

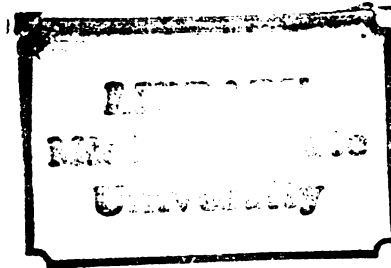
A SURVEY OF STUDENT ATTITUDES
TOWARD THE MICHIGAN STATE
UNIVERSITY RESIDENCE HALL SYSTEM

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
JAMES CATTANACH
1972

THESIS



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A SURVEY OF STUDENT ATTITUDES TOWARD
THE MICHIGAN STATE UNIVERSITY
RESIDENCE HALL SYSTEM

By

James Cattanach

This study surveyed student attitudes toward the Michigan State University Residence Hall system, and how those attitudes affected occupancy. In addition to generating new data, the study validates and integrates similar studies undertaken at other universities.

A random sample of 138 on-campus and 50 off-campus students at Michigan State University were interviewed. The questionnaire consisted of open-end questions, modified Likert scales, and semantic differential scales designed to elicit attitudinal preferences.

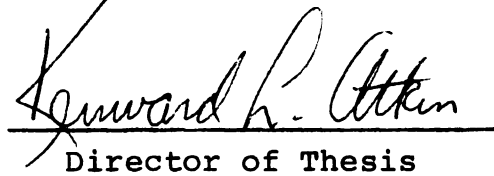
The students were found to be slightly positive in their evaluation of the residence halls overall. They perceived the dormitories to be an adequate place to live for one year, allowing a student to adjust and make friends. But, due to complaints of high expense, poor food, small rooms, restrictions and lack of privacy many students felt it better to move off-campus after one year.

Students living off-campus were found to hold more intense attitudes concerning both good and bad aspects of residence hall living. Their evaluations of classes in the dormitories, cleanliness, and laundry facilities were significantly more positive than those of current on-campus residents. However, their evaluations concerning lack of privacy, expense, noise and restrictions were consistently more negative.

Males were generally more critical of the Residence Hall system than females. They were particularly negative in their evaluation of room size, cleanliness, noise, food and a lack of freedom.

Seniors and sophomores tended to evaluate the residence halls more negatively, while freshmen had the most positive attitudes. Seniors were particularly concerned with a lack of privacy and restrictions on life style. Sophomores disliked the restrictive atmosphere, quiet hours, the food and expenses.

Accepted by the faculty of the Department of
Advertising, College of Communication Arts, Michigan
State University, in partial fulfillment of the require-
ments for the Master of Arts degree.


Director of Thesis

A SURVEY OF STUDENT ATTITUDES TOWARD
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By

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A THESIS

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CHAPTER I

INTRODUCTION

Today's university is not only obliged to feed the mind, but to feed and house the body as well. The provision of comfortable, convenient, economical and stimulating student housing has been the concern of Michigan State University since 1856 when the first dormitory--Saints' Rest--was completed.

What do the students think about the residence halls, and how do their attitudes affect occupancy rates? At a time when new residence halls, residential colleges and other "living-learning" alternatives are being developed, little continuing research on the feelings of the residents of these structures is being conducted.

Since housing is an integral part of the university's total function, it has come under scrutiny. The last major investigation of the Residence Hall system at MSU was in 1969, when student demands for more liberated housing regulations caused the administration to examine housing facilities. Recently, perhaps as a result of the more liberalized regulations sought and received, occupancy

levels in the dormitories have been declining. If this trend toward lower occupancy levels continues, the university faces serious economic and administrative problems.

This study collected information about the reasons for this decline, as well as student-residence hall interaction. The data generated should be useful in better approximating a fit between student housing needs and economically feasible courses of action for the university.

CHAPTER II

BACKGROUND

MSU Research

The Residence Halls Study 1969

The relevant impetus for this research project begins in 1967. In October of that year, the Michigan State Off-Campus Council submitted a proposal to the Associated Students of Michigan State University (ASMSU), the student governing body. This proposal called for the revoking of a university regulation that sophomores and juniors be required to live in supervised housing (generally meaning on-campus). ASMSU approved the proposal and sent it to the Faculty Committee on Student Affairs as the next step in its legal journey.

A sub-committee of the Faculty Committee on Student Affairs was established in November to study the proposal and make a report on its feasibility. Six months later the sub-committee concluded that allowing freshmen and sophomores to live in unsupervised housing was economically impossible at that time. However, they determined that the university had the obligation to make the residence

halls the best possible place in which to live, study and grow intellectually. Feeling that the matter merited further study, they called for an all-encompassing study of the residence hall system--including both its living and learning aspects.

This was undertaken by the Provost's Ad Hoc Committee on the Residence Halls in September, 1968. The Committee divided itself into four functional sub-groups concerned with physical facilities, staffing, rules and regulations, and living-learning. The Committee randomly sampled 4,500 students living in residence halls, using four different questionnaires representing the four functional areas of inquiry. The members of the Committee also made efforts to speak with students and staff both individually and in groups. In their report, the Committee came to conclusions in the five areas which follow.¹

Physical Facilities

The Committee found that students were generally unwilling to pay \$50 extra for either single rooms or carpeting, felt to be often-voiced student desires. Students were also unwilling to pay extra for unsupervised

¹The Provost's Ad Hoc Committee on the Residence Halls, The Residence Hall Study (East Lansing, Michigan.: Michigan State University, 1969) pp. 12-42.

apartments with meals served. However, when specifically asked, students desired unsupervised apartments with cooking facilities by a two to one margin. They were also unwilling to pay sufficient amounts for double rooms without meals, and meals only Monday through Friday.

In general, most of the students preferred the present arrangement, although they felt breakfast should be optional. Students were satisfied with the sleeping conditions, number of telephones, storage space, parking, ability to relax, desk-space, and room maintenance. But, they didn't like the inflexibility of the furniture and the prohibitions on room decoration.

The strongest dissatisfaction was with the aesthetic appeal of the hall as a whole (which they felt to be cold and impersonal), the high noise level making study difficult, and the poor lighting conditions.

Rules and Regulations

Most complaints about regulations centered around privacy, particularly the freedom to have members of the opposite sex in the room at any and all hours and the right to have alcohol in the room. Since the 1969 study was completed, both of these regulations have been modified allowing for alcohol use in the residence halls and 24 hour visitation rights.

Other areas of complaint found were: poor meal periods (especially breakfast), strict contract release policy, and restrictions on room decoration and rearrangement.

The majority of the students (four out of five) did not feel overly constrained by regulations. While 70% felt sufficiently involved in planning regulations, 50% felt that the residence hall was not successful in enforcing quiet hours. Furthermore, 60% felt that regulations were the primary reason for students moving off-campus.

Staff

The typical reaction to the utility of the Resident Advisor (RA) in the dorm was "I didn't use him much, but he helped someone else a great deal." The Committee attributed this to a tendency of not revealing any incompetency in handling one's own affairs. They therefore concluded that the RAs were playing a useful role in the residence halls. The Committee also generalized that most students seem convinced that no one was particularly interested in them.

Living-Learning

The Committee found that students generally approved of the living-learning concept and found it valuable to have classes in the dormitories.

Why Students Leave the University

The Committee sent questionnaires to sophomores that had dropped out of the university. They found that the dropouts had failed to identify with the academic life. Financial difficulties and lack of interest in study were the primary reasons for leaving the university. Dissatisfaction with residence hall life was not among the major reasons for departure.

Related Research

The Wisconsin Study

A 1971 study of the University of Wisconsin Residence Hall system probed similar problems. A sample of 1,040 students living in residence halls were questioned concerning reasons for leaving, for not leaving, and general attitudes about the residence halls.

This study found three valid reasons for returning to university residence halls: convenient location, the services provided, and the friends and activities in the dormitories. Convenient location was the single most valid reason for returning.

Economical living was the least valid reason for returning. This was somewhat surprising to the researchers. The concern over costs was reflected in the three most

valid reasons found for not returning: lack of privacy, freedom from regulations, and high cost considerations.

In general, students were neutral about food quality, however, they felt the amount was adequate and the hours convenient. They did see food costs as too high. Furnishings were adequate, but the rooms were too small and not conducive to study. Nearly twenty-five percent of the students were willing to pay a premium for a single room. The students opposed required residency.²

The Western Michigan Study

In 1972, 500 students at Western Michigan University were asked their opinions about the residence halls. In that study, 20.8% of the respondents preferred living in a university residence hall; while 32.6% preferred university-owned single apartments, and 41.4% wanted private apartments or houses. Respondents liked the location and meal conveniences of living in the dormitories and the opportunity to make friends. They disliked the high room and board rates, the rules, and the lack of privacy.³

²John R. Nevin, "University Residence Halls Research Study." Paper presented to the Director of Residence Halls, The University of Wisconsin. The University of Wisconsin, 1971. pp. 31-33.

³"Residence Hall Occupants Survey: Western Michigan University." Unpublished paper prepared for Housing Office, Western Michigan University. Western Michigan University, 1972. pp. 3-6.

The Idaho Study

Disenchantment because of high costs, lack of privacy, regulations and noise was also reflected in a recent study at the University of Idaho.

Unlike the other studies, the Idaho researchers went to off-campus dwellers seeking reasons for their preference for off-campus life, details on off-campus costs, and ideas for improving on-campus living.

The major reasons found for living off-campus were: greater privacy, lower food costs, and less noise. Student suggestions for on-campus living included more apartment-style dormitories and smaller dormitories.⁴

Summary

Common likes and dislikes appear in these studies regardless of type of university or location. Students like the convenience of living in a dormitory and the unique social atmosphere allowing them to make friends easily. However, they dislike certain restrictions placed upon them, particularly a lack of privacy and freedom. High costs are also a common complaint. The findings of the four studies, broken down by topic, are summarized in Table 1 on the next page.

⁴Office of Student Advisory Services, University of Idaho. Unpublished report of housing survey of off-campus students including cost data. The University of Idaho, 1972. pp. 1-2.

Table 1. Recent research of student opinions on residence halls.

	MSU 1969	Wisconsin 1971	West. Mich. 1972	Idaho 1972
Facility (general)	adequate, furniture inflexible, cold & im- personal lack privacy	like conven- ience; dis- like lack of privacy, sm. rooms	like lo- cation convenience, dislike lack of privacy	dislike lack of privacy
Expenses		high costs	high costs	
Noise	dislike noise	dislike noise		dislike noise
Options	unwilling to pay extra for single room and other options; pre- fer apartment style rooms	willing to pay extra for single room		prefer apartment style rooms
Food	adequate, but poor meal hours	adequate, quality neutral, high cost		high cost
Social Activities		like activ- ities and friends	like chance to make friends	
Rules	restricted, in certain areas, a- gainst strict con- tract re- lease	feel re- stricted against strict contract release	feel restricted	
Management and Staff	resident advisors useful, others not interested			

CHAPTER III

METHODOLOGY

The Problem

The problem under investigation in this study can be stated very simply: What are student attitudes toward the Michigan State Residence Hall system and how do they relate to occupancy or non-occupancy?

This study was designed to provide basic benchmarks for continuing investigation. The 1969 study, while it covered similar areas, was not specifically concerned with reasons for staying or leaving. While the information it generated was helpful, it is now dated. This present research is designed to be the first of a series of studies continually monitoring student attitudes and changes in opinion. This feedback on specific areas should enable the university to better zero-in on student housing needs over time.

In another sense, this study is a test of the previous research mentioned in the last chapter. If certain trends in student attitudes toward residence halls are appearing, they should also surface in this study. Should

the findings support a commonality of likes and dislikes across university students, these may be generalized with more confidence.

Finally, this study breaks new ground by comparing the attitudes of students currently living in residence halls with the attitudes of past residents now living off-campus. Shifts in preference over time can therefore be measured by continuing study as today's on-campus residents become tomorrow's off-campus residents.

Sampling

A random sample of 188 male and female undergraduate students at Michigan State University was drawn for the survey. Of these students, 138 were selected by computer from on-campus housing lists, while another 50 living off-campus were systematically drawn from the student telephone directory.

To qualify for the sample, a person had to be a full-time undergraduate student, single, either living or having lived in a residence hall at MSU. Graduate students were excluded as accounting for a small proportion of those living on-campus and generally not having lived there previously.

Greater weight was given to those students living on-campus since the survey was primarily directed at determining current attitudes toward the Residence Hall system.

While the on-campus sample was not as large as that used in the 1969 study, it was felt that 138 observations were sufficient for this information-gathering task. No specific hypotheses were being tested for the entire student universe.

Unlike the 1969 study, off-campus students were included to get a perspective on past perceptions of the residence halls and possible motives for leaving. It was felt that the off-campus group's attitudes would throw new light on the problems existing in the Residence Hall system and provide a unique basis for comparison with on-campus students.

The Questionnaire

An interviewer administered the questionnaire, which was respondent-completed except for classificatory data. Two forms of the questionnaire were used, one for on-campus and off-campus groups. Both questionnaires contained the same material, although the off-campus form used necessary grammatical changes. Copies of both questionnaire forms can be found in the Appendix. Three question types were used: open-end, Likert scales (modified), and the semantic differential.

The open-end questions were designed to get respondent interest generated by allowing him to "let off steam" about his likes and dislikes. These questions could also

be used as a validity check on later scaling devices of attitude measurement.

The Likert-type scales follow a pattern devised by Likert (1932) although slightly modified. In these scales, the subjects are asked to respond to an item in terms of degree of agreement. The most widely used Likert scale has five positions of agreement: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. Respondents indicate their degree of agreement with a statement according to these categories, which are numerically weighted from positive to negative. Responses indicate a measure of strength of feeling about a topic.⁵

The neutral position was dropped in this study to force a positive or negative response. It was felt that some of the items might not be of great concern to many students, yet some measure of preference was desired. The forced response would at least indicate a tendency of feeling. The option of no response was left to indicate genuine lack of interest.

Response factors in the Likert section were:
Facility--overall (items 45, 49, 52, 53, 55, 58, 59 and 60);
Facility--expenses (items 48 and 54); Facility--noise
(items 51 and 62); Facility--options (items 50, 74, 75, 76,

⁵Claire Selltiz, et al., Research Methods in Social Relations, (New York: Holt, Rinehart and Winston, 1959), pp. 366-69.

77 and 78); Food (items 47, 56 and 57); Social Activities (items 46, 65, 66 and 67); Rules (items 63, 68, 69, 70, 71, 72, 73 and 79); and Staff (items 61 and 64).

The semantic differential, developed by Osgood, Suci and Tannenbaum (1957) is a type of attitude scale used to measure the meaning of an object to an individual. The subject is asked to rate a concept on a series of seven-point bipolar rating scales. A profile of meaning for a concept can be constructed by drawing lines between the points checked on each of the scales. These profiles can then be compared to measure similarity or difference of various concepts by one group, or similarity among many groups' perceptions of one concept. Three groupings of scales have been consistently found to identify dimensions of attitude: evaluation, potency and activity.⁶

In this study, the semantic differential was used to test concepts similar to those in the Likert section for validity of attitude. But, they were primarily used to establish an attitudinal basis for comparison. These comparisons were made between concepts (e.g. Ideal Place to Live and My Residence Hall) to test similarity of attitude for a group; and between groups (e.g. On-campus and Off-campus residents) for one concept.

⁶Ibid., pp. 380-383.

Concepts used with the semantic differential scales were: Ideal Place to Live, My Residence Hall, My Residence Hall Room, Residence Hall Food, Advisory Staff of My Residence Hall, and Management of My Residence Hall.

Analysis

Frequencies and means (where appropriate) were computed for each item. Responses were broken down by respondent's residency on-campus or off-campus, sex, and class level.

Means for these sub-groups were computed and tested for significance of difference using a standard Z test at the .05 level of significance.

Scores on the Likert scales range from strong agreement (1.00) to strong disagreement (4.00) with a statement. A score of 1.00 to 1.99 indicates strong agreement, 2.00 to 2.44 indicates agreement, 2.45 to 2.55 indicates a neutral position, 2.56 to 2.99 indicates disagreement, and 3.00 to 4.00 indicates strong disagreement.

Scores on the semantic differential range from a very positive evaluation (1.00) to a very negative evaluation (7.00). Average scores at either extreme are rare.

CHAPTER IV

FINDINGS

Total Sample

Characteristics

The total sample was judged to be representative of the student population at Michigan State. Of the total 188 observations, 73% lived on-campus while 27% lived off-campus. There were slightly more females in the sample (57%) than males. The sample consisted of 27% freshmen, 27% sophomores, 29% juniors and 17% seniors. This compares with a total university enrollment at the time of 23% freshmen, 20% sophomores, 27% juniors and 26% seniors. While the sample closely approximates actual enrollment proportions, greater weighting of lower class levels was due to a greater amount of on-campus interviewing.

Of those interviewed, 54% said they had lived in a residence hall for two quarters, again reflecting the predominance of lower class levels. The next largest group had lived in the residence halls for five quarters. About half of the total sample had not lived in another residence

hall. Of those that had, previous residences were evenly split among the various on-campus housing complexes.⁷

Table 2. Total sample characteristics.

Characteristic	Percentage of Total Sample
<u>Residency</u>	
On-Campus	73%
Off-Campus	27
<u>Sex</u>	
Female	57
Male	43
<u>Class Level</u>	
Freshman	27
Sophomore	27
Junior	29
Senior	17

General Attitudes

The open-end questions provided an indication of how students generally felt about the Residence Hall system. Most of the students felt that living in a residence hall was a good experience, particularly for freshmen. But, after one year, they felt it was better to get off-campus. The first year in a dormitory gives students the opportunity to meet friends and make acquaintances, while the more sheltered environment allows new students to adjust to university life.

⁷A complete breakdown of the total sample characteristics can be found in the Appendix.

Students generally pointed to the social atmosphere of the residence halls as their greatest asset.

Along with the more social aspects, students did like the convenience of living in a residence hall. The nearness to classes, convenience of not having to shop for and prepare meals, and the availability of staff help were considered important.

However, students did object to the high noise levels in the dormitories. They were also concerned about the general lack of privacy in the dorms, and the small room sizes. Privacy seemed to be a function of the small rooms, the essentially public nature of the hall as a whole, and the regulations. Other complaints were the expense, the tasteless food, and uselessness of the resident advisors. Student preference for the social aspects and convenience of dorm life along with a dislike of lack of privacy, noise and expenses support similar findings in the previously cited studies.

Ideally, most students would prefer to live off-campus. The general preference was for a house, followed by an apartment. Yet, most students would advise incoming freshmen to live in a dormitory for their first year to meet people and get acquainted.

Sources of Information

The leading source of information about the residence halls was word-of-mouth, with newsletters and bulletin boards next in importance. Newsletters had a higher score among the alternatives than did bulletin boards, however bulletin boards were mentioned more frequently. Not all dormitories use newsletters or use them very extensively. While resident advisors and other staff were mentioned with a lower frequency, they were important for some students. The student newspaper, the State News, was not a good source of information about the residence halls.

Table 3. Sources of information about residence halls.

Source of Information	Avg. Score ^a	Frequency of Response
Word-of-mouth	1.73	149
Newsletters	2.06	91
Bulletin Boards	2.19	112
Resident Advisors	1.90	64
Other Staff	2.09	61
<u>State News</u>	2.45	46
<u>Other</u>	1.48	25

^a Respondents ranked alternatives first, second and third in importance. This score represents an average of all rankings for the particular alternative.

Most students felt that the information they received about the residence hall was adequate. But, they were slightly negative about the letters and brochures they received prior to attending MSU. They felt that a fair job

was done, but that the information presented in these letters and brochures was not very specific or detailed. Most of the information dealt with prices and fees, very little about life in the dorms. The information they did receive about certain living options became irrelevant if they later found they were assigned to a dormitory not offering these options. Students felt they should know more about the particular residence hall in which they would live and the rooms and options offered there.

The Facility Overall

Generally, students had a slightly favorable attitude toward the residence hall facility as a whole. The statement, "Generally speaking, my residence hall is a great place to live," received a positive score of 2.23.⁸ Also, students rejected the statement that residence halls are "cold and impersonal." This directly contradicts the findings of the 1969 study. (See Table 4).

Students are strongly in favor of classes being held in the residence halls.) They agree that the halls are clean, sanitary and have adequate laundry facilities. However, they did feel that the rooms were too small and that there was not enough privacy. These findings verify both open-end responses and the results of the previously cited studies.

⁸ Scores on the Likert scales vary from strong agreement (1.00) to strong disagreement (4.00) with a statement.

Table 4. Total sample attitudes about the residence hall overall.

Item	Avg. Score	Evaluation
My residence hall is a great place to live	2.23	Agree
Residence halls are cold and impersonal	2.80	Disagree
Rooms are as good as anyone could expect	2.48	Neutral
Classes should be held in the residence halls	1.60	Strongly Agree
Residence halls are clean and sanitary	1.88	Strongly Agree
Residence halls have adequate laundry facilities	2.02	Agree
Rooms are too small	2.29	Agree
Not enough privacy	2.00	Agree

Facility Expenses

Students, in general, felt that the residence halls were too expensive. They disagreed with the statement, "The cost of living in residence halls is reasonable for what you get." There was even stronger disagreement with the statement, "On-campus living is more economical than off-campus living." (See Table 5, next page).

