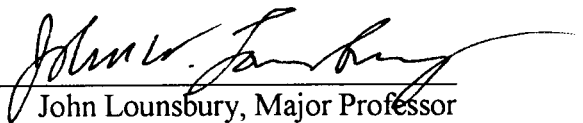
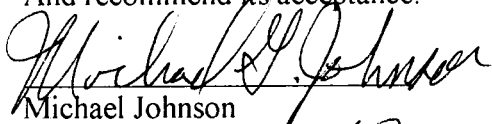


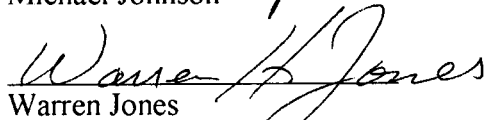
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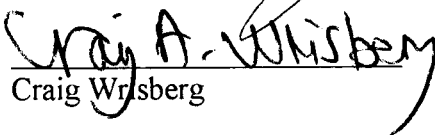
I am submitting herewith a dissertation written by Daniel L. DeNeui entitled "A Longitudinal Investigation of the Psychological Sense of Community on Campus." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Psychology.


John Lounsbury, Major Professor

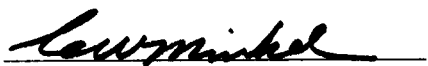
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A Longitudinal Investigation of
Psychological Sense of Community on Campus

A Dissertation Presented for the
Doctor of Philosophy Degree
The University of Tennessee, Knoxville

Daniel L. DeNeui
August, 1998

DEDICATION

This Dissertation is dedicated to my parents

Dick DeNeui

and

Sally DeNeui

for their unwavering support

and encouragement.

ACKNOWLEDGEMENTS

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Abstract

In this study, a longitudinal design was utilized to examine the factors that contribute to the development of the psychological sense of community on campus (PSC).

120 Students at a large university in the southeast completed two separate batteries of self-report measures, one at the beginning of the academic year (Time 1) and one at the end of the academic year (Time 2). The Time 1 measure included the NEO-PIR (Costa & McCrae, 1992) personality survey, the Campus Atmosphere Scale (Lounsbury & DeNeui, 1995) and the Quality of Life scale (Andrews & Withey, 1977). In addition to the Campus Atmosphere Scale, the Time 2 measure also included the Revised UCLA Loneliness Scale (Russell, Peplau and Cutrona, 1980). The findings reveal that three variables, students' Quality of Life, Participation in campus activities and Extroversion appear to be related to PSC. Additionally, Extroversion appears to be related to students' expectations for PSC and hence the amount of change in PSC they experience over the course of an academic year. From these findings, a model for the development of PSC was developed.

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CHAPTER I

INTRODUCTION

Over twenty years ago, Seymour Sarason published a book titled The Psychological Sense of Community: Prospects For a Community Psychology (1974). He defined the psychological sense of community (PSC) as “the perception of similarity to others, acknowledged interdependence with others, a willingness to maintain this interdependence by giving to or doing for others what one expects from them, and the feeling that one is part of a larger dependable and stable structure” (p. 156). In outlining his reasons for writing the book, Sarason states:

Beginning in 1972 I began to keep a tally of the number of books reviewed in several national book review periodicals that clearly dealt with themes of loneliness, alienation, rootlessness and not belonging....regardless of the political, religious, and philosophical persuasion of the authors, they agreed that the destruction of the psychological sense of community (and they differed considerably in how this has come about or what needs to be done) was the central problem in social living.

More recently, Lorion and Newbrough (1996) declared that the psychological sense of community embodies the initial goals of community psychology, to reconnect the social sciences and psychology to life as experienced by people under everyday circumstances. Furthermore, they argue that the psychological sense of community is “as central to the view of community as the psychology of everyday life.”

Even though more than two decades have elapsed since Sarason called PSC an “overarching concern” of the field of community psychology, research on the topic has been limited in range and scope. Many of the studies of PSC have conceptualized it as a product of specific environments or certain characteristics of those environments. Others have focused on differences between communities and how their members differentially experience PSC. While PSC has been examined in a variety of contexts, very few studies have examined the PSC construct as it relates specifically to academic settings. Researchers have examined colleges as communities (Cruz, 1987; Spitzberg, 1992; Easthope, 1975), but the majority of this research focuses on the relationship between student involvement and various outcomes. For example, Abrahamowicz (1988) found that the biggest influence on student growth, development and satisfaction is student involvement. Other studies have linked involvement and integration with variables such as GPAs (Young & Rogers, 1991), psychosocial development (Hunt & Rentz, 1994), satisfaction (Abrahamowicz, 1988), and retention (Dowaliby, Garrison, & Dagel, 1993; Murguia, Padilla, & Pavel, 1991; Pascarella, 1986; Stoecker, Pascarella, & Wolffe, 1988; Boudreau & Kromrey, 1994; Gass, 1990; Ragle & Krone, 1985; Russel & Thompson, 1987; Young, Backer & Rogers, 1989).

In the current an attempt was made to extend PSC into the academic community. Specifically examined are: the stability of PSC over time; how environmental factors, specifically those related to students’ university experiences serve as experiential antecedents of PSC; and the relationship between PSC and individual personality.

CHAPTER II

REVIEW OF THE LITERATURE

Although the psychological sense of community has been characterized as a fundamental component of community psychology, researchers have complained about the lack of theoretical research to support the construct (Hill, 1996). Although a few researchers have tried to explicate the conceptual foundation of PSC, most of the research thus far, has characterized PSC as an attribute or by-product of specific geographic locations. In this review, research from the fields of PSC and academics is discussed.

Psychological Sense of Community

In 1974, Seymour Sarason introduced the concept of the psychological sense of community and included in it's definition, "the perception of similarity to others, acknowledged interdependence with others, a willingness to maintain this interdependence by giving to or doing for others what one expects from them, and the feeling that one is part of a larger dependable and stable structure" (p. 156). Since that time, the psychological sense of community has been studied in a variety of contexts. Many of these have identified community with a specific geographical locus (Gusfield, 1975), in which PSC is conceptualized as a product of the subjective experience of living in various environments like neighborhoods, towns and cities. In one line of this research, PSC has been studied in relation to neighborhoods and citizen participation. For example, Chavis and Wandersman (1990) found that PSC can serve as a catalyst for participation in local neighborhood communities. Also, Bachrach and Zautra (1985) found that sense of community had an indirect influence on

community involvement. In a similar vein, Ahlbrant and Cunningham (1979) found that a sense of community was related to commitment to neighborhoods and overall satisfaction with them. From a slightly different perspective, Glynn (1981) found that residents of an Israeli kibbutz scored higher on sense of community than residents of two American towns. The workplace has also been proposed as frame of reference for PSC. Findings indicate that PSC occurs at work and benefits workers in a number of ways including increasing feelings of security, stronger self-concept, self-respect and coping abilities (Klein & D'Aunno, 1986; Pretty & McCarthy, 1991).

A great deal of research focuses on PSC from an environmental perspective, but as Klein and D'Aunno (1986) point out, individuals' sense of community does not have to be limited to specific geographic locations. Other researchers have focused more on what Gusfield (1975) called the relational aspect of PSC, which refers to the "quality of character of human relationship, without reference to location" (p. xvi). For example, researchers have examined the relationship between PSC and involvement in unions (Catano, Pretty, Southwell, & Cole, 1993), politics (Davidson & Cotter, 1989, 1993; Sonn & Fisher, 1996), family (Davidson, Cotter, & Stovall, 1991), crime prevention (Levine, 1986), small groups (Compas, 1981), person-community attitude similarity (Good, Good, & Golden, 1973), religious climates (Pargament, 1983), police training (Veno & Gardner, 1979), teachers' sense of efficacy (Newmann, Rutter, & Smith, 1989), subjective well-being (Davidson, et.al., 1991), and characteristics of city residents (Davidson & Cotter, 1986).

Another line of research focuses on the correlates of PSC. Several studies have found that the number of years spent in a community is related to higher levels of PSC (Buckner, 1988, Riger & Lavrakas, 1981; Robinson & Wilkinson, 1995). Pretty (1990) examined the relationship of PSC to social climate characteristics and found evidence that PSC is related to undergraduates' interpersonal networks and support. Related to this, Pretty, Andrews, and Collett (1994) found a significant negative correlation between school sense of community and loneliness. Other studies have shown significant relationships between PSC and social predispositions (Davidson, Cotter, & Stovall, 1991), subjective well being (Davidson & Cotter, 1991), and student burnout (McCarthy, Pretty, & Catano, 1990).

