

STUDENT ATTITUDES TOWARD THE DEVELOPMENT
OF A RESIDENCE HALL ACTIVITY PROGRAM
AT THE UNIVERSITY OF WISCONSIN-LA CROSSE

by

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The questionnaire was comprised of items concerning five segments involved in the development of a residence hall activity program. The five segments investigated were innovation of an activity program, administrative responsibility and implementation of an activity program, adequacy and use of present campus facilities for an activity program, general categories of activities designed for an activity program, and preference for specific activities in an activity program.

An analysis of all items relating to each segment was conducted according to tallied percentages in order to determine student attitudes toward each of the five segments. The student attitudes found to exist toward

the five segments involved in the development of a residence
hall activity program.
Students expressed positive attitudes toward
Segment I, the innovation of an activity program.

ABSTRACT

The major purpose of this study was to assess the attitudes of residence hall students toward the development of a residence hall activity program at the University of Wisconsin-La Crosse. The study also attempted to discover whether student attitudes toward a residence hall activity program varied according to the students' academic classification, sex, and college of academic major.

A twenty per cent random sample of the total population of students living in ten residence halls were asked to complete a questionnaire regarding their attitudes toward the development of a residence hall activity program. The questionnaire was comprised of items concerning five segments involved in the development of a residence hall activity program. The five segments investigated were innovation of an activity program, administrative responsibility and implementation of an activity program, adequacy and use of present campus facilities for an activity program, general categories of activities designed for an activity program, and preference for specific activities in an activity program.

An analysis of all items relating to each segment was conducted according to tallied percentages in order to determine student attitudes toward each of the five segments. The student attitudes found to exist toward

the five segments involved in the development of a residence hall activity program were:

1. Students expressed positive attitudes toward Segment I, the innovation of an activity program.
2. Students expressed positive attitudes toward Segment II, the administrative responsibility and implementation of an activity program.
3. Students expressed negative attitudes toward Segment III, the adequacy and use of present campus facilities for an activity program.
4. Students expressed positive attitudes toward Segment IV, the general categories of activities designed for an activity program.
5. Students expressed positive attitudes toward Segment V, the preference for specific activities in an activity program.

Although attitudes of the sub-groups remained consistent with the attitudinal pattern of the total student sample, an interpretation of the data indicated that student attitudes did vary according to academic classification of the resident, sex of the resident, and college of academic major of the resident.

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CHAPTER I

INTRODUCTION

The role of student housing has changed significantly since the establishment of the first colleges in the United States. The first colleges organized during the Colonial period attempted to provide student housing as part of their educational program. This was natural since these colleges were modeled to a great extent after the English universities, Cambridge and Oxford. The English institutions regarded a system of residence halls as essential, especially the close relationship between instructors and students in study, in social relationships, and in play. Many of the early American colleges began with that type of housing plan in mind (Williamson, 1949). Pioneer conditions augmented the need for student housing and the care for students' extra-classroom life. However, the compelling urge of colonial parents to have their children adhere to puritan ethics led to the establishment of housing and discipline of students in accordance with sharply defined standards of conduct. Student housing was thereby organized primarily to regulate, control, and care for students rather than to achieve any objective of educational value. Therefore, the role of student housing and the assumption of responsibility for the extra-classroom life of students

developed from the religious, social, and political life of the colonists, rather than from the unique objectives of the founders of the institutions.

Leonard (1956) stated, "the first dormitories were designed to make possible the all-inclusive supervision of the lives of the students (p. 109)." Faculty members were usually required to live in the dormitories. Frequently their major function was to preserve order, control conduct, and administer discipline to students. The emphasis on conduct control and discipline created immense hostility between faculty and students. Finally, the bottled-up energies of exuberant youth broke forth in continuous escapades of amazing ingenuity. These were often close to being sadistic reprisals for the intolerable residence hall living conditions and the harsh treatment received by students. Student dissatisfaction with the inadequate living environment and repressive extra-classroom life led to the first concerted efforts on the part of both the faculty and the students to find positive means of improving the conditions of residence hall living.

The fostering of wholesome student activities was prominent among the methods developed to enhance student life and counteract the trend of serious disciplinary problems. The growth of new leisure-time values, in contrast to the so-called puritan virtue of hard work, provided the basis for the development of a multiplicity of activities. As more young people with more diverse backgrounds of belief and actions attended college, it became apparent

that the innovation of wholesome student activities was an appropriate means of contributing to the overall improvement of residence hall living.

As college enrollments increased substantially, student housing developed into a major business operation. Housing operations evolved in two general directions:

1. To provide a place for students to sleep and a place that is proctored so that order is maintained.
2. To provide satisfactory physical facilities plus a well rounded educational, social, and cultural program (Williamson, 1949).

In many cases, housing operations have continued to follow the first direction of simply providing physical accommodations and conduct control of students. In these programs, the major emphasis has remained on financing, management, and maintenance of buildings and services. A number of housing officials have selected another direction of developing a housing operation; one which promotes, enhances, and compliments academic learning through well rounded programs, while still maintaining adequate physical accommodations. These housing administrators have recognized the educational value of residence hall living, which has created a major change in the role of student housing. However, Riker (1965) claimed that the educational role of college housing had been largely left to chance in the past.

Mueller (1961) believes there are three current objectives of student housing; the provision of physical

accommodations, the promotion of academic learning, and the assistance in personal development. She feels these objectives are interrelated, therefore a separation of the three objectives in theory or in practice is never feasible, especially on the modern campus where the expansion of educational objectives and services to students has resulted in increasing diversity and complexity. The most obvious purpose of student housing is the physical accommodation of the student, which arouses no debate in theory and very little in practice. The second objective that housing provide the best possible facilities for the pursuit of learning, creates only moderate controversy in theory. The way learning can be enhanced in practice by housing circumstances, is definitely open to controversy. A third objective of some housing staffs is the assistance in personal development. Inherent in this objective is that the residence hall itself assumes an educational function. The idea that students may receive educational benefits in the residence hall which are not available to them in the classroom is much more controversial than the first two objectives, both in theory and in practice. According to those who hold this view, the experience of group residence hall living can aid the individual student in his growth and development into a mature person. The residence hall is seen as a laboratory for social interchange with rich potential for educational housing programs. The educational role of student housing must not be left to chance, but exploited in a variety of ways. of action. Many

The emphasis on educational objectives of residence hall living must be improved, because dissatisfaction with student housing is apparent on many campuses. The role of student housing may be directly related to this dissatisfaction. A number of variables are influential in determining the impact of the role of student housing (Clark, 1967). Failure to involve students in the decision making process and not taking student attitudes into consideration has created discontentment, thereby proving detrimental to innovative housing programs. In many instances the role of student housing has not taken into consideration educational or personal development objectives in the implementation of a creative housing program. Sometimes housing programs don't compliment the academic curriculum. They fail to provide a favorable climate for learning and expanding the student's opportunities for individual growth. Unsuccessful attempts to meet student's needs simply and directly often occur. Consequently, students feel university housing officials do not understand, nor are they receptive to student's needs, interests, or grievances. On many campuses, students have become disenchanted with residence hall living (Sandeem, 1967). As a result, negative personal development, higher academic attrition rates, and lower occupancy in residence halls has occurred. The cause may be attributed to the educational role of student housing, especially if it hasn't been fulfilled.

To alleviate the occupancy problem, housing administrators have followed various courses of action. Many

colleges have been forced to require certain classifications of students, usually freshmen and sophomores, to live in residence halls. Other colleges have closed some of their residence halls. A few colleges have even decided to eliminate their involvement in the business of student housing (Riker, 1965). On the other hand, many institutions are utilizing their housing units as part of the educational process, because of expanding knowledge of human behavior and acceptance of the educational role of student housing. Some housing authorities would strongly favor the latter course of action. For example, Riker (1965) believes that residence hall living definitely has an important function on a college campus. He thinks the role of college housing is to assist students to learn and to grow as human beings. He has advised housing administrators to experiment with creative housing programs that are educationally oriented to better serve the needs and to insure personal development of contemporary college students.

At the University of Wisconsin-La Crosse, the professional housing staff is committed to the educational role of student housing. The acknowledgement of student activities as an integral part of personal development is an important aspect of the expanding role of student housing. Therefore, the University of Wisconsin-La Crosse Housing Office staff is considering the development of a residence hall activity program. Naturally, the innovation of an activity program designed specifically for residence hall students will take student attitudes into consideration and attempt to meet the

program, such as sports and games; social events; nature and outdoor activities; literary activities; and art, music, drama, and dance activities.

diverse needs of residence hall students at the University of Wisconsin-La Crosse. In realistic terms, the total activity program might be expected to contribute to the student's development in four different ways: (1) enhancing and complimenting academic learning; (2) developing social interaction; (3) providing for a profitable use of leisure time; and (4) encouraging better values and higher standards.

Statement of the Problem

The major purpose of this study was to assess the attitudes of residence hall students toward the development of a residence hall activity program at the University of Wisconsin-La Crosse. The study also attempted to discover whether student attitudes toward the development of a residence hall activity program varied according to the students' academic classification, sex, and college of academic major.

Five different segments involved in the development of a residence hall activity program were investigated:

1. Segment I - the innovation of a residence hall activity program.
2. Segment II - the administrative responsibility and implementation of a residence hall activity program.
3. Segment III - the adequacy and use of present campus facilities for a residence hall activity program.
4. Segment IV - the general categories of activities designed for a residence hall activity

innovation of housing program, such as sports and games; ing-
 to themselves; and social events; nature and outing; and
 Riker (1965, p. 3) activities; literary activities; shaped
 by the overall goals and art, music, drama, and dance
 particular program, and activities. of its faculty and
 5. Segment V - the preference for specific pro-
 gram that provide activities in a residence hall fulfill
 student's needs; student activity program. rewarding living experi-

Importance of the Study

During the late 1960's and early 1970's, residence hall
 living appeared to lose some of the attractiveness it once
 held. Student dissatisfaction with campus housing and lower
 occupancy rates indicated that the objectives of student
 housing programs for residence halls. This information,
 housing were not broad enough to be relevant and appropriate
 for the contemporary college student. A primary reason was
 that the extremely diversified needs and interests of stu-
 dents continually changed. Students began to expect and
 demand more from residence hall living than simply adequate
 physical accommodations.

The role of student housing on many college campuses
 has changed significantly in order to serve the needs of
 the contemporary college student. For instance, the edu-
 cational role of campus housing is no longer being left to
 chance; instead, housing administrators are beginning to
 develop housing programs specifically designed to promote
 personal development and educational objectives. Students
 are actively seeking the opportunity to participate in the

innovation of housing programs that are relevant and meaningful to themselves and their residence hall living environment. Riker (1965, p. 9) stated, "housing programs should be shaped by the overall goals and policies of the institution, its curricular program, and the attitudes of its faculty and students." Hopefully, by developing creative housing programs that provide worthwhile educational value and fulfill student's needs, students will have a rewarding living experience. They may even find the residence hall living situation desirable and inviting.

With the use of objective research, housing staff personnel can better understand the attitudes of the students living in the residence halls toward the innovation of specific programs for residence halls. This information can be valuable in developing rewarding and worthwhile programs that fulfill the needs of students as well as contribute to the living environment of residence halls. The development of an activity program for residence hall students could be a valuable and important aspect of student housing. Hopefully, the development of a residence hall activity program would meet important student needs, add an attractive feature to the residence hall environment, and provide a meaningful educational experience for students living in residence halls.

Therefore, the major aim of this study was to provide residence hall students the opportunity to express their attitudes toward the development of a residence hall activity program and to provide the objective research necessary to

initiate and implement a diversified residence hall activity program that fulfills the educational role of student housing and satisfies the needs of residence hall students.

Procedure

A twenty per cent random sample of the total population of students living in ten residence halls were asked to complete a questionnaire regarding their attitudes toward the development of a residence hall activity program. The questionnaire was comprised of items concerning five segments involved in the development of a residence hall activity program. The five segments investigated were innovation of an activity program, administrative responsibility and implementation of an activity program, adequacy and use of present campus facilities for an activity program, general categories of activities designed for an activity program, and preference for specific activities in an activity program. Responses to the questionnaire items were tallied by percentages. An interpretation of the data was conducted to determine student attitudes toward each of the five segments.

Delimitations

1. This study was conducted at the University of Wisconsin-La Crosse and the results may not be applicable to other university campuses.
2. The subjects were university men and women living in residence halls during the spring semester. They were surveyed in this study.

Upperclassmen. All junior and senior students surveyed semester of the 1971-72 academic year and their attitudes may not be generalized to students living in the residence halls during another academic year.

Limitations

1. The results are limited because no statistical validity or reliability of the instrument was determined.
2. The researcher was a member of the University Housing staff who had worked closely with some of the residents. This may have introduced bias into the study.
3. The living environment of different residence halls varied according to architectural design, physical facilities, and location which may have influenced respondents and caused some bias in the sample of students.

Definition of Terms

Residence Hall. An on-campus facility provided by the university where students may live while attending the institution.

Resident. An individual living in a university residence hall.

Freshmen. Students who have earned less than thirty academic credits and were surveyed in this study.

Sophomores. Students who have earned thirty to sixty academic credits and were surveyed in this study.

Upperclassmen. All junior and senior students surveyed in this study.

Head Resident. The individual directly responsible for the operation of a particular residence hall.

Resident Assistant. A student member of the residence hall staff who works directly with the residents. The responsibilities range from mechanical problems to those of aiding residents with a wide variety of problems.

Hall Council President. The individual elected to the top office of each hall council by the residents of that hall.

Residence Hall Association. The main student governmental body for all residence halls, composed of hall council presidents and two elected representatives from each hall.

Residence Hall Government. The term which describes the structure of student government in residence halls. It is composed of elected student representatives and officers who represent all residents on their individual hall councils, the Residence Hall Association, and various related university student-faculty boards and committees.

Residence Hall Activity Program. A program designed specifically to meet the educational, social, cultural, and recreational needs of residence hall students.

University Housing Office. The unit of student affairs responsible for the overall operation of student housing.

University Housing Office Staff. The professionally trained and qualified personnel employed in the Housing Office. Their responsibility is to coordinate the various aspects of the student housing operation on campus.

HPER. Students majoring in the College of Health, Physical Education, and Recreation.

L & S. Students majoring in the College of Letters and Science.

RELATED LITERATURE

Education. Students majoring in the College of Education.

In surveying the literature it was found that there had been little significant or statistical research done concerning students' attitudes toward residence hall programs. Most of the literature discussing student activity programs in residence halls was based on authors' opinions. The writer has divided this literature into the attitudes toward various aspects of student housing relating to a residence hall activity program such as student needs, developmental problems, attractive features, student participation, and physical facilities.

Sandeen (1967) suggested college personnel need to study the process of student development in relationship to their residential programs. Residence programs should be developed as a high priority item essential to the university's educational mission. The potential for learning in residence halls is exciting and unlimited. However, if a university chooses to ignore students' needs and leaves the integration of extracurricular life in residence halls to chance, the overall quality of its educational program will suffer.

According to Rohrer (1971), the answer to the problem of student dissatisfaction with residence halls lies in catering more to individual human needs rather than just

the physical aspect of residences. Riker (1965) felt the most vital factor in planning constructive programs was to

CHAPTER II

RELATED LITERATURE

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According to Rohringer (1971), the answer to the problem of student dissatisfaction with residence halls lies in catering more to individual human needs rather than just rules and regulations existed.

the physical aspect of residences. Riker (1965) felt the most vital factor in planning constructive programs was to remember that each college student was an unique human being. Individual differences must be taken into account and activity programs should be adapted to the needs of a changing constituency just as the curriculum is adapted to an expanding world of knowledge.

Many students believe residence halls should be designed to stimulate intellectual activity, substituting sound social and academic activity for conduct control. The starting point for college housing is still the needs of students who will live there (Riker and Lopez, 1961). However, it was noted that the cold, impersonal atmosphere and lack of aesthetic appeal of residence halls were common complaints by students and a number of authors. Shay (1969) and Rohringer (1971) both advocated that physical plants should show more evidence of concern for the needs of students rather than the protection of the individual buildings.

Graves (1972) mentioned that enlightened institutions are listening to the students and discovering that student needs do not necessarily require the impossible. In fact, a recent survey sponsored by Educational Facilities Laboratory indicated that as many as two-thirds of the students polled were willing to return to residence halls if: (1) a variety of living options were offered, (2) small groups were given an opportunity to establish a feeling of closeness by means of meaningful activity, and (3) privacy and an absence of rules and regulations existed.

The needs of students should be considered in the planning of extracurricular activities, according to Stroup (1969). He believes that it is the role or responsibility of the institution to fulfill the basic needs of residence hall students through these extracurricular activities. According to students participating in a research study at the University of Wisconsin-La Crosse, intellectual, social and cultural activities within their residence halls were valuable to residence hall living. However, students felt that the intellectual, social, and cultural activities programmed in the residence halls at the University of Wisconsin-La Crosse were not totally adequate to meet all to their needs (Pelton, 1972).

The problem of developing a rewarding and worthwhile extracurricular activity program in college residence halls is a difficult one on many campuses. Mueller (1961) mentioned one reason for this difficulty is that there are arguments, pro and con to the educational value of extracurricular activities programmed in the residence halls. She believes the expansion of residence hall functions achieves the primary purpose of facilitating academic learning, but also yields proportionate gains in the student's personal development, of which the intellectual is only one part. Williamson (1949) suggested that a student's personality actually consists of different aspects such as emotional, spiritual, social, physical, and intellectual and when educating an individual, all of these personality aspects must be considered. He also felt that extracurricular

activities were playing a larger role in the education process of college students and the experience gained from participation in extracurricular activities was becoming more important in this complex society. Heath (1968) noted that students change concurrently with the college, but they are beginning to take an individualistic approach to their extracurricular life. Students want a better balance to their academic life.

Frederick (1959) suggested it was difficult to develop a worthwhile residence hall activity program when it failed to meet the needs, purposes, and functions of extracurricular activities for students. When an activity program failed to achieve these criteria, the direct educational value of extracurricular activities was lost to residence hall students. Riker and Lopez (1961) indicated that students' greater seriousness of purpose leads them to usually participate in only those activities that have direct value to them.

Another reason for the problem of developing a rewarding residence hall activity program according to Riker (1965), is the failure of some college administrators to involve residence hall students in the decision making process such as consulting them about their attitudes toward specific extracurricular activities. He believes the success of any housing program is determined primarily by the amount of responsibility the students themselves are given for advance planning and detailed arrangements and the quality of support

provided by the housing staff. When students have the opportunity to select extracurricular activities for an activity program, the selected activities are more likely to reflect student interest.

Apparently, students have some very definite ideas on what makes residence hall living attractive. White (1969) commented that administrators and students have different views on what constitutes satisfactory group living experiences. "Administrators desire togetherness while students want to be left alone (p. 123)." Students themselves seemed to feel differently. Penn (1967) noted that opportunities involving interpersonal relationships were felt to be the most valuable experience and attractive feature of residence hall life. Mueller (1961) suggested that growth in social interaction was a result of all one's contacts with other individuals and groups in the daily routine of living. One of the objectives of extracurricular activities is to provide opportunities for a great variety of personal contacts and social interaction in order to develop interpersonal relationships. Interpersonal relationships cover a broad area of experiences. According to Penn (1967), students felt that forming friendships, meeting people, and learning to cooperate with others were definitely positive features of residence hall living.

According to attitudes of students surveyed at Michigan State University, the most profitable activities or valuable experiences of residence hall life were directly related to students at Michigan State University were generally

interpersonal relationships within the residence hall. Some of the specific items mentioned by these students were the exposure to a great variety of people, opportunities to work together, act in common in hall government, and take part in intramural sports activities. While evaluating the effectiveness of improving residence hall activity programs, Williamson (1954) found that great diversity in extracurricular activities was an attractive feature of student life in residence halls.

