

**A Nudge in Residential Life**

Emily Benesch, Seth Ravert, and Kayci Strous

PSY 430 Senior Seminar

Dr. Rachel Albert

5/18/21

## Executive Summary

**Project Goal:** Our goal is to determine the effectiveness of our implemented Roommate Agreement within Residential Life by looking at how student stress and academic success were affected, with the ultimate goal of seeing improved roommate relations and increased retention rate of students through graduation.

**The Need:** The need for this study was to identify the rates and locations of roommate conflict on Lebanon Valley College's campus that may be exempt from previously thought or voiced to Res. Life in the past. This study allowed for a more informal and anonymous report of such conflicts that were then attempted to be reduced through an implementation of a roommate agreement.

**The Strategy:** Distributed pre-test surveys to Residential Assistants of Funkhouser Hall and Vickroy Hall, to send out to 1st year on-campus roommates. Subsequently, the Roommate Agreement was distributed to the participants, distributing the post-test survey 2 weeks later.

**Key Results:** The pre-test data showed that there is a negative correlation both between roommate satisfaction and conflict frequency as well as between conflict frequency and academic stress. This indicates a need for further research as well as a focus on decreasing conflict frequency among roommates.

### Primary Recommendations:

- Longer timeline for Roommate Agreement Study
- Research into conflict resolution and conflict prevention strategies to add to the Roommate Agreement
- Establish direct communication with RAs and participants during the Roommate Agreement study

**Contents**

Introduction . . . . . 4

Project Description . . . . . 13

Findings . . . . . 16

Conclusions . . . . . 18

Limitations . . . . . 19

Recommendations . . . . . 20

References . . . . . 23

Appendix A . . . . . 26

Appendix B . . . . . 29

Appendix C . . . . . 32

Appendix D . . . . . 49

Appendix E . . . . . 52

### A Nudge in Residential Life

For many, colleges and universities are seen as a way to achieve higher education, but many also use it to expand and improve one's social circle of peers. When first entering an institution such as a college or undergraduate program, many find themselves surrounded by new places, ideas, and people. These factors can contribute a lot in the ways people seek out and choose their place of higher education, with many looking to find the best "fit" for themselves in the way of improving their knowledge and expanding their social circles with others like them (Shook & Fazio, 2008). Research into this area has displayed support that mere information about institutions do not affect applicants' choice in higher education programs implying that other factors are more effective (Rand, 1968).

Many colleges and universities grant students the power to choose their major, classes, and many students make their friends according to their placements and classes. When incoming students choose to live on their institution's campuses they are given a say as to whom they would like as a roommate, but many are randomly placed together their first year. Many institutions assign roommates based on SAT scores, age, demographic information and highschool GPA (Sacerdote, 2001). This is done to assist in the transition of first year or incoming students and allow them the chance to get to know new people who are similar to themselves. But a major issue that sometimes arises is that randomly assigning roommates can have consequences when students are not as like minded or similar. The importance of maintaining good roommate relationships has been supported by the view that alike students tend to want to be roomed together and that when randomly assigned to different people, relationships dissolved and ended more frequently (Shook & Fazio, 2008). That is why every institution has

an organization that aids students in their transition and life on campuses known as residential life.

### **What is The Role of Residential Life?**

Traditionally, the primary role and function of residential life is to house students on college campuses, whether in traditional dorms or on-campus houses. However, residential life plays a vital role in many other aspects of a student's life even before they reach the college campus. This organization is essential in the recruitment of new students. Having attractive living quarters and various options influences a high school student's decision to attend a particular school (Zeller, 2008). This is an integral part of obtaining the "whole college experience" of living in a dorm and meeting new people. Residential life programs make that happen by assigning students roommates to deciding what buildings students will reside within. The institution itself can use this information to present to potential students and their families the benefits of living on-campus and what their residential life program has to offer (Zeller, 2008).

Once incoming students arrive on campus, another role of residential life begins, aiding in the transition from high school student to college freshman. The transition from high school to college can be difficult for some students, so residential life plays a significant supporting role in students' success in transition (Zeller, 2008). The changing communities and shifting roles of first-year college students can have a devastating impact on their academics and social lives. If a student feels unsupported or uncomfortable in their new environment, it could lead them to experience negative psychological symptoms like increased stress or depression. Residential life offers programs that support students within this period to prevent adverse outcomes from occurring. By building relationships with the other students within the dorm and their

roommates, first-year students will begin to put together a support system within this new community. Residential life programs can advocate for socialization within buildings by employing residential assistants to head programs for students to attend and check in on these new students as they are in this transition period (Zeller, 2008).

As students progress through their college careers, residential life has a crucial role in retention of students through graduation. This means that by having on-campus living options, students are more likely to complete their degree and remain at the school for all four years. Zeller (2008) explains that this may be because on-campus living promotes investment into the students' college experience. By having on-campus living, students are more likely to become involved in campus life like clubs and organizations as well as investing more in their academic careers. Residential Life can also influence retention rates by implementing different programs and communal systems to help aid in the transition from high school to college as well as promote leadership and other skill building. For example, by implementing living-learning communities, residences that house individuals of the same academic major or area of interest, can help students form relationships with their peers and provide a strong academic foundation for students to thrive (Zeller, 2008). This provides further evidence as to why it is important for students to be surrounded by peers and create a strong social support system in order to achieve academic success.

### **Impact**

Social connections are vital to a positive college experience as their peers shape their experiences. This is especially true in the beginning of one's college career. Students' support systems are strained by placing them into a new social environment and new connections being forged can help mitigate the pervading stress experienced (Erb, et al., 2014). The results of such

support between peers can be seen most easily in students' academic success, as indicated by their grades and overall GPA. People perform better when their stress and strain is managed, and social connections are extremely effective in this endeavor. Students who have stronger support systems tend to receive higher scores and GPA (Erb, et al., 2014). Those who lack these connections and support are more likely to struggle and their performance will suffer either by lowering the quality of work or via burning out from the strain.

Alongside their academic success, a student's mental health and wellbeing is heavily influenced by their social support network (Erb, et al., 2014). Humans are a social species and lacking that connection with peers can severely impact one's mental health. Research has found that lack of social connection coincides with increased rates of depression and anxiety amongst college students (Erb, et al., 2014). The rise in mental illness as a result of undue stress amongst students cannot be ignored and will have long lasting consequences on both their minds and experiences.

There is a clear relationship between a student's perceived support system strength and their success within their college career (Erb, et al., 2014). Though, of course, part of this success is due to improved retention rates among these students. Colleges and Universities, alongside wanting their students to get something out of their investments, need these students to stay with them as they pursue higher learning and prepare for the job market. It nearly goes without saying that students who enjoy their experiences at their college or university are more likely to see it through. Promoting socialization and implementing connection strategies can only be beneficial to achieving such goals.

### **The Problem**

As the research suggests, frequent conflict among roommates can lead to many detrimental aspects of a student's college career. If students experience issues with their roommate, then these students can become dissatisfied with their on-campus residency. As it has been mentioned previously, student satisfaction can have an effect on that student's likelihood of remaining on-campus through graduation. The retention rates of students relies heavily on the success of the residential life organization. Furthermore, conflict between roommates can have harmful consequences on a student's social support system. Above, it is mentioned that a student's social support system plays a vital role in a successful transition from high school to college. If a student's social support network becomes fractured, then it could have damaging outcomes on a student's mental health as well as their academics.

Our goal is to implement a form of behavioral change, known as a nudge, within Residential Life to reduce student stress and increase academic success via improving roommate relations in order to increase student retention through graduation.

### **Nudging**

One method we can utilize to change these behaviors would be nudging. The concept of nudging is to assist individuals in making choices and with their daily behavior (Lin, et al., 2017). When a choice must be made and it is difficult to choose what is "right" for oneself, a nudger might employ methods that make the choice more manageable, understandable, or simply arrange them so what is beneficial is most readily available to them (Lin, et al., 2017). Nudges aimed at behavioral choices are similar in this respect, but do not focus on the individual choices as much as the general attitude of the individuals in question (Lin, et al., 2017). These kinds of nudges can range from suggestions of ways to act to enabling certain behaviors to be brought out more often. For example, a sign stating that most individuals do not litter or a provided tool that

promotes and enables stress relief are each instances of these nudging strategies respectively. Additionally, these nudges aimed at altering behaviors may have promising results among students who are socially suggestable (Graham, et al., 2017). What is vital about nudging, however, is that it is easily ignorable and there are no real consequences for ignoring them (Lin, et al., 2017). Otherwise, it would be an enforcement of behaviors and choices, limiting any learning and benefits the individual might experience with the freedom of choice.