Only recently have researchers focused on the psychological sense of community as it relates to college students. Pretty (1990) examined the relationship between PSC and social climate among students in a Canadian university and found that PSC was related to variables like student involvement, academic achievement and support characteristics. McCarthy, Pretty and Catano (1990) found a negative correlation between student burnout and students' psychological sense of community. Lounsbury and DeNeui (1995,1996) found that size of the school was significantly negatively correlated to students' psychological sense of community.

In addition, they found that:

- Extroverted students have higher psychological sense of community scores than introverted students
- Students living on-campus report higher psychological sense of community scores than those living off-campus
- Students involved in Greek organizations report a higher sense of community than non-Greeks

- Out-of-state students report higher community scores than in-state students.

Personality

In general, previous research casts the psychological sense of community as a product of one's environment. As Hill (1996) states, PSC has "consistently been shown to be exactly what Sarason (1974) originally proposed it as, a characteristic of communities, not of people living within them" (p. 56). Additionally, one of the most popular definitions speaks of PSC in terms of the degree to which specific communities can provide individuals with "the opportunity for membership, to exert influence, to meet mutual, and shared emotional support" (McMillan & Chavis, 1986, p. 145). Although widely accepted, this definition still casts PSC as a perceived psychosocial attribute of a community and suggests that it develops in response to one's experience of being a community member. However, Lounsbury and DeNeui (1995) found a positive relationship between the personality trait of extroversion and students' psychological sense of community. Lounsbury and DeNeui (1995) offered three alternative explanations for these findings. The first involves what they call the "passive personological" perspective and suggests that extroverted students simply see the environment differently, possibly seeing more opportunities for community. The second alternative--an "active personological perspective"--suggests that extroverted students choose to become more involved in their community environments and consequently experience higher PSC. The third alternative suggests that extroverts may simply be attracted to environments that

offer more opportunities for interaction and social integration. The third alternative coincides with observations by McMillan and Chavis (1986) that individuals are more attracted to communities they feel will best meet their social needs.

In addition to extroversion, research has also examined the relationship between the psychological sense of community and the personality trait of openness to experience. Feldman and Newcomb (1969) theorized that students who are more open to experience are more likely to be impacted by their college environment. There is some empirical evidence to support this claim. For example, a series of studies by Webster and associates (as cited in Feldman & Newcomb, 1969) indicates a relationship between overall change during the freshman year and various measures of openness as measured by the Omnibus Personality Inventory. Finnie (as cited in Feldman & Newcomb, 1969), found that Harvard students who were more open to experience showed greater amounts of change in vocational interests.

University Experience

Relevant research in higher education has examined ways in which different aspects of the university environment affect various student outcomes. For example, a number of researchers have identified orientation programs as playing a key role in students' transition from high school to college (Baldrige, Kemerer, & Green, 1982; Gordon & Grites, 1984). In general, studies indicate that students who participate in orientation programs not only show better adjustment to college (Devlin, 1996; Martin & Dixon, 1989; Schwitzer, McGovern & Robbins, 1991; Walsh, 1985), but also tend to have higher GPAs (Young &

Rogers, 1991), and are less likely to drop out of school than student's who do not participate in such programs (Boudreau & Kromrey, 1994; Gass, 1990; Ragle & Krone, 1985; Russel & Thompson, 1987; Young, Backer & Rogers, 1989).

There is also a great deal of research in higher education that has examined the relationship between a student's place of residence and their adjustment to the university. Feldman and Newcomb (1969) argue that if a student's major has a distinctive influence on his or her academic experience, so too should the student's living situation. Additionally, Chickering (1969) concludes, "residence hall arrangements have powerful implications for student development." (p.104). A great deal of research in higher education has investigated not only residence halls and dormitories, but Greek-letter societies as well. Members of fraternities and sororities have been distinguished by higher levels of sociability, extroversion, and gregariousness as well as various "social adjustment" measures like social skills and campus participation (see Feldman and Newcomb, 1969, for a review of this literature). Hunt and Rentz (1994) found a significant correlation between involvement in Greek-letter societies and psychosocial development. Feldman and Newcomb also observed that students who live in organized settings, other than Greek houses (i.e. dormitories), tend to score higher on the aforementioned variables than students living in off-campus housing and/or students commuting to school. More recently, Lounsbury and DeNeui (1995) found that students involved in fraternities or sororities scored higher on PSC than non-members. They also found that students who

lived on-campus reported higher levels of psychological sense of community than students living off-campus.

Another facet of the university experience that has received attention is campus involvement. Many theorists in higher education have identified student participation as a key to success in college. For example, in his theory of student involvement, Astin (1984) posits that student involvement is directly related to student learning and personal growth. Tinto (1975) theorized that greater student involvement was related to institutional commitment and retention. More recently, Abrahamowicz (1988) found that students who were involved in at least one student organization were significantly more satisfied with campus life than students not involved in any organizations. Terenzini and Wright (1987) found that in regard to student satisfaction during the first two years of school, academic integration was more important than social integration.

In addition to student involvement, researchers have also examined the influence that peer groups and faculty members have on PSC. This facet has received a great deal of attention primarily because, as Chickering (1969) points out, “it is persons who affect persons, not structural arrangements. Arrangements can enable or inhibit, but their impact in and of themselves is limited.” (p, 232). Regarding student development, the most influential force, according to Chickering, is a student's peer group. These individuals serve to “filter and modulate the messages from the larger culture.” Other research indicates that healthy faculty-student interaction is a key component in student

development (Feldman & Newcomb, 1968), intellectual maturity, (Heath, 1968), competence (Wallace, 1966) and identity (Raushenbush, 1964).

The above findings are suggestive of a number of factors that could potentially contribute to PSC in a campus setting. Orientation programs, place of residence, participation and faculty involvement have been shown to be significant components of students' collegiate experience. One of the goals of the current study was to assess the relationship between these factors and PSC.

Moreover, it should be noted that a college or university offers an excellent opportunity to study the development of PSC since students come from many different backgrounds and settings to form a new community. Students presumably should have equally "blank PSC slates" for the college they are entering. Accordingly, the current study focuses on entering freshman and assessing the development of PSC within the framework of a longitudinal design.

Although there has been a great deal of research on PSC from an environmental perspective, very few of these studies have investigated the factors that lead to PSC. Moreover, even fewer studies have examined how different factors affect changes in PSC over time. By utilizing a longitudinal design, the current study is unique in a number of key ways. First, it not only examines factors related to PSC, but also, how those factors influence subsequent PSC and changes in PSC over time. Second, the present study is the first that analyzes the stability of PSC over time. In addition, this study is unique in examining the relationship between PSC and core personality characteristics with an eye

toward examining the unique variance in PSC accounted for by personality constructs and whether personality moderates the relationship between PSC and other related variables.

CHAPTER III

HYPOTHESES

Psychological Sense of Community

Based on the fact that participants were incoming freshman with little or no connections to the school, it was predicted that as students get involved with classes and extracurricular activities, their PSC should increase. Therefore, it was hypothesized that students' scores on Time 2 PSC would be higher than their scores on Time 1 PSC.

Personological Correlates

By utilizing a longitudinal design and a student involvement survey, the current study attempts to explicate the relationship between students' personalities and PSC. Specifically, it was predicted that students who score higher on extroversion would show greater Time 1 and Time 2 PSC scores and would show greater PSC increases from Time 1 to Time 2 (PSC Change) than students who scored lower on extroversion.

Since it was assumed that students who score high on openness are more likely to get involved in campus activities and consequently, experience a greater PSC, it was predicted that students who scored higher on openness to experience would show greater Time 1 and Time 2 PSC scores than students who scored lower on openness. Moreover, it was predicted that students who score high on openness would show greater PSC change from Time 1 to Time 2 than would students who score lower on openness.

The study also examined the remaining three "Big 5" personality constructs (Costa & McCrae, 1988)—Neuroticism, Conscientiousness, and Agreeableness. Because no research

thus far has examined the relationship between these three personality traits and PSC, the current research regarding these constructs is exploratory and no specific predictions are offered.

In addition to the NEO-PIR variables, the relationship between PSC and loneliness was also examined. Intuitively, loneliness should be negatively related to PSC. Based on this assumption, it was predicted that participants who scored higher on loneliness would score significantly lower on Time 2 PSC and show less PSC change than would participants who scored lower on Loneliness.

