70-22,987

HOLLOWAY, Ernest Leon, 1930-
ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL STUDENTS ON SELECTED COLLEGE CAMPUSES.

The University of Oklahoma, Ed.D., 1970
Education, higher

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL STUDENTS ON SELECTED COLLEGE CAMPUSES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

ERNEST LEON HOLLOWAY

Norman, Oklahoma

1970

ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL STUDENTS

ON SELECTED COLLEGE CAMPUSES

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

I am deeply appreciative to my major advisor, Dr. Herbert R. Hengst for his valuable suggestions, wise guidance and adept advice throughout the preparation of this dissertation. Special appreciation is also due the members of my committee, Dr. Jack F. Parker, Dr. Dorothy Truex, and Dr. William C. Price.

I am grateful to Dr. James R. Ellis of Langston University, and Mr. Ronald Hiner of Panhandle State College for their assistance in collecting the data necessary for the study.

Finally, I wish to warmly acknowledge my appreciation to my wife, Peggy, and sons, Ernest Jr., Reginald, and Norman Jerome for their patience, encouragement, and understanding throughout my doctoral program.

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ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL STUDENTS ON SELECTED COLLEGE CAMPUSES

CHAPTER I

INTRODUCTION

The influx of students from different cultural backgrounds with varied but frequently undetermined vocational goals had made colleges very different from the colonial colleges as well as other early American societies. The changes which have come about in higher education have focused attention upon the campus environment. One of the most widely used approaches to the assessment of college environments has been through perception of students.

One dimension of research which has received little attention is the relationship of a student to the institutional environment. College administrators are often unable to give valid reasons necessary to demonstrate whether their particular institution is providing every opportunity to assure the successful completion of a course of study by its students. The problems of student unrest on college campuses, the draft, and civil rights have generated a concern for basic research in this area. The concern for low achievers

takes on greater significance when it is found that approximately forty per cent of students entering college terminate these experiences by the end of the first year.[1] Unless adequate steps are taken to study and improve the holding power of these institutions, the resulting waste of time, effort, and expense will be tremendous.

The many manifestations of this general problem suggest an abundant number of specific statements. For instance, every college claims to contribute toward the development of human potentialities. Some may focus on the student's potential as a worker in a society that needs his talents, and/or a family member in a family who needs his love and care and as a citizen in a community that needs his participation.[2] Eli Gimzberg points out that to realize potential there must be an accepting and healthy environment. Robert Pace, who is concerned with diversity of college environments, identified four dimensions, showing similarities and differences in the profiles of certain colleges. George Sterns' studies not only presented a brief history of college environments, but also a description of both the dimensions of several college environments and personality characteristics. Environmental or external pressure was classified as press

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[1]Lawrence A. Pervin, Louis E. Reik, and Willard Dalrymple, The College Dropout (Princeton: Princeton University Press, 1966), p. 38.

[2]Eli Gimzberg and Others, The Negro Potential (New York: Columbia University Press, 1956), p. 7.

and the psychological counterparts within the individual as needs. Sterns further emphasized that press is inferred from the characteristic behavior manifested by the individual in his striving to structure and to interpret the environment.[3]

The question of low achievement levels is currently of interest because of contemporary concern with the admission of previously unqualified students. These students are being considered for admission in numbers greater than ever before and are referred to as risk students. There is an assumption that because of their environmental background and economic status, the perception of campus environments will be viewed differently. Therefore, it is imperative today that colleges see clearly what they are trying to accomplish. Since the educational experiences provided will in a large measure determine the direction of society, institutions should constantly revise and improve these experiences in light of needs, abilities, and aspirations of the students served. The various research efforts to describe this environment have been classified according to questions that have guided this notion.[4] The demographic features of the campus environments differ primarily along five dimensions: (1) affluence (both intellectual and financial), (2) size,

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[3]William B. Michael and Ernest L. Boyer, "Campus Environment," Review of Educational Research, XXXV (1965), p. 265.

[4]C. Robert Pace, College and University Scales (CUES) Technical Manual (Princeton: Institutional Research Program in Higher Education, 1969), p. 7.

(3) masculinity, (4) homogeneity of offerings and (5) technical emphasis.[5] When the question is raised, "Who lives in the environment?"[6] the assumption is that students make the college and differences between student bodies are used consequently to describe differences between environments. Therefore, the environment is seen as a reflection of the disposition of the students.

A third question, raised by Pace, is "How do students behave in the environment?"[7] A college with a student body that spends most of its time in protest rallies or in social entertainment would find its environment different from one with few students reported behaving this way. Pace's fourth approach has been to ask the question: "What do students perceive to be characteristic of the environments?"[8] The questions proposed by Pace are related to the general problem of environmental factors perceived by college students. The task of defining the college environment is one of identifying and measuring those institutional characteristics that are likely to have some impact on the students' development.

It seems reasonable to assume that this general issue can be joined through a comparative analysis. Does, for example, the institutional environment have different impacts

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[5] Ibid.

[6] Ibid.

[7] Ibid.

[8] Ibid.

on successful and unsuccesful students? Do unsuccessful students tend to perceive their college similarly without regard to the uniqueness of that institution? Do unsuccessful male students perceive the campus environment similarly to unsuccessful female students? Do unsuccessful students living in residence halls perceive the campus environment similarly to unsuccessful students living in off-campus housing? Do unsuccessful state resident students perceive the campus similarly to unsuccessful non-resident students?

Statement of the Problem

The problem for this study was to explore the characteristics of the environment as perceived by students on selected college campuses. More specifically, the general problem is cast into a studiable context as expressed in the following question: Do unsuccessful students tend to perceive their college similarly without regard to the uniqueness of that institution?

In order to answer the stated question, a population sample was taken from two selected institutions and students were administered Pace's instrument College and University Environment Scales (CUES). The population sample included two groups of "unsuccessful" students, one from each institution. Unsuccessful students are identified as those who have failed to maintain the Oklahoma State Regents Retention requirements and are listed on academic probation. The

comparative groups included a population sample of successful students from each institution. Successful students are defined as those who have cumulative grade point averages of at least three points on a four point system.

Definition of Terms

College Environment--A system of pressures, practices, and policies intended to influence the development of students toward the attainment of important goals of higher education.[9]

Press--Press can be regarded as a general label for stimulus, treatment, or process variables. Operationally, press is the characteristic demands or features as perceived by those who live in the particular environment.[10]

Need--Need refers to denotable characteristics of individuals, including drives, motives, and goals.[11]

Developing College--An institution with a student enrollment predominantly black.

Community--The items in CUES that describe a friendly, cohesive group-oriented campus.

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[9]C. Robert Pace and George G. Stern, "An Approach to the Measurement of Psychological Characteristics of College Environments," Journal of Educational Psychology, XLIX (1958), 269-274.

[10]Ibid., p. 270.

[11]Ibid.

Practicality--One of the seven scales in CUES, second edition, that describes an environment characterized by enterprise, organization, material benefits, and social activities.

Awareness--The items in CUES scale that reflect a concern about and emphasis upon three sorts of meaning--personal, poetic, and political.

Academic Performance--Grade point average of each reporter used in the population.

Propriety--This scale describes an environment that is polite and considerate. Caution and thoughtfulness are evident in the items as measured by CUES.

Scholarship--The CUES describe scholarship as an environment characterized by intellectuality and scholastic discipline.

Campus Morale--Campus morale refers to 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.

Quality of Teaching and Faculty-Student Relationship--This scale on CUES instrument defines an atmosphere in which professors are perceived to be scholarly, to set high standards, to be clear, adaptive, and flexible.

Environmental Factors--Factors are those dimensions along which the environment differs: practicality, community,

awareness, propriety, scholarship, campus morale, and quality of teaching and faculty-student relationship.[12]

Institutional Goals--The objectives and purposes of an institution as recorded in the college catalog.

Successful Student--A student who has maintained an accumulative grade point average of at least 3.00 on a four point system.

Unsuccessful Students--Students who have failed to maintain the Oklahoma State Regents Retention requirements and are listed on academic probation.

Group IA--Successful reporters attending a developing institution.

Group IB--Successful reporters attending a unique institution.

Group IIA--Unsuccessful reporters attending a developing institution.

Group IIB--Unsuccessful reporters attending a unique institution.

Unique Institution--An institution used in this study which has a predominantly white student body.

Theoretical Framework and Hypotheses

An assumption basic to this study is that students who are doing poorly in college view the environment differently from students whose academic experience is more

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[12]Pace, CUES Technical Manual, p. 9.

successful. Therefore, this study seeks to identify environmental factors that show the relationship between successful college students and unsuccessful college students in their perception of the college environment. There is a need for a theoretical model to understand the characterization of the institution as a whole. One approach for the development of a model is to consider learning and its relationship to the college environment. Students live and learn under the most varied circumstances, sometimes because, but often in spite of, the conditions which confront them. The need is to know about the clarity of the image conveyed by institutions with unique characteristics. As reported by Pace, beyond a few common characteristics, colleges differ greatly from one another.

It is known that different students will approach higher education with varying objectives and abilities. The students' appraisals of these environments are unmistakable in meaning. They concede that they are just a bunch of "cheerful charlies" playing together, helping one another with their lessons, and sharing one another's problems. However, there is an undertone of necessity in this togetherness. The faculty are not only conspicuous by their absence from the press as the students perceive it, but there is also an undertone of criticism directed at the lack of course organization and the less-than-exciting teaching. The characteristics of the student and of the educational objectives must

both be employed as guides in the design of maximally effective environments for learning.[13]

In the framework of the present investigation, the basic assumption is considered a function of response to an environment rather than academic achievement. Students with levels of academic achievement as defined in this study will perceive the campus environment from a different frame of reference. However, students at different institutions who are unsuccessful will have similar perceptions of their campus environment.

In order to examine the problem, the perceptions of unsuccessful college students on selected campuses will be assessed by using the College and University Environment Scales (CUES) instrument. Seven questions basic to this study are as follows:

(1) Do unsuccessful and successful students perceive the institution as having a different environmental impact?

(2) Do unsuccessful students tend to perceive their college environment similarly without regard to the uniqueness of the institution?

(3) Do unsuccessful male students perceive the campus environment similarly to unsuccessful female students?

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[13]Newitt Sanford, The American College (New York: John Wiley and Sons, Inc., 1962), p. 728.

(4) Do unsuccessful students living in residence halls perceive the campus environment similarly to unsuccessful students living in off-campus housing?

(5) Do Oklahoma resident students perceive the campus environment similarly to non-resident students of Oklahoma.

(6) Do unsuccessful students participating in extra-curricular campus similarly to those who do not participate?

(7) Do students receiving financial assistance perceive the campus environment differently from students who do not?

The seven scales (practicality, community, awareness, propriety, scholarship, campus morale, and quality of teaching and faculty-student relationship) of the College and University Scales were those basic environmental factors which were taken into consideration to determine any significant differences for each basic question.

Significance of the Study

The significance of the study on unsuccessful students' perception of the college environment lies in the fact that too little attention has been devoted to understanding those environmental factors which may affect the retention powers of an institution. There is a need to study more in depth the environmental characteristics on developing college campuses. The surge of students onto American college

campuses has swelled enrollments to record heights. In spite of the wave of dissent and the strident voice of protest on many campuses, it is clear that even larger numbers of young people are seeking a higher education.[14] The diversity in types of institutions and the continued growth of two year colleges, spiraling university branches, and central campus expansion have combined to make the need to critically analyze those factors related to the institution's retention powers more urgent. With numbers come varying academic abilities and interest. There will be greater problems with "unsuccessful" students adjusting and as a result might assume that these students would view the environment differently from students whose academic experience is more successful. This suggests the need of greater concern for studies with total emphasis on environmental factors related to the retention powers of institutions, particularly developing colleges.

For over forty years, institutions have been involved in some form of research on college student attrition.[15] This apparent long standing concern has not increased knowledge of the attrition process. Summerskill points out that colleges' interest has at least three origins, including the

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[14]Garland G. Parker, Statistics of Attendance in American Universities and Colleges (New York: School and Society, 1969), p. 431.

[15]Pervin, Reik, and Dalrymple, The College Dropout, pp. 63-81.

fact that there is a persistent underlying concept that the American college is organized as a training center rather than as an intellectual center. This is usually an acceptable objective of institutions with strong support in our culture by students and parents, as well as other groups within the society. When students fail to make the grade, disappointments and hostility are frequently directed toward the college and the college with a high attrition rate is criticized for doing a poor job, regardless of the quality of its teaching and research.[16]

As far back as the early forties, Feder was reporting that the failure on the part of most colleges and universities to study clinically the causes of student mortality has denied to administrative officers and faculties valuable information in the area of serving constituent needs.[17] Throughout the literature on attrition one finds little or no information on the relationship between environment and academic success. There is a need for institutions to become better able to help students find an effective and rewarding role within the operative environment of the college and to see more clearly the ways in which environments

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[16]John Summerskill, "Dropouts from College," The American College, ed. by N. Sanford (New York: John Wiley and Sons, Inc., 1961), p. 628.

[17]D. Feder, "Factors Which Affect Achievement and Its Prediction at the College Level," Journal of American Association Collegiate Registrars, (1940), p. 107.

need to be modified if different kinds of students are to grow within them most effectively. This is pertinent if a solution is to be found for students who have potential but have not achieved. The need is more for the development of a model that will adequately describe the environmental press of unsuccessful students on college campuses.

Delimitation of the Study

This study is necessarily limited in that it deals with one case at a given point in time. The research is concerned with just two college campuses, and the number of student groups studied is not large. The approach taken is an in-depth study of the groups. However, it is a truism of social research that what is gained in depth is sacrificed in breadth. Thus, it is doubtful that results are adequate for generalizations beyond the defined population.

Organization of the Study

The study is organized into five chapters. The theoretical background, statement of problem, and description of the study is provided in Chapter I. A review of the literature and related research is in Chapter II. Chapter III describes the design and the procedure used in the study. Chapter IV presents the results and Chapter V is a summary of the study with conclusions, recommendations, and implications based upon this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review related literature which serves as a historical background for the present study. Research designed to measure institutional environment is a relatively recent development on the American higher educational scene. There are five types of studies reviewed here: (1) attrition studies, (2) studies of college students values, (3) campus dissent, (4) research on college campus environmental perceptions, and (5) findings about successful and unsuccessful students perceptions on campus environments.

Attrition Studies

Perhaps the most obvious example of "unsuccessful" student problems can be found in a study of college dropouts. Approximately forty per cent of the entering college population graduate on schedule and only twenty per cent more graduate after some delay at one college or another. Summerskill reviewed approximately thirty-five different studies on the college dropout, dating from 1913 to 1957.

He concluded that colleges lost, on the average, one-half of their students in the four years after matriculation.[1]

A number of factors related to attrition have been summarized by Summerskill. The largest proportion of dropouts, according to most studies, are attributable to "lack of interest in college," "lack of interest in studies," "marriage plans," or the problem of motivation. The kinds of motives that indicate college success are not known. Neither is it possible to discern student motives with much accuracy. Approximately one-third of the college dropouts demonstrate clear academic capability. Robert Iffert's studies have pointed out that, in general, college students tended to feel that guidance and counseling services were ineffective and that these services needed to be improved if dropouts are to be reduced.[2] It is from this frame of reference that Joseph F. Kauffman emphasized research on environmental factors related to attrition and persistence and the dissemination of such research to the major student personnel associations in higher education.[3]

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[1]John Summerskill, "Dropouts from College," The American College, ed. by Nevitt Sanford (New York: Wiley and Sons, 1962), p. 629.

[2]Robert E. Iffert, Retention and Withdrawal of College Students, No. 1, U.S. Department of Health Education and Welfare, Washington, D.C., Government Printing Office (1958).

[3]Joseph F. Kauffman, "Student Personnel Services in Higher Education," The Educational Record, American Council on Education (Fall, 1964), p. 361.

Another critical factor related to dropout is the matter of academic ability. Though the relationship is not always clear, thirty-five studies of grades and attrition found a relationship between them in the following areas: (1) in a series of twenty-three studies the percentages of academic failures ranged widely, from three to seventy-eight per cent, reflecting an immense difference in standards and student bodies; (2) one out of three dropouts occurred for academic reasons; (3) academic failure was cited as the leading single cause of dropout; (4) poor or failing grades at the beginning of a college career indicated a likelihood that the student would later drop out.

