ABSTRACT

This annotated bibliography has been designed as an introduction for the listings: Overview of Educational Environments, Campus Environment-Student Transactions, Student Characteristics; Housing and Residence Halls, Measurement of College Environments, Student-Campus Environment Dysfunctions, and Intentional Campus Designs. The references include books, journal articles, dissertations and monographs. Where applicable, the citations include ERIC accession numbers. (MJ)
DESIGNING CAMPUS ENVIRONMENTS:
A REVIEW OF SELECTED LITERATURE

Western Interstate Commission for Higher Education
DESIGNING CAMPUS ENVIRONMENTS:  
A REVIEW OF SELECTED LITERATURE

by

Leland Kaiser  
and  
Lynn Sherretz

Western Interstate Commission for Higher Education  
An Equal Opportunity Employer  
P.O. Drawer P Boulder, Colorado 80302

April 1976

3
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>v</td>
</tr>
<tr>
<td>Beginning Bookshelf</td>
<td>vii</td>
</tr>
<tr>
<td>Explanation of ERIC Accession Numbers and</td>
<td>viii</td>
</tr>
<tr>
<td>Table of Instrument Acronyms</td>
<td></td>
</tr>
<tr>
<td>Chapter 1: Overview of Educational Environments</td>
<td>1</td>
</tr>
<tr>
<td>Chapter 2: Campus Environment--Student Transactions</td>
<td>11</td>
</tr>
<tr>
<td>Chapter 3: Student Characteristics</td>
<td>31</td>
</tr>
<tr>
<td>Chapter 4: Housing and Residence Halls</td>
<td>35</td>
</tr>
<tr>
<td>Chapter 5: Measurement of College Environments</td>
<td>45</td>
</tr>
<tr>
<td>Chapter 6: Student–Campus Environment Dysfunctions</td>
<td>51</td>
</tr>
<tr>
<td>Chapter 7: Intentional Campus Design</td>
<td>63</td>
</tr>
</tbody>
</table>
INTRODUCTION

This annotated bibliography has been compiled in response to the many requests for literature references on campus environmental design. As the title implies, in no sense is this bibliography exhaustive or necessarily representative of the burgeoning amount of literature in the field. The bibliography should be viewed as an introduction to this literature and as a sampler for the novice designer of campus environment.

The literature references have been categorized by chapters. Each chapter contains a listing of subject entries appropriate to that chapter. The chapter listings are not discrete. The placement of any single literature reference could vary, depending upon the viewpoint of the user and the intended use. To aid the user, the bibliographic entries have been arranged as follows:

Chapter 1--Overview of Educational Environments is an introduction to the issues and concerns of campus design. A number of background and survey-type articles are presented to acquaint the user with the various dimensions of campus environments.

Chapter 2--Campus Environment-Student Transactions is the largest chapter and contains the literature on campus-student transactions. The impact of campus environments on students is the focus of this chapter.

Chapter 3--Student Characteristics emphasizes student characteristics as they affect the campus student transaction.

Chapter 4--Housing and Residence Halls examines student campus transactions related to housing and residence halls.

Chapter 5--Measurement of College Environments examines the methodological problems involved in assessing campus environments and some of the assessment instruments currently in use.

Chapter 6--Student-Campus Environment Dysfunctions focuses upon transactional difficulties of students and their campus environments.

5
Chapter 7--Intentional Campus Designs contains an assortment of articles useful for the campus designer. The chapter contains many suggestions for modification of campus environments to produce better student-environment fit. The references are particularly useful for redesign of existing college campuses.

The WICHE program Improving Mental Health Services on Western Campuses (NIMH Grant MH 12419) continues its support and interest in the design of campus environments with the publication of this bibliography. In an earlier program publication, The Ecosystem Model: Designing Campus Environments, the campus community was viewed as a series of transactions among various environments and their members. An ecosystem model was suggested for intentional campus design. Later, the program tested and refined this model through on-campus applications. This work resulted in the program's publication of a Training Manual for an Ecosystem Model.

We thank Dr. Ursula Delworth, program director of Improving Mental Health Services on Western Campuses, for her support of this annotated bibliography. Appreciation is also expressed to Renee Munoz and LuAnne Aulepp for their editorial assistance.

Users of this bibliography are invited to write Dr. Leland Kaiser, Division of Health Administration, University of Colorado Medical Center, 4200 East Ninth Avenue, Denver, Colorado 80220, about additional literature references they suggest should be incorporated in future revisions of this bibliography.
BEGINNING BOOKSHELF

We have found these works to comprise a good beginning bookshelf for the student of campus environmental design.


EXPLANATION OF ERIC ACCESSION NUMBERS

Entries followed by a six-digit ED number have been abstracted in Research in Education, the monthly publication of EDRS (ERIC Document Reproduction Service). All documents with ED numbers (except those noted "Not Available EDRS") are available in microfiche or hard copy from EDRS by writing:

ERIC Document Reproduction Service
P.O. Drawer 0
Bethesda, Maryland 20014

If a document is available from another source, the complete address from which it may be obtained is given.

TABLE OF INSTRUMENT ACRONYMS

Whenever the use of a particular assessment instrument is referred to in an entry it is cited by an acronym. Refer to this table for full instrument names.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Instrument Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI</td>
<td>Activities Index</td>
</tr>
<tr>
<td>CCI</td>
<td>College Characteristics Index</td>
</tr>
<tr>
<td>CSQ</td>
<td>College Student Questionnaire</td>
</tr>
<tr>
<td>CSSQ</td>
<td>College Student Satisfaction Questionnaire</td>
</tr>
<tr>
<td>CUES</td>
<td>College and University Environment Scales</td>
</tr>
<tr>
<td>EPPS</td>
<td>Edwards Personal Preference Schedule</td>
</tr>
<tr>
<td>JCES</td>
<td>Junior College Environment Scales</td>
</tr>
<tr>
<td>IAS</td>
<td>Interpersonal Attitude Survey</td>
</tr>
<tr>
<td>ICA</td>
<td>Inventory of College Characteristics</td>
</tr>
<tr>
<td>OPI</td>
<td>Omnibus Personality Inventory</td>
</tr>
<tr>
<td>POI</td>
<td>Personal Orientation Inventory</td>
</tr>
<tr>
<td>TAPE</td>
<td>Transactional Analysis of Personality and Environment</td>
</tr>
<tr>
<td>URES</td>
<td>University Residence Environment Scale</td>
</tr>
<tr>
<td>VPI</td>
<td>Vocational Preference Inventory</td>
</tr>
</tbody>
</table>
Chapter 1

Overview of Educational Environments

- Conceptual models
- Applications of intentional campus designs
- Methods of describing educational environments
- Importance of educational climate
- Socio-political issues


The authors contend that the proximity of a college has little effect for most youth on the likelihood of going to college, regardless of the type of institution.


This report discusses the planning principles, administrative and advisory structure, and implementation of the structures and functions that must be established if total institutional response to the requirements of operating a multiethnic campus is to be achieved.


One can only generalize concerning an environment to those individuals who are genetically alike. Those involved in planning the school environment must recognize that they must classify pupils and consider the suitability of the environment to each type of pupil. Finding heredity or prior environment as a determinant of a particular pupil outcome does not preclude the possibility of varying the current environment to offset the effect of previously established conditions.

The authors believe that private institutions, often church-affiliated, with relatively open admissions policies and enrollments under 2,500, can offer their particular students the kind of college experience they seek.


A growing number of behavioral scientists advocate a realignment of current knowledge and reexamination of human behavior within a unifying holistic model, that of ecological phenomenology. The ecological systems approach, as opposed to the interdisciplinary approach, focuses on and clarifies the interfaces between systems where important communication processes and information exchange take place. It serves to bridge the gap between the conceptual systems of single disciplines.


This paper offers an interconnected set of propositions dealing with environmental pressure on the autonomy of college/university faculties, coupled with a discussion of the coping strategies utilized by faculty when threatened. The author believes that much of the variation in the internal operation and structure of an institution is predictable from a knowledge of its relations with the outside environment.


