Building Engagement
The Influence of Physical Structure on Social Interaction

By

Lindsey J. Davis

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Approved by:

_________________________  ________________________
ADVISOR  READER (optional)
Executive Summary

Green space, common areas, and amenities are expected to encourage social interaction, which in turn will impact engagement and commitment to community. Student housing is designed to engage students in a campus community by providing activities that encourage student satisfaction, comfort, and sociability. This study seeks to understand how the design of student housing impacts the social and community involvement of students. By studying student response to suite-style and corridor-style living environments on the University of North Carolina-Chapel Hill campus, conclusions about how different physical spaces lead to different levels of community engagement are explored. The study finds that several factors, including the architecture of a living environment, may influence the community engagement and individual satisfaction.
Appendix 1: Surveys
Appendix 2: Variable Construction and Components
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Introduction

Enhancing social engagement is a topic that receives attention by scholars and practitioners alike. Planners, architects, and administrators seek to engage individuals and create active communities through elements of design. As the electronic world becomes a conduit for creating and sustaining social networks, community organizers strive to respond to this altered definition of ‘connection’ by working with planners to create productive public spaces and opportunities that build community. It has been seen that well-planned spaces can impact engagement and foster or discourage social group formations. Comparable to community involvement, universities thrive on engaged and participative students.

Social engagement allows individuals to find commonality with larger groups, thus acting as a catalyst to create community, form new ideas, and allow the individual to find comfort with like-minded others. Community engagement is desirable as it not only gives a sense of belonging to an individual, but also allows knowledge sharing, skill collaboration and the creation, definition and affirmation of new ideas.

By studying the differences between individual student experience and social interaction in two types of housing on the UNC-Chapel Hill (UNC-CH) campus, this paper presents conclusions on the influence different physical living environments have on engagement and student comfort level. This research is designed to contribute to research focused on university life and community involvement, as well as provide findings that may expand our understanding about the creation of productive and engaged communities, especially as they relate to young adults.

Many administrators see college housing “as a business enterprise, not an educational one,” yet research is beginning to explore how a college living environment can enhance the education of the student. University residence halls do more than provide students with a “satisfactory place to live.” Frequency of personal face to face contact is one of the most important factors in the formation of groups and informal friendships” and the use of color, dimension, and shared space can influence how individuals will interact with their environment. The “day to day experience of group living is a practical laboratory in human relations,” and sociologists, planners, and student life administrators are pressed to design buildings that promote student development “academically, socially, physically, and spiritually.” On many campuses, administration encourages the resident to enhance their social network in hopes that individual networking acts a catalyst for creating a university community. “According to the 2007 National Study of Living Learning Programs, the most successful college students…took advantage of the freshman interest groups available on their campus. These students were less likely to drop out, more likely to graduate and less likely to abuse alcohol.” Early resident engagement in a college living situation is believed to help students escape the potential isolation resulting from a new college living environment and allow them to
develop a level of comfort in their new environment. Studying the physical elements of student housing that evoke positive student response will presumably lead to greater understanding on creating communities.

**Literature Review**

Literature on physical space, individual engagement, and community involvement was used to put this study in context of prior research. Most existing research focused on how the college residential living environment affects the academic performance of students, however this paper looks closely at how the living environment affects the social success of students. Reviewed works helped identify the physical features of a residence hall important to student comfort, outlined the affect college housing is projected to have on a student, and identified elements create the relationships necessary for student success.

There is overall consensus amongst researchers that residence halls have an affect on student growth in the areas of values, morals, and personal self-discovery (Winston, Anchors 1993). Group living is beneficial in helping a student develop personal responsibility, participate in group decision making, and contribute towards better citizenship later in life (Riker 1956). Students are believed to be affected both physiologically and psychologically by their living environments and therefore relationships are key for successful housing programs (Riker 1965). In providing suggestions as to how these relationships would form, there is no general consensus amongst researchers, however there is a common belief that architecture promoting interaction among students through planned and unplanned encounters is beneficial as students have a need for companionship (Gisolfi 2007; Mullins, Allen 1971). Friendship is expected to develop on a floor, not between floors, as those within closer proximity to one another are expected to form bonds (Riker 1956, Gisolfi 2007). Despite this emphasis on encouraging peer interaction, studies are further conflicted on the integration of suite-style and apartment-style units, which are referred to as “a milestone in residence hall development” because they provide greater privacy and autonomy (Winston, Anchors; 1993).

While all researchers conclude that students should be comfortable within their living environment, discrepancy remains as to what this ‘comfort’ should look like and how it can be architecturally facilitated. One group feels that residence halls should avoid institutional appearance by avoiding a straight row and outlining the letters L, H, or U (McHale, Speek 1934) while another group feels corridor-style buildings encourage greater unity among total resident groups and that a slender rectangle is the most advantageous shape for a unit (Riker 1956). Studies warn against too much space in height or length creating an undesirable formality and social distance (Riker 1965) while others raise caution to larger
groupings that would create anonymity (Gisolfi 2007). In addition to shape of residence hall, size of residence hall was also a point of direct contention. Some researchers refer to suite-style units as a less-crowded environment (Valins, Baum 1973; Baum, Harpin, Valins 1975; Baum, David 1980; Huang 1982) while others state that low-rise buildings are more positive, friendlier and less stressful and crowded climates (Winston, Anchors 1993).

The physical elements that make a student feel at home are incorporated into their daily lives: multiple entryways, close attention to materials, finishes, lighting, and furnishings (Gisolfi 2007; McHale, Speek 2934; Riker 1956; Riker 1965). The residence hall should provide a sense of comfort, confidence and protection through these features at first student glance (Riker 1965; Mullins, Allen 1971). Physical elements identified by these studies were considered when evaluating the variations between residence halls on the UNC-CH campus and were integrated into student surveys to gauge satisfaction with particular residence hall characteristics.

Few authors explore the social engagement or overall community engagement of the student, preferring to focus on how to enrich the residential atmosphere for student academic success and intellectual activity (Riker 1965). Obligations to community welfare in group living experiences are briefly mentioned (Riker 1956; Mullins and Allen 1971), thus leaving a gap in a comprehensive knowledge of how a residence hall affects the student experience within the larger community. This gap in research led to the formation of the following study on how a residence hall affects the greater involvement of the college student.

