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COLLEGE SHOCK II: IMPROVING STUDENT ADJUSTMENT. THE EFFECTS OF REFERENCE GROUPS AND BEHAVIORAL STANDARDS ON THE UNIVERSITY EXPERIENCE.

by

David George Guon

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy

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VITA

The author, David George Guon, was born on Febuary 15, 1962, in Los Angeles, California. In August, 1980, he entered the California State University, at Long Beach. In the Fall of 1983, and again in the Spring of 1984, he was a member of the President's List. He graduated in May, 1984, receiving the degree of Bachelor of Science in psychology.

In August of 1984, he was granted a Harris Fellowship, enabling him to enroll in the graduate program in applied social psychology at Loyola University. In September of 1986, he began a two year predoctoral research internship, working on a grant with the Office of the Academic Vice-President at Loyola University. In December of 1987 he was awarded the degree of Master of Arts in psychology, with a minor in industrial relations.

In his tenure at Loyola, he has taught classes in research methodology, and social psychological theory, at Loyola, and at Northeastern Illinois University. He has also directed the evaluation of a minority student retention program for Loyola, DePaul University, and Mundelein College.

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INTRODUCTION

College is a time of change, growth, and transition for many students. For the new student, the most important transition is from the familiarity of the home environment to the newness of the university environment. For perhaps the first time in his or her life, the new student has greater personal freedom to explore a new situation and broaden his or her personal experiences, as well as greater personal responsibility for subsequent events.

The college environment is comprised of a number of positive influences that may enhance or facilitate the cognitive, emotional, and personal development of the new student. For example, the college environment allows the new student the chance to meet others of both similar and diverse backgrounds and interests. These individuals may contribute to the development of the new student through the sharing of new ideas, the reinforcement of old ideas, or by the example of personal standards they set.

The new student also may participate in a large number of university-sponsored social events. Such events typically bring together many of the different groups that comprise the university population. Interaction with these groups may

broaden students' awareness of new and different ideas. Students may also experience cognitive and emotional growth through a varied selection of academic disciplines and courses (Becker, 1964; Berdie, 1967; Bolton & Kammeyer, 1967; Chickering, 1964, 1967; Miller & Jones, 1981; Riker, 1981).

These benefits, however, are not without concurrent disadvantages. The college environment is also comprised of numerous social and academic demands or presses. The new student frequently may have to leave behind the familiar world of family and friends and develop a new social support network (Cutrona, 1982; Lamont, 1979; Rich, Sullivan & Rich, 1986; Wilbert, 1985). Development of this new network may require the new student first to find, and then to adjust to, new social groups and new standards of social behavior.

New students must also deal with potential problems regarding academic standards that are different from what they previously knew. These new standards may require changes in the manner in which the student thinks, works, or studies in order to successfully complete his or her coursework. (Bolton & Kammeyer, 1967; Cutrona, 1982; Fleming, 1981; Lamont, 1979; Pervin, 1966).

Depending upon how well the new student deals with these environmental presses (both social and academic), he or she may be considered well-adjusted or poorly-adjusted to the university environment. Well-adjusted students are more likely to have established well-developed social networks, to have

experienced and learned from varied academic disciplines and courses, and in general, have experienced greater levels of cognitive, emotional, and personal development, than their less well-adjusted peers.

Student adjustment to the university experience and the concomitant levels of student retention are important issues for students and universities across the nation. Although many new students successfully adjust to the social and academic demands of the university environment, others are not so fortunate. The problem of poor student adjustment manifests itself in such areas as: the number of adjustment-related cases faced by university counseling centers, student apathy, the number of student transfers, and ultimately high levels of student attrition.

High levels of student attrition represent a sizable loss of income to universities through lost tuitions, fees, and state and federal funds (Noel, 1985). In addition, high levels of student attrition pose logistical problems to university administrators. Future academic planning becomes difficult due to the instability of the student population. A national survey by Newman (1971) revealed that more than half of all new students in a given year drop out over the course of the first two years, and only a third finish all four years. More recent documentation reveals a continued downward trend in general enrollment and in degree completion that is expected to persist through the 1990's, unless there are effective

interventions on the part of universities and state or federal agencies (Ayers, 1987; Christoffel, 1986).

The intent of this study was to explore part of the process that underlies student adjustment (and subsequent retention) to university presses. Special emphasis was placed on the influence of reference groups and behavioral standards on social comparison and self-evaluation in the adjustment process. Suggestions for universities, regarding the adjustment of new students to the college experience, were also addressed.

REVIEW OF RELATED LITERATURE

Definitions of the terms "adjustment to" or "coping with" the new experience of attending a university vary widely within the literature according to the particular research focus. In general, definitions, theory, research, and associated interventions may be categorized according to three major topics of concern, (1) focus on retention, (2) focus on integration, and (3) focus on student subgroups. Theory, research, and associated interventions across all three lines of research also focus on two major domains of university presses influencing student adjustment and retention, (1) social presses, and (2) academic presses.

Retention-focused work

The first of these categories involves university efforts to improve levels of student retention (Garfield & Dunham, 1985; Haviland, Shaw & Haviland, 1984; Kowalski, 1982; Noel, 1985; Saluri, 1985; Wilder, 1983). Given that the focus is on university efforts to improve student retention, such retention-focused work typically defines student adjustment as being the absence or opposite of student attrition.

The major advantage of retention-focused theory and research is that it is typically developed "in-house" and thus tends to be focused on critical areas where retention may be improved within that particular university. Locally developed programs are more sensitive to the specific problems and special situations of a given university than are programs developed outside the university. Retention-focused theories and research frequently can give guidance to other universities with similar problems and situations.

The greatest short-coming with retention-focused theory and research is that it does not recognize the core problem or its nature. Effort is concentrated on the symptom of student retention, not on the problem of poor adjustment to the university experience by segments of the student body. In addition, interventions inspired by retention-focused theory and research tend to be short-term, concentrating on a specific area over a short time period, rather than encompassing numerous areas over an extended period of time. Another disadvantage of retention-focus efforts is that the majority are not well-grounded in psychological theory, and are often not documented well enough to be tested or applied in other situations.

For example, Saluri (1985) describes the Center for Undergraduate Education (CUE), developed at SUNY Albany, as concentrating on the academic advising of freshmen, undeclared students, and students waiting for enrollment in restricted

majors. The center is an example of an "in-house" program, focusing upon specific critical points as perceived at SUNY Albany (i.e., the academic advisement of certain specified students). Although the program successfully reduces attrition caused by some academic factors, it neglects attrition due to social factors. Further, it treats only the symptom of attrition and not the problem of poor adjustment to college. Finally, although CUE is an ongoing intervention, it is limited in the student population that it serves.

Integration-focused work

The second category of theory, research, and intervention focuses on the integration of students' social and academic needs with the university environment (Cutrona, 1982; Rich, Sullivan & Rich, 1986; Wilbert, 1985). Student adjustment in such integration-focused theory and research is defined typically as successful blending of student needs and university demands. Integration-focused theory and research concentrates on facilitating the transition from the home to the university, thus improving students' integration with the social and academic demands of the university. Integration-focused theory and research is primarily driven by social psychological theories, such as role-modeling or social comparison theory (Festinger, 1955).

The major advantage of integration-focused theory and research is its concentration on the students and their needs, rather than on the university and its needs. Integration-focused interventions also tend to be better grounded in psychological theory than are retention-focused interventions. Integration-focused theory and research also frequently recognize student adjustment as the core problem and consider adjustment to be a continuing process. Thus, integration-focused interventions tend to encompass multiple points of social and academic conflict over an extended period of time, with a much greater overall impact on improving student adjustment. The major limitation of integration-focused interventions is a higher level of commitments (i.e., time, manpower and money), and often a subsequent lack of support from university administration and faculty.

Student subgroup-focused work

The third category of theory, research, and intervention focuses on one or more of the different kinds of students, such as residents and commuters (Chickering, 1967, 1974; Riker, 1981; Stewart, Merrill & Saluri, 1983), academically underprepared or uncertain students (Gordon, 1985; Moore & Carpenter, 1985), and minority or low-income students (Bolton & Kammeyer, 1967; Fleming, 1981; Fox, 1986; Valverde, 1985). Student subgroup-focused theory and research typically defines student adjustment in a similar manner as integration-focused

theories (i.e., as successful integration of student needs and university demands), but limits its efforts to particular subgroups with the student body at large. Such subgroup-focused interventions concentrate primarily on improving a specific subgroups' integration with the social and academic demands of the university environment.

The major advantage of subgroup-focused theory and research is a greater concentration of service for the specified student groups, and a reduced investment compared to a more comprehensive program. Conversely, the inherent disadvantage of subgroup-focused interventions is the loss or lack of service for excluded students. Also, such interventions may or may not be well-grounded theoretically, depending upon the focus of the work, and the ultimate target population. For example, an intervention designed by the administration with a retention-focus may not have as good a theoretical grounding as one designed by an interdisciplinary student service committee using an integration-focus.

In summary, theory, research, and interventions for student adjustment may be grouped into three categories, (1) focus on retention, (2) focus on integration of student needs with university demands, and (3) focus on a specific student subgroup within the student body at large. Each of these categories has its own advantages and concomitant disadvantages. It should be noted, however, despite their differences in focus, theoretical background, duration, and

ultimate population served, that they are not mutually exclusive. Indeed, it was the goal of this proposal to integrate facets of each category into a unified theory that would serve both student and university needs.

Modeling student adjustment

Student adjustment to college may be defined as the continuous and dynamic process by which the diverse characteristics, needs, and goals of both the student (singularly and collectively) and the university are brought together and maintained in a harmonious fashion to meet a mutually held goal (i.e., the education and personal development of the student). Although there is no unified conceptual model of student adjustment, such a model may be synthesized from social psychological concepts, and from numerous verified examples of applied retention programs currently in the retention literature.

The conceptualization of this model of student adjustment begins with the recognition of student adjustment as a continuous and dynamic process of adaptation and growth in a new environment. Recognition of student adjustment as a **process** is the fundamental basis for both theory and the proposed research. Models which fail to recognize student adjustment as a dynamic process inevitably miss many of the inherent complexities created by the continuously changing situation. Interventions based on non-process models tend to be short-sighted, if well-intentioned, programs focused on

increasing student retention. These programs treat the symptom of poor student retention and not the underlying problem of poor student adjustment. Such interventions, although they may seem to alleviate the symptom of retention, fail to solve the core problem of poor adjustment through the lack of knowledge of when, where, and how to focus the appropriate resources towards an effective intervention.

The model also recognizes numerous student needs and concomitant environmental presses that co-exist within the university environment. Student needs and environmental presses may categorized according to their influence on student adjustment to the university environment. The domains of these needs/presses include (1) social, (2) academic, (3) environmental, and (4) financial. Of these domains of presses, the most well-documented, and seemingly most important, are those focusing on social and academic needs/presses influencing student adjustment. Examples of social needs may include the need for friendship, social contact and peer approval. The co-existing social presses may include establishing new social networks and learning new social standards of behavior. Academic needs may include need for achievement, parental approval, faculty approval, and peer approval. The concurrent academic presses may include new standards of academic excellence, additional academic requirements (e.g., term papers, projects, labs, practicums, etc.), the learning of new study techniques, and the

development of different work habits.

Because of the inherent complexity of the problem of poor student adjustment, the proposed model incorporates social psychological theories that implicitly recognize student adjustment as a ongoing process, as well as a process that encompasses numerous presses. The theoretical basis of this model began with Pace and Stern's (1958) concept of student needs versus university press. Succinctly stated, student adjustment is the result of a good fit between (a) student characteristics or needs at various points in the adjustment process and (b) the concurrent demands or press existing in the university environment. Critical points in the adjustment process include: definition of student and university characteristics; student inquiry and university recruitment; student application and university review; orientation of student to the university environment (both social and academic); the ongoing experiences of social and academic integration, academic and career advising; and student and faculty involvement. The result of a good fit between student needs and university press is successful adjustment to college and the education and personal development of the student.

The model proposes that at these various points (and possibly others) in the adjustment process, conflict between student needs and environmental press (both social and academic) may cause students anxiety or uncertainty as to how well they are adjusting to college. In such instances of

uncertainty, students make social comparisons to evaluate how well their expectations match their perceived status. According to social comparison theory (Festinger, 1955) individuals compare themselves to similar others in order to validate their university experiences and to enhance their self-image. Students may also make temporal comparisons of a similar nature by comparing their own past performances with their current levels of performance. Positive evaluations of their current status (e.g., "I'm doing well because I'm in the top of my class") may result in improved student adjustment and retention, whereas negative evaluations of their current status (e.g., "I'm doing poorly because I'm in the bottom of my class") may result in poor student adjustment and academic withdrawal.

The process of making these comparisons is influenced by the students' choice of reference group and by the associated behavioral standards of the group. Reference groups may be described as those social groups with which the individual student regularly identifies and of which they may be a member. Students may have more than one reference group at a time, and hence more than one standard of behavior for a given situation.

Choice of reference group dictates appropriate similar others to be used in social comparisons as well as the concomitant behavioral standards to be used when making such social comparisons (e.g., "I am an honors student, I should

compare myself to other honors students, and honors students should have 3.5 GPA's").

Successful comparison of self to reference group and behavioral standard (refered to hereafter as matching to standard), as described by cybernetic self-attention theory (Carver, 1979; Carver & Scheier, 1981), results in positive or successful self-evaluation and successful adjustment (e.g., "I'm an honors student, I compare myself to other honors students, and I have a 3.7 GPA"). When the chosen reference group and standard are in agreement with the social and academic demands of the university environment, student adjustment to the university environment is facilitated. However, when the chosen reference group and their standards are not in agreement with the demands of the university environment, the resulting conflict may hinder student adjustment to the university environment.

Conflict between differing reference groups and standards, or between reference groups and the demands of the environment, result in the use of inappropriate reference groups or behavioral standards for social comparisons. Subsequent failure to match to standard occurs either through absence of regulation (i.e., no standard applied to the behavior) or misregulation of behavior (i.e., an inappropriate standard applied to the behavior), and leads to negative or unsuccessful self-evaluation and poor adjustment. For example, absence of regulation may occur when a student encounters a

previously unknown experience or event, and has no behavioral standard to apply (e.g., how to research a term paper). Similarly, misregulation occurs when the student uses either an inappropriate reference group or an inappropriate behavioral standard (e.g., an honors student utilizing low academic achievement students as a reference group, or an honors student using a 3.0 GPA as a behavioral standard). Both perceived success and failure in matching to standard may vary in degree according to individual tolerance for deviation from the set standard.

