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STUDENT PREFERENCES REGARDING
VARIOUS LIVING ENVIRONMENTS AT THE UNIVERSITY
OF WISCONSIN-LA CROSSE

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Requirement for the Degree Master of Science

by

Peter J.M. De Cicco

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UNIVERSITY OF WISCONSIN-LA CROSSE
GRADUATE COLLEGE

Candidate: Peter J.M. De Cicco

I recommend acceptance of this seminar paper to the Graduate College in partial fulfillment of this candidate's requirements for the degree Master of Science in Education. The candidate has completed his oral seminar report.

July 28, 1972
Date

[Signature]
Seminar Paper Advisor

This seminar paper is approved for the Graduate College:

Aug 2, 1972
Date

[Signature]
Dean, Graduate College

ABSTRACT

The purpose of this study was to examine student preferences in relation to living environments at the University of Wisconsin-La Crosse. The study was conducted during the fall semester of 1971. The S's for the study were students at UW-L who were residing in university residence halls. A random sample was obtained from the Computer Center and consisted of 7½ percent women and 7½ percent men which totaled 180.

Questionnaires were distributed to all 11 residence halls and the students were to complete and return the survey in one week. The return was approximately 82.2 percent (63 men and 85 women). In the questionnaire there were six types of living environments examined: Co-Ed, Honors, 24 hour Visitation, Class, Apartment Style, and Special Interest residence halls.

Students were to indicate their preferences regarding the various living styles.

The results seemed to corroborate several national trends in the housing area, and also revealed some interesting preferences on the part of students at UW-L. Three distinctly preferred living environments seemed to emerge: Apartment style (70.2 percent preferred) and Co-Ed residence halls (68.1 percent preferred); 24 hour Visitation halls (57.3

percent preferred) and Honors residence halls (51.9 percent preferred); and finally, Special Interest halls (9.4 percent preferred) and Class residence halls (4.7 percent preferred).

It can be readily seen that the students of UW-L expressed a need for various types of housing within the housing program.

ACKNOWLEDGEMENT

The author would like to express his deepest appreciation to the seminar paper advisor Dr. Andris Ziemelis for his expert advice and instruction. Also sincere thanks to all the students participating in the study, the Head Residents for their cooperation and to the Housing Office for their encouragement. Finally to my beautiful wife, Leanne for her constant and loving support.

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CHAPTER I
INTRODUCTION

Life in colleges and universities has changed almost as quickly as the type of student who now attends these institutions of higher learning. Residence hall life and living environments also have gone through and are continuing to go through dramatic transformations.

On the campus of the University of Wisconsin-La Crosse, there appears to be a dire need for a variety of living environments; not only to accommodate the student, but also to attract him.

Statement of the problem

This study presents the students' view of the current residence hall facilities and what types of facilities they would prefer if given a choice. The purposes of this study are to provide meaningful information concerning residence hall environments (which environments are preferred by the students), and to make such results available to the Housing Office at UW-L and other administrative officials.

Need for the study

It has become apparent that the college or university has a responsibility to the students, not only regarding academics, but also for their activity outside of the classroom. The provision and management of residence halls are essential factors in the operation of colleges and universities alike.

It seems that the University of Wisconsin-La Crosse has not kept abreast of the changing tone in university living and has remained an "archaic system" (Donna DeMatteo, February 17, 1972).

The need is apparent--What types of living environments would be most popular with the students at UW-L? The results of this study could: 1. Provide direction for housing policy; and 2. assist in combating diminishing enrollment.

Review of related literature

There has been very little published concerning student preferences in relation to housing programs. It appears that in the past most housing programs were planned, implemented, and operated by the officials, and not the students who were to live in these buildings. However, the need for joint planning of these residence halls by students and administrators alike has certainly become a recent trend.

