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A Comparative Study of Student Assistant Training Programs in Colleges and Universities

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A COMPARATIVE STUDY OF STUDENT ASSISTANT

TRAINING PROGRAMS IN COLLEGES AND UNIVERSITIES

(TITLE)

BY

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B.S. in Ed., Northwest Missouri State College, 1965

M.S. in Ed., Northwest Missouri State College, 1968

FIELD STUDY
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SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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TRAINING PROGRAMS IN COLLEGES AND UNIVERSITIES

Submitted to
Dr. Paul Overton
and
Department of Educational
Psychology and Guidance
in partial fulfillment of
requirements for
Education 690

By
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Spring, 1972
Eastern Illinois University
Charleston, Illinois

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INTRODUCTION

Working closely with student assistants in residence halls during the past few years, the writer has become increasingly aware of the vital role the student assistant plays in the total educational process of those students residing in housing on university and college campuses.

The term "student assistant" as used in this study refers to those students who live in the hall and are part of the residence hall staff with the responsibility of helping other students and of serving as the communication link between students and the head resident or resident counselor. These student assistants are known by such titles as resident assistants, personnel assistants, residence counselors, junior counselors, and student assistants. This study is specifically concerned with undergraduate student assistants.

The purpose of this study is to compare the selection and training procedures for student assistants in residence halls among similar type educational institutions in the nineteen states included in the North Central Association. The writer's survey instrument was designed to determine the use of undergraduate student assistants in residence halls and the amount of training offered to these assistants.

Questions included in the questionnaire were constructed to cover only a few specific things about the training and to be general enough to fit most of the schools to which they were submitted. Included were questions about the room and board costs and about the pay to the student assistant so that these factors might also be compared in this study.

The survey instrument included nineteen questions with one of the nineteen containing five parts. The questionnaire was sent with a cover letter and a return self-addressed envelope on November 3, 1971. A copy of the survey instrument and cover letter is given in Appendix A.

The questionnaire was sent to 266 (1)rated coeducational institutions with enrollments of more than 1,000 students which offer some type of housing facilities on campus. The institutional listings were taken from Lovejoy's College Guide.¹ The complete listing of those institutions to which the questionnaire was sent is given in Appendix B.

Responses in full or in part were received from 213 of the institutions located in all of the nineteen states of the North Central Association.² Of the 213 institutions returning the questionnaire, all but six used student assistants in their residence halls. Two did not provide housing facilities

¹Clarence E. Lovejoy, Lovejoy's College Guide (New York: Simon and Schuster, 1970), pp. 189-422.

²Ibid., p. 86.

on campus. A third one of the six used housemothers and student proctors, according to the response from Dickinson State College, Dickinson, North Dakota. These proctors were paid, however, and could possibly be considered as a form of student assistant.

Interest in the survey was good as the eighty percent return of the questionnaire indicates. Responses to the main questions are charted by participating institutions in Appendix C.

Results of the survey were requested by and sent to eighteen of the participating schools. A listing of these institutions is given in Appendix D.

PART I

STUDENT ASSISTANTS

IN HALLS

I. RESPONSIBILITIES OF STUDENT ASSISTANTS

The role of the student assistant in residence halls has changed as much in recent years as has the overall college scene. While student assistants at most colleges and universities today are no longer expected to make the archaic "bed-checks", as recently as three years ago student assistants at one mid-western college were making room checks and giving "black marks" when residents were found with untidy rooms.³ The trend, however, is for the student assistant to assume the role of the friend, helper, resource person, and counselor for those students assigned to her. The emphasis in many schools is changing from that of the disciplinarian to that of the counselor and advisor.⁴

Head residents and other administrators recognize the important part the student assistant plays in the effective operation of residence halls. Encouraging individual students to participate in available hall programs can best be done by the student assistant living among the students. She knows the residents and is motivated by her training to give individual

³Delilah Marie Jackson, student at Northwest Missouri State College, interview during the summer session, 1969.

⁴John R. Powell and others, The Personnel Assistant in College Residence Halls (Boston: Houghton Mifflin Company, 1969), p. 10.

attention to the students who are in need of it. Careful observation is an essential ability in an effective student assistant.

Responsibility to and for students is dealt with in The Personnel Assistant in College Residence Halls.

In working with students it is important to differentiate between being responsible to and being responsible for. Being responsible to your students may involve having concern for their welfare, being honest in your dealings with them, having a personal interest in them, giving them valid and useful information, and having the intent of being helpful within reasonable limits. This is all well and good, but problems arise if you go one step farther and assume you must be responsible for your students' behavior and feelings. Only in rare situations (such as intervening to prevent a suicide) are we truly responsible for another young adult. The implication is not that we do not care about the other person but that we cannot (even if we try to fool ourselves) assume the burden of being totally responsible for him.⁵

Keeping the head resident informed about significant happenings from each living area seems to be one of the most important responsibilities expected of student assistants in most residence halls. Conveying important information from the administration to the residents is another responsibility expected of the student assistant.

Illness usually comes to the attention of the student assistant first. She usually can see that the student is properly treated by the school's health service or is taken to the hospital. As a rule the student assistant has some first-aid training and has supplies to care for minor injuries. She is

⁵Ibid., p. 78.

trained to recognize situations that she is not trained to handle and to make proper referral either to the head resident or other trained personnel.

The average ratio of residents per student assistant in the 204 institutions answering that part of the questionnaire was 35.88 residents per student assistant. The range of residents per student assistant was from 7 to 1 in a college where there were unpaid junior counselors for freshman students up to as high as 101 to 1 in a college paying student assistants \$100 per month.

St. Olaf College of Northfield, Minnesota, had a fall, 1971 enrollment of 2,650 students with 2,070 living in the residence halls on campus. The college had four freshman halls with corridors of twelve to eighteen residents. Two junior counselors serve each corridor on a volunteer basis. They were chosen each spring through written application followed by an interview with a committee of former or "retiring" junior counselors, subject to the approval by the personnel deans.

In the fall of 1971 St. Olaf College had 109 junior counselors for the 710 freshmen. It is noteworthy that although their counselors were unpaid, they had "two to three times more applications than positions available", according to the response from the Assistant Dean of Women of the college. She explained their training further by stating

All junior counselors participate in a three-day workshop prior to Freshman Week. The emphasis of this workshop is developing personal relationships. Follow-up is mostly in the form of group discussions of common problems and individual support.

Kansas State College of Pittsburg had an enrollment of 5,706 students with 1,013 of them living in the residence halls. They employed 10 student assistants, which was the 101 to 1 ratio referred to above.

Many factors go into the determination of need for the number of student assistants employed in halls of varying size on widely diverse campuses in the mid-western area of the North Central Association. The questionnaire did not attempt to go into depth on these background factors. It did, however, establish a range of student assistants used in the nineteen states and this range is shown in Table 1.

TABLE 1

AVERAGE RATIO OF RESIDENTS PER STUDENT ASSISTANT

State	Range Low-High	Schools Rep.	State	Range Low-High	Schools Rep.		
Arizona	38	77	2	Nebraska	38	75	7
Arkansas	21	48	6	New Mexico	20	51	6
Colorado	25	54	8	N. Dakota	27	42	3
Illinois	26	96	19	Ohio	13	59	28
Indiana	15	54	18	Oklahoma	12	52	13
Iowa	17	61	15	S. Dakota	19	49	8
Kansas	14	101	9	W. Virginia	14	89	9
Michigan	20	51	18	Wisconsin	14	57	17
Minnesota	14	54	14	Wyoming	28		1
Missouri	28	77	12				

Details of all of the schools' responses are charted in Appendix C.

II. COMPARISON OF HOUSING COSTS AND STUDENT ASSISTANT PAY

Payment to student assistants in the amount of or equal to their full room and board seemed to be the most general remuneration for the services of the student assistant. Of the institutions responding to the question about the monthly remuneration to student assistants, fifty paid the student assistant the exact amount of room and board costs or waived the costs. In addition, four other schools also waived tuition. Some paid a monthly salary in addition to room and board waiver.

Forty-six institutions paid more than the cost of room and board, and ninety-five paid less than room and board costs. Fifteen did not say what they paid or charged--or in some cases failed to respond to one or the other question--which made it impossible to determine if the student was receiving more or less than the room and board costs.

There were four schools that paid their student assistants nothing. In addition, there were a few others that paid the men assistants and had a volunteer program for the women assistants.

Several of the schools that paid less than room and board paid varying amounts from one-half of the room and board costs up to nearly full room and board. Some schools paid

their beginning assistants at a different rate than they paid the experienced ones.

More than a few schools paid on the hourly rate of from \$1.60 per hour to \$1.90 per hour with varying hours. In one school, the women worked eight hours per week, and the men worked twenty hours per week.

It was noted that some responded that they were in the process of attempting to raise the pay scale. At least a few others indicated that it might be desirable to increase the student assistants' payment. One said the lower amount "has been adequate."

The average monthly room and board cost to students living in resident housing on the campuses of the 196 schools responding to the question was \$107. Broken down by public and private institutions, the average cost in the 101 public institutions was \$103 per month, and in the 95 private institutions it was \$112 per month.

Eighty-one dollars per month was the average payment to undergraduate assistants in the 179 schools responding to the question about monthly remuneration. Eighty-eight of the schools were public and their average pay was \$95 per month. Payment in the 91 private schools was \$67 per month.

There was only a small difference in payment to male and female student assistants with the exception that a few had a paid program for men assistants and a volunteer program for women assistants. Male assistants, however, were given

more hours in a few schools that made payment by the hour rather than a flat monthly rate.

Several schools indicated that they employed some graduate assistants in addition to the undergraduate assistants which this survey dealt with.

Some institutions reported either costs or payment and sometimes both on the semester basis. When this occurred, the writer used four and one-half months per semester to determine the amounts applicable to this study.

A few institutions apparently reported the total quarter cost in response to the question about cost per month. When the cost was greatly different from other institutions, Lovejoy's College Guide⁶ and the costs reported two years ago were used to determine if this had occurred. The writer used three months per quarter to arrive at the amounts applicable to this study.

When amounts were given per year, it was assumed to be the academic year of nine months.

The University of Illinois at Champaign-Urbana indicated that the average monthly room and board charge to students was approximately \$115.89 for males and \$111.44 for females, based on a double room with no air-conditioning. The pay to the first year assistants in the halls was \$75 per month plus a single room and board and tuition and fees waiver.

⁶Lovejoy, op. cit., pp. 189-422.

Room and board costs as well as payment to undergraduate student assistants are charted by each participating school in Appendix C. The pay scale and/or the board and room costs varied enough in some instances that they were difficult to chart. These situations are dealt with in detail in the following paragraphs.

University of Arizona at Tucson does not provide board in the residence halls. The average rent range was from \$125 to \$195 per semester. The payment to student assistants was from \$43 to \$56 per semester.

Harding College of Searcy, Arkansas, did not indicate the amount of the room and board costs, but it did indicate that the student assistants had room free.

Manchester College of North Manchester, Indiana, responded to the question on monthly costs by giving the figure \$284 and indicated that it included tuition.

Purdue University of Lafayette, Indiana, gave the cost as \$1,060, which would be almost \$118 per month. In payment to student assistants there was a waiver of tuition--\$1,600 out-of-state or \$700 in-state--plus \$200 per year plus room and board.

DePauw University of Greencastle, Indiana, charged resident students \$600 per semester or \$133 per month. The pay to the student assistants in freshman halls was \$50 per month plus free room and board. Student assistants in upper-class halls received only free room and board.

Central Michigan University of Mount Pleasant indicated that the student assistant pay was the same as the monthly room and board costs but did not state the amount.

Wayne State University of Detroit charged resident students \$31 per month for the room only. Student assistants were paid \$50 per month.

