A STUDY OF THE ENVIRONMENTAL PERCEPTIONS OF UNDERCLASSMEN, UPPERCLASSMEN AND FACULTY AT THE UNIVERSITY OF NEBRASKA AT OMAHA - A COMMUTER CAMPUS

by

William Bruce McCoy

A DISSERTATION

Presented to the Faculty of
The Graduate College in the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Doctor of Education

Department of Educational Administration

Under the Supervision of Associate Professor Rex K. Reckewey

Lincoln, Nebraska

May, 1977

TITLE

A STUDY OF THE ENVIRONMENTAL PERCEPTIONS OF UNDERCLASSMEN, UPPERCLASSMEN AND FACULTY AT THE UNIVERSITY OF NEBRASKA AT OMAHA - A COMMUTER CAMPUS

BY

WILLIAM BRUCE McCOY

APPROVED	DATE
REX K. RECKEWEY	MAY 4, 1977
GERALD R. BOARDMAN	MAY 4, 1977
WILLIS MORELAND	MAY 4, 1977
C. CALE HUDSON	MAY 4, 1977
C. HOWARD ECKEL	MAY 4, 1977

SUPERVISORY COMMITTEE

GRADUATE COLLEGE **UNIVERSITY OF NEBRASKA**

ACKNOWLEDGEMENTS

The completion of this study would not have been possible without the support, persistence and diligence of many people to whom I am extremely grateful. In particular, my sincerest appreciation is extended to the following people, who have labored so industriously in my behalf:

To Dr. Rex K. Reckewey, my major adviser, for his unwavering support and patience during the many months of research and preparation; Dr. Gerald Boardman and Dr. Willis Moreland, for serving as readers on my Supervisory Committee; and to Dr. Howard Eckel and Dr. Cale Hudson, members of my Supervisory Committee.

To Dr. Gene Kafka, Dr. Julian Fabray and Dr. Joe Davis, for the generous amount of time, encouragement and assistance they gave during the completion of the study.

To Mrs. Lanette Kroeger for her time and expertise in preparing this manuscript and to Mrs. Susan Stein and Mrs. Mary Carey for assisting in proofreading the manuscript.

To my parents, Mr. and Mrs. Wayne McCoy, for providing me with the valuable early training and pride in accomplishment that allowed me to persevere through the completion of this study.

To all my children, Kristin, Karin, Kathrin, Keenan, Chip, Maribeth, Gayle, Joyce and Lisa for their love and for putting up with doing without me during the completion of this study.

And above all, to my wife Janet, whose unwavering support and unselfish personal sacrifices can never be adequately compensated.

TABLE OF CONTENTS

LIST OF TABLES

Table

Page

Table

Page

Table

Page

Table

Page

Table

Page

CHAPTER I

THE PROBLEM AND THE PROCEDURES

Introduction

Since the early 1940's there has been considerable speculation about whether or not our colleges and universities do, indeed, have a significant impact upon students and how the college environment affects the attitude and behavior of students. In the interim period between the close of World War II and the present, the impact of Sputnik and the onset of many revised trends in educational thinking have caused the American people to place a very high premium on the value of higher education in this country. A great deal of pressure has been placed on high school students to continue on through higher education of some sort, in order to better prepare themselves for the future.

Students have opted for many different kinds of educational settings and experiences in pursuing their post-secondary education. They have chosen to attend junior colleges, vocational-technical schools, trade schools, small liberal arts colleges, state colleges, and large urban universities. All these various types of campuses emerged and expanded to take care of different types of students who were in search of different academic and career goals.

There are those who contend that the social stimulations and environmental pressures exerted upon students in different educational settings contribute significantly to molding the future values and attitudes of these young people. Other educators have questioned whether or not the college environment does affect students' attitudes and values about themselves and their future.

Many educators have become increasingly concerned with such questions as: 1) to what extent does the college atmosphere mold the attitudes and values of students? 2) should colleges be concerned with development of the "whole person" or only with the intellectual development of students? 3) should colleges and universities be more sensitive to student expectations as they attempt to satisfy the needs of their students? 4) should colleges and universities pay closer attention to the "hidden curriculum" or should they be dealing exclusively with the printed, formal curriculum? 5) do commuter students have different needs and expectations from those of resident students?

All the above questions are very complex and somewhat interrelated. They all indicate a growing concern about what things affect students most and what responsibilities colleges have to insure the best learning environment for their students.

The limited research done during the 1940's tended to support the notion that the attitudes and values of college students were clearly affected by the experiences which they

encountered during their college life. Newcomb, for example, found this to be true in his study at Bennington College.[1] His examination of the social interaction process which took place on that campus revealed that new students gradually came to accept the values held by the faculty and older students. It was Newcomb's conclusion that this change was probably due to the impact of the environmental pressure existent on that campus.

Other research studies done in the early 1950's suggested that the academic offerings of colleges had little impact on the development of the personalities of students. One such study by Dressel and Mayhew indicated that the academic program of the college itself had little to do with the overall socialization process of the student.[2]

Still other studies conducted in the 1960's showed that students were beginning to succumb to the pressure placed upon them by their peers and that this pressure influenced their values, attitudes, and expectations significantly. Several of these research reports suggested that the trend in education was to develop the total person and implied that the increasing size and complexity of college campuses caused these institutions to expand their efforts to make their students "whole" persons. This trend represented a

---

[1]Theodore Mead Newcomb, Personality and Social Change (New York: Dryden, 1943).

[2]P.L. Dressel and L.B. Mayhew, General Education: Explorations in Evaluation (Washington, D.C.: American Council on Education, 1954).

major change from the earlier position of the 1950's when colleges apparently did not feel as strongly that it was their duty to make provision for the development of the "total" person.

Studies conducted by Goldsen et. al.,[3] Bushnell,[4] and Sanford[5] all suggested that the most important influence that a college exerted upon its students was in the area of co-curricular activities. Although most colleges continued to provide an academic environment which reflected the academic values of the faculty and administration, the co-curricular experiences emerged as the single most important factor influencing the student.

The research done on commuter campuses during the past ten years also produced some interesting findings about the role and impact of higher education on student goals and values. Since more than half of all American college students live at home and commute to college, additional research is needed pertaining to this sizeable group. Freedman has suggested, "The future of American higher

---

[3]Rose Goldsen, et al., What College Students Think (Princeton, N.J.: Van Nostrand, 1960).

[4]J.H. Bushnell, "Student Culture at Vassar," in The American College, ed. N. Sanford (New York: Wiley Co., 1962).

[5]Nevitt Sanford, "Conclusions and Proposals for Change," in College and Character, ed. N. Sanford (New York: John Wiley Company, 1964), pp. 281-298.

education is increasingly the large, urban commuter campus . . . . The urban campus reflects the conflicts of urban society . . . . the traditional campus community also belongs to another age."[6]

The review of literature which appears in Chapter II strongly suggests that different environmental pressures on college campuses do affect college students and their perceptions about themselves and the future. However, more empirical evidence is needed if institutions of higher learning are to provide the type of environmental climate on their campuses that students need in order to achieve their full potential and to realize all the benefits of a college education.

The Setting and Its Significance

As an educator living in Omaha, Nebraska, the idea of researching the environment which exists on the University of Nebraska at Omaha campus was particularly intriguing. Moreover, since the University of Nebraska at Omaha (hereafter referred to as UNO) is a commuter campus and the review of the literature indicated a particular need for more research regarding the impact of the social and academic climate of commuter campuses on their students, the potential value of such a study was readily apparent.

---

[6]M.B. Freedman, "San Francisco State: Urban Campus Prototype," in Agony and Promise, ed. G. Kerry Smith (San Francisco: Jossey-Bass, 1969), p. 85.

With the above considerations in mind, the administrative officials at UNO were approached to secure their approval and cooperation to conduct a study of selected environmental factors and their impact upon students attending UNO. Permission to conduct such a study was obtained from the Vice Chancellor's office, the Provost's office, the Head of the Testing Division, the Director of Admissions office and the Head of the University Division. All of the above parties also agreed to accept the basic design proposed for the implementation of the study.

Statement of the Problem

The primary purpose of this study was to identify and compare the environmental perceptions of selected students and faculty who attended or taught at UNO. To this end two specific questions were investigated:

1. Is there a significant difference in the perception of environmental pressure at UNO as viewed by underclassmen, upperclassmen, and faculty?

2. Are there other factors which may have influenced the respondents to perceive the environment as they did other than their grade level or faculty status; such as age, sex, college major, ethnic group, or size of high school attended?

Hypotheses

The student and faculty perceptions of environmental pressures at UNO were obtained by use of the College and University Environmental Scales. This instrument measures the environmental pressure on seven defined dimensions or

scales. The results obtained by use of this instrument permitted the researcher to test the following null hypotheses.

1. There is no significant difference in the perception of environmental pressure, as measured by the practicality scale, among the three groups of respondents.

2. There is no significant difference in the perception of environmental pressure, as measured by the community scale, among the three groups of respondents.

3. There is no significant difference in the perception of environmental pressure, as measured by the awareness scale, among the three groups of respondents.

4. There is no significant difference in the perception of environmental pressure, as measured by the propriety scale, among the three groups of respondents.

5. There is no significant difference in the perception of environmental pressure, as measured by the scholarship scale, among the three groups of respondents.

6. There is no significant difference in the perception of environmental pressure, as measured by the campus morale scale, among the three groups of respondents.

7. There is no significant difference in the perception of environmental pressure, as measured by the quality of teaching and faculty-student relationships scale, among the three groups of respondents.

8. There is no significant difference in the perception of environmental pressures, as measured by each of the seven CUES scales, among the student respondents, due to the racial backgrounds of the respondents.

9. There is no significant difference in the perception of environmental pressure, as measured by each of the seven CUES scales, among the respondents, due to the ages of the respondents.

10. There is no significant difference in the perception of environmental pressure, as measured by each of the seven CUES scales, among the student respondents, due to the sex of the respondents.

11. There is no significant difference in the perception of environmental pressure, as measured by each of the seven CUES scales, among the student respondents, due to the size of the high school graduating classes of the respondents.

12. There is no significant difference in the perception of environmental pressure, as measured by each of the seven CUES scales, among the student respondents, due to the college affiliation of the respondents.

Assumptions and Delimitations of the Study

For the purpose of this study, it was necessary to make some general assumptions to form parameters inside which the study would be confined and from which the conclusions would be drawn.

1. The use of the CUES instrument would provide as accurate a picture as possible of the notion of environmental pressure through its seven scales as they relate to UNO.

2. The responses given on the CUES instrument will be used as valid indicators of how each respondent actually perceives himself in relation to the alternatives posed and will accurately reflect the respondents true feelings about and understandings of the campus environment at UNO.

Definitions of Terms

CUES:

The College and University Environmental Scales. This is a research instrument specially developed for use in institutions of higher education to

measure student perceptions of environmental pressure in seven categories.

Environmental pressure:

Those aspects of the institution which act upon a student and are intended to promote learning and socialization; i.e., features and facilities of the campus, rules and regulations, faculty, curricula, instruction and examinations, student life, extracurricular organizations and other items that help define the intellectual-social-cultural climate of the college.

Underclassmen:

Those students who were enrolled for 12 or more semester credit hours of course work at UNO who had completed less than 57 semester hours of credit.

Upperclassmen:

Those full time students who were enrolled for 12 or more semester credit hours of course work at UNO and who had successfully completed 57 or more semester hours of credit.

Faculty:

Those members of the UNO staff who were currently teaching six or more credit hours of coursework or the equivalent.

Procedures

Permission to Conduct the Study

The first step in the implementation of this study was to obtain written permission from the Vice Chancellor's office, the Provost's office, the Head of the Testing Division, the Director of Admissions and the Head of the University Division at UNO. The letters of support from these offices are contained in Appendix A.

Selection of the Respondents

The instructions in the CUES technical manual indicate the number of students to be sampled from a particular enrollment in order to obtain a dependable result. The following chart summarizes the CUES recommendations for sample size.[7]

Enrollment	Number of Students to be Sampled
Under 1,000	50 to 75
1,000 to 5,000	75 to 150
5,000 to 10,000	150 to 225
Over 10,000	225 to 350

Based on the CUES recommendations for a school the size of UNO, the minimum numbers sampled should have been approximately 145 underclassmen, 90 upperclassmen, and 50 faculty, as UNO showed enrollments of 4549 fulltime underclassmen, 2129 fulltime upperclassmen and approximately 650 faculty and staff. However, the stability of the results depends essentially on the number of students from whom answers are obtained and the representativeness of the group. The more respondents, the more stable the results. For this reason, it was decided to attempt a student sample of 350, which would be the maximum sample size recommended for schools with a total enrollment of 10,000 or more students.

---

[7] C.R. Pace, College and University Environmental Scales: Technical Manual, 2nd ed. (Princeton, N.J.: Educational Testing Service, 1969), p. 12.

Using the recommendations stated above, it was deemed desirable to increase the sample of underclassmen to 215-220 and the sample of upperclassmen to 130-135 in order to achieve the student sample size of 350. With a full-time staff of only 650, it was felt that the minimum sample size of 50 faculty respondents was adequate for the purpose of this study.

The Method for Selecting Participants

Once permission was obtained to conduct the study, UNO personnel in the testing office and University Division were utilized to identify the total student population. A computer printout of all the full-time UNO students in the fall of 1975 was provided by the UNO University Division. This list was then used to select the desired samples out of the total full-time student population of the University. In November, 1975, approximately 450 letters were mailed out to a random sample of underclassmen and upperclassmen identified from the computerized list. These students were informed of the purposes of the study and asked to stop in the university testing office to complete the CUES opinionnaire. Out of the 455 students who were initially contacted, 127 completed the CUES instrument. Since this response did not produce the desired number of participants, another approach was attempted to secure the desired number of qualified reporters.

To further encourage student participation, a letter was sent to the graduate assistants in each department of the

university, asking their assistance in identifying students qualified to be respondents and willing to participate in the study by completing the CUES opinionnaire in the UNO testing office. In this effort, the psychology department was particularly helpful in identifying potential participants and referring these students to the testing office. The approach described here resulted in obtaining an additional 50 respondents.

After utilizing the above two procedures, a second letter was formulated and mailed out to another 300 students randomly identified from the computerized list. This second mailing produced 68 additional respondents.

Although the 245 students who had volunteered up to this time would have comprised an adequate sample according to the CUES manual, it was decided that the results of the study would be strengthened if the total number of participants could be increased to 350 students. Accordingly, the UNO testing office agreed to send a third letter to another group of students selected at random from the remaining names on the computerized list. This letter was sent out over the signature of the coordinator of testing and on a UNO letterhead. However, for reasons unknown, the response to this written request for student cooperation was less successful than the first two solicitations, obtaining only 38 additional responses. Therefore, the university testing office arranged for the researcher to administer the CUES opinionnaire to selected students during class time. This effort required the cooperation of university faculty

members in various departments. This final effort required eight sessions in the various classes but did produce the necessary number of additional participants to achieve a total student sample of 350, which was desired.

To obtain the necessary faculty involvement, 70 staff members were selected at random from the various colleges within the university. They were sent a letter of explanation, along with a copy of the CUES opinionnaire and special instructions for completing the instrument. Forty-one out of 70 faculty initially contacted through inter-university mail returned the opinionnaire to the testing office. Follow-up calls further explaining the study later produced fifteen additional faculty responses. Thus, there were a total of 56 faculty participants, satisfying the desired minimum sample of 50 staff members.

Copies of all letters sent to students and faculty to obtain the sample sizes needed are contained in Appendix B.

The Instrument

The College and University Environmental Scales (hereafter referred to as CUES), second edition (Pace, 1969), was used as the instrument of evaluation. The CUES second edition has 160 items descriptive of various features of college life and campus environment. The CUES is self-administering and requires approximately thirty-minutes to complete.

The second edition of CUES utilizes 100 items from the first edition of CUES, which included twenty items on

each of five basic scales. Those scales are practicality, community, awareness, propriety and scholarship.

