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**ROWAN UNIVERSITY'S CONVERTED TRIPLES: IMPACTS ON ROOMMATE
RELATIONSHIPS AND FOSTERING SOCIAL DENSITY**

by
Laura Blazewicz

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirements
For the degree of
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at
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Thesis Chair: Burton R. Sisco, Ed.D.

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Abstract

Laura Blazewicz

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2014/15

Burton R. Sisco, Ed. D.

Master of Arts in Higher Education Administration

The primary purpose of this study was to explore selected freshmen students that were assigned to triple rooms for the 2014-2015 academic year and see how a student's assignment to a triple room impacted his or her roommate relationships and possibly led to the fostering of social density. The students were incoming freshmen in the class of 2018 living in Evergreen, Oak, or Laurel Halls and were either general freshmen or freshmen students participating in the Engineering Learning Community.

At the end of the fall 2014 semester freshmen students assigned to quad, triple, double, and single rooms were surveyed to give feedback regarding their experiences living in their particular residential space with or without roommates. There was particular interest to see if the tripled rooms on Rowan University's campus for this upcoming year, the 32 rooms within Oak, 31 rooms within Laurel, and the 118 rooms within Evergreen Hall, fostered social density and impacted a student's roommate relationships compared to freshmen students living in quad, double, or single rooms in Evergreen, Oak, or Laurel Hall. Subjects reported that they were satisfied and having a positive experience with their residential environment and roommate(s). Furthermore, they reported that they did not feel their residential environment was overcrowded or socially dense. Overall, students in double and

triple rooms stated they were very satisfied or satisfied with their current residential environment and the roommate relationship(s) they had built and maintained.

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Chapter I

Introduction

The start of a new academic year brings excitement and anticipation for all students beginning new classes, being another year older, and parents looking forward to their guardians leaving home after a long summer break. However, students who are transitioning from high school to college find themselves excited and nervous at the same time as they move out of their parent's house and into a residence hall on campus; something they must share with another student. Frequently, they will live among peers who are experiencing similar feelings on their floor and in their residence hall.

Adapting to a new residential environment is not a surprise to most college freshmen, as many of them have known their housing assignment and roommate information at least a month before they moved on to campus. Many students have been in contact with their roommate, communicating as to who will bring the television and who will pay for the micro fridge and how they will decorate their room together. However, there are small groupings of students on each college campus that receive housing assignments and roommate information and instead of being excited, they become upset, frustrated, and no longer want to live away from home or go to college.

Instead of being placed into a double room with one other roommate, these students are notified that they are assigned to a tripled room with two other roommates for the upcoming academic year. Students and parents begin panicking, wondering how three students can fit in a room originally built for two, and they

flood their college's housing office with emails and phone calls inquiring how this happened. Many parents inquire to see if their son or daughter's assignment can be changed prior to move in weekend. The process then begins of trying to explain to parents as to why their son or daughter was placed into a tripled room and the benefits of living on campus.

The start of a new academic year opens up many opportunities for students to attend college by living on campus, but a small group of students may start with a less than optimistic outlook because of their triple assignment with two roommates. Many parents feel that their son or daughter should not be subject to a tripled assignment, but many colleges and universities resort to this type of on campus assignment in response to increasing enrollment and lack of on campus housing space.

Statement of the Problem

In the 1970s there was a surge in higher education of the baby boomer generation children applying and enrolling in colleges and universities across the country. These students were looking to live on campus instead of commuting, and higher education institutions had to adapt to this growing demand of on campus residence. In order to accommodate the influx of students looking to live on campus, colleges and universities turned to creating converted triples for all students on campus.

While residential rooms on campus in first year residence halls were organized to house three students instead of two, there were other issues that began to arise. Once three students were placed into a room originally designed to comfortably

house two students, it was found by researchers that three students felt confined, they did not always have the most positive roommate relationships, and students assigned to converted triple rooms were more prone to exhibit the effects of social density. It was noted that during the 1970s to 1980s some students reported a tolerable converted triple experience while others reported a more negative first year on campus living experience.

From 1980 to 2010 higher education institutions did not see any more dramatic demand in students looking to live on campus during their freshmen or sophomore year. Many colleges and universities plateaued with their residential assignments on campus, but they were still able to comfortably house all students that inquired about a residential assignment. However, since the end of the 2010 academic year many colleges and universities have begun to experience rising demand for on campus housing for freshmen students as their institutions respond to the growing enrollment demand.

Today, many colleges and universities are struggling to adjust to growing freshmen class sizes while they cope with limited on campus housing. While newer residence halls and complexes are in the process of being built, colleges and universities are again using converted triple rooms for their growing first year class sizes in order to accommodate students. As converted triples are being utilized more on some college campuses, researchers are worried that students may be exposed to the negative effects of social density, roommate relationships, and their residential space. Researchers and higher education administrators want to try and avoid their first year students having a negative on campus experience.

Purpose of the Study

The purpose of this study was to see if converted triple rooms in Evergreen, Oak, and Laurel Halls at Rowan University impacted student behavior and interaction. This study also investigated freshmen residents' satisfaction with their residential living environment, and whether converted triple rooms played a part in resident satisfaction and resident social interaction at Rowan University. A student's overall satisfaction in their residential assignment and social interactions was also examined to see if it was affected by participating in a learning community, such as the Engineering Learning Community during the 2014-2015 academic year.

Significance of the Study

This study examined a student's residential assignment to see the impact on his or her roommate relationships and if it fostered social density on Rowan University's campus. The findings of this study may provide insight to higher educational institutions and administrators and live-in residential staff who are interested in better understanding the impact a residential room can have on a student's social interactions and behavior. Faculty and staff would be able to see if there is any correlation between students' on campus assignment and their roommate relationships and if it results in a positive or negative first year live-on experience.

Assumptions and Limitations

This study was limited to men and women who were freshmen students living in Evergreen, Oak, and Laurel Hall during the fall 2014 semester at Rowan University in Glassboro, New Jersey. A convenience sample of freshmen students

was collected from Evergreen, Oak, and Laurel Hall as well as students who participated in the Engineering Learning Community, which were residing in Laurel Hall. There were 293 participants in this study, and they were selected based on if they were assigned to Evergreen, Oak, or Laurel Hall or were a participant of the Engineering Learning Community assigned in either a triple, double, or single room. It was assumed that these participants experienced some sort of effect of social density or the type of residential room they were assigned to impacted their roommate relationship. Findings for this study were limited to information that was provided by each individual in their survey answers during the fall 2014 semester.

A subject's residential assignment and/or current roommate relationship may present potential bias if it is extremely positive or negative. Participants that are living in a living-learning community may present a potential bias from the general freshmen population due to living amongst students within the same major. There may be some researcher bias based on how I chose the sample for the study, as only freshmen students were targeted specifically those assigned to triple rooms. Another potential for researcher bias may come from my internship with the Engineering Learning Community (ELC), and my close work with that group as I studied them for part of my thesis.

Operational Definitions

1. Community-Style Halls: Residents living in double or triple rooms that are located off of a common hallway and all residents living on this hallway share one or two community bathrooms on the hall; access to the hall is through key

access from an outside stairwell door, and then key access to a suite door that connects the stairwell to the hallway of the suite.

2. **Converted Triples:** A double room in a residence hall originally built for two students that are turned into a triple room, meaning three students live in a double room with three sets of furniture.
3. **Engineering Learning Community (ELC):** Twenty to twenty-five freshmen engineering students each fall (all four engineering majors: Biomedical, Chemical, Civil & Environmental, Electrical & Computer, and Mechanical) (Engineering Learning Community, 2014). These students reside in the same residence hall, take two classes together (Freshman Clinic I & II, Chemistry I, and Introduction to Mechanics) their first two semesters at Rowan, and participate in extracurricular activities (Engineering Learning Community, 2014).
4. **Residence Hall(s):** The three freshmen residence halls, Evergreen, Oak, and Laurel Hall, where freshmen subjects living on campus for the 2014-2015 academic year were housed; Evergreen is a suite style Hall; Oak and Laurel Hall are community-style halls.
5. **Residential Environment:** Students' experiences and daily interactions they have with their roommates, peers, and live-in hall staff in their specific residence hall they are assigned.
6. **Roommates:** Another student or students that live with an individual in the same residential room.

7. Social Density: Crowding that occurs when people are forced into a residential assignment past its maximum capacity; when an individual gets less privacy than is desired resulting in overcrowding (Altman, 1975).
8. Suitemates: Other students that may live in the same hallway as other students; students who live within the same grouping of rooms off of a common hallway from other student room groups.
9. Suite Style Hall: Residents living in double or triple rooms that are located off of a common hallway and all residents living in this hallway share private bathrooms with an adjoining bedroom; access to the hall is through swipe into the main door of the building through the student's Rowan ID card and then key access to their individual bedroom door.
10. Tripled Student(s): A student or group of students that are living altogether three students in one residential room and/or a student that has two roommates in the same residential room.

Research Questions

This study addressed the following research questions:

1. How do students rate their overall satisfaction with roommate(s) in their current residential assignment?
2. Are students experiencing a perception of social density in their current residential assignment with their current roommate(s)?
3. Are students experiencing a perception of overcrowding in their current residential assignment with their current roommate(s)?

4. Are students satisfied with their residential environment?
5. Do students feel connected and successful through their living-learning community participation?

