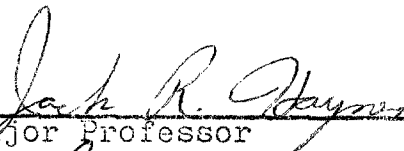
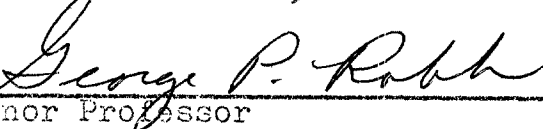


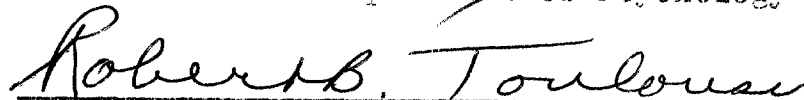
AN ANALYSIS OF THE RELATIONSHIPS OF THE PERCEPTIONS
OF COLLEGE ENVIRONMENT BY EXISTING GROUPS
AND SUBGROUPS ON THE CAMPUS OF A SMALL
CHURCH-AFFILIATED COLLEGE

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Zecher, Rodney L., An Analysis of the Relationships of the Perceptions of College Environment by Existing Groups and Subgroups on the Campus of a Small Church-Affiliated College. Master of Science (General-Experimental Psychology), December, 1971. 66 pages, 5 tables, 17 figures, references, 24 titles.

The CUES II was used to investigate and analyze the campus environment of a small church-affiliated college in California. Three hypotheses were formulated for the investigation:

1. There are statistically significant differences in the ways that the groups used in the study perceive the campus atmosphere as measured by CUES II.

2. There is a statistically significant difference between the way that the tested college population reports the environment of the college and the perceptions revealed in the environmental norms used in the development of CUES II.

3. There are statistically significant differences between and within the subgroups used in this study with respect to perceptions of the environment.

Three statistical procedures were used. The first was a simple analysis of variance (1 X 6). Hotelling's T^2 was used for the second hypothesis. The third hypothesis was

tested by using seven 2 X 2 analyses of variance.

The results of the first analysis were that there were significant differences on all but two of the scales at least at the 0.05 level. The two scales that were not significantly different were community and quality of teaching.

The Hotelling's T^2 test showed significance at better than the 0.001 level of significance. This means that the college studied is distinctively unique when compared with the normative data of CUES II.

Seven of the 21 possible combinations of the 2 X 2 analyses of variance used in the third hypothesis were significant at the 0.05 level or better. This showed existing differences between and within the subgroups studied.

While this was purely a descriptive study, certain conclusions can be drawn. All of the conclusions and recommendations can only be directed to the college.

AN ANALYSIS OF THE RELATIONSHIPS OF THE PERCEPTIONS
OF COLLEGE ENVIRONMENT BY EXISTING GROUPS
AND SUBGROUPS ON THE CAMPUS OF A SMALL
CHURCH-AFFILIATED COLLEGE

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Denton, Texas

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CHAPTER I

INTRODUCTION

College faculties, administrators, student personnel workers, and student groups are vitally interested in the environment in which the educational enterprise is carried on (Grande & Loveless, 1969). It is this interest that gave rise to this particular study. The wide acceptance of the measures of college climate developed by Pace and Stern (1958), and more recently, by Pace (1969, 1969), is a function in part of the widespread interest in this area of research. In recent years significant advances have been made in defining and describing the campus environment. The changes in the perception of the college environment can now be measured with a satisfactory degree of reliability.

In a historical review, Pace and Stern (1958, 1963) comment that Henry A. Murray in 1938 started a new era in psychological investigation. Murray proposed his taxonomy of man's personality, viewing this personality as a function of both internal "needs" and external "press." Since that time environmental studies of all descriptions have been made.

In the area of higher education, the proverbial problem of "which came first, the chicken or the egg" has pervaded many studies. The question thus arises: Do the students make the campus environment, or does the campus environment make the students? Perhaps this question accounts for the

development of instruments, such as CUES II, used in this study.

A number of studies have been made in an attempt to analyze the CUES (Grande & Loveless, 1969; Boyer & Michael, 1969; Yonge, 1968; McPeck, 1967). Gestalt psychologists contend that everything is a Gestalt and is therefore influenced by everything else. If one aspect of the Gestalt is changed, the Gestalt also changes, since each aspect derives its meaning from the whole while at the same time contributing to the meaning of the whole. This is why the phenomenologist objects to the view that the whole can be understood on the basis of the elements or aspects disclosed by analysis of the whole. Since the Gestalt is primary, the aspects can be "properly" understood only in relation to one another and to the whole. The objection to the CUES raised by Yonge (1968) is that it is based on an analytic separation of individual and environment which overlooks the fact that these aspects must be understood in the light of the fundamental unity of which they are parts.

However, the widespread acceptance and use of the CUES as an instrument for successfully measuring campus environment for comparative purposes tend to support its objectivity and reliability. The extensive work by Astin (1961, 1962, 1963, 1964, 1971) concludes that studies of college environmental characteristics should utilize factorially derived scales using a relatively small number of items.

According to Astin (1971), the CUES instrument was developed from a factor analysis and an item analysis of the more lengthy College Characteristics Index.

Within the limits of the data furnished by a sample of seven religiously-oriented colleges (Boyer & Michael, 1968), it may be concluded that the perceptions of faculty members and seniors regarding the dimensions of the college environment are quite close. Furthermore, these mutual perceptions support the conclusion that small colleges with a strong commitment to religion in student life may be expected to stand exceedingly high in community feeling and in a sense of propriety and to place about average or slightly above average with respect to national norms in characteristics of scholarship, awareness, and practicality.

Michael and Boyer (1965) report that the scales which the CUES instrument provides afford several important advantages. The instrument provides a more parsimonious evaluation of the institutional differences in educational environments. In addition, the scores show greater reliability than those from many other instruments and can be related to somewhat more representative normative data.

Donato and Fox (1970) have stressed the importance of having school counselors knowledgeable of campus environments of the colleges where prospective students are planning to attend. Colleges need to describe themselves better by utilizing measures of institutional climate. Stern (1968)

found that at several colleges, expectations of entering freshmen were highly unrealistic. This could account for the rather wide differences in responses on the CUES between entering students and seniors and faculty.

Jacob (1957) found little evidence that courses, curriculums, teaching methods, or faculty had much influence on changing students' values. Jacob ascribed the peculiar potency of some colleges to a distinctive institutional atmosphere. There were colleges where students' scores on tests were typically high in some direction and where there were typically large changes in students in that direction from freshman to senior year.

Conflicting views are found in the literature, for some studies have shown the importance of student characteristics in setting the tone of a college, while other studies have shown the influence of environmental characteristics in changing students' behavior. What happens to similar students in contrasting environments and to contrasting students in the same environment needs further exploration. Pace and McFee (1960) conclude from their studies that colleges that have some environmental conflicts and some overall harmony, but not too much of either, may be the most educative.

It is evident from the contributions reviewed here that many well-designed and relatively sophisticated studies based on substantial empirical findings have given support

to various theoretical positions regarding 1) the socio-psychological nature of college environments, 2) student characteristics, 3) faculty and student subgroups, and 4) student perceptions of faculty, other students, and college atmosphere in general. Michael and Boyer (1965) note that in light of expanding college enrollments and probable changes in the value systems of students, of faculty, and of college and university administrators during the years ahead, that a center of institutional research might advantageously undertake periodic studies to assess these changes especially if continued improvements are to be realized in the selection and placement of college students and in the evaluation of modifications of student behavior and attitudes relative to dynamic institutional objectives. In particular, additional carefully planned studies involving use of control groups are needed to ascertain whether changes noted in attitudes of students occur in relation to differences in college environment or, in fact, take place in spite of any formal college experience. The establishment of the Office of Institutional Research at Bethany Bible College led to this study in an attempt to define the campus climate and its impact on groups and subgroups on that campus.

It was the purpose of this study to investigate the environment of a small church-related college. This investigation was done in three ways. First the entire college population was divided into six groups and a comparison

made of their perceptions of the college environment. This gave an overall comparison of the college as a whole and as it is made up of the six groups.

The second way was to compare the entire tested population of the college with the national norms of the College and University Environmental Scales (Pace, 1960, 1963, 1969). This provided an overview of the college as it compares with the colleges and universities of the United States used in the norms set up by Pace (1969). Appendix A contains a list of these colleges and universities.

The third way in which the college environment was investigated was to define four subgroups within the total population and to compare their perceptions of the college. This gave a similar comparison to the first method, yet it was unique in that it gave a more complete and total picture of the college environment as perceived by subgroups as well as by the groups used in the first two comparisons.

Three basic hypotheses were examined in this study:

1. There are statistically significant differences in the ways that the groups used in the study perceive the campus atmosphere as measured by CUES II.

2. There is a statistically significant difference in the way that the tested college population reports the environment of the college and the perceptions revealed in the environmental

norms used in the development of CUES II.

3. There are statistically significant differences between and within the subgroups used in this study with respect to perceptions of the environment.

The college, used in this study, was Bethany Bible College in Santa Cruz, California. It is a small church-related college affiliated with the General Council of the Assemblies of God, Inc. The fall enrollment in 1971 was 491. It has both Bible and academic majors and is accredited by the Accrediting Association for Bible Colleges and by the Western Association of Schools and Colleges. In addition, it offers courses required to obtain the Standard Teaching Credential for the State of California.

CHAPTER II

METHOD

To measure the environment of the college, the CUES II was administered to all available students and faculty. Because of limited space and scarcity of test booklets, there were two administrations of the instrument, one immediately following the other. Therefore, for all practical purposes the results were the same as if the instrument had been administered in one sitting. The first administration was to a large freshman psychology class and the second was to the remainder of the student body and the faculty. A description of the sample is provided in Table I.

Subjects

The respondents, in this case 415 of the 528 students and faculty at the college, acted as reporters by indicating which of the 160 statements in the questionnaire were generally characteristic of their college. Since they lived in its environment and participated in its activities, thus sensing its attitudes and special features, their aggregate judgment of the kind of campus they perceived it to be provided the opinion poll that helps to define a prevailing campus atmosphere. The results were computed and reported for groups and subgroups, not individuals.

TABLE I
DESCRIPTION OF THE SAMPLE

| Trait | Number | Percent |
|--------------------|--------|---------|
| Sex | | |
| Male | 245 | 59 |
| Female | 170 | 41 |
| Totals | 415 | 100 |
| Educational Status | | |
| Entering Freshmen | 111 | 27 |
| Enrolled Freshmen | 46 | 11 |
| Sophomores | 105 | 25 |
| Juniors | 74 | 18 |
| Seniors | 60 | 14 |
| Faculty | 19 | 5 |
| Totals | 415 | 100 |
| Major Field | | |
| Biology | 5 | 1 |
| Social Science | 70 | 17 |
| Humanities | 24 | 6 |
| Fine Arts | 28 | 7 |
| Education | 106 | 26 |
| Business | 8 | 2 |
| Bible and Theology | 139 | 41 |
| Totals | 415 | 100 |
| Residence | | |
| On-campus | 255 | 61 |
| Off-campus | 160 | 39 |
| Totals | 415 | 100 |

The Instrument

The CUES II is a questionnaire-type instrument with 160 items designed to measure perceptions of a campus environment. It is the product of several years' work and many revisions (Pace & Stern, 1958; Pace, 1960; Stern, 1963; Pace, 1970). The first 100 items are used to determine the seven scale scores. The last 60 items are experimental items for future testing and are not part of the scale scores used in the study.

CUES II provides a measure of the college environment along several dimensions, or scales, which reflect ways in which colleges differ from one another. These seven scales are defined and described here for clarification.

Scale 1. Practicality. The 20 items that contribute to the score for this scale describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. As in many organized societies there is also some personal benefit and prestige to be obtained by operating in the system-- knowing the right people, being in the right clubs, becoming a leader, respecting one's supervisors, etc. The environment, though structured, is not repressive; it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

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

Scale 3. Awareness. This scale reflects a concern about, and emphasis upon, three sorts of meaning - personal, poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture, architecture, and the like suggests the search for poetic meaning. A concern about events around the world, the welfare of mankind, and the present and future condition of man suggests the search for political 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 of esthetic stimuli. Along with this push toward expansion, and perhaps as a necessary condition for it, there is an encouragement of questioning and dissent and a tolerance of nonconformity and personal expressiveness.

Scale 4. Propriety. These items describe an environment that is polite and considerate. Caution and thought-

fulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities. In general, the campus atmosphere is mannerly, considerate, proper, and conventional.

Scale 5. Scholarship. The items in this scale describe a campus characterized by intellectuality and scholastic discipline. 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. Intellectual speculation, an interest in ideas, knowledge for its own sake, and intellectual discipline -- all these are characteristic of the environment.

Scale 6. Campus morale. The 22 items in this scale indicate acceptance of social norms, group cohesiveness, friendly assimilation into campus life, and, at the same time, a commitment to intellectual pursuits and freedom of expression. Intellectual goals are exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited.

Scale 7. Quality of teaching and faculty-student relationships. This scale defines an atmosphere in which the professors are perceived to be scholarly, to set high standards, to be clear, adaptive, and flexible. At the same time,

this academic quality of teaching is infused with warmth, interest, and helpfulness toward students.

CUES II is designed to measure group, as opposed to individual, perceptions. The technical manual used in the administration of the instrument explains the unique +66/33- method of scoring which eliminates an individual scale score. Berdie (1967) confirms this view with a detailed analytical study. The reliability of the CUES bases on expectations appear quite adequate for purposes of group comparison, but they are not sufficiently reliable to allow one to make inferences regarding the perceptions and expectations of individual students. Boyer and Michael (1968) suggest a superiority of the CUES over the Activities Index (AI) and the College Characteristics Index (CCI) because of its parsimony, high reliability, and available norms.

The instrument was administered according to instructions provided in the technical manual. To insure a higher level of candor and frankness, the participants did not put their names on the answer sheets. A complete report of the responses to the instrument made by the participants is provided in Appendix B.

CHAPTER III

RESULTS AND DISCUSSION

To provide the perspective from which one can interpret the scores of a particular college or university, Pace (1969) reviewed scores from the representative colleges and universities listed in Appendix A. From these scores normative data were built.

Results

The norms reflect a broad cross-section of American higher education from all parts of the country, large and small, public and private, and at the same time include representative institutions for each of several categories or types that are known to differ substantially from one another. Bethany was compared with these norms. Graphic presentations of these comparisons are in Figures 1 - 6.

An Hotelling's T^2 was used to statistically compare the means of the norms with the mean of the college. The means of the colleges and universities used in the norms and furnished in the technical manual were used as parameters for this analysis. The Hotelling's T^2 was significant at better than the 0.001 level of significance. This attests to the uniqueness of the college studied.

