# COORDINATION OF PROGRAM COMMUNICATION BETWEEN DEPARTMENTS OF RESIDENCE LIFE AND STUDENT ACTIVITIES AT FOUR YEAR PUBLIC INSTITUTIONS IN AN UPPER MIDWEST REGION

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## Abstract

In the search for information about the coordination of programming between Residence Life and Student Activities, survey responses were helpful in building an accurate picture.

The description of communication between departments of Residence Life and Student Activities indicate little duplication of programming is seen by directors. Also, when duplication is seen, it is usually intended. Little adverse reaction is seen in these situations.

Posters, the phone, and the master calendar are the most used methods of communication, while formal meetings are the most preferred method.

Most campuses do not have a formal liaison, but of those who do, most feel liaisons an effective way to communicate.

The benefit most often projected to occur with more communication is stronger interpersonal relationships.

Conclusions

1) More communication is regarded as a positive process by respondents, based on the attributes it is projected to establish, and attributes it is projected to almost never establish.

2) There are three methods of communication which are most used.

A) Poster: Although most frequently used in coordination of departmental educational and social

programming, this one sided communication tool may not be one of the most efficient in bringing about the desirable potential benefits identified with the communication process.

B) Phone: A more direct and therefore probably a more efficient method of communication. In view of the flexibility and versatility of information which can be given or received by departments, the phone could be highly beneficial and effective in coordination of departmental programming, and in developing the desirable benefits of communication.

C) Master Calendar: Some methods used to assemble calendar information could be more efficient in bringing about the desired benefits of communication, and a constant flow of information, while others may be less productive.

3) Formal liaison channels are effective and desirable by a large majority of those employing this method.

4) Most directors do not get information in the way they most desire, which is the formal meeting.

5) A flexible technological advance in communications, the computer, is almost never used in the communication process between departments.

6) Program duplication is not an issue on most of the surveyed campuses.

7) Most often duplicated programs are intended, therefore the potential exists for positive benefit in most cases when duplication does occur.

8) A significance cannot be drawn between the relationship of school enrollment and amount of perceived communication regarding programming between departments of residence life and student activities.

# CHAPTER I

## Introduction

Activities programming on campuses of higher education may be sponsored or organized by a variety of groups or divisions within the university community. Because these groups are appealing to the same student audience, and have the similar goals and outcomes of informal education in mind, difficulties in developing successful programs can occur without open lines of communication. At times intentional duplication of program can be a positive force, for instance when a limited number of students can be served by a single offering of a program, a duplication of the same program could benefit those originally excluded. Unintentional duplication of programming is one example of a problem area. When duplication occurs, it can involve unwise use of staff time and economic resources, which might be better utilized if cooperation existed. These duplicated efforts may not be in the students' best interest, and may curtail better use of the students' money.

In turn, this type of occurrence can be frustrating to the professionals and students working in the areas of programming. It is not uncommon that group A may feel that group B is encroaching on their area, impeding their

efforts, and stealing their glory. Consequently lack of cooperation and communication leads to a lack of information, or misinformation, which further may lead to competition, frustration, anger, and a mistrust of any cooperative advances made by either group or individual.

## Statement of the Problem

The purpose of this study was to examine the duplication of effort in programming which may exist between the Office of Residence Life and the Office of Student Activities. Both organizations have responsibility for social and educational programming. A further purpose of this study was to determine if problems are perceived to have developed by a lack of communication between these two administrative groups.

## Importance of the Study

This study was conducted in order to gather information regarding the programming provided on university campuses by the Office of Residence Life and the Office of Student Activities. It was intended that this material be used as a resource for those interested in improving and coordinating programming efforts provided by either or both of these two units.

It was therefore important to gather information regarding the communication, coordination, and goal setting patterns established between Student Activities and Residence Life offices.

The results of this study were beneficial to both students and professionals involved in planning and administration of co-curricular activities. The information presented here identified a broad scope of methods for contact and communication which were currently being utilized by the Office of Residence Life and the Office of Student Activities. A better understanding of the current situation could be gained by knowledge of the results and information presented in this study. Material is provided for consideration in the implementation of joint programming efforts, or in planning more efficient individual programming efforts.

By applying study information to improve communications, there are benefits to be gained. Financial benefit is indicated for co-curricular programming budgets, if unintentional duplication can be avoided. Increased interpersonal interaction between both administrative and student groups is another benefit to be gained by the utilization of study information.

## Review of the Literature

An extensive search of literature which has been written over the past ten years, found a very limited amount of information available on this particular subject. Sources which were utilized in searching for related literature included the Education Index , Current Index to Journals in Education, Resources in Education, College

Student Personnel Abstracts, Dissertation Abstracts International, and literature from professional housing and student activities organizations. An Educational Resources Information Center (ERIC) search was not recommended, since a manual search for key words showed no related materials. The information which follows is the result of this literature review, which shows pertinence to this particular study.

The closeness in purposes of the educational and social programs provided through both Residence Life and Student Activities offices would make communication a positive asset to both groups. The similarities in purpose behind the programming done in these offices is easily recognized when comparing literature on these subjects. The literature often points to the same overall objective, that being to provide programs which encourage student development. This objective is broad enough to include development of all facets of an individual's personality, yet at the same time it leaves the way open for duplication in developmental programming.

Individuals who have written regarding specific programs and program purposes have discussed Residence Life and Student Activities in separate publications.

Residence Life Authors

Riker (1979) in The Journal of College and University Student Housing identifies, by the following statements,

some of the purposes of activities in residence halls. "to provide housing programs that will contribute to students' personal growth and support their academic efforts" (p.4). Riker also notes the following purpose: "...to identify their personal developmental needs and on providing activities that will assist students in meeting those needs" (p. 4).

The Association of College and University Housing Officers (ACUHO) has published a book edited by John Schuh (1977), stating "Educational programming today is a major thrust of housing and residence life professionals" (p.7). The publication continues on to define educational programming as: "An educational program is any structured plan within a residence hall designed to maximize a student's positive growth and development" (p. 7). Additionally, further objectives are pointed out:

> Students and staff generally agree that residence hall programs should be designed to stimulate intellectual curiosity, promote openness to new experiences, challenge students to seek out new and better solutions to problems, aid students in the development of their own personal value systems, and increase students' ability to relate to one another (p.19).

Programs are suggested under the following six areas: cultural, recreational, informational, developmental, community action, and group building through entertainment. Some specific activities mentioned which fall into these categories include; mini-concerts, exhibit of lithographs,

trips to the play or opera, intramurals, pottery making, gardening, yoga class, wilderness outings, handwriting analysis, U.S. political scene, sky-diving, communication skills workshops, study skills seminars, sexuality seminars, meditation, dreams, values clarifications, dance marathon charity, parties for children from low income areas, talent shows, dances, picnics, magic shows, and others (ACUHO, 1977).

Student Activities Authors

The Association of College Unions International (ACUI) (1982) has identified some purposes of the college union.

> The union provides for the services, conveniences, and amenities the members of the college family need... for getting to know and understand one another through informal association outside the classroom. The union is part of the education program of the college. ...it provides a cultural social, and recreational program. ...Its goal is the development of persons as well as intellects (p.4).

ACUI (1982) describes programs sponsored by student unions. "Offered by at least 75 percent of all unions are art exhibits, concerts, film series, games and tournaments, forums, lectures, and numerous special programs and projects" (p.5). Some popular trends are mentioned as being mini-courses, arts and craft instruction, art print and plant sales, traditional all-university events such as homecoming, student orientation, and open houses, outdoor activities and equipment sales and rentals, diversified performing arts, and special "weeks". More and more unions

are providing programs and instruction skiing, sailing, canoeing, mountaineering, camping, and rock climbing.

Communication Studies

Hoeber (1983) completed a study concerned with identifying the functions of various student service units on the College of Detroit campus. This particular study was initiated when students appeared to be confused about the services which were available to them and where the office which administered a particular service could be located. This study utilized a survey which was completed by directors of student service units, including Residence Life and Student Activities units. Hoeber (1983) noted some surprising results. "Even a cursory review of the summary revealed that we had duplication, fragmentation, and in some cases, an absence of student services" (p.35).

The results of this study identified a broad range of functions carried out by student service offices. The information gathered from the Residence Life and Student Activities units are noted. In the portion of Hoeber's survey dealing with extra-curricular activities, Student Activities and Residence Life identify their own units as fulfilling several of the same functions. The five functions which are identified by each of the offices as being major time commitments for their offices were:

1) Interview/Survey students with regard to their special interests in or suggestions for student activities.

2) Organize, coordinate special interest student clubs on campus. 3) Arrange for and coordinate cultural/entertainment activities for students on campus. 4) Arrange for and coordinate social events on campus for students. 5) Plan and supervise training of student Residence Hall Advisors (Hoeber, 1983).

A point worth mentioning is the statement which was included in a letter to all directors, which accompanied Hoeber's summary of survey results. "Admittedly, the apparent repetition of a service function is not always negative..." (Hoeber, 1983, p.35). It is the unintentional duplication of programs which have the potential for the negative results discussed earlier. There are those duplications which may be purposefully planned for positive results. In order to achieve positive duplication, the purposes of such a program must be communicated to be certain there is a need for the duplication.

Hoeber's study was followed up by meetings to determine which service office should be performing which service. "We had to determine what exactly each office was supposed to be doing, what they were actually doing, and the disparity between the two" (p.5). Upon investigation Hoeber found: "What was not so clear until they (service office directors) began to discuss the result of the Quiz, was that the service office directors themselves did not agree as to which of them a student should see for certain types of aid"

(p,5).

Hoeber notes that the communication was difficult and at times may have been less than totally professional, however the benefits of the activity were evident. Service officers knew their own and other offices' current and individual functions. They were able to better evaluate services, and to make appropriate referrals. In this case, direct communication, not only between Residence Life and Student Activities, but between all student affairs division directors, was effectively used to organize services more efficiently, to reduce the duplication and fragmentation which study results revealed.

A dissertation written by Hollmann (1982) entitled Boundary Spanning in Student Affairs, relates to the communication process which occurs between units such as the Office of Residence Life and the Office of Student Activities.

Boundary spanning is described as the communication which occurs between an organizational unit and its environment. It involves the exchange of information, resources, and influence with an internal or external unit (Hollmann, 1982).

Boundary spanning is perceived as having benefits to professionals utilizing this communication method,those being: "1) to give information and knowledge, 2) to establish personal credibility and rapport, and 3) to

enhance the image of the functional unit" (Hollmann, 1982, p. 85).

Some positive effects of the boundary spanning process are noted by Hollmann in her study.

> Increased interaction across boundaries of units and organizations due to boundary spanning would result in improved cooperation and integrative planning among and between units and organizations. Shared knowledge and resources, elimination of duplication, and a coordinated approach to problem solving or project management are a few of the benefits brought about by increasing communications across boundaries (Hollmann, 1982, p.38).

Other literature regarding the positive effect of communication has been written by Jan Carlson, and published by ACUI. Carlson (1982) notes that student activities professionals include many administrators who may be unrelated to the Office of Student Activities. Carlson includes the individuals who provide residence hall programming among her list of student activity professionals. Carlson (1982) states "many student activities professionals do not have any reporting relationship with the college or university unions" (p.5). A step Carlson states must be taken is for those with student activity responsibilities to begin to develop a coordinated programming effort. "Through a unified, coordinated program, staff time and economic resources can be utilized to better serve the campus and the students" (p.6).

Carlson, a member of the ACUI Task Force on Student

Activities, has further suggestions for improving the communication process.

> Once identified, these individuals should meet periodically to discuss and review issues and programs. Through discussion and the sharing of information, a more effective approach for student activities can be mobilized and duplication can be avoided (p.6).

Further benefits can be gained through a positive communication process, and are pointed out by Kuh (1981) in his writings.

> Through the interaction...persons learn more about and from each other. Relationships are formed or renewed thereby making the "couplings" tighter between and within various functional units. Ultimately, the quality of institutional life is enhanced as a side effect of the human interactions...(p.34).

ACUHO (1977) also notes the importance of communications in program planning.

> Educational programming should not be thought of as just the province of residence halls. Efforts should be made to bring other campus programmers together with resident programmers on a regular basis to discuss and plan their efforts. The creation of programming clusters of staff members should be undertaken to accomplish these interactions. These clusters should include representation from such offices as residence life, counseling, student activities, chaplains, teaching faculty, and any other persons whose expertise seems appropriate to the program under consideration (p.9).

Considering the writings of these authors, it was felt that the communication and boundary spanning which is described would benefit the program planning which is done by the two offices with which this study was concerned.

Observations have indicated that much of the desired

interaction did not occur. A statement by Kuh (1981) supports this supposition. He writes that an assumption which has been used to understand the functioning of student affairs has been that divisions are organized to obtain certain consensually validated goals, and that various functional areas and programs are tightly coupled, greatly influencing other programs and divisions in its functioning. "These principals appear to be erroneous when used to describe what actually happens in most institutions most of the time!" (Kuh, 1981, p.31).

Other literature describes situations in which communication has been used effectively to improve the quality of programming. One such study was done by Conroy (1982) in which he discusses various factors which contribute to a favorable residential life experience. Conroy (1982) states "social indicators, such as 'quality of life', have emerged as alternate measures of the well-being of our nation and its institutions" (p.17). Some of the social indicators Conroy has identified in his study include: Recreational space in residence halls; opportunities to learn about yourself; the degree to which the residence hall complements class work; type of social activities; special programs sponsored by the residence hall staff; and the performance of the inter-residence hall council. After surveying the students' perceptions of these and other social indicators, Conroy organized the way for

communication to occur. Conroy found:

> Changing factors were consistent with national trends in a period of shrinking resources and diminished mobility, one in which students must budget more carefully and socialize more within the residence environment. Subsequent planning sessions were therefore scheduled to explore ways of improving basic student services and to appropriately expand student social development programming (pp. 18,20).

Another example of successful communication was cited by Leese (1983), when discussing programming boards of the student activities unit at Tarleton State University, Stephenville, Texas. Leese mentions "One unique feature of Tarleton's three programming boards has been their willingness to work together. Each board has its own territory and does not feel threatened by the others. In several cases the same students serve on all three boards, and thus communication problems are at a minimum" (p. 559).

The same importance of communication is indicated in the discussion of programming for a residence life living/learning center. Leean and Miller (1981) state "to maintain communication links between programs, several mechanisms were developed, including a weekly newsletter, multiple posters announcing special meetings, open social events, and cross-fertilization efforts between programs" (p. 21).

The questions asked by this study extended further than within the Residence Life program, or within the Student Activities program, as the two previous examples of

literature describe, but asked if this same communication is extended through to each other in program planning. Communication is integrated into the program planning processes involving Residence Life and Student Activities Offices, determining if students and administrators will become competitors or allies, resources or a hindrance in program planning.

To briefly summarize the literature which has been reviewed, it appears that these authors support the idea of sharing communications in order to strengthen and support organizations. Benefits which were specifically mentioned by various authors included the development of: 1) a more effective planning/problem solving approach, 2) better use of economic resources, 3) stronger interpersonal relationships, 4) a higher quality in institutional life, and 5) an avoidance of unintentional duplication.

Research Questions

With these concerns in mind, this study focused on the following research questions and a null hypothesis:

1) How much contact and communication do the Offices of Residence Life and Student Activities have with each other in order to facilitate their program planning?
2) Is the contact that is made between these two units of a formal or informal nature?
3) Is a master calendar utilized in coordinating programming?

4) Is there a correlation between school size and the amount of communication which occurs between units?

$Hy_1$: Observed frequencies of responses from schools of differing enrollment sizes, regarding amount of communication occurring, will not differ from results expected by chance.

Assumptions

In the completion of this study, certain situations were assumed to be true. Those factors were:

1) Communication is a positive attribute when used to effectively coordinate program planning between Student Activities and Residence Life offices.

2) Schools sampled represented 4 year public universities in a six state, upper midwestern area, and may not have represented the entire area of the United States.

3) Survey recipients have answered survey questions truthfully and knowledgeably.

4) Both the Office of Residence Life and the Office of Student Activities are partially responsible for programming activities for the student population which resides in the residence halls on their campus, among their other responsibilities.

Limitations

1) Responses were received from 84 institutions. As responses were split into categories of institution size or

department, the lower numbers diminish the population size for statistical evaluation.

2) Both internal and external validity of this study were limited by nature of the study design.

3) This study surveyed four year, public institutions, in the states of Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin, during a specifically defined time, therefore the results are applicable to the population surveyed, and not applicable to other populations.

4) The conclusions were accurate only to the extent the survey instrument was valid for measuring the collected data.

5) Information was self reported and voluntary, therefore it was only as reliable as the reporting individual.

Definition of Terms

1) Boundary spanning-This study refers to external boundary spanning. This refers to the reaching across the borders of one's department to share information or resources with another department.

2) Co-curricular-This term expresses the fact that activities provided to the student outside the classroom have educational and learning value. These activities compliment the classroom curriculum.

3) Formal-Used to describe an activity which is a documented responsibility of a particular job description.

4) Informal-Used to describe an activity which is not specifically outlined as a responsibility by a job description, organizational chart, or policy making documents.

5) Programming-The planning of co-curricular activities.

6) Master Calendar-A calendar on which any activity occurring on campus is logged.

# CHAPTER II

## Method

The purpose of this study was to examine two units of the university which have responsibility for programming. Specifically, the communication and coordination of programming developed by the units of Residence Life, and Student Activities were studied. In addition to a measure of how much communication and coordination was occurring between units, a description was sought as to the method of communication and coordination currently used.

This study was completed by the use of a questionnaire survey, which was distributed to the Directors of Residence Life and the Directors of Student Activities at 68 schools throughout a six state region.

The following defines the details of the method and procedure used.

## Sample and Setting

This study was conducted during February of 1987. The population surveyed in this study was selected from a six state area in a close proximity of the testing origin. This population was able to provide a reasonable number of institutions for surveying purposes, in addition to providing a definitive regional area of the United States.

The surveyed area extended throughout the upper midwestern region of the United States. The states included were the states of Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin.

## Research Design

This study was primarily organized as a descriptive study to provide information regarding the current state of communication and coordination between Student Activities and Residence Life Offices in the planning of co-curricular programming. This design was employed because of the limited information now available on this specific subject.

Additionally, chi square testing was utilized in analyzing some portions of this study. This method was employed to provide an informational basis on which further studies could be undertaken. This analysis was implemented in comparing the relationship between school sizes, and the responses provided by survey recipients. Of particular interest in this correlation was the response to the question regarding how frequently communication/coordination occurs.

Both the internal and external validity of this study are limited by nature of the study design. Since the study is surveying a specified population during a specifically designated time, the results are applicable to the population surveyed, and not necessarily applicable to other populations in general.

Because the study has not been previously tried and tested, internal validity is also greatly diminished. To increase internal validity pretesting was done on three groups as suggested in the Total Design Method (Dillman, 1978). Five colleagues in university housing, and 5 colleagues in student activities were presented the survey and requested to give in depth criticisms on the survey questions and design. Their comments were considered and incorporated in to the survey questionnaire. The second group to receive the questionnaire for pretesting purposes included both student programming members and professionals from university student affairs administration. This group was also asked to give in depth criticisms on the survey and its design. The last phase of the pretesting was done with in person interviews of persons in similar positions to those who would complete the survey questionnaires. The Director of Student Activities at Madison Area Technical College, and the Director of Housing at Edgewood College, (schools which do not fit the study guidelines of being four year public schools) were asked to complete the questionnaire in the researcher's presence. They were asked to give verbal feedback, and also were observed while completing the survey to identify any nonverbal cues indicating problems being encountered.

## Instrumentation

Questions for the survey were determined by the

researcher, based on the information needed to fulfill the descriptive purpose of the study and were backed up with pretesting suggestions. Likert type scales were employed as responses to questions on the survey which was distributed. The analysis of responses was done with frequency and percentage measures, which are provided in appendix G.

Dillman's Total Design Method (TDM) (1978) was partially employed in preparing questionnaires. Dillman's TDM focuses on the importance of personalization of the mail survey. The cover letter was designed using the suggested format. Individual names were used in the letter's heading and greeting. The purpose of the first paragraph was to identify the usefulness of the survey. Paragraph two asserts the participants value to the study. Paragraph three addressed confidentiality. The fourth and final paragraph covered other items including re-emphasizing the basic justification, offering a response to any questions, and gave an appropriate thank-you. A closing was then included, and to finish an individual pressed blue ball point pen signature was applied to each letter.

For the survey itself, the original print was reduced slightly smaller than Dillman suggestion (actual reduction of 74%) to fit the margins of the 8 1/4 x 12 1/4 booklet format to be used for TDM. Dillman also suggests that the researcher's name not be included on the survey, but that the name of the supporting group be used. A cover design was

selected and prepared by the researcher for the survey booklet cover.

## Procedure

A mailing list (Appendix A) was generated for all the four year degree granting public schools in these six states. The College Facts Chart, published by Beta Club (1983), was utilized as a resource in generating this listing. The Director of Residence Life and the Director of Student Services at each school was sent a survey requesting their responses to the questionnaire. Directories from ACUHO International and ACUI International were used to gather names of directors of units at each particular school. Names which were not obtainable in this manner were addressed to the Director of Student Activities, or the Director of University Housing.

The mailing list contained 68 schools which fit the study guidelines. A total of 136 surveys were distributed through the U.S. Postal Service. Included in the survey mailing was a cover letter (Appendix B), the survey (Appendix C), and a return stamped envelope. These items were folded together and placed in the envelope according to the TDM pattern to insure recipients view the cover letter first, and the front page of the survey booklet subsequently. After 7 days, as recommended by the TDM, a post card mailing was completed and mailed as a reminder to those who had not completed and returned their

questionnaires (Appendix D). After 3 weeks a second follow up letter was sent to all survey recipients. This letter restated the importance of the study as emphasized in the first cover letter and provided a replacement questionnaire and return envelope (Appendix E). The TDM suggests that a third and final follow up be sent 7 weeks later by certified mail, however this option was not employed.

## Data Analysis

Once the surveys were gathered, the return rate was counted. The total number of surveys received was 112, a return rate of 82%. Of those returned 28 did not fit study guidelines reducing original sample to 108. Eighty four of 108 were usable, indicating a 78% return.

Thirty eight of surveys were received from Directors of Student activities, totaling a return rate of 70%. Forty six of surveys were received from Directors of Residence Life, totaling a return rate of 85%.

Once received, response data was recorded electronically using Lotus 123 software (Files may be examined in Appendix F). By using this method, the information had the versatility to be sorted by any selected variable which was included on the survey.

Responses were then tabulated, using percentages to represent the number of replies given to a each question (Appendix G). Figures 1-8 were created to illustrate responses regarding the types of communication used most

frequently. Figures 9-16 were created to illustrate responses regarding the perceptions of the effect of more communication between departments.

Comments received regarding the method of communication most preferred was summarized by table 2, illustrating the frequency of mention for each particular method. Comments received under the "Other comments" section of the survey were compiled in a listing as notated on the survey (Appendix H).

# CHAPTER III

## Results and Discussion

The purpose of this study was to examine the duplication of effort in programming which may exist between the Office of Residence Life and the Office of Student Activities. Both organizations have responsibility for social and educational programming. A further purpose of this study was to determine if problems are perceived by department directors to have occurred from a lack of communication between these two administrative groups. This study focused on a null hypothesis, and the following research questions:

1) How much contact and communication do the Offices of Residence Life and Student Activities have with each other in order to facilitate their program planning?