Overview of the Study

Chapter II provides a review of the literature used to build a conceptual framework for the study. This section includes a short overview and history of residence halls, and discusses the current demand of students looking to live on campus. Converted triples and the similarities and differences between male and female experiences are further discussed as well as how Rowan University currently triples students. Social density and isolates that are created through social density are also addressed in this section.

Chapter III describes the study methodology and procedures. The following details are included in the description: the context in which the study was done, the demographics of the population and sample selection, the data collection instrument, the process in which the data were collected, and how the data were analyzed.

Chapter IV gives the findings and results of this study. The main purpose of this chapter is to address the research questions posed in the introduction of this study. Both narrative and statistical analysis are used to summarize the data in this section.

Chapter V summarizes and discusses the important findings of the study along with conclusions and recommendations for practice and further research.

Chapter II

Review of Literature

Introduction

The usage of a converted triple, placing three students into a room originally designed for two, or a tripled room is not a new practice used by universities for their residential assignments of first year or freshmen students. Rowan University, located in Gloucester County, Glassboro, New Jersey, is a university that has used tripling for at least the past five years if not longer. The 2014-2015 academic year at Rowan University had the highest freshmen class and the largest number of first year assignments and tripled freshmen. Knowing that tripled residential rooms are a growing trend at Rowan University and other universities, what are the positive and negative experiences and factors to using these types of assignments for first year students?

First an overview and history of residence halls is provided to give the background of on campus residential assignments. Secondly, the current demand to live on campus is further discussed. Thirdly, the topic of converted triples or triple rooms is explained and students experiences who are placed in these triple residential rooms. Fourthly, the concept of social density is explained and how this is created and fostered in university residence halls by placing students into triple assignments. Finally, the literature review is summarized and the research problem under investigation is presented.

Overview and History of Residence Halls

While residence halls were under construction in the early 1900s, American architects modeled them after the Universities of Oxford and Cambridge (Rybczynski, 2004). The concepts of open corridors for students to meet and interact with others and open courtyards and spaces for students to relax and socialize were utilized in the early construction of American residence halls. During the 1960s, as more construction of residence halls continued, they were inexpensively and ruggedly built and resembled prisons with small rooms and shared bathrooms at the end of a common hallway (Rybczynski, 2004). Institutions had to make more space on campus for the generation of baby boomers that were now entering college, and they had little time to waste to accommodate these new students who were rapidly enrolling in college.

During this period, residence halls were built as fast as possible and the building aesthetics were not a primary focus, providing enough rooms for the growing population of new students were. Designs that had been modeled around the Universities of Oxford and Cambridge were not feasible due to tight administrative budgets, and colleges and universities moved toward high-rise residence halls that provided the spaces they needed on an affordable budget (Rybczynski, 2004). From the 1970s until today, the idea of living at college while attaining a degree has become a social norm in society, and the intrigue and excitement of students to live on campus has grown as well.

Today, institutions that had not expanded their on campus residence over the past 30 years are now playing catch up. Due to the strengthening economy, more

middle-income students are being allowed the opportunity to attend college and live on campus (Gose, 1999). A shortage in housing is being experienced by many institutions, as they need more spaces for larger freshmen classes that are being admitted and living on campus (Hoover, 2008; Rybczynski, 2004). However, as more students are being admitted to college, there is a surge in new and returning students who are looking to live on campus. The thought of the “college experience” to first year students and returning students is exciting and makes living on campus while going to school valuable (Johnson, Staton, & Jorgensen-Earp, 1995). Students enjoy being able to live with their peers and enjoy their company, and by living on campus they are also able to participate in all types of clubs, organizations, athletic/sports teams, and on campus employment (Alfano & Eduljee, 2013). All of these opportunities afforded to students to intrigue them to live on campus during their college career.

Demand to Live On Campus

The newest generation of college students, the millennial, expect housing that provides them with more space, more amenities, and more privacy (Kellogg, 2001). Institutions are focusing on the quality of their housing they are providing to students, and students like what they are seeing which has increased the value and demand for living on campus. Parents and students see much value and practicality of living on campus versus commuting from home or living off campus.

Students enjoy living on campus for the social interactions it provides them with during their first year, and they are able to meet other students that they

otherwise would not have interacted with had they decided to commute instead of living on campus (Rybczynski, 2004). These relationships with their peers are carried out over the course of the time a student is attending college and living on campus and these can later turn into lifelong friendships. Living on campus also provides students and parents with safety and security by the university or college's police force, which patrols campus and the residence halls on a regular schedule (Janosik & Gregory, 2003). Whereas students that live off campus rely on the town's local police force for any issues that arise, but they may not always respond in a timely manner when a serious event occurs (Janosik & Gregory, 2003). With the current state of the economy and rental prices, most on campus residences are more affordable and safer than their nearby off campus residences, causing students to want to return to an on campus assignment (Rybczynski, 2004).

Students who live on campus are afforded the opportunity to attend school and pursue their degree, whereas if they were forced to live off campus, some may not have the funds to pay for housing and are forced to withdraw from the institution (Kellogg, 2001). To find an affordable off campus residence, some students must search farther away from the campus creating an inconvenience for them with their studies and campus involvement (Hoover, 2008). By living on campus, students do not have to worry about commuting each day or feel wary if they get out of class or after hour activities late at night and still have to make their way home (Rybczynski, 2004).

Living on campus provides students with more opportunities to explore and understand what it means to be an independent adult, and "according to a 1998 study

by the National Center for Education Statistics, students who live on campus are also about twice as likely to be more socially and academically involved” (Kellogg, 2001, ¶32). On campus living is attractive to students, especially freshmen, because it “pushes people together causing them to interact and get to know each other better” (Rybczynski, 2004, ¶3). First year students are placed into an environment that appears foreign to them and they must adjust and learn how to function in order to be successful. Students who live on campus have their own community and society, the college campus, to navigate and figure out how to survive until they graduate.

In August 1999, the “U.S. Department of Education projected...that a record 14.9 million students would enroll in colleges and universities this fall—and that enrollments would rise another 10 per cent during the next decade” (Gose, 1999, ¶11). However, a more recent projection in 2001 stated, “rising enrollments projected from now until 2011 promise a squeeze in student housing, even for relatively well-prepared colleges” (Kellogg, 2001, ¶5). Currently, colleges and universities are struggling to meet the demand of on campus housing by the new generation of college students, the millennial. Renovations to existing residence halls cause colleges and universities to focus on the quality of housing being offered instead of the quantity, which leads to a short supply for the student demand of on campus housing (Kellogg, 2001).

Some institutions have been able to increase their admission standards resulting in attracting students from farther away and these students need an on campus assignment in order to attend (Kellogg, 2001). Alongside increased enrollment, there are other reasons why students from freshman to seniors are looking

to live on campus. Students at some colleges see “off-campus costs rise and college digs become cushier,” and “many colleges report an increasing demand for on-campus residences among [students]” (Hoover, 2008, ¶7). On campus housing may be more attractive and affordable for some students, and for others on campus living may be the only option they have to attend a specific institution (Gose, 1999; Hoover, 2008; Kellogg, 2001).

At certain institutions, time-crunched students need to focus on their academics and they cannot afford to be commuting to and from campus everyday. These students, who may be enrolled in a strict academic major, look to live on campus for its convenience to their courses and professors (Hoover, 2008). It also provides them with more free time they can devote to wherever they see fit. Instead of spending time commuting to campus for class or group projects, students make up this time by living on campus and not having to worry about travel time or plans (Hoover, 2008). A renewed interest on residential learning and programming has also fed into the demand of on campus housing for current students.

Most of the rising demand for on campus housing is due to colleges and universities having an unexpected increased enrollment and having larger incoming freshman classes each year (Kellogg, 2001). The last time higher education institutions saw a rise in enrollment was during the 1970s and 1980s when the children of the baby boomer generation began entering college (Rybczynski, 2004). There has not been a vast jump in enrollment and housing demand for roughly 40 years, and colleges and universities today are adjusting to this by introducing tripled assignments in their residence halls to freshmen students. Tripled assignments are

utilized during the interim while new residence halls are in the process of being built on college campuses. Tripled assignments are not what freshmen students are anticipating for their first year on campus, but in order to attend specific institutions a tripled assignment is the only way.

Converted Triples and Overcrowding

To deal with large incoming freshman classes and not enough bed spaces in residence halls, assignments are made for three residents living in a room that was originally designed for two, known as a converted triple (Gose, 1999). Rooms are intentionally overbooked to house initially more than 100%; higher education is a business where an institution aims to maximize its efficiency and keep its residence halls operating at full capacity (Gose, 1999). Students are either choosing or being forced to be tripled, and staff, parents, and the students themselves are worried that this type of assignment is not what their first year experience should encompass and can result in adverse social, behavioral, emotional, psychological, and academic effects during the first year of college.

This “juggling of students into makeshift housing arrangements is inevitable...as colleges calibrate the number of...unexpected students” and their higher enrollment rates (Kellogg, 2001, ¶8). However, retention experts have noted that shuffling first year students around when they are just starting college “is not conducive to keeping them on track toward a degree” (Kellogg, 2001, ¶9). Baron, Mandel, Adams, and Griffen (1976) found placing three students in one room results in an overall discontent of a student’s residential experience. Karlin, Epstein, and

Aiello (1978) also found increased stress among triple students in their study. Research by these scholars and others appears to report that tripled students may have negative experiences with their residential assignment and roommates, and the self-reporting done by tripled students also seems to support this research as well.