The sample tested was divided into groups for comparison.

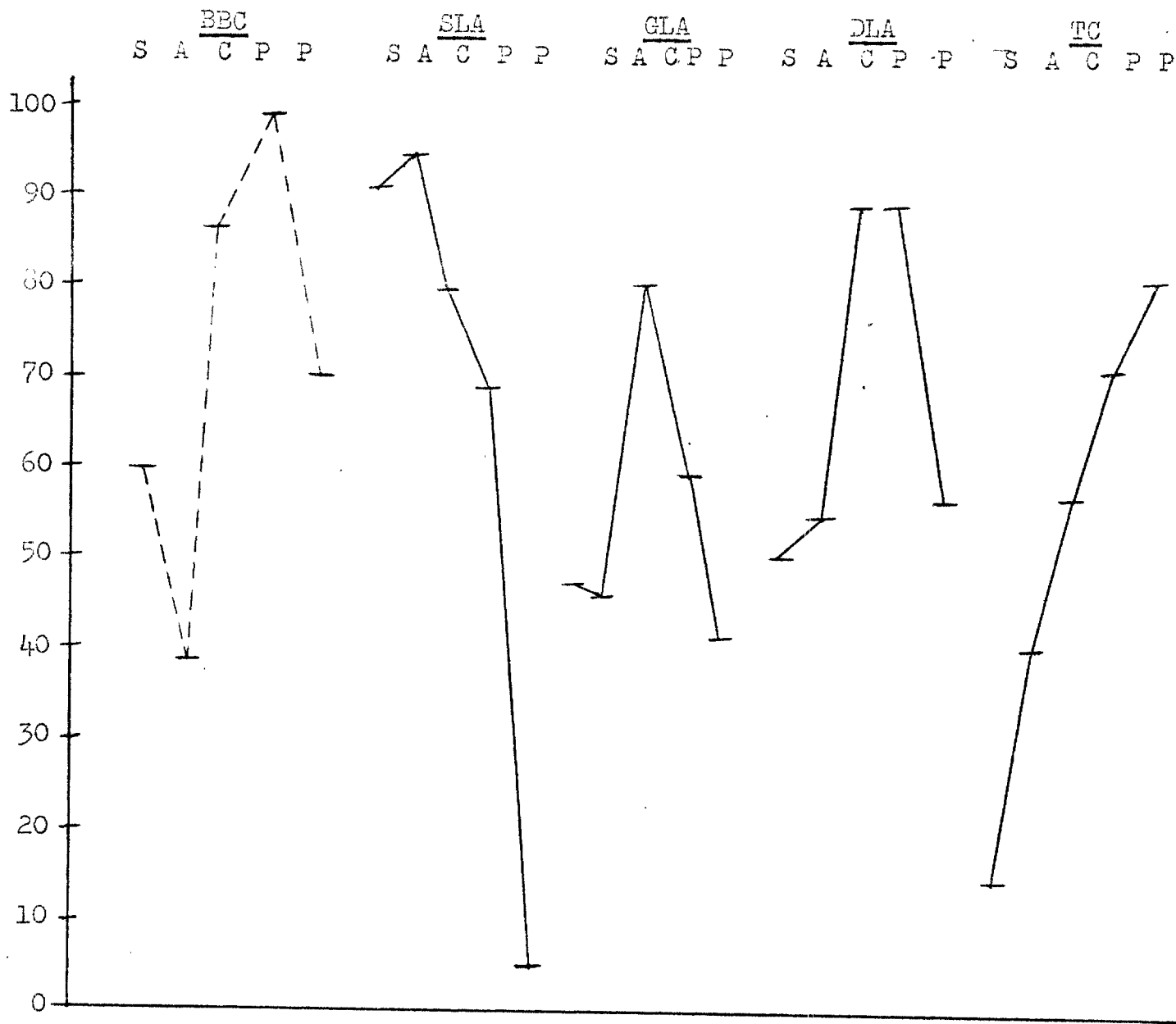


Figure 1. Comparative percentile profiles of Bethany Bible College and other types of colleges.

BBC = Bethany Bible College
 SLA = Selective Liberal Arts
 GLA = General Liberal Arts
 DLA = Denominational Liberal Arts
 TC = Teachers' Colleges
 SU = Selective Universities
 SC = State Colleges
 ES = Engineering Schools
 S = Scholarship
 A = Awareness
 C = Community
 P₁ = Propriety
 P₂ = Practicality

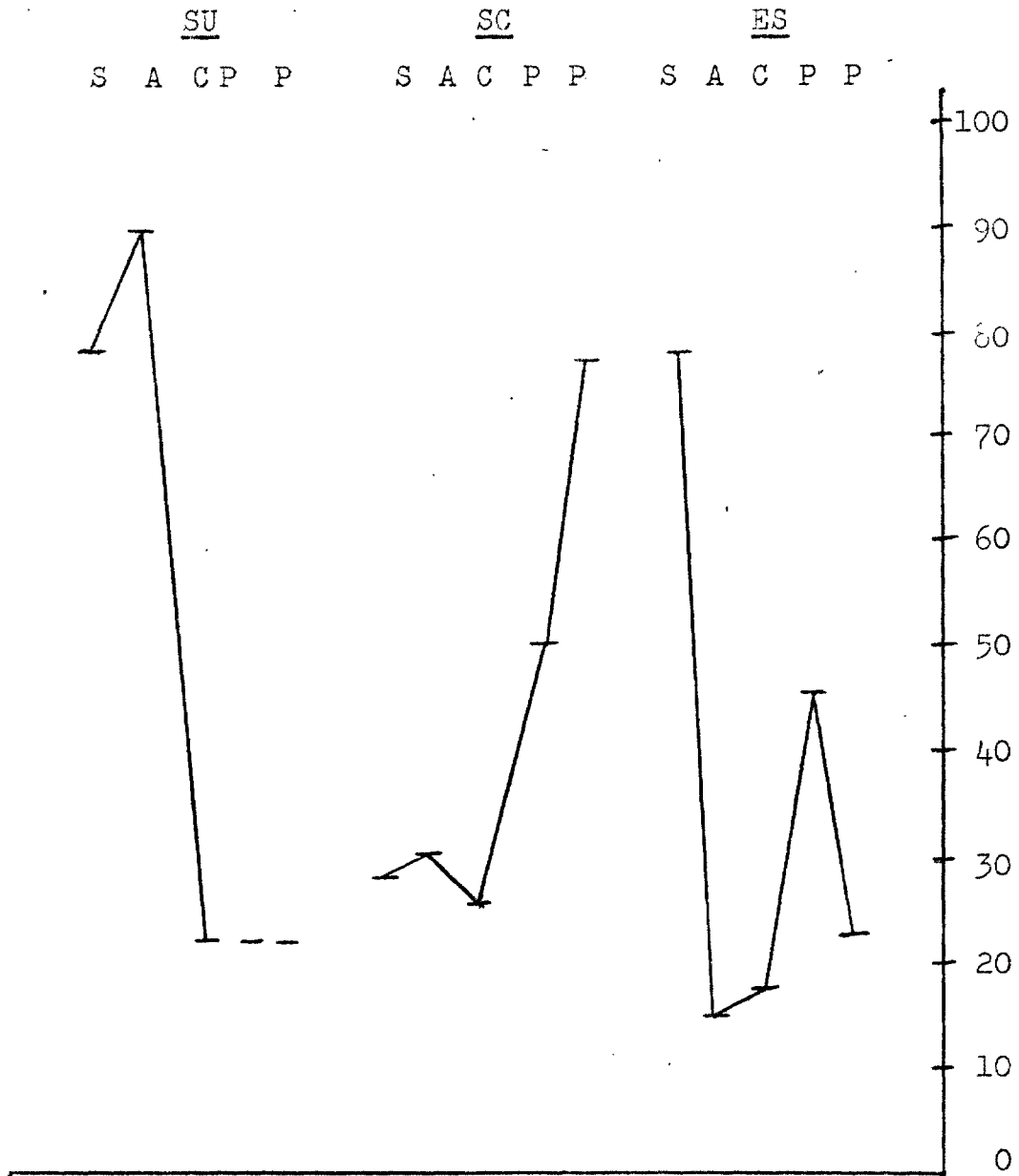


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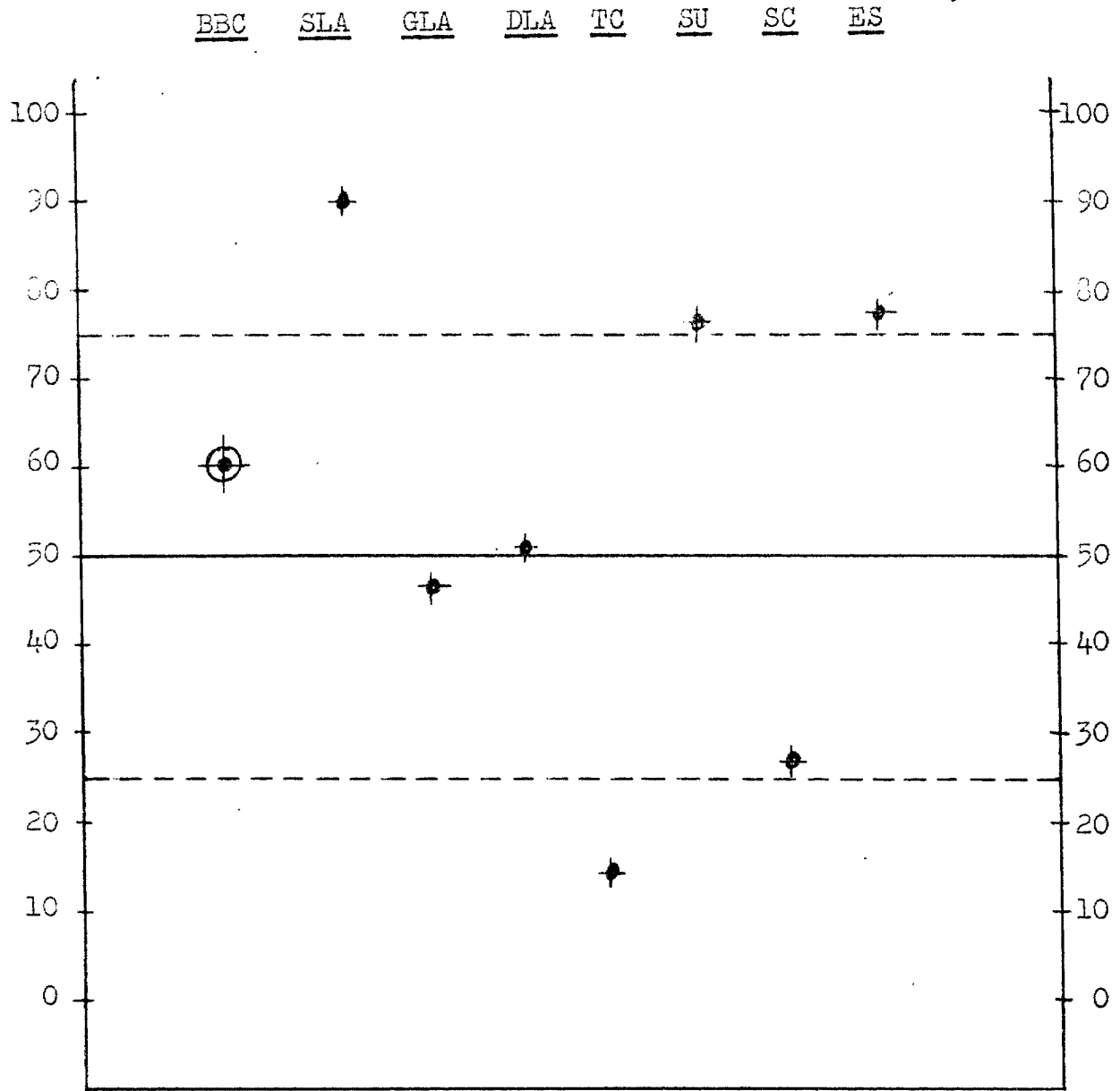


Figure 2. Comparison of Bethany and other types of colleges on the Scholarship Scale.

BBC = Bethany Bible College
 SLA = Selective Liberal Arts
 GLA = General Liberal Arts
 DLA = Denominational Liberal Arts
 TC = Teachers' Colleges
 SU = Selective Universities
 SC = State Colleges
 ES = Engineering Schools

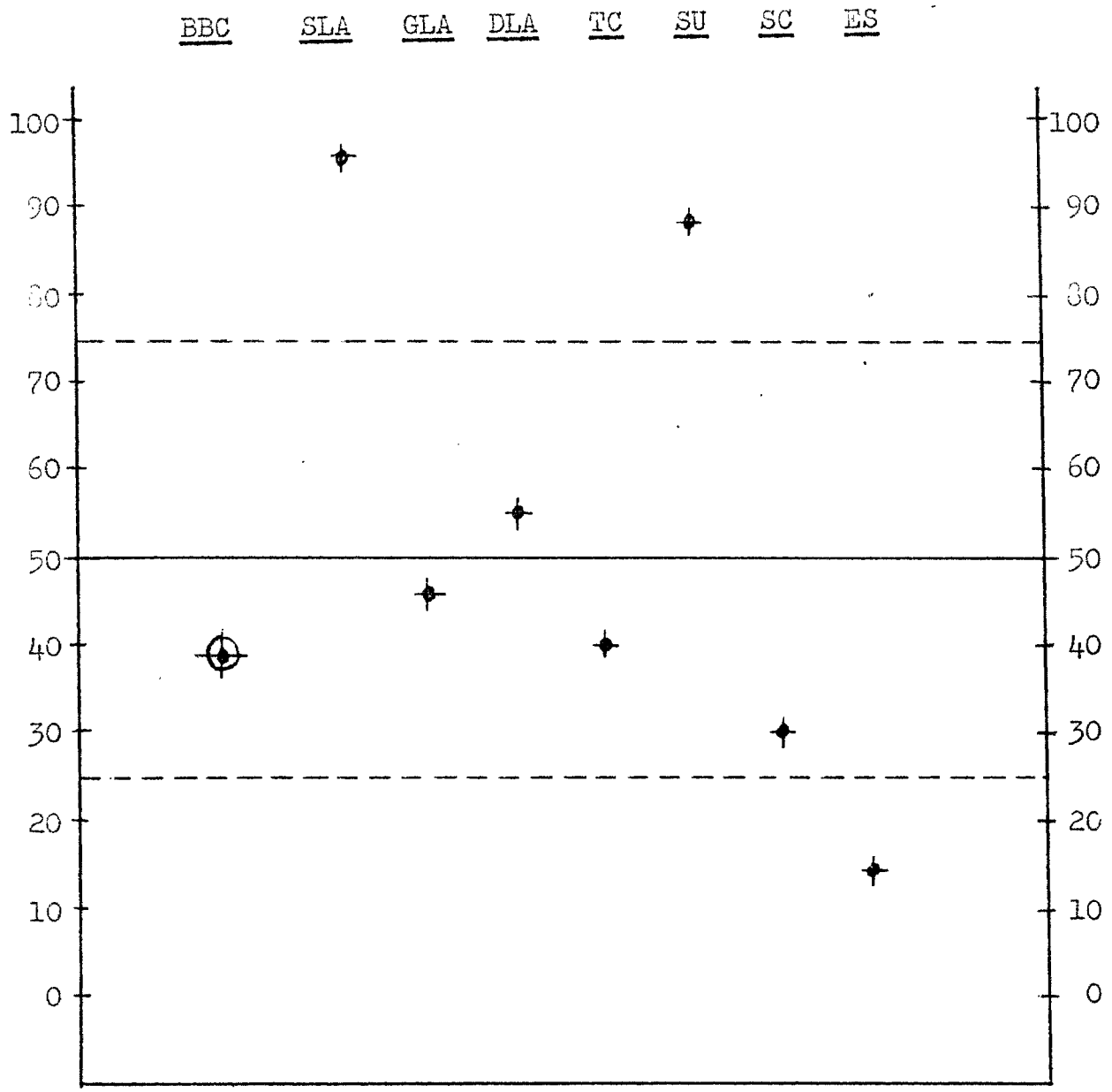


Figure 3. Comparison of Bethany and other types of colleges on the Awareness Scale.