2) Is the contact that is made between these two units of a formal or informal nature?

3) Is a master calendar utilized in coordinating programming?

4) Is there a relationship between school size and the amount of communication which occurs between units?

$Hy_1$: Observed frequencies of responses from schools of differing enrollment sizes, regarding amount of

communication occurring, will not differ from results expected by chance.

The responses received from the total population surveyed, reflect a compilation of the state of current communications between departments, as perceived by the directors (or their designee) of each department.

## Demographic Responses

Responses to the demographic survey questions indicated no survey respondents with a school enrollment of less than one thousand, 7% with enrollments of one thousand through three thousand, 12% with enrollments of three thousand through five thousand, 29% with enrollments of five thousand through ten thousand, 21% with enrollments of ten thousand through eighteen thousand, and 30% with enrollments over eighteen thousand. With this breakdown apparent, the overall responses given will tend to apply to campuses with larger student populations.

Forty five percent of respondents were from Student Activities Offices, and fifty five percent from Residence Life Offices, giving a fairly close representation from each of the two offices.

## Total Group Response Descriptions

A primary purpose of this study was to identify whether or not duplication exists in program planning between departments of Residence Life and Student Activities, and whether duplication is perceived to create problems for

those who are involved.

To begin to make this determination, directors of each department were asked to give their impression of how often they had observed duplication. A differentiation was made between planned duplication, and unintentional duplication. Several comments in the margin of the returned surveys indicated some persons did not understand why anyone might wish to purposefully plan a duplicated program. It seemed those who made the comments automatically interpreted all forms of duplication as negative. In this study, planned duplication was not intended to always be interpreted as negative. In the cases where duplication exists, this differentiation can be used as a gauge of the potential of positive or negative effect. Planned duplication which necessarily uses the communication process between departments has a potential to bring about the desired positive benefits of communication. For instance, in the case of an extremely large campus student population, a small program might be duplicated by several departments, without negative effects, due to large student numbers and varied scheduling. All programs could be used, with students' benefit at a maximum due to the variety of options from which to choose.

When asked if planned, purposeful duplication had been observed, nearly one half of all directors said they had observed it infrequently. One fifth of the directors

responded they had almost never observed it, while another fifth said they frequently observed it. Five percent indicated they almost always saw planned program duplication occurring.

When directors were asked if unintentional duplication had been observed, sixty percent of respondents said they observed this happening infrequently, while fifteen percent said they observed this almost never. One fifth of those surveyed said they frequently observed unintentional duplication, while only one percent indicated they almost always saw unintentional duplication.

In comparing the responses of those who observed purposeful verses unintentional programming occur, Table 1 was designed.

Table 1

Response Comparison of Residence Life and Student Activities Directors: Purposeful vs. Unintentional Duplication

| Intentional Duplication | Unintentional Duplication | Questionnaire Responses |
|---|---|---|
| 5% | 1% | Almost Always |
| 21% | 21% | Frequently |
| 48% | 60% | Infrequently |
| 19% | 15% | Almost Never |

From these results, it appears directors of each

department see little duplication occurring. A seemingly positive addition is that in the duplication which was observed, planned duplication was a more frequent occurrence than unplanned duplication. Therefore, the potential for a maximum benefit exists in most cases.

The next step was to determine if those involved in duplicated programming perceived that they had encountered problems through this experience.

Directors were asked to indicate who they perceived as having been effected adversely by program duplication. Three fourths of the respondents indicated adverse results were infrequent or almost never in the cases of student committee members and student program participants. Eighty one percent indicated adverse results were infrequent or almost never in the cases of professionals in Residence Life and Student Activity positions.

Once opinions are summarized, it is found that a minimal amount of difficulty is perceived to have occurred by the duplication of programming on campuses which were surveyed in this study.

## Research Questions

### Research Question 1

How much contact and communication do the Offices of Residence Life and Student Activities have with each other in order to facilitate their program planning?

Survey items which assisted in assessing contact and

communication between departments included questions which asked how frequently certain methods of communication were used between departments, and how often communication occurs. To better represent the survey responses regarding methods of communication figures 1-8 have been generated as graphs for illustration.

A key question measuring the perceptions of those directly involved asked how often offices communicate. The opinions showed 14% almost always communicate, 39% frequently communicate, 30% infrequently communicate, and 12% almost never communicate.

The poster was the method of communication which was most consistently given the almost always response. A master calendar and the phone received the next highest response frequency for the almost always category.

The phone was the method of communication which was most consistently given the frequently response. Closely following in this category was the social contact.

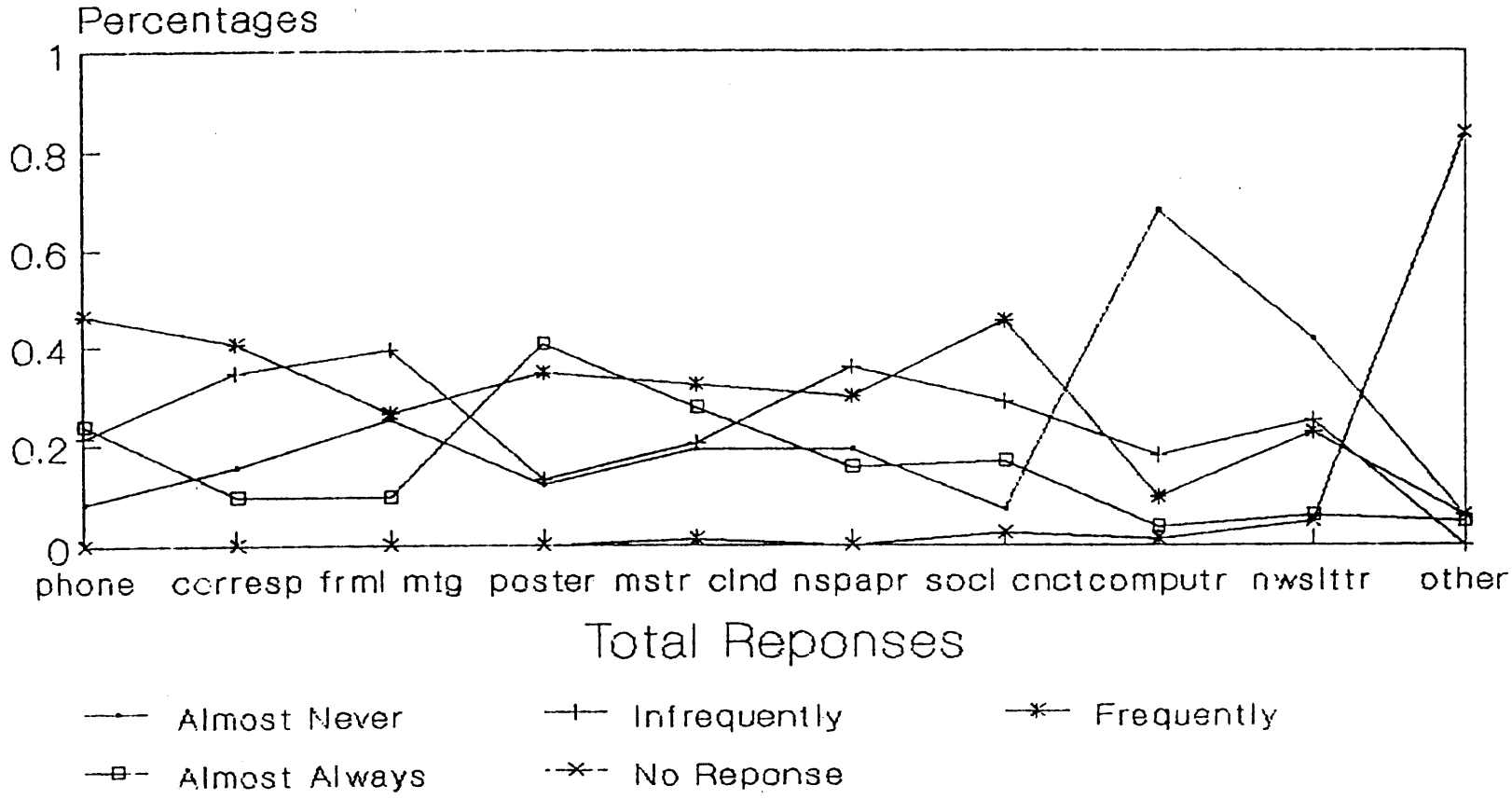
By combining the percent of respondents who replied frequently and almost always, percentages indicate department directors get most of their information about upcoming program events in three major ways, by phone, posters, and master calendars.

The use of posters as a main method of communication itself has some implications.

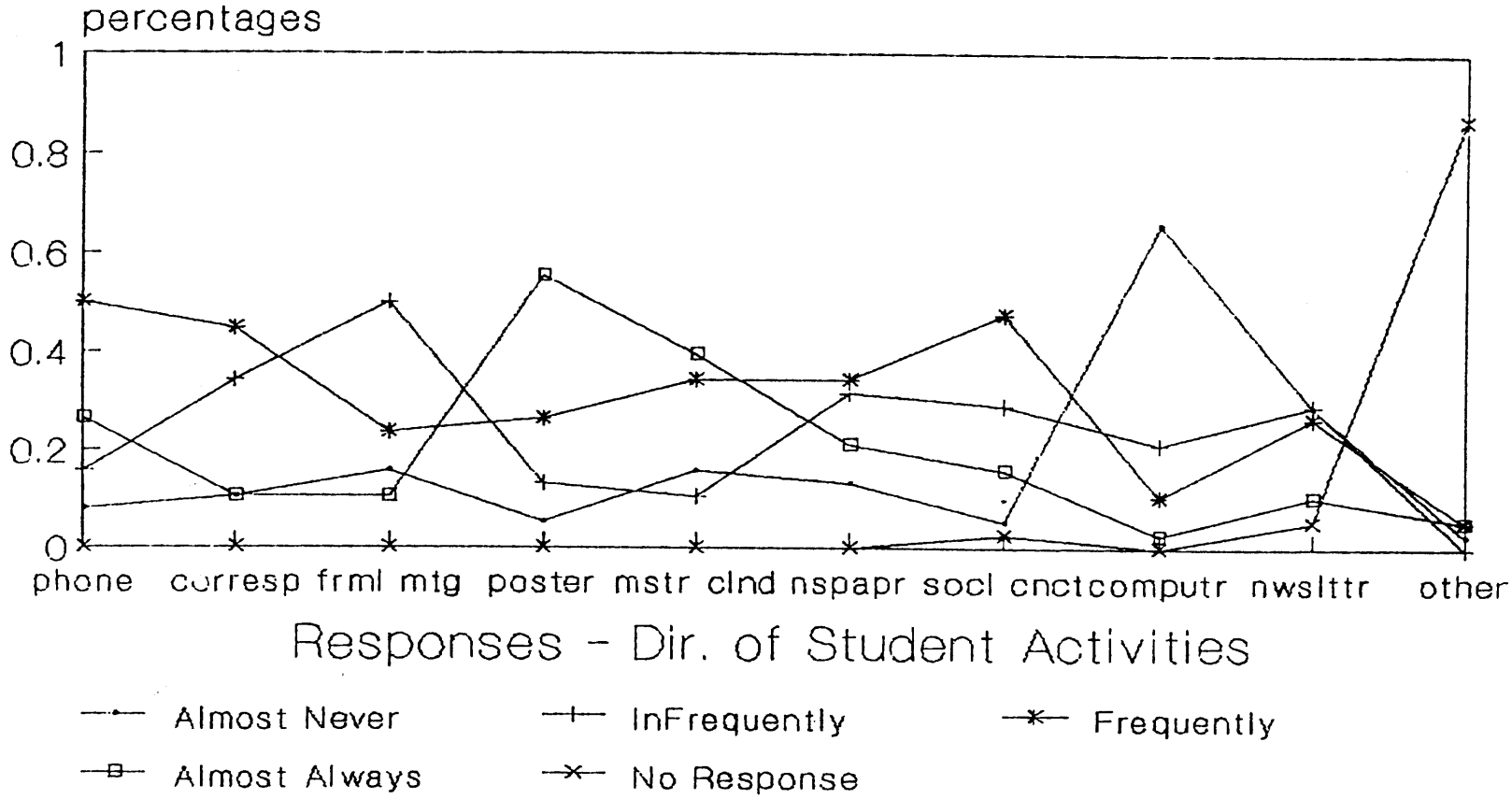
Supporting literature stated one benefit of increased