The problem of finance ranks as the third most important factor in attrition. Personal financial difficulties rank about third as reasons given for leaving college, and parents of non-graduating students enjoy a substantial smaller average income than do parents whose children remain in school. Self support and part-time work seem to have little to do with success or failure at college.

Other factors found to be significant in attrition include illness and injury, hometown size and location (more dropouts coming from small rural towns), socio-economic factors, and adjustment.

Taking part in extra-curricular activities does not adversely affect persistence, nor does membership in a Greek letter organization. Other unrelated factors are age at

matriculation and sex. The attrition rates of sixty-one per cent for men and fifty-nine per cent for women are not significantly different. Despite the academic factor, the majority of students leave college for "non-academic" reasons. And frequently "academic failure" serves as a convenient reason for leaving school when problems seem unsolvable within the college setting. College dropouts arise largely from failure to meet psychological, sociological, or economic demands rather than merely the strict academic demands of college life.

Summerskill noted that colleges' interest has at least three origins. "First, there is a persistent underlying concept that the American college is organized as a training center rather than as an intellectual center."[4] This suggests that colleges are to prepare young people for entrance to careers in business or industry, science or technology, medicine or law, homemaking or community service. These are usually acceptable objectives of institutions with strong support in our culture by students and parents as well as other groups within our society. He asserts further that "When students fail to make the grade, disappointments and hostility are frequently directed at the college, and the college with a high attrition rate is criticized for doing

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[4]Summerskill, Dropouts from College, p. 628.

a poor job, regardless of the quality of its teaching and research."[5]

The second origin of college interest in attrition has been stimulated by a marked increase in the size and complexity of colleges. As Sheeder stated, "The nature and extent of student losses constitute one measure of the efficiency of any educational institution."[6] Throughout the literature on attrition one finds concern about educational efficiency; for both students and colleges, these withdrawals mean a waste of time, of energy, and of money.

Summerskill's third origin for the study of attrition is both less subtle and less talked about. Dollars leave the income side of the budget when students leave the college. The fact is that when student attrition is high, the college budget may be unable to meet expenses, and, quite naturally, there is renewed concern at the college about student losses.

It is one thing to recognize the economic and administrative consequences of attrition and quite another to see the process of attrition to be economic or administrative in and of itself. Yet the latter has been the prevailing approach because most persons studying attrition have had institutional or official concern.

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[5] Ibid.

[6] F. I. Sheeder, "Student Losses in a Liberal Arts College," Journal of American Association Collegiate Registrars, XV (1939), p. 34.

College Student Values

Studies treating college students' values are related to the present study because student perceptions toward campus environment represent a specific type of value system. These studies also have implications for student satisfaction variables as well.

Based upon his review of the literature over a decade ago, Philip Jacob found colleges to have only a minimal influence on student value change. He concluded:

> The main overall effect of higher education upon student values is to bring about general acceptance of a body of standards and attitudes characteristic of college-bred men and women in the American community.[7]

Jacob did acknowledge the "peculiar potency" of some schools in molding student values, but conjectured that the impetus for such change might not have come primarily from the formal educational process.[8] In a survey for the American Council on Education, Eddy agreed substantially with the findings of Jacob, and suggested that social interaction was an important source of value support for college students. He noted, "Where a strong shared conviction did not permeate the campus, the student appeared to fall back upon some familiar group to guide what he thought and did."[9]

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[7]Philip Jacob, Changing Values in College (New York: Harper Brothers, 1957), p. 4.

[8]Ibid., p. 11.

[9]Edward D. Eddy, Jr., The College Influence on Student Character (Washington, D.C.: American Council on Education, 1959), p. 135.

Jacob's and Eddy's conclusions, however, have been questioned from different points of view. Barton questioned the methodology and the validity of sources upon which the conclusions were based.[10] Rose offered findings which refuted the Jacob and Eddy hypothesis of value homogeneity among college students. From his research in eleven colleges, Rose reported:

> . . . differences within schools do not occur in about the same proportions everywhere (as Jacob concluded) but vary with certain factors. First and foremost, they vary with the social characteristics of students--most importantly socio-economic status, religion, religiousness--and political affiliation. Secondly, they vary with the academic climate in which each student is encouraged to keep his values intact or is asked to shed them for new and, sometimes, less comfortable ones.[11]

Riesman objected to the generalizations and lack of differentiations among the data analyzed.[12] Studies that are on sound ground are not distinguished from the less defensible ones.

A longitudinal study of value change was conducted by Lehmann and Dressel at Michigan State University. Their project report included a definitive review of literature on student value change and a review summary.

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[10]Allen H. Barton, Studying the Effects of College Education (New Haven: Hazen Foundation, 1959), p. 96.

[11]Peter I. Rose, "The Myth of Unanimity: Student Opinions on Critical Issues," Sociology of Education (1963), p. 147.

[12]David Riesman, "The Jacob Report," American Sociological Review, XXIII (1958), pp. 732-738.

> There is universal agreement both in longitudinal and cross sectional studies that college seniors differ from college freshmen in their attitudes and values. There is, however, lack of agreement as to the factor or factors responsible for this change--it could be maturation, knowledge, specific experiences, and so forth. It could well be a complex interaction of a variety of factors. However, there appears to be an increasing amount of evidence that one's culture, or peer group, or college "press" plays a very important role in shaping attitudes and values.[13]

This summarizes findings on college student's values with clarity, leading rather naturally to consideration of research on the environmental perceptions of unsuccessful students on selected college campuses.

Campus Dissent

A wave of discontent has been sweeping college campuses and pushing out the apathy that seemed to have taken possession of students in most institutions of higher education. It is reasonable to assume that this discontent has affected the way students perceive their campus environment. Dickinson reported in his studies that:

> Growing unrest among college men and women, and an awakening of interest in national and world affairs, have been high-lighted by unruly demonstrations for greater freedom of political action on the Berkeley campus of the University of California, by protests at Yale against the University's "publish or perish" policy on faculty tenure and

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[13] Irvin J. Lehmann and Paul L. Dressel, Changes in Critical Thinking Ability, Attitudes, and Values Associated With College Attendance, U.S.D.E. Cooperative Research Project No. 1646 (1963), p. 25.

> . . . by a rash of campus debates and student demonstrations for and against American policy in Viet Nam.[14]

The meaning of this upsurge of protest movements has puzzled the academic world and leaders of opinion outside that world. Some observers assert that communist-led radicals have been fomenting student disorders for subversive ends.

A powerful influence in the new ferment on campus has surely been the intensity of support for the Civil Rights movement of American Negroes. The identification of white students with the struggle of American Negroes for rights, for freedom, for individual identity, and opportunity has been extraordinary in the experience of some students, including those of real influence on campus.[15] Mallery further states that this "rights" identification has led to action, and this action has led to a whole new attitude toward campus life and toward student initiative and student power on the part of the young people involved in the action.[16]

Berkeley has now become the national symbol of college unrest and dissent. McNaspy found that most of the agitators there as elsewhere were liberal arts students--sociology, psychology, and history majors--with hardly any specializing

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[14]William B. Dickinson, Jr., "Campus Unrest," Editorial Research Reports (May 19, 1965), p. 363.

[15]David Mallery, Ferment on the Campus (New York: Harper and Row, 1966), p. 128.

[16]Ibid.

in the exact sciences.[17] This suggests that the latter have enough to do with the pressures of course work and competitive opportunities; but it suggests, further, that the mood of activism is a broadly humanistic experience. While activists constituted only a small percentage of the student body, some four-fifths felt that the university operates as a factory, and an impressive amount of "latent support" for the protest movement was found among the students as a whole.[18] Students blame their discontent on an "all pervasive hypocrisy."[19] Behind what appears a facade of student swagger, one detects a note of fear, as well. Having been computerized and treated as a statistic, the collegian is fearful of vast impersonal and depersonalizing automatisms, which will be even more operable when he leaves the relative security of school. McNaspy believes the students are torn between confidence in their own advantages and dread of bureaucratic structures threatening their identity.[20]

In summary, the view of related studies lead to the conclusion that there may be degrees of unrest reflected on campuses among unsuccessful students' perceptions of their environments.

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[17] C. J. McNaspy, "This Restless Generation," America (May, 1966), p. 728.

[18] Ibid.

[19] Ibid., p. 729.

[20] Ibid.

Research Studies on College Campus Environments

College environments and college students have existed for the same length of time, but much more research has been aimed at understanding the students than at understanding environments. In broad perspective, Wise investigated and analyzed changes in college climate from 1800 to the present. He reported early campus environments to be austere and regimented in the tradition of European educational influence which carried through the early 1900's. Discipline was severe, expulsions were frequent, and, according to available reports, students regarded faculty and administration as their natural enemies--and vice-versa.[21]

Until recently, the study of behavior in academic areas has focused primarily on the characteristics of the students. Only within the last decade have research studies focused their attention on the characteristics of the students' environment. One of the most imaginative approaches to the study of college environments was the development by Pace and Stern in 1958 of the College Characteristics Index. Henry Murray postulated a framework for the understanding of human behavior which took into account both the characteristics of the individual and the attributes of his environment. The former were viewed in terms of personality "needs," the

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[21]W. Max Wise, They Come for the Best of Reasons: College Students Today, (1958), p. 34.

latter in terms of environmental "presses." "Needs" he defined as a construct which stands for a force in the brain region which organizes perception, in such a way as to transform in a certain direction an existing, unsatisfying situation.[22] A need, in this framework, is sometimes provoked by internal processes but more frequently by one of a few commonly effective press or environmental forces. Murray felt that behavior was connected to events which take place outside the individual.[23] "Press" is his representation of significant environmental happenings which facilitate or impede the individual's efforts to achieve his goal. The press of an object is what it can do to the subject or for the subject. The concept of press, according to Hall and Lindzey, can enable an investigator to classify significant portions of the individual's world, as interpreted by the individual, in order to help to predict the individual's behavior.[24]

As the College Characteristics Index (CCI) was administered in different institutions, five distinct patterns of college environments emerged: humanistic, scientific, practical, group-welfare oriented, and rebellious.[25] Initial

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[22]H. Murray, Exploration in Personality (New York: Oxford University Press, 1938), p. 123.

[23]Ibid., p. 121.

[24]C. Hall and G. Lindzey, Theories of Personality (New York: Wiley and Sons, 1957), p. 88.

[25]C. Robert Pace, "Five College Environments," College Board Review, XLI (1960), pp. 24-28.

research with the College Characteristics Index was promising in some respects and disappointing in others. Reliabilities in the initial sample were uniformly high. Subsequent samples of colleges continued to produce high reliabilities, and the data demonstrated generally the psychometric adequacy of the instrument. Pace reported that eighty per cent of the test items had discrimination indexes of over .40 and that the variance of scores within institutions was smaller than between institutions.[26] The instrument was able to draw clear cut distinctions between institutions.

The activities Index utilized by McFee as a measure of personality need, demonstrated that student responses to College Characteristics Index items were not influenced by personality needs.[27] The College Characteristics Index then was not a personality test in disguise. Responses to impressionistic items were just as consistent as reponses to the more objective items.

Subsequent to the development of the College Characteristics Index by Pace and Stern, each of the authors followed separate interpretive lines. The course followed by Stern evolved from his previous association at the University of Chicago with Bloom and Stein. Their 1956 volume,

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[26] Ibid., p. 25.

[27] Anne McFee, "The Relation of Students' Needs to Their Perceptions of a College Environment," Journal Educational Psychology, LII (1961), pp. 25-29.

Methods in Personality Assessment, gave support to the position that the performance of individuals could be predicted with greater accuracy than had previously been possible by including the psychological properties of the situation in which the performance was to occur into the prediction equation.[28] Stern maintained the position that the thirty environmental press scales in the College Characteristics Index were counterpart to the thirty personality need scales in the Activities Index, enabling him to study the utility of need-press congruence as a predictor of personal satisfaction and performance in the environment. Several responses were taken from the same set of individuals to both instruments and were subjected to the responses to a factor analysis to determine which environmental and which press variables clustered together. Except for one major factor which involved intellectual needs and intellectually in environments, each instrument produced its own unique set of factors.

Stern made numerous comparisons between eleven high and eleven low ranking institutions in intellectual climates. Colleges, according to Stern's interpretation, chose their students more carefully than the students chose their colleges.[29] His findings suggest that most colleges high in

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[28]C. R. Pace, College and University Environment Scales (CUES): Preliminary Technical Manual (Princeton: Educational Testing Services, 1963).

[29]William B. Michael and Ernest L. Boyer, "Campus Environment," Review of Educational Research, XXXV (1965), p. 264.

intellectual climate tend to be relatively small, residential, and expensive private liberal arts colleges. These colleges have strong general education programs, stress scholarly activity and hard work, value personal autonomy, nonconformity, and intellectual freedom for both students and faculty, have professors who are available to talk with students informally and encourage them, and have numerous cultural and intellectually oriented activities. The colleges low in intellectual climate were largely public institutions with an orientation toward practical and vocational curriculum rather than toward intellectual and cultural activities. These colleges closely observed propriety in social relationships, had numerous opportunities for extra-curricular activities, emphasized such bureaucratic matters as class attendance, and had a relatively well-defined separation between the peer culture and the academic community. Students in the more intellectual colleges were found to possess stronger intellectual interests and a greater desire for self-understanding. They had a better understanding of political and social problems, exhibited lower dependence needs, showed less self-indulgence, and demonstrated more spontaneity in emotional expression.[30]

Results of College Characteristics Index studies indicated a lack of parallelism in the intended design of

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[30] Ibid., p. 265.

the instrument. Consequently, in 1963, Pace developed the College and University Environment Scales (CUES) from the College Characteristics Index for the following reason:

> The structure of CUES is fundamentally different from the structure of CCI, both theoretically and factually. When the College Characteristics Index was constructed, its scales were intended to be counterparts to the corresponding set of personality need scales in the Activities Index, and it was further hypothesized that the organization of environments would follow a pattern similar to the organization of personalities. The data accumulated over several years led to two conclusions: first, that many of the College Characteristics Index Scales were not, in fact, counterparts to the correspondingly labeled personality need scales; and second, that the organization of environments was different in many ways from the organization of personalities. Hence the writer abandoned the initial conception of the College Characteristics Index as a set of "environmental press" scales which would be viewed as counterparts to a particular set of "personality need" scales. The alternative followed by the writer has been to study environments directly and in their own right. The assumption is that variables which will account for institutional differences in environments will do so more because of their psychological content. Thus, the structure of CUES is an educational, not a psychological structure . . .[31]

The original norm group of thirty-two institutions selected for the College Characteristics Index was expanded to include a representative sample of fifty four year institutions selected from the directory of the American Council on Education. In order to obtain a representative sample, proportionate numbers of large and small, public and private institutions were chosen. The areas of geographic location were also included.

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[31]Pace, CUES Preliminary Testing Manual, p. 31.

The College and University Environment Scales (CUES) is a refinement of the College Characteristics Index as an environmental measure. CUES, according to Michael and Boyer,[32] affords at least three important advantages over its forerunner, the College Characteristics Index: (1) a more parsimonious evaluation of the institutional differences in educational environments, (2) greater score reliability, and (3) scores that could be related to somewhat more representative normative data.

The scales are empirically derived and as such, according to the author, are subject to three limitations--the number of institutions included in the original analysis, the representativeness of these institutions, and the reliability of the mean scores by which each institution was described. Even though these limitations do not show up as weaknesses in the analyses of available data, it is felt that the current scales should be accepted tentatively and with reservations.[33]

A number of studies have been conducted making use of the CUES during the past five years. Most of the studies involving the CUES have made conventional use of the instrument; that is, a sample population is selected and tested and the group results are compared to national norms. Pace has

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[32]Michael and Boyer, "Campus Environments," p. 265.

[33]Pace, CUES: PRELIMINARY TESTING MANUAL, p. 26.

compiled a summary of studies illustrating various ways the CUES instrument has been used. These include differences in perception of men and women, faculty and students, comparisons between classes, successful and unsuccessful students, academic fields, and freshman expectations about college environment. Conclusions drawn were:

> 1. Though both men and women give a more valid overall picture of college environments, examining the differences may enable a better understanding of the environment.
>
> 2. Faculty scores tend to be higher than student scores.
>
> 3. Upper-classmen tend to be more "qualified" as reporters of college environment, proportionately so as they advance in classification.
>
> 4. Academically, unsuccessful students tend to view the college environment similarly to successful students.
>
> 5. Comparisons between academic fields result in profiles unique to each institution, from which no valid generalizations among institutions can be drawn.
>
> 6. Large discrepancies tend to exist between freshman expectations of college environment and what they later find it to be.[34]

Many different approaches have been used in the study of campus environments. This variety of approaches will be necessary, according to Pace, if we are to achieve the fullest advancement of understanding about college environments and their impact on students.