- BBC = Bethany Bible College
- SLA = Selective Liberal Arts
- GLA = General Liberal Arts
- DLA = Denominational Liberal Arts
- TC = Teachers' Colleges
- SU = Selective Universities
- SC = State Colleges
- ES = Engineering Schools

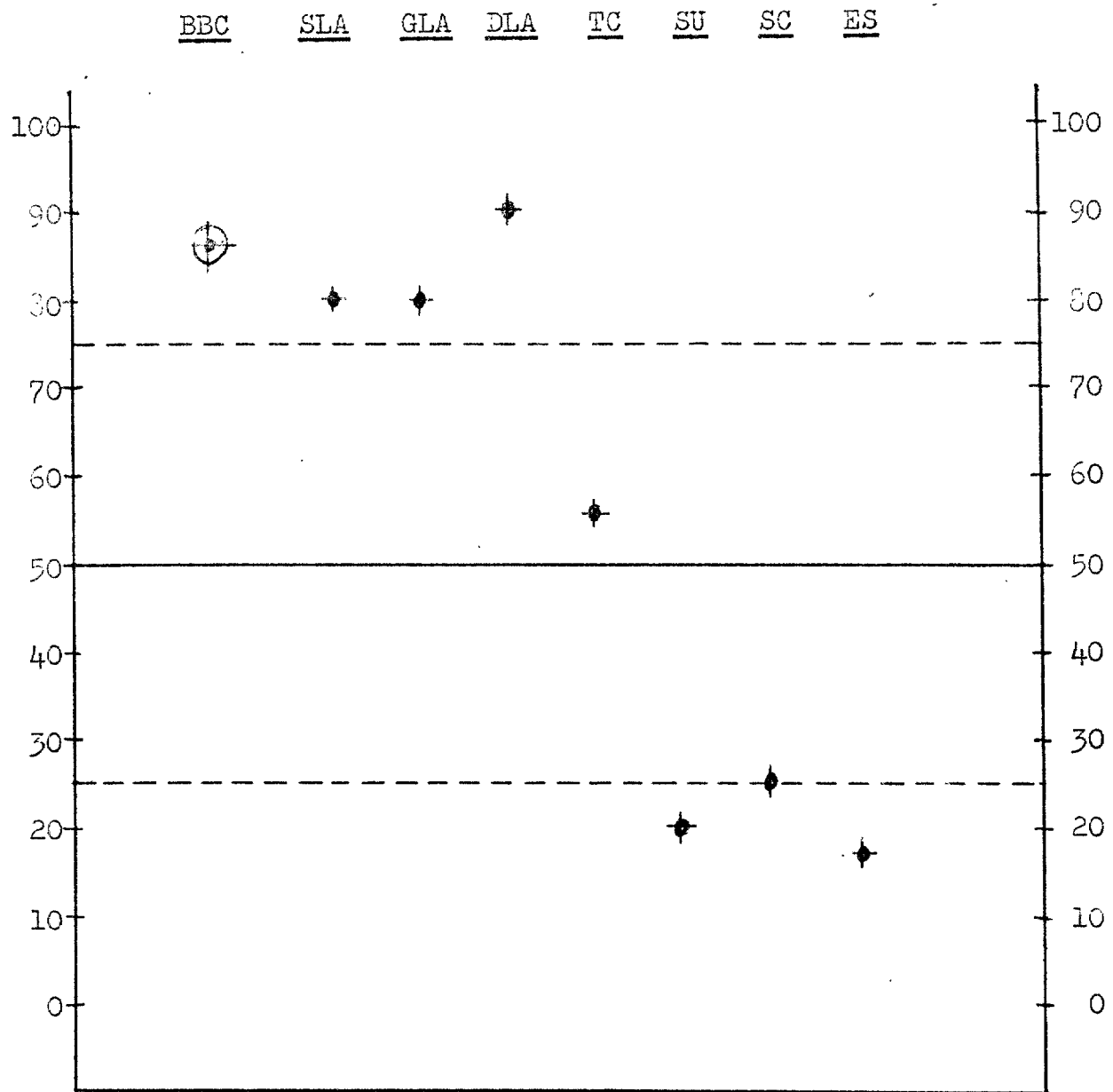


Figure 4. Comparison of Bethany and other types of colleges on the Community Scale.

BBC = Bethany Bible College
 SLA = Selective Liberal Arts
 GLA = General Liberal Arts
 DLA = Denominational Liberal Arts
 TC = Teachers' Colleges
 SU = Selective Universities
 SC = State Colleges
 ES = Engineering Schools

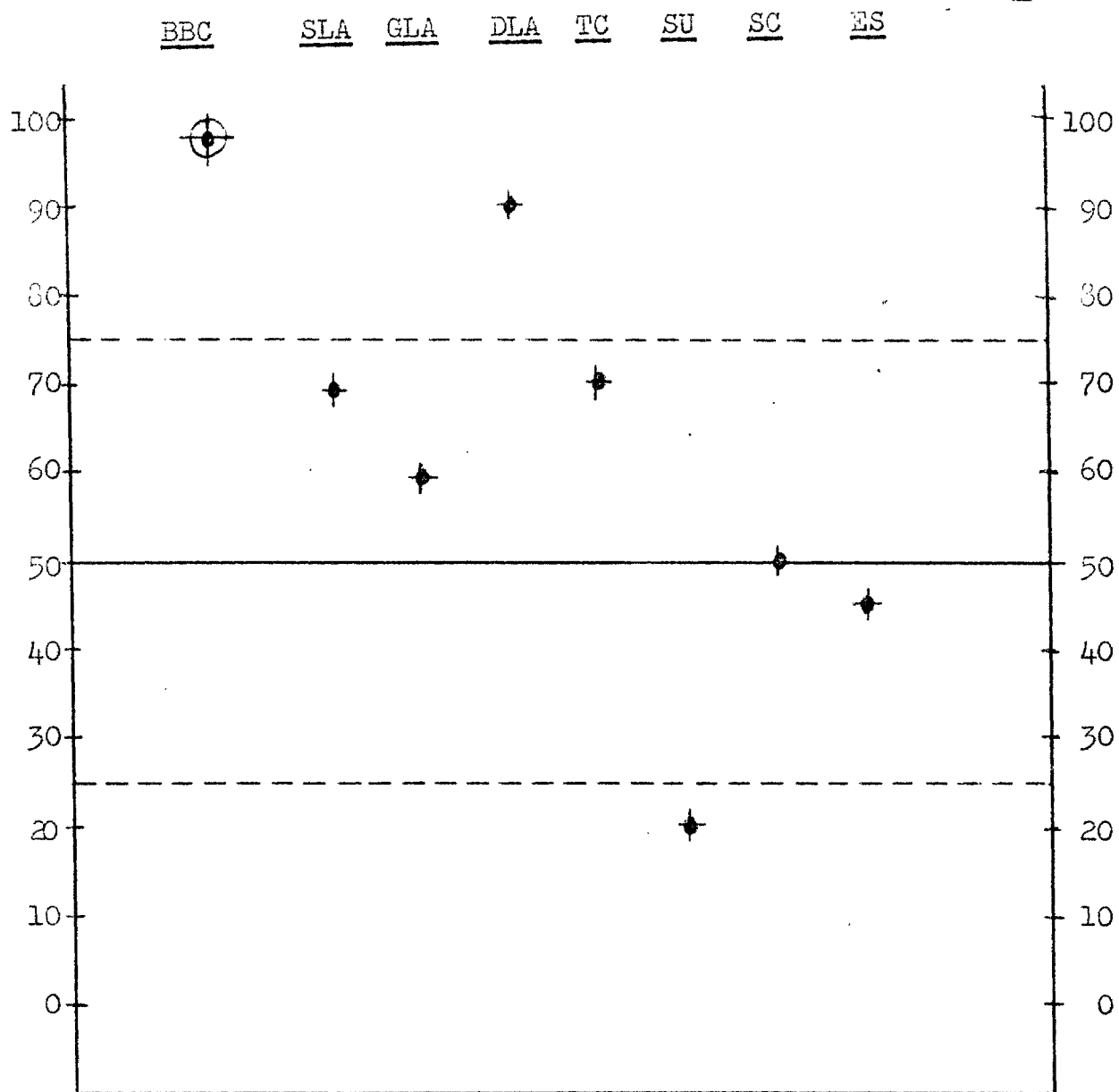


Figure 5. Comparison of Bethany; and other types of colleges on the Propriety Scale.

BBC = Bethany Bible College
 SLA = Selective Liberal Arts
 GLA = General Liberal Arts
 DLA = Denominational Liberal Arts
 TC = Teachers' Colleges
 SU = Selective Universities
 SC = State Colleges
 ES = Engineering Schools

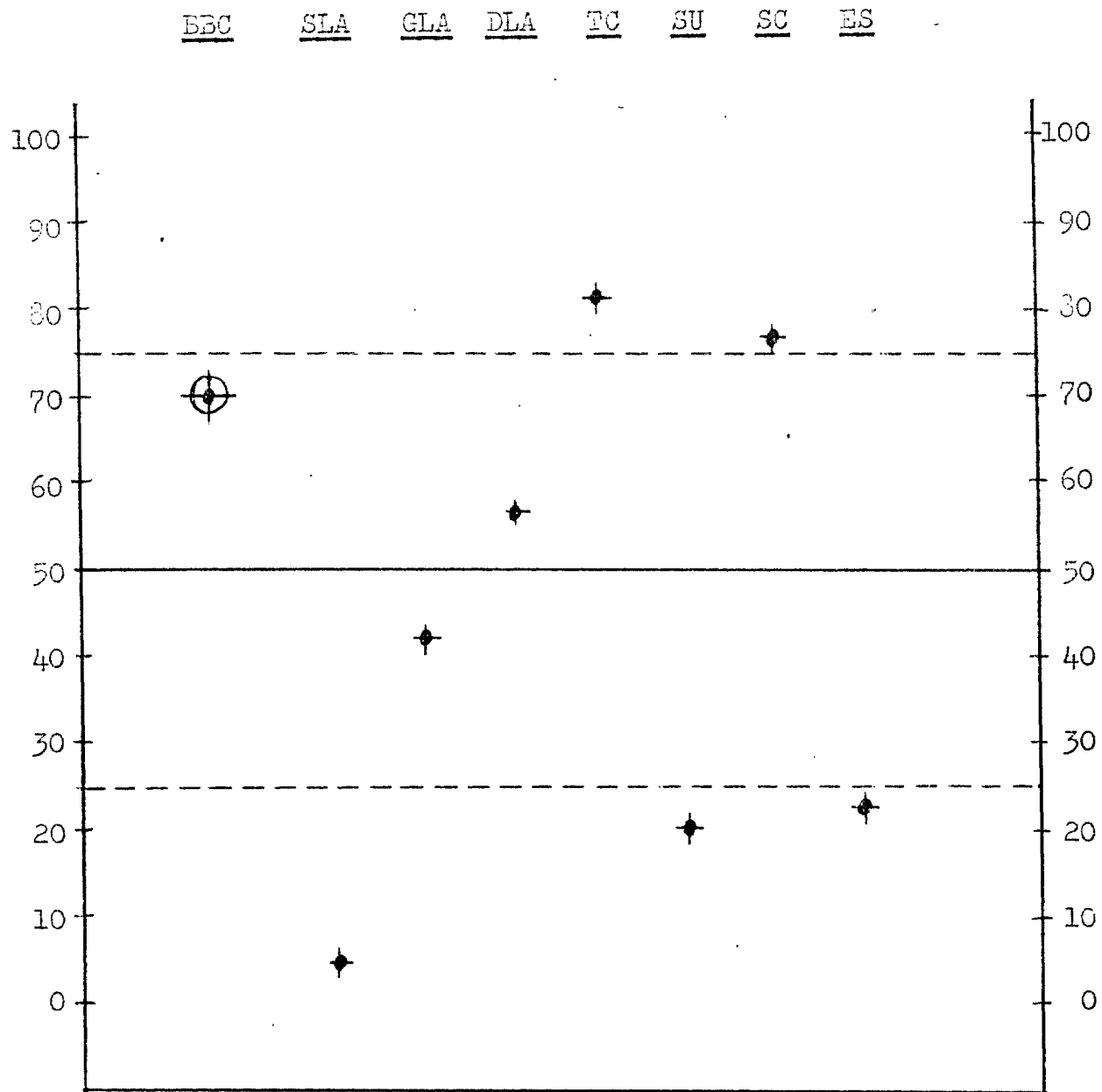


Figure 6. Comparison of Bethany and other types of colleges on the Practicality Scale.

BBC = Bethany Bible College
 SLA = Selective Liberal Arts
 GLA = General Liberal Arts
 DLA = Denominational Liberal Arts
 TC = Teachers' Colleges
 SU = Selective Universities
 SC = State Colleges
 ES = Engineering Schools

The original groups included entering freshmen, enrolled freshmen and sophomores, juniors and seniors, and faculty. For these groups the computerized scoring service provided percentile ranks on each of the seven scales. For the more sophisticated statistical procedures the groups were further divided. However, for descriptive purposes, the percentile ranks on each of the seven scales were plotted on comparative profiles. Figures 7 - 12 present the descriptive profiles.

Table II presents the means of the groups on the seven scales used in the analysis of variance (1 X 6). It is noteworthy that there was significance at the 0.05 level of significance or better on all scales except community and quality of teaching, as shown in Table III. Indeed, four of the five scales showing significance were at the 0.01 level. The exception was practicality, which was significant at the 0.05 level.