Riker (1965) believes extracurricular activities should be designed to compliment the university's academic curriculum, but students should participate in a residence hall activity program to also supplement their academic learning outside the classroom. Students living in residence halls often fail to participate in extracurricular activities, because of the lack of organization of the activities, lack of communication regarding the activities, lack of imagination in activities selected, and the lack of appropriate objectives of the extracurricular activity program. Robbins and Williams (1969) suggested that the importance of student participation in extracurricular activities is personal development. The authors claim that the extracurricular activity program is needed to meet the goals of today's education philosophy. It is most desirable to provide an activity program that includes residence hall students. According to Stroup (1964), variety and freedom are a necessary part of extracurricular activities and participation is a definite asset to the individual and society.

Students at Michigan State University were generally

unhappy with the adequacy of study rooms, lounge areas, and recreational space in the residence halls. They were also very critical of the maintenance of their residence halls in general (Garrison, 1969). According to students participating in a panel discussion at the 1970 Association of College and University Housing Officers Convention, physical facilities in residence halls cause a great deal of student dissatisfaction. The students felt unusable lounge spaces, inadequate sound proofing, lack of privacy, and furniture that defies rearrangement were major drawbacks to residence hall living (Switzer, 1970).

Riker and Lopez (1961) suggested that since physical activity can be expected, easily accessible places should be provided for it; game rooms, areas to practice dance, and outdoor space and facilities for more strenuous exercise. If these are too remote from students' rooms, or if not enough space is provided, more physical activity will take place in the rooms and halls, thereby disrupting other functions. Garrison (1969) believed the strongest dissatisfaction of students was the lack of aesthetic appeal of the residence hall as a whole; it was felt to be impersonal and cold. Inconvenient or inadequate study rooms, recreational space, and lounge areas were frequent complaints. According to Garrison (1969), some residence hall managers had pointed out that unrest in the spring term could be alleviated by installation of more outdoor recreation facilities conveniently at hand.

Several generalizations could be drawn about attitudes toward residence hall activity programs. Student attitudes generally are positive toward the need for extracurricular activities in the residence halls. Student interests and the specific type of activities preferred are very diversified.

The major purpose of this study was to assess the attitudes of residence hall students toward the development of a residence hall activity program at the University of Wisconsin-La Crosse. The study also attempted to discover complaint about the inadequacy of facilities for a residence hall activity program. Most authors believe that the extra-curricular activities in residence halls should be designed to accommodate the students' needs, rather than the physical facility itself. As more significant research is done, more generalizations may be drawn.

1. Segment I - the innovation of a residence hall activity program.

2. Segment II - the administrative responsibility and implementation of a residence hall activity program.

3. Segment III - the adequacy and use of present campus facilities for a residence hall activity program.

4. Segment IV - the general categories of activities designed for a residence hall activity program, such as sports and games; social events; nature and outing activities; literary activities; and art, music, drama, and dance activities.

3. Segment V - the preferences for specific activities in a residence hall activity program.

CHAPTER III

METHODS AND PROCEDURE

The major purpose of this study was to assess the attitudes of residence hall students toward the development of a residence hall activity program at the University of Wisconsin-La Crosse. The study also attempted to discover whether student attitudes toward the development of a residence hall activity program varied according to the students academic classification, sex, and college of academic major. 184 males.

Five segments involved in the development of a residence hall activity program were investigated:

1. Segment I - the innovation of a residence hall activity program at the University of Wisconsin-La Crosse and issued to the random sample of residence hall students. The questionnaire was specifically designed to apply to the development of a residence hall activity program at the University of Wisconsin-La Crosse.
2. Segment II - the administrative responsibility and implementation of a residence hall activity program. The questionnaire consisted of 185 items. The items in the questionnaire were formulated to measure student attitudes toward five specific segments involved in the development of a residence hall activity program. These five segments were: (Segment I) - the innovation of a residence hall activity program, such as sports and games; (Segment II) - the administrative responsibility and implementation, (Segment III) - the adequacy and use of activities; literary activities; and present campus facilities, (Segment IV) - the general art, music, drama, and dance activities.

5. Segment V - the preference for specific activities in a residence hall activity program.

active relating to each of the five segments of the residence

Sample

A list of residence hall students was acquired from the University Housing Office. At the time of the study in the spring semester of 1971-72, a total of 2174 students resided in the ten occupied residence halls at the University of Wisconsin-La Crosse. A twenty per cent random sample of the total population of students living in the residence halls was obtained from the computer center. The random sample consisted of 431 student residents, 247 females and 184 males.

Instrument

A questionnaire was developed by the researcher at the University of Wisconsin-La Crosse and issued to the random sample of residence hall students. The questionnaire was specifically designed to apply to the development of a residence hall activity program at the University of Wisconsin-La Crosse (See Appendix A). The questionnaire consisted of three sections and a total of 105 items. The items in the questionnaire were formulated to measure student attitudes toward five specific segments involved in the development of a residence hall activity program. These five segments were: (Segment I) - the innovation of a residence hall activity program, (Segment II) - the administrative responsibility and implementation, (Segment III) - the adequacy and use of present campus facilities, (Segment IV) - the general

categories of activities, and (Segment V) - the preference for specific activities. The specific items of the questionnaire relating to each of the five segments of the residence hall activity program are given in Table 1.

TABLE 1
QUESTIONS AND RELATED ITEMS

QUESTIONS AND RELATED ITEMS

with responses of "strongly agree," "agree," "no opinion,"

"disagree," and "strongly disagree."

Segments	Total of Related Items	Questionnaire Numbers of Related Items
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Segment I - Innovation of a Residence Hall Activity Program	3	5, 6, 7
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Segment II - Administrative Respon- sibility and Implementation	4	4, 11, 12, 14
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Segment III - Adequacy and Use of Present Campus Facilities	3	8, 9, 10
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Segment IV - General Categories of Activities	5	13, 15, 16, 17, 18
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Segment V - Preference for Specific Activities	87	19 - 105
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The first section of the questionnaire included three items for identification and demographic information. The students were asked to identify their present academic

classification, their sex, and the college of their academic major.

The second section of the questionnaire included fifteen items. These items were formulated to measure student attitudes toward the first four segments involved in the development of a residence hall activity program. All items in this section of the questionnaire were developed for a Likert-type scale with responses of "strongly agree," "agree," "no opinion," "disagree," and "strongly disagree."

Three of the fifteen items in the second section of the questionnaire were directed toward (Segment I), the innovation of a residence hall activity program. These items dealt with the need for an activity program, making residence hall living more attractive, and the potential student participation in an activity program. All three items were formulated to determine whether student attitudes were positive or negative toward the innovation of a residence hall activity program.

Four more of the fifteen items in this section of the questionnaire were devoted to (Segment II), the administrative responsibility and implementation of a residence hall activity program. These items dealt with the designation of administrative responsibility for an activity program, as well as the inclusion of off-campus activities, the inclusion of coeducational activities, and the inclusion of organized leagues and tournaments in an activity program. All four items were formulated to determine whether student attitudes were positive or negative toward the important considerations.

of administrative responsibility and implementation of a residence hall activity program.

Three other items in the second section of the questionnaire were directed toward (Segment III), the adequacy and use of present campus facilities for a residence hall activity program. These items dealt with the adequacy of indoor residence hall facilities, the adequacy of outdoor facilities near the residence halls, and the use of other campus facilities for an activity program. All three items were formulated to determine whether student attitudes were positive or negative toward the adequacy and use of present campus facilities for a residence hall activity program.

Five of the fifteen items in the second section of the questionnaire were devoted to (Segment IV), the general categories of activities designed for a residence hall activity program. These items dealt with including designed categories of sports and games; social events; nature and outing activities; literary activities; and art, music, drama, and dance activities in an activity program. All five items were formulated to determine whether student attitudes were positive or negative toward the general categories of activities designed for a residence hall activity program.

The third section of the questionnaire included a list of eighty-seven activities. These activities were listed in order to measure student attitudes toward the fifth segment involved in the development of a residence hall activity program. All activities listed in this section of the questionnaire were developed for "yes" or "no" responses.

All of the eighty-seven activities in this section of the questionnaire were directed toward (Segment V), the preference for specific activities in a residence hall activity program. The eighty-seven activities were divided according to the five general categories of activities. The category of sports and games included a list of thirty-six activities, the social events category numbered twelve activities, the nature and outing category included twelve activities, the literary category listed thirteen activities, and the category of art, music, drama, and dance included a list of fourteen activities.

Administration of the Instrument

The Residence Hall Association at the University of Wisconsin-La Crosse granted the researcher permission to issue a questionnaire to residence hall students during the spring semester of the 1971-72 academic year. The researcher attended a Residence Hall Association meeting to present the questionnaires to each of the Hall Council Presidents. They were provided with names and addresses of the students in their residence hall who were selected in the sample. An explanation of the questionnaire, the cover letter, the directions, and the procedure for distribution were given to each Hall Council President. The Hall Council Presidents were responsible for the distribution of the questionnaires and the cover letters within their respective residence halls.

The students selected in the sample were assured that their responses would remain anonymous. They were instructed

to return the completed questionnaires to the Hall Council President by a specific date. In cases where the questionnaires were not returned by the deadline date, the Hall Council Presidents attempted to contact those individuals and ask them to complete the questionnaire.

Method of Analysis

The completed questionnaires were scored by the computer center. The data presented in the chapter on results were derived from the raw scores of the subjects on the 105 items in the questionnaire. Raw scores of the subjects were converted into percentages. Responses to each of the 105 questionnaire items were tallied by percentages for the total sample and for each of the sub-groups on the students' academic classification, sex, and college of academic major.

Responses to the list of activities relating to the development of a residence hall activity program were given as "yes" or "no." The "yes" responses were interpreted as positive attitudes toward specific activities. Seventy-eight of the eighty-four segments involved in the development of a residence hall activity program were listed as "strongly agree," "agree," "no opinion," "disagree," and "strongly disagree." The tallied percentage of responses for "strongly agree" and "agree" were combined for each questionnaire item (See Appendix B and C). These combined responses were interpreted as positive attitudes toward the respective items. The tallied percentage of responses for "strongly disagree" and "disagree" were combined for each questionnaire item (See Appendix D). These combined responses were interpreted as negative attitudes toward the respective items.

Responses to questionnaire items relating to the first four segments involved in the development of a residence hall activity program were given as "yes" or "no." The "yes" responses were interpreted as positive attitudes toward specific activities. Seventy-eight of the eighty-four segments involved in the development of a residence hall activity program were listed as "strongly agree," "agree," "no opinion," "disagree," and "strongly disagree." The tallied percentage of responses for "strongly agree" and "agree" were combined for each questionnaire item (See Appendix B and C). These combined responses were interpreted as positive attitudes toward the respective items. The tallied percentage of responses for "strongly disagree" and "disagree" were combined for each questionnaire item (See Appendix D). These combined responses were interpreted as negative attitudes toward the respective items.

The combined responses to questionnaire items relating to

each of the first four segments involved in the development of a residence hall activity program were analyzed for the total group and each of the three sub-groups. Since student attitudes were positive toward most items relating to the first four segments involved in the development of a residence hall activity program, only the percentages of positive attitudes were presented in the subsequent tables. One exception was student attitudes toward certain items related to (Segment III), the adequacy and use of present campus facilities for a residence hall activity program where responses were negative. Therefore, the percentages of negative attitudes were also presented in that table.

Responses to the list of activities relating to the fifth segment involved in the development of a residence hall activity program were given as "yes" or "no." The "yes" responses were interpreted as positive attitudes toward specific activities. Seventy-eight of the eighty-seven activities listed were favored by at least fifty per cent of the students. Student responses were more positive toward certain activities and since this segment was primarily concerned with illustrating preferences for specific activities, only the specific activities favored by most students were presented in the subsequent tables. The specific activities within each of the respective categories were also listed according to student preference (See Appendix D).

A total of 431 questionnaires were administered and 290 questionnaires were completed and returned. A sixty-seven

per cent return was obtained. The percentage of returned questionnaires for the student sub-groups and for the total sample is shown in Table-CHAPTER IV. It would be noted that the sub-groups were not RESULTS AND DISCUSSION students did not

complete the demographic information correctly. Thus, slight

The major purpose of this study was to assess the attitudes of residence hall students toward the development of a residence hall activity program at the University of Wisconsin-La Crosse. Five specific segments involved in the development of a residence hall activity program were investigated:

Results pertaining to the five specific segments involved in the development of a residence hall activity program were presented in subsequent tables in this chapter and in the Appendices. A discussion of those results follows

1. Segment I - the innovation of an activity program.
2. Segment II - the administrative responsibility and implementation of an activity program.
3. Segment III - the adequacy and use of present campus facilities for an activity program.
4. Segment IV - the general categories of activities designed for an activity program.
5. Segment V - the preference for specific activities in an activity program.

The study also attempted to discover whether the students' academic classification, sex, and college of academic major reflected any variation in student attitudes toward the development of a residence hall activity program.

The questionnaire was distributed to a twenty per cent random sample of the total population from the ten residence halls. A total of 431 questionnaires were administered and 290 questionnaires were completed and returned. A sixty-seven

per cent return was obtained. The percentage of returned questionnaires for the student sub-groups and for the total sample is shown in Table 2. It should be noted that the sub-groups were not mutually exclusive. All students did not complete the demographic information correctly. Thus, slight discrepancies were observed in the return for the total sample and sub-groups.

Results pertaining to the five specific segments involved in the development of a residence hall activity program are presented in subsequent tables in this chapter and in the Appendices. A discussion of those results follows their presentation.

TABLE 2

PERCENTAGE OF RETURN BY STUDENT SUB-GROUPS

Sub-Group	Number Issued	Number Returned	% of Return
Freshmen	229	147	64.2
Sophomores	164	115	70.1
Upperclassmen	38	28	73.7
Males	184	118	64.1
Females	247	172	69.6
HPER	163	122	74.8
L & S	172	107	62.2
Education	96	57	59.4
Total	431	290	67.3

concerning the innovation of a residence hall activity program are presented in Table 3.

TABLE 3

POSITIVE STUDENT ATTITUDES TOWARD THE INNOVATION
OF A RESIDENCE HALL ACTIVITY PROGRAM

Number of Related Items in Segment I = 3

Sub-Group	Need for an Activity Program	More Attractive Living	Potential Student Part.
Freshmen (N=147)	84.9	85.0	80.9
Sophomores (N=115)	86.0	79.9	73.8
Upperclassmen (N=28)	85.6	78.5	71.4
Males (N=118)	90.6	83.0	79.6
Females (N=172)	81.9	81.8	75.4
HPER (N=122)	85.2	82.7	77.8
L&S (N=107)	86.8	84.0	78.4
Education (N=57)	84.2	80.6	75.3
Total	85.4	82.3	77.2

RESULTS

Segment I - Innovation of an Activity Program

The first major segment of this study was directed toward determining student attitudes toward the innovation of a residence hall activity program. This segment consisted of three related items; need for an activity program, making residence hall living more attractive, and potential student participation in an activity program. Student attitudes concerning the innovation of a residence hall activity program are presented in Table 3.

Need for an Activity Program - 100%

A large percentage of the total sample (85.4%) felt there was a definite need for a residence hall activity program. There was only a slight variation of responses according to academic classification. Eighty-six per cent of the sophomores agreed there was a need, while a similar percentage of upperclassmen (85.6%) and freshmen (84.9%) expressed that opinion. More males (90.6%) than females (81.9%) indicated an activity program was needed. Of the students surveyed, a greater percentage of freshmen (80.9%) than sophomores (73.8%) or upperclassmen (71.4%) said they would participate in a residence hall activity program. Slightly more males (79.6%) than females (77.3%) felt they would need for an activity program in residence halls. Approximately eighty-five per cent (85.2%) of the Health, Physical Education, and Recreation majors surveyed and about eighty-four per cent (84.2%) of the Education majors surveyed also expressed positive attitudes toward the need of a residence hall activity program.

More Attractive Residence Hall Living

As illustrated in Table 3, a great majority of the total sample of students (82.3%) felt an activity program would make residence hall living more attractive. A greater percentage of freshmen (85%) than sophomores (79.9%) or upper-classmen (78.5%) believed an activity program would make residence hall living more attractive. Eighty-three per cent of the males compared to about eighty-two per cent (81.8%) of the females responded favorably to the addition of an activity program as a way of making residence hall living more attractive. More Letters and Science majors (84%)

than Health, Physical Education, and Recreation majors (82.7%) or Education majors (80.6%) thought an activity program would make residence hall living more attractive.

Potential Student Participation

Over three-fourths (77.2%) of the students, as shown in Table 3, indicated they would participate in an activity program designed for residence hall students. A difference in attitudes of the sub-group of academic classification was noted. A greater percentage of freshmen (80.9%) than sophomores (73.8%) or upperclassmen (71.4%) said they would participate in a residence hall activity program. Slightly more males (79.6%) than females (75.4%) felt they would participate. Very little variation was observed in the percentage tallies of attitudes of students majoring in Health, Physical Education, and Recreation, Letters and Science, and Education in relationship to their participation in a residence hall activity program. About seventy-eight per cent (78.4%) of the Letters and Science majors said they would participate, while a slightly smaller percentage of Health, Physical Education, and Recreation majors (77.8%) and Education majors (75.3%) said they would participate.

A review of this first segment pertaining to the innovation of a residence hall activity program indicated students were strongly in favor of developing such a program.

Several findings supported this statement. A great majority of students responded positively when asked if the innovation of an activity program for residence hall students should be responsible for the major administrative tasks of

The addition of an activity program for residence halls was considered a positive innovation by students for making residence hall living more attractive. Very positive attitudes of students toward participation in such an activity program were also noted. Not only were these findings representative of the total sample of students, but also of all three sub-groups. Although some variation in student attitudes was noted within sub-groups, the attitudinal pattern toward the innovation of a residence hall activity program was positive and similar within each sub-group and consistent with the student attitudes of the total sample.

Segment II - Administrative Responsibility and Implementation

The second major segment of this study was directed toward determining student attitudes toward the administrative responsibility and administrative implementation involved in the development of a residence hall activity program. This segment consisted of four items; major administrative responsibility; inclusion of off-campus activities; inclusion of coeducational activities; and inclusion of organized leagues and tournaments for sports and game activities that related to the administrative responsibility and implementation of such an activity program. The results pertaining to these four items are given in Tables 4 and 5.

Major Administrative Responsibility

As illustrated in Table 4, the largest percentage of the total sample (42.4%) thought the residence hall students should be responsible for the major administrative tasks of

a residence hall activity program. The second largest percentage of the students (31.7%) indicated that the residence hall government should be delegated the major administrative responsibility of an activity program. Only about eight per cent (8.2%) of the students felt the professional Housing Office staff should handle the primary administrative responsibility, while the smallest percentage (2.4%) perceived this responsibility to be that of the Head Residents and/or Resident Assistants.

The greatest percentage of freshmen (40.1%), sophomores (46.9%), and upperclassmen (35.7%) agreed that the major administrative responsibility should be that of the residence hall students themselves. Almost thirty per cent (29.9%) of the freshmen, thirty-four per cent (33.9%) of the sophomores, and thirty-two per cent (32.1%) of the upperclassmen favored having the residence hall government as primarily responsible for the administration of an activity program. Including the major administrative responsibility for an activity program as part of the role of the professional Housing Office staff was only the choice of about nine per cent (9.5%) of freshmen, five per cent (5.2%) of sophomores, and fourteen per cent (14.2%) of upperclassmen. The smallest percentage of freshmen (3.4%), sophomores (1.7%), and upperclassmen (0%) felt the Head Residents and/or Resident Assistants should handle the major administrative responsibility of an activity program.

