 Elevator System:
 East - Two elevators. Must be upgraded.
 West - Two new elevators installed in 2011.
 Beds (double-bed occupancy configuration): East - 128 | West - 224
 95,628 Square Feet (gross building area)
 Bedroom Size(s): 187 Square Feet

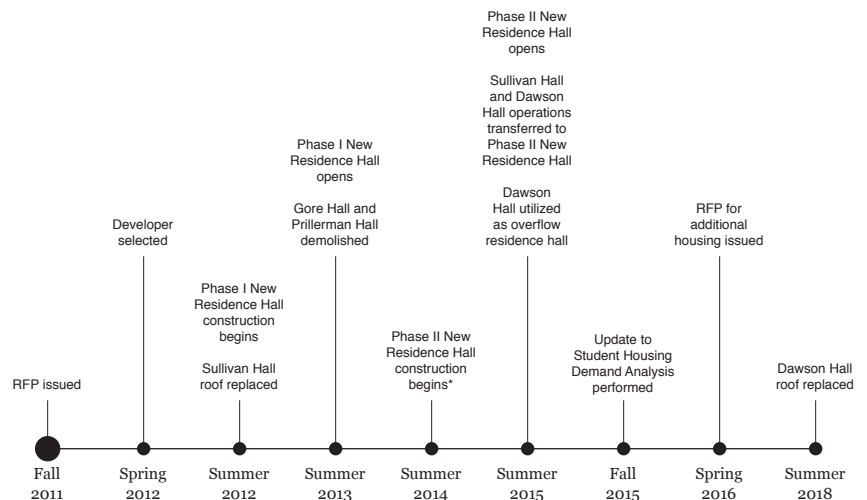
Sullivan Hall is a concrete-block structure. The foundation and floors consist of reinforced concrete. The interior walls are painted concrete block. Sullivan Hall's current roof was installed in 1988; however, this roof needs to be replaced. The exterior walls consist of a brick veneer with single pane, metal-frame windows. The HVAC consists individual strip-heat units with air conditioning. The 12kv power is fed from the campus loop. It is metered on each transformer which is supplying every two floors. Security for Sullivan Hall incorporates key access to the building and rooms. There is a security guard in the West lobby. Fire safety systems consist of a sprinkler system. Fire alarms are located in each room. There are fire alarm panels serving both ends of building, and the West elevator has fire service. Indoor stairwells provide ground-level exterior access from each floor. Furnishings have been recently replaced and are in good condition.



AFTER



PROPOSED TIMELINE FOR DEVELOPMENT



*Provided demand warrants

(Continued from Page 22)

provided demand warrants. Phase II includes a 150-bed addition to New Hall and the transfer of Dawson and Sullivan's residents to this addition. The location of the new addition should be at the former Prillerman site. An archway should be incorporated into the new addition which will serve as the gateway between the student neighborhood and the academic core of the university. Ideally, the archway should frame the fountain on the student plaza.

The students that would, otherwise, reside in Dawson and Sullivan would live in the new addition upon its completion. Dawson should be kept as a residence hall; however, it should only be utilized as overflow housing, after New Hall is at capacity. Further, Sullivan's use should revert, exclusively, to office space. Its structure (masonry block with load bearing walls) and its programming (end-of-hallway restrooms) make it an ideal candidate for a residential-to-office conversion.

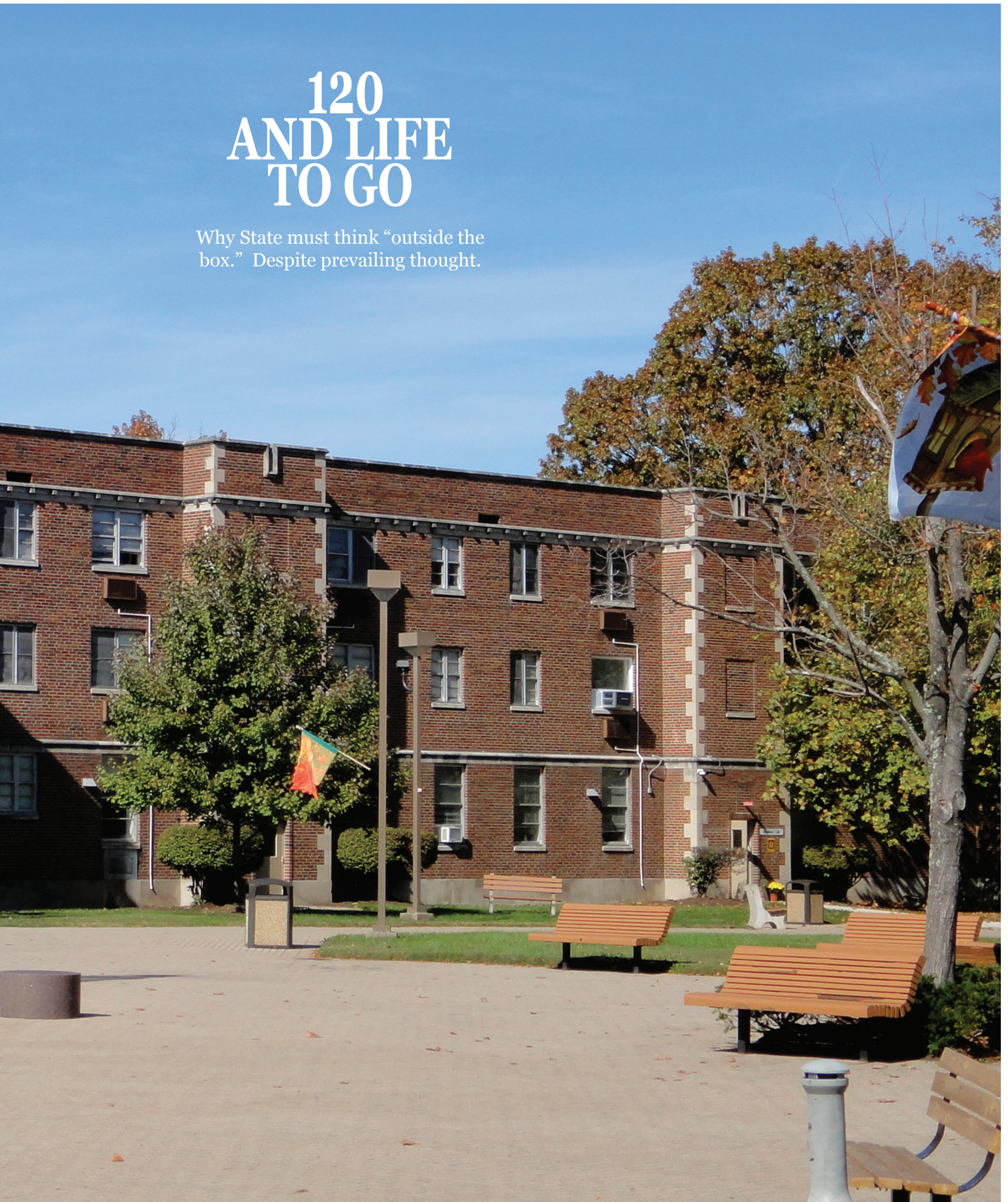
Dawson is a sound structure which is highly regarded by its residents and non-residents alike. Having undergone a renovation in 1998, it remains a viable residence hall today. Nevertheless, a pervasive feeling of envy and disenfranchisement has settled into non-residents. The goal of moving all on-campus residents into New Hall is aimed at improving morale by abolishing the draconian differences in the available housing stock. Provided demand, semester-over-semester, exceeds New Hall's capacity, Dawson should be utilized as the next residence hall. If occupancy for New Hall and Dawson are consistently operating at, a minimum, break-even, the question of whether demand exists for married/non-traditional student housing or additional new residence halls should be revisited.

It cannot be overemphasized that future residence hall development should be contingent upon economics. For too long, the residence life program has been negative trending. This behavior is irrational. It is inefficient because it misallocates resources. The cost to the university has been great. The lack of available funds to revamp the residence life program translates into missed opportunities to grow the university. Drastic steps must be taken to put the residence life program on the right path. State's residence halls will need to be the center of the transformation. Traditional students will need to become the target of the new residence life program. For State to continue as a residential university, it must consider the transformation of its residence halls paramount. The rejuvenation of the residence life program hinges on the ability of State to position its residence halls as tools that will attract and retain students, while becoming the anchors of its on-campus community. ♦



120 AND LIFE TO GO

Why State must think “outside the box.” Despite prevailing thought.



The idea of going away to college has become inextricably linked to the idea of “dorm life,” or, to keep up with the language today, “residence hall life.” Reminiscing about college, it is easy to romanticize the camaraderie and late nights of communal residence hall life while forgetting the cramped 11 by 14 foot rooms, the crowded bathrooms, and the week’s leftovers being served in the dining hall for the third meal in a row. While fond memories of college often filter out the unpleasant aspects of residence hall living, university housing administrators cannot turn a blind eye to substandard living conditions of on-campus students.

State’s housing administrators currently face major dilemmas. They must balance students’ wants with a need for flexibility, all amidst the cost of new construction. To complicate matters, existing housing facilities, are either at the end of their useful life or in dire need of renovation. Since competing universities use availability and quality of student housing to attract students, State’s housing administrators must adapt their facilities to changing student preferences.

The student housing dilemma is further aggravated by the fact that a large percentage of existing university residence halls are in urgent need of demolition or renovation. Many of these residence halls were built in the early-to-mid twentieth century. In order to accommodate the baby boom wave, universities often rushed to build dorms and paid little attention to aesthetics and comfort. These old wood-frame and cinderblock dorms require major renovation to be suitable for today’s students (El Nasser, 2004). State has not escaped this burden.

Today’s students expect a great deal more than the old-fashioned barebones dorms with double-loaded corridors and bathrooms shared by thirty students. Students now expect the modern amenities they enjoyed in their childhood homes, such as wireless internet access, cable television, air conditioning, large rooms, security systems, and adaptable furniture (Ryan, 2003). It is not uncommon for students to request even more luxurious accommodations, including kitchens, fitness centers, private bedrooms, and private bathrooms (Niles, 2003). Focus group participants and survey responses expressed as much.

State should find it in its interest to meet these demands. In spite of unprecedented enrollment, universities still compete for students. The vast majority of colleges acknowledge that availability and quality of on-campus housing are important factors for students deciding which institution they will attend. Indeed, student housing is increasingly viewed as a customer-driven market (School Construction News, 2001). As discussed previously, it is recommended State engage in a two-phased approach to revamp its residence halls. Developing a new

TAX-EXEMPT BONDS MAKE FUTURE GROWTH OF A RESIDENCE LIFE PROGRAM DIFFICULT AND COSTLY. IT’S PARALYZING.

residence hall and razing Gore and Prillerman are central to the phased approach. This approach is crucial to State’s survival as a residential university.

All of the trends — residence hall shortages, aging student housing facilities, a desire to house more students on campus, and changing student expectations are not unique to State. They were visible in the results of the 2003 Construction and Renovation Survey conducted by the Association of College and University Housing Officers, International (“ACUHO-I”). From the fall of 2001 to the fall of 2003, over 30% of responding institutions completed new residence hall construction projects. These new residence halls were built, primarily, to meet the needs and interests of students and to meet the demand for additional beds. In addition, 53.1% of responding chief housing officers explained they were building more housing to raise the percentage of undergraduates living on campus. Of these brand new residence halls, very few were designed in the traditional dorm style: 20% included suites. Almost all the new facilities featured wireless internet access and air conditioning (Balogh, Grimm, and Hardy, 2005). This clearly illustrates a dramatic shift away from traditional dormitory housing. It is recommended, therefore, that State’s new residence hall use a suite-style unit typology.

