

RESIDENCE HALLS GOALS AND OBJECTIVES:
PERCEPTIONS OF STUDENTS AND STAFF

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Jo Anne Johnson

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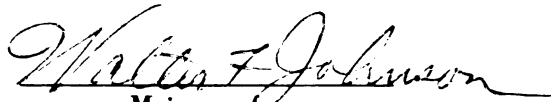
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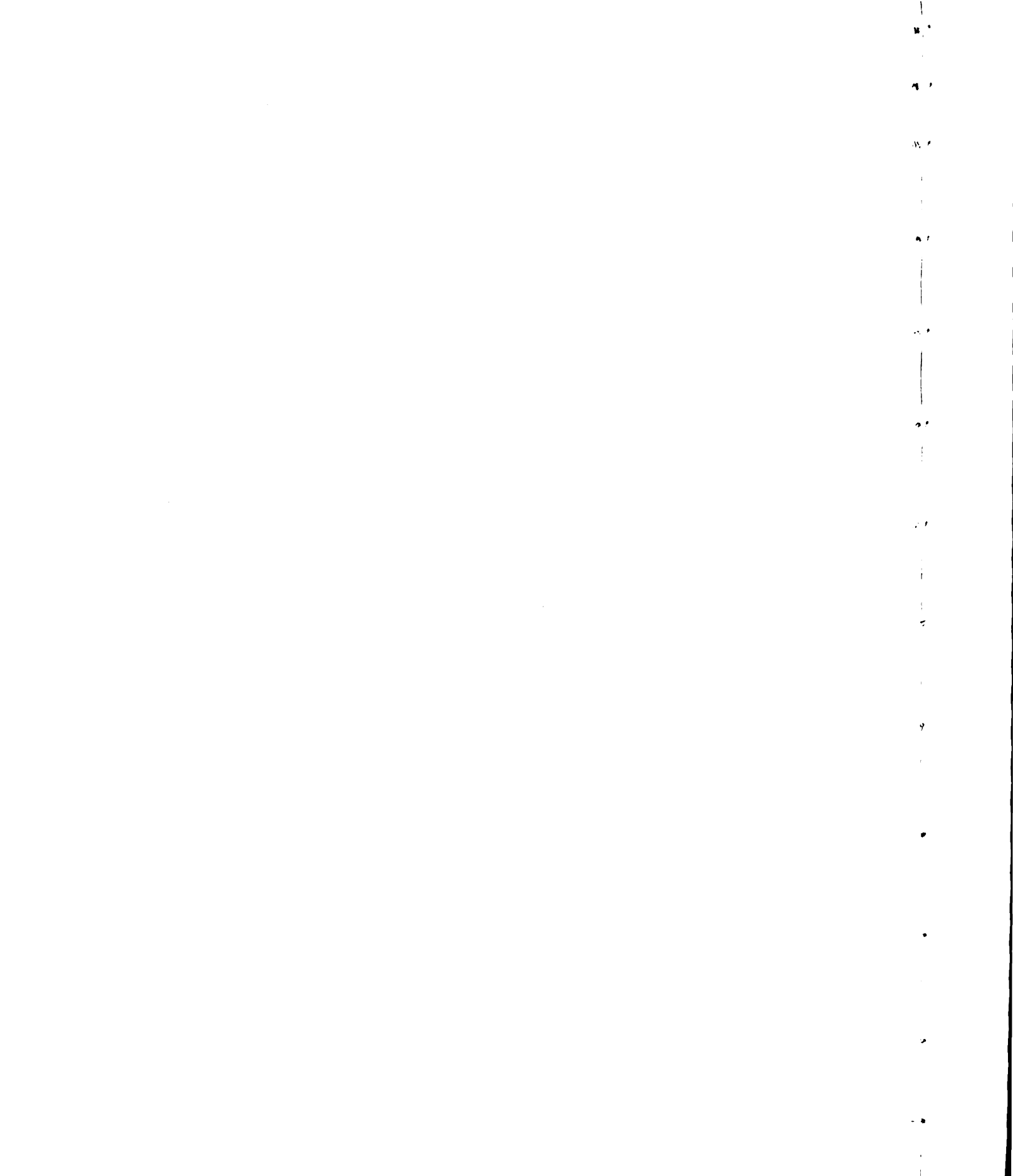
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ABSTRACT

RESIDENCE HALLS GOALS AND OBJECTIVES: PERCEPTIONS OF STUDENTS AND STAFF

by Jo Anne Johnson

The effectiveness of residence hall programs in eight colleges was assessed in this study. Effectiveness is defined here as the agreement between student and staff perceptions concerning the accomplished residence hall objectives in that institution.

A Residence Hall Experience Questionnaire was developed using the categories of Instructional Support, Development of the Individual, Experience in Group Living, Provision of Atmosphere, Satisfaction of Physical Needs, Supervision of Conduct, and Support for the College. Sources of item content were personal experience and literature in the field, and discussion with students and student personnel workers. Students and staff members responded to the items describing the residence hall experience in terms of whether this particular situation had occurred in the residence hall experiences on that campus. The questionnaire consisted of fifty-four items. A response scale of Strongly agree, Agree, Disagree, and Strongly disagree was used.

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The sample was drawn from five small, private colleges and three large state-supported universities in central Michigan. Administrative staff who worked directly with residence hall programming as well as full-time residence hall staff members were used in the staff sample. The student sample was randomly selected from men and women living in the halls.

Data were collected by administering the questionnaire in group settings to students and staff. Comparison of responses using the chi square analysis corrected for continuity was made to determine the degree of similarity or difference in perception of staff and students. The .05 level of significance was used. Student or staff responses were termed consistent if 80 per cent or more of one group responded the same way and were termed inconsistent if responses were about evenly divided.

Over all eight colleges, there were seventy-eight significant differences among thirty-two of the fifty-four items. Three items had five or more significant differences indicated and four more items had four significant differences indicated.

Students in four or more colleges responded consistently to sixteen items and inconsistently to five items. Staff members in at least four colleges responded consistently to forty items and inconsistently to six items.

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Conclusions

1. There were significant differences in student and staff perceptions of the students' residence hall experience in all eight colleges. The range in number of significant items in each college was two through eighteen.

2. There is more unanimity of opinion among staff members about the students' hall experiences than there is among the students on the same subject.

3. At all eight colleges sampled, the largest number of significant differences in student and staff perceptions, both in total numbers and in relation to the number of items in the category, was in the Instructional Support category.

4. The largest number of highly significant differences was found in the Instructional Support category.

5. The smallest number of significant differences in staff and student perceptions both in total number and in relations to the number of items in the category was in the Experience in Group Living category.

6. There appear to be more significant differences in student and staff perceptions in larger residence hall systems than in smaller ones. Differences in larger hall systems tend to be more highly significant.

7. Among the three large colleges represented in the sample, the college with the fewest significant differences in student-staff perceptions was the college with the highest

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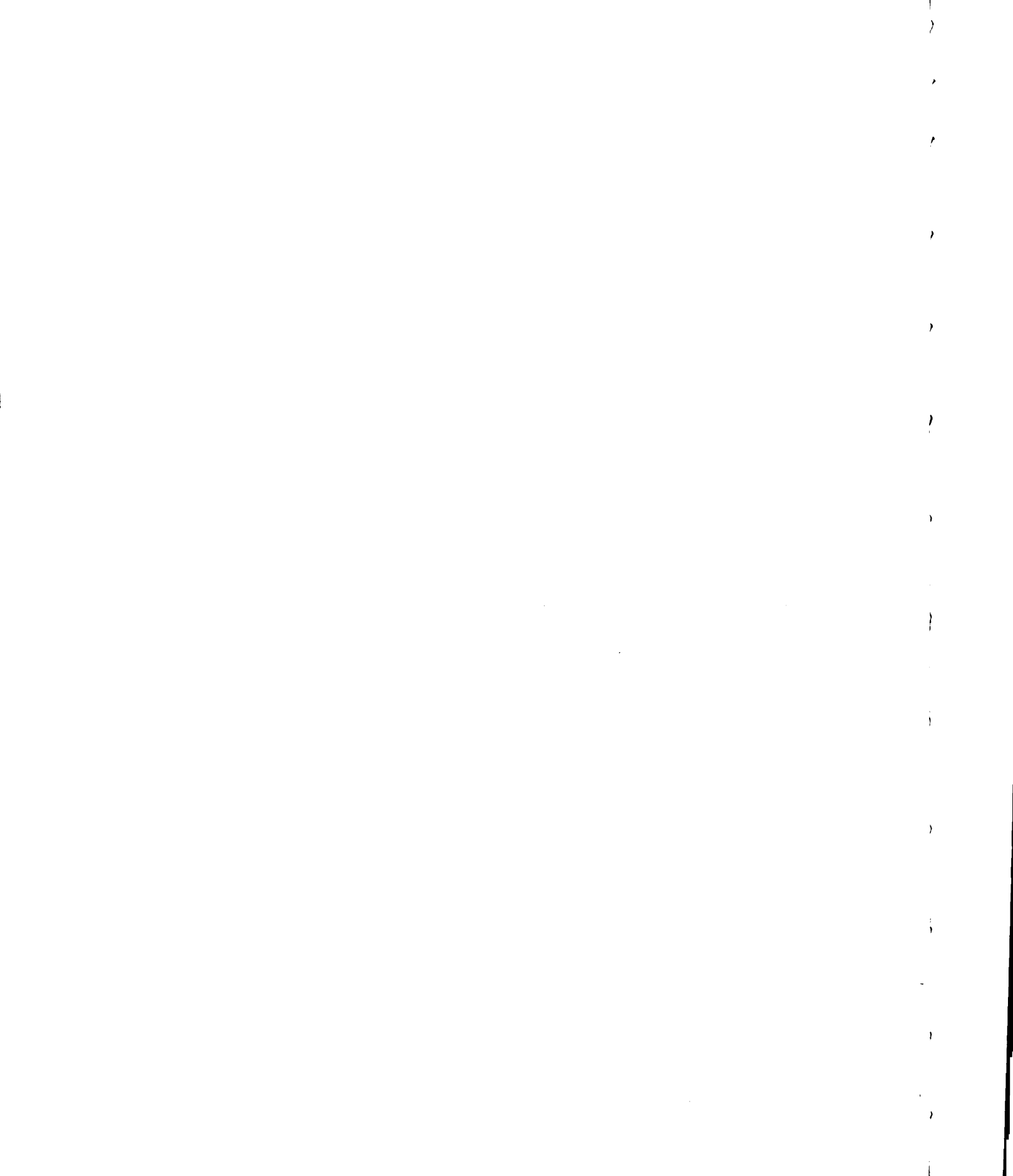
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proportion of professionally trained staff members in the halls. The same phenomenon is true of the five small colleges in the sample.

8. Students in each of the eight colleges responded consistently on slightly less than one-third of the items although not all groups responded consistently to the same items.

9. This type of questionnaire is useful in describing the perceptions of students and staff of accomplished residence hall activities on a given campus.



RESIDENCE HALLS GOALS AND OBJECTIVES:
PERCEPTIONS OF STUDENTS AND STAFF

By

Jo Anne Johnson

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CHAPTER I

THE PROBLEM

Need

Almost all four-year colleges and universities provide residence facilities of some kind for their students. Public and private, large and small, residential and even urban institutions of higher learning are increasing both the number and proportion of students housed in college-owned, group-living accommodations. Figures compiled by the U.S. Office of Education in 1960 indicate that public institutions house 33.3% of their students and private institutions housed 42.3%. In these institutions, 31.9% of the men and 46.6% of the women were housed by the colleges. In all institutions, 66% had housing for men and 71.4% had housing for women (10).

The reasons for providing housing on the campus and the rationale for requiring students to live there rarely have been clearly stated. More often, generalized, amorphous statements are made in catalogues and residence hall handbooks to the effect that the residence hall experience contributes to the total educational experience of the student.

In the early days of higher education in this country, residence halls served two purposes. Since there often was no housing available in the small rural communities where colleges were located, the halls were a convenience and service for the students. The influence of the traditional English residential college was particularly evident in the early colonial colleges. Also, the halls served as a means for the administration to control student behavior and to inculcate social and moral values (11:96-101).

Since World War II, however, the hall system on many campuses has burgeoned into a vast complex of buildings, staff, and programs designed to serve many purposes and to provide students a multitude of opportunities to enrich their college experience.

Partly because of cultural lag and hold-over from the early days of control orientation, and partly because of the importance assigned to the values of the residence hall experience, students are required on most campuses to live at least one year, if not their entire undergraduate career, in the residence halls (2).

Such requirements imply that a residence hall experience will enrich and enhance the students' total educational experience. If such assumptions are to be justified, the residence hall experience would have to be evaluated in terms of what happens to the student who is a part of that experience. However, a problem arises in determining whether

the student perceives and experiences the residence hall program in the way that the student personnel administrator and residence hall staff members plan that he perceive it, and in determining whether students learn what staff members intend and hope they would learn as a result of the hall experience.

A search of the literature indicates that few attempts have been made to ascertain the effectiveness of the residence hall programs or to evaluate the student's hall experience in terms of what the staff believe should be happening to him. A method for determining the congruity of perception of accomplished residence hall objectives would be useful in assessing the effectiveness of a given residence hall program. Such assessment necessarily would be done in relation to individual program objectives and purposes rather than in relation to common purposes for residence halls in general.

There are a number of ways to evaluate a residence hall program. For instance, one way is to measure the program and its effects against a generally agreed upon, outside standard. This method assumes such a standard is readily available and such is not always the case. In addition, using one general set of standards as criteria for judging the effectiveness of a hall program presupposes every program has similar objectives.

A second method would be a self-evaluation technique in which the students and staff evaluate their perceptions

of the program as it exists in terms of their prior expectations of what was to happen in their hall experience.

This approach cannot be used in this study because there is no way to determine the expectations of the students. However, such an approach could be used in a longitudinal study.

A third method would be to compare what the student says actually happens to him in his hall experience with what the hall staff and student personnel administrators believe happens to most students in their hall experience. This type of evaluation was chosen as the method to be used in the present study for two reasons. First, the present perceptions of students and of staff members of the residence hall experience could be measured and statistically compared with each other. Second, if such a measure were valid it would be an operational indication to staff members of whether the program is succeeding as they perceive it to be.

It is not expected that any results achieved from such an evaluation will be generalizable to all schools even of similar structure and orientation. But it may be expected that some generalizations may be made about procedures that can be undertaken to determine the effectiveness of a given hall program.

Statement of the Problem

The problem to be explored in the present study, then, is to assess the effectiveness of a residence hall

program by measuring the extent of agreement in the perceptions of students and of hall staff members concerning the accomplished residence hall objectives in that institution. The assessment will be carried out in eight colleges and universities with the students and residence hall staff members of each college.

The significant differences in the students' and staff members' perceptions of the fulfillment of certain hall objectives may indicate areas where the hall program (1) is least effective in terms of the staff members' perceived objectives for the program or (2) is accomplishing something for the student of which the staff is generally unaware.

At the same time, an overall picture of what the students and staff perceive to be happening in the hall will be evident from a summary of the perceptions of the students and of the staff in all the areas examined.

It should be emphasized that the outcomes of this study will not determine whether a given residence hall program is good or bad; but will examine the hall experience as the student perceives it in contrast to how the hall staff member believes the student experiences it.

Theory

If a residence hall program is effectively accomplishing what it has been structured to do, then the students who

participate in the program will perceive these activities or events as being achieved in their own particular residence hall experience.

But this is not always the case. Riker (8) states that, " . . . on the basis of observations and available evidence there is little doubt that many of today's residence halls fall far short of their assigned purposes." He goes on to outline why the hall purposes so often fail to be accomplished: (1) the purposes are so general that they have only vague meaning and are either forgotten or misinterpreted, (2) the hall purposes are not always incorporated into detailed plans for new construction, (3) often no practical provisions are made for implementing the purposes, (4) the purposes are established with no or little understanding of the students who will be affected by them.

In this same area, Mueller (7:177-78), in discussing the pros and cons of various approaches to residence hall programming, states that some authorities feel, " . . . the stated goals of residence hall programs are extremely nebulous and general, not to say elusive." She goes on to comment that the student's goals in group living are vastly different from the hopes of his counselors and parents. Unfortunately, she does not elaborate on this idea.

These statements indicate that the vagueness and even non-existence of defined residence hall objectives may be detrimental to the fulfillment of what student personnel

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workers believe they are accomplishing through a residence hall program.

In some instances the catalogue and residence hall publications contain printed objectives and expectations. In other instances, these objectives are part of staff manuals and handbooks and it is the responsibility of the staff member to convey these expectations to the student. More often, the objectives and values of the hall experience appear to be merely "understood" among the administration and hall staff members. The student is expected to absorb the advantages and values of the hall living experience merely by being exposed to the hall program itself.

Therefore, if the hall program objectives have been effectively communicated to students and subsequently implemented in the hall activities, students and staff members, on the whole, should perceive these resulting experiences in a similar manner. If there are differences in the perception of residence hall experiences, then the hall program may not be as effective as staff members believe it to be. The present study is an attempt to determine if there are perceptual differences about the residence hall program between students and hall staff members.

Assuming that the results of this survey of perceptions of students about their residence hall experience are valid, this study can serve as a reference point against which a program may be evaluated in the future as well as at the present time.

Overview

In the following chapters the procedures used in collecting and analyzing the data are presented. The results of the administration of the questionnaire are detailed and the analysis of the data is discussed. The literature pertinent to the area being studied and to the development of the instrument is reviewed in Chapter II. Chapter III contains a detailed description of the sample and procedures used in the study. A discussion and description of the development of the instrument used are also in Chapter III. The presentation and interpretation of the results of the administration of the questionnaire are found in Chapter IV. Each of the eight schools in the sample is analyzed separately. Discussion and implications of the results are found in Chapter V.

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CHAPTER II

REVIEW OF LITERATURE

This review covers the literature pertinent to the problem being studied as well as the literature examined in the development of the instrument used to gather the data.

Literature Relating to the Problem

Recent research conducted on fulfillment of specific residence hall objectives indicates little evidence that the student perceives given functions of the residence hall experience in the same "ideal" manner that the administration does. Five studies which pertain to one or more phases of the problem of congruity of perception of students and staff of the residence hall experience were examined and these studies are discussed below.

Chick (3) found that student perceptions of functions of residence hall student government were generally not the same as those of residence hall staff members. His study concentrated on the perceptions of students and of staff of the prevailing function and values of the hall student government.

Chick examined the perceptions of residents and staff members of the functions of student government in the halls,

and found significant differences in the following areas:

Area	Direction of Response		Level of Significance
	<u>Staff</u>	<u>Residents</u>	
Include faculty in the social program of dinners and dances	yes	no	.01
Inform residents of university and student senate policies and interpret any changes	no	yes	.05
Organize and operate supple- mentary libraries which include reference works	yes	no	.05
Assist in selection of resi- dence hall staff	yes	no	.05
Allow residents to develop leadership through com- mittee work	yes	no	.05
Determine the amount of residence hall fee	no	yes	.05

Ruthenberg (11) in a study contrasting administrator and student hall officer perceptions of rules, regulations, policies, and procedures, concluded that there are significant differences between the administrator's desired and actual implementation of these factors. He also found differences in the perceptions of residence hall staff and of student officers in the effect of the implementation of the regulations and policies.

Parrott (8) compared perceptions of administrators, faculty, and students about available student personnel services at small liberal arts, church-related colleges. He

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used a checklist developed around the Mooney Problem Checklist and asked each respondent to specify where he would go for help, or send a student for help, when a problem was presented that was related to the areas used on the checklist.

Parrott found significant differences between faculty and student perceptions at the .05 level in the following areas:

<u>School</u>	<u>Areas of Difference of Perceptions of Faculty and Students</u>
1	Finances, Living Conditions, and Employment Social-Recreational Activities
2	Curriculum, Teaching Practices
3	Social-Psychological Relations
4	Adjustment to College Work
5 & 6	NONE

Harry (5) examined the problems of students as perceived by the students and as faculty members perceived them. He also examined the perceptions of these two groups concerning the means by which the student received assistance in resolving these problems. He used one school as his sample.

Significant differences were found between faculty and engineering science seniors about where students may obtain help with problems of finances, living conditions, and employment. There were significant differences between faculty and mineral industries students in their perceptions of sources of help with problems concerning social-recreational activities. Differences between student

perceptions of their problems and faculty perceptions of the students' problems were not statistically significant.

Wagenschein (18), in a study of two private, non-sectarian, coed, residential, western institutions--one small and regional, the other large and prestigious--investigated as one hypothesis of her study that the provision of institutional housing for students is a primary factor in the choice of a college. Fewer than one-fifth of the respondents rated any statement relating to residence halls as "highly important," less than one-third rated these statements "only fairly important." The items concerning residence halls ranked 16, 17, 22, 23 in an array of thirty and received no first choices, two second choices, and five third choices. Wagenschein concluded that her hypothesis of the importance of institutional housing in selecting a college was not supported.

The Wagenschein study is not entirely analogous to the present study but does indicate that the students sampled evidently do not perceive the residence hall experience to have much importance in relation to other college experiences.

Literature relating to the development of the instrument

The literature reviewed here pertains primarily to studies which used a similar method and which examined residence hall objectives and purposes. Since the instrument used in the present study consists of a series of statements

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of possible objectives and purposes of the hall program, this review is pertinent.

In 1947 Schleman (12) administered an informal questionnaire to 600 women in a Big Ten university residence hall to see what they expected the hall experience to contribute to their education and what possible gains from hall living they thought were possible. In both areas, most value was placed on learning to get along with other people and on opportunity to meet new and different people.

When these expectations of a residence hall experience are contrasted with the following statements of the purpose of the residence hall experience, the differences are obvious. These statements are typical of the student personnel point of view as explicated in three of the American Council on Education series VI publications (1,4,15).

The American Council on Education 1949 Statement of Services stated, " . . . (housing and food services) shall not only provide for the physical comforts of the students but shall also contribute positively to education in group living and social graces." Strozier (15), in a later publication of this same group said, "Student housing . . . should be recognized as an opportunity for educational achievement."

Williamson (19) identified possible uses for student housing including control of student behavior, better sanitary and living standards, financial return on an investment, a "student union," and a place to learn social graces. His

contention is, however, that the intellectual, academic aspects of residence hall programs are primary and necessary.

Wise (20), at this same symposium, discussed his belief that the emphasis of the staff member determined the purpose and orientation of the hall program. Wise describes the first of these emphases as the managerial attitude. He suggests this attitude emphasizes cooperation, is a good control measure, reduces conduct problems, and gives the staff member opportunity to exercise leadership skills. He cautions, however, that the managerial attitude is separate from the general educational objectives of the university, has little direct impact on student values and perspective, and divorces the hall staff from the instructional staff.

The second attitude Wise suggests is that of providing psychological services for those students who need it. This may serve to give the counselor more status in the academic community. The third attitude--social education--helps the student gain poise and maturity through social experience, provides experience in leadership and the development of democratic attitudes, and helps the student find personal fulfillment and develop a satisfactory self-concept. Wise points out that this last attitude can be termed non-intellectual and be considered unrelated to the purposes of the institution.

Riker's (9:34-60) discussion of residence hall purposes more comprehensively discusses the wide range of

possibilities in residence hall programming than do the studies discussed above. He undergirds his discussion with four assumptions regarding residence halls and colleges which he believes are required for a delineation of purpose:

(1) the hall is a part of the college plant, (2) this plant is especially designed for processing of exceedingly valuable material, the student, (3) the process is learning which is change through living and growing in an environment, (4) the preferred product of a college plant is the individual who has changed in a desirable way.

Assuming that the purposes established for the residence hall program will bring about a desired change in the student, Riker develops seven categories of residence hall purposes which were drawn from an extensive review of pamphlets and brochures descriptive of student housing and from questionnaires and personal interviews initiated by Riker.

1. Instructional Support - broaden intellectual interests and aesthetic appreciation, provide social training, develop better recreational habits, improve standards of living, promote citizenship education, provide educational counseling, assist in improvement of study habits, implement college orientation, coordinate class and extra-class activities, make possible a total, optimum, rich broad educational experience.

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2. Development of the Individual - foster personal growth of the student physically, socially, spiritually, and culturally, provide opportunities to learn poise, maturity, social competence, personal confidence in social situations, self-reliance, independent judgment, tolerance, sharing, co-operation, self-discipline and respect for others, create opportunities for the enrichment of personality and for the sharing of ideas by which men grow and reach new understanding.

3. Experience in Group Living - develop a sense of personal responsibility for and obligation to the community welfare, provide training in leadership group discussion and decision-making, provide opportunities for practice of skills in human relationships, provide group living in a democratic setting.

4. Provision of Atmosphere - maintain an intimate, personalized atmosphere, cultivate a climate of good taste, good social manners, and "gracious living," promote an orderly environment conducive to academic pursuits.

5. Satisfaction of Physical Needs - provide at a low cost, a place to eat, sleep, study, to spend leisure time, a place which is comfortable, convenient, healthful, and safe.

6. Supervision of Conduct - provide security, protection, and administrative control over residential life OR encourage self-discipline and planned activities which give direction and support to student life.

7. Support for the College - attract new and more students, develop a more cohesive college community, create college spirit and unity, integrate the student body.

These seven functions or categories appear to cover most aspects of residence hall living. The items developed for this investigator's questionnaire were classified according to these seven categories although the classification did not always strictly follow the sub-headings.

The method used in constructing the questionnaire for the present study is similar to one that has been employed in four dissertations [Chick and Ruthenberg (previously cited), Sillers (14), Tamte (16)] completed at the University of Denver under the initial direction of Daniel D. Feder. This method is outlined in detail by Chick and Ruthenberg. Brain-storming sessions with students, student officers and staff members were the source of the items for Chick's and Tamte's statements of functions for their questionnaires, for the checklist used by Ruthenberg and for the content and structure of the disciplinary situations used by Sillers.

The definition Feder and Chick developed for the "perceptionnaire" in the study cited above was that " . . . it was a measurement device designed to allow respondents to reflect a specific reaction to a complex operation which was seen in a personal frame of reference and which was

personally defined by the subject."¹ The reason for adopting the term was that existing techniques would not provide sufficient distinction between perceptions of relationships and attitudes toward the items selected to be studied.

Basic to these studies of perception was the need to separate fact and attitude toward the fact. In other words, whether or not a given function happens is not as important as whether or not the respondent perceives that function as happening.

Personal correspondence with Feder indicated that data on the validation procedures and other statistical evidence were still in raw form and were not yet available.²

The procedures used in the studies discussed here are believed applicable in developing a questionnaire (or perceptionnaire) about the purposes of the residence hall program because (1) it is desired to know how the students and staff members perceive the actual students' residence hall experiences and (2) each respondent is to define his experience in his own frame of reference.