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[34]Robert Pace, Comparison of CUES Results from Different Groups of Reporters (Los Angeles: University of California, 1966), pp. 7-28.

One of the most promising aspects of college environment studies is in regard to the relationship which exists between environment and productivity. "The efficacy of a college," it has been hypothesized, "is the product of the fortunate conjunction of student characteristics and expectations, and the demands, sanctions, and opportunities of the college environment and its subculture."[35] Brown, in a study related to desired outcomes of the college experiences, concluded that different types of students will perform at their optional level in different kinds of college environments.[36] Many have supported the notion that efforts should be directed toward promoting achievement either by matching the individual to the college or by changing the college to meet the different patterns of needs and perceptions of different groups of students. The result of research on the relation of environment and productivity are not wholly consistent but generally support the findings reported by Brown.

The various uses of CUES illustrate efforts by investigators to find new and meaningful methods of assessing institutional goals and objectives.

Astin and Holland developed a method of measuring the college environment which is based on eight attributes of the

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[35] T. R. McConnel and P. Heist, "The Diverse College Student Population," in The American College, ed. by N. Sanford, pp. 225-250.

[36] D. R. Brown, "Personality, College Environment, and Academic Productivity," in The American College, pp. 536-562.

student body: size, intelligence level, and the personal orientations of the students as indicated by the percentage of the students in each of six classes of major fields: Realistic, Intellectual, Social, Conventional, Enterprising, and Artistic. The Environmental Assessment Technique (EAT) was found to correlate highly with many of the scales in the College Characteristics Index as reported by Pace and Sterns in 1958. Astin's later study was an attempt at extending the Validity of the Educational Assessment Technique by using a larger sample of institutions.[37] The Astin instrument is easy to use since most of the necessary data are available in college publications.

In response to a critique by Astin, Thistlethwaite concluded that since all studies so far reported on college productivity have been based on Correlational Data, "there is reasonable doubt about the validity of any casual hypothesis advanced as an explanation for the observed relationships."[38]

Thistlethwaite chooses to explain the relationships as being due to the kind of demands and pressures which are

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

[38]D. L. Thistlethwaite, "Rival Hypotheses for Explaining the Effects of Different Learning Environments," Journal of Educational Psychology, LIII (1963), pp. 310-315.

exerted by the institution while Astin interprets the relationship in terms of pre-college characteristics.

Studies of college environments, it can be concluded, have given support to various theoretical positions regarding the nature of college environments, student characteristics, faculty and student sub-cultures, and the relation of college environment and student characteristics to measures of productivity and student perceptions of faculty and of other students.

An investigator involved in college campus research might suppose that students who are doing poorly academically in college would view the environment differently from students whose academic experience is more successful.[39] Pace reports that this was not true in four different studies. The College and University Environmental Scales scores obtained from students on probation at a junior college were compared with scores obtained from students in good standing. There were no important differences. At another senior college, CUES scores from students classified as having low grade point averages and students with high grade point averages. No difference on any of five scales were significant. Upperclassmen described as high achievers and low achievers were compared from another study. There was only one scale reflecting a significance, namely, awareness. At an

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[39]Pace, Comparison of CUES Results, p. 25.

all-women college, the perception of sophomores planning to return was compared to sophomores who indicated that they were withdrawing at the end of the term. There were differences on the scholarship and awareness scales.[40]

These four studies are tabulated as follows:[41]

TABLE I

ACADEMIC SUCCESS SCALES
(High vs. Low)

Differences in Scores	Proc	Comm	Awar	Prop	Schl	Totals
5					1	1
4			2			2
3		1				1
2	1	1	1	2	1	6
1	2	1	1	2		6
0	1	1			2	4
Totals	4	4	4	4	4	20

Sixteen of the twenty differences were two points or smaller and nineteen of the twenty were not greater than four points.

Pace states that given this relatively small amount of data, one can conclude with reservations that groups of students who differ in academic success nevertheless perceive the college environment in similar terms.[42]

[40] Ibid.

[41] Ibid., p. 26.

[42] Ibid.

Summary of Related Research

Five types of research studies are reviewed in this chapter: (1) attrition studies, (2) studies of college students values, (3) campus dissent, (4) studies on college campus environmental perceptions, and (5) findings about successful and unsuccessful students perceptions of campus environments.

Investigations dealing with successful and unsuccessful students perceptions of campus environments furnish convincing evidence that very little difference exists between their perceptions of a campus environment. The findings of these studies were very limited, however, they all reflected successful and unsuccessful students perceiving the campus environment similarly.

The study of student characteristics and problems of adjustments have, until recently, been almost the sole interest of the campus-oriented investigator. Within the last decade, however, considerable data has begun to appear on the colleges themselves. Colleges and universities are not being seen as having quite different environments, and research is beginning to appear which researches the differential impact of various kinds of environments for learning.

Three basic approaches--psychological, sociological, and educational--have been used to evaluate institutional environment. Psychological studies of personality, attitudes,

and values have contributed to the understanding of individual differences. In examining group phenomena as it relates to student behavior, sociological studies have been conducted on peer relationships, role expectations, mores, and the development of sub-cultures. Educational approaches have made use of records, follow-up studies, questionnaires, inventories, interviews, and other means in an effort to determine institutional environment.

CHAPTER III

PROCEDURE

Sampling

The population of interest consists of students attending two Oklahoma State institutions, Langston University identified as College A and Panhandle State College identified as College B. These institutions were selected because of their uniqueness in character, which is reflected by the fact that each institution's student population is represented by a pre-dominant race in a rural campus setting with agriculture as a function of each. The similarities of these institutions are reflected in the size of student population, governing boards, admission requirement, and the fact that they are primarily residential as shown in Table II. To obtain a representative sample of students from each institution, a stratified sample was selected from each student population for the 1969-70 fall semester. Students were stratified into four groups representing two categories, defined in Chapter I as (1) successful reporters who were listed on the cumulative Honor Roll with a 3.00 grade average and above at both College A and College B, and (2) unsuccessful reporters who were on academic probation attending

College A and College B. The sample was further stratified by including only reporters who had been in the environment for at least two semesters. Pace has stated that to identify institutional differences, a population that is familiar with the institution must be used.[1]

There were 1,225 students enrolled at Langston and 1,338 students enrolled at Panhandle. Of this number 247 met the requirements as specified. The entire population of those classified as qualified reporters in the following groups were solicited: Group IA (69), Group IB (78), Group IIA (54), and Group IIB (46).

All of the reporters in these groups were contacted and asked to participate in the survey. Of the 247 reporters solicited, 205 participated. The number and percentage of those participating by groups are reflected in Table II. Pace recommends that in institutions with undergraduate enrollment between 1,000 and 5,000 for instance, the sample size should range from 75 to 150 reporters. Consequently, the sample of this study satisfied the requirements recommended by Pace.

Instrument

The instrument used in the study is the College and University Environmental Scales (CUES), Form X-2. This

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[1]Pace, College and University Scales (CUES) Technical Manual, p. 12.

instrument is specifically designed and validated to assess the characteristics of college environments. Respondents were asked to answer 160 true/false statements about college life. These 160 items are grouped into seven empirically derived scales arrived at by factor analysis: practicality, community, awareness, propriety, scholarship, campus morale, quality of teaching, and faculty-student relationships.

TABLE II

DISTRIBUTION OF REPORTERS BY GROUPS USED IN THIS STUDY

Description	Group	Number Solicited	Number Obtained
Successful Reporters	IA	69	56
Successful Reporters	IB	78	59
Unsuccessful Reporters	IIA	54	51
Unsuccessful Reporters	IIB	46	39
N =		247	205

In order to provide a meaningful understanding of scale scores and percentile ranks, the following CUES descriptions are presented:

> Scale 1. Practicality. . . . An environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. . . . also some personal benefit and prestige to be obtained by operating in the system knowing the right people, being in the right clubs, becoming a leader, respecting one's superiors, and so forth. The environment, though structural, is not repressive because it responds to entreprenurial activities and is generally characterized by good fun and school spirit.

Scale 2. Community. . . . A friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. 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 rather than by privacy and cool detachment.

Scale 3. Awareness. . . . A concern about and emphasis upon three sorts of meaning--personal, poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationship to painting, music, drama, poetry, sculpture, architecture. . . . a concern about events around the world, the welfare of mankind, and the present and future condition of man . . . a stress on awareness, an awareness of self, of society, and of aesthetic stimuli. . . . there is an encouragement of questioning and dissent and a tolerance of nonconformity and personal expressiveness.

Scale 4. Propriety. . . . An environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities. In general, the campus atmosphere is mannerly, considerate, proper and conventional.

Scale 5. Scholarship. . . . An environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and a serious interest in scholarship. . . . an interest in ideas, knowledge for its own sake, and intellectual discipline . . .

Scale 6. Campus Morale. . . . An environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life . . . 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.

Scale 7. Quality of Teaching and Faculty-Student Relationships. . . . An atmosphere in which professors are perceived to be scholarly, to set high standards, to be clear, adaptive, and flexible. . . . this academic

> quality of teaching is infused with warmth, interest, and helpfulness toward students.[2]

The instrument measured those items reflected in the institutional environment that would define the atmosphere as students see it. The item was scored true if the students perceived it to be characteristic of the college. The item was scored false by students who viewed it not characteristic of the college environment. The students responded in terms of how they who live in it and are a part of it view it to be.

The second edition was used in this study. This edition of the instrument has the same purpose as the first edition. It was developed because of new norms resulting from a greater use of the first edition by colleges and universities. New items were added to give the instrument a more balanced content and reflect on changes and new trends in higher education.

The psychometric properties of CUES, Second Edition, are reflected in the following statistical criteria.

> (1) The retained items should have good positive correlations with the score for the scale in which they are located . . . (2) The retained items should have a higher correlation with the score for the scale in which they are located than with any other scale score. (3) The retained items should have a loading of .40 or higher on the factor in which they are classified. (4) The retained items should have a higher loading on the factor in which they presumably belong than on any other factor. (5) The average per cent agreeing with keyed response across the sample of 100 colleges should be at least 10 per cent and no higher than 90 per cent--that is, each

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[2] Ibid., p. 11.

> item should describe neither too rare nor too common a characteristic of college environments.[3]

The scoring system of the instrument takes into account every item about which there is a consensus of two-to-one or greater among the respondents. The consensus rationale has been extended to include all items about which there is a consensus, both positive and negative. The score for a scale is obtained as follows:

> (a) Add the number of items answered by 66 per cent or more of the students in the keyed direction, (b) Subtract the number of items answered by 33 per cent or fewer of the students in the keyed direction, (c) Add 20 points to the difference, so as to eliminate any possibility of obtaining a negative score.[4]

This practice follows opinion poll rationale in that an item receives a score if it is answered as keyed by 66 per cent or more of the respondents. Scale scores range from 0 to 40.

The validity data consists of correlations between CUES scores and various characteristics of students and institutions. Data on the scholastic aptitude test were obtained from the College Board's Manual of Freshman Class Profiles and validated with CUES. The National Opinion Research Center (NORC) survey reflected the mean score on the National Merit Scholarship Qualifying Test (NMSQT), and for each of the samples there is a significant positive correlation between the student's academic ability and the CUES Scholarship Scale.

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[3] Ibid., pp. 36-37.

[4] Ibid., p. 13.

In Astin's study, there are six variables which he describes as freshman input factors. These factors have been correlated with CUES. The overall network of correlations between CUES scores and other data can be characterized as broadly supportive of associations one might reasonably expect. The conclusion from such associations is that campus atmosphere, as measured by CUES, is a concept buttressed by a good deal of concurrent validity. Whether the environment is characterized directly by the collective perceptions of the students who live in it or whether it is inferred from student behavior, student characteristics, emphasis in college curriculum, or other features such as size, selectivity, and financial resources, the results are generally congruent.[5]

In general, scores on CUES correlate with other relevant variables to about the same degree as scores on the Scholastic Aptitude Test (SAT) correlate with college grades, namely, from the low .30's to the high 60's.

In addition to questions on the standard instrument, the student reporters were given four questions as additional variables to record in the space provided on the answer sheets labeled Local Option Questions. These questions are listed in the appendices labeled Optional Questions.

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[5]Alexander W. Astin, "An Empirical Characterization of Higher Educational Institutions," Journal of Educational Psychology, LIII (1962), p. 224.

Method of Collecting the Data

The method in which the data were collected was by administering the Survey to the subjects while meeting in designated rooms on each college campus. The first step taken was to contact the two institution's officials for permission to use students from their campuses to participate in the study. The two institutions responded positively, and a schedule was developed for the administration of the Survey. The instrument used in the Survey was the College and University Environment Scales (CUES). This instrument, standardized and published by the Educational Testing Service, has been classified as proper and effective for compiling data for institutional research in higher education.[6]

The individuals selected in the study were notified through a letter memo of the designated dates and place. At College A, the memo came from the Coordinator, Faculty Research, who likewise administered the instrument to the subjects. Because of the investigator's position at the college, it was believed that additional bias would be reduced. The individuals at College B were notified through the office of the Dean of Students. However, the instrument was administered by the investigator. The procedure of gathering data

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[6]Allen E. Ivey, C. Dean Miller, and Arnold D. Goldstein, "Differential Perceptions of College Environment: Student Personnel Staff and Students," The Personnel and Guidance Journal, XLVI (1967), 17-21.

has been considered to be educational and sociological in nature. Those individuals who were absent at the first session were notified that an alternate testing session had been scheduled. At College B the office of the Dean of Students administered the survey to those students who were not present at either session with the investigator. The students at College A who did not attend either session were asked in a memo to report to the Coordinator, Faculty Research Office to complete the survey. Further contacts were attempted. A personal follow-up procedure was used in an effort to contact the remaining individuals who had not participated in the survey. Phone calls and personal letters were used in this process.

At the beginning of each session, the researcher introduced himself and gave a brief statement thanking the students for their cooperation in filling out the survey and explaining the standard instruction of the instrument.

The answer sheets were checked and organized by groups as defined in this study. The combined scoring services, Educational Testing Services, was used for scoring. The answer sheets were scored by Educational Testing Services, and the following data were submitted:

> (1) Score Report containing number and per cent responding in the Keyed Direction to each item; (2) scores on the five basic scales and two subscales for each subgroup and for the total group; (3) the number and per cent responding to sixty unscaled items, local option questions; and (4) three IBM

cards per answer sheet, containing identification information and an item-by-item transcription of the responses on the answer sheet.

Treatment of Data

Upon the collection of all data, initial checking was made to eliminate cases which did not qualify as explained earlier. This includes 9 out of 214 cases. The remainder, 205 cases, were classified in terms of the four assigned groups and represented the net total of the sample from two populations.

Each subject's response was scored by Educational Testing Service in Princeton, New Jersey. Measures of the environmental perceptions for each group were obtained by using the "66+/33-" method of scoring. The "66+/33-" method takes into account every item for which there is a two-to-one consensus. An item answered in the keyed direction by fewer than 33 per cent of the respondents indicates a negative consensus, and, in fact, identifies a characteristic of the environment. The technique is based on the notion that any event, condition, or behavior which is characteristic of the institution implies that there has been some general consensus that it is so.

Educational Testing Service provided a computer print-out and three IBM data cards for the data.

The three IBM data cards were used by the investigator for additional print-out information essential to this study.

The Data Processing Center at College A was employed for this service.

Tables were developed to show the perceptions of each group of reporters. Each table reflects those items that are characteristic of the environment. According to Pace, we mean dominant, not average, something that stands out and is widely seen or shared or felt.[7] In addition to tables, figures were used to compare scale profiles of each group.

For meaningful comparative interpretation of CUES results, Pace has developed the following criteria for each of the seven scales:

> (1) A difference in number of "characteristic" items between two groups of 0-2 is regarded as negligible.
>
> (2) A difference in number of "characteristic" items between two groups of 3-4 is regarded as moderate.
>
> (3) A difference in number of "characteristic" items between groups of 5 or more is regarded as distinct.[8]

The above criteria were adopted for comparative interpretation of groups selected in this study: Item 3 reflecting a scale score difference of five or more was used as the level of significant difference. The percentile scale representing norms on a national reference group was used in the interpretation and analysis of the data. The basic questions were answered using this technique for comparing CUES scale scores.

