

A STUDY OF HOUSING PREFERENCES OF SINGLE
STUDENTS ON THE OKLAHOMA STATE
UNIVERSITY CAMPUS

By

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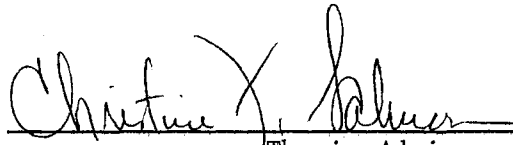
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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1972

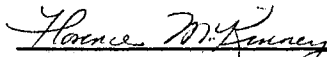
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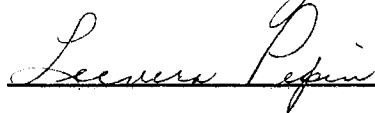
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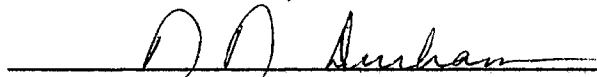
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PREFACE

In the past, college housing for single students has been planned and built for the contractor and the financiers rather than the individual single student. As colleges and universities give single students more individual freedoms, students are moving off-campus to housing which better fits their housing needs.

It is apparent that if administrators of single student housing wish to stay in the business of supplying housing to single students, the housing preferences of the students must be considered. This research project is concerned with determining housing preferences of single students, and particularly, relating those preferences to building and/or remodeling single student housing on the Oklahoma State University campus.

This research project would not have been possible without the cooperation of the single students on the Oklahoma State University campus at Stillwater, and the Single Student Housing Department, who distributed and tabulated the questionnaire.

Sincere gratitude is given to Mrs. Christine F. Salmon for her guidance and encouragement during the project, and to Leevera Pepin and Dr. Florence McKinney.

Credit is cited to Mr. Jim Carreker, for his help in developing the questionnaire, to Mrs. Frank Roberts for her typing excellence, and to those individuals who gave encouragement and assistance during the research project.

Finally, I would like to express my appreciation to my husband, Paul, for his encouragement during the preparation of this thesis.

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CHAPTER I

INTRODUCTION

Housing affects everyone, whether they are five or eighty-five years of age, or live in New York City or Leipsic, Indiana. " . . . housing has highly significant social implications" (1).

Single student housing is not an exception to this principle. Students are greatly affected by their surroundings and therefore, their housing. Single student housing has altered in two ways: The first was the changing of rules and regulations to better fit the needs of students--"College traditions of authority are rooted in the colonial period when absolute obedience was expected of children and when college freshmen were generally between fifteen and seventeen years of age" (2), and secondly, the changing of design features--"New dormitories in contrast to the old, are larger more comfortable, more often built with student's academic needs in mind . . ." (3).

Until present times, single students have had few alternatives as to residence on a college campus. Recently, as rules and regulations governing students have become more liberal, students have been moving off-campus. If universities are to stay in the single student housing business, dormitories must be made more appealing and more nearly meet students' needs.

Statement of the Problem

It is believed by many authorities that present dormitories do not meet the basic psychological and physical needs of today's single student. Dormitories have been built with major emphasis upon financial requirements rather than students' needs. With the current trend toward fewer housing restrictions, students are moving off-campus so that their physical and psychological needs will be more nearly satisfied.

Therefore, if the basic housing needs and wants of single students are determined, and planning for new dormitories is centered around these findings, students would continue to live in on-campus single student housing.

Purpose of the Study

The purpose of this study is to determine the likes and dislikes regarding liveability features of housing of those single students who had lived in a single student housing facility on the Oklahoma State University campus at Stillwater. It is the secondary purpose of this study to draw implications from the data gathered as to the wants and needs of the students and apply these to the basic planning and/or remodeling of dormitories to include suites, efficiencies, or apartments.

Limitations of the Study

Limitations imposed upon the study are as follows:

1. The study is limited to only certain common housing liveability features included in the questionnaire.

2. The study is limited to those students who are single and have lived in single student housing on the Oklahoma State University campus at Stillwater.

Definition of Terms

The following terms are important in the study:

1. Single student housing refers to dormitory housing owned and operated by the University.
2. "Suite-type" housing is described as two dormitory-type rooms adjoined by a bath.
3. "Apartment-type" housing is described as a living unit with separate or combined areas for sleeping, studying, cooking and eating, and a private bath.
4. "Efficiency-type" housing is a living unit with space for all activities (sleeping, studying, cooking, and eating) in one room.
5. "Off-campus" housing is student housing neither owned nor operated by the University.
6. RHA (Residence Halls Association) programs are programs sponsored by the association. The programs vary from educational to cultural and social and are coordinated through the Assistant Director of Single Student Housing Programs.

Procedures

The following steps were taken in achieving the purposes of this study:

1. A questionnaire was developed to determine satisfactions and

dissatisfactions of the single college student with housing facilities of on-campus housing.