Knowing when to apply nudges is equally as important as knowing what nudges can do (Graham, et al., 2017). Nudges are generally needed when choices are difficult to make or when certain learned behaviors are beneficial to a situation but are difficult to instigate (Lin, et al., 2017). Choices that are infrequent, have little to no immediate feedback, involve impulse control, require long term planning, etc. are in need of a nudge in the right direction (Lin, et al., 2017).

In the case of the Residential Life department, nudges can be valuable tools in helping LVC's students, particularly their on-campus residents. A frequent problem on any college campus is the often-strenuous relationships between roommates, especially amongst newer students. Weak social connections, as previously explained, can have severe impacts on a student's academic success, mental wellbeing, and college experience and retention (Erb, et al., 2014). A student's relationship with their roommate is one of their first and most important connections as they must learn to live together and support one another. Therefore, a tool that may help strengthen bonds, establish boundaries, and enable learning and growth in conflict negotiation may go a long way in mitigating the problem early on (McCorkle & Mason, 2009). Our group hopes to implement a tool, a roommate contract/agreement, that will instigate just that. Previous research into such an implementation (McCorkle & Mason, 2009) suggests that

the proposed nudge is likely to improve roommate relations and subsequently the students' college careers.

Within our initial baseline survey (see Appendix A), we asked a series of questions geared towards gathering demographic data alongside our Residential Life data gathering. The questions asked were designed to allow us a better view and understanding of the relevant population of students we will be working with in our sample. Additionally, it serves as a point of comparison for the data we will discuss later after the implementation of our nudge strategy. Based on our initial research and meetings with the Director of Residential Life at Lebanon Valley College we identified our population of interest as being first-year students (i.e. freshmen and transfer students) because these students experience the most conflict when coming into college. This is because new students are placed in new environments with new peers which can spark conflict among roommates as well as floormates. Although students may not be reporting conflicts to their residential assistants, it does not indicate that conflict is not occurring. This could indicate that conflicts of lesser severity are not reported to the residential assistants and in turn, the Residential Life organization. In addition to identifying our sample population, we also gathered information on students' perceived thoughts on the effectiveness of a "roommate contract", to which most students reported that they did not believe their roommate relationship would benefit from its implementation. While initially, this could be seen as a potential limitation, it is likely that participants' responses to the prompt was a result of phrasing. The term "roommate contract" without further explanation may carry unintended implications that we had not foreseen. To mitigate further confusion we have since altered the phrasing to "roommate agreement" and provided a brief explanation of our meaning.

By introducing a behavioral nudge focusing on students' on-campus living situation we will see improved roommate relations, reduced roommate interference with academic and athletic performance, and overall improved student living on Lebanon Valley's College campus.

Theory of Change statement:							
<i>Ultimate Goal: Reducing student stress and increasing academic success via improving roommate relations in order to increase student retention through graduation.</i>							
Problem statement	Targeted sample	Your planned work			Your intended results		
		Nudge Strategy	Activities	Resources/Inputs	Outputs	Short-term Outcomes	Impact
Problem: <i>There are little resources available to students who may need to resolve conflicts with those they live with.</i>	Who will be nudged?	What is the nudge?	How do you plan to influence your sample with the nudge? (The work you will do to accomplish the outcome)	What materials/supplies do you need to develop? Who do you need to involve? Time/technology, etc.	How will you measure the effect of the activities on your sample?	If you accomplish your planned activities, what change/impact do you expect to see on the sample?	If these benefits to individuals are achieved then what changes do you expect to happen at both the
	Who? <i>LVC Students with roommates.</i>	<i>Implementing a roommate agreement that lays out the roommate agreement and the consequences of failing to uphold the signed agreement to try and increase roommate conflict resolution or lowered conflict in general.</i>	<i>Surveying students and implementing a test version of the roommate agreements to see if the nudge introduced influences the behavior of the roommates towards conflict and reducing resolution time.</i>	<i>Pre- and Post-tests. (i.e. impact and attitude)</i>  <i>The roommate agreement template (i.e. what their terms and boundaries are).</i>  <i>Instructions for participating RAs and students. (i.e. how to introduce the agreement, how to mediate, when to check in, etc.)</i>	<i>Using the pre-test post-test survey design. (i.e. how much the agreement benefits them, how they feel about it, how much conflict do they experience before and after, etc.)</i>	<i>Improved relations with roommates, lower stress, improved grades.</i>	a) Organizational level: <i>Increased public approval and improved crisis management from the organization.</i>  b) Community level: <i>Decreased roommate conflicts and increased wellness on campus due to the easier resolution of roommate conflict. Increased student retention due to lower stress.</i>
But Why? <i>Other resolution methods are in place but take more time and energy to complete.</i>	Preconditions: <i>Students who have had or currently have roommates while attending LVC.</i>						

*Note:* If all preconditions are met the intervention our team implements will cause the intended behaviors (i.e. improved roommate relations) by nudging on-campus students to not only choose more carefully who their roommates are but influence how one views themselves as a roommate. We improve roommate relations via elevating skill in conflict negotiation, while simultaneously setting expectations of conduct for future roommates.

## **Project Description**

### **Discussion of Purpose**

Stress from negative roommate relations can have a significantly detrimental impact on a student's college career. Social support networks are essential in coping with stress brought on by new and uncomfortable experiences. When students move on-campus and begin their college career, they rely on the connections they make through their classes and within their dorms. Often, their roommates are their first connections, and they have to live in one-another's spaces most often. As a result, the nature of the roommate relationship can have a rather significant impact on a student's daily life. If there is conflict between them and it persists, unresolved, it puts other aspects of a student's life at risk of difficulty and failure. To help resolve and prevent these conflicts, we have created a nudging tool, a roommate agreement.

The roommate agreement we have created enables students to outline their preferences and needs within their shared space. This will hopefully help mitigate conflict between them and alleviate stress. This will also bolster their social support system and allow them to better cope with what stress they experience outside of their shared space. By implementing the roommate agreement, we hope to improve roommate relations and the on-campus college experience.

### **Targeted Sample**

The participants in this study were first-year students (i.e. freshmen & transfers) at Lebanon Valley College ( $N=$ ). The sample was pulled from residential buildings that house these students (i.e. Funkhouser, Vickroy, etc.). Our sample consisted of 17 participants. We targeted first-year students because after our initial meetings with the Director of Residential Life, we

identified that this student population would be more likely to experience conflict than students who have been living on-campus for most of their academic careers. First-year students have to learn how to live with a roommate which could be a brand-new experience for them and could lead to conflict. Because first-year students are new to the college experience, they are in a period of transition where their relationship with their roommate could impact their academic success as well as their campus support system (Zeller, 2008). Participants completed two surveys (pre- and post-test) and a roommate agreement during their participation within this research study.

### **Project Description**

The project will be implemented by the Residential Assistants (RAs) in the halls of the targeted sample of participants, with added incentives such as program funding and assistance with student management. The RAs will assist in the within-subjects study by leading the participants to complete the stages of continuous data collecting. This will first be seen in the pre-test survey measuring demographics, roommate situations, and conditions participants feel about their current roommate status and relations.

After the week allotted for the pre-test survey to be completed and collected (week 11), the RAs will then assist in the roll-out of the roommate agreement aimed to put into writing roommate expectations, situational outcomes, and regards to social norms brought about by agreeing to such a document.

### **Roommate Agreement**

The roommate contract was derived from previous research supporting the claim that clearly set boundaries and improved ways of conflict identification could establish ways to reduce conflict (McCorkle & Mason, 2009). This in accordance with support of the idea that students can be nudged easier when socially acceptable (Graham, et al., 2017) lead the current version of the roommate contract to both set clear boundaries for roommates and nudge their compliance of the agreement to better fit into social norms. The physical outline of the roommate agreement was based on the previous semester's Res. Life nudge group, which was then changed to better function as a physical agreement rather than an online student guideline. This was done in hope to improve participant upkeep of the roommate agreement, thus improving conflict resolution, and reducing further conflict. By establishing the clearly defined goals and roommate acceptance of behaviors and actions, the roommate agreement allowed students to more accurately define what their conflictions stem from seeking to reduce their overall conflict (McCorkle & Mason, 2009).

After the two weeks of the roommate agreement in place and upheld by the RAs as if a piece of official college statute (weeks 12 & 13 in the academic semester), the post-test survey will be implemented to collect data looking to identify the differences and impact the roommate agreement in the week immediately following the implementation of the roommate contract. The roommate agreement in the within-subjects design is the independent variable in the study, looking to change and improve the student's roommate situation and management due to its implementation.