Students in the focus group sessions also indicated a desire to reside in a suite-style unit typology. This configuration is ideal because it fosters community while providing each student with the privacy of a single bedroom.

While newer facilities with more amenities appeal to students, such facilities are costly relative to the dormitories of old. Complying with an array of government regulations, which did not apply when Gore, Prillerman, and Sullivan were constructed, is a contributing element to the increased cost. The Americans with Disabilities Act, the Fair Housing Act, fire and safety regulations, and environmental regulations all add to the cost of new construction and renovation. (Hanback, 2003). That same residence hall which was built during the 1960s would cost

(not factoring inflation), approximately, \$15-\$20 per square foot more, today, adhering to today’s regulations. Further, according to the College Housing 2006 Special Report, residence hall construction cost per square foot has steadily increased since 1997, when the median cost among residence halls was \$80 per square foot. In 2000, the median cost project was \$100 per square foot, and in 2006, this figure rose to \$173. Today, a quality, new residence hall constructed in the same manner as Dawson Hall (i.e. steel frame, masonry veneer, and concrete foundation and floors) will cost, approximately, \$150 per square foot. Likewise, present demolition costs will run between \$1-3 per square foot. Accordingly, State’s housing administrators and finance department must take caution when proposals for the new residence hall’s development are submitted near \$100 per square foot.

While it is presently possible to develop a new residence hall for, approximately, \$100 per square foot, this course of action is ill-advised. The university would receive a wood-frame structure that is vastly inferior in comparison to a structure like Dawson’s. Wood-frame structures are replete with maintenance issues. While the initial cost of construction may be lower than a steel-frame structure, the maintenance costs associated with wood frame far exceed the longer lasting steel structure. Which leads to an interesting comparison: useful life. The useful life of a wood-frame structure is, approximately, 20-30 years. Conversely, steel-frame structures will last, at least, 50-75 years. Clearly, a steel-frame structure (or a reinforced-concrete structure) benefits the university.

This point is put into perspective when one looks at the debt financing involved with either type of facility. Assume a loan term of 30 years: with a wood-frame structure, after the debt is paid off, the wood-frame facility will either need to be razed or substantially renovated. The ability to generate significant surplus will be negated. On the other hand, with the steel-frame structure, after 30 years, the facility will still be operating for another 20-45 years. This will drive enormous surplus back to the residence life program of the university. If sustainability is a concern, one cannot dismiss the steel-frame structure for its ability to create large revenues for the university. How is that not sustainable?

Yet, how should any new project be financed? As discussed in “In-Place Debt,” the type of financial transaction that is implemented for the new project will affect university operations for decades. The most common funding mechanism for public universities is bond issuance (Stoner and Cavins, 2003). This traditional financing mechanism, however, is fraught with complication. First of all, debt capacity

is often not available for residence hall construction. (Ryan, 2003). When debt-service capacity is stretched, campuses must look to other options to realize hopes for new facilities (School Construction News, 2001). When schools do use bond financing to fund large projects, they typically depend on student room and board fees to pay back the bonds (Franey, 2004). However, the need for additional income that arises from bond indebtedness frequently leads schools to raise student rent for residence halls (Stoner and Cavins, 2003). Raising student rent often conflicts with housing administrators' need to keep student living costs affordable. This should be balanced with the average rates that are being charged for like-kind accommodations at State's competitor institutions. Most importantly, the negative covenants contained, within tax-exempt bonds, make future growth of a residence life program difficult and costly. It slows down the ability to timely respond to increased demand. There is a large opportunity cost associated with covenants, be it negative or otherwise. Hence, State must remain weary of any developer that offers bond financing for the new residence hall's development.

In light of these issues, some universities have turned to long-term land lease arrangements with private development companies for construction and management of on-campus residence halls. Yet, most development companies still use tax-exempt bond financing to develop these projects because it places them in a riskless, fee-based position. While this type of financing arrangement, with a private developer, has been used countlessly at institutions throughout the country, it is often as restrictive as the in-place debt that is, currently, hindering State's growth. This begs the question, "Why would you go down that same path?"

The university should consider engaging a private developer that uses its private equity to fund the development of the project. Why is this beneficial for the university? It allows for State to level the playing field when contracting with the private developer. In this arrangement, the use of the developer's private equity means the developer will have its own money at risk. The risk is shifted from the university to the developer. A developer is more likely to ensure the successful completion of a higher quality project (since it is the developer's money on the line), than a developer that uses tax-exempt financing. In the latter scenario, the developer will be using third-party financing and will not be the final decision maker in the planning and development of the facility that will be sitting on State's campus. Thus, it would be ideal for State to find a developer that will use its equity to 100% fund the project.

In a ground lease scenario, the university

would lease land it owns to a for-profit or non-profit corporation for a period of 20 to 40 years. The ground lease includes specific rules governing land use, as well as construction, operation, and maintenance requirements for student housing on the property. A common transaction structure has the developer "owning" (legally, the developer would only possess a non-subordinated leasehold interest in the land) the land for the determined period and collecting student rent payments. Usually, the ground lessee (the developer) pays the university net revenues once operating expenses, debt service, and management fees are paid (Niles, 2003). This is one scenario, and the university should not avoid proposals that may allow for greater university control in the transaction.

Privatizing the development of any new residence hall is advised. On a more fundamental level, provision of housing is not a core competency for most universities. The individuals who work in student housing are rarely experts in finance, design, construction, or facility management (Niles, 2003). A number of public institutions have solved their housing problems by privatizing some of their residence halls (Stoner and Cavins, 2003). As a general strategy, privatization allows a university to contract with a private company for the provision of services that are not part of its core academic mission. A university, typically, engages in this kind of partnership with the private sector in order to reduce costs and enhance the delivery of services. State should consider the same.

Private companies also bring time efficiencies to housing construction. The developer contracts with the lenders (if any), lawyers, architects, engineers, and contractors, sidestepping the university's procurement process. Since they do not have to navigate the extensive bureaucratic rules governing the capital projects of state universities, they can construct the buildings more quickly. While such speediness is great for students, it also allows universities to start collecting student rent payments earlier (Niles, 2003). Further, privatization relieves the financial burden of the university, and it eliminates the reliance of the state to help maintain the facilities (if the state was providing subsidies to begin with).

If State officials remain skeptical of private companies' ability to successfully manage student housing, they can consider another form of privatization. A number of campuses have turned to private developers for construction but choose to retain full control of operations and programs once the facility is built. This type of partnership still lets the university take advantage of private sector construction speed, cost-savings, and sophisticated financial expertise (Stoner and Cavins, 2003). As a result, State has many options to make its housing program

competitive.

How is New Hall going to be designed and programmed? What is the cost going to be? Another concern raised by critics of privatization is that new housing facilities that include more amenities and space per student involve higher rental rates. If public institutions strive to keep their student living costs low, then doesn't the result of residence hall privatization conflict with university mission? Those who adopt this argument do not recognize the long-term potential of the market in student housing provision. While it is true that, until now, private developers have primarily been called to campuses to provide upscale residence halls, there is still a demand for a lower-cost, traditional style housing (Balogh, Grimm, and Hardy, 2005). The program and selection of unit typologies is a discussion that should be had with prospective developers, as well as internally amongst university administration. Despite higher room rates, universities claim the newest student housing facilities are, typically, the first booked, demonstrating that private student housing companies are satisfying a substantial market need (Franey, 2004). Consequently, the university must determine what is in the best interest of its potential and current students before moving forward.

Privatized university housing is not a panacea. For any student housing privatization formula, it is imperative the university practice sound techniques in contracting for building, financing, and management service, or a developer that will bring all of these. It must solicit competitive bids and have clear plans for construction, real estate operations, facilities maintenance, and management with incentive programs for quality assurance. The innovation and efficiency inspired by privatization will benefit students, the university, and the State of West Virginia. ♦



The Reckoning

Years after procuring tax-exempt bonds, State must restructure its housing finances to move forward.

The ramifications of State's decision, financially speaking, to renovate and reprogram Dawson Hall can still be felt today. In order to understand the feasibility of the financial structure, for the expansion of the existing housing program, we must first understand the in-place capital and transactional structure which enabled Dawson Hall to be renovated. The finance structure that was chosen has directly affected and limited State's options should it decide to expand its existing housing program.

In 1996, a tax-exempt bond in the amount of \$3,500,000 was procured for the renovation and reprogramming of Gore and Dawson Hall. Despite best attempts to manage costs, the \$3,500,000, in its entirety, was utilized to renovate Dawson Hall. As a result, Gore Hall remained unrenovated. At the time of issuance, tax-exempt bond financing provided State a long-term, low cost of capital. As with a traditional amortizing loan, where the principal is paid down over the loan term, the bond required State to make ongoing principal and coupon (interest) payments over the life of the issuance. The term of the financing is 30 years, or until September 1, 2026.

The cost of capital and loan term was advantageous, though, because State pledged

the net revenues from Dawson, Gore, Prillerman, and Sullivan Hall ("Dormitories" or "entire housing stock") as collateral. Residence hall economics and students' willingness to pay, generally, dictate a need for advantageous interest rates. Otherwise, the rent charged to students would be too high and the residence hall, subsequently, would be unmarketable.

The pledge of net revenues from the Dormitories had the following affects on State:

- Lowered the cost of capital in order to renovate and reprogram Dawson Hall while maintaining rental rates at a level affordable to students.
- Encumbered Dawson, Gore, Prillerman, and Sullivan Hall until 2026.

When State pledged the net revenues of the Dormitories as collateral, it relinquished control of future expansion of its existing housing program. Specifically, the Loan Agreement of the tax-exempt bond, contains the following Covenant which mandates that until payment in full of the principal of and interest on the Loan, State shall not:

- Incur...any additional obligation, other than Operating Expenses, that are payable from Net Revenues without written consent of the Lender.

This Covenant limits State's ability to expand its existing housing program.

State has two options.

1. Given the current security interest in the Dormitories for the 1996 loan, and the associated Covenant, the Department of Education (the "DOE") would have to provide a waiver to renovate and reprogram or demolish any of the structures. In addition, the DOE would have to agree to allow a parity interest ("pari-passu") in the net revenues and improvements to be given, should State utilize financing which is obtained through the HBCU Loan Program via the Designated Bonding Authority, or not.

Generally, the DOE is not in the habit of granting such a waiver or interest, especially, when it is known the Dormitories are operating with depressed and deteriorating occupancy and increased expenses such that it takes the operations from the entire housing stock to cover the debt service. However, per the Loan Agreement, State is free to substitute collateral that is sufficient to secure the loan and generate revenue to satisfy its indebtedness upon the DOE's consent.

2. Call the bond and pay off the loan. State would have to pay the total outstanding


par amount of the loan plus a premium — an amount equal to \$2,618,268, as of November 30, 2011. Upon completion of the call, no debt would encumber the Dormitories, and State would be free to expand its housing program at its discretion.

While this option calls for the university to spend a significant amount of funds, the long-term opportunity cost of not calling the bond is greater. State will have to make a value determination to intelligently choose which option most benefits WVSU.

Both options have their advantages. State must have an internal discussion about how it is going to position its residence life finances for the long term. The benefit of expanding the relationship is low-interest rates; however, this is offset by the Covenants which are inextricably woven into tax-exempt bonds. On the other hand, calling the bond and paying off the loan will provide State the freedom to address the Dormitories and enter into a less restrictive financial transaction with a private entity. The drawback of this approach is indebting the university \$2,618,268. As a result, the future of State's residential life program will be directly related to how it addresses the in-place debt. ♦

SURVEY

DEMOGRAPHICS




Welcome to West Virginia State University's Housing Demand Survey for *current* students. Thank you for your time. This dynamic survey is driven by your answers. The average completion time is five (5) minutes. Your answers will help shape the direction of WV SU's future housing program.

