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A study of selected campus groups' ratings of national standards as components of current mission, future mission, and performance of housing and residential life programs in small private colleges

Stokes, C. Michael, Ed.D.

The University of North Carolina at Greensboro, 1992

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A STUDY OF SELECTED CAMPUS GROUPS' RATINGS OF NATIONAL STANDARDS AS COMPONENTS OF CURRENT MISSION, FUTURE MISSION, AND PERFORMANCE OF HOUSING AND RESIDENTIAL LIFE PROGRAMS IN SMALL PRIVATE COLLEGES

by

C. Michael Stokes

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
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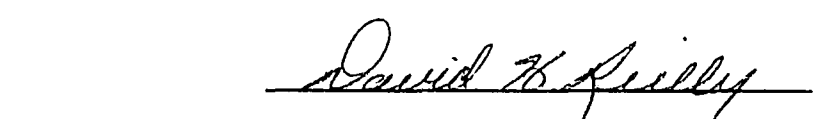

Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

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TABLE OF CONTENTS

LIST OF TABLES

STOKES, C. MICHAEL, Ed.D. A Study of Selected Campus Groups' Ratings of National Standards as Components of Current Mission, Future Mission, and Performance of Housing and Residential Life Programs in Small Private Colleges. (1992) Directed by Dr. David H. Reilly. 154 pp.

The purposes of this study were (a) to investigate the extent to which faculty, administrators, trustees, students, and student affairs professionals rated the CAS Standards as important components of the current and future mission of the housing and residential life program in small private colleges, and (b) to examine the degree to which housing and residential life programs at small private colleges complied with the CAS Standards. Faculty members, administrators, student affairs professionals, and junior and senior resident students from five small private colleges in North Carolina were surveyed for the research data.

A survey instrument was developed which was used by participants to rate the importance of the CAS Standards to current and future mission of the housing and residential life programs at their campuses. Participants also rated the degree to which their institutions complied with the Standards. T-test analysis of the ratings of each group concerning the Standards' importance to current and future mission revealed significant differences between each group's ratings, with all groups rating the Standards as more important to future mission than to current mission.

ANOVA tests of groups' ratings of the Standards' importance to current mission indicated that their were significant differences among the ratings. Similar results were found among groups' ratings of importance of the Standards to future mission. Analysis of ratings of institutional compliance with the Standards also showed significant differences among groups' ratings. The Newman-Keuls method of multiple comparisons was used to determine which of the campus groups differed in their ratings.

Although significant differences were found among groups' ratings, all campus groups surveyed rated the CAS Standards as important to both current and future mission. Groups also rated their institutions as being in compliance with the CAS Standards.

CHAPTER I

INTRODUCTION

Overview

The functions generally associated with student affairs divisions have been performed on college campuses for more than one hundred years (Deegan, 1981). Prior to the Civil War, however, these functions were carried out by the president or faculty of the college. As American higher education expanded its role and purpose to meet the needs of a changing society of the late nineteenth century, student affairs emerged as a profession (Deegan, 1981). Specialized administrative functions including those of student affairs officers, were created between 1870 and 1930 as institutions increased in size and complexity. The positions of Dean of Men and Dean of Women, which emerged in the early 1900's, were staffed from among the faculty (Deegan, 1981).

The Student Affairs profession has continued to grow in size and scope throughout the past sixty years. Also during this time, many different theories of student personnel work have been developed. Some of these theories (i.e., Chickering 1969) focus on the development of students as individuals, while others, such as Miller's T.H.E. model (1972), provide models for practice in student affairs. The development of these and other theories has contributed to

the growth of student affairs as a profession. However, no theory has been identified by professionals as the single best model for student affairs practice (Rogers, 1980).

An important function of the student affairs division in many institutions is the management of the housing and residential life program. Historically, housing has been included as one of the principal activities associated with student affairs (Deegan, 1981). In "A Perspective on Student Affairs, 1987," the National Association of Student Personnel Administrators identified housing as an essential service provided by student affairs staff (NASPA, 1989). Also, a 1984 survey of small private colleges in Ohio and western Pennsylvania revealed that Residence Life was administratively located within the student affairs division of all 13 responding institutions (Markwood, 1986).

Small private colleges are an integral part of the American higher education system. These institutions have many distinguishing features, including their emphasis on undergraduate education (Geiger, 1986). Also, according to Astin and Lee (1972),

> ...The typical small college is characterized by a more friendly atmosphere, closer contacts between faculty and students, a stronger identification with the institution, and a feeling on the part of students that they matter as individuals (p. 99).

The unique characteristics of small private colleges are not, as Astin and Lee note, restricted to purely academic

affairs issues such as teaching and faculty-sponsored research. Astin and Lee (1972) continue their discussion of characteristics of the small college by stating "...these attributes are...more conducive to student development than are the depersonalizing and alienating attributes of large institutions" (p. 99). Mayhew (1962) also supports the notion that student affairs divisions in small private colleges are (or at least should be) different from those divisions at larger institutions (Mayhew, 1962).

Distinctive characteristics of student affairs divisions in small private colleges are difficult to identify. A major reason for this difficulty is that the role of the student affairs division varies greatly among institutions. Also, different campus groups may have divergent ideas about how the division should function on their particular campus, what purposes it should serve, and what its mission should be within the context of the institutional mission.

The intent of this study was to examine the perceptions of various campus groups concerning the mission and performance of the housing and residential life program at small private colleges.

Purpose

This study had two purposes. The first was to investigate the extent to which faculty, administrators, trustees, students, and student affairs professionals rated

the CAS Standards as important components of the current and future mission of the housing and residential life program in small private colleges. The second purpose was to examine the degree to which housing and residential life programs at small private colleges complied with the CAS Standards.

Conceptual Base

Student affairs professionals have attempted to clarify the mission of the profession through the development of standards. The most successful endeavor in the establishment of national standards for the profession has been through the Council for the Advancement of Standards (Council for the Advancement of Standards, 1986).

Twelve professional organizations representing various facets of the student affairs division chartered the Council for the Advancement of Standards (CAS) in 1980. This organization was formed to develop, distribute, and aid in implementing standards for student affairs (American College Personnel Association, 1986). The standards which CAS presented to the profession in 1986 represented the "first coherent set of professional standards for most student services" (Fenske and Hughes, 1989, p. 576). Endorsement by twenty-two professional groups contributed to the impact that the CAS Standards have had on the professionalization of student affairs (Fenske and Hughes, 1989).

Despite this increasing professionalism of student affairs, many within the college community still view the student affairs division as having a secondary role in the life of the institution. Mayhew stated that the "administration of the student personnel program should always be subordinate to the academic program of the institution" (p. 72). Greenleaf (1968) was concerned that others on campus viewed student affairs administrators as little more than policemen and disciplinarians. Chandler (1973) stated that faculty members viewed the student affairs division as "an academic civil service" (p. 336) and viewed student affairs professionals as "technicians" (p. 140).

The CAS Standards reflect the desire of the student affairs profession to establish criteria to guide professional practice (American College Personnel Association, 1986). These standards specify the minimum essential elements expected of any college or university in the operation of the various student services/ development programs (Jacoby & Thomas, 1987). The standards were distributed to each college and university in the country to encourage institutional and programmatic improvements through self-study and planning (Jacoby & Thomas, 1987). Clearly, the standards represent the most current thinking of the professional associations that contributed to their development and distribution.

The activities of the student affairs division are frequently critiqued by students, faculty, and other groups who observe those activities (Sandeen, 1989). Because of this scrutiny, student affairs professionals should be aware of the criteria used by these groups in evaluating the division's programs and services. Faculty, for example, may believe that the performance of the student affairs division may be equated with student behavior, while administrators may use financial considerations as their major criteria. Students are likely to consider the degree to which they are left alone in their activities a major factor in determining the effectiveness of the student affairs division (Sandeen, 1989). Student affairs professionals must strive toward an understanding of the goals of the division by all of these campus groups so that the division may move forward in its efforts to achieve those goals.

Significance of the Study

The need for standards for student services/development programs is a fact that is generally agreed upon by student affairs professionals. Despite the agreement among professionals in the field for standards which outline acceptable practice, other campus groups often do not agree among themselves or with professionals in student affairs about the mission of the division. If programs and services are designed to comply with standards and do not reflect the

expectations of constituent groups on campus (i.e., faculty), these persons may view the student affairs division as being ineffective. It is important that student affairs administrators maintain an awareness of the perceptions others have of the division's programs and services (Sandeen, 1989).

This study is potentially significant for several reasons. First, student affairs professionals may discover differences in faculty, administrator, trustee, and student perceptions of the mission and performance of the housing and residential life program. These differences may result from a lack of knowledge of the mission of the housing and residential life program on the part of these groups. Apathy toward the work of the student affairs division may also account for differences which may be discovered. Regardless of the reason for the differences, however, student affairs professionals should work to bridge the gap between their perceptions and those of other campus groups.

An improved understanding of faculty, administrator, trustee, and student perceptions of the mission and performance of the housing and residential life program may assist student affairs professionals in developing programs which address students' needs while enhancing the role of the housing program within the institution. Mayhew (1962) acknowledges that the irritation that student affairs professionals often attract from faculty is partly due to a

lack of understanding on the part of the faculty. Faculty, administrators, and trustees each have prominent roles in institutional governance. If they believe that the residence life program does not function effectively within the institution's mission, these groups may choose to redefine the role of the housing operation within the institution. Also, if these groups perceive that students are not being served appropriately by the housing program, they may require new programs and services which may not be adequately funded or staffed, or they may reduce funding and staffing for existing programs within the housing area.

Deegan (1981) listed several issues which he believed would shape the future of the student affairs profession. These issues included interactions with internal and external constituencies, such as those mentioned previously, and responding to the need for greater accountability. According to Birnbaum (1988), agreement on mission and clarity in articulating mission were important principles in establishing accountability systems. Professional standards such as those established by CAS may be used effectively in responding to calls for accountability from accrediting bodies or perhaps from others within the student affairs profession. Internal constituents such as faculty, administrators, trustees, and students may not agree with the mission established by the division in response to a review of the CAS Standards. If such a disagreement exists, calls

for accountability from these constituents must be addressed through a system other than the CAS review process. Therefore, mere compliance with standards may not be sufficient justification of policies and practices which do not meet the expectations of constituent groups on campus. Student affairs professionals may find themselves forced to respond to calls for accountability from one group while ignoring calls made by some other group.

Hypotheses

In order to address the purposes of this study, the following hypotheses were tested.

1. There is not a statistically significant difference between the degree to which the CAS Standards are rated as important to current and future mission of housing and residential life programs at small private colleges by each of the following groups: faculty, administrators, students, and student affairs professionals.

2. There are no statistically significant differences among the ratings of faculty, administrators, students, and student affairs professionals at small private colleges concerning the importance of the CAS Standards to the current mission of the housing and residential life program at those institutions.

3. There are no statistically significant differences among the ratings of faculty, administrators, students, and

student affairs professionals at small private colleges concerning the importance of the CAS Standards to the future mission of the housing and residential life program at those institutions.

4. There are no statistically significant differences among the ratings of faculty, administrators, students, and student affairs professionals at small private colleges concerning the degree to which the housing and residential life programs at their campuses comply with the CAS Standards.

Limitations

This study was limited by the small number and type of institutions from which participants are selected. Five colleges, all located in North Carolina, participated in the study. Individuals surveyed were sampled using random sampling techniques, so results may be generalizable to faculty, administrators, students, and student affairs professionals in institutions similar to those represented in this study.

CHAPTER II

LITERATURE REVIEW

The purpose of this study was two-fold: (1) to investigate the extent to which faculty, administrators, trustees, students, and student affairs professionals rated the CAS Standards as important components of the current and future mission of the housing and residential life program in small private colleges, and (2) to examine the degree to which housing and residential life programs at small private colleges complied with the CAS Standards. This chapter summarizes relevant literature from three major topics: student affairs and student housing programs at small private colleges, the development of standards for student affairs and student housing programs, and campus constituencies' views of student affairs and student housing programs.

Student Affairs and Student Housing Programs at Small Private Colleges

Private institutions have been an integral part of the American system of higher education since the founding of this country's first colleges. Though some of the most prestigious, most widely recognized universities in the U.S. are private institutions enrolling large numbers of students, many private colleges are small and enroll fewer than 1500 students. These small private colleges have faced many

challenges to their survival during the last two decades. Probably the biggest of these challenges, declining enrollments, is the symptom of other problems these institutions have faced such as the continued attention given to public institutions by state governments, changing demographics, and rising costs of high education in both the public and private sector. Despite the weakened state of private institutions, they still serve an important role in the American higher education system. Their continued existence is justified by the many diverse goals represented by the education-seeking public (Astin & Lee, 1972).

Small private colleges have distinguishing characteristics which make them attractive to many students. A landmark Danforth Foundation study which supported the importance of non-public higher education cited three primary benefits of private institutions. The benefits cited were (a) the freedom private colleges afford to experiment and serve special purposes and interests, (b) the opportunity for close faculty-student relationships, and (c) the institutions' espousal of human values (Pattillo & MacKenzie, 1966). Astin and Lee (1972) reported that students at small private colleges cited positive characteristics such as greater opportunity for interaction with faculty and other students, a preservation of identity, personalized attention, and friendliness.

The faculty plays an important role in maintaining the personal, caring atmosphere of the small private college. Studies of attitudes and values of faculty members in denominational and liberal arts colleges support the fact that faculty in those institutions are more likely to take an active role on campus, value teaching, be more involved with students, and experience a stronger sense of community (Smith, 1991). Also, Boyer (1987) found that faculty at liberal arts colleges were much more likely to be involved in campus governance than were faculty in larger universities. Faculty members in smaller colleges were frequently called upon to assist in the formulation of a wide range of student policies, including discipline and student government (Sindlinger, 1964).

The teaching mission of the small private college often places faculty, not administrators, at the center of college operations (Walker, 1981). Because of the crucial role faculty play within the institution, they constitute an important consultation group for Chief Student Affairs Officers (CSAO's) at small private colleges (Walker, 1981). Astin and Scherrei (1980) reported that CASO's were involved with faculty more than other cabinet level administrators in small colleges. The CSAO's surveyed valued faculty opinions and had frequent transactions with faculty members. However, faculty were the third greatest source of frustration for student affairs vice-presidents, following administrative and

personnel problems (Astin & Scherrei, 1980).

The demise of the small private college, which was mentioned earlier, has been the subject of many studies and reports, and may be illustrated simply by enrollment statistics. As late as 1951, private colleges were enrolling over fifty percent of all students in U.S. higher education (Froomkin, 1970). By 1970, that figure had dropped to twenty-five percent (Froomkin, 1970), and in 1990, only twenty-two percent of students attended private institutions (The Chronicle of Higher Education, 1991).

Among the many problems which may result from declining enrollments are financial difficulties for individual institutions. Earl Chiet, in a study for the Carnegie Commission on Higher Education, investigated the manner in which 41 public and private institutions were adapting to the rising costs of education. He found that 79% of those institutions were in financial difficulty. Private colleges and universities comprised 82% of the "financially-troubled" category (Cheit, 1971). In order to avoid such financial problems, Cheit advised institutions to demonstrate that they are "reasonably governed," operate efficiently, and show evidence that their activities and programs have a unified set of purposes and priorities (1971).

