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by

Oscar L. Prater

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APPROVAL SHEET

We the undersigned do certify that we have read this dissertation and that in our individual opinions it is acceptable in both scope and quality as a dissertation for the degree in Doctor of Education.

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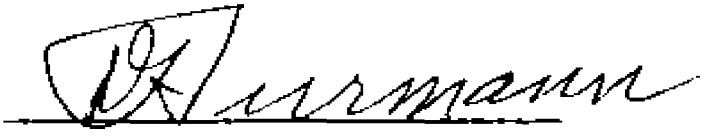

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Faculty Perceptions of Selected Characteristics of Full-Time Students Attending Rappahannock Community College Fall Quarter 1975

Oscar L. Prater, Ed.D.
The College of William and Mary in Virginia, 1977

Chairman: Professor Robert Maidment

Purpose

This study was addressed to determining (1) if actual student characteristics differed from student characteristics as perceived by the faculty, and (2) if actual student characteristics differed from student characteristics as desired by the faculty. Two hypotheses, suggested by the theoretical bases, predicted the relationship of the actual student characteristics, academic, personal, and socioeconomic, to those perceived and desired by the faculty. Previous studies suggested that student characteristics as perceived and desired by the faculty differed from actual characteristics, and student characteristics as perceived and desired by the faculty tended to relate to the background of the faculty member.

Method

In this investigation, data were collected on 173 full-time students in attendance at Rappahannock Community College and measures of perceived and desired characteristics were obtained from 30 full-time faculty members. Data were collected for the following characteristics: academic - reading ability, verbal ability, high school grades, and math ability; personal - age, race, sex, marital status, and college preference; and, socioeconomic - family income, parental education, and parental work. Comparisons were made between actual student characteristics and student characteristics as perceived and desired by the total faculty as well as faculty groups separated by age, geographical origin, teaching field, and teaching experience. The t-test was used to test for significant differences between measures of actual student characteristics and measures of student characteristics as perceived and desired by the faculty.

Findings and Conclusions

Results, in general, supported the hypothesis that actual student characteristics did differ from those perceived as well as desired by the faculty. Significant differences between the actual and perceived student characteristics were found for each academic characteristic, one of five personal characteristics, and for each socioeconomic characteristic. Significant differences between the actual and desired student characteristics were found in each academic characteristic,

two of five personal characteristics, and one of three socioeconomic characteristics. The results did not support the hypothesis that the faculty perceived student characteristics tended to relate to faculty characteristics. The results did support the hypothesis that faculty desired characteristics tended to relate to the faculty characteristics, age and teaching experience.

The major finding of this study is that, in general, student characteristics as perceived and desired by the faculty do differ from student characteristics as they actually are. However, it does appear that the characteristics desired by the faculty are nearer to the actual characteristics than those perceived.

Acknowledgment

Sincere thanks are extended to Dr. Armand J. Galfo and Dr. Donald J. Hermann as members of the committee for their guidance and constructive criticism, and Dr. Robert Maidment who as advisor provided the support, guidance and knowledge necessary for completion of this project. Gratitude is also extended to the friends, colleagues and above all to my family, Jackye, Lamar and Marcus, for the encouragement and support given.

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Chapter I

Introduction

The public community college was born in the image of public schools and thus has its roots in the public school system. Many have suggested that the principles and traditions upon which the public schools were built are also the principles which have served as a guide for public community colleges. Three traditions of public schools, believed to have been major influences upon the philosophies adopted by many of the community colleges, are: (1) universal opportunity for a free public education for all persons without distinction based on social class, family income, and ethnic, racial or religious backgrounds, (2) no, or low, tuition educational systems, and (3) a relevant curriculum designed to meet the needs of the individual. Philosophies, based on these traditions, have led many community colleges to adopt an open door admission policy.

The open door admission policy has been both the proudest claim and the knottiest dilemma of the community college. Though this policy has resulted in tremendous increases in enrollments, it has been criticized by many of the opponents of the community college. One major criticism of the community college concept is a denial that college education at public expense should be offered to the masses (Monroe, 1972, p. 17). Other criticism have included: (1) the community colleges attempt to serve too many functions, (2) they are of the past and not the future, (3) they are inferior imitations of the four-year liberal arts colleges, and (4) these colleges are second-rate insti-

tutions diluting the intellectual quality of the nation (Monroe, 1972, p. 17). Monroe has suggested that the most convincing reply to such critics is the fact that community colleges are now operating in 49 of 50 states enrolling millions of students (Monroe, 1972, p. 20). Though Thornton supports Monroe's contention, he adds that the community colleges must go beyond enrollment increases; they must be held accountable for their actions. They must be able to justify their procedures and expenditures by reference to outputs (Thornton, 1972, p. 292). He stated further that total self-examinations must be required of these institutions. To this end, many community colleges are investigating many aspects of their educational programs. Rappahannock Community College is one such college.

Rappahannock Community College (RCC) is located in a rural section of Virginia, and it serves thirteen counties that constitute a region containing 3,000 square miles. The region is bounded on the north by the Potomac River, on the east by the Chesapeake Bay, on the south by the York River, and on the west by Interstate 95. The college has two campuses, the first (South Campus at Glenns) was opened in September, 1971, and the second (North Campus at Warsaw) was opened in September, 1973. Both are housed in permanent facilities.

The programs on each of the two campuses are comprehensive and include occupational-technical, university parallel or college transfer, general and adult education offerings. In addition, special training and developmental (preparatory) programs are offered, as are specialized regional and community services.

The public community college has several primary characteristics including its open-door policy, its diverse student body, its multiple functions and programs, its closeness to the community, and its avowed dedication to the students' interests (O'Banion and Thurston, 1972, p. 4). Rappahannock is one of twenty-three public community colleges in Virginia practicing an "open-door" admission policy. The open-door policy allows admission to any person who holds a high school diploma or its equivalent and who can benefit from a program of instruction. This policy has resulted in a student body representing a wide variety of levels of ability and achievement as measured by test scores, age levels, backgrounds, and levels of interest. The faculty has the responsibility for providing meaningful experiences for this diversified group. To perform this function the faculty must be adept at helping students make educational and vocational choices and at implementing a program of instruction consistent with the characteristics of the students and one from which they can benefit.

Throughout its existence, Rappahannock Community College has made no formal effort to help its faculty understand and appreciate the special characteristics of its students. This study is designed to identify the level of awareness the faculty has of the characteristics of students attending RCC.

Purpose of the Study

The purpose of this study was to explore to what extent, if any, student characteristics as perceived by the faculty, and student characteristics as desired by the faculty differ from actual student char-

acteristics. More specifically, it was the purpose of this study to determine if differences exist among three sets of characteristics--the perceived, the desired, and the actual--in each of the following categories:

a) Academic Characteristics
    1. Reading ability
    2. Verbal ability
    3. Quantitative ability
    4. High school grade point average
b) Socioeconomic Characteristics
    1. Educational level of parents
    2. Type of parental employment
    3. Family annual income
c) Personal Characteristics
    1. Age
    2. Sex
    3. Race
    4. Marital status
    5. Choice of college

The major problem, then, was to determine if there is a disparity among student characteristics as perceived by the faculty, student characteristics as desired by the faculty, and actual student characteristics. The student characteristics studied were limited to selected academic, socioeconomic, and personal characteristics.

Definition of Terms

The following terms were used in the study:

Comparative Guidance and Placement Test (CGP). This is a combination aptitude and achievement test. It has seven measures: academic motivation, academic interest, vocabulary, reading, sentences, mathematics, and special abilities.

Grade Point Average (GPA). The grade point average represents the total number of grade points earned in courses.

Academic Characteristics. These characteristics are scores received on the CGP Test in the following areas: reading, sentences, mathematics, and the GPA attained in high school.

Socioeconomic Characteristics. These characteristics are the education level of parents, types of parental work, and family annual income as reported by students on the Student Data Form.

Personal Characteristics. These characteristics are the sex, age, race, marital status, and college choice of the student as indicated on the Student Data Form.

Occupational-Technical Faculty. These are the faculty members with the primary responsibility for teaching courses in occupational-technical (terminal) programs.

Transfer Faculty. These are the faculty members with the primary responsibility for teaching courses in those programs designed to prepare students for transfer to a four-year college or university.

Theoretical Orientation

Park cites that the perceptions of the institutions and students

held by instructors are based on the values held by the instructors (Park, 1971, p. 6). Perceptions were one pertinent aspect considered vital to Rokeach's idea of a system of action. According to Rokeach, values are standards or criteria that tell us how to live, justify our own actions, and judge the actions of others. He cited that the teacher's behavior is based on his beliefs and how he perceives his surroundings (Rokeach, 1968, p. 14). An analysis of the concepts presented appears to reveal that the mode of classroom behavior, or the process of instruction, by the instructor will be directed by how he perceives the students and the institution and how these perceptions relate to his value system. Park supports this analysis when he states that the teacher's behavior relates directly to his perceptions of the students. Similar conclusions were drawn by Rogers who stated that a teacher reacts to his perceptions of his environment, and that what he perceives is his reality (Rogers, 1951, p. 494). Park further concluded that if this reality varies with individual perceptions, teaching roles will vary accordingly (Park, 1971, p. 6). Newcomb feels that people will perceive situations as they have learned to do, and that the learning process or habits of responses are a result of successes and failures that follow from actions based on "right" and "wrong" ways of perceiving a situation (Newcomb, 1971, p. 3). Hall and Lindzey state that it is not objective reality which serves as a determinant of behavior but rather objective reality as it is perceived by the individual (Hall and Lindzey, 1968, p. 25).

Jacob, in his study of values held by college students, concluded

that values are inseparable from teaching (Jacob, 1957, p. 111). Medsker cites that teachers in any type of institution inevitably influence, by their perceptions, the nature and quality of instruction (Medsker, 1960, p. 169). Park supported this position.

> A reasonable assumption is that a teacher teaches according to some theory of learning. Such is not the case. The teacher teaches in a way because he sees the school and students in a particular frame of reference (Park, 1971, p. 10).

Accepting that the instructor's classroom behavior, the techniques and strategies used to provide for the educational needs of the students, is directed by the way he perceives the students, their academic, personal, and socioeconomic characteristics, it appears that the effectiveness of community college programs is partially dependent upon instructor perceptions of student characteristics. Kelly and Connolly suggest that a lack of understanding of the students, and lack of total acceptance of them as viable students of higher education on the part of the faculty, can greatly modify the direction of the institution (Kelly and Connolly, 1970, p. 14). It appears conclusive that accurate faculty perceptions of student characteristics are instrumental in the development of an effective instructional program.

Further, it has been suggested by many that faculty often do not have accurate perceptions of student characteristics. This contention is supported in an experiment conducted by Ulibarri (1960). This study concluded that a lack of sensitivity to socio-cultural differences did

exist among the faculty. Because of the apparent importance of accurate faculty perceptions of student characteristics to the instructional program, and the implications that the faculty do not have accurate perceptions of student characteristics, further investigation of the accuracy of faculty perceptions of student characteristics appears to be suggested.

Some have questioned whether the faculty of the community colleges has accepted that such a diversified student body can benefit from a post-secondary education. Kelly and Connolly have suggested that a lack of understanding and the absence of the desire to deal with community college students by the faculty often may be characterized by the identification of the faculty with selective admission practices of most universities and four-year colleges rather than with the open-door practice of community colleges. They also suggest that association with selective admission practices could alter teaching styles and develop resistance to educational demands of these students (Kelly and Connolly, 1970, p. 16). In an experiment conducted by Park (1971), it was concluded that the community college faculty investigated tended to isolate themselves from their work; they tended to reject the institution of which they should be the most vital part. Concern about the willingness of community college faculties to accept that such a diversified student body can benefit from a post-secondary education was emphasized by Thornton.

> The majority of community college instructors are recruited from positions outside the community college field, with comparatively little opportunity for prior study of its

> distinctive purposes and problems. Such faculty members have had little opportunity to develop a comprehensive and appropriate personal philosophy about the purposes of the community college. Faculty members often express a diffused acceptance of the concept of the two-year college, but they find it difficult to accept the implications of the open-door policy (Thornton, 1972, p. 136).

To refute the open-door admission policy appears to indicate a desire for selectivity in admission practices. Such practices could deny acceptance to those students whose characteristics have served as barriers to high levels of educational achievement. Thornton further addressed this position.

> Those instructors who come directly from the university are likely to see the community college only as a 'proving ground' for later transfer; the term 'not college material' or 'uneducable' is often a part of their vocabularies. He states that verbal agreement is given to the idea of technical and semi-professional education, but the concept that 'drop-outs' and 'disadvantaged' persons deserve a chance at and can succeed in higher education if teaching is effective is not readily espoused by many teachers who have to meet these persons as students but who do not have adequate preparation for the problems they pose (Thornton, 1972, p. 136).

It appears to be the position of these writers that community college faculties desire students in community colleges different from those

who actually attend. There appears to be a need for further investigation of this position.

Munn, Fernald, and Fernald have indicated that past experiences determine, to a large degree, one's interpretation of what is perceived (Munn, Fernald, and Fernald, 1974, p. 184). Hence, it appears that the background of the individual influences what is perceived. Combs, Richards, and Richards have added that the characteristics of people to perceive what fits into their mental picture rather than what exists is a fundamental inaccuracy in perception (Combs, Richards, and Richards, 1976, p. 138). Based upon the contentions of these writers, it appears that perceptions of student characteristics by faculty with different backgrounds will differ. It appears that further study of the perceptions of student characteristics by faculty members with different backgrounds is needed.

Theory would, therefore, suggest the following hypotheses which were tested:

Hypotheses

The following hypotheses were tested:

1. There will be significant differences between (1) student characteristics as perceived by the faculty and actual student characteristics, and (2) student characteristics desired by the faculty and actual student characteristics.
2. Faculty perceptions and faculty desires regarding student characteristics will tend to be related to these faculty characteristics: age, teaching experience, geographical origins, and

teaching fields.

Importance and Justification of Study

That characteristic of the community college which provided the impetus for this study is the diversified student body generally found in these colleges. Such diversity is believed to be important by some because of the apparent implications it has for planning and developing the community college instructional program.

According to several authorities, Thornton included, community colleges have a much broader scope than most four-year colleges. Hence, community college administrators should not be content with mere attention to improving facilities and updating curricula. They should be concerned with the barriers and obstacles that block student learning, and they should develop a clear, unsentimental, factual understanding of their students to serve as basis for removing such barriers and obstacles (Thornton, 1972, p. 228). Understanding the students implies recognition of individual differences and the impact of these differences upon student performances and educational needs. Studies indicate that students with differing academic, socioeconomic, and personal characteristics do perform differently and do have different unmet educational needs. Jensen, for one, states, "Literal equality of educational opportunity--if exactly alike--makes as much sense as a doctor giving all his patients exactly the same prescription" (Jensen, Research Resume, No. 35, 1967). It appears to be the popular opinion that the community college, to fulfill its promise to its students, must provide the modes of instruction compatible with the learning needs of its students. Hence,

to implement effective programs of instruction, some awareness by instructional personnel of unmet student needs seems appropriate. Through such a realistic awareness, methods can be adapted to the facts of varied student abilities, interests, and purposes.

According to Thurston and O'Banion, the first requisite of an effective instructional program is a favorable climate of opinion concerning it as reflected in the attitudes held by staff members (Thurston and O'Banion, 1972, p. 7). Kelly and Connolly point out that faculty attitudes toward their roles directly relate to their comprehension of the institution and the students (Kelly and Connolly, 1970, p. 11). They state that the faculty members can and should know not only a demographic description of students to understand, appreciate, and sympathize with their personal and vocational goals but should know their life styles as well (Kelly and Connolly, 1970, p. 2). Though instructors do have perceptions of their students, Thurston points out that many of their perceptions are not accurate. Park indicates that such perceptions are formulated through the values of the instructor rather than taught by the institution. He points out further that perceptions are what the person sees as reality; hence, they will be the basis that influences the decisions or choices that he makes when faced with different situations requiring action. The value of accurate faculty perception of student characteristics has been emphasized by Blocker, Plumer, and Richardson.