In addition to the five basic scales the CUES instrument contains two special subscales which are measured by various items extracted from the original 100 items used in the first edition. Those subscales are campus morale and quality of teaching and faculty-student relationships.

The CUES second edition also contains sixty new items, fifty of which were assigned equally to each of the five basic scales listed above. The other ten items were inserted to gain experimental evidence about such topics as educational reform, student participation, politics, and law. As described in the CUES manual, the seven basic scales provide a measurement of the campus environment in the following defined dimensions:

1. practicality--items in this scale describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphasis. A kind of orderly supervision is evident in the administration and the classwork. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

2. community--the items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. Faculty members know the students, are interested in their problems, and go out of their way to be helpful. Student life is characterized by togetherness and sharing.

3. awareness--items in this scale seem to reflect a concern about and emphasis upon three sorts of meaning--personal, poetic, and political. An emphasis on self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture and architecture suggests the search for poetic meaning. A concern about events around the world and the welfare of mankind suggests the search for political meaning and idealistic commitment. This environment, then, stresses awareness of self, of society, and of aesthetic stimuli.

4. propriety--these items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. The campus atmosphere is mannerly, considerate, proper, and conventional.

5. scholarship--items in this scale describe an environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and a serious sort of scholarship. Intellectual discipline, intellectual speculation, an interest in ideas and knowledge for its own sake are all part of this environment.

6. campus morale--the items in this scale describe an environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life, and, at the same time, a commitment to intellectual pursuits and freedom of expression. Intellectual goals are exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited.

7. quality of teaching and faculty-student relationships--this scale defines an atmosphere in which professors are perceived as scholarly, setting high standards, being clear, adaptive, and flexible. At the same time, this academic quality of teaching is infused with warmth, interest, and helpfulness toward students.

A copy of the CUES instrument and the instruction sheet which accompanied it are contained in Appendix C.

Scoring Procedures and Statistical Analysis of the Data

Persons taking the CUES instrument are asked to indicate whether each of the 160 statements is generally true or false with reference to their own educational environment. After the CUES instrument was administered to the selected respondents, the responses were placed on computer cards by using a scanner and the information was tabulated for analysis.

A composite score was obtained for each of the three sample subgroups and for the total group on each item in the seven scales. To obtain these scores, the collective-perception scoring process required by Pace in his second edition was utilized.[8] This method of scoring requires a 66+/33- scoring procedure. Utilizing this procedure, a score is obtained as follows:

a. add the number of items answered by 66 percent or more of the respondents in the keyed direction.

b. subtract the number of items answered by 33 percent or fewer of the respondents in the keyed direction.

Theoretically, then, a score on any scale might have ranged from negative 20 to positive 20.

---

[8] Ibid., pp. 12-14.

The collective-perception scoring process utilizes as its rationale the point of view that what is being measured by CUES is the environment, not the respondent. The rationale for scoring CUES in the manner stated can be explained briefly. First, CUES is regarded as an opinion poll. The percent of people agreeing or disagreeing with a statement is the commonly accepted manner of reporting opinion poll results. However, the CUES was interested only in what is judged to be characteristic of the environment, and therefore it was necessary to decide how much agreement was needed in order to justify calling something characteristic. If half the respondents agree and half disagree, then obviously the result cannot be described as characteristic because the word characteristic is defined to mean dominant, not average. Continuing this rationale, it was decided that the score for a scale would be determined by the number of statements that have been judged as characteristic of the environment, with characteristic defined as a level of consensus at least two-to-one or greater. A score for a scale would include all items about which there is consensus, both positive and negative. If persons agree two-to-one or better that a statement is not true, that indicates a characteristic about the environment as clearly as does an equally high consensus that a particular statement is true of the environment.

To utilize Pace's collective perception technique, it was first necessary to do an item analysis of each question

within a scale for the entire study sample and also for the two student groups and the faculty group. Group scores for each scale were obtained from this item analysis.

Using Pace's 66+/33- scoring technique, scaled scores were then obtained using those items within each scale about which there was consensus agreement, either positive or negative.

To test the hypotheses generated by the statement of the problem, the data was used to compile a one-way analysis of variance to determine if significant differences in perception existed between the three groups on each of the seven scales. In addition, the data was analyzed to determine if significant differences in perception existed which were related to the respondents racial background, age, sex, college affiliation or size of high school graduating class. Means were compared between group scores on each of the seven scales to determine the variances between different response groups.

After determining within which groups significant differences existed, the Scheffe' post-hoc statistical technique was utilized to discover where the significant differences between the sub-groups on the seven scales actually were to be found.

Importance of the Study

If planned change is to occur within an educational setting, the present conditions should be correctly identified

and assessed. Sanford's observation emphasizes the need for colleges to engage in self-study and internal evaluations of their campus programs:

> What the colleges need most of all, it would seem, is knowledge of themselves, of what they do, and of what they should do. They should acquire this knowledge for themselves with help from psychology and the other social sciences. They should study themselves, focusing on goals of individual student development and asking with respect to each practice how it favors or hampers progress toward these goals. There should be continuing and genuine experimentation with new programs, including colleges within colleges, with careful appraisal of results.[9]

The development of improved instruments for assessing the climate or environment which exists on college campuses has prompted many institutions of higher education to engage in "self-study". Research of this nature provides these institutions with important information needed to modify or develop their existing educational environment and to place that environment more in tune with the needs of the populations which they serve. UNO itself was most desirous of seeing the results of such a study in order to help determine the quality of their undergraduate educational program.

Organization of the Remainder of the Study

The remainder of this study includes three additional chapters. Chapter two deals with the review of literature

---

[9]Nevitt Sanford, "Conclusions and Proposals for Change," in College and Character, Ed. N. Sanford (New York: John Wiley Company, 1964), p. 293.

and related research. Chapter three presents the analysis of the data. Chapter four summarizes the findings and conclusions and presents several recommendations for the use of the data collected.

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

Related Literature on Social Attitudes

One question to be asked in regard to the changing of college students' attitudes is, "by what means are the overt behavior and values of American college students modified by their peers?" We also would ask what the optimal conditions might be for such modification and what would be the best way to study the effects of behavior modifying mechanisms in college peer groups.

Jacob attempted to ascertain what changes occur in student's value patterns, during college, and to what extent such changes come from exposure to various types of social science instruction in the "general" part of the curriculum. In his study, values were defined as preferences, criteria or choices of personal and group conduct.[1] He found there was a great homogeneity of basic values throughout the country and that value patterns tend to be similar at most American colleges, regardless of location, administration, size and background of the student body, or character of the educational program. Jacob's study indicated that student

---

[1]Philip E. Jacob, Changing Values in College (New York: Harper and Brothers, 1957), p. xiii.

values do change during their college years. Indeed, with some students, the change is substantial. He concluded, however, that the major reasons for such changes were not the result of the formal educational process but a product of the overall learning climate which existed in a particular college environment. The potential to affect a major change in student values obviously exists in the academic climate of a few institutions. Nevertheless, the major factors which influenced students included such things as the individual and personal magnetism of particular teachers with strong value commitments of their own and the value packed personal experiences of students that go hand in hand with their intellectual development.

LeVine noted three basic positions regarding the role of college experience in the socio-psychological development of American youth. He said that these three basic positions indicate the wide range of social science theory on the subject.[2]

> 1. In college the individual acquires habits (including value-orientations) that are socially adaptive in post-college life. This acquisition is part of adolescent personality development, and it is thus appropriate to study the college peer group as a socializing agency much as one would study the family. In one version of this view, college experience serves mainly to reinforce habits acquired earlier; in another version, the discontinuity between precollege and college

---

[2]Robert A. LeVine, "American College Experience as a Socialization Process," in College Peer Groups, ed. Theodore M. Newcomb and Everett K. Wilson (Chicago: Aldine Publishing Company, 1966), pp. 110-111.

> environments is stressed, indicating that entirely new habits must be learned. In either event, measurable and permanent changes in behavior are expected to occur during the college experience.
>
> 2. The college is one of several successive social environments through which individuals may pass between adolescence and death. In each environment, the individual responds to immediate pressures but acquires few new habits that carry over into the next. Conformity occurs without internalization. The latter process--the acquisition of habits that resist extinction in environments differing from those in which they were formed--may be viewed either as peculiar to childhood or as unimportant in determining social behavior. In either event, what behavioral changes take place during college years are not seen as having any long-range effect, except insofar as an individual's having gone to college (or to a particular college) may help determine his place in adult society.
>
> 3. The individual's life in college is part of a transition from family life to adult participation in the wider social system. The transitional period is characterized by revolt against parents, apathy concerning adult affairs, and the embracing of "youth culture." Behavior in this period is neither carried over from childhood nor socially adaptive in adulthood. Its function lies more in extinguishing childhood habits than in specific preparation for adult life. College experience, then, prepares a new tabula rasa for socialization in adult role participation in a complex system.

LeVine went on to indicate that one or more of these positions appear to hold true in just about all varieties of American College experience. He emphasized that college preparation for adult life should be continued since the college environment provides a strong reinforcement for already existing habits and a definition of their appropriate place in life.

Shaw used the College Characteristics Analysis (CCA) at Purdue University in surveying freshman students to find out exactly what they expected out of college and what things they thought would take place in the college campus setting.

His study indicated that colleges should definitely provide new students (especially freshmen) with more information about what to expect as part of the university environment so that they would not feel as fraught with helplessness and so that their erroneous preconceptions about the college environment might be overcome.[3]

In a study at the University of Missouri, Butler found essentially the same results as Shaw. Freshmen do, indeed, feel a great deal more pressure from their environment than do upperclassmen. Butler suggested that this situation had real implication for universities as they attempt to create more relevant campus offerings and a better campus climate for all students.[4]

Knoell's study of students who entered five junior colleges across the country suggested that (1) that colleges need to plan programs to recruit minority-group and other disadvantaged students and to provide the kind of educational experiences they both need and want and (2) that there are multitudes of young people in the big cities who are what

---

[3]Kenneth A. Shaw, "Accuracy of Expectation of a University's Environment as it Relates to Achievement, Attrition, and Change of Degree Objective," Journal of College Student Personnel, 9 (1968): 44-48.

[4]Robert R. Butler, "Perception of Environmental Press by Students and Faculty in the College of Education, University of Missouri-Columbia," (Ph.D. dissertation, University of Missouri-Columbia, 1970).

might be called "latent college-goers," awaiting assurance that the opportunity is open and that college is economically feasible.[5]

Snyder surmised that an invisible curriculum exists in many college settings that influences student attitudes and values. He indicated that during their college years the students were conditioned by the styles of clothing worn, the prevailing attitudes regarding social behavior and campus attitudes toward the ethnic backgrounds of students.[6]

Eddy interviewed selected students at a group of universities to determine if those universities could verify and make use of what he termed "positive characteristics of excellence."[7] He identified several such characteristics and observed that colleges need to make their programs more relevant to students and to set standards which will result in positive standards of action or behavior. As a result of his study, Eddy indicated four basic areas of concern: (1) colleges need to clearly articulate to all their clientele the reasons for their existence; (2) the relationship among students and between faculty and students needs to be closely

---

[5]Dorothy M. Knoell, "Who Goes to College in the Cities?", Junior College Journal 40 (1969): 23-27.

[6]B.R. Snyder, "The Invisible Curriculum," paper read at the American Council on Education, Washington, D.C., 1965.

[7]E.D. Eddy, Jr., The College Influence on Student Character (Washington, American Council on Education, 1959).

examined and programs set up to facilitate more adequate communication between these two groups; (3) colleges need to take a very close look at the types of things which cause students to lose confidence in themselves, (4) colleges need to analyze the opportunities for socialization between male and female groups and take steps to enhance these opportunities and make them positive maturation experiences.

Williams and Rhodes discovered at Penn State University that males who had been disciplined for one thing or another actually viewed the campus environment more favorably than those who hadn't been disciplined.[8] They also concluded that attitudes about particular aspects of campus life are likely to be negative if students are already, in general, negative and discontented about most facets of their college environment.

Thomson and Papalia concluded from a study at Bucknell University that independent men at fraternity-oriented institutions see themselves as socially deprived.[9] They went on to indicate that the establishment of student centers or the organization of independent clubs would help alleviate this feeling.

---

[8]Gerald D. Williams and James A Rhodes, "Satisfaction with the Environment and Attitudes Toward the Disciplinary Process," Journal of College Student Personnel, 11 (1969): 391-396.

[9]Edward A. Thomson and Anthony S. Papalia, "Attitudes of Independent Men Toward Social Opportunities at a Fraternity Oriented College," Journal of College Student Personnel 6 (1964): 88-89.

Unlike Thomson and Papalia, Sherman discovered that the independents at the University of Colorado did not feel deprived by not being in a fraternity. In fact, they held very unfavorable attitudes toward fraternities, as did both the faculty and administration.[10]

The findings of these two studies would suggest that student attitudes toward their campus environments depend largely on the values held at the particular institution they attend.

A research study conducted by Lehmann at Michigan State University indicated that significant changes in attitudes, values, and critical thinking ability are more likely to take place during the first two years of college than during the last two years when there is more concentration on formal academic learning experiences.[11] Lehmann felt that during the first two years, informal learning processes such as dating, making new friends and sitting through bull sessions probably contributed more heavily to the changing of student attitudes and values than did the academic experiences in formal academic courses.

---

[10] J.R. Sherman, "Attitudes Toward the Men's Social Fraternities at the University of Colorado," Journal of College Student Personnel 8 (1967): 75-79.

[11] I.J. Lehmann, "Changes in Critical Thinking Attitudes and Values from Freshman to Senior Year," Journal of Educational Psychology 53 (1963); 314.

Related College Climate Studies

Astin's study was concerned with describing and measuring some of the important differences among the environments of selected undergarduate institutions. Astin used the Inventory of College Activities (ICA) in an attempt to ascertain how and why institutions differ in their impact on the student. A second purpose of his study was to increase our knowledge about how to select students and to structure college environments in a manner that would increase the benefits of higher education.[12]

Perhaps one of Astin's most significant findings--as far as its implications for administration are concerned--was the great diversity that was observed in various environmental factors on campus. Astin considered this diversity to be important in two ways. First, it offered the administrator an opportunity to look closely at the effectiveness of his own environment and administrative practices. Secondly, it enabled the administration to put the subject of innovation into proper focus. It was Astin's contention that the diversity reported would lessen as attractive new approaches gained widespread acceptance. However, the administrator was cautioned not to adopt new innovative practices to any great degree until there had been suitable documentation supporting their superiority over the old practices. Astin also

---

[12]Alexander W. Astin, The College Environment (Washington, D.C.: American Council on Education, pp. 118-133.

suggested that teachers might enhance their own performances if they related their teaching procedures to the great diversity which exists among their students. He also recommended that college counselors could better assist prospective college students in choosing institutions with an appropriate learning environment if the administrators of those institutions would make the information about the environment on their campus more readily available.

Berdie conducted a study at the University of Minnesota which examined the changes in the students perceptions of the college climate during their first two years of college attendance. Using the CUES, he came up with four significant findings.[13]

1. Students learn noticeably during their first two years about the mores and customs on campus.

2. They learn that the campus is a less socially structured institution, that students assume more responsibility for their own social and interpersonal behavior, and that the faculty and administration exert less control than they had originally expected.

3. Students learn that the campus is not quite as exciting intellectually as they had anticipated.

4. They also seem to find that academic requirements are not quite as strenuous as they had anticipated.

---

[13]Ralph F. Berdie, "Changes in University Perception During the First Two College Years," Journal of College Student Personnel 9 (1968): 85-89.

A study by Clarke and Ammons of first time college students at St. Petersburg Junior College in Florida indicated four very real implications for the curriculum planners in junior colleges, which could easily be applied to all colleges:[14]

1. The junior college curriculum should include special programs for disadvantaged students which recognize their special needs in the cognitive and affective domains.

2. The junior college curriculum planners should place special emphasis upon developing teaching strategies to fit the needs of a diverse student population.

3. Teaching strategies should take into consideration the need for developing positive feelings toward self and the environment--especially the school environment.

