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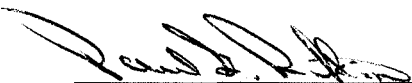
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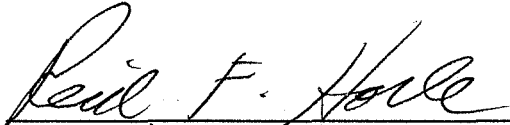
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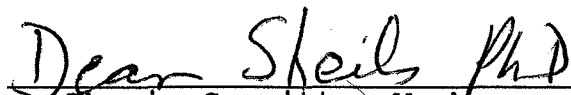
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**STUDENT DEVELOPMENT AND INVOLVEMENT:
THE EFFECTS OF LIVING ON CAMPUS AMONG
RESIDENCE HALL GOVERNMENT STUDENTS**

A Thesis
Presented to
the Graduate Faculty
University of Wisconsin-La Crosse

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education:
College Student Personnel

by
Daniel Roderic Ocampo

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ABSTRACT

What effect does living on campus have on today's college student? What effect does being involved have on today's college student? More specifically, what effect does being involved in residence hall governments have on today's college student? The purpose of this study was to find out who are involved in residence hall governments; why do they become involved in residence hall government; what have been the benefits of on-campus living; and finally, is there a perceived difference in the definitions of a "dorm" and a "residence hall"?

The subjects of this study were delegates attending the PACURH '88 conference at San Diego State University during November 4-6, 1988. Each subject completed a 51 item questionnaire designed to obtain background information. The instrument consisted of four parts: personal information, extent of extra-curricular involvement, reasons for initial involvement, and affect. The data were analyzed in order to show relationships between the different items on the questionnaire. Of the 288 questionnaires distributed, 243 were returned and 232 were found to be usable--providing an 80.5% usable rate of return.

Results indicated that personal factors such as "having a voice in the decision making process", "making a difference in other students' lives", or "meeting people or making friends" played a greater role in the initial involvement

than other individuals such as "friends who were involved" or "residence life staff". A majority of the students believed that living on campus has facilitated their growth and development and many believe that living on campus has exposed them to much more than if they had lived off campus. Finally, results indicated that a majority of the students believe that there is a difference between a "dorm" and a "residence hall"

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I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived....I wanted to live deep and suck out all the marrow of life....But I would say to my fellows, once and for all, as long as possible, live free and uncommitted.

-Henry David Thoreau
(1817-1862)

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CHAPTER I

INTRODUCTION

Introduction

The effects of campus living on college students is a topic which college administrators must pay more attention to since many college students are expected to, and will, live in university housing. There seems to be a trend over the past years for housing operations to be more committed to the development of the individuals residing in their halls (Riker, 1965; Stoner & Yokie, 1969). Residence life administrators are realizing the impact that they can have on their residents. In part, this is due not only to the residents being a captive audience, but also the extent and degree to which there is staff contact. More campuses are effectively utilizing undergraduates as part of their residence hall staffs (Greenleaf, 1974). As peers of students in the residence halls, student staffs can challenge students in a different way than professional staff members (Greenleaf, 1974). By creating positive, motivating role models, staffs can get their residents involved in the areas of athletics, intramurals, and student organizations such as residence hall governments.

One of the foremost researchers in the area of student involvement is Alexander Astin who developed a theory which is referred to as the "involvement theory". This theory

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states that "students learn by becoming involved" (Astin, 1985, p. 133), and is a factor which has been shown to be a main contributor to a positive college experience.

Statement of the Problem

What effect does living on campus have on today's college student? What effect does being involved have on today's college student? More specifically, what effect does being involved in residence hall governments have on today's college student? This study attempted to answer the following questions:

1. Who are involved in residence hall governments?
2. Why do they become involved in residence hall government? Can the reasons for initial involvement be attributed to any particular individual or event?
3. What have been the benefits of on-campus living? What effect does living on campus have on a student? Are there significant differences in respect to the area of affect?
4. Is there a perceived difference in the definitions of a "dorm" and a "residence hall"?

Importance of the Study

If the findings of the study are in fact significant and show that involvement in residence hall organizations evoke a more positive and beneficial college experience, then this information can assist Residence Hall Governments (hereafter

referred to as RHG's) identify and recruit potential members. In addition, this information can help the professional staff develop, motivate and encourage their students to become better leaders. With access to demographic information and a knowledge of what students are looking to get involved in or hope to achieve, the recruitment and retention of these students could be much greater--thus, affecting a greater number of people with invaluable experiences.

Foundation for the Study

The earlier work of Haught (1982) served as a basis for this project. In his study of Residence Hall Associations, Haught dealt mainly with who was involved, why they became involved, and why they remained involved. This thesis, however, focused on what the subjects felt they gained from their on-campus experience and how they felt about living in a residence hall. Hopefully, educators can use this information to generate ideas of how they can make more of an impact on the lives of students and in the process, create a living environment more conducive to personal growth and student development.

Methodology

The subjects of this study were delegates attending the PACURH '88 conference at San Diego State University during November 4-6, 1988.

Each subject completed a 51 item questionnaire designed

to obtain background information (Appendix A). The instrument consisted of four parts: personal information, extent of extra-curricular involvement, reasons for initial involvement, and affect. The data were analyzed in order to show relationships between the different items on the questionnaire.

Limitations

The limitations of this study are as follows:

1. The students surveyed in this study represented students from the Pacific Region of NACURH. Therefore, this sample may not be considered as a fair representation or cross-section of all college students living on campuses nationwide.
2. The information was obtained at a regional conference where the leaders of the organizations were present. These students for whatever reason, may appear more motivated, outgoing, and involved.
3. The study was administered at the conference banquet. This was the most convenient time since most of the delegates attending were present. However, being dressed up, anxiously awaiting their food, and not knowing that they were going to have to fill out a survey prior to being served could all have been contributing factors.
4. The instrument relied upon self-disclosed responses, and the respondents, for some reason, may not have responded

to the items honestly and accurately.

Definition of Terms

Committee Chairperson- The person responsible for the facilitation or heading of a committee.

Dorm- Short for dormitory. A term no longer seen as acceptable for student residences. Within the area of Residence Life, the term is denoted as a place where students merely sleep and eat. Few programs, if any take place and the overall development is unimportant. However, there may be some student housing programs still utilizing the term whose definition could more closely resemble that of "Residence Hall".

Extra-curricular- Carried on outside of the regular course of study in addition to the required courses or curriculum.

NACURH- The National Association of College and University Residence Halls, Inc. This is a student organization which deals primarily with issues related to residence halls, on-campus living and college life in general. It is divided into seven regions.

NCC- NACURH Communications Coordinator. A college's representative to NACURH and its regional affiliates.

PACURH- The Pacific regional affiliate of NACURH. It is comprised of the states of Alaska, California, Hawaii, Nevada, Oregon and Washington.

Residence Hall- A place where students live. The more accepted term for a student's place of residence on campus. The living-learning center of a college campus stressing community living, educational, cultural, and social growth.

Residence Hall Government (RHG)- The governing body of a residence hall or residence halls campus-wide made up of representatives from each of their respective communities. For this study, the involvement in a RHG can be on the hall level and known as a Residence Hall Council, Hall Council, House Cabinet, etc. The campus-wide organizations are usually known as Residence Hall Associations, Resident Student Associations, Inter-Residence Hall Associations, etc.

Student Involvement- The participation in any extra-curricular activity, on or off campus, including, but not limited to student organizations, athletics, intramurals, work, etc.

Volunteer Participant- A self-motivated individual who becomes involved, but does not hold any "official" position.

Voting Delegate/Representative- A non-Executive or Committee Chairperson who possesses the privilege of being able to vote.

CHAPTER II

SELECTED LITERATURE

Importance of On-campus Living

One of the primary campus environments where student development may be facilitated is within the residence hall. Astin (1973, 1977, 1985) and Chickering (1974) found that the most important factor affecting student involvement was the students' residence. Living in a campus residence was found to be positively related to retention. This particular effect was found to have occurred in all types of institutions and among all types of students regardless of gender, race, ability, or family background.