Titus (1972) suggests "There is little evidence to indicate that student reactions have been sought and utilized in planning student housing (p. 202)." Titus (1972) conducted a study at the University of Virginia" to determine which factors students feel are most important in their living situations, which ones are most desirable, and which appear to be most detrimental to their living experience (p. 202)." The results of this study seem to indicate that the students agreed that they were willing to pay more, on the average, than they were being charged, provided they received the housing

they desired. The Titus (1972) study confirmed the idea that students want to be given a wide range of freedom and that they would like to institute whatever controls are necessary.

In a study conducted by Corbett and Sommer (1972) concerning co-ed living units, there appeared to be some curious ramifications. The study was initiated to determine how the introduction of co-ed living units affects social relationships among residence hall students. A questionnaire was administered to determine how the separate floors (first floor was a lounge, second floor was all female, third floor was all male, and fourth floor was co-ed) compared to each other in social relationships. Of the students surveyed, 80 percent of the males and all of the females were generally pleased with their living arrangement on the co-ed floor. In general, the co-ed floor seemed to function as a large friendly community. The above study conducted at the University of California-Davis campus seemed to suggest that living together on a day to day basis discouraged fantasy and intrigue and promoted a realistic situation between sexes. Co-ed floors did not become co-ed rooms, and as one co-ed put it: "there were very few floor romances (p. 217)." The authors pointed out that a desirable strategy is to present a variety of living situations to the student and allow him to choose the situation most closely suited to his needs.

McConnel and Schoemer (1970) mention several studies referring to Davidson who conducted a study concerning special

interest residence halls. Davidson compared four groups of women housed according to major. He discovered that there were significant gains in achievement in the language groups, but not great gains for the education majors. McConnel and Schoemer (1970) also describe Riker as having success at Stephens College in providing separate residence halls for beginning women students.

Delimitations

Random samples from the students living in residence halls at UW-L were selected by the Computer Center. A seven and one half percentage of the men and a seven and one half percentage of the women were selected. However, these figures may be misleading, because the females outnumber the males on this campus. So actually, of the 148 students responding to the study 63 or 42.5 percent were male while 85 or 57.4 percent were female.

Hypotheses

1. Both Co-ed and Apartment style living units would be highly preferred.
2. An over whelming percentage of UW-L students would regard residence hall living at UW-L as restrictive and conservative.

CHAPTER II

METHOD

Sample

The S's consisted of a random sample of seven and a half percent of the mens halls at UW-L and seven and a half percent of the women's halls during the fall semester, 1971. The total sample selected by the Computer Center consisted of 81 men and 102 women, totaling 183. Three students, at the time of distribution, had dropped out of school, thus leaving the sample at 180. (One hundred forty-eight out of 180) questionnaires were returned, thus constituting an 82.3 percent return.

Instrumentation

A questionnaire was used in order to obtain the maximum in results and validity. The questionnaire packet consisted of a five page explanation of the study. There was a cover letter followed by a definition of terms. The actual questionnaire consisted of 18 questions, 14 of which were directly related to the housing environments, and four of a general nature. There were five responses to each of the 14 related questions which ranged from strongly prefer living in this type of arrangement, to definitely would not prefer living in this type of arrangement. The questionnaire was relatively simple in nature and rather closed to prevent the student from reading in any other meanings.

The questionnaire consisted of 14 questions related directly to the survey, and four questions of general background (sex, age, class, and hometown population). The responses to the questions would provide valuable information to the housing staff and administrative officials. It was hoped that some of the information derived from the study would give some direction to the housing program at UW-L regarding policy changes.

The five page packet included a cover letter, definitions of each of the six types of living environments, and the actual survey. The survey consisted of 18 questions, 14 of which dealt directly with the housing program at UW-L, and four others which were of a general nature (sex, age, academic class, and hometown population).

Procedure

The data of the study were obtained from an 18 item questionnaire.

