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STATED REASONS FOR THE UTILIZATION OF THE CANCEL/ADD
PROCESS BY CLA STUDENTS. A PILOT STUDY

by

E. Phillip Nuernberger

Student Life Studies

Office for Student Affairs

and

Martin L. Snoke

Office for Student Affairs

ABSTRACT

A questionnaire was given to 1,162 CLA students in order to determine the reasons why these students made a course or section change after their original registration.

The primary reason checked by course changers was "more relevant to own needs" while the section changers primary reason was a matter of convenience. 28% of the respondents indicated that they had planned on using the cancel/add option to obtain the classes they could not register for originally. Of the 60 departments involved in course or section changes, 1/3, or 20, accounted for 82% of all changes.

At a time when the University is conscientiously trying to meet student educational needs by introducing newly developed courses and special programs, it seems desirable to examine the adequacy of the system by which students select appropriate courses and register for them. One facet of this entire process is the cancel/add procedure by which students change their registration after the regular period has been completed. Conversations with various College of Liberal Arts officials indicate that 30% to 40% of the students change their registration each quarter; however, the reasons for such changes are not well known. These changes incur much paperwork for the University and for the student. This process not only entails added financial cost, but exacts a toll in terms of personal frustrations and possible ill-will on the part of both students and staff.

Among the major unknowns in the cancel/add process are the reasons why students go through the extra effort. The following are the results of a pilot survey in CLA which attempted to ascertain some of the reasons students report for changing their registration.

Procedure

The questionnaire, appendix A, was given to each student who came through the CLA class card reservation office in Johnston Hall during the period December 31, 1969, to January 16, 1970. This represented the latter part of the period for canceling and adding courses. The students reached by this method included only those who needed a class reservation card in order to add a class or change to a different section. The survey does not include CLA students who only canceled courses, those who might have added non-reserved classes, or those who registered for classes in another college. Completion of the questionnaire was entirely voluntary. Completed questionnaires were collected at the CLA windows in Morrill Hall upon completion of the cancel/add process.

Completed questionnaires were collected three times a week and the results tabulated and coded on IBM cards. The data are categorical in nature, and analysis is primarily descriptive.

Results

A total of 1,162 students responded to the questionnaire. Table 1 gives the total number of students enrolled in each class in CLA, and the number of respondents who changed sections or courses. Although sophomores were the largest group of respondents, their percentage by total CLA class enrollment was the smallest. The sophomores provided the largest of the groups but the smallest proportion of people in the class who responded. As one goes from freshman to senior class however, the general trend is toward a larger percentage of class enrollment, who utilize the cancel/add option. A more consistent trend is the increase in percentage and number of course changes in contrast to a decrease in section changes as one moves from freshman to seniors.

Table I

Table I does not reveal the number of respondents who changed both sections and classes for the 4 classes. Of the 383 students who changed sections, approximately 20% also changed at least one other class. Table II does reflect these changes to some extent. Table II presents the distribution of the number of students that changed various numbers of classes in the two categories of course and section change by canceling or adding. Of the 383 students who changed sections, 352 changed only one section, and only thirty-one (31) changed two sections.

Table II

Table II shows that 21% of the respondents changing courses did not cancel a class, that is, they added more courses, while only 3% of the respondents changing courses failed to add at least one course. This difference can possibly be attributed to the selection bias reported above in the Procedures section.

Table III lists the reasons for canceling and/or adding a course or section, and gives the percentage of course changers and section changers who checked each reason as pertinent. As shown in the table, there is a difference between class changers and course changers as to the reasons checked for changing their original registration. The most frequent reason stated for canceling by course changers was that the class was not relevant to their needs, while almost half of the section changers reported that the class time or locale was inconvenient. Another relatively large group of section changers indicated that a registration error (whose error, was not stated) had been made.

Table III

Table III also gives the reasons why the two groups added the new course or section. The primary reason stated by course changers for adding was "more relevant to own needs" while the section changers' primary reason was a matter of convenience. In both groups about 20-25% of the reasons checked indicated their intent to register for a class but it was not available at registration time. The classification of "other" is not included since most reasons included here could be assigned to one of the other stated reasons.

For the most part, there is little difference among class levels in the reasons given for cancellation or addition. Using an arbitrary criterion of at least a ten percentage point difference from the average based on all four classes (listed above in Table III), only the section changers show large inter-class differences. In canceling classes, section changers who were seniors departed from the averages on several occasions. 21% of these seniors indicated on their questionnaire that their class locale was changed (Table II average is 3%), and 36%

¹For this study, time considerations did not permit separation of the approximately 20% of the section changers who also changed at least one course.

indicated registration error (Table III average is 22%). Also for section changers, 60% of the freshmen and 64% of the juniors indicated on their questionnaire that the class time/locale was inconvenient, while only 35% of the sophomores and 30% of the seniors so stated (Table III average is 44%). The number of section changers who were seniors totals only 35. Consequently, percentages for these seniors may not be stable.

In checked reasons for adding courses, the section changers who were seniors displayed the most interclass difference. 27% of these seniors indicated that the added class was more relevant to their own needs (Table III average is 13%), and only 21% indicated that the class was more convenient (Table III average is 45%).

For course changers, the percentages of the different classes, though variable, were generally within eight percentage points of the average, and thus the spread of ranges did not indicate anything more than expected variance.

A number of students (329 or nearly 28%) indicated that they had planned on using the cancel/add option at the time of their original registration. The percentages of the different classes are as follows (based on total number of respondents in each class).

	<u>N</u>	<u>% of class</u>
Freshmen	71	23
Sophomores	105	29
Juniors	59	31
Seniors	81	35
Unclassified	<u>10</u>	<u>16</u>
	329	

Fully 28% of the sample had planned on utilizing this option. There was virtually no difference between the course changers and the section changers as to the percentage of individuals from each group reporting this item.

A further finding should be mentioned. A rough analysis of departments within CLA that incurred changes given in Table IV. This shows that 57.9% of all change activity occurred in ten departments and the first twenty departments accounted for a total of 81.7% of all changes reported.

Table IV

The total number of departments involved was 60, the total number of changes was 2,158. Of these 2,158 changes, 63.4% (1,368) were classes listed in the 01-49 level, 17.5% (377) in the 50-88 level, and 10.1% in the 100-199 level. The total number of changes represents both cancellations and additions, and one count was given for each section change, i.e., if a student changed from section 3, History 2, to section 4, History 2, only one change was counted. However, if a student canceled History 2, and added History 4, then two changes were counted. Also listed is the number of student station hours for fall quarter, 1969, and the rank

number of each of the top 20 departments which are in CLA. This provides a rough comparison of number of student hours involved with the amount of change activity.

Discussion

Since these findings are based on 1,162 CLA students who made changes between December 31, 1969, and January 16, 1970, our conclusions should only be considered suggestive of matters that should be given further study and analysis.

1. As the class level increases, i.e., from freshman to senior, several trends are apparent:
 - a) The percentage of total class registration willing to change their schedules increases.
 - b) There is an increase in course changes in contrast to a decrease in section changes.
 - c) There is an increase in the anticipated (planned) use of the cancel/add option.

These trends reflect the individual's sophistication in learning to manipulate the system as well as the problem of obtaining the right classes during the first registration period.

2. 28% of the respondents (average of all classes) indicated that at the time they first registered they had planned on using the cancel/add option to obtain the classes they wanted.
3. The primary reasons for canceling stated for both course changers (class not relevant to needs-33%) and section changers (class time/locale inconvenient 44%), and the primary reasons for adding for course changers (class more relevant to needs-33%) and section changers (class more convenient-49%) indicates a lack of planning on the student's part, or perhaps a lack of efficient pre-registration advisement or the need for some alternation of the registration procedure.
4. The high percentage of both course and section changers (25% and 20% respectively which checked "Had intended to register for this class, but not available then" indicates that more availability to "open" classes during original registration is desirable.
5. The final major finding concerns the fact that 1/3 of the departments which incurred change accounted for 82% of all changes. Possibly the departments involved with the largest amount of change should be asked to review course or section planning with the college registration officials. This must be considered in light of departmental enrollments.

Table I

Numbers and Percentages of 1762 Students by Class in CLA
Who Changed Sections or Cancel/Added Classes Winter, 1970

Class	Enrollment Winter Quarter 1970 ¹	Number of Respond.			Section Changers				Class Change			
					% of Class Enroll.	% of 1162	N	% of Class Enroll.	% of Total Class Respond.	% of 383	N	% of Class Enroll.
Freshmen	4406	307	7.0	26	156	3.6	51	41	151	3.4	49	19
Sophomore	6096	374	6.1	32	129	2.1	34	34	245	4.0	66	32
Juniors	2572	191	7.4	17	50	1.9	26	13	141	5.5	74	18
Seniors	2691	234	8.7	20	33	1.2	14	8	201	7.5	86	26
Unclassified		56		5	15		27	4	41		73	5
	15765	1162			383				779			

¹From the University of Minnesota Comparative Collegiate Enrollment, Registration 2nd week; January 16, 1970

Table II

Number and Percentage of Students Showing Course
and Section Change by Type of Change

Type of Change	<u>Section Change</u> ¹			<u>Course Change</u>		
	Number of Courses Changed	N	% of 383	Number of Courses Changed	N	% of 779
CANCEL	0	--	--	0	165	21
	1	229	78	1	523	67
	2	74	19	2	85	11
	3	9	3	3	5	1
	4	<u>1</u>	0	4	<u>1</u>	0
		N = 383			N = 779	
ADD	0	--	--	0	24	3
	1	278	73	1	645	83
	2	92	24	2	96	12
	3	11	3	3	12	2
	4	<u>2</u>	0	4	<u>2</u>	0
		N = 383			N = 779	

¹ Within section changers group, there are 53 people (14% of 383) who also canceled at least one other class; and there are 74 people (19% of 383) who added at least one other class.

Table III

Reasons Given by CLA Students Changing
Courses or Sections Winter, 1970

	Percentage of Course Changers N = 779	Percentage of Section Changers N = 383
<u>Reasons for Canceling</u>		
Class canceled by Dept.	5	3
Class time changed	4	10
Class locale changed	1	3
Class not relevant to needs	35	7
Class more difficult than anticipated	16	5
Class more work than anticipated	12	5
Class too large	2	2
Class too easy	3	2
Class too boring	6	4
Did not complete prerequisites	10	3
Class time/locale inconvenient	13	44
Personal problems	6	5
Registration error	12	22
Schedule too heavy	8	3
Did not like instructor	12	15
<hr/>		
<u>Reasons for Adding</u>		
Class added by Dept.	1	2
Class required for major	26	13
Class needed a prerequisite	11	6
Class more relevant to own needs	33	13
Availability - needed more credits	23	3
Class considered to be easy credits	3	1
Class not required, but seemed interesting	25	5
Wanted a particular professor	8	15
Class more convenient	14	45
Had intended to register for this class, but not available then	25	20

Table IV
 Number and Percentage of Registration Change
 by CLA Department, Winter, 1970

CLA Department	Number of Changes	% of Changes	Cumulative %	Fall Quarter, 1969 Student Station Hours	Fall Quarter, 1969, Dept. by Rank of Student Station Hours
1. History	213	9.8	9.8	16,394	3
2. Math	188	8.7	18.5	--	--
3. Sociology	170	7.9	26.4	21,874	2
4. English	146	6.8	33.2	24,710	1
5. Anthropology	115	5.3	38.5	10,138	7
6. Spanish	97	4.5	43.0	8,098	9
7. Political Science	89	4.1	47.1	12,485	4
8. French	86	4.0	51.1	7,709	10
9. Humanities	75	3.5	54.6	11,551	5
10. Psychology	71	3.3	57.9	7,360	11
11. Speech	62	2.9	60.8	5,828	14
12. Economics	59	2.7	63.5	10,619	6
13. PEW*	59	2.7	66.2	--	--
14. Philosophy	57	2.6	68.8	4,213	18
15. Theater	52	3.4	71.2	4,327	17
16. Art History	51	2.4	73.6	4,347	16
17. Music	46	2.1	75.7	5,044	15
18. German	45	2.1	77.8	5,830	13
19. Geography	43	2.0	79.8	6,079	12
20. Studio Art	40	1.9	81.7	9,072	8
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N	1,764	81.7	81.7	166,606	
Other Departments (N = 40)	394		18.3	27,177	
N	2,158		100.0		

* Not in CLA

CLA CANCEL/ADD QUESTIONNAIRE - WINTER QUARTER, 1970

Each quarter some 5,000 to 7,000 CLA students change their registration. What can be done to increase the precision and the options at registration and eliminate the red tape of changing your schedule? To learn more about why students change their schedules, Student Life Studies is asking for your cooperation in answering the following questionnaire. If you will help us by giving as honest an answer as possible as to why you are changing your schedule, we may be able to eliminate a lot of red tape and confusion without eliminating any freedom of action. Your answers will have no bearing on your request to change your schedule, and only the research staff will have access to the questionnaire. Your answers will be kept anonymous.

The questionnaire is divided into four sections. Section I asks you to supply the information in the appropriate blank spaces. Section II, Reasons for Cancellation, and Section III, Reasons for Addition, require only a check mark (✓) next to the reason or reasons that prompted you to change your schedule. If you do not find your reason(s) already stated in Sections II and III, please use the last two items in each section to state your reasons for changing. Section IV is designed to try and discover if students plan on using the cancel/add option at the time of their original registration. For example, to insure that they have at least some classes. Thank you for your cooperation.

I. Information

ID# _____ Sex _____ Overall GPA _____
 Date _____ Age _____ Class _____

Date on which you originally registered for Winter Quarter _____

Type of Change	Course Description	Credits
Cancel	_____	_____
	_____	_____
Add	_____	_____
	_____	_____

II. Reasons For Cancellation: Check all that apply for you.

Class canceled by Dept. _____	Class too large _____	Schedule too heavy _____
Class time changed _____	Class too easy _____	Did not like the instructor _____
Class locale changed _____	Class too boring _____	a. seemed unintelligible _____
Class not relevant to needs _____	Did not complete pre-requisites _____	b. seemed boring _____
Class more difficult than anticipated _____	Class time/locale inconvenient _____	c. seemed too hard _____
Class requires more work than anticipated _____	Personal problems _____	d. seemed unprepared _____
	Registration error _____	e. unable to understand speech _____
		Other _____

III. Reasons For Adding: Check all that apply for you.

Class added by Department	___	Class not required, but seemed interesting	___
Class required for major	___	Wanted a particular professor	___
Class A needed pre-requisite	___	Class more convenient	___
Class more relevant to own needs	___	Had intended to register for this class but not available then	___
Availability - needed more credits	___	Other _____	___
Class considered to be "easy credits"	___		___

IV. Did you plan on utilizing the cancel/add option when you first registered for Winter Quarter?

Yes _____ No _____

If yes, why: _____

Did you cancel/add any classes last quarter?

Yes _____ No _____

If yes:

Canceled _____ # of classes _____ Credits _____
Added _____ # of classes _____ Credits _____

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SEVEN DAYS IN MAY: UNIVERSITY OF MINNESOTA STUDENTS
RESPOND TO UNITED STATES INVOLVEMENT IN CAMBODIA

by

Darwin D. Hendel

Student Life Studies

Office for Student Affairs

ABSTRACT

The need for objective descriptions of student activism on campus is urgent. To survey the nature and extent of University of Minnesota students' involvement in strike related activities during the week of May 3 -- May 9, Student Life Studies conducted a telephone survey of student attitudes and participation experiences. A specified set of interview questions was used in each telephone interview. Results suggest that participation in strike related activities varied greatly in nature and extent; however, large numbers of students initially became involved. Results also suggested that participation was issue-oriented rather than a rebellion against the University.

Procedure

Seventeen Student Life Studies staff members telephoned the students and asked for the students' cooperation in a brief telephone survey of "student feelings towards the strike and towards Cambodia." Each interviewer first identified himself and identified Student Life Studies as a division of the University of Minnesota Office for Student Affairs. Although interviewers contacted students primarily on May 16 and May 17, some students were contacted a few days later. The format for the telephone survey was specified for all interviewers to insure response comparability for all students. Clarifications for each of the specific questions also were provided. The telephone survey contained fourteen questions pertaining to student attitudes and participation in strike related activities. The abbreviated content and response options provided for the fourteen telephone survey questions are reported in Table 1.

A telephone survey was more appropriate for this type of study than a questionnaire approach. Because the survey attempted to characterize student participation in a specific time period, a quick assessment procedure was necessary. This approach avoided the difficulties of late returns in questionnaire approaches and assessed student attitudes close in time to the strike experiences. All of the students who could be contacted cooperated in answering the telephone questions and often volunteered additional information concerning their feelings and experiences. Interviewers did not make any connection between this survey and the earlier study.

Data Analysis

To assess the nature of student attitudes and extent of student participation, the descriptive statistics for students completing the telephone survey (N=149) were obtained. The overall participation frequency index was obtained by counting for each student the number of yes responses to the eight possible activities. Since the sample of students used was random, some generalizations to the total student population are appropriate.

Correlations between eight variables obtained in the earlier questionnaire and the fifteen telephone survey responses also were calculated. The eight variables from the earlier study were: age, number of quarters completed at the University of Minnesota, estimated cumulative GPA, satisfaction with grades as reflection of work (7 = extremely satisfied, 6 = moderately satisfied, 5 = slightly satisfied, 4 = neutral, 3 = slightly dissatisfied, 2 = moderately dissatisfied, 1 = extremely dissatisfied), overall satisfaction with the University (same response categories as for satisfaction with grades), average "should play" response, average "actually do play" response, and average calculated difference. The last three variables were overall indices of a student's attitudes and perceptions concerning participation in University governance (Golden and Rosen, 1966). The average "should play" response represented the students' attitudes concerning the frequency with which University of Minnesota students "should play" an important part in a set of 25 participation items; response categories for each item were 5 = always, 4 = usually, 3 = sometimes, 2 = seldom, and 1 = never. Average "actually do play" response was calculated for the same set of 25 items but with instructions to check "the degree

to which University of Minnesota students actually do play an important part in the particular activity"; response categories were the same as for the "should play" section. The average calculated difference score was calculated by subtracting the average "actually do play" response from the average "should play" response. This represents the discrepancy between what a student feels should exist and his perceptions of what currently exists.

Results

The descriptive statistics for the 149 students completing the telephone survey are contained in Table 1. The response categories and coding format, frequencies, percentages, means, and standard deviations are given where appropriate. For example, student response to the question "How do you feel towards the recent United States military action in Cambodia?" was: strong approval (9.4%), moderate approval (15.4%), neither approve nor disapprove (7.4%), moderate disapproval (19.5%), and strong disapproval (48.3%). Participation in the eight Cambodia related activities ranged from 11.4% for "marched to State Capitol" to 57.7% for "attended campus strike rallies." Student responses to the satisfaction questions indicated high level of student satisfaction, although satisfaction with the University of Minnesota response to the strike was somewhat lower than satisfaction with the University as a place to be educated. Variability in student attitude towards the Cambodia military action may account for the difference.

Student participation varied in both content and scope. Of the 149 students, only one (.7%) had participated in all eight activities, five (3.4%) participated in seven activities, and 30 (20.1%) reported they had not participated in any of the activities. Students generally were still attending classes during the week of May 3-9; 74 students (49.7%) reported they had boycotted none of their classes. Student response to the question "Do you feel your actions will make any difference in changing national policies?" indicated a note of pessimism. Large numbers of students were participating in a wide variety of activities while still attending classes, yet they felt that their voices of protest probably would have little impact in changing government policies.

The intercorrelations for 23 variables for the 89 students with both questionnaire and telephone survey data are contained in Table 2. Comparing the means and standard deviations from Table 1 with variables 9 through 23 given in Table 2 suggests that those subjects used in the correlation analysis did not differ appreciably from the larger group of 149 students in their responses to the telephone survey. The mean age for the 89 students was 22.13 years, mean number of quarters was 5.83, and mean estimated cumulative GPA was 2.71.

Age was positively correlated (.28) with estimated GPA and with satisfaction with the University of Minnesota response to the strike (.24) and negatively correlated with participation in anti-Cambodia activities. Number of quarters completed did not correlate with any of the questionnaire variables or any of the participation variables from the telephone survey. Estimated cumulative GPA did not correlate with either attitudes towards

Cambodia or participation in strike activities, indicating that protest activities include more than academically achieving students. The other five variables from the questionnaire study did not correlate significantly with attitudes towards Cambodia or with participation in the activities. Correlations between participation and satisfaction with GPA, the questionnaire index of overall satisfaction with the University, and the average discrepancy score (another index of satisfaction) all suggest that involvement in protest activities was not directed at criticism of the University itself. Other correlates of participation suggest that involvement in protest activities was related to other issue-oriented attitudinal variables.

Variable 9 in Table 2, the survey index of overall satisfaction with the University, was positively correlated (.28) with satisfaction with the University response to the strike and negatively correlated with participation in picketing activities (-.22) and with percentage of classes boycotted (-.29). These two participation activities are the most obvious, rebellious types of activities. Satisfaction with the University response to the strike was not related to any of the other telephone survey variables. Variable 11, approval of the U. S. action in Cambodia, was correlated negatively with "involvement in the peace movement", seven of the eight participation activities, the overall frequency participation index, and the percentage of classes boycotted. These results indicate that as student disapproval of the Cambodia action increased, participation in strike activities increased. The two participation activities having the highest correlations with attitudes towards the U. S. action in Cambodia were "participation in teach-ins" and "attendance at strike rallies". The intercorrelations between variables 12 through 21 suggest that most participation experiences were interrelated. The two activities which had the highest negative correlation with approval of the Cambodia action, "participation in teach-ins" and "attendance at strike rallies", also had the highest correlations with the sum of activities.

Variable 23, "Do you feel your actions will make any difference in changing national policies?", was correlated significantly (.32) with the question "How involved have you been in the peace movement?" Variable 23 was significantly correlated with only one of the eight activities but was positively, but non-significantly, correlated with the seven other variables and with variable 21, the overall frequency participation index. Although the entire group of students tended to be pessimistic regarding their voices being followed, the more optimistic among them tended to be more involved in anti-Cambodia activities.

Discussion

The results of this survey indicated that large numbers of University of Minnesota students were involved in the strike activities during the week of May 3 - May 9. The nature and scope of individual involvement varied from student to student. Some students were not affected by the strike activities, continued to attend classes, and did not participate in any of the strike activities. Other students became involved in protest activities for the first time. The correlation analysis suggests that participation

was related to the students' attitudes towards the action in Cambodia and was more than "protest for protest's sake alone." The activities at the University of Minnesota tended to be issue oriented and were not organized as a student rebellion against the University. The overall satisfaction with the University was high, suggesting that most students would have no reason to rebel against the University itself. The lack of relationship between satisfaction with the University and protest involvement confirms the findings of Somers (1965) in his analysis of the Berkeley Free Speech Movement.

What is the role of a university as the arena of student protest? Several factors must be considered: 1) All students must be allowed the freedom to express their beliefs in an atmosphere of non-violence; 2) faculty cannot be forced to discontinue classes; and 3) the public must be convinced of the positive value of student protest. The events at the University of Minnesota suggest that student leadership training programs and well-organized protest machinery are essential prerequisites. Although the initial involvement in strike activities was great during the week of May 3 - May 9, participation quickly declined.

Universities must develop new approaches to maintain this vast cadre of student participants - students who do not want to be identified with violence on campus and do not believe violence is an effective method of protest. Student activism can and must involve more than campus extremists. Too frequently, university policy concerning student protest has been reaction rather than **action**. The necessary structures do not exist currently which would allow a more action oriented approach. Have not the events of Jackson State and Kent State shown the futility of reaction and over-reaction?

References

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Table 1

Descriptive statistics for students completing telephone
survey regarding participation in May 1970 strike

<u>Question</u>	<u>Response Categories</u>	<u>Frequency</u>	<u>Percent</u>	<u>Mean</u>	<u>S.D.</u>
1. In general, how satisfied are you with the University as a place to get a college education?	(N=149)				
	Extremely satisfied (7)	31	20.8		
	Moderately satisfied (6)	85	57.1		
	Slightly satisfied (5)	15	10.1		
	Neutral (4)	2	1.3	5.69	1.32
	Slightly dissatisfied (3)	8	5.4		
	Moderately dissatisfied (2)	6	4.0		
	Extremely dissatisfied (1)	2	1.3		
2. How satisfied are you with the way the University of Minnesota has responded to the strike?	Very satisfied (5)	40	26.8		
	Somewhat satisfied (4)	56	37.6		
	Neither satisfied nor dissatisfied (3)	24	16.1	3.69	1.12
	Somewhat dissatisfied (2)	25	16.8		
	Very dissatisfied (1)	4	2.7		
3. How do you feel towards the recent U.S. military action in Cambodia?	Strong approval (5)	14	9.4		
	Moderate approval (4)	23	15.4		
	Neither approve nor disapprove (3)	11	7.4	2.18	1.41
	Moderate disapproval (2)	29	19.5		
	Strong disapproval (1)	72	48.3		
4. How involved have you been in the peace movement the week of May 3-9?	Strong (4)	4	2.7		
	Moderate (3)	41	27.5		
	Slight (2)	48	32.2	1.95	.87
	None (1)	56	37.6		
5. March to State Capitol?	Yes (1)	17	11.4		
	No (0)	132	88.6	.11*	
6. Participated in campus teach-ins?	Yes (1)	56	37.6		
	No (0)	93	62.4	.38*	
7. Participated in campus picketing?	Yes (1)	20	13.4		
	No (0)	129	86.6	.13*	
8. Wore strike armband?	Yes (1)	30	20.1		
	No (0)	119	79.9	.20*	
9. Attended campus strike rallies?	Yes (1)	86	57.7		
	No (0)	63	42.3	.58*	

Table I (cont.)

<u>Question</u>	<u>Response Categories</u>	<u>Frequency</u>	<u>Percent</u>	<u>Mean</u>	<u>S.D.</u>
10. Contributed money to strike effort?	Yes (1)	45	30.2	.30*	
	No (0)	104	69.8		
11. Wrote letters to Senators, Congressmen, President?	Yes (1)	58	38.9	.39*	
	No (0)	91	61.1		
12. Part. in community contact efforts?	Yes (1)	60	40.3	.40*	
	No (0)	89	59.7		
13. Overall participation frequency index	8	1	.7	2.50**	
	7	5	3.4		
	6	8	5.4		
	5	9	6.0		
	4	21	14.1		
	3	26	17.4		
	2	25	16.8		
	1	24	16.1		
0	30	20.1			
14. Percent of classes boycotted week of May 3-9?	0%	74	49.7	26.86**	
	10%-40%	30	20.1		
	50%	19	12.8		
	60%-99%	14	9.4		
	100%	12	8.0		
15. Do you feel your actions will make any diff. in changing nat'l policies?	Definitely will (4)	8	5.4	2.31	.81
	Probably will (3)	55	36.9		
	Probably will not (2)	61	40.9		
	Definitely will not (1)	25	16.8		

*These values are proportions rather than true means.

**These values are not true means.

Table 2

Means, standard deviations and intercorrelations
for students with complete questionnaire and telephone survey data (N=89)

Variable	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. Age	1.00									
2. N. quarters completed at U.	.14	1.00								
3. Estimated G.P.A.	.28**	.01	1.00							
4. Satisfaction with G.P.A.	.12	.00	.16	1.00						
5. Overall satisfaction with U - Time 1	-.02	-.04	.18	.27**	1.00					
6. Average "should play" response	.02	.17	.17	-.26*	-.28**	1.00				
7. Average "actually do play" response	.03	.10	.07	.12	.29**	.01	1.00			
8. Average "calculated difference"	-.00	.07	-.18	-.28**	-.40**	.80**	-.60**	1.00		
9. Overall satisfaction with U - Time 2	.09	-.12	.16	.13	.43**	-.21*	.11	-.24*	1.00	
10. Satisfaction with U. response to strike	.24*	.07	-.10	.23*	.13	-.10	.20	-.20	.28**	1.00
11. Approval of U.S. action in Cambodia	.13	.03	-.01	.09	-.05	-.04	.05	-.06	.03	-.09
12. Involvement in peace movement	-.13	-.04	-.02	.14	.04	.17	-.03	.16	-.20	.03
13. Marched to State Capitol	-.01	.12	.06	.04	.19	.09	.00	.07	.09	-.00
14. Participated in campus teach-ins	-.15	-.14	-.01	.13	-.07	.05	-.09	.09	-.02	.12
15. Participated in campus picketing	-.21*	-.09	-.10	-.02	-.02	.10	-.02	.09	-.22*	-.11
16. Wore strike armband	-.12	-.12	.07	.15	.13	.02	.01	.01	-.08	.01
17. Attended campus strike	-.27*	-.20	-.20	.13	.02	.02	.06	-.02	-.05	.00
18. Contributed money to strike effort	-.15	-.12	-.10	.02	.03	.17	-.05	.17	-.09	-.14
19. Wrote letters	-.23*	-.05	.08	.23*	-.02	.17	-.01	.14	-.06	.02
20. Community contact projects	.09	-.00	.10	-.10	.05	.19	-.02	.17	-.07	-.14
21. Overall participation frequency index	-.23*	-.18	-.02	.13	.06	.18	-.03	.16	-.11	-.05
22. Percentage classes boycotted	-.19	-.08	-.13	-.01	-.18	.13	-.03	.12	-.29**	-.02
23. Actions make any difference	-.01	.07	.02	.21*	.22*	-.03	.13	-.10	.16	.18

+These values are proportions rather than true means.

++These values are not true means.

*Significant at $p < .05$ level.

**Significant at $p < .01$ level.

Table 2 (cont.)

11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	Mean	Standard Deviation
													22.13	4.86
													5.83	3.97
													2.71	.86
													4.83	1.67
													4.91	1.83
													3.68	.63
													2.29	.47
													1.39	.78
													5.71	1.28
													3.74	1.20
													2.09	1.41
1.00													1.97	.87
-.67*	1.00													
-.27**	.37**	1.00												.12+
-.48**	.45**	.14	1.00											.45+
-.24*	.24*	.15	.11	1.00										.13+
-.36**	.39**	.35**	.24*	.32**	1.00									.24+
-.51**	.58**	.30**	.52**	.17	.22*	1.00								.62+
-.47**	.44**	.33**	.21*	.30**	.31**	.28**	1.00							.31+
-.38**	.45**	.22*	.34**	.12	.15	.41**	.23*	1.00						.44+
-.13	.38**	.13	.17	.03	.16	.19	.21*	.10	1.00					.38+
-.63**	.73**	.53**	.64**	.43**	.58**	.70**	.63**	.59**	.46**	1.00				2.70++
-.49**	.58**	.29**	.38**	.45**	.53**	.38**	.39**	.31**	.07	.60**	1.00			25.92++
-.16	.32**	.08	.11	.10	.17	.09	.26*	.03	.06	.20	.21*	1.00	2.38	.78

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SOME PARENTS' ATTITUDES ABOUT CAMPUS DISSENT

by

Donald A. Biggs

Student Life Studies

Office for Student Affairs

and

C. Edwin Vaughan¹

St. Paul Office for Student Affairs

Resume

Parents of students are an important constituency of colleges and universities. In resolving the contemporary issues surrounding campus dissent, more needs to be known about parents' attitudes about dissent and how these attitudes are related to their attitudes about college and universities. Institutions of higher education must have adequate information about various groups of parents if they are to effectively respond to them. This research explores two questions: (1) What are parents attitudes about campus dissent, and (2) What is the relationship between these attitudes and their satisfaction with University student affairs. A questionnaire which examined general social alienation, alienation from student affairs at the University of Minnesota, satisfaction with University of Minnesota student affairs, attitudes about campus freedom of expression, and attitudes about campus dissent was completed by a random sample of eighty-six parents of University of Minnesota students. The sample were members of the University parents' organization.

The results indicate that parents' attitudes about dissent vary according to the goals and tactics used by students. This group of parents, although agreeing with the general idea that a campus should be an open forum for a wide range of social and political views, would limit this freedom in specific instances. Of the characteristics investigated, only attitudes about campus freedom of expression was related to attitudes about campus dissent. This research also examined the relationship between parental attitudes about dissent and their satisfaction with university student affairs. The most important variables related to satisfaction with university student affairs were attitudes about dissent and alienation from university student affairs.

Campus dissent has made the relationship between universities and their publics a delicate one. Universities which unwittingly have alienated any of their various publics have experienced economic reprisals and considerable pressure to curb academic freedom on their campuses. Parents of students are one significant constituency of a university who could play an important role in resolving the issues in campus dissent. This study examines two questions: (1) what are parental attitudes about campus dissent; and (2) what is the relationship between these attitudes and other characteristics of parents and their satisfaction with university student affairs.

It is no simple matter to assess accurately or interpret parental attitudes about campus dissent since these attitudes depend on the issues raised and the tactics employed by students. Moreover, the demise of the concept in loco parentis as a major principle for developing student affairs policies has led to some confusion, as well as to an awareness of the range of parental expectations for universities and students.

What do parents of college students think about campus dissent? Both theoretical and practical reasons justify an interest in this question. Feuer (1969) suggests that student activists and their parents may be in conflict with each other because of generational conflict and generational consciousness arising from deep unconscious forces representing emotional rebellion, disillusionment, rejection of the values of the older generation, and a conviction that the older generation has failed. On the other hand, Flacks (1970) has taken the position that student activists are in agreement with their parents but in conflict with dominant cultural values. He thinks contemporary student movements in the United States are a means by which students deal with a sharp discontinuity between humanistic values of their homes and the middle class values of the culture. Parents of activists differ from others in the middle class because of their commitment to intellectuality and culture, their political liberalism, and their skepticism about conventional middle class values and life styles. Consequently, activists are instructed in attitudes favoring skepticism toward authority, egalitarianism, and personal autonomy which are incongruent with dominant cultural values.

The question of whether campus dissent results from generational conflicts or from the conflict between humanistic family values and those encountered in the bureaucracy of large universities and the wider society has not been satisfactorily answered. Solomon and Fishman (1964) reported that the majority of the students in a 1962 Washington peace demonstration came from politically liberal homes and some "displayed a simultaneous rebellion against and identification with parents." Schiff (1964) in a study of students who were converts to conservative political views concluded that they were involved in an "obedient rebellion" which allowed them to resolve adolescent conflicts with parents through conformity, obedience, and conventionality. These students used new conservatism as a vehicle for "displacement of otherwise unexpressable hostility." Lipset (1968) observed that leftist student activists are largely the children of leftist or liberal parents, while rightist student activists are the children of rightist or conservative parents.

We need to ascertain factors which are associated with different parental attitudes about dissent as well as how attitudes about dissent affect other significant parental attitudes about colleges and universities. The objectives of this study are (1) to describe parental attitudes about campus dissent, (2) to determine the relationship between degree of alienation and socio-economic characteristics of parents with their attitudes about campus dissent, and (3) to determine the relationship between parental attitudes about campus dissent and their satisfaction with student affairs at the University of Minnesota.