### **Dependent Variables**

There are 5 dependent variables within the nudge project that we will be analyzing. Roommate Satisfaction: As rated on a 5-point Likert scale from “extremely dissatisfied” to “extremely satisfied.” Roommate Conflict Frequency: Indicated by how often one experiences conflict with their roommate. (“Once a month”, “Once a week”, “Several times a week”, etc.). Academic Stress: Response rated on a 5-point Likert scale from “strongly disagree” to “strongly agree” to the statement; “I feel overwhelmed by the amount of work I have from classes.” And finally, Social Support: Response rated on a 5-point Likert scale from “strongly disagree” to “strongly agree” to the statement; “I feel that I can rely on my roommate for social support.” These variables have been selected for analysis because they are tied to one’s roommate experiences. If there is significant change in these variables, it can be reasonably assumed that the participating students’ experience has been altered. Specifically, how our participants respond to each respective question within the pre- and post-tests would indicate how much and what kind of influence the roommate agreement had on their relationship.

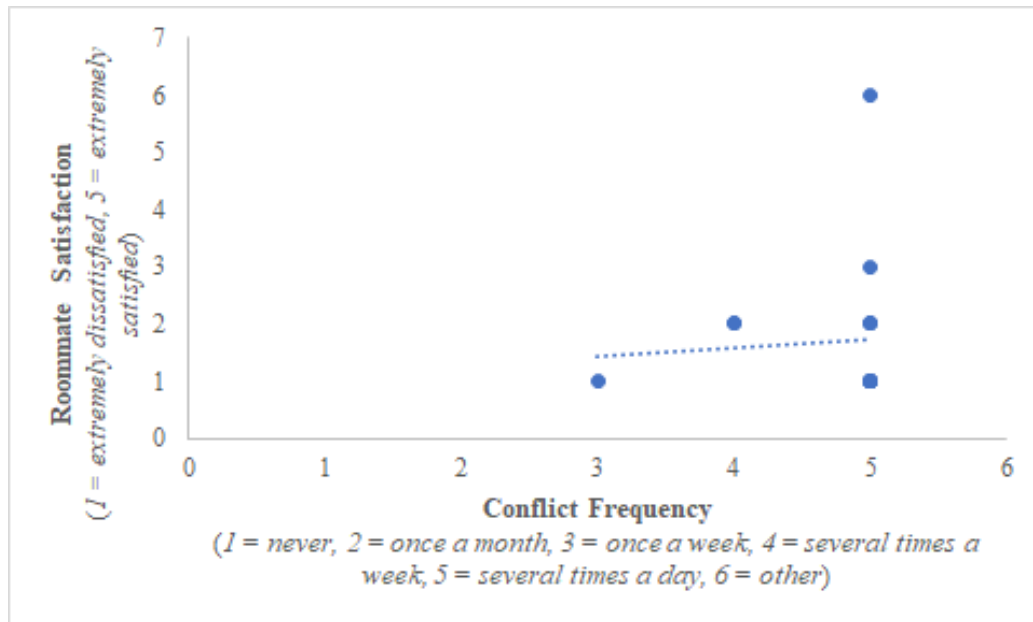
### **Findings**

Our study had a total of 17 participants (male = 4, female = 12, non-binary = 1) from our first-year student target population. Overall participants trended towards having higher GPAs and average perceived stress scores ( $M = 3.59$ ). Students showed to have little to no conflict frequency among roommates except in a few cases ( $M = 1.71$ ).

Our first hypothesis was if roommate satisfaction increases, conflict frequency will decrease. A correlational analysis was run to analyze the relationship between roommate satisfaction and conflict frequency using the Spearman Rho test (see Figure 1). The data gathered in the pre-test survey showed that students who reported higher ratings of satisfaction with their roommates tended to also report lower ratings of conflict with said roommate ( $r = -0.129$ ). This

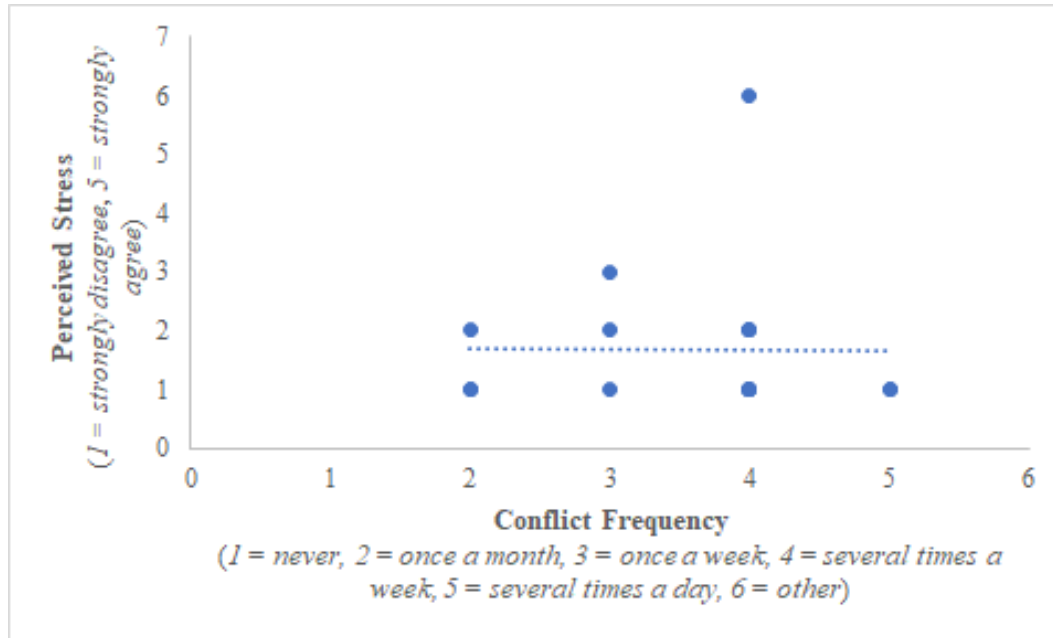
would seem to confirm our prediction of a positive relationship between the two variables, except the ( $p = 0.311$ ).

Figure 1. Correlation Between Roommate Satisfaction and Conflict Frequency



It was hypothesized that if roommate conflict frequency decreases, so will academic stress. We examined the association between roommate conflict frequency and perceived academic stress by using Spearman's Rho to test for correlations (see Figure 2). Based on our pre-test data, the statistical analysis indicated a relatively weak, negative correlation between the assessed variables ( $r = -0.172$ ). These findings do not show support for the hypothesis however, the relationship between conflict frequency and perceived academic stress was deemed non-significant ( $p = 0.255$ ).

Figure 2. Correlation Between Perceived Academic Stress and Conflict Frequency



### Conclusions

Based on our pre-test results, we can conclude that there is a need to pursue roommate relation improvement further. Our pre-test results indicated that individuals who reported higher ratings of satisfaction also experienced less frequent conflict with their roommate. This supports our initial hypothesis that as satisfaction increased, conflict frequency would decrease. However, these results did not indicate support for the notion that as conflict frequency decreases, academic stress also decreases. The results showed a negative correlation between conflict frequency and academic stress. Even though this does not show support for our initial hypothesis, the results indicate that further research into decreasing conflict frequency is warranted. The non-significant results that we see here may be due to the small sample size that we had received from our target population. We were not able to analyze or determine our third and fourth hypotheses due to a lack of post-test survey data. The hypothesized differences between the pre- and post-test data looking to support or refute these hypotheses were left unresolved due to the lack of post-test survey participation. The results that have been calculated

lead us to the belief that there should be future research done in order to come to a sounder conclusion and answer the unresolved hypotheses.

### **Limitations**

The limitations of the study's impact of the roommate agreement was seen to be caused by the current state of Lebanon Valley College's campus due to COVID-19 limiting the amount of students on campus. This not only limited the amount of students the agreement could influence in their roommate situations, reducing the amount of freshmen that the agreement could assist in reducing conflict, it also limited the amount of able participants for the study reducing usable findings for the analyses looking at the relationship between the roommate agreement and student's on-campus relations. Other unforeseen factors such as the availability of the Residential Life faculty and Residential Assistants also limited the effectiveness of the roommate agreement rollout during the study, which may have reduced the amount of participants aware of the study and the amount of on-campus students who participated in the study. This would be corrected if the study was conducted possibly next semester (Fall 2021) seeing full occupancy of dorm rooms and a newly introduced freshman class.

Another main limitation of the study was the timeline of the start and roll-out of the roommate agreement surveys and physical roommate agreement implementation. Due to the pushing back deadlines because of logistical planning, the pre-test survey was sent out weeks after its intended start date. This in turn pushed back the physical implementation of the roommate agreement and the post-test survey into the final weeks of the academic semester. The time frame of when the post-test survey was sent to the participants left very little time for participants to complete the survey when possible final exams and projects started taking up student's priorities. Because of this delayed timeline of sending out the initial pre-test survey,

only pre-test survey data was able to be collected and analyzed for statistical modeling. This would be corrected given more concrete deadlines and improvements in communication, which would allow for an improved timeline to be set.