In sum, although a single unified theory of student adjustment does not exist in the literature, it is possible to synthesize from existing social psychological concepts and from proven interventions, a model that addresses student adjustment as the continuous and dynamic process of blending student and university characteristics and needs. Recognition of student adjustment as a **process** is the fundamental basis for both theory and research and provides the required focus for defining the problem (poor student adjustment), the goal (improving student adjustment and retention through positive social comparison using appropriate reference groups and behavioral standards), and specific points of leverage (recruitment, admissions, orientation and placement, academic and career advising, and faculty and student involvement).

Summary and Hypothesis

To summarize briefly, student adjustment may be seen as the result of a "good fit" between student needs and university press. Conflict between student needs and university presses cause students to feel anxious or uncertain as to how well they are adjusting to college. Students' evaluations of their ability to adjust to college are influenced by social comparison of self to others (and temporal comparison of current self with past self), and in particular to the specific reference groups or similar others and the behavioral standards those others use. Congruence or conflict between reference groups and their standards, and the social and academic demands of the university environment, may facilitate or hinder the process of adjustment. The result of social comparison between standard and behavior may be graded along a continuum from successful matching to standard, and concomitant adjustment, to failure to match to standard (through absence of regulation or through misregulation), and concomitant failure to adjust.

1). Based upon the synthesis of ideas drawn from the concepts of student need versus university press and social comparison theory, students with a good level of fit between needs and press should report better subjective adjustment to the university experience than peers with poor level of fit between needs and press.

2). Based upon the synthesis of ideas drawn from social comparison theory and cybernetic self-attention theory, students with reference groups and concomitant behavioral standards that are congruent with the social and academic demands of the university environment, should report better subjective adjustment to the university experience than peers with reference groups and behavioral standards in conflict with the social and academic demands of the university environment. If the student's reference groups hold standards that were congruent with the social and academic demands of the university, student adjustment will be facilitated, whereas if the student's reference groups hold standards that are incongruent with the social and academic demands of the university, adjustment will be hindered.

An adjunct consideration to hypothesis 2 should be noted at this time. In order to thoroughly test the effects of level of congruence on adjustment, a third variable, level of agreement, should be generated in order to test whether or not the student is in agreement with his chosen reference groups. It is quite possible that the student may agree in totality with all of his or her groups' standards, or may partially agree some or all of his or her groups' standards. For example, one might agree with ones' parents and friends (two separate groups and standards) over social and academic standards. One might also agree with the academic standards of ones' parents, but not the social standards, while agreeing

with friends' social standards, but not the academic standards. This is not formally part of the second hypothesis to be tested, rather it is qualification that may further explain any results found.

In sum, fit is conceived as the difference between individual needs and perceived university demands; and congruence is conceived as the difference between the individuals perceptions of the university demands and one's beliefs about how one's reference groups perceive the demands of the university. Both fit and congruence are hypothesized to enhance student adjustment socially and academically. The third variable, agreement, is conceived as the difference between individual needs and one's beliefs about reference group perceptions of university demands. No a priori hypotheses are made about agreement. Note that because of the way the three variables are derived, fit, congruence, and agreement logically cannot all be related in the same way to adjustment.

METHOD

Participants

The majority of the participants for this study were drawn from the subject pool of introductory psychology students at Loyola University, during the Fall term of 1991. Additional subjects were solicited from other undergraduate psychology courses at Loyola University. The total number of participants was 192. The class levels of of the participants were distributed as follows: 103 freshmen, 35 sophomores, 25 juniors, and 29 seniors (see Appendix B for a detailed breakdown of participant characteristcs).

Procedure

Participants were informed that the study was exploring the processes involved in new student adjustment to the university experience. They were requested to complete a set of measures and were informed that all of their responses to those measures and associated information forms were to be kept strictly confidential. They were also informed that they should need not make any identifying marks. Those who wished to leave were permitted to withdraw without penalty. After having been informed of such matters and any preliminary questions were answered, the participants were given the

measures and asked to complete them. Participants from the subject pool were tested in small group sessions; others were tested in class, or had the measures distributed in class, and collected and returned at a later time. Average time to completion was approximately 30 to 45 minutes.

Measures

College Life Adjustment Scale (CLAS). The CLAS (see Appendix C) was based upon the College Student Satisfaction Questionnaire Form C (Betz, Menne & Klingensmith, 1971). This questionnaire was then modified in format to match the social and academic presses in relation to adjustment to college. In areas where this measure did not adequately address the research focus, new questions were devised to do so. Sections of the revised questionnaire focused on the separate presses (social and academic), as well as the variables of student needs, university demands, and student adjustment to the university environment.

Questions 1 through 12 (six questions social, six questions academic, intermixed) measured student needs in adjusting to the social and academic demands of the university environment. These items were scored on a scale from 1 to 5, then averaged, to form the variable, student need, for both social and academic domains (see Appendix D for scale reliabilities). Questions 13 through 24 (six questions social, six questions academic, intermixed) measured perceptions of the social and academic demands of the university environment.

These items were scored on a scale from 1 to 5, then averaged, to form the variable, university press, for both social and academic domains (see Appendix D for scale reliabilities). The difference between the composited scores yield an indicator of the degree of fit between student needs and university demands. These difference scores theoretically may range from -4 to +4. Scores closer to zero indicate a good fit between student needs and university demands, while high scores (either positive or negative) indicate a lack of fit between student needs and university demands. Questions 25 through 36 (six questions social, six questions academic, intermixed) measured student adjustment to the social and academic demands of the university environment. These items were scored on a scale from 1 to 5, then averaged, to form the variable, student adjustment, for both social and academic domains (see Appendix D for scale reliabilities).

Reference, Standards, and Behaviors Scale (RSBS). The RSBS (see Appendix C) was designed to ascertain which reference groups and behavioral standards are most important to the students' adjustment to the demands of the university environment. Students were asked to name the three most important groups to their sense of well being. Each group was measured on how the group as a whole would respond or react to various social and academic presses of the university environment, using the similar scale items as the assessment of university demands in the CLAS. These items were scored on

a scale from 1 to 5, then averaged, to form the variable, group standards, for both social and academic domains (see Appendix D for scale reliabilities). A comparison of individual needs to group standards (the difference score between the two variables averaged across three groups), and individual press to group standards (the difference score between the two variables averaged across three groups), yielded, respectively, an indicator of level of agreement between student needs and group standards, and an indicator of level of congruence between individual perceptions of university press and group standards or perceptions of university press.

Subjective Mental Health Inventory (SMHI). The SMHI (Bryant & Yarnold, 1991; Used with permission) is a general measure of subjective adjustment or well-being (see Appendix C). The six subscales measure dimensions of subjective adjustment such as happiness, gratification, self-confidence, strain, perceived vulnerability, and uncertainty. The overall score from the SMHI was used as a secondary measure of student adjustment. The assumption was that successful adjustment to college would be reflected in an individual's overall adjustment (for details of scoring and scale reliabilities see Appendix D).

RESULTS

Demographic Breakdown

The sample of the student population may be described, demographically, as follows. Of the population sampled 72% (N=138) were female, and 28% (N=54) were male. Average age of the sample was 19.4 years (modal value was 18). There were 103 freshmen, 35 sophomores, 25 juniors, and 29 seniors. Modal values for the three reference groups selected by the sample as being most important to their well-being were as follows: for the first most-important group, the modal choice was their immediate family (75%), for the second most-important group, the modal choice was their closest friends (57%), for the third most-important group, the modal choice was their room or dorm mates (17%). A complete demographic breakdown of the population sampled may be found in Appendix B.

Level of Fit and Adjustment

According to hypothesis 1, students with a good level of fit between needs and press should report better subjective adjustment to the university experience than peers with a poor level of fit between needs and press. Data analysis of hypothesis 1 began by defining level of fit as the absolute value of the difference between the variables of student needs

(variables S1 and A1) and university press (minus variables S2 and A2, respectively). These difference scores theoretically may range from 0 to +4. Scores closer to zero indicate a good fit between student needs and university demands, while high scores indicate poor fit between student needs and university demands.

Level of fit was determined for both social (S1-S2) and academic (A1-A2) domains, and the resulting variables labeled as SLFIT (Social Level of Fit) and ALFIT (Academic Level of Fit). Initial data analyses showed these difference scores to range from 0 to +3.0 for the social domain, and 0 to 1.50 for the academic domain (see Appendix B). These scores were then correlated with the CLAS and SMHI measures of student adjustment (variables S3, A3, and SMHI). The correlations among these five variables were expected to support the hypothesis, in particular, the correlations between a) SLFIT and social adjustment, b) ALFIT and academic adjustment (CLAS measures), c) SLFIT and overall adjustment, and d) ALFIT and overall adjustment (SMHI measure).

Examination of Table 1 reveals a number of interesting findings. First, there is support for the implicit assumption that there are two separate domains of needs and presses (the two component variables of level of fit) as SLFIT and ALFIT were not significantly correlated (r=.0516, ns). Second, there is evidence for the assumption that adjustment in one domain may be related to adjustment in the other domain, or in

Table 1

Correlation Matrix for Level of Fit and Adjustment
(Absolute Values)

	SLFIT	ALFIT	S3	A3	SMHI
SLFIT	1.0000	.0516	-.0755	-.0122	.0150
ALFIT	.0516	1.0000	-.0958	.1179	-.0328
S3	-.0755	-.0958	1.0000	.2003**	-.3183**
A3	-.0122	.1179	.2003**	1.0000	-.4196**
SMHI	.0150	-.0328	-.3183**	-.4196**	1.0000

* - p<.05
** - p<.01
N=192.

SLFIT - Social Level of Fit (CLAS)
ALFIT - Academic Level of Fit (CLAS)
S3 - Social adjustment (CLAS)
A3 - Academic Adjustment (CLAS)
SMHI - Overall Adjustment (SMHI)

overall adjustment. The measures of social and academic adjustment were found to be correlated with each other ($r=.2003$, $p<.01$), while the measure of overall adjustment was found to be moderately correlated with social adjustment ($r=-.3183$, $p<.01$) and academic adjustment ($r=-.4196$, $p<.01$). Note that these latter negative correlations are an artifact of the difference in scoring of the two adjustment measures. On the CLAS adjustment measure, the higher the score, the better the adjustment, while on the SMHI adjustment measure, the higher the score, the worse the adjustment. This fact should be kept in mind when interpreting the correlations given in Table 1.

No support was initially found for hypothesis 1. SLFIT was found not to be significantly correlated with either social adjustment ($r=-.0755$, ns) or with overall adjustment ($r=.0150$, ns). ALFIT was also found not to be significantly correlated with either academic adjustment ($r=.1179$, ns) or with overall adjustment ($r=-.0328$,ns). Careful examination of the scatterplots showed no discernable trends between SLFIT and either social adjustment or overall adjustment, other than the flat line of a zero correlation. Examination of the scatterplot between ALFIT and academic adjustment showed a mild, positive, linear trend, while the scatterplot for ALFIT and overall adjustment showed no discernable trend.

The failure to find any significant correlations was unexpected, as was the finding of the mild trend towards a

positive correlation between ALFIT and academic adjustment. Trends between level of fit and adjustment were expected to be negative, with the higher (i.e., worse) the fit score, the lower the adjustment score.

In searching for an explanation for these results, it was noted that there is a theoretical difference between two different categories of poor fit, which is confounded by using the absolute value of the difference scores, rather than the algebraic value of the difference scores. The first category of poor fit is defined by student needs or capabilities being exceeded by university demands or presses, while the second category is defined by student needs or capabilities exceeding university demands or presses. Students in the first category might feel panicked or overwhelmed by the situation, whereas students in the second category might feel bored or unchallenged by the situation. Using the absolute value of the difference scores confounds the two different categories of poor fit, whereas the algebraic value of the difference scores creates a continuum from negative fit scores (overwhelmed) through good fit (close to zero) to positive fit scores (unchallenged).

With this theoretical difference in mind, level of fit was re-calculated for both social and academic domains, using algebraic difference scores, as opposed to absolute value difference scores. SLFIT scores ranged from -1.50 to +3.00, while ALFIT scores ranged from -1.33 to +1.50.

Table 2

Correlation Matrix for Level of Fit and Adjustment
(Algebraic values)

	SLFIT	ALFIT	S3	A3	SMHI
SLFIT	1.0000	.1182	-.0099	-.1232	.1840*
ALFIT	.1182	1.0000	-.0715	.2303**	-.0421
S3	-.0099	-.0715	1.0000	.2003**	-.3183**
A3	-.1232	.2303**	.2003**	1.0000	-.4196**
SMHI	.1840*	-.0421	-.3183**	-.4196**	1.0000

* - p<.05
** - p<.01
N=192.

SLFIT - Social Level of Fit (CLAS)
ALFIT - Academic Level of Fit (CLAS)
S3 - Social adjustment (CLAS)
A3 - Academic Adjustment (CLAS)
SMHI - Overall Adjustment (SMHI)

Examination of Table 2 shows partial support for hypothesis 1. SLFIT was found to be not significantly correlated with social adjustment ($r=-.0099$, ns), although it was moderately correlated with overall adjustment ($r=.1840$, $p<.05$). ALFIT was found to be moderately correlated with academic adjustment ($r=.2303$, $p<.01$), although not significantly correlated with overall adjustment ($r=-.0421$, ns). Careful examination of the scatterplots continued to show no discernable trend between either SLFIT and social adjustment, or between SLFIT and overall adjustment (in spite of the moderate correlation). Examination of the scatterplot between ALFIT and academic adjustment showed a moderate, positive, linear trend, while the scatterplot for ALFIT and overall adjustment continued to show no discernable trend. Although this finding is counter to a strict interpretation of hypothesis 1 (which would argue for a curvilinear trend when using algebraic differences), the interpretation of the linear relationship between ALFIT (algebraic value) and academic adjustment would indicate that the more negative the fit score, the worse the adjustment, while the more positive the fit score, the better the adjustment. The practical implication is that it is better for the student to be bored or unchallenged academically, than to be panicked or overwhelmed.

Differences Between Class Levels

In an attempt to further explain the results found with regards to hypothesis 1, differences in responses between class levels, specifically between freshmen and their upperclassmen counterparts, were examined. It is stated in the literature review (although not a part of the actual hypotheses), that this model of student adjustment is a process model that implicitly recognizes student adjustment as a continuous and dynamic process of adaptation and growth in a new environment. It would therefore not be beyond ones' expectations to find possible differences between class levels with regards to levels of fit, congruence, agreement or adjustment (see Appendix B).

