INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

A STUDY OF THE EXPECTED AND EXPERIENTIALLY PERCEIVED ENVIRONMENT OF A RESIDENCE HALL AT MICHIGAN STATE UNIVERSITY

By

Richard Dean McKinnon

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1976

ABSTRACT

A STUDY OF THE EXPECTED AND EXPERIENTIALLY PERCEIVED ENVIRONMENT OF A RESIDENCE HALL AT MICHIGAN STATE UNIVERSITY

By

Richard Dean McKinnon

The purpose of this study was to describe and evaluate the expectations, the experienced perceptions, and the change from expectations to experienced perceptions that entering freshmen, returning upperclass residents, and staff members had of the psychological environment of a coed residence hall at Michigan State University. The objectives were to determine (1) if there were any differences in the expectations these three groups had of the residence hall environment, (2) if there were any differences in the experienced perceptions of these three groups of the living environment after living in it for five months, (3) if there were any differences between the expectations and experienced perceptions held by these three groups, and (4) if there were any sex related differences in the expectations, experienced perceptions, and differences between expectations and experienced perceptions for the three groups.

The instrument used to determine the subjects expectations (first measure) and experienced perceptions (second measure) of the residence hall environment was the University Residence Environment Scale (URES). The URES consisted of 96 statements scaled into ten environmental dimensions. The respondents were asked to state whether each statement was generally true or false with reference to their expectations of

the environment and to their experienced perceptions of the 'actual' environment.

The data were analyzed statistically using the Least-squares Analysis of Variance to determine whether any differences existed among the three groups and between males and females for each of the ten URES subscales. Following the analysis of variance, multiple comparisons were computed using the Least Significant Differences (LSD) method to analyze areas where significant differences existed.

In general, most of the significant differences found for expectations and experienced perceptions of the residence hall environment were between males and females rather than among the three groups. The results revealed that males experienced more commitment to the floor and residents than did females. Females, on the other hand, had significantly higher expectations than experienced perceptions for this environmental characteristic.

With regard to emotional support, females both expected and experienced greater emphasis than did males. These findings were reversed when independence was considered with males both expecting and experiencing greater autonomy and freedom than females.

Females reported greater expectations regarding traditional heterosexual interactions than did males. Both males and females reported experiencing significantly less stress in this area than they had expected with males expressing less of an emphasis than females.

When the emphasis on cultural, artistic and other scholarly intellectual activities on the floor was considered, females continued to express higher expectations than male residents. Females also reported that they had fewer intellectual experiences than they had expected.

With regard to the amount of formal structure or organization on the floors, females both expected and experienced more rules, schedules, and established procedures than did males.

Significant group differences were reported for three of the ten URES subscales. Group differences were found for the extent to which strictly classroom and academic accomplishments were stressed on the floor. The staff reported significantly lower expectations than reported by the freshmen and upperclassmen. All three groups expressed their experienced perceptions of the residence hall environment in the area of academic accomplishments to be significantly different than their expectations. The freshmen and upperclassmen reported experienced perceptions which were significantly lower than their expectations while the staff reported the opposite. After five months living in the residence hall environment, all three groups reported similar experienced perceptions of academic achievement. However, the freshmen both expected and experienced a greater emphasis than reported by the upperclassmen and the staff regarding non-classroom intellectual achievements.

The study revealed that when considering the extent to which student residents (not staff or administration) perceived they controlled the running of the floor, the freshmen both expected and experienced more control than did the upperclassmen. The staff scores in this area fell between those of the freshmen and those of the upperclassmen. All subjects reported expecting the residence hall environment to be significantly more competitive than they found it to be after living there for five months.

The conclusions of this study have implications for staff and students involved in residential housing at Michigan State University. The data provide a base of information for describing with greater specificity resident and staff expectations and experienced perceptions of the living environment in a coed residence hall at Michigan State University. Such a base of information could be added to each year to develop a profile of student and staff expectations and experienced perceptions of the residence hall environment.

The insight gained from this study and a continuous program of defining and re-defining student and staff environmental needs using the URES could be helpful to the housing administration, the general administration, and the faculty as they attempt to provide specific services and educational programs. In addition, residence hall staffs and students could use this information to control and/or influence the effect of specific environmental variables on their behavior.

An analysis such as this might help bring about the development of a more effective and supportive living environment staffed with better trained personnel, and characterized by programs and services appropriate to the developmental needs of residence hall students.

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to his major advisor, Dr. Louis C. Stamatakos. His continued encouragement, support, and assistance in writing contributed in great measure to the completion of this dissertation. Acknowledgment is also made of the assistance of the other members of the guidance committee: Dr. Walter F. Johnson, Dr. Samuel A. Moore, and Dr. Bruce P. Coleman.

The writer is indebted to the students and staff of Hubbard Hall for the support and time they gave to the study.

A special acknowledgment is made to the writer's wife, Ellen, for her support, encouragement, and assistance.

TABLE OF CONTENTS

Chapter

I. INTRODUCTION 1

The Impact of the Residence Hall Environment 1
Statement of the Problem 13
Purpose of the Study 14
Hypotheses 15
Methodology 16
Definition of Terms 17
Limitations of the Study 20
Organization of the Study 21

II. REVIEW OF THE LITERATURE 22

Measurement of College and Residence Environments . . . 22
Perceptions of Place of Residence 27
Expectations and Perceptions 34
Class-level Perceptions 45
Personal Characteristics and Perceptions of the Environment 46
Student Development and Academic Achievement in Residence Halls 49
Summary 58

III. METHODOLOGY 60

Hypotheses 60
Population 61
Instrumentation 62
Use of Instrument and Collection of Data 72
Statistical Analysis 74

IV. PRESENTATION AND ANALYSIS OF DATA 77

Introduction 77
Review of Groups and the Procedures of the Study 77
Hypotheses to be Tested 78
Data 79
Analysis of Subscale 1, Involvement 79
Analysis of Subscale 2, Emotional Support 84
Analysis of Subscale 3, Independence 85
Analysis of Subscale 4, Traditional Social Orientation 87

Chapter

Analysis of Subscale 5, Competition 90
Analysis of Subscale 6, Academic Achievement 92
Analysis of Subscale 7, Intellectuality 97
Analysis of Subscale 8, Order and Organization 101
Analysis of Subscale 9, Student Influence 103
Analysis of Subscale 10, Innovation 106
Summary 107

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 109

Restatement of the Purpose 110
Methodology 110
Conclusions 112
Relationship Dimensions 113
Personal Growth or Development Dimensions 115
System Maintenance and System Change Dimensions 120
Implications of the Study 129
Speculations 133
Recommendations for Further Research 136
Concluding Statement 139

BIBLIOGRAPHY 141

APPENDIX A 149

APPENDIX B 164

APPENDIX C 177

LIST OF TABLES

3.1. URES Subscale Analysis of Variance Across Thirteen Residence Halls 64

3.2. URES Subscale Descriptions 67

3.3. Internal Consistencies, Average Item-Subscale Correlations and Test-retest Reliabilities for URES Form R Subscales 69

3.4. URES Form R Subscale Intercorrelations 70

3.5. Population 75

4.1. Cell Means for Staff, Upperclassmen, and Freshmen by Sex for tne Ten URES Subscales for Expectations (E) and Experienced Perceptions (P) 80

4.2. Cell Means by Sex for the Ten URES Subscales for Expectations (E) and Experienced Perceptions (P) 80

4.3. Group Means for the Ten URES Subscales for Expectations (E) and Experienced Perceptions (P) 81

4.4. Least-squares Analysis of Variance for Subscale 1, Involvement 81

4.5. Least-squares Analysis of Variance for Subscale 2, Emotional Support 84

4.6. Least-squares Analysis of Variance for Subscale 3, Independence 86

4.7. Least-squares Analysis of Variance for Subscale 4, Traditional Social Orientation 88

4.8. Least-squares Analysis of Variance for Subscale 5, Competition 91

4.9. Least-squares Analysis of Variance for Subscale 6, Academic Achievement 93

4.10. Least-squares Analysis of Variance for Subscale 7, Intellectuality 97

4.11. Least-squares Analysis of Variance for Subscale 8, Order and Organization 101

4.12. Least-squares Analysis of Variance for Subscale 9, Student Influence 103

4.13. Least-squares Analysis of Variance for Subscale 10, Innovation 106

LIST OF FIGURES

4.1. Multiple Comparisons of Least-squares Means for Males and Females for Expectations (E) and Experienced Perceptions (P) using the Least Significant Differences (LSD) Method for Subscale 1, Involvement 82

4.2. Multiple Comparisons of Least-squares Means for Males and Females for Expectations (E) and Experienced Perceptions (P) using the Least Significant Differences (LSD) Method for Subscale 4, Traditional Social Orientation 89

4.3. Multiple Comparisons of Combined Least-squares Means (Expectations and Experienced Perceptions) for Staff, Upperclassmen, and Freshmen using the Least Significant Differences (LSD) Method for Subscale 6, Academic Achievement 94

4.4. Multiple Comparisons of Least-squares Means for Staff, Upperclassmen, and Freshmen for Expectations (E) and Experienced Perceptions (P) using the Least Significant Differences (LSD) Method for Subscale 6, Academic Achievement 95

4.5. Multiple Comparisons of Combined Least-squares Means (Expectations and Experienced Perceptions) for Staff, Upperclassmen, and Freshmen using the Least Significant Differences (LSD) Method for Subscale 7, Intellectuality . . 98

4.6. Multiple Comparisons of Least-squares Means for Males and Females for Expectations (E) and Experienced Perceptions (P) using the Least Significant Differences (LSD) Method for Subscale 7, Intellectuality 99

4.7. Multiple Comparisons of Combined Least-squares Means (Expectations and Experienced Perceptions) for Staff, Upperclassmen, and Freshmen using the Least Significant Differences (LSD) Method for Subscale 9, Student Influence 104

5.1. Cell Means by Sex for the Ten URES Subscales for Expectations (first measure) 123

5.2. Cell Means by Sex for the Ten URES Subscales for Experienced Perceptions (second measure) 124

5.3. Cell Means for Freshmen, Upperclassmen, and Staff for the Ten URES Subscales for Expectations (first measure) 126

5.4. Cell Means for Freshmen, Upperclassmen, and Staff for the Ten URES Subscales for Experienced Perceptions (second measure) 127

CHAPTER 1

INTRODUCTION

The Impact of the Residence Hall Environment

In recent years there has been an increased emphasis on the concept of student development as a primary goal of American higher education. Attention has been focused upon the total learning process of college students and has emphasized the need for increased response to the nonintellective dimensions of human development.[1,2,3] A statement by the Committee on the Student in Higher Education expresses this concern:

> Despite our limited behavioral knowledge, the college must recognize that even its instructional goals cannot be effectively achieved unless it assumes some responsibility for facilitating the development of the total human personality. A student is not a passive digester of knowledge elegantly arranged for him by superior artists of curriculum design. He listens, reads, thinks, studies, and writes at the same time that he feels, worries, hopes, loves, and hates. He engages in all these activities not as an isolated individual but as a member of overlapping communities which greatly influence his reactions to the classroom experience. To teach the subject matter and ignore the realities of the student's life and the social system of the college is hopelessly naive.[4]

---

[1] K. A. Feldman and T. M. Newcomb, The Impact of College on Students, (San Francisco: Jossey-Bass, 1969).

[2] A. W. Chickering, Education and Identity, (San Francisco: Jossey-Bass, 1969).

[3] R. D. Brown, Student Development in Tomorrow's Higher Education: A Return to the Academy, (Washington, D. C.: American College Personnel Association, 1972).

[4] Committee on the Student in Higher Education, The Student in Higher Education, (New Haven: Hazen Foundation, 1968), p. 5.

One of the overlapping communities which can be identified and which performs a vital function for the integration of the total college learning experience is the on-campus living unit. The on-campus living residence is where students spend much of their nonclassroom time and where a large proportion of interpersonal learning and peer influence occurs.[1,2,3] In order to discuss the impact of the residence hall environment upon student behavior, the broader context of student development and the overall environmental impact should also be examined.

Riker recognized the impact of nonintellective education ten years ago when he presented the concept that "learning is a total process" as one of the fundamental assumptions underlying residence halls as learning centers. Riker paraphrased one of the basic tenants of the student personnel point of view when he maintained that the student " . . . operates as a total organism, not a disembodied mind delivered for nurture to the college or university. He is a living human being with a physique, emotions, and a stage of development--all of which influence his mind and learning."[4]

Assuming student housing as a vital part of the total educational process, Riker states that, "Student achievement probably involves not only the individual and his environment, but also his relationships to his environment."[5] More recently, in 1972, Brown presented a more

---

[1]Feldman and Newcomb, op. cit.

[2]Chickering, op. cit.

[3]Brown, op. cit.

[4]C. Riker, College Housing as Learning Centers, (Washington, D. C.: American College Personnel Association, 1965), p. 6.

[5]Ibid., p. 5.

sophisticated summary of several basic concepts of student development that included the student, his environment, and the interaction of student and environment:

1. Student characteristics when they enter college have a significant impact on how students are affected by their college experience.

2. The collegiate years are the period for many individual students when significant developmental changes occur.

3. There are opportunities within the collegiate program for it to have a significant impact on student development.

4. The environmental factors that hold most promise for affecting student developmental patterns include peer groups, the living unit, the faculty, and the classroom experience.

5. Developmental changes in students are the result of the interaction of initial characteristics and the press of the environment.[1]

Brown goes on to state that, "An undeniably important dimension of every student's environment is where he lives. The location and physical makeup of the living environment are important as determiners of the amount and kinds of interactions that take place with other students. Architectural designs, rules, and regulations certainly have an impact, mostly in providing an atmosphere that may reflect warmth and community or coldness and sterility."[2]

The impact of the residence environment has also been identified by Chickering in his book, Education and Identity, as one of the six major sources of influence on the college campus which can accelerate or retard student development. The other five sources of influence suggested by Chickering are: (1) clarity of objectives and internal consistency, (2) institutional size, (3) curriculum, teaching, and evaluation,

---

[1]Brown, op. cit., pp. 33-35.

[2]Ibid., p. 31.

(4) faculty and administration, and (5) friends, groups, and student culture.[1] The student development vectors which he identifies and describes as confronting students as they experience their college education are: (1) achieving competence, (2) managing emotions, (3) becoming autonomous, (4) establishing identity, (5) freeing interpersonal relationships, (6) clarifying purposes, and (7) developing integrity.[2]

These developmental concepts create a broad base for the learning process that occurs within the residential setting as well as within the classroom and the total educational environment. Chickering et al. maintain that both affective and cognitive education are required for the integration of the total college learning experience.

In discussing college residence as an important influence for student development, Newcomb sums up the significance of peer relationships and propinquity as follows:

> For any individual there are many others, potentially, with whom he might form significant relationships. Those with whom he does in fact develop them are limited by opportunities for contact and reciprocal exploration, which in turn are influenced by physical propinquity. And, other things equal, he is most apt to maintain close relationships with those with whom he first develops them.[3]

Dressel and Lehmann make it clear that these friendships and peer relationships have an important impact on students. They found that:

---

[1] Chickering, op. cit., p. 144.

[2] Ibid., pp. 8-19.

[3] T. M. Newcomb, "Student Peer-group Influence and Intellectual Outcomes of College Experience," In R. L. Sutherland, W. H. Holtzman, E. A. Koil, and B. K. Smith (Eds.), Personality Factors on the College Campus, (Austin: Hogg Foundation for Mental Health, 1962), p. 76.

> The most significant reported experience in the collegiate lives of these (Michigan State University) students was their association with different personalities in their living unit. The analysis of interview and questionnaire data suggested that discussions and bull sessions were a potent factor in shaping the attitudes and values of these students.[1]

On the basis of research at Haverford, Heath further reported that for both undergraduates and alumni their relations with roommates and friends were the principle experiences that transformed ethnocentrism into greater acceptance and affection for others.[2]

An increasing number of educators have turned their attention directly to the college residence hall environment as an object of research and to the changes which take place in students affected by that environment. Astin, in reporting longitudinal data collected from 25,455 freshmen from some 213 institutions in fall 1966 and four years later in 1970, indicates that living in a residence hall, compared to living at home, had positive benefits on the student's educational progress. He states that, " . . . dormitory residents were less likely to drop out and more likely than commuters to attain the baccalaureate in four years, to apply for admission to graduate school, and to earn a high grade point average."[3]

Astin also reported that living in a residence hall increased the chances that the student would major in education or social science, plan to become an elementary teacher or a performing artist, or be

---

[1]P. L. Dressel and I. J. Lehmann, "The Impact of Higher Education on Student Values and Critical Thinking Abilities," Educational Record, 46 (Summer, 1965), p. 245.

[2]D. Heath, Growing Up in College, (San Francisco: Jossey-Bass, 1968).

[3]A. W. Astin, "The Impact of Dormitory Living on Students," Educational Record, 54 (Summer, 1973), pp. 206-207.

undecided about a career. Students who lived at home were more likely to major in business or engineering.[1] Additional analyses of Astin's data also support generalizing the positive effects of residence hall living to different types of students, i.e., those from different income groups, minority groups, and with different abilities.[2]

When considering student behaviors, living in a dormitory seemed to increase the rate of student drinking, smoking, and dating. There was also an increase in the number of residence hall students who overslept and missed classes. At the same time, dormitory student attendance at Sunday school and church decreased.[3]

Astin's findings also revealed that living in a residence hall had a consistently positive effect on students' perceptions of their own interpersonal competency, self-confidence, and public speaking as indicated by a self-rating of popularity. Residence hall living also had a positive effect on self-ratings of political liberalism, but a negative effect on self-ratings of political conservatism.[4]

One of the most valuable contributions of Astin's data is in the ratings of the overall college environment. Here, again, the consequences of living in a residence hall were positive as he states that, " . . . overall student satisfaction with the college was likely to be higher. There was probably more personal contact between students and

---

[1] Ibid., p. 207.

[2] Ibid., p. 209.

[3] Ibid., p. 207.

[4] Loc. cit.

faculty, interaction among students, and opportunities to receive advice and guidance from faculty and staff."[1]

Several other studies, which will be discussed in more detail in Chapter II, have also demonstrated that living environments can have considerable impact on several student developmental variables.[2,3,4,5] Ryan, for example, in attempting to demonstrate a positive and directional correlation between housing and academic achievement, found that residence hall students studied more than students who live off-campus.[6] Hountras and Brandt also conducted research on various types of student residences as correlated with academic performance. Their findings indicate that the impact of environmental surroundings on college students produce a significant effect on classroom performance as measured by grade-point-average.[7]

Alfert contends that, " . . . students spend a great deal of time at the place where they live and their immediate surroundings can be a source of satisfaction or discontent that could affect their academic

---

[1] Ibid., p. 210.

[2] R. S. Vreelan and C. E. Bidwell, "Organizational Effects on Student Attitudes: A Study of the Harvard Houses," Sociology of Education, 38 (Spring, 1965), pp. 233-250.

[3] R. D. Brown, "Manipulation of the Environmental Press in a College Residence Hall," Personnel and Guidance Journal, 46 (February, 1968), pp. 555-560.

[4] D. A. DeCoster, "Housing Assignments for High-Ability Students," Journal of College Student Personnel, 7 (January, 1966), pp. 19-22.

[5] H. C. Selvin, "The Impact of University Experience on Occupational Plans," School Review, 71 (Autumn, 1963), pp. 317-329.

[6] J. L. Ryan, "College Freshmen and Living Arrangements," NASPA Journal, 8 (October, 1970), p. 129.

[7] P. T. Hountras and K. R. Brandt, "Relation of Student Residence to Academic Performance in College," Journal of Educational Research, 63 (April, 1970), p. 353.

success or their overall feeling about being in college."[1] Students new to the college setting sometimes have erroneous concepts of self and of their expected environment. Anxiety, uncertainty, ambiguity, problems of confidence are experienced. Thus, the impact of a student's residence may be instrumental in either easing the various adjustment factors or may reinforce behavior and attitudinal factors negative to satisfactory performance. Alfert indicates that residences which do little to aid students in feeling competent and at ease may exhibit a higher dropout rate than residences where the environment is supportive.[2]

From these studies it can be inferred that a student's residence can have either a positive or negative impact on his college experience. Such studies support residence halls as directly contributing to the educational process of the total institution and to the development of the individual student. An important part of the positive or negative impact of the residence hall environment is the residence hall staff.[3,4,5]

The responsibilities of a professional residence hall staff are basic to the creation of an environment which is an educationally contributing part of the total college community. The residence hall program and staff at many institutions are committed to the creation of student housing that exists, " . . . to express the philosophy and

---

[1]E. Alfert, "Housing Selection, Need Satisfaction, and Dropout From College," Psychology Reports, 19 (August, 1966), p. 185.

[2]Ibid., p. 186.

[3]Riker, op. cit.

[4]S. Plyler, J. R. Powell, B. A. Dickson and S. D. McClellan, The Personnel Assistant in College Residence Halls, (Boston: Houghton Mifflin, 1969).

[5]B. Barger and A. Q. Lynch, "University Housing: A Healthy Learning Laboratory," In J. Katz (Ed.), Service for Students, (San Francisco: Jossey-Bass, 1973).

objectives of the total University community. The program is dedicated to provide many opportunities for learning for individual students, while at the same time, meeting their physical, social, and psychological needs."[1] To accomplish this broad educational objective, the residence hall program is viewed as an integral part of the total curriculum. Statements of the philosophy and objectives of the Housing Office at several universities are included in appendix A.

The general duties performed by a professional residence hall staff to meet these objectives include: policy formulation and implementation; personal guidance and referral; food service and physical maintenance; development of educational programs and learning opportunities; quality and quantity of communication; and supervision and regulation. The staff is responsible for the creation of a humane environment that is supportive of the development of interpersonal relationships, personal growth, intellectual growth, and an understanding of the system in which the student lives and learns. Barger and Lynch recently emphasized this point:

> With proper staffing, residence halls can be learning laboratories for developing academic and interpersonal competence as well as social effectiveness.[2]

Plyler et al. also support the belief that the residence hall staff members are in a position to have a personal and significant effect upon the development of students who live in the residence halls.[3]

---

[1]Office of Residence Hall Programs, Overview of Residence Hall Programs at Michigan State University, (East Lansing, Michigan: 1973-1974), p. 1.

[2]Barger and Lynch, op. cit., p. 5.

[3]Plyler, op. cit., p. xi.

Many researchers of the college environment have taken the approach that different kinds of students will perform at their optimal level in different kinds of college environments. Pace and Stern,[1] Stern,[2] Thistlethwaite,[3] Astin,[4] and Standing[5] support the sociopsychological theory that effort should be directed toward promoting student development either (1) by matching the individual to the college environment that will maximize the realization of his potential or (2) by arranging the college environment to meet the different expectations of different groups of students.

McConnell set forth the hypothesis that, " . . . the efficacy of a college is the product of the fortunate conjunction of student characteristics and expectations, and the demands, sanctions, and opportunities of the college environment and its subcultures."[6] Eddy studied twenty American colleges and attempted to describe and delineate influences which affected student character. He found that, " . . . particular aspects of the environment have the power to either reinforce or

---

[1]C. R. Pace and G. Stern, "An Approach to the Measurement of Psychological Characteristics of College Environments," Journal of Educational Psychology, 49 (October, 1958), pp. 269-277.

[2]G. Stern, "Characteristics of the Intellectual Climate in College Environments," Harvard Educational Review, 33 (Winter, 1963), pp. 5-41.

[3]D. C. Thistlethwaite and H. Wheeler, "Effects of Teacher and Peer Subcultures Upon Student Aspiration," Journal of Educational Psychology, 57 (February, 1966), pp. 35-47.

[4]A. Astin and J. L. Holland, "The Environmental Assessment Technique: A Way to Measure College Environments," Journal of Educational Psychology, 52 (December, 1961), pp. 308-316.

[5]J. R. Standing and C. A. Parker, "The College Characteristic Index as a Measure of Entering Students Preconceptions of College Life," Journal of College Student Personnel, 6 (October, 1964), pp. 2-6.

[6]T. R. McConnell and P. Heist, "The Diverse College Student Population," In Nevitt Sanford (Ed.), College and Character, (New York: Wiley, 1964), pp. 73-80.

to negate that which happens. The attitudes, the surroundings, the extra activities, the manners and morals of a campus, for example, can either stimulate or stultify the purely academic endeavor."[1] This line of reasoning was carried further by Becker's definition of student culture as "a set of understandings shared by students and a set of actions congruent with these understandings," that is, a set of perceptions of one's situation.[2]

Building on the theoretical contribution of Henry Murray[3] and his conceptualization of environmental press, Pace and Stern[4] and Stern[5] hypothesized that the extent of agreement (congruence) between one's internal forces (needs) and the external environmental forces (press) a student encounters is positively related to his adaption to that environment. The logic of this approach is that the consensus of individuals characterizing their environmental climate exerts a directional influence on behavior.[6] Lauterbach and Vielhaber further hypothesized that it is not necessarily so much the congruence of his needs and the press as it is the congruence of what he expects (expectations) and the

---

[1]E. J. Eddy, The College Influence on Student Character, (Washington, D. C.: American Council on Education, 1959).

[2]H. S. Becker, Boys in White, (Chicago: University of Chicago Press, 1961).

[3]H. A. Murray, Exploration in Personality, (New York: Oxford University Press, 1938).

[4]Pace and Stern, op. cit., pp. 269-277.

[5]Stern, op. cit., pp. 5-41.

[6]R. H. Moos, A. J. DeYoung, and M. M. P. Smail, "The University Residence Hall Scale: A Method for Describing University Student Living Groups," Journal of College Student Personnel, 15 (September, 1974), p. 358.

press he subsequently encounters that more strongly influences his adaptation.[1] This is referred to as the expectation-press hypothesis. Lauterbach and Vielhaber demonstrated support for such a hypothesis in their study at West Point.[2]

Assuming that the residence hall environment, as part of a total university environment, has an impact on various student development variables, the problem of how to best utilize this sub-environment merits investigation. A major limitation to the effectiveness of educational experiences, including those of a university housing program, is the lack of evaluation and research. Brown[3] and Chickering[4] both emphasize the need for more research on the developmental aspects of the student living environment. And, as Dressel states:

> The worth of an experience may be judged by its educational impact - that is, by the extent to which it, in itself or in comparison with other possible experiences, results in certain desired changes in those having the experience. Education is a complex process involving the selection of ideas (concepts, values, skills) and the planning of experiences designed to foster mastery of these ideas in the people subjected to the educational process. Choices must be made in planning an educational program, and the effectiveness of the program must also be studied.[5]

In supporting the need for further research, Astin indicates that if, " . . . dormitory living is of little or no educational value,

---

[1]C. G. Lauterbach and D. P. Vielhaber, "Need Press and Expectation: Press Indices as Predictors of College Achievement," Educational and Psychological Measurement, 26 (Winter, 1966), pp. 965-972.

[2]Ibid.

[3]Brown, op. cit., p. 32.

[4]Chickering, op. cit., p. 231.

[5]P. L. Dressel and Associates, Evaluation in Higher Education, (Boston: Houghton Mifflin Company, 1961), p. 6.

continuing support of facilities and additional construction may represent a needless squandering of limited educational resources."[1]

Statement of the Problem

Ideally, the residence hall should provide entering students with the opportunity for the positive experience they expect from their environment. Although not an easy task to accomplish, an effort must be made to: (1) determine what the new residents expect of their living environment; (2) determine and evaluate the actual living environment as experientially perceived by the new residents; and (3) evaluate the differences, if any, between the expectations and the experienced perceptions of the residence hall environment as held by the new residents. And, since the residence hall staff and the upperclass student peer group have a major impact on the living environment, it is necessary to also understand and evaluate their expectations and experienced perceptions of the residence hall environment.

The impact of expectations held by these significant reference groups upon a residence hall environment has never been studied in depth. A study of this nature could have implications for all members of the student personnel profession and for members of the academic community who hold different points of view about the developmental aspects of residence hall living or who do not understand the potential impact of the residence hall environment.

In addition, a study of this type is an important step toward building a more systematic body of knowledge about residence hall environmental expectations and experienced perceptions. It could point out specific areas of conflict between students and staff and between

---

[1]Astin, op. cit., p. 204.

expectations and experienced perceptions. It could also pin-point more specifically the location and nature of such conflict. This type of information could be of assistance in helping staff members and students mutually define, understand, and clarify points of conflict so that the conflict might be resolved.

If the living environment of a particular residence hall on a particular campus can be characterized accurately, it might be possible to modify or preserve those environmental characteristics deemed beneficial to the college experience by the faculty, administration, residence hall staffs, and students. A knowledge of the expectations and experientially perceived environment of a campus living unit could potentially be useful for both the institution and for the student who will live there.

Purpose of the Study

The author's purpose in this study was to describe and evaluate the expectations (first measure), the experienced perceptions (second measure), and the change from expectations to perceptions (difference) that entering freshmen, returning upperclass residents, and staff members had of the psychological environment of a co-ed residence hall at Michigan State University. The objectives were to determine (1) if there were any differences in the expectations these three groups had of the residence hall environment, (2) if there were any differences in the experienced perceptions of these three groups of the living environment after living in it for five months, (3) if there were any differences between the expectations and the experienced perceptions held by these three groups, and (4) if there were any sex related differences in the expectations, perceptions, and differences between expectations and

perceptions for the three groups. The three dimensions of the living environment under consideration were: (1) interpersonal relationships, (2) personal growth or development, and (3) system maintenance and change.

Hypotheses

The research hypotheses of the study were:

1. There are significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

2. There are significant differences in expectations held by males and females of the residence hall environment. (first measure)

3. There are significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

5. There are significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

6. There are significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

8. There are significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

9. There are significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

The hypotheses were restated as null hypotheses in Chapter III to allow them to be operationalized and tested statistically.

Methodology

To obtain the necessary data for the study, the University Residence Environment Scale, or URES,[1] was administered twice to groups of freshmen, upperclassmen, and staff members--once at the beginning of the 1973-74 academic year and again five months later. A sample of 177 (115 females and 62 males) September, 1973, entering freshmen, 66 (31 females and 35 males) returning upperclassmen, and 30 (15 females and 15 males) residence hall advisory staff members living in Hubbard Hall at Michigan State University were used in this study.

The URES (appendix C) consists of 96 statements scaled into ten environmental dimensions on which residents describe their expectations and perceptions of the residence hall environment. The respondents were asked to state whether each statement was generally true or false with reference to their expectations (first measure) of the environment and to their experienced perceptions (second measure) of the 'actual' environment. The ten subscales are: (1) Involvement, (2) Emotional Support, (3) Independence, (4) Traditional Social Orientation, (5) Competition, (6) Academic Achievement, (7) Intellectuality, (8) Order and Organization, (9) Student Influence, and (10) Innovation. A comprehensive review of the design and methodology is found in Chapter III.

---

[1] R. S. Moos and M. S. Gerst, University Residence Environment Scale: Manual, (Palo Alto, California: Consulting Psychologists Press, 1974).

Definition of Terms

The following terms are defined as they were used in this study:

Psychological environment. The complex of stimuli that press upon the individual and to which his behavior contributes a response.[1]

Residence hall environment or living environment. That part of the university environment where the student residents and staff members spend much of their non-classroom time and where a large proportion of interpersonal learning and peer influence occurs.[2,3,4]

Significant Reference Group. A group having an impact, either formally or informally, on the environment within the residence hall.

Expectations. What the student residents and staff members believed would be true and not true about the residence hall environment before living in it.

Experienced perceptions. What the student residents and staff members perceive to be true and not true about their residence hall environment after living in it for five months.

Freshmen. Those student residents who are beginning their first year of college experience and who have never lived in a residence hall.

Upperclassmen. Those students who have had one or more years of experience at Michigan State University and who have lived in a college residence hall for at least one year.

---

[1]G. G. Stern, "The Intellectual Climate in College Environments," In Kaoru Yamamoto (Editor), The College Student and His Culture: An Analysis, (Boston: Houghton Mifflin, 1968).

[2]Feldman and Newcomb, op. cit.

[3]A. W. Chickering, Education and Identity, (San Francisco: Jossey-Bass, 1969).

[4]R. D. Brown, Student Development in Tomorrow's Higher Education: A Return to the Academy, (Washington, D. C.: American College Personnel Association, 1972).

Residence hall staff. Those individuals who are employed by the University to provide supervision, control, guidance, counseling, orientation, and educational programing for the student residents of a co-ed residence hall. A staff consists of undergraduate students, graduate students, and full-time employees--all of whom live in the hall. A job description for each residence hall staff member included in this study is presented in appendix B.

Co-ed residence hall. An on-campus living unit housing 1150 students evenly divided between men and women. The men's and women's floors are open to visitation by members of the opposite sex 24 hours daily. The building is composed of two wings (one for male residents and one for female residents) of twelve floors each which are separated by a common dining area.

University Residence Environment Scale (URES). An instrument designed to describe and evaluate the college living environment. Two forms of URES were used in this study, one to measure expectations and one to measure the experienced perceptions of the residence hall environment. The ten subscales of the URES are defined below with a sample item in parenthesis:

1. Involvement. Degree of commitment to the floor and residents; amount of interaction and feeling of friendship on the floor. (On this floor there is a strong feeling of belongingness.)
2. Emotional support. Extent of manifest concern for others on the floor; efforts to aid one another with academic and personal problems; emphasis on open and honest communication. (People here are concerned with helping and supporting one another.)

3. Independence. Diversity of residents' behaviors allowed without social sanctions, versus socially proper and conformist behavior. (Behaving properly in social situations is not considered important here.)

4. Traditional social orientation. Stress on dating, going to parties, and other traditional heterosexual interactions. (Dating is a recurring topic of conversation around here.)

5. Competition. The degree to which a wide variety of activities such as dating, grades, and the like are cast into a competitive framework. (Around here discussions frequently turn into verbal duels.)

6. Academic achievement. Extent to which strictly classroom and academic accomplishments and concerns are prominent on the floor. (Most people here consider studies as very important in college.)

7. Intellectuality. Emphasis on cultural, artistic, and other scholarly intellectual activities on the floor, as distinguished from strictly classroom achievements. (People around here talk a lot about political and social issues.)

8. Order and organization. Amount of formal structure or organization, e.g., rules, schedules, following established procedures, and so on on the floor; neatness. (Floor procedures here are well established.)

9. Student influence. Extent to which student residents (not staff or administration) perceive they control the running of the floor; formulate and enforce the rules; control use of money, selection of staff, food, roommates, policies, and the like. (Students enforce floor rules here.)

10. Innovation. Organizational and individual spontaneity of behaviors and ideas; number and variety of activities; new activities. (New approaches to things are often tried here.)[1]

Limitations of the Study

The following limitations are significant in this study:

1. The study is limited by factors inherent in the use of any questionnaire. These include the difficulty of securing complete cooperation of the sample, the biases of the respondents, the difficulty of getting consistent interpretation of the questions being asked, and the fact that some elements of the sample may be unable to adequately reflect perceptions of the residence hall environment. Although the instrument is among the best of very few available for the systematic study of the residence hall, the above weaknesses should be considered when reviewing and using the results of this study.

2. The study is confined to an evaluation and description of the expectations and experienced perceptions of a co-ed residence hall living environment at Michigan State University. The pilot nature of the study limits the extent to which results can be generalized. The scarcity of theoretical or empirical research on the role that expectations and experienced perceptions have on the development of the residence hall environment also makes it difficult to generalize the results beyond the living unit being studied.

