

A DESCRIPTIVE COMPARISON OF PUBLIC
TWO-YEAR AND FOUR-YEAR COLLEGE
RESIDENCE HALL PROGRAMS

by

John F. Dietrich

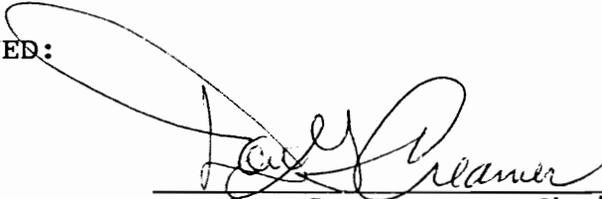
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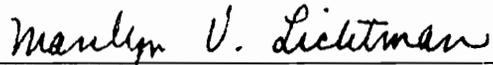
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(ABSTRACT)

The purpose of this study was to describe public, two-year college residence hall programs, and compare them to nearby public, four-year college and university residence hall programs. Program comparisons were made using criteria of stated purposes, educational programs and services offered, selected institutional characteristics, and estimated effects on student development.

Univariate statistics, including frequencies, percentages, t-Tests, and chi-square procedures were used to analyze the data collected by a 53-item questionnaire. Two-hundred ten public, two-year colleges were found to operate residence hall programs and they were compared to 110 public, four-year college and university residence hall programs. A response rate of 77.5% was achieved.

Significant differences were found between the two- and four-year samples on each criteria applied. Two-year college residence hall programs differed from four-year college or university residence hall programs in stated

purpose, in the range and type of educational programs and services provided, in the institutional characteristics, and in the estimated effects of residence hall programs on overall student development. Differences in scope and in quality of programs generally favored four-year colleges and universities.

Perceptions of two-year colleges as institutions that enroll only commuter students may need to be altered. Approximately 21% of public, two-year colleges operate a residence hall program of some type.

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Chapter I

Introduction

Two-year colleges in America generally are seen as commuter institutions serving the adults in the specific vicinity of the college. Yet, of the 995 public, two-year colleges in the United States, at least 210 of these institutions maintain residence halls (Dietrich, 1987), a feature of higher education common to the perception of the nature of four-year institutions but usually not thought to be present in two-year colleges. It may be inferred that the residence hall component of two-year college education was incorporated into the college operation for many reasons -- perhaps because the college was located remotely from population centers or because of special needs such as housing of athletes -- but these justifications never have been chronicled in the literature of higher education. Even the literature of student affairs, that organizational component of higher education normally charged with oversight responsibilities for residence halls, is silent on the topic.

The literature of four-year college residence halls (Adams, 1974; Astin, 1973; Bliming, 1981 & 1989; Blimling & Paulsen, 1979; Brown, 1980; Coons, 1974; DeCoster & Mable, 1974; Duncan, 1972; Ender & Mable, 1980; Holbrook, 1977;

Magnarella, 1979; Parker, 1978; Reid, 1976; Welty, 1976; Williams & Reilley, 1974) leads to an inevitable conclusion that residential experiences in undergraduate education result in overall gains in student development (Astin, 1973; Chickering, 1969). Is this consequence also true in two-year colleges with residence hall programs? We do not know.

Why did public two-year colleges build residence halls for their students? Have the original purposes of residence hall programs in two-year colleges changed since the halls were constructed? Are the programs thought by current administrators to be a major addition to educational opportunities for two-year college students or are they operated for some narrow or specialized purpose? Are two-year college residence halls and the educational programs associated with them, if any, similar to residence halls and educational programs of four-year colleges? None of these questions can be answered from published, empirical evidence.

Sound management practices necessitate the use of data about the issues at hand. Presumably, administrators of two-year colleges need valid information about their residence halls and about the normative residence hall experience of other colleges to make the best decisions about the residence hall programs under their direction. At present, the only data about residence halls available to administrators of two-year colleges is in the form of

anecdotal reports, perhaps gathered while visiting a campus and retained for reporting to colleagues back at the home college in varying degrees of accuracy and relevance.

On what basis should administrative decisions about residence halls in two-year colleges be made? The need for reliable, scientific evidence of the nature of college residence halls is apparent from all the questions posed that cannot be answered by published reports. This study was constructed to collect and compare baseline, descriptive data about residence halls and any accompanying educational programs and services at public two-year and four-year colleges to provide information that may be used to answer these questions.

Statement of the Problem

Approximately 21 percent of public, two-year colleges in the United States sustain a residence hall program for some of their students (Dietrich, 1987). The number of residence hall programs in these colleges is astonishing in light of the historical purpose of two-year education to provide low-cost, local educational opportunity. It is commonly believed among educators that one of the most discerning features of traditional public, two-year colleges is that

their students commute from home to college and do not reside on campus.

It is not known why some, but not all, public, two-year colleges built and currently maintain residence halls for their students. Information about this issue is based upon speculation or individual case knowledge.

Professional journals in college student affairs have published no literature on two-year college residence hall programs during the past two decades. Thus, the problem is that two-year college administrators and educators have no external knowledge base upon which to make decisions about on-campus residential living for their students. Literature on two-year college residence hall programs is needed by both educators who manage existing programs and those who face decisions about initiating them.

Information gleaned from this study provided empirical evidence about public two-year college residence hall programs, and was the first nationally conducted investigation of its kind. This study was intended to help public officials make decisions about existing and/or planned residence hall programs on public, two-year college campuses in the United States.

Purpose of the Study

The purpose of this study was to describe public, two-year college residence hall programs, and discern whether they differed on certain criteria from public, four-year college residence hall programs in the United States.

Research Questions

This descriptive study focused on obtaining data to respond to the following question about public, two-year college residence hall programs during the 1989-90 academic year:

How did public, two-year college residence hall programs differ, from public, four-year college residence hall programs on stated purpose, educational programs and services, institutional characteristics, and overall effect on student development?

Significance of the Study

Residence education is a term that has long been a part of higher education (DeCoster & Mable, 1974). However, presently there are no national studies available that describe residence hall educational programs at public, two-year colleges in the United States. Documented studies on residence hall programs have been limited to four-year institutions.

This study contributed to knowledge pertaining to American public, two-year colleges. Furthermore, it is the only known national research project attempting to describe all public, two-year college residence hall programs. The study is useful to educators who manage existing residence hall programs and to those who may be considering initiating them in the future. Additionally, this research project provided information about why residence halls were built and presently exist at historically commuter colleges.

Limitations

This study was limited by the following parameters:

1. Included were only those public, two-year colleges with existing publicly financed residence hall programs that were identified by all 51 state directors and administrators for community, technical, and junior colleges, whose names were published in the American Association of Community and Junior Colleges' 1987 Directory of Community, Technical, and Junior Colleges.
2. To control for possible geographic differences, a sample of 110 public, four-year colleges with residence halls that are located within approximately 50 miles to each college in the two-year population was selected by this researcher for inclusion in this study using the 1989 edition of Peterson's Higher Education Directory.
3. Participants in the survey were limited to selected chief student affairs' officers or those designated as responsible for student service programs at each of the public, two-year and four-year colleges and universities included in the population.

4. The scope of the study was confined to existing residence hall educational programs during the 1989-90 academic year.

Definition of Terms

The following definitions were used to describe key terms in this study:

Educational programs/services - intentionally designed programs, services, activities, workshops, and groups that deliver to students the skills and behaviors necessary for learning.

Effects - the consequence of the existing residence hall program in relation to campus life and student development.

Housing - public, two-year and four-year college owned and operated housing facilities for enrolled students.

Institutional characteristics - refers to total number of students enrolled at the college, number of those living on campus in residence halls, and whether the college describes itself as urban, rural or suburban.

Public, four-year college/university - an accredited institution of higher education in the United States and U.S. territories that is financially subsidized by public funds, and awards the bachelor degree as its highest undergraduate degree.

Public, two-year college - an accredited institution of higher education in the United States and U.S. territories

that is financially subsidized by public funds and that awards the Associate Degree as its highest undergraduate degree. Also included are some non-degree granting institutions that offer the equivalent of the first two years of a bachelor's degree which are transferable to a bachelor's degree granting college or university. All institutions described herein are identified in the seventeenth edition of Peterson's Annual Guide to Undergraduate Study at Two-Year Colleges 1987.

Purpose - the reason(s) for which colleges built and currently maintain residence hall programs for their students.

Residence education - education designed to enhance student development through intentional residence hall programming emphasizing emotional, personal, and intellectual growth.

Residence hall - student group housing facilities exclusive of apartments or other housing units designed for families which are owned and operated by a public, two-year or four-year institution.

Special housing option - various types of student group living arrangements that are available to student residents such as athlete and theme floors.

Student development - refers to the total personal, emotional, and intellectual growth of college students. A proactive, holistic concept of educating the whole person in

and out of the classroom. It is considered to be a specific form of educational programming in this study.

Organization of the Study

Chapter 2 is a review of the literature and research pertaining to public two-year and four-year college residence hall programs. The research design and procedures used in this study to collect and analyze data are described in Chapter 3. A complete presentation and analysis of data from this investigation, and findings from the analysis and evaluation of data collected, conclusions and recommendations are reported in Chapters 4 and 5 respectively.

Chapter 2

LITERATURE REVIEW

Introduction

Published literature related to public, two-year college residence hall programs is non-existent. No studies have been published during the past 20 years about these programs. Consequently, this review is a synthesis of related literature about the history of residence halls in American colleges and universities, and their contributions to student learning and development. Specifically, the purposes for and characteristics of those institutions providing college student housing, and the educational programs and services in residence halls, and their effects on student learning are to be delineated.

The College Residence Hall in America:

Its Evolving Purpose

No information on the historic development of two-year college student housing programs could be located. Consequently, this is a synthesis of the literature related to the development of residence hall programs on four-year college campuses in the United States. The literature

revealed a diversity of opinion regarding the purposes for providing residence halls on college campuses in general. While there is literature that would lead to the conclusion that most learning takes place only in the classroom, more educators recognize the importance that residence halls play in the learning process. However, residence halls were not constructed on college campuses to supplement the learning process or be considered part of the overall academic program. They initially served to control student behavior and furnish shelter. "Dormitories" were merely a place to eat, sleep, and have student extracurricular activities supervised (Powell, Plyler, Dickson, & McClellan, 1969). The traditional philosophy of college housing was concerned with other than the educational mission of the institution. Although presently residence hall living is enjoying increased popularity among students, the accepted role of student residence hall living continues to evolve (Williams, Reilley, & Zgliczynski, 1980).

Cloaninger (1968) noted that it was not until the 1920s that residence hall living became an educational component of the college campus. Early research about residence hall living clearly indicates that student group living consisted of barren residential facilities which provided students with a place to live while attending college (Holbrook, 1977). Residence halls served merely a utility purpose where learning was incidental. Holbrook's history of

residence hall programs notes that services during the late 1920s included religious programs, behavior supervision, and occasionally resident tutors. Residence halls have earned a less than desirable reputation over the years because they have been regarded as noisy, impersonal, restrictive, and austere (Barnes, 1977). Early leading educators such as Tappan believed that the dormitory system was objectionable in itself and led students to contract evil habits (Perry, 1933).

The 1960s had a profound effect on the philosophy and management of college residence hall programs (Williams, Reilley, & Zgliczynski, 1980). Related research concluded that students rejected traditional residence hall living during this period and tended to want more freedom in selecting housing. Students objected to the lack of privacy and college regulations pertaining to residence facilities, and perceived residence living as impersonal (Silverstein & Vander Ryn, 1967). Consequently, the 1960s resulted in large numbers of students moving off-campus and seeking alternative housing to meet their desire for freedom in housing selection. Colleges responded to student objections by attempting to develop a new philosophy governing their residence hall programs and by abandoning requirements such as mandating students live on campus.

It was not until the mid 1960s that residence hall education began to be viewed as an integral component of the

academic program (Mueller, 1961). A new educational philosophy of residence living emerged which promoted academic and personal development, and de-emphasized the 250 year history of resident student behavioral control and physical shelter (Mueller, 1961). This new emerging philosophy proposed that residence halls were a vital part of the academic program and learning process (Adams, 1968; Chickering, 1969; Mueller, 1961; Riker, 1965). The literature indicated that many colleges and universities responded to this new philosophy by constructing and renovating residence halls to promote a living-learning concept of residence education and student learning. These new living-learning centers were staffed with trained professionals and student assistants who were responsible for providing services and planned interventions to enhance the learning environment of on-campus residents. Residence halls began to house libraries, study areas, and faculty offices, and offer different student housing options, programs, and services for students to address this emerging educational philosophy.

The 1970s brought a more affluent and diverse student body to America's colleges and universities. However, these new students were not satisfied with the existing conditions of on-campus student housing. Colleges realized that if residence hall living was to be considered part of their educational philosophy, then they had a responsibility to

effectively and efficiently maintain and manage these facilities. However, many colleges were still maintaining a custodial approach to managing their residence halls and were not in step with the emerging residence education concept (Shaffer, 1969). There were a number of colleges that had a significant investment in their residential complexes and realized that they needed to change their housing philosophy to attract and continue to house students on campus.

The idea of integrating the housing program with the curriculum was emphasized by college officials during the 1970s (Greenleaf, 1969; Hoffman, 1973; Shaffer, 1969). Greenleaf's research on college residence hall programs in the 1970s predicted that future residence hall programs would allow student housing professionals to develop and actively participate in student orientation programs and other activities to enhance student out-of-class learning which would foster the integration of student and academic affairs. The residence halls would become an extension of the classroom and provide alternative learning experiences to enhance student learning and development. These conclusions were verified by Hoffman's (1973) study that concluded that residence hall programs should provide a variety of living-learning opportunities for their students to contribute to their development.

The residence hall program plays a vital role in helping the institution move toward the achievement of its mission. These programs have an obligation to contribute to the achievement of the institution's goals and objectives. Effective residence hall programs benefit both the students and the institution (Combs, 1968). Astin's (1973) and Chickering's (1969) research clearly demonstrates the positive educational benefits of residence hall programs for both students and institutions. Accordingly, residents will learn and develop as a result of planned educational programs and services in the residence halls, and the institution will prosper due to increased occupancy.

Characteristics of Residential Colleges and Housing Programs

No studies have been published during the past two decades about public, two-year college residence hall programs. Educators do not know why these institutions, regarded as "commuter colleges," constructed student residence halls. Related literature indicates that such facilities were initially built for those students in attendance at predominantly large eastern, independent four-year colleges and universities such as Yale, Princeton, Harvard, and Columbia. The student residence halls erected at the University of Chicago sparked other midwestern

colleges to consider residential facilities as a part of "college life" for their students. This interest in the student residential idea resulted in significant residence hall building projects on our nation's four-year college campuses during the late 1800s and early 1900s. Educational scholars and leaders such as Harper, Hadley, Wilson, Slosson, and Lowell envisioned a residential college community of intellectual interests coupled with an identity in mode of living (Cowley, 1933). These educators believed that residence halls would individualize education by fostering personal contact between teachers and students, and develop undergraduates as people as well as students. Consequently, the residential system was born on our nation's college campuses at about the same time our two-year colleges began to appear. However, it is not known why and when some two-year colleges built residence halls for their students.

