

SECRET

ABSTRACT

THE LIVING-LEARNING CONCEPT IN A UNIVERSITY SETTING AS IT AFFECTS STUDENT-FACULTY INTERACTION AND STUDENT PERFORMANCE

By

Roy Howard McFall

The general purpose of this study was to analyze and interpret how successful the living-learning concept has been in attaining its original objectives. More specifically, this study seeks to answer the question: Does the living-learning environment stimulate more student-faculty interaction? This is done by looking at student and faculty populations from two different environments: Living-learning and traditional main building atmospheres.

A secondary purpose of this study was to analyze the effect of a living-learning environment on student performance.

While Michigan State University supplied the model and population for study, other institutions were contacted and their programs were reviewed.

Two hypotheses are stated to test the primary and secondary purposes of the study. The hypothesis of no difference in amount of student-faculty interaction for living-learning and main building environments is stated, tested, and rejected. A second hypothesis that there is no difference in student performance for living-learning and main

building is formulated as a secondary purpose of the study. This hypothesis could not be rejected.

Findings

- I. Data from returned questionnaires and personal interviews indicate that more informal interaction takes place in the living-learning environment.
 - A. Students from living-learning environment listed 2.6 more informal contacts than main building students.
 - B. Faculty members from living-learning environments listed 26.5 more informal contacts than main building faculty.
- II. Analysis of data on the secondary hypothesis that there is no difference in performance for students from the living-learning and main building environment yielded the following:
 - A. The null hypothesis could not be rejected.

Conclusion

The living-learning concept has been successful in accomplishing its prime objective of making it possible for more student-faculty contact. This study indicates that more student faculty interaction takes place in the living-learning complexes.

No difference in effect upon student performance for the different environments studied could be demonstrated. Possibly a finer tool for measurement could demonstrate difference, or possibly it is not valid to expect differences of a non-objective type to be measured using an objective test as a criterion. Performance on basic skills

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tests of the cognitive type is easily measured. The non-cognitive realm of education is not so easy to measure. This study points out a need for research in the area of non-cognitive learning as it is affected by environment.

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CHAPTER I

INTRODUCTION AND BACKGROUND OF PROBLEM

I. Introduction

A student spends most of his time outside the periods of formal instruction. The learning that occurs during the periods of informal teaching and conversing is important, because formal classroom or laboratory instruction is often reinforced or weakened by this socialization process.

A college student has a desire to learn that does not automatically shut off when he leaves a formal instructional period. A student who is fired-up from a stimulating lecture or discussion, may want to pursue a point after class in a professor's office or over coffee. More often than not however, (and especially in large undergraduate lecture classes), the professor cannot meet with the students for a variety of legitimate reasons. After several weeks of all lecture and no informal contact with the professor, the student begins to feel that his professor does not care about him. As a result of being neglected by the professor outside of the classroom, the student sometimes becomes apathetic and loses his desire to learn for the sake of learning. He then begins to study only for the grade in a course. In a university with 10,000 or more students, it is not uncommon to hear a student say that he has

only talked with one or two professors informally in two full years of college.¹

In the last fifty years, certain changes in higher education have drawn the professor away from the students and weakened the ties between them: increases in specialization;² increases in demand for services to the community;³ and increases in the complexity of educational institutions.⁴ Clark Kerr,⁵ the ex-president of the University of California, has commented that the revolt of undergraduate students that used to be against the faculty in loco parentis is now against the faculty in absentia. McKlachie⁶ writes that "a curriculum in which instructors' contacts with students are distant or transitory is doomed to failure no matter what the logic of its arrangement".

Four classes at Yale University⁷ filled out a questionnaire during the spring of their senior year concerning the elements of their

¹Wilson, Logan. "Is the Student the Forgotten Man?" The College and the Student. Dennis and Kauffman (eds.) American Council on Education. (Washington, D.C. 1966). p. 61.

²Lewis, Lionel S. "Publish or Perish", The Journal of Higher Education. 38:85-89. (Feb. 1967).

³Burkhardt, Frederick H., "The Changing Role of the Professor", The College and the Student, American Council on Education. (Washington, D.C. 1966). p. 206-210.

⁴Laser, Marvin. "Toward a Sense of Community", The Journal of Higher Education, 38:61-69. (Feb. 1967).

⁵Kerr, Clark. "The Uses of the University", Harvard University Press. (Cambridge. 1963). p. 103.

⁶McKlachie, Wilbert J. "Effective Teaching. The Relevance of the Curriculum", The College and the Student, American Council on Education. (Washington, D.C. 1966). p. 191.

⁷Mayhew, Lewis B. "Institutional Factors and the Learning Environment", The College and the Student, American Council on Education. (Washington, D.C. 1966). p. 224.

experience at Yale that contributed most to enjoyment of each class. When asked about improvements that should be made at Yale, each class wanted more personal contact with faculty, more personal direction in courses and studies, fewer lectures and more discussions.

Gwynn⁸ hypothesizes that the 1964-1965 campus revolts seemed to be directed against the tendency of most colleges to be oriented towards their own system's elements (faculty, administration, traditions, physical plant, and curricula), rather than their students. Underneath the current student activism and academic apathy is an expanding vacuum, the result of fifty years of weak teaching that insults and hurts students by not paying enough attention to them.

In a recent survey⁹ concerning student-faculty relations, respondents reported that it is extremely important for faculty to maintain contact with students outside of class, and that their growth in college was strongly influenced by such contact.

Students now are not satisfied with arbitrary answers. They want logical answers, and they want to know the reasoning process the professor used to arrive at an answer. In a survey (Brooklyn College 1950) it was found that "in courses where value judgments and matters of convictions are most likely to arise, the student body . . . wishes Olympian objectivity".¹⁰

⁸Gwynn, Frederick L., "And Sadly Teach", The College and the Student, Council on Education. (Washington, D.C. 1966). p. 196-201.

⁹Ibid.

¹⁰Riley, John W., Ryan, Bruce F., and Lifskitz, Marcia, "The Student Looks at His Teacher", Rutgers University Press, (New Brunswick, N.J. 1950). p. 73-74.

II. Delineation of the Problem

Problems of student-faculty relationships have been of widespread concern in schools across the nation. Attempts have been made to bring about closer contacts between student and faculty. Michigan State University has made one such attempt that is described as the Living-Learning concept. This study deals with student-faculty interaction as it is found in the living-learning environments at Michigan State.

The end of the spring term 1969 marked the completion of eight years of the "living-learning" endeavor at Michigan State University. In the fall of 1961 Michigan State opened the first of its "living-learning" residence halls.¹¹ By the 1964-65 academic year the campus had six of these units in operation. The year 1969 finds the living-learning residence halls grouped into the "south campus, west campus, and east campus complexes". The south campus includes Case - Wilson - Wonders, and Holden Halls; the west (Brody group) is made of six halls: Armstrong - Bailey - Bryan - Butterfield - Emmons - Rather; the east complex contains: Akers - Fee - Holmes - Hubbard - and McDonel Halls. This gives a total of fifteen living-learning residence halls.

The complete program provides for the housing of men and women in adjoining residence halls with common dining, social, and study facilities, and the inclusion of classroom and academic offices as an integral part of the building structure. This provides classes

¹¹Blackman, Edward B., "The Living-Learning Program at Michigan State", University College Quarterly, Michigan State University Press. (January 1965).

and professors in the halls and adds an important academic dimension to the residence hall program.¹²

The aim of this program (living-learning) is an environment quite different from that in traditional dormitories. An environment in which traumatic impact on students of the multiversity would be reduced and their chances of survival increased all in an atmosphere conducive to desired educational outcomes.

Augustine and Benson¹³ indicate that in their discussions with faculty and administration representatives (who were instrumental in the organization and development of the living-learning program), the original objectives of the program ranged from "the practical on one hand to the philosophical on the other". It is the philosophical objectives, or the desired educational outcomes that are in the domain of this present study.

Brownell and King¹⁴ use a Chaucerian line to define the nature of a school: "The school is a company of sundry folk". Here they are emphasizing the pluralism of knowledge, the philosophic difference, the richness and diversity of the school faculty and student body, but with "the necessary dialogue, debate, and tension among them essential to their well being". Given the communities of discourse, companies of sundry folk, the teacher as a veteran discourser, the

¹²Augustine, Roger D., Benson, A. G., "A Survey of the Living-Learning Program at Michigan State", unpublished report. (June 3, 1963).

¹³Ibid., p. 4.

¹⁴Brownell, John A., King, A. R., "The Curriculum and the Disciplines of Knowledge". A Theory of Curriculum Practice. John Wiley and Sons Inc., (New York, London, Sydney. 1966). p. 123.

student as one being inducted and developed in each community of intellectual discourse, the curriculum as a planned and unplanned series of encounters evolves. This study is aimed at analyzing some of the effects of these interactions (encounters) between students and faculty. Questions are asked and hypotheses are tested to get at some possible implications of living-learning.

III. Statement of the Problem

Does the living-learning concept foster increased interaction between students and faculty? What takes place during the "out of class" encounters between students and faculty? Does student-faculty interaction affect student performance?

IV. Discussion of the Methods Used

One study¹⁵ relating to modifying student time schedules was done in the Case Hall living-learning experiment. It reported that students performed better under the modified time schedule permitted by the dormitory environment. Was this difference in performance due to the effect of time or the effect of enriched student-faculty interaction? If differences in performance exist could this be due to such things as higher intelligence, better scientific background, or better reading skills?

To approach answers to the questions indicated above, the following method was used: The term end exam scores for Natural Science students

¹⁵Bradley, Robert L., "Scheduling and Student Performance", University College Quarterly, Michigan State University Press. (January 1966). p. 28-30.

were selected as indicators of student performance. This was done for the following reasons: The author is familiar with the Natural Science courses, having taught them in both "main building" and dorm environments. The author has served on term end exam committees charged with developing the exams. The reliability of the term end exams for Natural Science is higher than for the other University College courses. The data from these term end exams will serve as indicators of student performance.

The question asked about whether increased interaction takes place in the living-learning concept has been intuitively answered in brief studies made in this area. In this study, data were collected from both students and faculty on this question as well as the question: What takes place during out of class student-faculty encounters?

Studies have been done dealing with the practical objectives of the living-learning program.¹⁶ These studies talk about space inventories, student credit hour production, section size, etc., dealing with logistics or practical problems of housing, eating, etc. This study omits the practical in favor of looking at philosophical objectives.

With increasing student unrest being evident on campuses across the nation, more basic information is needed to aid the ongoing development of relevant curricula. Can improved relationships between faculty-students-administrators establish environments that enhance curricular improvement? This study, though not directly, talks to this

¹⁶Saupe, Joe L., Living-Learning at Michigan State University, A Quantitative Overview for Fall 1966, Office of Institutional Research, (June 1967).

question. Sherman Hawkins¹⁷ writing in The Rochester University Review pleads to "make it real".