The importance of unified goals for small private colleges is frequently mentioned in the literature. In separate studies on private, four-year, liberal arts

colleges, Mayhew (1962), Wicke (1964), and Jenny and Wynn (1972) each found that a singleness of purpose and community were essential to institutional vitality and growth. Earl McGrath (1972) acknowledged that small private colleges faced pressure to change and to attempt to be all things to all people. However, he also stated that the blurring of mission and identity may be one of the major contributors to the worsened condition of so many institutions (McGrath, 1972).

Wise (1969) reported the results of a Hazen Foundation study of six private, liberal arts colleges. Through conversations with experienced observers of that type of institution, Wise felt that the data also had implications for private colleges throughout the U.S. Among the findings of this study was that administrators, faculty, students, and other interested parties often worked at cross purposes (Wise, 1969). Therefore, Wise determined that leadership was often ineffective. This report also found correlations between the lack of shared perceptions and the extent of support for the college program. Wise concluded that, after participating in a survey about the mission of their college, participants understood the college and were more committed to it (Wise, 1969). The author offered this advice to small private institutions:

> Colleges must develop purposes appropriate both to their anticipated resources and to the social needs of the nation for liberally educated citizens, and they must develop sufficient understanding and support from

> faculty, students, interested citizens, and governments to carry out these purposes. These two undertakings--the clarification of purposes and the development of coherent support for them--are seriously lacking in the colleges which have been the subject of this study (Wise, 1969, pp. 15-16).

In 1972, another important work on the condition of small private colleges was published. Astin and Lee (1972) characterized small private colleges with limited resources as "invisible colleges" and stated that their relative obscurity resulted in a lack of concern by the higher education community. This Carnegie Commission report suggested that the small private college was in a constant state of change, not only with regard to minor adjustments in curriculum and internal governance, but also in terms of institutional mission (Astin & Lee, 1972).

The 1980's was a trying decade for small private colleges. Jonsen (1984) reported that small liberal arts colleges were heavily represented among colleges that have closed or merged. He also stated that internal factors, not the external environment, were the most important contributors to the demise of these colleges. A major factor discussed by Jonsen was the serious conflict and confusion among constituencies of the colleges regarding purposes, mission, and/or value orientation (Jonsen, 1984).

The decline of the small, private college, and many of the factors contributing to the decline, have been discussed. A major cause of the deterioration of the health of the small

private college which has been identified was the lack of agreement among campus constituencies with regard to institutional mission. This conflict was particularly important to student affairs administrators because the ability to identify with the mission of the institution was fundamental to the success of an influential student affairs program (Smith, 1982). If institutional purposes, mission, or goals were unclear, or if many different purposes, missions, or goals exist, how could student affairs gain recognition as a viable part of the institution?

Regardless of the quantity or quality of support it receives, the student affairs division, and particularly the housing program, receives much attention at a small private college. According to a national survey of college and university presidents in 1989, twelve percent of liberal arts college presidents said that the quality of residential life was of great concern to them (Carnegie Foundation, 1990). Though this percentage seems small, it is important to note that this was twice the percentage as for all institutions. Also in this survey, 74% of liberal arts college presidents reported that 50% or more of their students lived in residence halls (Carnegie Foundation, 1990).

Other findings in this study are also significant for housing programs at small private colleges. Fifty-two percent of presidents in liberal arts colleges identified overcrowded or outdated residence halls as a moderate or

major problem on their campuses. Forty-three percent stated that this was a greater problem than 5 years ago. Finally, 66% of liberal arts college and university presidents said that excessive noise and disruptiveness in campus residence halls was a moderate or major problem. Only 27% reported that the problem was greater than in 1984 (Carnegie Foundation, 1990).

Students at small private colleges are keenly interested in the quality of their residential experience. In a 1989 study, Frass and Paugh examined students' perceptions of the relative importance of selected attributes of a particular liberal arts college. One attribute the study included was "dorm life," which was defined as "living conditions and food quality." The results of this study indicated that new students consistently rated dorm life as the second most important institutional attribute in their decision to attend that particular institution (Frass & Paugh, 1989).

Student affairs programs and services, particularly housing, have the ability to greatly impact students' college experiences. In small colleges, whose values of synergy and personalism have been emphasized in student affairs literature (Young, 1986), students' out of class experience should be of importance to the entire college community. Briscoe (1988) stated that, as president of a small, church-related college, he felt that the importance of student services could not be overstated. Martin (1982) stated that

> Because the non-academic side of campus life is so important, a college of character will give as much attention to student life as to any academic dimensions of campus life (p.99).

Because of the attention given to the "non-academic" endeavors of students in small private colleges, one may assume that such institutions are deeply committed to quality student affairs programs. As Heath (1974) wrote:

> Substantial evidence led to the assumption that the private liberal arts college is the most natural setting in American higher education for student development experimentation. Clearly, the aims and objectives of the student development philosophy reiterated most closely the often-stated goals of the traditional liberal arts education. Concepts such as "self-directed behavior", "education of the whole person", "development of individual values", etc. have a direct and conscious parallel with the statement of the nature and purposes of a residential liberal arts college (pp. 16,17).

However, student development philosophies are not always present in the policies and activities of the student affairs division at small private colleges. Heath (1974) surveyed the Chief Student Affairs Officers (CSAO's) of 124 private, co-ed, liberal arts colleges accredited by the North Central Association, with enrollments ranging from 1000-2500 students. He found these administrators to be philosophically committed to establishing programs and policies that were developmentally based. However, his research uncovered little evidence that administrators translated their philosophical beliefs into practice on their campuses (Heath, 1974).

Student affairs programs in small private colleges were also the subject of a study by Snodgrass (1977). The focus of this research was to compare perceptions of campus environments and student services functions with institutional vitality. Snodgrass found that the crisis of identity for the small private college was particularly apparent in the student affairs area (1977). He stated that church-related institutions especially were under pressure to establish and maintain a clear identity. Snodgrass also cited a need for greater clarity of the role that student services had in the overall mission of the institution as well as improved methods of communicating that role to all the campus constituencies (Snodgrass, 1977).

In addition to role clarification and communication, student affairs administrators at small private colleges face other challenges. One challenge that is often present is the degree of scrutiny the division's programs receive. Faculty, administrators, and others are often very involved in campus life and are likely to have opinions on the way activities and policies should be carried out. The result of these varying opinions may be even less control over decision making than might be the case on larger campuses (Smith, 1991).

The Development of Professional Standards for Student Affairs

Student Affairs has long suffered as a profession due to the lack of a coherent set of standards for professional practice. Miller (1984) stated that the lack of even minimum standards for preparation and practice limited the establishment of student affairs as a recognized profession. Miller also considered standards important aids to professionals who were being called upon to evaluate program quality (1984). Program development and institutional or program accreditation were additional contexts in which professional standards may be of benefit (Miller, 1984).

Three reasons for establishing standards were cited by Mable and Miller (1983):

> 1. Standards provide uniform reference points for student affairs practitioners and institutional leaders in evaluating programs, evaluating staff, and giving direction for creating new and better programs;
>
> 2. Concisely defined standards assure higher quality staff and programs, and higher quality experiences for students; and
>
> 3. Standards provide consistent criteria for institutional and academic accreditation in student services and student development areas (p. 197).

Mable (1991) observed that, without standards, the practice of student affairs was too often taken for granted by institutional officials. Though they may value the contributions of student affairs, some administrators often have little notion of what outcomes to expect. Others choose

to ignore student life issues and have little interest in the benefits of out-of-class learning and its contribution to education (Mable, 1991).

Though the development of professional standards for student affairs has received much attention over the last 15 years, the concept of devising standards for such programs and activities is not a new one. Hopkins (1926) devised a list of twenty activities in which one might expect to find evidence of the influence of the student personnel point of view within an institution. He later visited fourteen institutions and rated each of the twenty student personnel activities on the basis of his standards.

Brumbaugh and Smith (1932) worked to devise a process by which the North Central Association of Colleges and Secondary Schools could accredit student personnel services. The result of their efforts was the "Point Scale for the Evaluation of Personnel Work in Institutions of Higher Learning," which provided a standard score for statements listed under each of ten student personnel services. College administrators and student personnel workers responded to the instrument by estimating how many points each statement was worth compared to a standard score for that statement (Brumbaugh & Smith, 1932).

Nearly twenty years later, a similar instrument was devised for rating the quality of student personnel services. Rackham (1951) developed the "Student Personnel Services

Inventory Checklists" for fifteen different student personnel areas. While developing the inventory, he submitted the checklists to officials at several institutions with more than 4000 students. These officials were asked to determine whether a statement was satisfactory or unsatisfactory in terms of the "ideal" student personnel services program for the "average" American college or university. Rackham then identified ten competent specialists in student personnel services who served as judges to tabulate, analyze, and interpret the results for the final preparation of the Inventory. Student personnel administrators could use the Inventory to rate how closely student personnel services at their institutions approximated the "ideal" rating of the services (Rackham, 1951).

Several documents have been published which pertain to the professional preparation of student affairs practitioners. The first of those reports was published by the Council of Student Personnel Associations in Higher Education (COSPA) in 1965. This report contained a proposal from COSPA's Commission on Professional Development, which began meeting in 1963 to discuss common needs and problems. The Commission's primary objective was to establish recommendations for the preparation of student personnel workers (COSPA, 1965).

Many of the organizations for professionals who work in specific areas within student affairs have been active in

developing standards for their particular programs. The American College Health Association first published standards and practices for college health programs in 1964 (Mable, 1991). Guidelines for college and university counseling centers were issued in 1970 by a special task force of counseling center directors. These guidelines are currently used by an international association for the accreditation of campus counseling centers (Mable, 1991). In 1979, the National Association of College and University Food Services completed an associational self-study which called for standards to assess the levels of operational performance provided by college and university food services (Mable, 1991).

During 1981, two organizations related to student affairs areas took action regarding standards for their programs. The National Association for Foreign Student Affairs (NAFSA) published a set of self-regulation principles for international education exchange (Mable, 1991). These principles can be used to assess current programs and guide institutional planning to improve services on the basis of self-study (Mable, 1991). Also in 1981, the National Intramural-Recreational Sports Association (NIRSA) adopted standards for collegiate recreational sports (Mable, 1991).

The two major national professional associations for student affairs workers also contributed to efforts to establish national standards. According to Meyer (1986), the

National Association of Student Personnel Administrators (NASPA) adopted a Statement of Desirable Conditions and Standards for Maximum Effectiveness of the College Administrator on April 3, 1970. Later, the American College Personnel Association (ACPA) developed a Statement of Ethical and Professional Standards. This Statement was adopted by the ACPA Executive Council in November, 1981 (Meyer, 1986).

The American Council on Education (ACE), though not specifically a student affairs organization, addressed some areas of student affairs as it began preparing guidelines for colleges and universities in 1979. The nine topics covered by these guidelines included a statement of good practice in college admissions and recruitment, collegiate athletics policy statements, and a statement on standards of satisfactory academic progress to maintain financial aid eligibility (Mable, 1991). In 1984, ACE prepared a series of five resource documents in the interest of self-regulation initiatives. Those documents included topics such as campus security and substance abuse (Mable, 1991).

Though some of the initiatives to develop standards for student affairs programs addressed student housing programs briefly, it was not until the mid-1980's that a set of standards especially for housing programs was developed. The Executive Board of the Association of College and University Housing Officers-International (ACUHO-I) adopted standards for college and university student housing in July, 1984

(Eyster, 1985). The ACUHO-I Standards have utility for staff and graduate educational programs, self-studies, collegiate community information projects, and assistance to outside agencies concerned with student housing (Mable, 1991).

These standards were seen by many administrators as being vitally important to the housing profession. Eyster (1985) stated that the standards provided a concise statement that reflected the thinking of the Association regarding the mission and goals of the field of student housing. Also, he believed that the existence of the standards would lead to improvements in both the standards and practice. The ACUHO-I standards could serve as a basis for the assessment of housing programs, and could assist in the education and preparation of future housing officers. Through the use of the standards, the level of professionalism in housing and residence life administration and education could be enhanced (Eyster, 1985).

Two other issues, both related to accountability, were seen by Eyster as important reasons for adopting a statement of standards. First, the standards helped to ensure that professionals in the field of housing would participate in the establishment of standards for the profession. Eyster viewed the participation of housing professionals as crucial so that standards would not be imposed by persons or agencies outside the profession. Secondly, the standards could be used to help inform faculty, administrators, students and

other members of the higher education community of the functions and mission of a student housing program on a college or university campus (Eyster, 1985). It was important, Eyster felt, for housing officers to educate others within the university of the mission of the housing program and how it related to the institutional mission.

Because the ACUHO-I standards represented a new initiative on the part of the professional housing organization, the prospect of their widespread use was both exciting and threatening to many housing officers (Slepitza, 1986). Professionals were excited because the standards attempted to balance specificity with the need to be flexible and consider a variety of types and sizes of programs. However, administrators were unsure how their programs would fare in an evaluation based on the standards. Also, many doubted whether the standards could be used effectively on their campuses to gather resources necessary for improvement. Slepitza (1986) was uncertain that professionals would use the standards as tools for personal and organizational development.

The ACUHO-I standards were designed for a number of uses, one of which was to provide a basis for evaluation of student housing programs. This evaluation process may take many different forms, including internal review, review by a campus committee, or external review. An example of the latter type of evaluation occurred in 1984-85 at Southeast

Missouri State University (Fisher, Gaber, Roverts, & Zeller, 1986). A team of three chief housing officers from other universities was brought in to evaluate the university's housing program using the ACUHO-I Standards as their criteria. The fact that this review occurred almost immediately after the standards were adopted supports Salter's (1986) claim that often the practicality of professional standards, not their content, is the determining factor in their use.

Meyer (1986) stated that the issue of self-regulation has motivated much of the development of standards within postsecondary education. When standards of good practice for student affairs are viewed as a form of self-regulation, the standards may be more widely understood and accepted on campus (Meyer, 1986). However, according to Meyer, for self-regulation efforts to become an integral part of student affairs practice, they must be broadly accepted by professionals in the field (1986).

Young (1979) offered five basic principles on the basis for self-regulation:

1. Generally, self-regulation is preferable and more effective than external regulation.
2. Any system of external regulation can be effective only to the extent that it recognizes and builds upon a community's willingness to engage in self-regulation.
3. Substantial numbers of individuals and institutions will regulate themselves if they know what behavior

is expected and why.

4. The overwhelming majority of individuals and institutions will regulate themselves if they believe they might be identified by their peers as doing the wrong thing.

5. Only a relatively small number of individuals and institutions deliberately engage in behavior that they know is not in the public interest. No matter how many laws you pass or rules you write or inspectors you hire, these will not prevent these operators from operating (p. 144).

At the heart of the self-regulation effort in postsecondary education is accreditation (Meyer, 1986). While accreditation of individual programs rather that institutional accreditation has become important to some academic areas, accreditation for student affairs remains a part of institutional accreditation by regional agencies. Each of the six regional institutional accreditation bodies has within their procedures manual standards for the philosophical basis and the practice of student affairs programs and services (Meyer, 1986; Jacoby & Thomas, 1991). As Jacoby and Thomas (1991) point out, a great range of philosophical orientations, as well as specificity of operations, is represented among the regional associations' standards. Some associations list individual services which should be included in the institutional self-study, while others take several pages to set forth specific standards for functional areas (Jacoby & Thomas, 1991).

Despite their differences, the regional accrediting bodies share several common ideas with regard to student affairs. Common to most of the agencies' statements of standards is the concern for regular evaluation of services and programs (Jacoby & Thomas, 1991). A key element in many of the statements is the establishment of goals or objectives for programs. Jacoby and Thomas (1991) state that generally, associations are interested in how student services' goals and objectives relate to the institution's mission and goals. In addition, the associations seek to learn whether the administrative structure supporting the achievement of these goals is adequate (Jacoby & Thomas, 1991).

The philosophical orientation of the agencies toward student affairs is illustrated by the following statements:

> The institution supports a co-curricular environment that foster the intellectual and personal development of students. That supportive environment is characterized by a concern for the welfare of all students, on and off campus (Western Association of Schools and Colleges, 1988, p. 67).
>
> An institution should have and express a continuing concern for the total welfare of each student, including his/her physical and mental health, development of capabilities and talents, establishment of relationships with other persons, and motivation for progress in intellectual understanding (Northwest Association of Schools and Colleges, 1988, p. 66).

According to Jacoby and Thomas (1991), the Southern Association of Colleges and Schools (SACS) has one of the strongest philosophical statements:

> Student development services are essential to the achievement of the educational goals of the institution and should contribute to the cultural, social, moral, intellectual, and physical development of students (SACS, 1989-90, p. 33).

Under this category of student development, SACS lists standards and guidelines for each student affairs program and service (SACS, 1989-90).

Jacoby and Thomas reported that student affairs professionals generally agreed that the accrediting agencies' standards in the area of student affairs are adequate, given the wide diversity of institutions to which they must apply (1991). Professionals also agreed that the standards provide sufficient guidance to visiting accrediting committees. However, many staff felt that the current standards were at best minimally effective (Jacoby & Thomas, 1991). In their view, these standards did not seriously challenge institutions to improve their student services programs.

An examination of the literature on the development of standards for student affairs programs and services reveals numerous attempts by various groups, including professional organizations and accrediting agencies, to produce standards for the profession. Prior to 1980, there were at least twelve independent statements of ethical practice, guidelines, or standards regarding areas related in some way to student affairs (Meyer, 1986). These statements varied in format, content, and scope (Meyer, 1986). Though there are many

reasons to establish such standards, there were no coherent widely-accepted standards which applied to student affairs practice as the profession entered the 1980's.

The Interassociation Conference on Student Development and Services Accreditation Issues was held on October 25-26, 1979 (Meyer, 1986). This conference, which attracted representatives from thirteen organizations, was the forerunner of the Council for the Advancement of Standards (CAS). CAS held its first official meeting January 24-25, 1980 (Meyer, 1986).

CAS was formed to created a comprehensive set of national standards for student services/development programs. While most of the attention to professional standards or guidelines prior to 1980 focused on preparation programs and identified the shortcomings of the field (Miller, 1984), CAS sought a different approach. Generally, the establishment of CAS was an attempt to develop a "definition" of the student affairs profession which represented goals that practitioners could strive to meet in their programs (Mable, 1991).

The founding of CAS was in response to a sequence of events which began with efforts by the American Psychological Association to exclude counselors from state licensure (Meyer, 1986). Another important event in this sequence was the development between 1973 and 1978 of academic preparation standards for counselors and other student personnel professionals by the Association for Counselor Education and

Supervision (Meyer, 1986). Another important factor which contributed to the formation of CAS was the feeling on the part of professionals that a definition of the meaning and scope of functions which comprised the profession was needed (Penn, 1974; Stamatakos, 1981). Also, the need to respond to the increasing demands for accountability from both internal and external sources greatly contributed to the establishment of CAS (Meyer, 1986).

According to Bryan and Marron (1990), CAS was established "for the purpose of improving and advancing student development services and educational opportunities in postsecondary education institutions" and to promote cooperation and collaboration among associations. More specifically, the organization's Articles of Incorporation cites five purposes of CAS:

1. To improve and advance student services developmental programs, and educational opportunities in institutions of higher education.

2. To provide cooperative interassociational efforts to improve the quality of services offered to students by establishing, adopting, and recommending professional standards for preparation and practice.

3. To encourage accreditation agencies to use the standards for student services and development programs.

4. To provide professional standards and consultation to assist institutions of higher education in the evaluation

and improvement of their student services and development programs.

5. To increase awareness of the importance of professional standards for student services and developmental programs and activities (CAS, 1980).

The organizational philosophy of CAS was that the development of the standards should be a representative, highly participative, consensual effort on the part of all institutional representatives (Meyer, 1986). Meyer outlined the process of developing standards as it finally evolved:

1. Identifying process by CAS and member associations of subspecialty areas.

2. Drafting of standard statements by each interested association.

3. Processing by a draft manager to unify any duplicative statements.

4. Writing of standards by a CAS drafting team.

5. Reviewing of the draft by the CAS executive committee.

6. Tentative adoption of standards by the CAS Board of Directors for public dissemination and comment prior to the final adoption.

This extensive process and the lack of funding for CAS caused the development of standards for functional areas to take longer than the CAS directors had originally predicted (Meyer, 1986). The executive committee was very important

in accomplishing much of the work of CAS. This committee was voluntary, had no paid staff, and only met twice each year (Meyer, 1986). Eventually, the standards were published and distributed in 1986.

In her dissertation, A National Effort to Build Standards for the Student Services/Development Functions: An Historical Analysis, Meyer (1986) reviewed the development of the CAS standards and also examined reactions of professionals and associations to some of the new standards. In reviewing the process of developing the standards, Meyer found that many associational representatives to CAS felt that they were selected primarily due to their proximity to Washington, DC where CAS meetings were held. She also reported that none of the thirteen CAS directors she interviewed had much experience with a standards development process prior to joining CAS (Meyer, 1986).

To gather a reaction to some of the new CAS Standards, Meyer sampled 100 Chief Student Affairs Officers and 25 directors from each of four functional areas (disabled student services, student activities, career planning and placement, and counseling). Her sample was purposefully selected and represented institutions enrolling more than 1000 students (Meyer, 1986). Respondents generally felt that the CAS Standards would be helpful in program review, and twenty percent reported that they would distribute standards to department chairpersons and faculty on their campuses

(Meyer, 1986).

Student affairs practitioners may use the CAS Standards in a variety of ways. Miller (1984) stated that self-study procedures were the best way to use standards in student affairs. In addition, the CAS Standards may be used as an educational tool for faculty, staff, students, and student affairs staff (Bryan & Marron, 1990). A third use of the standards is for planning and goal-setting. When using the standards for this purpose, staff must evaluate their programs and justify requests for resources (Bryan & Marron, 1986).

At The University of North Carolina at Wilmington (UNCW), the standards are used in a combination of ways, including educational, self-study, and evaluation. Faculty, staff, and students are asked to collaboratively participate in self- assessment and evaluation of each functional area within student affairs. The Chief Student Affairs Officer reports that the experience is educational for all who are involved. Results of the evaluations and self-assessment are used by the Student Affairs Division in planning (Bryan & Mullendore, 1991).

In 1987, a study was conducted to examine the utilization of the CAS Standards by CSAO's at small four-year colleges and universities. From his sample of 436 CSAO's, Marron (1988) found that:

1. Institutional size was not a factor in the use of standards.

2. Public institutions used the standards more than private institutions.

3. The distribution of the standards had not been sufficient to allow for their full utilization.

4. CSAO's were divided on whether the standards should be used as an accreditation document.

5. The overall utilization of the standards on the campuses was minimal as reported by the CSAO.

Through the publication of the CAS Standards in 1986, CAS took the first nationwide step toward providing student affairs with the ability to achieve two of the three goals embraced by the Council on Postsecondary Accreditation (COPA) (Bryan & Marron, 1990). These two goals were to (1) foster excellence in postsecondary education by developing uniform criteria and guidelines for assessing educational effectiveness, and (2) to encourage improvements in programs through continuous self-study and planning (COPA, 1985). COPA is a non-governmental organization that works to foster and facilitate the role of accrediting bodies in promoting and insuring the quality and diversity of American postsecondary education (Mable, 1991). As an umbrella organization representing a merger of existing accrediting agencies including the Federation of Regional Accrediting Bodies and the Council for Specialized

Accrediting Agencies, COPA was used as the source of authority for CAS (Mable, 1991).

Despite this relationship with COPA, the CAS Standards are not currently used for accreditation. Originally, the focus of CAS was on preparing standards to use in accreditation. Now, however, the focus is on use of the standards by the profession for program evaluation and development (Meyer, 1986).

In an informal telephone survey of student affairs professionals who had significant involvement in the accreditation process, Jacoby and Thomas (1991) found that respondents favored maintaining the standards of the regional associations as the bases of accreditation of student affairs programs rather than using the CAS Standards. Several respondents, however, believed that the standards should be used by staff in preparing self-studies required for accreditation. Other respondents expressed hope that the regional accrediting associations would use the CAS Standards as guides when revising their own standards to make them more thorough and specific (Jacoby & Thomas, 1991).

As mentioned earlier, the focus of the CAS Standards today is on evaluation and development of programs. One reason for this focus is the attention given by all segments of higher education to the outcomes assessment or institutional effectiveness movement (Winston & Moore, 1991). CAS responded to the needs of student affairs practitioners

for assessment tools that would enable them to respond to these and other calls for accountability by developing the CAS Self-Assessment Guides (Miller, Thomas, Looney, & Yerian, 1988). These guides, which were designed to operationalize the standards and guidelines created by CAS, enable professionals to determine the extent and nature of their compliance with each standard component (Mable, 1991).

During the coming years, CAS plans to review and revise the present standards based on use and experience. Also, according to CAS president Phyllis Mable (1991), CAS will add standards and guidelines for functional areas which were not previously addressed. The review and revision process was begun in 1989 to bring all functional area standards into "state-of-the-art" form (Mable, 1991). This process should take approximately six years to complete, according to Mable. She also reported that a process for developing new CAS Standards is in place (Mable, 1991).

Meyer stated that the philosophical foundation of the student affairs profession has gradually developed from the concept of in loco parentis to the view of assisting in the development of the total student (1986). Professional standards provide scope and shape to this philosophy via specific plans, perspective, and forms of self-regulation that are relatively free from outside intervention (Mable, 1991). It is important to note that, as Meyer stated (1986), the acceptance of the standards by the practitioner is

implicit in the development of standards for the student affairs profession. The extent to which the CAS Standards will be used will depend on how widely they are accepted by those who may use them as the minimum expectations of professional practice.

Views of Campus Groups Concerning Housing and Student Affairs Programs

Keller (1983) stated that self-consciousness is a vital characteristic for academic organizations. Self-consciousness as he defines it is a process by which organizational members come to know and understand what business the organization is in, what business the organization wants to be in, and the factors central to the health, growth, and quality of the organization (Keller, 1983). One reason that this process is important is the fact that academic organizations, according to Keller, are increasingly affected by outside forces and their markets as much as various internal factors (1983).

The concepts of self-consciousness and outside intervention are applicable to student affairs programs, and particularly student housing operations. Professionals understand the positive contribution that residence life programs can make to the overall climate for learning, and the impact of residential living on recruitment and retention (Sandeen, 1988). However, this organizational self-consciousness, with professionals within the field

understanding the goals of the housing program and its benefits to the greater institution, is not sufficient. Housing and other student affairs programs do not operate in isolation from the rest of the institution. In academic institutions, decision making is spread among "trustees, presidents, and faculty" (Carnegie Foundation, 1982, p. 72). Therefore, student affairs administrators face issues such as "To what extent does the institution as a whole support the goals and purposes of the Residence Life program?" and "Who should decide the areas of student life which should be addressed?" (Sandeen, 1988).

Because so many groups with potentially differing expectations participate in the college and university governance process, it is important that student affairs administrators assess and understand these groups' attitudes toward student affairs programs. Hodgkinson (1970) stated that observers and practitioners showed mild to strong concern over the lack of agreement and understanding of the function of the Dean of Students. According to Barr, student affairs units may be viewed as the institutional conscience by some, but as the controllers of behavior by others (1988). Other groups within the university, Barr claims, are not at all sure of the unit's intended role within the institution. With the existence of so many differing expectations and so much confusion, student affairs administrators must work to build effective working relationships with others (Barr,

1988). Failure to consider the needs and expectations of various groups in policy development, program planning, and daily operations and decisions invites dissatisfaction and program failure (Barr, 1988).

Obviously, students are an important group for student affairs administrators to consider. Barr stated that students may not receive appropriate services and programs if administrators do not understand their needs and translate those needs to others within the organization (1988). Wise (1969) shared that students may participate in college and university governance in a variety of ways. Whether students participate through formal organizations, as consultants, or simply by voicing individual or collective concerns, it is vital that the practice of student affairs reflect their best interests.

A study of the difference in student and administrator perceptions of the college environment yielded interesting information that includes recommendations for student affairs administrators. This study by Pascarella (1974) suggests that administrators, as a group, have an inaccurate and overly optimistic understanding of the way in which students perceive their institution's environment along two significant dimensions: intellectual and creative dynamism and institutional responsiveness vs. bureaucracy. Sadly, administrators within student affairs also tended to share this overly idealized and inaccurate understanding. In

response to his findings, Pascarella recommended broadening the function of student affairs to include planning and conducting student oriented research (1974). This function would provide faculty, administrators, and student affairs staff with better information concerning the ways in which students perceived the institutional environment, and would allow for the identification of programs, policies, and practices that are inconsistent with institutional goals (Pascarella, 1974).

Just as the various campus groups who influence decision making within the institution represent a variety of expectations and perspectives, the student population in colleges today is comprised of many different individuals who represent many different backgrounds and interests. A major challenge facing student affairs practitioners today is the demand for services for an increasingly diverse student population (Deegan, 1981). Therefore, it may not be sufficient for administrators to simply look at the needs, expectations, etc. of "students." Many different groups of students representing the diversity of the student population must be considered.

If students represent the "consumer" in academic organizations, the others within academia may be considered the organization's "workforce." This group within colleges and universities is primarily comprised of professionals whose responsibilities include setting organizational goals

and maintaining performance standards (Etzioni, 1964). The role of administrators in this type of organization, Etzioni reports, is to administer the means to the major activity carried out by the professionals and to take charge of secondary activities (1964).

In today's institutions, administrators may be viewed as performing administrative duties required of the organization, while faculty are left to their academic pursuits. Therefore, administrators constitute an influential group within the university's decision making process, and consequently, merit important consideration from the student affairs area. The student affairs deanship was introduced into the academic organization to provide a mechanism to humanize the university (Deegan, 1981). Since its beginning, the senior-level student affairs position has gained in importance, in some respects, within the realm of institutional administration. The recent emergence of the "management team" in higher education is of great importance to the chief student affairs officer (CSAO). Sandeen (1991) listed three implications of the use of the management team concept of administration for student affairs:

1. The position of the CSAO has a new level of institutional influence and student affairs agendas are considered an integral part of institutional policies and priorities on a regular basis.
2. The CSAO (and the student affairs division) are expected to contribute to the overall success of the institution.

3. The CSAO must understand and be able to work effectively with all the team members: the president, chief academic officer, the chief financial officer, and the chief development officer.

In addition to students and administrators, governing boards (trustees) are also an important group for student affairs administrators to consider. While governing boards have maintained their role within the institution from a legal perspective, and while their actual participation in college and university governance has changed (Duryea, 1973), calls for greater trustee involvement in governance are increasing (Carnegie Foundation, 1982). The Carnegie Foundation, in its 1982 report on the governance of higher education, issued the following recommendations with regard to trustees:

1. Governing boards should be responsible for the overall policy of the institution and appointments of all major officers, approval of faculty appointments, approval of major expansion of facilities, and approval of the budget.

2. Trustees have a special obligation to help assess the educational quality of the institution by participating in campus-wide reviews of academic programs.