4. The curriculum planning necessary to attain the recommendations listed above should involve teacher-training programs that place considerable emphasis upon new and creative ways of teaching in the junior college.

Penny and Buckles, in a study at Boston University, found far greater concern among students about academic adjustment to college life, scholastic difficulties, financial, vocational and emotional problems than with social, health or administrative problems.[15]

---

[14]Johnnie R. Clarke and Rose Mary Ammons, "Identification and Diagnosis of Disadvantaged Students," Junior College Student Personnel, 9 (1968): 85-89.

[15]James F. Penney and Delora E. Buckles, "Student Needs and Services on an Urban Campus," Journal of College Student Personnel, 7 (1966): 180-185.

Meyer found that schools which were chartered to develop major status gains and entry into diffusely defined elites apparently provided an environment which was more likely to have a continuing effect on their students. While organizational conditions may mediate the overall effect of the relationship between a school and its surrounding social environment, it appeared that certain schools had a great deal of effect on shaping the post graduate attitudes of their students.[16]

Goddard and Koons argued that internal factors, resulting from the "manic sense of commitment" of some students and faculty, may be as dangerous to the intellectual freedom of universities as the external influences from society and controlling agencies. It was their conclusion that overemphasis on "relevance" may result in graduates having difficulty "recognizing new problems or developing new techniques."[17] The position expressed in this study tended to substantiate the idea that the colleges of the 1950's were more committed to academic preparation than to developing the "whole" person.

A 1968 study by Astin indicated that there was less need for diversity in the innovative academic offerings and

---

[16]John M. Meyer, The Charter: Conditions of Diffuse Socialization in Schools, (Washington, D.C., American Council on Education, 1969).

[17]David R. Goddard and Linda C. Koons, "Intellectual Freedom and the University," Science 173 (August 1971): 607-610.

for greater diversity in the total campus environment if an institution of higher learning was to exert a significant impact on its students.[18]

Duling found that there were significant differences in the perceptions of environmental pressure among selected student subgroups who represented various sectors of the academic community. He indicated that students from different environmental settings held different perceptions of themselves and of the college they were attending. Like Astin, it was his contention that the non-academic experiences of students should be broadened in order to enhance their total awareness of the campus environment.[19]

Johnson and Kurpius found evidence at the University of North Dakota which indicated that student perceptions of the campus environment varied with their year in school. For example, they discovered that juniors held a dimmer view of the academic climate than did freshmen.[20] This was

---

[18]Alexander W. Astin, The College Environment, (Washington, D.C.: American Council on Education, 1968).

[19]John A. Duling, "Differences in Perceptions of Environmental Press by Selected Student Subgroups," Journal of National Association of Women Dean Counselors 32, 3 (Spring, 1969): 130-132.

[20]Richard W. Johnson and DeWayne J. Kurpius, "A Cross-Sectional and Longitudinal Study of Students' Perceptions of Their College Environment," Journal of College Student Personnel 8 (1967): 199-203.

another study which revealed that different groups within a university may have different perceptions about what is taking place within that institutional setting.

CUES or CCI Literature

Pace and Baird studied a cross section of upperclassmen in nine colleges, using the College Characteristics Analysis. In their study they examined the perceptions of students in three small liberal arts colleges, two larger liberal arts colleges and four much larger and more complex institutions.[21] They were particularly concerned with the relationships between environment and attainment and between personality and attainment. Pace and Baird determined that as one moves from the total environment to major subcultures within the environment, the relationships between environment and attainment are progressively smaller. The clearest differences in stimuli existed between the total environments of different colleges. Correspondingly, the clearest relationships between environment and attainment were also between the different colleges as a whole.

When they examined the total environment of the small colleges, Pace and Baird found few differentiated subcultures. However, in larger and more complex colleges the number is

---

[21]Robert C. Pace and Leonard Baird, "Attainment Patterns in the Environmental Press of College Subcultures," in College Peer Groups, ed. Theodore M. Newcomb and Everett K. Wilson (Chicago: Aldine Publishing Company, 1966), p. 222.

greater. (They found not only environmental differences but also a roughly parallel distribution of like-minded students into the different subcultures. Where the characteristics of students and of subcultures were found to be similar, their combined mass influence on achievement was greater than the influence of either factor alone.) In summary, it was felt that the more massive, the more cumulative and the more congruent the stimuli, the greater would be the impact upon the students.

The changing nature of the college environment and its impact upon student values and attitudes was also investigated by Centra.[22] Using the Cues, Centra compared students who were in living-learning residence halls (which included classrooms, recreation facilities, and faculty offices along with dormitory rooms) with those living in the more conventional residence halls. Although he expected that the living-learning halls would foster a more intellectual and cohesive atmosphere, he found that no significant differences existed in the perception of the intellectual and environmental atmospheres between living-learning hall students and residence hall students.

Lindahl's study in California using the CUES instrument revealed that resident students emphasized loyalty,

---

[22]John A. Centra, "Student Perceptions of Residence Hall Environments--Living-Learning vs. Conventional Units," paper presented at the Personnel and Guidance Association Convention, Dallas, March, 1967, reprinted Educational Testing Service, Princeton, N.J., May, 1967.

friendliness and togetherness while commuters showed significant interest only in aesthetics and personal characteristics such as politeness and consideration.[23]

Berdie used the CUES to study 9,000 freshmen, upperclassmen, parents and staff members at the University of Minnesota. He administered the CUES at the start of the school year and again six months later. He found some evidence which indicated that students do change their perceptions of the environment during their first six months of college. He also observed that changes in characteristics as subtle as student perceptions and expectations about the institution can be observed and relationships measured between these observations and other identified student characteristics.[24]

Changes in scores were not observed by Berdie to be consistently related to a student's place of residence during his attendance, nor to his method of transportation to school, his college aptitude or academic achievement. His analysis suggested that changes in CUES scores are not substantially related to personality characteristics as measured by the Minnesota Counseling Inventory.

Walsh and McKinnon used the CUES at Ohio State University to investigate the environmental perceptions of

---

[23]Charles Lindahl, "Impact of LIving Arrangements on Student Environmental Perceptions," Journal of College Student Personnel 8 (1967): 10-15.

[24]Ralph F. Berdie, "College Expectations, Experiences, and Perceptions," Journal of College Student Personnel, 7 (1966): 336-344.

selected experimental program students in the College of Arts and Sciences. They found that females expected a stronger environmental press on the Community, Awareness, Propriety and Scholarship dimensions and also expected a more conventional, friendly, group-oriented campus environment concerned with personal meaning and scholarship.[25]

McPeek conducted a study at Millikin University using the CUES to determine how different audiences within a university setting would perceive the environmental press of that campus. He found a significant difference between real and ideal perceptions of the university environment among students, faculty and administrators.[26]

McPeek's findings produced evidence that students, faculty and administration do, indeed, have different outlooks as to what the real campus atmosphere is all about. Administrators felt that the campus had more group cohesiveness and friendliness (community) than did faculty or students. His summary also indicated that colleges need to utilize assessment procedures which will bring the viewpoints of the various campus groups more in line with one another

---

[25]W. Bruce Walsh and Richard D. McKinnon, "Impact of an Experimental Program on Student Environmental Perceptions," Journal of College Student Personnel 10 (1969): 310-316.

[26]B. L. McPeek, "The University as Perceived by its Subcultures: An Experimental Study," Journal of the National Association of Women Deans and Counselors 30 (1967): 129-132.

because he found that a more highly academic and scholarly environment (scholarship) and more personal, poetic and political meaning (awareness) had been anticipated by freshmen and sophomores than had been expected by seniors and new faculty members.

Ivey and Wilson reported on a four year longitudinal study to see what changes occurred in student and staff perceptions at Colorado State University.[27] They noted several changes in student perception of the campus environment, using the College Characteristics Index. A lower score was found on the aspiration scale and the students also saw the university as less concerned with social form and social skills. These differences were reported by Ivey and Wilson as lending some credence to the academic and intellectual efforts of the institution over those four years.

Schoen's study at Hofstra demonstrated that students at both Main College (control group) and New College (experimental group) perceived significant differences in their respective campus climates from the perceptions held by faculty, and that the students observed no significant differences in the social and intellectual climates of the two schools themselves.[28] This implies that students and faculty, do, indeed, see campus climates differently.

---

[27]Allen E. Ivey and Ray Wilson, "Perceptions of College Environment: A Four-Year Longitudinal Study," Journal of College Student Personnel 12 (1971): 177-178.

[28]Walter T. Schoen, Jr., "The Campus Climate: Student Perception and Faculty Idealism," Journal of Educational Research 60 (1966): 3-7.

Berdie used the CUES at the University of Minnesota to determine what differences existed in the perceptions of freshmen, upperclassmen and faculty members.[29] He found that the perceptions of freshmen differed significantly from those of upperclassmen and faculty members. He concluded that a large college campus had many facets to its atmosphere which would account for wide differences in the perceptions of the respondents.

King and Walsh used the CUES to study freshmen at the College of Wooster. They found significant differences in perception of the environment by the respondents at different points in time during the freshmen year.[30] These differences were found on all scales of the CUES instrument. In addition, females reported a stronger press than males on all scales except practicality.

Using the CCI, Seymour investigated the accuracy of the perceptions of both high school seniors and their counselors concerning four colleges located in close proximity to their high schools, in St. Louis County, Missouri.[31]

---

[29]R.F. Berdie, "A University is a Many-Faceted Thing," The Personnel and Guidance Journal 8 (1967): 768-775.

[30]Howard King and W. Bruch Walsh, "Change in Environmental Expectations and Perceptions," Journal of College Student Personnel 13 (1972): 331-337.

[31]Warren R. Seymour, "Student and Counselor Perceptions of College Environment," Journal of College Student Personnel 9 (1968): 79-84.

Students at the four colleges also completed the CCI providing an image of each institution as a basis for comparing the perceptions of the high school students and counselors. Wide differences were found in perceptions of both the intellectual and non-intellectual areas of campus climate among college bound high school seniors, their counselors and students on the four campuses who supposedly had an "accurate" image of the campus environment. In addition, it was found that the perceptions of the four colleges held by those students attending each college differed considerably.

McFee demonstrated with the CCI that the variance of scores within institutions was significantly smaller than scores between institutions and that data gathered from students, faculty and administrators was highly consistent within an institution but not necessarily between institutions.[32]

Standing and Parker used the CCI at Brigham Young University in order to determine what preconceptions college students had about the campus environment when they first enrolled. As was true in several other studies of this type there was a tendency for freshmen to anticipate a higher degree of intellectualism (scholarship) on campus than was

---

[32]Anne McFee, "The Relation of Students Needs to Their Perceptions of A College Environment," Journal of Educational Psychology 52 (1961): 25-29.

noted by the upperclassmen.[33] This evidence seems to indicate that as students progressed, the academic offerings became easier for them to cope with. However, it is also possible that freshmen had unrealistically high expectations to begin with.

Literature on the Commuter Student

More than half of all American college students live at home with their families and commute to college.[34] In the past most research was focused on the perceptions of residential students, with little attention given to the attitudes and expectations of the commuter student living off-campus. Some evidence has now been gathered which reveals differential factors that influence a students decision to commute or reside on campus and shows that special considerations enter into choosing a local community college over a residential four-year institution. Equally important is the evidence which indicates that the educational, social and psychological development of commuters is different from that of residential students.

Commuters experience a more gradual transition from high school to college than do students who leave home abruptly

---

[33] C. Robert Standing and Clyde A. Parker, "The College Characteristics Index as a Measure of Entering Students' Preconceptions of College Life," Journal of College Student Personnel 1 (1964): 2-6.

[34] Thomas P. Harrington, "The Literature on the Commuter Student," Journal of College Student Personnel 13 (1972): 546.

to attend college. Because the transition from home and family is not as marked for commuters, they are often slower to alter ineffective study patterns acquired in secondary school, to accept self-imposed freedom, and to perceive the faculty's expectations for self direction. In addition, they must still relate daily with their siblings and parents and cope with difficult study conditions at home.

Graff and Cooley asserted from their study of students who attended an eastern private liberal arts college that commuters were less satisfied with their chosen curriculums, perceived less relevance in their course work, and showed less responsibility in satisfying academic requirements.[35]

In another study Berdie discovered that boarding and dormitory students were less aware of environmental press on campus than were commuter students living with their families, who spent very little time on campus, except when they were in class.[36] Often missing at commuter schools are the strong relationships with peer groups that can offer general emotional support to students working through the crisis of achieving independence from home.

Klotsche reported that conflicting political and social attitudes were the greatest single producers of

---

[35]R. W. Graff and G. R. Cooley, "Adjustment of Commuter and Resident Students," Journal of College Student Personnel 11 (1970): 51-57.

[36]Ralph F. Berdie, "College Expectations, Experiences, and Perceptions," Journal of College Student Personnel 7 (1966): 336-344.

stress and unhappiness in the commuter's life since they were often forced to suppress their thinking at home or to defend their "radical" views. Commuters also felt a sense of social deprivation and had fewer collegiate friends than did residential students.[37]

Kysar hypothesized that the separation from home involved in going away to college is a normal developmental pattern for the young adult and that the commuter frequently misses this important developmental task.[38] Kysar further suggested that many students selected non-residential colleges because of personal emotional problems. As a result there exists a higher potential for mental disorder, dropout or failure at urban commuter institutions than at residential schools.

Leavitt, Carey, and Swartz also reported a higher incidence of chronic health problems among commuter students at the City College of San Francisco.[39] They went on to say that because the transition from home and family is not as marked for commuters, they seem to take longer to

---

[37]J. M. Klotsche, The Urban University, (New York: Harper and Row, 1966).

[38]J. R. Kysar, "Mental Health in an Urban Commuter University," Archives of General Psychiatry 2 (1964): 172-183.

[39]A. Leavitt, J. Carey, and J. Schwartz, "Developing a Mental Health Program at an Urban Community College," Journal of American College Health Association 19 (1971): 289-292.

change their poor high school study habits, to accept the responsibility given than as a college student and to self-motivate themselves in meeting faculty requirements, and expectations for classes.

McConnell and Heist pointed out two of the most pressing problems encountered by commuter students: 1) they were unable to fulfill the desire to escape from home and be on their own and 2) their desire for new and exciting experiences--socially, emotionally and intellectually--were often seriously impaired.[40]

At Wayne State University, where the percentage of resident students is extremely small, Ward and Kurz found that only 20 percent of all students were graduated in four years and that 55 percent of the full time and 80 percent of the part time undergraduates worked while they attended school.[41] It was their conclusion that commuter students tended to take longer to graduate than resident students because they tended to work at outside jobs while attending school. As a result, it took them longer to graduate because they couldn't take as many hours while working.

---

[40] T. R. McConnell and P. Heist, "The Diverse College Student Population," in The American College, ed. N. Sanford (New York: The John Wiley Company, 1962).

[41] R. Ward and T. Kurz, "The Commuting Student: A Study of Facilities at Wayne State University," cited in Thomas P. Harrington, "Literature on the Commuter Student," Journal of College Student Personnel 13 (1972): 547.

Chickering and Kuper conducted an interesting study which indicated that the primary impact of college on commuters occurred during the last two years of college, whereas this change occurred during the first two years for resident students.[42] According to these authors, the commuters transition was slower and had greater constraints because of internal conflicts, parental pressures and peer relationships formed before entering college. The findings of Chickering and Kuper's research were particularly interesting because most of the previous research indicated the greatest change in attitudes occurred during the first two years.

From the review of related research presented in this chapter, it readily becomes apparent that the attitudes and values of the college student are of utmost concern to officials in higher education and that there is a need for further research in the area of environmental perception in order for educators to better understand the complex problems associated with the various environments of college students.

---

[42] A. W. Chickering and E. Kuper, Them That Has, Gets (Washington, D.C.: Office of Research, American Council on Education, 1971).

