

Level of Satisfaction of Resident Students Based on Hall
Size, Hall Type, and Gender

by


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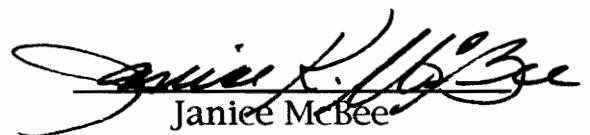
in

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(ABSTRACT)

Research shows residential students have varying perceptions of satisfaction with their residential environments. It has also been shown that levels of satisfaction may differ between students based on variables such as hall size, organization, gender, or class standing.

This study examined residence hall satisfaction levels for students living in the halls at Virginia Tech. The research question was: what are the differences in levels of satisfaction as measured by the Student Residence Environment Scales among residential students based upon hall size, hall type, and gender. The SRES was administered to approximately 1050 students, divided equally between six halls chosen to represent the variables of size, gender, and type.

There was a 53% return rate with 55% female responses and 45% male responses. The data were analyzed using the SAS system and three-way ANOVAs were run on all 17 subscales. The results

supported the research question in that there were significant differences between scores on the 17 subscales based upon hall size, hall type, and gender.

Main effects and significant interactions between independent variables were found for all 17 subscales, indicating that hall size, hall type, and gender affect student satisfaction levels in the residence halls. The number of subscales and interactions do not allow for an abbreviated summary to be made; however, in general students were satisfied with the residence halls at Virginia Tech. The results of the study indicate that there are areas in which residence life personnel could make changes in policies and procedures which would increase levels of satisfaction in the residence halls.

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Table of Contents

Abstract.....	ii
Acknowledgements.....	iv
Chapter One	
Introduction.....	1
Purpose of the Study.....	5
Definition of Terms.....	6
Significance of Study.....	7
Limitations of Study.....	8
Chapter Two	
Literature Review	
Introduction.....	10
Purpose of Residence Halls.....	11
Impact of Residence Hall Environments.....	13
Residence Hall Environments and Satisfaction.....	15
Person-Environment Research Instruments.....	19
Virginia Tech Satisfaction Studies.....	23
The Student Residence Environment Scales.....	25

Chapter Three

Methodology

Purpose of Study.....	27
Design of Study.....	27
Instrumentation.....	28
Instrument Development.....	30
Psychometric Properties.....	30
Specification of Independent Variables.....	32
Participants.....	33
Procedures.....	33
Statistical Analyses.....	35

Chapter Four

Results

Introduction.....	36
Procedures.....	36
Participants.....	39
Reliability.....	42
Results.....	42

Interpretation of Results.....	44
Summary.....	97
Chapter Five	
Discussion and Conclusions	
Introduction.....	105
Comparison to the Literature.....	106
Limitations of the Study.....	109
Implications of the Findings.....	111
Directions for Future Research.....	112
Conclusions.....	114
References.....	115
Appendices.....	119
Vita.....	125

List of Tables

Table 1: Reliability for the SRES Subscales.....	31
Table 2: Surveys Distributed and Returned by Building.....	38
Table 3: Participant Demographic Information.....	40
Table 4: Reliability for the SRES Subscales Coefficient Alpha.....	41
Table 5: Significant Main Effects and Interaction Effects for the 17 Subscales.....	43
Table 6: ANOVA Results for the Comfort Subscale.....	47
Table 7: ANOVA Results for the Security Subscale.....	51
Table 8: ANOVA Results for the Care of Facilities Subscale.....	56
Table 9: ANOVA Results for the Privacy Subscale.....	61
Table 10: ANOVA Results for the Cohesiveness Subscale.....	63
Table 11: ANOVA Results for the Stimulation Subscale.....	65
Table 12: ANOVA Results for the Civic Responsibility Subscale...	68
Table 13: ANOVA Results for the Residential Involvement Subscale.....	71
Table 14: ANOVA Results for the Mattering Subscale.....	73
Table 15: ANOVA Results for the Emotional Support Subscale....	76

Table 16: ANOVA Results for the Academic Achievement	
Subscale.....	80
Table 17: ANOVA Results for the Personal Development	
Subscale.....	84
Table 18: ANOVA Results for the Rule/Policy Enforcement	
Subscale.....	86
Table 19: ANOVA Results for the Student Input Subscale.....	88
Table 20: ANOVA Results for the Staff Support Subscale.....	90
Table 21: ANOVA Results for the Competition Subscale.....	93
Table 22: ANOVA Results for the Tolerance of Diversity	
Subscale.....	96
Table 23: High, Moderate, and Low scores per Building on each	
Subscale.....	100

List of Figures

Figure 1: Comfort Scale: Gender x Size Interaction.....	48
Figure 2: Comfort Scale: Gender x Type Interaction.....	49
Figure 3: Security Scale: Gender x Size Interaction.....	52
Figure 4: Security Scale: Size x Type Interaction.....	53
Figure 5: Security Scale: Size x Type x Gender Interaction.....	54
Figure 6: Care of Facilities Scale: Gender x Size Interaction.....	57
Figure 7: Care of Facilities Scale: Gender x Type Interaction.....	58
Figure 8: Care of Facilities Scale: Size x Type x Gender Interaction..	59
Figure 9: Cohesiveness Scale: Gender x Size Interaction.....	64
Figure 10: Stimulation Scale: Size x Type Interaction.....	67
Figure 11: Civic Responsibility Scale: Gender x Type Interaction.....	69
Figure 12: Mattering Scale: Size x Type Interaction.....	74
Figure 13: Emotional Support Scale: Gender x Size Interaction.....	77
Figure 14: Emotional Support Scale: Size x Type Interaction.....	78
Figure 15: Academic Achievement Scale: Gender x Size Interaction.....	81
Figure 16: Academic Achievement Scale: Size x Type x Gender Interaction.....	82

Figure 17: Student Input Scale: Gender x Size Interaction.....89

Figure 18: Staff Support Scale: Gender x Size Interaction.....92

Figure 19: Competition Scale: Gender x Size Interaction.....94

Figure 20: Tolerance of Diversity Scale: Size x Type Interaction.....98

Figure 21: Tolerance of Diversity Scale: Size x Type x Gender
Interaction.....99

Chapter One

Introduction

Students come to college with a definite set of expectations. They might expect to do well in their classes, to find new friends, to get involved in activities, or to find the right career. Many of these students will be living in a residence hall on campus. They usually have expectations of their living arrangements as well. Students move in to the halls expecting their needs will be met, intellectually, socially, and physically. To put it simply, they expect a comfortable and satisfying place to live.

Unfortunately, this is not always the case. Often, individuals are not satisfied or successful in their environment. The concept of person-environment fit has been the focus of a great deal of research and literature dating back to the 1930s. Kurt Lewin and Henry Murray were pioneers in the research on person-environment fit. Lewin proposed the formula $B=f(P,E)$ which is based on the assumption that behavior is a function of person and environment (Lewin, 1936). This relationship between person and environment

was explored later in the work of Stern and Pace. Both researchers, in the 1950s, developed the “needs-press” model of interaction. Taking the work of Lewin and Murray further, this model suggests that there are personal needs and environmental presses and that the two interact with one another. A congruent relationship between needs and press would result in positive outcomes for an individual, such as satisfaction and fulfillment (Stern, 1970).

In the following decade, Astin and Holland developed a measure for the college environment called the Environmental Assessment Technique (EAT). Their work is based on a different assumption, that a major portion of the environmental forces is transmitted through other people. In other works, the character of the environment is dependant on the nature of its members. Holland developed six environmental types which could be used to describe the environment: realistic; intellectual; social; conventional; enterprising; and artistic. The EAT could theoretically be used in any environment, be it an office or a residence hall. Since its creation, it has been used to type residence halls and their inhabitants (Astin & Holland, 1961).

Other instruments to measure the environment have been created as well; they include the University Residence Environment Scale (Moos & Gerst, 1974), the Residence Hall Environment Questionnaire (Latta, 1984), the College and University Environment Scale (Pace, 1969), and the instrument that was used in this study, the Student Residential Environment Scales (Winston, 1994). These instruments are further discussed in chapter two.

Residence halls are very specific and important environments on the college campus. Students, according to Schroeder and Jackson (1987), spend approximately 70 percent of their time in residence halls. The literature on person-environment fit, has shown that students' experiences in the residence halls can effect their sense of competence, health, adjustment, grades, and satisfaction with their college experience (Schroeder & Jackson, 1987, Cook, 1987, Witt & Handal, 1984, Moos, 1974, Walsh, 1987, Astin, 1993, Pascarella & Terranzini, 1991, and Janosik, Creamer, & Cross, 1988). These findings should be a clarion call for educators who must realize that residence halls are not only places to sleep and study, but where students think, explore, experiment, and realize their identity.

Recently, a group of scholars and professionals did explore the potential of residence halls. Realizing the Educational Potential of Residence Halls, (Schroeder, Mable, & Associates, 1994), is based on the assumption that residence halls can have an educational impact. Several ideas are expanded upon in the book including the notions that: campus climates can foster learning, residence halls are connected to the curriculum, living and learning are integrated experiences, and are educational in different forms in the residence hall (Schroeder, Mable, & Associates, 1994).

These ideas about the educational potential of residence halls are directly related to student interaction with the environment. The ability to create a living and learning center in a residence hall is dependant upon students' perceptions of the hall. Their level of satisfaction with the environment is the measure professionals and educators need to understand. If students are dissatisfied with their living environment, they are not going to be open and interested in the educational, intellectual, or social opportunities a residence hall might provide. Therefore, it is imperative that levels of satisfaction be understood before the goals of education can be fully realized.

Purpose of Study

Based on the research which has been done on residence hall satisfaction it is important that levels of residence hall satisfaction be studied at colleges and universities. This study examined the levels of satisfaction in residence halls with respect to the variables of gender, hall size, and hall type. The study was conducted at Virginia Tech which currently operates 24 residence halls, each housing from 107 to 1016 residents. There are female, male, and co-ed halls, and the residents are predominantly first-year students. There are a number of variables to explore when attempting to form a measure of satisfaction residents have with their living environments. For purposes of this study, only gender, hall size, and hall type were explored as independent variables. The study was conducted using the Student Residential Environment Scales (Winston, 1994), an instrument that is discussed further in chapter three.

Research Question

The purpose of this study was to answer the following research question:

1. What are the differences in levels of satisfaction as

measured by the Student Residential Environment Scales (Winston, 1994) among residential students at Virginia Tech based on hall size, gender, and hall type?

Definition of Terms

Satisfaction

Satisfaction was measured by the scales on the Student Residential Environment Scales (Winston, 1994). The instrument has four dimensions, each containing subscales. These dimensions and scales are discussed further in chapter three.

Hall Size

Hall size was described as large or small. Based on residential occupancy, small was considered below 300 students and large was considered over 800. This study utilized six halls, three of which were large and three were small. Hall size was paired with gender in the following combinations: large male; large female; large co-ed; small male; small female; and small co-ed. The co-ed buildings were co-ed by floor. Chapter three offers further explanation.

Class Standing

Students self-reported their current class standing on the

instrument. It was expected that the majority would be first- year students, with a small number of second, third, and fourth- year students living on campus. This information was used as part of the demographic description only.

Significance of Study

This study was significant because it provided a profile of the levels of satisfaction among Virginia Tech resident students. Such information might be important to Residential and Dining Programs staff in that it could be utilized to improve current residential environments. Research involving residential students rarely is carried out by professional staff because it is very time consuming and costly. Residential offices are often understaffed prohibiting research endeavors. Most of the staffs' energy is concentrated on training, programming, judicial work, and facilities maintenance. Assessment of these efforts is rarely carried out. Therefore, it is not known which areas of the residential life program are most effective, and which are not working well. This study profiled the perceptions students have of the residential environment at Virginia Tech, which can then be utilized by professionals to improve programs and

services. By improving student's residential environments, the residence life staff can more easily move toward realizing their full potential as educators.

The Student Residential Environment Scales (Winston, 1994), is a new instrument, currently being tested in the country. This study contributed valuable information about the instrument to the researchers who created it, as well as to Virginia Tech. When the final results are obtained about the instrument, Virginia Tech residential professionals can explore how their programs compare with other institutions.

Limitations of Study

There are some limitations to this study. First, the population that was sampled was limited in size and scope. For reasons of time and efficiency, only 1,050 students were surveyed. This was only a small percent of the approximately 8,500 residential students and provided only a limited perception of the satisfaction students have with their residence environment.

In addition, in order to obtain a larger return rate, specific floors were targeted to sample. Resident Advisors were used to

conduct the distribution and collection of the instrument from their floors. By selecting only six specific halls based on size, gender, and type this study could not provide a complete picture for every residence hall at Virginia Tech. The only information collected would be from the six halls used in the study. As a result, the generalizability of the study to all residential students at Virginia Tech was limited.

Organization of Paper

This study is comprised of five chapters. The first chapter contains the introduction, definition of terms, limitations, and purpose and significance of the study. Chapter two is a review of the literature relevant to the topic. Chapter three outlines the methodology of the study while chapter four reports the results of the study. Chapter five consists of discussion, implications, and conclusions as well as suggestions for further research.

Chapter Two

Literature Review

This chapter will anchor the study in the relevant literature. The literature on residence halls is extensive and only a portion of this body of work is relevant to this study. For purposes of this research the review will focus on the following topics: (a) purpose of residence halls; (b) residence halls as educational environments; and, (c) student satisfaction in residence halls.

Introduction

For decades, residence halls and residence hall environments have been studied by student affairs professionals. Research in this area has covered a vast array of topics including, residence halls and students' sense of competence (Janosik, Creamer, & Cross, 1988), student development and living environments (Schroeder & Jackson, 1987), person-environment fit as related to health and adjustment (Cook, 1987), residence hall environments and congruency (Witt & Handel, 1984, Moos, 1974, Walsh, 1987), and residence halls satisfaction levels (Lester, 1986, Latta, 1984, Moos, 1979, Astin,

1993, Pascarella & Teranzini, 1991). Although all of these topics are important, this study focused on the issues surrounding residence hall satisfaction levels. Beginning with a discussion of the purpose of residence halls, this review will examine the links between residence halls as educational environments and student satisfaction in residence halls.

Purpose of Residence Halls

According to Schuh (1988), student affairs administrators have numerous opinions about the purposes of residence halls, including: providing for student growth; providing for good fiscal management; keeping the physical facilities in good repair; keeping order; and, providing activities for students outside of class. Schneider (1977) has pointed out that residence halls have been seen as a means for controlling student behavior and that parents were satisfied with such a restrictive environment to keep students from misbehaving. These ideas focus on physical environments and management, however, and many professionals have articulated more developmental approaches to describing the purpose of residence halls.

Mueller (1961) suggested three very important concepts and objectives for student housing. First, housing should provide a place for students to eat and sleep as well as be close to classrooms and the library. Secondly, housing should promote student academic learning. Finally, the residence hall staff should aid in the personal development of students. More recently, DeCoster and Mable outlined five hierarchical purposes of residence halls. Because these five hierarchical purposes provide a thorough guide for practice, they are perhaps some of the best guidelines for housing professionals to use when working in a residence hall. Based on Maslow's theory of needs, the five steps are: to provide a satisfactory living environment; to provide adequate care and maintenance of physical facilities; to establish guidelines that provide a structure for compatible and cooperative community living; to develop an interpersonal environment that reflects responsible citizenship and an atmosphere conducive to learning; and, to provide opportunities for growth and development (DeCoster & Mable, 1980). These opinions and ideas about the purposes of residence halls are very important in laying the groundwork for the atmosphere of a specific

residence environment. Professionals who utilize the research as a guide for practice will be able to differentiate which practices and theories really work in the halls and which do not. These professionals may draw upon this research to create a hall environment which is best suited for the students and the institution. Residence halls are complex entities, not simply a place to sleep. If students spend approximately 70 percent of their time in residence hall rooms (Schroeder & Jackson, 1987), this environment is critical to their quality of life. Measures of satisfaction are important in assessing how students are benefitting or not benefitting from their residence hall experience and provide a guide for professionals to improving residence halls. To fully understand this study it is important to explore the impact of the residence hall as an educational environment and some specific theories and studies relevant to examining residence hall satisfaction.

The Impact of Residence Hall Environments

In almost all cases, environment has been acknowledged to have an important impact on student behavior and development (Pascarella & Terenzini, 1991). More specifically, good person-

environment fit has been related to a number of positive outcomes including achievement, better academic performance, increased satisfaction, better coping skills, and better behavior. Conversely, poor fit can result in dissatisfaction, stress, and psychological disorder (Huebner & Lawson, 1990).

Much of the research on residence environments has concluded that students benefit from living in residence halls on campus. Living on campus enhances the likelihood of students persisting to graduation and residents who have lived on campus for at least one year are more likely to aspire to graduate or professional school. The residential experience offers students higher levels of interaction and involvement with as well as socialization with their peers. Students who reside on campus have more opportunities to become involved in campus life, participate in leadership opportunities, participate in recreational sports, and become involved in cultural activities (Astin, 1977). This combination of opportunities translates into greater student growth and development (Schuh, 1988). This notion challenges all higher education professionals to develop institutional

learning environments which promote student development (Winston, Anchors, & Associates, 1993).

Residence Hall Environments and Satisfaction

Extensive research has been conducted exploring the relationships between the individual and the environment. The link between individuals and their environment is critical to a discussion of students and their satisfaction with their residence hall environment. Two leading scholars in the area of environmental assessment were Kurt Lewin and Henry Murray. Lewin proposed that behavior is the function of person interacting with environment, or $B = f(P, E)$. Based on Lewin's work, Murray proposed that there were needs of individuals in an environment as well as certain pressures from the environment which in turn acted on the individual. These ideas were more fully realized by Stern in 1970. Stern elaborated and extended the former theories in creating his model of person-environment interaction. He proposed a "needs-press" model with a central tenet that suggests a student's behavior is determined by the relationship between personal needs and pressures of the environment such as purposes, policies, and practices

(Delworth, Hanson & Associates, 1989). In addition, the person and environment must be seen as interacting equally with one another. The individual has personal needs which interact with and effect environmental press. The congruence between needs and press determines behaviors. Stern hypothesized that a congruent relationship between needs and press would result in positive outcomes, such as a sense of satisfaction or fulfillment. Practitioners were excited and challenged by this deceptively simple model. They thought that by defining the students and the environmental variables, they could more appropriately match the two. In addition to matching them more effectively, practitioners could foster growth and development through the matches (Huebner & Lawson, 1990). However, since its inception, practitioners and researchers have struggled to accurately define the model's variables related to students and their environments.

Physical environments are one aspect of residence halls. Physical features, architectural design, space, size, and arrangement work to create a different "feel" in residences. Michelson (1970) articulated this physical impact on students in a model of

“intersystems congruence.” The features of a physical environment impact students, making some behaviors more likely than others. The idea that the physical surroundings can affect student behaviors is very important in assessing the residence hall and student interactions and congruence levels. Facilities play a key role in students’ campus experiences and can be a positive force in student development (Strange, 1983). For example, in a study by Heilweil (1973) physical surroundings were found to play an important role in determining student satisfaction. Four specific arenas of the physical environment were found to affect levels of student satisfaction; privacy and isolation versus enforced social interaction, proximity and social relations, study activities, and individualization. These varying areas of the physical environment must be addressed in order for their satisfaction in the environment to be optimal. Often the crowded space offered in a residence hall and lack of territorial control by individual students create a negative atmosphere of inflexibility and stress (Blimling, 1988).

In related work on social climates, Moos (1976) determined that the interaction between the individual and the environment was

affected by social climate. Grounded in the concepts of organizational environments as well as the work of Lewin (1936) and Murray (1938), Moos explored individuals' perceptions of the environment and identified three broad dimensions of social climate: relationships; personal development or goal orientation; and, system maintenance and system change. Moos argued that all of these dimensions must be examined to assess the whole environment. In later work, he and colleagues determined a link between stressful life and adaptation to the environment. This stress was determined by personal systems, social networks, appraisal, and coping responses. They concluded that stress may be buffered by social network resources, coping skills, and environmental appraisal (Moos et al, 1984).