3. The populations used in this study were limited to freshmen, upperclassmen, and staff members from one residence hall at Michigan State University. While similarities exist between residence halls and between housing programs at different institutions, caution should

---

[1]Moos, DeYoung, and Smail, op. cit., pp. 258-359.

be used in generalizing the results of this study beyond the subject populations.

4. This study is limited in scope to a description and evaluation of resident expectations and experienced perceptions of the residence hall environment. The role that expectations have on determining the experienced perceptions of the residence hall environment is also considered. No attempt is made to compare or contrast the merits of the residence hall environment with other residence hall environments. No attempt is made to evaluate the merits of the goals and objectives of the University residence hall system. Finally, no attempt is made to evaluate the effectiveness of the residence hall staff in achieving these goals and objectives.

Organization of the Study

The importance and scope of the problem are reviewed in Chapter I. Chapter II is devoted to a review of pertinent literature related to students' expectations and perceptions of the college and residence hall environments. The design and methodology used in collecting and analyzing the data is presented in Chapter III. This chapter includes a description of the University Residence Environment Scale. The results of the analysis of the data are presented in Chapter IV. The concluding chapter, Chapter V, contains the summary, conclusions, discussion of results, and implications for further study.

CHAPTER II

REVIEW OF THE LITERATURE

To help the reader understand the background for this study, a review of the literature related to the following areas of college and residence environments is presented: (1) measurement of college and residence environments, (2) perceptions of place of residence, (3) expectations and perceptions, (4) class-level perceptions, (5) personal characteristics, and (6) student development and academic achievement in residence halls. Other areas of research involving the college and residence environment which are not directly related to the purposes of this study have not been included.

Measurement of College and Residence Environments

A search of the literature indicates that three basic approaches have been developed to study college environments. The first approach involves the use of objective characteristics, such as size of the institution, average intelligence of the student body, the number of volumes in the library, the student-faculty ratio, etc. This method is exemplified by the Environmental Assessment Technique (EAT) of Astin and Holland which characterizes educational institutions using student characteristics as indices of environmental impacts.[1]

---

[1] A. W. Astin and J. L. Holland, "The Environmental Assessment Technique: A Way to Measure College Environments," Journal of Educational Psychology, 52 (December, 1961), pp. 308-316.

A second approach uses the Inventory of College Activities (ICA) which obtains measures of observable behaviors in the environment such as the average amount of time each day that a student spends studying, the average number of students who attend athletic events, etc.[1] The ICA is based upon student self-reports and covers four broad areas of environmental "stimuli": peer, classroom, administrative, and physical facilities. The rationale is that a social environment is a function of the people in that environment.

The third approach involves how the environment is perceived by those who live in it. This perceptual approach is used by Pace and Stern in the College Characteristics Index (CCI),[2] by Pace in the College and University Environment Scale (CUES),[3] and by Pervin in the Transactional Analysis of Personality and Environment (TAPE).[4]

The TAPE uses a semantic differential with students rating such concepts as college, self, ideal self, faculty, and administration on each of several items. Satisfaction with the college environment is viewed by Pervin as a function of the congruence between the perceived characteristics of the environment and the perceived characteristics of oneself.[5]

---

[1] A. W. Astin, "The Inventory of College Activities (ICA): Assessing the College Environment Through Observable Events," Journal of Educational Measurement, 4 (Winter, 1965), pp. 219-225.

[2] Pace and Stern, op. cit., pp. 269-277.

[3] C. R. Pace, College and University Environment Scales Technical Manual, (Princeton, N. J.: Educational Testing Services, 1969).

[4] L. A. Pervin, "A Twenty-College Study of Student X College Interaction Using TAPE," Journal of Educational Psychology, 58 (October, 1967), pp. 290-302.

[5] Ibid.

Pace and Stern view the college environment in a similar manner:

> College cultures may be seen as a complex of environmental presses which, in turn, may be related to a corresponding complex of personnel needs.[1]

The CCI[2] and CUES[3] use true-false questions to ask students about their activities and impressions of the college environment. Much of the recent research into the nature of the college environment has made use of these three approaches.

In discussing the nature of the students' environment, Feldman and Newcomb,[4] Longino,[5] and Feldman[6] suggest that it is not monolithic and undifferentiated, but composed of sub-environments which have considerable impact on students and on the larger college environment. Feldman indicates, " . . . every college is in one degree or another a plurality of different sub-environments, each valuing different interests and rewarding different activities. Hence, each student confronts a somewhat different environment depending on his particular location in the college social structure."[7]

One of these college sub-environments, the on-campus living unit, provides, as Chickering states, " . . . a significant context for student

---

[1]Pace and Stern, op. cit., p. 269.

[2]Ibid., pp. 269-277.

[3]Pace, op. cit.

[4]Feldman and Newcomb, op. cit., p. 222.

[5]C. F. Longino, "Housing Environments and Student Behavior," Journal of College and University Student Housing, 2 (July, 1972), pp. 8-15.

[6]K. A. Feldman, "Research Strategies in Studying College Impact," ACT Research Report #34, (May, 1970).

[7]Ibid., p. 12.

development."[1] Other researchers, Longino,[2] Feldman and Newcomb,[3] Brown,[4] Dressel and Lehmann,[5] and Brown,[6] have also identified the residential environment as having potential for significant impact on college students.

Centra, in expressing the importance of studying the residential influence, stated, "If campus residential environments greatly influence students reactions to the total university, one way to improve the university environment is by concentrating further on student residences."[7]

Until recently, the campus residence hall environment has received little systematic study.[8] Yet in the past several years several methods of evaluating the college student living environment have been developed. Duvall created the Residence Hall Environment Index for a study at Indiana University.[9] Centra, in his study of how living-learning residence halls differed from conventional halls, used 65 items from the CUES reworded to apply to residence halls.[10] Other studies

---

[1]Chickering, op. cit., p. 179.

[2]Longino, op. cit., p. 10.

[3]Feldman and Newcomb, op. cit., p. 331.

[4]R. Brown, op. cit., p. 34.

[5]Dressel and Lehmann, op. cit., p. 256.

[6]R. D. Brown, "Manipulation of the Environmental Press in a College Residence Hall," Personnel and Guidance Journal, 46 (February, 1957), pp. 555-560.

[7]J. A. Centra, "Student Perceptions of Residence Hall Environments: Living-Learning vs. Conventional Units," Journal of College Student Personnel, 9 (July, 1968), pp. 266-272.

[8]Moos, DeYoung, and Smail, op. cit., p. 357.

[9]W. H. Duvall, "Student-Staff Evaluation of Residence Hall Environment," Journal of College Student Personnel, 10 (January, 1969), pp. 52-58.

[10]Centra, op. cit.

using CUES to examine the residential environment will be presented later in this chapter.

Other means of studying the residence hall environment include the ecological method (using measurement of residence size, sex ratio of residents, student-staff ratio, the number of one-, two-, or three-person rooms, etc.) and the behavioral observation method (using types and frequency of various activities, etc.).[1]

Another method of evaluating and describing the residential environment, and the one employed in this study, is based on a perceptual approach. This method uses the perceptions of students and staff to describe the hall and the usual behaviors in their living units. The University Residence Environment Scale (URES) was developed by Moos and Gerst to "provide an objective method of characterizing the perceived psychosocial climate of a variety of university student living groups such as residence halls, fraternities, and sororities."[2] This consensual perception of the environment approach is based upon Murray's conceptualization of environmental press.[3]

The press of the environment, as the student sees it, defines what he must cope with and clarifies for him the direction his behavior must take if he is to find satisfaction and reward within his particular living unit.[4] A complete description of the URES is found in Chapter III.

---

[1]Moos, DeYoung, and Smail, op. cit., p. 514.

[2]Ibid., pp. 357-358.

[3]Ibid., p. 358.

[4]M. S. Gerst and R. H. Moos, "Social Ecology of University Student Residences," Journal of Educational Psychology, 63 (December, 1972), pp. 513-525.

One major outgrowth of the study of college and residence environments has been the development and use of several instruments and methods of measuring various aspects of the environment. There are disadvantages and advantages to each of these approaches depending on whether the researcher is interested in student and institutional characteristics, observable behaviors, or perceptions of the environment.

Perceptions of Place of Residence

One of the first major studies of student expectations and perceptions was conducted by Berdie[1] at the University of Minnesota where 85 percent of 7,168 new entering freshmen completed CUES. Of these students, 138 men and 152 women were retested two quarters later and asked to describe their place of residence. Berdie found no significant differences among the four living-groups examined: rooming house or apartment, home of parents or other relatives, University residence hall, and fraternity or sorority houses. The evidence he presented suggests that the likelihood is small of observing meaningful CUES differences among students with varying living arrangements during their first six months on campus.

Baker,[2] however, found the opposite to be true in his investigation of the relationship between type of student residence and student perceptions of the University environment. His findings, using Stern's College Characteristics Index with 110 junior students at Wisconsin State University, indicate that there are differences in the perceptions of the

---

[1] R. F. Berdie, "A University is a Many-Faceted Thing," Personnel and Guidance Journal, 45 (April, 1967), pp. 768-775.

[2] S. R. Baker, "The Relationship Between Student Residence and Perceptions of the Environmental Press," Journal of College Student Personnel, 7 (July, 1966), pp. 222-224.

University environment by (1) students living in boarding houses; (2) students who live in dormitories; and (3) students who live with their parents. Baker concluded that the type of residence did account for differences in the perceptions of the characteristics of the University environment.[1]

Lindahl,[2] using CUES, found significant differences between resident and commuter perceptions of the campus environmental press. The on-campus residents placed over twice as much emphasis on loyalty, friendliness, and a feeling of togetherness. The commuters, on the other hand, saw aesthetics and personal enrichment as much more characteristic of their environment. The resident students emphasized practical benefits and organizational elements with a moderate emphasis on a quest for knowledge and intellectual discipline, while the commuters described their environment in just the opposite terms.

A college environmental perceptions study by Heskett and Walsh[3] used 150 female subjects from the Ohio State University residence hall system. CUES was administered to three residence hall groups (management staff, personnel staff, and student officers) of 50 women each to determine if their perceptions of the environment differed. Heskett and Walsh found that the perceptions of the personnel staff and student officers were similar. The management staff perceptions were different from the other two groups with the management staff perceiving the environment as having a higher degree of press on all CUES scales.

---

[1] Ibid., p. 224.

[2] C. Lindahl, "Impact of Living Arrangements on Student Environmental Perceptions," Journal of College Student Personnel, 8 (January, 1967), pp. 10-15.

[3] S. L. Heskett and W. B. Walsh, "Differential Perceptions of College Environment," Journal of College Student Personnel, 10 (May, 1969), pp. 182-184.

Eberly and Cech[1] compared a traditional summer residence hall program with an experimental summer program at Wisconsin State University-Oshkosh in an attempt to determine if there were differences in academic achievement and in perception of the University environment. They found that students living in the experimental residence hall earned no higher grade-point averages than the students experiencing the traditional residence hall environment. Yet the CUES results did indicate that the experimental hall environment left the students with a more favorable impression of the University. They concluded that their results "would appear to indicate that type of residence hall program can affect student perception of the overall University environment."[2]

A comparison by Centra[3] between students' perceptions of the university climate and the residence hall environment concluded that students tended to agree on the way they perceived the university and the residence hall. He used 150 items from CUES to get a description of the total university environment and 65 CUES items reworded to apply to residence halls. This instrument was then administered during winter term to 549 randomly selected undergraduate students from the residence halls of a large university. The rank correlation indicated that the students--particularly male students--tended to agree on how they perceived both the university and the residence hall environment.

---

[1] C. G. Eberly and E. J. Cech, "Residence Hall Program and Perception of University Environment," College Student Survey, 2 (Winter, 1968), pp. 65-70.

[2] Ibid., p. 69.

[3] J. A. Centra, "Student Perceptions of Residence Hall Environments: Living-Learning vs. Conventional Units," Journal of College Student Personnel, 9 (July, 1968), pp. 266-272.

Centra further expressed the importance of determining what factors influence students' perceptions when he stated:

> If campus residential environments greatly influence students' reactions to the total university, one way to improve the university environment is by concentrating further on student residences. This study has indicated that some residences have had a more desirable (i.e., more 'intellectual') environment and others have been less desirable. The next question, it would seem, is to ask what happens in the former which encourages characteristics such as intellectualism, and what might be done with the latter group to bring about desirable changes.[1]

A study by Baird[2] showed that those students who lived on campus were more satisfied with the social and leadership aspects of student life than those who lived off-campus. He also found that the living group appeared to have little effect on academic college achievement.

Pace[3] investigated roommate satisfaction or dissatisfaction as related to academic achievement and perception of the campus environment. He found that highly dissatisfied roommate pairs had significantly lower grade point averages than the roommate pairs who expressed little roommate dissatisfaction. Also, those pairs highly dissatisfied with one another, expressed significantly different views of the college environment. These differences suggest that the total college environment is affected by the feelings toward one's roommate.

---

[1] Ibid., p. 272.

[2] L. L. Baird, "The Effects of College Residence Groups on Students Self-Concepts, Goals, and Achievements," Personnel and Guidance Journal, 47 (June, 1969), pp. 1015-1021.

[3] Theron Pace, "Roommate Dissatisfaction in Residence Halls," Journal of College Student Personnel, 11 (March, 1970), pp. 144-147.

Ivey et al.[1] used the College Characteristics Index to compare the environmental perceptions of residents, dormitory head residents, and student personnel workers at Colorado State University. They found that the greatest differences in perceptions of the college environment occurred between the head residents and the students with the latter perceiving an environment which was more intellectually and vocationally oriented, more structured academically, and provided more opportunity for freedom.

In 1966, Johnson[2] completed research designed to evaluate the effectiveness of residence hall programs at eight colleges. He developed a 54 item questionnaire covering the following areas: (1) instruction support, (2) development of the individual, (3) experience in group living, (4) provision of atmosphere, (5) satisfaction of physical needs, (6) supervision of conduct, and (7) support for the college. Both residence hall students and staff participated in the study. The results of Johnson's study that are most relevant to this study indicate the following: (1) There were significant differences in student and staff perceptions of the student's residence hall experience in all eight colleges. (2) There was more unanimity of opinion among staff members about the students' hall experiences than there is among the students on the same subject. (3) There appeared to be more significant differences in student and staff perceptions in larger residence hall systems than in smaller ones. The differences in larger hall systems tended to be

---

[1]A. E. Ivey, C. D. Miller, and A. D. Goldstein, "Differential Perceptions of College Environment: Student Personnel Staff and Students," Personnel and Guidance Journal, 46 (September, 1967), pp. 17-21.

[2]J. A. Johnson, "Residence Hall Goals and Objectives: Perceptions of Students and Staff," Dissertation Abstracts, 26 (1966), pp. 4377-4378.

more highly significant. (4) 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 proportion of professionally trained staff members in the halls. The same was true for the five small colleges in the sample. (5) This type of questionnaire was useful in describing the perceptions of students and staff of accomplished residence hall activities on a given campus.[1]

Duvall[2] studied the desirability and existence of certain residence hall environmental conditions as perceived by students and staff. He developed a five part Residence Environment Index to cover the areas of (1) group living, (2) programming, (3) student government, (4) counselor, and (5) physical facilities. Significant differences in perception and evaluation were found between students and staff members. The study indicated that as a student progresses toward college completion he becomes increasingly discontented with the residence hall environmental conditions. Students desiring to live off-campus were more displeased with the residence hall environmental conditions than those who preferred to live in the residence halls.

In a 1970 study, Dunlop[3] found that students' perceptions of the housing and food service at the University of Wyoming were as follows: (1) It was felt that student involvement in setting rules and regulations for student housing was perceived as being fairly important. A

---

[1] Ibid.

[2] W. H. Duvall, "Student-Staff Evaluation of Residence Hall Environment," Journal of College Student Personnel, 10 (January, 1969), pp. 52-58.

[3] L. A. Dunlop, Student Perceptions of Student Personnel Services at the University of Wyoming, Unpublished doctor's thesis, (University of Wyoming: 1970), pp. 248.

high percentage of residents felt that the students did not have enough involvement in setting rules and regulations. (2) Ninety-one percent of the students indicated the existence of student government in student housing as either very or fairly important while most of the students indicated satisfaction with the way the student governments functioned. (3) Ninety-two percent of the students felt that it was either very or fairly important that residence halls were supervised by well-qualified personnel. Ninety-two percent of the students indicated satisfaction with the performance of the residence hall staff personnel. (4) Eighty-eight percent of the students felt that housing services contributed to education in group and social living. Most of the students indicated satisfaction with this function.

Karst,[1] in another study at the University of Wyoming, found a significant difference between the male, female, and coeducational residence hall populations in how they perceived and evaluated the residence hall environmental press. Based on mean differences, the female residence hall populations perceived the conditions cited on the five scales of the Residence Hall Environment Index as being more Worthwhile and Desirable than either the coeducational or male residence hall populations.

Gelso and Sims[2] compared the perceptions of a residential, junior college environment among (a) students who lived at home (commuters), (b) students who resided in college dormitories (residents), and

---

[1]R. Karst, "Student Perceptions and Evaluations of the Residence Hall Environmental Press at the University of Wyoming," Unpublished doctor's thesis, (University of Wyoming: 1972).

[2]C. J. Gelso and D. M. Sims, "Perceptions of a Junior College Environment," Journal of College Student Personnel, 9 (January, 1968), pp. 40-43.

(c) faculty members. Their conclusions, based upon CUES data, suggest that a person's location and position in an institution significantly affect some of his perceptions of the characteristics of the institution. In accepting the idea that a person's perceptions of his environment affect his behavior in that environment, Gelso and Sims indicate that " . . . student personnel practitioners should seriously consider the location and position of the various segments of the college population when attempting to develop and implement programs and policies."[1]

In general, the research supports a positive relationship between the perceptions of the environment by experienced students and their place of residence. Most of the studies indicate that type of student residence does account for significant differences in the perceptions of the college environment. Perception of the environment was also found to be related to roommate satisfaction, sex, place, and position within an institution.

Expectations and Perceptions

The following statement by Duling[2] is considered an appropriate introduction to a review of the differences between expectations and experienced perceptions that students and staff have of their environments:

> The success of an institution appears to be affected by the degree to which the student's expectations and the press of the institution are congruent. If an institution is to continue to meet its goals and objectives, it becomes necessary to study the interaction between the student and the college environment as perceived by the student population.

---

[1] Ibid., p. 43.

[2] J. A. Duling, "Differences in Perceptions of Environmental Perceptions by Selected Student Subgroups," Journal of National Association of Women Deans and Counselors, 32 (Spring, 1969), pp. 130-132.

White,[1] in discussing residence halls and student expectations of the environment, stated:

> Administrators and students have different views of satisfactory group living experiences. Administrators want students to develop "togetherness," whereas today's students want to be left alone, not to be pressed to identify with organizational activities or memberships. Such opposite views make consensus impossible and friction between staff and students over residence hall policy and programs inevitable. Both the impossibility and inevitability might be mitigated if administrators would change their policies to fit the expectations and needs of contemporary college students and to fit the style of life implicit in large-size residence halls.

In 1966 Pace[2] found a "vast gulf between expectation and reality" in comparing the CUES responses of incoming freshmen to the perceptions of upperclassmen at ten different colleges and universities. The freshmen expected an extremely strong press for Scholarship, Awareness, and Community, and a definite above average emphasis on Practicality and Propriety. Pace found this characteristic set of expectations at every kind of a school the students attended--rural or urban, public or private, liberal arts college, university, or junior college.

In studying the subjective and objective environments of 13 small colleges, Chickering[3] determined that "the college environment varies substantially depending upon how it is assessed." After reviewing the numerous questions raised by his findings, Chickering goes on to indicate that "if students' academic experiences are to be improved, energy should be directed not to plant development, buildings, and

---

[1] J. E. White, "Style of Life and Student Personnel Policy in College Residence Halls," Journal of the National Association of Women Deans and Counselors, 32 (Spring, 1969), pp. 123-125.

[2] C. R. Pace, Comparisons of CUES Results from Different Groups of Reporters, (Los Angeles: University of California, 1966).

[3] A. W. Chickering, "Undergraduate Academic Experience," Journal of Educational Psychology, 63 (April, 1972), pp. 134-143.

facilities, but to relations between teachers and students and to the expectations and conceptual frameworks which influence the way they work together."[1]

Other studies concerned with student academic achievement and/or satisfaction also found incongruences between student expectations and experienced perceptions. Fisher[2] and Standing[3] studied the relationship of satisfaction, achievement, and attrition to the preconceived or anticipated environmental press and the "real" environment. The difference or disparity between expectations and experienced perceptions of the environment was correlated with student achievement and satisfaction within the institution. The results suggest that the differences between preconception and experienced perceptions is related to achievement and satisfaction. No differences were found in the CCI scores for the students who dropped out of school with those who remained after one semester.

A similar study done by Lauterbach[4] at West Point used the CCI scores for three groups of cadets to evaluate the environment in terms of: (1) need, how it was preferred; (2) expectations; and (3) press, how it was perceived. These perceptions were then used as predictors of college achievement--academic and nonacademic. It was found that the

---

[1] Ibid., p. 143.

[2] M. S. Fisher, The Relationship of Satisfaction, Achievement, and Attrition to Anticipated Environmental Press, Unpublished master's thesis, (Brigham Young University, 1961).

[3] G. R. Standing and C. A. Parker, "The College Characteristic Index as a Measure of Entering Students' Preconceptions of College Life," Journal of College Student Personnel, 6 (October, 1964), pp. 2-6.

[4] C. G. Lauterbach and D. P. Vielhaber, "Need Press and Expectations--Press Indices as Predictors of College Achievement," Educational and Psychological Measurement, 26 (Winter, 1966), pp. 965-972.

closer the expectations profile was to the press profile, the better a cadet's subsequent achievement tended to be.

In an extensive study of college expectations, experiences, and perceptions by Berdie[1] about 9,000 entering freshmen, upperclassmen, parents, and university staff members were asked to complete CUES. The entering freshmen were asked to respond to the items in terms of their expectations. The remaining subjects were asked to respond in terms of their experiences. Berdie attempted, through the readministering of CUES to the freshmen after six months, to observe relationships between change in college attitude or expectations and student characteristics and experiences reported by them. The data provided some evidence that students during their first six months of college do change and that changes in characteristics as subtle as perceptions and expectations about the institutions can be observed and relationships measured between these observations and other identified student characteristics. Change scores were not observed to be consistently related to a student's place of residence, method of transportation to the university, college aptitude, or academic achievement. Berdie concluded that descriptive statistics based on responses expressing expectations were found to provide information about sub-groups in one complex institution. He found a university such as the University of Minnesota not to be homogeneous in terms of expectations of students or perceptions of students and faculty.

---

[1] R. F. Berdie, "College Expectations, Experiences, and Perceptions," Journal of College Student Personnel, 7 (November, 1966), pp. 336-344.

By administering the CUES again at the end of their freshman and sophomore years, Berdie[1] attempted to determine the extent to which perceptions of the university change and to identify specific responses that would cast some light on the changes. His findings suggest that "students learned a considerable amount concerning the customary behavior and the requirements on campus."[2] The students learned that the campus was less socially structured, that students assume more responsibility for their own social and interpersonal behavior, that the faculty and administration exerted less control, and that the campus was not quite as exciting intellectually as they had originally expected.[3]

King[4] studied the expectations of entering freshmen at the College of Wooster by testing seven different groups at intervals during the first year. He found that the freshman year does have an impact on student perceptions of the environment with their expectations being higher than any of the reported experienced perceptions on all subsequent testings for 4 of the 5 CUES scales.

Donato and Fox[5] found that admissions officers tend to exaggerate the positive attributes of their college environments and in doing so, were partially responsible for the unrealistic perceptions of college

---

[1]R. F. Berdie, "Changes in University Perceptions During the First Two College Years," Journal of College Student Personnel, 9 (March, 1968), pp. 85-89.

[2]Ibid., p. 88.

[3]Ibid., p. 89.

[4]H. King and W. B. Walsh, "Change in Environmental Expectations and Perceptions," Journal of College Student Personnel, 13 (July, 1972), pp. 331-337.

[5]D. J. Donato and G. C. Fox, "Admissions Officer, Faculty, and Student Perceptions of Their College Environment," Journal of College Student Personnel, 11 (July, 1970), pp. 271-275.

environments held by counselors and high school seniors. They found that the perceptions of admissions counselors differed significantly from perceptions of the same intellectual and nonintellectual environments experienced by faculty and staff.

In studying the environment at the University of Maryland, Sedlacek and Lynch,[1] found that student affairs administrators viewed the "ideal" institution much the same as the expectations of the entering freshmen. They also found that freshmen expectations and the administrators' ideal were much greater than the experienced perceptions of both groups. Sedlacek and Lynch further suggest that at their institution the goals of the Student Affairs staff and incoming freshmen students appear similar with there being a need to bring the institution more in line with expectations and ideals.[2]

McPeek[3] and Stanfiel and Watts[4] also found that new students on their campuses had unrealistic expectations of the college environments. Herr[5] went a step further and studied student needs, college expectations, and reality perceptions of seniors from seven high schools in western New York. He used the CCI as a measure of expectations and of perceptions

---

[1]W. E. Sedlacek and R. C. Lynch, "Differences Between Student and Student Affairs Staff Perceptions of a University," Journal of College Student Personnel, 12 (May, 1971), pp. 173-176.

[2]Ibid., p. 176.

[3]B. L. McPeek, "The University as Perceived by Its Subcultures: An Experimental Study," Journal of National Association of Women Deans and Counselors, 30 (Spring, 1969), pp. 129-132.

[4]J. D. Stanfiel and F. P. Watts, "Freshmen Expectations and Perceptions of the Howard University Environment," Journal of Negro Education, 39 (Spring, 1970), pp. 132-138.

[5]E. L. Herr, "Student Needs, College Expectations, and 'Reality' Perceptions," Journal of Educational Research, 65 (October, 1971), pp. 51-56.

of the college environment after one year. Herr concluded that consistency between expectations of college and subsequent perceptions of college realities, and congruence between student needs and environmental realities, are associated with persistence in college and continuance in the originally chosen field of study.

Buckley[1] also used the CCI with 100 entering freshmen, 100 upperclass students, and 228 transfer students from the State University of New York. His results indicated that transfer students and the freshmen had similar expectations of the college environment with more anticipated emphasis on both intellectual and nonintellectual concerns than was actually the case.

Pate,[2] on the other hand, used the CUES to determine the expectations of entering freshmen and transfer students at the University of North Carolina. He wanted to determine the source and extent of their familiarity with the university before matriculation and after. The only significant differences showed the transfer students to have higher expectations in community and lower expectations in scholarship than did the freshmen. In general, expectations at the beginning of the semester were higher for both groups than perceptions of the university environment at the end of the semester. No significant trends were noted by Pate when the student characteristics of sex, grade-point average, school size, and urban or rural background were correlated with the degree of change between expectations and later experienced perceptions.

---

[1] H. D. Buckley, "A Comparison of Freshmen and Transfer Expectations," Journal of College Student Personnel, 12 (May, 1971), pp. 186-188.

[2] R. H. Pate, "Student Expectations and Later Perceptions of a University Enrollment," Journal of College Student Personnel, 11 (November, 1970), pp. 458-462.

The CUES was also used by Quay and Dole[1] at Montgomery Community College to measure the entering students' expectations and perceptions of their college environment. Overall, they found that expectations were higher than perceptions on the five CUES scales. It was also found that women had higher expectations than did the men.

In the spring of 1971, Osinke and Innis[2] did a follow-up study of the expectations of 500 entering students had of the University of Cincinnati. They found dramatic differences between expectations and actual experience in the areas of campus traditions, cheating, friendliness, amount of study, and how they would do academically. More than one-third of the students indicated that they would go for advice about a problem to a member of the student personnel staff, but only five percent indicated this in the second testing.

In a study of the relationship between entering students' expectations for the college environment and the level of formal education completed by their parents, Risch[3] concluded (1) that it may not be useful to categorize students only on the basis of parents' level of education; and (2) that significant differences exist between sexes in their expectations of the college environment as measured by CUES.

---

[1]A. T. Quay and A. A. Dole, "Changes in Community College Perceptions Before and After Matriculation," Journal of College Student Personnel, 13 (March, 1972), pp. 120-125.

[2]M. A. Osinke and C. T. Innis, "Follow Up to the Freshmen Expectations Survey," Department of Institutional Studies, University of Cincinnati, September, 1971, 13 pp.

[3]T. J. Risch, "Expectations of the College Environment," Journal of College Student Personnel, 11 (November, 1970), pp. 463-466.

Reiner and Robinson[1] used the CUES to investigate perceptions of the college environment and contiguity with the college environment. They found that the freshmen's expectations and the sophomores' and faculty's ideal ratings of the environment were similar. An overall summary indicated that persons not recently or closely involved in the basic college environment tended to have a more positive, perhaps exaggerated, impression of the college than did the experienced students and faculty who were "closest" to the college life.[2]

Gottheil et al.[3] administered the CCI to 133 entering male medical students as a measure of their expectations of medical college. Later in the academic year they described both their perceptions of their college and how they desired it to be. Of the 30 CCI scales, 21 showed the students' expectations to be significantly different from their perceptions, and on 18 of the 21 scales the differences were considered to be undesirable. Gottheil also reports that those students whose perceptions corresponded closely to their expectations tended to have higher grades and greater satisfaction with college than those who had less realistic or accurate expectations.

Seymour,[4] in investigating the nature and accuracy of pre-college perceptions of four college environments, found that high school seniors tend to "over-rate" the intellectual factors of the various environments.

---

[1] J. R. Reiner and D. W. Robinson, "Perceptions of College Environment and Contiguity with College Environment," Journal of Higher Education, 41 (February, 1970), pp. 130-139.

[2] Ibid., p. 139.

[3] E. Gottheil et al., "Stress, Satisfaction, and Performance: Transition from University to Medical College," Journal of Medical Education, 44 (April, 1969), pp. 270-277.

[4] W. R. Seymour, "Student and Counselor Perception of College Environments," Journal of College Student Personnel, 9 (March, 1968), pp. 79-84.

Large differences were found in the perceptions of both the intellectual and non-intellectual areas of campus climate among college-bound seniors, their counselors, and students on the four campuses in this study. Seymour indicates that much remains to be done to help college-bound students gain accurate perceptions of college environments in order to make the best possible college choice.

A study by Donato[1] involving the Lauterbach and Vielhaber "expectation-press" hypothesis with junior college transfer students indicated that these students hold highly unrealistic expectations of university life. Donato also found that there was no relationship between the transfer students' aberrant expectations and their achievement on their first semester grade-point average. He goes on to recommend an examination of the effect of the transfers' non-academic adjustment and satisfaction before making a definite decision as to the effect of these unrealistic expectations.

The idea that the expectations an individual has of an environment influence the manner in which he will cope with that environment was researched by Shaw.[2] He administered the CCI to a sample of 300 freshmen engineers as a measure of expectations of the environment and then again eight months later as a measure of the actual college environment. When Shaw considered the four CCI scales, he did not find any significant differences between "accurate expectors" and "inaccurate expectors" in first semester mean grade-point averages or in the number of students

---

[1]D. J. Donato, "Junior College Transfers and a University Environment," Journal of College Student Personnel, 14 (May, 1973), pp. 254-259.

[2]K. A. Shaw, "Accuracy of Expectation of a University's Environment as It Relates to Achievement, Attrition, and Change of Degree Objective," Journal of College Student Personnel, 9 (January, 1968), pp. 44-48.

who withdrew from the university. Yet on the overall scale, there was a significant difference between these two groups on grades and withdrawals.

Shaw summarizes his findings by stating:

> . . . when most of the environment is inconsistent with expectations, then the student is more likely to withdraw from that environment as witnessed by a greater tendency for overall 'inaccurate expectors' to transfer to other schools within the University, than was the case for their overall 'accurate expector' classmates.[1]

Karman[2] has also focused research on the student expectations of an undergraduate college education in an effort to develop a base of information to be used in making educational decisions. He contends that if higher education is to respond creatively to both students and society, there must be a clear understanding of what each expects from the college experience. In comparing the expectations held by students at two different institutions, Karman found that the students at each institution expected basically the same type of educational experience. He indicates that the students were concerned primarily (1) with developing personally while they were in college, (2) with having experiences that would sharpen their abilities to reach decisions and to view events in a broad perspective, and (3) with exploring courses and disciplines to discover ways in which they were related to contemporary life and to each other.[3]

---

[1] Ibid., p. 46.

[2] T. A. Karman, "Student Expectations of College: Some Implications for Student Personnel Administrators," National Association of Student Personnel Administrators Journal, 11 (Spring, 1974), pp. 52-59.

[3] Ibid.

In summary, the research indicates that there are major differences between what students expect of the college environment and what they experience. Several authors suggest that these differences between pre-conception and experienced perception are related to academic achievement and satisfaction with the institution. In general, the students' expectations of the environment were higher or more positive than their experienced perceptions. This was found to be true at every type of institution.

Class-level Perceptions

Research by Pace[1] which focused on group differences in student perceptions of the college environmental press indicated that there is little over-all difference among the responses of sophomore, junior, and senior students to the environmental press. However, a comparison of responses to CUES between upperclassmen and freshmen shows that consistent differences were apparent with the freshmen averages being higher in all cases.

A cross-sectional and longitudinal study by Johnson[2] found differences in the perceptions of the college environment between freshmen and junior students. The freshmen perceived a greater intellectual press; a press that declined slightly over a period of two years.

---

[1]C. R. Pace, College and University Environment Scales Technical Manual, (Princeton, N. J.: Educational Testing Services, 1969).

[2]R. W. Johnson and D. J. Kurpius, "A Cross-sectional and Longitudinal Study of Students' Perceptions of Their College Environment," Journal of College Student Personnel, 8 (May, 1967), pp. 199-203.

Berdie[1] further supports the thesis that freshmen view the campus environment differently from the upperclassmen. He also found the freshmen scores to be higher for each CUES variable.

In general, the evidence suggests that perceptions of the environment differ between freshmen and upperclassmen. The previous section relating expectations to experienced perceptions further supports the idea that contiguous experience influences the students' perceptions of the college environment.

Personal Characteristics and Perceptions of the Environment

Pace's research[2] included the differing perceptions of the environmental press by men and women. His results showed that the scores on the Practicality, Awareness, and Scholarship scales do not differ significantly between the sexes. However, there were substantial differences between the perceptions of the males and females on the Community and Propriety scales. Based upon these findings, women tend to find the college environment a more congenial, friendly community than do men. Though the differences on the Awareness scales are small, women see a stronger environmental press than men in the direction of social and esthetic sensitivity.

Berdie,[3] on the other hand, found sex differences on the other CUES scales in his investigation of the expectations of freshmen men and women at the University of Minnesota. He found significant intersex

---

[1]Berdie, op. cit., p. 89.

[2]C. R. Pace, Comparisons of CUES Results from Different Groups of Reporters, (Los Angeles: University of California, 1966).

[3]R. F. Berdie, "A University is a Many-faceted Thing," Personnel and Guidance Journal, 45 (April, 1967), pp. 768-775.

variance on the Practicality, Awareness, and Scholarship scales. Men tended to have slightly greater practical expectations than did women. The differences on the Awareness scale were large and significant, with women having higher scores than men. The sex differences on the Scholarship scale showed that women had greater expectations regarding the academic and scholarly environment.