There is no way to describe the typical residential college in America today. This type of institution is a two-year or four-year college that is publicly or independently financed, located in urban, suburban and rural areas, offers comprehensive and or specialized programs of study, and ranges from large to small in student enrollment. However, residential colleges recognize that where and how students live is of large educational significance (Cowley, 1933).

Although there is tremendous diversity in the kinds of residential facilities and services available to students on our college campuses, the related research clearly indicates that there are key elements of designing a residential environment that maximize student learning. These include a stated residence hall philosophy, goals and objectives, permanent residence staff, special housing options and lifestyles, general and planned educational programs and services for students, integration with the academic program, and program evaluation.

Research indicates that college officials should formulate a residence hall program philosophy consistent with the philosophy of their respective institution and higher education in general (Brown, 1974; DeCoster & Mable, 1974; Eberle & Muston, 1969; Jacob, 1961; Richards, 1964; Riker, 1974; Shaffer, 1969; Stimpson & Simon, 1974). This stated philosophy should be in complete support of the mission of the institution and address the need for integrating the residence hall program with the curriculum. Student development professionals responsible for campus residence halls need to clarify their program's philosophy and assumptions. Furthermore, it is necessary to establish goals and limitations to facilitate the analysis and evaluation of the residence hall program. The research conducted by Stimpson and Simon (1974) concluded that residence hall programs need to have a clearly stated,

written philosophy, goals and objectives which are congruent with those of the institution. Clearly stated goals and objectives permit a variety of people to work together with common purposes (Richards, 1964). Richards' work concluded that clear and concise goals and objectives are the cornerstone of effective residence hall programming. It is, therefore, incumbent upon student housing educators to insure that the goals of their program are an outgrowth of institutional goals. Furthermore, if residence hall programs are to be integrated with the curriculum, their goals must be educationally oriented (Riker, 1974). Riker's research included the notion that the classroom is any place where learning occurs, and the residence hall is a classroom for college housing professionals.

Residence hall programs should have permanently employed live-in housing staff who are sufficiently trained to manage their residential unit and carry out their responsibilities in accordance with institutional goals (Greenleaf, 1969). Permanently employed housing professionals must act as catalysts to promote the goals of their program and institution. Miller (1974) stated that the qualifications and continued professional development of housing professionals are essential to goal achievement. His research recommended that continuous in-service training and professional development activities are necessary for housing professionals.

DeCoster and Mable (1974) identified the concepts of special housing options and lifestyles being made available to students. Related research indicates that students should be given the opportunity to influence their physical housing environment and permitted to personalize their living place (Shay, 1969). Accordingly, Shay recommended that residents be allowed to rearrange furniture and paint their rooms as a means of individualizing their residential environment. Other methods of giving students greater latitude in college housing and living options include special interest floors and wings, hall governance systems, and coeducational living arrangements (DeCoster & Mable, 1974; Gehring, 1970; Pace, 1967; and Williams & Reilley, 1974).

Educational Programming in Residence Halls

The college campus is a significantly potent learning environment if utilized intentionally by educators (Chickering, 1974; Havighurst, 1961). The student residence hall program can be part of the educational process and not apart from it if its main purpose is to promote student learning and development. The residence hall serves as a classroom to supplement the educational process of students by providing both planned and spontaneous educational

programs, and encouraging an environment conducive to academic excellence (Stoner & Yokie, 1969). Residence halls should be an enriching environment and promote democracy, leadership, and civic responsibility among students (Crookston, 1974). Crookston proposed that residence halls should provide intentionally planned opportunities for residents to practice shared goals and values of a democratic community. Students should be provided with a meaningful residential experience that engages them (Blimling, 1981 & 1989).

Residence hall programming is not new to American higher education. It is incumbent upon student development educators to develop new models for educational programming (Schuh, 1977) in the residence halls to promote student learning and development. Residence hall programming should attempt to meet students' developmental needs and interests, generate inquiry, encourage curiosity, stimulate thinking, fulfill program, institutional, and higher education's goals and objectives, and exploit the college facilities, environment and resources (Speare, 1971).

As previously stated, Riker (1974) recommended that residence hall program goals and objectives be consistent with the mission, goals, and objectives of the institution. Educationally oriented residence hall programs are more appropriate to achieving the goals of the institution than the traditional custodial approach of maintaining rules and

regulations, and control. These educationally oriented goals must be realistic and supplement the formal curriculum. Colleges need to recognize that residence halls can serve an educative function by tying student development and academic goals together through integration (Brown, 1974). Such program goals address the personal change, growth, and development of students, and guide and direct program evaluation.

Residence hall education embraces a broad range of activities to accommodate growth, change, and development in many kinds of individuals enrolled in our system of higher education. Housing professionals must be competent teachers whose practice is guided by proven theory, and change agents who possess the necessary skills to effectively foster desired change in people (Leafgren, 1980).

Lastly, it is essential that residence education programs be regularly evaluated and altered to meet the changing needs of students and the institution. Residence hall programs have a responsibility to fulfill their goals and objectives and those of the institution. Accordingly, residence educators are accountable to students and the institution, and as such must be able to demonstrate the benefits derived from their educational programs. Outcome assessment and program evaluation are essential elements of a successful student residence hall program.

Effects of Residence Halls
on Student Learning

Environmental factors influence change. There is evidence that various collegiate environments impact on student change, learning and development. Environmental pressures differ depending on whether or not the institution is public, private, coeducational, four-year or two-year. Where students reside and the physical makeup of the living environment impact student learning (Brown, 1972). These residential environments need to be supportive to facilitate student learning and development. A qualitative environment, whether it is a classroom or a residence hall, is characterized by the following: (a) experimenting with multiple roles; (b) experiencing meaningful achievement and decision making; (c) being free from excessive physical and psychological anxiety; (d) experiencing choices; and (e) having time for introspection and reflection (Erikson, 1968; Chickering, 1974). These concepts can be applied in the design of programs and environments for resident students.

It is apparent that college residence halls are a major part of "college life" and consequently affect both students and the institutions which maintain student housing programs. Residence hall living can have positive and or negative effects on students and the institution.

While there is evidence that residential living on campus has the potential to contribute to student learning and development (Adams, 1968; Astin, 1968, 1973, 1977, & 1982; Chickering, 1969; George, 1971; Mueller, 1961; Riker, 1965), other research clearly indicates that education occurring in residence halls may be strictly incidental (Williams, Reilley, & Zgliczynski, 1980). Related research has concluded that of the environmental factors that hold the most promise for affecting student development patterns, the residential unit is significantly important (Brown, 1972). The residence hall can provide all the elements necessary for change if it has (a) peer support groups, (b) a basically nonthreatening environment promoting student welfare, and (c) an opportunity for the individual to identify desired areas of change (Leafgren, 1980).

The evolving educational philosophy of residence halls influenced colleges to develop living-learning communities for students which resulted in residence hall faculty offices, libraries, classrooms, and other educational services and programs (Rowe, 1979). These newly created living-learning centers were staffed with professional educators and peer counselors who were expected to develop and initiate educational activities and programs designed to enhance the overall educational development of residents.

Student development educators need to use theories and models to guide their practice (Rodgers & Widick, 1978).

Residence education programs should not be a series of one shot activities for students. Rather such programs should be comprehensive, employ multiple methods of professional practice, and consider the development of the whole person. Holistic residence hall programs include a broad spectrum of educational offerings to address the intellectual, interpersonal, moral/ethical/societal/citizenship, career, social, and physical developmental needs of students.

Chickering's (1969) theory, for example, can be used to design and evaluate educational programs for residents. His vectors are presented in chronological, directional, and age-related order. Obviously, residence educators would have to assess the characteristics of their residence hall population to decide which vectors to emphasize. Programs for traditional-aged residents would be concerned with developing competence, managing emotions and becoming autonomous whereas vectors four through seven might be more developmentally appropriate for older students in residence. These programs are designed to assist students in acquiring and developing necessary skills and competencies by which and through which to learn.

Programming efforts should be broad and offer a wide variety of activities to residents (Wise, 1958). These programs must be purposeful, developmentally targeted, interesting and enjoyable. Residence educators must involve their students (Astin, 1968; Riker, 1974). Programs should

be of the highest quality and not necessarily judged on the basis of those in attendance (Murphy, 1969). Students can become involved in programming for student learning in residence halls as resident assistants (Greenleaf, 1974), and by participating in student governance and intramurals. Their active participation in hall operations normally will result in significant change for themselves, others and the institution.

Residence education directly relates to and enhances student learning and development. It is part of the formal curriculum and as such bridges the traditional separation between the concerns of the classroom and those of the residence halls (Adams, 1974). Educationally oriented residence halls are an extension of the classroom and serve as laboratories where students learn by doing.

Chapter 3

METHODOLOGY

Introduction

The purpose of this chapter is to outline the design of the research and analyses procedures used. Specifically, the population, sample, instrument, and data collection and analyses procedures are presented in the following sections. The method used in this study was the descriptive survey.

Population

The population consisted of public, two-year colleges in the United States which had existing residence hall programs, and American public, four-year colleges with residence halls located in physical proximity to the chosen two-year colleges. Public, two-year colleges which own and operate residence halls for students were identified in only 38 states. Accordingly, only public, four-year institutions with existing residence hall programs in these same states were considered in this investigation. Chief student affairs officers or those designated as responsible for student services at these public, two-year and four-year colleges were asked to respond to a survey instrument.

Sample

Two-hundred ten two-year, and 110 four-year institutions were selected for this study. The following criteria was used for selecting the two-year college sample:

1. The institution must be a public community, technical or junior college.
2. The college must be in the United States or its territories.
3. The college operates a student residence hall program or is planning for its development within the next three years.

There was no published information available to identify which public, two-year colleges had residence hall programs. It was, therefore, necessary to devise a method to elicit this information. A letter (Appendix A) was sent to 51 state directors and administrators for public community, technical, and junior colleges listed in the American Association of Community and Junior Colleges' 1987 Directory. Each director/administrator was asked to indicate those public, two-year colleges in his/her state which currently operated or planned to construct college-sponsored student housing within the next three years (Appendix B). All 51 state directors/administrators responded within two weeks. This inquiry yielded a sample of 210 colleges with residence halls in 38 states which

represents 21 percent of all public, two-year institutions in the United States. No respondents indicated that their colleges were planning to construct student residence halls within the next three years. No colleges were identified in any of the United States territories. The location of each college was plotted on a state map for future reference.

For comparison purposes, a sample of 110 four-year institutions was selected using the following criteria:

1. The college or university must be public.
2. The institution must be located in the United States or its territories.
3. There must already exist a student residence hall program at the institution.
4. Each college or university should be approximately within a 50 mile radius of one of the colleges in the two-year sample to control for possible geographic differences.

One-hundred ten public, four-year colleges/universities with existing residence hall programs were selected for inclusion in this study using the nineteenth edition of Peterson's Guide to Four-Year Colleges and the Rand McNally Atlas.

The geographic table of vital statistics in Peterson's Guide indicates institution control. Specifically, each college/ university is designated independent, independent-religious, proprietary, federal, state, province,

commonwealth, territory, county, district, state and local or state-related. Initially, any institution which used the word "state" in identifying institutional control was selected. The profile of each such college was read and only those institutions which mentioned student housing and/or board charges were considered further. A total of 460 four-year institutions were identified. Lastly, these 460 colleges and universities were plotted on 38 state maps to determine if they met the physical proximity criterion for selection. The process yielded an unequal number of two-year (Appendix C) and four-year (Appendix F) colleges for inclusion in this study.

Chief student affairs officers or those designated as responsible for student services at each four-year institution were identified using the 1989 edition of Peterson's Higher Education Directory.

The total sample size is 320 institutions of higher education. This represents all the two-year colleges that meet the criteria, and a sample of four-year colleges and universities that meet the criteria.

Instrument

A review of the literature concluded that although there is information related to four-year college student residence hall operations, services, and programs, there are

no published studies related to public, two-year college residence hall programs. No instrument was available to use to elicit responses from the two-year colleges, and four-year college sample. It was, therefore, necessary to construct an instrument (Appendix E) for this purpose.

Based on a review of the related literature, an initial survey questionnaire was constructed. The entire draft instrument was pre-tested and modified by selected faculty and staff from the University Systems of Georgia, New York, and Virginia, and members of the Association of College and University Housing Officers to ensure the appropriateness and clarity of each question in relation to the research questions posed in the study.

The initial instrument was modified to include the following four major areas of inquiry:

1. Purpose
2. Programs/Services
3. Institutional Characteristics
4. Effects of Residence Hall Program

The revised or final draft was pre-tested among new subjects, and pilot-tested at selected state-operated two-year and four-year colleges in Georgia and New York. The instrument is a 53-item survey questionnaire entitled, "Public Two-Year and Four-Year College Residence Hall Programs."

Data Collection Procedures

The procedures for assembling and mailing the self-administered questionnaires were physically tested. Pre-testing the execution of the questionnaire proved to be valuable and resulted in modifying the initially constructed data collection procedures.

The next step was to pilot-test the data collection procedures. Selected faculty and staff from the University Systems of Georgia, New York, and Virginia assisted with the final survey design. Each subject was sent a complete packet of information which included a personalized cover letter and questionnaire with a stamped, self-addressed envelope. All those who were included in this pilot-study responded within the requested two week time period.

A total of 320 cover letters (Appendix D-1 or D-2) and survey questionnaires (Appendix E) were coded and mailed to chief student affairs officers or those designated as responsible for student services on February 16, 1990. Recipients were asked to return their completed questionnaires by March 2, 1990.

The survey included four major topics which were identified in the related literature. Subjects were asked to react to 53 items by circling the most appropriate response or answering the open-ended category entitled

"Other" in their own words. To minimize respondent bias, an overall rate of return of 70% was established.

It was planned that a postcard (Appendix D-3) would be sent on March 7, 1990 to all subjects who had not as yet returned a completed questionnaire, and that a final mailing (Appendix D-4) would be sent to non-respondents on March 26, 1990. However, the initial mailing yielded more than a 70% rate of return, and, therefore, the second and third mailing was not necessary.