A final way to approach the interactions between student and residential environments is through perceptual models of person-environment theory. Pervin (1968) developed a theory based on the "transactional approach." He revealed that human behavior can be understood in terms of the interactions and transactions between the individual and the environment. Personal goals and self-concept are important in understanding an individual's perception of, and

response to, the environment. High satisfaction and performance can be related to environments that reduce discrepancies between an individual's perceived actual self and perceived ideal self. Also, individuals will tend to gravitate to environments that hold potential for moving them toward their more ideal selves.

Person-Environment Research Instruments

The evolution of research and theory in the area of person-environment interaction has led to the creation of several instruments. These research tools have been used extensively to study the perceptions students have of their environments as well as provide insight into the environmental climates of residence halls.

The University Residence Hall Environment Scale (URES), (Moos & Gerst, 1974) has been used many times to measure the residence hall environment. This 100-item scale is based on the assumption that a consensus of individuals' perceptions of the environment constitute a measure of environmental climate. The instrument measures 10 scales: (a) involvement, (b) emotional support, (c) independence, (d) traditional social orientation, (e) competition, (f) academic achievement, (g) intellectuality, (h) order and organization,

(i) student influence, and, (j) innovation. Staff at St. Mary's College in Notre Dame, Indiana conducted a study using this scale in 1986. They compared the responses of 565 resident students who lived in 5 different residence halls. Using the sub-scale scores to compare halls as well as to provide an overall picture of the residence hall climates, they drew some important conclusions. They found that, overall, residence life at St. Mary's provided an environment high in involvement and competition and an atmosphere of "care and concern." They found there was a high emphasis on traditional social activities, academic achievement, and intellectuality. These findings would suggest that while there is an emphasis on social life and involvement, it is balanced by concern for academics and competition. In addition, the students reported there was great support in the environment and as a result they scored lower on independence. This would suggest that greater environmental support fosters less independence and more interdependence. These results painted a clear picture that students in the residence halls were quite satisfied, but provided practitioners input as to where

small changes and improvements could be made (Residence Environment Study, 1986).

In a study on student-environment fit and sense of competence, Janosik, Creamer, and Cross (1988), used the URES to measure student perceptions of the residence halls. They compared scores from the URES to scores on the Sense of Competence Scale to discover whether there was a relationship between student-environment fit and sense of competence. The Sense of Competence Scale was constructed by Janosik (1987) to assess the perceived interpersonal and intellectual skills of the respondents. They concluded that the students perceived the residence halls to be harmonious with their views of how it should be. In other words, students were satisfied with their residence hall environment. In addition, students who were satisfied with their residence hall environment were found to have higher scores on the Sense of Competence Scale (Janosik, 1987).

The Residence Hall Environment Questionnaire (RHEQ), (Latta, 1984) is another instrument used to measure student-environment fit. The RHEQ consists of 108 items grouped into nine scales: (a)

floor environment, (b) residence hall government, (c) resident assistant, (d) student contact with advisory staff, (e) general building conditions, (f) physical facilities staff, (g) the residence hall health clinic, (h) factors that influence a decision to return to the residence halls, and, (i) demographic information. The RHEQ is designed to measure student perceptions of selected variables, provide feedback to staff to enable them to plan and make decisions about whether to modify, maintain, or discontinue services, to provide a comparison for future research and, to obtain information that can be used to better inform current and prospective students about the residence halls. In 1982, this instrument was administered at Michigan State University, where researchers found that students were satisfied with most aspects of their living environment and indeed felt that living in the residence halls was a positive force in their education and integration into the campus environment (Latta, 1984).

A third instrument used to measure student-environment fit and satisfaction is the College and University Environment Scale (CUES) (Pace, 1969). This 160-item scale assesses five areas of environmental press: (a) practicality, (b) community, (c) awareness,

(d) propriety, and (e) scholarship. A study was conducted in 1984 using the CUES and the College Student Satisfaction Questionnaire (CSSQ) (Sturtz, 1971), to determine if environmental satisfaction was predicted by congruence (i.e., the fit between person and environment), environment, or personality. The CSSQ measures six dimensions of college student satisfaction, policies and procedures, working conditions, compensation, quality of education, social life, and recognition. Surprisingly, the researchers found that congruency was not a better predictor of satisfaction than environment or personality. On the contrary, environmental perceptions had the most significant relationship to satisfaction (Witt & Handel, 1984). This would suggest that student's perceptions of their environment are a better measure of student satisfaction than measures of congruence with the environment. This conclusion is significant in that it contradicts the majority of the prior research.

Virginia Tech Satisfaction Studies

There have been two recent studies carried out at Virginia Tech which inform this study. In 1991 and 1994, the College Student Experiences Questionnaire (CSEQ) (Pace, 1979) was administered.

Although this instrument measures many elements of the undergraduate experience, such as college activities, college environment, and an opinions about college, one section focuses on student satisfaction with the residence environment and related areas. In these studies, students living in the residence hall reported that they had lively conversations during dinner, been offered help by another student, participated in late night discussions, studied with other students in the hall, and asked others for assistance (Virginia Tech College Students Experiences Questionnaire Report, 1994). These results suggest a high level of interaction in the halls as well as a feeling of community. On the other hand, low scores were reported in areas like helping to plan an event, attending events, and working on service projects in the hall, suggesting that students were not very active in the planning or attendance of sponsored programs in the residence hall.

Another study carried out at Virginia Tech in 1991 was the ACT Student Opinion Survey. This questionnaire was developed by the American College Testing Program and consists of a number of sections that measure opinions students have about their college

experience. Virginia Tech's Outcomes Assessment department added an additional 30 questions to the standard questionnaire. The survey found that students do use residence hall services and programs, that they were very satisfied or satisfied with these services and programs, that they were less than satisfied with study areas, and that they were very satisfied or satisfied with the conditions of buildings and grounds. However, students reported that residence halls were not conducive to studying (Virginia Tech ACT Student Opinion Survey Report, 1991). This research would suggest a higher level of overall satisfaction with the environment of the residence halls and the services and programs provided within them.

The Student Residential Environment Scales

This study involved the use of a new instrument, the Student Residential Environment Scales (SRES). This instrument, created by Winston (1994), is currently being piloted across the country. It is a paper and pencil instrument that measures students perceptions of the environment in four broad dimensions: (a) physical; (b) psychosocial; (c) organizational; and (d) maintenance. It was created

partially out of a need for a new research tool, as the current instruments used to measure student satisfaction with the environment are between ten and twenty years old. This study will add to the body of data being gathered about this new instrument and will contribute to the development of a more accurate assessment instrument.

The body of literature relevant to this study has pointed to many models and themes, studies of student satisfaction with residence halls, and student resident satisfaction at Virginia Tech in particular. These studies will provide an excellent comparison with this study. The use of the SRES will provide the researcher with data from a new instrument which has been created to more accurately measure a residence hall environment. The resulting information will provide directions for further research and new ideas for improving student satisfaction in the residence halls at Virginia Tech.

Chapter Three

Methodology

Purpose of Study

The purpose of this study was to examine the level of satisfaction students report with respect to their residence hall environment. Additionally, this study determined if there were significant differences in level of satisfaction between students based on differences in hall size, gender, and hall type. Using the Student Residential Environment Scales (Winston, 1994), this study provided an in-depth description of the residence hall environments. The descriptive information, along with the information obtained in this study will help the housing professionals at Virginia Tech understand strengths and weaknesses of the residential environment.

Design of Study

This study was quantitative in nature. It explored levels of satisfaction students have with their residence halls based on a number of different scales. Using this information the study discovered whether there were different levels of satisfaction

between students based on hall size, gender, and hall type.

As this study was concerned with mean differences, the statistical analyses were analyses of variance (ANOVA). The Student Residential Environment Scales (Winston, 1994) contained four dimensions and seventeen subscales; therefore, it was necessary to perform seventeen ANOVAs, one for each subscale. Additionally, a two-way ANOVA was carried out to determine the differences by hall size, gender, and hall type. The data were analyzed for significant differences at the $p < .05$ level. The SRES used a Likert scale with the range being 1-4. A score of 1 was a negative rating while a 4 was very positive. Negatively worded questions were reverse scored so that in all subscales a score of 4 was considered very satisfied and a score of 1 was considered unsatisfied.

Instrumentation

The SRES was a paper and pencil instrument that measured four dimensions and seventeen subscales. The first dimension was the Physical dimension which included the four subscales, (a) comfort scale, (b) security scale, (c) care of facilities scale, and (d) privacy scale. This dimension sought in part to describe students'

physical environment, explore their feelings about privacy, and determine how much their hall felt like a home. The second dimension was the psychosocial dimension which included eight subscales, (e) cohesiveness scale, (f) stimulation scale, (g) civic responsibility scale, (h) residential involvement scale, (i) mattering scale, (j) emotional support, (k) academic achievement scale, and (l) personal development scale. This dimension looked at issues pertaining to students psychosocial maturity, involvement in the residence halls, how they were doing academically, and how they participated in the community. The last two dimensions were clustered together into the Organizational Functioning and Maintenance Dimension which included the last five subscales, (m) rule and policy enforcement, (n) student input scale, (o) staff support scale, (p) competition scale, and (q) tolerance of diversity scale. These dimensions were concerned with the order maintained in the hall, the amount of support the staff gave the hall, how competitive the students were with each other, and how tolerant students were of issues of diversity.

Instrument Development

The SRES was created by Roger Winston, Bobbi J. Johnstone, Jeffrey C. Long, M. Lane McFarland, and Tyrone Bledsoe, Sr. It was created to provide a structured way for students to describe what it is like to live in a college residence hall and to provide professionals with a better understanding of students' living experience. As this was a new instrument, pilot studies were currently being conducted on a variety of populations across the country. The results of this study was included in the pool of information currently being compiled at the University of Georgia by Roger Winston and Associates.

Psychometric Properties

Sub-scale Reliability

After preliminary study, Winston and Associates (1994) have reported preliminary reliability for the seventeen subscales, assessed by Coefficient Alpha. These values ranged from .64 to .85 See Table 1 for details. Table one also includes the number of items contained in each subscale and dimension.

Table 1

Reliability for the SRES Sub-scales

Sub-scale	Coefficient Alpha	Number of Items
Physical Dimension		31
Comfort Scale	.68	7
Security Scale	.67	7
Care of Facilities Scale	.79	9
Privacy Scale	.77	8
Psychosocial Dimension		68
Cohesiveness Scale	.84	9
Stimulation Scale	.80	9
Civic Responsibility Scale	.77	9
Residential Involvement	.74	7
Mattering Scale	.74	11
Emotional Support	.66	6
Academic Achievement	.70	6
Personal Development	.64	8
Organizational Functioning and Maintenance Dimension		51
Rule / Policy Enforcement	.76	10
Student Input Scale	.76	10
Staff Support Scale	.85	11
Competition Scale	.84	9
Tolerance of Diversity	.76	11

Note: From R. Winston, preliminary data, 1994.

Specification of Independent Variables

Residence Hall Size and Gender

Residence hall size was categorized as large or small; single sex or co-ed. Large halls were considered to have more than 800 residents and small residence halls contained less than 300 residents. After researching the demographics of the 24 residence halls at Virginia Tech, it was apparent that there was a great difference in hall size. Twenty halls were below 300 residents and there were four halls which exceed 800 residents. Therefore, the large halls were easy to choose. However, one exception had to be made in the female large hall. There were no female halls exceeding the 800 resident population, so the largest female hall was used that was available. The three large halls used were West Ambler Johnston (population 896, co-ed), Slusher Tower (population 331, female), and Pritchard (population 1016, male). The smaller halls were chosen at random from the remaining halls under 300 in size. The small halls used were Shanks (population 293, co-ed), Monteith (population 211, female), and Barringer (population 220, male). The co-ed halls were co-ed by floor.

Participants

The participants in this study were students currently living in the selected residence halls. Approximately 1,050 residents were surveyed. The number of surveys was chosen to be 1,050 so that approximately 175 could be administered in each building. The residents were selected as cluster samples and were chosen from each floor in the building. They were contacted by their resident assistants who administered the instrument for the researcher.

Procedures

Initially the researcher obtained approval for the study from the Human Subjects committee at Virginia Tech. This committee gives clearance to all projects that involve research on human subjects. This approval was gained by filling out the appropriate forms and submitting an abstract of the proposed study.

The initial step in the survey process was to assemble the packets of surveys for the participating students. These surveys were coded by numbers which corresponded to the specific residence halls. Each building was assigned approximately 175 surveys, separated into packets for the participating Resident Advisors to

disseminate. A cluster sampling procedure was used, in that all floors from each building participated but the number of surveys per floor differed depending on the size of the building. In other words, the larger the floor, the fewer surveys it received. The floors of each building selected were considered to be heterogeneous groups of residents; therefore, it did not matter that entire occupancy of the buildings were not to be sampled. Surveys for the specific hall were given to the participating resident assistants along with instructions for administration. Each student who participated receive a cover letter, the instrument and instructions, and a return envelope. The participants had approximately one week to complete and return the study to their resident assistant. The resident assistants then returned the completed surveys to the researcher to compile. The researcher utilized the resident assistants in order to add a more personal touch to administering the survey and, therefore, expected the return rate to be higher than the norm of 65%. Phone contact with the resident assistants was made during the week to assess the return rates and to answer any questions they had.

The collected survey answer sheets were optical scan sheets and were analyzed at the Virginia Tech's Test Scoring office.

Statistical Analysis

The data for this study were coded on optical scan sheets. The completed scan sheets were given to the Virginia Tech test scoring office where the SAS system analyzed and compiled the data. Because there were unequal cell sizes in this study, a General Linear Model (GLM) procedure was used in the SAS system (SAS Institute, 1989). The method chosen to analyze the data gathered in this study was Analysis of Variance (ANOVA). This permitted the researcher to assess differences within subscale and dimension scores. A two-way ANOVA enabled the researcher to discover differences between groups based on residence hall size, gender, and hall type.

Chapter Four

Results

Introduction

The purpose of this chapter was to report the findings of the study. As proposed in chapter one, the research question for this study was:

What are the differences in levels of satisfaction as measured by the Student Residence Environment Scales (Winston, 1994) among residential students at Virginia Tech based on hall size, gender, and hall type?

This chapter includes a review of the procedures of the study, describe the participants who completed the survey, a display of the statistical data, results of the study, and a summary specific to the research question.

Procedures

In the initial plan to distribute the surveys to the halls, 175 surveys were to go to each hall. In order to make this easier for the resident advisors, it was decided that a rounded number of surveys

would be used per resident assistant. As a result the actual number of surveys which went to each resident assistant were different in each building. See Table 2 for details.

In addition, Table 2 contains the return rates per building. The resident advisors did not assist in encouraging residents to fill out the survey; therefore, the rates were much lower than expected. There also were four halls where the resident assistants lost the packets of surveys and never alerted the researcher. For this reason, the return rates also were severely affected. One final contributing factor to the low return rates was that the study was attempted too close to Spring break. Students were not willing to assist with the study who were doing midterm exams and wanted to leave campus as soon as possible. Again, this contributed to low return rates.

After the surveys were returned, the researcher checked them for accuracy and completion. There were sixty surveys which had to be discarded due to incomplete answers and missing data. The completed surveys were put in number order and sent to the Test Scoring office for statistical analysis.

Table 2

Surveys Distributed and Returned by Building

Building & Survey I.D.#	Surveys per Staff Member	Total Surveys Distributed	Total Returned/ Percent Returned
Pritchard (1-192)	8	192	106/55%
West Ambler Johnston (193-361)	12	168	112/66%
Slusher Tower (362-536)	29	174	92/52%
Shanks (537-705)	21	168	46/27%
Barringer (706-881)	35	175	102/60%
Monteith (882-1058)	44	176	106/60%
Total		1058	564/53%

Participants

The participants in the study self-reported their gender, age, and class standing. This information was used to describe the sample of completed and useable surveys. The results are presented in Table 3. The sample was predominantly freshman, (63%), but also had a large representation of sophomores, (26%). Seventy-eight percent of the students were ages 18 and 19 which is consistent with the large population of freshman. The gender statistics show a greater percent of females than males, resulting from a low return rate from a number of male floors.

The sample also can be described according to return rates per building. Table 2 outlines the building types and return rates per building. The best return rates came from West Ambler Johnston, Barringer, and Monteith. The poorer return rates came from Pritchard, Slusher Tower, and Shanks. Shanks particularly stands out as a poor rate because a number of the building's staff lost the survey packets. These packets were all for male halls; therefore, the number of male responses from Shanks was extremely low. As reported by many of the staff members, students were very

Table 3

Participant Demographic Information

Descriptor	Frequency	Percent
Gender		
Male	252	44.7
Female	312	55.3
Total	564	100.0
Age		
17	7	1.2
18	237	42.1
19	204	36.2
20	73	13.0
21	18	3.2
22	10	1.8
23	2	.4
other	12	2.1
Total	564	100.0
Class		
Freshman	356	63.1
Sophomore	149	26.4
Junior	41	7.3
Senior	16	2.8
Other	2	.4
Total	564	100.0

Table 4

Reliability for the SRES Subscales Coefficient Alpha

Sub-scale	Winston, 1994	Present Study
Physical Dimension		
Comfort Scale	.68	.62
Security Scale	.67	.62
Care of Facilities Scale	.79	.73
Privacy Scale	.77	.75
Psychosocial Dimension		
Cohesiveness Scale	.84	.85
Stimulation Scale	.80	.80
Civic Responsibility Scale	.77	.70
Residential Involvement	.74	.69
Mattering Scale	.74	.74
Emotional Support	.66	.69
Academic Achievement	.70	.71
Personal Development	.64	.58
Organizational Functioning and Maintenance Dimension		
Rule/Policy Enforcement	.76	.73
Student Input Scale	.76	.72
Staff Support Scale	.85	.81
Competition Scale	.84	.80
Tolerance of Diversity	.76	.76

suspicious of the instrument. They seemed to be concerned that it would reflect poorly on the staff or the students themselves. As a result, caution should be taken when assuming that the questions were answered completely honestly. However, the low return rates did seem congruent with the study in that students scored low in all cases in involvement.

Reliability

The reliability was calculated by coefficient alpha. Table 4 displays reliability coefficients obtained from this study as well as the coefficients obtained previously from Dr. Winston in preliminary studies of the SRES. The majority of subscales in the study were similar in reliability to the previous data from Winston, the range of difference being no more than .07 for any subscale. The cohesiveness, emotional support, and academic achievement scales had slightly higher numbers. Stimulation, mattering, and tolerance of diversity scales remained the same as in Winston's data.

Results

Table 5 summarizes the main effects and significant interactions for each subscale. The individual results sections detail

Table 5

Significant Main Effects and Interaction Effects for the 17 Subscales

Scale	Gender	Size	Type	G x S	G x T	T x S	G x S x T
Comfort	*		*	*	*		
Security				*		*	*
Care of Facilities	*		*	*	*		*
Privacy	*						
Cohesiveness		*	*	*			
Stimulation		*	*			*	
Civic Responsibility	*	*	*		*		
Residential Involvement	*	*	*				
Mattering		*	*			*	
Emotional Support		*	*	*		*	
Academic Achievement		*	*	*			*
Personal Development	*	*	*				
Rule/Policy Enforcement							
Student Input				*			
Staff Support		*		*			
Competition	*	*		*			
Tolerance of Diversity	*	*				*	*

the descriptions of each dimension on the SRES as well as a description of each subscale. The sections are divided by subscales and the statistical data pertaining to each subscale is included in the appropriate section. Only significant effects and interactions will be discussed. The analysis of the 17 subscales was done using three-way ANOVAs for each independent variable. The independent variables used were gender, hall size, and hall type. Gender referred to male or female, size referred to size of building, and type referred to single sex or co-ed buildings. The interactions were obtained for the areas of gender and size, gender and type, type and size, and gender, type and size. The level of significance was determined at the $p < .05$ level. To summarize, each scale will be discussed in terms of the results according to gender, size, and type, and any interactions between these variables.