Student housing can be considered as one division within an educational institution where the primary mission is a test of supporting the achievement of the goals of higher education (Riker, 1956). More recently, residence halls have also been regarded as living learning centers (Riker, 1965), where "residential learning" takes place. Riker (1985, p. 672), defines residential learning as "the learning that takes place as a result of group living. The experience of living closely with others in a student residence can facilitate change along all the dimensions of development..." Students point out, for example, that the on-campus living experience is one of the most beneficial aspects of college

(Mable & DeCoster, 1981).

Why We Call Them Residence Halls

It is with this commitment to "residential learning" that residence life operations have made a shift of referring to their places of residence from "dormitories" to "residence halls". The distinction can be seen as analogous to that of a "boat" to a "ship". A boat will get you from here to there and little else. A ship serves many functions, and provides a variety of services in getting a passenger from here to there (University of Massachusetts-Amherst, date unknown).

The "boat" can indeed be a graceful ship and the "dorm" likewise can be a dynamic multipurpose residence hall. A residence hall can serve as a community center and impact the lives and personal development of students during travels from matriculation to graduation....The center of any institution of higher education is the student. In passing through a university, the student experiences and is affected by many "systems". Aside from the primary curriculum system, no other system of the university has the potential to impact the passing student more than his or her place of residence. It is here that the "boat/dorm-ship/residence hall" distinction is of paramount importance. The absence of a university-wide understanding of this potential impact may mean the university may miss a significant opportunity to educate the student (University of Massachusetts-Amherst, date unknown).

It would appear that students who live in residence halls have more time and opportunity to get involved in all aspects of campus life than those who do not. This may be by virtue of eating, sleeping and spending their waking hours on the college campus. Because of this, resident students stand

a better chance than commuter students of developing a strong identification with and attachment to undergraduate life (Astin, 1985). Most people, let alone students, are constantly battling with the need for love and the need to belong (Petri, 1986). Residence halls can facilitate adjustment to college life for the new student (Butler, 1964) and give them a place to meet others and make friends. One female student believes that if she didn't live in a residence hall or have a job, she wouldn't know how to get involved:

I don't make friends with people in my classes. It is not the same as living next door to someone. If I didn't live in a residence hall....how would I be involved? (DeCoster & Mable, 1981, p. 16).

Residence halls also serve as student life centers for recreation and relaxation (Williamson, 1958). When the halls are situated close to the center of campus, they can provide a greater opportunity for students to become involved in on-campus activities (Cedar, 1967). Chickering (1974) found that residents engage more fully with the academic program and associated intellectual activities than do non-residents. This behavior may be due to the more frequent and wider ranging contact with faculty, staff and fellow students. In addition, resident students, when compared to commuter students are more likely to become involved in educational, political, social and cultural experiences when they enter college (Chickering, 1974). These activities can effectively

assist the less experienced student in his or her personal growth and development (Tautfest & Young, 1969).

Students who live on campus show greater gains than do commuters in artistic interests, liberalism, and interpersonal self-esteem. Living in a residence hall is positively associated with other forms of involvement-- interaction with faculty members, involvement in student government, and participation in social fraternities or sororities (Astin, 1985). Living on campus has also been found to substantially increase the student's chances of persisting and aspiring to a graduate or professional degree (Astin, 1985).

In a study by Pascarella (1985), the results tended to reiterate the above findings. It was found that generally, students living on campus were significantly more likely than were commuters to (a) have higher levels of liberalism, interpersonal self-esteem, and artistic interests; (b) be more satisfied with college; (c) have higher degree aspirations; and (d) persist in college. However, according to Astin (1985), residents are also more likely to become more hedonistic.

Community Development

Although residence halls can provide solitude and privacy for individual thought and reflection (Stoner & Yokie, 1969), they can also supply students with valuable

experiences in group living (Riker, 1956), procure a reference group for the individuals (Chickering, 1967), and foster a sense of community and support. John Dewey (1916) made this observation:

There is more than a verbal tie between the words common, community and communication. Men live in a community by virtue of the things which they have in common; and communication is the way in which they come to possess things in common. What they must have in common in order to form a community of society are aims, beliefs, aspirations, and knowledge--a common understanding--like mindedness....The communication which insures participation in a common understanding is one which secures similar emotional and intellectual dispositions--like ways of responding to expectations and requirements. (p. 5)

Bowling (1980) found that the potential for developing a residential community is great. Her observations are based upon the beliefs that the residents of most housing "units" tend to (a) live together in somewhat homogeneous clusters (e.g., single, married, undergraduate, graduate); (b) be students who to some degree, share common learning goals; and (c) display greater consideration and respect for others. Therefore, the opportunity to create standards that enhance cooperative living and add to a sense of community is significant.

Group living can also facilitate an understanding of self-discipline and leadership (Stoner & Yokie, 1969). Those who reside in these communities should be the ones to govern them (Bowling, 1980). McGrath (1970), for example, believes

that "citizens ought to have a voice in, and are capable of, determining the character of the social institutions which in turn determine the character and quality of their own lives" (p. 71).

Theories of Student Development

College life exposes us to many people different from ourselves. Due to the sometimes close proximity and confined conditions, this experience is magnified by living in the halls. Depending upon the theory by which the residence life program is based, living on campus exposes the resident to different theories of student development. Chickering (1967) found that being in contact with students different from oneself allows the student an opportunity to develop a sense of integrity. The resident student would also tend to develop personal autonomy and identity (Eberle & Muston, 1969). These characteristics play a major role establishing personal values, maintaining congruent behavior, and promoting a higher level of self-esteem.

Residential Life programs that are designed to achieve the educational objectives of facilitating student growth and maturation are broad in purpose (Brown, 1972). In their most basic form, these programs must adhere to a concept of student development and provide for the physical accommodations critical to the physical, educational and social well being of the students (Stoner & Yokie, 1969).

The purpose of such programming may be to further the intellectual development of the students (Murphy, 1969), to provide the educational encouragement in an informal environment conducive to learning (Ferber, 1962), and enable students to learn and grow as human beings (Riker, 1965).

There are many theories of student development upon which housing operations base their programs. Most college student personnel professionals are familiar with Chickering's (1969) seven vectors of development. The vectors are concerned with personality change in the development of an individual. These include developing personal autonomy, interpersonal relationships and a purpose in life. Possibly less familiar to some is the current wellness movement led by Hettler (1980) and many others. Similar to Chickering's theory, this movement recognizes an optimal condition for development during the college years and has instruments designed to assess the levels of wellness. Dunn (1961) defines wellness as an integrated way of functioning that maximizes the individual's ability to deal with the environment. The six most popular developmental areas of wellness are: social, occupational, spiritual, physical, intellectual, and emotional wellness (Hettler, 1980; Leafgren, 1981; UW-Stevens Point, date unknown).

Both Chickering's vectors and Hettler's wellness

dimensions provide comprehensive models for student development whose goal for educational programming is the optimal, holistic human functioning of all individuals. This is generally consistent with the overall goals of colleges and universities (Leafgren, 1981).

Effective educators should be developing all of the students and help them reach their fullest potential. The students of today will be the leaders of tomorrow. Through effective role modeling, challenge and support, the college community can facilitate their growth. Studies by Heath (1968), in particular, found that a specific faculty member can produce a range of different effects upon a student, whereby, an increased awareness of one's values can be achieved. Residence life staff can achieve similar effects. Since student personnel workers usually operate on a one-to-one basis with students, they are uniquely positioned to monitor the involvement of their clients in the academic process and to work with individuals to maximize that involvement (Astin, 1985). Pascarella (1985) found a significant and positive association of resident students' involvement in the social system of the institution and the degree to which developmental growth occurs during college. As administrators, we should be aware of the needs of students and meet their social and emotional needs, as well as their intellectual needs. The residence hall community

can provide an appropriate and effective avenue to accomplish these goals.