CHAPTER III

ANALYSIS OF THE DATA

As indicated in Chapter I, the major purpose of the study was to determine if significant differences existed in the environmental perceptions of selected groups on the UNO campus. A one-way analysis of variance of the responses given to the College and University Environmental Scales (C.U.E.S.) was used to determine if there were significant differences between the sample groups or between the independent variables which were utilized in the study. The Scheffe' post-hoc statistical comparison of means technique was also used to discover between which subgroups the significant differences existed on the seven scales.

The Scheffe' method is more rigorous than other multiple comparison methods with regard to Type I error and will lead to fewer significant differences. Scheffe recommends the use of either the .05 level of significance or the .10 level of significance.[1] For this reason, the researcher utilized the .05 level of significance in reporting the data.

---

[1]George A. Ferguson, Statistical Analysis in Psychology and Education, (St. Louis: McGraw-Hill Book Company, 1966), p. 297.

There were 406 respondents used in this study. Included were 42 males and 14 females in the faculty group, 82 males and 49 females in the upperclassmen group, and 111 males and 108 females in the underclassmen group.

Table 1 shows the number of people used in the three sample groups included in the study, as well as the numbers of males and females.

TABLE 1

THE NUMBER OF PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.) BY STATUS AND SEX

GROUP	MALE	FEMALE	TOTAL
Underclassmen	111	108	219
Upperclassmen	82	49	131
Faculty	42	14	56
TOTAL	235	171	406

The results of the study are presented using the following format:

a.) a restatement of each null hypothesis

b.) a statement regarding any significant differences found for each null hypothesis

c.) a table summarizing the results of the one-way analysis of variance for each null hypothesis

d.) a summary of the results of the Scheffe' post-hoc statistical technique to indicate between which sub-groups any significant differences existed

e.) tables showing the results of the Scheffe'

HYPOTHESIS NUMBER ONE

The first stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by the practicality scale, among the three groups of respondents.

A significant difference was found on the practicality scale at the .05 level of significance. Table 2 shows the results of the one-way analysis of variance for the sample groups on each of the seven scales.

The Scheffe' post-hoc statistical technique revealed there were no significant differences in perception between underclassmen and faculty or between upperclassmen and faculty on the practicality scale. It also revealed that a significant difference existed between underclassmen and upperclassmen in their perception of practicality. The underclassmen mean of 9.02 was significantly higher than the upperclassmen mean of 8.05. Underclassmen perceived the UNO campus as having more orderliness and material social benefits than did the upperclassmen.

Table 3 shows the Scheffe' comparisons between the three groups on the practicality scale.

TABLE 2

THE PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), UTILIZING THE ONE-WAY ANALYSIS OF VARIANCE TO OBTAIN SUM OF SQUARES, MEAN SQUARES, F RATIO AND F PROBABILITY FOR THE SEVEN SCALES

SCALE	Sum of Squares		Mean Squares		F Ratio	F Prob
	Between Groups	Within Groups	Between Groups	Within Groups		
Practicality	93.57	3678.36	46.79	9.24	5.06	.007*
Community	185.59	4276.22	92.79	10.74	8.64	.000*
Awareness	364.52	6312.73	182.26	15.86	11.49	.000*
Propriety	86.41	5197.64	43.21	13.06	3.31	.037*
Scholarship	68.50	6285.32	34.25	15.79	2.17	.113
Campus Morale	230.63	5942.38	115.31	14.93	7.72	.001*
Quality of Teaching	72.64	1715.72	36.32	4.31	8.43	.000*

N = 406
*$p < .05$ (df = 2,404)

TABLE 3

SUMMARY OF MEANS AND SIGNIFICANCE FROM SCHEFFE' POST-HOC STATISTICAL TECHNIQUE BETWEEN GROUPS AT THE UNIVERSITY OF NEBRASKA AT OMAHA ON THE PRACTICALITY SCALE OF THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.)

GROUPS	MEAN	SIGNIFICANT
Underclassmen (N=219)	9.02	Yes
Upperclassmen (N=131)	8.05	
Underclassmen (N=219)	9.02	No
Faculty (N=56)	8.09	
Upperclassmen (N=131)	8.05	No
Faculty (N=56)	8.09	

N = 406, $p < .05$, (df = 185, 273, 348)

HYPOTHESIS NUMBER TWO

The second stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by the community scale, among the three groups of respondents.

A significant difference was found on the community scale at the .05 level of significance. Table 2 shows the results of the one-way analysis of variance for the sample groups on each of the seven scales.

The Scheffe' post-hoc statistical technique revealed there were no significant differences in perception between

underclassmen and faculty or between upperclassmen and faculty on the community scale. It also revealed that there was a significant difference between underclassmen and upperclassmen in their perception of community. The underclassmen mean of 8.44 was significantly higher than the upperclassmen mean of 6.97. Underclassmen perceived the campus environment as having more feelings of group welfare, group loyalty, togetherness and sharing than did the upper classmen.

Table 4 shows the Scheffe' comparisons between the three groups on the community scale.

TABLE 4

SUMMARY OF MEANS AND SIGNIFICANCE FROM SCHEFFE'POST-HOC STATISTICAL TECHNIQUE BETWEEN GROUPS AT THE UNIVERSITY OF NEBRASKA AT OMAHA ON THE COMMUNITY SCALE OF THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.)

GROUPS	MEAN	SIGNIFICANT
Underclassmen (N=219)	8.44	Yes
Upperclassmen (N=131)	6.97	
Underclassmen (N=219)	8.44	No
Faculty (N=56)	7.50	
Upperclassmen (N=131)	6.97	No
Faculty (N=56)	7.50	

N = 406, $p < .05$ (df = 185, 273, 348)

HYPOTHESIS NUMBER THREE

The third stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by the awareness scale, among the three groups of respondents.

A significant difference was found on the awareness scale at the .05 level of significance. Table 2 shows the results of the one-way analysis of variance for the sample groups on each of the seven scales.

The Scheffe' post-hoc statistical technique revealed there were no significant differences in perception between underclassmen and faculty or between upperclassmen and faculty on the awareness scale. It also revealed that there was a significant difference between underclassmen and upperclassmen in their perception of awareness.

The underclassmen mean of 9.61 was significantly higher than the upperclassmen mean of 7.53. Underclassmen perceived the UNO campus as fostering awareness of self, of society and of aesthetic stimuli much more so than did the upperclassmen.

Table 5 shows the Scheffe' comparisons between the three groups on the awareness scale.

HYPOTHESIS NUMBER FOUR

The fourth stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by the propriety scale, among the three groups of respondents.

TABLE 5

SUMMARY OF MEANS AND SIGNIFICANCE FROM SCHEFFE' POST-HOC STATISTICAL TECHNIQUE BETWEEN GROUPS AT THE UNIVERSITY OF NEBRASKA AT OMAHA ON THE AWARENESS SCALE OF THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.)

GROUPS	MEAN	SIGNIFICANT
Underclassmen (N=219)	9.61	Yes
Upperclassmen (N=131)	7.53	
Underclassmen (N-219)	9.61	No
Faculty (N=56)	8.39	
Upperclassmen (N-131)	7.53	No
Faculty (N=56)	8.39	

N = 406, $p < .05$, (df = 185, 273, 348)

A significant difference was found on the propriety scale between the underclassmen and the faculty at the .05 level of significance. Table 2 shows the results of the one-way analysis of variance for the sample groups on each of the seven scales.

The Scheffe' post-hoc statistical technique revealed there were no significant differences in perception between underclassmen and upperclassmen or between upperclassmen and faculty on the propriety scale. The Scheffe' also revealed that there was a significant difference between underclassmen and faculty in their perception of propriety.

The faculty mean of 11.00 was significantly higher than the underclassmen mean of 9.61. Faculty perceived the UNO campus atmosphere as being much more mannerly, considerate, proper and conventional than did underclassmen.

Table 6 shows the Scheffe' comparisons between the three groups on the propriety scale.

TABLE 6

SUMMARY OF MEANS AND SIGNIFICANCE FROM SCHEFFE' POST-HOC STATISTICAL TECHNIQUE BETWEEN GROUPS AT THE UNIVERSITY OF NEBRASKA AT OMAHA ON THE PROPRIETY SCALE OF THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.)

GROUPS	MEAN	SIGNIFICANT
Underclassmen (N=219)	9.61	No
Upperclassmen (N=131)	9.99	
Underclassmen (N=219)	9.61	Yes
Faculty (N=56)	11.00	
Upperclassmen (N=131)	9.99	No
Faculty (N=56)	11.00	

N = 406, $p < .05$, (df - 185, 273, 348)

HYPOTHESIS NUMBER FIVE

The fifth stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by the scholarship scale, among the three groups of respondents.

Since no significant differences were found between the three groups of respondents on the scholarship scale, it was impossible to reject the null hypothesis. Table 2 shows the results of the one-way analysis of variance for the sample groups on each of the seven scales. Table 7 shows the Scheffe' comparisons between the three groups on the scholarship scale.

TABLE 7

SUMMARY OF MEANS AND SIGNIFICANCE FROM SCHEFFE' POST-HOC STATISTICAL TECHNIQUE BETWEEN GROUPS AT THE UNIVERSITY OF NEBRASKA AT OMAHA ON THE SCHOLARSHIP SCALE OF THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.)

GROUPS	MEAN	SIGNIFICANT
Underclassmen (N=219)	11.17	No
Upperclassmen (N=131)	10.34	
Underclassmen (N=219)	11.17	No
Faculty (N=56)	10.25	
Upperclassmen (N=131)	10.34	No
Faculty (N=56)	10.25	

N = 406, $p < .05$, (df - 185, 273, 348)

HYPOTHESIS NUMBER SIX

The sixth stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by campus morale scale, among the three groups of respondents.

A significant difference was found on the campus morale scale at the .05 level of significance. Table 2 shows the results of the one-way analysis of variance for the sample groups on each of the seven scales.

The Scheffe' post-hoc statistical technique revealed there were no significant differences in perception between underclassmen and faculty or between upperclassmen and faculty on the campus morale scale. It also revealed that there was a significant difference between underclassmen and upperclassmen in their perception of campus morale.

The underclassmen mean of 10.70 was significantly higher than the upperclassmen mean of 8.98. Underclassmen perceived the UNO sampus environment much more as having intellectual goals exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited than did upperclassmen.

Table 8 shows the Scheffe' comparisons between the three groups on the campus morale scale.

HYPOTHESIS NUMBER SEVEN

The seventh stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by the quality of teaching and faculty-student relationships scale, among the three groups of respondents.

Significant differences in perception were found on the quality of teaching scale between the faculty and each of the students groups, at the .05 level of significance.

TABLE 8

SUMMARY OF MEANS AND SIGNIFICANCE FROM SCHEFFE' POST-HOC STATISTICAL TECHNIQUE BETWEEN GROUPS AT THE UNIVERSITY OF NEBRASKA AT OMAHA ON THE CAMPUS MORALE SCALE OF THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.)

GROUPS	MEAN	SIGNIFICANT
Underclassmen (N=219)	10.70	Yes
Upperclassmen (N=131)	8.98	
Underclassmen (N=219)	10.70	No
Faculty (N=56)	9.89	
Upperclassmen (N=131)	8.98	No
Faculty (N=56)	9.89	

N = 406, $p < .05$, (df = 185,273, 384)

Table 2 shows the results of the one-way analysis of variance for the sample groups on each of the seven scales.

The Scheffe' post-hoc statistical technique revealed there was no significant difference in perception between underclassmen and upperclassmen on the quality of teaching and faculty-student relationships scale. It also revealed that there were significant differences in perception between underclassmen and faculty and between upperclassmen and faculty on the quality of teaching and faculty-student relationships scale.

The faculty mean of 7.64 was significantly higher than both the underclassmen mean of 6.38 and the upperclassmen mean of 6.52. Faculty had much stronger perceptions that the UNO campus possessed an academic quality of teaching infused with warmth, interest, and helpfulness toward students than did either of the two student groups.

Table 9 shows the Scheffe' comparisons between the three groups on the quality of teaching and faculty-student relationship scale.

TABLE 9

SUMMARY OF MEANS AND SIGNIFICANCE FROM SCHEFFE' POST-HOC STATISTICAL TECHNIQUE BETWEEN GROUPS AT THE UNIVERSITY OF NEBRASKA AT OMAHA ON THE QUALITY OF TEACHING AND FACULTY-STUDENT RELATIONSHIPS SCALE OF THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.)

GROUPS	MEAN	SIGNIFICANT
Underclassmen (N=219)	6.38	No
Upperclassmen (N=131)	6.52	
Underclassmen (N=219)	6.38	Yes
Faculty (N=56)	7.64	
Upperclassmen (N=131)	6.52	Yes
Faculty (N=56)	7.64	

N = 406, $p < .05$, (df - 185, 273, 348)

HYPOTHESIS NUMBER EIGHT

The eighth stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by each of the seven CUES scales, among the student respondents, due to the racial backgrounds of the respondents.

Significant differences were found on the propriety scale, the scholarship scale and the campus morale scale at the .05 level of significance. Table 10 shows the results of the one-way analysis of variance for the racial groups on each of the seven scales.

The Scheffe' post-hoc statistical technique revealed there were no significant differences in perception between any two racial groups.on the practicality, community, awareness, scholarship, campus morale or quality of teaching and faculty-student relationships scales. These results turned up even though the analysis of variance had indicated differences on the scholarship and campus morale scales. No significant differences were found on any of the seven scales between blacks and whites or between those designated as "other" and any of the other three racial groups. The Scheffe' did reveal that significant differences existed between whites and Mexican-Americans on the propriety scale and between blacks and Mexican-Americans on the propriety scale. It was found that on the propriety scale, the Mexican-American mean of 15.50 was significantly higher than both the

TABLE 10

THE TOTAL RACIAL GROUP COMPARISON OF STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), UTILIZING A ONE-WAY ANALYSIS OF VARIANCE TO OBTAIN SUM OF SQUARES, MEAN SQUARES, F RATIO AND F PROBABILITY ON THE SEVEN SCALES

Scale	Sum of Squares		Mean Squares		F Ratio	F Prob
	Between Groups	Within Groups	Between Groups	Within Groups		
Practicality	54.44	3291.54	18.15	9.60	1.89	.129
Community	57.15	3996.49	19.05	11.65	1.64	.179
Awareness	29.41	5863.39	9.80	17.09	0.57	.637
Propriety	164.40	4505.78	54.80	13.14	4.17	.007*
Scholarship	148.28	5249.79	49.43	15.31	3.23	.002*
Campus Morale	127.03	5297.90	42.34	15.45	2.74	.043*
Quality of Teaching	14.65	1540.27	4.88	4.49	1.09	.355

*N=346, $p < .05$, (df = 3, 343)

white mean of 9.77 and the black mean of 9.04. Mexican-Americans perceived the UNO campus atmosphere as being much more mannerly, considerate, proper and conventional than did blacks or whites.

Tables 11 through 17 show the Scheffe' comparisons between the four racial groups on the seven scales.