Students: To access the survey, please enter your A# (including 'A' with your 8-digit numeric code)

Next

0%



Including this year, how long have you been enrolled as a student at WV SU?

- One year
- Two years
- Three years
- Four or more years

Back **Next**

4%



Are you currently a full- or part-time student?

- Full-time (12 or more credits per semester)
- Part-time (Less than 12 credits per semester)

Back

Next

7%



Please indicate your academic college (CHECK ALL THAT APPLY)

- College of Arts and Humanities
- College of Business and Social Sciences
- College of Natural Sciences and Mathematics
- College of Professional Studies

Back

Next

11%



What is your gender?

- Male
- Female

Back

Next

14%



How old are you?

- 17 or under
- 18 - 19
- 20 - 21
- 22 - 25
- 26 - 29
- 30 and older

Back

Next

18%



What is your marital/family status?

- Single without children
- Married without children
- Single with children
- Married with children

Back

Next

24%



What is your ethnic background?

- American Indian
- Asian American
- Black
- Hispanic
- White
- Other

Back

Next

30%



What is your current employment status?

- I work on campus
- I work off campus
- I do not work

Back

Next

33%




How many hours per week do you work?

- Less than 10 hours per week
- 10 - 20 hours per week
- 21 - 30 hours per week
- 31 - 40 hours per week
- More than 40 hours per week

Back

Next

37%




Do you have a meal plan this semester?

Yes

No

Back Next

40%



What would you like to change about your meal plan?

Drag items from the left-hand list into the right-hand list to order them.

- Extend breakfast hours
- Extend lunch hours
- Extend dinner hours
- Provide a late night food option
- Provide more extensive menu options
- Provide higher quality food

Back Next

43%



Where do you currently live?

- On campus
- Off campus

Back

Next

43%



What residence hall?

- Dawson Hall
- Gore Hall
- Prilleman Hall
- Sullivan Hall

Back

Next

62%



How important was on-campus housing in your decision to attend WWSU?

- Very important
- Slightly important
- Not important

Back

Next

67%



How do WWSU's housing facilities compare to other campus housing that you have seen?

- Better than other campus housing
- About the same as other campus housing
- Worse than other campus housing
- I am unfamiliar with other campus housing

Back

Next

79%



How many roommates do you have?

- None
- One
- Two

Back

Next

79%



What is the preferred number of people you would like to live with in a bedroom?

- No other people
- One other person
- Two other people

Back

Next

86%



If WWSU offered brand-new, state-of-the-art housing that met your needs, would you be interested in living in this new residence hall?

- Yes
- No

Back

Next

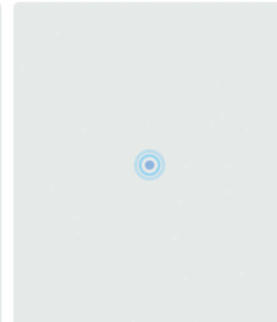
86%



If WWSU built new housing, which three amenities would be the most important to you?

Drag items from the left-hand list into the right-hand list to order them.

- Single bedroom
- Kitchen/No required meal plan
- Additional storage space
- Living room in unit
- Bathroom in unit
- Washer/dryer in unit
- Fitness center in facility
- Computer lab in facility
- Study room in facility
- Social lounge in facility
- WiFi Internet access throughout facility



Back

Next

91%



What additional amenities would entice you to remain in WVSU housing? What other issues should the university consider for future housing?

Back

Submit

95%

OFF-CAMPUS HOUSING



Where do you live off campus during the academic year?

- With my parents
- Rent an apartment
- Rent a house or part of a house
- Own a home
- Other

Back

Next

46%



Why are you currently living off campus? (CHECK ALL THAT APPLY)

- Cost/Less expensive than on-campus housing
- Location
- Parking is more available than on campus
- Physical condition of WVSU housing
- Quieter/Less disruptive environment than on campus
- On-campus housing policies too restrictive
- Live with parents
- Live with family (i.e. spouse, children, etc.)
- Lack of accessibility for those with physical disabilities in on-campus housing
- Lack of private bedrooms in on-campus housing
- Lack of private bathrooms in on-campus housing
- Lack of privacy in on-campus housing
- Not enough space in on-campus housing
- No ability to cook my own food on campus
- Unaware of WVSU housing
- Other

Back

Next

46%



How important were each of the following factors in your choice of where to live this year?

	Very important	Important	Not very important	Not important
Proximity to campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proximity to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proximity to other students/friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proximity to off-campus recreation/entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total cost of rent and utilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of quiet place to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Single bedroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private bedroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safe environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical condition of housing facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Back

Next

78%



How many bedrooms are there in the unit where you currently live?

- One room/studio
- One bedroom
- Two bedrooms
- Three bedrooms
- Four or more bedrooms

Back

Next

78%



How many people do you share your current living unit with?

- No other people
- One
- Two
- Three
- Four or more people

Back

Next

78%



How long is your current lease?

- Not applicable (i.e. homeowner, live with parents/family, etc.)
- Calendar year/12 months
- Academic year/9 months
- Month-to-month
- Other

Back

Next

86%



How much are your monthly housing costs including utilities, cable, and local telephone costs, but not including food?

- Less than \$100
- \$100 - \$199
- \$200 - \$299
- \$300 - \$399
- \$400 - \$499
- \$500 - \$599
- \$600 - \$699
- \$700 - \$799
- \$800 - \$899
- \$900 - \$999
- \$1,000 or more

Back

Next

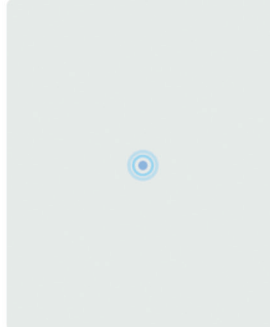
86%



If WV SU built new housing, which three amenities would be the most important to you?

Drag items from the left-hand list into the right-hand list to order them.

- Single bedroom
- Kitchen/No required meal plan
- Additional storage space
- Living room in unit
- Bathroom in unit
- Washer/dryer in unit
- Fitness center in facility
- Computer lab in facility
- Study room in facility
- Social lounge in facility
- WiFi Internet access throughout facility



Back Next

92%



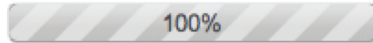
What additional amenities would entice you to live in WV SU housing? What other issues should the university consider for future housing?

Back Submit

96%

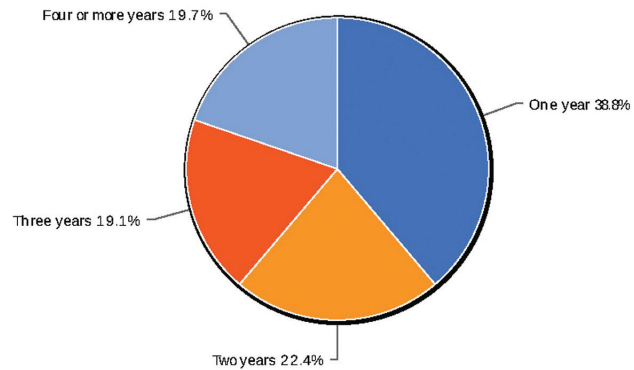


Thank you for completing our survey. Your response is very important to us.



SURVEY RESULTS

Including this year, how long have you been enrolled as a student at WVSU?

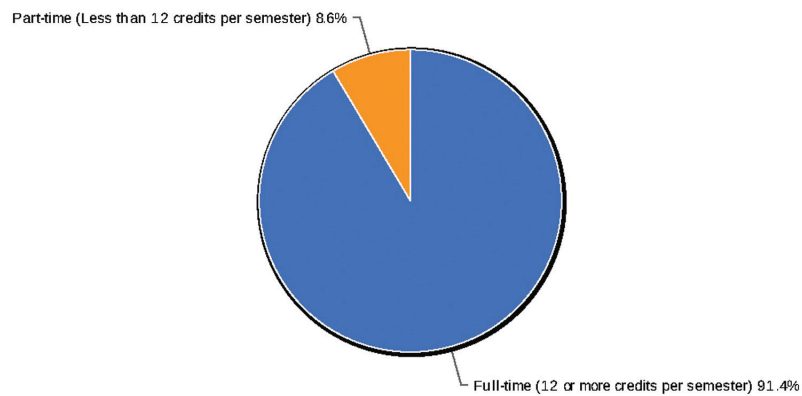


Including this year, how long have you been enrolled as a student at WVSU?

Value	Count	Percent %
One year	59	38.8%
Two years	34	22.4%
Three years	29	19.1%
Four or more years	30	19.7%

Statistics	
Total Responses	152

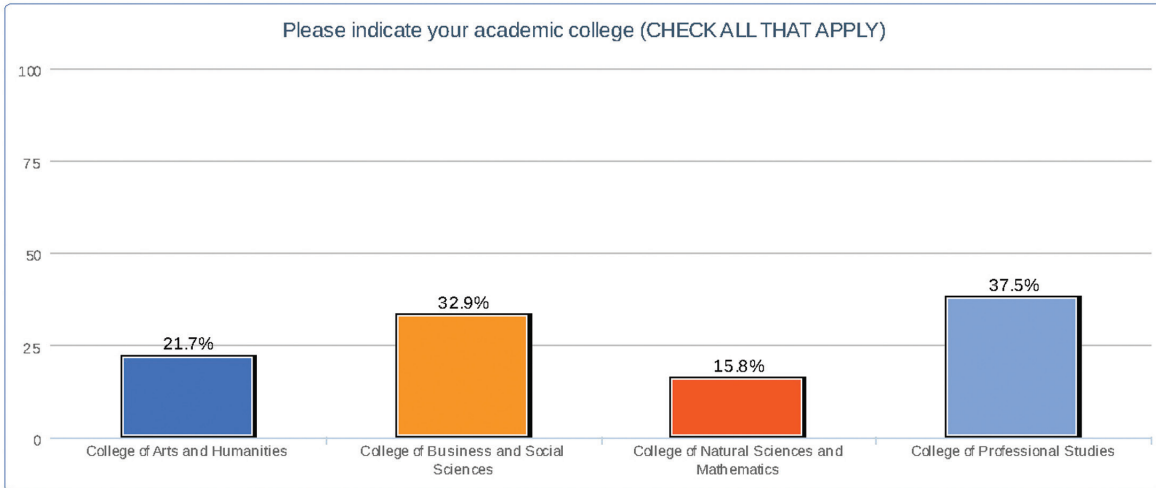
Are you currently a full- or part-time student?



Are you currently a full- or part-time student?