TABLE 4

STUDENT ATTITUDES TOWARD THE MAJOR ADMINISTRATIVE
RESPONSIBILITIES OF A RESIDENCE HALL ACTIVITY PROGRAM

Number of Related Items in Segment II = 4

Sub-Group	Professional Housing Office Staff	Residence Hall Government	Student Activities Office	Residence Hall Students	Head Residents and/or Resident Assis.
	%	%	%	%	%
Freshmen (N = 147)	9.5	29.9	14.2	40.1	3.4
Sophomores (N = 115)	5.2	33.9	8.6	46.9	1.7
Upperclassmen (N = 28)	14.2	32.1	10.7	35.7	0.0
Males (N = 118)	12.7	35.5	9.3	37.2	1.6
Females (N = 172)	5.2	29.0	13.3	45.9	2.9
HPER (N = 122)	9.8	33.6	10.6	40.1	2.4
L&S (N = 107)	7.4	31.7	14.0	40.1	2.8
Education (N = 57)	7.0	28.0	10.5	50.8	1.7
Total (N = 290)	8.2	31.7	11.7	42.4	2.4

TABLE 5

POSITIVE STUDENT ATTITUDES TOWARD THE ADMINISTRATIVE IMPLEMENTATION OF A RESIDENCE HALL ACTIVITY PROGRAM

Number of Related Items in Segment II = 4

Sub-Group	Inclusion of Off-Campus Activities	Inclusion of Coeducational Activities	Inclusion of Organized Leagues and Tournaments For Sports and Game Activities
	%	%	%
Freshmen (N=147)	73.4	93.8	92.4
Sophomores (N=115)	72.1	94.7	70.4
Upperclassmen (N=28)	64.2	99.9	71.4
Males (N=118)	69.4	93.2	78.8
Females (N=172)	73.7	95.8	54.6
HPER (N=122)	72.0	95.8	69.5
L&S (N=107)	74.7	93.3	64.4
Education (N=57)	64.8	94.6	52.5
Total (N=290)	72.0	94.7	64.4

The greater portion of females (45.9%) and males (37.2%) said residence hall students should handle the major administrative responsibility. A second largest portion of males (35.5%) and females (29%) both agreed that residence hall government should be delegated the administrative responsibility. The professional Housing Office staff was selected by only about thirteen per cent (12.7%) of the males and five per cent (5.2%) of the females as the group to be primarily responsible for the administration of an activity program. The smallest percentage of both males (1.6%) and females (2.9%) expressed interest in having Head Residents and/or Resident Assistants administratively responsible for an activity program.

Forty per cent (40.1%) of students enrolled in both the College of Health, Physical Education, and Recreation and the College of Letters and Science favored having residence hall students responsible for the major administrative tasks involved in the development of an activity program. Almost fifty-one per cent (50.8%) of students enrolled in the College of Education indicated the same. The second largest percentage of Health, Physical Education, and Recreation majors (33.6%), Letters and Science majors (31.7%), and Education majors (28%) all selected the residence hall government as the appropriate source of administrative responsibility. Major administrative responsibility for a residence hall activity program by the professional Housing Office staff was indicated by only about ten per cent (9.8%) of Health,

Physical Education, and Recreation majors, seven per cent (7.4%) of Letters and Science majors, and seven per cent of Education majors. The smallest percentage of Health, Physical Education, and Recreation majors (2.4%), Letters and Science majors (2.8%) and Education majors (1.7%) viewed the major administrative responsibility of an activity program as a function of the Head Residents and/or Resident Assistants.

Inclusion of Off-Campus Activities

Almost three fourths of the total sample (72%) responded positively toward including off-campus activities in a residence hall activity program (See Table 5). A similar percentage of freshmen (73.4%) and sophomores (72.1%) thought that off-campus activities should be included in an activity program, while a slightly smaller percentage of upperclassmen (64.2%) responded positively toward the inclusion of off-campus activities. More females (73.7%) than males (69.4%) favored including off-campus activities as part of an activity program. A slightly larger number of Letters and Science majors (74.7%), than Health, Physical Education, and Recreation majors (72%) or Education majors (64.8%) responded positively toward including off-campus activities.

Inclusion of Coeducational Activities

According to Table 5, the inclusion of coeducational activities was positively endorsed by almost ninety-five per cent (94.7%) of the total sample. Over ninety-nine per cent (99.9%) of the upperclassmen compared to about ninety-five

per cent (94.7%) of the sophomores and about ninety-four per cent (93.8%) of the freshmen had positive attitudes in regard to coeducational activities being included in an activity program. A slightly greater percentage of females (95.8%) than males (93.2%) favored including coeducational activities. While students majoring in all three colleges favored coeducational activities, a greater percentage of Health, Physical Education, and Recreation majors (95.8%) than Education majors (94.6%) or Letters and Science majors (93.3%) had positive attitudes toward having coeducational activities in a residence hall activity program.

Inclusion of Organized Leagues and Tournaments

Another important consideration in the implementation of an activity program was whether leagues and tournaments should be organized for sports and game activities, rather than having just free recreational play. Almost two thirds (64.4%) of the students felt that leagues and tournaments should be organized, instead of just having free recreational play. A considerably larger percentage of freshmen (92.4%) than upperclassmen (71.4%) or sophomores (70.4%) indicated a desire to have organized leagues and tournaments for sports and game activities. Over three fourths (78.8%) of the males compared to only about one half (54.6%) of the females responded positively about organizing leagues and tournaments. The inclusion of organized leagues and tournaments for sports and game activities was positively endorsed by more Health, Physical Education and Recreation majors (69.5%) than by

either Letters and Science majors (64.4%) or Education majors (52.5%).

A review of this second segment pertaining to student attitudes toward the major administrative responsibility of a residence hall activity program indicated that the responsibility should be designated as a function of residence hall students themselves. These attitudes were indicative of the total sample of students, as well as those of all three sub-groups. It became apparent from the results that more students thought that residence hall students and residence hall student government rather than university administrative personnel should be primarily responsible for the administration of an activity program. This was reflected in the attitudes of the total sample of students, as well as those expressed by the three sub-groups. Although some variation in student attitudes was noted within sub-groups, the attitudinal pattern toward administrative responsibility was similar within each sub-group and consistent with the student attitudes of the total sample.

A further review of this second segment relating to the administrative implementation of certain aspects of a residence hall activity program confirmed that a majority of students felt off-campus activities, coeducational activities, and organized leagues and tournaments for sports and game activities should all be included when implementing an activity program for residence hall students. However, student attitudes were more positive toward including co-educational activities than the inclusion of off-campus

activities or organized leagues and tournaments for sports and game activities. These findings were reflected in the attitudes of the total sample of students and the three sub-groups. Student attitudes within each of the sub-groups did vary relative to each of the three items mentioned above, but remained positive toward each of the items and consistent with the attitudes of the total sample.

Segment III - Adequacy and Use of Present Campus Facilities

A third major segment of the study attempted to assess student attitudes toward the adequacy and use of present campus facilities. This segment consisted of three items relating to the development of a residence hall activity program which were the adequacy of indoor residence hall facilities, the adequacy of outdoor facilities near the residence halls, and the use of other campus facilities. The results pertaining to the items concerning the adequacy and use of present campus facilities are presented in Table 6.

Adequacy of Indoor Residence Hall Facilities

A large percentage (72.7%) of the total sample felt the indoor facilities were not adequate. Only a small percentage (13.7%) of the students expressed a positive attitude toward the indoor residence hall facilities. A majority of freshmen, sophomores, and upperclassmen thought the indoor facilities were not adequate for an activity program. However, a greater percentage of sophomores (76.4%) than freshmen (70.7%) or upperclassmen (67.8%) responded negatively. A minority of freshmen (12.2%), sophomores (12.9%), and

TABLE 6

STUDENT ATTITUDES TOWARD THE ADEQUACY AND USE OF PRESENT
CAMPUS FACILITIES FOR A RESIDENCE HALL ACTIVITY PROGRAM

Number of Related Items in Segment III = 3

Sub-Group	Adequacy of Indoor Residence Hall Facilities		Adequacy of Outdoor Facilities Near the Residence Halls		Use of Other Campus Facilities	
	% Positive	% Negative	% Positive	% Negative	% Positive	% Negative
Freshmen (N=147)	12.2	70.7	53.0	42.1	91.1	1.2
Sophomores (N=115)	12.9	76.4	52.1	39.9	89.5	0.8
Upperclassmen (N=28)	24.9	67.8	46.3	46.4	96.4	0.0
Males (N=118)	17.7	72.8	55.0	39.8	88.9	1.6
Females (N=172)	11.0	72.6	49.9	42.9	92.3	0.5
HPER (N=122)	11.3	79.4	54.8	37.6	91.7	1.6
L&S (N=107)	14.9	69.9	47.6	44.8	88.7	0.9
Education (N=57)	17.4	63.1	54.3	43.8	92.9	0.0
Total	13.7	72.7	51.9	41.6	91.0	0.9

upperclassmen (24.9%) thought the indoor facilities were adequate. A similar percentage of males (72.8%) and females (72.6%) felt the indoor facilities of residence halls were not adequate for an activity program. Only a small percentage of males (17.7%) and females (11%) expressed positive attitude toward the adequacy of the indoor facilities. A greater percentage of Health, Physical Education, and Recreation majors (79.4%) than Letters and Science majors (69.9%) or Education majors (63.1%) believed the indoor facilities were not adequate for an activity program. Only a minority of Health, Physical Education, and Recreation majors (11.3%), Letters and Science majors (14.9%), and Education majors (17.4%) thought the indoor facilities were adequate.

Adequacy of Outdoor Facilities Near the Residence Halls

As shown in Table 6, approximately one-half (51.9%) of the total student sample were of the opinion that the outdoor facilities near the residence halls were adequate. However, almost forty-two per cent (41.6%) of the students felt these outdoor facilities were not adequate. More than one-half of the freshmen (53%) and sophomores (52.1%) thought the outdoor facilities were adequate, while less than one-half of the upperclassmen (46.3%) responded in a similar manner. On the other hand, a portion of freshmen (42.1%), sophomores (39.9%), and upperclassmen (46.4%) did not feel the outdoor facilities were adequate. More males (55%) than females (49.9%) were of the opinion that the outdoor facilities were adequate. In comparison, a considerable portion of males (39.8%) and females (42.9%) did not feel that the outdoor facilities were

adequate. A larger percentage of Health, Physical Education, and Recreation majors (54.8%) than Education majors (54.3%) or Letters and Science majors (47.6%) said that the outdoor facilities appeared adequate for an activity program. However, a portion of Health, Physical Education, and Recreation majors (37.6%), Letters and Science majors (44.8%), and Education majors (43.8%) did not feel that the outdoor facilities were adequate.

Use of Other Campus Facilities

When asked if a residence hall activity program should make use of other campus facilities besides the residence hall facilities, the great majority of students (91%) were in favor of using other campus facilities. A larger number of upperclassmen (96.4%) thought other campus facilities should also be used for an activity program, than either the freshmen (91.1%) or sophomores (89.5%) respondents. The use of other campus facilities was favored by more females (92.3%) than males (88.9%). Almost ninety-three per cent (92.9%) of the Education majors favored using other campus facilities as well as residence hall facilities for an activity program, while nearly ninety-two per cent (91.7%) of the Health, Physical Education, and Recreation majors and about eighty-nine (88.7%) of the Letters and Science majors responded similarly.

A review of this third segment, which related to the adequacy and use of present campus facilities, illustrated different student attitudes toward each of the three items

pertaining to this segment. In viewing student attitudes toward indoor residence hall facilities, it was evident that the indoor facilities were not considered adequate for an activity program. These findings suggested the addition of and improvement in indoor residence hall facilities was definitely in order. Similar attitudes were reflected by the total sample and the three sub-groups. Student attitudes toward the adequacy of outdoor facilities were rather evenly divided, therefore not definitely conclusive. However, since a clear majority of students were not convinced that the outdoor facilities were adequate, these findings could possibly suggest some upgrading of the outdoor facilities was appropriate. These attitudes held true for the total sample as well as for the three sub-groups. Based on the results, it was apparent that students favored the use of other campus facilities for an activity program, as well as residence hall facilities. The attitudes toward the use of other campus facilities were those of both the total sample and the sub-groups. Although student attitudes varied within each of the sub-groups relative to each of the items mentioned above, they remained consistent with the attitudes of the total sample for each of the items.

Segment IV - General Categories of Activities

The fourth segment of the study was concerned with the assessment of student attitudes toward general categories of activities designed for a residence hall activity program. This segment consisted of five items. These items, referred to as categories of activities, were sports and games; social

events; nature and outing activities; literary activities; and art, music, drama, and dance activities. Positive student attitudes pertaining to each general category of activities are presented in Table 7.

Category of Sports and Games

Most students (91.6%) felt a category of sports and game activities should be included in a residence hall activity program. Ninety-two per cent of the freshmen and sophomores favored a sports and game category, while about eighty-six per cent (85.6%) of the upperclassmen responded in a similar fashion. More males (94%) than females (90%) affirmed that a category of sports and games activities should be included. A greater percentage of Health, Physical Education, and Recreation majors (94.2%), than Letters and Science majors (90.5%) or Education majors (87.6%) supported the inclusion of a category of sports and game activities.

Category of Social Events

A great majority of students (92.7%) endorsed the inclusion of a social events category for an activity program. Slightly more freshmen (93.1%) favored a category of social events, than upperclassmen (92.8%) or sophomores (92%). Almost ninety-four per cent (93.5%) of the females thought a social events category should be included, while a somewhat smaller percentage of males (91.5%) thought the same. Of the Education majors, about ninety-six per cent (96.3%) desired the social events category to be included, compared to ninety-four per cent (94.2%) of Letters and Science majors

and ninety per cent (90.1%) of the Health, Physical Education and Recreation majors.

Category of Nature and Outing Activities

According to a large percentage (88.9%) of the total sample of students, more sophomores (92%) than upperclassmen (89.2%) or freshmen (86.2%) believed a nature and outing activities category should be encompassed within an activity program. Ninety-three per cent of the females favored a category of nature and outing activities compared to only about eighty-three per cent (82.9%) of the males. The Letters and Science majors responded more positively (91.5%) toward a nature and outing activities category, than did either the Health, Physical Education and Recreation majors (88.4%) or the Education majors (85.8%).

Category of Literary Activities

As shown in Table 7, nearly sixty per cent (59.5%) of the total student sample had positive attitudes about including a category of literary activities in an activity program. The inclusion of a literary activities category was favored by about sixty-one per cent (60.8%) of the sophomores, by a lesser percentage of upperclassmen (60.6%) and freshmen (58.4%). Fewer males (54.1%) than females (63.3%) had positive attitudes about including a category of literary activities. A larger percentage of Letters and Science majors (69%) expressed a desire to incorporate a literary activities category than did either the Health, Physical Education, and Recreation majors (54%) or the Education majors (52.6%).

TABLE 7

POSITIVE STUDENT ATTITUDES TOWARD GENERAL CATEGORIES OF
ACTIVITIES DESIGNED FOR A RESIDENCE HALL ACTIVITY PROGRAM

Number of Related Items in Segment IV = 5

Sub-Group	Category of Sports and Games	Category of Social Events	Category of Nature and Outing Activities	Category of Literary Activities	Category of Art, Music, Drama, and Dance Activities
	%	%	%	%	%
Freshmen (N=147)	92.4	93.1	86.2	58.4	66.6
Sophomores (N=115)	92.1	92.0	92.0	60.8	60.8
Upperclassmen (N=28)	85.6	92.8	89.2	60.6	74.9
Males (N=118)	94.0	91.5	82.9	54.1	44.8
Females (N=172)	90.0	93.5	93.0	63.3	79.0
HPER (N=122)	94.2	90.1	88.4	54.0	64.7
L&S (N=107)	90.5	94.2	91.5	69.0	64.4
Education (N=57)	87.6	96.3	85.8	52.6	66.6
Total	91.6	92.7	88.9	59.5	65.1

Category of Art, Music, Drama, and Dance Activities

Of the total sample of students, approximately sixty-five per cent (65.1%) supported having a category of art, music, drama, and dance activities included in the activity program. Three-fourths of the upperclassmen (74.9%) thought a category of art, music, drama, and dance activities should be included, while two-thirds of the freshmen and about sixty-one per cent (60.8%) of the sophomores indicated the same. Seventy-nine per cent of the females, but only about

forty-five per cent (44.8%) of the males were in favor of having a category of art, music, drama, and dance activities. Two-thirds of the Education majors thought a category of art, music, drama, and dance activities should be encompassed in an activity program, while a slightly smaller percentage of Health, Physical Education, and Recreation majors (64.7%) and Letters and Science majors (64.4%) felt the same.

A review of this fourth segment pertaining to the general categories of activities indicated that students felt each of the categories of activities should be included in a residence hall activity program. Social events was the category the largest percentage of students (92.7%) felt should be included in an activity program. The inclusion of a category of sports and games was favored by the second largest percentage of students (91.6%), followed by the category of nature and outing activities with about eighty-nine per cent (88.9%) of the students in favor and the category of art, music, drama, and dance activities with sixty-five per cent (65.1%) of the students in favor. Of the five

categories, the literary activities category was favored by the smallest percentage of students (59.5%). Some variation in student attitudes within the sub-groups was noted in regard to each of the general categories of activities. In this segment the student attitudes of the sub-groups were not entirely consistent with the student attitudes of the total sample, as illustrated in Table 9.

Segment V - Preference for Specific Activities

The final segment of this study was concerned with discovering student attitudes toward specific activities for a residence hall activity program. It was formulated particularly to determine student preferences for specific activities. It listed eighty-seven different activities. Movies was the activity most preferred by males, as shown in Table 12. Softball, billiards, and table tennis by at least fifty per cent or more of the students. Responses to each of the activities were listed as either "yes" or "no" with a "yes" response being interpreted as a positive attitude toward that specific activity. As shown in Table 13, barbecues ranked first among the activities preferred by females. Bicycling, movies, and billiards ranked next in order, as activities preferred by females.

The results pertaining to the fifth segment were concerned with determining the overall preference for specific activities for the total sample and the sub-groups. The top twenty activities were selected according to the most positive student attitudes and ranked by preference. The activities listed and ranked according to preference are presented for the total sample in Table 8. The activities listed and ranked according to preference are presented for the sub-groups in Tables 9, 10, 11, 12, 13, 14, 15, and 16, respectively. As illustrated in Table 14, bicycling was the activity most students majoring in the College of Health, Physical Education, and Recreation preferred. Volleyball, movies, softball, and barbecues followed in that order as activities preferred.

The activity most preferred according to the tallied percentages of the total sample was movies. Barbecues, bicycling, and softball followed in order of preference.

According to freshmen attitudes, movies was the activity they preferred most. In the following order, bicycling, volleyball, and softball were the activities preferred next by most freshmen, as illustrated in Table 9.

Barbecues was the activity most sophomores preferred, as shown in Table 10. Movies, table tennis and bicycling followed in that order as activities preferred by sophomores.

As indicated in Table 11, movies, barbecues, and canoeing ranked first in preference with the upperclassmen, while tennis was the activity next preferred.

Movies was the activity most preferred by males, as shown in Table 12. Softball, billards, and table tennis ranked second, third, and fourth among the activities preferred by males.

As shown in Table 13, barbecues ranked first among the activities preferred by females. Bicycling, movies, and picnics ranked next in order, as activities preferred by the females.

As illustrated in Table 14, bicycling was the activity most students majoring in the College of Health, Physical Education, and Recreation preferred. Volleyball, movies, softball, and barbecues followed in that order as activities preferred.

Movies was the activity preferred by most students majoring in the College of Letters and Science, as shown

in Table 15. Table tennis, barbecues, and camping ranked next in order as activities most favored by Letters and Science majors.

As indicated in Table 16, barbecues was the activity preferred by most students majoring in the College of Education. Volleyball, softball, and basketball were the activities next most favored by Education majors.