Application of Previous Research

Of the studies cited above, those by Chick and Ruthenberg indicate differences in perception between students

¹Personal correspondence with Robert W. Chick, July 6, 1964.

²Personal correspondence with Daniel D. Feder, October 8, 1964.

and staff members about specific areas of the residence hall program. Studies by Harry and Parrott discussed above indicate differences in perception of faculty and students about the sources of help available for students with certain kinds of problems. Wagenschein's study noted previously indicated that the students in her sample do not perceive the residence hall program as being very important in deciding which college to attend.

It is reasoned that if differences appear between staff and student perceptions about rules and regulations as Ruthenberg found; if perceptual differences are found between staff and students concerning the function of student government as Chick indicated; then there may well be differences in perceptions of staff and students of the accomplished goals of the residence hall program in general. The present study examines the perceptions of students and staff in eight colleges and universities to see if there are perceptual differences between these two groups in the accomplished goals of the residence hall programs.

None of these studies included any cause and effect relationships but merely pointed up existing phenomena. Because it was believed necessary first to determine accurately what presently exists in a given residence hall program, no attempt has been made to investigate cause and effect relationships statistically in the present study.

Summary

The major findings of the review of literature indicate that studies which do compare the perceptions of students and staff members about various aspects of the residence hall program have found significant differences between the student and staff perceptions. These studies have examined specific aspects of the hall program such as rules and regulations and student government rather than the residence hall program as a whole.

Literature relating to the development of the questionnaire used in this study indicated that there are a wide range of objectives for residence hall programs. Riker's seven functions for a residence hall were chosen as a basis around which the items for the questionnaire were developed. The method used in developing the "perceptionnaire" in four studies at the University of Denver was the basis for constructing the items and administering the Residence Hall Experience Questionnaire used in the present study.

CHAPTER III

SAMPLE AND METHODOLOGY

This chapter is concerned with the composition of the sample, the development of the instrument, the method used for collecting the data, and the procedures for analysis of the data.

Sample

The subjects were drawn from student personnel administrators, residence hall staff members, and residence hall students in five small, private, residential colleges Adrian College, Albion College, Hope College, Alma College, Kalamazoo College--and three large, public, residential universities--Central Michigan University, Eastern Michigan university, Western Michigan University--in central Michigan. These institutions are referred to in the remainder of the study only by the college code number.

The staff and students of the eight colleges participating in the study were selected for three reasons.

1. Each of these colleges and universities requires undergraduate, single students to live in residence halls for at least one year if they do not live at home or in

other approved housing. The student, therefore, has participated in a required residence experience.

2. These institutions are representative of the medium-sized public university and of the small-sized private, church-related college in size and general composition of the student body.

3. The eight institutions were located in a contiguous area which facilitated contact with them.

The student sample was drawn separately for each college. Using a table of random numbers, this sample, stratified on the basis of sex, was drawn from lists of students living in the residence halls. A ten per cent sample was taken from the small college and a five per cent sample from the larger universities.

The sample of staff members from each college consisted of the full-time, professional, residence hall staff members (housemothers, head advisors, house directors, head counselors) and the student personnel administrative staff who plan and implement the residence hall program.

Instrumentation

Riker's seven categories or functions of the residence hall program were used as points of departure in developing the questionnaire items. These categories were discussed in detail in Chapter II. Ideas for the individual items were gathered from four sources: discussions with

students and residence hall staff members, written statements of residence hall purposes found in a number of selected university publications, personal experience in working with residence hall programs on large and small campuses, and literature in the field of residence hall programming such as Riker (9), ACE Series VI publications (1,4,15), and other sources cited in Chapter II.

The items were arranged randomly in the questionnaire so that items concerning one function would be scattered throughout the questionnaire.

Pretest. The items on the first test (the pretest) were written as an incomplete statement which completed the common stem, "The residence hall experience:" The answer scale attempted to derive a response of the degree to which a particular experience may or may not have happened in the halls. The response column of the test was headed by a stem which stated for students, "For me, this is experienced:" and for staff members, "For most students this is experienced:" Thus, a typical item on the pretest looked as follows:

THE RESIDENCE HALL EXPERIENCE

Provides in the hall staff a person or persons with whom the student can discuss personal problems

FOR ME, THIS IS EXPERIENCED:

Frequently Seldom Rarely Never

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This preliminary instrument was pre-tested on twenty students and seven staff members at a small, private college similar to the small, private colleges in the present sample. The same preliminary instrument was administered to forty students and twelve staff members at a large, western, land-grant institution which is similar to the large, public universities in the present sample.

From comments made by the students and staff members who took the pretest, major changes were made in the structure of the items and in the response scale. Some changes were made in item content.

The structure of the items was revised so that each item was understandable as a complete sentence. This change also allowed more flexibility in the use of words in constructing the item since the structure was not bound to a common stem.

The response scale underwent a major revision. As stated above, the pretest scale attempted to derive a response of the degree to which (frequently, seldom, rarely, never) a particular experience may or may not have happened to a student in the halls. This was confusing and such judgments did not always logically follow from the statement of the item. The scale finally used was one merely of agreement or disagreement--Strongly agree, Agree, Disagree, Strongly disagree. A "don't know" or "?" or "sometimes" category was not used because a forced choice was desired.

The heading of the incomplete sentence at the beginning of the response column was no longer necessary with this type of scale.

The content of some of the items was changed as a result of the respondents' comments on the pretest. It was found that items stated negatively tended to be ambiguous and difficult to understand. Fifteen of the twenty-four negatively worded items were changed to positive wording. Three items were found to describe more than one concept and these were divided into separate items.

Certain items of an obvious nature, e.g., "The hall provides a place to sleep," were very unlikely to indicate any differences in response. These items were either removed or changed to be more discriminating, e.g., "The student's room provides adequate space in which to keep his personal belongings."

After these changes were made, the fifty-four items were evaluated by five individuals who have worked with residence halls in a variety of institutions. A few wording changes were made as a result of this evaluation.

The final instrument is a questionnaire of fifty-four items, each concerned with some facet of residence hall experience that may or may not be a part of the hall program of any given institution. An example of an item on the final instrument is as follows:

"It is easy to discuss personal problems with the hall staff."

The student responds on a scale of

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

The directions given on the questionnaire instructs the student to indicate the extent of his agreement or disagreement with the statement as it applies to his own residence hall experiences. The staff respondent indicates the extent of his agreement or disagreement with the statement as it applies to what he views as the experience of most students in the residence halls.

All respondents were instructed to answer the statements in terms of their own definition and perception of the meaning of the statement.

A cover sheet for students and a cover sheet for staff members was developed. This cover sheet contains the general instructions for completing the questionnaire and a series of personal data questions. All the demographic data are not used in the present study but may be useful in future analysis of these data. A copy of the questionnaire and of the two cover sheets appear in Appendix B.

Collection of the Data

The procedure for gathering the data at each participating college followed the same general pattern.

An initial contact was made with the chief student personnel officer to see whether his institution would be interested in participating in the study. If the college expressed interest in the study, a visit was made to the campus to explain the project in detail to the chief student personnel officer and/or his associates who are in charge of the residence hall program. At this time, arrangements were made to secure the housing lists from which the sample would be drawn and a method was devised to notify the students who were selected to participate in the study. Also, arrangements were made for a return visit to the campus to administer the questionnaire. Tentative arrangements were made for a third visit if interviews were necessary.

Letters³ were sent by campus mail to each student selected for the sample inviting him to participate in the study. The staff members at each college were requested to participate by the principal student personnel officer of that school.

The questionnaires were administered in a group setting to the students in seven of the eight colleges. In the eighth college, the questionnaire was mailed to the student and collected by the Dean of Students Office. In five of the eight colleges the staff completed the questionnaire in a group setting. In the other three colleges the questionnaire was completed individually as a matter of convenience to the staff member.

³See Appendix A.

Efforts were made to contact those students who did not appear at the initial testing session to request their cooperation. In four of the eight colleges, the residence hall staff members assisted in contacting the students who had not completed the questionnaire to ask them to participate. Nevertheless, it was still not possible to secure a complete return. Table 1 shows the number of students and staff members in each college who completed the questionnaire.

Table 1. Student and staff sample size in each college.

College	Staff		Students					
	#*	%**	Men		Women		Total Students	
			#	%	#	%	#	%
One	7	100	35	95	42	100	77	97
Two	9	100	36	87	35	47	71	61
Three	14	88	46	44	76	68	122	56
Four	8	100	20	49	39	93	83	71
Five	12	100	34	55	111	63	145	61
Six	6	86	21	62	26	76	47	69
Seven	31	97	34	23	63	36	97	30
Eight	11	73	41	66	45	68	86	67

*# = Number of subjects participating.

**% = Percentage of the total sample participating.

To facilitate scoring and analyzing the data the IBM 1230 scoring process was used. Each respondent recorded his answers with a special pencil on the 1230 answer sheet.⁴ From these answer sheets the responses were transformed into punched cards.

As a validation procedure, after the questionnaire responses were tabulated, three colleges were selected for the purpose of confirming the written responses. Interviews were held with a randomly selected number of students and staff in the three colleges. If the responses in the interview had been widely divergent from the written responses, students at the remaining five colleges would have been interviewed. Eleven students and three staff members were interviewed in College One, thirteen students and three staff members in College Three, and thirteen students and six staff members in College Five.

The interviews were focused on each individual's perceptions concerning the student's experiences in the residence hall. The interview content covered the seven functional categories of the questionnaire but did not repeat the specific questions word for word. Responses in the interviews were almost identical to responses on the questionnaire.

⁴See Appendix B.

Analysis of the Data

The responses to the questionnaire were tabulated for each of the eight colleges and transferred to punched cards for use in the Control Data 3600 Computer.

A simple item response analysis which included the number and percentage of responses for each item in each of the four response categories was obtained for (1) the staff members, (2) the total student sample, (3) the men students and (4) the women students.

The chi square statistic, using a 2 x 2 contingency table, was calculated on the 3600 CD Computer for each item for each college.

To facilitate analysis, the "Strongly agree" and "Agree" responses for each item were pooled into one AGREE category. The same procedure was used for the "Disagree" and "Strongly disagree" responses. This was done to secure larger N's in the cells of the contingency table. Observation of the data did not indicate any great difference between the pooled items in either the Strongly agree-Agree or the Disagree-Strongly disagree categories.

The chi square values obtained in the first computations were examined to determine whether any of the expected frequencies were less than ten. In those instances where an expected frequency of ten or less was observed, the chi square value was recomputed using the Yates Correction

for Continuity. The Fisher Exact Test was computed for two of the five comparisons in which there was an observed frequency of "0" in one cell (6).

The level at which the responses of staff members and of students to any given item will be said to be significantly different because of factors other than factors of chance is the .05 level. This level was chosen because the total number in each school is small and to make generalizations concerning the significant differences in items for probabilities above this level would not be justified.

A test of consistency of responses was applied to the student and staff categories. For this test the arbitrary level of 80% or more responses of either agree or disagree by either students or staff members was chosen to indicate general agreement of either of the groups on a given item. The group of respondents was considered to be inconsistent when the agree and disagree responses were divided about evenly. This is also an arbitrarily set level. This test of consistency of response indicates the amount of general agreement among staff and among students on each item.

Responses of students and staff for each category of items were examined and summarized in order to obtain a composite view of the residence hall experience as perceived by students and staff members in each college. Significant comments from the interviews were summarized and are presented in Chapter IV.

Summary

Eight colleges in central Michigan were selected to participate in this study. A sample of residence hall students and of staff was taken from each school. Questionnaires were administered to all subjects to determine the kinds of experiences which they as students experience in the residence halls, or which they as staff members perceived students experienced in the halls.

The items used in the questionnaire were developed around Riker's seven categories of the purposes of a residence hall program. After pretesting and revising, the questionnaire consisted of fifty-four items. A response scale of Strongly Agree, Agree, Disagree, Strongly Disagree was used.

Comparison of responses by chi square analysis corrected for continuity was made to determine the degree of similarity or difference in perception. Agreement between staff and students on an item would indicate that the objective as seen by the staff is being met. Disagreement would indicate a discrepancy in perception that this objective is accomplished in the halls. The level at which the responses of staff members and of students to any given item will be said to be different because of factors other than factors of chance is the .05 level.

A test of consistency of responses for staff and for students for each item was applied. The arbitrarily set

levels of 80% or more agreeing or disagreeing with an item (consistent responses) and an evenly divided response (inconsistent responses) was used.

CHAPTER IV

ANALYSIS OF THE DATA

A summary of the responses to the Residence Hall Experience Questionnaire are presented in this chapter. The data are analyzed separately for each college. A brief description of the college, its residence hall system, the nature of the hall staff structure, and a summary of the printed college literature related to the residence halls in each college precedes the presentation of the data.

A summary and general description of student and staff member responses to all items on the questionnaire are given for each college. The items are grouped by functional category in a single table for each college to facilitate the discussion. Significant differences in the perceptions of staff members and students are included in the discussion.

The final section of this chapter deals with the questionnaire used in this study.

College One

College One is a small, coeducational, church-related, four-year college. All single women students who do not live at home and all single men students who do not live in fraternity houses are required to live in college

residence halls. Approximately 330 men live in two large halls and three smaller houses. Approximately 400 women live in two residence halls and one small house.

The hall program at College One is supervised and directed by the Assistant Dean of Students for Men and the Assistant Dean of Students for Women. The men's halls are staffed by men head advisors who are professionally trained in student personnel. The women's halls are staffed either by older, mature women or professionally trained women, depending on the availability of personnel. The small house for women is supervised by a faculty couple. Undergraduate student residence assistants work with the full-time staff in both men's and women's halls.

The residence hall handbooks and manuals used in the training of residence hall staff at College One stress the educational purposes of the halls, emphasize the importance of students assuming responsibility, and outline the expectations the students should have of the hall staff and of his hall experience.

Results of the Questionnaire. The questionnaire was administered to the sample of students in a group session. Only about half the sample responded at that time. The remainder of the sample was contacted in the halls by the hall staff members. The final number of students completing the questionnaire was seventy-seven or 100 per cent of the total

sample. The seven staff members completed the questionnaire individually.

In the student sample there were thirty-five men and forty-two women. Of the seventy-seven students, twenty-seven were freshmen, seventeen were sophomores, sixteen were juniors, and seventeen were seniors. Twenty were presently or had been residence hall officers and thirteen were presently or had been residence hall assistants.

The staff sample consisted of three women and four men. Only one staff member had not attended college. Of the other six, one has a bachelor's degree, three have master's degrees and two have doctorates. This is the first year as a staff member at College One for two of these people. Three have held their positions for one to three years and two have worked there for eight to fifteen years.

The responses of students and staff at College One to the Residence Hall Experience Questionnaire are summarized in Table 2.

Instructional Support. As indicated in Table 2, the only items on which significant differences occur are in the Instructional Support category. Only 17% of the students believed the hall program complemented the academic and instructional programs but 83% of the staff members said the hall program accomplished this (item 26). While all but one staff member felt there were opportunities for student and

Table 2. College One--Chi square values and frequency of agreement of responses of students and staff for each item on the Residence Hall Experience Questionnaire.

Item	Students		Staff		χ^2 c
	N	%	N	%	
<u>Instructional Support</u>					
17. Good scholarship is encouraged	64	83	7	100	.405
26. Complements instructional program	13	17	5	83	10.634**
31. Good study habits developed	54	70	7	100	1.573
35. Faculty interact with students in hall	25	32	6	86	5.694*
42. Staff assists academic adjustment	49	64	7	100	2.245
45. Opportunities for dinners with faculty	16	21	3	43	.748
46. Current quality magazines and newspapers	17	22	3	500	1.092
58. Atmosphere conducive to study	33	43	6	86	3.172
<u>Development of the Individual</u>					
12. Self-direction, independent judgment	53	69	7	100	1.718
15. Religious values not developed	56	73	4	57	.191
20. Easy to discuss personal problems	42	55	5	71	.183
21. Meet people of different backgrounds	69	90	7	100	.050
22. Assume responsibility for own behavior	56	73	6	86	.090
23. Express ideas and creative energy	47	62	6	86	.717
38. Meet persons of the opposite sex	27	35	5	71	2.221
47. Social maturity developed	57	74	5	71	.090
49. Social activities take place in hall	48	63	6	86	.614
50. No emphasis on etiquette and manners	38	49	4	67	.155
65. Friendships broadened	73	99	6	100	2.637

Table 2. Continued

Item	Students		Staff		x ² _c
	N	%	N	%	
<u>Experience in Group Living</u>					
14. Efficient administrative procedures	50	66	6	86	.429
32. Share, live in harmony with others	76	99	7	100	2.300
33. Groups work together on projects	65	84	7	100	.318
34. Discussions and bull sessions	57	74	4	57	.267
56. No group leadership experience	23	30	0	0	1.573
57. Let others live as they choose	36	47	3	43	.039
59. Understanding of democratic process	38	49	6	86	2.100
64. Facilitates adjustment to peers	67	91	7	100	.022
<u>Provision of Atmosphere</u>					
13. Hard to develop a feeling of belonging	7	9	1	14	.064
16. Atmosphere of "collegiate life"	71	93	6	100	.057
19. Climate of good taste, gracious living	36	47	5	71	.678
25. No feelings of anonymity develop	48	66	5	71	.013
27. Feeling of formal social protocol	27	36	2	29	.000
29. Feeling of personal interest in students	44	57	7	100	3.308
36. Students identify with hall	55	71	6	86	.136
37. Atmosphere example of desirable life style	28	36	4	57	.459
54. Encourages cultural awareness	11	14	2	29	.207

Table 2. Continued

Item	Students		Staff		χ^2_c
	N	%	N	%	
<u>Satisfaction of Physical Needs</u>					
30. Dining hall provides good meals	58	75	6	86	.024
41. Hall economical place to live	53	70	7	100	1.614
43. Base for organized sports competition	66	86	5	71	.207
48. Adequate space for personal belongings	67	88	6	86	.238
61. Facilities for "household" tasks	48	64	5	71	.000
62. Exercise and recreation available	48	64	5	71	.000
<u>Supervision of Conduct</u>					
18. Enforcement of policies and regulations	72	94	7	100	.019
28. Control of student conduct	54	70	6	86	.191
39. Inform about policies and regulations	64	83	7	100	.405
51. Unit for grouping students	34	44	4	57	.070
52. Effective sign-out regulations	43	56	4	57	.110
53. Staff knows when student is ill	61	79	7	100	.702
55. Establish social behavior standards	41	53	6	86	1.585
60. Staff assumes a parental role	27	35	4	57	.562
<u>Support for the College</u>					
24. Helps student identify with the college	54	70	6	86	.191
40. Oriented to college, its expectations	65	84	7	100	.318
44. Emphasizes change, progress of the college	48	62	7	100	2.533
63. Student loyalty toward college developed	34	45	4	57	.041

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faculty interaction in the hall, only 32% of the students said they had experienced this (item 5).

The differences on the remaining items in this category are not significant, but in all cases more staff members than students agreed with the item.

All staff members agreed on three of the four items in this category which are related to scholarship. The student responses indicated that 83% agreed that good scholarship is encouraged (item 17), 70% found their efforts to develop good study habits are encouraged (item 31), and 64% believed the hall staff assisted them in adjusting to the demands of academic life (item 42). All except one of the staff (86%), but only 43% of the students found the atmosphere in the hall conducive to study and creative, productive thought (item 58).

Half the staff and 22% of the students find there are current magazines and newspapers in the hall for the student's use (item 46).

Only 43% of the staff and less than one-fourth of the students perceive that the hall program offers opportunities for dinners and discussions with faculty members (item 45).

Development of the Individual. All the staff and 69% of the students at College One agreed that the hall program contributes to the development of the student's self-direction and independent judgment (item 12), and 73% of the

students and all except one of the staff (86%) agreed that the students are encouraged to assume responsibility for their own behavior (item 22).

More students (73%) than staff (57%) found no attempt to develop religious values through the hall program (item 15). All except one of the staff (86%) and 62% of the students agreed that there are opportunities for students to express ideas and use creative energy in the hall (item 23).

Slightly more than half the students (55%) and less than three-fourths of the staff (71%) said it was easy for students to discuss personal problems with the hall staff (item 20).

Four items in this category relate to individual development in social situations. Approximately the same proportion of students (74%) and staff (71%) agreed that social maturity is developed through experience in a variety of social situations in the hall (item 47), and 63% of the students and 86% of the staff agreed that these various situations take place in the hall (item 49).

Only one-third of the students (35%) but 71% of the staff said the student has the opportunity to become acquainted with persons of the opposite sex through the hall program (item 38). Half the students (51%) and one-third of the staff (33%) felt that learning etiquette and good manners was emphasized in the hall program (item 50).

There was almost complete agreement between staff and students on the two items in this category concerned with students' opportunity to know a variety of people. All the staff and 90% of the students agreed that there are opportunities for students to meet people of backgrounds and interests different from their own (item 21) and all the staff and 99% of the students find there are opportunities for students to broaden friendships (item 65).

Experience in Group Living. As Table 2 indicates there is almost complete agreement between staff and students on two of the three items in this category related to learning how to live with others. All the staff and 99% of the students agreed that the students learn to share and to live in harmony with other people in the hall (item 32), and all the staff and 91% of the students agreed that the hall program also facilitates adjustment to peers (item 64). Fewer than half (47%) the students found in their experience that the hall program encouraged them to let other students live in whatever manner they chose. About the same proportion of the staff (43%) perceived this as happening in the student's hall experience (item 57).

There appears to be a wide range of opinion of both students and staff in College One on the four items related to student experiences in group interaction. All the staff and 84% of the students agreed there are opportunities for student groups to work together on projects (item 33). And

all the staff and 70% of the students agreed there were opportunities for students to gain experience in group leadership (item 56). But only half the students (49%) perceived that an understanding of the democratic process was achieved in their experience even though 86% of the staff agreed that this did happen (item 59). More students (74%) than staff members (57%) believed there is an atmosphere in the hall which encourages discussions and bull sessions among students (item 34).

All but one of the staff members and two-thirds of the students agreed that the hall operation provides for the student an example of efficient, effective administrative procedure (item 14).

Provision of Atmosphere. Four items in this category are concerned with the feeling of identification which the student finds in the hall. All but one of the staff (86%) and 71% of the students agreed that the hall is a unit with which the student closely identifies (item 36). But only slightly more than half the students (57%) find the hall atmosphere reflects a feeling of personal interest in the student. On the other hand, all the staff members believe the students experience this feeling of personal interest (item 29).

All but one of the staff members and 91% of the students do not feel it is hard to develop a feeling of belonging when living in the hall (item 13), and two-thirds of

the students and 71% of the staff indicated that hall experiences do not allow a feeling of anonymity to develop (item 25).

All the staff and almost all the students (93%) agreed that an atmosphere of "collegiate life" prevails in the halls at College One (item 16). There appears to be more disagreement on the other two items in this category which relate to the general atmosphere found in the halls. Slightly more than half the staff (57%) and about one-third of the students (36%) perceive the hall atmosphere and furnishings as an example of the style of life toward which the student should aspire (item 37). Only 14% of the students and 29% of the staff indicate that the student finds an atmosphere in the hall which encourages cultural awareness of good art, literature, music, and architecture (item 54).

Students (64%) and staff members (71%) appear to be in agreement that life in the hall does not have a feeling of formal social protocol and set standards of social behavior (item 27). However, fewer than half the students (47%) but almost three-fourths of the staff (71%) perceived a climate of good taste and gracious living in the hall (item 19).

Satisfaction of Physical Needs. Three items in this category relate to the kind of facilities and services which are available in the halls at College One. All but one of the staff members and three-fourths of the students agreed

that the dining hall provides nourishing, well-prepared meals (item 30). About the same percentage of staff (86%) and students (87%) agreed that there is adequate space in the student's room for his personal belongings (item 48). Somewhat different proportions of students (64%) and staff (71%) found there were adequate facilities for the student to perform personal and "household" tasks (item 61).

All the staff and 70% of the students found the hall an economical place for the student to live (item 41).

The responses to the two items concerned with recreational facilities were approximately the same. Seventy-one per cent of the staff and 86% of the students agreed that the hall is a base for organized sports competition. The same percentage of staff (71%) but 64% of the students agreed there were facilities available for recreation and physical exercise (item 62).

Supervision of Conduct. Three items in this category deal with the hall program as a means of communicating and enforcing regulations. Table 2 indicates all the staff and 83% of the students agreed that the hall program is used by the college to inform students of regulations and policies (item 39). Even more students (94%) and all the staff perceived enforcement of these regulations and policies as part of the hall program (item 18). Seventy per cent of the students and all but one staff member agreed that the hall program serves as a means to control student conduct (item 28).

Four items relate to the supervisory function of the halls. Slightly over one-third of the students (35%) and 57% of the staff felt the hall staff assumes a parental role in dealing with students (item 60). About the same proportion of staff (57%) and students (56%) believed the sign-out regulations were effective (item 52). But all the staff and 79% of the students believed the hall staff knows when a student is ill (item 53). About half the students (53%) and all but one of the staff members indicated the hall program attempts to establish values and standards of social behavior patterns (item 55).

Slightly more than half the staff (57%) and less than half the students (44%) agreed that the hall is a convenient and expedient unit for group students for campus administrative and activity purposes (item 51).

Support for the College. All but one of the staff members and 70% of the students agreed that the hall program facilitates the student's identification with the college (item 14). But only half the staff (57%) and less than half the students (45%) believed the hall program develops student loyalty toward the college (item 63). All the staff and 62% of the students believed the hall program emphasizes the change and progress of the college (item 44), and all the staff and 84% of the students agreed that the hall program is a means through which College One orients the student to the college and its expectations of him (item 40).

College Two

College Two is a private, coeducational, church-related, liberal arts college. All women students are required to live in college housing unless they are living at home, living with near relatives, married, or working for room and board. Freshmen, sophomore, and new transfer men are required to live in college housing unless they are living with near relatives. Many upperclass men live in fraternity houses. There are 670 women living in four halls and several small honor houses and 340 men living in two halls and a cooperative.

The Dean of Men, the Dean of Women, and their assistants are responsible for the direction of the hall program at College Two. The women's halls are staffed by older, mature women and one younger, professionally trained woman. The men's halls are staffed by one trained, professional student personnel worker and one untrained, younger man. Both men's and women's head residents are assisted by undergraduate student assistants.

In the section titled "Residential System" in the College Two Catalogue, the following statement is made about the purposes of the residential system.

Believing that college residence halls are important laboratories where students may develop and practice mature ways of living, [College Two] gives careful attention to all phases of its dormitory system. Furnishings, interior decoration, maintenance, as well as staff personnel, customs and traditions,

combine to give each student a college home conducive to personal growth.