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[7]Pace, CUES Technical Manual, p. 45.

[8]Pace, Comparison of CUES Results, p. 39.

CHAPTER IV

RESULTS AND DISCUSSION

This study was designed to measure the environmental perceptions of unsuccessful students at two selected institutions. For the purpose of determining if there is any significant difference among unsuccessful students' perception of campus environment regardless of the uniqueness of the institution, the author has made a careful analysis of the findings on the College and University Environment Scales. The analyses were made of students from College A and College B.

The findings of the study are presented under the following headings: (1) Environmental perceptions of unsuccessful and successful students; (2) Environmental perceptions as related to sex; (3) Environmental perceptions as related to housing; (4) Environmental perceptions as related to state residents; (5) Environmental perceptions as related to extracurricular activities; and (6) Environmental perceptions as related to financial assistance.

Environmental Perceptions of Unsuccessful and Successful Students

One of the basic questions in this study is, Do unsuccessful students tend to perceive their college similarly without regard to the uniqueness of the institution?

It may be observed from Table III, Column 3, that unsuccessful students at College A viewed the campus highest on the practicality scale with a raw score of twenty-nine, which ranked at the ninety-first percentile on the National Reference Norm. The reporters also viewed the campus high on propriety, campus morale, and community scales. This means the campus was well-ordered but not repressive. Group welfare and loyalty are present and for the most part students are polite, friendly, and mannerly.

Unsuccessful students from College B perceived the campus environment to be highest in practicality, the same as was reflected by the group at College A. These students' perception of the environment was also high in propriety, eighty-seven percentile, community and campus morale at seventy-eighth percentile. An ordered but non-repressive atmosphere was perceived by students at College B, similar to that of College A. This means that these two groups of unsuccessful students report strikingly similar perceptions regardless of the different institutions.

TABLE III

THE ENVIRONMENT AS REPORTED BY UNSUCCESSFUL AND SUCCESSFUL STUDENTS AT OKLAHOMA COLLEGES A AND B ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (CUES), FALL, 1969--FOR EACH SCALE

CUES Scales	IA (1)	IB (2)	IIA (3)	IIB (4)	All Reporters (5)
	N = 56	N = 59	N = 51	N = 39	N = 205
Practicality	31 (.95)	28 (.91)	29 (.91)	29 (.91)	31 (.95)
Community	31 (.78)	32 (.81)	29 (.74)	31 (.78)	29 (.74)
Awareness	15 (.31)	12 (.18)	22 (.64)	16 (.39)	14 (.26)
Propriety	19 (.69)	26 (.90)	20 (.73)	25 (.87)	23 (.84)
Scholarship	25 (.52)	19 (.31)	26 (.59)	21 (.41)	24 (.50)
Campus Morale	25 (.50)	30 (.78)	27 (.74)	30 (.78)	26 (.65)
Quality of Teaching	17 (.80)	16 (.72)	14 (.62)	14 (.62)	15 (.68)

Table IV reflects those seven similar items scored by unsuccessful students at College A and B out of twenty items that produce the practicality scale. The reporters of both institutions perceived their campus environment to have the following characteristics: students almost always wait to be called on in class; students take great pride in their personal appearance; frequent tests are given in most

courses; important people expect others to show respect; students must have written excuse for absence from class; college offers many practical courses such as typing, etc., and student rooms are more likely decorated by pennants than art.

TABLE IV

ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL REPORTERS AT COLLEGES A AND B ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, REFLECTING SIMILAR CHARACTERISTIC ITEMS*

Practicality Scale

Item No.	Item	Keyed Response Direction	Unsuccessful Reporters	
			Group IIA	Group IIB
1	Students almost always wait to be called on in class	T	+	+
4	Frequent tests are given in most courses	T	+	+
5	Students take great pride in their personal appearance	T	+	+
51	Important people here expect others to show respect	T	+	+
58	Students must have written excuse for absence from class	T	+	+
59	College offers many practical courses such as typing, etc.	T	+	+
60	Student rooms more likely decorated by pennants than art	T	+	+

*+ = Characteristic of the environment (i.e. 66% or more responded in keyed direction).
- = Anti-characteristic of the environment (i.e. 33% or less responded in keyed direction).

The community scale reported in Table V indicates characteristic features of the unsuccessful student reporters. They view the campus to be similar on eleven out of the twenty possible items. Both groups of students report that it is easy to take clear notes in most courses, that the school helps everyone get acquainted, there is much borrowing and sharing among students, everyone knows about projects and shows run by students, graduation is viewed as a matter-of-fact, unemotional event, and that the schools have a reputation of being very friendly. In addition, students report that professors explain clearly goals and purposes of their classes, most students learn quickly what is done and not done on their campus while at the same time it is easy to get a group together for cards, movies, etc., that students commonly share their problems. Both student groups reported one anti-characteristic of the campus environment, that all undergraduates do not in fact have to live in university approved housing. This suggests that neither campus has printed rules governing off-campus housing. Therefore, for the most part, students may live in any off-campus facility regardless of its living standards.

Table VI reveals that only anti-characteristic items were perceived on the awareness scale. They are that public debates are held frequently, and concerts and art exhibits draw big crowds of students. This scale purports to measure a concern with self understanding, reflectiveness, and a

TABLE V

ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL REPORTERS AT COLLEGES A AND B ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, REFLECTING SIMILAR CHARACTERISTIC ITEMS*
Community Scale

Item No.	Item	Keyed Response Direction	Unsuccessful Reporters	
			Group IIA	Group IIB
21	It is easy to take clear notes in most courses	T	+	+
22	The school helps everyone get acquainted	T	+	+
26	There is a lot of borrowing and sharing among students	T	+	+
27	Everyone knows about projects and shows run by students	T	+	+
30	Graduation is a pretty matter-of-fact, unemotional event	F	+	+
71	This school has a reputation of being very friendly	T	+	+
72	All undergraduates must live in university approved housing	T	-	-
73	Professors clearly explain goals and purposes of their courses	T	+	+
76	Students quickly learn what is done and not done here	T	+	+
77	It is easy to get a group together for cards, movies, etc.	T	+	+
78	Students commonly share their problems	T	+	+

*+ = Characteristic of the environment (i.e. 66% or more responded in the keyed direction).
- = Anti-characteristic of the environment (i.e. 33% or less responded in the keyed direction).

search for personal meaning. There were no characteristic items perceived similarly by both groups. This means that the students are not aware of any impact on their lives being made by the colleges.

TABLE VI

ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL REPORTERS AT COLLEGES A AND B ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, REFLECTING SIMILAR CHARACTERISTIC ITEMS*
Awareness Scale

Item No.	Item	Keyed Response Direction	Unsuccessful Reporters	
			Group IIA	Group IIB
36	Public debates are held frequently	T	-	-
40	Concerts and art exhibits draw big crowds of students	T	-	-

*- = Anti-characteristic of the environment (i.e., 33% or less responded in keyed direction).

Of the twenty items on the propriety scale, two were viewed similarly by unsuccessful students at both Colleges A and B as reported in Table VII, one a characteristic item and the other an anti-characteristic. The response indicates that most students show caution and control in their behavior, and that students often do things on the spur of the moment. Obvious contradiction in response reinforces item 47 and suggests that students are not always cautious and thoughtful in their endeavors.

TABLE VII

ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL REPORTERS AT COLLEGES A AND B ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, REFLECTING SIMILAR CHARACTERISTIC ITEMS*
Propriety Scale

Item No.	Item	Keyed Response Direction	Unsuccessful Reporters	
			Group IIA	Group IIB
47	Students often do things on the spur of the moment	F	-	-
95	Most students show caution and control in their behavior	T	+	+

*+ = Characteristic of the environment (i.e. 66% or more responded in keyed direction).
- = Anti-characteristic of the environment (i.e. 33% or less responded in keyed direction).

Table VIII reports the findings concerning seven of the twenty items that comprise the scholarship scale. There were six items characteristic of both groups of unsuccessful students, and one anti-characteristic item. Most professors were perceived as being dedicated scholars in their fields. The courses require intensive preparation out of class and at the same time students felt that it is fairly easy to pass most courses without much work. The professors are viewed as thorough teachers who really probe fundamentals. Most courses are a real intellectual challenge and courses, examinations, and readings are frequently revised. Both student groups reported that not much studying goes on on weekends, and this factor is viewed by the developers of CUES as an

"anti-characteristic" (that is, the respondents report a perception that contributes negatively to the scale).

TABLE VIII

ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL REPORTERS AT COLLEGES A AND B ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, REFLECTING SIMILAR CHARACTERISTIC ITEMS*

Scholarship Scale

Item No.	Item	Keyed Response Direction	Unsuccessful Reporters	
			Group IIA	Group IIB
12	Most professors are dedicated scholars in their fields	T	+	+
13	Most courses require intensive preparation	T	+	+
18	It is fairly easy to pass most courses without much work	F	+	+
61	Most professors are thorough teachers and really probe fundamentals	T	+	+
62	Most courses are a real intellectual challenge	T	+	+
65	Courses, exams, and readings are frequently revised	T	+	+
67	There is very little studying here over the weekends	F	-	-

*+ = Characteristic of the environment (i.e. 66% or more responded in keyed direction).

- = Anti-characteristic of the environment (i.e. 33% or less responded in keyed direction).

Of the twenty-two items listed in the campus morale scale, four were viewed similarly by both groups of

unsuccessful students. Table IX reports the perception of these groups. The institution is viewed as helping everyone to get acquainted. Everyone knows about projects and shows run by students. The students concluded that most professors are thorough teachers who really probe fundamentals and that most courses are a real intellectual challenge.

TABLE IX

ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL REPORTERS AT COLLEGES A AND B ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, REFLECTING SIMILAR CHARACTERISTIC ITEMS*
Campus Morale Scale

Item No.	Item	Keyed Response Direction	Unsuccessful Reporters	
			Group IIA	Group IIB
22	The school helps everyone get acquainted	T	+	+
27	Everyone knows about projects and shows run by students	T	+	+
61	Most professors are thorough teachers and really probe fundamentals	T	+	+
62	Most courses are a real intellectual challenge	T	+	+

*+ = Characteristic of the environment (i.e. 66% or more responded in keyed direction).
- = Anti-characteristic of the environment (i.e. 33% or less responded in keyed direction).

The Quality of Teaching Scale lists four items that are characteristic of both groups and one item that is an

anti-characteristic of the campus environment. Table X shows that most professors are perceived as dedicated scholars in their fields as well as thorough teachers and really probe fundamentals, that courses, examinations and readings are frequently revised, and professors explain goals and purposes of their courses clearly. The anti-characteristic feature of the environment as recognized by unsuccessful reporters is that the groups perceived that students almost always waited to be called on in class.

TABLE X

ENVIRONMENTAL PERCEPTIONS OF UNSUCCESSFUL REPORTERS AT COLLEGES A AND B ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, REFLECTING SIMILAR CHARACTERISTIC ITEMS*
Quality of Teaching Scale

Item No.	Item	Keyed Response Direction	Unsuccessful Reporters	
			Group IIA	Group IIB
1	Students almost always wait to be called on in class	F	-	-
12	Most professors are dedicated scholars in their fields	T	+	+
61	Most professors are thorough teachers and really probe fundamentals	T	+	+
65	Courses, exams, and readings are frequently revised	T	+	+
73	Professors clearly explain goals and purposes of their courses	T	+	+

*+ = Characteristic of the environment
- = Anti-characteristic of the environment

To summarize, the unsuccessful students are more similar than different as reflected in Table XI. Using Pace's technique[1] for comparison of scale scores at the greatest significant level of five or more score differences, there are only three of the seven scales with significant differences. It can be concluded that unsuccessful students are similar in their perception of campus environments in practicality, community, campus morale, and quality of teaching and faculty-student relationships with regard to the uniqueness of the institution.

TABLE XI

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG THE REPORTERS PERCEPTION OF THE CAMPUS ENVIRONMENT AS MEASURED ON THE CAMPUS AND UNIVERSITY ENVIRONMENT SCALES

CUES Scales	GROUPS (1) IA-IB	(2) IA-IIA	(3) IA-IIB	(4) IB-IIA	(5) IB-IIB	(6) IIA-IIB	Total
Practicality	3	2	3	1	1	0	0
Community	1	2	0	3	1	2	0
Awareness	3	7*	1	10*	4	6*	3
Propriety	7*	1	6*	6*	1	5*	4
Scholarship	6*	1	1	7*	2	5*	3
Campus Morale	5*	2	5*	3	0	3	2
Quality of teaching	1	3	3	2	2	0	0
Total	3	1	2	3	0	3	12

*Significantly different if 5 or more.

[1]Pace, Comparison of CUES, p. 39.

As was indicated in Table III, a group of successful reporters were surveyed from both Colleges A and B. These reporters were administered the College and University Environment Scales as were the unsuccessful reporters. These reporters are those who have achieved a three point or better cumulative grade point average. The scale scores and percentile scores of these reporters are reflected in Table III, Columns One and Two.

The successful reporters at College A, referred to as Group IA, perceive the campus environment to be high on the practicality scale. The scale score is thirty-one with a percentile rank of ninety-five on the national reference norms. This perception was followed by the quality of teaching and faculty-student relationship in this campus environment, reporting it to be at the eightieth percentile on national reference norms; community, seventy-eighth percentile; and propriety, sixty-ninth percentile. There was only one scale viewed below the thirty-third percentile, namely, awareness. They scored the environment lowest on this scale, with a raw score of fifteen and at the thirty-first percentile. These reporters conceived the environment as being one whereby it is important to know the right persons. The campus is also thought of as a big family. They think of the professors as being scholarly and anxious to help them at all times. Very little emphasis is placed on self understanding as well as identity. Even though these reporters are achieving honor

grades, they are not aware of the opportunities for creative and appreciative relationship to the fine arts.

The successful reporters from College B, referred to in this study as Group IB, have two high perceptions of their environment. They perceived the campus to be high on the practicality and propriety scales with scores at the ninety-first and ninetieth percentile, respectively; community, eighty-first percentile; campus morale, seventy-eighth percentile; and quality of teaching and student-teacher relationship, seventy-second percentile. The campus was perceived lowest on the awareness scale reflecting a scale score of twelve and percentile rank of eighteen. Scholarship was likewise perceived below the thirty-third percentile. The campus atmosphere was described as well-ordered but not repressive. Students are cognizant of group decorum and standards and view them to be important.

In compendious, based on Pace's technique for comparison of scale scores,[2] successful reporters in this study viewed the campus environment to be significantly different on three of the seven scales. Scales of score differences of five or more were propriety, scholarship, and campus morale. This relationship is reflected in Table XI. There were similarities in practicality, community, awareness, and quality of teaching and faculty-student relationships.

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[2] Ibid.

Comparisons of Unsuccessful and Successful Reporters

The reporters from each of the four groups were compared as observed in Table XI. Unsuccessful students and successful students at College B, defined as a unique institution, had no significant differences in their perception of campus environment. This comparison is determined by Pace's technique for comparing scale scores. The highest scale difference was in awareness with a scale difference of four. The profile of these groups are given in Figure 1.

The unsuccessful and successful reporters at College A reflected one scale of significance which was the scale of awareness with a score difference of seven. Figure 2 shows the profile of unsuccessful and successful reporters from College A, defined in this study as a developing institution.

When successful reporters at College A and unsuccessful reporters at College B are compared it is interesting to note that their perception of the college environment is the same except on the propriety and campus morale scale. On the other hand, successful reporters from College B and unsuccessful reporters at College A perceived the campus to be similar except for three of the seven scales, namely scholarship, propriety, and awareness.