Rank	Activity	Positive (Yes) Attitude (%)
1	Bicycling	92.7
2	Softball	92.7
3	Volleyball	92.4
4	Table Tennis	92.0
5	Tennis	90.6
6	Basketball	90.3
7	Canoe Trips	89.3
8	Camping	89.3
9	Picnics	88.5
10	Boating	88.6
11	Hiking	88.2
12	Swimming	88.2
13	Amateur Football	87.9
14	Amateur Parties	85.8
15	Amateur Dances	85.8
16	Amateur Diving	85.5
17	Amateur Football	85.8
18	Amateur Parties	85.8
19	Amateur Dances	84.1
20	Amateur Diving	84.1

TABLE 8

PREFERENCE FOR SPECIFIC ACTIVITIES

N = 290

Rank by Preference	Activity	Positive (Yes) Attitude (%)
1	Movies	95.5
2	Barbecues	94.4
3	Bicycling	92.7
4	Softball	92.7
5	Volleyball	92.4
6	Table Tennis	92.0
7	Tennis	90.6
8	Basketball	90.3
9	Canoe Trips	89.3
10	Camping	89.3
11	Picnics	88.9
12	Bowling	88.6
13	Hiking	88.2
14	Canoeing	88.2
15	Badminton	87.9
16	Dances	86.8
17	Swimming and Diving	86.5
18	Touch Football	85.8
19	Swimming Parties	85.8
20	Hayrides	84.1

TABLE 9
PREFERENCE FOR SPECIFIC ACTIVITIES

(Freshmen)

N=147

Rank by Preference	Activity	Positive (Yes) Attitude (%)
1	Movies	95.9
2	Bicycling	93.8
3	Volleyball	93.8
4	Softball	93.8
5	Canoe Tripping	93.1
6	Barbecues	93.1
7	Basketball	91.1
8	Table Tennis	91.1
9	Hiking	91.1
10	Picnics	90.4
11	Canoeing	90.4
12	Bowling	90.4
13	Tennis	89.7
14	Camping	89.1
15	Dances	88.4
16	Swimming and Diving	88.4
17	Badminton	87.7
18	Swimming Parties	87.7
19	Hayrides	85.7
20	Touch Football	85.0

TABLE 10
 PREFERENCE FOR SPECIFIC ACTIVITIES
 (Sophomores)
 N=115

Rank By Preference	Activity	Positive (Yes) Attitude (%)
1	Barbecues	94.7
2	Movies	93.9
3	Table Tennis	93.0
4	Bicycling	91.3
5	Volleyball	91.3
6	Softball	91.3
7	Tennis	90.4
8	Basketball	88.6
9	Badminton	88.6
10	Camping	87.8
11	Picnics	85.2
12	Hiking	85.2
13	Bowling	85.2
14	Touch Football	85.2
15	Swimming and Diving	84.3
16	Dances	84.3
17	Ice Skating Parties	84.3
18	Ice Skating	83.4
19	Swimming Parties	83.4
20	Canoe Tripping	83.4

TABLE 11
PREFERENCE FOR SPECIFIC ACTIVITIES
(Upperclassmen)

N=28

Rank By Preference	Activity	Positive (Yes) Attitude (%)
1	Movies	100.0
2	Barbecues	100.0
3	Canoeing	100.0
4	Tennis	96.4
5	Picnics	96.4
6	Camping	96.4
7	Bicycling	92.8
8	Table Tennis	92.8
9	Softball	92.8
10	Basketball	92.8
11	Touch Football	92.8
12	Bowling	92.8
13	Canoe Tripping	92.8
14	Dances	89.2
15	Volleyball	89.2
16	Horseback Riding	89.2
17	Hayrides	85.7
18	Badminton	85.7
19	Swimming and Diving	85.7
20	Hiking	85.7

TABLE 12
PREFERENCE FOR SPECIFIC ACTIVITIES

(Males)

N=118

Rank By Preference	Activity	Positive (Yes) Attitude (%)
1	Movies	96.6
2	Softball	94.0
3	Billards	92.3
4	Table Tennis	91.5
5	Volleyball	91.5
6	Basketball	91.5
7	Touch Football	91.5
8	Barbecues	90.6
9	Camping	89.2
10	Tennis	88.9
11	Bicycling	88.9
12	Canoe Tripping	87.2
13	Canoeing	84.7
14	Handball	84.7
15	Hiking	83.8
16	Bowling	83.8
17	Badminton	83.0
18	Dances	83.0
19	Picnics	80.5
20	Swimming and Diving	80.5

TABLE 13
PREFERENCE FOR SPECIFIC ACTIVITIES

(Females)

N=172

Rank By Preference	Activity	Positive (Yes) Attitudes (%)
1	Barbecues	97.0
2	Bicycling	95.3
3	Movies	94.7
4	Picnics	94.7
5	Volleyball	93.0
6	Table Tennis	92.4
7	Tennis	91.8
8	Bowling	91.8
9	Softball	91.8
10	Badminton	91.2
11	Hiking	91.2
12	Ice Skating	90.6
13	Canoeing	90.6
14	Swimming and Diving	90.6
15	Camping	90.6
16	Canoe Tripping	90.6
17	Swimming Parties	90.6
18	Ice Skating Parties	90.6
19	Hayrides	90.1
20	Basketball	89.5

TABLE 14

PREFERENCE FOR SPECIFIC ACTIVITIES

(College of Health, Physical Education, and Recreation)

N=122

Rank By Preference	Activity	Positive (Yes) Attitudes (%)
1	Bicycling	95.8
2	Volleyball	94.2
3	Movies	94.2
4	Softball	94.2
5	Barbecues	94.2
6	Tennis	91.8
7	Table Tennis	91.8
8	Badminton	91.8
9	Basketball	90.9
10	Hiking	90.9
11	Canoeing	90.1
12	Swimming and Diving	90.1
13	Swimming Parties	90.1
14	Ice Skating	90.1
15	Canoe Tripping	90.0
16	Picnics	90.0
17	Camping	89.2
18	Bowling	87.7
19	Dances	87.7
20	Touch Football	86.8

TABLE 15
 PREFERENCE FOR SPECIFIC ACTIVITIES
 (College of Letters and Science)

N=107

Rank By Preference	Activity	Positive (Yes) Attitudes (%)
1	Movies	98.1
2	Table Tennis	94.3
3	Barbecues	93.4
4	Camping	91.5
5	Softball	90.6
6	Volleyball	89.7
7	Canoe Tripping	89.7
8	Bicycling	89.7
9	Tennis	88.7
10	Bowling	88.7
11	Basketball	87.8
12	Badminton	86.9
13	Hiking	86.9
14	Canoeing	85.9
15	Dances	85.0
16	Picnics	85.0
17	Touch Football	84.1
18	Billiards and Diving	84.1
19	Swimming and Diving	82.2
20	Hayrides Parties	81.3

TABLE 16

PREFERENCE FOR SPECIFIC ACTIVITIES

(College of Education)

N=57)

Rank By Preference	Activity	Positive (Yes) Attitudes (%)
1	Barbecues	96.4
2	Volleyball	94.7
3	Softball	94.7
4	Basketball	94.7
5	Picnics	93.1
6	Movies	92.9
7	Bicycling	91.3
8	Tennis	91.2
9	Ice Skating	89.7
10	Table Tennis	89.4
11	Bowling	89.4
12	Canoeing	87.7
13	Dances	87.7
14	Hayrides	87.7
15	Touch Football	87.7
16	Canoe Tripping	86.2
17	Camping	86.2
18	Swimming and Diving	85.9
19	Hiking	84.4
20	Swimming Parties	84.2

DISCUSSION

As illustrated in Table 1, sixty-seven per cent of the sample completed and returned the questionnaire. This percentage of return was considered adequate for any implications drawn from this study.

The responses obtained and tallied according to percentages for each item within the respective segments indicated that all five segments relating to the development of a residence hall activity program were viewed positively by the residents with the exception of the third segment that dealt with the adequacy and use of present campus facilities. A discussion of the results for each specific segment involved in the development of a residence hall activity program follows.

Segment I - Innovation of a Residence Hall Activity Program

All three items in this segment on the innovation of a residence hall activity program were responded to in a positive manner by more than seventy-five per cent of all those who completed the questionnaire (Table 3).

Need for an Activity Program

The responses indicated that residents felt the innovation of an activity program for residence hall students was needed. This was not surprising since no formal program of activities existed in the residence halls at the time of this study. Students apparently felt the few activities presently conducted in the residence halls were limited in scope and failed to meet their overall needs and interests. Since a large portion of students time has been spent in residence

halls, it may be reasonable to assume that students expressed a need for an activity program as a source for something to do during their available leisure time. Another reason cited could have been the limited availability of other campus activities and facilities. It may have been felt they were inadequate or inappropriate for residence hall students. The easy access of their residence halls, in regard to location could easily have been an influencing factor. A method of establishing personal identity could also be noted as an explanation why students indicated a need for an activity program. It was logical to assume that students viewed the need positively, because it may serve as an avenue for making more and better friendships. Another possible explanation was that an activity program would supplement their academic classroom learning.

At the time this study was conducted, programming activities within the residence halls was initiated by the students themselves. The activities planned in mens' halls were often less in quality and quantity than those in the womens' halls, therefore possibly explaining why more males than females thought an activity program was needed. The males may have interpreted the term "activity" differently from the females, possibly associating it mainly with the physical aspect. Since males are more likely to identify with physical activities than females, it was assumed to be a factor in why more males than females indicated a need for an activity program. Another reasonable possibility was that residence hall living environment.

females often have more predetermined commitments or involvements, as well as adjusting better within their social environment than males, therefore males could be lonelier and possess a greater need for an activity program.

More Attractive Residence Hall Living

It was interesting that these findings indicated the innovation of an activity program for residence hall students would make residence hall living more attractive. Several possible explanations were cited for these attitudes. In all honesty, student dissatisfaction with present residence hall living is quite apparent, therefore most any innovation would make residence hall living more attractive in the eyes of students. Thus, the innovation of an activity program would logically produce the effect of making residence hall living more attractive. It was feasible to assume that such an activity program could provide common ground for participation and stimulate social interaction among students. Some students may have felt an activity program would make residence hall living more attractive, because it provided an opportunity to develop meaningful relationships, while acquiring new interests and developing skills in those areas. It was possible that students also realized that some educational value could be derived from an activity program to compliment their academic learning. At the same time, it was a reasonable assumption that students believed an activity program might be a panacea for making more attractive what they considered a stagnate residence hall living environment.

At the time of this study, freshmen and sophomores were required to live in a university residence hall. More freshmen than sophomores or upperclassmen believed an activity program would help make residence hall living more attractive. It may be theorized that freshmen are more flexible in their attitudes toward residence hall living than sophomores or upperclassmen, because it is normally a new living experience for them. Freshmen know they are required to live in a residence hall for another year, therefore they may visualize an activity program as a desirable method of making residence hall living more attractive. It is unlikely that freshmen have explored and experienced much involvement in other worthwhile activities on campus, so the innovation of an activity program conducive to the residents living environment might very well make residence hall living more attractive in the eyes of freshmen.

On the other hand, sophomores realize they won't be required to live in a residence hall any longer and possibly care less about making residence halls more attractive. The additional amount of time spent on campus has probably allowed them the opportunity to get involved in activities related to their particular interests.

Since upperclassmen are not required to reside in a residence hall, those upperclass students living in a residence hall are probably more satisfied with residence hall living than freshmen or sophomores. Although upperclassmen did support the innovation of an activity program

for residence halls, it may be assumed they were more serious about their academic studies and less concerned with making residence halls attractive than freshmen or sophomores.

Potential Student Participation

If such an activity program was innovated, the reported responses revealed that students desired to participate. It was natural to assume that students would exhibit a desire to participate in an activity program, if the fact that students expressed positive attitudes toward the need for an activity program and toward making residence hall living more attractive was considered a direct correlation to student participation. A reasonable assumption was that society tends to rear its youth to participate in activities, so students responded positively toward participation in a residence hall activity program. Students may have also expressed the desire to participate, because they generally participate in activities of special personal interest. Another explanation for the positive attitudes of students toward participation in an activity program was that they viewed participation as an avenue for making new friends, breaking up the routine of daily living and studying, meeting members of the opposite sex, fulfilling available leisure time, increasing their knowledge, and developing interpersonal relationships.

More freshmen than sophomores or upperclassmen indicated they would participate in an activity program for residence hall students. One assumption for this difference in attitudes was that freshmen expressed more positive attitudes

were more positive toward the designation toward participation in a residence hall activity program to compensate for their lack of participation in other activities.

Segment II - Administrative Responsibility and Implementation

This segment of a residence hall activity program consisted of four different items. The responses to the first item of designating the major administrative responsibility were divided with no evidence of a majority opinion. The other three items in this segment relating to important considerations involving administrative implementation were responded to in a positive manner by a majority of all those students in the sample.

Major Administrative Responsibility

None of the choices considered for the major administrative responsibility were favored by a majority of students. However, the largest portion of the respondents thought the residence hall students should be responsible for the major administrative tasks of a residence hall activity program. This finding was not an entire surprise, since many students feel they are quite competent and capable of accepting and delegating various types of responsibility. It might also be reasoned that students believed they should be designated responsible for the administration of an activity program, because having university officials administer the activity program automatically insinuates authority. This authority often has a negative connotation to students, such as restricting and regulating certain aspects of an activity program. Several other explanations were feasible as to why

student attitudes were more positive toward the designation of residence hall students to handle the major administrative responsibility for a residence hall activity program. For instance, it may be reasonable to assume that residents have a better knowledge of their needs and interests, have previous participation experience, know the types of activities desired, have closer contact and better communication with peers, and have a greater variety of ideas. It also stands to reason that students would be more likely to promote activities and exhibit a greater degree of pride in an activity program, if they were delegated the major administrative responsibility for the program itself.

Generally speaking, the attitudes of all three sub-groups were very consistent with the attitudinal pattern of the total sample in regard to designating major administrative responsibility. Some noticeable differences existed within the sub-groups and they were included in the following discussion.

A larger portion of sophomores than upperclassmen favored having residence hall students responsible for the major administrative tasks involved in a residence hall activity program. On the other hand, more upperclassmen than sophomores felt the professional Housing Office staff should be given the major administrative responsibility for an activity program. A reasonable explanation seemed that sophomores were more convinced of residence hall students capabilities than upperclassmen, while upperclassmen were more mature in their understanding of the role of the Housing Office staff than sophomores.

A difference also existed between males and females over the designated choice for administrative responsibility of an activity program. While the largest portion of both males and females favored having residence hall students administratively responsible for an activity program, more females than males expressed that attitude. In comparison, more males than females felt the professional Housing Office staff should be administratively responsible. It seemed a logical explanation that females felt an activity program could be responsibly administered in a women's residence hall. The males were probably more inclined to have positive attitudes about an activity program in the men's halls responsibly administered by the professional Housing Office staff.

A larger portion of Education majors than students majoring in the College of Health, Physical Education, and Recreation or the College of Letters and Science favored delegating administrative responsibility for an activity program to residence hall students. A reasonable explanation for this finding was that Education majors felt most qualified to achieve the administrative responsibility required for an activity program.

Inclusion of Off-Campus Activities

According to the results, students were quite favorable in their attitudes toward including off-campus activities. One assumption was that off-campus activities provide a welcome change of scenery or atmosphere from the college

campus. It was reasoned that off-campus activities in college communities often provide greater recreational opportunities, normally not available on campus. Sometimes facilities for certain activities are only provided off-campus, therefore the inclusion of off-campus activities is necessary to provide a well rounded activity program for residence hall students. An important explanation of why off-campus activities should be included in an activity program is that students then have the opportunity to meet local people and develop a better understanding of the community.

Although the attitudes of freshmen, sophomores, and upperclassmen were positive toward off-campus activities, some variation did exist. More freshmen and sophomores than upperclassmen favored including off-campus activities in a residence hall activity program. The logical explanation was that freshmen and sophomores had not participated in many off-campus activities, while upperclassmen had been thoroughly exposed to such activities and no longer demanded participation.

Inclusion of Coeducational Activities

Student attitudes were very positive toward including coeducational activities in a residence hall activity program. One reasonable explanation was that student attitudes were a reaction against the existing social sex barriers. It was assumed that students viewed coeducational activities as a source for expanding dating opportunities. Welcome relief from constantly living with the same sex was also considered a possible reason for the positive student attitudes toward

coeducational activities. Another explanation for the popular support of coeducational activities was that they provide the opportunity to develop understanding of a member of the opposite sex as a human being. It also stands to reason that certain activities would be more beneficial and rewarding, if both sexes participated together.

All three sub-groups expressed positive attitudes toward including coeducational activities, which were similar to the total sample. No noticeable variation in attitudes existed within any of the sub-groups.

Inclusion of Organized Leagues and Tournaments

The results illustrated that a large portion of the students felt leagues and tournaments should be organized for sports and games activities. This was not surprising in view of the competitive nature of our society. An interesting assumption was that the organization of leagues and tournaments for sports and games activities would promote common goals within residence hall living units through competition. Another reasonable assumption was that organized leagues and tournaments would provide the opportunity for residence hall students to compare their personal skills with others. One explanation for positive student attitudes toward leagues and tournaments was that better performance could be accomplished through structured activities. Since most competition seems to be dedicated to the goal of winning, it stands to reason that organized leagues and tournaments for activities are the most feasible way of serving that goal.

Although all three sub-groups expressed positive attitudes toward the inclusion of organized leagues and tournaments for sports and games activities, a noticeable difference existed within each of the sub-groups. A larger portion of freshmen than sophomores or upperclassmen exhibited positive attitudes toward including organized leagues and tournaments. This could have been explained by the assumption that freshmen need a structured atmosphere more so than sophomores or upperclassmen. Another possible explanation was that organized leagues and tournaments provide a ready made setting for group association and personal identification, generally more of a necessity for freshmen. It was feasible to assume that freshmen at that age are simply more competitive than the older sophomores and upperclassmen.

More males than females favored the inclusion of organized leagues and tournaments for sports and games activities in an activity program. While not surprising, this finding supported the assumption that males are more aggressive than females, therefore leagues and tournaments are more desirable to males as a way to release their aggression through competition. Since organized leagues and tournaments tend to encourage competition, it was reasonable to assume that more males than females would attempt to achieve personal identification through competition. Another possible explanation was that females seek more fun and enjoyment rather than competition from sports and games activities, therefore they have less of a need for organized leagues and tournaments.

A larger portion of Health, Physical Education, and Recreation majors responded positively toward the inclusion of organized leagues and tournaments, than either of the Letters and Science majors or the Education majors. The most reasonable explanation was that organized leagues and tournaments related directly to the Health, Physical Education, and Recreation curriculum, therefore students majoring in that particular curriculum would naturally be bias toward organized leagues and tournaments for sports and games activities in a residence hall activity program.

Segment III - Adequacy and Use of Present Campus Facilities

All three items in this segment were responded to differently. On the first item, student attitudes were mostly negative. Student attitudes toward the second item were divided positively and negatively. Most students responded positively to the third item in this segment.

Adequacy of Indoor Residence Hall Facilities

A majority of students expressed negative attitudes toward the adequacy of indoor residence hall facilities. Several reasons may be cited to explain these attitudes. For instance, it might be assumed that the physical structure wasn't conducive to certain types of activities or some facilities were unavailable inside the residence halls. Other reasonable assumptions were that the lack of space was a factor, equipment wasn't available, group activity was limited, physical activity was inappropriate, condition of facilities was poor, and the time for use of facilities

was restrictive. It was logical to assume that the negative student attitudes were reflective of the actual adequacy of indoor residence hall facilities. Another feasible explanation was that students were not completely aware of all the facilities available.

More sophomores than freshmen or upperclassmen felt negatively toward the adequacy of indoor residence hall facilities. A natural supposition was that sophomores were simply less satisfied and more critical of indoor facilities than either the freshmen or upperclassmen. Since sophomores had been required to live in a residence hall for two years, a reasonable assumption was that they had more bitter feelings toward residence hall living in general, than anyone else.

Students majoring in the College of Health, Physical Education, and Recreation were somewhat more negative in their attitudes toward indoor residence hall facilities than either the students majoring in the College of Letters and Science or the College of Education. The most reasonable explanation was that the Health, Physical Education, and Recreation majors were accustomed to excellent facilities in their physical education building, which probably made the indoor residence hall facilities look even less adequate.