Interpretation of Results

The SRES had no limits for interpreting high or low scores. As a result the researcher has had to determine what a positive and negative score would be. For this study, the instrument used a Likert scale, the range being 1-4. The numbers corresponded to the

following statements; 1-never true, 2-seldom true, 3-often true, and 4-always true. Most scores on each of the 17 subscales ranged between a 2 and 3; therefore, interpretation needed to be done between seldom true and often true statements. Since so many scores were in this range, a score approaching a 2.5 will constitute an average rating. As the researcher interpreted the scores, it became apparent that scores which were statistically significant might not be practically significant. In future studies, simple effects could be examined to better determine how significant the interactions were. See Table 5 for main effects and interactions for the 17 subscales.

Physical Dimension

The physical dimension contained four subscales, comfort, security, care of facilities, and privacy. These scales are discussed in detail in each specific section.

Comfort

The comfort scale contained 7 questions. These questions were concerned with physical areas of comfort in the residence hall. The questions centered around feeling at home, having comfortable room furniture, hearing pleasant sounds in the hall, having furniture

adequate for studying, furniture adequate for relaxing, and having a warm and inviting atmosphere.

Table 6 summarizes the results for the comfort subscale. It was found that males rated comfort higher than females and that single-sex halls rated comfort higher than co-ed halls. Significant interactions were found between gender and size and between gender and type. See Figures 1 and 2 for details. Males in small halls and females in large halls scored comfort more positively than males in large halls and females in small halls. Additionally, the interaction between gender and type showed males and females rated comfort more highly in single-sex halls than in co-ed halls.

Security

The security subscale includes issues of personal and residence hall security. Questions included, feeling safe in the students' residence hall room, having an effective security system, feeling safe at night, residents' concern for others, roommates trusting each other with belongings, access by strangers to the residence hall, and tampering with the security system by residents. Interaction effects were found between; gender and size and between size and type.

Table 6

ANOVA Results for Comfort Subscale

Variable	N	Mean	F	p	sig.
Gender			3.97	.04	*
Male	252	2.53			
Female	312	2.45			
Size			1.65	.19	
Large	310	2.51			
Small	254	2.46			
Type			8.01	.01	*
Single	406	2.52			
Co-ed	158	2.40			
Gender x Size			7.56	.01	*
Female/Large	169	2.52			
Female/Small	143	2.37			
Male/Large	141	2.50			
Male/Small	111	2.57			
Gender x Type			4.84	.02	*
Female/Co-ed	114	2.44			
Female/Single	198	2.46			
Male/Co-ed	44	2.30			
Male/Single	208	2.58			
Size x Type			2.63	.10	
Large/Co-ed	112	2.40			
Large/Single	198	2.58			
Small/Co-ed	46	2.41			
Small/Single	208	2.47			
Gender x Size x Type			3.30	.06	
Female/Large/Co-ed	77	2.43			
Female/Large/Single	92	2.60			
Female/Small/Co-ed	37	2.45			
Female/Small/Single	106	2.35			
Male/Large/Co-ed	35	2.32			
Male/Large/Single	106	2.56			
Male/Small/Co-ed	9	2.23			
Male/Small/Single	102	2.60			

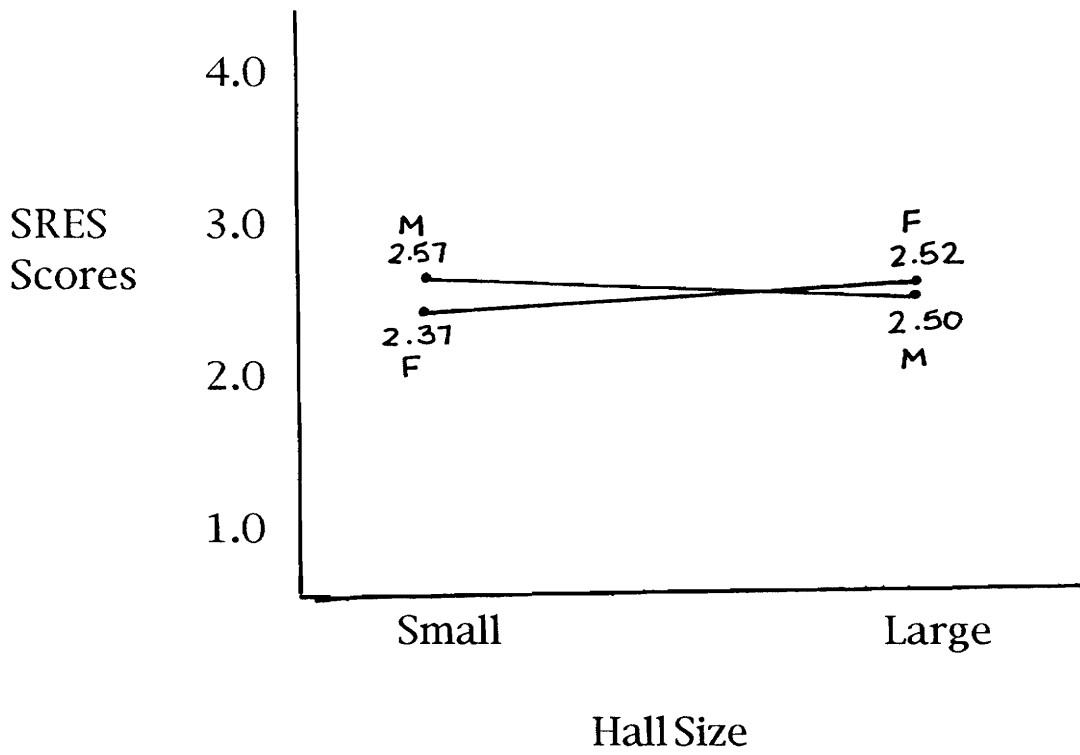


Figure 1. Comfort Scale: Gender x Size Interaction

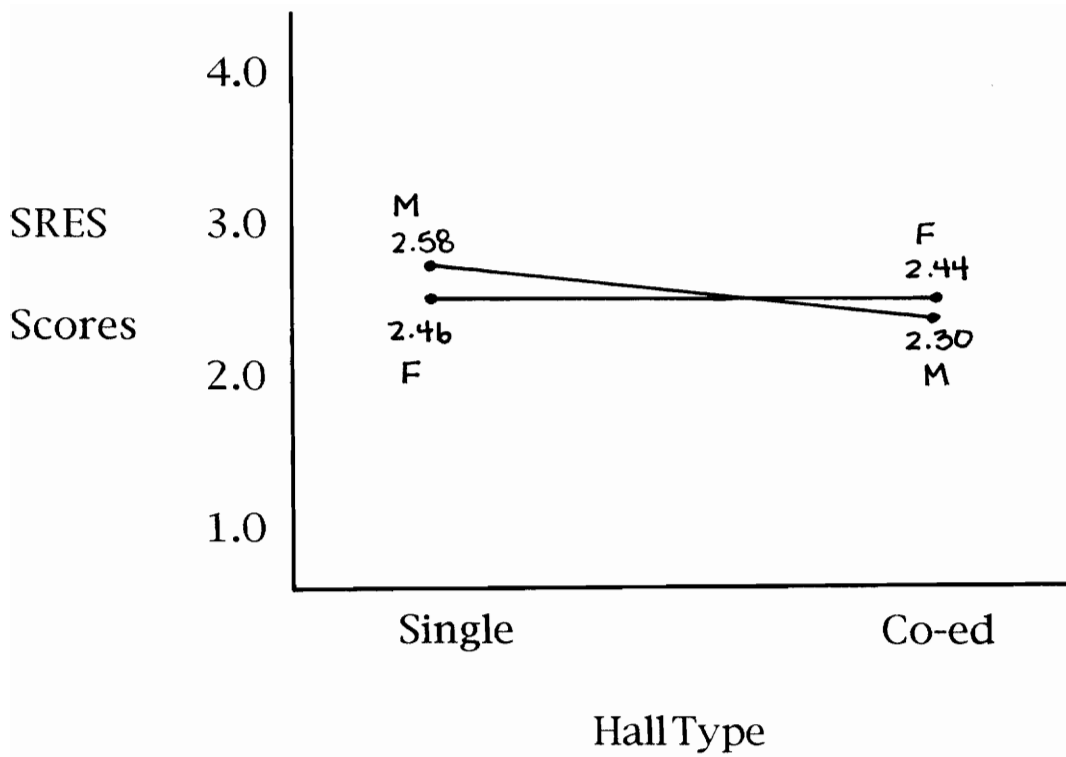


Figure 2. Comfort Scale: Gender x Type Interaction

See Table 7 for details. In issues of security, females in large buildings and males in small buildings felt more secure.

Additionally, large single-sex and small co-ed buildings were more satisfied with security. There was also an interaction found between gender, size, and type. The highest ratings in security were found for males in small single-sex buildings, females in large single-sex buildings, females in small co-ed buildings, and males in large co-ed buildings. Refer to Figures 3, 4, and 5 for details.

Care of Facilities

The care of facilities subscale is concerned with care of the residence hall, care of floors, and bathroom care. Items included: are common areas clean, are rooms in good condition, are bathrooms clean and sanitary, is furniture in good condition, are residents embarrassed to bring family to hall, is there lots of graffiti in the hall, does the hall have a bad odor, and are insects and pests controlled.

Main effects were found in gender and type of hall. Females were more satisfied with the care of the facilities than males and single-sex buildings were more satisfied than co-ed buildings with

Table 7

ANOVA Results for Security Subscale

Variable	N	Mean	F	p	sig.
Gender			.34	.55	
Male	252	2.85			
Female	312	2.88			
Size			2.99	.08	
Large	310	2.89			
Small	254	2.83			
Type			1.33	.24	
Single	406	2.87			
Co-ed	158	2.85			
Gender x Size			4.89	.02	*
Female/Large	169	2.94			
Female/Small	143	2.80			
Male/Large	141	2.84			
Male/Small	111	2.87			
Gender x Type			.23	.63	
Female/Co-ed	114	2.87			
Female/Single	198	2.88			
Male/Co-ed	44	2.79			
Male/Single	208	2.87			
Size x Type			7.75	.01	*
Large/Co-ed	112	2.83			
Large/Single	198	2.93			
Small/Co-ed	46	2.90			
Small/Single	208	2.82			
Gender x Size x Type			9.37	.01	*
Female/Large/Co-ed	77	2.83			
Female/Large/Single	92	3.03			
Female/Small/Co-ed	37	2.96			
Female/Small/Single	106	2.75			
Male/Large/Co-ed	35	2.82			
Male/Large/Single	106	2.85			
Male/Small/Co-ed	9	2.66			
Male/Small/Single	102	2.89			

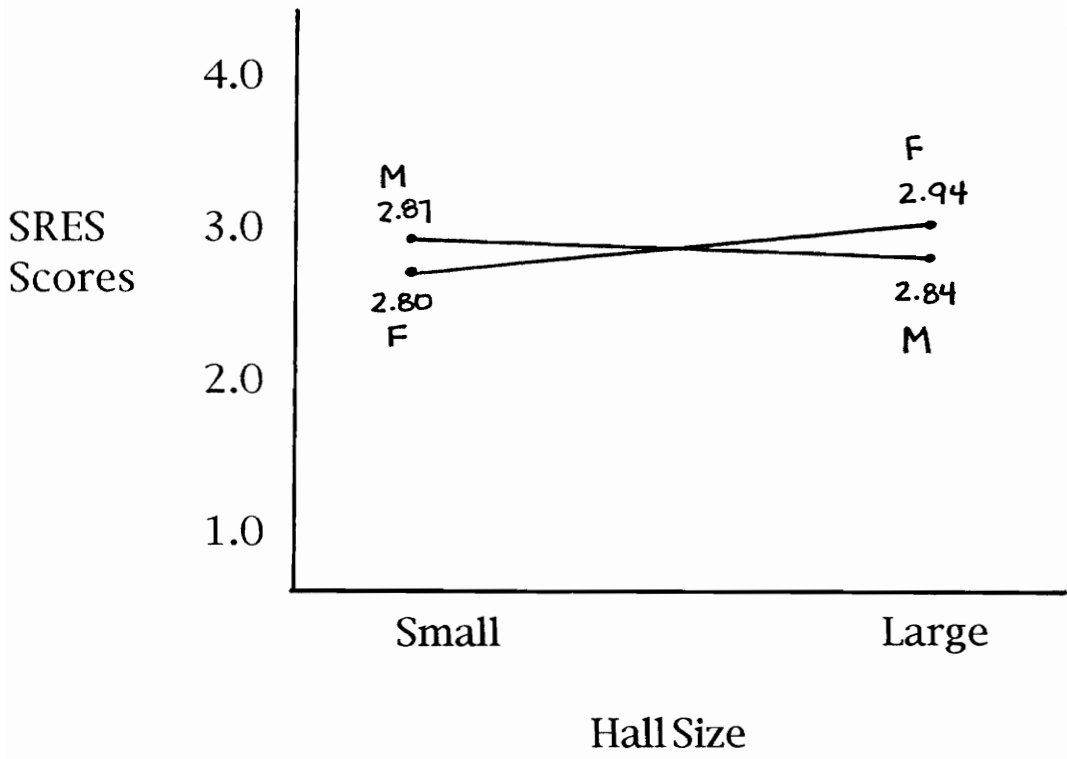


Figure 3. Security Scale: Gender x Size Interaction

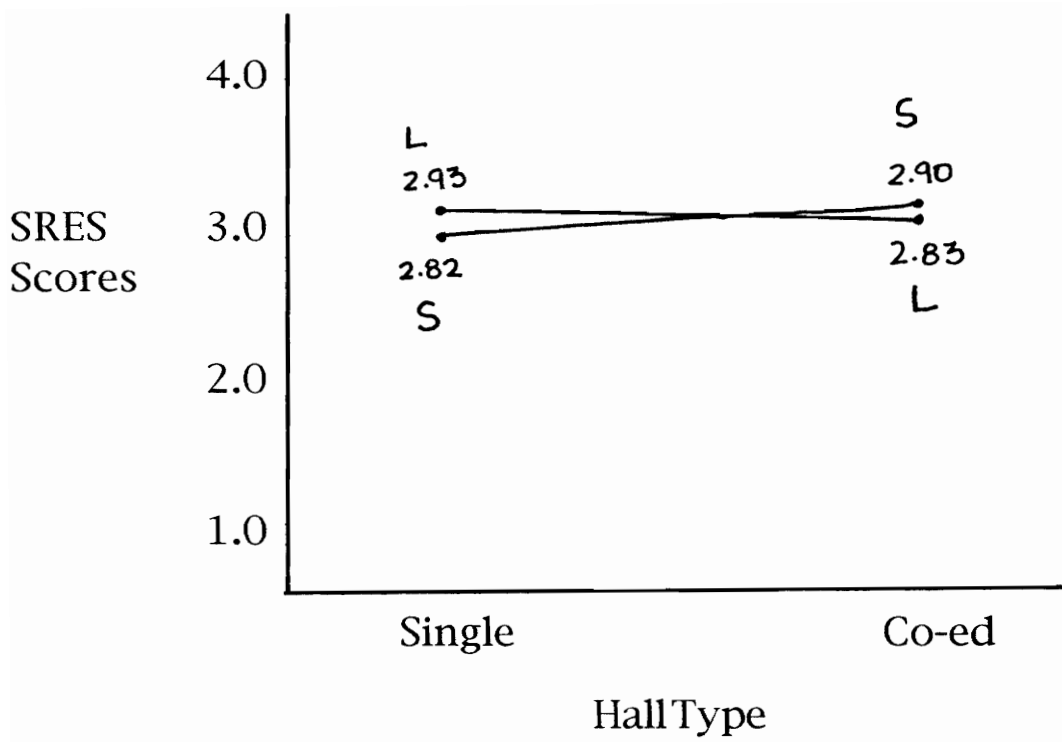


Figure 4. Security Scale: Size x Type Interaction

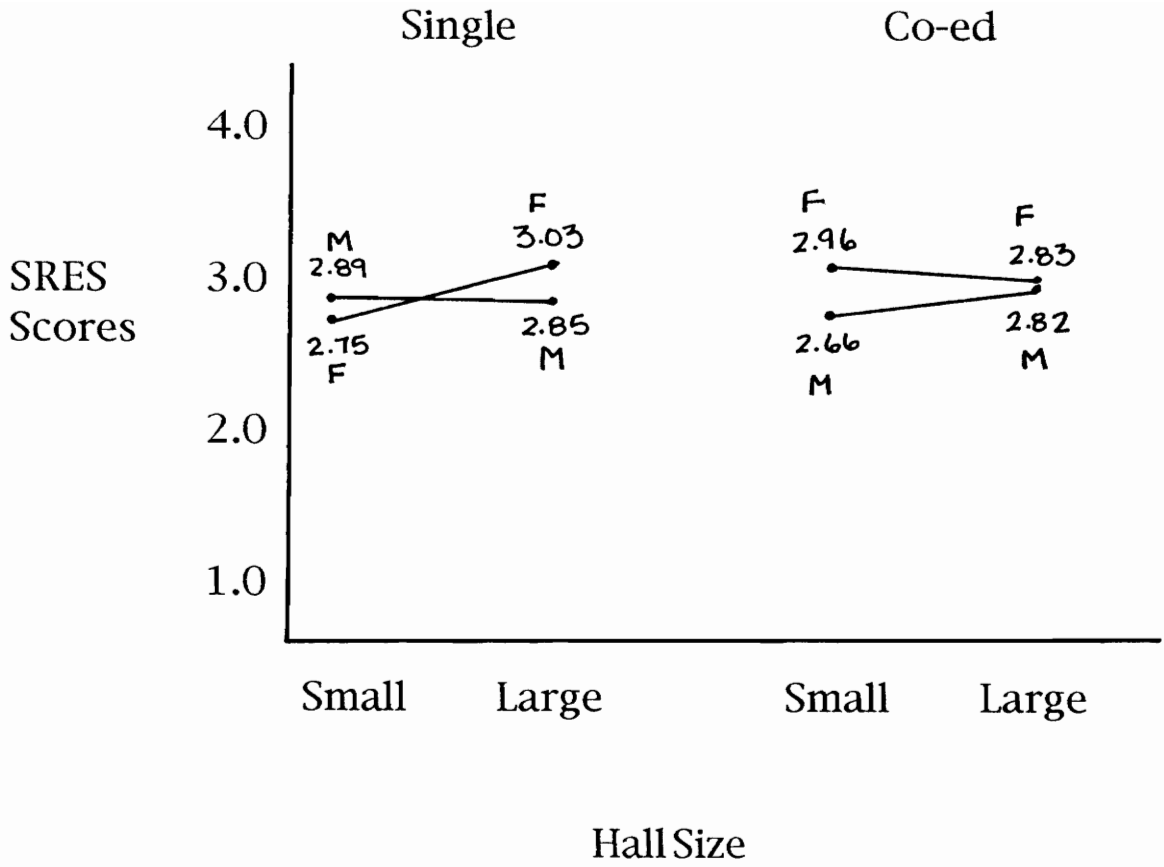


Figure 5. Security Scale: Size x Type x Gender Interaction

the care of facilities. Interaction effects were found between, gender and size, and between gender and type. See Table 8 for details.

Females in large buildings and males in small buildings were more satisfied with care and females in single-sex buildings and males in co-ed buildings were more satisfied as well. In addition, there was an interaction effect between gender, size, and type of building.