Astin's Theory of Involvement

A pioneer in the field of involvement and student development is Alexander Astin. He states very simply that "students learn by becoming involved" (1985, p. 133). Astin (1985) developed what is now known as the involvement theory. This theory is comprised of five basic postulates:

1. Involvement refers to the investment of physical and psychological energy in various "objects". The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination).
2. Regardless of its object, involvement occurs along a continuum. Different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in, say, academic work can be measured quantitatively (how many hours the student spends studying) and qualitatively (does the student review and comprehend reading assignments, or does the student simply stare at the textbook and daydream?).
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

The theory of student involvement provides a unifying

construct that can help to focus the energies of all institutional personnel on a common objective (Astin, 1985).

Involvement in Residence Hall Government

Regardless of how the campus student government is organized and whether or not a university Residence Hall Association exists, each individual residential unit should have some type of organizational structure (Bowling, 1980) conducive to helping students shape their own destiny on campus (Mable & DeCoster, 1981). There is no doubt that many leadership skills are learned in circumstances other than leadership settings (Schaie & Geiwitz, 1982). However, to the extent that they are able to easily participate in the development of leadership skills through involvement, students can affect a residence hall environment (Astin, 1985). Indeed, a living-learning community directly impacts those who utilize it to the fullest degree possible.

What responsibility could be more important than the leadership and development of the individual? There are so many roles people take on, but as Henry Mintzberg states (Davis & Newstrom, 1985, p. 158), "the leader role is clearly among the most significant of all roles." Without leadership, an organization is just a confusion of bodies and machines. Davis and Newstrom define leadership as:

The process of encouraging and helping others to work enthusiastically toward objectives. It is the human factor that binds a group together and motivates it toward goals. The leader's act of motivation is similar in effect to that of the

secret chemical that turns the insect pupa into a butterfly with all the beauty that was the pupa's potential. Leadership transforms potential into reality...[It] is the ultimate act that brings to success all the potential that is in an organization and its people. It is so important that people have been concerned with it since the beginning of time. (p. 158)

The role of student governance within a residence hall should be diverse and multifaceted, thereby promoting and enhancing the community of student-resident learners (Bowling, 1980). Residents are more likely than commuters to achieve in such extracurricular areas as leadership and athletics and to express satisfaction with their undergraduate experience--particularly in the areas of student friendships, faculty-student relations, institutional reputation, and social life (Astin, 1985; Chickering, 1974). The question is "not whether students should participate, but how, to what extent, and through what innovations in organization and procedure this involvement can be most expeditiously and effectively achieved" (McGrath, 1970, p. 71).

NACURH

The National Association of College and University Residence Halls, Inc. was originally founded at Iowa State University as the Midwest Dormitory Conference in 1954. As stated in the articles of incorporation, the purpose of the organization is to "design and facilitate programs and informational services to promote the educational goals of

residence hall students through discussion groups, seminars, and speakers at the annual conferences and other means of information exchange throughout the year" (NACURH, 1989).

By taking an active role in NACURH and the services it has to offer, each residence hall student can help this organization accomplish its basic goal of improving residence halls nationwide (NACURH, 1989). DeCoster & Mable (1981) found that many students believe that college is an invitation for involvement. It is with this sense of purpose that students describe their living environments, student governments, and extracurricular activities. For this reason, residential living environments can and do reflect the importance of community involvement and quality on-campus experiences for all college students.

CHAPTER III

METHODOLOGY

In order to gather the necessary information for this thesis, a questionnaire was developed by the writer. The data were obtained from student leaders attending the 1988 PACURH regional conference. The information was then processed at the University of Wisconsin-La Crosse Academic Computing Center.

Sampling Procedure

The writer believed that the most efficient way of gathering information on residence hall student leaders was to attend either a national or regional conference of NACURH and personally administer the survey during a time when most of the delegates were present. The PACURH '88 conference at San Diego State University was chosen because of the writer's knowledge of, and personal contacts within the region.

The questionnaire was distributed at the conference banquet before the delegates were seated. After the delegates were seated, the survey and its importance was explained to the participants. The writer then made himself available to the respondents as they filled out the survey on scantron sheets to simplify the cross-tabulation of the data. Of the 288 questionnaires distributed, 243 were returned and 232 were found to be usable--providing an 80.5% usable rate

of return.

The Instrument

With the exception of Section IV, the questionnaire was essentially the same as the survey developed by Haught (1982) in his study of participation of students in Residence Hall Associations (Appendix B), and Wojciechowski's (1979) study on students involved in Student Activities (Appendix C). However, to gather information more relevant to this thesis, some questions were omitted, the format and some words were changed, and the section on affect was added. The 51 item questionnaire can be found in Appendix A.

The questionnaire was divided into four sections: personal information, extent of involvement, reasons for initial involvement, and affect. Section I on "personal information" was made up of questions one(1) to seven(7). This section dealt mainly with demographics and a profile of the respondents. It sought to find out what type of person becomes involved in residence hall governments.

Section II on the "extent of involvement" was made up of questions eight(8) to nineteen(19). This section dealt primarily with the respondents' extent of extracurricular activities within their residence hall government, employment, or any other commitments. For this survey, "involvement" was defined as: the participation in any extracurricular activity, on or off campus including, but not

limited to, student organizations, athletics, intramurals, work, etc.

Section III and "reasons for the respondents' initial involvement" was made up of questions twenty(20) to thirty-six (36). The purpose of this section was determine who or what inititally persuaded the respondents to get involved in residence hall governments. The delegates responded to each item in this section by using a five-point Likert scale of 1(a) to 5(e), with 1 meaning that they "strongly disagreed" that the item was an important factor for them, and 5 meaning that they "strongly agreed" that the item was a major or very important factor for them.

Section IV on "affect" was the final section and was made up of questions thirty-seven(37) to fifty-one(51). The purpose of this section was to identify what the respondents felt they've gained from their on-campus experience, how it affected them, and what they feel about living on campus. They were asked to respond to each item in this section by using a five-point Likert scale of 1(a) to 5(e), with 1 meaning that they "strongly disagreed" with the statement and 5 meaning that they "strongly agreed" with the statement.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of the survey and concludes with a discussion of its implications. A complete tabulation of responses to the questionnaire is located in Appendix D.

Who was Involved

Although the main objectives of this study were to find out why students became involved in residence hall governments, and how they felt about living on campus, it was necessary to find out who these students were. The only information known prior to the study was that each student was a delegate to PACURH '88. Responses to items 1-7 on the questionnaire compiled demographic information on these students and can be found in Table 1.

The results are presented in both frequencies and percentages. The age distribution of respondents closely resembled that of a normal bell-shaped curve with almost 69.8% of the respondents being nineteen, twenty, or twenty-one years of age. Nineteen was the modal age with 85 respondents or 36.6%. Eighteen and younger and twenty-two and older made up 19.0% and 11.2% of the delegates, respectively.

Class rank showed Sophomores as the modal class with

ninety-five or 40.9% of the representation. There was only one Graduate Student (0.4%), thirty-one Seniors (13.4%), fifty Freshmen (21.6%), and fifty-five Juniors (23.7%). Males and females tended to be somewhat equally represented; 45.3% and 54.7%, respectively.

Most of the delegates reported that they attended a public 4-year institution (68.5%) with a student population over 10,000 (60.3%). The respondents tended to be evenly distributed in all sizes of halls; however, the majority (83.6%) resided in coeducational communities.

Residence Hall Government Involvement

The data regarding items 8-13 provided information concerning the respondents' involvement in their respective residence hall governments and can be found in Table 2. When asked to rate their extra-curricular involvement in high school, 71.2% or 164 of the respondents felt that they were either very involved or that the extent of their involvement was above average. Forty-five of the respondents felt that their involvement in high school was average. Only 9.9% of the respondents felt that their involvement was below average.