The area of expenses and student attitudes toward cost are major problems that have perhaps been overlooked in the past. Student perceptions of cost were only slightly

Table 5. Total sample attitudes about residence hall expenses.

Item	Avg. Score	Evaluation
The cost of living in residence halls is reasonable for what you get	2.90	Disagree
On-campus living is more economical than off-campus living	3.00	Strongly Disagree

touched upon in the 1969 study through tying certain options to cost increases. When these "options at cost" were rejected, the researchers reasoned that these alternatives were not sufficiently important to the students. But given student concern over expenses, perhaps the increased costs rather than the options themselves were rejected.

Expenses were a major problem area for the Residence Hall system. This finding provides support for the Wisconsin and Western Michigan studies indicating great student concern over rising costs.

Noise in the Facility

The Likert scales did not indicate noise to be a major complaint. However, responses to the semantic differential contradicted this. (See Table 6, next page).

Table 6. Total sample attitudes about noise in the residence hall.

Item	Avg. Score	Evaluation
Residence hall has a suitable atmosphere for study	2.49	Neutral
It's usually too noisy to study in the residence hall	2.48	Neutral

Facility Options

Students favored most of the options mentioned in the questionnaire. One area of reduced interest involved single rooms, with students indicating little interest in them as an inducement to stay in the dorm.

Students did prefer floors with unlimited visitation hours, men and women on alternating floors, dormitories without board, and apartments in residence halls with cooking facilities. The rather widespread agreement on these options would seem to indicate their success if extended to more people. (See Table 7, next page).

The noise problem becomes more complex given the general disregard for quiet hours indicated. If noise is a problem, quiet hours are apparently not an acceptable solution.

Table 7. Total sample attitudes about residence hall options.

Item	Avg. Score	Evaluation
I'd stay in the residence hall if I could get a single room	2.63	Slightly Disagree
Prefer unlimited visitation hours	1.49	Strongly Agree
Prefer men and women on alternating floors	1.79	Strongly Agree
Prefer to live in a dormitory without board	2.08	Agree
Prefer apartments in residence halls with cooking facility	2.03	Agree
Prefer floor with specified quiet hours	2.75	Disagree

Food

Residence hall food was a major area of complaint. Students indicated that the food was unappetizing. What may be a more surprising finding was their neutral feeling about the food's nutritional value. The majority of students also appear to be against offering special menus for minority groups. (See Table 8, next page).

The semantic differential profile for "Residence Hall Food" was equally negative.⁹ The best feature was

⁹Scores on the semantic differential range from a very positive evaluation (1.00) to a very negative evaluation (7.00). Average scores at either extreme are rare.

Table 8. Total sample attitudes about residence hall food.

Item	Avg. Score	Evaluation
Residence hall food is generally appetizing	2.91	Disagree
Residence hall food is generally nutritious	2.48	Neutral
Should offer special food menus for minority groups	2.63	Slightly Disagree

the meal hours, perceived as somewhat good. Food service was also seen as more fast than slow, which may be considered an asset. (See Food Profile, next page.)

Table 9. Total sample evaluation of residence hall food.

Scale	Avg. Score
Tasty-tasteless	4.25
Fast-slow	3.22
Wide variety-limited variety	3.64
Good meal hours-poor meal hours	2.70
Healthy-unhealthy	3.25
Inexpensive-expensive	4.50
Good-bad	3.92

However, the other scales were considerably more negative. Again, the food was considered quite tasteless. Students also saw the variety of food available as somewhat limited. Reflecting previously cited nutritional doubts, the food received a neutral score on the healthy--unhealthy scale.

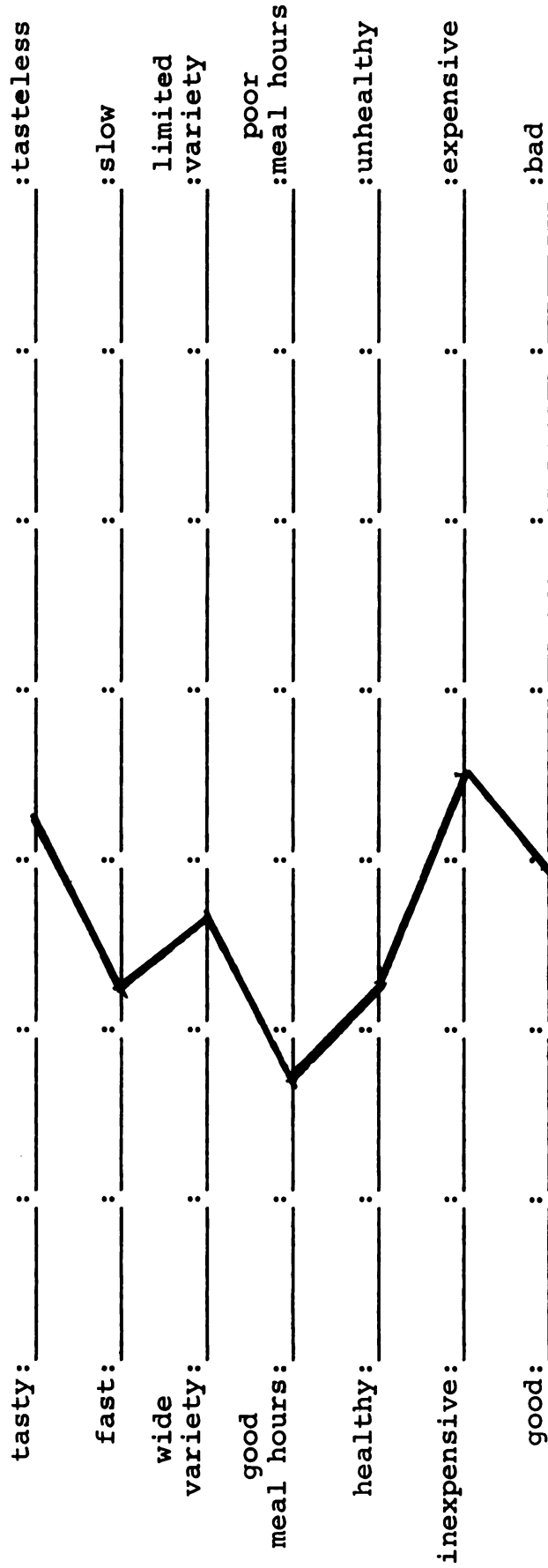


Figure 1. Total sample profile of residence hall food.

Yet, by far the most negative aspect of the food was its cost, seen as very expensive. The rather poor overall good--bad rating of the food would seem to reinforce an "expensive for what you get" feeling.

Social Activities

The social life in the residence hall appears to be a major plus. Students felt quite strongly that it was easier to make friends while living in the residence halls. They also agreed, though not as strongly, that the social activities offered in the residence halls were worthwhile. Students neither agreed nor disagreed that students living off-campus have a more enjoyable social life. This equality of social life is probably a competitive point in the residence hall's favor.

Students did feel, however, that their freedom to control their own life style was limited. This may have a tendency to lessen some of the better social aspects of the dormitory. (See Table 10, on next page).

Rules

As noted, there was a tendency for students to see residence hall life as limiting their freedom. They disagreed with the statement, "On-campus living offers as much freedom as off-campus living." Yet, rules were not the major complaint they seemed to be in the 1969 study.

Table 10. Total sample attitudes about social aspects of residence hall life.

Item	Avg. Score	Evaluation
It's easier to make friends while living in residence halls	1.64	Strongly Agree
Social activities offered in residence halls are worthwhile	2.28	Agree
Students living off-campus have a more enjoyable social life	2.54	Neutral
Residence hall living limits your control of your life style	2.21	Agree

Students agreed slightly that the University tries to give students the accommodations they prefer. They agreed that living in the residence halls had improved since rules on visitation and alcohol use were changed. Finally, they strongly disagreed that things were run strictly or army-style in the dormitories.

There were some specific complaints similar to those uncovered in 1969. Students felt that no one should be required to live in a residence hall. They believed that residents shouldn't have to sign a full-year contract and that the University should never assign three students to a room. Students slightly agreed that the restrictions on room decoration were too severe, but this doesn't seem to be a major problem.

Total 11. Total sample attitudes about residence hall rules.

Item	Avg. Score	Evaluation
On-campus living offers as much freedom as off-campus living	2.62	Slightly Disagree
The University tries to give students the accommodations they prefer	2.38	Slightly Agree
Living in residence halls is better since rules on visitation and alcohol use were changed	1.80	Agree
Things are run too strict (army-style)	3.25	Strongly Disagree
No one should be required to live in a residence hall	1.60	Strongly Agree
Residents shouldn't have to sign a full-year contract	1.60	Strongly Agree
University should never assign three students to a room	1.43	Strongly Agree
Restrictions on room decoration and arrangements are too severe	2.37	Slightly Agree

Management and Staff

Student attitudes about the management and staff of the residence halls were generally neutral, perhaps indicating disinterest. They may see the management and staff as doing an adequate job as long as the hall is running efficiently.

Students generally did see the residence halls as being run smoothly and efficiently, although attitudes toward the importance of the resident advisors in the dormitories were neutral to somewhat negative.

Table 12. Total sample attitudes about residence hall management and staff.

Item	Avg. Score	Response
Residence hall is operated smoothly and efficiently	2.10	Agree
Resident advisors play an important role	2.57	Slightly Disagree

The semantic differential profiles for management and staff were similarly neutral, although the profile for the staff was slightly more positive. The staff was perceived as somewhat concerned, friendly, agreeable and good. But, the staff was seen as somewhat less valuable.

The management profile was more definitely neutral. This may be due to a less personal image of management, while student interaction with staff members is likely to be more frequent. (See Table 13, next page and profiles on pages 33 and 34).

The Ideal Place to Live

The ideal profile on the semantic differential provides a basis for comparison with two following concepts-- My Residence Hall and My Residence Hall Room.

As might be expected, students preferred their ideal place of residence to be clean, friendly, close, personal, attractive and good.

Table 13. Total sample evaluation of residence hall management and staff.

Scale	Avg. Score
<u>Staff</u>	
concerned-unconcerned	2.84
friendly-unfriendly	2.72
good-bad	2.80
valuable-worthless	3.23
agreeable-disagreeable	2.77
<u>Management</u>	
concerned-unconcerned	3.24
friendly-unfriendly	3.15
good-bad	3.25
valuable-worthless	3.11
agreeable-disagreeable	3.36

Although students complain about noise in the dormitories, it is apparently not a very important aspect of the ideal

Table 14. Total sample evaluation of their ideal place to live.

Scale	Avg. Score
Clean-dirty	1.79
Quiet-noisy	3.22
Large-small	2.97
Friendly-unfriendly	1.51
Close-distant	2.06
Personal-impersonal	2.20
Attractive-unattractive	1.86
Wellfurnished- poorly furnished	2.51
Good-bad	1.61
Inexpensive-expensive	2.74

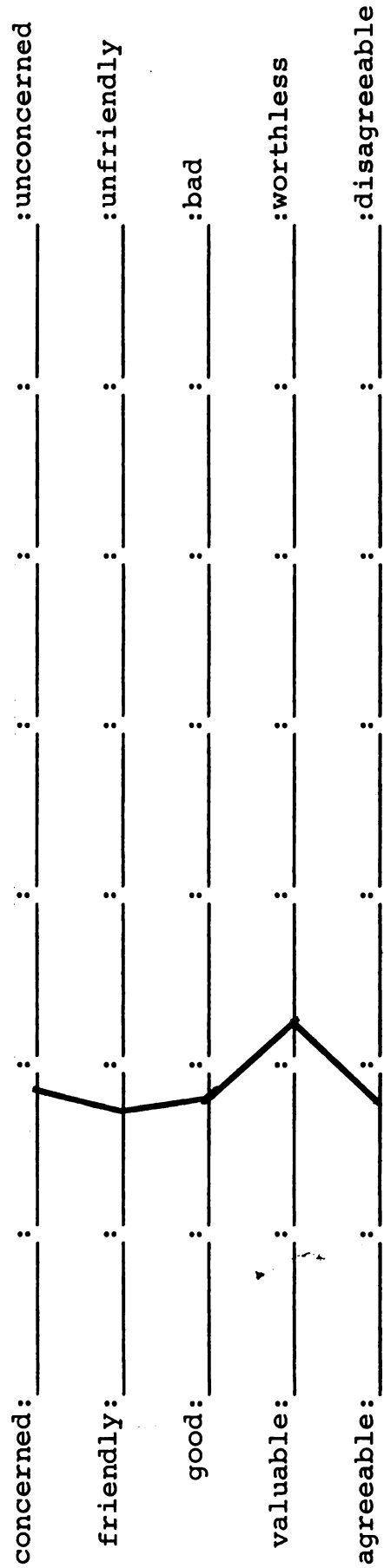


Figure 2. Total sample profile of residence hall staff.

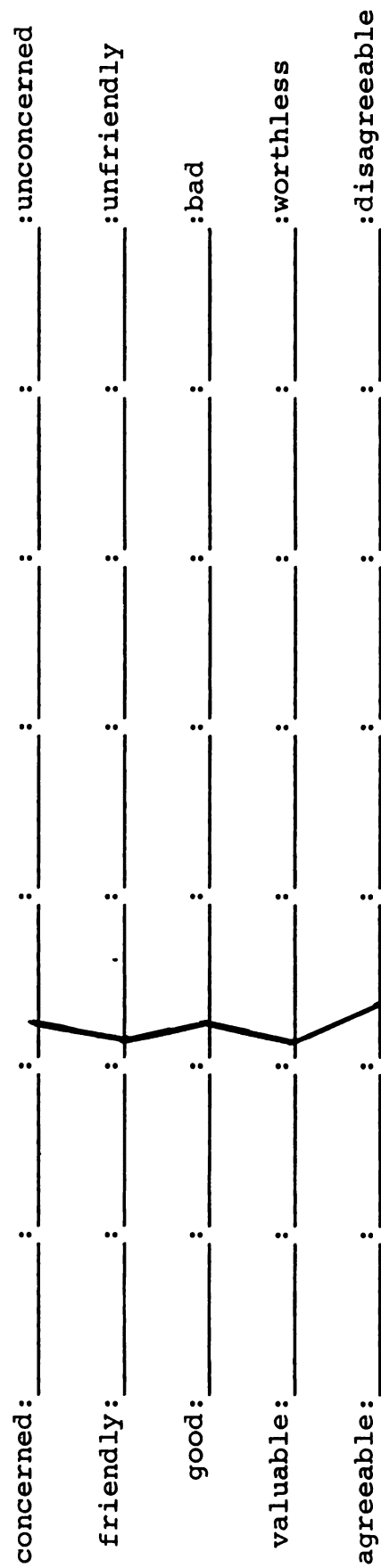


Figure 3. Total sample profile of residence hall management.

living environment. Noise may be a tolerable annoyance, whereas other problems are less bearable. Noise may also be indicative of a preferred lively social atmosphere.

The unfavorable large--small score could be a matter of confusion or ambiguity of meaning. Large or small with respect to what? Large or small rooms, or a large or small building? While the preference is for larger something (probably rooms), the relevance of the scale in this case is in doubt. The manner in which a place is furnished is of minor importance.

Finally, the very negative score on the inexpensive--expensive scale is significant. This score may be due to a prestige image that a higher priced residence carries with it, with some students preferring (and capable of) paying higher rents as a means of demonstrating their status.

But, it would be a mistake to look at the somewhat more expensive rating on this scale and interpret it as a disregard for price in choosing a place of residence. Although there was no scale measuring prestige effect, we can use the expense scale as some measure in the ideal sense. But, this use in interpreting the residence hall concepts may lead to erroneous conclusions. (See Ideal profile on next page).

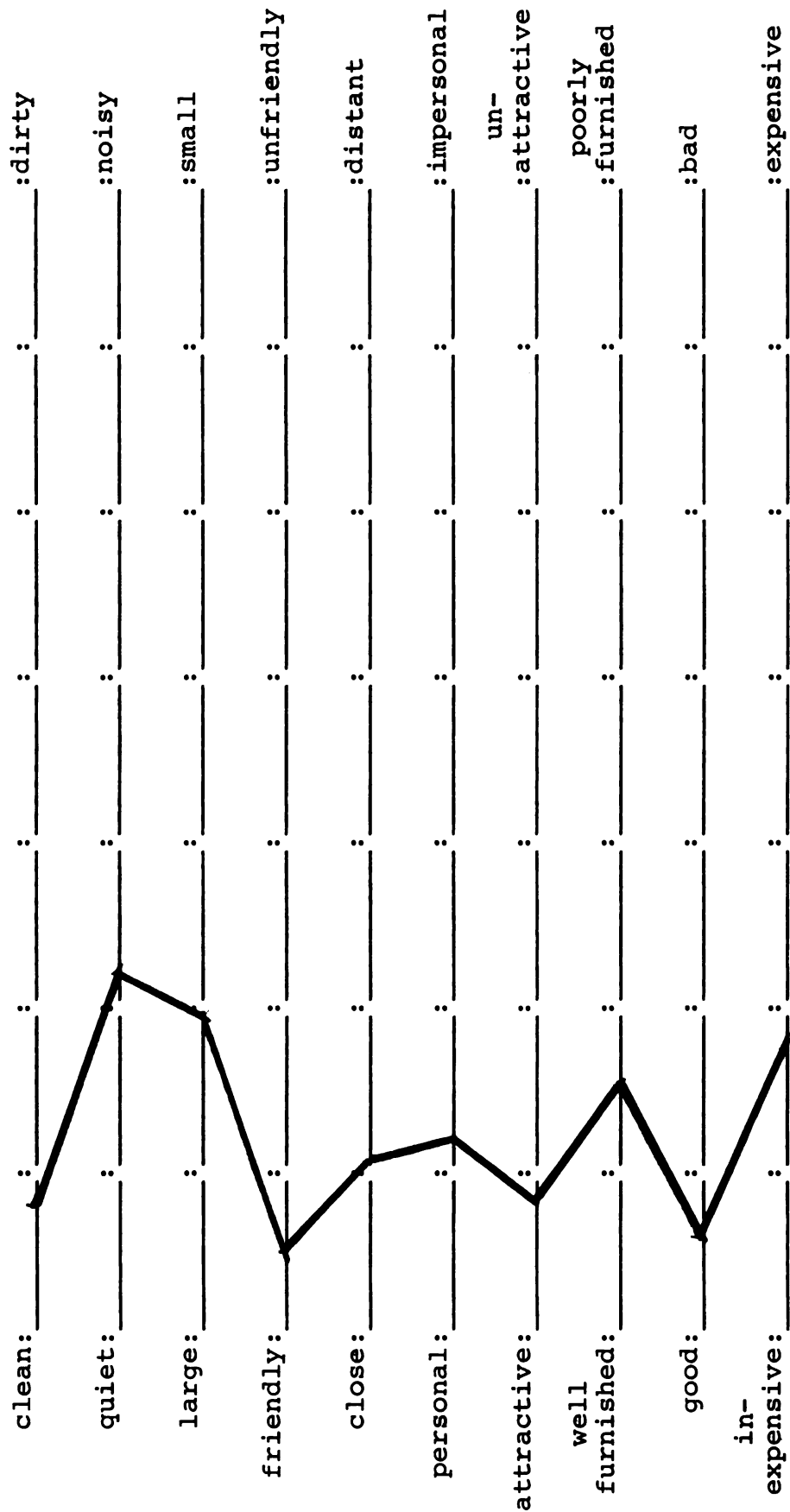


Figure 4. Total sample profile of my ideal place to live.

My Residence Hall

While the residence hall profile closely approximates the ideal profile in shape, the distance between the two indicates a rather wide gap in sentiment. The two profiles are closest on three aspects: large size, furnishing, and cleanliness. Most dormitory buildings are large, but the ambiguity of this scale has been noted. Furnishings have also been established as of minor importance. The clean score confirms the positive evaluation found in the Likert section.

The other scales did show noticeable differences. The noisy score was very unfavorable, but given the confusion around the noise factor this score is difficult to interpret. While noise is a widespread problem it may not be a very significant one. This questionnaire calls for areas of complaint and noise is a very obvious peeve. But it is a problem that is coped with all the time in all residences. Noise is annoying, and life would be better at times without it, but it can be shut out or walked away from at the expense of personal inconvenience. A solution, at great expense to the Residence Hall system, would hardly seem warranted.

Table 15. Total sample evaluation of my residence hall.

Scale	Avg. Score	Ideal Score
Clean-dirty	2.47	1.79
Quiet-noisy	4.72	3.22
Large-small	3.17	2.97
Friendly-unfriendly	2.83	1.51
Close-distant	3.18	2.06
Personal-impersonal	3.44	2.20
Attractive-unattractive	3.16	1.86
Well furnished-poorly furnished	3.05	2.51
Good-bad	2.99	1.61
Inexpensive-expensive	4.76	2.74

After cleanliness, the dormitories were strongest on the friendly scale. The dorms could conceivably be more friendly though, given this score's distance from the ideal. The residence halls are also not seen as particularly close. This could be due to ambiguity of the term, or that various dorms are close to some classes but distant from others.

