

WHITMAN COLLEGE PROPOSAL FOR A NEW RESIDENCE HALL

PART 1 - THE RESIDENTIAL EXPERIENCE AT WHITMAN COLLEGE

One of the strengths of a liberal arts college is the residential nature of the educational experience. In this regard Whitman College is no exception. We are a residential campus by nature and we celebrate the fact that so many students, staff and faculty live within five minutes of the campus. Our publications from the viewbook to the college catalog outline the virtues of a campus that is quintessentially residential. Whether students are searching for a college or have decided to matriculate we give them a uniform message:

Residence halls and houses are designed to assist students to succeed academically and to develop personally. Residential living is an integral part of the Whitman educational experience. ...Whitman encourages a sense of community with a vibrant residential life program... (Whitman College Catalog, 2005-2006)

Residential living is "the foundation of a vibrant campus culture that celebrates communication, cooperation, and community." (Whitman College Viewbook, 2004-2005)

Once students have arrived on campus we reinforce the message in both publications and with a strong residence life program.

Some of your fondest memories of college life will come from your residence hall experience. Whitman is a residential campus by design. This refers not to the fact that we house students on campus but to the value we place on the learning and personal development that takes place in the residence halls on campus. Each hall has a well-trained staff that will assist you or point you in the direction of the appropriate resource when you encounter difficulties. Many programs are presented each month that complement and enhance the academic curriculum at Whitman College. (Student Handbook, 2004-2005).

Celebrating the residential nature of our campus means that we do not view our halls and houses as merely places for our students to sleep and escape the elements, but as places to grow and develop. Students become invested in the communities that they form in residence halls and interest houses. They spend far more time in their residence halls than they do in the classrooms. And it is in the residence halls that students make the life long connections that will help them with the personal,

social, and academic challenges in their lives. Whitman “sells” itself on its small size, its accessible faculty, and the myriad of opportunities to get involved. The Residence Life program, including both the staff and the facilities, is a key element that helps to define the Whitman experience for many students. If you are a student who wants to:

- build strong relationships with other people
- have the entire hall staff know your name
- have someone (most likely your RA) comment on the fact you have missed your Core class
- be urged to attend a program on the Iliad
- have a birthday cake baked for you by your RA
- learn what a healthy community is all about

then you attend Whitman College and live on campus.

The Residence Life program at Whitman is a comprehensive system designed to involve students. This is intentional and much more than simply providing students with a place to live. We don’t just hope that students will accidentally create a community; rather we plan, implement and evaluate both our program and facilities so that it does happen. We strive to combine the facilities and the Residence Life program component so housing and maintenance are integrated into the general Residence Life model. We create a program that students and staff find enjoyable and challenges them in ways that are appropriate to the stage they are at in their college career. We provide life skills and training that participants in our program will use at some level for the rest of their lives.

Our goal is that each and every RA, RD and resident get something out of their experience that is educational. Particularly in the case of our Residence Life staff, our expectation and hope is that they gain skills for a lifetime of work, family and community. We have a unique RA work tenure where RAs are selected in October; are trained in January and work an entire calendar year. This enables us to have a confident and trained staff in the fall and fits the Whitman experience. One outgrowth of the calendar year RA is that we have a high retention rate amongst RAs and are the envy of our peers in that regard. The summer gives RAs time to regroup and refocus for the intense fall semester and we don’t have the daunting task of rehiring and retraining that many Residence Life programs do. Residence Life is a vital part of the experience each student will have; almost every Whitman graduate starts out living in our residence halls; it and Core are the two aspects of Whitman each student shares in common. From this perspective, we believe that strengthening our overall program by improving the quality of housing facilities for students on campus is an important goal for Whitman College.

While the right staff with good training can work wonders, facilities do have an impact a Residence Life program. Anderson Hall and Jewett Hall both work for first year students. They help to create that sense of community we anticipate will carry on throughout their four years at Whitman. These two halls work well because virtually every student has a roommate. They live in close proximity and share lounge space. The architecture of the halls has an effect on the feeling of section and hall community that develops over the course of the first year.

Our research shows us that, after their first year, students feel a sense of community and have had an opportunity to bond with a roommate and section. In their sophomore year they strive for a little more independence, flexibility, and space in their housing options. They are generally no longer satisfied with the Anderson or Jewett prototype and look for living groups that share some of their interests. We do an excellent job with what we have, but living environments not designed for residential living (an old hotel, hospital, apartment building and fraternity house) provide us with daily challenges. Halls that are designed for group living enhance a Residence Life program. A hall with adequate community space, study space and room for interaction at both the section level and the all hall level contribute to the building of community for which we strive.