Figure 1

# Communication
## Methods Used



# Communication
## Methods Used



# Communication
## Methods Used

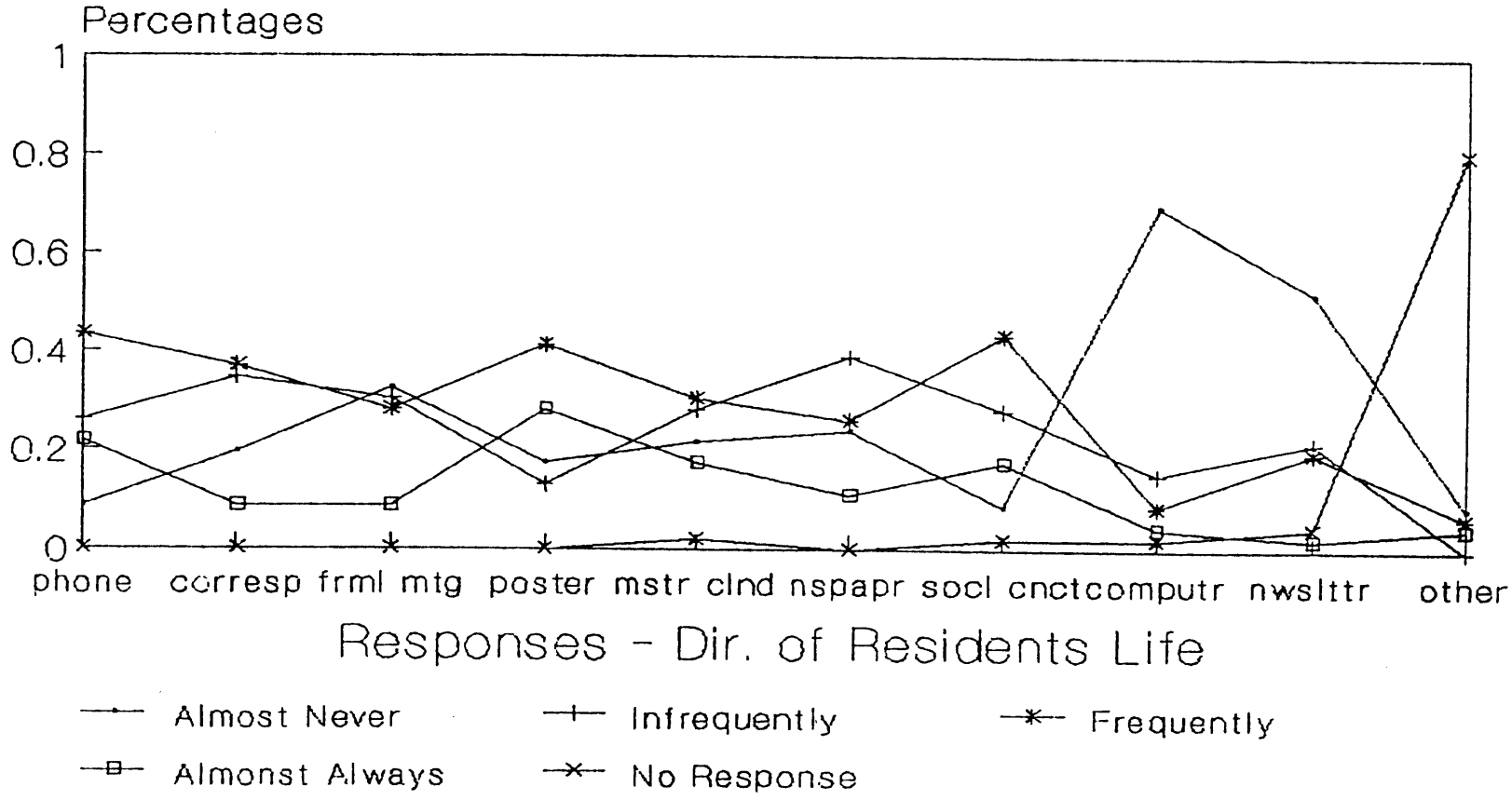


Figure 4

# Communication
## Methods Used

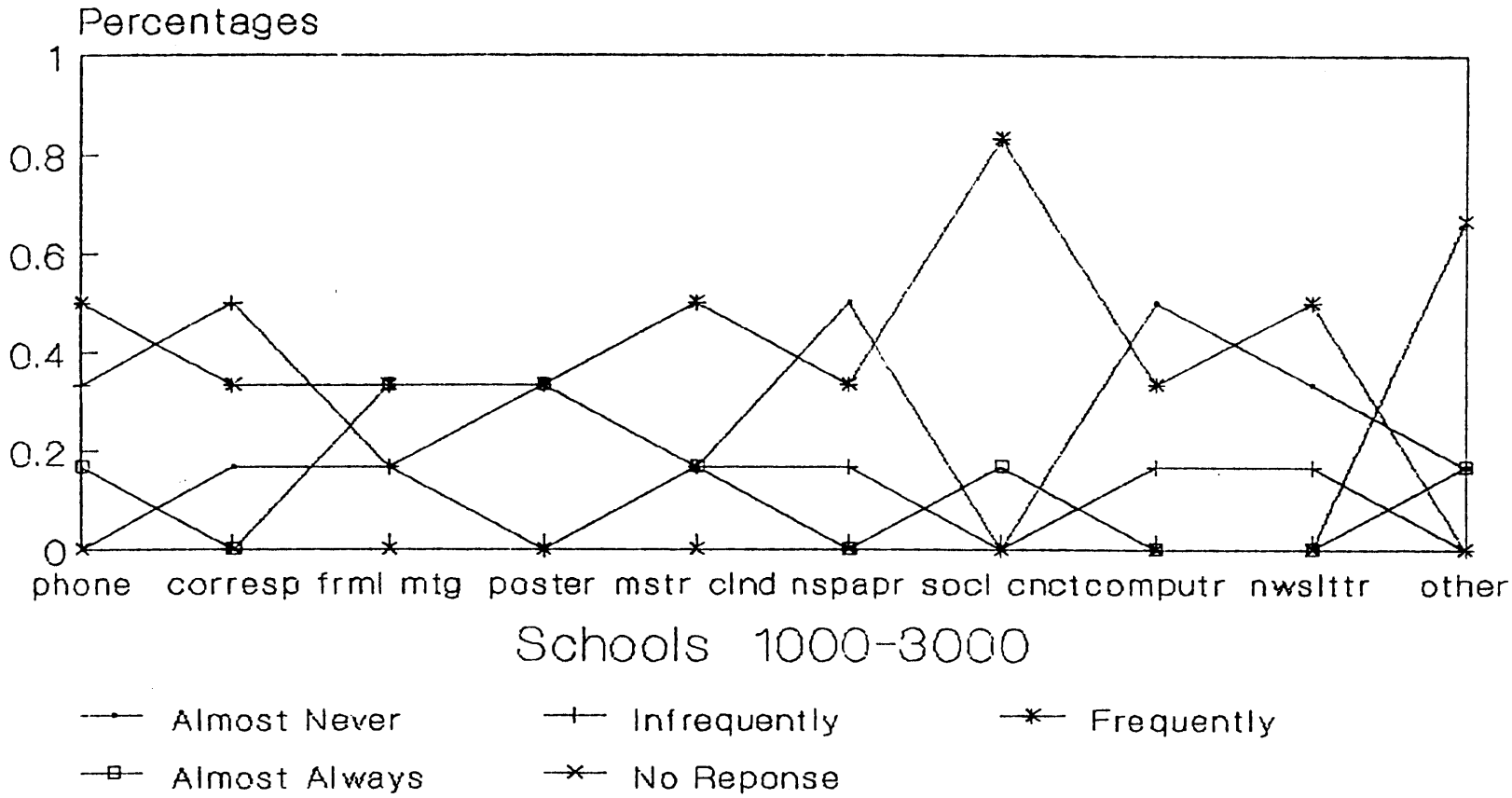


Figure 5

# Communication
## Methods Used

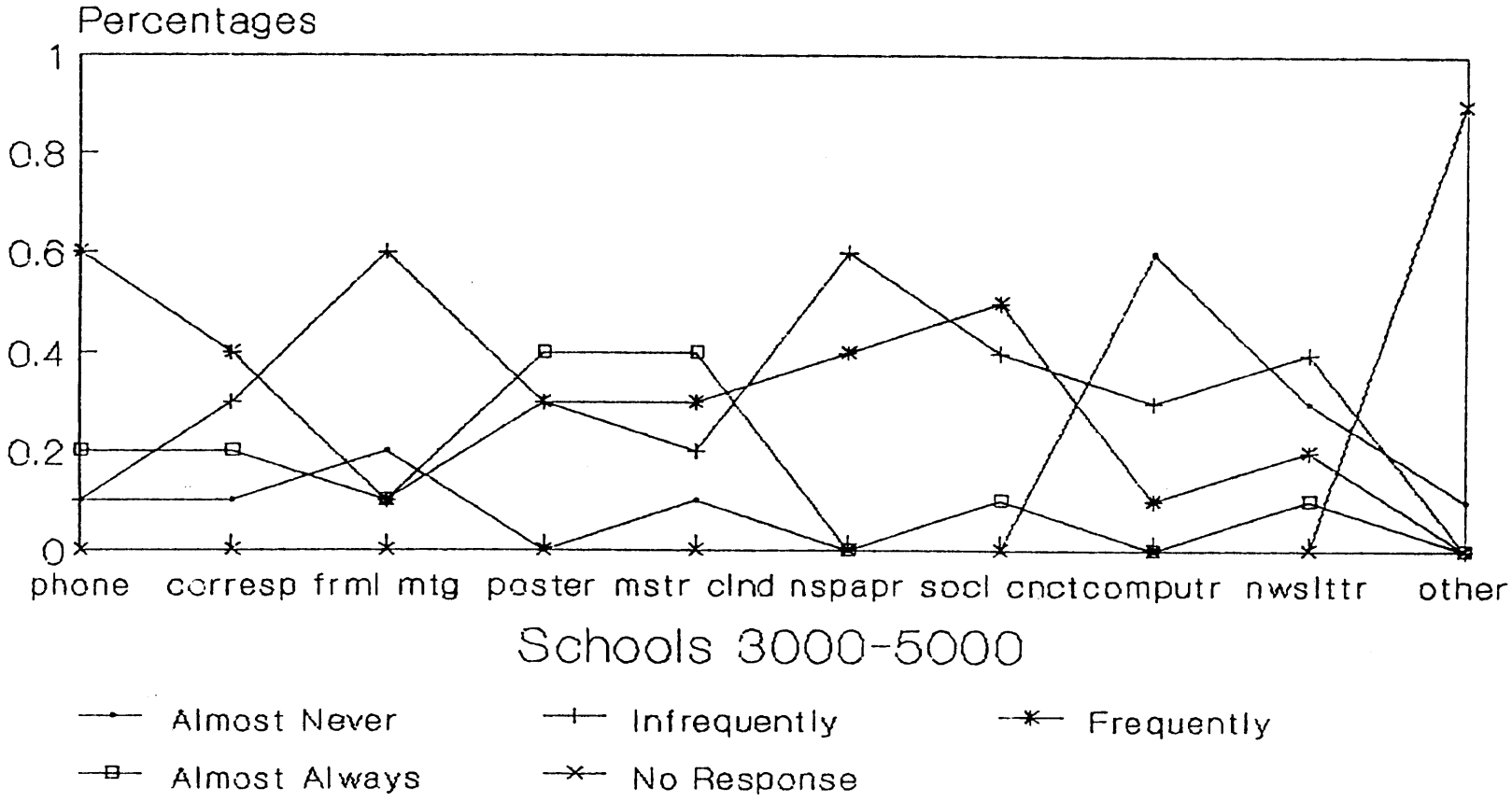


Figure 6

# Communication
## Methods Used

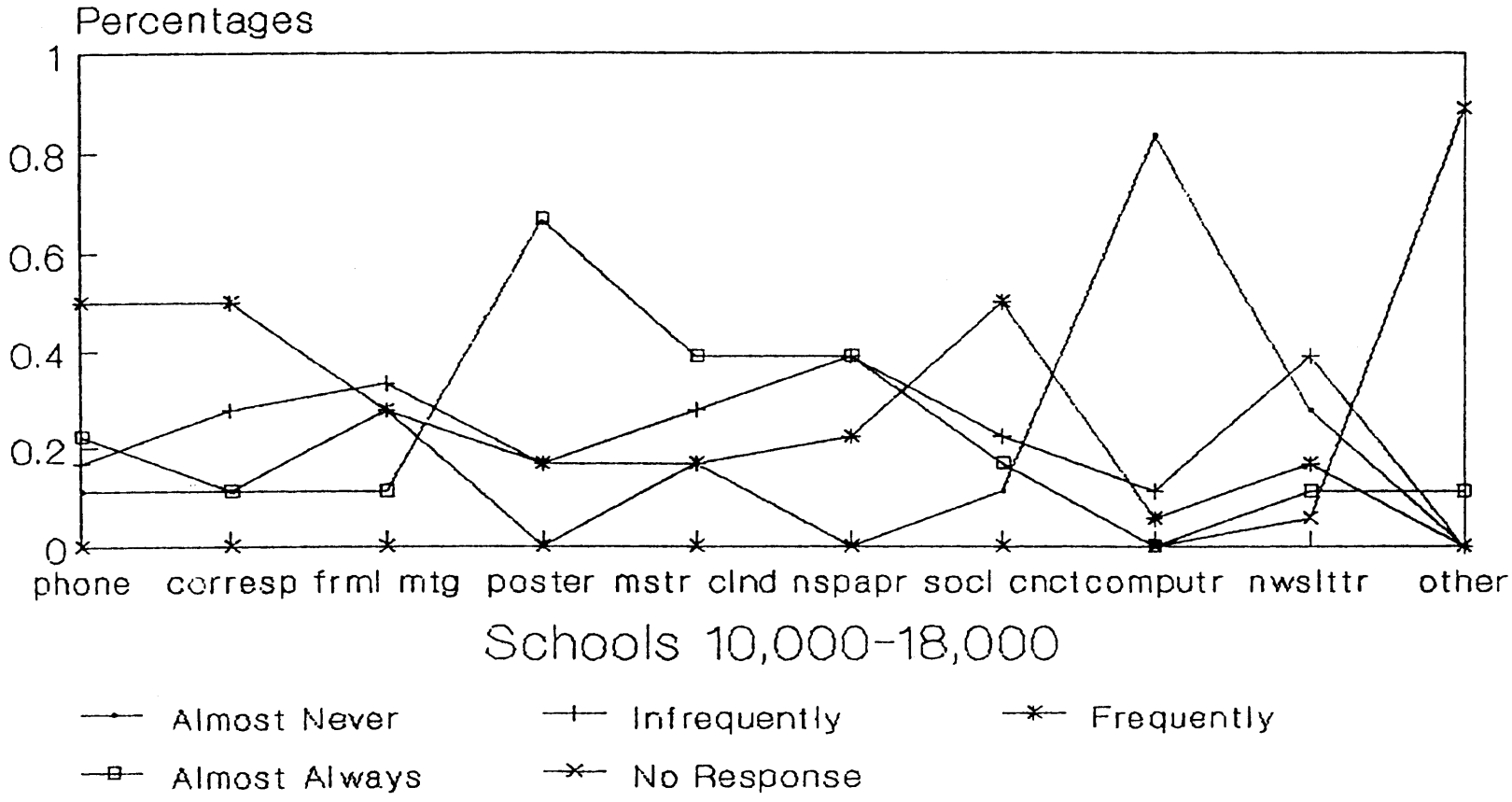


Figure 7

# Communication
## Methods Used

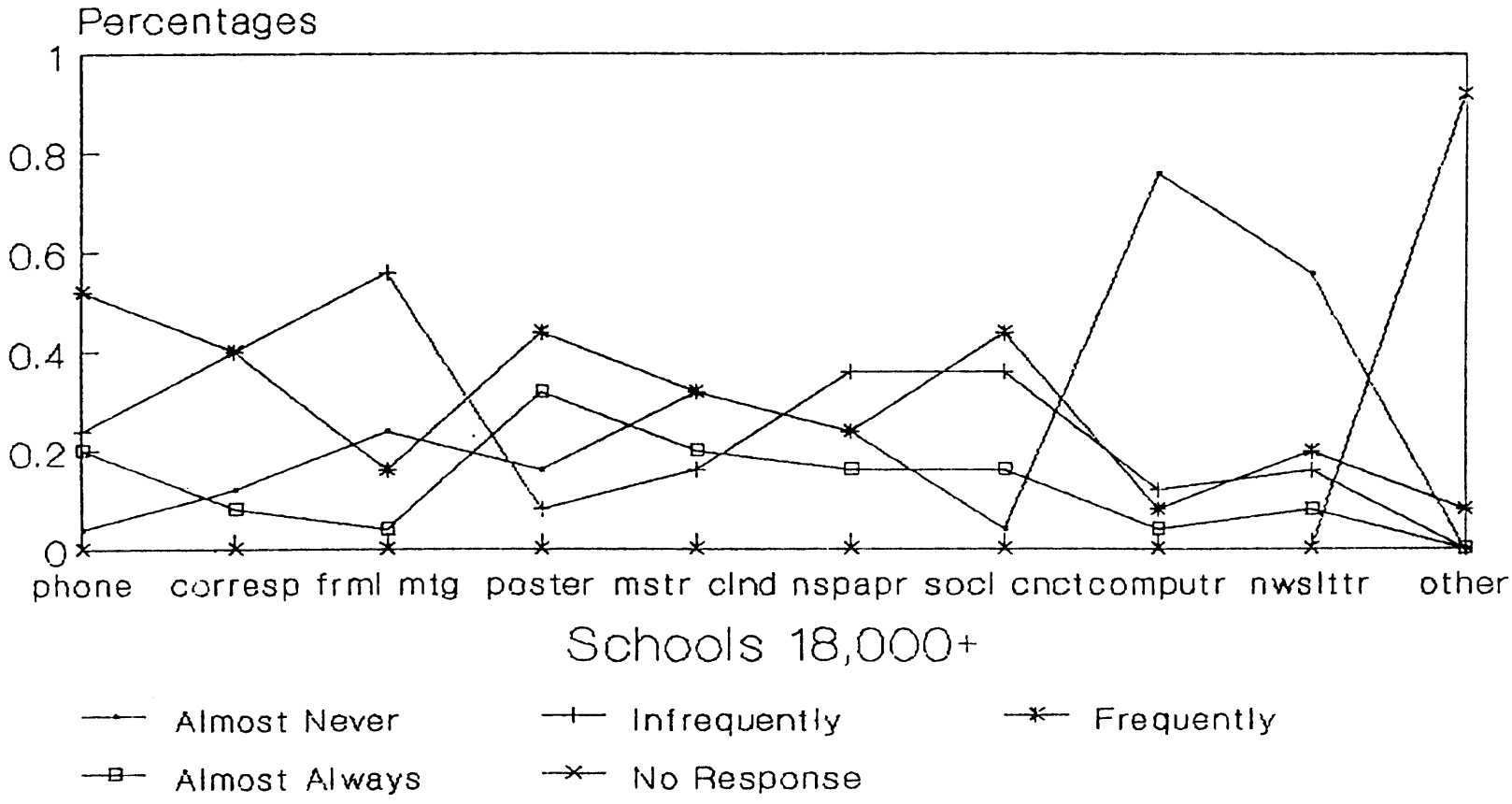
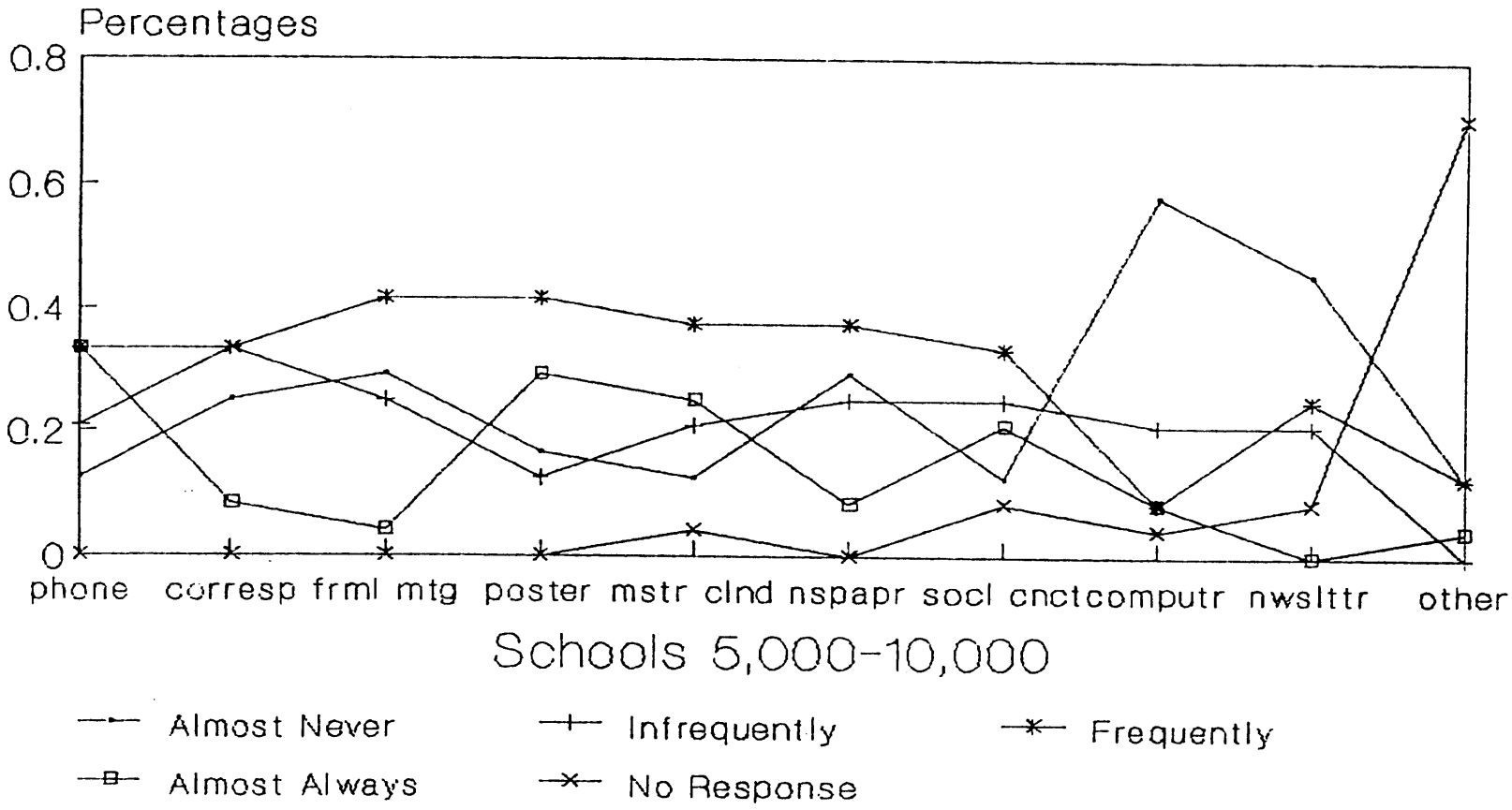


Figure 8

# Communication
## Methods Used



communication are stronger interpersonal relationships. Is this the case when the poster is used as the communication process? The impersonal style of poster information which may identify a group rather than an individual for personal contact, the strengthening of relationships is hard to imagine. If the poster were to instigate a phone call to get more information, the relationship strengthening could still occur, but at that point the communication would have progressed to another method.

A poster is not usually distributed in great advance, since the advertising could be forgotten, or the poster destroyed, by the time the event actually occurs. It would seem that if a department received information in this fashion, it could well be too late to stop a duplication of program already in the planning stages. If this is the most used method, not much forewarning is received of upcoming events by either department.

Although most frequently used in coordination of departmental educational and social programming, this one sided communication tool does might not be one of the most efficient in bringing about the desirable potential benefits identified with the communication process.

The second most used communication tool is the phone, according to the frequency of responses in the almost always and frequently categories. The phone is a more direct and therefore more efficient method of communication, in view of

the flexible and versatility of information which can be given or received by departments. If the phone is the method most used, it could be highly beneficial and effective in coordination of departmental programming.

The third most used method of communication is the master calendar. Again, it is difficult to fully discuss the potential benefits in relation to this method because of the lack of specific definition of the term master calendar. Generally, a master calendar contains dates of events scheduled by a variety of campus offices. Beyond scheduling the method of compiling a master calendar could very greatly, which would influence the type and amount of communication occurring.

One method to utilize the master calendar would be strictly as an orientation tool. In this instance, homecoming activities or other traditional campus wide events are announced by the master calendar, while events programmed by student committees or associations would not be included due to lack of lead time. The one time distribution of this calendar as students arrive on campus makes it possible to distribute to a large majority of the campus population.

Another method of utilizing the master calendar system would be computer terminal linkup. In this type of system a weekly or even daily publication of events could be published by master calendar, including all events which had

been entered by a variety of offices across campus. These same offices could generate the calendar for the next day or month at their own terminal stations to view as needed. As opposed to the first method, this option allows for the flexible addition of events. A drawback of this type of master calendar may be the limitation in distribution of the calendar to campus populations.

Other processes might include a face to face meeting of all departments involved to put items on the calendar. Or scheduling could be done through mailing all information to a central office to have it combined and typed by clerical staff. Each of these facets would effect the type and quality of the communication which would occur.

Any combination of the above methods instigate a furthering of the communication process. However, some are more efficient in bringing about the desired benefits of communication, and a constant flow of information. The amount of benefit gained could bear a relationship to the method used to assemble the information. This possibility is possible material for future study.

Methods of communication almost never used by respondents included the computer (68%), followed by newsletter (42%), and formal meeting (25%).

The fact that one quarter of respondents indicated they almost never receive information from a formal meeting is interesting considering the results of the open ended

question which asked department directors which method of communication they most preferred. The formal meeting was by far the most mentioned as the preferred way to communicate. Table 2 was drawn up based on the comments given for this item.

Table 2

Methods of Communication Preferred by Residence Life and Student Activities Directors

| Residence Life Response | Student Activities Response | Total Response | Questionnaire Options |
|---|---|---|---|
| 20 | 20 | 40 | formally |
| 4 | 9 | 13 | informally |
| 10 | 2 | 12 | phone |
| 6 | 2 | 8 | departmental liaison |
| 6 | 1 | 7 | correspondence |
| 2 | 5 | 7 | master calendar |
| 1 | 3 | 4 | poster/flier |
| 0 | 1 | 1 | computer |
| 0 | 1 | 1 | newspaper ad |

By far responses indicated most directors preferred to exchange information at a formal meeting. Although most respondents indicate they do communicate the way in which they prefer, one third do not. To probe this result further

a future researcher might ask if the one third who do not communicate in the way they prefer desire more or less frequency in the communication they receive.

Research Question 2

Is the contact that is made between these two units of a formal or informal nature?

In this study, formal communication is indicated by a liaison or communication link designated either in job descriptions or organizational structure charts. Most respondents do not have any type of formal liaison between offices, however one third of the respondents do have this tie. Of those who do follow official channels, nearly three fourths (70%) believe their liaisons facilitate common goals between departments. Nearly one third (30%) feel it does not facilitate common goals.

An overwhelming 87% of the third who feel the liaison does not facilitate common goals, believe their liaison relationship does bring about regularly scheduled communications, while 12% feel that it does not.

From this information the conclusion is that departmental liaisons usually work well to bring about desired communication processes. Directors are highly satisfied with the formal liaison which presently exist. Of those who are not satisfied, a large majority find the contact useless to them, while a small group finds the communication simply does not happen.

Research Question 3

Is a master calendar utilized in coordinating programming?

As illustrated within the responses to the first research question, it was found the master calendar is often used in coordinating program between the two departments. In fact, it is one of the top three most used communication tools of schools in the study population.

Research Question 4

Is there a relationship between school size and the amount of communication which occurs between units?

Table 3

Perceived Amount of Communication by Frequencies

| School Size | Almost Always | Frequently | Infrequently | Almost Never |
|---|---|---|---|---|
| 1000-3000 | 1 | 3 | 0 | 1 |
| 3000-5000 | 1 | 6 | 2 | 0 |
| 5000-10,000 | 2 | 11 | 6 | 3 |
| 10,000-18,000 | 5 | 3 | 7 | 3 |
| 18,000+ | 3 | 9 | 10 | 3 |

Note. Numbers represent the actual numbers of responses received for each category.

To respond to this question, a null hypothesis was drawn, that the observed frequencies of responses from schools of differing enrollment sizes, regarding amount of communication occurring, does not differ from results which

would be expected by chance. Chi square was used to test the significance of this relationship.

Because of the low number of total responses in some categories as seen in table 3, school sizes and responses were condensed to perform this test. Respondents having school enrollments of one thousand through ten thousand were combined into one category. Within each category of school enrollments, respondents who replied that they almost always or frequently communicated were combined, and respondents who replied that they infrequently or almost never communicated were also combined. Table 4 illustrates the basic statistical figures used in the testing process.

Table 4

Contingency Tables for Chi Square Testing

Observed Frequencies

| School Size | Frequently | Infrequently |
|---|---|---|
| 1000-10000 | 24 | 12 |
| 10.000-18,000 | 8 | 10 |
| 18,000+ | 12 | 13 |

Expected Frequencies

| School Size | Frequently | Infrequently |
|---|---|---|
| 1000-10000 | 20 | 16 |
| 10,000-18,000 | 10 | 8 |
| 18,000+ | 14 | 11 |

The Chi square value for this testing was 3.3493 with degrees of freedom at 2. Chi square is significant at the 5 percent level at a value of 5.991, therefore upon conclusion of this calculation, a significance cannot be drawn between the relationship of school enrollment and amount of perceived communication between departments of residence life and student activities about programming therefore the null hypothesis stands as proposed.

## Opinions and Preferences

Figures 9 through 16 have been generated as graphs to illustrate the opinions as to the effects of more communication between departments.

To summarize, the three benefits which most often indicated with the almost always response included; higher quality of institutional life, stronger interpersonal relationships, and better use of economic resources. Each item gathered approximately one third of respondents in this category.

The three items which most often were ranked frequently included; a more effective problem solving approach, stronger interpersonal relationships, and better use of economic resources. The first two items gathered one half or better of respondents in this category.

By combining percentages of the almost always and frequently responses, the highest percentages indicated stronger interpersonal relationships (83%), a more effective

Figures 9-16 chart the responses to survey question 11, which asks respondents to identify how frequently each item will be developed, as a result of more communication. The labels on the x axis of figures 9-16 correspond where Q11=question 11, and a, b, c, d, e, f, g, and h to the benefits listed on the survey and as follow.