Bemidji State College of Bemidji, Minnesota, charged \$97.66 per month for room and board in resident housing. They paid three different hourly rates to the student assistants depending upon their experience as follows: \$1.60 for the first year assistants; \$1.75 for second year assistants; and \$1.90 for head assistants. They were paid for 15 hours work per week. This converted to monthly pay would be between \$96 and \$114 per month.

Central Missouri State College, Warrensburg, had a monthly room and board charge of \$85. The amount the student assistants were paid was not given but the response to the remuneration question indicated that they were paid.

Rockhurst College located in Kansas City, Missouri, had a charge of \$121.25 per month. The question regarding student assistant pay was not answered.

Dickinson State College of Dickinson, North Dakota, had an enrollment of 1,400 students, 600 of whom resided in halls on campus. They indicated that they did not use student assistants but that they "use proctors with housemothers" and that the proctors were paid \$35 per month.

Minot State College of Minot, North Dakota, had a charge of \$68 per month for room and board. The women assistants received room and board for their services. Men assistants received \$35 monthly plus room and board.

University of Akron in Akron, Ohio charged \$124 per month for room and board, and it paid student assistants at an hourly rate of from \$1.60 to \$1.75 per hour. The number of hours per week or month was not indicated, consequently the monthly payment could not be determined.

Western Reserve of Case Western Reserve University of Cleveland, Ohio, had a per year charge for room and board of \$1,300. Payment was indicated to be \$1,300 per year for counselors and \$750 per year for student counselors.

Oklahoma Baptist University of Shawnee, Oklahoma, charged resident students approximately \$85 per month. The monthly pay rate to the student assistants was not given, but the hourly pay rate was \$1.60.

Augustana College of Sioux Falls, South Dakota, had a monthly room and board charge of \$85. Student assistants received no pay but they did receive their rooms free.

Bethany College of Bethany, West Virginia, charged \$110 per month for room and board. The remuneration to student assistants was \$55 per month or the equivalent of free room.

Black Hills State College of Spearfish, South Dakota, charged separately for room and board in the fall of 1971. The rooms were from \$124 to \$191 per semester. Board was

\$183.04 for five days per week per semester, or \$206.96 for seven days per week per semester. The payment to student assistants in the halls was given as \$288 per semester.

Morris Harvey College of Charleston, West Virginia, paid men assistants \$130 per month for 80 hours time. The women assistants were paid \$42 per month for 32 hours time. Resident students paid \$94 per month for room and board.

Marquette University of Milwaukee, Wisconsin, paid student assistants \$1,360 per year or \$151 per month. The room and board charge ranged from \$940 to \$1,010 per year, or an average of \$108 per month.

Wisconsin State University at Superior charged \$122 per month for room and board. The payment to student assistants was full room and one-half of the board cost.

Wisconsin State University at Whitewater charged approximately \$100 per month for room and board. Payment to student assistants was room free and forty-three percent of the board cost.

University of Wisconsin at Madison had varying costs for room and board depending upon one of three food service plans and single, double, or triple room accommodations. An approximate average room and board cost was about \$116 per month. Payment to assistants depended upon their experience. Single room and board equal to the largest meal plan was given the first year "House Fellows." House Fellows in their second full year of service received single room and board equal to

the largest meal plan plus the cash payment of their incidental fees. The incidental fees was the equivalent of the in-state tuition.

Results of this study indicate that there were approximately ninety-six schools paying full room and board costs or more to their student assistants, and ninety-five schools paying less than the room and board costs. In analyzing these variations in costs and payment, the general economy of the diverse areas probably is one important factor in determining both costs and payment.

PART II

SELECTION OF STUDENT ASSISTANTS

III. APPLICATION PROCEDURES AND REQUIREMENTS

Application procedures for student assistantships vary with the institution and the role the assistant assumes in the staff structure. Many schools have academic requirements of their assistants and some have residency requirements.

Responses from the more than 200 institutions surveyed indicated that the student assistant positions were highly desired and sought after by many more applicants than could be employed.

There were 180 institutions that indicated they were able to employ only a percentage of those who applied. The average percentage of applicants employed was 35 percent. The range was from as low as six to nine percent of applicants at the University of Wisconsin, Milwaukee, and seven percent at Ohio Northern University, Ada, to as high as ninety percent at Northwestern State College, Alva, Oklahoma, and Concordia Teachers College, River Forest, Illinois. There were fifteen schools that could employ only ten percent of their applicants. Many of the schools replied that the percentage employed varies from year to year.

Of the more than 200 schools responding to the question "Must an applicant for a student assistantship have lived in the halls for any specific length of time to be eligible?"

eighty-two schools indicated that prior residency is not a necessary requirement. Some of these, however, indicated that it is preferred. At least eighteen more said residency was not a requirement "but it helps."

Sixty-four schools said that at least one year of residency was required of applicants. Ten schools required at least two years of residency as a prerequisite to consideration for a student assistantship.

Seventeen schools required their applicants to have lived in the halls for one semester. Three schools required only one quarter of residency, and one school required two quarters in the halls. Five schools indicated that prior residency in the halls was necessary but did not indicate any specific length of time necessary.

A few schools said that prior residency in the halls was not a requirement but that the student assistant applicant must be either a sophomore, junior, or senior. Two of the schools limited the applicants to junior or senior classification.

IV. SELECTION PROCEDURES

The questionnaire asked the participating schools to indicate who of the following had an active part in the selection of the student assistants:

- 1 Director of Student Housing
- 2 Other professional staff member(s)
- 3 Experienced graduate assistants
- 4 Experienced resident assistants
- 5 Students living in the halls.

The trend toward utilizing experienced student assistants in the selection of new assistants was evident in the responses to this question. One hundred seventeen of the 202 schools responding to this item indicated that professional staff members and experienced student assistants participated in the selection of the assistants.

Fifty-five of the respondents marked all five as assisting with the selection of the assistants. A few others replied that there was some student input either by written or verbal recommendations even though they did not regard the student participation as "active."

Thirty of the responding institutions made their selections entirely by the professional staff members--Director or Assistant Director of Student Housing, Deans of Men or Women,

Head Residents, or Resident Counselors--with no student participation.

University of Arkansas, Fayetteville, replied that they used three panels or selecting boards comprised of five members each--one from each of the five categories listed earlier in this chapter--and these boards conducted applicant interviews.

The Director of Student Housing at the University of Missouri at Rolla checked the scholastic records of the applicants and listened at the interviews but did not vote on selecting student assistants. Thirteen faculty advisors interviewed and cast secret ballots on each of the applicants. Experienced graduate assistants and experienced student assistants also assisted with the selection at this school.

Faculty recommendations were considered in the selection of student assistants at Hamline University, St. Paul, Minnesota. The university also had student deans, graduate assistants, head residents, experienced student assistants, and students living in the halls participating in the selection.

Henderson State College of Arkadelphia, Arkansas, had active participation from all of the five categories and in addition had two other categories represented, faculty and Director of the Counseling Center.

West Virginia Institute of Technology at Montgomery used the Director of Financial Aids in addition to the Director of Housing and other professional staff members since that

school is limited to those students who qualified for federal work-study aid.

At Central State University of Wilberforce, Ohio, the student assistants were selected by the staff of the Deans of Men and Women with recommendations from the Residence Hall Director and the experienced assistants living in the halls.

The Dean of Students, Associate Dean of Students, and the Assistant Dean of Students along with a selection committee of experienced student assistants made the selections at the Illinois Wesleyan University at Bloomington.

The Men's Dorm Council assisted the Director of Student Housing and experienced student assistants in making the choice of new assistants at the Valley City State College of Valley City, North Dakota.

Experienced resident assistants, graduate assistants, and the Residence Hall Counselor in each hall hold initial interviews with applicants at Eastern Illinois University at Charleston. After this initial screening, the average-to-high-rated applicants go for final interviews with a committee of Residence Hall Counselors. Positions were offered to those applicants with the highest ratings.

PART III

**TRAINING PROGRAMS
FOR STUDENT ASSISTANTS**

V. PREPARATORY AND IN-SERVICE TRAINING

Specific training programs for student assistants were conducted by 192 of the schools returning the questionnaire. Only fifteen of the responding schools had no specific training for assistants.

Training before service to prepare new student assistants for their responsibilities was conducted by 143 of the schools. This preparatory training ranged from one or two days or a weekend up to as much as twenty preparatory sessions.

Forty-five of the schools trained their new assistants for one or two days or a weekend prior to service. Seventy-five schools held from three to six days of preparatory training. Ten schools trained assistants from seven to ten days. Other programs are described in the following paragraphs.

Wheaton College at Wheaton, Illinois, held a two-day workshop in the spring and a five-day workshop in the fall to prepare its new student assistants.

Kansas State University at Manhattan held a two-day retreat in the spring, a training session once a week for one semester, and two days of training sessions prior to school in the fall.

Indiana University at Bloomington provided three to five training sessions plus an intensive week of training prior to service.

Luther College of Decorah, Iowa, and University of Missouri at Rolla both held a minimum of twelve training sessions for new assistants. Southern Colorado State College at Pueblo provided two weeks of training prior to the fall session of school.

Anderson College of Anderson, Indiana, held a workshop for its trainees and a one-hour class totaling sixteen sessions. Taylor University of Upland, Indiana, provided sixteen two-hour sessions plus additional unscheduled meeting times for its new assistants. Wittenberg University of Springfield, Ohio, held five days of workshops or approximately seventeen preparatory sessions.

University of Evansville, Evansville, Indiana, provided twenty training sessions for student assistants. University of Wyoming, Laramie, conducted eighteen two-hour sessions and a four-day workshop for assistants prior to service.

West Liberty State College of Wheeling, West Virginia, held different training for the men and the women assistants. Women students had ten sessions in the spring, and men students had three to five sessions in the spring. Both men and women assistants returned to campus for more sessions three days before school started in the fall.

In-service training under professional guidance was provided by 175 of the responding schools. Twelve schools indicated they did not provide any in-service training under professional supervision.

Experienced student assistants assisted with the in-service training in 142 of the schools. Thirty-four schools replied that experienced assistants did not assist with the in-service training.

Arizona State University, Tempe, said the in-service training was under the specific direction of professional staff and that experienced student assistants assisted with the in-service training depending on the structure of the sessions. They helped in planning their in-service training by suggesting areas they needed help in, and in obtaining the people to conduct the sessions.

Hamline University, St. Paul, Minnesota, indicated the professional in-service training was done informally in regular meetings with deans and resource persons, and that the in-service training was mainly through participation in group discussions with experienced assistants. The experienced student assistants had no formally designed responsibilities for the in-service training.

Adrian College, Adrian, Michigan, replied that they had not been using experienced student assistants in their in-service training of new assistants but that they planned to utilize their services in the future.

Kalamazoo College, Kalamazoo, Michigan, replied that the school had not had as much in-service training under the specific direction of professional staff as they should, and that they did not use experienced student assistants for the in-service training.

Both Monmouth College in Illinois and Anderson College in Indiana said they used experienced student assistants a little in the in-service training but that the training was mostly by professional staff members. Carleton College, Northfield, Minnesota, used only senior student assistants in the in-service training by other than professional staff members.

Indiana Central College, Indianapolis, Indiana, said their in-service training was under the direction of a member of the professional staff once per month.

Concordia College, Moorhead, Minnesota, indicated that the use of professional staff members for in-service training of new assistants was very limited and that they did not use experienced student assistants to help in the training.

VI. IDENTIFIED STRENGTHS OF TRAINING PROGRAMS

Responses to the question about strengths of the various schools' training programs were many and varied. Since these responses were so varied that it was impossible to accurately categorize them, they are recorded in the following paragraphs exactly as they were written on the questionnaires.

The exact question to which they were responding was "What do you consider to be the strongest part of your present student assistant training program?"

Arizona State University--The in-service training; discussions with the Director of the Health Center; Career Services Seminars; Drug-Stop Centers; Planned Parenthood; and many others.

University of Arkansas at Monticello (Formerly Arkansas A & M College)--In-service training.