The differences in results found by Berdie and Pace might lead us to speculate that actual experience on the college campus may cause the perceptions of women and men to change. Berdie[1] suggests that one possible explanation of the differences between his results and the Pace results is that the University of Minnesota scores were based on expectations of students while the Pace results were based on the responses of students having had considerable experience in the institution.

When comparisons of perceptions of the environment were made between high and low achievers (Pace[2]), and between continuing students and withdrawees (Goetz;[3] Standing[4]) no differences were recorded.

---

[1]R. F. Berdie, "Some Psychometric Characteristics of CUES," Educational and Psychological Measurement, 27 (Spring, 1967), pp. 55-66.

[2]Pace, op. cit.

[3]W. Goetz and D. Leach, "The Disappearing Student," Journal of College Student Personnel, 45 (May, 1967), pp. 883-887.

[4]Standing, op. cit.

Likewise, studies by Pace[1,2] and McFee[3] indicate that academic aptitude and personality characteristics are unrelated to students' perceptions of the college environmental press.

A study by Berdie[4] of the relationships between CUES scores and other student characteristics confirms the previous conclusions that students' perceptions of the environment are not highly related to such things as high school percentile rank, ability test scores, college achievement, and scores on personality inventories.

Duling[5] investigated the differences in environmental perceptions between male and female students, married and single students, social fraternity or sorority members and non-members, and native and transfer students. His results indicated that sub-groups do differ in the perceptions of at least some aspect of their college environment.

Donohue,[6] in evaluating the development of co-ed residence halls at Michigan State University, found that with few exceptions, individuals in a co-ed setting generally have more favorable perceptions of the university.

---

[1]Pace, op. cit.

[2]C. R. Pace, "Perspectives on the Student and His College," In E. Dennis Lawrence and J. F. Kauffman (Editors), The College and the Student, (Washington, D. C.: American Council on Education, 1966), pp. 76-100.

[3]A. McFee, "The Relation of Students' Needs to Their Perceptions of a College Environment," Journal of Educational Psychology, 52 (February, 1961), pp. 25-29.

[4]Berdie, op. cit.

[5]Duling, op. cit., p. 130.

[6]W. R. Donohue, "Student Perceptions of Their Environment in Two Residence Hall Areas in Uni-sexual to Co-educational Transition," Journal of College and University Student Housing, 3 (January, 1973), pp. 7-10.

In general, the research indicates that academic aptitude, high and low achievement, continuing and withdrawing, personality characteristics, and high school percentile rank are unrelated to students' perceptions of the university environment. Research findings on sex differences are not always consistent. The differences which were reported usually show that the women perceive a stronger press on most of the environmental dimensions.

Student Development and Academic Achievement in Residence Halls

A review of the literature suggests that the environmental press of the residence hall has the potential of being effectively manipulated for student benefit. Chickering[1] stated that "college residences do provide a significant context for student development." He expressed the belief that in this setting students can observe the impact of their behavior on others and in this manner develop a personal set of values that can be held with integrity. Sandeen[2] observed that students should be allowed to express themselves, both physically and psychologically, through their place of residence. Students need a place where they are not forced to interact with others, but a place that makes interaction easy. Both these writers contend that the residence hall program can be instrumental in helping foster student development and satisfaction.

---

[1]A. W. Chickering, "College Residences and Student Development," The Educational Record, (Spring, 1967), pp. 179-186.

[2]A. Sandeen, "Balancing Privacy with Community: The Challenge for Residence Halls," The Educational Record, 49 (Spring, 1968), pp. 228-230.

Brown,[1] in discussing this same topic, makes the following points:

> 1. The living environment (which includes people as well as the physical setting) of the student can have a profound impact upon his personal and educational development.
>
> 2. There is sufficient evidence already gathered which suggests we can structure the residence hall environment in ways that facilitate student development and enhance students' educational experiences.
>
> 3. Student personnel workers responsible for residence halls must become social engineers, behavioral scientists, and educators.

Brown goes on to suggest that residence hall staffs can play a major role in bringing about the integration of student development and academic goals.[2]

Grant and Eigenbrod,[3] on the other hand, were concerned with the molding force students' peer groups exerted in the environment to influence student values, attitudes, and behaviors. This exploratory study attempted to accomplish specific behavioral changes through structured peer group membership and activities. The Myers-Briggs Type Indicator was administered to the total population of a residence hall complex at Michigan State University. After taking the test of how they presently saw themselves (actual type), they took the instrument a second time and responded to it as they would like to be (ideal type). The participants in three of the groups received various treatments; a fourth group was

---

[1] R. D. Brown, "Student Development and Residence Education: Should It be Social Engineering?" Student Development and Education in College Residence Halls, D. A. DeCoster and P. Mable (Eds.), (Washington, D. C.: American College Personnel Association, 1974), p. 52.

[2] Ibid., p. 53.

[3] W. H. Grant and F. A. Eigenbrod, "Behavioral Changes Influenced by Structured Peer Groups Activities," Journal of College Student Personnel, 11 (July, 1970), pp. 291-295.

termed the inactive control group. At the conclusion of the treatment period no statistical significance was found. However, Grant and Eigenbrod stated:

> Students change regardless of what one does to them or for them. The problem remains of directing this change so as to maximize the growth and achievement of each student.[1]

Dressel and Lehmann[2] stated a similar view when they said:

> . . . the changes in attitudes and values are the result of the interaction of so many factors, including maturation, that it is not possible to say with any certainty what experiences, either in general or in specific cases, have been most productive of change. Although courses and instructors do seem to have some impact on students' attitudes and values--especially in the last two years--peer group contacts and non-academic experiences are regarded by students as being more important.

Another facet of the growth and achievement level of the student could be termed a development stage. Alfert[3] studied the relationship of a student's developmental stage in relationship to his choice of college residence. This study was based on the premise that individuals who vary in complexity or are at particular stages of development will seek the appropriate residential environment to fulfill their needs. The Omnibus Personality Inventory was used to determine the stage of development of the student. During the first and sixth semester the number of students living at various residences was tabulated and any residence changes were recorded. The results showed that very few students moved from home directly to an apartment. As the student matured, the direction of housing change was toward living independently in an off-campus dwelling.

---

[1] Ibid., p. 294.

[2] Dressel and Lehmann, op. cit., p. 256.

[3] E. Alfert, "Developmental Stage and Choice of Residence in College," Journal of College Student Personnel, 9 (March, 1968), pp. 90-93.

Alfert, in summarizing the role of college residence halls, stated:

> College residences provide a transition which partially reinstates parental supervisory functions, which facilitates the growth of friendship, experimentation with new roles and redefinition of values.[1]

Other writers have studied the effects of residence living from the programing aspect. Brown[2] stated:

> Because colleges have been encouraged to view the residence hall as an integral part of their educational program, studies need to be made of the dynamics of different environmental presses within residence halls and their potential to influence a student's attitudes toward learning, his aspirations, and his satisfaciton with college life.[3]

The basic purpose of Brown's study was to determine the effects of having residence hall floors numerically dominated by students with similar academic majors. The effects of programed intellectual discussions on these floors was also included in the study. Freshmen were assigned to rooms so that the ratio of science students to humanities students was 4 to 1 on two floors and the opposite on two other floors. The results indicated that the dominance of either group had a significant impact on feelings about college majors, satisfaction with college, and social integration. The discussion program had a significant effect upon intellectual attitudes and activities.

---

[1] Ibid., p. 92.

[2] R. D. Brown, "Manipulation of the Environmental Press in a College Residence Hall," Guidance and Personnel Journal, 46 (February, 1968), pp. 555-560.

[3] Ibid., p. 555.

The results of a study by Taylor and Hanson[1] indicate that cumulative achievement was significantly better for engineering students living in a homogeneous residence hall situation when compared with randomly assigned and non-residence hall engineering freshmen. The suggestion was that the influence of peers with common interests and common courses has a strong and positive influence on achievement.

In comparative research on the living environment at Stanford University, Lozoff[2] concluded that "often it appears that housing arrangements--the circumstances under which the students spend a great proportion of their time--have been more or less left to chance, to matters of economic efficiency, or to artistic design, and have not been thought through in terms of the developmental and intellectual needs of the students."[3]

Snead and Caple[4] studied the effects of placing students in a living environment with communality in interest and personality patterns. In general, they found there was a positive environmental effect upon realistic male students' academic achievement. The academic achievement of social females was affected much less by the environment. Snead and Caple summarized their findings stating:

---

[1]R. G. Taylor and G. R. Hanson, "Environmental Impact on Achievement and Study Habits," Journal of College Student Personnel, 12 (November, 1971), pp. 445-454.

[2]M. M. Lozoff, "Residential Groups and Individual Development," No Time for Youth, Joseph Katz (Editor), (San Francisco: Jossey-Bass, 1969).

[3]Ibid., p. 316.

[4]R. F. Snead and R. B. Caple, "Some Effects of the Environmental Press in University Housing," Journal of College Student Personnel, 12 (May, 1971), pp. 189-192.

> It seems that homogeneous groupings of students in residence halls may have some positive effects and is worthy of further study.[1]

In 1966, DeCoster[2] suggested that random assignment in a residence hall could place a student in a living situation that was not only uncomfortable but actually a hinderance to satisfactory performance. He found that high ability students seem to improve their academic achievement when living in close proximity of one another and that high ability students negatively affect the academic success of other students in the same residence unit. In 1968, DeCoster reported additional research illustrating that high ability students living together were more academically successful than randomly placed high ability students.[3]

In a critical incident study of learning at Ohio University, Estler[4] attempted to determine learning locations and stimuli within the university environment. She found that the residence hall was cited as the primary locale for significant discussions related to social awareness, political awareness, human values, and self-awareness. Vocational learning was described in this study as taking place mainly in the classroom.

---

[1] Ibid., p. 192.

[2] D. A. DeCoster, "Housing Assignments for High Ability Students," Journal of College Student Personnel, 7 (January, 1966), pp. 19-22.

[3] D. A. DeCoster, "The Effects of Housing Assignments for High Ability Students," Journal of College Student Personnel, 9 (March, 1968), pp. 75-78.

[4] S. Estler, "A Critical Incident Study of Learning at Ohio University," Student Housing Research, ACUHO Research and Information Committee, (October, 1969), 2 pp.

Segal,[1] in discussing developmental tasks confronted by college students, hypothesized that different residential settings allow different kinds of testing, trying, and doing. He goes on to describe the residence hall as "a gradual move from home to being on one's own."[2] Segal further states that:

> The pressure in this setting (the residence hall) is the confrontation of the student with an intense peer-culture experience, to make testing-out occur within the diversity of peer background, to insist on exposure to others experiencing the same struggle so that the student can see and can try different modes of need gratification, can experience the discomfort of difference and can be pushed by peer reaction to evaluate himself.[3]

The following model developed by Riker and DeCoster[4] identifies a hierarchy of general objectives for student housing that illustrates the interrelated nature of educational and management functions of student development. The point that they make is that environment influences behavior and that learning is a total process involving interrelated and interdependent objectives.

---

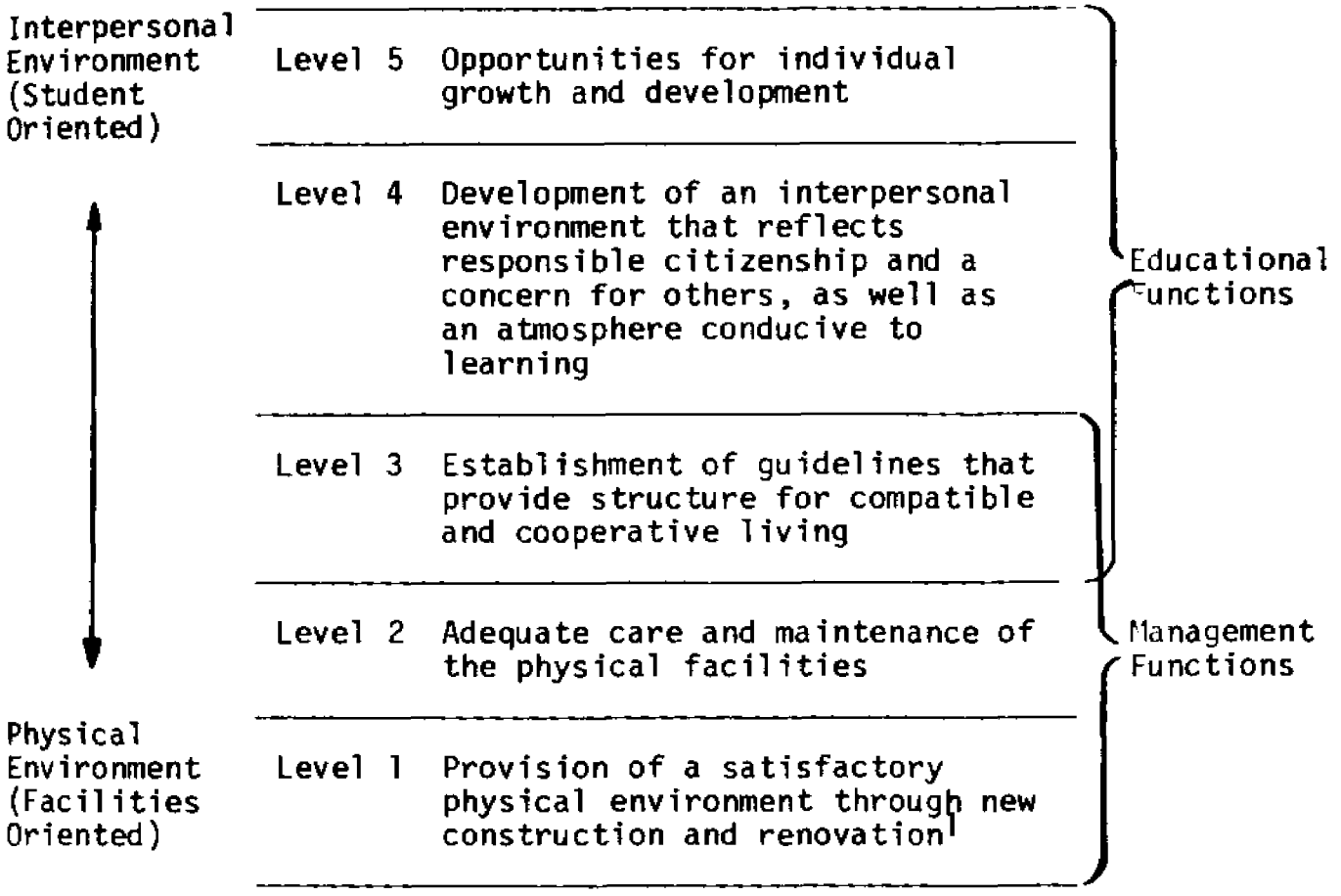
[1] S. J. Segal, "Implications of Residential Setting for Development During College," Journal of College Student Personnel, 8 (September, 1967), pp. 308-310.

[2] Ibid. p. 309.

[3] Ibid.

[4] H. C. Riker and D. A. DeCoster, "The Educational Role in College Student Housing," Journal of College and University Student Housing, 1 (July, 1971), pp. 3-7.

GENERAL OBJECTIVES FOR COLLEGE STUDENT HOUSING



To help student personnel workers create an environment geared toward total human development, Noeth and Dye[2] examined student and student personnel worker perceptions of a university environment. They found significant differences between the perceptions of these two groups on 25 of 41 items which were descriptive of the university environment. The conclusion was that "while students and staff are able to live, learn, and work together without major disharmony, there is

---

[1] Ibid., p. 6.

[2] R. J. Noeth and H. A. Dye, "Perceptions of a University Environment: Students and Student Personnel Workers," Journal of College Student Personnel, 14 (November, 1973), pp. 527-531.

ample room for improvement in communication, understanding, and satisfaction."[1] Overall, the students wished for an environment that was more personal, in which they could know and relate to individual people rather than role behaviors.

Johnson[2] indicates that the student personnel workers' chief concern is with creating a campus environment which facilitates the behavioral development of the individual.

Millman,[3] in reviewing housing as an educational environment, states:

> There is no question that on-campus residence living facilities can, through conscious effort and reasoned action, provide a milieu which is not only supportive of student learning and personal growth, but actually facilitates such human development.

He goes on to suggest that the residence hall is a place where a student can individually and interpersonally integrate in his own mind: (1) what he has learned in one place with what he has learned in other places; (2) what he intellectually "thinks" with what he affectively "feels"; and (3) what he believes contrasted to "how others see it."

In describing a model of an educational system within student housing at the University of Florida in Gainesville, Barger and Lynch[4] recently (1973) claimed that " . . . insufficient attention has been given to what natural learning opportunities residence halls provide,

---

[1] Ibid., p. 531.

[2] W. F. Johnson, "Student Personnel Work in Higher Education: Philosophy and Framework," In L. Fitzgerald, W. Johnson, and W. Norris (Editors), College Student Personnel, (Boston: Houghton Mifflin, 1970), p. 10.

[3] S. D. Millman, "Residence Environment: Zeroing In," Journal of College Student Personnel, 2 (July, 1972), pp. 3-7.

[4] Barger and Lynch, op. cit., pp. 5-6.

what problems they present which require students to find solutions, or what kinds of knowledge and skills can be effectively developed in this kind of setting. Too little attention has been given to what kind of educational system or organization can best capitalize on the learning opportunities which exist or best meet the learning needs which students bring with them into the residence hall situation."

Overall, the research indicates that the environmental press of the residence hall has the potential of positively or negatively influencing student development and academic achievement. Various studies suggest that residence hall programing, peer grouping, housing assignments, and room assignments can and do influence academic success and personal growth.

Summary

A review of the literature resulted in the identification of six general areas of research related to an understanding of this study. It is apparent that a knowledge of the expected and experientially perceived atmosphere or environment of a campus is potentially useful for both the institution and the student. If college and residence environments are different from one another, with many being unique in significant ways, it should be possible to modify or preserve those identified characteristics which are deemed beneficial to the college experience by the faculty, administration, and students. The problem then becomes a matter of choice or as Stern[1] put it, "An

[1]Stern, op. cit., pp. 5-41.

environment must be suited to the species if optimal growth is to take place. But what is an optimal environment for learning--one that satisfies or one that stimulates?"

Current research seems to indicate that the answer may be found in employing the expectations and the experienced perceptions of the students along with the objectives of the institution or residence hall in the design of the most effective environment for student development.

The following chapter is concerned with the methodology and procedures used for this study.

CHAPTER III

METHODOLOGY

The researcher's purpose in this study was to describe and evaluate the expectations (first measure), the experienced perceptions (second measure), and the change from expectations to perceptions (difference) among three groups of students of a residence hall environment. The three groups of students used in the study were entering freshmen, returning upperclassmen, and residence hall staff members at Michigan State University.

Hypotheses

The basic hypotheses of this study were stated in Chapter I. They are restated here as null hypotheses:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

Population

A sample of 177 (115 females and 62 males) September, 1973, entering freshmen, 66 (31 females and 35 males) returning upperclassmen, and 30 (15 females and 15 males) residence hall advisory staff members living in Hubbard Hall at Michigan State University were used in this study. Hubbard Hall is a co-ed residence hall housing approximately 1150 students. The men's and women's wings are separated by a cafeteria and classroom buildings.

The freshmen subjects in this study may or may not have been randomly assigned to this particular residence hall. Freshmen are generally assigned to a particular residence hall only if they have indicated such a preference at the time of application for housing. If no preference is indicated, each student is then randomly assigned to a residence hall where vacancies exist.

Each student was assigned to a two-person suite on a floor section containing 47 other students and one undergraduate staff member. The

number of freshmen or upperclassmen living on each floor section varied with some floors being mostly freshmen and others being mostly upperclassmen.

The upperclassmen used in this study had chosen to live in Hubbard Hall and had also selected the specific floor sections where they would live. The majority of these students were returning to Hubbard Hall for the second year.

Each of the residence hall advisory staff members had previous living experience in Hubbard Hall and some were returning to their staff positions for a second year.

Instrumentation

The University Residence Environment Scale (URES), developed by Moos and colleagues at the Social Ecology Lab at Stanford University, was selected for use in this study.[1] It was hypothesized that the ten subscales of the URES would provide data appropriate for statistical testing of the nine null hypotheses. The URES provided descriptive data of the residence hall environment along three dimensions which were important to the objectives of this study: (1) interpersonal relationships, (2) personal growth or development, and (3) system maintenance and change.

The R2 and E2 versions of URES used in this study consisted of 96 statements scaled into 10 environmental dimensions on which students and staff members described their residence environment. Those who responded to the instrument were asked to state whether each statement

---

[1]R. H. Moos and M. S. Gerst, University Residence Environment Scale Manual, (Palo Alto, California: Consulting Psychologists Press, 1974).

was generally true or false with reference to their expectations or their perceptions of the living environment. Gerst and Moos[1] indicate that while each person may perceive his environment in his own way, there is a point at which each individual's private world merges with that of others so that common interpretations of events tend to arise out of common experiences. It was this consensual perception of the press of the immediate environment that the URES was developed to measure.[2] The major underlying assumption is that the residents presumably know what the environment is like because they live in and are a part of it. What the residents are aware of, and agree with some unanimity of impression defines the prevailing residence atmosphere as the students and staff perceive it. The logic of the approach, as Gerst and Moos describe it, is that a consensus among individuals characterizing their environment constitutes a measure of environmental climate and that this environmental climate exerts a directional influence on behavior.[3]

Most of the following information concerning the development of the URES was taken from Gerst and Moos (1972) and the recently published URES manual by Moos and Gerst (1974). The initial form of the URES had 238 items covering various aspects of residence hall living and was administered in 13 different residence halls in a private university. These residence halls included units which were both large and small,

---

[1]M. S. Gerst and R. H. Moos, "Social Ecology of University Student Residences," Journal of Educational Psychology, 63 (December, 1972), p. 514.

[2]Ibid., p. 514.

[3]Moos and Gerst, op. cit., p. 1.

male, female, and co-ed, and units composed of only freshmen or only upperclassmen or all undergraduate classes combined.

One-way analyses of variance were computed among all 13 residence halls for each of the 238 items. The results indicated that measures of the perceived environment could significantly discriminate among different living units. Of the 238 items, 87.9 percent were significant beyond the .05 level with 199, or 83.6 percent of the total, discriminating at the .01 level.[1]

Once it was determined that measures of the perceived environment could significantly distinguish among different living units, the following criteria were used to select items for the first revision: First, an item should significantly discriminate among the units tested. Second, items should not have true-false response splits more extreme than 80-20 percent to be descriptive of all residences. Third, each subscale should have five true-keyed and five false-keyed items so that acquiescent responding could be minimized. Last, items should not be correlated with the Crowne-Marlow Social Desirability Scale so that item responses would not be confounded by social desirability.*

* The Crowne-Marlow Social Desirability Scale was developed with items which, " . . . had to meet the criterion of cultural approval and yet be untrue of virtually all people, and have minimal pathological or abnormal implications."[2] Items from other scales which are significantly correlated with this scale give the most socially desirable picture of themselves or of their environment.

---

[1] Gerst and Moos, op. cit., p. 515.

[2] J. S. Wiggins, "Personality Structure," In P. R. Farnsworth (Ed.), Annual Review of Psychology, (Palo Alto, California: Annual Reviews, Inc., 1968), p. 305.

The resulting 140-item form (R1) which was composed of 14 environmental subscales was then revised to (1) reduce the total number of items in the scale, (2) reduce the content overlap and seeming redundancy of some items, and (3) reduce the overlap among some subscales. A one-way analysis of variance was computed for each of the 140 items across a new norm group of 74 residence halls at 13 different institutions and the items with the most significant F ratios were chosen.

The 10 subscales of the R2 version of URES were then subjected to one-way analysis of variance across the original 13 residences to determine whether they differentiated among residences. Table 3.1 shows that all 10 subscales discriminated very significantly.

Table 3.2 presents the subscales and their definitions. The ordering of the 10 subscales reflects the authors' conceptualization of the relationships among them:

> The Involvement and Emotional Support subscales are conceptualized as RELATIONSHIP dimensions, assessing the extent to which students and staff tend to support and help each other and the extent to which these groups are involved in the house and its activities. Essentially, these subscales assess the types and intensity of personal relationships among students and between students and staff.
>
> The second group of subscales are conceptualized as PERSONAL GROWTH or DEVELOPMENT dimensions. They measure the emphasis within the house environment upon maturational processes. Independence and Traditional Social Orientation measure the emphasis on personal and social maturation, while Competition, Academic Achievement, and Intellectuality assess the emphasis on different aspects of academic growth.
>
> The last three subscales of Order and Organization, Student Influence, and Innovation are conceptualized as assessing SYSTEM MAINTENANCE and SYSTEM CHANGE dimensions. These dimensions are system-oriented in that they tap information about the structure of organization within the house as well as the processes and potential for change in its functioning.[1]

---

[1]Moos and Gerst, op. cit., p. 2.

TABLE 3.1. URES Subscale Analysis of Variance Across Thirteen Residence Halls

Subscale	F[a]
Involvement	7.75*
Emotional Support	8.55*
Independence	16.79*
Traditional Social Orientation	37.13*
Competition	2.52*
Academic Achievement	4.98*
Intellectuality	6.17*
Order and Organization	32.72*
Innovation	12.47*
Student Influence	7.52*

*p .001

[a]df = 12/451

NOTE: The information for this table was taken from M. S. Gerst and R. H. Moos, "Social Ecology of University Student Residences," Journal of Educational Psychology, 63 (December, 1972), p. 517.

TABLE 3.2. URES Subscale Descriptions

		RELATIONSHIP DIMENSIONS
1.	Involvement	Degree of commitment to the house and residents; amount of interaction and feeling of friendship in the house.
2.	Emotional Support	Extent of manifest concern for others in the house; efforts to aid one another with academic and personal problems; emphasis on open and honest communication.
		PERSONAL GROWTH or DEVELOPMENT DIMENSIONS
3.	Independence	Diversity of residents' behaviors allowed without social sanctions, versus socially proper and conformist behavior.
4.	Traditional Social Orientation	Stress on dating, going to parties, and other "traditional" heterosexual interactions.
5.	Competition	The degree to which a wide variety of activities such as dating, grades, etc., are cast into a competitive framework.
6.	Academic Achievement	Extent to which strictly classroom and academic accomplishments and concerns are prominent in the house.
7.	Intellectuality	Emphasis on cultural, artistic and other scholarly intellectual activities in the house, as distinguished from strictly classroom achievements.
		SYSTEM MAINTENANCE AND SYSTEM CHANGE DIMENSIONS
8.	Order and Organization	Amount of formal structure or organization (e.g., rules, schedules, following established procedures, etc.) in the house; neatness.
9.	Student Influence	Extent to which student residents (not staff or administration) perceive they control the running of the house; formulate and enforce the rules, control use of the money, selection of staff, food, roommates, policies, etc.
10.	Innovation	Organizational and individual spontaneity of behaviors and ideas; number and variety of activities; new activities.

The information for this table was taken from R. H. Moos and M. S. Gerst, University Residence Environment Scale Manual, (Palo Alto, California: Consulting Psychologists Press, 1974), p. 3.

There is evidence that this tripartite conceptualization of the dimensions differentiating among residence halls is relevant to a broad range of other environments.[1]

Table 3.3 shows the subscale internal consistencies and average item to subscale correlations for the ten subscales. Internal consistencies were determined using the Kuder Richardson Formula-20 and average within living group variances for the items as suggested by Stern.[2] The subscale internal consistencies were all acceptable, ranging from a low of .77 for Competition and Innovation to a high of .88 for Involvement. The average subscale intercorrelations, which are shown in Table 3.4, are around .20, indicating that the subscales measure distinct, although somewhat related, aspects of university living group environments.[3]

Gerst and Moos further indicate that the level of subscale homogeneity attained with the URES is quite satisfactory and unusually high for scales composed of 9 or 10 items each.[4] The homogeneity of perceptions by persons within living groups was investigated by computing the percentage agreement for each subscale over the original sample of 13 residence halls. One hundred and thirteen of the 130 comparisons (thirteen houses for each ten subscales) showed greater than 70 percent agreement among students.

---

[1]R. H. Moos, The Social Climate Scales: An Overview, (Palo Alto, California: Consulting Psychologists Press, 1974).

[2]G. Stern, People in Context, (New York: Wiley and Sons, 1970).

[3]Moos and Gerst, op. cit., p. 5.

[4]Gerst and Moos, op. cit., p. 517.

TABLE 3.3. Internal Consistencies, Average Item-Subscale Correlations and Test-Retest Reliabilities for URES Form R Subscales

Subscales	Internal Consistency (N = 13 Living Groups)	Average Item-Subscale Correlation (N = 505 Students)	Test-Retest Reliability One Week Interval	Test-Retest Reliability Four Week Interval
Involvement	.88	.62	.74	.70
Emotional Support	.82	.55	.77	.71
Independence	.77	.51	.71	.59
Traditional Social Orientation	.87	.51	.73	.74
Competition	.77	.46	.71	.69
Academic Achievement	.84	.52	.76	.74
Intellectuality	.84	.51	.67	.66
Order and Organization	.86	.54	.71	.68
Student Influence	.81	.51	.66	.65
Innovation	.77	.44	.70	.69
Mean	.82	.52		

NOTE: The information for this table was taken from R. H. Moos and M. S. Gerst, University Residence Environment Scale Manual, (Palo Alto, California: Consulting Psychologists Press, 1974), p. 5.

TABLE 3.4. URES Form R Subscale Intercorrelations (N=505)
(decimals omitted)

Subscales	ES	I	TSO	C	AA	Int	OO	SI	Inn
Involvement	62	-12	-05	-11	-09	41	19	20	57
Emotional Support		18	-01	-33	08	43	24	17	45
Independence			-38	-05	-20	-03	-40	08	16
Traditional Social Orientation				19	-06	-14	27	-13	-15
Competition					-07	-06	-06	-16	-12
Academic Achievement						26	23	09	-18
Intellectuality							13	16	43
Order and Organization								10	09
Student Influence									06

NOTE: The information for this table was taken from R. H. Moos and M. S. Gerst, University Residence Environment Scale Manual, (Palo Alto, California: Consulting Psychologists Press, 1974), p. 6.

The temporal stability of individual perceptions was measured by administering the URES to the same subjects on three separate occasions in one men's and one women's residence hall at a public university. The test-retest correlations found in Table 3.3. The .67 to .75 range after one week and the .59 to .74 range after one month indicates adequate stability of individual perceptions over these time intervals.[1]

The R2 version of the URES used in this study was written in the present tense and was designed to measure the students' experienced perceptions of the living environment. The R2 items were reworded by the authors for the E2 versions so that students and staff could answer them in terms of their expectations about a new living group. Evidence collected by Moos from both individual and group psychotherapy and from his own studies of community-based treatment programs and of military training companies indicates that certain types of inaccurate expectations may result in poor functioning, absenteeism and premature dropout.[2]

Since the early R2 and E2 versions of the URES were used in this study, Moos and Gerst have revised the items and subscales slightly for the published versions of the 100 item Forms R and E described in the manual. Other than the addition of 4 unscored items and the rewording of items, the recently published instrument remains essentially the same as that used in this study.

---

[1]Moos and Gerst, op. cit., p. 6.

[2]R. H. Moos, The Social Climate Scales: An Overview, (Palo Alto, California: Consulting Psychologists Press, 1974).

Use of Instrument and Collection of Data

A distinction was made in this study between the expected perceptions of the residence hall living environment (expectations or first measure) and the experienced perceptions of the residence hall living environment (perceptions or second measure) for the entering freshmen, returning upperclassmen, and the advisory staff.

All of the entering freshmen who attended an all-freshmen meeting on Sunday, September 16, 1973, were asked to respond to the E2 form of the URES. This was the first day that all the new freshmen were expected to be moved into their place of residence. Of a potential of 533 new freshmen residents (311 females and 222 males) a total of 323 (61%) useable URES responses on the first measure were collected at this meeting.

Several of the responses were not useable because of incomplete answer sheets. Other students chose not to participate and still others did not attend the meeting.

On September 19, 1973, a cover letter (appendix D) and the E2 form of the URES were distributed in each of the returning upperclass students' residence hall mailboxes. This was the last day of registration and most of the upperclassmen were expected to be on campus by that time. The upperclassmen were asked to complete the URES according to how they expected the residence hall environment to be, and then return the instrument to the reception desk.

Of a possible 575 upperclassmen, 116 (20%) returned useable answer sheets. Even though the number of responses was small no attempt was made to follow-up on those not responding. The investigator felt that to be an effective measure of expectations, the URES had to be

completed during the first few days of the school year. The small return was not unexpected since many other materials were also being distributed in student residence hall mailboxes at that time. Returning students usually ignore any such requests unless there is some specific incentive. Unfortunately, the importance of using the experienced returning student was not recognized until it was too late to collect the URES responses by any other procedure.

The residence hall staff members were given the E2 form of the URES the first day of the required fall term Resident Assistant Workshop. Each staff member was asked to respond to the URES statements according to his/her expectations of the residence hall living environment. This measurement preceded the workshop in which plans and activities for the coming year were discussed. A total of 30 (100%) useable responses were collected from the residence hall staff.

Five months later, during the month of February, each of the original student respondents (freshmen and upperclassmen) were contacted by cover letter (appendix D) and asked to complete the R2 form of the URES as a measure of their experienced perceptions of the environment. Since the return of the completed instrument was not as high as desired, a second letter was distributed with an additional copy of the URES to those not initially responding and/or who may have misplaced the first copy.

The individual residence hall staff members were given the R2 form of the URES during a staff meeting and were asked to complete it. The instructions given to the staff were the same as those received by the students.

Of the 323 freshmen who completed the E2 form of the URES, 177 (62 males and 115 females) or 55 percent returned useable answer sheets for the R2 form. Of the 116 upperclassmen who completed the E2 form of the URES, 66 (35 males and 31 females) or 57 percent completed the R2 form with useable answers. All of the 30 staff members (100 percent) completed both forms of the URES. A complete description of the number of respondents for each measure of the URES is found in Table 3.5.

Statistical Analysis

The responses of each subject were transposed from mark sense score sheets to data processing cards. A Least-squares Analysis of Variance[1] Program was used to analyze interaction among the three groups sampled for the combined measures (expectations and experienced perceptions) and for the change or differences between expectations and perceptions for each of the 10 subscales of the URES. The Least-squares Analysis of Variance was selected for use with this study as an appropriate method of analyzing and comparing data with unequal group sizes.[2]

Following the Least-squares Analysis of Variance, multiple comparisons were computed using the Least Significant Differences (LSD) Method[3] to analyze areas where significant differences (.05 level or better) existed. The exploratory nature of this study and the importance of identifying patterns of expectations and experienced

---

[1]W. R. Harvey, STAT 49V, Least-squares Analysis of Variance, (Columbus: Ohio State University, 1968).

[2]Recommended by Statistics Consultant, James R. ZumBrunnen, Associate Director, Statistical Analysis Unit, Colorado State University.

[3]Recommended by Statistics Consultant, James R. ZumBrunnen.