TABLE 11

THE RACIAL BALANCE OF THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALE (C.U.E.S.), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE PRACTICALITY SCALE

GROUP	MEAN	SIGNIFICANT
White	8.46	No
Black	9.46	
White	8.46	No
Mexican-American	10.25	
White	8.46	No
Other	9.25	
Black	9.46	No
Mexican-American	10.25	
Black	9.46	No
Other	9.25	
Mexican-American	10.25	No
Other	9.25	

N = 347, White 287, Black 48, Mexican-American 4, Other 8
$p < .05$ (df = 10, 50, 54, 289, 293, 333)

TABLE 12

THE RACIAL BALANCE OF THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALE (C.U.E.S.,), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE COMMUNITY SCALE

GROUP	MEAN	SIGNIFICANT
White	7.71	No
Black	8.42	
White	7.71	No
Mexican-American	10.75	
White	7.71	No
Other	7.25	
Black	8.42	No
Mexican-American	10.75	
Black	8.42	No
Other	7.25	
Mexican-American	10.75	No
Other	7.25	

N = 347, White 287, Black 48, Mexican-American 4, Other 8
$p < .05$ (df = 10, 50, 54, 289, 293, 333)

TABLE 13

THE RACIAL BALANCE OF THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALE (C.U.E.S.,), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE AWARENESS SCALE

GROUP	MEAN	SIGNIFICANT
White	8.66	No
Black	9.42	
White	8.66	No
Mexican-American	10.00	
White	8.66	No
Other	8.75	
Black	9.42	No
Mexican-American	10.00	
Black	9.42	No
Other	8.75	
Mexican-American	10.00	No
Other	8.75	

N = 347, White 287, Black 48, Mexican-American 4, Other 8
$p < .05$ (df = 10, 50, 54, 289, 293, 333)

TABLE 14

THE RACIAL BALANCE OF THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALE (C.U.E.S.,), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE PROPRIETY SCALE

GROUP	MEAN	SIGNIFICANT
White	9.77	No
Black	9.04	
White	9.77	Yes
Mexican-American	15.50	
White	9.77	No
Other	10.75	
Black	9.04	Yes
Mexican-American	15.50	
Black	9.04	No
Other	10.75	
Mexican-American	15.50	No
Other	10.75	

N = 347, White 287, Black 48, Mexican-American 4, Other 8
$p < .05$ (df - 10, 50, 54, 289, 293, 333)

TABLE 15

THE RACIAL BALANCE OF THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALE (C.U.E.S.,), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE SCHOLARSHIP SCALE

GROUP	MEAN	SIGNIFICANT
White	10.60	No
Black	11.29	
White	10.60	No
Mexican-American	12.75	
White	10.60	No
Other	14.50	
Black	11.29	No
Mexican-American	12.75	
Black	11.29	No
Other	14.50	
Mexican-American	12.75	No
Other	14.50	

N = 347, White 287, Black 48, Mexican-American 4, Other 8
$p < .05$, (df = 10, 50, 54, 289, 293, 333)

TABLE 16

THE RACIAL BALANCE OF THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALE (C.U.E.S.,), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE CAMPUS MORALE SCALE

GROUP	MEAN	SIGNIFICANT
White	9.83	No
Black	10.52	
White	9.83	No
Mexican-American	14.75	
White	9.83	No
Other	11.38	
Black	10.52	No
Mexican-American	14.75	
Black	10.52	No
Other	11.38	
Mexican-American	14.75	No
Other	11.38	

N = 347, White 287, Black 48, Mexican-American 4, Other 8
$p < .05$ (df - 10, 50, 54, 289, 293, 333)

TABLE 17

THE RACIAL BALANCE OF THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALE (C.U.E.S.,), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE QUALITY OF TEACHING AND FACULTY-STUDENT RELATIONSHIPS SCALE

GROUP	MEAN	SIGNIFICANT
White	6.42	No
Black	6.06	
White	6.42	No
Mexican-American	7.75	
White	6.42	No
Other	6.88	
Black	6.06	No
Mexican-American	7.75	
Black	6.06	No
Other	6.88	
Mexican-American	7.75	No
Other	6.88	

N = 347 White 287, Black 48, Mexican-American 4, Other 8
$p < .05$ (df - 10, 50, 54, 289, 293, 333)

HYPOTHESIS NUMBER NINE

The ninth stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by each of the seven CUES scales, among the respondents, due to the ages of the respondents. Significant differences were found at the .05 level of significance on the practicality, propriety, and quality of teaching and faculty-student relationships scales. Table 18 shows the results of the one-way analysis of variance for the age groups on each of the seven scales.

The Scheffe' post-hoc statistical technique revealed there were no significant differences between any two age groups on the community, awareness, scholarship, or campus morale scales. The results of the Scheffe' confirmed the one-way analysis of variance as significant differences were found between those under 21 and those 21-29 on the practicality scale, between those under 21 and those over 29 on the propriety scale, between those 21-29 and those over 29 on the propriety scale, between those under 21 and those over 29 on the quality of teaching scale and between those 21-29 and those over 29 on the quality of teaching...scale.

On the practicality scale, the under 21 mean of 9.11 was significantly higher than the 21-29 mean of 8.15. The under 21 group perceived the campus to be more characterized by enterprise, organization, material benefits and social activities than did the 21-29 age group.

TABLE 18

THE TOTAL AGE GROUP COMPARISON OF STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), UTILIZING A ONE-WAY ANALYSIS OF VARIANCE TO OBTAIN SUM OF SQUARES, MEAN SQUARES, F RATIO AND F PROBABILITY ON THE SEVEN SCALES

SCALE	Sum of Squares		Mean Squares		F Ratio	F Prob.
	Between Groups	Within Groups	Between Groups	Within Groups		
Practicality	86.87	3724.97	43.43	9.24	4.70	.010*
Community	30.92	4568.86	15.46	11.34	1.36	.256
Awareness	54.94	6720.94	27.47	16.68	1.65	.192
Propriety	126.71	5220.10	63.36	12.95	4.89	.008*
Scholarship	4.59	6409.23	2.30	15.90	0.14	.863
Campus Morale	49.29	6275.69	24.64	15.57	1.58	.205
Quality of Teaching	85.91	1754.75	42.96	4.35	9.87	.000*

*N = 405, $p < .05$ (df = 2,403)

On the propriety scale, the over 29 group mean of 11.09 was significantly higher than both the under 21 mean of 9.65 and the 21-29 mean of 9.64. The over 29 group seemed to view the campus environment as being much more mannerly, considerate, proper and conventional than did either the under 21 group or the 21-29 group.

On the quality of teaching and faculty-student relationships scale, the over 29 group mean of 7.51 was significantly higher than both the under 21 group mean of 6.23 and the 21-29 group mean of 6.53. The over 29 group felt much more strongly than did the under 21 and 21-29 groups that the campus atmosphere was one where professors are perceived as scholarly, setting high standards, being clear, adaptive and flexible.

Tables 19 through 25 show the Scheffe' comparisons between the three age groups on the seven scales.

HYPOTHESIS NUMBER TEN

The tenth stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by each of the seven CUES scales, among the student respondents, due to the sex of the respondents.

A significant difference was found at the .05 level of significance between males and females on the quality of teaching and faculty-student relationships scale. Table 26 shows the results of the one-way analysis of variance for the sex groups on each of the seven scales.

TABLE 19

THE AGE GROUPINGS OF THE PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE PRACTICALITY SCALE

GROUP	MEAN	SIGNIFICANT
20 and Under	9.11	Yes
21-29	8.15	
20 and Under	9.11	No
30 and Over	8.24	
21-29	8.15	No
30 and Over	8.24	

N = 406, 20 and Under = 168, 30 and Over = 74, 21-29 = 164, $p < .05$ (df = 236, 240, 330)

TABLE 20

THE AGE GROUPINGS OF THE PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE COMMUNITY SCALE

GROUP	MEAN	SIGNIFICANT
20 and Under	8.00	No
21-29	7.48	
20 and Under	8.00	No
30 and Over	8.12	
21-29	7.48	No
30 and Over	8.12	

N = 406, 20 and Under = 168, 21-29 = 164, 30 and Over = 74
$p < .05$ (df = 236, 240, 330)

TABLE 21

THE AGE GROUPINGS OF THE PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE AWARENESS SCALE

GROUP	MEAN	SIGNIFICANT
20 and Under	9.15	No
21 - 29	8.34	
20 and Under	9.15	No
30 and Over	8.77	
21 - 29	8.34	No
30 and Over	8.77	

N = 406, 20 and Under = 168, 21-29 = 164, 30 and Over = 74
$p < .05$, (df = 236, 240, 330)

TABLE 22

THE AGE GROUPINGS OF THE PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE PROPRIETY SCALE

GROUP	MEAN	SIGNIFICANT
20 and Under	9.65	No
21 - 29	9.64	
20 and Under	9.65	Yes
30 and Over	11.09	
21 - 29	9.64	Yes
30 and Over	11.09	

N = 406, 20 and Under = 168, 21-29 = 164, 30 and Over = 74
$p < .05$, (df = 236, 240, 330)

TABLE 23

THE AGE GROUPINGS OF THE PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE SCHOLARSHIP SCALE

GROUP	MEAN	SIGNIFICANT
20 and Under	10.71	No
21-29	10.71	
20 and Under	10.71	No
30 and Over	10.99	
21-29	10.71	No
30 and Over	10.99	

N = 406, 20 and Under = 168, 21-29 = 164, 30 and Over = 74
$p < .05$, (df = 236, 240, 330)

TABLE 24

THE AGE GROUPINGS OF THE PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE CAMPUS MORALE SCALE

GROUP	MEAN	SIGNIFICANT
20 and Under	10.11	No
21-29	9.64	
20 and Under	10.11	No
30 and Over	10.59	
21-29	9.64	No
30 and Over	10.59	

N = 406, 20 and Under = 168, 21-29 = 164, 30 and Over = 74
$p < .05$, (df = 236, 240, 330)

TABLE 25

THE AGE GROUPINGS OF THE PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE QUALITY OF TEACHING AND FACULTY-STUDENT RELATIONSHIPS SCALE

GROUP	MEAN	SIGNIFICANT
20 and Under	6.23	No
21 - 29	6.53	
20 and Under	6.23	Yes
30 and Over	7.51	
21 - 29	6.53	Yes
30 and Over	7.51	

N = 406, 20 and Under = 168, 21-29 = 164, 30 and Over = 74
$p < .05$, (df = 236, 240, 330)

The Scheffe' post-hoc statistical technique confirmed the fact that a significant difference in perception existed between males and females on the quality of teaching and faculty-student relationships scale. On the quality of teaching scale, the male mean of 6.69 was significantly higher than the female mean of 6.09. Males felt much more strongly than females that the campus atmosphere was one where professors are perceived as scholarly, setting high standards, being clear, adaptive and flexible.

TABLE 26

THE TOTAL GROUP COMPARISON OF MALE AND FEMALE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), UTILIZING A ONE-WAY ANALYSIS OF VARIANCE TO OBTAIN SUM OF SQUARES, MEAN SQUARES, F RATIO AND F PROBABILITY ON THE SEVEN SCALES

SCALE	Sum of Squares		Mean Squares		F Ratio	F Prob.
	Between Groups	Within Groups	Between Groups	Within Groups		
Practicality	3.59	3308.66	3.59	9.59	0.38	.548
Community	3.14	4053.49	3.14	11.75	0.27	.612
Awareness	13.06	5876.58	13.06	17.03	0.77	.386
Propriety	43.80	4600.82	43.80	13.34	3.28	.067
Scholarship	16.73	5384.24	16.73	15.61	1.07	.302
Campus Morale	29.80	5404.02	29.80	15.66	1.90	.165
Quality of Teaching	31.37	1510.88	31.37	4.38	7.16	.008*

*N = 346, $p < .05$, (df = 1,345)

Table 27 shows the Scheffe' comparisons between males and females on the seven scales.

TABLE 27

SUMMARY OF MEANS AND SIGNIFICANCE FROM SCHEFFE' ANALYSIS FOR MALE AND FEMALE STUDENTS AT THE UNIVERSITY OF NEBRASKA AT OMAHA ON THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.)

SCALE	Male Means (N=188)	Female Means (N=159)	SIGNIFICANT
Practicality	8.71	8.50	No
Community	7.95	7.76	No
Awareness	8.97	8.58	No
Propriety	10.09	9.38	No
Scholarship	11.03	10.59	No
Campus Morale	10.29	9.70	No
Quality of Teaching	6.69	6.09	Yes

$N = 347$, $p < .05$ ($df = 345$)

HYPOTHESIS NUMBER ELEVEN

The eleventh stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by each of the seven CUES scales, among the student respondents, due to the size of the high school graduating classes of the respondents.

Significant differences were found at the .05 level of significance on the community and scholarship scales. Table 28 shows the results of the one-way analysis of variance

TABLE 28

THE TOTAL GROUP COMPARISON OF STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), IN RELATION TO SIZES OF HIGH SCHOOL GRADUATING CLASSES, UTILIZING A ONE-WAY ANALYSIS OF VARIANCE TO OBTAIN SUM OF SQUARES, MEAN SQUARES, F RATIO AND F PROBABILITY ON THE SEVEN SCALES

SCALE	Sum of Squares		Mean Squares		F Ratio	F Prob
	Between Groups	Within Groups	Between Groups	Within Groups		
Practicality	7.66	3273.52	2.55	9.71	0.26	.853
Community	92.32	3869.48	30.77	11.48	2.68	.046*
Awareness	11.95	5774.28	3.98	17.13	0.23	.873
Propriety	73.53	4530.73	24.51	13.44	1.82	.141
Scholarship	146.93	5178.91	48.98	15.37	3.19	.024*
Campus Morale	103.21	5235.13	34.40	15.53	2.22	.085
Quality of Teaching	29.27	1510.49	9.76	4.48	2.18	.089

*N = 340, $p < .05$, (df = 3,337)

for the different sized high school graduating class groups on each of the seven scales.

The Scheffe' post-hoc statistical technique revealed there were no significant differences in perception between any two of the size groups on the practicality, community, awareness, propriety, campus morale or quality of teaching and faculty-student relationships scales. These results turned up even though the analysis of variance had indicated a difference on the community scale. Students whose high school graduating classes had been less than 100 were significantly different on the scholarship scale from those whose classes had been between 500 and 999.

No significant differences were found at the 95 percent level of confidence between students whose high school graduating classes had been larger than 999 in size and any of the other three smaller groups or between students whose high school graduating classes had been between 100 and 499 in size and any of the other three size groups.

On the scholarship scale, the under 100 group mean of 12.18 was significantly higher than the 500-999 group mean of 10.20. Students in the under 100 group seemed to view the campus atmosphere as having much more competitively high academic achievement and serious scholarship than did students in the 500-999 group.

Tables 29 through 35 show the comparisons according to size of high school graduating class between the groups on the seven scales.