The absolution we seek the university cannot give: the kingdom of ideas is not the kingdom of God. It offers us something less than the souls' elected peace: A community of action and thought, a sharing in the life of the mind, the strange impersonal intimacy of those who are wholly absorbed in doing something that matters supremely to them. The diver posed on his springboard holds the auditorium hushed; in a studio, dancers sweep across the floor in exuberant accord; the Russian poet hurls his great heart and voice into a room where nationality has ceased to matter, even to exist. In the classroom minutely, patiently, the teacher and his class dissect a fern, an electron, a century, a poem. In these moments we forget ourselves, our isolation; for that time we are one. We achieve or are given - not identity but identification, the total community in which we can be whole. The university, like that larger kingdom to which I have steadily been comparing it, is not an institution but a happening, and it is happening all around us every day -- if we have eyes to see. My plea to you is the plea of every preacher: believe in this, hope for it, love it. This myth is true -- now make it real.

By acting as models for students to observe in a more natural setting, we can make the university seem more real. Does the living-learning concept help make it real?

Many statements about the success of the living-learning concept have been made -- these have been opinions based upon personal observations. No real attempt has been made to collect hard data on this until the present study.

Has the living-learning concept evolved over the eight years since its inception? If so, what trends can be identified? These are two more questions that this study seeks to answer.

V. Concluding Statement

In conclusion, the following chapter organization has been arranged to look at the phenomena of student-faculty interaction. Chapter Two

¹⁷Hawkins, Sherman, "The University - A Myth", Rochester Review, The University of Rochester, (Fall 1967). p. 6.

reviews the related literature in the area of living-learning. Chapter Three describes the design and methods of the study. Chapter Four presents the data and analyzes it. Chapter Five discusses, summarizes, draws conclusions and makes suggestions for possible implementation in new areas as well as suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. Introduction

Over half the population of the United States is now under twenty-five years of age. The percentage of high school graduates going on to college is still on the rise. Student unrest, or dissatisfaction can be related to increase in numbers and the "impersonality" of their college experience.

Education cannot be thought of in the conventional sense of what happens in the classrooms alone, but it must be thought of also in the broader sense of continuous interaction of individuals and cultural norms. The "bull session" in the grill, the informal "walk around the complex" must be viewed as potentially educative in nature.

A classic attempt to enrich contact between students and faculty is reported in The American College edited by Nevitt Sanford¹ relating to "Patterns of Residential Education: A Case Study of Harvard". He follows the development of enriched dormitories to the experimental Harvard House System.

¹Sanford, Nevitt (ed.), The American College: Patterns of Residential Education, A Case Study of Harvard. John Wiley and Sons Inc. 1967. Chap. 22.

Butz² states that "the relation between students and faculty members must be dynamic, open and intimate. Only in this way can the inexperienced student be properly stimulated to use his own mind. This type of dynamic, open and intimate interaction occurs in the living-learning environment".

Yamamoto,³ although not talking directly to the question of how enriched student-faculty interaction affects student performance, makes an important observation: "Whether teachers desire to or not, they are bound to serve as models for the young -- who will be guided not so much by what they say, but what they are". Students in the living-learning residences have more opportunity to see what a teacher is.

Martin⁴ speaking to the problem of size -- "large size", identifies three characteristics of cluster colleges which he says appear to be the most promising solution:

1. Academic innovations:

Encouragement of independent study, student formed seminars, tutorial community government and close student-faculty working relations were listed as characteristic of cluster colleges.

2. Personalized education:

Residential arrangement in which facilities and programs combine to keep the student in a climate of learning

²Butz, Otto (ed.), To Make a Difference, Harper and Row, New York, Evanston, and London. 1967.

³Yamamoto, Kaoru (ed.). The College Student and His Culture: An Analysis, Houghton-Mifflin Co. (Boston, 1968).

⁴Martin, Warren Bryan. "The Problem of Size", Journal of Higher Education, (March, 1967). p. 38.

enhances a personalized feeling on the part of the student. The precedent for closeness in the learning experience was set by the Great Teacher, who was often with his disciples, breaking bread, sitting on a hillside, teaching in informal settings -- and warning of the hazard of putting new wine into old wineskins.

3. Autonomy with the sponsoring institution:

If the college is to be innovative, it must have the freedom to be different. Every cluster college insists that it be given the right to pour new wine into new wineskins.

To make education personal is to take on a concern for the whole person. To know the student as a whole person necessitates a high level of interaction with that student. Can this goal be achieved? The literature in the area supports the idea that this goal can be approached more closely than in the traditional classroom (apartied) environment.

In his book, Changing Values in College, Jacob,⁵ among others, has argued that colleges and universities have little effect on the students' values. If these values change little, it is because there is nothing distinctive about the values of most colleges. Where there is institutional distinctiveness and values are emphasized, students are affected.

Wilson⁶ speaks of the advent of living-learning -- learning innovation as a return to the "Anglo-Saxon ideal of a collegiate community

⁵Jacob, Philip E. Changing Values in College: An Exploratory Study in the Impact of College Teaching, Harper and Brothers, (New York, 1958).

⁶Wilson, John D. The Idea of Living-Learning: Innovations in the Academic Use of Residential Facilities, an unpublished position paper from Assistant Provosts Office, (Michigan State University, Dec. 1968).

living and studying together in one seamless web of existence". He reports that the Anglo-Saxon model, taken in its purest form, is not readily discovered in any of modern British universities, and is found in the ancient universities only in severely modified form. He states that "If the 'Anglo-Saxon' model has not survived wholly intact in modern Britain, it is not surprising to learn that it has no greater staying power on this side of the Atlantic".

"In this country it is clear that most colleges and universities have looked upon residential facilities as 'necessary' inconveniences, or instruments for the partial control of the students' social lives and not as essential components in the building of a community centered upon a comprehensive idea of undergraduate education" as stated by Taylor.⁷

A generalization by Feldman and Newcomb⁸ lends support to the smaller units of the living-learning concept:

Though faculty members are often individually influential, particularly in respect to career decisions, college faculties do not appear to be responsible for campus wide impact except in settings where the influence of student peers and of faculty complement and reinforce one another.

The living-learning concept at Michigan State University sets the environment for enriched student faculty interaction. Does this enriched interaction take place? What effect does this interaction have on student performance? These questions form the central purpose of this study.

⁷Taylor, William. "Student Culture and Residence", Universities Quarterly, Vol. 19, No. 4 (Sept. 1965). p. 331-44.

⁸Feldman, Kenneth A., Newcomb, Theodore M. The Impacts of Colleges Upon Their Students, a report to the Carnegie Foundation for Advancement of Teaching. (Jan. 1968).

II. Review of Literature from Sources Outside Michigan State University

The following summary statements were in response to letters sent to various mentioned campuses inquiring about their residence hall programs. Questions cogent to this study pertain to staffing patterns in residence halls:

1. Do the staff members assigned to the halls have any relationship to the teaching programs of the university?
2. Do faculty or teaching assistants have offices in the halls?
3. Are any courses taught in the hall designed for a pre-selected residence hall constituency?

Of 14 schools responding to the above listed questions, 10 answered the first question with a definite "no", 2 responded that there was some relationship to the teaching programs, and 2 indicated "yes", that some faculty were assigned to the residence hall.

The response to question 2 was: 11 have no faculty offices in the hall, 3 do have graduate assistant offices in the hall, and 1 had both graduate student and faculty offices in the hall. Nine schools responded that they offered no courses in the residence halls. Three had some classes scheduled in the hall restricted to hall residents. Two had some classes in halls not restricted. Appendix A contains condensed letters from the responding institutions.

Innovative approaches to involve the residence hall program in the intellectual life of the campus have been tried at several colleges and universities. Bringing a series of intellectual and cultural discussion demonstrations, forums and etc., have been tried at Stanford and

Florida.⁹ At several other colleges, including Colorado and Washington University,¹⁰ a key element is the appointment of a number of Faculty Fellows to the respective residences "to improve and expand academic counseling and to encourage the development of cultural and intellectual activities and programs". Stephens College¹¹ undertook a three year program in 1960 under a grant from the Fund for the Advancement of Learning. Team teaching and general education, as well as the idea of the residence hall as a place of learning was included in this program. One hundred (female) students were selected out of a group of 270 volunteers and housed in a specifically designated hall. All students took the same five courses from a teaching team who worked exclusively with the project and who maintained their offices in the residence hall. This program is probably the nearest to the Michigan State effort, but it lacked the co-educational element.

Data are lacking on definite objective evaluation of the programs offered at other schools. Stephens' initial report was one of "success and extension to a second hall and a second group of girls". Colorado's report of the Farrand Hall experiment indicates that the program was suspended because of "difficulty of persuading enough appropriate faculty members to participate".

⁹Ferber, Daniel A., Academic Influences in Student Housing: Theory and Practice. Journal of College Student Personnel, Vol. IV, No. 1, October, 1962. p. 2-10.

¹⁰Bruber, Harold E., The Farrand Hall Experiment, University of Colorado Behavior Research Laboratory Report. No. 17. June 1961.

¹¹Anon., Stephens College Bulletin. November 1960.

An exciting approach to undergraduate education is in the planning stages at Northwestern University.¹² A report of this discusses student unrest and makes the charge that part of this unrest is due to the fact (supported by evidence from student questionnaires) that on the campus of Northwestern, as well as most other campuses, "We are doing much less than we should to create an environment of extra curricular intellectual stimulation and personal happiness". Three basic assertions about undergraduate life and about extra curricular education are made in this report. They are as follows:

1. Undergraduate life ought to be characterized by a worthy and appropriate cultivation of pleasure -- a pursuit of enjoyment that is planned and governed by the students themselves.
2. Undergraduate life ought to be characterized by the informal pursuit of knowledge, an extension of education into extra curricular life that is planned and executed by the students alone and by the students and the faculty in collaboration (interaction?).
3. Undergraduate life ought to be characterized by a wholesome tension between diversity and unity, between the individual and the corporate, between the private and the public, in which each side of the antithesis is respected.

¹² Faculty Planning Committee, A Community of Scholars; New Approaches to Undergraduate Education at Northwestern. Northwestern University Press, Sept. 1968.

Professor Richard Leopold¹³ of the Committee on the Student Community at Northwestern reflects on the second assertion above and states beautifully:

Student life outside the classroom should not be a refuge from intellectual discipline, but an exciting supplement to it. The complete separation of work and play, classroom and dormitory life, curricular and extra curricular interest, is alien to the spirit of a true university. In such a university, work and play are part of a continuum.

A summation paragraph of the report is pertinent as a recommendation for residence hall usage:

There are literally dozens of ways in which residences could serve the intellectual purposes of the university. They could help achieve some of the precise curricular innovations. Members of the interdisciplinary collegium and the monodisciplinary pre-graduate scholars could be housed together -- to their own benefit and to the benefit of others for whom their sense of intellectual purpose might be exemplary. New courses or new opportunities for independent study could be first developed experimentally within the residences. Our proposals for the follow-up studies of ways to improve a particular course could sometimes be realized in the living units. In time undergraduate residences could be given considerable educational initiative, and many educational goals we have hitherto considered as the objective of the fixed curriculum alone might fall within the scope of extra curricular education.

