

Jennifer Salton

Within this bibliography and literature review, it is being broken down into categories when treating college as a transition into adulthood. So, these categories are **identity, social skills, and independence.**

1. Kaya, N., and F. Erkip. "Satisfaction in a Dormitory Building: The Effects of Floor Height on the Perception of Room Size and Crowding." *Environment and Behavior* 33.1 (2001): 35-53. Web.
 - a. Abstract: This article examines the effects of floor height on the perception of room size and crowding as an important aspect of satisfaction with a dormitory building. The analysis was carried out by means of a survey research designed for dormitory residents at Bilkent University, Ankara. Two 5-story dormitory buildings, one housing men and the other women, in which all rooms are of identical size and have equal density, were chosen for the survey. The highest (fifth) and the lowest (ground) floor were included in this research with a sample of an equal number of male and female students for each. As predicted, residents on the highest floor perceive their rooms as larger and feel less crowded than residents of the lowest floor. Overall, when the room is perceived as larger and the feeling of privacy in a room increases, the satisfaction with a dormitory room also increases.
 - b. Comments: This article takes the opinions and preferences of the students living in these two dormitories in Bilkent University to discover their satisfaction. The article includes the questionnaire that was used and the question range from their life before college (family size and whether they had a roommate or not) at home to how they think of their room. Things that are mentioned are privacy and relations with roommate/visitors. When dealing with my own topic, this falls under the category of **social skills.**
2. Thomsen, Judith. "Home Experiences in Student Housing: About Institutional Character and Temporary Homes." *Journal of Youth Studies* 10.5 (2007): 577-96. *Academic Search Complete.* Web.
 - a. Abstract: The aim of this article is to understand how architectural aspects of student housing influence students' residential satisfaction and a feeling of home. In this context, the significance of an institutional character of accommodation is reflected on. Architectural aspects and aesthetics of the physical environment are as important for defining residential satisfaction as location, housing type, and social and economic aspects. Houses are dual structures, comprising both measurable physical aspects and

subjectively experienced aspects. This article focuses primarily on student perceptions of subjectively experienced aspects of architecture for the appreciation of institutionally provided housing. Findings from interviews with students in two such residences indicate that student housing in general is associated with an institutional character by many interviewees. Judging from their perceptions, the students were aware of how contextual issues and architectural elements such as colors, materials, and spatial solutions either supported an institutional character or supported a feeling of home. The possibility for personalization of private rooms is highly appreciated in order to create a sense of home. Providing individual solutions may reduce a sense of institutionalization.

- b. Comments: This article was about student housing and the personalization that should go into it. The idea was to make their dorm room feel like home with whatever they wanted to do with their room. Within my topic, this deals with **identity**.
3. Propst, Robert, and C. G. Propst. The University of Massachusetts Dormitory Experiment: An Examination of the Influence of the Direct Living Environment on the Attitudes and Behavior of Residents in High Rise Dormitories: A Report on the Introduction of Innovative Changes and Their Implications to the Satisfaction of Residents and to Management Feasibility. Ann Arbor, MI: Herman Miller Research, 1973. Print.
 - a. Abstract: This report describes a research project jointly sponsored by the University of Massachusetts, The Educational Facilities Laboratory of the Ford Foundation and Herman Miller Inc. Conducted by Herman Miller Research Corporation, the project examines the influence of the direct living environment on the attitudes and behavior of residents of high rise dormitories. The first section discusses the wide spread dissatisfactions with dormitory facilities and the spectrum of factors involved. The second section defines the specific problem profile now confronting decision makers dealing with the Southwest Dormitory Complex at the University of Massachusetts. The third section outlines the research approach to the problem and a proposal for an experiment which would measure and evaluate the performance of a control site against that of an innovative installation site. The fourth section reports an account of the experiment describing the method of selection of the test site, organization and management, the year of control observation and the experimental environment. The fifth section presents an evaluation of the experiment using a satisfaction and

proficiency index and compares the data gained from the experimental installation to that of the control site. The concluding section discusses the implication of the experiment to future decision making, outlining new perceptions of living dimension, aesthetics, organizational presence, treatments of wear and failure, economic feasibility and management commitment.