University of Arkansas--3-day workshop prior to 1st semester covering rules, University governance & structure, counseling techniques, first aid, drug recognition, etc.

Harding College--No training program.

Quachita Baptist University--(1) Outside consultants (2) Rap session periods (3) case studies.

Adams State College--The Pre-Session Training.

Colorado State University--Retreat prior to opening of halls (workshop).

University of Colorado--Practical training in how to perform management functions plus use of university services.

University of Denver--4-day backpack trip in mountains.

University of Northern Colorado--Intense interest of professional staff.

Regis College--Their unity and love for their work.

Southern Colorado State College--Pre-training sessions.

Western State College of Colorado--Pre-school sessions.

University of Chicago--In-service training.

Concordia Teachers College--Willingness of students to participate in peer counseling.

Eastern Illinois University--Weekly staff meetings between the counselors and their R.A. staff.

Elmhurst College--Interest in personal growth and group dynamics.

Illinois State University--Involvement of the student staff members in the planning and implementation of the program

University of Illinois--Techniques of being a lay helper.

Illinois Wesleyan University--This is hard to evaluate due to this being the first year for "training" as such. The spring and fall workshop is strongest now. In-service training is slow developing.

Loyola University--Participation of the Student Personnel and Housing Staff.

Millikin University--That we establish a common interpretation of dorm procedures and regulations.

Monmouth College--Enthusiasm and qualifications of students selected.

National College of Education--The caliber of the students chosen.

North Park College--Role playing and example cases.

Quincy College--On-going group encounter to help form communications between RA's, Head Residents, and Deans and keep it; and the use of actual case studies.

Rosary College--Awareness of psychological problems and referral to professionals. Also support for RA's.

Southern Illinois University--Continuity in residence halls from one year to the next.

Western Illinois University--Our workshop and our training course for RA's, Ed 445, 3-hours credit, taught by us.

Wheaton College--Workshop the previous spring; a week-long workshop prior to fall quarter; a required 4-hour course, Psychology 49--Individual and Group Dynamics; sensitivity group throughout the year!

Anderson College--1-hour (course) training class.

Goshen College--Supervision structure; underlies a credit course (Psych. 317).

DePauw University--Can't select out one aspect.

University of Evansville--Emphasis on individual growth.

Hanover College--The willingness of all administrators from the President down to participate and inner act in the program to promote better understanding of the college.

Indiana Central College--Discussions on techniques of becoming meaningfully related to the residents.

Indiana State University--Candidates' workshop for all applicants.

Indiana University--Over all preparations for personal assistance to students.

Manchester College--Counseling area.

Marian College--The involvement of a number of professional staff in the development of the program, with RA's.

Purdue University--Seminars with professional staff and endorsement by the university president as a banquet speaker.

St. Joseph's College--Regular meeting to continue the training and communication throughout the years.

Taylor University--The small group activities.

Tri-State College--None specific.

Valparaiso University--Counseling and person concern.

Briar Cliff College--Weekly meetings.

Buena Vista College--We are a part of a Consortium of colleges from Iowa and South Dakota, and under Federal Aid are able to conduct in-service programs among several colleges at

a time. Such sharing of philosophy and roles is most beneficial for all staff involved. We also use consultants from Iowa State at the opening of the year for our campus program.

Drake University--Peer counseling session and nuts and bolts.

University of Dubuque--Freedom to experiment with individual approaches to dorm living.

Graceland College--The few days together prior to others arriving--retreat-type program.

Grinnell College--Concentrating on the RA's growth and development rather than traditional training.

Iowa State University of Science and Technology--Human relations training, empathy development.

University of Iowa--Interpersonal relationships.

Luther College--Fall retreat prior to opening of school.

University of Northern Iowa--The emphasis upon counseling and being a good listener; also making the H. R. a good advisor--leading from behind.

Upper Iowa College--A fine student staff who are dedicated and attuned to student concerns.

Wartburg College--For strengths: hell--I don't even know what they're doing.

Westmar College--Pre-service and monthly training programs.

College of Emporia--Weekly meetings in a human relations seminar conducted by the counselor.

Fort Hays Kansas State College--On going in-service training program.

Kansas State College of Pittsburg--Clarification of disciplinary role.

Kansas State Teachers College--Training session (off-campus) in spring after selecting, week of RA meetings with hall's Assistant Director and weekly seminars with Student Affairs personnel.

Kansas State University--Most is completed prior to workshop, and support from all campus agencies.

Ottawa University--Teaching of procedures for carrying out their duties.

Washburn University of Topeka--Strong cooperation.

Adrian College--Role-playing and follow-up discussion by student participants.

Aquinas College--Week-long program prior to opening of school which involves students, faculty and administration; assists in building community.

Central Michigan University--Training conducted in each hall by Head Resident who has gone through the training conducted by Housing Program office.

Alma College--A fall retreat away from the campus where we are able to get to know the undergraduate staff well, and they are given time to get to know one another better. This has paid dividends to us during our working relationship throughout the year.

Albion College--The pre-service training program in the fall; a community effort at planning for the year.

Calvin College--The closeness the staff develops within themselves as a group.

Eastern Michigan University--Desire by students to have it.

General Motors Institute--Sensitivity type training--group awareness--learning how to listen.

Grand Valley State College--Sessions dealing with leadership, handling emergency problems, and counseling.

Hillsdale College--Counseling with experienced advisors, house directors and the Dean.

Hope College--Entire staff involvement.

Kalamazoo College--Our training and selection process which takes place a quarter before the assistant starts.

Michigan State University--Empathy and communications training--primarily from the counseling center.

Oakland University--We have a class for resident assistants for which they receive 4 credits. We pay for this course.

Michigan Technological University--Eight sessions prior to hiring; high motivation.

University of Michigan--Fall staff orientation--however plans are being made to change this since plans are being made to implement a continuing in-service training program.

Western Michigan University--The students who live in the residence halls have easy access to a university official.

Wayne State University--In-service training.

Bemidji State College--The selection program and screen process.

Bethel College--The fact that the positions attract the top-notch students on campus--highly competitive.

Concordia College--Our program was directed toward personal awareness as well as information in the area of referrals and policies.

Gustavus Adolphus College--The relevance of the sessions to the demands of the job and the flexibility each staff member has to define his own staff role within general guidelines.

Hamline University--Volunteer group dynamics workshop conducted by Associate Dean of Students and a consulting psychiatrist who works with us regularly.

Macalester College--Helping students with personal problems.

Mankato State College--The session (3 days) prior to the service within the halls several days before term begins in the fall.

St. Cloud State College--Weekly staff meetings with Head Resident.

St. Mary's College--Pre-school workshop and a credit course offered to interested students.

Winona State College--A three-night, two-day camping orientation and group work sessions.

University of Minnesota--Emergency training.

Lincoln University--Social programs.

University of Missouri at Columbia--Communication and interpersonal skills training.

University of Missouri at Kansas City--Week-long workshop in summer prior to fall semester.

University of Missouri at Rolla--Booklet issued and training by our Resident Halls Supervisor, experienced personnel assistants, faculty advisors, Missouri State Highway Patrol on Dry Problems.

Northwest Missouri State College--A one-hour credit course in student leadership--designed for Resident Assistants.

Rockhurst College--Selection and training, though we are in the process of strengthening (we hope) the total program.

Southeast Missouri State College--Involvement of Dean of Students' staff; role playing.

Washington University--The role of a staff member: Counselor, administrator, student; and staff acceptance of responsibilities.

William Jewell College--Resident assistant handbook.

University of Nebraska--Time spent with full-time resident director prior to school and continued in-service training.

Kearney State College--Workshop; follow-up meetings.

Chadron State College--Weekly meetings and training sessions held each week by our Resident Directors.

Creighton University--Pre-school workshops; general staff meetings.

Nebraska Wesleyan University--We are woefully weak.

Wayne State College--Informal in-hall sessions held by the resident director and resident assistants within each residence hall.

University of Albuquerque--The system of training for advisement and referral services.

Eastern New Mexico University--The before school "concentrated" sessions.

New Mexico Highland University--The consideration shown by other students if the particular student is well liked.

New Mexico State University--The pre-fall orientation.

University of New Mexico--Resident Assistant rapport.

Valley City State College--The integration of counseling in the halls through the RA's. The staff is seen as helpful rather than disciplinary.

Ashland College--Leadership training.

Capital University--Spring retreat held off campus--problem-centered, counseling, etc.

Central State University--In-service training and orientation training program.

Defiance College--Counseling as opposed to disciplinary approach to students.

Heidelberg College--Group process, in-service training, monthly in-service program.

Cleveland State University--In-service training.

Findlay College--Micro-lab experience.

Hiram College--RD orientation of his/her staff.

Malone College--Opening year conference.

Marietta College--The manual and the training sessions in August.

Miami University--Interest in professional staff members.

College of Mount St. Joseph-on-the-Ohio--The part covering the counseling area.

Muskingum College--Close personal relationships between staff members and resident hall directors.

Oberlin College--Dorm liaison relationship between member of Student Dean's office staff and each dorm.

Ohio Northern University--Drug Seminar.

Ohio Wesleyan University--Weekend retreat designed with experimental learning sessions.

College of Steubenville--In-service.

Western Reserve of Case Western Reserve University--Bi-weekly discussions.

Wittenberg University--A study of group process and interaction; self-awareness groups.

Xavier University--Professional staff assistance and interest in the program.

The College of Wooster--The amount of contact and time to get to know other student assistants, other resident personnel, Deans' staff, other administrators and college personnel.

Youngstown State University--Weekly meetings to discuss what has happened on various floors.

Bethany Nazarene College--Workshop prior to opening of dorms.

Langston University--Role-playing and sensitivity sessions.

Northwestern State College--Leadership training opportunities--understanding in establishing group living policies.

Oklahoma Baptist University--Case studies.

Oklahoma Christian College--Emphasis on and involvement toward sensitivity to student need and understanding of referral services.

An unidentified institution--Short duration.

Oklahoma College of Liberal Arts--A preparatory course.

Oklahoma State University--Small groups of experienced and new student assistants in open-ended discussion of their roles.

Phillips University--Role-play of student problems and involvement.

Dakota State College--RA fall orientation.

Black Hills State College--Getting information to students.

Southwestern State College--Number of applicants.

Augustana College--A real spirit of community has come out of the five sessions of our resident assistant workshop. We work with as many aspects as possible, drug referral, professional help, confidential counseling, orientation.

Huron College--Helping them establish routine procedures.

Northern State College--Sensitivity training.

Sioux Falls College--Ability to communicate with each other and to show them that the dean is behind them.

South Dakota School of Mines and Technology--Maintain order, adherence to rules and regulations, assisting students in studies and developing good study habits.

University of South Dakota--Participation by experienced RA's.

Bethany College--Currently, among the most talented students are interested in the position.

Glenville State College--A variety of interested staff members participating and well-prepared but informal presentations.

Marshall University--Emphasis and training in the area of developing a one to one relationship with each resident of his/her wing.

Morris Harvey College--Working under guidance of the House Directors.

West Liberty State College--Several years of experience and the cooperation of the professional staff members.

West Virginia Institute of Technology--Weak in all areas starting with selection. The school affords no time.

Salem College--Weekly session with professional staff.

West Virginia State College--Bi-Annual workshops and group meetings held monthly.

Beloit College--The selection proves itself. In addition to formal written application, each student is interviewed by a team of three--administrator, Head Resident, and experienced S.A. After that, the presentation by the Dean of the College and the Dean of Students, followed by discussion, most clearly defines the college's expectations of them as counselors, not as disciplinarians.

Carroll College--Teaches them what to expect and where to go for answers.

Carthage College--Conscientious dedication to job requirements.

Marquette University--Fall pre-school workshop with sensitivity, group dynamics, and general information sessions.

Ripon College--Willingness and eagerness of those involved to participate.

Saint Norbert College--Discussing legal matters; role playing; group interaction.

Stout State University--The pre-school workshop held off-campus at a camp.