Initial testing for possible differences in level of fit showed no significant differences in either SLFIT ($F=1.16$, 190 df, ns) or ALFIT ($F=1.15$, 190 df, ns) between freshmen and upperclassmen. However, differences in patterns of correlations (see Appendix A) showed that the algebraic value of SLFIT was significantly correlated with the SMHI for freshmen ($r=.3583$, $p<.01$), but not significantly correlated for upperclassmen ($r=-.0376$, ns). This would seem to imply that although the SMHI may be used in relating SLFIT with overall adjustment for freshmen, the measure is inappropriate for use with upperclassmen.

In addition, SLFIT was found to be negatively correlated with social adjustment for freshmen ($r=-.1787$), but positively

correlated with social adjustment for upperclassmen (r=.1603). Although these correlations in and of themselves are not significant, the difference between them is significant ($Z=-2.32$, $p<.05$). This finding explains the low correlation between SLFIT and social adjustment (see Table 2), as due to variance attributed to the difference between the positive correlation for upperclassmen, and the corresponding negative correlation for freshmen.

ALFIT remained significantly related to academic adjustment for freshmen (r=.2234, $p<.05$), but not for upperclassmen (r=.1894, ns), although the trend was in the correct direction, the correlation was not significant. ALFIT was not significantly correlated with overall adjustment for either freshmen (r=-.0393, ns) or upperclassmen (r=-.0089, ns).

One possible interpretation of these results is a that in the social domain, for the upperclassmen, the more the students' needs or abilities exceed demands, the better student adjustment, while for freshmen, the more the students' needs or abilities exceed the demands of the university, the worse the adjustment socially and overall. This might imply that upperclassmen, rather than being bored by the situation, have learned regulate and use this extra capacity in productive fashion, whereas the freshmen have not yet learned to properly regulate this extra capacity, and seek to alleviate their boredom in potentially detrimental ways.

In the academic domain, for both freshmen and upperclassmen, the more the students' needs or abilities exceed university demands, the better student adjustment. This might imply that both freshmen and upperclassmen, rather than being academically unchallenged, have learned to regulate and use this extra capacity in a productive fashion.

Levels of Congruence and Agreement

According to hypothesis 2, if the student's reference groups hold standards that were congruent with the social and academic demands of the university, student adjustment will be facilitated, whereas if the student's reference groups hold standards that are incongruent with the social and academic demands of the university, adjustment will be hindered. An additional consideration of hypothesis 2 was to more thoroughly examine the effects of level of congruence on adjustment, by constructing another variable, level of agreement, that would test whether or not the student is in agreement with his chosen reference groups in beliefs about university demands.

Data analysis of Hypothesis 2 thus continued by defining the level of congruence between students' reference groups/standards and demands of the university environment, as the average of the absolute value of the difference scores between individual perceptions of the university press (variables S2 and A2) and group perceptions of the university press (variables G1S through G3S, and G1A through G3A). Level

of congruence was determined for both social (mean(S2-G_iS)) and academic (mean (A2-G_iA)) domains, and the resulting variables labeled as SLCON (Social Level of Congruence) and ALCON (Academic Level of Congruence).

Level of agreement between students needs and group standards was defined as the average of the absolute value of the difference scores between individual needs (variables S1 and A1) and group perceptions of the university demands (variables G1S through G3S, and G1A through G3A). Level of agreement was determined for both social (mean(S1-G_iS)) and academic (mean (A1-G_iA)) domains, and the resulting variables labeled as SLAGR (Social Level of Agreement) and ALAGR (Academic Level of Agreement).

Table 3 shows the correlation matrix between the absolute values of SLFIT, SLCON, SLAGR, social adjustment, and overall adjustment. It should be noted that SLFIT, SLCON, and SLAGR are all highly inter-correlated. SLCON was found to be moderately correlated with social adjustment ($r=-.1760$, $p<.05$), and with overall adjustment ($r=.1891$, $p<.05$). These results are in the expected direction, remembering the existing differences in scoring the two measures. SLAGR was not significantly correlated with either social adjustment ($r=-.0973$, ns) or overall adjustment ($r=.0133$, ns). Careful examination of the scatterplots showed a mild linear trend between SLCON and social adjustment and SLCON and overall adjustment, but no discernable trends for either SLAGR and

Table 3

Correlation Matrix for SLFIT, SLCON, SLAGR, Social Adjustment and Overall Adjustment (Absolute values)

	SLFIT	SLCON	SLAGR	S3	SMHI
SLFIT	1.0000	.3596**	.3971**	-.0755	.0150
SLCON	.3596**	1.0000	.3070**	-.1760*	.1891*
SLAGR	.3971**	.3070**	1.0000	-.0973	.0133
S3	-.0755	-.1760*	-.0973	1.0000	-.3183**
SMHI	.0105	.1891*	.0133	-.3183**	1.0000

* - $p<.05$
** - $p<.01$
N=184.

SLFIT - Social Level of Fit (CLAS)
SLCON - Social Level of Congruence (CLAS)
SLAGR - Social Level of Agreement (CLAS)
S3 - Social adjustment (CLAS)
SMHI - Overall adjustment (SMHI)

Table 4

Correlation Matrix for ALFIT, ALCON, ALAGR, Academic Adjustment and Overall Adjustment (Absolute values)

	ALFIT	ALCON	ALAGR	A3	SMHI
ALFIT	1.0000	.1892*	.4484**	.1179	-.0328
ALCON	.1892*	1.0000	.2011**	.0301	.0362
ALAGR	.4484**	.2011**	1.0000	.0410	.0526
A3	.1179	.0301	.0410	1.0000	-.4196**
SMHI	-.0328	.0362	.0526	-.4196**	1.0000

* - p<.05
** - p<.01
N=184.

ALFIT - Academic Level of Fit (CLAS)
ALCON - Academic Level of Congruence (CLAS)
ALAGR - Academic Level of Agreement (CLAS)
A3 - Academic adjustment (CLAS)
SMHI - Overall adjustment (SMHI)

social adjustment or SLAGR and overall adjustment. The interpretation at this point is that within the social domain, the better the congruence (i.e., the closer to zero), between individual perception of press, and group standards or perceptions of university press, the better the adjustment.

Table 4 shows the correlation matrix for absolute values of ALFIT, ALCON, ALAGR, academic adjustment, and overall adjustment. It should be noted that although ALFIT, ALCON, and ALAGR are all highly inter-correlated, none of the three variables is significantly correlated with either academic adjustment or with overall adjustment. Careful examination of the scatterplots showed no discernable trends for both ALCON and ALAGR in relation to either academic adjustment or overall adjustment.

It should be noted at this point, that both level of congruence and level of agreement, also may be computed as algebraic difference scores, as opposed to absolute value difference scores. The rationale is similar to the rationale for re-computing level of fit as an algebraic difference score. Absolute value difference scores confound two types of poor congruence or agreement. In the case of level of congruence, a positive score indicates that the individuals perception of press exceeds the groups' standards or perceptions of press (the individual has higher standards than the group), whereas a negative score indicates that the groups' standards or perceptions of press exceed the

individuals perceptions of press (the individual has lower standards than the group). In the case of level of agreement, a positive score indicates that individuals needs or capabilities exceeds the groups' standards or perceptions of press (the individual exceeds group standards), whereas a negative score indicates that the groups' standards or perceptions of press exceed the individuals needs or capabilities (the individual does not meet group standards).

It is important to note that when computing the three variables of interest as algebraic difference scores, that it is logically impossible for all three variables to be either all positively or all negatively correlated at the same time. Any two pairs within the triad may be positively correlated with each other, but one of the pair will be negatively correlated with the third variable. For example, fit and agreement may be positively correlated, and congruence and agreement may be positively correlated, but fit and congruence will be negatively correlated.

Table 5 shows the correlation matrix between the algebraic values of SLFIT, SLCON, and SLAGR, social adjustment, and overall adjustment. It should be noted that SLFIT, SLCON, and SLAGR are all highly inter-correlated. SLCON was found to be moderately correlated with social adjustment ($r=.1706$, $p<.05$), and with overall adjustment ($r=-.1607$, $p<.05$). These results are in the expected direction, remembering the existing differences in scoring the two

Table 5

Correlation Matrix for SLFIT, SLCON, SLAGR, Social Adjustment and Overall Adjustment (Algebraic values)

	SLFIT	SLCON	SLAGR	S3	SMHI
SLFIT	1.0000	-.4671**	.7510**	-.0099	.1840*
SLCON	-.4671**	1.0000	.2331**	.1706*	-.1607*
SLAGR	.7510**	.2331**	1.0000	.1141	.0765
S3	-.0099	.1706*	.1141	1.0000	-.3183**
SMHI	.1840*	-.1607*	.0765	-.3183**	1.0000

* - p<.05
** - p<.01
N=184.

SLFIT - Social Level of Fit (CLAS)
SLCON - Social Level of Congruence (CLAS)
SLAGR - Social Level of Agreement (CLAS)
S3 - Social adjustment (CLAS)
SMHI - Overall adjustment (SMHI)

Table 6

Correlation Matrix for ALFIT, ALCON, ALAGR, Academic Adjustment and Overall Adjustment (Algebraic values)

	ALFIT	ALCON	ALAGR	A3	SMHI
ALFIT	1.0000	-.4268**	.7245**	.2303**	-.0421
ALCON	-.4268**	1.0000	.3141**	-.1170	.0003
ALAGR	.7245**	.3141**	1.0000	.1565*	-.0567
A3	.2303**	-.1170	.1565*	1.0000	-.4196**
SMHI	-.0421	.0003	-.0567	-.4196**	1.0000

* - p<.05
** - p<.01
N=184.

ALFIT - Academic Level of Fit (CLAS)
ALCON - Academic Level of Congruence (CLAS)
ALAGR - Academic Level of Agreement (CLAS)
A3 - Academic adjustment (CLAS)
SMHI - Overall adjustment (SMHI)

measures. SLAGR was found to be not significantly correlated with either social adjustment or overall adjustment. One possible interpretation of these results is a that the more the students' perception of university demands exceed the group's standards or perceptions of the university demands in the social domain, the better student adjustment, while the more the group's standards or perceptions of the demands of the university exceed the students' perception of university demands, the worse the adjustment.

Table 6 shows the correlation matrix for the algebraic values of ALFIT, ALCON, ALAGR, academic adjustment, and overall adjustment. It should be noted that ALFIT, ALCON, and ALAGR are all highly inter-correlated. ALCON was not significantly correlated with either academic adjustment or with overall adjustment, although ALAGR was moderately with academic adjustment ($r=.1565$, $p<.05$). Again, one possible interpretation of these results is a that the more the students' needs or abilities exceed the group's standards or perceptions of the university demands in the academic domain, the better student adjustment, while the more the group's standards or perceptions of the demands of the university exceed the students abilities, the worse the adjustment.

Comparison of Tables 3 vs. 5 shows comparable correlations for absolute value differences as opposed to algebraic value differences, whereas comparison of Tables 4 vs. 6 show stronger correlations for algebraic values as

opposed to absolute values. In order to test the utility of the variant computational methods, both absolute value difference scores and algebraic value difference scores for fit, congruence, and agreement, were entered into separate multiple regression analyses with levels of fit, congruence, and agreement used to predict student adjustment (for both social and academic domains).

Using absolute values, Table 7 shows SLCON to be a significant to be a significant predictor of student adjustment in the social domain ($F=5.81$, 1,182 df, $p<.0169$). However, neither SLFIT nor SLAGR were found to be significant predictors. This is possibly due to multicollinearity between the three predictor variables. However, re-examination of Table 3 shows no other predictor variable close to having a significant correlation with adjustment, making multicollinearity less likely.

Using algebraic values, Table 8 also shows SLCON to be a significant predictor of student adjustment in the social domain ($F=5.45$, 1,182 df, $p<.0206$). Again, neither SLFIT nor SLAGR were found to be significant predictors. This is again most likely due the to the high probability of multicollinearity between the three predictor variables. Re-examination of Table 5 shows that although SLCON was the only predictor variable significantly correlated with social adjustment, there was also potential for SLAGR to have some impact. Its effect however, would have been masked by its

Table 7

Regression values for Student Adjustment (Social)
(Absolute values)

Regression Variables. SLFIT, SLCON, SLAGR.

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	F	Signif. F
SLCON	.18	.026	5.81	p=.0196

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=184.

SLFIT - Social Level of Fit
SLCON - Social Level of Congruence
SLAGR - Social Level of Agreement

Table 8

Regression values for Student Adjustment (Social)
(Algebraic values)

Regression Variables. SLFIT, SLCON, SLAGR.

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	F	Signif. F
SLCON	.17	.024	5.45	p=.0206

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=184.

SLFIT - Social Level of Fit
SLCON - Social Level of Congruence
SLAGR - Social Level of Agreement

strong correlation with SLCON, and even stronger correlation with SLFIT.

A regression analysis revealed no significant predictor variable for student adjustment in the academic domain, utilizing absolute values. This is not surprising when one notes the absence in Table 4 of any significant correlations between the three predictor variables and academic adjustment.

Using algebraic values, Table 9 shows ALFIT to be a significant predictor of student adjustment in the academic domain ($F=10.54$, 1,182 df, $p<.0014$). However, neither ALCON nor ALAGR were found to be significant predictors. Again, this is most likely due the to the high probability of multicollinearity between the three predictor variables. Table 6 shows both ALFIT and ALAGR to be significantly correlated with academic adjustment. Again, however, any effect that ALAGR might have shown, may have been masked by its strong correlation with ALFIT.

In order to identify which of three component variables was responsible for the effect of any given predictor variable (i.e., finding out which group had the greatest impact) SLCON SLAGR, ALCON, and ALAGR were broken down into their component variables, and the regressions run a second time. In this instance, algebraic values were chosen over absolute values, due to their greater utility in predicting adjustment in the academic domain.

Table 9

Regression values for Student Adjustment (Academic)
(Algebraic valuess)

Regression Variables. ALFIT, ALCON, ALAGR.

Dependent Variable. Student Adjustment (Academic).

Source	Multiple R	Adjusted R Sqrd	F	Signif. F
ALFIT	.23	.050	10.54	p=.0014

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=184.