The Women's Handbook, 1964-1965, and other material from the Dean of Women's office indicate a deep concern that the women student understand her responsibilities in becoming aware of reasons for rules and for upholding standards. These publications also outline in detail the expectations which the hall organization has of the student as well as what the student may expect from the residence hall experience.

The student handbooks and staff manuals for the men outline the broad educational purposes of residence halls and point out how these relate to the social, cultural, and disciplinary aspects of hall life. The men's handbook also describes what a student may expect in his experience in the halls at College Two.

Results of the Questionnaire. The questionnaire was administered to the student sample at College Two in a group session. There was a follow-up in the halls with the men students. Seventy-one students or 61% of the total sample for College Two completed the questionnaire. Nine staff members completed it individually.

There were thirty-six men and thirty-five women in the College Two student sample. Of these, there were thirty-six freshmen, fourteen sophomores, thirteen juniors, and six seniors. Two students did not mark this item correctly.

Fifteen of the seventy-one students were presently or had been residence hall officers, and six were presently or had been residence hall assistants.

In the staff sample, three were men and six were women staff members. Two of these staff members have been at College Two less than one year, four have been there from one to three years and three have been there from four to seven years. One of the staff members has never attended college and two attended but do not have a degree. Of the six staff members who have college degrees, one holds a bachelor's degree and five hold master's degrees.

Responses of students and staff to the Residence Hall Experience Questionnaire at College Two are summarized in Table 3.

Instructional Support. On the items related to the encouragement of scholarship in the hall, 100% of the staff members at College Two agreed with three items. On these same items, 87% of the students agreed that good scholarship is encouraged (item 17), 83% agreed that the student's efforts to develop good study habits is encouraged (item 31), but only 58% found that the hall staff assists the student in adjusting to the demands of academic life (item 42). Student-staff responses on Item 42 were different at the .05 level of significance. Seventy per cent of the students and 78% of the staff members believed that the atmosphere in the

Table 3. College Two--Chi square values and frequency of agreement of responses of students and staff for each item on the Residence Hall Experience Questionnaire.

Item	Students		Staff		χ^2_c
	N	%	N	%	
<u>Instructional Support</u>					
17. Good Scholarship is encouraged	62	83	9	100	.326
26. Complements instructional program	24	34	8	89	7.731*
31. Good study habits developed	59	83	9	100	.709
35. Faculty interest with students in hall	16	23	4	44	.990
42. Staff assists academic adjustment	41	58	9	100	4.415*
45. Opportunities for dinners with faculty	42	59	7	78	.514
46. Current quality magazine and newspapers	34	49	7	78	1.681
58. Atmosphere conducive to study	50	70	7	78	.005
<u>Development of the Individual</u>					
12. Self-direction, independent judgment	56	79	8	89	.070
15. Religious values not developed	58	82	9	100	.852
20. Easy to discuss personal problems	39	56	7	78	.818
21. Meet people of different backgrounds	59	83	7	78	.005
22. Assume responsibility for own behavior	44	62	7	88	1.084
23. Express ideas and creative energy	40	56	8	89	2.300
38. Meet persons of the opposite sex	32	45	8	89	4.507*
47. Social maturity developed	43	61	5	56	.005
49. Social activities take place in hall	36	51	9	100	6.011*
50. No emphasis on etiquette and manners	32	45	3	38	.001
65. Friendships broadened	70	100	9	100	.031

Table 3. Continued

Item	Students		Staff		χ^2_c
	N	%	N	%	
<u>Experience in Group Living</u>					
14. Efficient administrative procedures	41	59	7	78	.560
32. Share, live in harmony with others	68	96	9	100	.092
33. Groups work together on projects	51	72	7	78	.000
34. Discussions and bull sessions	44	62	8	89	1.498
56. No group leadership experience	16	23	3	33	.091
57. Let others live as they choose	31	44	1	11	2.300
59. Understanding of democratic process	50	70	8	89	.597
64. Facilitates adjustment to peers	55	79	9	100	1.191
<u>Provision of Atmosphere</u>					
13. Hard to develop a feeling of belonging	7	10	0	0	.087
16. Atmosphere of "collegiate life"	55	80	6	67	.214
19. Climate of good taste, gracious living	38	54	7	78	.965
25. No feelings of anonymity develops	43	61	4	44	.380
27. Feeling of formal social protocol	43	61	5	56	.005
29. Feeling of personal interest in students	35	49	9	100	6.375*
36. Students identify with hall	51	72	6	67	.005
37. Atmosphere example of desirable life style	25	35	5	56	.676
54. Encourages cultural awareness	17	24	5	56	2.481

Table 3. Continued

Item	Students		Staff		χ^2_c
	N	%	N	%	
<u>Satisfaction of Physical Needs</u>					
30. Dining hall provides good meals	46	65	9	100	3.116
41. Hall economical place to live	40	57	5	56	.071
43. Base for organized sports competition	55	77	5	56	1.043
48. Adequate space for personal belongings	45	63	8	89	1.324
61. Facilities for "household" tasks	48	69	9	100	2.512
62. Exercise and recreation available	40	57	5	56	.071
<u>Supervision of Conduct</u>					
18. Enforcement of policies and regulations	67	94	9	100	.007
28. Control of student conduct	61	86	8	89	.073
39. Inform about policies and regulations	66	93	9	100	.008
51. Unit for grouping students	29	41	4	44	.035
52. Effective sign-out regulations	39	57	6	67	.049
53. Staff knows when student is ill	43	61	7	78	.409
55. Establish social behavior standards	52	73	7	78	.012
60. Staff assumes a parental role	25	35	6	67	2.136
<u>Support for the College</u>					
24. Helps student identify with the college	59	83	9	100	.709
40. Oriented to college, its expectations	60	85	9	100	.574
44. Emphasizes change, progress of the college	32	46	5	56	.041
63. Student loyalty toward college developed	33	47	5	56	.051

*.05 level of significance

**.01 level of significance

hall is conducive to study and creative productive thought (item 58).

Differences of student-staff perception on item 26 were highly significant. Only one-third (34%) of the students but 89% of the staff perceived the hall program as a complement to the instructional and academic program of the college. Half the students and 78% of the staff found current, quality newspapers and magazines available for student use (item 46).

There are two questions in this category dealing with student-faculty interaction in the hall. Slightly less than one-fourth (23%) of the students and 44% of the staff perceived the faculty interacting with students on an informal basis in the hall (item 35). Almost three-fifths (59%) of the students and 78% of the staff, however, believed the hall program encourages and provides opportunities for dinners and discussions with faculty (item 45).

Development of the Individual. The two items of perceptual difference in the Development of the Individual category both pertain to social activities. Differences on item 38 while significant are not large. The responses to this item indicate that 89% of the staff members perceived opportunities for students to meet members of the opposite sex but only 45% of the students found this opportunity in their experience. As might be expected, however, 58% of the men believed such opportunities are found through the hall program but only 32% of the women students perceived this to be so.

Item 49 responses indicate that all the staff members believed a variety of social functions take place in the hall but only half the students perceived this as occurring. When student responses are examined by sex, it is found that two-thirds of the women and slightly over one-third of the men agree with this item.

The two remaining items in this category relating to individual development through social situations do not evidence significant differences. Only slightly more than half the staff (56%) and 61% of the students believed that the student's social maturity is developed through experience in a variety of social situations (item 47). Slightly more than half the students (54%) and 62% of the staff believed that learning manners and etiquette is emphasized (item 50).

Development of the Individual. Eighty-nine per cent of the staff and 79% of the students agreed that the hall program in College Two contributes to the development of self-direction and independent judgment (item 12). But only 62% of the students and 88% of the staff found that the student was encouraged to assume responsibility for his own behavior (item 22).

All the staff and 82% of the students believed that the hall program does not attempt to develop religious values (item 15). Slightly over half (56%) of the students and 89% of the staff agreed that opportunity exists for students to express ideas and use creative energy (item 23).

Only about half (56%) of the students found that it was easy to discuss personal problems with the hall staff but 78% of the staff agreed that it was easy for the students to do so (item 20).

Staff and students were unanimously agreed that there is opportunity for students to broaden friendships in the hall (item 65). Eighty-three per cent of the students and 78% of the staff said there are opportunities for students to meet people of backgrounds and interests quite different from their own (item 21).

Experience in Group Living. Three items in this category relate to learning how to live with others. As Table 3 indicates there appears to be close agreement between students (96%) and staff (100%) that the students learn to share and to live in harmony with other people (item 32). However, only 79% of the students felt that the hall program facilitates adjustment to peers while all the staff agreed with this item (item 64). Less than half the students (44%) and only 11% of the staff felt the hall program encouraged students to let other students live in whatever manner they chose (item 57).

There appears to be general agreement in College Two on the four items related to student experiences in group interaction. About the same proportion of students (72%) and staff (78%) agreed that students have the opportunity to work together on group projects (item 33). Seventy per cent

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of the students and 89% of the staff agreed that understanding of the democratic process is achieved in the hall (item 59). Seventy-seven per cent of the students and 67% of the staff indicated that group leadership experience is available for students (item 56). Over three-fifths of the students (62%) but 89% of the staff agreed that discussions and bull sessions among students are encouraged in the hall (item 34).

About three-fifths of the students (59%) and 78% of the staff found the residence hall operation to be an example of efficient, effective administrative procedure (item 14).

Provision of Atmosphere. Four items in this category are concerned with the feeling of identification which the student finds in the hall. There are significant differences in perception only on item 29.

Staff responses to item 29 were all in agreement that a personal interest in the student is reflected in the hall atmosphere. Only half the students agreed with this item. However, while two-thirds of the women students agreed with item 29, only one-third of the men agreed.

All but three of the staff (67%) and 72% of the students in College Two perceived the hall as a unit with which the student closely identifies (item 36). But while all the staff agreed that the hall atmosphere reflected a feeling of personal interest in the student, only 49% of the students perceived this to be so (item 29). On the other hand, only

10% of the students and none of the staff felt it was hard for the student to develop a feeling of belonging when living in the hall (item 13).

The student perceptions were evenly divided concerning whether the hall experience allows a feeling of anonymity to develop, but 85% of the staff felt that such a feeling did not develop (item 25).

Three items were related to the kind of atmosphere found in the hall. Two-thirds of the staff and four-fifths of the students believed a "collegiate life" atmosphere prevailed in the halls (item 16) at College Two. Slightly over half (56%) of the staff but only 35% of the students found the hall atmosphere and furnishings an example of a style of life to which the student should aspire (item 37). Barely one-fourth (24%) of the students but 56% of the staff felt cultural awareness of good music, art, literature, and architecture was encouraged in the hall (item 54).

The last two items in this category relate to the kind of living standards encouraged in the hall. Sixty-one per cent of the students and 56% of the staff perceived a feeling of formal social protocol and set standards of social behavior in the hall (item 27) and 78% of the staff and 54% of the students perceived a climate of good taste and gracious living as well (item 19).

Satisfaction of Physical Needs. Three items in this category are related to the kind of facilities and services which are available in the hall. All the staff members and 65% of the students in College Two agreed that the dining hall provides well-prepared, nourishing meals (item 30). Two-thirds of the students and 89% of the staff agreed that there is adequate space in the student's room for him to keep his personal belongings (item 48). All the staff and about three-fifths (69%) of the students find adequate facilities available in the hall to facilitate personal and "household" tasks (item 61).

The same proportion of staff (56%) and students (57%) perceived the hall as an economical place for the student to live (item 41).

At College Two, about half the staff members (56%) agreed that the hall serves as a base for organized sports competition (item 43) and that opportunities for physical exercise and recreation are available (item 62). But while 77% of the students perceived the hall as a base for organized sports competition, only 57% of them find there are opportunities for physical exercise and recreation.

Supervision of Conduct. The staff and students in College Two appear to be in general agreement on the three items concerned with the hall program as a means of communicating regulations. All the staff and 93% of the students saw the hall program as a means used by the college to inform

students of the policies and regulations (item 39). All the staff and 94% of the students perceived enforcement of the regulations as part of the hall program (item 18). Eighty-six per cent of the students and 89% of the staff saw the hall program also serving as a means to control student conduct (item 28).

Table 3 notes that two-thirds of the staff and only slightly over one-third of the students perceived the hall staff as assuming a parental role (item 60). Two-thirds of the staff and 57% of the students find sign-out regulations effective ways to accurately know where students are (item 52). Seventy-eight per cent of the staff and 61% of the students agreed that the hall staff knows when a student is ill (item 53). There appears to be general agreement between students (73%) and staff (78%) that the hall program does attempt to establish values and standards of social behavior (item 55).

Forty-four per cent of the staff and 41% of the students agreed that the hall was used as a convenient unit to group students for campus administrative and activity purposes (item 51).

Support for the College. At College Two all the staff and 83% of the students agreed that the hall program helps the student to identify with the college (item 24). But only 56% of the staff and 47% of the students believed the hall program develops loyalty toward the college

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(item 63). All the staff and 85% of the students perceived the hall program as a means through which the student is oriented to the college and its expectations of him (item 40). Slightly over half (56%) the staff and slightly less than half (46%) the students believed the hall program emphasizes the change and progress of the college rather than reinforcing the traditions and customs of the past (item 44).

College Three

College Three is a public, coeducational, state-supported university. Undergraduate students are required to live in university housing or in approved off-campus housing. Since there is very little off-campus housing available, most students live in university residence halls. Approximately 2000 women are housed in ten women's halls and approximately 1900 men live in five men's halls.

The hall program is directed and supervised by the Director of Housing who is responsible to the Vice-president for Business and Finance. Both men's and women's halls are staffed by mature women with the title of Housemother. These women are responsible to the Director of Housing. Undergraduate student assistants in each hall are responsible to the housemother.

The Residence Hall Student Handbook for College Three emphasizes that the residence hall is a laboratory of human relations and group dynamics and attempts to develop

understanding and emotional maturity in the student. The hall staff is described to the student as social educators and as advisors.

The handbook for Residence Hall Housemothers, however, emphasizes procedural and managerial responsibilities. For instance, the annual report made by each Housemother to the Director is to include the following: staff changes, revenue, physical improvements in the building, future requirements in the building and in equipment, major activities sponsored by the hall, and "areas particularly worthwhile or troublesome to management in the operation of the residence hall."

In a recent series of discussions with residence hall students, the Director of Housing attempted to determine program areas in which students believed the residence hall should be involved.

Results of the Questionnaire. The questionnaire was administered to both the students and staff members of College Three in a group setting. Residence hall housemothers assisted in a telephone follow-up reminder to those students in the sample who had not yet appeared near the end of the time set aside for completing the questionnaire. A total of 122 students or 51% of those sampled and fourteen staff members completed the questionnaire.

There were forty-six men and seventy-six women in the student sample. Of these, fifty-five were freshmen, twenty-six were sophomores, twenty-seven were juniors, and

fourteen were seniors. Seventeen of the total student sample of 122 had been or presently were student hall officers. Eight of the total student sample had been or were presently hall assistants in some capacity.

All the staff members completing the questionnaire are women. The Director of Housing, who is a male, did not wish to complete the questionnaire. Of the fourteen women serving as housemothers, three have been at College Three less than one year, three have served from one to three years, six have worked there from four to seven years, one has been there from eight to fifteen years and one has worked as a housemother for over fifteen years. Half these women attended college but did not receive a degree, five have a bachelor's degree and two hold a master's degree.

Student and staff member responses to the Residence Hall Experience Questionnaire are summarized in Table 4.

Instructional Support. As shown in Table 4 responses of students and staff members indicate significant differences on five of the eight items in the Instructional Support area. Four of these differences are significant at at least the .001 level which indicates a very strong difference in the perceptions of the students and staff on those items.

Responses to item 31 indicate that all the staff members agree that good study habits are encouraged but only 43% of the students feel this happens to them.

Table 4. College Three--Chi square values and frequency of agreement of response of students and staff for each item on the Residence Hall Experience Questionnaire.

Item	Students		Staff		X ² _c
	N	%	N	%	
<u>Instructional Support</u>					
17. Good scholarship is encouraged	81	66	14	100	5.234*
26. Complements instructional program	16	13	3	23	.288
31. Good study habits developed	52	43	14	100	14.335**
35. Faculty interact with students in hall	28	23	7	50	3.419
42. Staff assists academic adjustment	44	36	14	100	18.456**
45. Opportunities for dinners with faculty	27	23	12	86	21.064**
46. Current quality magazines and newspapers	36	31	8	57	2.887
58. Atmosphere conducive to study	50	41	14	100	15.268**
<u>Development of the Individual</u>					
12. Self-direction, independent judgment	97	80	14	100	2.282
15. Religious values not developed	108	89	11	79	.410
20. Easy to discuss personal problems	53	43	13	93	10.378**
21. Most people of different backgrounds	119	98	12	86	2.183
22. Assume responsibility for own behavior	81	66	14	100	5.234*
23. Express ideas and creative energy	69	57	13	93	5.479*
38. Meet persons of the opposite sex	93	76	12	86	.216
47. Social maturity developed	105	86	13	93	.086
49. Social activities take place in hall	108	88	14	100	.764
50. No emphasis on etiquette and manners	57	47	8	57	.184
65. Friendships broadened	116	95	14	100	.026

Table 4. Continued

Item	Students		Staff		X ² _c
	N	%	N	%	
<u>Experience in Group Living</u>					
14. Efficient administrative procedures	78	63	12	92	3.075
32. Share, live in harmony with others	115	94	14	100	.079
33. Groups work together on projects	89	73	13	93	1.699
34. Discussions and bull sessions	86	70	9	64	.030
56. No group leadership experience	47	39	0	0	6.626*
57. Let others live as they choose	44	36	2	14	1.777
59. Understanding of democratic process	69	57	14	100	8.223**
64. Facilitates adjustment to peers	104	85	14	100	1.269
<u>Provision of Atmosphere</u>					
13. Hard to develop a feeling of belonging	24	20	3	23	.010
16. Atmosphere of "collegiate life"	101	83	14	100	1.684
19. Climate of good taste, gracious living	66	55	12	86	3.801
25. No feelings of anonymity develops	60	50	11	85	4.223*
27. Feeling of formal social protocol	66	55	6	43	.299
29. Feeling of personal interest in students	50	41	14	100	15.268**
36. Students identify with hall	96	79	13	93	.819
37. Atmosphere example of desirable life style	43	35	12	86	11.268**
54. Encourages cultural awareness	20	17	6	43	4.029*

Table 4. Continued

Item	Students		Staff		χ^2_c
	N	%	N	%	
<u>Satisfaction of Physical Needs</u>					
30. Dining hall provides good meals	72	59	14	100	7.396**
41. Hall economical place to live	40	33	12	86	12.740**
43. Base for organized sports competition	60	49	8	57	.080
48. Adequate space for personal belongings	82	67	12	86	1.240
61. Facilities for "household" tasks	93	76	14	100	2.932
62. Exercise and recreation available	69	57	12	86	3.305
<u>Supervision of Conduct</u>					
18. Enforcement of policies and regulations	119	98	14	100	.135
28. Control of student conduct	99	81	11	79	.016
39. Inform about policies and regulations	104	85	14	100	1.269
51. Unit for grouping students	77	63	11	79	.724
52. Effective sign-out regulations	69	57	7	50	.034
53. Staff knows when student is ill	44	36	13	93	14.387**
55. Establish social behavior standards	49	41	13	93	11.825**
60. Staff assumes a parental role	47	39	4	29	.191
<u>Support for the College</u>					
24. Helps student identify with the college	100	82	14	100	1.829
40. Oriented to college, its expectations	87	72	14	100	3.873
44. Emphasizes change, progress of the college	74	61	11	79	1.040
63. Student loyalty toward college developed	71	59	12	86	2.816

*.05 level of significance

**.01 level of significance

Item 42 is related to item 31 and here also all the staff members agreed that in the experience of most students, the staff assists the student in his academic adjustment. But only 36% of the students found this true in their experience.

The most significant difference in the perception of staff and students at College Three was on item 45. Eighty-six per cent of the staff members believed the students had opportunities in the hall for dinners and discussions with faculty. Only 23% of the students found this facet of the hall program a part of their experience. It might be noted, however, that 30% of the women but only 11% of the men agreed with this item.

Responses to item 58 also evidenced a highly significant difference between students and staff. All the staff members perceived a hall atmosphere conducive to study but only 41% of the students found this to be so.

Item 17 responses showed a lower level of significance than the items noted above. All the staff members and about two-thirds of students agreed that good scholarship is encouraged.

As indicated in Table 4, there are no significant differences in the three remaining items in this category.

Less than one-fourth of the staff perceived the hall program as complementing the instructional program and only 13% of the students have experienced this (item 26). Over

half (57%) of the staff and 31% of the students found quality magazines and newspapers in the hall (item 46).

In the area of faculty-student interaction in the hall, 50% of the staff but only 23% of the students agreed that faculty members interacted with students on an informal basis in the hall (item 35).

Development of the Individual. Responses on item 20 evidenced the highest level of significance of the items in the Development of the Individual category. Ninety-three per cent of the staff members believed the students found it easy to discuss personal problems with the staff but only 43% of the students agreed with this item. Responses to item 23 indicated that 93% of the staff members agreed that it is easy for students to express ideas and use creative energy in the hall. The student responses were about evenly divided with 57% agreeing.

All the staff and four-fifths of the students agreed that the hall program contributes to the development of self-direction and independent judgment (item 12). However, only two-thirds of the students found that they were encouraged to assume responsibility for their own behavior. All the staff members agreed that this happened in the experience of most students (item 22). This difference was significant at the .01 level.

Students and staff were in fairly close agreement that the hall program does not attempt to develop religious

values with 89% of the students and 79% of the staff agreeing with item 15.

Four items in this category relate to individual development through social situations. All the staff and 89% of the students agreed that a variety of social activities take place in the hall (item 49) and 93% of the staff and 86% of the students agreed that social maturity is developed through experiences in these situations (item 47). However, only 43% of the staff and 57% of the students felt learning etiquette and good manners was emphasized (item 50). There appeared to be agreement between students and staff that there is opportunity to become acquainted with persons of the opposite sex with 76% and 86% respectively agreeing (item 38).

Staff and students were almost unanimously agreed that there is opportunity for students to broaden friendships in the hall (95% of the students and 100% of the staff agree, item 65) and that students can meet people in the hall from backgrounds and interests different from their own (item 21, 98% of the students and 86% of the staff agree).

Experience in Group Living. Three items in this category relate to learning how to live with others. In College Three, there appears to be fairly close agreement between students and staff on these items. All the staff and 94% of the students agreed that the student learns to share and live in harmony with other people (item 32). All the

staff and 85% of the students felt that the hall program facilitates adjustment to peers (item 64). Only 14% of the staff but 36% of the students agreed that the hall program encouraged students to let others in the hall live in whatever manner they chose (item 57).

Both items manifesting significant differences in the Experience in Group Living category relate to group process. Responses to item 56 indicate that all the staff members believed that students do find group leadership experience in the hall. Three-fifths of the students said they found this kind of experience in the hall.

Staff responses to item 59 indicate all of them believed that an understanding of the democratic process is achieved through the hall program. Student responses as a whole indicate that 57% agreed. However, the men and women students' responses are almost opposite. Seventy per cent of the men and only 35% of the women agreed with this item.

There appeared to be more agreement between staff and students in College Three on the other two items related to student experiences in group interaction. Ninety-three per cent of the staff and 73% of the students agreed there were opportunities for student groups to work together on projects (item 33). About three-fifths (64%) of the staff and 70% of the students felt there was stimulation for bull sessions and discussions (item 34).

All but one of the staff and 64% of the students saw the hall operation as an example of efficient, effective administrative procedure (item 14).

Provision of Atmosphere. In this category, two of the items of significant difference relate to the personal feelings of the student.

Responses to item 25 as shown in Table 4 indicate that 85% of the staff in College Three residence halls agreed that anonymity does not develop in the hall. Half the students agreed.

Differences on item 29 are highly significant. All the staff members perceived an atmosphere in the hall in which the students sense a feeling of personal interest being expressed in him. Only 41% of the students perceived such an atmosphere in their experience, however. At the same time, 79% of the students and all but one of the staff (93%) perceived the hall as a unit with which the student closely identifies (item 36), and about the same proportion of staff (23%) and students (20%) said it was hard to develop a feeling of belonging when living in the hall (item 13).

Two of the three items which relate to the kind of atmosphere found in the hall and its furnishings evidenced significant differences. Differences on item 37 are highly significant. All but two staff members agreed that the hall atmosphere and furnishings are an example of the style of

life toward which the student should aspire but only 35% of the students agreed.

Responses to item 54--an atmosphere which encourages cultural awareness of good art, literature, music and architecture exists in the hall--evidenced differences which indicate only 43% of the staff agreed with the statement but an even smaller percentage of students (16%) agreed. All the staff members and 83% of the students said an atmosphere of "collegiate life" prevails in the hall (item 16). The same proportions of students (55%) agreed with both items related to the kind of living standards encouraged in the hall. But while a little more than half the students felt life in the hall has a feeling of formal social protocol and set standards of social behavior, a little less than half (43%) of the staff agreed with this (item 27). However, 86% of the staff perceived a climate of good taste and gracious living in the hall (item 19).

Satisfaction of Physical Needs. Three items in this category relate to the kind of facilities and services which are available in the halls at College Three.

The differences found on item 30 concerning the quality of the meals served in the dining hall, while significant, were not great. All the staff members agreed with the item and 60% of the students agreed. Three-fifths of the students were also in agreement that there is adequate space in the students room for personal belongings and all

but two of the staff (86%) also agreed that this is so (item 48). All the staff and 76% of the students said there are adequate facilities for students to carry out personal and "household" tasks (item 61).

The differences on item 41, however, were highly significant. All but two staff members at College Three believed that the students found the halls an economical place to live. Only one-third of the students believed this to be so.

Two items are related to recreational facilities. Half the students (49%) and a little over half (57%) the staff agreed that the hall was a base for organized sports competition (item 43). But 86% of the staff and only 57% of the students agreed that opportunities for exercises and recreation were available for students in the hall (item 62).

Supervision of Conduct Item 53 evidenced highly significant differences in student and staff perceptions at College Three. All but one staff member agreed that most student illnesses were known to the staff but only about one-third of the students perceived the staff to know when the students were ill. It might be noted that while only 22% of the men students agreed with this item, 45% of the women students agreed.

Item 55 responses also indicate a high level of significant difference between staff and student perceptions. All but one staff member perceived values and standards for

social behavior patterns to be established by the hall program but only 40% of the students perceived this to happen. There is a large observed difference in the way in which the men students and women students answered this item. While only 17% of the men agreed that the hall program attempts to establish such values, 54% of the women perceived that it did.