a) a more effective problem solving approach

b) better use of economic resources

c) a poor use of staff time

d) a higher quality of institutional life

e) an avoidance of unintentional duplication

f) negative results outweighing positive results

g) stronger interpersonal relationships

h) reduction in program offerings

Figure 9

# Benefits of Communication

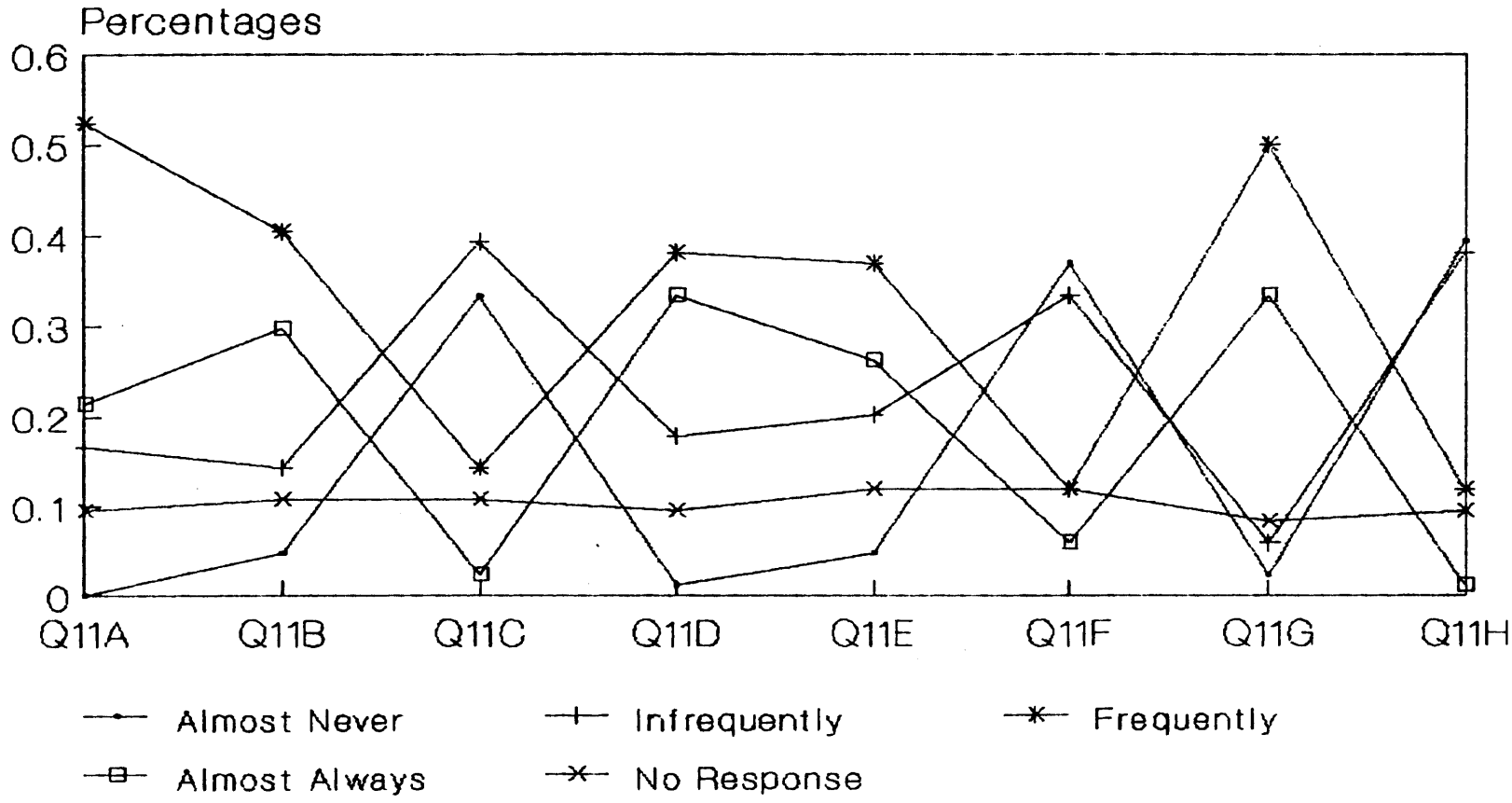


Figure 10

# Benefits of Communication

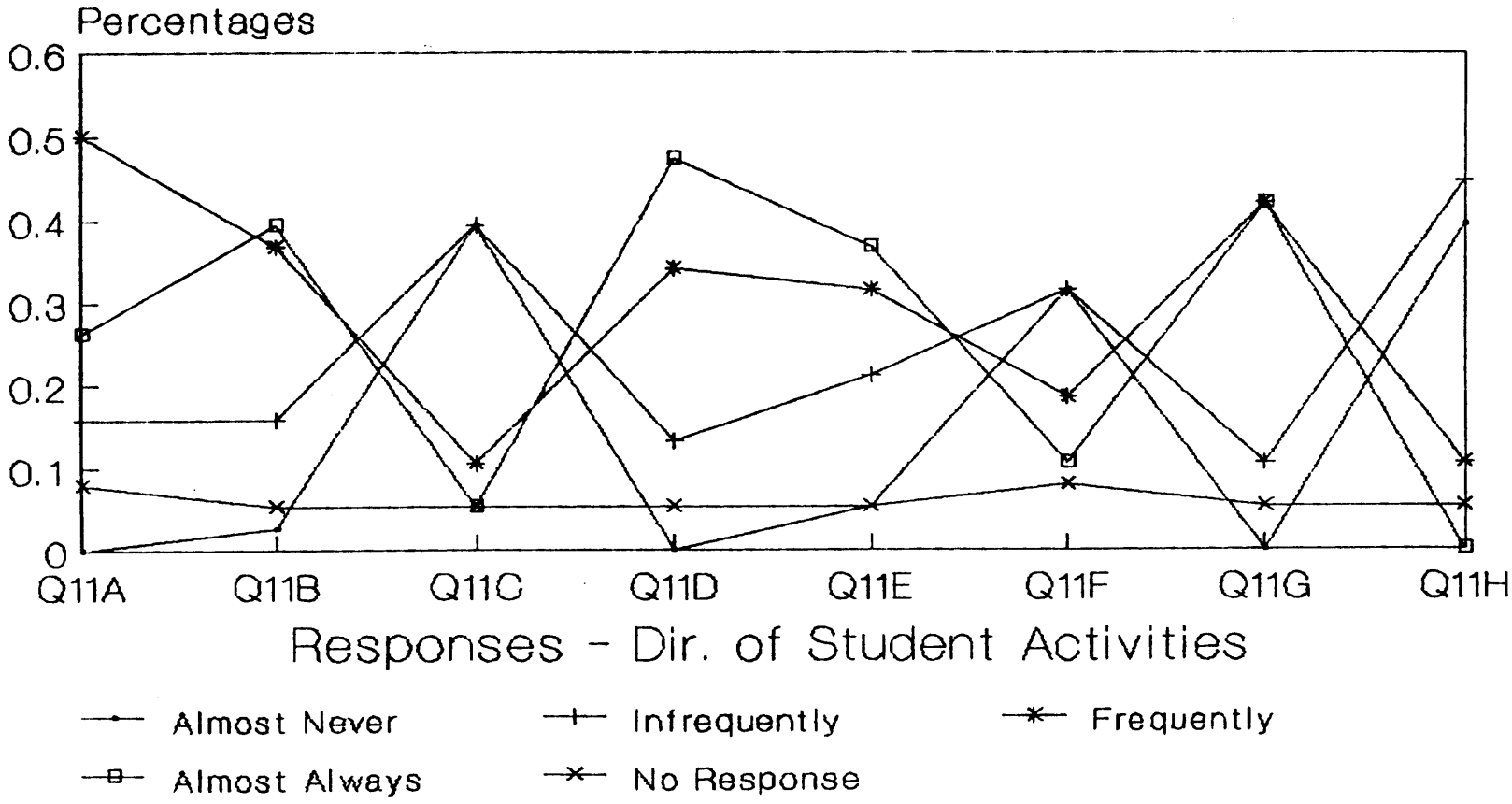


Figure 11

# Benefits of Communication

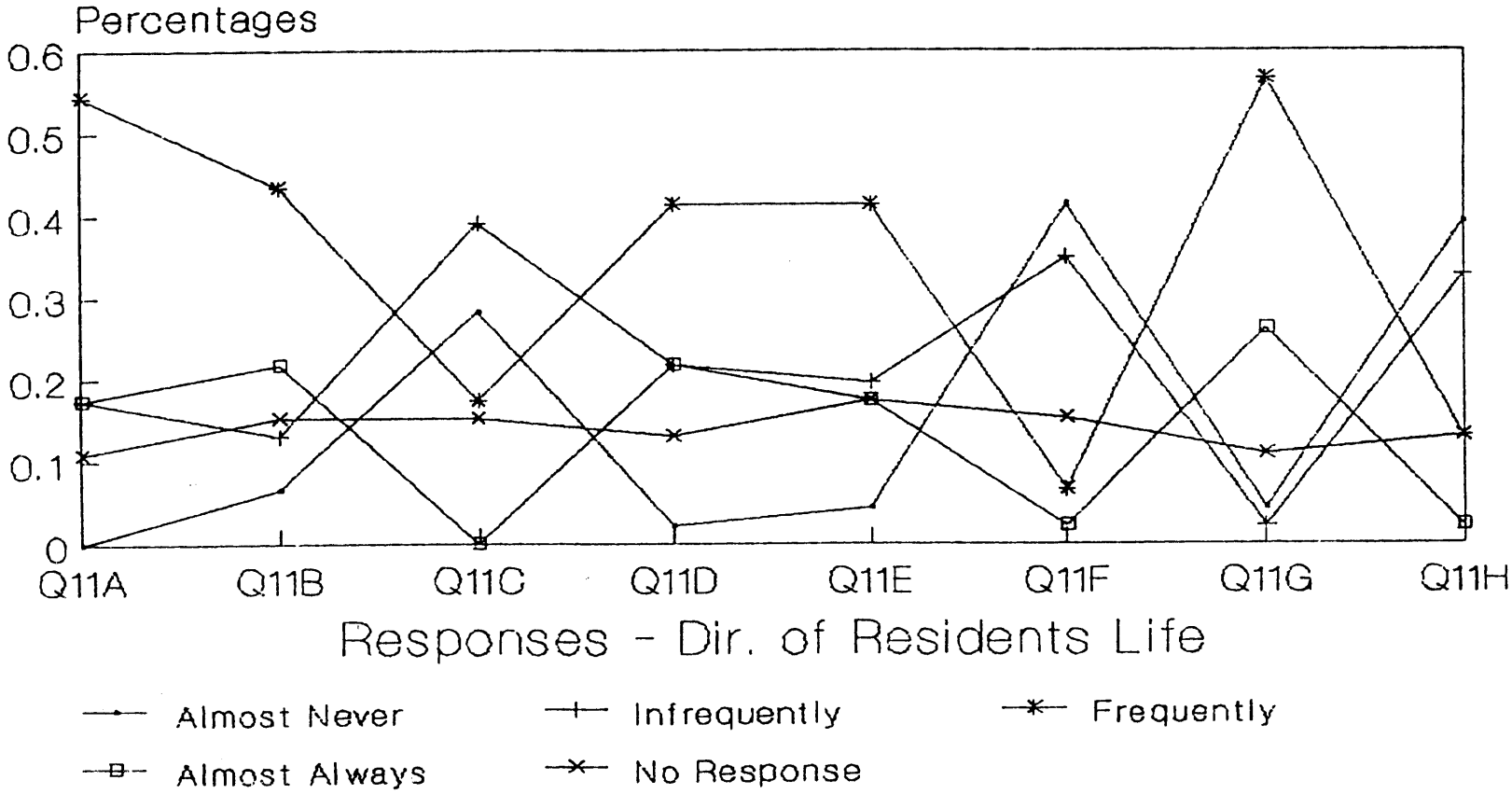


Figure 12

# Benefits of Communication

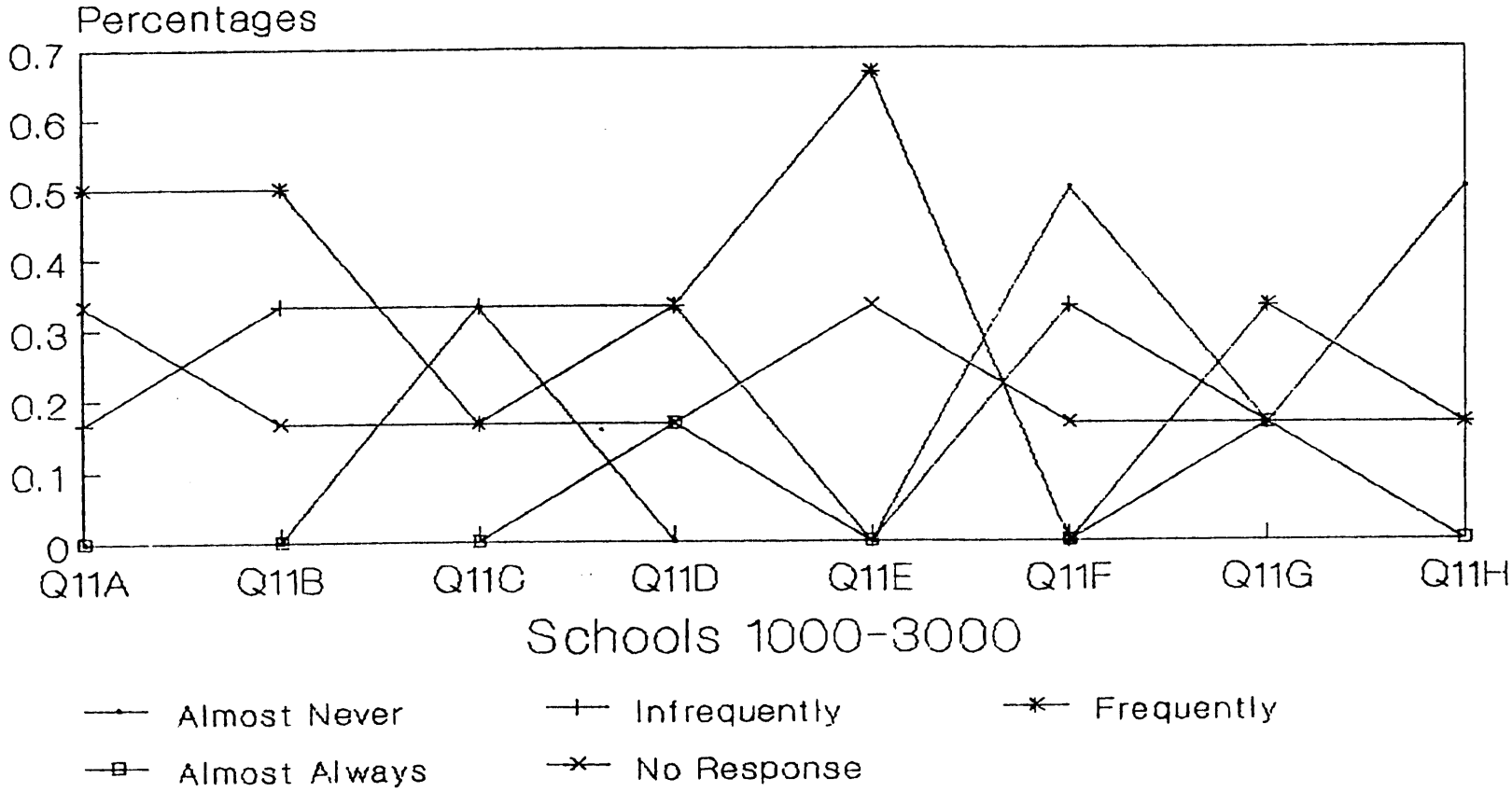


Figure 13

# Benefits of Communication

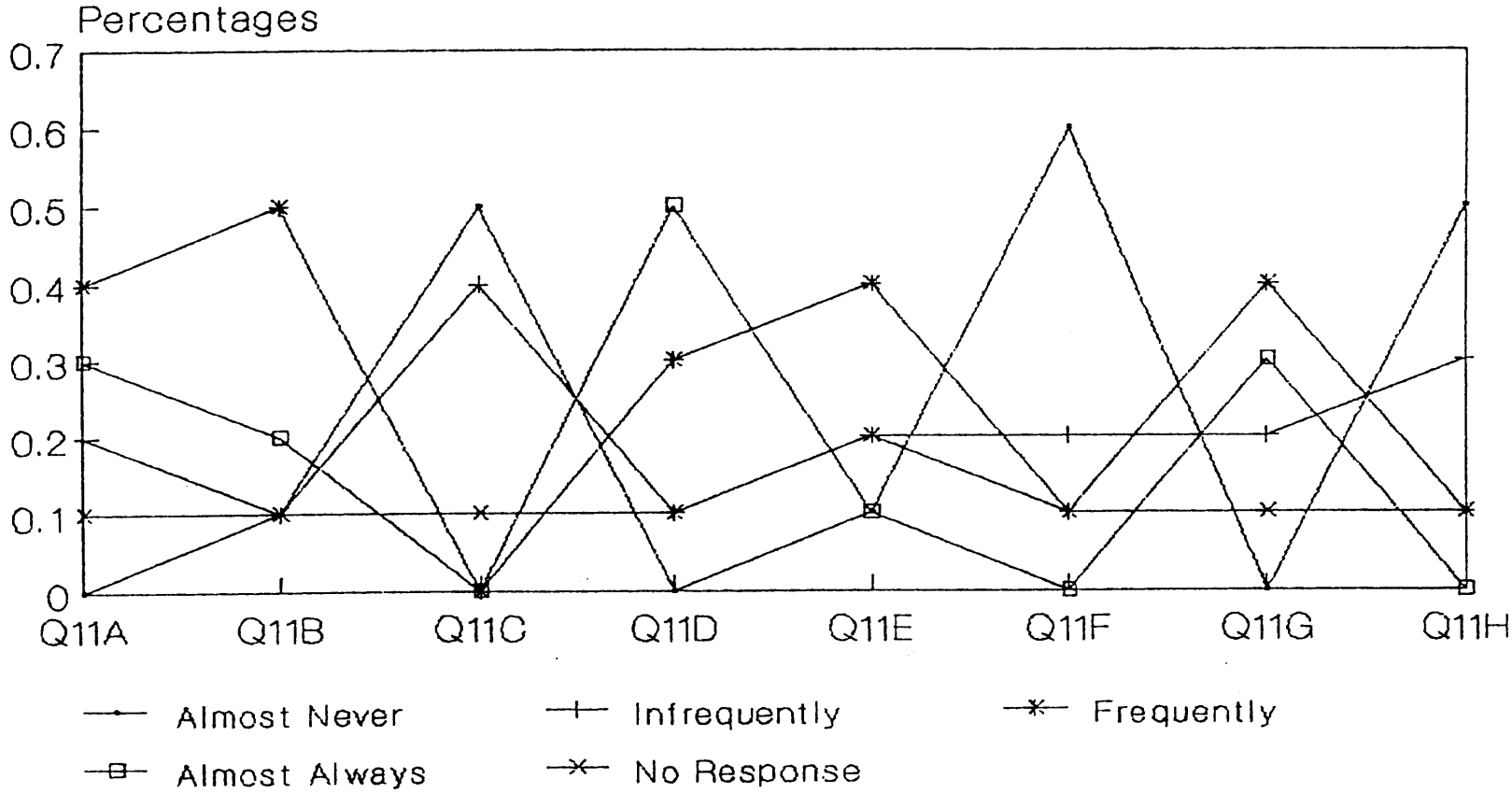


Figure 14

# Benefits of Communication

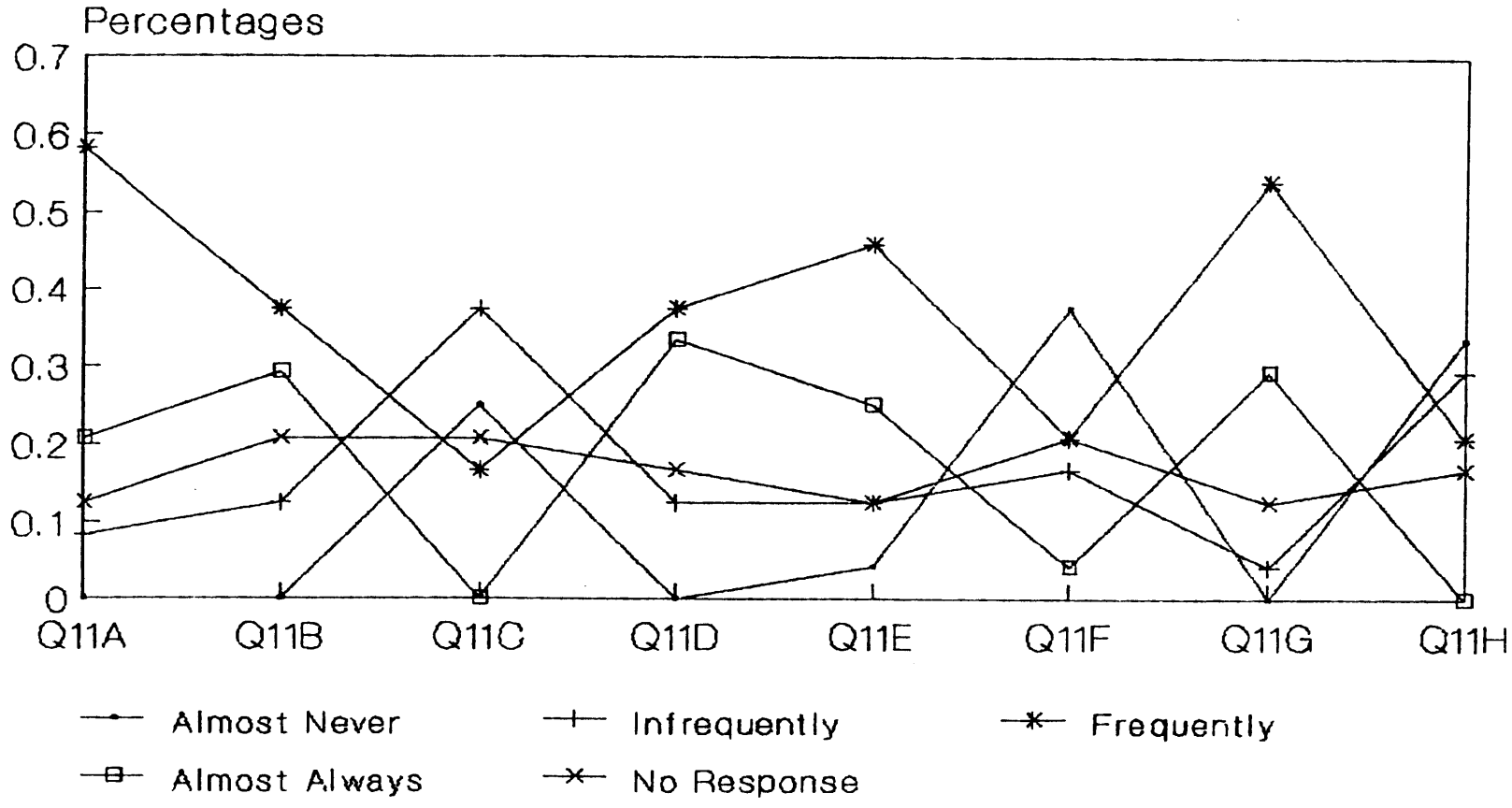
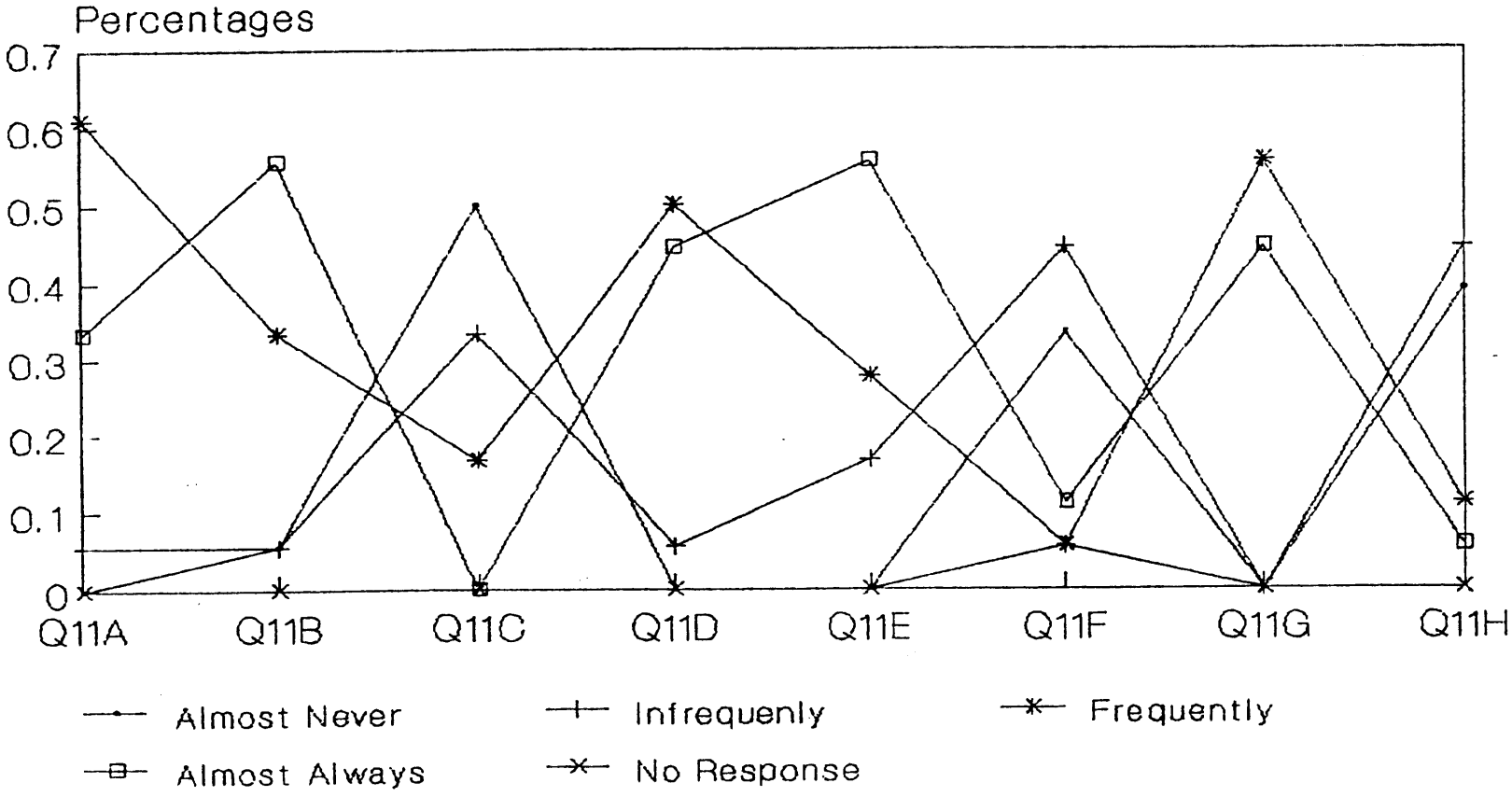
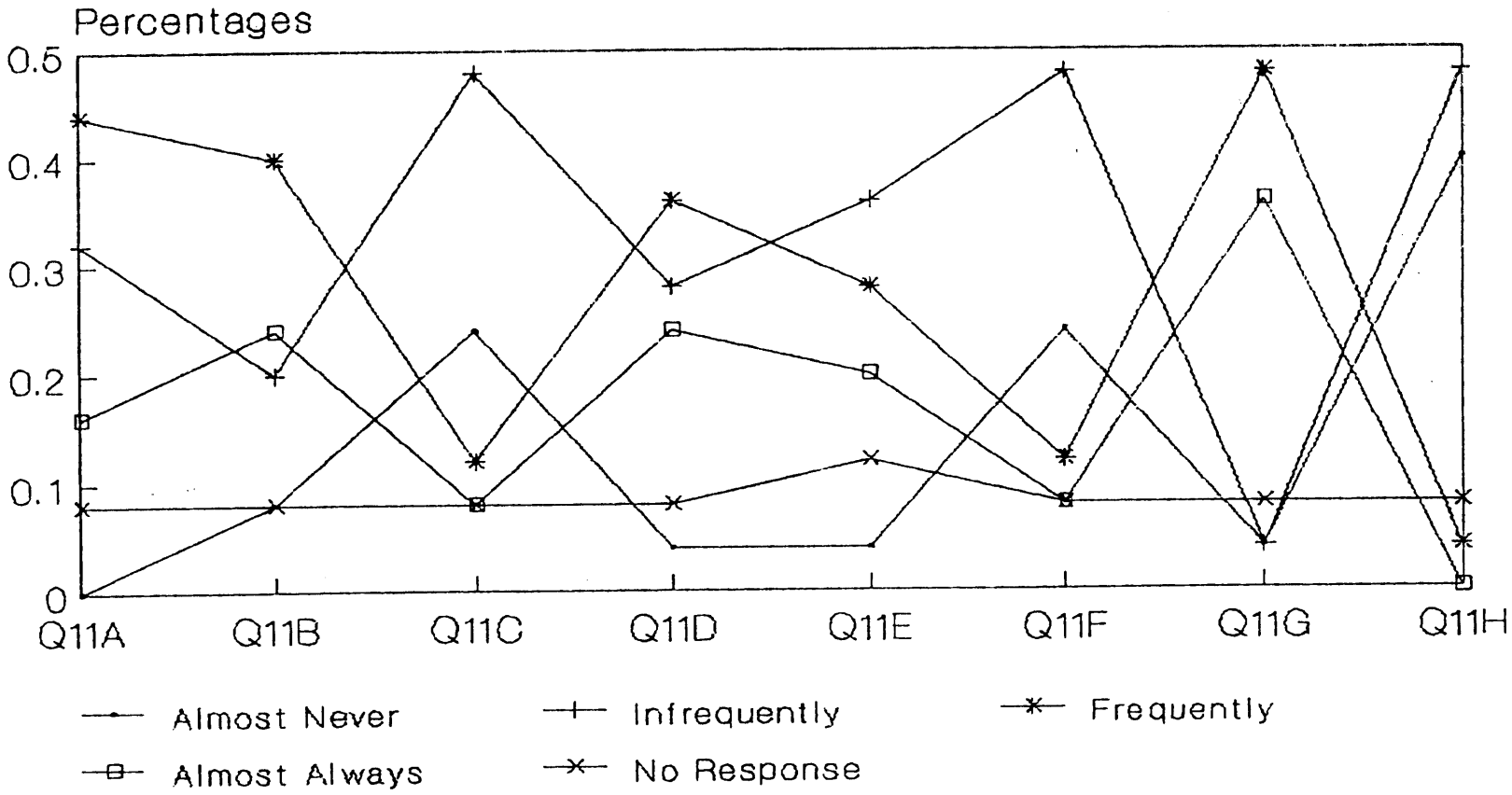