TABLE 3.5. Population

First Measure - E2 Form of the University Residence Environment Scale (Expectations)

	Males	Females	Total
Staff	15/15 = 100%	15/15 = 100%	30/30 = 100%
Freshmen	126/222 = 57%	197/311 = 63%	323/533 = 61%
Upperclassmen	56/353 = 16%	60/264 = 23%	116/575 = 20%

Second Measure - R2 Form of the University Residence Environment Scale (Perceptions)

	Males	Females	Total
Staff	15/15 = 100%	15/15 = 100%	30/30 = 100%
Freshmen	62/126 = 49%	115/197 = 58%	177/323 = 55%
Upperclassmen	35/56 = 63%	31/60 = 52%	66/116 = 57%

perceptions led to the use of the LSD Method for the multiple comparisons. The LSD Method is one of the least conservative of the multiple comparison techniques and the most likely to identify significant trends.

Chapter IV includes the presentation and analysis of the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter is devoted to a presentation and analysis of the data collected for this study. The data were analyzed by a Least-squares Analysis of Variance Technique to determine if differences existed among the three groups tested for the two measures (expectations and experienced perceptions) and for the change or difference between expectations and experienced perceptions for each of the ten URES subscales. After the least-squares analysis was completed for each subscale, multiple comparisons were computed using the Least Significant Difference (LSD) Method to examine areas where significant differences were found.

The major findings of the analysis are presented in statistical, descriptive, table, and figure form for each URES subscale. An interpretation of the data analysis will be presented in Chapter V.

Review of Groups and the Procedures of the Study

As previously indicated, the three groups of students included in the study are: (1) entering freshmen, (2), returning upperclassmen, and (3) residence hall staff members. A questionnaire containing 96 items within 10 subscales was administered to the three groups on two occasions: (1) First in September, 1973, as a measure of expectations of a Michigan State University co-ed residence hall environment; and

(2) Five months later in February, 1974, as a measure of experienced perceptions of that residence hall living environment.

Hypotheses to be Tested

The following null hypotheses were tested for each of the ten URES subscales to identify areas of significant differences:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

Data

The means for the three groups (staff, upperclassmen, and freshmen) according to sex for both measures (expectations and experienced perceptions) are presented in Table 4.1 for each URES subscale. Table 4.2 presents the sex means for each URES subscale for both expectations and experienced perceptions. The overall group means for expectations and experienced perceptions for staff, freshmen, and upperclassmen are shown in Table 4.3.

Analysis of Subscale 1, Involvement

Table 4.4 summarizes the results of the Least-squares Analysis of Variance for significant differences on Subscale 1, Involvement. Involvement is defined as the "Degree of commitment to the house and residents; amount of interaction and feeling of friendship in the house."[1] A test for significant differences at the .05 level of significance indicates that there were significant sex and sex X time differences.

Following the computation of the least-squares analysis, the data were analyzed by a Least Significant Differences method to explore the areas where significant differences existed. Figure 4.1 presents the results of these multiple comparisons. The results support the rejection of the null hypotheses 5 and 8 for Subscale 1, Involvement.

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

---

[1] R. H. Moos and M. S. Gerst, University Residence Environment Scale Manual, (Palo Alto, California: Consulting Psychologists Press, 1974), p. 3.

TABLE 4.1. Cell Means for Staff, Upperclassmen, and Freshmen by Sex for the Ten URES Subscales for Expectations (E) and Experienced Perceptions (P)

		URES Subscales									
GROUPS		1	2	3	4	5	6	7	8	9	10
Staff Males	E	8.13	5.73	4.67	5.00	4.13	4.67	4.07	5.73	5.53	5.40
	P	8.60	6.27	4.40	4.13	3.00	5.07	2.93	4.53	5.20	6.00
Staff Females	E	6.20	5.80	3.40	5.47	3.93	3.40	3.47	4.93	5.80	4.80
	P	6.33	7.27	4.40	3.80	2.00	4.73	3.20	6.07	5.20	6.53
Upperclassmen Males	E	6.31	5.37	3.97	5.23	3.89	5.00	3.46	4.83	5.66	5.51
	P	6.60	5.51	4.31	3.97	3.11	4.46	2.83	3.57	5.34	5.86
Upperclassmen Females	E	6.52	6.58	3.74	6.16	3.65	5.55	4.29	6.42	5.00	5.26
	P	5.55	6.55	3.74	5.84	2.65	4.90	3.87	4.71	4.42	5.42
Freshmen Males	E	7.06	5.87	4.58	5.47	3.60	5.63	4.32	5.92	6.05	5.13
	P	7.13	6.29	4.95	4.04	3.00	5.19	4.24	4.74	5.53	5.68
Freshmen Females	E	7.52	7.00	3.84	5.83	3.79	6.00	5.00	6.36	6.24	5.33
	P	6.28	7.05	4.27	5.22	2.77	5.21	3.70	4.78	5.37	5.69

NOTE: The data presented in this table was used to prepare the Least-squares Analysis of Variance for the Ten URES Subscales.

TABLE 4.2. Cell Means by Sex for the Ten URES Subscales for Expectations (E) and Experienced Perceptions (P)

		URES Subscales									
SEX		1	2	3	4	5	6	7	8	9	10
Males	E	6.97	5.70	4.40	5.33	3.76	5.30	4.02	5.55	5.86	5.29
	P	7.16	6.05	4.68	4.04	3.04	4.95	3.63	4.35	5.43	5.78
Females	E	7.21	6.81	3.78	5.86	3.78	5.67	4.72	6.24	5.96	5.27
	P	6.14	6.97	4.18	5.21	2.67	5.11	3.69	4.89	5.17	5.71

NOTE: The data presented in this table was used to prepare Figure 5.1 and Figure 5.2 (see Chapter V).

TABLE 4.3. Group Means for the Ten URES Subscales for Expectations (E) and Experienced Perceptions(P)

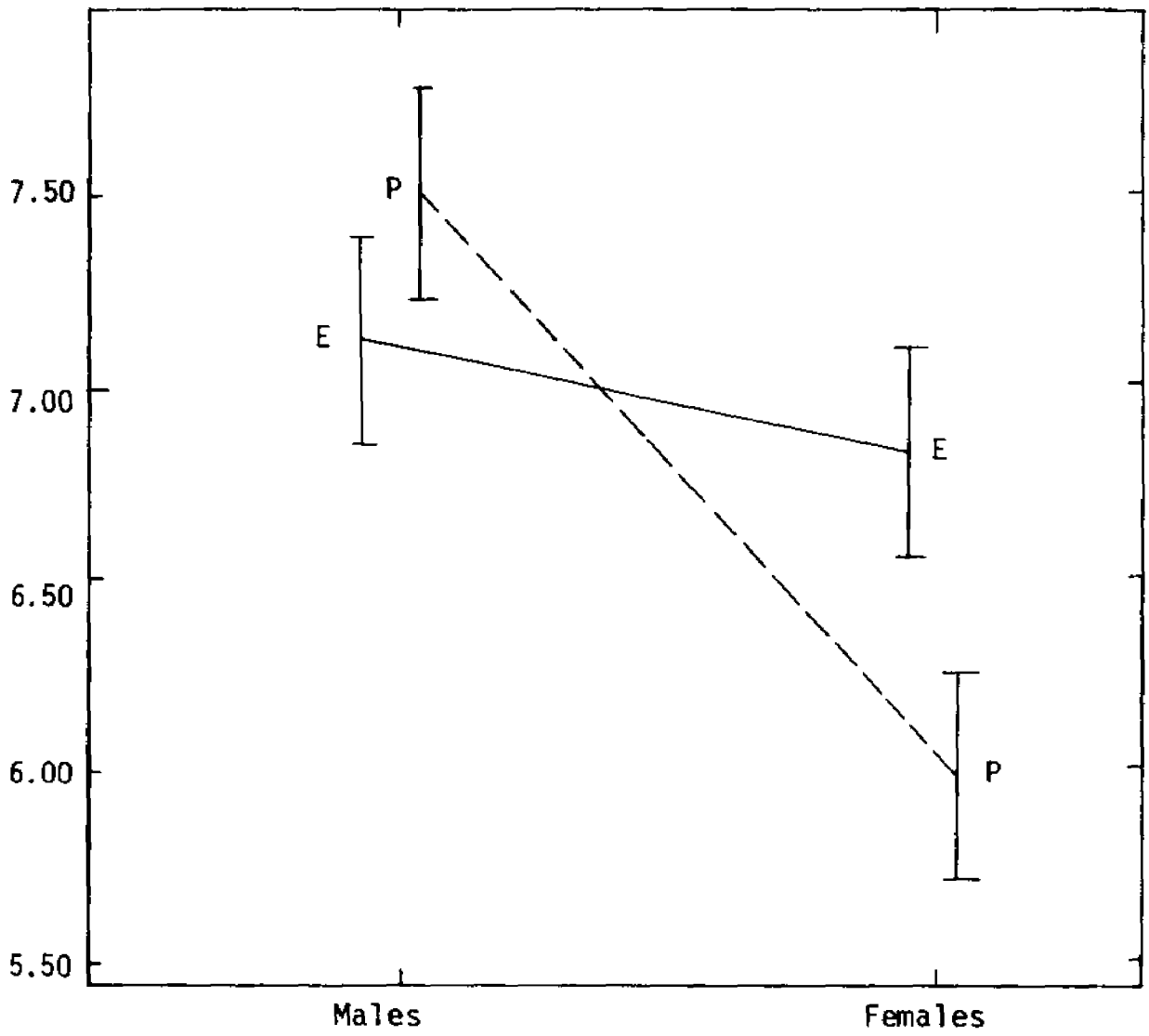
GROUP		URES Subscales									
		1	2	3	4	5	6	7	8	9	10
Staff	E	7.17	5.77	4.03	5.23	4.03	4.03	3.77	5.33	5.67	5.10
	P	7.47	6.77	4.40	3.97	2.50	4.90	3.07	5.30	5.20	6.27
Upperclass-men	E	6.41	5.94	3.86	5.67	3.77	5.26	3.85	5.58	5.35	5.39
	P	6.11	6.00	4.05	4.85	2.89	4.67	3.32	4.11	4.91	5.65
Freshmen	E	7.36	6.61	4.10	5.71	3.72	5.87	4.76	6.20	6.18	5.26
	P	6.58	6.79	4.51	4.81	2.85	5.20	3.89	4.77	5.42	5.68

NOTE: The data presented in this table was used to prepare Figure 5.3 and Figure 5.4 (see Chapter V).

TABLE 4.4. Least-squares Analysis of Variance for Subscale 1, Involvement

SOURCE	D.F.	M.S.	F	P
Group	2	34.160	2.978	.053
Sex	1	67.652	5.897*	.016
Group x Sex	2	22.963	2.002	.137
Error (a)	268	11.472		
Time	1	4.961	.973	.325
Time x Group	2	5.486	1.075	.343
Time x Sex	1	49.605	9.725**	.002
Error (b)	268	5.101		

* p .05
** p .01



Expectations ——————————
Experienced Perceptions — — — — — LSD Confidence Interval = 0.545*

FIGURE 4.1. Multiple Comparisons of Least-squares Means for Males and Females for Expectations (E) and Experienced Perceptions (P) using the Least Significant Differences (LSD) Method for Subscale 1, Involvement

* Confidence Intervals must not overlap for means to be significantly different at .05 level.

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

The results, as indicated in Figure 4.1, support hypotheses 1, 2, 3, 4, 6, 7, and 9 for Subscale 1, Involvement:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

As shown in Figure 4.1, there were no sex differences in expectations of the residence hall environment for Subscale 1, Involvement. Yet, after experience with the residence hall environment, the males of all three groups indicated significantly more involvement, interaction, and commitment to the floor than did the females. The analysis also indicates that the females' expectations of Involvement were significantly higher than what they experienced as reality.

Analysis of Subscale 2, Emotional Support

The Least-squares Analysis of Variance for Subscale 2, Emotional Support, is presented in Table 4.5. Emotional Support is defined as: "Extent of manifest concern for others in the house; efforts to aid one another with academic and personal problems; emphasis on open and honest communication."[1]

TABLE 4.5. Least-squares Analysis of Variance for Subscale 2, Emotional Support

SOURCE	D.F.	M.S.	F	P
Group	2	14.540	1.656	.193
Sex	1	61.759	7.034**	.008
Group x Sex	2	1.784	.203	.816
Error (a)	268	8.780		
Time	1	14.281	3.999*	.047
Time x Group	2	4.751	1.330	.266
Time x Sex	1	.890	.249	.618
Error (b)	268	3.571		

* p .05
** p .01

On this subscale, the analysis of variance supports the rejection of Hypotheses 2 and 5:

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

[1] Ibid.

All other hypotheses were supported for Subscale 2, Emotional Support:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

The data indicated that the females in all three groups had significantly higher expectations of the residence hall environment than did the males. This same difference was still present 5 months later as a measure of experienced perceptions of the environment with the females experiencing more Emotional Support than the males.

Analysis of Subscale 3, Independence

Table 4.6 summarizes the results of the Least-squares Analysis of Variance for significant differences for Subscale 3, Independence. The

definition of Independence is: "Diversity of residents' behaviors allowed without social sanctions, versus socially proper and conformist behavior."[1]

TABLE 4.6. Least-squares Analysis of Variance for Subscale 3, Independence

SOURCE	D.F.	M.S.	F	P
Group	2	10.360	1.848	.160
Sex	1	27.774	4.953*	.027
Group x Sex	2	1.114	.199	.825
Error (a)	268	5.607		
Time	1	11.168	3.561*	.05
Time x Group	2	.769	.246	.782
Time x Sex	1	.742	.237	.627
Error (b)	268	3.136		

* p .05
** p .01

Two of the null hypotheses, 2 and 5, were rejected indicating significant sex differences for both expectations and experienced perceptions for Subscale 3, Independence:

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

The data supported the acceptance of hypotheses 1, 3, 4, 6, 7, 8, and 9 for Subscale 3, Independence:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

---

[1] Ibid.

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

The males of all three groups indicated significantly greater expectations and experienced perceptions of Independence as part of the residence hall living environment.

Analysis of Subscale 4, Traditional Social Orientation

Table 4.7 summarizes the results of the Least-squares Analysis of Variance for significant differences on Subscale 4, Traditional Social Orientation. This subscale is described as: "Stress on dating, going to parties, and other 'traditional' heterosexual interactions."[1] The analysis of variance indicates significant sex differences, time differences, and time X sex differences.

---

[1] Ibid.

TABLE 4.7. Least-squares Analysis of Variance for Subscale 4, Traditional Social Orientation

SOURCE	D.F.	M.S.	F	P
Group	2	10.321	1.960	.143
Sex	1	45.608	8.661**	.004
Group x Sex	2	9.845	1.870	.156
Error (a)	268	5.266		
Time	1	82.518	33.980**	.000
Time x Group	2	1.005	.414	.616
Time x Sex	1	13.821	5.691*	.018
Error (b)	268	2.428		

* p .05
** p .01

Following the computation of the analysis of variance, multiple comparisons, using the Least Significant Differences (LSD) Method, were computed to explore the areas where significant differences existed. Figure 4.2 reports these results and reveals that there were significant differences between the expectations of the traditional social environment held by the males and females with the females having higher expectations. In addition, there was a significant change from expectations to experienced perceptions for both males and females on this subscale. Both sexes experienced a much lower stress on dating, going to parties, etc., than they had expected. The males especially, reported a definite change with their experienced perceptions being significantly different and lower than those of the females.

Hypotheses 5 and 8 were rejected for Subscale 4, Traditional Social Orientation:

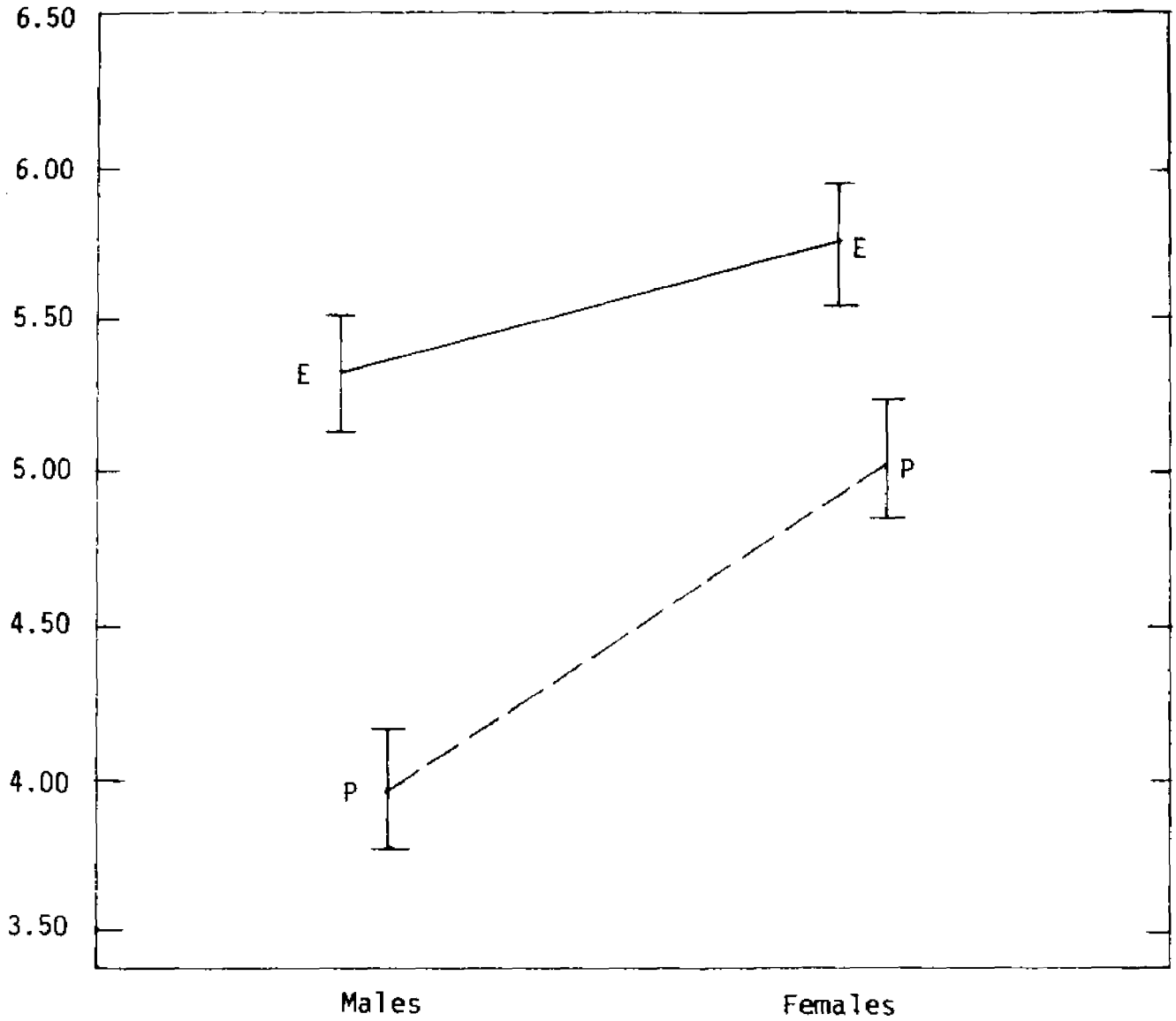


FIGURE 4.2. Multiple Comparisons of Least-squares Means for Males and Females for Expectations (E) and Experienced Perceptions (P) using the Least Significant Differences (LSD) Method for Subscale 4, Traditional Social Orientation

*Confidence Intervals must not overlap for means to be significantly different at .05 level.

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

As a result of the analysis, hypotheses 1, 2, 3, 4, 6, 7, and 9 were accepted for Subscale 4, Traditional Social Orientation:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

Analysis of Subscale 5, Competition

The results of the Least-squares Analysis of Variance for Subscale 5, Competition, are found in Table 4.8. Competition is described in the URES Manual as: "The degree to which a wide variety of activities

such as dating, grades, etc., are cast into a competitive framework."[1] The analysis of variance indicates that there were significant time differences. A review of the means listed on Tables 4.1, 4.2, and 4.3 reveals that the expectations of all subjects were significantly higher (.01 level) than their experienced perceptions on this subscale.

TABLE 4.8. Least-squares Analysis of Variance for Subscale 5, Competition

SOURCE	D.F.	M.S.	F	P
Group	2	.081	.014	.986
Sex	1	8.681	1.523	.218
Group x Sex	2	2.852	.500	.607
Error (a)	268	5.699		
Time	1	97.792	30.138**	.000
Time x Group	2	3.224	.994	.371
Time x Sex	1	6.770	2.086	.150
Error (b)	268	3.245		

** p .01

All subjects, by group and by sex, expected that the residence hall environment would be much more competitive than they found it to be after having lived in the residence hall for five months. As a result of their experience, the following hypothesis, which relates to the differences between expectations and experienced perceptions, was rejected for Subscale 5, Competition:

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

---

[1] Ibid.

Hypotheses 1 through 8 were accepted for Subscale 5, Competition:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

Analysis of Subscale 6, Academic Achievement

On Subscale 6, Academic Achievement, the Least-squares Analysis of Variance indicated significant group (.01 level) and time X group (.01 level) differences. Table 4.9 summarizes the results of the analysis of variance for Subscale 6, Academic Achievement, which is defined as: "Extent to which strictly classroom and academic accomplishments and concerns are prominent in the house."[1]

[1] Ibid.

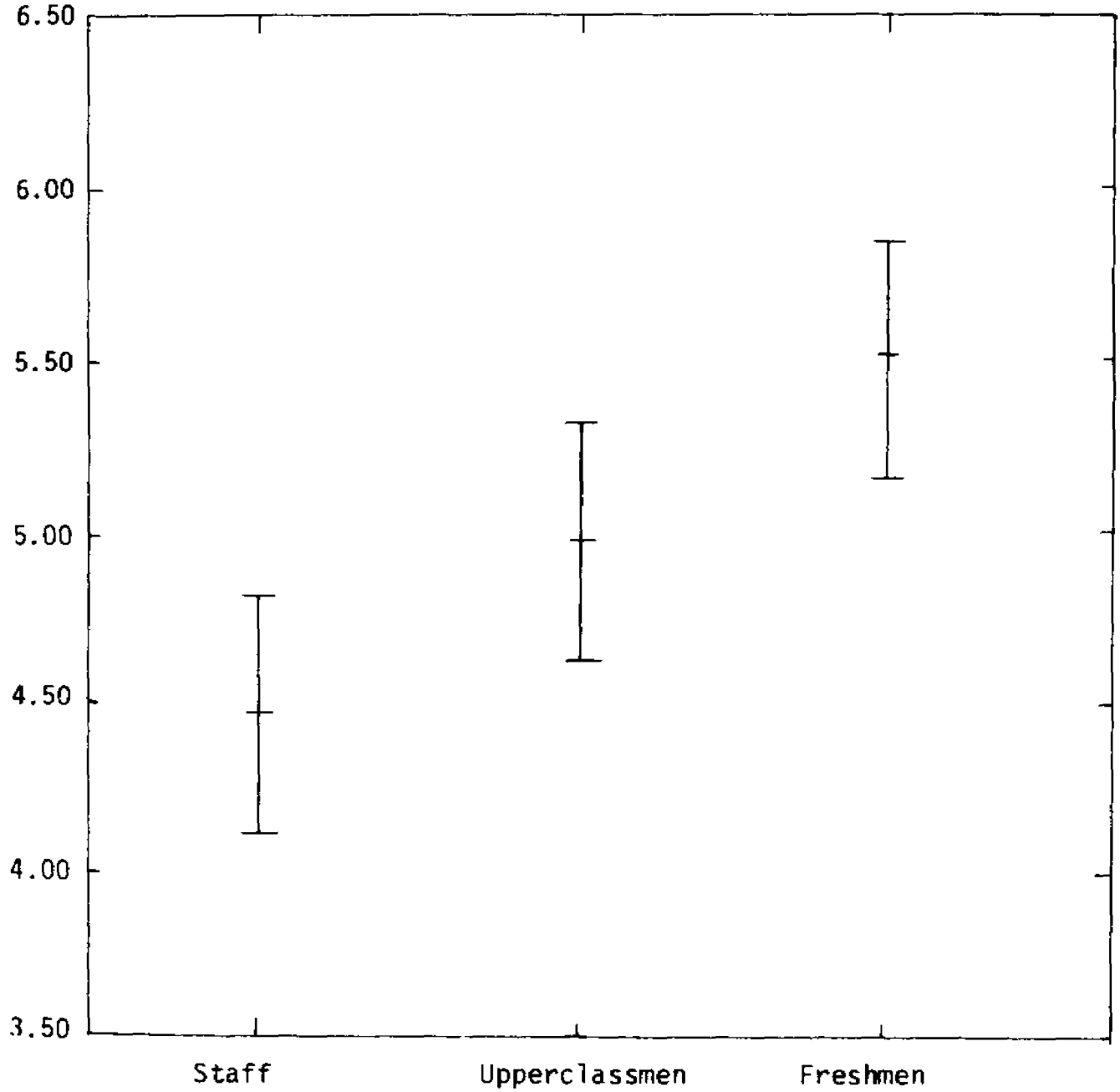
TABLE 4.9. Least-squares Analysis of Variance for Subscale 6, Academic Achievement

SOURCE	D.F.	M.S.	F	P
Group	2	34.013	4.853**	.009
Sex	1	.110	.016	.899
Group x Sex	2	8.824	1.259	.286
Error (a)	268	7.009		
Time	1	1.550	.542	.462
Time x Group	2	13.668	4.782**	.009
Time x Sex	1	.721	.252	.616
Error (b)	268	2.858		

* p .05
** p .01

The data results, using the Least Significant Differences Method for additional analysis, are presented in Figure 4.3 and Figure 4.4. As shown in Table 4.3, the combined measures of expectations and experienced perceptions reveals that the staff reported a significantly lower environmental emphasis on academic achievement than did the freshmen. When the data was further analyzed according to the expectations and experienced perceptions of each group (Figure 4.4), it was apparent that the staff had significantly lower academic expectations of the residence hall environment than did either the upperclassmen or the freshmen. The data for the experienced perceptions of the residence hall environment for Subscale 6, however, did not reveal any significant differences.

The greatest area of change from expectations to experienced perceptions was found in the staff group with a significant increase in academic achievement being described. The other two groups of freshmen



LSD Confidence Interval = 0.697*

FIGURE 4.3. Multiple Comparisons of Combined Least-squares Means (Expectations and Experienced Perceptions) for Staff, Upperclassmen, and Freshmen using the Least Significant Differences (LSD) Method for Subscale 6, Academic Achievement

* Confidence Intervals must not overlap for means to be significantly different at .05 level.

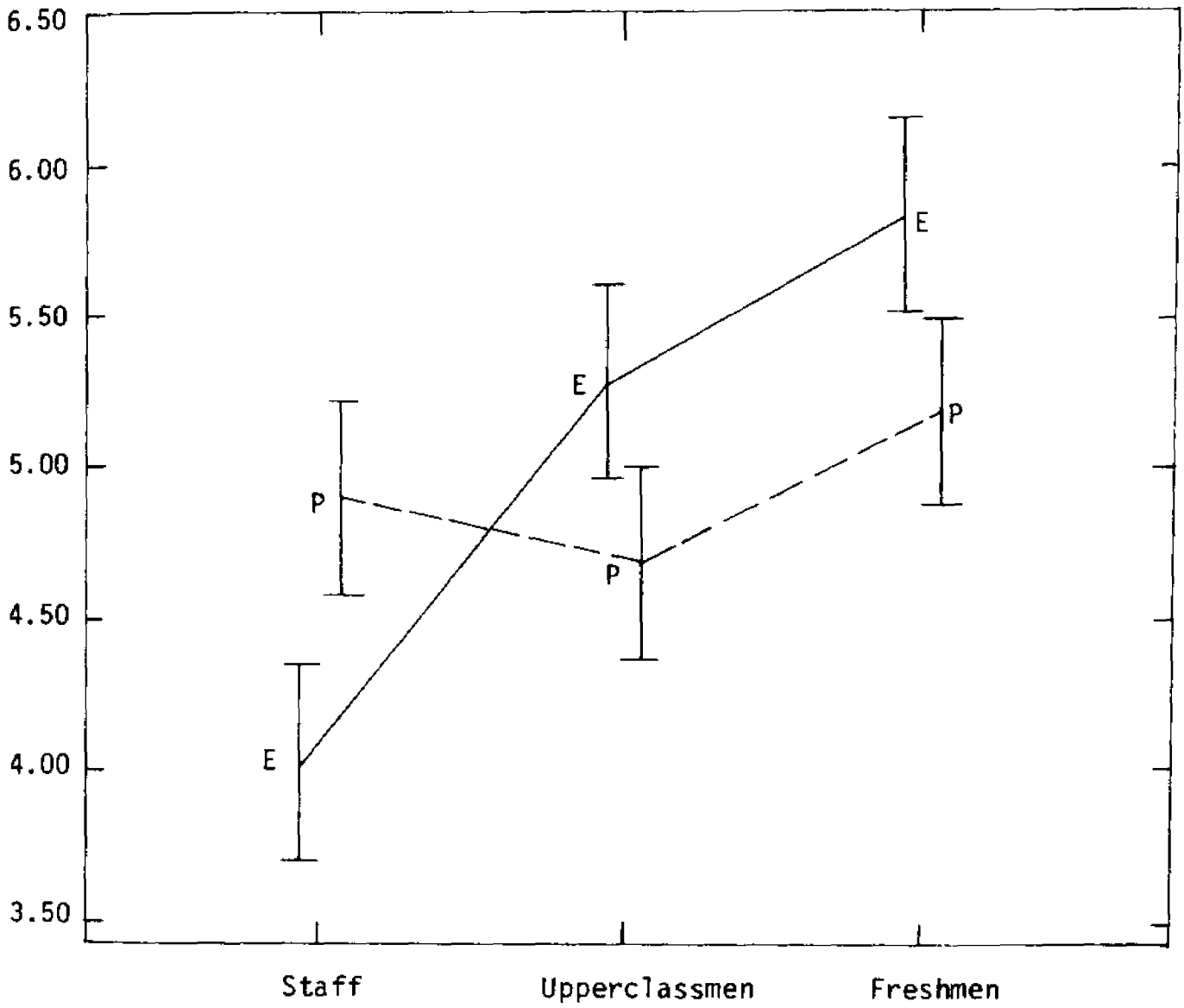


FIGURE 4.4. Multiple Comparisons of Least-squares Means for Staff, Upperclassmen, and Freshmen for Expectations (E) and Experienced Perceptions (P) using the Least Significant Differences (LSD) Method for Subscale 6, Academic Achievement

* Confidence Intervals must not overlap for means to be significantly different at .05 level.

and upperclassmen reported the opposite effect with the freshmen experiencing significantly less emphasis on academic achievement than they had expected.

As a result of the multiple comparisons, hypotheses 1 and 7 were rejected for Subscale 6, Academic Achievement:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

Null hypotheses 2, 3, 4, 5, 6, 8, and 9 were accepted for Subscale 6, Academic Achievement:

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

Analysis of Subscale 7, Intellectuality

The Least-squares Analysis of Variance of the data for Subscale 7, Intellectuality, indicated several areas of significant differences. This subscale is defined as: "Emphasis on cultural, artistic and other scholarly intellectual activities in the house, as distinguished from strictly classroom achievements."[1] Table 4.10 reveals significant group, time and time X sex differences for Subscale 7, Intellectuality.

TABLE 4.10. Least-squares Analysis of Variance for Subscale 7, Intellectuality

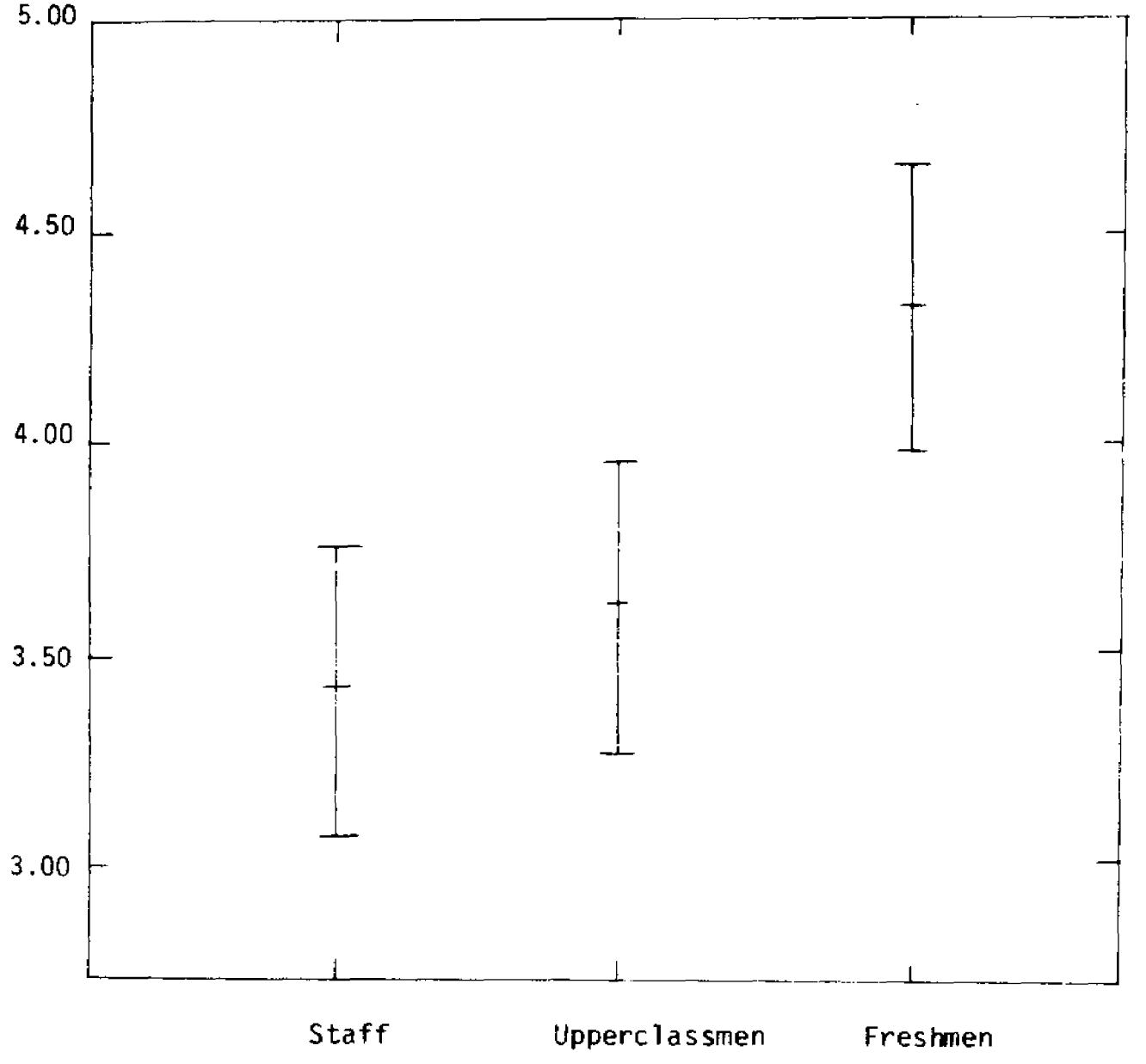
SOURCE	D.F.	M.S.	F	P
Group	2	36.080	5.336**	.005
Sex	1	6.460	.955	.329
Group x Sex	2	10.372	1.534	.218
Error (a)	268	6.761		
Time	1	44.306	12.726**	.000
Time x Group	2	.832	.236	.790
Time x Sex	1	14.344	4.120*	.043
Error (b)	268	3.482		

* p .05
** p .01

The analysis of the data by the Least Significant Differences Method for Subscale 7 is found in Figure 4.5 and Figure 4.6. As shown in Figure 4.5, both the expectations and the experienced perceptions of the staff and upperclassmen were significantly lower than those of the freshmen.