Adequacy of Outdoor Facilities Near the Residence Halls

Student attitudes toward the outdoor facilities near the residence halls were both positive and negative. A slight majority of the total sample expressed positive attitudes

toward the adequacy of the outdoor facilities near the residence halls, however, a large portion of the students expressed negative attitudes toward those outdoor facilities. The most logical explanation for the division in attitudes was the different residence hall locations, which offered a varied amount and type of available facilities in certain areas. For students who felt negatively about the adequacy of the outdoor facilities near the residence halls, a reasonable explanation was because the condition of the present facilities was poor, space was lacking, facilities couldn't accommodate the numbers of participants, facilities didn't match the type of activities preferred, and the availability of the facilities was restrictive. For the students who felt positively about the adequacy of the outdoor facilities near the residence halls, no explanation was necessary since the above circumstances apparently didn't apply.

The only apparent difference in attitudes within any of the sub-groups was between the males and females. More males than females expressed positive attitudes toward the adequacy of outdoor facilities, while more females than males expressed negative attitudes. A reasonable assumption was that the outdoor facilities near the mens' residence halls were more adequate than those outdoor facilities near the womens' residence halls.

Use of Other Campus Facilities

The responses of students were positive toward the use of other campus facilities. An explanation for these attitudes

was that the use of other campus facilities provided a greater variety of facilities, therefore more activities could be included in an activity program. It was reasonable to assume that the use of these additional campus facilities would allow for more flexible scheduling and planning of activities. Another supposition was that the size, accommodations, and location of some other campus facilities might be more conducive to certain activities than residence halls.

All three sub-groups expressed positive attitudes toward the use of other campus facilities consistent with the attitudinal pattern of the total sample. No apparent variations in attitudes existed within any of the sub-groups.

Segment IV - General Categories of Activities

The fourth segment of this study was concerned with the assessment of student attitudes toward five general categories of activities designed for a residence hall activity program. These five items, referred to as categories of activities, were sports and games, social events, nature and outing activities, literary activities, and art, music, drama, and dance activities. A majority of the responses were positive toward the first four categories of activities mentioned. The responses toward the last category of activities mentioned were mostly positive, but not a majority in all cases.

Category of Sports and Games

The fact that students responded positively toward including the category of sports and games in an activity program was not surprising. A simple explanation was that

sports and games are generally considered a favorite resource for leisure time activity by the bulk of society, so it seemed logical that students would possess similar ideas. Another reasonable assumption was that the competitive desires inherent in all human beings were stimulated by the opportunity to participate in sports and games, therefore students naturally responded positively toward this category of activities.

A larger portion of the students majoring in the College of Health, Physical Education, and Recreation felt positively toward including a category of sports and games, than either the College of Letters and Science majors or the College of Education majors. It was fair to assume that a category of sports and games related more directly to the College of Health, Physical Education, and Recreation curriculum. Therefore, it stands to reason that the students majoring in the College of Health, Physical Education, and Recreation would endorse the inclusion of a category of sports and games more positively, since this particular category of activities would probably compliment their academic curriculum.

Category of Social Events

Students were very positive in their attitudes toward including a category of social events. One assumption was that social events have been historically part of campus life so naturally it was traditional to include a category of social events in a residence hall activity program. Another reasonable explanation was that contemporary college students consider their social life as a valuable part of the total

collegiate experience. All three sub-groups responded in a similar fashion with no apparent variation of attitudes toward existing within any of the sub-groups. Learning. Another

Category of Nature and Outing Activities

It was interesting that student attitudes were so positive toward including a category of nature and outing activities in an activity program for residence hall students.

Differences in attitudes toward literary activities were One possible explanation for these attitudes could have been proposed within several of the sub-groups. More females the influence of the recent emphasis on the condition, care, and use of our environment. Today's youth appear to be very interested in exploring nature and the outdoors as a rewarding activity in itself. Another important reason may have been that students associate a solitude and freedom with nature and outing activities, that is very refreshing to them.

The only noticeable difference in attitudes was within the sub-group of males and females. More females than males felt a category of nature and outing activities should be included in a residence hall activity program. Two possible reasons for this difference came to mind. The first assumption was that females had a greater appreciation for the aesthetic quality of nature and the outdoors, which may have influenced their attitudes. A second possible explanation was that males viewed nature and outing activities as more passive and feminine than active and masculine.

Category of Literary Activities

The responses of students were positive toward including a category of literary activities in a residence hall activity

program. It was assumed that students felt a category of literary activities could make a valuable contribution toward supplementing their academic classroom learning. Another explanation was that literary activities were probably the most suitable to the living environment, atmosphere, and physical structure of the available facilities in a typical residence hall.

Differences in attitudes toward literary activities were recognized within several of the sub-groups. More females than males expressed positive attitudes toward including a category of literary activities in an activity program. This finding may be explained by the assertion that females are generally more conscientious about their academic pursuits than males. It was also possible that males and females simply had different interpretations of the meaning of literary activities.

A larger portion of positive attitudes toward including a category of literary activities was found to exist for students majoring in the College of Letters and Science compared to students majoring in the College of Health, Physical Education, and Recreation or the College of Education. A reasonable explanation was that College of Letters and Science majors are presumed to be more academically motivated, so naturally they perceived literary activities as quite relevant to a residence hall activity program.

Category of Art, Music, Drama, and Dance Activities

Student attitudes were mostly positive toward the

inclusion of a category of art, music, drama, and dance activities as part of an activity program for residence hall students. The influence of cultural activity in the family background was cited as a reason why students generally favored art, music, drama, and dance activities for an activity program. One other assumption was that students felt more knowledge of and practical application of art, music, drama, and dance activities were essential, because satisfactory development and understanding of some of these cultural activities were required in the classroom as part of the undergraduate basic studies program.

One difference in student attitudes toward a category of activities such as movies, barbecues, table tennis, of art, music, drama, and dance activities was that more upperclassmen than sophomores or freshmen responded positively. The reasonable assumption for this difference was that most upperclassmen had nearly completed their basic studies program, which most likely included some courses related to art, music, drama, and dance. These upperclassmen probably realized the devotion needed to acquire knowledge and skill in these cultural activities. Upperclassmen could better visualize the value of including a category of art, music, drama, and dance activities in a residence hall activity program.

The other variation in attitudes toward a category of art, music, drama, and dance activities existed within the sub-group of males and females. A logical assumption for more females than males having positive attitudes toward this category of activities was that student needs and interests were extremely diversified.

art, music, drama, and dancing have been traditionally labeled as feminine. If so, males were probably reluctant to respond positively toward activities normally considered feminine.

Segment V - Preference for Specific Activities

The fifth segment of this study provided students the opportunity to select the specific activities they would prefer to be included in a residence hall activity program. It was quite interesting to examine the findings and see the specific activities actually preferred by the residence hall students. One possible explanation for the preference of specific activities such as movies, barbecues, table tennis, bicycling, volleyball, softball, tennis, and canoeing was that students had developed an interest in these activities through previous participation somewhere else. Facilities appropriate to the activities preferred and mentioned above are available on campus, which could be a partial explanation for why those particular activities were most preferred. It was feasible to assume that the preference for some of the specific activities was a result of the activity being part of a popular trend.

In comparing the specific activity preferences of the total sample with each of the sub-groups as well as the activity preferences within each of the sub-groups, it became apparent that student preferences for specific activities were different. The most reasonable explanation for this finding was that student needs and interests were extremely diversified.

Summary

This study was undertaken to assess the attitudes of residence hall students toward the development of a residence hall activity program at the University of Wisconsin-La Crosse and to discover whether student attitudes varied according to their academic classification, sex, and college of academic major. The major purpose of this study was to assess the attitudes of residence hall students at the University of Wisconsin-La Crosse toward the development of a residence hall activity program. Some variation of student attitudes existed within the sub-groups. The conclusions and recommendations resulting from this study are presented in Chapter V.

Students' attitudes toward the development of a residence hall activity program varied according to the student's academic classification, sex, and college of academic major.

A thirty per cent random sample of the total population of students living in ten residence halls were asked to complete a questionnaire regarding their attitudes toward the development of a residence hall activity program. A sixty-seven per cent return was obtained. The five segments involved in the development of a residence hall activity program that were investigated were: (1) innovation of an activity program, (2) administrative responsibility and administration of an activity program, (3) adequacy and use of present campus facilities for an activity program; (4) general categories of activities designed for an activity program, and (5) preference for specific activities in an activity program.

The interpretation of results indicated that students

...of the five segments listed above in a positive manner and one remaining segment in a negative manner.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The major purpose of this study was to assess the attitudes of residence hall students at the University of Wisconsin-La Crosse toward the development of a residence hall activity program. The study also attempted to discover whether student attitudes toward the development of a residence hall activity program varied according to the students' academic classification, sex, and college of academic major.

A twenty per cent random sample of the total population of students living in ten residence halls were asked to complete a questionnaire regarding their attitudes toward the development of a residence hall activity program. A sixty-seven per cent return was obtained. The five segments involved in the development of a residence hall activity program that were investigated were: (1) innovation of an activity program, (2) administrative responsibility and implementation of an activity program, (3) adequacy and use of present campus facilities for an activity program, (4) general categories of activities designed for an activity program, and (5) preference for specific activities in an activity program.

The interpretation of results indicated that students

viewed four of the five segments listed above in a positive manner and the one remaining segment in a negative manner. The student attitudes about the five segments involved in the development of a residence hall activity program were:

1. Students expressed positive attitudes toward Segment I, the innovation of an activity program.
2. Students expressed positive attitudes toward Segment II, the administrative responsibility and implementation of an activity program.
3. Students expressed negative attitudes toward Segment III, the adequacy and use of present campus facilities for an activity program.
4. Students expressed positive attitudes toward Segment IV, the general categories of activities designed for an activity program.
5. Students expressed positive attitudes toward Segment V, the preference for specific activities in an activity program.

An interpretation of the results was conducted to discover whether any differences existed within the sub-groups in their attitudes toward the development of a residence hall activity program. The results indicated that student attitudes did vary according to the academic classification of the resident, sex of the resident, and college of academic major of the resident. Differences in student attitudes were found to exist within the sub-groups toward certain aspects of the five segments involved in the development of a residence hall activity program.

1. More males than females expressed positive attitudes toward the need for a residence hall activity program.
2. More freshmen than sophomores or upperclassmen expressed positive attitudes that an activity program would make residence hall living more attractive.
3. More freshmen than sophomores or upperclassmen expressed positive attitudes toward participating in a residence hall activity program.
4. More sophomores than freshmen or upperclassmen expressed positive attitudes toward designating residence hall students administratively responsible for a residence hall activity program.
5. More females than males expressed positive attitudes toward designating residence hall students administratively responsible for a residence hall activity program.
6. More students majoring in the College of Education than the College of Letters and Science or the College of Health, Physical Education, and Recreation expressed positive attitudes toward designating residence hall students administratively responsible for a residence hall activity program.
7. More freshmen than sophomores or upperclassmen expressed positive attitudes toward including off-campus activities in a residence hall activity program.
8. More freshmen than sophomores or upperclassmen expressed positive attitudes toward including

organized leagues and tournaments for sports and games activities in a residence hall activity program.

9. More males than females expressed positive attitudes toward including organized leagues and tournaments for sports and games activities in a residence hall activity program.

10. More students majoring in the College of Health, Physical Education, and Recreation than in the College of Letters and Science or in the College of Education expressed positive attitudes toward including organized leagues and tournaments for sports and games activities in a residence hall activity program.

11. More sophomores than freshmen or upperclassmen expressed negative attitudes toward the adequacy of indoor residence hall facilities.

12. More students majoring in the College of Health, Physical Education, and Recreation than in the College of Letters and Science or in the College of Education expressed negative attitudes toward the adequacy of indoor facilities in the residence halls.

13. More females than males expressed negative attitudes toward the adequacy of outdoor facilities near the residence halls.

14. More students majoring in the College of Health, Physical Education, and Recreation than in the College of Letters and Science or in the College of Education expressed positive attitudes toward specific activities, but for specific activities were varied.

22. of Education expressed positive attitudes toward including a category of sports and games designed for a residence hall activity program.

15. More females than males expressed positive attitudes toward including a category of nature and outing activities in a residence hall activity program.

16. More females than males expressed positive attitudes toward including a category of literary activities in a residence hall activity program.

17. More students majoring in the College of Letters and Science than in the College of Health, Physical Education, and Recreation or in the College of Education expressed positive attitudes toward including a category of literary activities in a residence hall activity program. Although the attitudes of each of the sub-groups toward the five segments were consistent with the attitudes of the total sample, differences were found to exist within the sub-groups toward certain segments of the five segments. Since student attitudes did vary according to academic classification as the resident, these differences should be taken into account when planning an activity program for residence hall students.

18. More upperclassmen than freshmen or sophomores expressed positive attitudes toward including a category of art, music, drama, and dance activities in a residence hall activity program.

19. More females than males expressed positive attitudes toward including a category of art, music, drama, and dance activities in a residence hall activity program.

20. Freshmen, sophomores, and upperclassmen expressed positive attitudes toward specific activities, but their preferences for specific activities were varied.

21. Males and females expressed positive attitudes toward specific activities, but their preferences for specific activities were varied.

22. Students majoring in the College of Health, Physical Education, and Recreation; in the College of Letters and Science; and in the College of Education expressed positive attitudes toward specific activities, but their preferences for specific activities were varied.

CONCLUSIONS

On the basis of student attitudes toward the five segments involved in the development of a residence hall activity program, it was concluded that a residence hall activity program should be developed at the University of Wisconsin-La Crosse. Although the attitudes of each of the sub-groups toward the five segments were consistent with the attitudes of the total sample, differences were found to exist within the sub-groups toward certain aspects of the five segments. Since student attitudes did vary according to academic classification of the resident, these differences should be taken into account when planning an activity program for residence hall students.

Segment I - Innovation of an Activity Program

Students expressed positive attitudes toward all three questionnaire items relating to the innovation of an activity program. These items dealt with need for an activity program, more attractive residence hall living, and potential student participation. It was concluded that the innovation of a residence hall activity program would be desirable. The residence halls were not adequate for a residence hall activity program, therefore appropriate new facilities should be added besides improving the present facilities in and near

Segment II - Administrative Responsibility and Implementation of an Activity Program

Students expressed positive attitudes toward all four questionnaire items relating to the administrative responsibility and implementation of an activity program. These items dealt with designation of major administrative responsibility, inclusion of off-campus activities, inclusion of coeducational activities, and inclusion of organized leagues and tournaments. It was concluded that residence hall students should be designated as responsible for the major administrative tasks of an activity program. Another conclusion was that off-campus activities, coeducational activities, and organized leagues and tournaments should be implemented as part of a residence hall activity program.

Segment III - Adequacy and Use of Present Campus Facilities For an Activity Program

Students expressed positive and negative attitudes toward the three questionnaire items relating to the adequacy and use of present campus facilities. The two items toward which students expressed negative attitudes dealt with the adequacy of indoor residence hall facilities and the adequacy of outdoor facilities near the residence halls. The one item toward which students expressed positive attitudes dealt with the use of other campus facilities. It was concluded that indoor residence hall facilities and outdoor facilities near the residence halls were not adequate for a residence hall activity program, therefore appropriate new facilities should be added besides improving the present facilities in and near

the residence halls. Another conclusion was that a residence hall activity program should definitely make use of other, the campus buildings and facilities.

Segment IV - General Categories of Activities Designed For an Activity Program

Students expressed positive attitudes toward all five questionnaire items relating to the general categories of activities designed for an activity program. These items dealt with including a category of sports and games, social events, nature and outing activities, literary activities, and art, music, drama, and dance activities. It was concluded that all five categories of activities should be designed and included in a residence hall activity program.

Segment V - Preference For Specific Activities in an Activity Program

Students expressed positive attitudes toward seventy-eight of the eighty-seven questionnaire items (referred to as specific activities) relating to the preference for specific activities. A more positive attitude toward specific activities indicated a preference. It was concluded that the specific activities most preferred by students were movies, barbecues, bicycling, softball, and volleyball, therefore these particular activities should be given priority when initiating specific activities for a residence hall activity program.

(b) The questionnaire percentage of return may be increased by using a follow up letter.

RECOMMENDATIONS

On the basis of the findings presented in this study, the following recommendations were made:

1. Since changes will be made in student housing and students may have different attitudes toward the development of a residence hall activity program, this study should be repeated for the next two years for the purpose of comparison. Based on the experiences of this study, the following suggestions are made:
 - (a) The questionnaire should be tested for statistical validity and reliability.
 - (b) The questionnaire should be shortened by reducing the number of items in the third section.
 - (c) The questionnaires' third section having five responses such as "strongly like," "like," "no opinion," "dislike," and "strongly dislike" may give a more accurate picture of student preferences for specific activities than the "yes" or "no" responses used in the third section of this study.
 - (d) The questionnaires should be distributed and collected by each residence hall council, instead of relying only on the Hall Council Presidents.
 - (e) The questionnaires' percentage of return may be increased by using a follow up letter.

(f) The questionnaire should be formulated with the intent of using mutually exclusive sub-groups. When mutually exclusive sub-groups are used, a chi square statistical test should be used to analyze the data. This test would yield more valuable information pertaining to the specific causes of the differences.

2. Development of a residence hall activity program at the University of Wisconsin-La Crosse should be instigated based on the following specific recommendations:

- (a) Planning should be initiated for the innovation of an activity program for residence hall students.
- (b) It is recommended that residence hall students be given the major administrative responsibility for a residence hall activity program.
- (c) Off-campus activities should be implemented in an activity program for residence hall students.
- (d) Coeducational activities should be implemented in an activity program for residence hall students.
- (e) Organized leagues and tournaments should be implemented in an activity program for residence hall students.
- (f) An attempt should be made to improve the adequacy and of present indoor residence hall facilities for a residence hall activity program.
- (g) An attempt should be made to improve the adequacy of outdoor facilities near the residence halls for a residence hall activity program.

(h) Use should be made of other campus buildings and facilities in an activity program for residence hall students.

(i) It is recommended that a general category of sports and games be designed and included in a residence hall activity program.

(j) It is recommended that a general category of social events be designed and included in a residence hall activity program.

(k) It is recommended that a general category of nature and outing activities be designed and included in a residence hall activity program.

(l) It is recommended that a general category of literary activities be designed and included in a residence hall activity program.

(m) It is recommended that a general category of art, music, drama, and dance activities be designed and included in a residence hall activity program.

(n) An attempt should be made to incorporate the specific activities preferred by residents for a residence hall activity program.

3. Student attitudes did vary according to academic classification of the resident, sex of the resident, and college of academic major of the resident, therefore these differences should be taken into account when planning an activity program for residence hall students.

4. It is recommended that in-service training sessions be developed for residence hall students to provide them with more knowledge and skills in the area of administrative responsibility for a residence hall activity program.
5. The Housing Office Staff could take a more active part in the educational role of student housing by assisting residents in the innovation of other worthwhile residence hall programs.
6. Further and continued research should be done to better determine the specific types of programming activities in which residents have an interest and need.

APPENDIX A

University of Wisconsin
La Crosse, Wisconsin

April 11, 1972

Dear Students:

Student attitudes toward residence hall living are of major importance in evaluating present programs and in planning for the future. One aspect of residence hall living is how students spend their leisure time. The major purpose of this study is to determine the residence hall students' attitudes toward an activity program. A second objective is to determine the types of activities residence hall students would prefer to include in an activity program.

Students often express APPENDIX A opinions, but it is difficult to determine how representative they are of all students living in residence halls. You have been selected as part of a random sample of residence hall students to complete this questionnaire. In order for the information to be meaningful it is important that your responses honestly reflect your personal attitudes. Your responses will remain anonymous.

This study is being done as part of the curriculum leading to a Master's Degree in Student Personnel Services. I am hopeful that the findings of the study will serve as a guideline for future planning of residence hall living. Upon completing the questionnaire, please return it to the Hall Council President. I would like them all returned by April 21, 1972.

Your cooperation is greatly appreciated.