TIME LINE				
First Mailing Completed	Requested Return Date	Postcard Reminder (Second Mailing)	Final Mailing	Last Day to Return Questionnaires
2/16/1990	3/2/1990	3/7/1990	3/26/1990	4/11/1990

Responses noted on each returned survey instrument were coded, and data were entered and stored to insure that efficient and systematic methods were used for data collection and data analyses.

Data Analyses Procedures

The descriptive survey method of investigation was used to describe systematically, factually, and accurately public, two-year and selected four-year college residence hall programs and any accompanying educational programs

along predetermined parameters. It was first necessary to establish baseline data about these two-year and four-year programs so that meaningful comparisons could be made between these two distinct providers of higher education.

A pilot-study sample was drawn from the target populations and sent a survey instrument. Upon receipt of the completed questionnaire, a pilot-study analysis of the reported data was conducted to minimize errors. Evaluating the pre-tests and pilot-studies resulted in insuring that the data received would be useful. Use of these procedures clarified wording and questions on the instrument, enhanced questionnaire format, illustrated the expected variance in response, reduced item redundancy, and corrected any other noted problems prior to conducting the final survey.

Responses to the final survey instrument were coded, and data were entered, stored and processed on a personal computer using word-processing and statistical software. The two- and four-year college residence hall programs were compared to determine whether they differed significantly along the following predetermined parameters:

1. Purpose
2. Programs/Services
3. Institutional Characteristics
4. Effects of Residence Hall Program

Composite responses to each of the 53 items on the final survey are explained and presented in tabular format in

Chapter 4. Univariate analysis served the purpose of describing the data. Frequencies, percentages, t-Tests and chi-square statistical procedures were used to examine questionnaire items. A .05 level of significance was used in the analyses.

A complete presentation and analysis of the data gathered from this investigation is presented in Chapter 4.

Chapter 4

FINDINGS

Introduction

A descriptive presentation and analysis of the data received from the responses to the 53-item survey instrument are included in this chapter. The populations consisted of 210 public, two-year, and 110 public, four-year colleges with existing residence hall programs. A total of 320 survey instruments were mailed to chief student affairs officers (CSAO) or those designated as responsible for student services in 38 states. A minimum response rate of 70 percent was established a priori. Numbers and percentages of two- and four-year respondents to the survey instrument are presented in Table 1. Percentages on Tables may not always add to 100 due to rounding. Missing data on returned survey instruments were obtained by telephoning the appropriate college official for follow-up inquiry. A total of 248 completed survey instruments representing 77.5 percent of the total population was obtained within two weeks after the initial mailing on February 16, 1990.

OVERVIEW

The purpose of this study was to describe public, two-year college residence hall programs, and discern whether

Table 1**Number and Percentage of Two- and Four-Year College Responses to the Survey Instrument**

Institution Type	N	Number of Respondents	%
Two-Year	210	164	78.1
Four-Year	110	84	76.4
TOTAL	320	248	77.5

they differed from selected public, four-year college student housing programs on the following four major areas of inquiry:

1. Purpose
2. Programs/Services
3. Institutional Characteristics
4. Effects of Residence Hall Program

The first ten survey items related to the stated purpose for student residence hall programs.

To insure that the data would not be confounded, the initial question about whether each college owned and operated its own student housing facilities was asked. Almost 10 percent (N=23) of the 248 respondents indicated they did not own and operate such programs for their students. Although these respondents were instructed not to complete the survey instrument, some respondents did. However, these data were not included in the analysis. It is interesting to note that these 23 public institutions were identified by either state directors or administrators for community, technical, and junior colleges or in the Peterson's Guide to Four-Year Colleges as having housing facilities for their students. No other explanation is available to account for this discrepancy.

Responses to the second item revealed that the majority of both public, two- and four-year colleges originally built residence halls as a place for students to live. This is

consistent with the related literature (Holbrook, 1977). It appears that residence halls were not constructed on public college campuses to supplement the learning process or be considered part of the overall educational program. They indeed merely served a utility purpose where learning was perhaps incidental.

The role of providing student housing programs on college campuses continued to evolve. Responses to item three indicated a shift away from the traditional philosophy of college student housing programs to a new philosophy which viewed such programs as an integral component of the academic program. This new philosophy recognized that residence halls were a place where faculty could teach, and were in support of the institution's educational mission. Ninety percent of the four-year, compared to 42 percent of two-year college respondents, currently maintain housing programs to teach their students.

Respondents indicated that the major reason why their housing program changed, if at all, from its original to current purpose was to supplement the educational experience of their students. A new educational philosophy of residence living emerged which promoted academic and personal development (Mueller, 1961). The related research (Adams, 1968; Chickering, 1969; Mueller, 1961; Riker, 1965) clearly indicated that this new emerging philosophy viewed

student housing programs as a vital part of the academic program and learning process.

There was a significant difference between how two- and four-year college officials responded to whether or not their housing program had written goals. Responses to item five showed that 90 percent of the four-year compared to 64 percent of the two-year respondents have such goals. The related literature concluded that clearly stated written goals were an essential ingredient for effective educational programming and evaluation (Richards, 1964) in the residence halls.

Stimpson and Simon (1974) concluded that residence hall programs need to have goals that are congruent with those of the institution. A majority of both the two- and four-year respondents indicated that their housing programs goals were consistent with the stated mission of their respective institutions.

The goals of two-year college residence hall programs are much less regularly reviewed than those of four-year programs. Proportionally, more than twice as many two-year, compared to four-year college officials, indicated that they did not review the goals of their housing program on a regular basis.

A majority of both the two- and four-year respondents indicated that their housing programs are an integral part of their respective institution's educational and academic

support program. This was consistent with the related research which promoted the integration of the student housing program with the curriculum (Greenleaf, 1969; Hoffman, 1973; Shaffer, 1969).

Intentionally designed residence hall activities, programs, and services which enhance student out-of-class learning foster the integration of academic and student affairs. The residence halls essentially become an extension of the formal classroom. Almost all of the four-year respondents compared to about 80 percent of the two-year college officials indicated that housing programs should provide such educational programs and services for residents. Related research (Hoffman, 1973) concluded that residence hall programs should provide a variety of living-learning opportunities to contribute to student development.

The next 33 items on the survey related to planned educational programs, and services in the residence halls. These items investigated whether student housing programs were a part of the educational process or apart from it. If the main purpose of the programs was to promote student learning and development, then a variety of planned programs, services, and activities should be available to students in residence.

The initial question, however, asked if the housing program was based on a specific student development theory. Rodgers and Widick (1970) stated that student development

educators need to use theories to guide their practice. Accordingly, residence hall programs should use multiple methods of professional practice based on proven theory. However, the majority of both two- and four-year respondents did not base their respective housing programs on student development theory.

Wise (1958) concluded that programming efforts in the residence halls must be developmentally targeted, broad, and offer a wide range of activities. Therefore, it is incumbent upon housing professionals to know something about and be responsive to the developmental and demographic profiles of their enrolled students. The data revealed that four-year college housing programs are much more responsive to these student profiles compared to the public, two-year programs under investigation.

There were 27 items related to whether or not colleges offered selected programs/services in residence halls. The data indicated that there were more of the following programs/services on four-year college campuses than two-year: classrooms, computer laboratories, computer wiring, libraries, study areas, intramurals, recreation areas, wellness programs, academic major floors, coeducational floors/halls, values clarification seminars, issue oriented seminars, academic advisement, peer counseling, student councils, judicial boards, student resident assistant programs, cultural awareness programs, sex education

programs, alcohol and drug education programs, and career awareness programs.

There was no significant difference among respondents related to whether or not non-smoking floors, club and organization floors, athlete floors, tutoring, professional counseling services, and orientation to housing rules and regulations were included as part of the respective housing programs.

Analysis of the data related to items 40 through 42 revealed that more four-year college residence hall programs than those two-year under investigation assisted students in resolving problems affecting their academic performance, provided intentionally designed interventions to enhance student development, and employed staff who helped their college community to understand the role of their housing program in providing educational programs and services for student development.

The majority of both two- and four-year respondents reported that their college community recognized that the educational experience of students consisted of both academic efforts in the formal classroom, and residence education opportunities through their housing program.

There were six items pertaining to selected institutional characteristics of those two- and four-year colleges surveyed.

The majority of two-year respondents indicated that their college had a total undergraduate enrollment under 3000, and housed less than 500, 18-22 year old students in their residence halls during the 1989-90 academic year. Many of these colleges reported being located in a rural setting with residence halls at their institution for more than 20 years. However, most of the four-year colleges had total enrollments over 3000, and housed more than 500, 18-22 year old students. The majority of these respondents reported being located in a rural setting with residence halls over 20 years, also.

The data indicated that two-year college housing programs preferred full-time rather than part-time students in residence halls. A majority of two-year respondents indicated that they did not allow part-time students to reside on campus compared to most four-year officials who reported that part-time students were permitted to reside in their residence halls.

The last four items related to the effects of the residence hall programs. These programs have effects on both student residents and the institutions which maintain them.

The majority of two-year respondents reported that their residence hall programs ranged from somewhat influential to influential to the general perception of campus life compared to the four-year colleges that indicated

influential to very influential. Also, the data revealed significant differences between how the two- and four-year officials responded to the following statements: (a) the majority of campus problems at our college are traceable to the quality of resident life in our residence halls; (b) our college recognizes the importance of the out-of-class educational programs, services, and opportunities initiated by our housing staff; and (c) I believe that our housing program contributes to the overall education and development of our student residents.

Presentation of the Data

Data about how public, two-year college residence hall programs differed on purpose, characteristics, programs and services, and or overall effect on student development from public, four-year college residence hall programs are presented in tabular format using conventional descriptive statistics and non-parametric tests. The chi-square was used with all but one survey item that elicited a yes or no response. Descriptive statistics such as numbers, frequencies and percentages, and or t-Tests were used with survey items that had more than two response categories.

PURPOSE

Item 1 Does your college own and operate its own student housing facilities?

Three-hundred twenty college officials were initially asked whether or not their respective institutions owned and operated residence halls during the 1989-90 academic year. Table 2 illustrates that 145 public, two-year, and 80 four-year respondents indicated that their college owned and operated its own student housing facilities. This represents 90.7 percent of the 248 respondents to the survey. Nineteen or 11.6 percent of the two-year, and four or 4.8 percent of the four-year respondents stated that their respective colleges did not own and operate housing facilities for their students. These 23 colleges represent 9.3 percent of the 248 respondents to the survey. Some respondents indicated that their student housing facilities were privately owned and/or operated apartments, and individual or clustered homes on and off their respective college campuses. One respondent stated that their student residence hall program was phased out, and housing facilities were converted to allow for expansion of the academic program. Two-hundred twenty five respondents completed the remaining 52 items on the survey instrument.

Item 2 Why did your college originally build residence halls for students?

The data presented in Table 3 indicate the frequencies and percentages of responses pertaining to why halls were built originally. The majority of respondents (73.3%) indicated that residence halls were originally built as a

Table 2

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year Colleges Own and Operate Their Own Student Housing Facilities.

Institution Type	<u>Frequencies</u>		<u>Percentages</u>	
	Yes	No	Yes	No
Two-Year (N = 164)	145	19	88.4	11.6
Four-Year (N = 84)	80	4	95	5
TOTAL (N = 248)	225	23	90.7	9.3

Table 3

Frequencies and Percentages of Responses Related to Why Two- and Four-Year Colleges Originally Built Residence Halls for Their Students.

Institution Type	<u>To Teach</u>		<u>Place to Live</u>		<u>For Athletes</u>		<u>Other</u>	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	25	17.2	112	77.2	4	2.8	4	2.8
Four-Year (N = 80)	25	31.3	53	66.2	0	0	2	2.5
TOTAL (N = 225)	50	22.2	165	73.3	4	1.8	6	2.7

place for their students to live. However, a few residence halls were intended originally to house student athletes. None of the four-year respondents and only 2.8 percent of the two-year respondents built housing facilities for athletes. Proportionally, almost twice as many four-year respondents (31.3%) compared to two-year (17.2%) originally constructed residence halls to enable them to teach in and out-of-the classroom to support their educational mission and promote student development through residence education programs. Six respondents (2.7%) stated that their colleges originally built student housing either to better retain students through more involvement on campus, or because of the lack of sufficient local housing, or because their institution was once a private preparatory/military school with boarding students before becoming a public, two- or four-year college.

Item 3 Why does your college currently operate a student residence hall program?

Some colleges currently operate student housing programs for different purposes than originally intended. Table 4 shows the frequencies and percentages related to why colleges currently maintain student housing facilities. Currently, the majority of respondents (59.1%) maintain housing programs to enable them to teach out of the classroom. Proportionally, more than twice as many four-

Table 4

Frequencies and Percentages of Responses Related to Why Two- and Four-Year Colleges Currently Operate Student Residence Halls Programs.

Institution Type	<u>To Teach</u>		<u>Place to Live</u>		<u>For Athletes</u>		<u>Other</u>	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	61	42.1	83	57.2	1	.7	0	0
Four-Year (N = 80)	72	90	8	10	0	0	0	0
TOTAL (N = 225)	133	59.1	91	40.4	1	.4	0	0

Note: Some percentages may not equal 100 due to rounding.

year respondents (90%) compared to two-year (42.1%) indicated that the residence halls support their educational mission, and promote student development through residence education.

Item 4 Why, if at all, did the original purpose of the residence hall program change over time?

Table 5 shows that more than half of the respondents (53.3%) indicated that there was no deviation over time from their original purpose for providing a student housing program.

Proportionally, almost twice as many two-year respondents (64.1%) stated no change from their original to current purpose for residence halls compared to four-year respondents (33.7%). More than twice as many four-year respondents (42.5%) compared to two-year (19.2%) changed their purpose to supplement the educational experience of their students. Almost 14 percent of all respondents expressed a change in purpose due to their attempts to address the needs of their changing student population. Only the two-year respondents (2.8%) stated that the change was an effort to better retain students. About 3.6 percent of the respondents explained other reasons for the change such as changes related to their college mission, academic program, increased enrollment, use

Table 5

Frequencies and Percentages of Responses Related to Why, if at all, the Original Purpose of the Residence Hall Programs at Two- and Four-Year Colleges Changed Over Time.

Institution Type	<u>Not Changed</u>		<u>Supplemental Education</u>		<u>Changing Student Population</u>		<u>Retain Students</u>		<u>Other</u>	
	N	%	N	%	N	%	N	%	N	%
Two-Year (N = 145)	93	64.1	28	19.3	18	12.4	4	2.8	2	1.4
Four-Year (N = 80)	27	33.7	34	42.5	13	16.2	0	0	6	7.5
TOTAL (N = 225)	120	53.3	62	27.5	31	13.8	4	1.8	8	3.6

of facilities, and enrollment marketing and recruitment strategies.

Item 5 Does your housing program have a written set of goals?