On the three items in this category dealing with the hall program as a means of communicating regulations, the students and staff appear to be in general agreement. All the staff and 98% of the students perceived enforcement of university policies and regulations as part of the hall program (item 18). Eighty-one per cent of the students and 79% of the staff agreed that the hall program is a means to control student conduct (item 28). All the staff and 85% of the students agreed that the college uses the hall program to inform students of its policies and regulations (item 39).

Four items concern the supervisory function of the residence hall. Only 29% of the staff and 39% of the students felt the hall staff assumed a parental role in dealing with students (item 60). Half the staff and slightly over half (56%) the students agreed that the sign-out regulations enabled the staff to accurately know where students were (item 52).

About two-thirds (63%) of the students and 79% of the staff at College Three agreed that the hall is used as

an expedient and convenient unit to group students for campus administrative and activity purposes (item 51).

Support for the College. All the staff and 82% of the students perceived the hall program as helping the student to identify with the college (item 24). But only 59% of the students and 86% of the staff felt the program develops student loyalty toward the college (item 63). All the staff and 72% of the students believed the hall program helps orient the student to the college and its expectations of him (item 40). Three-fifths of the students (61%) and four-fifths of the staff (71%) perceived the hall program as emphasizing the change and progress of the college rather than reinforcing the traditions and customs of the past (item 44).

College Four

College Four is a private, coeducational, church-related school. All students not living at home are housed in college dormitories when space is available. Most upper-class men live in fraternity houses. About 390 women live in three women's halls and 350 men are housed in four men's halls.

The hall program at College Four is under the supervision of the Dean of Men and the Dean of Women. Both men's and women's halls are staffed by mature women who are assisted by student counselors.

The catalogue of College Four states general objectives for the residence halls in the following manner:

This institution has a further basic purpose which relates to the successful living of all its students, regardless of the diversity of the life calling for which they may be preparing. It desires the development of well-balanced and intelligently Christian personalities who . . . will loyally, heartily, and effectively participate in the life of the family, the community, the nation, and the world. Students should develop self-understanding, sustaining morale, capacity to be congenial co-laborers, develop intellectual integrity, religious faith, and stalwart Christian character. . . . (from Moral Ideals) 1. To recognize and respectfully observe at all times such customs and traditions as tend to promote a wholesome college life. 4. To consider it the duty of every student to foster the spirit of democracy and to discourage as far as possible favoritism in any form.

The student handbooks at College Four appear to be primarily rule books which detail regulations and penalties incurred for infractions of these regulations.

The staff handbook for residence directors in the men's halls states in the forward that the purpose of the residence hall is to "develop an optimum atmosphere for the learning process." The handbook goes on to describe the resident director's job in terms of managerial responsibility, personnel relations and responsibilities in staffing, group work to enhance academic discipline, personal counseling, and staff training.

Results of the Questionnaire. The questionnaire was administered to the sample of students at College Four in a group session. Fifty-nine students or 71% of those sampled completed the questionnaire. The eight staff members working

with the hall program also completed the questionnaire in a group meeting.

In the student sample there were twenty men and thirty-eight women. There were thirty-one freshmen, thirteen sophomores, nine juniors, and five seniors. Eleven of the students sampled are or had been residence hall officers and eight are or had been residence hall assistants.

In the staff sample, six were full-time resident directors in the halls and two were the administrators of the hall program. All of the resident directors and one of the administrator's are women. One administrator is a man. Two staff members have less than one year's experience at College Four. Two of the house directors did not attend college and four attended but have no degree. The two administrators have college degrees.

Responses of students and staff to the Residence Hall Experience Questionnaire at College Four are summarized in Table 5.

Instructional Support. As indicated in Table 5, a significant difference was noted on item 26. On this item, 91% of the students said they did not perceive the hall program complementing the academic and instructional program. The staff members, on the other hand, are equally divided between agreeing and disagreeing in their perceptions of whether this happens in the halls.

Table 5. College Four--Chi square values and frequency of agreement of response of students and staff for each item on the Residence Hall Experience Questionnaire.

Item	Students		Staff		X ² _c
	N	%	N	%	
<u>Instructional Support</u>					
17. Good scholarship is encouraged	37	64	8	100	2.743
26. Complements instructional program	5	9	4	50	6.497*
31. Good study habits developed	34	59	8	100	3.567
35. Faculty interact with students in hall	11	19	2	25	.005
42. Staff assists academic adjustment	36	61	8	100	3.177
45. Opportunities for dinners with faculty	7	12	2	25	.202
46. Current quality magazines and newspapers	3	5	0	0	.061
58. Atmosphere conducive to study	25	42	7	88	4.084*
<u>Development of the Individual</u>					
12. Self-direction, independent judgment	44	76	8	100	1.219
15. Religious values not developed	40	68	3	38	1.649
20. Easy to discuss personal problems	26	44	7	88	3.721
21. Meet people of different backgrounds	55	93	9	100	.001
22. Assume responsibility for own behavior	45	76	7	88	.069
23. Express ideas and creative energy	27	46	6	75	1.382
38. Meet persons of the opposite sex	11	19	7	88	13.675**
47. Social maturity developed	39	66	5	71	.020
49. Social activities take place in the hall	2	4	1	14	.106
50. No emphasis on etiquette and manners	31	53	4	50	.059
65. Friendships broadened	59	100	8	100	.035

Table 5. Continued

Item	Students		Staff		χ^2 c
	N	%	N	%	
<u>Experience in Group Living</u>					
14. Efficient administrative procedures	33	58	8	100	3.685
32. Share, live in harmony with others	52	88	8	100	.171
33. Groups work together on projects	38	64	8	100	2.685
34. Discussions and bull sessions	44	75	8	100	1.362
56. No group leadership experience	30	51	2	25	.993
57. Let others live as they choose	21	36	0	0	2.743
59. Understanding of democratic process	34	58	7	100	3.144
64. Facilitates adjustment to peers	49	86	5	63	1.332
<u>Provision of Atmosphere</u>					
13. Hard to develop a feeling of belonging	8	14	3	38	1.394
16. Atmosphere of "collegiate life"	47	80	7	88	.002
19. Climate of good taste, gracious living	23	40	7	88	4.705*
25. No feelings of anonymity develops	37	65	5	63	.068
27. Feeling of formal social protocol	24	41	3	38	.045
29. Feeling of personal interest in students	34	58	8	100	3.748
36. Students identify with hall	38	66	7	88	.717
37. Atmosphere example of desirable life style	19	32	7	88	6.892**
54. Encourages cultural awareness	9	15	4	57	4.546*

Table 5 Continued

Item	Students		Staff		χ^2 c
	N	%	N	%	
<u>Satisfaction of Physical Needs</u>					
30. Dining hall provides good meals	36	61	8	100	3.177
41. Hall economical place to live	37	64	7	88	.871
43. Base for organized sports competition	47	80	7	88	.002
48. Adequate space for personal belongings	36	61	8	100	3.177
61. Facilities for "household" tasks	37	63	7	88	.978
62. Exercise and recreation available	34	59	3	43	.153
<u>Supervision of Conduct</u>					
18. Enforcement of policies and regulations	49	83	8	100	.538
28. Control of student conduct	39	66	8	100	2.416
39. Inform about policies and regulations	53	90	8	100	.082
51. Unit for grouping students	21	36	2	25	.038
52. Effective sign-out regulations	50	85	6	86	.240
53. Staff knows when student is ill	35	59	7	88	1.338
55. Establish social behavior standards	33	56	7	100	3.411
60. Staff assumes a parental role	22	39	5	63	.741
<u>Support for the College</u>					
24. Helps student identify with the college	44	75	8	100	1.362
40. Oriented to college, its expectations	44	76	7	88	.082
44. Emphasizes change, progress of the college	29	49	4	50	.110
63. Student loyalty toward college developed	21	36	6	75	3.057

*.05 level of significance

**.01 level of significance

Differences on item 58 are not highly significant but indicate that all but one staff member agreed that the hall atmosphere is conducive to study but that the students are about evenly divided in their opinion with 42% agreeing.

In the area of scholarship, all the staff members and 64% of the students believed good scholarship is encouraged (item 17) and all the staff and 59% of the students feel the students efforts to develop good study habits are encouraged (item 31). All the staff members and 61% of the students believed the hall staff assists the student in adjusting to the demands of academic life (item 42).

None of the staff and only 5% of the students perceived that quality magazines and newspapers are found in the hall (item 46).

In the area of faculty-student interaction in the hall, 19% of the students and 25% of the staff perceived faculty interacting with students in the hall (item 35) and 25% of the staff and 12% of the students believed the hall provides opportunities for dinners and discussion with faculty (item 45).

Development of the Individual. The most significant difference found in the staff and student perceptions in College Four was in item 38. Only one-fifth of the students agreed that there are opportunities through the hall program to meet persons of the opposite sex. All but one staff member agreed with this item. Of the men students only one

respondent agreed while 20% of the women students agreed with the item.

All the staff and three-fourths of the students perceived the hall program contributing to the development of the student's self-direction and independent judgment (item 12). Eighty-eight per cent of the staff and 76% of the students believed the student is encouraged to assume responsibility for his own behavior (item 22). Three-fourths of the staff members and 46% of the students agreed it is easy for the students to express ideas and use creative energy (item 23). In the area of development of religious values, almost two-thirds of the staff (62%) but only one-third of the students (32%) felt the hall program attempted to develop religious values (item 15).

Only 44% of the students found it was easy to discuss personal problems with the hall staff but 88% of the staff members felt it was easy for the students to do so (item 20).

It is shown on Table 5 that staff (100%) and students (93%) appear to be in agreement that there were opportunities to meet people of different backgrounds and interests (item 21) and were in complete agreement that there are opportunities to broaden friendships by living in the hall (item 65).

In the area of social development, staff and students appear to be in general agreement with each other in the area noted above (item 38). In the areas in which staff and

students agree, 66% of the students and 71% of the staff perceived social maturity developing through experiences in a variety of social situations in the hall (item 47). Half the students and half the staff members perceived little emphasis on learning etiquette and good manners (item 50). Four per cent of the students and 14% of the staff believed a variety of social functions took place in the hall (item 49).

Experience in Group Living. Three of the items in this category related to learning how to live with others. In College Four, there appears to be fairly good agreement between staff and students on these items. Eighty-eight per cent of the students and all the staff members perceived that the students learn to share and to live in harmony with other people in the hall (item 32). Only about two-thirds of the staff members but 86% of the students agreed that the hall program facilitated adjustment to peers (item 64). None of the staff members and only one-third of the students agreed that the hall program encouraged students to let other students in the hall live in whatever manner they chose (item 57).

Four of the items in this category related to experiences in structured group interaction. All the staff members and 64% of the students said there was opportunity for student groups to work together on projects (item 33). About the same percentages (all the staff and 58% of the students)

agreed that understanding of the democratic process was achieved in the hall (item 59). Half the students and three-fourths of the staff perceived that leadership experience was available for the student in the hall (item 56). All the staff members and three-fourths of the students found a stimulating atmosphere in the hall which encouraged discussions and bull sessions among students (item 34).

Approximately three-fifths of the students and all the staff perceived the residence hall operation as providing an example of efficient, effective administrative procedure (item 14).

Provision of Atmosphere. The remaining three significant differences of perception in College Four were in the category of Provision of Atmosphere. All three of these items relate to the cultural atmosphere and the tastefulness of the surroundings. Item 19 responses indicate that only two-fifths of the students agreed that there was a climate of good taste and gracious living in the halls while all but one of the staff members perceived this to be the case.

The differences on item 37 are more highly significant in that 32% of the students saw the hall furnishings and atmosphere as a style of life to which they would aspire while 88% of the staff members agreed with this statement.

The responses to item 54 indicate that only 15% of the students perceived any encouragement of cultural awareness of art, literature, and music in their hall experience.

The staff members were evenly divided in their opinions on this item.

Four items in this category relate to the feeling of identification which the student finds in the hall. Two-thirds of the students and all but one of the staff members perceived the hall as a unit with which the student closely identifies (item 36). But all the staff members and approximately three-fifths of the students agreed that the atmosphere in the hall reflects a feeling of personal interest in the student (item 29). About two-thirds of both staff and students agreed that the hall experience does not allow a feeling of anonymity to develop (item 25). However, 38% of the staff members and only 14% of the students said it is hard to develop a feeling of belonging when living in the hall (item 13).

Three of the items in this category relate to the kind of atmosphere found in the hall. Four-fifths of the students and all but one of the staff members said that an atmosphere of "collegiate life" prevails in the hall (item 16). About the same proportion of staff (38%) and students (41%) agreed that life in the hall has a feeling of formal social protocol and specifies set standards of social behavior (item 27).

Satisfaction of Physical Needs. Three items in this category relate to the kind of facilities and services which are available in the hall. Student responses to these three

items indicate that about three-fifths of the students agree that the dining hall provides well-prepared, nourishing meals (item 30), that the student's room provides adequate space to keep his personal belongings (item 48), and that adequate facilities are available to facilitate personal and "household" tasks (item 61). All the staff members agreed with the first two of these items and all but one agreed with the item concerned with personal and "household" tasks.

All but one of the staff members agreed that the hall is an economical place to live and 64% of the students agreed with this (item 41).

Two items related to recreational facilities. Four-fifths of the students and all but one of the staff agreed that the hall serves as a base for organized sports competition (item 43). However, only 43% of the staff and 59% of the students said that opportunities for physical exercise and recreation were available (item 62).

Supervision of Conduct. Three items in this category deal with hall program as a means of communicating regulations. As noted in Table 5, all the staff members agreed with all three of these items. In the student group, 90% agreed that the college uses the hall program to inform students of its policies and regulations (item 39), and 83% believed that enforcement of university policies and regulations is part of the hall program (item 18). However,

only 66% said the hall program served as a means to control student conduct (item 28).

Four items concern the supervisory function of the residence hall. About two-thirds (63%) of the staff believed the hall staff assumes a parental role but only a little over one-third (39%) of the students said this was so (item 60). The same proportion of staff (86%) and students (85%) agreed that the sign-out regulations enabled the staff to accurately know where students were (item 52).

Three-fifths (59%) of the students and all but one of the staff agreed that the staff knows when a student is ill (item 53). One hundred per cent of the staff but only slightly over half (56%) of the students perceived the hall as attempting to establish values and standards of social behavior (item 55).

Slightly over one-third (35%) of the students and only one-fourth of the staff agreed that the hall is used as an expedient and convenient unit to group students for campus administrative and activity purposes (item 51).

Support for the College. Approximately the same proportion, three-fourths of the students and all of the staff at College Four agreed that the hall program helps the student to identify with the college (item 24) and 76% of the students and all but one of the staff agreed that the hall program serves as a means through which the student is oriented to the college and its expectations of him (item 40).

However, only slightly over one-third (36%) of the students and three-fourths (75%) of the staff perceived the hall program as developing student loyalty toward the college (item 63). About half (49%) of the students and half (50%) the staff perceived the hall program as emphasizing the change and progress of the college rather than reinforcing the traditions and customs of the past (item 44).

College Five

College Five is a coeducational, state-supported university. To the extent that facilities are available, all single undergraduate students are required to live in a university residence hall unless they commute from the home of their parents. There are seven women's halls housing about 1775 women and two men's halls housing about 650 men. The remainder of the men who do not commute live off-campus.

The residence hall program at College Five is under the direction of the Manager of Housing Program who is responsible to the Director of Housing and the Student Union. The men's halls are staffed by men head residents who are professionally trained in student personnel. The women's halls are staffed either by mature, older women or by younger women who are professionally trained in student personnel. Head residents in both men's and women's halls are assisted by undergraduate student assistants.

The catalogue of College Five contains the following statement concerning the purpose of the group living experience on the campus.

The University considers the group living experience a vital part of the total education of each student. While emphasis in residence halls is placed on academic achievement, residents are encouraged to take advantage of the social, cultural, recreational and governmental activities made available through residence hall living.

The residence hall handbooks for men and for women, 1964-65 support this catalogue statement by asserting that the residence hall is a vital part of the student's educational experience. Through this experience the student is able to develop self-reliance, self-discipline, and a sense of responsible citizenship. The hall is described as a place where student-faculty interaction takes place, where lasting friendships are developed, and where the student develops a level of competence in human relations.

Detailed statements of the purposes of the various facets of the residence hall program are used as part of the staff training program. These purposes encompass the educational, counseling, social-recreational, and cultural-academic programs.

Results of the Questionnaire. At College Five, the questionnaire was administered to twelve staff members and 145 students. This represents 60% of the number of students sampled. All the staff members completed the questionnaire

in a group meeting and the students completed it in a group setting that was spread over a five-hour period.

In the student sample there were thirty-four men and 111 women. Distribution by class indicated there were seventy freshmen, forty-two sophomores, twenty-two juniors, and eleven seniors. Twenty-three of the students indicated they were presently or had been residence hall officers and five said they were presently or had been hall assistants.

In the group of twelve staff members, there were five men and seven women. Three of the men were administrators and are not classified as head residents. Three of the staff members have been at College Five for less than one year, three have worked there from one to three years, four from four to seven years, one from eight to fifteen years, and one woman has been a head resident for over fifteen years. Two of the staff members have not attended college. Four hold bachelor's degrees and six of the staff hold master's degrees.

Responses of College Five students and staff to the Residence Hall Experience Questionnaire are summarized in Table 6.

Instructional Support. As is noted in Table 6, significance in perceptions between staff members and students occur on three items in the Instructional Support category. Two of these items relate to academic adjustment. Differences on item 31 indicate that all the staff members believed

Table 6. College Five--Chi square values and frequency of agreement of response of students and staff for each item on the Residence Hall Experience Questionnaire.

Item	Students		Staff		X ² _c
	N	%	N	%	
<u>Instructional Support</u>					
17. Good scholarship is encouraged	108	75	11	92	.904
26. Complements instructional program	100	69	9	75	.012
31. Good study habits developed	78	54	12	100	7.876**
35. Faculty interact with students in hall	44	31	7	58	2.664
42. Staff assists academic adjustment	58	40	10	83	6.692**
45. Opportunities for dinners with faculty	91	63	12	100	5.149*
46. Current quality magazines and newspapers	64	45	7	58	.366
58. Atmosphere conducive to study	51	35	7	58	1.655
<u>Development of the Individual</u>					
12. Self-direction, independent judgment	119	82	10	91	.111
15. Religious values not developed	130	90	8	73	1.451
20. Easy to discuss personal problems	66	47	12	100	10.482**
21. Meet people of different backgrounds	135	93	12	100	.106
22. Assume responsibility for own behavior	118	81	10	83	.048
23. Express ideas and creative energy	96	67	7	58	.072
38. Meet persons of the opposite sex	76	54	11	92	5.091*
47. Social maturity developed	118	82	10	83	.073
49. Social activities take place in hall	96	66	11	92	2.241
50. No emphasis on etiquette and manners	76	53	5	42	.215
65. Friendships broadened	140	99	12	100	.835

Table 6. Continued

Item	Students		Staff		X ² _c
	N	%	N	%	
<u>Experience in Group Living</u>					
14. Efficient administrative procedures	97	67	8	67	.092
32. Share, live in harmony with others	142	98	11	92	.137
33. Groups work together on projects	125	87	11	92	.001
34. Discussions and bull sessions	110	76	8	67	.130
56. No group leadership experience	23	16	0	0	1.172
57. Let others live as they choose	60	42	3	25	.680
59. Understanding of democratic process	89	61	10	83	1.447
64. Facilitates adjustment to peers	119	83	11	92	.127
<u>Provision of Atmosphere</u>					
13. Hard to develop a feeling of belonging	18	13	4	33	2.435
16. Atmosphere of "collegiate life"	124	86	11	92	.025
19. Climate of good taste, gracious living	63	43	9	75	3.264
25. No feelings of anonymity develops	79	56	8	67	.127
27. Feeling of formal social protocol	64	44	8	67	1.398
29. Feeling of personal interest in statements	73	50	9	75	1.802
36. Students identify with hall	123	85	11	92	.048
37. Atmosphere example of desirable life style	61	42	7	58	.624
54. Encourages cultural awareness	28	19	6	50	4.477*

Table 6. Continued

Item	Students		Staff		x ² _c
	N	%	N	%	
<u>Satisfaction of Physical Needs</u>					
30. Dining hall provides good meals	61	43	12	100	12.243**
41. Hall economical place to live	57	40	10	83	6.959*
43. Base for organized sports competition	108	74	12	100	2.715
48. Adequate space for personal belongings	80	55	8	67	.219
61. Facilities for "household" tasks	108	74	9	75	.093
62. Exercise and recreation available	97	67	10	83	.675
<u>Supervision of Conduct</u>					
18. Enforcement of policies and regulations	140	97	12	100	.134
28. Control of student conduct	90	62	8	67	.000
39. Inform about policies and regulations	136	94	10	83	.602
51. Unit for grouping students	109	75	8	67	.093
52. Effective sign-out regulations	85	59	8	67	.045
53. Staff knows when student is ill	54	38	11	92	11.236**
55. Establish social behavior standards	60	42	10	83	6.181*
60. Staff assumes a parental role	44	31	4	33	.016
<u>Support for the College</u>					
24. Helps student identify with the college	120	83	10	83	.121
40. Oriented to college, its expectations	129	89	10	83	.014
44. Emphasizes change, progress of the college	95	66	9	75	.102
63. Student loyalty toward college developed	79	54	11	92	4.836*

*.05 level of significance

**.01 level of significance

1

the student's efforts to develop good study habits are encouraged but only about half the students (54%) perceived this as happening to them.

Difference in perception on item 42 indicates that 83% of the staff members perceived that the students were assisted by the hall staff in their academic adjustment, but only 40% of the students believed this to be so. However, all except one of the staff and three-fourths of the students said that good scholarship is encouraged in the hall (item 17). Only slightly over one-third of the students and almost three-fifths of the staff felt the hall atmosphere was conducive to study and creative, productive thought (item 58).

Three-fourths of the staff and 69% of the students perceived the hall program as a complement to the academic and instructional program of College Five (item 26). Slightly fewer than half the students (45%) and 58% of the staff found current magazines and newspapers in the hall for the student's use (item 46).

Two of the items in this category relate to faculty-student interaction in the hall. Less than one-third of the students (31%) and 58% of the staff said that faculty members interact informally with students in the hall (item 24). But all the staff members believed the hall encourages and provides opportunities for dinners and discussions with faculty while less than two-thirds of the students said this was

true in their experience (item 45). This was a difference significant at the .05 level.

Development of the Individual. The significance of the differences in perception between staff members and students on item 20 was high. All staff members agreed it is easy for students to discuss personal problems with staff members but only 47% of the students agreed with this.

While differences on item 38 are not great, the responses indicate that 92% of the staff members perceived that the students have opportunities to meet persons of the opposite sex but only about half the students (54%) agreed with this item.

Ninety per cent of the staff and 82% of the students perceived that the hall program contributes to the students' development of self-direction and independent judgment (item 12). There was even closer agreement on item 22 with 83% of the staff and 81% of the students agreeing that the students were encouraged to assume responsibility for their own behavior.

More students (90%) than staff members (73%) at College Five felt that the hall does not attempt to develop religious values (item 15). More students (67%) than staff members (58%) found opportunities for students to express ideas and use creative energy in the hall (item 23).

Four items in this category concern the development of social competence. As seen in Table 6, almost the same

proportion of staff members (83%) and students (82%) agreed that the students social maturity is developed through experience in a variety of social situations in the hall (item 47). But 92% of the staff and two-thirds of the students perceived that various kinds of social functions took place in the hall (item 49). Slightly more than half the staff (58%) and slightly fewer than half the students (47%) felt that learning etiquette and good manners is emphasized (item 50).

There was almost unanimous agreement of staff and students on the two items related to increasing friendships. All the staff members and 99% of the students agreed that there is opportunity to broaden friendships in the hall (item 65). All the staff and 93% of the students felt the students meet people of backgrounds and interests different from their own (item 21).

Experience in Group Living. Three items in this category relate to learning to live with others. Ninety-two per cent of the staff and 98% of the students felt that one learns to share and live in harmony with other people in the hall (item 32) and 92% of the staff and 83% of the students said the hall program facilitates adjustment to peers (item 64). However, while only one-fourth of the staff perceived that the hall program encourages students to let other students live in whatever manner they choose, 42% of the students felt that that this happened (item 57).

Most of the students and staff members indicated agreement on the items in this category concerned with group interaction. All the staff and 84% of the students felt there was leadership experience available for the student in the hall (item 56) and 92% of the staff and 87% of the students found opportunities for students to work together in groups (item 33). A little less than two-thirds of the students (61%) and 83% of the staff believed that understanding of the democratic process is achieved in the hall (item 59).

More students (76%) than staff (76%) perceived a stimulating atmosphere which encourages discussions among students (item 34). The same proportion of students and staff--67%-- perceived the hall operation as an example of efficient, effective administrative procedure (item 14).

Provision of Atmosphere. The only item in this category evidencing a significant difference in student-staff perception was item 54.

Responses shown in Table 6 indicate that only half the staff members agreed that the hall program encourages students' cultural awareness but that even fewer of the students (19%) agreed.

Four items in this category relate to the feelings of identity the student develops.

All except one staff member and 85% of the students perceived the hall as a unit with which the student identifies (item 36). And only 13% of the students and one-third

of the staff felt it was hard to develop a feeling of belonging when living in the hall (item 13). But while three-fourths of the staff members said the atmosphere in the hall reflects a personal interest in the student only 50% of the students found this to be so in their experience (item 29). Two-thirds of the staff and 57% of the students agreed that feelings of anonymity do not develop in the hall (item 25).

All but one staff member and 86% of the students agreed that an atmosphere of "collegiate life" prevails in the halls at College Five (item 16). There were 58% of the staff members and 42% of the students who agreed that the hall atmosphere and furnishings are an example of the style of life toward which the student should aspire (item 37). Only 19% of the students found encouragement of cultural awareness in the hall, but half the staff members perceived such awareness (item 54).

Two-thirds of the staff and 44% of the students agreed there is a feeling of formal social protocol and set standards of social behavior in the hall. About the same proportion of students (43%) but three-fourths of the staff perceived a climate of good taste and gracious living in the hall (item 19).

Satisfaction of Physical Needs. Differences on item 30 are very evident. All the staff agreed that good meals are served in the dining hall but only 43% of the students agreed.

Differences on item 41 were not as highly significant but indicate that 83% of the staff members perceived the hall as an economical place for the student to live while only about two-fifths of the students agreed that this is so.