Tables II and III present the results of the simple analysis of variance (1 X 6). Each subject was placed into one of the six groups and had seven scores. This statistical procedure compared the six groups across the seven scales. An individual score had to be derived for each person to use this method of analysis. Since the CUES II is designed for group scores by the +66/33- method of scoring, each individual had to be scored according to the keyed response

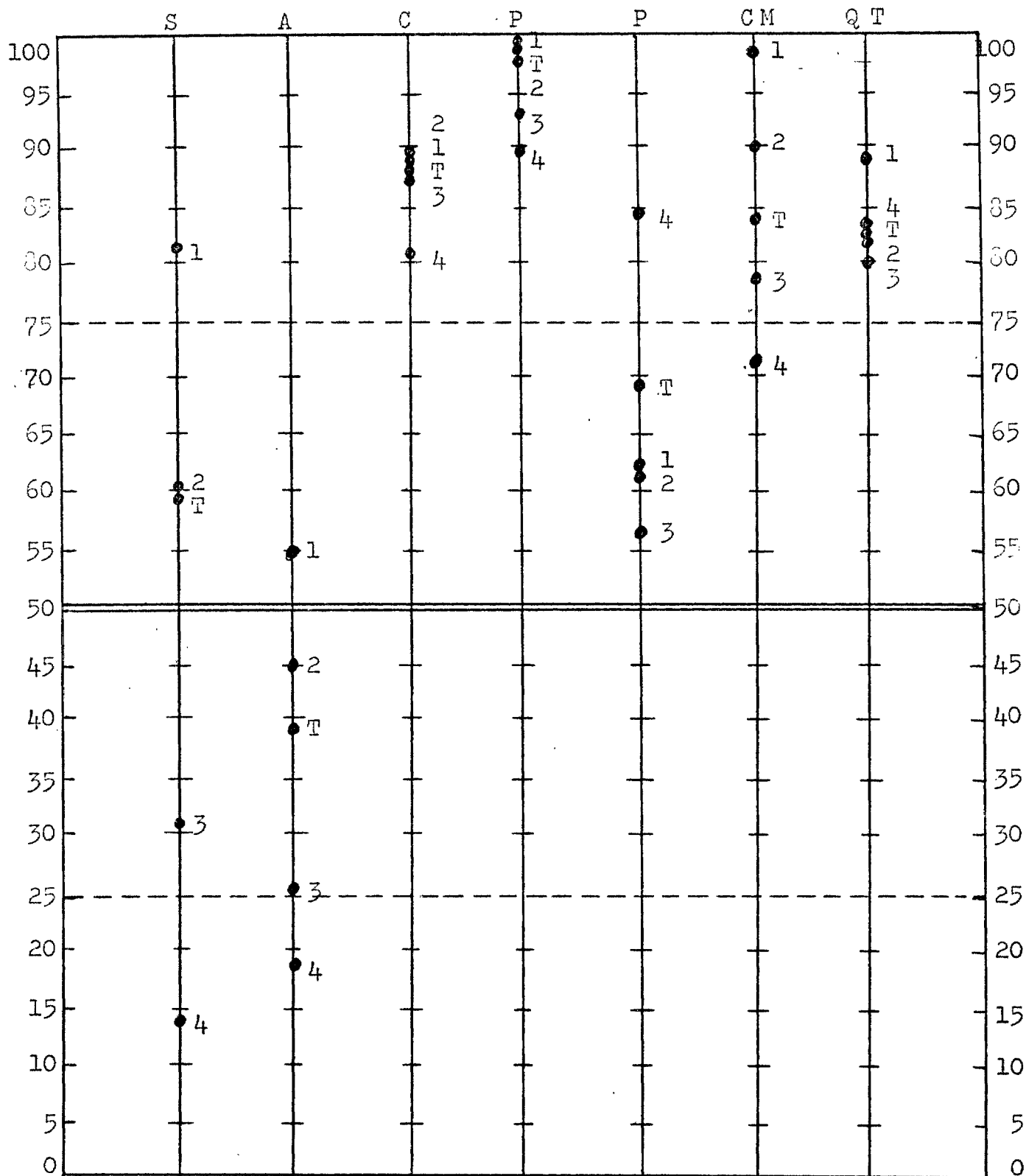


Figure 7. Scale score profile for all groups in the Bethany sample. T = Total; 1 = Entering freshmen; 2 = Enrolled freshmen; and sophomores; 3 = Juniors and seniors; 4 = Faculty. (S = Scholarship; A = Awareness; C = Community; P₁ = Propriety; P₂ = Practicality; CM = Campus morale; QT = Quality of Teaching.)

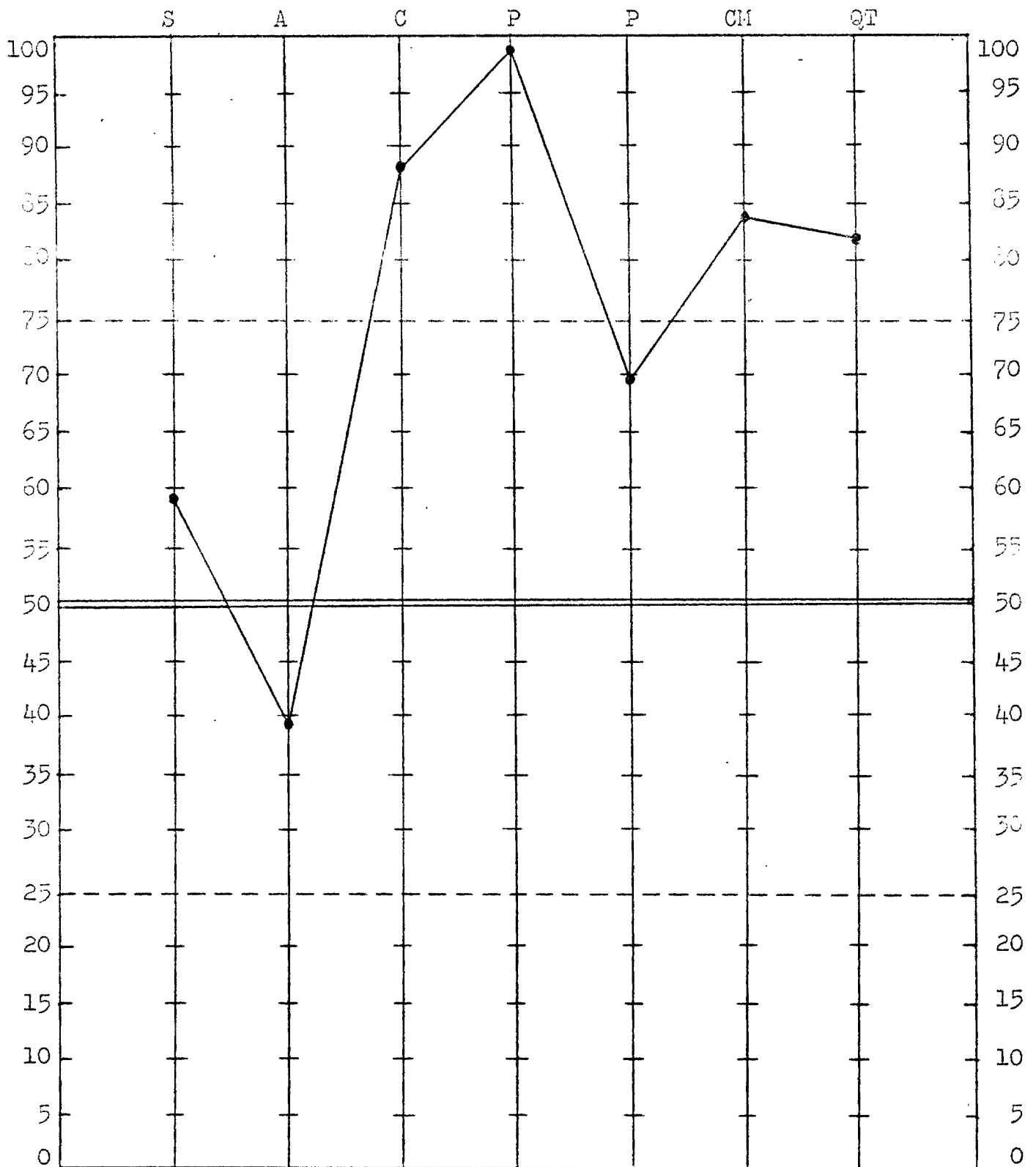


Figure:8. Scale score profile for total sample. (S = Scholarship; A = Awareness; C = Community; P₁ = Propriety; P₂ = Practicality; CM = Campus Morale; QT = Quality of Teaching.)

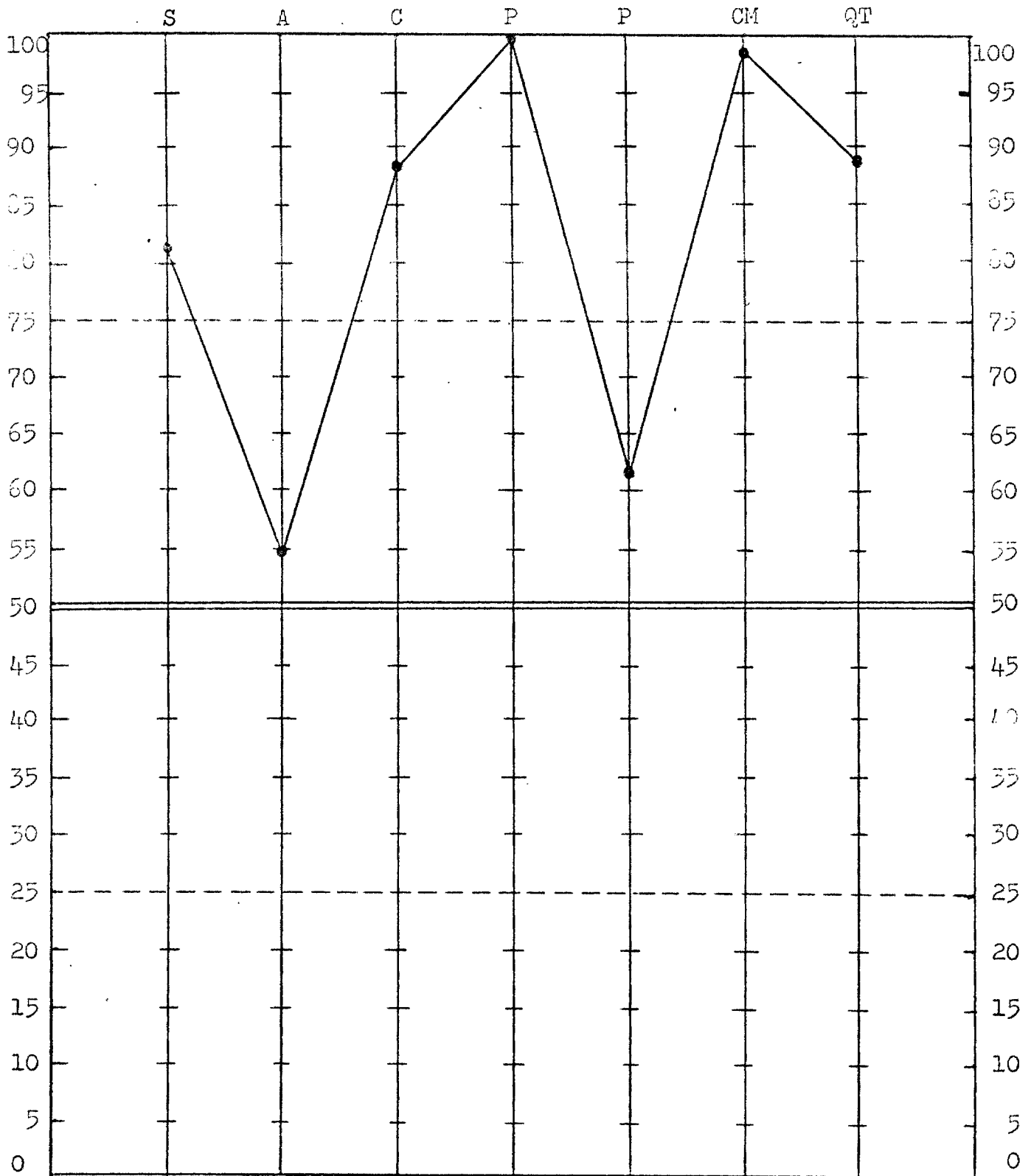


Figure 9. Scale score profile for entering freshmen. (S = Scholarship; A = Awareness; C = Community; P₁ = Propriety; P₂ = Practicality; CM = Campus Morale; QT = Quality of Teaching.)

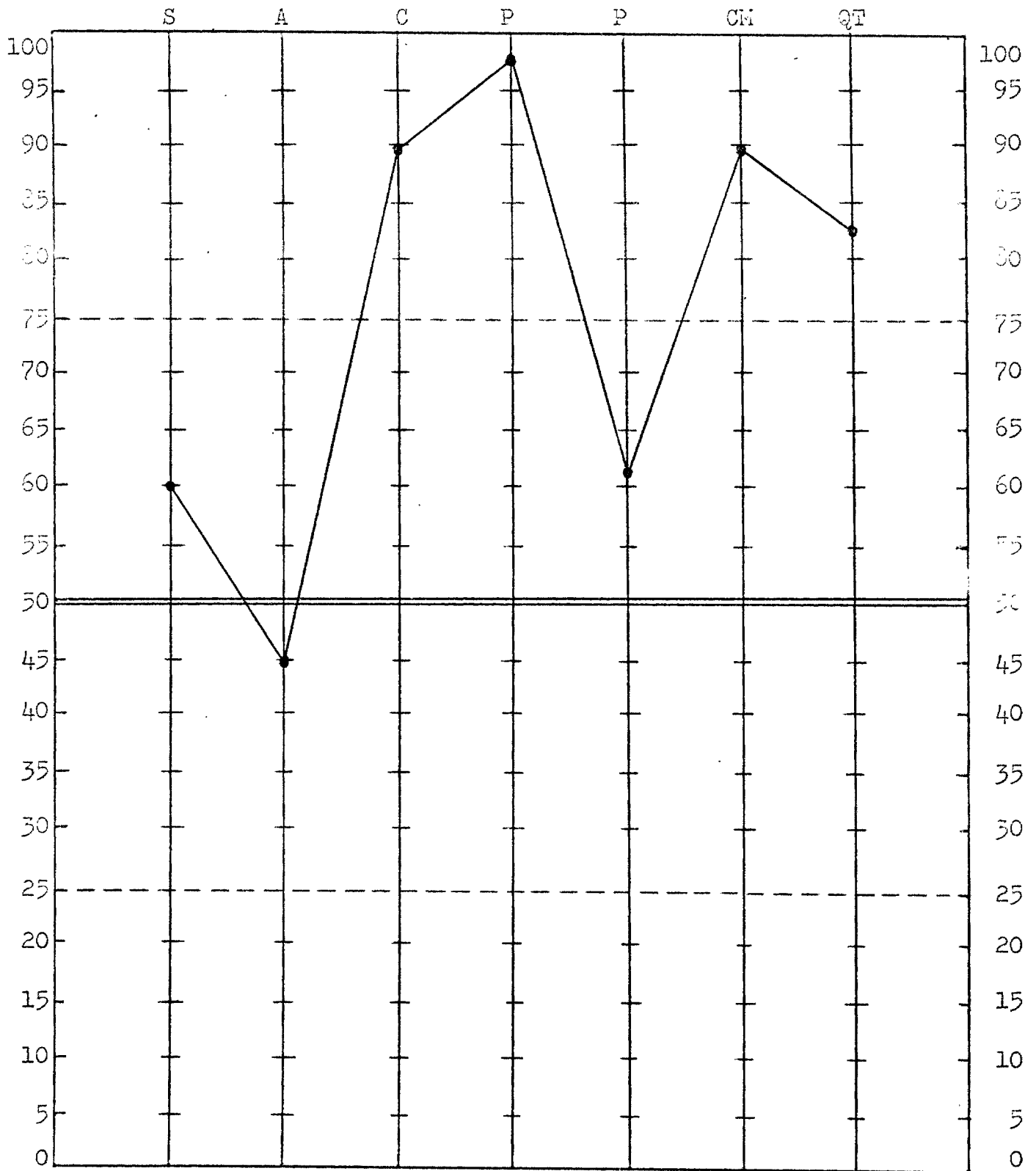


Figure 10. Scale score profile for enrolled freshmen and sophomores. (S = Scholarship; A = Awareness; C = Community; P₁ = Propriety; P₂ = Practicality; CM = Campus Morale; QT = Quality of Teaching.)