University Experience

In addition to the personological aspects of students' psychological sense of community, an attempt was made to understand how various facets of students' university experience are associated with the psychological sense of community. Drawing on the work of Lounsbury and DeNeui (1996) regarding PSC and place of residence and on the aforementioned literature on the importance of campus experience, it was predicted that students enrolled in the first year studies orientation program would show greater PSC Change than non-participants. It was also predicted that students involved in fraternities and sororities would display higher Time 2 PSC than those not involved.

The higher education literature reviewed earlier identifies student involvement in campus activities as an important element in helping create positive student experiences. Accordingly, it was predicted that overall participation in student organizations and activities would be positively correlated with Time 2 PSC.

Because previous research on participation focuses mainly on overall measures of involvement, no specific hypotheses regarding specific activities or organizations were offered.

The current study assessed the amount of unique PSC variance accounted for by each of these variables. Based on the findings from both personality and higher education literature, it was predicted that both personality and environmental/experiential variables would account for significant unique variation in Time 2 PSC and that environmental/experiential variables would account for more variance in PSC Change than personality variables.

CHAPTER IV

METHODS

Both time one and time two measurements of the proposed study were in agreement with the participating university's code of ethics regarding the use of human participants in research. The study received approval by the university's institutional review board.

Participants

Time 1 participants consisted of 364 incoming first year students. Of these students, 234 were females, 128 were males and two respondents who did not indicate their gender. Sixty-seven of the participants were enrolled in a university-sponsored first year studies (FYS) program (participants). The rest of the Time 1 sample was comprised of students not enrolled in FYS (non-participants). FYS participants completed the surveys during class time which were distributed by their instructors. FYS non-participants were students enrolled introductory psychology courses at the University of Tennessee and completed the surveys outside the classroom in a special room reserved for the project. These students received extra-credit for their participation. The initial sample of students was asked if they would be willing to participate in a follow-up study to be conducted near the end of the spring semester. As an incentive to participate in the follow-up, students were offered a chance at winning a \$100 cash prize. Out of the initial 364 Time 1 participants, 315 indicated they would be willing to participate in the follow-up study. Out of that sample of 315, 120 (38%) actually completed the follow-up survey. Time 2 participants consisted of 95 women and 23 men, fifteen of which indicated they had participated in the first year studies program.

Design and Procedure

Because the goal of the present research was to examine how various individual and institutional factors affect the psychological sense of community over time, a longitudinal design was employed. Participants completed self-report questionnaires that included an individual personality questionnaire, an instrument designed to measure the psychological sense of community and various demographic questions.

Study participants were advised of their rights and instructed that their responses would remain anonymous, their participation was completely voluntary and that they could discontinue participation at any time. After completion of informed consent papers, participants then completed the battery of surveys.

First Years Studies Program (FYS). The FYS program is designed to enhance students' experience during their first year of college. It is designed to help incoming students gain the skills necessary to make the transition from high school to college a successful one. In addition to earning academic credit, students learn skills that help them adjust both academically and socially to college life, including time management, study skills, advising, problem solving, goal setting and use of campus resources. Students enrolled in the FYS program also have access to upper-level students who serve as peer mentors.

Time 1 Materials

In order to measure changes in the psychological sense of community over time, it was necessary to assess students' personalities, attitudes, and perceptions when they first arrived in the fall (Time 1). To do so, the Time 1 measure included two versions of the Campus

Atmosphere Scale (PSC) developed by Lounsbury and DeNeui (1995). The first test measured student's high school PSC, the other was designed to measure collegiate PSC (Time 1 PSC). Time 1 participants also completed a survey designed to measure how satisfied students were with various aspects of their life (Andrews & Withey, 1976). Reliability coefficients for each of these scales can be found on page 21. Details of these scales are discussed below.

Campus Atmosphere Scale. Time one participants completed two versions of the 26-item Campus Atmosphere Scale (Lounsbury & DeNeui, 1995) which was designed to measure PSC. The first version was worded to reflect students' current feelings about sense of community on campus ($\alpha=.92$). The second version was worded to reflect students' feelings about sense of community in their high school ($\alpha = .72$). Both PSC scales used a five-point Likert scale and sample items included: "It is hard to make friends on this campus", "Students are the main focus of the faculty", "I really feel like I belong here."

Quality of Life Scale. The QOL scale (Andrews & Withey, 1977) used a six-point Likert scale ranging from very dissatisfied to very satisfied to assess how satisfied students are with various aspects of their lives including areas like their social life and work situations. The coefficient alpha for this scale was .84.

NEO PI-R. To assess personality, the Time 1 measure included the 240-item NEO PI-R (Costa & McCrae, 1992), which measures individual personality on five broad dimensions, Neuroticism ($\alpha = .92$), Extroversion ($\alpha = .90$), Openness ($\alpha = .87$), Agreeableness ($\alpha = .86$) and Conscientiousness ($\alpha = .91$). Subjects indicate their degree of agreement

with each item on a five-point Likert scale ranging from 1 = “strongly disagree” to 5 = “strongly agree”.

Demographic Information. In addition to these scales, demographic information was also collected including, gender, size of high school, high school GPA and ethnic background. For control purposes, level of involvement in high school activities was also assessed. Also, students were asked to indicate any activities and/or programs in which they were active during high school. Students were also asked to identify their reasons for attending the University of Tennessee.

Time 2 Materials

To test changes over time, the PSC and QOL scales were again included in the Time 2 survey. In addition, a loneliness questionnaire (Russell, Peplau and Cutrona, 1980) was included in the time two survey, this scale is discussed in greater detail below. Student participation was measured using an activity checklist similar to the one used in the Time 1 survey. The Time 2 survey also included an expanded participation scale (PS) (coefficient $\alpha = .83$) that included questions on employment, dating behavior, GPA, residency status, relationships with students and professors, access to the internet, strength of ties to parents and frequency of trips home.

Revised UCLA Loneliness Scale (RULS). The Revised UCLA Loneliness Scale developed by Russell, Peplau and Cutrona (1980) is a 20-item scale designed to measure loneliness. Participants use a four-point Likert scale ranging from “I never feel this way” to “I often feel this way” to respond to questions like “I cannot tolerate being so alone” and “I feel

completely alone". Coefficient alpha for the RULS is .96, which supports previous research (Russell et.al 1980).

Time 1 and Time 2 PSC Measures

The following measures were used as dependent variables. Time 1 PSC was created by summing responses to the individual items of the campus atmosphere scale administered in the fall data collection. Coefficient alpha for Time 1 PSC is .89. Time 2 PSC was created by summing the individual items of the campus atmosphere scale administered in the spring data collection. The coefficient alpha for this scale is .91. PSC change was created to show the amount and direction of change in participant's PSC from Time 1 to Time 2. By subtracting Time 1 PSC from Time 2 PSC, a positive score on PSC change reflected an increase in PSC over time. Conversely a negative score reflected a drop in PSC over time. The gain score reliability for the PSC change variable was .78 (Cronbach & Furby, 1970).

CHAPTER V

RESULTS

Checking for Participant Bias

One potential threat to the generalizability of the findings of the current study was the number of Time 1 participants who did not complete the second part of the survey. Of the 315 subjects that indicated they would be willing to participate in the second half of the study, only 120 (38%) actually completed the second survey. To determine whether there was selective attrition, characteristics of the dropout group were compared to those of participants who completed both Time 1 and Time 2 surveys. The two groups were significantly different on two of the personality dimensions: Agreeableness and Conscientiousness. On Agreeableness, students who volunteered for the second part of the study had a mean score of 117.34 compared to a mean of 112.15 for those who dropped out ($t=2.78, p<.01$). Similar differences were also found for Conscientiousness. More specifically, students who volunteered for the second half of the study had significantly higher mean scores for Conscientiousness (113.64) than did those who dropped (108.13) ($t=2.59, p<.01$). The potential effects of these biases are discussed below.

Scale Reliability

All of the scales used in the study demonstrated adequate reliability. The coefficient alphas are listed in Table 1.