The survey was personally distributed to all selected students in all eleven residence halls. This was done by contacting the Head Resident in advance and having access to the mailroom. At this time the surveys were placed in the students' mail boxes and they were given one week to complete and return the survey to the author. The survey was distributed on December 4, 1971 and the deadline was December 11, 1971. The results were computed in both a raw score and percentage basis according to sex.

The survey was personally distributed to each of the

eleven halls. The survey was placed in each student's mailbox, after which students were given one week to complete and return the survey (to insure convenience a self addressed stamped envelope was enclosed).

CHAPTER III

RESULTS AND DISCUSSION

This chapter is divided into two sections: results of the study and discussion of the results.

The purpose to the questionnaire was to determine which type of living environment (among the six described: Co-ed, Class, Apartment style, Honors, 24 hour Visitation, and Special Interest) would be the most preferred. In the 18 item survey 14 questions dealt directly with the housing situation at UW-L. The other four were of a general information nature (sex, age, academic class, and hometown population). No particular class or age groups were predominantly represented, but the majority of the students surveyed were either 18 (n=61) or 19 (n=56). Only 27 of the students responding to the survey were 20 years or older.

The results of the study indicate that both Co-ed and Apartment style were highly preferred with each accumulating approximately 70 percent of the endorsements. In the second group, 24 hour Visitation halls were preferred by 57.3 percent, and Honors residence halls by 51.9 percent. Both Class residence halls and Special Interest halls failed to accumulate a 10 percent preference from the students.

Discussion

Table 1 shows the students' overall preferences for the six types of living environments. An interesting finding to

note is that of all the respondents, only 12.9 percent were indifferent regarding any given area; thus suggesting that the "living environments" issue was an important one for students. It appears that the students surveyed had strong opinions regarding each environment, whether they were pro or con.

Some of the comments on the survey suggested possible reasons for the lack of popularity of the Special Interest and Class residence hall environments. Several students seemed to feel that a class residence hall would hinder educational growth outside of the classroom and would promote isolation. Some felt that a Special Interest residence hall tended to make people too "narrow minded", and that there should be a variety in living styles, not isolation.

The primary idea the students were attempting to relate with reference to Special Interest and Class residence halls was that the overall educational experience includes living with people possessing different interests, attitudes, and opinions. Apparently the above mentioned living arrangements did not incorporate this philosophy.

Table 2 represents Chi Square analyses of the distributions of responses within each of the six types of living environments. In each question there were five responses a student may have selected. These selections ranged from strongly prefer to definitely would not prefer. The Chi Square results indicate that students had definite opinions regarding each of the living environments.

Limitations

It should be recognized that one factor which may have limited the study was the small size of the sample. Consideration should also be given to the fact that more women participated in the study than men. This certainly may have had an effect on the results. Obviously, the results and conclusions of this study can only be applied to the housing preferences of students at the University of Wisconsin-La Crosse.

TABLE I
OVERALL STUDENT PREFERENCES FOR LIVING ENVIRONMENTS

PREFERENCES	ENVIRONMENTS											
	CO-ED		HONORS		SPECIAL INTEREST		24 HOUR VISITATION		APARTMENT STYLE		CLASS RESIDENCE	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly Prefer	39	26.3	19	12.8	2	1.3	52	35.1	65	43.9	3	2.0
Mildly Prefer	62	41.8	58	39.1	12	8.1	33	22.2	39	26.3	4	2.7
Indifferent	21	14.1	22	14.8	19	12.8	12	8.1	24	16.2	17	11.4
Would Not Prefer	16	10.8	25	16.8	47	31.7	23	15.5	16	10.8	30	20.2
Definitely Would Not Prefer	9	6.0	24	16.2	66	44.5	27	18.2	4	2.7	94	63.5

TABLE 2
CHI SQUARE RESULTS

<u>TYPE OF ENVIRONMENT</u>	<u>CHI SQUARE</u>
Honors Residence Hall	34.74
24 Hour Visitation Hall	29.69
Class Residence Hall	191.52
Special Interest Hall	96.25
Apartment Style Hall	74.76
Co-Ed Residence Hall	62.37

Note.-- x^2 value > 9.488 are significant at $P < .05$.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of this study was to determine which types of living environments students would prefer over others.