Figure 13

# Benefits of Communication



# Benefits of Communication



problem solving technique (73%) a higher quality of institutional life (71%), better use of economic resources (70%).

The three items which most frequently were ranked infrequently included; poor use of staff time (39%), reduction in program offerings (38%), negative results outweighing positive results (33%).

The three items which most frequently were ranked almost never included; reduction in programming (39%), negative results outweighing positive results (37%), and poor use of staff time (33%).

By combining percentages of the almost never and infrequently categories, the highest percentages indicated a reduction in program resources (77%), poor use of staff time (72%), and negative results outweighing positive results (70%).

There were many other comments attached to this survey, for the most part to aid in an understanding to how specific schools operate in regard to coordinated programming. Appendix H is a compilation of the comments as received. They have been divided by responses received from student activities offices and residence life offices. The divisions of school population have not been isolated in appendix H information.

# CHAPTER IV

## Summary and Conclusions

In the search for information about the coordination of programming between Residence Life and Student Activities, survey responses were helpful in building an accurate picture.

The description of communication between departments of Residence Life and Student Activities indicate little duplication of programming is seen by directors. Also, when duplication is seen, it is usually intended. Little adverse reaction is seen in these situations.

Posters, the phone, and the master calendar are the most used methods of communication, while formal meetings are the most preferred method.

Most campuses do not have a formal liaison, but of those who do, most feel liaisons an effective way to communicate.

The benefit most often projected to occur with more communication is stronger interpersonal relationships.

## Conclusions

1) More communication is regarded as a positive process by respondents, based on the attributes it is projected to establish, and attributes it is projected to almost never establish.

2) There are three methods of communication which are most used.

A) Poster: Although most frequently used in coordination of departmental educational and social programming, this one sided communication tool may not be one of the most efficient in bringing about the desirable potential benefits identified with the communication process.

B) Phone: A more direct and therefore probably a more efficient method of communication. In view of the flexibility and versatility of information which can be given or received by departments, the phone could be highly beneficial and effective in coordination of departmental programming, and in developing the desirable benefits of communication.

C) Master Calendar: Some methods used to assemble calendar information could be more efficient in bringing about the desired benefits of communication, and a constant flow of information, while others may be less productive.

3) Formal liaison channels are effective and desirable by a large majority of those employing this method.

4) Most directors do not get information in the way they most desire, which is the formal meeting.

5) A flexible technological advance in communications, the computer, is almost never used in the communication process between departments.

6) Program duplication is not an issue on most of the surveyed campuses.

7) Most often duplicated programs are intended, therefore the potential exists for positive benefit in most cases when duplication does occur.

8) A significance cannot be drawn between the relationship of school enrollment and amount of perceived communication regarding programming between departments of residence life and student activities.

## Recommendations

For use on campus, it is recommended that this study be considered when departments are implementing their goal setting processes, a reorganization of services, communication processes, or problem solving for their program planning services. This information can also be considered in the implementation of joint programming efforts, or in planning more efficient individual programming efforts. If efforts are being made to build a unified approach to program services by improving and coordinating programming efforts, this material may be used as a resource. The scope of methods of contact and communication currently utilized between Offices of Residence Life and Offices of Student Activities are provided in this study and may be helpful in planning possible approaches to communication.

For future study, several points were brought out in this study which could be incorporated into further research.

A determination of the relationship between method of communication, and the degree of benefit achieved could be

established. This would be helpful in identifying the method of communication most effective in building the desired benefits.

Master calendaring is a primary way of communication, yet there are several ways in which master calendaring can be accomplished. Access to computerized system would be an easy method of tabulation, but based on the response to use of computers, this is not used. Since the method of tabulation bears on the benefits which could be achieved in the communication process, research might define the approaches taken to gathering the information for master calendaring.

It was also established in this study that one third of those surveyed do not communicate in the way they prefer. It could be asked whether these respondents desire more or less frequency in the communication they currently receive, since this was not explored in this question.

Future study could also discover why meetings are not usually used to exchange information, yet most directors wish formal meetings to exchange information.

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University of Michigan Flint
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APPENDIX B

C/O 2604 S. Stoughton Rd.
Madison, WI 53716

February 2, 1987

This research is being conducted to gather further information regarding program coordination existing between the Departments of Residence Life and Student Activities. Opinion suggests that educational institutions may, but then again may not, benefit from coordinated programming efforts. Through these survey results, an awareness of the current extent of coordinated programming may be gained, as well as some insight as to the desirability of such programming. Professional staff in both Residence Life and Student Activities units, of four year, public schools, in a six state region, are being requested to complete the enclosed questionnaire.

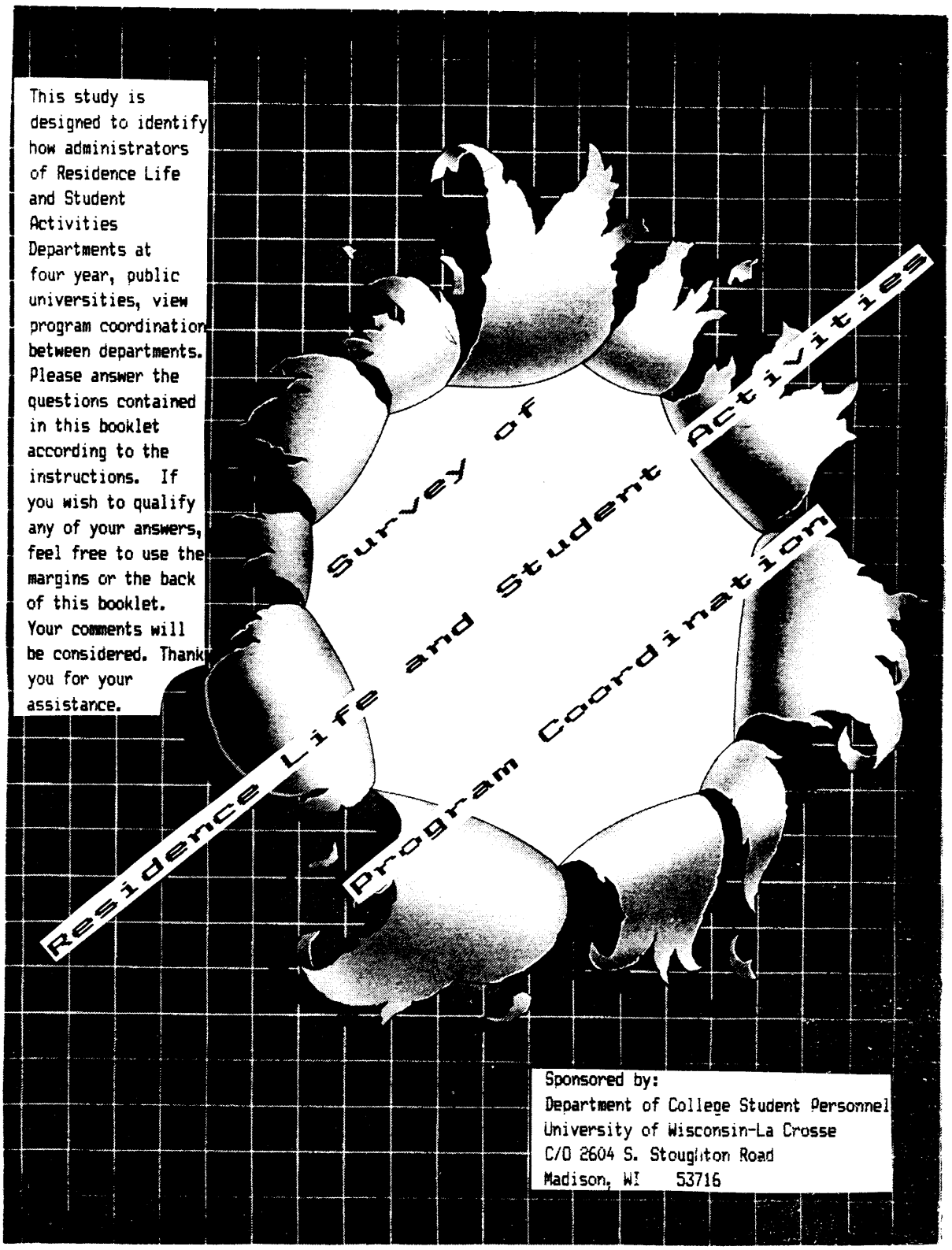
As the Director of your Department, the advice and support which you can provide through your department is much valued, and would be most appreciated. Please ask the appropriate individual to respond to these brief questions, and return the survey by February 27, 1987.

When results are returned, responses received from Residence Life professionals will be compared as a group to the responses received from Student Activities professionals. The total responses of Student Activities and Residence Life Units will also be compared with schools of varying enrollment sizes.

The usefulness of the information which you can provide cannot be emphasized enough. If you would like a summary of the survey results, please print your name on the back of the stamped return envelope which is provided, and you will receive a copy. If you have any questions about this survey, feel free to phone me at (608) 221-9315 after 6pm. Thank-you for your assistance in completing the enclosed questionnaire. Your time is appreciated!

Sincerely,

Karen L. Barak


This study is designed to identify how administrators of Residence Life and Student Activities Departments at four year, public universities, view program coordination between departments. Please answer the questions contained in this booklet according to the instructions. If you wish to qualify any of your answers, feel free to use the margins or the back of this booklet. Your comments will be considered. Thank you for your assistance.
Survey of
Residence Life and Student Activities
Program Coordination
Sponsored by:
Department of College Student Personnel
University of Wisconsin-La Crosse
C/O 2604 S. Stoughton Road
Madison, WI 53716

Survey of Residence Life and Student Activities Program Coordination

1.This survey has been completed by:
Name_____

Title_____

2.Department of:
___Student Activities Office

___Residence Life Office

3.Institutional Enrollment Information

| | | |
|---|---|---|
| ___Under 1000 | ___3000-5000 | ___10,000-18,000 |
| ___1000-3000 | ___5000-10,000 | ___18,000+ |

RESPOND TO THE FOLLOWING QUESTIONS BY CIRCLING THE NUMBER WHICH BEST CORRESPONDS TO YOUR EXPERIENCES.

4. How often are the following methods of communication used between the Student Activities and Residence Life Offices to exchange information on programming activities

| | Almost Always | Frequently | Infrequently | Almost Never |
|---|---|---|---|---|
| a)Phone Calls. | 4 | 3 | 2 | 1 |
| b)Correspondence | 4 | 3 | 2 | 1 |
| c)Formalized Meetings. | 4 | 3 | 2 | 1 |
| d)Posters | 4 | 3 | 2 | 1 |
| e)Master Calendar. | 4 | 3 | 2 | 1 |
| f)Newspaper Announcements | 4 | 3 | 2 | 1 |
| g)Social Contacts. | 4 | 3 | 2 | 1 |
| h)Computer Terminal Scheduling. | 4 | 3 | 2 | 1 |
| i)Newsletter | 4 | 3 | 2 | 1 |
| j)Other(specify)_____ | 4 | 3 | 2 | 1 |

PLEASE COMMENT...

5.a)If you could choose the single most effective way this communication would occur, it would be:

b)Is this method currently used? yes no

6.a)There is a formal liaison (designated by job description or orginizational chart) between the Student Activities and Residence Life offices, to facilitate regularly scheduled communication.

yes no

IF YES, CONTINUE WITH 6.b). IF NO, COMPLETE NEXT PAGE OF SURVEY

b)This liaison facilitates common goals for Residence Life and Student Activities.

yes no

c)This liaison facilitates regularly scheduled communication between Residence Life and Student Activities.

yes no

PLEASE RETURN YOUR RESPONSES BY FEBRUARY 27TH!

RESPOND TO THE FOLLOWING QUESTIONS BY CIRCLING THE NUMBER WHICH CORRESPONDS TO YOUR RESPONSE.

7. The offices of Residence Life and Student Activities frequently communicate regarding proposed extracurricular programming.

| Almost Always | Frequently | Infrequently | Almost Never |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

8. Planned, purposeful duplication has been observed in programming of extra curricular activities organized by Student Activities and Residence Life offices.

| Almost Always | Frequently | Infrequently | Almost Never |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

9. Unintentional duplication has been observed in programming of extracurricular activities planned by Student Activities or Residence Life Offices.

| Almost Always | Frequently | Infrequently | Almost Never |
|---|---|---|---|
| 4 | 3 | 2 | 1 |

10. The following groups have been adversely effected by program duplication.

| | Almost Always | Frequently | Infrequently | Almost Never |
|---|---|---|---|---|
| a)Student Committee Members | 4 | 3 | 2 | 1 |
| b)Student Program Participants | 4 | 3 | 2 | 1 |
| c)Student Activities Professionals | 4 | 3 | 2 | 1 |
| d)Residence Life Professionals | 4 | 3 | 2 | 1 |
| e)Others (Whom?_____) | 4 | 3 | 2 | 1 |

11. More communication between Residence Life and Student Activities Offices would develop:

| | Almost Always | Frequently | Infrequently | Almost Never |
|---|---|---|---|---|
| a)a more effective problem solving approach | 4 | 3 | 2 | 1 |
| b)better use of economic resources | 4 | 3 | 2 | 1 |
| c)poor use of staff time | 4 | 3 | 2 | 1 |
| d)a higher quality of institutional life | 4 | 3 | 2 | 1 |
| e)an avoidance of unintentional duplication | 4 | 3 | 2 | 1 |
| f)negative results outweighing positive results | 4 | 3 | 2 | 1 |
| g)stronger interpersonal relationships | 4 | 3 | 2 | 1 |
| h)reduction in program offerings | 4 | 3 | 2 | 1 |

12. Other Comments

If you have any further comments, please use this space to include them, or if you wish, send them in a separate letter. If you would like a copy of the survey results, please print your name on the back of the return envelope. We will see that you receive a copy. THANK YOU!

APPENDIX D
(postcard correspondence)

Thank you to everyone who has already
returned the Survey of Residence Life and
Student Activities Program Coordination,
which you received last week.
If you have not yet completed the survey,
please send your responses by Feb. 27.
The information you can provide will benefit
the cocurricular university program, its
participants, and its organizers!
Sincerely,

APPENDIX E

C/O 2604 S. Stoughton Rd.
Madison, WI 53716

March 4, 1987

This research is being conducted to gather further information regarding program coordination existing between the Departments of Residence Life and Student Activities. Through these survey results, an awareness of the current extent of coordinated programming may be gained, as well as some insight as to the desirability of such programming.

The original mailing of this survey was sent on February 2, with the request that it be returned by February 27. Unfortunately, your response was not received by this date. Because the input you can provide through your department is of much value to this research, this replacement survey is being sent, in the hopes that it can still be completed.

Please ask the appropriate individual to respond to these brief questions, and return the survey by March 13, 1987. The usefulness of the information which you can provide cannot be emphasized enough.

If you would like a summary of the survey results, please print your name on the back of the stamped return envelope which is provided, and you will receive a copy.

If you have any questions about this survey, feel free to phone me at (608) 221-9315 after 6pm. Thank-you for your assistance in completing the enclosed questionnaire. Your time is appreciated!

Sincerely,

Karen L. Barak

# APPENDIX F

This listing provides the response information received on surveys. These instructions are provided to assist those who are interested in interpreting coded data information. Each column of numbers represents responses to one survey question, and runs three pages in length. The heading at the top of each columm indicates which question corresponds to the coded responses. Each heading begins with the letter Q standing for Question. The number and/or letter item following Q correspond to the questions as numbered/lettered on the survey, which is found in appendix C.

Responses themselves were coded in columns in the following manner.

Where questions required responses of Almost Always, Frequently, Infrequently, or Almost Never, 4=Almost Always, 3=Frequently, 2=Infrequently, 1=Almost Never.

Where questions required responses of Yes, or No, 1=Yes, 2=No.