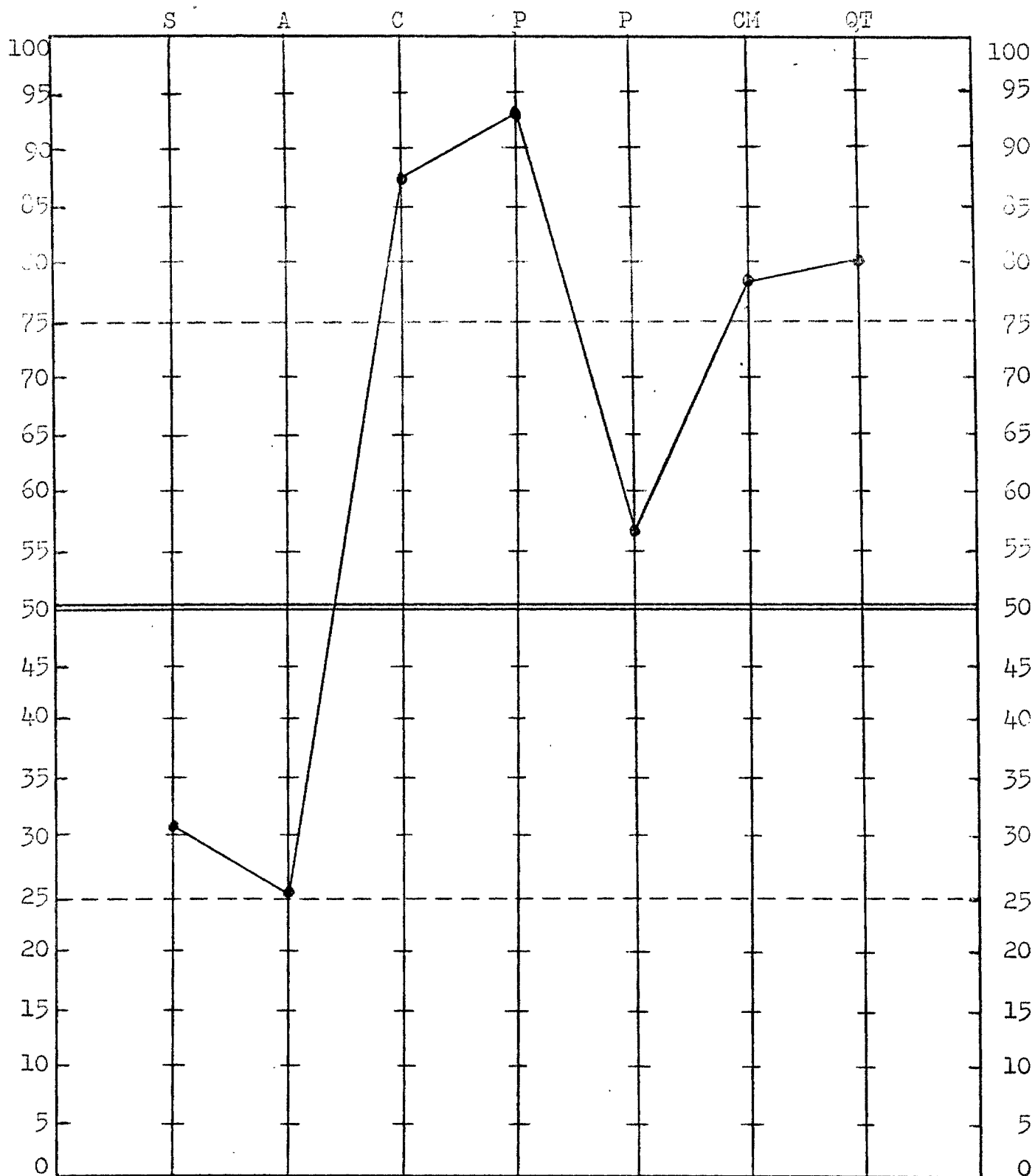


Figure 11. Scale score profile for juniors and seniors. (S = Scholarship; A = Awareness; C = Community; P₁ = Propriety; P₂ = Practicality; CM = Campus Morale; QT = Quality of Teaching.)

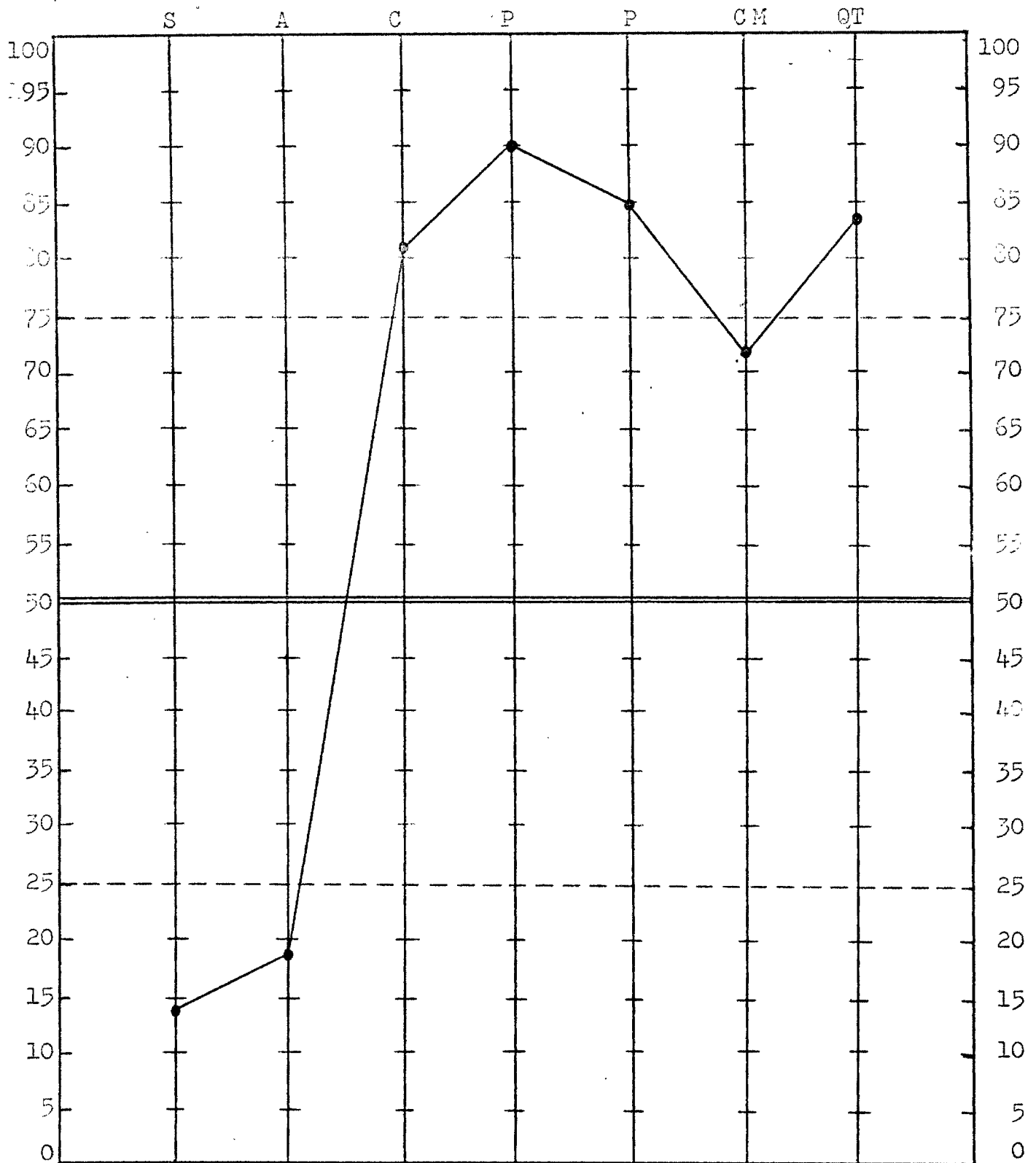


Figure 12. Scale score profile for faculty.
(S = Scholarship; A = Awareness; C = Community; P₁ = Propriety; P₂ = Practicality; CM = Campus Morale; QT = Quality of Teaching.)

TABLE II

MEANS OF GROUPS ON THE SEVEN SCALES USED IN
THE ONE-BY-SIX ANALYSIS OF VARIANCE

| Group Scale | Entering Freshmen | Enrolled Freshmen | Sophomores | Juniors | Seniors | Faculty | Total |
|---------------------|-------------------|-------------------|------------|---------|---------|---------|-------|
| Practicality | 10.46 | 10.33 | 10.27 | 10.19 | 10.05 | 12.11 | 10.36 |
| Scholarship | 13.30 | 12.41 | 11.62 | 10.26 | 9.28 | 7.67 | 11.40 |
| Community | 14.97 | 14.52 | 14.37 | 14.49 | 13.83 | 14.74 | 14.52 |
| Awareness | 9.68 | 9.41 | 8.76 | 8.09 | 7.57 | 6.79 | 8.70 |
| Propriety | 15.16 | 14.30 | 13.88 | 13.57 | 13.17 | 12.37 | 14.06 |
| Campus Morale | 16.96 | 16.00 | 14.36 | 14.34 | 13.13 | 12.89 | 15.00 |
| Quality of Teaching | 8.05 | 7.75 | 7.64 | 7.64 | 7.17 | 7.74 | 7.70 |

TABLE III

RESULTS OF THE ONE-BY-SIX ANALYSIS OF VARIANCE

| Scale | F ratio | P |
|---------------------|---------|------|
| Practicality | 2.64 | 0.02 |
| Scholarship | 12.78 | 0.00 |
| Community | 1.07 | 0.38 |
| Awareness | 4.99 | 0.00 |
| Propriety | 7.48 | 0.00 |
| Campus Morale | 10.21 | 0.00 |
| Quality of Teaching | 1.91 | 0.09 |

provided in the manual. These means and comparisons came from these scores.

Tables IV and V present the results of the third statistical procedure of the seven 2 X 2 analyses of variance. The number of off-campus students was 160, of which 32 were Bible majors. Of the 255 on-campus students, 92 were Bible majors. Each of the subjects was placed into one of the four cells. Again, each individual had seven scores derived by counting the number of responses correct with the keyed responses furnished in the manual.

In the 2 X 2 analyses of variance, the results were varied both among the seven scales and among the interactions. On the practicality scale there was no significant difference between any of the subgroups nor in the overall interaction.

On the scholarship scale there was a significant difference between subgroups 1 and 2 at the 0.01 level of significance. The on-campus students tended to feel that there was a higher scholastic atmosphere. There was also a significant difference between subgroups 3 and 4 at the 0.05 level of significance. Here the Bible majors tended to feel that there was a higher scholastic atmosphere on the campus. There was no significance in the overall interaction.

On the community scale there was only one significant difference, and that was between subgroups 1 and 2. The on-campus students felt that there was a higher sense of

TABLE IV

MEANS OF SUBGROUPS ON THE SEVEN SCALES USED IN
THE TWO-BY-TWO ANALYSES OF VARIANCE

| Scale | Means | | | |
|--------------|------------|-----------|-------|-------|
| | Off-campus | On-campus | Row | |
| Practicality | Bible | 10.16 | 10.51 | 10.34 |
| | Academic | 10.32 | 10.43 | 10.39 |
| | Column | 10.24 | 10.46 | 10.37 |
| Scholarship | Bible | 11.34 | 12.10 | 11.74 |
| | Academic | 9.72 | 11.93 | 11.21 |
| | Column | 10.55 | 11.99 | 11.43 |
| Community | Bible | 13.76 | 15.03 | 14.45 |
| | Academic | 14.03 | 14.82 | 14.56 |
| | Column | 13.89 | 14.91 | 14.52 |
| Awareness | Bible | 9.30 | 9.58 | 9.45 |
| | Academic | 7.58 | 8.52 | 8.21 |
| | Column | 8.46 | 8.90 | 8.73 |

TABLE IV--Continued

| Scale | Means | Off-campus | On-campus | Row |
|------------------------|----------|------------|-----------|-------|
| | | | | |
| Propriety | Bible | 13.70 | 14.55 | 14.15 |
| | Academic | 13.68 | 14.18 | 14.02 |
| | Column | 13.69 | 14.31 | 14.07 |
| Campus Morale | Bible | 14.61 | 16.02 | 15.36 |
| | Academic | 13.55 | 15.36 | 14.78 |
| | Column | 14.09 | 15.60 | 15.02 |
| Quality of Teaching | Bible | 7.95 | 7.74 | 7.84 |
| | Academic | 7.65 | 7.60 | 7.61 |
| | Column | 7.81 | 7.65 | 7.71 |

TABLE V

RESULTS OF THE TWO-BY-TWO ANALYSES
OF VARIANCE

| Scale | Source of Variance | F ratio | P |
|---------------------|--------------------|---------|------|
| Practicality | Major | 0.03 | 0.86 |
| | Residence | 0.95 | 0.37 |
| | Interaction | 0.27 | 0.61 |
| Scholarship | Major | 4.25 | 0.04 |
| | Residence | 11.60 | 0.00 |
| | Interaction | 2.78 | 0.09 |
| Community | Major | 0.00 | 0.99 |
| | Residence | 11.44 | 0.00 |
| | Interaction | 0.72 | 0.60 |
| Awareness | Major | 14.86 | 0.00 |
| | Residence | 2.80 | 0.09 |
| | Interaction | 0.85 | 0.64 |
| Propriety | Major | 0.48 | 0.50 |
| | Residence | 5.72 | 0.02 |
| | Interaction | 0.40 | 0.53 |
| Campus Morale | Major | 4.02 | 0.04 |
| | Residence | 14.12 | 0.00 |
| | Interaction | 0.22 | 0.65 |
| Quality of Teaching | Major | 1.37 | 0.24 |
| | Residence | 0.52 | 0.52 |
| | Interaction | 0.17 | 0.69 |

community atmosphere on the campus. The significance was at the 0.01 level.