Scores were highest for males in small, single-sex buildings and females in large single-sex buildings. In co-ed buildings male and female scores were parallel with slightly higher scores for females in both single-sex and co-ed building. Refer to Figures 6, 7, and 8 for details.

Privacy

The privacy subscale measures issues of personal privacy and privacy needs. Items involved are: ability to escape others' scrutiny in the unit, residents obtaining privacy when they need it, availability of places to be alone, residents feel like they are in a "glass house," residents are careful not to invade each others' privacy, residents are nosy, residents respect each others need to be alone, and residents can study without interruption.

Table 8

ANOVA Results for Care of Facilities Subscale

Variable	N	Mean	F	p	sig.
Gender			5.09	.02	*
Male	252	2.76			
Female	312	2.85			
Size			.69	.40	
Large	310	2.83			
Small	254	2.79			
Type			13.26	.01	*
Single	406	2.84			
Co-ed	158	2.72			
Gender x Size			23.89	.01	*
Female/Large	169	2.94			
Female/Small	143	2.74			
Male/Large	141	2.68			
Male/Small	111	2.86			
Gender x Type			5.43	.02	*
Female/Co-ed	114	2.73			
Female/Single	198	2.92			
Male/Co-ed	44	2.71			
Male/Single	208	2.77			
Size x Type			.20	.65	
Large/Co-ed	112	2.76			
Large/Single	198	2.86			
Small/Co-ed	46	2.64			
Small/Single	208	2.83			
Gender x Size x Type			11.11	.01	*
Female/Large/Co-ed	77	2.76			
Female/Large/Single	92	3.10			
Female/Small/Co-ed	37	2.67			
Female/Small/Single	106	2.76			
Male/Large/Co-ed	35	2.76			
Male/Large/Single	106	2.66			
Male/Small/Co-ed	9	2.51			
Male/Small/Single	102	2.89			

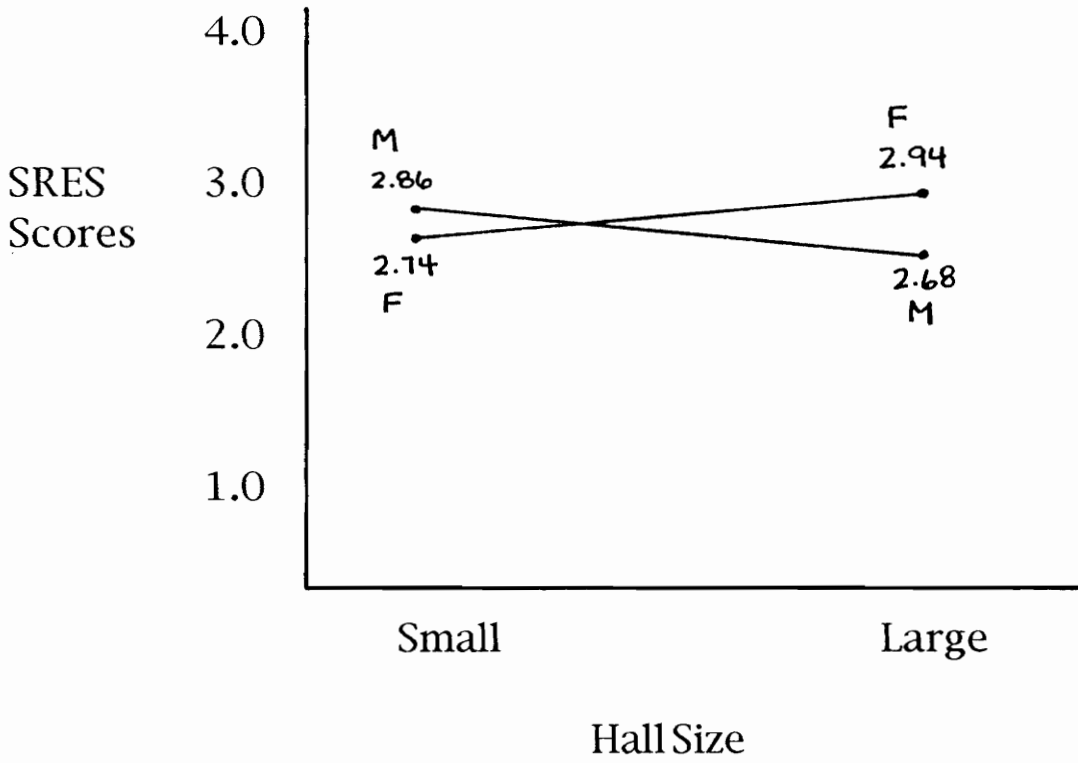


Figure 6. Care of Facilities Scale: Gender x Size Interaction

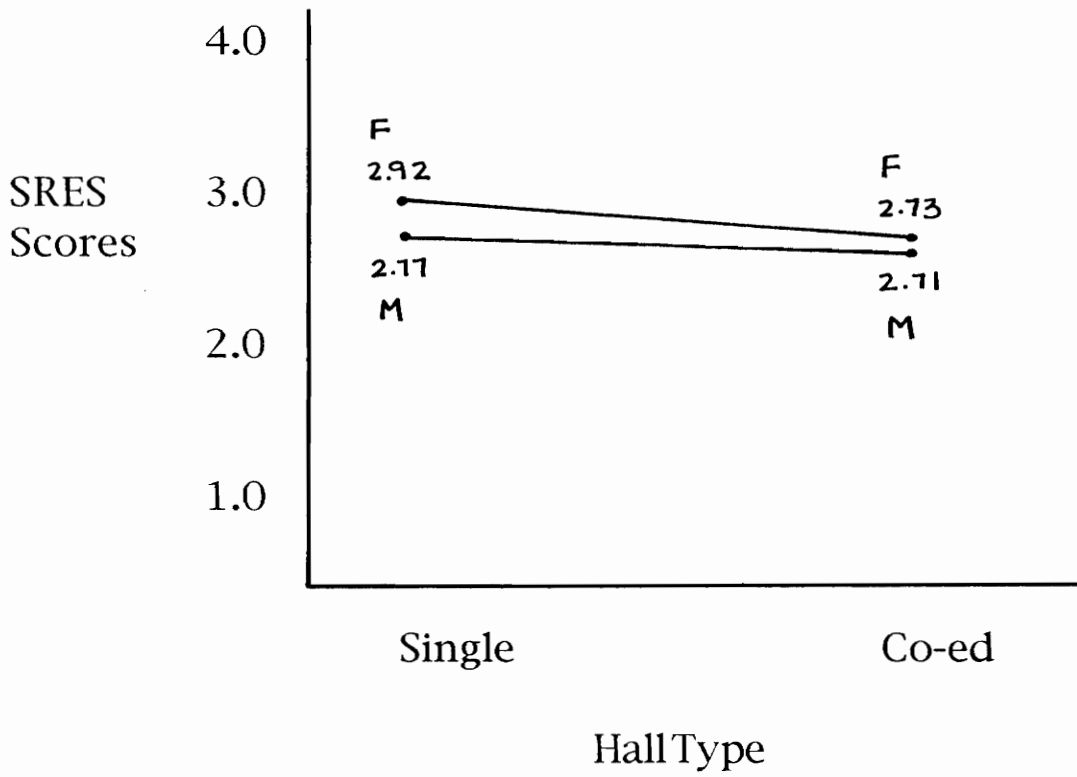


Figure 7. Care of Facilities Scale: Gender x Type Interaction

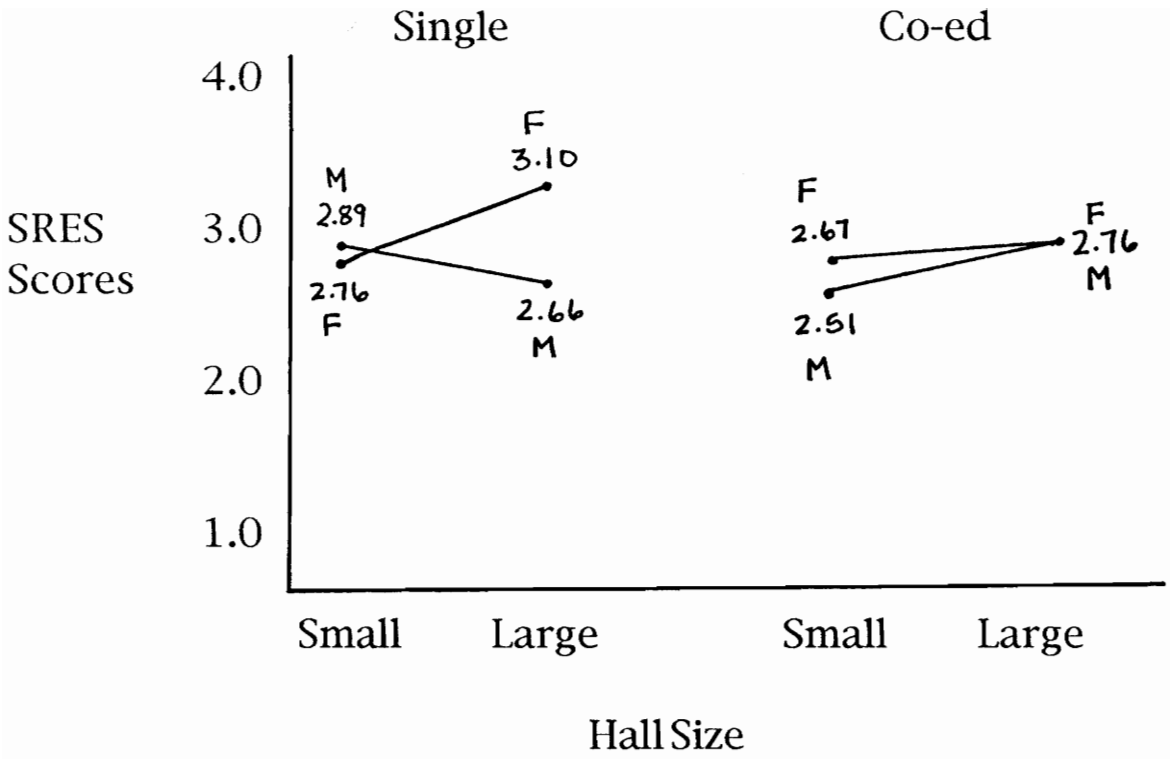


Figure 8. Care of Facilities Scale: Size x Type x Gender Interaction

There was only one main effect found in the variable of gender. Males were more satisfied with privacy than females. There were no interaction effects found. See Table 9 for details.

Psychosocial Dimension

The psychosocial dimension involves eight subscales, cohesiveness, stimulation, civic responsibility, residential involvement, mattering, emotional support, academic achievement, and personal development. As the last subscale suggests, this dimension is based upon issues of students' personal development, whether in areas of academics or emotional maturity. In addition, in subscales like residential involvement and stimulation there were questions which involve issues related to the residence hall as a living unit. As will be discussed in the conclusion, main effects were found for every scale in the dimension in the areas of size and type.

Cohesiveness

The cohesiveness subscale explores how students and groups of students relate together. Some of the ways this was determined was through questions such as do residents stick together, do they look out for each other, do they eat meals together, can they depend on

Table 9

ANOVA Results for Privacy Subscale

Variable	N	Mean	F	p	sig.
Gender			29.86	.01	*
Male	252	2.68			
Female	312	2.44			
Size			.08	.77	
Large	310	2.54			
Small	254	2.55			
Type			.49	.48	
Single	406	2.57			
Co-ed	158	2.48			
Gender x Size			.08	.77	
Female/Large	169	2.44			
Female/Small	143	2.44			
Male/Large	141	2.67			
Male/Small	111	2.69			
Gender x Type			3.40	.06	
Female/Co-ed	114	2.46			
Female/Single	198	2.43			
Male/Co-ed	44	2.54			
Male/Single	208	2.71			
Size x Type			.97	.32	
Large/Co-ed	112	2.46			
Large/Single	198	2.59			
Small/Co-ed	46	2.53			
Small/Single	208	2.56			
Gender x Size x Type			.72	.39	
Female/Large/Co-ed	77	2.42			
Female/Large/Single	92	2.45			
Female/Small/Co-ed	37	2.54			
Female/Small/Single	106	2.41			
Male/Large/Co-ed	35	2.55			
Male/Large/Single	106	2.71			
Male/Small/Co-ed	9	2.51			
Male/Small/Single	102	2.71			

each other, are they like members of a family, and is there a lot of group spirit.

Main effects were found in gender and type. See Table 10 for details. Cohesiveness was more often found in large buildings and in single-sex buildings. One significant interaction was found between gender and size. Females and males in large buildings rated cohesiveness higher than in the small buildings. Refer to Figure 9 for details.

Stimulation

The subscale of stimulation contained the areas in which students feel stimulated by the environment. These areas were assessed by asking do interesting things happen on the hall, do interesting people live on the hall, do residents laugh a lot, are there fun activities on the hall, is the hall a fun place to live, is there a lot going on in the hall including social functions, and are the people on the hall energetic.

Main effects were found for size and type. See Table 11 for details. Large buildings and single-sex buildings were found to rate stimulation higher than small and co-ed buildings. Interaction

Table 10

ANOVA Results for Cohesiveness Subscale

Variable	N	Mean	F	p	sig.
Gender			2.56	.11	
Male	252	2.77			
Female	312	2.70			
Size			20.40	.01	*
Large	310	2.83			
Small	254	2.62			
Type			20.09	.01	*
Single	406	2.78			
Co-ed	158	2.60			
Gender x Size			9.06	.01	*
Female/Large	169	2.85			
Female/Small	143	2.52			
Male/Large	141	2.80			
Male/Small	111	2.74			
Gender x Type			.07	.78	
Female/Co-ed	114	2.61			
Female/Single	198	2.75			
Male/Co-ed	44	2.58			
Male/Single	208	2.81			
Size x Type			3.14	.07	
Large/Co-ed	112	2.65			
Large/Single	198	2.93			
Small/Co-ed	46	2.48			
Small/Single	208	2.65			
Gender x Size x Type			2.04	.15	
Female/Large/Co-ed	77	2.66			
Female/Large/Single	92	3.01			
Female/Small/Co-ed	37	2.49			
Female/Small/Single	106	2.53			
Male/Large/Co-ed	35	2.61			
Male/Large/Single	106	2.86			
Male/Small/Co-ed	9	2.46			
Male/Small/Single	102	2.77			

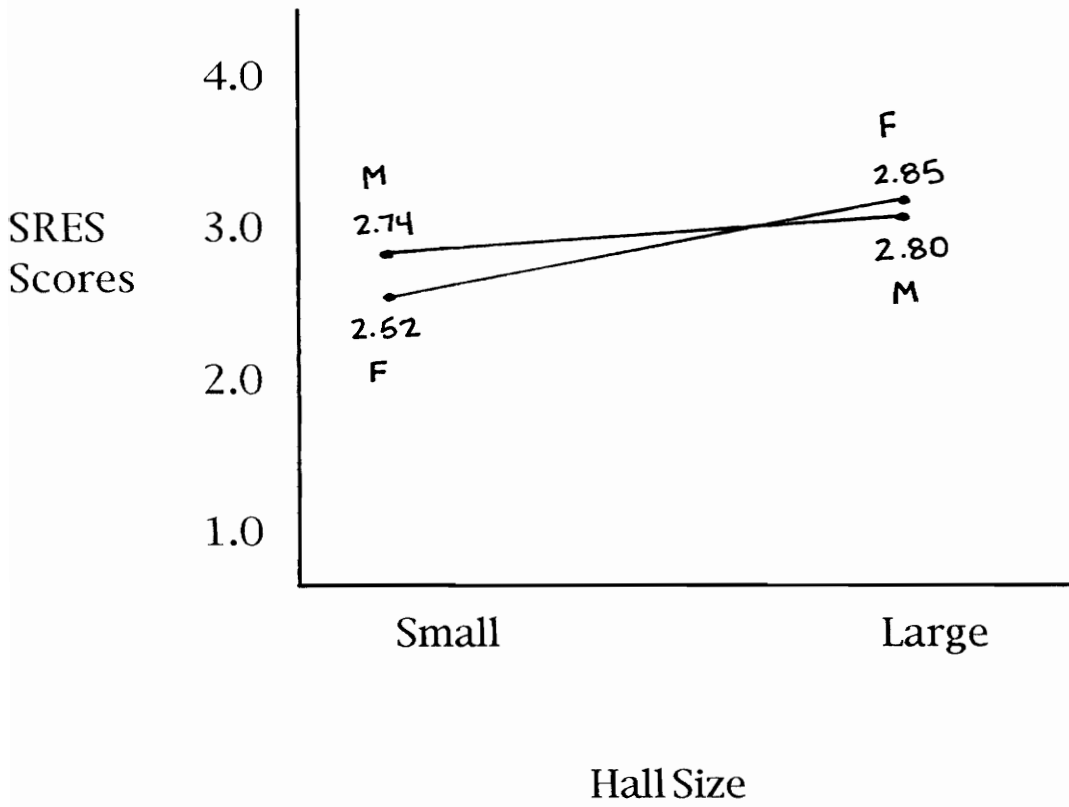


Figure 9. Cohesiveness Scale: Gender x Size Interaction

Table 11

ANOVA Results for Stimulation Subscale

Variable	N	Mean	F	p	sig.
Gender			.09	.76	
Male	252	2.77			
Female	312	2.78			
Size			21.45	.01	*
Large	310	2.86			
Small	254	2.67			
Type			38.89	.01	*
Single	406	2.84			
Co-ed	158	2.61			
Gender x Size			.76	.38	
Female/Large	169	2.89			
Female/Small	143	2.66			
Male/Large	141	2.84			
Male/Small	111	2.68			
Gender x Type			2.31	.12	
Female/Co-ed	114	2.66			
Female/Single	198	2.85			
Male/Co-ed	44	2.49			
Male/Single	208	2.83			
Size x Type			8.67	.01	*
Large/Co-ed	112	2.62			
Large/Single	198	3.00			
Small/Co-ed	46	2.59			
Small/Single	208	2.69			
Gender x Size x Type			1.57	.21	
Female/Large/Co-ed	77	2.67			
Female/Large/Single	92	3.07			
Female/Small/Co-ed	37	2.65			
Female/Small/Single	106	2.66			
Male/Large/Co-ed	35	2.52			
Male/Large/Single	106	2.94			
Male/Small/Co-ed	9	2.38			
Male/Small/Single	102	2.71			

effects were found between size and type. More stimulation was reported in large and small single-sex buildings than in large or small co-ed buildings. Refer to Figure 10. However, the differences between small co-ed and small single-sex buildings was small.

Civic Responsibility

The civic responsibility subscale asked students how responsible they were in being responsible members of their living unit as well as productive members of the community. Some related areas were do students pull their fair share of the load, are they committed to making the hall a better place to live, do they take civic responsibilities seriously, do they value community service, are leadership positions difficult to fill, do people participate in volunteer services, and are the residents concerned about global issues.