The two remaining items which are concerned with the kind of facilities and services provided in the halls at College Five did not evidence significant differences in responses. Two-thirds of the staff and 55% of the students found there was adequate space in the student's room for his personal belongings (item 48). About equal proportion of students (74%) and staff (75%) found adequate facilities available for personal and "household" tasks (item 61).

All the staff and three-fourths of the students agreed that the hall serves as a base for organized sports competition (item 43) and 83% of the staff and 67% of the students found opportunities for physical exercise and recreation in the hall program (item 62).

Supervision of Conduct. Perceptual differences between staff and students are highly significant on item 53. All except one staff member (93%) believed staff members know when students are ill but only slightly over one-third of the students (38%) agreed with this. There is a difference, however, between the perceptions of men students and women students. Only 18% of the men agreed with the statement, but 43% of the women agreed with this item.

Differences on item 55 are not as apparent but are significant. Responses indicate 83% of the staff members believed attempts are made to establish values and standards of social behavior but only 42% of the students believed this is so. As is indicated in Table 6, there are no significant differences on the remaining items in this category at College Five. More students (93%) than staff members (83%) found that the college uses the hall program to inform students of its policies and regulations (item 39). About equal proportions of students (97%) and staff (100%) agreed that enforcement of these university policies and regulations is part of the hall program (item 18). And about two-thirds of both students and students and staff agreed that the hall program at College Five serves as a means to control student conduct (item 28).

One-third of the staff and slightly less than one-third of the students believed the hall staff assumes a parental role in dealing with the student (item 60).

Two-thirds of the staff and 59% of the students believed that sign-out regulations enable the staff to know where students are (item 52).

A higher proportion of students (75%) than staff (67%) believed the hall is used as a unit to group students for administrative and activity purposes (item 51).

Support for the College. Responses of students and staff to item 63 were significantly different. Table 6 indicates that 92% of the staff members agreed with this item but only about half the students (54%) agreed that the hall program develops student loyalty toward the college. However, there is a marked difference in the responses of men and women students in that while only about one-third of the men (37%) agreed, almost two-thirds of the women (62%) did.

The same proportion of students and staff members--83%--felt the hall program helps the student to identify with the college (item 24). Almost the same proportion of students (89%) and staff (83%) agreed that the college uses the hall program to help orient the student to the college's expectations of him (item 40). And three-fourths of the staff and two-thirds of the students perceived through the hall program an emphasis on the change and progress of the college rather than on the traditions and customs of the past (item 44).

College Six

College Six is a small, coeducational, church-related, four-year college. All students not living with their parents or legal guardians must live in college halls and board in the college dining room. There are about 340 men each quarter who live in one large men's residence hall and in six small houses. About 345 women each quarter live in two women's halls.

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The residence hall program is directed and supervised by the Dean of Men and the Dean of Women who are responsible to the Dean of Students. The men's hall is staffed by a full-time, male head resident. The women's halls are staffed by an older, mature woman and by a younger, semi-trained woman. Student assistants are used in both men's and women's halls.

Publications of College Six say little about the purpose of their residence hall program. Student handbooks appear to be primarily lists of rules with little explanation or rationale. There is one instance where opportunities for participation in student government in the living groups is mentioned. Otherwise, no details about the purposes of the program are detailed.

Results of the Questionnaire. The questionnaire was administered to the students sampled in a group meeting. It was completed individually by the staff members. There are forty-seven students in the sample or 69% of the total sampled.

In the sample of students there were twenty-one men and twenty-six women. Of these, twenty-five were freshmen, fourteen were sophomores, one was a junior and six were seniors. (Because of the unique academic program in College Six, juniors and seniors spend much of their time away from the campus.) Four of the students in the sample had been or

were presently residence hall officers and four had been or were presently student assistants in the residence hall.

Of the six staff members who completed the questionnaire, three were men and three were women. Of these six, four were head residents. Two of the staff have been at College Six less than one year, two have worked there from one to three years and one person has been there from eight to fifteen years. One staff member did not answer this question. One of the staff did not attend college, one attended but does not hold a degree, and one holds a bachelor's degree. Three of the staff hold master's degrees.

Responses of students and staff at College Six to the Residence Hall Experience Questionnaire are summarized in Table 7.

Instructional Support. Two items in the category at College Six were significantly different at the .05 level. Responses to item 42 indicate that while all the staff members in College Six agree that the student receives assistance from the hall staff in adjusting to the demands of academic life, less than half (47%) the students perceive this as happening.

Differences on item 58 in Table 7 are about the same as in item 42. All the staff members agreed that the hall atmosphere is conducive to study but fewer than half (47%) the students agreed.

Table 7. College Six--Chi square values and frequency of agreement of response of students and staff for each item on the Residence Hall Experience Questionnaire.

Item	Students		Staff		x ² _c
	N	%	N	%	
<u>Instructional Support</u>					
17. Good Scholarship is encouraged	34	72	6	100	.959
26. Complements instructional program	7	15	2	33	.309
31. Good study habits developed	29	62	6	100	1.982
35. Faculty interact with students in hall	8	17	3	50	1.799
42. Staff assists academic adjustment	22	47	6	100	4.095*
45. Opportunities for dinners with faculty	8	17	2	33	.145
46. Current quality magazines and newspapers	21	45	4	67	.338
58. Atmosphere conducive to study	20	43	6	100	4.916*
<u>Development of the Individual</u>					
12. Self-direction, independent judgment	35	74	6	100	.791
15. Religious values not developed	46	98	6	100	1.519
20. Easy to discuss personal problems	27	61	6	100	2.002
21. Meet people of different backgrounds	43	96	6	100	.387
22. Assume responsibility for own behavior	28	60	6	100	2.227
23. Express ideas and creative energy	29	62	6	100	1.982
38. Meet persons of the opposite sex	13	28	5	83	5.081*
47. Social maturity developed	28	60	4	67	.012
49. Social activities take place in hall	15	32	5	83	3.999*
50. No emphasis on etiquette and manners	34	72	3	50	.423
65. Friendships broadened	47	100	6	100	.047

Table 7. Continued

Item	Students		Staff		χ^2 c
	N	%	N	%	
<u>Experience in Group Living</u>					
14. Efficient administrative procedures	20	43	4	67	.465
32. Share, live in harmony with others	44	94	6	100	.091
33. Groups work together on projects	31	66	6	100	1.533
34. Discussions and bull sessions	33	70	6	100	1.138
56. No group leadership experience	20	43	0	0	2.601
57. Let others live as they choose	28	61	3	50	.005
59. Understanding of democratic process	18	38	5	83	2.751
64. Facilitates adjustment to peers	39	83	6	100	.241
<u>Provision of Atmosphere</u>					
13. Hard to develop a feeling of belonging	3	7	1	17	.001
16. Atmosphere of "collegiate life"	33	70	6	100	1.138
19. Climate of good taste, gracious living	18	38	3	60	.212
25. No feelings of anonymity develops	24	51	6	100	3.386
27. Feeling of formal social protocol	13	28	0	0	1.005
29. Feeling of personal interest in students	18	39	6	100	5.653*
36. Students identify with hall	25	54	5	83	.832
37. Atmosphere example of desirable life style	6	13	3	50	2.925
54. Encourages cultural awareness	9	19	3	50	1.398

Table 7. Continued

Item	Students		Staff		χ^2_c
	N	%	N	%	
<u>Satisfaction of Physical Needs</u>					
30. Dining hall provides good meals	44	94	6	100	.091
41. Hall economical place to live	20	43	4	67	.465
43. Base for organized sports competition	33	70	5	83	.036
48. Adequate space for personal belongings	27	57	5	83	.605
61. Facilities for "household" tasks	21	45	5	83	1.822
62. Exercise and recreation available	27	57	5	83	.605
<u>Supervision of Conduct</u>					
18. Enforcement of policies and regulations	39	83	6	100	.241
28. Control of student conduct	29	62	5	83	.346
39. Inform about policies and regulations	43	92	6	100	.006
51. Unit for grouping students	10	21	1	17	.074
52. Effective sign-out regulations	21	45	3	50	.036
53. Staff knows when student is ill	23	49	6	100	3.728
55. Establish social behavior standards	26	55	6	100	2.769
60. Staff assumes a parental role	18	38	2	33	.044
<u>Support for the College</u>					
24. Helps student identify with the college	40	87	6	100	.068
40. Oriented to college, its expectations	35	74	6	100	.791
44. Emphasizes change, progress of the college	11	23	5	83	6.447*
63. Student loyalty toward college developed	18	39	6	100	5.653*

*.05 level of significance

**.01 level of significance

All the staff members at College Six agreed with the four items in this category which relate to the fostering of good scholarship. Student opinion, however, was divided. Seventy-two per cent of the students agreed that good scholarship is encouraged (item 17) and slightly fewer than two-thirds found their efforts to develop good study habits encouraged (item 31).

Only one-third of the staff members and 15% of the students agreed that the hall program complements the instructional and academic program of College Six (item 26). Two-thirds of the staff and 45% of the students found current magazines and newspapers in the hall for the students' use (item 46).

The same proportion of students--17%--agreed with the two items relating to student-faculty interaction in the hall, but staff members' perceptions differed. Half the staff believed faculty members interact informally with students in the hall (item 35) and one-third of the staff thought the hall program encourages and provides opportunities for dinners and discussions with staff members (item 45).

Development of the Individual. The two items on which significant differences are evident in this category are both concerned with development of social competence.

Staff responses to item 38 show that all but one staff member (83%) agreed there are opportunities for students to meet persons of the opposite sex. But only 28%

of the students agreed that this happened in their experience.

Item 49 responses indicate that 83% of the staff members and only 32% of the students agreed that a variety of social functions take place. However, there is a difference in the responses of men and women students. Only 19% of the men students agreed while almost half the women students (42%) agreed.

No significantly different responses are noted in Table 7 for the other two items related to the development of social competence. Two-thirds of the staff and three-fifths of the students believed social maturity is developed through experience in a variety of social situations in the hall (item 47). Half the staff members and 28% of the students felt that learning etiquette and good manners was emphasized in the hall (item 50).

All the staff members and three-fourths of the students agreed that the hall program helps the student develop self-direction and independent judgment (item 12). But, while all the staff members agreed that the student is also encouraged to assume responsibility for his own behavior, only 60% of the students perceived this to happen to them (item 22).

Students and staff almost unanimously agreed that the hall program does not attempt to build religious values (item 15). All the staff and 62% of the students found that

students have opportunities to express ideas and use creative energy in the hall (item 23).

All the staff members and 61% of the students agreed it was easy to discuss personal problems with the hall staff (item 20).

Students and staff members were in almost complete agreement in their responses to the two items in this category relating to increasing friendships. All the staff and all the students agreed there are opportunities in the hall to broaden friendships (item 65) and all the staff and 96% of the students said there are also opportunities to meet people of backgrounds and interests different from the student's own (item 21).

Experience in Group Living. There is almost unanimous agreement of students and staff members in College Six to the two items in this category concerned with learning to live with others. All the staff and 94% of the students agreed that students learn to live in harmony with other people in the hall (item 32) and all the staff and 83% of the students said that the hall program facilitates adjustment to peers (item 64).

Half the staff members and 61% of the students found the hall program encourages students to let other students live in whatever manner they choose (item 57).

Four items in this category relate to group interaction situations. All the staff and two-thirds of the

students agreed that students find opportunities to work together in group situations in the hall (item 33). But, while 83% of the staff perceived that an understanding of the democratic process is achieved in the hall, only 38% of the students said they had experienced this (item 59). In addition, all the staff believed leadership experience is available for the students in the hall but only 57% of the students perceived this in their experience (item 56).

Seventy per cent of the students found a stimulating atmosphere in the hall which encourages discussions and bull sessions and all the staff members said they believed this is experienced by most students (item 34).

Two thirds of the staff members and 43% of the students believed the hall operation is an example of efficient, effective administrative procedure (item 14).

Provision of Atmosphere. The differences indicated by responses to item 29 are more significant than the other differences at College Six discussed to this point. All the staff agreed that the hall atmosphere reflects a feeling of personal interest in the student, but only slightly more than one-third of the students (39%) agreed.

The other items in this category relate to the feelings of identity the student develops as a result of his residence hall experience. All but one of the staff members and 54% of the students agreed that the hall is a unit with which the student closely identifies (item 36).

All the staff members in the halls at College Six and 51% of the students believed that feelings of anonymity do not develop in the hall (item 25) and only one staff member and 7% of the students thought it was hard for students to develop a feeling of belonging when living in the hall (item 13).

All the staff members and 70% of the students perceived an atmosphere of "collegiate life" in the hall (item 16).

Four items in this category involve the kinds of surroundings and the general atmosphere of social interaction in the hall. Half the staff and only 13% of the students perceived the hall atmosphere and furnishings as an example of the style of life to which students would aspire (item 37). Also, only half the staff and 19% of the students found an atmosphere in the hall which encourages cultural awareness (item 54). None of the staff and 28% of the students believed life in the hall has a feeling of formal social protocol and set standards of social behavior (item 27). However, 60% of the staff and 38% of the students perceived a climate for good taste and gracious living in the hall (item 19).

Satisfaction of Physical Needs. Three items in this category relate to the facilities and services provided in the hall at College Six. All the staff and 94% of the students agreed that the dining hall provides well-prepared,

nourishing meals (item 30). All but one staff member and 57% of the students found adequate space in the student rooms for keeping personal belongings (item 48). All but one staff member and less than half the students (45%) found adequate facilities in the hall for the student to perform personal and "household" tasks (item 61).

Two-thirds of the staff and 43% of the students believed the hall an economical place for the student to live (item 41).

Responses of Table 7 indicate that all but one staff member agreed with the two items concerned with recreational facilities and opportunities. Seventy per cent of the students agreed that the hall serves as a base for organized sports competition and 57% of the students found opportunities for physical exercise and recreation available through the hall program (item 62).

Supervision of Conduct. All the staff members and 91% of the students at College Six agreed that the college uses the hall program to inform students of its policies and regulations (item 39). Almost the same proportions, all the staff and 93% of the students, agreed that enforcement of these policies and regulations is also part of the hall program (item 18). All but one staff member and 62% of the students perceived the hall program as a means to control student conduct (item 28).

About the same proportion of staff (33%) and students (38%) found the hall staff assumes a parental role in dealing with students (item 60). Only 50% of the staff and 45% of the students believed the sign-out regulations were effective (item 52). And while all the staff said the staff knew when students are ill, only 49% of the students agreed with this (item 53).

All the staff members felt the hall attempts to establish values and standards of social behavior patterns but only 55% of the students said they found this in their experience in the hall (item 55).

Twenty-one per cent of the students and 17% of the staff believed the hall is used as a unit to group students for administrative and activity purposes (item 51).

Support for the College. Student-staff perceptions on two of the four items in this category are significantly different at the .05 level.

All the staff members agreed that the hall program develops student loyalty toward the college but only 39% of the students agreed (item 63).

Responses to item 44 show that all but one of the staff members (83%) perceived the hall program to emphasize the change and progress of the college but only 23% of the students perceived this to be happening.

Responses to the two items where there were no significant differences indicate all the staff members at

College Six and 87% of the students believed the hall program helps the student to identify with the college (item 24).

Three-fourths of the students and all the staff agreed that the student is oriented to the college and its expectations of him through the hall program (item 40).

College Seven

College Seven is a large, state-supported, coeducational university. All single freshmen men not living at home are required to live in university residence halls insofar as facilities are available. All undergraduate women under twenty-five years of age are required to live in university residence halls insofar as space is available, unless living in their own homes, or with close relatives, or unless other arrangements are approved for them.

The residence hall program at College Seven is directed by the Dean of Men and Dean of Women under the general supervision of the Dean of Students. The Director of Housing also works closely with the hall directors. Approximately 3500 women are housed in thirteen halls and 2900 men are housed in ten halls. The hall directors in the women's halls are older, mature women. The men's hall directors are faculty couples with the wife often taking much of the hall responsibility. Students are employed as resident assistants.

The general Student Handbook of College Seven states that the student at College Seven should become an intelligent,

self-directed, responsibly independent, cooperative, creative, and productive member of the community. It also states that the residence hall experience can make a positive contribution to the total educational process and supplement the formal experience in the classroom.

The Women's Handbook and other AWS publications picture the hall experience as "an enjoyable and valuable" one. Otherwise the content is devoted primarily to specifying policies, regulations and traditions practiced in the College Seven halls.

The Men's Handbook does little other than detail the regulations of the hall and states that the residence hall is the student's "home away from home."

A self-study of student services was completed at College Seven in 1963-64. Several parts of that pertaining to housing are pertinent to this discussion. In a survey of parents, faculty and students, the following was noted:

Parents are satisfied with the supervision in the halls. They felt women should have more supervision than men and generally approved the present rules and regulations.

About one-third of the faculty seldom visit the halls and one-half have never eaten in the hall dining facilities. Faculty believed comments they heard from students about the halls were equally divided between positive and negative ones. The negative comments centered on the quality and quantity of food, noise, and the amount of supervision.

Students were dissatisfied mainly in the areas of food and food service, recreation facilities, health facilities, study facilities, crowding, inadequate storage space, noisiness in the halls, and use of late minutes as a disciplinary measure.

Results of the Questionnaire. The questionnaire was administered to College Seven staff members in a group meeting. Seven staff members who did not attend that meeting completed the questionnaire individually. Students completed the questionnaire in a group setting with the time period spread over an eight hour span. Head directors were asked to contact students in the sample to urge them to complete the questionnaire. Ninety-seven students of 30% of those sampled completed the questionnaire. There is only 1.5% of the total number of students living in College Seven residence halls. Therefore, the results discussed below should be read with the awareness that the sample is not large and possibly not representative.

The student sample of ninety-seven consisted of thirty-three men and sixty-four women. In this group there were forty-two freshmen, sixteen sophomores, twenty-five juniors, and thirteen seniors. One student mis-marked this item. Eighteen of these students had been or presently were residence hall officers, and four had been or presently were residence hall assistants.

There were thirty-one staff members in the staff sample. Of these seven were men and twenty-four were women. Three of the women and five of the men were administrators. The remainder were hall directors. Eleven of the staff members have worked with the residence hall program at College Seven less than one year. Nine have worked there from one to three years and five from four to seven years. Four of the staff members have been there from eight to fifteen years and two have worked at College Seven over fifteen years.

Three of the staff never attended college and ten attended but did not receive a degree. Seven staff members hold bachelor's degrees, nine hold master's degrees and two have doctorates.

Responses of students and staff at College Seven to the Residence Hall Experience Questionnaire are shown in Table 8.

Instructional Support. Of the four items which show a significant difference in responses in the Instructional Support category, three relate to academic adjustment of the student. Responses to item 17 indicate that 87% of the staff members agreed that good scholarship is encouraged while only 57% of the students agreed that they experienced this in the hall.

Differences on item 31 are much more significant and show that while 90% of the staff members agreed that efforts

Table 8. College Seven--Chi square values and frequency of agreement of response of students and staff for each item on the Residence Hall Experience Questionnaire.

Item	Students		Staff		X ²
	N	%	N	%	
<u>Instructional Support</u>					
17. Good scholarship is encouraged	55	57	26	87	8.906**
26. Complements instructional program	20	21	10	32	1.774
31. Good study habits developed	39	41	28	90	23.221**
35. Faculty interact with students in hall	27	28	10	32	.224
42. Staff assists academic adjustment	29	30	27	87	31.233**
45. Opportunities for dinners with faculty	25	26	21	68	17.973**
46. Current quality magazines and newspapers	54	56	15	48	.584
58. Atmosphere conducive to study	40	41	18	58	2.684
<u>Development of the Individual</u>					
12. Self-direction, independent judgment	67	69	29	94	6.357*
15. Religious values not developed	82	86	30	100	3.881
20. Easy to discuss personal problems	37	59	29	97	15.058**
21. Meet people of different backgrounds	95	98	31	100	.649
22. Assume responsibility for own behavior	60	63	30	97	13.333**
23. Express ideas and creative energy	60	62	25	81	3.718
38. Meet persons of the opposite sex	59	61	23	74	1.824
47. Social maturity developed	73	75	26	84	.995
49. Social activities take place in hall	75	77	29	97	5.783*
50. No emphasis on etiquette and manners	54	56	17	55	.007
65. Friendships broadened	95	99	31	100	.325

Table 8. Continued

Item	Students		Staff		x ²
	N	%	N	%	
<u>Experience in Group Living</u>					
14. Efficient administrative procedures	54	56	27	90	11.690**
32. Share, live in harmony with others	93	96	31	100	1.320
33. Groups work together on projects	85	88	29	94	.845
34. Discussions and bull sessions	66	68	24	83	2.369
56. No group leadership experience	29	30	5	17	2.046
57. Let others live as they choose	38	40	9	29	1.119
59. Understanding of democratic process	59	61	23	74	1.824
64. Facilitates adjustment to peers	84	88	28	90	.086
<u>Provision of Atmosphere</u>					
13. Hard to develop a feeling of belonging	10	10	3	9	.010
16. Atmosphere of "collegiate life"	75	77	31	100	6.971**
19. Climate of good taste, gracious living	44	45	17	55	.846
25. No feelings of anonymity develops	56	59	16	53	.194
27. Feeling of formal social protocol	60	62	17	55	.483
29. Feeling of personal interest in students	43	44	26	84	14.782**
36. Students identify with hall	80	82	26	84	.032
37. Atmosphere example of desirable life style	31	32	19	61	8.491**
54. Encourages cultural awareness	17	18	7	23	.394

Table 8. Continued

Item	Students		Staff		X ²
	N	%	N	%	
<u>Satisfaction of Physical Needs</u>					
30. Dining hall provides good meals	39	40	27	87	20.681**
41. Hall economical place to live	52	53	30	97	19.013**
43. Base for organized sports competition	68	70	26	84	2.283
48. Adequate space for personal belongings	45	46	20	65	3.088
61. Facilities for "household" tasks	62	65	28	90	7.519**
62. Exercise and recreation available	66	69	23	74	.331
<u>Supervision of Conduct</u>					
18. Enforcement of policies and regulations	92	95	31	100	1.663
28. Control of student conduct	78	80	22	71	1.226
39. Inform about policies and regulations	90	93	30	97	.639
51. Unit for grouping students	50	52	15	50	.022
52. Effective sign-out regulations	60	62	14	47	2.174
53. Staff knows when student is ill	58	59	28	90	10.489**
55. Establish social behavior standards	50	52	17	57	.241
60. Staff assumes a parental role	29	30	11	35	.302
<u>Support for the College</u>					
24. Helps student identify with the college	82	85	29	94	1.657
40. Oriented to college, its expectations	78	80	27	87	.712
44. Emphasizes change, progress of the college	54	56	25	81	6.202*
63. Student loyalty toward college developed	51	53	29	94	16.425**

*.05 level of significance

**.01 level of significance

to develop good study habits are encouraged for most students only 41% of the students agreed that this happens to them.

Differences of perception on item 42 are highly significant. Eighty-seven per cent of the staff members agreed with this item but only 30% of the students agreed.

Item 45 is the other item in the Instructional Support category in which a significant difference was indicated. Sixty-eight per cent of the staff members agreed but only 25% of the students believed opportunities were provided for discussion and dinners with faculty.

The following items did not manifest significant differences in responses: Almost three-fifths of the staff (58%) and two-fifths of the students (41%) found an atmosphere conducive to study and creative, productive thought in the hall (item 58).

Slightly less than one-third of the staff and 21% of the students believed the hall program complemented the instructional and academic programs of College Seven (item 26). A slightly higher proportion of students (56%) than staff (48%) found current magazines and newspapers in the halls for student use (item 46).

Students (28%) and staff (32%) appear to be in fairly close agreement concerning informal student-faculty interaction in the hall (item 35).

The differences found on item 12 are not highly significant. Almost all the staff members (94%) agreed that

the hall program contributes to the development of self-direction but only about two-thirds of the students (69%) agreed.

Differences on item 20 were highly significant. All but one staff member (97%) but only 59% of the students agreed that it is easy to discuss personal problems with the hall staff.

Differences in perception on item 22 were also highly significant. Ninety-seven per cent of the staff members agreed that students are encouraged to accept responsibility for their own behavior, but slightly less than two-thirds of the students (63%) agreed.

Responses to item 49 were not highly significant but did indicate that while 97% of the staff members agreed that a variety of social functions take place in the hall, 77% of the students believed that they do.

The responses to the remaining items in this category do not show significant differences in student and staff perception.

All the staff and 85% of the students agreed that the hall program does not attempt to build religious values (item 15). Slightly over three-fifths (62%) of the students and about four-fifths of the staff (81%) felt opportunities existed in the hall for students to express ideas and use creative energy (item 23).

Four items in this category refer to the development of social competence. One of these, item 49, was discussed above. Three-fourths of the students and 84% of the staff agreed that social maturity is developed through experience in a variety of social situations in the hall (item 47). Three-fourths of the staff and three-fifths of the students found opportunities in the hall for students to become acquainted with persons of the opposite sex (item 38). About equal proportions of students, 56%, and staff, 55%, agreed that little emphasis is placed on learning etiquette and good manners (item 50).

There is almost complete agreement between staff members and students on the items related to extending friendships. All the staff and 99% of the students agreed there is opportunity to broaden friendships in the hall (item 65) and all the staff and 98% of the students felt it is possible to meet people of backgrounds and interests different from the student's own (item 21).

Experience in Group Living. The only item showing a significant difference at College Seven in this category is item 14 on which 90% of the staff members but only 56% of the students agreed that the hall is an example of efficient, effective administrative procedure.

There are three items in this category related to learning to live with others. All the staff and 96% of the students agreed that students learn to share and live in

harmony with other people in the hall (item 32). And 90% of the staff and 88% of the students said the hall program facilitates adjustment to peers (item 64). But 40% of the students and 29% of the staff members believed the hall program at College Seven encourages students to let other students live in whatever manner they choose (item 57).

Responses to the questions concerned with experiences in group interaction indicate that all but two staff members and 88% of the students agreed there are opportunities for students to work in groups in the hall (item 33). However, only three-fourths of the staff and three-fifths of the students felt understanding of the democratic process is achieved in the hall (item 59). But 83% of the staff and 70% of the students found leadership experience available to the students in the hall (item 56).

Slightly more than two-thirds of the students (68%) and 83% of the staff found a stimulating atmosphere in the hall which encourages discussions and bull sessions among students (item 34).

Provision of Atmosphere. Three items showed significant differences of perception in the Provision of Atmosphere category. Responses to item 16 indicated all the staff members agreed that a "collegiate" atmosphere prevails in the hall and 77% of the students found this kind of atmosphere in their halls.

Table 8 shows perceptual differences on item 29 were highly significant. Responses indicate that 84% of the staff believed the hall atmosphere reflects a personal interest in the student but only 44% of the students agreed. Three-fifths of the staff and 32% of the students found an atmosphere in the hall and its furnishings which is an example of the style of life toward which students should aspire (item 37).