For many years administrators were building residence halls totally unaware of the students' preferences regarding these facilities. Frequently these buildings were essentially obsolete even before they were completed.

The current study was an attempt to give the students an opportunity to express their preferences for various living environments. The six types of environments studied were: 24 hour Visitation, Co-Ed Residence Halls, Honors Residence Halls, Class Residence Halls, Apartment Style Halls, and Special Interest Halls. It was interesting to note how the six environments developed into three distinct strata (high preference, middle preference, and low preference).

Questionnaires were distributed to 7½ percent of the students living in the residence halls at the University of Wisconsin-La Crosse (7½ percent males and 7½ percent females). A total of 180 questionnaires were distributed to all eleven halls, with a return of 148 or 82.3 percent. The survey consisted of 18 questions, 14 of which were directly related to the housing program at UW-L and four questions of a

general nature (sex, age, academic class, and hometown population).

The responses to the six primary questions were:

- a) strongly prefer living in this type of environment;
- b) mildly prefer living in this type of environment;
- c) indifferent; d) would not prefer living in this type of environment; and e) definitely would not prefer living in this type of environment.

Both Apartment style and Co-Ed residence halls ranked highest, the latter with 68.1 percent preferring it while Apartment style had 70.2 percent. In the second strata, 24 hour Visitation halls were preferred by 57.3 percent and Honors residence halls by 51.9 percent. Class Residence halls (4.7 percent preferred) and Special Interest halls (9.4 percent preferred) ranked the lowest in terms of student preference.

An additional point to be illustrated pertains to the results for question number 18. This question asks in effect: "would you (the student) be willing to pay an additional amount of money for such optional services as carpeting, refrigerators, moveable furniture, small stoves, and other luxuries. Over half (56.7 percent) responded affirmatively. This result is complemented by the fact that the \$100-\$200 more per semester may have been a high estimate. The students may be telling us "Yes, we will pay more if you can give us more of what we want."

Conclusions and Recommendations

From the data obtained in this study the following conclusions and recommendations were made.

1. Various types of housing environments are needed for the students to have a choice in the housing program.
2. More freedom in living styles and more privacy are needed to attract upperclassmen.
3. A more flexible meal plan is needed for those who do not wish to be included on it.
4. As the data imply, both Co-Ed and Apartment style living can compete on this campus and should be implemented.
5. Class and Special Interest residence halls apparently would not do well here.
6. Honors residence halls could indeed be tried, as there was some interest shown. However, a combination of styles within this type of arrangement may be even more attractive.
7. Although the figure (in number 18 of the questionnaire) was a trifle too high, students in fact are willing to pay more for what they want. Options should be implemented for those students who desire them.

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APPENDIX



Dear Student,

Would you please take a few minutes to complete the enclosed survey which concerns the living environment at the University of Wisconsin-La Crosse?

The survey consists of a list of six (6) types of living environments which are defined, followed by eighteen questions which I hope you will answer in an honest and sincere manner. Directions will be found at the top of the first page of the survey.

Please remember that you are a part of a very small, randomly selected sample of residence hall students, and a high number of returns is necessary in order to make the study valid. So please complete and return the survey before December 11, 1971, or as soon as possible.

This study is part of the curriculum leading to a Masters Degree in Student Personnel Services. With your cooperation in returning this anonymous survey it can become a success. Bear in mind, your reply will be held in strict confidence.

Please use the self-addressed, stamped envelope for return. Thank you.

Sincerely,

Peter J.M. De Cicco
Graduate Student
University of Wisconsin-La Crosse

TYPES OF LIVING ENVIRONMENTS

Please bear in mind that in the following six living environments the contract meal plan could be optional and kitchen facilities could be available for your use.