Herbert Thelen¹⁴ has something to say about a major function of education in his book Education and the Human Quest:

Let me close these specualtions by reminding ourselves that a major function of education is to induct youth into the community and its way of life. The way to induction is through gradually increasing participation in the school and larger community, beginning with adolescence or earlier, and with respect to more and more facets and functions of society.

While some attempt at integrating the residence halls into the total educational endeavor has been made at other schools, Michigan

¹³ Leopold, Richard. Mimeographed report of Northwestern University, Committee on the Student Community at Northwestern University, (Dec. 1968).

¹⁴ Thelen, Herbert A. Education and the Human Quest, Harper and Row Publishers, (New York, Evanston, and London, 1960).

State University must be thought of as the innovator in this area. The following section reviews the literature on the living-learning concept at Michigan State University.

III. Review of Literature from Michigan State University

One of the original objectives listed by Benson and Augustine¹⁵ (1963) for the living-learning program at Michigan State University was having residence halls become a more important part of the total educational program. Following this objective, and consistent with it was the increase of contact and communication between student and faculty. Capitalizing on the increased opportunity to blend and integrate experience outside of class with classroom experiences was listed as another objective. Evaluation of these two objectives is a major part of this study.

An assumption that an opportunity for increased student-faculty contact leads to increased interaction finds support in a study done by Bradley¹⁶ on scheduling and student performance. Hodgkinson¹⁷ states that the individual (student and/or teacher) and his society (school) are constantly in a reciprocal relationship with each other. The closer the contact, the better the communication and the higher the opportunity for the reciprocal relationship to occur. Hodgkinson also indicated

¹⁵Augustine, Roger D., Benson, August M. A Survey of the Living-Learning Program at Michigan State University, unpublished report, Office of Evaluation Services. (June 3, 1963. Michigan State University).

¹⁶Bradley, Robert L. "Scheduling and Student Performance", University College Quarterly, (Jan. 1966, Michigan State University Press.)

¹⁷Hodgkinson, Harold L. Education, Interaction, and Social Change, Prentice Hall, (1967, Englewood Cliffs, New Jersey.)

that similarities exist between formal education and other institutions of our social system. He feels that this supports a need for study of the occurrence interaction in these situations.

The Case Hall living-learning program was launched in 1962 to alleviate some problems then besetting our university community. The establishment of this operation came about from a proposal made by John Hannah¹⁸ in a talk to an assembly of the faculty and administration on March 27, 1961. The initial idea of living-learning is perhaps best explained in President Hannah's own words:

It is proposed to improve the environment for learning by making greater academic use of the resident halls, and of the time students spend in them, thus eliminating as best we can physical inconvenience as an impediment to learning and capitalizing upon our great advantage as a resident university.

Classes held in residence halls would reduce the need for student movement about the rapidly growing campus, and, more important, would increase faculty-student contact. It was also hoped that students would establish identity with smaller units of a university become so formidably large. Having faculty teach in resident halls and "participate" in their co-curricular programs would, it was hoped, develop a more cultural atmosphere in the halls. The aim in short, was an environment quite different from that found in traditional "dormitories", an environment in which traumatic impact on students of the "multiversity" would be reduced and their chances of survival increased. All of this could be done in an atmosphere conducive to desired educational outcomes.

The first living-learning program was in Case Hall. A year later began the program in Wilson Hall, followed the next year by that in

¹⁸Hannah, John A. Presidential Address given to Faculty and Administration of Michigan State University. East Lansing, Michigan, Mar. 27, 1961.)

Wonders Hall. Because Case-Wilson-Wonders was judged a success, the Brody group was added, partly to gain needed classrooms, partly to improve the Brody atmosphere. Here, too, the hoped for results have begun to be realized. In the Spring quarter, 1967, for example, Brody emerged from the "academic basement" for the first time in years.¹⁹

Living-learning has thus been intuitively judged a success on South campus (Case-Wilson-Wonders) and in the Brody Complex. What were the reasons? The following was stated in a report of the Committee on Improving Undergraduate Education:²⁰

An objective consideration of the experience of the past six years indicate that the university's 'living-learning' experiment has been relatively successful.

The report goes on to say that certainly these large residence halls have not been (and should not hope to be) transformed into 24 hour classrooms and lecture halls in which intellectual activities alone predominate. They are, after all, residence halls and in them reside young men and women who must eat and sleep and exercise as well as read and think. But, after this is acknowledged, it is fair to say that the "decentralization" of the University's academic and co-curricular programs, made possible by the establishment of the living-learning units, has definitely encouraged student attendance at cultural events and facilitated the informal exchange (interaction)* between students and faculty outside of class. The Committee on Improving Undergraduate

¹⁹ _____. Summary of grade list M.S.U., 1967, Office of the Registrar, (Michigan State University, July 1967.)

²⁰ Committee on Undergraduate Education. Improving Undergraduate Education, (Michigan State University Press, 1967.) p. 49.

* Parenthesis are mine.

Education closes this section with the statement that "the essential purpose of the University can only be served by the continuing development and extension of the living-learning idea".

In June 1969, a report on residence halls was completed by the Provost's Ad Hoc Committee on Residence Halls.²¹ Two semantic difficulties were encountered: "Residence Hall" is taken to mean "dormitory" by some members of this university community, "residential college" by others, and "dormitory with special programs" by still others. The Ad Hoc Committee also discovered that, over a time, living-learning has covered four different types of residence hall and teaching interactions. Only a small part of the committee's report dealt with student-faculty contact (interaction). From responses to a questionnaire given to residence hall students, an almost classic expression comes forth: "In no instance did a student express a desire to have less contact with his teachers". Of course, he might not have baldly stated it in these terms even if it was the case, concluded the analysis. Another question asked by the committee dealt with "improvements in academic environment". The student was asked to pick from a list of six improvements two that he thought would be most desirable. Closer contact with the faculty was desired far above the other improvements listed.

A statement listed by the committee on Residence Halls says that campus living is seen by the student as a threat to his identity. It fails to provide him with the scope to develop a rich life style,

²¹The Provost's Ad Hoc Committee on the Residence Halls. The Residence Hall Study, (Michigan State University Press, June 1969.)

identifiable to him as his own, but modeled to some extent upon what he finds in other people, or "models" who are available to him. It fails to make available to him sufficient people who could by their own life style encourage him to develop his. It fails to provide two necessary bridges: one between the academic aspects of his experience and the living aspects; the other between the teaching function and that of advising, as they both affect him.

It goes without saying that the academic community is one with a large turnover of population. There is a deep rooted, urgent need to cultivate close contacts. For this reason, it has also been said that "free inquiry best flourishes among minds that have more than a passing acquaintanceship with one another".

Further support for enriched opportunity for student-faculty interaction is found in a 1968 report from the Committee on Residence Halls CUE* Report Implementation.²² As a major recommendation the authors state that: To improve academic climate more "natural" faculty involvement with students outside the classroom should be strived for. This committee listed a special endorsement of the section on page 47 of the CUE Report on the roles of participants in the university community that warrants total inclusion?

It is not enough then, that all members of the university be courteous to one another. That is important, especially in a large and very busy community such as ours. But beyond this there must be the broadest possible understanding of what academic life is. It is not sufficient, for example, that the

²²Committee on Residence Halls. Report of Residence Hall Programs Office on Implementation of CUE Report, Residence Halls Programs Office, mimeographed report, Dean of Students, (Michigan State University, May 6, 1968).

*Committee on Undergraduate Education.

faculty and the academic administrators know what academic freedom is and give every encouragement to its responsible exercise. Every administrator in a position of authority must be equally aware of and sensitive to this tradition and all other traditions of higher learning. Without full and informed participation in the real life of the community, the climate which should reinforce the main purposes of the University will only confuse those purposes.

The main idea expressed is a constant search for a more active participation and stimulus to students, faculty, and administrators in creating an academic climate and attitudinal change that makes residence hall living a truly worthwhile learning experience.

Although the literature on the subject of living-learning has increased over the period 1961 -- 1969, it is still somewhat limited. There is evidence that colleges other than Michigan State University have tried innovative approaches to involve the residence hall program in the intellectual life of the campus. Despite the limited experience to date, the general trend is in the direction of involving the residence hall as an integral part of the academic, intellectual scene. This has been graphically expressed in the report "College Students Live Here -- A Study of College Housing".²³

Blackman²⁴ reports observations of "animated discussions" between faculty members and students after classes in grills, hallways, and lounges in the Case-Wilson-Wonders complex. He states that "little of this activity lends itself to quantification or evaluation; but closer relationships between students and faculty members are plainly evident".

²³Riker, Harold C., Lopez, Frank G. College Students Live Here, Educational Facilities Laboratories Inc., (New York, 1961).

²⁴Blackman, Edward B., "The Living-Learning Program at Michigan State", University College Quarterly; M.S.U. Press. Jan. 1965.

Olsen,²⁵ writing on "Dormitory Environment and Student Attitudes", states that over eight out of ten students felt that contact between students and instructors is essential in every course. Students living in traditional halls were least concerned about such contact.

IV. Summary

This chapter along with Chapter 1 provides a background of interpretation, definitions, and limitations for this study. The relevant literature has been discussed in Chapter 2. These two chapters lead to the formulation of hypotheses to be found in Chapter 3. The methods used and the design of the study are to be found in Chapter 3.

²⁵Olsen, LeRoy A., "Dormitory Environment and Student Attitudes", Report from Office of Evaluation Services. Michigan State University. June 15, 1962.

CHAPTER III

DESIGN OF THE STUDY

AND METHODS USED

I. Introduction

This study examines the phenomena of student-faculty interaction. Two different environments, living-learning and traditional main building are compared. Students and faculty involved in courses in Natural Science under conditions present in the two aforementioned environments serve as the population for this study. A longitudinal design was selected to look at trends that may have occurred during the period since the establishment of the living-learning concept.

Assumptions have been made about the relative success of living-learning halls. These assumptions have little supportive evidence. Does enriched student-faculty interaction take place in the living-learning environment? What takes place during student-faculty encounters outside the classroom? If increased student-faculty interaction takes place in the living-learning environment is there some effect on student achievement that is measurable? How do students view the living-learning environment? How do faculty view this program? These questions serve to identify the areas that this study seeks at least partially to answer.

II. Population

Students from two different campus environments were sampled. These students had completed courses in Natural Science in either a living-learning complex where they resided or in the main building where they traveled to class from traditional residences. Both male and female freshman students were included using a "block-sampling technique". Results on the common departmental final examination for the sample were identified for the students from both environments.

Faculty of the Natural Science department who had taught in both the main building and the living-learning complexes were interviewed or asked to complete questionnaires (see appendix B). A sample of faculty who had only main building experience was selected and interviewed in the same manner.

Background information was collected and tabulated for both the student and faculty segments of the population used in this study.