Research Design

A questionnaire which examined general social alienation, alienation from student affairs at the University of Minnesota, satisfaction with University of Minnesota student affairs, and attitudes about campus dissent was pretested on 22 adult members of a suburban church group.

A revised questionnaire provided demographic data on the respondents as well as items indicating the amount of knowledge parents had about the University. In addition, respondents indicated on five items whether they favored or opposed the goals and tactics of student dissenters. Three of the items described situations where the goals were to make the admissions policy less discriminatory against Black students, in one item the goal was to stop Army recruiters from using University facilities, and in the final item the goal was to have the University provide birth control information for students. The tactic used in three items was a sit-in, in one item discussion between concerned students and administrators, and in one item occupation of a campus building. Types of response categories were based on Somers (1965) method of classifying students according to support or opposition to the Free Speech demonstrators at the University of California, Berkeley. He labeled militants those who were for both goals and tactics, moderates those who were for goals but not tactics, and conservatives those who were against tactics and goals. Respondents who did not fit into the three categories were described as close to moderates in sentiment, sometimes siding with militants and other times siding with conservatives.

In addition, respondents indicated on a five item scale satisfaction with the University, satisfaction with how the majority of students conduct themselves, how the University handles cases of student misconduct, with the University as a place to send their children, and with the type of education students get at the University. Parents completed a social alienation scale developed by Srole (1956) and a scale entitled Freedom for Holding and Expressing Opinions on which they indicated whether individuals with unacceptable political views to most Minnesota citizens should be allowed to speak at the University, whether a student Ku Klux Klan chapter should be given official recognition, whether a Communist professor should be fired, whether editorials in the University newspaper should be controlled, whether Cassius Clay should speak on campus, whether homosexual students should hold public meetings on campus, and whether a wide range of political opinions should be expressed on the campus.² Finally, respondents reported on four items whether they have a great deal, very much, some, comparatively little, or no influence with the University, with the president, with

the Regents, or with members of the legislature in questions concerning student behavior. These questions were adapted from an educational alienation scale (Ramsey and Klemmack, 1969).

Hoyt reliabilities (Hoyt, 1941) for the scales on the questionnaire are: Attitudes about campus dissent .72; Satisfaction with University student affairs .75; General alienation .67; Campus freedom of expression .76; Alienation from University student affairs .85. In light of the small number of items on each of these scales, the reliabilities are within acceptable limits and the data should be consistent.

Statistical Design

Pearson product moment correlations were used to examine relationships between variables. Data were analyzed in two sets of multiple regressions in which dependent variables were attitudes about campus dissent and satisfaction with University student affairs.

Sample

In April, 1970, the questionnaire was sent to a random sample of 130 families from a population of 1800 members of the University of Minnesota Dads Association (a parents organization). A follow-up letter and a second copy were sent ten days later to non-respondents. Sixty-six percent completed the questionnaire. Of the respondents, 79 percent were male.

Results

Table 1 shows means and standard deviations for background characteristics and for scales on the questionnaire. Most of the parents are in their late forties and early fifties; many have some post-high school education; and most express moderate attitudes about campus dissent and campus freedom of expression. Few indicated strong support for both goals and tactics of dissenters and a large number would limit campus freedom of expression. As would be expected from a sample drawn from a population of households affiliated with a University parents organization, few demonstrated alienation. However, only a small percentage of the parents perceived themselves as having more than a moderate ability to influence University student affairs.

Table 2 presents data related to attitudes about goals and methods in campus dissent. Thirty-seven percent of the responses to the five questions could be classified as moderate, agreeing with goals but not methods; thirty-seven percent were conservative, disagreeing with goals and methods; and 21 percent were liberal, agreeing with goals and methods. In three of five questions, the modal response was moderate, in one case liberal, and in the other conservative. Somers' technique of classifying respondents as liberal, moderate, or conservative is similar to parents description of political position: 67 percent of the sample described their viewpoint as moderate, 17 percent described theirs as

conservative, and 15 percent described theirs as liberal. Table 2 also shows that parental attitudes about dissent are differentiated in terms of goals and methods.

Table 3 shows responses to questions about campus freedom of expression. Although many parents agree with the general idea that the campus should be an open forum for a wide range of social and political views, they would limit this freedom in specific instances. Most would fire a Communist professor of history; a large percentage would not allow individuals with political views unacceptable to most Minnesota citizens to speak on campus; and indeed, about 36 percent would not allow Cassius Clay to speak on campus.

Table 4 shows correlations for background characteristics, alienation, attitudes about dissent, and satisfaction with University student affairs. None of the background characteristics nor alienation are significantly associated with parental attitudes about campus dissent. Multiple correlations using combinations of age, education, information, general alienation, and specific alienation with attitudes about dissent also are not significant. However, attitudes about campus freedom of expression are related to attitudes about dissent, which seems to provide some support for the construct validity of the two scales. Liberal attitudes about freedom of expression are associated with positive attitudes about dissent. Spaeth (1969) also reported that regardless of age or education, liberals are more likely than conservatives to condone protests.

Table 4 shows that liberal attitudes about campus freedom of expression and liberal attitudes about campus dissent are associated with satisfaction with University student affairs. On the other hand, age, education, information about the University, and general and specific alienation are not related to satisfaction. The low correlation between alienation and satisfaction with University student affairs is somewhat difficult to explain; however, the small variability in alienation scores as well as the low reliability of the alienation scale may be significant factors. Furthermore, Srole's scale was intended to measure feelings of general societal alienation rather than an individual's relationship to a specific social structure. Other approaches to conceptualizing alienation may be more relevant with this particular population.

The final question concerns the extent parental attitudes about campus dissent contribute to satisfaction with University student affairs. Table 5 shows multiple correlations and beta weights using satisfaction with University student affairs as a dependent variable. The R's for males and the combined group are all significant. In each case, attitudes about campus dissent has the largest beta weight, alienation from University student affairs has the second largest beta weight while the rest of the beta weights are extremely small. Surprisingly, parents' attitudes about dissent is the most highly related and explains best their satisfaction with student affairs. This means that of the variables investigated here, attitudes about campus dissent and alienation from university student affairs are the most important parental characteristics related to their satisfaction with university student affairs.

Discussion and Conclusion

Campus dissent is related to parents' attitudes about colleges and universities in numerous ways. This study has examined the relationship between parents' attitudes about dissent and their satisfaction with University student affairs. We should also know more about parental attitudes about dissent and their attitudes and opinions about other facets of a university. For example, how do parental attitudes about dissent affect rate of admissions at different colleges and universities?

Parents' attitudes about dissent have both general and specific characteristics. The relatively high Hoyt reliability coefficient for the items pertaining to campus dissent suggests that attitudes about dissent reflect a general attitude or dimension. On the other hand, the analysis of responses to items indicates that parents respond differentially to goals and methods in particular instances of campus dissent.

The only variable associated with attitudes about dissent was attitudes about campus freedom of expression. This suggests that parents may see dissent primarily as an attempt to loosen or liberalize social control on campus. The additional finding that attitudes about campus freedom of expression and attitudes about dissent are related to satisfaction with University student affairs raises numerous issues, particularly, how should universities respond to different parent constituencies?

Several new role definitions for parents of contemporary college students would be useful in resolving the issues in campus dissent. Those definitions should include liberal, moderate, and conservative views about dissent. The present research indicates that parents' two most frequent responses about issues in campus dissent can be categorized as moderate or conservative. Thus no narrow concept of parental attitudes about dissent will suffice.

An important implication of this research concerns the need for universities to develop new forms of relationships with parents. Although we do not know how much parents' attitudes about dissent or their attitudes about universities are influenced by lack of information, long term parent education programs might be effective. These efforts would have to be innovative and involve orientation to university life styles and mores, as well as periodic briefings about campus issues. Parents, students, faculty, and administrators should meet in a variety of campus and off-campus settings which allow legitimate respect for all concerned.

As a word of caution, generalizations about parents' attitudes concerning campus dissent based on this study should be limited. Parents included in the sample are all members of an official University parents organization and this involvement probably influences their attitudes about dissent.

Table 1

Means and Standard Deviations for Parents' Personal and Background Characteristics, Attitudes About Campus Dissent, and Satisfaction With University of Minnesota Student Affairs

Variables	Males		Females		Combined	
	M.	S.D.	M.	S.D.	M.	S.D.
1. Age	52.02	6.44	50.33	6.76	51.67	6.50
2. Education	13.45	4.60	12.66	3.78	13.29	4.43
3. Information	1.83	.37	1.83	.38	1.83	.37
4. Social Alienation	10.75	2.97	10.94	3.76	10.79	3.13
5. Attitudes About Campus Dissent	11.97	3.54	13.00	3.48	12.18	3.53
6. Campus Freedom of Expression	18.89	5.36	21.27	3.54	19.39	5.11
7. Satisfaction	25.23	3.77	26.83	3.91	25.57	3.83
8. Alienation From the University of Minnesota Student Affairs	9.30	2.76	9.88	2.67	9.43	2.73

Table 2

Parents' Attitudes About Goals and Tactics Used in College Dissent

Categories	Agree with Goals and Methods		Agree with Goals Against Methods		Agree with Methods Against Goals		Against Goals and Methods	
	N	%	N	%	N	%	N	%
A group of students thinks that the admissions policy at the University discriminates against Black students. To make their position known, they have several meetings with University administrators.	65	75	6	7	10	12	5	6
Students think the University should not allow army recruiters to use University facilities. To make their position known, they hold a "sit-in" in a University administration building.	6	7	15	17	3	3	63	72
A group of students thinks that admissions policy at the University discriminates against Black students. To make their position known, they occupy an administration building, ask staff members to leave, destroy records and property and forcefully keep others from entering the building.	2	2	48	56	0	0	36	42
Students think the University should provide birth control information. To make their position known, they hold a "sit-in" in a University administration building.	9	10	42	48	0	0	36	41
A group of students thinks that admissions policy at the University discriminates against Black students. To make their position known, they hold a "sit-in" in a University administration building.	10	12	51	59	2	2	23	27

Table 3

Parental Attitudes About Campus Freedom of Expression

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
All individuals should be allowed to speak at the University of Minnesota even if they hold views unacceptable to most Minnesota citizens	7	8%	25	29%	11	13%	25	29%	18	21%
A student Klu Klux Klan chapter should be given official recognition	1	1%	2	2%	3	4%	21	24%	58	68%
A history professor who is a member of the American Communist party should be fired	25	30%	28	33%	13	15%	14	17%	4	5%
University officials should control editorials in the <u>Minnesota Daily</u>	6	7%	15	18%	10	12%	46	54%	8	9%
The University should be a place where a wide range of political views are expressed	17	20%	47	55%	8	9%	9	10%	5	6%
Cassius Clay should speak on campus	3	4%	38	45%	12	14%	20	24%	11	13%
Homosexuals should be able to hold public campus meetings	2	2%	26	30%	20	24%	16	19%	20	24%

Table 4

Inter-correlations for Parents Personal and Background Characteristics,
Attitudes About Dissent and Satisfaction With the University Student Affairs

		Age	Edu- cation	Amount of Infor- mation	Attitudes about Dissent	Satis- faction	Alien- ation	Campus Freedom of Expression	Alien- ation U of M
1. <u>Age</u>	Men	1.000							
	Women	1.000							
	Both	1.000							
2. <u>Education</u>	Men	-.028	1.000						
	Women	.207	1.000						
	Both	.022	1.000						
3. <u>Information</u>	Men	-.117	.035	1.000					
	Women	.000	-.121	1.000					
	Both	-.090	.008	1.000					
4. <u>Attitudes About Campus Dissent</u>	Men	.034	.047	-.174	1.000				
	Women	.037	.156	.264	1.000				
	Both	-.032	.056	-.084	1.000				
5. <u>Satisfaction</u>	Men	.028	-.004	-.154	.290 ¹	1.000			
	Women	.087	.024	.059	.134 ¹	1.000			
	Both	.022	-.011	-.108	.273 ¹	1.000			
6. <u>Alienation</u>	Men	.169	-.133	-.091	-.011	-.068	1.000		
	Women	-.152	.052	.197	.408	.059	1.000		
	Both	.085	-.094	-.019	.092	-.031	1.000		
7. <u>Campus Freedom of Expression</u>	Men	.046	.055	-.099	.497 ²	.280 ¹	-.027	1.000	
	Women	-.031	.314	.339	.558 ¹	-.047 ¹	.292	1.000	
	Both	.013	.070	-.034	.511 ²	.254 ¹	.032	1.000	
8. <u>Alienation from U of M Student Affairs</u>	Men	-.102	.030	.050	.013	.195	-.319 ²	-.156	1.000
	Women	.291	.251	.038	-.019	-.131	-.170 ²	-.139	1.000
	Both	-.030	.060	.047	.017	.141	-.278 ²	-.133	1.000

¹ p ≤ .05 level² p ≤ .01 level

Table 5

Multiple Correlations Between Parents' Attitudes and Background Characteristics and Satisfaction With U of M Student Affairs

Variables	Multiple Regression Weights			Multiple R With Satisfaction		
				Male	Female	Combined
1. Age	.037	.085	.039			
2. Education	-.016	-.014	-.027			
4. Attitudes About Campus Dissent	.292	.133	.275	.293 ¹	.157	.275 ¹
2. Education	-.018	.047	-.034			
3. Information	-.116	.040	-.092			
4. Attitudes About Campus Dissent	.268	.113	.264			
8. Alienation From U of M Student Affairs	.198	-.142	.142	.367 ¹	.193	.320 ¹
1. Age	.044	.127	.027			
2. Education	-.017	.029	-.035			
3. Information	-.111	.040	-.089			
4. Attitudes About Campus Dissent	.270	.111	.265			
8. Alienation From U of M Student Affairs	.202	-.175	.144	.369 ¹	.228	.321 ¹

Footnotes

¹The authors acknowledge the special contribution of Mr. John Engel.

²These items are selected from an unpublished factor analysis by John Cowan, of the Student University Relationships Inventory.

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EVALUATING AN EXPERIMENTAL COURSE IN RACE RELATIONS ¹

by

Donald A. Biggs

and

Gleason Glover ²

Resume

Universities and colleges have been developing new courses concerned with urban problems, racism, and minority groups. The objectives of these courses have been socially relevant; however, it is particularly difficult to evaluate their effectiveness because the outcomes involve a combination of changed attitudes, viewpoints, and behaviors. Furthermore, little is known about the impact of specified experiences with minority groups before, during, and after such courses. This research describes student experiences with minority groups before, during, and after a course in race relations. We examined differences in the experiences with minority groups of open-minded, moderate, and closed-minded students who took the course, as well as differences in the experiences with minority groups of students who were more or less satisfied with the course. Two samples of students were involved in the research. The first was made up of 66 students who had completed the course, while the second was made up of 44 students who had enrolled but not yet attended the first class meeting. Both samples completed a questionnaire which asked about their experiences in four areas: 1) knowledge of well-known minority group members, 2) knowledge of Minneapolis community agencies and councils for minorities, 3) interpersonal experiences with members of minority groups, and 4) knowledge of minority group literature. They also reported whether they had never experienced certain events before, during, or after the course. These were labeled non-experiences and one of the purposes of the course was to reduce the number of non-experiences. Students then indicated on several items how satisfied they were with various facets of the course, and completed a 20 item dogmatism scale.

Students who completed the course reported they first heard of more of the well-known individuals and had more interpersonal relations with members of minority groups before taking the course. Most visited or heard of more of the community agencies and councils while taking the course, and a large number still had not read most of the books, magazines, and newspapers. Open-minded students had more experiences with minority groups than moderates before taking the course. Furthermore, the degree to which students were open- or closed-minded was related to their number of non-experiences with both people and literature at the conclusion of the course. Closed-minded students tend to be more satisfied with the course; however, there were few significant relationships between course satisfaction and experiences. The exception was that more satisfied students tend to read less about minority groups after the course was completed. Finally, the results indicated no significant differences in the experiences before, during and after the course for students who were more or less satisfied with the course.

The research also examined student experiences with minority groups at the time of their enrollment in the course. Before taking the course, students had a wide range of experiences with minority groups. Most knew few of the well-known individuals, had only a slight acquaintance with the community agencies and councils, and had little knowledge of minority magazines, newspapers, and books, while many had some interpersonal experiences with members of minority groups. At the time of enrollment, there were no significant differences in the experiences with minority groups for open-minded, moderate, and closed-minded students.

Since the death of Martin Luther King, considerable interest has developed in courses about race relations. Their objectives often have been far-reaching, such as changing race prejudice attitudes, increasing information about minority groups, and providing experiences to improve relations between the races. However, the effectiveness of such courses is difficult to evaluate because first, students who take them may have certain characteristics such as being deeply interested in civil rights and these input factors may unduly influence the outcomes, and second, little is known about the impact of specified educational experiences on race relations.

How do you evaluate courses in race relations? What are the educational outcomes and furthermore, what criteria should be employed? Several alternatives are possible. Assessment may focus on increased information about race problems, changes in attitudes about minority groups, or experiences before, during, and after taking courses. Since students in these courses probably have a variety of background experiences related to race relations, these initial differences should be considered in the evaluation. Moreover, Berdie (1970) has suggested that educational evaluation might profitably shift its emphasis from observations of changes in students produced by experiences to observations of specific experiences. He defines experience as something that a person has done or that has happened to him, or something that has affected or had an impact on him. The present research describes student experiences with minority groups before, during, and after a course in race relations. Two questions are raised: 1) What is the relationship between student experiences with minority groups before, during, and after a course in race relations and their open- or closed-mindedness, and 2) what is the relationship between student experiences with minority groups before, during, and after a course in race relations and their satisfaction with that course.

In the summer of 1969, the University of Minnesota offered a new course entitled Social Science 93, Urban Crisis, which is an examination of the effects of white racism on the socio-economic and political life of Black Americans. Students discussed social unrest in the Twin Cities and were involved in both the classroom and in field work.

The course encompassed a wide range of experiences having both cognitive and emotional aspects. In class diaries, students reported some of these experiences. One girl described a class session:

"Today's meeting turned out to be exceptionally good. To begin with, we assembled at The Way in the heart of the North Side Black community. It was the first time I had even been there. It amazes me to think that we, the white controlling community, allow the garbage of the alleys to spill into the streets."

She then queried, "Is Social Science 93 a launching pad for activity I hope to take in the future or is it just a passing frolic?"

A male student gained sensitivity about how others feel. He recounts:

"One small yet important thing caught my eye as we walked by _____'s Drug Store. They had a display of photographs in the window advertising

film service. All of the pictures were of middle class white people in typical middle class white kinds of poses. A small thing, yet located where it is, it seemed a terribly insensitive thing to do."

On the more intellectual level, several students indicated that facts in the Kerner Report were enlightening. One girl reported on a self-directed seminar on the subject of press coverage and social conflict.

"After attending a heated MOER (Mobilization of Economic Resources) board meeting, I compared the reports in the paper the next day to what I thought I would have written had I been the reporter covering the same meeting. My lead would have been something like 'Leaders of the Citizens Community Centers strongly objected to a proposal by Harry Davis, Chairman of the Hennepin County Anti-Poverty Board, that the MOER (Mobilization of Economic Resources) board hold hearings to investigate complaints against the CCC.' Sam Newland of the Tribune wrote, 'The chairman of the Hennepin County Anti-Poverty Board was accused Wednesday night of collaborating with federal officials in a scheme to oust "the militants" from one of the programs.' Jim Jones, Star reporter, wrote, 'Harry Davis, chairman of the Hennepin County Anti-Poverty Board, was accused Wednesday of trying to oust employees of the Citizens Community Centers.'"

The student then explained how she thought these newsmen had failed to represent accurately the content of the meeting because of their emphasis on the dramatic.

Finally, a girl wrote how interaction among Urban Crisis class members was a significant educational experience. "One important thing we came up with in our group was the falseness of some of the students and how too often white kids were doing things to please black kids in the class."

The impact of this range of experiences associated with Urban Crisis is probably influenced by the degree to which students taking the course have an open or closed mind. Rokeach (1960) suggested that the extent to which a person's belief system is open or closed is the degree to which he receives, evaluates, and acts upon relevant information received from the outside unencumbered by irrelevant factors in the situation which arise either within himself or from the outside. He considers prejudice and intolerance to be primarily based on the avoidance of belief systems which are incongruent with one's own and not the avoidance of certain racial or ethnic groups. This theory of belief systems leads him to reason that education for improving race relations often fails because it is based on the erroneous assumption that cognitive organization proceeds along ethnic rather than belief lines. The present research examines differences between open- and closed-minded students' experiences with minority groups before, during, and after a course in race relations.

Student satisfaction with Urban Crisis is important in evaluating the impact of the course. Although satisfaction is certainly not the only criteria for

judging the educational value of this course, it cannot be overlooked. Course satisfaction is important because it influences student acceptance or rejection of course objectives. Also, satisfied or dissatisfied students who complete a course later will tell others about the course and this in turn affects future enrollment.

The major objectives of the present research were: 1) to describe experiences with minority groups of students who completed the course, Urban Crisis, 2) to describe differences in experiences with minority groups of open-minded, moderate, and closed-minded students who completed the course, 3) to describe differences in experiences with minority groups of students who were more or less satisfied with the course; relationships between academic achievement, course satisfaction, dogmatism, course grade, and experiences with minority groups were also observed, 4) to describe experiences with minority groups of students at the time of enrollment in the course, and 5) to describe experiences with minority groups of open-minded, moderate, and closed-minded students at the time of enrollment in the course.

Method

Measures

In Spring 1969 a questionnaire for identifying experiences with various facets of minority group life was developed and pretested on several samples of freshmen and sophomores at the University of Minnesota. The questionnaire had items about the local Twin Cities area and the national scene, items concerning education, politics, business, entertainment, and sports, and items related to both formal and informal social experiences. Content validity of the items was assessed by several faculty members, students, and members of the community who were well informed about various facets of minority groups. The second author who is executive director of the Minneapolis Urban League and instructor of the course also evaluated content validity of the items.

The revised questionnaire asked for identifying information, class, academic average, and major. Then students checked from a list of 65 locally and nationally well-known members of minority groups those they could identify, those they had heard of but could not identify, and those they had never heard of. A score for this section was obtained by weighting the responses, two, one, zero, and summing them. Next, students checked from a list of Twin Cities committees, councils, and offices concerned with problems of minority groups those they did not know about, those they knew about, and those they had visited. A score was obtained for this section by weighting the responses, zero, one, two, and summing them. Then individuals checked whether they never, once or twice, a few times, several times, or many times had experienced thirteen interpersonal relations with members of minority groups. A score was obtained for this section by weighting the responses, zero, one, two, three, four, and summing them. Students then checked from a list of 45 books, newspapers, and magazines related to minority groups those they had read, those they had not read but could identify, and those they could not identify. A score was obtained for this section by weighting the responses, two, one, zero, and summing them.

The questionnaire contained the 20 item short form of Rokeach's Dogmatism Scale developed by Troidahl and Powell (1965). This scale is a measure of the extent to which a person's total belief system is open or closed. Split half reliability for the short form is .79, and the correlation between the short form and the original scale is .94.

A follow-up form of the questionnaire had the same items about experiences and students indicated if they had experiences before, during, or after taking the course. They also reported whether they had never experienced certain events before, during, or after the course. These were labeled non-experiences and one purpose of the course was to reduce the number of non-experiences. From this set of items, for each student, sixteen scores were obtained. They consisted of the sum of experiences before taking the course, the sum of experiences during the course, the sum of experiences after the course, and the sum of non-experiences. These four scores were computed for each of the four types of experiences: 1) knowledge of well-known minority group members, 2) knowledge of Minneapolis councils and community agencies for minorities, 3) interpersonal experiences with members of minority groups, and 4) knowledge of minority group literature. In computing the ANOVA's, four experiences scores were used. These consisted of the sum of the experiences before the course, the sum of experiences during the course, the sum of the experiences after the course, and the sum of non-experiences. Students reported on three items whether they were satisfied with course content and instruction and they completed the 20 item short form of the dogmatism scale.

Samples:

In March 1970, a follow-up form of the questionnaire was sent to 76 white and fifteen Black students who completed Urban Crisis, and 69% (N=66) of the total group returned the questionnaire. About 40% of the sample attended high schools in the Twin Cities, 21% attended suburban high schools, 27% were from high schools in other parts of Minnesota, and 10% were from out-of-state high schools. Seventy-seven percent of the sample were enrolled in the College of Liberal Arts, and a few students were from the Institute of Technology, College of Education, and General College. Eighty-one percent were upper division students. Fifty-six percent reported their grades were between 2.6 and 3.2, 24% said their grades were between 2.0 and 2.5, and 19% said their grades were between 3.3 and 4.0 (A=4, B=3, C=2, and D=1). Thus, this group mostly consisted of white Arts College upperclassmen with an urban or suburban background.

In Spring Quarter 1970, the questionnaire was completed by 39 white and five Black students prior to the first meeting of the course.³ Thirty-four percent of these students were Minneapolis or St. Paul high school graduates, 29% were graduates from high schools in other parts of the state, 20% were graduates from Minneapolis or St. Paul suburban schools, and 15% were graduates of out-of-state schools. Eighty-six percent were students in the College of Liberal Arts, and the largest percent (86%) were upper division students. Fifty-six percent reported their grade point average was between 2.6 and 3.2, 22% said it was between 3.3 and 4.0, and 15% said it was between 2.0 and 2.5. This group also consisted primarily of white Arts College upper-classmen with an urban or suburban background.

Statistical Methodology

The data were analyzed in two sets of one-way analyses of variance (ANOVA). Dogmatism and course satisfaction were independent variables. In one analysis, the sample was divided into thirds labeled open, moderate, and closed, using total score on the Dogmatism Scale. In the other, the sample was divided into thirds using total score on the three course satisfaction items. Scheffe's analyses were used to observe differences between pairs of means for experiences before, during, or after the course, as well as present lack of experiences. Pearson product-moment correlations were used to determine relationships among experiences, dogmatism, academic achievement, course satisfaction, and course goals.

Results

The Follow-up Evaluation of Urban Crisis

Table 1 presents means and standard deviations for various types of experiences before, during, and after taking the course, as well as non-experiences. Students indicated they first heard of more of these well-known individuals before they took the course; however, a fairly large number at the end of the course still reported not having never heard of many of these people. They mentioned that they had their largest number of personal relationships with minority individuals before taking the course; yet, many at the end of the course had few such interpersonal experiences. More stated that they had visited the various community agencies and councils while taking the course. A large number of students still had not read most of the books, magazines, and newspapers concerned with minorities; while a few had read a fairly large number, many had read a small percentage of them.

Students reported that prior to taking Urban Crisis they had some limited experiences with minority groups. A large majority (75% or more) were familiar with 31% of the well-known minority figures before they took the course. The list includes Jim Brown, James Brown, Bill Cosby, Buffy Ste. Marie, Trini Lopez, Miles Davis, Duke Ellington, Count Basie, James Baldwin, Eldridge Cleaver, Carl Stokes, Matthew Eubanks, Adam Clayton Powell, Ralph Abernathy, Roy Wilkins, Nat Turner, Elijah Muhammed, W.E.B. Dubois, Booker T. Washington, and George Washington Carver. Only one of these persons, Matthew Eubanks, is from the Twin Cities.

Most of the students reported interest in race relations before taking the course. A large percentage had discussed civil rights problems of Afro-Americans and Indian Americans prior to enrollment. Many reported superficial interpersonal experiences, such as meeting Mexican Americans and Indian Americans, and attending parties with Afro-Americans before taking the course.

Prior to taking Urban Crisis, most of the students had very limited knowledge of magazines, newspapers, and books associated with minority groups. The

most popular book, magazine, or newspaper which 86% of them had read was Ebony. The second was Black Like Me which 58% had read; the next was The Autobiography of Malcolm X which 42% had read; and the next was Jet which 40% had read.

About 30% or more of the students first heard of Syl Davis, Clyde Bellecourt, Harry Davis, and Cecil Newman, all of whom are prominent local figures, while taking Urban Crisis. However, the majority of students indicated that they did not first learn of any of the prominent individuals while taking the course. About 30% of the students stated that they first participated in sensitivity training or encounter groups with Afro-Americans, Indian Americans, or Mexican Americans while taking Urban Crisis. During the course, a majority of them read the Kerner Report and Soul on Ice, and a majority learned about the various Twin Cities community agencies and councils dealing with minorities.

After taking the course few students indicated having any new experiences associated with minority groups. Only a small percentage of them first heard of any of the well-known individuals or first read any of the books, magazines, or newspapers after the course was completed.

Students also reported their number of non-experiences with minority groups. Most (75% or more) had not heard of about 29% of the well-known people, some of whom are from the Twin Cities but several are national figures. The list includes Dick Haynes, Jim Bowman, Billy Mills, Ed Bullins, Don Lee, Earl Conrad, Lerone Bennett, Larry Borum, Andrew Hatcher, Jerome Holland, LaDonna Harris, Congressman Dawson, Reverend Denzel Carty, Oscar Newman, Reverend James Johnson, Pete Williams, Lonnie Atkins, Dr. W.D. Brown, Jr., and Noble Drew Ali.

The majority, after the completion of the course, had never dated an Afro-American, but 63% of them had a close friend who is Afro-American. Most had never attended parties with Indian Americans nor had they engaged in any Indian American civil rights activities.

After completing the course, 75% or more of the students reported they still had never read about 74% of the books, magazines, and newspapers. This list includes Negro Digest, Dark Ghetto, Nigger, In the Negro Mood, Tell Me How Long the Train's Been Gone, Of Black America, Blues People, Before the Mayflower, White Man Listen, Talleys Corner, Confrontation in Black and White, Black Mother, Portrait of a Decade, Invention of the Negro, A Choice of Weapons, The Negro in Minnesota, Black Rage, The Algiers Motel Incident, Confessions of Nat Turner, Young Radicals, The Indian Historian, Indian Truth, Negro History Bulletin, El Grito, El Papel, El Gallo, La Raza, El Maleriado, and The Navajo Times.

This study also examined the relationship between experiences with minority groups and the degree to which students are open- or closed-minded. Only two correlations between the dogmatism scale and experiences were significant: an r of .25 ($\leq .05$ level) between dogmatism and number of interpersonal non-experiences and an r of .29 ($\leq .05$ level) between dogmatism and number of non-experiences with books, magazines, and newspapers. These correlations mean that the degree to which students are open- or closed-minded is somewhat related to number of non-experiences with minority people and number of non-experiences

with literature concerning minority groups. Closed-minded students who take Urban Crisis tend to avoid certain experiences which could affect their beliefs.

Differences between experiences of open, moderate, or closed-minded students were observed. Table 2 shows the one-way analysis of variance with three levels of dogmatism as the independent variable. The F ratio for experiences before taking the course was significant ($\leq .02$ level) and Scheffe analysis indicated that difference between the means of open-minded and moderate students' experiences before taking the course was significant ($\leq .03$ level). Open-minded students had more experiences with minority groups than moderates before taking the course. The F ratio for non-experiences approached the normally accepted level of statistical significance ($\leq .06$ level). This last finding lends some support to the earlier finding indicating that dogmatism was associated with non-experiences, and suggest that the effectiveness of the course in reducing non-experiences could be influenced by the degree to which students taking the course are open- or closed-minded.

Satisfaction is a popular criterion for judging courses. Satisfaction with Urban Crisis was not significantly related to many of the other variables. Satisfaction had a $-.30$ correlation ($\leq .05$ level) with number of books, magazines, and newspapers students read after taking the course, indicating a trend for more satisfied students to read less about minority groups after the course was completed. Also satisfaction had a $.40$ correlation ($\leq .01$ level) with dogmatism. Thus more closed-minded students tend to be more satisfied with the course. This particular relationship is probably complicated by other personality variables but it is possible that the objectives of a course in race relations are somewhat closed-minded.

Differences between experiences of students who were highly satisfied with Urban Crisis, moderately satisfied, and least satisfied with the course were observed. Results indicated no significant differences in any of these experiences for students who were more or less satisfied with Urban Crisis. These findings raise some doubts about the meaning of course satisfaction. Do satisfied and dissatisfied students have different experiences or do differences in course satisfaction reflect more basic differences in their expectations?

Experiences and Attitudes of Students at Time of Enrollment in Urban Crisis

This research explored student experiences with minority groups at the time of enrollment in Urban Crisis. Table 3 shows means, standard deviations, and correlations for experiences with minority groups and dogmatism scores. Before taking the course, students had a wide range of experiences; some had few while others had many. However, most knew few of the well-known individuals, had only a slight acquaintance with community agencies and councils, and had little knowledge of minority magazines, newspapers, and books. On the other hand, many had some interpersonal relationships with members of minority groups. A fairly wide range of dogmatism scores suggests that both open- and closed-minded students enroll in Urban Crisis.

The intercorrelations among experiences with minority groups indicates that different experiences are all positively related to each other. Two indices of more academic experiences, knowledge about well-known minority group members and knowledge of minority literature, are both significantly related to knowledge of Minneapolis community agencies as well as number of interpersonal experiences with minorities. The lack of significant correlations between experiences and dogmatism indicates that number of experiences with minority groups was not associated with open- and closed-mindedness. In other words, at the time of enrollment in Urban Crisis, there was no significant relationship between the degree to which students were open- and closed-minded and the number of experiences they had with members of minority groups. Open-minded students did not tend to have more or less experiences with minority groups than closed-minded students.

Differences in experiences of open-, moderate, and closed-minded students were observed. One-way analysis of variance for experiences using dogmatism as the independent variable yielded no differences in the experiences of these three groups. At time of enrollment, there were no significant differences in experiences with minority groups between open-minded, moderate, and closed-minded students.

Prior to their first Urban Crisis class meeting, students were first asked about their acquaintanceship with prominent members of minority groups. The majority (75% or more) of them could identify about 29% of the well-known individuals. This list includes Jim Brown, Bill Cosby, James Brown, Buffy Ste. Marie, Trini Lopez, Duke Ellington, Count Basie, James Baldwin, Eldridge Cleaver, Carl Stokes, Matthew Eubanks, Adam Clayton Powell, Ralph Abernathy, Roy Wilkins, Nat Turner, Elijah Muhammed, W.E.B. Dubois, Booker T. Washington, and George Washington Carver. A large percentage (60% or more) had never heard of about 36% of the prominent individuals. This list includes Dick Haynes, Jim Bowman, Billy Mills, Tom Tilton, Ed Bullins, Don Lee, Earl Conrad, Lerone Bennett, Cecil Newman, Mary Kyle, Larry Borum, Frank Alsip, Andrew Hatcher, Jerome Holland, LaDonna Harris, Congressman Dawson, Reverend Denzel Carty, Milton Williams, Oscar Newman, Reverend James Johnson, Pete Williams, Lonnie Atkins, Dr. W.D. Brown, Jr., and Noble Drew Ali.