A possible limitation to the study's findings primarily focus on the sample being mostly freshman students at Lebanon Valley College, not being generalizable to other institutions or other upperclassmen. These limitations set the findings in very specific circumstances and may have interfered with the usable data in future studies that look to reduce conflict in a college living setting or studies looking to increase on-campus student living satisfaction. This limitation would be improved if more collegiate classes participated in the study, or if a regression was conducted to see if upperclassmen such as seniors and juniors have had roommate conflict and resolved it to see if there is a difference between upperclassmen and lowerclassmen pertaining to conflict frequency.

### **Recommendations**

- Extend the time allotted for the study to semester-length for more indepth research into Roommate Agreement effectiveness.

We recommend a modified study format for the Fall 2021 semester. Previous research into roommate agreement/contract effectiveness has been conducted on a longer time scale than what was possible for this study. McCorkle and Mason's research into roommate negotiations had each study take place over a semester, for example (2009). Modifying the schedule to begin earlier and last longer allows for relationships to form alongside the nudge implementation. The following development of these relationships can be assessed for a better understanding of the lasting effects of this nudge.

Within this extended timeline, the distribution of materials and timing of data gathering should be altered as well. Pre-tests should be distributed within the first 2 weeks of the semester, followed soon after by the distribution of the Roommate Agreements. After 4 weeks of implementation, a post-test survey should be sent out to participants to assess possible changes in their roommate relationships. Finally, 4 weeks before the end of the semester, distribute a second post-test survey to assess lasting effects of the nudge strategy.

- Begin research into supplementary conflict prevention/resolution strategies.

Different nudges could be designed and implemented to effect on-campus conflict prevention and conflict resolution strategies. It is quite possible for multiple nudges to be in effect simultaneously and not detract from one another (Thaler & Sunstein, 2009). In fact, they may bolster the desired effects (Graham, et al., 2017). Supplemental strategies aimed to increase knowledge and awareness such as posters in common areas, regular RA meetings focused on the roommate relationships within their respective floors or houses, public talks, and mass-emails could be sent out to increase students' success in creating and maintaining their roommate relationships. Research into these nudges would follow a similar study outline used for the Roommate Agreement to reduce conflict and increase resolution management through social norms, knowledge, and awareness.

- Implement a direct line of communication to participating RAs.

Within our own study, we realize that a major stumbling block has been the barrier of separation between the researchers and the Residential Assistants. They assisted us and facilitated the distribution of materials to the participating students. Though we sent out our contact information to them to reach out to us if need be, we did not know who was on the other

end of these messages and could not check in on them ourselves. When issues became apparent, we had no way of contacting the individual RAs to check how the study was going on there end.

As a result, we recommend that an open and direct line of communication be maintained with the participating Residential Assistants. We suggest implementing scheduled check-ins with the RAs to ensure they are carrying out the study as intended, and to alert the researchers early on if any unforeseen issues come up. This will allow for the researchers to better assess the study's progress and what considerations need to be made.

### References

- Bessetts, L. S. (2020, October 30). The Staff Are Not Ok. *The Chronicle of Higher Education*.
- Darling, C. A., McWey, L. M., Howard, S. N., & Olmstead, S. B. (2007). College student stress: The influence of interpersonal relationships on sense of coherence. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 23(4), 215–229.  
<https://doi-org.proxy-lvc.klnpa.org/10.1002/smi.1139>
- Erb, S. E., Renshaw, K. D., Short, J. L., & Pollard, J. W. (2014). The importance of college roommate relationships: A review and systemic conceptualization. *Journal of Student Affairs Research and Practice*, 51(1), 43-55.
- Graham, A., Toon, I., Wynn-Williams, K., & Beatson, N. (2017). Using ‘nudges’ to encourage student engagement: An exploratory study from the UK and New Zealand. *International Journal of Management Education (Elsevier Science)*, 15(2A), 36–46.  
<https://doi.org/10.1016/j.ijme.2017.04.003>
- Korn, L., Betsch, C., Böhm, R., & Meier, N. W. (2018). Social nudging: The effect of social feedback interventions on vaccine uptake. *Health Psychology*, 37(11), 1045–1054.  
<https://doi.org/10.1037/hea0000668>
- McCorkle, S., & Mason, S. G. (2009). Conflict in residence halls: A preliminary study of the efficacy of roommate negotiations to reduce roommate conflict.
- Metcalf, J. J., Ellison, B., Hamdi, N., Richardson, R., & Prescott, M. P. (2020). A systematic review of school meal nudge interventions to improve youth food behaviors. *The*

*International Journal of Behavioral Nutrition and Physical Activity*, 17.

<https://doi.org/10.1186/s12966-020-00983-y>

Murakami, M., & Tsubokura, M. (2017). Evaluating risk communication after the Fukushima disaster based on nudge theory. *Asia-Pacific Journal of Public Health*, 29(2, Suppl), 193S–200S. <https://doi.org/10.1177/1010539517691338>

Lin, Y., Osman, M., & Ashcroft, R. (2017). Nudge: Concept, Effectiveness, and Ethics. *Basic & Applied Social Psychology*, 39(6), 293–306.

<https://doi.org/10.1080/01973533.2017.1356304>

Oehler, V. (2007). Student and residence life: Planning a campus around students. *New Directions for Higher Education*, 2007(139), 87–100. <https://doi.org/10.1002/he.270>

Rand, L. P. (1968). Effect on college choice satisfaction of matching students and colleges. *Personnel & Guidance Journal*, 47(1), 34–39.

<https://doi.org/10.1002/j.2164-4918.1968.tb02864.x>

Sacerdote, B. (2001). Peer Effects with Random Assignment: Results for Dartmouth Roommates. *Quarterly Journal of Economics*, 116(2), 681–704.

<https://doi.org/https://academic.oup.com/qje/issue>

Saklofske, D. H., Austin, E. J., Mastoras, S. M., Beaton, L., & Osborne, S. E. (2012).

Relationships of personality, affect, emotional intelligence and coping with student stress and academic success: Different patterns of association for stress and success. *Learning and Individual Differences*, 22(2), 251-257.

Shook, N. J., & Fazio, R. H. (2008). Roommate relationships: A comparison of interracial and same-race living situations. *Group Processes & Intergroup Relations*, 11(4), 425–437.

<https://doi.org/10.1177/1368430208095398>

Supiano, B. (2015, August 6th). How Colleges Assign Roommates, and Why It Matters. *The Chronicle of Higher Education*.

[https://www.chronicle.com/article/how-colleges-assign-roommates-and-why-it-matters/?bc\\_nonce=f8bkfdrz2nf4fa7mowlck1&cid=reg\\_wall\\_signup](https://www.chronicle.com/article/how-colleges-assign-roommates-and-why-it-matters/?bc_nonce=f8bkfdrz2nf4fa7mowlck1&cid=reg_wall_signup)

Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving Decisions About Health, Wealth, and Happiness* (Revised&Expanded ed.). Penguin Books.

Zeller, W. J. (Ed.). (2008). *Residence Life Programs and the New Student Experience* (3rd ed.). *University of South Carolina*.

## Appendix A. Initial Survey Results

### Demographics

When asked about gender, more respondents reported they were female than male or a gender variant/ non-conforming ( $n_{male} = 36$ ,  $n_{female} = 41$ , &  $n_{variant} = 0$ ). When asked about their expected graduation year (ranging from 2021 to 2026), most students expected to graduate in 2023 ( $n_{2023} = 23$ ), followed closely by 2024 ( $n_{2024} = 20$ ), 2025 and 2026 ( $n_{2025} = 17$  &  $n_{2026} = 17$ ), and with none for 2021 or 2022 ( $n_{2021} = 0$  &  $n_{2022} = 0$ ). This data illustrates an underrepresentation of students with senior standing however, this data gives us insight into the target population our nudge is hoping to reach. Finally, we asked the respondents if they were a campus resident or a commuter to ensure the data collected focused on students living on campus, excluding further data collected from commuting participants. Also, it is shown that the vast majority of respondents were residents rather than commuters ( $n_{resident} = 66$  &  $n_{commuter} = 11$ ). When asked how knowledgeable students felt they were of the services residential life provided ( $1 = strongly disagree$ ,  $5 = strongly agree$ ), the results showed that, on average, students felt knowledgeable about what the organization provides (See *Figure 1*). On the same scale, students were also asked if they were comfortable using residential life services. The sample demonstrates that students generally feel comfortable using the services provided by this organization (See *Figure 1*).

### Residential Life

When asked how knowledgeable students felt they were of the services residential life provided ( $1 = strongly disagree$ ,  $5 = strongly agree$ ), the results showed that, on average, students felt knowledgeable about what the organization provides (See *Figure 1*). On the same scale,

students were also asked if they were comfortable using residential life services. The sample demonstrates that students generally feel comfortable using the services provided by this organization (See *Figure 1*).