There were some scales on the College and University Environment Scales viewed similarly by all groups: they are on the practicality, community and quality of teaching and

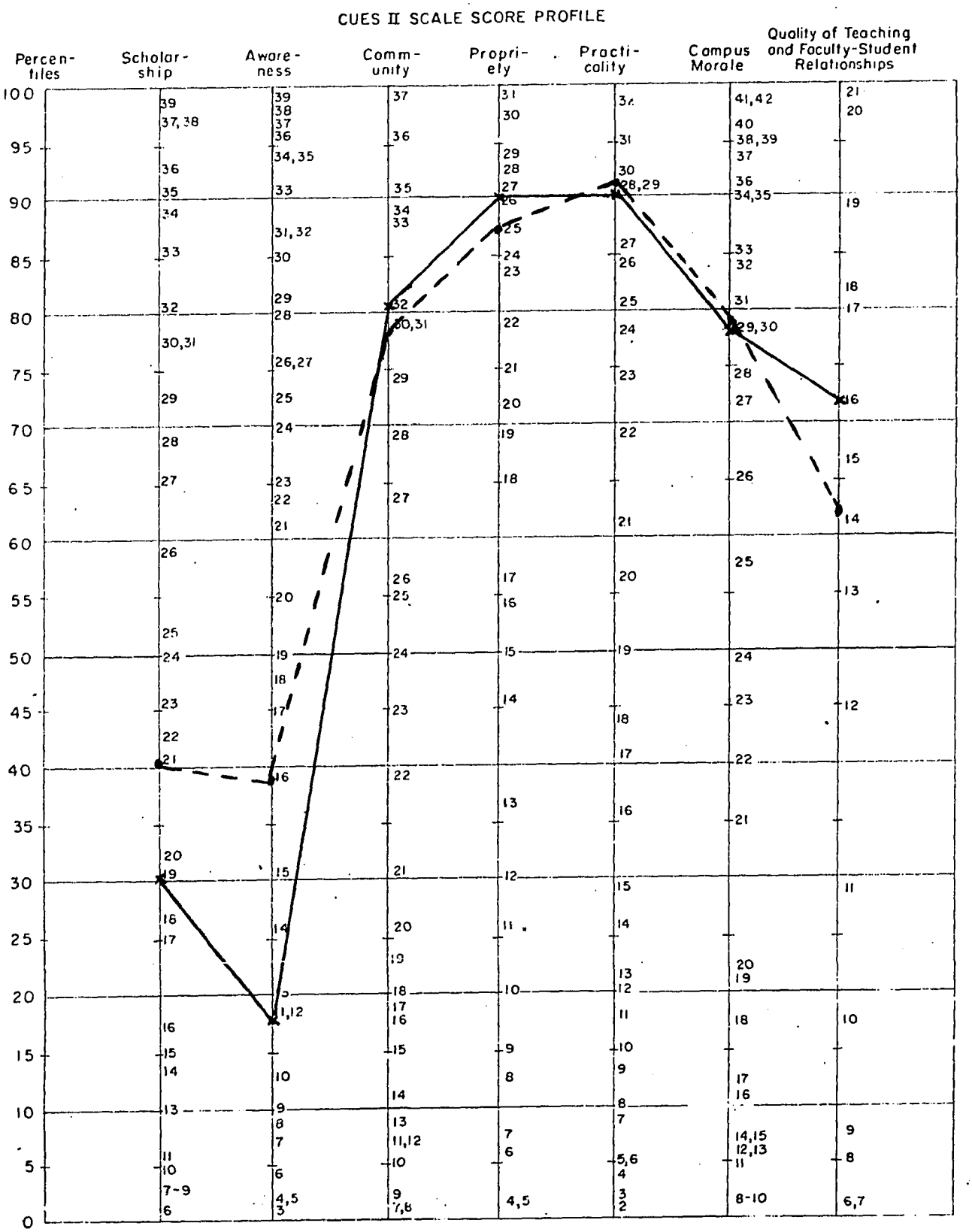


Fig. 1. Environmental profile as reported by Unsuccessful (——), and Successful (---) Reporters at College B

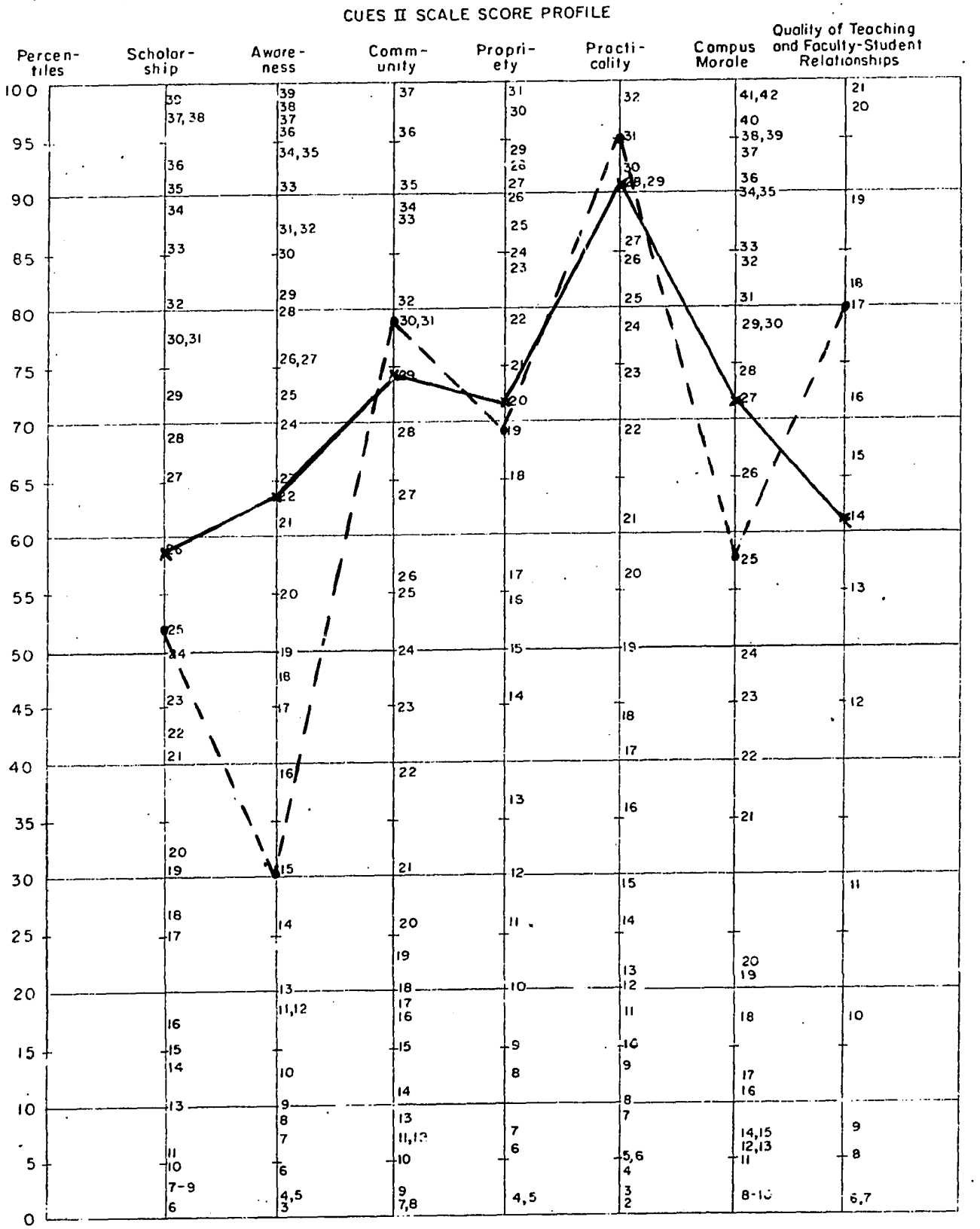


Fig. 2. Environmental profile as reported by Unsuccessful (——), and Successful (---) Reporters at College A

faculty-student relationship scales. Neither scale was viewed significantly different by either group.

To summarize, unsuccessful reporters as well as successful reporters perceive their campus to be similar regardless of the uniqueness of the institution. The greatest group difference was on three scales. The scale with the highest perception by all groups was practicality, supporting the notion that both institutions have an administration and faculty reflecting an orderly and well supervised environment.

Environment Perceptions as Related to Sex

Do unsuccessful male students perceive the campus environment similar to unsuccessful female students?

To analyze this question, the data were analyzed according to the responses given by males and females. Tables XII and XIII reflect scale scores and percentile scores for each group of male and female reporters.

The unsuccessful male reporters at College A perceived the environment to be characteristic on the practicality, community, propriety, campus morale, and quality of teaching scales. Therefore, the campus is highly structured but not repressive. Unsuccessful male reporters at College B viewed the campus as did their counterparts in College A, high on the practicality, community, awareness, propriety, and campus morale scales. However, the unsuccessful female students at College A express a greater degree of awareness than do

female students at College B. They feel that the environment encourages questions, dissent, and is tolerant of nonconformity and personal expressiveness.

TABLE XII

DISTRIBUTION OF SCALE AND PERCENTILE SCORES FROM THE MALE REPORTERS ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES

CUES Scale	GROUPS			
	IA N = 20	IB N = 18	IIA N = 36	IIB N = 32
Practicality	29 (.91)	29 (.91)	27 (.86)	27 (.86)
Community	27 (.64)	34 (.89)	28 (.68)	31 (.78)
Awareness	19 (.50)	11 (.18)	22 (.64)	17 (.78)
Propriety	21 (.75)	29 (.94)	20 (.73)	24 (.85)
Scholarship	23 (.46)	23 (.46)	26 (.59)	21 (.41)
Campus Morale	27 (.72)	31 (.82)	28 (.74)	30 (.78)
Quality of Teaching	16 (.72)	15 (.68)	15 (.68)	14 (.62)

Successful male students at the developing institution see the campus as being high in practicality, propriety, campus morale and quality of teaching scales. Successful male students at College B, which is defined as a unique institution, perceived the campus environment high in propriety,

practicality, community, campus morale, and quality of teaching. The environment was viewed extremely low on the awareness scale, eighteenth percentile, by the successful male reporters at College B. Unlike the male students at College A, these reporters view the environment as friendly and congenial with both faculty and students knowing each other.

TABLE XIII

DISTRIBUTION OF SCALE AND PERCENTILE SCORES FROM THE FEMALE REPORTERS ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES

CUES Scale	GROUPS			
	IA N = 36	IB N = 41	IIA N = 15	IIB N = 17
Practicality	31 (.95)	28 (.91)	31 (.95)	37 (.100)
Community	31 (.78)	31 (.78)	35 (.91)	30 (.78)
Awareness	18 (.47)	12 (.18)	25 (.73)	17 (.45)
Propriety	20 (.73)	26 (.90)	21 (.75)	30 (.97)
Scholarship	24 (.50)	17 (.25)	30 (.77)	30 (.77)
Campus Morale	25 (.57)	28 (.74)	32 (.84)	32 (.84)
Quality of Teaching	17 (.80)	16 (.72)	15 (.68)	11 (.24)

It is appropriate to conclude that the unsuccessful male students from each environment view their campuses similarly regardless of the unique features of each campus.

As observed in Table XIII, unsuccessful female reporters from College A perceived the environment to be high in practicality and each of the other scales were dominant features of the campus environment. The unsuccessful female students at College B, interestingly enough, perceived the campus to be characteristic in community, propriety, scholarship, and campus morale. Their perception of the quality of teaching scale was anti-characteristic of the environment. Unlike unsuccessful students at College A, their students do not perceive the professors to be scholarly and standards are not high, clear, and adaptive.

Successful female students at College A viewed the campus high in practicality, community, propriety, and quality teaching scales. When the perceptions of successful female reporters at College B are noted, practicality, propriety, community, campus morale, and quality of teaching are viewed as characteristic scales. There are two scales perceived as anti-characteristic of the environment by College B reporters, awareness and scholarship. Successful female reporters at College B were not concerned about events around the world, welfare of mankind, and the future condition of man. They do not think of their campus environment as intellectual and high in academic achievement.

In summary, unsuccessful female students perceived their environment similarly on quality of teaching, scholarship, and campus morale scales. However, they differ as to the degree of their perceptions.

A comparison of the male reporters within each group reveals that the greatest similarities are among successful and unsuccessful male reporters at College A and successful reporters at College A and unsuccessful reporters at College B. (See Table XIV, Columns Two and Three.) When unsuccessful male students were compared with each other, there were two significant scale differences as measured by Pace's techniques for comparison. They are in the scholarship and awareness scales as observed in Column Six, Table XIV.

TABLE XIV

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG MALE REPORTERS ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES*

	GROUPS						
CUES Scales	(1) IAm-IBm	(2) IAm-IIAm	(3) IAm-IIBm	(4) IBm-IIAm	(5) IBm-IIBm	(6) IIAm-IIBm	Total
Practicality	0	2	2	2	2	0	0
Community	7*	1	4	6*	3	3	2
Awareness	8*	3	2	11*	6*	5*	4
Propriety	8*	1	3	9*	5*	4	3
Scholarship	0	3	2	3	2	5*	1
Campus Morale	4	1	3	3	1	2	0
Quality of Teaching	1	1	2	1	1	1	0
Total	3	0	0	3	2	2	10

*Significantly different if 5 or more.

There is a greater degree of difference in the way female reporters perceive the campus environment, reflecting

a total of twenty-two such differences as compared with ten among male reporters. Unsuccessful female reporters regard the environment to be significantly different on four of the seven scales, namely, practicality, community, awareness, and propriety. The greatest difference among female reporters was among successful female reporters at College A and unsuccessful female reporters at College B as observed in Table XV, Column Four. They differ on practicality, scholarship, campus morale and quality of teaching scales.

TABLE XV

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG FEMALE REPORTERS ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES*

CUES Scales	GROUPS (1) IAf-IBf	(2) IBf-IIAf	(3) IAf-IIAf	(4) IAf-IIBf	(5) IBf-IIBf	(6) IIAf-IIBf	Total
Practicality	3	3	0	6*	9*	6*	3
Community	0	4	4	1	1	5*	1
Awareness	6*	13*	7*	1	5*	8*	5
Propriety	6*	5*	1	10*	4	9*	4
Scholarship	7*	13*	6*	6*	13*	0	5
Campus Morale	3	4	7*	7*	4	0	2
Quality of Teaching	1	1	2	6*	5*	4	2
Total	3	3	3	5	4	4	22

*Significantly different if 5 or more.

We can conclude from Table XVI, Columns One and Three, that when male and female reporters were compared, the greatest similarities are between successful male and female reporters at College A and successful female and unsuccessful male reporters at College B. The greatest difference among males and females was found between unsuccessful female reporters at College B and successful reporters at College A. There was a total of thirty-six such differences among unsuccessful and successful female and male reporters out of a possible 112 scale comparisons.

In summary, unsuccessful male reporters perceive the campus more like unsuccessful female reporters on four of the seven scales. These similarities are reflected without regard to the uniqueness of the institution, therefore supporting the notion that neither males nor females contribute overwhelmingly to the similarities or differences in how students perceive the environment.

Environmental Perception as Related to Housing

Do unsuccessful students living in residence halls perceive the campus environment similarly to unsuccessful students in off-campus housing?

Table XVII, Columns Three and Four, show the scale and percentile scores of unsuccessful students who reside in campus housing. Unsuccessful students residing in campus housing on the campus of College A recognized only the practicality scale to be characteristic of the environment.

TABLE XVI

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG MALE AND FEMALE REPORTERS ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALE•

CUES Scale	IAf-IAm (1)	IAf-IBm (2)	IAf-IIAm (3)	IAf-IIBm (4)	IBf-IAm (5)	IBf-IBm (6)	IBf-IIAm (7)	IBf-IIBm (8)	IIAf-IAm (9)	IIAf-IBm (10)	IIAf-IIAm (11)	IIAf-IIBm (12)	IIBf-IAm (13)	IIBf-IBm (14)	IIBf-IIAm (15)	IIBf-IIBm (16)	Total
Practicality	2	2	4	4	1	1	1	1	2	2	4	4	8•	8•	10•	10•	4
Community	4	3	3	0	4	3	3	0	8•	1	7•	4	3	4	2	1	2
Awareness	1	7•	4	1	7•	1	10•	5•	6•	14	3	8•	2	6•	5•	1	9
Propriety	1	9•	0	4	5•	3	6•	2	0	8•	1	3	9•	1	10•	6•	7
Scholarship	1	1	2	3	6•	6•	9•	4	7•	7•	4	9•	7•	7•	4	9•	9
Campus Morale	2	6•	3	5•	1	3	0	2	5•	1	4	2	5•	1	4	2	4
Quality of Teaching	1	2	2	3	0	1	1	2	1	0	0	1	5•	4	4	3	1
Total	0	3	0	1	3	1	3	1	4	3	1	2	5	3	3	3	34

•Significantly different if 5 or more.