**Research Questions**

This study was designed to answer three primary questions thought to be most pertinent to existing university goals in creating a satisfactory and participatory campus. Exploring how the physical living environment affects student satisfaction will help to understand what architectural structures and amenities contribute to overall student fulfillment within their living environment. Studying the relationship between physical space and the perception of peer friendliness will enhance the knowledge of relationships, which researchers imply is key to student happiness. Finally, the correlation between the physical living environment and the rate of student engagement in the greater community will assist in providing student life administrators with data on how to encourage participation and involvement through design.
Methodology
To answer these questions, students in varied types of housing were studied over the first six months of their college experience  (a copy of the survey is provided in Appendix 1). With the assistance of the UNC-CH Office of Housing and Residential Education, two surveys were administered to capture experiences of students during their first semester in college. Independent variables would be the projected impetus for variation of dependent variables. The three dependent variables (listed below) directly relate to the three predominant research questions. Control variables including family location and roommate familiarity are included in the analysis to account for the variation between individual personalities, comfort levels, and familiarity with the environment. It was necessary to control for these variables to ensure their variations were not responsible for the results. The following chart outlines the variables measured in surveys 1 and 2 (complete lists of variables are provided in Appendix 2):
The student sample was first-year students who had not previously attended college and were living on campus in co-ed non-specialized residence halls. Throughout this paper these residence halls will be referred to as *mainstream housing*.

The first survey captured the initial feelings students had towards the campus, their residence hall, and each other. This survey asked questions about first impressions of physical and social environment, familiarity with peers and surrounding area, and tendencies to get involved in extra-curricular activities.
The second survey captured how the students’ perceptions of residence hall and peers had changed since coming to campus and allowed the student to reflect on the routine and lifestyle they had created. The second survey assessed how the student had become involved with both peers and campus organizations, allowing insight into where they met individuals comprising their social networks as well as the frequency they affiliated with various on-campus groups.

The first survey was sent out electronically in August of 2009 to 33 residence halls and three apartment complexes on the UNC-Chapel Hill campus. A total of 1055 total responses were received to survey one, of those, 416 respondents represented first-year students in mainstream housing. Of these 416 respondents 21 different residence halls were represented, 366 students (88%) lived in suite style buildings and 50 students lived in corridor style housing. The disproportionate distribution of respondents living in suite-style units is the result of residence hall size and placement protocol. Upper classmen receive priority when choosing their residence hall and have a heightened demand for housing located on north campus, where corridor-style buildings are located.

The second survey was administered in late January 2009. A total of 711 students responded to the second survey. The final sample was comprised of 148 first-year students in mainstream housing who answered both surveys. The behavior of these students was evaluated in correlation with both alternative architectural living environments (suite-style living and corridor-style) as well as location on the UNC-CH campus (north, middle, and south).

**Campus Characteristics**

Understanding the physical layout of the UNC-CH campus and residence halls aids in the full understanding of the individual student experience. UNC-CH has three distinct residential segments of on-campus housing. North campus is comprised of older low-rise buildings, many of which have large common rooms, porches, and hardwood floors. These buildings are corridor-style; each individual room opens to an enclosed hallway. Students in north campus buildings who reside on the same floor share bathrooms and lounge areas. North campus residence halls are in close proximity to academic buildings, on-campus dining facilities, libraries, the bookstore and student union, as well as the main commercial area of Chapel Hill (Franklin Street). Below is a sample floor plan for a corridor-style residence hall. The top right corner indicates the shared common room for the floor (see Figure 1,2):
Residence halls on south campus are high-rise buildings and are more physically removed from the academic buildings and student services on campus. South campus residence halls are approximately .6 miles from student stores, which is defined as the center of campus, and .9 miles from Franklin Street. Middle and lower campuses are comprised of suite and semi-suite-style halls. In a suite-style room, three bedrooms surround a single bathroom and common room. These five rooms are independent from other suite-style units and are often accessed through a common open-air balcony. A sample floor plan for a suite-style residence is shown below. The faded blue rooms in the lower right hand corner of each suite indicate the common area for that suite:
Semi-suite-style units are made up of two double rooms sharing one bathroom. Semi-suite units have no adjoining common areas. These residence halls are a hybrid between corridor-style living and suite-style living as they allow interior hallways and common areas to be shared by all building residents, yet provide for more private bathroom access. For the purpose of this study, these halls will be considered ‘suite-style’ and will be grouped with the larger suite-style units on south campus for analysis. The decision to group suite-style and semi-suite-style units together was based on the fact that semi-suite-style units have greater similarity to suite-style housing than to corridor-style housing.

Students express residence hall preference but are assigned randomly to residence halls. Self-selection is not an issue of consideration as the Office of Housing and Residential Education randomly assigns students to residence halls. Historically, most first-year students are assigned to suite-style housing as preferential selection is awarded to upper classmen who frequently choose to live on north campus.

**Findings and Discussion**

Findings will first be presented on the characteristics of the sample and patterns of behavior exhibited by participants. Next, these patterns of behavior will be explored in connection to involvement and perceived satisfaction as influenced by surrounding environment and peers.

Results indicate that despite similar backgrounds, students exhibit different behaviors when integrated into the campus community. Upon coming to campus, all students presented a median level of familiarity with the campus environment, identified themselves as extroverts, and intended to become involved in campus organizations or clubs (see Table 1):

<table>
<thead>
<tr>
<th>Table 1: Student Background</th>
<th>n=148</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Range</td>
</tr>
<tr>
<td>Level of Familiarity with UNC Campus</td>
<td>0-5</td>
</tr>
<tr>
<td>Self-Identified as Extrovert</td>
<td>0-12</td>
</tr>
<tr>
<td>Intent to Become Involved in a Campus Organizations</td>
<td>0-3</td>
</tr>
</tbody>
</table>

The overall extroverted student personality and willingness to become involved was not surprising as the UNC-CH Office of Admissions seeks to attract and accept students possessing “all-around excellence in
academics, the arts, athletics, leadership, service, citizenship, and character." Survey recipients had a 95% participation rate in community service in high school and 68% founded an organization, captained a varsity sport, or served as class, club, or student-body president. Of first-year survey respondents in mainstream housing, 94% enjoy activities that specify involvement with others and/or held interest in joining the UNC Greek system, campus sporting teams, and other campus related clubs and organizations. This 94% was evenly distributed amongst the sample of individuals living in suite-style and corridor-style units and assigned to halls on north, south and middle campus. There was no concentration of either extrovert or introvert in any particular housing style or location nor were residents in one type of housing deemed more familiar with the campus or with peers than the other.