Table 6 shows the results of the chi-square method for assessing the overall relationship between two- and four-year respondents to the above question about written program goals.

The data from the survey revealed that there was a significant difference between how two- and four-year institutions responded to this item. Specifically, 52 (35.9%) and 8 (10%) of the respective two-year and four-year respondents indicated that a written set of goals for their housing program did not exist. Ninety-three two-year (64.1%) and 72 four-year (90%) college officials stated that their housing program had a written set of goals. The data indicated that many of the two-year respondents revealed the lack of written housing goals as compared to four-year colleges and universities.

Item 6 The goals of the housing are consistent with the stated mission of the college.

Table 6

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year College Housing Programs Have Written Goals.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	93	52
Four-Year (N = 80)	72	8
TOTAL (N = 225)	165	60

$\chi^2 = 16.3355, df = 1, p < .05$

Table 7.1 shows the frequencies and percentages of responses to this statement.

Two- and four-year college officials responded to this statement even if they previously indicated that their housing program did not have a written set of goals. Several respondents indicated that although their housing program lacked a written set of goals, it was understood that their program was consistent with the mission of their respective college or university.

The data presented in Table 7.1 indicated that although more than 90 percent of all respondents either strongly agreed (50.2%) or agreed (41.3%) with this statement, 47.6 percent of two-year compared to 55 percent of four-year respondents strongly agreed.

Table 7.2 shows the results of a t-Test for responses related to this statement. The data revealed that there was not a significant difference between two-year and four-year respondents.

Item 7 The housing programs goals are reviewed on a regular basis.

College officials who had previously indicated that their housing program did not have a set of written goals, also, responded to this statement. The results are as indicated in Table 8.1.

Table 7.1

Frequencies and Percentages of Responses Related to Whether the Goals of Two- and Four-Year College Housing Programs Are Consistent with the Stated Mission of Their Institution.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	69	47.6	60	41.4	12	8.3	4	2.8
Four-Year (N = 80)	44	55	33	41.2	3	3.7	0	0
TOTAL (N = 225)	113	50.2	93	41.3	15	6.7	4	1.8

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Table 7.2

t-Test for Responses Related to Whether the Goals of Two- and Four-Year College Housing Programs Are Consistent with the Stated Mission of Their Institution.

Institution Type	Mean	SD	t
Two-Year (N = 145)	1.66207	.747409	
			1.81438
Four-Year (N = 80)	1.48750	.573547	
TOTAL (N = 225)			
p > .05, df = 223			
Two-tailed probability = .0710			

Table 8.1

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year College Housing Goals Are Reviewed on a Regular Basis.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	44	30.3	63	43.4	34	23.4	4	2.8
Four-Year (N = 80)	38	47.5	34	42.5	7	8.7	1	1.2
TOTAL (N = 225)	82	36.4	97	43.1	41	18.2	5	2.2

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

The data revealed that approximately 74 percent of the two-year compared to more than 90 percent of the four-year respondents indicated that their housing goals were reviewed on a regular basis.

Table 8.2 shows the results of a t-Test comparing the two- and four-year responses to this item.

The data indicated that there was a significant difference between the two- and four-year college respondents. Specifically, more than 25 percent of the two-year college officials indicated they disagreed (23.4%) or strongly disagreed (2.8%) that their housing goals were reviewed on a regular basis as compared to about 10 percent of all four-year respondents. Accordingly, fewer two-year than four-year colleges regularly reviewed the goals of their housing programs.

Item 8 The housing program is an integral part of the college's educational and academic support program.

The data in Table 9.1 reinforces the related research about educationally oriented housing programs.

The Table reveals that 87.1 percent of all respondents strongly agreed (36%) or agreed (51%) that their housing program was an integral part of their institution's educational and academic support program. About 13 percent

Table 8.2

t-Test for Responses Related to Whether Two- and Four-Year College Housing Goals are Reviewed on a Regular Basis.

Institution Type	Mean	SD	t
Two-Year (N = 145)	1.98621	.807828	
Four-Year (N = 80)	1.63750	.697985	
TOTAL (N = 225)			3.24869*

* = $p < .05$, $df = 223$
two-tailed probability = .0013

Table 9.1

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year College Housing Programs Are an Integral Part of the Institution's Educational and Academic Support Program.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	50	34.5	73	50.3	19	13.1	3	1.4
Four-Year (N = 80)	31	38.7	42	52.5	7	8.7	0	0
TOTAL (N = 225)	81	36	115	51.1	26	11.6	3	1.3

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

of the two-year and four-year respondents disagreed (11.6%) or strongly disagreed (1.3%) with this statement.

Table 9.2 shows the results of a t-Test for responses related to the integration of housing and academic programs. The data showed that there were no significant difference between how two-year and four-year college officials responded to this item. Specifically, about 85 percent of the two-year colleges and 90 percent of all four-year respondents strongly agreed or agreed that their housing program was an integral part of their college's educational and academic support program.

Item 9 The housing program provides educational programs and services for students.

Residence halls can be a significantly potent learning environment and supplement the educational process of students by providing planned educational programs, activities and services. Table 10.1 demonstrates how two- and four-year college officials responded to this item. The data indicated that about 85 percent of all respondents strongly agreed (43.6%) or agreed (41.8%) that educational programs and services for students should be provided by the housing program. However, Table 10.2 shows the results of a t-Test which indicated that there was a significant difference between how two- and four-year college officials responded to this item. About 78 percent of all two-year

Table 9.2

t-Test for Responses Related to Whether Two- and Four-Year College Housing Programs Are an Integral Part of the Institution's Educational and Academic Support Program.

Institution Type	Mean	SD	t
Two-Year (N = 145)	1.827	.727895	1.365
Four-Year (N = 80)	1.7000	.624298	

p > .05, df = 223
Two-tailed probability = .2799

Table 10.1

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year College Housing Programs Provide Educational Programs and Services for Students.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	44	30.3	69	47.6	30	20.7	2	1.4
Four-Year (N = 80)	54	67.5	25	31.3	1	1.2	0	0
TOTAL (N = 225)	98	43.6	94	41.8	31	13.8	2	.8

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Table 10.2

t-Test for Responses Related to Whether Two- and Four-Year College Housing Programs Provide Educational Programs and Services for Students.

Institution Type	Mean	SD	t
Two-Year (N = 145)	1.93103	.751435	
			6.32631*
Four-Year (N = 80)	1.33750	.501737	
TOTAL (N = 225)			

* = $p < .05$, $df = 223$
Two-tailed probability = .0000

respondents compared to almost 99 percent of the four-year college officials strongly agreed or agreed that their housing programs provided these programs and services for their students. Twenty-two percent of the two-year compared to 1.2 percent of the four-year respondents indicated that their housing programs did not provide educational programs and services for students.

Item 10 Our housing program provides a living-learning environment that enhances student development.

Table 11.1 shows that about 90 percent of the two-year and four-college respondents strongly agreed (37.3%) or agreed (52.9%) that their housing programs provided a living-learning environment conducive to learning. Approximately 13 percent of the two-year college officials compared to 3.7 percent of all four-year respondents indicated that they did not provide a living-learning environment on their campus. However, Table 11.2 shows the results of a t-Test which reveals that there is a significant difference between how these two distinct providers of residential higher education responded to this item. About 87 percent of the two-year compared to 96% of the four-year respondents indicated that their housing programs provided a living-learning environment. Approximately 28 percent of all two-year and 55 percent of all four-year respondents strongly agreed that such environments were present on their respective campuses.

Table 11.1

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year College Housing Programs Provide a Living-Learning Environment That Enhances Student Development.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	40	27.6	86	59.3	19	13.1	0	0
Four-Year (N = 80)	44	55	33	41.2	3	3.7	0	0
TOTAL (N = 225)	84	37.3	119	52.9	22	9.8	0	0

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Table 11.2

t-Test for Responses Related to Whether Two- and Four-Year College Housing Programs Provide a Living-Learning Environment That Enhances Student Development.

Institution Type	Mean	SD	t
Two-Year (N = 145)	1.85517	.623379	
			4.35499*
Four-Year (N = 80)	1.48750	.573547	
TOTAL (N = 225)			

* = $p < .05$, $df = 223$
Two-tailed probability = .0000

However, 19 two-year college officials (13.1%) compared to four four-year (3.7%) responded that they did not provide such an environment for their students.

PROGRAMS/SERVICES

Item 11 Is your housing program based on a specific student development theory?

Table 12 is the results of a chi-square analysis of the responses to whether or not housing programs are based on theory.

The chi-square test was used to determine whether the frequency of responses differed among two- and four-year colleges. The obtained chi-square ($x^2 = 1.435$) was not significant at the .05 level. Accordingly, two- and four-year college officials responded proportionally about the same to whether or not their housing program was based on a specific student development theory.

Item 12 Is your housing program responsive to the development and demographic profiles of your enrolled students?

A chi-square analysis (Table 13) was performed investigating differences to determine whether the frequency of responses differed significantly among two- and four-year colleges. The obtained chi-square ($x^2 = 6.253$) was significant at the .05 level.

Table 12

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year College Housing Programs Are Based on a Specific Student Development Theory.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	40	105
Four-Year (N = 80)	29	51
TOTAL (N = 225)	69	156

$\chi^2 = 1.435, df = 1, p > .05$

Table 13

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year College Housing Programs are Responsive to the Development and Demographic Profiles of Their Enrolled Students.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	114	31
Four-Year (N = 80)	74	6
TOTAL (N = 225)	188	37
	$\chi^2 = 6.253, df = 1, p < .05$	

Approximately 83 percent of all the respondents (N = 188) indicated that their housing programs were responsive. However, this represented 114 of the two-year colleges (78.6%) compared to 74 of the four-year respondents (93%). Furthermore, 21.4 percent and 7.5 percent of the two- and four-year respondents respectively indicated that their programs were not responsive to their student profiles.

Items 13-32 To what extent are the following programs/services included in your residence halls?

Tables 14.1 and 14.2 show how two- and four-year college officials responded respectively to the above items.

The data revealed that the majority of two-year respondents lacked residence halls with classrooms, computer laboratories, computer wiring, libraries, wellness programs, floors for clubs, athletes and academic majors, coeducational floors, values clarification seminars, academic advisement, peer counseling, tutoring and judicial boards. These respondents indicated a large number of non-smoking rooms, intramural sports, and recreation areas in their residence halls.

Table 14.2 indicated that the majority of four-year respondents lacked classrooms, computer wiring, libraries, club, athlete and academic majors floors, academic advisement and tutoring in residence halls. These respondents indicated that their residence halls had many

Table 14.1

Frequencies and Percentages of Responses Related to Whether Two-Year College Residence Halls Provide Selected Programs and Services for Students.

Two-Year College Selected Residence Hall Programs/Services	None <u>1</u>		Few <u>2</u>		Some <u>3</u>		A Lot <u>4</u>		Many <u>5</u>	
	N	%	N	%	N	%	N	%	N	%
Classrooms	126	86.9	9	6.2	7	4.8	3	2.1	0	0
Computer Labs	115	79.3	12	8.3	8	5.5	7	4.8	3	2.1
Computer Wiring	119	82.1	5	3.4	9	6.2	6	4.1	6	4.1
Libraries	133	91.7	3	2.1	6	4.1	3	2.1	0	0
Study Areas	43	29.7	22	15.2	35	24.1	32	22.1	13	9
Non-Smoking Areas	45	31	11	7.6	20	13.8	22	15.2	47	32.4
Intramurals	29	20	18	12.4	28	19.3	29	20	41	28.3
Recreation Areas	25	17.2	27	18.6	36	24.8	30	20.7	27	18.6
Wellness Programs	58	40	25	17.2	37	25.5	13	9	12	8.3
Club Floors	81	55.9	18	12.4	16	11	16	11	14	9.7
Athlete Floors	102	70.3	12	8.3	12	8.3	7	4.8	12	8.3
Academic Major Floors	123	84.8	11	7.6	4	2.8	2	1.4	5	3.4
Coed Floors/Halls	67	46.2	11	7.6	23	15.9	21	14.5	23	15.9
Value Clarification	64	44.1	24	16.6	37	25.5	14	9.7	6	4.1
Issue Seminars	53	36.6	19	13.1	41	28.3	22	15.2	10	6.9
Academic Advisement	70	48.3	25	17.2	25	17.2	18	12.4	7	4.8
Peer Counseling	59	40.7	27	18.6	27	18.6	20	13.8	12	8.3
Tutoring	70	48.3	21	14.5	30	20.7	14	9.7	10	6.9
Student Councils	52	35.9	20	13.8	29	20	28	19.3	16	11
Judicial Boards	81	55.9	22	15.2	12	8.3	20	13.8	10	6.9
TOTAL (N = 20)	1515	52.2	342	11.8	442	15.2	327	11.3	274	9.4

Table 14.2

Frequencies and Percentages of Responses Related to Whether Four-Year College Residence Halls Provide Selected Programs and Services for Students.

Four-Year College Selected Residence Hall Programs/Services	None <u>1</u>		Few <u>2</u>		Some <u>3</u>		A Lot <u>4</u>		Many <u>5</u>	
	N	%	N	%	N	%	N	%	N	%
Classrooms	52	65	20	25	7	8.7	1	1.2	0	0
Computer Labs	23	28.7	11	13.7	23	28.7	14	17.5	9	11.2
Computer Wiring	36	45	8	10	15	18.8	9	11.2	12	15
Libraries	59	73.7	13	16.2	5	6.3	2	2.5	1	1.2
Study Areas	3	3.7	4	5	13	16.2	24	30	36	45
Non-Smoking Areas	27	33.7	0	0	10	12.5	9	11.2	34	42.5
Intramurals	4	5	3	3.7	14	17.5	18	22.5	41	51.2
Recreation Areas	3	3.7	13	16.2	16	20	25	31.3	23	28.7
Wellness Programs	16	20	19	23.7	20	25	12	15	13	16.2
Club Floors	34	42.5	15	18.8	6	7.5	10	12.5	15	18.8
Athlete Floors	56	70	6	7.5	6	7.5	7	8.7	5	6.3
Academic Major Floors	56	70	8	10	10	12.5	2	2.5	4	5
Coed Floors/Halls	15	18.8	12	15	11	13.7	11	13.7	31	38.7
Value Clarification	16	20	16	20	25	31.3	13	16.2	10	12.5
Issue Seminars	6	7.5	8	10	30	37.5	18	22.5	18	22.5
Academic Advisement	21	26.2	19	23.7	23	28.7	8	10	9	11.2
Peer Counseling	14	17.5	9	11.2	16	20	21	26.2	20	25
Tutoring	27	33.7	18	22.5	20	25	9	11.2	6	7.5
Student Councils	5	6.3	3	3.7	4	5	21	26.2	47	58.7
Judicial Boards	29	36.2	9	11.2	7	8.7	13	16.2	22	27.5
TOTAL (N = 20)	502	31.4	214	13.4	281	17.6	247	15.4	356	22.2

study areas, non-smoking rooms, intramural sports, recreation areas, coeducational floors, issue oriented seminars, peer counseling programs, and students councils.