The residence hall was seen as somewhat more impersonal than indicated in the Likert section. They were also not seen as attractive, implying the lack of aesthetic appeal pointed out in the 1969 study.

The "good" score, while slightly encouraging at 2.99, is far from satisfactory.

The most unfavorable score again was on the inexpensive--expensive scale. This substantiates the strong feelings about the expense of dorm living noted previously. (See profile on next page).

My Residence Hall Room

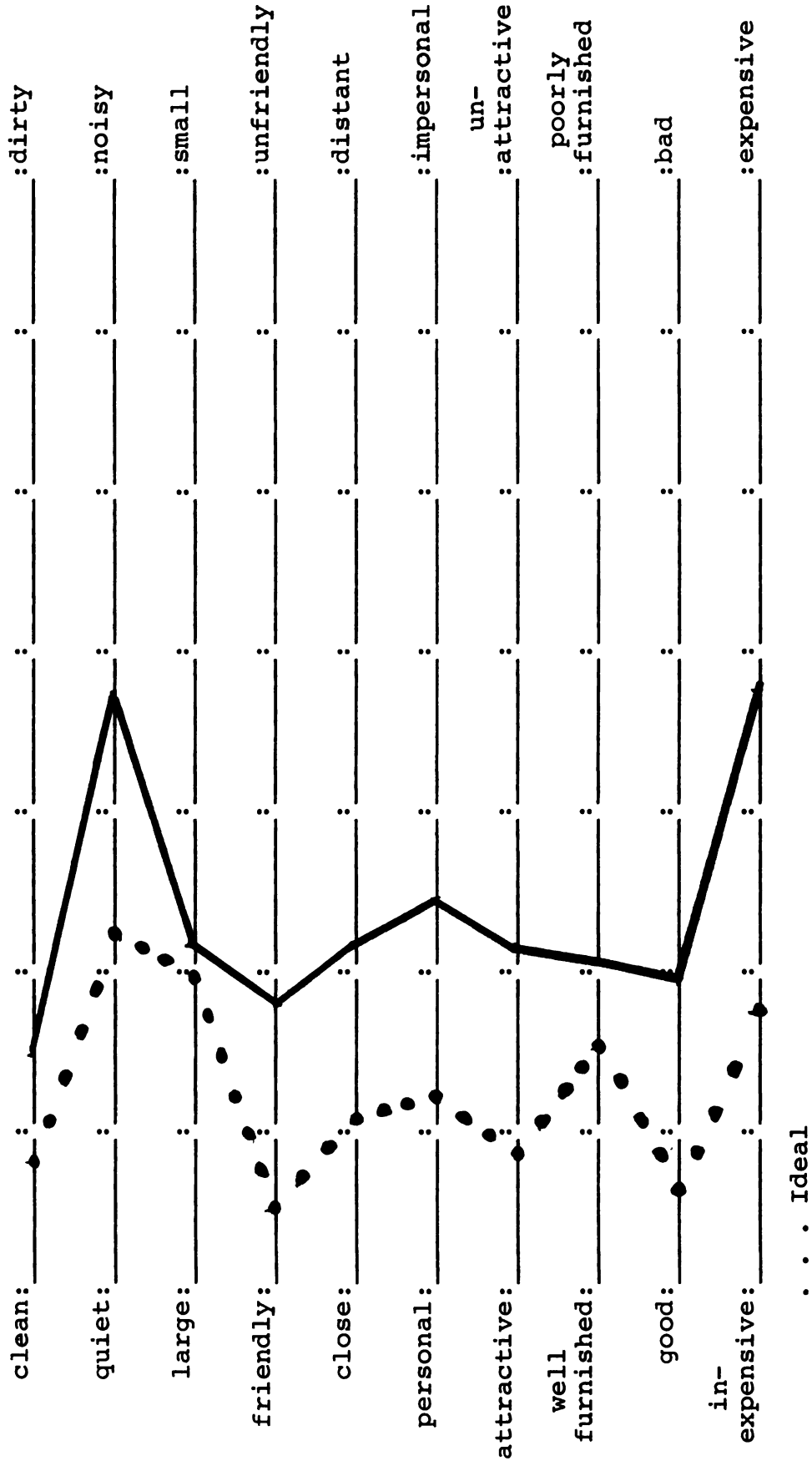
The profile for the residence hall room was generally closer to the ideal profile than that of the entire dormitory. The room was seen as clean, although not as clean as the residence hall. This might be expected since cleanliness would be dependent on the particular occupant of the room.

While the room was seen as noisy, it was considerably less noisy than the entire residence hall. The ability to personally control noise level seems to reinforce its status as inconvenience rather than major complaint.

Room size, however, was a major problem. Should any new facilities be planned, larger room sizes should be investigated. The room was seen as more friendly and personal than the residence hall, perhaps reflecting better relations with roommates and members of a smaller living area.

However, the rooms were not seen as attractive or well-furnished. This may be due to restrictions on room size, decoration, furniture and other items.

The overall good--bad score of 3.04 was close to that of the entire residence hall. As a measure of general



attitudes, this again is not very favorable. Finally, the rooms were seen as expensive, once again reinforcing this common complaint. (See profile on next page).

Table 16. Total sample evaluation of my residence hall room.

Scale	Avg. Score	Ideal Score	Res. Hall Score
Clean-dirty	2.59	1.79	2.47
Quiet-noisy	3.99	3.22	4.72
Large-small	4.87	2.97	3.17
Friendly-unfriendly	2.10	1.51	2.83
Close-distant	2.82	2.06	3.18
Personal-impersonal	2.55	2.20	3.44
Attractive-unattractive	3.06	1.86	3.16
Well furnished-poorly furnished	3.40	2.51	3.05
Good-bad	3.04	1.61	2.99
Inexpensive-expensive	4.77	2.74	4.76

attitudes, this again is not very favorable. Finally, the rooms were seen as expensive, once again reinforcing this common complaint. (See profile on next page).

Total Sample Summary

Students generally had a slightly positive attitude toward the residence halls, and perceived them to be a good, adequate place to live, but preferably only for one year.

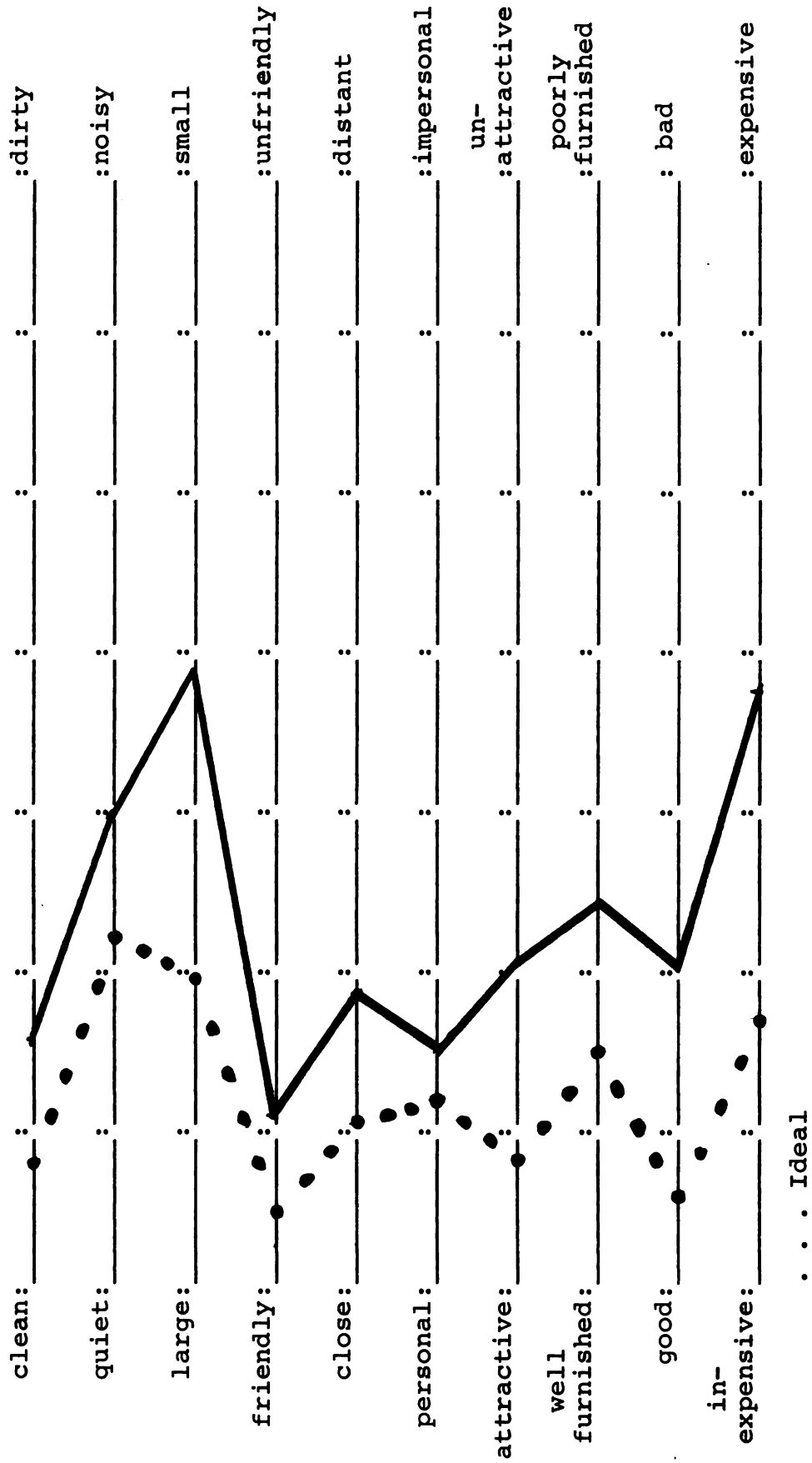


Figure 6. Total sample profile of my residence hall room.

During this initial year, students make friends and get accustomed to university life. The social aspects of residence hall living were the most beneficial.

However, after the first year, a series of major and minor complaints take their toll. The most telling problem was that of expense. Students perceived the residence halls as being considerably more expensive than living off-campus. Other major complaints concerned the taste and quality of the food served, room size, and lack of privacy.

Some secondary problems were noise, room decoration, regulations, contractual arrangements, and furniture. It would seem that prior interest has revolved more around these secondary, though perhaps more visible complaints than the more basic problems.

On-campus/off-campus groups

The Facility Overall

The overall attitudes of both groups are similar to those of the total sample in being somewhat positive, however the off-campus scores were slightly more negative.

While both groups agreed that "Generally speaking, my residence hall is a great place to live," the off-campus group took a more negative stance. Both groups also rejected the statement that "Residence halls are cold and impersonal" with off-campus sentiment again somewhat more

negative. Feelings that the rooms were as good as anyone could expect were divided between the groups around the neutral zone.

The generalized negative feeling of the off-campus group may be due to the fact that they are no longer living in the dormitories and are not very concerned with their operation. This allows them to be more selective in their remembrances. Whereas those students living on-campus are concerned with dorm life, because it is their life, allowing a more critical and specific appraisal of good and bad points.

The tendency for the off-campus group to intensify both good and bad points was common. The off-campus group was significantly more in favor of classes held in the residence halls. They saw the dormitories as significantly cleaner and with better laundry facilities. These aspects may seem more advantageous to the off-campus student having lost the conveniences of residence hall life.

A similar effect occurs on the negative aspects, where the off-campus group intensified their negativity. The off-campus group was significantly more negative about lack of privacy. If off-campus life does offer more privacy, it would heighten the lack of privacy experienced by former residence hall dwellers.

Table 17. On and off-campus attitudes about the residence hall overall.

Item	On-campus \bar{X}	Evaluation	Off-campus \bar{X}	Evaluation	Significant Z score
My residence hall is a great place to live	2.16	Agree	2.40	Slightly Agree	
Residence halls are cold and impersonal	2.87	Disagree	2.61	Disagree	
Rooms are as good as anyone could expect	2.41	Slightly Agree	2.67	Disagree	
Classes should be held in residence halls	1.65	Strongly Agree	1.42	Strongly Agree	2.11
Residence halls are clean and sanitary	1.97	Agree	1.62	Strongly Agree	2.96
Residence halls have adequate laundries	2.16	Agree	1.63	Strongly Agree	3.95
Rooms are too small	2.30	Agree	2.30	Agree	
Not enough privacy	2.08	Agree	1.77	Strongly Agree	2.15

Facility Expenses

The problem of expenses found for the total sample was strongly reinforced, with the off-campus group significantly more negative about costs in the residence halls. The off-campus group disagreed significantly that "The cost of living in residence halls is reasonable for what you get". The off-campus group also disagreed significantly more with the statement that on-campus living was more economical than living off-campus. (See Table 18, next page).

Noise in the Facility

The tendency for the off-campus group to intensify issues also shows up on the noise question. Students living on-campus consider noise to be less of a problem than those living off-campus.

Students living on-campus were significantly more positive that "My residence hall has a suitable atmosphere for study," while the off-campus group tended to agree that "It was usually too noisy in the residence hall to study." (See Table 19, next page).

Facility Options

The on-campus group was neutral about single rooms as an inducement to stay in the dormitories, while the off-campus group was significantly opposed to this option.

Table 18. On and off-campus attitudes about residence hall expenses.

Item	On-campus \bar{X}	Evaluation	Off-campus \bar{X}	Evaluation	Significant Z score
The cost of living in residence halls is reasonable	2.81	Disagree	3.16	Strongly Disagree	2.55
On-campus living is more economical than off-campus	2.87	Disagree	3.36	Strongly Disagree	3.24

Table 19. On and off-campus attitudes about noise in the residence hall.

Item	On-campus \bar{X}	Evaluation	Off-campus \bar{X}	Evaluation	Significant Z score
Residence hall has a suitable atmosphere for study	2.38	Agree	2.81	Disagree	2.72
Usually too noisy to study in residence hall	2.55	Neutral	2.30	Agree	

Table 20. On and off-campus attitudes about residence hall options

Item	On-campus \bar{X}	Evalu- ation	Off-campus \bar{X}	Evalu- ation	Sig. Z
I'd stay in the residence hall if I could get a single room	2.47	Neutral	3.04	Disagree	3.54
Prefer unlimited visitation hrs.	1.51	Strongly Agree	1.44	Strongly Agree	
Prefer men and women on alternating floors	1.77	Strongly Agree	1.83	Strongly Agree	
Prefer to live in dormitory without board	2.04	Agree	2.22	Agree	
Prefer apartments in residence halls with cooking facility	2.16	Agree	1.71	Strongly Agree	3.28
Prefer floor with specified quiet hours	2.85	Disagree	2.51	Neutral	2.07

The levels of agreement for most of the other options paralleled those of the total sample. Both groups favored unlimited visitation hours, men and women on alternating floors, and residence halls without board. Off-campus students were significantly more in favor of apartments with cooking facilities.

Off-campus students were unconcerned about quiet hours. However, the on-campus group was significantly against quiet hours.

Food

Both groups' attitudes toward residence hall food followed the negative trend of the total sample. Both groups saw the food as generally unappetizing and were unsure about its nutritional aspects. There was slight disagreement with offering special minority menus by both groups.

Table 21. On and off-campus attitudes about residence hall food.

Item	On-campus \bar{X}	Evaluation	Off-campus \bar{X}	Evaluation	Sig. z
Residence hall food is generally appetizing	2.92	Disagree	2.91	Disagree	
Residence hall food is generally nutritious	2.47	Neutral	2.47	Neutral	
Should offer special menus for minority groups	2.66	Disagree	2.55	Neutral	

The scales on the semantic differential followed the total sample profile for residence hall food in being negative. The only significant difference between the two groups was on the healthy--unhealthy scale with the on-campus group less convinced that the food was healthy. (See Food profile on the next page and Table 22 on page 51).

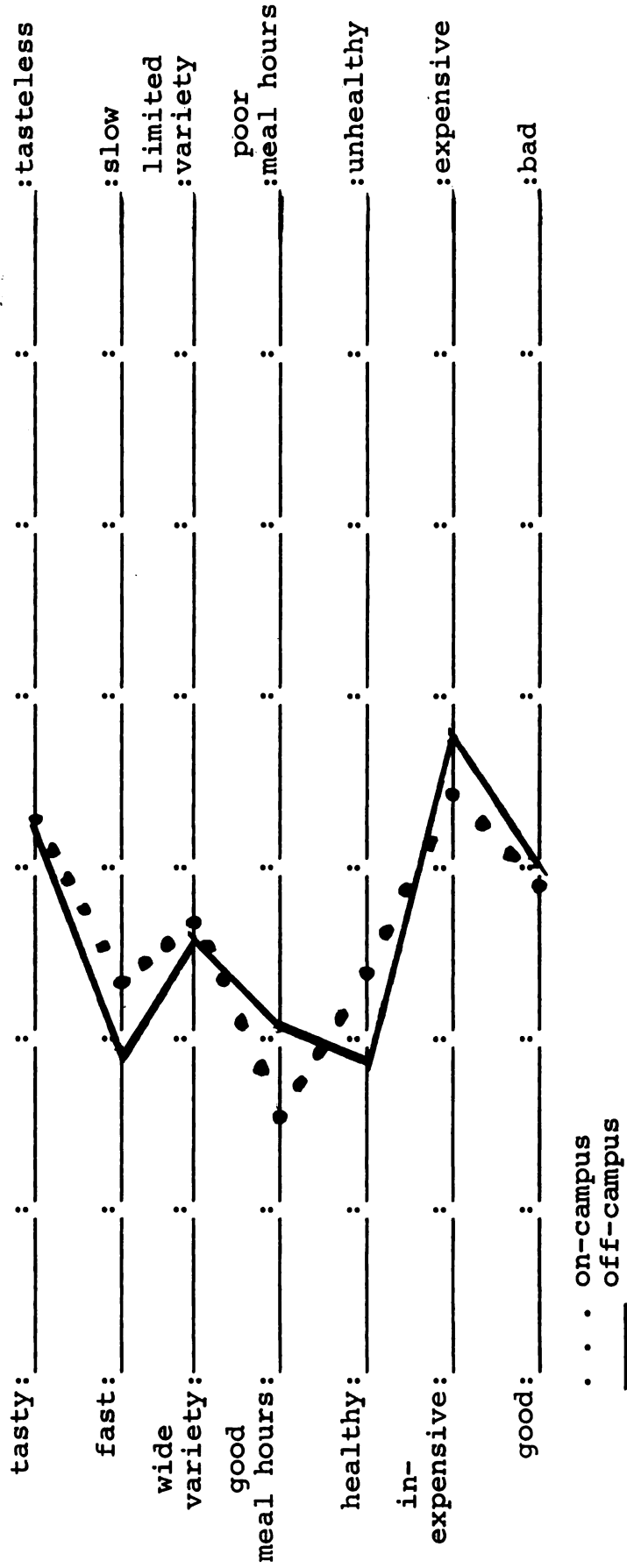


Figure 7. On-campus/off-campus profile of residence hall food.

Table 22. On and off-campus evaluations of residence hall food.

Scale	On-campus \bar{X}	Off-campus \bar{X}	Significant Z
Tasty-tasteless	4.27	4.22	
Fast-slow	3.32	2.93	
Wide variety- limited variety	3.69	3.53	
Good meal hours- poor meal hours	2.56	3.06	
Healthy-unhealthy	3.39	2.87	2.08
Inexpensive-expensive	4.42	4.73	
Good-bad	3.91	4.00	

Social Activities

The social life of the residence halls was again found to be favorable. Both groups strongly agreed that it was easier to make friends in the dormitories, but somewhat less strongly that the social activities offered were worthwhile.

As might be expected, students living off-campus felt that they had a more enjoyable social life. It is interesting to note, however, that on-campus students disagreed with this statement. While this is encouraging, it is unlikely that a student would admit that he did not have an enjoyable social life.

The off-campus group, perhaps as a result of the previously noted tendency to intensify both positive and negative aspects, saw on-campus living as significantly more

limiting than the students residing on-campus. This again is relatively encouraging, although the on-campus group did agree that their life style was limited.

Table 23. On and off-campus attitudes about social aspects of residence hall life.

Item	On-campus \bar{X}	Evaluation	Off-campus \bar{X}	Evaluation	Sig. Z
It's easier to make friends while living in the res. halls	1.61	Strongly Agree	1.71	Strongly Agree	
Social activities offered in the res. halls are worthwhile	2.26	Agree	2.34	Agree	
Students living off-campus have a more enjoyable social life	2.66	Disagree	2.28	Agree	3.01
Residence hall living limits your control of your life style	2.30	Agree	1.97	Strongly Agree	2.29

Rules

The findings of the last section indicated that off-campus students perceived the dorms to be more restrictive than those students actually living on-campus. This result is supported as the off-campus group also disagreed significantly from the on-campus group with the statement, "On-campus

living offers as much freedom as off-campus living." The on-campus group neither agreed nor disagreed with the statement.