Banning and Kaiser review the seven basic steps in the ecosystem design process and identify and illustrate three levels of implementation (macrodesign, microdesign, and life space design).
This paper reviews existing research on the student's social environment and his relations with other individuals and groups that affect his learning behavior.

Brawer offers a new method of assessing college students that yields a full multidimensional profile of the student's total personality. She believes the resulting theories and information can be used as a basis for planning curricula and instituting changes in higher education. Bibliography.

Current beliefs about the extent of the influence of college experience are surveyed through a review of the literature. Several of the principal conclusions formulated by Freedman from this review are that: (1) the outcome of college education is likely to be a compromise between entering student characteristics and the ideals of a liberal education; (2) changes that occur in students during the college years reflect the national and international ethos, and that attitudes and values with which students leave college tend to have considerable persistence; (3) students are swayed more by fellow students than by any other force; and (4) although student society and culture are the most important college influence, the most important determinants of the outcome of college experience are the characteristics of the entering student.

In this paper, French describes an interdisciplinary program of research on the effects of the social environment on mental
health. Hypotheses are advanced that the objective environment is one of the determinants of the psychological environment, and that the psychological environment produces affective, physiological, and behavioral responses in the individual. Preventive, as opposed to therapeutic, implications of this research are emphasized.


This report consists of a critical analysis of research on the population characteristics and educational programs offered to the disadvantaged student. Two of the recommendations for raising the standard of research and educational programs are more appropriate design and control of social-psychological learning conditions and matching population characteristics of the disadvantaged to the design of appropriate learning environments and experiences.


This work describes how colleges traditionally have been expected to assume responsibility for socialization of the young. This task has been difficult, however, because American society has been incapable of developing a consensus model toward which the young should be socialized.


Huff develops a model of organization-environment interaction that relates a general description of interaction between an organization and another actor with descriptions of the cumulative impact of all environmental contacts. Exchange theory, as developed by Peter M. Blau and others, is extensively used. The theoretical framework developed in the first section is then used in a field-study evaluation of the environmental relations of two innovative, community-oriented social service organizations.
This investigation examines intellectual commitment as an outcome of commonly occurring interests and circumstances. Two hypotheses are strongly supported: (1) that preuniversity behavior is a definite determinant of an individual's intellectual commitment; and (2) that the university environment, through the influence of the individual's associates, is a determinant of an individual's intellectual commitment.


The authors suggest that colleges should consider each student's perceptions of the environment in order to better understand the individual's interaction with the environment.


The intent of this publication is to alert the reader to a body of research that examines the nature of emotional climate and environments, and the relationship of various environments to student achievements, attitudes, and behaviors. This research has indicated that schools do have quite different climates and that the adjustment and success of an individual student may well be a function of institutional environment and the extent to which the school is supportive of individual needs.


Morrill and Hurst stress the importance of focus on both individuals and the environment by helping professionals. The focus should be not just helping people "adjust" to an environment, but also on changing the environment so that the developmental experiences needed by students are available. Thus the major focus becomes studying the student, the envi-
ronment, and their interaction as a means determining how best to: (1) contribute to, modify, or change the environment; and (2) facilitate maximum utilization of that learning environment by students.


"All in a Name" discusses the influence of a white Anglo-Saxon Protestant college milieu upon the mores, lifestyle, and orientations of a Jewish student during the late 1950s and early 1960s.


This issue is devoted to proceedings of the 1975 National Association of Student Personnel Administrators (NASPA) Conference. Of primary interest are the address by Leland Kaiser, "Designing Campus Environments," and the panel presentations by Ursula Delworth, Robert Svob, Michael Ford, and Keith Nawley on the design of campus ecosystems.

Pace, Robert C. The Influence of Academic and Student Subculture in College and University Environments. CRP-1083. Los Angeles: University of California, Los Angeles, 1964. 269 pp. ED 003 037.

Students from nine colleges and universities around the United States were studied to determine the compatibility of certain student influences with the purpose of the institutions.


Several ways of looking at college environments are discussed. It is concluded that "the fullest advancement of understanding about college cultures and their impact on students will come not only from applying the most rigorous methods, but from using a variety of methods to explore the wisest questions we can formulate."

In this paper, the major source of dissatisfaction at a small liberal arts school is the lack of adequate coeducation and poor social life. The pursuit of social standing is rejected in both dating and academic spheres. The more satisfied seniors perceive the college environment as providing significantly greater opportunity and encouragement for the satisfaction of intellectual, academic, cultural, and achievement-related work.

Plant, William T. Personality Changes Associated with a College Education. San Jose, Calif.: Department of Psychology, San Jose State College, 1962. 92 pp. ED 074 987.

This longitudinal study of more than 2,000 subjects was designed to determine whether or not there are changes in personality characteristics associated with a college education. Changes were found in the direction of decreased ethnocentrism, authoritarianism, and dogmatism for all those who aspired to attend college, regardless of whether or not they actually did.


This paper presents and examines the results of four surveys on the issues of student self-determination, student satisfaction with university experiences, and perceived student needs. Students express a strong desire to participate in university decision making, are generally satisfied with academic experiences, and demonstrate considerable selectivity in supporting programs with required fees.


This paper is an attempt to increase fundamental knowledge about psychological characteristics of college environments.
Included are a description of the development of the AI and CCI and an extensive bibliography.


"... The social effects and relationships of the college environment may be the ultimate controlling influences and may provide almost the whole of the motivation of student effort."


For persons and organizations, informational complexity of systems is contingent on the informational complexity of the environment. Nonauthoritarians, cognitively complex and creative individuals, and administratively decentralized and innovative organizations are more complex than authoritarians, cognitively simple and noncreative persons, and organizations that are centrally managed and/or noninnovative. System malfunction is contingent on the pace of environmental complexification.

Thistlethwaite, Donald L. Effects of University Subcultures on Student Attitudes. Nashville, Tenn.: Vanderbilt University, 1972. 171 pp. ED 078 764.

This study investigates the contention that curricular specialization in higher education produces a polarization between the scientific and humanistic cultures. Predictions concerning attitudinal differential accentuation of initial major field differences are generally unconfirmed. Bibliography.


A variety of recruiting, training, and environmental incentive factors are studied as they relate to college motivation among talented high school students (random sample of National...
Merit Scholars) and to scientific productivity and intellectual achievement after a student has entered college. The reason most cited as a cause for dropout following high school graduation is the inability to pay college costs. Considering retention, scholarships are more effective than loans. Relatively few college dropouts cite dissatisfaction with their college as the reason for withdrawal. College press scales do not help appreciably in predicting which colleges will have unusually high or low retention rates. The physical sciences rank first in ability to recruit the academically talented as prospective majors.


This dissertation explores the concept of personal space as it relates to environmental conditions characteristic of education settings that vary in degree of population density and crowding. Behaviors associated with density-related characteristics are investigated. It is concluded that the data show tentative but equivocal support for the personal space concept.


After outlining relevant issues and the individual-environment relationship, Walsh considers Barker's theory of behavior settings, the subcultural approach (Clark and Trow and Newcomb subculture models), Holland's theory of personality types and model environments, need x press = culture theory, and Pervin's transactional approach. The final chapter presents a comparison of both substantive and formal attributes of the theories.


This study discusses the college experience and its effect on the students' occupation, life style, and social and political values.
Chapter 2

Campus Environment--Student Transactions

- Perceived campus environments
- Impact of campus environments on the student's personality, achievement, attitudes, expectations, and development
- Group and subgroup differences in perception
- Perception of selection aspects of the college environment
- Impact of the campus environment on faculty, administrators, and the community
- Need-press studies


This study investigates the effects of type of college, place of residence, and reference group identification on the college environmental perceptions of selected sophomore subgroups. Results indicate that the college environment as a whole is a major determinant of variation in college environmental perception. Differentiated elements of the environment, such as residence and reference identification, also appear to significantly affect student environmental perceptions.


The authors' conclusions are that: (1) instruments designed to assess student perceptions of the college climate are useful and valid tools for determining intrinsic attributes of college environments; (2) faculty attributes have only moderate or little direct effect on college climate, at least a climate having to do with students' concern for faculty as individuals at their institution; and (3) the pervasiveness of college-structured attributes, particularly size, cannot be explained by either the types of students or faculty attending the institution.

Citizen satisfaction with the University of Minnesota is strongly related to their perception of campus life related to the ideological context of the work ethic and Americanism.


Attainment of educational objectives, composite ACT scores, and grade-point average are related to the campus environmental perceptions of one or more institutional subgroups.


The CUES was administered to determine whether the use of trained peers to lead small process groups in freshman orientation alters student perception of the college campus. No change in perceptions was detected.


The CCI and OPI were administered to two groups of students: both entered an experimental college at the same time; one group graduated while the other left to graduate at the liberal arts college of the same university. From an analysis of the CCI profile, predictions were made regarding the set of OPI characteristics maximally compatible with such an environment. Significant differences in the predicted direction were found between the two groups on most of these characteristics.

Administering the AI and CCI, Brewer finds that students have strong dependency and intellectual needs and weak impulse expression needs, while the institution has strong dependency press and weak intellectual and impulse expression press. Need-press congruence is not related to persistence, to graduation, or to grade-point average.


Carter utilizes administrations of the OPI to students in six widely differing small liberal arts colleges at entrance and again at the end of the sophomore year to demonstrate consistent relationships between different patterns of change in personality inventory scores and various college characteristics. He interprets these relationships to mean that student development is significantly influenced by college climate, characteristics of student peers, classroom experiences, and the nature and frequency of student-faculty interaction.


The CUES is used to measure those dimensions of the college environment believed to be potentially vulnerable to a new open admissions policy. Pre- and post-open admissions student and faculty responses are compared. It is emphasized that further research is needed before adequate conclusions can be drawn from the findings.


Cohen reviews previous research and discusses a study conducted to determine the job satisfaction of junior college faculty members. More than two-thirds of the faculty indicated that job satisfaction was related in some way to their students, while only one-third of the instructors felt that dissatisfaction was.
It is concluded that faculty job satisfaction can best be enhanced by removing obstacles to faculty-student interaction. Specific recommendations are included.


This study attempts to find a best fit among students' major, type of institution, personal characteristics, college environmental perceptions (CUES), involvement in extracurricular activities, and perceived benefits from the college experience when measured in terms of satisfaction with the college experience (CSSQ).


This paper discusses the results of a survey designed to assess the needs and perceptions of commuter students. It reveals which offices and services are most used and which are seldom frequented by commuters, some special needs of commuter students such as facilities for rest and occasional overnight residence, and that finances and desire for privacy, rather than undesirable residence hall systems, are the most commonly cited reasons for commuting.


Administration of the CCI and AI revealed that students and alumni are rather passive and uninvolved individuals beyond their own social needs. It was concluded that the faculty reinforced these qualities within the students.

Students with needs (AI) similar to the Huntington College teaching environment (CGI) as perceived by the faculty achieve significantly higher first-semester grade-point averages.


This study attempts to identify demographic and environmental factors associated with changes in selected attitudes of college freshmen. Brunswik's (1957) "distal-proximal" model is utilized to identify initial student attitudes and background characteristics. While no single antecedent variable can be significantly related to attitude change scores, a combination of variables provides predictability of attitude change.


Utilizing an author-developed questionnaire, student, faculty, and administrator perceptions of various physical environmental factors at selected vocational-technical schools were assessed and compared. It indicates that, when better facilities are provided, user responses to the physical environment are more favorable.


Dufault finds a significant relationship between students' measured achievement levels (Scholastic Achievement Test) and environmental perception (CUES). He concludes that it is necessary to develop environmental assessment instruments as free as possible from influences based on strongly identifiable characteristics of the respondents themselves.

This dissertation discusses the development and testing of an instrument designed to measure students' responses to selected facets of the collegiate environment.


The congruence between environmental perception (CCI) and psychological needs (AI) of high-ability business and engineering students at Memphis State University was determined prior to the freshman year and again 18 months later. The IPAT Anxiety Scale revealed those who were highly anxious. The post-test scores, in contrast to the pre-test scores, yielded considerably more significant correlations between congruence and grade-point averages for both groups and for the highly anxious subjects.


This study is designed to investigate the relationship between personality needs (Edwards Personal Preference Schedule) and student satisfaction with dimensions of the William Carey College environment (CSSQ).


This dissertation is primarily concerned with the development and testing of an instrument (Environmental Perception Scale) designed to assess several aspects of campus life (academic, co-curricular, facilities, regulations, services, and social) affecting college or university environments.

This study attempts to determine whether or not a supportive group-oriented tutorial project for predicted low achievers could result in better achievement and more positive self-esteem for its participants when compared to a matched (sex, socioeconomic status, high school rank) control group. The tutorial project is based on the premise that colleges can and do have an influence on students and that peers can be especially influential. Results show that achievement and one of the four measurements of self-esteem are significantly higher for participants than for nonparticipants.


This study investigates the relationship between student-environment fit (VPI) and academic success and satisfaction (TAPE). No significant relationships between these variables are found.


This report on the job satisfaction of junior college faculty is divided into three sections: (1) a description of four frameworks that have been applied to the analysis of job satisfaction: the traditional, two-factor, need-hierarchy, and cognitive dissonance approaches; (2) a description of the junior college as a workplace from the traditional, sociological, and psychological points of view; and (3) an identification of the major job satisfaction and dissatisfactions as perceived by junior college faculty members.

Students who choose to run for student government offices differ in their perceptions of the campus environment (CUES) from those who do not run. Those who ultimately win hold significantly different perceptions than those who ultimately lose. Regardless of outcome, the election experience does not significantly affect candidate perceptions of the environment.


This research attempts to determine whether or not married and single students differ in their perceptions of the campus environment (CUES II) at selected Wisconsin state universities, and if they differ in the types of problems they have (Mooney Problem Check List).


The CUES and Edward Personality Inventory are used to ascertain the relationship between students' differential perception of the campus environment and selected personality characteristics. Those with positive and negative perceptions of the environmental press have some personality characteristics related to their manner of evaluating the institutional image.


Congruence of needs (AI) and environmental press (CCI) for male students prior to entering and after six months of residence are not significantly related to second-quarter cumulative grade-point averages. During this period, student needs remain relatively stable but environmental perception changes significantly. Low-ability students greatly increase intellectual and applied interests, personal aggressiveness, and self-assertion, while high-ability students feel less emphasis than originally anticipated in self-expression, group life, and development of formal social skills.

Results of this study support the conclusions that relationships do exist between environmental press (CCI) and psychological needs (AI), which influence the academic performance of minority group students. Effects of manifest anxiety (Manifest Anxiety Scale--MAS) and achievement motivation (Internal-External Scale--I-E) were removed. The findings must be qualified, however, because of the use of multiple t-tests.


Students who were uncertain about their vocational plans were less satisfied with the college environment (CSQ). Those who had received decision-making assistance and those who considered their course work as very relevant to their future plans were more satisfied with the environment.


Students in medical schools oriented toward research and teaching, as opposed to those in clinically oriented schools, tend to perceive their faculties as less concerned with specific rules and regulations and more willing to permit students to engage in independent and individually creative activities. Also, peer press for academic achievement is perceived of as greater in research-oriented schools.

Jones, Dean H. An Analysis of Students' Perception of Their Role in Governance at Gaston College. Practicum. Fort Lauderdale, Fla.: Nova University, 1974. 29 pp. ED 094 820.

Jones reports the results of a survey assessing the degree to which students felt they should be involved in the governance of selected college activities ranging from selection of the college president to control of student publications.
Koplyay, Janos, and Matthis, B. Claude. The Relationship between Teacher Morale and Organizational Climate, 1967. 10 pp. ED 012 266.

Results of a study indicate that an "open" climate is associated with high morale, regardless of the type of salary schedule.


This study utilized the CUES, Webster's Developmental Status Scale, Pace and Baird's Attainment-Satisfaction Scale, and Astin's ICA to assess and compare the environmental perceptions, attitudes, attainment of certain goals, and selected behaviors, respectively, of college freshman subcultures.


As measured by the CUES, activists perceive the campus environment as exerting significantly less stress in Community, Awareness, and Scholarship areas than do nonactivists. The Thurstone Temperament Schedule shows activists to be significantly more reflective and significantly less vigorous and impulsive than nonactivists. Lannon concludes that the intellectual-social-cultural climate of a campus may be a decisive factor in fostering student activism.


The authors investigate the relationship between the amount of college education and changes in attitudes of stereotype and dogmatism, in traditional-value orientation, and in certain selected attitudes and views related to higher education. In nearly all instances, the amount of education is related to a significant improvement in critical thinking ability, a lessening of stereotypic beliefs, a movement away from an authoritarian attitude, and a movement toward the traditional-value orientation.

Students preferring one type of independent study are shown to consistently underachieve. Instructor types, which facilitate high achievement levels for older students and marketing majors, are identified in behavioral terms. It is concluded that it probably would take drastic manipulation of the learning environment in order to produce effective changes in learning pattern.


Four student subcultures, which permit discussion of sociological factors in educational performance, are identified: academic, vocational, incipient rebel, and perpetual teenager. Students create an environmental press, and the values they bring to college are critical determinants of educational outcomes.


A significant relationship is found between feelings of adequacy, or self-esteem, and the perception of others and the environment. Inadequate individuals not only have difficulty coping with human interactions but also feel incapable of coping with their surroundings. Adequate individuals tend to function from an internal frame of reference, while inadequate individuals rely more on external cues.


Results indicate that: (1) high or low staff morale does not necessarily reflect the attitudes of the students, (2) students have very accurate perceptions of the morale of their teachers, and (3) teachers are very inaccurate in their perceptions of student attitudes.

This paper discusses a study undertaken to examine the conceptualization and function of college images as a factor in college choice. It includes an examination of student preconceptions of campus environment, how entering freshmen obtained their information and impressions of the college, and the importance of image in the choice of a particular campus.


Students at the University of Missouri--Columbia perceive the college environment as similar, regardless of area of academic concentration. Student needs are related to both environment and area of academic concentration.


Through a case study of the Alpha Phi Omega (APO) fraternity at a small, liberal arts, church-related school, Motsinger finds the process of leader development to be fostered through group cohesiveness and continuity, esprit, high member expectation, and continued attainment of campus leadership positions. It is concluded that leadership could be learned, and that APO membership could make a significant difference in one's successful attainment of political office.


Students whose environmental perceptions (CUES) changed appreciably over a three-month period participated a greater amount of time in designated activities. Greater participation led to greater understanding of the institution and its policies.
Included is a review of current research and writing in the measurement of college environment, a historical review of the subject, and information on the CUES.


Hypotheses about person-environment congruency, consistency, and differentiation from Holland's theory of careers were tested. Utilizing three measures of college satisfaction as dependent variables, the authors find statistically significant main effects for school, sex, and congruency, but not for consistency and differentiation.


Drawing from a broad survey of theoretical and empirical research in the fields of higher education and psychology, Nakata hypothesizes an inverted U-shaped curve (modified by degree of openness to change and sex) to represent the relationship between personality change and perceived student-college fit. The OPI, TAPE, and CSQ are used to measure student personality change, student perceptions of self and environment, and student degree of openness to college goals, respectively. Data analysis fail to support the hypothesized relationship.


This follow-up study is directed not just toward what former students are now doing, but also their satisfaction with various aspects of Catonsville Community College. Student satisfaction levels with the college environment, college services, course work, and effective development are reported and discussed.

Pace and McFee review the literature on the interaction between person and environment and on environmental or institutional dimensions of demonstrated or potential value for research on the impact of college environments on students. It is speculated that college environments that have some conflict between parts and some harmony, but not too much of either, may be most educative.


A good review of the research treating performance and satisfaction as a function of the interaction of the individual and environment. Several transactional models are discussed.

Bibliography.


There are no statistically significant differences between satisfaction or dissatisfaction of freshman and junior students with relation to the Louisiana State University environment.


Richardson finds that clustering, as outlined in the Model for Reorganization, is not associated with differences in student educational and social experiences, either when compared across college clusters or when compared to reported experiences by students prior to clustering. Clustering was not associated with measurable differences in the environmental perception held by students of different clusters. The Student Reactions to College Survey (SRCS) and the JCES were used.

Roberts, Davis L. (East Texas State University). "An Investigation of the Effects of Congruence between Perceived Environment and Openness or Closedness of Belief Systems and Success of Freshmen in a
A hypothesized relationship between student-campus environmental fit (CUES), openness or closedness of belief systems (Rokeach Dogmatism Scale E), and earned grade-point average is not confirmed.


Robinson discusses the impact of student-administration, student-faculty, and student-student relationships on students. The student's relationship with the college environment as a whole is also covered. It was found that students encounter more positive than negative experiences and that the source of most frequent positive and least frequent negative experiences is the student peer group.


Student expectations of college environment (CUES) are not significantly related to their improvement in intellectual maturity (CSQ).


This study assesses the effect of the college experience on women's attitudes toward their role in society. Significant freshman-upperclass differences in ideology were found in only 9 of the 40 institutions of higher learning investigated. It is concluded that college does not have a large impact on women's sex role ideology.

Utilizing the CUES and the Perception of Counseling Services Scale (an author-developed instrument), Rossier found that, while decentralization does not generally have a significant effect on student perceptions of the institutional environment, student views of the counseling services are more favorable under decentralization.


Policies that may discourage or inhibit female students in higher education are discussed. Also discussed are the effects of the attitudes of peers and teachers on the female achievement motive. It is concluded that colleges and universities must provide a structure and environment in which women can maximize their inherent potential.


Satisfied students, at a liberal arts college for women, manifest greater needs to be dependent, to conform, to be generous with others, and to have things run smoothly. Dissatisfied students express a greater need for success and recognition, criticism of opposing views, and novelty and change in daily routine. Satisfied students, more than dissatisfied ones, perceive the college environment as friendly and cohesive, stressing personality enrichment, expressiveness, and academic pursuit.


This speech summarizes and discusses results of the administration of the IGI, a "what is" and "what should be" questionnaire, to students, faculty, and administrators of 116 California state institutions.
Shaw, Kenneth A. (Purdue University). "Accuracy and Inaccuracy of Expectation of Purdue University's Engineering Environment as It Relates to Achievement, Attrition, Change of Degree Objective and Selected Background Factors." Dissertation Abstracts International, 1967, Vol. 27, No. 4, 3698-A.

No significant differences were found in mean grade-point average (GPA), predicted GPA, attrition, size of high school graduating class, prestige of father's occupation, and residence status between "accurate expectors" and "inaccurate expectors" of the college environment as measured by an initial and follow-up administration of the CCA.


This study sought to determine the effects of academic clustering upon the academic achievement, attrition, campus environmental perceptions, satisfaction with college experiences, and personal stress within the collegiate environment of freshman community college students. The findings failed to substantiate the hypothesized effects. This is attributed to the failure of the study design to ensure for the establishment of socio-psychological groups.


The nature of the "Freshmen Myth," identified by George Stern as unlimited freshman student expectations of the college environment, is investigated using the CCI and AI.


Significant differences are found in attrition, use of college counseling services, and changes toward congruency with the environmental press between a group whose needs (AI) are congruent
with the press of the college (CCI) and a group whose needs are not congruent. The need-press relationship is not significantly related to academic achievement or expressed satisfaction with the college.


The effects of geographic accessibility of a college on the proportion of high school graduates continuing their education is discussed. College accessibility is defined not merely as an ecological variable but is considered to be a distribution of educational opportunity over socioeconomic space.


Underwood, upon administering the CUES to Oregon State University student participants in joint student-faculty committees and those who served on all-student committees, concludes that: (1) student participation in university government does not result in significant changes to previously held environmental perceptions; and (2) student participants on student-faculty committees do not view the environment differently from those on all-student committees.


The environment at Colorado State University was not perceived in a significantly different manner by students at different achievement grade-point average levels. Group counseling had no significant effect on the environmental perception exhibited by low achievers.

This study attempts to predict graduate student satisfaction and achievement utilizing knowledge derived from Holland's theory of vocational choice. The author's hypotheses are partially supported.


Seating arrangement influences leadership emergence in small face-to-face groups of American college students. Bibliography.


This study investigates relationships between perceptions of actual and ideal-self and actual and ideal-environmental perceptions (author-modified version of TAPE), as well as the relationship of these discrepancies to adjustment (California Psychological Inventory). Sampling 43 male college students, the author finds that self-ideal/self-discrepancies are significantly related to some adjustment scales but are independent of actual-ideal environmental discrepancies.
Chapter 3

Student Characteristics

- Student opinions and expectations
- Biographic and demographic data
- National norms
- Student profiles


Biographic and demographic data, career plans, educational aspirations, high school background and behavior, and current attitudes of full-time freshmen first entering college in 1972 are presented in this document.


This is the report of the eighth annual national survey of characteristics of first-time full-time freshmen. It presents biographic and demographic data as well as career plans, educational aspirations, and current attitudes.


This report includes the results of a survey of 33,000 graduate students at 158 sample institutions. Included is information on demographic and background characteristics, academic progress and experience, career progress, attitudes toward higher education, and general and political attitudes and preferences, all by sex, highest degree expected, and field of study.
Results of a recently completed survey of student characteristics are presented along with a review of the literature concerning enrollment trends in higher education.

This publication is the first of four reporting the results of a national survey concerned with understanding enrollees in junior/community college occupational programs. Data on students' personal and background characteristics, experiences, and perceptions are presented. In addition, recommendations are made to increase the societal exposure of postsecondary occupational education and to help recognize the vital role played by guidance and counseling personnel.

Various characteristics, including background information and educational aspirations and outcomes of freshmen who were 20 years of age or older at the time of matriculation, are presented.

This report summarizes and assesses secular and scholastic characteristics of students who are new to education. It considers academic and study skills, coping behavior, intellectual functioning, motivation and aspiration, economic
factors, self-concept, and social influences. The review of the literature includes suggestions for new educational programs, services, tactics, further research, and educational models sensitive to the needs of new students.


This document reviews recent literature on commuting students and summarizes important findings that include: (1) increases in the number of commuting students can mainly be attributed to those living off-campus, not those living with parents, (2) the cost saving given as the primary reason for commuting is usually minimal, (3) psychological differences between commuters and residents have seldom been established, and (4) the college experience of commuters differs from that of residents.
Chapter 4

Housing and Residence Halls

- Residence hall life
- Student perceptions of the residence hall environment
- Living-learning colleges
- Resident attitudes, values, beliefs, and behavior
- Alternatives to residence halls
- Innovations in residence hall living
- Integrated curricula
- Roommate satisfaction


Significant relationships between student attitudes toward residence hall environment and achieved grade-point average are identified. These relationships are affected by sex, class, and curricula factors. Recommendations concerned with the development of a more effective living-learning environment are given.


Differences in freshmen expectation and satisfaction with the physical, personal, and study environments, and with privacy, programming, and staff qualifications of privately owned off-campus residence halls are reported by sex.


This volume contains 11 articles concerned with methods and
techniques for designing specialized schools and institutions for handicapped and gifted children. Emphasis is placed upon the incorporation of both psychological and physical needs of the special populations into architectural design. Appended is a list that briefly describes research projects involving environmental design and the handicapped.


This dissertation first presents the case histories of four residential colleges that illustrate various difficulties which such living-learning colleges often encounter. It then explores the positive contributions that the residential college can make to higher education and to student development.

Billingsley, Karen, and others. Attitudes toward Residence Hall Life. Fredonia Student Attitudes on the College Student Questionnaire. Fredonia, N.Y.: State University College at Fredonia, 1972. 36 pp. ED 077 327.

On-campus and off-campus students differ significantly in their perceptions of residence hall staff and atmosphere, with on-campus students holding more favorable attitudes. Both groups express discontent with rules and regulations. No significant differences in attitudes were detected between men and women and between students living in various life styles.


This study concerns systematic floor assignment by academic major influences social interaction and students' feelings about their goals (change in major by minority residents).


This extensive bibliography focuses on aspects of the development and current status of residence halls in the United States.

This book advocates humanizing traditional dormitories by changing standard double rooms into suites of bedrooms sharing a living area. It discusses alternatives to traditional methods for obtaining new residences through management techniques, leasing buildings, or forming co-ops.

Flather, Clifton C.  Apartment Type College Housing.  Columbia, Mo.: Association of College and University Housing Officers, 1972.  51 pp. ED 068 509.

A study of student housing trends shows that students prefer apartment living over dormitory living. It was found that one-, two-, or three-bedroom apartments can be constructed for less than the cost of campus dormitories. In addition, apartments afford more parking space and reduce the need for costly dining hall facilities.


This study explores the development of self-actualization (POI) in the context of a specific experimental living-learning community in a midwestern university. Aspects of self-actualization related to the environmental conditions are identified.


This paper discusses the development and initial standardization of the University Residence Environment Scale (URES). Environmental comparisons are drawn between various types of student residences. Also discussed are the uses of the URES in program evaluation and architectural-behavior research.

This document discusses the objectives of residence hall programs and the potential role, selection procedures, and training of undergraduates as staff members. Bibliography.


Holzman focuses on the need for establishing alternative campus-based living/learning environments at large universities. He proposes an experimental environment that emphasizes personalized learning based on four major problem areas affecting people and their environment: war, overpopulation, depletion of natural resources, and pollution.


Investigation of the influence of a "Live and Learn" program on its participants reveals no significant differences in academic or social achievements when compared to non-"Live and Learn" Honors College freshmen.


This report discusses and evaluates the New College Living-Learning Unit begun in 1972 as an optional beginning semester for entering freshmen. This unit emphasized the notion of community from a multiplicity of discipline perspectives while also providing unique physical facilities. Results of a survey of 40 percent of the participants indicate that the unit failed to materialize as a cohesive, meaningful, learning experience.

After comparing freshman dormitory residents on several dimensions, depending on the type of dorms in which they live, the authors conclude that type of housing is not a key element in the lives of most students.


Relationships between mode of residence (all-male and all-female residence halls, fraternities, sororities) and perception of the campus psychological climate (CUES and VPI) are identified.


This speech emphasizes the significant contribution a student's residence can make to his academic, social, and economic welfare. It challenges colleges and universities to provide housing responsive to the changing life styles and demands of students.


Objectives of coeducational housing are discussed. Results of a University of Maryland survey indicate that: (1) coed dorms have more activities and programs, but they are not necessarily more varied; (2) residents of coed dorms have more contact with faculty and interact more with members of the opposite sex, watch less television, and seek help from somewhat different sources; and (3) residents of coed dorms seem to be more generally satisfied with their residence experiences.


Miller details a simple behavioral model for roommate conflict.
Based on a model for resolving marital conflict, it assumes that conflict occurs when maladaptive attempts, usually aversive, are used to change another person's behavior. It involves the tabulation of specific pleasing and displeasing behaviors in time-limited contracts.


First impressions of new residents at randomly selected residence halls at the University of Maryland are reported. It was found that those who exhibit public conformity and private disagreement with residence hall norms tend to feel less positive and to have adjusted less well to dormitory life. The authors recommend that greater emphasis be given to initiating residence hall programs before students move in.


This article discusses student-initiated housing, a process in which student groups lease, purchase, or even develop their own living quarters as an alternative to more traditional forms of residence hall or off-campus living.


The document discusses the research and planning preceding construction of new student housing at New College. Preconstruction seminars were held in which students, faculty, and staff discussed various aspects of college housing. The resulting structure reflects the students' desire for privacy, the planning team's arrived-at concept of living/learning in one facility, and the builder's efforts to provide quality at a reasonable price.

Pace, Lawlis T. (Colorado State University). "Roommate Dissatisfaction in a College Residence Hall as Related to Roommate Scholastic Achievement, the College and University Environment Scales, and the
Roommates who were dissatisfied with their roommate relationship had significantly lower grade-point averages (GPAs) than those who were satisfied. Likewise, those with low GPAs were significantly more dissatisfied with their roommate relationship than those with high GPAs. Satisfied roommates rated the college as exhibiting more CUES Awareness and Propriety characteristics than the dissatisfied roommates did.

This paper examines the effects of territorial control over residence hall rooms on student attitudes and behavior toward the residence hall and the university in general (CUES, roommate compatibility, damage to rooms, noise level, and disciplinary problems). Although some significant relationships emerged, the findings do not support the overall importance of territorial control as related to attitude and behavior.

This speech discusses the University of Denver's attempt to develop community residence halls emphasizing communal warmth, people's basic need for affiliation, and a philosophical approach to learning.

This article describes a unique approach by the University of Denver to residence hall living that is designed to increase the positive effect of the environment on the student. Two programs, one designed for disciplines that predominantly use empirical methods and the other for disciplines dealing with symbolism and aesthetics, offer students the chance to
manipulate and play in an active manner with the ideas that have been stimulated in the classroom. It is reported that the academic performance of participating students showed marked improvement and that resident retention within the halls was greatly increased.


This study shows that residence halls, whose inhabitants scored highest on the Community scale of the CUES, have well-defined floors or wings of similar and moderate size, less diverse traffic patterns, and more common-use rooms near primary traffic flow. Perceptions of the environments of halls other than the one lived on are only occasionally congruent with the perceptions of those who live on each hall.


Striner reviews the research concerned with student preference for apartment-style versus traditional residence hall living and discusses the resultant problems facing colleges and universities. Specific recommendations are given for the design of new living facilities and the renovation of existing ones. Examples of residence hall innovations at several universities are given.


Participants in a living-learning residence program at North Carolina State University at Raleigh have a more positive reaction to the campus (CUES), earn a higher grade-point average, and drop out of school at a lower rate than nonparticipants in the program.

As a result of a revitalization effort, the University Quadrangle at the University of Pennsylvania has been turned into the most popular place of residence on campus. This effort was not expensive as it did not involve major renovation. It was accomplished through the introduction of innovative programs and living situations, division of living units into distinct houses with resident-determined emphasis and interest, coeducational living, resident faculty, a student-run coffee house, and rooms for arts and crafts.


Basic goals of a proactive growth program, specific experiences offered to students, and a review of research and future directions are covered, with particular focus on the incorporation of proactive growth into residence hall education.
Chapter 5

Measurement of College Environments

- Methodological problems
- Measurement approaches
- Measurement instruments
- Impact research


Factor analysis is used to identify six principal dimensions along which institutions of higher learning differ.


Astin reviews some of the major methodological aspects of college environmental impact studies: inferential errors, single versus multi-institutional studies, longitudinal versus cross-sectional data, statistical designs, measurement errors, and detection of student-environment interaction effects. He states that "the most definitive information about college impact is obtained from multi-institution longitudinal studies in which data on student inputs, student outputs, and environmental characteristics are obtained."


In this follow-up paper, Astin is concerned with the problems encountered in collecting data and measuring environmental attributes of colleges. He discusses several techniques for detecting and minimizing the effect of systematic errors inherent to the collection of data. A proposed solution to the problem that the student's perception of his institution can itself be influenced by institutional impact, is the basing of environmental measures on directly observable events rather than on perceptions.

This report describes a method for measuring the college environment. Reliability and validity information is given, and advantages, limitations, and possible applications of the proposed technique are discussed.


This document describes several different approaches used to obtain information about college environments.


This 70-item Likert-type scale questionnaire includes items related to various aspects of college life: policies and procedures, working conditions, compensations, quality of education, and social life. It can be administered to individuals or groups and takes 10 to 15 minutes to complete.


The changes that take place in students between matriculation and graduation often depend upon the type of environment to which the students are exposed. Many aspects of the college environment, such as institution type, size and location, administrative policy, and peer press, are assessed and described.


Feldman proposes that path analysis, a "convenient and efficient method for determining the direct and indirect effects of each
of the independent variables in a casual chain composed of standardized variables in a closed system," can be an effective aid in measuring overall college environments. While path analysis cannot totally eliminate the limitations inherent in any chosen approach, it can help put these difficulties into a broader perspective, guard against incorrect interpretations of the data, and circumscribe and reduce unwanted effects.

Bibliography.


Feldman analyzes some of the theoretical and methodological frameworks employed in the study of the effects of college environments on students. Particular emphasis is placed on campus subenvironments. A developmental model that incorporates several of the discussed approaches to campus research is advanced.


A hypothesis that prediction of student grade-point averages could be enhanced by the inclusion of type of course mix and type of residence as environmental moderators was rejected. Reexamination of the data led to the conclusion that future studies should stress environmental influences that are psychological in nature, as opposed to the physical aspects utilized in this study.


The author outlines four major approaches to environmental assessment (demographic, perceptual, behavioral, and multi-method), summarizes the strengths and weaknesses of each approach, and cites currently published instruments and references in each category.
This document discusses the results and methodology employed in a factor analytical study conducted to identify empirical linkages among current and past life situation variables and measures of personality, interest, performance, and achievement in a college environment.

This study attempts to explain the variability of some of the CUES items. It was determined that some items are significantly influenced by certain personality and motivational properties of the subjects.

This study verifies that student perceptions of the college environment, as measured by the CCI, are independent of the personality needs, as measured by the AI, of the informants filling it out.

Mitchell, while reviewing the pertinent research on the person-environment interaction on the college campus, specifically addresses the many troublesome methodological hurdles encountered in an interactional approach. Bibliography.
with institutional research. Of particular interest are the sections on space utilization and scheduling, student characteristics, perception of the college environment, retention, attrition, and transfer.


Through factor analysis of the ICA, several dimensions for describing effective learning environments are identified. Interpretations and recommendations for their use in future studies are included.


Perceived self-college similarity is related to ratings of satisfaction with the college environment on both forms of TAPE.


This paper generates strategies intended to provide workable procedures for assessing the effectiveness—capacity of the institution to facilitate academic, vocational, and affective student development—of programs and institutions of higher education.


This study aims to develop and test an instrument designed to measure college student morale. The relationship of morale to several demographic and perceptual variables is explored. Congruency of expectations, reported general satisfaction with college and involvement in college activities are all significantly related to morale.

This paper discusses the development and testing of the Medical School Learning Environment Questionnaire (LEQ), an instrument designed specifically for use in curriculum evaluation and relating in particular to experiences characteristic of the first year of medical school.


Included in this introductory manual are a description of the CSSQ, tentative norms, psychometric characteristics of the instrument, and suggested possible uses.


In this paper, Thistlethwaite repudiates criticism from Astin regarding conclusions and methodology employed in an earlier publication. He also discusses the results of a new study that show that a student's motivation to seek the Ph.D. degree can best be explained as a result of demands, images, and pressures created by teachers and peers.


The paper summarizes the development of a questionnaire and reports the results of its assessment of the educational and other college-related concerns of junior college students and how effectively the students felt their needs were being met.
Chapter 6

Student-Campus Environment Dysfunctions

- Dropout, transfer, and retention
- Migration
- Demonstrations, strikes, and outbreaks of violence
- Student alienation
- Environmental obstacles


The major findings of this extensive study are that: (1) national dropout rates are lower than has been suggested in recent reports, (2) attrition at two-year colleges is higher than at four-year institutions, and that (3) major predictors of persistence are high school grade-point averages and test scores of academic ability.


This report discusses the results of a survey conducted to assess the needs and frustrations of those who elected to drop out during the registration process at three California community colleges.


This study is concerned with how withdrawal and nonwithdrawal students differ in their satisfaction with various college services and experiences. Although a significant statistical relationship between the reasons for discontinuance and satisfaction with college experiences is not revealed, an item-by-item analysis identifies several college services that are evaluated significantly higher by nonwithdrawals than withdrawals.

55

This book documents some of the major issues encountered in the Youth in Transition study of dropouts. It also discusses family background, characteristics of personality and behavior, school experience and attitudes, and job outcomes of dropouts and graduates. Dropouts' own impressions and reasons for leaving school are included.


This paper reviews descriptive and inferential data on student attrition and compares the number of dropouts at various types of colleges. Schools with smaller enrollments enjoy higher retention rates. The value of special programs for potential dropouts and the types of college environments conducive to higher attrition are discussed.


This study is concerned with when, during the semester, students drop out, what reasons they give for quitting, and why faculty think they quit. The possibility of a relationship between reasons for quitting and the time of withdrawal is discussed.


This study attempts to provide definitional clarity to the concept of "alienation." Specifically, it incorporates the research findings of Seeman and Keniston on alienation into a phenomenologically based research methodology concerned with categorizing, analyzing, and interpreting alienation as experienced and verbalized by selected community college students. Alienation "themes" are identified and it is concluded that alienation appears to be more directly related to the subjective and perceptual world of community college students than to their objective, external environment.

This paper discusses possible sources of stress and resultant human responses. Emphasizing that it is not possible to make gross generalizations about stress or man's ability to adapt to it, the authors call for multivariate research in this area.


This report describes a study conducted to ascertain the causes of student attrition and to identify the college's assets from the student's perspective. Related material and the survey instrument are included.


The relationship between college environment (CUES) and student attrition is explored. The significant finding of note is that place of residence (on- or off-campus) is related to attrition.


Although administration of the CUES to college freshmen reveals significant differences between male and female environmental perceptions, it does not significantly differentiate between dropouts and retainees.


The authors offer empirical support to the argument that, in the perception of students, broad environmental pressures can be differentiated from one another and that one or more of these
presses can be a focal point of a student's discomfort and resultant withdrawal from school.


This dissertation attempts to determine whether or not any significant relationship exists between certain variables within environments of institutions of higher education and student demonstrations. Student demonstrations are found to be: (1) strongly related to crowding, (2) possibly related to institutional size, and (3) not related to regional or campus densities or to residential mix.


Dienst presents the results of a study undertaken to clarify the relationship between psychological alienation and activist political alienation, and to learn something about the students who manifest these forms of alienation.


This extensive investigation reveals significant differences between background characteristics of first-time enrolled freshmen and the proximity of their chosen college to their hometown. Significant shifts in college migration patterns were detected over the period studied.

Goldhaber, Gerald M. Communication and Student Unrest: A Report to the President of the University of New Mexico; Part I: Student-Administration Channels, Student-Faculty Channels, 1972. 57 pp. ED 075 868.

This report examines the various channels at the University of New Mexico--informal and formal, vertical and horizontal--that exist for student-faculty and student-administration communica-
tion. Goldhaber stresses the need and gives recommendations for the establishment of an open and permissive interaction climate.


This study identifies several underlying causes of student attrition at the College of San Mateo in California. While the major reasons for leaving were determined to be employment, health, financial, and personal problem related, other cited causes were campus environment related.


Integrated, more anxious, altruistic, religiously liberal students more frequently withdraw from friendly, supportive, sympathetic environments that place less emphasis on the search for personal meaning. Dropouts from professional or vocation schools exhibit greater interest in self-understanding and relatively little interest in practical accomplishment. Those who withdraw from liberal, experimental colleges are highly sensitive, withdrawn, artistic individuals who exhibit hostility, and are less practically oriented.


Unsuccessful academic achievers at different institutions have similar environmental perceptions regardless of institutional uniqueness. Sex has some influence on student perception.


This annotated bibliography focuses on attrition studies published between 1965 and 1973. It does not include theses and dissertations.
This annotated bibliography covers doctoral research on "Dropouts" reported in Dissertation Abstracts International from 1965 through June, 1973. The annotations are arranged into several categories: Dropout Prediction; Dropout Prevention; Characteristics of Dropouts: Characteristics of Potential Dropouts; and School Climate and Teacher Influence on School Holding Power.


Educational, demographic, and student-opinion data collected from samples of persister and dropout Vancouver City College students supported the research hypothesis that all types of students, including those of serious intellectual interest and high academic ability, withdraw from the comprehensive community college. Several recommendations designed to alleviate attrition are included.


Results of a major California junior college attrition research effort by the Northern California Cooperative Research Group (Nor-Cal) and the Coordinating Council for Higher Education (CCHE) are reported. The study was designed to follow up those students who had completed only one, two, or three terms before withdrawing ("stopouts"). Characteristics of the three groups of stopouts are compared and discussed. Stopouts expressed two major concerns: improvement of financial aid and development of a more realistic view of responsibility in career education.


Twenty-nine community colleges participated in the experimental
phase (Phase III) of the NORCAL study, a study purpose of which was the design and testing of treatments aimed at reducing attrition among entering freshmen at community colleges. Included are reports of true experiments, quasi-experimental studies, and further validation of the NORCAL instrument at various participating colleges.


This study assesses the degree to which university undergraduates who change majors are similar to the students in the fields they enter and in the fields they leave on measures of activities, attitudes, family background, aptitude, and personality traits. Results imply that following curricular transfer there is greater homogeneity within each major field and greater heterogeneity between major fields than before transfer. Major field turnover is thus to some extent logical, orderly, and predictable.


This dissertation reveals significant differences between perceived personality need (AI) and the perceived environmental press (CCI) of terminal students and of transfer students at selected Alabama junior colleges.


Perceptions of administrators in public two-year colleges as to the major reasons for attrition of academically disadvantaged minority students are presented. Reasons most often cited are inadequate finances, emotional stability and motivation, and lack of institutional support and finances for programs designed to help these students.
College dropouts, when compared to nondropouts, come from lower socioeconomic backgrounds, do not plan to attend graduate school, and have lower high school grades. Educational outcomes are determined by personal characteristics and environmental effects.


A study conducted on 50 Princeton University upperclassmen supported the hypothesis that discrepancies between perceptions of self and college, self and students, and existing and ideal college environment are significantly related to the reported probability of dropping out for nonacademic reasons and to nonacademic dissatisfaction with the college. The utility of distinguishing between academic and nonacademic dropouts and sources of frustration is clearly indicated. A favorable attitude toward dropping out is significantly related to the perceived probability of dropping out.


This study investigates student perceptions of the transfer process and offers specific recommendations for its improvement.


This review of the literature covers recent publications on self- and college-related causes of student attrition at community and four-year colleges.


58
A college environment (as measured by CUES) that is sympathetic and supportive of students, congenial, and allows students the opportunity to participate in decision making and evaluation of instruction is less likely to experience student activism than one which lacks these characteristics.


The OPI is utilized to identify several areas of significant university impact on selected personality factors of transfer students.


This document defines dropouts, reviews recent data on dropouts, and develops a theoretical model that seeks to explain dropping out as an interactive process between the individual and the institution. Bibliography.


This study investigates the relationship of environmental change (transition from high school to college) on the performance and attrition rate of community college students. Voss finds that perceived community college intellectual press differ significantly from that at high school. Negative change in the goodness of fit (need-press congruence) is related to the transfer intention of high achievement students and to the attrition rates of low achievers.


This investigation analyzes the association of selected indi-

63

59
individual factors and campus environmental characteristics (author-devised opinionnaire) with attrition. In general, environmental factors are not significantly correlated with attrition.


CUES ane the Allport-Vernon-Lindzey Study of Values are used to identify relationships between student perceptions of the campus environment and student transfer to other institutions.


A person who has not developed internal sources of imagination or fantasy is more prone to respond to external stimulation and control and would seem likely to reject a college environment characterized by ambiguous external stimuli. A student is more likely to leave college when behavior reinforced by the institution is incompatible with behavior previously reinforced. Sources of reinforcement for the college student are identified.


The JCES compares the perceptions held by persisting and non-persisting students of real and ideal academic environments of four Alabama junior colleges.


For those who failed to reenroll at Hofstra University in fall 1971, the average grade-point average and selected major did not differ from that of the returning student body. There were, however, greater proportions of females, lower classmen, and female dormitory residents among the dropouts than among
the persisters. Academically better students tended to cite
dissatisfaction with dorms and nonacademic aspects of Hofstra
as reasons for leaving, whereas the poorer students gave more
personal and financial reasons. Suggestions for discouraging
attrition are included.
Chapter 7

Intentional Campus Design

- Increasing student productivity
- Design models
- Fitting the environment to the student
- Decision making
- Designing for innovation
- Communication systems
- Campus security
- Commuter services
- Orientation classes
- Student support services
- Financial aid
- Use of survey research
- Use of the Delphi


This paper discusses the effectiveness of campus communication and methods of improving it.