2. The questionnaire was pretested on a selected sample.
3. The questionnaire was revised and duplicated for distribution.
4. A sample was selected from all dormitories on the Oklahoma State University campus except the athletic dormitory.
5. An explanatory introduction was attached to each questionnaire and sent to randomly selected students in the dormitories.
6. A sample was taken of students who had at an earlier time lived in the Oklahoma State University single student housing but were living in off-campus housing when the questionnaire was distributed. These students were contacted in classes.
7. Data were tabulated, analyzed, and conclusions drawn.

Organization of the Report of the Study

Chapter I has presented an introduction to the problem in this study along with purposes, limitations, and procedures involved. Chapter II will review relevant literature. The procedures will be discussed in detail in Chapter III. Chapter IV will present an analysis of the data and Chapter V will present conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

Although there has been a great deal of building done in the field of student housing, there is relatively little research that has been done in the area of planning for the individual student's housing needs.

Montgomery (4) states:

Traditionally those who design, build, and finance the majority of our housing have been more concerned with things and money than with people. As a result of a 'falling between the chairs,' housing has often failed to contribute significantly to man's spirit, to his basic social and psychological needs.

Titus (5) further points this out when he writes:

A review of the literature reveals that a great deal has been written over the years by experts and others on various aspects of student housing, ranging from the juxtaposition of buildings in a complex to the ratio of toilet fixtures to students. It is reasonable to assume that in some instances student reactions have been systematically sought and utilized in planning student housing.

At the University of Michigan, the Provost's Ad Hoc Committee on Residence Halls made a study of the problems of dormitory living. As a result of the residential study, a program for humane studies was suggested. It would be carried out in any residence hall, housing from one hundred to one hundred and fifty students and the curriculum would consist of all aspects of human environment (cultural, social, and political affairs, etc.). In addition, one University college course would be given in the residence hall unit. All other courses would be taken elsewhere on the campus (6). The main function of this approach

was to develop the individual, not the university.

As students were given more freedom in the university system, all facets of the system were subjected to change. Student housing was no exception so movement away from tight university controls on the student greatly affected it.

Two types of change have affected single student housing on university campuses. Less restricted housing rules and regulations are the first. This refers to more liberal closing hours, co-educational dormitories, and other innovations. The second change has been an effort to design student housing to fit the needs of the individual student.

Less Restricted Student Housing Rules

Universities across the country have been in turmoil over rules and regulations governing students' behavior. Students have become independent and this has been reflected in conduct and university housing codes.

Oberlin, a college of 2,491 students began its experience in co-ed dorms and 24 hour visiting with some hesitation. Only two years ago visiting hours were limited to three and a half hours every Sunday; the couple had to keep their feet on the floor at all times; and doors had to be kept open the width of a wastebasket. When students began to ask for co-ed housing, Dean of Students, George Langeler recalls, 'It seemed very daring, and we thought up all kinds of complications . . .' Now Oberlin is in its second year and the Dean states: 'It seems as if we started much longer ago. It already feels like a way of life.' (7)

Some universities, such as Oberlin, Stanford, and Michigan have approached their housing problems by changing housing policies, and operating on the American basic philosophy that the majority of students determine their own life-style.

Letting the students make their own rules has had a further unpredictable effect. The political radicalization that has

explosively divided many campuses has scarcely been felt at Oberlin. (8)

Design of Student Housing to Fit the Individual

Needs of the Student

Revolutionary planning and building has recently taken place on several campuses. The focus of this new student housing has been based on the needs of the individual student first, with economics and spatial considerations also involved.

In an effort to minimize noise in a residence hall for 800 men, North Carolina State built a dormitory with two four story wings at an obtuse angle and with outside corridors. To offset the impersonality of the large dormitory, it is subdivided into smaller units with eight men in each four room suite. (9)

At the University of Missouri, Christian College, and Washington University, an architectural firm suggested that dormitory architecture should recognize the amount of living and learning that occurs in dormitories and provide creative environments, not just adequate space. Their emphasis is in building maximum units at minimum cost through large size and repetition of design while maintaining individual character for privacy and sociability by using variety in visual taste and interest (11).

At Knox College a full-scale mock-up of a suite in a proposed dormitory was constructed to give students, parents, and faculty a chance to make suggestions on room arrangement, facilities, and construction. Each unit, which was planned for eighteen girls, was in the form of a two-story house. Some of the suggestions made were for flexible furniture arrangement, storage space for cleaning equipment in each suite, private telephone areas, isolated typing rooms, space for ironing, book

shelves, carpeting in bedrooms, and full length mirrors in the baths (11).

Emphasis on individuality is shown in the new men's dormitory at Antioch College. The facilities consist of nine two-story dwelling units for eighteen men each, and feature separate baths, kitchenettes, and living rooms plus movable furniture (12).

One of the few studies made to determine the specific housing needs of single students was done at the University of Virginia. Findings were determined through a questionnaire, and single students were asked to perceive their housing needs. It was found that the men rated their needs as: (1) Freedom to entertain the opposite sex, (2) Provision for study in own room, (3) Privacy, and (4) Quietness. The women, however, felt easy access to meals and adequate study provisions in rooms were essential. The women students also indicated that the most important factor in their selection of a residence was its location in relationship to the University (14).