Within the Residential Life portion of the survey, we asked the resident respondents ( $n_{resident} = 66$ ) about their roommate experience to gain a better understanding of perceptions of conflict and satisfaction among the resident population. When asked to rate the frequency of roommate conflict ( $1 = extremely\ often, 5 = Never$ ), it was found that, on average, residents rarely experienced conflict with their roommates ( $M_{conflict} = 4.12$  &  $SD_{conflict} = 0.904$ ), though female roommates experienced conflict more often on average ( $M_{female} = 4.40, SD_{female} = 0.62, M_{male} = 3.92, SD_{male} = 1.01$ ), as can be seen in *Table 6*. The rated roommate satisfaction ( $1 = very\ satisfied, 5 = very\ unsatisfied$ ) across residents tended to be high ( $M_{satisfaction} = 1.48$  &  $SD_{satisfaction} = 0.780$ ) (See *Table 5*), with only a slight increase among female residents ( $M_{female} = 1.57, SD_{female} = 0.73, M_{male} = 1.37, SD_{male} = 0.67$ ).

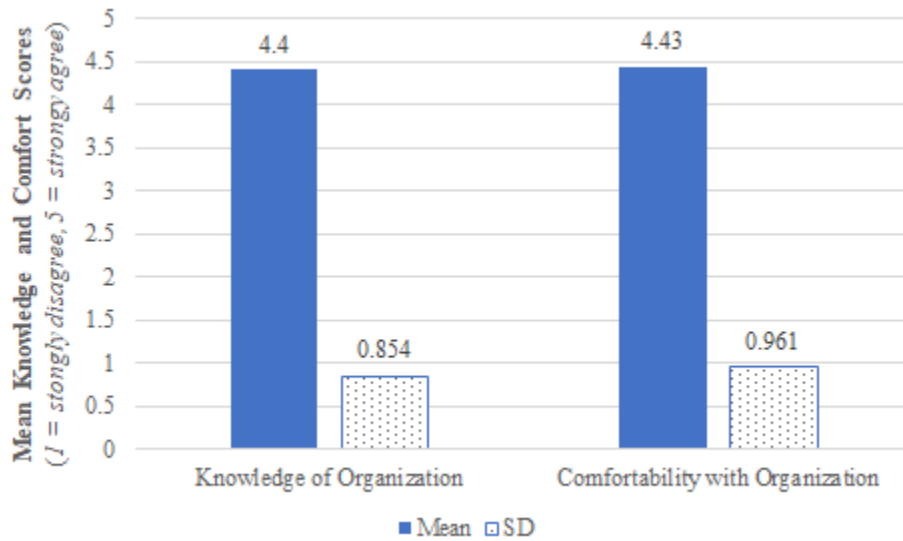
### **Conflict Manifestation:**

The cause of roommate conflicts was also asked in the survey, looking to receive open ended reasons of how conflicts manifested. This was done to better understand how other variables may have caused roommate conflicts that can be referenced later during our project's implementation. Of the sample of students, most being residents ( $N = 66$ ) who have or have had roommates, students who did complete the open ended question ( $n = 19$ ) revealed a variety of ways that their roommate conflict manifested and gave insight to the future of the project. Due to the large number of participants who did not complete this question, there is still ambiguity of how roommate conflicts come about to the point that they need intervention or requiring formal

action. Although, of the limited responses, the conflicts generally consisted of passive aggressiveness, avoidance, and general inconsideration. Going forward with our project, these responses will allow us to better address the more consistent reasons for roommate conflicts as well as design an effective roommate contract that addresses these areas of concern.

**Figure 1.**

*Student's Knowledge and Comfort Level of Residential Life*



## **Appendix B. Pre-Mortem**

### **The Positive Outcome**

Best case scenario: Great success; Roommate relations are better; Students have renewed faith in Res. Life; No outside variables interfered with the project; All participants answered truthfully and completely; Looking forward to having the nudge implemented for future years

### **The Problems**

- Get sent home due to COVID
- People don't want to be in the project
- People abuse contracts by using them to insult roommates
- People die
- World ends
- Someone gets COVID and is out for a couple of weeks
- Don't have access to SPSS
- The contracts start fights
- Students hate the project
- Students don't take the contract seriously and ignore it
- The data can not be analyzed

- SPSS deletes all our data
- Caitlin Lenker backs out of the project/ doesn't like how we implement it
- Students refuse to fill out the post-test
- Someone's computer dies with all our data
- Dutchmen Day happens and spikes COVID cases
- People lie on the surveys
- Literally no one likes or wants a roommate
- RA's do nothing
- The RA's do worse than nothing (actively make the process worse)
- Students straight up fill their contracts with nonsense

### **The Top 10 List (not ranked)**

1. RA's don't cooperate
2. External factors confound the data
3. Students drop out of the contract project
4. We get sent home, making the project null
5. Students don't try to utilize contracts
6. Caitlin Lenker does not like how we implement the project
7. Participants get COVID
8. Students lie on their survey

9. One of group members contracts COVID
10. We don't have access to SPSS or it deletes our data and we have to start over on analysis

### **Solutions**

1. Communicate clear guidelines to RA's and gauge participation
2. Feedback & demographic data to assess individual differences and circumstances
3. Use any data collected to create conclusions on roommate relations
4. Come up with a backup plan that involves hypothetical data and perceived effectiveness of contract
5. RA's check in with participants at set intervals
6. Change the method of implementation and communicate better in the future for the organization's vision
7. Exclude data and recruit additional participants to maintain a large sample size
8. Prevent biases by framing questions in the correct way
9. Divide work among two other members and try not to have a mental breakdown
10. Try and get all statistical analyses done on campus computers and save multiple copies of output on flash drives/hard drives

### **Action Steps**

1. Develop a backup plan for the off chance we do get sent home because of COVID
2. Promote correct feedback and participation from both students and RAs
3. Develop and communicate clear guidelines to RA's for optimum participation

## Appendix C. Nudge Materials

### Pre-Test Survey

#### Q1 Informed Consent

This study is being conducted as part of a class-project for PSY 430: Senior Seminar under the supervision of Dr. Rachel Albert. We are interested in understanding the effect of a roommate agreement on the quality of roommate relationships. For this study, you will be presented with information relevant to your current roommate relationship as well as shared living conditions. There are three parts within this study. This is part one and it is estimated that this part of the study will take no longer than ten minutes combined to complete all components but, please read and abide by the instructions carefully. If participants abide by the instruction given in part one, they may participate in part two of this study.

Survey responses are anonymous and data will be aggregated to share with the class and campus support staff. If you have any questions about the content for this survey you can contact Dr. Albert at [ralbert@lvc.edu](mailto:ralbert@lvc.edu). Your participation in this research is voluntary. You have the right to withdraw at any point during the study. By clicking the button below, you acknowledge: Your participation in the study is voluntary.

You are at least 18 years of age.

You are aware that you may choose to terminate your participation at any time for any reason.

I have read the instructions and certify that I am over 18 and willing to participate in this study

- I am not willing to participate in this study

Q2 What is your graduation year?

- 2022
- 2023
- 2024
- 2025
- 2026

Q3 What is your current major? (Select all that apply)

- Health professions programs: Exercise Science, Physical Therapy, Athletic Training, Speech Language Pathology, Communication Science & Disorders
- Business and Communications- Accounting, Actuarial Science, Digital Communications, Economics, Business Administration, Analytical Finance
- Education: ECE, Music Ed, special education
- Natural Sciences: Chemistry, Biology, Biochemistry, Physics, Environmental Science, Neuroscience, Psychology, Computer & Data science, Math
- Social Sciences: Sociology, Criminal Justice, History, Politics, Pre-law, Global Studies
- Humanities: English, Religion, Languages, Art, Music, Creative Arts, Modern Band, Philosophy, Audio & Music Production

Q4 What is your current GPA?

- 3.5 or higher
- 3.0 to 3.4
- 2.5 to 2.9
- 2.0 to 2.4
- 1.9 or lower

Q5 Please indicate your gender.

- Male
- Female
- Non-binary / Gender Non-Conforming
- Prefer not to say

Q6 Please indicate your age

---

Q7 Which residence hall do you currently reside in?

- Vickroy Hall
- Funkhouser Hall

Q8 Please indicate your room number.

Q9 How many roommates do you currently reside with?

- 1
- 2
- None

Q10 How satisfied are you with your current roommate situation?

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Q11 How often do you experience conflict with your roommate?

- Never
- Once a month
- Once a week
- Several times a week
- Several times a day

- Other (please specify) \_\_\_\_\_

Q12 How comfortable do you feel handling conflicts between you and your roommate?