Sincerely,

David A. Brown
University Housing Office

DAW:BB

University of Wisconsin
La Crosse, Wisconsin
University of Wisconsin
La Crosse, Wisconsin

April 11, 1972

Residence Hall Activity Program Questionnaire

April 11, 1972

In order to consider the development of an activity program for residence hall students, your help is needed. Please fill out the questionnaire and return it to your Hall Council President by April 21, 1972. Read each item carefully and

Dear Student:

Student attitudes toward residence hall living are of major importance in evaluating the present programs and in planning for the future. One significant aspect of residence hall living is how individuals spend their leisure time. The major purpose of this study is to determine the residence hall student attitudes toward the development of an activity program designed for residence hall students. A second objective is to determine the types of activities residence hall students would prefer to include in an activity program.

Students often express their opinions, but it is difficult to determine how representative they are of all students living in residence halls. You have been selected as part of a random sample of residence hall students to complete this questionnaire. In order for the information to be meaningful it is important that your responses honestly reflect your personal attitudes. Your responses will remain anonymous.

This study is being done as part of the curriculum leading to a Master's Degree in Student Personnel Services. I am hopeful that the findings of the study will serve as a guideline for future planning of residence hall living. Upon completing the questionnaire, please return it to your Hall Council President. I would like them all returned by April 21, 1972.

Your cooperation is greatly appreciated.

Sincerely,

Lloyd A. Dresen
University Housing Office

LAD:sd

University of Wisconsin
La Crosse, Wisconsin

April 11, 1972

Residence Hall Activity Program Questionnaire

In order to consider the development of an activity program and to plan appropriate activities and facilities for residence hall students, your help is needed. Please fill out the following questionnaire and return it to your Hall Council President by April 21, 1972. Read each item carefully and place an "X" by the one answer you select for each item.

1. What is your present academic classification?

- ☐ 1. Freshman
- ☐ 2. Sophomore
- ☐ 3. Upperclassman

2. What sex?

- ☐ 1. Male
- ☐ 2. Female

3. In what college is your major?

- ☐ 1. Health, Physical Education and Recreation
- ☐ 2. Letters and Science
- ☐ 3. Education

4. The major responsibility for planning, organizing, and developing a residence hall activity program should be that of:

- ☐ 1. Professional Housing Office Staff
- ☐ 2. Residence Hall Government
- ☐ 3. Student Activities Office
- ☐ 4. Residence Hall Students
- ☐ 5. Head Residents and/or Resident Assistants

5. The development of an activity program for residence hall students is needed.

- ☐ 1. Strongly Agree
- ☐ 2. Agree
- ☐ 3. No Opinion
- ☐ 4. Disagree
- ☐ 5. Strongly Disagree

- 2 -

6. An activity program for residence hall students would make residence hall living more attractive.

- ☐ 1. Strongly Agree
- ☐ 2. Agree
- ☐ 3. No Opinion
- ☐ 4. Disagree
- ☐ 5. Strongly Disagree

7. I would participate in an activity program designed for residence hall students.

- ☐ 1. Strongly Agree
- ☐ 2. Agree
- ☐ 3. No Opinion
- ☐ 4. Disagree
- ☐ 5. Strongly Disagree

8. The present indoor residence hall facilities are adequate for an activity program.

- ☐ 1. Strongly Agree
- ☐ 2. Agree
- ☐ 3. No Opinion
- ☐ 4. Disagree
- ☐ 5. Strongly Disagree

9. The present outdoor facilities and areas near the residence halls are adequate for an activity program.

- ☐ 1. Strongly Agree
- ☐ 2. Agree
- ☐ 3. No Opinion
- ☐ 4. Disagree
- ☐ 5. Strongly Disagree

10. A residence hall activity program should make use of other campus buildings and facilities, as well as the residence halls.

- ☐ 1. Strongly Agree
- ☐ 2. Agree
- ☐ 3. No Opinion
- ☐ 4. Disagree
- ☐ 5. Strongly Disagree

11. An activity program for residence hall students should include off-campus activities.

- ☐ 1. Strongly Agree
- ☐ 2. Agree
- ☐ 3. No Opinion
- ☐ 4. Disagree
- ☐ 5. Strongly Disagree

- 3 -

12. Coeducational activities should be included in an activity program for residence hall students.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. No Opinion
☐ 4. Disagree
☐ 5. Strongly Disagree

13. An activity program designed for residence hall students should include Sports and Games, such as archery, badminton, softball, basketball, table games, golf, touch football, and winter sports.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. No Opinion
☐ 4. Disagree
☐ 5. Strongly Disagree

14. If a sports and games program is developed, leagues and tournaments should be organized, instead of just having free recreational play.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. No Opinion
☐ 4. Disagree
☐ 5. Strongly Disagree

15. An activity program designed for residence hall students should include Social Events, such as art shows, picnics, parties, hayrides, and movies.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. No Opinion
☐ 4. Disagree
☐ 5. Strongly Disagree

16. Nature and Outing activities, such as bicycling, camping, fishing, hunting, aquatic sports, and hiking should be included in an activity program for residence hall students.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. No Opinion
☐ 4. Disagree
☐ 5. Strongly Disagree

1. Yes
 2. No

1. Yes
 2. No

24. Softball

1. Yes

1. Yes
 2. No

1. Yes
 2. No

28. Badminton

29. Bowling

- 4 -

17. Literary activities, such as discussion groups, guest speakers, creative writing, mental games, speed reading, pleasure reading, study skill groups and other self-improvement activities should be included in an activity program designed for residence hall students.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. No Opinion
☐ 4. Disagree
☐ 5. Strongly Disagree

18. A residence hall activity program should include activities in the area of Art, Music, Drama, and Dance, such as music listening, painting, drawing and sketching, square dancing, ceramics, folk dancing, skits and sing-alongs.

☐ 1. Strongly Agree
☐ 2. Agree
☐ 3. No Opinion
☐ 4. Disagree
☐ 5. Strongly Disagree

The following activities could be considered for an activity program for residence halls. Please express your personal attitude toward all the activities listed in each of the categories by indicating either "yes" or "no." Place an "X" by the one answer you select for each item.

Team Sports

19. Basketball

☐ 1. Yes
☐ 2. No

20. Field Hockey

☐ 1. Yes
☐ 2. No

21. Ice Hockey

☐ 1. Yes
☐ 2. No

22. La Crosse

☐ 1. Yes
☐ 2. No

23. Soccer

☐ 1. Yes
☐ 2. No

24. Softball

☐ 1. Yes
☐ 2. No

25. Touch Football

☐ 1. Yes
☐ 2. No

26. Volley Ball

☐ 1. Yes
☐ 2. No

Individual and Dual Sports

27. Archery

☐ 1. Yes
☐ 2. No

28. Badminton

☐ 1. Yes
☐ 2. No

29. Bowling

☐ 1. Yes
☐ 2. No

- 5 -

30. Fencing

___ 1. Yes
___ 2. No

33. Ice Skating

___ 1. Yes
___ 2. No

36. Snow Skiing

___ 1. Yes
___ 2. No

39. Trap Shooting

___ 1. Yes
___ 2. No

31. Golf

___ 1. Yes
___ 2. No

34. Paddle Ball

___ 1. Yes
___ 2. No

37. Tennis

___ 1. Yes
___ 2. No

40. Wrestling

___ 1. Yes
___ 2. No

32. Handball

___ 1. Yes
___ 2. No

35. Roller Skating

___ 1. Yes
___ 2. No

38. Track and Field

___ 1. Yes
___ 2. No

60. Swimming

___ 1. Yes
___ 2. No

Gymnastics

41. Exercising

___ 1. Yes
___ 2. No

42. Gymnastics

___ 1. Yes
___ 2. No

43. Weight Training

___ 1. Yes
___ 2. No

Aquatics

44. Canoeing

___ 1. Yes
___ 2. No

45. Swimming & Diving

___ 1. Yes
___ 2. No

46. Water Polo

___ 1. Yes
___ 2. No

Games

47. Billiards

___ 1. Yes
___ 2. No

48. Broom Ball

___ 1. Yes
___ 2. No

49. Card Playing

___ 1. Yes
___ 2. No

50. Croquet

___ 1. Yes
___ 2. No

51. Horseshoes

___ 1. Yes
___ 2. No

52. Shuffle Board

___ 1. Yes
___ 2. No

53. Table Tennis

___ 1. Yes
___ 2. No

54. Curling

___ 1. Yes
___ 2. No

55. Debating

___ 1. Yes
___ 2. No

- 6 -

Social Events

55. Art Shows

☐ 1. Yes
☐ 2. No

56. Banquets

☐ 1. Yes
☐ 2. No

57. Barbecues

☐ 1. Yes
☐ 2. No

58. Card Parties

☐ 1. Yes
☐ 2. No

59. Dances

☐ 1. Yes
☐ 2. No

60. Fashion Shows

☐ 1. Yes
☐ 2. No

61. Festivals

☐ 1. Yes
☐ 2. No

62. Hayrides

☐ 1. Yes
☐ 2. No

63. Ice Skating Parties

☐ 1. Yes
☐ 2. No

64. Movies

☐ 1. Yes
☐ 2. No

65. Scavenger Hunts

☐ 1. Yes
☐ 2. No

66. Swimming Parties

☐ 1. Yes
☐ 2. No
Nature and Outing Activities

67. Astronomy

☐ 1. Yes
☐ 2. No

68. Bicycling

☐ 1. Yes
☐ 2. No

69. Camping

☐ 1. Yes
☐ 2. No

70. Canoe Tripping

☐ 1. Yes
☐ 2. No

71. Fishing

☐ 1. Yes
☐ 2. No

72. Gardening

☐ 1. Yes
☐ 2. No

73. Hiking

☐ 1. Yes
☐ 2. No

74. Horseback Riding

☐ 1. Yes
☐ 2. No

75. Hunting

☐ 1. Yes
☐ 2. No

76. Nature Study

☐ 1. Yes
☐ 2. No

77. Picnics

☐ 1. Yes
☐ 2. No

78. Snowmobiling

☐ 1. Yes
☐ 2. No
Literary Activities

79. Computer Games (Simulation)

☐ 1. Yes
☐ 2. No

80. Creative Writing

☐ 1. Yes
☐ 2. No

81. Debating

☐ 1. Yes
☐ 2. No

- 7 -

82. Discussion Groups
 ___ 1. Yes
 ___ 2. No
83. Educational TV Programs
 ___ 1. Yes
 ___ 2. No
84. Guest Speakers
 ___ 1. Yes
 ___ 2. No
85. Mental Games
 ___ 1. Yes
 ___ 2. No
86. Pleasure Reading
 ___ 1. Yes
 ___ 2. No
87. Speed Reading
 ___ 1. Yes
 ___ 2. No
88. Study Skills Groups
 ___ 1. Yes
 ___ 2. No
89. Tutoring
 ___ 1. Yes
 ___ 2. No
90. Career Advising
 ___ 1. Yes
 ___ 2. No
91. Closed Circuit TV Class Lectures
 ___ 1. Yes
 ___ 2. No

APPENDIX B

Art, Music, Drama, and Dance
Activities

92. Ceramics
 ___ 1. Yes
 ___ 2. No
93. Drawing & Sketching
 ___ 1. Yes
 ___ 2. No
94. Folk Dancing
 ___ 1. Yes
 ___ 2. No
95. Metal Work
 ___ 1. Yes
 ___ 2. No
96. Modern Dancing
 ___ 1. Yes
 ___ 2. No
97. Music Listening
 ___ 1. Yes
 ___ 2. No
98. One Act Plays
 ___ 1. Yes
 ___ 2. No
99. Painting
 ___ 1. Yes
 ___ 2. No
100. Photography
 ___ 1. Yes
 ___ 2. No
101. Sculpturing
 ___ 1. Yes
 ___ 2. No
102. Sewing & Knitting
 ___ 1. Yes
 ___ 2. No
103. Sing-a-Longs
 ___ 1. Yes
 ___ 2. No
104. Skits
 ___ 1. Yes
 ___ 2. No
105. Square Dancing
 ___ 1. Yes
 ___ 2. No

University of Wisconsin
in Cross, Wisconsin

Residence Hall Activity Program Questionnaire

In order to consider the development of an activity program and to plan appropriate activities and facilities for residence hall students, your help is needed. Please fill out the following questionnaire and return it to your Hall Council President by April 21, 1972. Read each item carefully and make only one answer you select for each item.

24190 questionnaires (87.3%) returned from a random sample of 411 undergraduate students living in the residence

Appendix B

		1. What is your present academic classification?
147	38.3	1. Freshman
815	39.5	2. Sophomore
136	33.4	3. Upperclassman
		2. What sex?
118	40.6	1. Male
177	39.3	2. Female
		3. In what college is your major?
122	42.6	1. Health, Physical Education and Recreation
107	36.4	2. Letters and Science
57	19.6	3. Education
		4. The major responsibility for planning, organizing, and developing a residence hall activity program should be that of:
24	4.2	1. Professional Housing Office Staff
92	2.7	2. Residence Hall Government
34	1.7	3. Student Activities Office
127	3.2	4. Residence Hall Students
7	2.4	5. Non-Residents and/or Resident Assistants
		5. The development of an activity program for residence hall students is needed.
120	17.0	1. Strongly Agree
130	32.5	2. Agree
24	3.1	3. No Opinion
1	1.3	4. Disagree
2	1.7	5. Strongly Disagree
		6. An activity program for residence hall students would make residence hall living more attractive.
100	32.6	1. Strongly Agree
140	31.3	2. Agree
36	12.1	3. No Opinion
14	3.4	4. Disagree
9	1.7	5. Strongly Disagree

University of Wisconsin
La Crosse, Wisconsin

Results of Residence Hall Activity Program Questionnaire

In order to consider the development of an activity program and to plan appropriate activities and facilities for residence hall students, your help is needed. Please fill out the following questionnaire and return it to your Hall Council President by April 21, 1972. Read each item carefully and place an "X" by the one answer you select for each item.

NOTE: N=290 questionnaires (67.3%) returned from a random sample of 431 undergraduate students living in the residence halls.

Total Group
Raw %

1. What is your present academic classification?
 1. Freshman
 2. Sophomore
 3. Upperclassman

147	50.6
115	39.6
28	9.6
2. What sex?
 1. Male
 2. Female

118	40.6
172	59.3
3. In what college is your major?
 1. Health, Physical Education and Recreation
 2. Letters and Science
 3. Education

122	42.0
107	36.8
57	19.6
4. The major responsibility for planning, organizing, and developing a residence hall activity program should be that of:
 1. Professional Housing Office Staff
 2. Residence Hall Government
 3. Student Activities Office
 4. Residence Hall Students
 5. Head Residents and/or Resident Assistants

24	8.2
92	31.7
34	11.7
123	42.4
7	2.4
5. The development of an activity program for residence hall students is needed.
 1. Strongly Agree
 2. Agree
 3. No Opinion
 4. Disagree
 5. Strongly Disagree

110	37.9
138	47.5
27	9.3
9	3.1
5	1.7
6. An activity program for residence hall students would make residence hall living more attractive.
 1. Strongly Agree
 2. Agree
 3. No Opinion
 4. Disagree
 5. Strongly Disagree

90	31.0
149	51.3
36	12.4
10	3.4
5	1.7

- 2 -

Total Group
Raw %

7. I would participate in an activity program designed for residence hall students.
- | | | |
|-----|------|----------------------|
| 63 | 21.7 | 1. Strongly Agree |
| 161 | 55.5 | 2. Agree |
| 41 | 14.1 | 3. No Opinion |
| 14 | 4.8 | 4. Disagree |
| 7 | 2.4 | 5. Strongly Disagree |
8. The present indoor residence hall facilities are adequate for an activity program.
- | | | |
|-----|------|----------------------|
| 11 | 3.7 | 1. Strongly Agree |
| 29 | 10.0 | 2. Agree |
| 38 | 13.1 | 3. No Opinion |
| 148 | 51.0 | 4. Disagree |
| 63 | 21.7 | 5. Strongly Disagree |
9. The present outdoor facilities and areas near the residence halls are adequate for an activity program.
- | | | |
|-----|------|----------------------|
| 24 | 8.2 | 1. Strongly Agree |
| 127 | 43.7 | 2. Agree |
| 18 | 6.2 | 3. No Opinion |
| 86 | 29.6 | 4. Disagree |
| 35 | 12.0 | 5. Strongly Disagree |
10. A residence hall activity program should make use of other campus buildings and facilities, as well as the residence halls.
- | | | |
|-----|------|----------------------|
| 105 | 36.2 | 1. Strongly Agree |
| 159 | 54.8 | 2. Agree |
| 22 | 7.5 | 3. No Opinion |
| 2 | 0.6 | 4. Disagree |
| 1 | 0.3 | 5. Strongly Disagree |
11. An activity program for residence hall students should include off-campus activities.
- | | | |
|-----|------|----------------------|
| 65 | 22.4 | 1. Strongly Agree |
| 144 | 49.6 | 2. Agree |
| 64 | 22.0 | 3. No Opinion |
| 16 | 5.5 | 4. Disagree |
| 1 | 0.3 | 5. Strongly Disagree |
12. Coeducational activities should be included in an activity program for residence hall students.
- | | | |
|-----|------|----------------------|
| 171 | 58.9 | 1. Strongly Agree |
| 104 | 35.8 | 2. Agree |
| 11 | 3.7 | 3. No Opinion |
| 4 | 1.3 | 4. Disagree |
| 0 | 0.0 | 5. Strongly Disagree |

- 3 -

Total Group

Raw %

		13.	An activity program designed for residence hall students should include <u>Sports and Games</u> , such as archery, badminton, softball, basketball, table games, golf, touch football, and winter sports.
142	48.9	1.	Strongly Agree
124	42.7	2.	Agree
17	5.8	3.	No Opinion
4	1.3	4.	Disagree
2	0.6	5.	Strongly Disagree
		14.	If a sports and games program is developed, leagues and tournaments should be organized, instead of just having free recreational play.
81	27.9	1.	Strongly Agree
106	36.5	2.	Agree
43	14.8	3.	No Opinion
44	15.1	4.	Disagree
15	5.1	5.	Strongly Disagree
		15.	An activity program designed for residence hall students should include <u>Social Events</u> , such as art shows, picnics, parties, hayrides, and movies.
134	46.2	1.	Strongly Agree
135	46.5	2.	Agree
13	4.4	3.	No Opinion
7	2.4	4.	Disagree
1	0.3	5.	Strongly Disagree
		16.	Nature and Outing activities, such as bicycling, camping, fishing, hunting, aquatic sports, and hiking should be included in an activity program for residence hall students.
132	45.5	1.	Strongly Agree
126	43.4	2.	Agree
24	8.2	3.	No Opinion
6	2.0	4.	Disagree
2	0.6	5.	Strongly Disagree
		17.	Literary activities, such as discussion groups, guest speakers, creative writing, mental games, speed reading, pleasure reading, study skill groups and other self-improvement activities should be included in an activity program designed for residence hall students.
55	18.9	1.	Strongly Agree
118	40.6	2.	Agree
75	25.8	3.	No Opinion
35	12.0	4.	Disagree
7	2.4	5.	Strongly Disagree

Total Group

Raw %

		18. A residence hall activity program should include activities in the area of <u>Art, Music, Drama, and Dance</u> , such as music listening, painting, drawing and sketching, square dancing, ceramics, folk dancing, skits and sing-a-longs.
90	24.1	1. Strongly Agree
119	41.0	2. Agree
68	23.4	3. No Opinion
26	8.9	4. Disagree
6	2.0	5. Strongly Disagree

The following activities could be considered for any activity program for residence halls. Please express your personal attitude toward all the activities listed in each of the categories by indicating either "yes" or "no". Place an "X" by the one answer you select for each item.