However, it cannot be assumed that all students who are assigned to a tripled room will consider this to be a negative experience for themselves or their roommates. Some students volunteer to be tripled and may view this experience as a challenge they can work to overcome with their roommates, and they may report feeling they have more control and input over decisions and interactions between themselves and their roommates, rating their on campus experience in a positive light (Aiello, Epstein, & Karlin, 1975; Baron & Rodin in press; MacDonald & Oden, 1973). Students who did not volunteer for a triple room space do not report their experience similarly as volunteers.

Force tripled students report feeling crowded, more stressed, and not having as much control over interactions and situations that occur within their room and with their roommates (Baron & Rodin, in press; Karlin, Rosen, & Epstein, 1979). Tripling freshmen students, volunteer or forced, can become a striking memory and can lead to adjustment issues during a student's freshman year on campus (Karlin et al., 1979). The increased residential density tripling causes on a college campus is associated with students having an inadequate transition to their college environment, feeling discontent, increased stress levels, and more social avoidance (Aiello, Baum, & Gormley, 1981; Baron et al., 1976; Clark, Jackson, & Everhart, 2012; Glassman, Burkhart, Grant, & Vallery, 1978; Hughey, 1983; Karlin et al., 1979).

All of these negative effects produced by tripling correlate to first year students having issues adjusting to their residential assignment, academics, and social interactions. Tripled students are introduced to an environment that may not be the social norm for a college campus, but it is done in order to provide enough space for its growing enrollment (Gose, 1999; Kellogg, 2001). Although, once a student is removed from a tripled room, either by a room change or by the conclusion of their freshman year, there were no persistent effects (Karlin et al., 1979). In the various studies consulted for this literature review all students were reported to have a positive college experience after leaving their tripled room (Karlin et al., 1979). Knowing students do not experience negative residential aftereffects of tripling the remainder of their college career is relieving, but it still causes researchers to ponder: Why do tripled male and female students report differential residential experiences during their first year of college?

Male Versus Female Experiences

A student's residence hall assignment or dorm room can be the grounds for a variety of different experiences a student will encounter over the course of their freshman year. Students will need to learn how to share a residential space with another individual, communicate with their roommate(s), and be independent and speak for themselves when in need of addressing a concern. When looking into freshmen students' first year experiences on a college campus, researchers have found that different experiences are reported based on a student's gender and room occupancy.

Walden, Nelson, and Smith (1981) found correlations between a student's home environment or previous residence that could lead to predetermined feelings of their college residence. It was found that a student who came from a suburban area was more likely to report feeling crowded in their residential room, regardless if it was a triple or double room (Walden et al., 1981). Karlin et al. (1979) also found that a student's previous residence before attending college and the household crowding they experienced could lead to predetermined feelings of that student's college residence as well. Students who came from a higher household crowding were more likely to like college and be less negatively affected by their residential space, regardless if it was a double or triple room (Karlin et al., 1979). Students who had experienced little household crowding prior to attending college were more likely to have a differing view of college and possibly be more negatively affected by their residential space, especially if they were placed into a triple room (Karlin et al., 1979).

In various studies it was found that tripled students were more discontent and more likely to have a negative residential experience than students living in double rooms (Aiello et al., 1975; Aiello et al., 1981; Baron et al., 1976; Hughey, 1983; Karlin et al., 1979; Walden et al., 1981). Tripled students also reported having "a greater desire to change roommates" during their first semester of college than double students, and they felt their roommates contributed to an unpleasant residential experience (Karlin et al., 1979, p. 393). Overall, tripled students took longer to adequately adjust to college than doubled students, due to having to adjust to their

residential experience first and then their academic, social, and other areas (Hughey, 1983; Karlin et al., 1979).

When studying tripled students, researchers focused on a student's physical, emotional, and social adjustment of living in a tripled room for the duration of their first semester or first year at college. Within this section the physical, emotional, and social adjustment issues of students will be discussed and will be broken down into categories of male and female based on what researchers found and what students self-reported in each study.

Tripled male experiences. Male students reported more crowding, less control of their space, less adequate privacy, and felt they received less cooperation from their roommates in tripled rooms (Baron et al., 1976; Walden et al., 1981). It was also found that tripled males spent less time (3.3 hours per day) in their rooms compared to doubled males who spent (5.5 hours per day) in their rooms (Walden et al., 1981). Male students respond to the high-density conditions created by tripling by using a withdrawal strategy or physically avoiding their residential space (Griffitt & Veitch, 1971; Hutt & Vaizey, 1966). By removing themselves from their room and their roommates, male students feel this gives them more freedom of space and lessens their feelings of crowdedness (Walden et al., 1981).

The amount of time tripled male students spend in their room also correlates with their perception of how much control and input they feel they have over their environment. When tripled males spend less time in their rooms, they decrease their input in roommate and room decisions, and they were more likely to become competitive, fragmented, and aggressive towards their roommates (Aiello et al., 1975;

Hutt & Vaizey, 1966; Loo, 1973; McGrew, 1970; Walden et al., 1981; Valins & Baum, 1973). Doubled males were not found to possess or report these qualities towards their roommates or over their room space.

The mental and physical health of tripled students did not appear to be affected by their residential assignment. Tripled males were able to maintain a stable living environment with their roommates and did not appear to suffer from any mental illness (Aiello et al., 1975). Although, this is surprising for tripled males because a tripled room can lead to the effects of crowding: poor health and an unstable living environment. However, tripled males still reported feeling generally crowded and having a negative residential experience compared to doubled males, and they had similar and sometimes differing experiences compared to tripled females.

Tripled female experiences. Compared to the experiences reported by men, tripled females experienced a less negative residential environment with their roommates and reported feeling less crowded than tripled males (Aiello et al., 1975; Freedman, Levy, Buchanan, & Price, 1972). It was reported and found that tripled females enjoyed spending more time in their rooms with their roommates, and they were more cooperative and cohesive than tripled males (Aiello et al., 1981; Epstein & Karlin, 1974). Females in tripled rooms spent 6.8 hours per day in their rooms compared to females in doubles who spent 5.5 hours per day in their rooms (Walden et al., 1981). Due to spending more time in their residential space, tripled females increased their input in roommate and room discussions and decisions because they felt this would help influence future behavior and decisions (Walden et al., 1981).

Surprisingly, due to being placed into a crowded residential space, tripled females did not respond as negatively, but instead tried to be more positive about their residential space and the interactions they had with their roommates (Walden et al., 1981). Tripled females tried to create a strong cohort with their roommates in their assignment in order to compensate for the small space that they were living in with less privacy. Compared to tripled males tripled females did not use any avoidance or social withdrawal tactics to leave their residential space, they preferred to stay in it and left only when necessary (for class, food, or other means) (Walden et al., 1981).

Although, tripled female rooms generally reported more health concerns, such as physical and psychological problems – leading to an unstable residential environment compared to tripled males and all doubled students (Aiello et al., 1975). Ironically, tripled females reported more diagnoses such as depression even though it was reported they did not have as negative an experience as tripled males (Clark et al., 2012). This could be due to trying to maintain a positive and stable cohort with their roommates and in their residential space and possibly not seeking assistance or help from live in staff of their building or central housing office staff members.

Tripled students, male and female, have a difficult time adjusting to college and their residential space, especially when a tripled room is not something they are expecting. However, not all colleges and universities randomly assign students to tripled rooms. Certain institutions, such as Rowan University, use a mixed method of volunteers for tripled assignments and then forced tripling. This is a method that has previously work for the university and continues to work as their incoming freshman

class for the fall 2014 semester is the largest in years and their impending assignments will also have the largest amount of tripled rooms in years.

Tripling at Rowan University

Rowan University is a growing research institution in Glassboro, New Jersey, and is intent on providing an excellent education for all of its students (Leading, 2014). President Ali A. Houshmand, Rowan University's seventh president, has a vision for the university to grow and expand over the next five years (Leading, 2014). In order for Rowan to grow and incorporate more students onto its campus requires all offices and departments on campus to compensate for larger enrollments and more students. One of the main offices that need to work to incorporate larger student enrollment is the Residential Learning & University Housing (RLUH) Office. To make way for more students who are going to live on campus, the RLUH Office looks to triple its freshmen students, which it has previously done, and will continue to do until new freshman housing is built.

Rowan University "provides triple rooms...to assure that all freshmen have a place in University housing, and due to increased enrollment in recent years, demand for housing has grown and exceeded the available space in standard double rooms" (Tripling, 2014, ¶2). Previous experience has shown the RLUH Office that most freshmen prefer to live on campus and also fall under the RLUH Office's Mandatory Housing Policy (Tripling, 2014). The Rowan University Mandatory Housing Policy states:

Undergraduates under age 21 with fewer than 58 credits are required to live in

University housing, unless they will be commuting from a parent or guardian's home within 40 miles of the Rowan campus. Students who plan to commute must file for commuter status by submitting a notarized Statement of Student Residence form.

Students who violate the on-campus residence requirements will be required to move into a residence hall and pay full room rent for the semester in which the violation occurs. Students who refuse to move onto the campus will be suspended from the University.

Students who wish to commute from the residence of their parents or legal guardians must live within a 40-mile radius of the institution and furnish a notarized statement of student residence confirming this. (Rowan University, 2014)

Incoming freshmen students are required to live on campus if they are not commuting from within a 40-mile radius from the university. This policy alongside higher enrollment and students desiring to live on campus has led to a shortage in on campus housing.