The time X sex differences, when analyzed according to the multiple comparisons of the Least Significant Differences Method, revealed the

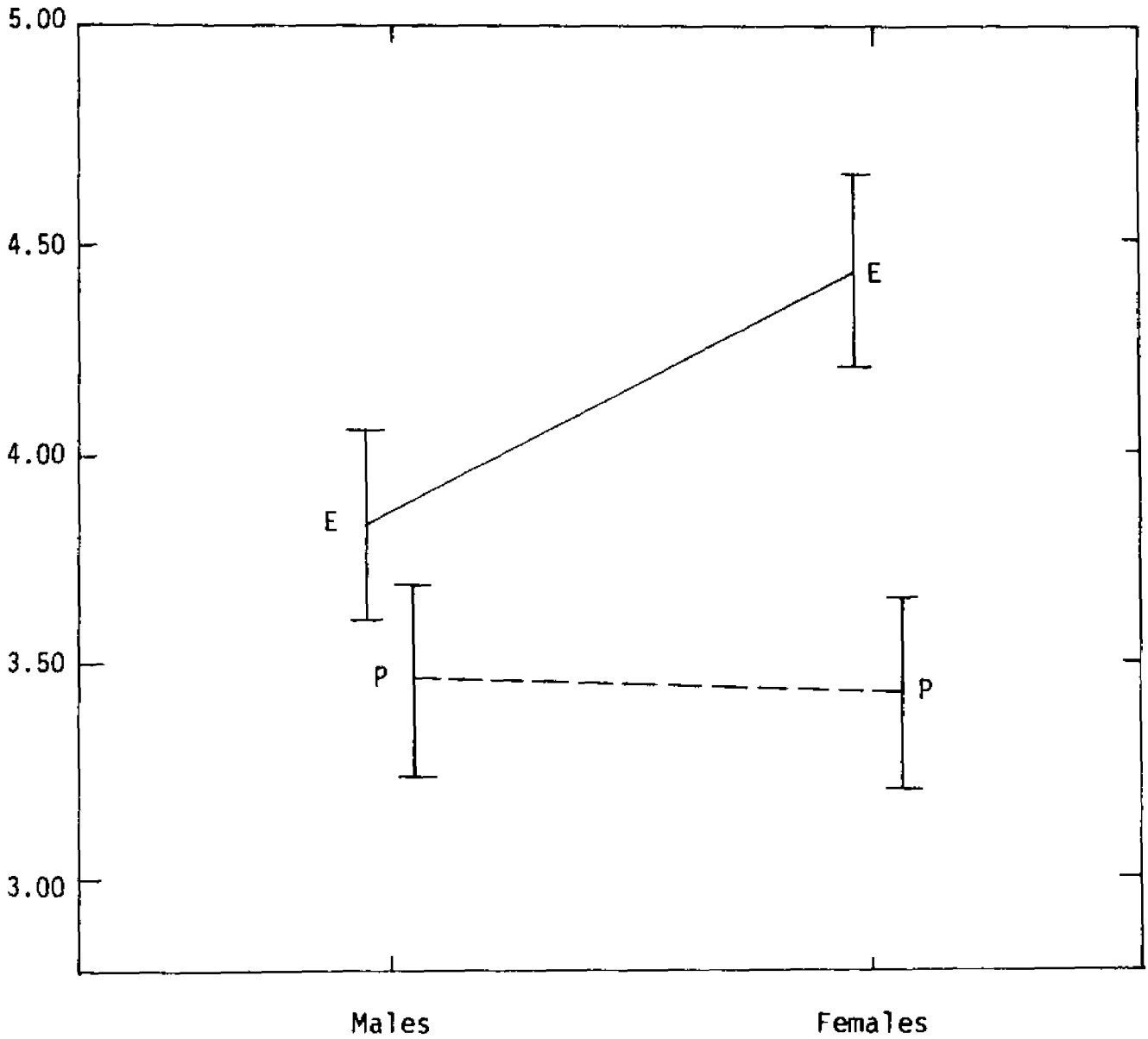
[1] Ibid.



LSD Confidence Interval = 0.685*

FIGURE 4.5. Multiple Comparisons of Combined Least-squares Means (Expectations and Experienced Perceptions) for Staff, Upperclassmen, and Freshmen using the Least Significant Differences (LSD) Method for Subscale 7, Intellectuality

* Confidence Intervals must not overlap for means to be significantly different at .05 level.



Expectations ———————————
Experienced Perceptions — — — — — LSD Confidence Interval = 0.450*

FIGURE 4.6. Multiple Comparisons of Least-squares Means for Males and Females for Expectations (E) and Experienced Perceptions (P) using the Least Significant Differences (LSD) Method for Subscale 7, Intellectuality

* Confidence Intervals must not overlap for means to be significantly different at .05 level.

expectations of the males to be significantly lower than the expectations of the females for Subscale 7, Intellectuality. The males' scores did not change significantly from expectations to experienced perceptions while the scores of the females did. The females experienced a significantly lower emphasis on Intellectuality than they had expected.

An analysis of the null hypotheses for this subscale led to the rejection of hypotheses 1, 2, 4, and 8:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

Null hypotheses 3, 5, 6, 7, and 9 were accepted for Subscale 7, Intellectuality:

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

Analysis of Subscale 8, Order and Organization

Table 4.11 summarizes the results of the Least-squares Analysis of Variance for Subscale 8, Order and Organization. Subscale 8 is described as the "Amount of formal structure or organization (e.g., rules, schedules, following established procedures, etc.) in the house; neatness."[1]

TABLE 4.11. Least-square Analysis of Variance for Subscale 8, Order and Organization

SOURCE	D.F.	M.S.	F	P
Group	2	15.084	1.922	.148
Sex	1	35.448	4.516*	.034
Group x Sex	2	15.053	1.918	.149
Error (a)	268	7.849		
Time	1	82.103	21.036**	.000
Time x Group	2	11.626	2.979	.053
Time x Sex	1	.547	.140	.709
Error (b)	268	3.903		

* p .05
** p .01

The analysis of variance indicated significant sex differences. A review of the sex means revealed that the females had significantly greater expectations of Order and Organization than did the males. After living in the residence hall environment for five months, the experienced

[1] Ibid.

perceptions of the females were still significantly greater than those of the males.

These results support the rejection of null hypotheses 2 and 5 for Subscale 8, Order and Organization:

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

Null hypotheses 1, 3, 4, 6, 7, 8 and 9 were accepted for Subscale 8, Order and Organization.

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

Analysis of Subscale 9, Student Influence

The results of the Least-squares Analysis of Variance for Subscale 9, Student Influence, are found in Table 4.12. Student Influence is defined as the "Extent to which student residents (not staff or administration) perceive they control the running of the house; formulate and enforce the rules, control use of the money, selection of staff, food, roommates, policies, etc."[1] The analysis indicates significant differences among the three groups (staff, upperclassmen, and freshmen) for both expections and experienced perceptions for Subscale 9, Student Influence.

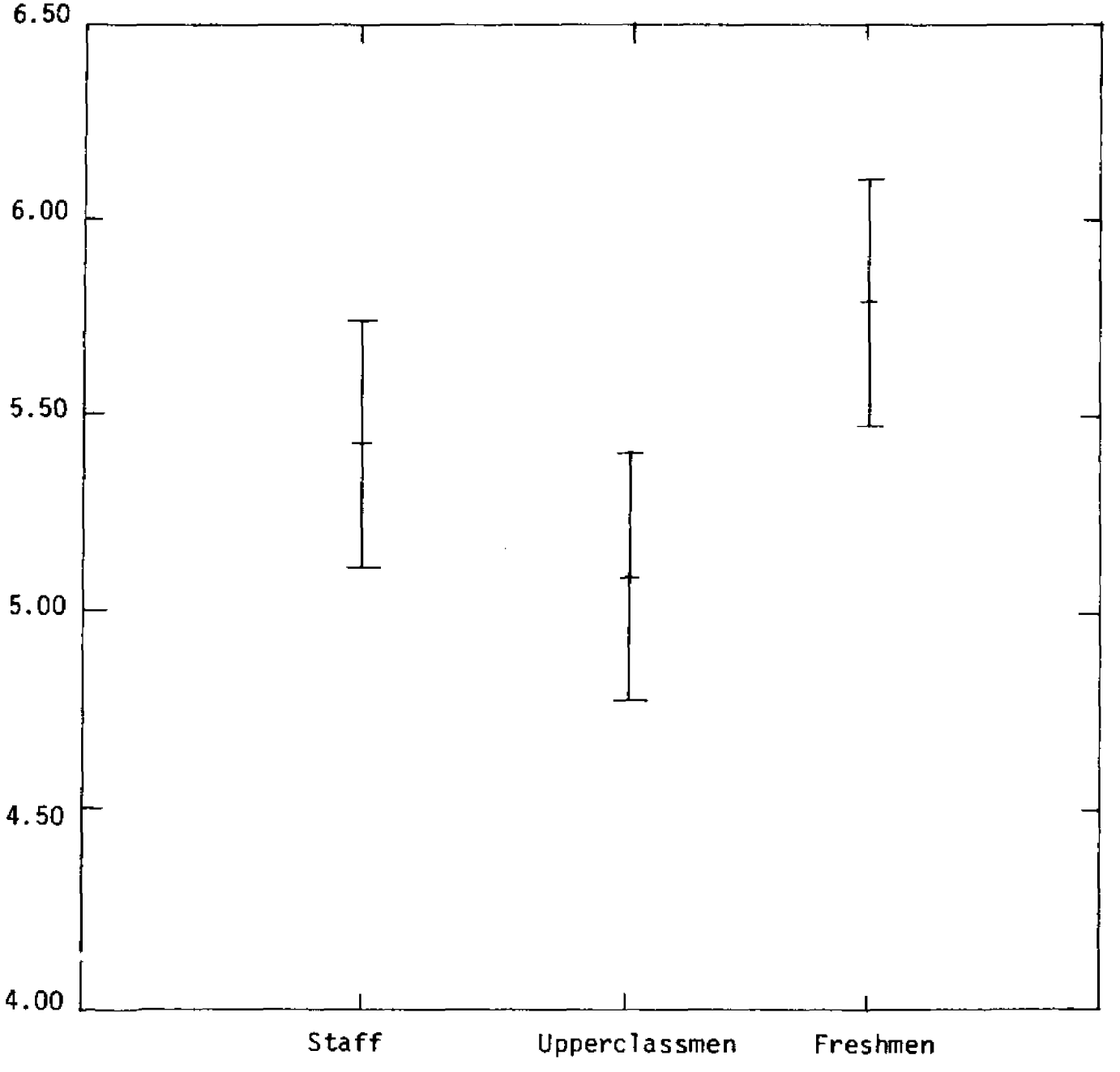
TABLE 4.12. Least-squares Analysis of Variance for Subscale 9, Student Influence

SOURCE	D.F.	M.S.	F	P
Group	2	23.101	4.148*	.017
Sex	1	3.776	.679	.411
Group x Sex	2	8.376	1.504	.224
Error (a)	268	5.570		
Time	1	24.546	7.391**	.007
Time x Group	2	.944	.284	.753
Time x Sex	1	3.752	1.130	.289
Error (b)	268	3.321		

* p .05
** p .01

The multiple comparisons using the Least Significant Differences Method are found in Figure 4.7. The significant group differences were located between the upperclassmen and the freshmen. The upperclassmen

[1] Ibid.



LSD Confidence Interval = 0.621*

FIGURE 4.7. Multiple Comparisons of Combined Least-squares Means (Expectations and Experienced Perceptions) for Staff, Upperclassmen, and Freshmen using the Least Significant Differences (LSD) Method for Subscale 9, Student Influence

* Confidence Intervals must not overlap for means to be significantly different at .05 level.

expected and experienced significantly less Student Influence than did the freshmen. The staff expectations and experienced perceptions overlapped those of the freshmen and upperclassmen. This same ratio of differences existed for both expectations and experienced perceptions with each group viewing the actual experienced environment as having slightly lower student influence than was expected.

As a result of the analysis of data for Subscale 9, Student Influence, null hypotheses 1 and 4 were rejected:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

Null hypotheses 2, 3, 5, 6, 7, 8, and 9 were accepted for this subscale:

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

Analysis of Subscale 10, Innovation

The Least-squares Analysis of Variance of the data for Subscale 10, Innovation, as found in Table 4.13, did not indicate any significant differences. Innovation is defined as the "Organizational and individual spontaneity of behaviors and ideas; number and variety of activities; new activities."[1] As indicated by the analysis of variance, all null hypotheses are accepted for Subscale 10, Innovation.

TABLE 4.13. Least-squares Analysis of Variance for Subscale 10, Innovation

SOURCE	D.F.	M.S.	F	P
Group	2	.630	1.177	.310
Sex	1	.127	.237	.627
Group x Sex	2	.208	.390	.677
Error (a)	268	.535		
Time	1	.307	.562	.454
Time x Group	2	.574	1.049	.352
Time x Sex	1	.704	1.286	.258
Error (b)	268	.548		

* $\bar{p}$ .05
** p .01

[1] Ibid.

Summary

A review of the data for each of the ten University Residence Environment Scale (URES) subscales indicates that at least two of the nine null hypotheses tested were rejected for seven of the subscales. On one subscale, Subscale 5, Competition, only one of the null hypotheses was rejected. On Subscale 7, Intellectuality, four null hypotheses were rejected. None of the null hypotheses were rejected for Subscale 10, Innovation.

A review of each of the nine null hypotheses tested in this study reveals the following summaries:

1. Null hypothesis 1, which was concerned with group differences for expectations of the residence hall environment, was rejected for three URES subscales: Subscale 6, Academic Achievement; Subscale 7, Intellectuality; and Subscale 9, Student Influence.

2. Null hypothesis 2, which was concerned with sex differences for expectations of the residence hall environment, was rejected for four URES subscales: Subscale 2, Emotional Support; Subscale 3, Independence; Subscale 7, Intellectuality; and Subscale 8, Order and Organization.

3. Null hypothesis 3, which was concerned with the interaction of sex and group expectations of the residence hall environment, was not rejected for any of the ten URES subscales.

4. Null hypothesis 4, which was concerned with group differences for experienced perceptions of the residence hall environment, was rejected for URES Subscale 7, Intellectuality and Subscale 9, Student Influence.

5. Null hypothesis 5 was rejected for five of the ten URES subscales. This hypothesis was concerned with sex differences for experienced perceptions of the residence hall environment and was rejected for the following URES subscales: Subscale 1, Involvement; Subscale 2, Emotional Support; Subscale 3, Independence; Subscale 4, Traditional Social Orientation; and Subscale 8, Order and Organization.

6. Null hypothesis 6, which was concerned with the interaction of sex and group experienced perceptions of the residence hall environment, was not rejected for any of the ten URES subscales.

7. Null hypothesis 7 was rejected once in this study for Subscale 6, Academic Achievement. Null hypothesis 7 was concerned with differences between group expectations and group experienced perceptions of the residence hall environment.

8. Null hypothesis 8, which was concerned with sex differences between expectations and experienced perceptions of the residence hall environment, was rejected for three URES subscales: Subscale 1, Involvement; Subscale 4, Traditional Social Orientation; and Subscale 7, Intellectuality.

9. Null hypothesis 9, which was concerned with the interaction of sex and group differences between expectations and experienced perceptions of the residence hall environment, was rejected for Subscale 5, Competition.

As indicated previously, none of the nine null hypotheses were rejected for Subscale 10, Innovation.

Chapter V reports the summary, conclusions, and recommendations of the study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Assuming that the residence hall environment, as part of a total university environment, has the potential of positively and/or negatively influencing numerous student development variables, the problem of how to best utilize this sub-environment merits investigation. Ideally, the residence hall should provide the entering student with the opportunity for the positive experience he expects from this environment. Far too little research has been done to study what new residents expect of their living environment and what they actually experience. And, since the residence hall staff and the peer group can have a major impact on the living environment, it is also important to understand and evaluate their expectations and perceptions of the residence hall environment.

It was the author's purpose in this study to examine the expectations and experienced perceptions of three groups of students (staff, upperclassmen, and freshmen) of living in Hubbard Hall at Michigan State University. This was done so that it might be possible to modify or preserve those environmental characteristics which are deemed beneficial to the collegiate experience by the faculty, administrators, residence hall staffs, and students.

Restatement of the Purpose

The researcher's purpose in this study was to describe and evaluate the expectations, the experienced perceptions, and the change from expectations to experienced perceptions that entering freshmen, returning upperclass residents, and staff members have of the living environment of a co-ed residence hall at Michigan State University. The objectives were to determine (1) if there were any differences in the expectations these three groups had of the residence hall environment, (2) if there were any differences in the three groups experienced perceptions of the living environment after living in it for five months, (3) if there were any differences between the expectations and experienced perceptions held by these three groups, and (4) if there were any sex related differences in the expectations, perceptions, and differences between expectations and perceptions for the three groups. The three dimensions of the living environment under investigation were: (1) interpersonal relationships, (2) personal growth or development, and (3) system maintenance and change.

Methodology

To obtain appropriate data for the study, the University Residence Environment Scale (URES), was administered on two occasions to groups of freshmen, staff members and upperclassmen--once at the beginning of the 1973-74 academic year and again five months later. The URES consisted of 96 statements scaled into ten environmental dimensions by which residents describe their expectations and perceptions of the residence hall environment.

The subjects were asked to state whether each statement was generally true or false with reference to their expectations (first measure) of the environment and to their perceptions (second measure) of the 'actual' experienced environment. The ten URES subscales were: (1) Involvement, (2) Emotional Support, (3) Independence, (4) Traditional Social Orientation, (5) Competition, (6) Academic Achievement, (7) Intellectuality, (8) Order and Organization, (9) Student Influence, and (10) Innovation.

The following null hypotheses were tested statistically using the Least-squares Analysis of Variance method to analyze interaction among the three groups sampled:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment. (first measure)

2. There are no significant differences in expectations held by males and females of the residence hall environment. (first measure)

3. There are no significant differences in expectations held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (first measure)

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment. (second measure)

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment. (second measure)

6. There are no significant differences in experienced perceptions held by male and female freshmen, male and female upperclassmen, and male and female staff members of the residence hall environment. (second measure)

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members. (difference)

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females. (difference)

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members. (difference)

The data were first analyzed for the combined measures (expectations and experienced perceptions) and according to the change or differences over time or between expectations (first measure) and experienced perceptions (second measure) for each of the 10 URES subscales. Following the analysis of variance, multiple comparisons were computed using the Least Significant Differences (LSD) method to analyze areas where significant differences existed.

Conclusions

Within the framework of the limitations of this study (described in Chapter I) several conclusions can be made. Of the nine null hypotheses tested for each of the ten URES subscales, at least two were rejected for each of seven subscales. In addition, one null hypothesis was rejected for Subscale 5, Competition, and four hypotheses were rejected for Subscale 7, Intellectuality. None of the nine null hypotheses were rejected for Subscale 10, Innovation.

The following is a summary of the findings of this study followed by conclusions for the three dimensions of the living environment under consideration: (1) interpersonal relationships, (2) personal growth or development, and (3) system maintenance and change. The ten URES subscales were conceptualized as being distributed among these three dimensions of the residence hall environment.

Relationship Dimensions

> The Involvement and Emotional Support subscales are conceptualized as RELATIONSHIP dimensions, assessing the extent to which students and staff tend to support and help each other and the extent to which these groups are involved in the house and its activities. Essentially, these subscales assess the types and intensity of personal relationships among students and between students and staff.[1]

The conclusions for each of the two URES subscales which make up the Relationship Dimensions will now be discussed.

Involvement. Based on the Least-squares Analysis of Variance for differences at the .05 level of significance, significant sex and sex X time differences were found for Subscale 1, Involvement. Multiple comparisons at the .05 level of significance led to the rejection of the following two null hypotheses:

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment.

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females.

The analysis did not reveal any sex differences in expectations of the residence hall environment. Yet, after 5 months living in the residence hall, the males of all three groups indicated significantly more involvement, interaction, and commitment to the floor than did the females. The females experienced perceptions were significantly lower than their expectations for Subscale 1, Involvement.

Similar research by Pace[2] involving differing perceptions of the environment by males and females revealed the opposite to be true.

---

[1] Moos and Gerst, op. cit., p. 2.

[2] C. R. Pace, Comparisons of CUES Results for Different Groups of Reporters, (Los Angeles: University of California, 1966).

Based on his findings using the CUES subscales, females tended to find the college environment a more congenial and friendly community than did the males. In general, both Pace[1] and Berdie[2] found that females expected and perceived a stronger environmental press on most CUES variables than did the males.

Emotional Support. The findings of this study for Subscale 2, Emotional Support, were more compatible with those studies previously mentioned (Pace and Berdie). The females in this study both expected and experientially perceived greater emphasis on concern for others on the floor; helping one another both personally and academically; and having open and honest communication.

The analysis of variance indicated significant (.05 level or better) sex and time differences with the following two null hypotheses being rejected:

2. There are no significant differences in expectations held by males and females of the residence hall environment.

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment.

Reviewing both subscales, Involvement and Emotional Support, as components of the relationship dimension, some differences were noted. For example, the females' experienced perceptions of Involvement dropped significantly from their expectations. At the same time, the males' experienced perceptions of Involvement increased from what they had expected. The opposite occurred for Emotional Support where the females'

---

[1] Ibid.

[2] R. F. Berdie, "A University is a Many-faceted Thing," Personnel and Guidance Journal, 45 (April, 1967), pp. 768-775.

expectations were not only higher than those of the males, but the experienced perceptions of the females were also higher.

Personal Growth or Development Dimensions

> The second group of subscales are conceptualized as PERSONAL GROWTH or DEVELOPMENT dimensions. They measure the emphasis within the house environment upon maturational processes. Independence and Traditional Social Orientation measure the emphasis on personal and social maturation, while Competition, Academic Achievement, and Intellectuality assess the emphasis on different aspects of academic growth.[1]

Independence. The Least-squares Analysis of Variance revealed significant (.05 level) sex and time differences for Subscale 3, Independence. The males of all three groups indicated greater expectations and experienced perceptions of the residence hall environment for Independence than did the females. As a result, the following null hypotheses were rejected:

2. There are no significant differences in expectations held by males and females of the residence hall environment.

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment.

These findings, when discussed in relationship with the two previous subscales (Involvement and Emotional Support), warranted several conclusions. With the males indicating significantly more involvement, interaction, and commitment to the floor (Subscale 1, Involvement) than the females, along with less emphasis on concern for others, helping one another personally and academically, and on open and honest communication (Subscale 2, Emotional Support), it followed that the males would expect and experience more "independence" than the females. The

---

[1]Moos and Gerst, op. cit., p. 2.

females, on the other hand, reported expectations and experienced perceptions to be lower for independence, which directly relates to their perceptions of greater emphasis on emotional support. The females also indicated less emphasis than the males on Involvement. In general, the males spent more time and energy interacting with each other independently without as much emphasis on emotional support as the females.

Traditional Social Orientation. The analysis of variance and multiple comparisons at the .05 level of significance for Subscale 4, Traditional Social Orientation, led to the rejection of the following null hypotheses:

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment.

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females.

The analysis indicates that the females had significantly higher expectations of the Traditional Social environment than did the males. The experienced perceptions of both sexes indicated a significantly lower emphasis on this subscale after living in the residence hall for five months. Both sex groups reported a much lower stress on dating, going to parties, etc., than they had expected. This change from expectations to experienced perceptions was greater for the males than for the females. The experienced perceptions of the males were significantly lower than those of the females.

Competition. On Subscale 5, Competition, the analysis indicated that there were significant time differences with all subjects reporting significantly higher (.01 level) expectations of competition than they

experienced. As a result, the following hypothesis was rejected for this subscale:

9. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by male and female freshmen, male and female upperclassmen, and male and female staff members.

It can be concluded that for Subscale 4, Traditional Social Orientation and Subscale 5, Competition, there existed a "vast gulf between expectations and reality."[1] Other studies which have reported similar incongruences between student expectations and experienced perceptions are Fisher,[2] Standing,[3] Berdie,[4] McPeek,[5] and others. More complete descriptions of these studies can be found in Section 3, Expectations and Perceptions, of Chapter II.

Academic Achievement. Based on the analysis of variance for significant differences at the .05 level or better, the following two null hypotheses were rejected for Subscale 6, Academic Achievement:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment.

7. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by freshmen, upperclassmen, and staff members.

The multiple comparisons further indicated that for Subscale 6, Academic Achievement, the staff expectations were significantly lower than those of the upperclassmen and freshmen. These differences had

---

[1]Pace, op. cit.

[2]Fisher, op. cit.

[3]Standing, op. cit.

[4]Berdie, op. cit.

[5]McPeek, op. cit.

diminished five months later with the experienced perceptions of both the freshmen and upperclassmen indicating less emphasis on academic achievement than they had expected. Freshmen's change scores--from expectations to experienced perceptions--were significantly different with a decrease in experienced emphasis on academic achievement. The staff's experienced perceptions moved in the opposite direction resulting in a statistically greater emphasis on academic achievement than they expected.

Figure 4.4 (page 95) indicates that the passage of time affected the perceptions of these three groups so that they developed greater agreement with regard to the prominence of classroom and academic achievement within the residence hall environment. It was interesting to note that the staff reported the greatest amount of change from expectations to experienced perceptions and that it was in the direction of increased emphasis on academic achievement. A change in this direction was not consistent with the changes for the freshmen and the upperclassmen or with other research findings which usually indicate greater expectations than experienced perceptions.[1,2,3,4,5] For some reason, the staff did

---

[1]C. R. Pace, Comparisons of CUES Results from Different Groups of Reporters, (Los Angeles: University of California, 1966).

[2]H. King and W. B. Walsh, "Change in Environmental Expectations and Perceptions," Journal of College Student Personnel, 13 (July, 1972), pp. 331-337.

[3]W. E. Sedlacek and R. C. Lynch, "Differences Between Student and Student Affairs Staff Perceptions of a University," Journal of College Student Personnel, 12 (May, 1971), pp. 173-176.

[4]B. L. McPeek, "The University as Perceived by Its Subcultures: An Experimental Study," Journal of National Association of Women Deans and Counselors, 30 (Spring, 1969), pp. 129-132.

[5]E. L. Herr, "Student Needs, College Expectations, and 'Reality' Perceptions," Journal of Educational Research, 65 (October, 1971), pp. 51-56.

not follow the typical pattern of experiencing a lessening emphasis on this environmental variable.

Intellectuality. On Subscale 7, Intellectuality, significant group differences were also reported. The multiple comparisons indicated that the expectations and experienced perceptions of both staff and upperclassmen were significantly lower than those of the freshmen. These data were consistent with findings of several other studies[1,2,3] which revealed consistent class differences with freshmen expectations and experienced perceptions being higher for most environmental variables.

Time x sex differences revealed the expectations of the males to be significantly lower than the expectations of the females for Subscale 7, Intellectuality. The females' scores lowered significantly from expectations to experienced perceptions while the male scores dropped only slightly.

An analysis of the null hypotheses for this subscale led to the rejection of the following four null hypotheses:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment.

2. There are no significant differences in expectations held by males and females of the residence hall environment.

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment.

---

[1]Pace, op. cit.

[2]Berdie, op. cit.

[3]R. W. Johnson and D. J. Kurpius, "A Cross-sectional and Longitudinal Study of Students' Perceptions of Their College Environment," Journal of College Student Personnel, 8 (May, 1967), pp. 199-203.

8. There are no significant differences between the expectations and the experienced perceptions of the residence hall environment held by males and females.

System Maintenance and System Change Dimensions

> The last three subscales of Order and Organization, Student Influence, and Innovation are conceptualized as assessing SYSTEM MAINTENANCE and SYSTEM CHANGE dimensions. These dimensions are system-oriented in that they tap information about the structure of organization within the house as well as the processes and potential for change in its functioning.[1]

Order and Organization. The results of the analysis of variance for Subscale 8, Order and Organization, indicated significant sex differences. The females had significantly greater expectations of Order and Organization than did the males. After living in the residence hall environment for five months, the females' experienced perceptions were significantly greater than those of the males. The females both expected and experienced greater order and organization than did the males for Subscale 8. The results supported the rejection of the following null hypotheses:

2. There are no significant differences in expectations held by males and females of the residence hall environment.

5. There are no significant differences in experienced perceptions held by males and females of the residence hall environment.

These findings are supported by other studies[2,3] where female students generally expected and experienced greater emphasis on most environmental variables.

---

[1] Moos and Gerst, op. cit., p. 2.

[2] C. R. Pace, Comparisons of CUES Results from Different Groups of Reporters, (Los Angeles: University of California, 1966).

[3] R. F. Berdie, "A University is a Many-faceted Thing," Personnel and Guidance Journal, 45 (April, 1967), pp. 768-775.

Student Influence. On Subscale 9, Student Influence, the statistical analysis indicated significant differences (.05 level) between the two student groups--upperclassmen and freshmen. The upperclassmen expected and experienced significantly less control than the freshmen over the living environment, i.e., the extent to which the students, not the staff or administration, control the procedures and policies involved in managing the residence hall. The views of the staff overlapped those of the two student groups in this area. Two null hypotheses were rejected for Subscale 9, Student Influence on the basis of the statistical analysis:

1. There are no significant differences in expectations held by freshmen, upperclassmen, and staff members of the residence hall environment.

4. There are no significant differences in experienced perceptions held by freshmen, upperclassmen, and staff members of the residence hall environment.

Other studies[1,2,3] have also reported similar findings with freshmen expecting and perceiving higher stress on almost all CUES variables.

Innovation. The analysis of variance for Subscale 10, Innovation, did not locate any significant differences and none of the null hypotheses were rejected.

---

[1]C. R. Pace, College and University Environment Scales Technical Manual, (Princeton, N.J.: Educational Testing Services, 1969).

[2]R. W. Johnson and D. J. Kurpius, "A Cross-sectional and Longitudinal Study of Students' Perceptions of Their College Environment," Journal of College Student Personnel, 8 (May, 1967), pp. 199-203.

[3]R. F. Berdie, "Changes in University Perceptions During the First Two College Years," Journal of College Student Personnel, 9 (March, 1968), pp. 85-89.

In general, most of the significant differences found for expectations and experienced perceptions of the residence hall environment were not among the three groups (freshmen, upperclassmen, and staff), but between males and females. Figure 5.1, on the following page, summarizes the cell means by sex for the ten URES subscales for Expectations (first measure). Figure 5.2 (page 124) reports the same information for Experienced Perceptions (second measure). The results revealed that the males experienced more commitment to the floor and residents (Involvement) than did the females. The females, on the other hand, had significantly higher expectations than experienced perceptions for this environmental characteristic.

With regards to Emotional Support or a manifest concern for others on the floor and open and honest communication, the females both expected and perceived greater emphasis than did the males. These findings were reversed when considering Independence or the diversity of residents' behaviors allowed without any peer pressures. The males both expected and experienced greater autonomy and freedom than did the females.

Females reported greater expectations regarding going to parties and other 'traditional' heterosexual interactions (Traditional Social Orientation) than did the males. Both males and females reported experiencing significantly less stress in this area than they had anticipated with the males expressing less of an emphasis than the females.

When considering the emphasis on cultural, artistic and other scholarly intellectual activities on the floor (Intellectuality), the females continued to express higher expectations than those expressed

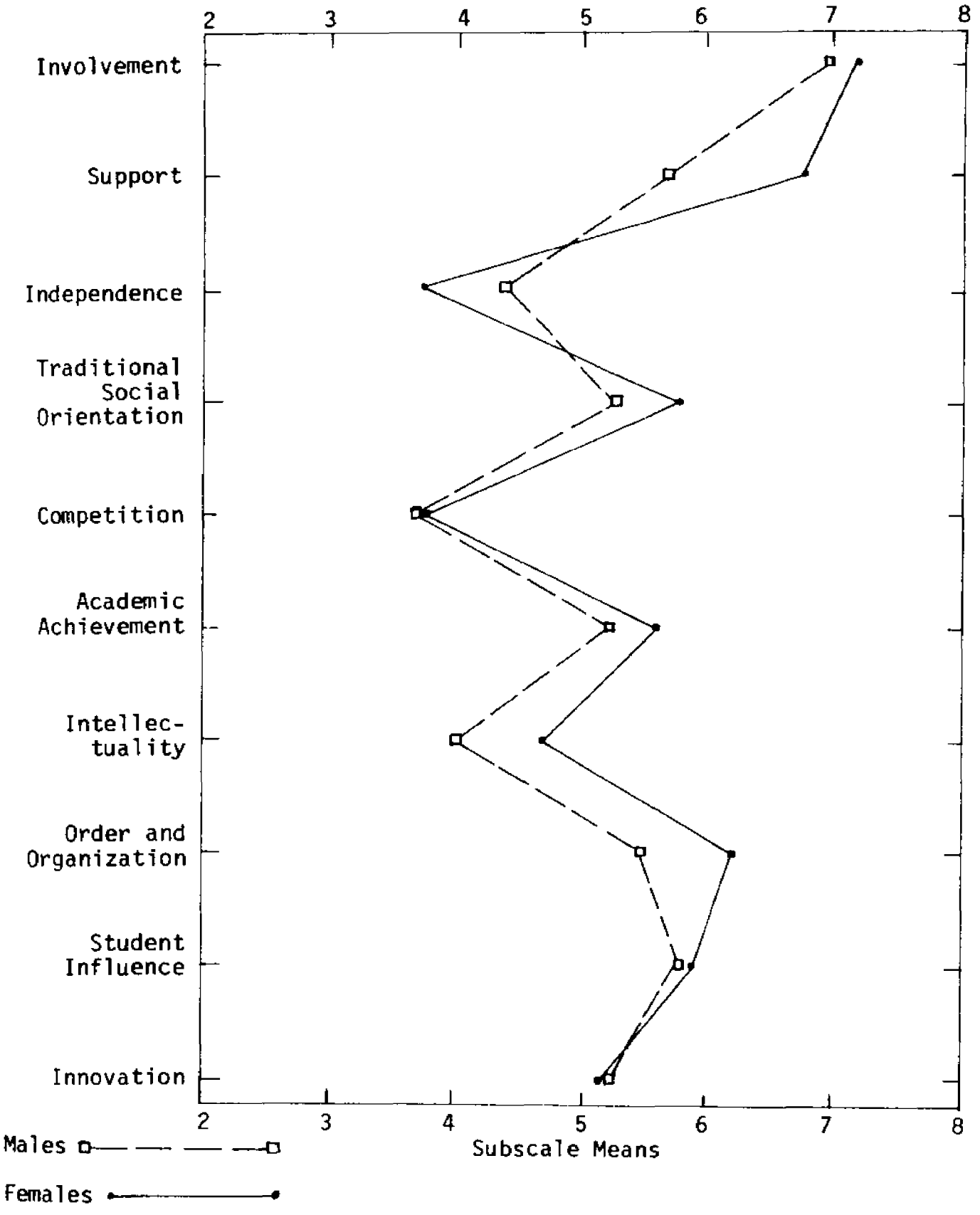


FIGURE 5.1. Cell Means by Sex for the Ten URES Subscales for Expectations (first measure)

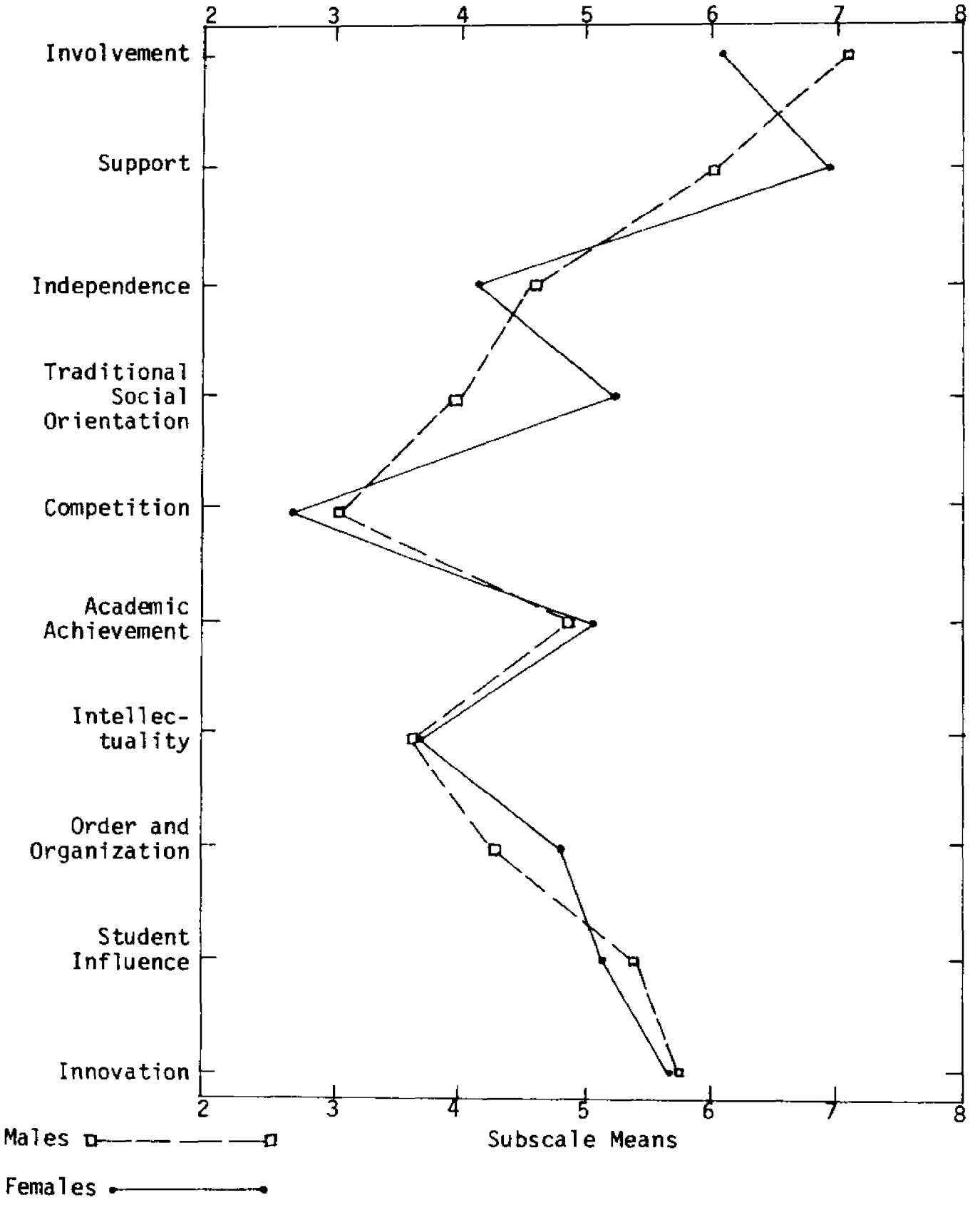


FIGURE 5.2. Cell Means by Sex for the Ten URES Subscales for Experienced Perceptions (second measure)

by the male residents. The females also reported that their experiences in the intellectual area were significantly fewer than they had expected.