Unsuccessful reporters from College B living in college housing view the campus environment to be high in practicality, community, propriety, and campus morale. Awareness was perceived by these students as anti-characteristic of the environment. Therefore, it is appropriate to conclude from Table XVIII, Column Six, that unsuccessful reporters living in college housing view the campus significantly differently on four of the seven scales, namely, scholarship, community, propriety, and campus morale.

TABLE XVII

DISTRIBUTION OF SCALE AND PERCENTILE SCORES FROM REPORTERS WHO LIVE IN CAMPUS HOUSING ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES

CUES Scales	GROUPS			
	IA N = 52	IB N = 38	IIA N = 29	IIB N = 26
Practicality	31 (.95)	29 (.91)	29 (.91)	27 (.86)
Community	30 (.78)	22 (.81)	26 (.57)	31 (.78)
Awareness	15 (.31)	12 (.18)	18 (.47)	14 (.26)
Propriety	20 (.73)	25 (.87)	18 (.65)	25 (.87)
Scholarship	22 (.43)	17 (.25)	26 (.59)	21 (.41)
Campus Morale	25 (.57)	28 (.74)	23 (.46)	29 (.78)
Quality of Teaching	17 (.80)	15 (.68)	13 (.55)	14 (.62)

TABLE XVIII

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO LIVE IN CAMPUS HOUSING

CUES Scales	GROUPS (1) IA-IB	(2) IA-IIA	(3) IA-IIB	(4) IB-IIA	(5) IB-IIB	(6) IIB-IIA	Total
Practicality	2	2	4	0	2	2	
Community	2	4	1	6*	1	5*	2
Awareness	3	3	1	6*	2	4	1
Propriety	5*	2	5*	7*	0	7*	4
Scholarship	5*	4	1	9*	4	5*	3
Campus Morale	3	2	4	5*	1	6*	2
Quality of Teaching	2	4	3	2	1	1	
Total	2	0	1	5	0	4	12

*Significantly different at 5 or more.

Successful reporters who lived in college housing recognized the campus press to be characteristic on community, propriety and quality of teaching scales. The successful reporters living in college housing on the unique campus referred to in this study as College B, perceived the environment to be high in practicality, community, propriety, campus morale, and quality of teaching. The awareness and scholarship scales were viewed as anti-characteristic of the environment.

The greatest similarities among campus housing reporters as observed in Table XVIII were between successful

and unsuccessful reporters at College A. There were no scales viewed significantly different as measured by Pace's technique for comparing scores. Successful reporters at College B, and unsuccessful reporters at College A perceived the campus to be different in five of the seven scales and represented the greatest difference. When successful students at College A and B are compared, the similarities are noted in the practicality, community, awareness, campus morale, and quality of teaching scales.

Table XIX can be observed scale and percentile scores for living in off-campus housing as reflected on the CUES. Unsuccessful reporters from College A regard the campus press representative of the practicality, community, and campus morale scales. In College B, unsuccessful reporters living in off-campus housing view the campus also high in practicality, community, propriety, scholarship, and campus morale scales. In Table XX can be noted that the unsuccessful reporters living off campus view the campus similar without regard to the uniqueness of the institution. They differ only in their perception of propriety. This, in effect, says that the institutional press on one of the campuses is low in group standards and decorum.

The successful reporters from College A living in off-campus housing perceived the campus to be high in community, scholarship, practicality, awareness, campus morale, and quality of teaching. Their perceptions of the environment

as a whole would be that it is structural but not repressive. College B reporters observed the campus to be high in propriety, practicality, community, campus morale, and quality of teaching. Awareness was not viewed as characteristic of the environment. As reported in Table XX, successful reporters living in off-campus housing perceived the campus significantly different on four of the seven scales. These students would be more unlike than alike in their perceptions of campus environment.

TABLE XIX

DISTRIBUTION OF SCALE AND PERCENTILE SCORES FROM REPORTERS WHO LIVE IN OFF-CAMPUS HOUSING ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES

CUES Scales	GROUPS			
	IA	IB	IIA	IIB
Practicality	25 (.81)	26 (.84)	30 (.93)	29 (.91)
Community	35 (.91)	30 (.78)	31 (.78)	29 (.74)
Awareness	26 (.76)	10 (.13)	23 (.65)	21 (.62)
Propriety	18 (.65)	27 (.91)	18 (.65)	25 (.87)
Scholarship	35 (.91)	22 (.43)	26 (.59)	27 (.66)
Campus Morale	35 (.90)	31 (.82)	29 (.78)	29 (.78)
Quality of Teaching	18 (.82)	17 (.80)	14 (.62)	13 (.55)

TABLE XX

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG THE REPORTERS WHO LIVE IN OFF-CAMPUS HOUSING

CUES Scales	IA-IB	IA-IIA	IA-IIB	IB-IIA	IB-IIB	IIA-IIB	Total
Practicality	1	5*	4	4	3	1	1
Community	5*	4	6*	1	1	2	2
Awareness	16*	3	5*	13*	11*	2	4
Propriety	9*	0	7*	9*	2	7*	4
Scholarship	13*	9	8*	4	5*	1	4
Campus Morale	4	6*	6*	2	2	0	2
Quality of Teaching	1	4	5*	3	4	1	1
Total	4	3	6	2	2	1	18

*Significantly different at 5 or more.

The reporters living off-campus had the greatest similarities among unsuccessful students. Successful reporters from College A and unsuccessful reporters from College B reflected the greatest significant difference. The unsuccessful reporters perceived the environment to be characteristic in practicality, community, awareness, scholarship, campus morale, and quality of teaching. The uniqueness of the campus and the fact that they were not achieving academically had little or no effect in their perception of campus environments.

It is observed from Table XXI that the greatest significant difference is between successful off-campus reporters from College A and unsuccessful reporters living in campus

TABLE XXI

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO LIVE IN CAMPUS HOUSING AND THOSE WHO LIVE IN OFF-CAMPUS HOUSING
(Ao and Bo = Off-Campus)

CUES Scale	IAo-IA (1)	IAo-IB (2)	IAo-IIA (3)	IAo-IIB (4)	IBo-IA (5)	IBo-IB (6)	IBo-IIA (7)	IBo-IIB (8)	IIAo-IA (9)	IIAo-IB (10)	IIAo-IIA (11)	IIAo-IIB (12)	IIBo-IA (13)	IIBo-IB (14)	IIBo-IIA (15)	IIBo-IIB (16)	Total
Practicality	6*	4	4	2	5*	3	3	1	1	1	1	3	2	0	0	2	2
Community	5*	3	9*	4	0	2	4	1	1	1	5*	0	1	3	3	2	3
Awareness	11*	14*	8*	12*	5*	2	8*	4	8*	11*	5*	9*	6*	9*	3	7*	13
Propriety	2	7*	0	7*	7*	2	9*	2	2	7*	0	7*	5*	7*	7*	0	9
Scholarship	13*	18*	9*	14*	0	5*	4	1	4	9*	0	5*	5*	10*	1	6	10
Campus Morale	10*	7*	12*	6*	6*	3	8*	2	4	1	6*	0	4	1	6*	0	8
Quality of Teaching	1	3	5*	4	0	2	4	3	3	1	1	0	4	2	0	1	1
Total	5	4	5	4	4	1	3	0	1	3	3	3	3	3	2	2	46

*Significantly different at 5 or more.

housing at Collega A. These reporters differ on five of the seven scales, namely, community, awareness, practicality, scholarship, and campus morale. One can conclude also that the greatest similarities are found in successful reporters who live off-campus at College B and unsuccessful reporters who live on campus at College B. Therefore, students at College B were more alike regardless of whether they resided on or off campus, than students at College A.

In summary, Table XXI, Columns 11, 12, 15, 16 show that unsuccessful students regardless of whether on or off campus will perceive the environment similarly between four and five of the seven scales, differing significantly on the awareness scale.

Environmental Perceptions as Related to State Residents

Do unsuccessful Oklahoma resident students perceive the campus environment similarly to unsuccessful non-residents of of Oklahoma students?

As reported in Table XXII, distribution of reporters by legal residents reflects a small percentage of the sample were from outside Oklahoma. This is considered a limitation in this phase of the study.

In Table XXIII can be observed perceptions of reporters who live in the state of Oklahoma. The unsuccessful reporters who are Oklahoma residents attending College A perceive that environment to be characteristic in practicality, community, propriety, quality of teaching, and faculty-student

relationship. Unsuccessful reporters from College B view their campus environment extremely high in practicality, and characteristic of community, propriety, and campus morale scales. One can therefore conclude that unsuccessful reporters from Oklahoma perceive their campus environment similarly without regard to the uniqueness of the institution. Table XXIV, Column Six, shows unsuccessful reporters from Oklahoma differing significantly only in their perception of propriety and campus morale.

TABLE XXII

DISTRIBUTION OF SAMPLE BY LEGAL RESIDENTS. RAW SCORES AND PERCENTAGES ARE GIVEN.

	GROUPS				Total
	Group IA	Group IB	Group IIA	Group IIB	
Resident of Oklahoma	44 (.785)	49 (.830)	45 (.882)	32 (.810)	170 (.829)
Non-Resident of Oklahoma	12 (.214)	10 (.152)	6 (.117)	7 (.189)	35 (.165)
N =	56	59	51	39	205

Successful reporters from Oklahoma enrolled at College A perceived the campus environment characteristic on practicality, community, propriety, and quality of teaching scales. The campus environment is viewed by Oklahoma reporters at College B to be high in practicality, community, propriety, campus morale and quality of teaching scales. Therefore, one might assume that successful reporters from

Oklahoma will perceive their campus similarly regardless of the uniqueness of their institution. This is reflected in Table XXIV, Column 1. The successful Oklahoma reporters from College B and unsuccessful Oklahoma reporters from College A reflected the greatest significant difference. The greatest similarity of Oklahoma reporters was among the reporters within each institution.

TABLE XXIII

DISTRIBUTION OF SCALE SCORES FROM REPORTERS WHO ARE LEGAL RESIDENTS OF OKLAHOMA ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALE

CUES Scales	GROUPS			
	IA	IB	IIA	IIB
Practicality	31 (.95)	28 (.91)	30 (.93)	32 (.97)
Community	33 (.88)	31 (.78)	29 (.74)	29 (.74)
Awareness	18 (.47)	12 (.18)	23 (.65)	20 (.55)
Propriety	19 (.69)	26 (.90)	20 (.73)	25 (.87)
Scholarship	26 (.59)	19 (.31)	25 (.52)	22 (.43)
Campus Morale	26 (.65)	29 (.78)	26 (.65)	31 (.82)
Quality of Teaching	17 (.80)	16 (.72)	16 (.72)	14 (.62)

TABLE XXIV

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO ARE LEGAL RESIDENTS OF OKLAHOMA*

Scales	GROUPS						Total
	(1) IA-IB	(2) IA-IIA	(3) IA-IIB	(4) IB-IIA	(5) IB-IIB	(6) IIA-IIB	
Practicality	3	1	1	2	4	2	0
Community	2	4	4	2	2	0	0
Awareness	6*	5*	2	11*	8*	3	4
Propriety	7*	1	6*	6*	1	5*	4
Scholarship	3	1	4	6*	3	3	1
Campus Morale	3	0	5*	3	2	5*	2
Quality of Teaching	1	1	3	0	2	2	
Total	2	1	2	3	1	2	11

*Significantly different at 5 or more.

In regard to the perception of reporters who are not residents of Oklahoma, Table XXV reflects scale and percentile scores. Unsuccessful reporters who are not residents of Oklahoma from College A perceive the campus environment as being high on the practicality, community, awareness, propriety, scholarship, campus morale and quality of teaching scales. Strangely enough, their perception of awareness is still the highest of any group. Unsuccessful reporters who are not residents of Oklahoma from College B recognize the environment to be characteristic in propriety. Awareness was perceived as anti-characteristic of the environment. You will

note in Table XXVI that unsuccessful reporters who are non-residents of Oklahoma perceived their campus environment differently on five of the seven scales. Therefore, one can conclude that unsuccessful students from out-of-state perceive the campus environment differently between institutions.

TABLE XXV

DISTRIBUTION OF SCALE SCORES FROM REPORTERS WHO ARE NOT LEGAL RESIDENTS OF OKLAHOMA ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALE

Scales	GROUPS			
	IA	IB	IIA	IIB
Practicality	28 (.91)	32 (.97)	31 (.95)	19 (.49)
Community	27 (.64)	32 (.81)	35 (.91)	25 (.55)
Awareness	15 (.31)	18 (.47)	25 (.73)	4 (.02)
Propriety	20 (.73)	26 (.90)	22 (.79)	26 (.90)
Scholarship	19 (.31)	28 (.69)	30 (.77)	20 (.33)
Campus Morale	23 (.46)	33 (.85)	33 (.85)	23 (.46)
Quality of Teaching	14 (.62)	18 (.82)	17 (.80)	13 (.55)

The unsuccessful reporters who are non-residents of Oklahoma from College A reported the campus environment as having high practicality and propriety scale scores. The campus is perceived as anti-characteristic on awareness and scholarship scales. These students see the institutions as

not meeting their relevant needs. The successful reporters who are non-residents of Oklahoma from College B perceive the environment as having high scores on practicality, community, propriety, scholarship, campus morale and quality of teaching scales. Therefore, one might conclude from Table XXVI, Column One, that successful reporters who are not residents of Oklahoma perceive the campus differently, reflecting four of the seven scales. The greatest difference was between successful and unsuccessful reporters at College B. Successful reporters from College B and unsuccessful reporters from College A perceive the campus environment similarly on all but the awareness scale.

TABLE XXVI

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO ARE NOT LEGAL RESIDENTS OF OKLAHOMA

Scales	GROUPS						Total
	IA-IB	IA-IIA	IA-IIB	IB-IIA	IB-IIB	IIA-IIB	
Practicality	4	3	9*	1	13*	12*	3
Community	5*	8*	2	3	7*	10*	4
Awareness	3	10*	11*	7*	14*	21	5
Propriety	6*	2	6*	4	0	4	2
Scholarship	9*	11*	1	2	8*	10*	4
Campus Morale	10*	10*	0	0	10*	10*	4
Quality of Teaching	4	3	1	1	5*	4	1
Total	4	4	3	1	6	5	23

*Significantly different at 5 or more.

Table XXVII reflects the scale score differences of both the Oklahoma reporters and non-resident reporters. The greatest difference is between unsuccessful non-residents of Oklahoma from College B and successful Oklahoma residents of College A. They differed on five of seven scales. Successful reporters from College B who are non-residents of Oklahoma and unsuccessful reporters from College B who are legal residents of Oklahoma view the campus similarly.

Environmental Perceptions as Related to Extracurricular Activities

The distribution of reporters by participation in extracurricular activities is presented in Table XXVIII. Fifty-three per cent did not participate.

TABLE XXVIII

DISTRIBUTION OF SAMPLE BY PARTICIPATION IN EXTRACURRICULAR ACTIVITIES. RAW AND PERCENTILE SCORES.

	GROUPS				
	Group IA	Group IB	Group IIA	Group IIB	Total
Participate in Extracurricular Activities	30 (.535)	38 (.644)	20 (.392)	20 (.513)	108 (.526)
Do Not Participate	26 (.464)	21 (.338)	31 (.607)	19 (.486)	97 (.468)
N =	56	59	51	39	205

Table XXIX identified the scale and percentage scores of reporters who participated in extracurricular activities on their campus.

TABLE XXVII

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO ARE LEGAL RESIDENTS AND THOSE WHO ARE NOT LEGAL RESIDENTS OF OKLAHOMA
(Ar and Br = Non-residents of Oklahoma)

CUES Scales	IAr-IA (1)	IAr-IB (2)	IAr-IIA (3)	IAr-IIB (4)	IBr-IA (5)	IBr-IB (6)	IBr-IIA (7)	IBr-IIB (8)	IIAr-IA (9)	IIAr-IB (10)	IIAr-IIA (11)	IIAr-IIB (12)	IIBr-IA (13)	IIBr-IB (14)	IIBr-IIA (15)	IIBr-IIB (16)	Total
Practicality	3	0	2	4	1	4	2	0	0	3	1	1	12*	9*	11*	13*	4
Community	6*	4	2	2	1	1	3	3	2	4	6*	6*	8*	6*	4	4	5
Awareness	3	3	8*	5*	0	6*	5*	2	7*	13*	2	5*	14*	8*	19*	1*	11
Propriety	1	6*	0	5*	7*	0	6*	1	3	4	2	3	7*	0	6*	1	6
Scholarship	7*	0	6*	3	2	9*	3	6*	4	11*	5*	8*	6*	1	5*	2	9
Campus Morale	3	6*	3	8*	7*	4	7*	2	7*	4	7*	2	3	6*	3	8*	8
Quality of Teaching	3	2	2	0	1	2	2	4	0	1	1	3	4	3	3	1	0
Total	2	2	2	3	2	2	3	1	2	2	3	3	5	4	4	3	43

*Significantly different if 5 or more.