On the awareness scale there was only one significant difference. Subgroups 3 and 4 varied at the 0.001 level of significance. The Bible majors tended to feel that there was a greater amount of awareness on campus than did the academic majors.

On the propriety scale there was only one significant difference and that was between subgroups 1 and 2. The on-campus students felt that there was more of a sense of propriety than did the off-campus students. The significance was at the 0.05 level.

On the campus morale scale there was a significant difference between subgroups 1 and 2 and between subgroups 3 and 4. The on-campus students felt that there was higher campus morale than did the off-campus students. This was reported at the 0.001 level of significance. The Bible majors also felt that there was higher campus morale than did the academic majors. The level of significance was at the 0.05 level. There was no significant differences in the overall interaction.

On the quality of teaching scale there were no significant differences reported. The subgroups tended to see the quality of teaching the same.

Discussion

As shown in the comparative profile of Figure 1, the campus of the college used in this study is unlike any other type of college or university with which it was compared. In this way, it is unique, as shown by the high level of significance found by the use of the Hotelling's T^2 .

Perhaps, as shown in Figure 2, the college is to be commended in that its students and faculty see it on the scholarship scale as superior to all types of institutions compared except selective liberal arts colleges and universities and engineering schools.

On the other hand, Figure 3 shows the college to be lower on the awareness scale than all but state colleges and engineering schools. Many small church-affiliated colleges receive the criticism that they are unaware of the world and are resting in their ivory towers. However, Bethany was about average in score for the schools used in the norms.

On both the community scale and propriety scales, as shown in Figures 4 and 5, the college stands superior. It is also commendable that the campus environment, as revealed by students and faculty, is higher on the practicality scale than all types of colleges and universities compared except teachers' colleges and state colleges, as shown in Figure 6.

On all but the awareness scale the college ranked above the 60th percentile. On both the community and propriety

scales the college ranked well above the 75th percentile. With all of the scores as high as they are, the college seems to be well-rounded as perceived by the students and faculty.

Perhaps part of the reason for such a good showing is that the college is small and church-affiliated. The size could be a contributing factor in the high rank on the community scale. There is apparently much interaction among students as well as between students and faculty. The church-affiliation aspect of the college could also have a bearing on the propriety scale, as defined in the CUES II manual.

The most noteworthy results in the comparative study between groups are shown in Figure 7. The "gaps" between the faculty and the juniors and seniors on the scholarship, awareness, practicality, and campus morale scales are certainly worthy of careful consideration. On the scholarship scale the juniors, seniors, and faculty view the campus climate as low, yet the overall total is almost at the 60th percentile. Since the upper division students are probably more realistic in reporting on the CUES II, it might be concluded that a more accurate rank would be at the 25th or 30th percentile. A key factor on this scale has to do with the faculty's scoring so low. This indicates that the faculty view the college as low in scholarship climate, yet

it is the faculty of a college who would control the competitiveness of academic achievement. It should be noted that the faculty view themselves as having a high quality of teaching rank and the students as having a low scholarship rank. A careful study of Appendix B might be helpful for those interested in looking more closely for further explanations for the gaps.

In the statistical analyses of the four subgroups, some observations can be made. Off-campus students view the college campus as having a lower scholastic atmosphere, less sense of community and propriety, and less campus morale. The on-campus students tended to feel higher scholastic atmosphere, more community feeling, more propriety, and higher campus morale. The lower score on the community scale for the off-campus students was probably due to the fact that the off-campus students do not enter into campus life and many of the activities that would promote harmony and a sense of cohesiveness. The off-campus students might have scored lower on the campus morale scale because they find it hard to be assimilated into the campus life. Off-campus students tend to mix with other off-campus students.

Bible majors tended to view the campus as having a higher scholastic atmosphere, a greater amount of awareness, and a higher campus morale than did the academic majors. The academic majors, on the other hand, saw a lower scholastic

atmosphere on the campus, less awareness, and less campus morale. The reason could be in the "ivory tower" attitudes, with Bible majors "in the clouds," not really knowing what is happening yet feeling that they do. It would make an interesting study to compare these two major groups on the bases of intelligence and scholastic achievement.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

While this paper has for the most part been a purely descriptive study, certain conclusions can be drawn. From the evidence revealed by the responses of the college students and faculty to CUES II, it is evident that a gap does indeed exist between faculty and students, as well as between certain groups of students in their perception of the campus environment.

At the same time, however, it is interesting to note the uniqueness of this particular campus when compared with other types of colleges and universities. In the analysis of the subgroups, the Bible majors and on-campus students tend to view the campus with a higher degree of ranking on the seven scales used in CUES II than do the academic majors and off-campus students.

Further studies are already underway for further analyses of CUES II results at the same college. A study is being made on the differences within and between other subgroups as to how they view the college and its campus environment. Another study is comparing the college's averages on the seven scales used in CUES II with national norms for other colleges and universities.

It is hoped that the results from the CUES II adminis-

trations and studies can be obtained from similar colleges to this one and particularly from the other colleges affiliated with the same religious organization, for comparative purposes. These are at least some possible recommendations for further work in the study of church-affiliated colleges and their environments.

APPENDIX A

Colleges and Universities used in Norms

COLLEGES AND UNIVERSITIES USED IN NORMS

SELECTIVE LIBERAL ARTS COLLEGES

Pomona College - California
Earlham College - Indiana
Cornell College - Iowa
Radcliffe College - Massachusetts
Williams College - Massachusetts
Antioch College - Ohio
Oberlin College - Ohio
Reed College - Oregon
Chatham College - Pennsylvania
Beloit College - Wisconsin

SELECTIVE UNIVERSITIES - PUBLIC AND PRIVATE

University of California - Los Angeles
Stanford University - California
Johns Hopkins University - Maryland
Clark University - Massachusetts
University of Michigan
Washington University - St. Louis, Missouri
Princeton University - New Jersey
University of North Carolina
University of Pennsylvania
University of Wisconsin

GENERAL LIBERAL ARTS COLLEGES

Birmingham Southern College - Alabama
Westmont College - California
Rollins College - Florida
Oglethorpe College - Georgia
Blackburn College - Illinois
Knox College - Illinois
Monmouth College - Illinois
Colby College - Maine
Simmons College - Massachusetts
Albion College - Michigan
Colgate University - Ohio
Denison University - Ohio
Lake Erie College - Ohio
Wittenberg University - Ohio
Lafayette College - Pennsylvania
Lycoming College - Pennsylvania
Washington and Jefferson College - Pennsylvania
Lambuth College - Tennessee
Ripon College - Wisconsin
Mary Washington College - Virginia

TEACHERS' COLLEGES

Troy State College - Alabama
 Central Connecticut State College
 Ball State University - Indiana
 State College of Iowa - Cedar Falls
 Kansas State Teachers' College Emporia
 Montclair State College - New Jersey
 Southeastern State College - Oklahoma
 Eastern Oregon College
 Slippery Rock State College - Pennsylvania
 Marshall University - West Virginia

DENOMINATIONAL LIBERAL ARTS COLLEGES

Spring Hill College - Alabama
 Mount St. Mary's College - California
 Pepperdine College - California
 Manchester College - Indiana
 College of St. Catherine - Minnesota
 Carroll College - Montana
 Manhattanville College - New York
 Bluffton College - Ohio
 Oklahoma Baptist University
 Susquehanna University - Pennsylvania

ENGINEERING SCHOOLS AND COLLEGES

Harvey Mudd College - California
 Illinois Institute of Technology
 Purdue University - Indiana
 Rose Polytechnic Institute - Indiana
 Wabash College - Indiana
 Iowa State University - Ames
 Polytechnic Institute of Brooklyn - New York
 Rensselaer Polytechnic Institute - Pennsylvania
 Carnegie Institute of Technology - Pennsylvania
 South Dakota School of Mines and Technology

STATE COLLEGES AND UNIVERSITIES

San Diego State College - California
 San Francisco State College - California
 Western Michigan University
 Mississippi State University
 Brooklyn College - New York
 La Salle College - Pennsylvania
 Memphis State University - Tennessee
 Texas Technological College
 Texas Western College

APPENDIX B

Responses to Items

ETHANRY BIBLE COLLEGE

COURSE NAME

PRACTICALITY SCALE

115 4021 10/
 ETS BATCH NO COLLEGE CODE ADV

| ITEM NO | ABSTRACT OF ITEM | KEY | SUBGROUP 1 | | SUBGROUP 2 | | SUBGROUP 3 | | SUBGROUP 4 | | TOTAL |
|---------|---|-----|------------|-------|------------|-------|------------|-------|------------|-------|-------|
| | | | N | % | N | % | N | % | N | % | |
| 1 | STUDENTS ALMOST ALWAYS WAIT TO BE CALLED ON IN CLASS | T | 72 | 64.2 | 91 | 60.2 | 86 | 64.1 | 10 | 52.6 | 260 |
| 2 | DIG COLLEGE EVENTS GET LOTS OF ENTHUSIASTIC STUDENT SUPPORT | T | 85 | 75.8+ | 82 | 54.3 | 63 | 47.0 | 17 | 89.4+ | 248 |
| 3 | THERE IS A RECOGNIZED GROUP OF STUDENT LEADERS ON CAMPUS | T | 106 | 94.6+ | 129 | 85.4+ | 121 | 90.2+ | 16 | 84.2+ | 373 |
| 4 | FREQUENT TESTS ARE GIVEN IN MOST COURSES | T | 80 | 71.4+ | 114 | 75.4+ | 101 | 75.3+ | 17 | 89.4+ | 312 |
| 5 | STUDENTS TAKE GREAT PRIDE IN THEIR PERSONAL APPEARANCE | T | 100 | 89.2+ | 135 | 89.4+ | 116 | 86.5+ | 10 | 52.6 | 362 |
| 6 | EDUCATION HERE MAKES STUDENTS MORE PRACTICAL AND REALISTIC | T | 93 | 83.0+ | 111 | 73.5+ | 84 | 62.6 | 11 | 57.8 | 300 |
| 7 | PROFS REGULARLY CHECK TO SEE THAT WORK IS DONE ON TIME | T | 41 | 36.6 | 71 | 47.0 | 63 | 47.0 | 16 | 84.2+ | 192 |
| 8 | IT IS IMPORTANT SOCIALLY TO BE IN THE RIGHT CLUB OR GROUP | T | 26 | 23.2- | 48 | 31.7- | 42 | 31.3- | 11 | 57.8 | 128 |
| 9 | PEP RALLIES, PARADES, DANCES, OR DEMONSTRATIONS OCCUR REGULARLY | F | 32 | 28.5- | 33 | 21.8- | 37 | 27.6- | 6 | 31.5- | 108 |
| 10 | THOSE WHO KNOW THE RIGHT PEOPLE CAN GET A BETTER BREAK HERE | T | 29 | 25.8- | 71 | 47.0 | 64 | 47.7 | 11 | 57.8 | 175 |
| 11 | IMPORTANT PEOPLE HEAR EXPECT OTHERS TO SHOW RESPECT | T | 85 | 75.8+ | 119 | 78.8+ | 112 | 83.5+ | 17 | 89.4+ | 334 |
| 12 | STUDENT ELECTIONS GENERATE A LOT OF STRONG FEELING | T | 17 | 15.1- | 17 | 11.2- | 12 | 8.9- | 1 | 5.2- | 48 |
| 13 | EVERYONE HAS A LOT OF FUN AT THIS SCHOOL | T | 82 | 73.2+ | 98 | 64.9 | 84 | 62.6 | 15 | 78.9+ | 280 |
| 14 | IN MANY CLASSES STUDENTS HAVE AN ASSIGNED SEAT | T | 30 | 26.7- | 28 | 18.5- | 23 | 17.1- | 7 | 36.8 | 88 |
| 15 | STUDENT ORGANIZATION'S CLOSELY SUPERVISED TO AVOID MISTAKES | T | 66 | 58.9 | 81 | 53.6 | 81 | 60.4 | 15 | 78.9+ | 244 |
| 16 | STUDENTS PATTERN THEMSELVES AFTER PEOPLE THEY ADMIRE | T | 80 | 71.4+ | 113 | 74.8+ | 100 | 74.6+ | 17 | 89.4+ | 311 |
| 17 | NEW FADS + PHRASES CONTINUALLY SPRING UP AMONG THE STUDENTS | T | 34 | 30.3- | 67 | 44.3 | 51 | 38.0 | 12 | 63.1 | 164 |
| 18 | STUDENTS MUST HAVE WRITTEN EXCUSE FOR ABSENCE FROM CLASS | T | 18 | 16.0- | 11 | 7.2- | 12 | 8.9- | 1 | 5.2- | 42 |
| 19 | COLLEGE OFFERS MANY PRACTICAL COURSES SUCH AS TYPING, ETC. | T | 38 | 33.9 | 62 | 41.0 | 48 | 35.8 | 7 | 36.8 | 156 |
| 20 | STUDENT ROOMS MORE LIKELY DECORATED BY PENNANTS THAN ART | T | 60 | 53.5 | 72 | 47.6 | 57 | 42.5 | 13 | 68.4+ | 202 |