Value	Count	Percent %
Full-time (12 or more credits per semester)	139	91.4%
Part-time (Less than 12 credits per semester)	13	8.6%

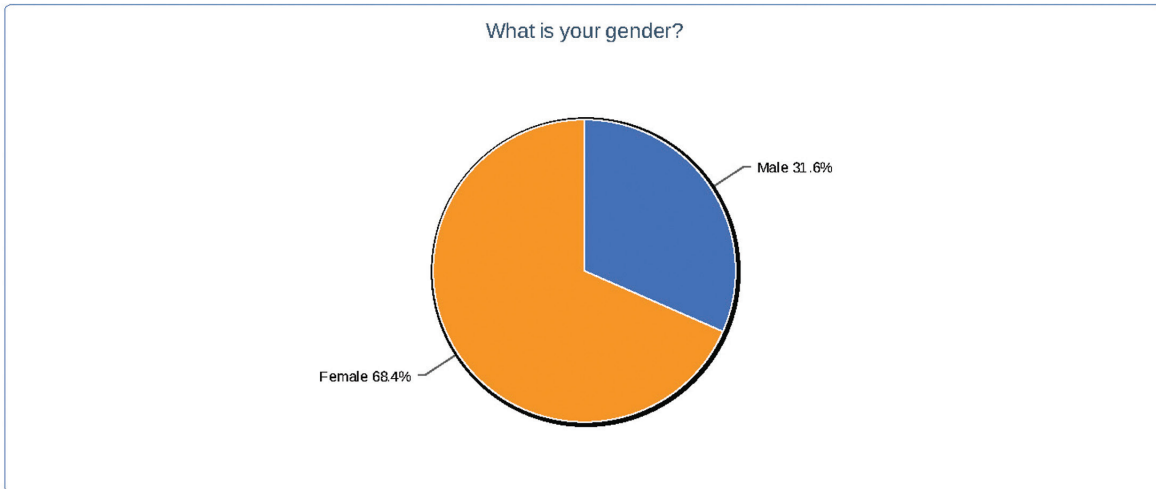
Statistics	
Total Responses	152



Please indicate your academic college (CHECK ALL THAT APPLY)

Value	Count	Percent %
College of Arts and Humanities	33	21.7%
College of Business and Social Sciences	50	32.9%
College of Natural Sciences and Mathematics	24	15.8%
College of Professional Studies	57	37.5%

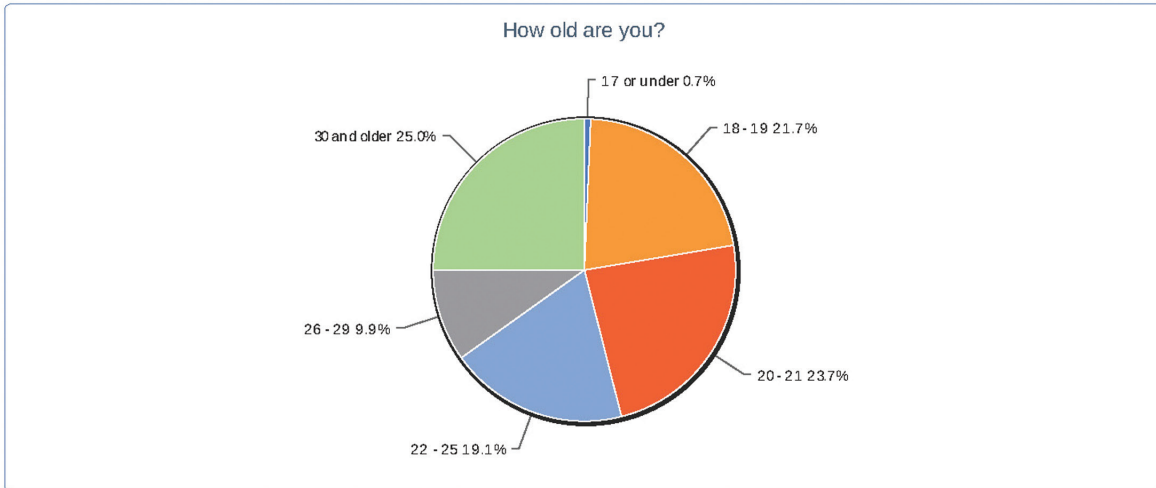
Statistics	
Total Responses	152



What is your gender?

Value	Count	Percent %
Male	48	31.6%
Female	104	68.4%

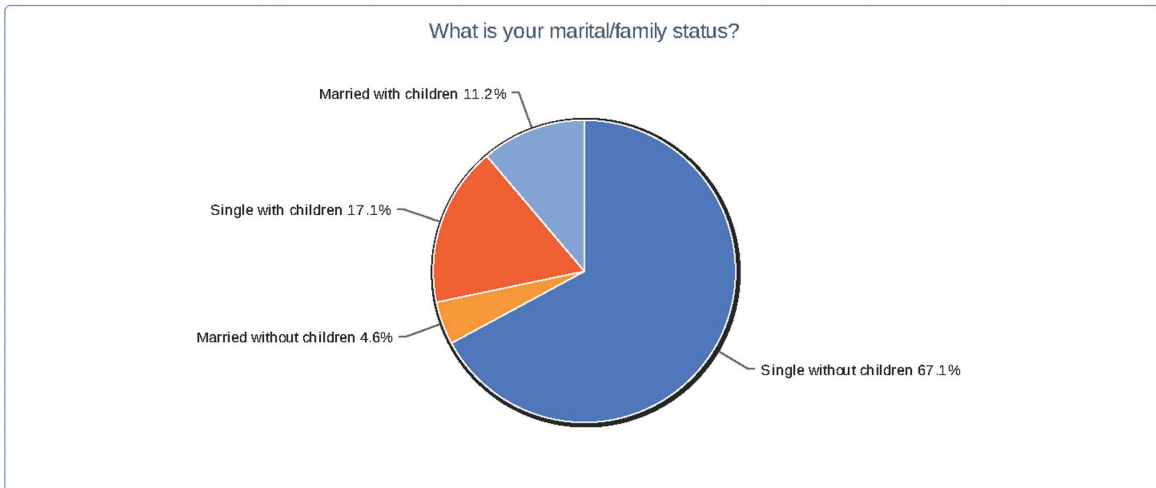
Statistics	
Total Responses	152



How old are you?

Value	Count	Percent %
17 or under	1	0.7%
18 - 19	33	21.7%
20 - 21	36	23.7%
22 - 25	29	19.1%
26 - 29	15	9.9%
30 and older	38	25%

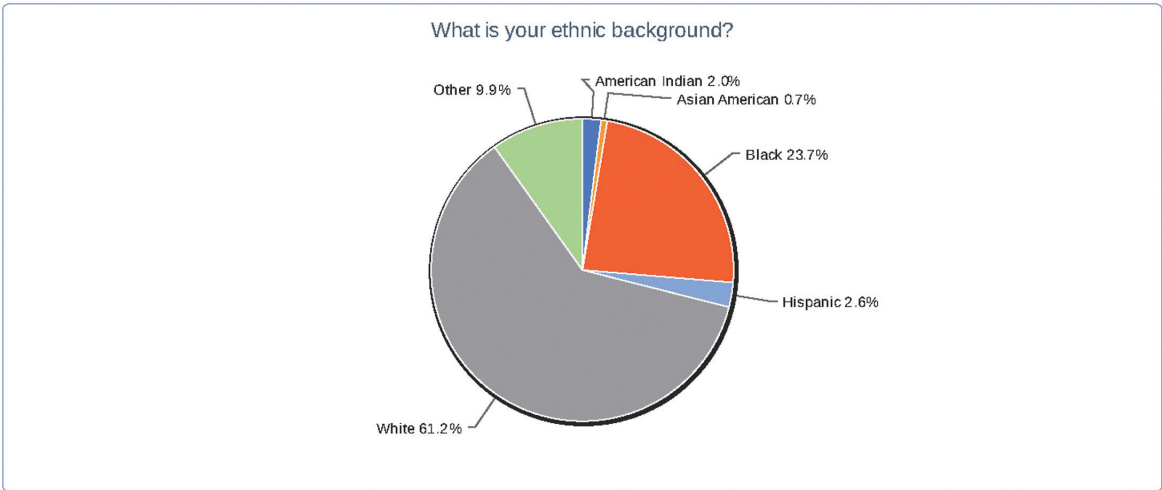
Statistics	
Total Responses	152
Sum	3,499.0
Average	23.0
StdDev	4.60
Max	30.0



What is your marital/family status?

Value	Count	Percent %
Single without children	102	67.1%
Married without children	7	4.6%
Single with children	26	17.1%
Married with children	17	11.2%

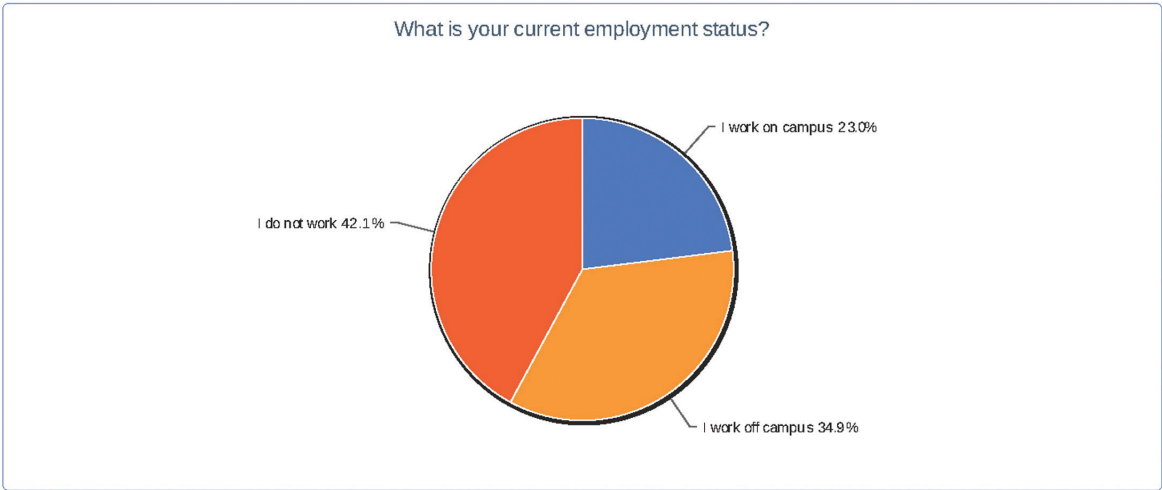
Statistics	
Total Responses	152



What is your ethnic background?

Value	Count	Percent %
American Indian	3	2%
Asian American	1	0.7%
Black	36	23.7%
Hispanic	4	2.6%
White	93	61.2%
Other	15	9.9%

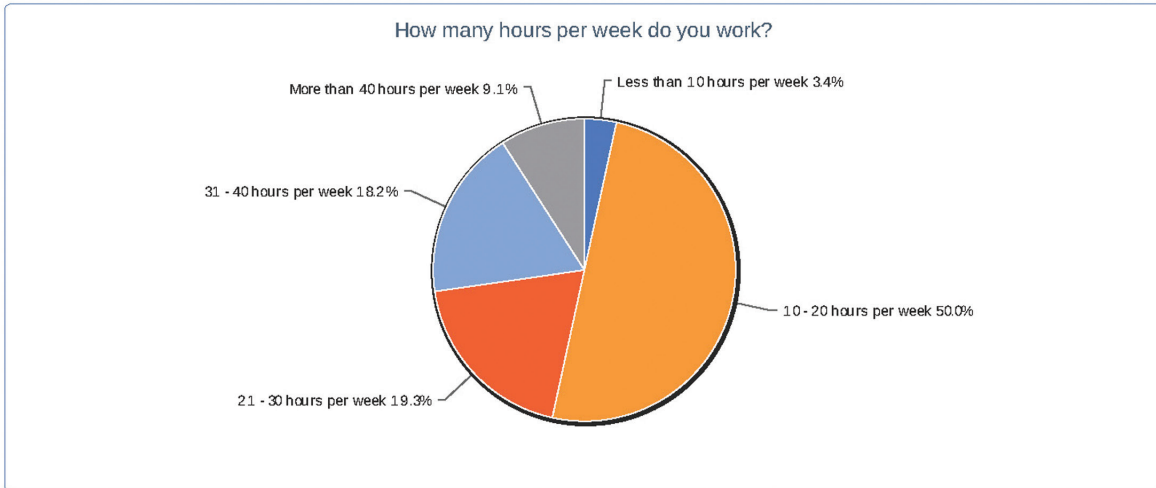
Statistics	
Total Responses	152



What is your current employment status?