Wisconsin State University at Eau Claire--Our summer camp.

Wisconsin State University at La Crosse--Communication, student input, realism.

Wisconsin State University at River Falls--Fall workshop.

Wisconsin State University at Oshkosh--The interpersonal relationship that exists in the scheduled meetings.

Wisconsin State University at Platteville--Involvement of old RA's with new RA's; presentation of opportunities which allow for a free exchange of ideas and experiences between the two.

Wisconsin State University at Stevens Point--The self-growth that occurs among staff.

Wisconsin State University at Superior--On the job training in spring previous to year employed.

Wisconsin State University at Whitewater--The tremendous amount of academic counseling provided.

University of Wisconsin at Madison--Informing new staff of rules, policies, hierarchies.

University of Wisconsin at Milwaukee--The orientation period prior to opening day.

University of Wyoming--Training in inter-personal relations.

Analyzing these identified strengths, it is noted that greater emphasis is being placed on human relationships, sensitivity to others' needs, and the trend toward more student input in planning training programs.

VII. REPORTED WEAKNESSES OF TRAINING PROGRAMS

Weaknesses of the many student training programs were almost as diverse as the strengths dealt with in the preceding chapter. The weaknesses are recorded here just as they were written on the questionnaire.

The exact question being responded to in the following paragraphs is "What do you consider to be the weakest part of your present student training program?"

Arizona State University--Each hall has decentralized training periods and more time is demanded upon our outside sources.

University of Arkansas at Monticello (Formerly Arkansas A & M College)--Too few pre-school training sessions.

University of Arkansas--Little training for RA's after their first semester; we are researching for means of better evaluation.

Harding College--That we have none.

Quachita Baptist University--(1) Training in psychology of the position.

Colorado State University--Dependability.

University of Colorado--Interpersonal skills training.

Adams State College--The in-service training, in that we meet weekly with only one Residence Hall each week.

University of Denver--Formal presentation by representatives of other divisions in university.

University of Northern Colorado--Yearly turnover and lack of time.

Regis College--Not enough in-service training during the year with professional people, especially in area of programming.

Southern Colorado State College--Pre-training sessions.

Western State College of Colorado--In-service.

University of Chicago--Pre-academic year orientation program.

Concordia Teachers College--Determining "consensus."

Eastern Illinois University--Not enough meetings of all of the R.A. staff once the year begins.

Elmhurst College--The lack of consistent on-going in-service training. A course with credit would be most beneficial.

Illinois State University--Difficulty in evaluation because of the size of the staff as well as consistency among various areas.

University of Illinois--Organizational development.

Illinois Wesleyan University--In-service training.

Knox College--Lack of time.

Millikin University--That continued training is reduced to a once a week meeting that does not deal with long term goals.

Monmouth College--It is new this year and professional staff has not enough time to spend on this area of our program.

Loyola University--Non-important subject matter.

National College of Education--Lack of coordination between men's and women's units.

North Park College--Amount of time used.

Quincy College--In-service training sessions; presenting new material fails to stimulate.

Rosary College--Inability due to scheduling to meet regularly with a fixed program.

Southern Illinois University--They have a tendency to regard themselves as psychologists and counselors and the housing administration suffers.

Western Illinois University--Individual in-service training by our Head Residents on an ongoing basis.

Wheaton College--Individual follow-up.

Anderson College--Interpretation of role--job description.

Ball State University--Training prior to beginning work.

DePauw University--Not adequate "spring" training for the seven assistants who serve in upperclass halls.

University of Evansville--Lacking sufficient funds for outside resource trainers.

Goshen College--Weekly dorm staff meetings.

Hanover College--Structured in-service training still not the caliber we desire.

Indiana State University--After academic year begins the central in-service program tails off.

Indiana Central College--Psychological techniques.

Indiana University--Specific preparation for working with problems involving black-white relations.

Manchester College--In-service training needs improvement.

Marian College--No one person has yet been assigned the complete responsibility to develop a complete training program.

Purdue University--Large general sessions exposing the staff to related university departments (i.e. Safety and Security, Student Hospital, Dean's Office, etc.).

St. Joseph's College--Weakest part of program would be the lack of enough persons who really take their responsibilities seriously.

Taylor University--Not enough specific, individual attention toward problems.

Tri-State College--How to enforce rules and regulations.

Valparaiso University--Relation to resident student judiciary board.

Briar Cliff College--A thorough continuing in-service training program throughout the academic year.

Buena Vista College--We personally feel we have overcome the major weak points which use to exist, mainly changing the image from "campus cops" to "campus resource personnel."

University of Dubuque--Lack of direction from university faculty and staff.

Drake University--Team building.

Graceland College--Spend too much time talking about changes in regulations rather than about people's needs.

Grinnell College--Its being poorly conducted and followed through on due to professional staff shortage.

Iowa State University of Science and Technology--Developing consistency and a grouness feeling early in the year.

University of Iowa--Ambiguity in Student Services functions.

Luther College--Session on referrals.

University of Northern Iowa--The separation between the men's and women's system and the separate training programs.

Upper Iowa College--Developing programs within each hall which will stimulate growth and evaluation of values.

Wartburg College--We're in the process of overhauling the program.

Westmar College--The limitations we have because of our lack of financial resources.

College of Emporia--Apathetic student assistants.

Fort Hays Kansas State College--No one staff member is responsible for the training of all the residence hall staff.

Kansas State Teachers College--Evaluation.

Kansas State College of Pittsburg--Cooperation of administration and faculty in providing guidance and backing.

Kansas State University--If it had weak parts they would be changed.

Ottawa University--Lack of training for handling individual student problems on a one-to-one basis.

Washburn, University of Topeka--Communication.

Wichita State University--Not enough.

Adrian College--Effectively getting across to the student assistants their total responsibility.

Alma College--The on going in-service training throughout the year. This is difficult to plan and schedule due to outside commitments of many of the staff. We seem to lose the cohesiveness we had initially achieved during the fall retreat.

Albion College--The in-service training or development of resident leadership responsibility.

Aquinas College--No outstanding weakness; the anonymous student evaluations were very positive. We continue to work with these students throughout the year developing programs if the need becomes apparent.

Calvin College--Not enough training in counseling.

Central Michigan University--That training accomplished by resident assistants themselves.

Eastern Michigan University--Not enough time to involve all in on going in-service training.

Grand Valley State College--Drug education section.

General Motors Institute--Boring procedural matters; i.e. operations, use of passkeys, assessing for damages, etc.

Kalamazoo College--(1) Our off-on campus program necessitates heavy staff turnover every quarter, (2) We must use sophomores, (3) We hire only those who have a campus job as part of their aid.

Hillsdale College--Not thorough enough.

Hope College--Lack of outside resources.

Michigan State University--Areas dealing with university policy, discipline and general administration.

Michigan Technological University--Time. We need more time to work in small groups.

University of Michigan--Training before the applicant applies for position.

Wayne State University--Lack of specific training prior to assignments.

Western Michigan University--There is virtually no campus-wide in-service training program at all.

Bemidji State College--Need more in-service training.

Concordia College--It was not extensive enough; more need for definite counseling skills.

Gustavus Adolphus College--Difficulty in finding good resource persons in a region of the state that is largely rural.

Hamline University--Training to recognize and seek outside help on crisis situations which RA's tend too often to think of as matters to be hidden from "official" purview.

Macalester College--Better training, clarification about expectations, better supervision and support.

Mankota State College--The follow-up of in-service training during the year.

University of Minnesota--Students thinking they are at liberty to act autonomous of any system.

Moorhead State College--Follow-up.

St. Cloud State College--Very few general training sessions during the year.

Saint Mary's College--In-service training.

Winona State College--Lack of professional staff to help.

Lincoln University--Safety and security; lack of anti-theft and vandalism training.

University of Missouri at Columbia--Drug information.

University of Missouri at Kansas City--Internship the preceding spring.

University of Missouri at Rolla--Limited time we have. Late in the spring because of heavy class schedule--engineering students.

Northwest Missouri State College--Training held prior to the start of the school year.

Rockhurst College--Ongoing training through the year.

William Jewell College--Amount of remuneration.

Washington University--Communication exercises.

Southeast Missouri State College--Need more professional contacts during the year.

Chadron State College--Student Personnel Office is understaffed. Not enough time for those people with specialized training to work with resident assistants.

Creighton University--In-service training throughout the year.

Kearney State College--In some cases lack of full support regarding philosophy of school.

University of Nebraska--Continued in-service training and implementation.

Nebraska Wesleyan University--Lack of a structural training program.

Peru State College--Housemothers rather than Head Residents (college degree MA's); poor leadership is provided in most cases.

Wayne State College--Some of the formal training sessions conducted by members of the professional staff.

University of Albuquerque--It is difficult to instill a sense of loyalty to the school rather than to one's classmates.

Eastern New Mexico University--The in-service training during the school year.

New Mexico Highlands University--Lack of experience in making decisions.

New Mexico State University--The continuous (in-service) program. It's difficult to find adequate time and appropriate times.

Bowling Green State University--Concentrated, in depth pre-training before selection as RA.

University of New Mexico--Discipline.

Valley City State College--In-service training.

Capital University--In-service training; not much interest.

Central State University--Difficulty of meeting with anyone at the same time; staff meetings infrequent and not well attended.

Cleveland State University--The fact that we only have one Residence Hall tends to diminish enthusiasm.

Defiance College--Promised monthly follow-ups and have not provided them.

Findlay College--Instilling of group spirit.

Heidelberg College--Individual's time spent in receiving training for personal needs.

Hiram College--Not enough time to train staffs before students arrive.

Malone College--In-service training during the year.

Marietta College--The exposure of the RA's to case studies.

Miami University--Enforcement of certain university regulations; justifications.

Ohio Northern University--Sensitivity training.

College of Mount St. Joseph-on-the-Ohio--The shortness of the training program which we hope to extend next year.

Muskingum College--Lack of profession resources to draw from.

Oberlin College--Lectures on college policies and traditions.

Ohio Wesleyan University--Our ability to get candidates to relate to future job situation.

College of Steubenville--Professional staff people.

Western Reserve of Case Western Reserve University--Inadequate reading list.

Wittenberg University--Information giving sessions; we have yet to find an effective way to communicate information to those who need to have it, without being redundant for the experienced personnel.

The College of Wooster--Lack of dealing with the areas of confrontation and mediation.

Xavier University--Lack of funds and lack of time.

Youngstown State University--Lack of a manual containing policies and procedures.

Bethany Nazarene College--The in-service phase of the program.

Langston University--Feedback and motivating.

Oklahoma Baptist University--Interpersonal relationships.

Northwestern State College--The factors relative to time...to find resident assistants with time to train and to understand the responsibilities and to meet the many individual needs.

Oklahoma Christian College--Too much stress on mechanical implementation of regulations without explaining.

An unidentified institution--It serves our purpose; no particular weaknesses.

Oklahoma College of Liberal Arts--In-service training.

Oklahoma State University--Professionally led discussions on human relations, especially in regard to minority problems.

Phillips University--Little "in-depth" training.

Southeastern State College--Unable to spend the time with the student assistants in regard to in-service training.

Augustana College--Upperclass students may not need resident assistants. They do not find themselves used as much or to the degree that freshman RA's do. We may go to wing representatives on upperclass floors. Second weakness, peer pressure.

Black Hills State College--Not sufficient time for longer training.

Dakota State College--In-service training.

Huron College--Helping them determine their actual role in relation to the other students; many conflicting ideas among RA's.

Northern State College--Not long enough, not enough time to bring in resource people.

Sioux Falls College--Scheduling time when everyone can be together to share and help each other.

University of South Dakota--Lack of program preparation by professional staff.

Bethany College--Administrative responsibilities make it difficult for me to grant enough time to the staff--ongoing program.

Glenville State College--Attempt to expose too much too quickly.

Marshall University--Information provided with regard to the function of the various offices and departments within the university.