1. Honors Residence Hall - a) This type of living environment would be without supervision - a head resident, preferably a young married couple would be in charge of the building, but there would not be any R.A.'s. b) Would be restricted to one sex with visitation taking place only during specified hours. c) An academic and study atmosphere could prevail.

2. Co-Ed Residence Halls - a) Both men and women would be housed in this type of living arrangement. b) Could be arranged by alternate floors or cubes depending upon the building.

3. 24-Hour Visitation Residence Hall (Presently, according to the Board of Regents, this type of housing is illegal, but anything up to 24 hours is not. Example: 23 hours 55 minutes, etc.) - a) Residents would be of same sex. b) Would permit visitation to take place almost any time. c) Other procedures such as quiet hours, R.A.'s, etc., would remain the same.

4. Class Residence Halls - a) These halls would be comprised of an entire class; for example, all freshmen, all sophomores, etc. b) Restricted to one sex. c) Other arrangements will be operated the same way as they are now.

5. Special Interest Residence Halls - a) Students with like interests or majors would be housed together in this type of arrangement. For example, all education majors, band members (musically inclined students), athletes, etc. b) Could be further broken down by floors and cubes. c) Would be comprised of one sex with visitation policies to be established by the hall council.

6. Apartment Living Units - a) Very much like the modern efficiency apartment. b) It would contain stove, sink, roll away beds, dressers, refrigerator, bathroom with stall shower, carpeting and dining area. c) Limited to four people of same sex to each unit. (Arranged in suites) Due to the high cost of remodeling, the cost per unit would be \$100-\$200 more than you are paying at the present time.

STUDENT PREFERENCE SURVEY OF LIVING ENVIRONMENTS AT UNIVERSITY OF WISCONSIN-LA CROSSE

Please place a check mark () in the appropriate space.

- | | | | |
|--------------|--|-------------------|--|
| 1. Sex | | 2. Age | |
| Male _____ | | _____ 17 | |
| Female _____ | | _____ 18 | |
| | | _____ 19 | |
| | | _____ 20 | |
| | | _____ 21 and over | |
-
- | | | | |
|-------------------------|--|---------|-------------------------|
| 3. Academic Class | | Credits | 4. Home Town Population |
| Freshman _____ 0-29 | | | 100- 1,000 _____ |
| Sophomore _____ 30-59 | | " | 1,000- 5,000 _____ |
| Junior _____ 60-89 | | " | 5,000-10,000 _____ |
| Senior _____ 90 or more | | " | 10,000-20,000 _____ |
| | | | 20,000 and over _____ |

Place a check mark () next to the response which you think best describes your feelings toward that particular question. Please remember to read each question carefully, respond only once to each question, and try to answer all questions.

5. In your opinion, how do you view the present housing facilities at the University of Wisconsin-La Crosse?

- a. _____ very adequate
- b. _____ fairly adequate
- c. _____ indifferent
- d. _____ not very adequate
- e. _____ not very adequate at all

6. Do you live in a visitation area? _____ Yes _____ No

What is your attitude regarding the present visitation policy at the University of Wisconsin-La Crosse?

- a. _____ very favorable
- b. _____ favorable
- c. _____ indifferent
- d. _____ unfavorable
- e. _____ very unfavorable

7. Would you be in favor of extending the visitation hours to weekdays? For example, 7:00 p.m.-12:00 a.m., Monday through Thursday.

- a. _____ no, definitely not
- b. _____ no, probably not
- c. _____ indifferent
- d. _____ yes, probably
- e. _____ yes, definitely

8. Are you on the Food Service plan at Whitney Center?
 Yes _____ No _____

If you are, how would you evaluate this food service plan?