TABLE 29

THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), IN RELATION TO SIZES OF HIGH SCHOOL GRADUATING CLASSES, ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE PRACTICALITY SCALE

Group	Mean	Significant
Under 100	8.93	No
100-499	8.60	
Under 100	8.93	No
500-999	8.58	
Under 100	8.93	No
Over 999	8.25	
100-499	8.60	No
500-999	8.58	
100-499	8.60	No
Over 999	8.25	
500-999	8.58	No
Over 999	8.25	

N = 341, Under 100 = 56, 100-499 = 171, 500-999 = 98, Over 999 = 16

$p < .05$, (df = 70, 112, 152, 185, 225, 267)

TABLE 30

THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), IN RELATION TO SIZES OF HIGH SCHOOL GRADUATING CLASSES, ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE COMMUNITY SCALE

Group	Mean	Significant
Under 100	7.84	No
100-499	8.33	
Under 100	7.84	No
500-999	7.20	
Under 100	7.84	No
Over 999	7.00	
100-499	8.33	No
500-999	7.20	
100-499	8.33	No
Over 999	7.00	
500-999	7.20	No
Over 999	7.00	

N = 341, Under 100 = 56, 100-499 = 171, 500-999 = 98, Over 999 = 16

$p < .05$, (df = 70, 112, 152, 185, 225, 267)

TABLE 31

THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), IN RELATION TO SIZES OF HIGH SCHOOL GRADUATING CLASSES, ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE AWARENESS SCALE

Group	Mean	Significant
Under 100	8.55	No
100-499	8.98	
Under 100	8.55	No
500-999	8.63	
Under 100	8.55	No
Over 999	8.63	
100-499	8.98	No
500-999	8.63	
100-499	8.98	No
Over 999	8.63	
500-999	8.63	No
Over 999	8.63	

N = 341, Under 100 = 56, 100-499 = 171, 500-999 = 98, Over 999 = 16

$p < .05$, (df = 70, 112, 152, 185, 225, 267)

TABLE 32

THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), IN RELATION TO SIZES OF HIGH SCHOOL GRADUATING CLASSES, ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE PROPRIETY SCALE

Group	Mean	Significant
Under 100	10.14	No
100-499	9.33	
Under 100	10.14	No
500-999	9.89	
Under 100	10.14	No
Over 999	11.19	
100-499	9.33	No
500-999	9.89	
100-499	9.33	No
Over 999	11.19	
500-999	9.89	No
Over 999	11.19	

N = 341, Under 100=56, 100-499 = 171, 500-999 = 98, Over 999 = 16

$p < .05$, (df = 70, 112, 152, 285, 225, 267)

TABLE 33

THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), IN RELATION TO SIZES OF HIGH SCHOOL GRADUATING CLASSES, ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE SCHOLARSHIP SCALE

Group	Mean	Significant
Under 100	12.18	No
100-499	10.66	
Under 100	12.18	Yes
500-999	10.20	
Under 100	12.18	No
Over 999	11.19	
100-499	10.66	No
500-999	10.20	
100-499	10.66	No
Over 999	11.19	
500-999	10.20	No
Over 999	11.19	

N = 341, Under 100 = 56, 100-499 = 171, 500-999 = 98, Over 999 = 16

$p < .05$, (df = 70, 112, 152, 185, 225, 267)

TABLE 34

THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), IN RELATION TO SIZES OF HIGH SCHOOL GRADUATING CLASSES, ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE CAMPUS MORALE SCALE

Group	Mean	Significant
Under 100	10.36	No
100-499	10.45	
Under 100	10.36	No
500-999	9.21	
Under 100	10.36	No
Over 999	9.69	
100-499	10.45	No
500-999	9.21	
100-499	10.45	No
Over 999	9.69	
500-999	9.21	No
Over 999	9.69	

N = 341, Under 100 = 56, 100-499 = 171, 500-999 = 98, Over 999 - 16

$p < .05$, (df = 70, 112, 152, 185, 225, 267)

TABLE 35

THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), IN RELATION TO SIZES OF HIGH SCHOOL GRADUATING CLASSES, ALONG WITH SCHEFFE' COMPARISONS BETWEEN GROUPS ON MEANS AND SIGNIFICANCE ON THE QUALITY OF TEACHING AND FACULTY-STUDENT RELATIONSHIPS SCALE

Group	Mean	Significant
Under 100	6.88	No
100-499	6.46	
Under 100	6.88	No
500-999	6.00	
Under 100	6.88	No
Over 999	6.56	
100-499	6.46	No
500-999	6.00	
100-499	6.46	No
Over 999	6.56	
500-999	6.00	No
Over 999	6.56	

N = 341, Under 100 = 56, 100-499 = 171, 500-999 = 98, Over 999 = 16

$p < .05$, (df = 70, 112, 152, 185, 225, 267)

HYPOTHESIS NUMBER TWELVE

The twelfth stated hypothesis was: there is no significant difference in the perception of environmental pressure, as measured by each of the seven CUES scales, among the student respondents, due to the college affiliation of the respondents.

A significant difference in perception was found at the .05 level of significance on the propriety scale. Table 36 shows the results of the one-way analysis of variance for the college affiliation groups on each of the seven scales.

The Scheffe' post-hoc statistical technique, however, turned up no significant differences in perception between any two college affiliation groups on any of the seven scales, including the propriety scale. As a result, the null hypothesis could not be rejected for hypothesis number twelve. Students enrolled in the various colleges--arts and sciences, home economics, continuing studies, public affairs, university division, fine arts, education, business administration, engineering and "other"--all perceived the campus environment relative to the seven scales in a similar manner.

TABLE 36

THE STUDENT PARTICIPANTS IN THE UNIVERSITY OF NEBRASKA AT OMAHA STUDY WHO COMPLETED THE COLLEGE AND UNIVERSITY ENVIRONMENTAL SCALES (C.U.E.S.), IN RELATION TO COLLEGE AFFILIATION, UTILIZING THE ONE-WAY ANALYSIS OF VARIANCE TO OBTAIN SUM OF SQUARES, MEAN SQUARES, F RATIO, AND F PROBABILITY FOR THE SEVEN SCALES

Group	Sum of Squares		Mean Squares		F Ratio	F Prob.
	Between Groups	Within Groups	Between Groups	Within Groups		
Practicality	56.20	3296.73	6.24	9.75	0.64	.764
Community	101.89	3978.34	11.32	11.77	0.96	.472
Awareness	96.14	5796.70	10.68	17.15	0.62	.779
Propriety	411.08	4266.67	45.68	12.62	3.62	.000*
Scholarship	152.05	5263.54	16.90	15.57	1.09	.373
Campus Morale	125.86	5307.96	13.98	15.70	0.89	.535
Quality of Teaching	29.44	1532.24	3.27	4.53	0.72	.690

N = 347

*$p < .05$ (df = 9,338)

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a restatement of the problem, a review of the procedures followed and a summary of the major findings, conclusions and recommendations.

Restatement of the Problem

The major purpose of this study was to determine whether or not any significant differences existed between the perceptions of underclassmen, upperclassmen and faculty in regard to the college environment at the University of Nebraska at Omaha, as measured by the College and University Environmental Scales (C.U.E.S.).

A secondary purpose of this study was to determine if any significant differences existed on the seven environmental scales in relation to independent variables associated with the respondents; i.e. race, age, sex, size of high school graduating class and college affiliation.

The college environment was defined in Chapter I (pages 14-15) as being measured by seven dimensions, or scales. These scales were defined as follows:

1. practicality--items in this scale describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and

collegiate emphasis. A kind of orderly supervision is evident in the administration and the classwork. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

2. community--the items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. Faculty members know the students, are interested in their problems, and go out of their way to be helpful. Student life is characterized by togetherness and sharing.

3. awareness--items in this scale seem to reflect a concern about and emphasis upon three sorts of meaning--personal, poetic, and political. An emphasis on self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture and architecture suggests the search for poetic meaning. A concern about events around the world and the welfare of mankind suggests the search for political meaning and idealistic commitment. This environment, then, stresses awareness of self, of society, and of aesthetic stimuli.

4. propriety--these items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. The campus atmosphere is mannerly, considerate, proper, and conventional.

5. scholarship--items in this scale describe an environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and a serious sort of scholarship. Intellectual discipline, intellectual speculation, an interest in ideas and knowledge for its own sake are all part of this environment.

6. campus morale--the items in this scale describe an environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life, and, at the same

time, a commitment to intellectual pursuits and freedom of expression. Intellectual goals are exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited.

7. quality of teaching and faculty-student relationships--this scale defines an atmosphere in which professors are perceived as scholarly, setting high standards, being clear, adaptive, and flexible. At the same time, this academic quality of teaching is infused with warmth, interest, and helpfulness toward students.

Review of Procedures

The data for this study was collected and treated as follows: A letter soliciting help in completing the College and University Environmental Scales was mailed in November, 1975, to 455 randomly selected student subjects from a computerized list. A month later, a letter to graduate assistants asked their cooperation in obtaining qualified respondents. Three months after the first letter, a follow-up letter was mailed to another randomized group from the computerized list. A third letter was mailed two months following to another randomized group from the same computerized list. The final subjects needed to complete the sample were identified from various campus departments. The faculty participants were selected by letters sent at random through inter-university mail.

The population from which the sample for the study was selected included all the full-time underclassmen, upperclassmen and faculty on the UNO campus during the fall semester of 1975-76. The subjects in the study were randomly selected from three strata, 219 underclassmen represented one stratum; 131 upperclassmen represented the second stratum;

and 56 faculty members represented the third stratum. If differences were found in perceptions of the environmental climate existent on the UNO campus among the three study groups, the analyses would not support the researcher's hypotheses that no significant differences existed.

A one-way analysis of variance was utilized for the statistical treatment of the data obtained from the administration of the CUES. The responses of the three study groups--underclassmen, upperclassmen, and faculty--provided the data for statistical analysis. When a significant F-ratio was found at the .05 level of significance, the Scheffe' post-hoc statistical comparison of means technique was used to determine those groups between which significant differences existed.

Findings

This study was conducted to compare the perceptions of underclassmen, upperclassmen and faculty at the University of Nebraska at Omaha in regard to the environmental climate existent on that campus.

A brief summary of the findings for each of the stated hypotheses follows. Although this study did not attempt to identify why any significant differences occurred, possible explanations were given by the researcher following each of the findings.

Hypothesis One

Faculty at UNO perceived the environment with regard to practicality in a similar manner to both underclassmen and

upperclassmen. However, the two student groups showed a significant difference in their perceptions of practicality.

Underclassmen perceived the environment to be more characterized by enterprise, organization, material benefits and social activities than did upperclassmen. This could possibly indicate that the upperclassmen came to view the campus environment as being less orderly and less characterized by school spirit after they had been college students for more than two years.

Hypothesis Two

Faculty at UNO perceived the environment with regard to community in a similar manner to both underclassmen and upperclassmen. However, the two student groups showed a significant difference in their perceptions of community.

Underclassmen perceived the environment to be characterized as a more friendly, cohesive, group-oriented campus than did upperclassmen. This might have been in part due to the fact that underclassmen were trying harder to be group-oriented and make a wide range of friends, whereas upperclassmen had for the most part fulfilled that desire and had focused in on a few close friends and a more precise plan for their futures.

Hypothesis Three

Faculty at UNO perceived the environment with regard to awareness in a similar manner to both underclassmen and

upperclassmen. However, the two student groups showed a significant difference in their perceptions of awareness.

Underclassmen perceived the environment to place much more emphasis on personal, poetic, and political meaning than did upperclassmen. Underclassmen seemed to feel that they had more freedom to search for self-understanding, to foster appreciative relationships between painting, music, drama, poetry, sculpture and architecture and to study events around the world as they related to mankind's welfare than did upperclassmen. It is possible, also, that the upperclassmen had changed their attitudes toward awareness and had come to accept more routinized ways of doing things and more standard living patterns.

Hypothesis Four

The upperclassmen at UNO perceived the environment with regard to propriety in a similar manner to both underclassmen and faculty. However, the faculty and underclassmen groups showed a significant difference in their perceptions of propriety.

Faculty perceived the environment as being much more polite and considerate, with caution and thoughtfulness evident and with group standards of decorum being much more important than perceived by underclassmen, who seemed to feel that others didn't care how they treated people or what kind of behavior they exhibited. This could be attributed to the underclassmen having too high expectations as to what the college environment should be like when they matriculated.

Hypothesis Five

No significant differences in perception were found between underclassmen, upperclassmen and faculty on the scholarship scale. In assessing the reasons for there being no differences in perception of scholarship between the three groups, two major ideas were considered:

1. All groups seemed to view the environment as one with an emphasis on competitively high academic achievement and serious scholarship.

2. It was felt that the commuter type campus itself led to a more serious approach by students toward scholarship, since that was the one facet of the campus environment to which they had major exposure.

Hypothesis Six

The faculty at UNO perceived the environment with regard to campus morale in a similar manner to both underclassmen and upperclassmen. However, the underclassmen and upperclassmen showed a significant difference in their perceptions of campus morale.

Underclassmen perceived the environment as being characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life and a commitment to intellectual pursuits and freedom of expression. Again, the amount of time spent on campus may have caused the wide difference in opinion between the underclassmen and upperclassmen.

Hypothesis Seven

The underclassmen and upperclassmen at UNO perceived the environment with regard to quality of teaching and faculty-student relationships in a similar manner. However, both the underclassmen and the upperclassmen showed significant differences to the perceptions of the faculty in regard to quality of teaching and faculty-student relationships.

Faculty felt much more strongly than did either student group that the campus atmosphere was one where professors were scholarly, setting high standards, being clear, adaptive and flexible. It is possible that this difference could have existed because faculty had much stronger, more rigid academic expectations for their classes than did students, who desired more flexibility and adaptability.

Hypothesis Eight

Blacks and whites at UNO perceived the environment with regard to all seven scales in a similar manner, as did those designated as "other" in comparison to the three remaining groups. However, differences were found between perceptions of Mexican-Americans and those of both blacks and whites on the propriety scale.

Mexican-Americans perceived the environment to be much more polite and considerate than did both blacks and whites, with caution and thoughtfulness evident and group standards of decorum being important. It is possible that the strong religious beliefs purported to exist in Mexican-

American families could have had some measureable effect on the results presented on the propriety scale.

Hypothesis Nine

Those under 21 and those 21-29 at UNO perceived the environment with regard to six of the seven scales in a similar manner, with a significant difference found only on the practicality scale, where those under 21 perceived the environment to be much less repressive, more responsive to entrepreneurial activities, and more characterized by good fun and school spirit than did those in the 21 to 29 group.

Those over 29 at UNO perceived the environment with regard to five of the seven scales in a similar manner to the other two age groups, but had significant differences to both groups on both the propriety and quality of teaching and faculty-student relationships scales. It should be noted, however, that faculty were included in the age group statistics, and a substantial majority of the respondents in the over 29 age group were faculty members.

Those respondents over age 29 perceived the environment to be much more polite and considerate than did both the younger age groups and the over 29 group also felt much more strongly than the younger age groups that there existed an academic quality of teaching infused with warmth, interest and helpfulness toward students. Again, the older respondents, which included mainly faculty, could have had expectations of more rigid academic standards, thereby causing the differences found.

Hypothesis Ten

Males and females perceived the environment at UNO with regard to six of the seven scales in a similar manner, with a significant difference found only on the quality of teaching scale.

Males felt much more strongly than females that there existed an academic quality of teaching infused with warmth, interest and helpfulness toward students. This result was rather surprising to the researcher and no explanation can be offered. It had been expected that the females would have felt more positively about the quality of teaching than the males.

Hypothesis Eleven

Students at UNO who came from high school graduating classes with between 100-499 members and students at UNO who came from high school graduating classes larger than 999 in size viewed the environment with regard to all seven scales in a similar manner to all other groups.

Students who came from high school graduating classes smaller than 100 in size had differences in perception on the scholarship scale with students coming from high school graduating classes of 500-999.

Students coming from high school graduating classes smaller than 100 in size perceived the environment to be much more characterized by serious scholarship and high standards of academic competition than did the 500-999 group. This

difference could be attributed to the fact that students coming from smaller graduating classes were not as used to the amount of intensive study and the need to totally fend for oneself, hence the feeling that academic standards were extremely high and the academic work extremely rigorous and serious.

Hypothesis Twelve

No significant differences in perception were found related to students being enrolled in any of the various colleges at UNO

Students in arts and sciences, home economics, continuing studies, public affairs, university division, fine arts, education, business administration, engineering and "other" all perceived the campus environment relative to the seven scales in a similar manner. Everyone within the respective colleges seemed to perceive the environment in the same way as students in other colleges, which could be expected because students with different ideas were evaluating colleges they had chosen to enroll in and felt comfortable in.

Conclusions

The major conclusion of this study was that underclassmen did not agree with upperclassmen in their perceptions of the campus environment existent at UNO. This is indicated by the significant differences found between the two groups on the practicality, community, awareness and campus morale scales.

Underclassmen seemed to expect more from their campus environment than did upperclassmen. They felt more strongly that the campus had an orderly, practical and cohesive atmosphere than did the upperclassmen and that people could more easily and earnestly search for self-understanding and freedom of expression. The responses of the upperclassmen seemed to have been tempered somewhat by their additional time spent in college working toward their degrees.

A second major conclusion of this study was that faculty perceptions were much higher than either underclassmen or upperclassmen in regard to the quality of teaching and faculty-student relationships existent on campus. A very strong and interesting parallel was drawn between those results and the age group results, where respondents over age 29 (which included mostly faculty members) had significantly higher perceptions of the quality of teaching than did either the under 21 age group or the 21-29 age group. This information indicates that students did not feel that the standards of teaching being practiced on the UNO campus were as high and scholarly as the faculty themselves believed them to be.

A third major conclusion of this study was that there were many significant differences in opinion regarding the propriety on the campus. The faculty believed much more strongly than did the underclassmen that a polite, considerate atmosphere existed on the UNO campus. Similarly, the over 29 age group (which included mostly faculty members) felt the campus atmosphere to be much more polite and considerate than

did the under 21 age group or the 21-29 age group. Mexican-Americans also believed there was more caution and thoughtfulness evident on the UNO campus than did whites and blacks.