With regard to the amount of formal structure or organization on the floors (Order and Organization), the females both expected and experienced more rules, schedules, and established procedures than did the males.

Significant group (freshmen, upperclassmen, and staff) differences were reported for only three of the ten URES subscales. Figure 5.3 (on the following page) summarizes the cell means for the freshmen, upperclassmen, and staff for the ten URES subscales for Expectations (first measure). Figure 5.4 (on page 127) reports the same group data for Experienced Perceptions (second measure). Group differences were found for the extent to which strictly classroom and academic accomplishments were stressed on the floor (Academic Achievement). The staff reported significantly lower expectations than reported by the freshmen and upperclassmen. All three groups expressed their experienced perceptions of the residence hall environment in the area of academic accomplishments to be significantly different than their expectations. The freshmen and upperclassmen reported experienced perceptions which were significantly lower than their expectations while the staff reported the opposite to be true. After five months living in the residence hall environment, all three groups reported relatively similar experienced perceptions of Academic Achievement.

The experience of living in the same living environment did not have the same effect for the non-classroom intellectual achievements

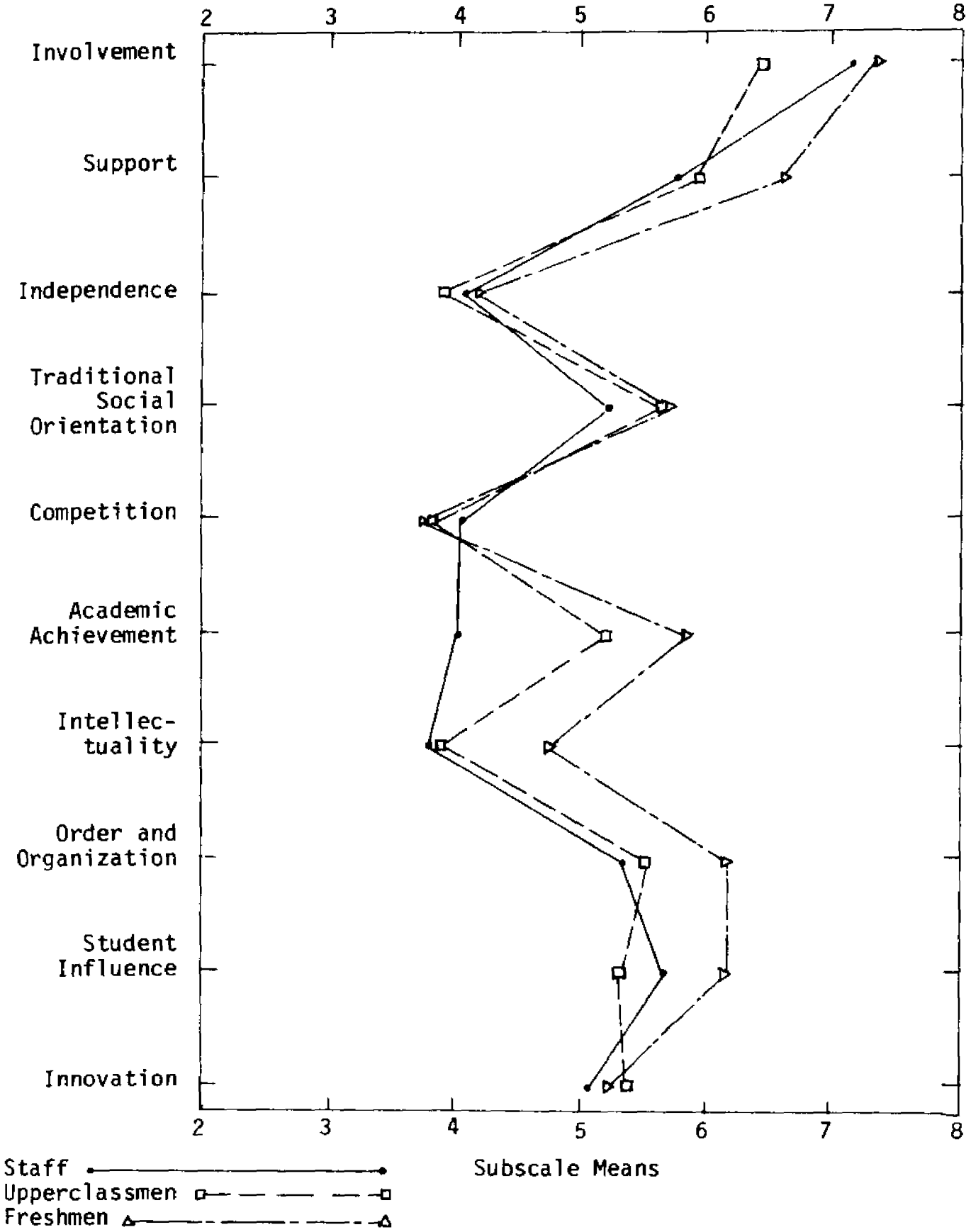


FIGURE 5.3. Cell Means for Freshmen, Upperclassmen, and Staff for the Ten URES Subscales for Expectations (first measure)

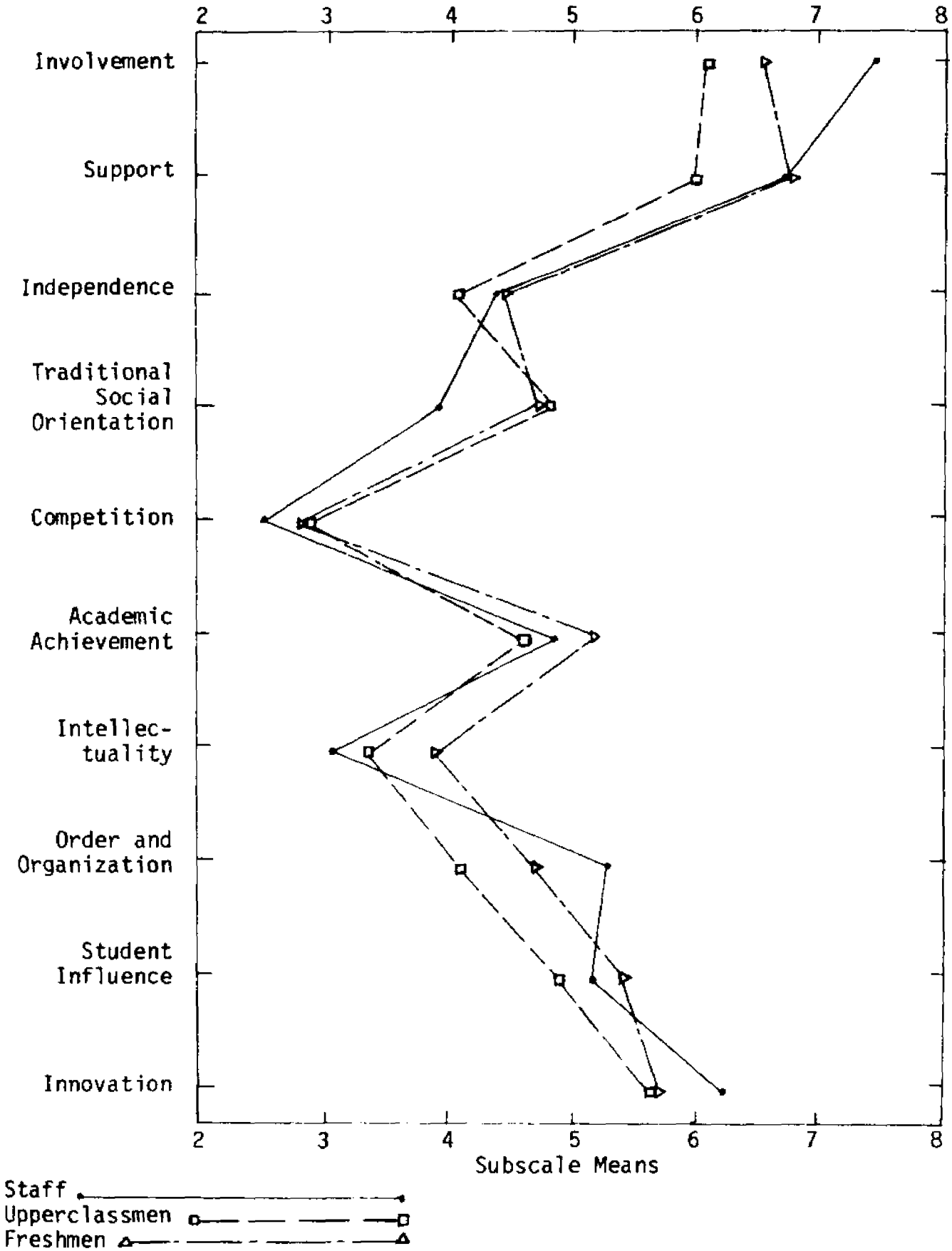


FIGURE 5.4. Cell Means for Freshmen, Upperclassmen, and Staff for the Ten URES Subscales for Experienced Perceptions (second measure)

(Intellectuality). Here, the freshmen both expected and experienced a greater emphasis than reported by the upperclassmen and the staff.

The only other area of the environment where significant group differences were revealed was the extent to which student residents (not staff or administration) perceived they controlled the running of the floor (Student Influence). The freshmen both expected and experienced more control on the floor than did the upperclassmen. The staff scores for Student Influence fell between those of the freshmen and those of the upperclassmen.

The last area where significant differences were reported was in the amount of competition expected and experientially perceived. All subjects reported expecting the residence hall environment to be significantly more competitive (Competition) than they found it to be after living there for five months.

The fact that significant group differences existed for only three of the ten environmental dimensions or variables studied suggests that expectations were somewhat congruent with the experienced environment. The fact that freshmen expectations and experienced perceptions were similar to those of the staff and upperclassmen on seven of the variables suggests that the freshmen were accurately prepared for some of the living environment they encountered. In general, the lack of differences between freshmen and upperclassmen for expectations and

experienced perceptions of the living environment is not consistent with the findings of other studies which revealed consistent class differences.[1,2,3,4,5]

Implications of the Study

The conclusions of this study have implications for staff and students involved in residential housing at Michigan State University. The data provide a base of information for describing with greater specificity resident and staff expectations and experienced perceptions of the living environment in a co-ed residence hall at Michigan State University. Such a base of information could be added to each year to develop a profile of student and staff expectations and experienced perceptions.

With this information, admissions counselors and prospective students (prospective residents) might more realistically consider what to expect from the residence hall environment. Continuous reporting of information in this area is important so that greater congruency

---

[1]C. R. Pace, Comparisons of CUES Results from Different Groups of Reporters, (Los Angeles: University of California, 1966).

[2]H. King and W. B. Walsh, "Change in Environmental Expectations and Perceptions," Journal of College Student Personnel, 13 (July, 1972), pp. 331-337.

[3]W. E. Sedlacek and R. C. Lynch, "Differences Between Student and Student Affairs Staff Perceptions of a University," Journal of College Student Personnel, 12 (May, 1971), pp. 173-176.

[4]B. L. McPeek, "The University as Perceived by Its Subcultures: An Experimental Study," Journal of National Association of Women Deans and Counselors, 30 (Spring, 1969), pp. 129-132.

[5]E. L. Herr, "Student Needs, College Expectations, and 'Reality' Perceptions," Journal of Educational Research, 65 (October, 1971), pp. 51-56.

between student and staff expectations (needs) and environmental realities can be achieved.

Feldman and Newcomb suggest that ". . . the more incongruent the student is with his overall environment, the more likely he is to withdraw from that college."[1] They go on to propose that the ideal relationship between student and environment would be a continuing series of not-too-threatening discontinuities.[2] Orientation directors and residence hall staffs could use the information from this study in the development of more accurate and realistic orientation programs.

Standing,[3] Fisher,[4] and Lauterbach[5] suggest that the differences between preconception (expectations) and experienced perceptions are related to academic achievement and satisfaction. Astin[6] further emphasizes that satisfaction with the residence hall experience is directly related to satisfaction with the overall collegiate experience.

Once the students are enrolled in the college or university, the faculty, along with administrators, residence hall staffs, and students,

---

[1]K. A. Feldman and T. M. Newcomb, The Impact of College on Students, (San Francisco: Jossey-Bass, 1969), p. 294.

[2]Ibid., p. 295.

[3]G. R. Standing and C. A. Parker, "The College Characteristic Index as a Measure of Entering Students' Preconceptions of College Life," Journal of College Student Personnel, 6 (October, 1964), pp. 2-6.

[4]M.S. Fisher, The Relationship of Satisfaction, Achievement, and Attrition to Anticipated Environmental Press, Unpublished master's thesis, (Brigham Young University, 1961).

[5]C. G. Lauterbach and D. P. Vielhaber, "Need Press and Expectations--Press Indices as Predictors of College Achievement," Educational and Psychological Measurement, 26 (Winter, 1966), pp. 965-972.

[6]A. W. Astin, "The Impact of Dormitory Living on Students," Educational Record, 54 (Summer, 1973), pp. 206-210.

could use the information collected through the URES to make decisions to modify and/or preserve those environmental characteristics identified as beneficial to the academic experience. A committee comprised of individuals from each of these groups might be appointed to further study the residence hall environment to determine which of its characteristics should be emphasized and/or modified.

The insight gained from this study and a continuous program of defining and re-defining student and staff needs through the use of the URES could be helpful to the housing administration and the general administration and faculty as they attempt to build specific services and educational programs.

A greater understanding of the residence hall staff and student expectations and experienced perceptions of the environment would be useful in identifying and clarifying areas of conflict within the staff and between staff and students. A hall director could use this information to plan training programs for the staff as a whole and as individuals. The purpose of the training would be to develop specific attitudes, skills, and programs to emphasize specific environmental variables. The specific environmental variables which would be emphasized would be those consistent with the goals and objectives of the residence hall office and with the philosophy and objectives of the total university community. The "Overview of Residence Hall Programs at Michigan State University" (appendix A) describes the purposes and goals of the residence hall program functioning in the environment described in this study. Environmental characteristics such as Involvement, Emotional Support, Independence, Academic Achievement, and Student Influence can

be directly related to the stated purposes and goals of the Michigan State University residence hall program.

Residence hall programs and activities directed at lessening the conflict between expectations and experienced perceptions could also be developed. Even an awareness of the existence of differences in expectations and experienced perceptions between different groups and between males and females would be a step in making everyone involved more sensitive and responsive to the environment. The staff and students could use the information to control and/or influence the effect of specific environmental characteristics on their behavior. By studying the living climate objectively those most directly involved might strengthen the things about it that they like and change those things they might not like.

The study provides a starting point for the hall staff to examine their impact and role, especially in the areas of reported sex differences and in the areas of Academic Achievement and Student Influence. The staff could then develop activities and programs which would support and encourage those residence hall variables where students have high expectations. Follow-up studies of student and staff experienced perceptions could be used to evaluate the effectiveness of such activities and programs as part of the educational process. As Dressel states:

> The worth of an experience may be judged by its educational impact--that is, by the extent to which it, in itself or in comparison with other possible experiences, results in certain desired changes in those having the experience. Education is a complex process involving the selection of ideas (concepts, values, skills) and the planning of experiences designed to foster mastery of these ideas in the people subjected to the educational process. Choices must be made in

planning an educational program, and the effectiveness of the program must also be studied.[1]

Speculations

A review of the conclusions of this study by the researcher revealed several surprises, as well as several patterns of responses which could be accounted for through an understanding of the specific situation. The greatest surprise was in the area of Academic Achievement. It was difficult to understand why the residence hall staff expectations of this environmental characteristic were significantly lower than those of either the upperclassmen or the freshmen. The literature, and the writer's thoughts, would have had the upperclassmen and the staff with similar expectations, but lower than the freshmen. The significant change by the staff in the direction of perceiving greater emphasis on academic achievement than expected was also not consistent with the writer's expectations or with the related research. One can only speculate that the higher expectations and experienced perceptions held by the freshmen and the upperclassmen influenced the experienced perceptions of the staff.

Ideally, the staff would have had higher expectations of the environment for academic achievement and would have influenced the residents in that direction. It is possible that these results represent resistance to the staff responsibility in the area of academic role modeling. It would be interesting to correlate these findings with the grade-point averages of these groups to determine if there might be a

---

[1] P. L. Dressel and Associates, Evaluation in Higher Education, (Boston: Houghton Mifflin Company, 1961), p. 6.

relationship with their expectations and experienced perceptions of Academic Achievement.

The significant group differences for expectations and experienced perceptions of Intellectuality followed a pattern that might have also been expected for Academic Achievement. The expectations and experienced perceptions of both the staff and upperclassmen were significantly lower than those of the freshmen on Subscale 7, Intellectuality.

Significant group differences between the freshmen and upperclassmen for Subscale 9, Student Influence, were also understandable and expected. Upperclassmen, either through experience or a developing cynicism, often come to feel and express that they have little control over the residence hall living environment. It is not surprising that the staff expectations and experienced perceptions were in the middle between those of the freshmen and upperclassmen. This is an area where more could have been done by the staff and the university to communicate clearly which aspects of the environment students have some influence and control over.

Many of the reported sex differences for expectations and experienced perceptions of the residence hall environment are understandable in the context of the cultural roles assigned to male and female students and in the context of the Hubbard Hall environment. Being understandable does not necessarily mean desirable. The writer's experiences with the subjects, and with the stereotypic sex roles assigned them by society, supports several of the conclusions of this study.

One can understand where male and female expectations of the environment might be similar for Involvement. One can also understand

why, after five months living in Hubbard Hall, the females experienced less emphasis on this subscale while the males reported more emphasis. The males had very active intramural teams and often, many floor social events. The female floors had little organized opportunity to interact with each other as a group. Here again, the staff, especially the female Resident Assistants, could do more to plan and support programs to meet expressed expectations.

On Subscale 2, Emotional Support, the female subjects expected and experientially perceived greater emphasis or need than expressed by the male subjects. The females also expected and experientially perceived less Independence than did the male subjects. The writer's observations and relationships with the residents of Hubbard Hall paralleled these findings. The female students were more dependent on floor acquaintances and a few friends for emotional support and peer influence. The male students, while more involved with the entire floor, were less willing to express feelings of caring for or of needing others. The males also expressed feeling less peer pressure.

It is difficult to respond to the conclusions drawn for Subscale 4, Traditional Social Orientation. The writer had few preconceptions as to what males and females might expect or experience socially. Many of the subjects indicated strong disagreement with the wording used in the URES for items on this subscale. The feeling was that the use of the term "dating" did not apply to their social relationships. Yet it was obvious from the reported differences between males and females and between expectations and experienced perceptions that social relationships were a concern to students and staff.

The results for Subscale 5, Competition, were somewhat of a surprise. The writer felt that the freshmen would have expected more competition than the staff and/or the upperclassmen. The fact that the expectations of the staff and the upperclassmen were similar to those of the freshmen was surprising. Yet as a Hall Director, the writer was pleased to note that the experienced perceptions of all subjects were significantly lower for Competition than their expectations. This might indicate that the staff and students had a more positive experience than they had expected for this environmental characteristic.

As an educator, the writer would like to have seen the high expectations and experienced perceptions held by the freshmen for Intellectuality matched by similar responses from the staff and upperclassmen. The writer is of the belief that the staff and the university can do more to encourage and support the intellectual and cultural aspects of college life.

Recommendations for Further Research

The following recommendations for further research are based on conclusions drawn from this study:

1. There is need for further research concerning the expectations and experienced perceptions that college students have of their specific living environment. Additional research could be conducted to determine the relationship, if any, that may exist between student characteristics and attitudes, academic achievement, satisfaction, and persistence in college, in regard to expectations and experienced perceptions of that

living environment. Chickering,[1] Brown,[2] and Dressel,[3] among others, identify the residence hall environment as a source of influence on the college campus which can accelerate or retard student development. Additional information in these areas could be supportive of continued financial support of residence hall systems and of increased recognition of the important impact that the residence halls can have as an integral part of the total curriculum.

2. Similar studies should be conducted to evaluate and modify the residence hall and individual floor environments to more effectively meet the expectation needs of the residents. The URES could be utilized in the "expectation" form (or "ideal" form) with the "real" form. Immediate feedback of the results to the students and staff could then be used as a basis for meaningful discussions for planning changes in desired directions. After change implementation, the URES could be re-administered to evaluate the success or failure of the changes which were made. Other resource agencies on campus might be invited to participate in such discussions and plans to modify or evaluate the residence hall. These agencies could offer specific skills and expertise for the solution of a particular environmental concern.

3. Further research is needed to relate specific behavior and subjective individual changes with the environments that encourage or

---

[1]A. W. Chickering, Education and Identity, (San Francisco: Jossey-Bass, 1969).

[2]R. D. Brown, Student Development in Tomorrow's Higher Education: A Return to the Academy, (Washington, D.C.: American College Personnel Association, 1972).

[3]P. L. Dressel and I. J. Lehmann, "The Impact of Higher Education on Student Values and Critical Thinking Abilities," Educational Record, 46 (Summer, 1965), p. 245.

support them. This would entail identifying individual students and using longitudinal student change data (i.e., data involving values, attitudes, grade-point averages, satisfaction, drinking, dating, change of major, etc.) with long term studies of changes of the living environment (i.e., from home to the residence hall and from the residence hall to an apartment or to married student housing, etc.). This type of information would help college administrators, architects, and faculty members design living environments and experiences to further the developmental goals and objectives of the overall institution.

4. The URES could be used as an evaluative tool in determining the impact of special or innovative residence hall (Greek, off-campus apartments, etc.) programs, i.e., living-learning centers, academic emphasis floors or halls, and co-ed housing by suites.

5. Additional research should be undertaken to determine if Astin's findings regarding residence hall living contributing to greater satisfaction with the overall college environment are verifiable. The positive and negative perceptions that residents have of their living environment could be related to their perceptions of the general college environment, continuance at the institution, and grade-point average.

6. The effect of architectural design, staffing patterns, and methods of roommate assignment might also be studied and evaluated through the use of the URES. Here again the "expectations" form or the "ideal" form of the instrument might be used in conjunction with the "real" or "actual" form. These areas have direct implications for

planning and financing new residence halls and for administrative policies and procedures currently employed in the residence hall environment.

7. A variation of this study could be developed for analyzing the expectations and experienced perceptions of entering freshmen, new transfer students, and upperclassmen in relationship to returning to or continuance in (as residents) the residence hall system. Student satisfaction with the residence hall environment, special academic programs, and operational procedures might be evaluated this way. Continuance and satisfaction might be directly related to student characteristics, values, age, the food, roommates, etc. or to expectations and experienced perceptions of the environment.

Concluding Statement

This study was undertaken to provide a greater understanding of the residence hall living environment of a co-ed residence hall at Michigan State University. An analysis such as this of student and staff expectations and experienced perceptions of the environment might assist housing administrators at Michigan State University to better define and operationalize specific goals and objectives for the residence hall system. As significant reference groups become more familiar with the data generated from the study, a greater understanding of areas of agreement and areas of conflict should result. Such understanding might provide greater insight into the impact that the residence hall environment can and does have on student growth and development. Such insight might bring about the development of a more effective and supportive living environment staffed with better trained

personnel, and characterized by programs and services appropriate to the developmental needs of residence hall students.

BIBLIOGRAPHY

BIBLIOGRAPHY

Alfert, E. "Developmental Stage and Choice of Residence in College." Journal of College Student Personnel 9 (March 1968): 90-93.

Alfert, E. "Housing Selection, Need Satisfaction, and Dropout From College." Psychology Reports 19 (August 1966): 185.

Astin, A. W. "The Impact of Dormitory Living on Students." Educational Record 54 (Summer 1973): 206-210.

Astin, A. W. "The Inventory of College Activities (ICA): Assessing the College Environment." Journal of Educational Measurement 4 (Winter 1965): 219-225.

Astin, A. W. and Holland, J. L. "The Environmental Assessment Technique: A Way to Measure College Environments." Journal of Educational Psychology 52 (December 1961): 308-316.

Baird, L. L. "The Effects of College Resident Groups on Students Self-Concepts, Goals, and Achievements." Personnel and Guidance Journal 47 (June 1969): 1015-1021.

Baker, S. R. "The Relationship Between Student Residence and Perceptions of the Environmental Press." Journal of College Student Personnel 7 (July 1966): 222-224.

Barger, B. and Lynch, A. Q. "University Housing: A Healthy Learning Laboratory," In Service for Students, edited by J. Katz. San Francisco: Jossey-Bass, 1973.

Becker, H. S. Boys in White. Chicago: University of Chicago Press, 1961.

Berdie, R. F. "A University Is a Many-Faceted Thing." Personnel and Guidance Journal 45 (April 1967): 768-775.

Berdie, R. F. "Changes in University Perceptions During the First Two College Years." Journal of College Student Personnel 9 (March 1968): 85-89.

Berdie, R. F. "College Expectations and Perceptions." Journal of College Student Personnel 7 (November 1966): 336-344.

Berdie, R. F. "Some Psychometric Characteristics of CUES." Educational and Psychological Measurement 27 (Spring 1967): 55-66.

Brown, R. D. "Manipulation of the Environmental Press in a College Residence Hall." Personnel and Guidance Journal 46 (February 1968): 555-560.

Brown, R. D. "Student Development and Residence Education: Should It Be Social Engineering?" In Student Development and Education in College Residence Halls, edited by D. A. DeCoster and P. Mable. Washington, D.C.: American College Personnel Association, 1974.

Brown, R. D. Student Development in Tomorrow's Higher Education: A Return to the Academy. Washington, D.C.: American College Personnel Association, 1972.

Buckley, H. D. "A Comparison of Freshman and Transfer Expectations." Journal of College Student Personnel 12 (May 1971): 186-188.

Centra, J. A. "Student Perceptions of Residence Hall Environments: Living-Learning vs. Conventional Units." Journal of College Student Personnel 9 (July 1968): 266-272.

Chickering, A. W. "College Residences and Student Development." The Educational Record (Spring 1967): 179-186.

Chickering, A. W. Education and Identity. San Francisco: Jossey-Bass, 1969.

Chickering, A. W. "Undergraduate Academic Experience." Journal of Educational Psychology 63 (April 1972): 134-143.

Committee on the Student in Higher Education. The Student in Higher Education. New Haven: Hazen Foundation, 1968.

DeCoster, D. A. "Housing Assignments for High Ability Students." Journal of College Student Personnel 7 (January 1966): 19-22.

DeCoster, D. A. "The Effect of Housing Assignments for High Ability Students." Journal of College Student Personnel 9 (March 1968): 75-78.

Donato, D. J. "Junior College Transfers and a University Environment." Journal of College Student Personnel 14 (May 1973): 254-259.

Donato, D. J. and Fox, G. C. "Admissions Officer, Faculty and Student Perceptions of Their College Environment." Journal of College Student Personnel 11 (July 1971): 271-275.

Donohue, W. R. "Student Perceptions of Their Environment in Two Residence Hall Areas in Uni-sexual to Co-educational Transition." Journal of College and University Student Housing 3 (January 1973): 7-10.

Dressel, P. L. and Associates. Evaluation in Higher Education. Boston: Houghton Mifflin Company, 1961.

Dressel, P. L. and Lehmann, I. J. "The Impact of Higher Education on Student Values and Critical Thinking Abilities." Educational Record 46 (Summer 1965): 245-256.

Duling, J. A. "Differences in Perceptions of Environmental Perceptions by Selected Student Subgroups." Journal of National Association of Women Deans and Counselors 32 (Spring 1969): 130-132.

Dunlop, L. A. "Student Perceptions of Student Personnel Services at the University of Wyoming." Doctor's thesis, University of Wyoming, 1970.

Duvall, W. H. "Student-Staff Evaluation of Residence Hall Environment." Journal of College Student Personnel 10 (January 1969): 52-58.

Eberly, C. G. and Cech, E. J. "Residence Hall Program and Perception of University Environment." College Student Survey 2 (Winter 1968): 65-70.

Eddy, E. J. The College Influence on Student Character. Washington, D.C.: American Council on Education, 1959.

Estler, S. "A Critical Incident Study of Learning at Ohio State University." Student Housing Research. ACUHO Research and Information Committee, October, 1969.

Fisher, M. S. "The Relationship of Satisfaction, Achievement and Attrition to Anticipated Environmental Press." Master's thesis, Brigham Young University, 1961.

Feldman, K. A. "Research Strategies in Studying College Impact." ACT Research Report # 34 (May 1970).

Feldman, K. A. and Newcomb, T. M. The Impact of College on Students. San Francisco: Jossey-Bass, 1969.

Gelso, C. J. and Sims, D. M. "Perceptions of a Junior College Environment." Journal of College Student Personnel 9 (January 1968): 40-43.

Gerst, M. S. and Moos, R. H. "Social Ecology of University Student Residences." Journal of Educational Psychology 63 (December 1972): 513-525.

Goetz, W. and Leach, D. "The Disappearing Student." Journal of College Student Personnel 45 (May 1967): 883-887.

Gottheil, E. "Stress, Satisfaction, and Performance: Transition from University to Medical College." Journal of Medical Education 44 (April 1969): 270-277.

Grant, W. H. and Eigenbrod, F. A. "Behavioral Changes Influences by Structured Peer Groups Activities." Journal of College Student Personnel 11 (July 1970): 291-295.

Harvey, W. R. STAT 49V Least-squares Analysis of Variance. Columbus: Ohio State University, 1968.

Heath, D. Growing Up in College. San Francisco: Jossey-Bass, 1968.

Herr, E. L. "Student Needs, College Expectations and 'Reality' Perceptions." Journal of Educational Research 65 (October 1971): 51-56.

Heskett, S. L. and Walsh, W. B. "Differential Perceptions of College Environment." Journal of College Student Personnel 10 (May 1969): 182-184.

Hountras, P. T. and Brandt, K. R. "Relation of Student Residence to Academic Performance in College." Journal of Educational Research 63 (April 1970): 353-354.

Ivey, A. E., Miller, C. D., and Goldstein, A. D. "Differential Perceptions of College Environment: Student Personnel Staff and Students." Personnel and Guidance Journal 46 (September 1967): 17-21.

Johnson, J. A. "Residence Hall Goals and Objectives: Perceptions of Students and Staff." Dissertation Abstracts 26 (1966): 4377-4378.

Johnson, R. W. and Kurpius, D. J. "A Cross-sectional and Longitudinal Study of Student's Perceptions of their College Environment." Journal of College Student Personnel 8 (May 1967): 199-203.

Johnson, W. F. "Student Personnel Work in Higher Education: Philosophy and Framework." In College Student Personnel, edited by L. Fitzgerald, W. Johnson and W. Norris. Boston: Houghton Mifflin, 1970.

Karman, T. A. "Student Expectations of College: Some Implications for Student Personnel Administrators." National Association of Student Personnel Administrators Journal 11 (Spring 1974): 52-59.

Karst, R. "Student Perceptions and Evaluations of the Residence Hall Environmental Press at the University of Wyoming." Doctor's thesis, University of Wyoming, 1972.

King, H. and Walsh, W. B. "Change in Environmental Expectations and Perceptions." Journal of College Student Personnel 13 (July 1972): 331-337.

Lauterbach, C. G. and Vielhaber, D. P. "Need-Press and Expectations-Press Indices as Predictors of College Achievement." Educational and Psychological Measurement 26 (Winter 1966): 965-972.

Lindahl, D. "Impact of Living Arrangements on Student Environmental Perceptions." Journal of College Student Personnel 8 (January 1967): 10-15.

Longino, C. F. "Housing Environments and Student Behavior." Journal of College and University Student Housing 2 (July 1972): 8-15.

Lozoff, M. M. "Residential Groups and Individual Development." In No Time for Youth, edited by J. Katz. San Francisco: Jossey-Bass, 1969.

