

2000

A Comparison of Greek vs. Non-Greek Living on College Adjustment During the Sophomore Year

Matthew Watkins

Eastern Illinois University

This research is a product of the graduate program in [Clinical Psychology](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

Watkins, Matthew, "A Comparison of Greek vs. Non-Greek Living on College Adjustment During the Sophomore Year" (2000). *Masters Theses*. 1648.
<https://thekeep.eiu.edu/theses/1648>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

**THESIS/FIELD EXPERIENCE PAPER
REPRODUCTION CERTIFICATE**

TO: Graduate Degree Candidates (who have written formal theses)

SUBJECT: Permission to Reproduce Theses

The University Library is receiving a number of request from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow these to be copied.

PLEASE SIGN ONE OF THE FOLLOWING STATEMENTS:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.



Author's Signature

12/15/00

Date

I respectfully request Booth Library of Eastern Illinois University **NOT** allow my thesis to be reproduced because:

Author's Signature

Date

**A Comparison of Greek vs. Non-Greek Living on College Adjustment during
the Sophomore Year**

BY

Matthew Watkins

1975-

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Arts in Clinical Psychology

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

2000
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

Date

12/15/00

Thesis Director

Department/School Head

Date

12/15/00

Abstract

Though research with living environment and student adjustment as their focus have been conducted, the majority have focused on academic adjustment and “cognitive growth.” This study was conducted to determine if a relationship existed between certain living environments (Greek and Non-Greek housing) and a student’s adjustment to college in 5 areas corresponding to the scales that comprise the Student Adaptation to College Questionnaire (SACQ). The SACQ is composed of five scales: Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, Attachment subscale, and an Overall scale of adjustment. Results indicated that Non-Greek students were significantly better adjusted on the psychologically-oriented scale (the Personal-Emotional subscale) than their peers in Greek housing. Also notable were results that showed that Greeks were significantly more likely to have parents with intact marriages.

Acknowledgements

I would like to thank the following people for their guidance, support, and supervision during my graduate career at Eastern Illinois University:

My parents, Larry and Mary; no one else but loving parents can tolerate adult children living at home (but remember, you invited me).

My brothers, Chris and Nick; for listening when Mom and Dad couldn't take anymore.

My friends, Jeff, Justin, Jeff, and Steve; for additional unconditional encouragement.

William Kirk, Ph.D., Eastern Illinois University, Department of Psychology,

Charleston, Illinois; good mentors are hard to find, a great one found me.

Russell Gruber, Ph.D., Eastern Illinois University, Department of Psychology,

Charleston, Illinois; your suggestions were beyond value.

William Schnackel, Eastern Illinois University, Director of Housing and Dining Services

Robert Dudolski, Eastern Illinois University, Assistant Director of Student Life/Greek

Affairs

“Trust in the Lord with all thine heart and lean not unto thine own understanding.”

Table of Contents

Introduction.....	1
Method.....	9
Results.....	13
Discussion.....	15
References.....	18
Table 1.....	26
Appendix A.....	27
Appendix B.....	28
Appendix C.....	29
Appendix D.....	30
Appendix E.....	31
Appendix F.....	32

A Comparison of Greek vs. Non-Greek Living on College Adjustment during the
Sophomore Year

Matthew Watkins

Introduction

Leaving the home environment of adolescence for college is quite often the first major life transition for most young adults. It is a time laden with much significance for new students as well as their parents. How a college student handles the challenge of living away from home can potentially have a great effect on his or her confidence, self-concept, mental health, etc. Successful adjustment during this time can lead to a belief in one's own efficacy as well as a sense of having established an adult identity. On the other hand, difficulties during this time may have the opposite effect. Because this period is considered so influential, it follows that information about adjustment during this time period is important in determining what can be done by colleges and universities to maximize student success in this area.

The literature concerning college adjustment is rich and varied. Several of the most prominent research areas (reviewed below) include academic performance, degree persistence, cognitive growth, faculty and peer interaction, and various types of living environment. Additional areas of research related to college adjustment include topics such as alcohol and drug use (Alva, 1998; Cashin, Presley, & Meilman, 1998; Gfroerer, Greenblatt, & Wright, 1997; O'Connor, Cooper, & Thiel, 1996; Wechsler, 1996; Wechsler, Kuh, & Davenport, 1996), depression (O'Neil, Lancee, & Freeman, 1984; Rich and Bonner, 1987; Sherer, 1985; Westefeld and Furr, 1987), sex and gender attitudes (Copenhaver and Grauerholz, 1991; Frintner and Rubinson, 1993; Lackie and de Man, 1997; Nurius, Norris, Dimeff, & Graham, 1996; Sawyer, Schulken, & Pinciaro, 1997), eating disorders and body image (Alexander, 1998; Hesse-Biber, 1989; Romeo, 1993; Schulken, Pinciaro, Sawyer, Jensen, & Hoban, 1997), and separation/individuation (Kenny and Donaldson, 1992; Rice, 1992; Rice, Cole, & Lapsley, 1990; Rice, FitzGerald, Whaley, & Gibbs, 1995). For those with interests in areas of student adjustment or development not among the aforementioned, Ernest Pascarella and Patrick

Terenzini's book *How College Affects Students* (1991) is an excellent summary of the professional literature.

Academic Performance

As for determining whether commuter students or those living in one of several naturally occurring on-campus residence groups earn higher grades, it is helpful to consult Blimling's (1989) meta-analysis of the influence of place of residence on academic performance. Twenty-six studies spanning the 21-year period between 1966 and 1987 were used in his analysis.