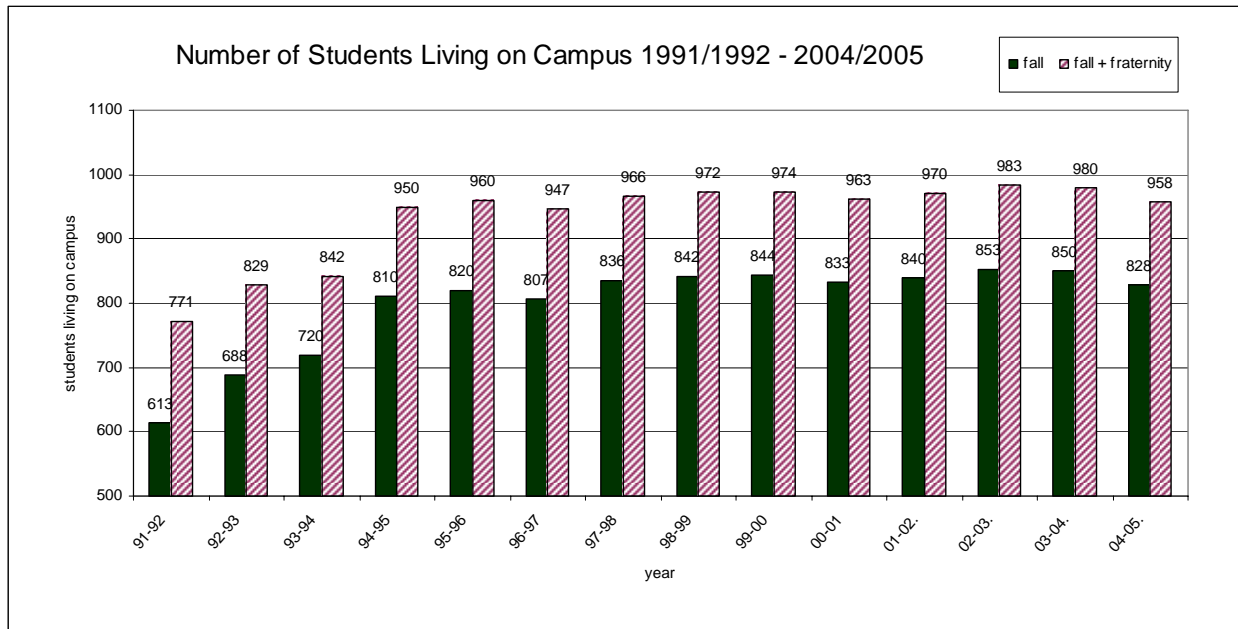
At the November 2000 meeting, the Buildings and Grounds Committee encouraged the College to develop a more comprehensive long-range plan for Residence Life facilities. Since that time, a comprehensive long range planning report was completed (2002). The current proposal is a result of the long range planning report and the slow but steady increase in college enrollment and retention over the past two decades.

PART 2 – TRANSITIONS AND CHANGES OVER TIME

If we examine the enrollment, retention and graduation rates, residence hall occupancy and changes in the residency requirement over the past years we can see striking changes. Prior to 1952 all students had to live on campus except for Greek men who were allowed to move into their fraternities after their first year. In 1970 only senior men could live off campus. The rules were also clear where students could live: first year men were housed in Jewett and first year women in Anderson; women could live in Prentiss subsequent years and College House as seniors. Men who did not live in a fraternity lived in Lyman. Starting in 1973 there appeared to be a policy where students could apply to the Dean of Students for permission to live off campus if they had 75 credits (senior class standing) at

the start of their senior year. In 1975 another change occurred and students were allowed to move off campus for their last two years of college as long as they had 58 credits or junior standing. Currently the policy is that students live on campus for four semesters unless they are 21 or over or live with their family in Walla Walla.

Slow but steady increases in enrollment and higher retention have an effect on our demand and our program. As seen in the table below there is a significant increase in the number of students living on campus since the early 1990s.