ALFIT - Academic Level of Fit
ALCON - Academic Level of Congruence
ALAGR - Academic Level of Agreement

Table 10

Component regression values for Student Adjustment (Social)

Regression Variables. SLFIT, SLCON1, SLCON2, SLCON3, SLAGR1, SLAGR2, SLAGR3.

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	F	Signif. F
SLCON2	.17	.024	5.55	p=.0195

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=184.

SLFIT - Social Level of Fit

SLCON1 - Social Level of Congruence (Most Important Group)
SLCON2 - Social Level of Congruence (2nd Most Important Group)
SLCON3 - Social Level of Congruence (3rd Most Important Group)

SLAGR1 - Social Level of Agreement (Most Important Group)
SLAGR2 - Social Level of Agreement (2nd Most Important Group)
SLAGR3 - Social Level of Agreement (3rd Most Important Group)

Table 10 shows SLCON2, the difference between individual perceptions of press and the second most-important groups' perceptions of press (S2-G2S), as the significant predictor of social adjustment ($F=5.55$, 1,182 df, $p<.0195$), accounting for slightly more variance than the composite across groups (SLCON). A second regression also was run using the component variables in order to check for possible effects from either ALCON or ALAGR that might be linked to a specific reference group. This second regression, however, did not find any significant predictor effects of these component variables.

Following the trend set with hypothesis 1, differences between class levels were examined in an attempt to further explain the results. Initial re-analysis by class level found no significant differences between between freshmen and upperclassmen on SLCON ($F=1.17$, 182 df, ns), ALCON ($F=1.41$, 182 df, ns), SLAGR ($F=1.16$, 182 df, ns), and ALAGR ($F=1.02$, 182 df, ns). Further analysis (see Appendix A) shows that SLCON remains the sole predictor of social adjustment for freshmen ($F=6.12$, 1,98 df, $p<.0150$), whereas SLAGR becomes the sole predictor of social adjustment for the upperclassmen ($F=4.28$, 1,18 df, $p<.0417$). Further regression analysis by class to identify the significant component variable, finds that SLCON1 is now the significant component variable for the freshmen ($F=8.05$, 1,98 df, $p<.0055$), while SLAGR2 is the significant component variable for upperclassmen ($F=6.22$, 1,82 df, $p<.0146$).

Re-analysis by class (see Appendix A) finds that ALFIT remains the single predictor variable for freshmen, for both composite and component analyses ($F=5.45$, 1,98 df, $p<.0217$), while ALAGR becomes the predictor variable for the upperclassmen ($F=7.14$, 1,82 df, $p<.0091$), specifically ALAGR2 ($F=6.47$, 1,82 df, $p<.0128$).

These results highlight the existing differences between freshmen and their upperclassmen counterparts. It also serves to underscore the idea that the inability to find more than one significant predictor variable of either social or academic adjustment is due, in part, to existing differences between freshmen and upperclassmen in the pattern of their response.

It was also put forth that this inability to find more than one predictor variable of social or academic adjustment may due to rather high probability of multicollinearity. Evidence for this was found in the high inter-correlations of the predictor variables.

Ancillary Analyses

In an attempt to further explain the pattern of results, as well as to enhance the possibility of significant effects of fit and congruence, and to reduce the effect of multicollinearity, the sample was split at the median point into low vs. high levels of agreement (algebraic computation), and the regression analyses run again. These analyses found SLCON to be a significant predictor of adjustment with low

levels of agreement ($F=5.93$, 1,26 df, $p<.0167$), but found no significant predictors with high levels of agreement in the social domain. In the academic domain, ALCON was found to be a significant predictor of adjustment with high levels of agreement ($F=6.23$, 1,45 df, $p<.0142$), but found no significant predictors with low levels of agreement in the academic domain. These findings do little to further explain results to this point. However, they do serve to confirm the importance of treating social and academic domains separately, as they yield different results according to domain, and high vs. low levels of agreement.

DISCUSSION

It was the intent of this study to explore part of the process that underlies student adjustment (and subsequent retention) to university presses. Special emphasis was placed on the influence of reference groups and behavioral standards on social comparison and self-evaluation in the adjustment process.

To summarize briefly, student adjustment initially was seen as the result of a "good fit" between student needs and university press. Conflict between student needs and university presses cause students to feel anxious or uncertain as to how well they are adjusting to college. Students' evaluations of their ability to adjust to college are influenced by social comparison of self to others (and temporal comparison of current self with past self), and in particular to the specific reference groups or similar others and the behavioral standards those others use. Congruence or conflict between reference groups and their standards, and the social and academic demands of the university environment, may facilitate or hinder the process of adjustment. The result of successful comparison between standard and behavior may be graded along a continuum from successful matching to standard,

and concomitant adjustment, to failure to match to standard (through absence of regulation or through misregulation), and concomitant failure to adjust.

Levels of fit, congruence, and agreement were examined in two different ways, constructing the variables as both absolute values of the differences between the component variables, and as algebraic values of the differences between the component variables. Either method can provide valuable insights into interpreting the relationships between levels of fit, congruence, and agreement, and social, academic, and overall adjustment. Both methods are comparably adept at uncovering and interpreting findings in the social domain. However, this study has found the algebraic method of constructing the variables to have greater utility in discovering and explaining findings in the academic domain.

The algebraic method found post-hoc support for the hypotheses set forth in the current study, as well as for two of the implicit assumptions made in the theoretical model. First, there was evidence found to support the implicit assumption that there are two separate domains of needs and presses. This was an important verification of the current literature which suggests that a number of domains of need and press exist, of which social and academic are only two. Second, there was evidence for the assumption that adjustment in one domain might carry over into related other domains, or be represented in overall adjustment. Again this is important

in that this supports assumptions made by the theoretical model, as well as further verifying current literature which suggest that success in one domain might carry over into other domains.

With regards hypothesis 1, partial support was found, utilizing the algebraic method, for the idea that level of fit would influence student adjustment. Within the academic domain, level of fit was found to be a significantly correlated with academic adjustment. Further analyses found that a similar effect in the social domain was being masked by significant differences in patterns of response between freshmen and upperclassmen in the social domain.

This might imply that it is harder for freshmen to match their social needs to the social demands of the university than it is to adjust their academic needs to the academic demands of the university. There is also the possibility that greater latitude exists for what the students perceive as reasonable needs and demands in the social domain, as opposed to the academic domain. It is also possible when one considers extant university orientation programs and workshops to help the new student adjust to the environment, that greater emphasis is placed upon academic issues, rather than social issues. Finally, it is also possible that the new students themselves, being aware of the nature of the university they are attending, chose to focus initially on academic demands, before attending to social demands. Any single or combination

of two or more of these preceding explanations may account differences evidenced between the freshmen and the upperclassmen.

With regards hypothesis 2, initial, partial support also was found, utilizing the algebraic method, for the idea that congruence or conflict between reference groups and their standards, and the social and academic demands of the university environment, could facilitate or hinder the process of adjustment. Within the social domain, level of congruence was found to significantly predict student adjustment to the university (using either method). However, within the academic domain, level of fit was the only significant predictor (using the algebraic method). Once again, further analyses, using the algebraic method, showed that potential existed for all predictor variables to be significant, but that their effects were partially masked due a high degree of multicollinearity in both social and academic domains. Multicollinearity has the effect of hiding the effect of one variable within the effect of another. Rather than having three separate and distinct variables predicting different amounts of the variance of the dependant variable, there were three highly correlated variables all predicting either the same amounts or highly similar amounts of the variance in the dependant variable. This problem of multicollinearity is attributed to the similarity within the measure that was used for all three predictor variables, as well as the way in which the predictor

variables were constructed. All three variables were computed as difference scores between pairs of the same three component variables. This possibility was acknowledged earlier in the planning stages of this study, but was not expected to be of this magnitude.

A second phenomenon masking the effects of more than one significant predictor variable of either social or academic adjustment, was due to differences between class levels with regard to responses to SLFIT, ALFIT, SLCON, ALCON, SLAGR, and ALAGR variables. These differences in patterns of correlations imply that freshmen and upperclassmen have very different needs and demands within the social and academic domains of the university environment, as well as having very different reference groups. There is also the possibility that there is a greater latitude between freshmen and upperclassmen in whom they chose as their reference groups. At least partial support for this may be seen in the breakdown of the variables of levels of congruence and levels of agreement. In the social domain, freshmen tend to turn towards their primary reference group for guidance. Upperclassmen tend, in general, to turn towards an emerging secondary reference group for guidance. This interpretation is in agreement with current literature which suggests that college is a time to expand one's circle of friends and to establish an individual identity away from that of one's parents. Either or both of these explanations may account for the differences seen between freshmen and

their upperclassmen counterparts.

It would be appropriate at this point, after having examined the positive aspects of this study, to go over some of the shortcomings that also exist, and propose methods by which later research may circumvent these problems. First, although this study has found significant predictor variables of adjustment, none of these account for more than a fraction of the total variance. Further study and refinement of these variables may extend the amount of variance accounted for. Second, although all of the various scales used in this study were at least minimally reliable (see Appendix D), the construct validity of fit, congruence, and agreement, was not checked against similar measures as adjustment was in this study. Further research with these same scales, in addition to other measures of fit, congruence and agreement could be conducted to find better items that would improve scale reliabilities, and construct validity. Third, given that this study has found existing differences between freshmen and their upperclassmen counterparts, it might be advisable research further what different concerns exist for the different class levels in the university environment, and to then develop two or more separate measures, that would address these different concerns. Fourth, given the problem with multicollinearity, it would be advisable to refine and or redevelop the measures used to minimize possible effects in the future. Again, the answer to this problem would be to

conduct further research with these measures to improve their validity and reliability.

With regard to possible threats to validity, other than those mentioned earlier, the most significant would appear to self-selection, most especially with the upperclassmen. It is quite possible that those upperclassmen who participated in the study were those who adjusted best. Those who did not adjust well prior to the study simply were not around to enroll in psychology classes (which were the source of the participants) during the terms in which the data were collected. It also possible that there may be some ambiguity in causality. It is possible that adjustment may lead to perceived fit, rather perceived fit leading to adjustment.

One possible solution (that admittedly would take a great deal of time and effort, far beyond the scope of the present study), would be a longitudinal study using the cross-sectional sequencing technique. This would have the advantage of not only reducing the possibility of the aforementioned selection threat, but would also provide the opportunity to study the differences between class levels in much greater depth. A sufficiently long study (four years), would also have the ability to repeatedly and empirically verify each of the variables used to predict adjustment and concurrent or subsequent retention to graduation. Such a longitudinal study could also clarify any potential ambiguity in causality.

Finally, it is important to outline a few practical applications of these findings so that both the university administration (being vitally concerned with the adjustment and consequent retention to graduation of their students), and the students who attend the university (being personally concerned with their own adjustment agenda), might benefit from the findings of this study.

Strictly speaking, this study found no evidence to support the initial conception of level of fit. However, support was found for an alternate interpretation of level of fit. This second interpretation of "fit" (for lack of better terminology), embraces the concept of fit as a continuum, where the "fit" between student needs and capabilities range from where the student needs are being overwhelmed by university demands (negative fit), through good fit of equal needs and demands, to where student capabilities or needs outmatch the demands of the university environment (positive fit). This definition, while lacking the clarity of the earlier definition, makes up for its lack in the ability to better explain the data.

Some final thoughts for consideration should be noted. First, this study has shown that the distinction between social and academic realms is useful, in that these represent two related, but still separate areas of adjustment that should be studied and treated separately.

Most importantly to this study, and to its implications for university policy, finding class differences has served to verify that student adjustment is a **continuing process**, needful of continued attention throughout a student's college career, and not merely an singular endpoint, to be sought by limited interventions in the first year.

In addition, of practical importance to students attending college, wherever that college might be, this study has served to show interested researchers, faculty, staff, and administrators, that each class has its own, unique concerns regarding the task of adjustment to the university environment, and that subsequently each class should have its own programs or workshops in order to maximize student adjustment.

Finally, research towards improving student adjustment may seem at times muddied and needing more direction before applying potentially costly interventions, but there is a worthwhile dividend. And that dividend, the value of knowledge, and where it may work its greatest effect, is of incalculable value.

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APPENDIX A

Table 11.

Correlation Matrix for level of fit and adjustment. (Freshmen only).

	SLFIT	ALFIT	S3	A3	SMHI
SLFIT	1.0000	.1380	-.1787	-.1368	.3583**
ALFIT	.1380	1.0000	.0267	.2234*	-.0393
S3	-.1787	.0267	1.0000	.2286**	-.3593**
A3	-.1368	.2234*	.2286**	1.0000	-.4485**
SMHI	.3583**	-.0393	-.3593**	-.4485**	1.0000

* - p<.05
** - p<.01
N=103.

SLFIT - Social Level of Fit (CLAS)
ALFIT - Academic Level of Fit (CLAS)
S3 - Social adjustment (CLAS)
A3 - Academic Adjustment (CLAS)
SMHI - Overall Adjustment (SMHI)

Table 12.

Correlation Matrix for level of fit and adjustment. (Upperclassmen only).

	SLFIT	ALFIT	S3	A3	SMHI
SLFIT	1.0000	.1015	.1630	-.1208	-.0367
ALFIT	.1015	1.0000	-.1709	.1894	-.0089
S3	.1630	-.1709	1.0000	.1712	-.2817
A3	-.1208	.1894	.1712	1.0000	-.3560**
SMHI	-.0367	-.0089	-.2817**	-.3560**	1.0000

* - p<.05
** - p<.01
N=89.

SLFIT - Social Level of Fit (CLAS)
ALFIT - Academic Level of Fit (CLAS)
S3 - Social adjustment (CLAS)
A3 - Academic Adjustment (CLAS)
SMHI - Overall Adjustment (SMHI)

Table 13.

Correlation Matrix for SLFIT, SLCON, SLAGR, social adjustment and overall adjustment. (Freshmen only).

	SLFIT	SLCON	SLAGR	S3	SMHI
SLFIT	1.0000	-.4682**	.7536**	-.1787	.3583**
SLCON	-.4682**	1.0000	.2280*	.2426*	-.3356**
SLAGR	.7536**	.2280*	1.0000	.0126	.1226
S3	-.1787	.2426*	.0126	1.0000	-.3593
SMHI	.3583**	-.3356**	.1226	-.3593**	1.0000

* - $p<.05$
** - $p<.01$
N=100.

SLFIT - Social Level of Fit (CLAS)
SLCON - Social Level of Congruence (CLAS)
SLAGR - Social Level of Agreement (CLAS)
S3 - Social adjustment (CLAS)
SMHI - Overall adjustment (SMHI)

Table 14.