Students also were asked about their knowledge of Twin Cities agencies, councils, and boards concerned with minority life. Most (50% or more) of them had heard of Pilot City, Urban Coalition, Model Cities, Twin Cities Opportunity Industrialization Center, and Citizens Community Center. The majority had never heard of the American Indian Movement office, Sabanthani Youth Center, and the Mobilization of Economic Resources Board.

Third, students were asked about their interpersonal relations with members of minority groups. Most said they had been to parties with Afro-Americans, had disagreements with them, had close friends who are Afro-Americans but had never dated Afro-Americans. Most had met Mexican Americans and Indian Americans and had been to discussions about Afro-American and Indian American civil rights. However, most had not attended elementary or secondary schools with Indian Americans, and had never participated in Indian American civil rights programs

or rallies. The largest number of students had not been involved in sensitivity training with Afro-Americans, Indian Americans, or Mexican Americans,

Finally, students answered questions about books, magazines, and newspapers which they had read. A fairly large number (50% or more) had read three books, Black Like Me, The Autobiography of Malcolm X, and Soul on Ice, as well as the magazine Ebony. Many (40% or more) had not read but could identify Black Power, Crisis in Black and White, the Kerner Report, The Learning Tree, and Confessions of Nat Turner. Most had not heard of 74% of the books, magazines, and newspapers. The list includes the following: Minneapolis Spokesman, Twin Cities Courier, Negro Digest, Dark Ghetto, In the Negro Mood, Tell Me How Long the Train's Been Gone, American Indian Movement Newsletter, Of Black America, Blues People, Before the Mayflower, White Man Listen, Talley's Corner, Black Mother, Portrait of a Decade, Invention of the Negro, A Choice of Weapons, The Negro in Minnesota, Black Rage, Algiers Motel Incident, Young Radicals, Indian Historian, Indian Truth, Negro History Bulletin, El Grito, El Papel, El Gallo, La Raza, El Maleriado, and Navajo Times.

Discussion and Conclusion

The present research is based on self-claimed knowledge and experiences and for this reason the findings may be questioned. However, Berdie (1970) has presented data which indicates that a checklist is an acceptable means of determining how much students as a group know about some things but not about others. His research would suggest that if students report a lack of knowledge on a checklist this will probably be verified by an achievement test, but if they report knowledge, the results may have less validity. Since a major finding of the study has to do with students' reported lack of knowledge and experiences, the results may be interpreted with some assurance.

Several criteria can be used to judge Urban Crisis. Attitude changes, experiences, and increased knowledge are among the possibilities. Students who completed the course still knew very few well-known members of minority groups and further, they still had read very few books, newspapers, and magazines. Is this finding important? Some will argue that information will not improve relations between races. Of course, information about minority life is not a panacea but possibly specific groups of college students have uneducated attitudes and beliefs about race relations because they are ignorant. Increased information about cultural life of minorities might be an important factor in their development. On the other hand, this particular course, Urban Crisis, had limited objectives which did not include increased knowledge about minority group culture. The major goal of the course was to develop a sensitivity to racial problems in an urban area.

Obviously, no single course in race relations can be equally effective with all students. Course content and method should be related to specific characteristics of students. For example, students taking Urban Crisis reported that they had met members of minority groups and were concerned and sensitive to racial issues before they enrolled in the course. This finding suggests that these students do not need to increase personal awareness of racism, but may need

information and facts to support their opposition to racism.

Open, moderate, and closed-minded students enroll in Urban Crisis. The significance of this fact is not clear from the research. In one sample, but not the other, we found differences in experiences with minority groups of students who had open, moderate, or closed minds. Open-minded students reported more experiences before taking the course than did moderate students but not more than closed-minded students. This finding suggests that the relationship between dogmatism and experience with minorities may not be linear. Moderate students may benefit from increased number of experiences with minority groups while closed-minded students may need another type of class format. The present research also suggests that the degree to which students taking Urban Crisis were open- or closed-minded was related to their number of non-experiences with minority groups at the conclusion of the course. Future research should try to describe in more detail the relationships between student experiences with minority groups and a wide range of personality characteristics.

Are students taking Urban Crisis culturally deprived? They certainly have a minimal acquaintanceship with minority groups. If this is true of them and they are, for the most part, interested in race relations, what about other students? Universities and colleges have broad educational obligations in trying to alleviate the ignorance which is partly the basis of racism in American society. Obviously, the methods of accomplishing this goal cannot be limited to the adding of courses. Books, magazines, and newspapers concerned with minority group life should be widely available in residence halls, fraternities, and sororities. Faculty teaching relevant courses could be provided with instructional materials related to racism. Counselors and student activities advisers could benefit from intensive educational training about the subtle psychological and social meanings of racism, and most importantly, formal and informal student leaders should be educated as to how norms of certain college peer groups are implicitly and sometimes explicitly racist.

Table 1

Means and standard deviations for variables used in follow-up evaluation of Social Science 93.

Variable	Mean	Standard Deviation
I. Knowledge of well-known minority group figures:		
Before	31.16	10.59
During	5.70	5.68
After	1.46	.98
Niver	25.48	8.39
II. Knowledge of community agencies:		
Before	.88	1.71
During	6.54	2.41
After	.14	.50
Niver	1.35	1.58
III. Interpersonal experience with members of minority groups:		
Before	6.98	3.31
During	1.04	1.36
After	.62	1.08
Niver	4.27	2.59
IV. Knowledge of minority group literature:		
Before	6.50	6.00
During	3.14	2.10
After	1.56	1.89
Niver	32.77	7.30
V. Satisfaction with course	13.77	5.79
VI. Dogmatism	53.20	11.17
VII. Grade in course	3.87	.38
VIII. Previous academic average	2.95	.65

Table 2

Open-minded, moderate, and closed-minded students' experiences before, during and after taking Urban Crisis

	Open- minded	Moderate	Closed- minded	F ratio	F ratio
Experiences before taking course	54.00	38.43	44.57	3.97	.02
Experience during course	14.70	18.33	16.24	.81	.55
Experiences after completing course	4.35	3.81	3.29	.45	.64
Non-experiences	57.40	66.48	67.48	2.89	.06

Scheffe Comparisons

		Mean	Mean	F ratio	P value
Before Course	Open vs. Moderate	54.00	vs. 38.43	3.92	.03
	Open vs. Closed	54.00	vs. 44.57	1.44	.25
	Moderate vs. Closed	38.43	vs. 44.57	.63	.54
During course	Open vs. Moderate	14.70	vs. 18.33	.80	.54
	Open vs. Closed	14.70	vs. 16.24	.14	.87
	Moderate vs. Closed	18.33	vs. 16.24	.27	.77
After course	Open vs. Moderate	4.35	vs. 3.81	.12	.89
	Open vs. Closed	4.35	vs. 3.29	.45	.64
	Moderate vs. Closed	3.81	vs. 3.29	.11	.89
Non-experiences	Open vs. Moderate	57.40	vs. 66.48	1.95	.15
	Open vs. Closed	57.40	vs. 67.48	2.40	.10
	Moderate vs. Closed	66.48	vs. 67.48	.02	.98

Table 3

Means and standard deviations for minority group experiences inventory prior to enrollment in Urban Crisis

	N	Mean	Standard Deviation
Knowledge of well-known minority group members ¹	44	127.27	19.87
Knowledge of Minneapolis councils and community agencies for minorities ²	44	15.34	3.99
Interpersonal experiences with members of minority groups ³	44	33.63	9.50
Knowledge of minority group literature ⁴	44	106.84	13.60
Dogmatism	44	51.68	12.15

Pearson Product Moment correlations for minority group experiences and dogmatism scores (N=44)

Prominent minority figures	1.00				
Community agencies	-.65*	1.00			
Interpersonal experiences	0.59*	.52*	1.00		
Minority literature	.37**	-.37**	-.53*	1.00	
Dogmatism	.02	.20	-.03	-.10	1.00

¹High scores indicate less experiences

²High scores indicate more experiences

³High scores indicate more experiences

⁴High scores indicate less experiences

*p ≤ .01 level

**p ≤ .05 level

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Footnotes

- ¹ This research was supported by funds from the Center for Curriculum Studies and from Student Life Studies at the University of Minnesota.
- ² The authors wish to acknowledge the special contributions of Mrs. Alice Rene and Mr. Kevin Murphy.
- ³ It was originally planned to have the same students complete the questionnaire at the conclusion of the course, but due to the Cambodian strike changes in the class precluded this.

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SOCIAL SERVICE AND SOCIAL ACTION PROGRAMS AT THE
UNIVERSITY OF MINNESOTA, FALL 1969 THROUGH FALL 1970

by

James Rounds, Jr.

Student Life Studies

University of Minnesota

Summary

The author identified 28 "social service" programs and 31 "social action" programs and organizations available for student participation in Fall 1970. Through interviews and data collected, the author delineated the following characteristics of social service programming at the University of Minnesota: first, a quantitative shortage of social service programs for student participation exists at the University; second, the University does not sufficiently promote or initiate social service programs; third, the existing social service programs do not reflect current student priorities regarding issues and problems in our society; fourth, student groups exclusively sponsoring social service programs have problems sustaining these programs from year to year; fifth, University students are increasingly receiving academic credit for participation in social service programs; and sixth, knowledge and coordination of social service programs is lacking among University students and staff. Recommendations are offered both for additional research in social service programming and for changes in social service programming at the University of Minnesota.

Statement of Problem

On August 4, 1970, Ralph Berdie requested a preliminary study to identify existing programs and activities either at the University of Minnesota or in the nearby University community that are available for University students to resolve various social, political, and economic issues in society. After reviewing numerous programs, the author has decided to develop a working definition to differentiate various programs and activities. The specific programs identified by the preliminary study had the following defining characteristics: first, the program must be open and accessible for participation by University of Minnesota students (Minneapolis campus students); second, the program should involve both the University community and the larger metropolitan community, i.e. student participants should be able to interact and affect attitudes of community people, not only their fellow students; and third, the understood or perceived goals of these programs must be directed towards resolving economic, social, and/or political issues in society, e.g. racism, war, poverty. The third defining characteristic of programs is interpreted through the stated goals of programs when these are available; otherwise, the goals verbalized either by director, member, or literature of the program are regarded as the actual or real goals. This study does not evaluate the actual versus perceived goals of programs and groups. Neither does the study evaluate the effectiveness of groups or programs in progressing towards these goals. The "resolving of issues" is defined in a broad sense, i.e. tutoring inner city children or changing the economic system of society are both defined as resolving the issue of poverty. Since tutoring children and changing the economic system vary greatly in the approach and methods of solving the problem of poverty, the author will designate the former as a "social service" program and the latter as a "social action" program. Social service programs are defined as programs which treat the existing problem and have an individualist approach to resolving the problem; whereas social action programs are defined as programs which endeavor to change fundamental social, political, and economical structures and processes in our society and have a collective, activist approach to resolving the problem. Obviously the categorization of programs or organizations as social service or social action is difficult and at times arbitrary, but the YMCA's Project Motivation and the SDS's study group on poverty differ both in method and approach to the issue and type of student who participates. This study is primarily concerned with social service programs from Fall 1969 through Fall 1970.

Methodology

The methods used for identifying programs and organizations that fulfill the working definition were the following: 1) fifteen interviews were conducted with personnel and directors of programs at the University and in the campus community, 2) literature was gathered from various organizations and programs, and 3) the author utilized information from his personal experiences at the University.

Within an interval of two months, the author interviewed fourteen University students and staff members; Lud Spolyar was interviewed twice.

Alphabetical List of Interviewees

Blake Biles, former Political and Social Group Advisor, SAB.
Connie Green, Community Involvement Advisor, SAB.
Vijay Gupta, President of International Student Council.
Peter Hames, President of West Bank Union.
Eileen Johnson, International Programs Advisor, SAB.
Jeffery Johnson, Program Director of the Living-Learning Center.
Conrad Jones, Human Relations Advisor, SAB.
Joe Kroll, Teacher Service Corps Coordinator, LLC.
Rick MacPherson, President of the Minnesota Student Association.
Bernie Molitor, Special and Current Events Advisor, UBOG.
Ludwig J. Spolyar, Director of Student Activities Bureau.
Ludwig J. Spolyar, Human Relations Programs.
Sally Todd, Acting Coordinator of Religious Activities.
Doug Wallace, Executive Director, YMCA.
Don Zander, Assistant Vice President, OSA.

In each of the fifteen interviews the author asked the following two questions: first, with the supposition that students are concerned with issues such as racism, war, ecology, and poverty, what programs are available so that students may attempt to resolve these issues; and second, what other programs and activities are you planning to implement to provide students avenues to resolve various problems in society.

The author excerpted¹ two types of statements from these interviews. First, the author abstracted descriptive statements of existing social service programs; these statements are included in the "Summary Description of Social Service Programs, Fall '69 through Fall '70." Second, the author excerpted statements representing various characteristics and problematic areas of social service programming; these statements are included in the "Interview Excerpts: Characteristics of Social Service Programming."

Results

The author identified as satisfying the working definitions twenty-four social service programs shown in Table 1 and twenty-nine social action programs and organizations shown in Table 3 in the school year '69 - '70 and twenty-eight social service programs shown in Table 2 and thirty-one social action programs and organizations shown in Table 4 in Fall 1970. Of the twenty-eight social service programs in Fall 1970, eleven programs shown in Table 2 are classified as new programs and seventeen programs are continuous programs from the '69 - '70 school

¹These interview excerpts are presented instead of the complete individual interviews for the following reasons: first, to save space -- the fifteen interviews totaled 42 typewritten pages; and second, to allow the interviewees anonymity.

year. Of the thirty-one social action programs or organizations in Fall 1970: eight programs and organizations shown in Table 4 are classified as new programs and twenty-three programs or organizations are continuous programs from the school year '69 - '70.

Insert Tables 1, 2, 3, and 4

The following thirteen organizations sponsored or jointly sponsored the thirty-four social service programs from Fall '69 through Fall '70:

<u>Organization</u>	<u>No. Programs</u>	
	<u>Sponsored</u>	<u>Co-sponsored</u>
YMCA	9	0
Student Activities Bureau	3	4
Minnesota Student Association	0	6
Living-Learning Center	3	3
International Student Council	1	4
Foreign Student Office	0	4
Union Board of Governors	1	3
Afro-American Action Committee		
American Indian Student Association		
College of Liberal Arts		
Students for Environmental Defense		
Student Project for International Responsibility		
West Bank Union		

Either
sponsored or
co-sponsored one
program

Three organizations, YMCA, SAB, and MSA, sponsored or co-sponsored over 50 percent of the social service programs and the YMCA exclusively sponsored nine programs. Of the twenty-eight social service programs functioning in Fall 1970, two were environmental programs, two human relations programs, ten (36%) inner city programs, eight (29%) international programs, and six (21%) programs of an unclassified nature.

Insert A Summary Description of Social Service
Service Programs: Fall '69 through Fall '70

In terms of student participation in specific social service programs only five programs had over one hundred participants: Free University (450); Project Motivation (150); One-to-One (140); Student Project for International Responsibility (SPIR) (140); and Acting for International Rapport (AIR) (100). The volunteer programs administered by SAB attract over four hundred student participants and the Living-Learning Center directed study programs have approximately one hundred and eighty-seven participants. Data regarding student participation in many social service programs are incomplete; thus the total student participation in social service programs is not available.

Discussion

Before discussing the results, the author will emphasize some of the weaknesses and limitations of the study. First, the study is not comprehensive in coverage of social service programs. The religious foundations were superficially studied through literature gathering and an interview with Sally Todd, Acting Coordinator of Religious Foundations. Various course offerings in the College of Liberal Arts were not included; Social Science courses such as "Crisis in Human Relations" and "Urban Crisis" could be included as having a social service orientation. Second, the author at times relied exclusively on verbal reports from directors and participants of programs and organizations; the author has some "intuitive" doubts concerning "the promotion of international understanding" as the goal for some of the international programs. Third, the study reports data for social service and social action programs through Fall 1970; additional programs will be developed in Winter and Spring 1970.

From the preliminary survey the author identified twenty-eight existing social service programs in Fall 1970. Of these twenty-eight programs, eight programs could be considered as primarily educational in nature: Free University, Student Project for International Responsibility, World Games, Honduran Project, International Exchange Program, Student Project for Amity Among Nations, Cross-Cultural Workshops, and Living-Learning Center Directed Study programs, and two programs could be considered as non-continual programs in Fall 1970, or as short-term projects: International Emphasis Week and the Environmental Conference. Regarding these ten programs as peripheral to the working definition, the social service programs available for student participation is reduced from twenty-eight to eighteen. The author has no criteria to state how many social service programs should be available and has only limited information on the expressed student need for such programming. Without strictly limiting the working definition of social service program, the identification of twenty-eight social service programs for some forty thousand students is evidence for either a lack of concern among students for development of these programs and a lack of sufficient programming by the University in this area.

The data also indicates that students are more concerned or interested in international programs (29% of programs) than human relations or environmental programs. This can be disputed by studies which show major student social concerns for the issues of Vietnam war, racism, and domestic priorities (inner city), and the April 1970 teach-in showing growing concern for the environment.¹ Thus, the social service programs at the University do not accurately reflect student concern for issues in society.

Another result of the preliminary study is that the University has given limited support to the social service programming. This limited support is through advisors at the Student Activities Bureau, Union Board of Governors, and

¹R.E. Peterson, The Scope of Organized Student Protest in 1967-1968. (Princeton, N.J.: Educational Testing Service, 1968), and Presidential Commission on Campus Unrest (unpublished).

West Bank Union who assist students in program development.

Insert Interview Excerpts:
Characteristics of Social Service Programming

From the fifteen interviews, the following subjective appraisals were expressed regarding social service programming at the University: first, social service programming needs to be increased quantitatively to allow University students opportunities to resolve social problems; second, the University does not sufficiently promote or initiate social service programs; third, the existing social service programs do not reflect current student priorities regarding issues and problems in our society; fourth, student groups when exclusively responsible for social service programming have problems in sustaining these programs from year to year; fifth, University students are increasingly receiving academic credit for participating in social service programs; and sixth, knowledge and coordination of social service programs are lacking among University students and staff. To further illustrate and support these six statements, the following comments are selected from the interviews.

Need and Lack of Social Service Programs. Last year we turned away over one hundred students for Project Motivation. The YMCA has kept the projects small so we could provide proper feedback and evaluation to students.

Most programs are peripheral to the real issues; policy is not being set in this area. The Berninghausen proposal and the Freshman Orientation programs (The National Crisis) are attempts at policy to resolve some of the issues. To be honest, we don't (University) have many programs that are directly concerned with resolving the issues you spoke of.

Lack of Active Participation by the University in Development and Sponsoring of Social Service Programs. The students at the University are issue orientated, not group orientated. University policy doesn't reflect this student orientation towards issues...I agree with you entirely that the biggest problem in OSA is that we are crisis orientated not program orientated. We tend to react not act, but still see ourselves as change agents which we are not.

Questions concerning poverty and racism must be raised loud and clear. And it would be helpful in developing programs to resolve these various issues if University policy was more definitive in this area.

Priority of Current Social Programs. The only reasons I see for the University and students not developing racism programs is that the University is crisis prone and contact with black people is limited...maybe we need another Morrill Hall to wake the University up to the fact that white racism is alive.

I hear a lot about the need for human relations programs, but no one seems to be doing anything to improve relations between the races.

Students need to be aware of the destruction and depth of white racism...there seems to be few if any programs to confront students on their racism.

Problems of Continuity in Student Social Service Programs. There are three reasons why students have problems in sustaining programs: first, students lack time to spend on the everyday work of a program; second, and this may be related to the first reason, most students have to work to have money to finance their education -- this means not only that the better off students tend to be involved in social programs, but also, many students who are skillful in planning are not involved; and, third, students don't have the know how or skills to plan programs.

Academic Credit for Social Service Programs. ...the programs at the LLC accent both the educational component and the activist component of social problems. In a certain sense, when a student studies a social problem, e.g. poverty, the student may find a new approach to eradicating poverty or the student may become involved in an active way to change the conditions which further poverty. It is difficult to draw a line between an educational approach and an activist approach to social problems at the LLC. A student could earn credit for a project that involved a direct intervention in a social problem as long as there is an educational evaluation of the project.

Most of the programs at the YMCA students can earn credit for...the Metro-Intern Program will include both Fall and Winter quarter; students will attend a weekly back up seminar for academic credit...in the SEMPACC Pilot Project students will earn credit each quarter they participate.

Lack of Knowledge and Coordination of Social Service Programs. Even though I should know what other people are doing in this area...well, frankly, I am not well acquainted with _____ programming, but I can list organizations and people to contact for further information.

A common problem in community organizing is the fragmentation existing in the community. When I came to the University, I thought this problem would not exist, but the University is fragmented beyond belief into departments, colleges, and administrative branches here and there ...no one seems to know what anyone else is doing in programming.

Although, this study is preliminary, the author is convinced of the need to make some recommendations both for expanding and strengthening social service programs at the University and for further research in the area of social service programming. The following research topics could be explored by SLS:

1. The Student Activities Bureau staff have encountered problems advising various social action groups on campus. A University staff member stated the problem as, "What role should a staff person play in working with students on social and political issues? Should the staff person be intimately involved with the student group or would the staff person lose his effectiveness working too close with the student group?"

2. What personality factors or motivational factors differ students who participate in social service programs (Project Motivation) and social action programs (Southeast Housing Union)? Many students and staff the author interviewed were interested in the type of student that was involved in the various programs at the University.

3. In the school year 1968 - 1969 a special course, "Challenging University Structures", was attended by a preselected group of students who were considered leaders on campus. The students who attend this course have been responsible for many of the academic reforms at the University. A University staff member stated that:

Student participation in University governance has increased especially since reorganization of the University Senate and Twin Cities Assembly...This is an example of how effective a course instituted by the University has changed the governance of the University -- Tom Walz taught a class in academic reform in which students like Joe Kroll, Tom Gilsean, Becky Barbatis were given tools and ideas to change the University.

How effective are accredited courses in providing students with skills to change University structures? Would a course in social service programming effect changes in quality and quantity of programming at the University?

Currently, SAB and MSA are offering a course for student Senators directed at the following goals: Understanding the relationships of power at the University, establishing goals and follow through on these goals, developing lobbying skills, and establishing time for Senators to develop special projects.

4. How does involvement in social service and social action programs affect students? Do these programs increase frustration and powerlessness, help students develop a realistic outlook towards the problem and realistic methods to solve the problem; do these programs radicalize or heighten commitment to the issues; and do these programs increase or decrease the participants's dogmatism?

5. Do students at the University perceive a need to develop additional social service programs? If students believe there is a need for additional social service programs, what should the role of the University be in development and spon-

sorship of these social service programs? The YMCA programs are in a transition from "ameliorative programs (working with the results of the social problem) to social change programs." Does this transition in program orientation at the YMCA reflect students' attitudes towards social service programming?

6. How do students discover social service opportunities? A survey is needed to assess how effective current communication efforts are in alerting students of the opportunities to participate in social service programs.

Recommended changes in social service programming at the University of Minnesota:

1. Students should be paid by the University for time spent on developing and coordinating social service programs for other students; and students should control any distribution of funds to other students. Many of these social service programs are available to other students because certain students devote time to these activities. The lack of continuity among student programs may be due to these students having to drop from these activities to earn money to finance their education.

2. The University should clarify policy as to the relationship of social service programs to the aims and goals of the University and education. A University staff member stated, "Questions concerning poverty and racism must be raised loud and clear. And it would be helpful if University policy was more definitive in this area."

3. The University should develop methods to promote social service and change programs outside the University among private organizations that service University students, e.g. Religious Foundations. Obviously, the University cannot carry the burden for the development and sponsoring of all the social service programs for students.

4. The University should centralize volunteer and social service opportunities (central clearing house) for students and University staff. These volunteer positions should be published in the Daily once a week to facilitate this communication.

Table 1

Social Service Programs, Sponsors,
and Number of Student Participants; Academic Year 1969 - 70

Program	Sponsor(s)	Number of Student Participants
+ American-Indian Educational Conference	AISA/UBOG	*
+ AAAC National Conference	AAAC/U.M.	*
Acting for International Rapport (AIR)	MSA/ISC	100
+ African Week	ISC/UBOG	*
Collegiate Panel	YMCA	*
Community Action Learning Program	WBU	*
Community Design Studios	LLC	25
+ Environmental Teach-Ins	SED	*
Free University	MSA/Students-Community People	450
Honduras Project/Field Center	LLC/SPIR	10
International Embassy	YMCA	50
International Emphasis Week	MSA/ISC	*
International Exchange Program	MSA/FSO	8
One-to-One	MSA/SAB	140
+ Palestine Teach-In	ISC	*
+ Panel of Americans	SAB	20
Project Act	YMCA	25
Project Awareness	SAB	24
Project Friendship I and II	YMCA	40
Project Motivation	YMCA	150
School Without Walls	LLC/Marshall-University High	20
Students Project for Amity Among Nations (SPAN)	CLA/FSO	*
Student Project for International Responsibility (SPIR)	MSA/SAB/FSO	140
Volunteer Programs ¹	SAB	400

¹Volunteer programs are a composite of opportunities available for students to volunteer time in community centers, inner-city schools, and other institutions through Connie Green, SAB. UBOG and SAB sponsored "All Campus Volunteer Day":, October 1970 in which attendance was estimated at 2,000 students.

* Information not available.

+ Programs not available in academic year 1970 - 71.

Table 2 -10-
 Social Service Programs, Sponsors,
 and Number of Student Participants; Fall Quarter 1970

Program	Sponsor(s)	Number of Student Participants
Acting for International Rapport (AIR)	MSA/ISC	100
+ Business Reaching Insight, Directing Growing Empathy for Students (BRIDGES)	YMCA	15
Collegiate Panel	YMCA	*
Community Action Learning Program	WBU	*
+ Cross-Cultural Workshops	ISC/SAB/FSO/UBOG	*
+ Environmental Conference	YMCA	*
Free University	MSA/Students-Community People	450
Honduras Project/Field Center	LLC/SPIR	*
International Embassy	YMCA	50
International Emphasis Week	MSA/ISC	*
International Exchange Program	MSA/FSO	8
+ Living-Learning Center Directed Independent Studies ¹	University College	187
+ Metro-Executive Internship	YMCA	8
+ Margaret Barry/NE Neighborhood/Glendale	LLC	*
One-to-One	MSA/SAB	140
Project Act	YMCA	25
+ Project Adapt	LLC/PIE	80
Project Awareness	SAB	24
Project Friendship I and II	YMCA	40
Project Motivation	YMCA	150
School Without Walls	LLC/Marshall-University High	20
+ SEMPACC Pilot Project	YMCA	8
+ Southeast Drop-In Center	UBOG	20
Student Project for Amity Among Nations (SPAN)	CLA.FSO	*
Student Project for International Responsibility	MSA/SAB/FSO	140
+ Urban Education Center ²	LLC	*
Volunteer Programs	SAB	400
+ World Games	LLC	*

¹The LLC provides assistance to individual students on specific directed study projects and initiates and sponsors directed group programs. The latter programs are included separately, e.g. Urban Education Center, and the former are included herein. The author identified the following directed study projects with a social service counterpart in Fall '70: Urban Internships; Tutoring Mexican-American Families; Organizing People for Social Change; Pre-School Music for Children of Minority Groups; Northeast Drop-In; Live-In Counselors at Lino Lake Diagnostic and Detention Center; Introduction to Community Development.

²The Urban Education Center is an expansion of the Community Design Studios to include disciplines other than architecture.

* Information not available.

+ New programs in Fall 1970; not offered in academic year 1969-70.

Table 3

Social Action Organizations in Academic Year 1969 - 70¹

+ Afro-American Action Committee (AAAC). Black student group.

+ Campus Americans for Democratic Action (ADA). Worked on lowering the voting age to 19; active student membership² = 3.

Campus Committee for Freedom in Greece. Some campus programming; leafleted the movie "Z" downtown; active student membership = 12.

Coalition to Lower Voting Age. Some campus recruiting and fund raising; active student membership = 4.

+ College Young Democrats. Some campus programming, e.g. George Scott; active student membership = 6.

Committee of Concerned Asian Scholars. Anti-war group developed out of Student Strike; prime function - educational.

+ Environmental Teach-In. Self explanatory.

Fight Repression of Erotic Expression (FREE). Homosexual student group; sponsored Union Dances; inward orientation towards homosexual identity; active student membership = 30.

Honeywell Project. Student group for the community Honeywell Project; active student membership = 12.

Free University. Active in building counter educational institutions; some four hundred students attend classes; Marv Davidod's class, "Revolutionary Non-Violence", attracts one hundred students per quarter.

Latin Liberation Front. Chicano students organized to support Third World movements.

¹Notes concerning active political and social groups received from Blake Biles.

²Active student membership refers to students who attend regular meetings and who do the everyday work of an organization.

+ Organizations not available in Fall '70.

Movement for a New Congress. Developed out of Student Strike; involved in supporting liberal political candidates in November 3rd election.

+ New Mobe. National umbrella for anti-war groups; sponsored October and November Moratoriums; active student membership = 100.

Peace College. Developed out of Student Strike; offered over one hundred courses during the Strike.

Psychologists for Social Action. Liberal graduate and faculty psychologists involved in social problems.

Sex and Family Education (SAFE). Changed Health Service policy on contraceptives; distributed contraceptive information during Freshman Orientation; active student membership = 12.

Speakers for Social Change (Speakers Bureau). Developed out of Student Strike; in operation during summer with expert speakers in the area of Asia Affairs, Drugs, and Vietnam.

Sociology Liberation Front. Radical sociology students; goals involve the change of Sociology to meet perceived needs of society; active student membership = 8.

Students Against Selective Service (SASS). Draft counseling; facilitated changes in University selective service policy and Freshman Orientation information.

Students for a Democratic Society (SDS). Progressive Labor faction of SDS; active student membership = 25.

Students for Environmental Defense (SED). Membership from scientific oriented student population, but have activist overtones; received New York Times coverage of combustion engine burial; active student membership = 12.

+ Students for the Preservation of the American Republic (SPAR). Conservative activist students; active student membership = 4.

Student Mobilization Committee (SMC). Represented in the New Mobe; major anti-war group on campus; active student membership = 30.

Twin Cities Draft and Informational Center (TCDIC). Draft counseling; very active in anti-war movement.

Vets Club. Non-political veterans not interested in VFW or American Legion; basically a social club; active student membership = 40.

Vets for Peace. Anti-war veterans; active student membership = 80.

Young Americans for Freedom (YAF). Conservative student political organization; tendency towards debate, not action; active student membership = 10.

Young Socialist Alliance (YSA). Marxist-Leninist political party.

Youth Emergency Service (YES). Twenty-four hour a day counseling and referral service for legal, sexual, drug, and psychological problems.

Table 4

Social Action Organizations in Fall Quarter 1970¹

Campus Committee for Freedom in Greece. Some campus programming; leafleted the move "Z" downtown; active student membership² = 12.

Coalition to Lower Voting Age. Some campus recruiting and fund raising; active student membership = 4.

Committee of Concerned Asian Scholars. Anti-war group developed out of Student Strike; prime function - educational.

* Environmental Action Center. Newly formed student group; tactics of direct action against pollution as opposed to SED's non-activist orientation; active student membership = 10.

Fight Repression of Erotic Expression (FREE). Homosexual student group; sponsored Union Dances; inward orientation towards homosexual identity; active student membership = 30.

Honeywell Project. Student group for the community Honeywell Project; active student membership = 12.

Free University. Active in building counter educational institutions; some four hundred students attend classes; Marv Davidod's class, "Revolutionary Non-Violence", attracts one hundred students per quarter.

Latin Liberation Front. Chicano students organized to support Third World movements.

* Minnesota Libertarian Alliance. MLA is dedicated to the creation of a society of laissez faire capitalism in America; newly formed organization in Fall, 1970.

¹Notes concerning active political and social groups received from Blake Biles.

²Active student membership refers to students who attend regular meetings and who do the everyday work of an organization.

* Organizations newly formed in Fall '70.

Movement for a New Congress. Developed out of Student Strike; involved in supporting liberal political candidates in November 3rd election.

Peace College. Developed out of Student Strike; offered over one hundred courses during the Strike.

Psychologists for Social Action. Liberal graduate and faculty psychologists involved in social problems.

* S.E. Housing Union. Students residing in S.E. Minneapolis are forming a union consisting of tenants, and small property owners to combat high rent and property taxes; active student membership = 25.

Sex and Family Education (SAFE). Changed Health Service policy on contraceptives; distributes contraceptive information during Freshman Orientation; active student membership = 12.

Speakers for Social Change (Speakers Bureau). Developed out of Student Strike; in operation during summer with expert speakers in the area of Asia Affairs, Drugs, and Vietnam.

Sociology Liberation Front. Radical sociology students; goals involve the change of Sociology to meet perceived needs of society; active student membership = 8.

* Students for Earle Craig. Active in recruiting and fund raising on campus.

* Students for Anderson.

Students Against Selective Service (SASS). Draft counseling; facilitated changes in University selective service policy and Freshman Orientation information.

Students for a Democratic Society (SDS). Progressive Labor faction of SDS; active student membership = 25.

Students for Environmental Defense (SED). Membership from scientific oriented student population, but have activist overtones; received New York Times coverage of combustion engine burial; active student membership = 12.

Student Mobilization Committee (SMC). Represented in the New Mobe; major anti-war group on campus; active student membership = 30.

Twin Cities Draft and Informational Center (TCDIC). Draft counseling; very active in anti-war movement.

* University of Minnesota Women's Liberation. Female student organization whose goal is to change the role of women in society; membership increasing rapidly.

Vets Club. Non-political veterans not interested in VFW or American Legion; basically a social club; active student membership = 40.

Vets for Peace. Anti-war veterans; active student membership = 80.

Young Americans for Freedom (YAF). Conservative student political organization; tendency towards debate, not action; active student membership = 10.

Young Socialist Alliance (YSA). Marxist-Leninist political party.

Youth Emergency Service (YES). Twenty-four hour a day counseling and referral service for legal, sexual, drug, and psychological problems.

* Z-14. Developed out of Red Barn Occupation; goals are decent housing and stopping of urban renewal in Southeast (Dinkytown).

Table 5

A Summary Description of Social Service Programs; Fall '69 Through Fall '70¹

Environmental Programs

Environmental Teach-In. The Environmental Teach-In was developed around Earth Day, April 22, 1970, a national day of concern for the ecological problems in our society. During the week of April 22, a multitude of various problems from seminars to demonstrations were planned. Although the program was planned by students, many citizen groups participated. The basic goal of the Environmental Teach-In was to alert the American society to ecological problems.