Morris Harvey College--Time does not permit in-depth training.

Salem College--Not enough time before semester starts.

West Liberty State College--Discovering a way to help new RA's understand this is not a mechanical job with predetermined answers. We try to teach them that a strong understanding of basic principles about individuals, groups, and government structure will help them answer questions and deal with problems as they happen.

West Virginia Institute of Technology--Money for training.

West Virginia State College--Not enough support from the administrative staff.

Beloit College--Our approach is probably too general and should deal with the more practical aspects of implementing their roles.

Carthage College--Reluctance to use enforcement authority at the risk of some alienation of floor occupants.

Carroll College--Not thorough.

Marquette University--In-service training; difficult to schedule with different class schedules; attendance is sporadic.

Ripon College--Not enough time.

Saint Norbert College--Difficulty in length.

Stout State University--In-service training for the general RA staff during the year.

Wisconsin State University at La Crosse--Allowing for individual differences.

Wisconsin State University at Platteville--Repetition of material presented to older RA's at in-service training (the program is pretty much the same year after year).

Wisconsin State University at River Falls--Time limitations.

Wisconsin State University at Stevens Point--The difficulty in measuring the impact of the program on the residents.

Wisconsin State University at Superior--Limitations in time.

Wisconsin State University at Whitewater--The amount of money our budget will allow for remuneration.

University of Wisconsin at Milwaukee--In-service.

University of Wisconsin at Madison--Providing new staff with new skills which they can operationalize on their floors.

University of Wyoming--The problem of getting the SA's to handle the dual role of being an advisor and a university employee responsible for responding to deviate behavior.

Reviewing these responses it seemed evident that administrators were looking quite critically at their own programs and were recognizing existing weaknesses. Among the most frequently reported weaknesses were the lack of time to give adequate training, lack of sufficient professional personnel to give the necessary training, and the lack of available time in which to schedule general in-service training sessions. The lack of finances was reported as a weakness many fewer times than was expected. The lack of adequate finances, however, may have been the causal factor behind several of the other items reported as weaknesses.

VIII. CONCLUSIONS AND RECOMMENDATIONS

The lack of time to prepare adequately student assistants for the responsibilities they are about to assume, and the need for more attention to the ongoing training program were the two most frequently reported weaknesses of the student assistant training programs among the schools responding to this survey.

Apparently there was an abundant supply of men and women students who were interested in assuming the role of the student assistant. Only one of the respondents indicated apathy on the part of her assistants.

There appeared to be no significant correlation between the number of students who applied for the student assistant positions and the comparatively high or low payment to these assistants for services rendered--with the notable exception of Concordia Teachers College. This school indicated no remuneration to student assistants and also that it employed ninety percent of those who applied.

Numerous students applied for the assistant positions at schools that pay much less than the room and board costs. This may indicate that the rewards from the position are much more than monetary and that these applicants evidently recognize this fact.

The prestige factor alone obviously motivates some residents to seek the student assistant position; but careful screening usually can cull out those who are not suited to the role.

As the trend apparently is away from the role of the disciplinarian and toward that of the friend and helper, the student assistant seems to be assuming an even more vital position in the residence halls. Careful selection, thorough preparatory training, and continued in-service training can help the student assistant to be a more effective link in the educational process.

Quality leadership is as important to the successful operation of the residence halls as it is in every other walk of life. Adequate programming and conscientious endeavor of a well-trained staff provide the proper atmosphere for continued growth in students residing on campus.

Giving careful attention to the individual needs of all students in her living area probably is the most important function of the student assistant. Training the assistant to be observant and sensitive to the needs of others is the responsibility of her supervisors. When administrators recognize this responsibility and allow adequate time for the necessary selection and training, all of the educational process will benefit.

A program to apprise administrators, educators, legislators, and others of the need for adequate training for the

student assistant in residence halls, and the value these competent undergraduate assistants are to the total educational program is needed and is recommended by this writer.

APPENDIX

A. STUDENT ASSISTANT SURVEY

November 3, 1971

Director of Student Housing

Dear Sir,

I am conducting a survey among colleges and universities in the 19 states of the North Central Association to determine the use of undergraduate student assistants in the residence halls and the training offered to these assistants.

This survey is being sent to the 266 (1) rated coeducational institutions with an enrollment of more than 1,000 which have some type of housing facilities provided. The information about the institutions was taken from Lovejoy's College Guide, 1970 revision.

For your convenience in replying, a postage prepaid and self-addressed envelope has been enclosed.

Your assistance in gleaning this information is solicited, and your cooperation is greatly appreciated.

Thank you kindly for your time and candid answers to the survey questions on the accompanying questionnaire.

Very truly yours,

(Mrs.) Jurel Jackson
Counselor-Director
Lawson Hall
Eastern Illinois University
Charleston, Illinois 61920

STUDENT ASSISTANT SURVEY

(Undergraduate)

Fall, 1971

Total fall enrollment in your college or university _____

Number of students living in residence halls on
your campus _____

Do you have undergraduate student assistants within
the halls? (If answer is yes, answer re-
mainder of questionnaire) _____

What is the total number of student assistants you
employ in halls _____

How many men residents? _____

How many men resident assistants? _____

How many women residents? _____

How many women resident assistants? _____

What is the average monthly room and board charge to
students who live in residence halls on your
campus? _____

What is the monthly remuneration to student assis-
tants in the halls? _____

Do you have a specific training program for student
assistants? (If answer is yes, answer re-
mainder of questionnaire) _____

Does the training consist of a session or sessions held prior to their service within the halls? _____

(If more than one, how many?)

Does the training consist of in-service training under the specific direction of a member(s) of the professional staff? _____

Do experienced student assistants assist with in-service training? _____

Check any of the following who have an active part in the selection of the resident assistants.

- 1 Director of Student Housing _____
- 2 Other professional staff member(s) _____
- 3 Experienced graduate assistants _____
- 4 Experienced resident assistants _____
- 5 Students living in the halls _____

Must an applicant for a student assistantship have lived in the halls for any specific length of time to be eligible? (How long?) _____

What percentage of your applicants do you eventually employ? _____

What do you consider to be the strongest part of your present student assistant training program? _____

What do you consider to be the weakest part of your present student assistant training program? _____

Thank you for assisting with this survey

B. SURVEY DISTRIBUTION

ARIZONA

Arizona State University, Tempe

University of Arizona, Tucson

ARKANSAS

Arkansas Agricultural and Mechanical College, College Heights

Arkansas Agricultural, Mechanical, and Normal College,

Pine Bluff

Arkansas Polytechnic College, Russellville

State College of Arkansas, Conway

Arkansas State University, Jonesboro

University of Arkansas, Fayetteville

Harding College, Searcy

Henderson State College, Arkadelphia

Little Rock University, Little Rock (returned unclaimed)

Quachita Baptist University, Arkadelphia

Southern State College, Magnolia

COLORADO

Adams State College of Colorado, Alamosa

Colorado College, Colorado Springs

Colorado School of Mines, Golden

Colorado State University, Fort Collins

University of Colorado, Boulder

University of Denver, Denver

University of Northern Colorado, Greeley

Regis College, Denver

Southern Colorado State College, Pueblo

Temple Buell College, Denver

Western State College of Colorado, Gunnison

ILLINOIS

Bradley University, Peoria

University of Chicago, Chicago

Concordia Teachers College, River Forest

DePaul University, Chicago

Eastern Illinois University, Charleston

Elmhurst College, Elmhurst

Illinois Institute of Technology, Chicago

Illinois State University, Normal

University of Illinois, Champaign

Illinois Wesleyan University, Bloomington

Knox College, Galesburg

Lake Forest College, Lake Forest

Lewis College, Lockport

Loyola University, Chicago

Millikin University, Decatur

Monmouth College, Monmouth

Mundelein College, Chicago

National College of Education, Evanston

North Park College, Chicago

Northern Illinois University, DeKalb

Northwestern University, Evanston
Quincy College, Quincy
Rosary College, River Forest
Southern Illinois University, Carbondale
Western Illinois University, Macomb
Wheaton College, Wheaton

INDIANA

Anderson College, Anderson
Ball State University, Muncie
Butler University, Indianapolis
DePauw University, Greencastle
Earlham College, Richmond
University of Evansville, Evansville
Goshen College, Goshen
Hanover College, Hanover
Indiana Central College, Indianapolis
Indiana Institute of Technology, Fort Wayne
Indiana State University, Terre Haute
Indiana University, Bloomington
Indiana University--Purdue University at Indianapolis
Manchester College, North Manchester
Marian College, Indianapolis
Purdue University, Lafayette
St. Francis College, Fort Wayne
St. Joseph's College, Rensselaer

Taylor University, Upland
Tri-State College, Angola
Valparaiso University, Valparaiso

IOWA

Briar Cliff College, Sioux City
Buena Vista College, Storm Lake
Central College, Pella
Coe College, Cedar Rapids
Drake University, Des Moines
University of Dubuque, Dubuque
Graceland College, Lamoni
Grinnell College, Grinnell
Iowa State University of Science and Technology, Des Moines
University of Iowa, Iowa City
Luther College, Decorah
Morningside College, Sioux City
University of Northern Iowa, Cedar Falls
Parsons College, Fairfield
Upper Iowa College, Fayette
Wartburg College, Waverly
Westmar College, LeMars

KANSAS

Baker University, Baldwin
College of Emporia, Emporia

Fort Hays Kansas State College, Hays
Friends University, Wichita
Kansas State College of Pittsburg, Pittsburg
Kansas State Teachers College, Emporia
Kansas State University, Manhattan
University of Kansas, Lawrence
Ottawa University, Ottawa
Washburn University of Topeka, Topeka
Wichita State University, Wichita

MICHIGAN

Adrian College, Adrian
Albion College, Albion
Alma College, Alma
Andrews University, Berrien Springs
Aquinas College, Grand Rapids
Calvin College, Grand Rapids
Central Michigan University, Mount Pleasant
University of Detroit, Detroit
Eastern Michigan University, Ypsilanti
Ferris State College, Big Rapids
General Motors Institute, Flint
Grand Valley State College, Allendale
Hillsdale College, Hillsdale
Hope College, Holland
Kalamazoo College, Kalamazoo

Mercy College of Detroit, Detroit
Michigan State University, East Lansing
Oakland University, Rochester
Michigan Technological University, Houghton
The University of Michigan, Ann Arbor
Northern Michigan University, Marquette
Wayne State University, Detroit
Western Michigan University, Kalamazoo

MINNESOTA

Augsburg College, Minneapolis
Bemidji State College, Bemidji
Bethel College, St. Paul
Carleton College, Northfield
Concordia College, Moorhead
Gustavus Adolphus College, St. Peter
Hamline University, St. Paul
Macalester College, St. Paul
Mankato State College, Mankato
University of Minnesota, Minneapolis-St. Paul
Moorhead State College, Moorhead
St. Cloud State College, St. Cloud
Saint Mary's College, Winona
St. Olaf College, Northfield
Winona State College, Winona

MISSOURI

Central Missouri State College, Warrensburg
Drury College, Springfield
Lincoln University, Jefferson City
University of Missouri, Columbia
University of Missouri, Kansas City
University of Missouri, Rolla
Northeast Missouri State College, Kirksville
Northwest Missouri State College, Maryville
Rockhurst College, Kansas City
Saint Louis University, St. Louis
Southeast Missouri State College, Cape Girardeau
Southwest Baptist College, Bolivar
Southwest Missouri State College, Springfield
Washington University, St. Louis
William Jewell College, Liberty

NEBRASKA

Chadron State College, Chadron
Concordia Teachers College, Seward
Creighton University, Omaha
Kearney State College, Kearney
University of Nebraska, Lincoln
Nebraska Wesleyan University, Lincoln
Peru State College, Peru
Union College, Lincoln
Wayne State College, Wayne