ETHANY BIBLE COLLEGE

COLLEGE NAME

ABSTRACT OF ITEM

SCHOLARSHIP SCALE

115 4021 10/

| ITEM NO | DESCRIPTION | KEY | SUBGROUP 1 | | SUBGROUP 2 | | SUBGROUP 3 | | SUBGROUP 4 | | TOTAL |
|---------|--|-----|------------|-------|------------|-------|------------|-------|------------|-------|-------|
| | | | N | % | N | % | N | % | N | % | |
| 11 | PROFS REALLY PUSH STUDENTS CAPACITIES TO THE LIMIT | T | 40 | 35.7 | 68 | 45.0 | 48 | 35.8 | 3 | 15.7- | 160 |
| 12 | MOST PROFS ARE DEDICATED | T | 108 | 96.4+ | 142 | 94.0+ | 123 | 91.7+ | 17 | 89.4+ | 391 |
| 13 | SCHOLARS IN THEIR FIELDS MOST COURSES REQUIRE INTENSIVE PREPARATION OUT OF CLASS | T | 89 | 79.4+ | 123 | 81.4+ | 90 | 67.1+ | 11 | 57.8 | 314 |
| 14 | STUDENTS SET HIGH STANDARDS OF ACHIEVEMENT FOR THEMSELVES | T | 79 | 70.5+ | 97 | 64.2 | 59 | 44.0 | 3 | 15.7- | 239 |
| 15 | CLASS DISCUSSIONS ARE TYPICALLY VIGOROUS AND INTENSE | T | 44 | 39.2 | 65 | 43.0 | 45 | 33.5 | 7 | 36.8 | 162 |
| 16 | LECTURE BY A LEADING SCIENTIST WOULD BE POORLY ATTENDED | F | 82 | 73.2+ | 99 | 65.5 | 86 | 64.1. | 11 | 57.8 | 278 |
| 17 | REASONING AND LOGIC ARE VALUED IN GRADING PAPERS + REPORTS | T | 96 | 85.7+ | 119 | 78.8+ | 83 | 61.9 | 12 | 63.1 | 310 |
| 18 | IT IS FAIRLY EASY TO PASS MOST COURSES WITHOUT MUCH WORK | F | 93 | 83.0+ | 104 | 68.8+ | 79 | 58.9 | 6 | 31.5- | 282 |
| 19 | SCHOOL OUTSTANDING FOR SUPPORT OF SCHOLARSHIP AND RESEARCH | T | 52 | 46.4 | 60 | 39.7 | 31 | 23.1- | 2 | 10.5- | 146 |
| 20 | STANDARDS SET BY PROFS ARE NOT PARTICULARLY HARD TO ACHIEVE | F | 50 | 44.6 | 68 | 45.0 | 59 | 44.0 | 7 | 36.8 | 185 |
| 61 | MOST PROFS THOROUGH TEACHERS + REALLY PROBE FUNDAMENTALS | T | 107 | 95.5+ | 126 | 83.4+ | 109 | 81.3+ | 14 | 73.6+ | 357 |
| 62 | POST COURSES ARE A REAL INTELLECTUAL CHALLENGE | T | 91 | 81.2+ | 101 | 66.8+ | 74 | 55.2 | 6 | 31.5- | 273 |
| 63 | STUDENTS PUT A LOT OF ENERGY INTO EVERYTHING THEY DO | T | 78 | 69.6+ | 83 | 54.9 | 42 | 31.3- | 4 | 21.0- | 208 |
| 64 | COURSES AND FACULTY IN NATURAL SCIENCES ARE OUTSTANDING | T | 27 | 24.1- | 33 | 21.8- | 20 | 14.9- | 2 | 10.5- | 83 |
| 65 | COURSES, EXAMS, AND READINGS ARE FREQUENTLY REVISED | T | 78 | 69.6+ | 88 | 58.2 | 68 | 50.7 | 10 | 52.6 | 244 |
| 66 | PERSONALITY, PULL, AND BUUFF GET STUDENTS BY IN MANY COURSES | F | 87 | 77.6+ | 107 | 70.8+ | 80 | 59.7 | 13 | 68.4+ | 288 |
| 67 | THERE IS VERY LITTLE STUDYING HERE OVER THE WEEKENDS | F | 73 | 65.1 | 76 | 50.3 | 55 | 41.0 | 8 | 42.1 | 213 |
| 68 | THERE IS A LOT OF INTEREST IN PHILDS + METHODS OF SCIENCE | T | 45 | 40.1 | 41 | 27.1- | 28 | 20.8- | 2 | 10.5- | 116 |
| 69 | PEOPLE HERE SEEM TO THRIVE ON DIFFICULTY AND WORK HARDER | T | 76 | 67.8+ | 83 | 54.9 | 57 | 42.5 | 5 | 26.3- | 222 |
| 70 | STUDENTS ARE VERY SERIOUS AND PURPOSEFUL ABOUT THEIR WORK | T | 94 | 83.9+ | 108 | 71.5+ | 80 | 59.7 | 7 | 36.8 | 290 |

| ITEM NO. | ABSTRACT OF ITEM | KEY | SUBGROUP 1 | | SUBGROUP 2 | | SUBGROUP 3 | | SUBGROUP 4 | | TOTAL |
|----------|--|-----|------------|-------|------------|-------|------------|-------|------------|--------|-------|
| | | | N | % | N | % | N | % | N | % | |
| 21 | IT IS EASY TO TAKE CLEAR NOTES IN MOST COURSES | T | 79 | 70.5+ | 111 | 73.5+ | 105 | 78.3+ | 15 | 78.9+ | 310 |
| 22 | THE SCHOOL HELPS EVERYONE GET ACQUAINTED | T | 95 | 84.8+ | 110 | 72.8+ | 104 | 77.6+ | 16 | 84.2+ | 326 |
| 23 | STUDENTS OFTEN RUN ERRANDS FOR THE FACULTY | T | 69 | 61.6 | 86 | 56.9 | 62 | 46.2 | 6 | 31.5- | 223 |
| 24 | THE HISTORY AND TRADITIONS OF THE COLLEGE ARE EMPHASIZED | T | 70 | 62.5 | 103 | 68.2+ | 90 | 67.1+ | 9 | 47.3 | 273 |
| 25 | THE PROFESSORS GO OUT OF THEIR WAY TO HELP YOU | T | 92 | 82.1+ | 115 | 76.1+ | 113 | 84.3+ | 18 | 94.7+ | 339 |
| 26 | THERE IS A LOT OF BOPPOWING AND SHARING AMONG STUDENTS | T | 98 | 87.5+ | 123 | 81.4+ | 108 | 80.5+ | 14 | 73.6+ | 344 |
| 27 | EVERYONE KNOWS ABOUT PROJECTS AND SHOWS RUN BY STUDENTS | T | 70 | 62.5 | 106 | 70.1+ | 92 | 68.6+ | 11 | 57.8 | 279 |
| 28 | UPPERCLASSMEN ARE ACTIVE IN HELPING NEW STUDENTS ADJUST | T | 80 | 71.4+ | 66 | 43.7 | 64 | 47.7 | 14 | 73.6+ | 225 |
| 29 | PRESSURE AMONG STUDENTS TOWARD EXPECTED CODES OF CONDUCT | T | 47 | 41.9 | 72 | 47.6 | 68 | 50.7 | 11 | 57.8 | 199 |
| 30 | GRADUATION IS A PRETTY MATTER-OF-FACT, UNEMOTIONAL EVENT | F | 90 | 80.3+ | 114 | 75.4+ | 94 | 70.1+ | 14 | 73.6+ | 313 |
| 31 | THIS SCHOOL HAS A REPUTATION FOR BEING VERY FRIENDLY | T | 104 | 92.8+ | 127 | 84.1+ | 114 | 85.0+ | 18 | 94.7+ | 364 |
| 32 | ALL UNDERGRADUATES MUST LIVE IN UNIV. APPROVED HOUSING | T | 63 | 56.2 | 86 | 56.9 | 60 | 44.7 | 12 | 63.1 | 222 |
| 33 | PROFS CLEARLY EXPLAIN GOALS + PURPOSES OF THEIR COURSES | T | 104 | 92.8+ | 129 | 85.4+ | 118 | 83.0+ | 16 | 84.2+ | 368 |
| 34 | STUDENTS HAVE OPPORTUNITIES TO DEVELOP ORGANIZING SKILLS | T | 84 | 75.0+ | 95 | 62.9 | 68 | 50.7 | 5 | 26.3- | 252 |
| 35 | MOST FACULTY NOT INTERESTED IN STUDENTS PERSONAL PROBLEMS | F | 98 | 87.5+ | 130 | 86.0+ | 109 | 81.3+ | 17 | 89.4+ | 355 |
| 36 | STUDENTS QUICKLY LEARN WHAT IS DONE AND NOT DONE HERE | T | 105 | 93.7+ | 141 | 93.3+ | 126 | 94.0+ | 18 | 94.7+ | 391 |
| 37 | IT IS EASY TO GET A GROUP TOGETHER FOR CARDS, MOVIES, ETC. | T | 47 | 41.9 | 96 | 63.5 | 82 | 61.1 | 16 | 84.2+ | 241 |
| 38 | STUDENTS COMMONLY SHARE THEIR PROBLEMS | T | 98 | 87.5+ | 131 | 86.7+ | 120 | 89.5+ | 18 | 94.7+ | 368 |
| 39 | PROFS RARELY DR NEVER CALL STUDENTS BY FIRST NAMES | F | 95 | 84.8+ | 129 | 85.4+ | 123 | 91.7+ | 19 | 100.0+ | 367 |
| 40 | THERE IS A LOT OF GROUP SPIRIT | T | 93 | 83.0+ | 107 | 70.8+ | 85 | 63.4 | 13 | 68.4+ | 299 |

| ITEM NO | ABSTRACT OF ITEM | KEY | SUBGROUP 1 | | SUBGROUP 2 | | SUBGROUP 3 | | SUBGROUP 4 | | TOTAL |
|---------|---|-----|------------|-------|------------|-------|------------|-------|------------|-------|-------|
| | | | N | % | N | % | N | % | N | % | |
| 31 | CHANNELS FOR EXPRESSING COMPLAINTS ARE EASILY ACCESSIBLE | T | 85 | 75.8+ | 91 | 60.2 | 75 | 55.9 | 14 | 73.6+ | 266 |
| 32 | STUDENTS URGED TO BE ACTIVE IN SOCIAL AND POLITICAL REFORMS | T | 50 | 44.6 | 68 | 45.0 | 38 | 28.3- | 5 | 26.3- | 162 |
| 33 | STUDENTS ACTIVELY CONCERNED ABOUT INTERNATIONAL AFFAIRS | T | 60 | 53.5 | 53 | 35.0 | 47 | 35.0 | 4 | 21.0- | 165 |
| 34 | MANY COLORFUL AND CONTROVERSIAL FIGURES ON THE FACULTY | T | 66 | 58.9 | 92 | 60.9 | 58 | 43.2 | 6 | 31.5- | 222 |
| 35 | CONSIDERABLE INTEREST IN VALUE SYSTEMS, ETHICS, AND SOCIETY | T | 76 | 67.8+ | 96 | 63.5 | 91 | 67.9+ | 7 | 36.8 | 271 |
| 36 | PUBLIC DEBATES ARE HELD FREQUENTLY | T | 5 | 4.4- | 8 | 5.2- | 3 | 2.2- | 0 | .0- | 16 |
| 37 | CONTROVERSIAL SPEAKERS STIR A LOT OF STUDENT DISCUSSIONS | T | 93 | 83.0+ | 116 | 76.8+ | 108 | 80.5+ | 15 | 78.9+ | 333 |
| 38 | THERE ARE MANY FACILITIES FOR INDIVIDUAL CREATIVE ACTIVITY | T | 64 | 57.1 | 62 | 41.0 | 42 | 31.3- | 6 | 31.5- | 175 |
| 39 | THERE IS A LOT OF INTEREST IN POETRY, MUSIC, PAINTING, ETC | T | 29 | 25.8- | 45 | 29.8- | 31 | 23.1- | 2 | 10.5- | 108 |
| 40 | CONCERTS AND ART EXHIBITS DRAW BIG CROWDS OF STUDENTS | T | 39 | 34.8 | 46 | 30.4- | 39 | 29.1- | 5 | 26.3- | 130 |
| 81 | STUDENTS ENCOURAGED TO CRITICIZE POLICIES AND PROGRAMS | T | 18 | 16.0- | 36 | 23.8- | 19 | 14.1- | 9 | 47.3 | 83 |
| 82 | EXPRESSION OF STRONG PERSONAL BELIEFS IS RARE AROUND HERE | F | 99 | 88.3+ | 124 | 82.1+ | 115 | 85.8+ | 15 | 78.9+ | 353 |
| 83 | STUDENTS DEVELOP STRONG SENSE ABOUT THEIR ROLE IN SOCIETY | T | 88 | 78.5+ | 101 | 66.8+ | 72 | 53.7 | 6 | 31.5- | 268 |
| 84 | A NUMBER OF PROFS PLAY SIGNIFICANT ROLES IN POLITICS | T | 14 | 12.5- | 18 | 11.9- | 27 | 20.1- | 5 | 26.3- | 64 |
| 85 | A LEADING PHILOSOPHER OR THEOLOGIAN DRAWS A CAPACITY AUDIENCE | T | 92 | 82.1+ | 123 | 81.4+ | 109 | 81.3+ | 12 | 63.1 | 337 |
| 86 | COURSES AND FACULTY IN SOCIAL SCIENCES ARE OUTSTANDING | T | 56 | 50.0 | 82 | 54.3 | 62 | 46.2 | 9 | 47.3 | 210 |
| 87 | FAMOUS PEOPLE BROUGHT TO CAMPUS FOR LECTURES, CONCERTS | T | 60 | 53.5 | 89 | 58.9 | 54 | 40.2 | 2 | 10.5- | 206 |
| 88 | STUDENTS HAVE OPPORTUNITIES TO KNOW, CRITICIZE WORKS OF ART | T | 27 | 24.1- | 29 | 19.2- | 18 | 13.4- | 0 | .0- | 75 |
| 89 | SPECIAL MUSEUMS + COLLECTIONS ARE IMPRT PART OF THE COLLEGE | T | 9 | 8.0- | 13 | 8.6- | 2 | 1.4- | 0 | .0- | 25 |
| 90 | MODERN ART AND MUSIC GET LITTLE ATTENTION HERE | F | 58 | 51.7 | 61 | 40.3 | 43 | 32.0- | 7 | 36.8 | 170 |