Main effects were found in gender, size and type. Civic responsibility was more valued in female halls, large halls, and in single-sex halls. Refer to Table 12. Interactions were found between gender and type. Both males and females in single sex halls rated civic responsibility higher than in co-ed halls. See Figure 11 for

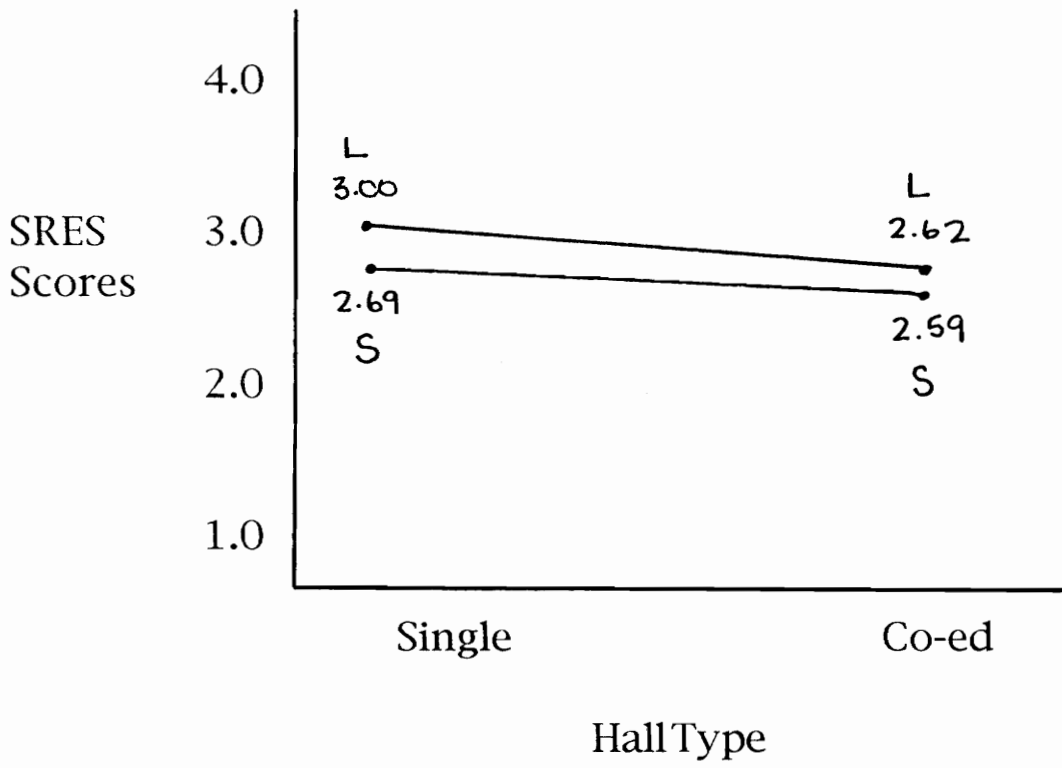


Figure 10. Stimulation Scale: Size x Type Interaction

Table 12

ANOVA Results for Civic Responsibility Subscale

Variable	N	Mean	F	p	sig.
Gender			5.34	.02	*
Male	252	2.39			
Female	312	2.47			
Size			12.23	.01	*
Large	310	2.48			
Small	254	2.36			
Type			11.62	.01	*
Single	406	2.45			
Co-ed	158	2.37			
Gender x Size			5.12	.02	*
Female/Large	169	2.56			
Female/Small	143	2.36			
Male/Large	141	2.40			
Male/Small	111	2.37			
Gender x Type			2.37	.12	
Female/Co-ed	114	2.44			
Female/Single	198	2.49			
Male/Co-ed	44	2.21			
Male/Single	208	2.42			
Size x Type			.01	.91	
Large/Co-ed	112	2.42			
Large/Single	198	2.53			
Small/Co-ed	46	2.27			
Small/Single	208	2.39			
Gender x Size x Type			.69	.40	
Female/Large/Co-ed	77	2.49			
Female/Large/Single	92	2.61			
Female/Small/Co-ed	37	2.32			
Female/Small/Single	106	2.38			
Male/Large/Co-ed	35	2.25			
Male/Large/Single	106	2.45			
Male/Small/Co-ed	9	2.08			
Male/Small/Single	102	2.39			

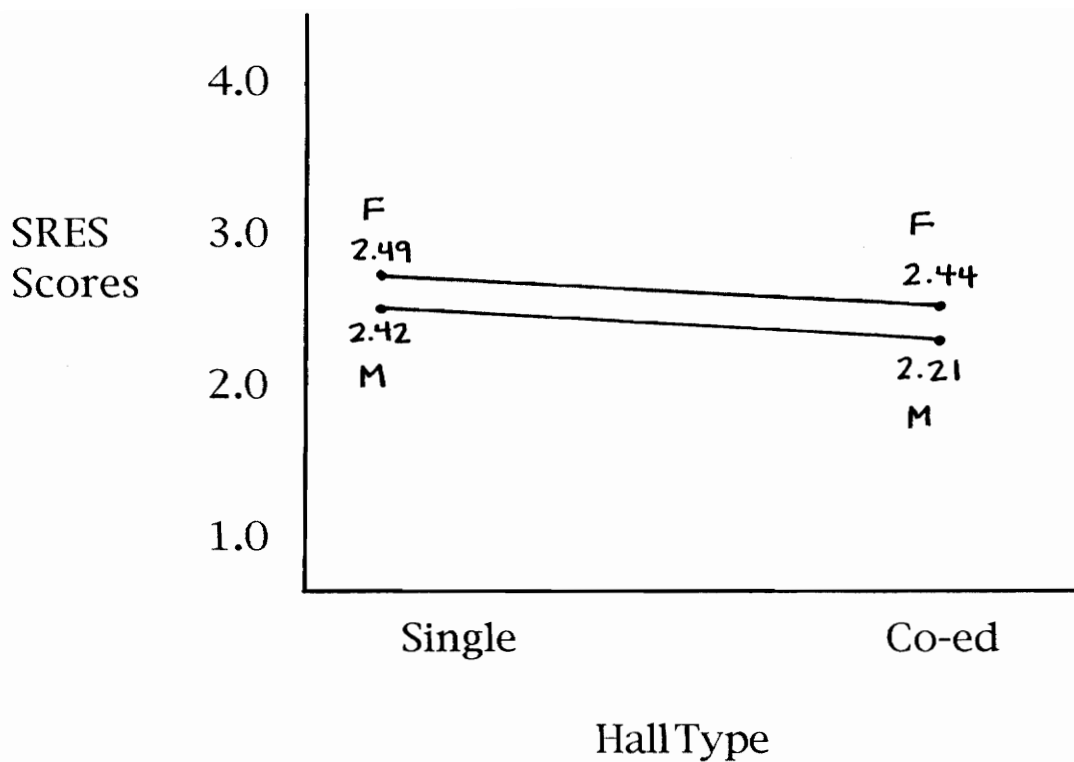


Figure 11. Civil Responsibility Scale: Gender x Type Interaction

details. In this subscale, although some halls rated higher than others, most scores fell into the average or less than true categories.

Residential Involvement

The residential involvement scale seeks to measure how much students are involved with their hall. Some of the ideas involved in this subscale are, do students do things together, do programs draw a good crowd, do residents want to come to programs, do residents think programs are juvenile, do they initiate their own activities, and do they volunteer to help out with programs. This scale measures not only how much students are involved on their hall, but also how they are responding to staff programming.

Main effects were found in all three variables of gender, size, and type of building. More residential involvement was found in males than females, in large buildings, and in single-sex buildings. Additionally, no interaction effects were found as can be seen in Table 13. Although some buildings did rate involvement higher than others, all scores were low, most near seldom true.

Mattering

Mattering as a subscale explores how much a student feels

Table 13

ANOVA Results for Residential Involvement Subscale

Variable	N	Mean	F	p	sig.
Gender			5.28	.02	*
Male	252	2.29			
Female	312	2.20			
Size			4.00	.04	*
Large	310	2.28			
Small	254	2.20			
Type			31.30	.01	*
Single	406	2.31			
Co-ed	158	2.07			
Gender x Size			.02	.89	
Female/Large	169	2.24			
Female/Small	143	2.16			
Male/Large	141	2.32			
Male/Small	111	2.25			
Gender x Type			2.39	.12	
Female/Co-ed	114	2.08			
Female/Single	198	2.07			
Male/Co-ed	44	2.03			
Male/Single	208	2.35			
Size x Type			.32	.56	
Large/Co-ed	112	2.09			
Large/Single	198	2.38			
Small/Co-ed	46	2.02			
Small/Single	208	2.24			
Gender x Size x Type			.08	.78	
Female/Large/Co-ed	77	2.12			
Female/Large/Single	92	2.34			
Female/Small/Co-ed	37	2.02			
Female/Small/Single	106	2.20			
Male/Large/Co-ed	35	2.04			
Male/Large/Single	106	2.42			
Male/Small/Co-ed	9	2.00			
Male/Small/Single	102	2.27			

valued on the hall. Assessing how valuable a student felt was done by using questions in the following areas, students ignore residents' ideas, there are residents who are ignored, residents show interest in each other, individual successes go unrecognized, individual accomplishments are celebrated by the hall, there are residents whom others don't know, residents don't care what happens to each other, and residents feel left out of conversations.

Main effects were found in size and type of building. Students in large and single-sex buildings rated mattering higher than those in co-ed or small buildings. Interaction effects, as reported in Table 14, were found between size and type of building. Large single-sex and small co-ed buildings produced the most significant ratings for mattering. See Figure 12 for details. Higher ratings for mattering were only slightly higher than average scores.

Emotional Support

Emotional support was a small scale designed to explore if students felt that there was support for them emotionally from other residents. The few questions were centered around, do students help

Table 14

ANOVA Results for Mattering Subscale

Variable	N	Mean	F	p	sig.
Gender			.14	.70	
Male	252	2.48			
Female	312	2.47			
Size			16.30	.01	*
Large	310	2.54			
Small	254	2.39			
Type			26.53	.01	*
Single	406	2.52			
Co-ed	158	2.35			
Gender x Size			2.54	.11	
Female/Large	169	2.56			
Female/Small	143	2.36			
Male/Large	141	2.52			
Male/Small	111	2.44			
Gender x Type			.13	.71	
Female/Co-ed	114	2.37			
Female/Single	198	2.53			
Male/Co-ed	44	2.31			
Male/Single	208	2.52			
Size x Type			8.92	.01	*
Large/Co-ed	112	2.36			
Large/Single	198	2.65			
Small/Co-ed	46	2.34			
Small/Single	208	2.41			
Gender x Size x Type			3.73	.05	
Female/Large/Co-ed	77	2.37			
Female/Large/Single	92	2.72			
Female/Small/Co-ed	37	2.38			
Female/Small/Single	106	2.36			
Male/Large/Co-ed	35	2.34			
Male/Large/Single	106	2.58			
Male/Small/Co-ed	9	2.21			
Male/Small/Single	102	2.46			

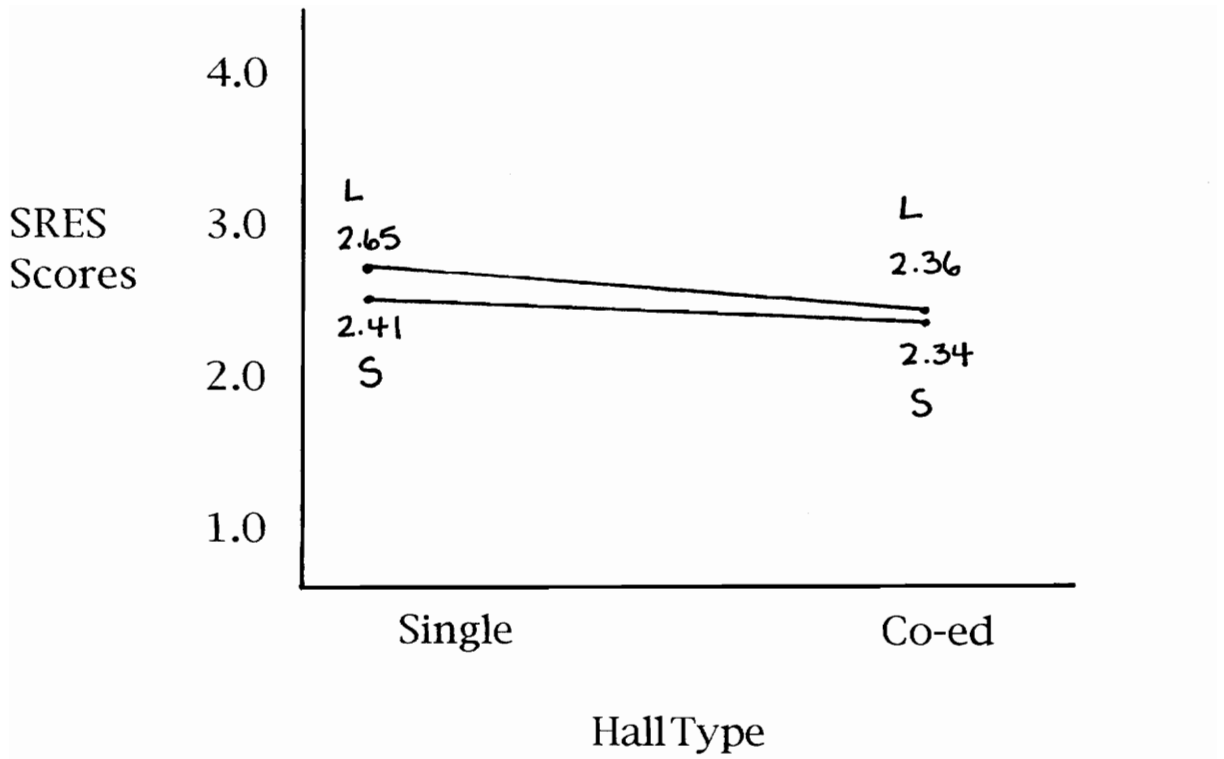


Figure 12. Mattering Scale: Size x Type Interaction

other students having a difficult time, do residents hold information about other residents confidential, do residents seek out other residents when they have problems, do residents get together to talk about their lives, and, can residents always find someone to listen to their problems.

Main effects were found in size and type, again large and single-sex buildings showing the most significant ratings. Interaction effects were found in gender and size and between size and type. Refer to Table 15 for details. According to the data, both males and females in large buildings, and small and large single-sex buildings rated emotional support the highest. Refer to Figures 13 and 14.

Academic Achievement

The academic achievement subscale was concerned with the ways in which students are encouraged or discouraged to succeed academically. This was achieved by asking if making good grades is emphasized on the hall, do residents spend extended time studying each day, are residents who make good grades the butt of jokes, are academics first priority for residents, are residents only

Table 15

ANOVA Results for Emotional Support Subscale

Variable	N	Mean	F	p	sig.
Gender			.62	.43	
Male	252	2.66			
Female	312	2.69			
Size			17.71	.01	*
Large	310	2.76			
Small	254	2.58			
Type			3.93	.04	*
Single	406	2.69			
Co-ed	158	2.65			
Gender x Size			7.20	.01	*
Female/Large	169	2.82			
Female/Small	143	2.54			
Male/Large	141	2.68			
Male/Small	111	2.63			
Gender x Type			.84	.36	
Female/Co-ed	114	2.69			
Female/Single	198	2.70			
Male/Co-ed	44	2.55			
Male/Single	208	2.69			
Size x Type			7.21	.01	*
Large/Co-ed	112	2.66			
Large/Single	198	2.82			
Small/Co-ed	46	2.63			
Small/Single	208	2.57			
Gender x Size x Type			.41	.52	
Female/Large/Co-ed	77	2.72			
Female/Large/Single	92	2.91			
Female/Small/Co-ed	37	2.64			
Female/Small/Single	106	2.51			
Male/Large/Co-ed	35	2.53			
Male/Large/Single	106	2.73			
Male/Small/Co-ed	9	2.61			
Male/Small/Single	102	2.64			

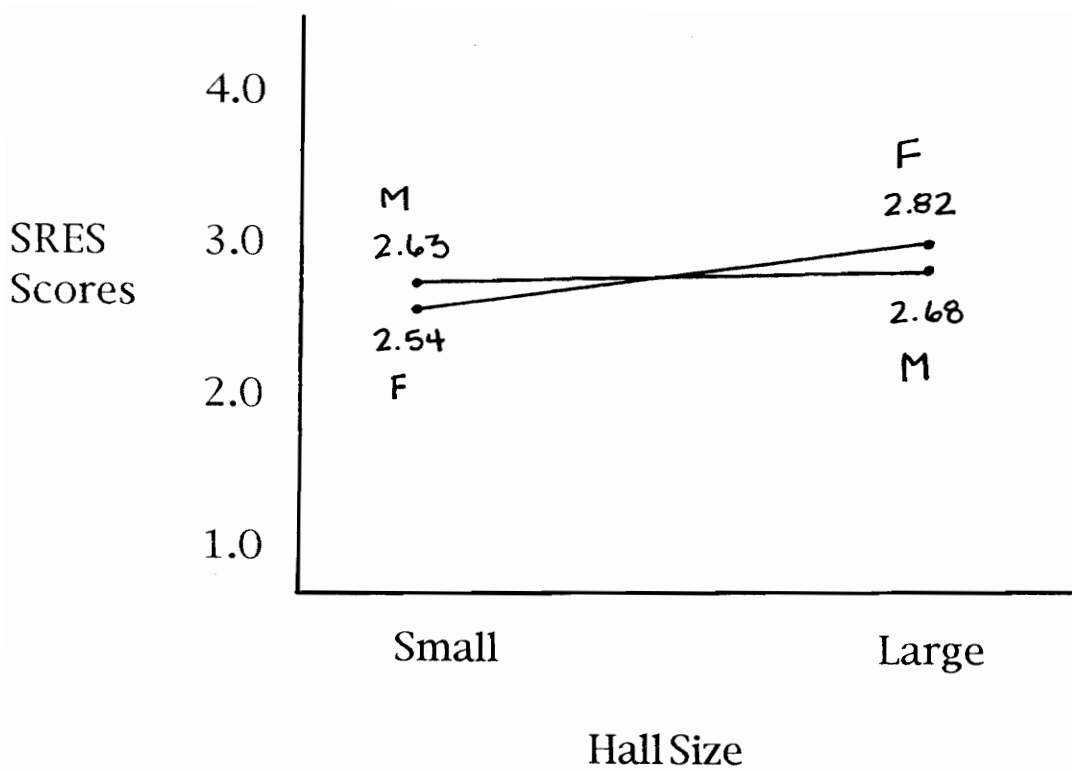


Figure 13. Emotional Support Scale: Gender x Size Interaction

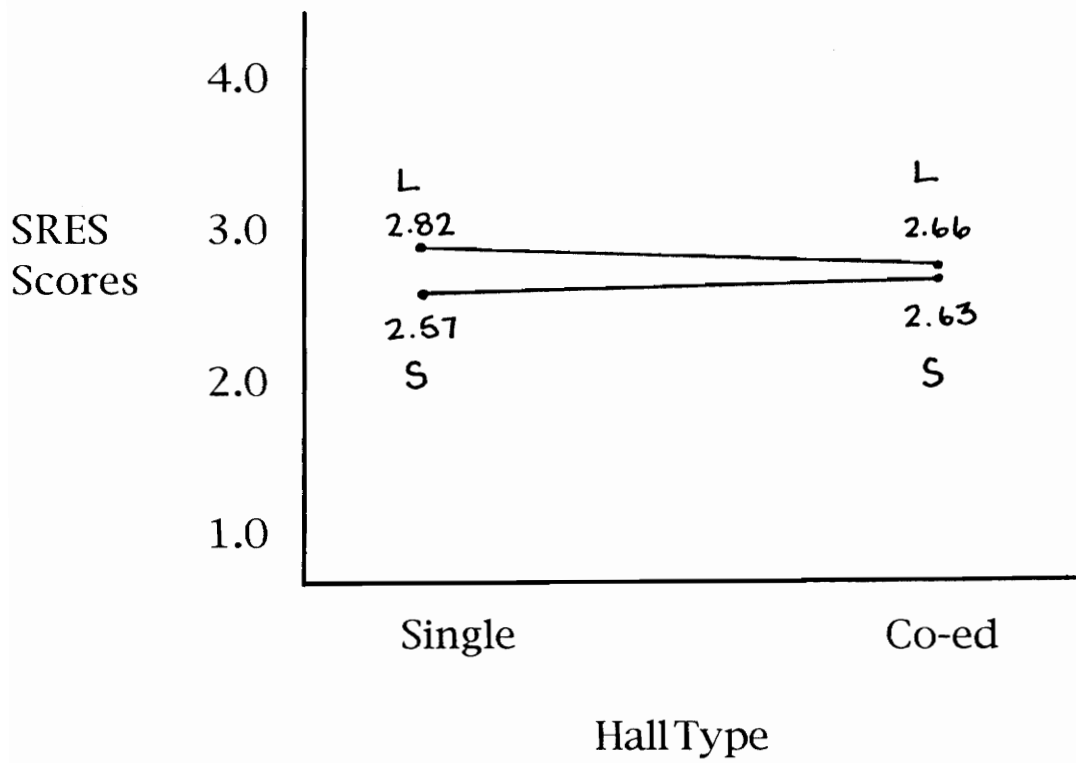


Figure 14. Emotional Support Scale: Size x Type Interaction

interested in doing the minimum necessary to get by, do residents encourage each other, is academic achievement recognized, and are residents who excel admired by others.