Both groups felt that the University tried to give students the accommodations they preferred, that life was better in the residence halls since rule changes concerning visitation and alcohol, and that things weren't run too strictly. The specific complaints noted for the total sample were the same for both groups. (See Table 24).

Table 24. On and off-campus attitudes about residence hall rules.

Item	On-campus \bar{X}	Evaluation	Off-campus \bar{X}	Evaluation	Sig. z
On-campus living offers as much freedom as off-campus living	2.50	Neutral	3.02	Strongly Disagree	3.05
University tries to give students the accommodations they prefer	2.36	Slightly Agree	2.40	Slightly Agree	
Living in the res. halls is better since the rules on visitation and alcohol were changed	1.75	Strongly Agree	1.93	Strongly Agree	
Things are run too strictly (army-style)	3.33	Strongly Disagree	3.08	Strongly Disagree	
No one should be required to live in a residence hall	1.90	Strongly Agree	2.08	Agree	
Shouldn't have to sign a full-yr contract	1.65	Strongly Agree	1.46	Strongly Agree	
Univ. shouldn't assign three students to a room	1.47	Strongly Agree	1.32	Strongly Agree	
Restrictions on room decoration are too severe	2.38	Slightly Agree	2.38	Slightly Agree	

Management and Staff

Both groups agreed that the residence halls were run smoothly and efficiently, but there was a significant difference between their opinions of the resident advisors. The on-campus residents were neutral in attitude, while the off-campus group was significantly more negative about the resident advisor's importance. (See Table 25).

Table 25. On and off-campus attitudes about residence hall management and staff.

Item	On-campus \bar{X}	Evaluation	Off-campus \bar{X}	Evaluation	Sig. Z
Residence hall is operated smoothly and efficiently	2.08	Agree	2.16	Agree	
Resident advisors play an important role in the residence halls	2.47	Neutral	2.83	Disagree	2.24

The semantic differential scales were again neutral, although the off-campus group was generally more negative in their evaluations. They perceived the staff to be significantly more disagreeable than the on-campus group. The off-campus group differed significantly in their evaluation of management as well, being more negative on all scales. (See profiles on next two pages).

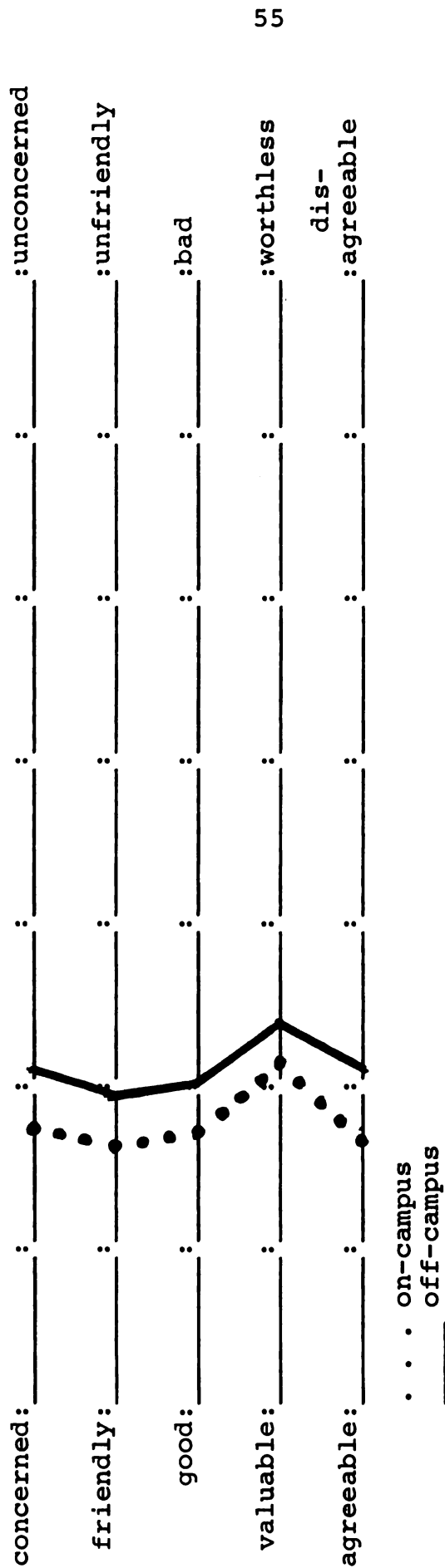


Figure 8. On-campus/off-campus profile of residence hall staff.

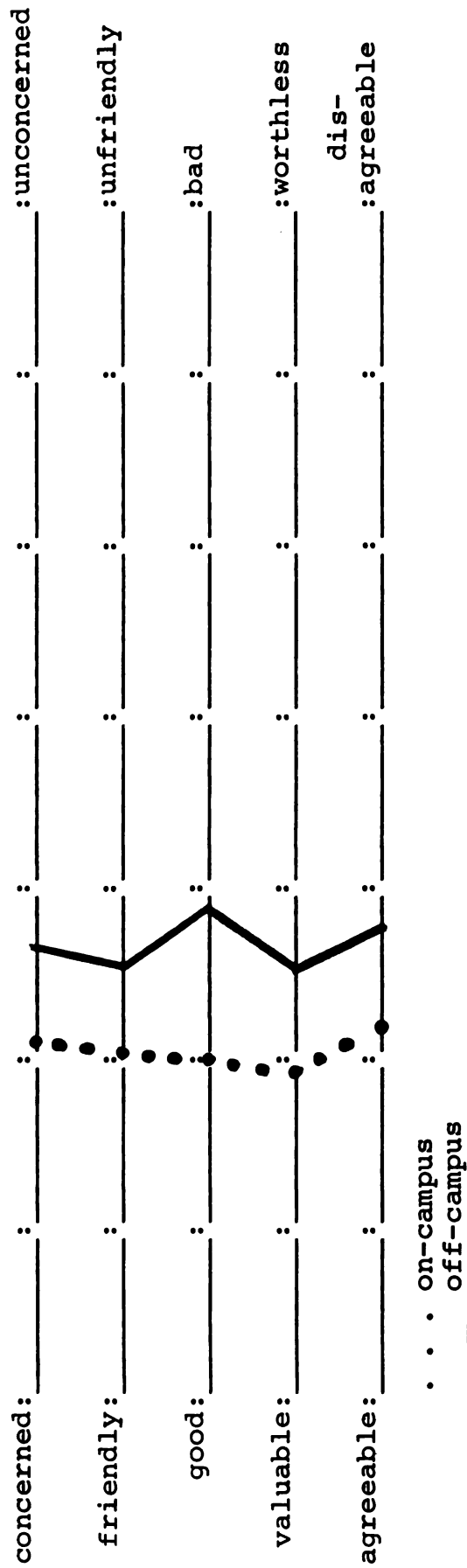


Figure 9. On-campus/off-campus profile of residence hall management.

Table 26. On and off-campus evaluations of residence hall management and staff.

Scale	On-campus \bar{x}	Off-campus \bar{x}	Significant z
<u>Staff</u>			
concerned-unconcerned	2.75	3.10	
friendly-unfriendly	2.64	2.95	
good-bad	2.72	3.02	
valuable-worthless	3.16	3.38	
agreeable-disagreeable	2.65	3.12	2.22
<u>Management</u>			
concerned-unconcerned	3.10	3.67	2.17
friendly-unfriendly	3.02	3.55	2.05
good-bad	3.00	3.89	3.67
valuable-worthless	2.93	3.55	2.28
agreeable-disagreeable	3.19	3.77	2.25

Ideal Place to Live

Both groups' profiles of their ideal place to live correspond with that of the sample as a whole. The only significant difference was on the quiet-noisy scale, with the off-campus group significantly more concerned about a quiet place to live. (See Ideal profile on next page).

Table 27. On and off-campus evaluations of my ideal place to live.

Scale	On-campus \bar{X}	Off-campus \bar{X}	Significant Z
Clean-dirty	1.81	1.73	
Quiet-noisy	3.37	2.87	2.60
Large-small	3.01	2.89	
Friendly-unfriendly	1.55	1.42	
Close-distant	2.10	1.89	
Personal-impersonal	2.24	2.12	
Attractive-unattractive	1.87	1.85	
Well furnished- poorly furnished	2.51	2.55	
Good-bad	1.61	1.61	
Inexpensive-expensive	2.88	2.38	

My Residence Hall

Again, there were no significant differences between groups, each group's evaluation similar to that of the entire sample. However, the off-campus group tended to be slightly more critical. (See profile on page 60 and Table 28 on page 61.

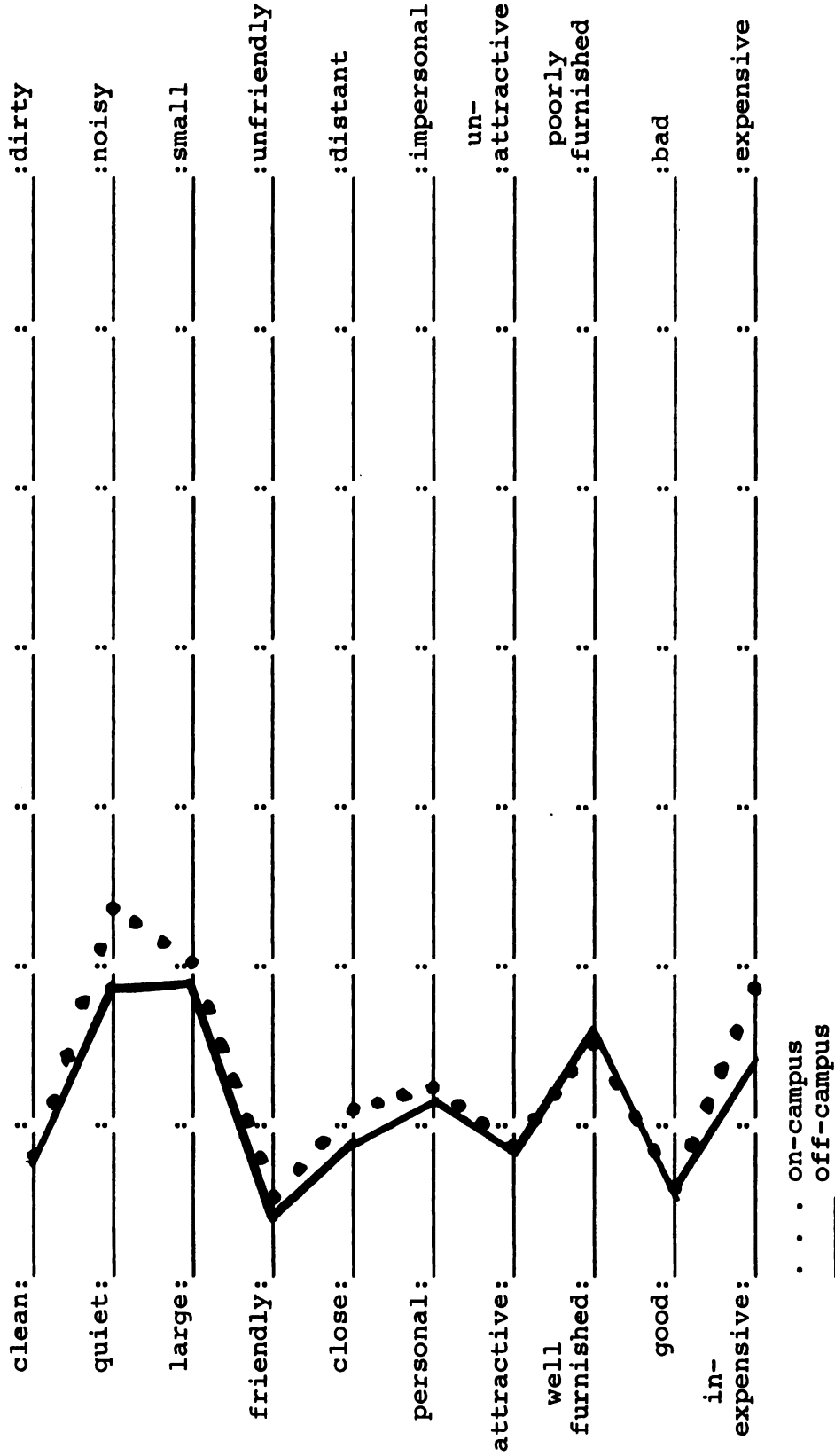


Figure 10. On-campus/off-campus profile of my ideal place to live.

Figure 11. On-campus/off-campus profile of my residence hall.

Table 28. On and off-campus evaluations of my residence hall.

Scale	On-campus \bar{X}	Off-campus \bar{X}	Significant z
Clean-dirty	2.50	2.42	
Quiet-noisy	4.63	5.02	
Large-small	3.21	3.08	
Friendly-unfriendly	2.79	2.97	
Close-distant	3.13	3.34	
Personal-impersonal	3.36	3.63	
Attractive-unattractive	3.24	2.93	
Well furnished- poorly furnished	3.12	2.87	
Good-bad	2.94	3.12	
Inexpensive-expensive	4.67	5.06	

My Residence Hall Room

The attitudes of both groups were once again similar to those of the total sample. The only significant difference

Table 29. On and off-campus evaluations of my residence hall room.

Scale	On-campus \bar{X}	Off-campus \bar{X}	Significant z
Clean-dirty	2.71	2.26	2.10
Quiet-noisy	3.97	4.06	
Large-small	4.72	5.22	
Friendly-unfriendly	2.10	2.10	
Close-distant	2.77	3.00	
Personal-impersonal	2.58	2.48	
Attractive-unattractive	2.97	3.24	
Well furnished- poorly furnished	3.44	3.24	
Good-bad	2.97	3.22	
Inexpensive-expensive	4.66	5.12	

was on the clean-dirty scale, with the on-campus group perceiving the room to be somewhat dirtier. (See Profile on next page).

On-Campus/Off-Campus Summary

The off-campus group was found to intensify certain positive and negative aspects of dormitory life. Good aspects, such as the ability to make friends, classes in the residence halls and laundry facilities became even better in retrospect. Bad aspects like the lack of privacy, the expense, the noise and the restrictions became worse. The more moderate attitudes of the on-campus group are perhaps better indicators of actual conditions.

While the on-campus scores were generally not as negative as the off-campus scores, in many cases they were still neutral or negative. In other words, on-campus resident attitudes are far from favorable, with the likelihood of getting worse as present students contemplate moving off-campus.

Male/Female Groups

The Facility Overall

Overall, each group followed the total sample sentiment of being slightly positive about the residence halls, although the female group tended to be slightly more favorable. (See Table 30 on page 64).

Table 30. Male/female attitudes about the residence hall overall.

Item	Male \bar{X}	Evalu- ation	Female \bar{X}	Evalu- ation	Sig. z
Generally speaking, my res. hall is a great place to live	2.30	Agree	2.18	Agree	
Residence halls are cold and imper- sonal	2.72	Disagree	2.86	Disagree	
The rooms in the res. halls are as good as anyone could expect	2.57	Slightly Disagree	2.41	Slightly Agree	
Classes should be held in residence halls	1.72	Strongly Agree	1.49	Strongly Agree	
My residence hall is clean and sanitary	2.05	Agree	1.76	Strongly Agree	2.54
My residence hall has adequate laundry facili- ties	2.00	Agree	2.04	Agree	
The room I live in is too small	2.15	Agree	2.40	Agree	
Residence halls do not offer enough privacy	1.98	Strongly Agree	2.00	Agree	

The female group was more in favor of classes in the residence halls, and significantly more positive that the halls were clean and sanitary. Both groups agreed that laundry facilities were adequate.

The male group was more concerned about room size while both agreed that there was not enough privacy.

Facility Expenses

Both groups viewed residence hall costs as unreasonable and on-campus living as uneconomical, with little difference between them.

Table 31. Male/female attitudes about residence hall expenses.

Item	Male \bar{X}	Evalu- ation	Female \bar{X}	Evalu- ation	Sig. z
The cost of living in res. halls is reasonable for what you get	2.89	Disagree	2.91	Disagree	
On-campus living is more economical than off-campus living	2.97	Disagree	3.03	Strongly Disagree	

Noise in the Facility

The male group saw the dorm as somewhat noisier than the female group. Males disagreed that there was "a suitable atmosphere for study" and agreed that it was "too noisy to study."

Table 32. Male/female attitudes about noise in the residence hall.

Item	Male \bar{X}	Evalu- ation	Female \bar{X}	Evalu- ation	Sig. z
My residence hall has a suitable atmosphere for study	2.61	Slightly Disagree	2.40	Slightly Agree	
It's usually too noisy in my residence hall to study	2.41	Slightly Agree	2.55	Neutral	

Facility Options

Both male and female groups preferred most of the options listed in the questionnaire. Both groups strongly preferred to live on a floor with unlimited visitation. Although sentiment was not as strong, both also preferred not to pay board and to live in apartments with cooking facilities.

As in the total sample, both groups disagreed with specified quiet hours. While both groups would agree to living in a residence hall with men and women on alternating floors, the female group was significantly more negative about this option.

There was also a significant difference on the question of single rooms. Females were far less concerned with having a single room than males, although male sentiment was not very strong.

Table 33. Male/female attitudes about residence hall options.

Item	Male \bar{X}	Evalu- ation	Female \bar{X}	Evalu- ation	Sig. z
I'd stay in the residence hall if I could get a single room	2.41	Slightly Agree	2.80	Disagree	2.47
I'd prefer to live on a floor with unlimited visitation hours	1.37	Strongly Agree	1.59	Strongly Agree	
I'd prefer to live in a dorm with men and women on alternating floor	1.50	Strongly Agree	1.99	Strongly Agree	4.02
I'd prefer to live in a dorm if I didn't have to pay board	2.17	Agree	2.02	Agree	
I'd prefer to live in a residence hall if I could have an apartment with cooking facilities	2.13	Agree	1.95	Strongly Agree	
I'd prefer to live on a floor with specified quiet hours	2.75	Disagree	2.77	Disagree	

Food

Both groups supported the overall negative feelings about food, being neutral on nutrition and more negative about taste. Both groups were opposed to special minority menus.

Table 34. Male/female attitudes about residence hall food.

Item	Male \bar{X}	Evalu- ation	Female \bar{X}	Evalu- ation	Sig. z
Residence hall food is generally appetizing	3.02	Strongly Disagree	2.84	Disagree	
Residence hall food is generally nutritious	2.45	Neutral	2.48	Neutral	
Residence halls should offer special food menus for minority groups	2.66	Disagree	2.59	Slightly Disagree	

The food profiles on the semantic differential were equally negative for the two groups. They did differ significantly though on three scales. (See Table 35).

The male group perceived the food to be more tasteless, slower, and bad. The fact that the female scores were still unfavorable does indicate a basic problem. Expense was also a major concern of both groups. (See Food Profile, next page).

Social Activities

There was little difference between the two groups in agreeing that social activities were a good aspect of residence hall life. Both felt strongly that it was easier to make friends in the dorm, but not as strongly that the activities were worthwhile. Both were unsure about the

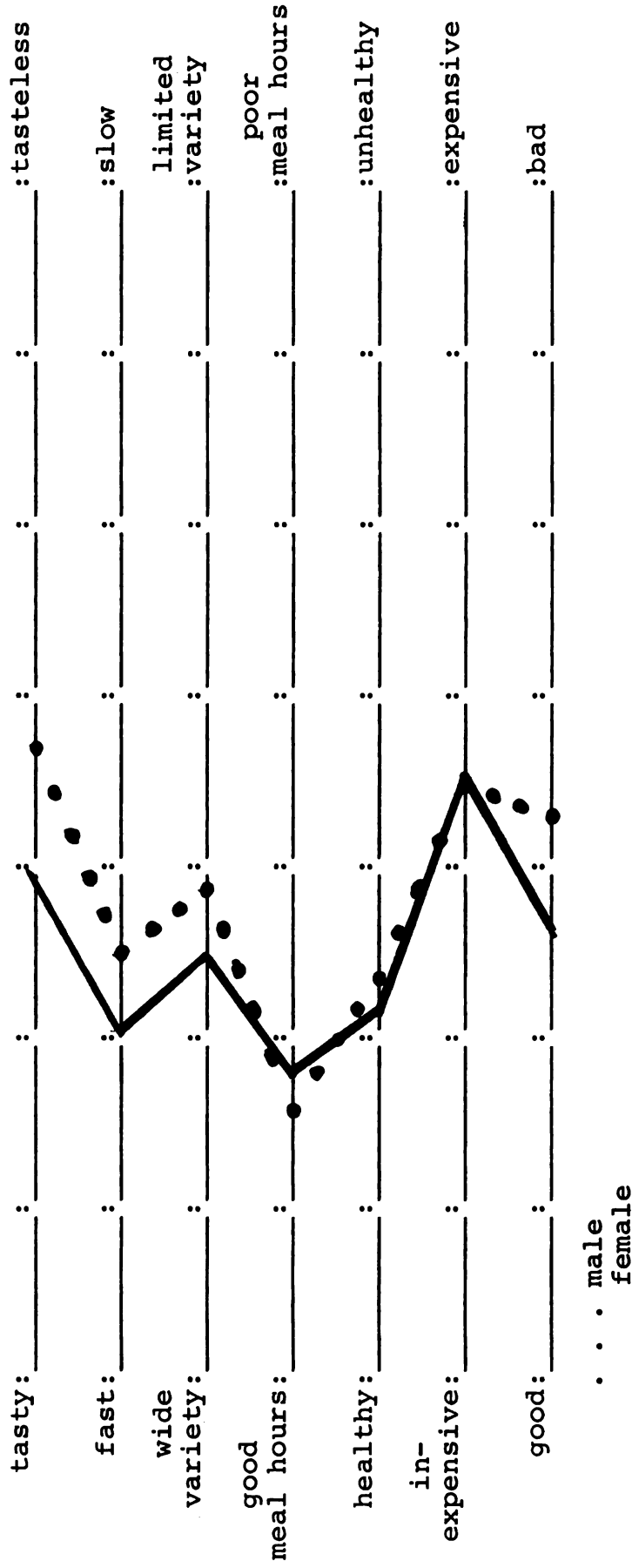


Figure 13. Male/female profile of residence hall food.