Table 14.3 shows the results of a t-Test to determine the existence of significant differences among two- and four-year responses to these selected programs and services for residents. The data revealed that there were significant differences related to whether two- and four-year college residence halls provide classrooms, computer laboratories and wiring, libraries, study areas, intramural sports, recreation areas, wellness programs, academic majors and coeducational floors, value clarification and issue oriented seminars, academic advisement, peer counseling, student councils and judicial boards. These 16 items were significantly different at the .05 level. Specifically, the two-year colleges provide significantly less of the above programs and services for residents than the four-year institutions.

Item 33 Do your residence halls include a student resident assistant program?

Table 15 shows the results of a chi-square analysis indicating a significant difference between the two- and four-year respondents at the .05 level.

Table 14.3

t-Tests for Responses Related to Whether Two- and Four-Year College Residence Halls Provide Selected Programs and Services for Their Students.

Programs/Services (N = 20)	Two-Year (N = 145)		Four-Year (N = 80)		t
	Mean	SD	Mean	SD	
Classroom	1.22	.63	1.46	.71	-2.63*
Computer Labs	1.42	.95	2.69	1.36	-8.20*
Computer Wiring	1.45	1.0	2.41	1.52	-5.5*
Libraries	1.17	.59	1.41	.82	-2.60*
Study Areas	2.66	1.35	4.08	1.08	-8.11*
Non-Smoking Floors	3.10	1.67	3.29	1.77	- .78
Intramurals	3.24	1.49	4.11	1.14	-4.55*
Recreation Areas	3.06	1.37	3.65	1.17	-3.28*
Wellness Programs	2.28	1.30	2.84	1.35	-3.02*
Club Floors	2.06	1.41	2.46	1.58	-1.95
Athlete Floors	1.77	1.52	1.74	1.28	.17
Academic Major Floors	1.31	.88	1.63	1.12	-2.33*
Coed Floors/Halls	2.46	1.56	3.39	1.57	-4.25*
Value Clarification	2.13	1.20	2.81	1.28	-3.97*
Issue Seminars	2.43	1.31	3.43	1.17	-5.69*
Academic Advisement	2.08	1.26	2.56	1.29	-2.71*
Peer Counseling	2.30	1.35	3.30	1.42	-5.22*
Tutoring	2.12	1.30	2.36	1.27	-1.33
Student Councils	2.56	1.42	4.28	1.14	-9.28*
Judicial Boards	2.01	1.35	2.88	1.69	-4.21*

df = 223

* = $p < .05$

Table 15

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year College Residence Halls Include a Student Resident Assistant Program.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	122	23
Four-Year (N = 80)	78	2
TOTAL (N = 225)	200	25

$\chi^2 = 8.016, df = 1, p < .05$

The data revealed that 200 respondents (88.9%) indicated the presence of resident assistants. However, almost all of the four-year colleges (98%) compared to 122 two-year respondents (84%) employed student resident assistants in their halls.

Item 34 Do your residence halls include cultural awareness programs?

The data presented in Table 16 indicate that 132 respondents (58.7%) offered cultural awareness programs in their residence halls during the 1989-90 academic year. However, a chi-square analysis of the responses to this question revealed that there was a significant difference between the two- and four-year colleges at the .05 level. Specifically, 80 two-year respondents (55.2%) compared to 13 four-year colleges (16.3%) did not include these programs in residence halls for their students.

Item 35 Do your residence halls include sex education program?

The results of a chi-square analysis in Table 17 reveal that there was a significant difference between the two- and four-year respondents at the .05 level. Specifically, although 163 respondents (72.4%) indicated that their residence halls included sex education programs, 57 two-year colleges (39.3%) compared to five four-year (6.3%) that they

Table 16

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year College Residence Halls Include Cultural Awareness Programs.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	65	80
Four-Year (N = 80)	67	13
TOTAL (N = 225)	132	93

$\chi^2 = 30.624, df = 1, p < .05$

Table 17

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year College Halls Include Sex Education Programs.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	88	57
Four-Year (N = 80)	75	5
TOTAL (N = 225)	163	62

$\chi^2 = 26.5959, df = 1, p < .05$

did not offer them in residence. Almost all of the four-year respondents (94%) compared to 88 two-year colleges (61%) reported that sex education programs were available to students in their residence halls.

Item 36 Do you provide professional counseling services in your residence halls?

Table 18 shows the results of a chi-square analysis of responses to the above question. The data indicated that there was no significant difference among the responses. Only 39 percent of the two-year colleges (N = 57) and 38 percent of the four-year (N = 30) respondents indicated that they did provide professional counseling services in their residence halls. Accordingly, almost the same percentage of the two-year (61%) and four-year respondents (62%) did not provide these services in residence.

Item 37 Do you offer alcohol/drug education programs in your residence halls?

The data in Table 19 indicate that 188 respondents (83.5%) reported the presence of alcohol/drug programs in residence. However, there was a significant difference between the two- and four-year responses to this item. Specifically, 109 two-year respondents (75%) compared to 79 four-year colleges (99%) reported offering these programs to

Table 18

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year Colleges Have Professional Counseling Services in Their Residence Halls.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	57	88
Four-Year (N = 80)	30	50
TOTAL (N = 225)	87	138

$\chi^2 = .0153580, df = 1, p > .05$

Table 19

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year College Residence Halls Include Alcohol/Drug Education Programs.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	109	36
Four-Year (N = 80)	79	1
TOTAL (N = 225)	188	37

$\chi^2 = 19.1777, df = 1, p < .05$

residents. Thirty-six two-year colleges (24.8%) and only 1 four-year (1.3%) indicated no such programs in their residence halls during the 1989-90 academic year.

Item 38 Do your residence halls include career awareness programs?

Table 20 presents the results of a chi-square analysis related to the responses about career awareness programs in residence at two- and four-year colleges. The data indicate that 113 respondents (50.2%) included these educational offerings in their housing programs. However, there was a significant difference between whether or not two- and four-year respondents offered career awareness programs to residents. Specifically, although 54 two-year (37.2%) compared to 59 four-year (73.8%) respondents offered these programs during the 1989-90 academic year. Ninety-one two-year respondents (62.8%) did not offer career awareness programs to their residents.

Item 39 Do you include orientation to housing rules/regulations in your residence hall program?

Table 21 shows the results of a chi-square test related to the this item. The data revealed that there was not a significant difference among how respondents answered this question. Specifically, almost all two-year colleges (99%)

Table 20

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year College Residence Halls Have Career Awareness Programs.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	54	91
Four-Year (N = 80)	59	21
TOTAL (N = 225)	113	112

$\chi^2 = 26.0485, df = 1, p < .05$

Table 21

Chi-Square Analysis of Responses Related to Whether Two- and Four-Year College Residence Halls Include Orientation to Housing Rules/Regulations Programs.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	143	2
Four-Year (N = 80)	78	2
TOTAL (N = 225)	221	4
	$\chi^2 = 1.825, df = 1, p > .05$	

and four-year respondents (98%) oriented residents to housing rules and regulations. Many college officials commented that this orientation to college housing was a major part of their overall college orientation program.

Item 40 Our housing program assists students in resolving problems affecting their academic performance.

The data in Table 22.1 indicate that 76 percent of all respondents (N = 171) which represents about 94 percent of the four-year (N = 75) compared to approximately 66 percent of the two-year colleges (N = 96) reported that they strongly agreed or agreed with the above statement. Relatively few four-year respondents (6.3%) indicated that their program did not assist students in resolving problems affecting their performance in the classroom.

Table 22.2 shows the results of a t-Test for responses related to this item. The data indicate that there was a significant difference among the two- and four-year responses. Specifically, almost all four-year respondents (94%) compared to about two-thirds of the two-year colleges (66%) assisted residents in resolving problems in this regard. The t statistic, $df = 223$ was significant between these two providers of higher education at the .05 level.

Table 22.1

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year College Residence Halls Programs Assist Students in Resolving Problems Affecting Their Academic Performance.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	20	13.8	76	52.4	43	29.7	6	4.1
Four-Year (N = 80)	20	25	55	68.8	5	6.3	0	0
TOTAL (N = 225)	40	17.8	131	58.2	48	21.3	6	2.7

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Table 22.2

t-Tests for Responses Related to Selected Two- and Four Year College Residence Hall Programs and Services for Students.

Selected Programs/Services (N = 20)	Two-Year Colleges (N = 145)		Four-Year Colleges (N = 80)		t
	Mean	SD	Mean	SD	
Resolving Academic Problems	2.37	1.79	1.81	.53	2.69*
Designing Interventions	2.19	.80	1.91	1.17	2.12*
Roles of Housing Programs	2.13	.70	1.73	.57	4.43*
Residence Education Opportunities	2.14	.78	1.99	.72	1.42

df = 223

* = p < .05

Item 41 Our housing program provides intentionally designed interventions to enhance student development.

The data represented in Table 22.3 show that a majority of respondents (74%) strongly agreed (22.7%) or agreed (51.5%) with the above statement. Ninety-one percent of the four-year (N = 73) compared to 65 percent of the two-year respondents (N = 94) reported that their housing programs provided intentionally designed interventions to enhance student development.

Table 22.2 shows the results of a t-Test for responses to this item. The data indicate that there was a significant difference among the responses from two- and four-year college officials. There were more four-year than two-year college housing programs that designed programs, services and activities intended to foster student learning and development. Thirty-five percent of two-year compared to nine percent of four-year respondents reported that they did not provide their residents with these intentionally designed interventions.

Item 42 The housing staff at our institution helps our college community to understand the role of the housing program in providing educational programs and services for student development.

The data presented in Table 22.4 indicate the frequencies and percentages of responses related to the above statement.

Table 22.3

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year College Housing Programs Provide Intentionally Designed Interventions to Enhance Student Development.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	29	20	65	44.8	45	31	6	4.1
Four-Year (N = 80)	22	27.5	51	63.7	6	7.5	1	1.2
TOTAL (N = 225)	51	22.7	116	51.5	51	22.7	7	3.1

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Table 22.4

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year College Housing Staff Help the College Community to Understand the Role of the Housing Program in Providing Educational Programs and Services for Student Development.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	23	15.9	84	57.9	34	23.4	4	2.8
Four-Year (N = 80)	27	33.7	48	60	5	6.3	0	0
TOTAL (N = 225)	50	22.2	132	58.7	39	17.3	4	1.8

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

As stated in Chapter 2, it is imperative that housing professionals have a set of written goals to guide their programming efforts. Furthermore, it is essential that these goals are clear and concise, and be an outgrowth of institutional goals. Housing professionals must act as catalysts to promote the goals of their program. The data from the survey indicated that the majority of two-year (74%) and four-year (94%) respondents strongly agreed or agreed with this item. However, Table 22.2 shows the results of a t-Test which indicated that there was a significant difference among the responses related to the role of two- and four-year college housing staff in this regard. The data indicate that almost all four-year respondents (94%) reported that their housing staff helped the college community to understand the role of their housing program compared to approximately 26 percent of the two-year respondents who reported that their housing staff did not act accordingly. Only four four-year respondents (6.3%) indicated that they disagreed, and none strongly disagreed with this item.

Item 43 The college community recognizes that the educational experience of students consists of both academic efforts in class, and residence education opportunities through the housing program.

The data in Table 22.5 represent the responses to the above statement. A total of 98 two-year respondents (68%) reported that they strongly agreed (21.4%) or agreed (46.2%) that their college community recognized that students learn in and out of class. Sixty four-year colleges (75%) responded similarly with 26.2 percent strongly agreeing and 48.7 percent agreeing with this item. The results of the t-Test (Table 22.2) which represent the data related to how two- and four-year college officials responded to this item indicated that there was no significant relationship among their responses at the .05 level.

INSTITUTIONAL CHARACTERISTICS

Item 44 What is the size of your total full-time undergraduate enrollment (FTE)?

The information presented in Table 23 shows that enrollment at the 225 institutions that responded to the survey ranged from less than 1000 to more than 10,000 full-time undergraduate students. Fifty-one two-year respondents (35.2%) compared to two four-year colleges (2.5%) indicated that their FTE was below 1000. The majority of the two-year colleges (45.5%) reported an FTE between 1000 and 3000. Twenty-eight two-year respondents (19%) had greater than 3000 FTE students compared to 63 four-year colleges (79%). Five two-year colleges reported over 10,000 FTEs compared to

Table 22.5

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year Colleges Recognize That the Educational Experience of Their Students Consists of Both Academic Efforts in Class, and Residence Education Opportunities Through Their Housing Programs.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	31	21.4	67	46.2	43	29.7	4	2.8
Four-Year (N = 80)	21	26.2	39	48.7	20	25	0	0
TOTAL (N = 225)	52	23.1	106	47.1	63	28	4	1.8

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Table 23

Frequencies and Percentages of Responses Related to Total Full-Time Undergraduate Enrollment at Two- and Four-Year Colleges.

Institution Type	<1000		1000-3000		3001-6000		6001-10,000		>10,000	
	N	%	N	%	N	%	N	%	N	%
Two-Year (N = 145)	51	35.2	66	45.5	20	13.8	3	2.1	5	3.4
Four-Year (N = 80)	2	2.5	15	18.8	22	27.5	16	20	25	31.3
TOTAL (N = 225)	53	23.6	81	36	42	18.7	19	8.4	30	13.3

a majority of four-year respondents (31.3%) with enrollments of over 10,000 students. Only two four-year colleges (2.5%) reported an FTE less than 1000, and 38 college officials (47%) indicated a FTE between 3001 and 10,000 undergraduates.

Item 45 How many students currently reside in your residence halls?

The data in Table 24 show that the majority of two-year respondents (82.8%) had less than 500 students in their residence halls during the 1989-90 academic year. Only seven four-year colleges (8.7%) reported housing fewer than 500 students. The majority of four-year colleges (33.7%) surveyed indicated housing between 501 and 1500 students. Fifty-seven percent of the four-year compared to five percent of the two-year respondents housed more than 1500 students during 1989-90.

Item 46 What is the setting of your college?

The data in Table 25 show whether the 225 respondents indicated that their college was located in a rural, suburban or urban area.

The majority of two-year (75.2%) and four-year (57.5%) respondents reported that their respective colleges were

Table 24

Frequencies and Percentages of Responses Related to Number of Students Currently Residing in Residence Halls.