- Extremely uncomfortable
- Somewhat uncomfortable
- Neither comfortable nor uncomfortable
- Somewhat comfortable
- Extremely comfortable

Q13 Please indicate how much you agree with the following statement: "My relationship with my roommate can be improved by implementing a roommate agreement? (i.e. outlining boundaries, preferences, quiet hours, etc.)"

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree

Q14 Please indicate how much you agree with the following statement: "My academic success is impacted by my roommate."

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree

Q15 Please indicate how much you agree with the following statement: "I feel overwhelmed by the amount of work I have from classes."

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree

Q16 Please indicate how much you agree with the following statement: "I feel that I can rely on my roommate for social support."

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree

Somewhat Agree

Strongly Agree

Q17 Please indicate how much you agree with the following statement: "I feel that my likelihood of graduating is influenced by on-campus living"

Strongly Disagree

Somewhat Disagree

Neither Agree nor Disagree

Somewhat Agree

Strongly Agree

**Roommate Agreement**

**Roommate Agreement**

Building:

Room #:

*Informed Consent*

For this portion of the research study, you will be asked to answer a set of questions with the intention of understanding how you prefer certain aspects of your living space. Please answer all questions to the best of your ability. Complete this agreement with your roommate(s) in order to determine which areas your ideals differ. Use this as a way to come to an agreement among these concepts. After the completion of this agreement, complete the post-agreement survey 14 days following. Please indicate below that you understand the instructions and agree to follow them carefully.

I have read and understood these instructions & I wish to continue my participation in this study.

I no longer wish to be a part of this research study.

\*Please indicate your answer with the corresponding number

Statement/Question	Roommate #1	Roommate #2	Roommate #3
I prefer to study during: (1) Morning (2) Daytime (3) Night (6pm or later) (4) Other (please specify)			
When I study I prefer: (1) Complete silence (2) Background noise (i.e. music or tv playing) (3) Other people around (4) To be alone (5) Other (please specify)			
Do we want to make a study schedule? (1) Yes, I think we would benefit from a study schedule for the room? (2) No, I don't think a study schedule would be beneficial (3) It doesn't matter			
What time do you expect to go to sleep at night? (1) Before 8pm (2) Between 8-10pm (3) Between 10pm-Midnight (4) Midnight or later (5) It doesn't matter			

<p>What time do you usually wake up in the morning?</p> <ul style="list-style-type: none"> <li>(1) Before 7am</li> <li>(2) Between 7-9am</li> <li>(3) 9am or later</li> <li>(4) It doesn't matter</li> </ul>			
<p>When it's time to sleep I need the room to be:</p> <ul style="list-style-type: none"> <li>(1) Completely dark</li> <li>(2) Background light (i.e. tv or night light)</li> <li>(3) Cool temperature</li> <li>(4) Warm temperature</li> <li>(5) It doesn't matter</li> <li>(6) Other (please specify)</li> </ul>			
<p>When my roommate has a guest over, I prefer that visitors:</p> <ul style="list-style-type: none"> <li>(1) Leave by a certain time</li> <li>(2) It depends, we should talk individually</li> <li>(3) It doesn't matter</li> <li>(4) Other (please specify)</li> </ul>			
<p>In terms of your roommate having an overnight guest, when and how often would this be acceptable?</p> <ul style="list-style-type: none"> <li>(1) Anytime</li> <li>(2) Only on occasion</li> <li>(3) It doesn't matter as long as they ask first</li> <li>(4) Never</li> <li>(5) Weekends only</li> <li>(6) Weekdays only</li> <li>(7) It doesn't matter</li> <li>(8) Not after this specific time (please specify)</li> </ul>			
<p>What kind of overnight guests would you be comfortable with your roommate having in the room? (Please select all that apply)</p> <ul style="list-style-type: none"> <li>(1) Friends</li> <li>(2) Significant others (boyfriend, girlfriend, partner, etc.)</li> <li>(3) Family members</li> <li>(4) Other (please specify):</li> </ul>			
<p>As roommates, I'm willing to share the following items (please indicate all that apply):</p> <ul style="list-style-type: none"> <li>(1) Food</li> <li>(2) Clothes</li> <li>(3) Bed</li> <li>(4) Desk</li> <li>(5) TV</li> <li>(6) Gaming systems/computer</li> <li>(7) Personal items (i.e. perfume, curling iron, shaving cream, etc.)</li> <li>(8) Other (please specify)</li> </ul>			







**Post-Test Survey***Q1 Informed Consent*

This study is being conducted as part of a class-project for PSY 430: Senior Seminar under the supervision of Dr. Rachel Albert. We are interested in understanding the effect of a roommate agreement on the quality of roommate relationships. For this study, you will be presented with information relevant to your current roommate relationship as well as shared living conditions. There are three parts within this study. This is part one and it is estimated that this part of the study will take no longer than ten minutes combined to complete all components but, please read and abide by the instructions carefully. If participants abide by the instruction given in part one, they may participate in part two of this study.

Survey responses are anonymous and data will be aggregated to share with the class and campus support staff. If you have any questions about the content for this survey you can contact Dr. Albert at ralbert@lvc.edu. Your participation in this research is voluntary. You have the right to withdraw at any point during the study. By clicking the button below, you acknowledge: Your participation in the study is voluntary.

You are at least 18 years of age.

You are aware that you may choose to terminate your participation at any time for any reason.

- I have read the instructions and certify that I am over 18 and willing to participate in this study
- I am not willing to participate in this study

Q2 Which residence hall do you currently reside in?

- Vickroy Hall
- Funkhouser Hall

Q3 Please indicate your room number.

---

Q4 How many roommates do you currently reside with?

- 1
- 2
- None

Q5 How satisfied are you with your current roommate situation?

- Extremely dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Extremely satisfied

Q6 How often do you experience conflict with your roommate?

- Never
- Once a month
- Once a week
- Several times a week
- Several times a day

Other (please specify) \_\_\_\_\_

Q7 How comfortable do you feel handling conflicts between you and your roommate?

- Extremely uncomfortable
- Somewhat uncomfortable
- Neither comfortable nor uncomfortable
- Somewhat comfortable
- Extremely comfortable

Q8 Please indicate how much you agree with the following statement: "My academic success is impacted by my roommate."

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree

Q9 Please indicate how much you agree with the following statement: "I feel overwhelmed by the amount of work I have from classes."

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree

Q10 Please indicate how much you agree with the following statement: "I feel that I can rely on my roommate for social support."

- Strongly Disagree
- Somewhat Disagree
- Neither Agree nor Disagree
- Somewhat Agree
- Strongly Agree

Q11 Please indicate how much you agree with the following statement: "I feel that my likelihood of graduating is influenced by on-campus living"

- Strongly Disagree
- Somewhat Disagree

Neither Agree nor Disagree

Somewhat Agree

Strongly Agree

Q12 Please indicate how much you agree with the following statement: "I feel that the roommate agreement has improved my relationship with my roommate"

Strongly Disagree

Somewhat disagree

Neither agree nor disagree

Somewhat agree

Strongly agree

## **Appendix D. TOC Nudge Plan Finalization**

### **1. Research Question(s):**

Will the implementation of a roommate contract be effective in decreasing roommate conflict at LVC?

### **2. Variables: For each variable indicate the levels of measurement (e.g. categorical, ordinal)**

#### **a. Identify IV(s) and levels of each IV and design type(within/between)**

IV: Roommate Agreement

DV: Roommate Satisfaction (ordinal), Roommate Conflict Frequency (categorical), Academic Stress (ordinal), Social Support (ordinal)

Within Subjects Design

#### **b. Participant variables (what demographic information will you have about your participants)**

Age, Gender, # of Roommates, GPA, Academic Year, Residential Hall, Majors, Roommate Satisfaction, Roommate Conflict Frequency, Conflict Resolution Comfortability, and Roommate Agreement View

#### **c. DV(s) with full operational definitions**

Roommate Satisfaction: As rated on a 5-point Likert scale from “extremely dissatisfied” to “extremely satisfied”.

Roommate Conflict Frequency: Indicated by how often one experiences conflict with their roommate. (“Once a month”, “Once a week”, “Several times a week”, etc.)

Academic Stress: Response rated on a 5 point Likert scale from “strongly disagree” to “strongly agree” to the statement; “I feel overwhelmed by the amount of work I have from classes.”

Social Support: Response rated on a 5 point Likert scale from “strongly disagree” to “strongly agree” to the statement; “I feel that I can rely on my roommate for social support.”