One-hundred forty-six of the respondents (62.9%) reported that they have lived in a residence hall for less than one and one-half years. The remaining delegates stated that they have lived in a residence hall for at least two

years. (37.0%).

In regards to position, 34.9% or 81 individuals classified themselves as Executives, followed by 61 Voting Delegates/Representatives (26.3%) and 51 Hall Executives (22.0%). Ten percent were Committee Chairpersons and the remaining 6.0% reported that they were Volunteer Participants.

One hundred and twelve (48.3%) specified that they have been involved in their hall government for about a semester. One hundred and four (44.9%) of the respondents cited that they have been involved in their residence hall government for at least one year, but not more than five semesters. Many of the individuals (40.9%), devoted two to five hours per week to their position. Fifty-seven or 24.6% stated that they dedicated six to nine hours per week to their position. Only 23.7% of the sample received compensation for their labors.

Other Extra-curricular Commitments

Items 14-19 dealt primarily with the extra-curricular commitments that the sample had in addition to their involvement in hall government and can be found in Table 3. One hundred and forty-nine (64.2%) respondents specified that they had a part-time job in addition to their position in their residence hall government; 102 of these individuals worked ten or more hours per week.

A significant portion of the sample (82.8%) indicated that they were involved in other extra-curricular activities aside from work and hall government, 57.7% of which obligated approximately two to nine hours per week. Most of the students (93.5%) were full-time students with an academic load of 12 to 18 units. Approximately 53% of the students expected to graduate in four years.

The Typical Student

With all of the demographical data being taken into consideration, inferences can be drawn as to who was a "typical" or "average"-involved student attending the conference. This person could possibly be a 19 year old sophomore, who attended a public four-year institution with an enrollment over 10,000 and lived in a coeducational residence hall. He/she lived in the hall for at least one year, had just become involved with his/her hall government and was either an Executive, Voting Representative, or Hall Executive and received no compensation for devoting approximately six hours a week to the position. This individual probably committed about ten hours a week to a part-time job, and was most likely involved in other extra-curricular activities, to which approximately 5.5 hours a week was dedicated. Finally, this student was probably enrolled full-time, carried an average academic load of about 15 units and possibly expected to graduate in the traditional four

years.

Reasons for Initial Involvement

Questions 20-36 dealt with students' reasons for initial involvement. The responses by percentage to those questions can be found in Table 4. The responses of either 4 or 5 to each statement were combined to form a ranking of those who either agreed or strongly agreed to the statement. The ten most important factors which contributed to one's initial involvement, can be found in Table 4A.

The primary factor that students cited as to what was the cause of their initial involvement in their residence hall government was that they wanted "to have a voice in the decision making process" (79.7%). The second most significant factor which contributed to one's initial involvement was that the students wanted "to make a difference in the lives of other students" (78.9%). The third reason cited was "to meet people and make friends" (78.0%), followed by "to just help out" (69.8%), and "to better prepare myself for my major or minor" (46.5%). It was found that certain individuals were not as responsible for contributing to initial involvement as was individual drive, motivation, or personal reasons. As far as individuals contributing to one's initial involvement are concerned, the most significant were "friends who were involved" (44.8%), "Resident Assistant or other peer staff" (44.0%), and "Hall

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Director or other professional Residence Life Staff" (33.7%); ranking seventh, eighth, and tenth, respectively.

Perceptions of the On-campus Experience

Questions 37-51 on the questionnaire dealt primarily with affect and the students' perceptions of the on-campus experience. The responses by percentage to those questions can be found in Table 5. The responses of either a 4 or 5 to each question were then combined to form a ranking by percentage of those who agreed or strongly agreed to the statement. The ten most frequent responses by rank to this section can be found on Table 5A.

The most frequent factor which students agreed with regarding the on-campus experience was that living on campus has "provided opportunities to meet people different from themselves" (92.7%). Most students felt that "living in the residence halls has been a positive experience" (89.7%). The third ranking factor cited was that living on campus has "provided valuable experiences in group living and community development" (88.8%). Approximately 87.5% of the individuals believed that living in the halls has "facilitated their personal growth and development". Eighty-seven percent of the respondents felt that the on-campus experience has "provided for opportunities to develop leadership skills". Many students (85.8%) believed that living on campus has "exposed them to much more than if they had only lived off

campus". More than eighty percent (80.6%) of the student leaders believed that it has facilitated the development of their independence and autonomy, and slightly over two-thirds (66.8%) of the respondents believe that living on campus has "greatly contributed to who they are today".

Exactly two-thirds of the resident students believe that there is a difference between a "dorm" and a "residence hall". Almost eighty percent (79.3%) of the individuals stated that they lived in a "residence hall" as opposed to the 18.6% that believe that they live in a "dorm".

Discussion

The results presented indicate that a number of varying factors can contribute to one's initial involvement in residence hall governments. Although one's own personal reasons of "making a difference" or "to have a voice in the decision making process" seem to be the main reasons contributing to one's involvement, the influence of individuals, primarily residence life staff, should not be overlooked. As indicated in the study, friends who were already involved, as well as student and professional residence life staffs can serve as catalysts or in the least, contributors to the involvement process.

As stated in Chapter I, the limitations regarding the sample group cannot be ignored. As delegates to this conference, they were among a select group of individuals--

people committed enough to their organization that they would devote a weekend of their time. Therefore, they were among the most involved and possibly, more progressive students on their respective campuses. Thus, their views may reflect a certain goal or purpose of the "involved", and inferences to the general student population, on or off campus, may prove to be erroneous.

In this study, the most frequent factor which students agreed with regarding the on-campus experience was that living on campus has provided opportunities to meet people different from themselves. According to Chickering (1967), this would allow the resident student to develop a higher sense of integrity.

Eighty-three percent of the sample indicated that they were involved in other extra-curricular activities in addition to work and hall government. Astin (1985) found a positive association between living on campus and becoming involved in other extra-curricular activities. However, of those who were involved in other extra-curricular activities, 91.1% reported to have had average or above average involvement in high school (see Table 6). This could suggest that those who are involved in high school are more likely to continue their involvement in college.

Of those who expected to graduate in four years, 85.0% were involved in other extra-curricular activities (see Table

7). This tended to parallel the findings of Astin (1975), who found that students who are involved in the academic life of the institution are more likely to expend the effort necessary to get good grades than are students who are not involved. The longer a person lived on campus, the more they tended to believe that there was a "difference between a dorm and a residence hall", and that living on campus has "provided them with opportunities to develop leadership skills" (see Table 8). Furthermore, it was found that living on campus has "facilitated the development of their independence and autonomy", which supports the findings of Eberle and Muston (1969). Generally, the longer a person was involved in hall government, the more they felt that living on campus contributed to who they were today and that there was a difference between a dorm and a residence hall (see Table 9). Of those who believed that there was a difference between a dorm and a residence hall, 93.3% believed that living on campus has exposed them to more than if they had only lived off campus (see Table 10).

Those who initially became involved to "make a difference" tended to believe that living on campus has "provided opportunities to meet people different from themselves", that it has "been a positive experience", and that living on campus provided them with "community" and "leadership" development (see Table 11). Those who initially

became involved to "have a voice in the decision making process" tended to cite that living on campus has "provided them with opportunities to meet people different from themselves", has "been a positive experience", has provided them with "community" and "leadership" development, and has "facilitated them in their growth and development" (see Table 12). These reasons may further indicate the importance of self governance as professed by Bowling (1980), and McGrath (1970).

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The primary purpose of this study was to determine the effects of on-campus living. Secondary objectives were to determine what initially motivated students to become involved in residence hall governments; what residence hall government students felt were the benefits of their on-campus experience; and finally, if there was a perceived difference in the definitions of a "dorm" and a "residence hall".