TABLE XXIX

DISTRIBUTION OF SCALE SCORES FROM REPORTERS WHO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES

CUES Scales	GROUPS			
	IA N = 30	IB N = 38	IIA N = 20	IIB N = 20
Practicality	32 (.97)	29 (.91)	30 (.93)	29 (.91)
Community	27 (.64)	33 (.88)	29 (.74)	31 (.78)
Awareness	17 (.45)	13 (.20)	17 (.45)	18 (.47)
Propriety	22 (.79)	25 (.87)	16 (.34)	32 (.100)
Scholarship	24 (.50)	20 (.33)	24 (.50)	32 (.81)
Campus Morale	25 (.57)	31 (.82)	19 (.21)	31 (.82)
Quality of Teaching	15 (.68)	16 (.72)	14 (.62)	15 (.68)

The unsuccessful reporters participating in extracurricular activities view the environment at College A to be dominant in practicality and community. Campus morale was viewed as anti-characteristic of the environment. College B unsuccessful reporters perceive their campus environment to be dominant in propriety, practicality, community, scholarship, campus morale, and quality of teaching. The unsuccessful reporters participating in extracurricular activities perceived the campus environment similarly on four of the

seven scales: practicality, community, awareness, and quality of teaching and faculty-student relationships.

Successful reporters from College A participating in extracurricular activities describe the campus as being dominant in practicality, propriety, and quality of teaching. Successful reporters from College B who participated in extracurricular activities view the campus to be dominant in practicality, community, propriety, campus morale, and quality of teaching. Table XXX will show that successful students participating in extracurricular activities perceive the environment similarly on the practicality, scholarship, awareness, propriety, and quality of teaching and faculty-student relationship scales.

TABLE XXX

DISTRIBUTION OF SCALE SCORE DIFFERENCE AMONG REPORTERS WHO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

CUES Scale	GROUPS						
	(1) IA-IB	(2) IA-IIA	(3) IA-IIB	(4) IB-IIA	(5) IB-IIB	(6) IIA-IIB	Total
Practicality	3	2	3	1	0	1	
Community	6*	2	4	4	2	2	1
Awareness	4	0	1	4	5*	1	1
Propriety	3	6*	10*	9*	7*	16*	5
Scholarship	4	0	8*	4	12*	8*	3
Campus Morale	6*	6*	6*	12*	0	12*	5
Quality of Teaching	1	1	0	2	1	1	
Total	2	2	3	2	3	3	15

*Significantly different at 5 or more.

The perception of the reporters who do not participate in extracurricular activities is reflected in Table XXXI. Like most of the other findings, the table reveals that unsuccessful reporters from College A perceive the campus press to be dominant in practicality, community, propriety, and campus morale. Non-participants in extracurricular activities at College B who were unsuccessful recognized their campus press as characteristic in practicality, community, propriety, and campus morale. The campus was also viewed as anti-characteristic on the quality of teaching and campus morale scales. As reflected in Table XXXII, Column Six, unsuccessful reporters who do not participate in extracurricular activities perceive the campus press similarly without regard to the uniqueness of the institution. All of the scales with the exception of scholarship were perceived similarly, as measured by Pace's technique for comparing CUES scale scores.

Successful reporters at College A who do not participate in extracurricular activities view the campus press high on the practicality scale as well as the community, and quality of teaching scales. The successful reporters who do not participate in extracurricular activities at College B, recognize propriety as the dominant characteristic on that campus, along with practicality. The reporters also perceive the campus to be anti-characteristic on the awareness, scholarship, and campus morale scales.

TABLE XXXI

DISTRIBUTION OF SCALE AND PERCENTILE SCORES FROM REPORTERS WHO DO NOT PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

CUES Scales	GROUPS			
	IAx N = 26	IBx N = 21	IIAx N = 31	IIBx N = 19
Practicality	31 (.95)	26 (.84)	29 (.91)	30 (.93)
Community	29 (.74)	25 (.55)	28 (.68)	29 (.74)
Awareness	18 (.47)	8 (.8)	23 (.65)	19 (.50)
Propriety	18 (.65)	27 (.91)	20 (.73)	21 (.75)
Scholarship	23 (.46)	13 (.10)	25 (.52)	18 (.27)
Campus Morale	23 (.46)	19 (.21)	28 (.74)	28 (.74)
Quality of Teaching	16 (.72)	12 (.45)	13 (.55)	11 (.29)

Table XXXIII reflects the distribution of scale score difference among all reporters participating and not participating in extracurricular activities. It is noted that unsuccessful reporters who participate in extracurricular activities and those who do not participate in extracurricular activities perceive the environmental press similarly on five of the seven scales. They view the campus press similarly as to practicality, community, campus morale, quality of teaching, and awareness. The greatest similarities among groups of those who participate and do not participate

in extracurricular activities to be viewed by unsuccessful and successful reporters at College A. The groups reflecting the greatest difference were successful reporters at College B who did not participate in extracurricular activities and unsuccessful reporters at the same institution who did participate in extracurricular activities.

TABLE XXXII

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO DO NOT PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

CUES Scale	GROUPS						Total
	(1) IA-IB	(2) IA-IIA	(3) IA-IIB	(4) IB-IIA	(5) IB-IIB	(6) IIA-IIB	
Practicality	5*	2	1	3	4	1	1
Community	4	1	0	3	4	1	0
Awareness	10*	5*	1	15*	11*	4	4
Propriety	9*	2	3	7*	6*	1	3
Scholarship	10*	2	5*	12*	5*	7*	5
Campus Morale	4	5*	5*	9*	9*	0	4
Quality of Teaching	4	3	5*	1	1	1	1
Total	4	2	3	4	4	1	18

*Significantly different at 5 or more.

In summary, one might conclude that among unsuccessful reporters, their participation in extracurricular activities will have some effect on their perception of the environmental press.

TABLE XXXIII

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO PARTICIPATE AND THOSE WHO DO NOT PARTICIPATE IN EXTRACURRICULAR ACTIVITIES
(Ax and Bx = Reporters who do not)

CUES Scales	IAx-IA (1)	IAx-IB (2)	IAx-IIA (3)	IAx-IIB (4)	IBx-IA (5)	IBx-IB (6)	IBx-IIA (7)	IBx-IIB (8)	IIAx-IA (9)	IIAx-IB (10)	IIAx-IIA (11)	IIAx-IIB (12)	IIBx-IA (13)	IIBx-IB (14)	IIBx-IIA (15)	IIBx-IIB (16)	Total
Practicality	1	2	1	2	6*	3	4	3	3	0	1	0	2	1	0	1	1
Community	2	4	0	2	2	8*	4	6*	1	5*	1	3	2	4	0	2	3
Awareness	1	5*	1	0	9*	5*	9*	10*	6*	10*	6*	5*	2	6*	2	1	10
Propriety	4	8*	2	14*	5*	2	11*	5*	2	5*	4	12*	1	4	5*	11*	9
Scholarship	1	3	1	9*	11*	7*	11*	19*	1	5*	1	7*	6*	2	6*	4	9
Campus Morale	2	8*	4	8*	6*	12*	0	12*	3	3	9*	3	3	3	9*	3	7
Quality of Teaching	1	0	2	1	3	4	2	3	2	3	1	2	4	5	3	4	1
Total	0	3	0	3	5*	4	3	5*	1	4	2	3	1	1	3	2	40

*Significantly different if 5 or more.

Environmental Perceptions as Related to Receiving Financial Assistance

Sixty-four per cent of the reporters received financial assistance from the institution. Reporters from College A reflected a slight increase over reporters from College B in the percentage receiving aid. Table XXXIV will show the distribution of the sample as it relates to financial assistance.

TABLE XXXIV

DISTRIBUTION OF SAMPLE BY FINANCIAL ASSISTANCE. RAW AND PERCENTAGE SCORES ARE GIVEN.

	GROUPS				Total
	IA	IB	IIA	IIB	
Receiving Financial Assistance	45 (.803)	41 (.694)	22 (.431)	23 (.594)	131 (.639)
Do Not Receive Financial Assistance	11 (.196)	18 (.288)	29 (.568)	16 (.405)	74 (.356)
N =	56	59	51	39	205

Practicality is viewed as the highest dominant characteristic by unsuccessful reporters receiving financial assistance from College A, along with community, propriety, scholarship, and campus morale. (See Table XXXV.) Unsuccessful reporters from College B receiving financial assistance perceived the campus environment as dominant on the practicality, community, propriety, and campus morale scales. Awareness was seen as being anti-characteristic of the environment.

TABLE XXXV

DISTRIBUTION OF SCALE SCORES FROM REPORTERS WHO ARE RECEIVING FINANCIAL ASSISTANCE

CUES Scales	GROUPS			
	IA	IB	IIA	IIB
Practicality	32 (.97)	28 (.91)	30 (.93)	25 (.81)
Community	31 (.78)	32 (.81)	30 (.78)	29 (.74)
Awareness	16 (.39)	12 (.18)	21 (.62)	13 (.20)
Propriety	18 (.65)	26 (.90)	20 (.73)	24 (.85)
Scholarship	21 (.41)	19 (.31)	27 (.66)	20 (.33)
Campus Morale	27 (.72)	29 (.78)	29 (.78)	27 (.72)
Quality of Teaching	16 (.72)	17 (.80)	14 (.60)	14 (.62)

Successful reporters at College A receiving financial assistance perceived the environment as being a dominant feature on the practicality, community, campus morale and quality of teaching scales. The successful reporters from College B perceived the environment to be high on practicality, community, propriety, campus morale, and quality of teaching scales. Awareness and scholarship scales were viewed as anti-characteristic of the environment. Table XXXVI reflects many similarities among the reporters receiving financial assistance.

TABLE XXXVI

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO ARE RECEIVING FINANCIAL ASSISTANCE

CUES Scales	GROUPS						Total
	(1) IA-IB	(2) IA-IIB	(3) IA-IIB	(4) IB-IIA	(5) IB-IIB	(6) IIA-IIB	
Practicality	4	2	7*	2	3	5*	2
Community	1	1	2	2	3	1	
Awareness	4	5*	3	9*	1	8*	3
Propriety	8*	2	6*	6*	2	4	3
Scholarship	2	6*	1	8*	1	7*	3
Campus Morale	2	2	0	0	2	2	0
Quality of Teaching	1	2	2	3	3	0	0
Total	1	2	2	3	0	3	11

*Significantly different at 5 or more.

The greatest number of similarities among reporters receiving financial assistance was at College B. There were no significant differences. Unsuccessful reporters receiving financial assistance perceived the campus similarly on four of the seven scales: community, propriety, campus morale, and quality of teaching and faculty-student relationship. In summary, we note that among those receiving financial assistance, successful reporters' perceptions were more alike than unsuccessful reporters. (See Table XXXVI, Columns One and Six.)

Approximately thirty-six per cent of the reporters did not receive financial assistance of any kind from their respective institutions.

The unsuccessful reporters from College A who do not receive aid perceived campus environment dominant on the practicality scale. College B unsuccessful students who do not receive financial assistance perceived the campus to be characteristic on the practicality, community, propriety, and campus morale scales. (See Table XXXVII.) Therefore, it seems clear as reflected in Table XXXVIII that unsuccessful students who do not receive financial assistance will perceive the campus similarly without regards to the uniqueness of the institution on five of the seven scales: practicality, scholarship, community, awareness, and quality of teaching and faculty-student relationship scales.

Successful reporters who do not receive financial assistance from College A view the campus high in practicality, community, propriety, scholarship, campus morale, and quality of teaching and faculty-student relationship.

Table XXXIX reflects on the question: Do students receiving financial assistance perceive the campus environment similarly to students who do not receive financial assistance?

Among the unsuccessful reporters we note complete similarities between reporters who do not receive financial aid at College B and those receiving financial aid at

College A in their perception of the environment. The reporters from College A representing both groups differed only on one scale, campus morale. There were two scale differences among unsuccessful reporters receiving aid from College B and those who do not from College A. The greatest differences were among unsuccessful reporters from College B, between those receiving aid and those who do not.

TABLE XXXVII

DISTRIBUTION OF SCALE SCORES FROM REPORTERS WHO DO NOT RECEIVE FINANCIAL ASSISTANCE

CUES Scales	GROUPS			
	IA	IB	IIA	IIB
Practicality	28 (.91)	28 (.91)	28 (.91)	31 (.95)
Community	30 (.78)	31 (.78)	26 (.57)	30 (.78)
Awareness	23 (.65)	13 (.20)	22 (.64)	21 (.62)
Propriety	23 (.84)	28 (.93)	17 (.57)	23 (.84)
Scholarship	30 (.77)	24 (.50)	24 (.50)	25 (.52)
Campus Morale	29 (.78)	31 (.82)	24 (.49)	31 (.82)
Quality of Teaching	18 (.82)	18 (.82)	13 (.55)	13 (.55)

The successful reporters had the greatest similarities in their perception of campus environment between reporters receiving aid from College A and those who do not receive aid from College B, and also between both groups of

reporters from College B. The greatest differences were between the reporters at College A.

TABLE XXXVIII

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO DO NOT RECEIVE FINANCIAL ASSISTANCE

CUES Scales	GROUPS						Total
	(1) IA-IB	(2) IA-IIA	(3) IA-IIB	(4) IB-IIA	(5) IB-IIB	(6) IIA-IIB	
Practicality	0	0	3	0	3	3	0
Community	1	4	0	5*	1	4	1
Awareness	10*	1	2	9*	8*	1	3
Propriety	5*	6*	0	11*	5*	6*	5
Scholarship	6*	6*	5*	0	1	1	3
Campus Morale	2	5*	2	7*	0	7*	3
Quality of Teaching	0	5*	5*	5*	5*	0	4
Total	3	4	2	5	3	2	19

*Significantly different at 5 or more.

One may conclude that students who are receiving financial assistance and those who do not receive financial assistance will perceive the campus similarly on the majority of the environmental scales as measured by the College and University Environment Scales. The awareness scale reflected the greatest difference while all groups perceive the campus similarly on quality teaching and faculty-student relationship.

TABLE XXXIX

DISTRIBUTION OF SCALE SCORE DIFFERENCES AMONG REPORTERS WHO ARE RECEIVING FINANCIAL ASSISTANCE AND THOSE WHO ARE NOT
(Af and Bf are not receiving financial aid)

CUES Scales	IAf-IA (1)	IAf-IB (2)	IAf-IIA (3)	IAf-IIB (4)	IBf-IA (5)	IBf-IB (6)	IBf-IIA (7)	IBf-IIB (8)	IIAf-IA (9)	IIAf-IIA (10)	IIAf-IIA (11)	IIAf-IIB (12)	IIBf-IA (13)	IIBf-IB (14)	IIBf-IIA (15)	IIB-IIB (16)	Total
Practicality	4	0	2	3	4	0	2	3	4	0	2	3*	1	3	11	6*	1
Community	1	2	0	1	0	1	1	2	5*	6*	4	3	1	2	0	1	2
Awareness	7*	11*	2	10*	3	1	8*	0	6*	10*	1	9*	5*	9*	0	8*	10
Propriety	5*	3	3	1	10*	2	8*	4	1	9*	3	7*	5*	3	3	1	6
Scholarship	9*	11*	3	10*	3	5*	3	4	3	5*	3	4	4	6*	2	5*	7
Campus Morale	2	0	0	2	4	2	2	4	3	5*	5*	3	4	2	2	4	2
Quality of Teaching	2	1	4	4	2	1	4	4	3	4	1	1	3	4	1	1	0
Total	3	2	0	2	1	1	2	0	2	5	1	2	2	2	0	3	28

*Significantly different at 5 or more.

