

# office for student affairs RESEARCH BULLETIN

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## A STUDY OF STUDENT OPINION TOWARD LEGAL NEEDS AND INTERESTS

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### Abstract

The University Poll conducted a survey of the opinions of 393 randomly selected Twin Cities campus students toward student legal needs and interests. Key findings include: students have had extensive experience in their contact with legal transactions. 72% have signed a contract, 66% have bought a car. 65% stated they had, at some time been in a situation where they felt the need for legal information but that most students (85%) probably have little information about the law and legal issues. 73% felt they had an uncertain idea of the costs of legal services and 93% of the respondents agreed most students would have trouble paying usual attorney's fees. Over three fourths expressed interest in receiving information and service in areas of consumer rights, consumer complaints and insurance policies and contracts. 84% agreed that the university should provide students with legal advice and 73% agreed that the University should offer students low cost court representation. Finally 69% of the respondents stated they would be willing to pay a \$1.50 increase in Student Fees to fund a legal service program.

A Study of the Legal Needs of Students

at the University of Minnesota

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Student Life Studies

University of Minnesota

In recent years concern has grown over the cost of, and accessibility to legal services. Traditionally, the legal needs of most citizens in the middle ground between affluence and poverty have received little systematic attention. There is growing recognition however, that many Americans encounter difficulty in dealing with the legal system and in paying for legal assistance. Not only is the cost of legal services often prohibitive, but an individual's lack of knowledge of legal matters also inhibits their full utilization of legal services. Those who need legal services are often unaware that their problems are legal in nature and that lawyers should be employed to help resolve them. For many people, contact with lawyers occurs only in obvious crisis situations and even then contact is often delayed because of the difficulties associated with locating an affordable attorney. Because of the difficulties in meeting many people's legal needs, the legal profession has begun to explore new mechanisms for delivering legal services to citizens of moderate income.

"Prepaid" legal services is one concept given increasing attention as a way to service the legal needs of those people who have been inadequately served by independent attorneys.

The essence of the prepaid legal service plan is that a number of individuals share the cost of the services. Such plans are analogous to prepaid medical services. Individuals subscribing to the services are assessed a regular fee whether or not they have immediate needs. The subscriber is then eligible to receive a number of legal services from the attorneys and other staff associated with the plan. The basic advantage of the prepaid approach is that it spreads the cost of routine legal services over time and the risk of unforeseen expenses over a number of persons. Moreover, prepaid plans tend to encourage the use of preventive legal services. Because subscribers to group plans are not discouraged by cost, members utilize attorneys not only in crisis situations where there is an obvious need, but also for day to day legal advice to prevent serious problems from arising.

The legal education and preventive aspects of prepaid legal services have been particularly attractive to colleges and universities. Along with the granting to college students of the full rights and responsibilities of adult citizenship has come a recognition that students share many of the same problems, including legal problems, of other citizens. Students buy on credit, sign contracts, sign leases, and engage in numerous activities for which they are held fully accountable by the law. Thus, many colleges and universities have deemed it appropriate to develop services which will help educate students about the law and give them assistance in meeting and preventing legal problems.

Of the variety of prepaid plan models, the most common mechanism for meeting students' legal needs has been a service funded out of student fees.

Under this system, all students are charged a fee of from \$1.00 to \$3.00 per term. In return for this money, a student may receive legal advice, consultation and representation from a professional staff. The scope of coverage varies from campus to campus. Such plans are now in operation at approximately ten to fifteen universities including Arizona State University, the University of Southern California, the University of Massachusetts at Amherst, Mankato State University, the University of Virginia, the University of Texas, and Indiana University.

The University of Minnesota is now considering a plan for prepaid legal aid service for students. As currently envisioned, the service would be similar to those at other institutions in its emphasis in preventive legal services and funding through student fees. The plan's uniqueness grows from the extensive research and pre-operational planning which has been aimed at maximizing member use by tailoring the program specifically for Minnesota students. One of the efforts directed towards this end is the study reported here. The purpose of the study was to develop data on student legal needs and interests to be used in the planning of the Minnesota program. Emphasis is placed on thorough pre-planning so that problems encountered at other Universities where less extensive research was done, will be minimized.

The primary focus of the study was on two areas: (1) the assessment of student interest in receiving assistance on legal topics, and (2) the assessment of student experiences with the legal system. These two types of data were collected to obtain a picture of students' stated need for legal services and secondly to provide a base for inferring actual

unrecognized need. A second focus of the study was on students' perceptions of their current resources for legal assistance including whether or not they could currently afford legal assistance. Again, the logic for collecting these data was to highlight another aspect of need to assist in the design of a legal service program on the campus. Finally, the study sought to obtain student opinion about the desirability of the University's providing a new legal service and funding such service through student fees. The present report presents the final descriptive analysis. A more extensive, inferential analysis of these data is currently being undertaken in order to provide further planning information. In particular, analyses will be made to determine which groups and types of students have the most need for certain types of legal services.

### Method

The study was conducted through a questionnaire mailed to a random sample of students at the Twin Cities campus of the University of Minnesota.

#### Sample and Response Rates

The sample consisted of 556 names of day school students listed in the active file of the Twin Cities campus Office of Admissions and Records. As of February 13, 1976 responses had been received from 393 students for a response rate of 71%. The number of persons responding is sufficient for generalizations to a student body population of 50,000 with a confidence interval of 95%, that is within a 5% margin of error.

#### Procedures

The first mailing to members of the sample was a preletter on November 30, 1975 describing the nature of the survey and asking for the student's participation. Successive mailings before and after the break between fall and winter quarters, consisted of the questionnaire itself, and three follow-up reminders. A final telephone call follow-up was made to non-respondents from February 6-9.

#### Study Items

Questionnaire items were developed through consultations with the Twin Cities Student Assembly Subcommittee on Legal Services. Interest in specific legal information and services was assessed through a series of questions which listed an area and asked whether the respondent was interested or not interested in the service. An inferential approach to the assessment of legal needs was taken through another series of items asking whether or not the individual had ever been involved in specific

situations involving legal issues. A third set of items further focused on another aspect of legal needs by ascertaining students perceptions of their current resources for legal assistance (parents, legal aid services, own income). Another set of items probed student feelings about the appropriateness of the University's providing legal aid services for students. Students were asked how much they agreed or disagreed with various statements regarding the need for a legal aid service at the University. Finally students were asked whether they were willing or unwilling to pay a \$1.50 fee for the proposed legal aid clinic.

Results

Table 1 presents respondents' answers to specific questions about their experiences with the legal system. Out of the fifteen experiences listed, the highest response was to the question asking if the student had ever signed a legal contract. Seventy-two percent (72%) said that they had. Sixty-six percent (66%) had bought cars, and sixty-three percent (63%) had been involved in an automobile accident.

A majority of students had credit cards (63%), and 50% responded that they had bought merchandise "on time". As for more indirect information regarding student legal needs, over two-thirds (70%) said that they knew of other students who had needed legal assistance at some time. Finally, while 30% had been asked to appear in court, only 9% had been actually arrested, and 11% threatened with a lawsuit.



Table 1  
 Percentage<sup>a</sup> Distribution of Responses to  
 Experiences With the Legal System

Have you ever:	Yes	No
a. signed a legal contract?.....	72%	28%
b. known other students who have needed legal assistance?.....	70	30
c. bought a car?.....	66	34
d. been in a situation where you felt the need for legal information or advice?.....	65	35
e. been involved in an automobile accident?.....	63	37
f. had a credit card?.....	63	37
g. bought anything "on time"?.....	50	50
h. signed a housing lease?.....	46	54
i. heard of the University's legal aid service?.....	39	61
j. been asked to appear in court?.....	30	70
k. been contacted by a collection agency?.....	11	89
l. been threatened with a lawsuit?.....	11	89
m. been arrested?.....	9	91
n. sought help at the University's legal aid service?.....	7	93
o. had your income tax return audited?.....	6	94

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<sup>a</sup>Percentages for each item may sum to 99% or 101% due to rounding of decimals

Answers tabulated in Table 2 represent respondents' answers to questions concerning personal resources available to them for legal assistance. While 74% felt that they could not afford legal assistance, and 72% did not think that they were eligible for legal assistance from the city, county, or state, 47% did feel that they knew an attorney in the Twin Cities area who would help them with a legal problem. Almost three-fourths (75%) of the students surveyed felt that they had an uncertain idea of the costs of legal services. Yet, 33% were willing to take a loan to pay for an attorney's services, and 56% felt that their parents would help them pay for such services.

Table 2  
 Percentage<sup>a</sup> Distribution of Responses to  
 Resources for Legal Assistance

Do you feel:

a.	that you could afford or not afford legal assistance if you needed it?.....	afford 26%	not afford 74%
b.	that you have a firm, or an uncertain, idea of the costs of legal services?.....	firm 27	uncertain 73
c.	that you would be eligible or not eligible for legal assistance from the city, county, or state?.....	eligible 23	not eligible 72
d.	that most U of M students would or would not be eligible for legal assistance from the city, county, or state?.....	would 44	would not 56
e.	that you would be willing or unwilling to take a loan to pay for an attorney's services?.....	willing 33	not willing 67
f.	that your parents would or would not help you pay for an attorney's services?.....	would 56	would not 44
g.	that you know or do not know a law student or legal aide who would help you with legal problems?.....	know 36	do not know 64
h.	that you know or do not know an attorney in the Twin Cities area who would help you with legal problems?...	know 47	do not know 54

<sup>a</sup>Percentages for each item may sum to 99% or 101% due to rounding of decimals

The interest of students in receiving legal information and services is generally high, as shown by Table 3. Eight students out of 10 (81%) wanted information on where to get legal aid. Almost the same number (80%) were interested in information on consumer rights. Other areas of high student interest include: costs of legal services (76%), information on insurance policies and contracts (75%), consumer complaints (73%), car ownership information (68%), tenants' rights (66%), students' rights (66%), rental contracts (64%), student loan contracts (54%), traffic laws (53%), and divorces (19%).

Table 3  
 Percentage<sup>a</sup> Distribution of Responses to  
 Interest in Legal Information and Services

	<u>Interested</u>	<u>Not Interested</u>		<u>Interested</u>	<u>Not Interested</u>
Where to get legal aid.....	31%	19%	Use of credit cards.....	55	45
Consumer's rights...	30	20	Student loan contracts.....	54	46
Costs of legal services.....	76	24	Traffic laws.....	53	47
Insurance policies/contracts.....	75	25	Property transfers..	47	53
Consumer complaints.	73	23	Starting a business.....	41	59
Car ownership information.....	68	33	Alternative marriage contracts.....	39	61
Tenant's rights.....	66	34	Zoning laws.....	31	69
Student rights.....	66	35	Visa problems.....	27	73
Student income tax problems.....	64	36	Copyrights.....	25	75
Rental contracts....	64	36	Changing your name..	25	75
Small claims court..	62	38	Careers in law.....	24	76
Social Security benefits.....	59	41	Bankruptcy.....	23	77
Housing leases.....	57	43	Patents.....	23	76
Employee grievance..	55	45	Getting a divorce.....	19	81
			Problems with veterans benefits...	13	87

<sup>a</sup>Percentages for each item may sum to 99% or 101% due to rounding of decimals

Table 4 shows respondents' opinions when asked if they agreed or disagreed with statements on basic issues in legal services: first, 93% either agreed or strongly agreed with the statement that "most students at the University of Minnesota would have trouble paying usual attorney's fees." Then, when asked whether the University should provide students with legal advice, 84% agreed or strongly agreed that they should. Similarly, 73% agreed or strongly agreed with the statement that the University should offer students low cost legal representation in court cases. When asked if student fees should be used for this purpose, 53% agreed or strongly agreed that they should be used to fund legal aid services. Finally, 85% of the respondents agreed or strongly agreed with the statement that most university students have little information about laws and legal issues.

Table 4  
 Percentage<sup>a</sup> Distribution of Responses to  
 Opinions About Legal Aid Issues

	Strongly Agree S A	Agree A	Neutral N	Disagree D	Strongly Disagree S D
a. Most University of Minnesota students would have trouble paying usual attorney's fees.	61%	32%	6%	(.5%)	(.3%)
b. Most University of Minnesota students probably have little information about the laws and legal issues.	37	48	8	6	1
c. The University should provide students with legal advice.	45	39	10	4	2
d. The University should offer students low cost, legal representation in court cases.	32	41	16	9	2
e. Money from student fees (collected from all students) should be used to help fund legal aid services for students with legal problems	18	35	22	15	11
f. Few University of Minnesota students have serious legal problems.	5	40	32	19	5

<sup>a</sup>Percentages for each item may sum to 99% or to 101% due to rounding of decimals, where adjusted frequency percent totals less than 1 percentage point, the fraction percentage appears in parentheses.

Table 5 gives a breakdown of respondents' opinions about a fee-supported legal aid service for students. When asked if they were willing, or unwilling to pay a \$1.50 per quarter fee for a legal aid clinic, 69% were willing, 22% were unwilling and 9% had no opinion.

Table 5

Percentage<sup>a</sup> Distribution of Responses to  
Opinions About a Fee-Supported Legal Aid Service for Students<sup>b</sup>

Are you willing, or unwilling, to pay a \$1.50 per quarter fee for a legal aid clinic?

<u>69%</u>	Willing
<u>22%</u>	Unwilling
<u>9%</u>	No Opinion

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<sup>a</sup>Percentages for each item may sum to 99% or 101% due to rounding of decimals.

<sup>b</sup>The question was prefaced with the following statement: All full-time students currently pay \$47.25 per quarter in fees for student services. A proposal has been made to increase these fees by \$1.50 per quarter in order to fund a legal aid clinic for students. The clinic would give students free legal advice, and conduct educational seminars on legal topics.

Demographic information was collected to attempt to specify which groups and types of students have the most need for certain types of legal services. This information will be the result of further analyses of the descriptive data presented in table 6.

Table 6  
 Percentage<sup>a</sup> Distribution of Responses to  
 Characteristics of Sample and Population

	<u>Yes</u>	<u>No</u>	
a. Are you currently attending the University of Minnesota?.....	95%	5%	
b. Would you consider yourself a foreign student?.....	4%	96%	
	<u>Male</u>	<u>Female</u>	
c. What is your sex?.....	57%	43%	
	<u>Married</u>	<u>Not Married</u>	
d. What is your marital status?.....	33%	67%	
	<u>Yes</u>	<u>No</u>	
e. Are you a veteran?.....	11%	89%	
	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
f. Are you interested in pursuing a career as an attorney or legal aid?.....	10%	31%	9%
g. Are you currently employed?.....	67%	33%	
h. Are you employed under the University's work/study program?.....	3%	97%	

<sup>a</sup>Percentages for each item may sum to 99% or 101% due to rounding of decimals, where adjusted frequency percent totals less than 1 percentage point, the fraction percentage appears in parentheses.



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i.	Are you receiving financial assistance (scholarships or loans) through the University's financial aid office?.....	<u>Yes</u>	<u>No</u>
		27%	73%
j.	What is your class in college?.....	Freshman	<u>5%</u>
		Sophomore	<u>10%</u>
		Junior	<u>23%</u>
		Senior	<u>29%</u>
		Graduate	<u>23%</u>
		Adult Special	<u>5%</u>
k.	How many credits are you taking this quarter?.....	Under 6 Credits	<u>15%</u>
		6-12 Credits	<u>25%</u>
		Over 12 Credits	<u>59%</u>
l.	In what college are you enrolled?.....	CLA	<u>37%</u>
		IT	<u>11%</u>
		ED	<u>3%</u>
		Bus Ad	<u>7%</u>
		Ag, Forestry, H.E.	<u>3%</u>
		Grad, Law, Med	<u>17%</u>
		Health Sci	<u>3%</u>
		Other	<u>4%</u>
m.	What is your age (at your last birthday)?.....	Under 13	<u>1%</u>
		13	<u>1%</u>
		19	<u>3%</u>
		20	<u>11%</u>
		21	<u>12%</u>
		22	<u>14%</u>

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Characteristics (continued)	23	<u>10%</u>
	24	<u>10%</u>
	25	<u>0%</u>
	26-30	<u>14%</u>
	31-40	<u>11%</u>
	41-50	<u>1%</u>
n. What will be your total 1975 income (from your own earnings, before taxes)?.....less than \$500		<u>27%</u>
	\$500-\$900	<u>13%</u>
	\$1000-\$1499	<u>22%</u>
	\$1500-\$1999	<u>15%</u>
	\$2000-\$2499	<u>13%</u>
	\$2500-\$2999	<u>0%</u>
	\$3000 or more	<u>0%</u>
o. What will be your parents' or guardians' 1975 income (before taxes)?.....less than \$5000		<u>3%</u>
	\$5000-\$9999	<u>16%</u>
	\$10,000-\$14,999	<u>27%</u>
	\$15,000-\$19,999	<u>27%</u>
	\$20,000-\$29,999	<u>23%</u>
	\$30,000-\$49,999	<u>0%</u>
	\$50,000 or more	<u>0%</u>
	I have no living parents or guardians	<u>0%</u>

DISCUSSION

The survey results are helpful in a number of areas regarding the issue of a Student Legal Services program. The data shows that students mirror society in the number and variety of their contacts with typical legal or quasi-legal transactions. As a result, the data also indicates that most students have been in a situation where they felt the need for legal advice (65%). Yet, the survey indicates that most students feel that they cannot afford legal advice (74%). Respondents indicated that one solution to this problem would be for the University of Minnesota to provide legal information and advice (84%) and court representation (73%) to students at a reduced cost. Finally, when asked whether they would be willing to pay \$1.50 as a fee for a pre-paid legal service, 69% stated that they were willing to do so.

The data provided in tables 1 and 3 give definition to areas of student experience and interest. The highest responses indicate that areas of student concern include consumer transactions, insurance policies and contracts, car ownership, landlord/tenant law and income tax problems. This data would be useful in the planning of a legal service program. It is important to note, however, that the information in this area is incomplete and caution should be exercised when attempting to translate these interests into need. In spite of this, students clearly indicate that they have in fact been in situations which called for legal help of some sort (65%).

From the data, students appear to describe themselves as people who are unfamiliar with the law and legal resources. Eighty-five percent (85%) agreed that most students probably have little information about the law and 81% expressed interest in receiving information about where to find legal aid. This is especially interesting in view of the opinions of attorneys at several schools where prepaid legal plans are operational including the University of Virginia, Illinois State University and the University of Massachusetts at Amherst, who believe that the majority of student legal problems arise because students are unaware of their legal rights and responsibilities and do not recognize the need for counsel.

Students also describe themselves as being confused by the costs of legal assistance. Seventy-four percent (74%) responded that they felt that they could not afford legal help if they needed it and that they probably do not have a good idea of what costs for legal assistance involve (73%). Furthermore, it can be inferred that perceived high costs for legal service inhibits students from seeking necessary legal help. Ninety-three percent (93%) agreed that most students would have trouble paying usual attorney's fees.

An unmet need is clearly indicated by substantial contact with law related situations, expressed interest in receiving legal information and confusion about legal resources and their cost. In this light it is not surprising that students support the idea of the University providing legal advice (84%) and court representation (73%) for students. In conclusion, and as a result of the perceived need and lack of available resources, students have coupled their support of the idea with an expressed willingness to fund legal services by increasing student fees.

References

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A Survey of Student Opinion Toward

Kirby Student Center and UMD Student Activities

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### Abstract

The University Poll assisted the student activities advising staff of the University of Minnesota at Duluth in a survey of the opinions of 341 randomly selected UMD students toward the Kirby Student Center and UMD student activities. Key findings include: Majorities of students at least occasionally attend programs or meetings in Kirby Center and use the lounges, vending machines, and Bull Pub, but fewer than a quarter use most aspects of Kirby Center on a weekly basis. During the past year most students have attended a Tweed Museum exhibit, a sports event or a movie on campus, but fewer than half have participated in ongoing activities such as clubs, intramurals or student government. Most students feel that their leisure time activities are primarily focused off campus. While many students felt unqualified to make judgments about aspects of Kirby Center and student activities, those who did were generally satisfied. The main exceptions were that more students were dissatisfied with student government and the Statesman than were satisfied.