The subjects of this study were delegates attending the PACURH '88 conference at San Diego State University during November 4-6, 1988. Each subject completed a 51-item questionnaire designed to obtain background information. The instrument consisted of four parts: personal information, extent of extra-curricular involvement, reasons for initial involvement, and affect. The data were analyzed in order to show relationships between the different items on the questionnaire. Of the 288 questionnaires distributed, 243 were returned and 232 were found to be usable--providing an 80.5% usable rate of return.

Conclusions

Some general conclusions that can be drawn from this study are:

1. Personal factors such as "having a voice in the decision making process", "making a difference in other students' lives", or "meeting people or making friends" played a greater role in the initial involvement than other individuals such as "friends who were involved" or "residence life staff". This may indicate that generally, students who become involved have a genuine concern for their community and its governance.

2. Residence Life staff can influence an individual's initial involvement.

3. A majority of the students believe that there is a difference between a "dorm" and a "residence hall" and most believe that they live in a "residence hall".

4. Compensation was not a factor for getting people involved, since it was shown that the majority was not, however, compensation may indeed attract other potential members.

5. Students understand the effects and importance of the on-campus experience in their development.

6. Students realize that they have been exposed to more by living on campus than had they only lived off campus.

7. Overall, students are satisfied with their on-campus experience and realize that the benefits of the experience are many.

Implications of the Study

The following recommendations could be made to aid residence hall governments and residence life operations to recruit potential members and provide living environments conducive to the development of the resident students:

1. Do not view hall government as merely a "stepping stone" to a Resident Assistant position. Realize the importance of residence hall governments and the influence they can have if they are given the opportunity. Give student leaders the opportunity to take on some responsibility. Entrust them to the extent that student staff is entrusted. Student governance can serve a powerful means to develop student leaders and individuals as well.
2. Understand that students want to be a part of the decision making process. Realize that their opinions are valuable and that their input should be heard and utilized.
3. Stipends, compensation or other other incentives should be considered to attract other potential leaders.
4. Residence Life programs should continue to provide leadership opportunities for residents and stress the importance of student involvement, primarily within the hall.
5. Residence Life staff should make it a priority to know their residents on a personal, humanistic level and encourage them to become involved within their respective communities.

6. Residence Life programs should urge their students to take a more active role in NACURH. Student leaders will benefit by networking with other student leaders across the nation.

Recommendations for Further Study

The following recommendations could be made to aid in the replication of this study.

1. Consider a study comparing students involved in RHG's and other resident students.
2. Consider a study comparing students involved in RHG's and other involved students that live off campus.
3. Consider a study comparing students involved in RHG's and Resident Assistants.
4. Consider a nation-wide study of college students attending a NACURH conference.
5. Arrange a time prior to the conference with the conference staff that is set aside primarily for the administration of the survey. It may be beneficial to include notification of the survey and its importance in the conference binder.
6. Consider adding an "Additional Comments" section or provide spaces for responses. Although the scantron sheets made the results easier to obtain, the answers may not have been as detailed. Direct questions such as: who was responsible for your initial involvement in residence hall

government or what do you consider to be the main factor in your initial involvement, may prove to be more effective.

7. Consider adding the position of "Student Staff" (e.g., Resident Assistant, Peer Advisor, etc.) to the survey.

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TABLES

TABLE 1
 Profile of Sample
 Based on Responses to Questions 1-7

Questions	Frequency	Percentage
Age:		
18 and under	44	19.0
19	85	36.6
20	41	17.7
21	36	15.5
22 and over	26	11.2
Class Rank:		
Freshman	50	21.6
Sophomore	95	40.9
Junior	55	23.7
Senior	31	13.4
Graduate	1	.4
Gender:		
Male	105	45.3
Female	127	54.7
Size of School:		
1,000 and under	6	2.6
1,001 - 4,000	43	18.5
4,001 - 7,000	37	15.9
7,001 - 10,000	6	2.6
Over 10,000	140	60.3
Type of School:		
Public 4 Year	159	68.5
Private 4 Year	71	30.6
2 Year College	1	.4
Technical	1	.4
Size of hall you live in:		
100 and under	46	19.8
101 - 200	51	22.0
201 - 300	50	21.6
301 - 400	35	15.1
Over 400	50	21.6
Type of hall you live in:		
Men	13	5.6
Women	25	10.8
Coed	194	83.6

TABLE 2
Involvement in Residence Hall Government
Based on Responses to Questions 8-13

Question	Frequency	Percentage
How would you rate your extra-curricular involvement in high school?		
Very involved	101	43.5
Above average	63	27.7
Average	45	19.4
Below average	16	6.9
Rarely or not involved	7	3.0
How many semesters have you lived in a residence hall? (if on quarters, approximate 1.5 quarters/semester)		
0-1	65	28.0
2-3	81	34.9
4-5	62	26.7
6-7	16	6.9
8 or more	8	3.4
What is your position in your Residence Hall Government?		
Executive	81	34.9
Committee Chairperson	25	10.0
Hall Executive	51	22.0
Voting Delegate/Representative	61	26.3
Volunteer Participant	14	6.0
How many semesters have you been involved in your RHG? (if on quarters, approximate 1.5 quarters/semester)		
0-1	112	48.3
2-3	76	32.8
4-5	28	12.1
6-7	12	5.2
8 or more	3	1.3
*missing cases	1	.4
Hours per week devoted to your RHG:		
Less than 2	27	11.6
2-5	95	40.9
6-9	57	24.6
10-14	21	9.1
15 or more	32	13.8
Do you receive any compensation or stipend for your position?		
Yes	55	23.7
No	174	75.0

TABLE 3
Extra-curricular Involvement
Based on Responses to Questions 14-19

Questions	Frequency	Percentage
Are you employed or do you have a part-time job aside from your position in #13		
Yes	149	64.2
No	82	35.3
*missing cases	1	.4
If you answered yes to #14, how many hours per week do you work?		
Less than 2	13	5.6
2-5	7	3.0
6-9	27	11.6
10-14	50	21.6
15 or more	52	22.4
*missing cases	83	35.8
Are you involved in any other extra-curricular activities?		
Yes	192	82.8
No	34	14.7
*missing cases	6	2.5
If you answered yes to #16, how many hours per week are you involved?		
Less than 2	24	10.3
2-5	78	33.6
6-9	56	24.1
10-14	26	11.2
15 or more	8	3.4
*missing cases	40	17.2
How many credits/units are you carrying this term?		
Less than 9	3	1.3
9-11	4	1.7
12-14	97	41.8
15-18	120	51.7
19 or more	6	2.6
*missing cases	2	.9
Do expect to graduate in four years?		
Yes	122	52.6
No	96	41.4
*missing cases	14	6.1

TABLE 4
Reasons for Initial Involvement
Based on Responses to Questions 20-36

Factor	Response by Percentage				
	1 Low	2	3	4	5 High
Friends who were involved	24.1	11.2	17.2	26.3	18.5
Parents	53.0	21.6	14.2	7.3	3.9
Brothers and/or sisters	61.2	16.4	13.4	4.7	4.3
My RA or other peer staff	24.8	12.6	17.8	29.1	15.7
My Hall Director or other professional Residence Life staff	32.0	19.0	15.2	21.6	12.1
An Academic Advisor	59.9	17.7	15.1	3.4	3.9
A Professor or TA	65.1	13.8	15.1	2.2	3.9
Gave me something to do	18.1	13.8	23.3	29.7	15.1
Eye catching publicity	35.8	27.2	22.4	9.1	5.6
Attendance at a program	25.0	19.0	22.0	24.1	9.9
An appeal made at a program for volunteers	31.9	20.3	24.6	18.1	5.2
A conference or workshop	42.2	17.7	18.5	12.9	8.6
To meet people/make friends	5.2	4.3	12.5	41.8	36.2
To just help out	6.9	7.3	15.9	44.8	25.0
To have a voice in the decision making process	4.3	5.6	10.3	39.2	40.5
To make a difference in other students' lives/living environment	6.0	3.9	11.2	35.8	43.1
To better prepare myself for my major/minor	19.8	12.5	21.1	26.7	19.8