- a. _____ excellent
- b. _____ good
- c. _____ adequate
- d. _____ poor
- e. _____ very poor

9. After carefully reviewing the various types of living environments, what would be your preference regarding Co-Ed Residence Hall Living?
- strongly prefer living in this type of arrangement
 - mildly prefer living in this type of arrangement
 - indifferent
 - would not prefer living in this type of arrangement
 - definitely would not prefer living in this type of arrangement
10. After carefully reviewing the various types of living environments, what would be your preference regarding Honors Residence Hall Living?
- definitely would not prefer living in this type of arrangement
 - would not prefer living in this type of arrangement
 - indifferent
 - mildly prefer living in this type of arrangement
 - strongly prefer living in this type of arrangement
11. Residence hall living at the University of Wisconsin-La Crosse is too restrictive and conservative.
- strongly agree
 - agree
 - indifferent
 - disagree
 - strongly disagree
12. After carefully reviewing the various types of living environments, what would be your preference regarding Special Interest Residence Halls?
- strongly prefer living in this type of arrangement
 - mildly prefer living in this type of arrangement
 - indifferent
 - would not prefer living in this type of arrangement
 - definitely would not prefer living in this type of arrangement
13. After carefully reviewing the various types of living environments, what would be your preference regarding 24-Hour Visitation Residence Halls?
- definitely would not prefer living in this type of arrangement
 - would not prefer living in this type of arrangement
 - indifferent
 - mildly prefer living in this type of arrangement
 - strongly prefer living in this type of arrangement

14. My attitude toward the R.A. on my cube or floor is:
- very favorable
 - favorable
 - indifferent
 - unfavorable
 - very unfavorable
15. After carefully reviewing the various types of living environments, what would be your preference regarding Apartment Living Units?
- strongly prefer living in this type of arrangement
 - mildly prefer living in this type of arrangement
 - indifferent
 - would not prefer living in this type of arrangement
 - definitely would not prefer living in this type of arrangement
16. Lack of privacy is a problem for students living in residence halls at the University of Wisconsin-La Crosse.
- strongly agree
 - agree
 - indifferent
 - disagree
 - strongly disagree
17. After carefully reviewing the various types of living environments, what would be your preference regarding Class Residence Halls?
- definitely would not prefer living in this type of arrangement
 - would not prefer living in this type of arrangement
 - indifferent
 - mildly prefer living in this type of arrangement
 - strongly prefer living in this type of arrangement
18. Residence hall fees at the University of Wisconsin-La Crosse are among the lowest in the system. With this in mind, if you were presented with optional services such as refrigerators, small stoves, moveable furniture, carpeting, color coordinated drapes, and rooms, would you be willing to pay \$100-\$200 more per semester than you are now?
- yes, definitely
 - yes, probably
 - indifferent
 - no, probably not
 - no, definitely not

Two dorms to transition to coed living

In a bold departure from what he called "an archaic system" of residence hall policies at the University of Wisconsin-La Crosse, Chancellor Kenneth Lindner has announced a series of major changes affecting students living on campus.

Effective with the start of the academic year in August, two of the school's 11 residence halls will become co-educational, housing both men and women students. Two others will be converted for use by upperclassmen only. A number of policy changes designed to give greater freedom to residence hall living were also disclosed.

Plans call for the conversion of Drake Hall and Laux Hall to co-ed facilities. Drake Hall will be integrated by "cubes" — the term used to designate separate sections of individual floors in the building. All lounges and recreational areas will be available to both men and women. Laux Hall will house men and women on alternate floors. The lobby and recreational areas will be integrated. Both halls will be fully staffed with a head resident and student resident assistants.

The decision to create two upperclass residence halls was made for two basic reasons, according to Housing Director Richard Koehler. First, it will offer

juniors and seniors a carefully-planned living and working environment. Both buildings, Trowbridge Hall for men and Baird Hall for women, are in close proximity to the university library and other academic buildings. Plans call for interior remodeling in both buildings as funds become available, including kitchen facilities on each floor and carpeted halls to control noise levels. (All university dormitories are self-amortizing ... construction and remodeling costs are paid through rental fees.) Whenever possible, single rooms will be offered to residents of these two halls. The other reason for the creation of upperclass halls is the school's attempt to make residence hall living a desirable choice for seniors and juniors, an encouragement designed to cut down on the number of students moving off-campus in their junior and senior years.