- b. Comments: While this whole experiment was about the satisfaction of the dormitory, the method they used relates to my topic's category in dealing with **identity**. They made a domi-suite, which was a room where everything was easy to move and reorganize. It really allowed students to create their own room than just a typical double.
4. H., Van Der Ryn Sim, and Murray Silverstein. Dorms at Berkeley; an Environmental Analysis. Berkeley: Center for Planning and Development Research, U of California, 1967. Print.
 - a. Abstract: This monograph deals with an environmental analysis of the dorms at Berkeley and is organized into five chapters. Chapter one reviews some of the conditions that have prompted architects and planners to look for new approaches to their work and sketches the context of the Berkeley case study. Chapter two describes the history and setting of institutional housing at Berkeley. Chapter three discusses the analysis used and findings developed regarding student life in the high-rise dorm environment. This material comes primarily from the studies of the Berkeley dormitories and from a survey of other institutions. The chapter presents a series of design issues developed from the research. Each issue sums up an area of conflict between what student living seems to require of the physical environment and what that environment actually provides. Chapter four presents some conceptual solutions to the issues discussed in the previous chapter. Chapter five discusses methods for analyzing how a physical environment is used. The setting, techniques, and the problems and limitations are dealt with. It is the intention of the authors to reach, through the case study approach, a broad spectrum of people and professions responsible for shaping institutional programs and environments.
 - b. Comments: This book deals with the environment that a student dorm can deal with. So, in regards to my own research, it deals with all of the aspects of the transition a freshman goes through: **identity, social skills, and independence**. It talks about rooms being personalized, socializing not only with one's roommate, but with the building in

general, and has amenities that help students learn to be more independent such as several food areas for various situations.

5. Eshaghi, Azadeh, and Fatemeh Khozaei. "In the Eyes of the Beholder: Students' Degree of Satisfaction with Traditional versus Suite Style Residence Halls." *American Journal of Civil Engineering and Architecture* 4.5 (2016): 159-64. Web.
 - a. Abstract: This study aims at comparing the degree of students' satisfaction in relationship with traditional and suite style residence halls. A sample population of 209 students residing in four traditional and suite style residence halls participated in the survey from April to June 2015. The questionnaire consisted of 15 items. The Statistical Package for the Social Sciences (SPSS), version 17.0 was used for data analysis. Descriptive statistics were used to describe some demographic information of the sample. To test the hypothesis, an independent sample t-test was used to analyze the data. Following the data analysis, a series of interviews were conducted with 20 students. The results of quantitative data showed that suite style residents were less satisfied with their housing. Analyzing the interviews revealed that even though the suite style residents had enjoyed a better design, physical condition and maintenance compared to their counterparts from the traditional residence halls, they held higher expectations about the hall environments and felt that reality were short of their expectations.
 - b. Comments: Suite style rooms are usually thought of as a better set up in regards to having certain amenities easily outside the bedroom such as bathrooms or lounges. However, this article says the opposite and that students that used in the questionnaire preferred traditional rooms instead. In my topic, this could apply to **identity** as they are finding out what they like.
6. Devlin, A. S., S. Donovan, A. Nicolov, O. Nold, and G. Zandan. "Residence Hall Architecture and Sense of Community: Everything Old Is New Again." *Environment and Behavior* 40.4 (2008): 487-521
 - a. Abstract: This study of almost 600 students examines the relationship between sense of community and college dormitory architecture on the campus of a small residential liberal arts college in the Northeast. Respondents of all class years completed an online survey that included the Sense of Community Index and the Relationship dimension of the University Residence Environment Scale. Students also rated architectural

characteristics about their dorms and provided background information. Results indicate significant differences in sense of community related to dormitory design, in particular a lower sense of community in dorms that are organized around clusters or suites. At the same time, these units in clusters are judged to be more positive in terms of basic architectural components, including thermal comfort, adequacy of bathrooms, and storage. Results are discussed in terms of recommendations to enhance a sense of community through design.

