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## College student environment interaction with special reference to some residence hall student weekend activities - during the spring semester of 1981

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## **College student environment interaction with special reference to some residence hall student weekend activities - during the spring semester of 1981**

### **Abstract**

In the past two decades considerable effort has focused on the degree to which college environments exert important impacts on students' values, attitudes, and behaviors. However, since college and university environments are so rich and multi-dimensional, it may be more appropriate to center attention on the subenvironments. The college residence hall is one such subenvironment which has received considerable attention during the past decade.

COLLEGE STUDENT ENVIRONMENT INTERACTION WITH SPECIAL REFERENCE  
TO SOME RESIDENCE HALL STUDENT WEEKEND ACTIVITIES - DURING THE  
SPRING SEMESTER OF 1981

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A Research Paper  
Presented to  
the Department of School Administration  
and Personnel Services  
University of Northern Iowa

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education

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by  
Jeffrey Alan Anderson

July, 1981

This Research Paper by: Jeffrey Alan Anderson

Entitled: COLLEGE STUDENT ENVIRONMENT INTERACTION WITH SPECIAL  
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has been approved as meeting the research paper requirement for the  
Degree of Master of Arts in Education.

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*July 17, 1981*  
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## CHAPTER I.

### THE PROBLEM

#### INTRODUCTION

In the past two decades considerable effort has focused on the degree to which college environments exert important impacts on students' values, attitudes, and behaviors. However, since college and university environments are so rich and multi-dimensional, it may be more appropriate to center attention on the subenvironments. The college residence hall is one such subenvironment which has received considerable attention during the past decade.

It seems reasonable to assume that the living arrangements of a college student have a substantial impact on the intensity of his/her exposure to the college community and consequently, their perception and adjustment to the college environment.

Student satisfaction has become an increasingly important issue for everyone on today's campuses from the Board of Regents to the residence hall coordinators. As the financial pinch gets tighter, we can expect even greater attention to be paid to what makes a student want to remain at, or leave a college. Residence halls can often play a crucial role in this decision. Maslow (1954) has pointed to the primary need for shelter. But, during the course of their academic careers, students will often become dissatisfied with their shelter provided by their residence hall environment.

Today students are becoming more and more expressive of their dissatisfaction with certain elements of their residence experience. Dissent may not always be clearly related to a specific source nor is

the expression of dissent always necessary for the attainment of goals. However, so little is known about student dissatisfaction, alienation, or disaffection with their residence environment that a systematic study of the phenomenon seems imperative if some way of dealing with it is to be formulated.

Residence hall environments are especially in need of study on campuses where residence fees are an important source of financial support, where residence living is required for certain students, or where alternate housing is unavailable. An unsatisfactory living situation can lead to a student's transferring, dropping out, or finding it necessary to divorce oneself totally from the residence hall environment by leaving on the weekend.

#### STATEMENT OF THE PROBLEM

There has been a definite lack of research in the area of relating residence environmental satisfaction to the frequency of weekend trips that students make. A fit between the student and his environment should be taken into consideration. Various authors such as Bloom (1975) and Pervin (1968), suggest that an environment has a shaping effect upon people and that people have a shaping effect upon the environment. It is hoped that the fit between these entities is good so students can achieve their full potentials.

For each individual there are environments (interpersonal and non-interpersonal) which more or less match the characteristics of his personality. A match or best-fit (Jahoda 1961) of individual to environment is viewed as expressing itself in high performance,

satisfaction, and little stress in the system whereas a lack of fit is viewed as resulting in decreased performance, dissatisfaction, and stress in the system.

Stress is seen as the consequence of an inadequate fit of student needs and goals with the residence environment. Students experiencing high levels of stress and frustration in their interaction with the residence environment are likely to initiate attempts to reduce this negative experience. Such a student may choose from a number of adjustment strategies including attempts to change himself, change the negative aspect of the environment, or leave the environment. Bloom (1975)

In order to understand why college students deem it necessary to retreat from their residence environment, it is imperative to study satisfaction-dissatisfaction with their environments--more importantly, factors that influence this reaction, and person-environment interaction. As Lewin (1936) demonstrated, the environment is as important as the individual and both must be analyzed in order to understand behavior.

To enhance comprehension of this phenomenon, certain hypothesis must be made and tested:

1. Students that choose to leave on weekends are predominately more dissatisfied with their residence environment than those who remain on campus.
2. Students that leave their residence environments on weekends possess characteristics that differentiate them from the students who remain on campus.



3. Students that choose to leave on weekends will perceive their residence environment differently from those who remain on campus.

#### IMPORTANCE OF THE STUDY

The residence hall is just one aspect of the total environment which has evolved in playing a major role in the students' satisfaction-dissatisfaction of their college experience. Therefore, it is extremely important to ascertain factors that lead to students' dissatisfaction with the residence environment.

Given the diversity among students and the increasing size and complexity of the university campus, it is likely that many students are far from discovering the optimum conditions for themselves in their residence environments. Likewise there are students who understand the options available in the residence environment, and find them to be incongruent with personal needs and goals. Still other students come into the residence environment with personal problems that severely limit their effectiveness in exploring and adjusting to the environment. Such situations where there is a lack of fit between the needs and goals of students and the demands and values of the residence environment, constitute such a frequent occurrence as to make them a persistent part of the educational process that cannot be ignored, if educational and developmental goals of higher education are to be attained. Bloom (1975).

It's a fact that colleges and universities have evolved into the age of decreasing enrollments and increasing accountability. Bloom (1975) indicates that traditionally, American colleges lose on the average,

approximately half of their students in four years after matriculation. Consequently, dissatisfaction with the residence environment can often play a role in this factor. Institutions of higher education will be forced to take a closer look at their residence environments, and to evaluate what changes are needed in order to enhance higher levels of student satisfaction.

#### ASSUMPTIONS

It is assumed that I will be able to gain access and entry into the residence halls at the University of Northern Iowa to distribute my questionnaires, and to have the students' cooperation in completing them and getting them returned. Confidentiality will be stressed at all times with this information. It is further assumed that I will be able to draw a representative random sample of UNI students from the residence halls. And finally, I will assume that each hall coordinator's staff will assist me in the distribution and collection of my questionnaires.

#### LIMITATIONS

This study will be limited to the residence hall population at the University of Northern Iowa during the spring semester of 1981. Since the study will be limited to this semester, it may be difficult to generalize results to past years, or to future years. The extent to which the results can be generalized to other areas will be limited for the following reasons:

1. Age range of the students (17-23 approximately)
2. Cultural backgrounds of the students

### DEFINITION OF TERMS

Residence Environment - Any dormitory (archaic) style housing that is provided by the University, for single students enrolled at that University--with no children live-in options.

## CHAPTER II.

### REVIEW OF RELATED LITERATURE

In order to understand the relationship of student weekend trips in predicting levels of resident environment satisfaction, one must take a closer examination of person-environmental interaction theories.

During the past decade, research into person-environment interaction has greatly increased. A significant proportion of the published research in this area has been explicitly related to stated theoretical approaches by Barker, Clark and Trow, Holland, Stern, and Pervin.

Roger Barker's theory of person-environment interaction rests upon the concept of behavior settings. These specific settings select and shape the behavior of people who inhabit them, and that people tend to behave in highly similar ways in certain environments--regardless of their individual differences. Thus, human environments have a coercive influence on human behavior. Barker (1968) made three assumptions in developing his theory: (a) that people comply with the forces of a behavior setting and if people obtain satisfaction from a setting, they will attempt to maintain that setting; (b) that a behavior setting is operational and causal and that it imposes its pattern on the people interacting within it; and (c) that it may be possible to account for some of the consequences which occur across person-environment boundaries by measuring the behavior of the people and the forces of the behavior setting. Although he emphasizes that both the individual and the environment must be considered in predicting behavior, his work tends to stress

only the environmental aspect, and makes no attempt to measure the environment as it is perceived by its members.

The Clark-Trow subculture theory (1966) in a way, is similar to Barker's theory--both suggest that environments affect and shape the behavior of people who inhabit them. However, a theoretical assumption is made that subcultures, as large behavior settings, have a coercive influence on the behavior of their members. This approach identifies varying student attitudinal and behavior orientations. These orientations may be identified as subcultures if they tend to stimulate shared perceptions and behavior among students exhibiting a common orientation. The four subcultures identified by Clark and Trow emerge from the combination of two dimensions: the degree to which students identify with ideas, and the extent to which students identify with their college. The four include: academic, nonconformist, collegiate, and vocational. Clark and Trow (1966) cautioned that the above four types are subcultures and not student types despite the fact that they often describe the sub-culture in terms of the student. Thus, a student may participate in none, one, or more than one subculture on campus--but in most cases one sub-culture will probably define a student's dominant orientation.

An interesting point to make here, is that research with the Clark-Trow theory has not shown that students endorsing a common orientation actually interact with one another. Walsh (1975).

The underlying principle of John Holland's (1973) theory is that human behavior is a function of personality and environment, and in developing his theory he made several assumptions. First, individuals may be characterized by their resemblance to one or more personality

types (a type being defined as a cluster of personal attributes which may be used to measure the person). Six basic personality types are described: realistic, investigative, artistic, enterprising, conventional, and social. People generally possess characteristics of all six types, but Holland has suggested that each individual behaves in a manner that reflects one or two of these orientations more strongly than the others.

Holland's second assumption is that the environments in which people live may be characterized by their resemblance to one or more model environments corresponding to each of the six personality types. Thus social people will search for social environments, and so on.

Holland's third assumption is that congruent person-environment interactions lead to outcomes that are predictable and understandable as functions of the personality type and the model environment.

Much research has been conducted on Holland's theory and its constructs, and they generally support the existence of personality types and the environmental models. Individuals do tend to choose environments consistent with their personal orientation. (Walsh 1975).

The foundation of George Stern's theoretical approach is based on the work of Lewin (1936) who contended that scientific psychology must take into account the whole situation defined as the state of both the person and the environment. Within this framework, Murray (1938) developed a need/press model based on the assumption that behavior is a function of the relationship between the person (needs) and the environment (presses). Stern (1970) operationally defined the important concepts of Murray's need/press model.

The first and basic assumption of the need x press = culture theory, is that behavior is a function of the relationship between the individual and the environment.

The second assumption is that the psychological significance of the environment may be inferred from behavioral perceptions. In the need/press model the environment is defined in terms of presses inferred from self-reported perceptions of the environment. Stern has defined press as the characteristic demands or features of the environment as perceived by those who live in it. Thus, the environment is defined as it is collectively perceived and reported by its participants.

In general, the limited research which has tested the needs/press congruency hypothesis across students, tends not to support the theory. (Stern 1970; Walsh 1973).

The basic principle of Lawrence Pervin's (1967) phenomenologically oriented theory is that behavior can best be understood in terms of the interactions and transactions between the individual and the environment. For each individual there are inter-personal and non-interpersonal environments that tend to match or fit the individual's perception of self. (Pervin 1968). Thus, he hypothesizes that individuals tend to show higher performance, more satisfaction, and reduced dissonance in environments that are congruent with their personality characteristics.

The basic assumptions underlying Pervin's (1968) approach are:

(a) that people find large discrepancies between their perceived and their ideal selves painful and unpleasant; (b) that people are positively attracted toward objects in the perceived environment which hold potential for moving them toward their ideal selves, and are negatively disposed

toward stimuli that may move them away from their ideal selves; and (c) that similarity between objects of importance and the individual is desirable when the individual has a low self/ideal-self discrepancy, and undesirable where the individual has a high self/ideal-self discrepancy.

The limited research conducted in this area suggests only partial support for Pervin's theory. Additional research needs to be completed in order to verify and generalize this approach.

Architectural organization of the residence hall's physical environment can also have an effect on levels of satisfaction among its members. According to Moos (1976), the organization of space is related to mood and behavior. The results of the physical organization will affect interpersonal relationship options and blockages. Residence housing densities may restrict rather than facilitate social development depending upon the student populations and the degree of density. Residence hall arrangements either foster or inhibit development of competence, purpose, integrity, and freeing interpersonal relationships (Chickering 1969).

The social arrangement of the residence halls, also play a role in student satisfaction (Moos 1976). How a person adjusts to an all male, female, or coed residence hall can be an important consideration in that individual's level of satisfaction with their environment. The social environment of the three types of living groups are quite different. Women's residence halls tend to emphasize emotional support, heterosexual interaction, and formal structure and organization. Men's halls usually stress competitive and nonconformist qualities. Coed halls are



characterized by more involvement, as much emotional support as in women's halls, and as much independence as in men's halls (Moos 1976).

There has also been some study in the area of public versus private colleges, and denominational versus nondenominational colleges relating to satisfaction with the environment (Chambers 1976). However, this research is very inconclusive and further research is needed in this area.

The region of person/environment interaction is also a long way from developing an acceptable theoretical foundation to rest upon. Each theory has its assumptions--whether being clear or unclear will stimulate more research in this area.

Research in the domain of architectural organization and social arrangement seems to be more conclusive and precise. This factor is possibly due to the significant amount of research that has been conducted in this area. However, there is a definite lack of research in the area of relating variables in predicting levels of satisfaction in the residence environment (i.e., variables such as frequency of weekend trips from the resident environment). It seems necessary to formulate a systematic study in order to understand this phenomenon.