In order to realize the full potential of each curriculum, instructional procedures and techniques in the two-year

> college must be modified and adapted to the motivation and characteristics of the students. It is essential that instruction becomes personalized. Hence, community colleges must examine their teaching methods carefully, rejecting those traditional methods that are not specifically appropriate and developing more effective approaches (Blocker, Plumer, and Richardson, 1965, pp. 229-230).

Based on these views, it appears conclusive that the instructional strategies and techniques selected by an instructor will be in terms of student needs as he perceives them. It appears necessary that each community college instructor should have an accurate perception of his students.

Limitations of the Study

Since the population was drawn from one institution, the results of this investigation may not be applicable to other colleges. Colleges vary widely in their environments. Since the college in this study is a small rural institution, the results may be somewhat similar for colleges in a like category but not for colleges in dissimilar environments.

The students included in the present study will be the entire full-time group in attendance at RCC during the fall quarter, 1975. These students are all from the local area and were admitted under the open-door admission policy which has been described. The community from which RCC draws its students is a very stable one. Data concerning the group of students will be analyzed, therefore, as if they were ran-

domly drawn from the larger population of all full-time students who have attended in the past and will attend the college in the near future.

Design of the Study

The population considered in this investigation consisted of all full-time students who entered RCC fall quarter, 1975 and all full-time instructors at RCC during a similar period. The following data were collected on the student group: academic information, socioeconomic information, and personal information. The mean and standard deviation were computed for each characteristic investigated. A hypothetical mean was determined by faculty perceptions of student characteristics. The t-test was utilized to ascertain if significant differences existed between hypothetical mean of measures of student characteristics and actual mean of measures of student characteristics.

Format of Dissertation

Chapter II will contain a review of the literature. As there are no studies of faculty perceptions of community college student characteristics, the review will focus upon two areas: (1) factors that influence perception, and (2) perceptions of community college faculty.

Chapter III provides the research design, methodology, instruments used in data collection, data gathering techniques, and statistical analysis.

Chapter IV will provide the presentation and analysis of the data. Descriptive statistics will be presented on the total faculty followed by descriptive statistics for each faculty sub-group. In addition,

descriptive statistics will be presented on two student sub-groups. Results of the t-tests will also be presented.

Chapter V contains an overview of the study, testing of hypotheses, conclusions, and directions for further study.

Chapter II

Review of Related Literature

Introduction

The review of the related literature is divided into two general areas: factors influencing perception, and perceptions of community college faculty. An in-depth search of the literature did not reveal studies on faculty perceptions of student characteristics in a community college setting. Those studies which were partially related to this area of investigation focused primarily on behavior as a function of perception.

Park has stated that although the community college is one of the most discussed institutions in the educational world, little is known about it as a living entity. He further contends that, "much is written about pedagogical matters, class size, and innovation, but materials on members of the community college are scarce" (Park, 1971, p. 1). Upton supported this position.

> The research on the community college has been directed toward justifying the institution--investigating the product, greater attendance rates, achievement of graduates, and so forth rather than on the process. Much concern yet exists with institutional performance, organizational structure, policies, and perceptions of different organizational groups (Upton, 1969, p. 31).

No apparent reasons were found as to why research on this aspect of community colleges has been neglected.

Factors Influencing Perceptions

A definition of perception, acceptable for purposes of this study, was stated by Forgus. He defined perception as "the process by which an organism receives or extracts certain information about the environment" (Forgus, 1966, p. 2). Forgus remarks further that though a single statement provides a worthy definition, there are two basic schools of thought when considering perception, each having an implication to the applicability of the stated definition. One school of thought, emphasized by European psychologists, has concentrated on investigating the perception of the expression of such phenomena as intentions, motives, emotions, and personality characteristics; whereas the second school of thought, emphasized by the American psychologists, has concentrated primarily on the influence of such functional factors as motives and personality characteristics on perceptions. Essentially, two similar schools of thought were expressed by Combs, Richards, and Richards in their discussion of perception in terms of frames of reference. These writers identified basically two frames: (1) external frame, focusing on what a person does, and (2) internal frames, focusing on how things appear to the individual, what his personal experiences are (Combs, Richards, and Richards, 1976, p. 1).

This investigation focuses upon Park's contention that teachers behave within a frame of reference that contains many variables one of which is perception (Park, 1971, p. 5). Hence, this investigation will draw upon both schools of thought on perception: focusing on what a person does (external) and those factors influencing what he does

(internal).

Park's hypothesis that teachers behave within a frame of reference is supported by Parson and Shils's "Theory of Action" and Rokeach's "Systems of Action" (Park, 1971, p. 5). The system of action concept indicates that man's behavior can be better understood by relating it to his belief system rather than to elements of any other particular system (Murray, 1965, p. 19). Park contends that the concept of a "system of value-orientation" is relevant to the examination of the environment. The theory of action concept involves "actors," a "situation of actions", and the "orientation of the actor to that situation" (Shils, 1954, p. 56). Combs, Richards, and Richards have expressed similar ideas in their discussion of "The Determination of Behavior by the Perceptual Field."

> In the same physical situation, that is, in objectively identical situations, the perception of each different person will differ. Each individual will interact with or respond to the situation in terms of what it means to him. The behavior of each is determined, not by objective facts, but by his own perceptions. In other words, the factors effective in determining the behavior of an individual are those, and only those, which are experienced by the individual at the time of his behavior. These experiences we call perceptions and the entire field of these perceptions we call the perceptual field. The concept of the complete determination of behavior by the perceptual field is our basic postulate.

> All behavior, without exception, is completely determined by and pertinent to the perceptual field of the organism (Combs, Richards, and Richards, 1976, p. 17).

The perceptual field addressed by these authors is quite similar to the perceptual set identified by Munn, Fernald, and Fernald.

> The perceptual set refers to how and what one individual is ready to perceive. There are two general sources from which a set arises: (1) past experiences, factors from within the perceiver, and (2) context, factors outside the perceiver (Munn, Fernald, and Fernald, 1974, p. 184).

These factors will be discussed in greater detail because of their importance upon perception.

Past Experiences

Munn, Fernald, and Fernald have written that past experiences are so influential in the development of personal traits, particular attitudes, values and goals, and needs, that they have inescapable influence on the way one is prepared to perceive the world. They further point out that,

> Past experiences give us more than the inclination to perceive certain things, they determine, to a large degree, our interpretations of what we perceive, as is apparent when people are strictly partisan, such as at football games, riots and family arguments. To the neutral viewer it often seems obvious that the same event is perceived quite differently by the opposing sides, due partly to

their aroused states (Munn, Fernald, and Fernald, 1974, p. 184).

These authors appear to suggest that what is perceived is what we have learned to perceive as a result of our past opportunities and experiences; hence, objects are seen, therefore, not as they are, but in the way that fits our existing perceptions of reality. Combs, Richards, and Richards have added that the characteristics of people to perceive what fits into their mental picture rather than what exists is a fundamental inaccuracy in perception (Combs, Richards, and Richards, 1976, p. 138). Such inaccuracies were emphasized by Johnson.

Johnson suggests a simple experiment to substantiate the impact of past experiences upon perception. The experiment involves three pails containing water of different temperatures, 35°, 70° and 140°. After immersing his right hand in the pail with the 140° water and his left hand in the pail with the 35° water, the subject then plunges both hands in the pail with the 70° water. The hand that was originally plunged in the 35° water felt the 70° water to be hot. The hand that was plunged into the 140° water felt the 70° water to be cold (Johnson, 1946, p. 149). Others have emphasized the influence of past experiences upon perception.

Bruner and Postman (1948) addressed the influence of past experience resulting from their investigations of social perception. Their primary assertion was that past experience selectively sensitizes the organism to differentiate aspects of the stimulus complex. This differential "sensitization" acts as a set which selectively predisposes

the organism to respond to different aspects of the stimulus complex in different ways (Bruner and Postman, 1948, p. 84).

Another influence of past experience upon perception, as identified by Combs, Richards, and Richards, is the establishing of expectancies. They conclude that it is possible for what we anticipate as a consequence of experience to establish itself so firmly in our thinking that we are actually blinded to the realities of the world in which we live (Combs, Richards, and Richards, 1976, p. 104). They contend further that some experiences are so frequent, stable or important that they serve as frames of reference for judgment and such perceptions become the person's "anchor of reality" and provide a stable base for his behavior (Combs, Richards, and Richards, 1976, p. 104).

Directly related to past experiences are values and needs. Combs, Richards, and Richards reported that each person's perception enables him to be aware and to function in ways which lead to the satisfaction of his fundamental needs. They remarked, "The search for adequacy is the central factor controlling the organization of the perceptual field and the perception of which one is capable" (Combs, Richards, and Richards, 1976, p. 42). This position was supported by Carter and Schooler.

> Out of all things we might perceive, we perceive what is meaningful to us and what helps us to maintain the organization of our phenomenal field and thereby satisfy our fundamental need (Carter and Schooler, 1949).

Many research studies have been conducted on the effects of need

on perceiving (Hastark and Cantril, 1954; Kutner, Wilkens, and Yarrow, 1952; P.T. Young, 1946, 1945, 1941; Evvard, 1916). One such experiment, "Cafeteria Feeding Study," was conducted by Davis, 1931. In this study, newly weaned children were permitted to select their own food from an assortment of items in any quantity they pleased, and it was found that the children could and did select what, for them, was an adequate and well-balanced diet. Children with special dietary needs, moreover, seemed to choose the foods satisfying their particular deficiences (Davis, 1940).

Values have been recognized as leading to need satisfaction and thereafter serving as reference points in the achievement of adequacy (Combs, Richards, and Richards, 1976, p. 138). Combs, Richards, and Richards further supported this position.

> The effect of values on perceiving may be observed, for example, in hypnosis (Faberow and Sarbin, 1950). Wherein subjects may, for the sake of controlled experimentation, be given values they have not previously held. Subjects fond of fruit juice, for example, may be told they detest such things and, thereafter, under hypnosis may be observed to react with disgust at the sight of fruit juices. Persons with strong values, moreover, tend to perceive events in terms of their values, and therefore, they are likely to see things more positively or negatively than neutral observers (1976, p. 138).

Park further emphasized the importance of values upon perceiving.

Park discussed a recent work related to values and value measurement undertaken at Michigan State University under the direction of Rokeach.

> Value is clearly a more dynamic concept than attitude, having a more dynamic component as well as cognitive, affective, and behavioral components. Values are standards or criteria that tell us how to live, justify our own actions, and judge actions of others (Park, 1971, p. 7).

Park reported that the conclusion of this work was a concentration of what is referred to as "preferable modes of conduct" and "preferable end-states of existence." He identified the difference between the two as involving means and ends and proposed that there is an organizational hierarchy of values for each individual. Rokeach discussed similar ideas in terms of attitudes.

> Behavior is always the function of at least two attitudes; (1) the attitude toward the object, and (2) the attitude toward the situation in which the object is encountered. The two attitudes will cognitively interact, and behavior becomes a function of the relative importance of the two attitudes (Rokeach, 1968, p. 25).

It would appear that the relative importance of these two attitudes would relate to the values of the individual and influence the actions and judgments of the individual.

Bruner and Goodman (1947) were among the first to put the social view of judgment to an experimental test (Forgus, 1966, p. 250). In

this experiment two groups of subjects were used, one group consisting of ten year-old poor children and the other, ten year-old rich children. The children in each group were required to adjust the size of a circle of light of apparent equality with various coins and cardboard discs. One significant conclusion reached was that poorer children overestimated the smaller coins to a larger extent than did the rich children. Forgus concluded that the poorer children showed greater over-estimation because they valued money more than the rich children did, and that sensitization to value does influence perception and judgment.

It appears that an adequate summary of the influence of past experience upon perception is provided by Forgus.

> Based on the experiments on social perception and perceptual sensitization, under conditions where it is not easy for the subject to make a discrimination, such factors as experiences and their impact on values, needs and attitudes, do influence the nature of extracting information. Hence, past experiences do influence our ability to perceive by affecting our judgment of already perceived stimuli through making us more or less sensitive to certain attributes of the stimilus (Forgus, 1966, p. 265).

Forgus further contends that "An organism's needs and his values resulting from past experiences, in short, all those items of his history make an individual what he is" (Forgus, 1966, p. 254).

Context

Munn, Fernald, and Fernald have defined context as the general set-

ting in which an event occurs, the surroundings (Munn, Fernald, and Fernald, 1974, p. 672). The writers contend that the immediate situation also is influential in determining what we perceive (Munn, Fernald, and Fernald, 1974, p. 184). Support for this contention was provided in a laboratory experiment conducted by Siipola in 1935. Subjects were asked to write words as they were flashed on a screen, but unknown to the subjects, nonsense words were included in the list. Thus, subjects who were told to expect words concerning "birds or animals" tended to write "parrot" for "Pasrort" and "chick" for "chach." Subjects expecting words related to travel tended to perceive "passport" and "check," respectively, for the two nonsense words. Other experiments have shown the importance of the setting upon the perceptions of an individual.

An experiment by Sherif (1935), discussed by Forgus, focused upon the influence of group pressure on individual judgment or discrimination. In this experiment a spot of light was presented to a group of subjects in a dark room. Each subject publicly reported his judgment about the direction of the light's motion. Following repeated reports, individual judgments were converging upon a common report. Sherif concluded that, "a group norm had been established experimentally and all perceptions are the results of what we have learned to perceive from our culture and sub-cultural groups" (Forgus, 1966, p. 249). In recognition of such group pressures, Munn, Fernald, and Fernald have provided support.

> Social pressures influence individual judgment with or without the individual's awareness of them. One's family,

> friends and other social groups may play a strong but subtle role in determining the manner in which he perceives the world (Munn, Fernald, and Fernald, 1974, p. 185).

Combs, Richards, and Richards expressed a similar position.

> Though at the time a person acts, it seems to him that the thing he did, the thoughts he had, the feelings he felt were appropriate, correct, real and were determined from a personal point of view, reasoned from within; this, in fact, may not be the case. The individual is inseparable from his environment and the surroundings at the time of his act (Combs, Richards, and Richards, 1976, p. 185).

It appears that though past experiences play an important role in perception, the immediate setting in which an individual is required to act or judge also has a tremendous influence. Munn, Fernald, and Fernald related these factors.

> It is important to note that the significance of any given context also depends upon past experience, except in case of illusion. Context is helpful or disruptive in perception because it prompts us to fit perceptions into a framework of past experience (Munn, Fernald, and Fernald, 1974, p. 185).

It appears conclusive that the behavior of an individual is determined by his perceptions which are influenced by his past experience and his immediate setting.

Perceptions of the Community College Faculty

In Park's discussion of institutional personality, it was identified that the perceptions of the faculty are determinants of the character of an institution. Barnard states that, "The personality of the community college is determined by faculty decisions involving teaching methods, tests, student abilities, goals, and objectives of courses" (Barnard, 1966, p. 116). Prethus suggests that, "...an essential measurement needed in evaluating an educational institution is some measure of faculty perceptions" (Prethus, 1962, p. 17). Based on the contentions of these writers, faculty perceptions are an important aspect of the community college.

In regard to this concern, Park (1971) conducted a study with a primary purpose to determine the relationship, if any, between faculty's views of the community college environment and the values and perceptions held by the faculty. Park assumed that values served as a basis for perceptions, and a major concern was to determine if faculty values related to perceptions of the institution. Park contended that the information helps in explaining the basis for a teacher's perception of "teaching" and "learning"; that is, teacher behavior.

The study involved two hundred thirty-eight (238) staff members from three community colleges in California. The instruments used were Rokeach's Value Survey and a survey developed by Cohen and Brawer to determine perceptions. In addition to cross tabulations of responses to the staff survey, tabulations were made of staff responses (by institutions) by their views concerning students

and teaching methods. Major conclusions reached were based upon descriptive data and assumptions and interpretations:

Descriptive Data

1. Many instructors use the traditional approach to instruction, and only a few indicated a willingness to change.
2. One-half of the subjects favored the lecture method.
3. Only 20 of 238 subjects preferred a multi-media method, though 2 of the 3 institutions prided themselves as innovative.
4. A contradiction existed between what teachers perceived that students wanted of them and what they favored as teaching methods.
5. Adapting to individual differences was perceived as a major problem. The author identified this as noteworthy since the community college prided itself on dealing with individual differences.
6. A sharp contrast existed between what the teachers perceived as desirous for the institution to provide for the students and why they thought students attended the community college.
7. The majority of the subjects perceived that they were only average in their ability to cause student learning.
8. Some 153 of 226 subjects ranked themselves as average in understanding the philosophy of the community college.
9. Some 156 subjects ranked themselves as average or below

in accepting the philosophy of the community college.