Table 35. Male/female evaluation of residence hall food.

Scale	Male \bar{X}	Female \bar{X}	Significant z
Tasty-tasteless	4.70	3.93	2.83
Fast-slow	3.49	3.01	2.08
Wide variety- limited variety	3.86	3.48	
Good meal hours- poor meal hours	2.57	2.80	
Healthy-unhealthy	3.36	3.18	
Inexpensive-expensive	4.47	4.52	
Good-bad	4.31	3.64	2.50

social life being better off-campus. The male group tended to feel that their life style was more limited by living in the dorm. (See Table 36).

Table 36. Male/female attitudes about social aspects of residence hall life.

Item	Male \bar{X}	Evalu- ation	Female \bar{X}	Evalu- ation	Sig. z
It's easier to make friends while living in the res. halls	1.60	Strongly Agree	1.66	Strongly Agree	
Social activities offered in the res. halls are worthwhile	2.20	Agree	2.34	Agree	
Students living off- campus have a more enjoyable social life	2.50	Neutral	2.57	Slightly Disagree	
Residence hall living limits your control of your life style	2.15	Agree	2.26	Agree	

Rules

The two groups differed significantly in their perceptions of the amount of freedom offered by on-campus living. Males felt more restricted while the females were more neutral. Both groups tended to agree on their perceptions of the other rules, although the males continued to be slightly more negative. (See Table 37).

Management and Staff

The male group tended to be slightly more critical of management and staff, although there were no significant differences. Both groups agreed that the residence halls were operated smoothly and efficiently but were unsure about the resident advisors. The neutral profiles for both groups on the semantic differentials indicate the overall lack of concern noted before. (See Profiles on pages 73 and 74).

Ideal Place to Live

The Ideal profiles of both groups were similar, approximating that of the total sample. There was a tendency for females to want larger and more attractive places of residence, although these differences were not significant. (See Ideal Profile on page 77).

Table 37. Male/female attitudes about residence hall rules.

Item	Male \bar{X}	Evalu- ation	Female \bar{X}	Evalu- ation	Sig. z
On-campus living offers as much freedom as off-campus living	2.86	Disagree	2.45	Neutral	2.77
The University tries to give students the accommodations they prefer	2.50	Neutral	2.30	Agree	
Living in res. halls is better since rules on visitation and alcohol use were changed	1.74	Strongly Agree	1.83	Strongly Agree	
Things are run too strict (army-style)	3.13	Strongly Disagree	3.34	Strongly Disagree	
No one should be required to live in a res. hall	1.93	Strongly Agree	1.94	Strongly Agree	
Residents shouldn't have to sign a full-yr contract	1.63	Strongly Agree	1.56	Strongly Agree	
University should never assign three students to a room	1.47	Strongly Agree	1.40	Strongly Agree	
Restrictions on room decoration and arrangements are too severe	2.27	Agree	2.44	Slightly Agree	

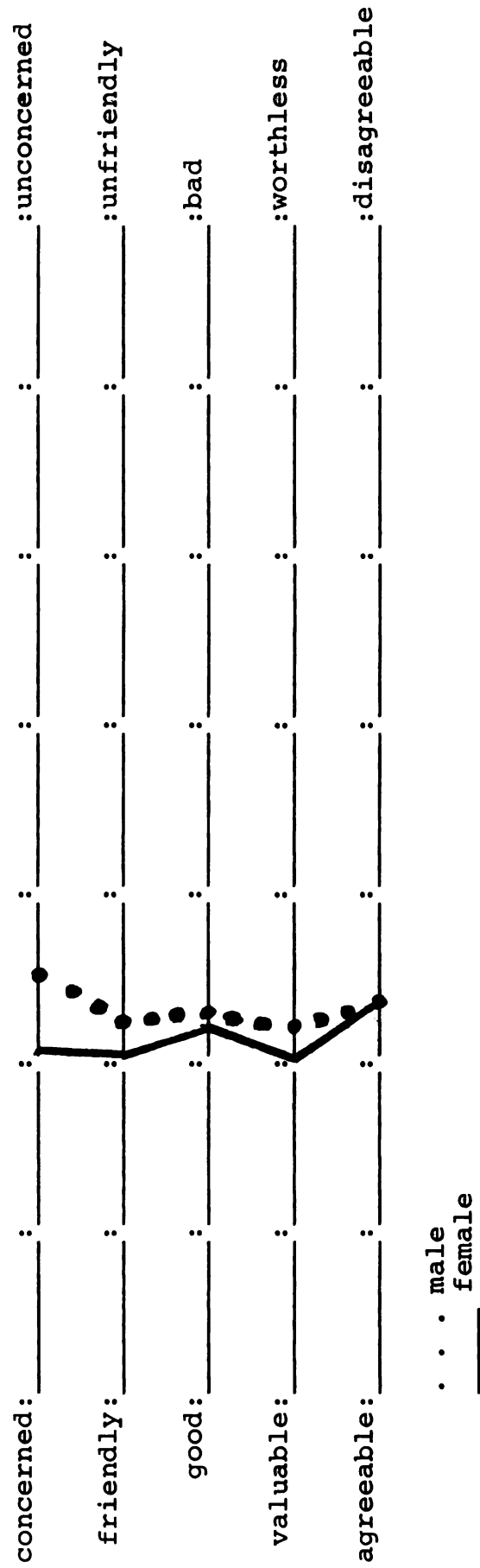


Figure 15. Male/female profile of residence hall management.

Table 38. Male/female attitudes about residence hall management and staff.

Item	Male \bar{X}	Evalu- ation	Female \bar{X}	Evalu- ation	Sig. z
Residence hall is operated smoothly and efficiently	2.20	Agree	2.04	Agree	
Resident advisors play an important role in the residence halls	2.63	Slightly Disagree	2.52	Neutral	

Table 39. Male/female evaluations of residence hall management and staff.

Scale	Male \bar{X}	Female \bar{X}	Significant z
<u>Staff</u>			
Concerned-unconcerned	2.98	2.70	
Friendly-unfriendly	2.81	2.14	
Good-bad	2.91	2.70	
Valuable-worthless	3.38	3.10	
Agreeable-disagreeable	2.86	2.70	
<u>Management</u>			
Concerned-unconcerned	3.51	3.05	
Friendly-unfriendly	3.27	3.03	
Good-bad	3.30	3.22	
Valuable-worthless	3.22	3.02	
Agreeable-disagreeable	3.36	3.36	

Table 40. Male/female evaluations of my ideal place to live.

Scale	Male \bar{X}	Female \bar{X}	Significant Z
Clean-dirty	1.81	1.78	
Quiet-noisy	3.19	3.24	
Large-small	2.84	3.10	
Friendly-unfriendly	1.53	1.51	
Close-distant	2.05	2.07	
Personal-impersonal	2.17	2.22	
Attractive-unattractive	2.05	1.73	
Well furnished- poorly furnished	2.55	2.48	
Good-bad	1.61	1.62	
Inexpensive-expensive	2.69	2.76	

My Residence Hall

There were marked differences in the two groups' perceptions of the residence halls. In general, the female group was more positive, with evaluations nearer the ideal.

Both groups saw the hall as somewhat large, and very expensive. Females perceived it as slightly more friendly and personal. The male group saw the dorm as significantly dirtier which supports a similar finding in the Likert section. Again, the males perceived the dormitory to be noisier; while the females saw the residence hall as closer, more attractive and better furnished. Females also gave the residence hall a better overall good-bad rating. (See Profile on page 78).

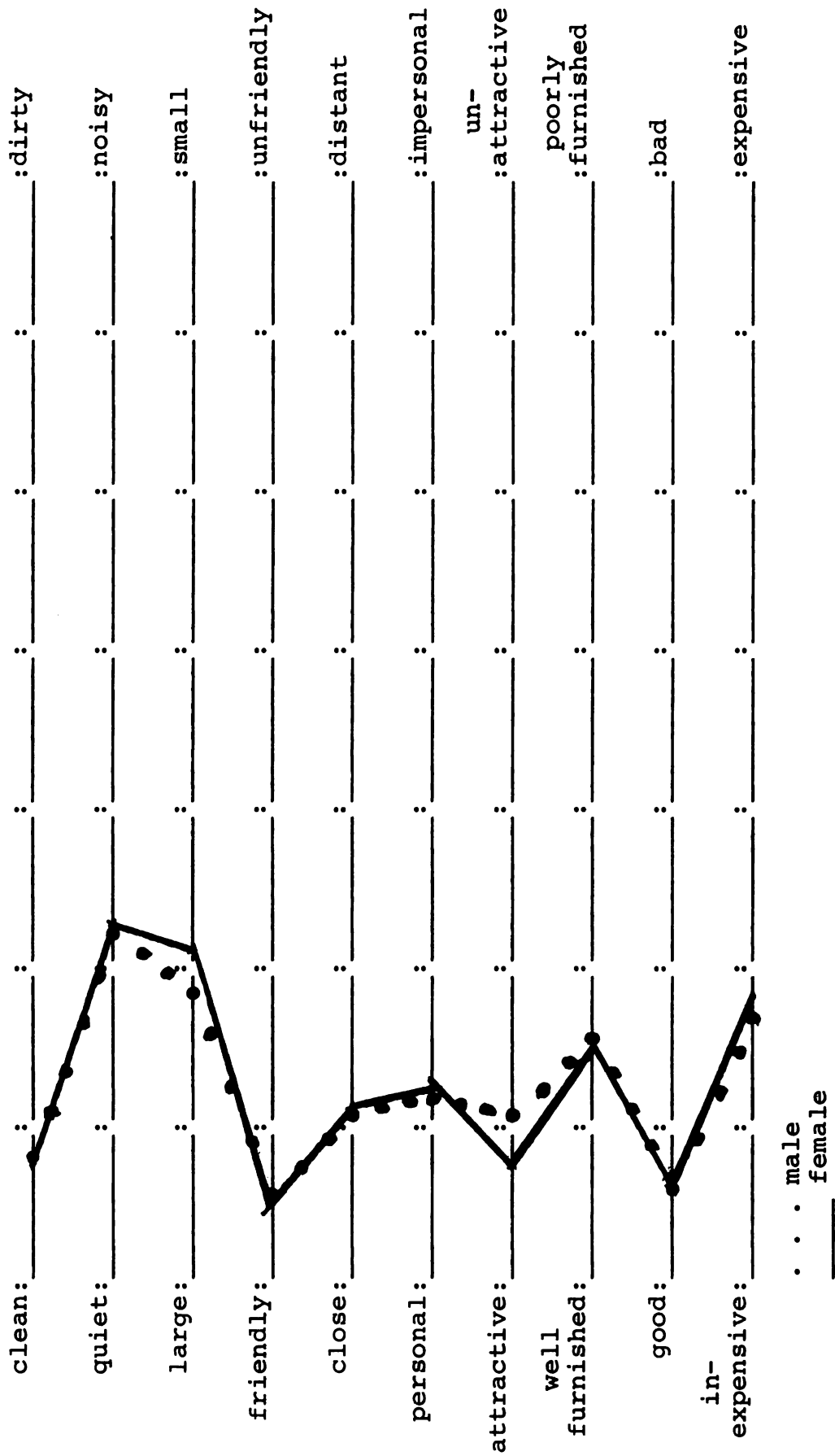


Figure 16. Male/female profile of my ideal place to live.

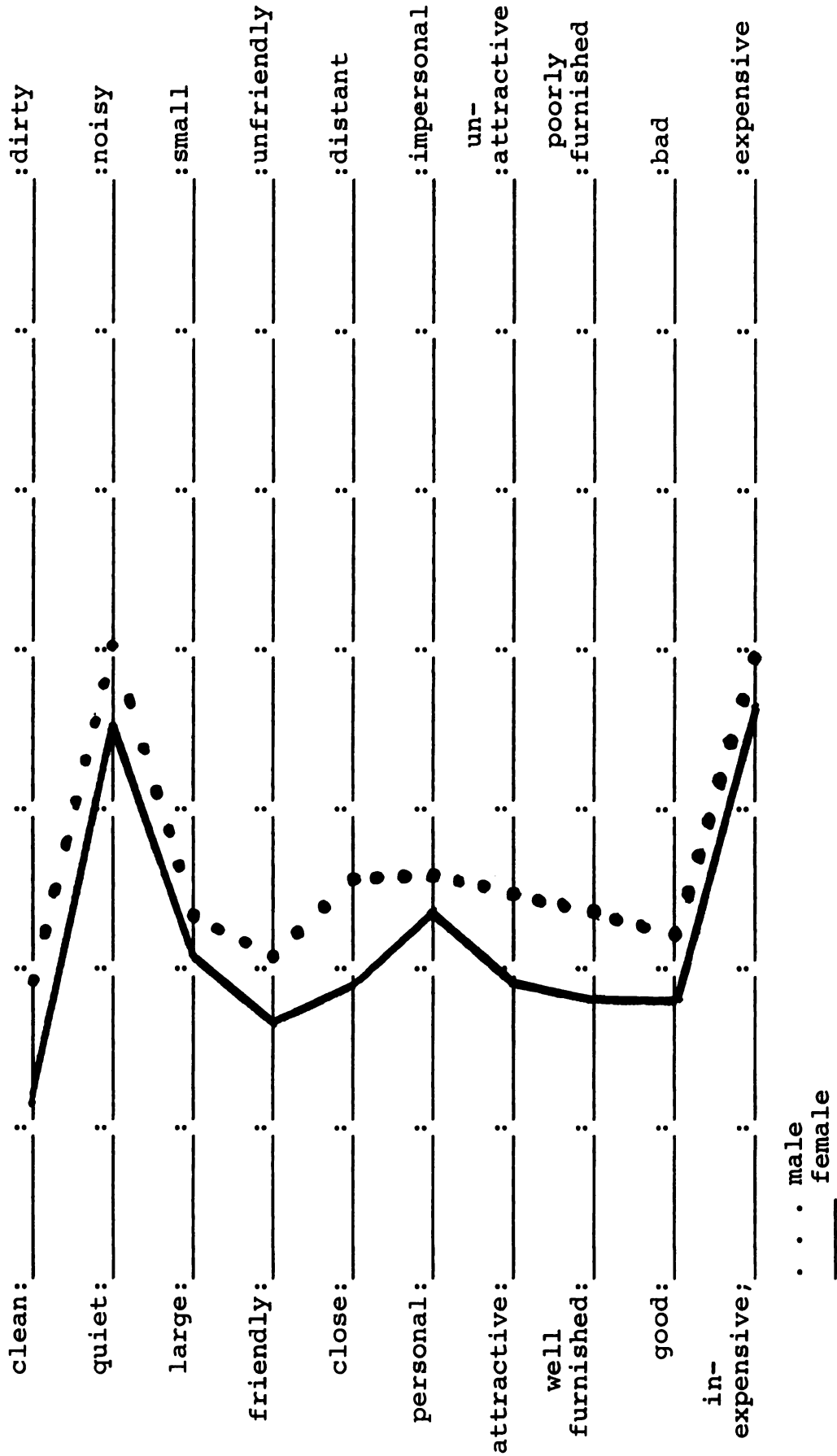


Figure 17. Male/female profile of my residence hall.

Table 41. Male/female evaluations of my residence hall.

Scale	Male \bar{X}	Female \bar{X}	Significant Z
Clean-dirty	2.91	2.15	3.76
Quiet-noisy	5.01	4.49	2.60
Large-small	3.32	3.07	
Friendly-unfriendly	3.05	2.68	
Close-distant	3.55	2.89	2.87
Personal-impersonal	3.58	3.33	
Attractive-unattractive	3.47	2.92	2.47
Well furnished- poorly furnished	3.37	2.80	2.73
Good-bad	3.22	2.81	1.98
Inexpensive-expensive	4.93	4.62	

My Residence Hall Room

Both groups did not differ significantly in their evaluations on the clean-dirty, large-small, friendly-unfriendly, and personal-impersonal scales. (See Table 42, page 81).

However, males again saw the rooms as more noisy, distant, unattractive, poorly furnished, bad and expensive. (See Profile, next page).

Male/Female Groups Summary

The male group was generally more critical of a variety of issues than was the female group. In particular males were more critical of room size, lack of cleanliness, noise, food, and lack of freedom. They were more in favor of men and women on alternating floors and single rooms as options.

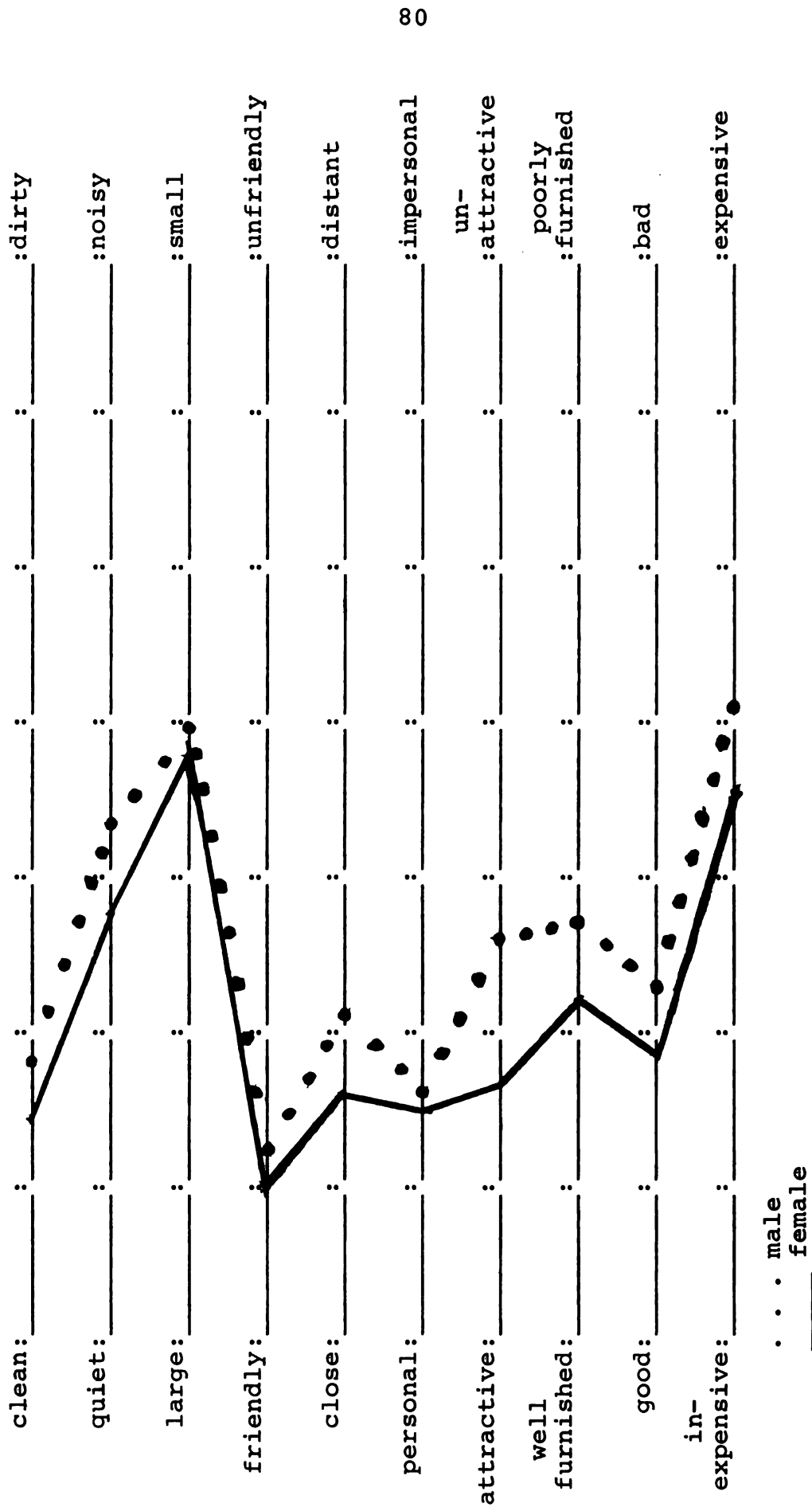


Figure 18. Male/female profile of my residence hall room.

Table 42. Male/female evaluations of my residence hall room.