Environmental Conference. In November 1970, students from the YMCA are sponsoring a statewide Environmental Conference to gather together members from the many ecological groups in Minnesota. The goals of the conference are: first, to assist ecological groups in identifying and reaching consensus on certain environmental issues; second, the pooling of resources and coordinating of activities to achieve meaningful action; third, the training of effective methods for lobbying in the Minnesota State Legislature; and finally, the development of a concrete strategy for student involvement in environmental action.

World Games. The World Game is attempting to organize the way the world is run through careful application of systems analysis and technology. For example, the Game is attempting to solve problems of food production and food preservation.

Human Relations Programs

AAAC National Conference. The conference consisted of a week of workshops and programs with the goals of examining the role of the Black man in White society and developing solidarity among Black students.

¹The description of social service programs was drawn freely from interviews and available literature.

ADAPT (Appreciating Differences Among People and Things). Project ADAPT involves 4th and 5th grade students from twenty St. Paul elementary schools in a program to develop awareness and appreciation of new people and new experiences through a curriculum in human relations. Each elementary school involved in Project ADAPT has a team consisting of three or four University students. The University students assume full responsibility for weekly presentations and meet monthly with the teacher to plan future lessons.

American - Indian Educational Conference. The AIEC was a weekend conference with the goal of studying and analyzing the problems of the American Indian in America.

Panel of Americans. The Panel of Americans is composed of seven panels of University students with each panel consisting of: a Jew, a Roman Catholic, a Protestant, a Negro, and a member of a fifth category of special religious or cultural interest. The Panel serves as a discussion forum explaining various religions and racial backgrounds of students. Audiences before whom the Panel has appeared include fraternities, sororities, residence hall groups, and high school assemblies.

Project Awareness. Beginning the summer of 1969, sixteen to twenty-four University of Minnesota students have been involved in a summer program with the Chippewa Indians on the White Earth Indian Reservation and Pine Point in Northern Minnesota. The students live and work on the reservation and conduct classes in basic educational skills. The goals of Project Awareness are the following: to provide Indian elementary students with special remedial assistance in English, arithmetic, and reading; and to provide University students avenues for commitment to the resolving of problems encountered by Indians.

Inner City Programs

Community Action Learning Program. The West Bank Union in conjunction with students who were interested in problems of the inner city have developed a series of programs: Urban Plunge -- an intensive forty-eight hours of experiences in exploring the various culture and life styles of the inner city; Police Ride Along-- students would ride with a policeman on a Friday or Saturday night; and Youth Emergency Service involvement.

Community Design Studios (Urban Education Center). In 1969 three studios with approximately 40 architecture students were operating in the Model Cities Program in Minneapolis, in S.E. Minneapolis, and in Selby area of St. Paul. The studio students involved themselves in the life of the community with the goal of availing themselves of a consumer input into social problems. See Urban Training Lab.

Margaret Barry House/N.E. Neighborhood House/Glendale Center. This inner city program consists of a series of group projects with children, teenagers, and adults. The student has an opportunity to develop his own program for the community or to participate in current programs through the Settlement House.

One-to-One. One-to-One is a big brother and big sister program that matches University students with an inner city child, a junior high school student. The goal of the program is to match an inner-city child with an adult who provides the child an opportunity to develop a friendship on an individualized level and introduces the child to various cultural experiences.

Project Friendship. P.F. provides opportunities for forty students per quarter to work with youngsters termed delinquent by the courts. P.F. is divided into three phases: phase one, once a week at the Lino Lakes Detention Center twenty students interact in group projects with delinquents; phase two, the one-

to-one matching of students with teenagers on probation; and phase three, student volunteers waiting to be assigned to "phase two" work with the Department of Correction out of a Southside storefront in a preventive delinquency program.

Project Motivation. P.M. is designed for 150 University students for a one year commitment with an inner-city child. The University students work on a one-to-one basis with second to sixth grade children from inner-city neighborhoods. A volunteer meets with the child at mutual convenience once or twice a week.

SEMPACC Pilot Project. Eight students are assigned to the Southeast Minneapolis Planning and Coordinating Committee as of October 10, 1970 to work on various community projects.

School Without Walls. The SWW is an experimental "free" school within Marshall-University High School for chronic truants and academic failures in the classroom. Some twenty-five University students serve as staff to develop and teach courses in areas of interest to these Marshall-University students. The goal of SWW is to provide these Marshall-University students with some successful learning experiences.

Southeast Drop-In Center. The Southeast Drop-In Center is a program in which students spend some 10 - 15 hours a week for nine months involved with the problems of urban youth in S.E. Minneapolis.

Urban Education Center (Urban Training Lab). The Urban Education Center is a community center serving as a base for field studies for a wide range of students from different disciplines and as a community training center for various community groups. The focus of the Lab is the development of a capacity among students for dealing with inner-city problems within an interdisciplinary framework and field setting.

Volunteer Programs. The University has centralized requests for volunteers from the surrounding community through Connie Green, Community Involvement Advisor of the Student Activities Bureau. Student volunteers are needed to provide friendship to a disadvantaged or emotionally disturbed child, to visit children in hospital wards, to accompany blind people to cultural events, and to assist in the Head Start programs and neighborhood community centers.

International Programs

Acting for International Rapport. AIR is a program designed for the purposes of developing and enhancing both international interests and mutual understanding between peoples. This interpersonal interaction between foreign and American students occurs in social and educational activities and by helping in the orientation of new foreign students.

African Week. In spring 1970, a week of cultural, social, and political activities occurred around the theme of the diversity of African life.

Honduran Project. SPIR members through the Living-Learning Center developed a cross-cultural field project in Honduras in '69-'70. Subsequently, the LLC has developed a field center in Honduras for further international student programs.

International Emphasis Week. This program consists of a week of speakers, movies, and discussion groups sponsored by various international groups on campus. The International Emphasis Week is intended to introduce and to educate students to both the ongoing international activities, organizations, and opportunities that exist on campus, and to present international issues and themes for discussion.

International Embassy. The embassies are weekend programs for international students to visit other towns and cities in Minnesota. These weekend visits are planned both for Minnesotans to develop an awareness of other cultures, values,

and styles of life; and for foreign students to have an opportunity to experience American community life.

Palestine Teach-In. The teach-in, Spring 1970, was a day of seminars to discuss the Arab-Israel conflict.

International Exchange Program. The University of Minnesota (reciprocal) international student exchange program consists of direct and mutual exchange of students on one year scholarships in which a Minnesotan goes abroad and a foreign student is sponsored on U.M. campus. A basic objective of the program is to create more realistic concepts of another culture and the inter-relationship of these cultures.

Student Project for Amity Among Nations. Although SPAN is an upper division course in Foreign Study, College of Liberal Arts, it is included, because of its complex relationship with the Work Study Travel Abroad Center and SPIR.

Student Project for International Responsibility. The purpose of the SPIR organization is to promote interest, understanding, and commitment to internationalism. Last year two SPIR groups went overseas, one to Turkey and the other to Honduras. Other groups of SPIR members remained in Minneapolis and studied Eastern religions with students from India, Ceylon, and Thailand.

Cross-Cultural Workshops. The Cross-Cultural Workshop is a new program in '70 - '71 with the goal of developing a greater understanding of different international cultures by University students and foreign students. The workshops consist of intensive sensitivity sessions to the differences in culture and behavior.

Miscellaneous Programs

Business Reaching Insight, Directing Growing Empathy for Students. BRIDGES is a program in which approximately fifteen students attempt to facilitate

communication among University students and the business community. The students form panel teams and are available to speak to business boards, committees, and staff at various corporation's request.

Collegiate Panel. The Collegiate Panel consists of student panelists who discuss topics such as dating, sex, and drugs with Y-Teen and Hi-Y groups in the Minneapolis area.

Free University. The Free U is an educational alternative to formal educational institutions. All the courses are taught by volunteers who choose their own subjects, arrange their own places and times, and conduct their courses in whatever way they please. There is no registration and usually no cost. Attendance is completely voluntary. Approximately half of the participants are students from the U of M; other participants include working people, college graduates, and high school students.

Living-Learning Center Programs. (Directed Study). The L-L Center is a program of the University College which assists students in the planning and carrying out of off-campus study experiences. The Center will help students find credit for the study of social issues and problems; the LLC believes it is difficult to draw a line between an educational approach and an activist approach to social problems. In the school year '69 - '70 some of the following courses were offered: Innovation in Higher Education, Urban Renewal and the West Bank area, Communications and the Helping Process, and Poverty in Minneapolis.

Project Act. P.A. involves twenty-five students working with retarded children at Motely School. On a volunteer basis students spend approximately three hours per week in individual contact with a retarded child.

Metro-Executive Internship. Eight local companies, e.g. Honeywell, NSP, sponsor one student each to study the company's policy decisions as they affect the environment and wider community. The Metro-Intern Program extends through fall and winter quarter; students attend a weekly back up seminar for academic credit.

Interview Excerpts: Characteristics of Social Service Programming

The following interview excerpts are arranged under six rubrics:¹ the relationship of the University to social service programming; the quantitative dimensions of social service programming; knowledge and coordination of social service programs; priority and social service programs; program continuity and student programming; and, academic credit and social service programs.

Relationship of the University to Social Service Programming

The primary relationship of the University to social service programming is through University staff who advise and coordinate social service programs. One interviewee expressed his role to social service programming as:

I am a broker between agencies in the community that are looking for student volunteers and students who want to do volunteer work in the community. What generally happens is that a student comes to me and says he wants to do volunteer work. I ask the student how much time he has for volunteer work and what skills, talents, and interests he possesses. Then, I look through a file compiled of various community agencies that are looking for volunteers who have these characteristics. Finally, the student is sent to the community agency which supervises his activities. Thus, I am really a mediator between community agencies and students.

Two other interviewees expressed their advisor's role as including a communications function.

In this role I am part of the administration, but I am much closer to the students than the people in the central administration...at times I am a moderator creating bridges between the administration and the students.

I saw my role as being a middle person whose job was to increase communication and decrease paranoia between the administration and student action groups. Part of my time was spent trying to sensitize people in the administration to what was going on among students.

University staff whose job is to advise and coordinate social service programs or groups sponsoring these programs have encountered problems with this role. One interviewee expressed the problem as:

What role should a staff person play in working with students on social and political issues? Should the staff person be intimately involved with the student group or would the staff person lose his effectiveness working too close with the student group? Should a staff person carry a placard? We had a recent problem in which a staff member of SAB was asked by FREE to carry a picket sign in front of the administration building...I would lose my effectiveness with various factions at the University, if I personally committed myself to work intimately with a student group. I

¹ Although several interview excerpts could be included under one or more rubrics, excerpts are presented only once.

will not use my job which I am paid for to express my views...I have to deal with many different groups such as the campus and city police and my effectiveness depends on whether they trust me. I feel like a eunuch with the students asking me to commit myself and at the same time attempting to retain the trust of the police. What would a policeman think if I was wearing a button supporting the group that was demonstrating? The staff is put in a very frustrating position trying not to let their personal beliefs enter into their advisor role...When I am asked by students at a demonstration what I am doing there, I answer that I am here to teach you how to demonstrate properly.

Another staff member expressed the problems he encountered with his advisor's role as:

...both the administration and students perceived the job (advisor) as a student policeman. The Administration, also, looked at it as a flunky job. Thus, I had trouble with this role, because first, the job demands that you have a creditable position among students, but when this creditability is achieved the Administration accuses you of being in cahoots with the students; second, students tend to perceive my role as an agent of the administration whose job was to spy on student groups; third, I could not voice personal feelings about the war and injustice from my advisor job; and, fourth, the problem of the student power kick--students would not listen to me, because they perceived I had no power. ...Some of these problems were reflected in an internal struggle within the Student Activities Bureau. Two issues predominated in the SAB struggle: first, I was trying to get people on the staff to change their ideas of their role as an advisor; and second, I attempted to change various SAB policies, e.g. poster requirements.

The individual role of University staff to social service programming is representative of the following stated purpose of the Student Activities Bureau.

The Student Activities Bureau does not fund or institute any programs or activities to resolve social issues. We provide staff to help students resolve various social and political issues...students come to us (SAB) with their idea or program...a SAB staff member is assigned to work with these groups and assist them in their programs and activities. We help students express their views.

We (SAB) should be aware of the potential happenings...pulse of the situation...whether SAB or the students initiate a program varies. For example, SAB might set up seminars or panels in the coming Fall Quarter to discuss the Regents' internal policy on conduct before MSA or SDS say we were not consulted.

This role of advising and coordinating programs does not include the active promotion and initiation of social service programs.

We usually don't initiate programs, but put the burden on student groups or individual students to come up with an idea of their own. Then, we are equipped to bring resources and planning skills to the disposal of the student.

I did not initiate any programs in '69-'70 and I don't see myself as a program initiator.

There is only "me" here, and I can't get tied running programs, but I hope MSA will institute and run programs so I can funnel students into them.

Although University staff involved in social service programming do not view their role as initiating programs, some interviewees believe this does not abrogate the role of the University in the active promotion of social service programs.

Questions concerning poverty and racism must be raised loud and clear. And it would be helpful in developing programs to resolve these various issues, if University policy was more definitive in this area.

The University is a partnership between students, faculty, and the administration. And the total burden of initiation of programs must not lie with students, but in joint promotion and initiative.

And one interviewee stated:

The students at the University are issue oriented, not group oriented. University policy doesn't reflect this student orientation towards issues...I agree with you entirely that the biggest problem in OSA is that we are crisis oriented not program oriented. We tend to react not to act, but still see ourselves as change agents which we are not.

Quantitative Dimensions of Social Service Programming

University staff and students expressed concern regarding the quantitative lack of social service programming and opportunities for students to acquire a sense of solving social problems; the following four excerpts reflect this shortage of programs and reasons for the lack of program development.

The religious foundations that are growing do not emphasize social action or service, but emphasize salvation, e.g. Campus Crusade for Christ. These fundamental groups place personal self interest above social interest...There are some 38 religious foundations surrounding the campus. And, as far as I am concerned, the religious foundations don't offer social service programs for students.

There is a group of students who are concerned about various social issues, but become frustrated because of the lack of legitimate structure and programs to work through.

Well, racism, we raised funds for the AAAC national conference for black students and SAB is hiring a black human relations advisor to facilitate communication between black students and the administration...We have not done anything (program development) with the War or poverty.

Most programs are peripheral to the real issues; policy is not being set in this area. The Berninghausen proposal and the Freshman Orientation programs (The National Crisis) are attempts at policy to resolve some of the issues. To be honest, we don't have many programs that are directly concerned with resolving the issues you spoke of.

And six interviewees discussed the need for additional social service programming.

Students, professors, and administrators at the University frequently criticize the government and various social institutions for lack of planning and foresight, stating that our society acts only in a crisis situation. They point to the Kerner Commission Report and ask why the government has not acted on the recommendations...they (University) are hypocrites, because the institution they work and study at doesn't respond unless there is a crisis ...programs must be developed to change these things, before a building is blown up.

Social service programming at the University needs to be increased, but the responsibility rests not only on the administration, but also on students. How to increase these programs and still leave the decisions in students' hands is the problem. Maybe the restructuring of the Unions and SAB will help.

We are going to augment, update, and try to maintain current programs. There is a need for additional programs, but I don't see any new programs developing, because of lack of funding.

Last year we turned away over one hundred students for Project Motivation. The YMCA has kept the projects small so we could provide proper feedback and evaluation to students.

Knowledge and Coordination of Social Service Programs

Many interviewees expressed a lack of knowledge of social service programs in general and of social programs in particular areas, e.g. human relations; frequently, the Student Activities Bureau lacked information of programs the West Bank Union, Union Board of Governors, or the YMCA is developing or sponsoring and vice versa. Additional comments centered around the need for coordination of social service programming. The following excerpts illustrate these concerns.

Even though I should know what other people are doing in this area...well, frankly, I am not well acquainted with _____ programming, but I can list organizations and people to contact for further information.

One problem we have is informing students we are here, and what we are doing. We also need to inform other people who are developing programs what we are doing in the same area -- there shouldn't be overlap.

A common problem in community organizing is the fragmentation existing in the community. When I came to the University, I thought this problem would not exist, but the University is fragmented beyond belief into department, colleges, and administrative branches here and there...no one seems to know what anyone else is doing in programming.

Priority and Social Service Programming

Students and staff both commented that many existing social service programs do not reflect current student concerns regarding issues and problems in our society; the majority of the following statements referred to the ratio of human relations (racism) programs in contrast with other social service programs.

I hear a lot about the need for human relations programs, but no one seems to be doing anything to improve relations between the races.

Students need to be aware of the destruction and depth of white racism...there seems to be few if any programs to confront students on their racism.

The only reasons I see for the University and students not developing racism programs is that the University is crisis prone and contact with black people is limited...maybe we need another Morrill Hall to wake the University up to the fact that white racism is alive.

We have not done anything with the war or poverty. Most programs are peripheral to the real issues; policy is not being set in this area.

And one interviewee comment on the change in goals of social service programs.

The YMCA programs are in a transition from what I call "ameliorate" programs (working with the results of the social problem) to social change programs.

Program Continuity and Student Programming

Students and student organizations when responsible for administering social service programs have problems in sustaining these programs from year to year. The following comments refer to specific examples of and reasons for lack of student continuity in programming.

Last year MSA lost interest in Acting for International Rapport; thus, I had to carry the program through.

One-to-One was initiated by students six years ago, and is theoretically a MSA program, but in the '69-'70 school year the Vice President of MSA dropped the program in our laps...I am only the advisor to One-to-One, not the runner.

The program is a one year commitment and I emphasize one year, because many students do not follow through for an entire year.

There are three reasons why students have problems in sustaining programs; first, students lack time to spend on the everyday work of a program; second, and this may be related to the first reason, most students have to work to have money to finance their education -- this means not only that the better off students tend to be involved in social programs, but also, many students who are skilled in planning are not involved; and, third, students don't have the know how or skills to plan programs.

But, the YMCA who sponsors more programs than any other organization has had less problems with program continuity.

The majority of YMCA programs are student initiated with the staff serving as advisor to these programs. Students have the responsibility for the coordination of and administration of all on-going programs at the University YMCA. With student control of programs coupled with staff advising, we tend to have continuity of programs; people know you will be around another year.

Academic Credit and Social Service

University students are receiving academic credit for participation in social service programs; this trend is increasing in scope to include many activities considered extra-curricular in nature. A redefining of educational goals and processes with a corresponding change in University policy has provided opportunity for academic credit to be given for social action and service programs when appropriate arrangements are made through available academic channels. These changes are embodied in the Living-Learning Center's approach to education.

The LLC provides a mechanism through which students are stimulated to conceptualize their own academic projects. We

assist students in the planning and carrying out of an off-campus study experience. The Center also institutes and develops programs designed to promote a community of learners who share their experiences and learning with one another.

...the programs at the LLC accent both the educational component and the activist component of social problems. In a certain sense, when a student studies a social problem, e.g. poverty, the student may find a new approach to eradicating poverty or the student may become involved in an active way to change the conditions which further poverty. It is difficult to draw a line between an educational approach and an activist approach to social problems at the LLC. A student could earn credit for a project that involved a direct intervention in a social problem as long as there is an educational evaluation of the project.

The growing importance of receiving academic credit for participation in social service programs is observed in the relationship of successful international programming to the Student Project for Amity Among Nations (SPAN), a CLA upper division course in foreign study. The importance of academic credit on change at the University is exemplified by the following comment:

Student participation in University governance has increased especially since reorganization of the University Senate and Twin Cities Campus Assembly...This is an example of how effective an accredited course instituted by the University has changed the governance of the University -- Tom Walz taught a class in academic reform (Challenging University Structure) in which students like Joe Kroll, Tom Gilseman, Becky Barbatis were given tools and ideas to change the University.

Frequently, interviewees mentioned social service programs in which receiving academic credit is an integral part of that program.

We are interested in developing a Free University within the University with a content or problem orientation. For example, the Free University could offer a course for credit in housing with the emphasis of researching and organizing a tenants' union in Southeast Minneapolis.

Right now, we are planning two programs: first an accredited course for student Senators aimed at understanding the relationships of power at the University, establishing program goals and follow through, developing lobbying skills, and establishing time for Senators to develop social programs and projects...(note the similarity to Tom Walz's class, Challenging University Structures).

Most of the programs at the YMCA students can earn credit for ...the Metro-Intern Program will include both Fall and Winter quarter; students will attend a weekly back up seminar for academic credit ...in the SEMPACC Pilot Project students will earn credit each quarter they participate.

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STUDENT REACTIONS TO EDUCATIONAL RETREATS

by

Donald A. Biggs
Student Life Studies

and

Harry Myers
Orientation Office

University of Minnesota

Resume

A program of educational retreats at the University of Minnesota is Williamson Weekends. Since 1956, when the program was first established as Dean's Retreats, opportunities have been provided for high ability freshmen to have informal, intellectually stimulating experiences with faculty and staff members. The weekend retreats were usually held at suburban camps and retreat centers and they involved lectures, small group discussions, and recreational activities. In 1969-1970, the retreats were held for other than high ability students and program formats were expanded to include structured experiences for human relations training. This research examines student reactions to the new program of Williamson Weekends and retreats. Questions raised are: 1) What are students' reasons for attending educational retreats? 2) Do students find different types of retreats more or less cohesive? 3) How satisfied are students with different types of retreats? 4) Do students think that retreats change their attitudes about the University, themselves, or other people? The study also describes relationships between students' reasons for attending retreats and three outcomes: cohesiveness of retreats, satisfaction with retreats, and participants' self-descriptions of attitude change.

About 78% (N=240) of the students who attended Williamson Weekends or the educational retreats held in 1969-1970 completed a questionnaire developed by the authors. Five Williamson Weekends included three for high ability students and two for heterogeneous ability groups. Themes included: Educational Reform, Aesthetics, Games, Nature, and Sexuality. Two retreats for Experimental Camp counselors and Freshman Camp counselors were concerned with applied and theoretical aspects of group dynamics.

The typical student attended the educational retreats because he wanted to meet new people and because he thought an interesting group of people would be attending. More students attended Williamson Weekends and the Freshman Camp retreat than the Experimental Camp retreat because they felt it was an honor, while more Experimental Camp counselors than those attending the Williamson Weekends went because they wanted to become sensitive to the feelings of others.

A majority of the students found their retreat experiences fairly cohesive. Students reported that the two Williamson Weekends on Games and Nature were more cohesive than the one concerned with Aesthetics. Freshman Camp counselors found their retreat more cohesive than did those students who attended Williamson Weekends.

The typical student who went to the educational retreats liked them as places to make friends, was well satisfied with opportunities for personal development, was very well satisfied with people presenting programs, and was satisfied with the retreat as a whole. Students who went to the Aesthetics Weekend were less satisfied than those who attended the Games, Sexuality, or Nature Weekends.

About 48% of the students who went to the Williamson Weekends or the retreats thought there had been some change in attitudes as a result of their participation, 16% thought there had been quite a bit or a great deal of change, and 32% reported very little or no change.

Two reasons for attending the educational retreats (1, because students thought an interesting group of people would be there; 2, to learn to be sensitive to the feelings of others) were both significantly related ($\leq .01$ level) to how cohesive they found the retreats, how satisfied they were with the retreats, and how much they thought their retreat experiences affected their attitudes.

The intellectual concerns of a university are often divorced from the life of students outside the classroom. This compartmentalization of curriculum and extra-curriculum can result in these two sets of experiences cancelling each other out. One way of effectively bridging this gap is educational retreats which allow faculty and students to discuss intellectual concerns in ways which facilitate abandoning typical role behaviors. Informal non-classroom settings, either on or off campus can provide an opportunity for selected groups of students and faculty to hold discussions about a wide range of social and intellectual issues without the restrictions of typical student and professor role expectations.

A program of retreats at the University of Minnesota (U. of M.) is Williamson Weekends. They are held both on campus and at suburban camps and retreat centers. The first Williamson Weekend or Dean's Retreat as they were formerly called, was held in 1956. Until 1969, the purpose of the program was to give high ability freshmen an opportunity for informal, intellectually stimulating educational experiences with student personnel staff, faculty, community leaders and other high ability freshmen. Originally, programs included lectures and small group discussions, as well as some social and recreational activities. In 1969-1970, the retreats were held for other than high ability students and program formats were expanded to include structured experiences for human relations training. The present research examines student reactions to this new program of Williamson Weekends and retreats. Questions raised are: 1) What are students' reasons for attending retreats? 2) Do students find different types of retreats more or

less attractive? 3) Are students more or less satisfied with different types of retreats? 4) Do students think that retreats change their attitudes about the University, themselves, or other people?

Limited research has been done on the effectiveness of the U. of M. program of educational retreats. Snoke and Zander (1968) compared the differences between three groups of students: those who attended the first retreat in 1956, those invited who chose not to attend, and a group of freshmen who met the first two criteria for being invited, (upper ten percent of high school class and upper decile in their college aptitude scores) but who had not met the third one of earning a "B" or better average for their first quarter at the University. Results indicated that students attending the first retreat completed their first two years at the University with greater regularity and also earned more credits toward their degrees; however, they did not earn significantly higher grades. Vaughan (1968) studied the effects of the retreat program for a sample of high ability freshmen who achieved at least 3.0 (B) or higher grade point average for their first quarter. He reported that participants became less alienated than a control group and concluded that such involvement helped integrate students into the "university community". Moreover, Vaughan found no significant changes in attitudes which were related to the specific content of the retreat programs. Finally, he suggested, "Retreat experiences might result in a greater degree of attitude change if these retreats had been available to all students regardless of academic achievement."

How would a wide range of college students react to various kinds of educational retreats? Different groups of students may have various reasons for attending such retreats and these reasons in turn could influence certain outcomes. This study describes students' reasons for attending different kinds of educational retreats and the relationship between these reasons and three outcomes: 1) attractiveness or cohesiveness of retreats, 2) satisfaction with retreats, and 3) participants' self-descriptions of attitude change.

Research Design

Measures:

The authors developed a questionnaire which was mailed to students after they attended one of the educational retreats held during the 1969-70 Winter and Spring quarters. They included five Williamson Weekends and two retreats for Freshman Camp counselors and Experimental Camp counselors. First, individuals reported on a five point scale how similar each of seven reasons for attending was to theirs. Reasons included: to do something constructive, because an interesting group of people would be attending, to learn to be sensitive to the feelings of others, because some of my friends were going. Second, students were asked to indicate on five items using a seven point scale how well satisfied they were with Williamson Weekends as a place to make friends, as an opportunity for personal development, with the individuals presenting programs, with the place where the Weekends were held, and the Weekend as a whole. The Hoyt reliability for this set of items was .79 and the responses should be consistent. Third, students reported how much the

weekend experience changed their attitudes toward the University, other people, or toward themselves. Fourth, they answered seven questions about how cohesive or attractive they found their retreat experiences. Individuals reported whether they have met, or plan to meet, with participants in the near future, whether they plan to date participants, whether they would like to attend a reunion, whether they would join student activities with participants, whether they felt they had more interests in common with participants than students in general, and whether they really felt part of the group during the Weekend. The Hoyt reliability for this set of items was .78 and the responses should be consistent.

Samples:

The first group of subjects were 108 Lower Division students who participated in one of five Williamson Weekends held during the Winter and Spring quarters, 1970. Sixty-nine percent of them (N=75) completed the questionnaire.

The theme of the first Williamson Weekend was Educational Reform and the objectives were: 1) to present education as a creative enterprise, 2) to emphasize the need to individualize and personalize education, and 3) to get acquainted with students and faculty interested in academic reform. Some of the programs included viewing a film on creativity, composing songs, and creating learning environments. The first night of the Weekend was held on campus and the second night was held at a suburban campsite. Six faculty members participated. There were 23 student participants; the majority (61%) were Lower Division students. Five of the students were on academic probation.

The theme for the second Williamson Weekend was Communication through the Arts and the objectives were: 1) to create an informal atmosphere where students and faculty could discuss the importance of aesthetics in education, 2) to provide opportunities for individuals to be involved in different types

of artistic expression, i.e. art, poetry, music, and 3) to involve students in non-verbal communication exercises. Some of the programs included group singing, finger painting, painting murals, contemporary dance, and poetry reading. The Weekend was held on campus and five faculty members participated. There were 22 student participants; the majority (72%) were Lower Division students. Originally invitations had been extended to a group of non-involved students. They were first nominated by counselors in their residence halls as not involved in social life or activities. From this list, nominees who had been Freshman Camp counselors, members of church organizations, members of fraternities and sororities, or members of student union activities were then eliminated, and the remaining number were invited to the retreat. Since only seven of them attended, invitations were then extended to any students interested in going to a retreat.

The theme for the third Williamson Weekend was Interpersonal Games and the objectives were: 1) to show how games are part of our culture, 2) to demonstrate some of the interpersonal factors in games, i.e. competition, cooperation, and 3) to gain an understanding of contemporary social problems. Some of the programs included communication games, simulated poverty, race, and international relations games, and competitive team recreational games. The first night of the Weekend was held on campus and the second night was held at a suburban campsite. Four faculty members participated. The 24 student participants were third quarter high ability freshmen who achieved a 3.0 (B) or better grade point average at the end of their first quarter.

The theme for the fourth Williamson Weekend was Sexuality and the American Culture, and the objectives were: 1) to discuss changing sexual attitudes

and behavior, 2) to explore the dynamics of communication between men and women, and 3) to provide an opportunity for participants to talk about problems related to dating. Some of the programs included a lecture on the role of women in society, a lecture on sex and family life, psychodrama, and films on male-female relationships. The first night of the Weekend was held on campus and the second night was held at a suburban campsite. Six faculty members participated. The 20 student participants were third quarter high ability freshmen who achieved a 3.0 (B) or better grade point average at the end of their first quarter.

The theme of the fifth Williamson Weekend was Preserving Our Natural Heritage and the objectives were: 1) to develop an appreciation for the natural environment, 2) to develop an awareness of the need to preserve the natural environment, and 3) to develop interpersonal relationships among retreat participants. Programs included films on ecology, a guided nature walk, lectures on ecology and astronomy, a hayride, and sensitivity exercises. The retreat was held at a private lake cottage. Three faculty members participated. Student participants were 25 high ability third quarter freshmen who achieved a 3.0 (B) or better grade point average at the end of their first quarter.

The second group of subjects were 140 Freshman Camp counselors and co-chairmen who attended a weekend educational retreat on campus. Ninety-one percent of the subjects (N=127) completed the questionnaire. The objectives of the retreat were: 1) to introduce future counselors to theoretical and applied aspects of group dynamics, 2) to introduce future counselors to the goals of the Freshman Camp program, and 3) to describe the role of Freshman Camp counselors in the total University orientation program. Some of the

programs included a slide show on past Freshman Camps, case studies on possible interpersonal relations problems among camp counselors, role playing, and panel discussions. Five faculty advisors for Freshman Camps as well as three other faculty members participated.

The third group of subjects were 49 Experimental Freshman Camp counselors and co-chairmen who attended a weekend educational retreat on campus. Forty-nine percent (N=34) of them completed the questionnaire. The objectives were the same as those for the Freshman Camp counselors retreat. Programs included making individual collages which expressed personal feelings, interpersonal trust games, a slide show on past Freshman Camps, and discussions of possible interpersonal relations problems among counselors. Four faculty advisors for the camps and one other faculty member participated. A majority of the students had applied to be Freshman Camp counselors but were rejected by a committee of Freshman Camp co-chairmen. They were then asked to be counselors in this new program of experimental freshman camps which were to be held about one month after classes began in the fall quarter.

Seventy-eight percent (N=240) of the students who attended Williamson Weekends, the Freshman Camp retreat, and the Experimental Camp retreat completed the questionnaire. Fifty-four percent (N=131) were females and 46 percent (N=108) were males. Six seniors, 39 juniors, 62 sophomores, and 130 freshmen were participants in these retreats.

Statistical Methodology:

Pearson product moment correlations were used to examine relationships between variables. Data were analyzed in two sets of one-way analyses of variance (ANOVA). In the first analysis, differences between the five Williamson

Weekends, the Freshman Camp retreat, and the Experimental Camp retreat were observed. Scheffe comparisons were used to examine differences between pairs of means.

Results

First, students described their reasons for attending Williamson Weekends, the Freshman Camp retreat, or the Experimental Camp retreat. Two most accurate descriptions were 1) they thought an interesting group of people would be there, and 2) they wanted to meet new people and do something different. Least accurate descriptions were 1) they felt it was an honor, 2) some of their friends were going, and 3) they had heard Williamson Weekends were interesting.

We then compared reasons for attending the five Williamson Weekends. More students went to the high ability retreat on sexuality than the retreat on educational reform because they felt it was an honor ($p \leq .01$). The invitation to the former retreat states that they were invited because of their outstanding academic record, while the latter invitation was humorous and tried to develop interest in the theme. There were no other significant differences in the reasons students gave for attending different Williamson Weekends. Two most popular reasons for attending these five weekend programs were: 1) to meet new people and do something different, and 2) because they thought an interesting group of people would be attending.

We also compared reasons students gave for attending the five Williamson Weekends, the Freshman Camp retreat, and the Experimental Camp retreat. More of the Experimental Camp counselors than those who attended the Williamson Weekends wanted to become sensitive to the feelings of others. On the other

hand, more students attended the Williamson Weekends, as well as the Freshman Camp retreat, than attended the Experimental Camp retreat because they felt it was an honor. More students attended the Williamson Weekends than either of the other two because they wanted to meet new people.

This study also asked students questions about the cohesiveness of their experiences at the Williamson Weekends and the two retreats. A majority found their retreat experiences fairly cohesive, a few found them not very cohesive, while a few found them very cohesive. A large number of students have met once in a while or more with other participants since their retreat, and most would like to attend a reunion. Many plan to meet with some of the other participants, plan to join student activities with some of them, but most do not plan to date other participants. A majority felt they were part of the retreat groups and most thought they had more interests in common with other participants than with University students in general.

We compared the cohesiveness of the five Williamson Weekends. The one-way ANOVA was significant ($\leq .002$) and Scheffe comparisons indicated that students found the Games and Nature weekends more cohesive than the Communication through the Arts weekend. The first two retreats had all high ability, high achieving freshmen, while the last retreat had a heterogeneous group of students, some of whom had not formerly been involved in social activities or student organizations. Participants in the first two retreats spent one night at a suburban camp, while those attending the Aesthetics retreat spent both nights on campus.

We then observed differences in cohesiveness for the Williamson Weekends, the Freshman Camp retreat, and the Experimental Camp retreat. The one-way

ANOVA was significant ($\leq .04$) and Scheffe comparisons indicated that students found the Freshman Camp retreat more cohesive than they found the Williamson Weekends. This finding seems quite reasonable since camp counselors are selected after a rigorous screening by camp co-chairmen, and much peer prestige is attached to being selected.

We asked students who attended the Williamson Weekends and the two retreats questions about how satisfied they were with these experiences. The typical student liked the retreat as a place to make friends, was well satisfied with opportunities for personal development, was very well satisfied with people presenting programs, was indifferent about the place where the retreat was held, and was satisfied with the retreat as a whole.

We compared differences in student satisfaction with the five Williamson Weekends. The ANOVA yielded an F ratio of 11.71 ($\leq .00$). Scheffe comparisons indicated that students who attended the Communication through the Arts weekend were less satisfied than those who participated in the Games, Sexuality, or Nature weekends. Participants in the Educational Reform weekend were less satisfied than those attending the Nature weekend.

Students attending the Williamson Weekends and the two retreats were asked if they thought their participation in these programs had changed their attitudes toward the University, themselves, or other people. About 48 percent thought there had been some change, 16 percent thought there had been quite a bit or a great deal of change, while 32 percent reported very little or no change.

We compared differences in self-perceived attitude change for students attending the five Williamson Weekends. The ANOVA had an F ratio of 2.34

($\leq .06$) which approaches the normally accepted level of statistical significance. The Aesthetics weekend had the lowest mean score.

Finally we examined the relationship between students' reasons for attending the Williamson Weekends and the two retreats and three outcomes: satisfaction, attractiveness, and self-perceived attitude change. Table 1 shows means, standard deviations, and Pearson Product Moment correlations for these variables. Two reasons for attending, because they thought an interesting group of people would be there, and to learn to be more sensitive to the feelings of others, were both significantly related ($\leq .01$) to satisfaction, cohesiveness, and self-perceived attitude change. The three outcome measures were also found to be somewhat related ($\leq .01$). Self-perceived attitude change, satisfaction, and cohesiveness were positively related. In other words, students who found their retreat experiences more satisfying also tended to find their experiences more attractive and also tended to report more attitude change as a result of their experiences.

Discussion and Conclusion

Reasons students give for attending various educational retreats were remarkably similar. Most want to do something different and meet new and interesting people. Few come because they think it is an honor, or because their friends are going, or because they heard that retreats are interesting. These findings should be used by planners of future retreats in developing programs which provide an opportunity for participants to form new and interesting interpersonal relationships.

Reasons students give for attending retreats were somewhat related to three outcomes: satisfaction, cohesiveness, and self-perceived attitude change. Although most of the correlations were not very large, the data suggest

that two motives for attending retreats, 1) because they think an interesting group of people would be there, and 2) because they want to become more sensitive to the feelings of others, were consistently associated with how attractive students found retreats, how satisfied they were with the retreats, and how much they felt retreats influenced their attitudes. Future research should examine students' reasons for participating in different student activities before they attend their first meetings. We should find out if the structure and labeling of student activities is relevant to motives for participation.

Reasons which the Experimental Camp counselors gave for attending their retreat suggest that this group may have less self-confidence and be less sure about themselves in their interpersonal relations. The majority of the Experimental Camp counselors had been rejected as Freshman Camp counselors, and it is difficult to assess the effect of such a public failure on their self-esteem. A very large number of students apply for camp counselor positions and do not obtain them. Does such a competitive method of selection with a large number of failures need to be revised?

Of the five Williamson Weekends, participants were most satisfied with those three weekends limited to high ability and high achieving students. Furthermore, the heterogeneous group of participants in the Aesthetics retreat found their experiences less satisfying and less cohesive than did students attending two of the high ability retreats. Why did students find the Aesthetics retreat less cohesive and less satisfying than the two high ability retreats? Several explanations are possible. First, the three high ability weekends all emphasized communication and sensitivity training, and the Aesthetics retreat emphasized considerable individual activity. Second, the content of the Aesthetics retreat may have been less interesting. Third, the high ability and high achieving students all were told that their attendance was

an honor, and this initial prestige may have facilitated group development. Fourth, homogeneous ability and achievement groups simply may have more in common.

How do you evaluate the effectiveness of educational retreats? Some may quarrel with the use of student satisfaction as a criterion. Yet the present research suggests that satisfaction with retreats was significantly related to both cohesiveness and self-perceived attitude change. These findings are not conclusive. But it is certainly possible that student satisfaction with retreats influences acceptance or rejection of program objectives.

Table 1

Correlations between GPA, motivation, perceived attitude change, satisfaction, and cohesiveness for students attending Williamson Weekends and the two retreats (N=240)

Variables	Mean	Standard Deviation
1) Reasons for attending		
a) Do something constructive	3.48	1.04
b) An interesting group would be there	4.30	.74
c) To become sensitive to others	3.68	1.01
d) Heard they were interesting	2.87	1.23
e) Felt it was an honor	2.55	1.20
f) To meet new people	4.17	.80
g) Friends were going	2.58	1.32
2) Perceived attitude change	2.74	.97
3) Satisfaction	25.18	4.93
4) Cohesiveness	22.16	5.91

	<u>1A</u>	<u>1B</u>	<u>1C</u>	<u>1D</u>	<u>1E</u>	<u>1F</u>	<u>1G</u>	<u>2</u>	<u>3</u>	<u>4</u>
1) Reasons for going										
a) Do something constructive	1.0	.20**	.37*	.31**	.06	.05	.16*	.17*	.03	.15
b) An interesting group would be there		1.0	.32**	.26**	.21**	.24**	.06	.27*	.20**	.25**
c) To become more sensitive to others			1.0	.34**	.22**	.18**	.30*	.28*	.24*	.23**
d) Heard they were interesting				1.0	.38**	.17	.34**	.13	.14*	.10
e) Felt it was an honor					1.0	.35**	.10	.05	.12	.11
f) To meet new people						1.0	.13	.15*	.09	.04
g) Friends were going							1.0	.03	-.06	.12
2) Perceived attitude change								1.0	.40**	.27**
3) Satisfaction									1.0	.44**
4) Cohesiveness										1.0

* ≤ .05 level

** ≤ .01 level

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PREDICTING COLLEGE GRADES OF MINNESOTA HIGH SCHOOL STUDENTS

by

Dallis K. Perry, E. G. Joselyn
and Edward O. Swanson

Student Counseling Bureau
University of Minnesota

Predicting College Grades of Minnesota High School Students¹

For more than 40 years the Minnesota College Statewide Testing Program has served the process of transition between high school and college for Minnesota students. High school rank and aptitude scores from the program are important parts of the admission process in many Minnesota colleges. They are explicit admission criteria for several colleges, and at others they are acceptable criteria for early admission or in cases where national test scores are missing. In most Minnesota colleges the statewide scores are used as confirmation of other evidence, to aid decisions in marginal cases, or to resolve discrepancies in other information. Results of the program are the basis for awarding Minnesota merit scholarship. Although application of the information in selection was originally the primary purpose of the program, counseling of students with respect to college choice is now a more important application. In high schools the data are used to help students understand themselves in relation to their decisions about which type of post-high school education to seek and where to obtain it. In colleges, by supplying the basis for assured responses to pre-application inquiries and recommendations, the results save potential applicants considerable time and money. Perhaps the most extensive use of the program is in recruiting. Many Minnesota colleges rely on it heavily to enable them to identify and inform appropriate students about the programs of their institutions. Finally, the every-student coverage of the statewide

The expert assistance of Veronica Schultz in supervising the data processing and analysis for this study is gratefully acknowledged.

program supplies essential information on students' abilities, plans, and needs, for educational research, planning, and policy development.

Every application of statewide test results rests on the assumption that the scores in the program are valid measures of scholastic aptitude and that this validity can be interpreted in ways that are practically meaningful to persons making decisions. The validities of Minnesota Scholastic Aptitude Test (MSAT) scores and high school rank for predicting grades in Minnesota colleges were established by Swanson, Merwin, and Berdie (1963) for students entering Minnesota colleges in 1961, and expectancy tables to aid in interpreting these validities in guidance of students were prepared from data on 1959 and 1961 freshmen (Merwin, Swanson, and Berdie, 1963). Although individual colleges have since conducted additional studies of their own students, the 1963 studies were the last on a statewide basis. With the changes that have taken place in both secondary and higher education in recent years, re-establishment of the validities of the statewide scholastic aptitude indexes and updating of the interpretive guides to application of the results is essential to their continued use. The present study was undertaken to meet these needs.

Procedure

Population

Students included in the study were all freshmen from Minnesota high schools who entered Minnesota colleges in the Fall of 1968. To provide larger groups and more stable results for colleges with freshman classes of less than 100, 1967 freshmen from such colleges also were included.

Variables

The criterion variable was first-term college grade average (GPA). The basic predictors were high school rank (HSR) and MSAT raw score. Most MSAT scores were for Form C. Form A scores were adjusted to be equivalent to Form C scores. In addition national test scores (ACT and SAT) were obtained.

Compilation of Data

In 1968 the president of each college in the Association of Minnesota Colleges was contacted with a request to participate in the study and to indicate the person who would be responsible for supplying information from the college. A copy of the earlier expectancy table for the college was included to illustrate how the data would be analyzed and presented. The follow-up request for the data themselves went to the colleges in April 1969. (Data for state junior colleges were obtained from the central junior college data file.) Colleges were given the option of either supplying complete data on each student without identifying individual students, or supplying just GPA and national test scores, in which case student names, high school names, and dates of graduation were required so that HSR and MSAT scores could be obtained from Statewide Testing Program files.

Analysis

Product moment correlations of HSR, MSAT, ACT composite scores, SAT-V and SAT-M scores with GPA were computed; and the multiple correlations of HSR and each test with the GPA criterion were determined separately for males and females in each college. In addition the correlations between MSAT and ACT and SAT scores for students in each type of college were obtained.

Expectancy tables based on HSR and MSAT scores were produced separately for male and female students in each college. For most colleges the predictor distributions were divided into fifths. The criterion distribution, first-term GPA, was divided at 2.00 and at 3.00. The proportion of the total number of students in each predictor group who had criterion scores above each of the cutting points was computed. Thus the tables were constructed to show the percentages of students in each fifth of the predictor distribution who obtained an average first-term GPA of C or better and of B or better. For the more selective institutions the top predictor range was divided in two, making six ranges in all. With this exception the same predictor ranges were used for all colleges to facilitate comparisons and avoid confusion, because the tables are expected to be used in guidance of students considering attendance at various colleges. Caution should be used to avoid comparing grade expectations for scores in the top category (upper 10 percent) for the selective schools with expectations for scores in the top category (upper 20 percent) for the other colleges. Predictors were grouped into just five or six categories rather than a larger number that would permit more discriminating probability estimates because the stability of the estimates is determined not by the total number of cases but by the number in each predictor range (i.e., each row of the tables). As it is, some ranges for small schools and even for large schools with skewed predictor distributions have too few cases for the computation of reliable proportions. The tables contain no expectancies for predictor ranges with fewer than 10 cases, but even with an N of 10 the standard error of the percentage may be as large as 16. With an N of 50 the stan-

dard error is not larger than 7. Because the classes on which the percentages are based are obviously not random samples from the schools' populations of entering students, interpretation of the standard error in terms of expected variation for future classes is not possible; but it is clear that the expectancies based on small N's should be used with extra caution.

Results

Prediction of College Grades

Correlations of each predictor variable with GPA are given in Table 1 for males and in Table 2 for females. Also shown are the multiple correlations with GPA of HSR and MSAT and of HSR and whichever national test--ACT or SAT--is used in each college. The median coefficients for each type of institution as well as the coefficients for each college are shown. Corresponding means and standard deviations are listed in a companion report (Perry, Swanson and Joselyn, 1971).

Interpretation of all the correlations and of the changes from the previous survey requires knowledge of the freshman admission circumstances in each college, but some general observations may be made.

As was found earlier, grades of women are generally more predictable than those of men, although there is little difference in the private liberal arts colleges.

Validity coefficients are quite consistent among state colleges but tend to vary more within other groups of institutions. Median validities for all types of college are similar, except for the University of Minnesota, for which the medians are somewhat lower. This pattern of lower coefficients for the University appeared in the 1963 study. The validity

coefficients of MSAT for males have remained much the same, on the average, as in the earlier study, and so have the validities of HSR for liberal arts college females. Other validities, especially in the state and junior colleges, have declined somewhat, with the result that students' grades in these institutions are no longer more predictable than those in private colleges. This finding is surprising in view of the substantially greater homogeneity of the private liberal arts students, especially with respect to HSR.

High school rank continues to be the best single predictor. Of the other predictors, MSAT and ACT composite have approximately equivalent validities in the state junior colleges, whereas in the University and in state and private colleges ACT has somewhat higher validities. The validities of MSAT and SAT in the private colleges are similar. These kinds of comparisons must of course be interpreted with extreme caution because the validities of the variables for predicting grades of enrolled students are differentially affected by the selection practices of the colleges. Because the predictor variables are all intercorrelated, the validities of all of them are likely to be lowered by selection practices; but, to the extent that a variable enters explicitly into selection decisions, the validity of that variable is especially likely to be reduced. Thus the validity coefficients of HSR and SAT in the private colleges and of HSR and MSAT in the University are especially likely to be underestimates. State college validities are probably attenuated very little, but only among the "open door" junior colleges can the coefficients be accepted at face value.

The multiple correlations indicate that in general MSAT and either national test, when combined with HSR, have approximately the same validi-

ties. Even among individual colleges there are very few in which one combination is appreciably superior to another.

The overall results of the validity analysis indicate that, despite a slight decline in the predictability of grades in the state colleges and junior colleges, HSR, MSAT, ACT and SAT continue to be valid predictors of college grades and can, therefore, serve as useful aids for both colleges and students in reaching decisions about college entrance.

Test Intercorrelations

The extent to which the various scholastic aptitude tests measure the same thing is indicated by the correlations between MSAT and ACT composite and SAT-Verbal shown in Table 3. The correlations are substantial, considering that the tests were taken about a year apart on the average, but they are not as high as would be expected for retest correlations of equivalent forms of the same instrument. The tendency for the correlations to be highest for students in the more selective institutions is puzzling because the effects of selection would be expected to influence the correlations in just the opposite way. It may be that one or both of MSAT and ACT measure less reliably in part of the range of ability included in the open-admission colleges, or it may be that the students in these colleges tend to be less consistent in their performance.

The results suggest that a combination of MSAT and ACT scores is more likely for junior college students than for others to provide useful information beyond that provided by either score alone. Additional research is needed to determine just how the scores should be used. A linear combination of scores determined by multiple regression would suffice to overcome

unreliability; but to deal with intra-student variability a non-linear approach, perhaps using differences between test scores to differentiate students for whom the tests are good predictors from those for whom they are of little value, would be most effective.

Expectancy Tables

Expectancy tables, showing the percentages of freshmen in each fifth of the HSR and MSAT distributions who obtained average grades of C or above and of B or above, are given for each Minnesota college in Table 4. The tables are presented separately for males and females for each college in which there were sufficient numbers of each sex. No table is presented for a group in which the validity coefficient is less than .2.

Applying Expectancy Tables

Application of the expectancy tables can be illustrated with the scores of Linda, who has always done above average but not outstanding work in school (HSR=63) and has been developing a serious interest in art, in which she seems to have some talent. She wants a "good, general education" and plans to obtain it at the University of Minnesota, which she can attend while living at home. Her MSAT score of 36 is consistent with her high school record (junior percentile=68), and is sufficient to enter the College of Liberal Arts (college percentile=58). Linda's HSR is in the 60-79 range of the CLA expectancy table, which is clearly below average for CLA females (above 12% and below 59%) but indicates a reasonable probability (67%) of obtaining at least a C average. Her chances of getting a B average or better are not high (10%). Information provided by the MSAT expectancy table is consistent. Her college percentile, in the 40-59 range, is in the lowest

quarter of entering CLA students and shows grade probabilities nearly identical to the HSR table. Linda has been considering, besides CLA, the applied arts program in the School of Home Economics. According to the AFHE expectancy tables Linda's scores are below average for entering freshmen here also, but not quite so far below, and her chances of getting satisfactory grades are somewhat higher (70% and 80%). Properly interpreted these data can help Linda understand some differences between the two colleges, consider the kind of program and level of intellectual challenge most appropriate for her, and stimulate her to seek further information to help her resolve the choice.

Expectancy tables do not require a normal bivariate distribution underlying their interpretation, and they avoid an unwarranted appearance of precision. The uncertainties associated with measurement error and degree of relationship between the variables are reflected by the probability figures themselves. However, there are important cautions to be observed in using expectancy tables, cautions which reflect the fact that the tabled figures are actually proportions of previous classes rather than probabilities of future performance. (It has been suggested that they be called experience tables rather than expectancy tables.) First, in interpreting the figures as expectancies for new students we must assume that the composition of the new classes will be the same with respect to academic ability as the classes on which the tables are based and that they will be treated the same, i.e., that grading practices will remain the same. (Theoretically, it is unnecessary to assume that class composition remains the same if absolute marking standards do not change; but, because most grading is at least partly relative, it is more realistic to expect that a marked change

in class composition will change the expectancies.) Entering classes will differ somewhat from year to year; but, unless there is a definite change in policy, such as an increase in admission standards, the differences are likely to be slight enough to maintain the validity of the expectancy tables from year to year. Over a period of years, however, such changes can cumulate, so the tables must either be reasonably current or be accompanied by evidence of consistency such as predictor and criterion distributions that remain the same from year to year, if they are to be relied on. Second, as noted above, it is important that each table be based on a group large enough to provide stable proportions. Like the standard error of estimate the expectancies reflect uncertainty due to measurement and prediction error but not that due to sampling variation. Finally, expectancy tables are necessarily based on the experiences of enrolled students, and these students form populations that differ from high school seniors in ways varying from one college to another, as a result of both college admissions policies and practices and students' college selection decisions. To refer a student's score to a given expectancy table it must be reasonable to consider him a potential member of the population on which the table is based. If the table shows no scores in the range containing the student's score, it is clear that the table is not applicable to him. Even if a small percentage of the class had similar predictor scores, these students were atypical of their classmates with respect to these scores; and, inasmuch as they were enrolled despite this atypicality, they are likely to be atypical in unknown ways of students with similar scores. Thus, not only expectancies based on small N's, but also those based on small proportions of the class, should be viewed with caution.

Consider, for example, Michael's HSR of 36. The expectancy table for the U of M College of Liberal Arts indicates that Michael's chances of obtaining passing grades (57%) or a B average or better (11%) are slightly larger than those of boys with HSR's in the next higher range of 40-59. The first explanation to be considered for an anomaly of this kind in the tables is a small number of cases, but in this case the N of about 70 (4 percent of 1781) should be sufficient to avoid fluctuations of this size merely because of sampling error. As noted above, students who enroll in a college despite very low predictor scores are likely to have special strengths in other areas or high scores on other predictors. Unless Michael has such strengths he would be unwise to rely too heavily on the tabled expectancies. For CLA, of course, because of the admission requirement of an average HSR and MSAT percentile of 50, enrolled students with HSR's of 20-39 can be expected to have MSAT percentiles of at least 61-80.

The HSR ranges in the tables are based on within-school HSR percentiles for all juniors, whereas the MSAT ranges are based on the percentile scores for entering college freshmen. Thus, the tables for the two variables present somewhat different information, not only because of their different content but because they use different divisions of the total ability range. It is to be expected, therefore, that expectancies obtained from the HSR and MSAT tables will not always agree. For example, Norma is thinking of going to St. Cloud State College, and referral of her MSAT percentile of 40 to the expectancy table indicates that her chances of obtaining passing grades on the average are 70 percent, but according to the HSR table her HSR of 39 gives her only a 30 percent chance of getting a C average. Which is correct? Part of the discrepancy may be ascribed to the fact that Norma's

scores are at the upper edge of one interval and at the lower edge of the other. The coarse grouping results in some inaccuracy. Thus Norma's chances of a C average are undoubtedly more like those of a student with HSR of 40, for which the tabled probability is 57 percent, than like those of a student whose HSR is 20, which is in Norma's interval with 30 percent probability. Some interpolation of probabilities may be made to adjust for this phenomenon, but even with such adjustments Norma's two predictions are discrepant. To determine which is more valid Norma should consider with her counselor such information as whether special problems or responsibilities, which would not affect her college work, have held her high school grades down; whether her other test scores confirm the ability indicated by the MSAT score or suggest that it is singularly high; whether Norma's academic motivation and study habits have changed in such a way as to give her a better chance of success in college than her high school grades indicate.

As the considerations above suggest, the expectancy tables do not in themselves decide whether or not a student should attend a given college. The same probability of success that leads one student to choose a college may lead another to look elsewhere. A 30 percent chance of success may encourage one student, whereas a 70 percent chance may discourage another. Nor should the tables be used to 'shop' for a college by seeking to identify the college in which the student has the best chance of obtaining good grades. But they do provide information, suggest additional questions, and supply some answers to help clarify tentative choices or narrow the field of possibilities.

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TABLE 1

Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges
1968 Males

COLLEGE	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR+ MSAT	HSR + ACT or SAT
1	178	.54	.51		.32	.41	.55	.57
2	100 ¹	.61	.44		.50	.42	.62	.66
3	72	.27	.44				.49	
4	171	.52	.46	.56			.57	.60
5	94 ¹	.71	.62	.73			.75	.79
6	190	.50	.43		.38	.43	.56	.58
7	110	.56	.43		.45	.33	.60	.62
8	127	.50	.31		.35	.27	.53	.55
12	238	.46	.25		.25	.19	.48	.48
13	123 ¹	.59	.34	.43			.59	.60
17	312	.50	.47		.46	.42	.57	.57
18	16	.65	.76	.74			.86	.77
20	33	.55	.		.27	.01	.57	.57
Median		.54	.44	.65	.37	.37	.57	.59
University of Minnesota								
AFHE	234	.54	.36	.45			.57	.58
CLA	1765	.40	.35	.42			.48	.49
Crookston	118 ¹	.41	.28	.34 ³			.44	.34 ³
Duluth	696	.51	.44	.50			.55	.56
Education	20 ¹	.44	.38	.34			.56	.48
GC	463	.31	.17	.35			.35	.43
IT	590	.38	.34	.40			.44	.47
Morris	229	.50	.42	.45			.58	.56
Median		.42	.36	.42			.52	.49
State Colleges								
1	360	.56	.42	.50			.60	.61 ⁴
2	927	.50	.36	.26 ⁴			.52	.51 ⁴
3	414	.55	.43	.52			.59	.62
4	916	.52	.32	.39			.54	.54
5	270	.42	.40	.44			.50	.50
Median		.52	.40	.44			.54	.54

TABLE 1 (cont'd)

Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges
1968 Males

COLLEGE	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	HSR + ACT or SAT
State Jr. Colleges ²								
1	196	.60	.50	.58			.62	.64
3	82	.66	.51	.44			.69	.68
4	61	.64	.42	.47			.66	.65
6	114	.52	.39	.41			.52	.53
7	144	.50	.40	.37			.51	.50
8	106	.57	.44	.34			.59	.57
9	258	.42	.28	.28			.42	.42
10	151	.58	.38	.47			.58	.58
11	157	.45	.35	.46			.48	.50
12	149	.67	.41	.68			.67	.75
15	114	.37	.13	.04			.37	.38
16	81	.53	.57				.61	
17	321	.31	.29	.31			.36	.35
18	311	.39	.25	.32			.41	.42
19	461	.34	.26	.32 ⁵			.37	.37 ⁵
20	301	.32	.10	.40 ⁶			.33	.35 ⁶
21	40	.55	.49	.40			.56	.55
Median		.52	.39	.40			.52	.52
Private Jr. Colleges								
2	20 ¹	.66	.46	.47			.71	.67
14	40 ¹	.76	.31	.42			.77	.76

1 Two classes (1967, 1968) included
 2 Transfer courses only
 3 N=60
 4 N=375
 5 N=388
 6 N=269

TABLE 2

Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges
1968 Females

COLLEGE	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	HSR + ACT or SAT
Private Liberal Arts								
1	205	.47	.45		.39	.30	.50	.52
2	138 ¹	.49	.50		.60	.32	.56	.64
3	23	.54	.20				.55	
4	193	.66	.56	.51			.69	.67
5	120 ¹	.55	.53	.61			.60	.64
6	235	.48	.38		.41	.45	.52	.56
7	111	.50	.42		.38	.24	.56	.57
8	142	.31	.28		.38	.18	.37	.44
10	257 ¹	.55	.47		.39	.42	.61	.59
11	217	.56	.46		.44	.43	.61	.61
18	38 ¹	.71	.63	.77			.78	.80
20	61 ¹	.61	.67		.65	.63	.71	.78
15	167 ¹	.55	.44	.44			.60	.61
Median		.55	.46	.56	.40	.37	.60	.61
University of Minnesota								
AFHE	179	.58	.39	.53			.59	.62
CLA	1948	.46	.44	.49			.56	.56
Crookston	20 ¹	-.07	.17	.08 ³			.28	.22 ³
Dent Hyg	31 ¹	.28	.56	.67			.61	.67
Duluth	561	.60	.59	.62			.67	.68
Education	50 ¹	.48	.27	.60			.53	.70
GC	287	.26	.30	.37			.40	.45
IT	23	.43	.71	.67			.72	.67
Morris	165	.57	.44	.45			.62	.61
Median		.46	.44	.53			.59	.62
State Colleges								
1	356	.57	.43	.55 ⁴			.59	.63 ⁴
2	1079	.56	.44	.55 ⁴			.59	.61 ⁴
3	430	.55	.44	.45			.59	.58
4	1004	.51	.43	.47			.56	.58
5	361	.59	.49	.53			.64	.64
Median		.56	.44	.53			.59	.61

TABLE 2 (cont'd)

Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges
1968 Females

COLLEGE	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	HSR + ACT or SAT
State Junior Colleges ²								
1	156	.72	.55	.56			.73	.73
3	65	.54	.55	.42			.59	.56
4	35	.66	.54	.63 ⁵			.68	.72 ⁵
6	68	.71	.54	.74			.73	.81
7	156	.59	.50	.45			.61	.59
8	53	.62	.61	.61			.69	.67
9	272	.40	.30	.32			.42	.41
10	121	.60	.44	.49			.62	.63
11	69	.51	.45	.45			.54	.52
12	76	.64	.36	.39			.65	.65
15	60	.28	.23	.19			.33	.32
16	47	.63	.58				.66	
17	200	.50	.35	.45			.52	.53
18	172	.38	.35	.38			.43	.44
19	200	.61	.40	.44			.62	.62
20	174	.49	.34	.38			.51	.51
21	40	.75	.46	.47			.75	.76
Median		.60	.45	.45			.62	.60
Private Junior Colleges								
2	21 ¹	.88	.71	.76			.88	.88
13	19	.39	.22	.29			.39	.39
22	125	.55	.42	.46			.59	.58

¹ Two Classes (1967-1968) included

² Transfer course only

³ N=18

⁴ N=479

⁵ N=33

TABLE 3

Correlations of Minnesota Scholastic Aptitude Test
with ACT Composite and CEEB Scholastic Aptitude Test Verbal

	<u>MSAT with ACT-C</u>	
	r	N
Liberal Arts Colleges	.74	1011
U of M	.74	7782
State Colleges	.64	5598
State Junior Colleges	.45	5354
Private Junior Colleges	.70	239

	<u>MSAT with SAT-V</u>	
	r	N
Liberal Arts Colleges	.72	3090

AUGSBURG COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR				MSAT			
	% of class	N=211		% of class	N=211			
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
90-99	52	96	58	46	98	57		
80-89	25	96	17	23	94	27		
60-79	17	75	3	19	78	7		
40-59	5	82	-	10	86	5		
20-39	1	*	-	1	*	*		
1-19		-	-		-	-		

MALES

%ile	HSR				MSAT			
	% of class	N=184		% of class	N=184			
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
90-99	26	98	54	23	95	57		
80-89	18	79	32	16	76	31		
60-79	32	73	7	34	81	6		
40-59	18	55	3	20	57	14		
20-39	4	*	-	5	40	-		
1-19	1	*	-	2	*	-		

*the number of students in this cell is not large enough to produce a reliable percentage
 -no students in this cell

BETHEL COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=138			MSAT N=139		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	30	93	57	22	100	60
80-89	27	89	22	14	95	37
60-79	33	76	11	31	86	12
40-59	9	58	-	19	65	19
20-39	1	-	-	10	71	14
1-19		-	-	5	*	-

MALES

%ile	HSR N=101			MSAT N=101		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	27	89	41	18	100	50
80-89	22	100	18	12	75	17
60-79	24	62	12	26	73	12
40-59	16	31	-	26	54	8
20-39	11	36	-	16	56	12
1-19	1	*	-	3	*	-

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

CARLETON COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=23			MSAT N=24		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	96	100	32	95	100	35
80-89	4	*	-	5	*	-
60-79		-	-		-	-
40-59		-	-		-	-
20-39		-	-		-	-
1-19		-	-		-	-

MALES

%ile	HSR N=72			MSAT N=72		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	78	91	46	81	91	48
80-89	6	*	*	10	*	*
60-79	17	83	25	6	*	-
40-59		-	-	4	*	-
20-39		-	-		-	-
1-19		-	-		-	-

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- no students in this cell

COLLEGE OF ST. BENEDICT

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

Tile	HSR N=274				MSAT N=268		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
90-99	30	99	65	25	100	65	
80-89	26	100	36	19	94	44	
60-79	24	95	23	28	96	27	
40-59	14	87	3	18	98	10	
20-39	4	83	8	9	83	12	
1-19	3	*	-	1	*	-	

COLLEGE OF ST. CATHERINE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

Tile	HSR N=217				MSAT N=218		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
90-99	47	98	54	48	95	45	
80-89	20	86	14	19	76	22	
60-79	24	69	10	18	82	22	
40-59	5	64	-	11	71	4	
20-39	3	*	-	3	*	-	
1-19	1	-	-	1	*	-	

* the number of students in this cell is not large enough to produce a reliable percentage

COLLEGE OF ST. SCHOLASTICA

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	% of class	HSR N=167		% of class	MSAT N=181	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	31	100	75	14	92	68
80-89	25	98	48	21	97	45
60-79	29	78	14	20	92	50
40-59	5	*	*	28	84	26
20-39	7	58	-	11	79	16
1-19	2	*	-	7	83	17

COLLEGE OF ST. THOMAS

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES

%ile	% of class	HSR N=322		% of class	MSAT N=318	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	15	98	62	21	82	50
80-89	14	91	33	18	80	27
60-79	31	66	21	28	65	19
40-59	23	49	4	24	53	3
20-39	12	44	3	8	42	-
1-19	5	38	-	2	*	-

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- no students in this cell

CONCORDIA COLLEGE-MOORHEAD

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=226			MSAT N=221		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	40	99	69	25	98	59
80-89	23	88	28	16	86	49
60-79	27	79	8	28	90	37
40-59	8	47	5	19	81	19
20-39	2	-	-	9	58	10
1-19		-	-	3	*	-

MALES

%ile	HSR N=196			MSAT N=194		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	19	95	63	18	94	56
80-89	24	89	32	18	89	37
60-79	30	75	19	18	68	24
40-59	19	54	3	25	77	10
20-39	8	47	-	14	59	15
1-19		-	-	8	50	6

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

CONCORDIA COLLEGE-ST. PAUL

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=120			MSAT N=120		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	46	96	47	27	97	52
60-79	25	77	10	21	96	36
40-59	22	59	4	25	73	13
20-39	5	*	-	21	60	4
1-19	2	*	*	6	*	-

MALES

%ile	HSR N=95			MSAT N=97		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	26	96	56	25	96	46
60-79	31	86	7	22	71	24
40-59	22	48	5	15	93	7
20-39	12	46	-	21	60	-
1-19	9	*	-	18	18	-

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

CROSIER SEMINARY

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES

%ile	HSR N=45				MSAT N=46	
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	22	100	70	48	100	50
60-79	27	100	75	26	100	42
40-59	18	*	-	13	*	*
20-39	20	*	*	4	*	-
1-19	13	*	-	9	*	-

ST. MARY'S JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=164				MSAT N=131	
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	18	86	41	10	77	39
60-79	26	74	19	15	75	15
40-59	30	59	4	31	73	20
20-39	19	52	3	21	52	4
1-19	8	15	-	23	37	3

* the number of students in this cell is not large enough to produce a reliable percentage
 - no students in this cell

DR. MARTIN LUTHER COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES AND FEMALES COMBINED

%ile	% of class	HSR N=54		% of class	MSAT N=58	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	39	100	76	38	100	50
60-79	20	91	9	31	89	53
40-59	17	*	-	17	90	10
20-39	20	55	-	10	*	-
1-19	4	*	-	3	*	-

* the number of students in this cell is not large enough to produce a reliable percentage
 - no students in this cell

GUSTAVUS ADOLPHUS COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=235				MSAT N=249		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
90-99	43	98	51	38	95	53	
80-89	25	86	22	20	82	28	
60-79	28	74	6	26	88	17	
40-59	3	*	*	9	83	9	
20-39		-	-	6	80	-	
1-19		-	-	1	*	-	

MALES

%ile	HSR N=196				MSAT N=223		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
90-99	29	96	52	32	89	47	
80-89	27	91	23	16	91	23	
60-79	31	79	13	23	83	10	
40-59	12	65	-	17	80	15	
20-39	1	*	-	9	71	10	
1-19	1	-	-	2	*	-	

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

HAMLIN UNIVERSITY

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=111				MSAT N=111		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
90-99	40	98	57	34	100	58	
80-89	23	88	35	15	88	35	
60-79	31	82	18	29	88	31	
40-59	6	*	-	14	73	7	
20-39		-	-	6	*	*	
1-19		-	-	2	*	-	

MALES

%ile	HSR N=110				MSAT N=110		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
90-99	36	95	57	26	93	41	
80-89	25	89	7	16	94	33	
60-79	27	60	7	28	74	19	
40-59	12	69	-	21	70	9	
20-39		-	-	7	*	*	
1-19		-	-	1	*	-	

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 - no students in this cell

MACALASTER COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR				MSAT	
	% of class	N=142		% of class	N=152	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	70	95	46	71	93	43
80-89	20	90	17	20	87	26
60-79	9	77	15	9	100	14
40-59		-	*			
20-39		-	-		-	-
1-19		-	-		-	-

MALES

%ile	HSR				MSAT	
	% of class	N=127		% of class	N=139	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	50	94	60	50	88	52
80-89	28	78	31	27	76	27
60-79	18	52	4	16	68	27
40-59	4	*	-	6	*	*
20-39		-	-	1	*	-
1-19		-	-		-	-

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 - no students in this cell

ST. JOHN'S UNIVERSITY

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES

%ile	HSR				MSAT	
	% of class	N=286		% of class	N=245	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	30	95	52	28	85	35
80-89	23	91	14	21	88	20
60-79	27	73	6	29	81	15
40-59	16	47	2	16	65	12
20-39	3	70	-	5	75	8
1-19	1	*	-		*	-

ST. MARY'S COLLEGE - WINONA

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES

%ile	HSR				MSAT	
	% of class	N=143		% of class	N=127	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	17	100	60	18	87	52
80-89	13	94	39	15	95	26
60-79	31	96	24	20	88	27
40-59	23	67	12	19	83	17
20-39	11	56	-	13	76	24
1-19	4	*	-	14	78	6

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

ST. OLAF COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=151			MSAT N=151		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	68	99	54	64	99	51
80-89	25	92	19	21	97	36
60-79	7	70	30	13	79	21
40-59	1	-	-	2	*	*
20-39		-	-	1	*	*
1-19		-	-		-	-

MALES

%ile	HSR N=191			MSAT N=191		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	47	97	54	41	89	42
80-89	25	90	25	25	92	31
60-79	21	58	10	22	74	29
40-59	4	*	*	10	65	30
20-39	3	*	*	1	*	-
1-19		-	-	1	*	-

* the number of students in this cell is not large enough to produce a reliable percentage
 - no students in this cell

ST. PAUL BIBLE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

MALES AND FEMALES COMBINED

%ile	% of class	HSR N=84		% of class	MSAT N=85	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	26	86	18	11	*	*
60-79	26	59	-	21	72	11
40-59	23	42	-	21	50	-
20-39	20	29	-	26	54	-
1-19	5	*	-	21	23	-

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 - no students in this cell

University of Minnesota

COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	% of class	HSR N=193		% of class	MSAT N=180	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	53	92	40	36	92	43
60-79	30	79	17	24	75	18
40-59	17	47	6	20	80	29
20-39		*	-	14	60	8
1-19		-	-	6	64	-

MALES

%ile	% of class	HSR N=265		% of class	MSAT N=234	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	37	89	31	25	81	29
60-79	38	70	8	23	75	23
40-59	23	46	7	25	61	7
20-39	2	*	-	23	62	2
1-19		-	-	4	*	-

* the number of students in this cell is not large enough to produce a reliable percentage
 - no students in this cell

University of Minnesota

COLLEGE OF LIBERAL ARTS

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=1971			MSAT N=1990		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	35	92	47	34	90	44
80-89	24	80	18	19	79	24
60-79	29	67	10	25	71	14
40-59	10	56	7	17	65	8
20-39	2	47	9	5	54	3
1-19		*	-	1	55	9

MALES

%ile	HSR N=1781			MSAT N=1812		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	23	88	45	27	82	39
80-89	22	74	20	18	73	20
60-79	34	62	10	31	64	13
40-59	17	50	7	20	55	8
20-39	4	57	11	5	54	8
1-19		*	-		*	-

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 - no students in this cell

University of Minnesota

CROOKSTON

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

HSR

MSAT

%ile	% of class	N=176		% of class	N=149	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	9	87	40	9	77	38
60-79	17	87	40	14	86	38
40-59	28	80	16	16	71	29
20-39	28	61	14	22	82	15
1-19	18	47	6	39	66	12

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University of Minnesota

DENTAL HYGIENE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=32			MSAT N=32		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	75	67	17	63	75	20
60-79	19	*	-	34	46	-
40-59	6	*	-	3	-	-
20-39		-	-		-	-
1-19		-	-		-	-

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University of Minnesota

DULUTH

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=607			MSAT N=593		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	51	83	24	27	87	37
60-79	30	50	2	26	66	5
40-59	11	30	-	23	50	5
20-39	7	18	-	14	47	1
1-19	1	-	-	9	16	-

MALES

%ile	HSR N=718			MSAT N=698		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	25	81	28	17	77	30
60-79	29	56	10	26	54	9
40-59	25	30	-	23	43	7
20-39	15	30	1	21	38	2
1-19	6	13	-	13	24	2

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University of Minnesota

EDUCATION

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

%ile	HSR N=70			MSAT N=71		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	54	68	13	25	83	22
60-79	33	61	4	31	55	-
40-59	10	*	-	24	47	6
20-39	3	-	-	17	50	8
1-19		-	-	3	*	-

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University of Minnesota

GENERAL COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=313				MSAT N=318			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	2	*	*	1	*	-		
60-79	16	86	35	6	100	21		
40-59	30	80	16	21	87	22		
20-39	32	69	11	30	83	19		
1-19	21	63	6	42	57	9		

MALES

%ile	HSR N=490				MSAT N=492			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	1	*	*	1	Validity coefficient less than .20			
60-79	8	90	18	5				
40-59	24	78	23	22				
20-39	40	72	16	36				
1-19	27	48	11	36				

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University of Minnesota

INSTITUTE OF TECHNOLOGY

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=23			MSAT N=23		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	65	93	53	48	100	73
80-89	26	*	-	35	*	-
60-79	9	*	-	13	*	-
40-59		-	-	4	-	-
20-39		-	-		-	-
1-19		-	-		-	-

MALES

%ile	HSR N=601			MSAT N=600		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	49	89	41	33	89	42
80-89	27	71	17	22	83	31
60-79	19	66	9	23	71	18
40-59	4	60	12	15	70	8
20-39		*	-	5	59	18
1-19		-	-	1	*	-

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University of Minnesota

MORRIS

Norms and Expectancy Tables for First Year Grade Point Averages Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=170			MSAT N=169		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	42	100	60	23	97	59
80-89	26	82	13	15	88	40
60-79	24	66	7	31	85	27
40-59	6	50	20	22	76	14
20-39	1	-	-	8	50	-
1-19	1	-	-	2	*	*

MALES

%ile	HSR N=235			MSAT N=231		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
90-99	24	93	51	16	86	50
80-89	25	73	27	20	80	37
60-79	37	56	5	34	65	13
40-59	13	55	-	19	60	2
20-39	1	*	-	10	56	13
1-19		-	-	2	*	-

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BEMIDJI STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

Tile	HSR N=433			MSAT N=372		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	42	91	34	19	90	32
60-79	27	69	14	24	77	23
40-59	22	44	2	23	71	16
20-39	8	36	6	18	55	9
1-19	2	*	-	16	34	3

MALES

Tile	HSR N=463			MSAT N=393		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	16	90	38	10	90	46
60-79	26	75	15	20	65	14
40-59	30	54	2	24	60	9
20-39	21	36	1	29	58	4
1-19	8	14	3	17	32	2

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MANKATO STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=1099				MSAT N=1084	
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	31	90	44	18	87	45
60-79	28	72	15	22	76	26
40-59	23	46	4	25	68	18
20-39	13	30	2	22	48	4
1-19	4	30	4	14	34	4

MALES

%ile	HSR N=942				MSAT N=934	
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	14	89	46	12	72	37
60-79	23	72	20	18	72	24
40-59	28	48	6	25	60	11
20-39	23	41	5	24	48	8
1-19	12	22	1	20	34	3

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MOORHEAD STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=448			MSAT N=461		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	40	91	41	22	89	51
60-79	34	73	11	26	85	25
40-59	20	54	6	24	65	16
20-39	5	38	-	20	71	9
1-19	2	*	-	9	50	2

MALES

%ile	HSR N=417			MSAT N=421		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	22	90	48	15	92	49
60-79	27	71	18	23	72	29
40-59	32	56	6	25	68	15
20-39	16	34	3	25	46	5
1-19	3	50	17	11	46	4

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ST. CLOUD STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=1067			MSAT N=1029		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	42	90	43	28	91	47
60-79	34	73	16	24	80	25
40-59	18	57	5	25	70	16
20-39	5	30	4	16	59	6
1-19	1	25	8	6	55	6

MALES

%ile	HSR N=989			MSAT N=940		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	22	87	41	15	82	35
60-79	29	71	12	23	65	14
40-59	28	48	3	27	58	12
20-39	17	34	3	21	50	7
1-19	4	15	5	13	41	4

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WINONA STATE COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=416			MSAT N=364		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	32	95	50	20	94	60
60-79	33	78	20	18	85	33
40-59	22	49	5	25	70	17
20-39	12	48	2	21	65	13
1-19	1	*	*	16	51	4

MALES

%ile	HSR N=520			MSAT N=275		
	% of class	Chances in 100 of a freshman obtaining an average grade of;		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	12	87	38	9	92	23
60-79	27	80	12	16	88	16
40-59	32	63	4	25	61	12
20-39	23	47	4	28	53	5
1-19	7	24	5	22	50	

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AUSTIN STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=191			MSAT N=167		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	37	96	46	22	94	39
60-79	26	76	12	21	83	31
40-59	19	33	3	16	73	19
20-39	12	26	4	23	50	8
1-19	6	46	-	19	34	6

MALES

%ile	HSR N=258			MSAT N=233		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	15	92	49	13	90	48
60-79	19	60	6	18	60	10
40-59	27	51	3	18	55	7
20-39	24	43	5	24	51	4
1-19	15	28	8	27	33	5

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- no students in this cell

ANOKA-RAMSEY STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=236				MSAT N=218		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
80-99	25	92	56	9	84	63	
60-79	34	84	22	19	83	31	
40-59	22	60	13	23	76	24	
20-39	15	54	11	29	71	16	
1-19	4	*	*	20	58	12	

MALES

%ile	HSP N=379				MSAT N=363		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
80-99	9	76	33	8	79	25	
60-79	24	62	11	16	63	18	
40-59	28	60	9	21	55	10	
20-39	25	63	10	26	58	12	
1-19	14	46	13	29	53	5	

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BRAINERD STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=79			MSAT N=79		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	33	85	62	18	100	71
60-79	37	83	17	16	77	46
40-59	15	42	-	16	77	31
20-39	13	30	-	20	63	6
1-19	3	-	-	29	43	4

MALES

%ile	HSR N=112			MSAT N=116		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	14	75	31	16	72	28
60-79	24	63	22	14	62	12
40-59	28	39	-	17	50	10
20-39	23	19	-	26	23	3
1-19	11	-	-	28	19	-

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FERGUS FALLS STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSP N=88			MSAT N=77		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	32	89	61	22	94	47
60-79	32	89	18	19	80	40
40-59	16	50	-	17	85	31
20-39	16	36	-	26	55	10
1-19	5	*	-	16	33	-

MALES

%ile	HSR N=135			MSAT N=139		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	8	91	36	12	88	44
60-79	14	74	21	17	67	8
40-59	30	49	-	19	41	4
20-39	29	31	5	21	45	7
1-19	19	20	4	31	28	2

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HIBBING STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSP				MSAT			
	N=170				N=167			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
	C or Higher	B or Higher		C or Higher	B or Higher			
80-99	35	100	54	28	94	53		
60-79	30	74	12	26	86	16		
40-59	23	67	3	16	73	8		
20-39	11	67	6	19	72	12		
1-19	2	*	-	11	53	10		

MALES

%ile	HSP				MSAT			
	N=165				N=164			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
	C or Higher	B or Higher		C or Higher	B or Higher			
80-99	17	89	29	15	83	25		
60-79	22	68	14	12	78	10		
40-59	25	58	7	23	70	13		
20-39	22	36	6	28	44	9		
1-19	14	30	4	23	39	8		

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ITASCA STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=66				MSAT N=65		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
80-99	29	90	68	20	100	69	
60-79	36	100	21	17	82	36	
40-59	21	64	7	25	81	19	
20-39	11	*	-	20	92	8	
1-19	3	*	-	18	33	8	

MALES

%ile	HSR N=140				MSAT N=127		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
80-99	10	93	43	12	93	20	
60-79	26	64	17	17	59	18	
40-59	23	53	3	18	48	9	
20-39	25	34	-	22	46	4	
1-19	16	13	-	31	28	3	

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LAKWOOD STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=195				MSAT N=182			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	25	84	39	10	79	42		
60-79	32	77	18	20	89	22		
40-59	24	66	13	28	78	16		
20-39	14	61	14	20	58	11		
1-19	5	*	-	21	51	10		

MALES

%ile	HSR N=363				MSAT N=325			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	6	83	35	5	76	12		
60-79	22	67	12	13	57	19		
40-59	29	50	11	26	55	11		
20-39	28	36	4	24	49	8		
1-19	14	35	6	32	38	6		

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MESABI STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR				MSAT			
	N=146				N=156			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
C or Higher		B or Higher	C or Higher		B or Higher			
80-99	25	92	46	24	89	45		
60-79	34	76	18	19	86	24		
40-59	27	38	2	23	44	11		
20-39	14	35	-	21	59	9		
1-19		-	-	13	33	5		

MALES

%ile	HSR				MSAT			
	N=200				N=218			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
C or Higher		B or Higher	C or Higher		B or Higher			
80-99	15	87	43	22	65	22		
60-79	26	56	4	16	51	9		
40-59	25	32	-	26	34	4		
20-39	22	23	2	19	32	-		
1-19	12	8	-	17	8	-		

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

METROPOLITAN STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=77				MSAT N=72			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	16	92	42	6	*	*		
60-79	19	80	47	22	75	38		
40-59	35	70	18	22	75	38		
20-39	21	75	38	28	75	15		
1-19	9	*	-	22	75	12		

MALES

%ile	HSR N=141				MSAT N=135			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	6	*	*	7	Validity coefficient less than .20			
60-79	14	65	35	15				
40-59	28	72	33	19				
20-39	33	53	17	23				
1-19	19	52	15	36				

* the number of students in this cell is not large enough to produce a reliable percentage
 - no students in this cell

NORMANDEALE STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=256				MSAT N=240	
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	16	95	61	14	82	38
60-79	24	77	23	19	64	27
40-59	30	63	13	25	63	15
20-39	19	38	10	22	59	18
1-19	11	26	-	20	40	6

MALES

%ile	HSR N=468				MSAT N=435	
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	7	69	23	9	67	18
60-79	14	67	13	13	54	14
40-59	26	42	6	24	37	4
20-39	32	32	8	26	42	5
1-19	20	33	5	29	34	7

* the number of students in this cell is not large enough to produce a reliable percentage
 - no students in this cell

NORTH HENNEPIN STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=206				MSAT N=190			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	23	89	47	11	80	45		
60-79	31	67	14	15	83	24		
40-59	24	47	4	17	59	19		
20-39	16	41	3	31	56	10		
1-19	7	21	7	26	40	2		

MALES

%ile	HSR N=349				MSAT N=303			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	7	52	26	7	Validity coefficient less than 20			
60-79	19	57	9	13				
40-59	32	33	4	19				
20-39	29	34	4	31				
1-19	13	19	-	30				

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

NORTHLAND STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

) %ile	HSR				MSAT	
	% of class	N=135		% of class	N=129	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	21	100	54	14	100	72
60-79	23	71	3	15	79	11
40-59	26	57	6	19	50	4
20-39	19	36	-	22	64	7
1-19	12	37	6	31	48	-

RAINY RIVER STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

%ile	HSR				MSAT	
	% of class	N=108		% of class	N=90	
		Chances in 100 of a freshman obtaining an average grade of:			Chances in 100 of a freshman obtaining an average grade of	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	30	94	61	9	*	*
60-79	27	86	21	19	88	35
40-59	18	84	16	26	78	26
20-39	18	42	5	26	65	22
1-19	8	*	-	21	58	-

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

ROCHESTER STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=408			MSAT N=319		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	30	77	34	20	74	31
60-79	30	60	11	23	71	24
40-59	21	48	6	24	58	11
20-39	15	49	20	16	53	6
1-19	4	33	-	17	42	7

MALES

%ile	HSR N=398			MSAT N=342		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:	
		C or Higher	B or Higher		C or Higher	B or Higher
80-99	8	91	39	14	78	31
60-79	24	72	24	11	69	18
40-59	24	56	12	22	57	13
20-39	27	49	7	26	53	7
1-19	17	36	6	26	48	9

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

VERMILLION STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

%ile	HSR N=118				MSAT N=104		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
80-99	19	100	55	17	84	16	
60-79	22	58	12	14	80	13	
40-59	24	54	-	22	48	13	
20-39	19	22	-	22	43	-	
1-19	16	21	-	24	12	8	

* the number of students in this cell is not large enough to produce a reliable percentage
 - no students in this cell

WILLMAR STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=78				MSAT N=80			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	24	100	53	14	100	73		
60-79	26	90	30	16	92	46		
40-59	27	86	14	26	95	29		
20-39	22	76	18	28	91	14		
1-19	1	-	-	16	70	15		

MALES

%ile	HSR N=168				MSAT N=195			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	7	92	50	9	72	33		
60-79	18	80	17	11	73	9		
40-59	28	75	4	19	71	18		
20-39	30	56	2	28	69	7		
1-19	17	48	3	32	58	6		

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 - no students in this cell

WORTHINGTON STATE JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	HSR N=112				MSAT N=76		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
80-99	21	92	62	9	*	*	
60-79	29	94	18	20	73	33	
40-59	24	48	15	26	60	20	
20-39	19	28	10	29	68	18	
1-19	6	*	-	16	42	-	

MALES

%ile	HSR N=230				MSAT N=151		
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher		C or Higher	B or Higher	
80-99	14	85	58	10	87	53	
60-79	15	74	9	11	71	35	
40-59	23	56	12	20	53	10	
20-39	30	38	3	30	52	4	
1-19	18	12	-	28	37	5	

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

TABLE 4:5

**Percentages of 1968 Freshmen Obtaining
Grade Averages of C and of B in
Minnesota Private Junior Colleges
by High School Rank and MSAT Score**

BETHANY LUTHERAN JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

MALES AND FEMALES COMBINED

%ile	% of class	HSR		MSAT		
		N=71		N=77		
		Chances in 100 of a freshman obtaining an average grade of:		Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	34	100	75	25	100	79
60-79	27	89	26	22	76	35
40-59	21	60	7	21	75	12
20-39	14	40	-	19	67	7
1-19	4	-	-	13	30	-

CORBETT JUNIOR COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering in Fall of 1968.

FEMALES

%ile	% of class	HSR		MSAT		
		N=21		N=21		
		Chances in 100 of a freshman obtaining an average grade of:		Chances in 100 of a freshman obtaining an average grade of:		
		C or Higher	B or Higher	% of class	C or Higher	B or Higher
80-99	24	*	*	24	*	*
60-79	14	*	-	10	*	*
40-59	14	*	*	14	*	*
20-39	38	*	*	10	*	-
1-19	10	-	-	43	*	-

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

GOLDEN VALLEY LUTHERAN COLLEGE

Norms and Expectancy Tables for First Year Grade Point Average Based on Freshmen Entering College in Fall of 1968.

FEMALES

%ile	HSR N=92				MSAT N=77			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	17	94	56	16	92	67		
60-79	25	87	30	10	*	*		
40-59	22	70	15	16	83	42		
20-39	29	78	7	22	77	12		
1-19	7	*	*	36	64	7		

MALES

%ile	HSR N=64				MSAT N=54			
	% of class	Chances in 100 of a freshman obtaining an average grade of:		% of class	Chances in 100 of a freshman obtaining an average grade of:			
		C or Higher	B or Higher		C or Higher	B or Higher		
80-99	5	*	*	4	*	-		
60-79	19	92	33	19	60	20		
40-59	25	69	19	17	*	*		
20-39	22	36	-	13	*	-		
1-19	30	21	-	48	38	8		

* the number of students in this cell is not large enough to produce a reliable percentage

- no students in this cell

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SCHOLASTIC APTITUDE IN MINNESOTA COLLEGES--1968

by

Dallis K. Perry, Edward O. Swanson
and E. G. Joselyn

Student Counseling Bureau

University of Minnesota

Scholastic Aptitude in Minnesota Colleges--1968¹

Statewide surveys of scholastic aptitude of Minnesota college freshmen have been conducted periodically since 1937. The results serve to document the levels of academic ability of students entering Minnesota colleges, the distributions of ability among individual colleges and types of colleges, and changes in these distributions as changes have taken place in the nature of educational opportunities available to Minnesota students. The surveys are conducted by the Minnesota College Statewide Testing Program, through which a scholastic aptitude test (currently MSAT--the Minnesota Scholastic Aptitude Test) is administered to virtually every high school student in the junior class of Minnesota high schools. The Statewide Program also collects high school grade averages as a measure of achievement of Minnesota students and reports them to colleges in the form of high school rank (HSR). The program provides the vehicle through which the cooperative efforts of Minnesota colleges combine to make these surveys possible. Results of the surveys through 1959 were summarized by Berdie, Layton, Hagenah, and Swanson (1962), and the following two surveys were reported by Swanson, Merwin, and Berdie (1962, 1965). The current report presents the results of surveys of freshmen entering Minnesota colleges in Fall 1965 and Fall 1968, most of whom had been tested as high school juniors in the Winters of 1964 and 1967 respectively. Included with the information collected on the 1968 students were data on first-term grade average, which were gathered to determine current validities of the scholastic ability measures and to update the expectancy tables that are used to interpret these measures in practical terms for the guidance of

¹ Tabulation and analysis of data for this study were under the direction of Mrs. Veronica Schultz, whose assistance is gratefully acknowledged.

students making college plans. The validity coefficients and expectancy tables are presented in a companion report (Perry, Joselyn, and Swanson, 1971). Because sizable groups are needed to provide stable values in expectancy tables, data for 1967 freshmen were combined with the 1968 data for the smaller colleges. The combined data were used in the computations for the present report as well, and results for combined years are noted in the tables.

Procedure

In 1968 the president of each college in the Association of Minnesota Colleges was contacted with a request to participate in the survey and validation study and to indicate the person who would be responsible for supplying information from the college. The follow-up request for the data went to the colleges in April 1969. Data for the state junior colleges were obtained, after initial approval from each president, from the central computer file for the junior college system. Colleges either supplied complete data on each student without identifying individual students or supplied student names, high schools, and graduation dates so that HSR and MSAT scores could be obtained from Statewide Testing Program files. Data were obtained from all colleges in the Association except Lea College, Minneapolis School of Art, and the College of St. Teresa.

Not all students in Minnesota colleges are from Minnesota high schools, of course. As Table I shows, however, Minnesota students make up most of the freshmen in all state-supported systems and a majority of those in the private colleges as well. Table I also shows the total number of Minnesota students in the study (including the 1967 freshmen in the smaller colleges)

and numbers for whom HSR and MSAT data were available. In most schools the results should be reasonably representative of the entire freshman class of 1968.

Results

Types of College

Means and standard deviations of HSR and MSAT raw scores for the 1968 freshmen are given by sex and by type of college in Table 2.1. For comparison the same statistics are shown for 1966-67 high school juniors, the class from which most of the freshmen came. As in previous surveys, the liberal arts college students show the highest scholastic aptitude indices and the junior college students the lowest; and the female students have higher average scores than the male students in general and in each type of college except the private junior colleges. The latter make up a small, heterogeneous group of small colleges, some of which are rather specialized. Only two of the five are co-educational, and the men's colleges are specialized in different ways than the women's and therefore draw quite different kinds of students. The college-going students score higher on MSAT (mean score at the 71st percentile on high school junior norms) than on HSR (mean=64), and the difference between males and females is less marked (67th and 73rd percentiles respectively) on MSAT than on HSR (58 and 70).

Although there are marked differences in average scholastic ability scores among types of colleges, the standard deviations indicate substantial overlap as well. Both the differences and the overlapping are displayed in Fig. 1.1 and 1.2, which portray the mean, mid-third range, and total range for each type of college. In these figures the two-year colleges (GC, Crook-

ston) and the four-year colleges of the University of Minnesota are shown separately.

Similar data for 1965 freshmen are shown in Table 2.2, although the state and private junior colleges are not separated in the 1965 analysis. Comparison of the two tables shows slight increases in scores of male freshmen in the state colleges and university and decreases in scores of state junior college freshmen of both sexes. The trends suggested by these changes seem to be continuations of tendencies that can be noted in earlier reports (Swanson, et al, 1962, 1965). Mean scores of the liberal arts college freshmen have been virtually constant since the 1961 class, and the scores of the junior college students have been declining since then. The increase in state college and university males' scores began with the 1965 freshmen.

The 1968 data show, for the first time, a small decline, slightly greater for females than for males, in the average scholastic aptitude indices for all Minnesota college freshmen. The change is clearly due to the combination of declining scores and markedly greater enrollments in the junior colleges while both enrollments and scholastic aptitude indices in other segments of the educational system remained more constant. There is a suggestion, in the pattern of changes, of a slight break in the traditional tendency of fewer girls than boys at a given level of ability to attend college. This is seen also in the fact that 46 percent of the 1968 freshmen were females, whereas the percentage was 43 in the 1961, 1963, and 1965 groups.

The differences among types of colleges indicate that MSAT norms by type of college, in addition to the statewide entering freshmen norms,

would be useful; and they are presented in Table 3. Such norms must be used with full realization of the variation among institutions within each type, as shown in the next section.

Individual Colleges

Means and standard deviations of 1968 HSR and MSAT scores for Minnesota freshmen in individual colleges are given by sex in Tables 4.1-4.5. The state colleges are quite similar to each other, but within each of the other types there is considerable variety. Entering freshmen at several of the junior colleges and several of the liberal arts colleges are more similar in scholastic ability to freshmen in state colleges than to those in the average colleges in their own groups. The University of Minnesota, with both two-year and four-year colleges, includes average scores among both the lowest and the highest. The results reflect the diversity of educational opportunities available to Minnesota students, not only in different components of the educational system, but within each component as well.

Attendance Patterns

Tables 5.1 and 5.2 present somewhat different information, showing the proportions of 1966-67 Minnesota high school juniors in each decile of scholastic ability who entered Minnesota colleges in the Fall of 1968, by type of college. Percentages based on HSR in Table 5.1 are quite similar to those based on MSAT in Table 5.2. They show a total of 36 percent of the juniors--33 percent of the girls and 38 percent of the boys--entering a Minnesota college in the Fall after their high school graduation. About 70 percent of the boys and 62-64 percent of the girls in the top decile of each measure entered a Minnesota college, whereas only 6-8 percent of students in the bottom deciles did so. More than half the boys in the top

four deciles and about half of those in the next decile entered college, but only in the top two deciles were more than half of the girls in the college group.

The University receives the largest proportions of students in the top three deciles, the state colleges the largest proportions in the next four, and the junior colleges the largest proportions in the lower three deciles. This pattern varies somewhat between males and females, with the state colleges drawing somewhat larger proportions of high ability girls than boys. Very few students from the lower half of the distributions entered liberal arts colleges, but there are students from each decile in each type of college. The junior colleges draw quite evenly from the entire range, though somewhat more heavily from the middle than from either the high or low deciles.

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TABLE 1

Completeness of Data on
Minnesota College Freshmen

Type of College	1968 Entering Freshmen ¹	Minnesota Freshmen			HSR Available		MSAT Available	
		1968		Total in Study ²	N	%	N	%
		N	%					
Lib. Arts	6497	3800	58	4476	4220	94	4232	95
U of M	8665	8427	97	8496	7979	94	7919	93
St. Coll	8438	7558	90	7558	7359	97	6884	91
St. JC	9147	8405	92	8405	6992	84	6272	75
Pr. JC	484	363	75	548	483	88	431	79

¹ From "Fifteenth Annual Survey of Minnesota College and University Enrollments". Minnesota Higher Education Coordinating Commission, November 1968.

² Includes 1967 freshmen in small colleges.

TABLE 2.1

Means and Standard Deviations of High School Rank and
MSAT Score for 1966-67 High School Juniors and
1968 Minnesota College Freshmen¹ by
Type of College

Type of College	HSR			MSAT-C Raw Score		
	N	Mean	S.D.	N	Mean	S.D.
			<u>Males</u>			
Liberal Arts	2,098	72.67	22.68	2,076	45.99	11.51
U of M	4,461	66.95	24.43	4,403	42.39	12.07
St. Coll	3,621	54.83	23.01	3,346	35.57	10.41
St. JC	4,229	43.40	24.12	3,831	32.04	11.19
Priv JC	149	49.15	26.27	142	36.85	13.04
Total	14,558	58.08	27.32	13,798	38.35	14.24
HS Jrs	32,182	44.41	28.59	31,849	31.85	13.40
			<u>Females</u>			
Liberal Arts	2,122	82.52	15.03	2,156	48.25	11.54
U of M	3,518	74.86	21.00	3,516	44.76	12.37
St. Coll.	3,738	68.10	21.18	3,516	44.76	12.37
St. JC	2,763	59.51	23.81	2,441	35.03	11.51
Priv JC	334	55.23	25.07	289	34.51	12.30
Total	12,475	70.04	22.65	11,940	41.34	12.64
HS Jrs	31,229	55.88	28.03	30,934	33.94	13.74
			<u>Males and Females</u>			
Liberal Arts	4,220	77.57	19.89	4,232	47.14	11.58
U of M	7,979	70.44	23.32	7,919	43.44	12.26
St. Coll	7,359	61.57	23.08	6,884	37.13	10.88
St. JC	6,992	49.77	25.16	6,272	33.21	11.41
Priv JC	483	53.35	25.57	431	35.28	12.58
Total	27,033	63.60	25.95	25,738	39.74	13.60
HS Jrs	63,411	50.06	28.89	62,783	32.88	13.61

¹ Includes 1967 freshmen in small colleges

TABLE 2.2

Means and Standard Deviations of High School Rank
and MSAT Score for 1965 Minnesota College
Freshmen by Type of College

Type of College	HSR			MSAT-A Raw Score		
	N	Mean	S.D.	N	Mean	S.D.
			<u>Males</u>			
Liberal Arts	2,081	73.19	21.43	2,058	48.31	13.18
U of M	5,166	64.79	24.72	5,215	43.66	13.67
St. Coll	3,522	52.05	22.93	3,489	35.14	11.39
Junior Coll	2,406	47.44	24.43	2,358	34.43	12.19
Total	13,175	59.43	25.50	13,120	40.38	12.91
			<u>Females</u>			
Liberal Arts	2,184	80.82	18.34	2,167	50.72	13.28
U of M	2,606	74.28	21.53	3,634	46.58	13.44
St. Coll	2,825	67.83	21.83	2,799	40.01	12.50
Junior Coll	1,391	63.49	24.52	1,382	39.01	14.46
Total	10,006	72.37	22.22	9,982	44.58	14.04
			<u>Males and Females</u>			
Liberal Arts	5,265	77.09	20.27	4,225	49.55	13.28
U of M	3,772	68.69	23.92	8,849	44.86	13.62
St. Coll	6,347	59.07	23.78	6,288	37.31	12.14
Junior Coll	3,797	53.37	25.66	3,740	36.14	13.27
Total	23,181	65.01	24.98	23,102	42.20	14.12

TABLE 3

Minnesota Scholastic Aptitude Test Norms for
High School Juniors and Entering College Freshmen
1968

<u>Perce- tile</u>	<u>Four-yr. Lib Arts</u>	<u>U of M Four-yr Coll</u>	<u>State Colleges</u>	<u>Junior Colleges</u>	<u>HS Juniors</u>
99	68-75	67-75	61-75	60-75	64-75
98	67	66	59-60	58-59	61-63
95	65	64	56	53	57
90	63	61	52	49	52
80	58	56	46	43	45
75	56	54	44	41	42
70	54	52	43	39	39
60	51	48	39	35	35
50	47	45	36	32	31
40	44	42	34	29	27
30	40	39	31	26	24
25	39	38	29	25	22
20	37	36	27	23	20
10	31	32	24	19	16
5	27	27	20	16	14
2	21-23	20-23	16-17	13	11
1	0-20	0-19	0-15	0-12	0-10

TABLE 4.1

Means and Standard Deviations of High School Rank
and MSAT Score for 1968 Minnesota
Liberal Arts College Freshmen

College Code	HSR			MSAT-C Raw Score		
	N	Mean	S.D.	N	Mean	S.D.
			<u>Males</u>			
1	184	73.61	19.67	184	45.80	9.73
2	103 ¹	71.50	22.11	103	42.39	10.95
3	73	91.96	8.25	73	59.42	7.83
4	201	71.74	18.86	199	42.14	11.12
5	96 ¹	60.75	25.60	98	38.22	13.71
6	198	79.19	15.70	226	46.74	10.61
7	114	81.01	15.41	114	45.85	10.39
8	129	86.47	11.40	141	53.62	9.41
12	289	75.99	19.26	248	47.25	9.59
13	143 ¹	64.20	23.20	125	40.82	13.13
14	192	84.27	15.41	192	51.29	9.38
17	325	62.75	23.42	321	44.84	10.22
18	16	52.00	25.70	16	38.94	12.17
20	35	51.37	21.86	36	34.03	11.26
Total	2098	72.67	22.68	2076	45.99	11.50
			<u>Females</u>			
1	211	86.09	12.90	211	52.01	8.97
2	140 ¹	80.23	15.09	141	44.17	11.27
3	23	96.52	4.43	24	63.00	5.49
4	227	81.05	15.84	222	45.16	10.64
5	120 ¹	71.49	21.36	120	40.38	11.20
6	237	84.50	11.58	251	49.41	10.09
7	111	82.62	13.27	111	47.76	10.50
8	143	90.67	9.11	153	58.28	7.74
10	275 ¹	75.51	20.66	269	46.38	10.01
11	219	82.84	17.50	220	51.46	10.77
14	151	91.33	7.81	151	55.90	8.62
15	173 ¹	76.38	21.06	187	42.01	10.82
18	41 ¹	73.39	24.97	45	47.69	11.45
20	51 ¹	64.47	22.97	51	34.43	11.47
Total	2122	82.52	15.03	2156	48.25	11.54

TABLE 4.1 (cont.)

Means and Standard Deviations of High School Rank
and MSAT Score for 1968 Minnesota
Liberal Arts College Freshmen

College Code	HSR			MSAT-C Raw Score		
	N	Mean	S.D.	N	Mean	S.D.
	<u>Males and Females</u>					
1	395	80.28	17.53	395	49.12	9.83
2	243 ¹	76.53	18.85	244	43.42	11.15
3	96	93.05	7.74	97	60.31	7.46
4	428	76.86	17.89	421	43.73	10.96
5	216 ¹	67.44	25.05	218	39.36	12.45
6	435	82.08	13.85	477	48.15	10.42
7	225	81.80	14.38	225	46.79	10.46
8	272	88.68	10.46	294	56.04	8.88
10	275 ¹	75.51	19.38	269	46.38	10.01
11	219	82.84	17.50	220	51.46	10.77
12	289	75.99	19.26	248	47.25	9.59
13	143 ¹	64.20	23.20	125	40.82	13.13
14	343	87.38	13.11	343	53.32	9.32
15	173 ¹	76.38	21.06	187	42.01	10.82
17	325	62.75	23.42	321	44.84	10.22
18	57 ¹	67.39	26.77	61	45.39	12.17
20	86 ¹	59.14	23.31	87	34.26	11.32
Total	4220	77.57	19.89	4232	47.14	11.58

¹ 1967 students included

TABLE 4.2

Means and Standard Deviations of High School Rank
and MSAT Raw Score for 1968
University of Minnesota Freshmen

College	HSR.			MSAT-C Raw Score		
	N	Mean	S.D.	N	Mean	S.D.
			<u>Males</u>			
AFHE	274	71.01	16.58	243	39.92	10.06
CLA	1871	73.80	17.88	1897	47.03	9.69
Crookston ¹	157	41.75	21.88	130	29.52	10.42
Duluth	748	59.62	24.68	728	37.98	11.15
Education ^{1,2}	21	69.86	16.04	22	43.36	9.12
GC	534	32.20	18.36	531	28.31	7.76
IT	614	85.93	12.44	614	48.73	10.39
Morris	242	76.62	15.70	238	44.09	9.15
Total	4461	66.95	24.43	4403	42.39	12.07
			<u>Females</u>			
AFHE	198	77.16	16.31	182	42.55	11.66
CLA	2062	79.42	15.98	2088	48.63	10.30
Crookston ¹	20	63.05	27.39	21	34.10	12.50
Dent Hyg ¹	31	83.56	17.29	31	51.13	7.71
Duluth	621	75.25	19.97	606	41.73	11.80
Education ^{1,2}	50	79.68	14.85	50	40.22	9.89
GC	334	37.77	20.08	337	27.03	8.50
IT	26	90.35	9.63	26	55.23	9.47
Morris	176	83.14	14.74	175	45.58	10.77
Total	3518	74.86	21.00	3516	44.76	12.37
			<u>Males and Females</u>			
AFHE	472	73.59	16.73	425	41.04	10.84
CLA	3933	76.75	17.14	3985	47.74	10.02
Crookston ¹	177	44.15	23.47	151	30.16	10.80
Dent Hyg ¹	31	83.56	17.29	31	51.13	7.71
Duluth	1369	66.36	23.99	1334	39.31	11.64
Education ^{1,2}	71	76.77	15.76	72	41.18	9.71
GC	868	34.35	19.22	868	27.82	8.08
IT	640	86.11	12.37	640	48.94	10.49
Morris	418	79.37	15.62	413	44.67	10.01
Total	7979	70.44	23.32	7919	43.44	12.26

¹ 1967 students included

² The College of Education accepts freshmen only in the Physical Education and Recreation Leadership programs.

TABLE 4.3

Means and Standard Deviations of High School Rank
and MSAT Scores for 1968 Minnesota
State College Freshmen

College Code	HSR			MSAT Raw Score		
	N	Mean	S.D.	N	Mean	S.D.
			<u>Males</u>			
1	466	53.77	22.78	391	34.23	10.11
2	943	50.52	25.17	935	34.58	10.49
3	426	59.15	21.20	429	37.18	10.24
4	999	59.05	22.30	950	37.18	10.30
5	328	52.27	21.94	279	33.11	9.98
6	359	53.47	22.54	362	35.30	10.51
Total	3621	54.83	23.01	3346	35.57	10.41
			<u>Females</u>			
1	433	69.48	21.39	368	37.61	11.30
2	1106	63.42	23.19	1091	37.09	11.11
3	454	71.55	18.60	460	39.39	10.83
4	1076	72.24	18.67	1035	40.87	10.72
5	420	65.77	20.87	368	37.13	11.21
6	249	65.18	22.71	216	38.01	11.04
Total	3738	68.10	21.18	3538	38.61	11.10
			<u>Males and Females</u>			
1	899	61.33	23.47	759	35.87	10.83
2	2049	57.48	24.51	2026	35.94	10.90
3	880	65.66	20.83	889	38.32	10.60
4	2075	65.89	21.53	1985	39.10	10.68
5	748	59.85	22.37	647	35.40	10.87
6	708	57.59	23.28	578	36.31	10.78
Total	7359	61.57	23.08	6884	37.13	10.88

TABLE 4.4

Means and Standard Deviations of High School Rank
and MSAT Scores for 1968 Minnesota State
Junior College Freshmen

College Code	HSR			MSAT Raw Scores		
	N	Mean	S.D.	N	Mean	S.D.
			<u>Males</u>			
1	272	48.57	26.38	243	33.82	12.59
3	113	49.65	24.40	118	32.69	11.93
4	78	42.27	25.41	69	33.77	11.53
6	146	40.60	23.27	143	32.44	12.00
7	173	50.83	25.60	170	34.10	11.22
8	168	44.15	25.08	152	30.84	12.52
9	451	44.43	23.87	375	33.38	11.61
10	203	52.01	25.42	218	37.17	11.73
11	174	42.43	23.69	198	31.43	10.73
12	235	44.76	25.75	154	31.59	10.70
15	212	36.07	22.33	191	29.62	11.09
16	88	49.56	25.13	84	32.02	11.73
17	499	43.39	23.17	460	30.73	10.57
18	436	42.86	22.67	392	30.27	9.83
19	518	39.62	22.70	464	31.58	10.42
20	405	44.15	22.36	349	30.98	10.27
21	58	52.28	25.77	51	33.18	11.62
Total	4229	43.40	24.12	3831	32.04	11.19
			<u>Females</u>			
1	198	63.88	24.57	169	38.86	11.83
3	81	65.25	22.61	79	34.14	11.78
4	42	68.33	21.59	36	38.14	11.29
6	90	63.77	23.38	77	37.31	12.46
7	177	64.96	22.81	173	39.84	12.20
8	107	55.88	25.08	97	34.12	12.48
9	462	61.80	23.23	352	36.96	11.56
10	146	63.70	19.99	157	38.40	11.78
11	83	58.16	22.61	83	34.60	11.13
12	113	57.92	24.94	76	34.45	10.05
15	123	47.91	24.35	109	29.08	9.78
16	51	60.98	24.55	49	35.51	11.56
17	300	58.88	22.70	272	32.44	10.24
18	233	58.42	23.92	210	33.28	11.29
19	278	51.88	23.71	256	34.55	11.09
20	225	57.53	23.29	204	32.46	10.19
21	54	65.70	26.02	42	33.98	11.05
Total	2763	59.51	23.81	2441	35.03	11.51

TABLE 4.4 (cont.)

Means and Standard Deviations of High School Rank
and MSAT Scores for 1968 Minnesota State
Junior College Freshmen

College Code	HSR			MSAT Raw Scores		
	N	Mean	S.D.	N	Mean	S.D.
	<u>Males and Females</u>					
1	470	55.02	26.70	412	35.07	12.36
3	194	56.16	24.84	197	33.27	11.87
4	120	51.39	27.10	105	35.27	11.58
6	236	49.44	25.85	220	34.15	12.36
7	350	57.94	25.21	343	37.00	12.05
8	275	48.71	25.68	249	32.12	12.58
9	913	53.22	25.08	727	35.11	11.72
10	349	56.90	23.98	375	37.69	11.75
11	257	47.51	24.44	281	32.37	10.93
12	348	49.03	26.19	230	32.53	10.55
15	335	40.46	23.73	300	29.42	10.62
16	139	53.75	25.44	133	33.31	11.74
17	799	49.20	24.18	732	31.36	10.47
18	669	48.28	24.26	602	31.32	10.45
19	796	43.90	23.77	720	32.63	10.75
20	630	48.93	23.57	553	31.52	10.26
21	112	58.75	26.64	93	33.54	11.31
Total	6992	49.77	25.16	6272	33.21	11.41

TABLE 4.5

Means and Standard Deviations of High School Rank
and MSAT Score for 1968 Minnesota Private
Junior College Freshmen

College Code	HSR			MSAT-C Raw Score		
	N	Mean	S.D.	N	Mean	S.D.
			<u>Males</u>			
2	32 ¹	61.47	23.57	36	38.19	12.54
14	46 ¹	54.50	27.08	47	44.36	11.80
23	71	40.13	23.89	59	30.05	10.68
Total	149	49.15	26.27	142	36.85	13.04
			<u>Females</u>			
2 ¹	39	66.95	25.16	41	39.59	12.71
13	24	52.75	26.85	24	33.12	14.49
22	172	54.73	24.04	140	33.93	10.24
23	99	52.08	25.30	84	33.39	14.08
Total	334	55.23	25.07	289	34.51	12.30
			<u>Males and Females</u>			
2 ¹	71	64.48	24.44	77	38.94	12.57
13	24	52.75	26.85	24	33.12	14.49
14 ¹	46	54.50	27.08	47	44.36	11.80
22	172	54.74	24.04	140	33.93	10.24
23	170	47.09	25.34	143	32.01	12.85
Total	483	53.35	25.57	431	35.28	12.58

¹ 1967 students included

TABLE 5.1

Percentages of Minnesota High School Juniors
of 1967 Entering Minnesota Colleges in
Fall 1968 by High School Rank

ISR Decile	Four-Year Liberal Arts		U of M		State Colleges		State JC		Private JC		Total All Colleges		66-67 HS Juniors	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Males														
10	503	21.8	786	34.1	200	8.7	715	5.0	7	.3	1611	69.9	2303	7.2
9	384	16.2	767	32.3	324	13.6	187	7.8	3	.1	1665	70.0	2377	7.4
8	281	10.7	647	24.7	404	15.4	279	10.6	6	.2	1617	61.6	2622	8.1
7	223	7.9	493	17.5	460	16.3	363	12.0	7	.2	1546	54.9	2815	8.7
6	159	5.4	428	14.5	462	15.6	389	13.2	6	.2	1444	48.9	2955	9.2
5	121	3.6	289	8.7	447	13.5	430	13.0	3	.1	1290	38.9	3320	10.3
4	65	1.8	200	5.5	422	11.7	476	13.2	8	.2	1171	32.4	3611	11.2
3	38	1.0	156	4.2	229	6.2	401	10.8	5	.1	829	22.4	3702	11.5
2	24	.6	330	2.9	148	3.7	330	8.2	11	.2	630	15.6	4036	12.5
1	9	.2	58	1.3	69	1.6	201	4.5	2	.1	339	7.6	4441	13.8
total	1807	5.6	3941	12.2	3165	9.8	3171	9.9	58	.2	12142	37.7	32182	100.0
Females														
10	716	19.2	886	23.8	504	13.5	179	4.8	21	.6	2306	61.9	3726	11.9
9	411	10.4	717	18.1	693	17.5	311	7.9	16	.4	2148	54.3	3956	12.7
8	236	6.4	510	13.9	541	14.7	278	7.6	19	.5	1584	43.1	3674	11.8
7	131	3.7	366	10.3	510	14.4	299	8.4	21	.6	1327	37.3	3553	11.4
6	63	1.9	223	6.8	429	13.0	283	8.6	18	.5	1016	30.9	3292	10.5
5	47	1.5	172	5.5	275	8.9	269	8.7	32	1.1	796	25.6	3105	9.9
4	20	.7	84	3.0	177	6.4	193	6.9	21	.8	495	17.8	2788	8.9
3	12	.4	58	2.1	111	4.0	151	5.4	19	.7	351	13.4	2626	8.4
2	4	.2	47	2.0	60	2.6	88	3.8	9	.4	208	9.0	2321	7.4
1	4	.2	24	1.1	22	1.0	66	3.0	7	.3	123	5.6	2188	7.0
total	1644	5.3	3087	9.9	3322	10.6	2117	6.8	184	.5	10354	33.2	31229	100.0
Males and Females														
10	1219	20.2	1672	27.7	704	11.7	294	4.9	28	.5	3917	65.0	6029	9.5
9	795	12.6	1484	23.4	1017	16.1	498	7.9	19	.3	3813	60.2	6333	10.0
8	517	8.2	1157	18.4	945	15.0	557	8.8	25	.4	3201	50.8	6296	9.9
7	354	5.6	859	13.5	970	15.2	662	10.4	28	.4	2873	45.7	6368	10.0
6	222	3.6	651	10.4	891	14.3	672	10.8	24	.4	2460	39.4	6247	9.9
5	168	2.6	461	7.2	722	11.2	699	10.9	36	.6	2086	32.5	6425	10.1
4	85	1.3	284	4.4	599	9.4	669	10.5	29	.5	1666	26.0	6399	10.1
3	50	.8	214	3.4	340	5.4	552	8.7	24	.4	1180	18.6	6328	10.0
2	28	.4	164	2.6	208	3.3	418	6.6	20	.3	838	13.2	6357	10.0
1	13	.2	82	1.2	91	1.4	267	4.0	9	.1	462	7.0	6629	10.5
total	3451	5.5	7028	11.1	6487	10.2	5288	8.3	242	.4	22496	35.5	63411	100.0

Note - The last column is the percent of the total across deciles. The other percentages are based on the total within each decile.

TABLE 5.2

Percentages of Minnesota High School Juniors
of 1967 Entering Minnesota Colleges
in Fall 1968 by MSAT Score

MSAT-C Decile	Four-Year Liberal Arts		U of M		State Colleges		State JC		Private JC		Total All Colleges		66-67 HS Juniors	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Males														
10	586	20.7	893	31.5	295	10.4	180	6.4	11	.4	1965	69.3	2834	8.9
9	485	15.6	857	27.7	326	10.5	232	10.3	9	.3	2000	64.4	3108	9.8
8	263	9.6	636	23.3	430	15.7	299	10.9	4	.1	1632	59.8	2731	8.6
7	213	7.9	479	17.8	434	16.1	336	12.5	6	.2	1467	54.5	2691	8.4
6	140	4.4	381	11.9	483	15.0	456	14.2	4	.1	1464	45.5	3215	10.1
5	95	2.7	286	8.2	453	13.0	494	14.2	4	.1	1332	38.4	3472	10.9
4	41	1.1	175	4.7	366	9.8	411	11.0	2	.1	995	26.7	3723	11.7
3	18	.7	93	3.4	150	5.4	274	9.9	5	.2	540	19.5	2766	8.7
2	11	.3	78	2.2	156	5.4	295	8.2	8	.2	548	15.2	3613	11.3
1	7	.2	38	1.0	13	.4	170	4.6	9	.2	237	6.4	3696	11.6
Total	1859	5.8	3916	12.3	3106	9.8	3238	10.2	61	.2	12180	38.2	31849	100.0
Females														
10	724	20.1	947	26.9	419	11.9	178	5.1	15	.4	2283	64.9	3520	11.4
9	413	11.4	689	19.0	595	16.4	314	8.6	15	.4	2027	55.8	3631	11.7
8	218	7.2	451	14.9	487	16.1	262	8.7	20	.7	1438	47.5	3028	8.8
7	123	4.4	353	12.6	452	16.2	244	8.7	31	1.1	1203	43.0	2795	9.0
6	96	3.0	268	8.4	477	15.0	273	8.6	21	.7	1135	35.7	3182	10.3
5	53	1.6	155	4.7	358	10.8	294	8.9	15	.5	875	26.4	3319	10.7
4	32	1.0	103	3.1	299	8.9	237	7.1	19	.6	690	20.6	3342	10.8
3	10	.4	49	2.0	103	4.2	162	6.6	15	.6	339	13.8	2456	7.9
2	5	.2	46	1.6	89	3.1	115	4.0	18	.6	273	9.4	2894	9.4
1	2	.1	33	1.2	38	1.4	75	2.7	14	.5	162	5.9	2767	8.9
Total	1676	7.4	3094	10.0	3317	10.7	2154	7.0	184	.6	10425	33.7	30934	100.0
Males and Females														
10	1310	20.6	1840	29.0	714	11.2	358	5.6	26	.4	4248	66.9	6354	10.1
9	898	13.3	1546	22.9	921	13.7	637	9.5	25	.4	4027	59.8	6739	10.7
8	481	8.4	1087	18.9	917	15.9	561	9.7	24	.4	3070	53.3	5759	9.2
7	336	6.1	832	15.2	886	16.2	580	10.6	36	.7	2670	48.7	5486	8.7
6	236	3.7	649	10.1	960	15.0	729	11.4	25	.4	2599	40.6	6397	10.2
5	148	2.2	441	6.5	811	11.9	788	11.6	19	.3	2207	32.5	6791	10.8
4	73	1.0	278	3.9	665	9.4	648	9.2	21	.3	1685	23.8	7065	11.3
3	28	.5	142	2.7	253	4.8	436	8.3	20	.4	879	16.8	5222	8.3
2	16	.2	124	1.9	245	3.8	410	6.3	25	.4	821	12.6	6507	10.4
1	9	.1	71	1.1	51	.8	245	3.8	23	.4	399	6.2	6463	10.2
Total	3535	5.6	7010	11.2	6423	10.2	5392	8.6	245	.4	22605	36.0	62783	100.0

Note - The last column is the percent of the total across deciles. The other percentages are based on the total within each decile.

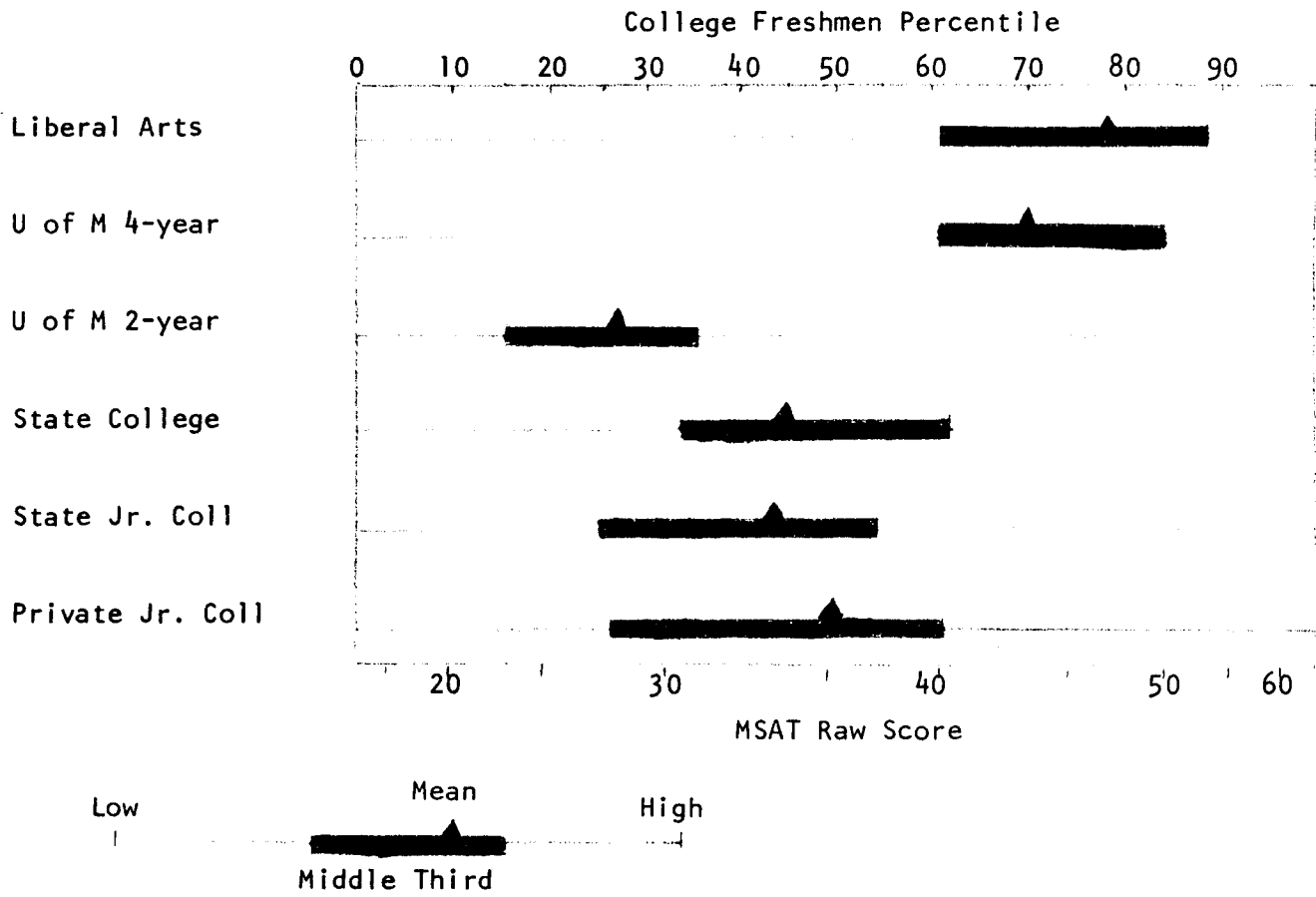


Fig. 1.1. MSAT score distributions by type of college.

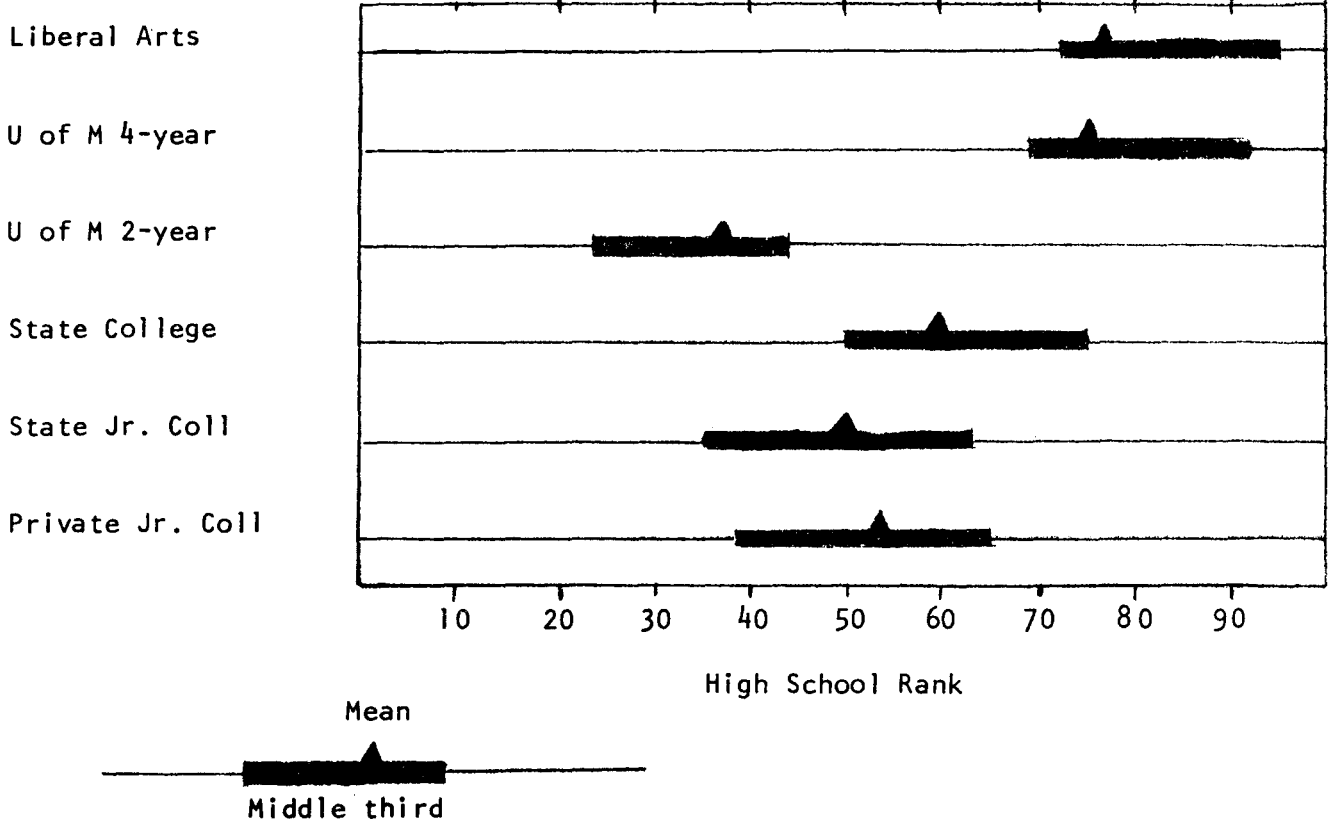


Fig. 1.2. High school rank distributions by type of college.

MRO
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UNIVERSITY OF MINNESOTA

Research Bulletin
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STUDENT ATTITUDES AND OPINIONS AT THE UNIVERSITY OF MINNESOTA, 1971:
RESULTS OF A STUDENT TELEPHONE SURVEY¹

by

Ralph F. Berdie

Student Life Studies

University of Minnesota

¹This Research Bulletin reports the results of a study conducted by more than 80 members of the Office for Student Affairs. Miss Carolyn Donart must be given special recognition for coordination and analysis.

Resume

The purpose of this telephone survey was to provide to the University information regarding the opinions and attitudes students have about current campus issues. A six-tenths of one percent sample of students on the Minneapolis-St. Paul campus of the University of Minnesota *was* interviewed by telephone by about 80 staff members of the Office for Student Affairs. About ten percent of the students reported that a ten percent increase in collegiate *costs* would delay seriously their academic progress. Students reporting no such delay said they would obtain additional funds from the same sources from which they now obtain funds. A large proportion of students had little information about or interest in two campus issues recently receiving considerable publicity, ROTC and the Student Conduct Code.

Slightly more than one-half of the students agreed that ROTC should be part of the University and almost two-thirds of the students agreed that the University should have a Student Conduct Code.

Most students agreed that students should be involved in the governance of the University and about ~~three~~-quarters agreed that students should have decision-making roles. When asked regarding the adequacy with which students in University government represented students, the largest proportion of students said they could not answer; about one-half of students reported that students were doing an adequate job of representation.

Students felt strongly that private property owners in the University area charged rents which were too high. About two-thirds of the students agreed that the present system of financing the Daily was preferable to a financially independent Daily.

Most students did not anticipate any campus crisis this year; issues that might produce crises primarily were related to the Southeast Asian war.

Almost two-thirds of the students expressed satisfaction with their experiences in the University.

The results of the survey must be interpreted in light of the fact that students sampled consisted of those who had telephone numbers reported on their registration cards.

The effectiveness of University decisions regarding policies, programs, and services depends in part on the adequacy of the information about students on which these decisions are based. What students know and how they feel about current campus issues cannot be the only determinant of decisions but persons responsible for making decisions must be aware of student beliefs, convictions, and commitments. The effectiveness of actions based on these decisions can be evaluated adequately only with knowledge of student reactions and if a university is to appreciate its progression or regression, it periodically must sound student opinions and interpret changes in student attitudes. The purpose of the telephone survey reported here was to provide to the University information regarding opinions and attitudes of students regarding current campus issues. The information provides a picture of one aspect of the campus today; hopefully it will provide a base for observing changes that may occur later.

Information about what students think and how they feel about a campus can be obtained in various ways. Questionnaires have been used most often. Student Life Studies in the University of Minnesota has so obtained information in studies of student attitudes toward the governance of the University (Hendel, June, 1970), pre-University and University experiences of students (Berdie, 1970), and student satisfaction with University experiences (ibid.). Even with careful follow-up, seldom do more than 50 to 60 percent of University students return questionnaires and when one wishes to have a cross-sectional study of current attitudes during a restricted period of time, the number of days and weeks needed for follow-up in order to increase questionnaire returns are not available. A questionnaire study of student opinion during the week of February 1st would be distorted by responses made by students if follow-up extended through the middle of March.

Information about student attitudes has been derived through face-to-face interviews. The Minnesota Pool customarily has interviewers located on the campus who randomly select students to interview. No single place and no small number of places on campus will provide a random sampling of students. Many students come to campus, go to three different classroom buildings to attend classes, and never approach the centers of campus, such as the library, the union, or a bus terminal, where interviewers customarily approach students.

Face-to-face interviews can be conducted with truly randomly selected samples of students when arrangements are made so that the interviewer and the student can meet at a predetermined place and time. This is a relatively expensive and difficult method for contacting samples insofar as interviewers must travel throughout the city, time must be spent in travel, and both interviewers and students may be inconvenienced.

In light of these considerations the decision was made in this instance to gather information through telephone interviews with a randomly selected sample of students. Such telephone interviews have been used in the University of Minnesota (Hendel, July, 1970) and at other places (Nasca and Fay, 1970) with satisfactory results.

Method

Identification of Issues.

On October 22, 1970, Student Life Studies sent a memorandum to the Vice President for Student Affairs, the two Assistant Vice Presidents for Student

Affairs, the Minnesota Student Association President, the Union Board of Governors President, and the West Bank Union President, requesting suggestions for issues to be considered for including in a survey of students. A list of suggestions provided from respondents included:

Women's liberation	Pollution
University election processes	Teaching
ROTC	FREE (Gay Liberation of Minnesota)
SAFE (Sex and Family Education	University impersonalism
University responsiveness	Student members on the University
Role of students in University	Board of Regents
governance	University housing
Private housing for U students	University bookstores
Needed facilities in the Union	Effectiveness of MSA
Conduct control policy	University drug problems
Tuition increases	University demonstrations
Parking and transportation	Minority recruiting
Financial aid	Testing and research of students
Quality of instruction	Student activism
Day care centers	Student Health Service

This list of issues was brought to the bureau and divisional directors and to the Student Advisory Committee in the Office for Student Affairs for discussion and later reviewed with the Vice President and Assistant Vice Presidents for Student Affairs. The number of issues was reduced in light of the decision to have brief interviews and an attempt was made to include issues which might later erupt on campus so that, if desired, pre-crisis and post-crisis information could be compared.

A few weeks prior to the survey, the Vice President for Student Affairs and the Vice President for Administration requested that the Bureau of Institutional Research and Student Life Studies gather information regarding the possible impact on students of anticipated increases in tuition. Some of the questions included in the survey were related to this request.

Issues finally included in the survey consisted of: Student Conduct Code, ROTC, tuition increase, student involvement in the governance of the University, rents charged by private property owners in the University area, and financial support of the Minnesota Daily.

Other information also was gathered about the student's college and class, his current living arrangements, his satisfaction with the University, his identification of the single most significant issue facing the University, and his anticipation of any campus crises this year.

A copy of the Telephone Survey Interview Schedule is included in the appendix.
Interviewers.

On November 16, 1970, a memorandum was sent from the Vice President for Student Affairs to the OSA directors describing the purposes and procedures of the Student

Telephone Survey and asking that at least one-half of all of the professional staff members within each division of the Office for Student Affairs serve as telephone interviewers so that no one would be responsible for conducting more than three or four interviews. A roster of 72 interviewers was obtained from nine divisions of the Office for Student Affairs. Two additional graduate students were employed by Student Life Studies to conduct interviews and a few of the interviewers on the roster were not available, a few additional ones volunteered. All of the interviewers were or recently had been staff members in the Office for Student Affairs and each was well informed about the University.

Earlier the possibility had been investigated of using professional survey interviewers but discussions with one commercial survey corporation and the research division of the School of Journalism suggested that interviewers who could identify themselves as staff members of the University would be perceived better by students and that persons who knew much about the University might be in a position to provide assistance to students.

The director of Student Life Studies met with the staffs of most of the OSA divisions and conducted interview training sessions. Each interviewer in addition was provided with a two page instruction sheet entitled, "Suggestions For Office for Student Affairs Telephone Survey Interviewers," a copy which is included in the appendix. The preparation of the interviewers emphasized the purpose of the project, the development of the method, the procedures used in selecting the interviewers, and the responsibility of interviewers. Interviewers were requested to make their initial telephone calls between 5:00 and 8:00 PM Tuesday through Thursday during the week of February 1, 1971 and to make at least four attempts to contact the student.

Student Sample.

The names of 428 students were randomly drawn in the middle of the 1970 Fall Quarter from the 43,684 students on the Minneapolis-St. Paul campus of the University for whom there were registration cards. If the card for a student was drawn which did not contain a telephone number, that card was replaced and another card randomly drawn so that each of the 428 cards drawn contained the names and the telephone numbers of students. A sampling of the student directory of the University suggests that of all the students listed in the directory, 53 percent reported telephone numbers. The sample obviously is biased insofar as it contains only students who list telephones.

One can speculate about the bias introduced by absence of telephone numbers. The forms used in drawing the sample were completed by students when they registered for the Fall Quarter during the preceding spring and summer. Many students do not know what their telephone numbers will be in advance of the Fall Quarter and consequently this should have biased the sample somewhat in the direction of students who live at home with their families. Comparisons did not reflect this bias. An unknown proportion of students have telephones but refrain from reporting these numbers to the University. Other students have no telephones and this group perhaps contains a disproportionate number of students with meager incomes. No generalizations can be made concerning the relationships between attitudes and information elicited in this telephone survey and the students reporting of a phone number. In recognition of the Literary Digest fiasco, the certainty of conclusions must be constricted.

Interview schedules were prepared for 356 of the 428 students, selected at random, and these were assigned randomly to the interviewers with most interviewers receiving four schedules. Telephone contacts were completed for 266 students, or 75 percent of the sample.

Thus, names for one percent of all of the students were selected; interview schedules were prepared and given to interviewers for .8 percent of the total student enrollment; and completed interviews were available for .6 percent of all students.

Table 1 shows the percentage distribution by college of the total Minneapolis-St. Paul enrollment and of the students for whom interviews were completed and Table 2 presents similar data in terms of class or year of registration (Office of Admissions and Records, 1970). Table 3 shows the place of residence while attending the University for students in the sample and also for the total campus population for the year (Huebner, 1971).

Table 1

Distribution Among Colleges of Twin Cities Total Enrollment
1970-71 and of Students Responding to Telephone Survey

<u>College</u>	Percent of Total <u>Enrollment</u>	Percent of Survey <u>Sample</u>
College of Liberal Arts	39	40
General College	7	8
Graduate School	17	13
Education	7	10
Institute of Technology	9	8
Institute of Agriculture	7	7
Medical Science	5	8
Law	2	2
Other	7	5

Table 2

Class or Year of Twin Cities Total Enrollment
1970-71 and of Students Responding to Telephone Survey

<u>Class</u>	Percent of Total <u>Enrollment</u>	Percent of Survey <u>Sample</u>
Freshmen	21	20
Sophomore	28	18
Junior	11	19
Senior	15	21
Graduate - professional	24	22

Table 3

Place of Residence of Twin Cities Total Enrollment
1970-71 and of Students Responding to Telephone Survey

<u>Place of Residence</u>	<u>Percent of Total Enrollment</u>	<u>Percent of Survey Sample</u>
At home with family	47	51
University residence hall	7	6
Fraternity or Sorority	2	3
Apartment	29	28
Other	15	12

The sample corresponds closely to the total enrollment in terms of college. The sample and the total enrollment contain about the same proportion of freshmen and graduate students but the sample contains slightly more juniors and seniors and slightly fewer sophomores so one can conclude that the sample is not quite representative of the total enrollment in terms of class or year of registration. The sample resembles closely the total enrollment in terms of place of residence.

In interpreting the results one must remember that the sample is biased insofar as it contains only students with telephone numbers listed on their University records and that it contains somewhat more juniors and seniors and somewhat fewer sophomores.

Interview Procedures.

Interview schedules were prepared so that the name and the telephone number of the student and the name of the interviewer appeared on each schedule. The schedules were delivered by Student Life Studies to the secretaries or receptionists in the divisions in which the interviewers were employed and a week later completed interview schedules were collected from these same offices and returned for analysis to Student Life Studies.

Of the 266 interviews completed, 138 were completed as the result of a single phone call; 71 required 2 attempted contacts, 37 three contacts, 13 required four, 5 required five contacts, and two required more than five attempts. Approximately one-half of such telephone interviews can be completed at the first attempt.

Of the 356 interview schedules given to interviewers, four were lost by the interviewer, five were not returned, and 81 were returned as incomplete. Thus, of the total 356 names given to interviewers, 75 percent resulted in complete data.

Of the 81 incomplete interviews, six of the students were temporarily out of the city, 22 were never home in spite of the fact they were called from one to five times, 15 had telephone numbers listed where no one ever answered the phone, in spite of from 3 to 5 attempts, one number always resulted in a busy signal,

six students were not enrolled in the University this quarter, nineteen of the students had wrong telephone numbers listed, two students were ill, and one was listed by the interviewer after four attempts simply as "no contact". Five students refused to participate; one was a Ph.D. who was registered but never on the campus; two stated they had no time to participate, one because he was on his way to the hospital; and two simply refused to participate. Four forms were returned incomplete without interviewer notes as to the reason. About two-thirds of the incomplete interviews were explained by students not being home when called, students not answering the phone, and wrong numbers. Students, when reached, were exceedingly cooperative.

Results

Students were told that the average University student spends about \$2300 a year to attend college, including room and board. This estimate was obtained from the Office of Student Financial Aid. That office also estimated that next year tuition might increase by approximately \$105 and that other costs would increase so that the total cost of attending the University could increase by about \$250. Students were asked if they could continue in the University if the amount required next year to attend college would increase by 10 percent, or would be about \$250 more a year than currently. Of the 266 students questioned, 84 percent reported they could continue in the University, 12 percent reported they could not, and 4 percent failed to answer.

Table 4 shows the main source of financial support while in college as reported by the student. Although students were asked to name their single most important source of support, several students provided multiple answers.

Table 4

Main Source of Financial Support Reported¹
by Students Responding to Telephone Survey

<u>Source</u>	<u>Number</u>	<u>Percent</u>
Family	64	24
Work	156	59
Scholarships or Grants	28	11
Loans	30	11
Savings (including summer work)	32	12
Some or all above; none identified	4	2
Other	32	12

¹Some students provided more than one response.

¹The percentages reported in this paper do not always total 100. In some cases, discrepancies result from rounding off decimals. With other items students responded to more than one alternative or made multiple responses.

Almost 60 percent of the students reported that funds earned through working were their major source of support. About one-quarter reported that their family provided most funds; about 11 percent reported that most of their funds came from scholarships or grants; and about 11 percent reported that most of their funds came from loans. Twelve percent of the students reported their funds came from savings including summer work, and another 12 percent reported other sources.

Students who reported that they would be able to return to the University in spite of an increase in cost were asked how they would manage to pay the extra cost. More than one response was invited. Table 5 shows the distribution of responses to this question.

Table 5

Source of Additional Funds Required as Result
of Increased Collegiate Costs Next Year¹

<u>Source</u>	<u>Number</u>	<u>Percent</u>
Family	47	18
Work more hours or take job	95	36
Change to higher paying job	6	2
Borrow from University	22	8
Borrow from other source	24	9
Apply for scholarship or grant	23	9
Reduce expenses	16	6
Other or no reply	91	34

¹Some students provided more than one response.

Thirty-six percent of the students said they would earn the extra funds needed by either working more hours than they now were working or by taking jobs. Eighteen percent reported they would obtain the additional funds from their family; 9 percent reported they would borrow money from non-University sources; 8 percent reported they would borrow money from the University and 9 percent said they would apply for a scholarship or grant. Only 6 percent reported that they would reduce their expenses. In general, students would tend to obtain the extra funds from the same sources from which they now derive most of their money.

The students who reported they could not continue at the University were asked whether they would leave college permanently, leave college temporarily, or transfer to a college with lower costs. Of the 33 students who said they could not continue in the University, 5 students, or 2 percent of the total group, said they would drop out of college permanently, 19, or seven percent of the total group, said they would drop out of college for one or more quarters, and 10, or 4 percent of the total group, said they would transfer to another college. Again, the total is not 33 because of multiple responses.

Although the totals in these groups dropping from the University or delaying their progress in the University are small, when the proportions are applied to

the total enrollment, the figures are impressive. If two percent of the total student enrollment of 43,000 drop out of school, this means that 860 students will leave school. Similarly, 3,000 students would delay their academic careers. Accepting these student reports as valid, the academic careers of approximately 4,000 students would be seriously affected by the proposed cost increase.

When students were asked if they had heard that the University recently adopted a Student Conduct Code, 65 percent reported they had; 35 percent reported they had not. Thirty-nine percent of the students reported they knew nothing about the provisions of that code; 49 percent reported they knew a little about the provisions; and only 1 percent reported they knew a great deal about the code. Twelve percent did not respond to this item. These results indicate that fully one-third of the students are completely uninformed about the student code and no more than one-half of the students know even a little about the code.

Only 36 percent of the students could indicate whether or not they approved of the provisions of the code and of the 95 students who could respond to this question, 59 percent approved of the code, 41 percent disapproved. Of the total group of 266 students, only 21 percent approved of the code.

Apparently feeling regarding the code is not strongly emotional insofar as when students were asked to respond how strongly they felt about the code, 9 percent of all students responded they felt strongly, 24 percent responded they felt mildly, 33 percent responded they felt neutrally, and 34 percent did not reply. The conduct code apparently is an issue that a few students are excited about but one that does not greatly arouse many.

Students were asked whether the University should have an official conduct code which specifies offenses, penalties, and disciplinary procedures, and 62 percent replied that it should, 32 percent replied that it should not, and 6 percent did not reply.

Students also were asked if they knew that the Board of Regents recently approved a change in the ROTC program and 42 percent replied that they knew this; 58 percent replied they did not. This figure is somewhat surprising in light of the amount of publicity given by the Daily to the ROTC issue during the past year. Fifty-four percent of the students said that ROTC should be part of the University; 36 percent said that it should not; and 10 percent did not reply. Apparently students felt somewhat stronger about this issue than they did about the conduct code insofar as 42 percent of the students described their feelings as strong, 36 percent as mild, and 18 percent as neutral. The ROTC issue appears to be a more potentially explosive one than does the Student Conduct Code.

Students were questioned regarding their opinions regarding student involvement in the governance of the University. Two percent replied that students should not be involved in governing the University; 24 percent stated that student roles should be primarily advisory; and 71 percent reported that student roles should be primarily decision-making, that is, with a vote regarding decisions. Three percent did not reply. Almost all students agree that students should be involved; about three-quarters of the students agree that students should have an active voice.

Students were told that many students now are involved in student government in the University related to student services, problems, and concerns. They were asked what kind of job they thought most of these students were doing in representing student interests. Nineteen percent of the students considered that students presently were doing a good job; 29 percent thought they were doing a fair job; 13 percent thought that students were doing a poor job; and 39 percent reported they could not reply. The largest single portion of students did not consider they were in a position to judge how well their representatives were doing; a relatively small proportion felt that their representatives were doing a poor job.

Only 8 percent of the students questioned reported that they were members of an organized committee, board, or group involved in the governance of the University.

Students were asked whether they considered rents charged by private property owners in the University area to be reasonable. Sixty-five percent of the students replied no; nine percent yes, and 26 percent could not reply or had other replies. This was an issue that elicited strong feeling and 53 percent of the respondents reported that their feelings were strong, 21 percent mild, 18 percent neutral, and 8 percent did not reply when asked how they felt about the topic of rents.

Sixty-three percent of the students stated that they thought the Minnesota Daily should be supported by student fees; 30 percent considered that the Daily should be financially independent; and 7 percent did not reply or gave other replies. The majority, although not an extremely large majority, of students support the present system with a substantial number favoring financial independence for the Daily.

When students were asked if they anticipated any campus crises this year, 21 percent reported they did, 72 percent reported they did not, and 7 percent did not reply. Table 6 gives some illustrations of the types of crises anticipated. Obviously the war was the most frequently cited probable cause of a crisis.

Table 6
Campus Crises Anticipated This Year by Respondents

<u>Issue</u>	<u>Number</u> ¹
Southeast Asia War	31
Governmental policies (not specified)	6
ROTC	3
Action against campus radicals	2
Dissatisfaction with University	2
University finances	2
Other (none more than one)	6
Non-classifiable	19
No crises anticipated or no reply	209

¹Some multiple responses recorded.

Students also were asked how satisfied they were in general regarding their experiences in the University. Sixty-one percent of the students reported they were satisfied; 21 percent dissatisfied; and 16 percent reported they felt neutrally. Two percent did not reply. These results correspond somewhat to those of other studies which show that the majority of students are satisfied with their experiences in the University. The percentage of dissatisfied students here is slightly larger than those obtained from previous studies of sophomores or graduating seniors.

Parenthetically, attention should be called to the response made by one student. When asked whether she was satisfied with her experiences in the University, she immediately replied "no," then hesitated, and added, "No, that isn't fair. It isn't really the University with which I'm dissatisfied, it's myself." This clinical evidence suggests that satisfaction with the University to a considerable extent is a function of the attitude a person has about himself.

Students were asked what they considered the single most significant issue facing the University. The issue receiving the largest number of responses was financing or funding the University and 20 percent of the students identified this. Sixteen percent of the students gave no response or could not say and only a few other categories of responses contained more than 10 students. Four percent of the students identified student rights, civil liberties, academic freedom, and autonomy from political control. Nine percent of the students identified the size of the University, ten percent the quality of education as shown by poor teachers, changes in curriculum, rigidity of the educational system, and five percent identified student unrest, activism, demonstrations, and strikes.

These results suggest that students are not anticipating a stressful year in the University as far as the institution is concerned and that relatively little consensus appears among students regarding the nature and importance of the University's problems. Most students are able to identify what they consider institutional problems but their approach appears to be restricted and quite objective.

Discussion

Insofar as the interpretations of the results of this survey depend on the adequacy of the procedures, the limitations imposed by the method must be observed first. The validity of results of a survey of college students in a large complex university is difficult, perhaps impossible, to determine. In surveys related to voting behaviors, the election results provide an appropriate criterion. In consumer behavior studies, sales figures provide such standards. How is one to evaluate the accuracy of information obtained in a telephone survey of university students?

Even if we assume that students answer questions accurately and honestly, and no evidence suggests this is not a safe assumption, the basic question remains regarding the representativeness of the surveyed sample; how well do the respondents represent the total student population with which we are concerned? Perhaps one must assume that rarely, if ever, will such samples be entirely representative and one simply must assume, or perhaps only hope, that carefully drawn and defined

samples will provide results which approximate population figures somewhat more accurately than would less informed guesses.

The results of this survey suggest that large numbers of students are not emotionally involved in many significant campus issues and many students are quite unaware of developments related to these issues. Two issues, the Student Conduct Code and ROTC, were subjected to much discussion by campus committees and faculty and student groups and well covered by the Minnesota Daily. Several weeks after these issues had passed through periods of heated discussion, however, large numbers of students reported little knowledge and interest.

The results suggest that a proportionately small but an absolutely rather large number of students anticipate that small increases in collegiate costs will seriously effect their continuing in college. Most students anticipate that they will acquire the funds needed for these increasing costs from the same sources now providing for their needs. That is, students obtaining most of their financial support from their parents will go to their parents to meet increasing costs. Students now working for most of their funds anticipate they will work more. Approximately ten percent of the respondents anticipated that an increase of ten percent in collegiate costs would affect seriously their academic progress. The questions asked in this survey pertained primarily to continuing in school and did not reflect information related to the quality of education. A more intensive interview study was devoted to this latter problem.

Most students express moderate satisfaction with the University; most do not anticipate a crises filled year; and many students agree that the principle problem currently facing the University is one of institutional financing.

A by-product of the survey consisted of the satisfaction expressed by many students that the University was enough concerned with student opinion to study it. Some students commented that this was the first approach anyone in the University had ever made to them to learn what they thought; others said they welcomed the opportunity to think about some of these issues. Some of the interviewers were able to provide to students information that might be helpful in the solution of personal problems, for example, referring students to the Student Counseling Bureau or the Office of Student Financial Aid.

Whether the information obtained in the survey is helpful to administrators, faculty members, or students remains to be seen. The results do support the feasibility of the approach used here and do provide one means for the campus to perceive itself.

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Appendix

Suggestions for Office for Student Affairs Telephone Survey Interviewers

I have attempted to meet in small groups with all Office for Student Affairs staff members who will participate as telephone survey interviewers but in some cases arrangements could not be made and consequently this statement is prepared for persons who have not been able to attend meetings and also to assist persons who have been involved in discussions of the project.

The purpose of the project is to provide information to faculty, students, staff, and administrators about the current attitudes and opinions of students regarding University issues. The project should provide a base line for comparisons, should help in the development of methods for gathering useful information for student personnel service workers, and should inform students and give them a greater feeling of involvement in the University.

The telephone survey method results from several experiences in this and other universities. It was first used a year or so ago in a study of student involvement in the government of the University and again used during the 1970 spring University strike. The project has been discussed with administrators and directors in the Office for Student Affairs, with the student advisory committee in the Office for Student Affairs, with the Student Life Studies research seminar, and with numerous other individuals.

Interviewers were selected through the means of letters sent by the Vice President for Student Affairs to OSA directors who submitted names to Student Life Studies, the division within the Office for Student Affairs responsible for coordinating the project. The procedures within the project consist of the selection of the sample of students, the development of the questionnaire, the tabulation of results, the preparation of reports, and possible follow-up.

Method

An approximate 1 percent sample of students was drawn from information cards completed in the fall of 1970 and used in the preparation of the student directory. Questions included in the survey center on issues of tuition increases, student conduct code, ROTC, student involvement in the governance of the University, campus rents, and the Minnesota Daily. Other questions ask for descriptive information concerning the student.

Directions

The responsibility of the interviewers can be described as follows:

1. Receive the interview forms which contain the names and phone numbers of students. These forms will be delivered to the secretaries in the offices of the interviewers.
2. Try out or read aloud the interview forms and modify the wording so that the wording seems natural and comfortable to the interviewer yet doesn't modify the meaning.
3. Make initial calls between 5:00 PM and 8:00 PM on the dates designated for the survey.

4. If the first telephone call results in no contact, enter the date, time, and reason on interview schedule and follow-up appropriately.

5. If there is a change in phone number, make appropriate changes on interview form and attempt new contact.

6. If call results in contact, read introduction as included on the form, ask the questions, and record answers.

7. Please make at least 4 attempts to contact the individual unless you learn that he definitely will not be available.

8. Completed interview forms will be picked up at the desk of the office secretary on the date specified.

At the end of the interview please feel free to provide to the student any information that you think will benefit him or to discuss with him any topics in which he expresses an interest. Make appropriate notes on the form.

Thank you for your cooperation.

Ralph F. Berdie, Director of Student Life Studies

RFB:kdg
1/12/71

Office for Student Affairs

Telephone Survey Interview Schedule

Name of Student _____

Telephone Number _____

Name of Interviewer _____

Telephone Contacts:

Date	Time	Result or Note
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Interviewer's Comments:

Instructions for interviewers are contained in parentheses.

"My name is (interviewer's name). The Office for Student Affairs at the University is conducting a telephone survey so that people in our office will understand students' opinions and attitudes about campus issues. Your name was selected at random in order to give us a representative sample of students. Can you talk with me now for three or four minutes and answer some questions about the University?

"First, just some descriptive information."

_____ What college are you in?

_____ What class or year are you in?

_____ Do you live: (Read list to student if necessary.)

_____ at home with your family,

_____ in a dormitory,

_____ in a fraternity or sorority,

_____ in an apartment,

_____ other? Specify

"Now for some other questions."

Have you heard that the University recently adopted a student conduct code?

_____ Yes

_____ No

How much do you know about the provisions of that code? (Read alternatives to student.)

_____ Nothing,

_____ a little, or

_____ much

(If they know a little or much about it:)

Do you approve of the provisions of the code?

_____ Yes

_____ No

Is this something about which you feel (Read alternatives to student.)

_____ strongly,

_____ mildly, or

_____ neutrally?

Should the University have an official conduct code which specifies offenses, penalties, and disciplinary procedures?

_____ Yes

_____ No

Did you know the Board of Regents approved a recent change in the ROTC program?

_____ Yes

_____ No

Do you think ROTC should be part of the University?

_____ Yes

_____ No

Would you describe your feelings about this as (Read alternatives to student.)

_____ strong,

_____ mild, or

_____ neutral?

What is your main source of financial support while in college?
(Check more than one if the single most important source cannot
be named. Do not read alternatives to student unless necessary.)

_____ Family

_____ Work

_____ Scholarships or grants

_____ Loans

_____ Savings (including summer work)

_____ Some or all of above, no main source identified

_____ Other

The average University student spends about \$2300 a year to attend college, including room and board. If the amount required next year to attend college would increase by ten percent, or would be about \$250 more a year than it is now, could you continue in the University?

_____ Yes

_____ No

(If yes) How would you manage to pay the extra cost? (More than one response possible. Do not read list to student unless necessary.)

_____ From family

_____ Work more hours or take a job while continuing in school

_____ Switch to a higher paying job

_____ Borrow money from the University

_____ Borrow money from another source

_____ Apply for a scholarship or grant

_____ Reduce expenses; specify _____

_____ Other; specify _____

(If no) If you could not continue at the University, would you (Read alternatives to student.)

_____ drop out of college permanently,

_____ drop out of college for one or several quarters only, or

_____ transfer to a college with lower costs? Specify college _____

_____ Other _____

In governing the University, should students be involved (Read alternatives to student.)

_____ not at all,

_____ in a role primarily advisory, or

_____ in a role primarily decision-making, that is, with a vote regarding decisions?

Many students now are involved in student government in the University related to student services, problems, and concerns. What kind of job do you think most of these students are doing in representing student interests? (Read alternatives to student.)

_____ Good,

_____ fair, or

_____ poor?

_____ Cannot say

Are you a member of any organized committee, board, or group involved in the government of the University?

_____ Yes (Specify) _____

_____ No

Do you consider rents charged by private property owners in the University area to be reasonable?

_____ Yes

_____ No

_____ Other _____

How would you describe your feelings about the topic of rents? (Read alternatives to student.)

_____ Strong,

_____ mild, or

_____ neutral

Do you think the Minnesota Daily should be (Read alternatives to student.)

_____ supported by student fees, or

_____ be financially independent?

What do you consider the single most significant issue facing the University?

Do you anticipate any campus crises this year?

_____ Yes; please specify _____

_____ No

How satisfied would you say you are in general regarding your experiences so far in the University? (Read alternatives to student.)

_____ Satisfied,

_____ dissatisfied, or

_____ neutral

Is there anything else you would like to say of which we should be aware?

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ATTRACTIVE AND EXPERT STUDENT PERSONNEL WORKERS OF THE 70'S

by

Donald A. Biggs, Cecelia Foxley, and S. Jane Solberg

Office for Student Affairs

University of Minnesota

Perhaps now more than ever before student personnel workers must clarify and justify their role in our institutions of higher education. In a year of economic squeeze and budgetary cutbacks administrators are looking askance at a group of staff who call themselves counselors, advisers, and mediators but who on the whole did little to help cool down or alleviate tensions during the past near-decade of student unrest.

While it is important to gather data regarding self-perceptions of student personnel workers and perceptions of their administrative and academic colleagues, the picture is not complete without the perceptions of those who are served by these "out-of-class educators" -- the students themselves. The literature is filled with studies concerning students' views of counselors (Grant, 1954a; Jensen, 1955; Arbuckle, 1956; Darman, 1960; Dunlap, 1965). Few studies, however, apply the question to student personnel workers in general or other campus advisers (Grant, 1954b; Jensen, 1955) and fewer still (Strong, Hendel, and Bratton, 1970) have been conducted recently enough to be considered current.

In studying current student perceptions of student personnel workers, we directed our attention to the expertness-attractiveness phenomenon (Greenberg, 1969; Patton, 1969; Simons, Berkowitz, and Hoyer, 1970). Strong and Dixon (in press) define perceived expertness as "the client's belief that the counselor possesses information and means of interpreting information which would allow the client to obtain maximally valid conclusions about and to deal effectively with his problems." Perceived attractiveness has been defined as the client's "...positive feelings about the counselor, liking and admiration for him, desire to gain his approval, and desire to become more similar to him" (Schmidt and Strong, 1971). Questions examined in the study were: (1) Do students perceive the characteristics of attractive and expert student personnel workers (SPW's)

differently? (2) Do students bring different problems to attractive and expert SPW's? In considering these questions, we also looked at students' sex, class, and amount of contact with SPW's.

METHOD

Measures

An inventory for measuring student perceptions of attractive and expert SPW's was developed by the authors. Respondents completed either an Expert or an Attractive Form. The Expert Form read:

I'm sure you've worked with student personnel workers who were experts in their area of concern; that is, they were knowledgeable, they were good at conveying this knowledge to you in a meaningful way, and they knew how to deal with problems effectively. In recalling such a person, consider student personnel workers as any professional staff member of a university agency which provides special services for students. (Campus student personnel agencies were then listed.)

The Attractive Form read:

I'm sure you've worked with student personnel workers whom you liked very much and who seemed to look at things in the same way you did. (The form then continued as above.)

First, students rated 100 adjectives (Strong, et al., 1970) as "not at all descriptive," "slightly descriptive," "moderately descriptive," "descriptive," or "very descriptive" of either an attractive or expert SPW. Second, students checked a list of eighteen problems and indicated whether 1) they would bring the problem to an attractive SPW or to an expert SPW, 2) they were not sure, or 3) they would not bring the problem to either of them. Problems included: choice of occupation, difficulty with grades, insight into personal strengths and weaknesses, relations with family, problems with friends, feelings of anxiety, problems of sexual adjustment, problems of effective group membership, financial problems, health problems, drug problems, trouble with law enforcement, registration

problems, difficulty with a professor, housing problems, problems of changing university rules and regulations, feelings of loneliness, and problems of organizing and developing student activities. Third, students indicated whether they had no contact with a student personnel agency, had used the services of the agency once or twice (slight contact), three or four times (moderate contact), or five or more times (a great deal of contact) for each of twelve campus student personnel agencies.

Sample

The sample consisted of 406 University of Minnesota students: 13% were St. Paul campus students and 87% were Minneapolis campus students. Two hundred and two students took the Attractive Form and 204 took the Expert Form. Both groups included more females than males (22 more females took the Expert Form and seven more females took the Attractive Form). One hundred and eighty-seven students were lower division (freshmen and sophomores); 100 students were upper division (juniors and seniors); and 29 students did not indicate their class. Forty-six different majors were represented.

Statistical Methodology

Differences between attractive and expert adjectives and problems were analyzed using a one-way analysis of variance. Differences between attractive and expert roles were then compared in three two-way analyses of variance with sex, year in school, and amount of contact with campus student personnel agencies as the other independent variables.

RESULTS

No adjectives had mean ratings which were "descriptive" to "very descriptive" of either expert or attractive SPN's. Seven adjectives had mean ratings which were "moderately descriptive" to "descriptive" of experts (mean = 3.6 to

3.9): honest, knowledgeable, capable, polite, responsible, considerate, and friendly. Eighteen adjectives had mean ratings which were "moderately descriptive" to "descriptive" of attractive SPW's (mean = 3.6 to 4.0): honest, knowledgeable, understanding, fair, reasonable, logical, interesting, capable, cheerful, polite, alert, responsible, interested, self-confident, thorough, understandable, considerate, and friendly. Nineteen adjectives had mean ratings which were "not at all descriptive" to "slightly descriptive" (mean = 1.6 to 2.1) of both attractive and expert SPW's: cynical, flighty, bashful, sad, awkward, vain, rejecting, unreasonable, depressed, indecisive, irritable, dull, bored, pessimistic, retiring, uninterested, inaccurate, and cold. Students were more likely to describe attractive and expert SPW's using positive and socially desirable adjectives.

One-way analysis of variance of ratings for each of the adjectives yielded 24 adjectives with significant differences ($p \leq .05$) between the mean ratings of expert and attractive SPW's. Of these, the 10 adjectives rated more descriptive of attractive SPW's were all socially desirable characteristics, while the six adjectives rated more descriptive of expert SPW's were all socially undesirable characteristics (see Table 1).

Of the 13 problems listed, students were most apt (mean = 1.3 to 1.6) to take registration problems, difficulty with a professor, changing university rules, and organizing, developing, and publicizing student activities to either an attractive or expert SPW. Students were least willing (mean = 2.3 to 2.6) to bring the following problems to either an attractive or expert SPW: difficult relations with family, getting along with friends, feelings of anxiety, problems of sexual adjustment, and feelings of isolation or loneliness.

One-way analysis of variance for the ratings of how likely students were to bring each of 10 problems to an attractive or expert SPW yielded eight problems with significant differences ($p \leq .05$). Students preferred attractive SPW's for discussing affective-interpersonal problems, and expert SPW's for discussing cognitive-information problems (see Table 2).

We also examined differences in perceptions of attractive and expert SPW's for males and females, upper division and lower division students, and students who had had differing amounts of contact with student personnel agencies.

Two-way analysis of variance of ratings of the adjectives with role (attractive and expert) and sex as independent variables yielded 26 adjectives with significant differences ($p \leq .05$) between mean ratings of attractive and expert SPW's and 25 adjectives with significant differences ($p \leq .05$) between mean ratings of males and females. There were no interaction effects. Females rated four adjectives more descriptive ($p \leq .05$) of both attractive and expert SPW's: knowledgeable, tactful, strong, and responsible. Males rated 21 adjectives more descriptive ($p \leq .05$) of both attractive and expert SPW's: aggressive, critical, persevering, distractable, curious, unhappy, stubborn, anxious, bored, pessimistic, flighty, bashful, retiring, persuadable, sad, awkward, clever, talented, impulsive, and vain. Two-way analysis of variance yielded eight problems with significant differences ($p \leq .05$) between roles, three problems with significant differences ($p \leq .05$) between males and females, and no interaction effects. Males were more likely ($p \leq .05$) than females to bring problems of sexual adjustment, drug problems, and trouble with the law to attractive and expert SPW's.

Two-way analysis of variance of ratings of the adjectives with role (attractive and expert) and year in school (upper division and lower division) as

independent variables yielded 36 adjectives with significant differences ($p \leq .05$) between mean ratings of attractive and expert SPW's, 37 adjectives with significant differences ($p \leq .05$) between mean ratings of upper division and lower division students, and three significant ($p \leq .05$) interaction effects. Upper division students rated 10 adjectives more descriptive ($p \leq .05$) of both attractive and expert SPW's: cold, irritable, dull, tired, stubborn, bored, retiring, uninterested, inaccurate, and awkward. Lower division students rated 27 adjectives more descriptive of both attractive and expert SPW's: cheerful, trusting, relaxed, interested, intellectual, purposeful, expressive, understandable, interesting, friendly, inquisitive, talented, reasonable, active, tolerant, motivated, patient, anxious, casual, sociable, tactful, persuadable, warm, energetic, curious, happy, and considerate. Two-way analysis of variance for ratings of the problems yielded three with significant differences ($p \leq .05$) between upper division and lower division students, six problems with significant differences ($p \leq .05$) between roles, and no interaction effects. Lower division students were more apt ($p \leq .05$) than upper division students to bring difficulty with grades, registration for courses, and difficulty with a professor to either an attractive or expert SPW.

Two-way analysis of variance of ratings of the adjectives using role (attractive and expert) and total amount of contact with campus student personnel agencies (high, medium, and low contact) as independent variables yielded 33 adjectives with significant differences ($p \leq .05$) between attractive and expert SPW's, no adjectives with significant differences ($p \leq .05$) between mean ratings of students with different amounts of contact with student personnel agencies, and nine significant ($p \leq .05$) interaction effects. Two-way analysis of variance for the problems yielded four with significant differences ($p \leq .05$) between

students who had high, medium, or a low amount of contact with campus student personnel agencies, nine problems with significant differences ($p \leq .05$) between the roles, and no significant ($p \leq .05$) interaction effects. Students with more contact with the campus agencies were more likely to bring group membership and leadership problems, financial problems, health problems, and housing problems to either an attractive or expert SPW.

DISCUSSION

Students describe attractive and expert SPW's as having positive, socially desirable characteristics. However, they perceived attractive and expert SPW's somewhat differently. Most of these differences were the same for both sexes, upper division and lower division students, and students with different amounts of contact with student personnel agencies. Students reported that attractive SPW's have more positive and socially desirable personal characteristics than do expert SPW's; less socially desirable characteristics were more apt to be attributed to expert SPW's.

Students were most likely to discuss problems relating to University procedures with both attractive and expert SPW's. Affective and interpersonal problems were least often brought to attractive and expert SPW's. However, if affective or interpersonal problems were discussed, students preferred an attractive SPW over an expert SPW. For more cognitive or information problems (health, housing, drugs, law enforcement) an expert SPW was preferred. Most of these differences between attractive and expert SPW's were the same for both sexes, upper and lower division students, and students with different amounts of contact with campus personnel agencies.

Obviously, characteristics of students also influence how they perceive attractive and expert SPW's. Males were more apt to describe attractive and

expert SPW's with negative adjectives, and males were more likely than females to take problems concerning sex, drugs, and law enforcement to SPW's. In light of their more negative perception of SPW's, it is somewhat surprising that males were more likely than females to discuss some problems with SPW's. Lower division students perceived attractive and expert SPW's as having more positive and socially desirable characteristics than did upper division students. They were also more willing than upper division students to take academically related problems to SPW's. Finally we found no differences in the way students with different amounts of contact with campus student personnel agencies viewed attractive and expert SPW's. This last finding is difficult to explain since contact logically should influence differences in perceptions. However, since the overall amount of contact with campus personnel agencies was low, the differences in amount of contact for the high, medium, and low contact groups may have been too slight to matter.

How should SPW's relate to students? Since students bring different problems to attractive and expert SPW's, it is obvious that both are needed. Although expert SPW's were described as having less warm and socially desirable characteristics, students were more apt to bring certain problems to them. The influence of the attractive SPW is built on his liking of and similarity to the student. Yet in the process of facilitating student development differences of opinion may arise between student and SPW. The student may react to such differences either by retaining his initial high regard for the SPW, and therefore accepting the differences in their viewpoints, or he may reject the SPW because of these differences. On the other hand, the expert SPW's basis of influence avoids this problem because similarity is not an issue. Since

some problems of students need to be discussed with SPW's who don't see the world the same way as the student does, an expert SPW might have more success in supplying new perception and feedback to students.

As student personnel workers assume more informal and less structured roles in an institution of higher education, they must be concerned with both their perceived expertness and attractiveness. In informal role settings, SPW's have much more difficulty establishing their credibility and may find it more comfortable to simply adopt an attractive role as a means of maintaining pleasant relationships with students. Certain risks are involved when this is done, as an attractive SPW may find it much harder to share ideas which are different from those popular with students. In such cases, he must follow rather than lead or he will lose his influence power. However, if an expert is too unattractive to the students, his influence may also have decreasing returns.

Table 1

Adjectives with Significant Differences among Students' Ratings¹ of How Descriptive the Adjectives Are of Attractive or Expert Student Personnel Workers (N=406)

I. Adjectives which are more descriptive of the Attractive role	<u>Attractive</u>		<u>Expert</u>		F ratio	p value
	\bar{x}	SD	\bar{x}	SD		
1. understanding	3.33	1.13	3.54	1.21	6.11	.01
2. responsible	3.78	1.07	3.56	1.14	4.14	.04
3. alert	3.77	1.03	3.53	1.03	4.69	.03
4. cheerful	3.63	1.16	3.40	1.13	3.97	.04
5. thorough	3.61	1.06	3.39	1.09	4.21	.04
6. clear	3.59	1.16	3.31	1.13	6.04	.01
7. interesting	3.56	1.14	3.15	1.23	11.30	.001
8. active	3.53	1.09	3.20	1.15	3.85	.003
9. purposeful	3.50	1.06	3.22	1.07	4.26	.04
10. casual	3.47	1.09	3.24	1.02	4.53	.03
11. happy	3.40	1.17	3.16	1.12	4.60	.03
12. intellectual	3.40	1.10	3.17	1.09	4.43	.03
13. warm	3.36	1.29	3.12	1.23	3.30	.05
14. decisive	3.22	.97	3.02	1.00	4.10	.04
15. spontaneous	3.09	1.14	2.84	1.02	5.47	.02
16. strong	3.07	1.12	2.71	1.10	10.66	.002
17. clever	2.93	1.10	2.71	.99	4.43	.03
18. aggressive	2.82	1.12	2.56	1.07	5.72	.02
II. Adjectives which are more descriptive of the Expert role						
19. humorless	1.99	1.22	2.24	1.19	4.53	.03
20. dull	1.86	1.23	2.13	1.29	4.07	.03
21. irritable	1.84	1.19	2.00	1.21	4.29	.04
22. bored	1.82	1.14	2.07	1.19	4.55	.03
23. cold	1.81	1.23	2.06	1.27	4.11	.04
24. awkward	1.70	.95	1.90	1.12	3.69	.05

¹On a five point scale: 1 = not at all descriptive, 2 = slightly descriptive, 3 = moderately descriptive, 4 = descriptive, 5 = very descriptive.

Table 2

Problem Topics with Significant Differences among Students' Ratings¹ of How Likely They Are to Discuss Problems with Attractive or Expert Student Personnel Workers (N=406)

I. Problem topics for which students prefer the Attractive SPW	<u>Attractive</u>		<u>Expert</u>		F ratio	p value
	\bar{x}	SD	\bar{x}	SD		
1. Personal insight	1.99	.86	2.16	.78	4.21	.04
2. Loneliness	2.29	.78	2.46	.67	4.92	.03
3. Problems with friends	2.41	.77	4.60	.42	7.73	.01
4. Family relations	2.44	.78	2.60	.65	4.82	.03
II. Problem topics for which students prefer the Expert SPW						
5. Housing problems	1.76	.86	1.57	.78	5.30	.02
6. Health problems	1.93	.85	1.59	.79	16.32	.000
7. Drug problems	2.02	.82	1.79	.79	10.51	.002
8. Trouble with law enforcement	2.03	.85	1.79	.79	8.39	.004

¹On a three point scale: 1 - would bring this problem to an (Attractive, Expert) student personnel worker.
 2 - am not sure whether or not I would bring this problem to an (Attractive, Expert) student personnel worker.
 3 - would not bring this problem to an (Attractive, Expert) student personnel worker.

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