Table 1

Table of Ns, Means, Standard Deviations, Reliabilities, and Intercorrelations of Study Variables

	Descriptive Statistics										
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
n	120	120	120	120	120	120	120	120	120	120	120
M	96.5	95.5	-97	94.3	122.3	116.5	116.5	114.0	33.4	85.2	61.8
SD	11.36	13.30	11.46	21.83	19.21	18.76	15.84	19.47	12.09	15.89	9.77
alpha	.90	.91	.78*	.92	.90	.87	.86	.91	.96	.83	.84

*This value reflects a gain score reliability (Cronbach & Furby, 1970)

Intercorrelation Table										
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Time 1 PSC	--									
2. Time 2 PSC	.58**	--								
3. PSC Change	-.32**	.59**	--							
4. Neuroticism	-.36**	-.24**	.08	--						
5. Extroversion	.51**	.33**	-.12	.23**	--					
6. Openness	-.03	.03	.06	.04	.24**	--				
7. Agreeable.	.24**	.17	-.05	-.48**	.24**	.08	--			
8. Conscient.	.25**	.18*	-.04	-.45**	.28**	-.08	.28**	--		
9. Loneliness	-.36**	-.45**	-.17	.34**	-.47**	-.07	-.31**	-.26**	--	
10. Participation	.21*	.41**	.26**	-.13	.38**	.23**	-.04	.20*	-.33**	--
11. Quality of-Life	.42**	.57**	.26**	-.51**	.37**	.06	.34**	.32**	-.63**	.37**

* $p < .05$

** $p < .01$

Assessing Changes to PSC

To investigate mean changes in student's PSC over time, a repeated measures t test was performed. Contrary to the predicted outcome, student PSC actually decreased over the course of the academic year, albeit non-significantly ($t = .92$, $p = n.s.$). Students' mean Time 1 PSC was 96.45, whereas their mean Time 2 PSC was 95.48.

Personological Correlates

Means, standard deviations and intercorrelations for the NEO-PIR variables are presented in Table 1. Correlational analysis was performed to test the relationship between the NEO-PIR and PSC scores. The results supported the hypothesis that Extroverts would score higher than Introverts on Time 2 PSC, however the results did not support the predicted relationship between Extroversion and PSC change. As can be seen in Table 1, Extroversion was significantly correlated with Time 2 PSC ($r(120) = .33$, $p < .01$). Support was not found for the predicted relationship between Extroversion and PSC change ($r(120) = -.12$, $p = n.s.$). Both Conscientiousness and Neuroticism were significantly related to Time 2 PSC; however, after controlling for Extroversion, only the correlation between Neuroticism and PSC approached significance ($r(120) = -.18$, $p < .06$). No support was found for the prediction that individuals who scored higher on Openness would score higher on Time 2 PSC and PSC change.

Based on these results, further examination of the relationship between Extroversion, Time 1 PSC, Time 2 PSC and PSC change was conducted. After splitting Extroversion into quartiles (participants in quartile 1 were called Introverts, participants in quartile 2 were labeled

Moderate Introverts, participants in quartile 3 were called Moderate Extroverts and participants in quartile 4 were labeled Extroverts), a one-way analysis of variance (ANOVA) was used to test for differences in mean Time 1 PSC across these four groups. Using a Newman-Keuls post-hoc procedure (Winer, 1971), the results indicated that, as expected, the Introverts had the lowest mean level of Time 1 PSC (89.13) which was significantly lower than the PSC scores of the other three groups. The mean Time 1 PSC for Moderate Introverts, 94.94, was significantly higher than the mean Time 1 PSC for Introverts and significantly lower than both the Moderate Extroverts and Extrovert groups. The means for the Moderate Extroverts and Extroverts were 98.60 and 103.41 respectively and not significantly different. These results are presented in Table 2.

Similar results were found for the Time 2 PSC analysis. Introverts again had the lowest score of the four groups with a mean Time 2 PSC of 87.53, which was significantly lower than those of the remaining three groups. See Table 2b for the complete results of this analysis.

A one-way ANOVA was also performed on PSC change by Extroversion grouping. This analysis revealed that the Extroversion group showed the greatest amount of negative change, which failed to support the hypothesized outcome. Of the remaining three groups, only the Moderate Introverts showed positive Time 1 to Time 2 PSC change which was significantly different from the Extrovert group. The complete results of this analysis can be found in Table 2c.

Table 2

Mean Scores on Time 1 Collegiate Psychological Sense of Community (Time 1 PSC) by Extroversion and Results of a One-Way Analysis of Variance

Extroversion		Time 1		
Score	n	PSC Mean	Standard deviation	F(3,117)
Introverts	30	89.13 ^a	11.61	10.26**
Moderate Introverts	31	94.94 ^b	8.74	
Moderate Extroverts	30	98.60 ^c	8.37	
Extroverts	29	103.41 ^c	11.82	

Note * *= < .01

Groups with a different superscript differ from each other at the $p < .01$ level

Table 3

Mean Scores on Time 2 Collegiate Psychological Sense of Community (Time 2 PSC) by Extroversion and Results of a One-way Analysis of Variance

Extroversion		Time 2		
Score	n	PSC Mean	Standard deviation	F(3,117)
Introverts	30	87.53 ^a	13.56	5.29**
Moderate Introverts	31	97.84 ^b	9.96	
Moderate Extroverts	30	98.23 ^b	10.64	
Extroverts	29	98.35 ^b	15.72	

Note * *= < .01

Groups with a different superscript differ from each other at the $p < .01$ level

Table 4

Mean Scores on Collegiate Psychological Sense of Community Time 1 to Time 2 Change (PSC Change) by Extroversion and Results of a One-way Analysis of Variance Test

Extroversion		PSC		
score	n	Change	Standard deviation	F(3,117)
Introverts	30	-1.60	12.43	2.57**
Moderate Introverts	31	2.90 ^a	10.46	
Moderate Extroverts	30	-.37	9.20	
Extroverts	29	-5.07 ^b	12.57	

Note ** = < .01

Groups with a different superscript differ from each other at the $p < .01$ level

Loneliness. Loneliness was also significantly negatively correlated with Time 2 PSC, $r = -.45$, $p < .01$. Loneliness was not significantly related to PSC change. See Table 1 for a complete intercorrelation table.

Quality of Life. The relationship between PSC and student's quality of life was also examined. Correlational analysis revealed that Quality of Life was significantly positively correlated with both Time 2 PSC, $r = .57$, $p < .01$ and PSC change, $r = .26$, $p < .01$. See Table 1 for a complete intercorrelation table.

University Experience. Independent samples t tests were performed to test the prediction that FYS participants would have higher Time 2 PSC and would experience greater Time 1 to Time 2 PSC change than non-participants. For Time 2 PSC, the mean for FYS participants was 96.93, whereas the mean PSC score for non-participants was 96.57. This difference was not significant. Regarding PSC change, participants' mean PSC change was .87, whereas non-participants' mean PSC change was -1.23. This difference was also non-significant.

A t test was also performed to test mean PSC differences between members (Greeks) and non-members (Non-Greeks) of fraternity and sorority houses. These results indicated that Greeks have higher PSC means than Non-Greeks for Time 2 PSC. For Time 2 PSC, Greeks average PSC score was 100.48, whereas the mean for Non-Greeks was 93.85

($t(116) = -2.36, p < .02$). The mean PSC change score for Greeks (.31) was positive, whereas the mean score for Non-Greeks was negative (-1.38), however, this difference was non-significant.

To test the hypothesis that greater involvement in campus activities and events would result in higher Time 2 PSC and greater PSC change, a correlational analysis was performed to test the relationship between student participation, Time 2 PSC and PSC change. Both of these correlations were significant. The results of this analysis are presented in Table 1.

To further explore the relationship between participation and PSC, a quartile split was performed on participation. The low participation group was called labeled "very low participation", the second lowest group was called "low participation", the third group was labeled "high participation" and the fourth group was called "very high participation". One-way ANOVAs on the Time 2 PSC and PSC change means were then conducted for these four groups. As expected, both of these analyses were significant. A Newman-Keuls post-hoc procedure revealed that the very low participation group had significantly lower Time 2 PSC than individuals in the other three groups. See Table 5. Also, the very low participation group was significantly different from the other three groups on PSC change. The results are shown in Table 6.