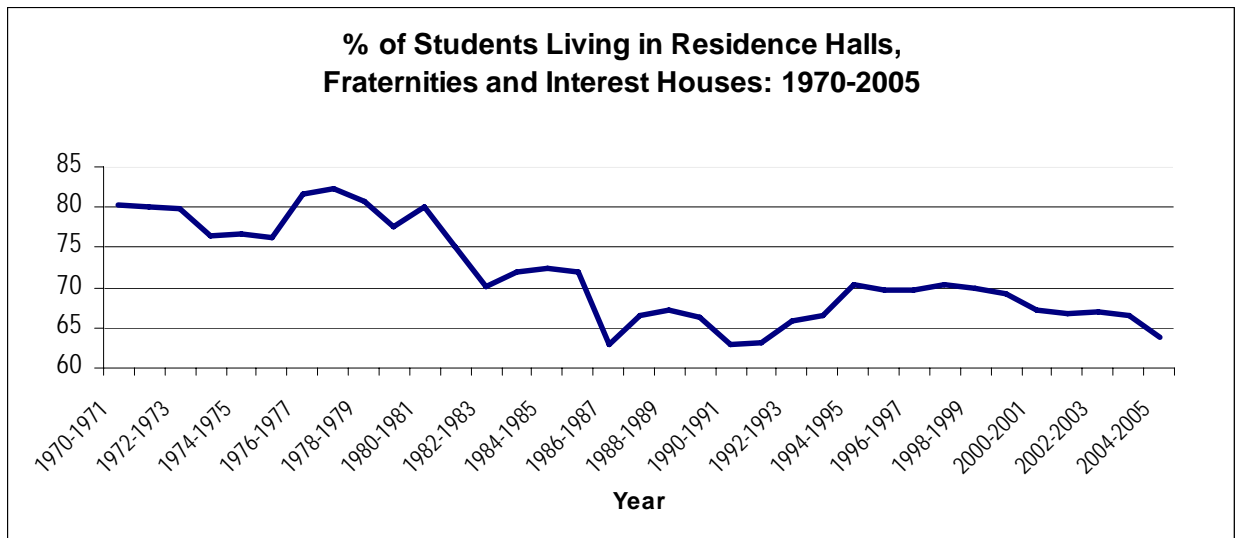
We have held back the flood of increased occupancy to some extent by quickly adding facilities one by one. North Hall was acquired in 1978 and used for around 20 students at most points in the 80’s and early 90’s. When it was needed to house the national sororities in order to renovate Prentiss changes were made so it could house 80-90 women. When retention and enrollment both started to spike we started using it at capacity. We also acquired Marcus House in 1995, added Tamarac House in 2003, and increased the Interest House program in recent years.

One striking change over the past 25 years is the increased importance of the Interest House Community or IHC on the Whitman campus. Begun in the 1970’s, Whitman’s interest house program was the first of its kind in the Pacific Northwest. Today, more than 18 percent of all students reside in an interest house at some point during their Whitman career. Currently there are 11 houses and a system which once had one house now is a significant part of the campus culture.

Many students live in several houses during their tenure at Whitman and the houses provide a good deal of all campus programming. Residents apply to live in these houses and are expected to help initiate and present programs which range from house activities like Pause Café, Majong or sushi night to the Interest House Block party in the spring which showcases each house and provides a venue for the entire campus and visitor's to socialize and listen to music.

It is common for students who lived in Interest Houses to visit the houses when they return for their 5, 10 and 15 year reunions and most express happiness at the progress that has been made on the physical nature of "their" house and cite their Interest House experience as an important and valuable part of their college career. These houses teach students how to blend the academic and co-curricular, how to live and work in a small group and how to make that small unit part of the entire community.

Even with the addition of North Hall, Marcus House, Tamarac House and Interest Houses, the college has grown and more students are living off campus. There is less space on campus for juniors and seniors. As demonstrated in the table below the percentage of students living in residence halls, fraternities and interest houses has a trend of decline since the early 1970s.



The increase in both enrollment and retention has placed pressure on the available housing. Our aspiration colleges all place a high value on residency and are moving towards higher residency requirements rather than less. The clear message is that residency enhances community and is a necessary component of the educational experience at a liberal arts college.

PART 3 – REVIEWING THE RESEARCH

COLLEGE STUDENT INPUT

Part 1: Quality of Life Surveys. Every other year in April since 1996 the Residence Hall Quality of Life Survey was administered to gather a comprehensive array of information regarding the satisfaction of students with their on-campus living experience. The results from the most recent survey in 2004 demonstrate that students at Whitman consistently have a very high level of satisfaction with their residential experience.

- In the past eight years the overall percentage of students who agree with the statement, “I am satisfied with my residence life experience,” has been consistently high (95% to 97%).
- The perceived educational value of living on campus has also remained high and stable with 95% to 98% of students agreeing that living on campus has made a positive contribution to their educational experience.
- Satisfaction with residence hall staff reached a new high of 87% agreement in 2002 (averaged across 14 survey items).
- An area in which students expressed dissatisfaction was with the fact that they feel very limited in their housing options and some sophomores end up being forced into triples or North hall at the end of room selection.

Part 2: Student Focus Groups and Telephone Survey. In the spring of 2001 approximately 144 students were interviewed in 10 focus group meetings and 38 phone surveys. Several themes emerged from over 40 pages of data collected:

- Campus community is important to all our students. In particular, first year students enjoy meeting a wide variety of people and building strong communities. Upper class students want to continue living with their friends. All students desire community, connection, flexible meal plans and proximity to their friends.
- Students ask for divided double rooms or small sections after their first year. It is important for them to continue to live with a small group of friends.
- Private space is important to students, yet they also want to have shared community space. Off campus students value privacy and autonomy.
- Students believe any new residence hall should be located close to the other halls.
- Most students enjoy their first year living experiences, yet would like to improve their range of options as they move past that first year.
- Off campus students like the independence, autonomy and freedom of off campus living. Still many lament being separated from campus, having no Internet access and the day-to-day hassles of paying bills, shopping and cleaning. While off campus students expressed a desire to remain off campus, over half indicated they might have remained on campus if housing options had been different.