Value	Count	Percent %
I work on campus	35	23%
I work off campus	53	34.9%
I do not work	64	42.1%

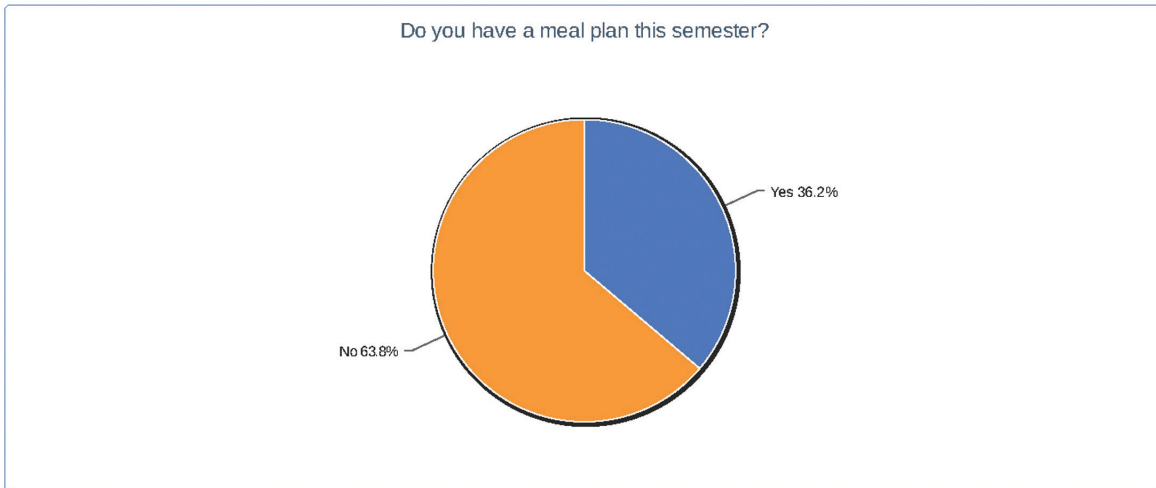
Statistics	
Total Responses	152



How many hours per week do you work?

Value	Count	Percent %
Less than 10 hours per week	3	3.4%
10 - 20 hours per week	44	50%
21 - 30 hours per week	17	19.3%
31 - 40 hours per week	16	18.2%
More than 40 hours per week	8	9.1%

Statistics	
Total Responses	88
Sum	1,293.0
Average	16.8
StdDev	8.50
Max	31.0



Do you have a meal plan this semester?

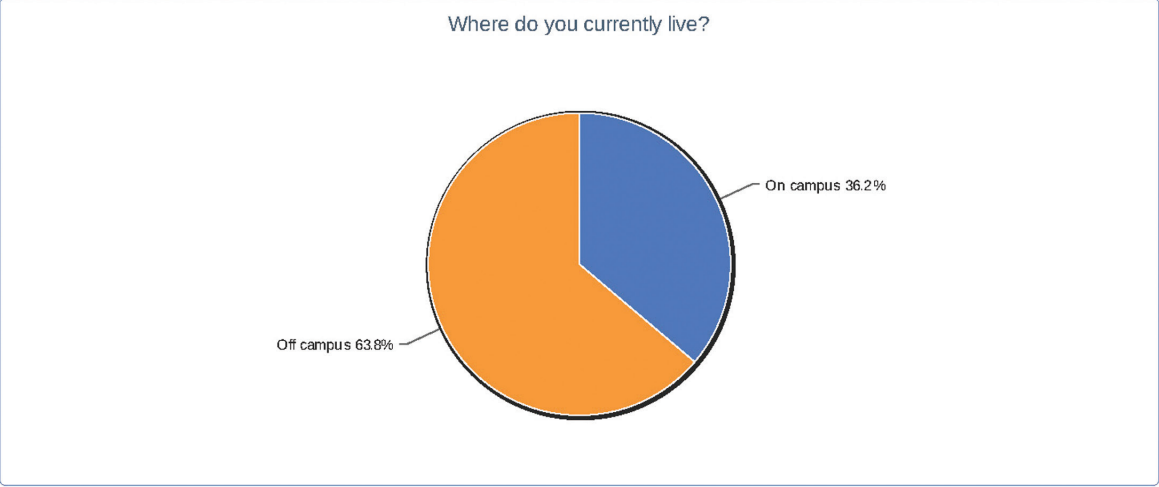
Value	Count	Percent %
Yes	55	36.2%
No	97	63.8%

Statistics	
Total Responses	152

What would you like to change about your meal plan?

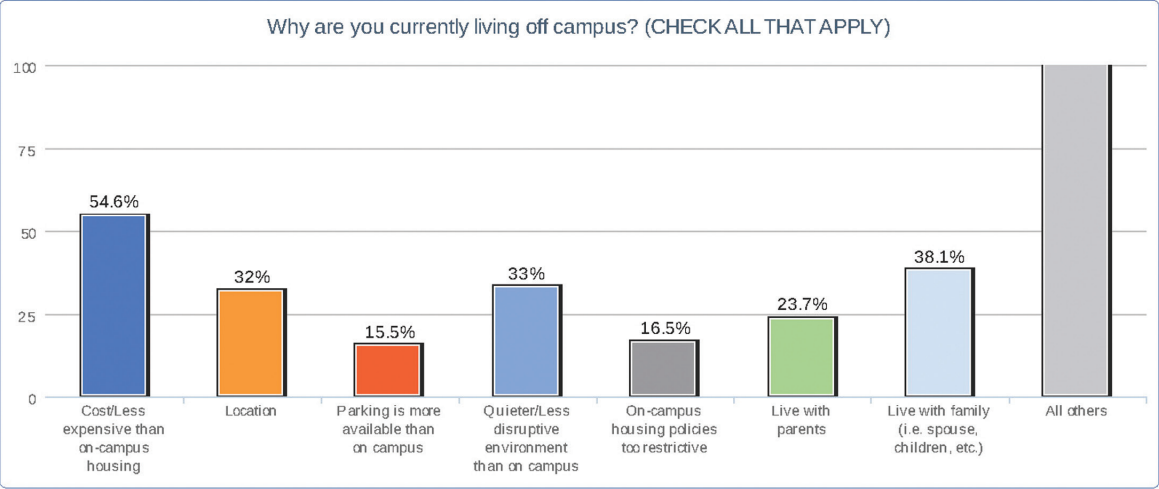
Item	Total Score ¹	Overall Rank
Provide more extensive menu options	185	1
Provide higher quality food	185	2

Extend dinner hours	149	3
Extend breakfast hours	106	4
Extend lunch hours	96	5
Provide a late night food option	65	6
Total Respondents: 55		
¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.		



Where do you currently live?

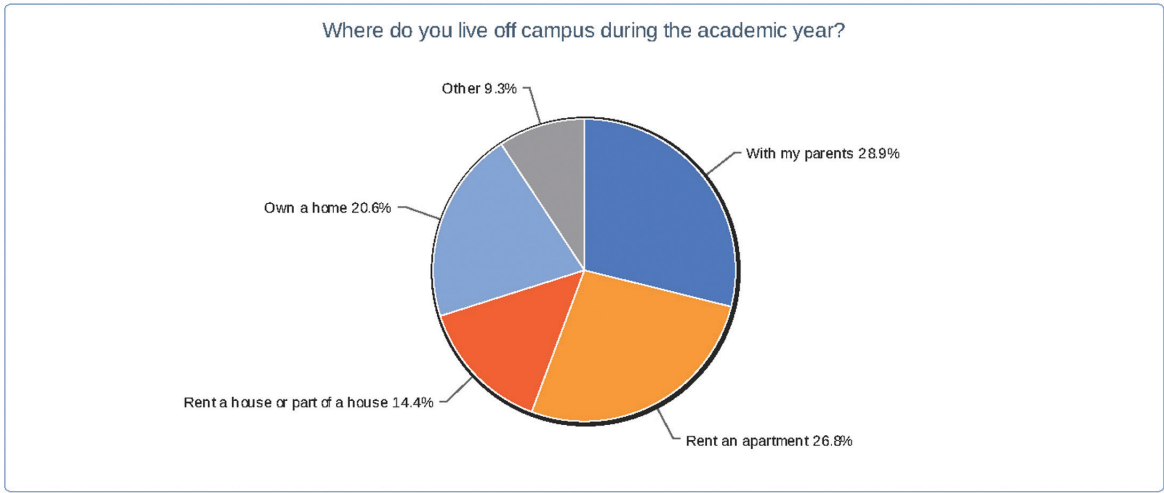
Value	Count	Percent %	Statistics	
On campus	55	36.2%	Total Responses	152
Off campus	97	63.8%		



Why are you currently living off campus? (CHECK ALL THAT APPLY)

Value	Count	Percent %	Statistics	
Cost/Less expensive than on-campus housing	53	54.6%	Total Responses	97
Location	31	32%		
Parking is more available than on campus	15	15.5%		
Quieter/Less disruptive environment than on campus	32	33%		
On-campus housing policies too restrictive	16	16.5%		

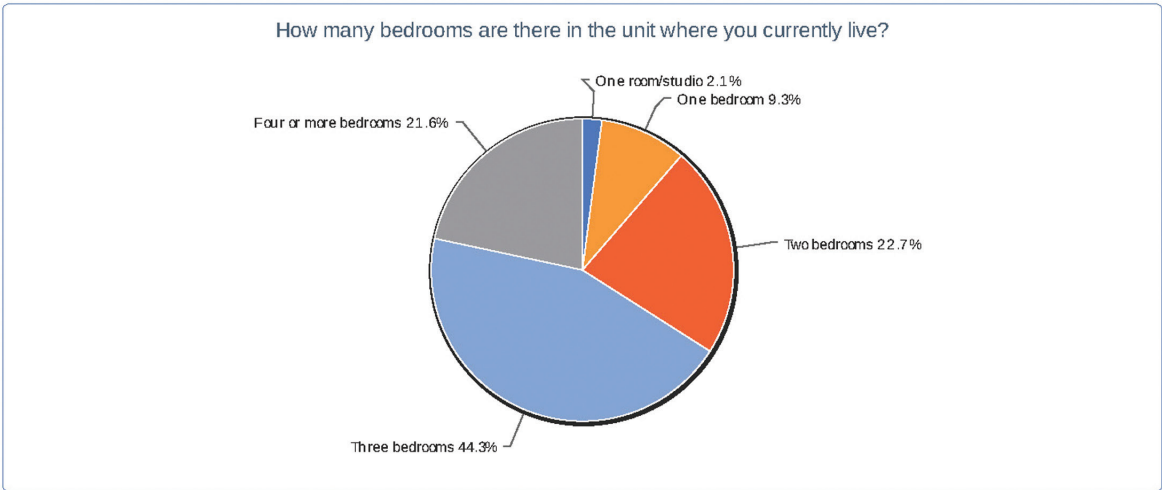
Live with parents	23	23.7%
Live with family (i.e. spouse, children, etc.)	37	38.1%
Lack of accessibility for those with physical disabilities in on-campus housing	1	1%
Lack of private bedrooms in on-campus housing	29	29.9%
Lack of private bathrooms in on-campus housing	32	33%
Lack of privacy in on-campus housing	28	28.9%
Not enough space in on-campus housing	30	30.9%
No ability to cook my own food on campus	31	32%
Unaware of WV SU housing	11	11.3%
Other	19	19.6%



Where do you live off campus during the academic year?