Table 5

Mean Scores on Time 2 Collegiate Psychological Sense of Community by Participation and Results of a One-way Analysis of Variance

Participation Score	n	Time 2 PSC Mean	Standard deviation	F(3,117)
Very Low Participation	29	83.55 ^a	13.13	13.65**
Low Participation	26	100.27 ^b	10.09	
High Participation	34	98.47 ^b	11.36	
Very High Participation	31	99.36 ^b	11.44	

Note ** = $p < .01$

Groups with a different superscript differ from each other at the $p < .01$ level

Table 6

Mean Scores on Collegiate Psychological Sense of Community Time 1 to Time 2 Change (PSC Change) by Participation and Results of a One-way Analysis of Variance

Participation score	n	Mean PSC Change	Standard deviation	F(3,117)
Very Low Participation	29	-5.69 ^a	10.57	2.34**
Low Participation	26	-.04 ^b	9.35	
High Participation	34	2.5 ^b	13.19	
Very High Participation	31	.49 ^b	11.08	

Note ** = $p < .01$

Groups with a different superscript differ from each other at the $p < .01$ level

These same predictor variables were used to test the amount of common and unique variance in PSC change. A stepwise multiple regression revealed that three variables, Quality of Life, Extroversion and Participation, show a combined correlation of .47 with PSC change. This combination of variables explained 22% of the total PSC Change variance. The stepwise results revealed that Quality of Life entered the equation first and accounted for 9% of the explained PSC change variance. Extroversion entered second and accounted for an additional (and significant) 7% of the PSC change variance. Participation entered the equation third and accounted for an additional 6% of the PSC Change variance, which was also significant. The complete results are presented in Table 7.

Table 7

Results of Stepwise Multiple Regression for Quality of Life, Participation and Extroversion when Accounting for Variance in PSC Change.

Step	Variable	Multiple R	R ²	R ² change
1	Quality of Life	.31	.09	.09**
2	Extroversion	.40	.16	.07**
3	Participation	.47	.22	.06**

**p < .01

CHAPTER VI

DISCUSSION

Interestingly, the findings of this study revealed no support for the prediction that overall PSC would increase over the course of the academic school year. Apparently, it cannot be assumed that PSC will automatically increase for all students. In fact, the findings revealed that some students actually possessed lower PSC at the end of the school year than they did at the beginning. On the other hand, some students, namely those that were extroverted and showed higher levels of participation, evidenced significant increases in PSC over the course of the academic year. When averaged together, however, there was no overall change in PSC.

Another of the goals of this study was to replicate earlier findings by Lounsbury and DeNeui (1996) that showed that Extroversion was positively correlated with PSC. Although the present results showed that Extroversion was significantly related to Time 2 PSC, no support was obtained for the second prediction that Extroversion would be positively related to PSC Change. In fact, students who scored highest on Extroversion actually showed a decrease in PSC Change. This finding may be explained by the fact that the other three groups, (Introverts, Moderate Introverts and Moderate Extroverts), all showed levels of Participation commensurate with their level of Extroversion. However, the high Extroversion group did not show this increase, they participated at about the same rate as the Moderate Extroverts. One possibility is that these highly extroverted students enter the year with high expectations for community, but then fail to engage in

the types of activities or behaviors that would help fulfill those expectations. These results indicate that Extroverts do, at least initially, see the university differently than Introverts, as an atmosphere rife with the prospects for community. This finding lends support to the “passive personological perspective” proposed by Lounsbury and DeNeui (1995), that suggests that instead of a by-product of the physical environment or aspects of that environment, PSC might depend more on a person's individual personality. They propose that Extroverts may simply see the world as “more cohesive, close knit and fraught with sense of community”. However, the significant drop in PSC from Time 1 to Time 2 for the highly extroverted students suggests that something happened, or failed to happen (i.e. their level of participation), during the course of the school year and their PSC subsequently dropped. Because Extroverts’ PSC generally starts out so much higher than that of introverts, it is possible that a regression to the mean is occurring. Ultimately, despite this large Time 1 to Time 2 drop in PSC for Extroverts, it should be noted that their Time 2 PSC was still ten full points higher than that of Introverts.

Similarly, no support was found for the prediction that Openness would be significantly related to Time 2 PSC and PSC Change. However, openness was significantly correlated with Extroversion. It is possible that the sampling bias (i.e., students who participated in both Time 1 and Time 2 had significantly higher means on Agreeableness and Conscientiousness than students who dropped out after Time 1) could have affected the relationships among these variables as well as their relationship to PSC. Future researchers should take measures to minimize the effects of this bias.

Although no significant differences on any of the variables were found between FYS participants and non-participants the low response rate for FYS participants renders this finding questionable. This was due, in part, to the small initial pool of FYS participants. Thus it is suggested that future researchers include a larger Time 1 sample to allow for attrition.

Similar to the findings by Lounsbury and DeNeui (1996), the results of the current study revealed that, although Greeks come in and leave with higher PSC, their PSC changes occur at about the same rate as Non-Greeks. This suggests that fraternities attract students who have higher predispositions for PSC, rather than creating an environment that is more conducive to the development of PSC. It is quite possible that Greek houses attract students who, as Feldman and Newcomb (1969) found, are more socially participative, interactive and extroverted. Additionally, this finding supports the notion that individuals are more attracted to those situations that meet their social needs (McMillan & Chavis, 1986).

Participation in this study was significantly correlated with both Time 2 PSC and PSC change. That is, students who participated in more campus activities reported higher Time 2 PSC and greater PSC change than those who reported lower levels of participation. Given that Participation and Extroversion were significantly positively correlated, it appears that, except for students scoring highest on Extroversion (see discussion above), there is some support for the "active personological" perspective proposed by Lounsbury and DeNeui (1995). That is, students who score low on

Extroversion, participate less and experience lower levels of PSC. Likewise, students who are moderately Extroverted seek more activities and experience higher levels of PSC. Students who are highly Extroverted tend to seek out activities at about the same rate as moderately Extroverted students, but because their initial expectations about community are high, their PSC scores tend to decrease over the course of the year.

The present results also suggest that there may be an optimal level of Participation, beyond which PSC begins to decrease. In addition to one's total amount of participation, quality of participation may also play a part in student's PSC. That is, students who participate extensively in campus activities may have higher PSC than those who don't participate at all, but these high participators will have lower PSC than students who choose fewer activities but invest more time in them. Future researchers may want to include a measure that examines the quality of participation. Consistent with the results of previous research that found a relationship between participation and positive outcomes like student retention, commitment (Tinto, 1975), and satisfaction (Abrahamowicz, 1988), the present findings suggest that participation also appears to play a significant role in enhancing students' PSC.

Overall, these results suggest that the development of PSC in college settings depends on three components. The first component, Quality of Life, involves the degree to which students are happy or satisfied with their lives in general. Although no a priori predictions were made regarding Quality of Life, it is reasonable to assume that student PSC should, to a certain degree, reflect (and possibly lead to) their personal well being or

in this case, their quality of life. Davidson and Cotter (1991) found a significant relationship between sense of community and subjective sense of well being which is similar to quality of life. It follows that if quality of life is the most important component of PSC development, then it would be possible for a student to have high levels of extroversion and participation yet still experience no change or even a negative change in PSC over the course of the academic year.

The second component that appears to influence the development of PSC in college setting is students' personality, specifically Extroversion. Since the amount of PSC Change any one student experiences is inherently tied to the amount of initial PSC they report, it is important to note that Extroversion was strongly positively correlated with the Time 1 PSC measure. Thus it might be concluded/proposed that, extroverted students "see" more possibilities for community than do less extroverted students. For example, students Extroverts had significantly higher Time 1 PSC scores than did students in the other three groups. Because the Time 1 data collection occurred before students would be expected to formulate a sense of community, it might be argued that Time 1 PSC actually reflected students' expectations for community. If this is true, it raises the possibility that for students' PSC to increase over the course of the year they must begin the year with realistic expectations for PSC. Based on these results, it appears that student expectations may also play a role in the development of PSC.

The third component that contributes to the development of PSC is Participation. The present results clearly showed that students who participated less frequently in

campus-based activities and organizations showed the greatest amounts of decrease in PSC over the academic year.

These findings provide a better understanding of how collegiate PSC develops over the course of an academic year and will hopefully serve as a useful reference that college administrators can use to help design institutional programs that will enhance the quality of students' overall collegiate experience.

Limitations

As with any longitudinal study, one of the benefits of the present investigation was the ability to track individuals over time. In this case the longitudinal design provided a closer look at how collegiate PSC develops and changes over the course of an academic year. However, this design also presents some interesting problems that deserve mention. First, with 364 initial participants, the response rate for the Time 2 (i.e. spring semester) data collection was 33%. Despite persistent attempts by those involved in the data collection, 244 participants failed to complete the second half of the study. Because one of the long-range goals of this project was to survey the initial participants again at the end of their second, third and fourth academic years, it is possible that some of those who chose not to participate in the second survey will participate in later samples. One way of increasing the response rate for future research might be to offer better incentives for participants. Related to this, another frustrating aspect of the study was the low response rate by the students enrolled in the First Year Studies program. With only 15 Time 2 respondents, no conclusions could be drawn regarding the success of this program. Since

those enrolled in the FYS program constitute a much smaller segment of the total student population, it is obvious in hindsight that greater effort should have been expended to persuade those individuals to participate in the Time 2 data collection. Perhaps when all of the original participants are contacted again, a greater percentage may be willing to compare their subsequent experiences to their initial perceptions of the university. If this is the case for FYS participants, valuable information about the First Year Studies program may be obtained. Finally, because the study only examined the first year of students' college experience, it's possible that PSC may take longer to develop. Tracking students over a longer period of time may reveal significant changes in PSC.

Theoretical Model of PSC Development

Similar to previous studies on PSC, the above results help define the relationships between PSC and individual variables; however, there exists a need for more conceptual integration of these empirical findings (Hill, 1996). As one step in this direction, the following theoretical model for the development of collegiate PSC is proposed. See Figure 1.

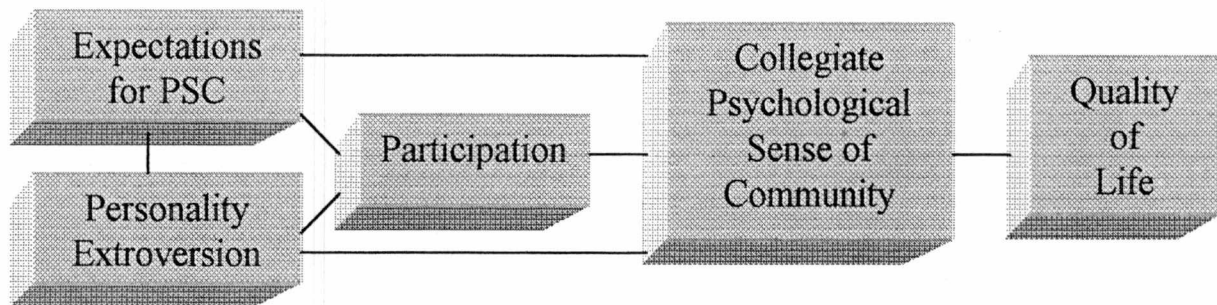


Figure 1. Theoretical Model for the Development of Collegiate PSC

The present results suggest that PSC is significantly related to Quality of Life. Although the present study cannot distinguish whether PSC is a precursor or an antecedent of Quality of Life, it appears to be a significant component of PSC development. Personality, specifically Extroversion, also plays a significant role in the development of PSC. It appears that Extroversion may serve to influence students' expectations for PSC as well as their perceptions of opportunities for PSC. However, an alternative explanation proposes that Extroversion influences the degree to which students participate in the college environment.

The model suggests that, contrary to the notion that PSC is only a characteristic of communities (Sarason, 1974; Hill, 1996), the development of collegiate PSC is based on individual factors, including the personality trait of extroversion. If validated, such a model would provide important nomological validity (Messick, 1995) for the collegiate PSC construct and, hopefully, promote understanding of how collegiate PSC develops over

time. Hopefully, the results of future research will provide college administrators with useful information for designing institutional programs that enhance student PSC.

Such research might address such issues as dropout, alumni giving, change over full 4 years, differences among various colleges and universities, PSC for minorities, etc. The present study has advanced our knowledge of the construct validity of PSC, but there are clearly many opportunities for important future research on this topic.

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Appendix

TIME 1 SURVEY

CAMPUS COMMUNITY STUDY University of Tennessee, Knoxville

This survey is concerned with how students view the social environment and morale on campus as well as their own social situation and quality of life. If you have any questions please contact Prof. John Lounsbury at (423) 974-3423 [Address: Department of Psychology, Univ. of Tennessee, Knoxville, TN 37996-0900]. Your responses will remain anonymous. You are under no obligation whatsoever to answer any question you do not wish to answer. Please read the following items carefully and circle the one answer that best corresponds to your agreement or disagreement using the following scale.

SD = Strongly Disagree

D = Disagree

N = Neutral/Undecided

A = Agree

SA = Strongly Agree

Regarding the University of Tennessee (based on what you know so far):

- | | | | | | |
|--|----|---|---|---|----|
| 1. I really feel like I belong here..... | SD | D | N | A | SA |
| 2. It is hard to make new friends on this campus..... | SD | D | N | A | SA |
| 3. I often do things with other students outside of class..... | SD | D | N | A | SA |
| 4. Students relate to each other in a friendly manner..... | SD | D | N | A | SA |
| 5. People trust one another..... | SD | D | N | A | SA |
| 6. There is a sociable atmosphere on campus..... | SD | D | N | A | SA |
| 7. People here have similar attitudes and beliefs..... | SD | D | N | A | SA |
| 8. I wish I had gone to another college instead of this one..... | SD | D | N | A | SA |
| 9. It is easy to talk to professors here outside of class..... | SD | D | N | A | SA |
| 10. The administrators are friendly and helpful..... | SD | D | N | A | SA |
| 11. The professors are friendly and helpful..... | SD | D | N | A | SA |
| 12. Professors here are more concerned with research than teaching..... | SD | D | N | A | SA |
| 13. It is difficult to meet with professors outside of class..... | SD | D | N | A | SA |
| 14. Students are treated as important, worthy people by the professors. | SD | D | N | A | SA |
| 15. Students feel they can get help if they are in trouble..... | SD | D | N | A | SA |
| 16. I would recommend this college to students in my high school..... | SD | D | N | A | SA |
| 17. My parents like this college..... | SD | D | N | A | SA |
| 18. There is a strong feeling of togetherness on campus..... | SD | D | N | A | SA |
| 19. I someday plan to give alumni contributions to this college..... | SD | D | N | A | SA |
| 20. I really enjoy going to school here..... | SD | D | N | A | SA |
| 21. There is a strong sense of shared values among the students here..... | SD | D | N | A | SA |
| 22. Students here really care about what happens to this college..... | SD | D | N | A | SA |

23. I feel very attached to this college.....	SD	D	N	A	SA
24. Campus life is very stimulating.....	SD	D	N	A	SA
25. If I am/were going to college next year, I would go here.....	SD	D	N	A	SA
26. There is a real sense of community here.....	SD	D	N	A	SA

Regarding your high school or prep school (based on what it was like for you when you left):

1. I really feel like I belonged there.....	SD	D	N	A	SA
2. It was hard to make new friends there.....	SD	D	N	A	SA
3. I often did things with other students outside of class.....	SD	D	N	A	SA
4. Students related to each other in a friendly manner.....	SD	D	N	A	SA
5. People trusted one another.....	SD	D	N	A	SA
6. There was a sociable atmosphere there.....	SD	D	N	A	SA
7. People there had similar attitudes and beliefs.....	SD	D	N	A	SA
8. I wish I had gone to another high school instead of that one.....	SD	D	N	A	SA
9. It was easy to talk to teachers outside of class.....	SD	D	N	A	SA
10. The administrators were friendly and helpful.....	SD	D	N	A	SA
11. The teachers were friendly and helpful.....	SD	D	N	A	SA
12. The teachers were very interested in teaching students.....	SD	D	N	A	SA
13. It was difficult to meet with teachers outside of class.....	SD	D	N	A	SA
14. Students were treated as important, worthy people by the teachers. ...	SD	D	N	A	SA
15. Students felt they could get help if they were in trouble.....	SD	D	N	A	SA
16. I would recommend my high school to other students.....	SD	D	N	A	SA
17. My parents liked my high school.....	SD	D	N	A	SA
18. There was a strong feeling of togetherness among the students.....	SD	D	N	A	SA
19. I would like to give financial support to my high school someday.....	SD	D	N	A	SA
20. I really enjoyed going to school there.....	SD	D	N	A	SA
21. There was a strong sense of shared values among the students there....	SD	D	N	A	SA
22. Students there really cared about what happens to the school.....	SD	D	N	A	SA
23. I feel very attached to my high school.....	SD	D	N	A	SA
24. High school was very stimulating.....	SD	D	N	A	SA
25. If I were going to high school next year, I would go there.....	SD	D	N	A	SA
26. There was a real sense of community there.....	SD	D	N	A	SA

High School Activities Checklist

Please check each below each club, organization, program, or sport in which you were active in high school:

- | | |
|---|---|
| 1. ☐ AFS | 17. ☐ Junior Achievement |
| 2. ☐ Annual or Newspaper | 18. ☐ Latin Club |
| 3. ☐ Band or Symphony | 19. ☐ Math Club |
| 4. ☐ Beta Club | 20. ☐ Parliamentarian Club |
| 5. ☐ Chess Club | 21. ☐ Science Club |
| 6. ☐ Choir, ensemble, or glee club | 22. ☐ Spanish Club |
| 7. ☐ Computer Club | <u>VARSITY SPORTS</u> |
| 8. ☐ Dance troupe | 23. ☐ Baseball or Softball |

- | | |
|--|--|
| 9. ☐ Debate team | 24. ☐ Basketball |
| 10. ☐ Drama or Thespian group | 25. ☐ Football |
| 11. ☐ FFA or FHA | 26. ☐ Soccer |
| 12. ☐ FCA | 27. ☐ Tennis |
| 13. ☐ French Club | 28. ☐ Volleyball |
| 14. ☐ German Club | 29. ☐ Wrestling |
| 15. ☐ Government (Student) | 30. ☐ Other (Specify) _____ |
| 16. ☐ History Club | |

QUALITY OF LIFE SCALE

Using the scale below, indicate how satisfied you are with various aspects of your life. Leave the item blank if it is not applicable.