Institution Type	<u><500</u>		<u>501-1500</u>		<u>1501-2500</u>		<u>2501-3500</u>		<u>>3500</u>	
	N	%	N	%	N	%	N	%	N	%
Two-Year (N = 145)	120	82.8	18	12.4	6	4.1	0	0	1	.7
Four-Year (N = 80)	7	8.7	27	33.7	13	16.2	14	17.5	19	23.7
TOTAL (N = 225)	127	56.4	45	20	19	8.4	14	6.2	20	8.9

Table 25

Frequencies and Percentages of Responses Related to Geographic Setting of Two- and Four-Year Colleges.

Institution Type	<u>Rural</u>		<u>Suburban</u>		<u>Urban</u>	
	N	%	N	%	N	%
Two-Year (N = 145)	109	75.2	22	15.2	14	9.7
Four-Year (N = 80)	46	57.5	14	17.5	20	25
Total (N = 225)	155	68.9	36	16	34	15.1

located in rural settings. These 155 colleges and universities represented 68.9% of the total population. Twenty-two two-year (15.2%) and 14 four-year (17.5%) colleges indicated that they were located in suburban areas. The remaining 34 institutions which consisted of 14 two-year (9.7%) and 20 four-year (25%) were considered urban.

Item 47 How long have you had residence halls at your institution?

The data in Table 26 represent the responses to the above question in intervals of five years ranging from less than five to more than 20 years. The survey results indicated that 74 two-year colleges (51%) compared to 72 four-year institutions (90%) have had residence halls on their respective campuses for more than 20 years. This represented 64.9% (N = 146) of the total population. Thirty-seven two-year colleges (25.5%) have had residence halls 16 to 20 years. The number of two- and four-year colleges with residence halls on their respective campuses for less than 15 years represent only 17 percent of all those responding to the survey.

Item 48 Are most occupants of your residence halls 18-22 years of age?

Table 26

Frequencies and Percentages of Responses Related to How Long Two- and Four Year Colleges Have Had Residence Halls.

Institution Type	<u><5 years</u>		<u>5 - 10</u>		<u>11 - 15</u>		<u>16 - 20</u>		<u>>20 years</u>	
	N	%	N	%	N	%	N	%	N	%
Two-Year (N = 145)	4	2.8	16	11	14	9.7	37	25.5	74	51
Four-Year (N = 80)	1	1.2	1	1.2	3	3.7	3	3.7	72	90
TOTAL (N = 225)	5	2.2	17	7.5	17	7.5	40	17.8	146	64.9

Table 27 displays the results of a chi-square analysis of how the respondents answered the above question. The data indicated that a majority of two- and four-year respondents (95.6%) reported that most of their occupants were between the ages of 18 and 22 during the 1989-90 academic year. This represented 139 two-year (95.9%) and 76 four-year (95%) colleges. Accordingly, there was no significant difference among responses related to occupant age at the .05 level.

Item 49 Do you allow students enrolled part-time to
 reside in your residence halls?

Table 28 reports the results of the chi-square method for assessing the relationship between the two- and four-year college officials responses to this item. The data indicate that 111 respondents (49.3%) housed part-time students on campus during the 1989-90 academic year. However, although more than half of the respondents (50.6%) indicated that part-time students were not allowed to reside on campus, there was a significant difference between how two- and four-year college officials responded. Specifically, 86 two-year (59.3%) compared to 28 four-year (35%) respondents did not allow part-time students in their residence halls during 1989-90.

Table 27

Chi-Square Analysis of Responses Related to Whether Most Occupants of Two- and Four-Year College Residence Halls Are 18-22 Years of Age.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	139	6
Four-Year (N = 80)	76	4
TOTAL (N = 225)	215	10

$\chi^2 = .00140, df = 1, p > .05$

Table 28

Chi-Square Analysis of Responses Related to Whether Students Enrolled Part-Time at Two- and Four-Year Colleges Are Allowed to Reside in Residence Halls.

Institution Type	Yes (N)	No (N)
Two-Year (N = 145)	59	86
Four-Year (N = 80)	52	28
TOTAL (N = 225)	111	114

$\chi^2 = 11.2366, df = 1, p < .05$

EFFECTS

Item 50 In your opinion, please indicate to what extent the residence hall program influences the general perception of campus life at your college.

As previously stated in Chapter 2, college residence halls are a major part of "college life" and, consequently, affect both students and the institution which maintain student housing programs. Table 29.1 represents respondents' opinions related to how much their housing programs influence the perception of campus life at their respective institutions.

The majority of both two-year (60%) and four-year (71%) respondents reported that their residence halls were perceived as very influential/influential relative to campus life. Eighty-seven two-year college officials indicated that their housing programs were very influential (26.2%) and influential (33.8%) compared to fifty-seven four-year colleagues who responded 35 percent and 36.2 percent respectively. Although 14 respondents (6.2%) perceived their programs as not influential, the majority were two-year (N = 13) compared to four-year (N = 1) colleges.

Table 29.2 presents the results of a t-Test related to influence of residence halls. The t-Test revealed that there was a significant difference between the two- and four-year respondents at the .05 level. The majority of

Table 29.1

Frequencies and Percentages of Responses Related to the Extent That Two- and Four-Year College Residence Hall Programs Influence the General Perception of Campus Life.

Institution Type	VI		I		SI		NI	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	38	26.2	49	33.8	45	31	13	9
Four-Year (N = 80)	28	35	29	36.2	22	27.5	1	1.2
TOTAL (N = 225)	66	29.3	78	34.7	67	29.8	14	6.2

VI = Very Influential
 I = Influential
 SI = Somewhat Influential
 NI = Not Influential

Table 29.2

t-Test for Responses Related to the Extent That Two- and Four-Year College Residence Hall Programs Influence the General Perception of Campus Life.

Institution Type	Mean	SD	t
Two-Year (N = 145)	2.22759	.940928	
			2.21056*
Four-Year (N = 80)	1.95000	.825235	
TOTAL (N = 225)			
* = p < .05, df = 223			
Two-tailed probability = .0281			

two-year respondents reported their housing programs ranged from somewhat influential to influential to the general perception of campus life compared to the four-year colleges that indicated influential to very influential.

Item 51 The majority of campus problems at our college are traceable to the quality of resident life in our residence halls.

The data presented in Table 30.1 clearly show that 108 of the 225 respondents did not agree (39.5%) or strongly disagreed (8.4%) with the above statement. Although the majority of respondents agreed (31.5%) or strongly agreed (20.4%) with this item, Table 30.2 reveals that there was a significant difference among responses at the .05 level. The data indicate that 57 four-year college officials (71.2%) compared to 60 two-year respondents (41.3%) agreed that the majority of their problems on campus were attributed to resident life. The two-year respondents mostly disagreed (46.2%) or strongly agreed (12.4%) with this item.

Item 52 The college community recognizes the importance of the out-of-class educational programs, services, and opportunities initiated by housing staff.

Table 30.3 presents the opinions of the respondents regarding the above statement. The data indicate that over

Table 30.1

Frequencies and Percentages of Responses Related to Whether the Majority of Campus Problems at Two- and Four-Year Colleges Is Traceable to the Quality of Resident Life in the Residence Halls.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	18	12.4	42	29	67	46.2	18	12.4
Four-Year (N = 80)	28	35	29	36.2	22	27.5	1	1.2
TOTAL (N = 225)	46	20.4	71	31.5	89	39.5	19	8.4

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Table 30.2

t-Tests for Responses to Selected Effects of Two- and Four-Year College Residence Hall Programs.

Selected Effects (N = 3)	Two-Year Colleges (N = 145)		Four-Year Colleges (N = 80)		t
	Mean	SD	Mean	SD	
Campus Problems	2.59	.862	2.91	.70	-2.90*
Importance of Out-of-Class Programs	2.38	.75	2.13	.77	2.06*
Contributes to Student Develop- ment	1.67	.59	1.30	.49	4.7*

df = 223
* = p < .05

Table 30.3

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year Colleges Recognize the Importance of the Out-of-Class Educational Programs, Services, and Opportunities Initiated by Housing Staff.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	14	9.7	71	49	51	35.2	9	6.2
Four-Year (N = 80)	15	18.8	40	50	22	27.5	3	3.7
TOTAL (N = 225)	29	12.9	111	49.3	73	32.4	12	5.3

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

62 percent of those surveyed agreed (49.3%) or strongly agreed (12.9%) with this item. Although, the percentages of two- and four-year respondents who agree with item 52 were about the same, the data presented in Table 30.2 show that there was a significant difference between the responses. Specifically, only 14 two-year colleges officials (9.7%) compared to 15 four-year respondents (18.8%) strongly agreed that members of their respective college community recognized the importance of educational programs, services and activities initiated by housing professionals. Furthermore, 60 two-year officials (41.4%) in comparison to 25 four-year college officials (31.3%) disagreed or strongly disagreed with this item.

Item 53 I believe that our housing program contributes to the overall education and development of our student residents.

The data in Table 30.4 show that 215 respondents (95%) agreed or strongly agreed that their housing programs positively impact student learning. Only 10 college officials (4.4%) disagreed, and zero respondents strongly disagreed with this item. Although the majority of respondents agreed (44.9%) or strongly agreed (50.7%) that their residents benefited educationally as a result of their respective housing programs, Table 30.2 indicates that there was a significant difference among the two- and four-year

Table 30.4

Frequencies and Percentages of Responses Related to Whether Two- and Four-Year College Housing Programs Contribute to the Overall Education and Development of Their Student Residents.

Institution Type	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Two-Year (N = 145)	57	39.3	79	54.5	9	6.2	0	0
Four-Year (N = 80)	57	71.2	22	27.5	1	1.2	0	0
TOTAL (N = 225)	114	50.7	101	44.9	10	4.4	0	0

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

college responses at the .05 level. Specifically, all but one four-year college official (98.7%) compared to 79 two-year respondents (54.5%) agreed or strongly agreed about their housing programs' contribution to student development. Almost all of the four-year institutions reported the belief that their residence hall programs contributed to the overall education and development of their students.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to describe public, two-year college residence hall programs, and discern whether they differed on certain criteria from selected public, four-year college residence hall programs in the United States. The criteria for these programs included stated purpose, educational programs and services, selected institutional characteristics and overall effect on student development.

The method used in this study was the descriptive survey. A minimum response rate of 70 percent was established a priori. One-hundred sixty-four two-year and 84 four-year college chief student affairs' officers or those designated as responsible for student services in 38 states participated in this study. A total of 248 completed survey instruments (77.5%) was received from an initial population of 320. There was a potential for 210 two-year, and 110 four-year college respondents.

Based on a review of the related literature, a survey questionnaire was constructed and validated by selected faculty and staff at three public university system campuses, and members of the Association of College and

University Housing Officers. This instrument was a 53-item survey questionnaire entitled, "Public Two-Year and Four-Year College Residence Hall Programs." Respondents were asked to react to four major areas of inquiry about their student housing programs which were previously noted in this summary. The response scale varied dependent upon each survey item. Composite responses to reported data for each of the 53 items were presented in tabular format using descriptive statistics and non-parametric tests. Accordingly, data were analyzed using numbers, frequencies and percentages, t-Tests and or chi-squares.

Findings

The investigation showed that residence hall programs at public, two-year colleges differed from programs at selected four-year colleges on stated purpose, educational programs and services, institutional characteristics, and effects. Although there were no survey instruments found related to two-year college residence hall programs, a review of the related literature resulted in the development of a questionnaire which was used for data collection purposes. The findings of this investigation were extensive and are summarized as follows:

1. There are 210 public, two-year colleges with residence hall programs in 38 states. However, some of

these programs are not owned and operated by the college administration.

2. The original purposes for providing residence hall programs on both public, two- and four-year college campuses have not changed significantly over time.

3. The goals of both public, two- and four-year college housing programs are consistent with the mission of their respective colleges.

4. Both providers of higher education report that their respective housing programs are an integral part of the formal educational and academic support programs.

5. The majority of both public, two- and four-year college housing programs are not based on student development theory.

6. There is a strong emphasis on housing program rules and regulations during student orientation at both public, two- and four-year colleges.

7. Both public, two- and four-year college officials believe that their respective college communities recognize that residence education opportunities through the housing program are an integral part of the educational experience of their students.

8. Most residence halls on both public, two- and four-year college campuses were constructed more than twenty years ago.

Although there are some similarities between public, two- and four-year college residence hall programs, they differ in important ways. Analyses revealed the following significant differences between two- and four-year programs on 34 out of 53 questionnaire items:

1. Fewer public, two-year colleges have written goals for their housing programs, and regularly review these goals in comparison to public, four-year residential institutions.

2. There is a strong agreement among public, four-year than two-year college officials that their respective housing programs provide a living-learning environment that enhances student development.

3. Public, four-year college housing programs are more responsive than are two-year programs to the developmental and demographic profiles of students between the ages of 18 to 22 years.

4. There are significantly more residence hall educational programs and services offered to residents at public, four-year colleges than there are to residents at public, two-year residential institutions. Specifically, four-year college residence halls provide more of the following programs and services: classrooms, computer laboratories and wiring, libraries, study areas, intramural sports, recreation areas, wellness programs, academic major floors, coeducational floors and halls, value clarification and issue oriented seminars, academic advisement, peer

counseling, student councils, judicial boards, resident assistant programs, cultural awareness programs, sex education, alcohol and drug education programs, and career awareness programs.

5. Public, four-year college housing programs, in comparison to public, two-year residential programs, provide more assistance to residents in resolving problems affecting their academic performance, more intentionally designed interventions to enhance student development, and employ staff who help their college community to understand that their housing program provides educational programs and services for student development.

6. The majority of public, four-year college respondents, in comparison to those at two-year colleges, believe that most of their problems on campus are associated with residence halls.

7. Fewer part-time students were permitted to reside on two-year than on four-year college campuses.

8. More four-year than two-year college officials reported that their residence hall programs strongly influenced the general perception of campus life at their institutions.

9. More four-year compared to two-year college respondents indicated that their college community recognized the importance of the out-of-class educational

programs, services, and opportunities initiated by housing staff.

10. Almost all of the four-year compared to slightly more than half of the two-year college respondents reported the belief that their housing programs contributed to the overall education of their students.

Conclusions

The following conclusions were drawn from the findings of this study:

1. The investigation substantiated the belief that there are significant differences between public, two- and four-year college student housing programs.

2. There is evidence indicating that residence hall education at public, two- and four-year colleges is integral to educational programming. The residence halls have essentially become an extension of the formal classroom.

3. Knowledge about student residence halls is gleaned from research about four-year college housing programs. Public, two-year housing programs are underrepresented in the literature in comparison with four-year residential programs.

4. The purpose for providing residence halls for students while attending public, two- and four-year colleges

is still evolving. There is evidence showing movement away from the traditional philosophy of college housing which was concerned with shelter, and reasons other than the educational mission of the institution, and a trend toward an educational philosophy.