Of the 21 studies comparing the academic performance of residence hall students and students living at home, 10 controlled for previous academic achievement, thereby providing a more trustworthy reading of the potential effect of place of residence. In the analysis of the 10 aforementioned studies, Blimling (1989) found that "the academic performance of residence hall students and students living at home do not differ significantly" (p. 303). This runs counter to the inaccurate assertion that living in a residence hall positively influences a student's academic performance to a greater extent than living at home. Blimling suggests that the reason for this result could be the similarity of in-class experiences for both groups of students. A second explanation found in Schroeder, Mable, & Associates (1994) is that the additional social opportunities found in residence halls can compete with studying, resulting in lower grades.

A second portion of Blimling's (1989) analysis focused on the academic performance of residence hall students and students living in a fraternity or sorority house. Nine studies were used in the analysis, only two of which implemented controls for previous academic achievement. Results indicate that residence hall students perform better academically by a small, but statistically significant margin, than students living in a fraternity or sorority

house. Astin (1993) corroborates these results.

The final portion of Blimling's (1989) analysis compares the academic performance of residence hall students and students living in off-campus apartments. Though he found that residence hall students perform better than students living in off-campus apartments, he warns that the results, being based on the data from just four studies, are unstable due to the small study sample size.

At this time, "there is little evidence to suggest that when academic ability or prior achievement is held constant, different naturally occurring residence groups (those in dormitories, fraternities or sororities, or off-campus apartments) have a consistently differential influence on academic achievement" (Pascarella and Terenzini, 1991, p. 389).

Degree Persistence

A substantial body of research has focused on residential status and its influence on student persistence. That is, what is the relationship between living on campus or commuting and staying enrolled in school? Even when controlling for possible confounding factors such as academic aptitude, socioeconomic status, educational aspirations, and secondary school achievement, the preponderance of evidence suggests that living on campus is significantly and positively related to persistence and graduation (Anderson, 1981; Astin, 1975, 1977, 1982; Chickering, 1974; Herndon, 1984; Levin and Clowes, 1982; Pascarella and Chapman, 1983; Velez, 1985).

Cognitive Growth

The majority of research focusing on the intellectual influence of place of residence has concentrated on academic achievement as measured by GPA. However, there has been some question as to whether GPA accurately reflects gains in cognitive growth (Baird, 1985;

Goldman and Widawski, 1976; Theodory and Day, 1985).

In addressing this concern, Pascarella, Bohr, Nora, Zusman, Inman, & Desler (1993) measured cognitive growth in terms of freshman-year gains on standardized measures of critical thinking, reading comprehension, and mathematical reasoning for commuters and students living in on-campus residential facilities. Controlling for such characteristics as age, work responsibilities, and pre-college level of cognitive development on each scale, Pascarella et al. (1993) found that residents showed significantly larger gains in critical thinking than their commuting counterparts. Residents also showed greater gains in both reading comprehension and mathematical reasoning, but these gains were nonsignificant.

In a second study focusing on the relationship between Greek affiliation and cognitive growth, Pascarella, Edison, Whitt, Nora, Hagedorn, & Terenzini (1996) found that even with controls applied for pre-college cognitive ability, Greek men scored significantly lower than their non-Greek counterparts on standardized measures of reading comprehension, mathematics, critical thinking, and composite cognitive achievement. As for Greek women, though they tested lower than their non-Greek counterparts, only reading comprehension and composite cognitive achievement were statistically significant. These results were generally supported by Pike and Eskew (1990) who found that Greek students scored significantly lower than non-Greeks on the College Outcomes Measures Project (COMP) Objective Test designed to measure several aspects of cognitive growth.

An explanation suggested by Pascarella et al. (1996) is that “Involvement in fraternities (and, to a lesser extent, in sororities) during this period may seriously detract from time required to become successfully integrated into academic life” (p. 254). Another possible explanation suggested by Terenzini, Pascarella, & Blimling (1996) is the potential isolating influence of Greek affiliation. The typically homogenous membership of most Greek letter organizations, may inhibit “encounters with new ideas and different people” (p. 158) that aid

in the development of critical thinking.

Challenging this trend however, have been black Greek men. Pascarella et al. (1996) found a modest positive influence on all four of their measures of cognitive growth and Greek affiliation.

Faculty and Peer Interaction

A growing body of research indicates that students' informal interpersonal interactions with faculty have a positive effect on student development. The majority of the research focuses on some aspect of academic or cognitive growth (Astin, 1993; Baxter Magolda, 1987, 1992; Endo and Harpel, 1982; Kuh, 1995; Pascarella and Terenzini, 1980, 1991; Perry, 1970; Terenzini, Springer, Pascarella, & Nora, 1995; Terenzini, Theophilides, & Lorang, 1984; Terenzini and Wright, 1987; Wilson, Gaff, Dienst, Wood, & Bavry, 1975; Wilson, Wood, & Gaff, 1974). However, the question of causal direction asked by Terenzini, Pascarella, & Blimling (1996) still remains: "Are students who gain more in their cognitive capacities more likely to seek contact with faculty members, or does the contact promote the development?" (p. 616).

Peer interaction focused on educational or intellectual pursuits has also be found to be beneficial to students. Peer tutoring (Annis, 1983; Astin, 1993; Bargh and Schul, 1980; Benware and Deci, 1984; Goldschmidt and Goldschmidt, 1976), discussing racial/ethnic issues (Astin 1993, Kuh, 1995), socializing with people of different racial/ethnic groups (Astin, 1993), and participation in racial/cultural awareness workshops (Terenzini, Springer, Pascarella, & Nora, 1994) have all been found to have a positive effect on student development.

On the other hand, Terenzini, Pascarella, Springer, & Nora (1995) discovered that time spent socializing was negatively related to the development of students' intellectual

orientations. Astin's (1993) discovery that hours per week spent partying is negatively associated with academic success measured by GPA lends support to the argument for quality/content of peer interaction as opposed to quantity.