Team SportsTotal Group

Raw %

		19. Basketball
262	90.3	1. Yes
27	9.3	2. No

Total Group

Raw %

		20. Field Hockey
120	41.3	1. Yes
168	57.9	2. No

Total Group

Raw %

		21. Ice Hockey
147	50.6	1. Yes
137	47.2	2. No

		22. La Crosse
136	46.8	1. Yes
141	48.6	2. No

		23. Soccer
199	68.6	1. Yes
87	29.9	1. No

		24. Softball
269	92.7	1. Yes
20	6.8	2. No

		25. Touch Football
249	85.8	1. Yes
36	12.4	2. No

		26. Volley Ball
268	92.4	1. Yes
17	5.8	2. No

Individual and Dual Sports

		27. Archery
221	76.2	1. Yes
68	23.4	2. No

		28. Badminton
255	87.9	1. Yes
34	11.7	1. No

		29. Bowling
257	88.6	1. Yes
32	11.0	2. No

		30. Fencing
156	53.7	1. Yes
131	45.1	2. No

		31. Golf
211	72.7	1. Yes
74	25.5	2. No

		32. Handball
212	73.1	1. Yes
76	26.2	2. No

		33. Ice Skating
242	83.4	1. Yes
47	16.2	2. No

		34. Paddle Ball
199	68.6	1. Yes
88	30.3	2. No

		35. Roller Skating
217	74.8	1. Yes
70	24.1	2. No

		36. Snow Skiing
234	80.6	1. Yes
55	18.9	2. No

		37. Tennis
263	90.6	1. Yes
25	8.6	2. No

		38. Track & Field
188	64.8	1. Yes
98	33.7	2. No

		39. Trap Shooting
145	50.0	1. Yes
141	48.6	2. No

		40. Wrestling
143	49.3	1. Yes
143	49.3	2. No

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GymnasticsTotal Group

Raw	%						
		41. Exercising	42. Gymnastics	43. Weight Training			
218	75.1	1. Yes	189 65.1	1. Yes	191	65.8	1. Yes
71	24.4	2. No	99 34.1	2. No	94	32.4	2. No

Aquatics

		44. Canoeing	45. Swimming & Diving	46. Water Polo			
256	88.2	1. Yes	251 86.5	1. Yes	183	63.1	1. Yes
32	11.0	2. No	38 13.1	2. No	104	35.8	2. No

Games

		47. Billiards	48. Broom Ball	49. Card Playing			
236	81.3	1. Yes	163 56.2	1. Yes	223	76.8	1. Yes
51	17.5	2. No	122 42.0	2. No	66	22.7	2. No
		50. Croquet	51. Horseshoes	52. Shuffle Board			
180	62.0	1. Yes	181 62.4	1. Yes	181	62.4	1. Yes
106	36.5	2. No	106 36.5	2. No	106	36.5	2. No
		53. Table Tennis	54. Curling				
267	92.0	1. Yes	159 54.8	1. Yes			
22	7.5	2. No	125 43.1	2. No			

Social Events

		55. Art Shows	56. Banquets	57. Barbecues			
165	56.8	1. Yes	174 59.9	1. Yes	274	94.4	1. Yes
120	41.3	2. No	116 40.0	2. No	16	5.5	2. No
		58. Card Parties	59. Dances	60. Fashion Shows			
197	67.9	1. Yes	252 86.8	1. Yes	123	42.4	1. Yes
90	31.0	2. No	37 12.7	2. No	163	56.2	2. No
		61. Festivals	62. Hayrides	63. Ice Skating Pts			
234	80.6	1. Yes	244 84.1	1. Yes	243	83.7	1. Yes
51	17.5	2. No	45 15.5	2. No	46	15.8	2. No
		64. Movies	65. Scavenger Hunts	66. Swimming Pts.			
277	95.5	1. Yes	175 60.3	1. Yes	249	85.8	1. Yes
12	4.1	2. No	113 38.9	2. No	40	13.7	2. No

Nature and Outing Activities

		67. Astronomy	68. Bicycling	69. Camping			
126	43.4	1. Yes	269 92.7	1. Yes	259	89.3	1. Yes
156	53.7	2. No	20 6.8	2. No	30	10.3	2. No
		70. Canoe Tripping	71. Fishing	72. Gardening			
259	89.3	1. Yes	202 69.6	1. Yes	90	31.0	1. Yes
27	9.3	2. No	83 28.6	2. No	196	67.5	2. No
		73. Hiking	74. Horseback Riding	75. Hunting			
256	88.2	1. Yes	238 82.0	1. Yes	158	54.4	1. Yes
32	11.0	2. No	50 17.2	2. No	130	44.8	2. No

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Total Group

Raw	%								
		76. Nature Study		77. Picnics		78. Snowmobiling			
160	55.1	1. Yes	258 88.9	1. Yes	216 74.4	1. Yes			
125	43.1	2. No	28 9.6	2. No	71 24.4	2. No			
		<u>Literary Activities</u>							
		79. Computer Games (Simulation)		80. Creative Writing		81. Debating			
148	51.0	1. Yes	126 43.4	1. Yes	121 41.7	1. Yes			
139	47.9	2. No	164 56.5	2. No	168 57.9	2. No			
		82. Discussion Groups		83. Educational TV		84. Guest Speakers			
160	55.1	1. Yes	134 46.2	1. Yes	194 66.8	1. Yes			
129	44.4	2. No	153 52.7	2. No	96 33.1	2. No			
		85. Mental Games		86. Pleasure Reading		87. Speed Reading			
170	58.6	1. Yes	187 64.4	1. Yes	167 57.5	1. Yes			
119	41.0	2. No	102 35.1	2. No	123 42.4	2. No			
		88. Study Skills Groups		89. Tutoring		90. Career Advising			
146	50.3	1. Yes	227 78.2	1. Yes	225 77.5	1. Yes			
142	48.9	2. No	63 21.7	2. No	65 22.4	2. No			
		91. Closed Circuit TV Class Lectures							
194	66.8	1. Yes							
95	32.7	2. No							
		<u>Art, Music, Drama, and Dance Activities</u>							
		92. Ceramics		93. Drawing & Sketching		94. Folk Dancing			
179	61.7	1. Yes	181 64.2	1. Yes	176 60.6	1. Yes			
102	35.1	2. No	99 34.1	2. No	106 36.5	2. No			
		95. Metal Work		96. Modern Dance		97. Music Listening			
149	51.3	1. Yes	173 59.6	1. Yes	202 69.6	1. Yes			
133	45.8	2. No	108 37.2	2. No	78 26.8	2. No			
		98 One Act Plays		99. Painting		100. Photography			
168	57.9	1. Yes	175 60.3	1. Yes	209 72.0	1. Yes			
111	38.2	2. No	107 36.8	2. No	73 24.8	2. No			
		101 Sculpturing		102. Sewing & Knitting		103. Sing-a-Longs			
166	57.2	1. Yes	167 57.5	1. Yes	178 61.3	1. Yes			
116	40.0	2. No	116 40.0	2. No	104 35.8	2. No			
		104 Skits		105. Square Dancing					
168	57.9	1. Yes	179 61.7	1. Yes					
111	38.2	2. No	102 35.1	2. No					

University of Mississippi
 in 2003-4

APPENDIX C: ATTENDANCE AND ACTIVITY IN PROGRAM OF 2010-11

No.	Response	Attendance		Activity		Total		Total		Total	
		Days	Hours	Days	Hours	Days	Hours	Days	Hours	Days	Hours
		0-23	0-23	0-23	0-23	0-23	0-23	0-23	0-23	0-23	0-23
		0-23	0-23	0-23	0-23	0-23	0-23	0-23	0-23	0-23	0-23

1.	Professional Housing	9.0	33.2	13.1	4.0	27.1	9.0	33.2	13.1	4.0	27.1
	Office Refs	25.0	33.1	33.1	4.0	40.1	33.1	33.1	33.1	33.1	33.1
	2. Residence Hall Cove.	25.0	33.1	33.1	4.0	40.1	33.1	33.1	33.1	33.1	33.1
	3. Student Activities	10.0	10.7	9.1	3.0	12.1	10.0	10.7	9.1	3.0	12.1
	Office	10.0	10.7	9.1	3.0	12.1	10.0	10.7	9.1	3.0	12.1
	4. Residence Hall	40.0	35.7	37.1	4.0	41.1	40.0	35.7	37.1	4.0	41.1
2.	Students	10.0	0.0	1.5	3.0	4.5	10.0	0.0	1.5	3.0	4.5
	5. Other	10.0	7.1	7.1	3.0	10.1	10.0	7.1	7.1	3.0	10.1
	6. Other	40.0	35.2	37.1	4.0	41.1	40.0	35.2	37.1	4.0	41.1
	7. Other	40.0	35.2	37.1	4.0	41.1	40.0	35.2	37.1	4.0	41.1
	8. Other	40.0	35.2	37.1	4.0	41.1	40.0	35.2	37.1	4.0	41.1
	9. Other	40.0	35.2	37.1	4.0	41.1	40.0	35.2	37.1	4.0	41.1
3.	Strongly Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	2. Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	3. No Opinion	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	4. Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	5. Strongly Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	6. No Response	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
4.	Strongly Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	2. Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	3. No Opinion	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	4. Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	5. Strongly Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	6. No Response	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
5.	Strongly Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	2. Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	3. No Opinion	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	4. Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	5. Strongly Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	6. No Response	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
6.	Strongly Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	2. Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	3. No Opinion	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	4. Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	5. Strongly Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	6. No Response	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
7.	Strongly Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	2. Agree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	3. No Opinion	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	4. Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	5. Strongly Disagree	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0
	6. No Response	10.0	10.0	10.0	3.0	13.0	10.0	10.0	10.0	3.0	13.0

University of Wisconsin
La Crosse, Wisconsin

RESULTS OF RESIDENCE HALL ACTIVITIES PROGRAM QUESTIONNAIRE
N=290

No.	Responses	Freshmen	Soph	Upper	Males	Females	HPER	Letters & Science	Education
		N=147 N=50.6%	N=115 N=39.6%	N=28 N=9.6%	N=118 N=40.6%	N=172 N=59.3%	N=122 N=42.0%	N=107 N=36.8%	N=57 N=19.6%
4.	1. Professional Housing								
	Office Staff	9.5	5.2	14.2	12.7	5.2	9.8	7.4	7.0
	2. Residence Hall Govt.	29.9	33.9	32.1	35.5	29.0	33.6	31.7	28.0
	3. Student Activities								
	Office	14.2	8.6	10.7	9.3	13.3	10.6	14.0	10.5
	4. Residence Hall								
	Students	40.1	46.9	35.7	37.2	45.9	40.1	40.1	50.8
	5. Head Residents/ Resident Assists.	3.4	1.7	0.0	1.6	2.9	2.4	2.8	1.7
	6. No response	2.7	3.4	7.1	3.3	3.4	3.2	3.7	1.7
5.	1. Strongly Agree	34.6	40.0	46.4	43.2	34.3	45.9	36.4	22.8
	2. Agree	50.3	46.0	39.2	47.4	47.6	39.3	50.4	61.4
	3. No Opinion	10.8	6.0	14.2	7.6	10.4	10.6	8.4	8.7
	4. Disagree	2.7	4.3	0.0	0.8	4.6	3.2	1.8	3.5
	5. Strongly Disagree	0.6	3.4	0.0	0.8	2.3	0.8	1.8	3.5
	6. No Response	0.6	0.0	0.0	0.0	0.5	0.0	0.9	0.0
6.	1. Strongly Agree	26.5	33.9	42.8	34.7	28.4	34.4	31.7	21.0
	2. Agree	58.5	46.0	35.7	48.3	53.4	48.3	52.3	59.6
	3. No Opinion	10.8	13.0	17.8	11.0	13.3	13.1	10.2	14.0
	4. Disagree	4.0	2.6	3.5	3.3	3.4	4.0	2.8	1.7
	5. Strongly Disagree	0.0	4.3	0.0	2.5	1.1	0.0	2.8	3.5
	6. No Response	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7.	1. Strongly Agree	23.8	18.2	25.0	25.4	19.1	26.2	21.4	12.2
	2. Agree	57.1	55.6	46.4	54.2	56.3	51.6	57.0	63.1
	3. No Opinion	17.0	12.1	7.1	13.5	14.5	14.7	14.0	10.5
	4. Disagree	2.0	8.6	3.5	4.2	5.2	3.2	4.6	8.7
	5. Strongly Disagree	0.0	3.4	10.7	1.6	2.9	1.6	1.8	5.2
	6. No Response	0.0	1.7	7.1	0.8	1.7	2.4	0.9	0.0

No.	Responses	Letters & Science							Education
		Freshmen	Soph	Upper	Males	Females	HPER		
8.	1. Strongly Agree	3.4	4.3	3.5	6.7	1.7	3.2	3.7	5.2
	2. Agree	8.8	8.6	21.4	11.0	9.3	8.1	11.2	12.2
	3. No Opinion	16.3	10.4	7.1	9.3	15.6	9.0	14.0	19.2
	4. Disagree	53.7	49.5	42.8	45.7	54.6	54.9	45.7	52.6
	5. Strongly Disagree	17.0	26.9	25.0	27.1	18.0	24.5	24.2	10.5
	6. No Response	0.6	0.0	0.0	0.0	0.5	0.0	0.9	0.0
9.	1. Strongly Agree	8.8	7.8	7.1	10.1	6.9	10.6	6.5	7.0
	2. Agree	44.2	44.3	39.2	44.9	43.0	44.2	41.1	47.3
	3. No Opinion	4.7	7.8	7.1	5.0	6.9	7.3	7.4	1.7
	4. Disagree	33.3	26.0	25.0	25.4	32.5	24.5	30.8	36.8
	5. Strongly Disagree	8.8	13.9	21.4	14.4	10.4	13.1	14.0	7.0
	6. No Response	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10.	1. Strongly Agree	36.7	33.0	46.4	38.1	34.8	35.2	41.1	28.0
	2. Agree	54.4	56.5	50.0	50.8	57.5	56.5	47.6	64.9
	3. No Opinion	6.8	9.5	3.5	9.3	6.3	6.5	9.3	7.0
	4. Disagree	0.6	0.8	0.0	0.8	0.5	1.6	0.0	0.0
	5. Strongly Disagree	0.6	0.0	0.0	0.8	0.0	0.0	0.9	0.0
	6. No Response	0.6	0.0	0.0	0.0	0.5	0.0	0.9	0.0
11.	1. Strongly Agree	23.8	22.6	14.2	25.4	20.3	23.7	25.2	12.2
	2. Agree	49.6	49.5	50.0	44.0	53.4	48.3	49.5	52.6
	3. No Opinion	21.7	22.6	21.4	24.5	20.3	21.3	22.4	24.5
	4. Disagree	4.7	4.3	14.2	5.9	5.2	5.7	2.8	10.5
	5. Strongly Disagree	0.0	0.8	0.0	0.0	0.5	0.8	0.0	0.0
	6. No Response	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12.	1. Strongly Agree	53.0	65.2	64.2	62.7	56.3	59.8	64.4	47.3
	2. Agree	40.8	29.5	35.7	30.5	39.5	36.0	28.9	47.3
	3. No Opinion	4.0	4.3	0.0	5.0	2.9	1.6	5.6	5.2
	4. Disagree	2.0	0.8	0.0	1.6	1.1	2.4	0.9	0.0
	5. Strongly Disagree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	6. No Response	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

No. Responses							Letters & Science Education	
	Freshmen	Soph	Upper	Males	Females	HPER		
13. 1. Strongly Agree	5.10	46.9	46.4	50.8	47.6	51.6	48.5	43.8
2. Agree	41.4	45.2	39.2	43.2	42.4	42.6	42.0	43.8
3. No Opinion	5.4	5.2	10.7	3.3	7.5	4.0	5.6	10.5
4. Disagree	0.6	1.7	3.5	0.8	1.7	1.6	0.9	1.7
5. Strongly Disagree	0.6	0.8	0.0	1.6	0.0	0.0	1.8	0.0
6. No Response	0.6	0.0	0.0	0.0	0.5	0.0	0.19	0.0
14. 1. Strongly Agree	51.0	30.4	35.7	32.2	25.0	28.6	30.8	19.2
2. Agree	41.4	40.0	35.7	46.6	29.6	40.9	33.6	33.3
3. No Opinion	5.4	16.5	10.7	7.6	19.7	16.3	9.3	22.8
4. Disagree	0.6	9.5	7.1	8.4	19.7	12.2	16.8	19.2
5. Strongly Disagree	0.6	3.4	10.7	5.0	5.2	1.6	8.4	5.2
6. No Response	0.6	0.0	0.0	0.0	0.5	0.0	0.9	0.0
15. 1. Strongly Agree	43.5	46.0	60.7	44.9	47.0	50.8	45.7	38.5
2. Agree	49.6	46.0	32.1	46.6	46.5	39.3	48.5	57.8
3. No Opinion	4.7	3.4	7.1	5.9	3.4	4.0	5.6	1.7
4. Disagree	2.0	3.4	0.0	2.5	2.3	5.7	0.0	0.0
5. Strongly Disagree	0.0	0.8	0.0	0.0	0.5	0.0	0.0	1.7
6. No Response	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
16. 1. Strongly Agree	44.8	43.4	57.1	38.9	50.0	47.5	49.5	35.0
2. Agree	41.4	48.6	32.1	44.0	43.0	40.9	42.0	50.8
3. No Opinion	11.5	3.4	10.7	13.5	4.6	10.6	5.6	7.0
4. Disagree	2.0	2.6	0.0	3.3	1.1	0.8	2.8	3.5
5. Strongly Disagree	0.0	1.7	0.0	0.0	1.1	0.0	0.0	3.5
6. No Response	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17. 1. Strongly Agree	18.3	19.1	21.4	16.9	20.3	18.0	24.2	10.5
2. Agree	40.1	41.7	39.2	37.2	43.0	36.0	44.8	42.1
3. No Opinion	27.2	27.8	10.7	28.8	23.8	33.6	15.8	28.0
4. Disagree	12.2	8.6	25.0	13.5	11.0	10.6	13.0	14.0
5. Strongly Disagree	2.0	2.6	3.5	3.3	1.7	1.6	1.8	5.2
6. No Response	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
28. 1. Yes	11.5	11.0	14.2	16.9	0.1	7.3	13.0	17.5
2. No								

No.	Responses	Freshmen	Soph	Upper	Males	Females	HPER	Letters & Science	Education
18.	1. Strongly Agree	23.1	24.3	28.5	19.4	27.3	22.9	23.3	26.3
	2. Agree	43.5	36.5	46.4	25.4	51.7	41.8	41.1	40.3
	3. No Opinion	22.4	26.9	14.2	38.1	13.3	23.7	26.1	17.5
	4. Disagree	8.1	10.4	7.1	12.7	6.3	9.8	7.4	10.5
	5. Strongly Disagree	2.0	1.7	3.5	3.3	1.1	1.6	0.9	5.2
	6. No Response	0.6	0.0	0.0	0.8	0.0	0.0	0.9	0.0
19.	1. Yes	91.1	88.6	92.8	91.5	89.5	90.9	87.8	94.7
	2. No	8.1	11.3	7.1	8.4	9.8	8.1	12.1	5.2
20.	1. Yes	38.7	41.7	53.5	45.7	38.3	48.3	34.5	38.5
	2. No	59.8	58.2	46.4	54.2	60.4	50.8	64.4	61.4
21.	1. Yes	48.9	50.4	60.7	62.7	42.4	54.9	47.6	47.3
	2. No	48.9	46.9	39.2	36.4	64.6	42.6	49.5	52.6
22.	1. Yes	46.2	46.9	50.0	49.1	45.3	48.3	44.8	49.1
	2. No	47.6	49.5	50.0	48.3	48.8	48.3	49.5	45.6
23.	1. Yes	69.3	68.6	64.2	74.5	64.5	72.1	66.3	64.9
	2. No	29.2	29.5	35.7	25.4	33.1	26.2	31.7	35.0
24.	1. Yes	93.8	91.3	92.8	94.0	91.8	94.2	90.6	94.7
	2. No	5.4	8.6	7.1	5.9	7.5	4.9	9.3	5.2
25.	1. Yes	85.0	85.2	92.8	91.5	81.9	86.8	84.1	87.7
	2. No	12.2	13.9	7.1	7.6	15.6	10.6	14.0	12.2
26.	1. Yes	93.8	91.3	89.2	91.5	93.0	94.2	89.7	94.7
	2. No	3.4	7.8	10.7	6.7	5.2	4.0	8.4	3.5
27.	1. Yes	76.8	76.5	71.4	76.2	76.1	77.0	73.8	80.7
	2. No	22.4	23.4	28.5	23.7	23.2	22.1	26.1	19.2
28.	1. Yes	87.7	88.6	85.7	83.0	91.2	91.8	86.9	82.4
	2. No	11.5	11.3	14.2	16.9	8.1	7.3	13.0	17.5
41.	2. No	20.4	29.5	25.0	38.9	14.5	18.0	30.8	28.0