III. Statement of Hypotheses Tested in this Study

Scientific experimentation is concerned with the empirical testing of hypotheses. In order to place the burden of showing any significant differences between two environments directly upon the evidence obtained from them, the following null hypotheses were stated:

- (1) There is no difference in the amount of student-faculty interaction that takes place in living-learning and main building environments.

- (2) There is no difference in performance on Natural Science departmental examinations for students from the living-learning environment and in the main building environment.

IV. Methods Used for Collection of Data for Tests of Null Hypotheses

A. Test of Hypothesis number one

Questionnaires and personal interviews (appendix B) were employed to collect data relevant to hypothesis number one. Questions dealing with the amount of student-faculty interaction that takes place in the two environments connected with this study were asked of six sub-groups. A content analysis was done on the responses collected from faculty with teaching experience in the living-learning halls and compared to faculty with teaching experience only in the main building. Faculty with experience in both living-learning and main building were also sampled and their responses compared to the previously mentioned groups.

A comparable questionnaire and personal interview technique was employed on a student sample composed of three sub-groups. Students having taken Natural Science in their living-learning residence, students having their Natural Science experience in the main building, and students having taken courses of Natural Science in both environments. The same type of content analysis was run on the student sub-groups as employed on the faculty sub-groups.

Data from these responses and analyses are tabled in Chapter IV.

Information concerning the question of "what takes place during out of class student-faculty encounters" was also garnered from the personal interviews and the open ended portion of the questionnaires.

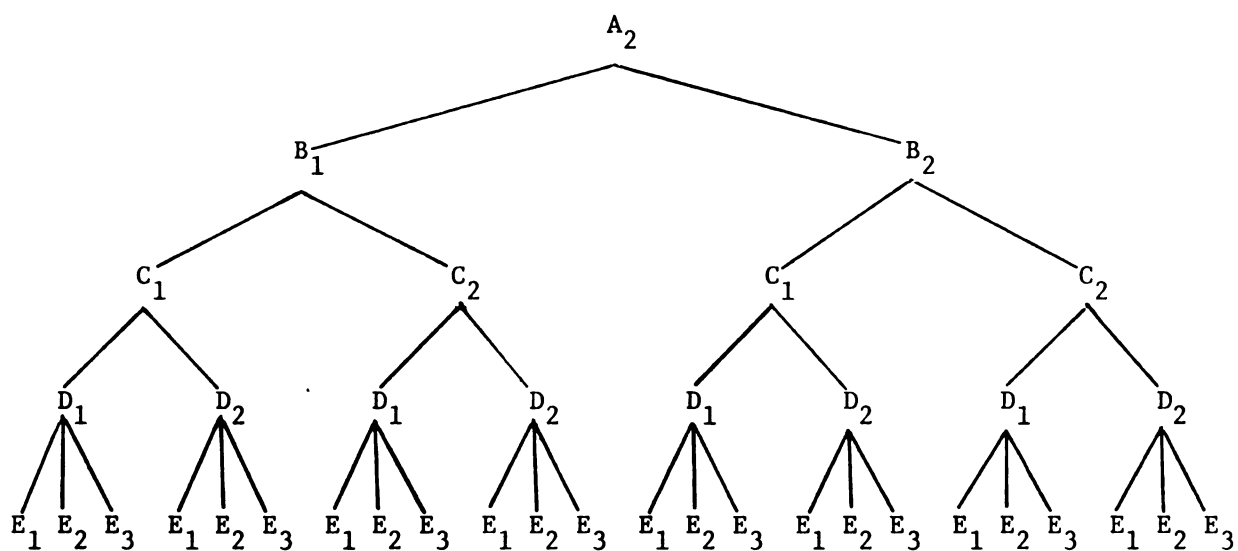
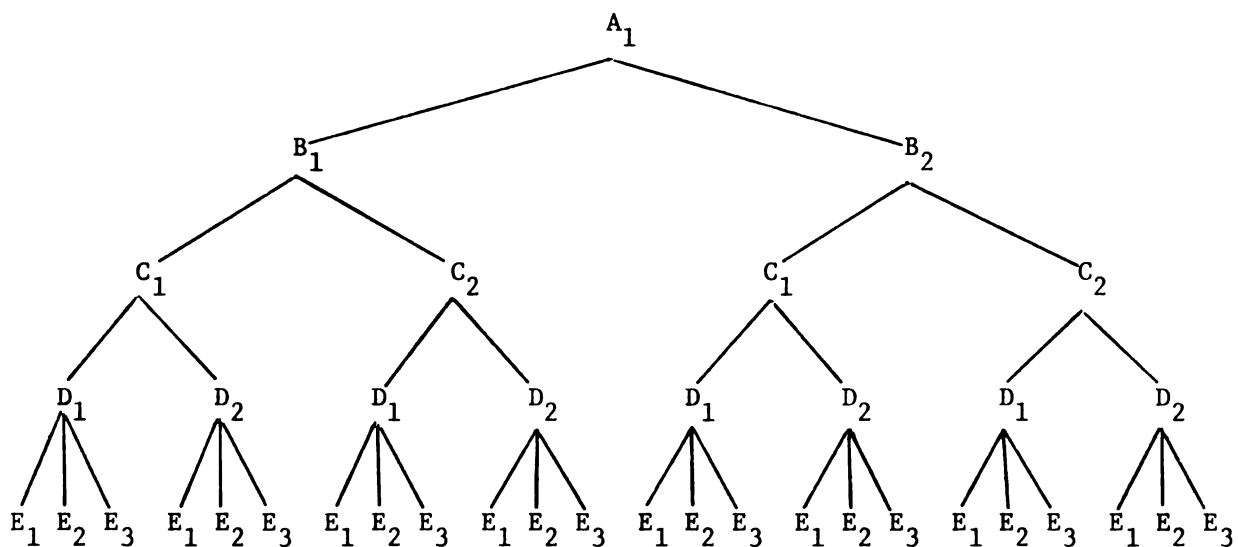
B. Test of Hypothesis number two.

Data on term end final examination scores from students of the two aforementioned environments were obtained from "alpha master computer printouts" supplied by the Office of Evaluation Services. Students were identified for environment by section number classification (each complex as well as the main building uses a descriptive section number that identifies the location of the course). Random block sampling¹ of each environment group was done and the scores earned on the department final examination recorded. A sampling was done for each term from 1961-1969. Statistical analysis of this data was made employing a sum of squares tool for analysis of variance.

A concern for a multiple variable effect was considered and an interaction model was selected to test their significance. Factorial analysis to investigate the possibility of an interaction phenomena was done using Edwards² mixed model. Assigning the variables the following symbols: A, student-faculty interaction (A_1 Living-learning - A_2 main building); B, sex (B_1 male - B_2 female); C, CQT scores (C_1 scores above median - C_2 scores below median); D, science background (D_1 good science background - D_2 poor science background); E, time (E_1 fall - E_2 winter - E_3 spring), yields the following model that is used for the analysis to establish whether there was any effect due to individual variables or any effect due to interaction occurring between the variables.

¹Hays, William L. Statistics for Psychologists, Holt, Rinehart and Winston, (New York, Chicago, San Francisco, Toronto, London. 1963).

²Edwards, Allen L., Experimental Design in Psychological Research, (New York, Rinehart and Co. 1950).



Comparing horizontally in the model within group variation could be investigated, comparing vertically in the model between group variation could be investigated.

V. Summary

Two hypotheses were formulated to test the effects of the living-learning environment on student-faculty interaction and student performance. These two hypotheses were stated to test the success of living-learning in relation to the original objectives of bringing about more student-faculty contact and improving the intellectual atmosphere in the residence halls.

The data collected for the tests of the two null hypotheses as well as the analysis of these data are presented in chapter four.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

I. Introduction

Two different techniques were employed to collect data relevant to the two hypotheses tested in this study. Questionnaires and personal interviews supplied data relating to the question: Is there a difference in the amount of student-faculty interaction under different environments? To test the second null hypothesis, a sample of student performance on Natural Science term end examinations was made for the two different environments (living-learning complex - main building).

II. Presentation and Analysis of data relating to the hypothesis that there is no difference in the amount of student-faculty interaction that takes place in living-learning and main building environments

The questionnaire was distributed to 650 students, 588 were completed and returned, or approximately 90%. Faculty response was slightly lower. The faculty returned 55 out of 65 questionnaires or approximately 84%.

A. A summation of data for the student population receiving and returning questionnaires is given in TABLE 1. An analysis of the data in this table reveals a disparity in the percentage of questionnaires returned by upper classmen. This difference could be due to a number of factors: apathy,

time, etc. It was not felt that the difference noted in returns detracted from the major objectives of the present study. However, these differences could lead to further study of differential attitudes between the various class standings.

TABLE 1

POPULATION BREAKDOWN OF STUDENTS RECEIVING AND RETURNING QUESTIONNAIRES
BY SEX AND CLASS STANDING

Sex	Returned	Freshman	Sophomore	Junior	Senior
		%	%	%	%
Male		200	93	40	27
		97%	97%	76%	82%
Female		125	53	36	14
Total		325	146	76	41
Grand Total (N)	588				

B. TABLE 2 presents information relating to the type of environment experienced by student questionnaire returners.

TABLE 2

ENVIRONMENTAL DISTRIBUTION OF STUDENTS RETURNING QUESTIONNAIRES

Environment	Freshman	Sophomore	Junior	Senior
Living-learning	225	98	35	23
Main building	100	48	41	18
Totals	325	146	76	41

- C. The data on faculty distribution in the two environmental situations included in this study are shown in TABLE 3.

TABLE 3
DISTRIBUTION BY SEX OF FACULTY IN TWO TEACHING ENVIRONMENTS

	Male	Female
Living-learning	30	6
Main building	15	4
Totals	45	10

- D. In TABLE 4, an indication of the number of students and faculty who had experienced both environments of living-learning and main building classes is presented. (It is interesting to note that 15 male faculty members indicated that they had no "dorm" teaching experience, and 8 of these said they "had no intention of moving to one of the complexes ever".)

TABLE 4
NUMBERS OF STUDENTS AND FACULTY WITH EXPERIENCE IN BOTH
LIVING-LEARNING AND MAIN BUILDING ENVIRONMENTS

		Students			
	Faculty	Freshman	Sophomore	Junior	Senior
Male	30	60	52	18	22
Female	6	60	41	29	5
Totals	36	120	93	47	27

E. Data relating to item three on the questionnaire is summarized in TABLE 5. Item number three on the questionnaire supplied information that all of the faculty members had talked to students outside of class. Nine male students; six freshman, two sophomore, and one junior indicated that they had never talked to a faculty member outside of class. Eight freshmen, two sophomores, two juniors, and one senior female student responded that they had no contact outside of class with a faculty member. Of the twenty-two students who responded that they had never talked to a faculty member out of class, twenty-one had not been part of the living-learning environment.