McConnell, T. R. and Heist, P. "The Diverse College Student Population." In College and Character, edited by N. Sanford. New York: Wiley, 1964.

McFee, A. "The Relation of Student's Needs to Their Perceptions of a College Environment." Journal of Educational Psychology 52 (February 1961): 25-29.

McPeek, B. L. "The University as Perceived by Its Subcultures: An Experimental Study." Journal of National Association of Women Deans and Counselors 30 (Spring 1969): 129-132.

Millman, S. D. "Residence Environment: Zeroing In." Journal of College Student Personnel 2 (July 1972): 3-7.

Moos, R. H. The Social Climate Scales: An Overview. Palo Alto, California: Consulting Psychologists Press, 1974.

Moos, R. H., DeYoung, A. J., and Smail, M. M. P. "The University Residence Environment Scale: A Method for Describing University Student Living Groups." Journal of College Student Personnel 15 (September 1974): 357-365.

Moos, R. H. and Gerst, M. S. University Residence Environment Scale Manual. Palo Alto, California: Consulting Psychologists Press, 1974.

Murray, H. A. Exploration in Personality. New York: Oxford University Press, 1938.

Newcomb, T. M. "Student Peer-group Influence and Intellectual Outcomes of College Experiences." In Personality Factors on the College Campus, edited by R. L. Sutherland, W. H. Holtzman, E. A. Koil and B. K. Smith. Austin: Hogg Foundation for Mental Health, 1962.

Noeth, R. J. and Dye, H. A. "Perceptions of a University Environment: Students and Student Personnel Workers." Journal of College Student Personnel 14 (November 1973): 531-557.

Office of Residence Hall Programs. Overview of Residence Hall Programs at Michigan State University. East Lansing, Michigan, 1973-1974.

Osinke, M. A. and Innis, C. T. "Follow Up to the Freshmen Expectations Survey." Department of Institutional Studies, University of Cincinnati, September, 1971.

Pace, C. R. College and University Environment Scales Technical Manual. Princeton, N. J.: Educational Testing Services, 1969.

Pace, C. R. Comparisons of CUES Results from Different Groups of Reporters. Los Angeles: University of California, 1966.

Pace, C. R. "Perspectives on the Student and His College." In The College and the Student, edited by E. D. Lawrence and J. L. Kauffman. Washington, D. C.: American Council on Education, 1966.

Pace, C. R. and Stern, G. "An Approach to the Measurement of Psychological Characteristics of College Environments." Journal of Educational Psychology 49 (October 1958): 269-277.

Pace, T. "Roommate Dissatisfaction in Residence Halls." Journal of College Student Personnel 11 (March 1970): 144-147.

Pate, R. H. "Student Expectations and Later Perceptions of a University Enrollment." Journal of College Student Personnel 11 (November 1970): 458-462.

Pervin, L. A. "A Twenty-college Study of Student x College Interaction Using TAPE." Journal of Educational Psychology 58 (October 1967): 290-302.

Plyler, S., Powell, J. R., Dickson, B. A. and McClellan, S. D. The Personnel Assistant in College Residence Halls. Boston: Houghton Mifflin, 1969.

Quoy, A. T. and Dole, A. A. "Changes in Community College Perceptions Before and After Matriculation." Journal of College Student Personnel 13 (March 1972): 120-125.

Reiner, J. R. and Robinson, D. W. "Perceptions of College Environment and Coniguity with College Environment." Journal of Higher Education 41 (February 1970): 130-139.

Riker, H. C. College Housing as Learning Centers. Washington, D.C.: American College Personnel Association, 1965.

Riker, H. C. and DeCoster, D. A. "The Educational Role in College Student Housing." Journal of College and University Student Housing 1 (July 1971): 3-7.

Risch, T. J. "Expectations of the College Environment." Journal of College Student Personnel 11 (November 1970): 463-466.

Ryan, J. L. "College Freshmen and Living Arrangements." NASPA Journal 8 (October 1970): 128-130.

Sandeen, A. "Balancing Privacy with Community: The Challenge for Residence Halls." The Educational Record 49 (Spring 1968): 228-230.

Sedlacek, W. E. and Lynch, R. C. "Differences Between Student and Student Affairs Staff Perceptions of a University." Journal of College Student Personnel 12 (May 1971): 173-176.

Segal, S. J. "Implications of Residential Setting for Development During College." Journal of College Student Personnel 8 (September 1967): 308-310.

Selvin, H. C. "The Impact of University Experience on Occupational Plans." School Review 71 (Autumn 1963): 317-329.

Seymour, W. R. "Student and Counselor Perception of College Environments." Journal of College Student Personnel 9 (March 1968): 79-84.

Shaw, K. A. "Accuracy of Expectation of a University's Environment as it Relates to Achievement, Attrition, and Change of Degree Objective." Journal of College Student Personnel 9 (January 1968): 44-48.

Snead, R. F. and Cople, R. B. "Some Effects of the Environmental Press in University Housing." Journal of College Student Personnel 12 (May 1971): 189-192.

Standing, G. R. and Parker, C. A. "The College Characteristic Index as a Measure of Entering Students' Preconceptions of College Life." Journal of College Student Personnel 6 (October 1964): 2-6.

Stanfiel, J. D. and Watts, F. P. "Freshman Expectations and Perceptions of the Howard University Environment." Journal of Negro Education 39 (Spring 1970): 132-138.

Stern, G. G. "Characteristics of the Intellectual Climate in College Environments." Harvard Educational Review 33 (Winter 1963): 5-41.

Stern, G. G. People in Context. New York: Wiley and Sons, 1970.

Stern, G. G. "The Intellectual Climate in College Environments." In The College Student and His Culture: An Analysis, edited by Kaoru Yamamoto. Boston: Houghton Mifflin, 1968.

Taylor, R. G. and Hanson, G. R. "Environmental Impact on Achievement and Study Habits." Journal of College Student Personnel 12 (November 1971): 445-454.

Thistlethwaite, D. C. and Wheeler, H. "Effects of Teacher and Peer Subcultures Upon Student Aspiration." Journal of Educational Psychology 57 (February 1966): 35-47.

Vreelan, R. S. and Bidwell, C. E. "Organizational Effects on Student Attitudes: A Study of the Harvard Houses." Sociology of Education 38 (Spring 1965): 233-250.

White, J. E. "Style of Life and Student Personnel Policy in College Residence Halls." Journal of National Association of Women Deans and Counselors 32 (Spring 1969): 130-132.

Wiggins, J. S. "Personality Structure." In Annual Review of Psychology, edited by P. R. Farnsworth. Palo Alto, California: Annual Reviews, Inc., 1968.

ZumBrunnen, J. R. Associate Director, Statistical Analysis Unit, Colorado State University, Fort Collins, Colorado. Consultation, November 1975.

APPENDICES

APPENDIX A

Exhibit 1 Overview of Residence Hall Programs at Michigan State University 1974-1975

Exhibit 2 Goals and Objectives of the Office of Housing and Residence Education at Colorado State University 1974-1975

Exhibit 3 Objectives of University Residence Halls at the University of Nebraska 1973-1974

OVERVIEW OF RESIDENCE HALL PROGRAMS AT

MICHIGAN STATE UNIVERSITY

1974-75

The information presented here is intended to give an overview of the objectives and scope of the residence hall program at Michigan State University. An attempt has been made to be concise, yet comprehensive, in viewing the work of the Residence Hall Programs Office in relation to the educational opportunities provided for resident students at this University.

A. Philosophy: A major commitment of the residence hall program is to express the philosophy and objectives of the total University community. The program is dedicated to provide many opportunities for learning for individual students, while at the same time, meeting their physical, social, and psychological needs. A primary objective is to encourage the feeling on the part of students that education is a broadly based concept, that it is personal in nature, that it is a process involving their entire life, and that a student must exercise considerable initiative in the process of learning. Therefore, programs, activities, and approaches must always be assessed in terms of their educational value.

B. Purposes:

1. Residence halls aid in the facilitation of the student's social/educational growth by presenting opportunities for establishing reference groups and a sense of community through social proximity, learning tolerance for individual differences, and easing social relationships. Student's educational growth and development neither ends as they leave the classroom nor begins when classes are brought into their living unit. Education, in its broadest sense, is an on-going process that is enhanced by interpersonal relationships and everyday experiences. When one considers that students spend 65 to 70 percent of their time in a residence hall, then one may conclude that the residence halls provide an outstanding opportunity for fostering educational growth in the residents.

   Residence halls also offer secure social ties which provide a dependable basis for a consistent and stable self-image and a firm sense of identity.

   In addition, these social ties provide emotional support for students as they adjust to University life.

Finally, as students develop reference groups, the values and norms of the groups provide a background against which an individual's decisions about behavior can occur.

This final point about reference groups is of special importance at Michigan State University. The absence of a feeling of "community" that is prevalent in the multiversities today is a primary source for the frustration and alienation which many times manifests itself in unhealthy student behaviors. Residence halls can help promote a sense of community and deter student feelings of isolation in the University through opportunities for involvement with people and programs of special interest.

Another element affecting student development is the diversity of the residence hall life. It is known that the student's contact with different kinds of persons can lead to increased ease and freedom in relationships with others. Research reports indicate that for "both undergraduates and alumni, relations with roommates and friends were the principle experiences that transformed ethnocentrism into greater acceptance and affection for others." This daily encounter with "different" others has the effect of reducing stereotyping and prejudice, and increasing tolerance and freedom in interpersonal relationships.

In summary, residence halls have been shown to contribute significantly to a student's development by providing opportunities for interactions which lead to formation of reference groups, a sense of community, developing social skills, and increasing tolerance for others. Could it not then be reasonable to expect that many of these positive social and personal attributes fostered by residence hall living would ultimately be generalized to an individual's life style and aid the student in becoming a more productive and sensitive member in the society at large?

2. The second purpose residence halls serve is the convenience and economy provided for the students, and the University.

For many students, convenience (referring to physical arrangements and locations) is a salient factor in determining satisfaction with their living situation.

At Michigan State University, every effort is made to provide comfortable housing, an atmosphere conducinve to study, and an abundant variety of food at the lowest possible cost to the student. Classrooms, faculty offices, and related services are provided in the complex areas and regularly scheduled bus transportation makes classroom buildings and other parts of the campus easily accessible to students.

Thus, with regard to the convenience and economy involved, residence halls are responsive to the student and the University.

3. A third reason for citing the importance of residence halls is that a large number of students want them. In a recent housing questionnaire administered to resident students, only one-half of one percent indicated that the University should not provide housing facilities. Likewise, a proportionately high percentage of polled resident students say that living in a residence hall is a valuable part of their total educational experience and should be continued.

4. Finally, residence halls provide an opportunity for the development of programs and facilities for student benefit. Efforts are being made currently to expand health, academic, social and recreational facilities, programs and services to residence halls. The placement of specialized advisors, instructional facilities, and informational materials in these locations of more proximal advantage to students is an attempt to meet increased student need for more individualized, relevant, and convenient learning experiences.

C. Staff Structure: The Coordinator of Residence Hall Programs Office, by his leadership and through his designation and delegation of responsibilities to the Area Directors, assumes responsibility for the direction of the residence hall program. In addition, the Coordinator acts as a liaison to other members of the University community and assists the Office of the Vice President for Student Affairs in developing policies and coordinating programs affecting the entire area of student affairs. Area Directors are administratively responsible for a designated complex area and coordinate, assigned staff responsibilities.

Residence hall central staff members advise major governing groups and honoraries related to the residence halls, facilitate judicial referrals, serve on student-staff committees, coordinate summer residence hall programs and assist with staff selection.

The professional staff of a residence hall includes a Hall Director or Head Advisor, an Assistant Advisor or two Graduate Advisors. Because of the diversity within the residence hall program, staffing arrangements vary. The Hall Director and Head Resident Adivsor positions are full-time responsibilities within the Residence Hall Programs Office. They are administratively responsible for coordinating the student personnel program as it relates to the population of the residence unit. Staff members in these positions have or are pursuing advanced degrees in college student personnel administration/ higher education, or related areas of study.

The Assistant Advisor position is also considered to be full-time responsibility. The Assistant Advisor assists the Hall Director or Head Resident Advisor in giving direction to the student personnel program. Staff members occupying these positions also have or are pursuing advanced degrees.

The Graduate Resident Advisor position is a half-time assignment. Graduate Advisors work with the Hall Director or Head Resident Advisor and undergraduate assistant staff in the development of the student personnel program. Acceptance in a graduate degree program is a prerequisite for employment.

Residence halls are organized on a house basis with each house having approximately fifty students. An undergraduate Resident Assistant lives in the house and works with its residents on an individual and group basis. RA's also advise the house student government and co-curricular activities. There is a strong commitment to the value of an undergraduate student staff member and our undergraduate staff of Resident Assistants and Minority Student Aides represent a highly selective group of upperclassmen.

D. Goals and Objectives of Residence Hall Programs:

1. General Goals:

   a. Express and participate in the philosophy and objectives of the total University community and the Student Affairs Office.

   b. To foster an environment in which numerous opportunities for learning exist for individual students.

   c. To interact with students in both formal and informal ways in order to have an impact on their educational growth.

   d. To develop programs, policies, activities and approaches which implement these goals.

2. General Objectives:

   Administrative:

   a. Through the administrative processes of staff selection, training, and evaluation, to provide a residence hall advisory staff competent in communication skills, knowledgeable in the fields of education and the behavioral sciences, and efficient in the use of organizational and administrative processes.

   b. To inform students of hall and University policies and regulations and to assist in insuring compliance with appropriate policies, rules and regulations as they pertain to a residential setting.

   c. To administer and facilitate the adjudication of discipline cases where students are accused of violating University regulations or the residence halls Bill of Rights.

d. To make known to students the organizational structure and the services provided for them by the University and to facilitate the use of these services: specifically the health service, housing office, counseling center, placement, financial aides, and special services.

e. To collect, analyze and report research data that is relevant to students in residential settings.

f. To actively strive to develop and improve those organizational structures and definitions of functions that are responsive to the needs of students through operational efficiency and maximized communications throughout the University.

g. To describe and interpret residence hall experiences and functions to other segments of the University community.

h. To assist and promote the professional education and development of Student Personnel Administrators.

i. To participate in, or influence the formation of policies and procedures related to Residence Hall Programs, Dean of Students Office, and Michigan State University goals and objectives.

j. To inform students of the job responsibilities of residence hall advisory and management staff, and to involve management staff in situations which reflect their expertise.

k. To provide opportunities for student feedback and input in the development and evaluation of policies, programs, regulations and environmental concerns pertaining to student welfare in residence halls.

l. To make known to students the procedures to follow in case of an emergency.

m. To direct the hall security and safety program.

n. To make students aware of procedures to follow regarding a personal or academic grievance.

o. To supervise and administer the advisory staff supplies and services budget.

p. To participate in the evaluation of staff performance and program outcomes.

q. To assist the Residence Hall Programs Office in hosting and interviewing prospective staff candidates.

Educational:

a. To provide orientation programs, services and information in order to facilitate the acclimation and adjustment of students to residence halls and to the University community.

b. To provide and facilitate educational programs and activities for students which supplement and complement classroom experience.

c. To provide opportunities for students to evaluate skills and interests chosen for a vocation or avocation and to assist students in exploring a variety of alternative life and vocational styles that may be available.

d. To provide follow-up with students making insufficient academic progress.

e. To provide students with general academic advising assistance and to make referrals to college and departmental academic advisors.

f. To provide and facilitate academic assistance through tutorial and study skills programs.

g. To provide students with the opportunity to have contact with faculty members at the house and hall level.

h. To provide students with places to pursue academic interests in the hall or complex.

Environmental:

a. To provide a secure and comfortable physical environment compatible with the physical, psychological, and educational needs of students.

b. To provide each student with some degree of security and privacy in his own living space.

c. To provide a wide variety of physical and social environments (Variable Living Options) consistent with student needs, interests and life-styles.

d. To foster and encourage an environment where students are respectful of and responsive to the needs, rights, and responsibilities of others in a community living situation: specifically problems of noise, destruction of property, privacy, the right to study and learn, and threats to health and safety.

e. To work toward the development of a sense of community among residents.

Governmental:

a. To foster and encourage student self-government and its attendant processes and functions within living units.

b. To facilitate among students an understanding of University governance, student governance, and student-institutional relationships.

c. To work with ad hoc interest groups in the hall.

Personal:

a. To foster and encourage the development of the individual student according to perceived needs, interests, values, and aspirations.

b. To provide advising and counseling referral resources for those students needing specialized assistance with emotional, academic, health, financial and/or other kinds of personal problems.

c. To facilitate student interaction on a one-to-one basis with student and non-student members of the University and surrounding community.

d. To provide and/or facilitate student use of social and recreational facilities, equipment, programs, and activities.

e. To provide students with opportunities to increase self-understanding and the understanding of others through group experiences.

f. To challenge and clarify assumptions, attitudes, behaviors, values, and life styles of students in an effort to help them grow and develop alternatives for decision making.

E. Coordination with other University Departments and Agencies: The development of the living-learning centers has been based on mutual understanding and respect for contributions of many staffs. Members of the academic departments, the Counseling Center and Residence Hall Management, as well as the advisory staff, directly influence students within a hall. To utilize the resources of these staffs, and bring about the greatest opportunities for learning, a cooperative and coordinate approach is necessary. Joint planning and effective communication must be built into the expectation for all personnel if the potential of a residence area is to be reached.

The favorable working relationship between the advisory staff and management personnel of each hall is dependent upon cooperation, not lines of authority, as both staffs report to different Vice Presidents of the University.

The Counseling Center services are decentralized to provide full-time counselors in three residence areas. Where counselors are not located in a residence hall a resource person is designated to work directly with the students and staff of each area.

From the start of the living-learning centers, the residence hall staff has benefited a great deal from involvement with the instructional faculty. As new halls incorporate different academic programs, guidelines for effective operation with each college must be established.

In addition to the cooperation work with these divisions and departments within residences, a close working relationship is maintained with such agencies as the Health Center, Department of Public Safety, Placement Bureau, and the University Theater. The actual incorporation of services into the residence unit is contingent upon the degree to which their direct involvement will positively influence the educational opportunities for students. To utilize the resources of a large University, yet provide immediate resources for the students within an area, is the challenge of the living-learning concept.

Residential Areas: Residence halls accommodate close to one-half of the 41,000 students enrolled at Michigan State University. To provide a transition within the University community, a policy has been developed by the Board of Trustees which requires all new undergraduate students to reside in the residence halls during their first year at the University. Students who will achieve junior standing or who will be twenty during the academic year are eligible to live in unsupervised off-campus housing. While a large portion of the residence hall students are freshmen and sophomores, many upperclassmen have chosen to live in the residence halls.

There are over thirty residence halls on the campus divided into five areas of complexes for administrative and educational purposes. Each area has certain distinct characteristics which meet the needs of a part of the student population. Returning students may make specific requests for halls, rooms, and rommates within the hall, as well as various housing options ranging from student apartments to halls in which there is an optional board contract.

South Campus - This area houses approximately 4,500 upperclassmen in four coeducational residence halls. The University College curriculum is offered. In addition, James Madison Residential College for social sciences is located here.

Brody - The student population in this area represents approximately 3,000 students who are primarily underclassmen. The University College curriculum is also offered in this complex.

East - Cedar Woods - Six coeducational residence halls accommodating approximately 5,000 students, comprise this area. In addition, Lyman Briggs Residential College for the natural sciences and the Science-Math Teaching Center are located in this area. A University College teaching program is offered in two of the halls and the College of Arts & Letters has an upperclass teaching program in the area.

Red Cedar - This area is composed of two coeducational units, a graduate residence hall and an apartment residence for undergraduate women. Justin Morrill Residential College with emphasis on the liberal arts is located here. Upperclass students generally select this area.

West Circle - Six halls with approximately 250 students per hall are located in this complex. Four of the halls are for women only and two are coeducational.

COLORADO STATE UNIVERSITY

GOALS AND OBJECTIVES - OFFICE OF HOUSING AND RESIDENCE EDUCATION

1974-1975

The Office of Housing and Residence Education is responsible for the management and program development of all University housing facilities including eleven residence halls (capacity 5355) and 722 family housing units. The fact that the responsibilities of educational programming, new construction, fiscal management, and custodial/maintenance operations are centralized under one director makes training, supervision and evaluation much more comprehensive in scope. Consequently, the objectives of this office are to continue sound fiscal and operational management within the housing system with continuing emphasis on the development of programs and services which will enhance the educational living environment of the CSU student.

UNIT OBJECTIVES

1. To provide students with a living environment conducive to academic success and personal growth.

2. To encourage involvement of the entire University community in the program of student residence education including increased student-faculty-staff contacts through academic grouping programs.

3. To intensify student interest in intellectual and cultural activities and to provide more opportunities for students to discuss significant, meaningful ideas and issues.

4. To encourage greater student involvement in decision making and self discipline through the strengthening of student government on an inter- and intra-hall and intra-apartment basis.

5. To continue to improve the physical environment of our halls and apartments from both a structural and a cleanliness point of view.

6. To emphasize and respond to the needs of our family housing population.

7. To underline the responsibility and support for research and evaluation of housing programs, activities, and services.

8. To increase staff member effectiveness through a program of in-service education, including an academic course for new student staff members and regular evaluation-feedback sessions between each staff member and the immediate supervisor.

9. To develop and exercise sound fiscal and operational practices in order to keep costs at the lowest possible level while at the same time generating adequate funds to meet bonded indebtedness requirements.

10. To promote broader understanding of the role and function of the Office of Housing and Residence Education among students, staff, faculty, and parents.

SPECIFIC PROGRAM PLANS

1. Expand and continue to support educational programming efforts in the residence halls with additional staff and financial commitment.

2. Continue to pursue installation of the educational T.V. network looking at 1979 as a completion date for the entire residence hall system.

3. Develop usage and program plans for the community center building in the new family housing project.

4. Complete the Housing Services Center facility to enhance the maintenance program.

5. Improve and develop academic groupings within our residence halls. These currently include the engineering, veterinary medicine, agriculture, forestry and fine arts areas.

6. Design and present a training class for academic credit for all new Student Assistants.

7. Develop custodial and maintenance personnel changes in job titles, responsibilities, and remuneration levels hwich will reflect current standards of equal employment.

8. Increase the quantity and quality of supervision and training for custodial personnel.

9. Respond to increased security needs of the residence hall population by assignment of C.S.U.P.D. personnel directly to the halls and by a concerted student security awareness program.

10. Teach leadership and organizational skills to student government officers through an academic course.

UNIVERSITY OF NEBRASKA

OBJECTIVES OF UNIVERSITY RESIDENCE HALLS

The University of Nebraska residence halls provide the student with opportunities for learning experiences and self-development. As well, room and board is characterized by reasonableness in cost, quality standards of aesthetics, and recognition of student needs and interests. These goals are achieved by operating the residence halls on the basis of the following principles:

1. To maintain a room and board rate that is consistent with educational goals and operational standards and, as well, is reasonable in cost to the student.

2. To present a student-oriented food service that is characterized by wholesome food and offered in an aesthetic atmosphere by a management team oriented to the goals of high standards and realistic costs.

3. To develop and sustain a maintenance and housekeeping program characterized by cleanliness, effective security, preventative repairs, and equipment and furnishings that are consistent with academic, social, and recreational needs.

4. To maintain staff services in the Housing Office to assist the operational and the educational personnel to serve the interests of students in an efficient, sensitive, courteous, and timely manner.

5. To offer in-service developmental training aimed at sharpening professional skills and providing in-depth knowledge of the total housing operation for the entire residence hall staff.

6. To assist students in developing a residence hall community characterized by opportunities for privacy, the practice of contemporary citizenship, personalized small group learning experiences, sound human relationships, and programs whereby the specialized worlds of academia may be fused and synthesized.

7. To make available to the student a wide variety of student personnel services that are often best initiated and utilized in the residential setting.

8. To provide for the staff opportunities to develop an in-depth knowledge of the total university in order to thoroughly represent and reflect the total community to the resident student.

9. To provide substantive evaluation of individual and collective efforts in order to assess progress and development, and, as well, to determine the on-going validity of our objectives.

10. To provide opportunities for the student to become actively involved in the development of as many policies, standards, and services as is possible in the residence halls community.

Objectives for Complex, Hall, and Floor Program/Administration Operations

1. Provision of a satisfactory physical environment through adequate care and maintenance of existing physical facilities and through new construction and rennovation. This is another way of saying that shelter and nourishment must be provided in the most pleasant way as possible. Operations and Food Service should have this objective as a prime priority and it tends to be their responsibility. Yet, the program/administration staff cannot ignore it for the physical environment directly influences anything it does or tries to do. We must evaluate what is needed and desirable to carry on programs, what the students desire and need and we must be the change advocator.
   a. Involve students in renovation of existing facilities and construction of new facilities.
   b. Inform students of appropriate channels to get repair work done.
   c. Involve students in the establishment of housekeeping standards and the provision of an environment that meets health standards. (This should include rooms, floors, public areas and grounds.)
   d. Provide each student with a room (contract and room administration).
   e. Provide each student with information desk services and other facilities.

2. Provision of a pleasing and satisfactory food service operation. Good food (by the students' standards), attractively served, and economical in cost must be provided. While Food Service should have this objective as a prime priority the program/administration staff cannot ignore it for the food service and environment directly influences anything we do or try to do. We must evaluate what is needed and desirable to carry on programs, what the students desire, and we must be the change advocator.
   a. Inform students of when, where, and method of access to food in the residence halls.
   b. Involve students in providing a social experience through dining.
   c. Involve students in the provision of food service through an economical use of resources.

3. "Establishment of guidelines by staff and students that provide structure for orderly, compatible and cooperative community living." As an existentialist, I believe one should be able to do anything one desires PROVIDED the rights and desires of others are not violated. On the surface, this may appear to advocate a very loose "do your own thing" idea, but, on the contrary, it advocates a very well defined structure so that one knows, very clearly and concisely, when one infringes upon another's rights.

   We must not only continue to develop new guidelines, but we must work toward establishing new ones which meet the needs of contemporary society. Again, our role as change agent must be emphasized - we must rationally change that which we are able to and must influence those that can make the changes not allowed us.

   Guidelines, policies and procedures must be clearly annunciated and widely distributed to all those within the housing community and tc those who interact with that community.

   Lately, all guidelines, policies and procedures must be consistently regulated and enforced. Remember, "consistent" is not synonomous with "identical."
   a. Inform students of their responsibility for personal and community property security (damages, theft, lounge furniture).
   b. Inform students of their responsibility for community health and safety (emergency procedures, staff duty, closing), including fire and tornado procedures.
   c. Inform students of the responsibility they assume as members of the University community living in the residence halls (rules and regulations).
   d. Inform students of their rights as community members. (Insure due process for rule violators through disciplinary procedures.)

4. "Development of an interpersonal environment that reflects responsible citizenship and a concern for others, as well as an atmosphere conducive to learning." "Responsible citizenship," in my opinion, addresses two things: first, consideration and respect for the others in the community. Selfishness tempered by selflessness must be adhered to by all. Secondly, is a strong representative government body to govern, if you will, the citizenship.

   "Concern for others," in my opinion, means the same as "no man is an island." Whatever we do, whenever and wherever we do it, has an influence on others around us. We should not deprive others of their rights and privileges by our actions.
   a. Help students to get to know one another.
   b. Help students identify values, interests, and goals they have in common and encourage respect for individual differences.
   c. Help students to work together to meet individual and group needs (conflict resolution and community standards for the environment).
   d. Help students identify the effects of prejudice and discrimination.
   e. Inform students of the role student government plays on the floor, in the hall or complex, RHA, and ASUN.

5. Academic adjustment and atmosphere conducive to learning. "Conducive to learning," in my opinion, refers to three things, (1) an environment allowing one to pursue one's academic goals in the most agreeable manner, (2) an environment which advocates that people learn from each other, and (3) an environment which provides extra-curricular learning opportunities.
   a. Inform students with classroom, academic major, and career concerns of resources available to help them reach resolution.
   b. Involve students with needs for skill development in the areas of decision-making and study skills.

6. "Opportunities for individual growth and development." We must provide vehicles for all residents to grow and develop. We must provide means for the immature or limited resident to mature and broaden, and help the sophisticated or mature student become more so. We must provide for the growth and development of all who fall between these two poles on a continuum.

   "Interpersonal" means simply, "people to people." Residents in University Housing are people - not objects or numbers. To be more concrete, we have the obligation to help residents live peacefully together, get to know each other and themselves, help plan for their future and to pursue their academic goals and to expand themselves, their expertise, socially, culturally, and politically.
   a. Inform students who are not fully functioning because of concerns of the developmental areas of resources available to help them (individual crisis intervention and counseling).
   b. Help each student to realize his/her full potential through programming for special interests. (One-to-one, small group and large group, also including special programs.)

APPENDIX B

Exhibit 1 Hall Director Job Description, Michigan State University 1973-1974

Exhibit 2 Graduate Resident Advisor Job Description, Michigan State University 1973-1974

Exhibit 3 Resident Assistant Job Description, Michigan State University 1973-1974

MICHIGAN STATE UNIVERSITY
JOB DESCRIPTION
HALL DIRECTOR POSITION

Basic Function and Responsibility

To plan, direct, coordinate, and implement personnel, educational, social, recreational programs, and student services activities for a University residence hall housing from 1,000 to 1,250 students according to the goals and objectives established for residence halls.

Characteristic Duties and Responsibilities

The Hall Director shall:

1. Administrative Tasks

   A. Develop and coordinate a year-long program of information and services for hall residents integrating the academic, personal, social, and recreational needs and interests of students. The program is to be developed in conjunction with the Area Director, utilizing goals and objectives developed for residence halls. It should include an analysis of the nature of the student population to be served, the nature of available physical facilities, and the strengths and limitations of a hall staff. A division of labor and delegation of authority, for the purpose of administering the hall, will be agreed upon by the Hall Director and the Area Director.

   B. Establish and maintain a liaison relationship with related support service agencies on the M.S.U. campus, such as the Department of Public Safety, the Counseling Center, the University College offices, the Placement Bureau, the Financial Aids Office, the Volunteer Bureau, and the Center for Supportive Services.

   C. Supervise and account for the hall supplies and services budget.

   D. Coordinate all record keeping functions according to the University Records Policy.

   E. Respond to questions and assist in resolving housing problems raised by staff, students, parents, and the public.

   F. Prepare letters of recommendation as requested by staff and students.

G. Evaluate the effectiveness of various programs within the hall and recommend changes where necessary.

H. Evaluate the effectiveness of the Residence Hall Programs Office and recommend necessary organizational changes and policy and procedure revisions as necessary.

I. Meet with other area and all-University staff as requested to review policy, to discuss problems, and to develop programs for training and education of resident students.

J. Assist as requested with the writing and editing of manuals, brochures, and related housing information.

K. Participate in the interviewing and evaluation of prospective upper advisory staff members as assigned by the Director of Staffing.

L. Participate in committee work for the Residence Hall Programs Office and the University as requested.

II. Management Relationships

A. Coordinate the student services program with the residence hall manager. The Hall Director will communicate daily with the building manager on areas of mutual concern, including: (a) physical facilities; (b) requests from food service personnel regarding inappropriate student behavior in cafeteria and grill.

B. Coordinate contract release procedures with the hall manager.

C. Coordinate the single room policy, room changes, hall changes, and the assignment of new students with the hall manager and the housing clerk.

D. Coordinate and communicate the hall safety program with students, the hall manager, and other personnel assigned to the building.

E. Inspect the residence hall facilities regularly with the hall manager and recommend repairs, changes, and renovations as needed.

III. Responsibilities for Staff

A. Supervise, train, and evaluate a hall staff, consisting of one Assistant Advisor, four Graduate Advisors, and twenty to twenty-six undergraduate staff members, and participate in the settlement of employee complaints and grievances.

B. Communicate and interpret job descriptions and job expectations to staff.

C. Coordinate the selection, training, supervision, scheduling, and evaluation of Resident Assistants.

D. Coordinate the selection, training, supervision, scheduling, and evaluation of night receptionists.

E. Coordinate the duty roster for residence hall staff.

F. Direct, supervise, and evaluate students assigned to a residence hall practicum experience.

IV. Community Development

A. Coordinate the advisement of hall and house student governing groups and regular and/or ad hoc interest area committees.

B. Assist in the formulation and review of residence hall governmental, social, and administrative policies as requested.

C. Coordinate the hall judicial program and give direction to the settling of conflicts, student behavioral problems and disciplinary situations involving damage to student or University property, intimidation or harassment of other students, invasion of privacy, noise, and other disruptions.

D. Coordinate the registration of student social events according to the Student Group Regulations of M.S.U.

E. Assist in disseminating information about living options.

V. Individual Development

Assist individual students with academic, personal, social, and related concerns as is necessary.

VI. Educational Programming

A. Coordinate and supervise the assessment and evaluation of program and activity interests of the hall student population.

B. Identify and coordinate with appropriate resource personnel to assist in the development and presentation of programs.

C. Develop techniques and methods for evaluating programs and, when necessary, consult with on-campus research personnel.

VII. Orientation

Coordinate the Welcome Week and hall Orientation Program with the Orientation Office, the Residence Hall Programs Office, and related University offices.

Related Duties

None

Supervision Received

Supervision is received from an Area Director.

Supervision Exercised

Functional supervision is exercised over supporting staff.

Minimum Qualifications

A Bachelor's Degree is necessary and a Master's Degree in a behavioral science area is desirable. Considerable administrative experience in housing is necessary.

JOB DESCRIPTION
GRADUATE RESIDENT ADVISOR

RESIDENCE HALL PROGRAMS
MICHIGAN STATE UNIVERSITY

Overview

The Graduate Advisor's position is a half-time assignment within the Residence Hall Programs Office. There is some variation in the Graduate Advisor's responsibilities, according to the type of hall he/she works in (Director - or - Head Advisor model), the administrative style of the Hall Director/Head Advisor, and his/her own individual strengths and professional competencies.

This job description represents general responsibilities held by the Graduate Advisor. Specific job responsibilities will be assigned by the Hall Director/Head Advisor according to the program objectives developed for the hall.

A residence hall operating under the "Director model" has an advisory staff consisting of a Hall Director, Assistant Hall Director, four Graduate Advisors, and 20 to 24 Resident Assistants. Typically, the Graduate Advisor is responsible for working directly with a "unit" or "sub-staff" consisting of one-fourth of the R.A.'s, usually five or six. This structure provides a flow of communication from the Director/Assistant Director to the Graduate Advisors to the R.A.'s, and to the students in the hall. The design provides for a similar flow of information from the residents back to the Director/Assistant Director. The large size of the total R.A. staff requires that the Graduate Advisor assume a degree of personal contact as well as an administrative relationship with the R.A.'s and hall residents that in another hall might be assumed by a Head Advisor. The Hall Director, while maintaining contact with the R.A. staff often relies upon the detailed knowledge of the Graduate Advisor in dealing with the specific R.A.'s and the residents on their floors.

Working as a Graduate Advisor in a Head Advisor model may differ somewhat from working in a Director model hall. Such differences result from the size of the hall (number of students and staff), staff structure, and the administrative style of the Head Advisor. The Graduate Advisor is often assigned more administrative duties by the Head Resident Advisor, and he/she shares more responsibilities with his/her supervisor. The Graduate Advisor may assist the Head Advisor by working with the entire group of Resident Assistants in a training or supervisory capacity, or may work with a sub-staff of R.A.'s. The Graduate Advisor

position may be defined as a staff rather than line responsibility in that the Resident Assistants may report directly to the Head Advisor. The Graduate Advisor, however, may be assigned responsibility for the hall in the absence of the Head Advisor.