The University of California maintains the basic philosophy that student housing should provide more than just food and shelter. In 1965, an experimental project was begun to deal with the constructive response to specific needs in student housing. The project known as the University Residential Building System, or URBS, was created to respond to basic needs of the student housing population. They were:

1. Provide an environment in which the student can express himself individually.
2. Improve physical comfort and privacy within the student's room.
3. Do away with standardization of appearance in student rooms and buildings.
4. Eliminate physical environment deficiencies; poor acoustics, inadequate ventilation, and restrictions on room decoration.

5. Reduce the cost of ownership: construction, operation and maintenance.
6. Increase the space adaptability, so that it can be re-organized in response to student preferences, as well as changing administration policies. (15)

URBS is a building system of three integrated components consisting of URBS structure ceiling components, URBS heating and cooling component, and URBS partitions. The URBS building system has been made available to use by any college or university.

A study done by University Residential Building System stated:

In the expression of change, they found a broad gap between residential housing needs as defined by students and those same needs as defined by elder non-students. Thus it is difficult to design satisfactorily student housing that today's students want to live in. . . . Furthering the principle, today's students values will be equally irrelevant for the successive generations residing in the building during its required forty plus year's life span. (13)

All too often, a study is found which forgets the basic element of the University--the student. A study by Caudell, Rowlett, and Scott, architects, is a prime example. The study was concerned with determining space requirements for colleges and universities, and out of seventeen topics, student housing was segregated as a sub-topic under Support Facilities (16).

Summary of Reviewed Material on Single Student Housing

Housing needs of single college students have not been sufficiently met in the past. This was mainly because those individuals building dormitories were concerned only about economic factors, and not about the individual student.

Within the past few years, students have begun to be heard including their statements of needs related to campus housing. More emphasis,

however, has been given to new designs of student housing than to the effect of housing upon students. Builders and university housing officials are realizing that there is a relationship between campus housing and the student, and are re-examining the concept of the traditional dormitory.

Less restricted housing rules and regulations, and new designs in dormitories have appeared to better fit the needs of single students.

CHAPTER III

PROCEDURES

Because of the movement from single student dormitory housing to off-campus housing, where the University has few housing controls, it is apparent that the needs of single students on the Oklahoma State University campus are not being fulfilled by dormitory housing. Therefore, this research is directed toward obtaining information that can be used for future planning of single student housing on the Oklahoma State University campus. The research is primarily based on the assumption that the housing needs of single students, who are living or have lived in Oklahoma State University single student housing, can be ascertained by a questionnaire. To accomplish the objectives of determining the likes and dislikes of those students who had lived in a single student housing facility on the Oklahoma State University campus, and applying this to the planning of possible housing arrangements, suite, efficiency, or apartment, the following procedure was used:

1. A questionnaire was developed to measure the housing needs and wants of single students.
2. The questionnaire was pretested on a selected sample.
3. The questionnaire was redesigned and distributed to sample populations in all Oklahoma State University single student dormitories, except the athletic dormitory, and to classes.
4. Data were computed, analyzed, and conclusions were drawn.

Development of the Questionnaire

The questionnaire was developed through a series of steps. After several interviews with single student housing staff members and students presently living in Oklahoma State University dormitories, a list of forty-four (Appendix B) questions was compiled. The initial questionnaire covered five aspects of single student housing.

- | | |
|---|--------------|
| 1. Present student housing | 18 questions |
| 2. Preferences toward suite,
apartment, and/or efficiency
housing | 9 questions |
| 3. Preferences toward suite-type
dormitory housing | 4 questions |
| 4. Preferences toward apartment-
type dormitory housing | 7 questions |
| 5. Preferences toward efficiency-
type dormitory housing | 6 questions |

The majority of responses were indicated by placing a check mark in the space beside the appropriate letter. Question 18 was answered by ranking preferences; first choice, second choice, and third choice. The remaining questions were open-ended for which a blank was provided for the respondent to complete his answer.

Pretesting of Questionnaire

The initial questionnaire was given to forty single students who were either presently living or at one time had lived in Oklahoma State University single student housing. These students were contacted by the researcher in two classes.

After careful study of the pretest findings, revisions were made for the final questionnaire.

Re-Designing the Questionnaire

After analyzing the findings of the pretest questionnaire, several revisions were made in the instrument.

An explanatory statement was added at the beginning of the questionnaire stating, "If married or never lived in Oklahoma State University single student housing, do not answer questionnaire. Check only those questions which pertain to you in Section I."

The second questionnaire was divided into two sections. The first section was concerned with the individual's present and past campus housing conditions and the second section to their feelings toward apartment, suite, and efficiency campus housing.

Question 7 of the pretest which asked about the question of race was altered to have only two choices, international and other, as the individual's race was irrelevant to the findings of the questionnaire.

The final questionnaire had 44 questions and was divided into two sections:

1. Section I--Statements concerning present and past living conditions of Oklahoma State University single students.
2. Section II--Statements referring to the design of single student housing, in particular, to efficiencies, apartments, and suites.