Living Learning Centers

Much professional interest has been directed at researching potential effects on students who live in campus Living Learning Centers (LLCs). Though LLCs vary from campus to campus, the central theme common to all is the creation of an environment which more effectively integrates a student's academic and living environments by offering in-house classes, cultural events, and increasing faculty-student contact, just to name a few examples.

As previously mentioned, the benefits of increased informal student-faculty contact have been associated with positive effects on a student's development. Most research indicates that LLC students have more informal contact with faculty (Pascarella and Terenzini, 1980) and are reaping the benefits. "On most educational outcomes considered, the evidence suggests that residing in an LLC is more educationally beneficial to students than living in a conventional residence hall" (Schroeder, Mable, & Associates, 1994).

It has been suggested that LLCs indirectly influence students' intellectual and cognitive growth through the promotion of informal interpersonal interaction with faculty and peers (Lacy, 1978; Pascarella and Terenzini, 1980). Other researchers (Astin, 1993; Kuh, 1995; Pascarella and Terenzini, 1991) support this conclusion by adding to the evidence that many of the effects of college are mediated through the interpersonal environments they create (Terenzini et al., 1996, pgs. 613-614).

Homogenous Assignment of Students by Academic Ability or Academic Major

Two different ways residence hall officials have purposefully structured residence

environments in an attempt to enhance student academic performance have been to assign students as roommates on the basis of academic ability or academic major instead of by random assignment. The theory is that by creating a peer culture that emphasizes higher academic expectations (assignment by academic ability) and/or mutual support stemming from common course experience (assignment by academic major), students will benefit academically (Blimling, 1993; Schroeder, Mable, & Associates, 1994).

In concert with the aforementioned theory, DeCoster, 1966, 1968; Duncan and Stoner, 1976; Scholz, 1970; Stewart, 1980; and Taylor and Hanson, 1971, all found that “high-ability students assigned to room with other high-ability students performed better than high-ability students assigned randomly” (Schroeder, Mable, & Associates, 1994). The picture is not as clear concerning assignment by academic major. Blimling (1993) found two studies that report assignment by major leads to better academic performance and two others that found no academic difference between those students assigned by major and those assigned at random.

Freshman and Coeducational Residence Halls

All-freshman and coeducational residential facilities are two additional ways that residence halls have been purposefully restructured to enhance academic performance. In the case of all-freshman residences, the evidence is mixed. Ballou (1984, 1986), Cheslin (1967), and Hebert (1966) all found that freshmen living in all-freshman residence halls had significantly higher grades than those freshmen assigned to room with upperclassmen. Schoemer and McConnell (1970) found the exact opposite effect. In addition, Beal and Williams (1968), Moen (1989), and Washington (1969) found no significant differences between the two groups.

As for coeducational residence halls, Blimling’s (1993) review of the literature found no

appreciable impact of coeducational residence on academic achievement.

Method

The current study investigated the correlation between two different types of living environment, Greek (G) and Non-Greek (N), and gender on sophomore student adjustment. “G” is defined as the traditional, “organized” (in-house) fraternity/sorority living environment. “N” is defined as the residence hall living environment.

The rationale for using these two living environments is as follows:

20 Commuters and apartment dwellers are typically extremely difficult to test due to the fact that they spend less time on campus 2) This study concentrated on those students who live on-campus and so could be expected to experience more of the college culture, and adjustment to it, on a daily basis.

The rationale for limiting the sample to sophomores is as follows:

20 The majority of research in student adjustment is conducted using underclassmen, which it is assumed, are still adjusting to college life, whereas upperclassmen are assumed to have successfully adjusted as evidenced by their continued enrollment. 2) In order to compare living environments, the sample must be present in sufficient numbers in at least two different, mutually exclusive environments. This study excluded freshmen, who are required by almost every college or university to live on-campus in a residence hall their first year. As can be seen, only sophomores, by virtue of their underclassmen status coupled with the ability to choose where they will live, fit the study’s requirements.

Participants

A total of 44 sophomores (9 men, 35 women) from Eastern Illinois University (EIU) participated. Twenty-three subjects (2 men, 21 women) were part of the Greek System and live “in-house.” The remaining 21 subjects (7 men, 14 women) live in one of several residence halls located throughout campus.

All subjects were 19 or 20 years old, the typical age range for traditionally aged sophomores. Subjects not of this age range were excluded because life circumstances, potentially affecting adjustment, may have resulted in attending the university later in life than the majority of their fellows. It was also necessary that the subjects all be entering their third semester at the university. Transfer students were not eligible for this study due to the fact that they have begun their adjustment to university life at another institution. For the purposes of this study, a transfer student is any student who has been a full or part-time student during the fall or spring semester at any junior college or four-year college/university besides EIU.

Measures

Demographic Questionnaire – Questions concerning gender, age, semester of attendance, transfer student status, Greek Rushing status, current living environment, presence of roommates, major status, job status, extracurricular involvement, and parental marital status.

Student Adaptation to College Questionnaire (SACQ)– The SACQ, developed by Robert Baker and Bohdan Siryk (1989), is a 67-item, self-report questionnaire designed to assess student adjustment to college. Questions are answered on a 9-point Likert scale ranging from “doesn’t apply to me at all” to “applies very closely to me.” The higher the score, the more successful the adjustment to college.

The SACQ’s overall scale score of adjustment is composed of 4 subscales: Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, and Attachment subscale. The Academic Adjustment subscale contains 24 items and “reflects the educational demands of the college setting” which include, “motivation, application, performance, and academic environment.” The Social Adjustment subscale has 20 items and “assesses interpersonal-societal demands” which include “general, other people, nostalgia, and social environment.”