TABLE 4A

Ten Most Important Factors Contributing to Initial Involvement
Based on Responses to Questions 20-36

Rank	Factor	Mean	Percentage Responding with 4 or 5
1.	To have a voice in the decision making process	4.06	79.7
2.	To make a difference in other students' lives/living environment	4.06	78.9
3.	To meet people/make friends	4.00	78.0
4.	To just help out	3.74	69.8
5.	To better prepare myself for my major/minor	3.14	46.5
6.	Gave me something to do	3.10	44.8
7.	Friends who were involved	3.04	44.8*
8.	RA or other peer staff	2.98	44.0
9.	Attendance at a program	2.75	34.0
10.	Hall Director or other professional Residence Life staff	2.63	33.7

*Valid Percent = 46.0%

TABLE 5
Perceptions of the On-campus Experience
Based on Responses to Questions 37-51

Factor	Response by Percentage				
	1 Low	2	3	4	5 High
I hate living on campus and can't wait to move off	62.5	19.4	11.2	1.7	5.2
Hall rules and policies are too confining	31.0	33.2	19.4	12.1	4.3
There is no privacy in living on campus	21.6	37.1	24.1	12.5	4.7
It has affected the quality of my academic work	9.9	15.9	37.1	26.7	10.3
There is a difference between a "dorm" and a "residence hall"	15.5	4.7	13.8	13.8	52.2
I live in a dorm	63.4	8.2	9.9	5.2	13.4
I live in a residence hall	8.6	2.6	9.5	12.1	67.2
It has provided opportunities to meet people different from myself	1.7	2.2	3.4	18.1	74.6
It has been a positive experience	1.7	4.3	4.3	23.3	66.4
It has facilitated my personal growth and development	1.7	3.9	6.9	27.2	60.3
It has provided valuable experiences in group living and community development	2.6	3.9	4.7	28.0	60.8
It has facilitated the development of my independence and autonomy	3.9	4.7	10.8	29.3	51.3
It has provided for opportunities to develop leadership skills	2.6	3.0	7.3	26.7	60.3
It has greatly contributed to who I am today	6.5	3.9	22.8	26.3	40.5
It has exposed me to much more than if I had only lived off campus	4.0	2.2	6.2	16.7	70.9

TABLE 5A
Ten Most Frequent Responses to the On-campus Experience
Based on Responses to Questions 37-51

Rank	Factor	Mean	Percentage Responding with 4 or 5
1.	It has provided opportunities to meet people different from myself	4.62	92.7
2.	It has been a positive experience	4.48	89.7
3.	It has provided valuable experiences in group living and community development	4.40	88.8
4.	It has facilitated my personal growth and development	4.40	87.5
5.	It has provided for opportunities to develop leadership skills	4.39	87.0
6.	It has exposed me to much more than if I had only lived off campus	4.48	85.8*
7.	I live in a residence hall	4.26	79.3
8.	It has facilitated the development of my independence and autonomy	4.19	80.6
9.	It has greatly contributed to who I am today	3.90	66.8
10.	There is a difference between a "dorm" and a "residence hall"	3.82	66.0

*Valid Percent = 87.6%

TABLE 6
 Cross-tabulation of
 Q8- High School Involvement with
 Q16- Involvement in Other Extra-curricular Activities

	Other Extra-curricular Activities # Responding to Item	
	Yes	No
<u>High School Involvement</u>		
Very Involved	85	14
Above Average	53	7
Average	37	8
Below Average	13	3
Rarely or Not Involved	4	2

TABLE 7

**Cross-tabulation of
Q19- Those Who Expect to Graduate in Four Years with
Q16- Involvement in Other Extra-curricular Activities**

	Other Extra-curricular Activities	
	# Responding to Yes	Item No
<u>Expect to Graduate in Four Years</u>		
Yes	103	17
No	78	16

TABLE 8

Cross-tabulation of Q9- Semesters in Hall with
 Q41- There is a Difference Between a Dorm and Residence Hall
 Q48- It Has Facilitated the Development of My Independence
 Q49- It Has Provided Opportunities for Leadership Development

<u>Semesters In Hall</u>	% Responding with 4 or 5		
	Q41	Q48	Q49
0 to 1	60.0	76.9	78.5
2 to 3	61.7	77.7	87.6
4 to 5	69.3	87.1	90.3
6 to 7	87.5	75.0	100.0
8 or more	87.5	100.0	100.0

TABLE 9

Cross-tabulation of Q11- Semesters Involved in RHG with
 Q41- There is a Difference Between a Dorm and Residence Hall
 Q50- It Has Contributed to Who I Am Today

<u>Semesters Involved in RHG</u>	% Responding with 4 or 5	
	Q41	Q50
0 to 1	55.4	58.0
2 to 3	77.6	75.0
4 to 5	67.8	71.4
6 to 7	83.3	83.3
8 or more	100.0	100.0

TABLE 10
Cross-tabulation of Q41- There is a Difference
Between a Dorm and Residence Hall with
Q51- It Has Exposed Me To More Than Had I Lived Off Campus

	It Has Exposed Me to More Than If I Had Only Lived Off Campus # Responding to Item				
	Disagree			Agree	
	1	2		3	4
<hr/>					
<u>There is a Difference Between a Dorm and a Residence Hall</u>					
Strongly Disagree	5	1	3	9	17
Disagree	1	3		1	6
Unsure/Neutral	1		4	9	17
Agree	1		5	7	18
Strongly Agree	1	1	2	12	103

TABLE 11

Cross-tabulation of Q35- To Make a Difference with
 Q44- It Has Provided Opportunities Meet Different People
 Q45- It Has Been a Positive Experience
 Q47- It Has Provided Experiences in Community Development
 Q49- It Has Provided Opportunities for Leadership Development

	# Responding with 4 or 5			
	Q44	Q45	Q47	Q49
<u>To Make a Difference</u>				
Agree	79	78	74	74
Strongly Agree	96	93	94	94

TABLE 12

Cross-tabulation of Q34- To Have a Voice in Decisions with
 Q44- It Has Provided Opportunities Meet Different People
 Q45- It Has Been a Positive Experience
 Q46- It Has Facilitated Growth and Development
 Q47- It Has Provided Experiences in Community Development
 Q49- It Has Provided Opportunities for Leadership Development

	# Responding with 4 or 5				
	Q44	Q45	Q46	Q47	Q49
<u>To Have a Voice in Decisions</u>					
Agree	84	84	78	81	78
Strongly Agree	81	88	89	89	89

APPENDICES

APPENDIX A

RESIDENCE HALL INVOLVEMENT SURVEY

RESIDENCE HALL INVOLVEMENT SURVEY

SECTION I - PERSONAL INFORMATION

58

- | | | | |
|-----------------|----------------|------------|--------------------|
| 1. Age: | 2. Class Rank: | 3. Gender: | 4. Size of School: |
| a) 18 and under | a) Freshman | a) Male | a) 1,000 and under |
| b) 19 | b) Sophomore | b) Female | b) 1,001 - 4,000 |
| c) 20 | c) Junior | | c) 4,001 - 7,000 |
| d) 21 | d) Senior | | d) 7,001 - 10,000 |
| e) 22 and over | e) Graduate | | e) Over 10,000 |
-
- | | | |
|--------------------|---------------------------------|---------------------------------|
| 5. Type of School: | 6. Size of hall
you live in: | 7. Type of hall
you live in: |
| a) Public 4 Year | a) 100 and under | a) Men |
| b) Private 4 Year | b) 101 - 200 | b) Women |
| c) 2 Year College | c) 201 - 300 | c) Coed |
| d) Technical | d) 301 - 400 | |
| | e) Over 400 | |

SECTION II - EXTENT OF INVOLVEMENT

The purpose of this section is to determine the extent of your involvement. For this survey, "involvement" is defined as: The participation in any extra-curricular activity, on or off campus, including, but not limited to student organizations, athletics, intramurals, work, etc. Based on the above definition, please respond to the following questions.