Gathering Data in the Study

The Population in the Study

Students in Oklahoma State University single student dormitories were included in the study. Those dormitories included were: Brumley, Cordell, Drummond, East Bennett, Kerr, Murray, North Murray, Parker, Scott, Stout, Willham North and South, Wentz, West Bennett, and Willard. The participants' comments were studied as an exclusive group with no conclusions drawn to larger populations of single college students.

Method of Distribution

The Oklahoma State University Single Student Housing office on campus distributed the questionnaires by placing one in every sixth mailbox in the mentioned dormitories. A letter of introduction accompanied the form.

Independent off-campus students were contacted through classes which were visited by this researcher. After reading the letter of introduction, the questionnaire was passed out, and recalled as soon as completed.

Computation of Data

Frequency counts were obtained on all of the respondents' answers including those statements concerning present and past living conditions of Oklahoma State University single students. In particular, those statements referring to the design of single student housing (efficiency, apartments, and suites) were tabulated.

Analysis of these data are presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Satisfactions with present student housing conditions, and proposed new design features of dormitories in specific relation to suites, apartments, and efficiencies were determined through this study. Information gathered by the questionnaire was based upon the responses of 231 students.

Characteristics of the Population

The population sampled consisted of 44 per cent male and 56 per cent female. Fifty per cent of the total respondents had lived in Oklahoma State University single student housing one year or less, 23 per cent two years, 17 per cent three years, nine per cent four years, and one per cent five years.

Thirty-one per cent were 18 years of age, 22 per cent were 20 and 21 per cent were 21 years of age. Correspondingly, 33 per cent of the population were freshmen, 21 per cent were sophomores, 23 per cent were juniors, and 23 per cent were seniors.

Sixty-five per cent of the students now living in single student housing expected to live in single student housing facilities less than one year. Of those presently living on campus, 81 per cent shared a room. Forty per cent were undecided about moving into satisfactory

on-campus housing if it were available and 25 per cent said no they would not move into it.

Among the group of 40 who were presently living off-campus in apartments, sororities or fraternities, 43 per cent had four or more rooms, and 30 per cent had one roommate. Twenty-four per cent of the off-campus respondents chose to live off-campus for economic reasons, 24 per cent for privacy, and 53 per cent for other reasons.

Thirty-five per cent of the population gave as their appraisal of single student housing that it was okay; 33 per cent stated it was satisfactory; seven per cent, very satisfactory; 15 per cent, unsatisfactory; and ten per cent, very unsatisfactory.

Needs of Students Living in Single Student Housing

It was the primary function of this study to determine the housing needs of single students who are presently living or had lived in single student housing on the Oklahoma State University campus.

Closeness to campus was rated very important by 49 per cent of the respondents and 46 per cent rated it important. Fifty-four per cent felt carpet was important and 49 per cent that T.V. outlets were important. Forty-nine per cent responded that a private phone was very important and 45 per cent felt air conditioning was very important. Forty per cent of the total respondents rated contract meals at the Union very important, and 60 per cent felt a place to park a car was very important.

Only 31 per cent found community lounges important. The low figure shows that valuable space has been misused in dormitories by massive community lounges. Twenty-three per cent were undecided about having

counselors available, and 31 per cent felt an all-night desk clerk was important.

Forty-eight per cent felt unrestricted hours for guests was very important and 24 per cent felt it was important. Fifty-nine per cent rated unrestricted hours for women very important and 22 per cent felt it important. It is apparent that the single student on the Oklahoma State University campus is wanting the freedom of individual control that has already been granted to college students by other colleges and universities in the United States.

It is interesting to note that only seven per cent felt that RHA programs were very important.

In response to the section of the questionnaire dealing with storage, 41 per cent said five feet of closet space would be adequate for them, and 50 per cent listed four drawers to be adequate.

Forty-nine per cent preferred chest-of-drawers and 51 per cent preferred built-in drawers in the closet. Forty-six per cent needed other storage areas, such as book cases.

Table I shows the preferences of students toward single student housing policies and facilities.

Implications Toward Possible Housing Arrangements

It was the secondary purpose of this study to draw implications from the data gathered as to the wants and needs of the students and apply this to three possible housing arrangements; suites, efficiencies, and apartments.

Sixty-eight per cent rated the apartment-type housing as their first choice, 23 per cent rated suite-type housing first, and eight

TABLE I

PREFERENCES OF STUDENTS TOWARD SINGLE STUDENT HOUSING POLICIES AND FACILITIES

Policy or Facility	Number of Responses	Very Important	Important	Undecided	Unimportant	Very Unimportant
Draperies	228	20.2	38.6	15.8	21.5	3.5
Carpet	225	21.3	54.2	10.7	11.6	2.2
T.V. outlets	227	22	48.5	7.9	16.7	4.7
Private phone	228	49.1	37.8	6.1	6.1	.9
Air conditioning	227	44.9	37	9.3	7.5	1.3
Contract meals at Union	224	4.0	12.1	29.8	26.3	27.8
Place to park a car	224	59.8	32.1	2.6	3.5	1.8
Closeness to campus	224	48.7	45.5	2.2	3.1	.4
Community lounge	224	13.8	31.3	20.1	23.2	11.6
Counselors	223	8.5	19.3	22.8	33.3	26
All night desk clerk	225	16	31.1	23.1	19.1	10.7
Unrestricted hours for guests	226	48.2	24	15.5	8.8	3.5
Laundry room	229	52.4	39.3	4	2.6	1.7