Main effects were found in size and type of building, with large and single-sex buildings showing more positive, but average scores for academic achievement. Interaction effects, as reported in Table 16, were found between gender and size and a three way interaction was found between gender, size and type. See Figures 15 and 16 for details. In the first interaction, both males and females in large buildings rated academic achievement higher. In the second interaction, males in small single-sex buildings, and females in large single-sex, small co-ed , and large co-ed buildings rated the highest.

Personal Development

The personal development subscale looked at a variety of different areas in which students were expected to develop on a personal level in college. The different areas were residents analyze motives for their behavior, activities involving self-understanding

Table 16

ANOVA Results for Academic Achievement Subscale

Variable	N	Mean	F	p	sig.
Gender			1.41	.23	
Male	252	2.51			
Female	312	2.55			
Size			8.94	.01	*
Large	310	2.58			
Small	254	2.47			
Type			15.01	.01	*
Single	406	2.56			
Co-ed	158	2.45			
Gender x Size			5.26	.02	*
Female/Large	169	2.64			
Female/Small	143	2.45			
Male/Large	141	2.51			
Male/Small	111	2.50			
Gender x Type			.01	.92	
Female/Co-ed	114	2.47			
Female/Single	198	2.59			
Male/Co-ed	44	2.37			
Male/Single	208	2.53			
Size x Type			.01	.91	
Large/Co-ed	112	2.49			
Large/Single	198	2.63			
Small/Co-ed	46	2.33			
Small/Single	208	2.50			
Gender x Size x Type			3.97	.04	*
Female/Large/Co-ed	77	2.52			
Female/Large/Single	92	2.74			
Female/Small/Co-ed	37	2.38			
Female/Small/Single	106	2.47			
Male/Large/Co-ed	35	2.43			
Male/Large/Single	106	2.54			
Male/Small/Co-ed	9	2.13			
Male/Small/Single	102	2.53			

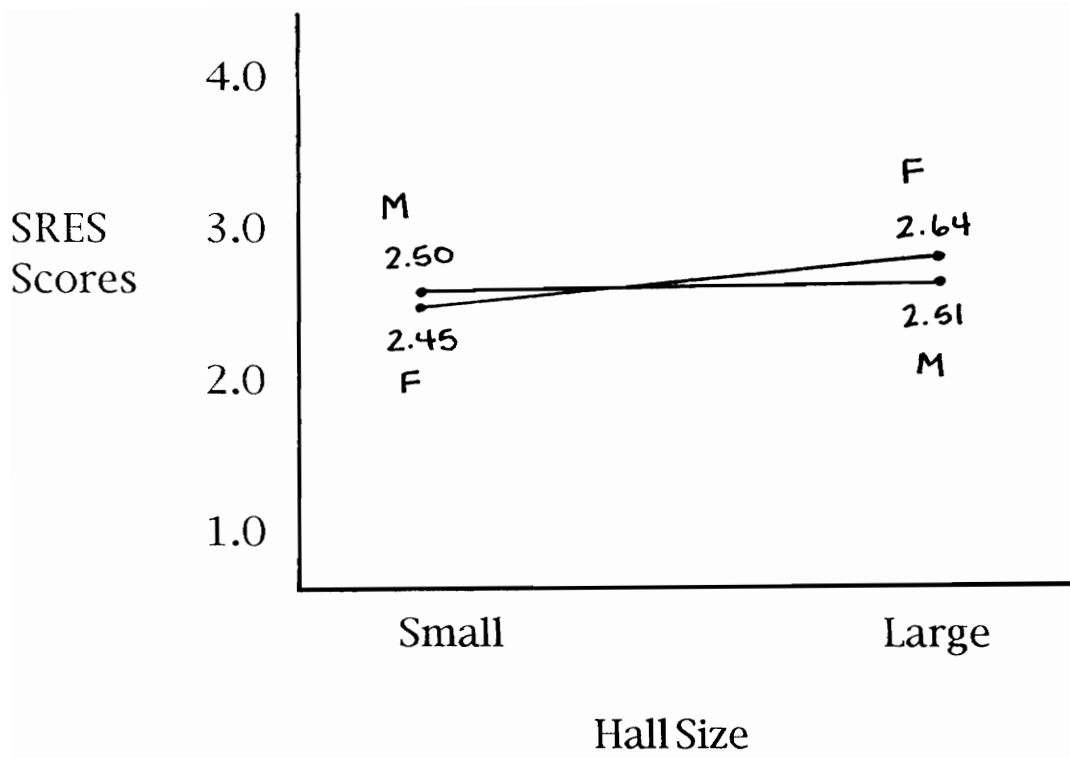


Figure 15. Academic Achievement Scale: Gender x Size Interaction

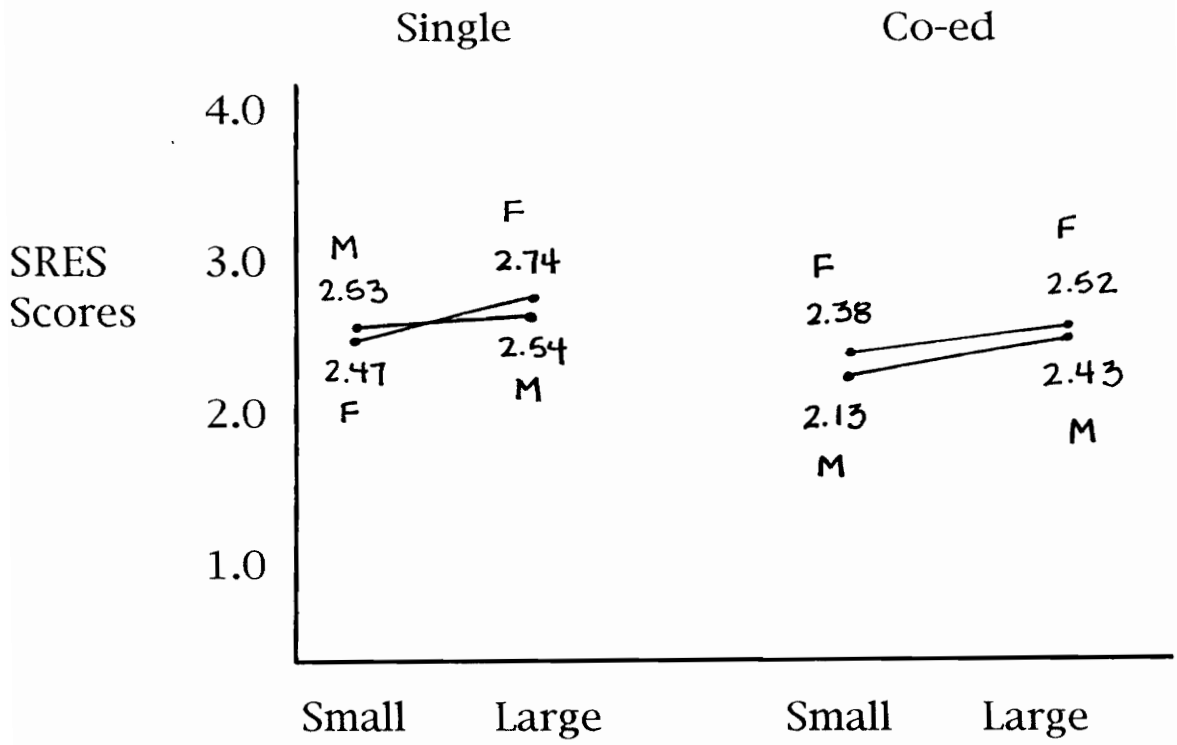


Figure 16. Academic Achievement Scale: Size x Type x Gender Interaction

are unpopular, increasing self-understanding is seen as a purpose of higher education, residents seek new extracurricular activities, having personal relationships is important, finding an appropriate career is something residents concentrate on, residents work on being independent, and residents philosophize about life experiences.

For this subscale, only main effects were found. Females, large buildings, and single-sex buildings rated highest in personal development. See Table 17 for details.

Organizational Engagement and Support Dimension

This dimension consisted of five subscales, rule/policy enforcement, student input, staff support, competition, and tolerance of diversity. The dimension, with extensive amounts of questions, seeks to determine how well the hall is organized, how supportive the staff is, how much students feel they have input on the hall, how competitive the hall is, and how tolerant students are of others who are different.

Rule and Policy Enforcement

The rule and policy enforcement subscale sought to explore what the residents felt about the policies of the hall and how well

Table 17

ANOVA Results for Personal Development Subscale

Variable	N	Mean	F	p	sig.
Gender			6.40	.01	*
Male	252	2.46			
Female	312	2.55			
Size			8.06	.01	*
Large	310	2.55			
Small	254	2.45			
Type			8.27	.01	*
Single	406	2.53			
Co-ed	158	2.46			
Gender x Size			1.41	.23	
Female/Large	169	2.61			
Female/Small	143	2.47			
Male/Large	141	2.48			
Male/Small	111	2.43			
Gender x Type			2.33	.12	
Female/Co-ed	114	2.52			
Female/Single	198	2.56			
Male/Co-ed	44	2.31			
Male/Single	208	2.49			
Size x Type			.21	.64	
Large/Co-ed	112	2.49			
Large/Single	198	2.59			
Small/Co-ed	46	2.41			
Small/Single	208	2.46			
Gender x Size x Type			.08	.77	
Female/Large/Co-ed	77	2.56			
Female/Large/Single	92	2.65			
Female/Small/Co-ed	37	2.44			
Female/Small/Single	106	2.48			
Male/Large/Co-ed	35	2.33			
Male/Large/Single	106	2.53			
Male/Small/Co-ed	9	2.25			
Male/Small/Single	102	2.45			

they were enforced by the staff. The probing questions were, rules unnecessarily complicate life, residents understand the rationale behind the rules, residents get in trouble because they don't understand the rules, residents assume responsibility for enforcing rules, rules are reasonable, residents ignore rules, rules are unclear, rule enforcement is done selectively, and those who get caught are given a fair hearing.

There were no significant main effects or interactions found for the rule and policy enforcement subscale. See Table 18 for details.

Student Input

The student input subscale contained questions which answered to what extent did student input matter on the hall. Some of the questions focused on residents have a say in how the hall functions, staff listen when students have something to say, residents opinions are solicited before changes are made, there are channels for students to express their opinions, residents who have new ideas are ignored, residents prefer to complain rather than take initiative, residents feel free to voice concerns, residents in evaluating staff, and residents have no say in how the unit is run.

Table 18

ANOVA Results for Rule/Policy Enforcement Subscale

Variable	N	Mean	F	p	sig.
Gender			.02	.90	
Male	252	2.67			
Female	312	2.67			
Size			.91	.34	
Large	310	2.65			
Small	254	2.69			
Type			.68	.40	
Single	406	2.66			
Co-ed	158	2.69			
Gender x Size			.94	.33	
Female/Large	169	2.67			
Female/Small	143	2.67			
Male/Large	141	2.64			
Male/Small	111	2.73			
Gender x Type			.27	.60	
Female/Co-ed	114	2.68			
Female/Single	198	2.66			
Male/Co-ed	44	2.71			
Male/Single	208	2.67			
Size x Type			1.62	.20	
Large/Co-ed	112	2.66			
Large/Single	198	2.65			
Small/Co-ed	46	2.77			
Small/Single	208	2.67			
Gender x Size x Type			.01	.98	
Female/Large/Co-ed	77	2.65			
Female/Large/Single	92	2.68			
Female/Small/Co-ed	37	2.74			
Female/Small/Single	106	2.65			
Male/Large/Co-ed	35	2.67			
Male/Large/Single	106	2.63			
Male/Small/Co-ed	9	2.37			
Male/Small/Single	102	2.70			

There were no main effects found, but one interaction effect was found between gender and size. See Table 19 for details. According to the data, males in small buildings and females in large buildings scored highest on student input measures. Refer to Figure 17.

Staff Support

The staff support subscale was concerned with how well the staff served their functions on the hall. Questions asked were, student staff are available when needed, student staff really care about residents, staff shows interest in the welfare of residents, staff are poor sources of information, staff care more about enforcing rules than helping residents, staff provide a useful service to residents, staff can be counted on to help, staff know what they are doing, residents find it difficult to talk to staff, and staff offer to help students deal with their problems.

One main effect was found in size of building, with students in large buildings rating staff support higher than those in small buildings. See Table 20 for details. Also, one interaction effect was found between gender and size. Females in large buildings, and

Table 19

ANOVA Results for Student Input Subscale

Variable	N	Mean	F	p	sig.
Gender			1.32	.25	
Male	252	2.62			
Female	312	2.58			
Size			.07	.79	
Large	310	2.60			
Small	254	2.59			
Type			.62	.42	
Single	406	2.61			
Co-ed	158	2.57			
Gender x Size			7.81	.01	*
Female/Large	169	2.63			
Female/Small	143	2.52			
Male/Large	141	2.57			
Male/Small	111	2.68			
Gender x Type			.01	.97	
Female/Co-ed	114	2.57			
Female/Single	198	2.58			
Male/Co-ed	44	2.57			
Male/Single	208	2.63			
Size x Type			.01	.95	
Large/Co-ed	112	2.59			
Large/Single	198	2.61			
Small/Co-ed	46	2.53			
Small/Single	208	2.61			
Gender x Size x Type			.02	.90	
Female/Large/Co-ed	77	2.61			
Female/Large/Single	92	2.64			
Female/Small/Co-ed	37	2.50			
Female/Small/Single	106	2.53			
Male/Large/Co-ed	35	2.55			
Male/Large/Single	106	2.58			
Male/Small/Co-ed	9	2.64			
Male/Small/Single	102	2.69			

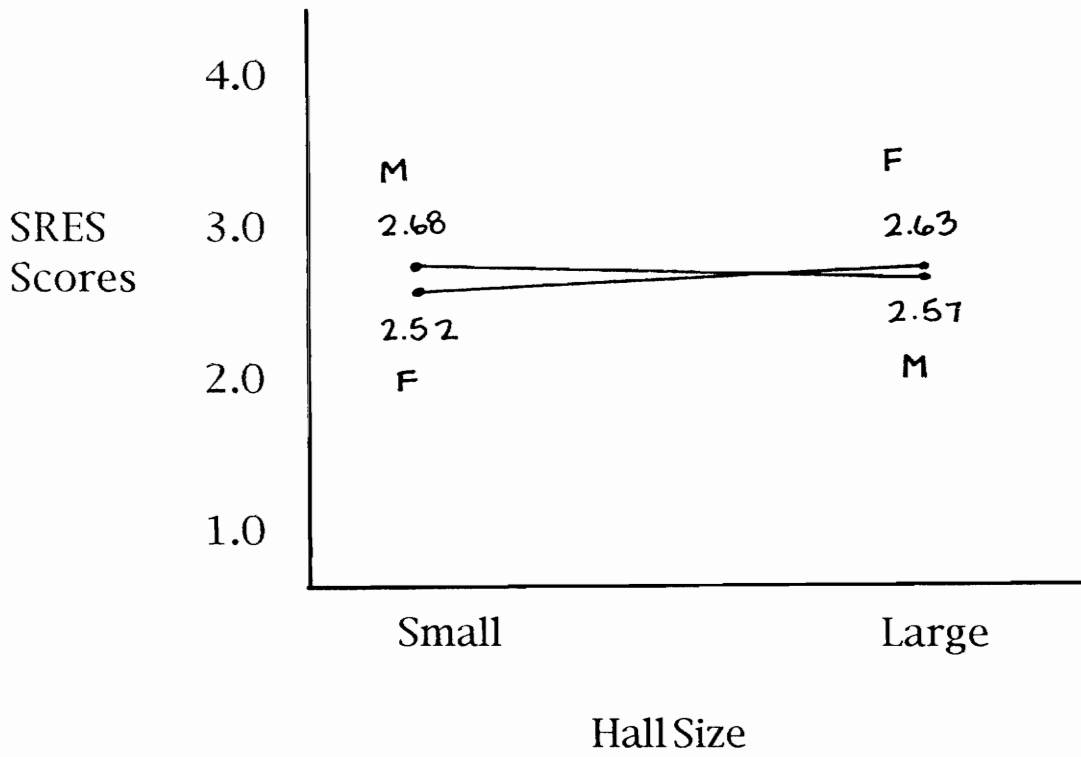


Figure 17. Student Input Scale: Gender x Size Interaction

Table 20

ANOVA Results for Staff Support Subscale

Variable	N	Mean	F	p	sig.
Gender			.64	.42	
Male	252	2.78			
Female	312	2.75			
Size			5.60	.01	*
Large	310	2.80			
Small	254	2.71			
Type			1.91	.16	
Single	406	2.77			
Co-ed	158	2.73			
Gender x Size			6.73	.01	*
Female/Large	169	2.83			
Female/Small	143	2.64			
Male/Large	141	2.77			
Male/Small	111	2.79			
Gender x Type			1.26	.26	
Female/Co-ed	114	2.71			
Female/Single	198	2.77			
Male/Co-ed	44	2.78			
Male/Single	208	2.78			
Size x Type			1.03	.30	
Large/Co-ed	112	2.76			
Large/Single	198	2.83			
Small/Co-ed	46	2.66			
Small/Single	208	2.72			
Gender x Size x Type			.10	.75	
Female/Large/Co-ed	77	2.75			
Female/Large/Single	92	2.90			
Female/Small/Co-ed	37	2.62			
Female/Small/Single	106	2.65			
Male/Large/Co-ed	35	2.77			
Male/Large/Single	106	2.77			
Male/Small/Co-ed	9	2.83			
Male/Small/Single	102	2.79			

males in small buildings rated staff support highest, however, the differences between males in small and large buildings was very small. Refer to Figure 18 for details.

Competition

The competition subscale, as is evident in the title, sought to measure how competitive the students were on the hall in a number of areas. Some questions asked were, people are competitive with each other, people will go to great lengths to win, residents compete with each other in how they dress, residents compete with each other for dates, there are arguments about who won games or contests, members try and “outdo” each other, members try to compare who has the best “stuff,” and people compare grades.

Main effects were found for gender and size, with males scoring less competitive than females, and small buildings scoring less competitive than large. See Table 21 for details. Interaction effects were found between gender and size, females in small buildings and males in large buildings scoring less lower in competition. Refer to Figure 19 for details.