The Personal-Emotional Adjustment subscale contains 15 items that “reflect the degree to which a student is experiencing psychological or somatic distress.” The Attachment subscale contains 15 items which “explores the feelings a student has about being in college, and in particular the college he or she is currently attending. It focuses on the bond between the student and the institution” (Baker and Siryk, 1989). Baker and Siryk, 1989, also report the reliability for the full scale ranges from .89 to .95 and internal consistency ranging from .73 to .91 for the 4 subscales.

Procedure

In order to maximize the number of available subjects, three different methods were used to recruit potential subjects. First, 210 subjects fitting the above criteria were identified by the Department of Housing and sent a letter encouraging them to participate in the study (See Appendix A). In addition, all were promised a chance at winning one of two \$50 awards for their participation. Ultimately, participation was unsatisfactory (20 participants), so two other methods were employed.

The first alternative method utilized the Psychology Department’s subject pool. The appropriate steps were taken to solicit subjects from those classes. Later, it was determined that more Greek subjects were needed to complete the minimum sample. All Greek chapter presidents were contacted and asked for their support. Each participating Chapter president was asked to recommend 5 responsible (will complete and return the questionnaires) sophomores. Of the 23 Greek Chapters that offer their members an “organized” (in-house) living environment, 4 chapters (3 sororities, 1 fraternity) provided usable data. This second alternative method rounded out the study’s sample.

Subjects recruited from the Greek System completed and returned all testing materials to their Chapter president who then returned all tests to the Psychology Office. Subjects

recruited by EIU's Housing Department and from the Psychology research pool completed their questionnaires en masse during one of three scheduled nights and returned all tests to the experimenter before leaving the site. The amount of time needed to complete all testing materials was estimated at 20 minutes per subject (See Appendices B-F).

Results

A one-way analysis of variance was performed to test the correlation between two different types of living environment, Greek (G) and Non-Greek (N), and gender on sophomore student adjustment as measured by the five scales comprising the Student Adaptation to College Questionnaire (SACQ): the Full scale, Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, and Attachment subscales.

Though no significant differences were found between the genders on any of the five scales of the SACQ, differences between living environment and scores on the Personal-Emotional Adjustment subscale were found to be significant $F(1, 416.18) = 3.59, p = .065$ (a less stringent alpha level of .1 was chosen due to the study's small sample size). Subjects living in the residence halls ($M = 50.81$) scored significantly higher than their Greek System counterparts ($M = 44.65$) on questions that "reflect the degree to which a student is experiencing psychological or somatic distress" (Baker and Siryk, 1989). On the SACQ, higher scores indicate better adjustment.

In addition to the scales comprising the SACQ, a series of questions was asked of the respondents regarding presence/absence of roommate(s), decided/undecided major, salaried employment, involvement/noninvolvement in extracurricular activities, and parental marital status (See Appendix D).

A Chi-square analysis was conducted on the nominal data set of questions described above. The only significant Chi-square relationship differentiating Greek from Non-Greek subjects was found on the question of parental marital status. The parents of Greeks were significantly more likely to be married (100%) than their Non-Greek peers (80%), $p = .027$ (a more stringent, and widely accepted, alpha level of .05 was used with the Chi-square calculations).

Since the scale scores represents interval/ratio data and the responses to the additional questions nominal data, no analyses were conducted on the possible relationship between those data sets. Percentages of responses to those questions were calculated and are found in Table 1.

Discussion

This study was conducted to determine if a relationship existed between certain living environments and a student's adjustment to college. Though studies with living arrangement and student adjustment as their focus have been conducted, the majority have focused on academic adjustment and "cognitive growth" (See sections pages 2-5) or have used different living environments than the ones used here. Those studies have resulted in a substantial body of related literature. However, no studies have found similar results that might shed light on the results of this one. Namely, that the Non-Greek subjects scored significantly higher on a scale of Personal-Emotional adjustment than their Greek peers.

Comparing the scores of students living on campus and commuters on certain scales comprising the Omnibus Personality Inventory associated with personal adjustment and psychological well-being, Chickering and Kuper (1971), Welty (1976), and Cade (1979) were unable to reach a consensus on the effects of place of residence. Newcomb, Brown, Kulik, Reimer, & Revelle (1971), using residents of a living-learning center and their peers in traditional housing, found that the residents of the LLC were "significantly more likely to report symptoms of stress or anxiety" and to have "a significantly greater tendency to experience feeling of hostility, aggression, isolation, loneliness, and rejection" (Pascarella and Terenzini, 1991). As can be seen, the evidence is not only limited and contradictory, but also difficult to extend to the present study.

At face value, the finding that the Non-Greek subjects scored significantly higher on the Personal-Emotional subscale might suggest that they are more psychologically adjusted than their Greek peers and that this adjustment difference might be related to living environment. An alternative explanation for the results may lie in when the Greeks were sampled. So as allow for student readjustment after Summer Break (5 weeks) and to avoid the potentially

confounding effects of midterm examinations (2 weeks), testing was administered after midterm exams, but before Thanksgiving Break.

Unbeknownst to the experimenter, the small window of time set aside for testing coincided with many of the Greek Chapter's formal new member induction ceremonies. This is one of the first formal opportunities that sophomore Greeks are required to take a leadership role in their Chapters. The stress of these new found responsibilities coupled with continued academic requirements culminating at the time of this testing might account for the aforementioned results.

Another interesting finding was that no significant difference was found between Greeks and Non-Greeks on presence/absence of a roommate(s), decided/undecided major, salaried employment, and involvement/noninvolvement in extracurricular activities. However, Greeks were significantly more likely to have parents with intact marriages. No explanation for this finding or its unlikely relation to the aforementioned statistical significance will be offered.

As for the study itself, it would have benefited from a larger sample size. This would have allowed for greater statistical delicacy especially as it pertained to the question of gender.

Greater control over the testing environment would also have been preferable. Regrettably, circumstances surrounding the sampling did not allow for optimal control. Instead of all subjects testing under the same circumstances, Greek subjects tested in their various chapter houses, while Non-Greek subjects tested en masse under the direct supervision of the experimenter. Though impossible in this instance, a homogenous testing experience for all subjects would have been preferred.

Finally, the study would have gained more validity if students from other colleges and universities could have been included in the sample. If possible, then studies of this nature

become more than mere academic reports. They then become diagnostic tools which school administrations may use to the advancement of their students.

However, the fact that this investigation does find a difference of adjustment scores between students living in different environments does suggest the need for further study in this area. A larger, broader sample including multiple campus sites would hopefully add additional information to this higher education issue.

References

- Alexander, L. A. (1998). The prevalence of eating disorders and eating disordered behavior in sororities. *College Student Journal*, 32(1), 66-75.
- Alva, S. A. (1998). Self-reported alcohol use of college fraternity and sorority members. *Journal of College Student Development*, 39(1), 3-10.
- Anderson, K. (1981). Post-high school experiences and college attrition. *Sociology of Education*, 54, 1-15.
- Annis, L. (1983). The processes and effects of peer tutoring. *Human Learning*, 2, 39-47.
- Astin, A. (1975). *Preventing students from dropping out: A longitudinal, multi-institutional study of college dropouts*. San-Francisco: Jossey-Bass.
- Astin, A. (1977). *Four critical years: Effects of college on beliefs, attitudes, and knowledge*. San-Francisco: Jossey-Bass.
- Astin, A. (1982). *Minorities in american higher education: Recent trends, current prospects, and recommendations*. San-Francisco: Jossey-Bass.
- Astin, A. (1993). *What Matters in College? Four Critical Years Revisited*. San Francisco: Jossey-Bass.
- Baird, L. (1985). Do grades and test predict adult accomplishment? *Research in Higher Education*, 23, 3-85.
- Baker, R. & Siryk, B. (1989). *Student Adaptation to College Questionnaire manual*. Los Angeles: Western Psychological Services.
- Ballou, R. (1984/1985). An analysis of freshman students' perceptions of the living environment: Behavior and academic achievement in the residence systems of twelve colleges and universities. (Doctoral dissertation, Department of Guidance and Counseling, Purdue University, 1984). *Dissertation Abstracts International*, 45, 1989A.

- Ballou, R. (1986). Freshmen in college residence halls: A study of freshman perceptions of residence hall social climates at ten colleges and universities. *Journal of College and University Student Housing, 16*, 7-12.
- Bargh, J., & Schul, Y. (1980). On the cognitive benefits of teaching. *Journal of Educational Psychology, 72*, 593-604.
- Baxter Magolda, M. (1987). The affective dimension of learning: Faculty-student relationships that enhance intellectual development. *College Student Journal, 21*, 46-58.
- Baxter Magolda, M. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco: Jossey-Bass.
- Beal, P., & Williams, D. (1968). *An experiment with mixed-class housing assignments at the University of Oregon*. Eugene, Oregon: Student Housing Research, Research and Information Committee, Association of College and University Housing Officers.
- Benware, C., & Deci, E. (1984). Quality of learning with and active versus passive motivational set. *American Educational Research Journal, 21*, 755-765.
- Blimling, G. (1989). A meta-analysis of the influence of college residence halls on academic performance. *Journal of College Student Development, 30*, 298-308.
- Blimling, G. (1993). The influence of college residence halls on students. In J. S. Smart (Ed.), *Higher education: Handbook of theory and research*. New York: Agathon Press.
- Cade, S. (1979). A comparison of the developmental impact of homogenous and heterogenous housing conditions on freshmen. *Journal of College and University Student Housing, 9*, 18-21.
- Cashin, J. R., Presley, C. A., & Meilman, P. W. (1998). Alcohol use in the Greek system: Follow the leader? *Journal of Studies on Alcohol, 59(1)*, 63-70.

- Cheslin, S. (1967). The differential effects of housing on college freshmen. (Doctoral dissertation, Department of Education, Michigan State University, 1967). *Dissertation Abstracts International*, 28, 1675A.
- Chickering, A. (1974). *Commuting versus resident students*. San-Francisco: Jossey-Bass.
- Chickering, A. & Kuper, E. (1971). Educational outcomes for commuters and residents. *Educational Record*, 52, 255-261.
- Copenhaver, S., & Grauerholz, E. (1991). Sexual victimization among sorority women: Exploring the link between sexual violence and institutional practices. *Sex Roles*, 24(1-2), 31-41.
- DeCoster, D. (1966). Housing assignments for high ability students. *Journal of College Student Personnel*, 7, 19-22.
- DeCoster, D. (1968). Effects of homogeneous housing assignments for high ability students. *Journal of College Student Personnel*, 8, 75-78.
- Duncan, C., & Stoner, K. (1976). The academic achievement of residents living in a scholar residence hall. *Journal of College and University Student Housing*, 6, 7-9.
- Endo, J., & Harpel, R. (1982). The effect of student-faculty interaction on students' educational outcomes. *Research in Higher Education*, 16, 115-138.
- Frintner, M. P., & Rubinson, L. (1993). Acquaintance rape: The influence of alcohol, fraternity membership, and sports team membership. *Journal of Sex Education & Therapy*, 19(4), 272-284.
- Gfroerer, J. C., Greenblatt, J. C., & Wright, D. A. (1997). Substance use in the US college-age population: Differences according to educational status and living arrangement. *American Journal of Public Health*, 87(1), 62-65.
- Goldman, R. & Widawski, M. (1976). A within-subjects technique for comparing

- college grading standards: Implications in the validity of the evaluation of college achievement. *Educational and Psychological Measurement*, 36, 381-390.
- Goldschmidt, B., & Goldschmidt, M. (1976). Peer teaching in higher education: A review. *Higher Education*, 5, 9-33.
- Hebert, D. (1966). The relationship between the percentage of freshmen on a residence hall corridor and the grade point averages of the occupants. *College and University*, 41, 348-352.
- Herndon, S. (1984). Recent finding concerning the relative importance of housing to student retention. *Journal of College and University Student Housing*, 14, 27-31.
- Hesse-Biber, S. (1989). Eating patterns and disorders in a college population: Are college women's eating problems a new phenomenon? *Sex Roles*, 20(1-2), 71-89.
- Kenny, M. E., & Donaldson, G. A. (1992). The relationship of parental attachment and psychological separation to the adjustment of first-year college women. *Journal of College Student Development*, 33(5), 431-438.
- Kuh, G. (1995). The other curriculum: Out-of-class experiences associated with student learning and personal development. *Journal of Higher Education*, 66(2), 123-155.
- Lackie, L., & de Man, A. F. (1997). Correlates of sexual aggression among male university students. *Sex Roles*, 37(5-6), 451-457.
- Lacy, W. (1978). Interpersonal relationships as mediators of structural effects: College student socialization in a traditional and experimental university environment. *Sociology of Education*, 51, 201-211.
- Lapsley, D.K., Rice, K.G., & Shadid, G.E. (1989). Psychological separation and adjustment to college. *Journal of Counseling Psychology*, 36(3), 286-294.
- Levin, B. & Clowes, D. (1982). The effect of residence hall living at college on attainment of the baccalaureate degree. *Journal of College Student Personnel*, 23,

99-104.

- Moen, J. (1989). Academic classification: A factor in assigning residence hall roommates. *Journal of College and University Student Housing*, 19, 24-28.
- Newcomb, T., Brown, D., Kulik, J., Reimer, D., & Revelle, W. (1970). The University of Michigan's residential college. In P. Dressel (Ed.), *The new colleges: Toward an Appraisal*. Iowa City, IA: American College Testing Program and American Association for Higher Education.
- Nurius, P. S., Norris, J., Dimeff, L. A., & Graham, T. L. (1996). Expectations regarding acquaintance sexual aggression among sorority and fraternity members. *Sex Roles*, 35(7-8), 427-444.
- O'Connor, R. M. Jr., Cooper, S. E., & Thiel, W. S. (1996). Alcohol use as a predictor of potential fraternity membership. *Journal of College Student Development*, 37(6), 669-675.
- O'Neil, M. K., Lancee W. J., & Freeman, S. J. (1984). Help-seeking behaviour of depressed students. *Social Science & Medicine*, 18(6), 511-514.
- Pascarella, E., Bohr, L., Nora, A., Zusman, B., Inman, P., & Desler, M. (1993). Cognitive impacts of living on campus versus commuting to college. *Journal of College Student Development*, 34, 216-220.
- Pascarella, E. & Chapman, D. (1983). Validation of a theoretical model of college withdrawal: Interaction effects in a multi-institutional sample. *Research in Higher Education*, 19, 25-48.
- Pascarella, E., Edison, M., Whitt, E., Nora, A., Hagedorn, L., & Terenzini, P. (1996). Cognitive effects of greek affiliation during the first year of college. *NASPA Journal*, 33(4), 242-259.
- Pascarella, E., & Terenzini, P. (1980). Student-faculty and student-peer relationships as

- mediators of the structural effects of undergraduate residence arrangement. *Journal of Educational Research*, 73, 344-353.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How College Affects Students*. San Francisco: Jossey-Bass Inc.
- Perry, W. (1970). *Forms of intellectual and ethical development in the college years: A scheme*. New York: Holt, Rinehart, & Winston.
- Pike, G., & Askew, J. (1990). The impact of fraternity or sorority membership on academic involvement and learning outcomes. *NASPA Journal*, 28, 13-19.
- Rice, K. G. (1992). Separation-individuation and adjustment to college: A longitudinal study. *Journal of Counseling Psychology*, 39(2), 203-213.
- Rice, K. G., Cole, D. A., & Lapsley, D. K. (1990). Separation-individuation, family cohesion, and adjustment to college: Measurement validation and test of a theoretical model. *Journal of Counseling Psychology*, 37(2), 195-202.
- Rice, K. G., FitzGerald, D. P., Whaley, T. J., & Gibbs, C. L. (1995). Cross-sectional and longitudinal examination of attachment, separation-individuation, and college student adjustment. *Journal of Counseling & Development*, 73(4), 463-474.
- Rich, A. R., & Bonner, R. L. (1987). Interpersonal moderators of depression among college students. *Journal of College Student Personnel*, 28(4), 337-342.
- Romeo, F. F. (1993). Anorexia nervosa on college campuses. *College Student Journal*, 27(4), 437-440.
- Sawyer, R. G., Schulken, E. D., & Pinciario, P. J. (1997). A survey of sexual victimization in sorority women. *College Student Journal*, 31(3), 387-395.
- Schoemer, J., & McConnell, W. (1970). Is there a case for the freshman women's residence hall? *Personnel and Guidance Journal*, 49, 35-40.
- Scholz, N. (1970). Attitudes of women students toward residence hall experiences at the