5. Residence hall educational programming efforts at public, four-year institutions, compared with those at two-year colleges, are broader, and offer a wider range of activities and services to students.

Discussion

Assuming that public, two-year college housing officials want their programs to be more like those at public, four-year colleges, two-year college residence hall programs need to change. Specifically, many two-year college housing programs do not have clearly stated, written purposes and goals that are reviewed on a regular basis. Accordingly, such purposes and goals should be developed, and regularly reviewed.

The residence hall can be a significantly potent living-learning environment which enhances student development, and supplements the educational process of students if a broad offering of planned educational programs, activities, and services is provided. Two-year college residence halls

should offer more programs, activities, and services to residents.

Residence educational programming efforts must be responsive to the demographic profiles of enrolled students, and developmentally targeted. Accordingly, two-year college housing professionals should assist in identifying changing student needs to develop or alter their program, and be competent teachers whose practice is guided by proven theory.

Two-year college housing officials need to continually focus on residential facilities and environmental conditions that facilitate student development and learning.

Public, two-year housing professionals should act as catalysts to promote the goals of their program. Staff must continue to help others recognize that the educational experience of college students consists of both academic efforts in class, and residence education opportunities through the housing program.

Recommendations for Further Research

Over sixty percent of the research about residence halls has been conducted at large, research level, graduate institutions (Bliming, 1988). This body of knowledge is not representative of most American postsecondary institutions. Two-year college housing officials need and should rely on

empirical evidence about residence halls on their particular campus. Accordingly, more research is needed about residence halls at two-year colleges in the United States. Few studies to date have been conducted at these predominantly thought of "commuter" institutions. Furthermore, there may be more similarities between public and private two-year than four-year college residence hall programs. Accordingly, more research should be conducted in this regard.

The literature indicates that four-year college resident satisfaction, and perception of social climate is most affected not by educational programs, services, and activities offered but by the residence hall physical environment. Therefore, it is recommended that further research be conducted regarding the physical facilities in which two-year college students reside.

Implications

The American public, two-year college serves more than commuter students. This study shows that over one-fifth of our nation's public, two-year postsecondary institutions are in part residential colleges.

The literature about college student housing programs indicates that the residence hall is a powerful influence on student development and learning, and can play a significant role in retention of students. Also, residence halls help

sustain the college atmosphere. Accordingly, residents perceive the college social climate in a more positive regard than do those students living off-campus.

Two-year college housing officials should be particularly interested in advancing the positive ways in which their residence halls assist and influence enrolled students to retain them better. The living-learning center concept of student housing integrates the academic experience for students in and outside of the formal classroom. There is evidence that this residential program has a positive influence on those students who participate in them while attending college.

An educationally oriented housing program benefits both the educational development of public, two-year college students, and the institution. It is incumbent upon college officials to maximize student development and learn more about how residence halls affect public and private two-year college students who reside on campus.

APPENDICES

APPENDIX A

September 17, 1987

James R. Morris, Jr., Executive Director
State Board for Technical and Comprehensive Education
111 Executive Center Drive
Columbia, South Carolina 29210

Dear Mr. Morris,

The purpose of this inquiry is to gain information about student housing or residence halls at community colleges in your state. All fifty-one State Directors/Administrators of Community Colleges have been mailed this questionnaire as phase I of a study of public two-year college residence hall programs. Community, technical and/or junior colleges in your state which you indicate the presence of any college-sponsored student housing will be included in phase II of this study to seek more detailed information about their programs.

This questionnaire is brief and will require only moments of your time. Please complete the questionnaire and return it to me by October 17, 1987. It is important that you respond to ensure that all community colleges as described above in your state are included in our study.

Thank you for your help with this phase of my study. I look forward to receiving your response before October 17, 1987.

Sincerely,

John F. Dietrich
Dean of Students

APPENDIX B

SOUTH CAROLINA
COMMUNITY COLLEGE RESIDENCE HALL
PROGRAM QUESTIONNAIRE

Please respond to each question and return the completed questionnaire to me by October 17, 1987. Thank you.

1. Please indicate those community colleges in your state which currently have any college-sponsored student housing.

2. Please indicate those community colleges in your state which do not currently have any college-sponsored student housing but plan to construct student housing within the next three years.

APPENDIX C

PUBLIC TWO-YEAR COLLEGES WITH RESIDENCE HALLSALABAMA

1. James H. Faulkner Junior College
2. Snead State Junior College
3. Southern Union State Junior College
4. Alabama Aviation and Technical College
5. Northwest Alabama State Technical College
6. Gadsden State Junior College
7. George C. Wallace State Community College
8. Jefferson Davis State Junior College

ALASKA

9. Kuskokwim Community College
10. Chukchi Community College
11. Anchorage Community College

ARIZONA

12. Arizona Western College
13. Central Arizona College District
14. Cochise College
15. Eastern Arizona College
16. Yavapai College

ARKANSAS

17. Arkansas State University - Beebe
18. Southern Arkansas University - Technical

CALIFORNIA

19. Bakersfield College
20. Lassen College
21. College of the Redwoods
22. Shasta College
23. Sierra College
24. College of the Siskiyous
25. Santa Rosa Junior College
26. Kings River Community College
27. West Hill Community College
28. Taft College
29. Yuba College
30. Yosemite Community College District
31. Columbia College

COLORADO

32. Trinidad State Junior College
33. Otero Junior College
34. Lamar Community College
35. Colorado Mountain College - Timberlane
36. Colorado Northwestern Community College
37. Northeastern Junior College

CONNECTICUT

DELAWARE

- 0 -

FLORIDA

- 38. Lake City Community College
- 39. Chipola Junior College

GEORGIA

- 40. Middle Georgia College
- 41. South Georgia College
- 42. Gordon College
- 43. Abraham Baldwin Agricultural College

HAWAII

- 44. Maui Community College
- 45. Hawaii Community College

IDAHO

- 46. College of Southern Idaho
- 47. North Idaho College

ILLINOIS

- 0 -

INDIANA

- 48. Vincennes University

IOWA

- 49. North Iowa Area Community College
- 50. Iowa Lakes Community College
- 51. Iowa Central Community College
- 52. Iowa Valley Community College District

- 53. Western Iowa Technical Community College
- 54. Iowa Western Community College
- 55. Southwestern Community College
- 56. Indian Hills Community College

KANSAS

- 57. Allen County Community College
- 58. Barton County Community College
- 59. Butler County Community College
- 60. Cloud County Community College
- 61. Coffeyville Community College
- 62. Colby Community Junior College
- 63. Kansas College of Technology
- 64. Cowley County Community College
- 65. Dodge City Community College
- 66. Fort Scott Community College
- 67. Garden City Community College
- 68. Highland Community College
- 69. Hutchinson Community College
- 70. Independence Community College
- 71. Labette Community College
- 72. Neosha County Community College
- 73. Pratt Community College
- 74. Seward County Community College

KENTUCKY

- 75. Lexington Community College

LOUISIANA

MAINE

- 76. Central Maine Vocational Technical Institute
- 77. Eastern Maine Vocational Technical Institute
- 78. Northern Maine Vocational Technical Institute
- 79. Southern Maine Vocational Technical Institute

MARYLAND

- 0 -

MASSACHUSETTS

- 0 -

MICHIGAN

- 80. Bay De Noc Community College
- 81. Delta College
- 82. Gogebic Community College
- 83. Macomb Community College - South
- 84. North Central Michigan College
- 85. Northwestern Michigan College
- 86. Wayne County Community

MINNESOTA

- 87. Vermilion Community College
- 88. University of Minnesota Technical College at Crookston
- 89. University of Minnesota Technical College at Waseca

MISSISSIPPI

- 90. East Central Junior College
- 91. East Mississippi Junior College
- 92. Hinds Community College - Raymond
- 93. Holmes Junior College
- 94. Itawamba Junior College

- 95. Jones County Junior College
- 96. Meridian Junior College
- 97. Mississippi Delta Community College
- 98. Mississippi Gulf Coast Junior College
- 99. Northeast Mississippi Junior College
- 100. Northwest Mississippi Junior College
- 101. Pearl River Junior College
- 102. Southwest Mississippi Junior College

MISSOURI

- 103. Crowder College
- 104. North Central Missouri College

MONTANA

- 105. Dawson Community College
- 106. Miles Community College

NEBRASKA

- 107. Southeast Community College - Fairbury Campus
- 108. Central Community College - Hastings
- 109. Central Community College - Platte
- 110. McCook Community College
- 111. Mid-Plains Community College
- 112. Northeast Technical Community College
- 113. Southeast Community College at Beatrice
- 114. Southeast Community College at Milford
- 115. Nebraska Western College

116. Western Nebraska Technical College

NEVADA

117. Northern Nevada Community College

NEW HAMPSHIRE

118. New Hampshire Technical Institute

NEW JERSEY

- 0 -

NEW MEXICO

119. Eastern New Mexico University

120. Northern New Mexico Community College

121. New Mexico Military Institute

NEW YORK

122. Mohawk Valley Community College

123. Fashion Institute of Technology

124. Herkimer County Community College

125. SUNY College of Technology at Alfred

126. SUNY College of Technology at Canton

127. SUNY College of Agriculture and Technology at Cobleskill

128. SUNY College of Technology at Delhi

129. SUNY College of Technology at Farmingdale

130. SUNY College of Technology at Morrisville

131. SUNY College of Environmental Science and Forestry at
Syracuse

NORTH CAROLINA

- 0 -

NORTH DAKOTA

- 132. University of North Dakota at Williston
- 133. Lake Region Community College
- 134. North Dakota State University at Bottineau
- 135. North Dakota State School of Science
- 136. Bismarck Junior College

OHIO

- 137. Shawnee State Community College
- 138. Hocking Technical College
- 139. The Ohio State University - Agricultural Technical Institute at Wooster

OKLAHOMA

- 140. Seminole Junior College
- 141. Carl Albert Junior College
- 142. Connors State College
- 143. Eastern Oklahoma State College
- 144. Murray State College
- 145. Northern Oklahoma College
- 146. Northeastern Oklahoma Agricultural and Mechanical College
- 147. Rogers State College

OREGON

- 148. Central Oregon Community College
- 149. Treasure Valley Community College

PENNSYLVANIA

- 150. Pennsylvania State University at Altoona
- 151. Pennsylvania State University - Beaver Campus
- 152. Pennsylvania State University at Hazelton

- 153. Pennsylvania State University at McKeesport
- 154. Pennsylvania State University at Mont Alto
- 155. Thaddeus Stevens State School of Technology
- 156. University of Pittsburgh at Titusville

RHODE ISLAND

- 0 -

SOUTH CAROLINA

- 157. Denmark Technical College

SOUTH DAKOTA

- 0 -

TENNESSEE

- 0 -

TEXAS

- 158. Angelina College
- 159. Bee County College
- 160. Blinn College
- 161. Central Texas College
- 162. Cisco Junior College
- 163. Clarendon College
- 164. Cooke County College
- 165. Grayson County Junior College
- 166. Trinity Valley Community College
- 167. Hill College - Hill Junior College District
- 168. Howard County Junior College
- 169. Kilgore College
- 170. Laredo Junior College
- 171. McLennan Community College

- 172. Navarro College
- 173. Odessa College
- 174. Panola Junior College
- 175. Ranger Junior College
- 176. San Jacinto College District - South
- 177. South Plains College
- 178. Southwest Texas Junior College
- 179. Temple Junior College
- 180. Tyler Junior College
- 181. Vernon Regional Junior College
- 182. Weatherford College
- 183. Western Texas College
- 184. Wharton County Junior College
- 185. Texas State Technical Institute at Amarillo
- 186. Texas State Technical Institute at Harlingen
- 187. Texas State Technical Institute at Sweetwater
- 188. Texas State Technical Institute at Waco

UTAH

- 189. College of Eastern Utah
- 190. Dixie College
- 191. Snow College

VERMONT

- 192. Vermont Technical College

VIRGINIA

- 0 -

WASHINGTON

- 193. Big Bend Community College
- 194. Peninsula College
- 195. Yakima Valley Community College

WEST VIRGINIA

- 196. Fairmont Community College
- 197. Potomac State College
- 198. Shepard Community College
- 299. West Virginia Institute of Technology - C and T College
- 200. West Virginia State Community College

WISCONSIN

- 201. Lakeshore Technical Institute
- 202. University of Wisconsin - Marathon
- 203. Western Wisconsin Technical Institute

WYOMING

- 204. Casper College
- 205. Central Wyoming College
- 206. Eastern Wyoming College
- 207. Northwestern Community College
- 208. Sheridan College
- 209. Western Wyoming Community College
- 210. Laramie County Community College

APPENDIX D - 1

February 16, 1990

Willie R. Cantey
Student Services,
Denmark Technical College
P.O. Box 327
Denmark, SC 29042

Dear Mr. Cantey:

Your institution was identified by Mr. James R. Morris, Executive Director of the State Board for Technical and Comprehensive Education as a two-year college that operates student residence halls. It is believed that 210 two-year colleges share this practice; yet, little is available in the literature to permit accurate description or analysis of these practices to enhance decision making by current two-year college administrators.

You are asked to complete the enclosed questionnaire as a part of a nationally conducted study to gain knowledge about the important practice of operating residence halls on two-year college campuses. The questionnaire should require no more than 10 minutes of your time, yet will provide vitally important information for this study. You may feel free to consult with others or use reference material to ensure the accuracy of response.

A self-addressed, stamped envelope is enclosed for your convenience to return the completed instrument. I will appreciate receiving your responses by March 2, 1990. Please feel free to call me at (404) 272-4423 if you have any questions about this request.

Thank you for your cooperation and assistance. I look forward to hearing from you and including your institution in my research.

Sincerely,

John F. Dietrich
Dean of Students

Enclosures: Questionnaire
Envelope

APPENDIX D - 2

February 16, 1990

Mr. James Hutto
Student Services
Troy State University
Troy, Alabama 36082

Dear Mr. Hutto:

Your institution was selected for inclusion in this study about two-year and four-year college residence hall programs. To my knowledge, this is the first national study of its kind. I would like to include your residence hall program in this research project.

You are asked to complete the enclosed questionnaire as a part of this nationally conducted study to gain knowledge about the important practice of operating residence halls on four-year college campuses. The questionnaire should require no more than 10 minutes of your time, yet will provide vitally important information for this study. You may feel free to consult with others or use reference material to ensure the accuracy of response.

A self-addressed, stamped envelope is enclosed for your convenience to return the completed instrument. I will appreciate receiving your responses by March 2, 1990. Please feel free to call me at (404) 272-4423 if you have any questions about this request.