TABLE 5

SUMMARY OF DATA ON ITEM 3 OF QUESTIONNAIRE: HAVE YOU EVER TALKED WITH A FACULTY MEMBER OUTSIDE OF CLASS? "NO" ANSWERS

Sex	Freshman	Sophomore	Junior	Senior
Male	6	2	1	0
Female	8	2	2	1
Total	14	4	3	1
Grand Total	22			

F. TABLE 6 summarizes responses for the total student population to item 4 on the questionnaire. The faculty responses to this same item are indicated in TABLE 7. In order to collect this data on the amount of student-faculty interaction that

takes place in both the main building and living-learning situations, a series of items was developed dealing with the types of out-of-class contacts. Item number 4 of the questionnaire listed 11 types of interactions and asked students and faculty to list the approximate number of times that they had participated in the specific contact.

TABLE 6

SUMMATION AND RANKING OF ALL STUDENT RESPONSES ON ITEM 4 OF QUESTIONNAIRE

Items	Males	Females	Totals	Rank
1. Talked after class, in hall, etc.	260	153	413	1
2. Talked in professor's office	247	142	389	2
3. Talked over coffee	196	53	249	4
4. Casual meeting	93	42	135	5
5. Talked over a meal	41	8	49	7
6. Talked over the phone	203	71	274	3
7. Talked in dorm lounge	70	36	106	6
8. Talked in dorm room	32	9	41	8
9. Talked in faculty member's home	21	11	32	9
10. Talked over a beer	5	0	5	11
11. Fill in if not mentioned above	7	9	15	10

TABLE 7

SUMMATION AND RANKING OF FACULTY RESPONSES ON ITEM 4 OF QUESTIONNAIRE

Items	Males	Females	Total	Rank
1. Talked after class in hall, etc.	45	10	55	1
2. Talked in professor's office	45	10	55	1 (2)
3. Talked over coffee	37	6	43	5
4. Casual meeting	44	8	52	4
5. Talked over a meal	26	2	28	6
6. Talked over the phone	45	10	55	1 (3)
7. Talked in dorm lounge	21	5	26	7
8. Talked in dorm room	18	1	19	8
9. Talked in faculty member's home	12	3	15	9
10. Talked over a beer	3	0	3	10
11. Fill in if not mentioned above	1	0	1	11

Comparing the data in TABLES 6 and 7, we find agreement in the first three ranks: Most contact occurred after class in the hall on the way to a professor's office. Contact in the professor's office was second most numerous, while conversations over the phone was third in rank. Faculty members ranked conversations over the phone as number four, while students ranked talking over coffee as number four. Casual meetings ranked five for students and four for faculty.

G. Further analysis of the items under question four of the questionnaire was made to bring out the effects of different

environments. Results are found as TABLES 8 and 9. The differences in ranking for the two environments that become apparent are most clearly seen in TABLE 8. Students in living-learning marked items 1, 2, 3, 6, and 4; while students with main building experiences marked items 2, 6, 1, 3, and 4 as the top ranks of interaction contacts. Faculty rankings were in agreement for the first two ranks (items 1 - 2), faculty from the main building ranked item six (talking over the phone) as number 3, while living-learning faculty marked item 4 (casual meeting) as more common. In items marked in lesser order of occurrence, faculty from the living-learning environment did not vary significantly from faculty in the main building.

- H. Item number 5 on the questionnaire asked the respondent to indicate which informal interaction (selected from those listed under item 4) was the most beneficial and asked (Why?) as a free response portion. TABLE 10 summarizes the five most numerous responses listed by students from both environments. TABLE 11 presents the data for five most beneficial informal interactions from students experiencing the two different environments.

Respondents in both the main building environment and living-learning ranked conversations after class as the most beneficial. Students from the living-learning situation ranked having coffee with a faculty member more beneficial than contact in his office. Conversation with a faculty

TABLE 8

ANALYSIS OF STUDENT RESPONSES TO ITEM NUMBER 4 - FOR TWO DIFFERENT ENVIRONMENTS

Items	Living- learning	%	Rank	Main building	%	Rank
1. Talked after class	304	63	(1)	109	52	(3)
2. Talked in professor's office	253	52	(2)	136	65	(1)
3. Talked over coffee	201	43	(3)	48	13	(4)
4. Casual meeting	96	20	(5)	39	18	(5)
5. Talked over a meal	32	7	(7)	17	8	(7)
6. Talked over the phone	152	31	(4)	122	59	(2)
7. Talked in dorm lounge	73	15	(6)	33	16	(6)
8. Talked in dorm room	31	7	(8)	10	5	(8)
9. Talked in faculty member's home	26	5	(9)	6	3	(10)
10. Talked over a beer	2	0.5	(11)	3	1	(11)
11. Fill in if not mentioned above	8	1	(10)	8	4	(9)

TABLE 9
ANALYSIS OF FACULTY RESPONSES TO ITEM NUMBER 4
- FOR TWO DIFFERENT ENVIRONMENTS

Items	Living- learning	Rank	Main building	Rank
1. Talked after class	36	1	19	1
2. Talked in professor's office	36	1	19	1
3. Talked over coffee	34	5	3	8
4. Casual meeting	36	1	16	4
5. Talked over a meal	20	6	6	6
6. Talked over the phone	36	(4)	19	1
7. Talked in dorm lounge	18	7	8	5
8. Talked in dorm room	17	8	1	9
9. Talked in faculty member's home	11	9	4	7
10. Talked over a beer	2	10	1	10
11. Fill in if not mentioned above	1	(11)	0	11

TABLE 10

SUMMARY OF FIVE MOST BENEFICIAL INFORMAL INTERACTIONS LISTED BY STUDENTS
FROM BOTH ENVIRONMENTS

Item	Males	Females	Total	Rank
1. Talked after class	131	82	213	1
2. Talked in professor's office	85	40	125	3
3. Talked over coffee	90	36	126	2
4. Talked at casual meeting	63	19	82	4
5. Talked over a meal	36	6	42	5

TABLE 11

SUMMARY OF FIVE MOST BENEFICIAL INFORMAL INTERACTIONS LISTED BY STUDENTS
FROM LIVING-LEARNING -- MAIN BUILDING ENVIRONMENTS

Item	Living-learning	Rank	Main building	Rank
1. Talked after class	130	1	83	1
2. Talked in professor's office	57	3	68	2
3. Talked over coffee	83	2	43	3
4. Talked at casual meeting	51	4	31	4
5. Talked over a meal	34	5	8	5

member during a meal was listed over four times as frequent for members of the living-learning community over the students from the main building atmosphere.

I. TABLES 12 and 13 present data for faculty responses on five most beneficial informal interactions. It is interesting to

note that faculty rankings from both living-learning and main building are in agreement except for item 2, where faculty from main building find conversation in their offices more beneficial. Personal conversations with these faculty indicated that convenience was the main reason for use of office.

TABLE 12

SUMMARY OF FIVE MOST BENEFICIAL INFORMAL INTERACTIONS LISTED BY FACULTY MEMBERS FROM BOTH ENVIRONMENTS

Item	Males	Females	Totals	Rank
1. Talked after class	11	3	14	2
2. Talked in professor's office	16	4	20	1
3. Talked over coffee	7	1	8	4
4. Talked at casual meeting	2	0	2	5
5. Talked over a meal	9	2	11	3

TABLE 13

SUMMARY OF FIVE MOST BENEFICIAL INFORMAL INTERACTIONS LISTED BY FACULTY FROM LIVING-LEARNING -- MAIN BUILDING ENVIRONMENTS

Item	Living-learning	Rank	Main building	Rank
1. Talked after class	8	1	6	2
2. Talked in professor's office	8	1 (2)	12	1
3. Talked over coffee	6	4	2	4
4. Talked at casual meeting	1	5	1	5
5. Talked over a meal	7	3	4	3

J. Questionnaire item number 6 asked the respondent to list the least beneficial informal interaction (from the interactions marked under item 4). TABLE 14 summarized student's responses from both environments while TABLE 15 lists separate responses from students in main building and living-learning environments. Analysis of TABLES 14 and 15 indicates that there are no differences in selection of "least beneficial informal interactions by students from the two learning environments". Some interesting comments on why the choices listed by students as least beneficial were made, are itemized separately.

TABLE 14

SUMMARY OF STUDENT'S RESPONSES INDICATING LEAST BENEFICIAL
INFORMAL INTERACTION

Item	Male	Female	Total	Rank
1. Talked after class	47	12	59	2
2. Talked in professor's office	13	3	16	5
3. Talked over coffee	19	6	25	4
4. Casual meeting	23	13	36	3
5. Talked over a meal	3	0	3	6
6. Talked over the phone	116	60	176	1

TABLE 15

SUMMARY OF STUDENT RESPONSES INDICATING LEAST BENEFICIAL INTERACTION FOR
SEPARATE ENVIRONMENTS

Item	Living- learning	Rank	Main building	Rank
1. Talked after class	23	2	27	2
2. Talked in professor's office	7	5	9	5
3. Talked over coffee	13	4	12	4
4. Casual meeting	19	3	17	3
5. Talked over a meal	1	6	2	6
6. Talked over the phone	92	1	84	1

K. TABLES 16 and 17 summarize data collected from faculty responses on item number 6. Three faculty members from the living-learning environment indicated that talking in their offices was least beneficial because it was too formal and informality was impossible just as in the classroom situation. This was not the case for any of the main building faculty members; none of them listed talking in their office as a least beneficial interaction. Faculty from the main building ranked having conversation over coffee number four on the list of least beneficial interactions. Conversations with main building faculty indicated why: "lack of facilities, a long walk to get the coffee" was the most often repeated statement. An overwhelming majority of faculty members (33 of 54) listed talking over the phone as their least beneficial

choice. Students ranked this choice their least beneficial also. Conversations over the phone was unquestionably the least beneficial informal interaction for faculty members and students alike.

TABLE 16
SUMMARY OF FACULTY RESPONSES INDICATING LEAST BENEFICIAL
INFORMAL INTERACTION

Item	Male	Female	Total	Rank
1. Talked after class	7	2	9	2
2. Talked in professor's office	1	1	2	5
3. Talked over coffee	3	1	4	3
4. Casual meeting	2	1	3	4
5. Talked over a meal	0	0	0	0
6. Talked over the phone	30	3	33	1
7. Talked in dorm lounge	1	0	1	1
8. Talked in dorm room	1	1	2	5
9. Talked in faculty member's home	0	1	1	6

TABLE 17

SUMMARY OF FACULTY RESPONSES INDICATING LEAST BENEFICIAL INTERACTION
FOR TWO SEPARATE ENVIRONMENTS

Item	Living- learning	Rank	Main building	Rank
1. Talked after class	3	2	6	2
2. Talked in professor's office	2	3	0	0
3. Talked over coffee	1	4	3	3
4. Casual meeting	1	4 (5)	2	4
5. Talked over a meal	0	0	0	0
6. Talked over the phone	20	1	13	1
7. Talked in dormitory lounge	0	0	1	5
8. Talked in dormitory room	0	0	2	4
9. Talked in faculty member's home	1	4 (6)	0	0

L. Following are student and faculty responses to open ended portion of the questionnaire. Why were some informal interactions beneficial and why were others not beneficial?

The following are selected student responses to this question. Students from both environments felt that talking after class was most beneficial to them for a number of reasons:

1. The problem was fresh and best explained then.
2. I usually had a question to ask, and we discussed it.
3. You realized that professors are not as mechanical as you think they are.
4. Often the information I sought concerned an assignment and made the assignment more clear.
5. I saw that he was willing to help me, and seemed interested in me.

Students from the main building environment ranked conversations in the faculty member's office as second most beneficial for the following reasons:

1. He was easy to find or I could make an appointment.
2. More individual attention, more personal.
3. Felt free to ask any question and also felt that I was getting his undivided attention.
4. He came down to my level - took time to listen to my problem.
5. The more often I went, the more comfortable I felt.

Faculty members ranked talking after class as second most beneficial for the following reasons:

1. It took place immediately, so I could clear up their questions.
2. It gave me an opportunity to expand on points I made in lecture.
3. We set up an appointment for extra help.
4. It offered a more informal setting right after a formal one.
5. It gave the student an opportunity to ask questions while they were fresh in his mind.

Faculty members listed as number three, having conversations over a meal for the following reasons:

1. Atmosphere was relaxed and out of context from school.
2. Sharing food breaks down inhibitions that both prof and student have.
3. It shows the student that a faculty member is a human being.
4. Dining together stimulated both discussion and closer contact.
5. One can forget about the hum-drum activities for the period of the meal.

Item number 6 of the questionnaire requested the respondee to relate why certain informal interactions were least beneficial. Students and faculty alike listed talking over the phone as an unbeneficial type of interaction for the following reasons:

1. Impersonal, cut and dry, no face-to-face contact.
2. Cannot tell if professor/student are sincere - no personal contact.
3. When you don't know someone, it is hard to talk to them over the phone, and you hesitate to say certain things and be misunderstood.
4. It is hard to illustrate a point.
5. The entire conversation was very impersonal and seemed very cold.

Students and faculty again were in agreement on the second ranked least beneficial informal interaction but it is necessary to note that talked after class, while listed as second least beneficial ranked as (1) most beneficial for 213 students and (2) most beneficial for 14 faculty members. Some of the reasons for listing as least beneficial talked after class are:

1. Couldn't talk long enough, too hurried.
2. Couldn't talk personally, it was a group discussion.
3. It seemed like a question and answer period and nothing else.
4. Because it was strictly business to both of us.
5. Wasn't really informal, it was just an extension of the classroom.

Item number 7 of the questionnaire attempted to gather information on the question: What takes place during informal interactions? A sample of topics to explain the results on this item are listed below:

Absences from class, assignments, abortion, religion, sex, economics, Philosophy, alcoholism, birth control, grades, personal problems, and Zen Buddhism.

The sample of topics attests to the fact that informal relationships are not devoted solely to discussing academic matters.

Item number 8 on the questionnaire asked both faculty and students to indicate what they felt was the main role of a faculty member in an informal student-faculty interaction. A high percentage (68%) of both faculty and students answered that the most important aspect to be considered is the availability of the faculty member. Students indicated that there were too many instances where they looked and looked for a faculty member, but couldn't contact him. More faculty (percentage-wise) than students felt that acting as an equal was the main role of a faculty member. More students related that the main role of the faculty member was as a friend, not an advisor. A free response was asked for by item number 9 to the question: What type of informal interactions would you like to have? Student and faculty responses were very nearly identical in their requests for more of the casual interchanges over coffee or lunches. Item number 10 followed with the question: Why would you like to have these informal student-faculty relationships? The most typical response by both faculty and students was to "help bridge the faculty-student gulf which makes large university education so impersonal".

Item number 11 asked the respondents to suggest ways in which closer student-faculty relationship could be achieved. The following is a summary of the most often occurring suggestions.

Student's suggestions:

1. Have faculty members available so it can happen.
2. Hold informal coffee hours -- but have a specific time scheduled for them.
3. Hire only faculty who can be warm and friendly and available.
4. Ask faculty member to come over to the residence hall (dorm) for bull sessions.
5. Students need to trust the faculty member and see him as a human being.

Faculty suggestions:

1. The faculty member must be willing to spend time with the student and really care about them.
2. Informal coffee hours and availability of space to make discussion sections more informal.
3. Fewer students in class - more students returning to same professor for second and third terms.
4. Faculty members need to relax a little so students can see that the atmosphere is right for informal interactions to occur.
5. Make it as clear as possible to the student that you are interested in non-classroom contact.

There were several other suggestions on how improved informal interactions might be achieved, more extensive use of office hours, "meet your professor nights", more professors in dorms, etc., are examples of these.

Items 12 and 13 asked who should suggest the informal student-faculty relationship. Twelve asked if the student should, thirteen asked if the faculty member should. Both questions has a (Why?) portion. Three out of four faculty members indicated that the student should be the one to suggest the informal contact. Slightly more (3.3 to 1) students responded that the faculty member should be the instigator of out-of-class meetings. It could be that since this type of reaction to

who should suggest the informal interaction is so divided -- neither faculty or student is willing to take the first step so many opportunities for informal contacts are never consummated.

- M. Item number 14 on the questionnaire sought out direct statements on whether or not the living-learning environment stimulated enriched student-faculty interaction. Questionnaires returned by members of the population who had experienced both environments supplied the following results summarized in TABLE 18. Analysis of the data in TABLE 18 yields the following: 69% of the students who had experienced both living-learning and main building environments said that the living-learning environment stimulated enriched student-faculty interaction; 28% indicated that it did not and 3% said there was no difference. Faculty responses analyzed the same way resulted in the following percentages: 75% of faculty members said that living-learning did stimulate informal interaction, 22% said it did not, and 3% said that there was no difference.
- N. Data directly related to the question: Is there a difference in the amount of student-faculty interaction under different environments? was collected from item number 4 of the questionnaire. The respondents were asked to list the approximate number of times that they had been involved in the interactions listed. TABLE 19 summarizes the data from student responses separated as to their environments. The number of

informal interactions per capita shows a difference of 2.6 more for students from the living-learning environment.

TABLE 18

DO YOU FEEL THAT THE LIVING-LEARNING ENVIRONMENT STIMULATES ENRICHED STUDENT-FACULTY INTERACTION?

	Yes	No	Other*
Students	191	82	14
Faculty	27	8	1

*Most respondees indicated that there was no difference between living-learning and main building environments.

TABLE 19

TOTAL NUMBER AND PER CAPITA DATA ON INFORMAL INTERACTIONS FOR STUDENTS FROM LIVING-LEARNING, MAIN BUILDING ENVIRONMENTS

Environment	Number from environment	Total of all interactions	Per capita
Living-learning	381	2644	6.9
Main building	207	907	4.3
Total	588	3551	

0. Faculty were asked to approximate the number of informal contacts with students. TABLE 20 gives a summary of these data. The number of informal interactions per capita shows a difference of 26.5 more contacts for faculty members from the living-learning environments. Students and faculty who had experienced both environments listed more informal contacts

for the period of time spent in the living-learning environment. Both students and faculty from the living-learning environment had more per capita informal interactions than did students and faculty from the main building.

TABLE 20

TOTAL NUMBER AND PER CAPITA DATA ON INFORMAL STUDENT-FACULTY CONTACTS
FROM FACULTY RESPONDENTS

Environment	Number from environment	Total of all interactions	Per capita
Living-learning	36	8,522	239.5
Main building	19	4,047	213.0
Totals	55	12,569	

P. Item number 15 on the questionnaire asked the question:

What is the importance, if any, of having an informal faculty-student relationship? Respondents were also asked to list advantages and disadvantages. The following are a summation of the advantages listed by student and faculty responses:

1. I think it would improve the quality of learning and humanize the school situation.
2. Deeper insight into people. More opportunity for learning. Brings personal touch to impersonal multiversity.
3. Better understanding outside the classroom contributes to better communications in the classroom.
4. Makes faculty more important and needed.
5. Takes away from being scared of taking a course and exams and etc.
6. It makes you feel closer to the school - it takes a little of the bureaucracy of M.S.U. out - adds some personal and close feeling which I believe makes you work harder.

7. Nice to have someone to talk to when you really need them.
8. To increase dialogue and human understanding.
9. Keeps students from feeling like products from a factory.
10. Reinforces the idea of a community of scholars.

While the aforementioned are only a sample of the responses to the advantages of informal interactions the following are the total disadvantages listed by all the respondents:

1. Could possibly lead to individual prejudices which would effect performance in the classroom.
2. Faculty are not counselors or psychologists and might do damage because of what they say to students.
3. Might be viewed by the student as an intrusion on his private life.
4. Faculty member might not be able to be objective in giving grades.
5. It is time devouring.

One would have to conclude that the advantages of informal student-faculty relationship greatly outweigh the disadvantages.

III. Presentation and analysis of data relating to the hypothesis that there is no difference in performance on Natural Science departmental exams for students from the living learning environment and in the main building environment

If enriched student-faculty interaction takes place in the living-learning environment, does this have an effect on student performance?

A null hypothesis that there is no difference in performance on Natural Science term end examinations by students from the main building environment or students from the living-learning environment was stated and tested.

Randomization is essential in statistical experimentation for tests of significance to validate the estimate of treatment effects to be unbiased. This is done by assuring that whatever source of error may

affect the experimental results, also, with equal probability, may affect the estimate of error.

Another requirement of a self-contained experiment is replication. Replication provides the only means of estimating the experimental error.

A third requirement of statistical experimentation is control or controls. The control allows the comparison of experimental groups, (living-learning -- main building). The control may be another experimental group.¹ All treatments directly compared, including the control, are specified and must be compared upon the same experimental material.

Lindquist² lists three conditions to be met if a significant F ratio is to be interpreted as evidence that the experimental treatments have different effects. These are:

1. All treatment groups were originally drawn at random from the same population.
2. The variances of the criterion measure are the same for each of these populations.
3. The distribution of the criterion measure for each treatment population is normal.

The extent to which these conditions have been satisfied is discussed in the following analysis of data.

To satisfy Lindquist's condition, a procedure of sampling in the present study followed a random block technique as described by Hays.³ A large sample of students from the living-learning environment and the main building was selected and an analysis of variance using the CQT-T

¹Johnson, Palmer O. Statistical Methods in Research, Prentice Hall Inc., (New York, 1949). p. 282.

²Lindquist, E. F. Design and Analysis of Experiments in Psychology and Education, Houghton Mifflin Co., (Boston, 1956). p. 73.

³Hays, William L., op. cit. p. 452.

scores obtained for each student on entrance to the university was done. The result of this analysis of variance is summarized in TABLE 21.

TABLE 21
ANALYSIS OF VARIANCE OF CQT-T SCORES FOR STUDENTS FROM EACH LEARNING ENVIRONMENT

Environment	Source	df	SS	Variance	F
"A" ₁ - Living-learning	Between Groups	1	342	342	0.6
	Within Groups	139	77798	560	
	Total	140	78140		
"A" ₂ - Main building	Between Groups	1	64	64	0.12
	Within Groups	161	85456	531	
	Total	162	85520		

The results of TABLE 21 indicated no difference as to the ability level between the living-learning group and the main building group. Therefore in light of the absence of significant differences among groups condition one was assumed to be satisfied.

Lindquist's⁴ condition two was satisfied in that the same term end examination was administered to the total group. This also satisfied the general condition of replication in that numbers from consecutive terms were sampled.

No test was made of the normality of the distribution of the criterion scores (final examination scores) for each treatment population,

⁴Lindquist, loc. cit., p. 86.

since detailed investigation of the influence of non normality on significance level of the F test indicates that the influence is not great. In this regard Lindquist⁵ comments: "In general, the F distribution seems to be insensitive to the form of distribution of the criterion measure that it hardly seems worth while to apply any statistical test to the data to detect non normality, even though such tests are available".

Considering that the three conditions discussed above were satisfied and that the data met the necessary criteria, an analysis of variance was carried out on the performance criterion measure (term-end examination scores) of each environmental group. The results are summarized in TABLE 22.

TABLE 22

ANALYSIS OF VARIANCE OF PERFORMANCE CRITERION MEASURE FOR TWO
LEARNING ENVIRONMENTS

Environment	Source	df	SS	Variance	F
"A" ₁ - Living-learning	Between Groups	1	7	7	.93
	Among Groups	138	1032	7.5	—
	Total	139	1039		
"A" ₂ - Main building	Between Groups	1	6	6	.61
	Among Groups	161	1575	9.8	—
	Total	162	1581		

⁵Lindquist, loc. cit., p. 86.

On examining TABLE 22, it is seen that the F values are not significant. Therefore, it is concluded that there is no difference in performance as measured by the final examination between students from the living-learning environment and the main building environment. The null hypothesis is accepted.

The main effect tested for was the difference in performance between students from the living-learning and the main building environments and since no significant difference was found, a decision not to investigate the effects of the multiple variables on the main variable was made.

There is some doubt about the test performance as criterion measure to test environmental effects. Students and faculty alike have indicated that they perform better in more pleasant atmospheres. This statement could serve as a basis for further research into the effects of attitude on performance.

IV. General Summary

The following general conclusions appear to be supported by the data:

- A. The null hypothesis that: There is no difference in the amount of student-faculty interaction that takes place in living-learning and main building environments, is rejected.
 1. Data from returned questionnaires and personal interviews indicate that more informal interaction takes place in the living-learning environment.
 - a. Students from living-learning environment listed 2.6 more informal contacts than main building students.

- b. Faculty members from living-learning environments listed 26.5 more informal contacts than main building faculty.

The implications of enriched student-faculty interaction will be discussed in Chapter Five.

- B. The null hypothesis that: There is no difference in performance on Natural Science departmental examinations for students from the living-learning environment versus main building, is accepted.

1. The data satisfies all conditions necessary for valid use of the F ratio as a test of the null hypothesis.
2. Analysis of variance and use of the F ratio indicated no significant differences in performance on term-end examinations for students from the main building or the living-learning environment.

The significance of these findings will be considered in the following chapter.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

I. Introduction

"The community of scholars is dead, and depersonalization is more than just a handy shibboleth in the student radical's propaganda arsenal." This quote was taken from an article written by Morris¹ on the research findings of Lance Shotland. The head line of this article stated that there is little faculty-student contact.

Shotland² states that the academic community is highly segmented. Students are isolated from all other components of the university and are even isolated from one another. "There is little contact between students and faculty on the M.S.U. campus," he reports. "The low level of communication between the other segments of the academic community and the students only creates situations leading to misunderstandings."

Problems of student-faculty relationships have been of widespread concern in schools across the nation. Attempts have been made to bring about closer contacts between students and faculty. Michigan State has

¹Morris, Gail, News Article, M.S.U. Faculty News - Michigan State University, (Dec. 2, 1969), Vol. 1, No. 10.

²Shotland, R. Lance, A Small World Experiment at Michigan State University, E.D.P. Report, Educational Development Program, (Fall 1969), number 28.

made one such attempt that is described as the Living-Learning concept. The aim of this program was to provide an environment quite different from that in traditional dormitories. An environment in which increased student-faculty contacts would be enhanced was a major goal of the living-learning program. Until the present study - no data had been collected on whether the goal of more student-faculty contact had been attained in the living-learning complexes. No data had been collected on the types of out of class encounters or what takes place in these contacts prior to the present study. Another area that needed exploration was the effect of student-faculty interaction as it relates to student performance.

This study is one attempt to gather pertinent data in the area of living-learning, student-faculty interaction and their effects on student performance.

II. Findings and Conclusions

1. Data collected from returned questionnaires indicate that the living-learning environment does enhance student-faculty contact. More contact was reported by both students and faculty from the living-learning complexes.
2. Twenty-one students from the traditional residence - main building environment said that they had never talked to a faculty member outside of class. Only one student from the living-learning environment indicated no informal contact with a faculty member.
3. Certain types of student-faculty contacts were reported as being more beneficial. The first five listed in order of

decreasing benefit are: conversation after class, talk in professors' office, talk over coffee, over a meal, a casual meeting.

4. A wide range of topics were discussed during out of class meetings indicating that much more than simple classroom matters were aired.
5. Students indicated that they felt the faculty member should suggest the informal contact. Faculty members expressed the opposite view: "students should take the initiative".
6. Students related that the main role of the faculty in an informal contact was as a friend than an advisor. Faculty indicated that acting as an equal was the main role.
7. Sixty-nine per cent of students who had experienced both learning environments responded that the living-learning concept stimulated student-faculty interaction. Seventy-five per cent of the faculty responded the same way.
8. Advantages of informal student-faculty interaction greatly outweigh the disadvantages.
9. No significant differences could be found on student performance as measured by the Natural Science term end examination for the two learning environments.

III. Implications

A report from the Provost's Ad Hoc Committee on the residence halls states that the students desire more and closer contact with the faculty. Evidence from the present study supports the notion that more and closer contact occurs in the living-learning environment.

Shotland¹ reports that the academic community at Michigan State University is segmented and the segments are isolated from one another. He identifies the segments as: students, faculty, and administration. The present study was concerned with two segments of the university: students and faculty. There appears to be less isolation of the student-faculty segments in the living-learning environment than in the same segments of the university in general. More open channels of communication were identified for the segments of the population located in the living-learning complexes.

Students feel that "good teaching" is an interaction or dialogue between the students and teacher. More interaction or dialogue takes place in the atmosphere enhanced in the living-learning complexes.

Suggestions in the area of how even more student-faculty contact can be stimulated and recommendations for residence hall usage were reviewed in Chapter 2. If the assumption of the need for better communication between the various segments of the university is valid, this study expressed ways in which better avenues of communication can be achieved.

The hypothesis of no difference in performance on Natural Science term-end exams for students from living-learning complexes and main building could not be rejected.

While this test was statistically sound for the performance on Natural Science term-end exams, there is evidence² that overall performance by students in the living-learning complexes is slightly higher than for the university at large. Grade point averages for students

¹Shotland, R. Lance. Op. cit., p. 13.

²Summary of Grade Lists. Office of the Registrar, Michigan State University. (1967, 1968, 1969).

living and taking classes in the residence hall complexes is slightly higher than for the general student population.

Certain aspects of the educative endeavor can be classified as tangibles (cognitive), and quantified using objective measuring techniques. It is noted that there are also intangible (non-cognitive) aspects of education that do not lend themselves to traditional evaluative processes. Performance on basic skills tests is easily measured, but basic skills can hardly be thought of as the total indicator of the educated man. The non-cognitive realm of education is not so easy to measure, but must be considered as a major part of the total education. Much of the impact of the living-learning environment may be in this intangible, non-cognitive realm; not easily measurable, but very important in the total educative process. How the intangibles are affected by the living-learning concept is a promising area for further research.

The problem of quantification of the effects of student-faculty informal interaction was eloquently stated by Professor Blackman:³

Observation reveals animated discussions between faculty members and students after classes in grills, hallways, and lounges. Many faculty members take their lunches regularly in the residence hall dining rooms. Little of this activity lends itself to quantification or evaluation; but closer relationships between students and faculty members are plainly evident.

IV. Recommendations for Further Research

A. This study points to a need for more research in the area of evaluation of student performance.

1. A need for development of tools for quantification of student performance is demonstrated by this study.

³Blackman, Edward. Op. Cit., p. 13.

- B. Further research is needed in the area of communication between the various segments of the academic community.
 - 1. Disarticulation of efforts has been reported as occurring between students, faculty and administration.
 - 2. The trend toward more student participation in decision making processes demands clear channels of communication at all levels.
- C. Experimentation is needed in the area of how the residence halls could achieve curricular innovation.
 - 1. New courses or new opportunities for independent study could be tried and evaluated within the residences.
- D. Attitudinal studies of students and faculty in different learning environments offer an area of future research.
 - 1. How does attitude about environment effect student performance?
 - 2. How does attitude about environment effect faculty performance?
- E. Identification of factors other than student-faculty interaction that effect student performance needs additional study.

These and other problems areas relating to the living-learning concept deserve further study.

It is recommended that more of the University's resources be channeled into the area of living-learning. This study provides evidence that the living-learning concept has been highly successful and merits continuing development and extension of the living-learning idea.

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APPENDIX A

Staffing patterns in the residence halls; i.e., do the staff members assigned to the halls have any relationship to the teaching programs of the university? do faculty or teaching assistants have offices in the halls? are the courses taught in the hall designed for a preselected residence hall constituency?

The University of Chicago
Chicago, Illinois

Some members of the Housing staff are on the faculty, others are senior graduate students. They have never employed a professional counseling staff or "house mothers" in this capacity but attempt to get people who are involved in one way or another in the academic life of the University, usually graduate students but faculty whenever they can. For the coming year, the University of Chicago will have six upperclass "Resident Tutors" living in six of the undergraduate Houses as an experiment. The tutorial responsibilities will be to help younger students with special academic problems, especially in the natural sciences.

(Charles D. O'Connell, Dean
of Students)

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The University of Wisconsin
Madison, Wisconsin

There are no residence halls facilities used as classrooms on a regular basis. Teaching personnel do not have offices in the residence halls. Some personnel from the University Counseling Center do have office space available in housing units for counseling purposes.

(Newell J. Smith, Director
of Housing)

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The University of Iowa
Iowa City, Iowa

Iowa currently does not utilize hall staffing positions to augment departmental teaching or lab activities. Other than the two Vice-Presidents in their parallel housing structure, the Associate Dean of Students is the only other housing staff person who has either an earned PhD or held a tenured rank via the classroom. They do employ a large number of graduate students in top hall programming positions, such as the Coordinators for the men's and women's halls, Head and Assistant Head Residents, Academic Advisers, Cultural Programmer, and in the instance of some of their Resident Advisers. All of the foregoing positions are "in-hall" positions with salaries competitive with various graduate assistantships. While they do have faculty in the halls in terms of various lectures, recitals, or units, they do not have any scheduled courses or teaching faculty offices in their halls.