The incoming freshmen class for the academic year of 2014 -2015 had roughly 80% of students placed in tripled rooms (Tripling, 2014). The RLUH Office determined its tripled assignments based on volunteers and housing application date (Tripling, 2014). Students who volunteered to be in a tripled room were placed first by the assignments staff; then after all volunteers were assigned the staff worked to assign students to tripled rooms based on their housing application date (Tripling,

2014). When a student submitted his/her housing application it was date and time stamped, which the office utilized when placing students into assignments. The RLUH assignments staff placed freshmen with the latest application date into tripled rooms until enough tripled rooms were utilized to house all freshmen students that had applied for housing (Tripling, 2014).

When determining which residential rooms to triple, the RLUH Office and staff took into consideration the space and fire code requirements of each room within the university's eight residence halls: Chestnut, Evergreen, Oak, Laurel, Magnolia, Mimosa, Mullica, and Willow Hall (Residence, 2014; Tripling, 2014). Not every room in each residence hall can be tripled, based on where the fire sprinkler and smoke detectors are located and where the furniture will be configured within each residential room (Tripling, 2014). However, the rooms that are tripled do meet all fire code regulations and the furniture are arranged to ensure that all smoke detectors, sprinkler heads, and exit pathways are not obstructed if an emergency were to occur (Tripling, 2014). Rowan University plans on building more housing for incoming freshmen students, but for the time being the university utilizes tripling to accommodate all students who request to live on campus prior to this new housing being built and available (Tripling, 2014).

Social Density

Social density or crowding occurs when there is not enough residential space for people to live in, and people are forced into assignments past their maximum capacity. Altman (1975) stated that crowding occurs when an individual gets less

privacy than is desired. When universities use tripled assignments for their freshmen students, they are placing them into a high social density or highly crowded situation. Students who are subjected to a highly crowded environment spend more time and energy to achieve their desired level of privacy and comfort.

Feelings of crowdedness cause students to feel unhappy with their residential environment and can lead to possible conflicts with roommates (Walden et al., 1981). In the previous studies referenced for this literature review, it was found that tripled students reported more feelings of crowding and potential roommate conflict than doubled students, regardless of gender (Aiello et al., 1975; Aiello et al., 1981; Hughey, 1983; Karlin et al., 1979; Walden et al., 1981). However, when comparing the studies of students placed into crowded residential environments based on the student's gender, males report feeling more crowded than females (Aiello et al., 1981; Karlin et al., 1979; Walden et al., 1981). Tripled students generally feel more crowded and male students are more likely to report feelings of crowdedness.

Walden et al. (1981) reported that a student's perceived level of crowding may be due to interpersonal roommate relationships. It has also been stated that a student's satisfaction in their residential environment is dependent upon the desired and actually achieved level of contact of the student (Altman, 1975). Altman (1975) further went on to say that a student who does not receive his or her desired level of privacy will make adjustments to better obtain a realistic privacy option in order to avoid crowding stress. Alongside increased stress, it was found that the level of crowding a student perceives in his or her residential environment could manipulate his or her behavior.

Higher crowded environments resulted in students having decreased helping behaviors and altruism (Bickman, Teger, Gabriele, McLaughlin, Berger, & Sunaday, 1973). Researchers also found there were increased levels of competitiveness by crowded students (Karlin et al., 1979). Karlin et al. (1978) also found evidence of some health impairment among tripled students, and tripled students further suffered with their social adjustments on campus. It was reported that roommates and current living conditions caused students to feel unhappy with college life and further led to crowded conditions (Karlin et al., 1979).

The crowded conditions students reported in the various studies were related to current models of the social effects of human crowding, which view crowding as causing resource scarcity, goal blocking, and perceived loss of control (Baron & Rodin, in press; Karlin, in press). Students have conscious and unconscious goals to achieve when they are in their residential environment, such as studying, relaxing, spending time with friends, and sleeping. Due to a crowded environment and a student's perceived loss of control over their environment and decisions in it, a student's room goals may be blocked and he or she is kept from achieving them. When a student's goals are blocked this could lead to potential roommate conflict, and further cause fracturing of a roommate group into a two versus one situation.

Isolates. Aiello et al. (1981) found that three-person groups promoted a kind of coalition formation due to their instability, where two of the roommates left the third out of decisions and activities. The isolate, the left out roommate, is most likely to show the negative effects of tripling, and he or she was found to have "low perceptions of control over the room and [was]...more vulnerable to crowding and

pressures against having privacy” (Aiello et al., 1981, p. 644). Spatial inadequacy and insufficient resources, such as not enough personal space or no privacy, can lead to an unstable residential space and roommate relationships (Aiello et al., 1981). The isolate becomes the most fragile roommate in a tripled room and also has the most negative residential and first year college experience.

Isolates reported having less control over room decisions and having “less confidence in their ability to control” situations in their residence hall (Aiello et al., 1981, p. 646). Aiello et al.’s (1981) results also showed that isolates reported residential life to be more hectic, their primary problems were associated with sharing a room, and they had less confidence in their abilities to regulate interactions with roommates and floor/suitemates. Only the isolate students in a tripled room showed extremely negative experiences and effects of tripling, while the roommate pair of the tripled room did not report any extreme negativities associated with their roommates or residential space.

A student who becomes an isolate in a tripled room is exposed to residential, social, and personal adjustment issues. The fracturing of a roommate group into a pair and an isolate causes the isolate student to question their confidence and ability in effecting change, making contributions, and having a positive daily routine in their residential space with their roommates (Aiello et al., 1981). Once a roommate group has broken apart it is difficult to repair the negative effects within the residential space and among the three roommates while all students are still living there.

It is difficult for staff to assist in repairing the negative effects in a tripled room when a roommate group has broken down to a pair and an isolate, because

isolates reported a less liking for their roommates and were less likely to agree to more roommate involvement or interaction than what they already had (Aiello et al., 1981). Generally, Aiello et al. (1981) found that tripled isolates were more likely to report problems with their roommates or their room conditions, and the only way to help with their complaints and solve their problems was to remove these students from the tripled room and attempt to place them into a double room with only one other roommate.

Once an isolate is removed from the tripled room and pair of roommates, they have a better opportunity to readjust to a regular residential space and can work on their new roommate relationship and social and academic adjustments to college. Ultimately, once an isolate student is removed from the triple room and later finishes their first year of college, the negative effects they experienced from their initial tripled residential space become a striking memory of their first year that they will never have to repeat.

Summary of the Literature Review

Converted triples, or tripling, are a solution colleges are utilizing as more first year students are looking to live on campus, but it can lead to adjustment issues for freshmen students and taint their perception of college. Today, universities are building more residence halls to support higher demands of freshmen students looking to live on campus, but while residential spaces are being built converted triple rooms provide a temporary answer. However, as more converted triples are used, like at Rowan University, it is important to see that the negative impacts of tripling first

year students can cause adjustment issues as students transition from high school to college. There is a gap in the knowledge base about tripled residential rooms and how these spaces impact freshmen students in their first year of college. Thus, this study sought to investigate the connection between converted triple rooms and roommate relationships and its impacts on social density at Rowan University.

Chapter III

Methodology

Context of the Study

The study was conducted at Rowan University in Glassboro, NJ, during the 2014-2015 academic year. The university is located in Gloucester County and was founded in 1923 (Rowan: About, 2014). *U.S. News and World Report* ranks it as #18 out of the 135 universities that were ranked for the regional universities (north) category, and Rowan University is ranked as third overall under the public institutions category (Rowan: Our Past, 2014; U.S. News, 2014). Rowan University is growing and expanding and seeks to provide a “collaborative, learning-centered environment in which highly qualified...staff” work to “enrich the lives of those in the campus community and surrounding region” (Rowan: About, 2014, ¶2).

Residents living within Evergreen, Oak, or Laurel residence hall were the focus of the study, especially those students who were living in converted triple rooms or who were a part of the Engineering Learning Community (ELC). Oak and Laurel Halls typically “house up to 59 students each on three floors per building,” and the “buildings are arranged in same gender suites which can [typically] accommodate 8 to 14 students” (Residence Halls: Oak & Laurel Hall, 2014, ¶7). Due to the large incoming freshmen class of 2018 in the fall semester, Oak and Laurel residence halls housed between 24 to 31 students each on three floors per building and accommodated roughly 25 students per gendered suite.

Evergreen Hall typically “houses 206 students and is nestled in the trees on the south side of the campus adjacent to Mullica Hall” (Residence Halls: Evergreen Hall,

2014, ¶2). The building “consists of three co-ed floors, split into 2 separate wings; each floor consists of four-person suites which are two double occupancy rooms joined by a bathroom” (Residence Halls: Evergreen Hall, 2014, ¶2). Due to the large incoming freshmen class of 2018 in the fall semester, Evergreen Hall housed 282 students throughout the three floors of the building and accommodated between 4 to 6 students per gendered suite. All of the freshmen students living in either hall had been living on campus since September 2, 2014.

Population and Sample

The target population for this study was all freshmen students residing in Evergreen, Oak, and Laurel residence halls at Rowan University in Glassboro, NJ, during the fall 2014 and spring 2015 academic year. There are a total of 413 students living in Evergreen, Oak, and Laurel Halls, 282 residents reside in Evergreen, 61 residents reside in Laurel, and 63 residents reside in Oak. The convenience sample was determined based on participants that returned a survey stating they were a resident of one of these freshmen residence halls. Four hundred fifty surveys were handed out and 293 subjects returned a survey. Subjects were solicited for the study by their Resident Assistant (RA) at their end of semester hall meeting by their RA reading a script to them describing the study and survey (Appendix A).