The results of this study supported the findings of several earlier research studies about perceptions of campus environment in that previous studies had often indicated that underclassmen tended to view the campus environment in a more positive manner than did upperclassmen.

The findings of this study also indicated that the variables of race, sex, size of high school graduating class and declared college affiliation had very little effect on the environmental perceptions of students. Only the variable of age seemed to have any appreciable effect, and much of this could be attributed to the fact that faculty were included in the age groupings.

Recommendations

1. This study supported the notion that underclassmen tend to perceive the campus environment much more positively than do upperclassmen. Therefore, it is recommended that UNO undertake additional study to determine more precisely which environmental factors have the biggest effect in shaping these differences. Once the causal factors are determined, the university can implement new orientation procedures for underclassmen to give them as true a perspective as possible about what campus life will be like. This

better understanding of true college life during the early college years should help alleviate student disenchantment during their later college years.

2. It was not the initial purpose of this study to investigate the degree of congruence between any of the major study groups and any of the independent variable groupings. However, the differences between the faculty and the two student groups were highly correlated with the differences between the over 29 age group (which included mainly faculty members) and the two younger age groups. Therefore, it is recommended that UNO undertake additional study to determine more precisely why there exists such a discrepancy between faculty and students in relation to their perceptions of the quality of teaching on campus.

3. In light of developments in the past decade in regard to specialized treatment of various minority groups in our country, it is recommended that UNO engage in further study of the UNO campus to try and ascertain why so many differences existed in regard to perceptions of politeness and consideration on campus. It would be advisable to determine exactly which aspects of propriety were most incongruous and if any particular items from the propriety scale seemed to produce greatly variant responses among groups.

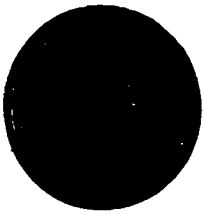
4. It is recommended that UNO investigate similar studies done at other similar institutions and try to identify factors which might have produced different perception correlations on the scales where significant differences were

reported in this study.

5. It is recommended that officials of other institutions of higher learning in the midwest investigate the results of this study and take a close look at the significant findings as they might relate to their own institutions.

APPENDIX A

LETTERS SENT TO RESPONSE GROUPS



Brownell-Talbot School

400 NORTH HAPPY HOLLOW BOULEVARD • TELEPHONE 556-3772
OMAHA, NEBRASKA 68132

JOSEPH H. LABAREE
HEADMASTER

November 25, 1975

Dear UNO Faculty Member:

You have been selected to assist in an evaluative study of the administrative, academic and social climate at the University of Nebraska at Omaha. You are being asked to complete the College and University Environmental Scale to help provide a concise appraisal of the climate on your campus. Please respond to every item.

The assessment of results of this study will hopefully provide new insights to enable the University to develop new programs which will have meaning to the campus population in terms of environmental press. Endorsement for the study has been given by University officials.

Attached to this letter you will find a set of instructions, a booklet and an answer sheet. Please take 30 minutes of your time NOW to complete the instrument, before you become too involved in the demands of final examinations.

Please give all the information requested on the answer sheet. Identity is important in trying to attain 100 per cent return but will not be a part of the reporting of the study. Please return your answer sheet and CUES booklet to either the Counseling Center (Dr. Davis) or the University Division (Dr. Kafka) as soon as possible.

Your cooperation is deeply appreciated.

Sincerely,

Wm. Bruce McCoy

Wm. Bruce McCoy
Doctoral Candidate

Atts.

Brownell-Talbot School

400 NORTH HAPPY HOLLOW BOULEVARD • TELEPHONE 556-3772
OMAHA, NEBRASKA 68132

JOSEPH H. LABAREE
HEADMASTER

November 25, 1975

Dear UNO Student:

You have been selected to assist in an evaluative study of the University of Nebraska at Omaha. This study will involve what you perceive as being the campus climate at UN-O as it relates to administrative, academic and social areas. Students and faculty are being asked for their most honest responses. To assess the responses, the College and University Environmental Scale will be used, which is an instrument designed to give you the opportunity to describe the climate of the school as you perceive it.

By getting assessment of the campus climate from students and faculty alike, it is hoped that the information gleaned will provide new insights for the development of more meaningful on campus programs. Endorsement for this study has been officially given by the Vice Chancellor's office, the Provost's office, the Admissions office, the Counseling Center and the University Division.

I am asking that you please stop by the Counseling Center or the University Division office to complete this instrument, a matter of only 30 minutes. You are asked to use a pencil, No. 2 preferably, and fill out all the information on the answer sheet as requested. Your name will only be used as a check to see who has completed the instrument and your identity will not be a part of the results.

Please take the time right away to stop by the Counseling Center or University Division at UN-O to complete this instrument. DO IT NOW before examinations press upon you.

Thank you for your cooperation.

Sincerely,

Wm. Bruce McCoy

Wm. Bruce McCoy
Doctoral Candidate

Brownell-Talbot School

400 NORTH HAPPY HOLLOW BOULEVARD • TELEPHONE 556-3772
OMAHA, NEBRASKA 68132

JOSEPH H. LABAREE
HEADMASTER

January 12, 1976

Dear UNO Graduate Assistants:

I would greatly appreciate your assistance in enlisting students to complete a 30 minute evaluation scale of the campus environment at UNO for a study I am doing in conjunction with the University.

The students selected must have been full time freshmen or seniors during the first semester (taking 12 or more hours). They can be either male or female.

Please help identify these students from your department and ask them to go to either the testing office or the University division office to complete the evaluation instrument (a matter of 30 minutes).

Perhaps you could post the information on your bulletin board as to who should take the test, where they can take it, and what the test is for. If you need further information, you can contact Dr. Kafka in the University Division, Dr. Davis in the testing office, or myself. Thank you for your cooperation.

Sincerely,

Wm. Bruce McCoy

Wm. Bruce McCoy
Doctoral Candidate
Phone: 556-3772

Brownell-Talbot School

400 NORTH HAPPY HOLLOW BOULEVARD • TELEPHONE 556-3772
OMAHA, NEBRASKA 68132

JOSEPH H. LABAREE
HEADMASTER

March 12, 1976

Dear UNO Student:

I am once again writing to ask your cooperation in helping me complete a study of the campus climate at UN-O as it relates to administrative, academic, and social areas of that institution.

As stated previously, it is hoped that this assessment of the campus climate by selected students and faculty will provide new insights for development of more meaningful on campus programs at UN-O.

Your completion of the evaluative instrument will take only 30 minutes. Please take a #2 pencil and stop by either the Counseling and Testing Office or the University Division Office at your earliest convenience to complete the questionnaire. Both of those offices are on the Southeast corner of the Administrative Building, on the 2nd and 3rd floors.

Please take time NOW to stop by one of those offices while it is fresh on your memory. If you have any questions of me, please call me at the number on the letterhead above. Thank you for your cooperation.

Sincerely,

Wm. Bruce McCoy

Wm. Bruce McCoy
Doctoral Candidate

University of Omaha 1908-31
Municipal University of Omaha 1931-68

UNIVERSITY OF NEBRASKA AT OMAHA

P.O. Box 688 Omaha, Nebraska 68101
Telephone 402/553-4700

Counseling Center

May 14, 1976

Hello,

Your knowledge and opinions of UNO campus life are important, and you can influence future developments within the University. Will you share your knowledge and opinions with us? Please come to the Counseling and Testing Center, Room 213, Administration Building, and complete a true and false questionnaire. Most students complete the questionnaire in less than 30 minutes.

Please come by before June 6th. You may park in the lot south of the Administration Building. The Counseling and Testing Center is open 7:30 a.m. to 4:30 p.m. weekdays and 9 to 12 on most Saturdays (call to be sure). If you have any questions, call me at 554-2409.

PLEASE STOP BY AND HAVE AN IMPACT ON UNO.

Thank you,

Joe L. Davis

Joe L. Davis, Ed.D.,
Coordinator of Testing

APPENDIX B

THE INSTRUMENT

DO NOT TAKE THIS TEST UNLESS YOU WERE CONSIDERED FULL-TIME THE FIRST SEMESTER, WHICH MEANS 12 OR MORE HOURS FOR A STUDENT AND SIX OR MORE TEACHING HOURS FOR A FACULTY MEMBER.

CUES Participants:

Please follow the instructions below for filling out the CUES answer sheet:

1. Use a soft lead pencil (preferably #2) and make your marks dark and fill the answer space completely.
2. Under Major Field - fill in your major field according to this method -
   Arts & Sciences -- blacken Biological Science
   Continuing Studies -- blacken Physical Science
   Home Economics -- blacken Mathematics
   Public Affairs-Community Service -- blacken Social Science
   University Division (or undeclared) -- blacken Humanities
   (Fine Arts, Education, Business and Engineering blacken the box so indicated).
3. Under Subgroups please fill in one space for <u>your</u> Ethnic Group, as follows:
   One - Caucasian
   Two - Black
   Three - Mexican-American
   Four - Other
4. Under Local Option Questions, please indicate under columns A-I, as follows:
   A & B - Your present age
   C, D & E - The size of your high school graduating class - if less than 100, enter a 0 in Column C and the appropriate numbers in D & E. If your class was more than a thousand, enter 999.
   Faculty Omit F - I:
   F & G - Indicate your approximate high school cumulative grade average as a <u>number</u> grade, not a letter grade, i.e. "88", etc.
   H & I - Indicate what you feel is your present college grade average as a <u>number</u> grade, not a letter grade.
5. Year of Birth - last two digits of the year you were born i.e. 55 for 1955, etc.
6. Indicate your sex
7. Educational status: Mark either freshman, senior, or faculty.
8. Under Name and Student Number, print the appropriate letters and your social security number, then darken the appropriate squares under each.

When finished, turn this sheet back in to the testing proctor, along with the booklet and answer sheet.

Thank you for your cooperation.

Bruce McCoy

CUES

SECOND EDITION

form x-2

college & university environment scales

BY
C. ROBERT PACE
UNIVERSITY OF CALIFORNIA
LOS ANGELES

published and distributed by
EDUCATIONAL TESTING SERVICE
princeton
new jersey

Directions

Colleges and universities differ from one another in many ways. Some things that are generally true or characteristic of one school may not be characteristic of another. The purpose of the College & University Environment Scales (CUES) is to help describe the general atmosphere of different colleges. The atmosphere of a campus is a mixture of various features, facilities, rules and procedures, faculty characteristics, courses of study, classroom activities, students' interests, extracurricular programs, informal activities, and other conditions and events.

You are asked to be a reporter about your school. You have lived in its environment, seen its features, participated in its activities, and sensed its attitudes. What kind of a place is it?

There are 160 statements in this booklet. You are to answer them *True* or *False*, using the answer sheet given you for this purpose.

As you read the statements you will find that many cannot be answered True or False in a literal sense. The statements contain qualifying words or phrases, such as "almost always," "frequently," "generally," and "rarely," and are intended to draw out your impression of whether the situation described applies or does not apply to your campus as you know it.

As a reporter about your college you are to indicate whether you think each statement is *generally characteristic*, a condition that exists, an event that occurs or might occur, the way people generally act or feel—in short, whether the statement is more nearly True than False; or conversely, whether you think it is *not generally characteristic*, does not exist or occur, is more nearly False than True.

The CUES is not a test in which there are right or wrong answers; it is more like an opinion poll—a way to find out how much agreement or disagreement there is about the characteristics of a campus environment.

Instructions for Marking the Answer Sheet for Cues, Second Edition

1. PENCILS. Use any type of soft lead pencil (preferably No. 2). Do not use an ink or ball-point pen.

2. MARK ONLY ON THE ANSWER SHEET. All answers are to be recorded on the separate answer sheet. Please make no marks in the questionnaire booklet since it may be used again by other students. Record your answer by blackening the small box marked T or F, as in this sample:

Sample Item:

(A) Students are generally quite friendly on this campus.

(A) ■ [F]

3. IDENTIFYING INFORMATION. Each of the following underlined items is to be entered on the answer sheet:

Name. In the top right-hand corner of the answer sheet is the heading, "Print last name.... ." Starting at the arrow on the left, print as many letters of your last name as will fit in the 13 spaces provided. Print one letter in each space. Do not write beyond the heavy line that separates the last name and first name sections, even if you are unable to complete your last name. If your last name has fewer than 13 letters, use as many spaces as you need, leaving the rest blank. Then start at the right of the heavy blue line and follow the same procedure for your first name.

Beneath each letter of your name, blacken the corresponding small-lettered box.

Major Field of Study. In the area to the left of the name section, indicate your major field of study. If undecided, indicate major area of interest. Blacken only one box.

In the bottom right-hand corner of the answer sheet is a section requiring further information:

Year of birth. Write the last two digits of the year of your birth in the spaces provided, and beneath each number, blacken the corresponding box.

Sex. Blacken the appropriate box.

Educational Status. Blacken the box that corresponds to your present educational status. Note: "Entering Freshman" is defined as being in the first quarter or first semester.

Student Number. Write your student number in the spaces provided. If your number is less than nine digits long, write the number so that it ends in the last box on the right. Fill any spaces preceding it on the left with zeros, for example: 007654321. Blacken the corresponding small-numbered boxes, and include any zeros you may have used.

Institution and Date. Turn the answer sheet to a vertical position and fill in the name of your institution and today's date.

4. SPECIAL INSTRUCTIONS. Special instructions may be given for the completion of the sections labeled Subgroups and Local Option Questions.

5. MARKING THE ANSWER SHEET. Find Question 1 on the next page of this booklet. On the answer sheet blacken the appropriate box, that is, T, if the statement is generally characteristic of your college, or F, if the statement is not generally characteristic. Proceed to answer all 160 items.

(Questions begin on next page)

1. Students almost always wait to be called on before speaking in class.
2. The big college events draw a lot of student enthusiasm and support.
3. There is a recognized group of student leaders on this campus.
4. Frequent tests are given in most courses.
5. Students take a great deal of pride in their personal appearance.
6. Education here tends to make students more practical and realistic.
7. The professors regularly check up on the students to make sure that assignments are being carried out properly and on time.
8. It's important socially here to be in the right club or group.
9. Student pep rallies, parades, dances, carnivals, or demonstrations occur very rarely.
10. Anyone who knows the right people in the faculty or administration can get a better break here.
11. The professors really push the students' capacities to the limit.
12. Most of the professors are dedicated scholars in their fields.
13. Most courses require intensive study and preparation out of class.
14. Students set high standards of achievement for themselves.
15. Class discussions are typically vigorous and intense.
16. A lecture by an outstanding scientist would be poorly attended.
17. Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.
18. It is fairly easy to pass most courses without working very hard.
19. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.
20. Standards set by the professors are not particularly hard to achieve.
21. It is easy to take clear notes in most courses.
22. The school helps everyone get acquainted.
23. Students often run errands or do other personal services for the faculty.
24. The history and traditions of the college are strongly emphasized.
25. The professors go out of their way to help you.
26. There is a great deal of borrowing and sharing among the students.
27. When students run a project or put on a show everybody knows about it.
28. Many upperclassmen play an active role in helping new students adjust to campus life.
29. Students exert considerable pressure on one another to live up to the expected codes of conduct.
30. Graduation is a pretty matter-of-fact, unemotional event.
31. Channels for expressing students' complaints are readily accessible.
32. Students are encouraged to take an active part in social reforms or political programs.
33. Students are actively concerned about national and international affairs.
34. There are a good many colorful and controversial figures on the faculty.
35. There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.
36. Public debates are held frequently.
37. A controversial speaker always stirs up a lot of student discussion.
38. There are many facilities and opportunities for individual creative activity.
39. There is a lot of interest here in poetry, music, painting, sculpture, architecture, etc.
40. Concerts and art exhibits always draw big crowds of students.
41. Students ask permission before deviating from common policies or practices.
42. Most student rooms are pretty messy.
43. People here are always trying to win an argument.
44. Drinking and late parties are generally tolerated, despite regulations.
45. Students occasionally plot some sort of escapade or rebellion.