- b. Comments: The whole aspect in this article was dealing with the sense of community. It goes into detail of how a dormitory floor should be organized with community in mind. It discusses the best way how to get clusters of students communicating. This goes under the topic of **social skills**.
7. Amole, D. "Residential Satisfaction and Levels of Environment in Students' Residences." *Environment and Behavior* 41.6 (2008): 866-79. Web.
- a. Abstract: This study investigates the relationship between residential satisfaction and levels of the residential environment. Specifically, it identifies the levels of environment to which users respond in relation to satisfaction, how significant satisfaction is across levels of environment, and the dimensions of satisfaction across the levels. The study uses data collected from 1,124 students in 20 residence halls in four Nigerian universities. Responses to 49 satisfaction items about various attributes of the residence halls are subjected to factor analysis. Three levels of environment, namely, the bedroom, the floor, and the hall emerge from the analysis, and satisfaction is significantly different across these levels. Although the experience of satisfaction is different, separate, and hierarchical at the different levels of environment, the users respond to similar dimensions of satisfaction at each level. The implications of these results are also discussed.
 - b. Comments: This article deals looking at the environment these students have and how they react to it. A chart within the article shows exactly what was focused on. The factors in order from 1 to 12 are: bedroom, design of hall, social density, bedroom storage and furnishing, floor level, hall maintenance, kitchenette and bathroom location, facilities, laundry, balcony, management, and hall location. Since the article discusses about amenities that students use to do things on their own like cooking food and laundry, in my research this would be placed under **independence**.

8. Baron, Reuben M., David R. Mandel, Claire A. Adams, and Lynne M. Griffen. "Effects of Social Density in University Residential Environments." *Journal of Personality and Social Psychology* 34.3 (1976): 434-46. Web.
 - a. Abstract: To evaluate the impact of an unanticipated partial tripling of male dormitory rooms normally used for double occupancy, data were collected from 144 male students concerning their cognitive and affective reactions to their present living situation (including perceptions of self, roommate, and room properties). Residents of triples expressed greater feelings of crowding, perceived less control over room activities, expressed more negative interpersonal attitudes, and experienced a more negative room ambience. Factor analyses carried out separately for doubles and triples revealed dramatically different implicit theories of crowding. Triples located privacy, control, interpersonal attitudes, and perceptions of crowding within the same phenomenal space; whereas doubles appeared to perceive a number of separate realms of experience involving the loading of crampedness, privacy, and interpersonal compatibility on separate factors. Although there were no overall differences in academic performance between doubles and triples, triples but not doubles manifested a negative relationship between indices of interpersonal adjustment and academic performance (average grade point and incompletes).
 - b. Comments: As this article compares a double room to a triple room, it is easy to tell that it deals **social skills**. Getting along with two people in a room is harder than one. There is a chart in the article that tells the difference between the two environments in means of the present living situation (privacy, sleep, studying) and room descriptors (crowded, comfort, order, private/public).
9. Marquis, Marie. "Exploring Convenience Orientation as a Food Motivation for College Students Living in Residence Halls." *International Journal of Consumer Studies Int J Cons Stud* 29.1 (2005): 55-63. Web.
 - a. Abstract: The main objective of this paper is to study the concept of convenience orientation among young adults. A project was conducted among students living in residence halls, where information on their food motivation and behaviour was obtained. Data were collected using a self-administered questionnaire filled out by 319 students. Convenience appears to be the most important food motivation followed by price, pleasure, health and concern about weight. Positive correlations were obtained

between convenience and: deciding what to eat, having a varied diet and lack of time, all of which were considered to be difficulties associated with living in residence. Negative correlations were obtained between convenience and total time spent cooking per day and having learned to be autonomous in the kitchen. For male, the perception of eating well, having a varied diet, and maintaining weight were negatively correlated to convenience. For female, the correlation between convenience and the difficulty of eating enough was significant and positive. Negative correlations were obtained between convenience and fresh vegetables, potatoes, eggs, fresh meat, fresh fish and fresh poultry, herbal tea and alcohol. Positive correlations were obtained between convenience, frozen foods and foods brought from the parents' home. Findings are discussed from both a health and a family perspective.