Correlation Matrix for SLFIT, SLCON, SLAGR, social adjustment and overall adjustment. (Upperclassmen only).

	SLFIT	SLCON	SLAGR	S3	SMHI
SLFIT	1.0000	-.4663	.7505	.1630	-.0367
SLCON	-.4663**	1.0000	.2346*	.0946	.0347
SLAGR	.7505**	.2346*	1.0000	.2228*	.0079
S3	.1630	.0946	.2228*	1.0000	-.2817**
SMHI	-.0367	.0347	.0079	-.2817**	1.0000

* - $p<.05$
** - $p<.01$
N=84.

SLFIT - Social Level of Fit (CLAS)
SLCON - Social Level of Congruence (CLAS)
SLAGR - Social Level of Agreement (CLAS)
S3 - Social adjustment (CLAS)
SMHI - Overall adjustment (SMHI)

Table 15.

Correlation Matrix for ALFIT, ALCON, ALAGR, academic adjustment and overall adjustment. (Freshmen only)

	ALFIT	ALCON	ALAGR	A3	SMHI
ALFIT	1.0000	-.3447**	.7673**	.2234*	-.0393
ALCON	-.3447**	1.0000	.3375**	-.2203*	.0268
ALAGR	.7673**	.3375**	1.0000	.0796	-.0482
A3	.2234*	-.2203*	.0796	1.0000	-.4485**
SMHI	-.0393	.0268	-.0482	-.4485**	1.0000

* - p<.05
** - p<.01
N=100.

ALFIT - Academic Level of Fit (CLAS)
ALCON - Academic Level of Congruence (CLAS)
ALAGR - Academic Level of Agreement (CLAS)
A3 - Academic adjustment (CLAS)
SMHI - Overall adjustment (SMHI)

Table 16.

Correlation Matrix for ALFIT, ALCON, ALAGR, academic adjustment and overall adjustment. (Upperclassmen only)

	ALFIT	ALCON	ALAGR	A3	SMHI
ALFIT	1.0000	-.4749**	.7069**	.1894	-.0089
ALCON	-.4749**	1.0000	.2867**	.0971	-.1063
ALAGR	.7069**	.2867**	1.0000	.2831**	-.0877
A3	.1894	.0971	.2831**	1.0000	-.3560**
SMHI	-.0089	-.1063	-.0877	-.3560**	1.0000

* - p<.05
** - p<.01
N=84.

ALFIT - Academic Level of Fit (CLAS)
ALCON - Academic Level of Congruence (CLAS)
ALAGR - Academic Level of Agreement (CLAS)
A3 - Academic adjustment (CLAS)
SMHI - Overall adjustment (SMHI)

Table 17.

Regression values for Student Adjustment (Social)
(Freshmen only)

Regression Variables. SLFIT, SLCON, SLAGR.

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
SLCON	.24	.050	.058	6.12	p=.0150

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=100.

SLFIT - Social Level of Fit
SLCON - Social Level of Congruence
SLAGR - Social Level of Agreement

Table 18.

Regression values for Student Adjustment (Social)
(Upperclassmen only)

Regression Variables. SLFIT, SLCON, SLAGR.

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
SLAGR	.23	.038	.049	4.28	p=.0417

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=84.

SLFIT - Social Level of Fit
SLCON - Social Level of Congruence
SLAGR - Social Level of Agreement

Table 19.

Component regression values for Student Adjustment (Social) (Freshmen Only)

Regression Variables. SLFIT, SLCON1, SLCON2, SLCON3, SLAGR1, SLAGR2, SLAGR3.

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
SLCON1	.27	.067	.075	8.05	p=.0055

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=100.

SLFIT - Social Level of Fit

SLCON1 - Social Level of Congruence (Most Important Group)
SLCON2 - Social Level of Congruence (2nd Most Important Group)
SLCON3 - Social Level of Congruence (3rd Most Important Group)

SLAGR1 - Social Level of Agreement (Most Important Group)
SLAGR2 - Social Level of Agreement (2nd Most Important Group)
SLAGR3 - Social Level of Agreement (3rd Most Important Group)

Table 20.

Component regression values for Student Adjustment (Social) (Upperclassmen Only)

Regression Variables. SLFIT, SLCON1, SLCON2, SLCON3, SLAGR1, SLAGR2, SLAGR3.

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
SLAGR2	.26	.059	.071	6.22	p=.0146

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=84.

SLFIT - Social Level of Fit

SLCON1 - Social Level of Congruence (Most Important Group)
SLCON2 - Social Level of Congruence (2nd Most Important Group)
SLCON3 - Social Level of Congruence (3rd Most Important Group)

SLAGR1 - Social Level of Agreement (Most Important Group)
SLAGR2 - Social Level of Agreement (2nd Most Important Group)
SLAGR3 - Social Level of Agreement (3rd Most Important Group)

Table 21.

Regression values for Student Adjustment (Academic)
(Freshmen only)

Regression Variables. ALFIT, ALCON, ALAGR.

Dependent Variable. Student Adjustment (Academic).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
ALFIT	.23	.043	.053	5.45	p=.0217

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=100.

ALFIT - Social Level of Fit
ALCON - Social Level of Congruence
ALAGR - Social Level of Agreement

Table 22.

Regression values for Student Adjustment (Academic)
(Upperclassmen only)

Regression Variables. ALFIT, ALCON, ALAGR.

Dependent Variable. Student Adjustment (Academic).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
ALAGR	.28	.068	.080	7.14	p=.0091

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=84.

ALFIT - Social Level of Fit
ALCON - Social Level of Congruence
ALAGR - Social Level of Agreement

Table 23.

Component regression values Student Adjustment (Academic) (Freshmen Only)

Regression Variables. ALFIT, ALCON1, ALCON2, ALCON3, ALAGR1, ALAGR2, ALAGR3.

Dependent Variable. Student Adjustment (Academic).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
ALFIT	.23	.043	.053	5.45	p=.0217

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=100.

ALFIT - Academic Level of Fit

ALCON1 - Academic Level of Congruence (Most Important Group)
ALCON2 - Academic Level of Congruence (2nd MIG)
ALCON3 - Academic Level of Congruence (3rd MIG)

ALAGR1 - Academic Level of Agreement (Most Important Group)
ALAGR2 - Academic Level of Agreement (2nd MIG)
ALAGR3 - Academic Level of Agreement (3rd MIG)

Table 24.

Component regression values for Student Adjustment (Academic) (Upperclassmen Only)

Regression Variables. ALFIT, ALCON1, ALCON2, ALCON3, ALAGR1, ALAGR2, ALAGR3.

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
ALAGR2	.27	.062	.073	6.47	p=.0128

Variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=84.

ALFIT - Academic Level of Fit

SLCON1 - Academic Level of Congruence (Most Important Group)
ALCON2 - Academic Level of Congruence (2nd MIG)
ALCON3 - Academic Level of Congruence (3rd MIG)

ALAGR1 - Academic Level of Agreement (Most Important Group)
ALAGR2 - Academic Level of Agreement (2nd MIG)
ALAGR3 - Academic Level of Agreement (3rd MIG)

Table 25.

Regression values for Student Adjustment (Social)
(Low Agreement)

Regression Variables. SLFIT, SLCON.

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
SLCON	.24	.049	.058	5.93	p=.0167

Sample was split by low vs. high agreement. Remaining variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=97.

SLFIT - Social Level of Fit
SLCON - Social Level of Congruence

Table 26.

Component regression values for Student Adjustment (Social) (Low Agreement)

Regression Variables. SLFIT, SLCON1, SLCON2, SLCON3,

Dependent Variable. Student Adjustment (Social).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
SLCON2	.30	.080	.090	9.34	p=.0029

Sample was split by low vs. high agreement. Remaining variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=97.

SLFIT - Social Level of Fit

SLCON1 - Social Level of Congruence (Most Important Group)
SLCON2 - Social Level of Congruence (2nd Most Important Group)
SLCON3 - Social Level of Congruence (3rd Most Important Group)

Table 27.

Regression values for Student Adjustment (Academic) (High Agreement)

Regression Variables. ALFIT, ALCON.

Dependent Variable. Student Adjustment (Academic).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
ALCON	.25	.051	.060	6.23	p=.0142

Sample was split low vs. high agreement. Remaining variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment.
N=98.

ALFIT - Social Level of Fit
ALCON - Social Level of Congruence

Table 28.

Component regression values for Student Adjustment (Academic) (High Agreement)

Regression Variables. ALFIT, ALCON.

Dependent Variable. Student Adjustment (Academic).

Source	Multiple R	Adjusted R Sqrd	R Sqrd Change	F	Signif. F
ALCON3	.24	.047	.057	5.83	p=.0176

Sample was split by low vs. high agreement. Remaining variables were entered into a stepwise regression formula, resulting in one significant predictor of Student Adjustment. N=98.

ALFIT - Social Level of Fit

ALCON1 - Academic Level of Congruence (Most Important Group)
ALCON2 - Academic Level of Congruence (2nd MIG)
ALCON3 - Academic Level of Congruence (3rd MIG)

APPENDIX B

Gender

Gender	Freq.	Percent	Cum. Percent
Male	54	28.1	28.1
Female	138	71.9	100.0
Total	192	100.0	100.0

Age

Age	Freq.	Percent	Cum. Percent
16	1	0.5	0.5
17	15	7.8	8.3
18	81	42.2	50.5
19	32	16.7	67.2
20	21	10.9	78.1
21	23	12.0	90.1
22	8	4.2	94.3
23	3	1.6	95.8
24	2	1.0	96.9
25	1	0.5	97.4
27	1	0.5	97.9
30	2	1.0	99.0
31	1	0.5	99.5
39	1	0.5	100.0
Total	192	100.0	100.0

Class Level

Class	Freq.	Percent	Cum. Percent
Freshman	103	53.5	53.6
Sohpomore	35	18.2	71.9
Junior	25	13.0	84.9
Senior	29	15.1	100.0
Total	192	100.0	100.0

Year at Loyola

Year	Freq.	Percent	Cum. Percent
1st year	116	60.4	60.4
2nd year	39	20.3	80.7
3rd year	22	11.5	92.2
4th or more	15	7.8	100.0
Total	192	100.0	100.0

Most Important Group

Group	Freq.	Percent	Cum. Percent
Immediate Family	145	75.5	75.5
Closest Friends	31	16.1	91.7
Fraternity/Sorority	2	1.0	92.7
Roommate/Dormmate	2	1.0	93.8
Athletic Teams	1	0.5	94.3
Church/Community	2	1.0	95.3
Fiance/Fiancee	2	1.0	96.4
Spouse	1	0.5	96.9
Significant Other	4	2.1	99.0
Support Group	1	0.5	99.5
Student Council	1	0.5	100.0
Total	192	100.0	100.0

2nd Most Important Group

Group	Freq.	Percent	Cum. Percent
Immediate Family	32	16.7	16.7
Closest Friends	108	56.3	72.9
Social Club	4	2.1	75.0
Academic Club	1	0.5	75.5
Fraternity/Sorority	4	2.1	77.6
Roommate/Dormmate	3	1.6	79.2
Faculty or Advisor	2	1.0	80.2
Co-workers	9	4.7	84.9
Athletic Teams	5	2.6	87.5
Church/Community	11	5.7	93.2
Classmates	3	1.6	94.8
Significant Other	5	2.6	97.4
Musical Band	1	0.5	97.9
Other Relatives	2	1.0	99.0
Dance Group	1	0.5	99.5
US Marine Corp	1	0.5	100.0
Total	192	100.0	100.0

3rd Most Important Group

Group	Freq.	Percent	Cum. Percent
Immediate Family	10	5.2	5.2
Closest Friends	29	15.1	20.3
Social Club	12	6.3	26.6
Academic Club	8	4.2	30.8
Fraternity/Sorority	12	6.3	37.1
Roommate/Dormmate	32	16.7	53.8
Faculty or Advisor	6	3.1	56.9
Co-workers	30	15.6	72.5
Athletic Teams	9	4.7	77.2
Thespian	4	2.1	79.3
Church/Community	15	7.8	87.1
Classmates	9	4.7	91.8
Other Friends	3	1.6	93.4
Significant Other	3	1.6	95.0
Musical Band	1	0.5	95.5
Research Group	1	0.5	96.0
Missing	8	4.2	100.0
Total	192	100.0	100.0

Degree of Importance (Most Important Group)

Importance	Freq.	Percent	Cum. Percent
8 (of 10)	11	5.7	5.7
9 (of 10)	42	21.9	27.6
10 (of 10)	139	72.4	100.0
Total	192	100.0	100.0

Degree of Importance (2nd Most Important Group)

Importance	Freq.	Percent	Cum. Percent
4 (of 10)	2	1.0	1.0
5 (of 10)	4	2.1	3.1
6 (of 10)	6	3.1	6.3
7 (of 10)	25	13.0	19.3
8 (of 10)	45	23.4	42.7
9 (of 10)	69	35.9	78.6
10 (of 10)	41	21.4	100.0
Total	192	100.0	100.0

Degree of Importance (3rd Most Important Group)

Group	Freq.	Percent	Cum. Percent
0 (of 10)	1	0.5	0.5
2 (of 10)	2	1.0	1.5
3 (of 10)	5	2.6	4.1
4 (of 10)	12	6.3	10.4
5 (of 10)	25	13.0	23.4
6 (of 10)	33	17.2	40.6
7 (of 10)	42	21.9	62.5
8 (of 10)	40	20.8	83.3
9 (of 10)	17	8.9	92.2
10 (of 10)	7	3.6	95.8
Missing	8	4.2	100.0
Total	192	100.0	100.0

Life Values

Value	Freq.	Percent	Cum. Percent
A Sense of Belonging	14	7.3	7.3
Excitement	2	1.0	8.3
Warm Relationships	44	22.9	31.3
Self-Fulfillment	36	18.8	50.0
Being Well-respected	9	4.7	54.7
Fun and Enjoyment	17	8.9	63.5
Security	14	7.3	70.8
Self-Respect	20	10.4	81.2
Accomplishment	36	18.8	100.0
Total	192	100.0	100.0

Descriptives: Computed Variables (CLAS and SMHI)