- University of Georgia: A comparison of an honor hall and conventional halls.
(Doctoral dissertation, Department of Higher Education, University of Georgia, 1970).
Dissertation Abstracts International, 11, 5780A.
- Schroeder, C. C., & Mable, P. (1994). *Realizing the educational potential of residence halls*. San Francisco: Jossey-Bass.
- Schulken, E D., Pinciario, P. J., Sawyer, R. G., Jensen, J. G., & Hoban, M. T. (1997). Sorority women's body size perceptions and their weight-related attitudes and behaviors. *Journal of American College Health*, 46(2), 69-74.
- Sherer, M. (1985). Depression and suicidal ideation in college students. *Psychological Reports*, 57(3, Pt.2), 1061-1062.
- Stewart, G. (1980). How honors students' academic achievement relates to housing. *Journal of College and University Student Housing*, 10, 26-28.
- Taylor, R., & Hanson, G. (1971). Environmental impact on achievement and study habits. *Journal of College Student Personnel*, 12, 445-454.
- Terenzini, P., Pascarella, E., & Blimling, G. (1999). Students' out-of-class experiences and their influence on learning and cognitive development: A literature review. *Journal of College Student Development*, 40(5), 610-623.
- Terenzini, P., Springer, L., Pascarella, E., & Nora, A. (1994). *The multiple influences on college students' critical thinking skills*. Paper presented at the meeting of the Association for Study of Higher Education, Tucson, AZ.
- Terenzini, P., Springer, L., Pascarella, E., & Nora, A. (1995). Academic and out-of-class influences on students' intellectual orientations. *The Review of Higher Education*, 19(2), 23-44.
- Terenzini, P., Theophilides, C., & Lorang, W. (1984). Influences on students' perceptions of their academic skill development during college. *Journal of Higher*

- Education, 55(5), 621-636.*
- Terenzini, P., & Wright, T. (1987). Influences on students' academic growth during four years of college. *Research in Higher Education, 26(2), 161-179.*
- Theodory, G. & Day, R. (1985). The association of professors' style, trait, anxiety, and experience with students' grades. *American Educational Research Journal, 22,* 123-133.
- Velez, W. (1985). Finishing college: The effects of college type. *Sociology of Education, 58,* 191-200.
- Washington, C. (1969). *All-freshman residence halls: Do they make a difference?*
Unpublished manuscript (ED 123 524).
- Wechsler, H. (1996). Alcohol and the American college campus: A report from the Harvard School of Public Health. *Change, July-Aug., 20-60.*
- Wechsler, H., Kuh, G. D., & Davenport, A. E. (1996). Fraternities, sororities, and binge drinking: Results from a national study of American colleges. *NASPA Journal, 33(4), 260-279.*
- Welty, J. (1976). Resident and commuter students: Is it only the living situation?
Journal of College Student Personnel, 17, 465-468.
- Westefeld, J. S., & Furr, S. R. (1987). Suicide and depression among college students.
Professional Psychology – Research & Practice, 18(2), 119-123.
- Wilson, R., Gaff, J., Dienst, E., Wood, L., & Bavry, J. (1975). *College professors and Their impact on students.* New York: Wiley-Interscience.
- Wilson, R., Wood, L., & Gaff J. (1974). Social-psychological accessibility and faculty-student interaction beyond the classroom. *Sociology of Education, 47,* 74-92.

Table 1
 Percent Responses to Selected Demographic Questions

	Non-Greek		Greek
Presence of Roommate(s)	61.90	---- Yes ----	86.96
	38.10	---- No ----	13.04
Major Status	95.24	---- Decided ----	100
	4.76	----Undecided----	0
Job Status	47.62	---- Yes ----	56.52
	52.38	---- No ----	43.48
Extracurricular Involvement	61.90	---- Yes ----	78.26
	38.10	---- No ----	21.74
Parental Marital Status	80	---- Married ----	100
	20	---- Sep/Div ----	0

Appendix A.
Invitation Letter

October 11, 2000

Eastern Illinois University

Dear :

You have been selected at random to participate in a special study that is being conducted by Mr. Matt Watkins as part of his masters' thesis in clinical psychology. Because we have elected to use a random sample, it is especially important that you accept this opportunity to provide your input to this important study. Participation will require you to attend one (1) of three (3) meetings which are being schedule for Monday, October 16 at 7pm, Tuesday, October 17 at 7pm and Wednesday, October 18 at 7pm. All meetings are scheduled for Room #222 in the Physical Sciences Building which is located on 4th Street, just south of Pemberton Hall. The meeting will most likely not take more than thirty (30) minutes.

As a participant in this study, you will be eligible to win a cash prize in the amount of \$50.00. Your chances of winning will depend upon the number of persons participating in the study but will be no more than 1 in 120.

If you are unable to participate OR if you have questions, please contact Mt. Matt Watkins at watt5@accessus.net or by calling Mr. Watkins at 618-483-6517.

On behalf of Mr. Watkins, I want to thank you for your participation in this study.

Sincerely,

C. William Schnackel
Director, University Housing and Dining Services

Appendix B.
Extra Protocol

Matthew Watkins / Exp. #15 Extra Protocol

Procedures

1. Every subject must read, sign, and return the **CONSENT FORM**.
2. Next, each subject receives both the **BRIEF QUESTIONNAIRE** and **STUDENT ADAPTATION TO COLLEGE QUESTIONNAIRE (SACQ)**.

Before Beginning:

- Write down phone number at the top of the **BRIEF QUESTIONNAIRE** so that as a subject you may be contacted if you win one of the participation prizes of \$50.
- On the **SACQ**, fill in the “Name” line with the circled number found at the top of your **BRIEF QUESTIONNAIRE**.
- On the **SACQ**, fill in the “ID Number” line with the last 4 digits of your Social Security number.

* Fill out the remaining **SACQ** information questions found in the upper right corner *

3. Complete the 2 questionnaires.
4. After completing both questionnaires, every subject receives a **DEBRIEFING STATEMENT**.
5. All **CONSENT FORMS, BRIEF QUESTIONNAIRES, and SACQ's** need to be placed in the provided manilla envelope and returned to the Psychology Office located on the first floor of the Physical Sciences Building by Thursday, November 9th.

Any questions on this test administration? Don't hesitate to contact Matthew Watkins at (618)483-6517 or at watt5@accessus.net .