**Satisfaction with Residence Halls**

The housing preferences of students prior to August did not seem to influence the initial measure of satisfaction with residence halls. 50% of corridor-style residents had expressed interest in living in suite-style residence halls while only 5% of those assigned to suite-style units indicated preference to live in corridor-style halls. Presumably, this would translate into more corridor-style residents being unsatisfied with placement in corridor-style units both initially and across time, however the data, though not statistically significant, suggests otherwise. In comparing the means, students in corridor-style units have higher average levels of satisfaction. Those in corridor-style units increase in residence hall satisfaction over time, while those in suite-style units decrease in residence hall satisfaction (see Table 2, Regression 1, Figure 1):

| Table 2: Satisfaction with Place  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Hall Satisfaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>January</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corridor-Style Units</td>
<td>96%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Suite-Style Units</td>
<td>93%</td>
<td>84%</td>
<td></td>
</tr>
</tbody>
</table>

**Regression 1**

| Res Satisfaction in College |  
|---|---|---|---|---|---|
| R | R$^2$ | Adjusted R Square | Std. Error of the Estimate |  
| .196$^a$ | 0.038 | 0.012 | 1.33865 |  

| Satisfaction in College | B | Std. Error | Beta | t | Sig. |  
|---|---|---|---|---|---|---|
| Constant | 3.157 | 0.646 | 0.080 | 4.890 | 0.000 |  
| Familiarity | 0.117 | 0.109 | 0.111 | 1.083 | 0.280 |  
| Extrovert | 0.075 | 0.050 | -0.083 | 1.494 | 0.137 |  
| Corridor v. Suite | -0.237 | 0.217 | -0.083 | -1.141 | 0.255 |  
| Gender | -0.282 | 0.247 | -0.083 | -1.141 | 0.255 |  
| Ethnicity | 0.029 | 0.024 | 0.090 | 1.236 | 0.218 |  

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The perception suite and corridor-style residents have of their peers mirrors the trend of satisfaction students have of their residence halls. Upon move-in, all respondents were asked to rate the ‘friendliness’ of their building-mates, floor-mates, roommates or suite-mates. While the level of satisfaction with building-mates declines for residents in all housing types, the number of students living in suite-style units who initially felt their building-mates were either ‘very’ or ‘extremely friendly’ decreased to a greater extent compared to residents in corridor-style units. Residents in suite-style units experienced a similar perception of the friendliness of their floor-mates. The perception of roommate satisfaction among those living in suite-style units decreased slightly more on average than those living in corridor-style units. Suite-style residents experienced a similar reaction when asked about the friendliness of their floor-mates and the perception of roommate satisfaction among suite-style residents increased slightly compared to a reported increase by corridor style residents. While not statistically significant based on a regression analysis containing the control variables, results show behavioral patterns reflecting that corridor style residents may have a more consistent or improving relationship with those around them than suite-style residents (see Table 3, Regression 2, Figure 2,3,4):
Table 3: Friendliness of Peers

<table>
<thead>
<tr>
<th>Friendliness of Peers</th>
<th>August</th>
<th>January</th>
<th>August</th>
<th>January</th>
<th>August</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corridor-Style Units</td>
<td>76%</td>
<td>84%</td>
<td>64%</td>
<td>64%</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Suite-Style Units</td>
<td>90%</td>
<td>85%</td>
<td>74%</td>
<td>54%</td>
<td>73%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Regression 2

<table>
<thead>
<tr>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>.154*</td>
<td>0.024</td>
<td>0.003</td>
<td>0.37743</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friendliness</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.801</td>
<td>0.128</td>
<td></td>
<td>14.019</td>
<td>0.000</td>
</tr>
<tr>
<td>Of Building-mates</td>
<td>0.083</td>
<td>0.047</td>
<td>0.192</td>
<td>1.761</td>
<td>0.080</td>
</tr>
<tr>
<td>Of Floor-mates</td>
<td>-0.062</td>
<td>0.043</td>
<td>-0.164</td>
<td>-1.416</td>
<td>0.159</td>
</tr>
<tr>
<td>Of Roommates/Suitmates</td>
<td>-0.007</td>
<td>0.040</td>
<td>-0.018</td>
<td>-0.184</td>
<td>0.854</td>
</tr>
</tbody>
</table>

Figure 2:

![Graph showing trend lines for Corridors and Suites over August and January]
Student Involvement
Within the first six months at UNC-CH, residents in corridor-style housing became more involved on average within the university than residents of suite-style housing. Results indicate that on average those living in corridor-style units compared to those living in suite-style units were 19% more likely to speak more in class, 2% more outgoing when meeting people socially, 9% more likely to attend a concert, play, or lecture on campus, 6% more likely to join a campus organization, and 2% more likely to attend social events or parties. While the disproportionate representation of respondents in suite-style and corridor-style housing in the sample size made it difficult to find statistical significance, these numbers show behaviors that may indicate different reactions to the built environment and suggests the need for additional research (see Table 4, Regression 3, Figure 5,6):

### Table 4: Student Involvement in January

<table>
<thead>
<tr>
<th></th>
<th>Sample Size</th>
<th>Joined 1 or more Campus Organizations</th>
<th>Participate at Least Once a Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corridor-Style Units</td>
<td>25</td>
<td>100%</td>
<td>76%</td>
</tr>
<tr>
<td>Suite-Style Units</td>
<td>123</td>
<td>76%</td>
<td>66%</td>
</tr>
</tbody>
</table>

### Regression 3

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>R²</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>2.047</td>
<td>0.440</td>
<td>0.021</td>
<td>4.650</td>
</tr>
<tr>
<td>Familiarity</td>
<td>0.020</td>
<td>0.069</td>
<td>0.021</td>
<td>0.285</td>
</tr>
<tr>
<td>Happiness</td>
<td>0.091</td>
<td>0.048</td>
<td>0.143</td>
<td>1.917</td>
</tr>
<tr>
<td>Extrovert</td>
<td>0.051</td>
<td>0.032</td>
<td>0.118</td>
<td>1.572</td>
</tr>
<tr>
<td>Corridor v. Suite</td>
<td>-0.119</td>
<td>0.139</td>
<td>-0.063</td>
<td>-0.851</td>
</tr>
<tr>
<td>Gender</td>
<td>-0.083</td>
<td>0.158</td>
<td>-0.039</td>
<td>-0.523</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>-0.013</td>
<td>0.015</td>
<td>-0.065</td>
<td>-0.883</td>
</tr>
</tbody>
</table>

![Table 4: Student Involvement in January](image)
Conclusion

Descriptive results
indicate that on average students in corridor-style units report higher levels of satisfaction and friendliness among peers than those in suite-style units. In addition, initial results suggest that those in corridor-style units may be more likely than those in suite-style units to participate in on-campus activities with regularity. Additional research is needed to further test and explore the patterns of behavior observed from this preliminary study on new students at UNC-CH. Though they are not statistically significant, the results may indicate changes in behavior related to housing design, however there is no certainty that the results are dependent upon design rather than location, or some interaction of the two. The longitudinal study design used in this research was beneficial as respondents in corridor-style units demonstrate a more stable college experience with a higher satisfaction rate of surroundings and peers when compared to residents of suite-style living. Residents of corridor-style units appear to become more social over the course of the year indicating a potential increase in confidence and willingness to actively seek out interests.

This exploratory study presents significant limitations with data and recommends future research to further explore the relationship between design and participation. Future research would benefit from a larger sample size with a more normal distribution as well as research that includes multiple campuses where different types of housing are less geographically isolated and more equally distributed across the campus. The element of a time-series study is important to understanding the impact that intent to participate, architectural structure, and campus location have on behavior.