Scale	Male \bar{X}	Female \bar{X}	Significant z
Clean-dirty	2.80	2.43	
Quiet-noisy	4.33	3.74	2.50
Large-small	4.98	4.29	
Friendly-unfriendly	2.25	1.98	
Close-distant	3.11	2.59	2.26
Personal-impersonal	2.63	2.48	
Attractive-unattractive	3.60	2.65	3.99
Well furnished- poorly furnished	3.71	3.16	2.44
Good-bad	3.30	2.86	2.04
Inexpensive-expensive	5.10	4.54	2.31

Class Level Groups

The Facility Overall

There were no significant differences between class level groups concerning the overall facility. Each class level reflected the total sample's slightly positive evaluation.

There was a significant difference though, between juniors and seniors on the question of privacy. Seniors were considerably more negative than juniors about the amount of privacy afforded in the dorms. Seniors were more concerned about privacy than any other group, freshmen being the second most concerned group. In other general areas, there was a slight tendency for freshmen to be more positive than other groups. (See Table 43, next page).

Table 43. Attitudes about the residence hall overall by class level.

Item	Fresh. X	Evalu- ation	Soph. X	Evalu- ation	Junior X	Evalu- ation	Senior X	Evalu- ation	Signifi- cant Z
Residence hall is a great place to live	2.10	Agree	2.27	Agree	2.25	Agree	2.31	Agree	
Residence halls are cold and impersonal	2.83	Dis- agree	2.76	Dis- agree	2.79	Dis- agree	2.84	Dis- agree	
Rooms are as good as anyone could expect	2.32	Agree	2.39	Agree	2.62	Dis- agree	2.62	Dis- agree	
Classes should be held in residence halls	1.57	Str. Agree	1.64	Str. Agree	1.57	Str. Agree	1.62	Str. Agree	
Residence hall is clean and sanitary	2.04	Agree	1.86	Str. Agree	1.86	Str. Agree	1.68	Str. Agree	
Residence hall has adequate laundry facilities	2.12	Agree	2.07	Agree	2.01	Agree	1.81	Str. Agree	
Room is too small	2.41	Sli- ghtly Agree	2.31	Agree	2.35	Agree	2.00	Agree	
Not enough privacy	1.97	Str. Agree	2.06	Agree	2.12	Agree	1.71	Str. Agree	(Junior- Senior) 2.30

Facility Expenses

The slightly more favorable evaluations by freshmen were also found in this area, however all groups were negative about expenses. There were no significant differences among groups. (See Table 44, page 83).

Noise in the Facility

No one class level felt significantly more or less bothered by noise in the residence halls. (See Table 45, page 84).

Facility Options

There were no significant differences among groups on the following options which all class levels preferred: unlimited visitation, men and women on alternating floors, rooms without board, and apartments with cooking facilities.

There was considerable difference on the question of quiet hours among sophomores, juniors and seniors. The sophomores were significantly less in favor of specified quiet hours than either of the upperclass groups.

Freshmen were more in favor of having a single room than any other group and differed significantly from seniors in this respect. (See Table 46, page 85).

Table 44. Attitudes about residence hall expenses by class level.

Item	Fresh. X	Evalua- tion	Soph. X	Evalua- tion	Junior X	Evalua- tion	Senior X	Evalua- tion	Signifi- cant Z
Cost of living is reasonable	2.81	Dis- agree	2.96	Dis- agree	2.87	Dis- agree	3.00	Str. Dis- agree	
On-campus living more economical than off-campus living	2.89	Dis- agree	2.89	Dis- agree	3.07	Str. Dis- agree	3.21	Str. Dis- agree	

Table 45. Attitudes about noise in the residence hall by class level.

Item	Fresh. X	Evalua- tion	Soph. X	Evalua- tion	Junior X	Evalua- tion	Senior X	Evalua- tion	Signifi- cant Z
Suitable atmosphere for study	2.46	Neutral	2.41	Slightly Agree	2.53	Neutral	2.59	Slightly Disagree	
Usually too noisy to study	2.51	Neutral	2.45	Neutral	2.44	Slightly Agree	2.59	Slightly Disagree	

Table 46. Attitudes about residence hall options by class level.

Item	Fresh. \bar{X}	Evalu- ation	Soph. \bar{X}	Evalu- ation
Stay in residence hall if could get single room	2.35	Slightly Agree	2.72	Disagree
Prefer to live on a floor with unlimited visitation hours	1.64	Strongly Agree	1.45	Strongly Agree
Prefer to live in a dorm with men and women on alternating floors	1.84	Strongly Agree	1.88	Strongly Agree
Prefer to live in a dorm if did not have to pay board	1.94	Strongly Agree	2.03	Agree
Prefer to live in residence hall if could have an apartment with cooking facilities	2.06	Agree	2.13	Agree
Prefer to live on a floor with specified quiet hours	2.78	Disagree	3.03	Strongly Disagree

Junior \bar{X}	Evalu- ation	Senior \bar{X}	Evalu- ation	Significant z
2.57	Slightly Disagree	3.00	Strongly Disagree	(Freshman- Senior) 2.68
1.46	Strongly Agree	1.40	Strongly Agree	
1.66	Strongly Agree	1.78	Strongly Agree	
2.24	Agree	2.12	Agree	
2.07	Agree	1.78	Strongly Agree	
2.61	Disagree	2.53	Neutral	(Sophomore- Junior) 2.13 (Sophomore- Senior) 2.34

Food

There was general agreement among all class levels that the food was unappetizing and that special minority menus should not be offered. Sophomores were most negative about nutrition and differed significantly from juniors. (See Table 47, page 88).

The food profiles on the semantic differential indicated considerable deviation among the groups, with the sophomore group again being most negative. Sophomores were most negative about taste, differing significantly from both freshmen and juniors. Sophomore concern with nutrition was again indicated as they viewed the food to be more unhealthy than any other class level. Sophomores also saw the food as more expensive, differing significantly from the freshmen. Finally, sophomores gave the food a poorer good-bad rating, differing significantly from juniors. (See Table 48, page 89; and Food Profile on page 90).

Social Activities

There was again general agreement that it was easier to make friends in the dorm and that the activities were somewhat worthwhile. Seniors agreed most that students living off-campus had a more enjoyable social life, differing significantly from freshmen and sophomores.

On the other hand, freshmen did not believe that residence hall living limited the control of your life style,

Table 47. Attitudes about residence hall food by class level.

Item	Fresh. \bar{X}	Evalu- ation	Soph. \bar{X}	Evalu- ation	Junior \bar{X}	Evalu- ation	Senior \bar{X}	Evalu- ation	Signifi- cant Z
Residence hall food is gen- erally appetizing	2.89	Dis- agree	3.01	Str. Dis- agree	2.81	Dis- agree	2.93	Dis- agree	
Residence hall food is gen- erally nutritious	2.48	Neut- ral	2.68	Dis- agree	2.33	Agree	2.31	Agree	(Soph.- Junior) 2.17
Residence halls should offer special food menus for minority groups	2.67	Dis- agree	2.60	Slightly Disagree	2.71	Dis- agree	2.46	Neut- ral	

Table 48. Evaluation of residence hall food by class level.

Scale	Fresh. \bar{X}	Soph. \bar{X}	Junior \bar{X}	Senior \bar{X}	Significant Z
Tasty-tasteless	3.98	4.80	3.96	4.31	(Fresh.-Soph.) 2.17 (Soph.-Junior) 2.24
Fast-slow	3.08	3.27	3.42	3.00	
Wide variety-limited variety	3.88	3.86	3.25	3.59	
Good meal hours- poor meal hours	2.48	2.82	2.96	2.40	
Healthy-unhealthy	3.24	4.03	2.83	2.75	(Soph.-Fresh.) 2.37 (Soph.-Junior) 3.89 (Soph.-Senior) 3.48
Inexpensive-expensive	4.24	4.92	4.38	4.03	(Fresh.-Soph.) 2.05
Good-bad	3.74	4.45	3.68	3.78	(Soph.-Junior) 2.09

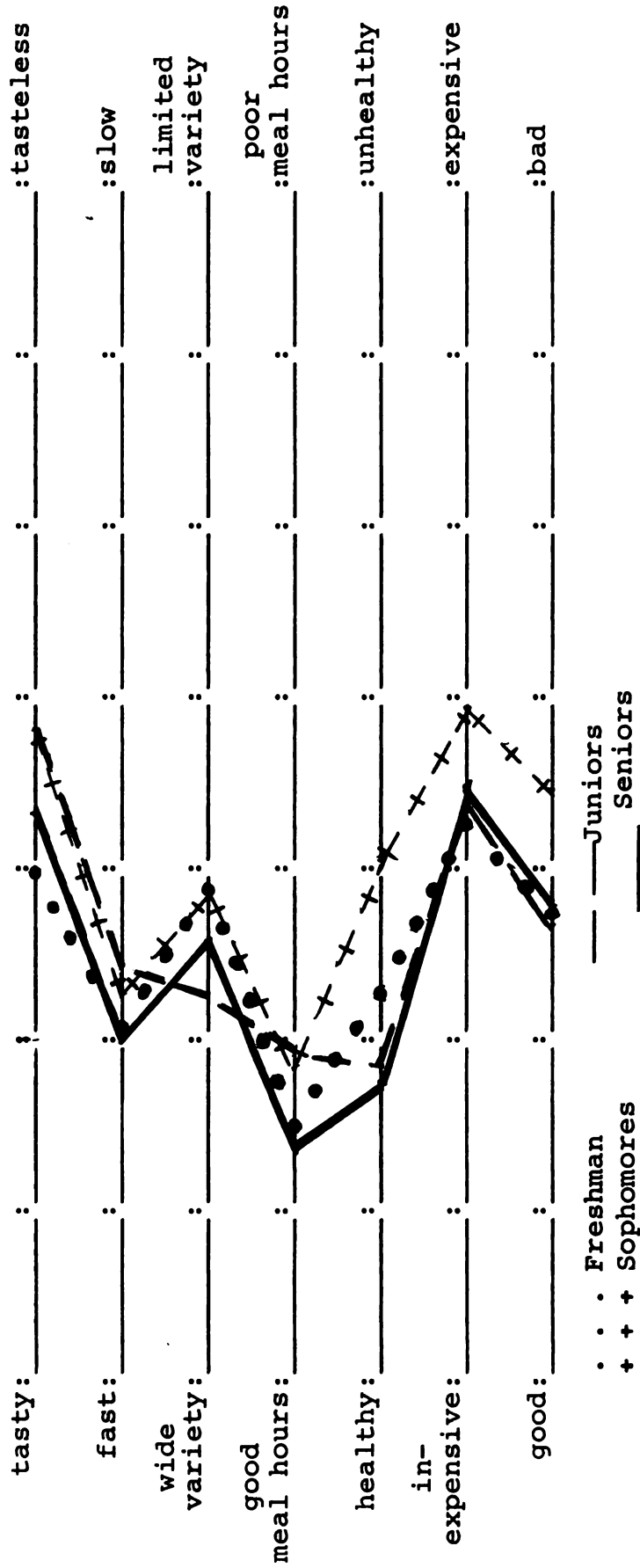


Figure 19. Class level profile of residence hall food.

differing significantly from both sophomores and seniors. (See Table 49, page 92).

Rules

All class levels agreed that the University tried to give students preferred accommodations, and that life was not too strict in the residence halls. They also felt that things were better since the alcohol and visitation rule changes, that no one should be required to live in the residence halls, or sign a full-year contract. Finally, all class levels agreed that three people should not be assigned to a room.

Seniors felt that the regulations on room decoration and arrangement were too severe, differing from sophomores and juniors. Finally, seniors were significantly different from freshmen and sophomores in believing that on-campus living offered less freedom. This would appear to reinforce similar findings for on-campus/off-campus groups. (See Table 50, page 93).

Management and Staff

All groups agreed that the residence halls were run smoothly and efficiently, but freshmen were more likely to agree that the resident advisors played an important role than juniors or seniors. Sophomores also were more positive about the resident advisors. (See Table 51, page 95).

Table 49. Attitudes about social aspects of residence hall life by class level.

Item	Fresh. X	Evalua- tion	Soph. X	Evalua- tion	Junior X	Evalua- tion	Senior X	Evalua- tion	Signifi- cant Z
It's easier to make friends while living in the res. halls	1.66	Str. Agree	1.70	Str. Agree	1.66	Str. Agree	1.44	Str. Agree	
Social activities offered in the res. halls are worthwhile	2.20	Agree	2.33	Agree	2.31	Agree	2.28	Agree	
Students living off-campus have a more enjoyable social life	2.67	Dis- agree	2.63	Slightly Disagree	2.54	Neutral	2.25	Agree	(Fresh.- Senior) 2.13 (Soph.- Senior) 2.04
Residence hall living limits your control of your life style	2.48	Neutral	2.07	Agree	2.20	Agree	2.03	Agree	(Fresh.- Soph.) 2.17 (Fresh.- Senior) 2.32

Table 50. Attitudes about residence hall rules by class level.

Item	Fresh. \bar{X}	Evalu- ation	Soph. \bar{X}	Evalu- ation
On-campus living offers as much freedom as off-campus living	2.44	Slightly Agree	2.48	Neutral
University tries to give students the accommodations they prefer	2.32	Agree	2.46	Neutral
Living in residence halls is better since rules on visitation and alcohol use were changed	1.89	Strongly Agree	1.84	Strongly Agree
Things are run too strict (army-style)	3.24	Strongly Disagree	3.38	Strongly Disagree
No one should be required to live in a residence hall	1.74	Strongly Agree	1.96	Strongly Agree
Residents should not have to sign a full-year contract	1.70	Strongly Agree	1.46	Strongly Agree
University should never assign three students to a room	1.54	Strongly Agree	1.43	Strongly Agree
Restrictions on room decoration and arrangement are too severe	2.32	Agree	2.60	Disagree

Junior \bar{X}	Evalu- ation	Senior \bar{X}	Evalu- ation	Significant z
				(Fresh.-Senior) 2.13
2.73	Disagree	2.93	Disagree	(Soph.-Senior) 2.04
2.38	Slightly Agree	2.34	Agree	
1.71	Strongly Agree	1.75	Strongly Agree	
3.16	Strongly Disagree	3.25	Strongly Disagree	
2.12	Agree	1.93	Strongly Agree	
1.75	Strongly Agree	1.40	Strongly Agree	
1.35	Strongly Agree	1.40	Strongly Agree	
2.44	Slightly Agree	2.00	Agree	(Soph.-Senior) 2.77 (Junior-Senior) 2.18

Table 51. Attitudes about residence hall management and staff by class level.

Item	Fresh. \bar{X}	Evalua- tion	Soph. \bar{X}	Evalua- tion	Junior \bar{X}	Evalua- tion	Senior \bar{X}	Evalua- tion	Signifi- cant Z
Residence hall is operated smoothly and efficiently	2.12	Agree	2.03	Agree	2.16	Agree	2.09	Agree	
Resident advisors play an important role in the residence halls	2.36	Agree	2.42	Slightly Agree	2.77	Dis- agree	2.81	Dis- agree	(Fresh.- Senior) 2.02 (Fresh.- Junior) 2.08

On the semantic differential scales, the profiles were similar for all groups, although the seniors tended to be more negative. They saw the staff as more unconcerned than both sophomores and juniors. (See Table 52, page 97 and Profiles on pages 98 and 99).

The Ideal Place to Live

Although most group profiles were similar, there were some differences. Sophomores, and particularly juniors wanted a friendlier atmosphere than either freshmen or seniors.

Freshmen were less concerned about distance, being significantly different from juniors. Seniors were willing to accept a place with a poorer overall good-bad rating. Sophomores were most concerned about expense, while freshmen were least concerned, differing significantly from both sophomores and juniors. Sophomores viewed expense more importantly than juniors as well.

Finally, freshmen were least concerned about noise, differing significantly from sophomores. (See Table 53, page 100; and Profile, page 101).

My Residence Hall

The profiles of all class levels were quite similar. The only significant difference was between juniors and seniors, with seniors perceiving the dorms to be smaller. (See Table 54, page 102; and Profile, page 103).

Table 52. Evaluations of residence hall management and staff by class level.

Scale	Fresh. \bar{X}	Soph. \bar{X}	Junior \bar{X}	Senior \bar{X}	Significant Z
<u>Staff</u>					
concerned-unconcerned	2.90	2.60	2.62	3.50	(Soph.-Senior) 2.46 (Junior-Senior) 2.44
friendly-unfriendly	2.70	2.60	2.59	3.15	
good-bad	2.68	2.82	2.77	3.03	
valuable-worthless	3.20	3.08	3.14	3.65	
agreeable-disagreeable	2.66	2.82	2.74	2.96	
<u>Management</u>					
concerned-unconcerned	3.16	3.17	3.16	3.62	
friendly-unfriendly	3.06	3.05	3.18	3.40	
good-bad	3.10	3.12	3.25	3.68	
valuable-worthless	3.06	3.00	3.14	3.34	
agreeable-disagreeable	3.12	3.44	3.42	3.50	

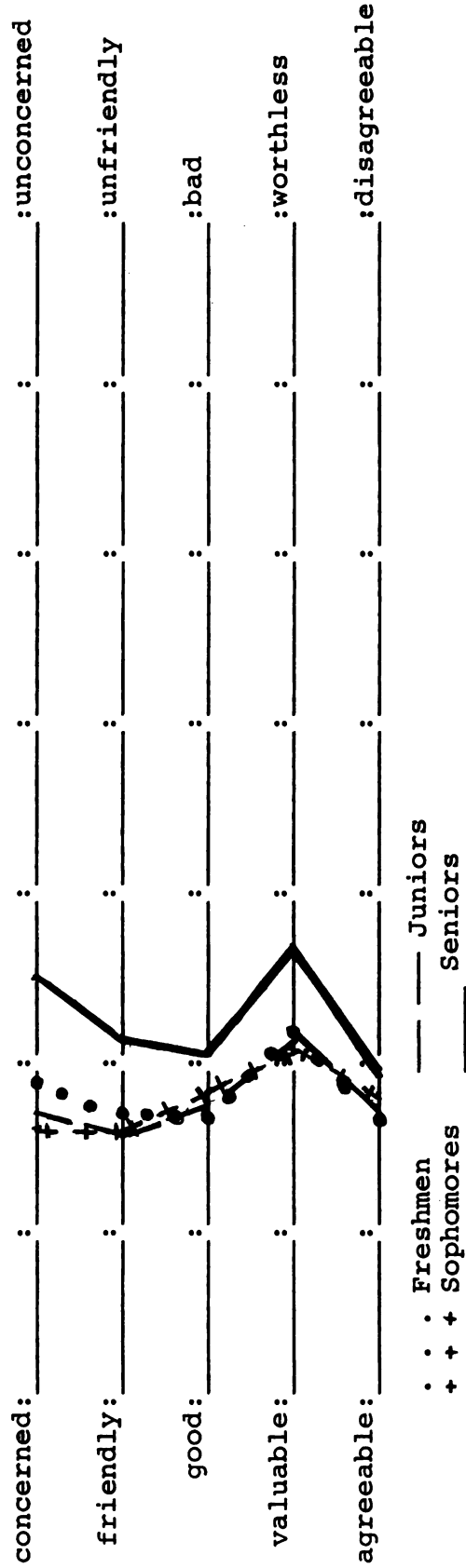


Figure 20. Class level profile of residence hall staff.



Figure 21. Class level profile of residence hall management.

Table 53. Evaluation of my ideal place to live by class level.