### CHAPTER III.

#### DESIGN OF THE STUDY

The data collection of this study was accomplished by distributing questionnaires to each residence hall at the University of Northern Iowa. Refer to Appendix-page 1. A total random sample of 500 residents from the nine residence halls was chosen for the study. In this study, I distributed 100 questionnaires to each of the nine residence halls.

On this questionnaire, I asked for the following demographic information: sex, age, G.P.A., major study, hall lived in, number of semesters lived in residence halls, transfer student or not, miles from home; are they presently employed--if yes, where; are they involved in school activities, average number of weekend trips per month.

I also incorporated this demographic information with the reasons for leaving or remaining on campus over the weekend. With these two sources of information, I attempted to study or compare the number of weekend trips per month in predicting students' levels of satisfaction with their residence environment. The weekend activities, that is, reasons for leaving or remaining on campus over weekends was statistically represented in order to achieve a better understanding of the UNI student population. I feel the reason students choose to leave or remain over weekends, is a critical factor relating to residence environment satisfaction.

The following procedures were used in an effort to receive the maximum number of responses:

1. A cover letter introducing myself and explaining my purpose of this study, was attached to each questionnaire.
2. One week after the initial distribution, a follow-up contact was delivered to each hall coordinator.

## CHAPTER IV.

### ANALYSIS OF DATA

Of the 900 questionnaires distributed, 565 were returned, and all tabulations were scored by hand.

The first step was to total the responses for each item on the questionnaire and to tabulate a composite mean for each of the reasons to leave or remain on campus on weekends (Table A-1, A-2). Mean scores are derived from the following weighting: Very important=3, Important=2, Not important=1, Does not apply=0. A mean score is derived from each question and from each of the nine residence halls at the University of Northern Iowa. Due to the uneven distribution of students living in residence, a composite mean was derived by dividing the number of respondents on each reason for leaving or remaining, by the total number of respondents from each residence hall.

Tables 1-15 graphically represent the number of male, female, and total responses to each of the reasons for leaving or remaining on campus over the weekend, by residence hall.

Table B is a breakdown of the demographic information derived from the first half of the questionnaire. Again, totals were tabulated for each of the nine residence halls.

Table C indicates the responses to my questionnaire by classification: first semester freshmen, freshmen, sophomores, juniors, seniors, and graduates. Table C also represents the total number of residents, number of questionnaires distributed, number returned, percentage returned, and percentage of total residents covered by the study.

In taking a closer examination of the means and composite means regarding reasons for leaving or remaining on campus on weekends, it appears that visiting parents or friends is the main reason students leave the campus on weekends, followed by: getting away from campus, visit girlfriend-boyfriend, attend or participate in athletic contests, go home to work, and health leave (refer to Table A).

The main reason for remaining on campus over weekends is to be with friends, followed by: study, party or attend social events, rest and relax, lack of money, attend or participate in athletic contests, to be away from home, to attend or participate in concerts, plays, lectures, and to stay to work (refer to Table A).

Information derived from the demographic totals (refer to Table C), indicates that from this particular survey, generally speaking, the average UNI student that lives in residence halls is:

1. 19-20 years in age
2. Possesses a 3.1-3.5 G.P.A.
3. Has lived two semesters in residence halls
4. Is not a transfer student
5. Lives approximately 151 miles or more from campus
6. Is involved in 0-1 student activities
7. Averages one weekend away from campus per month
8. Is not employed

## CHAPTER V.

### DISCUSSION

The implications of this study seem to indicate a general degree of satisfaction with the residence environment. I base this conclusion on the average number of weekends per month away from campus, which turned out to be one. Students choose to remain on campus over weekends to be with friends, study, and to party or attend social events.

A surprise finding was to discover that the average number of weekends away from campus was one. There has been much discussion in the past about the University of Northern Iowa's image of being a "suitcase college." However, it seems that this particular syndrome is slowly disappearing.

Another interesting finding was the relatively high grade point average. I don't feel that this is representative of the University average, (which is 2.27 for the Fall 1980 semester) and could be due to the method of distribution of the questionnaire.

The lack of money, and staying to work, seem not to play major roles in the decision to leave or remain on campus on weekends. This is an interesting finding when you consider the present state of the economy.

On the questionnaires, a significant number of comments were made regarding the fact that there is a lack of weekend programming in the residence environment. Many students expressed that if there were more activities on weekends, instead of weekdays, they would choose to remain on the campus. This condition may warrant a closer examination by the department of residence.

Since there has been no study of this nature in the past at the University of Northern Iowa, or possibly elsewhere, more studies and documentations are needed. It would be interesting to compare the results with results one or two years from now.

My suggestions to improve further study in this area would include drawing a larger sample size of residents, and to concentrate on the randomized selection of students to be used for the study.

I believe that there is a need for more comprehensive studies relating patterns of student weekend behavior to the overall satisfaction with the residence environment. This study may open the door.

## CHAPTER VI.

### SUMMARY

Factors which lead to residence environment satisfaction-dissatisfaction have received considerable attention in the past two decades, but not in the area of relating student weekend activity patterns to satisfaction with their environment. It seems reasonable to assume that the living arrangements of a college student have a substantial impact on the intensity of his-her exposure to the college community and consequently, their perception and adjustment to the college environment. The residence hall is just one aspect of the total environment which has evolved in playing a major role in the students' satisfaction-dissatisfaction of their college experience. Therefore, it is extremely important to ascertain factors that lead to students' dissatisfaction with the residence environment, and to get a better understanding of the students.

Weekend behavior patterns of students are a tell-tale sign of how they are perceiving their environment. Consequently, institutions of higher education will need to take a closer examination of their residence environments, and to evaluate what changes are needed in order to enhance higher levels of student satisfaction.

In order to comprehend these weekend behavior patterns of students, one-hundred questionnaires were distributed to each of the nine residence halls at the University of Northern Iowa. These questionnaires included important demographic information, including the average number of weekends away from campus, and reasons for leaving or remaining on campus over weekends. The hall coordinators and resident assistants helped in the



distribution and collection of the questionnaires. Of the 900 questionnaires distributed, over 500 came back which is an excellent return rate.

The major findings of the survey indicate that UNI students average one weekend away from campus per month. The main reason for leaving campus is to visit parents and/or friends, and just to get away from campus. Reasons for remaining on campus over weekends include being with friends, to study, and to party or attend social events.

From this data, it seems that the students who live in the residence halls exhibit a general degree of satisfaction with their environment. However, the second most frequent reason given for leaving on weekends is just to get away from the campus. Why does this need exist? This question is one that should be subjected to further study, along with relating weekend behavior patterns of students to satisfaction with their environment. Further study is needed in order to get a better understanding of programming needs of students, and to achieve a better understanding of them.

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To: UNI Students

My name is Jeff Anderson and I am a graduate student at the University of Northern Iowa, in college student personnel services.