A Survey of Student Opinion Toward  
Kirby Student Center and UMD Student Activities  
Ronald Matross, Neale Roth, and Carmen DeGidio  
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The University Poll assisted the student activities advising staff of the University of Minnesota at Duluth in the development and conduct of a survey of student opinion toward the Kirby Student Center and UMD student activities. The purpose of the survey was to develop data for planning activities and student center facilities of UMD students. The survey sought to obtain student reports in six areas:

1. Usage of Kirby Center. How many students use Kirby Center?  
For what purposes is Kirby used most and least? What types of students use Kirby Center most?
2. Evaluation of Kirby Center. With what services are students most satisfied? With what services are they least satisfied?  
How could services be improved?
3. Participation in UMD Sponsored Activities. How many students participate in each of the different types of activities sponsored by UMD? How difficult is it for students to participate in UMD events? Do different types of students participate in different types of activities?
4. Evaluation of UMD Sponsored Activities. What do students think of the activities available at UMD? What aspects do they like most and least? How could these activities be improved?

5. Student Activity Preferences. What types of activities do UMD students most like to do? How do students differ in their likes and dislikes for various kinds of activities?
6. Student Views on the Location and Type of Future Student Center Services? Do students feel they need new student center facilities? Where on campus would they most like to have new services? What type of facilities development would they most prefer - satellite centers, commons rooms or an expansion of Kirby Student Center?

#### Method

The survey was conducted by mail during November and December, 1975 by the staff of the Kirby Student Center. All students were first sent a pre-letter describing the study, then the questionnaire, and finally three follow-up reminders.

The sample consisted of 500 names selected from the active student file at the University of Minnesota at Duluth. As of January 20, completed returns had been received from 341 respondents, for a response rate of 68%.

Questions were developed with the assistance of the University Poll. An attempt was made to generate information which would be as specific as possible with respect to individual aspects of the Kirby Student Center and UMD student activities. Students were asked to state how frequently (per week) they used the individual facilities and services, and whether they had attended particular types of UMD events. Evaluations of Kirby Center and its activities were obtained through a lengthy series of 5-point Likert-type satisfaction items. Each item focused on one aspect



of the facilities or programs, with a "Can't Say" response category for those who felt unfamiliar with the aspect in question. In addition, space was provided for open-ended comments about different aspects of Kirby Center and UMD student activities. For the purposes of developing information for long-term activities, planning a series of items adapted the like-dislike-indifferent format from the Strong Vocational Interest Blank to the assessment of interest in various activities. Finally, two sets of questions, adapted from the College Union Evaluation Systems inventory, probed students' feelings about future student center services. One question asked students in what campus area they would most prefer to have various services and facilities. The other question assessed student preferences among alternatives for future expansion of Kirby Student Center.

### Results

The following pages present the percentage distributions of responses to each of the survey items and the results of Chi-square cross-tabulations of background descriptors (age, class, sex, college, residence, and method of transportation) with usage of Kirby Center, participation in UMD activities, activity preferences and desires for future student center facilities. Only those Chi-square values which were significant at or beyond the .01 level of significance are reported, and are noted in the text with an asterisk\*.

#### Usage of Kirby Student Center

Table 1 presents the percentage distributions of the frequency of student usage of 26 different aspects of Kirby Student Center.

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Insert Table 1

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A majority of respondents reported never doing 20 of the 26 activities listed. The most frequent activity in Kirby Center is simply passing through, with over four fifths (83%) saying that they walk through Kirby three times a week or more. The students most frequently walking through Kirby Center are dormitory residents, those living less than one mile from campus, and those who walk to campus\*. The next most frequent activities in Kirby Center are using the vending machines (68% at least once a week) and listening to music (41% at least once a week), with younger students listening to music significantly more often than older students\*. The Bull Pub is used for relaxation at least once a week by 38% of the students and occasionally by another 25%, with significantly greater usage by freshmen and sophomores than by juniors and seniors\*. At least occasional usage of the Kirby Center Information Desk is made by 84% of the students. A quarter of the respondents reported attending a scheduled program or activity in Kirby Center at least once a week, and another 48% reported occasionally attending a Kirby event. Eating lunch in Kirby Cafeteria, studying in Kirby lounge, waiting for bus service in front of Kirby, eating dinner in the Bull Pub, and attending meetings in Kirby all have similar frequencies of usage, with 20-25% doing these things at least once a week, and another 20-26% doing them occasionally.

From 20-30% of the students reported at least occasionally playing games in the game area - pool, pinball, air-hockey, and foosball - relaxing in the Rafters, watching TV, and using the Kirby poster service. Usage of the games was significantly higher among males than among females.

The remainder of the activities listed were engaged in by fewer than 20% of the respondents. Fewer than 20% of the respondents reported that they ever visited the office, ate breakfast in Kirby Cafeteria or the Bull Pub, asked for help from an activities advisor, visited the Kirby Program Board Office, reserved space in Kirby Center, picked up mail in 101 Kirby or used the rental typewriters. Among the small numbers of students who did report using the latter group of services, some significant differences were found\*. Those eating breakfast at Kirby Student Center most often are freshmen, dormitory residents, those living less than four miles from the campus, and those who walk to campus. Those who seek help from an activities advisor are most often freshmen and sophomores, while those who reserve space in Kirby Center are most often juniors and seniors.

## II. Satisfaction with Kirby Center

In interpreting the data on satisfaction with Kirby Student Center, it is important to take into account the number of persons expressing a "Can't Say" response. Because of the known limited usage of a number of aspects of Kirby Center, it was considered necessary to include a response category in the satisfaction items for those persons who felt unqualified to make judgments about the services in question. Because of this response option, the relative levels of satisfaction and dissatisfaction among those persons who felt qualified to make a judgment are more important than the absolute response percentages for the items.

Table 2 presents data on student satisfaction with various aspects of the Kirby Center dining facilities.

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Insert Table 2

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Among the three dining areas, the Bull Pub, the Cafeteria, and the Dining Hall, the most liked is clearly the Bull Pub, with 68% satisfied with its atmosphere and only 5% dissatisfied with its atmosphere. With all the dining facilities, the primary source of dissatisfaction is the food itself rather than the area where the food is eaten. In particular, about one third of the respondents felt dissatisfied with the quantity of food for the price and cost of food items.

Table 3 shows student satisfaction with Kirby Center Activities

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Insert Table 3

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Advising Staff. Satisfaction is highest with the performance of the staff and with their knowledge of University information and programs.

Table 4 presents student satisfaction with Kirby Center lounge

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Insert Table 4

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facilities. Respondents expressed most satisfaction with the comfort of the chairs and the hours of the lounge, and least satisfaction with the lighting and the number of seats available.

Table 5 shows student satisfaction with Kirby Games area. The greatest satisfaction is with the atmosphere and the least satisfaction is with the maintenance of the games.

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Insert Table 5

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With regard to student satisfaction with Kirby Center meeting rooms, Table 6 indicates that students are generally satisfied.

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Insert Table 6

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Atmosphere and comfort of chairs rank highest, however, with least satisfaction with the availability of the rooms.

Table 7 presents student satisfaction with office space available to students. Those who made a judgment expressed highest satisfaction with accessibility, but some dissatisfaction is indicated with regard to their availability.

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Insert Table 7

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As Table 8 shows, respondents appear to be generally satisfied with the Kirby Center Maintenance Staff in terms of courtesy, reliability and helpfulness.

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Insert Table 8

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### III. Involvement in UMD Programs and Activities

Table 9 presents students' reports of attendance at UMD sponsored programs during the past year. Three fourth of the respondents report attending Tweed Museum exhibits, with juniors and seniors attending more than freshmen and sophomores. Also relatively well attended are sports events (68%), with greatest attendance to these more likely among students living in residence halls, those 20-21 years old, those living less than

four miles from campus, and those who walk to campus.

Roughly half of the respondents reported attending movies (55%) and theater presentations (47%). Those living in residence halls, those living less than one mile from campus, and those who walk to campus most often attend movies\*; females, sophomores, juniors, seniors, and those who walk to campus most often attend theater presentations\*.

Lectures by political figures are attended by 40% of the respondents who are most often sophomores, juniors, and seniors.

Of the 41% attending Welcome Week, freshmen and those living in residence halls are more likely to attend\*. Concerts are attended less frequently and by more age-specific audiences. For example, older students (20-22) are more likely to attend folk and jazz concerts\*, whereas younger students (17-18) are more likely to attend rock concerts\*.

Fewer than one fifth (18%) of the respondents indicate that they attend lectures on environmental issues. Of these, juniors and seniors are more likely to attend\*. Of all activities, residence hall programs are least attended by the respondents.

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Insert Table 9

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Table 10 presents student participation in UMD sponsored activities.

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Insert Table 10

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For none of the activities listed did a majority of students report participation. Forty-two percent of the respondents indicate having

participated in a club or organization. One third report participating in intramurals. Of those taking part in intramurals, males, those living in residence halls, those who live less than one mile from campus, and those who walk to campus are more likely to participate\*. A smaller percentage (12%) report participating in workshops or retreats. Of these, sophomores and juniors are more likely to participate\*. Of the 7% indicating participation in residence hall programs or government, those who live in residence halls, those who walk to campus, and those who live less than one mile from campus are more likely to participate\*. Student Association meetings are more often attended by those who walk to campus than by those who commute by other means.

Table 11 presents the amount of difficulty students have in attending UMD events. Over half of the respondents report little difficulty in

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Insert Table 11

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remaining on campus after class or work or in returning to the campus weekends to pursue a leisure interest or activity. Those indicating most difficulty in remaining are those who live more than ten miles from campus\*.

Similarly, over half (55%) of the respondents indicate that they have little difficulty in returning evenings during the week to attend programs or participate in an activity or interest. Those reporting most difficulty in returning are those who work 21-40 hours per week, those who live off campus, those belonging to a car pool, and those who live more than ten miles from campus.

The time which is most prohibitive for student participation is between

classes during the day. Fifty-three percent find it moderately difficult to impossible to participate in an activity between classes.

Table 12 presents the evaluation of UMD student activities/events. There are generally high levels of satisfaction with student activities

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Insert Table 12

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and events. Over half of the respondents express satisfaction with the quality of the programs, variety in film programs, and variety of concert programs. However, students indicate some dissatisfaction with sound reproduction at programs, scheduling of programs, quality of KUMD programs, and the effectiveness of student government. Further, it appears that students are least satisfied with the quality of the Statesman for which 43% express dissatisfaction.

Table 13 shows student activity preferences. Watching movies (84%), camping (75%), listening to recorded music (70%), and attending rock concerts (64%) are the most preferred activities. Ranked lowest in the list of preferences are watching TV (41%), and attending a lecture program (39%).

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Insert Table 13

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The only significant differences among students in their preferences were that men reported liking to play pool and disliking crafts.

Student preferences for location of services are presented in Table 14.

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Insert Table 14

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Kirby Center seems to be the most preferred location for all services except study space, for which the library-secondary education area is most preferred.

Table 15 presents students' suggestions for future student center development. Most often endorsed as first and second choices for future planning are the Commons Rooms. The next most often checked

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Insert Table 15

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suggestions are equally the Satellite Center and no additional facilities needed. The Satellite Center and expansion were more likely to be suggested by freshmen as their first and second choice\*. Suggested least often for future planning was the Mini-center.

What students consider to be the most important sources of information about UMD activities and events are presented in Table 16. The Statesman

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Insert Table 16

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and the Bulletin Board are considered to be the most important sources of information.

Table 17 presents the number of hours per week that students have available as leisure time. Seventy-five percent of the students report

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Insert Table 17

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that they have between one and fifteen hours free during the week.

During the weekends there appears to be more leisure time for more students, 55% indicating that they have from 11-20 hours available for leisure activities.

The focus of free time interests among students is presented in Table 18. The largest percentage (58%) of students indicate that the focus of their free time interests is off campus. One third of the respondents indicate that the focus of their free time interests is equally on and off campus. Few respondents (11%) indicate that their free time interests focus primarily on campus.

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Insert Table 18

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The background information about the respondents is presented in Table 19. The respondents are fairly evenly divided according to sex, although males are slightly better represented. The majority of students are taking from 12-18 credits. One third of the respondents are 17-18 and over half of them are freshmen. The majority of students either don't work (45%) or work part-time (39%). Most respondents live off campus, either in the home of parents or relatives, or in apartments of houses. The majority of respondents (70%) live within four miles of campus and the main methods of transportation are walking or driving a car.

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Insert Table 19

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Discussion

The interpretation of the data on student involvement with Kirby Center and UMD student activities depends on the criteria used for assessing involvement. If fairly minimal criteria of involvement are used, then it is clear that large numbers of students use Kirby Center and participate in its activities. Nearly three quarters say that they at least occasionally attend a program or activity in Kirby Center, and two thirds say that they at least occasionally use the Bull Pub for relaxation. Almost three quarters of the students said that during the last year they had attended a Tweed Museum exhibit; over two thirds said that they had attended a campus sports event; and about half said they had attended a movie or theater presentation on campus during the past twelve months. Many students definitely have some involvement with campus activities.

However, if more stringent criteria of involvement are applied to the data, the picture changes considerably. Except for the rather passive activities of using the vending machines, listening to music and relaxing in the Bull Pub, most aspects of Kirby Center are used weekly by less than one quarter of the students. Similarly, while many students have attended single campus events, fewer participate in activities which require a deeper or more ongoing commitment such as clubs, intramurals, and student government. The basic trend in the usage and participation data would seem to be that many students are slightly involved with campus events, but few are deeply involved. Such an interpretation is congruent with answers to the question of where students primarily focus their leisure time. Over half of the students regard their leisure time activities

as primarily focused off campus, while only one tenth see their leisure time interests as primarily focused on campus.

Among those who are involved with campus activities enough so that they feel qualified to make judgments, satisfaction with the Kirby Student Center and UMD student activities is generally high. The Kirby Center building, the staff, and most of the student activities generally receive high marks. There were some exceptions to the trend, most notably the UMD student government and the student newspaper, The Statesman, for which more students reported being dissatisfied than satisfied.

Those who are served by Kirby Center and student activities appear to be well served. It is clear, though, that many UMD students have only a slight involvement with the campus beyond going to classes. How to reach these persons who do not concentrate their leisure time on campus would seem to be the major question for future planning of UMD student activities. The data offer no clear answers as to why many students do not participate in campus affairs. In a number of cases, usage of Kirby Center and participation in student activities were related to distance from campus and the transportation available to the student. Yet, most students say that time and transportation do not make it impossible or extremely difficult to attend campus events. Given the high level of satisfaction with Kirby Center and student activities, it is unlikely that students are not focusing their leisure time on campus because of their dissatisfaction with campus programs.

If time, distance, transportation, and satisfaction do not clearly determine the depth of student involvement in campus affairs, then what does? It may very well be that many students do not want anything more

than a slight involvement with the campus extra-curriculum, and would not want a deep involvement regardless of the facilities or programs offered. Some support for this hypothesis comes from the finding that the most frequently endorsed suggestion for future student center planning was the development of Commons Rooms. Commons Rooms, providing only brief way stations for lounging or studying or between classes, would seem to fit the life style of the commuter student who regards the campus as mainly just a place to attend classes and not the focal point of his life. Students may simply not identify with the campus or the student role. Whether or not one is alarmed by this possibility very much depends on one's philosophy of the role of student activities in student life.

Table 1  
Percentage Distribution of Frequency of  
Student Usage of Kirby Center

Activity	Frequency a,b					
	6-7	5	3-4	1-2	L	N
1. Walk through Kirby Center	25	41	17	10	7	1
2. Use vending machines	.3	13	22	25	25	13
3. Listen to music	4	9	10	17	30	29
4. Use the Bull Pub for relaxation	2	7	10	19	29	33
5. Ask questions at the Information Desk	1	.3	6	21	59	14
6. Attend a scheduled program or activity	.3	1	3	21	48	27
7. Eat lunch in Kirby cafeteria	2	8	8	14	18	51
8. Study in Kirby lounge	.3	.2	6	14	26	52
9. Wait for bus service	1	7	6	9	24	53
10. Eat dinner in Kirby Bull Pub	.3	2	7	13	18	60
11. Attend meetings	.3	.7	--	15	23	61
12. Play pool	.3	.3	2	4	25	69
13. Play pinball	.3	--	2	5	21	72
14. Use the Rafters for relaxation	.3	.3	.6	7	18	74
15. Play air-hockey	.3	--	.3	2	23	74
16. Watch TV	2	.6	.6	6	16	75
17. Use the Kirby poster service.	.3	1	2	6	17	75
18. Play foosball	1	.3	1	4	17	77
19. Visit the Student Association Office	.6	.3	1	5	14	79
20. Eat breakfast in Kirby Cafeteria	3	2	3	4	8	83
21. Eat breakfast in Kirby Bull Pub	--	.6	2	6	10	82
22. Ask for help from an Activities Advisor	--	.3	.3	2	14	84
23. Visit Kirby Program Board Office	--	--	.6	3	11	85
24. Reserve space in Kirby center	--	--	--	2	12	86
25. Pick up mail in 101 Kirby	.6	.3	1	3	3	93
26. Use rental typewriters	--	--	--	.6	5	94

<sup>a</sup>Days per week. L = Less than; Once a week. N = Never

<sup>b</sup>Percentages may sum to 99% or 101% due to rounding.

Table 2  
Student Satisfaction with Aspects of  
Kirby Center Dining Facilities

	Percentages <sup>a</sup>					
	VS	S	N	D	VDS	?
1. atmosphere of Bull Pub	28	40	11	2	3	18
2. comfort of chairs	12	47	15	1	1	24
3. courtesy of staff	14	41	16	2	3	27
4. Hours of Bull Pub	7	46	16	7	.3	24
5. quality of food in Bull Pub and cafeteria	7	41	17	13	3	19
6. variety of food in Bull Pub and cafeteria	6	38	18	12	5	20
7. atmosphere of cafeteria	7	28	26	5	1	33
8. availability of staff for questions	4	23	32	5	.3	37
9. hours of cafeteria	2	26	22	9	1	41
10. atmosphere of Dining Hall	6	18	16	2	.7	57
11. hours of Dining Hall	2	14	17	5	2	60
12. variety of food in Dining Hall	3	8	17	8	5	59
13. quality of food in Dining Hall	3	10	14	9	6	58
14. quantity of food for the price	2	27	19	23	7	23
15. cost of food items	3	18	26	23	9	22

Table 3  
Student Satisfaction with Kirby Center  
Activities Advising Staff

	VS	S	N	D	VDS	?
1. performance	14	20	16	3	.7	56
2. knowledge of University information and programs	7	24	11	3	.7	55
3. courtesy (willingness to cooperate, meet your needs)	5	22	14	3	.3	56
4. knowledge of student needs	4	21	16	3	1	55
5. helpfulness (resources, effectiveness of services)	4	19	16	3	-	59
6. knowledge of resources available in community	2	16	17	3	1	61
7. creativity	2	16	19	3	.3	60
8. knowledge of resources available on other campuses	3	13	17	5	.7	63

<sup>a</sup>VS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied,

VDS = Very Dissatisfied, ? = Can't Say

Table 4  
Student Satisfaction with Kirby Center Lounge Facilities

	Percentages <sup>a</sup>					
	VS	S	N	DS	VDS	?
1. comfort of chairs	16	53	13	6	1	12
2. hours	11	51	20	2	-	15
3. atmosphere	14	47	22	5	1	12
4. lighting	6	52	16	10	3	12
5. decor	9	46	24	7	1	12
6. number of seats available	6	44	21	15	2	12

Table 5  
Student Satisfaction with Kirby Center Games Area

	VS	S	N	DS	VDS	?
1. atmosphere	19	42	15	2	1	20
2. variety of games	8	43	16	4	1	28
3. rental equipment	14	36	15	3	.6	32
4. hours	5	41	17	5	1	32
5. maintenance of games	8	32	19	6	3	33

<sup>a</sup>VS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied,  
VDS = Very Dissatisfied, ? = Can't Say



Table 6  
Student Satisfaction with Kirby Center Meeting Rooms

	Percentages <sup>a</sup>					
	VS	S	N	D	VDS	?
1. atmosphere	8	30	11	3	-	49
2. lighting	7	31	10	2	-	50
3. comfort of chairs	6	37	12	1	-	50
4. availability	4	18	15	6	.6	57
5. flexibility	3	14	19	2	-	62
6. audio-visual equipment	2	11	21	1	.3	65

Table 7  
Student Satisfaction with Office Space Available to Students

	VS	S	N	D	VDS	?
1. accessibility	4	16	19	4	.3	58
2. availability	5	14	16	5	1	60
3. atmosphere	3	16	20	4	.3	58
4. usage	4	14	20	3	.6	59

Table 8  
Student Satisfaction with the Kirby Center Maintenance Staff

	VS	S	N	D	VDS	?
1. courtesy	12	36	14	2	1	36
2. reliability	10	35	17	.6	1	37
3. helpfulness	8	36	17	1	.6	37

<sup>a</sup>VS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied,  
VDS = Very Dissatisfied, ? = Can't Say

Table 9  
Attendance at UMD Sponsored Programs

	Percentages <sup>a</sup>	
	A	N
1. a Tweed Museum exhibit	73	27
2. a sports event	68	32
3. a movie	55	45
4. a theatre presentation (play or musical)	47	53
5. Student Welcome Week	41	59
6. a lecture by a political figure	40	60
7. a jazz concert	39	61
8. a rock concert	37	63
9. a classical music concert	32	68
10. a folk concert	29	71
11. a dance performance	22	78
12. a lecture on environmental issues	18	82
13. Residence Hall programs (programs held in the dorm)	17	83

Table 10  
Student Participation in UMD sponsored activities

	Percentages <sup>b</sup>	
	P	N
1. any club or organization	42	58
2. intramurals	33	67
3. workshop, retreat	12	88
4. Residence Hall programs or government	7	93
5. Student Association Travel Office trips	6	95
6. varsity sports	6	94
7. Student Association meeting	4	96
8. ski trips	3	97
9. Kirby Program Board meeting	3	97

<sup>a</sup>A = Attended, N = Not attended

<sup>b</sup>P = Participate, N = Not participated

Table 11  
Student Difficulty in Attending UMD Events

	Percentages <sup>a</sup>				
	I	V	M	S	N
1. remain on campus <u>after class</u> or work to pursue a leisure interest or activity	8	19	18	16	40
2. return to the campus on <u>week-ends</u> to attend a program or participate in an activity or interest	7	21	17	17	38
3. return to the campus <u>evenings during the week</u> to attend a program or participate in an activity or interest	7	16	23	18	37
4. attend or participate in a leisure interest or activity <u>between classes</u> during the day	11	23	19	24	24

Table 12  
Evaluation of UMD Student Activities/Events

	Percentages <sup>b</sup>					
	VS	S	N	D	VDS	?
1. quality of programs	12	42	16	3	6	27
2. the variety in film programs	18	38	16	5	1	23
3. variety of concert programs	10	42	18	8	1	21
4. location of programs	6	42	26	6	1	19
5. quality of Student Association book exchange	11	35	17	7	3	27
6. Student Association record sales	16	29	13	.6	.6	41
7. the number of intramural sports available	15	39	16	2	.3	29
8. availability of student organizations and clubs	4	35	24	7	1	29
9. the variety in student activities programs	5	33	26	2	0	35
10. sound reproduction at programs	4	31	26	10	.3	29
11. the quality of lecture programs	3	31	24	3	.3	39
12. quality of Coffee House programs	8	23	19	2	.3	48
13. quality of Kirby Program Board programs	4	23	28	5	.7	40
14. Student Association ski swap	3	16	19	2	3	57
15. quality of Student Association Travel Office programs	4	14	17	2	1	61
16. quality of Residence Hall programs	1	7	22	5	1	64
17. scheduling of programs	4	40	24	10	.3	22
18. quality of KUMD programs	9	19	22	9	4	38
19. quality of dance bands	4	23	26	8	4	35
20. effectiveness of student government	0	11	26	13	7	42
21. quality of the <u>statesman</u>	4	27	19	23	21	7

<sup>a</sup>I = Impossible, V = Very Difficult, M = Moderately Difficult, S = Slightly Difficult,  
N = Not Difficult

<sup>b</sup>VS = Very Satisfied, S = Satisfied, N = Neutral, D = Dissatisfied, VDS = Very Dissatisfied  
? = Can't Say

Student Activity Preferences

	Percentages <sup>a</sup>		
	L	I	D
1. watching movies	84	14	2
2. camping	75	22	3
3. listening to recorded music	70	26	4
4. attending rock concerts	64	21	15
5. bowling	57	31	12
6. snowshoeing	55	38	7
7. working with crafts (leather, pottery, jewelry, etc.)	54	34	12
8. attending folk concerts	53	36	11
9. downhill skiing	51	37	11
10. relaxing in Kirby Student Center	48	41	11
11. cross-country skiing	47	43	10
12. playing pool	47	40	13
13. attending classical music concerts	44	40	16
14. watching T.V.	41	39	20
15. attending a lecture program	39	45	16

Table 14  
Student Preferences for Location of Services

	Percentages <sup>b</sup>						
	D	SM	KC	L	SA	MS	S
1. game facilities (bowling, billiards, table tennis, etc.)	16	1	58	2	4	1	19
2. snack bar, short order	14	7	51	14	2	1	10
3. check cashing	14	4	62	7	3	1	9
4. information counter also selling candy, tobacco, toiletries news stand items, non-prescription drugs, etc.	14	1	55	9	2	1	18
5. bulletin board for car pool and rides information	13	1	58	8	2	1	17
6. lounge space	12	6	50	14	4	1	13
7. study space	11	11	10	54	4	1	9
8. post office	11	1	66	9	2	1	10
9. coin operated duplication services and typewriter rental	10	4	35	40	3	1	8
10. meeting place	9	6	45	13	2	1	24
11. "hot-line bookstore (order today, pick-up tomorrow)	4	3	52	28	1	1	11
12. arts and crafts display area	4	2	48	20	1	1	24
13. office space for student organizations	2	4	50	9	1	1	32
14. record shop	2	.3	68	4	2	.7	23
15. travel service	2	.3	69	1	1	.7	26

<sup>a</sup>L = Like, I = Indifferent, D = Dislike

<sup>b</sup>D = Dorm and Village Apartments area, SM = Science and Math area - Planetarium area, KC = Kirby Student Center area, L = Library - Secondary Education area, SA = Stadium Apartments area, MS = Medical School area, S = I don't need this service on campus.

Table 15  
Students Suggestions for Future Planning

Percentages			
1st	2nd	N	
32	26	42	1. <u>Commons Rooms</u> : Develop several lounge spaces within existing buildings around the campus. The commons areas would serve primarily as "between classes" lounge/study space and might offer limited vending food service.
22	18	60	2. <u>Satellite center</u> : Construct a separate facility smaller than the existing Kirby Center which would repeat some of the services currently being offered in the existing building but in a different location on campus. This facility would include space for hot food facilities, information/sales counter, lounge facilities, office spaces and several meeting rooms of various sizes and types.
20	13	66	3. <u>No additional facilities needed.</u>
17	16	68	4. <u>Expansion</u> : Adding on to the already existing building additional lounge, food and service areas.
13	22	65	5. <u>Mini-Center</u> : Construct or locate within an existing campus building a limited facility consisting of lounge space, limited food service space, one or two small meeting rooms, and some office space.

Table 16  
Most Important Sources of Information about UMD Activities and Events

	Percentages
1. The <u>Statesman</u>	40
2. bulletin board	33
3. Kirby Program Board Calendar	5
4. Residence Hall Newsletter	2
5. Other	19

Table 17  
Hours Per Week Available as Leisure Time

	0	1-5	6-10	11-15	16-20	over 20
During the week	5	27	27	21	12	9
During the week-end	4	15	26	23	16	16

Table 18  
Focus of Free-Time Interests

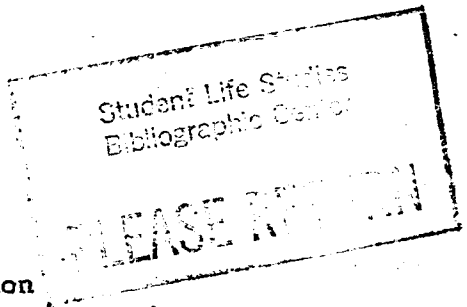
	Percentages
1. off campus	58
2. on campus	11
3. equally on and off campus	31

<sup>a</sup> 1st = First choice, 2nd = Second choice, N = Not chosen

Table 19  
Background Information

	<u>Percentages</u>					
Sex		Male <u>57</u>		Female <u>43</u>		
Age	<u>17-18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23 + up (years)</u>
	30	15	18	17	7	14
Quarters registered at UMD	<u>0-4</u>	<u>5-9</u>	<u>10-15</u>	<u>16-20</u>	<u>over 20</u>	
	56	23	18	3	0	
Credits currently being taken	<u>0</u>	<u>1-5</u>	<u>6-11</u>	<u>12-18</u>	<u>over 18</u>	
	0	3	6	84	7	
Hours working per week	<u>none</u>	<u>less than 10 hours</u>		<u>10-20 hours</u>	<u>21-40 hours</u>	
	45	10		29	16	
Residence:	<u>Percentages</u>					
a. Residence hall						18
b. Cascades or Hotel Duluth						.3
c. The Village Apartments or Stadium Apartments						7
d. Apartment or house off campus						37
e. Rooming House						3
f. Home of parents or relatives						35
Distance living from campus:	<u>Percentage</u>					
a. less than 1 mile (less than 10 blocks)						34
b. 1-4 miles						36
c. 4-10 miles						15
d. more than 10 miles						15
Method of transportation to classes:	<u>Percentage</u>					
a. walk						40
b. own car						35
c. bus						11
d. family or friends' car						8
e. car pool						6
f. bicycle						.3
g. motorcycle						0

Student opinions, 040  
Radio 070



A Survey of Student Opinion  
toward a Proposed FM Radio Station

Ronald Matross, and Carmen DeGidio

Student Life Studies  
University of Minnesota

Abstract

The University Poll surveyed 1117 students, 88% of a random sample of students from the Twin Cities Campus of the University of Minnesota, on their opinions toward a proposed student owned and operated FM radio station. Key findings were: Three fifths of the students (61%) said that the station was needed as a source of campus news, and three quarters (74%) said that they would listen to it at least occasionally. Sixty three percent said that they would be willing to pay a \$1.97 per quarter fee to fund the station.

A Survey of Student Opinion  
toward a Proposed FM Radio Station

by

Ronald Matross, and Carmen DeGidio

Student Life Studies

University of Minnesota

For many years the University of Minnesota has had a student-operated radio station, WMMR, broadcasting to its residence halls. This radio station has served as a training ground for students interested in broadcasting and mass communication. Beginning in the late 1950s a number of students and faculty members have felt that WMMR is inadequate as a training facility because of its limited equipment and range. Moreover, others in the University Community have felt a need for a wide range radio station to broadcast news of Campus events and to program for the unique tastes and needs of students.

In 1972 the discussions crystallized on a detailed proposal for a full-scale student-owned and operated FM radio station. As outlined in the proposal, the University would use money from student fees to purchase an existing FM station. The station would be licensed to the University Student Telecommunications Corporation. This Corporation is a registered student organization whose general membership is composed of all the elected student senators on the Twin Cities Campus. The Board of the Corporation elected by the Twin Cities Student Assembly, has a majority of student members with minority representation of members of the faculty, the University administration and the University Community.

A number of persons within the University Community, particularly



within the University administration, have had reservations about the proposal. They have expressed concern about whether the station would serve an educational purpose for large numbers of students, whether or not the University should compete with commercial radio stations, whether the University should commit itself to a loan for the station, whether the station would be commercially successful, and whether a student corporation should be allowed to control the station. The upshot of these concerns was that the station proposal has remained under study for the past four years.

During the period of study, several surveys of student opinion toward the station and a fee for the station have been conducted. Each of these surveys has found that a majority of students (50-75%) have said that they would listen to the station and would be willing to pay a fee for it. The survey reported here was requested by a special University Task Force on the station and is intended to be an update of previous surveys. It was regarded as necessary primarily because the costs of the proposed station have escalated dramatically since 1972, and input was now required as to whether students would be willing to pay the fee (\$1.97 per quarter) now required.

After the survey was drafted, the question wording became a matter of controversy. The direct question about the \$1.97 fee incorporated the concept of a fee increase over the current total of \$47.25 in student fees. Members of the University Student Telecommunications Corporation felt that this wording was biased and would result in significantly lower support for the proposal than if the question did not refer to an increase in fees over the current amount. To test

their views, they commissioned a second, concurrent survey, identical in all respects except that the fee question did not include information about an increase over current fees. The present report gives the findings of both surveys, separately and combined.

MethodSurvey Items

Survey items were developed by staff members of the University Poll after consultations with the Task Force on FM radio and two telephone pretests with samples of University students.

The first item in the survey asked the respondent whether he had registered for winter quarter at the University of Minnesota. If the individual answered "No" to this question, no further questions were asked in the telephone survey, and any responses to other questions on the mailed form were not tabulated. Respondents were then asked whether they had regular access to an FM radio. Originally the interview was terminated for those persons who said they did not have access to an FM radio. However, a week later these persons were again called and asked the remainder of the questions regarding their opinions about the FM station.

Students were asked whether they had previously heard or read about the proposal for a student owned and operated FM radio station at the University of Minnesota. The following questions asked respondents to indicate how often they thought they would listen to such a station and whether they thought the University needed the proposed station as a source of campus news. The next question which asked the respondent whether he would be willing to pay the proposed fee of \$1.97 to fund such a station varied in wording and content between two forms of the questionnaire. The question in Form I included the information as to how much the student was currently required to pay in student fees and then asked whether or not

the student would be willing to pay a \$1.97 increase in student fees to fund the station. The question in Format II did not mention current fees or the concept of an increase; it simply asked the student whether or not he would be willing to pay the proposed fee. In both forms, if the respondent indicated that he was unwilling to pay the fee or didn't know whether he would be willing or not, he was asked to proceed to the next question which inquired whether he would be willing to pay a lower fee (\$1.10) which was proposed under an alternative funding plan.

#### Survey Procedures

The survey was conducted by telephone with questions mailed to those who could not be reached by phone.

Telephoning was done between January 16 and February 25 by Koser Surveys, Incorporated, a private polling firm. Each number was attempted at least four times at different hours of the day. Ten percent of those who were contacted by phone were called a second time as a verification of their interviews. Between February 16 and March 30, the University Poll mailed the questions and a follow-up letter to those who had no listed phone numbers and those who had numbers but could not be reached.

#### Sample

Two samples were randomly drawn from the active day school student file at the Twin Cities Campus of the University of Minnesota.

Sample I consisted of 550 students, 11 of whom were subsequently dropped because they said that they had not actually registered for winter quarter classes. Sample II consisted of 753 students, 20 of

whom were subsequently dropped because of non-registration. This sampling plan permits generalization to the total student population at the two campuses with a 5% margin of error for each of the two samples.

#### Response Rates

As of March 30, 1976, 1117 of the 1272 persons in the two samples had been contacted for a response rate of 88%. Nine hundred and fifty three responses were obtained by phone and 164 by mail. The response rates for the two samples separately were 91% (488 of 539) for Form I and 86% (629 of 733) for Form II.

Result:

An overwhelming majority (92%) of the respondents indicated that they have regular access to an FM radio station. The level of awareness concerning the proposal for a student owned and operated FM radio station was high, as indicated by 81% of the respondents reporting that they had heard or read about it prior to the survey. Slightly less than two thirds (61%) of the sampled respondents think that the University needs the proposed station as a source of campus news, whereas approximately one third (31%) thinks that it doesn't.

With regard to students' projected use of the radio station, almost one third (30%) reported that they thought that they would listen to it frequently and 44% thought that they would listen to it occasionally. Less than one fourth (18%) of the students thought that they would seldom listen to it and only 5% thought that they would never listen to it.

Table 1 presents the percentage distribution of students' willingness and unwillingness to pay the proposed fee of \$1.97 for the station according to the two different question formats and also presents the combined results for the entire sample. No significant difference in results was found between the two formats as is shown by the fact that 64% of the students responding to Question Format I and 62% of the students responding to Question Format II indicated that they would be willing to pay the fee. Similarly, both groups were about equally unwilling to pay this fee, 31% and 32% respectively. The combined results for the entire sample show that a majority (63%) of the students were willing to pay the fee of \$1.97 for the station. Slightly less than one third (31%) were unwilling and 5% responded that they didn't know

whether they would be or not. Those who said that they were unwilling or uncertain about paying the FM fee were asked whether they would be willing to pay the \$1.10 fee. Table 2 presents the responses to this question. Among all those who were unwilling or uncertain, 18% indicated that they would be willing to pay a lesser fee of \$1.10 for the station under an alternative funding plan, 72% stated that they would also be unwilling to pay this amount and 9% didn't know.

Table 1

Percentage Distribution of Students' Willingness  
to Pay a \$1.97 FM Fee<sup>a</sup>

<u>FM I</u>		<u>Percentage</u>
Full time students are currently required to pay \$47.25 per quarter in student service fees. A proposal has been made to increase these required fees by \$1.97 per quarter to pay for the proposed FM station.	Willing	64
	Unwilling	31
	Don't Know	4
Would you be willing or unwilling to pay this amount?		
<u>FM II</u>		
A proposal has been made to assess a required fee of \$1.97 per quarter to pay for the proposed FM station.	Willing	62
	Unwilling	32
	Don't Know	6
Would you be willing or unwilling to pay this amount?		
<u>Combined Results</u> (N = 1084)		
	Willing	63
	Unwilling	31
	Don't Know	5

<sup>a</sup> Responses may sum to under or over 100% for each item due to rounding of decimals.



Table 2  
 Percentage Distribution of Students' Willingness  
 to Pay a \$1.10 FM Fee<sup>a</sup>

Question		Percentages <sup>b</sup>		
		FM I	FM II	Combined
A different funding plan would have students pay a \$1.10 fee per quarter for the station.	Willing	19	16	18
	Unwilling	71	73	72
	Don't Know	9	9	9
Would you be willing or unwilling to pay this amount?				

<sup>a</sup> Asked only of those persons who said that they were unwilling or uncertain with regard to the \$1.97 fee.

<sup>b</sup> Responses may sum to under or over 100% due to rounding of decimals.

Discussion

The findings of this survey are very much consistent with previous surveys on the FM radio question. Since 1972, 50 - 75% of the students surveyed have indicated a willingness to pay a fee for an FM radio station. The concept of a student FM station continues to appeal to most students.

The findings also demonstrate that the bias alleged to have been built into the question asking about a fee increase (Form I) was simply not there. The fact that support for the station with this question wording was slightly higher (64%) than with the less specific question (62%) clearly indicates that referring to the increase did not decrease support. In such fee questions the student is likely to perceive the fee as an increase whether or not he is told so specifically. Including this information in the question assists the respondent in answering, since it clarifies the situation with regard to his current fees.

Beyond the immediate question of current student feeling about the FM radio proposal, this study illustrates two important points about the use of opinion data in University decision-making. First, if the topic is controversial, the survey method will inevitably be criticized by one side or another. This survey was noteworthy in that those who criticized the methodology did so before the data were released, and put their criticism to a true empirical test. This was a very constructive way to resolve a difficult and emotional disagreement. To have a constructive impact on decisions, opinion polls must be highly credible. Ex post facto attacks without

reference to data can seriously weaken their effectiveness.

Secondly, the history of opinion surveys on the FM radio issue demonstrates that there are some issues which cannot and should not be resolved by public opinion. The support for the station evidenced in these surveys is global support for the general concept of the station. There are many complex and subtle issues regarding the station to which the data do not speak. Students in general cannot be expected to give more than just their immediate reactions to a broad, hypothetical proposal. Their opinions will not resolve issues such as whether the proposed station would serve an educational function, whether the University should compete with commercial radio stations, and whether future students should be committed to repaying a loan for the station. Clearly, opinion surveys should be only one type of information considered in the process of making complex and difficult decisions.

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# office for student affairs RESEARCH BULLETIN

Pre-College Experiences of Some

University of Minnesota First-Year Students

Donald A. Biggs, Steven F. Schomberg, and Joel M. Brown

Student Life Studies

University of Minnesota<sup>1</sup>

Abstract

This study looked at the pre-college experiences of 500 first-year students in the Institute of Technology, Institute of Agriculture, Forestry and Home Economics, General College and the College of Liberal Arts. The students completed a questionnaire which asked about a wide range of their cultural experiences. We found some differences in the pre-college experiences of first-year students in the four academic units. Also, our results suggested that many of these first-year students had a very limited knowledge of major figures in Art and Literature, as well as limited knowledge of some major contemporary public figures.

Pre-College Experiences of Some  
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Berdie (1967) did a pioneering study of the pre-college experiences of university freshmen. At that time, relatively little was known regarding the experiences of university students prior to matriculation - particularly those experiences which are not assessed with standardized tests. This study presents information about the pre-college experiences of some 1975 first-year University of Minnesota students. Although the major purpose of this research was not to provide comparison data for the earlier study, we have collected some information which adds to the historical knowledge of University of Minnesota freshmen.

Both academic and student personnel departments could benefit from knowing more about the pre-college experiences of first-year students. Even though both areas have had access to considerable knowledge about certain traits of first-year students, the development of an effective liberal arts program for first-year students requires a more extensive knowledge about a variety of their pre-college social and cultural experiences. With such knowledge, counselors and faculty can help first-year students examine their pre-college experiences and plan individualized programs of first-year experiences.

MethodSample

A sample of 767 freshmen students was selected from the Institute of Agriculture, Forestry and Home Economics, the College of Liberal Arts, General College, and the Institute of Technology. These represent the four largest freshman admitting units of the Twin Cities campuses of the University of Minnesota.

Sixty-five percent (N=500) of the questionnaires were completed. The number of questionnaires returned were:

Institute of Agriculture, Forestry

and Home Economics - N=200; 79%

College of Liberal Arts - N=95; 62%

General College - N=85; 46%

Institute of Technology - N=120; 68%

Fifty-eight percent of the sample are males. Twenty-five percent are registered in the College of Agriculture, 6% in the College of Forestry, 9% in the College of Home Economics, 17% in the College of Liberal Arts, 17% in General College, and 24% in the Institute of Technology.

Comparisons between the sample and the percentage of students from each college in the total 1975 freshman class show that the sample greatly underrepresents the College of Liberal Arts (17% compared to 58% of the 1975 freshman class), and slightly underrepresents the General College (17% compared to 22%). The sample

greatly overrepresents both the Institute of Agriculture, Forestry and Home Economics (40% compared to 9% in the 1975 freshman class), and the Institute of Technology (24% compared to 11%).

#### Measure

The questionnaire was a revision of the Inventory of Pre-College Experiences developed by Berdie (1967). Students were asked about states and countries visited; education, leisure and work-related possessions in their homes; magazines, authors, adolescent and pre-adolescent books they had read; artists, composers, and sculptors they recognized; natural science, mathematics and social science topics they had read about; jobs held; organizations to which parents belonged; youth groups to which they belonged; their use of newspapers, TV and movies; recognition of popular figures in politics, sports, the Arts, religion and entertainment. Students reported on the experiences they had before they matriculated at the University.

The questionnaire also asked for demographic information such as sex, age, religion, parents' education and occupation, place of residence, credits completed, and self-ratings of college ability.

Questionnaires were distributed in class during the first two weeks of December, just prior to the end of Fall quarter 1975. Students took the questionnaires home to complete and returned them at the next class period. Students not returning questionnaires after ten days received a follow-up postcard. A second follow-up two weeks later included a letter and another copy of

the questionnaire.

### Analysis

A fixed-effects model one-way analysis of variance was used to compare group means for first-year students in the four academic units on the following variables: (1) number of youth groups of which they were members, (2) number of authors read, (3) number of children's and adolescent books read, (4) number of artists and musicians recognized, (5) number of topics read, and (6) number of public figures recognized. Male and female students were compared on these same variables. Scheffe's test was used to examine the differences between all possible linear combinations of group means.

### Results

#### A Few Characteristics of First-Year Students.

For the most part, the students had just begun their university education. Most (83%) had completed 0 to 15 credits at the University, a few (11%) had completed 16 to 30 credits, and a very few (3%) had completed over 31 credits. Sixty-nine percent were presently enrolled for 11 to 15 credits and 25% were registered for 16 to 20 credits. Most (79%) had been registered for only one quarter at the University of Minnesota, a few (13%) had been registered for two quarters and very few (3%) had been registered for three quarters.

These students lived in a variety of housing arrangements. About one-third lived in a University residence hall, almost half



45%) lived at home with their parents, a few (12%) lived in a private apartment or house off campus, and very few (2%) lived in fraternities ~~an~~ sororities.

The students described their religious preferences. The largest percent (45%) of the students identified themselves as non-fundamentalist Protestants, some (26%) as Roman Catholics, a few (7%) as atheists or agnostics and very few (2%) as Jewish. A few (4%) said they were fundamentalist or Pentecostal Protestants.

Most (81%) were residents of Minnesota and half had lived most of their lives in the seven county metropolitan area. Some (18%) came from towns of less than 2500 and a few (10%) had lived most of their lives on farms. About one-third said there were less than 200 in their high school graduating class, and one-third said there were over 500 in their class. Some (25%) had attended nursery school but most (92%) had attended kindergarten.

Of the nineteen types of youth groups, students belonged to a mean of four with a standard deviation of two. Forty-six percent had been Scouts, 21% had belonged to the YMCA or YWCA and 42% had belonged to church or synagogue youth groups. Forty-two percent had participated in school-sponsored youth groups and 39% were members of high school honor societies. Some students had been officers of these youth groups. Seventeen percent had been officers of church and synagogue youth groups and 17% had been officers of high school government organizations. One-way analysis of variance showed significant

differences among first-year students in the four academic units as regards the number of youth groups to which they had belonged ( $F=6.48$ ;  $p \leq .001$ ). Scheffe's test showed that first-year General College students had belonged to a smaller mean number of youth groups than had first-year students in the Institute of Agriculture, Forestry and Home Economics, and the College of Liberal Arts.

Students were asked about the jobs they had before coming to the University. Thirty percent had been farmhands, 26% had been waitresses or waiters, 22% had been sales clerks, and 22% had been dishwashers. Very few students had scientific jobs, musical jobs, literary jobs, social service jobs, or clerical jobs. Of the fifty-two jobs listed, students had a mean of four jobs and the standard deviation was four.

Most (71%) said they had graduated in the top 25% of their class, and 74% said they had a "B" or better overall high school grade point average. When asked about their academic ability, one fourth rated themselves among the best in college ability as compared to others in their high school graduating class, and an additional 50% said they were above average as compared to this group. Fifty-three percent said they were about average in college ability as compared to other first-year University of Minnesota students and 35% said they were above average. Fifty-six percent thought they definitely had the ability to complete an undergraduate degree at the University and 33% said "yes, probably" to this question.

Parents

We asked about their parents' educational and occupational backgrounds. Regarding occupations, a little less than one-third (29%) of the fathers were in management or administration associated with business, education or government; 17% were professionals; 13% were skilled tradesmen; 7% owned or managed a farm; and 8% owned or managed a business. Only 9% of the fathers had an eighth grade education or less. One-fourth were high school graduates and over half had more than a high school education. Thirty-four percent were college graduates. Of the mothers, 43% were homemakers, 17% were in office work, 13% were in managerial or administrative occupations, and 9% were in professions. Six percent of the mothers had an eighth grade education or less. Almost half had more than a high school education. One-fourth were college graduates.

About half of the fathers and half of the mothers were identified as non-fundamentalist Protestants, 1% of the mothers and 3% of the fathers were atheists or agnostics, a little less than one-third of both the fathers and the mothers were Roman Catholic, and 2% of both fathers and mothers were Jewish.

Over half (58%) of the parents had been members of the PTA or Mothers' Club, and about half (53%) had been members of church clubs or groups. Over one-third (37%) had been members of sport groups (bowling league, softball league, etc.), and one-third had been members of neighborhood or other social card playing groups. A few of the parents (14%) were members of country clubs or golf clubs,

and one-fifth of them (20%) were members of groups like the American Legion, fraternal organizations and service clubs. Parents were moderate joiners. Of the twenty-seven types of organizations, parents belonged to a mean of four, with a standard deviation of 2.5.

Of thirty-nine family and home possessions listed, students reported a mean of twenty-five, with a standard deviation of six. Most students come from homes with radios, televisions, dictionaries, encyclopedias and atlases. Relatively few had telescopes (17%), movie projectors (36%), skiing equipment (30%) or original paintings and drawings (24%).

#### What Do Students Read and Watch

Seventy-one percent said that their families had over 100 books in their homes. A majority had read a work by Shakespeare (86%), Steinbeck (75%), Dickens (82%), and Hemingway (72%). Table 1 shows first-year students' acquaintance with a number of important authors. Students had read a mean of eleven authors and the standard deviation was seven. One-way analysis of variance revealed significant differences in the number of authors read by students in the four academic units ( $F=3.08$ ;  $p \leq .03$ ). First-year College of Liberal Arts students had read a larger mean number of these authors than had the first-year students in the Institute of Technology.

One-way analysis of variance also showed that female students had read a larger mean number of these authors ( $F=17.40$ ;  $p \leq .001$ ) than had males.

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Insert Table 1

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Students reported on the children's and adolescent literature they had read before coming to the University. A majority had read Alice in Wonderland, Peter Rabbit, Robinson Crusoe, Treasure Island, Hans Christian Andersen's Fairy Tales, Grimms' Fairy Tales, Dr. Seuss, Winnie the Pooh, Swiss Family Robinson, Tom Sawyer, Heidi, Wizard of Oz, Animal Farm, and Charlotte's Web. Very few had read Bullfinch's The Age of Fable, Miracle Men, Swiftly, King of the Wind, or The Yearling. Students had read a mean of thirteen books from a list of thirty children's and adolescent books and the standard deviation was six. One-way analysis of variance showed a significant difference in the number of these books read by first-year students in the four academic units ( $F=8.43$ ;  $p \leq .001$ ). Scheffe's test showed that first-year students in the Institute of Agriculture, Forestry and Home Economics and first-year students in the College of Liberal Arts had read larger mean numbers of these books than had the Institute of Technology students. One-way analysis of variance showed that female first-year students had read a larger mean number of these books than had males ( $F=157.44$ ;  $p \leq .001$ ).

Almost all of the students (89%) said they had a public library card. When asked how many books they read in the last year, 35% of the students said between 0 and 9, 37% said between 10 and 24, and 13% had read over 50 books.

Students were asked if they read any of forty-four popular magazines listed in Table 2 during the last year. Students had read a mean of ten of these magazines, and the standard deviation was six. A sizable percentage had read Newsweek (67%), Time (69%), National Geographic (57%), Readers' Digest (69%), Playboy or other male entertainment magazines (45%), and Sports Illustrated or other sports magazines (49%). Very few had read such magazines as Atlantic Monthly (4%), Harper's (10%), and Saturday Review (9%). We found no significant differences in the mean number of magazines read during the last year by first year students in the four academic units or by male and female students.

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Insert Table 2

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When asked about their newspaper reading habits, a large percentage said that, before coming to the University, they regularly read front page news (76%), comics (76%), sports (50%), and local news (63%). Only 11% said they didn't read any part of the newspaper regularly, and 3% said they didn't have access to a daily paper. As to television, most (76%) said they regularly watched commercial television and 16% regularly watched educational television. Nineteen percent said they did not regularly watch television during the last year.

About one-third said they attended movies more than once a month but less than once a week during the last year. Another

46% said they attended movies more than once every six months but less than once a month.

#### Artists and Musicians

Students were asked if, before they came to the University, they had seen or heard a work by the persons listed in Table 3. A majority had seen works of Rembrandt, Vincent Van Gogh and Michelangelo. A majority had heard the works of Brahms, Handel, Schubert, Bach, Beethoven, Mozart, Haydn, and Chopin. First-year students had seen or heard works by a mean of twelve of these artists or musicians, and the standard deviation was seven. We found no significant differences in the mean number of artists and musicians recognized by first-year students in the different academic units. One-way analysis of variance showed that female first-year students had seen or heard works by a larger mean number of artists and musicians than had the males ( $F=22.09$ ;  $p \leq .001$ ).

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Insert Table 3

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A majority (72%) have attended a concert of popular music and many (61%) have attended a concert of classical music. Somewhat over half (55%) had taken music lessons outside of school. During the last year over half (55%) had visited an art gallery.

#### Topics and People

Students were asked if, before they came to the University, they had read or heard about thirty-five topics which may be

studied in secondary schools. These topics are shown in Table 4. About half had never heard of classical conditioning (46%), ecumenism (55%) or pragmatism (48%). One-third had never heard of psychoanalytic theory or the Edwardian Period in England, and about one-fourth had never heard of sensitivity training, self-concept theory or social deviance. Students had read a mean of twenty-two of these topics and the standard deviation was six. One-way analysis of variance showed significant differences in the mean number of topics read by first-year students in the four academic units ( $F=19.05$ ;  $p \leq .001$ ). Scheffe's test showed that General College first-year students had read a lower mean number of these topics than had the first-year students in the three other units. We found no significant differences between males and females in their reading knowledge of these topics.

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Insert Table 4

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Students were asked how well they knew a list of fifty-nine public figures. Most had never heard of Frederick Keppel, Henry Miller, Sandy Keith, Giscard d'Estaing, Bela Abzug, John Enders, William Libby, Linus Pauling, Edward Teller, Norman Borlaug, Kurt Waldheim, Arthur Jensen or William Shockley. The majority also had never heard of James Conant, Melina Mercouri, Van Cliburn, Edward Land, Gregor Piatigorsky, Noel Coward, Edward Albee, Harold MacMillan, Buckminster Fuller, Mario Savio or Mark Rudd. Among



those known by over 75% of the students were Harmon Killebrew, Bill Cosby, Lorne Greene, Allan Page, Joe Namath, Martin Luther King, Mao Tse Tung, Dustin Hoffman, Neil Armstrong, John Glenn, Alan Shepard Jr., Walter Mondale, and Henry Kissinger.

The mean number of public figures recognized by first-year students was twenty-five and the standard deviation was nine. We found no significant differences among first-year students in the four academic units as regards their recognition of these figures. Also, we found no significant differences between males and females in their recognition of these public figures.

#### Discussion and Conclusion

This study describes pre-college experiences of some University of Minnesota first-year students. In a few instances, we compared the pre-college experiences of first-year students in the College of Liberal Arts, General College, the Institute of Agriculture, Forestry and Home Economics, and the Institute of Technology. We also made some comparisons of the pre-college experiences of male and female first-year students.

Students indicated their level of acquaintance with various authors. It is not surprising that the mean number of authors read by first-year Technology students was less than the mean number of authors read by first-year Liberal Arts students. But it was somewhat surprising that the majority of first-year students had not heard of such classic authors as Balzac, Virgil, Anatole France, Sartre or D.H. Lawrence, and it was even more surprising that most

first-year students had not heard of any major minority author such as DuBois or popular contemporary authors like Pirsig, Kerouac, Reich or Castenada.

Many first-year students had not heard of major contemporary and classical artists including Toulouse-Lautrec, Rubens and Titian. However, a fairly substantial percentage of those students had heard of a work by a number of classical musical composers such as Bach, Beethoven, Mozart and Chopin. Obviously, we think these findings regarding literary, artistic and musical background experiences of first-year students should be considered in planning courses for these students. But possibly more important, these findings raise two important educational questions. First, should a high school education expose most students to a variety of literary, artistic and musical experiences? Second, should the University assume serious responsibility for providing a program of artistic and musical experiences for first-year students?

We also asked first-year students about their knowledge of various topics in science, social science and humanities. First-year General College students had read a lower mean number of these topics than had the first-year students in the three other academic units. This finding would probably be supported by achievement or aptitude tests. We suggest that future research should explore the use of checklists about student knowledge such as we used in this research, and compare the results with the results from standardized tests. Berdie's (1970) early work

suggests that such checklists may complement the aptitude and achievement testing of students.

First-year students' knowledge of contemporary public figures suggests that, although 76% read the front page news and 49% watched the evening or morning news, most are not aware of current events in any depth. It is almost hard to believe that the majority had never heard of the President of France, a famous Nobel Prize winning scientist from Minnesota nor one of the Nation's most gifted pianists. However, we caution that the results of this study should not be generalized to all 1975 first-year University of Minnesota students because the sample greatly underrepresents the College of Liberal Arts first-year students.

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Notes

- <sup>1</sup>The authors wish to express appreciation to the Center for Educational Development, University of Minnesota, for providing some of the financial support for this study.

Table 1  
 Authors and First Year Students  
 at a University (N = 500)

<u>Authors</u>	<u>Read Book of Author</u>	<u>Heard of Author</u>	<u>Never Heard of Author</u>	<u>Authors</u>	<u>Read Book of Author</u>	<u>Heard of Author</u>	<u>Never Heard of Author</u>
J.D. Salinger	29.8	25.0	43.6	Henry Miller	6.0	14.8	77.4
Leo Tolstoi	20.2	45.2	33.2	James Farrell	2.6	26.6	68.6
John Dos Passos	1.8	7.2	87.6	John Steinbeck	75.6	17.2	5.8
Ernest Hemingway	72.6	24.0	1.8	Ayn Rand	12.2	14.4	71.2
Anatole France	1.0	5.2	92.0	Francois Rabelais	1.0	6.8	90.0
Honre de Balzac	2.8	14.6	80.8	James Joyce	10.6	30.8	56.4
Albert Camus	13.0	13.2	72.0	William Faulkner	40.0	41.0	17.8
Henry James	9.2	27.4	61.6	James Michener	20.0	22.2	55.8
James Baldwin	14.2	42.2	42.4	Lawrence Durrell	.6	9.4	87.6
Eugene Ionesco	4.6	10.0	83.6	William Golding	12.0	23.2	63.2
D.H. Lawrence	10.0	20.0	68.0	Ian Fleming	28.0	40.0	30.8
Jean Paul Sartre	10.4	20.2	67.6	Ralph Ellison	2.8	12.4	83.0
Fyodor Dostoevski	13.8	14.8	69.0	Willa Cather	6.4	9.6	82.2
Leroy Jones	1.4	5.0	91.2	Doris Lessing	1.6	4.4	91.8
Norman Mailer	13.0	42.2	43.4	W.E.B. DuBois	10.6	30.2	57.4
Scott Maynady	.6	3.2	93.6	John Updike	17.8	32.8	47.2
Erica Jong	7.2	18.8	71.4	Vine Deloria	1.6	2.4	93.4
Virginia Woolfe	14.4	66.6	17.2	Richard Wright	8.2	17.6	72.2
Alexander Solshenitzen	22.4	48.4	27.8	Ingrid Bengis	.8	5.8	91.0
Bernard Malamud	3.2	8.2	86.8	James Welch	.8	10.4	85.6
Eldridge Cleaver	10.2	50.8	37.6	Emily Dickinson	44.2	41.6	12.8
Booker T. Washington	25.2	66.4	6.6	Billy Graham	15.0	80.6	3.4
Kate Millet	2.4	16.8	78.0	Carlos Castenada	8.4	18.2	71.2
George Eliot	10.4	40.8	47.4	Charles Eastman	1.8	26.6	68.8
Betty Friedan	3.6	24.6	69.8	Joyce Carol Oates	5.6	21.4	71.0
Jane Austin	9.6	23.8	64.0	Mary Stewart	15.4	21.2	61.2
Truman Capote	37.0	49.2	12.0	Virgil	4.6	18.8	74.0
Simon Ortiz	.6	8.6	88.6	Martin Luther	22.6	72.0	4.4
Kurt Vonnegut	33.8	26.4	38.0	Charles Dickens	82.0	16.2	.6
Herman Hesse	25.4	33.6	39.8	Rosseau	9.8	39.8	47.8
Joseph Heller	11.0	25.0	61.6	Cicero	6.2	47.4	44.0
William Shakespeare	86.2	11.8	.8	Michael Crichton	7.8	9.2	80.6
Charles Darwin	37.6	55.8	5.6	Charles Reich	1.8	11.0	84.6
Voltaire	14.2	43.2	41.0	Robert Pirsig	5.6	12.2	80.0
Jack Kerouac	3.0	5.6	89.2				

Table 2  
Magazines and First Year Students at a University  
(N = 500)

<u>Magazines</u>	<u>Family</u>	<u>Read During</u>	<u>Magazines</u>	<u>Family</u>	<u>Read During</u>
	<u>Subscribed</u>	<u>Last Year</u>		<u>Subscribed</u>	<u>Last Year</u>
	%	%		%	%
Reader's Digest	57.2	69.0	Holiday	.6	3.2
Saturday Evening Post	4.8	19.8	New Yorker	3.6	14.8
McCall's Magazine	31.2	34.4	Fortune	2.6	8.0
Ladies Home Journal	23.4	27.6	The Farmer	10.6	10.0
Better Homes & Gardens	46.2	37.4	Atlantic Monthly	1.0	4.8
Good Housekeeping	30.6	36.2	Harper's	1.4	10.4
American Home	4.6	8.4	Saturday Review	3.2	9.2
Coronet	0.0	1.2	Church magazines	24.2	21.0
Farm Journal	12.4	15.0	"Mechanics" magazines	6.2	13.2
Redbook	19.6	30.8	Professional or trade journals	10.2	8.8
National Geographic Magazine	42.0	57.4	The Rolling Stone	1.4	26.0
Time	33.0	69.4	Ebony	.6	12.8
True	2.4	8.4	MAD Magazine	7.6	42.0
Parents' Magazine	2.2	6.0	Ms Magazine	1.2	12.4
Argosy	2.8	7.2	Playboy (or other male entertainment magazines)	5.8	44.8
Popular Mechanics	18.8	30.4	Scientific American	4.2	11.6
Popular Science	12.4	29.4	Psychology Today	5.8	22.4
Newsweek	25.4	66.8	Cosmopolitan (or other female entertainment magazine)	4.2	23.0
Successful Farming	9.6	10.6	Seps	.4	.6
U.S. News & World Report	12.6	36.0	Consumer Reports	11.8	25.6
Jet	.6	1.8			
Seventeen	14.4	28.4			
Sports Afield or Field & Stream	20.4	37.8			
Sports Illustrated or Sport Magazine	27.8	49.8			

Table 3

Art, Music and First Year Students  
at a University (N = 500)

Artists and Musical ComposersArtists and Musical Composers

	Seen or Heard Work By Person	Knew of Person	Never Heard of Person		Seen or Heard Work By Person	Knew of Person	Never Heard of Person
Carl Milles	1.2	9.2	88.2	Botticelli	10.0	16.8	71.2
Walter Keane	1.4	14.6	82.2	Manet	14.4	14.4	69.2
Cezanne	13.4	12.0	73.0	Courbet	3.4	10.0	84.6
Diego Rivera	4.8	18.2	74.2	Mary Cassatt	4.6	8.2	85.2
Salvador Dali	21.8	21.8	54.2	Sargent	3.2	10.2	84.6
Vincent Van Gogh	63.6	21.2	14.2	George Bellows	3.4	14.6	79.8
Edgar-Hilaire Degas	12.0	9.0	76.6	Winslow Homer	15.2	22.4	60.2
Henri De Toulouse-Lautrec	16.2	16.4	65.4	Andy Warhol	32.0	26.8	39.4
Rambrandt	76.4	18.6	3.2	Michelangelo	78.4	18.0	3.0
Peter Paul Rubens	13.8	20.0	64.4	Bernin	6.8	18.2	72.6
Grant Wood	6.8	8.2	83.4	Igor Stravinsky	47.4	33.4	18.2
Thomas Benton	3.2	15.4	79.8	Segal	15.0	20.6	62.4
John Stewart Curry	1.6	10.8	86.0	Rodin	12.4	19.0	66.8
George Gross	1.2	4.4	92.4	Polyclitus	1.2	5.6	91.2
John Marin	.6	3.2	93.8	Henry Moore	3.4	16.6	77.8
John Sloan	1.8	10.4	85.8	Alexander Calder	3.8	13.8	80.4
Titian	5.8	14.6	77.8	Myron	.8	6.6	90.6
Velasquez	9.4	17.2	71.8	Lysippus	.8	4.0	92.8
Delacroix	6.2	13.4	78.4	Archipinko	.6	4.2	93.2
Raphael	26.4	29.4	42.4	David Smith	1.2	4.4	92.4
Vatteau	3.4	5.6	88.4	William Zorach	.4	6.4	91.0
El Greco	24.0	30.4	44.4	Ghiberti	2.0	4.8	91.0
John Constable	2.2	15.4	80.0	Daniel Chester French	.8	1.8	94.8
Vermeer	4.6	9.4	83.6	Jackson Pollack	5.2	14.6	78.4
Goya	18.6	17.0	62.2	Bach	92.8	4.8	1.8
Seurat	5.8	8.0	83.4	Beethoven	94.4	4.0	1.0
Brahms	70.4	15.0	13.2	Mozart	90.8	6.4	1.4
Liszt	61.2	15.6	21.2	Haydn	88.8	8.8	2.8
Schubert	59.2	22.2	17.0	Chopin	74.2	12.4	12.4
Turner	5.4	14.6	77.4	Aaron Copland	22.6	21.6	53.4

Table 4  
 Various Academic Topics and  
 First Year Students at a University (N = 500)

<u>Topics</u>	Read About <u>%</u>	Heard About <u>%</u>	Never Heard Of <u>%</u>
Renaissance Age	81.8	16.8	1.0
Victorian Age	64.8	31.0	3.4
Age of the Roman Empire	83.2	15.6	.8
Dark Ages	84.0	15.6	0.0
Age of the Industrial Revolution	86.4	12.0	1.0
Age of the Enlightenment	43.6	35.8	19.0
Logarithms and exponentials	77.2	12.2	10.0
Mathematical induction	61.2	25.8	12.4
Inequalities involving absolute value	82.0	8.8	8.8
Complex numbers	81.8	12.2	5.4
Quadratic formula	81.4	8.8	9.4
Binomial formula	75.2	11.6	12.6
Sine and cosine	83.4	7.4	8.0
United States Colonial period	88.6	8.2	2.8
United States Reconstruction period	78.6	15.6	5.4
Chromosomes	89.4	9.2	.6
World War I	91.8	7.4	.2
Sherman Anti-Trust Act	67.2	23.6	8.0
Classical conditioning	25.2	27.6	45.6
Identity crisis	47.6	39.6	12.2
Self concept theory	32.0	38.8	28.4
Psychoanalytic theory	24.6	40.6	34.0
Alienation	46.0	41.2	12.2
Social deviance	37.2	40.6	21.0
Periodic table	77.0	13.8	8.2
Neutrons	89.2	8.0	1.8
Mitosis	74.8	13.2	11.4
Photosynthesis	90.4	6.6	2.4
Sensitivity training	24.8	49.4	24.8
Pragmatism	13.2	38.2	47.8
Marxism	62.4	33.4	4.0
Socialism	76.2	23.0	.4
Ecumenism	12.8	31.2	54.8
Edwardian Period in England	26.6	40.0	33.0
Louis XIV Period in France	45.4	38.6	15.6



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# office for student affairs RESEARCH BULLETIN

## CITIZENS' EDUCATIONAL VALUES AND THEIR SATISFACTION WITH A STATE UNIVERSITY

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### Abstract

This study describes citizens' values regarding: (1) the importance of various university goals and activities; (2) the importance of various academic fields or disciplines; and (3) the importance of various reasons for attending the University of Minnesota. Then, the study examines the relationships between these categories of educational values and citizen satisfaction with the University of Minnesota. A stratified random sample of 722 Minnesota citizens received a questionnaire which had a series of items related to the purposes of the study. Fifty-six percent returned completed questionnaires. Common factor analyses were used to identify categories of educational values. Citizens' values regarding important goals and activities of the University and their values regarding important reasons for attending the University were somewhat useful in explaining their satisfaction.

Citizens' Educational Values and Their  
Satisfaction with a State University<sup>1</sup>

The general public usually expresses evaluations of universities through statements of satisfaction or dissatisfaction. Differences in beliefs and educational values affect what people will see as satisfactory characteristics or processes in a university. For this study, we inferred educational values of citizens from their endorsement of prescriptive statements about important facets of the university and examined the relationships between these educational values and citizens' satisfaction with a university.

The kinds of educational values studied include: (1) the importance of various university goals and activities; (2) the importance of various academic fields or disciplines to the improvement of "present-day life" for most Minnesota citizens; (3) the importance of various reasons for students' attending the University of Minnesota.

In an earlier study (Biggs and Barnhart, 1973), urban citizens' satisfaction with a university was found to be strongly related to their beliefs about university life. Other variables such as socio-demographic characteristics of citizens, their numbers of university-related experiences, their feelings of alienation, their attitudes about campus dissent, and their attitudes about campus freedom of expression had negligible relationships to their levels of satisfaction. These results regarding beliefs and satisfaction lend some support to Rokeach's (1968) definition of an attitude (i.e. satisfaction) as being a relatively enduring organization of beliefs about objects or

situations (i.e. the University of Minnesota). The earlier study examined the relationship of satisfaction to descriptive beliefs about the University; this study examines the relationship of satisfaction to values or prescriptive beliefs.

### Procedure

#### Questionnaire

Items about educational values represented three domains. The first was the importance of each of sixteen goals or activities for the University of Minnesota. Some of these items were selected from goals and activities identified by Gross and Grambsch (1968). The second domain was the importance of each of eleven academic areas or fields of study in the improvement of "present-day life" for most Minnesota citizens. The third domain was the importance of each of seven stated reasons for students to attend the University of Minnesota. These last items were derived from the descriptions of the six value types described by Allport, Vernon and Lindsey in their Study of Values (1960). Subjects rated each item in all three domains on a four-point scale (1 = Very Important, 4 = Not at all Important).

The measure of satisfaction included ten items which covered satisfaction with faculty, students, regents, instruction, research, and extension services. This set of items has adequate homogeneity (Cronbach alpha coefficient of internal consistency = .85).

#### Sample

A stratified random sample of 722 Minnesota citizens was drawn from the eleven development regions of the state. The number of individuals to be sampled from each region was determined according to

the proportion of the total state population residing in that region. Towns to be sampled were then randomly selected to proportionately represent the urban/rural distribution within each region, and individuals were selected at random from telephone directories of these towns. The number selected is sufficiently large to generalize to the entire state population.

In Spring 1974, mailing procedures began with an advance letter requesting citizen participation. A questionnaire then was mailed and subsequently, nonresidents received a total of five follow-up letters, on the average of one every ten days. Additional attempts to reach nonrespondents and noncontacts through follow-up letters and/or telephone calls were made during the Spring of 1975.

Of the original sample, 102 were not contacted (87 had insufficient addresses and 15 were deceased). Of the remaining 620 persons, 409 (56%) returned completed questionnaires. About 15% (N=97) of those contacted refused to answer the questionnaire; the most frequently stated reason for their refusal was lack of knowledge of the University.

The characteristics of citizens who returned the questionnaire were compared with the 1970 United States census characteristics of Minnesota citizens. Persons returning questionnaires included a somewhat disproportionate number of males (60% in sample vs. 49% in census). The percentage of farmers in the sample was about the same as the percentage in the census, but office workers, salespersons, skilled tradespeople and laborers/factory workers were all somewhat underrepresented in the sample. The sample included a greater percentage of persons having a college degree or graduate work (30% in sample vs. 10% in census) and distinctly underrepresented persons with

less than a high school education (16% in sample vs. 40% in census).

### Analysis

Common factor analysis was used to reduce the three sets of values items - educational goals and activities, academic areas and disciplines, and reasons for attending the University. In those cases where there were any missing data, a subject's responses were deleted from the factor analysis. In each factor analysis squared multiple correlations were used as estimates of communality in the diagonals of the correlation matrices. The Kaiser criterion of eigenvalues  $> 1.0$  was used in determining the number of factors to be rotated; Cattell's (1966) "scree" test was also used to check on the estimate of the number of meaningful factors. Varimax rotation was used to seek a factor pattern that allowed a simple description of each factor. Simple composite scores were constructed from clusters of items that correlated above .30 with each factor.

Standard and stepwise multiple regression procedures were used to examine the relationships among the three sets of independent variables and the dependent variable, satisfaction with the University. Attention was focused on the overall contributions of these sets to an explanation of the variance in satisfaction rather than on the contribution of each item or composite in the set. In those cases where there were missing data, a subject's responses were deleted from the regression analysis.

### Results

#### Factors

##### Educational goals

Five categories of educational goals are described in Table 1.

In the factor analysis of educational goals items, rotations were made of three, four and five factors. The five-factor set had the cleanest partition of items among factors and made the most sense conceptually. These five factors accounted for 58% of the total variance in item responses. The factors are labeled: (1) Enriching and Supporting Extracurricular Activities; (2) Advancement and Dissemination of Knowledge; (3) Degree-Related Instruction; (4) Career-Related Services; and (5) Student Development. Alpha coefficients of internal consistency for simple composites formed from these clusters ranged from .58 to .76, indicating that the items in each cluster are fairly homogenous. Mean responses to the items in these categories are (1) Enriching and Supportive Extracurricular Activities, 2.26; (2) Advancement and Dissemination of Knowledge, 1.86; (3) Career-Related Services, 1.65; (4) Degree-Related Instruction, 1.53; and (5) Student Development, 1.33 (where 1 = Very Important and 4 = Not at all Important). The average citizen considers the University's providing enriching and supportive extracurricular activities to be less important than the University's commitment to student development and instruction.

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Insert Table 1

---

#### Academic disciplines and fields

Three categories of academic disciplines and fields are shown in Table 2. In this factor analysis, rotations were made of two and three factors. The three-factor set made most sense conceptually and had the cleanest partition of items among factors. These three factors

accounted for 62% of the total variance. The three factors are labeled: (1) Applied Scientific Fields; (2) Social Cultural Fields; and (3) Vocational Fields. Alpha coefficients of internal consistency for simple composites formed from these clusters ranged from .75 to .78 indicating that the items in each cluster are homogenous. Mean responses are (1) Applied Scientific Fields, 1.64; (2) Social Cultural Fields, 2.40; and (3) Vocational Fields, 1.73. The average citizen thinks that applied scientific and vocational fields are more important than social cultural fields to improving present-day life for most Minnesota citizens.

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Insert Table 2

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Reasons for attending a university.

Important reasons for attending the University of Minnesota are shown in Table 3. In this factor analysis, rotations were made of both two and three factors. Two factors made most sense conceptually and had the cleanest partition of items among factors. These factors accounted for 68% of the total variance. The two are labeled: (1) Personal Development, and (2) Economic and Social Success. Alpha coefficients of internal consistency for simple composites formed from these clusters were .70 and .55 indicating that these categories are moderately homogeneous. Mean responses are: (1) Personal Development, 1.59 and (2) Economic and Social Success, 2.54. The average citizen thinks that students should consider personal development more important than economic and social success as reasons for attending the University.

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Insert Table 3

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Relationship to Satisfaction.

The relationship among the three sets of educational values (important goals, important academic disciplines and fields, and important reasons for attending the University) and citizens' satisfaction with the University of Minnesota are shown in Table 4.

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Insert Table 4

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Goals and activities.

Satisfaction with the University correlates with attaching value to providing extracurricular activities, the advancement and dissemination of knowledge, and providing career-related services (see Table 4).

In the stepwise multiple regression analysis, no significant additional variance in satisfaction was explained by the last three categories of goals and activities, i.e. degree-related instruction, career-related services, and student development. Citizens' values regarding providing extra-curricular activities, and the advancement and dissemination of knowledge make the largest independent contributions to explaining the variance in satisfaction. Among the two sets, the following specific items made significant independent contributions to predicting satisfaction:

Sponsoring of athletic events for the public ( $F=6.94$ ,  $p \leq .005$ )

Providing financial assistance to students in need ( $F=8.45$ ,  $p \leq .005$ )

Providing professional performances in the arts ( $F=8.45$ ,  $p \leq .03$ )



Conducting research which is immediately applicable to solving practical, technical and social problems ( $F=3.84$ ,  $p \leq .05$ ). The only negative beta weight (Beta =  $-.16$ ) among these was for sponsoring professional performances in the arts. Other values being equal, citizens who attribute more importance to the University's sponsoring athletic events, providing financial assistance, and doing applied research and who attribute less importance to providing professional performances in the arts are more satisfied.

#### Academic disciplines and fields

Among citizens' values regarding the importance of various academic disciplines and fields, only one is related significantly to satisfaction with the University: the more value citizens place on the role of vocational fields in the improvement of present day life for most Minnesota citizens, the more satisfied they are with the University.

#### Reasons for attending the University

The importance which citizens place on both personal development and economic and social success as reasons for attending the University are related positively to their satisfaction. However, in the stepwise multiple regression analysis, no significant additional variance in satisfaction was explained by adding economic and social success to the personal development reasons. After the first step in the multiple regression analysis, when only the personal development reasons were included in the regression, two of them made significant independent contributions to predicting satisfaction: to learn useful skills ( $F=8.45$ ,  $p \leq .004$ ) and to develop a philosophy of life ( $F=6.94$ ,  $p \leq .009$ ). These

two alone account for 86% of the prediction possible for the whole set.

### Discussion

This study identified five categories of important University goals and activities which are particularly important to citizens. These goals include: (1) Enriching and Supportive Extra-curricular Activities; (2) Advancement and Dissemination of Knowledge; (3) Degree-related Instruction; (4) Career-related Services; and (5) Student Development. Citizens' values regarding these goals and activities were somewhat related to their satisfaction with the University. For instance, attitudes about the importance of providing extra-curricular activities and the importance of the advancement and dissemination of knowledge made the largest independent contributions to explaining the variance in their satisfaction with the University.

Three categories of academic fields and disciplines which citizens consider important to improving present-day life for most Minnesota citizens are: (1) Applied Scientific Fields; (2) Social Cultural Fields; and (3) Vocational Fields. Overall, citizens' values regarding the importance of these fields do not explain any significant amount of the variance in their satisfaction with the University. However, citizens who value the importance of the vocational fields tend to be somewhat more satisfied.

Citizens were asked how important various reasons should be for attending the University. Two categories of important reasons were: (1) Personal Development, and (2) Economic and Social Success. The reasons which citizens value as important for attending the University were somewhat related to their satisfaction with the University. Par-

ticularly, the value which citizens attach to personal development as a reason for attending the University makes the largest independent contribution to explaining the variance in their satisfaction.

This study has tried to identify some of the values of citizens which can be useful in explaining their satisfaction with a University. Although we have found that some educational values of citizens are somewhat related to their satisfaction, the results are somewhat discouraging since a large amount of the variance in citizen satisfaction was still not explained. Future research should consider other methods of measuring educational values. However, the findings should not be disregarded since the data do suggest the subtle role of educational values in understanding citizen satisfaction with a university.

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Footnote

- <sup>1</sup> The authors wish to express their appreciation to Dr. Andrew Ahlgren for his consultation in preparing this manuscript.

Table 1  
 Item Clusters suggested by Factor Analysis and Varimax Rotation  
 Citizens' Important Goals and Activities  
 for a State University (N=346)

Enriching and Supportive Extra-Curricular Activities	Degree-Related Instruction	Student Development
<u>Loading on Varimax Factor</u>	<u>Loading</u>	<u>Loading</u>
1. To provide a program of recreation and sports activities for students. .81	1. To provide instruction leading to a four-year degree. .71	1. To develop the moral character of students. .71
2. To provide a program of extra-curricular social activities for students. .68	2. To provide instruction leading to a graduate or professional degrees. .67	2. To produce a well-rounded student whose abilities have been developed. .44
3. To sponsor student athletic events for the public. .58	(Alpha coefficient for sum of items = .58)	3. To prepare students for useful careers. .34
	Advancement and Dissemination of Knowledge	(Alpha coefficient for sum of items = .58)
4. To sponsor professional performances in the arts for the public. .50	<u>Loading</u>	<u>Loading</u>
5. To provide financial assistance for students in financial need. .35	1. To conduct research that may not be immediately applicable. .68	1. To provide special training for part-time adult students through special classes .60
(Alpha coefficient for simple sum of items = .76)	2. To conduct research that is immediately applicable to solving practical problems. .57	2. To provide vocational counseling for students. .52
	3. To make sure that a student appreciates the great ideas from great minds of history. .38	3. To provide information to the public through Extension Services. .45
	(Alpha coefficient for sum of items = .62)	4. To provide undergraduate instruction leading to less than a four-year degree. .31
		(Alpha coefficient for sum of items = .60)

Table 2

Item Clusters Suggested by Factor Analysis and Varimax Rotation  
 Citizens' Important Academic Disciplines and Fields (N=346)

<u>Applied Scientific Disciplines and Fields</u>		<u>Social-Cultural Disciplines and Fields</u>		<u>Vocational Disciplines and Fields</u>	
	<u>Loading</u>		<u>Loading</u>		<u>Loading</u>
1. Physical sciences	.54	1. Social science	.52	1. Technical fields	.43
2. Technical fields	.69	2. Fine arts	.74	2. Law	.75
3. Health sciences	.48	3. Humanities	.77	3. Business administration	.67
4. Agriculture, Forestry, Home economics	.53				
5. Biology	.64				
6. Education	.32				
(Alpha coefficient for sum of items = .78)		(Alpha coefficient for sum of items = .77)		(Alpha coefficient for sum of items = .75)	

Table 3

Item Clusters Suggested by Factor Analysis and Varimax Rotation  
 Citizens' Important Reasons for Attending the University of Minnesota (N=370)

<u>Personal Development</u>		<u>Economic and Social Success</u>	
	<u>Loading</u>		<u>Loading</u>
1. To learn rational and thoughtful attitudes toward solving problems.	.72	1. To gain power, influence and renown.	.64
2. To learn useful skills.	.34	2. To increase their earning power.	.59
3. To learn to appreciate and make judgments about the creative and the beautiful.	.58	(Alpha coefficient for sum of items = .55)	
4. To learn to appreciate and work with people.	.58		
5. To form a personal philosophy of life.	.57		
(Alpha coefficient for sum of items = .70)			

Table 4

## Stepwise Multiple Regression Analysis

Citizens' Important Educational Values and Their Satisfaction with a State University (N = 244)

<u>Goals.</u>	Stepwise Regression			Set by Set Multiple Regression	
	<u>Overall R</u>	<u>Overall F</u>	<u>F Value for Adding Set</u>	<u>R for Set</u>	<u>F for Set</u>
1. Enriching and supportive extra-curricular activities.	.25	3.32**	3.32**	.25	3.32**
2. Advancement and dissemination of knowledge.	.34	3.75**	4.23**	.25	5.52**
3. Degree-related instruction.	.35	3.32**	1.57	.14	2.60
4. Career-related services.	.37	2.65**	0.96	.20	2.53*
5. Student development.	.40	2.55**	1.94	.16	2.15
<u>Academic Disciplines.</u>					
1. Applied scientific fields.	.18	1.66	1.66	.18	1.66
2. Social cultural fields.	.21	1.34	0.83	.11	0.94
3. Vocational fields.	.24	1.29	1.14	.18	2.93*
<u>Reason for Attending the University.</u>					
1. Personal development.	.27	3.84**	3.84**	.27	3.84**
2. Economic and social success.	.29	3.28**	1.82	.17	3.82**

\*\*  $p \leq .01$ \*  $p \leq .05$



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# Office for student affairs RESEARCH BULLETIN

Student Views of Professional School Admissions

Donald A. Biggs, & Joel Brown

Student Life Studies

University of Minnesota

## Abstract

A random sample of 855 applicants to five professional schools at the University of Minnesota were surveyed regarding their opinions about admissions procedures. Factors which applicants considered to be important when they decided to apply and factors which applicants think should be important in selecting students for their respective professional schools were described. Admitted and non-admitted applicants were compared on a number of variables.

Student Views of Professional School Admissions

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University of Minnesota

Two significant events in the admission of professional school students are the applicant's decision to apply for admission and the professional school's decision to accept or reject certain candidates. More information about applicants' perceptions of these two decision-making events could help us understand and improve some of the social processes involved in admissions.

The student's decision to become a candidate for admission to a professional school involves the assessment of various personal and social factors. We know little about how applicants assess these and do not know whether applicants who are subsequently admitted or not admitted evaluate these factors differently. Applicants' opinions about the importance of various selection criteria affect the way they will behave as candidates. Also their views about these matters are an important source of feedback to professional schools. Here again, we know little about these opinions of professional school applicants and do not know whether applicants who are subsequently admitted or not admitted differ in their opinions about the importance of various selection criteria.

This study describes some personal and social factors which applicants for admission to five professional schools (Law, Dentistry, Veterinary Medicine, Two-year Medicine, Four-year Medicine) considered

when making their decisions to apply. The study also describes social and personal factors which these applicants think should be important when selecting students for their respective schools. Finally, admitted and non-admitted applicants are compared in three ways: (1) their opinions about the importance of different social and personal factors in their decisions to apply for admission, (2) their opinions about the importance of various selection criteria, and (3) their overall satisfaction with admissions procedures.

#### Method

##### Subjects

In the Fall of 1975, a random sample of 855 applicants who had been admitted or not admitted to the Schools of Dentistry, Law, Four-year Medicine, Two-year Medicine and Veterinary Medicine was drawn from the applicants for the 1975 entering classes at these schools.

Sample sizes for the schools were:

School of Dentistry - N = 143

Law School - N = 150

Medical School, Four-year - N = 252

Medical School, Two-year - N = 155

College of Veterinary Medicine - N = 155

The numbers of admitted and non-admitted applicants were approximately equal in each sample, except for the College of Veterinary Medicine, where there were twice as many who had not been admitted. Eighty-eight percent of the Dental applicants, 85% of the Law applicants, 88% of the Medical (four-year) applicants, 74% of the Medical (two-year) applicants, and 92% of the Veterinary Medicine applicants

completed the questionnaires.

### Measures

The measure designed for this study was entitled the Inventory of Professional School Admissions. Separate forms were developed for each of the five professional schools. A number of similar items were on the five forms.

Respondents first provided information on their background. They then were asked how important or unimportant (1 = Very Important, 5 = Very Unimportant) eleven items were in their decision to apply to a professional school. Items covered such matters as previous grades, costs for attending the school, family expectations, and acquaintance with present students or graduates of the school. Next, respondents indicated how important or unimportant twenty-three items should be in selecting students for admission to the various professional schools. These items concerned such factors as grades, interests, relevant job experiences, behavior in an admissions interview, and affirmative action policies. Finally, respondents reported their levels of satisfaction or dissatisfaction with the various facets of admissions procedures at the professional school to which they had applied. Items had to do with fairness, relevance and objectivity of the admissions process.

### Analysis

Common factor analyses were used to reduce the two sets of items on candidacy and selection into meaningful categories. In each factor analysis, squared multiple correlations were used as initial

estimates of communality in the diagonals of the correlation matrices. The Kaiser criterion of eigenvalues greater than 1.0 was used in determining the number of factors to be rotated; and Cattell's "scree" test was also used to check on the number of meaningful factors. Varimax rotation was used to seek a factor pattern that allowed simple descriptions of each factor. Composite scores were constructed from clusters of items that correlated above .30 with each factor. In those cases where there were any missing data, a subject's responses were deleted from the factor analysis.

Students' T-tests were used to compare mean differences between admitted and non-admitted applicants on their simple composite scores for the item clusters concerning candidacy and selection. Also, a simple composite score for a set of items on satisfaction with the admissions process was generated for each subject. For these satisfaction items, the alpha coefficients of internal consistency were moderately high, ranging from .86 to .92 for the five schools. If there were missing data on more than half of the satisfaction items, the subjects' responses were deleted. Otherwise, a subject's mean response to the completed satisfaction items was used to fill in the missing data in generating a composite score.

### Results

#### Applying for Admission

The first objective of this study was to describe factors which applicants for admission to five professional schools considered important in their decisions to apply. Table 1 shows

the results of the factor analyses of their responses to the items. In each of the analyses, three, four and five factors were rotated. In all five schools, four factors had the cleanest partition of items and made the most sense conceptually. Four factors accounted for the following amounts of total variance: Law - 68%, Two-year Medicine - 72%, Four-year Medicine - 66%, Veterinary Medicine - 70%, and Dentistry - 59%. Most alpha coefficients of internal consistency for the simple composites formed from these clusters are adequate for group comparisons. The factors labelled "pragmatic concerns" have low reliability coefficients for the composite sums of items. Although this raises questions about these factors, this is not surprising, given the content of the items loading on these factors.

Responses to the items loading on the different factors were summed. In the Dental School, most said that motivation (79%) and academic achievement (65%) were important or very important in their decision to apply for admission. In the Four-year Medical School, most said that pragmatic concerns (96%), motivation (78%) and academic achievement (50%) were important or very important factors in this decision. In the Two-year Medical School, most said that motivation (85%), pragmatic concerns (70%) and academic achievement (54%) were important or very important in their decision. In the Law School, most said that motivation (77%) and pragmatic concerns (65%) were important or very important factors in their decision. In Veterinary Medicine, most said that motivation (77%), pragmatic concerns (74%) and academic achievement (66%) were important or very important factors. Very few applicants for any of the schools said that experiences of others were important or very important in

their decision to apply for admission.

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Insert Table 1

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#### Appropriate Selection Criteria

The second objective of the study was to describe factors which applicants think should be important in selecting students for their respective professional schools. Table 2 describes the results of the factor analyses of their responses to the items. Five, six and seven factors were extracted and rotated for each of the five schools. In the cases of Law and Four-year Medicine, six factors had the cleanest partition of items and made the most sense conceptually, whereas for Two-year Medicine, Dentistry and Veterinary Medicine, a five factor solution had the cleanest partition of items and made the most sense conceptually.

The selected factor structures accounted for the following amounts of total variance: Dentistry - 48%, Law - 61%, Four-year Medicine - 55%, Two-year Medicine - 75%, and Veterinary Medicine - 49%. In most cases alpha coefficients of internal consistency for simple composites formed from these clusters were adequate for group comparisons.

In the Dental School, most thought that academic achievement (91%) and social skills (61%) should be important or very important in selecting students. In the Four-year Medical School, most thought that interest in the state (78%), social experiences (76%) and academic achievement (76%) should be important or very important

selection criteria. For the Two-year Medical School, most thought that academic achievement (76%), professional interests (61%) and social skills (53%) should be important or very important selection criteria.

For Law School, most thought academic achievement (77%) should be important or very important in selection. For Veterinary Medicine, most thought that academic achievement (90%) and professionally-related experiences (92%) should be important or very important selection criteria. Very few (25% or less) applicants for any of the professional schools thought that affirmative action should be important or very important in selection.

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Insert Table 2

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#### Admitted and Non-admitted Applicants

The next objective of this study was to describe differences between admitted and non-admitted applicants' opinions about the importance of certain factors in their decisions to apply for admission (see Table 3). In all five schools, non-admitted applicants placed more importance on motivational factors when deciding to apply for admission. In the Dental School and in the Four-year Medical School, non-admitted applicants placed more importance on pragmatic concerns in making their decisions. In Veterinary Medicine, non-admitted applicants placed less importance on academic achievement; and in the Law School, non-admitted applicants placed



more importance on the experiences of their acquaintances when deciding to apply.

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Insert Table 3

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Finally, admitted and non-admitted applicants' opinions about factors which should be important in selecting students for their respective professional schools were compared (see Table 4). In Dentistry, Law, Four-year Medicine and Veterinary Medicine, non-admitted applicants thought professional interests should be more important in selecting students. Admitted applicants in Dentistry thought affirmative action should be more important in selecting students. Admitted applicants in Law School thought that academic achievement, personality and special interests should be more important in selection and that professional interests, social skills and professionally-related experiences should be less important. In the Four-year Medical School, admitted applicants thought that professional interests should be less important in selection and that interest in the state should be somewhat more important. In the Two-year Medical School, we found no differences between admitted and non-admitted applicants' opinions about appropriate selection criteria. Finally, admitted applicants for Veterinary Medicine thought that academic achievement should be more important in selecting students and that professional interests, personality and special interests should be less important.

Finally, non-admitted applicants were less satisfied than admitted applicants with admission procedures in four out of the five schools. No significant differences in satisfaction were found for the Law School applicants.

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Insert Table 4

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#### Discussion and Conclusion

This study describes applicants' to five University professional schools (Law, Dentistry, Two-year Medicine, Four-year Medicine, and Veterinary Medicine) opinions regarding (1) the personal and social factors they considered important in deciding to apply for admission, and (2) the factors which they think should be important in selecting students in these professional schools.

A majority of applicants for all schools said that motivation was an important or very important factor in their decision to apply for admission. When comparing admitted and non-admitted applicants, in each school non-admitted applicants reported placing more importance on motivation. These results suggest that an applicant's assessment of his motivation plays a critical role in his decision to apply for admission. Admitted and non-admitted applicants' opinions about appropriate selection criteria were compared. In all cases but the Two-year Medical School, non-admitted applicants thought more importance should be given to professional interests when selecting students. Here again the results suggest that an applicant's

assessment of his motivation plays a critical role in the admissions process.

The majority of applicants for the five schools thought that academic achievement should be important or very important in selection. Very few in any of the schools thought that affirmative action should be an important or very important selection criteria.

This research represents a somewhat unique approach to studying professional school admissions. The typical approach has been to describe the relationship between certain characteristics of applicants and subsequent criterion measures such as grades or persistence. Instead, we have chosen to look at student perceptions of two events in the admission process. It is our contention that the admissions process itself is a variable which affects admissions outcomes. However, we have only examined applicants' perceptions of two events in the process, and there are other important events in admissions and other individuals whose perceptions need to be assessed.

This study should be replicated with applicants prior to admissions decisions. Since our applicants had completed the admission process, we do not know how these experiences may have affected our results.

Table 1

Highest Loading Items on Candidacy Factors  
Suggested by Factor Analysis with Varimax Rotation

<u>DENTISTRY CANDIDACY FACTOR ANALYSIS (N=121)</u>							
Academic Achievement		Motivation		School Reputation		Pragmatic Concerns	
Overall undergraduate GPA.	.75	Desire to practice dentistry in Minnesota.	.84	High quality of dental teaching facilities available.	.77	Curriculum allows for graduation in less than traditional years.	.57
GPA in pre-professional courses.	.73	Desire to attend dental school in Minnesota.	.60	Reputation of the dental faculty as effective teachers.	.73	Costs for attending the University of Minnesota School of Dentistry.	.48
(N=3 items, alpha=.90)		(N=2 items, alpha=.73)		(N=7 items, alpha=.81)		(N=2 items, alpha=.48)	
<u>MEDICAL SCHOOL (TWO-YEAR) CANDIDACY FACTOR ANALYSIS (N=108)</u>							
Academic Achievement		Motivation		Experiences of Acquaintances		Pragmatic Concerns	
GPA in pre-professional courses.	.93	Desire to attend medical school in Minnesota.	.82	Acquaintance with students attending the University of Minnesota Medical School.	.79	Priority given to Minnesota residents for admission to University of Minnesota Medical School.	.69
Overall undergraduate GPA.	.91	Desire to practice medicine in Minnesota.	.79	Acquaintance with professionals who attended the University of Minnesota Medical School.	.61	Costs for attending the University of Minnesota Medical School.	.52
(N=3 items, alpha=.91)		(N=2 items, alpha=.79)		(N=4 items, alpha=.62)		(N=2 items, alpha=.45)	
<u>LAW SCHOOL CANDIDACY FACTOR ANALYSIS (N=117)</u>							
Academic Achievement		Motivation		Experiences of Acquaintances		Pragmatic Concerns	
GPA in final two undergraduate years.	.86	Desire to attend law school in Minnesota.	.79	Acquaintance with professionals who attended the University of Minnesota Law School.	.72	Costs for attending the University of Minnesota Law School.	.65
Overall undergraduate GPA.	.77	Desire to practice law in Minnesota.	.77	Expectations of family member(s) who attended the University of Minnesota Law School.	.63	Priority given to Minnesota residents for admission to University of Minnesota Law School.	.53
(N=3 items, alpha=.83)		(N=2 items, alpha=.74)		(N=3 items, alpha=.66)		(N=2 items, alpha=.50)	

Table 1 (Continued)  
 Highest Loading Items on Candidacy Factors  
 Suggested by Factor Analysis with Varimax Rotation

<u>MEDICAL SCHOOL (FOUR-YEAR) CANDIDACY FACTOR ANALYSIS (N=213)</u>							
Academic Achievement		Motivation		Experiences of Acquaintances		Pragmatic Concerns	
GPA in pre-professional courses.	.96	Desire to attend medical school in Minnesota.	.82	Acquaintance with students attending the University of Minnesota Medical School.	.58	Priority given to Minnesota residents for admission to University of Minnesota Medical School.	.56
Overall undergraduate GPA.	.77	Desire to practice medicine in Minnesota.	.62	Acquaintance with professionals who attended the University of Minnesota Medical School.	.56		
(N=3 items, alpha=.91)		(N=2 items, alpha=.59)		(N=4 items, alpha=.57)		(N=1 item, alpha=1.0)	

<u>VETERINARY MEDICINE CANDIDACY FACTOR ANALYSIS (N=125)</u>							
Academic Achievement		Motivation		Experiences of Acquaintances		Pragmatic Concerns	
GPA in pre-professional courses.	.96	Desire to practice veterinary medicine in Minnesota.	.82	Acquaintance with students attending the University of Minnesota College of Veterinary Medicine.	.81	Priority given to Minnesota residents for admission to University of Minnesota College of Veterinary Medicine.	.59
Overall undergraduate GPA.	.89	Desire to attend a college of veterinary medicine in Minnesota.	.76	Expectations of family member(s) who attended the University of Minnesota College of Veterinary Medicine.	.53	Reputation of University of Minnesota College of Veterinary Medicine.	.40
(N=3 items, alpha=.85)		(N=2 items, alpha=.76)		(N=4 items, alpha=.67)		(N=2 items, alpha=.38)	

Table 2

Highest Loading Items on Selection Factors  
Suggested by Factor Analysis with Varimax Rotation

DENTISTRY SELECTION FACTORS (N=119)

Academic Achievement	Professional Interests	Affirmative Action	Social Skills	Academic Background
Undergraduate grade point average in pre-professional courses. .81	Stated interest in a dental specialty. .66	Priority given to ethnic minority applicants when other qualifications are comparable. .69	Behavior in an admissions interview. .76	Participation in social service activities. .49
Overall undergraduate grade point average. .71 (N=2 items, alpha=.77)	Stated interest in a general dental practice. .58 (N=4 items, alpha=.62)	Priority given to females when other qualifications are comparable. .59 (N=6 items, alpha=.69)	Participation in extra-curricular activities. .59 (N=6 items, alpha=.70)	Academic reputation of undergraduate college. .46 (N=6 items, alpha=.54)

MEDICINE (TWO-YEAR) SELECTION FACTORS (N=109)

Academic Achievement	Professional Interests	Affirmative Action	Social Skills	Personality and Special Interests
Undergraduate grade point average in pre-professional courses. .87	Stated interest in practicing medicine in rural areas. .86	Priority given to ethnic minorities when other qualifications are comparable. .84	Personal appearances -- manner, speech, dress. .54	Recommendations from practicing physicians. .63
Overall undergraduate grade point average. .57 (N=3 items, alpha=.58)	Stated interest in family medical practice. .82 (N=3 items, alpha=.71)	Priority given to females when other qualifications are comparable. .77 (N=3 items, alpha=.76)	Experiences in working effectively with a variety of individuals. .54 (N=6 items, alpha=.57)	Stated interest in a medical specialty. .46 (N=6 items, alpha=.54)

VETERINARY MEDICINE SELECTION FACTORS (N=99)

Academic Achievement	Professional Interests	Affirmative Action	Professionally Related Experiences	Personality and Special Interests
Overall undergraduate grade point average. .73	Stated interest in doing research. .66	Priority given to females when other qualifications are comparable. .83	Experiences in the care and management of animals. .78	Results of psychological tests (i.e. personality or interests.) .59
Undergraduate grade point in pre-professional courses. .50 (N=2 items, alpha=.55)	Stated interest in a special field of veterinary medicine. .58 (N=6 items, alpha=.63)	Priority given to ethnic minority applicants when other qualifications are comparable. .80 (N=2 items, alpha=.81)	Job experiences in fields related to veterinary medicine. .43 (N=2 items, alpha=.44)	Stated interest in practicing veterinary medicine in Minnesota. .51 (N=6 items, alpha=.64)

Table 2 (Continued)  
 Highest Loading Items on Selection Factors  
 Suggested by Factor Analysis with Varimax Rotation

<u>MEDICINE (FOUR-YEAR) SELECTION FACTORS (N=205)</u>											
Academic Achievement		Professional Interests		Affirmative Action		Social Skills		Social Experiences		Interest in State	
Overall undergraduate grade point average.	.73	Stated interest in family medical practice.	.91	Priority given to ethnic minority applicants when other qualifications are comparable.	.88	Behavior in an admissions interview.	.54	Participation in social service activities.	.63	Priority given to applicants who are Minnesota residents.	.53
Undergraduate grade point average in pre-professional courses.	.62	Stated interest in practicing medicine in rural areas.	.81	Priority given to females when other qualifications are comparable.	.71	Recommendations from undergraduate faculty members.	.42	Experiences in working effectively with a variety of individuals.	.60	Stated interest in practicing medicine in Minnesota.	.50
(N=3 items, alpha=.54)		(N=4 items, alpha=.84)		(N=3 items, alpha=.78)		(N=5 items, alpha=.56)		(N=2 items, alpha=.50)		(N=2 items, alpha=.62)	
<u>LAW SELECTION FACTORS (N=115)</u>											
Academic Achievement		Professional Interests		Affirmative Action		Social Skills		Professionally Related Experiences		Personality and Special Interests	
Overall undergraduate grade point average.	.73	Stated interest in practicing law in rural areas.	.69	Priority given to ethnic minority applicants when other qualifications are comparable.	.94	Behavior in an admissions interview.	.70	Recommendations from practicing lawyers.	.73	Results of psychological tests (i.e. personality or interest.)	.56
Results of admissions aptitude test.	.33	Stated interest in practicing law in Minnesota.	.49	Priority given to females when other qualifications are comparable.	.87	Personal appearances - manner, speech, dress.	.57	Job experiences in fields related to law.	.66	Stated interest in doing legal research.	.47
(N=2 items, alpha=.47)		(N=5 items, alpha=.65)		(N=3 items, alpha=.88)		(N=5 items, alpha=.65)		(N=2 items, alpha=.70)		(N=4 items, alpha=.54)	

Table 3  
Comparison of Importance of Candidacy Factors  
for Admitted and Non-Admitted Applicants

	Admitted Group (N <sub>1</sub> )		Non-Admitted Group (N <sub>2</sub> )		df	t
	M	SD	M	SD		
<u>Dentistry</u> (N <sub>1</sub> = 66, N <sub>2</sub> = 56) <sup>a</sup>						
Academic Achievement	6.33	2.79	6.50	2.33	120	- .35
Motivation	4.05	1.98	2.93	1.49	120	3.47**
School Reputation	16.09	4.86	15.25	4.96	120	.35
Pragmatic Concerns	7.52	2.15	6.71	2.23	120	2.02*
<u>Law</u> (N <sub>1</sub> = 79, N <sub>2</sub> = 43) <sup>a</sup>						
Academic Achievement	8.18	3.05	7.47	3.74	120	1.13
Motivation	4.01	2.20	2.88	1.07	120	3.16**
Experiences of Acquaintances	12.01	2.80	10.16	3.66	120	3.12**
Pragmatic Concerns	4.44	2.07	4.14	1.83	120	.80
<u>Medicine (Four-year)</u> (N <sub>1</sub> = 107, N <sub>2</sub> = 113) <sup>a</sup>						
Academic Achievement	7.55	3.06	6.90	2.65	218	1.69
Motivation	4.07	1.91	2.68	1.24	218	6.46**
Experiences of Acquaintances	12.79	2.86	12.06	3.38	218	1.71
Pragmatic Concerns	1.39	.70	1.20	.44	217	2.50*
<u>Medicine (Two-year)</u> (N <sub>1</sub> = 58, N <sub>2</sub> = 53) <sup>a</sup>						
Academic Achievement	7.22	2.49	6.89	3.45	109	.59
Motivation	3.72	1.88	2.81	1.16	109	3.04**
Experiences of Acquaintances	12.71	3.63	12.26	3.53	109	.65
Pragmatic Concerns	4.05	1.97	3.85	1.57	109	.60
<u>Veterinary Medicine</u> (N <sub>1</sub> = 54, N <sub>2</sub> = 86) <sup>a</sup>						
Academic Achievement	5.70	2.91	6.80	2.62	138	-2.32*
Motivation	3.94	2.13	3.19	1.63	138	2.38*
Experiences of Acquaintances	13.37	3.78	12.66	3.32	138	1.16
Pragmatic Concerns	3.89	1.53	3.67	1.57	138	.80

\*\* p < .01

\* p < .05

<sup>a</sup>(N<sub>1</sub> = admitted group, N<sub>2</sub> = non-admitted group)



Table 4  
Comparison of Importance of Selection Factors  
for Admitted and Non-Admitted Applicants

	Admitted Group (N <sub>1</sub> )		Non-Admitted Group (N <sub>2</sub> )		df	t
	M	SD	M	SD		
<u>Dentistry</u> (N <sub>1</sub> = 66, N <sub>2</sub> = 56) <sup>a</sup>						
Academic Achievement	3.68	1.21	3.82	.86	120	-.73
Professional Interests	12.86	3.00	11.39	3.14	120	2.64**
Affirmative Action	22.06	4.27	25.09	3.79	120	-4.11**
Social Skills	12.74	3.76	12.38	3.19	120	.58
Academic Background	14.05	3.33	13.80	3.38	120	.40
Satisfaction with Admissions Process	21.79	5.81	29.11	7.66	120	-6.00**
<u>Law</u> (N <sub>1</sub> = 79, N <sub>2</sub> = 43) <sup>a</sup>						
Academic Achievement	3.78	1.50	4.44	1.40	120	-2.36*
Professional Interests	12.68	3.29	10.26	3.27	120	3.90**
Affirmative Action	9.59	3.73	10.16	4.09	120	-.78
Social Skills	15.48	2.93	12.84	3.90	120	4.23**
Professionally Related Experiences	6.35	2.30	5.21	2.04	120	2.73**
Personality and Special Interests	3.78	1.50	4.44	1.40	120	-2.36*
Satisfaction with Admissions Process	25.57	10.18	32.55	8.27	120	-3.68
<u>Medicine (Four-year)</u> (N <sub>1</sub> = 107, N <sub>2</sub> = 113) <sup>a</sup>						
Academic Achievement	5.83	1.40	5.95	1.58	218	-.57
Professional Interests	12.30	3.30	11.22	3.24	218	2.44*
Affirmative Action	10.16	3.20	10.89	3.15	218	-1.70
Social Skills	13.03	2.88	12.69	3.31	218	.81
Social Experiences	3.55	1.23	3.83	1.41	218	-1.57
Interest in State	3.96	1.40	3.44	1.41	218	2.74**
Satisfaction with Admissions Process	23.72	7.27	29.41	8.07	217	-5.46**
<u>Medicine (Two-year)</u> (N <sub>1</sub> = 58, N <sub>2</sub> = 53) <sup>a</sup>						
Academic Achievement	5.78	1.39	6.17	1.94	109	-1.24
Professional Interests	6.12	2.18	5.74	2.51	109	.87
Affirmative Action	11.60	2.86	10.77	3.39	109	1.40
Social Skills	12.93	2.19	12.19	3.85	109	1.26
Personality and Special Interests	14.24	2.87	13.17	3.33	109	1.82
Satisfaction with Admissions Process	21.86	6.03	31.78	8.55	105	-6.99**
<u>Veterinary Medicine</u> (N <sub>1</sub> = 54, N <sub>2</sub> = 86) <sup>a</sup>						
Academic Achievement	3.35	1.01	3.78	.96	138	-2.51**
Professional Interests	21.17	3.48	19.60	3.74	138	2.47*
Affirmative Action	7.61	1.96	6.85	2.51	138	1.90
Professionally Related Experiences	2.76	1.26	2.58	1.21	138	.83
Personality and Special Interests	14.30	3.47	12.64	3.46	138	2.76**
Satisfaction with Admissions Process	23.86	6.42	32.09	7.75	136	-6.50**

\*\* p < .01

\* p < .05

<sup>a</sup>(N<sub>1</sub> = admitted group, N<sub>2</sub> = non-admitted group)

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# Office for student affairs RESEARCH BULLETIN

## THE 1976 SURVEY ON TWIN CITIES CAMPUS STUDENT SERVICES FEES

Ronald Matross and Carmen DeGidio  
Student Life Studies  
University of Minnesota

### Abstract

The University Poll surveyed the opinions of 405 randomly selected Twin Cities Campus students toward student services fees. Key findings include: Strongest support (70-85%) was shown for fees for the Board of Student Publications, the Boynton Health Service, the Student Ombudsman Service, and a proposed Legal Aid Clinic. Least support (45%-50% against the fee) was given to fees for the Twin Cities Student Assembly, the Athletic Building Fund and a proposed FM radio station. Students expressed a strong desire for self-determination of fees, with majorities of respondents saying that fees should be determined by a vote of all students and that students should control fee-supported services.

The 1976 Survey on Twin Cities Campus

Student Services Fees

Ronald Matross and Carmen DeGidio

Student Life Studies

University of Minnesota

In recent years student services fees have come under serious discussion at the University of Minnesota. The revenue generated from these fees is considerable, amounting to over \$10 million a year on the Twin Cities campus alone. Fees provide the core of support for a number of major services on each of the University campuses, including the Student Unions, Health Services and recreational sports programs. Moreover, there are many smaller programs and services which rely totally on student fees, and would not exist without them, and many more small programs seek funding each year. Inevitably, because of the competition for a limited amount of funds, both the content and the process of student fee allocation have been subjected to close scrutiny. One concern has been the apparent lack of thoroughly explicit rules for determining fees. Historically, fees have been used for diverse purposes. Some of the previously funded services have been absorbed into tuition such as the Student Counseling Bureau and libraries, and others such as post office boxes for students at the Student Union have been dropped entirely. The historical pattern of fee allocations suggests that they have been more under the control of short term situational concerns than of long term policy guidelines. The combination of limited funds,

intense competition for these funds, and the lack of consistent guidelines is a volatile mix and often erupts into a controversy.

A second point of contention has been the process by which fee allocation decisions are made. The end point of the process is clear - the Board of Regents makes the final decisions about the amounts and distribution of fees for a given year. However, the process by which fee recommendations reach the Regents is multidimensional and embodies the potential for disagreement. On each of the University of Minnesota campuses, a Student Services Fees Committee, composed primarily or entirely of students, annually initiates a set of recommendations. The Administration also makes recommendations about the fees on each campus. On the Twin Cities campus, a further complication is introduced in that the Student Services Fees Committee reports to the student government, the Twin Cities Student Assembly which may amend or completely reverse the recommendation of the Fees Committee. As presently constituted, the fees recommendation system does allow for considerable representation and negotiations from a wide set of constituencies, but it has the potential for considerable acrimony when a consensus cannot be reached.

Concerns about the fees system have led to the formation of the University-wide Task Force to examine the entire fees mechanism and develop recommendations for both the content and process of future fee determination. The ongoing examination of the most basic questions about students fees provides the context for the survey presented here.

The survey was commissioned by the Twin Cities Student Services Fees Committee, and was designed to represent the opinions of Twin Cities campus students on student fee issues. One point of consensus among the various constituencies concerned with student fees is that general student opinion should be one important input into the fee allocation process. Thus, in the last four years, three fee surveys have been conducted as well as several additional surveys of student opinion regarding some specific new proposals for fee funding. Each of these surveys has focused on whether students feel that specific fee requests should be funded. The content of the 1976 survey, however, was to a large degree determined by the current discussions and controversies regarding the nature and determination of student fees. The survey obtained student opinion on several of the general controversial issues relating to the purpose of student fees such as whether current students should commit future students to paying for loans with their student fees, whether fees should be used for small groups of students with special needs, and whether fees should be used only for services used by a majority of students. Similarly, student opinion was sought on issues regarding the process of fee determination, especially the question of who should have the responsibility for determining fees - student leaders, the University Administration, or all students - through a referendum procedure.

Besides addressing these general philosophical issues, the survey also asked students about the proposed fees currently under active

consideration for the coming year. It asked students how they felt about funding the sixteen currently funded services and two new ones - an FM radio station and a legal aid clinic - in the amounts being considered for funding. Unlike previous surveys, the 1976 fee survey examined opinions about new and existing services together in the same response format. By putting the new and the old services on the same footing, direct comparisons of student feelings about the relative merits of these services can be made.

The purposes of the 1976 survey on student fees were thus to obtain a reading of student opinion on general issues currently subjected to controversy regarding student fees, and to obtain a reading of their priorities for specific old and new services.

#### Method

The survey was conducted entirely by mail. The general format of the survey was developed by an ad-hoc committee, consisting of a staff member of the University Poll, two staff members from the University Measurement Services Center, and one faculty member of the Speech-Communications Department. Final determination of the specific survey items and procedures was made by the staff of the University Poll.

#### Sample

The survey was mailed to a random, computer-generated sample of 550 students from an Admissions and Records file of students registered during Winter quarter. The sample included both half-time and part-time students (part-time students not paying the fees) on the assumption that differences in opinion between those who paid the

fee and those who did not could be analyzed statistically.

### Mailing Procedures

Students selected for the sample were first contacted on March 5, 1976 by a pre-letter describing the study. A couple of weeks later on March 15, a questionnaire with an accompanying letter was sent. This was followed by one postcard follow-up on April 2, and a second questionnaire on April 15. A final telephone follow-up was made between April 27 and May 2 to those who had not yet responded. By April 27, 1976, completed questionnaires had been received from 405 of the 550 students in the sample, for a response rate of 76%.

### Results

Table 1 presents a percentage distribution of respondents' opinions as to whether specific proposed fees should be required. The fees receiving the strongest support, with over four fifths favoring requirements of the fees and over half definitely favoring requirements, were the fees for the Board of Student Publications (84%) and the Elections Commission (52%). Other fees receiving majority support were the Student Ombudsman Service (70%), the Legal Aid Clinic (70%), the Music Fund (65%), the Student Aid Fund (64%), the Recreational Sports Program (64%), the Student Unions (60%), the Minnesota International Student Association (58%) and the Elections Commission (52%).

The fee receiving the weakest endorsement, with one half of the respondents against the fee, was the fee for the Twin Cities Student Assembly. For two other fees, the Athletic Building Fund and the FM Radio Station, more students were against the fee (45%) than were for it (39% for the Athletic Building Fund and 40% for the FM Radio Station). The remainder of the services had more students

favoring the requirement than against it but they did not receive majority support. These fees serviced the International Study and Travel Center (46% endorsing the fee), the College Boards (46%), Cultural Affairs (45%), International Reciprocal Student Exchange (42%), and the University Student Telecommunications Corporation (42%).

Table 2 presents the percentage distribution of students' responses to questions concerning fee issues. With regard to the issue of who should control the services paid for by students' fees, a majority of respondents (63%) agreed that students should have this control. Concerning the issue of who should pay the fees, a majority of respondents (55%) agreed that it is necessary to require all students to pay fees as opposed to the beliefs that only those who use the service should be charged (42%), or that each student be allowed to choose which fees he wants or does not want to pay (46%). In determining which fees are charged, a majority of respondents (57%) expressed the opinion that a vote among all students should determine which fees are charged, as opposed to 20% of the respondents indicating that these decisions should be made by student leaders. Another issue was the purpose for which fee money should be used. With regard to this, respondents expressed the strongest agreement with the statements that money from student services fees should be used to give students educational experience not available in the classroom (61%), and that money from student fees should be used to give students facilities and programs for their leisure time activities (54%). Almost half (46%) of the respondents believed that money from student services fees should be



Table 1

Percentage Distribution of Responses to  
Whether Specific Fees Should Be Required

	<u>Y,D</u>	<u>Y,P</u>	<u>DN</u>	<u>NP</u>	<u>ND*</u>
1. Board of Student Publications . . .	57	27	2	6	7
2. Health Service . . . . .	55	26	4	6	7
3. Student Ombudsman Service . . . . .	32	38	10	11	7
4. Legal Aid Clinic . . . . .	34	36	12	9	6
5. Music Fund . . . . .	29	36	9	13	10
6. Student Aid Fund . . . . .	40	24	9	12	11
7. Recreational Sports . . . . .	32	32	9	10	15
8. Student Unions . . . . .	27	33	9	15	12
9. Minn. Internatl. Student Assn. . . . .	21	37	16	12	11
10. Elections Commission . . . . .	17	35	11	16	18
11. Intl. Study & Travel Center . . . . .	15	31	12	20	18
12. College Boards . . . . .	11	35	22	16	13
13. Cultural Affairs . . . . .	19	26	17	18	16
14. Intl. Reciprocal Student Exchange . . . . .	15	27	19	20	17
15. Univ. Student Telecommunications . . . . .	14	28	18	18	19
16. FM Radio . . . . .	18	22	12	18	27
17. Athletic Building Fund . . . . .	12	27	12	17	28
18. Twin Cities Student Assembly . . . . .	7	21	19	25	25

\*Y,D = Yes, Definitely

Y,P = Yes, Probably

DN = Don't Know

NP = No, Probably Not

ND = No, Definitely Not

Table 2

7b

## Percentage Distribution of Student Opinions

## About Fee Issues

	SA	A	N	D	SD*
1. Students should control the services which are paid for by student services fees . . . . .	29	34	20	13	2
2. Money from student services fees should be used to give students educational experience not available in classroom . . . . .	17	44	21	11	4
3. A vote among all students should determine which fees are charged for student services . . . . .	23	34	18	16	5
4. It is necessary to require all students to pay fees for student services . . . . .	17	38	10	20	12
5. Money from student services fees should be used to give students facilities and programs for their leisure time activities . . . . .	11	43	19	15	8
6. Current students should not commit future students to pay fees for a service . . . . .	19	32	23	19	4
7. Each student should be able to choose which student fees he wants to pay and which fees he does not want to pay . . . . .	10	36	26	16	7
8. Student services fees should be charged only for services used by a majority of students . . . . .	17	30	15	28	7
9. Money from student services fees should be used for services to help students overcome problems in their lives . . . . .	10	36	26	16	7
10. Money from student services should <u>not</u> be used for services which are available off campus . . . . .	18	26	23	26	3
11. Only those students who use a service should have to pay for it . . . . .	22	20	14	33	8
12. Money from student services fees should be used to provide programs for small groups of students with special needs . . . . .	3	17	24	32	21
13. Student leaders should determine which fees are charged for student services . . . . .	3	17	22	32	23

\*SA = Strongly Agree

A = Agree

N = Neither Agree nor Disagree

D = Disagree

SD = Strongly Disagree

used for services to help students overcome problems in their lives. A plurality of respondents (44%) expressed the opinion that money from student services fees should not be used for services which are also available off campus. Finally, fewest respondents (20% agreed with the statement that money from student services fees should be used to provide programs for small groups of students of special needs.

#### Discussion

The survey results both answer and raise questions about the nature of student fees and the nature of methods for assessing opinions about student fees. In a large measure, the pattern of responses is similar to that of the 1975 fees survey. "Problem-solving" services such as the Boynton Health Service, the Student Ombudsman Service, and the Student Aid Fund remain high in the endorsement of students, while services which are not so clearly related to helping students overcome deficits or deficiencies, such as the Twin Cities Student Assembly and the Athletic Building Fund remain low in student esteem. Some shifts did take place between the 1975 and 1976 surveys. Most noticeably, the Board of Publications received a higher endorsement in 1976 than in 1975, but in general the pattern of responses toward existing services remains very similar across the two years.

Opinions about the fees proposed for two new services also fit the general pattern of problem-solving services being most highly esteemed. Seventy percent of the respondents endorsed a fee for the Legal Aid Clinic, a service clearly oriented to problem-solving, while only 40% endorsed the fee for an FM Radio Station, a service which would not be primarily concerned with helping students overcome difficulties.

The general pattern which we infer from the data on opinions about specific fees becomes somewhat complicated when we introduce the data from the questions about general fees issues. When asked directly, fewer students (42%) endorsed the use of fees for helping students "overcome problems in their lives" than endorsed the use of fees to "give students educational experiences not available in the classroom (61%), or to "give students facilities and programs for their leisure time activities" (54%). An even greater discrepancy between the specific and general items occurred with regard to the 55% who agreed that fees "should not be used for small groups of students with special needs." These responses are in conflict with the 45% who endorsed a specific fee for the Cultural Affairs Program for minority students and the 58% who endorsed the fee for the Minnesota International Student Organization. Both minority student groups and international student groups can be considered small groups of students with special needs.

Quite clearly the general and specific items were tapping different dimensions of opinion. One explanation for the differences between the two types of items might lie in the wording of the general items. The wording, "to help students overcome problems in their lives" may have sounded very much like specialized services for helping students overcome individual psychological problems, and students may not have construed the Health Service, the Student Ombudsman Service, the Student Aid Fund, and Legal Aid Clinic as fitting this narrow category. Similarly, they may not have construed

minority groups and international students as "small groups of students with special needs." Again, the wording of the question may have implied a very restricted use of funds.

Further methodological issues are salient with regard to opinions about the two new proposed services - the FM Radio Station and the Legal Aid Clinic. Student opinion about both these services was previously assessed in two separate surveys conducted two to three months earlier than the survey reported here. On the previous separate surveys, both services received an endorsement of approximately two thirds of the respondents polled, using the same description of the services as was employed in the present fee survey. However, the levels of support for the two services on the present fees survey were highly divergent, with the Legal Aid Clinic receiving a 70% endorsement of the fee and the FM Radio Station receiving only 40%. Thus, opinion about the Legal Aid Clinic was constant across two different surveys, while opinion about the FM Radio Station was considerably different. The issue is "Why did the method of assessment make so much difference for the FM Radio Station question and so little difference for the Legal Aid Clinic?" One clue to the discrepancy of findings might be in differences in methodology between the original separate surveys on the two issues. Opinions about the Legal Aid Clinic were assessed in a fairly lengthy, mailed survey which dealt not only with the question if the fee should be charged for the clinic, but also with students' experiences with the legal system, their interests in a wide array of legal services and several

issues having to do with the usefulness and appropriateness of a University Legal Aid Clinic. Because the survey was a mailed survey, students had a great deal of time to think about the issues involved. The pattern of endorsement for the Legal Aid Clinic was consistent across all the different types of questions asked in the survey. In contrast, the questions on the previous study about the FM Radio proposal were few, rather global and superficial and were asked over the telephone. The survey did not attempt to portray subtleties of student opinion from several directions, as did the Legal Aid Clinic survey. Additionally, it was required that students make a rather quick judgment on the telephone about their feelings toward the station. The effect of the superficiality of the previous FM Radio survey was to present a picture of student support for the FM Radio Station without gauging the strength and solidity of that support.

What now appears plausible is that student support for the Radio Station is "soft." That is, at first the station is an appealing idea to students and something which they consider worth paying for. However, when students are given time to think about the issue, and most importantly to think about it in relation to other needs and services, they place a relatively low priority on it. In other words, the station is something which students perceive as attractive but not something which they need in the sense that they feel they need a student newspaper or a health service.

The comparisons among separate surveys and separate methodology

on the FM Radio Station and Legal Aid questions provide a unique and valuable opportunity to answer methodological questions with data rather than suppositions. It is now apparent that global, superficial surveys which give the respondent little time to consider the issues are inappropriate for making decisions about student fees. It would now seem important to attempt to consolidate the learnings gained from these cross-methodological comparisons in order to rationalize and plan the process by which student opinion concerning fees issues will be assessed in the future.

That such a task is important is underscored by student opinions about the degree to which students should have input into the process of determining and spending their fees. Majorities of students said that they wished to directly vote on their fees and to control fee-supported services. Students very much wish to have their opinions directly affect the nature of student services fees at the University of Minnesota.

MLK @  
35094

# office for student affairs RESEARCH BULLETIN

A COMPARATIVE STUDY OF  
MARTIN LUTHER KING PROGRAM AND RANDOMLY SELECTED FRESHMEN  
ENTERING THE UNIVERSITY OF MINNESOTA IN FALL, 1970:  
ENTRANCE DATA AND SUBSEQUENT PERFORMANCE

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## Abstract

Martin Luther King Program (MLK) students and students not in the Program (Non-MLK) were followed up nearly five years after entrance to the College of Liberal Arts (CLA) or General College (GC). MLK students entered with significantly lower test scores, attempted as many credits per quarter, but successfully completed substantially fewer of these credits than their peers. During this period, 15.9 percent of MLK students and 38.6 percent of the Non-MLK students in CLA had completed degree requirements. The graduation rates for MLK and Non-MLK students in GC were 12.9 percent and 22.6 percent respectively. In terms of high school performance, pre-college test scores, and actual college performance, there were very few differences between MLK and Non-MLK students who received degrees.



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The Martin Luther King (MLK) Program was initiated at the University of Minnesota in the fall of 1968 to provide special academic and financial assistance to disadvantaged students, particularly those of minority ethnic background. The Program was a response to demands, heard both locally and across the nation, that educational institutions attend more closely to the needs of those groups whose opportunity for full participation in our society has been blocked by limited access to higher education. The founders of the MLK Program were aware that many of the prospective students they were targeting would be considered "high risk" (i.e., assessed as having low probability of college success) because of their high school and college entrance test performance. The Program developed gradually until, by fall 1972, it included special recruitment and admissions functions, financial aid procedures, and tutorial programs coordinated by a central office.

After four years of the MLK Program's existence, a series of studies was begun with the support and encouragement of the Vice Presidents for Academic Affairs and Student Affairs to give some insight into the characteristics, performance, and progress toward graduation of the 1,074 students who had entered the University through the Program thus far. Darwin Hendel, a research fellow with the Office of Admissions and Records, conducted this research and produced three reports in the spring of 1973.

The first study, entitled "Progress toward graduation for students enrolled in the Martin Luther King Program at the University of Minnesota: an analysis of overall trends," presented a variety of demographic data and information related to graduation status on all students who had entered the University under the MLK Program from its inception through the fall of 1972. Hendel reported background data for the total MLK group as well as for MLK students within each college. He then compared

graduation status of these students when grouped according to background characteristics (college of entrance, year of entry, status at entry, sex, ethnic background, and age at entry) and concluded, for example, that more women than men received degrees, that older students were more likely than younger students to graduate, and that a larger percentage of Blacks received degrees than other ethnic groups.

The second report, "General College grades for students enrolled in the Martin Luther King Program at the University of Minnesota, fall quarter, 1970 through summer session II, 1972," presented performance summaries by course for MLK students who had taken General College (GC) courses over a two-year period. It also compared composite course performance of subgroups of MLK students which varied on the background dimensions described in the first study. Hendel concluded, for example, that there was a significant difference in average performance among age groups--older students received higher grades in GC courses--but no significant performance differences among the various ethnic groups.

The third report, "College of Liberal Arts grades for students enrolled in the Martin Luther King Program at the University of Minnesota, fall, 1970, through summer session II, 1972," was identical in methodology to the preceding report. Hendel found no significant difference in overall College of Liberal Arts (CLA) course performance for any of the subgroups.

In the conclusion of his first study, Hendel spelled out the limitations of his approach to MLK demographic and graduation status data:

The data in this report always must be considered with the following, and numerous other, cautions in mind: (1) graduation status for MLK students must be considered in terms of their progress compared with comparable data for other groups of students; (2) the absence of appropriate comparison data makes the interpretation of these data extremely tentative; (3) many of the MLK students in the present report have not been at the University long enough to have graduated from the University. (1973a, p. 10)

The present study, essentially an extension of Hendel's first report (1973c), seeks to go beyond these limitations. An appropriate comparison group of non-MLK students is employed to provide a framework for interpretation. Also, in the years since Hendel's original work, sufficient time has elapsed for students who entered the MLK Program after it had developed into a well-organized effort to have accomplished all of the coursework necessary for completion of a bachelor's degree. A similar extension of Hendel's CLA course performance study (1973a) is nearing completion and will be reported in a subsequent paper.

### Method

#### Sample

Selection of an appropriate MLK sample was made in the winter quarter of 1975, based on the criterion of a common initial quarter of registration. Two qualifications were considered essential in the determination of this common starting point. First, the size of the sample should be as large as possible. Second, sufficient time should have elapsed to allow for completion of a bachelor's degree. MLK students who entered in the fall of 1970 best met these standards. Fall quarter is the time when the largest group of new students is initiated into the system, and those beginning in 1970 would have had four years plus two quarters to complete a degree by the time we began the analysis of their overall progress. Four years is generally considered the minimum time for a student to complete a bachelor's degree by registering for fifteen credits per quarter for three quarters per year. The fall, 1969 group would have had more time latitude for completion of a degree but would have been considerably smaller. The fall, 1971 group would have been even larger, but would not

have had a full four years to work toward a degree.

Subsequently, it was decided that the study would be limited to MLK students in CLA and GC. These two colleges account for about 95 percent of the total MLK enrollment; the other colleges have such small MLK enrollments that the analyses performed for this study would have been impossible. Throughout the study CLA and GC are viewed separately, since their students differ considerably. GC is an open admissions college, admitting students of all ability levels, while CLA has well-defined entrance requirements which generally restrict admission to students in the upper half of their high school graduating class.

Hendel's study (1973c) had identified all MLK students by year of University entry and by college. For the present study, the 1970 entrants were selected from Hendel's complete group, and this subgroup was then further sorted to yield only students who registered for the first time fall quarter and who were new high school (NHS) students (having completed fewer than 39 credits at another institution). When this group was divided by college, there were 57 CLA students and 124 GC students. All of these students were included in the study.

The next step was to draw samples of comparable non-MLK students. For this purpose, a list of all NHS students who first registered in fall, 1970 was drawn from Admissions and Records computer files. This list was then sorted by college, and previously identified MLK students were eliminated. Finally, random samples comparable in size to the MLK college samples were drawn from the list.

## Procedure

The data sought for this study fall into three categories of variables: (a) demographic, (b) high school and pre-college test performance, and (c) college attendance and performance. Information in categories (a) and (c) was drawn from student transcripts. The high school and pre-college test data were drawn from Admissions and Records computer files. Data from both sources were coded and punched on computer cards for analysis. A description of the information from the student transcripts and computer file may be found in Appendix A, which gives the data card format for the study. Appendix B is a listing of how problem data and unusual situations were incorporated into the standard coding format.

The data were then processed by computer using the Statistical Package for the Social Sciences to provide distributions and basic statistics for all variables within each of the four samples: MLK students in CLA (MLK CLA), non-MLK students in CLA (Non-MLK CLA), MLK students in GC (MLK GC), and non-MLK students in GC (Non-MLK GC). Additional computations were performed on the data to yield average credits attempted per quarter, average credits completed per quarter, coefficient of completion, and grade point average for each student.

Three sets of comparisons were made in this study. The first contrasted the MLK and Non-MLK samples within each college; the second compared students who received degrees with students who received none within each college sample; and a third pairing contrasted MLK students who had received degrees with Non-MLK students who had received degrees in the same college. Chi-square analyses were run on categorical data to assess variation in pattern. Student's t tests were run on each variable comparison to determine whether observed differences in means were statis-

tically significant. An alpha level of .05 was established as the minimum significance level; therefore, the probability of such differences occurring by chance, under the hypothesis of no difference in the population means, is less than five in one hundred. Non-significant results reported in this study are probably the result of chance variation; therefore, neither their magnitude nor their direction is interpretable.

## Results

### Group Characteristics

Each student's age as of 1 October 1970 was determined from birth date information on the transcripts. Table 1 shows that in both CLA and GC the MLK students are, on the average, about two years older than their Non-MLK counterparts. The age differences in both colleges are statistically significant.

The ratio of females to males within each sample is shown in Table 2. In CLA the Non-MLK sample consists of more than 60 percent males,<sup>1</sup> whereas the percentage of males in the MLK group in that college is only 42 percent. The ratios within the two GC samples are almost identical; males comprise about 57 percent of each group.

The ethnic background distributions for MLK groups in each college are presented in Table 3; similar data for non-MLK students are not available. Black students predominate in both colleges while Chicanos and Native Americans represent much smaller numbers in the MLK Program

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<sup>1</sup>This figure differs somewhat from the percentage of NHS males reported in the fall, 1970 Official Registration Statistics; according to that report, 47.5 percent of the total group is male. The Non-MLK proportions in GC, however, match those reported in the Registration Statistics.

Table 1

Size and Mean Age of MLK and  
Non-MLK Samples in CLA and GC

	MLK	Non-MLK
CLA		
Sample size	57	57
Mean age	20.0	18.0
GC		
Sample size	124	124
Mean age	21.3	19.8



Table 2

Sex Distribution Within MLK and Non-MLK  
Samples in CLA and GC

	MLK		Non-MLK	
	N	%	N	%
CLA				
Female	33	57.9	21	36.8
Male	24	42.1	36	63.2
GC				
Female	54	43.5	53	42.7
Male	70	56.5	71	57.3

Table 3  
 Ethnic Background of MLK Students  
 in CLA and GC Samples

	CLA		GC	
	N	%	N	%
Asian American	0	0.0	0	0.0
Black	22	38.6	54	43.5
Chicano	3	5.3	24	19.4
Native American	8	14.0	29	23.4
White	19	33.3	15	12.1
Unknown	5	8.8	2	1.6
Total	57	100.0	124	100.0

as a whole and register primarily in GC. In the fall of 1970 there were no Asian American students registering for the first time in the MLK Program. One-third of the MLK students in CLA are White; however, in GC, White students comprise only twelve percent of the MLK group.

#### College of Liberal Arts

MLK vs. Non-MLK. An analysis of high school performance and pre-college test data from the CLA samples reveals marked differences between the MLK and Non-MLK students. Table 4 demonstrates an average difference of one-half grade point separating the MLK from the Non-MLK group on high school academic grade point average. The two groups are also separated by ten percentile points in their respective average high school percentile rank at graduation. Both differences favor the Non-MLK group, and both are statistically significant.<sup>2</sup>

Table 5 summarizes college entrance test scores for the two groups. Standard scores from each of the four sub-tests of the American College Testing Program's aptitude battery and their average (ACT Composite), as well as the raw score on the Minnesota Scholastic Aptitude Test (MSAT), are included. Both of these tests have been integral to the selection and placement procedures of the University. The average Non-MLK score is significantly higher than the average MLK score on each of these tests.

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<sup>2</sup>The difference scores in Table 4 and subsequent tables are calculated by subtracting the figure in the second column from the figure in the first column; therefore, a "-" sign indicates that the first score (in this case, MLK) is lower and a "+" sign that the first score is higher than the second score. Statistical significance in all tables will be indicated by an asterisk (\*).

Table 4  
 Mean High School Performance of  
 MLK and Non-MLK Samples in CLA

	MLK		Non-MLK		Difference
	Mean	S.D. <sup>a</sup>	Mean	S.D.	
High school percentile rank <sup>b</sup>	70.6	21.1	80.7	16.7	-10.1 <sup>*</sup>
High school academic grade point average	2.53	.78	3.04	.57	- .51 <sup>*</sup>

<sup>a</sup>Standard deviation.

<sup>b</sup>High school percentile ranks were available for only 57.9 percent of the MLK CLA sample, but 84.2 percent of the Non-MLK CLA sample.

<sup>\*</sup>  
p < .05

Table 5  
 Mean College Entrance Test Scores for  
 MLK and Non-MLK Samples in CLA

	MLK		Non-MLK		Difference
	Mean	S.D.	Mean	S.D.	
ACT					
English	18.4	4.8	21.9	3.2	-3.5*
Mathematics	18.2	7.5	26.3	5.2	-8.1*
Social Studies	21.1	6.1	25.2	4.3	-4.1*
Natural Science	20.8	6.4	26.5	4.7	-5.7*
Composite	19.7	5.2	25.1	3.2	-5.4*
MSAT <sup>a</sup>	42.0	11.2	49.3	8.9	-7.3*

<sup>a</sup>MSAT scores were available for only 63.2 percent of the MLK CLA sample, but 93.0 percent of the Non-MLK CLA sample.

\*  
 p < .05

Having reviewed high school and pre-college test data on the two CLA samples, we consider next the results of the transcript analysis. During the 4½ year period between the fall of 1970 and the spring of 1975, the average MLK student registered in 7.1 quarters for 14.1 course credits each quarter (Table 6). By comparison, the average Non-MLK student registered in 8.4 quarters for 14.7 course credits. Due to a large amount of variability in the number of quarters registered, the 1.3 quarter registration difference does not reach statistical significance. The difference in credits attempted is statistically significant, but so small as to be of little practical importance.

Table 7 presents the distribution of grades received by the average MLK and Non-MLK student during the period of registration described above. A Chi-square analysis demonstrates significant variation in the two distributions. