ABSTRACT

AN INVESTIGATION OF THE COLLEGE ENVIRONMENTAL PERCEPTIONS OF PROSPECTIVE COLLEGE FRESHMEN AND THEIR RELATIONSHIPS TO THE CHOICE OF A COLLEGE OR UNIVERSITY

by Charles F. Abbott

It is generally acknowledged that there are many factors involved in the choice of a college by prospective college freshmen. This particular study had as its major concern, the influence of the student's perception of the college environment on his choice of a college. There were four basic objectives of this study.

A. Do prospective college freshman students differ in their perceptions of the environmental characteristics of a college in which they have shown a definite interest?

B. What environmental characteristics do prospective college freshman students perceive as desirable or undesirable in the college of their choice?

C. Are the prospective college freshman student's perceptions of the college environment influenced by the factors of sex, college major, campus visitation experiences and geographical location?

D. Do the prospective college freshman student's college choice, his perception of the college environment, and his perception of a desirable or undesirable college environment have any relationships to each other?

The principal instrument used in this study was the College and University Environmental Scales developed by C. Robert Pace. All respondents were asked to react to the items of the instrument twice. The first step was to answer "yes" or "no" as to whether they believed the statements listed on the instrument were truly characteristic of the environment of Ball State Teachers College. The second step was to repeat the test indicating the degree of desirability or undesirability of each of the statements listed on the instrument as a characteristic of the college or university they wish to attend. The respondent was given the opportunity to rate the item as "very desirable," "desirable," "undesirable," or "very undesirable."

The population consisted of all those Indiana secondary school seniors who had submitted Scholastic Aptitude Test scores to Ball State Teachers College. A random sample of students was secured selecting 200 individuals, 100 males and 100 females, from decks of cards containing SAT-V scores.

The data were analyzed by electronic data processing equipment using the Analysis of Variance and the "t" test techniques to determine significant differences among the group mean scores.

The following general conclusions can be stated as a summary of the specific findings of this investigation.

A. The perceptions of the Ball State Teachers College environmental characteristics were different as reported by selected groups of prospective college freshmen included in this study.

B. Prospective college freshmen included in this study differed in their perceptions of the desirability of the environmental characteristics of the college or university of their choice.

C. The factors of sex, vocational objective, campus visitation experience and geographical location of residence do influence the perceptions of a college environment and its desirable characteristics as reported by the prospective college freshmen included in this study.

D. There is a direct relationship between the prospective college freshman's perception of the college environment and his college choice. When other factors are equal, the perception of the college environment may be a determining factor in the college choice.

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By

Charles F. Abbott

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CHAPTER I

THE PROBLEM

Introduction

During the past decade, a number of dedicated researchers have been waging a determined battle to open new frontiers for study in the measurement of the college environment. Through their efforts and the design of instruments, it is now possible to attempt meaningful, rigorous investigation and identification of the various characteristics of the college campus environment, and to describe them in understandable terms to students, parents and professional counseling personnel. The investigator has been employed as a college personnel worker for several years and has seen the need for such information by both the prospective college freshman and the colleges and universities. It is the combination of this felt need and the desire to be part of a very new area of research that has prompted this research project.

Statement of the Problem

This study concerns itself basically with the dynamics of college choice. It is generally acknowledged that there are many factors involved in the

choice of a college by prospective college freshmen. This particular study has as its major concern, the influence of the student's perception of the college environment on his choice of a college. To study this problem, it is necessary to determine the student's perception of the environmental characteristics of the college of his choice, his perceptions of a desirable or undesirable college environment and the significance of the factors which may influence his perceptions.

The problem selected for this study requires answers to the following specific questions.

A. How do prospective college freshmen students differ in their perceptions of the environmental characteristics of a college in which they have shown a definite interest?

B. What environmental characteristics do prospective college freshmen students perceive as desirable or undesirable in the college or university of their choice?

C. Are the prospective college freshmen students' perceptions of the college environment influenced by the factors of sex, college major, campus visitation experiences and geographical location?

D. Do the prospective college freshman student's

college choice, his perception of the college environment, and his perception of a desirable or undesirable college environment have any relationships to each other?

Limitations and Scope of the Study

The questions to which this research study has attempted to find answers are very broad in context and of importance to the total field of education. It is necessary to place limitations on each investigation in order to obtain adequate data in sufficient quantity to form generalizations from the results of many studies of a similar nature.

In this particular situation, three basic limitations were imposed on the study.

A. The investigation was limited to the study of the student's perception of the college environment.

B. Ball State Teachers College was the only specific college or university represented in the study.

C. All respondents were Indiana secondary school seniors who had indicated an interest in attending college by completing the entrance examinations and submitting the test scores to Ball State Teachers College.

There were further restrictions applied to the selection of the sample population, and to the collection of data which are explained in detail in Chapter III.

Objectives of the Study

The general objectives of this study were:

To provide evidence of the effectiveness of the College and University Environmental Scales used in this study in measuring the environmental characteristics of a college or university.

To suggest further areas of research needed in the measurement of college environments.

To provide additional research evidence for the study of college choices by prospective college freshmen.

The following are specific objectives of this study:

To determine the environmental characteristics of Ball State Teachers College as reported by groups of prospective college freshmen.

To determine the desirable and undesirable environmental characteristics of a college or university as reported by groups of prospective college freshmen.

To determine the influence of selected factors on the prospective college freshman's perception of

the ~~Ball State Teachers~~ College environment.

To determine the influence of selected factors on the ~~prospective~~ college freshman's perception of a desirable or undesirable college or university environment.

To discover any existing relationships between the ~~prospective~~ college freshman's perception of the ~~Ball State Teachers College~~ environment, his perception of a desirable or undesirable college environment and his ~~choice of a college or university~~.

There were also some very pertinent supplimentary objectives of this study which supplied valuable information and assistance in interpreting the research data. These objectives were satisfied by the collection of subjective data to suppliment the statistical data. The objectives were:

To discover the ~~prospective~~ college freshman's stated reasons for his college choice.

To discover the significant persons involved in the college choice of prospective college freshmen.

To determine the extent and ~~type of pre-admissions~~ activities completed by ~~prospective~~ college freshmen as part of their efforts to choose an appropriate college or university.

Theory of the Study

In recent years, a new approach has come into focus with a psychological base of operation. This new approach is the identification of the college environmental characteristics as perceived by the students living in the environment. Several instruments have been designed by various researchers to accomplish this goal in various ways. If these instruments can truly identify these characteristics, the information gained can be of value to institutions in self-evaluation as well as to students attempting to make an appropriate college selection to meet their individual needs.

It is understandable that this area of investigation has been slow in developing because of the difficulty of measuring abstract perceptions. The description of the academic requirements and prediction of academic success are well developed and an accepted part of the process of college choice. Success in the non-academic areas of college life is not so easily determined. Most college student personnel workers have been quick to realize that personal dissatisfaction and attrition might be reduced if there were an adequate way to coordinate the prospective student's perception of the institutional environmental characteristics with

those perceptions held by the students in attendance at the institution.

The investigator believes that before any valuable practical applications can be made of measurement of the college environment, more attempts must be made to determine if the prospective student's perception of the environmental characteristics of a college or university is actually one of the factors in the college choice of prospective college freshmen. The study and identification of factors influencing the prospective freshman's perception of the environmental characteristics of colleges and universities must also be accomplished. When these important steps have been completed, the path will be open for meaningful use of such information by students, counselors and college personnel in the mutual choice of colleges by students, and students, by colleges. Institutional self-study and the comparison of institutions with each other promises to be one of the most beneficial areas of discovery in recent years concerning the evaluation and improvement of institutions of higher education.

Importance of the Study

The rapid expansion of the population of college age youth, the increase in the numbers of occupations made possible by the advances of science and technology

and the increased emphasis placed on advanced training and education by society have increased the importance of solving three basic questions which have been causing difficulties for many years. Colleges and universities which have no desire to become selective in their admissions policies are being forced to screen candidates much more carefully and to practice, at least, delayed or deferred admissions. At the same time, students are being advised to choose institutions of higher education which most nearly meet their individual needs. The basic questions referred to are as follows:

What motivates a student to seek higher education?

What factors influence his choice of a college or university?

Why do approximately one-half of all college freshmen leave college prior to graduation?

Sociologists and psychologists have accomplished much research in the area of the motivation of students for college entrance. Some of the most significant studies are those reported by Havighurst(20). Kahl(20) and Hill(18). The results of Havighurst indicate peer values are the major factor in the student's decision to attend a college or university. Kahl and Hill in two separate studies found that the parents' dissatisfaction with their own life and their desires for a

college education for their children were potent factors. Wise(53) believes that a variety of factors influence the student's decision to attend college but in varying different patterns of magnitude for each individual. Trent(51), in a nation-wide study of 10,000 young adults over a five-year period, says:

> Among the factors related to college attendance, we found the youths' socioeconomic status a bigger determinant of whether they entered college than their level of ability.

Several researchers have approached the question of seemingly excessive attrition rates shown by our American colleges and universities. Summerskill(20) has completed an exhaustive review of 35 different studies concerning the college dropout problem. He reports that the average American college loses approximately half of its students in the four years following their matriculation. Nearly 40% graduate on schedule and approximately 20% graduate at another institution or at a later date. This situation has not changed for nearly 40 years.

In a University of California study, Trent(51) reported that the following factors differentiated students who remained in college compared with dropouts and bright non-college students.

1. The early decision to attend college.
2. The importance attached in high school to attending and completing college.
3. The willingness to study.
4. The endorsement of the ideal over the practical purpose of college.

Many possible factors and combinations of factors have been identified as being responsible for the attrition of college students but the evidence is incomplete and inadequate to answer the question.

It seems to the investigator that securing adequate information about the factors which influence the college choice of a student may also answer questions concerning motivation for college entrance and reasons for dropout. It is entirely possible that these are not three separate questions, but rather are interrelated areas of concern. The dynamics of college choice are many and varied and would seem to play an extremely important role in the decision to attend college and the decision to leave college.

Many colleges and universities have practiced selective admissions for years and have had reasonably adequate information in terms of scores, academic achievement records, personal recommendations and social activity accomplishments to make fairly valid decisions. Students who wish to select a college or university have found little or no assistance available.

Pace(30), in a recent College Board Review article, says that:

> The selective student, by contrast has far fewer data to help him judge whether a college is fit for him. His counselor and the college catalogue will give him some information. Visiting the campus (if he can) and talking with people who have been there (if he knows any) may provide some more. But when it comes to the question, "What is life at this college really like?", he is virtually in the dark.

The same type of situation was found to be true by Trent(51) in the University of California Five-Year Study.

> In our early interviews, students showed a conspicuous lack of involvement with the colleges of their choice and a marked lack of information about colleges in general. With the exception of a small minority attending a few select institutions most of our college students picked their institutions first for proximity, second because of peer popularity and third out of a generally ill-conceived notion of their institutions prestige.

Perhaps the most significant research study in recent years attempting to isolate reasons for college choice was a study by Holland(19) of 1402 National Merit Scholars and parents and Certificate of Merit winners and parents. The results were a complex set of forces including student goals, abilities and personalities which interact with parental values,

education, socioeconomic status and parent image of the best and ideal college. Another of his conclusions was that colleges receive talent supplies which differ in academic ability, personality and values. There appeared to be a great range of potential for various kinds of achievement with different groups being subjected to different parental pressures for different goals and achievements.

Hammond(20) also reported the factors of type of institutional support, student body composition, size, and physical facilities as basic influences on the choice of a college or university as a result of his research study. From the available research data, it appears that most studies of the reasons for college choice have employed the direct survey method of obtaining opinions from prospective college students.

Definition of Terms

One of the most difficult aspects of writing a research report is making certain that the terms used in reporting data and results are understandable and have common meanings for those persons reading the material. The following terms are used in this study and are basic to understanding the procedures used and the results obtained.

C.U.E.S. - College and University Environmental Scales - This was the principal instrument used to measure the college environmental characteristics. It was developed in 1962 by C. Robert Pace.

D.C.S. - Desirability Characteristics Scales - The C.U.E.S. were administered with a different set of responses designed to yield a degree of desirability score for each item. This instrument was developed and named the Desirability Characteristics Scales by the investigator.

U.C.S. - Undesirability Characteristics Scales - The same set of above responses to the C.U.E.S. was designed to supply an undesirability score for each item. This instrument was developed and named the Undesirability Characteristics Scales by the investigator.

Prospective College Freshman - In this study, these individuals were all Indiana secondary school seniors who had submitted Scholastic Aptitude Test scores of 500 or above to Ball State Teachers College.

Null Hypotheses

In this study, three principal sets of results are yielded by the measuring instruments and nine factors are used in the analysis of the data. Thus, there are twenty-seven separate hypotheses to be tested. In addition, there are four hypotheses to be tested relevant to the relationship between the perception of the college environment and the perception of the college environment and the perception of the desirability or undesirability of the environmental characteristics of a college or university. The following list of null hypotheses are those

concerned with this study.

A. Null Hypotheses Related to the Measurement of the Perception of the Environmental Characteristics of Ball State Teachers College

1. There are no differences between group mean scores on the C.U.E.S. which can be attributed to the declared college choice of the respondents.

2. There are no differences between group mean scores on the C.U.E.S. which can be attributed to the sex of the respondents.

3. There are no differences between group mean scores on the C.U.E.S. which can be attributed to the declared college major of the respondents.

4. There are no differences between group mean scores on the C.U.E.S. which can be attributed to the campus visitation experiences of the respondents.

5. There are no differences between group mean scores on the C.U.E.S. which can be attributed to the geographical location of the respondents.

6. There are no differences between group mean scores on the C.U.E.S. which can be attributed to a combination of the declared college choice and sex of the respondents.

7. There are no differences between group mean scores on the C.U.E.S. which can be attributed to a combination of the declared college choice and the declared college major of the respondents.

8. There are no differences between group mean scores on the C.U.E.S. which can be attributed to a combination of the declared college choice and campus visitation experiences of the respondents.

9. There are no differences between group mean scores on the C.U.E.S. which can be attributed to a combination of the declared college choice and geographic location of the respondents.

B. Null Hypotheses Related to the Measurement of the Perception of the Environmental Characteristics which Are Desirable in a College or University

1. There are no differences between group mean scores on the D.C.S. which can be attributed to the declared college choice of the respondents.

2. There are no differences between group mean scores on the D.C.S. which can be attributed to the sex of the respondents.

3. There are no differences between group mean scores on the D.C.S. which can be attributed to the declared college major of the respondents.

4. There are no differences between group mean scores on the D.C.S. which can be attributed to the campus visitation experiences of the respondents.

5. There are no differences between group mean scores on the D.C.S. which can be attributed to the geographical location of the respondents.

6. There are no differences between group mean scores on the D.C.S. which can be attributed to a combination of the declared college choice and sex of the respondents.

7. There are no differences between group mean scores on the D.C.S. which can be attributed to a combination of the declared college choice and the declared college major of the respondents.

8. There are no differences between group mean scores on the D.C.S. which can be attributed to a combination of the declared college choice and campus visitation experiences of the respondents.

9. There are no differences between group mean scores on the D.C.S. which can be attributed to a combination of the declared college choice and geographic location of the respondents.

C. Null Hypotheses Related to the Measurement of the Perception of the Environmental Characteristics which Are Undesirable in a College or University

1. There are no differences between group mean scores on the U.C.S. which can be attributed to the declared college choice of the respondents.

2. There are no differences between group mean scores on the U.C.S. which can be attributed to the sex of the respondents.

3. There are no differences between group mean scores on the U.C.S. which can be attributed to the declared college major of the respondents.

4. There are no differences between group mean scores on the U.C.S. which can be attributed to the campus visitation experiences of the respondents.

5. There are no differences between group mean scores on the U.C.S. which can be attributed to geographical location of the respondents.

6. There are no differences between group mean scores on the U.C.S. which can be attributed to a combination of the declared college choice and sex of the respondents.

7. There are no differences between group mean scores on the U.C.S. which can be attributed to a combination of the declared college choice and the declared college major of the respondents.

8. There are no differences between group mean scores on the U.C.S. which can be attributed to a combination of the declared college choice and the campus visitation experiences of the respondents.

9. There are no differences between group mean scores on the U.C.S. which can be attributed to a combination of the declared college choice and geographic location of the respondents.

D. Null Hypotheses Concerning the Relationships Between the Perception of Environmental Characteristics and Their Desirability or Undesirability

1. There are no relationships between the profile patterns of group mean scores obtained on the C.U.E.S. and the D.C.S. for those respondents who declared Ball State Teachers College as their first college choice.

2. There are no relationships between the profile patterns of group mean scores obtained on the C.U.E.S. and the U.C.S. for those respondents who declared Ball State Teachers College as their first college choice.

3. There are no relationships between the profile patterns of group mean scores obtained on the C.U.E.S. and the D.C.S. for those respondents who did not declare a first college choice.

4. There are no relationships between the profile patterns of group mean scores obtained on the C.U.E.S. and the U.C.S. for those respondents who did not declare a first college choice.

Plan of the Study

The investigator has organized this study in the normal prescribed pattern for educational research reports. All chapters have specific purposes and this plan illustrates the organization of information and data within each chapter.

Chapter I - The area of concern, the theoretical background, the statement of the problem and its objectives are discussed and stated in this chapter. Another extremely important item in this chapter is the statement of the null hypotheses.

Chapter II - The current research and writing in

the area of measurement of college environments is reviewed in Chapter II. An historical review of the area of concern, a review of recent research and doctoral dissertations are included with a detailed review of the development of the College and University Environmental Scales.

Chapter III - The methodology of the study, including the design of the study, the description of the measuring instruments, the sample selection and collection of data are presented in Chapter III.

Chapter IV - This chapter presents a description of the population, the tabulated subjective data and the statistically treated data in table form.

Chapter V - The interpretation of the data presented in Chapter IV is given by the investigator in this chapter. Conclusions are drawn from the data to satisfy the objectives of the study and recommendations for further research are discussed.

Appendix A - This section includes copies of all instruments and materials used in the study as well as supplimentary data not necessary in the presentations made previously in Chapter III.

Appendix B - All data which is not essential to the adequate presentation of the Analysis of Data in Chapter IV is included in Appendix B. The results

of the "t" test computations are presented in table form to facilitate easy referral from the body of the study to additional information.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The importance of measuring the environment of the college campus has long been mentioned as a necessary ingredient of the successful study of college student behavior and achievement. It is easy to find references to the subject in the periodicals and books of the recent past. Until the late 1950 era, very little significant effort was given to the problem of developing instruments and research procedures for proving or disproving the existing theories. It is logical that this area of investigation has been delayed until the measurement of intelligence, interest, aptitude and achievement was well developed and accepted because of the degree of difficulty of measuring abstract perceptions. In recent years, many significant advances have been made in measuring differences in college environments.

The approaches which may be taken toward the study of college environments are many and vastly different. Pace(35) discussed this dilemma in the Teachers College Record. Among the many approaches, he indicated the following ones as representing the major attempts made in recent years by researchers.

1. Educational approaches

2. Inventories of resources and features such as accreditation reports, directories and etc..

3. Alumni studies which usually result in an estimate of scholarly productivity or possible evaluation studies in which the emphasis is upon how well the adult behavior of former students exemplifies the ideal of an educated man, a good citizen and etc..

4. Evaluation studies emphasizing student achievement of important educational objectives such as acquisition of desired interests, attitudes and values.

5. Sociological approaches which view the college as a social system with emphasis on peer groups, role behavior, and communication networks.

6. Management surveys stressing fiscal and administrative affairs.

7. Psychological approaches including personality development and individual differences within and between college student bodies and the student's perception of the college environment.

Many research studies may be found concerned with these various approaches as categorized by Pace. For purposes of the study only, those studies using the

psychological approach which differ significantly in objective or design will be discussed.

The investigator has chosen to organize the Review of Literature by dividing the chapter into three sections. The first section will present a history of the subject area including the theories and ideas presented in the literature by early investigators and theorists. A second section will report significantly different research projects carried out in recent years which attempt to measure the college environment. The last section will be a presentation of research completed in which the C.U.E.S. was used as a measuring instrument.

An Historical Review of the Study of the Measurement of College Environmental Characteristics

Contemporary authorities in the field of environmental measurement such as George Stern and Charles Pace pay tribute to the theories of Henry Murray as the guiding source of thought for their work. Pace(32) says that:

> The concepts of need and press were first presented in Murray's personality theories. The concept of need represents the significant determinants of behavior within the individual while the concept of press represents the significant determinants of behavior in the environment. A press is a feature of the environment which is relevant to the satisfaction of frustration of a need.

Stern(43) also gives credit to the work of Lewin in the comparison of democratic, autocratic and laissez-faire group atmospheres as being a prime factor in the development of interest in environmental measurement. In 1951, Wispe'(43) completed some significant research concerning the value of student-centered group instruction as compared to subject-matter-centered instruction methods. Since there were no significant differences between effectiveness of the two methods, it appeared that the success of the learning process might depend on the best combination of teaching technique and student need.

Stern, Stein and Bloom(45) in 1956 at the University of Chicago made the first investigations of the relationships among situation, personality and learning in higher education. The instruments used categorized students into four groups; authoritarians, antiauthoritarians, irrationals and rationals. Initial results indicated that institutions varied considerably in the relative proportions with which each type of person was represented. A number of other comparisons were also carried out using this research data. An extension of these studies was also carried out at Syracuse University adding much more validity to previous findings. (42)

Research in the area of environmental measurement was greatly aided by funds provided through the College Entrance Examination Board and the Ford Foundation. One result of this financial assistance was the development in 1957-58 of the College Characteristics Index. This instrument, developed by Pace and Stern,(41) was the initial instrument of its kind to be developed and rigorously tested and validated. The basis for the instrument was the belief that a college environment may be viewed as a system of pressure, practices and policies intended to influence the development of students toward the attainment of important goals in higher education.

A significant research project was reported in 1959 by Thistlewaite(46) on the use of productivity measures in determining the effectiveness of undergraduate colleges to stimulate students to seek Ph.D. Degrees. Separate measures of productivity were yielded in the natural sciences and the arts, humanities and social sciences. The conclusions reached indicated that these productive measures have value and emphasize the importance of faculty behavior in stimulating or inhibiting intellectual achievement. One of the most recent attempts to develop instruments for the measurement of college environment has been research by Astin and Holland.(19) A study of 33 variables and 335

institutions was made to determine by factor analysis, the principle dimensions along which institutions of higher education differ. Six factors emerged from the analysis: affluence, size, private or public support, masculinity, realistic emphasis and homogenity of the environment. This method of measurement was named the Environmental Assessment Technique (EAT). The original study was reported in 1961 and further research completed in 1963. Pace, one of the original authors of the College Characteristics Index, has completed further research resulting in the refinement of the previous instrument into a new instrument. It is called the College and University Environmental Scales and has been chosen for use in this study. A complete description will be given in the third section of this chapter.

A Description of Unique Research Studies Utilizing Varied Psychological Approaches to the Measurement of College Environments

The only significant progress in the specific area of college environmental characteristics measurement has occurred since approximately 1956. Until this time, efforts were more directed toward the development of a theoretical framework from which good basic research projects could be isolated and tested. The investigator believes much of the credit for the

progress made recently should go to the efforts of Stern, Stein and Bloom(45) for their initial study of the relationships among situation, personality and learning. Although this investigation was much broader than the measurement of the college environment alone, it served an extremely important function in aiding future research.

A complete review of the literature has revealed six studies completed since 1956 which have used varying approaches to the measurement of college characteristics. In this section, these six approaches will be described as background for the discussion of research projects involving the CUES in the next section of this chapter.

The College Characteristics Index and the Activities Index

Perhaps the most recognized and utilized instrument designed to measure the characteristics of the college environment is the College Characteristics Index developed at Syracuse University by Stern and Pace.(41) It is a result of Stern's interest in personality assessment and the interests of Pace in evaluation and measurement in higher education.

The basis for this research and development had as its base the work previously referred to by Stern, Stein and Bloom(45) at the University of Chicago

concerning the relationships among situation, personality and learning and Murray's(26) needs-press theory.

A research proposal was submitted to the College Entrance Examination Board by the authors and a research grant was offered to them. Further research was supported by the Carnegie Corporation and the Cooperative Research Branch of the United States Office of Education.

The instruments developed were designed to be used in gathering two different types of data. Thirty environmental press scales were devised to measure the environmental characteristics of the institution as perceived by students and/or faculty. This instrument was named the College Characteristics Index. Another instrument to be used in the gathering of counter-part information was developed using the list of personality needs reported by Murray. It also contained 30 scales and was named the Activities Index. The first version of the test was administered using five colleges. The results were reported by Pace and Stern(31) in 1958.

Further significant research has been accomplished in the refinement and testing of this instrument but it still remains the most widely used instrument for the study of the relationship of student needs and college

environments. Studies utilizing the CCI and the results obtained will be presented later in this section.

The Environmental Assessment Technique

This approach to the measurement of the differences between institutions was devised by Astin and Holland.(2) The results of their research was initially reported in 1961 showing the principal dimensions along which institutions of higher education differ. A factor analysis using 33 variables and a large nationwide sample of 335 institutions yielded six significant factors.

1. Affluence
2. Size
3. Private or public support
4. Masculinity
5. Realistic emphasis
6. Homogenity of the environment

The research design was well planned and this approach and the instrument devised are well accepted as one approach to the measurement of differences in college environments. Astin(3) recently has reported additional research adding to the validation of the initial research.

A Description of Junior Colleges

While many studies of four-year degree institutions have been attempted, the literature shows only

one study of the environmental characteristics of the Junior College or two-year institutions. Richards, Ran and Rand(37) recently completed a research study of 581 Junior Colleges and the results were published by the American College Testing Programs, Research and Development Division.

The authors intercorrelated 36 major attributes of the Junior Colleges. In essence, it is a replication of the study completed by Astin(6) in 1962 using four-year colleges and universities and a comparison of the results is made with Astin's results. The conclusions reached indicate that Junior Colleges are different from four-year colleges and a different classification scheme must be devised for the Junior College. It suggests the following six factors be used to develop profiles in the comparison of Junior Colleges with each other.

1. Cultural affluence
2. Technical specialization
3. Transfer emphasis
4. Business orientation
5. Size
6. Age

This study appears to have made an initial contribution to the study of the environmental characteristics of the Junior College but more research is desperately needed to establish its validity and reliability.

College Environments and the Development of Talent

A different approach to the study of differences in college environments and its effects was developed and tested by Thistlewaite.(46) In 1958-59, he selected a sample of 916 National Merit Scholars and Certificate winners currently studying at 36 colleges and universities. The main instrument used was the College Characteristics Index. Students were asked to recall what their expectations were for college environments at the time they entered college and also what their perceptions were as experienced members of the student body. He reports the following results:

1. The press of different colleges vary considerably.
2. Expectations held for the college environment are consistent with the perceived college press.
3. College environment is an important factor in the student's motivation to seek advance intellectual training.

Astin(3) challenged Thistlewaite's research methods and statistical treatment of data. He believed that student recall of expectations could not be used as valid data because of the influence of actual college attendance. In an attempt to answer these charges,

Thistlewaite(50) reported additional research in a study of 2405 undergraduate men students at 140 institutions across the country. He reported that there was no evidence to dispute his previous results. An additional refinement of the data revealed that men students who report that their teachers exert weak press for compliance tend to raise their aspirations for advanced intellectual training more than men who do not report such a press.

Faculty Status and Changing Institutional Press

An interesting research project was reported by Chickering(13) in 1965 as a result of a Ford Foundation sponsored study of college curriculum organization at Goddard College, Plainfield, Vermont. This was a longitudinal approach to the study of the college environment and its pattern of change. The College Characteristics Index was used as the measuring instrument.

A total of eighty-four students divided by class were used in the study with selected groups being tested before entering college and at the end of each grade level over a two-year period. The evidence shows very clearly that there is a major shift in the student's perception of the college as he moves through

it. The institutional image is quite different for the entering student, and for the student at each grade level. The greatest differences occur in the intellectual climate but the climate also appears different in the non-intellectual areas.

A unique aspect of this study was the inclusion of faculty perceptions of the college characteristics as measured by the College Characteristics Index, and their correlation by profile with the results of the student testing. The authors report that the student's perception of institutional press is greater than the faculty at college entrance, about the same after two years and lower than the faculty at graduation. Therefore, it appears that at Goddard College, the students shifting perceptions of the college environment approximates more and more closely with the faculty view. The point of view is offered that student culture may be more easily changed than faculty views of the institution and that greater attention should be given to this concern. The recommendation is also given that additional research should be devoted to the examination of institutional press at different grade levels and to the absolute levels of different kinds of press.

A Biographical Inventory

An entirely new and unique approach to the prediction of college academic success based on the relationships between college environment and student biographical characteristics was designed and reported by Anastasi, Schneiders and Meade(1) in 1960. The student body at Fordham was used for the research.

The students used in the research were identified and placed in groups designated as positive, average or negative. The positive group represented the type of person this college wants to develop. Students making satisfactory adjustment but did not show any outstanding characteristics were called, average. The negative cases showed concrete evidence of emotional maladjustments or poor social behavior and were judged unsatisfactory students.

Five top administrators were asked to list the objectives of the college as they saw it and this was used as a form of reporting the environment of the institution. The four objectives of this institution were:

1. Intellectual development
2. Formation of character
3. Training for leadership
4. Promotion of personal growth

Nine sources of criterion information were used with which the students were nominated for membership in one of the three groups.

1. Faculty rating
2. Faculty advisor reports
3. Reserve officer training corp reports
4. Honors program
5. Student government records
6. Extra-curricular honor society
7. Office of Psychological Services records
8. Dean of Men records
9. Academic records

The authors report that it is feasible to develop a scoring device for use with certain biographical data in predicting college success and that the use of biographical data analysis can be productive in predicting the adjustment and accomplishments of students. The study also contributed to the identification of some of the salient characteristics of the successful and unsuccessful students within a particular college environment.

Other Research Studies Concerned with the Measurement of the College Environment

There are a considerable number of doctoral dissertations completed and reported in the dissertation abstracts since approximately 1960 which have dealt

generally with the student's perception of the college environment as a member of the student body at that specific college and the effects of the student's perception on academic achievement or other variables. Although none of these studies are directly related to the problem presented by this research, it seems highly desirable to point out their results at this point.

A study of 57 Amhurst College seniors in 1958-59 conducted by Brincy and Taylor(8) attempted to establish the nature of various attitudinal-behavioral patterns which distinquish between college seniors. The variables established were ability, talent, orientation to college and the reinforcement patterns provided by the college.

Bloland(9) developed and validated a Survey of Student Opinion in 1959 at the University of Minnesota. The purpose of his study was to develop an objective means of measuring the attitudes of beginning university students toward selected concepts in higher education and to investigate the relationship between measure and peer judgements of related behavioral characteristics.

Campbell(12) studied student perceptions of the environment of Lansing Community College using the College Characteristics Index.

Two related studies were completed on the Master's level at Brigham Young University in 1961 and 1962 by Fisher(15) and Standing.(40) These are reported by Pace(36) in the CUES manual bibliography. Details are not available on the methods employed. Fisher studied the relationships between anticipated environmental press and student satisfaction, achievement and attrition, while Standing compared the environmental characteristics anticipated by entering students with those of the student body.

A study by McFee(25) in 1961 of the relationships of student needs to the College Characteristics Index failed to find any correlation between scale scores of the individuals on the College Characteristics Index and parallel scores on the Activities Index. Eighty-eight per cent of the College Characteristics Index items were independent of the parallel needs of the respondent.

Nunnally, Thistlewaite and Wolfe(28) studied a sample of University of Illinois freshmen and sophomores in an attempt to develop factors relating to student perception of college environments. Twelve major factors were determined.

1. Systematized energy of faculty
2. Toughness of faculty

3. Availability of faculty to students
4. Interestingness of lectures
5. Faculty interest in arts and humanities
6. Vocational emphasis
7. Intellectual drive of students
8. Personal appearance and manners
9. Competition
10. Science interest
11. Pressure against scholarly activities
12. Interest in visiting speakers

In 1963, Wood(54) studied 132 female freshmen students at the University of Georgia. His purpose was to determine the relationship of the College Characteristics Index to selected variables. Students were compared using the C.C.I. Heston Personality Adjustment Inventory, Kuder Preference Record - Vocational, California Reading Test and the Scholastic Aptitude Test. Significant relationships were discovered between the C.C.I. and the following:

1. Some areas of the Heston Inventory
2. Some areas of the Kuder Record
3. Number in the high school class
4. Number of siblings
5. Family religious preferences

No relationships were found between the C.C.I.

and the Scholastic Aptitude Test, the predicted grade point average and the place of residence.

The College Characteristics Index was used by Rock(39) at Pace College to determine the environmental features of the college. Scale scores on the C.C.I. were compared for several groups including college seniors, entering freshmen, faculty and secondary school counselors. He reports significant differences between the groups and urges further study.

Huntington College, a local Indiana private college was the situation used by Charles B. Cureton(13), to study the needs of students and the teaching environment with relation to academic achievement. Freshmen and faculty were tested using the College Characteristics Index and the Activities Index. The results indicated that students with needs similar to the teaching environment as seen by the faculty do achieve significantly higher than students with dissimilar needs.

A Review of the Development of the College and University Environmental Scales and Its Use in Recent Research

The College and University Environmental Scales was developed by C. Robert Pace, published and copywrited in 1963. It is the newest of the instruments designed to measure the college environment by

identifying those characteristics of the college which appear to be representative of the institutional environment. This instrument is the outgrowth of the College Characteristics Index developed by Stern and Pace in 1958.

Pace(36) describes the nature of the instrument as follows:

> CUES consists of 150 statements about college life--features and facilities of the campus, rules and regulations, faculty, curricula, instruction and examinations, student life, extra-curricular organizations, and other aspects of the institutional environment which help to define the atmosphere or intellectual-social-cultural climate of the college as students see it. Students who take the test are asked to say whether each statement is generally TRUE or FALSE with reference to their college: TRUE when they think the statement is generally characteristic of the college, is a condition which exists, an event which occurs or might occur, is the way most people feel of act; and FALSE when they think the statement is generally not characteristic of the college. The test is, therefore, a device for obtaining a description of the college from the students themselves, who presumably know what the environment is like because they live in it and are part of it. What the students are aware of, and agree with some unanimity of impression to be generally true, defines the prevailing campus atmosphere as students perceive it.

The C.U.E.S. consists of 150 items which are divided into 5 scales for the purpose of analysis. The scales are identified and described by Pace in the C.U.E.S. manual.

Scale 1. Practicality. This combination of items suggests a practical, instrumental emphasis in the college environment. Procedures, personal status, and practical benefits are important. Status is gained by knowing the right people, being in the right groups, and doing what is expected. Order and supervision are characteristic of the administration and of the classwork. Good fun, school spirit, and student leadership in campus social activities are evident.

The atmosphere described by this scale appears to have an interesting mixture of entrepreneurial and bureaucratic features. Organization, system, procedures and supervision are characteristic of many large enterprises, both public and private, industrial, military, and governmental, but they are not limited to large agencies. Such hierarchies as exist, however, may be interpersonal as well as organizational, so that it is not only useful to understand and operate within the system but also to attain status within it by means of personal associations, and political or entrepreneurial activities.

There are, of course, many practical lessons to be learned from living in an environment that has these characteristics and opportunities. Certainly such characteristics and opportunities. Certainly such characteristics are encountered widely in the larger society.

Scale 2. Community. The combination of items in this scale describes a friendly, cohesive, group-oriented campus. The environment is supportive and sympathetic. There is a feeling of group welfare and group loyalty which encompasses the college as a whole. The campus is a community. It has a congenial atmosphere.

The small college in a small town immediately comes to mind as a prototype--with friendly and helping relationships among the students and between the students and the faculty. Some large universities, however,

manage to have a strong sense of community; and some small colleges have an atmosphere that is better characterized by privacy, personal autonomy, and cool detachment than by a strong sense of togetherness. On the whole, however, bigness tends to beget impersonality but not necessarily unfriendliness.

If the organizational counterpart of "practicality" was the bureaucracy, perhaps the counterpart to "Community" is the family.

Scale 3. Awareness. The items in this scale seem to reflect a concern and emphasis upon three sorts of meaning--personal, poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggest the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to pointing, music, drama, poetry, sculpture, architecture, etc., suggest the search for poetic meaning. A concern about events around the world, the welfare of mankind, and the meaning and idealistic commitment. What seems to be evident in this sort of environment is a stress on awareness, an awareness of self, of society, and esthetic stimuli.

Perhaps in another sense, these features of a college atmosphere can be seen as a push toward expansion and enrichment--of personality, of societal horizons, and of expressiveness.

Scale 4. Propriety. The items in this scale suggest an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. On the negative side, one can describe propriety as the absence of demonstrative, assertive, rebellious, risk-taking, inconsiderate, convention-flouting behavior.

Conventionality, in the sense of generally accepting and abiding by group standards, is

in some respects a good term for the items in this scale, although so-called rebellious groups, beatniks for example, have strong conventions to distinquish them from what they think is conventional in others. Perhaps, the word, propriety, is a better term than conventionality.

In any event, the atmosphere on some campuses is more mannerly, considerate, and proper than it is on others.

Scale 5. Scholarship. The items in this scale describe an academic scholarly environment. The emphasis is on competitively high academic achievement and a serious interest in scholarship. The pursuit of knowledge and theories, scientific or philosophical, is carried on rigorously and vigorously.

The C.U.E.S. statements are designed to sample the general atmosphere of the institution, the social and intellectual climate and the style of life on the campus. It may be scored and analyzed by the opinion poll method of consensus of opinion or by statistical methods using group mean scores and standard deviations.

The validity of the C.U.E.S. was established by correlating the C.U.E.S. scores obtained from specific colleges with scores on the Productivity Indexes developed by Thistlewaite(46) from the same colleges. The Pearson Product-Moment Correlation method was employed. Correlations were found to exist between the C.U.E.S. scores and other institutional features and the data is presented in the C.U.E.S. manual.(36)

Further validation was accomplished by comparing C.U.E.S. scores and the factors developed by Astin.(2) Thirty-four institutions used in both studies were used in the comparison. The rank order of Astin's factors were closely correlated with the rank order of the C.U.E.S. scores. These correlations are shown in the C.U.E.S. manual.(36)

Reliability of the C.U.E.S. scores was tested by the use of the Kuder-Richardson formula 21 and the split-halves corrected by the Spearman-Brown formula. The reliabilities are all uniformly high and are reported in the C.U.E.S. Manual.(36) The author stipulates that usual methods of obtaining reliability coefficiants are inappropriate for the C.U.E.S. except when applied to the scores obtained from different institutions. Pace(36) states that:

> In this circumstance one hopes to have test scores which are widely dispersed in order to maximize the discrimination between institutions and thus, by definition, produce high reliability coefficients.

Because of the recent origin of the C.U.E.S., the investigator can find only a few research efforts completed using the instrument.

Pace reports one use of the C.U.E.S. to establish a profile which appeared in the Antioch College Bulletin, 1965-66.(30) It is a written description of

how the upperclassmen of the college view the environment in terms of the five C.U.E.S..

The Educational Testing Service has organized a project in Indiana called the Indiana Central Prediction Study. In previous years, data has been collected and analyzed for presentation in manual form to secondary school counseling personnel. The Manual of Freshman Class Profiles contains predictive composites for the various colleges and universities in Indiana. In 1965, a new dimension was added to the description of eleven of the institutions included in the manual by using the C.U.E.S. to gather data concerning the environmental characteristics of the institution. It is felt that this type of information can be of valuable assistance in aiding prospective college freshmen in making appropriate institutional choices.

In a recent issue of College Board Review, Pace(30) reports on a study in Los Angeles.

> In one study, selected seniors from three Los Angeles high schools were asked to answer CUES according to what they expected would be true of college. A similar group as asked to answer in view of what they hoped would be true. Both sets of answers-the expected and the ideal-were nearly identical. And both differed substantially from the actual profiles of the colleges they hoped to enter.

One of the dissertations reported in the dissertation abstracts was conducted in California by Sylvia B. Tucker(52) in 1964. This was a study of 527 California Junior College students selected for the project according to their ability to enter public institutions of higher education upon high school graduation, as stipulated by California State law.

The C.U.E.S. was the basic measurement instrument used. Students enrolled in College "A" were asked to be reporters about their college environment. College "B" students were asked to respond as if they were in an ideal environment. All students were given the Omnibus Personality Scales. A comparison of mean scores was made using the environmental perception (C.U.E.S.), intellectual disposition (O.P.S.), creative disposition and grade point average. The results indicated no major differences between group mean scores. Actual perception differed slightly from the "ideal" perception. No differences were found in intellectual or creative disposition.

In the Winter 1965-66 College Board Review, Pace (30) cited another California study which used the C.U.E.S. in a comprehensive unique approach on entering college freshmen.

> In another study, incoming freshmen at a junior college, two small liberal arts colleges, and two large universities were given CUES during orientation week. Their responses were compared with those of upperclassmen from each institution. Again, the differences between the freshman and upperclass responses were substantial-especially on the scholarship, awareness, and community scales.
>
> The freshmen expected none of the five institutions to rate lower than seventy-ninth percentile for scholarship and awareness, where-as the actual ratings by the upperclassmen ranged as low as the forty-third percentile for the former and the twenty-first for the latter. On the community scale, the freshmen expected no lower than fiftieth percentile; the upperclassmen ranked one institution down in the twelfth. By alerting students to discrepancies as wide as these between expectation and reality, CUES might well be able to save them considerable cultural shock.

The latest reported use of the CUES was by John Conner(55) at Southern Methodist University in 1966. He studied the relationship of the college environmental perception to the attrition or retention of freshman students at Southern Methodist University. The CUES was given to all entering freshmen at the University in 1964. These students were followed through the year and drop-outs were identified. The drop-out individuals were grouped according to sex, type of residence, parental college affiliation, transfer or non-transfer status. No differences were found between groups concerning their perception of the college environment as measured by the CUES. The conclusions reached

indicated that the perception of the college environment has no relationship to the retention or attrition of freshmen at Southern Methodist University.

Summary

In summarizing and evaluating the effectiveness of the research which has been completed in the area of college environment measurement, it might suffice to say that it is unorganized, inadequate and is most certainly in its initial stages of development. This does not mean that efforts in this direction should be abandoned. Research efforts of this type are very similar to basic research in other fields which requires a variety of approaches to the solution of the basic problems before more refinement and organization of research efforts can be formulated.

This review of literature has shown that while no sensational advances have been made until the present, a new frontier of investigation has been penetrated. It will be necessary now to proceed to test the theories and instruments developed by the pioneers in this area of study. The purpose of this research study is to provide further evidence of this nature.

CHAPTER III

THE DESIGN AND METHODOLOGY OF THE STUDY

Design of the Study

In this chapter, the design of the study will be reported, including the sample selection, collection of data, the measuring instruments, the scoring procedures and the methods of analysis.

A list of objectives was presented in Chapter I but there is one basic objective which should be repeated here as justification for the choice of the design of this research project. This study, from its inception, was to be a comparative study of two independent groups of Indiana secondary school seniors who were also prospective college freshmen. The basic comparisons were to discover any differences between the group perceptions of a college, their perceptions of what characteristics may be desirable or undesirable in a college and any influence these perceptions and desires may have on the college choice of the students.

The basic procedures making up the design of this investigation included the selection of two stratified random samples of individuals, the collection of data by mail using appropriate instruments, the analysis of the data in terms of the objectives of the study and the formulation of conclusions and recommendations which

could appropriately be drawn from the research results.

Sample Selection

The population from which the two random samples were selected consisted of all those secondary school seniors who had submitted Scholastic Aptitude Test scores to Ball State Teachers College. Two random samples of students were secured by using the Table of Random Numbers and selecting 100 individuals, 50 males and 50 females, from each of two decks of cards containing SAT-V scores. The first sample was drawn from a deck of 635 cards with SAT-V scores of 500 or above who had identified Ball State Teachers College as their first choice college or university in Indiana. All students who apply for scholarship assistance to Indiana colleges and universities are required by the Scholarship Association of Indiana Colleges and Universities to choose an institution as their first choice and supply that institution with a standard form requesting to be considered for financial aid.

The second sample was selected from a deck of 3965 cards with SAT-V scores of 500 or above submitted to Ball State Teachers College by students who did not request scholarship consideration or indicate a college choice. Thus, the total population consisted of 4600

individuals and the sample selected for this study included exactly 200 individuals.

As part of the Design of the Study, the following restrictions were placed on the members of the samples.

A. The SAT-V score must be 500 or above.

B. The SAT-V score must have been received by Ball State Teachers College prior to March 1, 1964.

C. Foreign students and non-resident students were excluded.

The minimum score of 500 was chosen because it represented the lowest possible score which can be submitted by a student who wishes to be considered for a scholarship at Ball State Teachers College and also indicates a verbal skill capacity adequate to complete the materials needed by this research project on a competent level.

The date of March 1, 1964 was the second restriction selected because it was the deadline for a freshman scholarship application to be received in the Office of Financial Aid at Ball State Teachers College. By this same date, approximately 90 per cent of all test scores which will be received from students are available. This percentage was assumed to be adequate for the purposes of this study.

Foreign students and non-resident students were excluded mainly because they represented only about

5 per cent of the total student body and obtaining adequate numbers for research purposes would be very difficult.

The investigator acknowledges the probability of a degree of contamination within the samples. There are probably some students who submitted SAT scores to Ball State Teachers College without naming the College as their first choice college because they did not need or want financial assistance. These students are included in the unknown college choice sample population even though, in truth, they did rank Ball State Teachers College as their first choice college.

The Measuring Instruments

The principal measuring instrument used in this study was the College and University Environmental Scales. (C.U.E.S.) A detailed description of the development and validation of the C.U.E.S. has been presented in the Review of Literature and no further explanation will be given at this time.

It should be pointed out that the use of the instrument in this study is not the use for which it has been designed. Pace says,(36)

> The test is, therefore, a device for obtaining a description of the college from the students themselves, who presumably know what the environment is like because they live in it and are part of it. What the students are aware

> of, and agree with some unanimity of impression to be generally true, defines the prevailing campus atmosphere as students perceive it.

The individuals selected for this study have not attended college and have not had the experience of living in the environment.

As reported in Chapter II, some research has been completed with this instrument to determine the perceptions of prospective college freshmen but the results are not adequate to be significant in determining its effectiveness. One of the most pertinent objectives of this study is to determine the effectiveness of this type of instrument in measuring the perceptions of students who have gained their image of an institution without having lived in the environment. Regardless of the difference of purpose, the investigator believes the C.U.E.S. to be the best instrument available for the collection of data for this study.

Copies of the instruments used to collect the data are included in the Appendix A. A personal data sheet was the first item to be completed by the respondent. The purpose of this form was to collect personal and family data not available from other sources and subjective data concerning college and career planning activities completed by the student.

Items "two" and "three" to be completed were answer sheets for the use of the respondent in reporting on the items of the C.U.E.S.. All respondents were asked to react to the items of the instrument twice. The first step was to answer "yes" or "no" as to whether they believed the statements listed on the instrument were truly characteristic of the environment of Ball State Teachers College.

The second step was to repeat the test indicating the degree of desirability or undesirability of each of the statements listed on the instrument as a characteristic of the college or university they wish to attend. The respondent was given the opportunity to rate the item as "very desirable", "desirable", "undersirable". When the C.U.E.S. is used in this manner, it is referred to as the Desirability Characteristics Scales (D.C.S.) or the Undesirability Characteristics Scales (U.C.S.).

Scoring the Instruments

The data obtained by administering the College and University Environmental Scales to determine the respondent's perception of the environmental characteristics of Ball State Teachers College were tabulated by counting the number of statements reported correctly as keyed by the author for each respondent and computing the individual's raw score. The group

mean scores were computed using all the individual raw scores.

On the second administration of the C.U.E.S., the responses were given assigned values and a desirability raw score and an undesirability raw score was computed for each respondent. Each response was assigned the following value:

Very desirable	+ 2
Desirable	+ 1
Undesirable	+ 1
Very undesirable	+ 2

Group mean scores were computed using the individual desirability raw scores and the individual undesirability raw scores. The investigator is indebted to Dr. Robert Koenker for his assistance in devising this method of scoring as well as other statistical methods used in this study.

Collection of Data

The procedure for collecting the data for this study was extremely important. Because the data sought were mostly of a very subjective type, the timing was an important element. It was necessary to wait until after March 1, 1964 to identify the members of the sample groups and to have the materials returned before April 25, 1964, which was the date for the announcement of scholarship awards by Ball State Teachers College.

On March 8 and 9, 1964, a packet of materials was mailed to the guidance counselor of each school in which members of the samples were enrolled. The counselor was asked to distribute, collect and return the items indicated in the cover letter. The normal problems were encountered which caused a few days delay in getting returns from some schools. Two schools indicated that this type of request was against their policy and indicated that each student would have to be contacted personally. In these few cases, a personal mailing was made. The other problems involved were caused mainly by the counselor trying to interpret what the research was attempting to do and not following written instructions. Perhaps the investigator was at fault if the instructions were not clear enough. A follow-up letter was sent to those counselors not submitting returns and this procedure did increase the percentage of responses.

Summary of Responses

Table I shows the responses received and included in the Analysis of Data. Only data received by April 25, 1964 was included. Late and incomplete responses were deleted.

TABLE I

SUMMARY OF RESPONSES

Item	Group I		Group II		Total		Inc.		Non Returns	
	No.	%	No.	%	No.	%	No.	%	No.	%
Personal Data	79	79	56	56	135	67.5	0	.000	65	32.5
C.U.E.S. I	79	79	56	56	135	67.5	1	.003	64	32.5
C.U.E.S. II	77	77	52	52	129	60.5	2	.012	69	39.5

Analysis of Data

The data collected were analyzed in three different ways appropriate to the type of information desired. The statistical techniques were selected with the aid of Dr. Robert Koenker, Director of Graduate Programs, Ball State Teachers College. The data were analyzed by use of the IBM "604" computer at Ball State Teachers College.

Personal data and subjective opinions supplied by the personal data form were coded and prepared to facilitate transfer to punch cards. The answer sheets with responses to C.U.E.S. were graded and this information added to the individual punch cards.

The personal data information was tabulated by a simple frequency count of the responses and put into table form for presentation and analysis. The "F"

test to determine any differences between group mean scores were the statistical methods employed to compare the mean scores of independent groups and discover any significant differences. A partial run of the cards was made and checked against the results of a sample computation completed manually by the investigator. The model used to prepare the program used in the computer analysis is explained in detail by Garrett. (12)

To show relationships between results on the different instruments, the use of profile patterns was chosen because of their clarity. There are cases where no significant differences can be demonstrated but the unanimous agreement within the group is worthy of reporting.

Basic Assumptions

In all research, certain basic assumptions must be made and accepted before analysis of the data can be attempted. Listed below are those which were considered particularly noteworthy.

A. All respondents did answer all items to the best of their ability.

B. The responses of the members of the random sample represent the total population.

C. An attempt was made to control all pertinent

factors affecting the results of this research.

Summary

This research study was designed to compare two stratified random samples of prospective college freshman students with respect to their perceptions of the environmental characteristics of Ball State Teachers College and their perceptions concerning the desirability or undesirability of the environmental characteristics of a college or university. An attempt was also made to determine the influence of selected factors on these perceptions and the relationships of perceptions and desires which a student holds to his choice of a college or university.

Statistical procedures were used to analyze data and accept or reject null hypotheses. The Analysis of Variance and the "t" test were the statistical techniques used, and the analysis of data was completed by the computer.

Subjective data were gathered and analyzed by frequency counts of the responses for the purpose of describing the sample population and providing personal opinion information of a non-statistical nature.

CHAPTER IV

THE ANALYSIS OF RESEARCH RESULTS

Analysis of Research Results

The results of the research are presented and analyzed in this chapter. There are basically three kinds of data, thus this chapter has been divided into three sections:

A. A description of the sample population as determined through the subjective responses of students on the personal data form.

B. The analysis of the statistically treated data secured through the administration of the C.U.E.S..

C. The analysis of relationships among student perceptions, desires and college choices.

A. Description of the Population

The investigator believes it is necessary to describe the population because it is not a normal distribution of high school seniors, but rather a select group of students possessing the following common characteristics:

1. All respondents were Indiana high school seniors.

2. All respondents achieved a Scholastic Aptitude test score of 500 or more on the verbal portion of the test.

3. All respondents indicated an interest in Ball State Teachers College by submitting Scholastic Aptitude Test scores to the Office of Admissions.

The data shown in Tables II and III serve to describe the population in terms of its distribution by several factors. Eighty-one or 58 per cent of the respondents indicated Ball State Teachers College as their first choice institution while 59 or 42 per cent of the respondents did not name a first choice institution. The difference in numbers is explained by the fact that a greater return was received from the total sample by those indicating Ball State Teachers College as their first choice.

The division of the respondents by sex was nearly equal, with 67 or 48 per cent being males and 73 or 52 per cent being female. This ratio closely approximates the actual total enrollment ratio by sex normally experienced at Ball State Teachers College. Ninety-five or 68 per cent of the sample respondents indicated teaching as a college major while only 37 or 26 per cent indicated other major interests. This ratio of teaching to non-teaching majors is also representative

of the Ball State Teachers College student enrollment.

Since the total population from which the sample was taken included only students submitting SAT-V scores of 500 or more, the distribution according to test scores and high school seniors or college students. One hundred twenty-two or 73 per cent of all the respondents submitted SAT-V scores of between 500 and 600. Accordingly, the class rank of the respondents showed 90 or 65 per cent ranked in the upper 20 per cent of their high school classes.

TABLE II

THE DISTRIBUTION OF RESPONDENTS ACCORDING TO COLLEGE CHOICE, SEX AND EXPECTED COLLEGE MAJOR

	College Choice		Sex		Major			
	BSTC	Unknown	Male	Female	Teaching	Non Teaching	Unknown	Total
No.	81	59	67	73	95	37	8	140
%	58	42	48	52	68	26	6	100

TABLE III

THE DISTRIBUTION OF RESPONDENTS ACCORDING TO SAT-V SCORES AND HIGH SCHOOL RANK IN CLASS

	SAT-V Scores							High School Class Rank						
	500-550	551-600	601-650	651-700	701-750	751-800	Inc.	Above 90%	80-90%	70-80%	50-70%	0-50%	Inc.	Total
No.	63	39	20	6	3	0	9	57	33	21	15	0	14	140
%	45	28	14	4	3	0	6	41	24	15	11	0	10	100

Tables IV and V describe the respondents in terms of their parents' educational backgrounds. It is believed that this type of description may assist in the analysis of the student's perceptions if significant differences are found between groups of students.

The data show that approximately the same number and percentage of the respondents' parents did not finish secondary school. A considerably higher portion, 106 or 76 per cent of the respondents' mothers attended college compared with their fathers of whom 88 or 63 per cent attended. At the same time, twice as many of the respondents' fathers graduated from college and five times as many of the respondents' fathers earned graduate degrees than did the respondents' mothers.

In Table V, the numbers and percentages of the respondents' parents attending different types of post secondary educational institutions are present. A majority of the mothers, 115 or 82 per cent and fathers, 93 or 66 per cent did not attend any post secondary institution. Among those mothers who did attend, the largest number and percentage attended private institutions, while more fathers attended the state supported institutions. On a combined basis, 21 or 15 per cent of all the respondents' parents attended state supported institutions and 25 or 18 per cent attended private institutions.

TABLE IV

THE DISTRIBUTION OF ALL RESPONDENTS' PARENTS ACCORDING TO FORMAL EDUCATIONAL LEVEL

	Mother						Father					
	0-12 yrs.	12-16 yrs.	Coll. Degree	Grad. Degree	Inc.	Total	0-12 yrs.	12-16 yrs.	Coll. Degree	Grad. Degree	Inc.	Total
No.	21	106	6	2	5	140	25	88	13	7	7	140
%	15	76	4	1	4	100	18	63	9	5	5	100

TABLE V

THE DISTRIBUTION OF ALL RESPONDENTS' PARENTS ACCORDING TO THE TYPE OF POST-SECONDARY INSTITUTION ATTENDED

	Mother							Father						
	BSTC	State Univ.	Priv. Coll.	Priv.& State	Other	Non Coll.	Tot.	BSTC	State Univ.	Priv. Coll.	Priv.& State	Other	Non Coll.	Tot.
No.	4	4	11	3	3	115	140	7	17	14	5	4	93	140
%	3	3	8	2	2	82	100	5	12	10	4	3	66	100

As a part of the subjective data gathered, students were asked to indicate the persons they believed to be significant influences in their decisions concerning a college choice. Table VI shows the distribution of the responses. Forty-eight or 34% of all the respondents indicated the parents as the most significant persons involved. Secondary school counselors were rated second and teachers were indicated third among the first choices of the respondents.

The parents were also indicated among the three most important persons involved in their decisions concerning college choice by 96 or 58% of all the respondents. A considerable number of respondents, 49 or 35% did not name a third choice indication. This could be interpreted to mean that not many persons are significantly involved in decision making concerning college choice except parents and counselors.

TABLE VI

SUMMARY OF THE RESPONDENTS' INDICATIONS OF THE SIGNIFICANT PERSONS INVOLVED IN THEIR DECISION CONCERNING A COLLEGE CHOICE

Significant Person	First Choice		Second Choice		Third Choice		Total
	No.	%	No.	%	No.	%	
Parents	48	34	23	16	25	18	96
Counselor	32	23	26	17	17	12	75
Teacher	21	15	25	18	15	11	61
Brother or Sister	3	2	7	5	3	2	13
College Student	0	7	13	9	7	5	30
College Representative	5	4	5	3	1	1	11
Relative	0	0	3	2	3	2	6
Classmate	0	0	0	0	2	1	2
Other	9	7	16	11	18	13	43
Inc.	12	9	22	16	49	35	83

All respondents were asked to indicate their personal reasons for choosing a college or university to provide some subjective correlate for the statistical data collected. The question was not structured and responses were categorized by the investigator into general areas. Three spaces were made available but not always used by the respondent. As shown in Table VII, the program of study was indicated the most frequently as one of the first three reasons for college choice. The location of the institution ranked second and financial considerations was ranked third. A considerable number did not list a third reason for a college choice which may indicate a lack of thinking in depth about reasons for an appropriate choice except the most obvious ones.

TABLE VII

SUMMARY OF RESPONDENTS' INDICATIONS OF THE MOST IMPORTANT SUBJECTIVE REASONS FOR THEIR CHOICE OF A COLLEGE

Reasons	First Choice		Second Choice		Third Choice		Total	Rank
	No.	%	No.	%	No.	%	No.	
Program of Study	49	35	17	13	13	9	79	1
Location (Geo.)	13	9	29	21	21	15	63	2
Recommendations	3	2	5	4	8	6	16	7
Finances	18	13	16	11	12	9	46	3
Campus Atmosphere	6	4	9	7	10	7	25	5
Size	12	9	18	13	6	4	36	4
Reputation	5	4	11	8	5	4	21	6
Excellent Faculty	2	1.	2	2	0	0	4	8
Other	23	16	15	11	11	8		
Incomplete	9	7	18	13	54	39		

It is commonly believed that a student's perception of the college environment and his choice of a college are based on the experiences he has had in relation to the institution. Five pre-admissions activities were listed and each respondent was asked to indicate whether he had completed these types of activities as part of his investigation of institutions of higher education.

As shown in Table VIII, 133 or 95 per cent of the respondents had read printed materials concerning the college. Approximately 80 per cent had discussed the problem of college choice with the counselor or a classmate. Sixty-one per cent of all the respondents had attended a college conference program where college representatives were present and 66 per cent had visited at least two colleges personally.

TABLE VIII

SUMMARY OF RESPONDENTS' INDICATIONS OF THE PRE-ADMISSIONS ACTIVITIES COMPLETED

	Completed		Not Completed		Incomplete		Total	
Activity	No.	%	No.	%	No.	%	No.	%
Read Printed Materials	133	95	3	2	4	3	140	100
Attend College Conference	86	61	50	36	4	3	140	100
Visited Campus	93	66	43	31	4	3	140	100
Discussed with Counselor	112	80	24	17	4	3	140	100
Discussed with Classmate	116	83	20	14	4	3	140	100

B. Results of the Analysis of Statistical Data

The previous section of Chapter IV was concerned with the description of the sample population whose personal characteristics, perceptions and ideals play a part in the kinds of data obtained as results of the administration of the measuring instruments. There were three sets of data to be analyzed and reported. Basically, they represent three sets of perceptions held by members of the sample population.

1. The perception of the environmental characteristics of Ball State Teachers College as measured by the C.U.E.S..

2. The perception of the environmental characteristics which are desirable in a college or university as determined by the C.U.E.S..

3. The perception of the environmental characteristics which are undesirable in a college or university as determined by the C.U.E.S..

This section of the chapter is divided into three sections for the purpose of reporting the data.

Chapter III contains a detailed description of the methods used to analyze the data. Two basic computations were made to determine significant differences between group mean. The "F" test was completed as the first step to determine the variance of the group mean

scores. All comparisons were made using the "t" test although some of the groups did not qualify for the "t" test because of the "F" value.

1. Results of the Analysis of Data Concerning the Perception of Ball State Teachers College

The C.U.E.S. was administered as the first step in collecting information concerning the perceptions of the environmental characteristics held by the sample population. The results of the analysis of this data are presented in this section. Group mean scores were compared according to college choice, sex, college major, campus visitation experiences and geographical location.

A further analysis of the data was completed by sub-dividing the respondents according to college choice and comparing the group mean scores of each sub-group according to sex, college major, campus visitation experiences and geographical location. This additional analysis yielded indications of the influence of the selected factors on the student perceptions of the environment.

The results of the "F" test are presented in this section for analysis. All data and computations involved in the "t" test have been included in Appendix B.

All respondents were grouped according to the factors of college choice, sex, college major, campus visitation experience and geographical location and the "F" test for the analysis of variance was computed for the C.U.E.S. scores. Table IX shows that there were four comparisons in which the null hypothesis of no differences in the variability of the group mean scores was rejected.

The comparisons for which a significant level of difference in variability was found were between respondents:

a. Who chose B.S.T.C. as their first college choice compared with those with an unknown college choice as measured by the C.U.E.S. Community Scale.

b. Who indicated they planned to teach compared with those who did not plan to teach as measured by the C.U.E.S. Community Scale.

c. Who had campus visitation experiences compared with those who did not have campus visitation experiences as measured by the C.U.E.S. Community and Propriety Scales.

The "t" Test was computed for these four comparisons and a significant difference between the group mean scores was determined in all four cases.

The results of these computations are presented in Appendix B. Table I indicates that as a result of the "t" test, those respondents who indicate B.S.T.C. as their first college choice differed significantly from those who did not indicate a college choice on the Community Scale and the null hypothesis was rejected. The comparison of respondents who plan to teach and those who do not plan to become teachers is shown in Table III, Appendix B. A significant difference was found between the group mean scores on the Community Scale. The results of the "t" test comparing group mean scores for respondents according to their campus visitation experiences is presented in Table V, Appendix B. Significant differences between group mean scores were found on the Community and Propriety Scales and these null hypotheses were rejected.

TABLE IX

ANALYSIS OF VARIANCE OF THE GROUP MEAN SCORES OBTAINED ON THE C.U.E.S.

*F(.05) = 3.84

Scale		Mean Square Variance Among Cond.	Within Cond.	F*	df	Null Hypo.
Practicality	Coll. Choice	36.71	12.17	3.02	1-135	Accept
	Sex	16.14	14.16	1.10	1-136	Accept
	College Maj.	12.13	12.22	.99	1-127	Accept
	Campus Visit.	27.75	14.18	1.96	1-128	Accept
	Geo. Loc.	3.69	12.82	.29	1-127	Accept
Community	Coll. Choice	116.80	19.91	5.86	1-135	Reject
	Sex	34.25	23.34	1.34	1-136	Accept
	College Maj.	94.27	19.68	4.79	1-127	Reject
	Campus Visit.	187.24	21.96	8.53	1-128	Reject
	Geo. Loc.	19.81	21.33	.93	1-127	Accept
Awareness	Coll. Choice	75.07	25.29	2.97	1-135	Accept
	Sex	.88	28.82	.03	1-136	Accept
	College Maj.	95.61	25.99	3.68	1-127	Accept
	Campus Visit.	38.80	28.60	1.36	1-128	Accept
	Geo. Loc.	40.17	26.24	1.53	1-127	Accept
Propriety	Coll. Choice	.05	24.32	.00	1-135	Accept
	Sex	3.55	25.80	.14	1-136	Accept
	College Maj.	29.55	23.68	1.25	1-127	Accept
	Campus Visit.	156.19	24.23	6.45	1-128	Reject
	Geo. Loc.	60.72	24.37	2.49	1-127	Accept
Scholarship	Coll. Choice	61.88	28.48	2.17	1-135	Accept
	Sex	5.96	31.58	.19	1-136	Accept
	College Maj.	40.90	28.58	1.43	1-127	Accept
	Campus Visit.	35.07	31.17	1.13	1-128	Accept
	Geo. Loc.	22.33	28.87	.77	1-127	Accept

Analysis of variance of the group mean scores obtained on the C.U.E.S. for the respondents grouped first, according to college choice and second, in combination with another of the four major factors being investigated, resulted in only two cases of significant differences in variability. These two cases were both concerned with the Community Scale. There was significant variability between group mean scores for respondents:

a. Who plan to teach and those who do not plan to teach.

b. Who have campus visitation experiences and those who do not have visitation experiences.

The results of the "t" test of significant differences between the group mean scores obtained on the C.U.E.S. are reported in Appendix B.

Respondents who indicated B.S.T.C. as their first college choice and who plan to become teachers had a significantly different group mean score on the Community Scale than respondents with no college choice indicated who plan to become teachers. This was the only null hypothesis rejected as shown in Table VII in Appendix B.

Table VIII, Appendix B, shows that there were two significantly different group mean score comparisons on the Community Scale. Respondents who indicated B.S.T.C. as their first college choice and who had campus visitation experiences had a mean score which was significantly different from the B.S.T.C. first choice respondents who had not visited two or more college campuses. The group mean score on the Community Scale for respondents choosing B.S.T.C. and who had campus visitation experiences was also significantly different from that of the respondents who did not indicate a college choice and who had campus visitation experiences.

TABLE X

ANALYSIS OF THE VARIANCE OF THE GROUP MEAN SCORES OBTAINED ON THE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE

*F(.05) = 2.67

Scale	Group	Mean Square Variance Among Cond.	Mean Square Variance Within Cond.	F*	df	Null Hypo.
Practicality	Sex	10.15	14.48	.70	3-134	Accept
	College Maj.	13.63	14.68	.93	3-126	Accept
	Campus Visit.	22.39	16.72	1.34	3-131	Accept
	Geo. Loc.	3.49	12.97	.27	3-125	Accept
Community	Sex	21.63	23.15	.93	3-134	Accept
	College Maj.	62.43	22.29	2.80	3-126	Reject
	Campus Visit.	104.13	24.47	4.26	3-131	Reject
	Geo. Loc.	19.10	21.37	.89	3-125	Accept
Awareness	Sex	14.74	28.63	.51	3-134	Accept
	College Maj.	37.62	29.50	1.28	3-126	Accept
	Campus Visit.	45.25	31.63	1.43	3-131	Accept
	Geo. Loc.	16.80	26.37	.89	3-125	Accept
Propriety	Sex	9.30	25.79	.36	3-134	Accept
	College Maj.	8.00	25.73	.31	3-126	Accept
	Campus Visit.	46.95	26.48	1.77	3-131	Accept
	Geo. Loc.	39.11	24.30	1.61	3-125	Accept
Scholarship	Sex	5.02	31.69	.16	3-134	Accept
	College Maj.	31.66	31.48	.99	3-126	Accept
	Campus Visit.	44.70	33.88	1.32	3-131	Accept
	Geo. Loc.	8.94	29.30	.31	3-125	Accept

2. Results of the Analysis of Data Concerning the Perception of the Desirability of the Environmental Characteristics of a College or University

To obtain information on the perception of desirable environmental characteristics held by the sample population, the C.U.E.S. was used again but with a different set of responses. Respondents were instructed to rank each item on the C.U.E.S. as Very Desirable, Desirable, Undesirable or Very Undesirable. The results of the first two categories were used to compute a desirability score as explained in Chapter III. Group mean scores were compared according to college choice, sex, college major, campus visitation experiences and geographical location.

A further analysis was completed to determine the influence of selected factors on the perceptions by dividing the respondents according to college choice and comparing groups on the same four factors as were used previously. These weighted mean scores were also used in the computations for the "F" test and the "t" test. The remaining results were used to compute an undesirability score and used in the following section of this report.

The desirability group mean scores were also used in a profile form to show any relationships between the students' perception of Ball State Teachers College and their perception of a desirable college environment.

Table XI shows the results of the analysis of variance using the "F" test for mean scores obtained on the D.C.S.. There was a significant difference in the variance of the mean scores for those respondents grouped according to campus visitation experiences on the Community Scale. Significant differences in variance were also found between groups on the Propriety Scale based on the geographical location of the respondent's home residence, and on the Scholarship Scale for respondents grouped according to college choice.

The "t" test for the three comparisons noted above as having significant differences in variance showed a significant difference between group mean scores in each case. The results of the "t" test presented in Table X, Appendix B, indicate a significant difference between the group mean scores on the Scholarship Scale. All other differences were not significant and the null hypotheses were accepted. This indicates that the

respondents who did not indicate a college choice believe a college environment with scholarship characteristics is more desirable than do the respondents who indicated B.S.T.C. as their first college choice. There was one significant difference between group mean scores as shown in Table XIII, Appendix B, on the Propriety Scale and the null hypothesis was rejected. Respondents who lived more than 25 miles from the campus believed characteristics in a college environment were more desirable than respondents who lived less than 25 miles away. Table XIV, Appendix B, indicates that there is a significant difference between the group mean scores for students, grouped according to campus visitation experiences, on the Community Scale and the null hypothesis was rejected. This indicates that students who have visited at least two college campuses believe a campus with community characteristics is more desirable than do the students who have not visited two or more colleges.

TABLE XI

ANALYSIS OF VARIANCE OF THE GROUP MEAN SCORES OBTAINED ON THE D.C.S.

*F(.05) = 3.84

Scale	Group	Mean Square Variance Among Cond.	Mean Square Variance Within Cond.	F*	df	Null Hypo.
Practicality	Coll. Choice	3.64	18.30	.20	1-126	Accept
	Sex	21.36	18.16	1.18	1-126	Accept
	College Maj.	6.80	18.88	.36	1-120	Accept
	Campus Visit.	32.20	18.26	1.76	1-124	Accept
	Geo. Loc.	9.67	18.18	.53	1-120	Accept
Community	Coll. Choice	8.67	27.95	.31	1-126	Accept
	Sex	48.33	27.64	1.75	1-126	Accept
	College Maj.	14.02	26.85	.52	1-120	Accept
	Campus Visit.	18.80	25.42	4.67	1-124	Reject
	Geo. Loc.	3.60	25.07	.14	1-120	Accept
Awareness	Coll. Choice	50.07	33.97	1.47	1-126	Accept
	Sex	96.96	33.60	2.89	1-126	Accept
	College Maj.	5.20	34.66	.15	1-120	Accept
	Campus Visit.	38.70	34.09	1.14	1-124	Accept
	Geo. Loc.	81.04	33.76	2.40	1-120	Accept
Propriety	Coll. Choice	8.56	13.17	.65	1-126	Accept
	Sex	.57	13.23	.04	1-126	Accept
	College Maj.	11.69	12.73	.92	1-120	Accept
	Campus Visit.	22.54	12.67	1.78	1-124	Accept
	Geo. Loc.	80.13	12.47	6.42	1-120	Reject
Scholarship	Coll. Choice	110.56	24.94	4.43	1-126	Reject
	Sex	37.67	25.52	1.48	1-126	Accept
	College Maj.	.20	26.23	.01	1-120	Accept
	Campus Visit.	26.76	25.52	1.05	1-124	Accept
	Geo. Loc.	69.22	24.37	2.84	1-120	Accept

3. Results of the Analysis of Data Concerning the Perception of the Undesirability of the Environmental Characteristics of a College or University

Data obtained from the second administration of the C.U.E.S. yielded an undesirability group mean score for each scale. These weighted mean scores were computed as explained in Chapter III and used in the determination of any significant differences between the group perceptions of the undesirability of the environmental characteristics of a college or university. The same factors were used in this analysis as were used in the previous sections. Results of the "F" test are presented first, followed by the "t" test results in Appendix B.

These undesirability group mean scores were also used in the investigation of the relationships between the students' perception of the environmental characteristics of Ball State Teachers College and their perception of the undesirability of the environmental characteristic of a college or university.

Table XII presents the data obtained from the analysis of variance of the mean scores for respondents grouped according to college choice in combination with each of the four major factors used in the analysis. The null hypotheses of no significant difference in the variability of the mean scores obtained on the D.C.S. for respondents grouped by college choice and college major on the Awareness and Scholarship Scales were rejected. All the other null hypotheses were accepted. Table XVI, Appendix B, shows five comparisons of group mean scores where significant differences were found as a result of the "t" test.

The following groups believe that a campus environment high in Awareness Characteristics is more desirable than the group with which they have been compared.

a. Respondents who chose B.S.T.C. and who do not plan to teach compared with respondents who chose B.S.T.C. and who plan to teach.

b. Respondents who did not indicate a college choice and plan to teach compared with respondents who did not indicate a college choice and do not plan to teach.

c. Respondents did not indicate a college choice and plan to teach compared with respondents who chose B.S.T.C. and plan to teach.

Two comparisons were also found on the Scholarship Scale which yielded significant differences as shown by the "t" test.

a. Respondents who did not name a college choice and who plan to teach believe that a campus environment high in Scholarship Characteristics is more desirable than respondents indicating no college choice who do not plan to teach.

b. Respondents who did not indicate a college choice and plan to teach also believed a campus environment high in Scholarship Characteristics is more desirable compared with respondents who chose B.S.T.C. and who plan to teach.

TABLE XII

ANALYSIS OF THE VARIANCE OF THE GROUP MEAN SCORES OBTAINED ON THE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE

*F(.05) = 2.67

Scale	Group	Mean Square Variance Among Cond.	Mean Square Variance Within Cond.	F*	df	Null Hypo.
Practicality	Sex	10.61	18.37	.58	3-124	Accept
	College Maj.	4.63	19.14	.24	3-118	Accept
	Campus Visit.	27.85	18.14	1.54	3-122	Accept
	Geo. Loc.	8.52	18.36	.46	3-118	Accept
Community	Sex	44.64	27.39	1.63	3-124	Accept
	College Maj.	21.18	26.88	.79	3-118	Accept
	Campus Visit.	50.41	25.57	1.97	3-122	Accept
	Geo. Loc.	25.09	24.88	1.01	3-118	Accept
Awareness	Sex	73.39	33.15	2.21	3-124	Accept
	College Maj.	112.78	32.43	3.48	3-118	Reject
	Campus Visit.	47.56	33.79	1.41	3-122	Accept
	Geo. Loc.	41.76	33.96	1.23	3-118	Accept
Propriety	Sex	3.21	13.37	.24	3-124	Accept
	College Maj.	7.20	12.87	.56	3-118	Accept
	Campus Visit.	10.28	12.81	.80	3-122	Accept
	Geo. Loc.	27.81	12.66	2.20	3-118	Accept
Scholarship	Sex	56.14	24.87	2.26	3-124	Accept
	College Maj.	85.09	24.52	3.47	3-118	Reject
	Campus Visit.	43.41	25.09	1.73	3-122	Accept
	Geo. Loc.	43.18	24.28	1.78	3-118	Accept

The analysis of variance between group mean scores obtained on the U.C.S. yielded no significant differences as determined by the "F" test. Table XIII indicates that all null hypotheses were accepted for respondents grouped and compared on the five factors being investigated by this study. Tables XIX thru XXIII, Appendix B, show the results of the "t" test although none of the results are valid because of the acceptance of the null hypotheses of no differences in the variability of the group mean scores.

TABLE XIII

ANALYSIS OF VARIANCE OF THE GROUP MEAN SCORES OBTAINED ON THE U.C.S.

*F(.05) = 3.84

Scale	Group	Mean Square Variance Among Cond.	Mean Square Variance Within Cond.	F*	df	Null Hypo.
Practicality	Coll. Choice	2.35	8.88	.27	1-126	Accept
	Sex	30.14	8.66	3.48	1-126	Accept
	College Maj.	16.82	8.12	2.07	1-120	Accept
	Campus Visit.	1.40	8.12	.17	1-124	Accept
	Geo. Loc.	8.23	8.11	1.01	1-120	Accept
Community	Coll. Choice	2.16	10.13	.21	1-126	Accept
	Sex	1.62	10.13	.16	1-126	Accept
	College Maj.	4.84	9.73	.50	1-120	Accept
	Campus Visit.	14.07	9.49	1.48	1-124	Accept
	Geo. Loc.	14.37	9.75	1.47	1-120	Accept
Awareness	Coll. Choice	3.39	5.20	.65	1-126	Accept
	Sex	9.36	5.15	1.82	1-126	Accept
	College Maj.	11.78	5.23	2.25	1-120	Accept
	Campus Visit.	3.97	5.20	.76	1-124	Accept
	Geo. Loc.	.55	5.03	.11	1-120	Accept
Propriety	Coll. Choice	0.00	15.73	.00	1-126	Accept
	Sex	32.12	15.47	2.06	1-126	Accept
	College Maj.	15.84	14.87	1.06	1-120	Accept
	Campus Visit.	15.40	15.26	1.01	1-124	Accept
	Geo. Loc.	.33	15.65	.02	1-120	Accept
Scholarship	Coll. Choice	10.92	9.97	1.10	1-126	Accept
	Sex	5.10	10.01	.51	1-126	Accept
	College Maj.	.77	10.41	.07	1-120	Accept
	Campus Visit.	1.07	10.11	.11	1-124	Accept
	Geo. Loc.	21.83	10.06	2.17	1-120	Accept

The results of the analysis of variance of the mean scores for respondents on the U.C.S. did not yield any significant differences to be analyzed further by use of the "t" test. All null hypotheses of no significant differences in the variability of the group mean scores were accepted.

The results of the analysis of data supplied by the data processing program are presented for inspection in Tables XXIV through XXVII in Appendix B but are not analyzed because of the results of the analysis of variance.

TABLE XIV

ANALYSIS OF THE VARIANCE OF THE GROUP MEAN SCORES OBTAINED ON THE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE

*F(.05) = 2.67

Scale	Group	Mean Square Variance Among Cond.	Mean Square Variance Within Cond.	F*	df	Null Hypo.
Practicality	Sex	15.28	8.67	1.76	3-124	Accept
	College Maj.	9.77	8.15	1.20	3-118	Accept
	Campus Visit.	4.99	8.14	.61	3-122	Accept
	Geo. Loc.	5.80	8.17	.71	3-118	Accept
Community	Sex	2.58	10.24	.25	3-124	Accept
	College Maj.	6.60	9.77	.68	3-118	Accept
	Campus Visit.	8.28	9.56	.87	3-122	Accept
	Geo. Loc.	14.58	9.67	1.51	3-118	Accept
Awareness	Sex	4.70	5.19	.91	3-124	Accept
	College Maj.	8.06	5.21	1.55	3-118	Accept
	Campus Visit.	3.92	5.22	.75	3-122	Accept
	Geo. Loc.	2.29	5.06	.45	3-118	Accept
Propriety	Sex	11.73	15.70	.75	3-124	Accept
	College Maj.	12.32	14.94	.82	3-118	Accept
	Campus Visit.	5.29	15.50	.34	3-122	Accept
	Geo. Loc.	2.89	15.84	.18	3-118	Accept
Scholar-Ship	Sex	7.86	10.03	.78	3-124	Accept
	College Maj.	16.83	10.16	1.66	3-118	Accept
	Campus Visit.	3.06	10.21	.30	3-122	Accept
	Geo. Loc.	15.54	10.02	1.55	3-118	Accept

C. The Relationships Between the Perceptions of the College Environment and the Perceptions of the Desirable Characteristics of a College Environment

One of the primary objectives of this study was to discover any relationships between the perception a student holds of a college or university, their perceptions of the characteristics which are desirable or undesirable in a college or university and the college choice of the student. This section will report the results of the comparison of group mean scores obtained on the measuring instruments by means of profiles.

First, the perceptions and desires of those respondents who chose B.S.T.C. as their first college choice are compared for relationships and then the comparison is repeated for respondents who did not indicate a college choice.

There can be no statistical comparisons of these mean scores because they were not determined by the same process. The relative pattern of scores does present significant information for investigation.

The relative patterns of group mean scores reported by those students who chose B.S.T.C. as their first choice college on the measuring instruments are shown in Figures one and two. Respondents were very consistent in their agreement concerning the perceptions which they held of the B.S.T.C. environmental characteristics and their perceptions of the desirability and undesirability of the environmental characteristics of a college or university. The profile pattern of mean scores is very similar in most comparisons. In Figure 1, it is apparent that among students who chose B.S.T.C., the perception of B.S.T.C. is similar to their perception of the desirable college environment. The only variation is on the Propriety Scale where the difference between them is very small.

There is also a consistent reverse relationship between what the B.S.T.C. respondents perceive as being undesirable in a college environment and their perception of B.S.T.C.. The Propriety Scale again offers a variation from the normal pattern of agreement. This is shown by the group mean score profile pattern in Figure 2.

The same profile pattern is clearly apparent among the students who did not name a college choice. Figure 3 shows that they agree in all cases that their perception of the environmental characteristics of B.S.T.C. are also desirable characteristics in a college or university. Only one variation is shown on the Propriety Scale where the difference in mean scores is small.

A reverse profile pattern of group mean scores similar to Figure 4 shows the agreement concerning the undesirability of the environmental characteristics of a college or university and the perceptions of B.S.T.C.. The Propriety Scale is again the exception to the general pattern.

It appears that there is considerable confusion concerning propriety and the characteristics which identify this type of situation among the respondents, regardless of the college choice they have indicated.

FIGURE 1

PROFILE OF GROUP MEAN SCORES OBTAINED ON THE C.U.E.S. AND THE D.C.S. FOR RESPONDENTS WHO CHOSE BALL STATE TEACHERS COLLEGE

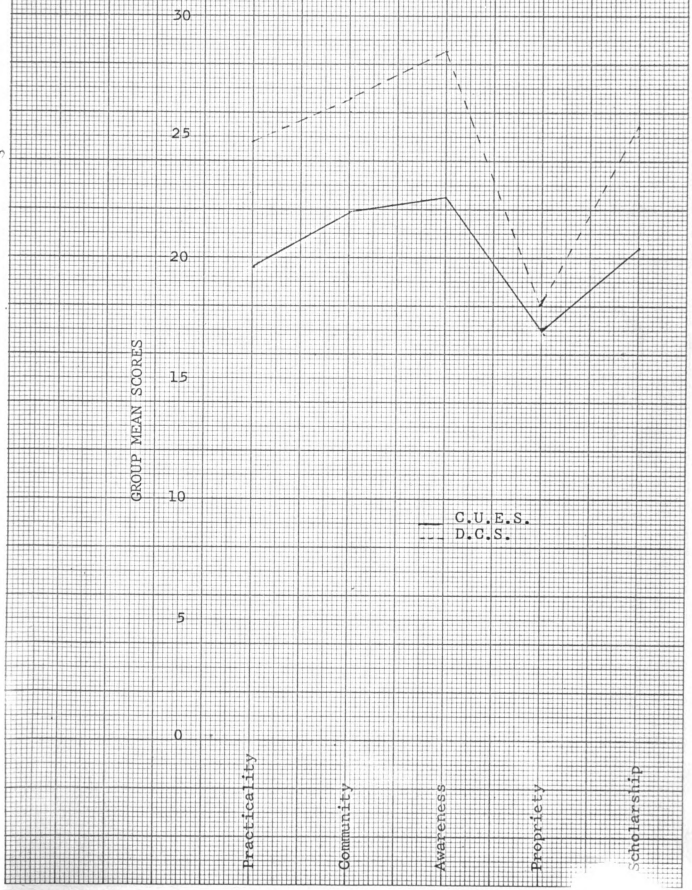


Figure 2

PROFILE OF GROUP MEAN SCORES OBTAINED ON THE C.U.E.S. AND THE U.C.S. FOR RESPONDENTS WHO CHOSE BALL STATE TEACHERS COLLEGE

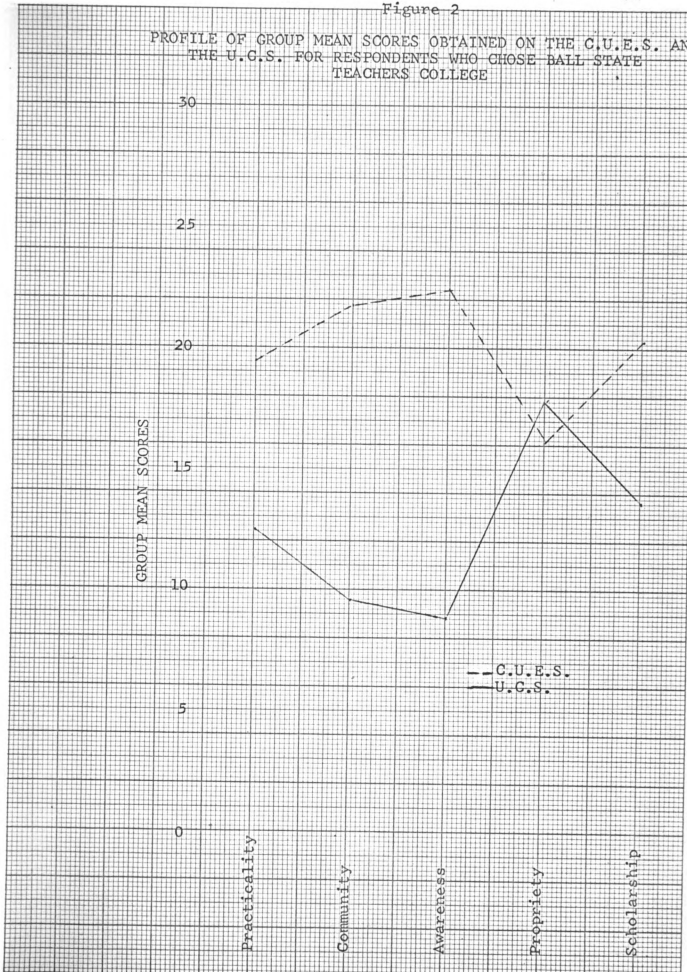


FIGURE 3

PROFILE OF GROUP MEAN SCORES OBTAINED ON THE C.U.E.S. AND THE D.C.S. FOR RESPONDENTS WHO DID NOT INDICATE A COLLEGE CHOICE

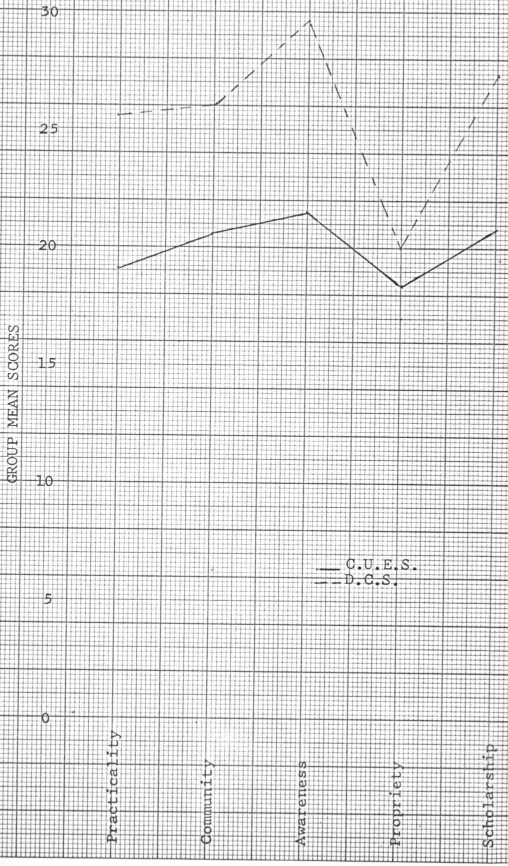
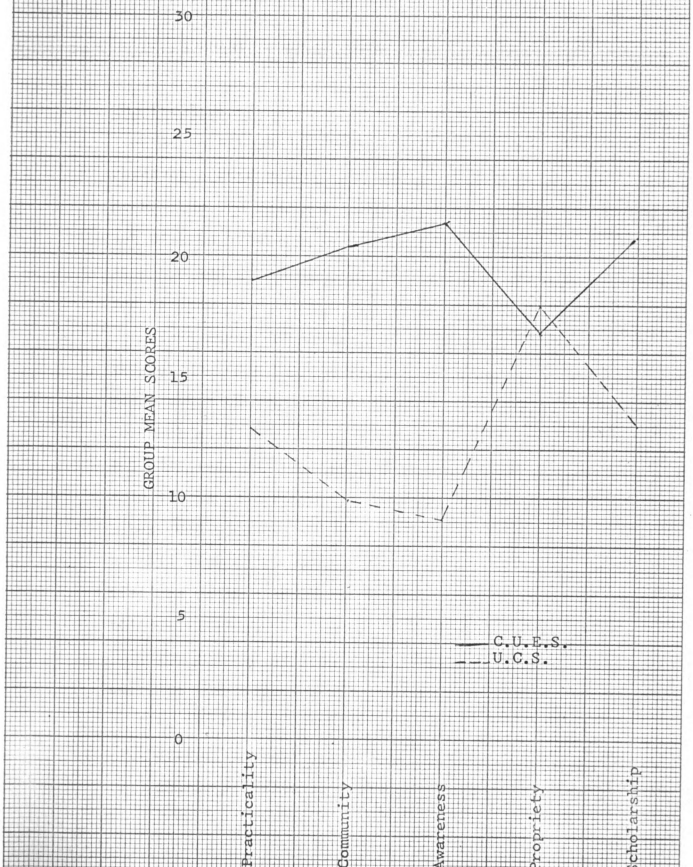


FIGURE 4

PROFILE OF GROUP MEAN SCORES OBTAINED ON THE C.U.E.S. AND THE U.C.S. FOR RESPONDENTS WHO DID NOT INDICATE A COLLEGE CHOICE



CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR FURTHER RESEARCH

The Problem

It is always desirable to review the purposes of research before presenting the findings and conclusions drawn from the research results. Since replication was not planned, there is danger in generalizing that these findings can be applied to other situations of a similar nature.

This study was conceived and executed primarily for the purpose of contributing to the knowledge of the measurement of the college campus environment. The need for such study has long been recognized and encouraged but only recently have measuring instruments been available to the researcher. In Chapter II, the Review of Literature presents evidence of the lack of research in this area of investigation. It is hoped that the findings of this study may help in some way to erase this deficiency.

The problem selected for this study requires answers to the following specific questions.

A. How do prospective college freshman students differ in their perceptions of the environmental characteristics of a college in which they have

shown a definite interest?

B. What environmental characteristics do prospective college freshman students perceive as desirable or undesirable in the college or university of their choice?

C. Are the prospective college freshman student's perceptions of the college environment influenced by the factors of sex, college major, campus visitation experiences and geographical location?

D. Do the prospective college freshman student's college choice, his perception of the college environment, and his perception of a desirable or undesirable college environment have any relationships to each other?

Instrumentation

The principal instrument used in this study was the College and University Environmental Scales developed by C. Robert Pace, published and copywrited in 1963. It is the newest of the instruments designed to measure the college environment by identifying those characteristics of the college which appear to be representative of the institutional environment. This instrument is the outgrowth of the College Characteristics Index developed by Stern and Pace in 1958.

Pace(32) describes the nature of the instrument as follows:

> CUES consists of 150 statements about college life--features and facilities of the campus, rules and regulations, faculty, curricula, instruction and examinations, student life, extracurricular organizations, and other aspects of the institutional environment which help to define the atmosphere or intellectual-social-cultural climate of the college as students see it. Students who take the test are asked to say whether each statement is generally TRUE or FALSE with reference to their college: TRUE when they think the statement is generally characteristic of the college, is a condition which exists, an event which occurs or might occur, is the way most people feel or act; and FALSE when they think the statement is generally not a device for obtaining a description of the college from the students themselves, who presumably know what the environment is like because they live in it and are part of it. What the students are aware of, and agree with some unanimity of impression to be generally true, defines the prevailing campus atmosphere as students perceive it.

The C.U.E.S. consists of 150 items which are divided into 5 scales for the purpose of analysis. The scales are:

A. Practicality

B. Community

C. Awareness

D. Propriety

E. Scholarship

All respondents were asked to react to the items of the instrument twice. The first step was to answer "yes" or "no" to whether they believed the statements listed on the instrument were truly characteristic of

the environment of Ball State Teachers College.

The second step was to repeat the test indicating the degree of desirability or undesirability of each of the statements listed on the instrument as a characteristic of the college or university they wish to attend. The respondent was given the opportunity to rate the item as very desirable, desirable, undesirable.

In addition to the CUES, a personal data sheet was completed by the respondent. The purpose of this form was to collect personal and family data not available from other sources and subjective data concerning college and career planning activities completed by the student.

The Sample

The population consisted of all those Indiana secondary school seniors who had submitted Scholastic Aptitude Test scores to Ball State Teachers College. As part of the design of the study, the following restrictions were placed on the members of the samples.

A. The SAT-V score must be 500 or above.

B. The SAT-V score must have been received by Ball State Teachers College prior to March 1, 1964.

C. Foreign students and non-resident students were excluded.

Two random samples of students were secured by using the Table of Random Numbers and selecting 100

individuals, 50 males and 50 females, from each of two decks of cards containing SAT-V scores. The first sample was drawn from a deck of 635 cards with SAT-V scores of 500 or above who had identified Ball State Teachers College as their first choice college or university in Indiana. The second sample was selected from a deck of 3965 cards with SAT-V scores of 500 or above submitted to Ball State Teachers College by students who did not indicate a college choice. Thus the total population consisted of 4600 individuals and the samples selected for this study included exactly 200 individuals.

Methodology

The procedure for collecting the data for this study was extremely important. Because the data sought was mostly of a very subjective type, the timing was an important element.

A packet of materials was mailed to the guidance counselor of each school in which members of the samples were enrolled. The counselor was asked to distribute, collect and return the items indicated in the cover letter.

The data obtained by administering the College and University Environmental Scales to determine the respondent's perception of the environmental characteristics

of Ball State Teachers College was tabulated by counting the number of statements reported correctly as keyed by the author for each respondent and computing the individual's raw score. The group mean scores were computed using all the individual raw scores.

On the second administration of the C.U.E.S., the responses were given assigned values and a desirability raw score and an undesirability raw score was computed for each respondent.

Group mean scores were computed using the individual desirability raw scores and the individual undesirability raw scores.

All data were analyzed by use of the IBM "604" computer at Ball State Teachers College. Personal data and subjective opinions supplied by the personal data form were coded and prepared to facilitate transfer to punch cards. The answer sheets with responses to CUES were graded and the results added to the individual punch cards.

The "F" test for the analysis of variance and the "t" test to determine any differences between group mean scores were the statistical methods used in the analysis.

Findings and Conclusions

The design of this study provided for thirty-one null hypotheses to be tested. A review of the data indicates that eleven of the total number were rejected. In addition, each respondent provided some personal data to be analyzed and studied. Since there are five basic sets of data which were analyzed, this report of the findings is given in five sections as follows:

1. Perception of Ball State Teachers College environmental characteristics.
2. Perception of the desirability of the environmental characteristics of a college or university.
3. Perception of the undesirability of the environmental characteristics of a college or university.
4. Relationships among the perception of Ball State Teachers College, the desirability or undesirability of the environmental characteristics of a college or university and the college choice of prospective college freshmen.
5. The subjective reasons given by prospective college freshmen for their college choice and the influences which may have played an important part in their decisions.

1. The Perception of Ball State Teachers College Environmental Characteristics

a. Findings

The C.U.E.S. was administered as the measuring instrument to obtain information concerning the perception of the Ball State Teachers College Environmental Characteristics as reported by the respondents. Significant differences were found to support the following statements.

(1) Respondents who chose Ball State Teachers College as their first college choice held a more favorable perception of Ball State Teachers College on the Community Scale than the respondents who did not indicate a college choice.

(2) Respondents who plan to teach held a more favorable perception of Ball State Teachers College on the Community Scale than the respondents who do not plan to teach.

(3) Respondents who had campus visitation experiences held a more favorable perception of Ball State Teachers College on the Community Scale than respondents who did not have campus visitation experiences.

(4) Respondents who chose Ball State Teachers College and who plan to teach held a more favorable perception of Ball State Teachers College on the Community Scale than respondents with an unknown

college choice who do not plan to teach.

b. Conclusions

The findings of this study yield evidence to support the general conclusion that there are differences in the perception of the Ball State Teachers College campus evnironmental characteristics as reported by the prospective college freshmen included in this investigation.

Several specific conclusions can also be drawn from the findings and these are listed below. Among the prospective college freshmen included in the study, those individuals who:

(1) Chose Ball State Teachers College as their college choice believe the campus environment to be higher in community characteristics than the other prospective freshmen.

(2) Plan to teach, regardless of college choice, believe the Ball State Teachers College campus environment to be higher in community characteristics than the other prospective freshmen.

(3) Have had campus visitation experiences, regardless of college choice, believe the Ball State Teachers College campus environment to be higher in community characteristics than the other prospective freshmen.

2. Perception of the Desirability of the Environmental Characteristics of a College or University

a. Findings

To determine the respondent's perceptions of the desirability of the environmental characteristics of a college or university, a second administration of the C.U.E.S. was completed but with a different set of responses. There were significant differences in several cases which support the following statements.

(1) Respondents who had campus visitation experiences believed it was more desirable for a college environment to be high in community characteristics than the respondents who did not have campus visitation experiences.

(2) Respondents who lived more than twenty-five miles from Ball State Teachers College believed it was more desirable for a college environment to be high in propriety characteristics than respondents who lived less than twenty-five miles from the campus.

(3) Respondents who did not indicate a college choice believed it was more desirable for a college environment to be high in scholarship characteristics than respondents who chose Ball State Teachers College.

(4) Respondents who chose Ball State Teachers

College and who do not plan to teach believed it was more desirable for a college environment to be high in awareness characteristics than respondents who chose Ball State Teachers College and who plan to teach.

(5) Respondents who did not indicate a college choice and who plan to teach believe it is more desirable for a college environment to be high in awareness characteristics than respondents who did not indicate a college choice and who do not plan to teach.

(6) Respondents who did not indicate a college choice and who plan to teach believed it was more desirable for a college environment to be high in awareness characteristics than respondents who chose Ball State Teachers College and who plan to teach.

(7) Respondents who did not indicate a college choice and who plan to teach believed it was more desirable for a college environment to be high in scholarship characteristics than respondents who did not indicate a college choice and who do not plan to teach.

(8) Respondents who did not indicate a college choice and who plan to teach believed it was more desirable for a college environment to be high in

scholarship characteristics than respondents who chose Ball State Teachers College and who plan to teach.

b. Conclusions

It can be generally concluded that the prospective college freshmen included in this study have different perceptions of the desirability of the environmental characteristics of the college they wish to attend.

Further analysis of the findings reveal several specific conclusions. Among the prospective college freshmen included in this study, those individuals who:

(1) Had campus visitation experiences perceived a college campus high in community environmental characteristics to be more desirable than other prospective freshmen.

(2) Resided more than twenty-five miles from the Ball State Teachers College campus perceived a college campus high in propriety environmental characteristics to be more desirable than other prospective freshmen.

(3) Chose Ball State Teachers College as their first college choice and who plan to teach perceived a college campus high in awareness environmental characteristics to be more desirable than other prospective freshmen.

(4) Did not indicate a college choice and who plan to teach perceived a college campus high in awareness environmental characteristics to be more desirable than those who chose Ball State Teachers College and plan to become teachers.

(5) Did not indicate a college choice and who plan to teach perceived a college campus high in awareness environmental characteristics to be more desirable than those who chose Ball State Teachers College and plan to become teachers.

3. Perception of the Undesirability of the Environmental Characteristics of a College or University

The second administration of the C.U.E.S. also yielded perceptions of the undesirability of the environmental characteristics of a college or university.

All comparisons of groups concerning the undesirability of the environmental characteristics of a college or university revealed no significant differences, and therefore, no conclusions can be drawn from the results of the analysis of data.

These findings are believed to be the effects of two conditions which were recognized as limiting factors when this study was designed.

a. All the prospective college freshmen included in this study were originally interested in Ball State Teachers College at least as a possible college choice. This positive attitude toward the

institution may have negated attempts to identify undesirable characteristics.

b. The individuals in this study were all students who had been accepted or who may have planned to be accepted in the future as freshmen at Ball State Teachers College. This intent may have caused reservations about the giving of any undesirable characteristics of the campus environment.

4. Relationships Among the Perception of Ball State Teachers College, the Desirability or Undesirability of the Environmental Characteristics of a College or University and the College Choice of Prospective College Freshmen

There is a direct relationship between the respondent's perceptions of Ball State Teachers College and their perceptions of the desirability of the environmental characteristics of a college or university. Those respondents who chose Ball State Teachers College and those who did not indicate a college choice were in clear agreement that the characteristics they believed desirable in a college were perceived as being characteristic of the Ball State Teachers College environment. This was to be expected since all members of the sample initially had shown some degree of interest in Ball State Teachers College. The reverse pattern of agreement is also shown by the respondents' perception of Ball State Teachers College and their perception of the character-

istics which are undesirable in a college or university. Both groups, regardless of their college choice, were in very close agreement as to their perception of the undesirability of the environmental characteristics of a college or university. Since there were very little differences found between the groups as shown by the profile patterns, no positive conclusions can be drawn from the data.

5. The Subjective Reasons Given by Prospective College Freshmen for Their College Choice and Their Opinions of the Influences Which May Have Played an Important Part in These Decisions

Respondents were asked to complete a personal data form as part of the process of collecting data. A number of questions were asked and the responses were tabulated and presented as part of the Analysis of Data. The following conclusions can be drawn from these responses.

a. Parents, counselors and teachers were ranked by the respondents as the three most important persons involved in the college choice.

b. The program of study, the geographical location of the college and the financial factors were the first three most important reasons for the college choice.

c. The activities in which most of the respondents engaged as part of their investigation of colleges were reading printed materials and discussing the

institution with classmates and counselors. It is interesting that approximately one-third of the respondents did not attend a college conference program or visit the campus. The college choices in these cases were made without personal contact with the college or one of its official representatives.

Summary

It is desirable to summarize and generalize from the conclusions reached as a result of this research to make the findings more meaningful to readers. The following general conclusions can be stated as a summary of the specific findings and conclusions presented in this chapter.

1. The perceptions of the Ball State Teachers College environmental characteristics were different as reported by selected groups of prospective college freshmen included in this study.
2. Prospective college freshmen included in this study differed in their perceptions of the desirability of the environmental characteristics of the college or university of their choice.
3. The factors of sex, vocational objective, campus visitation experience and geographical location of residence do influence the perceptions of a college

environment and its desirable characteristics as reported by the prospective college freshmen included in this study.

4. There is a direct relationship between the prospective college freshman's perception of the college environment and his choice of a college or university.

5. There are many factors which influence the perception of the college environment and the choice of a college or university made by prospective college freshmen. The perception is one of these influencing factors but not the most or least important. When all other factors are equal in importance, the college choice may be made based on the college environmental perception.

Implications for Further Research

The first recommendation which must be given after reviewing this study is to encourage many more studies of a basic nature. Many studies must be completed which can serve as building blocks for the organization of meaningful research to be accomplished in the future.

As a result of this research, several challenging and valuable studies are immediately apparent to the investigator. An attempt will be made in this section to generally define two or three of these possibilities.

Major universities offering professional and graduate curricula should investigate the differences in the perception of the campus environment as reported by the students who declare an intention to seek education beyond the bachelor's degree and those students who do not intend to seek such programs. Results of such research could be of great value to prospective students and to the institution in building a proper environment.

Small colleges and universities could derive great value from studying the perceptions of students enrolled at their own and other institutions who have special abilities in the fields such as music, art, dramatics or athletics. The information gained could assist the college in developing an environment which would attract these types of students and give the institution a unique reputation in the fields which they desire to develop.

Another area of investigation which should be researched is concerned with the effects of orientation to college programs on the student's perception of the environment in which they are matriculating. Differences between perceptions of students accepted for admission and currently enrolled students could be determined and used to design specific orientation programs for differing groups as they go through the on-campus orientation programs. A second step to this type of

study could be to measure the differences in the perception of the college environment before and after the orientation experience to determine any changes which may have occurred in the perceptions of the students.

Further investigation of the factors which determine the perceptions which students develop of the college environment and the methods which are effective in altering student perceptions is also of primary concern to the successful use in the measurement of college environments. To accomplish these purposes, repetition of this research study under different circumstances would be valuable.

Researchers will have little difficulty finding adequate situations for valuable studies in the future. The investigation of the measurement of the college environment promises to be one of the most fruitful areas of research ever developed.

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APPENDIX A

April 8, 1964

Dear Counselor,

One of the main functions of a college admissions program is to provide prospective students, parents and counselors with an adequate and correct interpretation of the collegiate institution and its characteristics. In order to satisfy this obligation, it has become necessary for us to determine:

1. The characteristics of Ball State Teachers College as perceived by our prospective students.

2. The characteristics which are perceived as desirable in a college by prospective students.

This information will be used to improve our informational publications and to aid us in interpreting our institution to students during the orientation program.

The students listed below have indicated an interest in Ball State by submitting Scholastic Aptitude Test scores to us. We are asking your help in collecting this data because we do not have the home addresses of all the students. Please ask each student to complete the personal data sheet and the testing program. This will involve answering the same items twice using the two different answer sheets provided. The entire process should not take more than 45 minutes. We would appreciate your assistance in having the data returned by April 24, 1964. If I do not hear from you by that time, I will contact you personally. If you do not wish to participate in this study, please return these materials to me.

We have appreciated your cooperation in the past. The information supplied by this study will be of significant value in helping your students succeed at Ball State in the future. Thank you.

Sincerely,

Charles F. Abbott

Please return in first class envelope.

62

Personal Data

Name _____ Sex M___ F___

Class rank (%) Upper 10__ 20__ 30__ 40__ 50__ Lower 50__

1. My college major area of study will be _____.

2. I hope to obtain a teaching license. Yes ___ No ___

3. List in the order of their importance three persons who helped you make your college selection.

	Name	Title
1.	_____	_____
2.	_____	_____
3.	_____	_____

4. Check (✓) those pre-admissions activities below in which you engaged as part of your investigation in selecting a college.

_____ Obtained and read printed materials from colleges.
_____ Attended sessions conducted by college representatives at local or nearby high schools.
_____ Visited two or more college campuses.
_____ Discussed college plans with high school counselor.
_____ Discussed college plans with former classmates now in college.
_____ Other. (Explain the activity)

5. Circle the number of years of education which your parents completed.

Mother 9 10 11 12 13 14 15 16 Masters Degree Doctoral Degree
Father 9 10 11 12 13 14 15 16 Masters Degree Doctoral Degree

6. List colleges or universities which your parents attended.

_____

7. List your major reasons for choosing the college of your first choice over your second choice.

1. _____

2. _____

3. _____

The College and University Environmental Scales used as the measuring instrument in this study is not included in the Appendix because of ethical considerations. It is a new, experimental instrument and, in the opinion of the investigator, it should not be available to the general public.

Individuals desiring to obtain a copy of the instrument should consult with a local college or university testing officer or write directly to:

Education Testing Service
Princeton, New Jersey

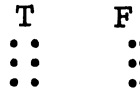
Instructions

Step I

There are 150 statements in this booklet. They are statements about college life. They refer to the curriculum, to college teaching and classroom activities, to rules and regulations and policies, to student organizations and activities and interests, to features of the campus, etc.. We are interested in knowing which of these apply to Ball State Teachers College. Since you have never attended Ball State, you cannot know which statements are in fact characteristic and which are not. However, you do have some idea of what it must be like from things you have read or been told. What we want you to do is to tell us what you have been lead to expect will be true of Ball State Teachers College--not what you might personally prefer or wish it might be. You won't know the answer to many of these statements, because there may not be any really definite information on which to base your answer. Your response will simply mean that in your opinion the statement will probably be true or probably be false about Ball State Teachers College. Do not omit any item. You are to mark each statement as "true" or "false" using the answer sheet given you for this purpose. Do not write in this booklet.

Sample Item: 1. Students are generally pretty friendly on this campus.

T F



B14P10X

NAME _____ (Print) Last First Middle SEX _____ (M or F) AGE _____ DATE _____

INSTITUTION _____ (Print) MAJOR _____ (If uncertain, so state)

FRESHMAN ☐ SOPHOMORE ☐ JUNIOR ☐ SENIOR ☐ GRADUATE ☐ SPECIAL OR NON-DEGREE ☐
(Check one)

DO NOT WRITE IN THIS BOX

CUES

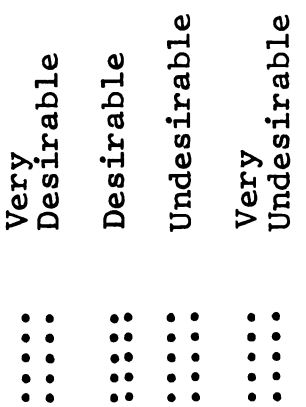
FORM

Be sure your marks are HEAVY and BLACK

Step II

It is important that each prospective college student is aware of his preferences in a college. We are interested in knowing the desirability of the 150 items in this booklet as characteristics of the college you want to attend. There are no correct or incorrect answers. What we want you to do is to tell us how desirable it is that the college of your choice possesses each of the listed characteristics. You are to mark each statement as "very desirable", "desirable", "undesirable", "very undesirable" using the answer sheet given you for this purpose. Do not write in this booklet.

Sample Item: 1. Students are generally pretty friendly on this campus.



	Very Desirable	Desirable	Undesirable	Very Undesirable		Very Desirable	Desirable	Undesirable	Very Undesirable		Very Desirable	Desirable	Undesirable	Very Undesirable		Very Desirable	Desirable	Undesirable	Very Undesirable		Very Desirable	Desirable	Undesirable	Very Undesirable
1.					36.					71.					106.					141.				
2.					37.					72.					107.					142.				
3.					38.					73.					108.					143.				
4.					39.					74.					109.					144.				
5.					40.					75.					110.					145.				
6.					41.					76.					111.					146.				
7.					42.					77.					112.					147.				
8.					43.					78.					113.					148.				
9.					44.					79.					114.					149.				
10.					45.					80.					115.					150.				
11.					46.					81.					116.									
12.					47.					82.					117.									
13.					48.					83.					118.									
14.					49.					84.					119.									
15.					50.					85.					120.									
16.					51.					86.					121.									
17.					52.					87.					122.									
18.					53.					88.					123.									
19.					54.					89.					124.									
20.					55.					90.					125.									
21.					56.					91.					126.									
22.					57.					92.					127.									
23.					58.					93.					128.									
24.					59.					94.					129.									
25.					60.					95.					130.									
26.					61.					96.					131.									
27.					62.					97.					132.									
28.					63.					98.					133.									
29.					64.					99.					134.									
30.					65.					100.					135.									
31.					66.					101.					136.									
32.					67.					102.					137.									
33.					68.					103.					138.									
34.					69.					104.					139.									
35.					70.					105.					140.									

NAME ____________________

Office of Admissions
Ball State Teachers College
Muncie, Indiana
May 6, 1964

Dear

You should have received recently a packet of materials from me with a request to assist me in obtaining some research data from students enrolled in your school. I am writing to you because I have not heard from you or the students as of this date. We are quite aware that many of the students may not be planning to attend Ball State but we value their opinions as much as those who do plan to attend.

The materials sent to you were quite expensive and are needed for additional research on our students. If the students in your school do not wish to participate or this type of activity is against school policy, we would like to have these materials returned. If your students do wish to participate, we would appreciate having the completed materials returned as soon as possible. If you have questions concerning this project, please feel free to call me collect. Thank you very much for your cooperation.

Phone number:

285-4248

Sincerely,

Charles F. Abbott
Assistant Director
of Admissions

APPENDIX B

TABLE I

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	BSTC	Unknown Choice	BSTC	Unknown Choice	BSTC	Unknown Choice	BSTC	Unknown Choice	BSTC	Unknown Choice
"N"	79	58	79	58	79	58	79	58	79	58
Mean	19.58	18.53	21.89	20.02	22.48	20.98	16.42	16.24	21.48	20.12
SE_D	.60		.77		.87		.852		.92	
"t" Value	1.74		2.42		1.72		.05		1.47	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Reject		Reject		Reject		Accept		Accept	

TABLE II

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO SEX

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
"N"	64	74	64	74	64	74	64	74	64	74
Mean	19.38	18.69	20.44	21.39	21.61	21.78	16.28	15.95	20.98	20.97
SE_D	.65		.82		.92		.87		.96	
"t" Value	1.05		1.16		.18		.37		.43	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Accept		Accept		Accept	

TABLE III

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE MAJOR

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Teach	Non-Teach	Teach	Non-Teach	Teach	Non-Teach	Teach	Non-Teach	Teach	Non-Teach
"N"	93	36	93	36	93	36	93	36	93	36
Mean	19.32	18.64	21.65	19.75	22.42	20.50	16.48	15.42	21.17	19.92
SE_D	.69		.87		1.00		.96		1.05	
"t" Value	1.00		2.19		1.92		1.12		1.20	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Reject		Reject		Accept		Accept	

TABLE IV

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO GEOGRAPHICAL LOCATION

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.
"N"	37	92	37	92	37	92	37	92	37	92
Mean	18.86	19.24	20.46	21.33	21.03	22.22	15.14	16.65	20.30	21.22
SE_D	.70		.90		1.00		.96		1.05	
"t" Value	.54		.96		1.24		1.58		.88	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Accept		Accept		Accept	

TABLE V

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO CAMPUS VISITATION EXPERIENCE

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Visit	Non-Visit	Visit	Non-Visit	Visit	Non-Visit	Visit	Non-Visit	Visit	Non-Visit
"N"	90	44	90	44	90	44	90	44	90	44
Mean	19.36	18.39	21.74	19.23	20.08	20.93	16.84	14.55	21.07	19.20
SE_D	.69		.86		.98		.91		1.03	
"t" Value	1.40		2.92		1.16		2.54		1.06	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Reject		Accept		Reject		Accept	

TABLE VI

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND SEX

Key: Male (M) Female (F) "t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(M)	37	19.22			
	B.S.T.C.(F)	44	19.05	.85	.21	Accept
	Unknown (M)	27	19.59			
	Unknown (F)	30	18.20	.90	.94	Accept
	B.S.T.C.(M)	37	19.22			
	Unknown (M)	27	19.59	.96	.39	Accept
	B.S.T.C.(F)	44	19.05			
	Unknown (F)	30	18.20	1.01	1.38	Accept
Community	B.S.T.C.(M)	37	20.89			
	B.S.T.C.(F)	44	21.77	1.07	.82	Accept
	Unknown (M)	27	19.81			
	Unknown (F)	30	20.87	1.14	.79	Accept
	B.S.T.C.(M)	37	20.89			
	Unknown (M)	27	19.81	1.22	.88	Accept
	B.S.T.C.(F)	44	21.77			
	Unknown (F)	30	20.87	1.28	1.82	Reject
Awareness	B.S.T.C.(M)	37	22.30			
	B.S.T.C.(F)	44	21.66	1.19	.53	Accept
	Unknown (M)	27	20.67			
	Unknown (F)	30	21.97	1.42	.92	Accept
	B.S.T.C.(M)	37	22.30			
	Unknown (M)	27	20.67	1.35	1.20	Accept
	B.S.T.C.(F)	44	21.66			
	Unknown (F)	30	21.97	1.27	.24	Accept
Propriety	B.S.T.C.(M)	37	16.22			
	B.S.T.C.(F)	44	15.50	1.13	.63	Accept
	Unknown (M)	27	16.37			
	Unknown (F)	30	16.67	1.35	.21	Accept
	B.S.T.C.(M)	37	16.22			
	Unknown (M)	27	16.37	1.29	.12	Accept
	B.S.T.C.(F)	44	15.50			
	Unknown (F)	30	16.67	1.20	.97	Accept
Scholarship	B.S.T.C.(M)	37	21.27			
	B.S.T.C.(F)	44	20.73	1.26	.43	Accept
	Unknown (M)	27	20.59			
	Unknown (F)	30	20.37	1.33	.27	Accept
	B.S.T.C.(M)	37	21.27			
	Unknown (M)	27	20.59	1.43	.48	Accept
	B.S.T.C.(F)	44	20.73			
	Unknown (F)	30	20.37	1.49	.15	Accept

TABLE VII

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND COLLEGE MAJOR

Key: Teaching (T) Non-Teaching (N) "t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(T)	62	19.55			
	B.S.T.C.(N)	15	18.27	1.10	1.16	Accept
	Unknown (T)	32	18.34			
	Unknown (N)	21	18.86	1.08	.48	Accept
	B.S.T.C.(T)	62	19.55			
	Unknown (T)	32	18.34	.83	1.44	Accept
	B.S.T.C.(N)	15	18.27			
	Unknown (N)	21	18.86	1.29	.46	Accept
Community	B.S.T.C.(T)	62	22.16			
	B.S.T.C.(N)	15	20.53	1.36	1.19	Accept
	Unknown (T)	32	20.06			
	Unknown (N)	21	19.14	1.33	.69	Accept
	B.S.T.C.(T)	62	22.16			
	Unknown (T)	32	20.06	1.03	2.04	Reject
	B.S.T.C.(N)	15	20.53			
	Unknown (N)	21	19.14	1.59	.87	Accept
Awareness	B.S.T.C.(T)	62	22.47			
	B.S.T.C.(N)	15	21.40	1.56	.68	Accept
	Unknown (T)	32	21.69			
	Unknown (N)	21	19.81	1.53	1.23	Accept
	B.S.T.C.(T)	62	22.47			
	Unknown (T)	32	21.69	1.18	.66	Accept
	B.S.T.C.(N)	15	21.40			
	Unknown (N)	21	19.81	1.84	.87	Accept
Propriety	B.S.T.C.(T)	62	16.39			
	B.S.T.C.(N)	15	15.27	1.46	.77	Accept
	Unknown (T)	32	16.22			
	Unknown (N)	21	15.48	1.42	.52	Accept
	B.S.T.C.(T)	62	16.39			
	Unknown (T)	32	16.22	1.10	.15	Accept
	B.S.T.C.(N)	15	15.27			
	Unknown (N)	21	15.48	1.71	.12	Accept
Scholarship	B.S.T.C.(T)	62	21.55			
	B.S.T.C.(N)	15	20.13	1.61	.87	Accept
	Unknown (T)	32	19.84			
	Unknown (N)	21	19.71	1.58	.08	Accept
	B.S.T.C.(T)	62	21.55			
	Unknown (T)	32	19.84	1.22	1.40	Accept
	B.S.T.C.(N)	15	20.13			
	Unknown (N)	21	19.71	1.89	.22	Accept

TABLE VIII

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND CAMPUS VISITATION EXPERIENCES

Key: Visitation (V) No Visitations(N) "t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(V)	56	19.36			
	B.S.T.C.(N)	23	19.30	1.01	.52	Accept
	Unknown (V)	35	18.83			
	Unknown (N)	21	17.33	1.13	1.32	Accept
	B.S.T.C.(V)	56	19.36			
	Unknown (V)	35	18.83	.88	.60	Accept
	B.S.T.C.(N)	23	19.30			
	Unknown (N)	21	17.33	1.23	1.60	Accept
Community	B.S.T.C.(V)	56	22.52			
	B.S.T.C.(N)	23	19.61	1.23	2.37	Reject
	Unknown (V)	35	19.91			
	Unknown (N)	21	18.76	1.37	.84	Accept
	B.S.T.C.(V)	56	22.52			
	Unknown (V)	35	19.91	1.07	2.44	Reject
	B.S.T.C.(N)	23	19.61			
	Unknown (N)	21	18.76	1.49	.57	Accept
Awareness	B.S.T.C.(V)	56	22.71			
	B.S.T.C.(N)	23	20.91	1.39	1.29	Accept
	Unknown (V)	35	20.46			
	Unknown (N)	21	20.94	1.55	.28	Accept
	B.S.T.C.(V)	56	22.71			
	Unknown (V)	35	20.46	1.21	1.86	Reject
	B.S.T.C.(N)	23	20.91			
	Unknown (N)	21	20.94	1.70	.01	Accept
Propriety	B.S.T.C.(V)	56	16.80			
	B.S.T.C.(N)	23	14.35	1.27	1.96	Reject
	Unknown (V)	35	16.46			
	Unknown (N)	21	14.71	1.42	1.23	Accept
	B.S.T.C.(V)	56	16.80			
	Unknown (V)	35	16.46	1.11	.31	Accept
	B.S.T.C.(N)	23	14.35			
	Unknown (N)	21	14.71	1.55	.23	Accept
Scholarship	B.S.T.C.(V)	56	21.71			
	B.S.T.C.(N)	23	19.83	1.44	1.31	Accept
	Unknown (V)	35	19.46			
	Unknown (N)	21	20.10	1.60	.39	Accept
	B.S.T.C.(V)	56	21.71			
	Unknown (V)	35	19.46	1.25	1.80	Reject
	B.S.T.C.(N)	23	19.83			
	Unknown (N)	21	20.10	1.76	.15	Accept

TABLE IX

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE C.U.E.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND GEOGRAPHICAL LOCATION

Key: Less than 25 miles(L)
More than 25 miles(M)

"t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(L)	23	18.57			
	B.S.T.C.(M)	57	19.33	.89	.86	Accept
	Unknown (L)	14	19.36			
	Unknown (M)	35	19.08	1.14	.24	Accept
	B.S.T.C.(L)	23	18.57			
	Unknown (L)	14	19.36	1.22	.65	Accept
	B.S.T.C.(M)	57	19.33			
	Unknown (M)	35	19.08	.77	.32	Accept
Community	B.S.T.C.(L)	23	20.39			
	B.S.T.C.(M)	57	21.82	1.14	1.25	Accept
	Unknown (L)	14	20.57			
	Unknown (M)	35	20.51	1.46	.04	Accept
	B.S.T.C.(L)	23	20.39			
	Unknown (L)	14	20.57	1.51	.11	Accept
	B.S.T.C.(M)	57	21.82			
	Unknown (M)	35	20.51	.99	1.32	Accept
Awareness	B.S.T.C.(L)	23	20.39			
	B.S.T.C.(M)	57	22.14	1.27	.59	Accept
	Unknown (L)	14	20.43			
	Unknown (M)	35	22.46	1.63	1.24	Accept
	B.S.T.C.(L)	23	20.39			
	Unknown (L)	14	20.43	1.75	.55	Accept
	B.S.T.C.(M)	57	22.14			
	Unknown (M)	35	22.46	1.10	.29	Accept
Propriety	B.S.T.C.(L)	23	14.17			
	B.S.T.C.(M)	57	16.60	1.22	1.99	Reject
	Unknown (L)	14	16.71			
	Unknown (M)	35	16.74	1.56	.02	Accept
	B.S.T.C.(L)	23	14.17			
	Unknown (L)	14	16.71	1.67	1.52	Accept
	B.S.T.C.(M)	57	16.60			
	Unknown (M)	35	16.74	1.05	.14	Accept
Scholarship	B.S.T.C.(L)	23	20.48			
	B.S.T.C.(M)	57	21.09	1.34	.46	Accept
	Unknown (L)	14	20.00			
	Unknown (M)	35	21.43	1.71	.83	Accept
	B.S.T.C.(L)	23	20.48			
	Unknown (L)	14	20.00	1.83	.26	Accept
	B.S.T.C.(M)	57	21.09			
	Unknown (M)	35	21.43	1.16	.29	Accept

TABLE X

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	BSTC	Unknown Choice	BSTC	Unknown Choice	BSTC	Unknown Choice	BSTC	Unknown Choice	BSTC	Unknown Choice
"N"	77	51	77	51	77	51	77	51	77	51
Mean	24.71	25.06	26.65	26.12	28.47	29.75	17.84	18.37	25.45	27.35
SE_D	.77		.96		1.05		.66		.90	
"t" Value	.45		.56		1.21		.81		2.11	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Accept		Accept		Reject	

TABLE XI

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO SEX

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
"N"	60	68	60	68	60	68	60	68	60	68
Mean	24.42	25.24	25.78	27.01	28.05	29.80	17.98	18.12	25.63	26.72
SE_D	.75		.93		1.03		.64		.89	
"t" Value	1.08		1.32		1.69		.21		1.22	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Reject		Accept		Accept	

TABLE XII

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE MAJOR

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Teach	Non-Teach	Teach	Non-Teach	Teach	Non-Teach	Teach	Non-Teach	Teach	Non-Teach
"N"	91	31	91	31	91	31	91	31	91	31
Mean	24.78	25.32	26.71	25.94	28.95	29.42	17.93	18.65	26.16	26.26
SE_D	.90		1.08		1.22		.74		1.07	
"t" Value	.60		.72		.39		.96		.09	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Accept		Accept		Accept	

TABLE XIII

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO GEOGRAPHICAL LOCATION

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.
"N"	35	87	35	87	35	87	35	87	35	87
Mean	24.34	24.97	26.17	26.55	27.54	29.34	16.77	18.56	24.77	26.44
SE_D	.85		1.00		1.16		.71		.99	
"t" Value	.73		.40		1.55		2.53		1.69	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Accept		Reject		Reject	

TABLE XIV

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO CAMPUS VISITATION EXPERIENCE

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Visit	Non-Visit	Visit	Non-Visit	Visit	Non-Visit	Visit	Non-Visit	Visit	Non-Visit
"N"	86	40	86	40	86	40	86	40	86	40
Mean	25.19	24.10	27.19	25.10	29.29	28.10	18.38	17.48	26.47	25.48
SE_D	.82		.97		1.12		.68		.97	
"t" Value	1.33		2.16		1.07		1.33		1.02	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Reject		Accept		Accept		Accept	

TABLE XV

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND SEX

Key: Male(M) Female(F) "t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(M)	35	24.46			
	B.S.T.C.(F)	42	24.93	.98	.48	Accept
	Unknown (M)	25	24.36			
	Unknown (F)	26	25.73	1.20	1.14	Accept
	B.S.T.C.(M)	35	24.46			
	Unknown (M)	25	24.36	1.12	.87	Accept
	B.S.T.C.(F)	42	24.93			
	Unknown (F)	26	25.73	1.07	.75	Accept
Community	B.S.T.C.(M)	35	26.69			
	B.S.T.C.(F)	42	26.62	1.19	.06	Accept
	Unknown (M)	25	24.52			
	Unknown (F)	26	27.65	1.47	2.14	Reject
	B.S.T.C.(M)	35	26.69			
	Unknown (M)	25	24.52	1.37	1.58	Accept
	B.S.T.C.(F)	42	26.62			
	Unknown (F)	26	27.65	1.31	.80	Accept
Awareness	B.S.T.C.(M)	35	28.14			
	B.S.T.C.(F)	42	28.74	1.32	.45	Accept
	Unknown (M)	25	27.92			
	Unknown (F)	26	31.50	1.61	2.22	Reject
	B.S.T.C.(M)	35	28.14			
	Unknown (M)	25	27.92	1.50	.15	Accept
	B.S.T.C.(F)	42	28.74			
	Unknown (F)	26	31.50	1.44	1.92	Reject
Propriety	B.S.T.C.(M)	35	17.71			
	B.S.T.C.(F)	42	17.95	.84	.29	Accept
	Unknown (M)	25	18.36			
	Unknown (F)	26	18.38	1.02	.02	Accept
	B.S.T.C.(M)	35	17.71			
	Unknown (M)	25	18.36	.96	.67	Accept
	B.S.T.C.(F)	42	17.95			
	Unknown (F)	26	18.38	.91	.47	Accept
Scholarship	B.S.T.C.(M)	35	24.51			
	B.S.T.C.(F)	42	26.24	1.14	1.51	Accept
	Unknown (M)	25	27.20			
	Unknown (F)	26	27.50	1.40	.21	Accept
	B.S.T.C.(M)	35	24.51			
	Unknown (M)	25	27.20	1.31	2.06	Reject
	B.S.T.C.(F)	42	26.24			
	Unknown (F)	26	27.50	1.24	1.01	Accept

TABLE XVI

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND COLLEGE MAJOR

Key: Teaching (T)
Non-Teaching (N)

"t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(T)	63	24.63			
	B.S.T.C.(N)	11	25.73	1.43	.76	Accept
	Unknown (T)	28	25.11			
	Unknown (N)	20	25.10	1.28	.01	Accept
	B.S.T.C.(T)	63	24.63			
	Unknown (T)	28	25.11	.99	.48	Accept
	B.S.T.C.(N)	11	25.73			
	Unknown (N)	20	25.10	1.64	.38	Accept
Community	B.S.T.C.(T)	63	26.75			
	B.S.T.C.(N)	11	27.64	1.69	.53	Accept
	Unknown (T)	28	26.64			
	Unknown (N)	20	25.00	1.52	1.08	Accept
	B.S.T.C.(T)	63	26.75			
	Unknown (T)	28	26.64	1.18	.09	Accept
	B.S.T.C.(N)	11	27.64			
	Unknown (N)	20	25.00	1.95	1.35	Accept
Awareness	B.S.T.C.(T)	63	27.86			
	B.S.T.C.(N)	11	31.73	1.86	2.28	Reject
	Unknown (T)	28	31.39			
	Unknown (N)	20	28.15	1.67	1.94	Reject
	B.S.T.C.(T)	63	27.86			
	Unknown (T)	28	31.39	1.29	2.73	Reject
	B.S.T.C.(N)	11	31.71			
	Unknown (N)	20	28.15	2.13	1.67	Accept
Propriety	B.S.T.C.(T)	63	17.78			
	B.S.T.C.(N)	11	19.18	1.17	1.20	Accept
	Unknown (T)	28	18.29			
	Unknown (N)	20	18.35	1.05	.06	Accept
	B.S.T.C.(T)	63	17.78			
	Unknown (T)	28	18.29	.81	.62	Accept
	B.S.T.C.(N)	11	19.18			
	Unknown (N)	20	18.35	1.35	.61	Accept
Scholarship	B.S.T.C.(T)	63	25.10			
	B.S.T.C.(N)	11	27.63	1.62	1.40	Accept
	Unknown (T)	28	28.57			
	Unknown (N)	20	25.65	1.45	2.02	Reject
	B.S.T.C.(T)	63	25.10			
	Unknown (T)	28	28.57	1.12	3.09	Reject
	B.S.T.C.(N)	11	27.63			
	Unknown (N)	20	25.65	1.86	.92	Accept

TABLE XVII

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND CAMPUS VISITATION EXPERIENCES

Key: Visitation(V)
No Visitations(N)

"t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(V)	54	25.39			
	B.S.T.C.(N)	22	23.14	1.08	2.09	Reject
	Unknown (V)	32	24.84			
	Unknown (N)	18	25.27	1.25	.35	Accept
	B.S.T.C.(V)	54	25.39			
	Unknown (V)	32	24.84	.95	.57	Accept
	B.S.T.C.(N)	22	23.14			
	Unknown (N)	18	25.27	1.35	1.58	Accept
Community	B.S.T.C.(V)	54	27.24			
	B.S.T.C.(N)	22	25.91	1.28	1.04	Accept
	Unknown (V)	32	27.09			
	Unknown (N)	18	24.11	1.49	2.00	Reject
	B.S.T.C.(V)	54	27.24			
	Unknown (V)	32	27.09	1.13	.13	Accept
	B.S.T.C.(N)	22	25.91			
	Unknown (N)	18	24.11	1.61	1.11	Accept
Awareness	B.S.T.C.(V)	54	28.44			
	B.S.T.C.(N)	22	28.14	1.47	.21	Accept
	Unknown (V)	32	30.71			
	Unknown (N)	18	28.06	1.71	1.55	Accept
	B.S.T.C.(V)	54	28.44			
	Unknown (V)	32	30.71	1.29	1.75	Reject
	B.S.T.C.(N)	22	28.14			
	Unknown (N)	18	28.06	1.85	.04	Accept
Propriety	B.S.T.C.(V)	54	18.30			
	B.S.T.C.(N)	22	17.09	.91	1.33	Accept
	Unknown (V)	32	18.53			
	Unknown (N)	18	17.94	1.05	.55	Accept
	B.S.T.C.(V)	54	18.30			
	Unknown (V)	32	18.53	.80	.29	Accept
	B.S.T.C.(N)	22	17.09			
	Unknown (N)	18	17.94	1.14	.75	Accept
Scholarship	B.S.T.C.(V)	54	25.74			
	B.S.T.C.(N)	22	24.73	1.27	.79	Accept
	Unknown (V)	32	27.69			
	Unknown (N)	18	26.39	1.47	.88	Accept
	B.S.T.C.(V)	54	25.74			
	Unknown (V)	32	27.69	1.11	1.74	Reject
	B.S.T.C.(N)	22	24.73			
	Unknown (N)	18	26.39	1.59	1.04	Accept

TABLE XVIII

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE D.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND GEOGRAPHICAL LOCATION

Key: Less than 25 miles(L)
More than 25 miles(M)

"t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(L)	22	23.86			
	B.S.T.C.(M)	54	25.09	1.08	1.13	Accept
	Unknown (L)	13	25.15			
	Unknown (M)	33	24.76	1.40	.28	Accept
	B.S.T.C.(L)	22	23.86			
	Unknown (L)	13	25.15	1.50	.86	Accept
	B.S.T.C.(M)	54	25.09			
	Unknown (M)	33	24.76	.95	.35	Accept
Community	B.S.T.C.(L)	22	25.91			
	B.S.T.C.(M)	54	27.24	1.26	1.06	Accept
	Unknown (L)	13	26.62			
	Unknown (M)	33	25.42	1.63	.73	Accept
	B.S.T.C.(L)	22	25.91			
	Unknown (L)	13	26.62	1.75	.40	Accept
	B.S.T.C.(M)	54	27.24			
	Unknown (M)	33	25.42	1.10	1.65	Accept
Awareness	B.S.T.C.(L)	22	27.05			
	B.S.T.C.(M)	54	28.89	1.47	1.25	Accept
	Unknown (L)	13	28.38			
	Unknown (M)	33	30.10	1.91	.89	Accept
	B.S.T.C.(L)	22	27.05			
	Unknown (L)	13	28.38	2.04	.66	Accept
	B.S.T.C.(M)	54	28.89			
	Unknown (M)	33	30.10	1.29	.93	Accept
Propriety	B.S.T.C.(L)	22	16.55			
	B.S.T.C.(M)	54	18.52	.90	2.19	Reject
	Unknown (L)	13	17.15			
	Unknown (M)	33	18.64	1.17	1.27	Accept
	B.S.T.C.(L)	22	16.55			
	Unknown (L)	13	17.15	1.24	.49	Accept
	B.S.T.C.(M)	54	18.52			
	Unknown (M)	33	18.64	.79	.15	Accept
Scholarship	B.S.T.C.(L)	22	24.59			
	B.S.T.C.(M)	54	25.80	1.25	.97	Accept
	Unknown (L)	13	25.08			
	Unknown (M)	33	27.48	1.61	1.49	Accept
	B.S.T.C.(L)	22	24.59			
	Unknown (L)	13	25.08	1.72	.28	Accept
	B.S.T.C.(M)	54	25.80			
	Unknown (M)	33	27.48	1.09	1.55	Accept

TABLE XIX

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	BSTC	Unknown Choice	BSTC	Unknown Choice	BSTC	Unknown Choice	BSTC	Unknown Choice	BSTC	Unknown Choice
"N"	77	51	77	51	77	51	77	51	77	51
Mean	12.46	12.67	9.60	9.86	8.92	9.25	18.00	18.00	13.68	13.08
SE_D	.54		.57		.41		.72		.57	
"t" Value	.51		.46		.81		.00		1.05	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Accept		Accept		Accept	

TABLE XX

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO SEX

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
"N"	60	68	60	68	60	68	60	68	60	68
Mean	11.98	12.96	9.58	9.81	8.77	9.31	17.47	18.47	13.65	13.25
SE_D	.52		.56		.40		.70		.56	
"t" Value	1.87		.40		1.35		1.44		.71	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Reject		Accept		Accept		Accept		Accept	

TABLE XXI

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE MAJOR

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Teach	Non-Teach	Teach	Non-Teach	Teach	Non-Teach	Teach	Non-Teach	Teach	Non-Teach
"N"	91	31	91	31	91	31	91	31	91	31
Mean	12.66	11.81	9.78	9.32	9.20	8.48	17.99	17.16	13.51	13.32
SE_D	.59		.65		.48		.80		.67	
"t" Value	1.44		.71		1.50		1.03		.27	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Accept		Accept		Accept	

TABLE XXII

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO GEOGRAPHICAL LOCATION

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.	Under 25 mi.	Over 25 mi.
"N"	35	87	35	87	35	87	35	87	35	87
Mean	11.94	12.52	9.06	9.82	9.11	8.97	17.94	17.83	12.74	13.68
SE_D	.57		.63		.45		.79		.63	
"t" Value	1.00		1.21		.33		.15		1.47	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Accept		Accept		Accept	

TABLE XXIII

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES ON THE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO CAMPUS VISITATION EXPERIENCE

Scale	Practicality		Community		Awareness		Propriety		Scholarship	
Group	Visit	Non-Visit	Visit	Non-Visit	Visit	Non-Visit	Visit	Non-Visit	Visit	Non-Visit
"N"	86	40	86	40	86	40	86	40	86	40
Mean	12.48	12.25	9.41	10.13	8.92	9.30	18.15	17.40	13.52	13.33
SE_D	.55		.59		.44		.75		.61	
"t" Value	.41		1.22		.87		1.00		.33	
"t"(.05)	1.65		1.65		1.65		1.65		1.65	
Null Hypothesis	Accept		Accept		Accept		Accept		Accept	

TABLE XXIV

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND SEX

Key: Male (M) Female (F) "t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(M)	35	11.57			
	B.S.T.C.(F)	42	13.07	.67	2.22	Reject
	Unknown (M)	25	12.56			
	Unknown (F)	26	12.77	.83	.25	Accept
	B.S.T.C.(M)	35	11.57			
	Unknown (M)	25	12.56	.77	1.28	Accept
	B.S.T.C.(F)	42	13.07			
	Unknown (F)	26	12.77	.74	.41	Accept
Community	B.S.T.C.(M)	35	9.31			
	B.S.T.C.(F)	42	9.83	.73	.71	Accept
	Unknown (M)	25	9.96			
	Unknown (F)	26	9.77	.89	.21	Accept
	B.S.T.C.(M)	35	9.31			
	Unknown (M)	25	9.93	.84	.77	Accept
	B.S.T.C.(F)	42	9.83			
	Unknown (F)	26	9.77	.80	.08	Accept
Awareness	B.S.T.C.(M)	35	8.54			
	B.S.T.C.(F)	42	9.24	.52	1.33	Accept
	Unknown (M)	25	9.08			
	Unknown (F)	26	9.42	.64	.54	Accept
	B.S.T.C.(M)	35	8.54			
	Unknown (M)	25	9.08	.59	.89	Accept
	B.S.T.C.(F)	42	9.24			
	Unknown (F)	26	9.42	.56	.33	Accept
Propriety	B.S.T.C.(M)	35	17.31			
	B.S.T.C.(F)	42	18.57	.91	1.39	Accept
	Unknown (M)	25	17.68			
	Unknown (F)	26	18.31	1.11	.57	Accept
	B.S.T.C.(M)	35	17.31			
	Unknown (M)	25	17.68	1.04	.35	Accept
	B.S.T.C.(F)	42	18.57			
	Unknown (F)	26	18.31	.99	.27	Accept
Scholarship	B.S.T.C.(M)	35	14.11			
	B.S.T.C.(F)	42	13.31	.73	1.11	Accept
	Unknown (M)	25	13.00			
	Unknown (F)	26	13.15	.89	.17	Accept
	B.S.T.C.(M)	35	14.11			
	Unknown (M)	25	13.00	.83	1.34	Accept
	B.S.T.C.(F)	42	13.31			
	Unknown (F)	26	13.15	.79	.20	Accept

TABLE XXV

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND COLLEGE MAJOR

Key: Teaching (T)
Non-Teaching (N)

"t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(T)	63	12.52			
	B.S.T.C.(N)	11	11.09	.93	1.54	Accept
	Unknown (T)	28	12.96			
	Unknown (N)	20	12.20	.84	.91	Accept
	B.S.T.C.(T)	63	12.52			
	Unknown (T)	28	12.96	.65	.68	Accept
	B.S.T.C.(N)	11	11.09			
	Unknown (N)	20	12.20	1.07	1.03	Accept
Community	B.S.T.C.(T)	63	9.57			
	B.S.T.C.(N)	11	8.73	1.02	.83	Accept
	Unknown (T)	28	10.25			
	Unknown (N)	20	9.65	.92	.66	Accept
	B.S.T.C.(T)	63	9.57			
	Unknown (T)	28	10.25	.71	.96	Accept
	B.S.T.C.(N)	11	8.73			
	Unknown (N)	20	9.65	1.17	.78	Accept
Awareness	B.S.T.C.(T)	63	9.02			
	B.S.T.C.(N)	11	7.91	.75	1.48	Accept
	Unknown (T)	28	9.61			
	Unknown (N)	20	8.80	.67	1.21	Accept
	B.S.T.C.(T)	63	9.02			
	Unknown (T)	28	9.61	.52	1.14	Accept
	B.S.T.C.(N)	11	7.91			
	Unknown (N)	20	8.80	.86	1.04	Accept
Propriety	B.S.T.C.(T)	63	17.78			
	B.S.T.C.(N)	11	18.00	1.26	.18	Accept
	Unknown (T)	28	18.46			
	Unknown (N)	20	16.70	1.13	1.56	Accept
	B.S.T.C.(T)	63	17.78			
	Unknown (T)	28	18.46	.88	.78	Accept
	B.S.T.C.(N)	11	18.00			
	Unknown (N)	20	16.70	1.45	.89	Accept
Scholarship	B.S.T.C.(T)	63	13.41			
	B.S.T.C.(N)	11	15.00	1.04	1.52	Accept
	Unknown (T)	28	13.71			
	Unknown (N)	20	12.40	.93	1.41	Accept
	B.S.T.C.(T)	63	13.41			
	Unknown (T)	28	13.71	.72	.42	Accept
	B.S.T.C.(N)	11	15.00			
	Unknown (N)	20	12.40	1.20	2.17	Reject

TABLE XXVI

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND CAMPUS VISITATION EXPERIENCES

Key: Visitation (V) No Visitations (N) "t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(V)	54	12.16			
	B.S.T.C.(N)	22	12.41	.72	.31	Accept
	Unknown (V)	32	12.97			
	Unknown (N)	18	12.06	.84	1.08	Accept
	B.S.T.C.(V)	54	12.16			
	Unknown (V)	32	12.97	.63	1.23	Accept
	B.S.T.C.(N)	22	12.41			
	Unknown (N)	18	12.06	.91	.39	Accept
Community	B.S.T.C.(V)	54	9.15			
	B.S.T.C.(N)	22	10.27	.78	1.44	Accept
	Unknown (V)	32	9.84			
	Unknown (N)	18	9.94	.91	.11	Accept
	B.S.T.C.(V)	54	9.15			
	Unknown (V)	32	9.84	.69	1.01	Accept
	B.S.T.C.(N)	22	10.27			
	Unknown (N)	18	9.94	.98	.33	Accept
Awareness	B.S.T.C.(V)	54	8.87			
	B.S.T.C.(N)	22	8.91	.58	.07	Accept
	Unknown (V)	32	9.00			
	Unknown (N)	18	9.78	.67	1.16	Accept
	B.S.T.C.(V)	54	8.87			
	Unknown (V)	32	9.00	.51	.25	Accept
	B.S.T.C.(N)	22	8.91			
	Unknown (N)	18	9.78	.73	1.20	Accept
Propriety	B.S.T.C.(V)	54	18.15			
	B.S.T.C.(N)	22	17.50	.99	.65	Accept
	Unknown (V)	32	18.16			
	Unknown (N)	18	17.28	1.66	.76	Accept
	B.S.T.C.(V)	54	18.15			
	Unknown (V)	32	18.16	.88	.01	Accept
	B.S.T.C.(N)	22	17.50			
	Unknown (N)	18	17.28	1.25	.18	Accept
Scholarship	B.S.T.C.(V)	54	13.72			
	B.S.T.C.(N)	22	13.55	.81	.22	Accept
	Unknown (V)	32	13.19			
	Unknown (N)	18	13.06	.94	.14	Accept
	B.S.T.C.(V)	54	13.72			
	Unknown (V)	32	13.19	.71	.75	Accept
	B.S.T.C.(N)	22	13.55			
	Unknown (N)	18	13.06	1.02	.48	Accept

TABLE XXVII

RESULTS OF THE "t" TEST OF THE DIFFERENCE BETWEEN GROUP MEAN SCORES OBTAINED ON THE FIVE U.C.S. FOR RESPONDENTS GROUPED ACCORDING TO COLLEGE CHOICE AND GEOGRAPHICAL LOCATION

Key: Less than 25 miles (L)
More than 25 miles (M)

"t"(05) = 1.68

Scale	Factor	"N"	Mean	SE_D	"t"	Null Hyp.
Practicality	B.S.T.C.(L)	22	12.14			
	B.S.T.C.(M)	54	12.30	.72	.22	Accept
	Unknown (L)	13	11.62			
	Unknown (M)	33	12.88	.94	1.35	Accept
	B.S.T.C.(L)	22	12.14			
	Unknown (L)	13	11.62	1.00	.52	Accept
	B.S.T.C.(M)	54	12.30			
	Unknown (M)	33	12.88	.63	.92	Accept
Community	B.S.T.C.(L)	22	9.50			
	B.S.T.C.(M)	54	9.46	.79	.05	Accept
	Unknown (L)	13	8.31			
	Unknown (M)	33	10.39	1.02	2.05	Reject
	B.S.T.C.(L)	22	9.50			
	Unknown (L)	13	8.31	1.09	1.11	Accept
	B.S.T.C.(M)	54	9.46			
	Unknown (M)	33	10.39	.69	1.35	Accept
Awareness	B.S.T.C.(L)	22	9.18			
	B.S.T.C.(M)	54	8.76	.57	.74	Accept
	Unknown (L)	13	9.00			
	Unknown (M)	33	9.30	.74	.41	Accept
	B.S.T.C.(L)	22	9.18			
	Unknown (L)	13	9.00	.79	.23	Accept
	B.S.T.C.(M)	54	8.76			
	Unknown (M)	33	9.30	.50	1.09	Accept
Propriety	B.S.T.C.(L)	22	18.32			
	B.S.T.C.(M)	54	17.81	1.00	.49	Accept
	Unknown (L)	13	17.31			
	Unknown (M)	33	17.85	1.30	.41	Accept
	B.S.T.C.(L)	22	18.32			
	Unknown (L)	13	17.31	1.39	.73	Accept
	B.S.T.C.(M)	54	17.81			
	Unknown (M)	33	17.85	.88	.04	Accept
Scholarship	B.S.T.C.(L)	22	13.36			
	B.S.T.C.(M)	54	13.80	.80	.54	Accept
	Unknown (L)	13	11.69			
	Unknown (M)	33	13.48	1.04	1.73	Reject
	B.S.T.C.(L)	22	13.36			
	Unknown (L)	13	11.69	1.11	1.51	Accept
	B.S.T.C.(M)	54	13.80			
	Unknown (M)	33	13.48	.70	.45	Accept