This study raises questions for both public administrators and planners about the impetus for involvement and environmental factors that lend themselves towards engagement. If the belief that design impacts involvement is further explored, the findings may be applicable for strategic long-term objectives of how to create communities and foster engagement and participation. The repeating patterns of behavior may indicate that physical construction influences satisfaction with surrounding environment, peers, and community engagement leading future researchers to expand this study and further explore the tie between design and socially prosperous communities. By connecting individuals and creating spaces that are conducive to community interaction, cities and towns will further engage citizens, potentially allowing a productive space for new ideas and invested individuals.
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Appendix 1: Surveys

Survey 1:

*Residence Hall Satisfaction and Interaction*

The following survey is designed to capture your preferences and interactions within your residence hall and the UNC community. This survey will be used to see how your living situation correlates with your interactions on campus. You may stop at any time and submit your answers. Thank you for your help!

Please enter your PID ______________

**Are you a first-year student?**
- Yes
- Yes, but I have attended college before
- No

**Do you live in a Living-Learning Community?**
- Yes
- No

**Do you live in a single-gender residence hall?**
- Yes
- No

**Do you live in the Substance-Free Living-Learning Community?**
- Yes
- No

**Before you came to campus in late August...**
- I had no friends or family who were going to be UNC students when I arrived
- I was friends with between 1-10 people who would be students when I arrived
- I was friends with over 10 people who would be students when I arrived

**In high school I would describe myself as:**
- Very Shy
- Shy
- Somewhat Shy
- Not Shy
- Not Shy At All

**In high school I was involved in...**
- 0 years of high school sports
- 1-2 years of high school sports
- >3 years of high school sports

**How many high-school affiliated extracurricular activities did you participate in during high school including dramatic arts, community service clubs, cultural and religious organizations, and other special-interest activities?**
- 0 high-school affiliated extracurricular activities
- 1-3 high-school affiliated extracurricular activities
- >3 high-school affiliated extracurricular activities

**How frequently did you participate in these activities?**
- I did not participate in club activities
- I was in at least one club (not necessarily the same club) for one year of high school
- I was in at least one club (not necessarily the same club) for two years of high school
- I was in at least one club (not necessarily the same club) each year of high school
Are you interested in joining Sports Teams at UNC (Club, IM, or Varsity)?
  ○ No interest at all
  ○ Not very interested
  ○ Interested
  ○ Very interested

Are you interested in joining the Greek System at UNC?
  ○ No interest at all
  ○ Not very interested
  ○ Interested
  ○ Very interested

Are you interested in joining other student organizations on the UNC Campus?
  ○ No interest at all
  ○ Not very interested
  ○ Interested
  ○ Very interested

Are you interested in joining other organizations outside of the UNC Campus?
  ○ No interest at all
  ○ Not very interested
  ○ Interested
  ○ Very interested
  ○ If off campus, please specify

Were you recruited to play sports at UNC?
  ○ Yes  ○ No

What kind of activities do you enjoy participating in?
  □ Dating
  □ Clubs/Orgs
  □ Visiting Friends
  □ Playing Sports
  □ Going to or throwing Parties
  □ Attending Sports Events
  □ Other (list as many as you'd like)

How much time do you spend socializing outside of class each week?
  ○ 0-5 hrs/wk
  ○ 6-10 hrs/wk
  ○ 11-16 hrs/wk
  ○ 17-22 hrs/wk
  ○ over 22 hrs
Are you used to having your own room?
   ○ Yes    ○ No

Did you share a room occasionally when growing up? (Including summer camps or a high school semester abroad)
   ○ Yes    ○ No

Do you like having your own room?
   ○ Yes    ○ No

Are you in a relationship/have a significant other at UNC?
   ○ Yes    ○ No

Are you in a relationship/have a significant other in the UNC area?
   ○ Yes    ○ No

Are you in a long distance relationship?
   ○ Yes    ○ No

Please identify your gender

You are:
   □ Hispanic/Spanish/Latino
   □ Black or African American
   □ White
   □ American Indian or Alaskan Native
   □ Asian Indian
   □ Chinese
   □ Filipino
   □ Japanese
   □ Korean
   □ Vietnamese
   □ Native Hawaiian
   □ Samoan
   □ Guamanian or Chamorro
   □ Other Asian (please specify)
   □ Other Pacific Islander (please specify)
   other: _______________________

In which residence hall are you living now?


Is this different than your original assignment?
○ Yes
○ No
○ If yes, why? 

If you remember, what was your first residence hall choice?

Are you happy with your residence hall?
○ Yes  ○ No

Tell me how you feel about the following- if unhappy, please tell me why

Room (size, color, amenities, other)
○ Satisfied
○ Neutral
○ Dissatisfied
○ Comments:

Windows (size, appearance, other) and natural light
○ Satisfied
○ Neutral
○ Dissatisfied
○ Comments:

Artificial/provided room lighting
○ Satisfied
○ Neutral
○ Dissatisfied
○ Comments:

Campus Location
○ Satisfied
○ Neutral
○ Dissatisfied
○ Comments:
TV/Rec Rooms
☑ Satisfied
☐ Neutral
☐ Dissatisfied
☐ Comments: __________

Lounges
☐ Satisfied
☐ Neutral
☐ Dissatisfied
☐ Comments: __________

Exterior grounds and landscape around your residence hall
☐ Satisfied
☐ Neutral
☐ Dissatisfied
☐ Comments: __________

Anything else you are particularly satisfied or dissatisfied with?


After being in your residence hall thus far, what amenities do you think you’ll use the most?
☐ TV/Rec Rooms
☐ Floor lounges in your Hall
☐ Lobby lounges in your Hall
☐ Outdoor Space around your Hall
☐ Basketball/Volleyball Courts around your Hall
other: __________

What amenities do you think are the best features in your residence hall?
☐ TV/Rec Rooms
☐ Floor lounges in your Hall
☐ Lobby lounges in your Hall
☐ Outdoor Space around your Hall
☐ Basketball/Volleyball Courts around your Hall
other: __________
How would you rate the friendliness of neighbors on your floor?
- Excellent
- Good
- Fair
- Poor
- Very Poor

How would you rate the friendliness of your roommate/suitmates
- Excellent
- Good
- Fair
- Poor
- Very Poor

How would you rate the friendliness of neighbors in your building?
- Excellent
- Good
- Fair
- Poor
- Very Poor

How would you rate your ability to study in your room or the lounge of your residence hall?
- Excellent
- Good
- Fair
- Poor
- Very Poor

How would you rate the amount of noise in your residence hall?
- Very loud
- Loud
- Somewhat Loud
- Quiet
- Very quiet

How would you rate the cleanliness of your building, common areas, and hallway?
- Very Clean
- Clean
- Somewhat Clean
- Dirty
- Very Dirty
Who do you usually go out with on the weekends?

☐ Friends not at UNC
☐ Friends from classes
☐ Roommate / Suitemates
☐ Friends from residence hall
☐ I usually spend time alone

other: 

Who do you usually eat your meals with?