Other responsibilities which may differ in Director and Head Advisor model halls are the patterns of duty schedules, number and content of staff meetings, programming at a unit level as well as at hall level, and the degree of participation in the formal, administrative activities of the hall.

B. Responsibilities to and relationship with students (individual)

1. In dealing with individual students, it is the Graduate Advisor's obligation to be "accessible". This means being available in the hall or one's apartment at regular times each day. More importantly, it means being receptive and sensitive to students when they approach you with problems, ideas and conversation. The needs of the individual Graduate Advisor for privacy and free time must be balanced with the needs for the students in the hall for guidance and attention. An appropriate schedule should be established and agreed upon by the Graduate Advisor and the senior advisor.

   a. Be sure new students and transfers are oriented to the dorm and the University. Help provide information about study habits, financial aids, and student government; but not to be limited only to these areas.
   b. Assist students and RA's to make their house a living environment they want yet suited to their needs.
   c. Talk with students about peer rights and responsibilities and assist the RA in cases where a student feels his/her rights have been violated.
   d. Discuss with students approaches to work out such problems as:
      (1) Conflict resolution as related to mutual rights and responsibilities
      (2) Noise
      (3) Hall damage
      (4) Human sexuality
      (5) Racial awareness
      (6) Redress of grievances
      (7) Life-style differences
      (8) Developing self understanding
   e. Encourage individual student growth through one-to-one contact and group experiences. Work with the Counseling Center to develop group experiences in personal communication skills and self assessment.
   f. Provide opportunities for students to assess personal goals.

2. The Graduate Advisor serves as a referral source for individual students who may need interpersonal/intra-personal assistance or specific information concerning resources on campus. He/she should refer individual students to academic advisors, Counseling Center, Health Center, or other University resources when appropriate. The Graduate Advisor may aid students in the problem-solving process, but should recognize that he/she is not a professional counselor.

3. The Graduate Advisor is expected to help students develop an understanding of their rights and responsibilities in accordance with University and hall policies (as specified in the University Student Handbook, and the Academic Freedom Report.)

4. He/she is expected to assist students and the advisory staff in responding to inappropriate student conduct and, if necessary, make referrals to the appropriate agency or individuals.

C. Responsibilities to and Relationships with Students (Group)

1. The Graduate Advisor is responsible for working with and advising student hall committees and programs in such areas as scholastics, social, special activities, sports, safety, elections, and publicity. He/she will encourage through assigned and ad hoc committees, a full program of activities, i.e. seminars, concerts, discussions, plays, intramurals, and service projects to enhance the educational opportunities available for each student. Generally, the advising of the hall committees is divided according to the interests and strengths of each Graduate Advisor.

   The Graduate Advisor should realize that student government activity and committees of any nature represent a learning experience for the students involved. It is often the responsibility of the Graduate Advisor to enhance this learning environment by serving in an advisory capacity to student leaders or committees. This can best be accomplished by providing guidance and training to help student leaders and student groups to better plan, develop, implement and evaluate their programs.

D. Responsibilities to and Relationships with Residence Hall Programs Office

1. The Graduate Advisor, as a member of the R.H.P.O. staff, shall participate in staff orientation, training, in-service education, and program evaluation, at the University and area levels as directed by the Area Director and the senior advisor. The Graduate Advisor will be requested by R.H.P.O. to participate in program assignments and to assist in various other activities, such as selection of new staff, participation in various ad hoc committees, reviewing policies, job descriptions, and related activities.

E. Responsibilities to and relationships with management

1. The Graduate Advisor is responsible for assisting with the development and maintenance of a healthy attitude within the hall toward hall management by providing an appropriate role model and interpreting managerial policies. He/she should encourage the use of proper channels if students need clarification of hall management policies.

   a. Discuss with the Head Advisor/Hall Director physical procedures, damages, and food service in an on-going basis.
   b. Help RA's and residents understand policies, formulate policies when appropriate, implement change through the House Representative, RA or Manager. Listen and collect feedback on policies, procedures, physical facilities.
   c. Be able to explain and interpret the closing/opening procedures to RA's and students.
   d. Take action in the cafeteria with freeloaders, food throwers, etc. and assist the management staff with the enforcement of cafeteria policies and procedures.
   e. Discuss room changes, housing options, and hall transfer procedures with RA's and students.
   f. When an RA comes to you with a physical facility problem or other emergency, contact the appropriate source immediately and follow-through until the problem/emergency is resolved. Provide the manager with appropriate information about the physical problem.

2. The Graduate Advisor should support and communicate to the Resident Assistants and the students of the hall decisions and policies reached jointly by the senior advisor and the hall manager.

3. The Graduate Advisor is responsible for assisting managerial staff and individual students to work out problem situations by facilitating communication between the persons involved, by acting as an agent concerned with well-being of both parties.

F. General Duties

1. The Graduate Advisor is expected to: (a) investigate fire alarms; (b) accompany police officers to student rooms as requested; (c) respond to student requests for assistance; (d) assist the Night Receptionist; (e) respond to any indication of student health emergency; (f) flagrant violation of University or hall policy; (g) any disruption which may prove harmful to hall residents.

   The Graduate Advisor is expected to respond only to reasonable student requests. He/she should seek help from other advisory staff members when asked to respond to a situation which he/she does not feel capable of handling.

2. The Graduate Advisor is required to share hall coverage (being "on duty") with other advisory staff members. During duty time, he/she is expected to answer all calls coming in on the office line and attend to any duties or emergencies that may arise. (Hall coverage is maintained weekdays, weeknights, and weekends.)

3. The Graduate Advisor should become familiar with and be able to interpret all the rules, regulations and policies of the University, R.H.P.O., and Hall Management, that apply to his/her residence hall (example: alcohol policy, space usage, hall closing, escort policy, room changes).

4. The Graduate Advisor is expected to assist students in the room change process.

5. The Graduate Advisor should respond to student invitations to attend student government meetings, floor meetings, exchange dinners, candle-lights, parties, and related activities.

6. The Graduate Advisor should assist other University agencies (Admissions Office, Orientation, academic departments, Counseling Center) as requested.

Related Duties

None

Supervision Received

Direction is received from the Hall Director/Head Resident Advisor.

Supervision Exercised

Functional supervision may be exercised with Resident Assistants.

Requirements for the position

(1) Admission to a graduate or professional school at Michigan State University.

(2) Some prior experience in a residence hall position is desirable.

(3) Academic credit load is restricted to a maximum of twelve (12) credits per term.

RESIDENT ASSISTANT JOB DESCRIPTION

The Resident Assistant (R.A.) is a part-time member of the Residence Hall staff. He has some degree of responsibility for the entire residence program with specific emphasis being given to the approximately fifty students in his "house". He is a full-time student and may carry a full schedule of courses depending upon his ability and past performance. It is sometimes recommended that during fall term he carry three credits less than his normal load. Students majoring in a variety of academic areas have been selected for these positions but course work in education, sociology, psychology, and related areas is particularly helpful. Since the RA position is generally reserved for those who can maintain a satisfactory level of scholastic achievement and still fulfill the responsibilities of the position, a minimum 2.6 grade point average is suggested.

Each RA is expected to participate in a Pre-School Workshop fall term, remain on the job through the last day of examinations every term, and give priority to this position over all other areas of activity with the exception of his academic work. The RA receives remuneration of room and board as payment for the services rendered.

I. Assist in the development of the Hall Education/Social Program.

   a. Identify academic and extra-curricular interests of students.
   b. Assist the student in evaluation of his interests and needs.
   c. Direct students to other individuals and programs related to their interests.
   d. Provide the necessary support and encouragement of athletic, cultural, social and academic events.

II. Assist the student in integrating his academic and extra-curricular interests.

   a. Help students identify their academic and extra-curricular interests.
   b. Express rationale for faculty/community/student interaction.
   c. Facilitate contacts, make introductions and stimulate conversation between students and the academic officers and faculty members in the hall or complex.
   d. Be a resource person and referral agent for campus services that aid the students' intellectual development. Conduct follow-up on help received by those students referred.

III. Facilitate student-to-student and student-to-staff interaction.

a. Develop and maintain an on-going relationship with house residents.
b. Assist the house government in the encouragement of house student gatherings.
c. Initiate contacts, make introductions, stimulate conversation among residents of adjoining rooms and in the house.
d. Initiate contact between students and other staff members.

IV. Serve as a knowledgeable consultant for house students concerning University supporting services.

a. Be a resource person and referral agent for university and community services such as the counseling center, health services, housing and food service, student activities office, financial aid office, placement center, special services, special clinics, and off-campus services.
b. Be a resource person and referral agent for campus services that aid the students' intellectual development.
c. Be a resource person for university and community agencies able to assist a student in evaluating his vocational skills and interests.
d. Conduct follow-up with the student for all these university and community services.

V. Assist the student in making and evaluating vocational decisions.

a. Initiate contacts and stimulate conversation between students and individuals who may serve as a vocational standard against which the students' own skills and interests can be evaluated.
b. Be a resource person for university and community agencies able to assist the student in evaluating his vocational skills and interests.

VI. Assist house government officers in developing a viable governmental system.

a. Assist the house government in the encouragement of house student gatherings.
b. Provide support and encouragement of athletic, cultural, social, and academic events.
c. Attend house organizational meetings.
d. Attend house functions as appropriate.
e. Support enforcement of housing options designated in the house such as limited visitation and quiet hours.
f. Assist house officers by serving as a resource person concerning program ideas, university policies and procedures, available university and community resources, and other assistance as appropriate.

VII. Assist students in selecting living options most suitable to them.

a. Assist the student in evaluation of his interests and needs.
b. Assess with the student what he needs and/or wants in his environment; evaluate these with him in terms of the realities of living options.
c. Know the living options available in the university and the community and their implications.
d. Be a referral agent for those students needing additional assistance in this area.
e. Know the procedures for changing place of residence.

VIII. Assist the student in his desire for personal growth.

a. Assess with the student his skills in communication and interpersonal relationships and help him establish objectives in these areas.
b. Act as a referral agent for students desiring professional assistance in this area.

IX. Assist hall students, student government, and university agencies in interpreting and insuring compliance with rules and regulations.

a. Encourage and assist enforcement of the housing option restrictions as designated in the house, such as limited visitation hours and quiet hours.
b. Interpret, explain and help resolve conflicts related to the Roommate Bill of Rights.
c. Interpret and encourage the enforcement of room folder policies.
d. Encourage and assist house students in the enforcement of university and residence halls rules and regulations by the residents and, as a last resort, refer violators to the head advisor.
e. Know channels for adjudication of house, hall and university rule violations.

X. Assist the hall staff in keeping hall facilities functional for the use of residents, present and future.

a. Investigate house and room damage.
b. Investigate public area damage.
c. Interpret and encourage the enforcement of room folder policies.

XI. Assist the hall manager in managerial areas of responsibility.

a. Conduct management surveys, e.g. end of term, vacation periods.
b. Reconcile the housing list with students actually living in the rooms.
c. Provide access to storage facilities for the house members' luggage.
d. Support enforcement of university and residence hall policies related to behavior in food service facilities.
e. Assist in the identification of non-residents who make unauthorized use of hall facilities.

XII. Participate in the hall staff efforts to upgrade resident assistant performance and personal growth.

a. Attend preservice training program sessions.
b. Attend in-service training program sessions.
c. Attend hall-staff meeting.
d. Assist in the selection of new resident assistants.

APPENDIX C

Exhibit 1 E2 Form (Expectations) of the University Residence Environment Scale

Exhibit 2 R2 Form (Experienced Perceptions) of the University Residence Environment Scale

Exhibit 3 University Residence Environment Scale Subscale Description and Scoring Key for R2 Form

Exhibit 4 Cover Letter with Instructions for E2 Form of the University Residence Environment Scale, September 16, 1973

Exhibit 5 Letter to Upperclassmen, September 19, 1973

Exhibit 6 Cover Letter with Instructions for R2 Form of the University Residence Environment Scale, February, 1974

Exhibit 7 Follow-up Letter to Upperclassmen and Freshmen, February 18, 1974

Form E2 (Expectations)

REMINDER: Answer each statement True or False (mark T or F) according to what you expect will actually happen on your floor. Begin marking with question 3 on your answer sheet.

3. Most of the people on the floor will know each other very well.

4. People on the floor will be concerned with helping and supporting one another.

5. Behaving properly in social situations will not be considered important.

6. Most people will know and use the commonly accepted rules of social conduct.

7. The staff will decide whether and when the residents can have visitors of the opposite sex in their rooms.

8. People will often be critical of others on the floor.

9. People will try to act in ways that will gain the approval of others on the floor.

10. Nearly everyone will try to have a date on weekends.

11. Rules about social conduct will sometimes be enforced by the staff.

12. People on the floor will generally read a good deal of intellectual material other than class assignments.

13. People will not be very considerate of the feelings of others.

14. People on the floor will tend to fit in with the way other people do things.

15. People will tend to study long hours at a stretch.

16. People on the floor won't try to be more "cool" than others.

17. New approaches to things will often be tried.

18. The staff will decide who gets the single rooms.

19. People on the floor will talk a lot about political and social issues.

20. People will tell others about their feelings of self-doubt.

21. Floor finances will be handled in a pretty loose fashion.

22. Students will enforce floor rules.

KEY: Answer each statement True or False (mark T or F) according to what you expect will actually happen on your floor.

23. Innovation will not be considered important.

24. People on the floor will tend not to value ideas for their own sake.

25. On the floor people will rarely show affection for one another.

26. There will be a good deal of concern about intellectual awareness on the floor.

27. The staff will usually set an example of neatness and orderliness.

28. People will try to appear more intellectual than others on the floor.

29. People won't try to impress each other.

30. People will hardly ever seem to be studying.

31. The people will seem to be doing routine things most of the time.

32. The floor officers will function in a somewhat haphazard manner.

33. There will be a feeling of unity and cohesion on the floor.

34. It will be a rather apathetic floor.

35. There will be minimum of planning and a maximum of action on the floor.

36. People on the floor will generally be pretty interested in cultural activities.

37. People will tend to hide their feelings from one another.

38. People on the floor will often do something together on weekends.

39. The jobs of floor officers will not be clearly defined.

40. Dating will be important.

41. Having exchanges and parties will be a high priority activity on the floor.

42. People who have lots of dates will tend to let others on the floor know.

43. Meetings and activities will follow a pretty regular schedule on the floor.

44. Trying to understand the feelings of others will be considered important by most people on the floor.

KEY: Answer each statement True or False (mark T or F) according to what you expect will actually happen on your floor.

45. People will prefer to go on a date than do something with others in the residence.

46. Intellectual one-up-manship will be frowned upon.

47. The staff will have the last say about student discipline.

48. Very few things on the floor will arouse much excitement or interest.

49. Few people on the floor will go on dates.

50. People will tend to check on whether their behavior is acceptable to others on the floor.

51. There will be many spontaneous social activities on the floor.

52. Most people will tell one another their personal problems.

53. There will be a sense of predictability about the floor.

54. Most people will plan activities other than studying for weekends.

55. Some people will spend a lot of time preparing for dates.

56. People will pretty much act and think freely without too much regard for social opinion.

57. Discussions will frequently turn into verbal duels.

58. The students will formulate almost all the rules.

59. People will not be interested in up-holding social conventions.

60. Studies will be secondary to most other activities.

61. People will always seem to be competing for the highest grades.

62. Floor officers will be regularly elected on the floor.

63. Behaving correctly in public will be pretty unimportant on the floor.

64. People will consider other types of social activities to be more important than dating.

65. There will be a strong feeling of belongingness on the floor.

66. The students will determine who their roommates will be.

67. People will work hard to get good grades.

KEY: Answer each statement True or False (mark T or F) according to what you expect will actually happen on your floor.

68. People will very rarely discuss intellectual matters.

69. The students will determine the times when meals will be served.

70. It will be a pretty disorderly floor.

71. Dating will be a recurring topic of conversation.

72. Very few people will participate in floor activities.

73. The students will not take part in staff selection.

74. Constantly developing new ways of approaching life will be important on the floor.

75. In the evening many people will begin to study right after dinner.

76. There will be a great deal of confusion during floor meetings.

77. Floor finances will be handled exclusively by students.

78. People on the floor won't worry much about how they dress.

79. Discussions will generally be quite intellectual.

80. Floor procedures will be well established.

81. It will sometimes be difficult to approach the floor staff with problems.

82. Most people will have a strong sense of loyalty toward the floor.

83. Being popular with the opposite sex will not be very important.

84. The people on the floor will not have a great deal of intellectual curiosity.

85. On the floor people will tend not to compete with each other.

86. On the floor people will often do unusual things.

87. Things will rarely "just happen" on the floor.

88. People will be always trying to win an argument.

89. People will tend to rely on themselves when a problem comes up.

90. Most people will consider studies as very important in college.

91. People will try to make others feel secure.

KEY: Answer each statement True or False (mark T or F) according to what you expect will actually happen on your floor.

92. People who are "academic grinds" will be looked on with amusement.

93. People won't often go out of their way to be with one another.

94. There will not be much appreciation for classical music, art, literature, etc. on the floor.

95. Doing things in a different way will be valued on the floor.

96. There will be a methodical quality about the floor.

97. Floor activities will be pretty carefully planned.

98. People on the floor won't let studies interfere with the rest of their lives.

On the back of the answer sheet, there is space for comments. We would appreciate any general or specific comments you have about your expectations for where you will be living and/or Michigan State University.

Form R2 (Experienced Perceptions)

REMINDER: Answer each statement True or False (mark T or F on the answer sheet) according to how you see your floor.

1. Most of the people on this floor know each other very well.
2. People here are concerned with helping and supporting one another.
3. Behaving properly in social situations is not considered important here.
4. Most people here know and use the commonly accepted rules of social conduct.
5. The staff here decide whether and when the residents can have visitors of the opposite sex in their rooms.
6. The people here are often critical of others on the floor.
7. Around here people try to act in ways that will gain the approval of others on the floor.
8. Nearly everyone here tries to have a date on weekends.
9. Rules about social conduct are sometimes enforced by the staff.
10. The people on this floor generally read a good deal about intellectual material other than class assignments.
11. People around here are not very considerate of the feelings of others.
12. People on the floor tend to fit in with the way other people do things here.
13. People around here tend to study long hours at a stretch.
14. On this floor people don't try to be more "cool" than others.
15. New approaches to things are often tried here.
16. Around here the staff decide who gets the single rooms.
17. People around here talk a lot about political and social issues.
18. People here tell others about their feelings of self-doubt.
19. Floor finances are handled in a pretty loose fashion.
20. Students enforce floor rules here.
21. Innovation is not considered important here.

22. Around here people tend not to value ideas for their own sake.

23. On this floor people rarely show affection for one another.

24. There is a good deal of concern about intellectual awareness on this floor.

25. Around here the staff usually sets an example of neatness and orderliness.

26. People here try to appear more intellectual than others on the floor.

27. People don't try to impress each other here.

28. People around here hardly ever seem to be studying.

29. The people here seem to be doing routine things most of the time.

30. The floor officers function in a somewhat haphazard manner.

31. There is a feeling of unity and cohesion here.

32. This is a rather apathetic floor.

33. Around here there is a minimum of planning and a maximum of action.

34. The people here are generally pretty interested in cultural activities.

35. Around here people tend to hide their feelings from one another.

36. People on the floor often do something together on weekends.

37. The jobs of floor officers are not clearly defined.

38. On this floor dating is not important.

39. Having exchanges and parties is a high priority activity on this floor.

40. People who have lots of dates tend to let others on the floor know.

41. Meetings and activities follow a pretty regular schedule on the floor.

42. Trying to understand the feelings of others is considered important by most people on this floor.

43. On this floor people would rather go on a date than do something with others in the residence.

44. Intellectual one-up-manship is frowned upon here.

45. The staff here have the last say about student discipline.

46. Very few things around here arouse much excitement or interest.

47. Few people on this floor go on dates.

48. People here tend to check on whether their behavior is acceptable to others on the floor.

49. There are a lot of spontaneous social activities here.

50. Most people here tell one another their personal problems.

51. There is a sense of predictability about this floor.

52. Most people plan activities other than studying for weekends.

53. Some people here spend a lot of time preparing for dates.

54. People here pretty much act and think freely without too much regard for social opinion.

55. Around here discussions frequently turn into verbal duels.

56. The students formulate almost all the rules here.

57. Around here people are not interested in up-holding social conventions.

58. Around here studies are secondary to most activities.

59. People here always seem to be competing for the highest grades.

60. Floor officers are regularly elected in the house.

61. Behaving correctly in public is pretty unimportant on this floor.

62. People here consider other types of social activities to be more important than dating.

63. On this floor there is a strong feeling of belongingness.

64. The students here determine who their roommates will be.

65. People here work hard to get top grades.

66. People here very rarely discuss intellectual matters.

67. The students here determine the times when meals will be served.

68. This is a pretty disorderly floor.

69. Dating is a recurring topic of conversation around here.

70. Very few people here participate in house activities.

71. The students do not take part in staff selection.

72. Constantly developing new ways of approaching life is important here.

73. In the evening many people here begin to study right after dinner.

74. There is a great deal of confusion during floor meetings.

75. Floor finances are handled exclusively by students here.

76. People around here don't worry much about how they dress.

77. Discussions around here are generally quite intellectual.

78. Floor procedures here are well established.

79. It is sometimes difficult to approach the floor staff with problems.

80. Most people here have a strong sense of loyalty toward the floor.

81. Being popular with the opposite sex is not very important here.

82. The people on this floor do not have a great deal of intellectual curiosity.

83. On this floor people tend not to compete with each other.

84. On this floor people often do unusual things.

85. Things rarely "just happen" around here.

86. People around here are always trying to win an argument.

87. People here tend to rely on themselves when a problem comes up.

88. Most people here consider studies as very important in college.

89. People here try to make others feel secure.

90. Around here people who are "academic grinds" are looked on with amusement.

91. People around here don't often go out of their way to be with one another.

92. There is not much appreciation here for classical music, art, literature, etc.

93. Doing things in a different way is valued around here.

94. There is a methodical quality about this floor.

95. Floor activities are pretty carefully planned here.

96. Around here people don't let studies interfere with the rest of their lives.

On the back of the answer sheet, there is space for comments. We would appreciate any general or specific comments you have about where you are living and/or Michigan State University.

UNIVERSITY RESIDENCE ENVIRONMENT SCALE (URES)

Subscale Descriptions and Scoring Key

Form R2

Interpersonal Relationships: The emphasis on interpersonal relationships in the house.

1. Involvement (10)[a] - Degree of commitment to the house and residents; amount of social interaction and feeling of friendship in the house.

2. Emotional Support (10) - Extent of manifest concern for others in the house; efforts to aid one another with academic and personal problems; emphasis on open and honest communication.

Personal Growth: Social pressure dimensions related to the psychosocial development of residents.

3. Independence (10) - Diversity of residents' behaviors allowed without social sanctions, versus socially proper and conformist behavior.

4. Traditional Social Orientation (9) - Stress on dating, going to parties, and other "traditional" heterosexual interactions.

5. Competition (9) - (This subscale is a bridge between the Personal Growth and Intellectual Growth areas.) The degree to which a wide variety of activities such as dating, grades, etc., are cast into a competitive framework.

Intellectual Growth: The emphasis placed on academic and intellectual activities related to cognitive development of residents.

5. Competition - As above.

6. Academic Achievement (9) - Extent to which strictly classroom accomplishments and concerns are prominent in the house.

7. Intellectuality (9) - Emphasis on cultural, artistic and other scholarly intellectual activities in the house, as distinguished from strictly classroom achievement.

System Change and Maintenance: The degree of stability versus the possibility for change of the house environment from a system perspective.

8. Order and Organization (10) - Amount of formal structure or organization (e.g., rules, schedules, following established procedures, etc.) in the house; neatness.

9. Innovation (10) - Organizational and individual spontaneity of behaviors and ideas; number and variety of activities; new activities.

10. Student Influence (10) - Extent to which student residents (not staff or administration) perceive they control the running of the house; formulate and enforce the rules, control use of the money, selection of staff, food, roommates, policies, etc.

URES Form R2 Scoring Key

The following list is the scoring key for the University Residences Environment Scale, Form R2. An item listed as "true" is scored 1 point if marked "true" by the individual taking the scale, and an item listed as "false" is scored 1 point if marked "false". The total subscale score is simply the number of items answered in the scored direction.

1. Involvement: Degree of commitment to the house and the amount of social interaction and feeling of friendship in the house.

Item #		
1	+	Most of the people in this house know each other very well.
31	+	There is a feeling of unity and cohesion here.
32	-	This is a rather apathetic house.
36	+	People in the house often do something together on week-ends.
46	-	Very few things around here arouse much excitement or interest.
49	+	There are a lot of spontaneous social activities here.
63	+	In this house there is a strong feeling of belongingness.
70	-	Very few people here participate in house activities.
80	+	Most people here have a strong sense of loyalty toward the house.
91	-	People around here don't often go out of their way to be with one another.

2. Emotional Support: Extent of manifest concern for others in the house; efforts to aid each other with academic and personal problems.

Item #		
2	+	People here are concerned with helping and supporting one another.
6	-	The people here are often critical of others in the house.
11	-	People around here are not very considerate of the feelings of others.
18	+	People here tell others about their feelings of self-doubt.

Item #

23 - In this house people rarely show affection for one another.

35 - Around here people tend to hide their feelings from one another.

42 + Trying to understand the feelings of others is considered important by most people in this house.

50 + Most people here tell one another their personal problems.

79 - It is sometimes difficult to approach the house staff with problems.

89 + People here try to make others feel secure.

3. Independence: Independence of thoughts and actions by individuals; acting in diverse ways without social sanction.

3 + Behaving properly in social situations is not considered important here.

4 - Most people here know and use the commonly accepted rules of social conduct.

7 - Around here people try to act in ways that will gain the approval of others in the house.

12 - People in the house tend to fit in with the way other people do things here.

48 - People here tend to check on whether their behavior is acceptable to others in the house.

54 + People here pretty much act and think freely without too much regard for social opinion.

57 + Around here people are not interested in up-holding social conventions.

61 + Behaving correctly in public is pretty unimportant in this house.

76 + People around here don't worry much about how they dress.

87 + People here tend to rely on themselves when a problem comes up.

4. Traditional Social Orientation: Stress on dating, going to parties, and other "traditional" heterosexual interactions.

Item #		
8	+	Nearly everyone here tries to have a date on weekends.
47	-	Few people in this house go on dates.
38	-	In this house dating is not important.
39	+	Having exchanges and parties is a high priority activity in this house.
43	+	In this house people would rather go on a date than do something with others in the residence.
53	+	Some people here spend a lot of time preparing for dates.
62	-	People here consider other types of social activities to be more important than dating.
69	+	Dating is a recurring topic of conversation around here.
81	-	Being popular with the opposite sex is not very important here.

5. Competition: Competing with one another for grades, dates, status of any sort. The casting of many activities into a competitive framework.

14	-	In this house people don't try to be more "cool" than others.
26	+	People here try to appear more intellectual than others in the house.
27	-	People don't try to impress each other here.
40	+	People who have lots of dates tend to let others in the house know.
44	-	Intellectual one-up-manship is frowned upon here.
55	+	Around here discussions frequently turn into verbal duels.
59	+	People always seem to be competing for the highest grades.
83	-	In this house people tend not to compete with each other.
86	+	People around here are always trying to win an argument.

6. Academic Achievement: Extent to which strictly classroom achievement and concern are prominent in the house. (This is differentiated from intellectuality.)

Item #		
13	+	People around here tend to study long hours at a stretch.
28	-	People around here hardly ever seem to be studying.
52	-	Most people plan activities other than studying for week-ends.
58	-	Around here studies are secondary to most other activities.
65	+	People here work hard to get top grades.
73	+	In the evening many people here begin to study right after dinner.
88	+	Most people here consider studies as very important in college.
90	-	Around here people who are "academic grinds" are looked on with amusement.
96	-	Around here people don't let studies interfere with the rest of their lives.

7. Intellectuality: Extent to which scholarly, intellectual and cultural activities and interests are manifest in the house (as distinguished from strictly academic emphasis on grades, studying, etc.)

10	+	The people in this house generally read a good deal about intellectual material other than class assignments.
17	+	People around here talk a lot about political and social issues.
22	-	Around here people tend not to value ideas for their own sake.
24	+	There is a good deal of concern about intellectual awareness in this house.
34	+	The people here are generally pretty interested in cultural activities.
66	-	People here very rarely discuss intellectual matters.
77	+	Discussions around here are generally quite intellectual.
82	-	The people in this house do not have a great deal of intellectual curiosity.

Item #

92 - There is not much appreciation here for classical music, art, literature, etc.

8. Order and Organization: Amount of formal structure or organization in the dorm; neatness.

19 - House finances are handled in a pretty loose fashion.

25 + Around here the staff usually sets an example of neatness and orderliness.

30 - The house officers function in a somewhat haphazard manner.

37 - The jobs of house officers are not clearly defined.

41 + Meetings and activities follow a pretty regular schedule in the house.

60 + House officers are regularly elected in the house.

68 - This is a pretty disorderly house.

74 - There is a great deal of confusion during dorm meetings.

78 + House procedures here are well established.

95 + House activities are pretty carefully planned here.

9. Innovation: Number and variety of new and spontaneous activities ideas and ways of organization.

15 + New approaches to things are often tried here.

21 - Innovation is not considered important here.

29 - The people here seem to be doing routine things most of the time.

33 + Around here there is a minimum of planning and a maximum of action.

51 - There is a sense of predictability about this house.

72 + Constantly developing new ways of approaching life is important here.

84 + In this house people often do unusual things.

85 - Things rarely "just happen" around here.

93 + Doing things in a different way is valued around here.

94 - There is a methodical quality about this house.

10. Student Influence: Extent to which the students (not staff or administration) control the running of the dorm, rule formulation and enforcement, control of money, staff, food, rooming, policies, etc.

Item #		
5	-	The staff here decide whether and when the residents can have visitors of the opposite sex in their rooms.
9	-	Rules about social conduct are sometimes enforced by the staff.
16	-	Around here the staff decide who gets the single rooms.
20	+	Students enforce house rules here.
45	-	The staff here have the last say about student discipline.
56	+	The students formulate almost all the rules here.
64	+	The students here determine who their roommates will be.
67	+	The students here determine the times when meals will be served.
71	-	The students do not take part in staff selection.
75	+	House finances are handled exclusively by students here.

UNIVERSITY RESIDENCE ENVIRONMENT SCALE*

(Form E2)

This questionnaire asks about your expectations of the psychological "atmosphere" or "climate" of your residence hall. You may have already thought about what your Hubbard Hall experience will probably be like and it is these expectations that we would like to understand better. With this information we will be better able to plan programs and make changes to meet those expectations. Thank you for your cooperation.

Please complete the following information before you begin the questionnaire:

A. On the enclosed answer sheet, print in the appropriate boxes your name, student number, and the date. Then mark the corresponding letters or numbers below the box of each letter or number you printed.

B. In the boxes under COURSE, print your floor number. Example: if you are assigned to the 9th floor [0|0|9| |]. Leave the last two letter boxes empty. Then mark the corresponding numbers below the box of each number you printed.

C. Complete the appropriate information under SEX (M or F), TERM (Fa), and FORM (1).

D. Now use the first two questions to mark the following information about yourself: Notice that the numbers on the answer sheet read from left to right.

1. Class standing:
   A. Freshman B. Sophomore C. Junior D. Senior
   E. Graduate

2. Are you a:
   A. Student B. Resident Assistant C. Graduate Assistant
   D. Minority Aide E. Full-time Staff

On the following pages of this questionnaire there are a number of statements about University residences. Please decide for each item whether you expect that it will be mostly True or mostly False for your floor. Then mark T or F on the answer sheet next to the number which corresponds to the number of the statement. Please answer every statement; do not leave any blank. Please use the pencils provided for your responses and erase completely any changed responses.

Some of the statements make the distinction between "staff" and "students." For these items, "Staff" are faculty, administrative personnel, graduate or undergraduate assistants living in the hall. "Students" are all other student residents living in the hall.

On the back of the answer sheet there is space for comments. We would appreciate any general or specific comments you have about your expectations for where you will be living and/or about Michigan State University.

Thank you,

Richard McKinnon, Director
Hubbard Hall

September 19, 1973

As an upperclassman in Hubbard Hall, you probably already have some idea of what to expect from living here. To help us plan programs and environments to meet your expectations, the following questionnaire has been prepared. Since you, as an upperclassman, will help determine what will happen on the floor, it is important for us to know what you expect from your experience here.

Will you help? We need to know if your expectations are different from the freshmen and new students who have already completed the questionnaire.

After you complete the questionnaire, please return both the answer sheet and the questions to the Hubbard reception desk. Thank you for your cooperation and assistance. If you have any questions or comments, please call me at 3-3466.

Sincerely,

Richard D. McKinnon
Director, Hubbard Hall

February, 1974

Dear

Early last fall you completed a questionnaire dealing with what you expected from living in Hubbard Hall. Now that you have lived here for four months, we would like to know how you see the psychological "atmosphere" or "climate" of your floor. We will then compare your earlier expectations with present reality. We are particularly interested in the differences, if any, among the perceptions of the advisory staff, the freshmen, and the upperclassmen.

Since you helped last fall, it is especially important to complete the questionnaire again. I know from your earlier comments that some of the questions seem funny, but it isn't possible to change them at this time. On the back of the answer sheet there is space for comments. I would appreciate any general or specific comments you have about your perceptions of where you live and/or about Michigan State University.

Thank you for your cooperation. This information will help us evaluate the living environment here in Hubbard, as well as helping me to complete the research part of my dissertation.

INSTRUCTIONS: On the enclosed answer sheet, print in the appropriate boxes your name and student number. Then mark the corresponding letters or numbers below the box of each letter or number you printed.

On the following pages of this questionnaire, there are a number of statements about University residences. Please decide for each item whether the statement is mostly TRUE or mostly FALSE for your floor. Then mark "T" or "F" on the answer sheet next to the number which corresponds to the number of the statement. Please answer every statement; do not leave any blank. Please use a pencil for your responses and erase completely any changed responses.

Some of the statements make the distinction between "staff" and "students". For these items, "Staff" are faculty, administrative personnel, graduate or undergraduate assistants living in the hall. "Students" are all other student residents living in the hall.

Please return the completed answer sheet to your R.A. or to the reception desk by Wednesday, February 13th. If you want to see the results of the first questionnaire, please call 3-8465 and we'll set a time to talk.

Thank you very much,

Richard D. McKinnon, Director
Hubbard Hall

February 18, 1974

Dear

Last week you received a questionnaire regarding your perceptions of life in Hubbard Hall. It is important that you complete the questionnaire and return it to the reception desk. I am trying to get responses only from those who answered it last fall. I will be comparing the perceptions of the staff, new students, and returning students.

Without your support it will not be possible to complete the study. I am including another answer sheet with this letter for your use. If you have misplaced your questionnaire, please pick up a copy at the reception desk. Return both the answer sheet and the questionnaire to the reception desk.

Thank you very much,

Richard D. McKinnon

PS Answer sheets without names and student numbers are unusable. Please remember to include yours.