Summary of the Results

The results of this study can be summarized as follows:

(1) There is a difference in the patterns of perception of institutional environments as reported by unsuccessful and successful students. Unsuccessful students perceive the campus differently on three of the seven dimensions: propriety, awareness and scholarship. Successful students report the environment to be significantly different in propriety, scholarship, and campus morale. Of the twenty-eight comparisons between unsuccessful and successful students there were six differences of five or greater; and four of these six were in the awareness and propriety scales.

(2) Unsuccessful students do perceive their college environment similarly without regard to the uniqueness of the institution. They perceive the environment similarly on four of the seven scales: practicality, community, campus morale, and quality of teaching and faculty-student relationship as measured by Pace's technique for comparison of CUES scores.

(3) The unsuccessful male students perceived the campus environment to be characteristic in practicality, community, propriety, campus morale and quality of teaching and faculty-student relationship. Unsuccessful female students perceived the campus characteristic in three of the seven scales: scholarship, campus morale and quality teaching and

faculty-student relationship. Therefore, they only perceived the campus similarly on two of the seven scales: campus morale and quality teaching and faculty-student relationship. Of the twenty-eight comparisons between unsuccessful male and female students, there were nineteen differences of four or less. Using Pace's technique of five or more as being significantly different, these would be considered as being similar. Eight of these nineteen were in the campus morale and quality of teaching and faculty-student relationship.

(4) When unsuccessful students are compared who live in residence halls, we find that they perceive the environment similarly on three of the seven scales: practicality, awareness, and quality of teaching and faculty-student relationship. Unsuccessful students living in off-campus housing perceive the environment to be dominant in practicality, scholarship, community, awareness, campus morale and quality of teaching and faculty-student relationship. When unsuccessful students living in campus housing are compared with off-campus students, of the twenty-eight comparisons among these students, there were eighteen with scale score differences of four or less. Of these eighteen, thirteen were in practicality, community, campus morale and quality of teaching and faculty-student relationship. Hence, unsuccessful students living in residence halls and unsuccessful students living off-campus perceive the institution similarly on these four dimensions.

(5) Oklahoma unsuccessful resident students perceive the environments to be similar as measured by Pace's technique in their perception on the practicality, scholarship, community, awareness and quality of teaching and faculty-student relationship scales. Unsuccessful non-residents of Oklahoma perceived the campus environment to be characteristic in propriety and quality of teaching and faculty-student relationship. When these two unsuccessful groups of students are compared, of the twenty-eight comparisons, there were fifteen that were not significantly different. Seven of the fifteen were propriety and quality of teaching and faculty-student relationship which represent the similarities.

(6) There is no significant difference among unsuccessful students who participate in extracurricular activities on four of the seven environmental scales: practicality, community, awareness, and quality of teaching and faculty-student relationship. Among unsuccessful students who do not participate in extracurricular activities, there were no significant differences on six of the seven scales, namely; practicality, community, awareness, propriety, campus morale, and quality of teaching and faculty-student relationship.

(7) There is a significant difference among unsuccessful students who receive financial assistance as measured by Pace's technique for comparison on CUES scales. These students differ on the practicality, scholarship, and awareness scales. Among those unsuccessful students who do not

receive financial assistance, there are significant differences on the propriety and campus morale scales. Of the twenty-eight comparisons between unsuccessful students who are receiving financial assistance and those who are not, there were six differences of five points or greater; and two of the six were in the awareness scale. Therefore, there are little or no major differences in unsuccessful students who receive financial assistance and those who do not receive financial assistance in their perception of the campus environment.

Discussion

The results of the investigation generally support the basic question of the study, which predicts that unsuccessful students will perceive the campus environment similarly without regard to the uniqueness of the institution. Unsuccessful students at an institution which is characterized in this study as being a developing institution perceived their environment similarly to students from an institution classified as unique. The basic similarities were found in four of seven dimensions of the environment: practicality, community, campus morale, and quality of teaching and faculty-student relationship. Of the four dimensions viewed as characteristic by unsuccessful students, practicality had the highest perception. This suggests that the two environments' dominant characteristics were practical, supervised, ordered,

school-spirited, and the students believe that by knowing the right people, status would be gained. Regardless of the sub-groups within the campus enivronment, all seemed to rate the campus environment high in practicality.

The results agreed with previous studies made by Pace with successful and unsuccessful students.[3] The successful and unsuccessful students perceived the campus press to be similar on five of the seven environmental dimensions. They viewed the campus to be different in awareness and propriety. Interestingly, the scale scores on awareness were low, which denotes the campuses placed very little emphasis in self-understanding, personal meaning, and concern about events around the world, or at least the unsuccessful students do not perceive it to be. Unsuccessful students did not agree with successful students on their perception of the environment having polite and considerate people. However, both groups of students at College B perceived their environment to have people who were highly mannered, considerate, proper and conventional. This suggests that more students are likely to be more conservative at College B than the students attending College A.

The unsuccessful female students do not agree with some of the perceptions unsuccessful male students have of the environment. On the campus morale and quality of teaching

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[3] Ibid., p. 25.

and faculty-student relationship scales, the scores were virtually the same. Both sexes describe the environment as accepting social norms, group cohesiveness and friendly assimilation into the campus life. During this era of student unrest experienced on many college campuses today, these unsuccessful reporters felt that the academic quality of teaching was infused with warmth, interest and helpfulness toward students. This should be of extreme importance to the faculties of these institutions.

The fact that students lived on or off campus had little or no effect as to how they perceived the campus press. Both groups scored each campus press high on the practicality, community, propriety, and campus morale scales. The size of each campus may account for the similarities of the way students living off campus perceived the environment. On larger campuses could be expected a more diverse response. On small campuses, students who may commute would still have an opportunity to be knowledgeable of campus experiences.

For the most part the legal residents of students had little or no effect on their perception of the environment. However, this study reveals a concern on the awareness scale, which unsuccessful students from out of state did not report the campus environments to have a clientele that was self-understanding, reflective, and provided wide range of opportunities for creative and appreciative relationships to the fine arts. This probably accounts for the fact that a

majority of the students from out-of-state were from urban areas, especially at the developing institution.

In one interesting case, the unsuccessful students from the developing institution who participated in extracurricular activities reported that the campus morale was very low as compared with the perceptions of unsuccessful reporters from the unique institution. These students did not support the notion that intellectual goals were exemplified and widely shared in a supportive and spirited atmosphere. However, the perceptions of each group reflected some similarities on the other dimensions, regardless of their participation in extracurricular activities.

Whether students were receiving financial assistance or not, they still had similar perceptions of their campus environment. Neither group reported the awareness scale as representing a dominant characteristic of the environment.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study is to explore the characteristics of the environment as perceived by unsuccessful students on selected college campuses. Previous studies on the environmental perceptions of college students have tended to focus on the development of an instrument that would adequately describe the environmental press on college campuses. But the primary concern of this study is to identify environmental factors that show a relationship between unsuccessful and successful college students on the campus of two of Oklahoma state institutions for higher learning. The basic assumption is that students who are performing poorly in college will view the campus environment differently from students whose academic experiences are more successful. Another assumption basic to this study is that students will perceive their campus press similarly without regard to the uniqueness of the institution.

The present study was conducted within the framework of Pace's theory of describing and measuring the environmental perceptions of college students. This theory was

constructed as a descriptive model to measure, compare, and interpret the environmental perceptions of unsuccessful college students. Unsuccessful college students refers to those students who are not progressing at an academic retention level as prescribed by the Oklahoma State Regents for Higher Education.[1] Successful students refers to those who have maintained an accumulative grade point average of at least 3.00 on a four point grading system.

The perceptions of unsuccessful and successful students were determined from the use of the College and University Environment Scales developed by Pace. The College and University Environment Scales was specifically designed and validated to assess the characteristics of college environments. The instrument measured those dimensions reflected in the institutional environment that will define the atmosphere as students see it. The items were scored true if the student perceived them to be characteristic of the college. Likewise, the item was scored false by the student who views the item to be non-characteristic of the campus environment. Responses to the items included in the Scales take into account every item with a consensus of two-to-one or greater. The consensus rationale include all items about which there is a consensus, both positive and negative.

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[1]Oklahoma State Regents for Higher Education, Admission and Retention Policies for the Oklahoma State System of Higher Education (Oklahoma City: Oklahoma State Regents for Higher Education, 1967), p. 7.

Developing institution was defined as an institution with undergraduate student enrollment predominantly black. Unique institution refers to an institution with an enrollment predominantly white. Students were grouped under four categories: Group IA, successful students from the developing institution; Group IB, successful students from the unique institution; Group IIA, unsuccessful students from the developing institution; and Group IIB, unsuccessful students from the unique institution.

On the basis of Pace's theory of environmental perceptions between successful and unsuccessful students,[2] the study predicted that students at different institutions who are unsuccessful will have similar perceptions of their campus environments. In order to examine the basic assumptions of the study, seven questions were formulated to test for significant difference between groups by academic achievements, between groups by sex, between groups by housing accommodations, between groups by legal residents, between groups by extracurricular activities participation, and between groups by financial aids status.

The sample for the study consisted of 205 students attending two Oklahoma state institutions: Langston University, identified as College A, and Panhandle State College, identified as College B. The reporters were given the

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[2]Pace, Comparisons of CUES Results from Different Groups of Reporters, p. 26

College and University Environment Scales, Form X-2, after being invited to participate in a special testing session arranged on each campus.

The environmental perceptions for each group were obtained by using the "66+/33-" method of scoring. Tables were developed to show how each dimension was perceived by each group. Pace's criteria for comparative interpretation of CUES scale scores were used.[3] The criterion reflecting a scale score difference of five or more was used as the level of significant difference. The percentile scores based on norms from the national reference groups were also used in the interpretation and analysis of scale scores.

Conclusions

From the results presented and within the limitations of the study, the following conclusions appear to be warranted:

(1) The findings did not generally support the basic assumption that students with different levels of academic achievement will perceive the campus environment from a different frame of reference. Pace's technique for testing the significant differences among groups has shown unsuccessful and successful students differed on two of the seven dimensions: propriety and awareness. The groups at the unique institution had lower scale differences than did the developing institution groups.

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[3] Ibid., p. 39.

(2) The findings generally support the assumption that students at different institutions who are unsuccessful will have similar perceptions of their environment, regardless of the uniqueness of the institution. The similarities were significant on three of the seven dimensions. Unsuccessful students at both the developing and unique institution perceived their environments the same on the practicality, community, and campus morale scales.

The validity of the findings can be supported by logical and theoretical explanation. From our present knowledge of the goals, location, student clientele, and physical facilities of each campus, we can expect a perceptible difference in awareness, propriety, and scholarship dimensions.

(3) The campus environment was perceived significantly similarly by unsuccessful male students at both institutions on five of the seven dimensions. They viewed the campuses to be characteristic on the practicality, community, propriety, campus morale, and quality of teaching and faculty-student relationship scales. The female unsuccessful students perceived the campus similarly on the scholarship, campus morale, and quality of teaching and faculty-student relationship scales. Therefore, unsuccessful female and male students perceived the campus significantly similarly on only two of the seven dimensions, namely campus morale and quality of teaching and faculty-student relationship. Hence, they perceive their campus press more differently than similarly.

In general, the results do agree with the literature that female students tend to score the campus higher than the male students.

(4) There are significant similarities among unsuccessful students who live in residence halls on three of seven dimensions, namely, practicality, awareness and quality of teaching and faculty-student relationships. Unsuccessful students who live in off-campus housing perceived the campus similarly on six of seven dimensions. They were practicality, community, awareness, scholarship, campus morale, and quality of teaching and faculty-student relationships. Students living off-campus and students living in residence halls viewed the campus similarly on four of seven dimensions.

(5) There is significant difference among unsuccessful students who are non-residents of Oklahoma in the perception of the campus environment. They differed significantly on four of seven dimensions, namely, practicality, community, scholarship, and campus morale. Unsuccessful students who are legal residents of Oklahoma differed only on two dimensions, propriety and campus morale. The only similarities between the two groups were on the propriety and quality of teaching and faculty-student relationship scales. From our knowledge of these groups, the majority of the non-residents of Oklahoma attending the developing institutions were from large urban centers, which may account for differences among non-resident students.

(6) Unsuccessful students who participate in extracurricular activities perceived the campus press similarly on four of seven dimensions, practicality, community, awareness and quality of teaching and faculty-student relationship scales. The unsuccessful students who do not participate in extracurricular activities viewed the campus similarly on six of seven dimensions. Therefore, students who do not participate in extracurricular activities have greater similarities in the perceptions of campus environments.

(7) There are little or no significant differences in the perceptions of unsuccessful students who receive financial assistance and those who do not receive financial assistance. Awareness was the only dimension reflecting significant differences among the groups.

Implications

It appears from the results of the present study that unsuccessful students are more like successful students in their perceptions of campus environments. This is quite opposite to the way one might assume their perceptions to be. If unsuccessful students and successful students do in fact perceive the environments similarly, this suggests that academic achievement levels of students are not affected necessarily by the dimension of the campus press. When a student fails to achieve scholastically this may be due to factors other than those present within a campus environment.

Therefore, this dispells the notion that perhaps the students' attrition pattern is due primarily to the environmental press. The implication of such information for the purposes and practices of higher education is very pertinent.

The fact that unsuccessful students perceived the institutional environment similarly without regard to the institution denotes several implications. This implies that race has little or no effect on how students will behave and/or perceive their surroundings. Experiences within a campus environment are viewed by students in terms of their own set of interests and values. In reference to recent campus disturbances, this would suggest that if conditions that are sensitive to student concern are present, the likelihood of rebellion and unrest is always present. The fact that their similarities were on such dimensions as community, campus morale, and quality of teaching and faculty-student relationship supports this inference.

An understanding of how certain subcultures perceive the campus environment can provide invaluable information to college faculties and administrators in their development of goals, purposes, and programs for their institution. This would be one way of involving students in the planning and governance of the institution. The knowledge of how students perceive the campus can be helpful in counseling students and prospective students on their career opportunities and goals. The implication of this is that the prediction of a student's

success can best be derived from the knowledge of his perceptions of the entire campus environment.

Recommendations for Further Research

The results of the present study reflect some limitations and need to be examined further and refined in further research.

It would be of significance for a researcher to compare the perception of the same reporters by using another instrument for measuring the characteristic of the campus environment. This would examine the question if there is a consistent pattern in the way these reporters perceive their campus environment.

It is also meaningful for a researcher to examine the perceptions of a representative group of black and white reporters from the same campus environment. This information might prove invaluable to university administrators and faculties in solving some of our present day campus problems.

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APPENDICES

APPENDIX A

LETTERS INVITING STUDENTS TO PARTICIPATE IN THE SURVEY

PANHANDLE STATE COLLEGE

Goodwell, Oklahoma

Dear Student:

Mr. Ernest Holloway from Langston University will be on campus October 6 and 7, 1969. He is doing a study for his doctoral dissertation. Your name will not be used in the dissertation.

Would you please report to Room 110 Hamilton Hall between 1:00 p.m. and 5:00 p.m. on Monday, October 6, 1969, or Tuesday, October 7, 1969. It takes approximately 20 minutes to fill out his questionnaire.

Thank you for your cooperation.

Sincerely,

s/Ron R. Hiner

Ron R. Hiner
Dean of Students

LANGSTON UNIVERSITY
Langston, Oklahoma

TO: _____

FROM: Dr. James Ellis, Coordinator,
Faculty Research

DATE: September 23, 1969

1. You have been selected to participate in a special campus project. This will take about 35 minutes of your time. Please be present Wednesday, September 24th, 1969 at 4:00 p.m. in Room 206, Hamilton Hall.

2. Your cooperation in this experience is highly appreciated.

APPENDIX B

LOCAL OPTION QUESTIONS

Note: The response was recorded on the answer sheets accompanying the instrument--College and University Environment Scales, Form X-2, developed by Dr. Pace.

Local Option Questions

Note: Please answer the following questions in the space labeled Local Option Questions on your answer sheet.

A. Where do you live?

1. College housing
2. Off campus
3. Commute

B. Do you participate in extracurricular activities, such as varsity sports, band, choir, cheerleaders, etc.?

1. Yes
2. No

C. Are you a legal resident of Oklahoma?

1. Yes
2. No

D. Are you receiving financial assistance (NDSL, EOG, College Work Study, Campus Employment, Off Campus Employment?)

1. Yes
2. No