10. Some 139 of 227 subjects rated themselves above average in their ability to communicate with students (Park, 1971, p. 46).

Based on the descriptive data presented by Park, it appears that instructors at these colleges were strongly influenced by traditional modes of instruction as well as adapted to the philosophy expressed by traditional institutions of higher education. Such attitudes may relate to past experiences of these instructors in educational settings. Park further emphasized this position when presenting assumptions and interpretations of the data.

Assumptions and Interpretations

1. A number of subjects reject, or do not understand, the basic rationale for the unique and specialized tasks they are performing.
2. Subjects knew little about their profession and demonstrated minimal efforts to enlighten themselves.
3. Subjects were highly self-centered in their value-orientation.
4. Subjects demonstrated a high level of instability by their value orientation.
5. It was unlikely that the subjects would radically change their mode of conduct to fit anyone else's desired end--state of existence--in spite of student demands to the contrary (Park, 1971, p. 48).

Park concluded this study with the following statement:

> Plainly stated, the subjects in the survey isolate themselves from their work; they reject the institution, of which they should be the most vital part. They hold themselves of high esteem, especially in an academic sense, yet they negate the modes of conduct that one would assume help to bring about their desired ends. Since, it may be argued, few people have given much thought to values and value-orientation, it is reasonable to find some confusion in the subjects' value-orientation. However, these are teachers, who deal in value judgments that are vital to the process of learning; they are not people off the street (Park, 1971, p. 50).

The inability of instructors to recognize student differences was emphasized further by Ulibarri (1960) who did a study entitled "Teacher Awareness of Social-Cultural Differences in Multi-Cultural Classrooms." The purpose of this study was to determine the extent of awareness among selected teachers of the socio-cultural differences as they affect the education of Spanish-speaking and Indian children in New Mexico. It was hypothesized that teachers were not aware of the socio-cultural factors that affect the education of children from minority groups. Rho Coefficient correlation was used to show the extent of agreement between sample groups. The study identified a lack of sensitivity to socio-cultural differences by the faculty.

In a monograph by Brawer, one of the primary purposes was to

identify perceptions of community college faculty of the students (Brawer, 1968). To accomplish this task, Brawer examined and reported findings from investigations by educators, psychologists, psychiatrists, sociologists, anthropologists and others. Major conclusions follow:

1. The community college faculty must realize that people differ in their needs and in their ways of meeting those needs. The faculty must know that people vary and that understanding of each person's uniqueness can add to rather than detract from a teacher's tasks. Because students typically act in such a manner does not necessarily mean others will follow. The concept of individual differences carries with it many positive implications; they should be cherished, or, at least, respected.
2. Each faculty member should know himself, be able to say openly and honestly, "I would rather lecture to large groups than work with students on a one-to-one basis." These decisions should be made not because they are expedient, but because they are congruent with the perception of the teacher.
3. Teaching methods must reflect the need structures of those who promote them. The teacher who stresses the lecture method may do so because he is most familiar with this method although in an age where several alternatives are available, he need not stick to a singular approach but choose the method that best fits his and students' needs.
4. The teacher must develop a certain emotional attitude toward learning because at some point in time he must identify with

education and the teaching process.

5. The faculty must recognize that mastery of a speciality is not enough and that improvement does not occur without a desire for change and a realization of its possibility. The community college teacher must be anxious to look at himself objectively in relation to his peers and students and then set about trying to improve the lot (Brawer, 1968, p. 71).

It appears to be the contention of Brawer that the teacher must know himself and accept his motives as well as modes of behavior. The instructor must make decisions with which he can live and exercise flexibility in his approaches in order to best fit his and students' needs.

Chapter III

Methodology

This study was designed to examine some perceptions of student characteristics held by faculty members in a community college setting. The purpose of the study was to obtain an indication of the extent, if any, student characteristics as perceived and desired by faculty differed from actual student characteristics.

Student characteristics considered in this investigation were grouped into three general categories: academic characteristics, socio-economic characteristics, and personal characteristics. The academic characteristics investigated included quantitative test scores, reading test scores, verbal test scores, and high school grade point averages. Personal characteristics included age, sex, race, marital status, and college preference. Socioeconomic characteristics included family income, educational level of parents, and types of parental work.

In this study of the perceptions of student characteristics held by community college faculty, the design and methodology include: selection of the population, instruments, data gathering procedures, and statistical method.

Selection of the Population

The population selected for participation consisted of faculty and students employed at or in attendance at RCC fall quarter, 1975. All full-time faculty stationed at either the north campus at Warsaw or the south campus at Glenns were invited to participate. The total number of faculty members (full-time) employed at RCC during the time of

this investigation was 33--18 teaching on the south campus and 15 on the north. A total of 30 faculty members chose to participate in this study while three refused to do so. The reasons for the refusals were not apparent.

The students provided the second source of information needed in this investigation. Only data for full-time students were used. In order to qualify as a full-time student, a student must be enrolled in at least 12 credit hours of course work. Such courses may include preparatory work as well as regular college work. The population of students was narrowed to this group since only these students are required to take the Comparative Guidance Placement tests, to complete Student Data forms, and to submit records of academic performances while in high school; and since they are the students with whom the full-time faculty is mostly involved.

All students are required to submit an application for admission to RCC. Though all the above information is required of all full-time students, the information was not available for some, and they were eliminated from the study. Only partial information was available for some of the students. These students were eliminated from that part of the study for which needed information was missing. A total of 173 students had sufficient information available for participation in this investigation.

Instruments

Five instruments were used to obtain the necessary information for this investigation--Application for Admission to the college,

summaries of C.G.P. test scores, Student Data forms, high school transcripts, and guidelines for conducting the interviews. The first four instruments were used to gather information needed about the students, with the fifth instrument used to gather faculty perceptions.

An Application for Admission Form is required of all students attending Virginia community colleges. The application form is designed by the Virginia Department of Community Colleges and is a 24-item document requiring personal information about the student. Information used in this investigation taken from this source consisted of student ages, sex, race, and marital status. No other items of information from this document were used.

The Comparative Guidance and Placement Program is offered by the College Entrance Examination Board (CEEB), a non-profit membership organization that provides tests and other educational services for students, schools, and colleges. This program is reported to be designed for use with students who are entering two-year colleges and vocational-technical institutes. By collecting and analyzing information about each student's interests, backgrounds, abilities, and plans, the program provides a basis for sound guidance of individual students. By summarizing information about groups of students, the program provides a basis for institutional study and planning.

The purposes of the program are stated as:

1. to help students examine their interests and abilities in relation to the educational options open to them, so they can make informed plans for their careers and courses.

2. to provide faculty advisors with a picture of each student as an individual so the advisor can help him plan an appropriate program; identify English and mathematics courses that are appropriate for him; and determine any remedial, financial, or other kind of special assistance he may need;
3. to describe the student body as a whole and groups within it so administrators can plan courses and services to meet students' needs; and
4. to inform faculty about the characteristics of students they will teach and about their relative strengths and weaknesses in Verbal, English, and Mathematical skills.

The basic instruments of the program are two questionnaires and six tests. Results from three of the tests were used in this investigation, viz., the Reading, Sentences, and Mathematics tests. These tests were constructed in cooperation with advisory committees composed of English and Mathematics faculty from community colleges and vocational institutes.

The Reading test, as described by the CEEB, consists of brief passages (50-250 words) followed by related questions that measure four crucial skills: (1) comprehension of the main idea; (2) comprehension of specific details; (3) ability to make inferences; and (4) ability to extract the meaning of vocabulary from context. The subject matter in the passages is varied and is directed toward a variety of interests and reading preferences. The level of difficulty of the test facilitates identification of students who need remedial work.

In addition, the test differentiates among levels of skill thoughout most of the range of reading ability.

The Sentences test, as described by the CEEB, measures the student's mastery of standard written English. It presents a series of sentences, many of which contain the types of errors frequently made in grammar, usage, choice of words, idiom, capitalization, and pronunciation. This test was selected for use both to facilitate placement in English courses and to contribute to predictions of success in areas that require competence in writing standard English.

The Mathematics test, as described by the CEEB, measures three levels of achievement. Level A consists of computation and problems in applied arithmetic, level B consists of computation and elementary algebra problems, and level C consists basically of algebra. This test was designed both to facilitate placement in mathematics courses and to contribute to prediction of success in areas that require math skills.

Test scores are reported as standard scores in a range from 20 - 80, national percentile ranks, and local percentile ranks. Standard test scores were used for purposes of this investigation.

All students entering RCC are requested to complete the Student Data Form. The Student Data Form was prepared by the Virginia Department of Community Colleges. It is a 12-item document containing information about the student's background and reasons for attending the college. The format of the questionnaire is of a multiple-choice design, and students are asked to select the choice that best repre-

sents their situation.

The information from this source used in this investigation consists of socioeconomic-type data. The specific information obtained was the student's level of choice of the college, the educational level of parents, family income, and type of parental work. All information provided through this source is student-reported with no means of validation except in the area of family income for those students who are receiving financial aid. The family incomes reported on financial aid applications were used in lieu of incomes reported on Student Data forms when possible. The financial aid application is believed to be a more reliable document since it is subject to federal audit.

High school transcripts are required of all full-time regular students. These are students who are enrolled in a minimum of 12 credit hours and are pursuing a degree. High school transcripts contain student grades for academic work done by students while in high school. From the high school grades, students' grade point averages are computed.

A special instrument, Guidelines for Conducting Interviews, was designed for conducting interviews with the faculty. The purpose of the guidelines was to establish neutrality of the interviewer and to provide consistency and uniformity in the questioning. Twenty-four questions were asked each subject, 2 for each of the 12 characteristics under investigation. From each set of two questions pertaining to each characteristic, one related to the subject's perceptions of the actual student characteristics, and the second related to the subject's de-

sired student characteristics. The form was designed with the capability of recording uniform responses. (A copy of this instrument is contained in Appendix B.)

Collection of Data

Student data used in this investigation were provided by the Office of Admissions and the Counseling Center at Rappahannock Community College. The Office of Admissions provided the investigator with Application for Admission forms, Student Data forms, and high school transcripts. The Counseling Center provided the investigator with test results from the Comparative Guidance and Placement Program.

Information was collected from the faculty through personal interviews conducted by the investigator. During the interviews, faculty responses were recorded in the appropriate space provided on the interview instrument.

Procedure

The major problem was to determine the extent to which student characteristics as perceived by the faculty and student characteristics as desired by the faculty differ from actual student characteristics.

Adjustments were made to the student data in several cases to make the data compatible to the responses provided by the faculty.

For actual student characteristics, the data for each characteristic was obtained as follows:

a) Reading, Verbal, and Quantitative test scores were reported using the standard scores as reported for each student.

b) High school grade point averages were obtained by equating

letter grades to numerical values according to the following scale:

A=4, B=3, C=2, D=1, F=0

c) Data for educational level of parents were converted to the following codes:

1 = less than 8th grade

2 = attended high school

3 = high school graduate

4 = attended college

5 = college graduate, or higher

d) Data for type of parental employment were converted to the following codes:

1 = unemployed

2 = unskilled

3 = skilled

4 = semi-professional

5 = professional

e) Family annual income and student ages were obtained as reported by the student.

f) College choice was coded according to the following scales:

1 = first choice

2 = second choice

3 = third choice

4 = fourth choice

5 = greater than fourth choice

g) The categories of race, sex, and marital status were recorded as the proportion of non-whites, proportion of males, and the proportion of married students, respectively.

Faculty perceptions of student characteristics and desired characteristics were determined as follows:

a) Reading, Verbal, and Quantitative scores were converted to standard scores in accordance with the following scale (scale created in the Counseling Center at RCC):

less than 10th grade level	- 20-31
10th grade level	- 32-43
11th grade level	- 44-55
12th grade level	- 56-67
above 12th grade level	- 68-80

b) Information provided on other characteristics investigated was identical to choices shown as responses on interview form.

Means and standard deviations were computed for measures of actual student characteristics. The students included in the present study were the entire full-time group in attendance at RCC during the fall quarter, 1975. These students were all from the local area and were admitted under the open-door admission policy which has been described. The community from which RCC draws its students is a very stable one. Data concerning the group of students will be analyzed, therefore, as if it were randomly drawn from the larger population of all full-time students who have attended RCC in the past and will attend the college in the near future. Hence, the means computed from this data will be

labeled the actual sample mean.

Means will also be computed for the information provided by the faculty. The procedure for computation involves computing means of ordinal numbers assigned to interval data. The means obtained will be interpolated over the intervals to determine the perceived and desired means. The means obtained from this information will be labeled the hypothetical means. The assumption underlying the hypothetical means is that the vast majority of the faculty members have remained at RCC throughout its existence and have formulated, theoretically, an image of the type of students who attend RCC.

The following comparisons will be made for all faculty and student groups:

1. Sample means vs. Hypothetical means
    a) all academic characteristics
    b) all personal characteristics
    c) all socioeconomic characteristics
2. Sample means vs. Desired means
    a) all academic characteristics
    b) all socioeconomic characteristics
    c) all personal characteristics

The faculty groups consist of:

a) total faculty

b) geographical origin

c) age

d) length of time in community college teaching

e) teaching fields

The student groups consist of students studying transfer programs and those studying occupational-technical programs.

Statistical Analysis

The data were subjected to the following analyses:

mean for each characteristic

$$\bar{X} = \Sigma_{i=1}^{n} X_i/n$$

where X_i equals the score in each case, and n represents the number of valid cases.

standard deviation for each characteristic

$$S = \sqrt{\{ (\Sigma_{i=1}^{n} X_i) - n\bar{X}^2 \}/n-1}$$

where X_i equals the score in each case, and n represents the number of valid cases.

To test for significant difference in hypothetical means and sample means, the t-test will be used:

$$t = (\bar{X}-u)/(S/\sqrt{n})$$

where $\bar{X}$ equals the sample mean, u equals the hypothetical mean, S equals the standard deviation and n equals the number of valid cases.

To test for significant difference between the hypothetical proportion and the sample proportions, the t-test will be used;

$$t = (\bar{p} - p)/S_e$$

where $\bar{p}$ = sample proportion, p = hypothetical proportion and S_e = standard error. The standard error is defined by the following formula.

$$S_e = \sqrt{p(q)/n}$$

where p = hypothetical proportion, q = 1-p and n = sample size. The .05 level of confidence will be accepted.

The subprogram, Condescriptive, taken from the Statistical Package for the Social Sciences (SPSS), will be used to compute sample means and standard deviations. This program is designed to compute descriptive statistics for continuous interval-level data. With this program, the user is able to compute any one, combination, or all of the following descriptive statistics: mean, standard error, standard deviation, variance, skewness, range, minimum, and maximum. The computation of hypothetical (perceived and desired) means and t-values will be manually computed by the investigator. Percentages for race, sex, and marital status will also be computed manually.

Chapter IV

Presentation and Analysis of Data

Chapter IV is divided into the presentation and analysis of the data. Descriptive statistics will be presented on the total faculty followed by descriptive statistics for each faculty sub-group. The data include student characteristics as perceived and desired by the faculty as well as student characteristics as they actually are. Faculty sub-groups consist of age groups, geographical origins, teaching experience, and teaching fields. The results of the t-test will be included.

Presentation of Data

In developing the hypothetical means and proportions (perceived and desired), both were computed based on faculty responses for each student characteristic. Tables containing the perceived and desired means for the academic, personal, and socioeconomic characteristics are found in Appendix A, Tables A-1 through A-21.