Instrumentation

The instrument to assess student’s roommate relationships and feelings of social density was constructed based off of the knowledge base. The items were compiled based

on the information that was found through research. There were various studies that were consulted regarding tripled students and the effects that a tripled room had on students and their overall satisfaction and transition from high school to college. The survey items were compiled based on reading the following studies and their results: Aiello et al., 1981; Baron et al., 1976; Baron and Rodin, in press; Clark et al., 2012; Karlin et al., 1978; Karlin et al., 1979. The final questionnaire was compiled based on questions that would help to answer the research questions. The primary purpose of this report was to investigate selected students roommate relationships and if students felt that their residential assignment and roommate relationships fostered social density.

The survey (Appendix B) consists of six parts: demographic and background information, living learning community participation, relationships with roommates, perception of social density, perception of overcrowding, and satisfaction with residential environment. The survey was accompanied with an alternate consent form that served as a cover letter for the questionnaire. The first section collected demographic and background information on each participant through 11 questions. The second section asked subjects to answer six statements and rank 4 Likert-style items by evaluating their satisfaction with their living learning community if they were participating in one. Subjects were asked to rank 8 Likert-style items on their relationships with their roommates in the third section, and in the fourth section rank 5 Likert-style items evaluating their perception of social density. The fifth section asked subjects to rank 5 Likert-style items evaluating their perception of overcrowding, and in the sixth section rank 5 Likert-style items evaluating their satisfaction with their residential environment.

Subjects rated each statement from strongly agree to strongly disagree, based on how they related to the statement. The answers to the statements were scaled as follows: strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1.

Prior to the survey being distributed to subjects, it was pilot tested to establish the instrument's face validity. I pilot tested the survey to 10 undergraduate students that did not reside in Evergreen, Laurel, or Oak Halls to ensure that the survey read easily and that students were able to understand and comprehend what was being asked of them. The 10 undergraduate students that performed the pilot testing did not have any issues or concerns with the instrument and it was determined to have good face validity.

After pilot testing a Cronbach Alpha test was performed on the overall survey instrument to determine its internal consistency. When testing the overall reliability of the survey instrument, a Cronbach Alpha analysis resulted in a reliability score of .75 for a total of 28 Likert scale items. A score of .70 or greater shows that the items have a high internal consistency. Cronbach Alpha analysis was also conducted to each factor grouping of the survey and the following results were produced: Relationship with Roommate(s) gave a score of .939, Perception of Social Density gave a score of .858, Perception of Overcrowding gave a score of .712, and Satisfaction with Residential Environment gave a score of .845. Overall the survey instrument resulted in a high reliability score by each factor grouping and as a whole.

Data Collection

The participants who received the survey were all first-year students living in Evergreen, Laurel, or Oak residence halls during the fall 2014 semester. The survey

questionnaire (Appendix B) was administered during the week of December 1, 2014. An informational cover letter was attached to each survey, notifying each participant what the aim of the study was and who to contact if they had any further questions. There was no consent form, as there was no identifying information collected from student participants. The Resident Assistants (RAs) and Resident Director (RD) staff working in Evergreen, Laurel, and Oak residence halls assisted in the passing out and collection of the surveys at the RAs end of semester floor meetings. Before collecting data, however, an Institutional Research Board application (Appendix C) was completed and approved.

The coordinator of the study met with the RA and RD staff prior to distributing the surveys and explained the purpose of the study and how the RA and RD staff would be assisting. The RAs distributed the surveys at their end of semester floor meetings and asked residents to fill out the survey and return it to them. Residents were not required to take the survey, but were asked if they would like to volunteer. The RA staff had until Sunday, December 7, 2014 to have their floor meetings and distribution of surveys completed by. Once RAs received the surveys back, they handed them in to their RD and their RD returned them to the coordinator of the study.

Data Analysis

In performing data analysis, the Statistical Package for the Social Sciences (SPSS) was used. Data were entered into the program first on the variable side, inputting the questions and statements to create the program for analysis. Then once data had been collected from the subjects, it was input into the SPSS program on the data side and analyzed using descriptive statistics. Using descriptive statistics the frequencies,

percentages, means, and standard deviations were analyzed for each factor grouping on the survey instrument: the demographic and background information, living-learning community participation, relationship(s) with roommate(s), perception of social density, perception of overcrowding, and satisfaction with residential environment. In Chapter IV the research questions are answered by reviewing the data that were analyzed using SPSS.

Chapter IV

Findings

Profile of the Sample

The subjects for this study were selected for being first year students residing in Evergreen, Laurel, or Oak residence halls on Rowan University's campus in December 2014. Of the 450 surveys distributed, 293 completed surveys were returned, yielding a return rate of 65%.

Table 4.1 illustrates the demographics of the subjects in the study. There were 171 males (58.4%) and 122 females (41.6%) that participated in the study, and a majority of respondents were White (63.1%) followed by Native American (13.3%), subjects who preferred not to state their racial/ethnic background (8.5%), African American (5.8%), Other (4.4%), Asian American (1.7%), and Hispanic (1.7%). A total of 43 students (14.7%) stated they were participating in a living-learning community (LLC) and 248 students (84.6%) were not participating in a LLC. One hundred fifty-three students (52.2%) reported they were in a triple room with two roommates, 85 students (29%) were in a double room with one roommate, 29 students (9.9%) were in a quad room with three other roommates, and 26 students (8.9%) were in a single room without a roommate.

Table 4.1

Subject Demographics (N=293)

Variable	<i>f</i>	%
Gender		
Male	171	58.4
Female	122	41.6
Total	293	100
Racial/Ethnic Background		
White/Caucasian	185	63.1
Native American	39	13.3
Prefer not to say	25	8.5
African American/Black	17	5.8
Other	13	4.4
Asian American	5	1.7
Hispanic	5	1.7
Total	293	100
Living-Learning Community Participation		
No	250	85.3
Yes	43	14.8
Total	293	100
Number of Roommates		
Triple Room/ Two Roommates	153	52.2
Double Room/ One Roommate	85	29
Quad Room/ Three Roommates	29	9.9
Single Room/ Zero Roommates	26	8.9
Total	293	100

Table 4.2 reports the overall breakdown of how many roommates subjects reported. Twenty-six (8.9%) of subjects reported they were in a single room without a roommate, and 85 (29%) of subjects reported they were in a double room with one roommate. One hundred fifty-three students (52.2%) of subjects reported they were in a triple room with 2 roommates, and 29 (9.9%) of subjects reported they were in a quad room with 3 roommates.

Table 4.2

Number of Roommates (N=293)

Variable	<i>f</i>	%
No Roommate(s)/Single Room	26	8.9
One Roommate/Double Room	85	29
Two Roommates/Triple Room	153	52.2
Three Roommates/Quad Room	29	9.9

Analysis of the Data

Research question 1. How do students rate their overall satisfaction with roommate(s) in their current residential assignment?

Subjects were asked to rate their overall satisfaction with their current roommate(s) in their residential assignment on Rowan University's campus. They were asked to rank statements regarding their roommate(s) and if they Strongly Agreed (5), Agreed (4), felt Neutral (3), Disagreed (2), or Strongly Disagreed (1) with the statements listed. Items in Table 4.2 are arranged according to level of satisfaction from most to least positive.

With regards to the Relationship with Roommate items as described in Table 4.3, 82.6% of students reported that they strongly agree or agree that they felt their roommate(s) respected them; 79.5% reported that they felt their roommate(s) respected their living space; 76.8% reported that they felt their suitemate(s) respected them. Whereas 80.2% reported that they felt their roommate(s) follow the housing policies and regulations. Additionally, 71% reported that they felt their roommate(s) and them were able to maintain a clean room.

Table 4.3

Relationship with Roommate(s)

(Strongly Agree =5, Agree =4, Neutral =3, Disagree =2, Strongly Disagree =1)

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
I feel my roommate(s) respect me. <i>n</i> =281, <i>M</i> =4.33, <i>SD</i> =.862, Missing=12	146	49.8	96	32.8	28	9.6	7	2.4	4	1.4
I feel that my roommate(s) respect my living space. <i>n</i> =281, <i>M</i> =4.25, <i>SD</i> =.928, Missing=12	140	47.8	93	31.7	31	10.6	13	4.4	4	1.4
I feel that my suitemate(s) respect me. <i>n</i> =272, <i>M</i> =4.25, <i>SD</i> =.848, Missing=21	126	43	99	33.8	39	13.3	5	1.7	3	1

Table 4.3 (Continued)

Relationship with Roommate(s)

(*Strongly Agree =5, Agree =4, Neutral =3, Disagree =2, Strongly Disagree =1*)

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
I am satisfied with my current roommate(s) and our relationship we have. <i>n</i> =281, <i>M</i> =4.23, <i>SD</i> =1.015, Missing=12	147	50.2	82	28	32	10.9	11	3.8	9	3.1
I feel that my roommate(s) follow the housing policies and regulations. <i>n</i> =281, <i>M</i> =4.22, <i>SD</i> =1.009, Missing=12	140	47.8	95	32.4	25	8.5	11	3.8	10	3.4
I feel that my roommate(s) and I are able to maintain a clean room. <i>n</i> =280, <i>M</i> =4.04, <i>SD</i> =1.006, Missing=13	112	38.2	96	32.8	49	16.7	17	5.8	6	2

Research question 2. Are students experiencing a perception of social density in their current residential assignment with their current roommate(s)?