A four-year longitudinal study of high-aptitude students resulted in the identification of several differential college effects believed to have impact on students' motivation to seek the Ph.D. degree. An input-output design was used to control differential student input.


In addition to academic ability, Astin shows that a college's productivity rates (Ph.D. completion) are related to two char-
acteristics of its entering students: the percentage planning to major in natural science and the percentage aspiring to the Ph.D. degree. Partialing out the two input variables considerably reduces the size of the correlations previously obtained between college pressure and productivity rates. These findings emphasize a major difficulty in attempting to assess the influence of the college environment on its students: relevant student input variables must be defined and controlled.


This study develops an operational process of institutional self-analysis, integrating campus environmental perceptions (CUES II), related factual data, and institutional objectives in order to provide information for decision making. More specifically, it outlines a method of providing the college administrator with statements of institutional objectives, assessments and comparisons of the real and the ideal campus, environmental perceptions of various campus groups and subgroups, and potential problem areas.


This report discusses the development and implementation of a student opinion survey system whose concept is based on the perceived need of various university decision makers for information on student opinion.


Brown argues that efforts should be directed toward promoting achievement either by matching the individual to the college that will maximize his potential or by arranging the college environment to meet the different patterns of need and expectations of different groups.
Topics emphasized in this book are (1) characterization of the college, its students, and its faculty; (2) institutional research; (3) challenging traditional concepts in the curriculum; (4) vocational education and Black studies; and (5) suggestions for institutional forms that could help alleviate tensions between the college's social and educational functions. Bibliography.


This study attempts to bring together the perceptions of campus environmental conditions held by administrators, faculty, and students by utilizing the Delphi, "a methodology which relies on intuitive judgments for gathering data, evaluating the importance of each statement and responding to a group consensus on each idea." The Delphi process was found to be a useful method for communication and the building of consensus across status lines in this study.


A system for organizing the services provided by community colleges in a meaningful fashion which optimizes college resources is presented. The authors believe that this case study in management may provide ideas and insights for planners of community services.


This study identifies and describes legal and operational struc-
tures of campus security offices; obtains an appraisal of campus security offices by students, faculty, and administrators; and develops a model for an effective, supportive, and integrated relationship with students.


The major purposes, goals, functions, organization staffing, and future directions of the Office of Commuter Services at the University of Maryland are discussed.


This study develops a theoretical scheme of personal identity formation and relates it to factors in the college setting that affect individual growth. Within this framework, the author assesses and compares the impact of conventional and innovative undergraduate programs at the University of Michigan. Specific features seen to relate to specific kinds of identity development are identified.

Hopkins, Keith W. "Rationale and Directions for Student Personnel Services in Community College." Seminar paper, University of Florida, 1974. 15 pp. ED 092 211.

The study identifies characteristics of community college students and discusses implications of these characteristics for student personnel services.


Suggestions are given for creating exciting, innovative learning experiences for a liberal arts education. Suggestions range from curriculum and scheduling to living-learning and study abroad programs.

This model is designed to provide program-planning and evaluation information for input-output analysis of student personnel services. Included in this document are two instruments: "Student Personnel Services Objectives Assessment" and "Outputs for Student Personnel Services." The former provides student and faculty rating of selected student personnel objectives while the latter measures student and faculty opinion of the ability of student personnel services to accomplish these objectives.


Drawing upon the formulations of several human development theorists and the findings of a large number of research studies, Munro develops a comprehensive model of the community college environment.


In addition to ascertaining campus environmental expectations and perceptions (JCES) held by students entering a community college, this study investigates the impact of an orientation class on those expectations and perceptions. The data reveal that orientation had no significant impact on student expectations and perceptions.


This study compares perceptions of institutional environment...
(CUES II) and counseling services (Perceptions of Counseling Services Scale) held by the faculty and students of two community colleges—one with decentralized services and the other with centralized services. Decentralization of services was not found to have a significant effect on faculty and student perception of institutional environment.


This paper discusses dimensions of the campus referral process and the roles of its various participants. It suggests that referral should include a human factor and be seen as a "transfer of trust" rather than as a mechanistic operation.


This study determines the perceived academic advising needs of junior- and senior-level industrial arts majors. It then develops a general model for the advising of all students.


Comparing the campus environments described by eight college catalogs with perceived college environments (CCI), Speegle concludes that a discrepancy exists between described and actual environments. The catalogs of smaller, unitary colleges tend to be more congruent with measured perceptions than those of larger institutions.


Thistlethwaite describes a method for comparing the effectiveness of undergraduate colleges in stimulating students to seek
the Ph.D. degree. Separate measures of "productivity" in the natural sciences, the arts, humanities, and social sciences have been adjusted to control for differences in intellectual ability. The importance of faculty behaviors in stimulating or inhibiting intellectual achievement is underscored.


This paper discusses the structure, principles and goals, and methods of learning of various University Without Walls programs.


Windowless buildings, designed by architects and engineers to alleviate some technical problems, are contrary to the educational philosophy that the natural environment should be utilized in education. Research findings are cited along with the recommendation that a multidisciplinary committee study each school design in order to assure provision of optimum human conditions.


Current types of financial aid and the principles and practices that guide college financial aid programs are discussed. The authors agree that centralization improves operational processes. They encourage a solid working relationship with off-campus agencies as well as the appropriate university offices.


This document advances a consultation design model incorporating assessment, definition, implementation, and evaluation. Within the context of institutional change, this model can be useful.
in viewing the policies and procedures of the institution's government and its social and physical environments. It can also speak to modes of prevention, remediation, or enhancement of conditions within an institution that affect the educational and life goals of its members.


This document stresses the increasing awareness in higher education of the impact that student/environment transactions have on the quality of educational life. Using an interdisciplinary approach requiring input, accessibility, and collaboration from all elements of the university, it details a model and design process for creating a better fit between educational environments and students.


This report suggests that, through the promotion of student unity, students can gain the power necessary to engage in representative conflict that will change the monolithic nature of higher education and prevent destructive conflict with the system. To prevent student withdrawal, it suggests new designs that promote student responsibility, authority, and participation in the higher education system. These new designs imply more open and involved mental health delivery systems.


This report discusses how campus life has been affected by changes in society and changes in the university's role. It describes how the university has grown inflexible and dehumanizing as a result of system priorities and how a change in priorities can be instrumental in resolving campus problems. It details the implications that this holds for changing mental health delivery systems on campus.
This document provides a research design by which accurate, descriptive baseline data on campus and on student characteristics may be gathered. This enables mental health personnel to assume a proactive role in the planning and conducting of educational programs that ameliorate student problems and/or enhance school and student educational goals.


Whisnant believes that an attempt to understand the present crisis in the university might well begin by analyzing the university in spatial terms. "If we recognize that educational philosophy, administrative organization, instructional program, and physical facilities are images of each other, we may begin to see the physical environment as a useful point of leverage for reducing tension and bringing about change." Four principles and attitudes that could lead to more enlightened spatial organization are proposed: less piousness concerning the use of physical facilities, more pluralism of architectural style, integration of traditionally separate spaces and functions to a much greater degree, and abandonment of the insular campus model.


Freshmen who were academically clustered and residence grouped derived academic and social benefits from the environmental structuring. Academic clustering alone was shown to have no effect.

This paper discusses (1) staff recruitment and development at the community college level, and (2) cognitive and affective characteristics of the "new" nontraditional students and ways to encourage productive outcomes of the interaction of "new" staff with "new" students.


This anthology contains papers arranged under three major headings: (1) General Environmental Conditions, (2) Special Environmental Settings, and (3) Environmental Decision Making. All papers were either originally presented at a meeting of the American Psychological Association or were selected from previous publications. All are concerned with some aspect of the behavioral responses in man-environment interactions and are written by experts from varied disciplines. In addition, the editors summarize the role of behavioral scientists in the study of environmental and behavioral science and discuss future research projects.


Wood concludes that (1) student activity programs seem inadequate for the complex nature of the two-year college, and (2) student unions seem merely to be structures to house services and offices rather than centers for student activities.