

Attitudinal Attachment and the Community of Limited Liability

*Abstract*

This paper examines factors impacting attitudes toward a community by testing two competing theories on community attachment. These theories were tested on students enrolled in a school in a metropolitan area going through post-industrial phase and trying to promote growth. The first theory tested, the Community of Limited Liability, sees community attachment as based on the amount one is involved in the community. Researchers supporting this theory have found that the more one is involved in the area, the more attached he or she becomes to it. The other theory is called the Chicago School perspective. This side finds the longer one has been in the community the more attached he or she becomes. The paper also examines the impacts of the known number of residents, family income, hometown, and the perceived percentage of minorities in the area.

## **Purpose**

This study looks at factors impacting student perceptions of a midsized post-industrial town. The study also tests two of the major theories on community attachment: the Community of Limited Liability theory and the Chicago School perspective. The variables that were studied include students' off-campus involvement, their family's income, the size of their hometown, their perception of the percentage of minorities in the area and their length of stay in the area.

## **Overview**

This study took place on the campus of a small liberal arts college in the city of Rock Island. The town belongs to an area called the Quad Cities which is made up of five cities and totals around 350,000 people. In a post-industrial phase, Rock Island's population has slowly been shrinking over the past fifteen years. Like other post-industrial areas, it was very prosperous during the 1960's and 70's, with a wide variety of manufacturing jobs. Now that these jobs are gone the area is in need of more educated residents. Augustana College and St. Ambrose University are both in the Quad Cities and are perfect places for recruiting these types of people. Augustana draws a majority of its student body from the suburbs of Chicago, while Ambrose also draws a good share from this region. These students, however, typically leave the area upon graduation. Also, from anecdotal evidence, I've found that many of the students from the suburbs do not like the area. One solution this paper explores is the effect of involvement in the community and its impact on student attitudes toward the area.

The two main theories of this paper tests are the "Community of Limited Liability" theory and the "Chicago School" perspective which are among the older

theories in community attachment. The first theorizes that the more one is involved in the area, the more one becomes attached to it. On the other hand, the second theory shows attachment as achieved primarily through time spent in the area.

One other perspective that this paper looks at is the effect of the perceived racial make-up in the area. This is among some of the contemporary approaches to community attachment along with population density and physical features of the landscape.

This paper is also centered around attitudinal attachment as opposed to behavioral attachment. In other words, it explores what affects how one perceives the area rather than what affects how one behaves towards the area. While behavioral attachment, such as how many residents a student knows, is explored in the paper, it is not the main focus.

### **Involvement and Perceptions of the Area**

*Hypothesis 1: The more one is active in off-campus activities in the Quad Cities Area, the more positive perception one will have of the area.*

A wide variety of literature has found a connection between social involvement in an area and attachment to that place (Kasarda and Janowitz 1974; Fischer and Jackson 1976; Stinner, Van Loon, Chung and Byun 1990; Ringel and Finkelstein 1991; Bolan 1997; Theodori and Luloff 2000). Bolan (1997) describes this as the “Community of Limited Liability” theory. In this model, attachment comes from social investment in the community. That is, the more someone is involved in the community (one’s social investment) the more attached he or she becomes to that neighborhood. Ringel and Finkelstein (1991) also found involvement in one’s neighborhood to lead to greater satisfaction of the neighborhood. Furthermore, increased social involvement leads residents to extend their social networks, which leads to a more positive perception when

they're involved (Kasarda and Janowitz 1974, Unger and Wandersman 1985, Ringel and Finkelstein 1991).

**Time Spent in Area and Perceptions of the Area**

*Hypothesis 2: The longer one has spent in the Quad Cities Area, the more positive one will perceive the area.*

In contrast to the Community of Limited Liability theory, the Chicago School perspective finds residential stability to affect attachment. It states that the longer someone stays in a place, the more attached he or she becomes (Tomeh 1969; Kasarda and Janowitz 1974; Sampson 1988). Bolan summarizes this research as “longer-term residents report greater community sentiment and involvement, and suggest that the process of becoming emotionally and cognitively “attached” to a place evolves over an individual’s residency in the community (1997:225).” Those surveyed had a wide variety of responses, ranging from 6 months to several decades spent in the area - local students having the longest response. With this in mind, Carlisle-Frank (1992) found there to be a 6-18 month settling period before one develops an attachment to a new area.

Kasarda and Janowitz found length of stay in a community to have a much greater impact than population size or density (1974). Additionally, in their study they found length of stay to have a stronger effect on perception than social class and age. Their findings also included that in “six of ten cases, length of residence alone explains a greater percent of variation in local social bonds and community sentiments than do the combined effects of population size, density, social class and stage in life-cycle” (1974:336).

### **Perception of the Number of Minorities and Perceptions of the Area**

Hypothesis 3: *The more perceived minorities in the area, the more negative non-minority students will see the area.*

Studies have found that where minorities are perceived to be in greater number, satisfaction of place is less (Taylor 1998; Rice and Steele 2001; Sampson and Raudenbush 2004). Furthermore, there is a strong preference for own race/own ethnicity in choice of neighborhood (Clark 1992). Whites have also been found to move away from minority neighborhoods when they have the chance (Logan, Alba and Leung 1996). In another study looking at the likelihood of whites buying homes in racially mixed neighborhoods, Emerson, Chai and Yancey found a “significant negative effect of black composition on whites’ reported likelihood of buying a house (2001:930).

### **Family Income and Perceptions of the Area**

Hypothesis 4: *The higher one’s family income, the more negative one’s perception will be of the area.*

Research has found that residents prefer to live with their own socioeconomic group (Iceland and Wilkes 2006). For example, higher class residents prefer to live with higher class people rather than lower class. There have also been findings of less area satisfaction where residents are living with people of different socioeconomic composition from individual's own background (Lee and Guest 1983). Furthermore, past research has found family income as a dominant feature in citizens differentiating between communities (Logan and Collver 1983; Semyonov and Kraus 1982). One study found it to be the most prominent in differences found by respondents to their survey (Logan and Collver 1983). Therefore, people are very aware of what types of people live where.

However, Swaroop and Morenoff found socioeconomic data to be the strongest indicator of community involvement (2006). They found that residents of higher income levels live in more affluent neighborhoods and participate in more of these organizations. Their study differs with this one, however, since living at college can be perceived as a temporary home and doesn't encourage the same investment in the community.

### **Hometown Type and Perception**

Hypothesis 5: *The larger the size of one's hometown, the less likely one is to find the Quad Cities favorable.*

Howell and Frese found that hometown "residence has a formative and continuing influence on residential preferences which contribute to the early size-of-place migration process (1983:577). They also found the first move after high school to be strongly impacted by their hometown (House 1977; Kasarda and Janowitz 1983). This is relevant to this study in how students – all who returned surveys were traditional students – form their opinions of what type of area is desirable.

### **Family Income and Involvement**

Hypothesis 6: *The higher one's family income, the less likely they will be involved in the area.*

Kasarda and Janowitz found that higher class individuals "tend to have smaller proportions of their friends and relatives residing within their own community and fewer relatives living nearby (1974:333). While, again, the focus in this study is on students in a temporary college setting, the implications from Kasarda and Janowitz could be that (1) higher class individuals are more apt to moving where they know fewer people and (2) are less likely to make as many new friends as people of lower incomes. Kasarda and Janowitz also found social class to have the most impact on one's interest in the community (1974).

On the other hand, one study on rates of volunteerism found that higher levels of Socio-economic status were connected with higher levels of what is called “instrumental participation” (Swaroop and Morenoff 2006; Oliver, Marwell, and Teixeira 1985). Instrumental participation includes involvement in local politics, or any type of problem solving action. This is in contrast to expressive actions where no connection was found with SES. Nonetheless, since both types of actions will be included in surveys, there should be a connection between involvement and SES.

### **Time in the Area and Involvement**

*Hypothesis 7: The more time spent in the area, the more likely one is to become involved.*

Studies have shown that residential stability, or time spent in the area results in greater interaction and participation with other residents (Kasarda and Janowitz 1974; Oropesa 1987; Sampson 1988; Bolan 1997; Swaroop and Morenoff 2006). Additionally, Oropesa found that newer residents “do not participate in associations to the extent of longtime residents” (1987:102). Kasarda and Janowitz found length of residence to have a very strong impact on sense of community and found it to only trail social class in impacting one’s interest in the community (1974). In their analysis they stated “length of residence is a central and crucial factor in the development of these social bonds” (1974:338).

In another study, however, Bolan found new migrants and chronic movers to be “just as willing as other residents to establish cognitive ties and formal attachments to the new environment (1997:234). He also found, though, that involvement among these short term residents was less likely to lead to attachment (1997).

### **Number of Known Residents and Perception on the Area**

Hypothesis 8: *The more residents known in the area, the more likely one will have a positive perception on the area.*

Research has found that interpersonal relationships lead to greater area satisfaction (Oropesa 1987; Bolan 1997). Bolan distinguishes between known residents and perception of the area saying the first is an example attitudinal attachment and the second is an example of behavioral attachment.

### **Time in the Area and Number of Known Residents**

Hypothesis 9: *The more time one spends in the area, the more residents one will come to know.*

Kasarda and Janowitz found that the longer a resident stays in the area the more interaction he or she will have with others (1974). Other studies have also found that living for extended periods of time in the same area helps to build friendships (Sampson 1988; Bursik 1988). In their study, Kasarda and Janowitz found length of residence to have the strongest impact on the number of friends one has, while they found social class and age to have no impact at all (1974).

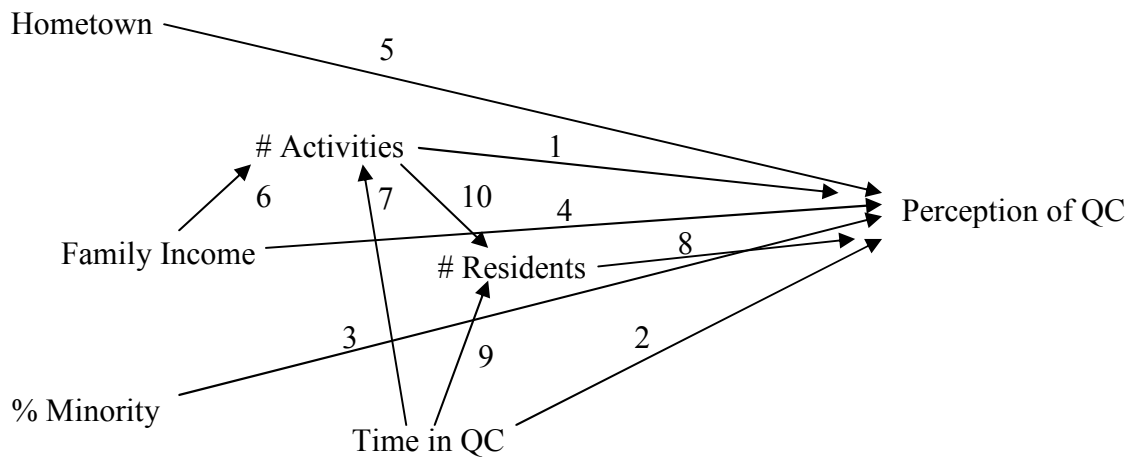
In one study, Sampson (1988) found length of residence to have the strongest impact on number of friends in the area.

### **Involvement and Number of Known Residents**

Hypothesis 10: *The more one is involved, the more residents he or she will come to know.*

Simply put, the more involved one is off campus, the more area residents they will come to know. In one study, Sampson (1988) found a connection between amount of involvement and social bonds.

**Preliminary Causal Model**



**Definitions of Studied Variables**

**Perception of the Area**

Perception of the area was defined by how one feels towards the area and was measured with a closed ended question measuring how respondents “felt” about the area. Using a Likert Scale, the respondents had choices of Very Favorable, Favorable, No Opinion, Unfavorable or Very Unfavorable to choose from. Very Favorable was assigned the value of 5 and Very Unfavorable was assigned the value of 1. The remaining responses of Unfavorable, No Opinion and Favorable were assigned the values 2, 3, and 4 respectively. If the respondent did not respond to the question, then he or she was dropped from the analysis.

Perception of the Area was defined as the reported and recorded answers from question 1 on the survey.

### **Involvement**

Involvement was defined as the amount of time spent in off-campus activities around the Quad Cities Area. It was measured by asking respondents how many off-campus activities they're involved in. If the respondent did not respond to the question, then he or she was dropped from the analysis. The range of values returned was from 0 off-campus activities up to 15.

Involvement was defined as the reported and recorded from question 8 on the survey.

### **Time Spent in the Area**

Time spent in the area was defined by how many years the respondent has spent in the area and was measured by an open ended questioning inquiring the number of years spent in the area. Because of respondent errors, results were recoded to the following: Anyone responding up to one year in the area was changed to one year, between one and two years was changed to two years, between two and three years was changed to three and between three and four years was changed to four. All higher responses were left the same. The range of responses returned was from 1 year up to 22 years.

Time Spent in the Area was defined as the reported and recorded responses from question 3 on the survey.

### **Perceived Number of Minorities**

The perceived number of minorities was defined by the percentage of minorities which respondents believed to make-up the city of Rock Island. The perceived number of

minorities was found by asking the respondents what percentage of Rock Island were minorities. If the respondent did not respond to the question, then he or she was dropped from the analysis. Responses on the percent of minority residents ranged from 10% up to 85%.

Perceived number of minorities was defined as the reported and recorded responses from question 6 on the survey.

### **Hometown Type**

Hometown type was defined by the type of description that the respondents picked which best describes their hometown. Respondents selected from seven descriptions which best fit their hometown. The choices were (1) a big city, (2) the suburbs or out skirts of a big city, (3) a medium size city, (4) the outskirts of a medium size city, (5) a small city or town, (6) a country village, or (7) a farm or home in the country. Respondents also were provided a list of cities that fit each grouping for assistance. The results were then compiled into categories as follows: big cities and suburbs were combined, medium sized cities and outskirts of medium sized cities were combined, and the remaining three assumed their same categories. Reduced to five categories, the numbers assigned to these categories were then inverted so that the biggest areas would receive the value of 5, medium sized areas would receive the value of 4, small city or town received 3, a country village received 2 and a farm or home in the country receive 1.

Hometown Population was defined as the reported and recorded responses from question 7 on the survey.

### **Family Income**

The family income was defined by the combined income of the respondent's parents. The respondent's family income was found by asking "what is your average yearly family income?" If the respondent did not respond to the question, then he or she was dropped from the analysis. Responses ranged from \$18,000 up to \$350,000.

Family income was defined as the reported and recorded responses from question 24 on the survey.

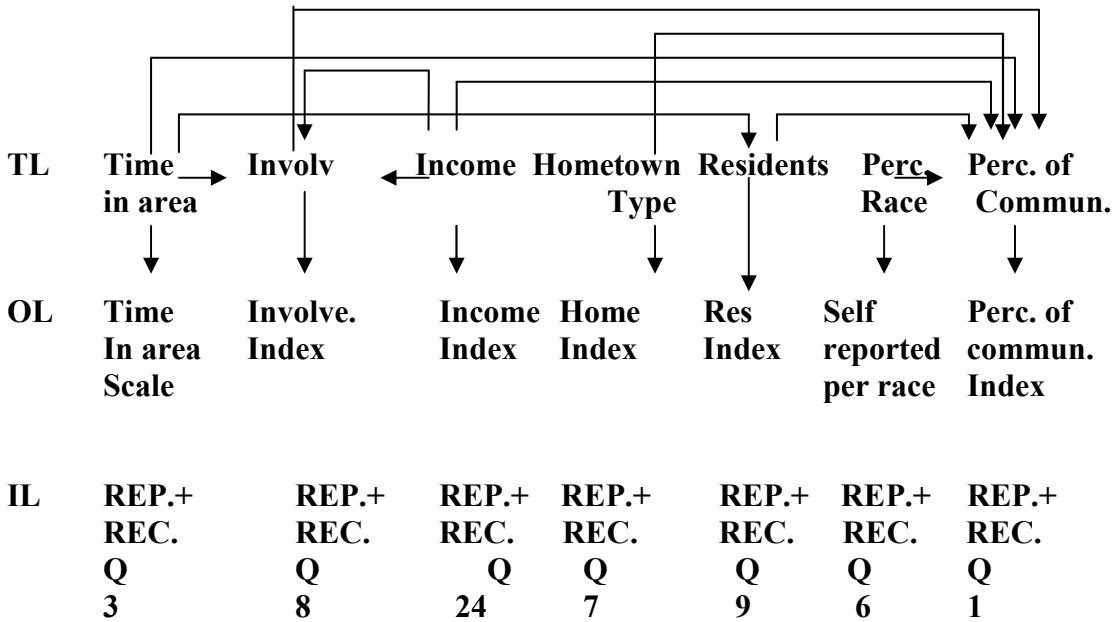
### **Known Residents**

The number of known residents variable was defined by the number of residents a student knows by their first name. The resident also must not be affiliated with Augustana College. Responses ranged from 0 known residents up to 999. Because of this extreme range, and the impossibility of lifetime residents knowing an accurate number of how many they know, any response over 100 was assigned 100.

The number of known residents was defined as the reported and recorded responses from question 9 on the survey.

**Elaborated Causal Model**

*The definitions of variables, along with the hypotheses, are presented here as an elaborated causal model.*



**beta .1 or greater  
direction must match  
significance/p .05 or lower**

**Procedures**

**Population**

Full-time students registered for the spring term of 2007 at Augustana College were used as the population for this study. Augustana’s Information Technology Services generated the sampling frame from a list containing all registered students which were stratified by year in school (freshmen, sophomore, junior or senior) and by gender (male or female). A sample of 231 students was then selected by systematic stratified random

sampling, which randomly chose one of the first 10 listed students and then every tenth student afterwards in the frame. Of those 231 students, 36 submitted online surveys and 57 submitted paper surveys.

## Results

Out of the 231 surveys distributed, 94 were returned equaling a 40.7% return rate. The returned surveys were compared with the real population to find how well the students were represented. Comparisons showed that females as a whole (first year, second year, third year, and fourth year) were overrepresented by 9.9%. The actual return rate was 67.7% female and 32.3% male. The results were doubled to decrease the significance level in regression analysis.

### Gender Breakdown

<b>Classification</b>	<b>Augustana Students No.</b>	<b>Percent</b>	<b>Questionnaires No.</b>	<b>Questionnaires Percent</b>	<b>Difference</b>
<b>Females</b>					
<b>First Year</b>	315	13.7%	18	19.4%	5.7%
<b>Second Year</b>	318	13.8%	13	14.0%	0.2%
<b>Third Year</b>	263	11.4%	14	15.1%	3.6%
<b>Fourth Year</b>	438	19.0%	18	19.4%	0.4%
<b>Total</b>	<b>1334</b>	<b>57.8%</b>	<b>63</b>	<b>67.7%</b>	<b>9.9%</b>
<b>Males</b>					
<b>First Year</b>	247	10.7%	7	7.5%	-3.2%
<b>Second Year</b>	263	11.4%	7	7.5%	-3.9%
<b>Third Year</b>	215	9.3%	9	9.7%	0.4%
<b>Fourth Year</b>	247	10.7%	7	7.5%	-3.2%
<b>Total</b>	<b>972</b>	<b>42.2%</b>	<b>30</b>	<b>32.3%</b>	<b>-9.9%</b>
<b>Percentage Total</b>		100.0%		100.0%	
<b>Number</b>	<b>2306</b>		<b>93*</b>		

\* Number was doubled during data processing to return a better significance

### **Data Collection**

Questionnaires were sent out originally to 231 students through their school mailboxes. After 7 days, a letter was sent out to the same students reminding them to fill out the survey. After having received 57 paper responses, online surveys were distributed via e-mail to those who hadn't responded. Of the 174 e-mails sent out, 36 filled out the online survey.

### **Data Processing Techniques**

The data was processed using Statistical Package for the Social Sciences (SPSS) 14.0 for Windows 2000/XP. The researcher both imported online responses into SPSS and entered paper responses. Data was then coded and analyzed by the researcher.

### **Data Analysis Techniques**

The analysis was completed using multiple regression analysis. All of the variables used in the survey were interval variables.

### **Logic of Proof**

In order to determine whether to accept the hypothesis, regression analysis was used, which allowed the study of beta and significance levels. For a hypothesis to be determined valid, it must meet the following criteria. First, the standardized coefficient level must be at least .1. Second, the correlation must follow the same direction as that in

the hypothesis: if there is an inverse correlation for the hypothesis, the beta must be negative. Third, the significance level must be under .05.

### **Protection of Human Subjects**

Students were protected first by informed consent. Students volunteered to fill out the study and were not motivated by any rewards. To protect confidentiality, students were assigned an id number to their mailbox and the list of id numbers was securely kept by the department secretary. Student names were not recorded in any way. The questionnaires the respondents received included their id number which was recorded when the questionnaire was returned. This enabled the sending of a reminder letter to the mailboxes which did not return the questionnaire.

Additionally, the questionnaires were reviewed and approved by the Human Research Review Committee (HRRC) at Augustana College.

### **Research Findings**

#### **Involvement and Perceptions of the Area**

Hypothesis 1: *The more one is active in off-campus activities in the Quad Cities Area, the more positive perception one will have.*

---

**N = 188**

**Beta = .234**

**p = .007**

---

The findings here show a strong positive correlation between the number of off-campus activities one is involved in and their perception of the area. The hypothesis that the more one is involved in the area the more positive one will perceive it was accepted because of the high beta level of .178 and the significance meeting the standard of .05.

**Time Spent in the Area and Perceptions of the Area**

Hypothesis 2: *The longer one has spent in the Quad Cities Area, the more positive one will perceive the area.*

<b>N = 188</b>	<b>Beta = .127</b>	<b>p = .165</b>
----------------	--------------------	-----------------

Overall the hypothesis that the longer one has spent in the area the more positive one will perceive it was not supported. While the Beta level at .127 is acceptable but weak, the significance of .165 didn't pass the acceptable criteria. The gap between lifetime residents and students from outside of the area likely created a bi-modal response. More of this will be sorted out in the discussion.

**Perception of the Number of Minorities and Perceptions of the Area**

Hypothesis 3: *The more perceived minorities in the area, the more negative one will see the area.*

<b>N = 188</b>	<b>Beta = -.029</b>	<b>p = .734</b>
----------------	---------------------	-----------------

This hypothesis was found to be unsupported. The beta approached 0 and its direction was not supported as predicted. The significance was also extremely high at .734.

**Family Income and Perceptions of the Area**

Hypothesis 4: *The higher one's family income, the more negative one's perception will be of the area.*

<b>N = 126</b>	<b>Beta = -.196</b>	<b>p = .020</b>
----------------	---------------------	-----------------

Although 67% of respondents returned their family's combined income, the results for those who responded showed a strong correlation between the increase in one's family income and a decrease in their perception on the area. Since both the beta at -.196 and the significance at .020 met the set criteria, the hypothesis was accepted.

**Hometown Size and Involvement**

Hypothesis 5: *The larger the size of one's hometown, the less likely they are to see the Quad Cities as favorable.*

<b>N = 188</b>	<b>Beta = .101</b>	<b>p = .173</b>
----------------	--------------------	-----------------

Although there was an acceptable but extremely weak Beta score of .101, the significance of .173 failed to pass the criteria for acceptance.

**Family Income and Involvement**

Hypothesis 6: *The higher one's family income, the less likely they will be involved in the area.*

<b>N = 126</b>	<b>Beta = -.084</b>	<b>p = .346</b>
----------------	---------------------	-----------------

Although the direction of the beta was found to be supported, the beta level was too weak and the significance was too high for the hypothesis to be accepted.

**Time in the Area and Involvement**

Hypothesis 7: *The more time spent in the area, the more likely one is to become involved in the area.*

<b>N = 188</b>	<b>Beta = .196</b>	<b>p = .007</b>
----------------	--------------------	-----------------

There was a positive correlation found between the number of years one spends in the Quad Cities area and one's amount of involvement. With a Beta of .196 and a significance of .007, this hypothesis met the criteria for acceptance.

**Number of Known Residents and Perceptions on the Area**

Hypothesis 8: *The more residents known in the area, the more likely one will have a positive perception of the area.*

<b>N = 188</b>	<b>Beta = .049</b>	<b>p = .666</b>
----------------	--------------------	-----------------

While the direction was found to be supported, this hypothesis failed because both the Beta at .049 was too low and the significance at .666 was far too high.

### **Time in the Area and Number of Known Residents**

Hypothesis 9: *The more time one spends in the area, the more residents one will come to know.*

<b>N = 188</b>	<b>Beta = .638</b>	<b>p = .000</b>
----------------	--------------------	-----------------

Time in the area was found to strongly impact the number of known residents with a very strong Beta of .638 and a significance of .000. This hypothesis was found to be strongly supported.

### **Involvement and Number of Known Residents**

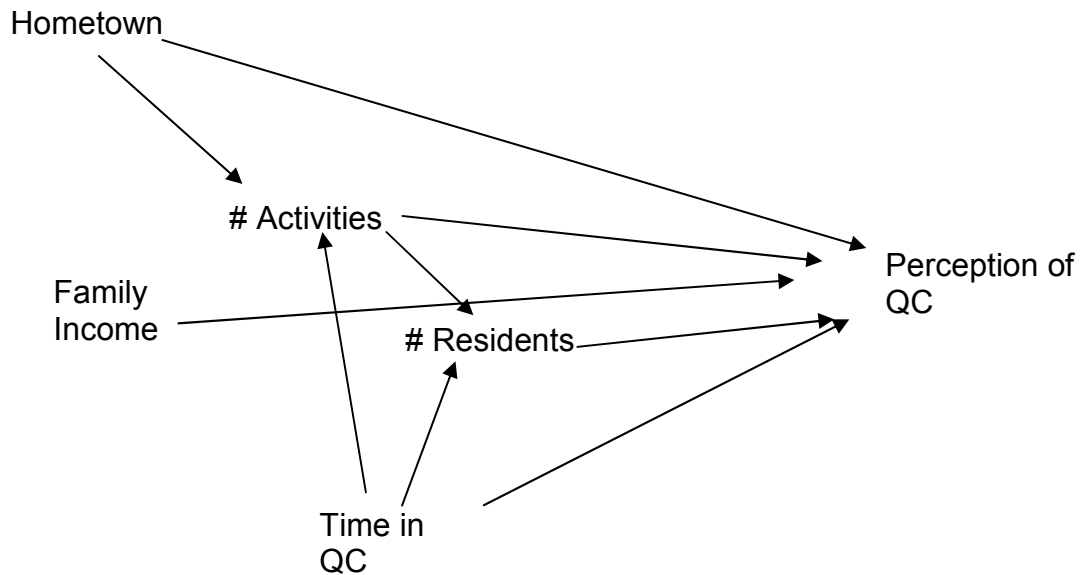
Hypothesis 10: *The more one is involved, the more residents he or she will come to know.*

<b>N = 188</b>	<b>Beta = .140</b>	<b>p = .012</b>
----------------	--------------------	-----------------

The last hypothesis was found to be supported with a Beta of .140 and a significance of .012. The positive direction also supported the hypothesis.

## Conclusion

### Final Causal Model



### Overview

The objective of this paper was to find out what impacts a student's perception of the Quad Cities. The variables measured were the students' perception of the area, their amount of off-campus involvement, their perceived racial makeup of the area, their family income, the type of town they come from, and the amount of time spent in the area. Of the 10 causal relationships tested, 5 passed the logic of proof. They carried a minimum beta of .1 and a significance of no more than .05 in regression analysis. The hypotheses that failed included (#2) the more time spent in the area the more favorable opinion one would have, (#3) the more minorities one perceived to be in the area the more negative one will see the area, (#5) the larger one's hometown the less likely they are to see the Quad Cities as favorable, (#6) the higher the combined family income the

more involved one would be in the area, and (#8) the more residents one knows in the area, the more likely they will have a positive perception of the area.

## **Discussion**

Hometown type, combined family income, and off-campus involvement were all found to impact how one perceives the area. The strong correlation found with off-campus involvement and a favorable view of the Quad Cities shows the Community of Limited Liability theory as strongly supported in this study. The hypothesis of time spent in the area leading to a more favorable perspective carried to high of a significance value to be supported.

Hometown type turned out to have the third strongest correlation with perspective on the Quad Cities. This might suggest a prestige factor that's assumed by the bigger cities. Combined family income was also a strong correlation suggesting a similar conclusion.

The strongest overall correlation between involvement in the area and one's perception affirms the "Community of Limited Liability" theory (Bolan 1997). In this model, social investment in the community leads to a better appreciation for it. Other research in the field also backs up this idea that greater involvement leads to greater appreciation (Kasarda and Janowitz 1974, Unger and Wandersman 1985, Ringel and Finkelstein 1991).

Over a third of the students finding the area unfavorable were involved in no off-campus activities. Nearly half of respondents finding the area "Favorable" were involved in at least 2 activities. Additionally, over two-thirds of the students knowing at least 10

people found the area to be “Favorable” or “Very Favorable.” Interestingly, no respondent found the Quad Cities to be “Very Unfavorable.” Also, 42.6% of respondents were not involved in any off-campus activity.

Perception of race was also found to have no connection with one’s perspective of the area. The types of responses though were interesting. First, of the respondents, 70% perceived there to be a greater percentage of minorities in Rock Island than the real percentage of 25% (U.S. Bureau of the Census 2000). Also, 18.0% of respondents believed the percentage of minorities was 60% or greater. Respondents believing Rock Island to be between 75% and 85% minority were split between finding the area unfavorable and very favorable. My survey, however, did not measure race so it is not possible to find if these respondents were minorities or not. But given that Augustana is only about 7% minority, we can be relatively confident that few of the responses were minority students. Last, all respondents finding the Quad Cities area “Very Favorable” believed there to be significantly more minorities in Rock Island than there actually are.

The correlation found between time spent in the area and perception of the area was too weak to be kept as valid. There was a definite break between students coming to the Quad Cities for college and the students who were living in the area before enrolling. Ninety-percent of students living in the area for more than five years found it to be “Favorable” or “Very Favorable.”

There was also no correlation found between income levels and involvement. One possible reason why there was no connection found between income and involvement is because there was a poor range of incomes. Being that the study was done at a private college made up primarily of students from the suburbs, it’s very difficult to get a broad

range. Additionally, about one third of the students didn't know their family's income, making it more difficult to get a good sample.

One of the biggest surprises in the results was the lack of a connection between the number of residents a student knows and the student's perception of the area. This could be attributed to the short amount of time of which we are framing (about four years for majority of those surveyed) and the amount of time needed for these acquaintances to become friendships – earlier stated to be at least 6-18 months.

Another surprise was the rejection of the second hypothesis, that the longer one spends in the area the more one will become attached to it. As mentioned earlier, this could be caused by the large gap between lifetime residents who have spent over twenty years in the area and students from elsewhere, spending no more than four five years in the area. When running regression analysis without lifetime residents, a Beta of .132 was found a lower significance of .087 (N=166). While the significance is still too high for the hypothesis to be accepted, it does show some connection.

## **Generalizations**

Addressing the primary objective of the paper to figure out how to entice more graduates to stay in the area, there are a few ways we can address this. First, more off-campus activities are needed. Knowing off-campus residents by name and off-campus activities both provided a better picture of the reality of the area. A community service project requirement for graduation is a potential place to start. Anyone involved in at least 3 activities did not find the area to be “Very Unfavorable.” Second, more off-campus internships should be introduced and advertised to the students. Internships can

add to the needed off-campus experience and help students to become acquainted with residents. Another avenue is to do a better job of marketing the Quad Cities to students.

Two unpredicted correlations were also found. First, the more years the respondent has been in the Quad Cities Area, the more involved they are. In this correlation the beta was .363 while the significance was .000. This is a logical conclusion, as the lifetime residents know many more residents not affiliated with Augustana, and are also more likely to be involved in off-campus activities. Therefore, little can be drawn from this correlation.

The second unpredicted correlation was that as the number of years in the area increased, the perceived percentage of minorities decreased. This correlation wasn't quite as strong as the former, but produced a beta score of .172 and a significance of .031. This again is a logical conclusion as people come to know their area better the longer they spend in it.

### **Further Research**

One natural route to take from here would be to take a deeper look into the types of organizations that create a favorable opinion of the area. Researchers have numerous ways of breaking down types of organizations, but I would like to focus mainly on informal versus formal organizations and how they impact the attitudes of students towards the area. Also, I would like to look into the objectives of the organization and if they relate to protecting the community. This data could also give a clearer idea of satisfaction of the area.

A second natural route would be to look into why students perceptions of the minority make up of Rock Island are so far off. As stated earlier, 80% of the students over-estimated the number of minorities in the area and the average perception was off by over 20%. It would be very interesting to look into the racial makeup of the cities these students come from and see how it influences their perceptions.

Using the number of known residents as an ultimate dependent variable is another possible path of research. The number of residents one knows is another way to look at one's perception of the neighborhood and is classified as a "behavioral attachment" as opposed to an "attitudinal attachment." This paper explored attitudinal attachments as how one perceives the area is the ultimate dependent variable.

**Appendix 2**

	Mean	SD	N	Missing
Perception of QCA	3.35	0.862	188	0
Perceived % Minorities	39.12	16.408	178	10
Hometown Type	3.17	2.061	188	0
Involvement	3.11	2.875	188	0
Years in QCA	4.2	5.357	188	0
Family Income	102174.6	57853.481	126	62

**Appendix 3**

March 5, 2007

Dear Participant:

We are conducting a capstone research project for SO420 with Dr. Marsha Smith and your name has been drawn randomly from a number of students to take this survey. Our research looks into factors influencing involvement and perceptions of both on-campus and of the broader Quad Cities area. We plan to present our findings at the Celebration of Learning this spring. The survey is brief and will only take a few minutes to fill out. In order to get an accurate representative sample, it's important that every survey be completely filled out and returned to us at box number **1153**. Your participation is completely voluntary, and if you at any point in the survey do not want to continue, you are under no obligation to do so.

The only identification attached to your survey is for data entry and mailing purposes, and your answers will be kept completely confidential. Your name will never be seen and the identification number will only be used to see if you returned the survey. All identification numbers will be destroyed at the end of the study.

This project has also been approved by the Augustana Human Research Review Committee, which can be contacted at [hrrc@augustana.edu](mailto:hrrc@augustana.edu). If you have any questions, you can contact either one of us at [bryn-lawrence@augustana.edu](mailto:bryn-lawrence@augustana.edu) or [brian-gunderson@augustana.edu](mailto:brian-gunderson@augustana.edu). If you're interested in seeing the results to our research, you may also contact us at those e-mail addresses.

Thanks for your assistance

Bryn Lawrence

Andrew Krischel

Brian Gunderson

SO420 Students

—

Bryn Lawrence

April 03, 2007

Dear Participant:

A week ago you received a questionnaire from us. For those who have returned the survey, we thank you. Each returned survey is valuable to our study. If you have not returned the survey, we ask that you please complete and return it, as it is important for our capstone research. We are conducting a capstone research project for SO420 with Dr. Marsha Smith, and your name has been drawn randomly from a number of students to take this survey. Our research looks into factors influencing involvement with and perceptions of campus and of the broader Quad Cities area, as well as religious views and affiliation. We plan to present our findings at the Celebration of Learning this spring. The survey is brief and will only take a few minutes to fill out. In order to get an accurate representative sample, it is important that every survey be completely filled out and returned to us at box number **1153**. Your participation is completely voluntary, and if you at any point in the survey do not want to continue, you are under no obligation to do so.

The only identification attached to your survey is for data entry and mailing purposes, and your answers will be kept completely confidential. Your name will never be seen and the identification number will only be used to see if you returned the survey. All identification numbers will be destroyed at the end of the study.

This project has also been approved by the Augustana Human Research Review Committee, which can be contacted at [hrrc@augustana.edu](mailto:hrrc@augustana.edu). If you have any questions, you can contact one of us at [bryn-lawrence@augustana.edu](mailto:bryn-lawrence@augustana.edu), [andrew-krischel@augustana.edu](mailto:andrew-krischel@augustana.edu) or [brian-gunderson@augustana.edu](mailto:brian-gunderson@augustana.edu). If you are interested in seeing the results to our research projects, you may also contact us at the above e-mail addresses.

Thanks for your assistance,

Bryn Lawrence  
Andrew Krischel  
Brian Gunderson  
SO420 Students  
**Appendix 4**

Note: This is a combined questionnaire with questions from other students.

Survey

*Please answer these first few questions which investigate your relationship with the Quad Cities.*

**1) What is your overall perception of the Quad Cities?**

- 1 VERY UNFAVORABLE
- 2 UNFAVORABLE
- 3 NO OPINION
- 4 FAVORABLE
- 5 VERY FAVORABLE

**2) Would you live in the Quad Cities or an area similar to it after you graduate?**

- 1 VERY UNLIKELY
- 2 UNLIKELY
- 3 NO OPINION
- 4 LIKELY
- 5 VERY LIKELY

**3) How many years have you been in the Quad Cities? Example: If you're a first year student, you've been here ½ of a year. If you're a lifetime resident of the Quad Cities, put the number of years you've been alive.**

\_\_\_\_\_ **YEARS LIVED IN THE QUAD CITIES**

**4) What type of residence do you live in? (please circle one)**

ON-CAMPUS (residence halls or TLAs)

OFF-CAMPUS \_\_\_\_\_



**If off-campus, about how many minutes does it take you to get from your residence to Augustana's campus by car?**

\_\_\_\_\_ **MINUTES AWAY BY CAR**

**5) On average, about how many meals per week do you eat on campus?**

\_\_\_\_\_ **MEALS PER WEEK**

6) What percentage of Rock Island residents do you believe are minorities?

\_\_\_\_\_ % THAT ARE MINORITIES

7) Would you describe your hometown as.

- 1 A BIG CITY (EX: CHICAGO, ST. LOUIS)
- 2 THE SUBURBS OR OUTSKIRTS OF A BIG CITY
- 3 A MEDIUM SIZE CITY (EX: DAVENPORT, ROCKFORD)
- 4 THE OUTSKIRTS OF A MEDIUM SIZE CITY
- 5 A SMALL CITY OR TOWN (EX: DIXON, LECLAIRE, GALENA)
- 6 A COUNTRY VILLAGE (ORION, BLUE GRASS)
- 7 A FARM OR HOME IN THE COUNTRY

*In order to give a sense of your involvement in organizations, please answer the following questions.*

8) How many off-campus activities do you participate in? Example: Off-campus Church, Internships, Jobs etc.

\_\_\_\_\_ NUMBER OF ACTIVITIES

9) Roughly how many Quad Cities residents do you know by name, who aren't affiliated with Augustana?

\_\_\_\_\_ NUMBER OF RESIDENTS

10) Below, please list the number of all CAMPUS-RELATED organizations or groups in which you are CURRENTLY involved. (Please exclude any jobs, as well as any groups in which you are required to be for a scholarship.) For example, write "2" if you are involved in two athletic organizations.

- |                              |                                   |
|------------------------------|-----------------------------------|
| _____ ATHLETIC ORGANIZATIONS | _____ INTEREST OR SERVICE GROUPS  |
| _____ BROADCASTING           | _____ PERFORMING ARTS             |
| _____ COMPUTER TECHNOLOGY    | _____ PROFESSIONAL / DEPARTMENTAL |
| _____ GOVERNING              | _____ PUBLICATIONS                |

\_\_\_\_\_ GREEK LIFE

\_\_\_\_\_ RELIGIOUS ORGANIZATIONS

\_\_\_\_\_ HONORARY ORGANIZATIONS

\_\_\_\_\_ RESIDENTIAL ORGANIZATIONS

**11) How many leadership positions do you currently hold in CAMPUS-RELATED organizations/groups?**

\_\_\_\_\_ **LEADERSHIP POSITIONS**

**12) Please list the number of HIGH SCHOOL organizations or groups you were involved in during your FINAL year of high school.**

\_\_\_\_\_ **ORGANIZATIONS/GROUPS**

**13) How many leadership positions did you hold in HIGH SCHOOL organizations/groups during your FINAL year of high school?**

\_\_\_\_\_ **LEADERSHIP POSITIONS**

*Next, please answer the following questions about religious views, practices, and affiliation.*

**14) Are you affiliated with an organized religion?**

1. NO

2. YES

**15) On average, how often do you attend religious services?**

1. I DO NOT ATTEND RELIGIOUS SERVICES

2. YEARLY

3. MORE THAN ONCE A YEAR

4. MONTHLY

5. MORE THAN ONCE A MONTH

6. WEEKLY

7. MORE THAN ONCE A WEEK

**16) On average, how often do you pray?**

1. I DO NOT PRAY
2. WEEKLY
3. MORE THAN ONCE A WEEK
4. DAILY
5. MORE THAN ONCE A DAY

**17) Do you believe in God or some other higher being?**

1. NO
2. YES

*Next, please answer the following questions about your family.*

**Please circle the number indicating your opinion or perception of the following statements.**

**18) My family knows what my college life is like.**

1. STRONGLY DISAGREE
2. DISAGREE
3. NEUTRAL
4. AGREE
5. STRONGLY AGREE

**19) My family understands the academic programs available at Augustana College.**

1. STRONGLY DISAGREE
2. DISAGREE
3. NEUTRAL
4. AGREE
5. STRONGLY AGREE

**20) My family cares about my academic and extracurricular participation.**

1. STRONGLY DISAGREE
2. DISAGREE
3. NEUTRAL
4. AGREE
5. STRONGLY AGREE

**21) My family has given me advice this school year about academic decisions.**

1. STRONGLY DISAGREE
2. DISAGREE
3. NEUTRAL
4. AGREE
5. STRONGLY AGREE

**22) Of your parents or the guardian(s) you lived with during your high school years, what is the greatest number of years of education attained by any one of them? (Assume that a completed high school education is twelve years. Also consider any trade school, business school, college studies, graduate programs, or other higher education.)**

\_\_\_\_\_ COMPLETED YEARS OF EDUCATION

**23) What does your highest paid parent do for a living (or what did they do if they're currently retired)?**

He/she is a(n): \_\_\_\_\_

**24) What is your average yearly family income?**

\_\_\_\_\_ AVERAGE YEARLY INCOME

*Please answer the following questions pertaining to the parent to which you are closest.*

**25) Is this parent affiliated with an organized religion?**

1. NO
2. YES

**26) How often does this parent attend religious services?**

1. MY PARENT DOES NOT ATTEND RELIGIOUS SERVICES
2. YEARLY
3. MORE THAN ONCE A YEAR
4. MONTHLY
5. MORE THAN ONCE A MONTH
6. WEEKLY
7. MORE THAN ONCE A WEEK

**27) What is this parent's current marital status?**

1. NEVER MARRIED
2. DIVORCED
3. SEPARATED
4. MARRIED TO SOMEONE OTHER THAN YOUR BIOLOGICAL PARENT
5. MARRIED TO YOUR BIOLOGICAL PARENT
6. WIDOWED

*Last, please answer the following questions about yourself.*

**28) What is your gender? (please circle one)**

1. MALE
2. FEMALE

**29) What is your year in school?**

1. FIRST YEAR
2. SECOND YEAR
3. THIRD YEAR
4. FOURTH YEAR OR MORE

## Appendix 5

Independent Variables	Perception of QCA		Perceived Race		Involvement	
	Unstd Coef	Std Coef	Unstd Coef	Std Coef	Unstd Coef	Std Coef
Involvement	.049	.242	2.174	.196	--	--
Years	.015	.154	-.432	.326	.067	.262
Residents	.001	-.012	.009	.080	.000	-.044
% Minorities	.004	-.026	--	--	--	--
Income	-3.19E-006	-.218	-3.0E-005	-.102	-2.3E-006	-.089
Hometown	.066	.156	-.281	-.033	-.149	-.198
Y-Intercept	3.284	.279				
R	.450					
R Squared	.202					

References

- Bolan, Marc. 1997. "The mobility experience and neighborhood attachment."  
*Demography* 34(2):225-237.
- Bursik, Robert J., Jr. 1988. "Social Disorganization and Theories of Crime and  
Delinquency: Problems and Prospects." *Criminology* 26:519-51.
- Carlisle-Frank, P.L. 1992. "The Relocation Experience: Analysis of Factors Thought to  
Influence Adjustment to Transition." *Psychological Reports* 70:835-38.
- Clark, William A. V. 1992. "Residential Preferences and Residential Choices in a  
Multiethnic Context." *Demography* 29(3):451-466.
- Emerson, Michael O., Karen J. Chai and George Yancey. "Does Race Matter in  
Residential Segregation? Exploring the Preferences of White Americans." *American  
Sociological Review* 66(6):922-935.
- Fischer, S.S. and R.M. Jackson 1976. "Suburbs, Networks, and Attitudes." Pp. 279-307  
In *Changing faces of the Suburbs*, edited by B. Schwartz. Chicago, IL: University of  
Chicago Press.
- Frey, William H. 1987. "Migration and Depopulation of the Metropolis: Regional  
Restructuring or Rural Renaissance?" *American Sociological Review* 52(2):240-257.

- House, James S. 1977. "The Three Faces of Social Psychology." *Sociometry* 40(2):161-177.
- Howell, Frank M. and Wolfgang Frese. 1983. "Size of Place, Residential Preferences and the Life Cycle: How People Come to Like Where They Live." *American Sociological Review* 48(4):569-580.
- Iceland, John and Rima Wilkes. 2006. "Does Socioeconomic Status Matter? Race, Class, and Residential Segregation." *Social Problems* 53(2):248-273.
- Janoski, Thomas and John Wilson. 1995. "Pathways to Voluntarism: Family Socialization and Status Transmission Models." *Social Forces*, 1995, 74, 1, Sept 74(1):271-292.
- Jesser, Clinton J. 1967. "Community Satisfaction Patterns of Professionals in Rural Areas." *Rural Sociology*, 1967, 32, 1, MAR 32(1):56-69.
- Kanagy, Conrad L. 1992. "Social Action, Evangelism, and Ecumenism: the Impact of Community, Theological, and Church Structural Variables." *Review of Religious Research* 34(1):34.
- Kasarda, John D. and Morris Janowitz. 1974. "Community Attachment in Mass Society." *American Sociological Review*, 1974, 39, 3, Jun 39(3):328-339.

Lee, Barrett A. and Avery M. Guest. 1983. "Determinants of Neighborhood Satisfaction: A Metropolitan-Level Analysis." *The Sociological Quarterly*, 1983, 24, 2, Spring 24(2):287-303.

Logan, John R., Richard D. Alba, and Shu-Yin Leung. 1996. "Minority Access to White Suburbs: A Multiregional Comparison." *Social Forces* 74:851-81.

Logan, John R. and O. A. Collver. 1983. "Residents' Perceptions of Suburban Community Differences." *American Sociological Review* 48(3):428-433.

Mieszkowski, Peter and Edwin S. Mills. 1993. "The Causes of Metropolitan Suburbanization." *The Journal of Economic Perspectives* 7(3):135-147.

Oliver, J. E. 2000. "City Size and Civic Involvement in Metropolitan America." *The American Political Science Review* 94(2):361-373.

Oliver, Pamela, Gerald Marwell and Ruy Teixeira. 1985. "A Theory of the Critical Mass. I. Interdependence, Group Heterogeneity, and the Production of Collective Action." *The American Journal of Sociology* 91(3):522-556.

Oropesa, R. S. 1987. "Local and Extra-Local Orientations in the Metropolis." *Sociological Forum*, 1987, 2, 1, Winter 2(1):90-107.

- Rice, Tom W. and Brent Steele. 2001. "White Ethnic Diversity and Community Attachment in Small Iowa Towns." *Social Science Quarterly (Blackwell Publishing Limited)* 82(2):397.
- Ringel, Norman B. and Jonathan C. Finkelstein. 1991. "Differentiating neighborhood satisfaction and neighborhood attachment among urban residents." *Basic and Applied Social Psychology* 12(2):177-193.
- Sampson, Robert J. 1988. "Local Friendship Ties and Community Attachment in Mass Society: A Multilevel Systemic Model." *American Sociological Review*, 1988, 53, 5, Oct 53(5):766-779.
- Semyonov, Moshe and Vered Kraus. 1982. "The Social Hierarchies of Communities and Neighborhoods." *Social Science Quarterly*, 1982, 63, 4, Dec 63(4):780-789.
- Stinner, William F., Mollie Van Loon, Seh-Woong Chung and Yongchan Byun. 1990. "Community Size, Individual Social Position, and Community Attachment." *Rural Sociology*, 1990, 55, 4, Winter 55(4):494-521.
- Swaroop, Sapna and Jeffrey D. Morenoff. 2006. "Building Community: The Neighborhood Context of Social Organization." *Social Forces* 84(3):1665-1695.
- Taylor, Marylee C. 1998. "How White Attitudes Vary with the Racial Composition of Local Populations: Numbers Count." *American Sociological Review*, 1998, 63, 4, Aug 63(4):512-535.

- Theodori, Gene L. 2001. "Examining the Effects of Community Satisfaction and Attachment on Individual Well-Being." *Rural Sociology*, 2001, 66, 4, Dec 66(4):618-628.
- Tomeh, A.K. 1969. "Empirical Considerations on the Problem of Social Integration." *Sociological Inquiry* 39(1):65-76.
- Unger, D.G. and L.P. Wandersman. 1985. "Social Support and Adolescent Mothers: Action research contributions to theory and practice." *Journal of Social Issues*, 41:29-45.
- U.S. Bureau of the Census. 2000. *Census 2000 Demographic Profile Highlights*. Retrieved April 19, 2007 (<http://factfinder.census.gov/>)
- Zuiches, James. J. and Glenn V. Fuguitt. 1971. "Subregional Effects on Nonmetropolitan Urban Growth and Decline."