**3. List all hypotheses you plan to test. This should include any main effects/primary questions as well as any interactions or breakdowns by participant variables that you plan to examine.**

1. If a roommate agreement is implemented and maintained, then roommate satisfaction will increase.
  - a. Friedman Test
2. If roommate satisfaction increases, conflict frequency will decrease.
  - a. Spearman Correlation Coefficient
3. If roommate conflict frequency decreases, so will academic stress.
  - a. Spearman Correlation Coefficient

**4. Consider how you will test each hypothesis listed above. A) What summary statistics will you need to calculate? B) What comparisons will you need to make? C) Name and justify the statistical test(s) you will need to conduct to test each hypothesis. Consult the stats readings on canvas or revisit your old stats notes for guidance.**

- A. We will be calculating the frequencies of demographic information as well as generating descriptive statistics for each piece of demographic information. This will allow us to compare the means and medians to see if there is any skewed data and to indicate any influential outliers in relation to participant’s roommate satisfaction, participant’s conflict frequency, and participant’s academic stress level.
- B. We will be making comparisons between roommate agreement effectiveness and roommate satisfaction, roommate satisfaction and conflict frequency, & conflict frequency and academic stress. We will mainly be using histograms, scatter graphs, and bar charts to summarize our data.
- C. We will run correlational analyses (Spearman’s Correlation Coefficient) to compare associations between the dependent variables.
  - a. By conducting a Friedman test on the DVs gathered by the surveys, we will be able to then note any significant differences from participants before and after the roommate agreement is set in place for its test duration.

- b. Cronbach's Alpha will be used to identify the internal consistency in questions using a Likert scale measure, looking for similarity in response between participant's answers. This will also be used to determine the group consistency between Likert scale measures in relation of one participant to another.
- c. We will be conducting a Chi-Squared test for independence to analyze differences in conflict frequency between the pre- and post-test data.

**Appendix E. Data Output**

**Descriptive Statistics**

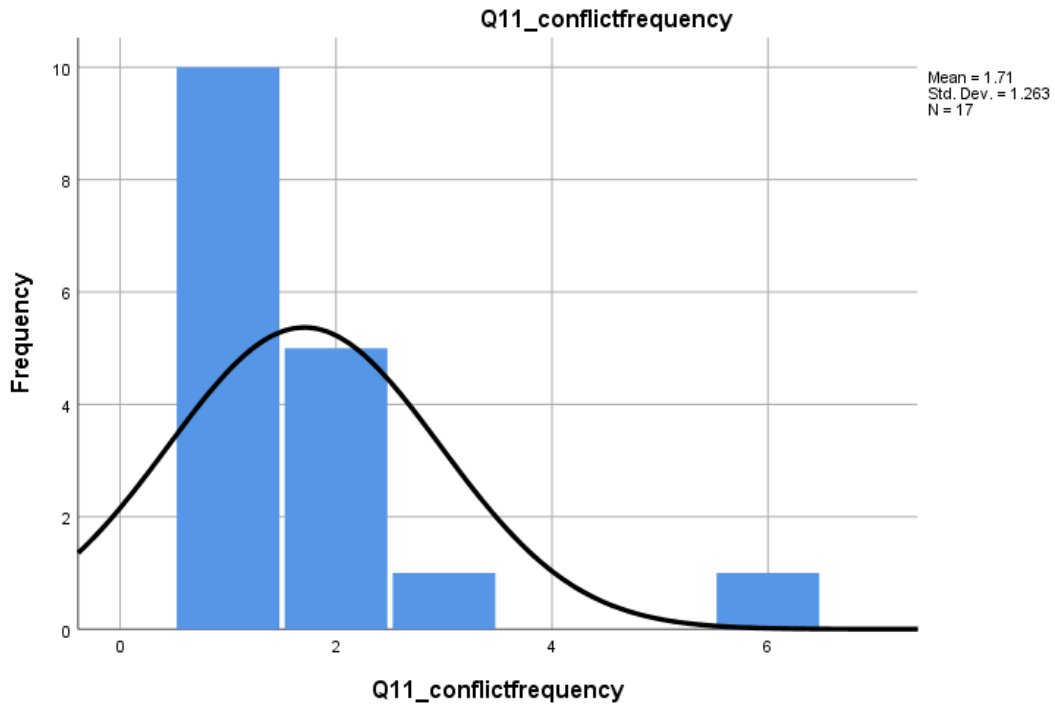
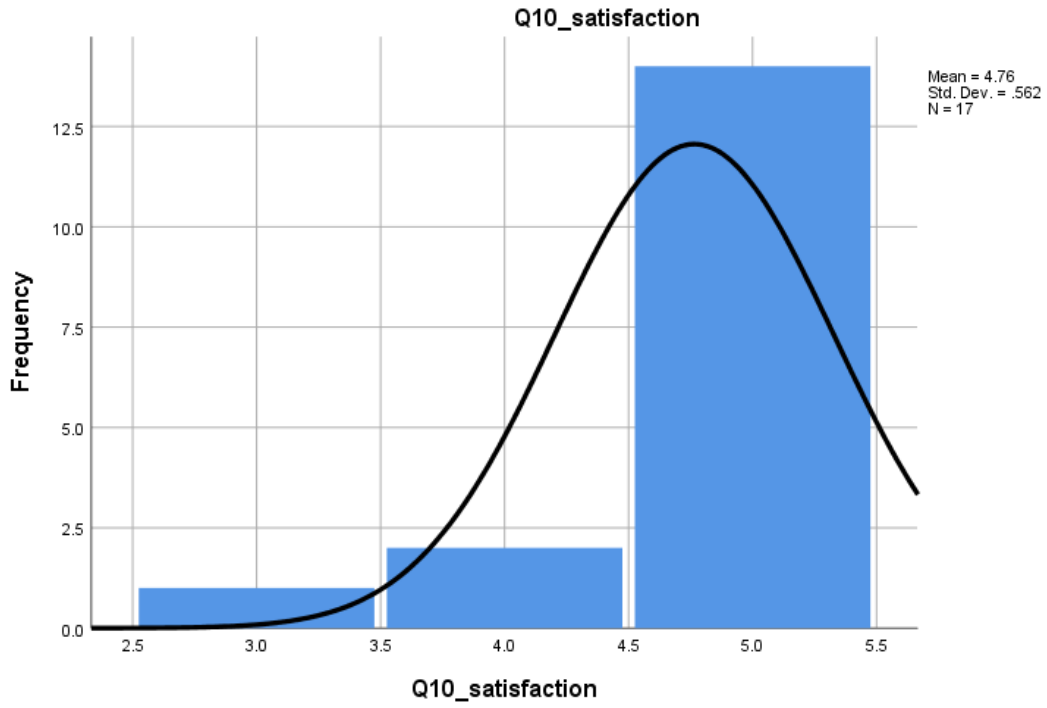
	Mean	Std. Deviation	N
Q11_conflictfrequency	1.71	1.263	17
Q10_satisfaction	4.76	.562	17

**Correlations**

		Q11_conflictfrequency	Q10_satisfaction
Q11_conflictfrequency	Pearson Correlation	1	.072
	Sig. (1-tailed)		.391
	N	17	17
Q10_satisfaction	Pearson Correlation	.072	1
	Sig. (1-tailed)	.391	
	N	17	17

**Correlations**

		Q11_conflictfrequency	Q10_satisfaction
Kendall's tau_b	Q11_conflictfrequency	1.000	-.117
	Correlation Coefficient		
	Sig. (1-tailed)	.	.309
Q10_satisfaction	Q11_conflictfrequency	-.117	1.000
	Correlation Coefficient		
	Sig. (1-tailed)	.309	.
Spearman's rho	Q11_conflictfrequency	1.000	-.129
	Correlation Coefficient		
	Sig. (1-tailed)	.	.311
Q10_satisfaction	Q11_conflictfrequency	-.129	1.000
	Correlation Coefficient		
	Sig. (1-tailed)	.311	.
N		17	17



**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Q10_satisfaction	17	94.4%	1	5.6%	18	100.0%
Q11_conflictfrequency	17	94.4%	1	5.6%	18	100.0%

**Descriptives**

			Statistic	Std. Error
Q10_satisfaction	Mean		4.76	.136
	95% Confidence Interval for Mean	Lower Bound	4.48	
		Upper Bound	5.05	
	5% Trimmed Mean		4.85	
	Median		5.00	
	Variance		.316	
	Std. Deviation		.562	
	Minimum		3	
	Maximum		5	
	Range		2	
	Interquartile Range		0	
	Skewness		-2.473	.550
	Kurtosis		5.840	1.063
Q11_conflictfrequency	Mean		1.71	.306
	95% Confidence Interval for Mean	Lower Bound	1.06	
		Upper Bound	2.36	
	5% Trimmed Mean		1.51	
	Median		1.00	
	Variance		1.596	
	Std. Deviation		1.263	
	Minimum		1	