Three of the remaining items in this category relate to the student's feelings of identity. About the same proportion of students, 82%, and staff, 84% agreed that the hall serves as a unit with which the student identifies (item 36). The same proportion of students and staff members--10%--found it was hard for students to develop a feeling of belonging when living in the hall (item 13). But only 53% of the staff and 59% of the students agreed that feelings of anonymity do not develop in the hall (item 25).

Only 18% of the students and 23% of the staff members perceived an atmosphere in the hall which encourages cultural awareness (item 54). But over half the staff (55%) and less than half the students (45%) perceived a climate of good taste and gracious living in the hall (item 19). About three-fifths of the students (62%) and 55% of the staff members said there is a feeling of formal social protocol and set standards of social behavior in life in the halls at College Seven (item 27).

Satisfaction of Physical Needs. The items showing significant differences in perceptions of staff and students in College Seven in the Satisfaction of Physical Needs function were items 30, 41, and 61.

Differences on item 30 were highly significant. Responses of staff members indicate that 87% agreed that dining hall meals are good but student responses show that only 40% of the students agreed.

Differences on item 41 were also highly significant. All but one staff member (97%) agreed that the hall was an economical place for the student to live but only about half (54%) the students agreed that this was so.

Table 8 shows that differences on item 61 were not as significant as the other differences in this category. Responses indicate that 90% of the staff members and about two-thirds of the students (65%) agreed that adequate facilities are available for household tasks.

Sixty-five per cent of the staff and only 46% of the students agree there is adequate space in the students rooms for keeping personal belongings (item 48).

There was more agreement between students and staff on item 62 that there are opportunities for physical exercise and recreation (69% of the students agree, 71% of the staff agree) than on item 43 that the hall serves as a base for organized sports competition (70% of the students agree and 84% of the staff agree).

Supervision of Conduct. The only significant difference in the Supervision of Conduct category was on item 53. Responses indicate that 90% of the staff members and about three-fifths of the students (59%) agreed that the staff does know when students are ill.

Responses to the remaining items in this category, as noted in Table 8, are not significantly different.

All but one staff member and almost all the students (93%) agree that College Seven uses the hall program to inform the students of the college policies and regulations (item 39). All the staff and 85% of the students agreed that the hall program is also used to enforce these policies and regulations (item 18). Fewer staff members (71%) and students (80%) perceived the hall program as a means to control student conduct (item 28).

About one-third of the staff (35%) and of the students (30%) believed the hall staff assumes a parental role in dealing with the student (item 60). More students (62%) than staff members (47%) believed that the sign-out regulations in the halls enabled the staff to accurately know the whereabouts of students (item 52).

About equal proportions of students (52%) and staff members (57%) believed the hall program attempts to establish values and standards of social behavior patterns (item 55).

Almost the same proportions also believed the hall is used as a unit to group students for administrative and activity purposes (item 51).

Support for the College. All but two of the staff members and 85% of the students agreed that the hall program helps students identify with the college (item 24). But there was a highly significant difference on item 63 where all but two staff members also believed that the hall program also develops student loyalty to the college and only 53% of the students experienced this.

About the same proportion of students (80%) and staff members (87%) perceived the hall program as a means for College Seven to orient the students to its expectations of them (item 40). But there was a less significant difference on item 44 in that 81% of the staff felt that the program emphasized the change and progress of the college; 56% of the students perceived the hall program in this way.

Again, it must be emphasized that the sample obtained at College Seven was very small in comparison to the total number of students in the residence halls. The results discussed in the preceding general description should be viewed with this in mind.

College Eight

College Eight is a private, denominational, coeducational college. All men and women students not residing in the city where the college is located or living, by consent of the Dean of Men or Dean of Women, with near relatives are required to room in the college residence halls.

Approximately 550 women are housed in six women's halls and 600 men live in six men's halls.

The hall program at College Eight is under the direction and supervision of the Dean of Men and the Dean of Women working with the Dean of Students. Each hall is staffed by one full-time staff member. Men faculty members are used in five of the men's halls. Undergraduate students serve as residence hall assistants.

The College Eight catalogue states the following in discussing the objectives of the total program, both curricular and co-curricular, at College Eight.

. . . (we are) concerned with the development of persons who are increasingly creative, competent and responsible members of the world . . . and who are achieving a clearer and more consistent set of values and beliefs that provide direction for their lives . . . (college) should first of all be an adventure of the mind.

The total program is directed toward helping the student

- (1) refine and deepen his religious convictions, (2) clarify his ethical principles and bring his actions constantly in harmony with these principles, (3) increase his powers of comprehension, (4) develop his powers of expression, (5) increase his skill in and develop the habit of sound reflective thinking, (6) increase his power of appreciating beauty, (7) develop his skill in maintaining physical and mental health, (8) strengthen his sense of socio-civic responsibility and increase his competency in meeting and solving problems of society (9) develop an ability to carry out his

duties and responsibilities in the household unit of which he is a part.

Student handbooks and staff manuals from College Eight suggest that the staff are encouraged to bring the intellectual life into the halls, that increased international awareness is fostered, and that social activities, athletics, and social service activities are encouraged. The Women's Residence Hall Handbook stresses the cooperation of residents and counselors to the end that the residence halls be training centers for fine living. The handbook explains the privileges as well as the obligations of each resident. However, rules are most often stated in a negative way with little or no explanation offered.

Results of the Questionnaire. The questionnaire was distributed to the students and the staff members at College Eight by campus mail. The completed questionnaires were returned by the respondents to the Dean of Students Office. That office did one telephone follow-up in order that as many questionnaires as possible would be returned. There were eighty-six students or 67% of those sampled and eleven staff members or 75% of the staff sample who participated in the study at College Eight.

The student sample consisted of forty-one men and forty-five women. Of these were thirty-one freshmen, twenty-eight sophomores, fourteen juniors, and twelve seniors. One respondent omitted this question. Nine of the students had

been or were presently hall officers and eight had been or were presently student assistants in the halls.

In the staff sample, there were four men and seven women. Two of the men and one of the women were administrators. One of the staff members had held his present position less than one year, five have been at College Eight from one to three years, four have worked there from four to seven years and one has been there from eight to fifteen years. Only one staff member had not attended college. Four had attended college but do not hold a degree. Two hold bachelor's degrees, two hold master's degrees and two hold doctorates.

Student and staff responses at College Eight to the Residence Hall Experience Questionnaire are shown in Table 9.

Instructional Support. The three areas of perceptual difference in the Instructional Support category cover three different areas. Perceptions on item 42 differ quite significantly with all the staff members and less than half (45%) the students agreeing that the hall staff assists students in academic adjustment.

Student perceptions on item 45 indicate that 85% of the students have not experienced opportunities for dinners and discussions with the faculty in the residence halls. Staff perceptions are divided about evenly on this item.

Table 9. College Eight--Chi square values and frequency of agreement of response of students and staff for each item on the Residence Hall Experience Questionnaire.

Item	Students		Staff		X ² _c
	N	%	N	%	
<u>Instructional Support</u>					
17. Good scholarship is encouraged	65	76	9	82	.000
26. Complements instructional program	14	16	5	45	3.490
31. Good study habits developed	58	67	10	91	1.565
35. Faculty interact with students in hall	16	19	5	45	2.713
42. Staff assists academic adjustment	39	45	11	100	9.577**
45. Opportunities for dinners with faculty	12	14	6	55	8.116**
46. Current quality magazines and newspapers	35	41	9	82	5.098*
58. Atmosphere conducive to study	55	64	8	73	.057
<u>Development of the Individual</u>					
12. Self-direction, independent judgment	57	67	10	91	1.618
15. Religious values not developed	45	52	1	11	4.014*
20. Easy to discuss personal problems	45	52	11	100	7.235**
21. Meet people of different backgrounds	81	94	10	91	.058
22. Assume responsibility for own behavior	59	69	11	100	3.350
23. Express ideas and creative energy	60	70	11	100	3.133
38. Meet persons of the opposite sex	25	29	11	100	18.094**
47. Social maturity developed	64	75	10	91	.606
49. Social activities take place in hall	39	47	9	82	3.833
50. No emphasis on etiquette and manners	39	45	7	64	.677
65. Friendships broadened	82	96	11	100	.083

Table 9. Continued

Item	Students		Staff		χ^2_c
	N	%	N	%	
<u>Experience in Group Living</u>					
14. Efficient administrative procedures	47	55	9	81	1.941
32. Share, live in harmony with others	81	94	11	100	.009
33. Groups work together on projects	61	71	10	91	1.096
34. Discussions and bull sessions	66	77	9	82	.000
56. No group leadership experience	36	42	1	10	2.695
57. Let others live as they choose	38	44	2	18	1.754
59. Understanding of democratic process	45	52	11	100	7.235**
64. Facilitates adjustment to peers	77	91	10	100	.170
<u>Provision of Atmosphere</u>					
13. Hard to develop a feeling of belonging	11	13	0	0	.618
16. Atmosphere of "collegiate life"	71	83	10	91	.074
19. Climate of good taste, gracious living	46	53	9	82	2.139
25. No feelings of anonymity develops	53	62	8	73	.115
27. Feeling of formal social protocol	33	39	7	64	1.472
29. Feeling of personal interest in students	44	52	11	100	7.395**
36. Students identify with hall	62	72	11	100	2.718
37. Atmosphere example of desirable life style	32	38	9	92	6.066*
54. Encourage cultural awareness	16	19	6	55	5.280

Table 9. Continued

Item	Students		Staff		X ² _c
	N	%	N	%	
<u>Satisfaction of Physical Needs</u>					
30. Dining hall provides good meals	48	56	9	90	2.911
41. Hall economical place to live	55	65	10	91	1.978
43. Base for organized sports competition	58	67	6	55	.262
48. Adequate space for personal belongings	57	66	8	72	.008
61. Facilities for "household" tasks	60	71	10	91	1.138
62. Exercise and recreation available	52	60	6	55	.003
<u>Supervision of Conduct</u>					
18. Enforcement of policies and regulations	79	92	11	100	.132
28. Control of student conduct	70	81	11	100	1.286
39. Inform about policies and regulations	78	92	10	91	.233
51. Unit for grouping students	15	17	5	45	3.121
52. Effective sign-out regulations	47	55	8	73	.666
53. Staff knows when student is ill	50	58	11	100	5.638*
55. Establish social behavior standards	71	83	11	100	1.005
60. Staff assumes a parental role	39	45	8	73	1.933
<u>Support for the College</u>					
24. Helps student identify with the college	67	78	10	91	.370
40. Oriented to college, its expectations	70	82	9	82	.141
44. Emphasize change, progress of the college	33	39	9	90	7.539**
63. Student loyalty toward college developed	49	58	9	82	1.476

*.05 level of significance

**.01 level of significance

Perceptual differences on item 46 are not as significant as those discussed above. While four-fifths of the staff found current, quality reading material available for the students, barely three-fifths of the students agreed that these kinds of magazines and newspapers are found in the hall.

Table 9 indicates the student, staff perceptions on the remaining few items in this category were not significant. The staff members at College Eight appear to be in general agreement in their responses to those items related to encouragement of scholarship. About the same proportion of staff members (82%) and students (76%) agreed that good scholarship is encouraged (item 17). All but one staff member and two-thirds of the students found that student efforts to develop good study habits are encouraged (item 31).

Slightly different proportions of students (64%) and staff members (73%) felt the hall atmosphere is conducive to study and creative, productive thought (item 58).

Less than half the staff (45%) and only 16% of the students perceived the hall program as complementing the academic and instructional program at College Eight (item 26).

Two items in this category relate to student-faculty interaction in the hall. Item 45 is discussed above. Less than half the staff members (45%) and only about one-fourth of the students (19%) believed there was informal student-faculty interaction in the hall (item 35).

Development of the Individual. The three items on which significant differences occur in the Development of the Individual category also refer to three different areas. The differences on item 15 indicate that while only one staff member said that the hall does not try to teach religious values, half the students (52%) felt the hall did not do this. (Two staff members did not answer this question.) However, when men's and women's responses are examined separately, it is observed that 72% of the women but only 22% of the men felt the hall does not emphasize this area.

Responses to item 20 indicate that all the staff agreed that it is easy for students to discuss personal problems with the staff, but that only about half the students (52%) found this true in their experience.

The perceptual differences on item 38 concerning opportunity to meet persons of the opposite sex are highly significant. Seventy per cent of the students disagreed with this statement while all the staff members agreed with it.

Responses were not significantly different on the following items:

All but one staff member and two-thirds of the students agreed that the hall program contributes to the development of self-direction and independent judgment (item 12), and about the same proportion of students (69%) and staff (100%) felt the students are encouraged to assume responsibility for their own behavior (item 22). All the

staff members and 70% of students found opportunities in the hall for students to express ideas and use creative energy (item 23).

Four items in this category relate to the development of social competence. All except one staff member and three-fourths of the students agreed that social maturity is developed through a variety of social situations in the hall (item 47). Less than half the students (45%) and 82% of the staff members found that various kinds of social activities take place in the hall (item 49).

At College Eight there is almost complete agreement between students and staff that there are opportunities in the hall to increase friendships. All staff members and 96% of the students agreed there is opportunity to broaden friendships (item 65) and 91% of the staff and 94% of the students believed there are opportunities to meet people of backgrounds and interests different from the student's own (item 21).

Experience in Group Living. The only significant difference in the function of Experience in Group Living occurs in item 59. Student perceptions are divided about evenly with 52% agreeing that understanding of the democratic process is achieved. All the staff agreed that this occurs for most students.

Table 9 does not show any significant differences on the remaining seven items. All the staff members and 32% of

the students agreed that students learn to share and to live in harmony with other people in the hall (item 32) and all the staff and 91% of the students said the hall program facilitates adjustment to peers (item 64). While only 18% of the staff believed the hall program encourages students to let other students live in whatever manner they choose, 44% of the students perceived this kind of experience in the hall (item 57).

Three items in this category are concerned with group interaction situations. All but one staff member and 71% of the students believed students have opportunities to work in group situations in the hall (item 33) and fewer than half the students (42%) and only 10% of the staff said little or no leadership experience is available to the student in the hall (item 56). Item 59 which is related to this area is discussed above.

About equal proportions of students (77%) and staff (82%) found a stimulating atmosphere in the hall which encourages discussions and bull sessions (item 34).

Little more than half the students (55%) and 82% of the staff saw the hall operation as an example of efficient, effective administrative procedure (item 14).

Provision of Atmosphere. Two items on which differences occur in the Provision of Atmosphere function relate to the general surroundings and cultural awareness in the hall. Responses to item 37 indicate that four-fifths of the

staff members believed that the hall atmosphere is an example of a desirable life style, while only slightly more than two-thirds of the students perceived the hall surroundings in such a way.

On item 54 only 19% of the students perceived such an atmosphere in the hall which encourages cultural awareness of art, music and literature, but over half the staff members (55%) believed such an atmosphere is there.

The third item on which significant differences occur is item 29. Student perceptions indicate 52% in agreement that the hall atmosphere reflects a feeling of personal interest in the student. However, when the men and women students' responses are examined separately, it is noted that 64% of the women agreed with the statement and 61% of the men disagreed. All the staff members agreed that students would experience a feeling of personal interest in them.

Four items in this category relate to the feelings of identity developed by the student in the hall. All the staff and 72% of the students saw the hall as a unit with which students closely identify (item 36). None of the staff members and 13% of the students said it is hard to develop a feeling of belonging when living in the halls (item 13) and 73% of the staff and 62% of the students said feelings of anonymity do not develop in the hall (item 25). Item 29 is discussed above.

All but one staff member and 83% of the students perceived an atmosphere of "collegiate life" in the halls at College Eight.

The remaining two items in this category pertain to the general atmosphere of the hall. About four-fifths of the staff members (82%), and over half the students (53%), found a climate of good taste and gracious living in the halls at College Eight (item 19). About two-thirds of the staff (61%) and 39% of the students found a feeling of social protocol and set standards of social behavior in the halls (item 27).

Satisfaction of Physical Needs. All but one staff member and almost three-fifths of the students (57%) agree that the dining hall provides well-prepared, nourishing meals (item 30). A slightly larger proportion of staff (73%) than students (66%) agreed that the student rooms are adequate for keeping personal belongings (item 48). More staff (91%) than students (71%) felt there are adequate facilities available for performing personal and "household" tasks (item 61).

All but one staff member said the hall is an economical place for students to live and about two-thirds of the students (65%) agreed with this statement (item 41).

Responses to the two items concerned with recreational opportunities are almost identical. Sixty per cent of the students and 55% of the staff felt there are opportunities for physical exercise and recreation available through the

hall program (item 62) and 67% of the students and 55% of the staff found the hall serves as a base for organized sports activity (item 43).

Supervision of Conduct. Table 9 indicates that staff and student opinion on the three items related to regulations and policies is approximately the same. All but one staff member and 92% of the students agreed that the college uses the hall program to inform students of its policies and regulations (item 39). And all the staff and 92% of the students believed the program in the hall is used to enforce these policies (item 18). All the staff and 81% of the students said the hall program serves as a means to control student conduct (item 28).

Almost three-fourths of the staff (73%), but only 45% of the students, believed the hall staff assumes a parental role in dealing with the student (item 60). More staff members (73%) than students (55%) believed the sign-out regulations enabled staff to accurately know where students are (item 52). While all the staff members said the staff knows when students are ill, only 58% of the students agreed with this statement (item 53). This last item evidenced a significant difference in student-staff perceptions at the .05 level.

All the staff and 84% of the students agreed that the hall program does attempt to establish values and standards of social behavior patterns (item 55).

Less than half the staff (45%) and only 17% of the students saw the hall used as a unit to group students for administrative and activity purposes (item 51).

Support for the College. All but one staff member and 78% of the students agreed that the hall program helps students to identify with the college (item 24). However, 82% of the staff and 58% of the students believed the program helps develop student loyalty toward the college (item 63).

The same proportion of students (82%) and staff (82%) agreed that the college uses the hall program to help orient students to the college and its expectations of him (item 40). All but one staff member believed the hall program emphasizes the change and progress of the college rather than reinforcing the customs and traditions of the past but only about two-fifths (39%) of the students perceived this in their hall experience (item 44). Student and staff responses to this item are significantly different at the .01 level.

Interviews

Interviews were conducted with students and staff at three randomly selected colleges. This was undertaken for two reasons. One was to validate the questionnaire responses, the second was to gain additional information that may not have been ascertained from the questionnaire.

The interviewer talked informally with the students and staff and asked the students the general question, "What experiences have you had in your residence hall?" and "What is the most important aspect of your residence hall experience?" Staff members were asked, "What do you believe the student experiences in the halls on your campus?" A special point was made with staff members that they consider what actually does happen to the student, not what they would like to happen.

As was noted in Chapter III a total of thirty-seven students and twelve staff members were interviewed. Responses of students and staff members to the interview questions were essentially the same as the responses to the questionnaire.

In response to the question concerning the most important aspect of the residence hall experience, only one student did not mention the opportunity to learn to live with others and to meet new people. All the staff members also mentioned this experience.

Another area mentioned by thirty of the students was the supervisory function the residence hall has for students. Staff members who mentioned this area usually spoke of this function in terms of setting standards for students, however. About half the students--fifteen--said values were established before the student came into the hall so that this function of the hall did not effect them.

About one-third of the students volunteered the opinion that the staff members may believe standards and values are developed by virtue of having rules the students are expected to follow. However, the students did not believe that students learned standards from rules used in this way.

The three other areas most frequently mentioned by students and staff in discussing the residence hall experience were academic adjustment, social activities, and the general tone or atmosphere of the hall.

Student and staff comments on the academic adjustment achieved in the hall differed in the interviews as it did on the questionnaire responses. The students were about evenly divided in their comments about the staff giving help in academic adjustment and about the ease with which one can study in the hall. The staff interviewed were unanimous in their opinion that students do receive help in academic adjustment. All but three staff felt that an atmosphere which enables the students to study was found in the hall.

Only five students mentioned having talked with or even having seen faculty members at hall functions. About half the staff members on the other hand, felt students had the experience of knowing faculty members through the hall program. Staff at one of the colleges interviewed indicated that persuading faculty to participate in the hall program was one of the biggest problems they faced because the faculty just were not interested.

As responses on the questionnaire indicated, there were differences in perception between the large and small colleges in the area of social activities found in the hall. The interview responses corroborated this. Students and staff at the large colleges mentioned this more than did those at the smaller colleges. Students in both small and large colleges said the informal kind of social function was more interesting to them than was the larger, more organized type. Staff members did not comment on this aspect of social activities.

In the area of general tone or atmosphere of the hall, about two-thirds of the students interviewed believed the hall atmosphere did not evidence nor encourage cultural awareness. Of these students, about half (ten) felt there was no need for this kind of emphasis. Staff members, on the other hand, felt that the hall program did get across the feeling of cultural awareness to most students. This pattern of response was also found in the questionnaire responses.

There were a number of areas mentioned, particularly by students, which were not covered in the questionnaire. At one of the colleges where interviews were conducted, older women serve as head residents of both men's and women's halls. Three of the six men interviewed at this college commented that they felt it was difficult to talk with and relate to a woman in this position and expressed a desire to have a male head resident. When asked if this opinion were

representative of others in their hall, all three believed it was the feeling of many of the men students.

Students at all colleges spoke positively of the under-graduate resident assistants employed in the halls on all the campuses where interviews were conducted. About one-fifth of the students interviewed commented that they had had an unsatisfactory experience with a student assistant at some time in their hall experience. Comments for the most part were favorable, however.

About a third of the students interviewed in one of the small colleges commented that one of the valuable aspects of the hall experience was the opportunity this experience afforded for sharing solutions to common problems of adjustment to college life.

None of the students and staff at the other five colleges were interviewed in detail since the responses discussed above appeared to follow the responses on the questionnaires.

The Instrument

The nature of the instrument used in this study does not afford statistical analysis of reliability. There are no right or wrong answers to the individual items from which a score could be derived for each subject. While each item is intended to be a measure of how the individual perceives his residence hall experience, each item concerns a different phase of that experience.

Therefore, the usual methods of testing reliability, for example, the Kuder-Richardson 21 formula which assumes that items within a test are homogeneous and also require a score for each subject, do not appear to be applicable in this instance.

However, from inspection of the responses of students in each of the eight colleges used in the sample, several response patterns are noted. The first of these patterns is the consistency of responses of students and staff. The total response to an item is consistent when 80% or more of the responses are the same at any one college. A total response is judged inconsistent when agreeing responses are between 45 and 55%. All other responses not meeting this criteria were indeterminate. The consistency of responses of students for individual items for each of the eight colleges is shown in Table 10.

There are sixteen items or 29.6% of the total number of items which evidence consistent responses in four or more of the eight colleges sampled.

There were five items or 9% of the total number of items on which students in at least four of the eight colleges gave inconsistent responses.

In the Instructional Support category student responses at four or more colleges were consistent on items 26, 35, and 45. In the Development of the Individual category, student responses were consistent in at least four colleges on items 15, 21, and 65 and inconsistent on item 50.

Table 10. Consistency of student responses to Residence Hall Experience Questionnaire.

Item	Colleges							
	One	Two	Three	Four	Five	Six	Seven	Eight
<u>Instructional Support</u>								
17. Good scholarship is encouraged	C	C	-	-	-	-	-	-
26. Complements instructional program	Cd	-	Cd	Cd	-	Cd	Cd	Cd
31. Good study habits developed	-	C	-	-	I	-	-	-
35. Faculty interact with students in hall	-	Cd	-	Cd	-	Cd	-	Cd
42. Staff assists academic adjustment	-	-	Cd	-	-	I	-	I
45. Opportunities for dinners with faculty	Cd	-	-	Cd	-	Cd	-	Cd
46. Current quality magazines and newspapers	Cd	I	-	Cd	-	I	-	-
58. Atmosphere conducive to study	-	-	-	-	-	-	-	-
<u>Development of the Individual</u>								
12. Self-direction, independent judgment	-	C	C	-	C	-	-	-
15. Religious values not developed	-	C	C	-	C	C	C	I
20. Easy to discuss personal problems	I	-	-	-	I	-	-	I
21. Meet people of different backgrounds	C	C	C	C	C	C	C	C
22. Assume responsibility for own behavior	-	-	-	-	C	-	-	-
23. Express ideas and creative energy	-	-	-	I	-	-	-	-
38. Meet persons of the opposite sex	-	I	-	Cd	-	-	-	-
47. Social maturity developed	-	-	C	-	C	-	-	-
49. Social activities take place in hall	-	I	C	Cd	-	-	I	I
50. No emphasis on etiquette and manners	I	I	I	I	I	-	I	I
65. Friendships broadened	C	C	C	C	C	C	C	C

Key: C = Consistently agree;

Cd = Consistently disagree

I = Inconsistent

Table 10. Continued

Item	Colleges							
	One	Two	Three	Four	Five	Six	Seven	Eight
<u>Experience in Group Living</u>								
14. Efficient administrative procedures	-	-	-	-	-	I	I	I
32. Share, live in harmony with others	C	C	C	C	C	C	C	C
33. Groups work together on projects	C	-	-	-	C	-	C	-
34. Discussions and bull sessions	-	-	-	-	-	-	-	-
56. No group leadership experience	-	C	-	I	C ^d	-	-	-
57. Let others live at they choose	I	-	-	-	-	-	-	I
59. Understanding of democratic process	I	-	-	-	-	-	C	I
64. Facilitates adjustment to peers	C	C	C	C	C	C	C	C
<u>Provision of Atmosphere</u>								
13. Hard to develop a feeling of belonging	C ^d	C ^d	C ^d	C ^d	C ^d	C ^d	C ^d	C ^d
16. Atmosphere of "collegiate life"	C	C	C	C	C	-	C	C
19. Climate of good taste, gracious living	-	I	I	-	I	-	I	I
25. No feelings of anonymity develops	-	-	I	-	I	I	-	-
27. Feeling of formal social protocol	-	-	I	-	I	-	-	-
29. Feeling of personal interest in students	-	I	-	-	I	-	I	I
36. Students identify with hall	-	-	C	-	C	I	C	-
37. Atmosphere example of desirable life style	-	-	-	-	-	C ^d	-	-
54. Encourages cultural awareness	C ^d	-	C ^d	C ^d	C ^d	C ^d	C ^d	C ^d

Key: C = Consistently agree;

C^d = Consistently disagree

I = Inconsistent

Table 10. Continued

Item	Colleges							
	One	Two	Three	Four	Five	Six	Seven	Eight
<u>Satisfaction of Physical Needs</u>								
30. Dining hall provides good meals	-	-	-	-	-	C	-	-
41. Hall economical place to live	-	-	-	-	-	-	I	-
43. Base for organized sports competition	C	C	I	C	-	-	-	-
48. Adequate space for personal belongings	C	-	-	-	-	-	I	-
61. Facilities for "household" tasks	-	-	-	-	-	I	-	-
62. Exercise and recreation available	-	-	-	-	-	-	-	-
<u>Supervision of Conduct</u>								
18. Enforcement of policies and regulations	C	C	C	C	C	C	C	C
28. Control of student conduct	-	C	C	-	-	-	C	C
39. Inform about policies and regulations	C	C	C	C	C	C	C	C
51. Unit for grouping students	I	-	-	-	-	C ^d	I	C ^d
52. Effective sign-out regulations	I	-	I	C	-	I	-	I
53. Staff knows when student is ill	C	-	-	-	-	I	-	-
55. Establish social behavior standards	I	-	-	-	-	I	I	C
60. Staff assumes a parental role	-	-	-	-	-	-	-	I
<u>Support for the College</u>								
24. Helps student identify with the college	-	C	C	-	C	C	C	-
40. Oriented to college, its expectations	C	C	-	-	C	-	C	C
44. Emphasizes change, progress of the college	-	I	-	I	-	-	I	-
63. Student loyalty toward college developed	I	I	-	-	I	-	I	-

Key: C = Consistently agree;

Cd = Consistently disagree;

I = Inconsistent

Student responses were consistent in the Experience in Group Living category on items 32 and 64; in the Provision of Atmosphere category on item 13, 16, and 54 and inconsistent on items 19 and 29.