Other changes include the switching of men's and women's residence halls to reverse the previous policy of housing men on one side of the campus and women on the other. Sanford Hall, until now a men's dormitory, will house women students next year. Angell and Wentz Halls will remain as female residence halls with no restrictions on class standing. Hutchison will continue as a women's dormitory, but with a

specifically designated "non-visitation" area for female students who do not wish to participate in the regular visitation program. Also, Coate Hall will remain a men's facility, with a specified non-visitation area for men who do not wish to participate in the visitation program.

Currently, maximum visitation hours in the residence halls are Friday nights from eight p.m. to midnight, Saturdays from one to six p.m. and from eight p.m. to midnight, and Sundays from one p.m. to ten p.m. The Housing Board is expected to review a request to increase visitation to some week nights as well. Visitation hours may vary slightly from one hall to another, as each residence hall council sets the hours for its building within the maximum schedule listed above.

The concept of "hours" for women was abolished last year at UW-L. Women are no longer required to be in their dormitories at a specified time, even though the doors are locked each night. A desk clerk on duty will admit the student to the building without penalty for returning at a late hour. Expansion of recreational facilities both inside and outside the halls is planned. An open area adjacent to Coate Hall, known on campus as "Coate Park,"

will be improved to include a football field, two softball diamonds, basketball and horseshoe courts and an outdoor shelter with a fireplace for small group picnics and gatherings. Recreation areas in the buildings will include mini-gyms with weight lifting equipment, shuffleboard and dance studio areas among others.

Dr. David Hogue, UW-L vice president for student affairs, has stressed that specific plans for individual residence halls are still tentative and may change somewhat as needs arise before the start of the school year. He called the entire program experimental, saying that careful study of the plan will be given the first year, with a continuing program based on the results.

Dr. Norene Smith, associate dean of students, said that the new programs are based on lengthy local and national research. She pointed out that some 70 per cent of the colleges and universities in the country now have some type of co-educational residence hall plan. Students on the La Crosse campus were asked for input into dormitory policy, as were head residents and staff members in the residence halls. The university housing staff worked closely with student government in completing the details of

(continued on page 9)

CO-ED LIVING...

(continued from page 1)

the new plan.

"These changes are a means to get to a better educational program in the halls," Dr. Smith explained. "In addition to making residence hall living more attractive, we are making it more meaningful as well." She described co-ed facilities as "promoting greater social interaction," with more informality in contacts which allow students to work together in social as well as instructional situations. The attempt to bring residence hall life into greater proximity with a student's other university experiences should increase the benefits to that extent in many ways, Dr. Smith predicted. Among the benefits will be increased opportunities to do things on campus, better educational programs in the halls including the use of close circuit TV and informal class meetings and greater individual responsibility leading to good character development.

Housing Director Koehler pointed out that many students who leave campus housing for financial reasons or for greater personal freedom soon find out that they are not really saving money on housing and that they are out of touch with campus activities. They are less motivated to study and succeed academically when away from the campus, he said. Figures were cited which show that students living in residence halls regularly achieve better grades and participate more in over-all campus life than those living off-campus.

Dr. Hogue stressed that basic university policies insuring the health, safety and security of every residence hall student are unchanged. "While the university has been moving toward this for a long time," he said, "we are making these changes contingent upon our basic responsibility to provide the best possible living and learning environment for our students."

Koehler predicts that the co-ed halls will be filled by returning students, since they have the first opportunity to apply for rooms there, and interest has been high. He added, however, that new freshmen will be given the residence hall of their choice as space permits.