TABLE I (Continued)

Policy or Facility	Number of Responses	Very Important	Important	Undecided	Unimportant	Very Unimportant
Canteen	226	27.4	39.8	15.5	12.4	4.9
Test file room	227	27.8	38.8	16.3	14.1	3
Separate study area	225	33.8	36.9	18.7	8.8	1.8
Unrestricted hours for women	224	59.4	21.9	10.7	3.1	4.9
Alcoholic beverages in University housing units	226	27.7	28.3	20	13.9	10.1
RHA programs	207	7.2	29	32.4	20.3	10.6

per cent listed the efficiency-type as their first choice.

Fifty per cent of the respondents preferred having one roommate with whom to share their first preference.

Design and Furnishing Preferences Toward Suite-Type Housing

Seventy-nine per cent of the total respondents preferred one roommate in suite-type housing. Single beds were preferred by 77 per cent and 74 per cent listed the bath/shower combination.

Design and Furniture Preferences Toward Apartment-Type Housing

Table II illustrates that 43 per cent of the total sample preferred the combination living, kitchen, dining, and combination bedroom, study, apartment arrangement. Sixty per cent preferred four rooms, including bath. Thirty-five per cent preferred one roommate in the apartment. These figures suggest that one living, kitchen, dining combination room, two combination bedroom, study rooms, and one bath would be the first housing preference. Furthermore, it was preferred that the unit be shared by two single students.

The kitchen arrangement that was preferred by 69 per cent was a large refrigerator, one four burner range, an oven, sink, and storage. Seventy-seven per cent rated the bath/shower combination as their preference.

Furniture that was rated very important in an apartment included: sofa, 48 per cent; desk for each person, 61 per cent; dining table and chairs, 55 per cent; dresser, 45 per cent; and chest-of-drawers, 47 per cent. Table III shows the furniture preferences.

TABLE II
PREFERRED COMBINATIONS OF ROOMS IN AN APARTMENT

Suggested Combinations of Rooms	Number of Responses	Percentage
Combination living, kitchen, dining, study; Separate bedroom;	44	19.4
Combination living, kitchen, dining; Combination bedroom, study;	97	42.7
Combination kitchen, dining, living; Combination bedroom, study;	38	16.7
Combination kitchen, dining, living, study; Separate bedroom;	29	12.8
Other	19	8.4
Total	227	100.0%

TABLE III
FURNITURE PREFERENCES IN AN APARTMENT

Furniture	Number of Responses	Very Important	Important	Undecided	Unimportant	Very Unimportant
Sofa	219	47.9	43	6.4	2.2	.5
Sofa-bed	218	19.3	25.7	28.4	22.4	4.1
Upholstered chair	225	35.6	48	12.9	3.1	.4
Desk for each person	227	60.8	28.6	5.7	4.8	0
Dining table and chairs	226	54.9	35	6.6	3.5	0
Eating bar	223	13.5	26	28.6	26	5.8
Dresser	224	44.2	37.9	10.3	5.8	1.8
Chest-of-drawers	227	46.7	42.3	6.6	4	.4
End tables	210	17.1	34.8	21.9	21.9	4.3

Design and Furniture Preferences Toward Efficiency-Type Housing

Fifty-seven per cent wanted a roommate in efficiency housing, and 43 per cent did not.

A half refrigerator, one three burner range, an oven, sink, and storage was preferred by 41 per cent. Seventy-one per cent preferred a bath/shower combination and 60 per cent would not consider sharing their bath with the efficiency next door.

Furniture that rated very important in an efficiency was: Sofa-bed, 36 per cent; desk for each person, 60 per cent; dining table and chairs, 36 per cent; dresser, 36 per cent; and chest-of-drawers, 43 per cent. Table IV shows the furniture preferences in an efficiency.

Generalities Toward Housing Arrangements

Forty-four per cent of the population were very willing to stay in University single student housing if the occupants of the adjacent living facility were of the opposite sex.

Forty per cent were willing to stay more than three years in the type of University single student housing of their first preference.

Summary of Data

In conclusion, apartment-type housing was preferred first, suite-type housing second, and efficiency-type housing was third.

It was found that 65 per cent of the respondents presently living in single student housing planned to live there one year or less; however, if housing conditions were changed to their first preference--apartments (68 per cent)--40 per cent would be willing to live there three or more years.

TABLE IV
FURNITURE PREFERENCES IN AN EFFICIENCY

Furniture	Number of Responses	Very Important	Important	Undecided	Unimportant	Very Unimportant
Sofa	206	27.2	30	21.4	17	4.4
Sofa-bed	218	36.2	27.5	13.8	18.3	4.2
Upholstered chair	220	36.8	41.7	12.3	8.6	.9
Desk for each person	220	60	24	5.5	10	.5
Dining table and chairs	220	36.4	31.4	11.8	15.9	4.5
Eating bar	216	20.8	25	18.6	27.3	8.3
Dresser	220	35.5	33.2	18.2	10.8	2.3
Chest-of-drawers	221	43.4	39.4	8.1	6.7	2.2
End tables	207	14	24.2	21.7	29	11.1

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Over the years, there has been little research done to reflect the housing needs of single college students. College housing was planned with "money and things" having priority over the student.