Appendix C.
Consent Form

Consent Form

Project Topic: Living environment and college student adjustment

Investigator: Matthew Watkins

I understand that this study is an investigation of the correlation between common college living environments and student adjustment. I will be asked to answer questions pertaining to my college experience for research purposes. The questionnaires will take approximately twenty (20) minutes to complete.

I understand that my participation in this study will be anonymous. Beyond this form, personally identifying information (name, full address, SS#) will not be required information, except for two individuals who will be chosen at random to receive one of two \$50.00 cash awards for their participation. They will be required to sign a form acknowledging receipt of their prize at the time it is awarded.

Even though there are no anticipated negative consequences, some individuals may find this subject distressing. I retain the right to withdraw from the study at any time. If I do withdraw from the study, my data will be destroyed and I will no longer be eligible for the participation prizes.

I hereby freely consent to take part in this research project.

Participant

Date

Appendix D.
Brief Questionnaire

Brief Questionnaire

Test #:

1. Gender: M _____ or F _____
2. How old are you? _____
3. Is this your 3rd semester of attendance at EIU? Y _____ N _____
4. Are you a Transfer student (full or part-time student during the Spring or Fall semester anywhere but EIU)? Y _____ N _____
5. Are you a member of (or Rushing) any official social fraternity or sorority? Y _____ N _____
6. Living Environment: Residence Hall _____ Which Hall? _____
Which Floor? _____
OR
Greek Housing _____
Which House? (**Please spell out**) _____
7. Do you live with a roommate or roommates? Y _____ N _____
8. Major: Decided _____ Undecided _____
9. Do you work (paid)? Y _____ N _____
10. Are you involved in extracurricular activities? Y _____ N _____
11. Parental marital status: Md. _____ Sep. _____ Div. _____

Appendix E.

Student Adaptation to College Questionnaire (SACQ)

Name: _____ Date: _____

ID Number: _____ Sex: F M Date of Birth: _____

Directions

ase provide the identifying information
d on the right.

: 67 statements on the front and back of
n describe college experiences. Read
: and decide how well it applies to you at
ent time (within the past few days). For
ement, circle the asterisk at the point in
inum that best represents how closely
ment applies to you. Circle only one
for each statement. To change an answer,
X through the incorrect response and cir-
sired response. Be sure to use a hard-
en or pencil and press very firmly. Do

Current Academic Standing: Freshman Sophomore Junior Sen

Semester: 1 2 Summer or Quarter: 1 2 3 Summ

Ethnic Background (optional): Asian Black Hispanic
 Native American White Otl

In the example on the right, Item A applied very closely, and Item B was changed from "doesn't apply at all" to "applies somewhat."

Example

A. * * * * * * * * * *
 B. * * * * * * * * * *

← Applies Very Closely to Me Doesn't App to Me at Al

feel that I fit in well as part of the college environment. * * * * *

have been feeling tense or nervous lately. * * * * *

have been keeping up to date on my academic work. * * * * *

am meeting as many people, and making as many friends as I would like at college. * * * * *

know why I'm in college and what I want out of it. * * * * *

am finding academic work at college difficult. * * * * *

ately I have been feeling blue and moody a lot. * * * * *

am very involved with social activities in college. * * * * *

am adjusting well to college. * * * * *

have not been functioning well during examinations. * * * * *

have felt tired much of the time lately. * * * * *

eing on my own, taking responsibility for myself, has not been easy. * * * * *

am satisfied with the level at which I am performing academically. * * * * *

have had informal, personal contacts with college professors. * * * * *

am pleased now about my decision to go to college. * * * * *

am pleased now about my decision to attend this college in particular. * * * * *

m not working as hard as I should at my course work. * * * * *

have several close social ties at college. * * * * *

fy academic goals and purposes are well defined. * * * * *

haven't been able to control my emotions very well lately. * * * * *

m not really smart enough for the academic work I am expected to be doing now. * * * * *

onesomeness for home is a source of difficulty for me now. * * * * *

etting a college degree is very important to me. * * * * *

fy appetite has been good lately. * * * * *

haven't been very efficient in the use of study time lately. * * * * *

enjoy living in a college dormitory. (Please omit if you do not live in a dormitory;
ny university housing should be regarded as a dormitory.) * * * * *

enjoy writing papers for courses. * * * * *

have been having a lot of headaches lately. * * * * *

really haven't had much motivation for studying lately. * * * * *

am satisfied with the extracurricular activities available at college. * * * * *

've given a lot of thought lately to whether I should ask for help from the Psychological/
ounseling Services Center or from a psychotherapist outside of college. * * * * *

ately I have been having doubts regarding the value of a college education. * * * * *

am getting along very well with my roommate(s) at college.
Please omit if you do not have a roommate.) * * * * *

PLEASE TURN THE FORM OVER NOW AND COMPLETE STATEMENTS 34 THROUGH 67.

Appendix F.
Debriefing Statement

Debriefing Statement

Project Topic: Living environment and college student adjustment

Investigator: Matthew Watkins

Although the literature concerning college adjustment is rich and varied, more investigations of common college living environments and their correlation to student adjustment is needed. Information of this nature is used by colleges and universities to identify groups of students that might benefit from additional services or a different approach to college involvement.

All participants received the same materials. The Student Adaptation to College Questionnaire (SACQ) was used to assess four different areas of student adjustment. The areas assessed included academic, social, personal-emotional, and attachment to the college. The shorter questionnaire was used to gather information on additional areas that might have an influence on student adjustment.

If you have further questions about this study you may contact this experimenter at (618)483-6517. For individuals who find this subject matter distressing, a counselor can be contacted at the Eastern Illinois University Counseling Center at (217)581-3413 between 8:00 and 4:30 Monday through Friday.

Thank you for your participation,

A solid black rectangular box redacting the signature of the investigator.

Matthew Watkins