Value	Count	Percent %
With my parents	28	28.9%
Rent an apartment	26	26.8%
Rent a house or part of a house	14	14.4%
Own a home	20	20.6%
Other	9	9.3%

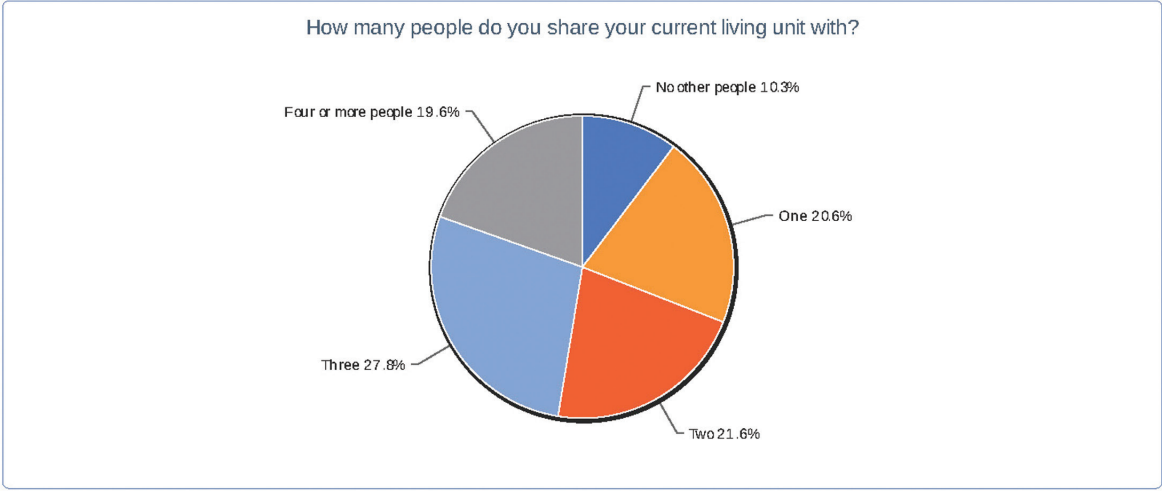
Statistics	
Total Responses	97



How many bedrooms are there in the unit where you currently live?

Value	Count	Percent %
One room/studio	2	2.1%
One bedroom	9	9.3%
Two bedrooms	22	22.7%
Three bedrooms	43	44.3%
Four or more bedrooms	21	21.6%

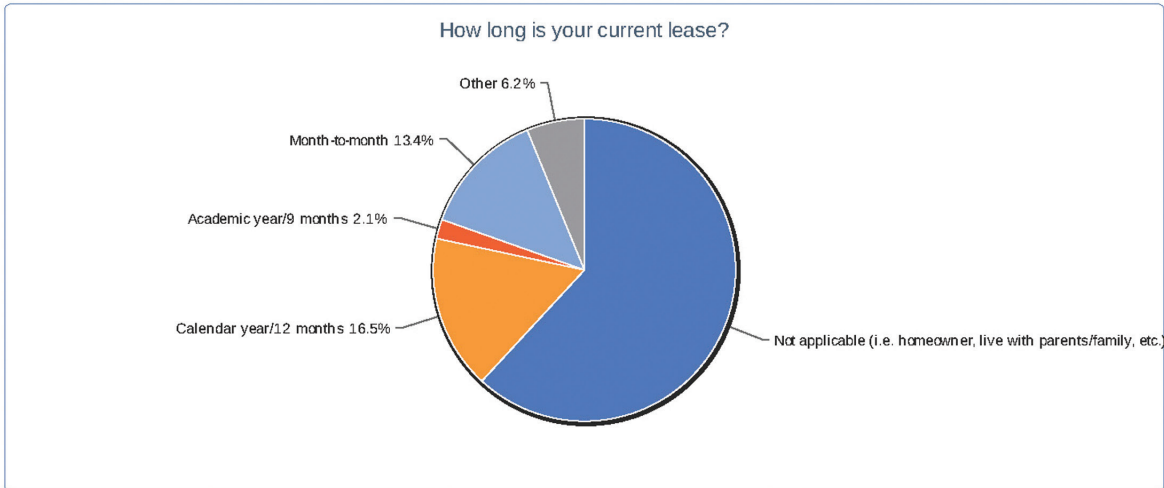
Statistics	
Total Responses	97



How many people do you share your current living unit with?

Value	Count	Percent %
No other people	10	10.3%
One	20	20.6%
Two	21	21.6%
Three	27	27.8%
Four or more people	19	19.6%

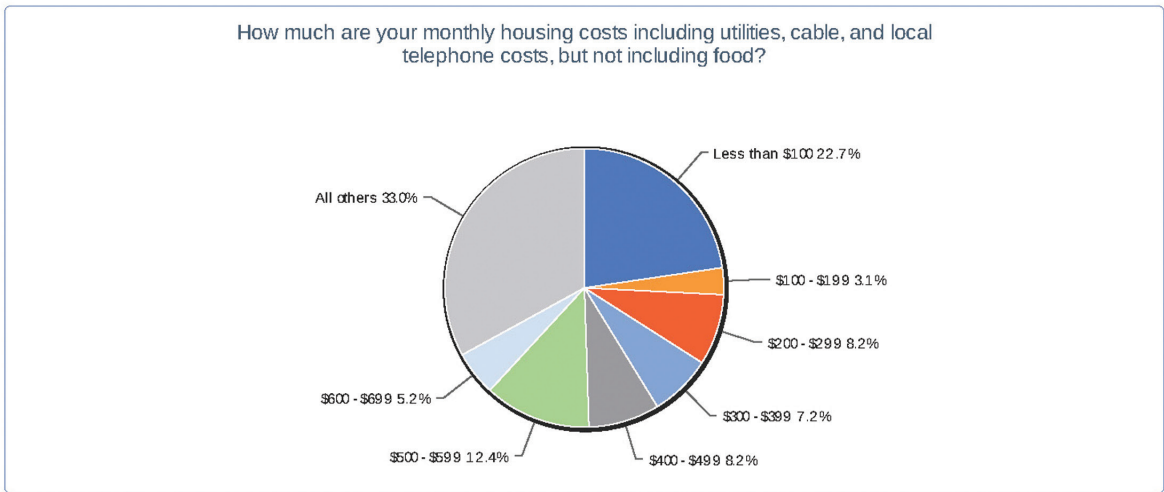
Statistics	
Total Responses	97



How long is your current lease?

Value	Count	Percent %
Not applicable (i.e. homeowner, live with parents/family, etc.)	60	61.9%
Calendar year/12 months	16	16.5%
Academic year/9 months	2	2.1%
Month-to-month	13	13.4%
Other	6	6.2%

Statistics	
Total Responses	97

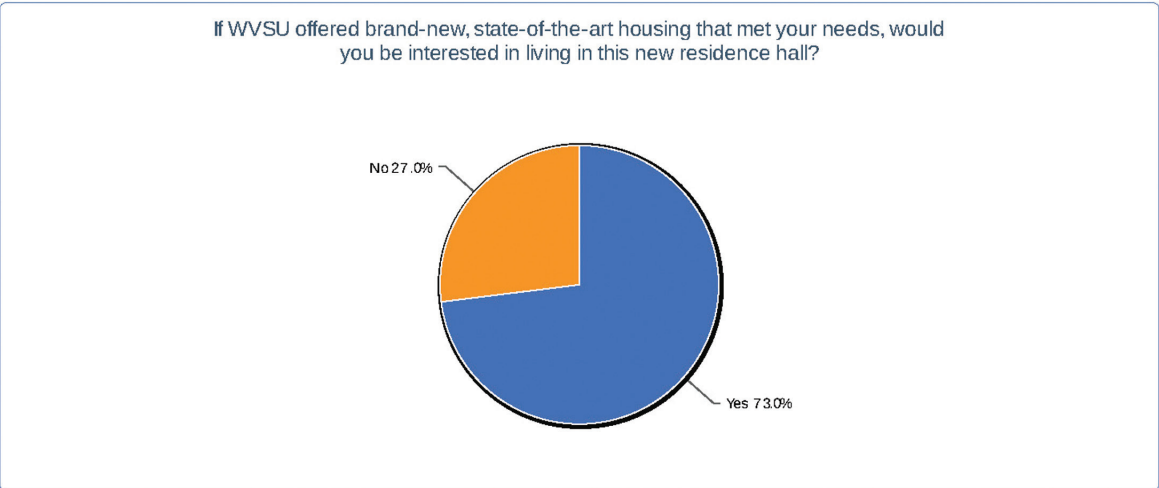


How much are your monthly housing costs including utilities, cable, and local telephone costs, but not including food?

Value	Count	Percent %
Less than \$100	22	22.7%
\$100 - \$199	3	3.1%
\$200 - \$299	8	8.2%
\$300 - \$399	7	7.2%
\$400 - \$499	8	8.2%
\$500 - \$599	12	12.4%
\$600 - \$699	5	5.2%
\$700 - \$799	11	11.3%

Statistics	
Total Responses	97

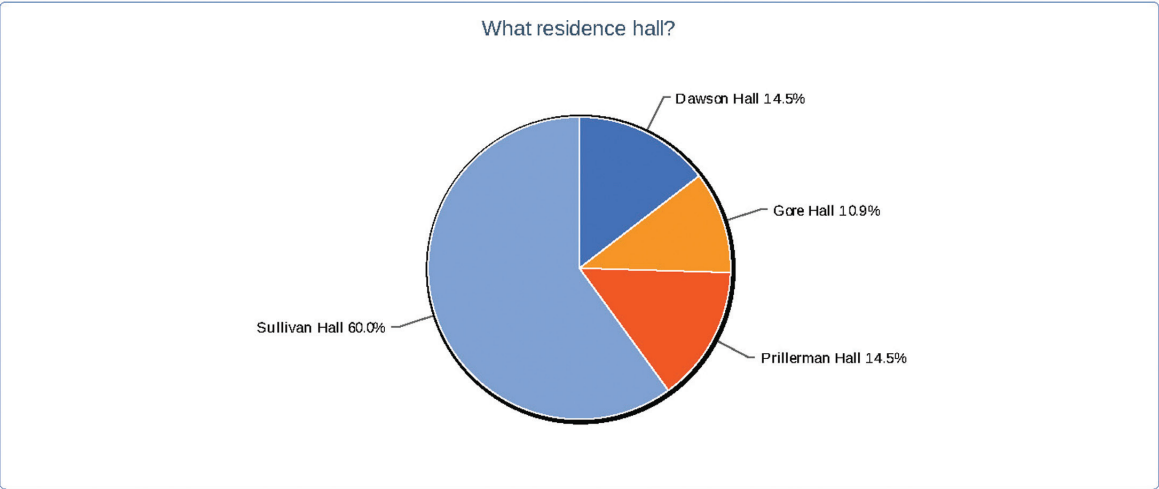
\$800 - \$899	2	2.1%
\$900 - \$999	4	4.1%
\$1,000 or more	15	15.5%



If WVSU offered brand-new, state-of-the-art housing that met your needs, would you be interested in living in this new residence hall?