It was the purpose of this study to first determine the likes and dislikes regarding liveability features of housing of those single students who had lived in a single student housing facility on the Oklahoma State University campus, and second, to draw implications from the data gathered as to the wants and needs of the students and apply these to the basic planning and/or remodeling of dormitories to include suites, apartments, and efficiencies. The information received from the study should be used for future planning of single student housing on the Oklahoma State University campus by Single Student Housing officials, architects, interior designers, and the Oklahoma State University Administration.

Students in all dormitories on the Oklahoma State University campus, except the athletic dormitory, were chosen as the population for the study. Two hundred and thirty-one students responded to the questionnaire developed for this study. The questionnaire consisted of 44 questions concerned with present and past living conditions of Oklahoma State University single students, and to the design preferences regarding single student housing with reference to efficiencies, apartments,

and suites.

The following data were obtained:

1. A large majority of the population, 82 per cent, did not expect to live in single student housing any more than two years.
2. When ranking the three housing situations, the population preferred the apartment first by 68 per cent, suite-type housing by 28 per cent, and the efficiency by eight per cent.
3. Forty per cent of the respondents said they would be willing to live three or more years in the type of university single student housing they indicated as their first preference.

The data from the study indicated that single students are willing to live in university housing designed for them and their specific needs. Students want fewer housing rules and regulations and more freedom to develop their own individual living patterns.

If those individuals who design, build, and finance university single student housing, continue to do so as in past tradition, without considering the students' needs and wants, their buildings may be unoccupied, as today's students may not consider them desirable for residential purposes. Single students are not presently required to live in dormitories as they were in the past. Therefore, the "old" dormitories with a community bath, poorly designed rooms, and strict conduct regulations are out-dated. Universities must act now if they are to continue in the single student housing business.

The findings suggest:

1. A study be made every four years to up-date the housing needs and wants of single students.

2. Information from this study be used in considering new housing policies on the Oklahoma State University campus, whether they be related to housing rules and regulations or housing design.

The data in this study can be used by Single Student Housing officials, architects, interior designers, contractors, and the University administration as a guide in planning single student housing in the future.

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APPENDIX A

INTRODUCTORY PAGE TO QUESTIONNAIRE

OKLAHOMA STATE UNIVERSITY

SINGLE STUDENT HOUSING

October, 1970

The Single Student Housing Department of Oklahoma State University is conducting this survey of all students who are living or have lived in University single student housing. The information gathered in this study will be used to develop new programs in University single student housing. It is extremely important that we receive a completed response from each individual. Please take advantage of this questionnaire--it is your chance to have your opinions heard!

Please complete the questionnaire and return it to your residence hall office by October 27th.

Thank you for your cooperation.

APPENDIX B

QUESTIONNAIRE

If married or never lived in Oklahoma State University single student housing, do not answer questionnaire.

Check only those questions which pertain to you in Section I.

Section I

1. Where do you now live?

a. Brumley	g. North Murray	m. Wentz
b. Cordell	h. Parker	n. West Bennett
c. Drummond	i. Scott	o. Willard
d. E. Bennett	j. Stout	p. Off-campus
e. Kerr	k. Willham North	q. Sorority or
f. Murray	l. Willham South	Fraternity

2. If you live off-campus, how many rooms do you have, including bathroom?

a. 1	a. _____
b. 2	b. _____
c. 3	c. _____
d. 4	d. _____
e. 4 or more	e. _____

3. If you live in off-campus housing, how many roommates do you have?

a. 0	a. _____
b. 1	b. _____
c. 2	c. _____
d. 3	d. _____
e. 4 or more	e. _____

4. Why did you choose to live in off-campus housing?

a. Economic	a. _____
b. Privacy	b. _____
c. Other	c. _____

5. Age

a. 17 or younger	a. _____
b. 18	b. _____
c. 19	c. _____
d. 20	d. _____
e. 21	e. _____
f. 22 or older	f. _____

6. Class

a. Freshman	a. _____
b. Sophomore	b. _____
c. Junior	c. _____
d. Senior	d. _____
e. Other	e. _____