The statements in Table 4.4 asked subjects about their perception of social density in their current residential space, and items are arranged according to level of agreement from most to least positive. Forty-two point three percent of subjects reported that there is enough residential space for themselves and their current roommate(s). Sixty point one percent of subjects reported that they felt there was not an increased level of competitiveness between themselves and their roommate(s) in order to do better in

school. Furthermore, 67.6% of subjects reported that when decisions need to be made with their roommate(s), they do not feel a loss of control with decision-making (i.e. cleanliness of room, decorating the room, taking turns buying groceries, etc). Sixty-seven point three percent of subjects also reported that in their current residential assignment with their roommate(s), they did not feel that conflicts were more likely to arise (i.e. verbal altercations, physical altercations, etc.). Finally, 70.3% of subjects reported that while residing in their current residential assignment with their roommates they felt they were able to relax (i.e. with friends, unable to sleep comfortably, unable to study for class, etc.).

Table 4.4

Perception of Social Density

(*Strongly Agree =5, Agree =4, Neutral=3, Disagree=2, Strongly Disagree=1*)

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
I feel that there is insufficient residential space for my roommate(s) and I to live. <i>n</i> =283, <i>M</i> =2.90, <i>SD</i> =1.232, Missing=10	34	11.6	63	21.5	62	21.2	88	30	36	12.3
To succeed in school I feel that there is an increased level of competitiveness between my roommate(s). (i.e. to do better in school, to have better relationships with mutual friends, have more on campus involvement, etc.) <i>n</i> =278, <i>M</i> =2.40, <i>SD</i> =1.169, Missing=15	24	8.2	23	7.8	53	18.1	117	39.9	61	20.8

Table 4.4 (Continued)

Perception of Social Density

(Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1)

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
When decisions need to be made with my roommate(s), I feel a loss of control with decision-making. (i.e. cleanliness of room, decorating our room, taking turns buying groceries, etc.) <i>n</i> =281, <i>M</i> =2.26, <i>SD</i> =1.100, Missing=12	17	5.8	24	8.2	42	14.3	131	44.7	67	22.9
In my current residential assignment with my roommate(s), I feel that conflicts are more likely to arise (i.e. verbal altercations, physical altercations, etc.) <i>n</i> =279, <i>M</i> =2.21, <i>SD</i> =1.166, Missing=14	18	6.1	26	8.9	38	13	111	37.9	86	29.4
While residing in my current residential assignment with my roommate(s), I feel I am unable to relax (i.e. with friends, unable to sleep comfortably, unable to study for class, etc.) <i>n</i> =279, <i>M</i> =2.16, <i>SD</i> =1.130, Missing=14	18	6.1	20	6.8	35	11.9	121	41.3	85	29

Research question 3. Are students experiencing a perception of overcrowding in their current residential assignment with their current roommate(s)?

The statements in Table 4.5 asked subjects about their perception of overcrowding in their current residential space, and items are arranged according to level of agreement from most to least positive. Fifty-seven point four percent of subjects reported they experienced social adjustments (i.e. in learning to interact with my roommate(s), how to build and maintain roommate relationships, etc.) since attending Rowan University. Fifty-eight point seven percent of subjects reported that since attending Rowan they felt they have experienced residential adjustments (i.e. learning to live with their roommate(s), living with other students on their floor, etc.). Furthermore, 58.7% of subjects reported that they would not like to be in a different assignment with different roommates. Finally, 66.5% of subjects reported that they did not feel there were times that their roommate(s) left them out of their plans (i.e. going to dinner, hanging out with friends, going to the gym, etc.).

Table 4.5

*Perception of Overcrowding**(Strongly Agree =5, Agree =4, Neutral =3, Disagree =2, Strongly Disagree =1)*

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Since attending Rowan I feel I have experienced social adjustments (i.e. learning to interact with my roommate(s), how to build and maintain roommate relationships, etc.) <i>n</i> =280, <i>M</i> =3.63, <i>SD</i> =1.110, Missing=13	67	22.9	101	34.5	64	21.8	36	12.3	12	4.1
Since attending Rowan I feel that I have experienced residential adjustments (i.e. learning to live with my roommate(s), living with other students on my floor, etc.) <i>n</i> =282, <i>M</i> =3.62, <i>SD</i> =1.107, Missing=11	65	22.2	107	36.5	60	20.5	38	13	12	4.1
There are times I would like to be in a different assignment with a different roommate(s). <i>n</i> =283, <i>M</i> =2.39, <i>SD</i> =1.293, Missing=10	24	8.2	41	14	46	15.7	83	28.3	89	30.4
There are times I feel that my roommate(s) leave me out of their plans (i.e. going to dinner, hanging out with friends, going to the gym, etc.) <i>n</i> =280, <i>M</i> =2.25, <i>SD</i> =2.25, Missing=13	17	5.8	23	7.8	45	15.4	122	41.6	73	24.9

Research question 4. Are students satisfied with their residential environment?

The statements in Table 4.6 pertained to students' satisfaction with their residential environment, and items are arranged according to level of agreement from most to least positive. Eighty-three point nine percent of subjects reported they felt safe in their residential room or when they left their possessions there. Seventy-nine point two percent of subjects reported they felt included in their residence hall community. Seventy-one percent of subjects reported they felt other residents in the building show concern for academic success by studying, attending class, respecting quiet hours, etc. Furthermore, 76.7% of subjects reported that their current residential assignment provides them with the degree of privacy they desire. Finally, 76.5% of subjects reported that they felt their room allowed them to adequately sleep and study without distractions.

Table 4.6

Satisfaction with Residential Environment

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel safe in my residential room, or when I leave my possessions there. <i>n</i> =288, <i>M</i> =4.28, <i>SD</i> =.861, Missing=5	139	47.4	107	36.5	32	10.9	5	1.7	5	1.7

Table 4.6 (Continued)

Satisfaction with Residential Environment

(*Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1*)

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel included in my residence hall community. <i>n</i> =287, <i>M</i> =4.16, <i>SD</i> =.866, Missing=6	116	39.6	116	39.6	43	14.7	9	3.1	3	1
Other residents in the building show concern for academic success by studying, attending class, respecting quiet hours, etc. <i>n</i> =289, <i>M</i> =3.98, <i>SD</i> =.973, Missing=4	102	34.8	106	36.2	56	19.1	22	7.5	3	1
My current residential assignment provides me with the degree of privacy I desire. <i>n</i> =288, <i>M</i> =4.06, <i>SD</i> =.861, Missing=5	110	37.5	115	39.2	41	14	14	4.8	8	2.7
My room allows me to adequately sleep and study without distractions. <i>n</i> =288, <i>M</i> =4.03, <i>SD</i> =1.022, Missing=5	111	37.9	113	38.6	34	11.6	23	7.8	7	2.4

Research question 5. Do students feel connected and successful through their living-learning community participation?

Table 4.7 shows where subjects' living-learning communities were located on Rowan University's campus. The Engineering Learning Community (ELC) was housed in Laurel Hall during the 2014-2015 academic year and held approximately 25 first year students. Seven point eight percent of subjects reported they were involved in the ELC in Laurel Hall. Other living-learning communities that were housed within Evergreen Hall were the Educational Opportunity Fund (EOF) students. There were also themed living communities that were placed in Evergreen and Oak Halls: Gaming, Social Justice, and Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Ally (LGBTQQIA) communities. The 60 responses from subjects pertain to one of these living-learning communities.

Table 4.7

<i>Living-Learning Community Location (n=60)</i>		
Variable	<i>f</i>	%
Evergreen Hall	23	7.8
Laurel Hall	22	7.5
Oak Hall	7	2.4

Table 4.8 illustrates subjects' responses to their experience and relationship with the current living-learning community they are participating in. Items in Table 4.8 are arranged according to level of agreement from most to least positive. Fifteen percent of subjects reported they felt they are better able to connect with fellow students within their

living-learning community. Thirteen point nine percent of subjects reported that they felt they were able to be academically successful by participating in their living-learning community. Thirteen point seven percent of subjects reported they feel they were better able to form study groups through their living-learning community participation. However, only 11.2% of subjects reported they feel they are better able to connect with faculty or instructors.

Table 4.8

Living-Learning Community Participation

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
I feel I am better able to connect with fellow students within my living-learning community. <i>n</i> =60, <i>M</i> =4.02, <i>SD</i> =1.033, Missing=233	24	8.2	20	6.8	10	3.4	5	1.7	1	.3
I feel I am better able to be academically successful. <i>n</i> =60, <i>M</i> =4.00, <i>SD</i> =.974, Missing=233	23	7.8	18	6.1	16	5.5	2	.7	1	.3
I feel I am better able to form effective study groups. <i>n</i> =60, <i>M</i> =3.93, <i>SD</i> =1.087, Missing=233	24	8.2	16	5.5	13	4.4	6	2	1	.3

Table 4.8 (Continued)

Living-Learning Community Participation

(Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1)

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
I feel I am better able to connect with faculty/instructors. <i>n</i> =59, <i>M</i> =3.76, <i>SD</i> =.916, Missing=234	15	5.1	18	6.1	24	8.2	1	.3	1	.3

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study evaluated the impact of living in a tripled room on freshmen students by comparing subjects' experiences with those of freshmen students living in double and single rooms by measuring the level of satisfaction these students had with their roommate(s), if they perceived any social density or overcrowding, and if they were satisfied with their residential environment. The study also evaluated if students who were participating in the Engineering Learning Community (ELC) felt more connected and successful at Rowan University versus students not participating in the ELC. The study was conducted at Rowan University in Glassboro, New Jersey, during the fall semester of 2014. The survey sample population consisted of freshmen students residing in single, double, and triple rooms in Evergreen, Laurel, and Oak residence halls.