VD=Very Dissatisfied D= Dissatisfied SS=Slightly Satisfied S=Satisfied VS=Very Satisfied

- | | | | | | | | |
|---|----|---|----|---|----|---|----|
| a. Yourself..... | VD | D | SD | N | SS | S | VS |
| b. How much fun you are having..... | VD | D | SD | N | SS | S | VS |
| c. The amount of free time you have..... | VD | D | SD | N | SS | S | VS |
| d. Your own health and physical condition | VD | D | SD | N | SS | S | VS |
| e. Your friends | VD | D | SD | N | SS | S | VS |
| f. Your social life..... | VD | D | SD | N | SS | S | VS |
| g. How comfortable and well-off you are | VD | D | SD | N | SS | S | VS |
| h. Your academic major..... | VD | D | SD | N | SS | S | VS |
| i. Your GPA..... | VD | D | SD | N | SS | S | VS |
| j. Your job (if applicable)..... | VD | D | SD | N | SS | S | VS |
| k. Your prospects for the future..... | VD | D | SD | N | SS | S | VS |
| l. YOUR LIFE AS A WHOLE..... | VD | D | SD | N | SS | S | VS |

Why did you choose this college or university? Check as many reasons as apply in your case.

- | | |
|---|---|
| ☐ a. Overall academic reputation. | ☐ g. Social climate on campus. |
| ☐ b. Emphasis or quality of a field of study | ☐ h. Religious affiliation. |
| ☐ c. Preference of parents. | ☐ i. Racial and/or ethnic diversity. |
| ☐ d. Affordability/Price. | ☐ j. To be with friends or significant other. |
| ☐ e. Nearness to home town. | ☐ k. To raise my GPA, then transfer to another school. |
| ☐ f. Awarded a scholarship. | ☐ l. Other (Specify _____) |

Demographic Information

Are you: ☐ Male ☐ Female (Check one)

What was the enrollment of the high school you graduated from?:

- ☐ a. < 100 ☐ b. 100-499 ☐ c. 500-999 ☐ d. 1,000-1999 ☐ e. 2,000 or more

What is your anticipated major in college?: _____

What was your overall GPA in high school? (Check one):

- ☐ less than 1.5 ☐ 1.5-2.0 ☐ 2.0-2.49 ☐ 2.50-2.99
☐ 3.00-3.49 ☐ 3.50-3.99 ☐ 4.00

What is your racial/ethnic status: (Check One) ☐ Arabic ☐ Asian ☐ Black/African American
☐ Caucasian/White ☐ Hispanic/Latino ☐ India(n) ☐ Native North American
☐ Pacific Islander ☐ Other (Specify _____)

We would really like to contact you at the end of Spring semester for a follow-up survey. If you are willing and you would like to be entered in the raffle for \$100, please put your name, likely phone number, and campus address here: _____

Would you like to receive feedback on your results, including a personality summary? ☐ Yes ☐ No
If yes, and if you did not indicate your name and address above, please do so here; otherwise we will send it to the address you listed above: _____

Time 2 Survey

CAMPUS ATMOSPHERE SCALE

This survey is the follow-up to the one that you completed in the spring. We are concerned with how students at different colleges and universities view the social environment and morale on campus as well as their own social situation and quality of life. If you have any questions please contact Prof. John Lounsbury at (423) 974-3423 [Address: Department of Psychology, Univ. of Tennessee, Knoxville, TN 37996-0900]. Your responses will remain anonymous. You are under no obligation whatsoever to answer any question you do not wish to answer. Please read the following items carefully and circle the one answer that best corresponds to your agreement or disagreement using the following scale.

SD = Strongly Disagree

D = Disagree

N = Neutral/Undecided

A = Agree

SA = Strongly Agree

Regarding this college/university:

- | | | | | | |
|--|----|---|---|---|----|
| 1. I really feel like I belong here..... | SD | D | N | A | SA |
| 2. It is hard to make new friends on this campus..... | SD | D | N | A | SA |
| 3. I often do things with other students outside of class..... | SD | D | N | A | SA |
| 4. Students relate to each other in a friendly manner..... | SD | D | N | A | SA |
| 5. People trust one another..... | SD | D | N | A | SA |
| 6. There is a sociable atmosphere on campus..... | SD | D | N | A | SA |
| 7. People here have similar attitudes and beliefs..... | SD | D | N | A | SA |
| 8. I wish I had gone to another college instead of this one..... | SD | D | N | A | SA |
| 9. It is easy to talk to professors here outside of class..... | SD | D | N | A | SA |
| 10. The administrators are friendly and helpful..... | SD | D | N | A | SA |
| 11. The professors are friendly and helpful..... | SD | D | N | A | SA |
| 12. Professors here are more concerned with research than teaching..... | SD | D | N | A | SA |
| 13. It is difficult to meet with professors outside of class..... | SD | D | N | A | SA |
| 14. Students are treated as important, worthy people by the professors. | SD | D | N | A | SA |
| 15. Students feel they can get help if they are in trouble..... | SD | D | N | A | SA |
| 16. I would recommend this college to students in my high school..... | SD | D | N | A | SA |
| 17. My parents like this college..... | SD | D | N | A | SA |
| 18. There is a strong feeling of togetherness on campus..... | SD | D | N | A | SA |
| 19. I someday plan to give alumni contributions to this college..... | SD | D | N | A | SA |
| 20. I really enjoy going to school here..... | SD | D | N | A | SA |
| 21. There is a strong sense of shared values among the students here..... | SD | D | N | A | SA |
| 22. Students here really care about what happens to this college..... | SD | D | N | A | SA |
| 23. I feel very attached to this college..... | SD | D | N | A | SA |
| 24. Campus life is very stimulating..... | SD | D | N | A | SA |

25. If I am/were going to college next year, I would go here.....SD D N A SA
 26. There is a real sense of community here.....SD D N A SA

Activities Checklist

Please check each activity listed below which applies to you:

- | | |
|---|--|
| ☐ a. Currently live on campus | ☐ g. Participate in varsity athletics |
| ☐ b. Currently live in a dorm | ☐ h. Participate in ROTC/military |
| ☐ c. International student | ☐ i. On academic scholarship |
| ☐ d. Work full- or part-time | ☐ j. On athletic scholarship |
| ☐ e. Member of student government | ☐ k. Member of residence hall staff |
| ☐ f. Participate in political organization | ☐ l. Member of the Dean's List |
| ☐ m. Participate in first year studies program | ☐ n. Attended freshman orientation |

Self-Regard Scale

Please read the following items carefully and circle the one answer that best corresponds to your agreement or disagreement using the following scale.