SELF-ASSESSMENT OF CURRENT FACILITIES

Strengths and Weaknesses of Current Facilities. Overall our facilities are in strong to excellent condition. The renovations of Lyman and Prentiss, along with the completion of deferred maintenance and the on-going life cycle projects have greatly improved the majority of our residence halls and houses. All residence halls at Whitman now have fire safety sprinklers while many other colleges are just beginning to add these safety systems. At this point the buildings that are in the most need of attention are College House, Marcus House, North Hall and Tamarac House. A comprehensive evaluation of each building was completed in 2001 and updated in 2005 (see Appendix).

Our major weakness is crowding and simply a lack of space to grow. In the last four years we have made significant efforts to reduce the number of undesirable spaces across campus, but still have 20-25 spaces that are undesirable and must be used in the fall semester. Undesirable spaces consist of rooms that are too crowded (single rooms used as doubles, doubles that we use as triples, etc.), very small single rooms, and rooms that were designed for other purposes that we use for student housing (lounges, study rooms, resident director apartments, and guest rooms). We have had to create more spaces and increasingly use triples and quads that provide little space for privacy while nationwide, and at Whitman, students are expecting and asking for more privacy.

Some of our comparison schools strive for a vacancy rate of 1-2% to enable them to accommodate students with problems, students who decide to come at the last minute, and to give them some over all wiggle room. In just the last two years we have had some extra space in the fall semester because the incoming classes were a little smaller. Until the fall semester of 2003 we consistently used every available room and were over subscribed in all our housing. Such a vacancy rate may seem a luxury to some, but maintaining a small vacancy rate does help us ensure a positive community and deal with any unforeseen circumstances.

SURVEY OF ASPIRATION COLLEGES

The Residence Life and Housing Offices of the panel of 14 aspiration colleges were contacted during both the summer of 2000 and the spring semester of 2001. The table below shows the information obtained on student enrollment, percentage of students living on campus, residency requirements, and percentage of students

living in singles available for all 14 colleges and Whitman. This information has also been verified in the Peterson's guide to colleges.

Panel of 14 Aspiration Colleges

College	Student Enrollment (fall 2001)	Percentage Living On Campus	Combined Room & Board Charge	Residency Requirement in Years	Percentage of Students in Singles
Beloit	1200	93%	5,078	3	n/a
Carleton	1948	89%	5,250	4	n/a
Colby	1809	94%	na	4	20%
Colorado	1934	74%	6,632	3	30%
Grinnell	1338	85%	6,050	3	31%
Haverford	1138	98%	8,230	1	64%
Knox	1143	96%	5,610	4	10%
Oberlin	2840	70%	6,560	2	25%
Occidental	1770	79%	7,100	1	15%
Pomona	1577	95%	8,950	2	51%
Reed	1396	65%	7,090	1	46%
Swathmore	1473	93%	8,162	1	33%
Wabash	849	94%	6,092	2	8%
Whitman	1399**	75%*	6,290	2	15%
Averages	1558	86%	6,700	2.4	29%

*including 763 in residence halls, 77 in Interest Houses, 130 in Fraternities, and 85 in college-owned rental houses

**only full time students (this figure excludes 40 part time students)

In comparison, Whitman has a smaller than average student enrollment (1399). Whitman also has a lower percentage of students living on-campus, a slightly lower residency requirement, and about half of the average number of single rooms. Trends from a previous survey indicate that student enrollment in this group of colleges has remained constant, while the average percentage of students living on-campus has increased slightly from 82% to 86% and the average residency requirement has increased modestly in the last year from 2 years to 2.4 years.

Inquires were also made to each college about housing options for upper class students and whether or not they had any recent or anticipated construction of new residence halls. Most of the comparison colleges offered some combination of traditional residence halls, residence halls with suites, interest houses, or apartments for upper class students. Efforts to increase the residential nature of the college were common across the group and were being implemented in a variety of ways. The most common reasons given for increasing the number of spaces

available to students on campus included safety concerns, limited housing options near campus, rent increases in nearby neighborhoods, the desire to increase the size of the college, the desire to become a more residential campus for programmatic and educational reasons. Several schools were tightening up their existing residency requirements by restricting the number of exceptions. Others, including Beloit, Carleton, Colorado, Grinnell, and Pomona all increased their residency requirement by at least one full year. At least seven of the comparison colleges had either built new student residence facilities within the last five years, or were anticipating the construction of new facilities within the next 2-3 years.

NORTHWEST COLLEGE VISITS

Five colleges in the Pacific Northwest were selected for site visits in the summer of 2001. Each college had either recently built, or was in the process of building new residential facilities. The colleges included Lewis & Clark, Pacific Lutheran, Reed, Seattle Pacific, and University of Puget Sound. The table below compares each recent residence hall project.

Summary of Site Visits to Regional Colleges

College	Project	Cost	Beds	Configuration
Lewis & Clark	3 New Residence Halls (2001-2002)	\$21 million	168 56 per building	Single rooms for juniors & seniors in 2-4 person units. Bike storage for ½ capacity of students, compartmentalized bathrooms, ready for wireless internet connections, part of building will be used for convenience store and coffee shop.
Pacific Lutheran	South Hall (2000)	\$8 million	228-240	A large apartment building for upper class and married students only. A wide variety of floor plans including townhouses, 2-5 bedroom apartments, & three types of studios. All have single bedrooms, bathrooms, kitchens, and cable TV.
Reed	Steele East & West (1997)	\$6.5 million	158	Traditional hall with doubles and singles, group bathrooms, lounges in corners, and a bike storage room.
	Bragdon Hall (1998)	\$4.5 million	65	Traditional hall with divided double rooms, group bathrooms, and lounges on the end of the building. Cost included removal of three older buildings.
Seattle Pacific	Emerson Hall (2001)	\$15 million	329	A large residence hall with single rooms in a combination of suites, quads, and doubles. All have shared bathrooms, no kitchens. Two levels of underground parking were included with the project.
University of Puget Sound	Residence Hall (2001-2002)	\$12 million	184	All single rooms in 2-5 bedroom suites with bathrooms. Kitchenettes have refrigerators, sinks and microwave only. An apartment for visiting faculty and a guest room will be included.

While the new construction projects in the region have been built on a variety of campuses and for very different reasons, there were some notable commonalities:

- All of the colleges involved students in the design of their projects.
- Compartmentalized bathrooms (separate rooms for the bathtub, toilet, and sink that can be used simultaneously) were very popular in both apartment and suite style buildings.
- There is a tendency to build large halls that seemed much too big, isolating, and impersonal for Whitman's culture.
- Some of the colleges were trying to draw more juniors and seniors onto the campus since, for some of these colleges, when students live off campus they tend to be truly "off campus" and not in the campus neighborhood.

Fortunately, Whitman does have affordable rental houses and apartments in the campus neighborhood which helps to keep our off campus students more connected with the college community. Other schools were trying to keep their students involved by attracting them back to campus and were trying to make sure they did not end up with a large population of commuter students. Since 2001 several other comparable colleges have built new residence halls.

PART 4 - LOOKING AHEAD: THE TOP PRIORITY FOR STRENGTHENING RESIDENCE HALLS & HOUSES

The proposal for a new residence hall presented below is based on the following five assumptions:

1. The relative quality of Whitman's current facilities is strong to excellent.
2. First Year Halls (Anderson, Jewett, Lyman, and Prentiss) are acceptable, but crowded.
3. Sophomores are somewhat less satisfied with the current housing options than other students for a variety of understandable reasons.
4. There is a trend toward providing more privacy and single rooms at other colleges.
5. Many colleges are adding additional residential facilities for a variety of reasons including the desire to increase the overall percentage of students living on campus.

The optimal solution for our current situation is to eliminate crowding and undesirable Spaces and provide space for modest growth.

By building one 75-100 bed hall initially we will be able to eliminate all undesirable spaces, allow room for growth and comfortably house juniors and seniors who choose to live on campus. With the option of adding a second similarly sized hall later, we could accommodate additional growth.

A new residence hall would eliminate our current dependency on overcrowding and undesirable spaces. It would also allow the college to grow by up to 50 spaces in the first and second year classes. Significant growth could be achieved upon completion of a second hall (another 75-100 spaces). A new residence hall would also provide more choices for sophomores on campus. As mentioned in the Quality of Life survey sophomores end up with the least desirable options. To alleviate this problem we would like to design a facility that is flexible enough to house all classes, but will increase options and be most appealing to sophomores.

This solution would focus on the desired outcome of having one or two small halls as opposed to one large hall. Both our staff and students and those at comparable colleges make a strong case for relatively small housing units for students. At Lewis and Clark they have recently built three 60-bed units for example. These size buildings fit the information that we received in both our focus group and telephone interviews. There is a natural progression from the first year experience where most students want to meet large numbers of their peers and are flexible about where they live as long as the program is well done. As students move beyond their first year they express a need for a continuation of community and connection, yet want a more intimate atmosphere. They have made their initial connections and established a pattern of involvement and their needs change. Two small halls fit that natural progression from their first year to the sophomore year and also help us support students in their most vulnerable year for retention.

Building a free standing Residence Hall with 75-100 beds located in the Anderson Hall neighborhood would allow some flexibility for growth and modest economies of scale. A second location could be in the Shady Rill area which while not quite as integrated into the rest of the Residential community could still be a desirable location for a new hall.