Surveys were distributed and collected in three residence halls during the first week of December 2014, while residents were attending their floor meetings to receive check out information for when they left campus to go home for the winter break. A total of 450 surveys were distributed and 293 surveys were collected, which included responses from 22 out of the 25 ELC students and 268 of non-ELC students. The survey consisted of demographic questions and Likert scale items. Demographic questions and Likert scale items were analyzed using SPSS to find the frequency in responses, percentages, means, and standard deviations.

Discussion of the Findings

A first year student is exposed to a variety of experiences with their roommate(s) and is forced to work through issues that may arise between themselves and their roommate(s) in their residential space. Students will rank their residential experience either positively or negatively based on social interactions with their roommate(s) and how they adapt to sharing a residential space with another individual.

From the analysis of the surveys, it seems that a majority of the subjects were residing in tripled rooms with two other roommates and it appears that these students had a good relationship with their roommate(s). About 82.6% of subjects reported they felt their roommate(s) respected them, and 79.5% of subjects reported they felt their roommate(s) respected their living space. Whereas approximately 71% of subjects reported that they felt their roommate(s) and themselves were able to maintain a clean room. Overall, when subjects were asked about their relationship with their roommate(s) they reported positive experiences even if they were residing in a tripled room versus subjects residing in a double room.

However, when consulting the Karlin et al. (1978) and Baron et al. (1976) studies, both found that placing three students into one room resulted in a negative residential experience and increased stress. My survey data indicated that tripled and doubled students experienced positive roommate relationships and felt respected in their residential spaces. It is hard to tell if this is due to the gap in the knowledge base from when these studies occurred to my study now, or if the current generation of college students are more acceptable to tripled rooms at college campuses. Thus my data do not

support earlier findings from Karlin et al. (1978) or Baron et al. (1976) regarding triple students having negative experiences with their roommate(s) and residential space.

Alongside sharing a residential space and maintaining a relationship with ones roommate(s), tripled students may feel as if there is overcrowding or social density being created by their triple room and other students residing near them in their residence hall. Altman (1975) found that social density could occur when individuals receive less privacy than they desire, and Walden et al. (1981) found that feelings of overcrowding can cause potential roommate conflicts and cause students to feel unhappy in their residential environment. Walden et al. (1981) further went on to state that a student's perception of crowding could be based on interpersonal roommate relationships.

My survey data reported that only 33% of subjects felt that they did not have sufficient space in their residential room. Furthermore, only 16% of subjects reported that they felt there was an increased level of competition between their roommate(s) to perform better in their academics. The majority of students reported they did not feel any increased competition and that they felt they had sufficient residential space. Sixty-seven point three percent of subjects reported they did not feel that any type of roommate conflict was likely to arise, and 70.3% of subjects reported that they felt they were able to relax in their current residential space with their roommate(s).

However, 57.4% of subjects did report they felt they have experienced social adjustments in learning to interact with their roommate(s) and maintain a good roommate relationship. Fifty-eight point seven percent of subjects also reported that they felt they experienced residential adjustments in learning to live with roommates and other students

in their residence hall. These findings do not support the findings from Altman (1975) and Walden et al. (1981). Overall, students did not report that they felt overcrowded or that their residence hall was socially dense, but they acknowledged that transition from high school to college has led to some social and residential adjustments and new experiences for them as they experienced different surroundings.

When reviewing survey data to previous studies, there was no information of students that had been tripled had also participated in a living-learning community. My survey data showed that out of 293 subjects, 60 students (20%) participated in a living-learning community during the fall 2014 semester. Out of these 60 subjects, 13.9% participating in living-learning communities felt they were academically successful. A total of 15% of subjects also reported that they felt they were better able to connect with fellow students in their community. Thirteen point seven percent of subjects also reported that they felt they were better able to form effective study groups. I was unable to compare to this to any previous data, as previous studies (Altman, 1975; Baron et al., 1976; Karlin et al., 1978; Walden et al., 1981) all focused on the effects of tripling on students and did not mention any participation of living-learning communities at the institutions these studies were held.

Both tripled and doubled students were satisfied with their residential environment, their roommate relationship(s), and overall experience living in their residence hall. Seventy-six percent of subjects reported that they felt their current residential assignment provided them with the degree of privacy they desired, and 79% of subjects also reported that they felt included in their residence hall community. Seventy-

six percent of subjects also reported that they felt their room allowed them to adequately sleep and study without distractions. These results further challenge results reported on tripled students in previous studies: (Altman, 1975; Baron et al., 1976; Karlin et al., 1978; Walden et al., 1981).

Overall, the results from my study could have potentially been influenced by the way Rowan University and the Office of Residential Learning & University Housing (RLUH) marketed tripled rooms to incoming freshmen students for this past academic year. Prior to the end of the 2013-2014 academic year Rowan University's president had mentioned that the school would be expanding and a larger freshmen class would be enrolled. This would lead to eventually building more residential facilities, but in the interim the RLUH Office knew they would need to triple more rooms in the freshmen residence halls to accommodate the larger freshmen class for the 2014-2016 academic year.

From June 2014 to August 2014, the RLUH Office sent pamphlets and brochures home to incoming freshmen students detailing that 80% of the incoming freshmen class would be residing in tripled rooms. These materials included diagrams of what triple versus double room layouts looked like and incentives the RLUH Office was offering to students who self-identified or volunteered to be assigned to a tripled room. Incentives for "volunteer triple" students were: a free micro fridge unit placed in a student's room, \$50 extra 'Boro Bucks added to a student's account, free summer housing between their freshmen and sophomore year if they were taking summer courses or employed on campus, priority housing during their sophomore class selection if they were lottery

eligible, and students would be able to select their triple room and roommates while they were on campus during their orientation session.

Overall, the marketing the RLUH Office and Rowan University did to ensure that the incoming freshmen class knew approximately 80% of them would reside in tripled rooms along with the incentive program that was laid out for “volunteer triple” students could have led to a more positive experience and feedback from the subjects that participated in this study.

Conclusions

The results of this study suggest that tripled students had a positive residential and roommate experience alongside doubled students, and both tripled and doubled students did not perceive their residential environment or residence hall to be socially dense or overcrowded. Other studies have indicated that tripled students had negative experiences with their residential environment and roommate(s) and felt that their residence hall and/or community was overcrowded or socially dense (Altman, 1975; Baron et al., 1976; Karlin et al., 1978; Walden et al., 1981). Tripled and doubled freshmen students felt connected to their residence hall community and felt their roommate(s) respected them and their residential space as well.

With that being said, it cannot be concluded by this study that tripled students always have an experience this positive with their residential environment, their roommate(s), and the other residents in their residence hall. The data suggest that tripled students were able to form and maintain healthy and positive roommate relationships and build mutual respect of their residential space and among their roommate group. It also

suggests that students do not feel that they are living or helping to foster an overcrowded or socially dense environment. A small percentage of the subjects participate in a living-learning community, and this suggested that these students were able to be academically successful, form effective study groups, and better connect with other members in their community. This may have also influenced these students' results of self-identifying their positive or negative experience with their residential space and their roommate(s) for the fall 2014 semester.

Recommendations for Practice

Based on the findings and conclusions of the study, the following suggestions are presented:

1. Tripled students should all be volunteers, meaning they self-identify that they would like to be placed into a triple room possibly with roommates of their choosing, versus being assigned by the Residential Learning & University Housing Office at Rowan University to a triple room with or without roommates of their choosing. Housing/Residence Life office should be more transparent regarding if they triple their residential rooms on campus, and send out informative marketing materials regarding triple rooms, what amenities these rooms and students receive, and any incentives students may receive if they self-identify they would like to be assigned to a triple room.
2. Students should be made aware prior to receiving their housing assignment and while they are on campus during the summer for their Orientation that being in a triple room is upcoming campus culture at Rowan University and residing in a

double or single room is not as likely compared to if they were to attend other institutions.

3. Rowan University should further review the current success of some of the living-learning communities currently on its campus and look to expand upon them, because the students participating in this type of housing self-identify they feel more successful in their academics and have better connections with their peers.

Recommendations for Further Research

Based on the findings and conclusions of the study, the following suggestions are presented:

1. Further studies should be conducted at other colleges and universities with larger populations to compare the findings in this study and those from previous studies.
2. A follow up analysis could be done using the same subjects to compare the findings of different studies.
3. More studies on this topic need to be conducted to have more current and relevant research for future researchers and professionals interested in this topic.
4. A study could be conducted with the same group of students at the end of their first/freshmen year at Rowan University to see if their perceptions and attitudes have changed since December 2014.
5. A more in depth study should be conducted at Rowan University or another institution to see if a student's participation in a living-learning community impacts their overall satisfaction and experience with their residential assignment and roommate if they are assigned to a double versus a triple room.

6. A study comparing various living-learning communities and/or themed living-learning communities on Rowan University's campus should be conducted to see if student experiences are similar or vary based on what community they are participating in.

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Appendix A

Resident Assistant (RA) Script

Resident Assistant (RA) Script to Read to Resident Participants

The following questionnaire you have received is in reference to a study that is being conducted by a graduate student in the Higher Education Administration Master's Program here at Rowan University. You are being asked to volunteer your time to complete a survey to help gather data for this study. The study is geared towards freshmen students residing in Evergreen, Oak, and Laurel residence halls during the fall 2014 semester. By completing and returning a survey to your Resident Assistant (RA) you are volunteering to be a participant in this study. The survey does not have any identifying information on it that can be linked to yourself or your housing assignment.