- 1=Never/Almost Never 2=Infrequently 3=Occasionally 4=Frequently 5=Very Frequently/ Almost Always
- | | Never/
Almost
Never | Infre-
quently | Occas-
ionally | Fre-
quently | Very Frequently/
Almost
Always |
|---|---------------------------|-------------------|-------------------|-----------------|--------------------------------------|
| 1. How often do you feel inferior to most of the people you know? | 1 | 2 | 3 | 4 | 5 |
| 2. Do you ever think that you are a worthless individual? | 1 | 2 | 3 | 4 | 5 |
| 3. How confident do you feel that someday the people you know will look up to you and respect you? | 1 | 2 | 3 | 4 | 5 |
| 4. Do you ever feel so discouraged with yourself that you wonder whether you are a worthwhile person? | 1 | 2 | 3 | 4 | 5 |
| 5. How often do you dislike yourself? | 1 | 2 | 3 | 4 | 5 |
| 6. In general how confident do you feel about your abilities? | 1 | 2 | 3 | 4 | 5 |
| 7. How often do you have the feeling that there is nothing you can do well? | 1 | 2 | 3 | 4 | 5 |

Participation Scale

Please indicate how frequently you use, participate in, or attend the following. Circle one answer for each item using the following scale:

- 1= Never or Almost Never 2=Infrequently 3=Occasionally 4=Frequently 5=Very Frequently or Almost Always
- | | Never/
Almost
Never | Infre-
quently | Occas-
ionally | Fre-
quently | Very Frequently/
Almost
Always |
|---|---------------------------|-------------------|-------------------|-----------------|--------------------------------------|
| 1. Use campus dining services | 1 | 2 | 3 | 4 | 5 |
| 2. Go to campus entertainment/events (movies, plays, concerts) | 1 | 2 | 3 | 4 | 5 |
| 3. Attend special issue lectures/ guest speakers. | 1 | 2 | 3 | 4 | 5 |
| 4. Use recreational facilities (swimming pool, weight rooms, racquetball & tennis courts, aerobics, etc.) | 1 | 2 | 3 | 4 | 5 |
| 5. Do charity, fund-raising, or volunteer work. | 1 | 2 | 3 | 4 | 5 |

10. I feel left out.	1	2	3	4
11. I feel completely alone.	1	2	3	4
12. I am unable to reach out and communicate with those around me.	1	2	3	4
13. My social relationships are superficial.	1	2	3	4
14. I feel starved for company.	1	2	3	4
15. No one really knows me well.	1	2	3	4
16. I feel isolated from others.	1	2	3	4
17. I am unhappy being so withdrawn.	1	2	3	4
18. It is difficult for me to make friends.	1	2	3	4
19. I feel shut out and excluded by others.	1	2	3	4
20. People are around me, but not with me.	1	2	3	4

QUALITY OF LIFE SCALE

Using the scale below, indicate how satisfied you are with various aspects of your life. Leave the item blank if it is not applicable.

VD=Very Dissatisfied D= Dissatisfied SS=Slightly Satisfied S=Satisfied VS=Very Satisfied

a. Yourself.....	VD	D	SS	S	VS
b. How much fun you are having.....	VD	D	SS	S	VS
c. The way you handle problems that come up in your life	VD	D	SS	S	VS
d. What you are accomplishing in your life.....	VD	D	SS	S	VS
e. The amount of free time you have.....	VD	D	SS	S	VS
f. Your own health and physical condition	VD	D	SS	S	VS
g. Your friends	VD	D	SS	S	VS
h. Your social life.....	VD	D	SS	S	VS
i. How comfortable and well-off you are	VD	D	SS	S	VS
j. Your academic major.....	VD	D	SS	S	VS
k. Your GPA.....	VD	D	SS	S	VS
l. Your self-discipline and ability to regulate your own behavior.....	VD	D	SS	S	VS
m. Your job (if applicable).....	VD	D	SS	S	VS
n. Your prospects for the future.....	VD	D	SS	S	VS
o. The social atmosphere at U. T. for you.....	VD	D	SS	S	VS
p. Your overall experience of being at U. T to date.....	VD	D	SS	S	VS
q. YOUR LIFE AS A WHOLE	VD	D	SS	S	VS

Personal Information

1. How many hours' drive from Knoxville does your nearest parent(s) live? (Check one)

(More than 10) (6-10) (2-6) (1-2) (Less than 1) (Live in Knoxville)

2. How often did you return to your home town during the past year? (Check one)

(every day) (once a week) (once a month) (1-2 times per semester) (1-2 times a year) (never)

3. What is your GPA? (optional) ☐ less than 2.0 ☐ 2.0-2.49 ☐ 2.5-2.99 ☐ 3.0-3.49 ☐ 3.5-4.0
4. Do you plan to attend UT next year? ☐ yes ☐ no (Check one)
5. What effect, if any, has the university's economic situation had on you personally? (check one)
- | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| extremely | negative | slightly | no effect | slightly | positive | extremely |
| negative | | negative | at all | positive | | positive |
6. Please describe any experiences during your first year that contributed to your **sense of community on campus**.
(Use the back of this page if necessary)
7. Please describe any experiences during your first year that made you feel **alienated from life on the campus**.
(Use the back of this page if necessary)

VITAE

DANIEL L. DENEUI

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EDUCATION

- Ph.D. Experimental Psychology--1998
University of Tennessee
Knoxville, Tennessee
Dissertation: A Longitudinal Investigation of the Psychological Sense of Community
- MA Industrial/Organizational Psychology -- 1992
Mankato State University
Mankato, Minnesota
Thesis: Strategic Self-Handicapping: Effects on Job Applicant Evaluations
- BS Psychology --1989
University of South Dakota
Vermillion, South Dakota

AWARDS

- 1996 Graduate Student Researcher of the Year Award--Department of Psychology, University of Tennessee
- 1996 Science Alliance Research Award--\$1500

TEACHING EXPERIENCE

Assistant Professor

Oglala Lakota College -- 1997 to present

Teaching:

- General Psychology
- Developmental Psychology
- Personality Psychology

Other duties include advising students and solicitation of internship opportunities from local organizations. In addition, I am responsible for supervising and evaluating students in these positions. I am also assisting in the design, implementation, collection and analysis of a college-wide assessment project.

Graduate Teaching Assistant

University of Tennessee -- 1994-1997

Teaching:

- Social Psychology
- Behavior and Experience
- Motivation
- Independent Research

Full-Time Instructor

Mankato State University -- 1992-93

Teaching:

- Introductory Psychology
- Adjustment Psychology
- Social Psychology

Adjunct Instructor

Mankato State University -- 1991-92

Teaching:

- Introductory Psychology
- Adjustment Psychology

PUBLICATIONS

DeNeui, D. L., Corts, D., & Nelson, E. (1997) Constructing a neurotic competitiveness inventory: Testing Horney's theories. Manuscript submitted for publication.

Lounsbury, J. W., & DeNeui, D. L. (1996). Collegiate psychological sense of community in relation to size of college/university and extroversion. Journal of Community Psychology, 24, (4), 381-394.

DeNeui, D. L., & Sachau, D. A. (1996). Spectator enjoyment of aggression in intercollegiate hockey games. Journal of Sport and Social Issues 20, (1), 69-77.

Lounsbury, J. W., & DeNeui, D.L. (1995). Psychological sense of community on campus. College Student Journal, 29, 270-277.

DeNeui, D. L., & Kelly K. M. (1995). How to apply to graduate schools in psychology. University of Tennessee, Knoxville.

PRESENTATIONS

DeNeui, D. L., Corts, D. & Lounsbury, J. W. (1996, June). Psychological sense of community on campus and students' affective well-being. Paper presented at the annual meeting of the American Psychological Society, San Francisco, CA.

DeNeui, D. L., Corts, D. & Lounsbury, J. W. (1996, March). Campus participation: Effects on students' psychological sense of community. Paper presented at the meeting of the Southeastern Psychological Association, Norfolk, Virginia.

DeNeui, D. L. & Sachau D. A. (1994, March). Aggression in hockey: effects on fan satisfaction. Paper presented at the meeting of the Southeastern Psychological Association, New Orleans, Louisiana.

DeNeui, D. L. & Sachau D. A. (1992, October). Strategic self-handicapping: Effects on job applicant evaluations. Invited Paper - Minnesota Association of Behavior Analysis and Therapy Conference, Minneapolis, Minnesota.

DeNeui, D. L. & Sachau D. A. (1991, April). Social schemata and their role in recall of stereotype consistent vs. inconsistent information. Paper presented at the Minnesota Association of Behavior Analysis and Therapy Conference, Minneapolis, Minnesota.

RESEARCH IN PROGRESS

Psychological Sense of Community on Campus

- Dissertation--This research examines the personological and experiential antecedents of students' psychological sense of community.

Competitiveness

- This goal of this project is to further extend the nomological network of the Neurotic Competitiveness Inventory.

PROFESSIONAL AFFILIATIONS

- 1993 - Present--Southeastern Psychological Association (SEPA)
- 1995 - Present--American Psychological Society (APS)
- 1996 - Present--American Psychological Association (APA)
- 1996 - Present--Midwestern Psychological Association

REFERENCES

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- Dr. Daniel Sachau
Associate Professor and Director of Industrial/Organizational Psychology
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