(Richard M. Trumpe, Associate
Dean of Students)

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Indiana University
Bloomington, Indiana

There is little direct relationship of residence hall staff to direct teaching programs of the University but a great deal of cooperation and concern that out-of-class life relates to the academic objectives of the University.

Appointments for counseling staff in the residence halls are made through the Dean of Students and Dean for Undergraduate Development Offices. They have no responsibility for maintenance functions. Two professional staff are appointed for each residential community. They all hold at least a Master's degree, have had experience in working with college students, and are responsible for student personnel services for approximately 1,200 students. This includes counseling, activities (cultural, academic and social), coordination and supervision in Resident Assistants, and for any necessary student discipline within the residence center. Resident Assistants, appointed for each unit of 50 to 60 students, are 90% graduate students enrolled in some forty academic disciplines. Their first job is to challenge students to their academic responsibilities. In doing so, they serve to encourage faculty-student contacts and out-of-class cultural and activity programs.

Special related academic programs have been carried out in the University Residence Halls. The University Faculty Council gave support to a new project called the Foster Project and recommended that it be expanded for this coming year and established an advisory committee. While some classes were taught within the residence center, objectives of the project included bringing about interaction

Indiana University (Cont'd.)

of students, of students and faculty, and of hall and class activities without the expenses of remodeling current halls, without separation of faculty from departments, or students living with only those of like disciplines; all criticisms of some residential college projects.

Special academic units have been jointly developed by the Director of University Honors Programs and the Residence Hall Counseling staff. These have been well-received by students.

A Language House for 80 students opening this year, had its beginning from Language tables within the residence centers and two Language floor units last year. Forty men and 40 women, 20 each Slavic Languages and 20 Germanic, this year share a hall area. This project was jointly developed by the Residence Halls Counseling Office and the appropriate academic departments. The Resident Assistants in these units were jointly appointed by the academic departments and the Director of Residence Halls Educational Programs.

Both in the Foster Project (mentioned above) and in special freshmen hall areas the academic advising for freshmen is being related to students within the living units. In both cases the Residence Halls Counseling staff also serves as one of the academic advisors for their halls.

Indiana University for some time has encouraged a Faculty Associate Program to further faculty-student interaction outside the classroom. Last year over 2,000 meal tickets were used by faculty who actively participated in credit and non-credit seminars, in specially-planned discussion groups and programs throughout the halls. They were developed and carried out through joint cooperation of the Residence Halls Counseling staff, student government and various faculty offices.

This year an experiment, jointly sanctioned by a faculty-student advisory committee on residence hall staffing and the Residence Hall Policy Committee, is providing separate halls for junior and senior students and separate halls for freshmen. Through evaluation it is hoped to find suggestions for more effective ways to relate living and learning.

(Vice President John W. Snyder)

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The University of Kansas
Lawrence, Kansas

The College-within-the-College program is the most ambitious effort to date, and the University of Kansas is trying to get more seminar-type courses taught in the halls. They also encourage faculty to eat in the halls by providing them with special rates. They are encouraging, as much as possible, a strong student government and it has responded by initiating speaker programs, cultural affairs, and

The University of Kansas (Cont'd.)

inter-residence hall events of various kinds. Practically all of the members of the staff in the residence halls are students and the University tries hard to involve the students to make the residence halls something besides hotels.

(Dean of Student Affairs
William M. Balfour)

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Purdue University
Lafayette, Indiana

The general staffing pattern is as follows for a hall of 600-800 students:

1 Manager	Full-time Administrative Officer
1 Assistant Manager	Full-time Administrative Assistant
1 Foods Manager	Full-time Administrative Officer
3 Foods Assistants	Full-time Administrative Assistants
4 Head Counselors	Part-time resident graduate students
12-16 Floor Counselors	Part-time resident graduate students

Except for the graduate student staff, many of whom also hold part-time teaching or research assistantships, these staff members do not have a direct relationship to the academic teaching program.

Other than indicated above relative to the dual employment of some graduate student counselors, faculty or teaching assistants do not have offices in the halls.

Academic courses are not taught in the residence halls.

(J. C. Smalley, Director of
University Residences)

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The University of North Carolina
Chapel Hill, North Carolina

These persons operate under the administrative supervision of the Dean of Men or Dean of Women, are provided an annual stipend, and work exclusively in capacities of advising, assisting, disciplining.

Beginning this year, the University has assigned some faculty members to two of their Residential Colleges and has provided office space and seminar rooms in residence halls accordingly. These offices will be occupied on a part-time basis while the faculty members maintain offices in their respective departments. They are present in the hall for academic advising, seminars, and general faculty-student relationships.

The University of North Carolina (Cont'd.)

Some courses at the General College level are taught in the residential colleges. These are not provided for a pre-selected residence hall constituency per se. Specified courses are scheduled in given residential colleges and students living in the college are assigned for that particular section of the course.

(Dean of Student Affairs
C. O. Cathey)

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Northwestern University
Evanston, Illinois

Northwestern's resident hall staff consists primarily of graduate students though in a handful of large women's residence halls the directors are mature women. One of the directors of a men's residence hall is married. The University is interested in thematic residence halls where all occupants would share a similar intellectual interest. They are studying the residential college concept and the possibility of providing in some of the residence halls apartments for married faculty members with or without children.

(Dean of Men Seward Weber)

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The Pennsylvania State University
University Park, Pennsylvania

The staffing patterns in residence halls at Pennsylvania State University are as follows: (1) Student affairs staff includes hostesses (house mothers), senior resident assistants (graduate women), resident assistants (undergraduate and graduate male students and women undergraduate students). Some of the staff is full time, others part time. (2) Staff members in residence halls do not have teaching responsibility in the University. (3) Faculty or teaching assistants do not have offices in the residence halls.

(Vice President Paul M.
Althouse)

- - - - -

The University of Texas
Austin, Texas

Staff members assigned to residence halls do not have any relationship to the teaching programs. No faculty or teaching assistants have offices in residence halls; and no teaching is done in residence halls.

(President Norman Hackerman)

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Stanford University
Stanford, California

Joel P. Smith, Associate Provost and Dean of Students, supervises the residence program, supported by a very large staff, both within his office and within the residences. They have Faculty Residents in two of the larger residences, and they tend to be junior members of the faculty who have an economic incentive to participate in the residence program as well as a strong wish to spend a lot of time with students. Neither faculty nor teaching assistants have offices in the residences, however. A great number of courses are taught within the residences; some of them are restricted to members of the house and others involve students from outside.

(Joel P. Smith, Dean of Student)

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The Ohio State University
Columbus, Ohio

The staff members assigned to residence halls are considered to have educational responsibilities but are only incidentally related to formal teaching programs. They do house some teaching assistants from mathematics and English in one of their large dormitories, and this has proven to be a successful idea. The plan resulted from urgent space problems rather than from any basic conceptual plans.

(Vice President John E.
Corbally)

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University of California
Berkeley, California

There are head residents and graduate residents housed in each residence hall. Neither group has any academic responsibility, although this is an area which Berkeley intends to examine as they broaden their experimentation with living-learning concepts.

(Roger W. Heyns, Office of
the Chancellor)

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APPENDIX B

INFORMAL STUDENT-FACULTY INTERACTIONS

Introduction:

An undergraduate student spends the great majority of his time outside the periods of formal instruction; however, this phase of the college students life is extremely neglected in educational research and the literature concerning higher education. The learning that occurs during the periods of informal contacts is important, because formal classroom or laboratory instruction is often reinforced or weakened by this socialization process.

Definition of Informal Student-Faculty Interaction

A college student talking to a faculty member out-of-class.

The Purpose of this Questionnaire

The purpose of this study is to develop a body of knowledge about informal student-faculty interaction. At this time the nature and extent of informal student-faculty interaction is not known. Also, it is important to determine the students and faculty members feelings as to the type of informal interaction they would like to have.

Directions for filling out the questionnaire

1. Please answer the questions on the basis of the informal student-faculty interaction that only you have experienced in any of your college classes.
2. Please answer the appropriate questions in a few, brief sentences.
3. Be honest in answering, but do not betray any student-faculty member confidences. Names should not be mentioned.
4. Do not sign your name.
5. Thank you very much for your cooperation in this study.

INFORMAL STUDENT-FACULTY

INTERACTIONS

QUESTIONNAIRE

Nature and Extent of Informal Student-Faculty Interactions

1. Circle appropriate one

student

faculty

2. Circle appropriate one

male

female

Fresh Soph Jr. Sr.
[1] [2] [3] [4]

[5]

[1]

[2]

3. Have you ever talked with faculty/student out of class?yes
[1]no
[2]4. What type of out-of-class student-faculty interaction[s] have you participated in? [circle appropriate number[s] below]. Put the approximate number of times beside each interaction that you circle.

<u>interaction</u>	<u>approximate # of times</u> <u>Per/term</u>
1. Talked after class, in hall etc.	_____
2. Talked in faculty members office	_____
3. Talked over coffee in the grill, etc.	_____
4. Talked at a casual meeting on the campus, sports event, etc.	_____
5. Talked over a meal [lunch, etc.]	_____
6. Talked over the phone	_____
7. Talked in dormitory lounge	_____
8. Talked in dormitory room	_____
9. Talked in faculty member's homes	_____
10. Talked over a "beer"	_____
11. Fill in if not mentioned above	_____

5. Which informal interaction [one from all that you marked in question number four] was the most beneficial to you?

number _____

Why?

6. Which informal interaction [one from all that you marked in question number four] was least beneficial to you?

number _____

Why?

7. List some of the topics that were discussed in the informal contact, even if some of the topics seemed "way out" to you at the time.

8. What is the main role of a faculty member in an informal faculty-student interaction? [To put it another way, under what circumstances should faculty members act as an advisor, equal, friend, etc., towards a student? Refer to the items that you marked in question number four]

Desired Informal Faculty & Student Interaction

9. What type of an informal faculty-student relationship[s] would you like to have?

List

10. Why would you like to have this/these informal faculty-student relationship[s] [referring to one[s] you marked in question number 9].

11. How do you think a closer student-faculty relationship could be achieved? List alternatives for both students and faculty members.

12. Should the student suggest the informal student-faculty relationship?

Circle one:	yes	no
	[1]	[2]

Why?

13. Should the faculty member suggest the informal faculty-student relationship?

circle one: yes no
 [1] [2]

Why?

14. Do you feel that the living-learning environment stimulates enriched student-faculty interaction?

circle one: yes no
 [1] [2]

Why?

How?

15. What is the importance, if any, of having an informal faculty-student relationship[s]? [List advantages and disadvantages.]

16. Add any comments that you feel are relevant to this study.

Thank You Again

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