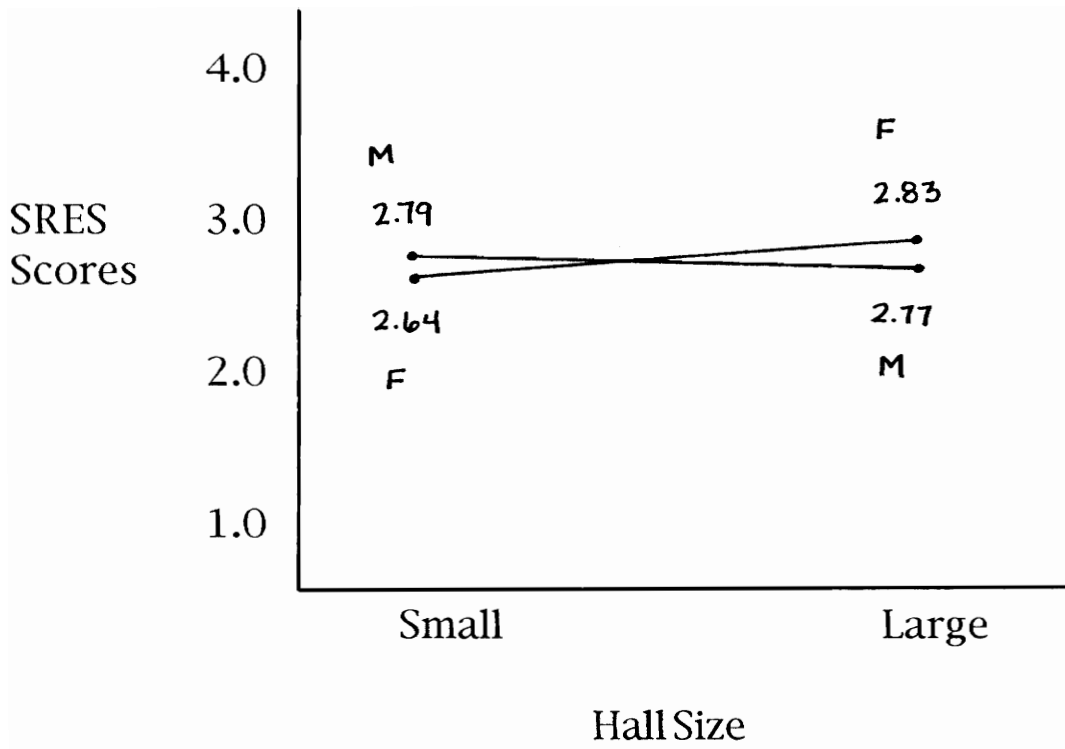


Figure 18. Staff Support Scale: Gender x Size Interaction

Table 21

ANOVA Results for Competition Subscale

Variable	N	Mean	F	p	sig.
Gender			30.70	.01	*
Male	252	2.20			
Female	312	1.97			
Size			3.89	.04	*
Large	310	2.03			
Small	254	2.11			
Type			.36	.55	
Single	406	2.10			
Co-ed	158	2.00			
Gender x Size			6.42	.01	*
Female/Large	169	1.89			
Female/Small	143	2.06			
Male/Large	141	2.21			
Male/Small	111	2.18			
Gender x Type			.89	.34	
Female/Co-ed	114	1.94			
Female/Single	198	1.98			
Male/Co-ed	44	2.13			
Male/Single	208	2.21			
Size x Type			1.36	.24	
Large/Co-ed	112	1.99			
Large/Single	198	2.06			
Small/Co-ed	46	2.01			
Small/Single	208	2.13			
Gender x Size x Type			2.21	.13	
Female/Large/Co-ed	77	1.93			
Female/Large/Single	92	1.85			
Female/Small/Co-ed	37	1.97			
Female/Small/Single	106	2.09			
Male/Large/Co-ed	35	2.12			
Male/Large/Single	106	2.24			
Male/Small/Co-ed	9	2.18			
Male/Small/Single	102	2.18			

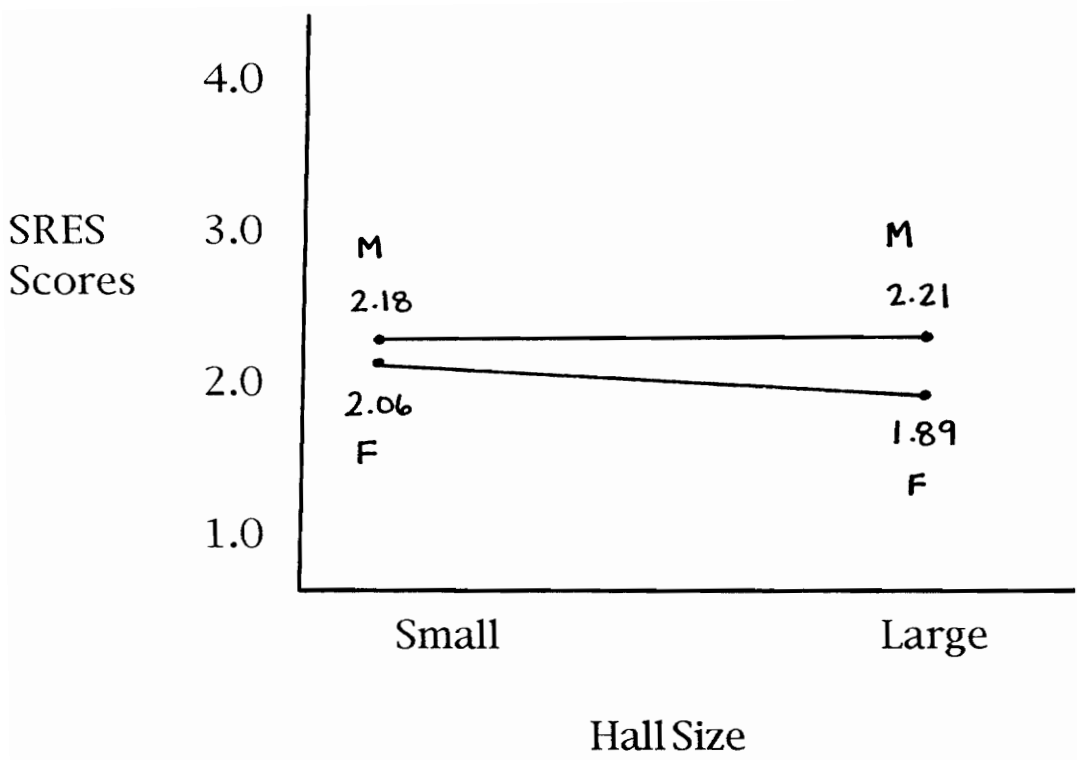


Figure 19. Competition Scale: Gender x Size Interaction

Tolerance of Diversity

The tolerance of diversity subscale explored how well students accept others who are different. Areas which were explored are residents here have friends of other races or ethnic groups, residents who are ethnic are friends only with each other, there are hostile exchanges between students of the majority and minority, a person's religious beliefs effect how well they are accepted, residents who are homosexual are ostracized, residents are tolerant of people who are "weird," residents have a hard time tolerating others' opinions, residents use racial slurs, and differences in residents are overwhelming.

Main effects were found in gender and size, females and large buildings rating tolerance higher. See Table 22 for details. Interaction effects were found in size and type and between gender, size, and type. Both large and small single-sex buildings rated higher than co-ed buildings. For the three-way interaction, females rated highest in all types of buildings and in both single-sex and co-ed buildings. However, females in large single-sex and small co-ed

Table 22

ANOVA Results for Tolerance of Diversity Subscale

Variable	N	Mean	F	p	sig.
Gender			14.73	.01	*
Male	252	2.90			
Female	312	3.04			
Size			11.03	.01	*
Large	310	3.03			
Small	254	2.91			
Type			.63	.42	
Single	406	2.97			
Co-ed	158	3.00			
Gender x Size			3.63	.05	
Female/Large	169	3.12			
Female/Small	143	2.94			
Male/Large	141	2.92			
Male/Small	111	2.89			
Gender x Type			.61	.43	
Female/Co-ed	114	3.03			
Female/Single	198	3.04			
Male/Co-ed	44	2.92			
Male/Single	208	2.89			
Size x Type			12.25	.01	*
Large/Co-ed	112	2.97			
Large/Single	198	3.06			
Small/Co-ed	46	3.05			
Small/Single	208	2.88			
Gender x Size x Type			5.93	.01	
Female/Large/Co-ed	77	2.99			
Female/Large/Single	92	3.23			
Female/Small/Co-ed	37	3.10			
Female/Small/Single	106	2.88			
Male/Large/Co-ed	35	2.93			
Male/Large/Single	106	2.91			
Male/Small/Co-ed	9	2.85			
Male/Small/Single	102	2.87			

buildings had the highest scores. Refer to Figures 20 and 21 for details. Overall, for all subscales, tolerance of diversity had the highest scores.

Summary

This study asked the question, what were the significant differences in scores on the SRES based on hall size, gender, and hall type. There were many differences in scores on the 17 subscales based upon hall size, gender, and hall type. Main effects and interactions involving gender occurred in the comfort, care of facilities, privacy, civic responsibility, residential involvement, personal development, competition, and tolerance of diversity subscales. Main effects and interactions based upon hall size occurred in all subscales except privacy and rule/policy enforcement. After examining the effects and interaction by subscale, it would be valuable to examine the results by building. As each building represents a specific interaction of variables, a discussion of satisfaction as pertains to each provides a comprehensive summary. See Table 23 for a comprehensive summary per building.

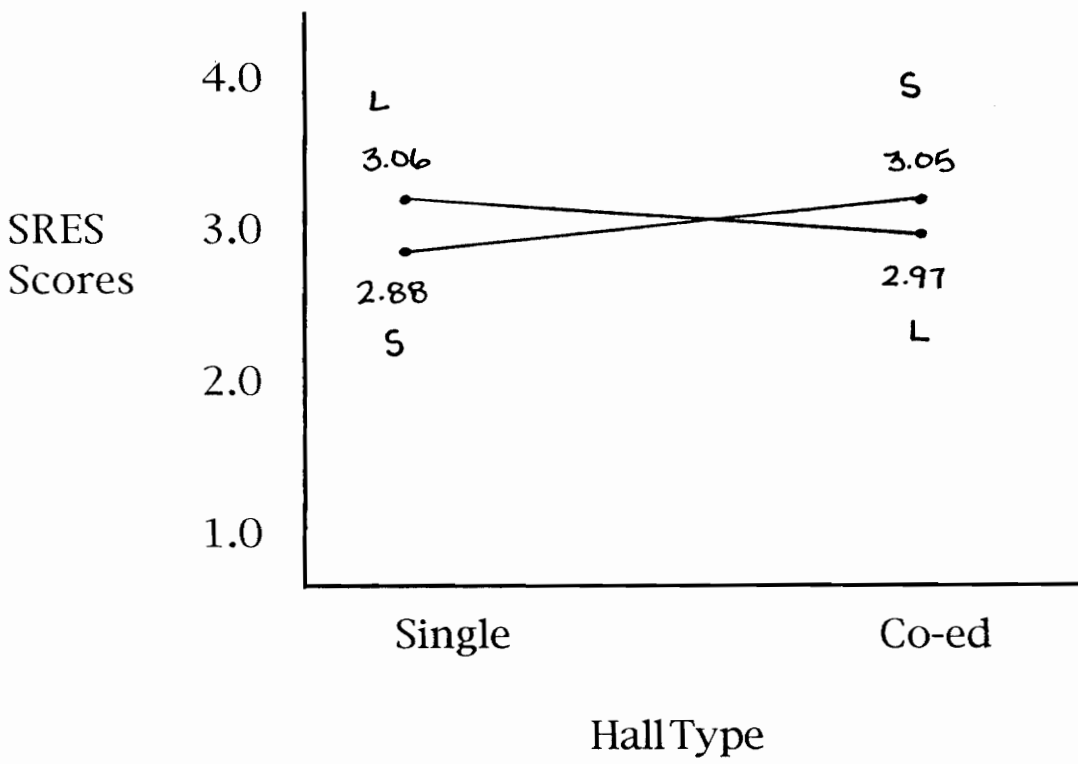


Figure 20. Tolerance of Diversity Scale: Size x Type Interaction

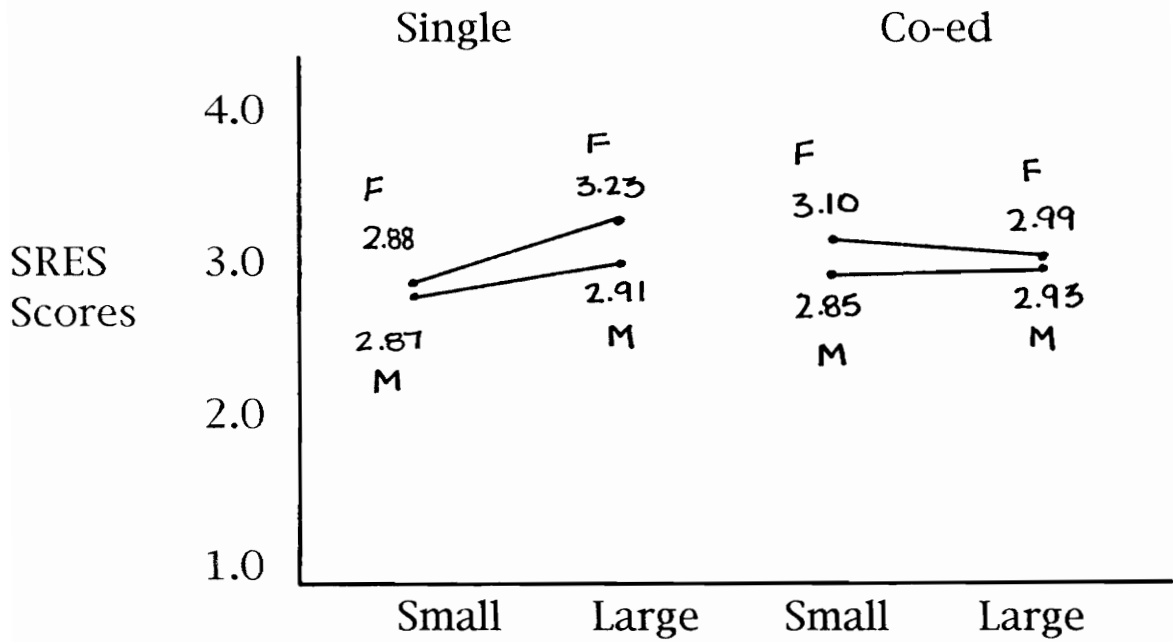


Figure 21. Tolerance of Diversity Scale: Size x Type x Gender Interaction

Table 23

High, Moderate, and Low Scores per Building on each Subscale

Scale	Shanks	Barringer	Monteith	WJ	Pritchard	Slusher
Comfort	M	M	L	L	M	M
Security	M	H	H	H	H	H
Care of Facilities	M	H	H	M	M	H
Privacy	M	M	M	M	M	M
Cohesiveness	M	M	M	M	H	H
Stimulation	M	M	M	M	H	H
Civic Responsibility	L	L	L	L	M	M
Residential Involvement	L	L	L	L	L	L
Mattering	L	M	L	L	M	M
Emotional Support	M	M	M	M	M	H
Academic Achievement	L	M	M	M	M	M
Personel Development	M	M	M	M	M	M
Rule/Policy Enforcement	H	M	M	M	M	M
Student Input	M	M	M	M	M	M
Staff Support	H	H	M	M	M	M
Competition Tolerance of	L	L	L	L	L	L
Diversity	H	H	H	H	H	H

Shanks

Shanks was chosen as a representative of a small, co-ed building. After exploring the scores on all 17 subscales, the researcher concluded that the students in Shanks were satisfied based on average ratings on most of the subscales. There were, however, some areas where students were more negative or more positive in rating of a area of the residential experience. Students scored low on comfort, civic responsibility, residential involvement, mattering, academic achievement, and competition. They scored high in the areas of security, rule enforcement, staff support, and tolerance of diversity. Overall this provided a profile of a hall where students felt very secure, tolerant of others, and supported, yet had problems with comfort, academics, involvement, community service, and feeling like they matter.

Barringer

Barringer hall represented a small, single-sex, male building. Overall, most of the scales rated as average showing residents to be mostly satisfied with their experience. In the areas of security, care of facilities, staff support, and tolerance of diversity students felt

very satisfied, while they were unsatisfied with civic responsibility and residential involvement. Therefore, it can be concluded that these men feel secure, they care for their hall, have staff support, and are tolerant, but they are not very involved or do much community service.

Montieth

Montieth hall represents a small, single-sex, female building. Overall scores were average, with a few scales that were high or low. High ratings were given to security, care of facilities, and tolerance of diversity while low scores were given to comfort, civic responsibility, mattering, and competition. These women, though mostly satisfied felt secure, they cared for their surroundings, were tolerant of others but were uncomfortable, didn't feel like they mattered and didn't participate in community service often.

West Ambler Johnston

West Ambler Johnston was chosen as a large, co-ed building. Although most scores on the subscales were average, students rated only security and tolerance of diversity high. They gave low ratings to comfort, civic responsibility, residential involvement and

competition. As compared to the small buildings, students did not have as many high scoring subscales. Overall, these students are not comfortable, not active in community service, not involved in the hall, but also not competitive. They were tolerant of others and felt secure.

Pritchard

Pritchard hall was representative of a large, single-sex, male building. As with most of the buildings most scores rated satisfaction as average with high scores being in security, cohesiveness, stimulation, and tolerance of diversity. Low scores were given to residential involvement and competition. Pritchard students did not have many low scores which seems positive and they presented an interesting dichotomy in that they rated stimulation high but involvement low. That would imply that there is a great deal of opportunity to get involved and attend activities but students choose not to.

Slusher

Slusher was chosen to represent a large, single-sex, female building. The highest scores obtained for almost all scales were

obtained in Slusher and there were a good deal more high scoring subscales compared to the other buildings. The women scored high in security, care of facilities, cohesiveness, stimulation, emotional support, staff support, and tolerance of diversity. Two low scores were given in residential involvement and competition. As with Pritchard, it would seem that although there are many opportunities to get involved the women chose not to.

Chapter Five

Discussion and Conclusions

Introduction

This study sought to explore differences in resident satisfaction between residence halls at Virginia Tech by hall size, gender, and hall type. In almost every subscale either a significant interactions, a main effect or both were found. The majority of students were moderately satisfied on all subscale measures. However, there were some areas in which students were particularly pleased or particularly dissatisfied. Considering that students spend up to 70 percent of their time in the college residence hall, these measures of person-environment fit are very important (Schroeder & Jackson, 1987). From a practical perspective, these measures point to areas in the residence hall operation which could benefit from some changes and measure the degree to which students are achieving a good fit with their surroundings.

This chapter will examine how these findings compare to others found in the literature, limitations of the study, implications of the findings, and directions for future research.

Comparison to the Literature

It is important to compare the findings from the present study with the literature and previously conducted research. The present study both supported of and contradicted past investigations.

Good person-environment fit has been related to positive outcomes such as achievement, better academic performance, increased satisfaction, better coping skills, and better behavior (Huebner & Lawson, 1990). The present study suggests a fair person-environment fit in that students did not score well in areas of achievement, academics, or coping. Specific behaviors were not part of the study; therefore, it is not possible to report levels of stress or psychological problems resulting from less than ideal fit with the environment.

Another study supported the idea that students who reside on campus become more involved in campus life, participate in leadership opportunities, and become involved in cultural activities (Astin, 1977). The present study contradicts these results. Students in this study were not involved in the activities provided for them but did seem supportive of cultural activities. Caution must be taken

in this interpretation as the study did not measure how involved the students were in other aspects of campus life.

Stern's 1970 model of needs and presses in the environment suggests that congruency between a student's needs and environmental presses results in high levels of satisfaction. We can infer from this idea, that students in the residence halls at Virginia Tech, scoring moderate on levels of satisfaction, have only a moderate fit between their needs and the presses in the environment.

Facilities play an important role in students' campus experiences and can be a positive force in student development (Strange, 1983). Students in this study were able to rate the physical environment in terms of comfort, care of the facilities, and security. Students rated security high, as well as care of facilities. However, scores were low on comfort. This suggests that the physical spaces, such as their room, study lounges, hallways, and public spaces were not meeting their needs. The furniture was uncomfortable, there was too much noise, and the rooms were uncomfortable. It is not surprising, then, that students scored low in areas of personal

development, academic achievement, and residential involvement. As Blimling (1989) suggested, crowded space and a lack of territorial control create a negative atmosphere of inflexibility and stress.