Variable (Label)	Mean	Std. Dev.	Min.	Max
Student Need (S1)	3.59	.63	1.83	4.83
Univ. Press (S2)	3.33	.58	1.83	4.67
Student Adjust. (S3)	3.65	.81	1.33	5.00
Student Need (A1)	3.99	.55	2.50	5.00
Univ. Press (A2)	3.82	.53	1.83	5.00
Student Adjust. (A3)	3.42	.70	1.17	5.00
Group Standards (G1S)	3.58	.56	1.67	5.00
Group Standards (G1A)	3.89	.58	2.00	5.00
Group Standards (G2S)	3.66	.61	1.83	5.00
Group Standards (G2A)	3.93	.52	2.67	5.00
Group Standards (G3S)	3.66	.66	2.17	5.00
Group Standards (G3A)	3.92	.58	1.83	5.00
Unhappiness (SMHI1)	.00	1.78	-3.82	3.17
L-Gratification (SMHI2)	.00	4.91	-10.34	11.77
Strain (SMHI3)	.00	6.50	-13.27	18.64
Per. Vulnerbility (SMHI4)	.00	2.28	-3.63	4.61
L-Self confidence (SMHI5)	.00	7.70	-14.11	25.34
Uncertainty (SMHI6)	.00	4.83	-15.09	13.16
Composite (SMHI)	.00	20.34	-51.88	57.40

Descriptives: Composite Variables (CLAS)
(Absolute values)

Variable	Variable (Label)	Mean	Std. Dev.	Min.	Max
Level of Fit (SLFIT)		.56	.50	0.00	3.00
Level of Fit (ALFIT)		.50	.39	0.00	1.50
Level of Congruence (SLCON)		.52	.34	0.06	2.11
Level of Congruence (ALCON)		.42	.27	0.00	2.11
Level of Agreement (SLAGR)		.58	.36	0.00	1.89
Level of Agreement (ALAGR)		.53	.31	0.06	1.50
Level of Congruence (SLCON1)		.50	.41	0.00	2.17
Level of Congruence (SLCON2)		.53	.43	0.00	2.17
Level of Congruence (SLCON3)		.55	.46	0.00	2.33
Level of Congruence (ALCON1)		.42	.35	0.00	1.67
Level of Congruence (ALCON2)		.42	.37	0.00	2.33
Level of Congruence (ALCON3)		.41	.38	0.00	2.67
Level of Agreement (SLAGR1)		.52	.44	0.00	2.00
Level of Agreement (SLAGR2)		.60	.49	0.00	2.50
Level of Agreement (SLAGR3)		.62	.47	0.00	2.17
Level of Agreement (ALAGR1)		.51	.39	0.00	2.00
Level of Agreement (ALAGR2)		.55	.39	0.00	1.67
Level of Agreement (ALAGR3)		.55	.43	0.00	2.33

Descriptives: Composite Variables (CLAS)
(Algebraic values)

Variable	Variable (Label)	Mean	Std. Dev.	Min.	Max
Level of Fit (SLFIT)		.26	.70	-1.50	3.00
Level of Fit (ALFIT)		.17	.61	-1.33	1.50
Level of Congruence (SLCON)		-.30	.61	-2.23	1.33
Level of Congruence (ALCON)		-.08	.55	-2.17	1.50
Level of Agreement (SLAGR)		-.03	.74	-2.05	2.23
Level of Agreement (ALAGR)		.08	.67	-1.50	2.00
Level of Congruence (SLCON1)		-.25	.60	-2.17	1.33
Level of Congruence (SLCON2)		-.33	.60	-2.17	1.67
Level of Congruence (SLCON3)		-.32	.64	-2.33	1.00
Level of Congruence (ALCON1)		-.06	.54	-1.50	1.67
Level of Congruence (ALCON2)		-.11	.55	-2.33	1.33
Level of Congruence (ALCON3)		-.08	.55	-2.67	1.50
Level of Agreement (SLAGR1)		.01	.68	-1.67	2.00
Level of Agreement (SLAGR2)		-.07	.77	-2.33	2.50
Level of Agreement (SLAGR3)		-.05	.78	-2.17	2.17
Level of Agreement (ALAGR1)		.11	.63	-1.50	2.00
Level of Agreement (ALAGR2)		.06	.67	-1.50	1.67
Level of Agreement (ALAGR3)		.07	.70	-1.50	2.33

Descriptives: Computed and Composite Variables (CLAS)
(Freshmen Values)

Variable	Variable (Label)	Mean	Std. Dev.	Min.	Max
	Student Need (S1)	3.73	.60	2.00	4.83
	Univ. Press (S2)	3.47	.57	1.83	4.67
	Student Adjust. (S3)	3.66	.79	1.67	5.00
	Student Need (A1)	4.07	.54	2.50	5.00
	Univ. Press (A2)	3.97	.46	3.00	4.83
	Student Adjust. (A3)	3.21	.61	1.50	4.33
	Group Standards (G1S)	3.71	.52	2.33	5.00
	Group Standards (G1A)	3.91	.54	2.33	5.00
	Group Standards (G2S)	3.75	.62	1.83	4.83
	Group Standards (G2A)	3.99	.49	2.67	4.83
	Group Standards (G3S)	3.78	.66	2.17	5.00
	Group Standards (G3A)	3.99	.56	2.17	5.00
	Level of Fit (SLFIT)	.26	.68	-1.50	2.50
	Level of Fit (ALFIT)	.10	.59	-1.33	1.50
	Level of Congruence (SLCON)	-.27	.46	-2.33	1.67
	Level of Congruence (ALCON)	.01	.39	-1.33	1.67
	Level of Agreement (SLAGR)	-.01	.62	-2.17	2.50
	Level of Agreement (ALAGR)	.11	.58	-1.50	2.33
	Level of Congruence (SLCON1)	-.24	.59	-2.17	1.33
	Level of Congruence (SLCON2)	-.28	.57	-1.33	1.67
	Level of Congruence (SLCON3)	-.29	.63	-2.33	1.00
	Level of Congruence (ALCON1)	.06	.55	-1.17	1.67
	Level of Congruence (ALCON2)	-.02	.46	-1.33	1.17
	Level of Congruence (ALCON3)	-.01	.50	-1.33	1.50
	Level of Agreement (SLAGR1)	.02	.61	-1.33	1.83
	Level of Agreement (SLAGR2)	-.02	.77	-1.83	2.50
	Level of Agreement (SLAGR3)	-.03	.79	-2.17	2.00
	Level of Agreement (ALAGR1)	.16	.63	-1.33	1.67
	Level of Agreement (ALAGR2)	.09	.66	-1.50	1.50
	Level of Agreement (ALAGR3)	.08	.70	-1.50	2.33

Descriptives: Computed and Composite Variables (CLAS)
(Upperclassmen)

Variable	Variable (Label)	Mean	Std. Dev.	Min.	Max
Student Need (S1)		3.42	.62	1.83	4.83
Univ. Press (S2)		3.16	.56	1.83	4.50
Student Adjust. (S3)		3.64	.83	1.33	5.00
Student Need (A1)		3.90	.55	2.67	5.00
Univ. Press (A2)		3.66	.56	1.83	5.00
Student Adjust. (A3)		3.67	.73	1.17	5.00
Group Standards (G1S)		3.43	.57	1.67	4.67
Group Standards (G1A)		3.86	.64	2.00	5.00
Group Standards (G2S)		3.55	.59	2.33	5.00
Group Standards (G2A)		3.87	.55	2.83	5.00
Group Standards (G3S)		3.51	.62	2.17	5.00
Group Standards (G3A)		3.83	.59	1.83	5.00
Level of Fit (SLFIT)		.25	.73	-1.33	3.00
Level of Fit (ALFIT)		.25	.63	-1.33	1.50
Level of Congruence (SLCON)		-.34	.50	-2.17	1.33
Level of Congruence (ALCON)		-.20	.47	-2.67	1.33
Level of Agreement (SLAGR)		-.06	.67	-2.33	2.17
Level of Agreement (ALAGR)		.04	.58	-1.50	2.00
Level of Congruence (SLCON1)		-.26	.61	-2.17	1.33
Level of Congruence (SLCON2)		-.39	.62	-2.17	.83
Level of Congruence (SLCON3)		-.35	.66	-2.17	.83
Level of Congruence (ALCON1)		-.21	.51	-1.50	1.17
Level of Congruence (ALCON2)		-.20	.62	-2.33	1.33
Level of Congruence (ALCON3)		-.17	.60	-2.67	1.33
Level of Agreement (SLAGR1)		-.01	.76	-1.67	2.00
Level of Agreement (SLAGR2)		-.13	.77	-2.33	1.67
Level of Agreement (SLAGR3)		-.07	.78	-2.00	2.17
Level of Agreement (ALAGR1)		.04	.63	-1.50	2.00
Level of Agreement (ALAGR2)		.04	.69	-1.50	1.67
Level of Agreement (ALAGR3)		.07	.70	-1.50	1.50

APPENDIX C

Consent Form

I have read the cover letter and I am willing to participate in this study. I am aware that I may refuse to answer any question I find distressing, that I may withdraw at any time, and that my responses will be kept confidential.

Signature _____ Date _____

Demographic Information

Age_____

Sex_____

Class level Fr So Jr Sr (Circle one)

Year at Loyola 1st 2nd 3rd 4th or more (Circle one)

The purpose of this study is to ascertain what factors are perceived by students as important to helping them adjust to the experience of attending college. You will be asked a series of questions about your perceptions and experiences regarding college life. There are no right or wrong answers, rather it is your personal opinions that are important, so please think carefully about your response to each question. Please read each question carefully and then mark the appropriate response on the answer sheet. All your responses will be kept completely confidential, so please try to answer all questions.

Thank you for participating in this study.

[Cover letter for CLAS and RSBS measures]

Please read each question carefully and then mark your responses on the answer sheet according to the following key:

1--Strongly Disagree
2--Tend to Disagree
3--Neither Agree nor Disagree
4--Tend to Agree
5--Strongly Agree

---

1) Earning high grades is not the primary concern to me.

2) Having a good relationship with the faculty is important.

3) Making new friends on campus is important to me.

4) Peer acceptance is not a major concern to me.

5) I do not spend a lot of time studying for classes.

6) Socializing on campus is important to me.

7) Parental approval of my academic work is not important to me.

8) Socializing with friends is not important in college.

9) It is important for me to keep in contact with old friends.

10) Faculty approval of my academic work is important to me.

11) My primary goal in college is to learn as much as I can.

12) I'm not able to spend as much time with my friends as I'd like.

13) Students here can't easily adjust to the social life on campus.

14) Students here are rarely concerned with getting good grades.

15) It is easy to make friends on campus.

16) Most students here want a good relationship with the faculty.

17) To get good grades here means working very hard for them.

18) It is hard for most students to have a satisfying social life.

19) There are a lot of spontaneous social activities here.

Please read each question carefully and then mark your responses on the answer sheet according to the following key:

1--Strongly Disagree
2--Tend to Disagree
3--Neither Agree nor Disagree
4--Tend to Agree
5--Strongly Agree

---

20) The academic requirements here are easily met.

21) Most students here keep busy social schedules.

22) The faculty here expect the students to work hard in class.

23) There are few social events or opportunities to meet people.

24) I find the intellectual atmosphere at school not very challenging.

25) I feel I have made good grades this year.

26) I don't fit in well with social groups on campus.

27) I have been able to keep in touch with old friends.

28) I learned how to budget time so I don't miss class deadlines.

29) I have done well adjusting to the social life on campus.

30) I have been sucessful in making new friends on campus.

31) I'm unsatisfied with my academic progress in college so far.

32) I have learned many new study techniques and skills.

33) I'm unsatisfied with my social life since coming to college.

34) I haven't yet figured out how to do my best in class.

35) I haven't had the time to meet new people here at college.

36) I haven't been able to meet the academic challenge at college.

The following three sets of questions will ask you to name **(see sheet in answer packet)**, the three most important groups (to your sense of well being) of which you are currently a member. Examples of possible groups might include:

Your **immediate family** (i.e., parents and siblings).
Your **closest friends** (e.g., your best friends)
Social club members (e.g., science-fiction club)
Academic club members (e.g., French Club)
Fraternity or Sorority members (e.g., TKE)
Roommates or dormmates.
Major faculty or advisors.
Co-workers.
Athletic teams.
Thespian (acting) companies.
Church/community groups.

When answering these questions, please consider what you know of each group, such as what their opinions or beliefs are. Please base your responses upon how the group as a whole would respond or react to that statement or situation.

Where individuals may be included in one or more groups, please consider that individual in only his or her primary group. For example, if your best friend also belongs to the same fraternity, consider him only in the category of closest friends.

Please name the three most important groups (to your sense of well-being) of which you are currently a member.

A) The most important group _____
(Please list name).

B) The second-most important group _____
(Please list name).

C) The third-most important group _____
(Please list name)

A) The most important group.

How do you think this group would respond to the following statements with regards to this university? Do you think they would agree, disagree or neither. Please consider each question carefully from this groups point of view and mark your responses, according to the following key, in the appropriate place on the answer sheet.

1--Strongly Disagree
2--Disagree
3--Neither Agree nor Disagree
4--Agree
5--Strongly Agree

For example, if the group I named feels it is easy to make friends on campus, I would respond to question #39 with either a 4 or a 5 depending upon the strength of their agreement with that statement.

---

37) Students can't easily adjust to the social life on campus.

38) Students are rarely concerned with getting good grades.

39) It is easy to make friends on campus.

40) Most students want a good relationship with the faculty.

41) To get good grades means working very hard for them.

42) It is hard for most students to have a satisfying social life.

43) There are a lot of spontaneous social activities in college.

44) The academic requirements are easily met.

45) Most students keep busy social schedules.

46) The faculty expect the students to work hard in class.

47) There are few social events or opportunities to meet people.

48) The intellectual atmosphere is not very challenging.

B) The second-most important group.

How do you think this group would respond to the following statements with regards to this university? Do you think they would agree, disagree or neither. Please consider each question carefully from this groups point of view and mark your responses, according to the following key, in the appropriate place on the answer sheet.

1--Strongly Disagree
2--Disagree
3--Neither Agree nor Disagree
4--Agree
5--Strongly Agree

For example, if the group I named feels it is easy to make friends on campus, I would respond to question #51 with either a 4 or a 5 depending upon the strength of their agreement with that statement.

---

49) Students can't easily adjust to the social life on campus.

50) Students are rarely concerned with getting good grades.

51) It is easy to make friends on campus.

52) Most students want a good relationship with the faculty.

53) To get good grades means working very hard for them.

54) It is hard for most students to have a satisfying social life.