Scale	Fresh. \bar{X}	Soph. \bar{X}	Junior \bar{X}	Senior \bar{X}	Significant Z
Clean-dirty	1.89	1.63	1.84	1.81	
Quiet-noisy	3.60	3.06	3.15	3.03	(Fresh.-Soph.) 2.01
Large-small	3.08	3.26	2.83	2.65	
Friendly-unfriendly	1.69	1.41	1.33	1.71	(Junior-Senior) 2.10 (Fresh.-Junior) 2.19
Close-distant	2.39	2.04	1.73	2.15	(Fresh.-Junior) 2.95
Personal-impersonal	2.15	2.17	2.15	2.43	
Attractive-unattractive	1.86	1.91	1.86	1.78	
Well furnished-poorly furnished	2.56	2.41	2.62	2.43	
Good-bad	1.65	1.41	1.61	1.87	(Soph.-Senior) 2.06
Inexpensive-expensive	3.39	2.15	2.71	2.68	(Fresh.-Soph.) 4.09 (Fresh.-Junior) 2.15 (Soph.-Junior) 2.09

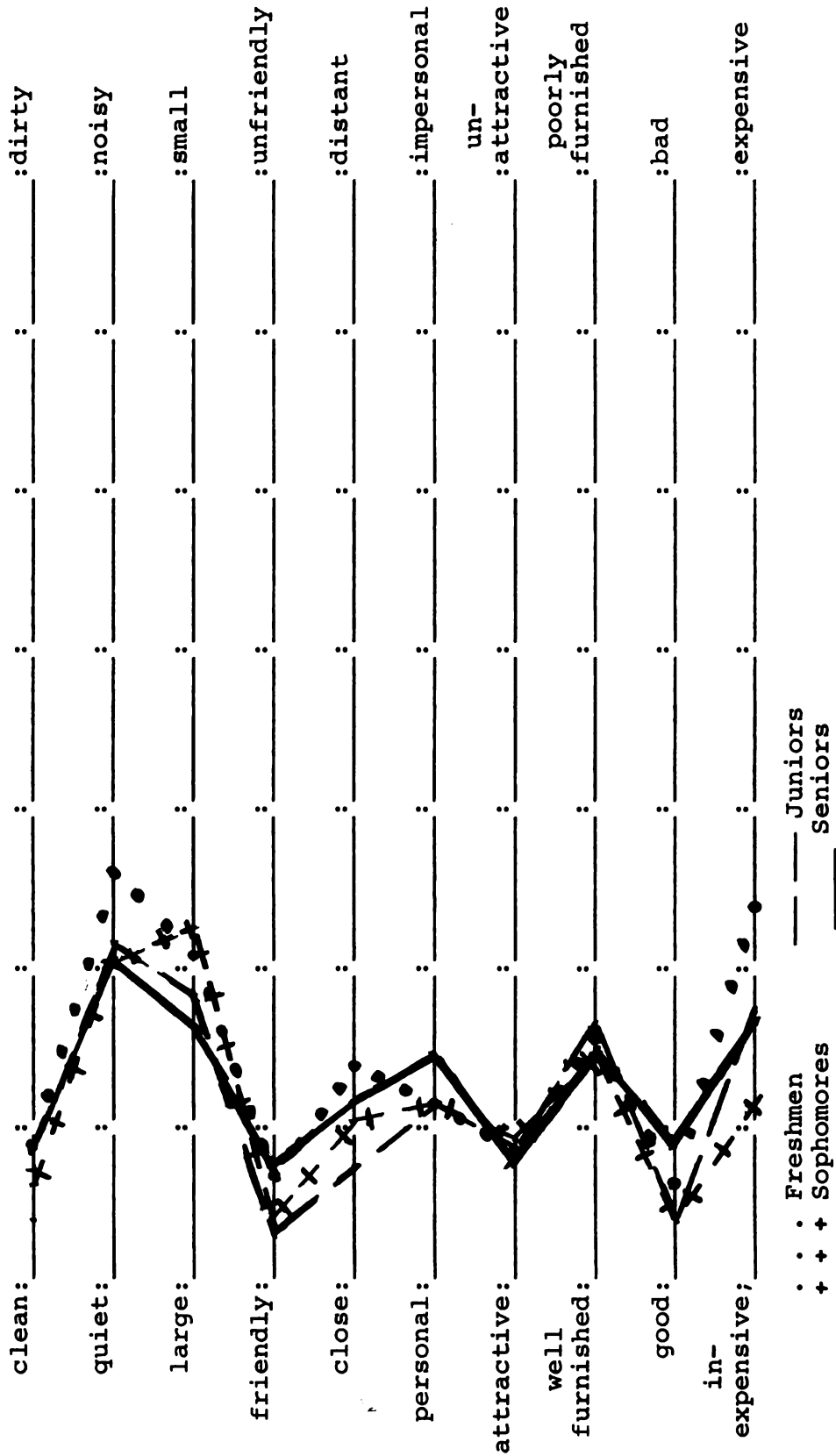


Figure 22. Class level profile of my ideal place to live.

Table 54. Evaluations of my residence hall by class level.

Scale	Fresh. \bar{x}	Soph. \bar{x}	Junior \bar{x}	Senior \bar{x}	Significant z
Clean-dirty	2.51	2.43	2.48	2.46	
Quiet-noisy	4.42	4.80	4.81	4.90	
Large-small	3.12	3.34	2.79	3.65	(Junior-Senior) 2.55
Friendly-unfriendly	2.78	2.80	2.88	2.90	
Close-distant	3.28	3.02	3.29	3.09	
Personal-impersonal	3.48	3.34	3.51	3.43	
Attractive-unattractive	3.24	3.33	3.07	2.90	
Well furnished-poorly furnished	3.06	3.03	2.96	3.21	
Good-bad	2.88	3.16	2.85	3.15	
Inexpensive-expensive	4.65	4.94	4.74	4.71	

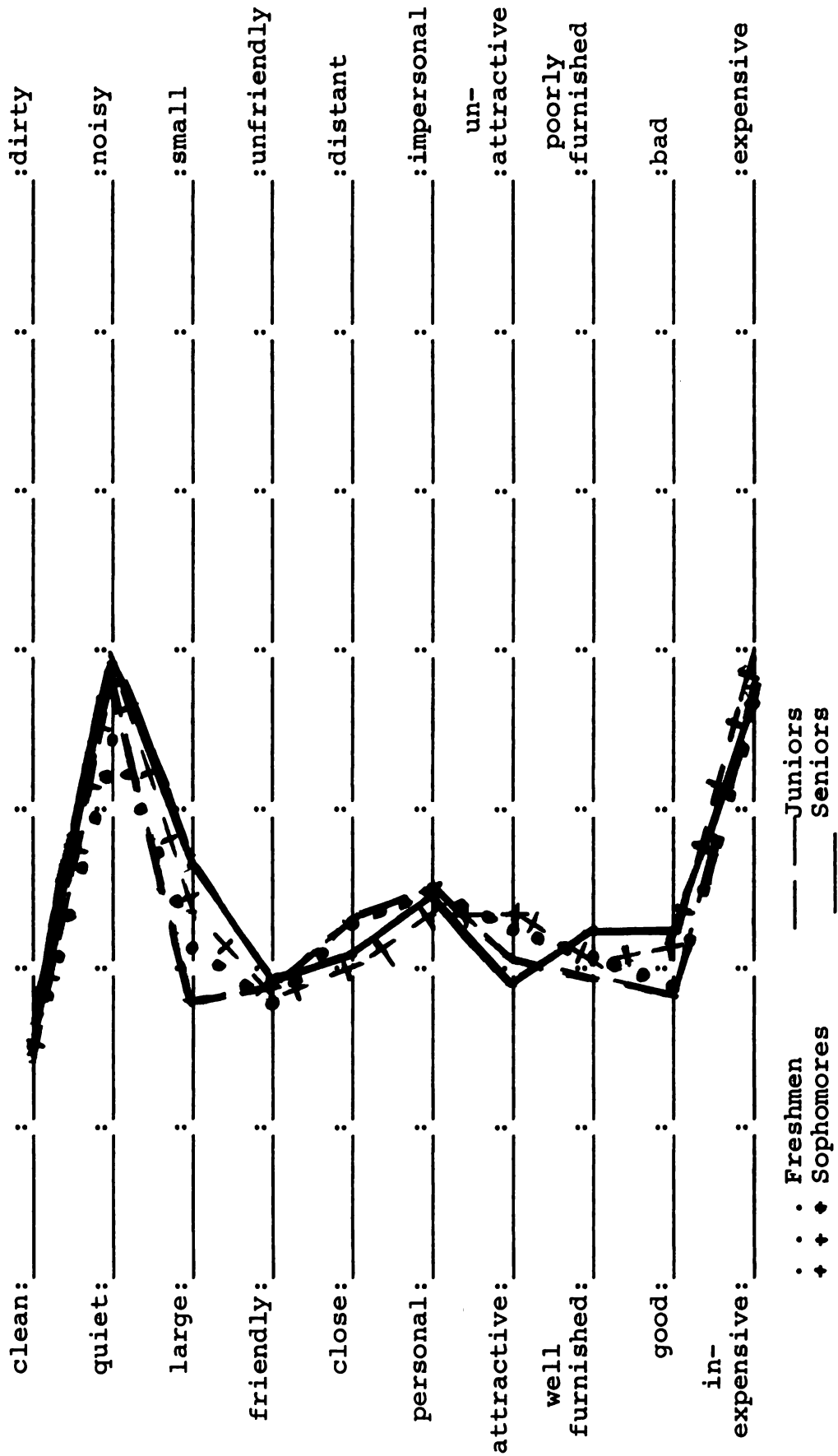


Figure 23. Class level profile of my residence hall.

My Residence Hall Room

Again the profiles were similar, but there were three significant differences. Seniors again saw the rooms as smaller, differing from freshmen. Sophomores felt that the rooms were better furnished than freshmen. And finally, sophomores again saw the room as more expensive than freshmen. (See Table 55, page 105; and Profile, page 106).

Summary for Class Level Groups

In general, the freshmen group was most positive in their evaluations of the residence halls. This may indicate satisfaction with a new living experience.

Seniors tended to be most critical, which supports the negative stance found for those students living off-campus. They were particularly concerned with the lack of privacy and the restrictive nature of on-campus living.

Sophomores, while in favor of many options and a less restrictive atmosphere, were most critical of quiet hours, nutrition, food in general, and expense.

Table 55. Evaluations of my residence hall room by class level.

Scale	Fresh. \bar{x}	Soph. \bar{x}	Junior \bar{x}	Senior \bar{x}	Significant z
Clean-dirty	2.64	2.66	2.68	2.25	
Quiet-noisy	3.68	4.22	3.94	4.21	
Large-small	4.40	4.92	4.96	5.37	(Fresh.-Senior) 2.50
Friendly-unfriendly	2.18	2.17	2.11	1.84	
Close-distant	2.68	2.86	2.79	3.03	
Personal-impersonal	2.70	2.80	2.33	2.34	
Attractive-unattractive	2.84	3.08	3.14	3.25	
Well furnished-poorly furnished	3.74	3.05	3.37	3.50	(Fresh.-Soph.) 2.17
Good-bad	2.82	3.26	2.90	3.28	
Inexpensive-expensive	4.40	5.08	4.92	4.65	(Fresh.-Soph.) 2.02

Figure 24. Class level profile of my residence hall room.

CHAPTER V

CONCLUSIONS

This study was designed to gather information about students, their interaction with the Residence Hall system, and their reasons for leaving the dormitories.

Some good aspects of living in the residence halls were found. Of primary importance was the social atmosphere, the chance to make friends and meet different kinds of people. This fact was widely agreed upon as being most valuable. The dorms also gave incoming freshmen the opportunity to adjust gradually to university life in the company of other more experienced students and staff. Should the residence halls become populated primarily with freshmen, much of this valuable cross-pollination would be lost. Finally, the residence halls were found to be convenient in location, in having classes in the building, and in the preparation of meals. These findings support those of the Wisconsin, Western Michigan, and Idaho studies suggesting that these are commonly favored aspects of residence hall life.

However, there were also negative attributes offsetting these positive attributes which may be contributing to declining residency. The major problem found was that of expense. Perhaps more of the minor complaints could be coped with by residents if the dormitories could be seen as competing effectively with off-campus options on a price basis.

A second major complaint concerns food, specifically taste and nutrition. While students preferred to have meals prepared, they did expect better quality. This was very apparent in the nutrition findings. Even though food served might have been of the highest nutritional value, the fact that most students were uncertain about this aspect indicates a serious problem.

Another major complaint was a combination of two problems--small room size and lack of privacy. Given the size of most dorm rooms, there was little privacy available. The public nature of the rest of the dormitory also eliminates a sense of individual privacy.

A lack of freedom, while not as strongly or as widely held also seemed to contribute to the exodus from the residence halls. There was a feeling, particularly among those who had moved off-campus that residence hall life was restrictive. These findings also support the common complaints found in the Wisconsin, Western Michigan and Idaho studies.

Two other areas of complaint dealt with in the 1969 MSU study were found to be minor in nature--noise and room decoration regulations. While noise and the inability to decorate one's room personally are annoying, they are probably not enough to cause one to leave the dormitory. But, as two more problems tacked on to a list of major grievances, they become added burden to an already serious situation.

Another problem noted in the 1969 study, a sense of coldness and impersonality, was not found to be as strong in this study. While students felt that the residence halls lacked aesthetic appeal, they did not perceive them as "cold and impersonal" when directly questioned. The personal nature of the dormitories was actually one of their more highly rated aspects.

Students favored nearly all of the options in this study. The majority of students favored floors with unlimited visitation rights, rooms without board payments, and apartments in the residence halls with cooking facilities. The latter were especially preferred by off-campus students. While women were less in favor of men and women on alternating floors, they still agreed to this option. Single rooms, while not a sufficient inducement for most students to remain on-campus, were more favored by males and freshmen. Students would also like to see required

residency, full-year contracts and three to a room assignments eliminated.

A unique off-campus phenomenon occurred in this study, as those students no longer living in the residence halls tended to intensify both their good and bad points. In retrospect, the dorms were cleaner, the laundry facilities better, and the classes more convenient. But the off-campus students also perceived less privacy, more expense, more noise, and greater restrictions when compared with current residents' evaluations.

The male group tended to be more critical, particularly about food, expense and lack of freedom. Seniors were critical of lack of privacy, the restrictions, and the staff. Sophomores disliked the quiet hours, food, and expense. Freshmen were the most positive of all class level groups, feeling less restricted and favoring the resident advisors.

Now that these base-points have been established, it is important to refine the questionnaire as an instrument and make consistent use of it in the future. Certain questions about social activities and regulations should be reworked. More and newer options should be tested. Scales in the semantic differential that were of limited use should be eliminated.

But, aside from problems with the questionnaire, the findings of this study do provide a strong basis for

comparison with future studies. Although some indications of student attitudes have been found, these will become more meaningful only through comparison with the attitudes of the same students at a later date and with new student residents. In this way, attempts at improvement can be measured, and problem areas can be signaled. The true value of this study lies in what it should be beginning and not in its ending.

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APPENDIX

APPENDIX

The two forms of the questionnaire used in this study follow. The first form was used for on-campus interviewing, the second form was used off-campus. All questions with the exception of the information on the classificatory pages were completed by the respondent. An interviewer secured and tabulated the classificatory data.

Following the questionnaire forms, the classificatory data for the total sample is tabled.

CLASSIFICATION DATA: TO BE FILLED OUT BY INTERVIEWER

01 _____ Name _____
 02 _____
 03 _____

ON-CAMPUS FORM

09 _____ Address _____ Phone _____
 10 _____
 11 _____ Sex (circle) 1. Male 2. Female
 12 _____

(AT END OF SEMANTIC DIFFERENTIAL-SAY TO RESPONDENT:
 "And now would you mind giving me some information
 about yourself?

IF RESPONDENT OBJECTS TO ANY QUESTION, PUT "NA"
 (NO ANSWER) IN COLUMN BLANK(S) AT LEFT)

13 _____ What is your present class level? (circle)
 1. freshman (to 45 credits)
 2. sophomore (to 85 credits)
 3. junior (to 135 credits)
 4. senior (over 135 credits)

What is your age? (circle)
 14 _____ 1. 18 or under 2. 19 3. 20 4. 21

15 _____ What is your major or preference? _____

16 _____
 17 _____ How many quarters have you lived in this residence
 hall? _____ quarters (or off campus)

18 _____ Have you lived in any other residence hall (or in a
 residence hall?) _____ No _____ Yes

19 _____ If yes to previous question: Where _____

20 _____ For how many quarters? _____ quarters

21 _____ Are you required to live in a residence hall?
 _____ No _____ Yes

About how much do you think you'll spend for this
 academic year, including tuition, food, clothes,
 travel, and so forth? (circle)

1. Under \$1500 3. \$2000-2499 5. \$3000-3499
 2. \$1500-1999 4. \$2500-2999 6. \$3500-3999
 22 _____ 7. Over \$4000

What is the source of your income (READ LIST AND
ASK FOR %)

- 23___ 1. Self-employment ___% 4. Family ___%
2. Self-savings ___% 5. G I Bill ___%
3. Scholarship ___% 6. Other ___%
- 24___ What is your Grade Point Average overall? ___GPA
- What bracket would you say your family's income
fell under? (circle)
- 25___ 1. Under \$15000 2. \$15000 to \$25000 3. Over \$25000
- 26___ What is your father's occupation_____
- 27___ Do you have a car at MSU? ___No ___Yes

Interviewer _____

Date _____

NOTICE: THE IDENTITY OF STUDENTS RESPONDING TO
THIS QUESTIONNAIRE WILL NOT BE REVEALED TO ANYONE

Michigan State University
Department of Residence Halls
in cooperation with the
Department of Advertising

STUDY OF ATTITUDES TOWARD MSU RESIDENCE HALLS

SOME OF THE FOLLOWING ITEMS ARE SIMPLY INCOMPLETE SENTENCES.
THIS IS OUR WAY OF SUGGESTING A TOPIC AND ASKING YOU TO
"LET YOURSELF GO." EXPRESS YOURSELF AS FULLY AS YOU WANT.
WHAT YOU SAY HERE MAY HELP US MORE THAN ANY OTHER PART OF
THE QUESTIONNAIRE TO UNDERSTAND HOW YOU FEEL ABOUT RESIDENCE
HALL LIVING

- 28___ 1. So far as I am concerned, living in a residence
29___ hall is . . .
- 30___ 2. (BE MORE SPECIFIC). The things I like best
31___ about living in residence halls are . . .
- 32___ 3. The things I like least about living in residence
33___ halls are . . .
- 34___ 4. As a student, if you could make an absolutely
35___ free choice of living quarters, what sort of
a place would you like to have?
- 36___ 5. Suppose that an incoming student, eligible to live
37___ either on or off campus came to you for advice
38___ about where to live. What would you advise?
Why?
- 39___ 6. Rank, in order of importance, your three main
sources of information about your residence hall.
- 40___ 1. Resident hall adviser Most Important___
- 41___ 2. Other residence hall staffers Second Most
3. Bulletin boards Important ___
4. Newsletter
5. Word-of-mouth Third most
6. State News Important ___
7. Other (specify)_____
- 42___ Is the information adequate or inadequate. In
what way?

- 43 ____ 7. Thinking back to the letters and brochures you received about residence halls prior to enrolling at Michigan State, would you say these pieces of communications were good, bad, or indifferent? Please explain.

STUDENTS OFTEN EXPRESS A NUMBER OF OPINIONS ABOUT THE RESIDENCE HALLS. I'D LIKE YOU TO READ THIS LIST OF COMMENTS AND MARK WHETHER YOU STRONGLY AGREE, AGREE SOMEWHAT, DISAGREE SOMEWHAT OR STRONGLY DISAGREE WITH EACH COMMENT.

		Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
45	Classes should be held in residence halls.	()	()	()	()
46	Residence hall living limits your control of your life style.	()	()	()	()
47	Residence halls should offer special food menus for minority groups.	()	()	()	()
48	The cost of living in residence halls is reasonable for what you get.	()	()	()	()
49	The rooms in the residence halls are as good as anyone could expect.	()	()	()	()
50	I'd stay in the residence hall if I could get a single room.	()	()	()	()
51	My residence hall has a suitable atmosphere for study.	()	()	()	()
52	My residence hall is clean and sanitary.	()	()	()	()
53	My residence hall has adequate laundry facilities.	()	()	()	()
54	On-campus living is more economical than off-campus living.	()	()	()	()

		Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
55	_____ The room I live in is too small.	()	()	()	()
56	_____ Residence hall food is generally nutritious	()	()	()	()
57	_____ Residence hall food is generally appetizing.	()	()	()	()
58	_____ Residence halls do not offer enough privacy.	()	()	()	()
59	_____ Residence halls are cold and impersonal.	()	()	()	()
60	_____ Generally speaking, my residence hall is a great place to live.	()	()	()	()
61	_____ My residence hall is operated smoothly and efficiently.	()	()	()	()
62	_____ It's usually too noisy in my residence hall to study.	()	()	()	()
63	_____ The University tries to give students the accommodations they prefer.	()	()	()	()
64	_____ I feel that the resident advisors (RA's) play an important role in the residence hall.	()	()	()	()
65	_____ It's easier to make friends while living in the residence halls.	()	()	()	()
66	_____ The social activities offered in the residence halls are worthwhile.	()	()	()	()

		Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
67	Students living off-campus have a more enjoyable social life.	()	()	()	()
68	Around my residence hall, things are run too strictly (army style)	()	()	()	()
69	Living in residence halls is better since the rules on visitation and alcohol use have been changed.	()	()	()	()
70	On-campus living offers as much freedom as off-campus living.	()	()	()	()
71	No one should be required to live in a residence hall.	()	()	()	()
72	Restrictions on room decoration and arrangements are too severe.	()	()	()	()
73	Dorm residents shouldn't have to sign a full-year contract.	()	()	()	()
74	I'd prefer to live on a floor with unlimited visitation hours.	()	()	()	()
75	I'd prefer to live in a dorm with men and women on alternating floors.	()	()	()	()
76	I'd prefer to live in a dorm if I didn't have to pay board.	()	()	()	()
77	I'd prefer to live on a floor with specified quiet hours.	()	()	()	()

		Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
78	I'd prefer to live in a residence hall if I could have an apartment with cooking facilities.	()	()	()	()
79	The university should never assign three students to a room.	()	()	()	()

THE LAST PART OF THIS QUESTIONNAIRE IS DESIGNED TO MEASURE THE "MEANING" TO YOU OF VARIOUS ASPECTS OF RESIDENCE HALL LIVING. PLEASE STUDY THE EXAMPLE TO SEE HOW THE RATING IS DONE.