For Question 3, answers were coded as follows; 1=Under 1000, 2=1000-3000, 3=3000-5000, 4=5000-10,000, 5=10,000-18,000, and 6=18.000+.

| Q2 | Q3 | Q4A | Q4B | Q4C | Q4D | Q4E | Q4F |
|---|---|---|---|---|---|---|---|
| 2 | 6 | 4 | 3 | 2 | 1 | 1 | 1 |
| 2 | 6 | 3 | 2 | 2 | 3 | 2 | 2 |
| 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 3 | 2 | 2 | 1 | 4 | 1 | 2 |
| 2 | 6 | 2 | 2 | 2 | 2 | 1 | 3 |
| 1 | 5 | 3 | 3 | 3 | 4 | 2 | 3 |
| 1 | 5 | 3 | 2 | 2 | 3 | 3 | 2 |
| 1 | 4 | 1 | 2 | 1 | 3 | 3 | 4 |
| 2 | 3 | 1 | 1 | 1 | 3 | 3 | 3 |
| 1 | 6 | 4 | 3 | 2 | 3 | 1 | 2 |
| 1 | 6 | 3 | 2 | 2 | 3 | 1 | 1 |
| 1 | 3 | 3 | 3 | 2 | 2 | 4 | 2 |
| 1 | 3 | 3 | 2 | 2 | 4 | 3 | 2 |
| 1 | 3 | 4 | 4 | 3 | 4 | 4 | 3 |
| 2 | 0 | 2 | 3 | 4 | 4 | 3 | 2 |
| 2 | 5 | 3 | 2 | 3 | 4 | 4 | 3 |
| 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 |

| Q2 | Q3 | Q4A | Q4B | Q4C | Q4D | Q4E | Q4F |
|---|---|---|---|---|---|---|---|
| 2 | 5 | 1 | 1 | 1 | 4 | 2 | 3 |
| 2 | 6 | 3 | 3 | 2 | 3 | 4 | 2 |
| 2 | 6 | 3 | 3 | 2 | 3 | 2 | 2 |
| 2 | 6 | 4 | 3 | 3 | 2 | 3 | 2 |
| 2 | 5 | 3 | 4 | 3 | 4 | 4 | 4 |
| 2 | 5 | 1 | 1 | 1 | 2 | 1 | 2 |
| 2 | 6 | 2 | 1 | 1 | 1 | 1 | 1 |
| 2 | 4 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 4 | 4 | 3 | 2 | 3 | 0 | 3 |
| 2 | 5 | 3 | 2 | 3 | 4 | 2 | 2 |
| 2 | 4 | 4 | 4 | 3 | 4 | 4 | 3 |
| 2 | 6 | 2 | 2 | 1 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 1 | 1 | 3 | 3 |
| 2 | 6 | 3 | 3 | 2 | 3 | 3 | 3 |
| 2 | 5 | 3 | 3 | 2 | 4 | 2 | 4 |
| 2 | 4 | 4 | 3 | 3 | 3 | 2 | 2 |
| 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 |
| 2 | 6 | 3 | 2 | 2 | 3 | 1 | 1 |
| 2 | 4 | 2 | 1 | 1 | 3 | 3 | 1 |
| 2 | 2 | 3 | 2 | 4 | 4 | 4 | 1 |
| 2 | 5 | 3 | 2 | 3 | 3 | 3 | 2 |
| 2 | 4 | 2 | 2 | 1 | 4 | 4 | 4 |
| 2 | 5 | 2 | 3 | 2 | 4 | 4 | 4 |
| 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| 2 | 4 | 2 | 1 | 1 | 2 | 2 | 1 |
| 2 | 5 | 3 | 3 | 1 | 2 | 3 | 2 |
| 2 | 2 | 4 | 1 | 4 | 1 | 1 | 1 |
| 2 | 4 | 4 | 1 | 3 | 1 | 3 | 1 |
| 2 | 4 | 4 | 3 | 3 | 3 | 2 | 2 |
| 2 | 4 | 3 | 2 | 2 | 3 | 3 | 3 |
| 2 | 5 | 3 | 3 | 1 | 3 | 1 | 2 |
| 2 | 6 | 4 | 3 | 3 | 4 | 3 | 4 |
| 2 | 4 | 2 | 2 | 1 | 3 | 3 | 2 |
| 2 | 4 | 4 | 4 | 4 | 4 | 4 | 1 |
| 1 | 4 | 3 | 2 | 2 | 3 | 2 | 2 |
| 1 | 6 | 4 | 4 | 2 | 4 | 3 | 2 |
| 1 | 4 | 3 | 2 | 2 | 2 | 3 | 3 |
| 1 | 6 | 1 | 1 | 1 | 4 | 3 | 4 |
| 1 | 6 | 3 | 3 | 2 | 3 | 4 | 2 |
| 1 | 6 | 2 | 1 | 1 | 4 | 1 | 4 |
| 1 | 5 | 4 | 3 | 4 | 4 | 4 | 4 |
| 1 | 6 | 3 | 3 | 2 | 4 | 3 | 3 |
| 1 | 4 | 3 | 3 | 3 | 3 | 3 | 3 |
| 1 | 5 | 4 | 4 | 4 | 4 | 4 | 3 |
| 1 | 4 | 3 | 3 | 2 | 4 | 4 | 3 |
| 1 | 4 | 4 | 3 | 3 | 4 | 4 | 3 |
| 1 | 5 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 4 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 2 | 3 | 3 | 3 | 4 | 3 | 3 |
| 1 | 4 | 4 | 3 | 3 | 2 | 3 | 2 |
| 1 | 5 | 4 | 3 | 1 | 4 | 4 | 4 |
| 1 | 3 | 3 | 4 | 2 | 4 | 4 | 3 |
| 1 | 3 | 4 | 3 | 4 | 2 | 4 | 2 |

| Q2 | Q3 | Q4A | Q4B | Q4C | Q4D | Q4E | Q4F |
|---|---|---|---|---|---|---|---|
| 1 | 5 | 2 | 3 | 2 | 4 | 4 | 4 |
| 1 | 2 | 2 | 2 | 2 | 3 | 3 | 1 |
| 1 | 4 | 3 | 2 | 3 | 4 | 4 | 3 |
| 1 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| 1 | 6 | 3 | 3 | 3 | 4 | 4 | 4 |
| 1 | 4 | 2 | 2 | 3 | 4 | 2 | 2 |
| 1 | 4 | 3 | 1 | 2 | 1 | 1 | 1 |
| 1 | 5 | 4 | 3 | 2 | 4 | 1 | 4 |
| 2 | 6 | 3 | 2 | 1 | 1 | 1 | 2 |
| 2 | 6 | 2 | 2 | 3 | 1 | 2 | 1 |
| 2 | 6 | 3 | 4 | 2 | 3 | 2 | 3 |
| 1 | 6 | 3 | 2 | 4 | 4 | 4 | 3 |
| 1 | 6 | 2 | 2 | 1 | 3 | 3 | 2 |
| 1 | 6 | 3 | 2 | 2 | 4 | 4 | 1 |

| Q4G | Q4H | Q4I | Q4J | Q5B | Q6A | Q6B | Q6C |
|---|---|---|---|---|---|---|---|
| 3 | 1 | 1 | 0 | 1 | 2 | 0 | 0 |
| 4 | 4 | 3 | 3 | 2 | 2 | 0 | 0 |
| 3 | 3 | 3 | 3 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 3 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 3 | 1 | 4 | 0 | 2 | 2 | 0 | 0 |
| 3 | 1 | 2 | 0 | 2 | 2 | 0 | 0 |
| 2 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 4 | 1 | 1 | 1 | 2 | 2 | 0 | 0 |
| 3 | 1 | 2 | 0 | 1 | 1 | 2 | 1 |
| 2 | 1 | 3 | 0 | 2 | 2 | 0 | 0 |
| 2 | 3 | 2 | 0 | 0 | 1 | 1 | 1 |
| 3 | 1 | 2 | 0 | 1 | 2 | 0 | 0 |
| 3 | 2 | 4 | 0 | 0 | 2 | 0 | 0 |
| 2 | 2 | 0 | 0 | 1 | 2 | 0 | 0 |
| 4 | 1 | 4 | 4 | 1 | 1 | 1 | 1 |
| 3 | 2 | 3 | 0 | 1 | 1 | 1 | 1 |
| 3 | 1 | 2 | 0 | 1 | 2 | 0 | 0 |
| 3 | 2 | 2 | 0 | 1 | 1 | 2 | 1 |
| 2 | 1 | 1 | 0 | 1 | 2 | 0 | 0 |
| 3 | 1 | 2 | 0 | 1 | 2 | 0 | 0 |
| 3 | 1 | 2 | 0 | 1 | 2 | 0 | 0 |
| 1 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 3 | 1 | 1 | 0 | 1 | 2 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 2 | 0 | 0 |
| 4 | 1 | 1 | 0 | 1 | 2 | 0 | 0 |
| 3 | 1 | 1 | 4 | 1 | 1 | 1 | 1 |
| 4 | 1 | 3 | 0 | 1 | 1 | 1 | 1 |
| 3 | 1 | 3 | 0 | 2 | 2 | 0 | 0 |
| 3 | 1 | 3 | 0 | 1 | 2 | 0 | 0 |
| 2 | 1 | 1 | 0 | 1 | 2 | 0 | 0 |
| 2 | 1 | 2 | 0 | 2 | 2 | 0 | 0 |
| 3 | 1 | 1 | 0 | 1 | 2 | 0 | 0 |
| 3 | 1 | 3 | 0 | 1 | 1 | 1 | 1 |
| 4 | 1 | 1 | 0 | 1 | 1 | 1 | 2 |
| 1 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 3 | 2 | 2 | 0 | 1 | 1 | 1 | 1 |
| 2 | 2 | 3 | 0 | 1 | 2 | 0 | 0 |
| 0 | 4 | 0 | 0 | 2 | 2 | 0 | 0 |
| 2 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 2 | 1 | 2 | 0 | 1 | 2 | 0 | 0 |
| 2 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 1 | 1 | 1 | 0 | 2 | 1 | 2 | 2 |
| 3 | 3 | 1 | 1 | 1 | 2 | 0 | 0 |
| 4 | 3 | 1 | 0 | 1 | 1 | 0 | 1 |
| 3 | 2 | 2 | 0 | 1 | 1 | 1 | 1 |
| 2 | 0 | 2 | 3 | 1 | 1 | 1 | 1 |
| 3 | 1 | 2 | 0 | 1 | 1 | 2 | 1 |
| 3 | 3 | 3 | 0 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 2 | 2 | 0 | 0 |
| 4 | 2 | 1 | 0 | 1 | 2 | 0 | 0 |
| 2 | 1 | 3 | 0 | 1 | 1 | 2 | 1 |
| 4 | 2 | 1 | 0 | 2 | 1 | 2 | 1 |

| Q4G | Q4H | Q4I | Q4J | Q5B | Q6A | Q6B | Q6C |
|---|---|---|---|---|---|---|---|
| 0 | 1 | 0 | 0 | 2 | 2 | 0 | 0 |
| 1 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 2 | 2 | 2 | 3 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 4 | 2 | 3 | 0 | 1 | 2 | 0 | 0 |
| 4 | 3 | 4 | 0 | 1 | 2 | 0 | 0 |
| 3 | 1 | 3 | 0 | 1 | 2 | 0 | 0 |
| 4 | 3 | 0 | 0 | 1 | 1 | 1 | 1 |
| 4 | 1 | 2 | 0 | 1 | 2 | 0 | 0 |
| 3 | 1 | 3 | 0 | 1 | 1 | 1 | 1 |
| 2 | 1 | 2 | 0 | 1 | 2 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 2 | 0 | 0 |
| 3 | 3 | 3 | 0 | 1 | 2 | 0 | 0 |
| 3 | 4 | 3 | 4 | 1 | 1 | 2 | 1 |
| 3 | 1 | 2 | 0 | 1 | 1 | 1 | 0 |
| 3 | 2 | 3 | 0 | 1 | 1 | 1 | 1 |
| 2 | 1 | 2 | 0 | 1 | 1 | 1 | 1 |
| 3 | 1 | 3 | 0 | 2 | 2 | 0 | 0 |
| 4 | 1 | 1 | 4 | 1 | 2 | 0 | 0 |
| 2 | 2 | 2 | 0 | 1 | 1 | 1 | 0 |
| 3 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 2 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 3 | 2 | 2 | 3 | 2 | 0 | 0 | 0 |
| 3 | 2 | 1 | 0 | 2 | 2 | 0 | 0 |
| 3 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 2 | 1 | 1 | 0 | 0 | 2 | 0 | 0 |
| 3 | 1 | 1 | 0 | 1 | 2 | 0 | 0 |
| 2 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 3 | 1 | 4 | 0 | 1 | 2 | 0 | 0 |
| 2 | 1 | 1 | 0 | 2 | 2 | 0 | 0 |
| 3 | 1 | 3 | 0 | 1 | 0 | 2 | 2 |

| Q7 | Q8 | Q9 | Q10A | Q10B | Q10C | Q10D | Q10E |
|---|---|---|---|---|---|---|---|
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 2 | 1 | 2 | 2 | 2 | 0 |
| 3 | 2 | 3 | 3 | 3 | 2 | 2 | 0 |
| 3 | 2 | 2 | 1 | 1 | 1 | 1 | 0 |
| 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| 3 | 3 | 3 | 2 | 2 | 2 | 2 | 0 |
| 2 | 2 | 2 | 1 | 1 | 2 | 2 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 1 | 1 | 1 | 1 | 0 |
| 1 | 3 | 2 | 2 | 2 | 1 | 1 | 0 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 0 | 0 | 2 | 2 | 1 | 2 | 0 | 0 |
| 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| 4 | 3 | 3 | 2 | 1 | 2 | 2 | 0 |
| 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 0 | 3 | 3 | 3 | 3 | 3 | 3 |
| 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| 2 | 2 | 2 | 1 | 1 | 1 | 1 | 0 |
| 4 | 3 | 2 | 2 | 2 | 2 | 2 | 0 |
| 4 | 3 | 2 | 2 | 2 | 3 | 3 | 0 |
| 1 | 2 | 2 | 1 | 1 | 1 | 1 | 0 |
| 1 | 2 | 2 | 2 | 1 | 2 | 2 | 0 |
| 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 3 | 2 | 2 | 2 | 2 | 2 | 2 | 0 |
| 4 | 4 | 3 | 2 | 2 | 2 | 2 | 2 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 1 | 3 | 4 | 4 | 2 | 2 | 0 |
| 1 | 3 | 2 | 2 | 3 | 2 | 2 | 0 |
| 3 | 2 | 2 | 2 | 2 | 2 | 2 | 0 |
| 2 | 3 | 2 | 2 | 3 | 2 | 2 | 0 |
| 3 | 1 | 1 | 1 | 2 | 1 | 1 | 0 |
| 3 | 0 | 2 | 2 | 2 | 2 | 2 | 0 |
| 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 4 | 2 | 2 | 2 | 0 | 0 | 0 | 2 |
| 3 | 3 | 2 | 2 | 2 | 2 | 2 | 0 |
| 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| 2 | 2 | 2 | 1 | 2 | 2 | 2 | 0 |
| 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 |
| 3 | 2 | 2 | 3 | 1 | 1 | 1 | 0 |
| 3 | 3 | 2 | 1 | 2 | 1 | 1 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 3 | 2 | 2 | 1 | 2 | 1 | 0 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 |
| 3 | 3 | 2 | 2 | 3 | 2 | 2 | 0 |
| 3 | 2 | 2 | 3 | 0 | 2 | 0 | 0 |
| 4 | 3 | 2 | 4 | 2 | 2 | 2 | 0 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 0 |
| 3 | 3 | 2 | 2 | 2 | 2 | 2 | 0 |

| Q7 | Q8 | Q9 | Q10A | Q10B | Q10C | Q10D | Q10E |
|---|---|---|---|---|---|---|---|
| 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| 1 | 1 | 3 | 3 | 3 | 2 | 2 | 0 |
| 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 2 | 4 | 4 | 3 | 1 | 3 | 2 | 0 |
| 3 | 2 | 2 | 1 | 1 | 1 | 1 | 0 |
| 4 | 1 | 2 | 1 | 1 | 2 | 2 | 0 |
| 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| 4 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| 4 | 2 | 2 | 1 | 2 | 2 | 2 | 0 |
| 3 | 4 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 1 | 2 | 1 | 1 | 1 | 1 | 0 |
| 3 | 2 | 1 | 2 | 1 | 2 | 2 | 0 |
| 4 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |
| 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 4 | 3 | 1 | 3 | 3 | 2 | 2 | 0 |
| 2 | 1 | 3 | 2 | 3 | 2 | 2 | 0 |
| 0 | 4 | 1 | 0 | 2 | 1 | 2 | 0 |
| 3 | 2 | 3 | 4 | 3 | 3 | 3 | 0 |
| 2 | 2 | 3 | 3 | 2 | 2 | 2 | 0 |
| 3 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 0 | 2 | 3 | 3 | 0 |
| 3 | 1 | 2 | 2 | 2 | 2 | 2 | 0 |
| 2 | 1 | 2 | 2 | 2 | 2 | 2 | 0 |
| 2 | 3 | 3 | 2 | 1 | 1 | 1 | 0 |
| 3 | 2 | 3 | 2 | 1 | 1 | 1 | 0 |
| 2 | 3 | 3 | 2 | 2 | 2 | 2 | 0 |
| 4 | 1 | 2 | 2 | 2 | 2 | 2 | 0 |
| 2 | 2 | 3 | 3 | 2 | 3 | 2 | 0 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| Q11A | Q11B | Q11C | Q11D | Q11E | Q11F | Q11G | Q11H |
|---|---|---|---|---|---|---|---|
| 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 |
| 2 | 1 | 1 | 1 | 0 | 1 | 3 | 1 |
| 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| 3 | 3 | 1 | 4 | 3 | 1 | 4 | 1 |
| 3 | 4 | 2 | 3 | 3 | 3 | 3 | 2 |
| 3 | 3 | 2 | 4 | 4 | 2 | 3 | 3 |
| 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| 4 | 4 | 1 | 4 | 0 | 1 | 4 | 2 |
| 2 | 3 | 3 | 4 | 2 | 2 | 3 | 1 |
| 4 | 2 | 2 | 3 | 2 | 3 | 4 | 2 |
| 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 1 | 1 | 4 | 3 | 1 | 2 | 1 |
| 3 | 3 | 3 | 2 | 1 | 1 | 3 | 2 |
| 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| 2 | 3 | 2 | 3 | 1 | 1 | 3 | 1 |
| 3 | 3 | 3 | 3 | 4 | 0 | 3 | 4 |
| 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| 2 | 1 | 2 | 2 | 2 | 1 | 3 | 1 |
| 4 | 4 | 2 | 3 | 3 | 2 | 4 | 3 |
| 3 | 3 | 2 | 4 | 3 | 2 | 3 | 2 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 3 | 2 | 2 | 4 | 1 | 4 | 1 |
| 4 | 4 | 1 | 4 | 4 | 1 | 4 | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 2 | 1 | 3 | 4 | 1 | 1 | 2 |
| 3 | 3 | 3 | 2 | 0 | 2 | 1 | 1 |
| 3 | 3 | 2 | 4 | 3 | 2 | 4 | 1 |
| 3 | 3 | 1 | 3 | 3 | 1 | 3 | 1 |
| 3 | 4 | 2 | 3 | 4 | 1 | 3 | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 2 | 3 | 2 | 2 | 2 | 4 | 2 |
| 3 | 0 | 0 | 4 | 3 | 1 | 3 | 1 |
| 3 | 3 | 1 | 3 | 3 | 1 | 3 | 1 |
| 4 | 4 | 2 | 3 | 2 | 2 | 3 | 2 |
| 3 | 3 | 1 | 3 | 4 | 1 | 4 | 3 |
| 3 | 1 | 3 | 2 | 3 | 2 | 3 | 2 |
| 4 | 3 | 1 | 4 | 3 | 1 | 3 | 1 |
| 4 | 4 | 2 | 3 | 3 | 4 | 3 | 2 |
| 3 | 4 | 1 | 4 | 4 | 1 | 4 | 1 |
| 2 | 2 | 2 | 2 | 3 | 2 | 2 | 1 |
| 4 | 3 | 1 | 4 | 2 | 1 | 4 | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 |
| 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| 3 | 4 | 2 | 3 | 3 | 3 | 4 | 2 |
| 3 | 0 | 0 | 0 | 3 | 0 | 3 | 0 |
| 4 | 4 | 1 | 4 | 4 | 1 | 4 | 3 |
| 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| 3 | 3 | 4 | 3 | 1 | 2 | 3 | 1 |

| Q11A | Q11B | Q11C | Q11D | Q11E | Q11F | Q11G | Q11H |
|---|---|---|---|---|---|---|---|
| 3 | 3 | 2 | 2 | 1 | 0 | 4 | 2 |
| 4 | 4 | 2 | 4 | 4 | 4 | 4 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 4 | 4 | 4 | 4 | 4 | 2 | 4 | 2 |
| 3 | 4 | 1 | 4 | 4 | 1 | 4 | 1 |
| 2 | 3 | 1 | 4 | 4 | 1 | 4 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 1 | 4 | 4 | 1 | 4 | 1 |
| 3 | 4 | 1 | 3 | 4 | 1 | 4 | 1 |
| 4 | 4 | 2 | 4 | 3 | 3 | 3 | 2 |
| 4 | 4 | 1 | 4 | 4 | 1 | 4 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 3 | 1 |
| 3 | 2 | 2 | 4 | 3 | 1 | 3 | 2 |
| 3 | 3 | 3 | 4 | 3 | 3 | 3 | 2 |
| 3 | 4 | 1 | 3 | 4 | 3 | 3 | 2 |
| 3 | 2 | 2 | 3 | 2 | 2 | 3 | 1 |
| 4 | 4 | 1 | 4 | 4 | 1 | 4 | 2 |
| 4 | 4 | 1 | 4 | 4 | 4 | 4 | 1 |
| 0 | 3 | 1 | 3 | 3 | 1 | 4 | 3 |
| 3 | 3 | 3 | 4 | 3 | 1 | 3 | 1 |
| 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 |
| 3 | 4 | 1 | 4 | 3 | 3 | 4 | 1 |
| 4 | 4 | 1 | 4 | 4 | 1 | 3 | 2 |
| 3 | 4 | 1 | 3 | 4 | 4 | 4 | 2 |
| 3 | 3 | 1 | 3 | 3 | 1 | 3 | 1 |
| 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| 3 | 3 | 2 | 3 | 2 | 2 | 3 | 1 |
| 4 | 4 | 1 | 4 | 4 | 1 | 4 | 1 |
| 3 | 4 | 1 | 3 | 3 | 4 | 4 | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

# APPENDIX G

This listing provides the totaled response information, separated by categories. Response categories include total population, directors of student activities, director of residence life, and institution enrollment sizes seperated in groups of 1000-3000, 3000-5000, 5000-10,000, 10,000-18,000, and 18,000+.

Each column of numbers represents responses to one survey question by whichever category is indicated by headings. Each column runs 3 - 4 pages in length. The heading at the top of each column indicates which question corresponds to the coded responses. Each column heading begins with the letter Q, standing for question. The number and/or letter item following Q correspond to the questions as numbered/lettered on the survey, which is found in appendix C.