Moos (1979) has done extensive work on residence hall environments and how the environment affects students. He found that women in all-female halls were more likely to score high in emotional support, organization, and social interaction. Men in all male halls scored highly only in competition, and co-ed men and women scored highly in involvement, independence, intellectuality, emotional support, and had great interpersonal growth. However, co-ed students scored low in achievement levels and academics. In the present study, women in single-sex halls did score high in emotional support and organization, but did not score high in interaction. The all-male halls reported very low scores in competition, contrary to the previous research (Moos, 1979). Co-ed halls were very different than previous studies. Students in co-ed halls in scored low in involvement, competition, intellectuality, and interpersonal growth. Only the female halls at Virginia Tech were consistent with Moos' past findings (Moos, 1979).

When compared to previous studies conducted at Virginia Tech, the present study supports past findings. In previous studies, students did not attend events, were not active in planning events in the halls, were less satisfied with study areas, and found the halls not conducive to studying, but were satisfied with the physical conditions of buildings (CSEQ, 1979 & ACT College Student Opinion Survey, 1994). The present study found similar results in that students scored low in involvement and comfort, but high in care of facilities.

Limitations of the Study

There were limitations to the study and areas where improvements could be made in future research. Incentives for students to complete the study might have increased the return rate. Although 53% was acceptable, a higher return rate would have resulted in a more complete picture of the residence halls used in the study, particularly in the case where surveys were lost by staff members. Incentives would have induced students to complete the study more efficiently. In addition, return rates were also affected by the length of the survey. It was very long and took

approximately 30 minutes to complete. Many students commented to the researcher that it was much too long. A shorter survey might also have resulted in a greater number of responses from students. Finally, the timing of the administration of the survey was not ideal. It was disseminated to students one week before spring vacation. Students were not willing to take the time to complete the survey possibly due to midterm test preparation.

Results also hovered very close to the score of a 2.5 indicating very little differentiation between scores. This may indicate that the instrument does not effectively measure the scales and is not clearly exploring certain issues. However, it also may mean that students are genuinely only moderately satisfied with the hall environment.

In addition, results should be interpreted carefully as the study only examined a limited number of halls and had very unequal cell sizes as in the case of males in co-ed buildings.

Reliability and validity data should be considered as well. Only preliminary findings of reliability and validity are available as the instrument is still new.

Implications of the Findings

There are numerous implications for Residential and Dining Programs at Virginia Tech. The residential staff works to make the halls at Virginia Tech positive places to live and learn. The study pointed out some shortcomings in the residence hall experience. Students were not pleased with their physical surroundings, they were not involved in hall activities, they did not participate in community service, and felt that they did not matter in some cases. There were some conflicting scores in the single-sex buildings in that the students scored low on involvement but did feel there were plenty of activities offered. This would suggest that students are not attending programs even though they are offered to them.

It is disturbing that they do not feel a connection to the larger community and may feel like they do not matter on such a large campus. This would suggest that there are some halls where students are not part of a strong community and are not receiving peer support. There are ways in which the residential staff can improve the experience for these students and help them achieve a better environmental fit. For example, Schroeder (1987) has written

extensively on improving physical surroundings and increasing students' sense of privacy and territoriality. In his work, he suggests allowing students to personalize space, create smaller spaces, and have freedom to move their room furnishings will increase their satisfaction. It will reduce vandalism, roommate conflicts, and lack of privacy. As the research has suggested, increasing these satisfaction levels will increase student retention, academic achievement, and personal growth (Schroeder, 1987). In other words, the residential experience has far reaching implications for the institution in that it effects student retention, academic performance, and personal growth. Residential staff need to examine the residential program and how areas can be improved in order to achieve maximum congruence between students and their residence hall.

Directions for Future Research

Expanded research on residence halls at Virginia Tech could be done to better understand student 's relationships to their environment in the residence halls. To gain a more complete profile of student perceptions, a survey could be administered in all

residential buildings. It would also be important to compare freshman responses to upper class student responses, as the literature suggests that freshman have often a different perception of the environment (Astin,1977).

A more extensive research project could include a survey administered after specific changes in the halls were made to determine if those differences changed students perceptions of the residence hall environment.

Academic achievement in relationship to the residential experience needs to be assessed. Are the halls at Virginia Tech impeding or improving academic performance. Such a study might also include off-campus students, so that comparisons between academic achievement between on and off-campus students could be explored. Avenues like these need to be explored since residential living has such a far reaching impact on students.

Finally, the instrument itself might be evaluated to determine how well it is exploring the issues that it was created to explore. Using focus groups to discuss the instrument, an idea of how students respond to the questions could be obtained. This might explain why

scores in the present study were almost all around a 2.5. However, it is also possible that students in the present study were not entirely honest in their responses.

Conclusions

The level of residential satisfaction at Virginia Tech is moderate, suggesting room for improvement in the future. This study pointed out specific areas in which students were satisfied and those where they were dissatisfied. Hall size, type, and gender all affected student's opinions of their residence hall and many interaction effects were found. This information can be used to improve the halls at Virginia Tech and improve student's experience at the university. By improving the residential experience, students may perform better academically, grow personally, and more fully participate in the community.

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Appendix A

Dear Resident Student,

Thank you for participating in this study. My name is Jackie Clark and I am currently a Master's student in the college student affairs program. I am using this research as part of my thesis project. I greatly appreciate your assistance in filling out this survey as I know how many commitments you probably have. The following information is provided so you will have a better understanding of the instrument and its purpose.

SRES Background:

The purpose of the Student Residence Environment Scales (SRES) is to create a structured way that students can describe what it's like to live in college residence halls. The questionnaire is composed of 150 items and should take you approximately 30 minutes to complete. When you finish please return it to your Resident Advisor. Your responses are very important; however, in no way will your responses be able to be connected with you once the answer sheet is turned in. It will be completely confidential.

Please note:

Use only a number 2 pencil

Follow instructions carefully

Do not fold or staple the optical scan form

If you have any questions please feel free to contact me at 232-1122. Thank You!

Sincerely,


Jackie Clark

Appendix B

Student Residential Environment Scales form 7.94

Roger B. Winston, Jr., Bobbi J. Johnstone, Jeffrey C. Long, M. Lane McFarland
Tyrone Bledsoe, Sr.

Instructions

1. The purpose of the SRES is to describe the student living environment. Information gathered with this questionnaire can be used to gain a better understanding of Students' living experience. This information, however, will be useful only if you respond thoughtfully and honestly.
2. Using a **number 2** pencil, mark all responses on the optical scan sheet provided. If you make a mistake, completely erase your response and then mark the appropriate one.
3. Please do not put your name on the answer sheet.
4. **Definitions:**
 - The term "**living unit**" will be defined as your hall or corridor of the building in which you live.
 - "**Staff**" refers to all the personnel employed to work with students or provide services—for example, housing administrators, student assistants, and custodians.
 - "**Student staff**" refers to graduate or undergraduate students who hold part-time, paid positions in the residence halls with titles such as resident assistant/advisor, tutor, graduate resident/assistant, desk assistant, or hall director.
 - Professional staff** members are housing directors, residence life staff, counselors, hall or complex directors, etc.
5. Please do not omit any statements.
6. Begin by providing the demographic information requested below. Record your responses in the requested columns.

Demographic Information

Using **Test Form column**: Which sex are you? A=Male B=Female

Using **Seat Number column**: What was your age at your last birthday?
Fill in two-digit number using middle and last column.

Using **Group Number column**: What is your class standing?
1=Freshman (first year)
2=Sophomore (second year)
3=Junior (third year)
4=Senior (fourth year)
5=other

For **questions 1-150** use the appropriately numbered spaces. The responses will be as follows:
A=1, B=2, C=3, D=4; Do not mark bubbles 5-10.

Do not mark the following areas: Name, Course, ID Number, or Pledge

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Use the following scale to respond to the statements in this questionnaire.

- A = Never (almost never) true
B = Seldom true
C = Often true
D = Always (almost always) true

Part I

1. When residents step into this living unit, they feel at home.
2. Residents feel safe when in their rooms.
3. Common areas in this living unit (for example, halls and study rooms) are kept clean.
4. It's impossible to escape other residents' scrutiny in this living unit.
5. Residents can get privacy when they need it in this living unit.
6. The furniture provided for rooms is uncomfortable.
7. Residents are concerned about having things stolen from their rooms.
8. Residents in this living unit don't care how the place looks.
9. There is no place a resident can be alone in this living unit.
10. This living unit has an *effective* security system/plan in place.
11. Residents in this living unit feel as they are living in a "glass house."
12. Rooms in this living unit look "cold" and "sterile."
13. Residents feel safe in this living unit at night.
14. The rooms in this living unit are kept in good condition.
15. Residents in this living unit are careful not to invade each others' privacy.
16. The sounds in this living unit are pleasant.
17. Residents show concern about each others' safety.
18. Bathrooms are clean and sanitary.
19. Residents in this living unit are too nosy.
20. Furniture in this living unit is adequate for studying.
21. Roommates in this living unit are trustworthy with others' belongings.
22. The furniture in this living unit is in poor condition.
23. Furniture in this living unit is adequate for relaxing.
24. Strangers have easy access to this living unit.
25. When asked, residents respect each others' need to be alone.
26. Residents ignore or tamper with the security system/plan (for example, prop open doors or disarm alarms).
27. Residents are embarrassed to bring guests or relatives to this living unit because of its appearance.
28. This living unit has a warm and inviting atmosphere.
29. There are a lot of graffiti and/or clutter in this living unit.
30. Residents can study in their rooms without interruption.
31. This living unit has a bad odor.
32. Insects and other pests are controlled.

Part II

33. Residents have friendships with students from different racial/ethnic backgrounds.
34. Residents in this living unit stick together.
35. Interesting things happen in this living unit.
36. People in this living unit are competitive with each other.
37. Everyone gets involved in the living unit's activities.

A = Never (almost never) true • B = Seldom true • C = Often true • D = Always (almost always) true

38. Students in this living unit ignore some residents' ideas.
39. Residents in this living unit rally around students who are having a difficult time.
40. Residents from minority racial/ethnic groups hang out only with each other.
41. Residents in this living unit look out for each other.
42. Interesting people live in this unit.
43. It's difficult to get residents to do anything together.
44. In this living unit, there are hostile exchanges between individuals from majority and minority racial/ethnic groups.
45. Residents in this living unit eat meals together.
46. People talk about interesting or unusual topics in this living unit.
47. There are residents in this living unit whom others avoid or ignore.
48. Residents can be counted on to keep information about each other confidential.
49. A person's religious beliefs affect how well she/he is accepted in the living unit.
50. Residents in this living unit can depend on each other to come through in a pinch.
51. Residents have a lot of laughs in this living unit.
52. People who live in this unit will go to considerable lengths to win.
53. Programs and/or social activities planned for the living unit draw a "good crowd."
54. Residents of this living unit show interest in what each other are doing.
55. Residents who are suspected/known to be homosexual are ostracized.
56. Groups of residents in this living unit go out together to have fun.
57. Residents compete with each other in terms of how they dress.
58. The individual successes of residents in this living unit go unrecognized.
59. A person's sexual orientation is the most important factor in determining how residents relate to him/her.
60. Residents in this living unit are like members of a family.
61. Fun activities occur in this living unit.
62. Residents compete with each other for dates.
63. Residents' likes/dislikes are taken into account by others in the unit.
64. When residents have problems, they get help from other residents.
65. Residents in this living unit are tolerant of people who act a little "weird."
66. Residents in this living unit like each other.
67. This living unit is a boring place to live.
68. People in this living unit compete with each other for the "spotlight."
69. Residents in this living unit want to get involved in residence life programs and activities.
70. Individual accomplishments by living-unit residents are celebrated by the whole unit.
71. Residents in the living unit try to help roommates solve their problems.
72. Residents have a hard time tolerating each other's points of view.
73. It's every person for himself/herself in this living unit.
74. Enjoyable social activities are sponsored by the living unit.
75. There are arguments among residents in this living unit about who won games or contests.
76. Residents view living-unit activities as "rinky-dink" or juvenile.

A = Never (almost never) true • B = Seldom true • C = Often true • D = Always (almost always) true

77. When a resident does something for the living unit, her/his contribution is ignored or minimized by others in the unit.
78. Residents in this living unit get together just to talk about what's going on in their lives.
79. Members of this living unit try to "out do" each other.
80. Residents in this living unit, other than student staff, initiate activities.
81. A resident can always find someone to listen to his/her problems in this living unit.
82. Residents of this living unit who hold unconventional ideas are ridiculed.
83. Differences among residents in this living unit are overwhelming.
84. There is a lot of group spirit among the residents in this living unit.
85. There is a lot going on in this living unit.
86. Members of this living unit compare who has the best "stuff" (for example, stereos, clothes, and computers).
87. It's difficult to find volunteers to help with programs and/or social activities in this living unit.
88. There are residents in this living unit whom others in the unit don't know.
89. Students in this living unit use racial slurs.
90. People who live in this unit are energetic.
91. People in this living unit compare grades.
92. The residents of this living unit don't care what happens to each other.
93. Some residents feel left out of the conversations in this living unit.
94. Residents in this living unit analyze the motives for their behavior and attitudes.
95. Making good grades is emphasized in this living unit.
96. Residents fulfill their obligations as responsible members of the living unit.
97. Activities that focus on enhancing self-understanding are unpopular in this living unit.
98. Residents pull their fair share of the load in this living unit.
99. Increasing self-understanding is seen by the residents of this living unit as a primary purpose of higher education.
100. Daily, residents in this living unit spend extended periods of time on their studies.
101. Residents are committed to making the living unit a better place to live.
102. Residents who spend lots of time studying are the butt of jokes in this living unit.
103. Residents take their college/campus citizenship duties (for example, voting in campus elections, serving on committees) seriously.
104. Residents seek new extracurricular activities that challenge their personal abilities and skills.
105. Academics are the first priority for residents in this living unit.
106. Community service is valued by residents of this living unit.
107. Improving interpersonal relationship skills are important to the residents in this living unit.
108. Residents in this living unit are interesting in doing the minimum necessary academically.
109. In this living unit, it is difficult to fill leadership positions.
110. Finding an appropriate career is something on which residents concentrate.
111. Residents encourage each other to get good grades.
112. This living unit is characterized by a "pitch in and help" attitude.
113. Residents work on becoming more independent.

Part III

A = Never (almost never) true • B = Seldom true • C = Often true • D = Always (almost always) true

- | | |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 114. People in this living unit need to be more concerned with classroom learning. | 132. Rule enforcement in this living unit is done selectively--favoring some people over others. |
| 115. Residents of this living unit participate in volunteer activities, for example, blood drives, food drives, and recycling. | 133. "Red tape" prevents making change in this living unit. |
| 116. Residents' academic achievements are publicly recognized in this living unit. | 134. It's difficult <i>not to violate</i> this living unit's rules because there so many of them. |
| 117. Residents are unconcerned about global issues, such as pollution, human rights, and starvation. | 135. Residents feel free to voice their concerns. |
| 118. Residents in this living unit philosophize about their life experiences. | 136. The rules are unclear in this living unit. |
| 119. Residents who excel academically are admired by others in this living unit. | 137. Residents participate in evaluating staff. |

Part IV

120. "Dumb rules" in this living unit unnecessarily complicate life.
121. Residents have a say in how the living unit functions.
122. Residents understand the rationales behind rules and policies in this living unit.
123. Staff listen when students have something to say about living conditions.
124. Residents in this living unit get into trouble because they didn't know the rules.
125. Residents' opinions are solicited before major decisions are made in this living unit.
126. Residents assume the responsibility for enforcing the rules and policies on which the living unit decides.
127. There are channels available for residents to express their opinions.
128. The rules in this living unit are unreasonable.
129. Residents who have new ideas about how to do things are ignored.
130. Residents ignore this living unit's rules and policies.
131. Residents prefer to complain rather than to take the initiative to change things.

Part V

140. Student staff are unavailable when they are needed.
141. The student staff in this living unit really care about the residents who live here.
142. The professional staff show an interest in the welfare of individual residents.
143. The student staff are poor sources of accurate, reliable information.
144. The staff cares more about enforcing rules than they do about helping residents.
145. The student staff provides useful service or assistance to the residents in this living unit.
146. When staff are asked, they can be counted on to help residents.
147. The professional staff is available to residents in this living unit.
148. Residents find it difficult to talk to staff members.
149. Staff in the living unit know what they are doing.
150. The student staff in this living unit offer to help residents deal with their personal/private concerns.

Vita

EDUCATION

Master of Arts in Education, Student Personnel Services, Virginia Polytechnic Institute and State University, Blacksburg, VA, May 1994.

Bachelor of Arts, Art History, Randolph-Macon Woman's College, Lynchburg, VA, May 1993

EXPERIENCE

Graduate Assistant, Graduate Hall Director, Virginia Tech Blacksburg, VA (August 1994-May 1994)

- *Supervise a staff of 14 Resident Advisors in a hall of 900 students
- *Responsible for overall building management and administration, including budgets
- *Provide individual and staff direction by conducting weekly staff meetings as well as individual meetings with staff members
- *Conduct routine performance evaluations of 14 Resident Advisors
- *Insure proper administration of University policies and procedures
- *Assist in the judicial process by providing individual meetings with students who have violated policy
- *Serve as a referral agent to other campus services and departments
- *Assist and participate in the development and administration of educational programming on the topics of diversity, roommate relationships, personal decision making, alcohol and substance abuse, gender issues, and academic success
- *Provide personal counseling to students
- *Participate in an on-call duty system of direct crisis intervention for a campus of 8,500
- *Assist in the selection, training, and instruction of new Resident Advisors by facilitating a Spring Training class and a Fall/Winter training program

Graduate Assistant, Southeastern Interfraternity Conference, Virginia Tech, Blacksburg, VA (August 1993-June 1994)

- *Assisted the Executive Director in administrative duties of the SEIFC
- *Published the quarterly newsletter, *The Sound*
- *Coordinated the annual membership drive
- *Maintained banking and account records
- *Assisted with the programming for the annual Leadership Academy
- *Assisted board members in executing their responsibilities
- *Coordinated the *Into the Streets* service project for fraternity delegates at the annual Leadership Academy
- *Prepared all records of the Academy for the archives

Practicum, Student YMCA, Virginia Tech
Blacksburg, VA (August 1994-December 1994)

- *Advised three student volunteer groups: YMCA Student Council, Grandsharing, and Elementary tutoring
- *Conducted and managed volunteer group meetings
- *Coordinated and facilitated leadership training for all volunteer leaders
- *Attended Community YMCA Board meetings, Advisory council meetings, and Student YMCA staff meetings.
- *Provided weekly input to Co-Directors of the YMCA about volunteer programs, leadership development, student programming initiatives, and personal development

Practicum, Office of Academic Enrichment, Virginia Tech
Blacksburg, VA (January 1994-May 1994)

- *Planned and co-facilitated the Project Success seminar
- *Assessed the Peer Group Leader course for peer educator training needs and skill development
- *Planned and facilitated student focus groups for tutoring
- *Organized a plan to integrate all tutoring services at Virginia Tech to make the Office of Academic Enrichment a central tutoring clearinghouse
- *Provided recommendations for improvement of tutoring program
- *served as an Academic Advisor for students in the Project Success Seminar as well as the Peer Group Leader course

PROFESSIONAL AFFILIATIONS/INVOLVEMENT

- *American College Personnel Association, August 1993-present
- *Special Events Committee, 1994 Graduate Student and Faculty Forum, August 1993-February 1994
- *Association for Student Development, August 1993-May 1995
- *Southeastern Association of Housing Officers, August 1994-present
- *Virginia Association of Student Personnel Administrators, August 1994-present
- *Virginia association for College and University Housing Officials, August 1994-present
- *Programming Committee, National Association of College and University Residence Halls, 1994-1995
- *National Residence Hall Honorary, 1995-present
- *Alpha Kappa Delta, International Sociology Honor Society, 1992-present