Value	Count	Percent %
Yes	111	73%
No	41	27%

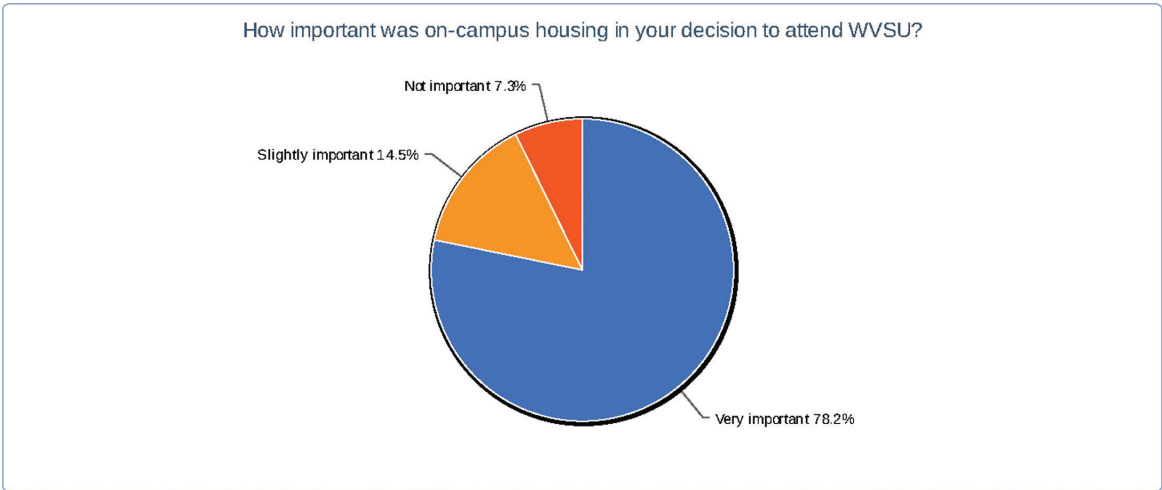
Statistics	
Total Responses	152



What residence hall?

Value	Count	Percent %
Dawson Hall	8	14.5%
Gore Hall	6	10.9%
Prillerman Hall	8	14.5%
Sullivan Hall	33	60%

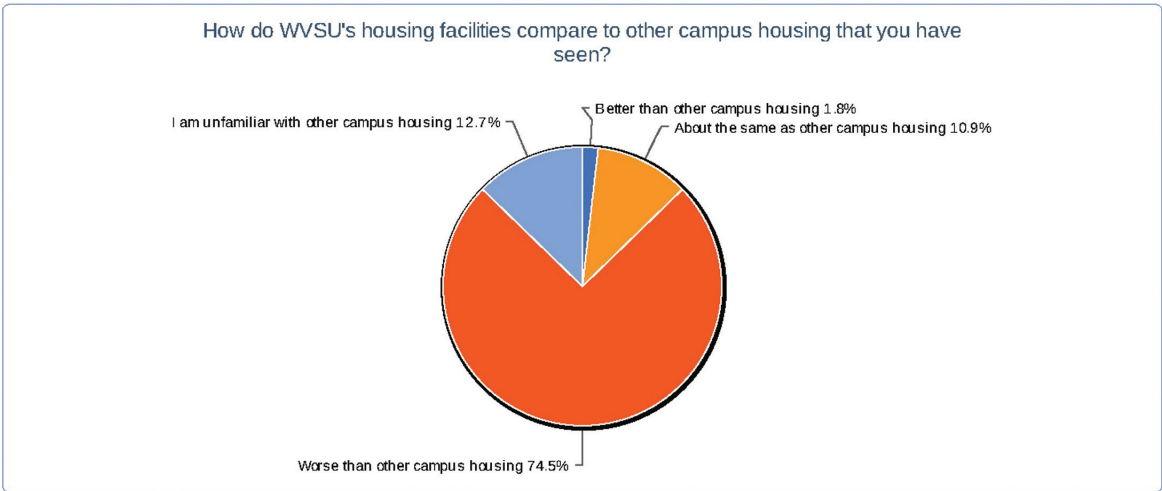
Statistics	
Total Responses	55



How important was on-campus housing in your decision to attend WVSU?

Value	Count	Percent %
Very important	43	78.2%
Slightly important	8	14.5%
Not important	4	7.3%

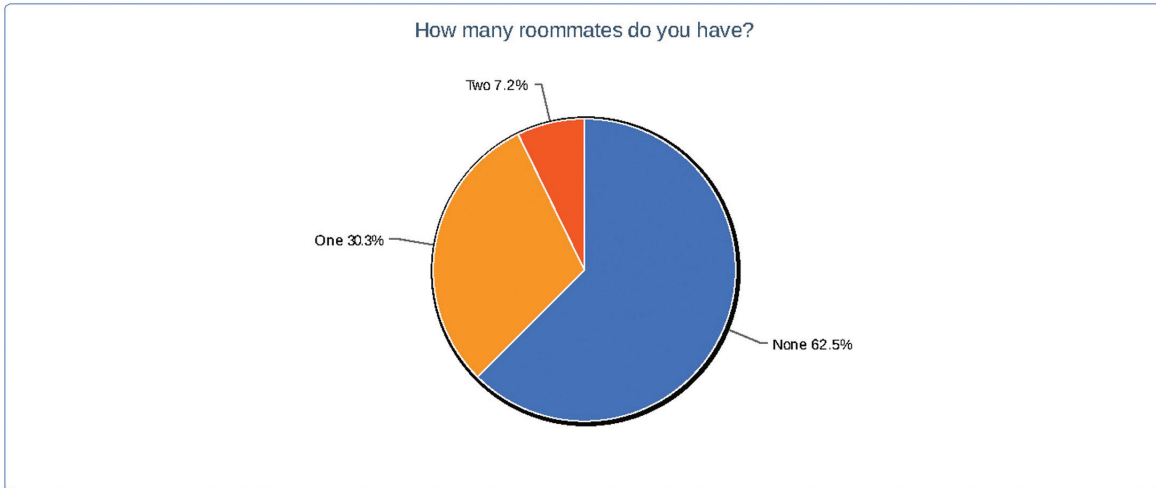
Statistics	
Total Responses	55



How do WVSU's housing facilities compare to other campus housing that you have seen?

Value	Count	Percent %
Better than other campus housing	1	1.8%
About the same as other campus housing	6	10.9%
Worse than other campus housing	41	74.5%
I am unfamiliar with other campus housing	7	12.7%

Statistics	
Total Responses	55

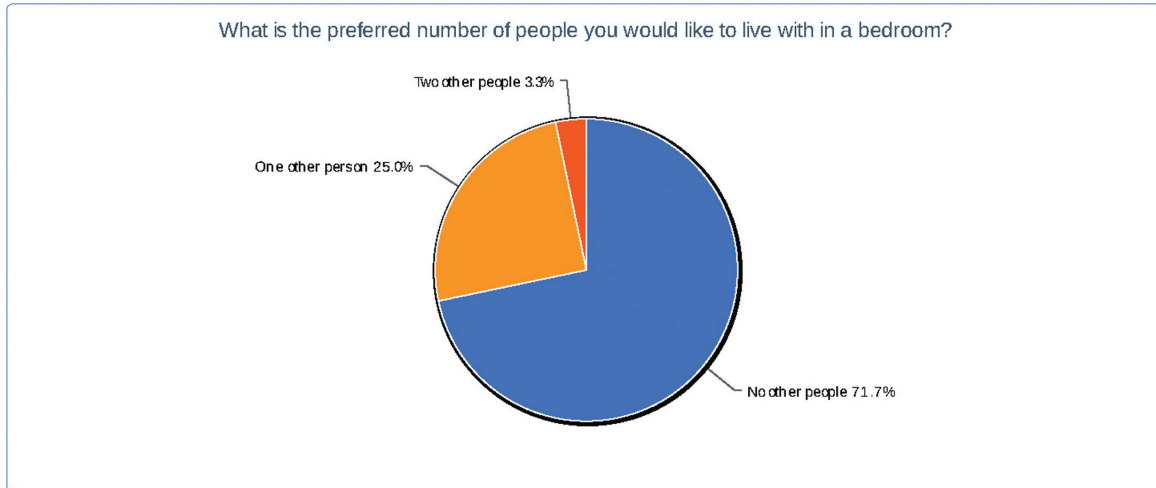


How many roommates do you have ?

Value	Count	Percent %	Statistics	
None	95	62.5%	Total Responses	152
One	46	30.3%		
Two	11	7.2%		

How important were each of the following factors in your choice of where to live this year?

	Very important	Important	Not very important	Not important	Totals
Proximity to campus	92 59.4%	40 25.8%	7 4.5%	16 10.3%	155 100%
Proximity to work	60 38.7%	37 23.9%	18 11.6%	40 25.8%	155 100%
Proximity to other students/friends	31 20.1%	47 30.5%	43 27.9%	33 21.4%	154 100%
Proximity to off-campus recreation/entertainment	28 18.1%	48 31.0%	38 24.5%	41 26.5%	155 100%
Total cost of rent and utilities	102 66.7%	30 19.6%	5 3.3%	16 10.5%	153 100%
Availability of parking	53 34.6%	34 22.2%	21 13.7%	45 29.4%	153 100%
Availability of internet access	95 62.5%	31 20.4%	10 6.6%	16 10.5%	152 100%
Availability of quiet place to study	86 56.6%	44 28.9%	8 5.3%	14 9.2%	152 100%
Single bedroom	70 44.3%	36 22.8%	20 12.7%	32 20.3%	158 100%
Private bedroom	83 53.5%	34 21.9%	17 11.0%	21 13.5%	155 100%
Safe environment	114 74.0%	26 16.9%	3 1.9%	11 7.1%	154 100%
Physical condition of housing facilities	101 65.2%	35 22.6%	7 4.5%	12 7.7%	155 100%



What is the preferred number of people you would like to live with in a bedroom?

Value	Count	Percent %	Statistics	
No other people	109	71.7%	Total Responses	152
One other person	38	25%		
Two other people	5	3.3%		

If WVSU built new housing, which three amenities would be the most important to you?

Item	Total Score ¹	Overall Rank
Bathroom in unit	873	1
Single bedroom	771	2
Kitchen/No required meal plan	710	3
WiFi Internet access throughout facility	669	4
Washer/dryer in unit	512	5
Living room in unit	405	6
Additional storage space	294	7
Fitness center in facility	201	8
Study room in facility	195	9
Computer lab in facility	170	10
Social lounge in facility	133	11

Total Respondents: 111

¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

What additional amenities would entice you to remain in WVSU housing? What other issues should the university consider for future housing?

Count	Response
1	Better bathrooms and living space
1	Better insulation between rooms to prevent noise from others interfering with sleep and studying.
1	Carpet in all rooms better furniture
1	Cleaner bathrooms, bigger closets, bigger rooms, better desk, better chairs, better A/C units
1	Getting rid of the carpets in Sullivan East
1	Kitchen, like have one bathroom per 2 rooms so they are private,
1	Need more single apartment style dorms for the disabled
1	No visitation hours for independent living.