Academic Characteristics

The characteristics included in the academic area were reading, quantitative ability, verbal ability, and high school grade point average. As shown in Table A-1, the faculty perceived the students' reading score as 36.6 (approximately the 10th grade level) compared to a desired score of 54.2 (approximately the 12th grade level). Similar results were revealed both for quantitative and verbal abilities in that the desired scores were higher than the perceived. The smallest difference in scores, 15.8, occurred between the perceived and the

desired measures of quantitative ability with the differences between the perceived and desired measures of academic and socioeconomic characteristics (17.6 and 19.0) slightly higher. The faculty perceived the grade point average to be 3.2, slightly better than C, and desired this average to be 3.7, slightly less than B.

Personal Characteristics

The personal characteristics included the racial composition of the students, sex, marital status, age, and level of students' preference for attending RCC. Table A-2 reveals that the faculty perceived that 26.3 percent of the students were non-whites and desired the percent of the students to be higher, 35.3. Some 39.3 percent of the students were believed to be male compared to an almost equal percentage, 41.9, desired. Table A-2 also reveals that the faculty perceived some 8.5 percent of the students to be married with a desire for 16.7 percent to be married. Means were established for the remaining two categories in this area. The faculty perceived the average age of the students to be 20.3 years, but desired the average age to be 20.4 years and perceived the level of students' preference to attend RCC as 1.5 with a desired level of preference of 1.1.

Socioeconomic Characteristics

The area of socioeconomic characteristics included the education level of parents, family income, and the type of parental work. It can be observed in Table A-3 that the faculty perceived the education level of the parents to be 2.3 with a level of 3.2 desired. The perceived family income and the type of parental work were $7110.00 and 2.93,

respectively, with a desired family income of $10,413.00 and the level of desired parental work of 3.33.

Faculty Sub-groups

A profile of the faculty was divided into four sub-groups: age, teaching experience, geographical origin, and teaching fields. The age groups consisted of faculty members thirty-five years or younger (n=16) and those over thirty-five years (n=14). The division of faculty by years of teaching experience consisted of those members with four or less years of experience (n=15) and those with over four years (n=15). In considering geographical origin, the faculty was separated into those who identified their home states as in-state (n=14) and out-of-state (n=16). Separation by teaching fields considered those faculty members identified as occupational-technical (n=13) and transfer faculty (n=14).

Considering academic characteristics perceived and desired by the segments of the age groups (Table A-4), one finds that the perceptions of the segments are quite similar for the reading level, quantitative ability, and high school grade point average, but differed substantially for verbal ability. Differences between reading levels, quantitative ability, and grade point averages were 1.2, .2, and .16, respectively, while the difference in verbal ability was 7.7. A different picture was reflected among the desired characteristics. The younger group desired substantially higher scores than the older group on all academic characteristics except grade point average where the two segments were approximately equal. The differences were 4.3, 5.1, 8.3, and .02, respec-

tively.

Table A-5 reveals that the segments of the age group differed only slightly among the perceived personal characteristics of the students with the largest difference, 1.73 to 1.14, occurring in the perceived level of students' preference to attend RCC. Greater differences were reflected between the groups among the desired personal characteristics of the students, though no consistency for a particular segment desiring high percentages or means was revealed. For example, the older group desired a higher percentage of non-whites, 37.0 to 33.5, whereas the younger group desired higher percentages of married students and females, 20.0 to 15.0 and 42.7 to 41.0, respectively.

The segments of the age group differed only substantially in their perceptions and desires of family annual income, $7,401 to $6,750 and $10,799 to $9,858, respectively, in the area of socioeconomic characteristics, Table A-6. The younger group both perceived and desired higher incomes than did the older group.

The segments of the age group, those less than or equal to thirty-five years of age and those over thirty-five, tended to be quite similar in their perceptions of student characteristics, though the younger group's perceived measures were greater on 7 of the characteristics. The younger group also showed the tendency to desire higher mean scores overall than did the older group.

The second faculty division consisted of those who had four or less years of teaching experience at RCC and those who had exceeded four years. The substantial difference among the academic characteristics

appeared in the area of quantitative ability where a mean difference of 4.9 existed between the groups. Only small differences occurred for the remaining perceived academic characteristics. Observation of the desired characteristics reveals that a difference of only .6 existed between the groups on their measures of quantitative and verbal abilities. The desired reading ability had a higher mean difference, 2.5, between the two groups. High school grade point averages were about equal (Table A-7).

Large differences existed between the lesser and more experienced groups on their perceptions of the proportion of non-whites and the proportion of married students, 31 to 22.7 and 12.3 to 4.6, respectively, the lesser experienced group believing there to be higher proportions of both these student types (Table A-8).

Little difference existed between the perceptions of the remaining socioeconomic characteristics. Considering the characteristics as desired by the segments, the largest difference also occurred between the percentages of non-whites and married students, 36.8 to 32.8 and 25.5 to 10.0, respectively. The less experienced group desired a higher proportion of non-whites but a lower proportion of married students than the more experienced segment. In fact, the less experienced group desired a lower proportion of non-whites than they perceived to exist at present.

The two segments, separated by years of experience, differed substantially only in their perceptions and desires of the socioeconomic characteristic, family annual income, $6,858 to $7,386 and $10,667 to

$10,125, respectively (Table A-9). The lesser experienced group perceived and desired higher measures of this characteristic than the more experienced group.

The lesser experienced group, those faculty members with four or less years of teaching at RCC, perceived higher measures of student characteristics than the more experienced group on 7 of the 12 characteristics and desired higher measures on 6 of 12.

The next division of the faculty consisted of those faculty members who identified their home state as Virginia and those who indicated other states as their home state. The in-state faculty perceived and desired higher measures of student academic characteristics than the out-of-state faculty except for the characteristic, grade point average. Substantial differences existed between the groups in their perceptions of reading level, 50.8 to 58.2, and quantitative ability, 32.8 to 38.6, as well as desired reading ability, 50.8 to 58.2 (Table A-10).

Table A-11 reveals the perceived and desired personal characteristics of the in-state and out-of-state groups. The two groups differed substantially in their perceptions of these characteristics, with the out-of-state group perceiving higher measures on all personal characteristics except that of the proportion of non-whites. The only substantial difference occurring in the desired personal characteristics, 13.3 to 20.0, was in the percent of married students. The out-of-state group desired the percent of married students to be greater than the in-state group.

The pattern of similarly perceived and desired measures of student characteristics continued with the investigation of socioeconomic characteristics (Table A-12). The major difference occurred with the in-state group perceiving the family annual income to be higher than the out-of-state group, $7,401 to $9,482, with the opposite being true for desired incomes, $11,099 to $9,428.

The out-of-state faculty perceived the measures of student characteristics to be substantially higher than did the in-state faculty. This was reflected through higher measures on 9 of the 12 characteristics investigated. A similar statement is true when considering the desired characteristics. Some 8 of 12 desired measures were higher for the out-of-state faculty than for the in-state group.

The final division separated the faculty by teaching areas. The areas consisted of those faculty members teaching in the occupational-technical program (non-transfer) and those teaching in the transfer program. Observation of Table A-13 reveals that the transfer faculty perceived higher measures of student academic characteristics than the non-transfer faculty. Similarly, this group also desired higher measures of these characteristics. On no characteristic did the non-transfer faculty perceive or desire a higher measure of a student academic characteristic than the transfer group.

Considering the personal characteristics, Table A-14, substantial differences existed between the two groups, transfer and non-transfer, in their perceptions. The non-transfer faculty perceived higher percentages of non-whites and married students, 27.9 to 24.1 and 10.0 to

5.7, respectively. The desired characteristics also differed substantially in the proportions of non-whites and married students by the two groups. The non-transfer faculty desired a higher proportion of non-whites, 36.9 to 31.0, but a much lower proportion of married students, 5.7 to 24.0, than did the transfer group.

The transfer faculty perceived and desired higher measures of student socioeconomic characteristics than the non-transfer faculty (Table A-15). This pattern was fairly representative of the total set of measurements by these groups. The transfer faculty perceived 10 of 12 measures of student characteristics and desired 11 of 12 measures to be higher than that of the non-transfer group.

Student Characteristics

Table A-16 provides the actual measures of student academic characteristics. The data reveal that the actual reading level of the students to be 45.9 (about the 11th grade level). The data also reveal that the quantitative ability score and the verbal ability score were slightly higher, 48.91 and 49.29, respectively. The high school grade point average is shown as 2.43, slightly better than a C.

Table A-17 reveals that some 30.6 percent of the students are non-whites with nearly one-half, 45.1 percent, male. Only 7.5 percent of the students were married. The average age of the students was 20.7 and their average level of preference for attending RCC was 1.24.

In Table A-18, the education level of the parents is indicated as 2.81 with an average income of $10,516.00. The type of parental work was identified as 3.33.

The analysis of the student academic characteristics by program type (transfer and non-transfer), Table A-19, shows that the actual mean of all these characteristics are slightly higher for the transfer students than the non-transfer. Table A-20 reveals that a higher percentage of non-whites is in the transfer program and a lower percentage of males is in the transfer program than the non-transfer, with a substantially higher percentage of married students in the transfer program. The transfer students were also slightly older and their level of preference for attending RCC was lower than that of the non-transfer group. The education level of the parents was revealed as slightly higher for the non-transfer group (Table A-21). The family income and type of parental work were slightly higher for the transfer group.

t-Test Results

The means representing the faculty's perceptions and desires of student characteristics are defined in this investigation as the hypothetical means. These means were compared with actual student characteristics. This section presents the results of the t-tests comparing the student characteristics as they actually are with the student characteristics as perceived and desired by the total faculty and the faculty groups.

Total Faculty

Table I contains the hypothetical means, mean-measures of actual student characteristics, standard deviations, standard errors, and results of the t-tests for each student academic characteristic.

Table I

t-Test Results
Academic Characteristics

Total Faculty

Characteristics	Hypothetical Means		Actual Means	S.D.	S.E.	t p	t d
	Perceived	Desired					
Reading Ability	36.6	54.2	46.0	10.3	.780	12.05	-10.5
Quantitative Ability	35.8	51.6	48.9	8.6	.651	20.1	- 3.70
Verbal Ability	34.8	53.8	49.3	9.6	.730	19.9	- 6.16
High School Grade Point Average	2.24	2.72	2.43	.789	.063	3.02	-4.60

Significant differences were found between perceived student characteristics and actual student characteristics for each academic characteristic investigated. All perceived and desired characteristics differed from the actual characteristics beyond the .05 confidence level. The least significant difference was found between the perceived and actual grade point average.

Table II presents the results of the t-tests for measures of student personal characteristics. Significant differences from the actual only existed for one of five perceived characteristics and two of five desired. The difference between the perceived measure of students' level of preference for attending RCC and the actual was beyond the .05 confidence level. Significant differences from the actual existed for the desired characteristics, the portion of married students and the students' level of preference for attending RCC. These differences were also beyond the .05 confidence level.

As shown in Table III, significant differences existed between all socioeconomic characteristics as perceived by the faculty and student characteristics as they actually were. These differences were significant beyond the .05 level of confidence. Only the difference in the education level of parents was significant among the desired socioeconomic characteristics from the actual. This difference was significant beyond the .05 confidence level.

Of the 12 student characteristics investigated, significant differences existed between the actual and the perceived for eight characteristics. The characteristics where significant differences

Table II

t-Test Results
Personal Characteristics

Total Faculty

Characteristics	Hypothetical Means		Actual Mean	S.D.	S.E.p/ S.E.d	t p	t d
	Perceived	Desired					
Race	26.3	34.9	30.1	--	3.35/ 3.62	1.13	-1.33
Sex	39.3	41.9	45.1	--	3.71/ 3.75	1.56	.853
Marital Status	8.5	16.7	7.5	--	2.12/ 2.83	-.472	-3.25
Age	20.3	20.4	20.7	4.16	.316	1.27	.949
College Choice	1.5	1.1	1.24	.511	.044	-.044	3.18

Table III

t-Test Results
Socioeconomic Characteristics

Total Faculty

Characteristics	Hypothetical Means		Actual Means	S.D.	S.E.	t p	t d
	Perceived	Desired					
Education Level of Parents	2.3	3.2	2.81	1.31	.113	4.5	-3.45
Family Income	7,110	10,413	10,516	4,673	424.8	8.01	.242
Type of Parental Work	2.93	3.33	3.33	1.06	.092	4.35	0

were not perceived were for the proportion of non-whites, the proportion of males, the proportion of married students, and student age. These differences were not significant at .10 level of confidence. Five of the 12 characteristics desired by the faculty were not significantly different from the actual. They were the proportion of non-whites, proportion of males, age of the students, family income, and type of parental work. These differences were not significant at the .10 level of confidence.

Age Groups

Considering the perceptions and desires of those faculty members less than or equal 35 years of age, (Table IV), differences between the perceived and the actual were significant on three of the academic characteristics, all at the .002 level of confidence with the other at the .10 level of confidence. For this same group and category of characteristics, all differences between the desired and the actual were significant at the .002 level of confidence. The characteristics found to differ significantly at the .002 level for both the perceived and desired were reading level, quantitative, and verbal ability. The difference in the perceived and actual high school GPA was not significant at this level.

Significant differences from the actual were revealed for the older group in their perceptions of reading level, quantitative ability, verbal ability, and high school GPA, each at the .002 level of confidence. Differences between the actual and the desired characteristics were significant at the .002 level of confidence for two of the four academic characteristics, reading level and high school grade point averages.

Table IV

t-Test Results
Student Characteristics
Faculty Age Groups

Characteristics	Age Groups ≤ 35	Age Groups > 35	Hypothetical Mean Perceived	Hypothetical Mean Desired	Actual Mean	S.E.	t p	t d
Reading Level	X		37.1	56.8	46.0	.780	11.4	-13.8
		X	35.9	52.5			12.9	- 8.33
Quantitative Ability	X		35.7	56.0	48.9	.651	20.3	-10.9
		X	35.9	47.9			20.0	1.54
Verbal Ability	X		37.9	58.2	49.3	.730	15.6	-12.19
		X	30.2	49.9			26.2	- .82
High School GPA	X		2.31	2.73	2.43	.063	1.90	- 4.76
		X	2.15	2.71			4.44	- 4.44
Race	X		26.9	33.5	30.1	3.37/ 3.59	.950	- 7.47
		X	25.7	37.0		3.32/ 3.67	1.33	- 1.88
Sex	X		39.1	42.7	45.1	3.71/ 3.76	1.62	.638
		X	39.6	41.0		3.72/ 3.74	2.20	1.10

Table IV (continued)

Characteristics	Age Groups ≤ 35	Age Groups > 35	Hypothetical Means: Perceived	Hypothetical Means: Desired	Actual Mean	S.E.	t p	t d
Marital Status	X		8.0	20.0	7.5	2.06/ 3.04	-.243	-4.11
		X	9.1	15.0		2.19/ 2.71	-.731	-2.77
Age	X		20.3	20.2	20.7	.316	1.27	1.58
		X	20.3	20.7			1.27	0
College Choice	X		1.73	1.07	1.24	.044	-11.1	3.86
		X	1.14	1.14			2.27	2.27
Educational Level of Parents	X		2.33	3.15	2.81	.113	4.24	-3.01
		X	2.29	3.25			4.60	-3.89
Family Income	X		7,401	10,799	10,516	424.8	7.33	- .67
		X	6,750	9,858			8.87	1.55
Type of Parental Work	X		2.93	3.38	3.33	.092	4.35	- .54
		X	2.93	3.30			4.35	.33

Significant differences were not revealed for the desired characteristics, quantitative and verbal ability at the .10 level of confidence.

Perceived characteristics by the younger faculty group which differed from the actual at the .002 level of confidence was for the personal characteristic, level of student preference to attend RCC. Other differences in perceived personal characteristics by this group were not significant at .10 level of confidence. Differences between the actual personal characteristics, the proportion of males, and level of students' preference for attending RCC and those perceived by the older faculty group were significant, both at the .05 level of confidence. Other differences in the perceived characteristics of this area by the older group were not significant at the .10 level of confidence. Significant differences in desired personal characteristics by the younger group existed for the proportion of married students and the level of students' preference for attending RCC, both at the .002 level of confidence. Significant differences existed for the desired characteristics, proportion of married students and level of students' preference for attending RCC at the .002 level of confidence for the older faculty group. No other desired personal characteristics differed significantly from the actual by either group at the .05 level of confidence.