A probable layout for this building would be modified Lyman House style suites and a combination of double and single rooms. There would be lounges available for each group of 15-20 residents. Bathrooms would be designed for more privacy and would include more compartmentalization of the functions as is common in new construction. We would want to plan for adequate bike storage and include a large main lounge with meeting rooms and perhaps a seminar room. The Main Lounge in Jewett is heavily used so a new main lounge of this size would relieve some of the pressure on Jewett and enhance the campus facilities. We would veer away from the townhouse type design since we would be using this hall for a multitude of purposes and would want to have the ability to create as much

community as is possible for first years, but still have the design work for older students.

Prentiss Dining Hall would need to be expanded to accommodate this growth. A small addition to the dining hall and kitchen on the parking lot side would be able to accommodate the additional students on a board plan. A comprehensive plan for future growth should be created with an emphasis on keeping the residential feel of the neighborhood in this area of campus. There is a recurring theme of students wanting neighborhood and connection throughout our interviews. We would continue to seek student input in the design of a new building.

What have we learned from the various data we have collected? One fact that stands out is that both Whitman's enrollment and retention have increased significantly in the past few years. These trends have had a slow but steady impact on the demand for on campus housing. Each fall for the past seven years we have had more incoming students than we have spaces available in residence life. A consistent message we received from surveying our students is that a sense of community is important for all students. In this regard students understand the benefits of a strong residence life program. They value living with and near friends whether they are on campus or off campus. Any new residential facility should be designed to maximize interactions and facilitate community development.

In addition to completing our top priority of a new Residence Hall, we need to think further into the future and consider our long term housing needs. There are various questions as we form a master plan for Residence Life facilities. Some of these are:

- Should College House and Tamarac House be completely renovated or even used as Residence Life facilities? These two might be good as off campus apartment rentals with half the residents they now contain. They are not in the Residential area of the college and seem much more off campus. This would also free up some RA positions which could then be used in our new building.
- Should we use North Hall as overflow, renovate it for apartment style living or continue to use it as we do now? We will never be able to change it's off campus location so how can we maximize its potential? North gives us the benefit of overflow housing and also gives us a vacancy rate for problem situations.
- As our demographic continues to change and as more and more students come to college having never shared a bedroom we need to think about how

we use Anderson and Jewett. Many double rooms there are very small and in Jewett's case residents sleep right next to each other when the beds are pulled out. Should we think about different ways to configure these spaces to better fit our changing resident population? Students nationally are asking for more privacy and should we consider providing that?

- Should we consider visiting other colleges again and seeing what their current facilities are like? Should we re-visit what the panel of 14 is doing in their Residence Life facilities?
- What will the future plans for Marcus House entail? Marcus is not in the best physical shape, but has a good location and provides a small-scale hall where students can be off a meal plan.
- If housing demand and prices change in Walla Walla the college should be prepared to offer more rentals close to campus? This would prevent our students from living further and further away from campus in the future. While the private sector is meeting our needs currently, we need to be prepared if that changes. Options include building apartments in the Shady Rill area or near Borleske Stadium. Another option might be to convert North Hall into apartment suites, but this would necessitate building another residence hall on campus to house first and second year students currently living in North.
- Should we consider developing a faculty in residence program? Apartments for new and visiting faculty could enhance the learning environment and living experience of our students. The faculty would not administer the hall or facilitate the program, but provide a faculty presence on campus and serve as a resource for the staff and the residents.

Most students enjoy their first year experience; yet want more variety as they enter their sophomore year at Whitman. One of our priorities is to enhance options for sophomores while we strive to maintain and improve the quality of other spaces on campus. The plan we have outlined in this report offers a way that we can meet our goals of better serving the housing needs of all our residential students. We have a unique Residence Life experience in many ways at Whitman. RAs are highly regarded and serve as powerful role models and mentors for their residents. Our vision is that our physical facilities can do more to support our program. We believe it is important to our residents to provide them with the best experience we can and that can be best achieved by building a hall that both eliminates crowding and is built intentionally to foster community and enhance the strength of residence life at Whitman.