There were no consistent or inconsistent student responses in at least four colleges in the Satisfaction of Physical Needs category. In the Supervision of Conduct category, student responses were consistent on items 18, 28 and 39 and inconsistent on item 52; and in the Support for the College category were consistent on items 24 and 40 and inconsistent on item 63.

Staff responses were also examined for consistency patterns and these data are shown in Table 11. This data indicate there are only fourteen items on which there were not consistent responses in at least four or more colleges. For these fourteen items, six are those on which inconsistent responses are noted in four or more colleges.

In the Instructional Support category staff responses were consistent on items 17, 31, 42, and 58 and inconsistent on item 35. In the Development of the Individual category staff responses were consistent at four or more colleges on all the items in this category except item 50 which evidenced inconsistent responses at four colleges. Staff responses were also consistent in at least four colleges on all the items in the Experience in Group Living and Support for the College categories.

Table 11. Consistency of staff responses to Residence Hall Experience Questionnaire.

Item	Staff							
	One	Two	Three	Four	Five	Six	Seven	Eight
<u>Instructional Support</u>								
17. Good scholarship is encouraged	C	C	C	C	C	C	C	C
26. Complements instructional program	C	C	-	I	-	-	-	I
31. Good study habits developed	C	C	C	C	C	C	C	C
35. Faculty interact with students in hall	C	I	I	-	I	I	-	I
42. Staff assists academic adjustment	C	C	C	C	C	C	C	C
45. Opportunities for dinners with faculty	-	C	C	-	C	-	-	I
46. Current quality magazines and newspapers	I	C	-	C ^d	I	-	I	C
58. Atmosphere conducive to study	C	C	C	C	-	C	-	-
<u>Development of the Individual</u>								
12. Self-direction, independent judgment	C	C	C	C	C	C	C	C
15. Religious values not developed	-	C	C	-	-	C	C	C ^d
20. Easy to discuss personal problems	-	C	C	C	C	C	C	C
21. Meet people of different backgrounds	C	C	C	C	C	C	C	C
22. Assume responsibility for own behavior	C	C	C	-	C	C	C	C
23. Express ideas and creative energy	C	C	C	-	I	C	C	C
38. Meet persons of the opposite sex	-	C	C	C	C	C	-	C
47. Social maturity developed	-	I	C	-	C	-	C	C
49. Social activities take place in hall	C	C	C	C ^d	C	C	C	C
50. No emphasis on etiquette and manners	-	-	-	I	I	I	I	-
65. Friendships broadened	C	C	C	C	C	C	C	C

Key: C = Consistently agree; Cd = Consistently disagree I = Inconsistent

In the Provision of Atmosphere category staff responses were consistent in at least four colleges on items 13, 16, 29, and 36 and inconsistent on items 37 and 54; in the Satisfaction of Physical Needs category, these responses were consistent on all items but item 62. Staff responses were consistent in four or more colleges on items 18, 28, 39, 53, and 55 and inconsistent on items 51 and 52 in the Supervision of Conduct category.

Both students and staff members reported inconsistent responses to item 52 at four colleges. Responses in items 13, 15, 21, 65, 32, 64, 16, 18, 28, 39, 24, and 40 were consistent in both student and staff groups in four or more colleges.

Significant differences in student and staff perceptions occurred on thirty-two items or 59.2% of the total number of items. There were a total of seventy-eight significant differences on these thirty-two items. Table 12 shows the number of significant differences on each item. Items are listed by categories.

Three items had five or more significant differences indicated and four additional items had four significant differences indicated.

Significant differences at six colleges were indicated for item 42. Five colleges evidenced significant differences for items 38 and 29. The items on which significant differences were observed at four colleges were 37, 52, and 54.

Table 12. Incidence of significant differences between student and staff perceptions of individual items summarized for all colleges.

Item	Significant differences at the level of:			
	.001	.01	.05	Total
<u>Instructional Support</u>				
17. Good scholarship is encouraged	-	1	1	2
26. Complements instructional program	-	2	1	3
31. Good study habits developed	2	1	-	3
35. Faculty interact with students in hall	-	-	1	1
42. Staff assists academic adjustment	2	2	2	6
45. Opportunities for dinners with faculty	2	1	-	3
46. Current quality magazines and newspapers	-	-	1	1
58. Atmosphere conducive to study	1	-	1	<u>2</u>
				21
<u>Development of the Individual</u>				
12. Self-direction, independent judgment	-	-	1	1
15. Religious values not developed	-	-	1	1
20. Easy to discuss personal problems	1	2	1	3
21. Meet people of different backgrounds	-	-	-	-
22. Assume responsibility for own behavior	1	-	1	2
23. Express ideas and creative energy	-	-	1	1
38. Meet persons of the opposite sex	2	-	3	5
47. Social maturity developed	-	-	-	-
49. Social activities take place in hall	-	-	3	3
50. No emphasis on etiquette and manners	-	-	-	-
65. Friendships broadened	-	-	-	<u>-</u>
				16

Table 12. Continued

Item	Significant differences at the level of:			
	.001	.01	.05	Total
<u>Experience in Group Living</u>				
14. Efficient administrative procedures	1	-	-	1
32. Share, live in harmony with others	-	-	-	-
33. Groups work together on projects	-	-	-	-
34. Discussions and bull sessions	-	-	-	-
56. No group leadership experience	-	-	1	1
57. Let others live as they choose	-	-	-	-
59. Understanding of democratic process	-	2	-	<u>2</u> 4
<u>Provision of Atmosphere</u>				
13. Hard to develop a feeling of belonging	-	-	-	-
16. Atmosphere of "collegiate life"	-	1	-	1
19. Climate of good taste, gracious living	-	-	1	1
25. No feelings of anonymity develops	-	-	1	1
27. Feeling of formal social protocol	-	-	-	-
29. Feeling of personal interest in students	2	1	2	5
36. Students identify with hall	-	-	1	1
37. Atmosphere example of desirable life style	1	2	1	4
54. Encourages cultural awareness	-	-	4	<u>4</u> 17
<u>Satisfaction of Physical Needs</u>				
30. Dining hall provides good meals	2	1	-	3
41. Hall economical place to live	2	1	-	3
43. Base for organized sports competition	-	-	-	-
48. Adequate space for personal belongings	-	-	-	-
61. Facilities for "household" tasks	-	1	-	1
62. Exercise and recreation available	-	-	-	<u>-</u> 7

Table 12. Continued

Item	Significant differences at the level of:			
	.001	.01	.05	Total
<u>Supervision of Conduct</u>				
18. Enforcement of policies and regulations	-	-	-	-
28. Control of student conduct	-	-	-	-
39. Inform about policies and regulations	-	-	-	-
51. Unit for grouping students	-	-	-	-
52. Effective sign-out regulations	-	-	-	-
53. Staff knows when student is ill	2	1	1	4
55. Establish social behavior standards	1	-	1	2
60. Staff assumes a parental role	-	-	-	<u>-</u> 6
<u>Support for the College</u>				
24. Helps student identify with the college	-	-	-	-
40. Oriented to college, its expectations	-	-	-	-
44. Emphasizes change, progress of the college	-	1	3	4
63. Student loyalty toward college developed	1	-	2	<u>3</u> 7

All eight items in the Instructional Support category had at least one significant difference. There are 21 significant differences in this category more than in the other six categories. The Provision of Atmosphere category has a total of seventeen significant differences scattered in seven of the nine items. The Development of the Individual category has a total of sixteen significant differences spread over seven of the eleven items in this category.

There are seven significant differences in two of the four items in the Support for the College category and six significant differences in two of the eight items in the Supervision of Conduct category.

In the Satisfaction of Physical Needs function, there are seven significant differences scattered in three of the six items and there are only four significant differences scattered in three of the eight items in the Experience in Group Living category.

Because a good many comments were made on the pretest about the negatively stated items, it is reasonable to inspect the negatively stated items which were left in the questionnaire.

The seven "negative" items are 13, 15, 25, 27, 50, 56, and 57. Of these items 15, 25, 50, and 56 were worded to include a negative such as the adverb "not" or the adjective "little." Item 15 (The hall program does not attempt to develop religious values) evidences consistent responses of students and staff members in five colleges and inconsistent responses of one student group.

Students in three colleges and staff members in two, indicated inconsistent responses to item 25 (Experience in hall living does not allow a feeling of anonymity to develop). Students in seven colleges and staff members in four indicated inconsistent responses to item 50 (Little emphasis is placed on learning etiquette and good manners). Two college's student groups marked consistent responses and one marked

inconsistent responses to item 56 (Little or no group leadership experience is available to students in the hall). Six staff groups consistently disagreed with item 56.

Since inconsistency of response may have been caused by lack of understanding of the question, consideration might be given to rewording items 25, 50, and possibly 56 for future use of this instrument.

As is explained in the questionnaire directions, respondents were asked to answer the questions in terms of their own definition of the terms involved. However, three items should be examined on the basis of the interpretation of the language.

Item 16--An atmosphere of "collegiate life" prevails in the hall--was intended to convey the idea of collegiate life discussed by Trow (17). This concept defined the collegiate culture as a world of football, dates, cars, drinking, and campus fun. Teachers, courses, grades, and the intellectual life of the university are seen only dimly by students who are a part of this culture. Placing the words "collegiate life" in quotation marks was intended to set the concept apart.

However, 80% or more of the students in six colleges and of the staff members in seven colleges agreed with this item. On the basis of personal knowledge that the residence hall programs being examined here do not evidence "collegiate culture" to that extent, and on the basis of the responses

of students and staff in the interviews which indicated none of those questioned interpreted the question in the manner intended, it is assumed that the responses to this question are invalid. The item should either be reworded or discarded.

Five students asked the meaning of the "anonymity" in item 25. This does not appear to be enough evidence to warrant changing this item.

Item 52 (Daily, overnight and vacation sign-out regulations enable the staff to accurately know where students are most of the time) relates to a phenomena primarily found in women's halls. This may be the reason there were inconsistent student responses and staff responses in four colleges. Even though men students in four colleges and women students in five colleges responded consistently to this item, there were seven of the eight colleges in which there was a difference in the direction of responses of men and women students. That is, if the majority of women respondents agreed with the item, the majority of men respondents disagreed or vice versa. These trends would indicate the necessity of examining this item to see if it should be reworded or dropped from the questionnaire.

Summary

The data from each of the eight colleges participating in this study were analyzed using the chi square technique corrected for continuity. Significant differences in the perceptions of students and staff members were found

in all eight colleges. Student and staff responses to all items were summarized for each college.

The number of items at each college on which significant differences occurred ranged from two to eighteen.

At College One, significant differences in student-staff perceptions were observed on two items.² One was related to informal faculty-student interaction in the hall and the other to the support the hall program gives the academic and instructional program of the college. In both cases more staff than students agreed these situations happen to students in their hall experience.

There were five items on which significant differences occurred at College Two. Two of these were related to the social program in the hall. More staff members than students perceived opportunities for students to meet other students of the opposite sex in the hall and believed various kinds of social functions take place in the hall. A feeling of personal interest reflected in the hall atmosphere was perceived by more staff members than students. The final two items concerned the support given the academic and instructional program by the hall and the assistance given by the staff members to students in adjusting to academic life. More staff members than students agreed with both these items.

At College Three, there were eighteen items on which significant differences were evidenced. Five of the most

highly significant were in the Instructional Support category. More staff members than students perceived that good scholarship and student efforts to develop good study habits are encouraged, that the hall staff assists the student in adjusting to the demands of academic life, and that the hall atmosphere is one conducive to study and creative, productive thought. Many more staff than students believed dinners and discussions with faculty members are encouraged. Fewer students than staff believed it is easy to discuss personal problems with hall staff and that it is easy for students to express ideas. Slightly more staff members than students felt students are encouraged to assume responsibility for their own behavior. More staff than students believed understanding of the democratic process is achieved in the hall and more students than staff believed there is little group leadership experience available in the hall.

There were also four items of significant difference in the Provision of Atmosphere category at College Three. Staff members were more in agreement than were students that anonymity does not develop in the hall and that personal interest is shown in the student. Compared to staff members, few students believed the style of life in the hall is one to which they would aspire. More students than staff members felt a) atmosphere of cultural awareness is lacking in the hall. Fewer students than staff believed the staff knows when a student is ill and believed values are established by the hall program.

More staff than students felt the dining hall provides well-prepared meals and that the hall is an economical place to live.

At College Four, significant differences were observed on six items.¹ More students than staff members believed the hall program does not support the academic and instructional program of College Four. More staff than students felt that the hall atmosphere is conducive to study and creative, productive thought. A much higher proportion of staff members than students felt there are opportunities to become acquainted with persons of the opposite sex through the hall program. More staff than students believed there is a climate of good taste in the hall and that this is a style of life toward which the student might aspire. A high proportion of students but not as many staff members believed there is a lack of cultural awareness in the hall.

There were eleven items on which significant differences occurred in College Five. More staff members than students perceived that the development of good study habits is encouraged and that the hall staff assists the student in academic adjustment.² A few more staff than students believed dinners and discussions with faculty are encouraged. More staff members than students said it is easy for students to discuss personal problems with hall staff. Opportunities to become acquainted with persons of the opposite sex are perceived more by staff members than students. More students than staff saw a lack of cultural awareness in the hall

atmosphere. In comparison with staff members' perceptions, very few students believed staff members know when students are ill. More staff than students believed the hall program established values and standards of social behavior patterns. Slightly more staff than students said the hall program develops student loyalty toward the college.

Seven items evidence significant differences at College Six. More staff than students believed the hall atmosphere is conducive to study and creative, productive thought and perceived that the students are assisted in academic adjustment by the hall staff. Two items of significant difference relate to the social program. On both, slightly more staff than students felt the hall program affords opportunities to meet persons of the opposite sex and that various kinds of social functions are held in the hall. More staff than students also perceived a feeling of personal interest in the student expressed in the hall atmosphere. Fewer students than staff members believed the hall program develops loyalty toward the college and emphasizes the change and progress of the college through the hall program.

At College Seven, there were significant differences on eighteen items. The Instructional Support category contained four of the most highly significant items. More staff members than students believed good scholarship and student efforts to develop good study habits are encouraged in the hall. Many more staff than students believed students are assisted in their academic adjustment by the staff.

Opportunities for dinners and discussions with faculty members are perceived to be a part of the hall program by more staff members than students. Three items showing significant differences relate to the student's personal adjustment. Fewer students than staff members believed the hall program contributes to the development of self-direction and independent judgment, found it was easy for students to discuss personal problems with hall staff members and believed students are encouraged to assume responsibility for their own behavior. A few more staff than students said various kinds of social functions are held in the hall.

More staff members than students at College Seven perceived a "collegiate" atmosphere in the hall, believed personal interest is reflected in the atmosphere of the hall, and said that students should aspire to the style of life exemplified in the hall. Many more staff than students believed the dining hall serves good meals, that the hall is an economical place for students to live, and that adequate facilities are provided for the student to accomplish personal and "household" tasks. Fewer students than staff members believed the staff knows when students are ill.

Slightly more staff than students felt the hall program emphasizes the change and progress of the college and many more staff than students saw the hall program developing student loyalty toward the college.

There were twelve items on which significant differences in staff-student perceptions occurred at College Eight.

More staff members than students believed the staff assists students in their academic adjustment. A slightly higher proportion of staff than students found current, quality magazines in the halls for the students' use. Very few students but over half the staff perceived opportunities for dinners and discussions with faculty members in the halls. A much larger proportion of staff than students believed the hall program attempts to develop religious values. More staff than students believed it is easy for students to discuss personal problems with hall staff. Many more staff than students perceived opportunities in the hall program for students to meet members of the opposite sex. A larger proportion of staff than students believed understanding of the democratic process is developed in the hall.

Also at College Eight, perception of an atmosphere reflecting personal interest in the student, of a hall program emphasis on the change and progress of the college, and of style of life in the hall toward which the student should aspire are areas where a larger proportion of staff members than students are in agreement. More staff than students also believed the staff knew when students are ill. More students than staff members sense a lack of cultural awareness in the halls.

Responses in the interviews with students and staff corroborated the general findings of the questionnaire. The major point made by students was that the hall is first and

most importantly a place to learn to live with others and to make friends.

Because the usual tests of reliability were not applicable to the instrument used in this study, inspection of the item responses was used as one method to assess the usefulness of the questionnaire.

Consistent responses were given by students in four or more colleges to sixteen or 29.6% of the items. Inconsistent student responses were evidenced in at least four colleges on five or 9% of the items. Staff members responded consistently in four or more colleges on forty or 74% of the total number of items and inconsistently on six or 11% of the items.

Significant differences in student and staff perceptions occurred on thirty-two items. There were a total of seventy-eight significant differences.

Responses to four negatively stated items were examined for indications of mis-interpretation on the part of the respondents. Responses to three items in which semantic difficulties appeared to have occurred were inspected for evidence of lack of clarity and difficulty in interpretation.

CHAPTER V

SUMMARY AND CONCLUSIONS

In this chapter, the problem and method used in the investigation are summarized. Conclusions of the study are stated and discussed in further detail. Finally, implications for further research are discussed.

Problem and Methodology

The problem explored in this study was an assessment of the effectiveness of residence hall programs. Effectiveness here is defined as agreement between student and staff perceptions concerning the accomplished residence hall objectives in that institution.

If a residence hall program is effectively accomplishing what it has been structured to do, the students who participate in the program should perceive the activities and purposes of the hall as being achieved in their own particular residence hall experience.

There is no attempt in this study to evaluate the objectives of a given hall program as good or bad. Rather, the essential element is to examine the residence hall experience as the student sees it in contrast with how the

staff members concerned with residence hall programming believe the student experiences it.

Riker's seven functions for a residence hall were chosen as a basis for developing the items for the Residence Hall Experience Questionnaire were developed. These categories are Instructional Support, Development of the Individual, Experience in Group Living, Provision of Atmosphere, Satisfaction of Physical Needs, Supervision of Conduct, and Support for the College.

Sources of item content were personal experience, literature in the field, and discussion with students and student personnel workers. Students and staff members responded to the items describing the residence hall experience in terms of whether this particular situation occurred in the residence hall experiences on that campus.

The final questionnaire, after pretesting and revision, consisted of fifty-four items. Eleven personal data items were used for the students and nine for the staff members. A response scale of Strongly agree, Agree, Disagree, and Strongly disagree was used.

The sample used in this study was drawn from five small, private colleges and three large, state-supported universities in central Michigan. In all of these colleges students are required to live in university residence halls for at least part of their college experience. Administrative staff who worked directly with residence hall programming as well as full-time residence hall staff members were used in

the staff sample. A random sample of men and women students living in the halls was used in the student sample.

The data were collected by administering the questionnaire in group settings to students and staff. Interviews were conducted with students and staff at three randomly selected colleges to validate the data gathered on the questionnaire.

Comparison of responses using the chi square analysis corrected for continuity was made to determine the degree of similarity of difference in perception of staff and students. Agreement between staff and students on an item would indicate that the objective as seen by the staff is being met. Disagreement would indicate a discrepancy in perception that this objective is accomplished in the halls. The level at which the responses of staff members and students to any given item was said to be different because of factors other than factors of chance was the .05 level of significance.

A test of consistency of responses for staff and for student responses for each item was applied. The arbitrarily set level of 80% or more agreeing or disagreeing designated a consistent response. Agreeing or disagreeing responses between 45% and 55% were judged inconsistent. All other responses not meeting this criteria were indeterminate.

Significant differences in student and staff perceptions were noted in all eight colleges.¹ At College One,

¹Complete statements of the items are found in the questionnaire in Appendix B and are also identified in shortened form in Tables 2 through 9 in Chapter IV.

the responses to items 26 and 35 in the Instructional Support category were significantly different.

Items 26 and 42 in the Instructional Support category, items 38 and 49 in the Development of the Individual category, and item 29 in the Provision of Atmosphere category showed significant differences in responses at College Two.

There were eighteen items on which significant differences in student and staff responses occurred in College Three. These were items 17, 31, 42, 45, and 58 in Instructional Support, items 20, 22, and 23 in Development of the Individual, items 56 and 59 in Experience in Group Living, items 25, 29, 37, and 54 in Provision of Atmosphere, items 30 and 41 in Satisfaction of Physical Needs, and items 53 and 55 in Supervision of Conduct.

At College Four, responses to items 26 and 58 in the Instructional Support category, item 38 in the Development of the Individual category, and items 19, 37, and 54 in the Provision of Atmosphere function were significantly different.

At College Five, items 31, 42, and 45 in the Instructional Support category, items 20 and 38 in Development of the Individual, item 45 in Provision of Atmosphere, items 30 and 41 in the Satisfaction of Physical Needs function, items 53 and 55 in the Supervision of Conduct category, and item 63 in Support for the College showed responses of significant difference.

There were seven items on which significant difference in response occurred in College Six. These were items 42 and 58 in Instructional Support, items 38 and 49 in Development of the Individual, item 29 in Provision of Atmosphere, and items 44 and 63 in the Support for the College function.

College Seven also evidenced eighteen items on which there were significantly different responses. These were items 17, 31, 42, and 45 in Instructional Support, items 12, 15, 10, 22, and 49 in Development of the Individual, item 14 in the Experience in Group Living category, items 16, 29, and 37 in the Provision of Atmosphere category, items 30, 41, and 61 in Satisfaction of Physical Needs, item 53 in Supervision of Conduct, and items 44 and 63 in Support for the College. The sample at College Seven is of doubtful validity and the results should be viewed with this in mind.

At College Eight, there were twelve significant differences. These were items 42, 45, and 46 in Instructional Support, items 15, 20, and 38 in Development of the Individual, item 59 in Experience in Group Living, items 29, 37, and 54 in Provision of Atmosphere, item 53 in Supervision of Conduct, and item 44 in Support for the College.

In all eight colleges, there were a total of seventy-eight significant differences among thirty-two of the fifty-four items. Three items had five or more significant differences indicated and four more items had four significant differences indicated.

Students in four or more colleges responded consistently to sixteen items and inconsistently to five items. Staff members in at least four colleges responded consistently to forty items and inconsistently to six items.

Conclusions

1. There were significant differences in student and staff perceptions of the students' residence hall experiences in all eight colleges. The range in number of significantly different items in each college was two through eighteen.

2. There is more unanimity of opinion among staff members about the students' hall experiences than there is among the students on the same subject.

3. In all eight colleges sampled, the largest number of total significant differences in student and staff perceptions, both in total numbers and in relation to the number of items in the category, was in the Instructional Support category.

4. The largest number of highly significant differences (above the .001 level) in student and staff perceptions was also found in the Instructional Support category.

5. The smallest number of significant differences in staff and student perceptions both in total number and in relation to the number of items in the category was in the Experience in Group Living category.

6. There appear to be more significant differences in student and staff perceptions in larger residence hall

systems than in smaller ones. Differences in larger hall systems tend to be more highly significant.

7. Taking all eight colleges together, there does not appear to be any observed relationship between the number of significant differences in student and staff perceptions and the proportion of professionally trained student personnel workers on the hall staff. However, when results at the small colleges and large colleges are examined separately, the fewest significant differences are observed at those colleges with the highest proportion of professionally trained staff.

8. Students in each of the eight colleges responded consistently on slightly less than one-third of the items although not all groups responded consistently to the same items.

9. Examination of student and staff responses to individual items on the questionnaire will indicate whether the objective described by that item is a part of a given residence hall system. A composite picture of accomplished residence hall activities can be derived by describing the responses to items and groups of items on the questionnaire.

10. Items on which significant differences in student-staff perceptions appear, describe areas where the residence hall program is least effective in terms of what the staff believe is happening to the student or else is accomplishing something of which the staff is unaware.

11. This or a similar questionnaire appears to be one way to successfully examine and describe the perceptions of students and staff members about what is happening as a result of the hall experience. Other related uses of this questionnaire are discussed in the section on further research.

Discussion

One of the most striking facts observed about the student responses is that 80% or more of all the students in all eight colleges agreed with the items concerned with opportunities to broaden friendships in the hall, to learn to get along with others, and to meet people of differing backgrounds and interests (items 21, 32, 64, and 65). These areas were also the aspects of the residence hall experience which students in the interviews said were the most important to them. Schleman (13), it will be recalled, found this same pattern of response in the informal survey conducted in a large women's residence hall system at a mid-western land grant institution.

A number of the significant differences noted in the present study are similar to those found by Chick (3) in his study of student and staff perceptions of the function of residence hall student government.

The most significant differences in Chick's study indicated that more staff than students perceived faculty being included in the hall program. Significant differences

in student-staff perceptions were noted in the present study in three colleges on item 45 which concerns the involvement of faculty in the hall program. More staff than students perceived such involvement.

Another area in which more staff than students agreed in Chick's study concerned the opportunities to develop leadership skills. Only one significant difference in which more staff than students agreed was noted in this area, item 56, in the present study. Significantly more students than staff in the Chick study believed that the hall government informed residents of university regulations and policies. However, in the present study, there were no significant differences noted on items 18 and 39 which are concerned with the functions of informing students about regulations and then enforcing them. In fact, students and staff in all eight colleges consistently agreed with both these items.