BY PLACING AN "X" IN ONE OF THE SPACES BELOW, YOU CAN SHOW HOW YOU FEEL ABOUT MICHIGAN STATE UNIVERSITY. FOR EXAMPLE, SUPPOSE YOU FEEL THAT MICHIGAN STATE IS NEITHER "HEALTHY" NOR "SICK." YOU WOULD INDICATE YOUR FEELINGS BY PLACING THE "X" IN THE MIDDLE SPACE.

MICHIGAN STATE UNIVERSITY healthy:__:__:__:X:__:__:sick

HOWEVER, SHOULD YOU FEEL THAT MICHIGAN STATE IS VERY "SICK," YOU WOULD MARK THE SCALE NEXT TO "SICK."

MICHIGAN STATE UNIVERSITY healthy:__:__:__:__:X:__:sick

IF YOU FEEL THAT MICHIGAN STATE IS QUITE "SICK," YOU WOULD MARK THE SCALE AS FOLLOWS:

MICHIGAN STATE UNIVERSITY healthy:__:__:__:__:X:__:sick

OR IF YOU FEEL THAT MICHIGAN STATE IS SLIGHTLY "HEALTHY" YOU WOULD MARK THIS WAY:

MICHIGAN STATE UNIVERSITY healthy:__:__:X:__:__:__:sick

NOW, WOULD YOU PLEASE CHECK YOUR RATING FOR "MY IDEAL PLACE TO LIVE AT MSU"

MY IDEAL PLACE TO LIVE WOULD BE:

- | | | | | | | | |
|----|---------------|--------|--------|--------|--------|--------|----------------|
| 11 | friendly: | __:__: | __:__: | __:__: | __:__: | __:__: | unfriendly |
| 12 | dirty: | __:__: | __:__: | __:__: | __:__: | __:__: | clean |
| 13 | close: | __:__: | __:__: | __:__: | __:__: | __:__: | distant |
| 14 | good: | __:__: | __:__: | __:__: | __:__: | __:__: | bad |
| 15 | expensive: | __:__: | __:__: | __:__: | __:__: | __:__: | inexpensive |
| 16 | noisy: | __:__: | __:__: | __:__: | __:__: | __:__: | quiet |
| | poorly | | | | | | |
| 17 | furnished: | __:__: | __:__: | __:__: | __:__: | __:__: | well furnished |
| 18 | personal: | __:__: | __:__: | __:__: | __:__: | __:__: | impersonal |
| 19 | unattractive: | __:__: | __:__: | __:__: | __:__: | __:__: | attractive |
| 20 | large: | __:__: | __:__: | __:__: | __:__: | __:__: | small |

NOW, TURN TO THE NEXT PAGE AND DO THE SAME FOR THE ITEMS LISTED. WORK AS QUICKLY AS YOU CAN - BUT PLEASE CHECK EVERY ITEM.

RESIDENCE HALL FOOD

21 _____ tasty: _:_:_:_:_:_:_:_:_:_: tasteless
 22 _____ slow: _:_:_:_:_:_:_:_:_:_: fast
 23 _____ wide variety: _:_:_:_:_:_:_:_:_:_: limited variety
 24 _____ poor meal hours: _:_:_:_:_:_:_:_:_:_: good meal hours
 25 _____ healthy: _:_:_:_:_:_:_:_:_:_: unhealthy
 26 _____ expensive: _:_:_:_:_:_:_:_:_:_: inexpensive
 27 _____ good: _:_:_:_:_:_:_:_:_:_: bad

MY RESIDENCE HALL ROOM

28 _____ clean: _:_:_:_:_:_:_:_:_:_: dirty
 29 _____ noisy: _:_:_:_:_:_:_:_:_:_: quiet
 30 _____ small: _:_:_:_:_:_:_:_:_:_: large
 31 _____ friendly: _:_:_:_:_:_:_:_:_:_: unfriendly
 32 _____ distant: _:_:_:_:_:_:_:_:_:_: close
 33 _____ personal: _:_:_:_:_:_:_:_:_:_: impersonal
 34 _____ unattractive: _:_:_:_:_:_:_:_:_:_: attractive
 35 _____ well furnished: _:_:_:_:_:_:_:_:_:_: poorly furnished
 36 _____ good: _:_:_:_:_:_:_:_:_:_: bad
 37 _____ inexpensive: _:_:_:_:_:_:_:_:_:_: expensive

MY RESIDENCE HALL

38 _____ clean: _:_:_:_:_:_:_:_:_:_: dirty
 39 _____ noisy: _:_:_:_:_:_:_:_:_:_: quiet
 40 _____ small: _:_:_:_:_:_:_:_:_:_: large
 41 _____ friendly: _:_:_:_:_:_:_:_:_:_: unfriendly
 42 _____ distant: _:_:_:_:_:_:_:_:_:_: close
 43 _____ personal: _:_:_:_:_:_:_:_:_:_: impersonal
 44 _____ unattractive: _:_:_:_:_:_:_:_:_:_: attractive
 45 _____ well furnished: _:_:_:_:_:_:_:_:_:_: poorly furnished
 46 _____ good: _:_:_:_:_:_:_:_:_:_: bad
 47 _____ inexpensive: _:_:_:_:_:_:_:_:_:_: expensive

ADVISORY STAFF OF MY RESIDENCE HALL

48 _____ concerned: _:_:_:_:_:_:_:_:_:_: unconcerned
 49 _____ unfriendly: _:_:_:_:_:_:_:_:_:_: friendly
 50 _____ good: _:_:_:_:_:_:_:_:_:_: bad
 51 _____ worthless: _:_:_:_:_:_:_:_:_:_: valuable
 52 _____ agreeable: _:_:_:_:_:_:_:_:_:_: disagreeable

MANAGEMENT OF MY RESIDENCE HALL

53 _____ concerned: _:_:_:_:_:_:_:_:unconcerned
 54 _____ unfriendly: _:_:_:_:_:_:_:_:friendly
 55 _____ good: _:_:_:_:_:_:_:_:bad
 56 _____ worthless: _:_:_:_:_:_:_:_:valuable
 57 _____ agreeable: _:_:_:_:_:_:_:_:disagreeable

CLASSIFICATION DATA: TO BE FILLED OUT BY INTERVIEWER

01____ Name _____
 02____
 03____

OFF-CAMPUS FORM

09____ Address _____ Phone _____
 10____
 11____ Sex (circle) 1. Male 2. Female
 12____

AT END OF SEMANTIC DIFFERENTIAL-SAY TO RESPONDENT:
 "And now would you mind giving me some information
 about yourself?

IF RESPONDENT OBJECTS TO ANY QUESTION, PUT "NA"
 (NO ANSWER) IN COLUMN BLANKS(S) AT LEFT

13____ What is your present class level? (circle)
 1. freshman (to 45 credits)
 2. sophomore (to 85 credits)
 3. junior (to 135 credits)
 4. Senior (over 135 credits)

What is your age? (circle)
 14____ 1. 18 or under 2. 19 3. 20 4. 21

15____ What is your major or preference? _____
 16____

17____ How many quarters have you lived in this residence
 hall? _____ quarters (or off campus)

18____ Have you lived in any other residence hall? (or
 in a residence hall?) ____No ____Yes

19____ If yes to previous question: Where _____
 20____ For how many quarters? _____ quarters

21____ Are you required to live in a residence hall?
 ____No ____Yes

About how much do you think you'll spend for this
 academic year, including tuition, food, clothes,
 travel, and so forth? (circle)

1. Under \$1500 3. \$2000-2499 5. \$3000-3499
 2. \$1500-1999 4. \$2500-2999 6. \$3500-3999
 22____ 7. Over \$4000

What is the source of your income (READ LIST AND ASK FOR %)

- 23___ 1. Self-employment _____% 4. Family _____%
2. Self-savings _____% 5. G I Bill _____%
3. Scholarship _____% 6. Other _____%
- 24___ What is your Grade Point Average overall? _____GPA
- What bracket would you say your family's income fell under? (circle)
- 25___ 1. Under \$15000 2. \$15000-\$25000 3. Over \$25000
- 26___ What is your father's occupation _____
- 27___ Do you have a car at MSU? ___No ___Yes

Interviewer _____

Date _____

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Michigan State University
Department of Residence Halls
in cooperation with the
Department of Advertising

STUDY OF ATTITUDES TOWARD MSU RESIDENCE HALLS

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THIS IS OUR WAY OF SUGGESTING A TOPIC AND ASKING YOU TO
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WHAT YOU SAY HERE MAY HELP US MORE THAN ANY OTHER PART OF
THE QUESTIONNAIRE TO UNDERSTAND HOW YOU FEEL ABOUT RESIDENCE
HALL LIVING

28___ 1. So far as I am concerned, living in a residence
29___ hall is . . .

30___ 2. (BE MORE SPECIFIC). The things I liked best
31___ about living in residence halls were . . .

32___ 3. The things I liked least about living in
33___ residence halls were . . .

34___ 4. As a student, if you could make an absolutely
35___ free choice of living quarters, what sort of a
place would you like to have?

36___ 5. Suppose that an incoming student, eligible to
37___ live either on or off campus came to you for
38___ advice about where to live. What would you
advise? Why?

39___ 6. Rank, in order of importance, your three main
sources of information about your residence hall.

40___	1. Resident hall adviser	Most Important___
	2. Other residence hall staffers	
	3. Bulletin boards	Second Most
	4. Newsletter	Important___
	5. Word-of-mouth	
	6. State News	Third Most
	7. Other (specify)_____	Important___

42___ Is the information adequate or inadequate. In what
way?

- 43____ 7. Thinking back to the letters and brochures you received about residence halls prior to enrolling at Michigan State, would you say these pieces of communications were good, bad, or indifferent? Please explain.

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		Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
45	Classes should be held in residence halls.	()	()	()	()
46	Residence hall living limits your control of your life style.	()	()	()	()
47	Residence halls should offer special food menus for minority groups.	()	()	()	()
48	The cost of living in residence halls is reasonable for what you get.	()	()	()	()
49	The rooms in the residence halls are as good as anyone could expect.	()	()	()	()
50	I'd stay in the residence hall if I could get a single room.	()	()	()	()
51	My residence hall has a suitable atmosphere for study.	()	()	()	()
52	My residence hall is clean and sanitary.	()	()	()	()
53	My residence hall has adequate laundry facilities.	()	()	()	()
54	On-campus living is more economical than off-campus living.	()	()	()	()

		Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
55	_____ The room I live in is too small.	()	()	()	()
56	_____ Residence hall food is generally nutritious	()	()	()	()
57	_____ Residence hall food is generally appetizing.	()	()	()	()
58	_____ Residence halls do not offer enough privacy.	()	()	()	()
59	_____ Residence halls are cold and impersonal.	()	()	()	()
60	_____ Generally speaking, my residence hall is a great place to live.	()	()	()	()
61	_____ My residence hall is operated smoothly and efficiently.	()	()	()	()
62	_____ It's usually too noisy in my residence hall to study.	()	()	()	()
63	_____ The University tries to give students the accommodations they prefer.	()	()	()	()
64	_____ I feel that the resident advisors (RA's) play an important role in the residence hall.	()	()	()	()
65	_____ It's easier to make friends while living in the residence halls.	()	()	()	()
66	_____ The social activities offered in the residence halls are worthwhile.	()	()	()	()

		Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
67	Students living off-campus have a more enjoyable social life.	()	()	()	()
68	Around my residence hall, things are run too strictly (army style).	()	()	()	()
69	Living in residence halls is better since the rules on visitation and alcohol use have been changed.	()	()	()	()
70	On-campus living offers as much freedom as off-campus living.	()	()	()	()
71	No one should be required to live in a residence hall.	()	()	()	()
72	Restrictions on room decoration and arrangements are too severe.	()	()	()	()
73	Dorm residents shouldn't have to sign a full-year contract.	()	()	()	()
74	I'd prefer to live on a floor with unlimited visitation hours.	()	()	()	()
75	I'd prefer to live in a dorm with men and women on alternating floors.	()	()	()	()
76	I'd prefer to live in a dorm if I didn't have to pay board.	()	()	()	()
77	I'd prefer to live on a floor with specified quiet hours.	()	()	()	()

		Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
78	I'd prefer to live in a residence hall if I could have an apartment with cooking facilities.	()	()	()	()
79	The university should never assign three students to a room.	()	()	()	()

THE LAST PART OF THIS QUESTIONNAIRE IS DESIGNED TO MEASURE THE "MEANING" TO YOU OF VARIOUS ASPECTS OF RESIDENCE HALL LIVING. PLEASE STUDY THE EXAMPLE TO SEE HOW THE RATING IS DONE.

BY PLACING AN "X" IN ONE OF THE SPACES BELOW, YOU CAN SHOW HOW YOU FEEL ABOUT MICHIGAN STATE UNIVERSITY. FOR EXAMPLE, SUPPOSE YOU FEEL THAT MICHIGAN STATE IS NEITHER "HEALTHY" NOR "SICK." YOU WOULD INDICATE YOUR FEELINGS BY PLACING THE "X" IN THE MIDDLE SPACE.

MICHIGAN STATE UNIVERSITY healthy:__:__:__:X:__:__:sick

HOWEVER, SHOULD YOU FEEL THAT MICHIGAN STATE IS VERY "SICK," YOU WOULD MARK THE SCALE NEXT TO "SICK."

MICHIGAN STATE UNIVERSITY healthy:__:__:__:__:X:sick

IF YOU FEEL THAT MICHIGAN STATE IS QUITE "SICK," YOU WOULD MARK THE SCALE AS FOLLOWS:

MICHIGAN STATE UNIVERSITY healthy:__:__:__:__:X:sick

OR IF YOU FEEL THAT MICHIGAN STATE IS SLIGHTLY "HEALTHY" YOU WOULD MARK THIS WAY:

MICHIGAN STATE UNIVERSITY healthy:__:X:__:__:sick

NOW, WOULD YOU PLEASE CHECK YOUR RATING FOR "MY IDEAL PLACE TO LIVE AT MSU"

MY IDEAL PLACE TO LIVE WOULD BE:

11	friendly:	__:__:__:__:__:	:unfriendly
12	dirty:	__:__:__:__:__:	:clean
13	close:	__:__:__:__:__:	:distant
14	good:	__:__:__:__:__:	:bad
15	expensive:	__:__:__:__:__:	:inexpensive
16	noisy:	__:__:__:__:__:	:quiet
	poorly		
17	furnished:	__:__:__:__:__:	:well furnished
18	personal:	__:__:__:__:__:	:impersonal
19	unattractive:	__:__:__:__:__:	:attractive
20	large:	__:__:__:__:__:	:small

NOW, TURN TO THE NEXT PAGE AND DO THE SAME FOR THE ITEMS LISTED. WORK AS QUICKLY AS YOU CAN--BUT PLEASE CHECK EVERY ITEM.

RESIDENCE HALL FOOD

21 _____ tasty: _____: _____: _____: _____: _____: _____: tasteless
 22 _____ slow: _____: _____: _____: _____: _____: _____: fast
 23 _____ wide variety: _____: _____: _____: _____: _____: _____: limited variety
 24 _____ poor meal hours: _____: _____: _____: _____: _____: _____: good meal hours
 25 _____ healthy: _____: _____: _____: _____: _____: _____: unhealthy
 26 _____ expensive: _____: _____: _____: _____: _____: _____: inexpensive
 27 _____ good: _____: _____: _____: _____: _____: _____: bad

MY RESIDENCE HALL ROOM

28 _____ clean: _____: _____: _____: _____: _____: _____: dirty
 29 _____ noisy: _____: _____: _____: _____: _____: _____: quiet
 30 _____ small: _____: _____: _____: _____: _____: _____: large
 31 _____ friendly: _____: _____: _____: _____: _____: _____: unfriendly
 32 _____ distant: _____: _____: _____: _____: _____: _____: close
 33 _____ personal: _____: _____: _____: _____: _____: _____: impersonal
 34 _____ unattractive: _____: _____: _____: _____: _____: _____: attractive
 35 _____ well furnished: _____: _____: _____: _____: _____: _____: poorly furnished
 36 _____ good: _____: _____: _____: _____: _____: _____: bad
 37 _____ inexpensive: _____: _____: _____: _____: _____: _____: expensive

MY RESIDENCE HALL

38 _____ clean: _____: _____: _____: _____: _____: _____: dirty
 39 _____ noisy: _____: _____: _____: _____: _____: _____: quiet
 40 _____ small: _____: _____: _____: _____: _____: _____: large
 41 _____ friendly: _____: _____: _____: _____: _____: _____: unfriendly
 42 _____ distant: _____: _____: _____: _____: _____: _____: close
 43 _____ personal: _____: _____: _____: _____: _____: _____: impersonal
 44 _____ unattractive: _____: _____: _____: _____: _____: _____: attractive
 45 _____ well furnished: _____: _____: _____: _____: _____: _____: poorly furnished
 46 _____ good: _____: _____: _____: _____: _____: _____: bad
 47 _____ inexpensive: _____: _____: _____: _____: _____: _____: expensive

ADVISORY STAFF OF MY RESIDENCE HALL

48 _____ concerned: _____: _____: _____: _____: _____: _____: unconcerned
 49 _____ unfriendly: _____: _____: _____: _____: _____: _____: friendly
 50 _____ good: _____: _____: _____: _____: _____: _____: bad
 51 _____ worthless: _____: _____: _____: _____: _____: _____: valuable
 52 _____ agreeable: _____: _____: _____: _____: _____: _____: disagreeable

MANAGEMENT OF MY RESIDENCE HALL

53 _____ concerned:__:__:__:__:__:__:__:unconcerned
 54 _____ unfriendly:__:__:__:__:__:__:__:friendly
 55 _____ good:__:__:__:__:__:__:__:bad
 56 _____ worthless:__:__:__:__:__:__:__:valuable
 57 _____ agreeable:__:__:__:__:__:__:__:disagreeable

Table 56. Sample demographics.

Characteristic	f	Percentage
<u>Residency</u>		
On-campus	137	73%
Off-campus	49	27
<u>Sex</u>		
Male	80	43
Female	106	57
<u>Race</u>		
White	179	96
Non-white	7	4
<u>Class Level</u>		
Freshmen	50	27
Sophomore	51	27
Junior	54	29
Senior	32	17
<u>Age</u>		
18 or under	39	21
19	52	28
20	44	24
21	37	20
22 and over	14	7

Table 57. Academic majors of sample.

College of Major	f	Percentage
Agriculture	21	12%
Arts and Letters	19	10
Business	13	7
Communication Arts	4	2
Education	19	10
Engineering	11	6
Human Ecology	11	6
Human Medicine	6	4
James Madison	3	2
Justin Morrill	2	1
Lyman Briggs	3	2
Natural Science	26	14
Social Science	29	16
University College	5	3
Veterinary Medicine	3	2
All University	5	3

Table 58. Residency of sample.

Item	f	Percentage
<u>Length of Residence</u>		
1 quarter	15	8
2 quarters	101	54
3 quarters	12	7
4 quarters	5	3
5 quarters	24	13
6 quarters	11	6
7 quarters	3	2
8 quarters	10	5
9 quarters	2	2
10 or more quarters	3	2
<u>Lived in Another Residence Hall?</u>		
No	95	51
Yes	90	49
<u>Where?</u>		
Brody	19	23
South	21	25
East	20	24
Central	23	28
<u>How Many Quarters?</u>		
1 quarter	11	13
2 quarters	9	11
3 quarters	29	35
4 quarters	2	3
5 quarters	2	3
6 quarters	24	29
7 quarters	1	1
8 quarters	0	0
9 quarters	3	4
10 or more quarters	1	1
<u>Required to Live in Residence Hall?</u>		
No	81	44
Yes	105	56

Table 59. Financial characteristics of sample

Item	f	Percentage
<u>Expenditures for</u>		
<u>Academic Year</u>		
Under \$1,500	17	9%
\$1,500-1,999	32	17
\$2,000-2,499	74	40
\$2,500-2,999	29	15
\$3,000-3,499	26	14
\$3,500-3,999	6	3
\$4,000 and over	2	2
<u>Major Source of</u>		
<u>Income</u>		
Self employment	38	21
Self savings	10	5
Scholarship	22	12
Family	102	55
GI Bill	2	1
Other	11	6
<u>Family Income</u>		
Under \$15,000	66	37
\$15,000-25,000	77	43
Over \$25,000	35	20
<u>Father's Occupation</u>		
Professional	38	21
Semi-professional	50	28
White-collar	28	16
Blue-collar	12	7
Agricultural worker	11	6
Skilled laborer	18	10
Semi-skilled laborer	8	4
Unskilled laborer	2	1
No occupation given	12	7

Table 60. Sample grade point averages.

Grade Point Average	f	Percentage
1.9 or less	6	3%
2.0 to 2.2	16	9
2.3 to 2.7	53	30
2.8 to 3.3	67	38
3.4 to 3.6	22	12
3.7 to 4.0	14	8

Table 61. Sample car ownership.

Item	f	Percentage
<u>Car Owner?</u>		
No	142	76%
Yes	45	24

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