7. Which applies to you?

a. International	a. _____
b. Other	b. _____

8. Sex
- | | |
|-----------|----------|
| a. Male | a. _____ |
| b. Female | b. _____ |
9. Number of years lived in an Oklahoma State University hall?
- | | |
|--------------------|----------|
| a. 1 year or less | a. _____ |
| b. 2 years | b. _____ |
| c. 3 years | c. _____ |
| d. 4 years | d. _____ |
| e. 5 years or more | e. _____ |
10. If you now live in University single student housing, how many more years do you expect to live in single student housing?
- | | |
|----------------------|----------|
| a. 1 year or less | a. _____ |
| b. 2 years | b. _____ |
| c. 3 years | c. _____ |
| d. More than 3 years | d. _____ |
11. My appraisal of University single student housing is: (answer whether presently living in University single student housing or off-campus).
- | | |
|------------------------|----------|
| a. Very satisfactory | a. _____ |
| b. Satisfactory | b. _____ |
| c. Okay | c. _____ |
| d. Unsatisfactory | d. _____ |
| e. Very unsatisfactory | e. _____ |
12. If answer to above is (a) or (e), please explain.
13. What is your present closet space in feet?
- | | |
|-------------------|----------|
| a. 3 feet or less | a. _____ |
| b. 4 feet | b. _____ |
| c. 5 feet | c. _____ |
| d. 6 feet or more | d. _____ |
14. How many drawers do you now have per person in your living quarters? (One drawer being equivalent to 2' x 3').
- | | |
|----------------------|----------|
| a. 2 drawers or less | a. _____ |
| b. 3 drawers | b. _____ |
| c. 4 drawers or more | c. _____ |
15. Which of the following describes your present on-campus living quarters?
- | | |
|------------------|----------|
| a. Room - alone | a. _____ |
| b. Room - shared | b. _____ |
| c. Brumley | c. _____ |
16. My rent is _____.

17. If satisfactory on-campus housing were available, would you move into it?
- | | |
|--------------------|----------|
| a. Very definitely | a. _____ |
| b. Definitely | b. _____ |
| c. Undecided | c. _____ |
| d. No | d. _____ |

Section II

Answer all questions in Section II whether you are presently living in University single student housing or off-campus housing.

The following portion of this questionnaire deals with your feelings toward suite, apartment, or efficiency-type housing. Definition of each follows:

- A. "Suite-type" housing is described as two dormitory-type rooms adjoined by a bath.
- B. "Apartment-type" housing is described as a living unit with separate or combined areas for sleeping, studying, cooking, and eating, with a private bath.
- C. "Efficiency-type" housing is a living unit with one or all the above areas in one room.

18. Rank the above housing situations to your preference. (First preference - 1; second preference - 2; third preference - 3)

- | | |
|---------------|----------|
| a. Suite | a. _____ |
| b. Apartment | b. _____ |
| c. Efficiency | c. _____ |

19. How many roommates would you like to share your first preference unit with?

- | | |
|------|----------|
| a. 0 | a. _____ |
| b. 1 | b. _____ |
| c. 2 | c. _____ |
| d. 3 | d. _____ |

20. Regardless of the type of living unit you chose, how important would it be that your living quarters have:

- | | Very
Import-
tant | Import-
tant | Unde-
cided | Unim-
por-
tant | Very
unim-
por-
tant |
|---------------------|-------------------------|-----------------|----------------|-----------------------|-------------------------------|
| a. Draperies | _____ | _____ | _____ | _____ | _____ |
| b. Carpet | _____ | _____ | _____ | _____ | _____ |
| c. T.V. outlets | _____ | _____ | _____ | _____ | _____ |
| d. Private phone | _____ | _____ | _____ | _____ | _____ |
| e. Air conditioning | _____ | _____ | _____ | _____ | _____ |

	Very Impor- tant	Impor- tant	Unde- cided	Unim- por- tant	Very unim- por- tant
f. Contract meals at Union	_____	_____	_____	_____	_____
g. Place to park a car	_____	_____	_____	_____	_____
h. Closeness to campus	_____	_____	_____	_____	_____
i. Community lounge	_____	_____	_____	_____	_____
j. Counselors	_____	_____	_____	_____	_____
k. All-night desk clerk	_____	_____	_____	_____	_____
l. Unrestricted hours for guests	_____	_____	_____	_____	_____
m. Laundry room	_____	_____	_____	_____	_____
n. Canteen	_____	_____	_____	_____	_____
o. Test file room	_____	_____	_____	_____	_____
p. Separate study area	_____	_____	_____	_____	_____
q. Unrestricted hours for women	_____	_____	_____	_____	_____
r. Alcoholic beverages in University housing units	_____	_____	_____	_____	_____
s. RHA programs	_____	_____	_____	_____	_____
t. Other _____	_____	_____	_____	_____	_____

21. How much closet space would be adequate for you in feet?
(2 feet deep)

a. 3 feet	a. _____
b. 4 feet	b. _____
c. 5 feet	c. _____
d. 6 feet	d. _____
e. If more than 6 feet, specify	e. _____

22. How much drawer space (drawer space equaling 2 feet deep and 3 feet wide) would be adequate for you?

a. 2 drawers	a. _____
b. 3 drawers	b. _____
c. 4 drawers	c. _____
d. If more than 4 drawers, specify	d. _____

23. Would you prefer:

a. Chest-of-drawers	a. _____
b. Built-in drawers in closet	b. _____

24. Describe other storage areas you need.

a. Luggage	a. _____
b. Odds-and-ends	b. _____
c. Other	c. _____

In "suite-type" (two dormitory-type rooms adjoined by a bath) housing, would you want:

25. Number of roommates per room
 a. 0 a. _____
 b. 1 b. _____
26. Type of bed
 a. Sofa-bed a. _____
 b. Single b. _____
 c. Bunk c. _____
 d. Other d. _____
27. Type of bath
 a. Bathtub a. _____
 b. Shower b. _____
 c. Bath/Shower combination c. _____
28. How much would you be willing to pay per person for a suite?
 \$ _____

In apartment-type (living unit with separate or combined areas for sleeping, studying, cooking, and eating, with a private bath) housing, would you want:

29. What combinations of rooms would you prefer in an apartment?
 a. Combination living, kitchen, dining, study; Separate bedroom; a. _____
 b. Combination living, kitchen, dining; Combination bedroom, study; b. _____
 c. Combination kitchen, dining, living; Combination bedroom, study; c. _____
 d. Combination kitchen, dining, living, study; Separate bedroom; d. _____
 e. Other _____
30. How many rooms would you prefer, including bath?
 a. 3 a. _____
 b. 4 b. _____
 c. Other c. _____
31. How many roommates would you prefer in an apartment?
 a. 0 a. _____
 b. 1 b. _____
 c. 2 c. _____
 d. 3 d. _____
 e. Other _____

32. Which kitchen arrangement do you prefer?
- a. Large refrigerator, 4 burner range, oven, sink, storage a. _____
- b. Half refrigerator, 4 burner range, oven, sink, storage b. _____
- c. Half refrigerator, 3 burner range, oven, sink, storage c. _____
- d. Half refrigerator, 2 burner range, sink, small amount of storage d. _____
- e. Other _____

33. Which bath do you prefer?
- a. Bathtub a. _____
- b. Shower b. _____
- c. Bath/Shower combination c. _____

34. What furniture is important to you in an apartment?
- | | Very
Impor-
tant | Impor-
tant | Unde-
cided | Unim-
por-
tant | Very
unim-
por-
tant |
|----------------------------|------------------------|----------------|----------------|-----------------------|-------------------------------|
| a. Sofa | _____ | _____ | _____ | _____ | _____ |
| b. Sofa-bed | _____ | _____ | _____ | _____ | _____ |
| c. Upholstered chair | _____ | _____ | _____ | _____ | _____ |
| d. Desk for each person | _____ | _____ | _____ | _____ | _____ |
| e. Dining table and chairs | _____ | _____ | _____ | _____ | _____ |
| f. Eating bar | _____ | _____ | _____ | _____ | _____ |
| g. Dresser | _____ | _____ | _____ | _____ | _____ |
| h. Chest-of-drawers | _____ | _____ | _____ | _____ | _____ |
| i. End tables | _____ | _____ | _____ | _____ | _____ |
| j. Other _____ | _____ | _____ | _____ | _____ | _____ |

35. How much would you be willing to pay per person for an apartment?
\$ _____

In "efficiency-type" housing (a living unit with sleeping, studying, cooking, and eating combined in one room) would you want:

36. Would you want a roommate?
- a. Yes a. _____
- b. No b. _____

37. Which kitchen arrangement would you prefer in an efficiency?
- a. Large refrigerator, 4 burner range, oven, sink, storage a. _____
- b. Half refrigerator, 4 burner range, oven, sink, storage b. _____
- c. Half refrigerator, 3 burner range, oven, sink, storage c. _____

- d. Half refrigerator, 2 burner range, sink, small amount of storage d. _____
- e. Other _____

38. What furniture is important to you in an efficiency?

	Very Impor- tant	Impor- tant	Unde- cided	Unim- por- tant	Very unim- por- tant
a. Sofa	_____	_____	_____	_____	_____
b. Sofa-bed	_____	_____	_____	_____	_____
c. Upholstered chair	_____	_____	_____	_____	_____
d. Desk for each person	_____	_____	_____	_____	_____
e. Dining table and chairs	_____	_____	_____	_____	_____
f. Eating bar	_____	_____	_____	_____	_____
g. Dresser	_____	_____	_____	_____	_____
h. Chest-of-drawers	_____	_____	_____	_____	_____
i. End tables	_____	_____	_____	_____	_____
j. Other _____	_____	_____	_____	_____	_____

39. Which bath would you prefer?

- a. Bathtub a. _____
- b. Shower b. _____
- c. Bathtub/Shower combination c. _____

40. Would you consider sharing your bath with the efficiency next door?

- a. Yes a. _____
- b. No b. _____

41. How much would you be willing to pay per person for an efficiency?
\$ _____

42. Would you be more willing to stay in University single student housing if occupants of the adjacent living facilities were of the opposite sex as yourself?

- a. Very willing a. _____
- b. Willing b. _____
- c. Undecided c. _____
- d. Unwilling d. _____
- e. Very unwilling e. _____

43. How many years would you be willing to stay in the type of University single student housing you chose (first preference) in question number 18?

- a. 1 year a. _____
- b. 2 years b. _____
- c. 3 years c. _____
- d. More than 3 years d. _____

44. Please state any suggestions to improve single student housing on campus.

VITA

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