Thank you for your cooperation and assistance. I look forward to hearing from you and including your institution in my research.

Sincerely,

John F. Dietrich
Dean of Students

APPENDIX D-3

(POSTCARD)

- Second Mailing -

March 7, 1990

(Salutation)

This is a follow-up to request your cooperation and assistance in completing and returning to me a questionnaire I mailed to you about two weeks ago entitled, "Public Two-Year and Four-Year College Residence Hall Programs."

To date, I have not received the completed questionnaire from you. If you have already mailed it to me, please accept my sincere thanks for your cooperation. However, if you have misplaced the yellow survey instrument, I will send you another within the next two weeks.

Again, your assistance with and inclusion in this first known national study of its kind is vital and greatly appreciated.

Truly,

John F. Dietrich
Dean of Students
Dalton College

APPENDIX D-4
(Third Mailing)

March 26, 1990

(Salutation)

Your assistance and cooperation is vital to this national research project concerning college residence hall programs.

As yet, I have not received your completed questionnaire. Accordingly, I have enclosed another survey instrument for you to complete and return to me by April 11, 1990. I very much want to include your institution in this study. A self-addressed, stamped envelope is enclosed for your convenience.

Thank you for your assistance and cooperation in this regard. I look forward to hearing from you.

Sincerely,

John F. Dietrich
Dean of Students

Enclosures: Questionnaire
Envelope

APPENDIX E

PUBLIC TWO-YEAR AND FOUR-YEAR
COLLEGE RESIDENCE HALL PROGRAMS

Your participation is sought in this survey to determine the nature of residence hall programs at public two-year and four-year colleges.

Residence hall is defined as student group housing facilities owned and operated by your institution.

Please respond to each of the 53 items on the questionnaire and return it to John F. Dietrich in the stamped, self-addressed envelope. Thank you very much.

COLLEGE NAME _____

RESPONDENT NAME _____

RESPONDENT TITLE _____

TELEPHONE NUMBER () _____

PURPOSE

1. Does your college own and operate its own student housing facilities? (please circle one response)

A. Yes
B. No

(If "Yes," please continue with this questionnaire. If "No," please do not proceed further and simply return the questionnaire).

2. Which one of the following statements best accurately reflects why your college originally built residence halls for students? (please circle one response)

A. Our residence halls enable us to teach in and out-of-the classroom to support our educational mission and promote student development through residence education programs.
B. We built residence halls as a place for our students to live.
C. Our residence halls were intended originally to house student athletes.
D. Other (please specify) _____

3. Which one of the following statements best accurately reflects why your college currently operates a student residence hall program? (please circle only one response)

A. Our residence halls enable us to teach in and out-of-the classroom to support our educational mission and promote student development through residence education.
B. We maintain residence halls as a place in which our students live.
C. Our residence halls currently house only student athletes.
D. Other (please specify) _____

4. Please indicate why, if at all, the original purpose of the residence hall program at your college changed over time. (please circle one)

A. Our main purpose has not changed over time.
B. To supplement the educational experience for our resident students.
C. To address the needs of our changing student population.
D. To better retain our students.
E. Other (please specify) _____

Please circle the most appropriate response

5. Does your housing program have a written set of goals?
- A. Yes
B. No
6. The goals of our housing program are consistent with the stated mission of our institution.
- A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
7. Our housing program goals are reviewed on a regular basis.
- A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
8. Our housing program is an integral part of the college's educational and academic support program.
- A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
9. Our housing program provides educational programs and services for students.
- A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree
10. Our housing program provides a living-learning environment that enhances student development.
- A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree

PROGRAMS/SERVICES

(Please circle one response)

11. Is your housing program based on a specific student development theory?
- A. Yes
B. No
12. Is your housing program responsive to the development and demographic profiles of your enrolled students?
- A. Yes
B. No

Please indicate to what extent the following are included in your residence halls. (Circle only one response for each item)

	None	Few	Some	A Lot	Many
	1	2	3	4	5
13. Classrooms	1	2	3	4	5
14. Computer Labs	1	2	3	4	5
15. Computer Wiring	1	2	3	4	5
16. Libraries	1	2	3	4	5
17. Designated Study Areas	1	2	3	4	5
18. Non-Smoking Floors or Rooms	1	2	3	4	5
19. Intramural Sports	1	2	3	4	5
20. Recreation Areas	1	2	3	4	5
21. Wellness/Fitness Programs	1	2	3	4	5
22. Student Organization\Club Floors	1	2	3	4	5
23. Floors for Athletes	1	2	3	4	5
24. Floors or Rooms by Academic Major	1	2	3	4	5
25. Coeducational Floors/Residence Halls	1	2	3	4	5
26. Values Clarification Sessions	1	2	3	4	5
27. Issue Oriented Seminars	1	2	3	4	5
28. Academic Advisement	1	2	3	4	5
29. Peer Counseling Program	1	2	3	4	5
30. Tutoring Services	1	2	3	4	5
31. Student Councils	1	2	3	4	5
32. Judicial Boards	1	2	3	4	5

Do your residence halls include any of the following? (please circle only one response for each item)

33. Student Resident Assistant Program

- A. Yes
B. No

34. Cultural Awareness Programs

- A. Yes
B. No

35. Sex Education Programs

- A. Yes
B. No

36. Professional Counseling Services in Residence Halls

- A. Yes
B. No

37. Alcohol/Drug Education Programs
- A. Yes
 - B. No
38. Career Awareness Programs
- A. Yes
 - B. No
39. Orientation to Housing Rules/Regulations
- A. Yes
 - B. No
40. Our residence hall program assists students in resolving problems affecting their academic performance.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
41. Our housing program provides intentionally designed interventions to enhance student development.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
42. The housing staff at our institution helps our college community to understand the role of the housing program in providing educational programs and services for student development.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
43. Our college community recognizes that the educational experience of our students consists of both academic efforts in class, and residence education opportunities through our housing program?
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

INSTITUTIONAL CHARACTERISTICS

44. What is the size of your total full-time undergraduate enrollment? (please circle one)
- A. less than 1000
 - B. 1000 - 3000
 - C. 3001 - 6000
 - D. 6001 - 10,000
 - E. more than 10,000
45. How many students currently reside in your residence halls? (please circle one)
- A. less than 500
 - B. 501 - 1500
 - C. 1501 - 2500
 - D. 2501 - 3500
 - E. more than 3500
46. What is the setting of your college?
- A. Rural area
 - B. Suburban area
 - C. Urban area

47. How long have you had residence halls at your institution? (please circle one)
- A. Less than 5 years
 - B. 5 - 10 years
 - C. 11 - 15 years
 - D. 16 - 20 years
 - E. more than 21 years
48. Are most occupants of your residence halls 18 - 22 years of age? (please circle one)
- A. Yes
 - B. No
49. Do you allow students enrolled part-time to reside in your residence halls? (please circle one)
- A. Yes
 - B. No

EFFECTS OF RESIDENCE HALL PROGRAM

50. In your opinion, please indicate to what extent the residence hall program influences the general perception of campus life at your college. (please circle one response)
- A. Very influential
 - B. Influential
 - C. Somewhat influential
 - D. Not influential
51. The majority of campus problems at our college are traceable to the quality of resident life in our residence halls. (please circle one response)
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
52. Our college community recognizes the importance of the out-of-class educational programs, services, and opportunities initiated by our housing staff. (please circle one response)
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
53. I believe that our housing program contributes to the overall education and development of our student residents.
- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree

Please return this completed questionnaire in the stamped, self-addressed envelope to

John F. Dietrich
Dean of Students
Dalton College
Dalton, GA 30720

Thank you for your assistance and cooperation.

APPENDIX F

PUBLIC, FOUR-YEAR COLLEGES WITH RESIDENCE HALLSALABAMA

1. University of South Alabama
2. University of Alabama at Huntsville
3. Auburn University
4. Troy State University
5. University of North Alabama
6. Jacksonville State University
7. University of Alabama at Birmingham

ALASKA

8. University of Alaska at Fairbanks
9. University of Alaska at Anchorage

ARIZONA

10. Arizona State University
11. Northern Arizona University

ARKANSAS

12. University of Central Arkansas
13. Southern Arkansas University

CALIFORNIA

14. California State University at Bakersfield
15. Humboldt State University
16. California State University at Chico
17. University of California at Davis
18. University of California at Berkeley
19. California State University at Fresno

20. California State University at Stanislaus

COLORADO

21. Adams State College

CONNECTICUT

-0-

DELAWARE

-0-

DISTRICT OF COLUMBIA

-0-

FLORIDA

22. University of Florida

23. Florida State University

GEORGIA

24. Fort Valley State College

25. Albany State College

26. Georgia College

27. Valdosta State College

HAWAII

28. University of Hawaii

IDAHO

29. Idaho State University

30. University of Idaho

ILLINOIS

-0-

INDIANA

31. University of Southern Indiana

IOWA

32. Iowa State University

33. University of Northern Iowa

34. University of Iowa

KANSAS

35. Emporia State University

36. Fort Hays State University

37. Wichita State University

38. Kansas State University

39. Pittsburg State University

KENTUCKY

40. University of Kentucky

LOUISIANA

-0-

MAINE

41. University of Maine at Farmington

42. University of Maine at Orono

43. University of Maine at Presque Isle

44. University of Southern Maine

MARYLAND

-0-

MASSACHUSETTS

-0-

MICHIGAN

45. University of Michigan - Dearborn

MINNESOTA

46. Moorhead State University

47. Mankato State College

MISSISSIPPI

48. Mississippi University for Women

- 49. Jackson State University
- 50. University of Southern Mississippi
- 51. Mississippi Valley State University

MISSOURI

- 52. Missouri Southern State College
- 53. Northeast Missouri State University

MONTANA

-0-

NEBRASKA

- 54. Kearney State College
- 55. University of Nebraska Medical Center
- 56. Wayne State College
- 57. Peru State College
- 58. University of Nebraska
- 59. Chadron State College

NEVADA

-0-

NEW HAMPSHIRE

- 60. Plymouth State College

NEW JERSEY

-0-

NEW MEXICO

- 61. Eastern New Mexico University
- 62. New Mexico Highlands University

NEW YORK

- 63. Hunter College of CUNY
- 64. SUNY - Potsdam
- 65. SUNY - Albany
- 66. SUNY - Oneonta
- 67. SUNY - Old Westbury
- 68. SUNY - Cortland
- 69. SUNY - Oswego

NORTH CAROLINA

-0-

NORTH DAKOTA

- 70. University of North Dakota
- 71. Minot State University
- 72. North Dakota State University
- 73. Dickinson State University

OHIO

- 74. Shawnee State University
- 75. Ohio University
- 76. University of Akron

OKLAHOMA

- 77. East Central University
- 78. Northeastern State University
- 79. Southeastern Oklahoma State University
- 80. Oklahoma State University

OREGON

-0-

PENNSYLVANIA

- 81. Pennsylvania State University
- 82. University of Pittsburgh
- 83. Bloomsburg University of Pennsylvania
- 84. Shippensburg University of Pennsylvania
- 85. Millersville University of Pennsylvania
- 86. Clarion University of Pennsylvania

RHODE ISLAND

-0-

SOUTH CAROLINA

- 87. South Carolina State College

SOUTH DAKOTA

-0-

TENNESSEE

-0-

TEXAS

- 88. Stephen F. Austin State University
- 89. Texas A & I University
- 90. Prairie View A & M University
- 91. University of Texas
- 92. West Texas State University

- 93. Texas Woman's University
- 94. East Texas State University
- 95. University of Texas of the Permian Basin
- 96. University of Houston
- 97. Texas Southern University
- 98. University of Texas at San Antonio
- 99. Midwestern State University
- 100. University of Texas - Pan American
- 101. Angelo State University

UTAH

- 102. Southern Utah State College

VERMONT

-0-

VIRGINIA

-0-

WASHINGTON

- 103. Central Washington University

WEST VIRGINIA

- 104. West Virginia University
- 105. West Virginia Institute of Technology
- 106. West Virginia State College

WISCONSIN

- 107. University of Wisconsin - Oshkosh
- 108. University of Wisconsin - Stevens Point

109. University of Wisconsin - LaCrosse

WYOMING

110. University of Wyoming

UNITED STATES TERRITORIES

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EDUCATIONAL BACKGROUND

Virginia Polytechnic Institute and State University,
Blacksburg, Virginia
Certificate of Advanced Graduate Study (Fall 1987).
Have completed all but dissertation for Doctorate in
Education.

State University of New York at Albany
Master of Science in Counseling and Student
Personnel Conferred May 1973

The Ohio State University, Columbus, Ohio
Bachelor of Science in Psychology Conferred June
1971

EMPLOYMENT HISTORY

1988-Present Dean of Students and Adjunct Instructor at Dalton College. Responsible for Financial Aid, Student Activities, Veteran's Affairs, Placement, Cooperative Education, Counseling, Alumni Affairs, Career Development, Student Retention, Title III Grant Program, Orientation and Judicial Affairs.

1987-1988 Returned to SUNY Cobleskill after sabbatic leave as Vice President for Student Affairs.

1986-1987 Served as Intern to the Vice President for Student Affairs at Virginia Tech while on sabbatic leave from SUNY Cobleskill for one year. Conducted research and served on special projects and committees.

1983-1986 Vice President for Student Affairs, State University of New York at Cobleskill. Responsibilities included Admissions and Enrollment Management, Health Services, Residence Life, Veteran's Affairs, Financial Aid, Placement, Handicapped Services, Judicial Affairs, Student Activities, and Counseling Services.

1980-1983 Director of Personnel and Affirmative Action, State University of New York at Cobleskill. Responsible for all personnel transactions including appointment processes, salary administration, benefit programs, contract administration, staff development and training, and affirmative action programs.

1978-1980 Personnel Associate, State University of New York at Cobleskill.

1975-1978 Residence Hall Director, State University of New York at Cobleskill.

1973-1975 Instructor, University of Wisconsin at River Falls.

PROFESSIONAL AFFILIATIONS

National Association of Student Personnel Administrators
 Phi Delta Kappa
 American Association on Counseling and Student Development
 Georgia College Student Personnel Association
 Regent's Administrative Committee for Student Affairs for the University System of Georgia

HONORS, SIGNIFICANT DATA

Dalton Creative Arts Guild (Past Member of Board of Directors)
 Parent-Teacher's Association (Whitfield County, Georgia)
 Chair, Committee on Developing Student Affairs Strategic Master Plan for the University System of Georgia
 University System of Georgia Regents' Education Committee
 Whitfield County (GA) AIDS Task Force
 Numerous College Committees and Task Forces at the State Universities of Wisconsin, New York, Virginia and Georgia

REFERENCES

Furnished upon request.

John F. Dietrich