Appendix A

Summary of Strengths and Weaknesses of Existing Facilities

Residence Hall	Strengths	Weaknesses
Anderson Hall	<ul style="list-style-type: none"> • Quiet location away from the center of campus but still considered to be close to campus resources • Beautiful lawn spaces complete with picnic table, volleyball and basketball courts • Straight main hallway and two staircases that help to move people throughout the building and contributes to hall unity • Central main lounge, section lounges, and a game/TV room provide a variety of well-furnished spaces for students to socialize and form meaningful connections • Study rooms. Anderson has large basement study rooms that are well used and appreciated 	<ul style="list-style-type: none"> • Adding a long ramp has increased access in the building, but it also has a negative impact on the main lounge by taking up valuable floor space. The room is now too small to use for all-hall gatherings • Limited bike storage. With the remodeling of the laundry facilities a few years ago the bike room was cut in half and has been insufficient ever since • Line of sight is broken at the East and West wing of the building, which leaves the students in these rooms feeling a bit isolated • The road behind Anderson is unpaved and gets large muddy potholes in the winter and spring • The floors in the rooms, are very squeaky and contribute to noise issues in Anderson (these are scheduled to be repaired and hallway, stairwell floors have been repaired recently) • The ceilings in the hallways and stairwells are chipped and full of holes from many years of student abuse (these are scheduled to be repaired) • The sloped sidewalks in front of all three main doors become very slick when wet or icy
College House	<ul style="list-style-type: none"> • The apartment style living and the location are ideal for those who want more independence from campus • Personal kitchens & bathrooms give students a more home-like living space with the option to cook for themselves • The interior hallways provide a community feeling along with the apartment style rooms • The exterior of College House is attractive and in good condition • Residents have access to plenty of nearby parking • close to Main Street and the downtown area • new paint in the hallways • new carpet in the hallways and public areas 	<ul style="list-style-type: none"> • The location of College House does not give it convenient access to some areas of campus. It is across the street from a gas station and convenience store and it borders a high crime neighborhood, which sometimes makes it a target for vandalism • College House is surrounded by parking lots, sidewalks and streets. It lacks the easily accessible green space that most residence hall residents enjoy • The building is old and generates many maintenance issues. Many of the windows rattle and no longer open, the plumbing frequently leaks, and the interior paint and plaster are cracking and coming off • Noise is often an issue, as it travels between rooms through the vents for the swamp cooler • The floor plan of each apartment includes very large closets that take away from the space available for bedrooms and living areas

		<ul style="list-style-type: none"> • Students who live in College House must walk by a restaurant parking lot, garbage dumpster, and grease pit on their way to and from campus • There are low ceilings in the 4 person apartment in the basement
Douglas Hall	<ul style="list-style-type: none"> • Nine independent suites for groups of 7-8 students that each includes a laundry room, a kitchenette, two bathrooms and a section lounge • The courtyard serves as a nice place for informal gatherings (e.g. movies, jazz cafes, dances) • The Douglas Guest Apartment is frequently used for visiting lecturers, job applicants, and other college guests • Recent landscaping has improved the exterior appearance of Douglas • There is a nice fireplace in the front entry • The courtyard is a unique feature and serves as a common space for the residents • We have pilot tested a card swipe access system in Douglas for the exterior entry doors 	<ul style="list-style-type: none"> • Thin walls and floors have been a source of noise level frustration • The plumbing is problematic and tends to back up a few times each year • Bike storage takes up a significant amount of space in the courtyard • very poor lighting in student rooms, entry and public lounges. • heating is a problem, it often gets too hot in the winter • creating a sense of a large community is difficult because of the independent and isolated suites
Interest Houses	<ul style="list-style-type: none"> • The houses are close to campus and close to one another • Houses hold a nice size group of students and facilities in most of the houses are in excellent condition • Many of the houses have newly remodeled kitchens and/or bathrooms as well as new furniture • The Interest House system is a unique addition to our on campus housing options • All of the Interest Houses have wireless Internet connections available 	<ul style="list-style-type: none"> • Some of the houses have been acquired more recently and have are not as updated as the others (Community Service, Writing House, and ASH). • Not all of the house have hardwired network ports
Jewett Hall	<ul style="list-style-type: none"> • Location: Jewett is right on Ankeny Field and close to the academic buildings • Jewett has its own dining hall • Recent renovations have greatly improved the hallways and added new study rooms to the west side of the building on each floor • Large laundry facility • Section lounges and the main lounge for provide space for community building • Recent landscaping and the extension of the planting area around the back of the building have increased the exterior attractiveness of Jewett 	<ul style="list-style-type: none"> • Location: Being right on Isaacs and across from the Fraternity Houses can be extremely loud and disruptive • Poor line of sight throughout each floor and separated central staircase makes hall unity difficult to foster • Limited parking spaces around the building • Windows are not well insulated for temperature or noise.
Lyman House	<ul style="list-style-type: none"> • Divided doubles give residents more privacy and space • Mixed class and mixed gender sections give residents diverse experiences in the hall 	<ul style="list-style-type: none"> • Divided doubles allow roommates to ignore interpersonal problems for a long while instead of learning to confront them • Vertical sections and lack of section