NEW MEXICO

University of Albuquerque, Albuquerque
Eastern New Mexico University, Portales
New Mexico Highlands University, Las Vegas
New Mexico State University, Las Cruces
University of New Mexico, Albuquerque
College of Santa Fe, Santa Fe
Western New Mexico University, Silver City

NORTH DAKOTA

Dickinson State College, Dickinson
Minot State College, Minot
North Dakota State University, Fargo
University of North Dakota, Grand Forks
Valley City State College, Valley City

OHIO

University of Akron, Akron
Antioch College, Yellow Springs
Ashland College, Ashland
Baldwin-Wallace College, Berea
Bowling Green State University, Bowling Green
Capital University, Columbus
Case Institute of Case Western Reserve University, Cleveland
Central State University, Wilberforce
University of Cincinnati, Cincinnati

Cleveland State University, Cleveland
University of Dayton, Dayton
Defiance College, Defiance
Denison University, Granville
Findlay College, Findlay
Heidelberg College, Tiffin
Hiram College, Hiram
John Carroll University, Cleveland
Malone College, Canton
Marietta College, Marietta
Miami University, Oxford
College of Mount St. Joseph-on-the-Ohio, Mount St. Joseph
Mount Union College, Alliance
Muskingum College, New Concord
Oberlin College, Oberlin
Ohio Northern University, Ada
The Ohio State University, Columbus
Ohio University, Athens
Ohio Wesleyan University, Delaware
Otterbein College, Westerville
College of Steubenville, Steubenville
The University of Toledo, Toledo
Western Reserve of Case Western Reserve University, Cleveland
Wilberforce University, Wilberforce
Wittenberg University, Springfield
The College of Wooster, Wooster

Xavier University, Cincinnati

Youngstown State University, Youngstown

OKLAHOMA

Bethany Nazarene College, Bethany

Central State College, Edmond

East Central State College, Ada

Langston University, Langston

Northeastern State College, Tahlequah

Northwestern State College, Alva

Oklahoma Baptist University, Shawnee

Oklahoma Christian College, Oklahoma City

Oklahoma City University, Oklahoma City

Oklahoma College of Liberal Arts, Chickasha

Oklahoma Panhandle State College of Agriculture and Applied
Sciences, Goodwell

Oklahoma State University, Stillwater

University of Oklahoma, Norman

Phillips University, Enid

Southeastern State College, Durant

Southwestern State College, Weatherford

University of Tulsa, Tulsa

SOUTH DAKOTA

Augustana College, Sioux Falls

Black Hills State College, Spearfish

Dakota State College, Madison

Huron College, Huron

Northern State College, Aberdeen

Sioux Falls College, Sioux Falls

South Dakota School of Mines and Technology, Rapid City

University of South Dakota, Vermillion

Southern State College, Springfield

WEST VIRGINIA

Bethany College, Bethany

Concord College, Athens

Fairmont State College, Fairmont

Glenville State College, Glenville

Marshall University, Huntington

Morris Harvey College, Charleston

Salem College, Salem

Shepherd College, Shepherdstown

West Liberty State College, Wheeling

West Virginia Institute of Technology, Montgomery

West Virginia State College, Institute

West Virginia University, Morgantown

West Virginia Wesleyan College, Buckhannon

WISCONSIN

Beloit College, Beloit

Carroll College, Waukesha

Carthage College, Kenosha
Lawrence University, Appleton
Marquette University, Milwaukee
Ripon College, Ripon
Saint Norbert College, West DePere
Stout State University, Menomonie
Wisconsin State University, Eau Claire
Wisconsin State University, La Crosse
Wisconsin State University, Oshkosh
Wisconsin State University, Platteville
Wisconsin State University, River Falls
Wisconsin State University, Stevens Point
Wisconsin State University, Superior
Wisconsin State University, Whitewater
The University of Wisconsin, Madison
University of Wisconsin, Parkside Campus
University of Wisconsin, Milwaukee

WYOMING

University of Wyoming, Laramie

C. SURVEY RESPONSES CHARTED

STUDENT ASSISTANT SURVEY
Fall, 1971

(*See text)

Name, location of institution	1 ^{Enrolled}	2 ^{Students in halls}	3 ^{Total number SAs}	4 ^{Ratio, students to SA}	5 ^{Men students}	6 ^{Ratio, men to male SA}	7 ^{Women stud.}	8 ^{Ratio, women to female SA}	9 ^{R & B cost monthly}	10 ^{Pay to SA monthly}	11 ^{SA training program}	12 ^{Preparatory training}	13 ^{In-service, professional}	14 ^{In-service by exp. SAs}	15 ^{% employed}
ARIZONA ST U	26,564	3785	49	77	1396	78	2245	72	\$ 103	\$?	Yes	3 days	Yes	Yes	15
U OF ARIZONA	28,000	4400	116	38	1950	25	2450	63	*	43-56	Yes	varies	Yes	No	50
(Monticello) U OF ARKANSAS	1,957	825	40	21	509	31	316	13	81	96	yes	yes	Yes	Yes	75
ARKANSAS ST U	6,500	2500	53	47	1235	51	1265	43	90	60	No	?	?	?	?
(Fayetteville) U OF ARKANSAS	12,200	4400	92	48	*	*	*	*	110	70	Yes	3	No	No	40-50
HARDING COLLEGE	2,062	1916	60	32	910	29	930	32	*	Room free	?	?	?	?	60
HENDERSON ST C	3,190	1499	54	28	644	25	810	29	72	96	Yes	1	Yes	No	25
QUACHITA BAPT U	1,375	904	39	23	432	21	472	26	100	85	Yes	3 days	Yes	Yes	40
ADAMS ST C	2,850	1050	28	38	460	35	590	39	90	?	Yes	1 wk daily	Yes	Yes	70
COLORADO ST U	17,608	5514	126	44	2807	45	2658	42	117	?	Yes	2	Yes	Yes	10

STUDENT ASSISTANT SURVEY
Fall, 1971

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U OF COLORADO	21,171	5379	100	54	3029	52	2350	56	120	Room+ Board	Yes	3	Yes	Yes	30
U OF DENVER	9,200	2100	44	48	1050	46	1050	50	133	R&B	Yes	1 wk	yes	yes	25
U OF N. COLORADO (Greeley)	11,500	3000	56	54	775	37	2198	63	290	290	*	Yes	Yes	Yes	?
REGIS COLLEGE	1,300	657	26	25	394	25	263	26	122	83	Yes	1 wk	Yes	Yes	?
S. COLO. ST C	6,500	550	13	42	350	44	200	40	104	104	Yes	2 wks	Yes	Yes	20
W. ST COLLEGE	3,194	1474	30	49	724	48	750	50	91	R&B	Yes	3 days	Yes	Yes	?
U OF CHICAGO	7,480	1970	28	68	1200	75	770	64	160	160	Yes	2 or 3	No	Yes	10
CONCORDIA T. C	1,200	800	30	27	300	25	500	28	103	0	Yes	Yes	Yes	Yes	90
ELMHURST C	1,650	730	16	47	340	49	390	43	58	60	Yes	2	Yes	No	10
ILLINOIS ST U	17,500	7839	166	47	2672	47	5167	47	125	R&B	Yes	6	Yes	Yes	33

STUDENT ASSISTANT SURVEY
Fall, 1971

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U OF ILLINOIS	32,296	9228	145*	?	5284	64	3944	63	111-115	R&B+ \$ 75 + fees	Yes	Yes	Yes	Yes	10
IL WESLEYAN U	1,677	1070	37	29	460	31	610	28	* 133	* 75	2 wkshp	2	Yes	Yes	50
KNOX COLLEGE	1,437	1050	38	28	650	33	500	28	* 72	* 47	Yes	2	Yes	Yes	25
LOYOLA U	16,602	1502	31	48	801	50	701	47	115	R&B+ 40	Yes	*	Yes	Yes	20
MILLIKIN U	?	595	21	28	297	37	298	23	133	133	Yes	1-2 days	Yes	Yes	33
MONMOUTH C	1,175	900	25	36	500	33	400	40	* 130	* 83	Yes	4 days	Yes	Yes	40
NAT'L C OF ED	603	350	9	39	30	30	350	44	166	R&B+ 50	Yes	3 days	Yes	No	?
NORTH PARK C	1,080	540	21	26	280	28	260	24	132	56	Yes	3	Yes	No	22
N. ILLINOIS U	22,500	7628	148	52	3090	51	4538	52	120	120	Yes	2	Yes	Yes	* 50
QUINCY C	1,850	875	25	35	465	33	410	37	120	85	Yes	4	Yes	Yes	24

STUDENT ASSISTANT SURVEY
Fall, 1971

Name, location of institution	1-Enrolled	2-Students in halls	3-Total number SAs	4-Ratio, students to SA	5-Men students	6-Ratio, men to male SA	7-Women stud.	8-Ratio, women to female SA	9-R & B cost monthly	10-Pay to SA monthly	11-SA training program	12-Preparatory training	13-In-service, professional	14-In-service by exp. SAs	15-% employed
ROSARY COLLEGE	1,192	302	7	42	8	no SA	294	42	\$150	106	Yes	4	Yes	No	33
S. ILLINOIS U	22,382	5271	55	96	3212	107	2559	82	125	R&B+ tuit.	Yes	*	Yes	No	25
W. ILLINOIS U	14,393	8283	206	40	3524	40	4759	40	110	115	Yes	3	Yes	Yes	33-50
WHEATON C	1,905	1600	51	31	800	32	800	31	120	120	Yes	7	Yes	Yes	30
ANDERSON C	1,650	1100	61	20	500	18	600	18	100	38	Yes	*	Yes	little	50
BALL STATE U	18,200	7200	128	52	2400	53	4800	58	110	120	Yes	7	Yes	Yes	50
DePAUW U	2,500	750	19	39	260*	65	350*	29	133	R&B+ 50	Yes	Var ies	Yes	Var ies	V.
U OF EVANSVILLE	3,000	1250	32	39	420	23	580	41	?	65	Yes	20	Yes	Yes	20
GOSHEN C	1,123	860	56	15	327	14	533	17	158	40	yes	2	Yes	Yes	75
HANOVER C	1,035	967	18	54	296*	56	303*	51	105	45	Yes	6	Yes	Yes	33

STUDENT ASSISTANT SURVEY
Fall, 1971

Name, location of institution	¹ Enrolled	² Students in halls	³ Total number SAs	⁴ Ratio, students to SA	⁵ Men students	⁶ Ratio, men to male SA	⁷ Women stud.	⁸ Ratio, women to female SA	⁹ R & B cost monthly	¹⁰ Pay to SA monthly	¹¹ SA training program	¹² Preparatory training	¹³ In-service, professional	¹⁴ In-service by exp. SAs	¹⁵ % employed
INDIANA CEN. C	1,150	700	21	33	300	20	400	67	100	44	Yes	6	Yes *	Yes	20
INDIANA ST U	13,491	5221	110	47	2439	44	2782	57	110	73	Yes	several	Yes	Yes	33
INDIANA U Bloomington	30,000	9800	* 209	47	?	?	?	?	110	R&B+ 50	Yes	3-5 + wk	Yes	Yes	10- 15
INDIANA U-- PURDUE U Indianapolis	2,932	656	none												
MANCHESTER C	1,410	1043	34	31					*	50	Yes	2	Yes	No	40
MARIAN C	923	460	11	42	180	30	280	56	94	55	Yes	2	Yes	Yes	21
PURDUE U	26,003	9198	205	45	5498	40	3700	54	* 118	* 55	Yes	9	Yes	Yes	40
ST FRANCIS C	?	174	6	29	40	1	134	27	110	?	?	?	?	?	*
ST JOSEPH C	1,197	1056	45	23	792	21	264	33	119	75	Yes	1 day	No	No	40
TAYLOR U	1,400	1192	57	21	581	23	611	28	?	25	Yes	* 16+	Yes	some	50- 75