3. Governing boards should consult fully and frankly with all segments of the campus in shaping policies and procedures.

4. Trustees should be fully aware of their institutions and faithfully interpret the institution to the public.

Board members are an important constituency group for student affairs (Barr, 1988). Ingram (1980) suggested that trustees should assert their authority over "the determination and periodic review of the administration of all policies governing the educational program, faculty, and student affairs" (p. 111). Historically, the student affairs committee of the board has been "less passive" (Wood, 1985, p. 63). This committee has periodically been the focal point for intense feelings both within board members and students over issues such as curfews, visitation privileges, and other residence life policies. Wood cites a developing interest by trustees in issues such as the role of fraternities, problems with drug and alcohol abuse, and vandalism as a reason that the board's student affairs committee may continue to remain actively involved in institutional life (1985).

Though governing boards establish policy, interpret the institution to outside constituencies, and are legally responsible for campus programs, student affairs administrators have often neglected board members in planning and programming (DeRemer, 1986). Reasons for involving board members in student affairs activities include:

1. it is the duty of the CSAO to keep board members informed;
2. through involvement, student affairs staff may gain significant advocates for division programs;
3. board members can lend an invaluable perspective to practitioners; and

4. student affairs may emerge as a more integral component of the institution's educational process (DeRemer, 1986).

DeRemer feels that, as the institution's ultimate policy makers, governing boards must be knowledgeable about student affairs in order to make informed decisions regarding the student life area. Also, he contends that board members can be effective allies in bringing about institutional change (DeRemer, 1986).

The CSAO is crucial in involving governing boards in student affairs (DeRemer, 1986). The CSAO is in contact with a broader range of campus activities than any other administrator, and provides a means of communication between trustees and students. In this role, the CSAO must keep board members routinely informed of student concerns and issues so that if a crisis occurs, the board will support the administrative decision (DeRemer, 1986). When working with the board, DeRemer suggests, the CSAO should understand the structure of the governing board and how the board interacts with the president, the faculty, other administrators, and outside constituents. At the very least, DeRemer concludes, the CSAO can establish constructive communication channels which decrease fear and misunderstanding and establish the role of student affairs within the mission of the institution (1986).

The final group which constitutes an important constituency for student affairs is the faculty. After students, Sandeen (1991) considered faculty as the most important constituency for CSAO's in building support and understanding for student affairs programs and services. He stated that faculty relationships present one of the most important and challenging tasks of the CSAO. Sandeen also suggested that faculty support was crucial to the ability of student affairs programs to accomplish their goals, and that faculty should participate in student life and be well-informed about student affairs issues (1991). According to Sandeen, student affairs programs which become isolated from the institution's academic instruction activities cannot be successful.

Barr has stated that "The concerns of the faculty usually become institutional concerns" (Barr, 1988, p. 55). Because faculty play a prominent role in institutional governance, they may greatly impact the student affairs division. One may assume that the general conditions of student life have implications for the educational experience of students. Based on this assumption, Mayhew (1969) contends that the faculty should have broad policy making powers over the conditions of student life.

Bloland (1991) expressed regret that faculty members seemed to have lost concern for student life activities.

> Historically, faculty have played an active role in both curricular and extracurricular education but, unfortunately, have since moved away from this broad definition of their educational responsibilities and no longer have much interest in it (p. 37).

> Student affairs offices have tended to be associated in the faculty mind with keeping order on campus and with an unfortunate preoccupation with the encouragement and supervision of such anti-intellectual activities as cheerleading or fraternities, activities that the faculty believes compete with the classroom for attention (p. 37).

To combat these prevalent faculty attitudes, Bloland suggests that the student affairs division needs to be seen as being clearly involved in supporting the mission of the institution (1991). Also, the division should emphasize its sponsorship and encouragement of programs of "undeniable" academic and intellectual worth (Bloland, 1991).

Student affairs administrators have done a poor job of explaining their role and function to faculty (Barr, 1988). Also, administrators have failed to demonstrate what differences, if any, would be present in the institution if student affairs programs were not present (Barr, 1988). Therefore, faculty, in general, do not offer much support to student affairs, and when physical resources are limited, faculty budget groups usually look at student affairs as a source of funding relief (Barr, 1988). Faculty may view student affairs as a division which spends too much money on people who are not well trained, and who perform tasks that are either not understood or deemed unnecessary (Bloland,

1991).

As Barr has stated, "To many, the faculty is the college..." (1988, p. 54). Student affairs administrators must recognize not only the power and influence of the faculty in institutional decision making, but also the opportunities for consultation and collaboration with faculty members. Staff and administrators should work to develop relationships with faculty and to educate them about their work. Most importantly, staff should not be guilty of failing to consider the opinions of faculty in designing and implementing student affairs programs. Such an error, says Barr, may be fatal to the success of the program (1988).

Since all of these groups (students, faculty, trustees, and administrators) play important roles in institutional governance, student affairs administrators must work on their individual campuses to systematically determine the opinions of these groups concerning student affairs. One way of determining these opinions is through the use of perceptual measurement. Mayhew (1962) claimed that perceptual measurement had become a valuable management tool because of the relationship between perceptions and the ability of the institution to function effectively, which he termed "institutional vitality." Feder, Bishop, Dysinger, & Jones, (1958) stated that the effectiveness of a student affairs office could be judged by a study of the college community's attitudes toward it. They felt that a systematic survey of

the "climate of opinion" was time consuming, but rewarding (1958, p. 43).

Many institutions have conducted studies which seek the opinions of various campus groups toward the institution's student affairs program. Often, these studies have compared the opinions of campus constituencies with staff within the division of student affairs. Representative of these studies was the research of Abbott (1976) which surveyed faculty, students, and student affairs staff at a medical college. Members of these groups were asked to provide their perceptions of the importance of selected student services to the total educational program and the adequacy of those services. Abbott looked for significant differences in perceptions of importance and adequacy among the groups surveyed (1976).

Troescher (1969) conducted a similar study using the same campus groups at a small undergraduate college. She found consensus among the three groups that student services based on involvement and group participation were implemented effectively. Also, faculty, students, and student affairs staff perceived that student affairs programs and services were a valuable part of the institution (Troescher, 1969).

A slightly different type of study was conducted at ten community colleges in North Carolina by Emerson (1971). The purpose of this study was to determine whether differences existed among faculty, students, and student affairs staff

perceptions of their familiarity with and the effectiveness of student services. Results of this study showed that faculty rated the effectiveness of services lower that did students or staff, whose ratings coincided. Not surprisingly, faculty and students rated their familiarity of student services lower than did staff in student affairs (Emerson, 1971).

Environmental perceptions have been the focus of other studies. When Noeth and Dye (1965) compared students' and student affairs workers' perceptions of the Purdue University environment, they found the greatest difference in perceptions in the Personnel Services Scale. This scale assessed knowledge of the availability of student services and staff, the responsiveness of services and staff to student concerns, and the degree to which students felt their educational and personal needs were being met by staff (Noeth & Dye, 1965). On the majority of items on this scale, staff perceived themselves as fulfilling necessary and developmental functions in a much greater degree than did students (Noeth & Dye, 1965).

Ivey, Miller, and Goldstein (1968) found considerable disparity between staff and student perceptions of the campus environment at Colorado State University. After reviewing their results, the researchers concluded that staff should examine areas where their perceptions differed from those of students. The authors also stated that staff needed clear

perceptions of existing student attitudes if they were to function as agents of change on campus (Ivey, Miller, & Goldstein, 1968).

The most notable study in the area of campus groups' perceptions of student affairs was a study in 1962 by Laurine Fitzgerald. She used a 60-item questionnaire to survey a stratified random sample of the instructional staff at Michigan State University. Respondents were asked three questions concerning each statement:

1. How does the statement relate to the philosophy and purposes of higher education?
2. How do you evaluate the performance of this function on campus?
3. Has specific provision been made for this function on campus? (Fitzgerald, 1962).

Responses from faculty indicated that student affairs functions were recognized as important in achieving the philosophy and purposes of higher education. However, the degree of importance was dependent upon the nature of the service (Fitzgerald, 1962). Functions which related most directly with the academic purposes of the institution were assigned the highest degree of importance. Slightly less importance was given to functions which facilitated student life activities while engaged in academic pursuits, while the least importance were those activities which dealt indirectly with students in academic settings (Fitzgerald, 1962). These

rankings, according to Fitzgerald, may indicate a lack of knowledge on the part of faculty of the function of student affairs. Particularly interesting was the frequency of indication of a lack of knowledge of information concerning the specificity of provisions for and location of many functions (Fitzgerald, 1962).

Fitzgerald targeted faculty members in her study because she felt that faculty and student affairs staff, who were both charged with educational responsibilities, should perform their distinctive functions on the basis of shared understanding and mutual respect. To conduct her research, she designed an instrument that may assist student affairs administrators in better aligning their programs and services with the academic purposes of the institution (Fitzgerald, 1962).

Pinsky and Sheldon (1978) stated that the results of studies that examine perceptions of student affairs within higher education institutions will differ among institutions. They summarized the findings of these studies as follows:

1. Most students viewed student services as being important and valuable parts of the total college or university program.

2. Faculty tended to perceive services as important, had varying perceptions of the awareness of existing services, and were less familiar with services than were students.

3. Student affairs administrators and staff perceived services as important and effective, and had high awareness of the existence of services.

4. Few studies involved academic administrators.

This chapter has reviewed relevant literature from three major topics: student affairs and student housing programs at small private colleges, the development of standards for student affairs and student housing programs, and campus constituencies' views of student affairs and student housing programs.

Several issues arise from an examination of the existing literature. First, there is an absence of extensive research in the area of student housing programs at small private colleges. Also, though the perceptions of various campus constituencies are identified as important to the success of student affairs and student housing programs, groups such as faculty, students, administrators, and trustees were not involved in the development of standards for these programs. Finally, the trustees and administrators have not been involved in previous evaluative studies of student affairs. This study will attempt to address these three issues.

CHAPTER III

METHODOLOGY

This study had two purposes. The first was to investigate the extent to which faculty, administrators, trustees, students, and student affairs professionals rated the CAS Standards as important components of the current and future mission of the housing and residential life program in small private colleges. The second purpose was to examine the degree to which housing and residential life programs at small private colleges complied with the CAS Standards.

In order to accomplish these purposes and to address the hypotheses presented in Chapter I, the ratings of each of the identified groups concerning the importance of national standards as components of current and future mission of housing and residential life programs were obtained. Also, ratings of compliance of housing and residential life programs were secured from each of the groups. This study followed survey research methodology and relied on the use of a questionnaire in order to gather all of the ratings listed above. Survey methodology was appropriate for this study because data were collected from large numbers of persons in different locations. According to Ary, Jacobs, and Razavich (1985), the survey is an important method of research for many disciplines, including education (p. 337).

Population and Sample

The target population for this study consisted of institutions which were classified as Level II or III by the Carnegie Foundation (1979). Level II institutions are defined as those colleges and universities offering bachelors degrees, while institutions classified at Level III may offer bachelors, masters, and Specialist in Education degrees (Southern Association of Colleges and Schools, 1989). In addition to the designation as Level II or III institutions, colleges in the target population possessed the following characteristics: private, 1000-3500 students, a minimum on-campus housing capacity of 500 students, located in North Carolina, and accredited by the Southern Association of Colleges and Schools according to a 1989 list of member institutions. In order to further insure compatibility among all institutions, schools which limited enrollment to a particular gender or ethnic group were not eligible for participation. A total of 12 institutions conformed to these criteria. Eight of those institutions were chosen for participation in the study based on the researcher's knowledge of personnel in student affairs and/or housing at the institutions. Chief Student Affairs Officers and Chief Housing Officers at the eight institutions contacted represented a range of professionalism based on their academic preparation and participation in professional organizations. Also represented among these staff were a

variety of years of service at the institution, with the range being from one year to six years for chief housing officers.

Three of the institutions declined to participate in the study due to the fact that each campus was currently involved in other institutional studies. Administrators at these campuses stated that much time was being spent on these efforts, and that faculty and staff may have viewed an additional research study negatively. Administrators also expressed concern that an additional study could detract from the important projects already underway on their campuses. Though these three campuses were unable to participate in this research study, the other five institutions contacted were willing to participate. All institutions which were included in the study placed their residential life programs administratively within the division of student affairs.

Small private institutions were chosen as the focus of this study because of the relative lack of published research on student affairs divisions in these institutions. Also, the governance structure of private institutions is more likely to lend itself to administrative decision-making processes which solicit input from constituent groups such as faculty and students. Level II and III institutions were selected because even those which offer advanced degrees usually emphasize their undergraduate programs (Geiger, 1986). Graduate degree programs at those institutions are

often limited in number and scope and usually serve the needs of a specific, local market. Thus, the housing program is likely to focus on services for traditional-aged undergraduate students.

Limiting the study to institutions with enrollments of 1000 to 3500 insured that institutions in the sample had several full-time student affairs professionals. Student affairs divisions in institutions of this size, however, do not maintain a complex administrative structure which separates administrators from regular and direct contact with students. The observations of Astin and Lee (1972) concerning the closeness of contact between students and faculty at small private colleges may also be applied to the increased contact between upper level administrators and students at those institutions. A further restriction of geographic location of the institutions was included because of the expectation that response rates may be higher for a study which focuses on a limited geographic area.

Data Collection Procedures

Support for the study was sought by the researcher through personal contacts with the chief housing officer or chief student affairs officer at each campus selected to participate in the study. As part of this contact, each institutional representative was asked if he or she was aware of the CAS Standards for Housing and Residential Life

programs and how the standards were currently being used by the institution. Two of the five institutional officers indicated little or no knowledge of the CAS Standards. One institution has regularly used the standards in planning and evaluation in the past. The other two institutions, while aware of the existence of the standards, gave no evidence of their use on either campus.

After this initial contact was made, each institution granted permission to the researcher to survey individuals on their respective campuses. Lists of current faculty, administrators, and student affairs professionals were obtained from each institution. A list of juniors and seniors currently living in campus housing, including local mailing addresses, was also obtained.

All administrators, trustees, and student affairs professionals at each institution were included in the sample. For the purposes of this study, student affairs professionals were defined as persons who fill positions at director level or above and who report to the chief student affairs officer. Faculty members at each institution were listed alphabetically, and a random sample was selected, the number depending on the total number of full time faculty. Similarly, juniors and seniors who lived on campus were listed alphabetically, and a random sample drawn based on the numbers of these students. All sampling was conducted using the table for determining sample size developed by Krejcie

and Morgan (1970). Randomness was assured by dividing the number of faculty (or students) listed by the number to be included in the sample (Krejcie & Morgan, 1970). The resulting quotient (N) was used in selecting subjects for the study, with every Nth name from the faculty (and student) list being chosen.

Individuals who were to be included in the sample from each institution were mailed a copy of the survey instrument, a cover letter from the researcher and, in some cases, institutional officials, and a return envelope. All mailings were conducted through institutions' campus mail services to reduce costs and delivery time, and return envelopes were addressed to the researcher, c/o the student affairs office at the institution. After the deadline for returning completed surveys (approximately two weeks), follow up letters were sent to those individuals who had not yet responded. These persons also received another copy of the survey and another return envelope. The total return rate for all surveys, after the follow up mailing, was 33%. Institutional return rates varied from 28.5% to 43%.