The possible responses to each questions are provided to the far left of each page.

| | Q2 | Q3 | Q4A | Q4B | Q4C | Q4D |
|---|---|---|---|---|---|---|
| Total Population Responses | | | | | | |
| FREQUENCIES | | | | | | |
| Almost Never/ Yes | 38 | 0 | 7 | 13 | 21 | 10 |
| Infrequently/ No | 46 | 6 | 18 | 29 | 33 | 11 |
| Frequently | | 10 | 39 | 34 | 22 | 29 |
| Almost Always | | 24 | 20 | 8 | 8 | 34 |
| | | 18 | | | | |
| | | 25 | | | | |
| No response | 0 | 1 | 0 | 0 | 0 | 0 |
| PERCENTAGES | | | | | | |
| Almost Never/ Yes | 45% | 0% | 8% | 15% | 25% | 12% |
| Infrequently/ No | 55% | 7% | 21% | 35% | 39% | 13% |
| Frequently | | 12% | 46% | 40% | 26% | 35% |
| Almost Always | | 29% | 24% | 10% | 10% | 40% |
| | | 21% | | | | |
| | | 30% | | | | |
| No response | 0% | 1% | 0% | 0% | 0% | 0% |

| | Q2 | Q3 | Q4A | Q4B | Q4C | Q4D |
|---|---|---|---|---|---|---|
| **Directors of Student Activities** | | | | | | |
| FREQUENCIES | | | | | | |
| Almost Never/ Yes | 38 | 0 | 3 | 4 | 6 | 2 |
| Infrequently/ No | 0 | 2 | 6 | 13 | 19 | 5 |
| Frequently | | 6 | 19 | 17 | 9 | 10 |
| Almost Always | | 11 | 10 | 4 | 4 | 21 |
| | | 8 | | | | |
| | | 11 | | | | |
| No response | 0 | 0 | 0 | 0 | 0 | 0 |
| PERCENTAGES | | | | | | |
| Almost Never/ Yes | 100% | 0% | 8% | 11% | 16% | 5% |
| Infrequently/ No | | 5% | 16% | 34% | 50% | 13% |
| Frequently | | 16% | 50% | 45% | 24% | 26% |
| Almost Always | | 29% | 26% | 11% | 11% | 55% |
| | | 21% | | | | |
| | | 29% | | | | |
| No response | 0% | 0% | 0% | 0% | 0% | 0% |
| **Directors of Residence Life** | | | | | | |
| FREQUENCIES | | | | | | |
| Almost Never/ Yes | 0 | 0 | 4 | 9 | 15 | 8 |
| Infrequently/ No | 46 | 4 | 12 | 16 | 14 | 6 |
| Frequently | | 4 | 20 | 17 | 13 | 19 |
| Almost Always | | 13 | 10 | 4 | 4 | 13 |
| | | 10 | | | | |
| | | 14 | | | | |
| No response | 0 | 1 | 0 | 0 | 0 | 0 |
| PERCENTAGES | | | | | | |
| Almost Never/ Yes | | 0% | 9% | 20% | 33% | 17% |
| Infrequently/ No | 100% | 9% | 26% | 35% | 30% | 13% |
| Frequently | | 9% | 43% | 37% | 28% | 41% |
| Almost Always | | 28% | 22% | 9% | 9% | 28% |
| | | 22% | | | | |
| | | 30% | | | | |
| No response | 0% | 2% | 0% | 0% | 0% | 0% |
| **Institution Enrollment Under 1000.-No respondents** | | | | | | |
| **Institution Enrollment 1000-3000.** | | | | | | |
| FREQUENCIES | | | | | | |
| Almost Never/ Yes | 2 | 0 | 0 | 1 | 1 | 2 |
| Infrequently/ No | 4 | 6 | 2 | 3 | 1 | 0 |
| Frequently | | 0 | 3 | 2 | 2 | 2 |
| Almost Always | | 0 | 1 | 0 | 2 | 2 |
| | | 0 | | | | |
| | | 0 | | | | |
| No response | 0 | 0 | 0 | 0 | 0 | 0 |
| PERCENTAGES | | | | | | |
| Almost Never/ Yes | 33% | | 0% | 17% | 17% | 33% |
| Infrequently/ No | 67% | 100% | 33% | 50% | 17% | 0% |
| Frequently | | | 50% | 33% | 33% | 33% |
| Almost Always | | | 17% | 0% | 33% | 33% |
| No response | 0% | | 0% | 0% | 0% | 0% |

| | Q2 | Q3 | Q4A | Q4B | Q4C | Q4D |
|---|---|---|---|---|---|---|
| Institution Enrollment 3000-5000. | | | | | | |
| FREQUENCIES | | | | | | |
| Almost Never/ Yes | 6 | 0 | 1 | 1 | 2 | 0 |
| Infrequently/ No | 4 | 0 | 1 | 3 | 6 | 3 |
| Frequently | | 10 | 6 | 4 | 1 | 3 |
| Almost Always | | 0 | 2 | 2 | 1 | 4 |
| | | 0 | | | | |
| | | 0 | | | | |
| No response | 0 | 0 | 0 | 0 | 0 | 0 |
| PERCENTAGES | | | | | | |
| Almost Never/ Yes | 60% | | 10% | 10% | 20% | 0% |
| Infrequently/ No | 40% | | 10% | 30% | 60% | 30% |
| Frequently | | 100% | 60% | 40% | 10% | 30% |
| Almost Always | | | 20% | 20% | 10% | 40% |
| No response | | 0% | 0% | 0% | 0% | 0% |
| Institution Enrollment 5000-10,000. | | | | | | |
| FREQUENCIES | | | | | | |
| Almost Never/ Yes | 11 | 0 | 3 | 6 | 7 | 4 |
| Infrequently/ No | 13 | 0 | 5 | 8 | 6 | 3 |
| Frequently | | 0 | 8 | 8 | 10 | 10 |
| Almost Always | | 24 | 8 | 2 | 1 | 7 |
| | | 0 | | | | |
| | | 0 | | | | |
| No response | 0 | 0 | 0 | 0 | 0 | 0 |
| PERCENTAGES | | | | | | |
| Almost Never/ Yes | 46% | | 13% | 25% | 29% | 17% |
| Infrequently/ No | 54% | | 21% | 33% | 25% | 13% |
| Frequently | | | 33% | 33% | 42% | 42% |
| Almost Always | | 100% | 33% | 8% | 4% | 29% |
| No response | | | 0% | 0% | 0% | 0% |
| Institution Enrollment 10,000-18,000. | | | | | | |
| FREQUENCIES | | | | | | |
| Almost Never/ Yes | 8 | 0 | 2 | 2 | 5 | 0 |
| Infrequently/ No | 10 | 0 | 3 | 5 | 6 | 3 |
| Frequently | | 0 | 9 | 9 | 5 | 3 |
| Almost Always | | 0 | 4 | 2 | 2 | 12 |
| | | 18 | | | | |
| | | 0 | | | | |
| No response | 0 | 0 | 0 | 0 | 0 | 0 |
| PERCENTAGES | | | | | | |
| Almost Never/ Yes | 44% | | 11% | 11% | 28% | 0% |
| Infrequently/ No | 56% | | 17% | 28% | 33% | 17% |
| Frequently | | | 50% | 50% | 28% | 17% |
| Almost Always | | | 22% | 11% | 11% | 67% |
| | | 100% | | | | |
| No response | | | 0% | 0% | 0% | 0% |

| | | Q2 | Q3 | Q4A | Q4B | Q4C | Q4D |
|---|---|---|---|---|---|---|---|
| | | Institution Enrollment 18,000+. | | | | | |
| | | FREQUENCIES | | | | | |
| Almost Never/ | Yes | 11 | 0 | 1 | 3 | 6 | 4 |
| Infrequently/ | No | 14 | 0 | 6 | 10 | 14 | 2 |
| Frequently | | | 0 | 13 | 10 | 4 | 11 |
| Almost Always | | | 0 | 5 | 2 | 1 | 8 |
| | | | 0 | | | | |
| | | | 25 | | | | |
| No response | | 0 | 0 | 0 | 0 | 0 | 0 |
| | | PERCENTAGES | | | | | |
| Almost Never/ | Yes | 44% | | 4% | 12% | 24% | 16% |
| Infrequently/ | No | 56% | | 24% | 40% | 56% | 8% |
| Frequently | | | | 52% | 40% | 16% | 44% |
| Almost Always | | | | 20% | 8% | 4% | 32% |
| | | | 100% | | | | |
| No response | | | | 0% | 0% | 0% | 0% |

| | Q4E | Q4F | Q4G | Q4H | Q4I | Q4J |
|---|---|---|---|---|---|---|
| **Total Population Responses** | | | | | | |
| Almost Never/ Yes | 16 | 16 | 6 | 57 | 35 | 5 |
| Infrequently/ No | 17 | 30 | 24 | 15 | 21 | 0 |
| Frequently | 27 | 25 | 38 | 8 | 19 | 5 |
| Almost Always | 23 | 13 | 14 | 3 | 5 | 4 |
| No response | 1 | 0 | 2 | 1 | 4 | 70 |
| Almost Never/ Yes | 19% | 19% | 7% | 68% | 42% | 6% |
| Infrequently/ No | 20% | 36% | 29% | 18% | 25% | 0% |
| Frequently | 32% | 30% | 45% | 10% | 23% | 6% |
| Almost Always | 27% | 15% | 17% | 4% | 6% | 5% |
| No response | 1% | 0% | 2% | 1% | 5% | 83% |
| **Directors of Student Activities** | | | | | | |
| Almost Never/ Yes | 6 | 5 | 2 | 25 | 11 | 1 |
| Infrequently/ No | 4 | 12 | 11 | 8 | 11 | 0 |
| Frequently | 13 | 13 | 18 | 4 | 10 | 2 |
| Almost Always | 15 | 8 | 6 | 1 | 4 | 2 |
| No response | 0 | 0 | 1 | 0 | 2 | 33 |
| Almost Never/ Yes | 16% | 13% | 5% | 66% | 29% | 3% |
| Infrequently/ No | 11% | 32% | 29% | 21% | 29% | 0% |
| Frequently | 34% | 34% | 47% | 11% | 26% | 5% |
| Almost Always | 39% | 21% | 16% | 3% | 11% | 5% |
| No response | 0% | 0% | 3% | 0% | 5% | 87% |
| **Directors of Residence Life** | | | | | | |
| Almost Never/ Yes | 10 | 11 | 4 | 32 | 24 | 4 |
| Infrequently/ No | 13 | 18 | 13 | 7 | 10 | 0 |
| Frequently | 14 | 12 | 20 | 4 | 9 | 3 |
| Almost Always | 8 | 5 | 8 | 2 | 1 | 2 |
| No response | 1 | 0 | 1 | 1 | 2 | 37 |
| Almost Never/ Yes | 22% | 24% | 9% | 70% | 52% | 9% |
| Infrequently/ No | 28% | 39% | 28% | 15% | 22% | 0% |
| Frequently | 30% | 26% | 43% | 9% | 20% | 7% |
| Almost Always | 17% | 11% | 17% | 4% | 2% | 4% |
| No response | 2% | 0% | 2% | 2% | 4% | 80% |

| | Q4E | Q4F | Q4G | Q4H | Q4I | Q4J |
|---|---|---|---|---|---|---|
| Institution Enrollment Under 1000.-No respondents | | | | | | |
| Institution Enrollment 1000-3000. | | | | | | |
| Almost Never/ Yes | 1 | 3 | 0 | 3 | 2 | 1 |
| Infrequently/ No | 1 | 1 | 0 | 1 | 1 | 0 |
| Frequently | 3 | 2 | 5 | 2 | 3 | 0 |
| Almost Always | 1 | 0 | 1 | 0 | 0 | 1 |
| No response | 0 | 0 | 0 | 0 | 0 | 4 |
| Almost Never/ Yes | 17% | 50% | 0% | 50% | 33% | 17% |
| Infrequently/ No | 17% | 17% | 0% | 17% | 17% | 0% |
| Frequently | 50% | 33% | 83% | 33% | 50% | 0% |
| Almost Always | 17% | 0% | 17% | 0% | 0% | 17% |
| No response | 0% | 0% | 0% | 0% | 0% | 67% |
| Institution Enrollment 3000-5000. | | | | | | |
| Almost Never/ Yes | 1 | 0 | 0 | 6 | 3 | 1 |
| Infrequently/ No | 2 | 6 | 4 | 3 | 4 | 0 |
| Frequently | 3 | 4 | 5 | 1 | 2 | 0 |
| Almost Always | 4 | 0 | 1 | 0 | 1 | 0 |
| No response | 0 | 0 | 0 | 0 | 0 | 9 |
| Almost Never/ Yes | 10% | 0% | 0% | 60% | 30% | 10% |
| Infrequently/ No | 20% | 60% | 40% | 30% | 40% | 0% |
| Frequently | 30% | 40% | 50% | 10% | 20% | 0% |
| Almost Always | 40% | 0% | 10% | 0% | 10% | 0% |
| No response | 0% | 0% | 0% | 0% | 0% | 90% |
| Institution Enrollment 5000-10,000. | | | | | | |
| Almost Never/ Yes | 3 | 7 | 3 | 14 | 11 | 3 |
| Infrequently/ No | 5 | 6 | 6 | 5 | 5 | 0 |
| Frequently | 9 | 9 | 8 | 2 | 6 | 3 |
| Almost Always | 6 | 2 | 5 | 2 | 0 | 1 |
| No response | 1 | 0 | 2 | 1 | 2 | 17 |
| Almost Never/ Yes | 13% | 29% | 13% | 58% | 46% | 13% |
| Infrequently/ No | 21% | 25% | 25% | 21% | 21% | 0% |
| Frequently | 38% | 38% | 33% | 8% | 25% | 13% |
| Almost Always | 25% | 8% | 21% | 8% | 0% | 4% |
| No response | 4% | 0% | 8% | 4% | 8% | 71% |

| | Q4E | Q4F | Q4G | Q4H | Q4I | Q4J |
|---|---|---|---|---|---|---|
| Institution Enrollment 10,000-18,000. | | | | | | |
| Almost Never/ Yes | 3 | 0 | 2 | 15 | 5 | 0 |
| Infrequently/ No | 5 | 7 | 4 | 2 | 7 | 0 |
| Frequently | 3 | 4 | 9 | 1 | 3 | 0 |
| Almost Always | 7 | 7 | 3 | 0 | 2 | 2 |
| No response | 0 | 0 | 0 | 0 | 1 | 16 |
| Almost Never/ Yes | 17% | 0% | 11% | 83% | 28% | 0% |
| Infrequently/ No | 28% | 39% | 22% | 11% | 39% | 0% |
| Frequently | 17% | 22% | 50% | 6% | 17% | 0% |
| Almost Always | 39% | 39% | 17% | 0% | 11% | 11% |
| No response | 0% | 0% | 0% | 0% | 6% | 89% |
| Institution Enrollment 18,000+. | | | | | | |
| Almost Never/ Yes | 8 | 6 | 1 | 19 | 14 | 0 |
| Infrequently/ No | 4 | 9 | 9 | 3 | 4 | 0 |
| Frequently | 8 | 6 | 11 | 2 | 5 | 2 |
| Almost Always | 5 | 4 | 4 | 1 | 2 | 0 |
| No response | 0 | 0 | 0 | 0 | 0 | 23 |
| Almost Never/ Yes | 32% | 24% | 4% | 76% | 56% | 0% |
| Infrequently/ No | 16% | 36% | 36% | 12% | 16% | 0% |
| Frequently | 32% | 24% | 44% | 8% | 20% | 8% |
| Almost Always | 20% | 16% | 16% | 4% | 8% | 0% |
| No response | 0% | 0% | 0% | 0% | 0% | 92% |

| | Q5B | Q6A | Q6B | Q6C | Q7 | Q8 |
|---|---|---|---|---|---|---|
| **Total Population Responses** | | | | | | |
| Almost Never/ Yes | 53 | 28 | 20 | 24 | 10 | 16 |
| Infrequently/ No | 28 | 54 | 8 | 3 | 25 | 40 |
| Frequently | | | | | 33 | 18 |
| Almost Always | | | | | 12 | 4 |
| No response | 3 | 2 | 56 | 57 | 4 | 6 |
| Almost Never/ Yes | 63% | 33% | 24% | 29% | 12% | 19% |
| Infrequently/ No | 33% | 64% | 10% | 4% | 30% | 48% |
| Frequently | | | | | 39% | 21% |
| Almost Always | | | | | 14% | 5% |
| No response | 4% | 2% | 67% | 68% | 5% | 7% |
| **Directors of Student Activities** | | | | | | |
| Almost Never/ Yes | 22 | 13 | 9 | 11 | 4 | 12 |
| Infrequently/ No | 14 | 23 | 5 | 1 | 11 | 16 |
| Frequently | | | | | 15 | 5 |
| Almost Always | | | | | 6 | 3 |
| No response | 2 | 2 | 24 | 26 | 2 | 2 |
| Almost Never/ Yes | 58% | 34% | 24% | 29% | 11% | 32% |
| Infrequently/ No | 37% | 61% | 13% | 3% | 29% | 42% |
| Frequently | | | | | 39% | 13% |
| Almost Always | | | | | 16% | 8% |
| No response | 5% | 5% | 63% | 68% | 5% | 5% |
| **Directors of Residence Life** | | | | | | |
| Almost Never/ Yes | 31 | 15 | 11 | 13 | 6 | 4 |
| Infrequently/ No | 14 | 31 | 3 | 2 | 14 | 24 |
| Frequently | | | | | 18 | 13 |
| Almost Always | | | | | 6 | 1 |
| No response | 1 | 0 | 32 | 31 | 2 | 4 |
| Almost Never/ Yes | 67% | 33% | 24% | 28% | 13% | 9% |
| Infrequently/ No | 30% | 67% | 7% | 4% | 30% | 52% |
| Frequently | | | | | 39% | 28% |
| Almost Always | | | | | 13% | 2% |
| No response | 2% | 0% | 70% | 67% | 4% | 9% |

| | Q5B | Q6A | Q6B | Q6C | Q7 | Q8 |
|---|---|---|---|---|---|---|
| Institution Enrollment Under 1000.-No respondents | | | | | | |
| Institution Enrollment 1000-3000. | | | | | | |
| Almost Never/ Yes | 6 | 2 | 2 | 2 | 1 | 1 |
| Infrequently/ No | 0 | 4 | 0 | 0 | 0 | 2 |
| Frequently | | | | | 3 | 1 |
| Almost Always | | | | | 1 | 1 |
| No response | 0 | 0 | 4 | 4 | 1 | 1 |
| Almost Never/ Yes | 100% | 33% | 33% | 33% | 17% | 17% |
| Infrequently/ No | 0% | 67% | 0% | 0% | 0% | 33% |
| Frequently | | | | | 50% | 17% |
| Almost Always | | | | | 17% | 17% |
| No response | 0% | 0% | 67% | 67% | 17% | 17% |
| Institution Enrollment 3000-5000. | | | | | | |
| Almost Never/ Yes | 5 | 4 | 4 | 4 | 0 | 2 |
| Infrequently/ No | 3 | 6 | 0 | 0 | 2 | 5 |
| Frequently | | | | | 6 | 2 |
| Almost Always | | | | | 1 | 0 |
| No response | 2 | 0 | 6 | 6 | 1 | 1 |
| Almost Never/ Yes | 50% | 40% | 40% | 40% | 0% | 20% |
| Infrequently/ No | 30% | 60% | 0% | 0% | 20% | 50% |
| Frequently | | | | | 60% | 20% |
| Almost Always | | | | | 10% | 0% |
| No response | 20% | 0% | 60% | 60% | 10% | 10% |
| Institution Enrollment 5000-10,000. | | | | | | |
| Almost Never/ Yes | 16 | 9 | 6 | 8 | 3 | 6 |
| Infrequently/ No | 8 | 14 | 2 | 0 | 6 | 12 |
| Frequently | | | | | 11 | 3 |
| Almost Always | | | | | 2 | 1 |
| No response | 0 | 1 | 16 | 16 | 2 | 2 |
| Almost Never/ Yes | 67% | 38% | 25% | 33% | 13% | 25% |
| Infrequently/ No | 33% | 58% | 8% | 0% | 25% | 50% |
| Frequently | | | | | 46% | 13% |
| Almost Always | | | | | 8% | 4% |
| No response | 0% | 4% | 67% | 67% | 8% | 8% |

| | Q5B | Q6A | Q6B | Q6C | Q7 | Q8 |
|---|---|---|---|---|---|---|
| **Institution Enrollment 10,000-18,000.** | | | | | | |
| Almost Never/ Yes | 10 | 6 | 4 | 4 | 3 | 2 |
| Infrequently/ No | 8 | 12 | 2 | 1 | 7 | 8 |
| Frequently | | | | | 3 | 5 |
| Almost Always | | | | | 5 | 1 |
| No response | 0 | 0 | 12 | 13 | 0 | 2 |
| Almost Never/ Yes | 56% | 33% | 22% | 22% | 17% | 11% |
| Infrequently/ No | 44% | 67% | 11% | 6% | 39% | 44% |
| Frequently | | | | | 17% | 28% |
| Almost Always | | | | | 28% | 6% |
| No response | 0% | 0% | 67% | 72% | 0% | 11% |
| **Institution Enrollment 18,000+.** | | | | | | |
| Almost Never/ Yes | 15 | 7 | 4 | 6 | 3 | 5 |
| Infrequently/ No | 9 | 17 | 4 | 2 | 10 | 12 |
| Frequently | | | | | 9 | 7 |
| Almost Always | | | | | 3 | 1 |
| No response | 1 | 1 | 17 | 17 | 0 | 0 |
| Almost Never/ Yes | 60% | 28% | 16% | 24% | 12% | 20% |
| Infrequently/ No | 36% | 68% | 16% | 8% | 40% | 48% |
| Frequently | | | | | 36% | 28% |
| Almost Always | | | | | 12% | 4% |
| No response | 4% | 4% | 68% | 68% | 0% | 0% |

| | Q9 | Q10A | Q10B | Q10C | Q10D | Q10E |
|---|---|---|---|---|---|---|
| **Total Population Responses** | | | | | | |
| Almost Never/ Yes | 13 | 26 | 29 | 26 | 26 | 10 |
| Infrequently/ No | 50 | 36 | 34 | 42 | 42 | 8 |
| Frequently | 18 | 10 | 11 | 8 | 6 | 2 |
| Almost Always | 1 | 3 | 1 | 0 | 0 | 0 |
| No response | 2 | 9 | 9 | 8 | 10 | 64 |
| Almost Never/ Yes | 15% | 31% | 35% | 31% | 31% | 12% |
| Infrequently/ No | 60% | 43% | 40% | 50% | 50% | 10% |
| Frequently | 21% | 12% | 13% | 10% | 7% | 2% |
| Almost Always | 1% | 4% | 1% | 0% | 0% | 0% |
| No response | 2% | 11% | 11% | 10% | 12% | 76% |
| **Directors of Student Activities** | | | | | | |
| Almost Never/ Yes | 10 | 15 | 16 | 14 | 13 | 6 |
| Infrequently/ No | 19 | 12 | 15 | 17 | 19 | 2 |
| Frequently | 8 | 6 | 5 | 5 | 3 | 0 |
| Almost Always | 1 | 1 | 0 | 0 | 0 | 0 |
| No response | 0 | 4 | 2 | 2 | 3 | 30 |
| Almost Never/ Yes | 26% | 39% | 42% | 37% | 34% | 16% |
| Infrequently/ No | 50% | 32% | 39% | 45% | 50% | 5% |
| Frequently | 21% | 16% | 13% | 13% | 8% | 0% |
| Almost Always | 3% | 3% | 0% | 0% | 0% | 0% |
| No response | 0% | 11% | 5% | 5% | 8% | 79% |
| **Directors of Residence Life** | | | | | | |
| Almost Never/ Yes | 3 | 11 | 13 | 12 | 13 | 4 |
| Infrequently/ No | 31 | 24 | 19 | 25 | 23 | 6 |
| Frequently | 10 | 4 | 6 | 3 | 3 | 2 |
| Almost Always | 0 | 2 | 1 | 0 | 0 | 0 |
| No response | 2 | 5 | 7 | 6 | 7 | 34 |
| Almost Never/ Yes | 7% | 24% | 28% | 26% | 28% | 9% |
| Infrequently/ No | 67% | 52% | 41% | 54% | 50% | 13% |
| Frequently | 22% | 9% | 13% | 7% | 7% | 4% |
| Almost Always | 0% | 4% | 2% | 0% | 0% | 0% |
| No response | 4% | 11% | 15% | 13% | 15% | 74% |

| | Q9 | Q10A | Q10B | Q10C | Q10D | Q10E |
|---|---|---|---|---|---|---|
| Institution Enrollment Under 1000.-No respondents | | | | | | |
| Institution Enrollment 1000-3000. | | | | | | |
| Almost Never/ Yes | 1 | 1 | 2 | 3 | 2 | 0 |
| Infrequently/ No | 5 | 3 | 2 | 2 | 3 | 1 |
| Frequently | 0 | 1 | 1 | 0 | 0 | 0 |
| Almost Always | 0 | 0 | 0 | 0 | 0 | 0 |
| No response | 0 | 1 | 1 | 1 | 1 | 5 |
| Almost Never/ Yes | 17% | 17% | 33% | 50% | 33% | 0% |
| Infrequently/ No | 83% | 50% | 33% | 33% | 50% | 17% |
| Frequently | 0% | 17% | 17% | 0% | 0% | 0% |
| Almost Always | 0% | 0% | 0% | 0% | 0% | 0% |
| No response | 0% | 17% | 17% | 17% | 17% | 83% |
| Institution Enrollment 3000-5000. | | | | | | |
| Almost Never/ Yes | 3 | 4 | 5 | 4 | 4 | 3 |
| Infrequently/ No | 5 | 3 | 3 | 5 | 4 | 2 |
| Frequently | 2 | 3 | 2 | 1 | 1 | 0 |
| Almost Always | 0 | 0 | 0 | 0 | 0 | 0 |
| No response | 0 | 0 | 0 | 0 | 1 | 5 |
| Almost Never/ Yes | 30% | 40% | 50% | 40% | 40% | 30% |
| Infrequently/ No | 50% | 30% | 30% | 50% | 40% | 20% |
| Frequently | 20% | 30% | 20% | 10% | 10% | 0% |
| Almost Always | 0% | 0% | 0% | 0% | 0% | 0% |
| No response | 0% | 0% | 0% | 0% | 10% | 50% |
| Institution Enrollment 5000-10,000. | | | | | | |
| Almost Never/ Yes | 6 | 8 | 6 | 7 | 8 | 3 |
| Infrequently/ No | 14 | 6 | 10 | 10 | 8 | 1 |
| Frequently | 2 | 2 | 2 | 2 | 2 | 0 |
| Almost Always | 0 | 2 | 0 | 0 | 0 | 0 |
| No response | 2 | 6 | 6 | 5 | 6 | 20 |
| Almost Never/ Yes | 25% | 33% | 25% | 29% | 33% | 13% |
| Infrequently/ No | 58% | 25% | 42% | 42% | 33% | 4% |
| Frequently | 8% | 8% | 8% | 8% | 8% | 0% |
| Almost Always | 0% | 8% | 0% | 0% | 0% | 0% |
| No response | 8% | 25% | 25% | 21% | 25% | 83% |