	<ul style="list-style-type: none"> • Small size and central communal areas (lounges, dining hall, kitchen) lead to all-hall or cross-section unity, and a “family” atmosphere • Intimate dining hall allows Lymanites to bond through eating meals together • Great location: on Ankeny (close to sports games and grass, sun or shade to lay in while studying), close to academic buildings, great view of sunsets, quiet side street, close to 2 dining halls • Aesthetically pleasing building (with great fireplaces) • Independent atmosphere allows students to maintain personal space while still having access to a strong community feel • Quieter than all first-year halls 	<p>lounges make building section unity more challenging</p> <ul style="list-style-type: none"> • No study rooms or section lounges (students express a desire for these on evaluations) • Crowded laundry room has highest student/machine ratio on campus. • Bike storage is inconvenient and there is very little space outside to secure bikes. • The “wall” between D/E section and the rest of the hall isolates residents in D/E section. • Thin walls and multiple stairwells carry sound easily throughout the building. • No convenient place for recycling bins. • Poor shower design causes frequent “flooding” of bathrooms (water leaks around curtains while residents shower) • When used as triples, Lyman rooms do not provide as good of an experience for students because they are so crowded. • Small kitchen • Sound carries from game room and TV lounge
Marcus House	<ul style="list-style-type: none"> • Since Marcus House has singles, doubles, and triples it meets a wide range of needs • The central kitchen is in great condition and allows people to be off food service and cook for themselves • The facility itself is especially home-like • A nice lawn and landscaping along with a small stream • The back yard has a full-length basketball court and recently added green space with the demolition of the Shady Rill Apartment Building • the back porch is great place to lounge in the sun on the new deck and the lawn furniture • The rec room has been improved with better lighting, carpet and more furniture in addition to a foosball table and a new pool table 	<ul style="list-style-type: none"> • The electrical heating system in Marcus House is very expensive to operate. In the winter Marcus House uses more electricity than North Hall & College House. • The walls in Marcus House are especially thin, so noise travels easily from room to room. • It is difficult to get so many residents to consistently clean up after themselves in the kitchen. • Areas of the house are old and worn out, and maintenance problems can sometimes be an issue. • The stairs that lead to the basement are narrow and steep. The ceiling is low overhead. • The fact that the building is divided between the old house and new section can be isolating for some residents. • Marcus House is rather secluded, which has made it a target for theft in the past. • Most rooms are singles, and many people are reclusive or into their own hobbies. • the dark paint inside the house can make it seem gloomy • light switches are in odd and inconvenient places all over the house
North	<ul style="list-style-type: none"> • Nice green space surrounds the building. with volleyball court, basketball, picnic tables and duck pond. 	<ul style="list-style-type: none"> • The walk to campus – specifically, crossing Isaac’s gives North Hall a remote feeling. • Some students feel “stuck” out there

Hall	<ul style="list-style-type: none"> • There is plenty of available parking. • A large recreation room is available to all residents. as well as a main TV lounge with wireless internet access. • The Penthouse is a unique section-style living option. • North has the most single rooms on campus, many with their own bathrooms. • Double rooms are available for those that would like a roommate. • Each floor has a nice lounge and kitchen. 	<p>because there are no other options at the end of housing selection.</p> <ul style="list-style-type: none"> • Adding kitchens and providing the option of not being on a meal plan is an option that would attract people to North. • Because of North's distance from campus, it is the last hall to fill up and the first to empty out in the spring. With 30% fewer students in the hall each spring, it is difficult to staff and this high vacancy rate contributes to the feeling of isolation.
Prentiss Hall	<ul style="list-style-type: none"> • Community Size. Each of the sections has enough people to keep things fun, interesting, and diverse, but not too many that people feel anonymous. As a result, people are invested and care about their section and the people in it • Beautiful Hall! The most cared for and nicest of the buildings on campus. Residents love their suite style rooms, air conditioning, individual heat, great study rooms, lounges, TV rooms, etc • Attention. Because the sororities are self-sufficient, the Dox and Reynolds residents get a lot of attention. They feel very cared for and catered to. Instead of having one RA and one SA that they know, and feel knows them, they have two RAs, two SA, and SR and an RD • Great Location. Prentiss is next to food service, next to Anderson (when they have a need for male interaction), close to the campus center and academic buildings 	<ul style="list-style-type: none"> • Building Layout. As beautiful as Prentiss is, it definitely has some serious flaws in its layout. The biggest complaint is that you cannot access three of the four wings of the building from the first floor. This seriously damages all-hall unity. The sororities are physically separated from the rest of the hall, and as a result, it contributes to their tendency to think of their home as section, not Prentiss as a whole • Resident to Staff ratio. Because of the sororities, Prentiss has one of the largest resident to staff ratio on campus. As a result, some needs and people slip through "the cracks" • The large number of outside doors makes security an issue • There is unused space with very limited access under the dining hall portion of the building
Tamarac House	<ul style="list-style-type: none"> • Location on Harper Joy and Main • Reduced meal plan and kitchens • Small hall/large house feel with apartments for independence within a community. • Lots of windows 	<ul style="list-style-type: none"> • Limited storage for bikes and equipment for outdoor activities. • No large main lounge space for meetings or house programs. There is a small TV room in the basement. • No green space for camping and campfires • Not part for the on campus residential community • Works better as an apartment building. • Parking • No community space • Many maintenance issues-old building: windows, screens, etc.