In the present study, slightly more than one-fourth of all the significant differences in student and staff perceptions occurred in the Instructional Support category. In addition, there were three items in this category with which students in at least four colleges disagreed. These facts seem to indicate that the area concerned with encouraging academic endeavor, assisting in academic adjustment, and providing situations which complement the academic program of the colleges and afford opportunities for faculty-student interaction in the halls is one of the least

effectively accomplished in the eight residence hall programs sampled in this study.

While the colleges sampled in this study all have the traditional residence hall programming patterns, the current trend at some colleges is to establish "living-learning centers." This latter type of program consciously integrates class and out-of-class activities. Such emphasis might produce different perceptions in the Instructional Support category on this questionnaire.

Residence hall programs in the colleges sampled appear to be most effective in those areas involving group living experiences and relating to the supervisory and regulatory aspects of the program. These areas are two of the traditional and almost universally accepted residence hall functions. The group living experience is, in most cases, a natural result of groups of individuals living in close proximity. Student opportunities to benefit from this kind of experience are difficult to avoid.

In most instances, careful efforts are made to define and explain the regulations, rules, and policies of the institution and of the hall to the students. The enforcement of these rules is a highly visible phenomenon to most students. This area, therefore, is one which students can easily see as being a part of the residence hall program in situations where this is so.

The areas of Provision of Atmosphere, Instructional Support, Support for the College and Development of the

Individual are less visible and not so obvious in their manifestations in the hall program. It would seem that more effort must be made to communicate the objectives of those particular areas to students if it is desired to make these factors a vital and meaningful part of the hall program.

The remaining area of Satisfaction of Physical Needs is one which elicits perennial dissatisfaction on the part of students. It is interesting to note that the only significant differences in staff and student perceptions in this category occurred in the three large colleges.

The fact that generally more differences occurred in the larger colleges with larger residence hall systems may reflect the increased difficulty in communication that often is found in large groups. It may be assumed also that the populations of students in a large university are more heterogeneous and would perceive experiences in the hall in a more varied fashion.

Another factor that may affect the number of differences which occur in the various colleges is the amount of training and experience the staff has had in residence hall work and in group work techniques. While there is no observed relationship over all eight colleges between the number of significant differences and the number of professionally trained staff, there is another observable trend. Among the three large colleges represented in the sample, the colleges with the fewest significant differences in student-staff perceptions was the college with the highest

proportion of professionally trained staff members in the halls. The same phenomenon is true of the five small colleges in the sample.

Differences in student-staff perceptions may also occur because of differences in student and in staff definition of terms in an item. The directions for answering the questionnaire explicitly stated that answers were to be made in terms of the respondent's own definition of the terms. Therefore, if differences occur because of lack of agreement about what the item means, more care should be given in clarifying objectives for both staff and students so that both groups are thinking about the same thing.

Assuming that the responses of students and staff are honest and that the sample is random, it is possible to form from the results of the questionnaire a pattern of the residence hall experience in each college. Since items even within general categories are concerned with a variety of issues, it is recommended that each item be examined separately or in conjunction with similar items as was done in describing each college's responses in this study. A general impression can be derived from examination of the seven general categories.

The Instrument

In general, the items on the questionnaire appear to be understandable and applicable to a residence hall experience. The fact that a certain experience described in a

given item may not be intended to happen in a particular residence hall program is irrelevant. If the situation described by that item does not exist in a particular residence hall program, the respondent merely disagrees with that item. No judgment is made about the value of the experience. The questionnaire is purely a descriptive device.

The items of questionable validity on the questionnaire were discussed in Chapter Four. It is recommended that all negative and negatively stated items be changed to positive statements to avoid awkwardness as well as misinterpretation and to facilitate interpretation of the meaning of the item. Changes are recommended in the items as follows:

13. It is easy to develop a feeling of belonging when living in the residence hall.

15. Religious values are developed through the hall program.

25. Drop the item OR change it to--Feelings of anonymity develop when living in the hall.

50. There is an emphasis in the hall on learning etiquette and good manners.

56. Group leadership experiences are available to students in the hall.

Item 16 should be dropped because of what appears to be consistent misinterpretation of the meaning of the phrase, "collegiate life." Item 52, concerning sign-out requirements, should be used only when it is possible to analyze men's and women's responses separately as well as in a single group.

The response scale used in the questionnaire appeared to be adequate. There were only a few complaints from both students and staff that there was no "don't know" or "sometimes" category. Only 0.22% of the items in the student groups and 0.49% of the items in the staff groups were not marked.

Implications for Future Research

Further use of the instrument used in this study as well as additional examination of the results described here would appear to be feasible.

Analysis of the data already available for each college in terms of the size of hall, sex of the student, and class standing of the student may be useful in gaining further information about how different groups of students perceive their hall experience or why they perceive them as they do.

Determination of cause and effect relationships in the areas where significant differences appear would prove helpful in adducing change in program method and objectives.

Administration of the questionnaire to additional or larger populations in the eight colleges sampled in this study would provide a reliability check for the instrument as well as provide additional evidence of how students perceive their residence hall experience in these colleges.

Regular use of this questionnaire over a period of years or periodically would be helpful in three ways. First,

it would provide evidence of the effectiveness of program changes and innovations that may be instituted from time to time. Second, it would provide an index of how student populations over a period of time view the hall experience. And third, staff perceptions of the students' hall experiences over a period of time and as staff composition changes can also be determined.

A further use would be to compare answers to the questionnaire about what is happening in the halls and what one believes should happen in the halls.

For the instrument to be as useful as possible, continued efforts should be made to refine the items and categories used. New items, peculiar to a given campus, may be added to facilitate evaluation of the hall experience on that campus.

In general, further use of this questionnaire in other colleges both similar to and different from those in the present sample would be useful in further validation of the instrument.

It is hoped that additional work with the instrument and the method of response analysis, will prove it valid and reliable in what it proports to measure. That is, (1) to determine the effectiveness of a residence hall program in terms of what the staff members believe it is accomplishing for students and (2) to describe the general pattern of student perceptions of their hall experience.

Unless hall programs do accomplish what they are planned, programmed, staffed, financed, and designed to accomplish, the residence hall is no more than a place to eat and sleep and cannot be considered a meaningful part of the ongoing endeavor of the university. If it is possible to ascertain what happens to students in their hall experiences, more adequate, successful, and significant hall programs can be developed to better meet the needs of the student and of the university.

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APPENDIX A

Letter to Students

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TO: Spec
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M E M O R A N D U M

TO: Special Residence Hall Study Group of Eastern Michigan University

FROM: Jo Anne Johnson  Graduate Student, Michigan State University

In cooperation with the Director of Housing, we are conducting a study of perceptions held by students about their residence hall experiences. You are one of the students who is being invited to give your reactions to some of the experiences you have had in the residence halls at Eastern. It is recognized in colleges that perceptions students hold about residence hall living are effective means to learn more about hall programs. Your reactions to the experiences you have had would contribute significantly to such a study.

A short questionnaire will be administered to the students invited to participate in the study on Wednesday, March 10 from 6 to 10:30 pm in Downing Hall Recreation Room. The questionnaire takes about 20 minutes to complete and you may come any time during the specified hours. Your individual responses will be strictly confidential. At a later date I will talk with some of you in person to find out more about your ideas of the residence halls. From the results we hope to find ways to develop meaningful and effective residence hall programs.

It is possible to select only a limited number of students to represent the perceptions of points of view at your college. And I sincerely hope you will be able to participate. If it is impossible for you to attend in person to answer the questionnaire, would you ask a roommate or friend to substitute for you?

I will look forward to seeing you on Wednesday, March 10 between 6 and 10:30 pm in Downing Hall Recreation Room.

APPENDIX B

**Residence Hall Experience Questionnaire
and 1230 Scoring Sheet**

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RESIDENCE HALL EXPERIENCE QUESTIONNAIRE

This is a study to determine what experiences the student has in the residence halls on your campus. You are asked to respond to the items below in terms of your definition and perception of the meaning of the statement. THERE ARE NO RIGHT OR WRONG ANSWERS. IT IS YOUR OPINION THAT IS IMPORTANT. Your individual responses will be strictly confidential.

For each statement in the questionnaire, indicate the extent to which you agree or disagree that this particular residence hall experience is achieved for most students. In other words, has this happened to most students in their residence hall experience?

Indicate your responses by blacking in the appropriate space on the answer sheet beside the number corresponding to that item. Use only the special pencil provided. Mark only one response for each item. Erase completely any response you wish to change. The item numbers on the answer sheet run across the sheet from left to right.

For the personal data questions below, mark the response which best describes your situation.

- | | |
|--|---|
| <p>1. Title</p> <p>1. Head Residence, Head Advisor, Resident Director</p> <p>2. Dean of Students, Dean of Men, Dean of Women</p> <p>3. Director of Housing</p> <p>4. Assistant Dean of Men, of Women</p> <p>5. Other</p> | <p>5. No. of people responsible to you in area of hall program</p> <p>1. 3 or fewer</p> <p>2. 4-10</p> <p>3. more than 10</p> |
| <p>2. No. of years in present position</p> <p>1. less than 1</p> <p>2. 1-3</p> <p>3. 4-7</p> <p>4. 8-15</p> <p>5. over 15</p> | <p>6. Sex</p> <p>1. Male</p> <p>2. Female</p> |
| <p>3. No. of years in similar or related positions</p> <p>1. 1-3</p> <p>2. 4-7</p> <p>3. 8-10</p> <p>4. more than 10</p> | <p>Skip items 7 and 8 on the answer sheet</p> <p>9. Status in the hall</p> <p>1. student</p> <p>2. full-time staff</p> |
| <p>4. No. of years of college</p> <p>1. 0</p> <p>2. attended but no degree</p> <p>3. bachelor's degree</p> <p>4. master's degree</p> <p>5. doctorate</p> | <p>10. Size of hall</p> <p>1. under 100</p> <p>2. 100 - 200</p> <p>3. 200 - 300</p> <p>4. over 300</p> <p>11. Kind of hall</p> <p>1. Men's</p> <p>2. Women's</p> <p>3. Coed</p> |

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RESIDENCE HALL EXPERIENCE QUESTIONNAIRE

This is a study to determine what you are experiencing in the residence halls. You are asked to respond to the items below in terms of your definition and perception of the meaning of the statement. THERE ARE NO RIGHT OR WRONG ANSWERS. IT IS YOUR OPINION THAT IS IMPORTANT. Your individual responses will be strictly confidential.

For each statement in the questionnaire, indicate the extent to which you agree or disagree that this particular residence hall experience is achieved for you. In other words, has this happened to you in your experience in the halls?

Indicate your responses by blacking in the appropriate space on the answer sheet beside the number corresponding to that item. Use only the special pencil provided. Mark only one response for each item. Erase completely any response you wish to change. The item numbers on the answer sheet run across the sheet from left to right.

For the personal data questions below, mark the response which best describes your situation.

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|--|---|
| <p>1. Age at last birthday</p> <ul style="list-style-type: none"> 1. 17 or under 2. 18 3. 19 4. 20 5. 21 and over | <p>7. Are you a transfer student?</p> <ul style="list-style-type: none"> 1. Yes 2. No |
| <p>2. Sex</p> <ul style="list-style-type: none"> 1. Male 2. Female | <p>8. Are you a foreign student?</p> <ul style="list-style-type: none"> 1. Yes 2. No |
| <p>3. Class in college</p> <ul style="list-style-type: none"> 1. Freshman 2. Sophomore 3. Junior 4. Senior | <p>9. Status in the hall</p> <ul style="list-style-type: none"> 1. Student 2. Full-time staff |
| <p>4. Do you belong to a sorority or fraternity?</p> <ul style="list-style-type: none"> 1. Yes 2. No | <p>10. Size of hall</p> <ul style="list-style-type: none"> 1. under 100 2. 100 - 200 3. 200 - 300 4. over 300 |
| <p>5. Are you presently or have you been a residence hall officer?</p> <ul style="list-style-type: none"> 1. Yes 2. No | <p>11. Kind of hall</p> <ul style="list-style-type: none"> 1. Men's 2. Women's 3. Coed |
| <p>6. Are you presently or have you been a residence hall assistant?</p> <ul style="list-style-type: none"> 1. Yes 2. No | |

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For items 12 through 65, indicate your responses in terms of the key given below. Remember, indicate the extent of your agreement or disagreement that these things have happened in your experience in the hall.

KEY

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

12. The hall program contributes to the development of self-direction and independent judgment.
13. It is hard to develop a feeling of belonging when living in the residence hall.
14. The residence hall operation provides an example of efficient, effective administrative procedure.
15. The hall program does not attempt to develop religious values.
16. An atmosphere of "collegiate life" prevails in the hall.
17. Good scholarship is encouraged.
18. Enforcement of university policies and regulations is part of the hall program.
19. A climate of good taste and gracious living is found in the hall.
20. It is easy to discuss personal problems with the hall staff.
21. There are opportunities to meet people of backgrounds and interests quite different from your own.
22. As a result of hall experiences the student is encouraged to assume responsibility for his own behavior rather than having the college take this responsibility from him.
23. It is easy for students to express ideas and use creative energy.
24. The hall program helps the student to identify with the college.
25. Experiences in hall living do not allow a feeling of anonymity to develop.
26. The residence hall program complements the academic and instructional program in broadening intellectual interests by providing lectures, movies, discussion groups and similar activities.

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KEY

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| 1. Strongly agree | 3. Disagree |
| 2. Agree | 4. Strongly disagree |

27. Life in the residence hall has a feeling of formal social protocol and specifies set standards of social behavior.
28. The hall program serves as a means to control student conduct.
29. The atmosphere in the hall reflects a feeling of personal interest in the student.
30. The dining hall provides well-prepared, nourishing meals.
31. The student's effort to develop good study habits is encouraged.
32. One learns to share and to live in harmony with other people.
33. There are opportunities for student groups to work together on projects for their mutual benefit and enjoyment.
34. There is a stimulating atmosphere which encourages discussions and bull sessions among students.
35. Faculty members interact with students on an informal basis in the hall.
36. The hall serves as a unit with which the student closely identifies while at college.
37. The hall atmosphere and furnishings are an example of the style of life toward which the student should aspire
38. There is opportunity through the hall program to become acquainted with persons of the opposite sex.
39. The college uses the hall program to inform students of its policies and regulations.
40. The hall program serves as a means through which the student is oriented to the college and its expectations of him.
41. The hall is an economical place to live while at college.
42. The hall staff assists the student in adjusting to the demands of academic life.
43. The hall serves as a base for organized sports competition.
44. The hall program emphasizes the change and progress of the college rather than reinforcing the traditions and customs of the past.

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KEY

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| 1. Strongly agree | 3. Disagree |
| 2. Agree | 4. Strongly disagree |

45. The hall program encourages and provides opportunities for dinners and discussions with faculty members.
46. There are current quality magazines and newspapers such as the New York Times, Harper's, New Yorker, in the hall for the student's use.
47. Social maturity is developed through experiences in a variety of social situations.
48. The student's room provides adequate space to keep his personal belongings.
49. Dances, mixers, dinners, teas, coffee hours, special parties and other social activities take place in the hall.
50. Little emphasis is placed on learning etiquette and good manners.
51. The hall is often used as a convenient unit to group students for campus administrative and activity purposes as voting and group scholarship awards.
52. Daily, overnight, and vacation sign-out regulations enable the staff to accurately know where students are most of the time.
53. The hall staff knows when a student is ill.
54. An atmosphere which encourages cultural awareness of good art, literature, music, and architecture exists in the hall.
55. The hall program attempts to establish values and standards of social behavior patterns pertaining to smoking, drinking, sexual behavior, etc.
56. Little or no group leadership experience is available to students in the hall.
57. The hall program encourages students to let other students in the hall live in whatever manner they choose.
58. There is an atmosphere conducive to study and creative, productive thought.
59. By means of actual practice in the hall, understanding of the democratic process is achieved.
60. The residence hall staff assumes a parental role in dealing with the student.

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KEY

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|-------------------|----------------------|
| 1. Strongly agree | 3. Disagree |
| 2. Agree | 4. Strongly disagree |

- 61. Adequate facilities are available to facilitate personal and "household" tasks, i.e., laundry, ironing, sewing, car washing.
- 62. Opportunities for physical exercise and recreation are available through the hall program.
- 63. The hall program develops student loyalty toward the college.
- 64. The hall program facilitates adjustment to peers.
- 65. There is opportunity to broaden friendships by living in the hall.

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NAME		LAST		FIRST		MIDDLE		GRADE		SEX		AGE		DATE	
SCHOOL		NAME OF TEST										INSTRUCTOR			

MAKE YOUR MARKS HEAVY AND BLACK--ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE

1	2	3	4	5	21	2	3	4	5	31	2	3	4	5	41	2	3	4	5
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11	12	13	14	15	101	2	3	4	5	111	2	3	4	5	121	2	3	4	5
16	17	18	19	20	141	2	3	4	5	151	2	3	4	5	161	2	3	4	5
21	22	23	24	25	181	2	3	4	5	191	2	3	4	5	201	2	3	4	5
26	27	28	29	30	221	2	3	4	5	231	2	3	4	5	241	2	3	4	5
31	32	33	34	35	261	2	3	4	5	271	2	3	4	5	281	2	3	4	5
36	37	38	39	40	301	2	3	4	5	311	2	3	4	5	321	2	3	4	5
41	42	43	44	45	341	2	3	4	5	351	2	3	4	5	361	2	3	4	5
46	47	48	49	50	381	2	3	4	5	391	2	3	4	5	401	2	3	4	5
51	52	53	54	55	421	2	3	4	5	431	2	3	4	5	441	2	3	4	5
56	57	58	59	60	461	2	3	4	5	471	2	3	4	5	481	2	3	4	5
61	62	63	64	65	501	2	3	4	5	511	2	3	4	5	521	2	3	4	5
66	67	68	69	70	541	2	3	4	5	551	2	3	4	5	561	2	3	4	5
71	72	73	74	75	581	2	3	4	5	591	2	3	4	5	601	2	3	4	5
76	77	78	79	80	621	2	3	4	5	631	2	3	4	5	641	2	3	4	5
81	82	83	84	85	661	2	3	4	5	671	2	3	4	5	681	2	3	4	5
86	87	88	89	90	701	2	3	4	5	711	2	3	4	5	721	2	3	4	5
91	92	93	94	95	741	2	3	4	5	751	2	3	4	5	761	2	3	4	5
96	97	98	99	100	781	2	3	4	5	791	2	3	4	5	801	2	3	4	5
101	102	103	104	105	821	2	3	4	5	831	2	3	4	5	841	2	3	4	5
106	107	108	109	110	861	2	3	4	5	871	2	3	4	5	881	2	3	4	5
111	112	113	114	115	901	2	3	4	5	911	2	3	4	5	921	2	3	4	5
116	117	118	119	120	941	2	3	4	5	951	2	3	4	5	961	2	3	4	5
121	122	123	124	125	981	2	3	4	5	991	2	3	4	5	1001	2	3	4	5
126	127	128	129	130	1021	2	3	4	5	1031	2	3	4	5	1041	2	3	4	5
131	132	133	134	135	1061	2	3	4	5	1071	2	3	4	5	1081	2	3	4	5
136	137	138	139	140	1101	2	3	4	5	1111	2	3	4	5	1121	2	3	4	5
141	142	143	144	145	1141	2	3	4	5	1151	2	3	4	5	1161	2	3	4	5
146	147	148	149	150	1181	2	3	4	5	1191	2	3	4	5	1201	2	3	4	5
151	152	153	154	155	1221	2	3	4	5	1231	2	3	4	5	1241	2	3	4	5
156	157	158	159	160	1261	2	3	4	5	1271	2	3	4	5	1281	2	3	4	5
161	162	163	164	165	1301	2	3	4	5	1311	2	3	4	5	1321	2	3	4	5
166	167	168	169	170	1341	2	3	4	5	1351	2	3	4	5	1361	2	3	4	5
171	172	173	174	175	1381	2	3	4	5	1391	2	3	4	5	1401	2	3	4	5
176	177	178	179	180	1421	2	3	4	5	1431	2	3	4	5	1441	2	3	4	5
181	182	183	184	185	1461	2	3	4	5	1471	2	3	4	5	1481	2	3	4	5
186	187	188	189	190	1501	2	3	4	5	1511	2	3	4	5	1521	2	3	4	5
191	192	193	194	195	1541	2	3	4	5	1551	2	3	4	5	1561	2	3	4	5
196	197	198	199	200	1581	2	3	4	5	1591	2	3	4	5	1601	2	3	4	5
					1621	2	3	4	5	1631	2	3	4	5	1641	2	3	4	5
					1661	2	3	4	5	1671	2	3	4	5	1681	2	3	4	5
					1701	2	3	4	5	1711	2	3	4	5	1721	2	3	4	5
					1741	2	3	4	5	1751	2	3	4	5	1761	2	3	4	5
					1781	2	3	4	5	1791	2	3	4	5	1801	2	3	4	5
					1821	2	3	4	5	1831	2	3	4	5	1841	2	3	4	5
					1861	2	3	4	5	1871	2	3	4	5	1881	2	3	4	5
					1901	2	3	4	5	1911	2	3	4	5	1921	2	3	4	5
					1941	2	3	4	5	1951	2	3	4	5	1961	2	3	4	5
					1981	2	3	4	5	1991	2	3	4	5	2001	2	3	4	5

APPENDIX C

Percentage of Men and Women Students in
Each College Agreeing on Each Item

Per
on

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Percentage of Men and Women Students in Each College Agreeing
on Each Item.

Item No.	College One		College Two		College Three		College Four	
	Men	Women	Men	Women	Men	Women	Men	Women
12	77	62	83	76	83	76	85	69
13	14	9	15	3	28	15	10	15
14	63	67	45	74	52	71	45	64
15	86	62	93	71	94	86	85	59
16	89	95	68	91	78	86	70	85
17	83	83	83	94	65	67	50	69
18	97	91	90	100	94	100	70	90
19	36	55	43	65	35	66	35	41
20	51	57	53	49	44	44	45	44
21	92	88	83	85	98	97	95	92
22	86	62	73	50	72	63	90	69
23	69	55	50	62	50	61	60	38
24	60	79	73	97	72	88	70	77
25	57	67	63	59	37	55	60	64
26	17	17	28	44	11	15	5	10
27	31	38	45	76	39	63	10	56
28	54	83	80	91	76	84	55	72
29	57	57	33	68	28	49	45	64
30	69	81	38	91	54	62	60	62
31	66	74	83	85	35	47	60	56
32	100	98	95	97	91	96	90	87
33	87	81	53	94	70	75	55	69
34	83	67	75	50	78	66	80	72
35	29	36	15	29	24	22	10	23
36	74	69	63	85	70	84	45	74
37	32	41	35	32	28	39	25	36
38	40	31	58	32	83	72	5	26
39	86	81	88	100	83	87	85	92

Item
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Item No.	College One		College Two		College Three		College Four	
	Men	Women	Men	Women	Men	Women	Men	Women
40	80	88	75	97	66	75	70	77
41	71	67	43	70	37	30	70	59
42	63	64	58	62	39	34	70	56
43	89	83	95	59	61	42	100	69
44	80	48	35	53	48	68	70	38
45	26	17	38	85	11	30	5	15
46	11	31	45	53	24	33	5	5
47	74	74	58	65	78	91	70	63
48	83	91	75	44	72	64	85	50
49	69	57	38	67	87	90	0	5
50	60	41	63	24	63	37	75	41
51	46	43	25	56	54	68	30	39
52	14	90	25	85	24	76	70	92
53	71	86	55	65	22	45	65	56
54	9	19	10	38	11	20	20	13
55	46	60	63	85	17	54	10	80
56	34	26	43	0	48	34	65	44
57	54	41	65	24	33	38	55	26
58	37	48	70	68	31	47	45	41
59	51	48	63	77	35	70	55	59
60	34	36	23	47	22	49	20	46
61	57	67	73	62	81	74	55	67
62	76	50	80	32	57	57	70	51
63	49	41	43	53	48	65	30	39
64	89	86	65	91	74	92	80	85
65	91	98	98	100	91	97	100	100

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Item No.	College Five		College Six		College Seven		College Eight	
	Men	Women	Men	Women	Men	Women	Men	Women
12	66	87	81	69	67	70	68	64
13	18	11	5	8	12	9	17	9
14	44	74	29	54	55	56	51	58
15	88	90	85	100	85	84	78	29
16	79	87	72	69	73	80	73	91
17	59	79	67	77	55	58	63	87
18	97	96	76	88	85	100	85	98
19	12	53	19	54	33	52	32	73
20	47	45	57	58	55	61	54	51
21	97	92	100	82	100	97	95	93
22	88	79	67	55	64	61	76	62
23	56	69	52	69	61	63	66	73
24	74	86	86	85	89	83	68	87
25	47	57	38	62	45	64	61	62
26	85	64	14	15	18	22	20	13
27	32	48	10	42	52	67	27	49
28	62	62	57	65	79	81	76	87
29	44	52	29	50	39	47	37	64
30	38	43	91	96	36	42	51	60
31	44	57	63	62	39	41	56	78
32	94	99	86	100	91	99	88	100
33	88	86	52	77	88	88	63	78
34	91	71	71	69	79	63	76	78
35	29	31	10	23	33	25	20	18
36	71	89	57	50	70	89	71	73
37	35	44	5	19	30	33	37	38
38	62	50	24	31	67	58	22	36
39	88	96	91	92	85	97	88	93
40	97	87	72	77	70	86	68	93
41	44	38	43	42	52	55	71	58
42	44	39	48	46	24	33	44	47
43	82	72	76	65	97	56	100	38

Item No.	College Five		College Six		College Seven		College Eight	
	Men	Women	Men	Women	Men	Women	Men	Women
44	74	63	19	27	64	52	44	33
45	65	62	14	19	15	31	7	20
46	38	46	33	54	58	55	39	42
47	79	82	62	58	76	75	63	54
48	21	66	57	58	61	39	73	60
49	35	76	19	42	76	78	49	42
50	65	49	86	62	61	53	71	22
51	91	70	14	27	52	52	24	11
52	21	70	14	69	15	86	7	98
53	18	43	43	54	55	61	39	76
54	24	18	5	31	12	20	12	24
55	34	43	43	65	36	59	73	93
56	18	15	76	15	36	27	37	47
57	47	40	62	58	36	41	39	49
58	33	36	52	35	55	34	51	76
59	56	62	10	62	49	67	56	49
60	29	31	24	50	30	30	29	60
61	79	73	33	54	58	67	85	55
62	62	69	62	54	85	61	88	36
63	32	61	29	46	52	53	42	71
65	82	82	81	85	82	89	88	91
65	97	99	100	100	97	100	93	98

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