1	Put all of the people in the same sport on one floor. Don't split us up on different floors!
1	The showers should be better with the heat. Sometimes it is too hot, sometimes it is too cold.
1	There should be more first floor single style apartments for the disabled
1	bigger beds later visitation hours
1	food is disgusting, unfair RDS show favoritism,
1	no visitation hours
1	the housing is pretty pathetic compared to other schools
1	I think the university needs to have a new Hall Residence like Moutain State has, which suites layout with four bedrooms per suites, with a kitchen, living room, and private bathroom.
1	I feel that an optional meal plan would be fantastic. I live on campus and have only eaten in the cafeteria once this semester. I did use flexdollars. I generally make my own food in my room or in the residence hall kitchen. It would greatly benefit me to have an optional meal plan. I could certainly use the financial aid going into that for supplies and books.
1	I don't like the fact that you can't open the windows, it gets stuffy in our rooms and we can't turn the heat on because it gets really stuffy in our room.
1	Sullivan Hall sucks. Especially the bathrooms. The water smells and it makes me feel as if I'm dirtier after I take a shower. It's rather disgusting. I also would much rather be an RA than share a room with another person. You charge this much to stay at Sullivan Hall and the bathrooms are this bad with such a small living space? That's highway robbery.
1	the visiting hours don't see a need for them people should be free to come and stay if brought up to room
1	Parking closer to the residence a bigger oven Central air pipes on the inside of the wall better furniture mailboxes located in the housing office instead of asking for the mail
1	In all honesty, any new residence hall would be better than Sullivan. It's not TERRIBLE, but it is not great. I haven't really explored Dawson's residence halls but they appear nicer. I feel another Hall like that were the bedrooms are "suite" style and have a lounge/recreation area would be nice. WIFI is a must now days. I am not very difficult to please because I'm just thankful for a place to live on campus. Sure the quality and the dorm "life" could be better. I'm okay with it as is. But, WVSU is not living up to it's potential. We need to ramp some life into this place. Not partying. I don't party. We just need to get the morale and school spirit up. People are usually PROUD of their university and where they live/attend. It's not like that here. It's like ... "OH you go to State..." or "Oh, you live in Sullivan... ugh..." I don't think having a new dorm would solve all the problems. WE NEED LIFE. Another thing that should be considered is the quality of the cafeteria food. Very rarely do we have quality food. I mean almost never. That had a ham once that looked and tasted quality. But, the chicken and everything else is cheap and too fat. Quality is lacking and FRESHNESS! I try to be healthy and one of the only ways to do that in the caf is at the salad bar. I can't tell you how many times I go to make a salad and the spinach is watered down and old and just not fresh or crisp in the LEAST! Our school isn't the worst. We are fine. But there are many improvements that could be made.
1	Make the bedrooms a decent size so that people have room for their computer and tv; dont like having to put my tv on my dresser. Also make it so that only state students can use the laundry room because people outside of the campus come there and wash their clothes and that keeps the students from being able to wash clothes.
1	We moved in, and the toilet didnt work, the air conditioner doesn't run well enough to keep it cool in here, the cover on it was broke, didnt come with a cable cord either. Its like they didnt even try to fix this place. I feel like if someone moves out, they should make it livable before someone moves in. It was a very poor job. Extra bedroom would be nice since I'm having a child, and a door to the bedroom would be nice too to keep noise out when the baby's sleeping. Storage space and closets are nice, and the bigger bathtub.
1	Internet Access in any housing facility, as all classes require some sort of internet access and the dropping of the Meal Plan requirement for dorm students. I have only eaten in the dining hall twice and have basically paid for nothing.
1	I feel that the dorms arent up to par not that they are the worse dawson hall has rooms that should only be single I stayed my first year and couldnt put my bed down because it would block a door
1	In Prillerman, the need of better heaters/air conditioners, better windows(or atleast make sure that the windows are sealed properly) and the cockroach problem needs to be attended to.
1	The dorms need wifi. And if we cannot get wifi, we need reliable internet. I, along with several other students, went the first three weeks of school either without internet or with internet that didn't work most of the time. Also, there are too many bugs. Dorms shouldn't have roaches. I don't live with roaches in my house; therefore I shouldn't live with roaches in a dorm that I pay for as well. The visitation hours are annoying, in my opinion. If we are supposed to be adults, treat us like adults and then everyone will act like adults. If people do not act like adults, then you can hold them accountable. The elevators in Sullivan Hall are unreliable, and it takes too long to get them fixed.
1	The option of choosing to have a meal plan or not while still residing on campus is very appealing. I live in Sullivan and have only eaten in the cafeteria one time this semester. I have however used my flex dollars. Maybe an option to only have \$150 flex dollars and charging 100 dollars for it with no indicated meal plan. In my opinion, I feel I have wasted money for my meal plan, considering that I have only eaten there once. I mostly eat out, at one of the schools two

	restaurants, or make food on my own via microwave and the residence halls kitchen.
1	Replace the air conditioning system with one centrally controlled system. It would save money, and would require less repairs, for students would not be able to overuse systems. Further, it would help reduce utility bills campus wide; and help the environment.
1	As adults, visitation hours are not necessary... Also, no matter which dorm you live in, a meal plan should not HAVE to accompany occupancy or at least have an ALL flex meal plan.
1	More people to pay attention to the cameras. Washer and dryer with no card required. A small area to buy food and drinks.
1	visitation hours and the whole situation. I think that we are all grown enough to have visitors stay over our dorms even if their ID needs to be kept in the lobby til they leave the next day, or if its certain ages, or students only this should be met. We all pay to stay in rooms and are grown.thx
1	Security (surveillance cameras), outdoor social areas (Tables similar to the ones by the Student Union), and better and closer laundry facility for each building. For example, for every section in Prillerman, there should be a laundry facility in each section's basement area to avoid weather conditions or heavy carrying to a distant place on each side of the entire Prillerman building.
1	with kids, would appreciate an extra, even settle for small room. A living room is nice even if small too because my husband likes to stay up and watch tv later than I desire. If he had a living room, I wouldn't be disturbed and get more sleep, which is needed to do better in school (especially when you have an early class). Privacy is always a must to me. I like my relaxing time away from people. Only my husband is allowed in my privacy bubble.

What additional amenities would entice you to live in WVSU housing? What other issues should the university consider for future housing?

Count	Response
1	Bigger rooms, nicer facilities, more safety, washers and dryers in housing
1	Cleanliness
1	FAMILY FRIENDLY
1	Food or coffee place
1	I have pets, they would have to live with me. Also, space is an issue. Dorms are much too small.
1	MAID SERVICE
1	People who have spouses.
1	Restrictive rules for non-traditional students.
1	Single parent housing!!!!!!!
1	The ability to live on campus with my fiance/soon to be husband.
1	to be able to have family housing, small apartments would be great
1	Consider students who work full time with no children and go to school full time with good grades. Not everyone can, will, or always wants to live in public housing or with a roommate.
1	The conditioning of the housing. I lived in Prillerman and it was very dirty, people would smoke in the halls. The water would randomly be off some days with no notice, it also came out rusted when it was working. The overall space to be a place for people with children was unacceptable. There wasn't enough room to study and have your child. Mushrooms would grow under the air conditioner, which leaked often. Overall I couldn't wait to get out of that housing especially since I had to pay \$625 to stay there. That is the same price people are renting full homes close to campus including utilities for. I pay less than that for my two bedroom, two floor, apartment with Washer and dryer including all my utilities and I still live a ten minute walk away from campus.
1	some where that i could have everything i need as an adult and a parent that i could have my child with me
1	To better the living spaces I would suggest a private bathroom to every room plus a community bathroom at the end of the hall. The rooms should be clean and more space. There should be a couple of desks in the room and wifi available through out the building. A work room with a printer, computer and copier would be nice.
1	I am a mother with a daughter and a fiance, who also attends state, but there are no amenities for family living if you are not married. I would like to see "apartment" like complexes that allow families, like my own, to live here.
1	I lived in Prillerman for my first few years. My biggest problem was both the noise of my neighbors and smoking. My neighbors would smoke both tobacco and marijuana in the stairwell and my apartment would reek of it. Campus safety was slow and ineffective at responding to noise complaints. Second to my problems with the neighbors, was the fact that any time I had any maintenance related issues - it took weeks to get anything taken care of. If campus safety

	would actively monitor the residence halls were b for partying, the wetand the doorways were sealed so that smoke could not enter the apartments from outside
1	I have a pet rabbit that stays in a cage. That is the only reason why I can't move on campus. If the campus allowed caged animals in rooms, I would definitely get a room here.
1	Needs Deaf things as doorbell flashing light and fire alarm flashing light those most very important to me
1	I think you should consider single mothers. I am currently going through a divorce and looking for another apartment that my loans are not significant enough to help with the rent. I would like to be a full time student and not a full time worker so that I can finish school in a reasonable amount of time. Housing or apartments for LOCAL single mothers who are full time students with excellent, not GOOD, academic standing would be wonderful!
1	Control the noise level an safety at night. I lived there 2 years ago and I was so scared to live there that I just kept going home.
1	building apartments in the surrounding area for students only, single parents would like. also need an honors dorm for those who exel at academics.. ie marshall wvu basically every other school in state
1	Laundry room on every floor. Community kitchen on every floor. Availability of study rooms on every floor.
1	From personal experience of attending another college and living on campus. The building where the dorms were located had a kitchen including an oven and sink for the use of students livig in dorms. There was a fitness center also there available to all faculty and staff. Each floor had small cubicle size rooms to study in along with a lounge on each floor and near the main entrance there was a large lounge for all students to study or interact among each other. In this lounge there were also pool table and ping pong tables. There were suites avaiable with their own bathroom and small common room and closet
1	The other issues can be available on campus within walking distance (work out/study/recreation). Basically I pay \$465 and all utilities are included. Where I live is quiet, private, with adequate parking, and within five minutes of campus. Prillerman is \$525 the heat is funky, the walls are falling in, the appliances are old and people sometimes use their stove for heat, there is stupid noise zabove and below all the time, you can get a contact high walking down the hallway some days, and frankly I am too old to put up with that kind of BS. I have my own bedroom, a living room, a basic kitchen, a washer and dryer and dish washer in my unit. It is easy, and I have access to a garden with my apartment, I can also have a small pet with deposit, and my unit was nonsmoking.
1	When you are paying \$600 monthly on on-campus housing, it should have at least decent facilities, not like the one we have present.
1	Non-traditional students are ofter older with more household items (e.g. dr/lr suites, books, art, pets, etc.). These factors should be taken into consideration. Many of us have no other choice but to live miles off campus. A Larger living space that was pet/child friendly would eliminate commuter costs,which can be prohibitive, save time, and (if it were built to use green tech) could actually be cheaper on the campus and thus cheaper for the student eliminating some loans many of us are forced to take out. This would reduce student debt at time of graduation and amount of government debt on student loans thus helping the economy.
1	The old housing would be fine if it were maintained properly AND if campus safety actually did something about noise/smoking complaints. I would have been happy in Prillerman otherwise. Not getting maintenance to actually show up for weeks at a shot was very frustrating! I also can't believe that so little was done when I'd complain about people smoking in the stairwells and partying all night long... It's like nobody cares.
1	Air conditioning, modern design, additional campus police, more involvement from faculty and more campus activities.
1	For me as international student it was really difficult to find an apartment near the university with and affordable price. Actually I did not and I would like not to have struggled with that at the beginning. I would ask for more attention to the international students of WVSU
1	One apartment complex for upper classmen would be an advantage for a student such as myself that has a good work ethic and soon to be a graduate. The nearest up to date housing is about 5-10 miles away. I live more than 10 miles away now. The reason I chose the distance is because of safety and a modern style of living. WVSU Apartments would attract more students that move here to eventually stay and start a life here instead of having to move back home before or after graduating. It could definately help with the retention rate as well.
1	My biggest problem is the required meal plan. I could afford to dorm if I were left to my own devices to buy groceries.
1	Remodeling Prillerman Hall is important due to the lack of safety and a clean enviornment for mothers or families.
1	Things WVSU should consider is new elevators I have previously lived on campus other residents were loud there was no place that they could interact unless it was in the hall way I have been to other residents halls at other universities where the rooms were set up that when you entered the room there was a living room area then there was a bathroom for this room that was set up the sink and toilet then in a seprate room a shower and the room were two bedrooms inside of the big room where two people shared a room but all four of them shared everything else it was very nice and all conveint for everyone.

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