I am in the process of conducting research in determining levels of satisfaction in the residence environment at UNI, and in surveying the weekend activities in which you are involved.

I realize that you are burdened at this time of the semester, but I would really appreciate your time in filling out and returning this questionnaire to me, or your residence hall main desk as soon as possible.

This questionnaire is a very integral component to my research and through your participation, questions about your living environment can be raised, and subjected to further investigation.

Thanks a lot,

Jeffrey Anderson

(If you have already completed this questionnaire, please do not respond again.)

Encl.

# Residence Hall Student Survey of Weekend Activities

- A. Residence Hall you presently live in \_\_\_\_\_ (fill in)  
 B. Classification: 1st Sem. Fr., Fr., Soph., Jr., Sr., Grad.

For items 1-11, circle the response that pertains to you.

1. Sex: M F
2. Age: 17-18, 19-20, 21-22, 23 and up.
3. Grade point average: 0-.9, 1.0-1.9, 2.0-2.5, 2.6-3.0, 3.1-3.5, 3.6-4.0
4. Academic Major: \_\_\_\_\_ (fill in)
5. Number of semesters lived in Residence Hall at UNI: 1, 2, 3, 4, 5, 6, 7 and up.
6. Transfer student: Yes No
7. Approximate number of miles from home: 1-15, 16-35, 36-50, 51-70, 71-100, 101-150, 151 and up.
8. Number of student activities you are presently involved in: 0, 1, 2, 3, 4, 5 or more.
9. Average number of weekends per month away from campus: 0, 1, 2, 3, 4
10. Are you presently employed? Yes No
11. If yes, in Cedar Falls-Waterloo area? Yes No

For parts 12 and 13, indicate (by circling) the relative importance of the following reasons you leave or remain on campus on weekends:

12. Reasons for leaving the campus on weekends:

VERY IMPORTANT

IMPORTANT

NOT IMPORTANT

DOES NOT APPLY

- |   |   |   |   |   |
|---|---|---|---|---|
| V | I | N | D | a. Go home to work                            |
| V | I | N | D | b. Visit girl friend-boy friend               |
| V | I | N | D | c. Attend or participate in athletic contests |
| V | I | N | D | d. Visit parents or friends                   |
| V | I | N | D | e. Health leave                               |
| V | I | N | D | f. Get away from campus                       |
| V | I | N | D | g. Other _____                                |

13. Reasons for remaining on campus over the weekend:

VERY IMPORTANT

IMPORTANT

NOT IMPORTANT

DOES NOT APPLY

- |   |   |   |   |   |
|---|---|---|---|---|
| V | I | N | D | a. Study  |
| V | I | N | D | b. Attend or participate in athletic contests         |
| V | I | N | D | c. Party or attend social events                      |
| V | I | N | D | d. To be with friends                                 |
| V | I | N | D | e. Attend or participate in concerts, plays, lectures |
| V | I | N | D | f. To be away from home                               |
| V | I | N | D | g. Stay here to work                                  |
| V | I | N | D | h. Lack of finances                                   |
| V | I | N | D | i. Rest and Relax                                     |
| V | I | N | D | j. Other _____  |

### Composite Mean Totals of Reasons for Leaving Campus

Bottom score = Composite mean

Important = 2

Not important = 1

Does not apply = 0

\*Denotes Co-ed Residence Hall

## REASONS FOR LEAVING CAMPUS:

[illegible]

Table A-2

## Mean Totals of Reasons for Remaining on Campus

Top score = Hall mean

Bottom score = Composite mean

Very important = 3

Important = 2

Not important = 1

Does not apply = 0

\*Denotes Co-ed Residence Hall

## REASONS FOR REMAINING ON CAMPUS:

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull
Study	1.20 2.10	2.0 2.10	2.10 2.10	2.21 2.10	2.20 2.10	2.18 2.10	2.10 2.10	2.03 2.10	2.0 2.10
Attend or Participate in Athletics	1.26 1.03	1.04 1.03	.915 1.03	1.10 1.03	1.10 1.03	.84 1.03	.80 1.03	1.31 1.03	1.23 1.03
Party-Attend Social Events	1.80 1.83	1.74 1.83	1.67 1.83	2.10 1.83	1.72 1.83	1.80 1.83	2.10 1.83	2.0 1.83	1.85 1.83
Be with Friends	2.08 2.15	2.10 2.15	2.26 2.15	2.30 2.15	2.13 2.15	2.21 2.15	2.20 2.15	2.03 2.15	2.0 2.15
Attend-Participate in Concerts, Plays, Lectures	1.10 .95	1.10 .95	.957 .95	.89 .95	1.00 .95	1.04 .95	.68 .95	.86 .95	.838 .95
Be Away from Home	1.05 1.00	.92 1.00	1.03 1.00	1.10 1.00	.89 1.00	.92 1.00	1.02 1.00	1.20 1.00	1.01 1.00
Stay at Work	.84 .70	.73 .70	.81 .70	.50 .70	.57 .70	.59 .70	.84 .70	.76 .70	.647 .70
Lack of Money	1.31 1.24	1.17 1.24	1.18 1.24	1.03 1.24	1.02 1.24	1.45 1.24	1.28 1.24	1.75 1.24	1.19 1.24
Rest and Relax	1.50 1.52	1.56 1.52	1.50 1.52	1.45 1.52	1.46 1.52	1.75 1.52	1.53 1.52	1.70 1.52	1.38 1.52
Total									

TABLE B  
Student Characteristics

DEMOGRAPHIC TOTALS		Bartlett	Bender	Campbell	Dancer	Hagemann	Lawther	Noehren	Rider	Shull
Age Range	(17-18)	0	5	18	3	5	10	4	3	11
	(19-20)	18	47	55	38	33	46	42	21	32
	(21-22)	7	18	22	13	19	24	9	3	23
	(23-up)	14	4	0	1	1	3	2	1	2
G.P.A.	(0-.9)	0	0	0	0	0	1	0	0	0
	(1.0-1.9)	0	2	5	2	1	2	3	2	4
	(2.0-2.5)	5	14	21	13	10	23	16	10	15
	(2.6-3.0)	11	29	33	16	16	19	13	9	21
	(3.1-3.5)	15	22	26	16	21	30	13	4	26
	(3.6-4.0)	7	4	8	8	10	9	12	4	2
Number of Semesters Lived in Residence Hall:	1	5	3	7	5	4	2	4	5	3
	2	8	29	50	19	17	47	24	12	34
	3	1	1	3	3	0	1	3	0	6
	4	12	23	16	16	19	15	21	8	10
	5	0	2	2	1	1	2	20	0	0
	6	7	14	12	7	8	12	5	3	12
	7	6	2	4	4	9	5	0	1	3
Transfer Student	Yes	10	11	16	14	12	16	14	3	13
	No	29	59	79	41	45	67	42	26	53
Approximate Number of Miles from Home:	(1-15)	1	3	2	3	0	1	3	0	3
	(16-35)	0	1	7	1	1	1	1	1	4
	(36-50)	1	10	3	6	5	5	3	3	5
	(51-70)	23	7	5	6	7	9	5	4	12
	(71-100)	7	14	37	9	16	20	19	9	12
	(101-150)	10	16	15	15	13	27	11	4	13
	(151-up)	17	23	26	14	17	21	14	9	19
Number of Student Activities Involved in:	0	12	24	40	22	15	28	34	13	15
	1	8	18	26	11	19	22	14	7	24
	2	12	16	18	13	15	20	7	7	15
	3	4	7	4	6	6	9	0	2	8
	4	2	4	5	2	1	4	1	0	4
	5	1	4	3	1	1	1	1	0	2
Average Number of Weekends Per Month Away from Home:	0	12	12	9	5	8	11	13	8	11
	1	15	34	57	33	33	49	26	14	36
	2	5	12	15	9	10	16	12	4	13
	3	5	5	7	3	1	4	5	1	1
	4	2	10	6	5	5	4	1	2	7
Are You Presently Employed:	Yes	13	25	41	17	25	23	26	7	23
	No	26	49	54	38	34	61	31	22	45
If Yes, in Cedar Falls- Waterloo Area?	Yes	11	20	41	17	25	23	26	7	23
	No	28	54	61	41	39	62	33	22	52



TABLE C

## Student Classifications by Academic Status and Residence Halls

	Bartlett	Bender	Campbell	Dancer	Hagemann	Lawther	Noehren	Rider	Shull
1st Semester	0	1	2	0	1	1	0	1	0
Freshman	4	20	45	20	11	34	19	12	30
Sophomore	12	28	21	15	19	16	25	10	11
Junior	11	17	16	16	13	21	12	4	17
Senior	8	8	10	8	14	12	2	2	11
Graduate	4	1	0	0	0	0	0	0	0
Totals	39	75	94	59	58	84	58	29	69

<u>Total Number of Residents</u>	<u>Number of Questionnaires Distributed</u>	<u>Number Returned</u>	<u>% Questionnaires Ret'd</u>	<u>% of Total Residents</u>
4,738	900	565	62.8%	.013%
2,780 Women				
1,958 Men				

Table #1

Number of Student Responses Regarding Reasons for Leaving Campus Over Weekends  
Go Home to Work

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR LEAVING  
CAMPUS ON WEEKENDS:

Go Home to Work

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 3 F = 1 T = 4	M = 4 F = 2 T = 6	F = 5 T = 5	M = 1 F = 3 T = 4	F = 4 T = 4	F = 2 F = 2	M = 3 F = 1 T = 4	M = 1 T = 1	M = 6 T = 6	M = 18 F = 18 T = 36
<u>IMPORTANT</u>	M = 1 F = 0 T = 1	M = 4 F = 2 T = 6	F = 16 T = 16	M = 4 F = 1 T = 5	F = 3 T = 3	F = 3 T = 3	M = 0 F = 5 T = 5	M = 7 T = 7	M = 7 T = 7	M = 23 F = 30 T = 53
<u>NOT IMPORTANT</u>	M = 3 F = 0 T = 3	M = 5 F = 3 T = 8	F = 3 T = 3	M = 1 F = 1 T = 2	F = 4 T = 4	F = 3 T = 3	M = 0 F = 1 T = 1	M = 4 T = 4	M = 9 T = 9	M = 22 F = 15 T = 37
<u>DOES NOT APPLY</u>	M = 17 F = 13 T = 30	M = 28 F = 11 T = 39	F = 70 T = 70	M = 12 F = 31 T = 43	F = 48 T = 48	F = 76 T = 76	M = 7 F = 40 T = 47	M = 17 T = 17	M = 46 T = 46	M = 127 F = 289 T = 416

Table #2  
Number of Student Responses Regarding Reasons for Leaving Campus Over Weekends  
Visit Girlfriend-Boyfriend

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR LEAVING  
CAMPUS ON WEEKENDS:

Visit Girlfriend-Boyfriend

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 1 F = 1 T = 2	M = 4 F = 15 T = 19	F = 21 T = 21	M = 3 F = 8 T = 11	F = 9 T = 9	F = 16 T = 16	M = 0 F = 8 T = 8	M = 6 T = 6	M = 9 T = 9	M = 23 F = 78 T = 101
<u>IMPORTANT</u>	M = 2 F = 0 T = 2	M = 5 F = 5 T = 10	F = 19 T = 19	M = 2 F = 5 T = 7	F = 8 T = 8	F = 9 T = 9	M = 3 F = 8 T = 11	M = 4 T = 4	M = 14 T = 14	M = 30 F = 54 T = 84
<u>NOT IMPORTANT</u>	M = 4 F = 0 T = 4	M = 3 F = 3 T = 6	F = 3 T = 3	M = 2 F = 2 T = 4	F = 5 T = 5	F = 7 T = 7	M = 0 F = 1 T = 1	M = 2 T = 2	M = 11 T = 11	M = 22 F = 21 T = 43
<u>DOES NOT APPLY</u>	M = 17 F = 13 T = 30	M = 28 F = 11 T = 39	F = 52 T = 52	M = 13 F = 20 T = 33	F = 37 T = 37	F = 52 T = 52	M = 7 F = 30 T = 37	M = 17 T = 17	M = 34 T = 34	M = 116 F = 215 T = 331

Table #3

## Number of Student Responses Regarding Reasons for Leaving Campus Over Weekends

## Attend or Participate in Athletic Contests

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR LEAVING  
CAMPUS ON WEEKENDS:Attend or Participate in  
Athletic Contests

CAMPUS ON WEEKENDS:

<u>Attend or Participate in Athletic Contests</u>	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 3 F = 1 T = 4	M = 4 F = 0 T = 4	F = 5 T = 5	M = 3 F = 0 T = 3	F = 3 F = 1 T = 1	M = 0 F = 0 T = 0	M = 1 F = 0 T = 1	M = 6 F = 0 T = 6	M = 17 F = 10 T = 27	
<u>IMPORTANT</u>	M = 5 F = 2 T = 7	M = 8 F = 4 T = 12	F = 12 T = 12	M = 1 F = 7 T = 8	F = 7 F = 10 T = 10	M = 0 F = 3 T = 3	M = 11 F = 0 T = 5	M = 11 F = 0 T = 11	M = 30 F = 45 T = 75	
<u>NOT IMPORTANT</u>	M = 3 F = 0 T = 3	M = 7 F = 7 T = 14	F = 19 T = 19	M = 4 F = 4 T = 8	F = 9 F = 15 T = 15	M = 0 F = 5 T = 5	M = 10 F = 0 T = 10	M = 20 F = 0 T = 20	M = 44 F = 59 T = 103	
<u>DOES NOT APPLY</u>	M = 14 F = 11 T = 24	M = 21 F = 23 T = 44	F = 57 T = 57	M = 10 F = 17 T = 27	F = 40 F = 59 T = 59	M = 10 F = 38 T = 48	M = 13 F = 0 T = 13	M = 31 F = 0 T = 31	M = 99 F = 245 T = 344	

Table #4

## Number of Student Responses Regarding Reasons for Leaving Campus Over Weekends

## Visit Parents or Friends

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR LEAVING  
CAMPUS ON WEEKENDS:Visit Parents or Friends

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 8 F = 10 T = 18	M = 18 F = 15 T = 33	F = 57 T = 57	M = 9 F = 14 T = 23	F = 32 T = 32	F = 52 T = 52	M = 3 F = 24 T = 27	M = 10 T = 10	M = 20 T = 20	M = 68 F = 204 T = 272
<u>IMPORTANT</u>	M = 9 F = 3 T = 12	M = 19 F = 16 T = 35	F = 33 T = 33	M = 9 F = 17 T = 26	F = 24 T = 24	F = 27 T = 27	M = 7 F = 20 T = 27	M = 14 T = 14	M = 39 T = 39	M = 97 F = 140 T = 237
<u>NOT IMPORTANT</u>	M = 3 F = 0 T = 3	M = 2 F = 2 T = 4	F = 0 T = 0	M = 1 F = 2 T = 3	F = 1 T = 1	F = 2 T = 2	M = 0 F = 3 T = 3	M = 5 T = 5	M = 7 T = 7	M = 18 F = 10 T = 28
<u>DOES NOT APPLY</u>	M = 4 F = 1 T = 5	M = 1 F = 0 T = 1	F = 5 T = 5	M = 2 F = 2 T = 4	F = 1 T = 1	F = 2 T = 2	M = 1 F = 0 T = 1	M = 0 T = 0	M = 2 T = 2	M = 10 F = 11 T = 21

Table #5

Number of Student Responses Regarding Reasons for Leaving Campus Over Weekends  
Health Leave

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR LEAVING  
CAMPUS ON WEEKENDS:

Health Leave

	<i>Bartlett*</i>		<i>Bender*</i>		<i>Campbell</i>		<i>Dancer*</i>		<i>Hagemann</i>		<i>Lawther</i>		<i>Noehren*</i>		<i>Rider</i>		<i>Shull</i>		<i>TOTAL</i>
<u>VERY IMPORTANT</u>	M = 1 F = 0 T = 1	M = 1 F = 0 T = 1					M = 0 F = 2 T = 2						M = 0 F = 3 T = 3		M = 1 F = 1 T = 1		M = 2 F = 1 T = 1		M = 5 F = 19 T = 24
<u>IMPORTANT</u>	M = 2 F = 2 T = 4	M = 3 F = 1 T = 4					M = 0 F = 2 T = 2						M = 1 F = 4 T = 8		M = 2 F = 2 T = 2		M = 3 F = 3 T = 3		M = 11 F = 28 T = 39
<u>NOT IMPORTANT</u>	M = 3 F = 1 T = 4	M = 4 F = 4 T = 8					M = 4 F = 0 T = 4						M = 1 F = 4 T = 5		M = 7 F = 7 T = 7		M = 12 F = 12 T = 12		M = 31 F = 31 T = 62
<u>DOES NOT APPLY</u>	M = 18 F = 11 T = 29	M = 33 F = 24 T = 57					M = 19 F = 28 T = 47						M = 8 F = 36 T = 44		M = 19 F = 19 T = 19		M = 51 F = 51 T = 51		M = 148 F = 281 T = 429

Table #6

## Number of Student Responses Regarding Reasons for Leaving Campus Over Weekends

## Get Away from Campus

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR LEAVING  
CAMPUS ON WEEKENDS:Get Away from Campus

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 6 F = 7 T = 13	M = 10 F = 12 T = 22		M = 8 F = 10 T = 18			M = 2 F = 11 T = 13	M = 7 T = 7	M = 11 T = 11	M = 44 F = 122 T = 166
<u>IMPORTANT</u>	M = 11 F = 4 T = 15	M = 15 F = 15 T = 30		M = 8 F = 19 T = 27			M = 4 F = 26 T = 30	M = 13 T = 13	M = 29 T = 29	M = 80 F = 180 T = 260
<u>NOT IMPORTANT</u>	M = 3 F = 2 T = 5	M = 10 F = 4 T = 14		M = 1 F = 2 T = 3			M = 1 F = 8 T = 9	M = 8 T = 8	M = 22 T = 22	M = 45 F = 38 T = 82
<u>DOES NOT APPLY</u>	M = 4 F = 1 T = 5	M = 4 F = 4 T = 8		M = 4 F = 4 T = 8			M = 3 F = 2 T = 5	M = 1 T = 1	M = 7 T = 7	M = 23 F = 29 T = 52

Table #7

## Number of Student Responses Regarding Reasons for Remaining on Campus Over Weekends

## Study

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR REMAINING ON  
CAMPUS ON WEEKENDS:

<u>Study</u>	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 8 F = 6 T = 14	M = 13 F = 14 T = 27	F = 34 T = 34	M = 7 F = 13 T = 20	F = 21 T = 21	F = 28 T = 28	M = 3 F = 14 T = 17	M = 9 T = 9	M = 15 T = 15	M = 55 F = 130 T = 185
<u>IMPORTANT</u>	M = 10 F = 5 T = 15	M = 17 F = 15 T = 32	F = 44 T = 44	M = 10 F = 20 T = 30	F = 32 T = 32	F = 44 T = 44	M = 6 F = 25 T = 31	M = 13 T = 13	M = 43 T = 43	M = 99 F = 185 T = 284
<u>NOT IMPORTANT</u>	M = 1 F = 2 T = 3	M = 4 F = 3 T = 7	F = 9 T = 9	M = 1 F = 1 T = 2	F = 3 T = 3	F = 11 T = 11	M = 1 F = 6 T = 7	M = 6 T = 6	M = 5 T = 5	M = 18 F = 35 T = 53
<u>DOES NOT APPLY</u>	M = 5 F = 1 T = 6	M = 4 F = 6 T = 10	F = 8 T = 8	M = 2 F = 1 T = 3	F = 3 T = 3	F = 1 T = 1	M = 0 F = 2 T = 2	M = 1 T = 1	M = 5 T = 5	M = 17 F = 22 T = 39



Table #8

## Number of Student Responses Regarding Reasons for Remaining on Campus Over Weekends

## Attend or Participate in Athletic Contests

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR REMAINING ON  
CAMPUS ON WEEKENDS:Attend or Participate in  
Athletic Contests

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 7 F = 0 T = 7	M = 6 F = 0 T = 6	F = 8 T = 8	M = 2 F = 2 T = 4	F = 6 T = 6	F = 3 T = 3	M = 1 F = 2 T = 3	M = 3 T = 3	M = 7 T = 7	M = 26 F = 21 T = 47
<u>IMPORTANT</u>	M = 5 F = 3 T = 8	M = 9 F = 7 T = 16	F = 21 T = 21	M = 4 F = 15 T = 19	F = 15 T = 15	F = 19 T = 19	M = 3 F = 10 T = 13	M = 8 T = 8	M = 22 T = 22	M = 51 F = 90 T = 141
<u>NOT IMPORTANT</u>	M = 7 F = 4 T = 11	M = 15 F = 11 T = 26	F = 21 T = 21	M = 5 F = 5 T = 10	F = 16 T = 16	F = 24 T = 24	M = 2 F = 9 T = 11	M = 13 T = 13	M = 20 T = 20	M = 62 F = 90 T = 152
<u>DOES NOT APPLY</u>	M = 5 F = 7 T = 12	M = 10 F = 15 T = 25	F = 45 T = 45	M = 9 F = 13 T = 22	F = 21 T = 21	F = 38 T = 38	M = 4 F = 26 T = 30	M = 5 T = 5	M = 20 T = 20	M = 53 F = 165 T = 218

Table #9

## Number of Student Responses Regarding Reasons for Remaining on Campus Over Weekends

## Party or Attend Social Events

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR REMAINING ON  
CAMPUS ON WEEKENDS:Party or Attend Social Events

	<i>Bartlett*</i>	<i>Bender*</i>	<i>Campbell</i>	<i>Dancer*</i>	<i>Hagemann</i>	<i>Lawther</i>	<i>Noehren*</i>	<i>Rider</i>	<i>Shull</i>	<i>TOTAL</i>
<u>VERY IMPORTANT</u>	M = 7 F = 3 T = 10	M = 8 F = 4 T = 13	F = 20 T = 20	M = 6 F = 11 T = 17	F = 7 T = 7	F = 14 T = 14	M = 1 F = 18 T = 19	M = 8 T = 8	M = 16 T = 16	M = 46 F = 77 T = 123
<u>IMPORTANT</u>	M = 9 F = 3 T = 12	M = 20 F = 16 T = 36	F = 38 T = 38	M = 7 F = 20 T = 27	F = 31 T = 31	F = 40 T = 40	M = 4 F = 23 T = 27	M = 13 T = 13	M = 34 T = 34	M = 87 F = 171 T = 258
<u>NOT IMPORTANT</u>	M = 7 F = 7 T = 14	M = 8 F = 13 T = 21	F = 22 T = 22	M = 6 F = 1 T = 7	F = 17 T = 17	F = 27 T = 27	M = 4 F = 5 T = 9	M = 8 T = 8	M = 12 T = 12	M = 45 F = 92 T = 137
<u>DOES NOT APPLY</u>	M = 1 F = 1 T = 2	M = 2 F = 3 T = 5	F = 15 T = 15	M = 0 F = 3 T = 3	F = 3 T = 3	F = 2 T = 2	M = 1 F = 1 T = 2	M = 0 T = 0	M = 7 T = 7	M = 11 F = 28 T = 39

Table #10

## Number of Student Responses Regarding Reasons for Remaining on Campus Over Weekends

## To Be with Friends

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR REMAINING ON  
CAMPUS ON WEEKENDS:To Be with Friends

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 7 F = 4 T = 11	M = 13 F = 11 T = 24	F = 37 T = 37	M = 6 F = 18 T = 24	F = 28 T = 28	F = 19 T = 19	M = 1 F = 19 T = 20	M = 9 T = 9	M = 14 T = 14	M = 49 F = 137 T = 186
<u>IMPORTANT</u>	M = 14 F = 6 T = 20	M = 22 F = 16 T = 38	F = 52 T = 52	M = 10 F = 14 T = 24	F = 31 T = 31	F = 48 T = 48	M = 5 F = 25 T = 30	M = 12 T = 12	M = 45 T = 45	M = 108 F = 192 T = 300
<u>NOT IMPORTANT</u>	M = 3 F = 3 T = 6	M = 5 F = 5 T = 10	F = 0 T = 0	M = 4 F = 1 T = 5	F = 6 T = 6	F = 6 T = 6	M = 3 F = 2 T = 5	M = 8 T = 8	M = 8 T = 8	M = 31 F = 23 T = 54
<u>DOES NOT APPLY</u>	M = 0 F = 1 T = 1	M = 1 F = 2 T = 3	F = 6 T = 6	M = 1 F = 1 T = 2	F = 3 T = 3	F = 2 T = 2	M = 1 F = 1 T = 2	M = 0 T = 0	M = 3 T = 3	M = 6 F = 16 T = 22

Table #11

## Number of Student Responses Regarding Reasons for Remaining on Campus Over Weekends

## Attend or Participate in Concerts, Plays, Lectures

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR REMAINING ON  
CAMPUS ON WEEKENDS:

<u>Attend or Participate in Concerts, Plays, Lectures</u>	<i>Bartlett*</i>	<i>Bender*</i>	<i>Campbell</i>	<i>Dancer*</i>	<i>Hagemann</i>	<i>Lawther</i>	<i>Noehren*</i>	<i>Rider</i>	<i>Shull</i>	<i>TOTAL</i>
<u>VERY IMPORTANT</u>	M = 4 F = 0 T = 4	M = 4 F = 3 T = 7	F = 3 T = 3	M = 0 F = 4 T = 4	F = 4 T = 4	F = 3 T = 3	M = 1 F = 0 T = 1	M = 2 T = 2	M = 4 T = 4	M = 15 F = 17 T = 32
<u>IMPORTANT</u>	M = 6 F = 3 T = 9	M = 10 F = 6 T = 16	F = 27 T = 27	M = 1 F = 10 T = 11	F = 15 T = 15	F = 21 T = 21	M = 2 F = 8 T = 10	M = 4 T = 4	M = 7 T = 7	M = 30 F = 90 T = 120
<u>NOT IMPORTANT</u>	M = 7 F = 9 T = 16	M = 14 F = 12 T = 26	F = 29 T = 29	M = 6 F = 9 T = 15	F = 18 T = 18	F = 37 T = 37	M = 1 F = 15 T = 16	M = 11 T = 11	M = 31 T = 31	M = 70 F = 128 T = 198
<u>DOES NOT APPLY</u>	M = 11 F = 10 T = 21	M = 13 F = 12 T = 25	F = 37 T = 37	M = 13 F = 12 T = 25	F = 23 T = 23	F = 23 T = 23	M = 6 F = 24 T = 30	M = 12 T = 12	M = 26 T = 26	M = 81 F = 141 T = 222

Table #12

Number of Student Responses Regarding Reasons for Remaining on Campus Over Weekends

To Be Away from Home

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR REMAINING ON  
CAMPUS ON WEEKENDS:To Be Away from Home

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 3 F = 1 T = 4	M = 0 F = 2 T = 2	F = 4 T = 4	M = 0 F = 4 T = 4	F = 4 T = 4	F = 6 T = 6	M = 1 F = 1 T = 2	M = 2 T = 2	M = 4 T = 4	M = 10 F = 22 T = 32
<u>IMPORTANT</u>	M = 3 F = 3 T = 6	M = 8 F = 6 T = 14	F = 27 T = 27	M = 6 F = 9 T = 15	F = 9 T = 9	F = 9 T = 9	M = 3 F = 8 T = 11	M = 5 T = 5	M = 13 T = 13	M = 38 F = 71 T = 109
<u>NOT IMPORTANT</u>	M = 7 F = 9 T = 16	M = 17 F = 17 T = 34	F = 33 T = 33	M = 5 F = 11 T = 16	F = 21 T = 21	F = 41 T = 41	M = 5 F = 25 T = 30	M = 19 T = 19	M = 31 T = 31	M = 84 F = 157 T = 241
<u>DOES NOT APPLY</u>	M = 8 F = 4 T = 12	M = 15 F = 9 T = 24	F = 32 T = 32	M = 9 F = 11 T = 20	F = 23 T = 23	F = 28 T = 28	M = 1 F = 13 T = 14	M = 3 T = 3	M = 20 T = 20	M = 56 F = 120 T = 176

Table #13

## Number of Student Responses Regarding Reasons for Remaining on Campus Over Weekends

## Stay Here to Work

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR REMAINING ON  
CAMPUS ON WEEKENDS:Stay Here to Work

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 5 F = 0 T = 5	M = 3 F = 5 T = 8	F = 14 T = 14	M = 0 F = 4 T = 4	F = 4 T = 4	F = 9 T = 9	M = 0 F = 8 T = 8	M = 4 T = 4	M = 3 T = 3	M = 15 F = 44 T = 59
<u>IMPORTANT</u>	M = 4 F = 1 T = 5	M = 4 F = 8 T = 12	F = 14 T = 14	M = 2 F = 4 T = 6	F = 9 T = 9	F = 5 T = 5	M = 2 F = 8 T = 10	M = 4 T = 4	M = 13 T = 13	M = 29 F = 49 T = 78
<u>NOT IMPORTANT</u>	M = 3 F = 3 T = 6	M = 2 F = 4 T = 6	F = 7 T = 7	M = 1 F = 2 T = 3	F = 4 T = 4	F = 12 T = 12	M = 1 F = 3 T = 4	M = 2 T = 2	M = 9 T = 9	M = 18 F = 35 T = 53
<u>DOES NOT APPLY</u>	M = 11 F = 10 T = 21	M = 32 F = 16 T = 48	F = 60 T = 60	M = 16 F = 25 T = 41	F = 41 T = 41	F = 56 T = 56	M = 7 F = 28 T = 35	M = 19 T = 19	M = 43 T = 43	M = 128 F = 236 T = 364

Table #14

## Number of Student Responses Regarding Reasons for Remaining on Campus Over Weekends

## Lack of Finances

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR REMAINING ON  
CAMPUS ON WEEKENDS:Lack of Finances

	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 3 F = 2 T = 5	M = 9 F = 4 T = 13	F = 9 T = 9	M = 3 F = 3 T = 6	F = 2 T = 2	F = 15 T = 15	M = 0 F = 7 T = 7	M = 8 T = 8	M = 8 T = 8	M = 31 F = 42 T = 73
<u>IMPORTANT</u>	M = 8 F = 4 T = 12	M = 10 F = 5 T = 15	F = 29 T = 29	M = 6 F = 7 T = 13	F = 16 T = 16	F = 26 T = 26	M = 1 F = 19 T = 20	M = 9 T = 9	M = 14 T = 14	M = 48 F = 106 T = 154
<u>NOT IMPORTANT</u>	M = 7 F = 4 T = 11	M = 6 F = 12 T = 18	F = 27 T = 27	M = 2 F = 11 T = 13	F = 21 T = 21	F = 25 T = 25	M = 3 F = 9 T = 12	M = 9 T = 9	M = 29 T = 29	M = 56 F = 109 T = 165
<u>DOES NOT APPLY</u>	M = 5 F = 5 T = 10	M = 16 F = 12 T = 28	F = 30 T = 30	M = 9 F = 14 T = 23	F = 19 T = 19	F = 18 T = 18	M = 6 F = 12 T = 18	M = 3 T = 3	M = 17 T = 17	M = 56 F = 110 T = 166

Table #15  
Number of Student Responses Regarding Reasons for Remaining on Campus Over Weekends  
Rest and Relax

DEGREES OF IMPORTANCE

Male = M Female = F Total = T

\*Denotes Co-ed Residence Hall

REASONS FOR REMAINING ON  
CAMPUS ON WEEKENDS:

<u>Rest and Relax</u>	Bartlett*	Bender*	Campbell	Dancer*	Hagemann	Lawther	Noehren*	Rider	Shull	TOTAL
<u>VERY IMPORTANT</u>	M = 5 F = 3 T = 8	M = 8 F = 3 T = 11	F = 7 T = 7	M = 1 F = 5 T = 6	F = 5 T = 5	F = 10 T = 10	M = 0 F = 5 T = 5	M = 8 T = 8	M = 5 T = 5	M = 27 F = 38 T = 65
<u>IMPORTANT</u>	M = 9 F = 2 T = 11	M = 14 F = 16 T = 30	F = 53 T = 53	M = 8 F = 19 T = 27	F = 26 T = 26	F = 42 T = 42	M = 4 F = 27 T = 31	M = 7 T = 7	M = 29 T = 29	M = 71 F = 185 T = 256
<u>NOT IMPORTANT</u>	M = 6 F = 4 T = 10	M = 13 F = 10 T = 23	F = 16 T = 16	M = 4 F = 4 T = 8	F = 18 T = 18	F = 25 T = 25	M = 5 F = 7 T = 12	M = 14 T = 14	M = 21 T = 21	M = 63 F = 84 T = 147
<u>DOES NOT APPLY</u>	M = 4 F = 5 T = 9	M = 5 F = 5 T = 10	F = 19 T = 19	M = 7 F = 7 T = 14	F = 9 T = 9	F = 7 T = 7	M = 1 F = 9 T = 10	M = 2 T = 2	M = 13 T = 13	M = 32 F = 61 T = 93