| ITEM NO. | ABSTRACT OF ITEM | KEY | SUBGROUP 1 | | SUBGROUP 2 | | SUBGROUP 3 | | SUBGROUP 4 | | TOT |
|----------|---|-----|------------|-------|------------|-------|------------|-------|------------|--------|-----|
| | | | N | % | N | % | N | % | N | % | |
| 41 | STUDENTS ASK PERMISSION BEFORE DEVIATING FROM COMMON POLICY MOST STUDENT ROOMS ARE PRETTY MESSY | T | 85 | 75.8+ | 101 | 66.8+ | 82 | 61.1 | 11 | 57.8 | 280 |
| 42 | PEOPLE HERE ARE ALWAYS TRYING TO WIN AN ARGUMENT | F | 81 | 72.3+ | 102 | 67.5+ | 74 | 55.2 | 5 | 26.3- | 263 |
| 43 | DRINKING AND LATE PARTIES TOLERATED DESPITE REGULATIONS | F | 77 | 68.7+ | 103 | 68.2+ | 70 | 52.2 | 7 | 36.8 | 258 |
| 44 | STUDENTS OCCASIONALLY PILOT AN ESCAPE OR REBELLION | F | 106 | 96.4+ | 146 | 96.6+ | 127 | 94.7+ | 19 | 100.0+ | 401 |
| 45 | MANY STUDENTS DRIVE SPORTS CARS | F | 97 | 86.6+ | 97 | 64.2 | 80 | 59.7 | 10 | 52.6 | 285 |
| 46 | STUDENTS OFTEN DO THINGS ON THE SPUR OF THE MOMENT | F | 85 | 75.8+ | 118 | 78.1+ | 109 | 81.3+ | 14 | 73.6+ | 326 |
| 47 | STUDENT PUBLICATIONS NEVER LAID ON DIGNIFIED PEOPLE | F | 32 | 28.5- | 32 | 21.1- | 30 | 22.3- | 2 | 10.5- | 97 |
| 48 | ONE WHO ALWAYS TRIES TO HELP OUT REGARDED AS A NUISANCE | T | 85 | 75.8+ | 110 | 72.8+ | 91 | 67.9+ | 14 | 73.6+ | 300 |
| 49 | STUDENTS CONSCIENTIOUS ABOUT CARE OF SCHOOL PROPERTY | F | 95 | 84.8+ | 124 | 82.1+ | 104 | 77.6+ | 13 | 68.4+ | 337 |
| 50 | STUDENTS EXPECTED TO REPORT ANY VIOLATION OF RULES/R/GS | T | 100 | 89.2+ | 125 | 82.7+ | 87 | 64.9 | 8 | 42.1 | 321 |
| 91 | STUDENT PARTIES ARE COLORFUL AND LIVELY | T | 61 | 54.4 | 91 | 60.2 | 74 | 55.2 | 13 | 68.4+ | 240 |
| 92 | THERE ALWAYS SEEM TO BE LOTS OF LITTLE QUARRELS GOING ON | F | 58 | 51.7 | 61 | 40.3 | 65 | 48.5 | 6 | 31.5- | 191 |
| 93 | STUDENTS RARELY GET DRUNK AND DISORDERLY | F | 102 | 91.0+ | 130 | 86.0+ | 104 | 77.6+ | 15 | 78.9+ | 352 |
| 94 | MOST STUDENTS SHOW CAUTION AND CONTROL IN THEIR BEHAVIOR | T | 106 | 94.6+ | 141 | 93.3+ | 124 | 92.5+ | 18 | 94.7+ | 389 |
| 95 | BERNUDA SHORTS, PIN-UPS, ETC. ARE COMMON ON THIS CAMPUS | F | 105 | 93.7+ | 142 | 94.0+ | 119 | 88.8+ | 18 | 94.7+ | 385 |
| 96 | STUDENTS PAY LITTLE ATTENTION TO RULES AND REGULATIONS | F | 105 | 93.7+ | 141 | 93.3+ | 126 | 94.0+ | 19 | 100.0+ | 392 |
| 97 | DORMITORY RAIDS, WATER FIGHTS, ETC. WOULD BE UNTHINKABLE | F | 108 | 96.4+ | 134 | 88.7+ | 121 | 90.2+ | 18 | 94.7+ | 382 |
| 98 | MANY STUDENTS EXPECT OTHERS TO ADAPT TO THEM NOT VICE VERSA | T | 43 | 38.3 | 27 | 17.8- | 25 | 18.6- | 4 | 21.0- | 100 |
| 99 | ROUGH GAMES + SPORTS ARE PART OF INTRAMURALS HERE | F | 73 | 65.1 | 87 | 57.6 | 63 | 47.0 | 5 | 26.3- | 229 |
| 00 | | F | 92 | 82.1+ | 112 | 74.1+ | 119 | 88.8+ | 16 | 84.2+ | 340 |

JEFFERSON BIBLE COLLEGE

COURSE NAME

CAMPUS MORALE SCALE

115 4021 10,
 ETS BATCH NO COLLEGE CODE AC

| ITEM NO | ABSTRACT OF ITEM | KEY | SUBGROUP 1 | | SUBGROUP 2 | | SUBGROUP 3 | | SUBGROUP 4 | | TOT |
|---------|---|-----|------------|-------|------------|-------|------------|-------|------------|-------|-----|
| | | | N | % | N | % | N | % | N | % | |
| 97 | STUDENTS PAY LITTLE ATTENTION TO RULES AND REGULATIONS | F | 108 | 96.4+ | 134 | 88.7+ | 121 | 90.2+ | 18 | 94.7+ | 382 |
| 99 | MANY STUDENTS EXPECT OTHERS TO ADAPT TO THEM NOT VICE VERSA | F | 73 | 65.1 | 87 | 57.6 | 63 | 47.0 | 5 | 26.3- | 229 |
| | SCALE SCORE NUMBER OF STUDENTS | | 41 | | 34 | | 30 | | 27 | | 32 |
| | | | 112 | | 151 | | 134 | | 19 | | 417 |

QUALITY OF TEACHING SCALE

| ITEM NO. | ABSTRACT OF ITEM | KEY | SUBGROUP 1 | | SUBGROUP 2 | | SUBGROUP 3 | | SUBGROUP 4 | | TOT |
|----------|---|-----|------------|-------|------------|-------|------------|-------|------------|--------|-----------|
| | | | N | % | N | % | N | % | N | % | |
| 1 | STUDENTS ALMOST ALWAYS WAIT TO BE CALLED ON IN CLASS | F | 40 | 35.7 | 60 | 39.7 | 43 | 35.8 | 9 | 47.3 | 157 |
| 12 | MOST PROFS ARE DEDICATED SCHOLARS IN THEIR FIELDS | T | 108 | 96.4+ | 142 | 94.0+ | 123 | 91.7+ | 17 | 89.4+ | 391 |
| 15 | CLASS DISCUSSIONS ARE TYPICALLY VIGOROUS AND INTENSE | T | 44 | 39.2 | 65 | 43.0 | 45 | 33.5 | 7 | 36.8 | 162 |
| 20 | STANDARDS SET BY PROFS ARE NOT PARTICULARLY HARD TO ACHIEVE | F | 50 | 44.6 | 68 | 45.0 | 59 | 44.0 | 7 | 36.8 | 185 |
| 25 | THE PROFESSORS GO OUT OF THEIR WAY TO HELP YOU | T | 92 | 82.1+ | 115 | 76.1+ | 113 | 84.3+ | 18 | 94.7+ | 339 |
| 61 | MOST PROFS THOROUGH TEACHERS + REALLY PROBE FUNDAMENTALS | T | 107 | 95.5+ | 126 | 83.4+ | 109 | 81.3+ | 14 | 73.6+ | 357 |
| 65 | COURSES, EXAMS, AND READINGS ARE FREQUENTLY REVISED | T | 78 | 69.6+ | 88 | 58.2 | 68 | 50.7 | 10 | 52.6 | 244 |
| 56 | PERSONALITY, PULL, AND BLUFF GET STUDENTS BY, IN MANY COURSES | F | 87 | 77.6+ | 107 | 70.8+ | 80 | 59.7 | 13 | 68.4+ | 288 |
| 73 | PROFS CLEARLY EXPLAIN GOALS + PURPOSES OF THEIR COURSES | T | 104 | 92.8+ | 129 | 85.4+ | 118 | 88.0+ | 16 | 84.2+ | 368 |
| 75 | MOST FACULTY NOT INTERESTED IN STUDENTS PERSONAL PROBLEMS | F | 98 | 87.5+ | 130 | 86.0+ | 109 | 81.3+ | 17 | 89.4+ | 355 |
| 79 | PROFS RARELY OR NEVER CALL STUDENTS BY FIRST NAMES | F | 95 | 84.8+ | 129 | 85.4+ | 123 | 91.7+ | 19 | 100.0+ | 367 |
| | SCALE SCORE NUMBER OF STUDENTS | | 19 112 | | 18 151 | | 17 134 | | 18 19 | | 18 417 |

JETHANY BIBLE COLLEGE

COLLEGE NAME

ITEMS 101 THROUGH 150

115 4021 107

EIS BATCH NO COLLEGE CODE

| ITEM NO | ABSTRACT OF ITEM | KEY | SUBGROUP 1 | | SUBGROUP 2 | | SUBGROUP 3 | | SUBGROUP 4 | | TOTAL |
|---------|--|-----|------------|-------|------------|-------|------------|-------|------------|--------|-------|
| | | | N | % | N | % | N | % | N | % | |
| 142 | DEAN OF STUDENTS OFFICE MAINLY CONCERNED WITH DISCIPLINE | T | 40 | 35.7 | 93 | 61.5 | 91 | 67.9+ | 17 | 89.4+ | 242 |
| 143 | FACULTY MEMBERS ALWAYS WEAR COATS AND TIES ON THE CAMPUS | T | 82 | 73.2+ | 121 | 80.1+ | 114 | 85.0+ | 15 | 78.9+ | 333 |
| 144 | A MAJOR AIM OF THE COLLEGE IS TO PRODUCE CULTIVATED GRADS IN LIT., DRAMA, MUSIC THE MAIN EMPHASIS IS ON THE CLASSICS | T | 90 | 80.3+ | 119 | 78.8+ | 103 | 76.8+ | 12 | 63.1 | 325 |
| 145 | NEARBY CHURCHES HAVE INTEREST IN COUNSELLING + YOUTH PROGS. | T | 25 | 22.3- | 39 | 25.8- | 35 | 26.1- | 6 | 31.5- | 106 |
| 146 | PROPER STANDARDS + IDEALS ARE EMPHASIZED IN MANY COURSES | T | 103 | 91.9+ | 140 | 92.7+ | 118 | 88.0+ | 14 | 73.6+ | 376 |
| 147 | FMPHASIZED IN MANY COURSES MOST PROFS THINK OF THEMSELVES AS NO DIFF FROM OTHER ADULTS | T | 105 | 93.7+ | 142 | 94.0+ | 124 | 92.5+ | 19 | 100.0+ | 391 |
| 148 | PROFS ALWAYS PROPER AND POLITE IN RELATIONS WITH STUDENTS | T | 84 | 75.0+ | 95 | 62.9 | 78 | 58.2 | 16 | 84.2+ | 273 |
| 149 | EXAMS EMPHASIZE KNOWING ANSWER NOT DEFENDING POINT OF VIEW | T | 101 | 90.1+ | 127 | 84.1+ | 122 | 91.0+ | 19 | 100.0+ | 370 |
| 150 | NUMBER OF STUDENTS | T | 73 | 65.1 | 116 | 76.8+ | 100 | 74.6+ | 15 | 78.9+ | 305 |
| | | | 112 | | 151 | | 134 | | 19 | | 417 |

JEFFREY BIBLE COLLEGE

COLLEGE NAME

ABSTRACT OF ITEM

ITEM NO

ITEMS 151 THROUGH 160

115 4021 10, AT

EIS BATCH NO

COLLEGE CODE

KEY

N

SUBGROUP 1 %

N

SUBGROUP 2 %

N

SUBGROUP 3 %

N

SUBGROUP 4 %

N

TOT

| | | | | | | | | | | | |
|-----|---|---|-----|------|-----|------|-----|------|----|-------|-----|
| 151 | STUDENTS ARE ON MANY ACADEMIC + ADMINISTRATIVE COMMITTEES | T | 63 | 56.2 | 77 | 50.9 | 66 | 49.2 | 18 | 94.7 | 225 |
| | | F | 49 | 43.7 | 73 | 48.3 | 67 | 50.0 | 1 | 5.2 | 190 |
| 152 | STUDENTS HAVE AUTHORITY TO DETERMINE SOME CAMPUS POLICIES | T | 59 | 52.6 | 70 | 46.3 | 65 | 48.5 | 9 | 47.3 | 204 |
| | | F | 53 | 47.3 | 81 | 53.6 | 68 | 50.7 | 10 | 52.6 | 212 |
| 153 | SOME PROFS EXPERIMENT WITH NEW METHODS OF TEACHING, ETC. | T | 71 | 63.3 | 97 | 64.2 | 71 | 52.9 | 16 | 84.2 | 255 |
| | | F | 41 | 36.6 | 54 | 35.7 | 62 | 46.2 | 3 | 15.7 | 161 |
| 154 | MUCH STUDENT INTEREST AND ACTIVITY ABOUT SOCIAL ISSUES | T | 37 | 33.0 | 54 | 35.7 | 34 | 25.3 | 5 | 26.3 | 131 |
| | | F | 75 | 66.9 | 97 | 64.2 | 99 | 73.8 | 14 | 73.6 | 285 |
| 155 | ADMINISTRATION IS RECEPTIVE TO STUDENT PROPOSALS FOR CHANGE | T | 62 | 55.3 | 67 | 44.3 | 50 | 37.3 | 10 | 52.6 | 190 |
| | | F | 50 | 44.6 | 84 | 55.6 | 81 | 60.4 | 9 | 47.3 | 224 |
| 156 | NEW COURSES OFFERED IN EXPERIMENTAL MENTAL COLLEGE OR PROGRAM | T | 18 | 16.0 | 15 | 9.9 | 7 | 5.2 | 0 | .0 | 40 |
| | | F | 94 | 83.9 | 135 | 89.4 | 126 | 94.0 | 19 | 100.0 | 375 |
| 157 | MASSIVE DISRUPTION OR VIOLENCE WOULD BE UNTHINKABLE HERE | T | 105 | 93.7 | 140 | 92.7 | 124 | 92.5 | 18 | 94.7 | 388 |
| | | F | 7 | 6.2 | 10 | 6.6 | 9 | 6.7 | 1 | 5.2 | 27 |
| 158 | COLLEGE ATTITUDE ABOUT DRUGS IS GENERALLY PATIENT, FLEXIBLE | T | 10 | 8.9 | 8 | 5.2 | 8 | 5.9 | 2 | 10.5 | 29 |
| | | F | 102 | 91.0 | 143 | 94.7 | 125 | 93.2 | 17 | 89.4 | 387 |
| 159 | RESPONSE OF COLLEGE TO A CONFRONTATION WOULD BE FIRM | T | 84 | 75.0 | 121 | 80.1 | 115 | 85.8 | 16 | 84.2 | 336 |
| | | F | 28 | 25.0 | 30 | 19.8 | 18 | 13.4 | 3 | 15.7 | 80 |
| 160 | DUE PROCESS EXPECTED BY STUDENTS ACCUSED OF VIOLATIONS | T | 100 | 89.2 | 132 | 87.4 | 109 | 81.3 | 15 | 78.9 | 357 |
| | | F | 11 | 9.8 | 19 | 12.5 | 24 | 17.9 | 4 | 21.0 | 58 |
| | NUMBER OF STUDENTS | | 112 | | 151 | | 134 | | 19 | | 417 |

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