Both faculty groups' perceived characteristics differed significantly from the actual for each of the socioeconomic characteristics, at the .002 level of confidence, whereas, a significant difference existed only for the desired characteristic, education level of the parents, at the .05 level of confidence.

Considering the total set of characteristics, the faculty group less than or equal to 35 years of age perceived characteristics which differed significantly, at the .05 level of confidence, from actual student characteristics on 7 of the 12 characteristics investigated. Significant differences occurred for the older groups for 9 of the 12 characteristics at this same confidence level. Characteristics with significant differences were the same for both groups except that of high school grade point average, sex, and marital status. The older group's perception of high school grade point average differed significantly, whereas the younger group's perception of this characteristic did not.

Desired characteristics for the younger group of faculty members differed significantly at the .05 level of confidence from the actual on 7 of the 12 characteristics, while only 5 of the 12 differed significantly for the older group. The two characteristics where significant differences occurred for the younger group but not for the older group were quantitative ability and verbal ability.

Teaching Experience

Table V presents the perceived and desired student characteristics of faculty groups separated by the length of time teaching at RCC. The less experienced group consisted of those faculty members who had taught at RCC less than 5 years with the more experienced group having taught at RCC at least 5 years. Significant differences from the actual were perceived by both these groups at the .05 level of confidence for all academic characteristics. Similarly, significant

Table V

t-Tests
Student Characteristics
Faculty Group - Teaching Experience

Characteristics	Teaching Experience ≤4 yrs	Teaching Experience >4 yrs	Hypothetical Means: Perceived	Hypothetical Means: Desired	Actual Means	S.E.	t p	t d
Reading Level	X		35.7	53.5	46.0	.780	13.2	-9.6
		X	37.5	56.0	46.0	.780	10.9	-12.8
Quantitative Ability	X		39.3	51.3	48.9	.651	14.7	-3.69
		X	34.4	51.9	48.9	.651	22.2	-4.60
Verbal Ability	X		34.9	53.5	49.3	.730	19.7	-5.75
		X	34.4	54.1	49.3	.730	20.2	-6.58
High School GPA	X		2.21	2.79	2.43	.063	3.49	-5.71
		X	2.27	2.68	2.43	.063	2.54	-3.97
Race	X		31.0	36.8	30.1	3.52/ 3.67	-1.42	-1.82
		X	22.7	32.8	30.1	3.18/ 3.57	2.32	-.756
Sex	X		39.7	41.8	45.1	3.72/ 3.75	1.45	.88
		X	39.0	42.1	45.1	3.71/ 3.75	1.64	.8

Table V (Continued)

Characteristics	Teaching Experience		Hypothetical Means		Actual Means	S.E.	t p	t d
	≤ 4 yrs	> 4 yrs	Perceived	Desired				
Marital Status	X		12.3	10.0	7.5	2.50/ 2.28	-1.92	-1.0
		X	4.6	22.5	7.5	1.59/ 3.17	1.82	-4.73
Age	X		20.3	20.3	20.7	.316	1.27	1.27
		X	20.3	20.6	20.7	.316	1.27	.316
College Choice	X		1.33	1.33	1.24	.044	-2.05	-2.05
		X	1.57	1.08	1.24	.044	-7.50	3.64
Education Level of Parents	X		2.40	3.23	2.81	.113	3.63	-3.72
		X	2.21	3.17	2.81	.113	5.31	-3.19
Family Income	X		6,858	10,667	10,516	424.8	8.61	- .355
		X	7,386	10,125	10,516	424.8	7.37	.920
Type of Parental Work	X		3.0	3.50	3.33	.092	3.59	-1.84
		X	2.86	3.20	3.33	.092	5.10	1.41

differences at the .05 level of confidence existed for all desired characteristics by both groups.

Significant differences from the actual, at the .05 confidence level, for personal characteristics perceived by both groups existed only for the characteristic, level of student preference for attending RCC. For the lesser experienced group, the difference in perceived and actual was significant at the .05 level of confidence for this characteristic only, whereas the more experienced group's perception of the racial composition was also significantly different. No other perceived personal characteristics were significantly different from the actual at the .05 level of confidence. Significant differences occurred for both groups on their desired level of student preference for attending RCC, and for the more experienced group on the characteristic, percent of married students. Differences resulting from both groups perception of student socioeconomic characteristics were significant at the .05 level of confidence. The same was true for the only desired socioeconomic characteristic with a significant difference, education level of the parents.

A review of all the characteristics perceived and desired by these two faculty groups, those with less than five years of experience and those with at least five years, reveals that 8 of the 12 characteristics perceived by the younger group differed significantly from the actual at the .05 level of confidence compared with 9 of 12 for the older group.

Geographical Origins

The faculty was separated into groups whose geographical origins were identified as in-state or out-of-state. The perceived and desired student characteristics by these groups are shown in Table VI. An analysis of the perceived and desired characteristics reveals that significant differences did occur at the .05 level of confidence for each academic characteristic, except for the perceived high school grade point average by the out-of-state group.

Of all the personal characteristics, significant differences from the actual occurred only at the .05 level of confidence for the level of student preference for attending RCC held by the out-of-state group, whereas significant differences at this level of confidence occurred for the in-state group in their perceptions of the proportion of male students and the age of the students. The proportion of married students desired by both groups, and the desired age and level of student preference for attending RCC by the in-state group also encountered significant differences from the actual at this level of confidence. No other significant differences existed for the personal characteristics.

Both faculty groups encountered significant differences at the .05 level of confidence in their perceptions of all socioeconomic characteristics of the students. Significant differences in desired personal characteristics, at the .05 level of confidence, occurred for both groups only in the education level of the parents and for family income for the out-of-state group.

Significant differences from the actual student characteristics

Table VI

t-Tests
Student Characteristics
Faculty Group - Geographic Origin

Characteristics	Geographical Origins		Hypothetical Means		Actual Means	S.E.	t p	t d
	In-state	Out-of-State	Perceived	Desired				
Reading Level	X		30.2	50.8	46.0	.780	20.3	-6.15
		X	41.5	58.2			5.76	-11.79
Quantitative Ability	X		32.8	50.3	48.9	.651	24.73	- 2.15
		X	38.6	52.8			15.82	- 5.99
Verbal Ability	X		33.6	52.6	49.3	.730	21.50	- 4.52
		X	35.9	56.0			18.36	- 9.18
High School GPA	X		2.14	2.86	2.43	.063	4.60	- 6.83
		X	2.33	2.60			1.59	- 2.69
Race	X		28.6	35.6	30.1	3.44/ 3.64	.436	- 1.60
		X	24.4	34.0		3.26/ 3.60	1.75	- 1.08
Sex	X		35.3	41.0	45.1	3.63/ 3.74	2.70	1.10
		X	42.9	43.0		3.76/ 3.76	.585	1.09

Table VI (Continued)

Characteristics	Geographical Origins		Hypothetical Means		Actual Means	S.E.	t p	t d
	In-state	Out-of-state	Perceived	Desired				
Marital Status	X		6.16	13.3	7.5	1.83/ 2.58	.732	-2.24
		X	10.8	20.0		2.36/ 3.04	-1.40	-4.11
Age	X		18.9	20.0	20.7	.316	5.70	2.22
		X	20.6	20.9			.316	- .633
College Choice	X		1.29	1.0	1.24	.044	-1.14	5.45
		X	1.60	1.2			-8.18	.91
Education Level of Parents	X		2.31	3.23	2.81	.113	4.42	-3.72
		X	2.31	3.17			4.42	-3.19
Family Income	X		6,750	11,099	10,516	424.8	8.87	-1.37
		X	7,401	9,428			7.33	2.56
Type of Parental Work	X		3.0	3.4	3.33	.092	3.59	-.761
		X	2.88	3.25			4.89	.870

at the .05 level of confidence were perceived in 9 of 12 characteristics by the in-state group and 7 out of 12 for the out-of-state group. Similarly, significant differences at the .05 level of confidence were desired in 8 of 12 characteristics by the in-state group and 7 of the 12 by the out-of-state group.

Teaching Fields

The final division considered faculty segments by teaching areas. The two groups consisted of those teaching courses designed for transfer to four-year colleges or universities and those teaching courses in programs identified as terminal (occupational-technical). The academic characteristics, as perceived and desired by both these groups, differed significantly from the actual at the .05 level of confidence, except high school grade point average and the level of student reading ability desired by the non-transfer faculty (Table VII).

Differences in perceptions and the actual by both groups were significant at the .05 level of confidence for the level of student preference to attend RCC, while only the non-transfer group differed significantly in perceptions of the proportion of males and the age level of the students. The only significant differences from the actual in desired characteristics occurred at the .05 level of confidence for the transfer group in the proportion of married students, and student age for the non-transfer group.

Differences were also significant at the .05 level of confidence for each socioeconomic characteristic perceived by both groups. Differences in the desired characteristics were significant at the

Table VII

t-Test Results
Student Characteristics
Faculty Group - Teaching Field

Characteristics	Teaching Field		Hypothetical Means		Actual Means	S.E.	t p	t d
	O T	T	Perceived	Desired				
Reading Level	X		32.0	44.9	46.0	.780	17.90	1.41
		X	38.9	54.3			9.10	-10.64
Quantitative Ability	X		34.5	46.5	48.9	.651	18.46	3.08
		X	35.4	52.3			17.30	- 4.36
Verbal Ability	X		32.0	47.4	49.3	.730	23.70	2.60
		X	33.5	56.7			21.64	-10.14
High School GPA	X		2.08	2.54	2.43	.063	5.56	- 1.75
		X	2.25	2.75			2.86	- 5.08
Race	X		27.7	36.9	30.1	3.40/ 3.67	.706	- 1.85
		X	24.1	31.0		3.25/ 3.52	1.85	- .256
Sex	X		34.9	40.2	45.1	3.62/ 3.73	2.82	1.31
		X	41.0	41.9		3.74/ 3.75	1.10	.853

Table VII (Continued)

Characteristics	Teaching Field		Hypothetical Means		Actual Means	S.E.	t p	t d
	O T	T	Perceived	Desired				
Marital Status	X		10.0	5.7	7.5	2.28/ 1.76	1.10	.853
		X	5.7	24.0		2.28/ 3.25	.789	-5.08
Age	X		18.8	20.0	20.7	.316	6.01	2.22
		X	20.5	20.7			.633	0
College Choice	X		1.15	1.0	1.24	.044	2.05	5.45
		X	1.63	1.20			-8.86	.909
Education Level of Parents	X		2.0	3.0	2.81	.113	7.17	-1.68
		X	2.44	3.17			3.27	-3.19
Family Income	X		6,462	9,000	10,516	424.8	9.54	3.57
		X	7,287	11,141			7.60	-1.47
Type of Parental Work	X		2.69	3.0	3.33	.092	6.96	3.59
		X	2.94	3.43			4.24	-1.09

.05 level for the level of student preference to attend RCC, non-transfer group; education level of parents, transfer group; and type of parental work for the non-transfer group.

Significant differences at the .05 level of confidence existed for 8 of the 12 characteristics perceived by the transfer group and 10 out of 12 characteristics perceived by the non-transfer group, while significant differences were desired on 6 of 12 characteristics by both groups.

Student Groups

The next area considered in this study is a comparison of the faculty's perceived and desired student characteristics with two segments of the student body, the students studying in the transfer program and the students studying in the non-transfer (occupational-technical) program (Table VIII).

Faculty perceived and desired characteristics differed significantly on all academic characteristics at the .05 level of confidence both for the transfer and non-transfer student characteristics, except the quantitative ability of the non-transfer student group. Significant differences at this confidence level occurred only in the perceived characteristics, proportion of males and level of student preference to attend RCC for the non-transfer group. Significant differences occurred for each of the perceived socioeconomic characteristics for both groups at the .05 level of confidence. The only significant difference between the desired and the actual socioeconomic characteristics occurred for both groups at the education level of

Table VIII

t-Test Results
Student Characteristics by Area of Study
Total Faculty

Characteristics	Student Type	Hypothetical Means		Actual Means	S.E.	t p	t d
	O T T	Perceived	Desired				
Reading Ability	X	36.6	54.2	45.08	1.16	7.31	-7.86
	X			46.86	1.23	8.34	-5.97
Quantitative Ability	X	35.8	51.6	48.28	.962	12.97	-3.45
	X			49.97	1.03	13.76	-1.58
Verbal Ability	X	34.8	53.8	48.86	1.05	13.39	-4.70
	X			49.17	1.23	11.68	-3.76
High School GPA	X	2.24	2.72	2.4	.092	1.67	-3.48
	X			2.5	.115	2.26	-1.91
Race	X	26.3	34.9	28.9	5.05/ 5.47	.515	-1.10
	X			32.4	5.22/ 5.66	1.17	- .442
Sex	X	39.3	41.9	51.3	5.60/ 5.66	2.14	1.60
	X			29.6	5.80/ 5.86	-1.67	-2.10

Table VIII (Continued)

Characteristics	Student Type	Hypothetical Means		Actual Means	S.E.	t p	t d
	O T T	Perceived	Desired				
Marital Status	X	8.5	16.7	2.7	3.20/ 4.28	-1.81	-3.27
	X			11.4	3.31/ 4.43	.876	-1.20
Age	X	20.3	20.4	20.1	.243	- .823	-1.23
	X			21.3	.683	1.46	1.32
College Choice	X	1.5	1.1	1.18	.053	-6.04	1.51
	X			1.40	.088	-1.14	3.41
Education Level of Parents	X	2.3	3.2	2.76	.162	2.84	-2.72
	X			2.69	.177	2.20	-2.88
Family Income	X	7,110	10,413	11,045	611.0	6.44	1.03
	X			10,260	611.1	5.15	- .25
Type of Parental Work	X	2.93	3.33	3.21	.122	2.30	- .984
	X			3.39	.151	3.05	.397

parents.

Significant differences at the .05 level of confidence existed between faculty perceptions of all the student characteristics and actual characteristics of students in the non-transfer program on 9 of the 12 characteristics investigated. Significant differences existed on 7 of the 12 characteristics of students in transfer programs perceived by the faculty and the actual characteristics of these students. Significant differences in desired characteristics by the faculty and characteristics of students in the non-transfer program existed for 6 of the 12 characteristics at the .05 level of confidence as well as for the desired characteristics by the faculty and characteristics of students in transfer programs.

Table IX shows the results of comparing hypothetical means determined by the occupational-technical and transfer faculty groups with the actual characteristics of students studying in the occupational-technical program. The results reveal that significant differences at the .05 level of confidence exist for each academic characteristic perceived by faculty groups and actual academic characteristics of non-transfer students. Significant differences also existed for each academic characteristic desired by the transfer faculty, but no significant differences existed for any of the academic characteristics desired by the non-transfer faculty.

At the .05 level of confidence, the non-transfer faculty's perceptions of these student personal characteristics differed significantly from the actual for 3 of the 5 characteristics investigated, whereas

Table IX

t-Test Results
Occupational-Technical Students
Faculty Groups - Teaching Areas

Characteristics	Teaching		Hypothetical Means		Actual Means	S.E.	t p	t d
	OT	T	Perceived	Desired				
Reading Ability	X		32.0	44.9	45.08	1.16	11.28	.155
		X	38.9	54.3			5.33	7.94
Quantitative Ability	X		34.5	46.5	48.28	.962	14.32	1.85
		X	35.4	52.3			13.39	3.06
Verbal Ability	X		32.0	47.4	48.86	1.05	16.06	1.39
		X	33.5	56.7			14.63	7.47
High School GPA	X		2.08	2.54	2.4	.092	3.48	1.52
		X	2.25	2.75			1.63	3.804
Race	X		27.7	36.9	28.9	5.13/ 5.54	.234	1.56
		X	24.1	31.0			.866	.379
Sex	X		34.9	40.2	51.3	5.47/ 5.62	3.0	2.03
		X	41.0	41.9			1.83	.167

Table IX (continued)

Characteristics	Teaching		Hypothetical Means		Actual Means	S.E.	t p	t d
	OT	T	Perceived	Desired				
Marital Status	X		10.0	5.7	2.7	3.44/ 2.66	2.12	.872
		X	5.7	24.0			1.13	8.01
Age	X		18.8	20.0	20.1	.243	5.35	.412
		X	20.5	20.7			1.65	2.47
College Choice	X		1.5	1.0	1.18	.053	.566	3.40
		X	1.63	1.20			8.49	.377
Educational Level of Parents	X		2.0	3.0	2.76	.162	4.69	1.48
		X	2.44	3.17			1.98	2.53
Family Income	X		6,462	9,000	11,045	611.0	7.50	3.35
		X	7,287	11,141			6.15	.157
Type of Parental Work	X		2.69	3.0	3.21	.122	4.26	1.72
		X	2.94	3.43			2.21	1.80

only one of the transfer faculty's perceptions differed significantly. The non-transfer faculty's perceptions differed significantly for the characteristics proportion of males, proportion of married students, and student age, whereas those of the transfer faculty differed significantly only for the level of student's preference for attending RCC.