- b. Comments: In regards to my research, this would be placed under **independence**. This is because even though it is speaking of the benefits of having a dining hall in a dorm so they don't to cook, dining halls still give students various options. They can try foods from other cultures or other foods they never thought to try. It also can help students have a healthy diet, one hopefully they will keep.
10. Khozaei, Fatemeh, Ahmad Sanusi Hassan, Kheir Al Kodmany, and Yasser Aarab. "Examination of Student Housing Preferences, Their Similarities and Differences." *Facilities* 32.11/12 (2014): 709-22. Web.
 - a. Abstract: The aim of this paper is to identify the university student's preferences for some important attributes of residence hall design. The study also attempts to highlight the differences and similarities in student's preferences.
 - b. Comments: This article had a survey asking about their preferences about residing in traditional and suite-style residence halls, single room and double rooms as well as rooms in which each student's area is marked clearly. The results indicated that suite-style are preferred to traditional rooms. This would be placed under **identity and independence** due to figuring out what they like and having the responsibility of taking care of a bathroom or kitchen.
 11. Khozaei, Fatemeh, T. Ramayah, Ahmad Sanusi Hassan, and Lilis Surienty. "Sense of Attachment to Place and Fulfilled Preferences, the Mediating Role of Housing Satisfaction." *Property Management* 30.3 (2012): 292-310. Web.

- a. Abstract: This study aims to examine the possibility that housing satisfaction mediates the relationship between fulfilled preference and a sense of attachment to place. A 15-item questionnaire was administered to 751 students residing in residence halls at a public university in Malaysia. The respondents were asked to choose their answer from a four-point Likert scale that was constructed as follows: not at all; very little; mostly; and very much. The results of the survey revealed that housing satisfaction partially mediated the relationship between fulfilled preferences and sense of attachment to place. These results highlight the importance of students' fulfilled preferences. It reveals that the more students' preferences regarding residence hall were fulfilled, the more they were satisfied with their residence hall and felt attached to it. The findings of this study emphasise the importance of understanding students' residence hall needs and fulfilling their desire. These findings also emphasize that university students must not be viewed merely as temporary residents who stay in residence halls for just a few years.
 - b. Comments: This article deals with **identity** as it talks about students feeling attached to their dorms. Since in my thesis, I am talking about freshmen, it is important for students to feel at home since technically it is their home for a year at least and the only way to do this is to look hard at what students' preference.
12. Rodger, Susan C., and Andrew M. Johnson. "The Impact of Residence Design on Freshman Outcomes: Dormitories Versus Suite-Style Residences." *The Canadian Journal of Higher Education* 35.3 (2005): 83-99. Web.
- a. Abstract: This study was designed to measure affective, behavioural, and cognitive variables in a sample of 3159 first-year students, and to compare these variables by the type of residence building in which the student lived. Students living in suite-style buildings reported a greater sense of belonging, and higher activity levels than students living in dormitory-style buildings. Furthermore, sense of belonging was predicted by high extraversion and low conscientiousness. This suggests that introverted, conscientious students living in traditional dormitory-style buildings may be most at-risk of feeling "out-of-place" in residence.
 - b. Comments: While most articles about dormitories versus suite-style rooms deal with only preferences and satisfaction, this one discusses the social aspects students go through as a freshman. It talks about how students feel involved with activities and the others around them. So, this article goes under **social skills**.

13. Al-Qaisy, Lama M. "Adjustment of College Freshmen: The Importance of Gender and the Place of Residence." *International Journal of Psychological Studies IJPS* 2.1 (2010): n. pag. Web.
- a. Abstract: This study aims at finding out the effect of gender and place of residence on the adjustment of freshmen in the university. The researcher studied a sample of 117 freshmen in Tafila Technical University. The subjects come from different districts in Jordan. The measurement of college adjustment was applied. This scale consists of 3 items distributed on four dimensions. Means and standard deviations were used to analyze the data. The result showed that male students are more inclined to adjustment than females.
 - b. Comments: This article discusses some of the things freshmen go through as they enter college and what has changed. This includes increased responsibility, managing time, and changing relationships. So, based on this, this article deals with both **independence** and **social skills**.
14. Keup, Jennifer R. "Great Expectations and the Ultimate Reality Check: Voices of Students During the Transition from High School to College." *NASPA Journal* 44.1 (2007): n. pag. Web.
- a. Abstract: Although previous research provides empirical support for the "Freshman Myth," qualitative inquiry is necessary to enhance our understanding of the content, complexities, and impact of students' expectations about college. The current study analyzes in-depth interview data from nine students at three key time points in their transition from high school to college to provide new insights into the nature of students' expectations about college, their subsequent first-year experiences, and how expectation fulfillment or disillusionment affects students' adjustment to college. Findings revealed two new areas of student expectations about college: interpersonal relationships and personal development. Further, while their personal and interpersonal experiences in college resulted in some expectation disillusionment, most notably with respect to roommates, students generally felt well-adjusted and that their first-year experiences lived up to their expectations. Specifically, their relationships with their families, exposure to new people and ideas, pursuit of personally and professionally relevant coursework, and progress toward their goals for individual development all met or exceeded their precollege expectations. The practical, methodological, and theoretical implications of these results are discussed, which help broaden our current understanding of student expectations about college, provide meaningful feedback to