8. How would you rate your extra-curricular involvement in high school?
 a) Very involved b) Above average c) Average d) Below average
 e) Rarely or not involved
9. How many semesters have you lived in a residence hall? (if on quarters, approximate 1.5 quarters/semester)
 a) 0-1 b) 2-3 c) 4-5 d) 6-7 e) 8 or more
10. What is your position in your Residence Hall Government? (choose 1)
 a) Executive b) Committee Chairperson c) Hall Executive
 d) Voting Delegate/Representative e) Volunteer Participant
11. How many semesters have you been involved in your RHG? (if on quarters, approximate 1.5 quarters/semester)
 a) 0-1 b) 2-3 c) 4-5 d) 6-7 e) 8 or more
12. Hours per week devoted to your RHG:
 a) Less than 2 b) 2-5 c) 6-9 d) 10-14 e) 15 or more
13. Do you receive any compensation or stipend for your position?
 a) Yes b) No
14. Are you employed or do you have a part-time job aside from your position in #13
 a) Yes b) No
15. If you answered yes to #14, how many hours per week do you work?
 a) Less than 2 b) 2-5 c) 6-9 d) 10-14 e) 15 or more
16. Are you involved in any other extra-curricular activities?
 a) Yes b) No
17. If you answered yes to #16, how many hours per week are you involved?
 a) Less than 2 b) 2-5 c) 6-9 d) 10-14 e) 15 or more

18. How many credits/units are you carrying this term?
 a) Less than 9 b) 9-11 c) 12-14 d) 15-18 e) 19 or more

19. Do expect to graduate in four years?
 a) Yes b) No

1	2	3	4	5
(a)	(b)	(c)	(d)	(e)
Strongly Disagree	Disagree	Unsure/ Neutral	Agree	Strongly Agree

SECTION III - REASONS FOR INITIAL INVOLVEMENT

The purpose of this section is to determine who or what persuaded you to initially get involved in residence hall governments. Please respond to each item in the next section by using the above five point scale of 1(a) to 5(e), with 1(a) meaning that you strongly disagree that the the item was an important factor for you, and 5(e) meaning that you strongly agree that it was a major or very important factor for you.

20. Friends who were involved
21. Parents
22. Brothers and/or sisters
23. My RA or other in-hall peer staff
24. My Hall Director or other professional Residence Life staff
25. An Academic Advisor
26. A Professor or TA (teaching assistant)
27. Gave me something to do
28. Eye catching publicity
29. Attendance at an activity I found very interesting (e.g., a great program)
30. An appeal made at a program for volunteers (e.g., staff for conference)
31. A conference or workshop (e.g., PACURH, NACURH, etc.)
32. To meet people/make friends
33. To just help out
34. To have a voice in the decision making process
35. To make a difference in other students' lives/living environment
36. To better prepare myself for my college major/minor

SECTION IV - AFFECT

The purpose of this section is to identify what you feel you've gained from your on campus experience, how it has affected you, and what you feel about living on campus. Please respond to each item in the next section by using the above five point scale of 1(a) to 5(e), with 1(a) meaning you strongly disagree, and 5(e) meaning you strongly agree.

37. I hate living on campus and can't wait to move off campus
38. Hall rules and policies are too confining
39. There is no privacy in living on campus
40. It has affected the quality of my academic work
41. There is a difference between a "dorm" and a "residence hall"
42. I live in a dorm
43. I live in a residence hall
44. It has provided opportunities to meet people different from myself
45. It has been a positive experience
46. It has facilitated my personal growth and development
47. It has provided valuable experiences in group living and community development
48. It has facilitated the development of my independence and autonomy
49. It has provided for opportunities to develop leadership skills
50. It has greatly contributed to who I am today
51. It has exposed me to much more than if I had only lived off campus

APPENDIX B
HAUGHT'S 1982
RESIDENCE HALL ASSOCIATION INVOLVEMENT SURVEY

SECTION I - Personal Information

1. Age:
 - (a) 17 or 18
 - (b) 19
 - (c) 20
 - (d) 21
 - (e) 22 and over
2. Class Rank:
 - (a) Freshman
 - (b) Sophomore
 - (c) Junior
 - (d) Senior
 - (e) Graduate
3. Grade Point Average:
 - (a) Below 2.0
 - (b) 2.0 - 2.49
 - (c) 2.5 - 2.99
 - (d) 3.0 - 3.49
 - (e) 3.5 - 4.0
4. Sex:
 - (a) Male
 - (b) Female
5. Size of School:
 - (a) Under 1000
 - (b) 1000 - 4000
 - (c) 4001 - 7000
 - (d) 7001 - 10,000
 - (e) Over 10,000
6. Type of School:
 - (a) Public 4 year
 - (b) Private 4 year
 - (c) 2 year college
 - (d) Technical school
7. Size of Residence Hall:
 - (a) Under 100
 - (b) 100 - 199
 - (c) 200 - 299
 - (d) 300 - 399
 - (e) 400 and over
8. Type of Residence Hall:
 - (a) Men
 - (b) Women
 - (c) Coed
9. Size of your high school graduating class:
 - (a) Under 75
 - (b) 75-150
 - (c) 151-250
 - (d) 251-400
 - (e) over 400
10. How would you rate your involvement in high school extra-curricular activities?
 - (a) Very involved
 - (b) Above average
 - (c) Average
 - (d) Below average
 - (e) Rarely or never involved
11. What is your position in your Residence Hall Association? (Choose only 1)
 - (a) Officer
 - (b) Committee Chairperson
 - (c) Voting Delegate
 - (d) Volunteer Participant
12. How many semesters have you been involved in your Residence Hall Association?
 - (a) First
 - (b) 2-3
 - (c) 4-5
 - (d) 6-7
 - (e) 8 or more
13. Hours per week devoted to your RHA:
 - (a) Less than 2
 - (b) 2-5
 - (c) 6-10
 - (d) 11-15
 - (e) more than 15
14. Do you have a paid position?
 - (a) Yes
 - (b) No
15. Do you have a part-time job, other than with your RHA?
 - (a) Yes
 - (b) No
16. If yes to #15, how many hours per week?
 - (a) Under 5
 - (b) 5-10
 - (c) 11-15
 - (d) 16-20
 - (e) over 20
17. Are you involved in any other extra-curricular activities?
 - (a) Yes
 - (b) No
18. If yes to #17, how many hours per week?
 - (a) Under 5
 - (b) 5-10
 - (c) 11-15
 - (d) 16-20
 - (e) over 20
19. How many credits are you carrying this term?
 - (a) Under 11
 - (b) 11-12
 - (c) 13-14
 - (d) 15-16
 - (e) 17 or more
20. Do you expect to be able to graduate in four years?
 - (a) Yes
 - (b) No

Please respond to each item in the next two sections by using the following five point scale of 1(a) to 5(e), with 1(a) meaning the item was not an important factor for you, and 5(e) meaning it was a major or very important factor.

1	2	3	4	5
(a)	(b)	(c)	(d)	(e)
<u>not</u> an important factor			very important factor	

SECTION II

The purpose of this section is to determine how students initially become involved in residence hall associations.

21. A friend who was already involved
22. An academic advisor
23. An orientation program
24. An activities fair
25. Your own initiative--to get involved in something
26. Your own initiative--for a special interest of yours
27. Hall government
28. Your Resident Advisor (RA)
29. A class suggestion or requirement
30. A teacher's suggestion
31. Appointment by club or organization of which you are a member
32. An advertisement in the student newspaper
33. A poster or flyer asking for volunteers
34. Involvement in student government
35. Attendance at an activity sponsored by your RHA
36. An appeal made at a program for volunteers
37. RHA advisor

SECTION III

The purpose of this section is to determine what the main reasons are that students remain involved in residence hall associations.