Maximum	6	
Range	5	
Interquartile Range	1	
Skewness	2.740	.550
Kurtosis	8.696	1.063

**Descriptive Statistics**

	Mean	Std. Deviation	N
Q11_conflictfrequency	1.71	1.263	17
Q15_perceivedstress	3.59	.939	17

**Correlations**

		Q11_conflictfrequency	Q15_perceivedstress
Q11_conflictfrequency	Pearson Correlation	1	-.003
	Sig. (1-tailed)		.495
	N	17	17
Q15_perceivedstress	Pearson Correlation	-.003	1
	Sig. (1-tailed)	.495	
	N	17	17

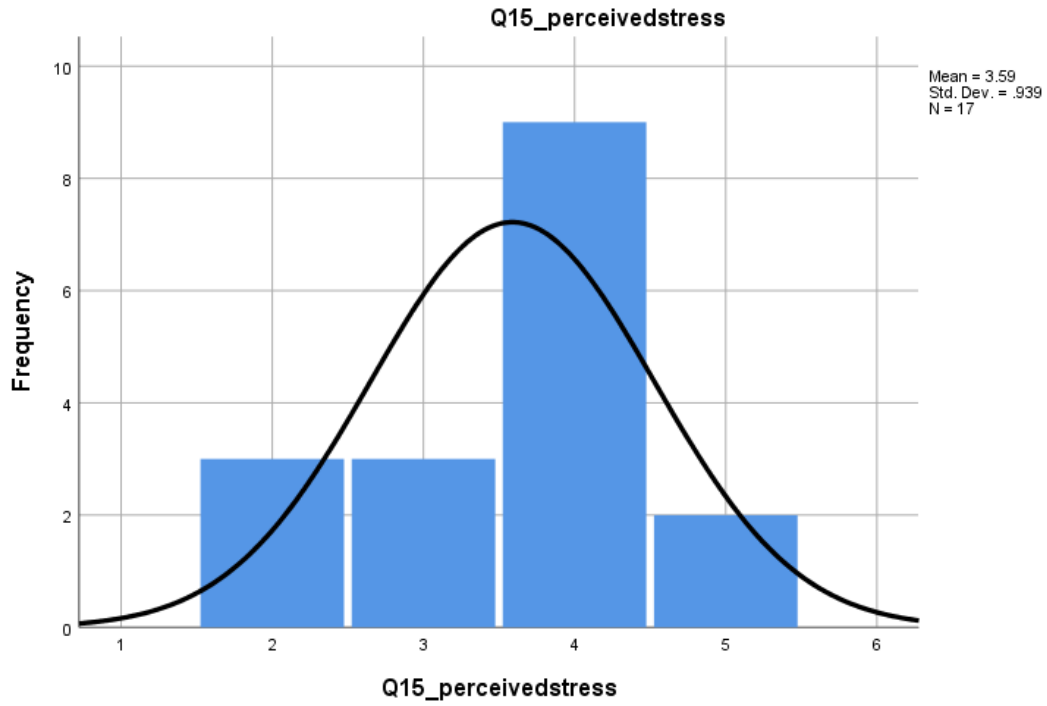
**Correlations**

		Q11_conflictfrequency	Q15_perceivedstress
Kendall's tau_b	Q11_conflictfrequency	Correlation Coefficient	1.000
		Sig. (1-tailed)	.
		N	17
			-.150
			.251
			17

	Q15_perceivedstress	Correlation Coefficient	-.150	1.000
		Sig. (1-tailed)	.251	.
		N	17	17
Spearman's rho	Q11_conflictfrequency	Correlation Coefficient	1.000	-.172
		Sig. (1-tailed)	.	.255
		N	17	17
	Q15_perceivedstress	Correlation Coefficient	-.172	1.000
		Sig. (1-tailed)	.255	.
		N	17	17

**Statistics**

		Q11_conflictfrequency	Q15_perceivedstress
N	Valid	17	17
	Missing	1	1
Mean		1.71	3.59
Std. Error of Mean		.306	.228
Std. Deviation		1.263	.939
Skewness		2.740	-.545
Std. Error of Skewness		.550	.550
Kurtosis		8.696	-.423
Std. Error of Kurtosis		1.063	1.063
Minimum		1	2
Maximum		6	5



**Case Processing Summary**

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Q11_conflictfrequency	17	94.4%	1	5.6%	18	100.0%
Q15_perceivedstress	17	94.4%	1	5.6%	18	100.0%

**Descriptives**

		Statistic	Std. Error
Q11_conflictfrequency	Mean	1.71	.306
	95% Confidence Interval for Mean	Lower Bound	1.06
		Upper Bound	2.36
	5% Trimmed Mean	1.51	
	Median	1.00	
	Variance	1.596	

	Std. Deviation		1.263	
	Minimum		1	
	Maximum		6	
	Range		5	
	Interquartile Range		1	
	Skewness		2.740	.550
	Kurtosis		8.696	1.063
Q15_perceivedstre	Mean		3.59	.228
ss	95% Confidence Interval for Mean	Lower Bound	3.11	
		Upper Bound	4.07	
	5% Trimmed Mean		3.60	
	Median		4.00	
	Variance		.882	
	Std. Deviation		.939	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1	
	Skewness		-.545	.550
	Kurtosis		-.423	1.063

FREQUENCIES  
 /VARIABLES= demo\_gender  
 /FORMAT=AVALUE TABLE.

**Statistics**

		gender
N	Valid	17
	Missing	0
Mean		1.82
Std Dev		.53
Minimum	Male	
Maximum	Non-Binary/Gender Non-Conforming	

**gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	4	23.5%	23.5%	23.5%
	Female	12	70.6%	70.6%	94.1%
	Non-Binary/Gender Non-Conforming	1	5.9%	5.9%	100.0%
Total		17	100.0%		

FREQUENCIES  
 /VARIABLES= demo\_gpa  
 /FORMAT=AVALUE TABLE.

**Statistics**

		GPA
N	Valid	17
	Missing	0
Mean		1.47
Std Dev		.72
Minimum	3.5 or higher	
Maximum	2.5 to 2.9	

**GPA**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.5 or higher	11	64.7%	64.7%	64.7%
	3.0 to 3.4	4	23.5%	23.5%	88.2%
	2.5 to 2.9	2	11.8%	11.8%	100.0%
Total		17	100.0%		

FREQUENCIES

/VARIABLES= demo\_age  
 /FORMAT=AVALUE TABLE.

**Statistics**

		age
N	Valid	17
	Missing	0
Mean		18.82
Std Dev		.53
Minimum		18
Maximum		20

**age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	4	23.5%	23.5%	23.5%
	19	12	70.6%	70.6%	94.1%
	20	1	5.9%	5.9%	100.0%
Total		17	100.0%		

FREQUENCIES

/VARIABLES= demo\_res\_hall  
/FORMAT=AVALUE TABLE.

**Statistics**

		demo_res_hall
N	Valid	16
	Missing	1
Mean		1.94
Std Dev		.25
Minimum		Vickroy Hall
Maximum		Funkhouser Hall

**demo\_res\_hall**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vickroy Hall	1	5.9%	6.3%	6.3%
	Funkhouser Hall	15	88.2%	93.8%	100.0%
Missing	.	1	5.9%		
Total		17	100.0%		

FREQUENCIES

/VARIABLES= demo\_major  
/FORMAT=AVALUE TABLE.

**Statistics**

		demo_major
N	Valid	16
	Missing	1
Mean		2.56
Std Dev		1.63
Minimum		Health professions programs: Exercise Science, Physical Therapy, AthleticTraining, Speech Language Pathology, Communication Science & Disorders
Maximum		Humanities: English, Religion, Languages, Art, Music, Creative Arts, Modern Band, Philosophy, Audio & Music Production

**demo\_major**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Health professions programs: Exercise Science, Physical Therapy, AthleticTraining, Speech Language Pathology, Communication Science & Disorders	6	35.3%	37.5%	37.5%
	Business and Communications- Accounting, Actuarial Science, Digital Communications, Economics, Business Administration, Analytical Finance	3	17.6%	18.8%	56.3%
	Education: ECE, Music Ed, special education	2	11.8%	12.5%	68.8%
	Natural Sciences: Chemistry, Biology, Biochemistry, Physics, Environmentalscience, Neuroscience, Psychology, Computer & Data science, Math	3	17.6%	18.8%	87.5%
	Social Sciences: Sociology, Crminal Justice, History, Politics, Pre-law, Global Studies	1	5.9%	6.3%	93.8%
	Humanities: English, Religion, Languages, Art, Music, Creative Arts, Modern Band, Philosophy, Audio & Music Production	1	5.9%	6.3%	100.0%
Missing	.	1	5.9%		
Total		17	100.0%		