55) There are a lot of spontaneous social activities in college.

56) The academic requirements are easily met.

57) Most students keep busy social schedules.

58) The faculty expect the students to work hard in class.

59) There are few social events or opportunities to meet people.

60) The intellectual atmosphere is not very challenging.

C) The third-most important group.

How do you think this group would respond to the following statements with regards to this university? Do you think they would agree, disagree or neither. Please consider each question carefully from this groups point of view and mark your responses, according to the following key, in the appropriate place on the answer sheet.

1--Strongly Disagree
2--Disagree
3--Neither Agree nor Disagree
4--Agree
5--Strongly Agree

For example, if the group I named feels it is easy to make friends on campus, I would respond to question #63 with either a 4 or a 5 depending upon the strength of their agreement with that statement.

---

61) Students can't easily adjust to the social life on campus.

62) Students are rarely concerned with getting good grades.

63) It is easy to make friends on campus.

64) Most students want a good relationship with the faculty.

65) To get good grades means working very hard for them.

66) It is hard for most students to have a satisfying social life.

67) There are a lot of spontaneous social activities in college.

68) The academic requirements are easily met.

69) Most students keep busy social schedules.

70) The faculty expect the students to work hard in class.

71) There are few social events or opportunities to meet people.

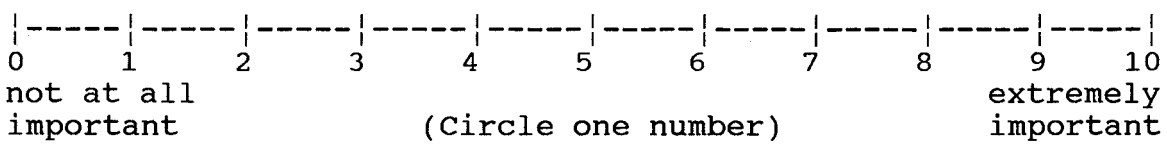
72) The intellectual atmosphere is not very challenging.

The following questions will ask you to rate **(see sheet in answer packet)** on a scale from 0 to 10 (0-not at all important to 10-extremely important) the overall importance of each of the groups that you listed to your sense of well-being. In rating each group, please consider how important is it that a) you feel you belong to and are accepted by this group, and b) that you live up to the groups' expectations of you.

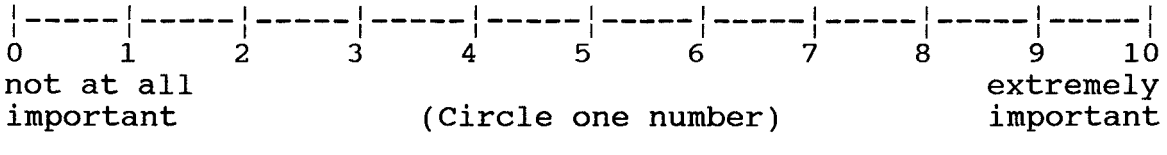
For example, I named my immediate family, my closest friends, and my theatre company as the three most important groups to me, I might rate my immediate family as a 10, my closest friends as 9's, and my theatre company as a 7.

Please rate on a scale from 0 to 10 (0-not at all important to 10-extremely important) the importance of the groups that you listed to your sense of well-being.

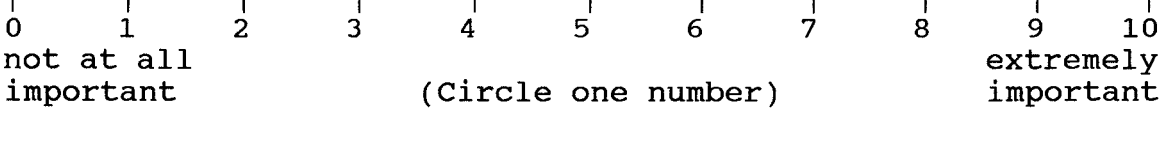
A) Most important group _____
(Please list name).



B) Second-most important group _____
(Please list name)



C) Third-most important group _____
(Please list name)



The following questions are about people's perceptions of their own lives. In this section we will ask you a variety of different questions about your life. Please read each question carefully and then answer it as honestly and as accurately as possible. Please answer all of the questions and try not to leave any blank. For some questions it might be difficult for you to pinpoint exactly how you feel, but try to do your best. There are no right or wrong answers to any of these questions. We are just interested in your honest feelings and beliefs. All responses will be kept totally anonymous and confidential.

[Cover letter for SMHI measure]

1) Everybody has some things he or she worries about more or less. Do you worry about such things a lot or not very much?

a. Always b. A lot of times c. Sometimes
d. Not much e.Never

2) Taking all things together, how would you say things are these days--would you say you're very happy, or not too happy these days?

a. Very happy b. Pretty happy c. Not too happy

3) Compared to your life today, how do you think things will be in 5 to 10 years from now--do you think things will be happier for you now, not quite as happy, or what?

a. Happier then they are now
b. Just as happy then as they are now
c. Not quite as happy as they are now

4) Compared to your life today, how were things 5 or 6 years ago -- were things happier for you then than they are now, not quite as happy, or what?

a. Happier then they are now
b. Just as happy then as they are now
c. Not quite as happy as they are now

How often do you feel:

5) My mind is as clear as it used to be

a. All or most of the time b. A good part of the time
c. Some of the time d. A little or none of the time

6) I find it easy to do the things I used to

a. All or most of the time b. A good part of the time
c. Some of the time d. A little or none of the time

7) My life is interesting

a. All or most of the time b. A good part of the time
c. Some of the time d. A little or none of the time

8) I feel I am useful and needed

a. All or most of the time
b. A good part of the time
c. Some of the time
d. A little or none of the time

9) My life is pretty full

a. All or most of the time
b. A good part of the time
c. Some of the time
d. A little or none of the time

10) I feel hopeful about the future

a. All or most of the time
b. A good part of the time
c. Some of the time
d. A little or none of the time

How often are these true for you:

11) I feel I am a person of worth, at least as much as others

a. Often true b. Sometimes true c. Rarely true d. Never true

12) I am able to do things as well as most other people

a. Often true b. Sometimes true c. Rarely true d. Never true

13) On the whole, I feel good about myself

a. Often true b. Sometimes true c. Rarely true d. Never true

14) In general, how satisfying do you find the way you're spending your life these days? Would you call it

a. Completely satisfying
b. Pretty satisfying
c. Not very satisfying

15) Here is a list of things that many people look for or want out of life. Please study the list carefully, then indicate which one of these values is the <u>most</u> important in <u>your life</u>. (Circle one)

a. A sense of belonging
b. Excitement
c. Warm relationship with others
d. Self-fulfillment
e. Being well-respected
f. Fun & enjoyment
g. Security
h. Self-respect
i. A sense of accomplishment

Now we'd like to ask you how much various things in your life have led to the MOST IMPORTANT VALUE in your life.

16) First, how much have the things you do in your leisure time led to (the MOST IMPORTANT VALUE) in your life?

a. Very little b. A little c. Some d. A lot e. A great deal

17) How much has the work you do in and around the house led to (the MOST IMPORTANT VALUE) in your life?

a. Very little b. A little c. Some d. A lot e. A great deal

18) How much has work at a job led to (the MOST IMPORTANT VALUE) in your life?

a. Very little b. A little c. Some d. A lot e. A great deal

19) How about relationships with members of the opposite sex? How much have relationships with the opposite sex contributed to (the MOST IMPORTANT VALUE) in your life?

a. Very little b. A little c. Some d. A lot e. A great deal

20) What about relationships with your family and friends? How much have relationships with your family and friends contributed to (the MOST IMPORTANT VALUE) in your life?

a. Very little b. A little c. Some d. A lot e. A great deal

Some things in our lives are very satisfying to one person, while another may not find them satisfying at all. How much satisfaction have you gotten from some of the following things?

21) First consider the things you do in your leisure time. All in all, how much satisfaction would you say you have gotten from the things that you do in your leisure time?

a. Great satisfaction b. Some satisfaction
c. Little satisfaction d. No satisfaction

22) How about the work you do in and around the house? How much satisfaction would you say you have gotten from the work you do in and around the house?

a. Great satisfaction b. Some satisfaction
c. Little satisfaction d. No satisfaction

23) How much satisfaction have you gotten out of work at a job?

a. Great satisfaction b. Some satisfaction
c. Little satisfaction d. No satisfaction

24) How much satisfaction have you gotten from your relationships with members of the opposite sex?

a. Great satisfaction b. Some satisfaction
c. Little satisfaction d. No satisfaction

25) How much satisfaction have you gotten from your relationships with your family and friends?

a. Great satisfaction b. Some satisfaction
c. Little satisfaction d. No satisfaction

26) Do you have any particular health problems?

a. Yes b. No

27) Do you ever have trouble getting to sleep or staying asleep?

a. Nearly all the time b. Pretty often
c. Not very much d. Never

28) Have you ever been bothered by nervousness, feeling fidgety and tense?

a. Nearly all the time b. Pretty often
c. Not very much d. Never

29) Are you troubled by headaches or pains in the head?

a. Nearly all the time b. Pretty often
c. Not very much d. Never

30) Do you have loss of appetite?

a. Nearly all the time b. Pretty often
c. Not very much d. Never

31) How often are you bothered by an upset stomach?

a. Nearly all the time b. Pretty often
c. Not very much d. Never

32) Do you find it difficult to get up in the morning?

a. Nearly all the time b. Pretty often
c. Not very much d. Never

33) Has any ill health affected the amount of work you do?

a. Nearly all the time b. Pretty often
c. Not very much d. Never

34) Have you ever been bothered by shortness of breath when you were not exercising or working hard?

a. Many times b. Sometimes c. Hardly ever d. Never

35) Have you ever been bothered by your heart beating hard?

a. Many times b. Sometimes c. Hardly ever d. Never

36) Are you troubled by your hands sweating so that you feel damp and clammy?

a. Many times b. Sometimes c. Hardly ever d. Never

37) When you feel worried, tense or nervous, do you drink alcoholic beverages to help you handle things?

a. Many times b. Sometimes c. Hardly ever d. Never

38) Have there ever been problems between you and anyone in your family (spouse, parent, sibling, or other relative) because you drank alcoholic beverages?

a. Many times b. Sometimes c. Hardly ever d. Never

39) When you feel worried, tense or nervous, do you ever take medicines or drugs to help you handle things?

a. Many times b. Sometimes c. Hardly ever d. Never

40) Do you feel you are bothered by all sorts of pains and ailments in different parts of your body?

a. Yes b. No

41) For the most part, do you feel healthy enough to carry out the things you would like to do?

a. Yes b. No

42) Have you ever felt you were going to have a nervous breakdown? a. Yes b. No

Now here are some statements that describe the way some people are and feel. Please indicate how true they are for you.

43) No one cares much what happens to me.

a. Very true for you b. Pretty true
c. Not very true d. Not true at all

44) I often wish that people would listen to me more.

a. Very true for you b. Pretty true
c. Not very true d. Not true at all

45) I often wish that people liked me more than they do.

a. Very true for you b. Pretty true
c. Not very true d. Not true at all

46) These days I really don't know who I can count on for help.

a. Very true for you b. Pretty true
c. Not very true d. Not true at all

47) Over their lives most people have something bad happen to them or to someone they love. By "something bad" we mean things like getting sick, losing a job, or being in trouble with the police. Or like when someone dies, leaves, or disappoints you. Or maybe just something important you wanted to happen didn't happen. Compared with most other people you know, have <u>things like this</u> happened to you

a. A lot b. Some c. Not much d. Hardly ever

48) When <u>bad things</u> like these have happened to you, have there been times when you found it very hard to handle? That is, when you couldn't sleep or stayed away from people, or felt so depressed or nervous that you couldn't do much of anything?

Yes _____ No _____

(If yes) Would you say that you felt this way <u>many times</u> or just <u>once in a while</u> (Circle One)

a. Many times b. Sometimes c. Once in a while

THANK YOU VERY MUCH FOR YOUR COOPERATION

Background information about this study.

The study that you have just participated in explores the topic of student adjustment to the university experience. Student adjustment to the university experience and the concomitant levels of student retention are important issues to universities across the nation. Although many new students successfully adjust to the social and academic demands of the university environment, others are not so fortunate. The problem of poor student adjustment manifests itself in such areas as; the number of adjustment-related cases faced by university counseling centers, student apathy, the number of student transfers, and ultimately high levels of student attrition. Recent documentation reveals a downward trend in general enrollment and in degree completion that is expected to persist through the 1990's, unless there are effective interventions on the part of universities and state or federal agencies.

This study attempts to ascertain the effects of a number of variables thought to influence student adjustment. By using the information that you have given, it is hoped that important factors in the process of student adjustment will be isolated. By identifying the important factors, this study hopes to improve student adjustment by helping the university focus its efforts on those factors perceived **by the students** as the most important to their adjustment to the university experience and subsequent retention.

Thank you for your participation, and good luck with your studies.

For further reading

Noel, L., Levitz, R., & Saluri, D. (1985). Increasing student retention (pp. 1-27). San Francisco: Jossey-Bass,Inc.

APPENDIX D

Consent Form

I have read the cover letter and I am willing to participate in this study. I am aware that I may refuse to answer any question I find distressing, that I may withdraw at any time, and that my responses will be kept confidential.

Signature_____ Date_____

Demographic Information

Age_____ (code age)

Sex_____ (code male = 1, female = 2)

Class level Fr So Jr Sr (Circle one)
(code Fr = 1, So = 2, Jr = 3, Sr = 4)

Year at Loyola 1st 2nd 3rd 4th or more (Circle one)
(code year)

CLAS Answer Key 1: Student perception of need (Q1-12)
Variables S1 (Social) and A1 (Academic)

(Code values from 1=Negative, 5=Positive.
(R) Indicates reverse value coding.)

Q#	Factor	Variable #
1)	Academic (R)	A11
2)	Academic	A12
3)	Social	S11
4)	Social (R)	S12
5)	Academic (R)	A13
6)	Social	S13
7)	Academic (R)	A14
8)	Social (R)	S14
9)	Social	S15
10)	Academic	A15
11)	Academic	A16
12)	Social (R)	S16

CLAS Answer Key 2: Student perception of press (Q12-24)
Variables S2 (Social) and A2 (Academic)

(Code values from 1=Negative, 5=Positive.
(R) Indicates reverse value coding.)

Q#	Factor	Variable #
13)	Social (R)	S21
14)	Academic (R)	A21
15)	Social	S22
16)	Academic	A22
17)	Academic	A23
18)	Social (R)	S23
19)	Social	S24
20)	Academic (R)	A24*
21)	Social	S25
22)	Academic	A25
23)	Social (R)	S26
24)	Academic (R)	A26

* - Intially scored as positive, reliability testing showed to score as negative.

CLAS Answer Key 3: Student adjustment (Q25-36)
Variables S3 (Social) and A3 (Academic)

(Code values from 1=Negative, 5=Positive.
(R) Indicates reverse value coding.)

Q#	Factor	Variable #
25)	Academic	A31
26)	Social (R)	S31
27)	Social	S32
28)	Academic	A32
29)	Social	S33
30)	Social	S34
31)	Academic (R)	A33
32)	Academic	A34
33)	Social (R)	S35
34)	Academic (R)	A35
35)	Social (R)	S36
36)	Academic (R)	A36

RSBS Answer key 1: Group codes

Code	Group
01	Your **immediate family** (i.e., parents and siblings).
02	Your **closest friends** (e.g., your best friends)
03	Social club members (e.g., science-fiction club)
04	Academic club members (e.g., French Club)
05	Fraternity or Sorority members (e.g., TKE)
06	Roommates or dormmates.
07	Major faculty or advisors.
08	Co-workers.
09	Athletic teams.
10	Thespian (acting) companies.
11	Church/community groups.
12	Fiance/Fiancee.
13	Spouse.
14	Classmates.
15	Other Friends.
16	Significant Other.
17	Musical Band.
18	Other Relatives.
19	Support Group.
20	Student Council.
21	Dance Group.
22	US Marine Corp.
23	Research Group.

RSBS Answer Key 2: Group standards (Q37-48)
Most Important Group
Variables G1S (Social) and G1A (Academic)

(Code values from 1=Negative, 5=Positive.
(R) Indicates reverse value coding.)

Q#	Factor	Variable #
37)	Social (R)	G1S1
38)	Academic (R)	G1A1
39)	Social	G1S2
40)	Academic	G1A2
41)	Academic	G1A3
42)	Social (R)	G1S3
43)	Social	G1S4
44)	Academic (R)	G1A4*
45)	Social	G1S5
46)	Academic	G1A5
47)	Social (R)	G1S6
48)	Academic (R)	G1A6

* - Intially scored as positive, reliability testing showed to score as negative.

RSBS Answer Key 3: Group standards (Q49-60)
2nd Most Important Group
Variables G2S (Social) and G2A (Academic)
(Code values from 1=Negative, 5=Positive.
(R) Indicates reverse value coding.)

Q#	Factor	Variable #
49)	Social (R)	G2S1
50)	Academic (R)	G2A1
51)	Social	G2S2
52)	Academic	G2A2
53)	Academic	G2A3
54)	Social (R)	G2S3
55)	Social	G2S4
56)	Academic (R)	G2A4*
57)	Social	G2S5
58)	Academic	G2A5
59)	Social (R)	G2S6
60)	Academic (R)	G2A6

* - Intially scored as positive, reliability testing showed to score as negative.

RSBS Answer Key 4: Group standards (Q61-72)
3rd Most Important Group
Variables G3S (Social) and G3A (Academic)

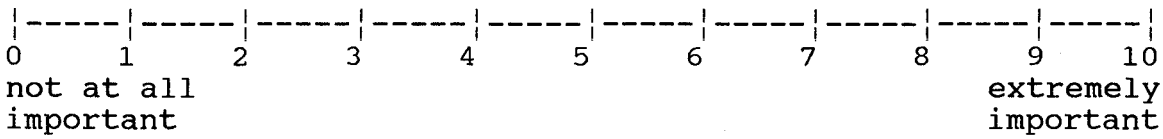
(Code values from 1=Negative, 5=Positive.
(R) Indicates reverse value coding.)

Q#	Factor	Variable #
61)	Social (R)	G3S1
62)	Academic (R)	G3A1
63)	Social	G3S2
64)	Academic	G3A2
65)	Academic	G3A3
66)	Social (R)	G3S3
67)	Social	G3S4
68)	Academic (R)	G3A4*
69)	Social	G3S5
70)	Academic	G3A5
71)	Social (R)	G3S6
71)	Academic (R)	G3A6

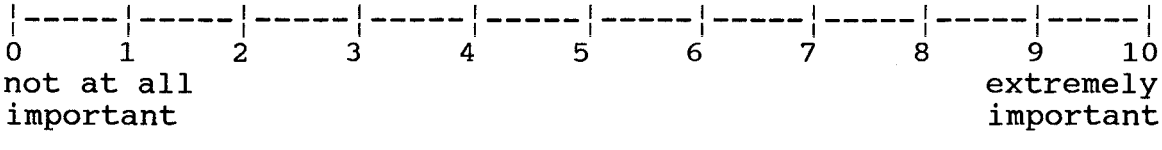
* - Intially scored as positive, reliability testing showed to score as negative.

RSBS Answer key 5: Group Importance

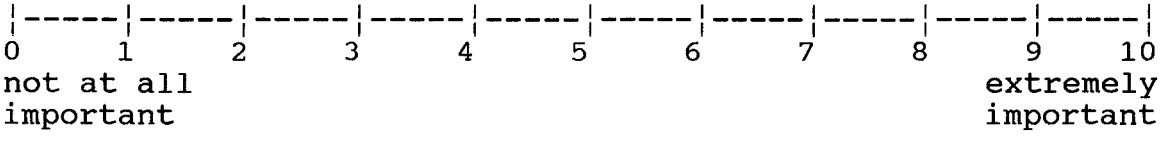
A) Most important group (code value)



B) Second-most important group (code value)



C) Third-most important group (code value)



SMHI Answer key

Q#	Variable Name	Variable #
1)	Frequency of Worrying (a=5, b=4, c=3, d=2, e=1)	V1
2)	General Unhappiness (a=1, b=2, c=3)	V2
3)	Future Low Morale (a=1, b=2, c=3)	V3
4)	Past Happier than Present (a=1, b=2, c=3)	V4
5)	Zung Depression Index-1 (a=1, b=2, c=3, d=4)	V11
6)	Zung Depression Index-2 (a=1, b=2, c=3, d=4)	V12
7)	Zung Depression Index-3 (a=1, b=2, c=3, d=4)	V13
8)	Zung Depression Index-4 (a=1, b=2, c=3, d=4)	V14
9)	Zung Depression Index-5 (a=1, b=2, c=3, d=4)	V15
10)	Zung Depression Index-6 (a=1, b=2, c=3, d=4)	V16
11)	Index of Low Self-Esteem-1 (a=1, b=2, c=3, d=4)	V17
12)	Index of Low Self-Esteem-2 (a=1, b=2, c=3, d=4)	V18
12)	Index of Low Self-Esteem-3 (a=1, b=2, c=3, d=4)	V19
14)	General Dissatifaction (a=1, b=2, c=3, d=4)	V20
15)	Life Values 1=A sense of belonging 3=Warm relationship with others 5=Being well-respected 7=Security 9=A sense of accomplishment	V21 2=Excitement 4=Self-fulfillment 6=Fun & enjoyment 8=Self-respect

Q#	Variable Name	Variable #
16)	Lack of Value Fulfillment Index-1 (a=5, b=4, c=3, d=2, a=1)	V23
17)	Lack of Value Fulfillment Index-2 (a=5, b=4, c=3, d=2, a=1)	V24
18)	Lack of Value Fulfillment Index-3 (a=5, b=4, c=3, d=2, a=1)	V25
19)	Lack of Value Fulfillment Index-4 (a=5, b=4, c=3, d=2, a=1)	V26
20)	Lack of Value Fulfillment Index-5 (a=5, b=4, c=3, d=2, a=1)	V27
21)	Index of Life Dissatisfaction-1 (a=1, b=2, c=3, d=4)	V28
22)	Index of Life Dissatisfaction-2 (a=1, b=2, c=3, d=4)	V29
23)	Index of Life Dissatisfaction-3 (a=1, b=2, c=3, d=4)	V30
24)	Index of Life Dissatisfaction-4 (a=1, b=2, c=3, d=4)	V31
25)	Index of Life Dissatisfaction-5 (a=1, b=2, c=3, d=4)	V32
26)	Index of Physical Ill-Health-1 (a=2, b=1)	V33
27)	Index of Psychological Anxiety-1 (a=4, b=3, c=2, d=1)	V34
28)	Index of Psychological Anxiety-2 (a=4, b=3, c=2, d=1)	V35
29)	Index of Psychological Anxiety-3 (a=4, b=3, c=2, d=1)	V36
30)	Index of Psychological Anxiety-4 (a=4, b=3, c=2, d=1)	V37
31)	Index of Psychological Anxiety-5 (a=4, b=3, c=2, d=1)	V38
32)	Index of Immobilization-1 (a=4, b=3, c=2, d=1)	V39

Q#	Variable	Variable #
33)	Index of Physical Ill-Health-2 (a=4, b=3, c=2, d=1)	V40
34)	Index of Physical Ill-Health-3 (a=4, b=3, c=2, d=1)	V41
35)	Index of Physical Ill-Health-4 (a=4, b=3, c=2, d=1)	V42
36)	Index of Immobilization-2 (a=4, b=3, c=2, d=1)	V43
37)	Index of Alcohol Abuse-1 (a=4, b=3, c=2, d=1)	V44
38)	Index of Alcohol Abuse-2 (a=4, b=3, c=2, d=1)	V45
39)	Frequency of Drug Taking (a=4, b=3, c=2, d=1)	V46
40)	Index of Physical Ill-Health-5 (a=2, b=1)	V47
41)	Index of Physical Ill-Health-6 (a=1, b=2)	V48
42)	Nervous Breakdown (a=2, b=1)	V49
43)	Index of Anomie-1 (a=4, b=3, c=2, d=1)	V50
44)	Index of Anomie-2 (a=4, b=3, c=2, d=1)	V51
45)	Index of Anomie-3 (a=4, b=3, c=2, d=1)	V52
46)	Index of Anomie-4 (a=4, b=3, c=2, d=1)	V53
47)	Perceived Frequency of Bad Things (a=4, b=3, c=2, d=1)	V54
48)	Frequency Overwhelmed (no=1, c=2, b=3, a=4)	V55

Factor Structures: CLAS

Variable Name (Variable Number)	Variable List
Student Needs (S1)	S11+S12+S13+S14+S15+S16
Student Press (S2)	S21+S22+S23+S24+S25+S26
Student Adjustment (S3)	S31+S32+S33+S34+S35+S36
Student Needs (A1)	A11+A12+A13+A14+A15+A16
Student Press (A2)	A21+A22+A23+A24+A25+A26
Student Adjustment (A3)	A31+A32+A33+A34+A35+A36

Factor Structures: RSBS

Variable Name (Variable Number)	Variable List
Group Standards-1st MIG (G1S)	G1S1+G1S2+G1S3+G1S4+G1S5+G1S6
Group Standards-1st MIG (G1A)	G1A1+G1A2+G1A3+G1A4+G1A5+G1A6
Group Standards-2nd MIG (G2S)	G2S1+G2S2+G2S3+G2S4+G2S5+G2S6
Group Standards-2nd MIG (G2A)	G2A1+G2A2+G2A3+G2A4+G2A5+G2A6
Group Standards-3rd MIG (G3S)	G3S1+G3S2+G3S3+G3S4+G3S5+G3S6
Group Standards-3rd MIG (G3A)	G3A1+G3A2+G3A3+G3A4+G3A5+G3A6

Factor Structures: SMHI

Variable Name (Variable Lables)	Variable List
Zung Depression Index (ZDI)	V11+V12+V13+V14+V15+V16
Index of Low Self-Esteem (ILSE)	V17+V18+V19
Lack of Value Fulfillment Index (LVFI)	V23+V24+V25+V26+V27
Index of Life Dissatisfaction (ILD)	V28+V29+V30+V31+V32
Index of Physical Ill-Health (IPIH)	V33+V40+V41+V42+V47+V48
Index of Psychological Anxiety (IPA)	V34+V35+V36+V37+V38
Index of Immobilization (II)	V39+V43
Index of Alcohol Abuse (IAA)	V44+V45
Index of Anomie (IA)	V50+V51+V52+V53
Unhappiness (SMHI1)	V2+V20
Lack of Gratification (SMHI2)	LVFI+ILD
Strain (SMHI3)	V46+IPA+II+IPIH+IAA
Perceived Vulnerbility (SMHI4)	V49+V54+V55
Lack of Self-Confidence (SMHI5)	ZDI+ILSE+IA
Uncertainty (SMHI6)	V1-V3+V20+IPA+IA
SMHI Composite (SMHI)	SMHI1+SMHI2+SMHI2+ SMHI4+SMHI5+SMHI6

Scale Reliabilities: CLAS

Variable Name (Variable Number)	Cronbach's Alpha
Student Needs (S1)	.6235
Student Press (S2)	.6229
Student Adjustment (S3)	.7939
Student Needs (A1)	.4911
Student Press (A2)	.5867
Student Adjustment (A3)	.7216

Scale Reliabilities: RSBS

Variable Name (Variable Number)	Cronbach's Alpha
Group Standards-1st MIG (G1S)	.6013
Group Standards-1st MIG (G1A)	.5878
Group Standards-2nd MIG (G2S)	.6405
Group Standards-2nd MIG (G2A)	.5831
Group Standards-3rd MIG (G3S)	.6953
Group Standards-3rd MIG (G3A)	.6406

Scale Reliabilites: SMHI

Variable Name (Variable Lables)	Cronbach's Alpha
Zung Depression Index (ZDI)	.6907
Index of Low Self-Esteem (ILSE)	.7312
Lack of Value Fulfillment Index (LVFI)	.5062
Index of Life Dissatisfaction (ILD)	.6099
Index of Physical Ill-Health (IPIH)	.5358
Index of Psychological Anxiety (IPA)	.6135
Index of Immobilization (II)	.3176
Index of Alcohol Abuse (IAA)	.5088
Index of Anomie (IA)	.8086
Unhappiness (SMHI1)	.7345
Lack of Gratification (SMHI2)	.5164
Strain (SMHI3)	.4953
Perceived Vulnerbility (SMHI4)	.6380
Lack of Self-Confidence (SMHI5)	.7697
Uncertainty (SMHI6)	.5013
SMHI Composite (SMHI)	.7965

APPROVAL SHEET

The dissertation submitted by David George Guon has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

April 16, 1992
Date

John D. Edwards
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Director