☐ Friends not at UNC
☐ Friends from classes
☐ Roommate / Suitemates
☐ Friends from residence hall
☐ I usually eat alone

other:

Submit
Survey #2

Tell me a little bit about your college experience thus far

In college you would describe yourself as
☐ Very shy
☐ Shy
☐ Somewhat shy
☐ Not shy
☐ Not shy at all

Since you arrived on campus in late August you have:
☐ Joined a sports team at UNC
☐ Joined the Greek system at UNC
☐ Played an intramural sport at UNC
☐ Joined one or more other student organizations on the UNC campus
☐ Joined one or more student organizations outside of UNC

How frequently did you participate in the above activities?
☐ I have not participated in any of the above activities
☐ I went to an interest meeting, but did not pursue involvement
☐ I went to 1-5 scheduled meetings for at least one of the activities listed above
☐ I participate at least once a week in the above activities

Tell me a little bit about yourself

Outside of class, how much time do you spend socializing with others in person (NOT electronically) on an average weekday Monday-Friday?
☐ 0-1 hour
☐ 2-4 hours
☐ Over 5 hours

Outside of class, how much time do you spend socializing with others in person (NOT electronically) on an average Saturday?
☐ 0-1 hour
☐ 2-4 hours
☐ Over 5 hours

Outside of class, how much time do you spend socializing with others electronically (NOT in person) on an average weekday Monday-Friday?
☐ 0-1 hour
☐ 2-4 hours
☐ Over 5 hours

Outside of class, how much time do you spend socializing with others electronically (NOT in person) on an average Saturday or Sunday?
☐ 0-1 hour
☐ 2-4 hours
☐ Over 5 hours
Where are your favorite places to socialize with others on campus?
- My room
- Other rooms in my building
- Rooms in a different residence hall
- A common area in my building
- A common area in residence hall
- Outside the residence halls
- Other: _______________________

If you indicated a building other than your own, please specify _______________________

Compared to when you started classes in August, you would describe yourself as:
- More willing to speak and participate in classes
- Less willing to speak and participate in classes

Compared to when you started classes in August, you would describe yourself as:
- More outgoing when meeting people socially
- Less outgoing when meeting people socially

Compared to when you started classes in August, you would describe yourself as:
- More likely to attend a concert/lecture/play affiliated with school
- Less likely to attend a concert/lecture/play affiliated with school

Compared to when you started classes in August, you would describe yourself as:
- More likely to play a team sport
- Less likely to play a team sport

Compared to when you started classes in August, you would describe yourself as:
- More likely to join a campus organization
- Less likely to join a campus organization

Compared to when you started classes in August, you would describe yourself as:
- More likely to attend an evening social event/party
- Less likely to attend an evening social event/party

Tell me about your residence hall...

Have you switched residence halls since September? If so, why?
- No
- Yes- Problems with roommates/suite-mates
- Yes- Dissatisfied with room or residence hall
- Yes- Moved to a single/double from double/triple
- Yes- Other reason: _______________________

Are you interested in switching residence halls?
- No
- Yes
- If yes, why? _______________________

If you have changed residence halls, where do you live now? _______________________

30
Have your roommate(s) or suite-mate(s) changed since September?
○ No
○ Yes- He/She had conflict with me and wanted to change
○ Yes- I had conflict with them and wanted to change
○ Yes- The change was mutual
○ Yes- Unsure of reason
○ Yes- Other reason: ____________________________

Are you interested in switching roommates/suite-mates?
○ No
○ Yes- Not compatible with roommates/suite-mates
○ Yes- Other reason: ____________________________

Are you happy with your residence hall?
○ Yes
○ No

How do you feel about the following? If unhappy, please explain why.

Room (size, color, amenities, other)
○ Satisfied
○ Neutral
○ Dissatisfied
○ What specifically makes you dissatisfied? ____________________________

Window & Blinds (size, appearance, other)
○ Satisfied
○ Neutral
○ Dissatisfied
○ What specifically makes you dissatisfied? ____________________________

Campus Location
○ Satisfied
○ Neutral
○ Dissatisfied
○ What specifically makes you dissatisfied? ____________________________

TV/Rec Rooms
○ Satisfied
○ Neutral
○ Dissatisfied
○ What specifically makes you dissatisfied? ____________________________

Lounges
○ Satisfied
○ Neutral
○ Dissatisfied
○ What specifically makes you dissatisfied? ____________________________
Lawns
☐ Satisfied
☐ Neutral
☐ Dissatisfied
☐ What specifically makes you dissatisfied?

When thinking about the elements of your residence hall, how do you feel about the following conditions?

Location from academic activities
☐ Too Far
☐ Too Close
☐ Just Right

Location from social activities
☐ Too Far
☐ Too Close
☐ Just Right

Noise level
☐ Too Loud
☐ Too Quiet
☐ Just Right

Element of Privacy
☐ Not Enough
☐ Too Isolated
☐ Just Right

Sociability of residence hall
☐ Too Social
☐ Not Social Enough
☐ Just Right

What amenity do you use the most in your residence hall?
☐ TV/Rec Rooms
☐ Lounges
☐ Outdoor Space
☐ Kitchen
☐ Basketball/Volleyball/Tennis Courts
☐ other: ____________________________

What do you think is the best feature of your residence hall?
☐ TV/Rec Rooms
☐ Lounges
☐ Outdoor Space
☐ Kitchen
☐ Basketball/Volleyball/Tennis Courts
☐ other: ____________________________
How would you rate the following?

**Friendliness of roommate(s)/suite-mate(s)**
- Excellent
- Good
- Fair
- Poor
- Very Poor

**Friendliness of neighbors on your floor**
- Excellent
- Good
- Fair
- Poor
- Very Poor

**Friendliness of neighbors in your building**
- Excellent
- Good
- Fair
- Poor
- Very Poor

**Degree of noise in residence hall**
- Too Quiet
- Quiet
- Just Right
- Loud
- Too Loud

**Cleanliness of building/common area/hallways**
- Excellent
- Good
- Fair
- Poor
- Very Poor

Since coming to UNC have you made new friends?
- Yes
- No

Most of your friends are...
- People you met at UNC
- People you met before coming to campus
I met most of my friends...
- On my floor
- In my building
- In my classes
- From student organizations/clubs on campus
- From student organizations/clubs off campus
- Before I came to UNC; they live on campus
- Before I came to UNC; they do not live on campus
- Other:

The majority of my friends are...
- On my floor
- In my building
- In my classes
- From student organizations/clubs on campus
- From student organizations/clubs off campus
- Before I came to UNC; they live on campus
- Before I came to UNC; they do not live on campus
- Other:

I usually hang out with friends who are...
- On my floor
- In my building
- In my classes
- From student organizations/clubs on campus
- From student organizations/clubs off campus
- I knew before I came to campus, but they live at UNC
- I knew before I came to campus, but they do not live on campus
- Other:

I usually eat lunch with people who are...
- On my floor
- In my building
- In my classes
- From student organizations/clubs on campus
- From student organizations/clubs off campus
- I met before I came to campus, but they live at UNC
- I met before I came to campus, but they do not live at UNC
- I usually eat alone
- Other:

When you come back to your room/suite at the end of the day, do you feel like you are in a comfortable place?
- Yes
- No

When you come back to your building at the end of the day, do you feel like you are in a comfortable place?
- Yes
- No
If you could do it all over again, would you live in a...
- Corridor style residence hall
- Suite style residence hall
- other: _______________________

If you could do it all over again, would you live on...
- North Campus
- Middle Campus
- South Campus
- other: _______________________

In terms of positively helping students get more comfortable in college life, my RA has been:
- Very involved
- Involved
- Not very involved
- Not at all involved
## Appendix 2: Variable Construction and Components

### Table 3: Construction of Control variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Operational definition/Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial reaction to living environment</strong></td>
<td>Index score of the following variables:</td>
</tr>
<tr>
<td></td>
<td>- 1st year student</td>
</tr>
<tr>
<td></td>
<td>- Non specialized community, co-ed hall</td>
</tr>
<tr>
<td><strong>Familiarity with UNC and the ‘college living experience’ (before beginning)</strong></td>
<td>Index score of the following variables:</td>
</tr>
<tr>
<td></td>
<td>- Knowing &gt;10 people at UNC</td>
</tr>
<tr>
<td></td>
<td>- Recruited for sports at UNC</td>
</tr>
<tr>
<td></td>
<td>- Shared room occasionally growing up</td>
</tr>
<tr>
<td></td>
<td>- Like having own room</td>
</tr>
<tr>
<td></td>
<td>- Have significant other at UNC or in the UNC area</td>
</tr>
<tr>
<td><strong>Extrovert</strong></td>
<td>Index score of the following variables:</td>
</tr>
<tr>
<td></td>
<td>- In high school I was Not Shy/Not Shy at all</td>
</tr>
<tr>
<td></td>
<td>- Was involved in &gt;1 year of HS sports</td>
</tr>
<tr>
<td></td>
<td>- Was affiliated with &gt;1 high school extracurricular activities</td>
</tr>
<tr>
<td></td>
<td>- Participated in high school activities each year of high school</td>
</tr>
<tr>
<td><strong>Extreme Extrovert</strong></td>
<td>Index score of the following variables:</td>
</tr>
<tr>
<td></td>
<td>- In high school I was Not Shy/Not Shy at all</td>
</tr>
<tr>
<td></td>
<td>- Was involved in &gt;1 year of HS sports</td>
</tr>
<tr>
<td></td>
<td>- Was affiliated with &gt;3 high school extracurricular activities</td>
</tr>
<tr>
<td></td>
<td>- Participated in high school activities each year of high school</td>
</tr>
<tr>
<td><strong>Interest in getting involved at UNC</strong></td>
<td>Index score of the following variables:</td>
</tr>
<tr>
<td></td>
<td>- Interested or Very Interested in the following:</td>
</tr>
<tr>
<td></td>
<td>- joining sports teams</td>
</tr>
<tr>
<td></td>
<td>- joining the Greek system</td>
</tr>
<tr>
<td></td>
<td>- joining UNC student orgs.</td>
</tr>
<tr>
<td></td>
<td>- Enjoy:</td>
</tr>
<tr>
<td></td>
<td>- clubs/orgs</td>
</tr>
<tr>
<td></td>
<td>- Dating</td>
</tr>
<tr>
<td></td>
<td>- visiting friends</td>
</tr>
<tr>
<td></td>
<td>- going to or throwing parties</td>
</tr>
<tr>
<td><strong>Involvement in college</strong></td>
<td>Index score of the following variables:</td>
</tr>
<tr>
<td></td>
<td>- Joined a sports team</td>
</tr>
<tr>
<td></td>
<td>- Joined the Greek system</td>
</tr>
<tr>
<td></td>
<td>- Played an intramural sport</td>
</tr>
<tr>
<td></td>
<td>- Joined one or more orgs on the UNC Campus</td>
</tr>
<tr>
<td></td>
<td>- Participate at least once a week in selected activity</td>
</tr>
<tr>
<td><strong>Changed since arriving in college</strong></td>
<td>Index score of the following variables:</td>
</tr>
<tr>
<td></td>
<td>- More willing to speak and participate in class</td>
</tr>
<tr>
<td></td>
<td>- More outgoing when meeting people socially</td>
</tr>
<tr>
<td></td>
<td>- More likely to attend school-affiliated event</td>
</tr>
<tr>
<td></td>
<td>- More likely to play a team sport</td>
</tr>
<tr>
<td></td>
<td>- More likely to join a campus org.</td>
</tr>
<tr>
<td></td>
<td>- More likely to attend a social event or party</td>
</tr>
<tr>
<td><strong>Dissatisfied with elements of lifestyle exclusive of location</strong></td>
<td>Index score of the following variables:</td>
</tr>
<tr>
<td></td>
<td>- Switched residence hall because of problem with roommate/suitemate</td>
</tr>
<tr>
<td></td>
<td>- Want to switch roommate/suitemates because of incompatibility</td>
</tr>
<tr>
<td><strong>Happy with elements of residents hall</strong></td>
<td>Index score of the following variables:</td>
</tr>
<tr>
<td></td>
<td>- Satisfaction with:</td>
</tr>
</tbody>
</table>
| exclusive of location | o Room  
o windows/blinds  
o tv/rec rooms  
o lounges  
o lawns  
o element of privacy is ‘just right’  
o building cleanliness is above fair  
  ● Friendliness of following groups are ‘above fair’:
o roommate/suitemate  
o floor-mates  
o building-mates |
|----------------------|--------------------------------------------------|
| Diversity of friendships | Index score of the following variables:  
  ● Met most friends:
o In class  
o From student organizations/clubs on or off campus |
| Diversity of those you spend time with | Index score of the following variables:  
  ● People you hang out With:
o From classes  
o From student orgs. (On or off campus) |
### Appendix 3: Descriptive Statistics

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Range</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Familiarity with UNC before Beginning in August</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of People Known Before Coming to Campus</td>
<td>148</td>
<td>1-2</td>
<td>1.26</td>
</tr>
<tr>
<td>Recruited for Sports</td>
<td>147</td>
<td>0-1</td>
<td>.01</td>
</tr>
<tr>
<td>Occasionally Shared Room</td>
<td>148</td>
<td>0-1</td>
<td>.70</td>
</tr>
<tr>
<td>Like Having Own Room</td>
<td>147</td>
<td>0-1</td>
<td>.97</td>
</tr>
<tr>
<td>Significant Other at UNC</td>
<td>147</td>
<td>0-1</td>
<td>.06</td>
</tr>
<tr>
<td>Significant Other in UNC Area</td>
<td>148</td>
<td>0-1</td>
<td>.10</td>
</tr>
<tr>
<td><strong>Extrovert in High School</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Shyness in High School</td>
<td>148</td>
<td>1-4</td>
<td>3.55</td>
</tr>
<tr>
<td>Years Played Sports in High School</td>
<td>148</td>
<td>1-4</td>
<td>1.12</td>
</tr>
<tr>
<td>Number of High School Extracurricular activities</td>
<td>147</td>
<td>1-4</td>
<td>1.69</td>
</tr>
<tr>
<td>Number of Years Played Sports in High School</td>
<td>145</td>
<td>1-4</td>
<td>2.63</td>
</tr>
<tr>
<td><strong>Intent to Get Involved at UNC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Want to do sports at UNC</td>
<td>148</td>
<td>1-4</td>
<td>2.63</td>
</tr>
<tr>
<td>Want to Join the Greek System</td>
<td>145</td>
<td>1-3</td>
<td>1.88</td>
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<tr>
<td>Want to join other Student Organizations</td>
<td>146</td>
<td>1-4</td>
<td>3.46</td>
</tr>
<tr>
<td>Enjoy Dating</td>
<td>148</td>
<td>0-1</td>
<td>.55</td>
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<tr>
<td>Enjoy Clubs and Organizations</td>
<td>148</td>
<td>0-1</td>
<td>.82</td>
</tr>
<tr>
<td>Enjoy Visiting Friends</td>
<td>148</td>
<td>0-1</td>
<td>.92</td>
</tr>
<tr>
<td>Enjoy Going to and Throwing Parties</td>
<td>148</td>
<td>0-1</td>
<td>.61</td>
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<tr>
<td><strong>Involvement in College</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joined Greek System</td>
<td>24</td>
<td>0-1</td>
<td>1</td>
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<tr>
<td>Played Intramural Sports</td>
<td>38</td>
<td>0-1</td>
<td>1</td>
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<tr>
<td>Joined One or More Organizations on Campus</td>
<td>126</td>
<td>0-1</td>
<td>1</td>
</tr>
<tr>
<td>Joined Sports Team on Campus</td>
<td>13</td>
<td>0-1</td>
<td>1</td>
</tr>
<tr>
<td>Participate at least Once a Week in Campus Activity</td>
<td>77</td>
<td>0-1</td>
<td>.7013</td>
</tr>
<tr>
<td><strong>Change in Behavior Since Arriving at UNC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Willing to Speak in Class</td>
<td>147</td>
<td>0-1</td>
<td>.89</td>
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<tr>
<td>More Outgoing Socially</td>
<td>148</td>
<td>0-1</td>
<td>.82</td>
</tr>
<tr>
<td>More Likely to Attend a School-Affiliated Event</td>
<td>148</td>
<td>0-1</td>
<td>.85</td>
</tr>
<tr>
<td>More Likely to Play a Team Sport</td>
<td>148</td>
<td>0-1</td>
<td>.54</td>
</tr>
<tr>
<td>More Likely to Join a Campus Org</td>
<td>148</td>
<td>0-1</td>
<td>.79</td>
</tr>
<tr>
<td>More Likely to Attend a Social Event or Party</td>
<td>148</td>
<td>0-1</td>
<td>.78</td>
</tr>
</tbody>
</table>


## Appendix 4: Variable Frequencies in Relation to Housing Type

### Table 5: Frequencies of Variables in Relation to Housing Type

#### Change in Behavior between Survey One and Two

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample Size</th>
<th>Corridor-Style</th>
<th>Suite-Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Willing to Speak in Class</td>
<td>147</td>
<td>96%</td>
<td>88%</td>
</tr>
<tr>
<td>More Outgoing Socially</td>
<td>148</td>
<td>84%</td>
<td>82%</td>
</tr>
<tr>
<td>More Likely to Attend a Concert/Lecture/Play</td>
<td>148</td>
<td>92%</td>
<td>84%</td>
</tr>
<tr>
<td>More Likely to Play a Team Sport</td>
<td>148</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>More Likely to Join a Campus Org</td>
<td>147</td>
<td>84%</td>
<td>78%</td>
</tr>
<tr>
<td>More Likely to Attend a Social Event</td>
<td>147</td>
<td>80%</td>
<td>78%</td>
</tr>
</tbody>
</table>

#### Peer Friendliness is “Above Fair”

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Corridor-Style</th>
<th>Suite-Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>January</td>
<td>August</td>
</tr>
<tr>
<td>Friendliness of Roommates</td>
<td>147</td>
<td>148</td>
</tr>
<tr>
<td>Friendliness of People on Floor</td>
<td>147</td>
<td>147</td>
</tr>
<tr>
<td>Friendliness of People in Building</td>
<td>147</td>
<td>146</td>
</tr>
</tbody>
</table>

#### Perception of Comfort in January

<table>
<thead>
<tr>
<th>Sample Size</th>
<th>Corridor-Style</th>
<th>Suite-Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleanliness of Building Areas &amp; Hallways is “Above Fair”</td>
<td>148</td>
<td>72%</td>
</tr>
<tr>
<td>Think Room is a Comfortable Place</td>
<td>148</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Variable Frequencies in Relation to Housing Type

<table>
<thead>
<tr>
<th>Change in Behavior</th>
<th>N</th>
<th>Percentage of Occurrence in Corridor-Style Units</th>
<th>Percentage of Occurrence in Suite-Style Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Willing to Speak in Class</td>
<td>147</td>
<td>96%</td>
<td>88%</td>
</tr>
<tr>
<td>More Outgoing Socially</td>
<td>148</td>
<td>84%</td>
<td>82%</td>
</tr>
<tr>
<td>More Likely to Attend a Concert/Lecture/Play</td>
<td>148</td>
<td>92%</td>
<td>84%</td>
</tr>
<tr>
<td>More Likely to Play a Team Sport</td>
<td>147</td>
<td>84%</td>
<td>78%</td>
</tr>
<tr>
<td>More Likely to Join a Campus Org</td>
<td>147</td>
<td>80%</td>
<td>78%</td>
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</table>

### Peer Friendliness is “Above Fair” in August

<table>
<thead>
<tr>
<th>Friendliness of Roommates</th>
<th>N</th>
<th>Percentage of Occurrence</th>
<th>Percentage of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendliness of Roommates</td>
<td>147</td>
<td>76%</td>
<td>90%</td>
</tr>
<tr>
<td>Friendliness of People on Floor</td>
<td>147</td>
<td>64%</td>
<td>74%</td>
</tr>
<tr>
<td>Friendliness of People in Building</td>
<td>147</td>
<td>52%</td>
<td>73%</td>
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### Peer Friendliness is “Above Fair” in January

<table>
<thead>
<tr>
<th>Friendliness of Roommates</th>
<th>N</th>
<th>Percentage of Occurrence</th>
<th>Percentage of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendliness of Roommates</td>
<td>148</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>Friendliness of People on Floor</td>
<td>147</td>
<td>64%</td>
<td>54%</td>
</tr>
<tr>
<td>Friendliness of People in Building</td>
<td>147</td>
<td>48%</td>
<td>54%</td>
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### Perception of Comfort in January

<table>
<thead>
<tr>
<th>Perception of Comfort in January</th>
<th>N</th>
<th>Percentage of Occurrence</th>
<th>Percentage of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleanliness of Building Areas &amp; Hallways is “Above Fair”</td>
<td>148</td>
<td>72%</td>
<td>67%</td>
</tr>
<tr>
<td>Think Room is a Comfortable Place</td>
<td>148</td>
<td>100%</td>
<td>93%</td>
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### Appendix 5: T-Tests

#### Group Statistics

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<thead>
<tr>
<th></th>
<th>MASTER Suite-Style</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<tbody>
<tr>
<td><strong>College Involvement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corridor-Style</td>
<td>25</td>
<td></td>
<td>1.8400</td>
<td>.85049</td>
<td>.17010</td>
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<tr>
<td>Suite-Style</td>
<td>116</td>
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<td>1.9828</td>
<td>.96893</td>
<td>.08996</td>
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<tr>
<td><strong>Change in Behavior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corridor-Style</td>
<td>25</td>
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<td>4.8800</td>
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<td>Suite-Style</td>
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<td>4.6341</td>
<td>1.41577</td>
<td>.12766</td>
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<td><strong>Overall Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corridor-Style</td>
<td>25</td>
<td></td>
<td>3.5200</td>
<td>1.55778</td>
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<tr>
<td>Suite-Style</td>
<td>123</td>
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<td>3.4634</td>
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<td></td>
<td>Levene's Test for Equality of Variances</td>
<td>t-test for Equality of Means</td>
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<td></td>
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<tr>
<td>--------------------------</td>
<td>-----------------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
<td>df</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>College Involvement</td>
<td>.587</td>
<td>.445</td>
<td>-.682</td>
<td>139</td>
<td>.496</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in Behavior</td>
<td>1.093</td>
<td>.297</td>
<td>.805</td>
<td>146</td>
<td>.422</td>
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<tr>
<td></td>
<td>Equal variances assumed</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Equal variances not assumed</td>
<td></td>
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<td></td>
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<tr>
<td>Overall Satisfaction</td>
<td>2.725</td>
<td>.101</td>
<td>.192</td>
<td>146</td>
<td>.848</td>
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<tr>
<td></td>
<td>Equal variances assumed</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
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Appendix 6: Regressions

<table>
<thead>
<tr>
<th>College Involvement</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.318</td>
<td>0.500</td>
<td>0.000</td>
<td>2.636</td>
<td>0.009</td>
</tr>
<tr>
<td>Familiarity</td>
<td>0.000</td>
<td>0.076</td>
<td>0.000</td>
<td>-0.003</td>
<td>0.998</td>
</tr>
<tr>
<td>Happiness</td>
<td>0.016</td>
<td>0.054</td>
<td>0.022</td>
<td>0.288</td>
<td>0.774</td>
</tr>
<tr>
<td>Extrovert</td>
<td>0.003</td>
<td>0.038</td>
<td>0.005</td>
<td>0.070</td>
<td>0.945</td>
</tr>
<tr>
<td>Corridor v. Suite</td>
<td>0.235</td>
<td>0.153</td>
<td>0.119</td>
<td>1.534</td>
<td>0.127</td>
</tr>
<tr>
<td>Enjoy Dating?</td>
<td>0.071</td>
<td>0.145</td>
<td>0.039</td>
<td>0.490</td>
<td>0.625</td>
</tr>
<tr>
<td>Gender</td>
<td>0.082</td>
<td>0.176</td>
<td>0.036</td>
<td>0.466</td>
<td>0.642</td>
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<tr>
<td>Ethnicity</td>
<td>-0.010</td>
<td>0.017</td>
<td>-0.045</td>
<td>-0.581</td>
<td>0.562</td>
</tr>
<tr>
<td>Model 2</td>
<td>R</td>
<td>R²</td>
<td>Adjusted R Square</td>
<td>Std. Error of the Estimate</td>
<td></td>
</tr>
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<td>---------</td>
<td>---</td>
<td>----</td>
<td>-------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.222</td>
<td>0.05</td>
<td>0.018</td>
<td>0.851</td>
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<table>
<thead>
<tr>
<th>Frequency of Participation</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>2.047</td>
<td>0.440</td>
<td>4.650</td>
<td>0.000</td>
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</tr>
<tr>
<td>Familiarity</td>
<td>0.020</td>
<td>0.069</td>
<td>0.021</td>
<td>0.285</td>
<td>0.776</td>
</tr>
<tr>
<td>Happiness</td>
<td>0.091</td>
<td>0.048</td>
<td>0.143</td>
<td>1.917</td>
<td>0.057</td>
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<tr>
<td>Extrovert</td>
<td>0.051</td>
<td>0.032</td>
<td>0.118</td>
<td>1.572</td>
<td>0.118</td>
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<tr>
<td>Corridor v. Suite</td>
<td>-0.119</td>
<td>0.139</td>
<td>-0.063</td>
<td>-0.851</td>
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<td>Gender</td>
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<td>-0.039</td>
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<td>0.601</td>
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<td>Ethnicity</td>
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<table>
<thead>
<tr>
<th>Model 3</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>0.196</td>
<td>0.038</td>
<td>0.012</td>
<td>1.33865</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfaction in College</th>
<th>B</th>
<th>Std. Error</th>
<th>Beta</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>3.157</td>
<td>0.646</td>
<td>4.890</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Familiarity</td>
<td>0.117</td>
<td>0.109</td>
<td>0.080</td>
<td>1.083</td>
<td>0.280</td>
</tr>
<tr>
<td>Extrovert</td>
<td>0.075</td>
<td>0.050</td>
<td>0.111</td>
<td>1.494</td>
<td>0.137</td>
</tr>
<tr>
<td>Corridor v. Suite</td>
<td>-0.237</td>
<td>0.217</td>
<td>-0.083</td>
<td>-1.141</td>
<td>0.255</td>
</tr>
<tr>
<td>Gender</td>
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<td>0.247</td>
<td>-0.083</td>
<td>-1.141</td>
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<tr>
<td>Ethnicity</td>
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<td>0.024</td>
<td>0.090</td>
<td>1.236</td>
<td>0.218</td>
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</tbody>
</table>
Surveys were distributed on a day and time suggested by the Office of Housing and Residential Education to maximize response rate and avoid interference or overlap with other university-wide emails being distributed. All students were given ample time in which they could complete the survey and reminder emails were distributed to avoid potential sample bias of computer inaccessibility.

Specialized residence halls include substance free, single gender, or living/learning programs

These 148 students fit all predetermined criteria and were individually identifiable as having responded to both surveys.