The non-transfer faculty's desired socioeconomic characteristics differed significantly from the actual on the proportion of males and the level of students' preference for attending RCC; and the transfer faculty desired characteristics differed significantly for the proportion of married students and student age. Both groups differed significantly on their perceptions of student socioeconomic characteristics; the transfer faculty differed significantly in their desired level of students' preference to attend RCC; and the non-transfer faculty differed significantly in their desired level of family income.

The non-transfer faculty perceived characteristics significantly different from the actual on 10 of the 12 characteristics investigated compared to 7 of 12 for the transfer faculty. Significant differences existed from the actual only for 3 of the characteristics desired by the non-transfer faculty compared to 7 desired by the transfer faculty.

Table X shows the results of comparing the hypothetical means determined by the occupational-technical and transfer faculty with actual characteristics of students in the transfer program. Significant differences existed at the .05 level of confidence in perceptions of academic characteristics by both faculty groups and actual academic characteristics of the student group. Significant differences from

Table X

t-Test Results
Transfer Students
Faculty Groups - Teaching Areas

Characteristics	Teaching Faculty		Hypothetical Means		Actual Means	S.E.	t p	t d
	OT	T	Perceived	Desired				
Reading Ability	X		32.1	44.9	46.86	1.23	12.08	1.59
		X	38.9	54.3			6.46	-6.05
Quantitative Ability	X		34.5	46.5	49.97	1.03	15.02	3.37
		X	35.4	52.3			14.15	-2.26
Verbal Ability	X		32.0	47.4	49.17	1.23	13.96	1.44
		X	33.5	56.7			12.74	-6.12
High School GPA	X		2.08	2.54	2.5	.115	3.65	- .35
		X	2.25	2.75			2.17	-2.17
Race	X		27.7	36.9	32.4	5.31/ 8.43	.89	- .53
		X	24.1	31.0		5.08/ 5.49	1.63	.26
Sex	X		34.9	40.2	29.6	5.66/ 5.82	-.94	-1.82
		X	41.0	41.9		5.84/ 5.86	-1.95	-2.10

Table X (continued)

Characteristics	Teaching Faculty		Hypothetical Means		Actual Means	S.E.	t p	t d
	OT	T	Perceived	Desired				
Marital Status	X		10.0	5.7	11.4	3.56/ 2.75	.39	2.07
		X	5.7	24.0		2.75/ 5.07	2.07	-2.49
Age	X		18.8	20.0	21.3	.683	3.66	1.90
		X	20.5	20.7			1.17	.88
College Choice	X		1.15	1.0	1.40	.088	2.84	4.55
		X	1.63	1.2			-2.61	2.27
Educational Level of Parents	X		2.0	3.0	2.69	.177	3.90	-1.75
		X	2.44	3.17			1.41	-2.71
Family Income	X		6,462	9,000	10,260	611.1	6.22	2.06
		X	7,287	11,141			4.86	-1.44
Type of Parental Work	X		2.69	3.0	3.39	.151	4.64	2.58
		X	2.94	3.43			2.98	- .26

the actual existed for the desired characteristics by the non-transfer faculty on quantitative ability but differed significantly from the desired academic characteristics of the transfer faculty on reading ability, quantitative ability, verbal ability, and high school grade point average.

Both groups differed significantly at the .05 level of confidence from the actual on three of five personal characteristics: student age and level of students' preference to attend RCC for the transfer group, and proportion of married students and level of students' preference to attend RCC for the non-transfer group. The desired characteristics of the occupational-technical group were the same as the perceived for the transfer group, whereas the desired characteristics for the transfer group, with significant differences from the actual, included proportion of males, proportion of married students, and level of students' preference for attending RCC.

Significant differences from the actual existed for each socio-economic characteristic perceived by the occupational-technical faculty and for the characteristics family income and educational level of the parents for the transfer group. Significant differences existed for the desired characteristics family income and type of parental work for the occupational-technical faculty and only education level of the parents for the transfer group, all at the .05 level of confidence.

Chapter V

Summary and Conclusions

Chapter V contains an overview of the study, testing hypotheses, conclusions, and directions for further research. The conclusions are intended to be applicable only to the populations studied.

Overview of the Study

Research on full-time student characteristics as perceived and desired by faculty was conducted at RCC, a small multi-campus college located in a rural section of Virginia. The full-time student enrollment comprises some 26 percent of the total student body at RCC creating an approximate ratio of 1:10, faculty to student. Because of the small enrollment of such students, opportunities are provided for one-to-one relationships to be developed between the faculty and the students. It would appear that the faculty is provided the opportunity to develop an understanding of these students including an awareness of their academic, personal, and socioeconomic characteristics.

The academic characteristics investigated consisted of students' reading, quantitative, and verbal abilities as measured on the CGP Tests, and student high school grade point averages. Personal characteristics included the racial composition of the students, proportion of males, proportion of married students, student ages, and level of students' preference to attend RCC. Information on the actual student characteristics in this area was obtained from information reported by the students. Socioeconomic characteristics consisted of the education level of students' parents, annual family income, and types of parental work.

This information was reported by the students on the Student Data Form.

The academic, personal, and socioeconomic characteristics as perceived by the faculty, and student characteristics as they actually are, were analyzed by use of descriptive statistics. The differences that existed between the two sets of measures (perceived-actual and desired-actual) were subjected to statistical analysis.

Testing of Hypotheses

I. There is no significant difference between student characteristics as perceived by the faculty and student characteristics as they actually are.

Reading ability. The faculty perceived the average reading level of the students to be 36.6 compared to the actual reading level of 46.0. This difference was found to be significant at the .05 level of confidence.

Quantitative ability. The faculty perceived the average measure of the quantitative ability of the students to be 35.8 compared to the actual measure of 48.9. The difference in the two measures was significant at the .05 level of confidence.

Verbal ability. The faculty perceived the average measure of the verbal ability of the students to be 34.8 whereas the average of the actual measures of the students verbal ability was 49.3. The difference was found significant at the .05 level of confidence.

High school grade point average. The faculty perceived the high school grade point average of the students to be 2.24. The actual grade point average was 2.43. The difference was significant at the .05 level

of confidence.

Racial composition. The faculty perceived the proportion of non-whites among the students to be 26.3 percent. The actual percentages of non-whites was 30.1 percent. The difference in proportions was not found to be significant at the .05 level of confidence.

Sex Composition. The faculty perceived the proportion of males among the students to be 39.3 percent. The actual percentages of males was 45.1 percent. The difference between proportions was not significant at the .05 level of confidence.

Marital status. The faculty perceived the proportion of married students to be 8.5 percent. The actual percentage of married students was 7.5 percent. The difference in proportions was not significant at the .05 level of confidence.

Student age. The faculty perceived the student's average age to be 20.3 years. The actual average student age was 20.7 years. The difference between the two measures was not significant at the .05 level of confidence.

College choice. The faculty perceived the average level of students' preference for attending RCC as 1.5. The actual level of preference for the students was 1.24. The difference between the two levels was significant at the .05 level of confidence.

Education level of parents. The faculty perceived the average level of education of the parents to be 2.3. The actual level of education for the parents was 2.81. The difference between the two levels was significant at the .05 level of confidence.

Family income. The faculty perceived the average annual family income of the students to be $7,110.00. The actual annual family income of the students was reported as $10,516.00. The difference between the two incomes was significant at the .05 level of confidence.

Type of parental work. The faculty perceived the measure of the type of parental work to be 2.93. The actual measure of the type of parental work is 3.3. The difference between the two measures was found to be significant at the .05 level of confidence.

Significant differences at the .05 level of confidence were found between all academic characteristics perceived by the faculty and academic characteristics as they actually are. A significant difference at the .05 level of confidence was found for only one of the five personal characteristics, whereas, significant differences were found between all socioeconomic characteristics as perceived. Significant differences were shown for 8 of the 12 student characteristics investigated.

Therefore, in general, the hypothesis that there is no significant difference between student characteristics as perceived by the faculty and student characteristics as they actually are is rejected.

II. There is no significant difference between student characteristics as they actually are and student characteristics as perceived by the following faculty groups:

a) Thirty-five years of age or less

b) Over thirty-five years of age

c) Four or less years of teaching experience at RCC

d) Over four years of teaching experience at RCC

e) In-state faculty

f) Out-of-state faculty

g) Transfer faculty

h) Occupational-technical program faculty

Thirty-five years of age or less. Significant differences at the .05 level of confidence existed between all academic characteristics as perceived by the faculty group less than or equal to 35 years of age and actual student academic characteristics, except high school GPA. A significant difference existed for only one of the five personal characteristics as perceived by this faculty, but for each of the socio-economic characteristics. Significant differences existed for each of the following student characteristics: reading level, quantitative ability, verbal ability, college choice, education level of parents, family income, and type of parental work. Significant differences existed for 7 out of 12 student characteristics as perceived.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as perceived by the faculty members less than or equal to thirty-five years of age and student characteristics as they actually are is rejected.

Over thirty-five years of age. Significant differences at the .05 level of confidence existed for each academic characteristic as perceived by this faculty segment and the characteristics as they actually were. Significant differences existed for 2 out of 5 personal characteristics and for each of the socioeconomic characteristics. Significant differences existed for the following student characteristics: reading

level, quantitative ability, verbal ability, high school grade point average, proportion of male students, college choice, education level of parents, family income, and type of parental work. Significant differences existed for 9 of the 12 student characteristics as perceived by the faculty over thirty-five years of age and student characteristics as they actually were.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as perceived by this faculty segment and actual student characteristics is rejected.

Four or less years of teaching experience at RCC. Significant differences at the .05 level of confidence existed between student characteristics as perceived by this faculty group and student characteristics as they actually were for each academic characteristic, 1 of 5 personal characteristics and each of the socioeconomic characteristics. Significant differences existed for the following characteristics: reading level, quantitative ability, verbal ability, high school grade point average, college choice, education level of parents, family annual income, and type of parental work. Significant differences existed for 8 out of 12 student characteristics.

Therefore, in general, the sub-hypothesis that no significant difference existed between student characteristics as perceived by the faculty with four or less years of teaching experience at RCC and the student characteristics as they actually are is rejected.

Over four years of teaching experience at RCC. Significant differences existed at the .05 level of confidence between student char-

acteristics as perceived by the faculty group with over four years of teaching experience and student characteristics as they actually are for each of the academic characteristics, 2 of 5 personal characteristics and each of the socioeconomic characteristics. Significant differences were found for the following characteristics: reading ability, quantitative ability, verbal ability, high school grade point average, proportion of non-whites, college choice, education level of parents, family annual income, and type of parental work. Significant differences existed for 9 of 12 student characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as perceived by their faculty segment and student characteristics as they actually are is rejected.

In-state faculty. Significant differences existed at the .05 level of confidence between student characteristics as perceived by the in-state faculty and student characteristics as they actually are for each academic characteristic, 2 of 5 personal characteristics and each socioeconomic characteristic. Significant differences existed for the following characteristics: reading ability, quantitative ability, verbal ability, high school grade point average, proportion of males, student age, education level of parents, family annual income, and type of parental work. Significant differences existed for 9 of the 12 student characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as perceived by the

in-state faculty and student characteristics as they actually exist is rejected.

Out-of-state faculty. Significant differences at the .05 level of confidence existed between student characteristics as perceived by the out-of-state faculty and student characteristics as they actually were for 3 of 4 academic characteristics, 1 of 5 personal characteristics, and each of the socioeconomic characteristics. Significant differences existed for the following characteristics: reading level, quantitative ability, verbal ability, college choice, education level of parents, family annual income, and type of parental work. Significant differences existed for 7 of 12 student characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as perceived by the out-of-state faculty and the student characteristics as they really are is rejected.

Occupational-technical faculty. Significant differences at the .05 level of confidence existed between characteristics of the students as perceived by the occupational-technical faculty and student characteristics as they actually are for each academic characteristic, 3 of 5 personal characteristics, and each socioeconomic characteristic. Significant differences existed for the following characteristics: reading level, quantitative ability, verbal ability, high school grade point average, proportion of males, student ages, college choice, education level of parents, family annual income, and type of parental work. Significant differences existed for 10 of 12 student character-

istics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as perceived by the occupational-technical faculty and actual student characteristics is rejected.

Transfer faculty. Significant differences existed at the .05 level of confidence between student characteristics as perceived by transfer faculty and student characteristics as they actually are for each academic characteristic, one of five personal characteristics, and each socio-economic characteristic. Significant differences existed for the following characteristics: reading level, quantitative ability, verbal ability, high school grade point average, college choice, education level of parents, family annual income, and type of parental work. Significant differences existed for 8 of 12 student characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as perceived by the transfer faculty and student characteristics as they actully are is rejected.

III. There is no significant difference between student characteristics as they actually are and student characteristics as desired by the faculty.

Reading ability. The faculty desired an average reading level for the students of 54.2. The actual reading level was 46.0. The difference between the two levels was significant at the .05 level of confidence.

Quantitative ability. The faculty desired an average quantitative

ability for the students of 51.6. The actual quantitative ability was measured as 48.9. The difference between the two measures was significant at the .05 level of confidence.

Verbal ability. The faculty desired the average verbal ability of the students to be 53.8. The actual verbal ability was measured as 49.3. The difference between the two measures was significant at the .05 level of confidence.

High school grade point average. The faculty desired the high school grade point average to be 2.72. The actual grade point average was 2.43. The difference was significant at the .05 level of confidence.

Proportion of non-whites. The faculty desired the proportion of non-whites to be 34.9 percent. The actual proportion was 30.1 percent. The difference between the two proportions was not significant at the .05 level of confidence.

Proportion of males. The faculty desired the proportion of males to be 41.9 percent. The actual proportion was 45.1 percent. The difference in proportions was not significant at the .05 level of confidence.

Proportion of married students. The faculty desired the proportion of married students to be 16.7 percent. The actual proportion was 7.5 percent. The difference was significant at the .05 level of confidence.

Student age. The faculty desired the average student age to be 20.3 years. The actual average student age was 20.7 years. The difference in ages was not significant at the .05 level of confidence.

College choice. The faculty desired the average level of students'

preference for attending RCC to be 1.1. The actual average level of students' preference for attending RCC was 1.24. The difference between the two measures was significant at the .05 level of confidence.

Education level of parents. The faculty desired the average education level of the parents to be 3.2. The actual average level was 2.81. The difference between the two measures was significant at the .05 level of confidence.

Annual family income. The faculty desired the average annual family income to be $10,413. The actual annual family income of the students was reported as $10,516. The difference between the two measures was not significant at the .05 level of confidence.

Type of parental work. The faculty desired the average measure of the type of parental employment to be 3.33. The actual measure of the type of parental employment was 3.33. The difference between the two measures was not significant at the .05 level.

Significant differences existed at the .05 level of confidence between each academic characteristic desired by the faculty and academic characteristics of the students as they actually are, 2 of 5 personal characteristics, and 1 of 3 socioeconomic characteristics. Significant differences existed for 7 of 12 characteristics.

Since significant differences existed for more than one-half the characteristics investigated, the hypothesis, in general, that there is no significant difference between student characteristics as desired by the faculty and student characteristics as they actually are is rejected.

IV. There is no significant difference between student character-

istics as they actually are and student characteristics as desired by each of the following faculty groups:

a) Thirty-five years of age or less

b) Over thirty-five years of age

c) Four or less years of teaching at RCC

d) Over four years of teaching experience at RCC

e) In-state faculty

f) Out-of-state faculty

g) Transfer faculty

h) Occupational-technical faculty

Thirty-five years of age or less. Significant differences at the .05 level of confidence existed between actual student characteristics and student characteristics as desired for each academic characteristic, 2 of 5 personal characteristics, and 1 of 3 socioeconomic characteristics. Significant differences existed for the following characteristics: reading level, quantitative ability, verbal ability, high school grade point average, proportion of married students, college choice, and education level of parents. Significant differences existed for 7 of 12 student characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as desired by the faculty group less than or equal to 35 years of age and student characteristics as they actually are is rejected.

Over thirty-five years of age. Significant differences at the .05 level of confidence existed between student characteristics as desired

by this faculty group and student characteristics as they actually were for 2 of 4 academic characteristics, 2 of 5 personal characteristics, and 1 of 3 academic characteristics. Significant differences existed for the following characteristics: reading level, high school grade point average, proportion of married students, college choice, and education level of parents. Significant differences existed for 5 of the 12 characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as desired by the faculty group over thirty-five years of age and student characteristics as they actually are is accepted.

Four or less years of teaching experience at RCC. Significant differences existed at the .05 level of confidence between student characteristics as desired by the faculty group with four or less years of teaching experience at RCC and student characteristics as they actually exist for each academic characteristic, 1 of 5 personal characteristics, and 1 of 3 socioeconomic characteristics. Significant differences existed for the following characteristics: all academic characteristics, college choice, and education level of parents. Significant differences existed for 6 of 12 student characteristics.

Therefore, in general, the sub-hypothesis that there exists no significant difference between student characteristics as desired by the faculty with four or less years of experience at RCC and student characteristics as they actually are is accepted.

Over four years of teaching experience at RCC. Significant dif-

ferences existed at the .05 level of confidence between student characteristics as desired by the faculty group with at least 5 years of teaching experience at RCC and student characteristics as they actually are for each academic characteristic, 2 of 5 personal characteristics, and 1 of 3 socioeconomic characteristics. Significant differences existed for the following characteristics: all academic, proportion of married students, college choice, and education level of parents. Significant differences existed for 7 of 12 characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as desired by the faculty group with over four years of teaching experience at RCC and student characteristics as they actually are is rejected.

In-state faculty. Significant differences at the .05 level of confidence between student characteristics as desired by the in-state faculty and student characteristics as they actually are existed for each academic characteristic, 3 of 5 personal characteristics and 1 of 3 socioeconomic characteristics. Significant differences were found for the following characteristics: all academic, proportion of married students, student age, college choice, and education level of parents. Significant differences were found for 8 of 12 student characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference in student characteristics as desired by the in-state faculty and student characteristics as they actually are is rejected.

Out-of-state faculty. Significant differences at the .05 level of confidence between student characteristics as desired by the out-of-

state faculty and student characteristics as they actually are existed for each academic characteristic, 1 of 5 personal characteristics, and 2 of 3 socioeconomic characteristics. Significant differences existed for the following characteristics: all academic, proportion of married students, education level of parents, and annual family income. Significant differences were found for 7 of 12 characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as desired by the out-of-state faculty and student characteristics as they actually are is rejected.

Occupational-technical faculty. Significant differences at the .05 level of confidence existed between student characteristics as desired by the occupational-technical faculty and student characteristics as they actually are for 2 of 4 academic characteristics, 2 of 5 personal characteristics, and 2 of 3 socioeconomic characteristics: quantitative ability, verbal ability, student age, college choice, annual family income, and type of parental work. Significant differences existed for 6 of 12 characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as desired by the occupational-technical faculty and student characteristics as they actually are is accepted.

Transfer faculty. Significant differences at the .05 level of confidence existed between student characteristics as desired by the transfer faculty and student characteristics as they actually are for

each academic characteristic, 1 of 5 personal characteristics, and 1 of 3 socioeconomic characteristics. Significant differences existed for the following characteristics: all academic, proportion of married students, and education level of parents. Significant differences existed for 6 of 12 characteristics.

Therefore, in general, the sub-hypothesis that there is no significant difference between student characteristics as desired by the transfer faculty and student characteristics as they actually are is accepted.

The following sub-hypotheses were tested:

I. There is no significant difference between characteristics of students studying in the occupational-technical programs as they actually are and characteristics of all students as perceived by the:

   a) Occupational-technical faculty

   b) Transfer faculty

Occupational-technical faculty. Significant differences existed between all academic characteristics of students studying in occupational-technical programs and academic characteristics of all students as perceived by the occupational-technical faculty at the .05 level of confidence. Significant differences existed at this level between measures on 3 of 5 personal characteristics and all socioeconomic characteristics. The characteristics where significant differences did not exist were the proportion of non-whites and the level of students' preference for attending RCC. Significant differences existed for 10 of the 12 characteristics investigated.

Therefore, in general, the sub-hypothesis that there is no significant difference between characteristics of students studying in occupational-technical programs and characteristics of all students as perceived by the occupational-technical faculty is rejected.

Transfer faculty. Significant differences existed at the .05 level of confidence between characteristics of students studying in the occupational-technical program and student characteristics as perceived by the transfer faculty for 3 of 4 academic characteristics, 1 of 5 personal characteristics, and all socioeconomic characteristics. The characteristics where significant differences occurred were: reading level, quantitative ability, verbal ability, level of students' preference to attend RCC, education level of parents, family annual income, and type of parental work. Significant differences existed for 7 of 12 characteristics investigated.

Therefore, in general, the sub-hypothesis that there is no significant difference between characteristics of students studying occupational-technical programs and characteristics of all students as perceived by the transfer faculty is rejected.

II. There is no significant difference between characteristics of students studying in transfer programs and characteristics of students as perceived by the:

    a) Occupational-technical faculty

    b) Transfer faculty

Occupational-technical faculty. Significant differences existed at the .05 level of confidence between characteristics of students

studying in transfer programs and student characteristics perceived by the occupational-technical faculty for all academic characteristics, 2 of 5 personal characteristics, and all socioeconomic characteristics. Significant differences did not exist for the proportion of non-whites, the proportion of males, and the proportion of married students. Significant differences existed for 9 of the 12 characteristics investigated.

Therefore, in general, the sub-hypothesis that there exists no significant difference between characteristics of students studying in transfer programs and student characteristics as perceived by the occupational-technical faculty is rejected.

Transfer faculty. Significant differences existed at the .05 level of confidence between characteristics of students studying in transfer programs and characteristics of students as perceived by the transfer faculty for all academic characteristics, 3 of 5 personal characteristics, and 2 of 3 socioeconomic characteristics. Significant differences did not exist for the proportion of non-whites, student age, and education level of parents. Significant differences existed for 9 of the 12 characteristics investigated.

Therefore, in general, the sub-hypothesis that there is no significant difference between characteristics of students studying in the transfer programs and student characteristics as perceived by the transfer faculty is rejected.

III. There is no significant difference between characteristics of students studying in an occupational-technical program and student characteristics as desired by:

a) Occupational-technical faculty

b) Transfer faculty

Occupational-technical faculty. Significant differences existed at the .05 level of confidence between characteristics of students studying in occupational-technical programs and student characteristics as desired by occupational-technical faculty for none of the academic characteristics, 2 of 5 personal characteristics, and 1 of 3 socio-economic characteristics. Significant differences existed for the characteristics: level of students' preference to attend RCC, and family annual income. Significant differences existed for 3 of the 12 characteristics investigated.

Therefore, in general, the sub-hypothesis that there is no significant difference between characteristics of students studying in occupational-technical programs and student characteristics as desired by the occupational-technical faculty is accepted.

Transfer faculty. Significant differences existed at the.05 level of confidence between characteristics of students studying in occupational-technical programs and student characteristics as desired by the transfer faculty for all academic characteristics, 2 of 5 personal characteristics, and 1 of 3 socioeconomic characteristics. Significant differences did not exist for the characteristics: proportion of males, proportion of married students, and student age. Significant differences existed for 7 of the 12 characteristics investigated.

Therefore, in general, the sub-hypothesis that there is no significant difference between characteristics of students studying in

occupational-technical programs and student characteristics as desired by the transfer faculty is rejected.

IV. There is no significant difference between characteristics of students studying in transfer programs and student characteristics as desired by:

a) Occupational-technical faculty

b) Transfer faculty

Occupational-technical faculty. Significant differences existed at the .05 level of confidence between characteristics of students studying in transfer programs and student characteristics as desired by the occupational-technical faculty for 1 of the 4 academic characteristics, 2 of 5 personal characteristics, and 2 of 3 socioeconomic characteristics. Significant differences existed for the characteristics: quantitative ability, proportion of married students, level of students' preference for attending RCC, annual family income, and type of parental work. Significant differences existed for 5 of the 12 characteristics investigated.

Therefore, in general, the sub-hypothesis that there is no significant difference between characteristics of students studying in the transfer program and student characteristics as desired by the occupational-technical faculty is accepted.

Transfer faculty. Significant differences existed at the .05 level of confidence between characteristics of students studying in transfer programs and student characteristics as desired by the transfer faculty for all of the academic characteristics, 3 of 5 personal characteristics,

and 1 of the socioeconomic characteristics. Significant differences did not exist for the characteristics: proportion of non-whites, student age, family annual income, and type of parental work. Significant differences existed for 8 of the 12 characteristics investigated.

Therefore, in general, the sub-hypothesis that there is no significant difference between characteristics of students studying in transfer programs and student characteristics as desired by the transfer faculty is rejected.

Conclusions

The conclusions drawn from the results of the study are limited by the sample size and generalizations must be made with caution. The aims of the study were to determine the extent to which student characteristics as perceived by the faculty, student characteristics as desired by the faculty and actual student characteristics differ. The student characteristics studied are limited to selected academic, socioeconomic, and personal characteristics. The conclusions are contained in this section.

There is a significant difference between student characteristics as perceived by the faculty in a community college setting and student characteristics as they actually are. This is especially true when considering both academic and socioeconomic characteristics. However, such is not the case when considering personal characteristics. No significant differences existed between perceived personal characteristics and actual. Considering the total set of characteristics investigated, it is conclusive that faculty perceptions of student char-

acteristics do differ from student characteristics as they actually are.

There is a significant difference between student characteristics as they actually are and student characteristics as perceived by both faculty groups when separated by age. This was true for each category of characteristics investigated except personal. It is conclusive that neither the faculty group over 35 years of age nor the younger group perceives student characteristics as they actually are. The same is true for faculty groups separated by teaching experience and geographical origins. However, the groups separated by teaching areas differed. While both these groups do not have accurate overall perceptions of student characteristics, only the occupational-technical faculty does not perceive the personal characteristics of the students accurately.

There are significant differences between student characteristics as desired by the faculty and student characteristics as they actually are. Although the findings supported this relationship for the total set of student characteristics, it failed to be supported for each category of characteristics investigated. The faculty did not desire characteristics different from the actual personal and socioeconomic characteristics of the students. But, considering the total set, it is conclusive that student characteristics as they actually are do differ from student characteristics as desired by the faculty.

Student characteristics as desired by the faculty group less than or equal 35 years of age are significantly different from the actual student, though, for this group, the desired characteristics were in-

accurate only for the total category of academic characteristics. The faculty group over 35 years of age does not desire characteristics that differ significantly from the actual student characteristics. This is supported by the findings for each category of characteristics investigated. In considering the total set of desired characteristics by both groups, it is conclusive that the faculty group less than or equal to 35 years of age does desire student characteristics different from the characteristics that actually exist, whereas the faculty group over 35 years of age does not.

Student characteristics as desired by faculty members with at least 4 years of teaching experience are not significantly different from student characteristics as they actually are, overall, but they do differ significantly in their desired academic characteristics. Conversely, faculty members with five or more years of experience differ significantly in their desired student characteristics from the actual student characteristics. However, when considering the total set of characteristics, it is conclusive that faculty with less than or equal to four years of teaching experience do not differ in their desired student characteristics from the actual, whereas faculty with over four years do differ. It is also conclusive that both faculty groups, separated by geographic origin, do differ in their desired student characteristics from those that actually exist.

There are no significant differences between actual student characteristics and student characteristics as desired by both faculty

groups when separated by the teaching areas, transfer and occupational-technical. The occupational-technical faculty do not differ significantly in their desired academic characteristics on any of the abilities investigated, whereas, the transfer faculty do differ significantly in their desired academic characteristics. Considering all characteristics, it is conclusive that the faculty groups separated by the teaching areas, occupational-technical and transfer, do not differ in their desired student characteristics from the characteristics as they actually are.

There are significant differences in characteristics of students studying in occupational-technical programs and student characteristics as perceived by the occupational-technical faculty. Significant differences exist for all three perceived categories considered in this investigation. However, there is no significant difference between actual characteristics of this student group and student characteristics desired by the faculty group. No significant difference exists for any of the total categories as desired. It is conclusive that characteristics of students studying in occupational-technical programs do differ from student characteristics as perceived by the occupational-technical faculty but do not differ from those desired.

There are significant differences in characteristics of students studying in transfer programs and student characteristics as perceived and desired by the transfer faculty. The transfer faculty perceives characteristics significantly different in all total categories investigated, but desires characteristics that are significantly different only

in the total categories, academic and personal. It is conclusive that the transfer faculty perceives and desires student characteristics that do differ from the actual characteristics of the students studying in transfer programs.

In summarizing the above conclusions, it appears that, in general, the RCC faculties do not have an accurate perception of the characteristics of their students. They appear to be much more aware of personal characteristics, with academic characteristics being perceived with the least degree of accuracy. There appears to be a definite tendency of the faculty to underestimate the academic ability and the socioeconomic characteristics of the students.

Overall, student characteristics as they actually are, do differ from those that are perceived by the faculty as well as those desired by the faculty. However, it does appear that the characteristics desired by the faculty are much nearer to the actual characteristics than those that are perceived.

Directions for Further Research

Park has suggested that few studies have been done in educational settings to identify the environment and the personalities that make up the environment. It appears that without such studies, the changes in the educational system will not be real nor acceptable to the teachers, a necessary ingredient for success. At this stage of its development, advocates of the two-year colleges have not demonstrated to what degree the goals of these colleges have been accomplished. The popular ideas about what causes low achievement in specific groups of

students, such as the belief that the students are culturally disadvantaged, have negative self-concept, and lack of motivation, and the corrective--remedial instruction and therapeutic counseling--have not been proven appropriate and effective. It appears that every facet of the two-year college needs research and reappraisal.

Moore suggests that there are reasons why the cultural disadvantaged hypothesis--student backgrounds and upbringing depress their intelligence, motivation and self-concept--should be challenged. Listed among the reasons are:

1. Possible negative effects of the school environment on student performance.
2. How teacher's behavior and attitudes toward the student may effect student performance.
3. Lack of achievement due to poor instruction.
4. Inability to discriminate and provide for differing student needs.

The challenges suggested by Moore to the "disadvantaged hypothesis" appear to identify a basis and justification for the extension of the present study. The following suggested studies appear appropriate.

One such study, in a community college setting, is a comparison of performances by students with similar characteristics, academic, personal, and socioeconomic, in courses taught by faculty groups with differing levels of accuracy in perceptions of the student characteristics. In such an experiment, it could be determined if students' performance in courses taught by teachers with more accurate perceptions

of their characteristics excels that of those taught by teachers with less accurate perceptions.

A similar study to the one described above would be to determine if the performance of students with similar characteristics in courses taught by teachers who desire student characteristics as they actually are excels that of those in courses taught by teachers who desire characteristics that are different. Additional studies along the same lines could include investigations by the various categories of student characteristics. For example, do accurate perceptions by the faculty of student academic characteristics have a greater impact on student performance than accurate perceptions of student personal and socio-economic characteristics?

In order for the community college to accomplish its goals and mission, it must develop an understanding of its students, an understanding of their educational needs, and create an environment sufficient to fulfill these needs.