CHANGES IN STUDENT HOUSING FOR 1972 - 73

Through numerous rap sessions and discussions with students, the University Housing Staff has been made aware that students desire changes in the present residence hall living program. The University will be offering a number of different types of living environments next year. We feel it is most important that you, our present students, should know about these changes. Hopefully, this information will aid you in choosing the type of housing which you find most desirable.

CO-ED LIVING

Drake Hall - This cubed residence hall will house male residents on the four floors of one cube and female residents on the four floors of the other cube. Common lounges and recreation areas will be co-educational. The visitation policy will be the same as in the other halls with the exception of the upperclass residence halls.

Laux Hall - This hall will house male and female residents on alternate floors. Lobby and recreation areas will be co-educational. The visitation policy will be the same as in the other halls with the exception of the upperclass residence halls.

Both co-ed halls will be staffed with a head resident and student resident assistants.

UPPERCLASS LIVING ENVIRONMENT

Trowbridge Hall - This hall will be an upperclass men's residence hall staffed by a head resident with no resident assistants. The residents will be responsible for establishing the policies of the residence hall with few restrictions. For example, a maximum of 22 hours of visitation may be established by the residents. The contract meal plan will be voluntary for juniors and seniors and cooking facilities will be provided. Room refrigerators will be available for lease and plans include carpeting the halls and providing exercise equipment.

It will be your residence hall. The policies in effect will reflect the desires of the residents. A number of single rooms will be available at an additional cost. Seniors and juniors will be eligible to live in this hall.

Baird Hall - This will be an upperclass women's residence hall staffed and administered similarly to Trowbridge.

OTHER HALLS

Sanford Hall - This hall will house female residents in an attempt to further integrate what is presently known as "Boys Town."

Hutchison Hall - This hall will be a female residence hall with no restriction as to class standing. One area will be designated for students who do not wish to live in a visitation area. This will be the only female hall with a "non-visitation" area.

Angell and Wentz Halls - Both will remain as female residence halls with no restriction as to class standing.

Coate Hall - This hall will be a male residence hall with no restrictions as to class standing. One area will be designated for students who do not wish to live in a visitation area. This will be the only male hall with a "non-visitation" area.

Reuter and White Halls - Both will remain as male residence halls with no restrictions as to class standing.

At this time it is necessary for us to obtain some information concerning student interest in these various living environments. By completing and returning the form below you will help us determine the desires of our present students before assigning rooms to freshmen. This is not a contract nor is it binding! You will receive contract information in several weeks and at this time you will be able to reserve a specific room in the hall of your choice on a first come first serve basis.

After reading the description of the various living environments, in which residence hall would you desire to live for the 1972-73 academic year?

<u>Co-ed Halls</u>	<u>Female Halls</u>	<u>Male Halls</u>
Laux _____	Angell _____	Coate _____ Non-Visit _____
Drake _____	Baird _____	Reuter _____
	Hutchison _____ Non-Visit _____	Trowbridge _____
	Sanford _____	White _____
	Wentz _____	

1. Would you be interested in seeing an area set aside in a residence hall or halls that offered a more quiet study atmosphere? Yes _____ No _____
2. Plan to move off-campus _____
3. Will not return to La Crosse _____

NAME _____

HALL _____

Return this sheet to your RA, Unit Rep., or Head Resident by Wednesday, February 9.

Some student comments concerning the housing preference questionnaire.

1. Concerning Special Interest Residence Halls - "I think that the different interests of the students associating with one another helps the education process."
2. Concerning Special Interest Residence Halls - "If they had this situation it would not expose students to other interests."
3. Concerning Class Residence Halls - "Makes for intolerant, narrow minded people."
4. Concerning the lack of privacy at UW-L (Housing) - "After visitation there is no place to go with a certain friend. Everything is closed - No privacy during visitation either."
5. Concerning Class Residence Halls - "We need variety, not isolation."