No.	Responses							Letters & Science Education	
		Freshmen	Soph	Upper	Males	Females	HPER		
29.	1. Yes	90.4	85.2	92.8	83.8	91.8	87.7	88.7	89.4
	2. No	8.8	14.7	7.1	16.0	7.5	11.4	11.2	10.5
30.	1. Yes	53.0	55.6	50.0	49.1	56.9	56.5	51.4	52.6
	2. No	45.5	43.4	50.0	50.8	41.2	41.8	47.6	47.3
31.	1. Yes	70.7	74.7	75.0	80.5	67.4	77.0	70.0	70.1
	2. No	26.5	24.3	25.0	19.4	29.6	19.6	28.9	29.8
32.	1. Yes	69.3	77.3	75.0	84.7	65.1	77.8	71.0	64.9
	2. No	29.2	22.6	25.0	15.2	33.7	20.4	28.9	35.0
33.	1. Yes	83.6	83.4	82.1	72.8	90.6	85.2	78.5	89.7
	2. No	15.6	16.5	17.8	27.1	8.7	13.9	21.4	12.2
34.	1. Yes	68.7	66.0	78.5	77.9	62.2	73.7	66.3	63.1
	2. No	29.9	33.0	21.4	21.1	36.6	24.5	32.7	36.8
35.	1. Yes	73.4	77.3	71.4	59.3	85.4	75.4	71.0	78.9
	2. No	25.8	21.7	25.0	38.9	13.9	22.9	28.0	21.0
36.	1. Yes	81.6	80.0	78.5	79.6	81.3	83.6	77.5	78.9
	2. No	17.6	20.0	21.4	20.3	18.0	15.5	22.4	21.0
37.	1. Yes	89.7	90.4	96.4	88.9	91.8	91.8	88.7	91.2
	2. No	8.8	9.5	3.5	11.0	6.9	6.5	11.2	8.7
38.	1. Yes	65.3	66.0	57.1	73.7	58.7	67.2	65.4	59.6
	2. No	33.3	32.1	42.8	25.4	39.5	31.1	32.7	40.3
39.	1. Yes	49.6	50.4	50.0	61.8	41.8	55.7	50.4	38.5
	2. No	48.9	47.8	50.0	37.2	56.3	43.4	46.7	61.4
40.	1. Yes	46.9	50.4	57.1	65.2	38.3	52.4	51.4	38.5
	2. No	51.0	48.6	42.8	34.7	59.3	45.9	46.7	61.4
41.	1. Yes	78.9	70.4	75.0	61.0	84.8	81.1	69.1	71.9
	2. No	20.4	29.5	25.0	38.9	14.5	18.0	30.8	28.0

No.	Responses	Letters & Science							Education
		Freshmen	Soph	Upper	Males	Females	HPER		
42.	1. Yes	68.7	62.6	57.1	61.8	67.4	70.4	65.4	54.3
	2. No.	29.9	37.3	42.8	38.1	31.3	27.8	34.5	45.6
43.	1. Yes	66.6	63.4	71.4	76.2	58.7	73.7	64.4	54.3
	2. No	30.6	35.6	28.5	23.7	38.3	24.5	32.7	45.6
44.	1. Yes	90.4	82.6	100.0	84.7	90.6	90.1	85.9	87.7
	2. No	8.8	16.5	0.0	15.2	8.1	9.0	13.0	12.2
45.	1. Yes	88.4	84.3	85.7	80.5	90.6	90.1	82.2	85.9
	2. No	10.8	15.6	14.2	19.4	8.7	9.0	17.7	14.0
46.	1. Yes	63.2	62.6	64.2	67.7	59.8	64.7	60.7	63.1
	2. No	35.3	36.5	35.7	32.2	38.3	33.6	38.3	36.8
47.	1. Yes	80.9	80.8	85.7	92.3	73.8	86.6	84.1	71.9
	2. No	17.6	18.2	14.2	7.6	24.4	14.7	14.9	28.0
48.	1. Yes	51.7	80.8	60.7	60.1	53.4	63.9	51.4	49.1
	2. No	45.5	39.1	35.7	39.8	43.6	33.6	46.7	50.8
49.	1. Yes	76.8	74.8	85.7	77.1	76.7	77.0	79.4	71.9
	2. No	22.4	25.2	14.2	22.8	22.6	22.1	20.5	28.0
50.	1. Yes	64.3	58.7	55.3	66.4	68.8	62.6	64.2	61.8
	2. No	35.1	41.0	43.8	33.1	30.5	36.6	35.1	37.6
51.	1. Yes	66.6	58.2	57.1	61.0	63.3	63.1	61.6	63.1
	2. No	31.9	40.8	42.8	38.9	34.8	35.2	37.3	36.8
52.	1. Yes	61.9	60.8	71.4	58.4	65.1	63.9	61.6	61.4
	2. No	36.0	39.1	28.5	41.5	33.1	34.4	37.3	38.5
53.	1. Yes	91.1	93.0	92.8	91.5	92.4	91.8	94.3	89.4
	2. No	8.1	6.9	7.1	8.4	6.9	7.3	5.6	10.5
54.	1. Yes	51.7	58.2	57.1	58.4	52.3	59.0	51.4	52.6
	2. No	44.8	40.8	42.8	40.6	44.7	38.5	45.7	47.3

No.	Responses	Letters & Science Education							
		Freshmen	Soph	Upper	Males	Females	HPER		
55.	1. Yes	56.4	54.7	67.8	45.7	64.5	51.6	58.8	63.1
	2. No	41.4	43.4	32.1	54.2	32.5	46.7	38.3	36.8
56.	1. Yes	63.2	55.6	60.7	55.0	63.3	59.0	57.9	64.9
	2. No	36.7	44.3	39.2	44.9	36.6	40.9	42.0	35.0
57.	1. Yes	93.1	94.7	100.0	90.6	97.0	94.2	93.4	96.4
	2. No	6.8	5.2	0.0	9.3	2.9	5.7	6.5	3.5
58.	1. Yes	67.3	65.2	81.1	71.1	65.6	68.8	68.2	64.9
	2. No	31.2	33.9	17.8	27.9	33.1	30.3	29.9	35.0
59.	1. Yes	88.4	84.3	89.2	83.0	89.5	87.7	85.0	87.7
	2. No	10.8	15.6	10.7	16.9	9.8	12.2	14.0	12.2
60.	1. Yes	45.5	35.6	53.5	32.2	49.4	46.7	30.8	52.6
	2. No	53.0	62.6	46.4	66.9	48.8	51.6	67.2	47.3
61.	1. Yes	83.6	77.3	78.5	76.2	83.7	81.1	80.3	78.9
	2. No	14.2	20.8	21.4	22.0	14.5	17.2	17.7	19.2
62.	1. Yes	85.7	80.8	89.2	75.4	90.1	84.4	81.3	87.7
	2. No	14.2	18.2	10.7	23.7	9.8	15.5	17.7	12.2
63.	1. Yes	83.6	84.3	82.1	73.7	90.6	90.1	77.5	80.7
	2. No	16.3	14.7	17.8	25.4	9.3	9.8	21.4	19.2
64.	1. Yes	95.9	93.9	100.0	96.6	94.7	94.2	98.1	92.9
	2. No	3.4	6.0	0.0	3.3	4.6	4.9	1.8	7.0
65.	1. Yes	61.1	58.2	64.2	45.7	70.3	57.3	61.6	63.1
	2. No	38.0	40.8	35.7	53.3	29.0	41.8	37.3	36.8
66.	1. Yes	87.7	83.4	85.7	78.8	90.6	90.1	81.3	84.2
	2. No	12.2	15.6	14.2	20.3	9.3	9.8	17.7	15.7
67.	1. Yes	46.2	40.0	42.8	41.5	44.7	41.3	46.7	41.3
	2. No	51.7	55.6	57.1	57.6	51.1	56.1	50.4	55.1

No.	Responses	Freshmen	Soph	Upper	Males	Females	HPER	Letters & Science	Education
68.	1. Yes 2. No	93.8 6.1	91.3 7.8	92.8 7.1	88.9 10.1	95.3 4.6	95.8 3.3	89.7 10.2	91.3 8.6
69.	1. Yes 2. No	89.1 10.8	87.8 11.3	96.4 3.5	89.2 11.8	90.6 9.3	89.2 9.9	91.5 8.4	86.2 13.7
70.	1. Yes 2. No	93.1 6.8	83.4 13.0	92.8 7.1	87.2 11.0	90.6 8.1	90.0 8.2	89.7 9.3	86.2 12.0
71.	1. Yes 2. No	70.7 27.8	68.6 28.6	67.8 32.1	71.1 27.1	68.6 29.6	70.2 28.0	72.8 27.1	62.0 32.7
72.	1. Yes 2. No	29.9 68.7	31.3 66.9	35.7 64.2	25.4 73.7	34.8 63.3	31.4 67.7	27.1 71.0	34.4 65.5
73.	1. Yes 2. No	91.1 8.1	85.2 13.9	85.7 14.2	83.8 15.2	91.2 8.1	90.9 8.2	86.9 13.0	84.4 13.7
74.	1. Yes 2. No	81.6 18.3	80.8 17.3	89.2 10.7	77.9 21.1	84.8 14.5	86.7 12.3	81.3 18.6	72.4 25.8
75.	1. Yes 2. No	50.3 49.6	60.8 37.3	60.0 50.0	64.4 34.7	47.6 51.7	59.5 39.6	51.4 48.5	48.2 50.0
76.	1. Yes 2. No	55.7 44.2	53.0 42.6	60.7 39.2	50.0 47.4	58.7 40.1	54.5 44.6	57.9 39.2	50.0 48.2
77.	1. Yes 2. No	90.4 8.8	85.2 12.1	96.4 3.5	80.5 17.7	84.7 4.0	90.0 9.0	85.0 14.0	93.1 3.4
78.	1. Yes 2. No	75.5 23.8	74.7 23.4	67.8 32.1	74.5 23.7	74.4 25.0	79.3 19.8	71.9 26.1	68.9 31.0
79.	1. Yes 2. No	48.9 49.6	51.3 48.6	60.7 35.7	61.8 38.1	43.6 54.6	48.7 49.5	54.2 44.8	46.5 53.4
80.	1. Yes 2. No	46.2 53.7	38.2 61.7	50.0 50.0	41.5 58.4	44.7 55.2	38.8 61.1	51.4 48.5	36.2 63.7

No.	Responses								Letters & Science Education	
		Freshmen	Soph	Upper	Males	Females	HPER			
81.	1. Yes	41.4	40.8	46.4	49.1	36.6	35.5	49.5	39.6	
	2. No	57.8	59.1	53.5	50.8	62.7	63.6	50.4	60.3	
82.	1. Yes	57.1	51.3	60.7	52.5	56.9	56.1	57.0	50.0	
	2. No	42.1	48.6	39.2	47.4	42.4	42.9	42.9	50.0	
83.	1. Yes	48.2	41.7	53.5	47.4	45.3	48.7	49.5	36.2	
	2. No	50.3	58.2	42.8	51.6	53.4	50.4	49.5	62.0	
84.	1. Yes	70.0	61.7	71.4	66.1	67.4	61.9	74.7	63.7	
	2. No	29.9	38.2	28.5	33.8	32.5	38.0	25.2	36.2	
85.	1. Yes	59.8	55.6	64.2	60.1	57.5	61.9	59.8	50.0	
	2. No	39.4	44.3	35.7	39.8	41.8	37.1	40.1	50.0	
86.	1. Yes	63.2	63.4	75.0	55.9	70.3	67.7	61.6	63.7	
	2. No	36.7	35.6	25.0	43.2	29.6	32.2	37.3	36.2	
87.	1. Yes	59.8	52.1	67.8	59.3	56.3	55.3	61.6	55.1	
	2. No	40.1	47.8	32.1	40.6	43.6	44.6	38.3	44.8	
88.	1. Yes	52.3	48.6	46.4	55.9	46.5	51.2	55.1	41.3	
	2. No	46.9	50.4	53.5	44.0	52.3	47.9	44.8	56.8	
89.	1. Yes	80.2	76.5	75.0	76.2	79.6	80.1	80.3	72.4	
	2. No	19.7	23.4	25.0	23.7	20.3	19.8	19.6	27.5	
90.	1. Yes	76.1	78.2	82.1	79.6	76.1	77.6	80.3	75.8	
	2. No	23.8	21.7	17.8	20.3	23.8	22.3	19.6	24.1	
91.	1. Yes	70.7	62.6	64.2	72.0	63.3	68.5	71.0	58.6	
	2. No	28.5	37.3	35.7	27.9	36.0	30.5	28.9	41.3	
92.	1. Yes	60.5	61.7	67.8	46.6	72.0	59.5	63.6	63.7	
	2. No	36.0	35.6	28.5	48.3	26.1	36.3	33.6	34.4	
93.	1. Yes	61.9	63.4	60.7	52.5	69.1	64.4	59.8	63.7	
	2. No	33.3	34.7	35.7	43.2	27.9	32.2	37.3	32.7	

No.	Response							Letters & Science Education	
		Freshmen	Soph	Upper	Males	Females	HPER		
94.	1. Yes	63.9	55.6	64.2	42.3	73.2	69.4	49.5	60.3
	2. No	32.6	42.6	32.1	53.3	25.0	27.2	47.6	37.9
95.	1. Yes	51.0	51.3	53.5	50.0	52.3	56.1	52.3	41.3
	2. No	45.5	46.9	42.8	45.7	45.9	40.4	44.8	56.8
96.	1. Yes	63.9	57.3	46.4	54.2	63.3	61.1	54.2	67.2
	2. No	32.6	40.0	50.0	40.6	34.8	35.5	42.0	31.0
97.	1. Yes	66.6	75.6	60.7	65.2	72.6	67.7	73.8	65.5
	2. No	28.5	22.6	35.7	29.6	25.0	28.9	22.4	32.7
98.	1. Yes	61.9	51.3	64.2	48.3	64.5	58.6	56.0	56.8
	2. No	34.6	44.3	32.1	45.7	33.1	37.1	39.2	41.3
99.	1. Yes	59.8	59.9	64.2	50.8	66.8	62.8	58.8	56.8
	2. No	36.7	38.2	32.1	44.9	31.3	33.8	38.3	41.3
100.	1. Yes	72.7	72.1	67.8	65.2	76.7	73.5	71.0	68.9
	2. No	23.8	26.0	25.0	29.6	21.5	23.1	25.2	29.3
101.	1. Yes	57.8	55.6	60.7	50.8	61.6	59.5	57.9	53.4
	2. No	38.7	42.6	35.7	44.9	36.6	37.1	39.1	44.8
102.	1. Yes	57.8	57.3	57.1	31.3	75.5	61.1	50.4	63.7
	2. No	39.4	40.8	39.2	64.4	23.2	36.3	46.7	34.4
103.	1. Yes	62.5	57.3	71.4	38.9	76.7	62.8	55.1	68.9
	2. No	34.0	40.8	25.0	56.7	21.5	33.8	42.0	29.3
104.	1. Yes	59.8	54.7	60.7	46.6	65.6	58.6	56.0	60.3
	2. No	35.3	42.6	35.7	49.1	30.8	37.1	41.1	34.4
105.	1. Yes	63.9	55.6	75.0	44.0	73.8	72.7	51.4	56.8
	2. No	32.6	41.7	21.4	51.6	23.8	24.7	45.7	37.9

[illegible]

TABLE 17

PREFERENCE FOR SPECIFIC ACTIVITIES BY CATEGORY

Category - Sports and Games

Category N=290

Rank by Preference	Activity	Positive (Yes) Attitude (%)
Team Sports		
1	Softball	92.7
2	Volleyball	92.4
3	Basketball	90.3
4	Touch Football	85.8
5	Soccer	68.6
6	Ice Hockey	50.6
7	LaCrosse	46.8
8	Field Hockey	41.3
Individual and Dual Sports		
1	Tennis	90.6
2	Bowling	88.6
3	Badminton	87.9
4	Ice Skating	83.4
5	Snow Skiing	80.6
6	Archery	76.2
7	Roller Skating	74.8
8	Handball	73.1
9	Golf	72.7
10	Paddleball	68.6
11	Track and Field	64.8
12	Fencing	53.7
13	Trap Shooting	50.0
14	Wrestling	49.3
1	Gymnastics	75.1
2	Exercising	65.8
3	Weight Training	65.1
3	Gymnastics	65.1
Aquatics		
1	Canoeing	88.2
2	Swimming and Diving	86.5
3	Water Polo	63.1
Games		
1	Table Tennis	92.0
2	Billards	81.3
3	Card Playing	76.8
4	Shuffle Board	62.4
5	Horseshoes	62.4
6	Croquet	62.0
7	Broom Ball	56.2
8	Curling	54.8

TABLE 18

PREFERENCE FOR SPECIFIC ACTIVITIES BY CATEGORY

Category - Social Events

N=290

Rank by Preference	Activity	Positive (Yes) Attitude (%)
1	Movies	95.5
2	Barbecues	94.4
3	Dances	86.8
4	Swimming Parties	85.8
5	Hayrides	84.1
6	Ice Skating Parties	83.7
7	Festivals	80.6
8	Card Parties	67.9
9	Scavenger Hunts	60.3
10	Banquets	59.9
11	Art Shows	56.8
12	Fashion Shows	42.4

TABLE 19

PREFERENCE FOR SPECIFIC ACTIVITIES BY CATEGORY

Category - Nature and Outing Activities

N=290

<u>Rank by Preference</u>	<u>Activity</u>	<u>Positive (Yes) Attitude (%)</u>
1	Bicycling	92.7
2	Canoe Tripping	89.3
3	Camping	89.3
4	Picnics	88.9
5	Hiking	88.2
6	Horseback Riding	82.0
7	Snowmobiling	74.4
8	Fishing	69.9
9	Nature Study	55.1
10	Hunting	54.4
11	Astronomy	43.4
12	Gardening	31.0

TABLE 20
PREFERENCE FOR SPECIFIC ACTIVITIES BY CATEGORY

Category - Literary Activities

N=290

Rank by Preference	Activity	Positive (Yes) Attitude (%)
1	Tutoring	78.2
2	Career Advising	77.5
3	Closed Circuit TV Class Lectures	66.8
4	Guest Speakers	66.8
5	Pleasure Reading	64.4
6	Mental Games	58.6
7	Speed Reading	57.5
8	Discussion Groups	55.1
9	Computer Games (Simulation)	51.0
10	Study Skills Groups	50.3
11	Educational TV Programs	46.2
12	Creative Writing	43.4
13	Debating	41.7

TABLE 21

PREFERENCE FOR SPECIFIC ACTIVITIES BY CATEGORY

Category - Art, Music, Drama and Activities

N=290

Rank by Preference	Activity	Positive (Yes) Attitude (%)
1	Photography	72.0
2	Music Listening	69.6
3	Drawing and Sketching	62.4
4	Square Dancing	61.7
5	Ceramics	61.7
6	Sing-a-longs	61.3
7	Folk Dancing	60.6
8	Painting	60.3
9	Modern Dancing	59.6
10	Skits	57.9
11	One Act Plays	57.9
12	Sewing and Knitting	57.5
13	Sculpturing	57.2
14	Metal Work	51.3

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