STUDENT ASSISTANT SURVEY
Fall, 1971

Name, location of institution	1-Enrolled	2-Students in halls	3-Total number SAs	4-Ratio, students to SA	5-Men students	6-Ratio, men to male SA	7-Women stud.	8-Ratio, women to female SA	9-R & B cost monthly	10-Pay to SA monthly	11-SA training program	12-Preparatory training	13-In-service, professional	14-In-service by exp. SAs	15-% employed
TRI-STATE C	1,608	486	14	35	462	36	33	33	132	66	Yes	1	Yes	No	25
VALPARAISO U	4,021	2372	84	28	879	25	1493	30	110	60	Yes	3	Yes	Yes	75
BRIAR CLIFF C	?	276	12	23	89	22	190	24	?	66	Yes	1	Yes	No	40
DRAKE U	5,032	1789	38	47	1007	48	782	46	123-138	R&B	Yes	2½ days	Yes	Yes	V. 85
U OF DUBUQUE	850	425	20	21	275	19	150	25	*	*	No	1	?	Yes	10
GRACELAND C	1,321	890	20	45	*	*	*	*	105	75	Yes	5 days	yes	some	30
GRINNELL C	1,251	1130	53	21	567	21	563	21	118	0	Yes	5	Yes	Yes	65
IOWA ST U OF SC. & TECH. Ames	19,670	8555	153	56	5041	55	3514	57	97	R&B	Yes	5 days	Yes	Yes	25
U OF IOWA	20,387	4438	73	61	*	*	*	*	124	138	Yes	5 days	Yes	Yes	35
BUENA VISTA C	950	470	18	26	260	26	210	26	84	50-55	Yes	3 days	Yes	Yes	40

STUDENT ASSISTANT SURVEY
Fall, 1971

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LUTHER C	2,000	1813	51	35	905	41	925	31	105	46	Yes	12	Yes	Yes	14
MORNINGSIDE C	1,309	763	45	17	373	25	390	13	88	28	Yes	3	No	No	20
U OF N. IOWA	9,605	4236	97	44	1485	53	2761	40	45- 100	M 93 F 0	Yes	3 days	Yes	Yes	22
PARSONS C	1,250	757	18	42	555	46	202	34	138	62	No	?	?	?	?
UPPER IOWA C	879	589	36	17	339	15	250	18	106	66	Yes	*	Yes	Yes	50
WARTBURG C	1,350	1076	40	27	?	?	?	?	92	?	Yes	1 mo.	Yes	No	?
WESTMAR C	931	663	34	20	344	19	325	16	95	40	Yes	Yes	Yes	No	50
C OF EMPORIA	628	195	14	14	154	15	41	10	120	47	Yes	?	Yes	Yes	80
FT HAYS ST C	5,250	1155	58	20	447	22	708	37	106	?	Yes	1	Yes	?	25- 33
FRIENDS U	922	125	9	14	31	10	61	13	115	Room+ 42	No	?	?	?	?

STUDENT ASSISTANT SURVEY
Fall, 1971

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KANSAS ST C OF PITTSBURG	5,706	1013	10	101	593	119	420	105	94*	100	Yes	6	Yes	No	50
KANSAS ST T. C Emporia	7,112	1345	39	35	614	34	731	35	100	96	Yes	2	Yes	Yes	50
OTTAWA U	768	578	38	15	311	16	267	14	90	50	Yes	3 days	Yes	Yes	33
WASHBURN U OF TOPEKA	5,200	200	12	17	116	19	84	14	110	67	No	3	No	Yes	50
ADRIAN C	1,456	1200	60	20	560	20	640	20	125	90	Yes	6-8	Yes	* No	35-40
ALBION C	1,800	1600	31	51	800	57	800	47	136	83	Yes	5	Yes	Yes	25
ALMA C	1,330	1225	48	26	597	24	628	27	120	72-83	Yes	1 wk+ wkshp	Yes	Yes	20
AQUINAS C	1,000	430	17	25	160	27	270	24	100	81	Yes	Yes	Yes	Yes	15
CALVIN C	3,300	1540	75	21	722	21	819	21	95	42	Yes	Yes	some	No	33
KANSAS ST U, Manhattan	14,500	4300	98	44	?	?	?	?	107	110-233	Yes	2 da + wk	Yes	Yes	10

STUDENT ASSISTANT SURVEY
Fall, 1971

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CEN. MICHIGAN U	14,700	5800	120	48	2293	49	3545	48	?	R&B	Yes	4 days	Yes	Yes	30
E. MICHIGAN U	20,000	4400	145	30	?	?	?	?	124	124	Yes	Yes	Yes	Yes	20- 30
GEN. MOTORS INST.	2,800	850	36	24	850	24	0	0	145	145	Yes	6	Yes	Yes	25
GRAND VALLEY STATE C	4,174	880	18	49	379	54	501	46	142	142	Yes	7	Yes	Yes	40
HILLSDALE C	1,100	800	37	22	?	?	?	?	98	38	Yes	5	Yes	Yes	?
HOPE C	2,100	1500	70	21	670	20	830	22	100	55	Yes	Yes	Yes	Yes	50
KALAMAZOO C	1,350	880	24	37	490	41	390	33	174	64	Yes	5-6	* Yes	No	80
MICHIGAN ST U	43,000	17490	355	49	8381	48	8490	47	152	172	Yes	Yes	Yes	Yes	10
OAKLAND U	7,000	1400	43	33	700	34	700	32	132	176	Yes	1 per Week	Yes	Yes	15- 25
MICHIGAN TECH. U	5,002	2200	50	44	1970	43	230	46	123	131	Yes	9	Yes	Yes	40

STUDENT ASSISTANT SURVEY
Fall, 1971

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U OF MICHIGAN	32,762	8767	176	50	4954	49	3813	51	154	100	Yes	Yes	Yes	Yes	30
WAYNE ST U	38,000	230	6	38	0	0	230	38	31 room	50	Yes	Yes	Yes	No	10
W. MICHIGAN U	21,846	6689	203	33	3487	36	3906	36	145	145	Yes	1 wk	No	Yes	5
BEMIDJI ST C	4,839	1963	46	43	958	42	1005	44	97	96-114	Yes	3 da + Wks	at tms.	?	?
BETHEL C	1,044	668	22	30	223	28	445	32	85	85	Yes	3 +	Yes	Yes	15-20
CARLETON C	1,480	1480	68	22	843	22	647	23	133	33	Yes	2	Yes	sr's only	50-60
CONCORDIA C	2,402	1580	50	32	686	34	894	30	103	50	Yes	Yes	limit-ed	No	?
GUSTAVUS ADOLPH-US COLLEGE	1,920	1733	43	40	825	39	908	41	100	44-55	Yes	7-8	Yes	Yes	20-30
HAMLIN U	1,280	665	46	14	268	13	397	16	127	39	Yes	5	* Yes	* Yes	20
MACALESTER C	2,095	1250	38	33	591	30	643	36	110	10	Yes	2 da	Yes	Yes	25

STUDENT ASSISTANT SURVEY
Fall, 1971

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MANKATO ST C	13,300	2942	71	41	1383	42	1569	41	95	95	Yes	Yes	Yes	Yes	25-30
U OF MINNESOTA	42,000	4091	91	45	2310	46	1781	43	about 140	about 160+ R&B	Yes	1	Yes	No	45
MOORHEAD ST C	5,000	1775	56	32	785	33	983	31	95	95	Yes	2½ da	Yes	Yes	35
ST. CLOUD ST C	10,346	2500	60	42	750	42	1750	42	95	B&R	Yes	3 da	Yes	Yes	20
ST. MARY'S C	1,040	840	40	21	640	25	220	15	110	80	Yes	Yes	Yes	Yes	50
ST. OLAF C	2,650	2070	109	7						* 0		3 da wkshp			33-50
WINONA ST C	4,000	1260	22	57	495	55	765	51	114	114	Yes	3 da	Yes	Yes	25
CEN. MISSOURI ST C	10,500	4500	115	39	2000	36	2500	42	85	* ?	?	?	?	?	80
LINCOLN U	2,700	805	28	29	455	28	340	28	75	99	Yes	Yes	Yes	Yes	80
U OF MISSOURI Columbia	21,942	6071	96	63	2815	61	3256	65	101-125	R&B	Yes	3 da	Yes	Yes	?

STUDENT ASSISTANT SURVEY
Fall, 1971

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U OF MISSOURI Kansas City	9,900	300	10	30	150	30	150	30	111	R&B	Yes	2	Yes	Yes	10
U OF MISSOURI Rolla	4,400	652	13	50	606	51	46	46	115	125	Yes	12	Yes	Yes	50
NE MISSOURI ST C	6,000	2544	33	77	1402	78	1142	76	76	92	No	?	?	?	50
NW MISSOURI ST C	5,600	2800	100	28	1240	31	1560	26	88	88	Yes	6-8	Yes	some	50
ROCKHURST C	1,143	433	15	29	307	28	130	33	121	?	Yes	12	Yes	Yes	50
SE MISSOURI ST C	7,200	3000	87	34	1200	33	1800	35	83	64	Yes	3 da	Yes	Yes	33
SW BAPTIST C	1,175	749	none												
WASHINGTON U	6,608	1922	53	36	1021	34	901	39	141	141	?	3 da	Yes	Yes	15
WILLIAM JEWELL	1,088	800	21	38	400	40	400	36	105	42	Yes	3	No	No	?
CHADRON ST C	2,450	1000	34	39	510	34	490	26	89	96	Yes	2	Yes	Yes	30

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STUDENT ASSISTANT SURVEY
Fall, 1971

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CREIGHTON U	4,176	1461	34	43	793	42	668	32	125	118-143	Yes	3 da	Yes	Yes	20
KEARNEY ST C	5,800	1850	25	74	700	70	1150	77	100	66	Yes	Yes	?	some	20
U OF NEBRASKA	21,500	5300	123	43	2900	45	2400	41	104	104	Yes	4	Yes	Yes	25-30
NEBRASKA WESLEYAN U	1,177	525	7	75	255	64	270	135	100	40	No	No	No	No	25 ⁹²
PERU ST C	1,011	500	13	38	260	37	240	40	90	44	Yes	2	Yes	Yes	60
WAYNE ST C	2,668	1245	29	43	507	46	738	41	99	42	Yes	Yes	Yes	Yes	20-25
U OF ALBUQUERQUE	2,200	325	16	20	175	19	150	21	135	80	Yes	2 da	Yes	Yes	25
E. NEW MEXICO U	4,290	1750	40	44	850	43	900	45	105	25	Yes	3 da	Yes	Yes	15
NEW MEXICO HIGHLANDS U	2,655	1202	50	24	660	26	540	22	86	100	Yes	2	Yes	Yes	50
NEW MEXICO ST U	9,050	2750	54	51	1600	53	1150	48	102	130	Yes	4 da	Yes	some	25

STUDENT ASSISTANT SURVEY
Fall, 1971

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U OF NEW MEXICO	19,000	2000	47	43	1078	51	918	35	114	30-40	Yes	3-4 days	No	Yes	20
W. NEW MEXICO U	1,500	375	12	31	205	34	170	28	96	96	No	?	?	?	10
DICKINSON ST C	1,400	600	*							35					
MINOT ST C	2,700	760	18	42	280	40	480	43	68	103M 68F	Yes	Yes	Yes	Yes	50
VALLEY CITY ST C	1,200	539	20	27	235	24	304	30	70	51	Yes	2	Yes	Yes	6
U OF AKRON	20,000	1330	75	18	594	33	707	37	124	per hr p	No	?	?	?	?
ASHLAND C	2,500	2100	40	53	1000	33	1100	110	62	100	Yes	6	Yes	Yes	10
BOWLING GREEN ST U	15,335	8018	136	59	3475	63	4543	56	115	91	?	3 da	Yes	Yes	25
CAPITAL U	2,180	1273	56	23	549	27	715	20	116	60	Yes	2	Yes	No	35
CASE INST, CASE W. RES. U, Cleveland	1,648	1120	none												

STUDENT ASSISTANT SURVEY
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CENTRAL ST U Wilberforce	2,600	1394	60	23	723	19	671	31	118	83- 100	Yes	Yes	Yes	Yes	70
CLEVELAND ST U	15,000	210	8	26	170	28	38	19	100	100	Yes	2	Yes	No	33
U OF DAYTON	8,500	2565	58	44	1591	50	974	37	104	50	Yes	4 da	Yes	some- times	50
DEFIANCE C	1,049	525	24	22	360	24	270	30	100	80	Yes	wkend + 5da	Yes	No	60 - 70
DENISON U	2,170	1510	none												
FINDLAY C	1,114	779	33	24	497	25	282	22	95	43	Yes	2 da	Yes	Yes	40
HEIDELBERG C	1,165	940	60	16	410	16	530	15	103	59	Yes	1 wk	Yes	Yes	40- 50
HIRAM C	1,384	1000	29	34	525	31	475	40	42	56	Yes	4	Yes	Yes	40
MALONE C	850	450	15	30	200	29	250	31	80	40	Yes	1½ da	Yes	Yes	30
MARIETTA C	1,902	1167	41	28	643	27	524	31	131	66	Yes	2 da	Yes	Yes	?