46. Many students drive sports cars.

47. Students frequently do things on the spur of the moment.

48. Student publications never lampoon dignified people or institutions.

49. The person who is always trying to "help out" is likely to be regarded as a nuisance.

50. Students are conscientious about taking good care of school property.

51. The important people at this school expect others to show proper respect for them.

52. Student elections generate a lot of intense campaigning and strong feeling.

53. Everyone has a lot of fun at this school.

54. In many classes students have an assigned seat.

55. Student organizations are closely supervised to guard against mistakes.

56. Many students try to pattern themselves after people they admire.

57. New fads and phrases are continually springing up among the students.

58. Students must have a written excuse for absence from class.

59. The college offers many really practical courses such as typing, report writing, etc.

60. Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc.

61. Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.

62. Most courses are a real intellectual challenge.

63. Students put a lot of energy into everything they do in class and out.

64. Course offerings and faculty in the natural sciences are outstanding.

65. Courses, examinations, and readings are frequently revised.

66. Personality, pull, and bluff get students through many courses.

67. There is very little studying here over the weekends.

68. There is a lot of interest in the philosophy and methods of science.

69. People around here seem to thrive on difficulty—the tougher things get, the harder they work.

70. Students are very serious and purposeful about their work.

71. This school has a reputation for being very friendly.

72. All undergraduates must live in university approved housing.

73. Instructors clearly explain the goals and purposes of their courses.

74. Students have many opportunities to develop skill in organizing and directing the work of others.

75. Most of the faculty are not interested in students' personal problems.

76. Students quickly learn what is done and not done on this campus.

77. It's easy to get a group together for card games, singing, going to the movies, etc.

78. Students commonly share their problems.

79. Faculty members rarely or never call students by their first names.

80. There is a lot of group spirit.

81. Students are encouraged to criticize administrative policies and teaching practices.

82. The expression of strong personal belief or conviction is pretty rare around here.

83. Many students here develop a strong sense of responsibility about their role in contemporary social and political life.

84. There are a number of prominent faculty members who play a significant role in national or local politics.

85. There would be a capacity audience for a lecture by an outstanding philosopher or theologian.

86. Course offerings and faculty in the social sciences are outstanding.

87. Many famous people are brought to the campus for lectures, concerts, student discussions, etc.

88. The school offers many opportunities for students to understand and criticize important works of art, music, and drama.

89. Special museums or collections are important possessions of the college.

90. Modern art and music get little attention here.

91. Students are expected to report any violation of rules and regulations.
92. Student parties are colorful and lively.
93. There always seem to be a lot of little quarrels going on.
94. Students rarely get drunk and disorderly.
95. Most students show a good deal of caution and self-control in their behavior.
96. Bermuda shorts, pin-up pictures, etc., are common on this campus.
97. Students pay little attention to rules and regulations.
98. Dormitory raids, water fights, and other student pranks would be unthinkable.
99. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.
100. Rough games and contact sports are an important part of intramural athletics.
101. The vocational value of many courses is emphasized.
102. Most people are aware of the financial status of students' families.
103. Student organizations are required to have a faculty adviser.
104. There are good facilities for learning vocationally useful skills and techniques.
105. Most faculty members really know the regulations and requirements that apply to student programs.
106. There is a well-organized and effective job placement office for the graduating students.
107. Many faculty members are involved in services or consulting activities for outside groups—business, adult education, etc.
108. Professors will sometimes increase a student's grade if they think he has worked especially hard and conscientiously.
109. Most students want to get a degree because of its economic value.
110. Vocational guidance is a main activity of the counseling office.
111. New ideas and theories are encouraged and vigorously debated.
112. Students who don't make passing grades are quickly dropped from school.
113. Students are allowed to help themselves to books in the library stacks.
114. Excellence in scholarship is the dominant feature of this institution.
115. There are lots of quiet and comfortable places for students to study.
116. Even in social groups students are more likely to talk about their studies than about other things.
117. There are many excellent facilities for research on this campus.
118. The main emphasis in most departmental clubs is to promote interest and scholarship in the field.
119. Most students are pretty dissatisfied if they make less than a B grade.
120. The library is one of the outstanding facilities on the campus.
121. The campus design, architecture, and landscaping suggest a friendly atmosphere.
122. Student groups often meet in faculty members' homes.
123. Counseling and guidance services are really personal, patient, and helpful.
124. There are courses which involve students in activities with groups or agencies in the local community.
125. Most of the students here are pretty happy.
126. There are courses or voluntary seminars that deal with problems of marriage and the family.
127. In most classes the atmosphere is very friendly.
128. Groups of students from the college often get together for parties or visits during holidays.
129. Most students seem to have a genuine affection for this school.
130. There are courses or voluntary seminars that deal with problems of social adjustment.
131. There is a regular place on the campus where students can make speeches about controversial issues.
132. Students are free to cut classes at their own discretion.
133. Many faculty members have worked overseas or frequently traveled to other countries.
134. There is a lot of variety and innovation in the way many courses are taught.

135. Many professors permit, and sometimes welcome, class discussion of materials that are outside their field of specialization.

136. Many students are interested in joining the Peace Corps or are planning, somehow, to spend time in another part of the world.

137. Many student groups invite faculty members to lead special discussions.

138. Groups of students sometimes spend all evening listening to classical records.

139. Student chorus, orchestra, and theater groups are really excellent.

140. Students like to browse in book stores.

141. Many professors require students to submit an outline before writing a term paper or report.

142. The Dean of Students office is mainly concerned with disciplinary matters.

143. Faculty members always wear coats and ties on the the campus.

144. A major aim of this institution is to produce cultivated men and women.

145. In literature, drama, and music the main emphasis is on the classics.

146. Nearby churches have an active interest in counseling and youth programs.

147. Proper standards and ideals are emphasized in many courses.

148. Most professors think of themselves as no different from other adults in the community.

149. Faculty members are always polite and proper in their relations with students.

150. In most exams the emphasis is on knowing the correct answers rather than on being able to defend a point of view.

151. There are students on many academic and administrative committees.

152. Students have real authority to determine some campus policies and procedures.

153. Some faculty members are active in experimenting with new methods of teaching, new courses, and other innovations.

154. There is much student interest and activity about social issues -- such as civil rights, justice, peace.

155. The administration is receptive and active in responding to student proposals for change.

156. There is an "experimental" college or program where a variety of new courses are offered (whether for credit or not).

157. Massive disruption, force, or violence by students would be unthinkable on this campus.

158. The attitude of most college officials about drugs is generally patient, flexible, and tolerant.

159. The response of most college officials toward student sit-ins or other "confrontations" is (or would be) firm, forceful, and unsympathetic.

160. Due process considerations are expected by students who are accused of violating laws or college rules.

BIBLIOGRAPHY

Books

Astin, Alexander W. The College Environment. Washington, D. C.: American Council on Education, 1968.

Bushnell, J. H. "Student Culture at Vassar." in The American College. Edited by N. Sanford. New York: John Wiley Company, 1962.

Chickering, A. W., and Kuper, E. Them That Has, Gets. Washington, D.C.: Office of Research, American Council on Education, 1971.

Dressel, P. L., and Mayhew, L. B. General Education: Explorations in Evaluation. Washington, D. C.: American Council on Education, 1954.

Eddy, E. D., Jr. The College Influence on Student Character. Washington, D. C.: American Council on Education, 1959.

Ferguson, George A. Statistical Analysis in Psychology and Education. St. Louis: McGraw-Hill Book Company, 1966.

Freedman, M. B. "San Francisco State: Urban Campus Prototype." In Agony and Promise, pp. 82-90. Edited by G. Kerry Smith. San Francisco: Jossey-Bass, 1969.

Goldsen, Rose; Rosenberg, M.; Williams, R. M. Jr.; and Suchman, E. A. What College Students Think. Princeton, N. J.: Van Nostrand, 1960.

Jacob, Philip E. Changing Values in College. New York: Harper and Row, 1957.

Klotsche, J. M. The Urban University. New York: Harper and Row, 1966.

LeVine, Robert A. "American College Experience as a Socialization Process," in College Peer Groups, pp. 110-111. Edited by Theodore M. Newcomb and Everett K. Wilson. Chicago: Aldine Publishing Company, 1966.

McConnell, T. R., and Heist, P. "The Diverse College Student Population." in The American College, pp. 225-289. Edited by N. Sanford. New York: John Wiley, 1962.

Meyer, John M. The Charter: Conditions of Diffuse Socialization in Schools. Washington, D.C.: American Council on Education, 1969.

Newcomb, Theodore Mead. Personality and Social Change. New York: Dryden, 1943.

Newcomb, Theodore Mead and Wilson, Everett K., ed. College Peer Groups: Problems and Prospects for Research. Chicago: Aldine Publishing Company, 1966.

Pace, C. Robert. College and University Environmental Scales: Technical Manual. Princeton, N. J.: Educational Testing Service, 1963.

_____. College and University Environmental Scales: Technical Manual. 2nd ed. Princeton, N.J.: Educational Testing Service, 1969.

Pace, C. Robert and Baird, Leonard. "Attainment Patterns in the Environmental Press of College Subcultures," in College Peer Groups, p. 222. Edited by Theodore M. Newcomb and Everett K. Wilson. Chicago: Aldine Publishing Company, 1966.

Reisman, D., and Jencks, C. "The Viability of the American College," in The American College, p. 173. Edited by Nevitt Sanford. New York: John Wiley Company, 1965.

Sanford, Nevitt, ed. The American College. New York: John Wiley Company, 1965.

_____. "Conclusions and Proposals for Change," in College and Character, pp. 281-298. Edited by N. Sanford. New York: John Wiley Company, 1964.

_____. Where Colleges Fail. San Francisco: Jossey-Bass, 1967.

Periodicals

Astin, Alexander W. and Holland, John L. "The Environmental Assessment Technique: A Way to Measure College Environments." Journal of Educational Psychology 52 (1961): 308-316.

Baker, S. R. "The Relationship Between Student Residence and Perception of Environmental Press." Journal of College Student Personnel 7 (1966): 222-224.

Berdie, Ralph F. "College Expectations, Experiences, and Perceptions." Journal Of College Student Personnel 7 (1966): 336-344.

_____. "Changes in University Perception During the First Two College Years." Journal of College Student Personnel 9 (1968): 85-89.

_____. "A University is a Many-Faceted Thing." The Personnel and Guidance Journal 8 (1967): 768-775.

Clarke, Johnnie R., and Ammons, Rose Mary. "Identification and Diagnosis of Disadvantaged Students." Junior College Student Personnel 9 (1968): 85-89.

Drasgow, J. "Differences between college students." Journal of Higher Education 29 (1959): 216-218.

Duling, John A. "Differences in Perceptions of Environmental Press by Selected Student Subgroups." Journal of National Association of Women Deans and Counselors 32 (Spring, 1969): 130-132.

Goddard, David R. and Koons, Linda C. "Intellectual Freedom and the University." Science 173 (August, 1971): 607-610.

George, R. I. "Resident or commuter: A study of personality differences." Journal of College Student Personnel 12 (1971): 216-219.

Graff, R. W. and Cooley, G. R. "Adjustment of commuter and resident students." Journal of College Student Personnel 11 (1970): 54-57.

Harrington, Thomas P. "The Literature on the Commuter Student." Journal of College Student Personnel 13 (1972): 546-550.

Heath, G. Louis. "Needed: A College of the Human Environment." Educational Leadership 29 (December, 1971): 212-215.

Ivey, Allen E., and Wilson, Ray. "Perceptions of College Environment: A Four Year Longitudinal Study." Journal of College Student Personnel, 12 (1971): 177-178.

Johnson, Richard W., and Kurpius, DeWayne J. "A Cross-Sectional and Longitudinal Study of Students' Perceptions of Their College Environment." Journal of College Student Personnel 8 (1967): 199-203.

King, Howard, and Walsh, W. Bruce. "Change in Environmental Expectations and Perceptions." Journal of College Student Personnel 13 (1972): 331-337.

Kysar, J. F. "Mental health in an urban commuter university." Archives of General Psychiatry 2 (1964): 172-183.

Leavitt, A.; Carey, J.; and Swartz, J. "Developing a mental health program at an urban community college." Journal of American College Health Association 19 (1971): 289-292.

Lehmann, I. J. "Changes in Critical Thinking Attitudes and Values from Freshman to Senior Year." Journal of Educational Psychology 54 (1963): 305-315.

Lindahl, Charles. "Impact of Living Arrangements on Student Environmental Perceptions." Journal of College Student Personnel 8 (1967): 10-15.

McFee, Anne. "The Relation of Students' Needs to Their Perceptions of a College Environment." Journal of Educational Psychology. 52 (1961): 25-29.

McPeek, B. L. "The University as Perceived by its Sub-cultures: An Experimental Study." Journal of the National Association of Women Deans and Counselors. 30 (1967): 129-132.

Najam, Edward W., Jr., "The Student Voice: A New Force." Educational Leadership 26 (May, 1969): 581-586.

Pace, C. Robert and McFee, Anne. "The College Environment," Journal of Educational Psychology 52 (1960): 24.

Pace, C. Robert and Stern, George G. "An Approach to the Measurement of Psychological Characteristics of College Environments." Journal of Educational Psychology 5 (1958): 269-277.

Penney, James F., and Buckles, Delora E., "Student needs and services on an Urban campus." Journal of College Student Personnel, 7 (1966): 180-185.

Reilley, Robert R., and Knight, Glenn E. "MMPI scores of Mexican-American College Students." Journal of College Student Personnel 11 (1970): 419-422.

"The Role of the University in the Community." Governmental Research Institute Bulletin 22 (February, 1969): 15.

Schoen, Walter T. "The Campus Climate: Student Perceptions and Faculty Idealism." Journal of Educational Research 60 (1960): 3-7.

Seymour, Warren R. "Student and Counselor Perceptions of College Environment." Journal of College Student Personnel 9 (1968): 79-84.

Shaw, Kenneth A. "Accuracy of Expectation of a University's Environment as it Relates to Achievement, Attrition, and Change of Degree Objective." Journal of College Student Personnel 9 (1968): 44-48.

Standing, C. R., and Parker, C. A. "The College Characteristics Index as a Measure of Entering Students' Preconceptions of College Life." Journal of College Student Personnel 6 (1964): 2-6.

Stark, Matthew. "Commuter and Residence Hall Students Compared." Personnel and Guidance Journal 44 (1965): 277-281.

Thistlethwaite, Donald L. "College Press and Changes in Study Plans of Talented Students." Journal of Educational Psychology 51 (1960): 222-234.

Walsh, W. Bruce and McKinnon, Richard D. "Impact of an Experimental Program on Student Environmental Perceptions." Journal of College Student Personnel 10 (1969): 310-316.

Ward, R. and Kurz, T. "The Commuting Student: A Study of Facilities at Wayne State University." Detroit: Michigan State University, January, 1969, cited in Harrington, Thomas P., "Literature on the Commuter Student." Journal of College Student Personnel 13 (1972): 547.

Ziman, John. "Social Responsibility: The Impact of Social Responsibility on Science." Impact of Science on Society 21 (February, 1968): 113-122.

Unpublished Materials

Butler, Robert R. "Perception of Environmental Press by Students and Faculty in the College of Education." Ph.D. Dissertation. University of Missouri-Columbia, 1970.

Centra, John A. "Student Perceptions of Residence Hall Environments--Living-Learning vs. Conventional Units." Report to Personnel and Guidance Association Convention, Dallas, Texas, March, 1967.

Knoell, Dorothy M. "People who need college: A report on students we have yet to survey." Washington, D.C.: American Association of Junior Colleges, 1970.

Morrill, W. H. "The Relationship of Student Personality, Area of Concentration and College Environment." Ph.D. Dissertation. University of Missouri, 1966.

Rhodus, Ken. "A Comparison of Environmental Perceptions of Students, Their Parents and Professional Staff at Hastings College." Ed.D. Dissertation. University of Nebraska, Lincoln, Nebraska, December 1975.

Snyder, B. R. "The Invisible Curriculum." Paper read at the American Council on Education, Washington, D.C., 1965.