Appendix A

Table A-1

Hypothetical Means
Academic Characteristics

Total Faculty

Characteristics	Hypothetical Means					
	Perceived			Desired		
	N	M	Range	N	M	Range
Reading Level	29	36.6	25	28	54.2	24
Quantitative Ability	29	35.8	35	29	51.6	36
Verbal Ability	28	24.8	48	28	53.8	24
Grade Point Average	29	2.24	1	29	2.72	2

Table A-2

Hypothetical Means & Proportions
Personal Characteristics

Total Faculty

Characteristics	Hypothetical Proportions					
	Perceived			Desired		
	N	P/%	Range	N	P/%	Range
Race	30	26.3	40	23	34.9	25
Sex	30	39.3	40	22	41.9	25
Marital Status	26	8.5	40	12	16.7	36
	Hypothetical Means					
Age	30	20.3	5	21	20.4	5
College Choice	29	1.5	3	28	1.1	1

Table A-3

Hypothetical Means
Socioeconomic Characteristics

Total Faculty

Characteristics	Hypothetical Means					
	Perceived			Desired		
	N	M	Range	N	M	Range
Education Level of Parents	29	2.3	1	25	3.2	3
Family Income	27	7110	10,500	17	10,413	7500
Type of Parental Work	29	2.93	1	18	3.33	2

Table A-4

Academic Characteristics
Faculty by Age Groups

Characteristics	Age Groups	Perceived			Desired		
		N	M	Range	N	M	Range
Reading Level	≤ 35	15	37.1	36	15	56.8	24
	> 35	14	35.9	36	13	52.5	24
Quantitative Ability	≤ 35	15	35.7	24	15	56.0	24
	> 35	14	35.9	36	14	47.9	24
Verbal Ability	≤ 35	15	37.9	36	15	58.2	24
	> 35	13	30.2	24	13	49.9	24
High School Grade Point Average	≤ 35	16	2.31	1	15	2.73	2
	> 35	13	2.15	1	14	2.71	2

Table A-5

Personal Characteristics
Faculty by Age Groups

Characteristics	Groups	Perceived			Desired		
		N	M	Range	N	M	Range
Race	≤ 35	16	26.9	25	12	33.5	25
	> 35	14	25.7	36	11	37.0	25
Sex	≤ 35	16	39.1	25	12	42.7	5
	> 35	14	39.6	40	10	41.0	25
Marital Status	≤ 35	15	8.0	26	4	20.0	26
	> 35	11	9.1	40	8	15.0	35
		N	M	Range	N	M	Range
Age	≤ 35	16	20.3	5	11	20.2	5
	> 35	14	20.3	5	10	20.7	5
College Choice	≤ 35	15	1.73	3	14	1.07	1
	> 35	14	1.14	1	14	1.14	1

Table A-6

Socioeconomic Characteristics
Faculty by Age Groups

Characteristics	Age Groups	Perceived			Desired		
		N	M	Range	N	M	Range
Education Level of Parents	≤ 35	15	2.33	1	13	3.15	3
	> 35	14	2.29	1	12	3.25	2
Family Income	≤ 35	15	7401	10,500	10	10,799	4500
	> 35	12	6750	10,500	7	9,858	3000
Type of Parental Work	≤ 35	15	2.93	2	8	3.38	2
	> 35	14	2.93	1	10	3.30	1

Table A-7

Academic Characteristics
Faculty by College Teaching Experience

Characteristics	Teaching Experience	Perceived			Desired		
		N	M	Range	N	M	Range
Reading Level	≤ 4 years	15	35.7	24	15	53.5	36
	> 4 years	14	37.5	36	13	56.0	24
Quantitative Ability	≤ 4 years	15	39.3	36	15	51.3	36
	> 4 years	14	34.4	36	14	51.9	24
Verbal Ability	≤ 4 years	15	34.9	36	15	53.5	24
	> 4 years	13	34.5	48	13	54.1	24
High School Grade Point Average	≤ 4 years	14	2.21	1	14	2.79	2
	> 4 years	15	2.27	1	15	2.68	2

Table A-8

Personal Characteristics
Faculty by Teaching Experience

Characteristics	Age Group	Perceived			Desired		
	4 Yrs.	N	M	Range	N	M	Range
Race	≤	15	31.0	25	12	36.8	25
	>	15	22.7	36	11	32.8	21
Sex	≤	15	39.7	24	12	41.8	24
	>	15	39.0	40	10	42.1	25
Marital Status	≤	13	12.3	40	4	10.0	0
	>	13	4.6	26	8	22.5	36
		N	M	Range	N	M	Range
Age	≤	15	20.3	5	11	20.3	5
	>	15	20.3	5	10	20.6	5
College Choice	≤	15	1.33	2	15	1.33	1
	>	14	1.57	3	13	1.08	1

Table A-9

Socioeconomic Characteristics
Faculty by Teaching Experience

Characteristics	Teaching Experience	Perceived			Desired		
	4 Years	N	M	Range	N	M	Range
Education Level of Parents	≤	15	2.40	1	13	3.23	2
	>	14	2.21	1	12	3.17	3
Family Income	≤	14	6,858	10,500	9	10,667	4,500
	>	13	7,386	10,500	8	10,125	3,000
Type of Parental Work	≤	15	3.00	2	8	3.50	2
	>	14	2.86	1	10	3.20	1

Table A-10

Academic Characteristics
Faculty by In-State/Out-State

Characteristics	In-State I Out-State O	Perceived			Desired		
		N	M	Range	N	M	Range
Reading Level	I	14	30.2	24	13	50.8	24
	O	15	41.5	24	15	58.2	24
Quantitative Ability	I	14	32.8	24	14	50.3	36
	O	15	38.6	36	15	52.8	24
Verbal Ability	I	14	33.6	48	14	52.6	24
	O	14	35.9	36	14	56.0	24
High School Grade Point Average	I	14	2.14	1	14	2.86	2
	O	15	2.33	1	15	2.60	2

Table A-11

Personal Characteristics
Faculty by In-State/Out-State

Characteristics	In-State I Out-State O	Perceived			Desired		
		N	P/%	Range	N	P/%	Range
Race	I	14	28.6	40	13	35.6	25
	O	16	24.4	36	10	34.0	21
Sex	I	13	35.3	40	12	41.0	25
	O	16	42.9	24	10	43.0	24
Marital Status	I	13	6.16	26	6	13.3	36
	O	13	10.8	40	6	20.0	26
		N	P/%	Range	N	P/%	Range
Age	I	14	18.9	3	11	20	5
	O	16	20.6	5	10	20.9	5
College Choice	I	14	1.29	2	13	1	0
	O	15	1.6	3	15	1.2	1

Table A-12

Socioeconomic Characteristics
Faculty by In-State/Out-State

Characteristics	In-State I Out-State 0	Perceived			Desired		
		N	M	Range	N	M	Range
Education Level of Parents	I	13	2.31	1	13	3.23	2
	0	16	2.31	1	12	3.17	3
Family Income	I	12	6,750	7,500	10	11,099	4,500
	0	15	7,401	10,500	7	9,428	3,000
Type of Parental Work	I	13	3.0	2	10	3.4	2
	0	16	2.88	1	8	3.25	1

Table A-13

Academic Characteristics
Faculty by Teaching Areas

Characteristics	Teaching Fields	Perceived			Desired		
	Occupational Technical-OT Transfer-T	N	M	Range	N	M	Range
Reading Ability	OT	13	32.0	36	13	44.9	24
	T	17	38.9	36	15	54.3	36
Quantitative Ability	OT	13	34.5	36	13	46.5	24
	T	16	35.4	36	16	52.3	24
Verbal Ability	OT	13	32.0	36	13	47.4	24
	T	15	33.5	24	15	56.7	24
High School Grade Point Average	OT	13	2.08	2	13	2.54	2
	T	16	2.25	1	16	2.75	2

Table A-14

Personal Characteristics
Faculty by Teaching Field

Characteristics	Occupational Technical-OT Transfer-T	Perceived			Desired		
		N	P/Z	Range	N	P/Z	Range
Race	OT	13	27.7	40	13	36.9	25
	T	16	24.1	36	10	31.0	21
Sex	OT	13	34.9	40	12	40.2	25
	T	17	41.0	40	10	41.9	25
Marital Status	OT	12	10.0	40	7	5.7	15
	T	14	5.7	26	5	24.0	36
		N	M	Range	N	M	Range
Age	OT	13	18.8	40	11	20	25
	T	17	20.5	5	10	20.7	5
College Choice	OT	13	1.15	1	13	1.0	0
	T	16	1.63	3	15	1.20	1

Table A-15

Socioeconomic Characteristics
Faculty by Teaching Field

Characteristics	Occupational Technical–OT Transfer–T	Perceived			Desired		
		N	M	Range	N	M	Range
Education Level of Parents	OT	13	2.0	2	13	3.0	2
	T	16	2.44	2	12	3.17	3
Family Income	OT	13	6,462	10,500	13	9,000	3,000
	T	14	7,287	10,500	7	11,141	3,000
Type of Parental Work	OT	13	2.69	2	11	3.0	2
	T	16	2.94	2	7	3.43	2

Table A-16

Academic Characteristics
All Students

Characteristics	N	Mean	S.D.	S.E.	Range
Reading Ability	173	45.98	10.26	.780	43
Quantitative Ability	173	48.91	8.56	.651	43
Verbal Ability	173	49.29	9.60	.730	46
High School Grade Point Average	155	2.43	.789	.063	3

Table A-17

Personal Characteristics
All Students

Characteristics	N	%	M	S.D.	S.E.	Range
Race	52	30.1	—	—	—	—
Sex	78	45.1	—	—	—	—
Marital Status	13	7.5	—	—	—	—
Age	173	—	20.7	4.16	.316	33.2
College Choice	132	—	1.24	.511	.044	2.0

Table A-18

Socioeconomic Characteristics
All Students

Characteristics	N	Means	S.D.	S.E.	Range
Education Level of Parents	134	2.81	1.31	.113	4
Family Income	121	10,516	4,673	424.8	12,001
Type of Parental Work	133	3.33	1.06	.092	4.0

Table A-19

Academic Characteristics
Students by Program Type

Characteristics	Occupational Technical–OT Transfer–T	N	Mean	S.D.	S.E.	Range
Reading Ability	OT	76	45.08	10.09	1.16	41
	T	71	46.86	10.33	1.23	40
Quantitative Ability	OT	76	48.28	8.38	.962	43
	T	71	49.97	8.64	1.03	40
Verbal Ability	OT	76	48.86	9.12	1.05	46
	T	71	49.17	10.34	1.23	44
High School Grade Point Average	OT	76	2.4	.769	.092	3
	T	60	2.5	.893	.115	3

Table A-20

Personal Characteristics
Students by Program Type

Characteristics	Occupational Technical-OT Transfer-T	N	%	M	S.D.	S.E.	Range
Race	OT	22	28.9	--	--	--	--
	T	23	32.4	--	--	--	--
Sex	OT	39	51.3	--	--	--	--
	T	21	29.6	--	--	--	--
Marital Status	OT	2	2.7	--	--	--	--
	T	8	11.4	--	--	--	--
Age	OT	76	--	20.1	2.12	.243	10.0
	T	71	--	21.3	5.75	.683	33.0
College Choice	OT	63	--	1.18	.423	.053	2.0
	T	52	--	1.40	.634	.088	2.0

Table A-21

Socioeconomic Characteristics
Students by Program Type

Characteristics	Occupational Technical-OT Transfer-T	N	Mean	S.D.	S.E.	Range
Education Level of Parents	OT	62	2.76	1.28	.162	4.0
	T	54	2.69	1.30	.177	4.0
Family Income	OT	55	11,045	4,531	611.0	12,001
	T	48	10,260	4,580	661.1	12,001
Type of Parental Work	OT	62	3.21	.96	.122	4.0
	T	54	3.39	1.11	.151	4.0

Appendix B

Interview Schedule

Rappahannock Community College

This instrument is designed to record perceptions of instructors of the characteristics of full-time students attending Rappahannock Community College during Fall Quarter 1975.

Academic Characteristics

1. Reading Level

a) What do you think is the average reading level as measured by CGP Tests of full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(20-31)	(32-43)	(44-55)	(56-67)	(68-80)

b) For instructional purposes, what do you desire the average reading level to be for full-time students presently attending Rappahannock Community College as measured by CGP Tests?

Scale:

1	2	3	4	5
(20-31)	(32-43)	(44-55)	(56-67)	(68-80)

2. Quantitative Ability

a) What do you think is the average quantitative ability as measured by CGP Tests of full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(20-31)	(32-43)	(44-55)	(56-67)	(68-80)

b) For instructional purposes, what do you desire the average quantitative ability to be for full-time students presently attending Rappahannock Community College as measured by CGP Tests?

Scale:

1	2	3	4	5
(20-31)	(32-43)	(44-55)	(56-67)	(68-80)

3. Verbal Ability

a) What do you think is the average verbal ability as measured by CGP Tests of full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(20-31)	(32-43)	(44-55)	(56-67)	(68-80)

b) For instructional purposes, what do you desire the average verbal ability to be for full-time students presently attending Rappahannock Community College as measured by CGP Tests?

Scale:

1	2	3	4	5
(20-31)	(32-43)	(44-55)	(56-67)	(68-80)

4. High School Performance

a) What do you think is the average high school GPA for full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(F)	(D)	(C)	(B)	(A)

Personal Characteristics

1. Race

a) What percent of the full-time student body presently attending Rappahannock Community College is non-white?

Scale:

1	2	3	4	5
(below 20)	(20-30)	(31-40)	(41-50)	(above 50)

b) For instructional purposes, what percent of the full-time student body do you desire to be non-white?

Scale:

1	2	3	4	5
(below 20)	(20-30)	(31-40)	(41-50)	(above 50)

2. Sex

a) What percent of the full-time student body presently attending Rappahannock Community College do you think is male?

Scale:

1	2	3	4	5
(below 20)	(20-30)	(31-40)	(41-50)	(above 50)

b) For instructional purposes, what percent of the full-time student body presently atteding Rappahannock Community College do you desire to be male?

Scale:

1	2	3	4	5
(below 20)	(20-30)	(31-40)	(41-50)	(above 50)

3. Marital Status

a) What percent of the full-time student body presently attending Rappahannock Community College do you think is married?

Scale:

1	2	3	4	5
(below 20)	(20-30)	(31-40)	(41-50)	(above 50)

b) For instructional purposes, what percent of the full-time student body presently attending Rappahannock Community College do you desire to be married?

Scale:

1	2	3	4	5
(below 20)	(20-30)	(31-40)	(41-50)	(above 50)

4. Age

a) What do you think is the average age of full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(under 18)	(18-19)	(20-21)	(22-23)	(over 23)

b) For instructional purposes, what do you desire to be the average age of full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(under 18)	(18-19)	(20-21)	(22-23)	(above 23)

5. College Choice

a) What level of choice among the colleges do you think Rappahannock Community College was for the majority of the full-time student body?

Scale:

1	2	3	4	5
(fifth)	(fourth)	(third)	(second)	(first)

b) For instructional purposes, what level of college choice do you desire Rappahannock Community College to be for the majority of the full-time student body?

Scale:

1	2	3	4	5
(fifth)	(fourth)	(third)	(second)	(first)

Socioeconomic Characteristics

1. Education Level of Parents

a) What do you think is the average level of education for parents of full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(less than 8th gr.)	(attended H.S.)	(H.S. grad.)	(attended college)	(college grad.)

b) For instructional purposes, what average level of education do you desire for the parents of full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(less than 8th gr.)	(attended H.S.)	(H.S. grad.)	(attended college)	(college grad.)

2. Family Income

a) What do you think is the average family income of full-time students presently attending RCC?

Scale:

1	2	3	4	5
(up to 5999)	(6000-8999)	(9000-11999)	(12000-14999)	(15000 or over)

b) For instructional purposes, what do you desire the average family income to be for full-time students presently attending RCC?

Scale:

1	2	3	4	5
(up to 5999)	(6000-8999)	(9000-11999)	(12000-14999)	(15000 or over)

3. Type of Parental Work

a) What type of work do you think is done by the parents

of the majority of full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(unem- ployed)	(un- skilled)	(skilled)	(semi-pro- fessional)	(profes- sional)

b) For instructional purposes, what type of work do you desire by parents of the majority of full-time students presently attending Rappahannock Community College?

Scale:

1	2	3	4	5
(unem- ployed)	(un- skilled)	(skilled)	(semi-pro- fessional)	(profes- sional)

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