38. To meet new friends
39. For extra spending money
40. For something to put on your resume
41. To cultivate leadership skills
42. For a good time
43. To help develop your social skills
44. To broaden your horizons
45. To meet important people
46. To be able to attend NACURH and/or GLACURH conventions
47. To provide programs for students
48. To be a BMOC or BWOC (Big Man (Woman) on Campus)
49. To promote a personal special interest
50. To gain practical experience to complement classroom learning
51. To please an advisor or teacher
52. To keep up with your friends
53. To explore different career fields
54. To provide a good excuse for not studying (I don't have time!)
55. To gain control or power
56. To get a voice in how things are decided

APPENDIX C

WOJCIECHOWSKI'S 1979
STUDENT INVOLVEMENT SURVEY

Please respond to all the items on the computer answer sheet, except the open ended question at the end of the survey. Write your answer to this question on the back page of this survey. Please use a #2 pencil on the computer answer sheet . . . THANKS FOR YOUR COOPERATION!

SECTION I - Personal Information

1. Age

- (a) 17 or 18 (b) 19 (c) 20 (d) 21 (e) 22 & over

2. Year in School

- (a) Freshman (b) Sophomore (c) Junior (d) Senior (e) Over 8 semesters
(undergrad)

3. Sex

- (a) Male (b) Female

4. Marital Status

- (a) Single (b) Married

5. Housing Type

- (a) On Campus (b) Off Campus (c) Commuting

6. Grade Point Average

- (a) Below 2.0 (b) 2.0-2.49 (c) 2.5-2.99 (d) 3.0-3.49 (e) 3.5-4.0

7. Type of School

- (a) Public 4 yr. college (b) Private 4 yr. college (c) Public 2 yr. college
(d) Private 2 yr. college (e) Technical school

8. Size of School

- (a) Below 1000 students (b) 1000-4000 (c) 4001-6000 (d) 6001-8000
(e) Over 8000

9. Size of the high school you graduated from

- (a) Below 300 students (b) 300-500 (c) 501-750 (d) 751-1000
(e) Above 1000

10. How would you rate your involvement in high school extra-curricular activities?

- (a) Very involved (b) Above average (c) Average (d) Below average
(e) Rarely or never involved

11. What is your primary position? Choose only one.
- (a) Program (Activities) Board Executive, i.e. President, Vice President, Treasurer, Secretary (b) Committee Chairman (c) Committee Member
(d) Non-Elected Student Employee
- Which of the following ten areas is your primary area of involvement?
PLEASE CHOOSE ONLY 1. THIS WILL LEAVE EITHER #12 or #13 BLANK.
12. (a) Contemporary entertainment (b) Coffeeshouse (c) Films
(d) Performing arts (e) Video
13. (a) Travel (b) Outdoor recreation (c) Publicity and promotion
(d) Technical - AV (e) Other
14. How long have you been involved in student activities?
- (a) This is the first semester (b) 2 or 3 semesters (c) 4 or 5 semesters
(d) 6 or 7 semesters (e) 8 or more semesters
15. Hours/week devoted to student activities
- (a) Less than 2 (b) 2-5 (c) 6-10 (d) 11-15 (e) 15 or more
16. Do you have a paid position?
- (a) Yes (b) No
17. Do you have a part-time job, other than in student activities?
- (a) Yes (b) No
18. If yes to #17, how many hours per week?
- (a) Below 5 (b) 5-10 (c) 11-15 (d) 16-20 (e) Above 20
19. Are you involved in any other extra-curricular activities?
- (a) Yes (b) No
20. If yes to #19, how many hours per week?
- (a) Below 5 (b) 5-10 (c) 11-15 (d) 16-20 (e) Above 20
21. How many credits are you carrying this semester?
- (a) Below 10 (b) 11 or 12 (c) 13 or 14 (d) 15 or 16 (e) 17 or more
22. Do you expect to be able to graduate in 4 years?
- (a) Yes (b) No

SECTION II

The purpose of this section is to determine how students initially become involved in student activities. A number of possible factors are listed which may have influenced your decision to become involved. Please respond to each item on a scale of 1(a) to 5(e), with 1(a) meaning the item was not an important factor for you, and 5(e) meaning it was a major or very important factor.

1	2	3	4	5
(a)	(b)	(c)	(d)	(e)
not an important factor			major factor or very important factor	

23. A friend who was already involved
24. An academic advisor
25. An orientation program
26. An activities fair
27. Your own initiative--to get involved in something
28. Your own initiative--for a special interest of yours
29. Hall government
30. Your Resident Advisor (RA)
31. A class suggestion or requirement
32. A teacher's suggestion
33. Membership in a Greek organization
34. Work Study or other employment in student activities area
35. Appointment by club or organization of which you are a member
36. An advertisement in the student newspaper
37. A poster or flyer asking for volunteers
38. Involvement in student government
39. Attendance at an activity sponsored by a student activity group
40. An appeal made at a program for volunteers
41. Student Activities advisor

SECTION III

The purpose of this section of the survey is to determine what the main reasons are that students are involved in student activities. Please respond to the following items on a scale of 1(a) to 5(e), with 1(a) meaning the item is not an important reason for you, and 5(e) meaning it is a strong or very important reason.

- | 1
(a) | 2 | 3
(c) | 4 | 5
(e) |
|-------------------------|---|----------|---|------------------------------------|
| Not an important reason | | | | Strong or very important
reason |
| 42. | To meet new friends | | | |
| 43. | For extra spending money | | | |
| 44. | For something to put on your resume | | | |
| 45. | To cultivate your leadership skills | | | |
| 46. | For a good time | | | |
| 47. | To help develop your social skills | | | |
| 48. | To broaden your horizons | | | |
| 49. | To meet important people | | | |
| 50. | To be able to go to NECAA conventions | | | |
| 51. | To provide programs for students | | | |
| 52. | To be a BMOC or BWOC (Big Man (Wcman) On Campus) | | | |
| 53. | To promote a personal special interest | | | |
| 54. | To gain practical experience to complement classroom learning | | | |
| 55. | To please an advisor or teacher | | | |
| 56. | To keep up with your friends | | | |
| 57. | To explore different career fields | | | |
| 58. | To provide a good excuse for not studying (I don't have time!) | | | |
| 59. | To gain control or power | | | |
| 60. | To get a piece of the action, a voice in how things are decided | | | |

If you have any additional reasons for being involved or factors which influenced your decision to become involved, please write them on the back of this page.
Thanks again!

APPENDIX D
TABULATION OF RESPONSES

APPENDIX IV
TABULATION OF RESPONSES BY FREQUENCY

	(a)	(b)	(c)	(d)	(e)	missing
SECTION I - PERSONAL INFORMATION						
1.	44	85	41	36	26	
2.	50	95	55	31	1	
3.	105	127				
4.	6	43	37	6	140	
5.	159	71	1	1		
6.	46	51	50	35	50	
7.	13	25	194			
SECTION II - EXTENT OF INVOLVEMENT						
8.	101	63	45	16	7	
9.	65	81	62	16	8	
10.	81	25	51	61	14	
11.	112	76	28	12	3	1
12.	27	95	57	21	32	
13.	55	174				3
14.	149	82				1
15.	13	7	27	50	52	83
16.	192	34				6
17.	24	78	56	26	8	40
18.	3	4	97	120	6	2
19.	122	96				14
SECTION III - REASONS FOR INITIAL INVOLVEMENT						
20.	56	26	40	61	43	6
21.	123	50	33	17	9	
22.	142	38	31	11	10	
23.	57	29	41	67	36	2
24.	74	44	35	50	28	1
25.	139	41	35	8	9	
26.	151	32	35	5	9	
27.	42	32	54	69	35	
28.	83	63	52	21	13	
29.	58	44	51	56	23	
30.	74	47	57	42	12	
31.	98	41	43	30	20	
32.	12	10	29	97	84	
33.	16	17	37	104	58	
34.	10	13	24	91	94	
35.	14	9	26	83	100	
36.	46	29	49	62	46	