faculty and staff at the high school and college levels, and inform future research in this area.

- b. Comments: There were three questions asked within this article: Which aspects of college life do students consider when forming their expectations? In what ways are students' precollege expectations met during the first year? In what ways do they go unfulfilled? What are the consequences of expectation fulfillment or disillusionment, particularly for students' feelings of satisfaction, personal success, and adjustment? This article relates to **independence** and **social skills**. It actually states that college is the first stage of adulthood.
15. Inkelas, Karen Kurotsuchi, Zaneeta E. Daver, Kristen E. Vogt, and Jeannie Brown Leonard. "Living-Learning Programs and First-Generation College Students' Academic and Social Transition to College." *Research in Higher Education* 48.4 (2006): 403-34. Web.
- a. Abstract: This study examines the role of living-learning (L/L) programs in facilitating first generation students' perceived academic and social transition to college. Using a sample of 1,335 first-generation students from 33 4-year institutions who participated in the National Study of Living Learning Programs during Spring 2004, the results of the study show that first-generation students in L/L programs reported a more successful academic and social transition to college than their first-generation counterparts living in a traditional residence hall setting. In addition, interactions with faculty members and using residence hall resources facilitated an easier academic transition for first-generation students in L/L programs, and supportive residence hall climates were related to an easier social transition. A preliminary interpretation of this study's results is that structured activities, such as faculty interaction and residence.
 - b. Comments: This article takes a look at freshmen and how they acted in both academic and social aspects when transitioning to college. This article deals with **social skills** as it goes into depths about living-learning programs and the lasting effect they have.
16. Sacerdote, Bruce. "Peer Effects with Random Assignment: Results for Dartmouth Roommates." (2000): n. pag. Web.
- a. Abstract: This paper uses a unique data set to measure peer effects among college roommates. Freshman year roommates and dorm mates are randomly assigned at Dartmouth College. I find that peers have an impact on grade point average and on decisions to join social groups such as fraternities. Residential peer effects are markedly

absent in other major life decisions such as choice of college major. Peer effects in GPA occur at the individual room level, whereas peer effects in fraternity membership occur both at the room level and the entire dorm level. Overall, the data provide strong evidence for the existence of peer effects in student outcomes.

- b. Comments: Just from the title alone, it is easy to tell that this article covers **social skills**. It is interesting of how the roommates at Dartmouth were related to each other's GPA from high school, college, major, and other academic means.
17. Bolle, Mary Beth, Roger D. Wessel, and Thalia M. Mulvihill. "Transitional Experiences of First-Year College Students Who Were Homeschooled." *Journal of College Student Development* 48.6 (2007): 637-54. Web.
- a. Abstract: This study examined transitional experiences of first-year college students who were homeschooled in high school. It sought to determine if experiences of such students corresponded with Tinto's (1988, 1993) theory of student departure. The qualitative study found that there was little distinction between the transitional experiences of homeschooled students and traditionally educated students. During their first year of college, students experienced transitional issues such as loneliness, meeting others with different values, and dealing with greater independence. Academic and student support services, such as orientation, resident assistants, and campus programming, were influential institutional interventions in their transition to college.
 - b. Comments: This article takes the point of view of someone who has been homeschooled and is entering college. They took the testimonies of various students with different backgrounds, different majors, and different families and how they adjust to a university. The topics discussed in the article relates directly to my own topics of transition: **independence** and **social skills**.