| | Q9 | Q10A | Q10B | Q10C | Q10D | Q10E |
|---|---|---|---|---|---|---|
| **Institution Enrollment 10,000-18,000.** | | | | | | |
| Almost Never/ Yes | 2 | 5 | 5 | 3 | 3 | 0 |
| Infrequently/ No | 10 | 10 | 8 | 11 | 11 | 1 |
| Frequently | 6 | 1 | 3 | 2 | 2 | 1 |
| Almost Always | 0 | 0 | 0 | 0 | 0 | 0 |
| No response | 0 | 2 | 2 | 2 | 2 | 16 |
| Almost Never/ Yes | 11% | 28% | 28% | 17% | 17% | 0% |
| Infrequently/ No | 56% | 56% | 44% | 61% | 61% | 6% |
| Frequently | 33% | 6% | 17% | 11% | 11% | 6% |
| Almost Always | 0% | 0% | 0% | 0% | 0% | 0% |
| No response | 0% | 11% | 11% | 11% | 11% | 89% |
| **Institution Enrollment 18,000+.** | | | | | | |
| Almost Never/ Yes | 1 | 7 | 10 | 8 | 8 | 3 |
| Infrequently/ No | 15 | 14 | 11 | 14 | 16 | 3 |
| Frequently | 8 | 3 | 3 | 3 | 1 | 1 |
| Almost Always | 1 | 1 | 1 | 0 | 0 | 0 |
| No response | 0 | 0 | 0 | 0 | 0 | 18 |
| Almost Never/ Yes | 4% | 28% | 40% | 32% | 32% | 12% |
| Infrequently/ No | 60% | 56% | 44% | 56% | 64% | 12% |
| Frequently | 32% | 12% | 12% | 12% | 4% | 4% |
| Almost Always | 4% | 4% | 4% | 0% | 0% | 0% |
| No response | 0% | 0% | 0% | 0% | 0% | 72% |

| | Q11A | Q11B | Q11C | Q11D | Q11E | Q11F |
|---|---|---|---|---|---|---|
| **Total Population Responses** | | | | | | |
| Almost Never/ Yes | 0 | 4 | 28 | 1 | 4 | 31 |
| Infrequently/ No | 14 | 12 | 33 | 15 | 17 | 28 |
| Frequently | 44 | 34 | 12 | 32 | 31 | 10 |
| Almost Always | 18 | 25 | 2 | 28 | 22 | 5 |
| No response | 8 | 9 | 9 | 8 | 10 | 10 |
| Almost Never/ Yes | 0% | 5% | 33% | 1% | 5% | 37% |
| Infrequently/ No | 17% | 14% | 39% | 18% | 20% | 33% |
| Frequently | 52% | 40% | 14% | 38% | 37% | 12% |
| Almost Always | 21% | 30% | 2% | 33% | 26% | 6% |
| No response | 10% | 11% | 11% | 10% | 12% | 12% |
| **Directors of Student Activities** | | | | | | |
| Almost Never/ Yes | 0 | 1 | 15 | 0 | 2 | 12 |
| Infrequently/ No | 6 | 6 | 15 | 5 | 8 | 12 |
| Frequently | 19 | 14 | 4 | 13 | 12 | 7 |
| Almost Always | 10 | 15 | 2 | 18 | 14 | 4 |
| No response | 3 | 2 | 2 | 2 | 2 | 3 |
| Almost Never/ Yes | 0% | 3% | 39% | 0% | 5% | 32% |
| Infrequently/ No | 16% | 16% | 39% | 13% | 21% | 32% |
| Frequently | 50% | 37% | 11% | 34% | 32% | 18% |
| Almost Always | 26% | 39% | 5% | 47% | 37% | 11% |
| No response | 8% | 5% | 5% | 5% | 5% | 8% |
| **Directors of Residence Life** | | | | | | |
| Almost Never/ Yes | 0 | 3 | 13 | 1 | 2 | 19 |
| Infrequently/ No | 8 | 6 | 18 | 10 | 9 | 16 |
| Frequently | 25 | 20 | 8 | 19 | 19 | 3 |
| Almost Always | 8 | 10 | 0 | 10 | 8 | 1 |
| No response | 5 | 7 | 7 | 6 | 8 | 7 |
| Almost Never/ Yes | 0% | 7% | 28% | 2% | 4% | 41% |
| Infrequently/ No | 17% | 13% | 39% | 22% | 20% | 35% |
| Frequently | 54% | 43% | 17% | 41% | 41% | 7% |
| Almost Always | 17% | 22% | 0% | 22% | 17% | 2% |
| No response | 11% | 15% | 15% | 13% | 17% | 15% |

| | Q11A | Q11B | Q11C | Q11D | Q11E | Q11F |
|---|---|---|---|---|---|---|
| Institution Enrollment Under 1000.-No respondents | | | | | | |
| Institution Enrollment 1000-3000. | | | | | | |
| Almost Never/ Yes | 0 | 0 | 2 | 0 | 0 | 3 |
| Infrequently/ No | 1 | 2 | 2 | 2 | 0 | 2 |
| Frequently | 3 | 3 | 1 | 2 | 4 | 0 |
| Almost Always | 0 | 0 | 0 | 1 | 0 | 0 |
| No response | 2 | 1 | 1 | 1 | 2 | 1 |
| Almost Never/ Yes | 0% | 0% | 33% | 0% | 0% | 50% |
| Infrequently/ No | 17% | 33% | 33% | 33% | 0% | 33% |
| Frequently | 50% | 50% | 17% | 33% | 67% | 0% |
| Almost Always | 0% | 0% | 0% | 17% | 0% | 0% |
| No response | 33% | 17% | 17% | 17% | 33% | 17% |
| Institution Enrollment 3000-5000. | | | | | | |
| Almost Never/ Yes | 0 | 1 | 5 | 0 | 1 | 6 |
| Infrequently/ No | 2 | 1 | 4 | 1 | 2 | 2 |
| Frequently | 4 | 5 | 0 | 3 | 4 | 1 |
| Almost Always | 3 | 2 | 0 | 5 | 1 | 0 |
| No response | 1 | 1 | 1 | 1 | 2 | 1 |
| Almost Never/ Yes | 0% | 10% | 50% | 0% | 10% | 60% |
| Infrequently/ No | 20% | 10% | 40% | 10% | 20% | 20% |
| Frequently | 40% | 50% | 0% | 30% | 40% | 10% |
| Almost Always | 30% | 20% | 0% | 50% | 10% | 0% |
| No response | 10% | 10% | 10% | 10% | 20% | 10% |
| Institution Enrollment 5000-10,000. | | | | | | |
| Almost Never/ Yes | 0 | 0 | 6 | 0 | 1 | 9 |
| Infrequently/ No | 2 | 3 | 9 | 3 | 3 | 4 |
| Frequently | 14 | 9 | 4 | 9 | 11 | 5 |
| Almost Always | 5 | 7 | 0 | 8 | 6 | 1 |
| No response | 3 | 5 | 5 | 4 | 3 | 5 |
| Almost Never/ Yes | 0% | 0% | 25% | 0% | 4% | 38% |
| Infrequently/ No | 8% | 13% | 38% | 13% | 13% | 17% |
| Frequently | 58% | 38% | 17% | 38% | 46% | 21% |
| Almost Always | 21% | 29% | 0% | 33% | 25% | 4% |
| No response | 13% | 21% | 21% | 17% | 13% | 21% |

| | Q11A | Q11B | Q11C | Q11D | Q11E | Q11F |
|---|---|---|---|---|---|---|
| **Institution Enrollment 10,000-18,000.** | | | | | | |
| Almost Never/ Yes | 0 | 1 | 9 | 0 | 0 | 6 |
| Infrequently/ No | 1 | 1 | 6 | 1 | 3 | 8 |
| Frequently | 11 | 6 | 3 | 9 | 5 | 1 |
| Almost Always | 6 | 10 | 0 | 8 | 10 | 2 |
| No response | 0 | 0 | 0 | 0 | 0 | 1 |
| Almost Never/ Yes | 0% | 6% | 50% | 0% | 0% | 33% |
| Infrequently/ No | 6% | 6% | 33% | 6% | 17% | 44% |
| Frequently | 61% | 33% | 17% | 50% | 28% | 6% |
| Almost Always | 33% | 56% | 0% | 44% | 56% | 11% |
| No response | 0% | 0% | 0% | 0% | 0% | 6% |
| **Institution Enrollment 18,000+.** | | | | | | |
| Almost Never/ Yes | 0 | 2 | 6 | 1 | 1 | 6 |
| Infrequently/ No | 8 | 5 | 12 | 7 | 9 | 12 |
| Frequently | 11 | 10 | 3 | 9 | 7 | 3 |
| Almost Always | 4 | 6 | 2 | 6 | 5 | 2 |
| No response | 2 | 2 | 2 | 2 | 3 | 2 |
| Almost Never/ Yes | 0% | 8% | 24% | 4% | 4% | 24% |
| Infrequently/ No | 32% | 20% | 48% | 28% | 36% | 48% |
| Frequently | 44% | 40% | 12% | 36% | 28% | 12% |
| Almost Always | 16% | 24% | 8% | 24% | 20% | 8% |
| No response | 8% | 8% | 8% | 8% | 12% | 8% |

| | Q11G | Q11H |
|---|---|---|
| **Total Population Responses** | | |
| Almost Never/ Yes | 2 | 33 |
| Infrequently/ No | 5 | 32 |
| Frequently | 42 | 10 |
| Almost Always | 28 | 1 |
| No response | 7 | 8 |
| Almost Never/ Yes | 2% | 39% |
| Infrequently/ No | 6% | 38% |
| Frequently | 50% | 12% |
| Almost Always | 33% | 1% |
| No response | 8% | 10% |
| **Directors of Student Activities** | | |
| Almost Never/ Yes | 0 | 15 |
| Infrequently/ No | 4 | 17 |
| Frequently | 16 | 4 |
| Almost Always | 16 | 0 |
| No response | 2 | 2 |
| Almost Never/ Yes | 0% | 39% |
| Infrequently/ No | 11% | 45% |
| Frequently | 42% | 11% |
| Almost Always | 42% | 0% |
| No response | 5% | 5% |
| **Directors of Residence Life** | | |
| Almost Never/ Yes | 2 | 18 |
| Infrequently/ No | 1 | 15 |
| Frequently | 26 | 6 |
| Almost Always | 12 | 1 |
| No response | 5 | 6 |
| Almost Never/ Yes | 4% | 39% |
| Infrequently/ No | 2% | 33% |
| Frequently | 57% | 13% |
| Almost Always | 26% | 2% |
| No response | 11% | 13% |

| | Q11G | Q11H |
|---|---|---|
| Institution Enrollment Under 1000.-No respondents | | |
| Institution Enrollment 1000-3000. | | |
| Almost Never/ Yes | 1 | 3 |
| Infrequently/ No | 1 | 1 |
| Frequently | 2 | 1 |
| Almost Always | 1 | 0 |
| No response | 1 | 1 |
| Almost Never/ Yes | 17% | 50% |
| Infrequently/ No | 17% | 17% |
| Frequently | 33% | 17% |
| Almost Always | 17% | 0% |
| No response | 17% | 17% |
| Institution Enrollment 3000-5000. | | |
| Almost Never/ Yes | 0 | 5 |
| Infrequently/ No | 2 | 3 |
| Frequently | 4 | 1 |
| Almost Always | 3 | 0 |
| No response | 1 | 1 |
| Almost Never/ Yes | 0% | 50% |
| Infrequently/ No | 20% | 30% |
| Frequently | 40% | 10% |
| Almost Always | 30% | 0% |
| No response | 10% | 10% |
| Institution Enrollment 5000-10,000. | | |
| Almost Never/ Yes | 0 | 8 |
| Infrequently/ No | 1 | 7 |
| Frequently | 13 | 5 |
| Almost Always | 7 | 0 |
| No response | 3 | 4 |
| Almost Never/ Yes | 0% | 33% |
| Infrequently/ No | 4% | 29% |
| Frequently | 54% | 21% |
| Almost Always | 29% | 0% |
| No response | 13% | 17% |

| | Q11G | Q11H |
|---|---|---|
| **Institution Enrollment 10,000-18,000.** | | |
| Almost Never/ Yes | 0 | 7 |
| Infrequently/ No | 0 | 8 |
| Frequently | 10 | 2 |
| Almost Always | 8 | 1 |
| No response | 0 | 0 |
| Almost Never/ Yes | 0% | 39% |
| Infrequently/ No | 0% | 44% |
| Frequently | 56% | 11% |
| Almost Always | 44% | 6% |
| No response | 0% | 0% |
| **Institution Enrollment 18,000+.** | | |
| Almost Never/ Yes | 1 | 10 |
| Infrequently/ No | 1 | 12 |
| Frequently | 12 | 1 |
| Almost Always | 9 | 0 |
| No response | 2 | 2 |
| Almost Never/ Yes | 4% | 40% |
| Infrequently/ No | 4% | 48% |
| Frequently | 48% | 4% |
| Almost Always | 36% | 0% |
| No response | 8% | 8% |

# APPENDIX H

This listing provides comments as received from respondents. Comments received for question 5 have been summarized in Table 2.

## Comments from Residence Life Offices

Question 5:

If you could choose the single most effective way this communication would occur, it would be:

Phone

Regularly scheduled meetings

phone calls/regular meeting

liaison-get groups together

Correspondence/meetings

Through discussion one meeting

Phone Calls

Regular times to talk

Phone Calls

Correspondence

phone calls

Having a joint committee. We also send a staff member to Student

Life meetings and they send a staff member to Res. Life meetings.

Regular scheduled meetings

Calls or correspondence

We have a rep at their staff meeting

posters liaison persons between offices

A joint master Calendar

Master Calendar

Meetings

Correspondence

Frequent meetings.

Lunch

Formalized meetings

Joint meetings

Meetings

Meetings

Formalized Meetings

Joint Activities

Organized Meetings

Formalized Meetings

Person to Person

Social contacts

Meetings with correspondence to follow up

Phone calls whenever necessary

Phone calls, correspondence, and social contacts

Formalized meetings, phone calls

Formalized Meetings

Formalized Meetings

Phone Calls

Regular Meetings

Formalized Meetings

Question 4J:

How often are the following methods of communication used between the Student Activities and Residence Life Offices to exchange information on programming activities? 4J)

Other(specify)

Computer Messages

Staff Meeting

We have a rep at their staff meetings

Student Organizations, HC Student Senate

Monthly Student Development Staff Meetings

Question 12:

Other Comments

Because the housing program is so new, we have not developed this area to the extent to which we plan to in the future.

This is a great idea! ___University could benefit from the new ideas provided!

Instead of this questionnaire, why not just ask: 1)Do the Res Life & Student Activities need to be better coordinated? 2) What are the ways you coordinate now? What would improve your coordination? Specifically HOW would it improve it?

Residence Halls here do their own programming and scheduling.

Communication between our offices and others occurs for campus wide events in which our halls participate.

Our Student Life staff and Res. Life staff communicate on a

regular basis. We work together on Orientation Programs and other Activities. Personal contact helps support of programs.Many groups program--The question is Do we want lots of programs taking place at the same time?-Should students have a variety of options to choose from? Do students enjoy attending programs?

This is not a major problem on our campus. Our motto is:"If it ain't broke, don't fix it."

Housing is operated by the Business Affairs department-Auxiliary Services; this is not operated in conjunction with the Student Activities office. They do not provide programming or any other correspondence, or communications. I assume that if 6a was yes I did 6b&c, that you didn't want me to do 7-12.

___University has been requesting a student Activities Coordinator position. However, the size of our institution and budget constraints seem to make this position request a low priority.

We currently are doing ours with weekly structured meetings. Plus many more informal meetings virtually daily.

Residence Halls and Student Center are part of 1 cluster area; meet regularly in staff meetings, directors are supervised by same coordinator etc. For us, "increased" or "more" communication = greater effectiveness, higher quality.

Your survey does not address another "common barrier" to

closer relationships between Residence Life and Student Activities Office. That barrier may be a supervisor or department head whose negative attitude and or poor interpersonal skills prevent good communication and strong working relationships. Staff members can create a good relationship and strong connection lines between each other a poor administrator can shain these connection channels.
I have always felt intentional duplication of some programs to be a positive thing, resulting in a greater variety and number of program offerings to the students.
We have a pretty good relationship with our union- however, we (meaning I) have taken it upon myself to open up lines of communication with their people-
Our Residence Life program operates independently from Student Center Programming, and our funding for Residence Life programming comes directly from Housing Residents, However, Housing residents also pay for student Center (university wide) programming

Comments to other questions

6a: Not one specific person

6a: I report to the Student Activities supervisor

7: We don't purposefully plan to duplicate?! Who would?

9: Duplication if it meas DIFFERENT, COMPETING activities

11f: What?

4: Not clear what you are asking

8: All communication that is done is done on a professional

level- Students find little interest in such improving- due to professional efforts

6a: I am the person assigned this responsibility

6b: Not really- in the sense that they are not written down but I'm sure that our goals are quite similar

11h:but more quality!

Comments from Student Activities offices

Question 5:

If you could choose the single most effective way this communication would occur, it would be:

Both formal and informal meetings between programming persons NOT top administrators

Master Calendar

Through Regularly Scheduled meetings

Formalized Meetings

Formal meetings coupled with informal followups

Master Calendar

Verbal Communication

A single method of "Most Effective" communication is Ridiculous-Depends on issue.

staff liaison

Weekly Meeting

Regular calendars or newspaper ads sporadic information is our current problem

regular meeting

Master Calendar

Formalized meetings

Flyers

Through our universities electronic mail system

Phone calls or visits

Our weekly meetings are highly effective. Also share appointments on campus committees

Regularly scheduled meetings to exchange program information, consider cooperative programming, and to discuss new ideas for programs/projects.

Formalized Meetings

Formalized Meetings

Committee meetings

personal meetings

Computer Scheduling of all events

Posters previews

posters

Meetings (one-on-one communications

Regular meetings (1/month) with housing programmers

Direct communication and discussion both offices in same bldg make it easier

Formalized meetings

Formal meetings

Formalized meetings

Formal meetings of program staffs

Formalized meetings

Master Calendaring

Formalized meetings

Communication throu RAs

Informal meetings with telephone follow up

Question 4J:

How often are the following methods of communication used between the Student Activities and Residence Life Offices to exchange information on programming activities?

Campus Exec Board-Pres. of Union Board; Res Hall Assn.;

Student

Government

Flyers

Visits, we're down the hall from one another

Informal meetings

Personal Contact

Student Reps on program & Student Government Committees

Question 12:

Other Comments

We currently have a good communication network set up as we only have one hall, our staff is small and works closely together.

I seriously question the value of the results of this survey with some of the questions stated as they are--.

Requires a lot of time to do this (liaison to other office).

We each seem to reach separate constituencies- se do talk frequently and report to same V.P. (Student Affairs)

Funding is totally separate for R.H. activities and the campus at large. Activities sponsored by the R.H.'s are open only to hall students. There is little housing staff time devoted to helping the programs held outside of an individual hall. There has been on one occasion conflicting programs. There exist of overlap is not a concern. Timely, thorough information on R.H. events would mainly assist the activities staff as an information base.

Residence Halls here have much "self contained" residents-only programming. We NEED more connection, but it just doesn't happen.

Student Activities at ____ are coordinated through the _____ Memorial Union, Dean of Students, University Residence Halls, Division of Recreational Sports, University Calendar Office, and others.

Our problems are compounded because of our even wider split between what is typically considered "student activities or student affairs" on our campus. Student organizations involved in programming can fall under: Union board-Auxiliary Services; Student Government-Student Services; Rec Sports-HPER Dept.; Student Foundation-Foundation; Student Alumni Council-Alumni Assoc.; Residence Hall Assoc.-Student Services. Lots of needless and wasteful duplication results.

We have a good informal and formal communication system between the two areas. For example, each week a member of

the Res. Life staff attends the Student Life staff meeting & vice versa- so twice a week we have "formal" communication at staff meetings.

Also, the two Deans are very close personally and on all major University committees there is a rep from both student Life and Res. Life. Residence Education and the STudent Organization Development Center (our version of a student activities office) are currently cosponsoring two programs: 1) The New Student Involvement Program. About an 1 1/2 hour program held in the residence halls for new and transfer students. Trained upperclass student facilitators lead group discussions, exercises and give information about involvement opportunities and the value of being involved in activities outside the classroom. 2) House Council Training Program. This was a pilot program this year and will be expanded for next year. It consisted of two parts: A) A training session for House Council advisors before school started; and B) A House Council Leadership Conference for House Council Officers of two residence halls. Took place over a half day (Sunday) in early November. Plan to expand this to all residence halls next year.

We don't have much of a problem, but people can always improve communications.

Questions are worded awkwardly making response difficult.

Nice Format- quick and easy- I meet weekly with the Housing Director and bi-weekly we hold joint staff planning meetings

at lunch on Fridays-

"Reduction in program offerings" is sometimes not a bad idea, if the QUALITY of programming improves.

I believe program offerings would increase if both areas worked together.

Communication between the two departments has been vastly improved by the addition of an effective Student Program Advisor to our staff. All programming groups call on his services and coprogramming is possible as a result.

We have a program coordinating committee with representatives from Housing, Campus Programs, Campus Recreation, and the Office of Organizations and Activities. Meets monthly to discuss program. Several Working subcommittees.

Student Council for Res. Life plans and puts on many social events for campus. Student Activities provides the funds from the Activity Fee.

<u>Comments to other questions.</u>

10e: Students in general

7: This question make no sense!

10d: ????

11c: ????

6a: In the past, not right now due to understaffing

8: Duplication? Do you mean coordination? I'll answer as is.

6a: Not needed here

8: Planned=positive; purposeful=positive; duplication=negative?

Poor question- We work together to avoid duplication-

10: We don't duplicate

11: Communication is excellent

6a: Two directors meet weekly

10e: Students attending

6c: Quarterly

6a: Had been until this year

6a: Not Formal More Informal

6c: Sometimes it happens, other times we don't communicate as regularly as we should

6a: Both depts. are in student affairs but communication occurs on a need basis. We don't communicate BECAUSE of the structure.

We communicate because of NEED to coordinate services for programs.

8: We make a sincere effort to avoid duplication.