Instrumentation

A questionnaire was used to gather data from the participants in the study. The instrument used in this study was constructed by the researcher, and was based on the work of Gross and Grambsch (1974) which analyzed changes in the

organization and power structure of American universities between 1964 and 1971. In conducting their research, Gross and Grambsch surveyed administrators and faculty using a Likert-type questionnaire comprised of goal statements for universities. Respondents were instructed to react to each statement by indicating how important the goal is and how important the goal should be to their university (Gross & Grambsch, 1974). This questionnaire design has been adapted for use in research concerning mission and values of a small, private, liberal-arts college (Bolding, 1985), preferred goals of faculty in a state-supported, historically black university (McCarter, 1988), and constituent groups' perceptions of mission and mission effectiveness of a community college (Jarrett, 1989).

In order to provide the information required to test the first three hypotheses, the survey instrument for constituent groups was designed so that respondents could indicate the extent to which they agreed that certain criteria currently are and should be important to the housing and residential life program on their campus. Respondents based their perceptions of current mission on statements by staff associated with the housing program at their campus, programs and services offered by the housing staff, or observation of various activities of the housing office and its staff. Goals and purposes which the respondents believed the housing program should pursue determined their perception of the

housing program's future mission.

In order to determine ratings of the importance of the CAS Standards to current mission, respondents were asked to use a Likert scale to indicate the degree to which they agreed that each criterion was important to the housing and residential life program at their institution. The five points on this scale were:

SA Strongly agree

A Agree

N Unsure or No opinion

D Disagree

SD Strongly disagree

These criteria were presented in the form of statements which are found in the Housing and Residential Life Programs Self Assessment Guide (CAS, 1988). To rate the importance of criteria to future mission, the respondents used the same scale to indicate the degree to which they agreed that each criterion should be important to the housing and residential life program at their institution.

In order to provide the information necessary for testing the fourth hypothesis, ratings of performance were obtained from each of the groups. To obtain these ratings, the instrument instructed respondents to indicate the degree to which they agreed that their institution was in full compliance with the criteria presented. Participants again responded using the same scale for agreement.

A demographic section was included at the end of the survey instrument. This section contained questions regarding the respondents' affiliation with the institution and number of years in present position (or class standing for students).

The CAS Standards for Housing and Residential Life Programs (CAS, 1986) and the Housing and Residential Life Programs Self-Assessment Guide (CAS, 1988) are both composed of thirteen different component areas. These thirteen areas are listed in Table 1 below.

Table 1

Component Areas of CAS Standards

Mission	Equal Opportunity, Access and Affirmative Action
Program	Campus and Community Relations
Leadership and Management	Multi-Cultural Programs and Services
Organization and Administration	Ethics
Human Resources	Evaluation
Funding	
Facilities	
Legal Responsibilities	

The Leadership and Management component of the Standards refers to the general statement of standards for institutions' student affairs divisions, and thus is not

considered for each functional area within student affairs. For the purposes of this study, standards regarding the Equal Opportunity, Access, and Affirmative Action component were not included. This component was deleted because the one statement which composed this component area represented concepts which were addressed in other areas of the Standards.

The final draft of the survey instrument consisted of 45 questions representing the eleven remaining components. Each component was considered a subscale of the instrument. These subscales are listed in Table 2, with the number of items contained within each subscale.

Table 2

Instrument Subscales and Numbers of Items

Subscale	Number of Items
Mission	3
Program	11[a]
Organization/Administration	2
Human Resources	7
Funding	1
Facilities	4
Legal Responsibilities	2
Campus/Community Relations	1
Multi-Cultural Programs/Services	4
Ethics	8
Evaluation	2
Total:	45

[a] One item had 9 parts

Validity is an important consideration for any survey instrument. The questionnaire in this study may be considered content valid because the statements it contains were taken directly from the CAS Standards. Therefore, participants responded directly to the standards themselves, not to statements representing the standards. Two different student affairs professionals with experience in housing and residential life identified the statements in the questionnaire as being representative of statements contained in the CAS Standards for Student Services/Development Programs (1986). The format of the questionnaire, which is similar to the CAS Self-Assessment Guide (1989), also lends support to the construct validity of the survey instrument.

Prior to the collection of data for the study, two pilot studies were conducted using the survey instrument. In the first pilot study, a group of 25 students responded to the questionnaire two different times over a four week period. This pilot study resulted in scores from 17 respondents who completed both administrations of the instrument. The correlations between students' mean scores on each subscale for the first and second administrations are reported in Table 3.

All of the twelve correlations for current mission were positive, with eight of those being greater than r=.50. Each of these eight were found to be statistically significant. An analysis of the correlations of ratings for future mission

Table 3

Correlations Between Scores for Pilot Study

Subscale	Correlation
Mission Is	.5797**
Mission Should Be	.4563*
Mission Compliance	.5720**
Program Is	.7492**
Program Should Be	.8351**
Program Compliance	.5909*
Organization/Administration Is	.3293
Organization/Administration Should Be	.0457
Organization/Administration Compliance	.4117
Human Resources Is	.6780**
Human Resources Should Be	.4482
Human Resources Compliance	.4233
Funding Is	.7463**
Funding Should Be	.1387
Funding Compliance	-.0166
Facilities Is	.5506*
Facilities Should Be	.6040**
Facilities Compliance	.3213
Legal Responsibilities Is	.3220
Legal Responsibilities Should Be	.3481
Legal Responsibilities Compliance	.2247
Equal Opportunity, etc. Is	.4211
Equal Opportunity, etc. Should Be	.3951
Equal Opportunity, etc. Compliance	.4864*
Campus/Community Relations Is	.1231
Campus/Community Relations Should Be	-.0874
Campus/Community Relations Compliance	.0296
Multi-Cultural Programs Is	.8133**
Multi-Cultural Programs Should Be	.4162
Multi-Cultural Programs Compliance	.8207*

(table continues)

Subscale	Correlation
Ethics Is	.7464**
Ethics Should Be	.3226
Ethics Compliance	.3287
Evaluation Is	.5031*
Evaluation Should Be	.5133*
Evaluation Compliance	.3836

* significant $p < .05$
** significant $p < .01$

note: Is represents ratings of Standards to Current Mission
Should Be represents ratings of Standards to Future Mission
Compliance represents ratings of institution's compliance with Standards

showed that, while eleven were positive, only four of those correlations were statistically significant. Correlations of compliance ratings revealed similar data, with eleven of the twelve correlations being positive and four proving to be significant.

The small size of the group included in the pilot test (n=17) may have impacted the results of the correlations between the scores for the two administrations of the pilot instrument. However, the findings of 34 positive correlations from the 36 correlations listed in Table 3 tends to support the test-retest reliability of the survey instrument. Also, the fact that 16 of these relationships were found to be statistically significant provides additional support for the instrument's reliability.

A second pilot study was conducted in order to obtain feedback from individuals who were affiliated with an institution similar to those to be included in the final study. While the same constituent groups from within the institution were included, smaller numbers of subjects from each group were surveyed. The numbers of participants from each group were as follows: four faculty, one administrator, seventeen students, and two student affairs professionals. In addition to completing the survey instrument, the respondents provided written feedback concerning the instrument, including their perceptions of the clarity of questions, the length of time it took them to complete the questionnaire, its format and appearance, and the adequacy of the instructions.

The written comments from the respondents in this pilot study were used to revise the survey instrument. Based on these comments, several items which participants identified as confusing or unclear were deleted. Also, in response to participants' concerns over the length of the questionnaire, several additional items were deleted. These items were chosen by the researcher after a review of the instrument to determine items which expressed concepts which were represented in more than one statement. The survey instrument as revised contained 45 items.

Procedures

Permission to conduct the study was obtained from the Committee on Human Subjects Protection of the School of Education at the University of North Carolina at Greensboro. Confidentiality of responses was assured by numerically coding each survey and analyzing responses of groups rather than individuals.

Data Analysis

Data was analyzed using the Analysis of Variance technique, or ANOVA. ANOVA is a powerful statistical technique which is widely used in comparative studies in education (Glass & Hopkins, 1984). Through this procedure, significant differences in the ratings of the various campus groups concerning the degree to which the residential life program complies with the CAS Standards may be detected. Also, differences in ratings of the importance of the CAS Standards to current and future mission may be discovered, as well as significant differences between groups' ratings of the importance of the Standards to current mission and future mission.

ANOVA is an appropriate statistical tool for use with interval level data (Glass & Hopkins, 1984). According to Tuckerman (1967), one unit in a rating scale is assumed to be equal in size to any other unit in the scale. These scales, as used in educational research, are often considered to

yield interval level data (Tuckerman, 1967). Kennedy and Bush (1985) state that

> ...most statisticians agree that it is appropriate to regard measures that approach the interval standard as interval and to analyze them accordingly (p. 32).

Also, according to Popham and Sirontnik (1973),

> ...Because the majority of data encountered in educational research probably fall between ordinal and interval strength, the researcher is usually on safe grounds when he applies parametric tests to numerical (ordinal or interval) data (p. 270).

Numerous recent studies in student affairs have been conducted using ANOVA as an analysis tool for likert-type data, including Russel and Thompson (1987), Archer, Probert, and Gage (1987), Shaver (1987), Wilson, Anderson, and Fleming (1987), Dalton, Barnett, and Healy (1982), and Hendel, Teal, and Benjamin (1984).

Mean ratings of importance within groups were analyzed using the t-test for dependent groups. The t-test is frequently used by researchers in a variety of disciplines as a technique for comparing two means (Glass & Hopkins, 1984). In this study, mean ratings of importance of the Standards to current and future mission were compared for each of the following groups: administrators, faculty, student affairs professionals, and students.

CHAPTER IV

RESULTS

Copies of the survey instrument were mailed to faculty, students, administrators, and student affairs professionals at five small private colleges in North Carolina. A total of 356 surveys were returned, a response rate of 33%. Usable responses totaled 332, or 30%. All responses were not usable due to the fact that some participants returned surveys that were not completed, or that were not identifiable by institution or by campus group.

Table 4 indicates the number of persons from each campus who received and returned the survey instrument.

Table 4

Return Rates by Institution

Institution	Total in Sample	Number Returned	Return Rate
A	236	60	25%
B	263	111	42%
C	240	79	33%
D	232	66	28%
E	121	40	33%
Totals	1092	356	33%

The varied return rates among institutions may be due to the fact that the cover letter which accompanied each questionnaire was from someone from outside each campus. The Chief Student Affairs Officer (CSAO) and Chief Housing Officer (CHO) on each campus were asked to jointly sign the letter which went to persons on their campus, but logistical circumstances resulted in letters being issued without those signatures on four of the five campuses. Not coincidentally, the institution with the highest return rate was the one campus where letters were signed by institutional officials as well as the researcher.

Analysis of institutional response rates revealed another trend which is noteworthy. The two institutions which had return rates of below 33% were the two whose CSAOs indicated that they had little or no knowledge of the CAS Standards. This suggests that officials from those two campuses may not have viewed their institutions' participation in the research study with the same interest as did officials who were knowledgeable about the Standards or who used them on their campuses. If others on campus were aware of the CSAO's or CHO's indifference toward the study, these persons may have been less likely to complete and return the survey.

Table 5 indicates the number of usable responses and return rate by campus group. Not surprisingly, students and

Table 5

Return Rates by Campus Group

Group	Total in Sample	Number Returned	Return Rate
Administrators	33	32	97%
Faculty	302	96	32%
Student Affairs Professionals	37	21	49%
Students	723	183	25%

faculty completed and returned the survey instrument at a lower rate than did student affairs staff and administrators. These lower response rates may be attributed to a perceived lack of knowledge on the part of faculty and students, concerns regarding the time required to complete the questionnaire, and/or students and faculty not viewing the questions raised by the research study as important to their positions within their institutions. Although the literature shows that student affairs administrators have a keen interest in the views that faculty and students hold of housing and other student affairs programs, members of these campus groups often may express their views only when a particular "crisis issue" arises.

Results of this study should be viewed with the varied response rates among institutions and institutional groups in mind. Due to the low overall return rate, generalizability of findings of this study to other campuses or groups may not be appropriate.

Survey Results

The remainder of Chapter IV contains results gathered from the usable returned surveys. Each of the four research hypotheses is stated and followed by the appropriate data analysis. Results and analysis are presented by subscale for each hypothesis.

Hypothesis 1

There is not a statistically significant difference between the degree to which the CAS Standards are rated as important to current and future mission of housing and residential life programs at small private colleges by each of the following groups: faculty, administrators, students, and student affairs professionals.

To obtain a measure for importance of standards to current mission, the survey instrument instructed administrators, faculty, student affairs professionals, and students to indicate the degree to which they agreed that the standards were important to the housing program at their campuses. Importance of the Standards to future mission was measured by the ratings of these groups concerning the degree

to which they agreed that the Standards should be important to the housing program at their campuses.

For the purpose of this study, lower rating values indicate greater levels of agreement with the standards' importance. Smaller mean values denote greater importance of the Standards. Thus, for current mission, groups with smaller mean ratings believe that their campuses place more importance on the standards than do groups whose mean ratings are larger. Similarly, for future mission, groups with smaller mean ratings believe that their campuses should place more importance on the standards than do groups with larger mean ratings.

To test the first null hypothesis, groups' ratings of importance of the CAS Standards to the current and future mission were examined. For each of the four campus groups, mean ratings of the Standards' importance to current and future mission were computed. The T-test for paired observations was used to test for significant differences between ratings for current and future mission for each group.

Ratings of the importance of each component of the standards to current and future mission are discussed in the following section for each of the four campus groups.

Administrators' Ratings of Importance of Standards to Current and Future Mission. The ratings of administrators concerning the importance of the CAS Standards to the current

mission of the housing and residential life program at their campuses demonstrate that this group believes that the Standards are currently important to the housing program on their campuses. Lower mean ratings for the following components indicate that they were rated as most important by administrators: mission, program, organization/ administration, campus/community relations, multi-cultural programs and services, and ethics. Table 6 lists the mean ratings of administrators of the standards' importance to both current and future mission, as well as results of t-tests of the differences between ratings for current and future mission.

Administrators rated all components of the standards as very important to the future mission of their housing programs. As Table 6 indicates, significant differences were detected between administrators' ratings of the standards' importance to current and future mission. Administrators consistently rated the Standards as being more important to future mission than to current mission. The differences between these ratings suggest that administrators believe that the housing programs on their campuses should place more importance on the standards than is currently evidenced.

Faculty's Ratings of Importance of Standards to Current and Future Mission. The CAS Standards were rated as important to the current mission of the housing and residential life program at small private colleges by faculty

Table 6

Administrator Ratings of Importance of Standards to Current and Future Mission

Subscale	Number of Responses	Mean	Standard Deviation	t
Mission				
Current	30	5.7667	2.0792	3.64*
Future	29	4.2414	1.1849	
Program				
Current	28	39.5714	9.5856	5.24*
Future	28	29.1071	7.7619	
Org/Adm				
Current	30	4.0000	1.4142	3.68*
Future	29	3.0345	1.0851	
Human Resources				
Current	29	15.6897	4.5912	5.02*
Future	28	10.8214	3.0314	
Funding				
Current	31	2.4516	1.0905	3.98*
Future	31	1.6452	.9848	
Facilities				
Current	29	9.4828	3.4082	4.12*
Future	28	6.2143	2.2003	
Legal				
Current	30	4.3333	1.5388	3.73*
Future	29	3.1724	1.1361	
Cam/Com Rel.				
Current	31	2.1290	1.0244	3.07*
Future	30	1.5667	.6261	
Multi-cultural				
Current	28	9.7857	3.4572	3.11*
Future	30	7.6333	2.6455	
Ethics				
Current	29	15.2414	4.8304	3.63*
Future	28	12.1071	3.9284	
Evaluation				
Current	29	4.8966	1.9336	2.85*
Future	27	3.5556	1.5771	

* significant $p < .01$

at those institutions. Although all components of the Standards were rated as important to current mission, the following components were rated as being less important than others: program, legal responsibilities, multi-cultural programs and services, and evaluation.

Faculty rated all components of the Standards as very important to the future mission of the housing programs at their institutions. Table 7 presents faculty members' mean ratings of the Standards' importance to current and future mission. Within each component, faculty ratings were significantly lower for future mission than for current mission. This difference suggests that faculty also believe that the CAS Standards should be more important to the housing program at their institutions in the future. The results of t-tests of these differences between ratings are also listed in Table 7.

Student Affairs Professionals' Ratings of Importance of Standards to Current and Future Mission. Student affairs professionals rated all components of the CAS Standards as important to the current mission of the housing and residential life programs at their institutions. Their ratings indicated that the following subscales were most important to current mission: program, organization/ administration, human resources, campus/community relations, and ethics. Though rated as important, the multi-cultural

Table 7

Faculty Ratings of Importance of Standards to Current and Future Mission

Subscale	Number of Responses	Mean	Standard Deviation	t
Mission				
Current	89	6.4382	2.2308	8.94*
Future	89	4.6517	1.7063	
Program				
Current	82	44.5000	12.0352	8.33*
Future	83	33.7229	10.6213	
Org/Adm				
Current	92	4.0217	1.4140	6.16*
Future	92	3.2174	1.2209	
Human Resources				
Current	86	16.1860	5.0165	6.61*
Future	89	12.1685	5.2532	
Funding				
Current	92	2.4022	.8778	6.85*
Future	91	1.7582	.7795	
Facilities				
Current	91	9.2418	3.0852	7.15*
Future	90	6.5222	2.5094	
Legal				
Current	92	4.4565	1.5003	6.63*
Future	96	3.4167	1.3508	
Cam/Com Rel.				
Current	93	2.2366	.8129	5.20*
Future	95	1.8000	.7801	
Multi-Cultural				
Current	90	10.1333	3.2298	6.40*
Future	94	7.7553	2.9574	
Ethics				
Current	89	17.9213	5.5252	7.57*
Future	90	13.3444	4.9085	
Evaluation				
Current	93	4.8495	1.6481	6.27*
Future	94	3.6596	1.4558	

* significant $p < .01$

programs and services subscale was viewed as less important by this group.

The ratings of student affairs professionals showed that all components of the Standards should be very important to the future mission of their housing programs. Table 8 shows student affairs professionals' mean ratings for the importance of each component of the CAS Standards to both current and future mission of the housing program at their institutions. Also listed in Table 8 are differences between these ratings. Significant differences between ratings of importance to current and future mission for most components indicate that, although student affairs professionals believe that the CAS Standards are important on their campuses, housing and residential life programs should place even greater importance on all areas of the Standards except campus/community relations.

Students' Ratings of Importance of Standards to Current and Future Mission. The ratings of students concerning the importance of the CAS Standards to the current mission of the housing and residential life program at their institutions demonstrate that members of this group believes that the Standards are somewhat important on their campuses. The organization/ administration component of the Standards was rated as most important to current mission by students.

With regard to the importance of the Standards to future mission, students' ratings indicate that all components of

Table 8

Student Affairs Professional Ratings of Importance of Standards to Current and Future Mission

Subscale	Number of Responses	Mean	Standard Deviation	t
Mission				
Current	18	6.0000	1.4951	3.28**
Future	18	4.2222	1.3086	
Program				
Current	16	37.0625	7.5936	4.39**
Future	16	29.2500	6.5777	
Org/Adm				
Current	19	3.1579	1.2589	2.20*
Future	16	2.4375	.6292	
Human Resources				
Current	18	12.4444	4.7431	2.94**
Future	17	9.1765	2.4299	
Funding				
Current	19	2.6232	1.1471	3.00**
Future	21	1.4286	.5876	
Facilities				
Current	19	8.1053	3.0893	2.92**
Future	16	5.5000	1.4606	
Legal				
Current	18	4.1111	1.6410	3.57**
Future	17	2.5882	.7952	
Cam/Com Rel.				
Current	19	1.5789	.5073	1.00
Future	18	1.3889	.6077	
Multi-Cultural				
Current	18	10.1667	3.4343	3.68**
Future	18	6.9444	3.1524	
Ethics				
Current	17	14.8235	4.3479	3.29**
Future	16	10.7500	3.0221	
Evaluation				
Current	19	4.2632	1.3267	2.91**
Future	18	3.2778	1.3198	

* significant $p < .05$, ** significant $p < .01$

the Standards should be important to the housing programs at their campuses. Table 9 shows the mean ratings of students of the importance of the Standards to both current and future mission, as well as t-test results of the differences between ratings for current and future mission.

As Table 9 indicates, significant differences existed between students' ratings of the standards' importance to current and future mission. Students consistently rated the Standards as more important to future mission than to current mission. The differences between these ratings suggest that students believe that the housing programs on their campuses should place more importance on the CAS Standards in the future.

Summary of results for Hypothesis 1. Tables 6-9 reported mean ratings of administrators, faculty, student affairs professionals, and students of the importance of the CAS Standards to the current and future mission of the housing and residential life programs at small private colleges. Also listed in these tables were significant differences between each groups' ratings of importance to current and future mission.

All groups rated all components of the Standards as being more important to future mission than to current mission. Differences between these ratings were compared using the t-test for paired observations. Results indicated significant differences in ratings for all groups. The only

Table 9

Student Ratings of Importance of Standards to Current and Future Mission

Subscale	Number of Responses	Mean	Standard Deviation	t
Mission				
Current	178	7.2921	2.3250	11.58*
Future	172	5.0000	1.7472	
Program				
Current	168	47.9762	13.6531	13.65*
Future	166	32.6325	8.9729	
Org/Adm				
Current	181	3.9558	1.6459	7.20*
Future	175	3.1086	1.2057	
Human Resources				
Current	175	17.5600	5.5050	11.78*
Future	172	12.2267	4.0118	
Funding				
Current	180	2.6444	1.1705	9.11*
Future	186	1.7581	.8887	
Facilities				
Current	178	9.9663	3.5461	12.86*
Future	174	6.3391	2.3248	
Legal				
Current	180	4.9444	1.5271	9.54*
Future	178	3.7022	1.4714	
Cam/Com Rel.				
Current	183	2.5683	.9914	8.15*
Future	180	1.8611	.8507	
Multi-cultural				
Current	179	11.4078	3.6391	11.06*
Future	177	7.7458	3.0689	
Ethics				
Current	176	19.2102	5.7007	12.02*
Future	173	13.7572	4.5121	
Evaluation				
Current	181	5.2818	1.9616	10.48*
Future	180	3.5444	1.5583	

* significant $p < .01$

difference which was not statistically significant was in student affairs professionals' ratings of importance for the campus/community relations component.

Because statistically significant differences were reported for each group between the ratings of the importance of the CAS Standards to the current and future mission of housing and residential life programs, the first hypothesis is rejected.

Hypothesis 2

There are no statistically significant differences among the ratings of faculty, administrators, students, and student affairs professionals at small private colleges concerning the importance of the CAS Standards to the current mission of the housing and residential life program at those institutions.

To test this hypothesis, the ratings of each campus group concerning the importance of the CAS Standards to the current mission of the housing and residential life program at their institutions were examined. ANOVA was used to test the statistical significance of differences among group ratings. Mean ratings of each group, along with results of ANOVA tests, are reported in Table 10 for each component of the Standards.

Table 10

Ratings of Importance of Standards to Current Mission by Group

Subscale	Number of Items	Mean Ratings for Each Group				F
		Admin.	Facul.	St. Affs.	Stds.	
Mission	3	5.57	6.44	6.00	7.29	2.54*
Program	19	39.57	44.50	37.06	47.98	6.95**
Org/Adm.	2	4.00	4.02	3.16	3.96	1.73
Hum. Res.	7	15.69	16.19	12.44	17.56	6.14**
Funding	1	2.45	2.40	2.26	2.64	1.53
Facilities	4	9.48	9.24	8.10	9.97	2.28
Legal	2	4.33	4.46	4.11	4.94	3.79**
Cam/Com.	1	2.13	2.24	1.58	2.57	8.77**
Multi-Cul.	4	9.79	10.13	10.17	11.41	3.86**
Ethics	8	15.24	17.92	14.82	19.21	6.76**
Evaluation	2	4.90	4.85	4.26	5.28	6.52**

Note: Lower mean values indicate greater importance

* significant $p < .05$, ** significant $p < .01$

Groups' ratings of the importance of each component to current mission are discussed in the following paragraphs. Significant differences reported in Table 10 are also analyzed. The Newman-Keuls method of multiple comparison was used to discover which groups differed significantly from

others for components with significant ANOVA results. This technique, which analyzes differences between the largest and smallest means, compares the resulting q value to a critical value based on the appropriate degrees of freedom from the ANOVA test. The largest mean is tested against successively smaller means until no significant differences are found (Glass & Hopkins, 1984).

The mission component of the Standards was represented in the survey instrument by items 1-3. All groups rated the items on this subscale as important to their institutions' housing and residential life programs, with administrators rating the mission component as most important and students rating it as least important. Newman-Keuls results indicated the difference between administrators' and students' ratings was the only significant relationship.

Items 4-14 comprised the program subscale of the survey instrument. A total of 19 items were included in this component of the Standards, with item 10 consisting of 9 independently rated parts. As shown in Table 10, student affairs professionals rated this component as being most important while least importance was rated by students. Significant differences resulting from Newman-Keuls tests were found between the ratings of students and each of the other three groups.

The organization/administration component was also rated as more important by student affairs professionals than by

other groups. Although faculty ratings for this component indicated a lesser degree of importance, differences among groups were not statistically significant. The organization/administration component was represented by items 15 and 16 in the survey instrument.

Significant differences were identified among group ratings of importance for the human resources component. Items 17-23, which comprised this subscale, were rated as significantly more important by student affairs professionals than by administrators, faculty, or students. No significant differences were found among ratings of the latter three groups.

Item 24 was the only item on the funding subscale of the survey instrument. As illustrated in Table 10, all groups rated this component as important to current mission. No significant differences were found among the group ratings.

The facilities subscale contained four items, numbers 25-28. While student affairs professionals rated this component as being more important than other groups, differences among these ratings were not statistically significant.

Statements 29 and 30 from the survey instrument comprised the legal responsibilities subscale. All groups again rated this component as important to current mission, with student affairs professionals and students assigning most and least importance, respectively. Analysis of differences among group ratings revealed the relationship

between these two groups as significant.

The campus/community relations component of the Standards contained only one item. This component was rated as most important by student affairs professionals and as least important by students. Students' rated campus/ community relations as significantly less important than did other groups. Also, faculty rated this component as significantly less important than did student affairs professionals. The multi-cultural programs and services subscale was rated as important to current mission by all four campus groups. Consisting of items 32-35 of the survey instrument, this component was rated as most important by administrators and as least important by students. Analysis of the difference among group ratings identified the relationships between student and administrator ratings as significant. Also significant was the difference between student and faculty ratings.

The ethics component was represented in the survey instrument by items 36-43. Though all four campus groups rated this component as important to the housing and residential life program at their campuses, significant differences were found between the ratings of students and student affairs professionals and between student and administrator ratings. Students rated this component as least important, while student affairs professionals rated it as most important.

The last two items on the survey instrument comprised the evaluation subscale. Again, all groups rated the component as important to current mission, with ratings of most and least important by student affairs professionals and students, respectively. Analysis of the ratings of these two groups revealed significant differences.

Summary of Groups' Ratings of Importance of Standards to Current Mission. Administrators, faculty, student affairs professionals, and students all rated each component of the CAS Standards as important to the current mission of housing and residential life programs. Students affairs professionals rated the Standards as more important than did other groups for all components except mission and multi-cultural programs and services. Administrators rated the mission component as most important, while faculty ratings of multi-cultural programs and services component indicated the greatest importance.

Students consistently rated the Standards as less important than other groups. Only for the organization/administration component did any group's ratings indicate less importance for the Standards than did students' ratings.

Results of analysis of variance tests reported in Table 10 suggest significant differences among group ratings for eight of the eleven components of the Standards. Seven of the significant F ratios were significant at the .01 level.

No significant differences were found for the organization/ administration, funding, or facilities subscales. Significant differences were frequently found between the ratings of students and student affairs professionals (six subscales) and students and administrators (five subscales). Differences between student and faculty ratings were significant for two subscales, as were differences between faculty and student affairs professionals ratings. No significant differences were reported between the ratings of administrators and faculty.

Because statistically significant differences were found among groups' ratings of the importance of many components of the CAS Standards to the current mission of housing and residential life programs, the second hypothesis is rejected.

Hypothesis 3

There are no statistically significant differences among the ratings of faculty administrators, students, and student affairs professionals at small private colleges concerning the importance of the CAS Standards to the future mission of the housing and residential life program at those institutions.

To test this hypothesis, campus groups' mean ratings of the importance of the CAS Standards to the future mission of housing and residential life programs were analyzed. ANOVA was used to test the statistical significance of differences

among group ratings. Table 11 lists mean ratings of each group, along with results of ANOVA tests, for each component of the Standards. Mean ratings of the importance each

Table 11

Ratings of Importance of Standards to Future Mission by Group

Subscale	Number of Items	Mean Ratings for Each Group				
		Admin.	Facul.	St. Affs.	Stds.	F
Mission	3	4.24	4.65	4.22	5.00	2.85*
Program	19	29.11	33.72	29.25	32.63	2.39
Org/Adm.	2	3.03	3.22	2.44	3.11	2.02
Human Res	7	10.82	12.17	9.18	12.23	3.34*
Funding	1	1.65	1.76	1.43	1.76	1.07
Facilities	4	6.21	6.52	5.50	6.34	.90
Legal	2	3.17	3.42	2.59	3.70	4.40**
Cam/Com	1	1.57	1.80	1.39	1.86	2.76*
Multi-Cul.	4	7.63	7.75	6.94	7.75	.41
Ethics	8	12.11	13.34	10.75	13.76	2.93*
Evaluation	2	3.56	3.66	3.28	3.54	.35

Note: Lower mean values indicate greater importance

* Significant $p < .05$, ** significant $p < .01$

component to future mission are discussed in the following paragraphs. Significant differences, as illustrated by ANOVA results in Table 11, are also analyzed. The Newman-Keuls method of multiple comparisons is again used to further explore differences among group ratings.

All campus groups rated the mission component of the Standards as very important to the future mission of the housing program at their institutions. Student affairs professionals and administrators rated this component as being most important, while students' ratings indicated that they considered it less important. Further examination of the mean ratings revealed a significant difference between the ratings of student affairs professionals and students.

As seen in Table 11, administrators rated the program component of the Standards as more important than did other groups. No significant differences were found among group ratings, with all groups indicating that they considered these Standards very important to future mission.

The organization/administration component of the Standards was also rated as very important to future mission by all groups, particularly student affairs professionals. Analysis of variance tests found no significant differences among group means for this subscale of the survey instrument.

Significant differences were reported among group ratings of the importance of the human resources component to future mission. Student affairs professionals rated this

component as being significantly more important than did faculty or students. No significant differences were noted between the ratings of student affairs professionals and administrators, or between faculty and students ratings.

The funding component was rated as very important to future mission by all groups. Student affairs professionals again rated this subscale as more important than did other groups. However, no significant differences were found among the ratings of the four campus groups.

Analysis of group ratings of importance of the facilities component to future mission revealed no significant difference among group ratings. The items on this subscale were rated as very important to future mission by all groups.

Student affairs professionals and students differed significantly in their ratings of the importance of the legal responsibilities component to future mission. While all groups rated this component as important to future mission, students' ratings indicated that they considered these standards significantly less important than did student affairs professionals.

Although the campus/community relations subscale of the survey instrument consisted of only one item, analysis of the ratings of the importance of this component to future mission revealed significant differences among group ratings. Results of Newman-Keuls tests indicated that the ratings of students

and student affairs professionals differed significantly. Student affairs professionals again rated this component as being most important, while students rated it as less important.

All groups rated the multi-cultural programs and services component as important to future mission. Analysis of variance results showed no significant differences among the ratings of administrators, faculty, student affairs professionals, and students.

Though all four campus groups rated the ethics subscale as being very important to future mission, significant differences were found among group ratings. After further analysis of these differences, significance was detected between the ratings of students and student affairs professionals.

The evaluation subscale was rated as important to future mission by administrators, faculty, students, and student affairs professionals. No significance was reported among the differences in group ratings.

Summary of Groups' Ratings of Importance of Standards to Future Mission. Administrators, faculty, student affairs professionals, and students all rated each component of the CAS Standards as important to the future mission of housing and residential life programs. Ratings of student affairs professionals consistently showed that this group considered the Standards as being more important than other groups.

Conversely, students' ratings indicated that they considered the Standards as being less important than student affairs professionals and administrators in all areas, and less important than faculty for seven of the eleven components.

Results of analysis of variance tests reported in Table 11 suggest significant differences among group ratings for five of the eleven components of the standards. The difference among ratings on the legal responsibilities component was found to be significant at the .01 level. Other significant differences were reported among group ratings on the following subscales: mission, human resources, campus/community relations, and ethics. Using the Newman-Keuls method of multiple comparisons, significant differences were found between the ratings of students and student affairs professionals on all five subscales with significant F ratios. The difference between faculty and student affairs professionals ratings was significant for the human resources subscale.

No significant differences were found between the ratings of students and faculty, students and administrators, student affairs professionals and administrators, or faculty and administrators for any component of the Standards.

Because significant differences were found among groups' ratings of the importance of five components of the CAS Standards to the future mission of housing and residential life programs, the third hypothesis is rejected.

Hypothesis 4

There are no statistically significant differences among the ratings of faculty, administrators, students, and student affairs professionals at small private colleges concerning the degree to which the housing and residential life programs at their campuses comply with the CAS Standards.

To test the final hypothesis, campus groups' mean ratings of their institutions' compliance with the CAS Standards were analyzed. ANOVA was again used to test the statistical significance of differences among group ratings. Table 12 lists mean ratings of each group, along with results of ANOVA tests, for each component of the Standards.

Mean ratings of compliance are discussed in the following paragraphs. Significant differences among group ratings are also analyzed. Differences among group ratings are further explored using the Newman-Keuls method of multiple comparisons.

Student affairs professionals rated institutional compliance more favorably than did other groups for the mission component of the Standards. The mean ratings indicated that all campus groups viewed their institutions as being in compliance with these standards. ANOVA results revealed no significant differences among group ratings.

The ratings of each of the four groups demonstrated their views that institutions complied with the program component of the Standards. Again, student affairs

professionals rated compliance more favorably than other groups. Faculty ratings of institutional compliance were significantly different than those of student affairs professionals.

Table 12

Ratings of Institutional Compliance With CAS Standards by Group

Subscale	Number of Items	Mean Ratings for Each Group				F
		Admin.	Facul.	St. Affs.	Stds.	
Mission	3	7.31	7.55	7.06	7.93	1.49
Program	19	46.58	52.62	45.12	51.87	3.40**
Org/Adm	2	4.55	4.26	3.25	4.30	2.68*
Human Res	7	17.38	19.69	15.00	18.87	5.52**
Funding	1	2.94	3.00	2.71	2.98	.43
Facilities	4	10.55	11.28	10.53	10.75	.80
Legal	2	4.35	5.32	4.72	5.27	4.08**
Cam/Com	1	2.31	2.53	1.95	2.74	5.27**
Multi-Cul	4	10.90	12.09	12.83	12.04	1.64
Ethics	8	16.47	20.70	16.06	20.48	9.58**
Evaluation	2	5.64	5.75	5.47	5.83	.29

Note: Lower mean values indicate greater compliance

* significant $p < .05$, ** significant $p < .01$

Institutional compliance with the organization/ administration component was rated most strongly by student affairs administrators. Faculty, administrators, and students also rated their institutions as complying with the standards expressed within this subscale. Significance was revealed between the ratings of administrators and student affairs professionals, and students and student affairs professionals.

Faculty and students rated their institutions as less compliant than did student affairs professional for the human resources component. Although the ratings of all groups indicated some degree of compliance, significant differences were found between the ratings of students and student affairs professionals. Faculty and student affairs professionals also differed significantly in their ratings of institutional compliance for the human resources subscale.

Mean ratings of institutional compliance with the funding standard were unlike ratings for other Standard components. Faculty, administrator, and student ratings indicated that members of these groups were unsure of whether their institutions complied with the Standard. Student affairs professionals indicated that institutions complied with the standards, but only to a small degree. ANOVA tests resulted in no findings of significant differences among the four groups' ratings.

Campus groups rated their institutions as complying with the facilities component of the CAS Standards. Though faculty rated institutional compliance less favorably than other groups, no significant differences were found among ratings.

Analysis of group ratings of institutional compliance with the legal responsibilities component revealed significant differences among ratings. While all groups rated their institutions as compliant, administrators indicated a greater degree of compliance than other groups. Examination of differences among ratings using the Newman-Keuls method revealed significance between the ratings of faculty and administrators, and between the ratings of students and administrators.

Student affairs professionals rated institutions as more compliant with the campus/community relations component of the CAS Standards than did other groups. Comparison of differences among groups revealed significance between the relationship of student and student affairs professional ratings. Faculty ratings also differed significantly from those of student affairs professionals.

Administrators were the only campus group which rated institutions as complying with the multi-cultural programs and services component of the Standards. The ratings of faculty and students indicated that members of these groups were unsure whether their institutions complied with the

Standards. Student affairs professionals rated institutions as compliant, but only to a small degree. ANOVA results listed no significant differences among group ratings of compliance with the multi-cultural programs and services component.

As indicated in Table 12, ratings of institutional compliance with the Standards on the ethics subscale were similar for student affairs professionals and administrators. Faculty and students also rated compliance similarly. Although all groups rated institutions as compliant, significant differences were found between the ratings of faculty and administrators, and between the ratings of faculty and student affairs professionals. The difference between the ratings of students and student affairs professionals was also significant, as was the difference between administrator and student ratings.

Institutions were rated as complying with the evaluation subscale by each of the four campus groups. No significance was revealed among the differences in group ratings.

Summary of Groups' Ratings of Institutional Compliance With the CAS Standards. Administrators, faculty, student affairs professionals, and students all rated their institutions as compliant with most of the components of the CAS Standards. Student affairs professionals consistently indicated a greater degree of institutional compliance than did other groups. Only for the multi-cultural programs and

services and legal responsibilities components did any group indicate greater levels of compliance than student affairs professionals.

Faculty and students rated institutions as being least compliant in ten of the eleven component areas. Faculty were most likely to rate institutional compliance unfavorably, with their ratings indicating the smallest degree of compliance in eight components. Lower levels of compliance were indicated by students' ratings for the mission and evaluation components, and by administrators for the organization/administration component.

Only for the funding and multi-cultural programs and services components did ratings indicate that groups viewed institutions as other than compliant with the Standards. For each of these two components, mean ratings suggest that group members were unsure whether their institutions complied with the Standards.

Results of analysis of variance tests reported in Table 12 show significant differences among group ratings for six of the eleven components of the Standards. Five of these differences were significant at the .01 level, including differences in ratings of compliance with the program, human resources, legal responsibilities, campus/community relations, and ethics components. Differences among ratings of compliance with the organization/administration component were found to be significant at the .05 level.

Newman-Keuls comparisons for ratings which were significantly different resulted in the identification of significant relationships between faculty and student affairs professional ratings on four components. Significance was also detected between ratings of students and student affairs professionals on four components. Faculty and students each differed significantly with administrators in ratings of two components. Only one significant relationship was found between ratings of student affairs professionals and administrators.

Because significant differences were found among groups' ratings of institutional compliance with six components of the CAS Standards for housing and residential life programs, the fourth hypothesis is rejected.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study had two purposes. The first was to investigate the extent to which faculty, administrators, trustees, students, and student affairs professionals rated the CAS Standards as important components of the current and future mission of the housing and residential life program in small private colleges. The second purpose was to examine the degree to which housing and residential life programs at small private colleges complied with the CAS Standards.

A questionnaire was developed to use in collecting data from campus groups. This survey instrument was sent to faculty, administrators, students, and student affairs professionals at small private five colleges in North Carolina. Institutions which agreed to participate did not want trustees included as part of the study. Individuals rated the importance of Standards to the current and future mission of the housing and residential life program at their institutions. Participants also rated the degree to which their institutions complied with the Standards.

A total of 332 useable surveys were returned from the five institutions. Mean ratings of the campus groups were analyzed using t-tests for paired observations, ANOVA, and the Newman-Keuls method of multiple comparisons.

Review of Results

Four research hypotheses were tested. These hypotheses are listed below, with summaries of results of statistical tests.

Hypothesis 1: There is not a statistically significant difference between the degree to which the CAS Standards are rated as important to current and future mission of housing and residential life programs at small private colleges by each of the following groups: faculty, administrators, students, and student affairs professionals.

T-tests of each groups' ratings of importance of the Standards to current and future mission indicated significant differences between the ratings of each group. Therefore, the first hypothesis was rejected.

Hypothesis 2: There are no statistically significant differences among the ratings of faculty, administrators, students, and student affairs professionals at small private colleges concerning the importance of the CAS Standards to the current mission of the housing and residential life program at those institutions.

Mean group ratings of the importance of Standards to current mission were compared using ANOVA. Significant differences were found among ratings of importance for eight of the eleven components of the Standards. The second hypothesis was rejected.

Hypothesis 3: There are no statistically significant differences among the ratings of faculty, administrators, students, and student affairs professionals at small private colleges concerning the importance of the CAS Standards to the

future mission of the housing and residential life program at those institutions.

Mean group ratings of the importance of the Standards to future mission were also compared using ANOVA. Significant differences were found among ratings of importance for five of the eleven components of the Standards. Therefore, the third hypothesis was rejected.

Hypothesis 4: There are no statistically significant differences among the ratings of faculty, administrators, students, and student affairs professionals at small private colleges concerning the degree to which the housing and residential life programs comply with the CAS Standards.

Ratings of institutional compliance with the CAS Standards were examined for all groups using ANOVA. Significant differences were identified among group ratings of compliance with six of the eleven components of the Standards. Because of these findings, the final hypothesis was rejected.

Conclusions

Several conclusions may be drawn from the findings from analyses of data presented in Chapter IV. These conclusions are presented below.

1. Each of the four groups agree that the Standards are important to the housing programs on their campuses. Student affairs professionals' ratings indicate that they view the Standards as more important than other groups.

Students tend to rate the Standards as less important.

2. Campus groups indicate that the CAS Standards should be very important to the housing programs on their campuses. Student affairs professionals consider each component of the standards more important than other groups. The ratings of students and faculty demonstrate lesser levels of importance to future mission.

3. All four campus groups surveyed believe that every component of the CAS Standards should be more important to the housing programs on their campuses than is currently evidenced. Administrators, faculty, student affairs professionals, and students all rate the standards as significantly more important to future mission than to current mission. The only exception is in the difference between student affairs professionals' ratings of importance of the campus/community relations component to current and future mission.

4. Campus groups generally agree that the housing programs at their institutions comply with the CAS Standards. Student affairs professionals rate their institutions as more compliant than do other groups for most components of the Standards. Students and faculty rate institutions as least compliant.

5. Administrators, faculty and students are unsure whether their institutions comply with the funding component of the standards. This suggests that faculty and students

have little knowledge of their institutions' funding levels for housing. Administrators' uncertainty may be a result of their lack of understanding of the goals of housing and residential life programs.

6. Faculty and students are unsure whether their institutions comply with the multi-cultural programs and services component of the Standards. Two possible explanations for the ratings of these groups are: (1) individuals are unaware of efforts of the housing program with regard to this component, or (2) the impact of such efforts is not measured or not publicized.

7. Ratings of the importance of Standards to future mission and institutional compliance are generally more similar among groups than are ratings of importance of Standards to current mission. Eight significant differences were found among group ratings of the importance of the eleven components of the CAS Standards to current mission. Only five significant differences were identified among group ratings of importance of the components of the Standards to future mission. Significance was found among group ratings of institutional compliance with six components. These ratings suggest a lack of agreement among groups concerning the current policies, practices, and philosophy of the housing and residential life programs at their institutions.

8. Certain pairs of campus groups tend to rate the standards in similar ways. Examination of group ratings of

the importance of components to current and future mission, as well as ratings of institutional compliance with components, suggests that administrators and student affairs professionals ratings are similar. Faculty and administrators' ratings are also similar, as are the ratings of students and faculty.

9. Some pairs of campus groups tend to rate the standards differently. Student affairs professionals and students' ratings are significantly different for many components. Frequent differences are also noted between the ratings of administrators and students, and between student affairs professionals and faculty ratings.

General Implications

The findings discussed in Chapter IV and the conclusions outlined above have numerous implications for housing and residential life programs at small private colleges. Probably the most important implication is that the CAS Standards may be a valuable tool for building support and credibility for housing and residential life programs on campus. All campus groups included in this study rated all components of the Standards as more important to future mission than to current mission. This finding suggests that housing professionals at small private colleges who use the Standards as a guide for practice may improve the image of their institutions' housing programs by publicizing the

programs' compliance with the Standards. Conversely, if student affairs professionals judge their programs as not complying with the Standards, the Standards may be used to garner support for change. These uses of the Standards may be particularly successful with administrators, whose ratings frequently coincided with those of student affairs professionals.

Another implication of the finding of this study is the opportunity for expanding the consultant role of the housing and student affairs professionals in small private colleges. Though all groups rated the Standards as important to current mission, differences among the ratings of campus groups suggest a lack of agreement among groups on current policies, practices, and philosophies of institutional housing programs. The credibility given to the Standards by campus groups, with all groups rating them as very important to future mission, provides an opportunity for student affairs professionals to justify these policies, practices, and philosophies. By using the CAS Standards as the rationale for methods used by housing staff members, student affairs professionals may also educate administrators, students, and faculty about the theory and practice of housing and student affairs programs. Also, student affairs professionals may inform these groups of the many ways in which these programs support and supplement the educational mission of the institution.

The findings of this study indicate that student affairs professionals should not ignore the needs and wishes of students. Although professionals in the field of housing and student affairs have a unique body of knowledge which is important to use in guiding practice, student development theories must be balanced with the needs and desires of students on each particular campus. Students and student affairs professionals differed significantly in almost all ratings in this study. While professional staff may feel compelled to translate theories into practice, staff should examine the expressed needs and desires of students on their campus. Students' opinions should be considered equally with theory in establishing and implementing policies.

The prevalent emphasis on retention programs for institutions also requires that housing professionals consider student opinion when making decisions. Although theories or standards may call for a certain action or policy, institutional decison-makers must consider student reaction to changes. The attention given to the student's role as a customer often results in an increase in the influence that students may exert over decisions regarding student life policies. While student affairs professionals and other educators have long debated the issue of consumerism in higher education, economic hardships for small private institutions may make this issue even more of a reality for housing professionals.

The results of this study may have a negative impact of the funding levels of housing programs at small private colleges, particularly those included in this study. Although significant differences were indicated among groups' ratings, all groups rated their institutions as complying with most components of the CAS Standards. As competition for institutional resources becomes more intense, housing officers may find themselves in a position of justifying increases in expenditures for programs which are already rated as "good" by all on campus. To avoid this possibility, student affairs professionals should annually evaluate their programs, involve faculty, administrators, and students in planning, and take steps to increase the level of awareness among the entire campus of the importance of the housing and residential life program to the academic mission of the institution.

This study also contains findings which are relevant to the future use of the CAS Standards. As noted in Chapter II, the Standards emerged from a process which initially focused on accreditation of student affairs programs. The credibility given to the Standards by all campus groups as evidenced by their ratings of the importance of the Standards to future mission of housing and residential life programs suggests that these Standards may in fact be useful as an accreditation tool. Also, the fact that groups from small private colleges rated their institutions as complying with

the Standards indicates that the Standards are reasonable for institutions of this type.

Management Implications

In addition to the general implications discussed previously, the finding of this study have specific relevance to the management of housing and residential life programs at small private colleges. Many colleges such as those included in this study are facing declining enrollments and shrinking budgets. In some cases, these problems have reached a crisis level, resulting in financial cutbacks and reductions in workforce. Administrators of institutions facing these issues must focus on the specific mission and purposes of the college, and encourage all associated with the institution to work cooperatively so that the entire college community is contributing to the fulfillment of the institution's mission. Housing officers can play an important role in making the goals of their program consistent with institutional goals. Involving constituent groups in planning and evlauation activities which utilize the CAS Standards is one method which housing officers should use to achieve compatability of goals and purposes.

Housing officers may also be instrumental in shaping institutional retention efforts. Decreasing enrollments and increasing competition for new students are issues of concern for college administrators today. A substantial research

base exists which illustrates the importance of housing programs on student recruitment and retention. Housing officers, in their role as consultants on their campuses, should share this research with others within their institutions. In doing so, housing administrators may build support for their programs which may be directed into program development and improvement using the CAS Standards.

The role of housing in student recruitment and retention is also relevant to housing officers as they seek funding for their programs. As institutional budgets shrink, internal competition for resources intensifies. By demonstrating the potential for housing programs to impact institutional enrollment, housing administrators may strengthen their competitive position for scarce resources. Involving faculty, students, and others in developing improvement plans based on the CAS Standards may lend additional credibility to requests for funding of these programs.

One issue which is related to institutional recruitment and retention efforts is that of customer service. Providing quality service to students in all interactions between staff and students has become an important consideration for institutional officials. In housing and other student affairs units, services which are provided to students should be educational in nature. Therefore, housing professionals at the institutions involved in this study should balance their considerations of students' ratings of the importance

of the CAS Standards with the responsibilities of staff as educators.

Students, faculty, and administrators in this study rated their institutions as complying with the CAS Standards. Housing officers at small private colleges may use these ratings to promote a positive image of the housing program among other groups within the institution. Publicizing the positive results of this study may enable housing staff at these institutions to educate others on campus about their department by focusing attention on the quality of services provided by housing personnel.

Campus groups' ratings of institutional compliance with the multicultural programs and services component of the standards merit attention from housing professionals. Only administrators rated institutions as complying with this component of the standards, while student affairs professionals indicated that institutions were much less effective in complying with these standards. With the current focus on diversity programs and related issues on campuses, the multicultural programs and services area is receiving great attention from many professionals in student affairs and housing. The institutions involved in this study may have student populations which are not representative of the state region, or nation. However, with the changes in the demographic profile of our society which are predicted for the near future, all institutions should include programs

for their students which seek to encourage tolerance of and appreciation for all persons, regardless of racial, cultural, or other differences. Obviously, housing programs, which offer students the opportunity to live in a group environment, can greatly impact this aspect of the educational process.

Recommendations

In view of the conclusions listed previously, five recommendations are offered for administrators of housing programs at small private colleges.

1. Housing and residential life programs at small private colleges should make full use of the CAS Standards. Bryan and Marron (1986, 1990) offer numerous suggestions for the use of the CAS Standards. Because all campus groups rate the Standards
as very important to the future mission of their housing programs, the Standards may be used as a basis for planning and goal-setting for housing programs.

2. Administrators, faculty, and students should be involved in planning and goal-setting for housing programs. Using the CAS Standards as a basis for planning may help in building support for plans among all groups.

3. Chief housing officers (CHO's) should frequently elicit feedback from students. Because student affairs professionals and students differ on their ratings of the

Standards' importance and institutional compliance, increased communication between these two groups is crucial. Housing officers should seek new ways to explain the rationale underlying their programs and services. Policies and practices should be reviewed, and those which are not consistent with the mission of the housing program or with the CAS Standards should be discussed. According to Boyer (1987), undergraduates see themselves as playing a more formal role in residence hall regulations. Discussions between housing officers and students concerning the rationale for policies and students' needs will allow these groups to better understand each other.

4. Institutions should particularly address funding and multi-cultural programming issues. Campus groups rated institutions less compliant with these two components than with others. Involving students, administrators, and faculty in planning may help by educating them concerning efforts already in place within the housing program to address these two issues. Also, involving these groups in budget planning may alleviate fears they have about how resources are used or the source of fund for the housing program.

5. To continue to improve housing programs, institutions should utilize not only the Standards, but also the Guidelines recommended by CAS. Standards, by definition, represent minimum acceptable levels of practice. Guidelines challenge professionals to improve their programs and

services for students.

The following recommendations are made with regard to future research:

6. This study should be replicated using similar groups from other small private institutions. The geographic limitations of this study to one state may limit the generalization of its findings to other regions. Also, the low response rates among faculty and students may affect the generalizability of the findings.

7. A similar study should be conducted at institutions other than small private colleges. Ratings of faculty, administrators, student affairs professionals, and students at public institutions, large universities, and two-year colleges could be compared with those from the groups in this study to determine if the standards are relevant for various types of institutions.

8. Trustees of institutions should be included in studies of the importance of the CAS Standards. Though unavailable for this particular study, trustees still represent a significant constituency whose views should be considered.

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APPENDIX A

Sample Permission Letter From Participating Institutions

October, 1991

Michael Stokes
Office of Residence Life
UNCG
1000 Spring Garden Street
Greensboro, NC 27412-5001

Dear Michael:

This letter is to confirm the participation of XXXX College in the study you are conducting as part of the research for your doctoral dissertation at UNCG.

We are providing for you lists of full-time faculty, resident juniors and seniors, student affairs personnel, and senior administrators, all complete with campus mailing addresses, so that samples of each group may be drawn randomly for participation in your study. Each person selected will receive a copy of the survey instrument through campus mail, along with a cover letter which explains the study and asks for their participation. Individuals will voluntarily participate in the study by completing the survey and returning it to me through our campus mail. All surveys will be coded so that a second questionnaire may be sent to persons who do not respond within two weeks.

We understand that all information provided by the college, as well as data collected from individuals, will be confidential. Data will be reported only for groups, and used only for statistical purposes. Data collected will not be reported in the study in a way that identifies XXXX College with the particular data set. At the conclusion of the study, a summary of data collected from XXXX College students, administrators, student affairs staff, and faculty will be provided to the institution.

XXXX College is pleased to participate in this study of campus groups' ratings of national standards for housing and residential life programs.

Sincerely,

Dean of Students

APPENDIX B

Sample Cover Letter

November, 1991

Dear Selected Students, Faculty, and Administrators:

Residence Hall living is an important part of student life and the educational process at XXX College. Many efforts are undertaken by the college to maintain and improve the quality of the residential student experience.

In order to continue to assess its residence life program, XXXX is participating in a doctoral dissertation research survey to help better understand issues related to on-campus living. The study is aimed at small, private institutions similar to XXXX. The results of this study will allow your student life and housing staffs to compare and contrast the residential program at XXXX with similar programs around the state.

The enclosed survey focuses on the ratings of various campus groups concerning the importance of selected criteria and standards to current mission, future mission, and performance of housing and residence life programs at small, private institutions. Faculty members, junior/senior students who reside on campus, administrators, and student life staff are being surveyed for the research data.

Please take 10-15 minutes to complete the survey and return it to me (c/o the Dean of Students Office) through campus mail. By doing this, you will provide your student life staff and housing staffs with valuable information concerning the strengths and weaknesses, as you see them, of the residence life program at XXXX College. Be assured that all information will be strictly confidential. Data will be reported only for groups, and individual ratings will be used only in calculating group averages.

Please return the survey to me using the enclosed return envelope no later than November 15. Thank you for your help.

Sincerely,

Michael Stokes
Doctoral Candidate
UNC Greensboro

Dean of Students

APPENDIX C

Survey Instrument

survey number_____

SURVEY OF ATTITUDES TOWARD SELECTED CRITERIA FOR HOUSING AND RESIDENTIAL LIFE PROGRAMS

The following pages contain criteria for college and university housing and residential life programs. After each of the criteria are scales labeled is, should be, and compliance. These scales represent the following statements:

is: This criterion IS VERY IMPORTANT to the housing and residential life program at this institution.

should be: This criterion SHOULD BE VERY IMPORTANT to the housing and residential life program at this institution.

compliance: The housing and residential life program at this institution IS IN FULL COMPLIANCE with this criterion.

Please react to each statement by circling one of the following responses for each scale:

SA-Strongly Agree A-Agree N-No Opinion or Undecided

D-Disagree SD-Strongly Disagree

EXAMPLE:

Housing and Residential Life programs and services are organized in a coherent, logical fashion.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD

All responses will be kept confidential, and results will be tabulated only for groups and not individuals.

THANK YOU FOR YOUR ASSISTANCE!

1. A well defined, written set of housing and residential life goals exists that are consistent with the stated mission of the institution.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
2. Program goal statements for housing and residential life are regularly reviewed and disseminated.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
3. Housing and residential life is included as an integral part of the institution's educational and support services program.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
4. Housing and residential life provides educational programs and services to the campus community.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
5. Housing and residential life provides a living-learning environment that enhances individual growth and development.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
6. Housing and residential life provides management services that ensure orderly and effective administration.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
7. Housing and residential life programs are based on a relevant theoretical foundation that incorporates knowledge of human development and learning characteriestics.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD

8. Housing and residential life programs are responsive to the developmental and demographic profiles of students.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
9. Housing and residential life programs encourage:						
positive and realistic self-appraisal	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
intellectual development	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
appropriate personal and occupational choices	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
clarification of values	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
physical fitness	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
the ability to relate meaningfully to others	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
an enhanced capacity to engage in a personally satisfying and effective style of living	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD

(cont'd)

9. Housing and residential life programs encourage:						
appreciation of cultural and esthetic differences	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
an enhanced capacity to work independently and interdependently	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
10. Housing and residential life provides programs which assist students in resolving personal, physical, and educational problems.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
11. Housing and residential life provides intentional interventions designed to improve the environment in residential facilities and neutralize negative environmental conditions.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
12. The institution recognizes that the educational experience of students consists both of academic efforts in the classroom and developmental opportunities through housing and residential life programs and services.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
13. Housing and residential life provides programs which provide opportunities for both individual and group education and development.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD

14. Housing and residential life provides facilities which are clean, safe, well-maintained, reasonably priced, attractive, comfortable, properly designed, and conducive to study.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
15. There exists a clearly written set of housing and residential life policies and procedures.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
16. There exists a detailed description of the administrative processes for housing and residential life.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
17. Sufficient numbers of professional staff are employed to carry out all aspects of housing and residential life.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
18. Adequate training and supervision are provided for all staff.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
19. Paraprofessional staff (i.e., Resident Assistants) are carefully trained, and adequately supervised and evaluated.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
20. Adequate compensation and/or recognition is provided for paraprofessional staff.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
21. Adequate numbers and kinds of clerical and technical support staff are employed.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD

22.	A diverse staffing pattern exists throughout housing and residential life which is reflective of cultural and heritage factors within the student population.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
23.	Systematic procedures exist for staff selection and evaluation.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
24.	Housing and residential life receives funding which is adequate to carry out its designated mission.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
25.	Housing and residential life facilities are accessible to physically disabled persons and are in compliance with all legal requirements.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
26.	Housing and residential life facilities meet students' needs for safety and security.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
27.	Adequate space is provided in residential areas for studying, lounging, recreation, and group meetings.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
28.	Housing and residential life is provided with adequate space for office functions.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD

29. Housing and residential life staff members are knowledgeable about and responsive to relevant civil and criminal laws related to their role and function in the institution.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
30. Housing and residential life staff members have access to legal advice as needed to implement assigned responsibilities.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
31. There is evidence of systematic efforts to maintain effective working relationships with campus and community agencies whose operations are relevant to the mission of housing and residential life.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
32. Housing and residential life helps the institution in providing an environment that enhances awareness of cultural differences.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
33. Housing and residential life assists minority students in understanding the institution's culture.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
34. Housing and residential life assists minority students in understanding their unique cultures and heritages.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
35. Housing and residential life assists minority students in identifying, prioritizing, and meeting their unique educational and developmental needs.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD

36.	Housing and residential life have identified an appropriate set of ethical standards to guide professional practice.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
37.	Housing and residential life policies and procedures are consistent with the ethical standards.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
38.	Appropriate measures have been implemented to assure privacy of individuals and confidentiality of information.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
39.	All students are provided access to services on a fair and equitable basis.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
40.	Housing and residential life staff members avoid personal conflicts of interest, or the appearance of such.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
41.	All funds handled by housing and residential life staff members are handled in accordance with established and responsible accounting procedures.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
42.	Housing and residential life staff members avoid all forms of sexual harassment.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD
43.	Housing and residential life staff members recognize their limitations and make appropriate referrals as necessary.	is:	SA	A	N	D	SD
		should be:	SA	A	N	D	SD
		compliance:	SA	A	N	D	SD

44. A program of regular and systematic research and evaluation exists to determine whether the educational goals and the needs of the students are being met.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD
45. Evaluation data includes responses from students and other significant constituencies.	is:	SA	A	N	D	SD
	should be:	SA	A	N	D	SD
	compliance:	SA	A	N	D	SD

DEMOGRAPHIC INFORMATION

1. What is your affiliation with this institution?

__administrator

__faculty member

__student affairs staff

__student

2.How long have you been affiliated with this institution?

__less than 2 years

__2-4 years

__ > four years

APPENDIX D

Sample Follow-up Letter

November, 1991

Dear Selected Students, Faculty, and Administrators:

Recently, you received a survey asking you to rate the importance of a set of criteria to the housing program at XXX College. Because I have not yet received your completed survey, I am writing again to ask that you take a few minutes to complete this survey and complete it.

The information that you provide by completing and returning the survey will be of great use to your student life staff as they seek to better serve the resident students at XXXX. With this information, they can compare the XXXX housing program with programs at similar schools in the state, and also pinpoint the strengths and weaknesses of the housing program. The results of this survey will allow staff to address areas of the housing program which need attention.

Please take 10-15 minutes to complete and return the survey. A second copy is provided for you in case you may have misplaced the original, along with a return envelope. Please return your survey before November 30, 1991.

Thank you for your help and your input!

Sincerely,

Michael Stokes
Doctoral Candidate
UNC Greensboro

Appendix E

The CAS Standards for Housing and Residential Life Programs

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146-154

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