It would be appreciated if you volunteered for this study, as there is not much current data that can be found on students residing in tripled residential assignments on campus. The data looking to be collected on students living in tripled assignments can help fill a gap in the knowledge base and further assist professionals in the field of higher education understand these types of residential assignments for the future and if they are conducive to a student's overall college experience. Your time and participation are greatly appreciated if you choose to volunteer for this study. Thank you.

Appendix B
Survey Instrument



Hello,

My name is Laura Blazewicz and I am a graduate student currently pursuing my Masters in Higher Education Administration. For my degree completion I am currently working on completing my thesis and research study on Rowan University's students living in tripled rooms. I am inviting you to participate in a research survey entitled "Impacts on Roommate Relationships and Fostering Social Density." I am inviting you because you are a freshmen student residing in an on-campus assignment in one of our freshmen halls for the 2014-2015 academic year. In order to participate in this survey, you must be 18 years or older.

The survey may take approximately 20 minutes of your time to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey.

The purpose of this research study is to gather feedback from freshmen students regarding their experience with their current roommates and residential assignment. I am looking to see if a student's residential assignment and roommate pairing affects their satisfaction of living on campus and if they have a positive or negative roommate experience/relationship. Students residing in Evergreen, Oak, and Laurel Halls will be asked to participate in this research study.

Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help me understand how students respond to living in tripled rooms. You may also help me to understand how a tripled room assignment affects a student's first year experience with their roommates. Your response will be kept anonymous. All data will be stored in a secure computer file and the file will be destroyed once the data has been published. Any part of the research

that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact me or my thesis chair, Dr. Burton Sisco, at the addresses provided below, but you do not have to give your personal identification. I can be reached at blazewicz@rowan.edu or (856)-256-4269, and my thesis chair can be reached at Sisco@rowan.edu or (856)-256-3717.

Thank you for your time and participation in this study.

Impacts on Roommate Relationships and Fostering Social Density

I. Demographic & Background Information

1. Age: _____
2. Gender: _____ Male _____ Female _____ Other
3. Ethnicity: _____ Caucasian _____ Hispanic
 _____ Latino/a _____ Prefer not to say
 _____ African American _____ Asian American
 _____ Native American _____ Other (please specify)
4. Do you currently participate in a living-learning community? (A living-learning community is a group of students that reside in the same residence hall and participate in the same academic program and classes, such as Engineering, Computer Science, History, or Biology.)

 Yes, (which one?) _____ No _____
5. How many roommates do you share your residential assignment with? (Check the item that applies)

Zero (single room) _____ One (double room) _____
Two (triple room) _____ Three (quad) _____
6. How did you choose your current roommates? (Check the item that applies)

Random assignment _____ Requested roommate _____
7. From the statements listed below, please check all that apply to you:
 _____ I've remained in my original room assignment since moving in.
 _____ I've moved out of my original assignment to a new assignment since moving in.

_____ I've remained in my original assignment and my roommate has changed assignments since moving in.

8. What residence hall do you currently reside in?
 _____ Oak Hall _____ Laurel Hall _____ Evergreen Hall

9. What floor do you currently live on in your residence hall? (Circle the item that applies)
 First Second Third

10. Including this current semester, how many semesters have you lived on campus? (Circle the number that applies) 1 2 3 4 5 or more

11. What is your current class standing? (Circle the item that applies)
 First Year Sophomore Junior Senior Graduate Student

II. Living-Learning Community Participation

(If you aren't participating in a living-learning community, please move on to the next section.)

12. Where is your living-learning community housed? (Please check)
 _____ Oak Hall _____ Laurel Hall _____ Evergreen Hall

- Below are statements concerning your participating in a living-learning community. Please answer each question by checking the box you feel best answers each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. I feel I am better able to connect with fellow students within my living-learning community.					
14. I feel I am better able to form effective study groups.					
15. I feel I am better able to connect with faculty/instructors.					
16. I feel I am better able to be academically successful.					

17. Do the members of your living-learning community take any common academic course(s)? (Please check all that apply)

Freshman Clinic I Freshman Clinic II
 Chemistry I Introduction to Mechanics
 Other (please name them below)

III. Relationships with Roommates

- Below are statements concerning your current roommates you are living with in your residential assignment. Please answer each question by checking the box you feel best answers each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18. I feel that my roommate(s) respect my living space.					
19. I feel my roommate(s) respect me.					
20. I feel that my suitemate(s) respect my living space.					
21. I feel that my suitemate(s) respect me.					
22. I feel that my roommate(s) and I are able to maintain a clean room.					
23. I feel that I am able to discuss room/roommate issues with my current roommate(s) when they arise.					
24. I feel that my roommate(s) follow the housing polices and regulations.					
25. I am satisfied with my current					

roommate(s) and our relationship we have.					
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IV. Perception of Social Density

- Below are statements concerning your current roommates and residential assignment you are living in. Please answer each question by checking the box you feel best answers each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
26. I feel that there is insufficient residential space for my roommate(s) and I to live.					
27. When decisions need to be made with my roommate(s), I feel a loss of control with decision-making. (i.e. cleanliness of room, decorating our room, taking turns buying groceries, etc.)					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
28. To succeed in school I feel that there is an increased level of competitiveness between my roommate(s). (i.e. to do better in school, to have better relationships with mutual friends, have more on campus involvement, etc.)					
29. In my current residential assignment with my roommate(s), I feel that conflicts are more likely to arise (i.e. verbal altercations, physical altercations, etc.)					
30. While residing in my current residential assignment with my roommate(s), I feel I am unable to reach my goals (i.e. unable to relax with friends, unable to sleep comfortably, unable to study for class, etc.)					

V. Perception of Overcrowding

- Below are statements concerning your current roommates and residential assignment you are living in. Please answer each question by checking the box you feel best answers each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
31. There are times I feel that my roommate(s) leave me out of their plans (i.e. going to dinner, hanging out with friends, going to the gym, etc.)					
32. Since attending Rowan I feel that I have experienced residential adjustments (i.e. learning to live with my roommate(s), living with other students on my floor, etc.)					
33. Since attending Rowan I feel I have experienced social adjustments (i.e. learning to interact with my roommate(s), how to build and maintain roommate relationships, etc.)					
34. There are times I feel less likely to participate in interactions with my current roommate(s) (i.e. spend time in our room, hangout with them when a friend is over, go to dinner, etc.)					
35. There are times I would like to be in a different assignment with a different roommate(s)					

VI. Satisfaction with Residential Environment

- Below are statements concerning your current roommates and residential assignment you are living in. Please answer each question by checking the box you feel best answers each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
36. My room allows me to adequately sleep and study without distractions.					
37. I feel safe in my residential room, or when I leave my possessions there.					
38. I feel included in my residence hall community.					

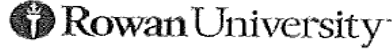
39. Other residents in the building show concern for academic success by studying, attending class, respecting quiet hours, etc.					
40. My current residential assignment provides me with the degree of privacy I desire.					

Once you have completed your survey, please return it to your Resident Assistant. They will collect all completed surveys to return to their Resident Director, who will then return them to the researcher.

Thank you for your time!

Appendix C

Institutional Review Board Approval Letter



** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office **

DHHS Federal Wide Assurance Identifier: FWA00007111
IRB Chair Person: Harriet Hartman
IRB Director: Sreekant Murthy
Effective Date: 11/17/2014

eIRB Notice of Approval

STUDY PROFILE

Study ID: Pro2014000183
Title: Rowan University's Converted Triples: Impacts on Roommate Relationships and Fostering Social Density
Principal Investigator: Burton Sisco Study Coordinator: None
Co-Investigator(s): Laura Blazewicz Other Study Staff: None
Sponsor: Department Funded Approval Cycle: Twelve Months
Risk Determination: Minimal Risk Device Determination: Not Applicable
Review Type: Exempt Exempt Category: 2
Subjects: 413

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	Submission Status:	Approved
Approval Date:	11/19/2014	Expiration Date:	
Pregnancy Code:	No Pregnant Women as Subjects Not Applicable	Pediatric Code:	Not Applicable No Children As Subjects
		Prisoner Code:	Not Applicable No Prisoners As Subjects
Protocol:	Survey Instrument Protocol Template RA Script	Consent:	There are no items to display
		Recruitment Materials:	RA Script

* IRB APPROVAL IS GRANTED SUBJECT TO THE STIPULATION(S) THAT:

* Study Performance Sites:

Glassboro Campus Evergreen, Oak, and Laurel Residence Halls 201 Mullica Hill Road Glassboro, NJ 08028

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.
3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue.** (This determination shall be based on a separate written request from the PI to the IRB.) **No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**
4. **Amendments/Modifications/Revisions:** If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.
5. **Unanticipated Problems:** Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/nsp/>
6. **Protocol Deviations and Violations:** Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/nsp/>
7. **Consent/Assent:** The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.
8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.
9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.
10. Letter Comments: *There are no additional comments.*

CONFIDENTIALITY NOTICE: This email communication may contain private, confidential, or legally privileged information intended for the sole use of the designated and/or duly authorized recipients(s). If you are not the intended recipient or have received this email in error, please notify the sender immediately by email and permanently delete all copies of this email including all attachments without reading them. If you are the intended recipient, secure the contents in a manner that conforms to all applicable state and/or federal requirements related to privacy and confidentiality of such information.