STUDENT ASSISTANT SURVEY
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MIAMI U Oxford, Ohio	13,360	7005	250	28	2936	24	4069	31	140	34	Yes	6	Yes	Yes	10
C, MT. ST. JOS. ON-THE-OHIO	710	475	18	26	-	-	475	26	47	40	Yes	1 da	Yes	No	25
MUSKINGUM C	1,250	800	64	13	330	10	450	14	120	47	Yes	1 wk	Yes	Yes	30
OBERLIN C	2,600	2200	96	27	1400	28	1200	26	135	40-100	Yes	var-ies	Yes	Yes	35
OHIO NORTHERN U, Ada	2,500	1750	62	28	712	19	1038	42	109	48-61	Yes	3	Yes	Yes	7
OHIO ST U Columbus	46,628	9527	182	52	5008	50	4519	55	138	178	Yes	10da	Yes	Yes	22
OHIO WESLEYAN U, Delaware, O	2,535	1700	58	30	612	22	1135	38	160	83	Yes	28	Yes	some times	45
C OF STEUBENVILLE	1,300	756	26	29	481	32	275	25	138	60	Yes	6	Yes	Yes	50
WESTERN RESERVE OF CASE W.R. U	2,450	1690	48	35	751	31	939	39	144*	144*	Yes	2	Yes	some times?	
WITTENBERG U	2,648	1531	63	24	610	23	921	35	91	60	Yes	17	Yes	Yes	15

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STUDENT ASSISTANT SURVEY
Fall, 1971

Name, location of institution	Enrolled	Students in halls	Total number SAs	Ratio, students to SA	Men students	Ratio, men to male SA	Women stud.	Ratio, women to female SA	R & B cost monthly	Pay to SA monthly	SA training program	Preparatory training	In-service, professional	In-service by exp. SAs	% employed
C OF WOOSTER	1,858	1613	45	36	844	29	769	48	130	67	Yes	1 wk	Yes	Yes	31
XAVIER U	7,500	950	18	53	800	57	150	50	115	115	Yes	5	No	Yes	30
YOUNGSTOWN ST U	15,000	205	6	34	200	34	-	-	100	172	Yes	Yes	Yes	Yes	25-33
BETHANY NAZARENE C	1,704	1050	25	42	470	43	580	48	100	60	Yes	2	Yes	Yes	40
LANGSTON U	1,380	735	60	12	430	14	305	11	48	70	Yes	Yes	Yes	Yes	50
NORTHWESTERN ST C	2,258	843	28	30	484	30	359	30	82	82	Yes	1 da a mo.	Yes	Yes	90
OKLAHOMA BAPTIST U	1,700	1100	35	31	400	57	1000	40	85	per hr.	Yes	3 da	Yes	No	85
OKLAHOMA CHRISTIAN C	?	920	28	33	438	33	482	32	100	50	Yes	2	Yes	Yes	60
Unidentified School	1,850	498	16	31	238	40	251	25	92	122	Yes	2	No	Yes	10
OKLAHOMA C OF LIBERAL ARTS	1,025	260	8	33	100	33	160	32	89	96	Yes	10+	Yes	Yes	50

STUDENT ASSISTANT SURVEY
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OK. PANHANDLE ST C OF AGRIC & APPLIED SC	1,290	525	14	38	275	31	250	50	73	73	No				
OKLAHOMA ST U	18,000	6500	125	52	-	-	-	-	100	122	Yes	Sev. 1 wk	Yes	Yes	30-50
U OF OKLAHOMA	1,500	0	none												
PHILLIPS U	1,382	490	23	21	238	15	246	35	54	20	Yes	6	No	No	25
SOUTHEASTERN ST C	3,745	1000	20	50	600	60	400	40	87	90	Yes	Yes	Yes	Yes	10
SOUTHWESTERN ST C	5,400	1600	34	47	764	51	957	50	87	90	No				
AUGUSTANA C	2,400	1350	50	27	550	26	800	28	85	room free	Yes	5	Yes	Yes	55
BLACK HILLS ST C	2,100	652	27	24	219	22	433	25	68-88	64	Yes	1-2	Yes	No	25
DAKOTA ST C	1,172	598	18	33	315	39	283	28	81	90	Yes	Yes	Yes	Yes	?
HURON C	730	380	13	29	274	36	106	21	100	50	Yes	Yes	Yes	Yes	50

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NORTHERN ST C Aberdeen, S.D.	3,095	1076	51	21	372	23	704	20	74	58	Yes	Yes	Yes	No	60
SIOUX FALLS C	750	303	14	22	150	30	153	17	95	39	Yes	2-3	some times	Yes	40-50
SOUTH DAKOTA SCHOOL OF TECH.	1,650	500	27	19	464	19	36	18	90	53	No				25
U OF SOUTH D. Vermillion	5,600	2200	45	49	1200	37	1000	71	90	90	Yes	1	Yes	Yes	20
BETHANY C	1,138	1010	27	14	195	15	195	14	110	55+	Yes	3-day wkshp	Yes	Yes	30
FAIRMONT ST C	3,680	892	41	22	230	21	662	22	26	60	No				
GLENVILLE ST C	1,486	761	41	19	375	34	386	13	40	100	Yes	No	Yes	Yes	33
MARSHALL U	9,000	2300	85	27	1073	26	1227	29	125	110	Yes	3 da	Yes	No	30
MORRIS HARVEY C	3,000	700	30	23	425	38	275	18	94	130M 42F	Yes	2	Yes	Yes	60
SALEM C	1,420	786	30	26	500	21	286	41	115	115	Yes	Yes	Yes	Yes	50

STUDENT ASSISTANT SURVEY
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WEST LIBERTY ST C, Wheeling	3,953	1524	46	33	655	36	869	31	119	119	Yes	3-10+ 3 da	Yes	No	57
WEST VIRGINIA INST. OF TECH.	2,500	1153	13	89	879	147	274	39	42	?	No				25
WEST VIRGINIA ST C	3,560	455	28	16	254	18	201	14	108	80	Yes	Yes	Yes	Yes	75
BELOIT C	1,305	994	48	21	206	9	266	11	120	52	Yes	1 da	Yes	some	35
CARROLL C	1,250	900	29	31	320	32	580	31	117	67	Yes	4	Yes	Yes	15
CARTHAGE C	1,340	1100	32	34	600	37	500	31	102	90	Yes	3	Yes	Yes	30
MARQUETTE U	11,748	2900	90	32	1570	34	1330	30	108*	151	Yes	2½ da	Yes	Yes	20-30
RIPON C	1,015	971	27	36	574	48	397	26	47	70	Yes	1	Yes	Yes	25
ST NORBERT C	1,650	1100	24	46	550	46	550	46	100	89	Yes	2½-3 da.	Yes	Yes	17
STOUT ST U	5,300	2750	100	28	1450	28	1300	27	105	105	Yes	4-da wkshp	Yes	Yes	30

STUDENT ASSISTANT SURVEY
Fall, 1971

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WISCONSIN ST U Eau Claire	8,800	3600	113	32	1141	34	2459	31	101	101	Yes	4 da	Yes	Yes	50
WISCONSIN ST U La Crosse	7,000	2800	88	32	1200	30	1600	33	102	102	Yes	3	Yes	Yes	25-35
WISCONSIN ST U Oshkosh	11,400	4200	140	30	2000	30	2200	30	104	104	Yes	1	Yes	Yes	25
WISCONSIN ST U Platteville	4,710	2038	67	30	1342	31	696	29	119	82	Yes	2	Yes	Yes	25-35
WISCONSIN ST U River Falls	4,250	1650	62	27	915	25	735	29	105	85	Yes	1 + 4-da wksp	Yes	Yes	V
WISCONSIN ST U Stevens Point	9,200	3929	165	24	2126	23	1803	24	92	85	Yes	8	Yes	Yes	25
WISCONSIN ST U Superior	3,000	900	25	36	500	33	400	40	122	room + 1/2 B	yes	4	Yes	Yes	20
WISCONSIN ST U Whitewater	8,900	3300	240	14	1500	15	1800	13	100	room + pt B	Yes	4	Yes	Yes	50-60
U OF WISCONSIN Madison	33,943	6295	110	57	3551	60	2744	54	116	116+	Yes	4-da wksh	Yes	Yes	10
U OF WISCONSIN Milwaukee	22,277	1052	22	48	546	49	506	46	130	180	Yes	4-5 da	Yes	Yes	6-9

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D. SURVEY RESULTS SENT AS REQUESTED

RESULTS OF STUDENT ASSISTANT SURVEY (Undergraduate) 2-5-1972

Conducted in the Fall, 1971 by Jurel Jackson
Eastern Illinois University, Charleston, Illinois

Survey was sent to 266 (1) rated coeducational institutions with an enrollment of more than 1,000 which have some type of housing facilities provided. The survey was conducted among colleges and universities in the 19 states of the North Central Association to determine the use of undergraduate student assistants in the residence halls and the training offered to these assistants.

Responses were received from 212 institutions from all of the 19 states.

Of the 212 returning survey questionnaires, all but six used student assistants in residence halls (one of the six used housemothers and proctors).

The ratio of residents per student assistant in the 203 institutions answering that part of the questionnaire was 35.88 residents per student assistant.

The range of residents per student assistant was from seven to one (in a college where there were unpaid junior counselors for freshman students) to 101 to one in another college.

There were 185 institutions saying that they had specific training programs for their student assistants. There

were fourteen that said they did not have a specific training program, and the others did not respond to that question.

The training sessions ranged from one session to more than 20 sessions with an average of six sessions. Many of the schools had special workshops.

In-service training was carried on at least in part by professional staff members in 176 institutions. There were twelve that said the professional staff members did not assist with the in-service training.

Experienced student assistants assisted with the in-service training in 154 of the responding institutions. And thirty-five said the student assistants did not assist with the in-service training. Many of the responses were qualified and indicated that this training by experienced student assistants was quite limited.

The average monthly room and board cost to residents in 196 institutions responding to that question is \$107.

Of the 101 public institutions responding, the average is \$103.

Of the 95 private institutions responding, the average is \$112.

The average monthly pay to student assistants in the 177 institutions responding to that question is \$81.

Of the 88 public institutions responding, the average is \$95. Of the 91 private institutions, the average was \$67.

Three institutions said they did not remunerate their assistants in any way. Thirty institutions remunerated the exact amount of the room and board costs.

At least three institutions paid a different amount to their men and women student assistants.

Thank you for assisting with the research.

Jurel Jackson

One late response was received after this preliminary tabulation was made and distributed to those who had requested it.

PRELIMINARY TABULATION SENT TO THESE SCHOOLS

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Valley City, North Dakota

Michael Gemie
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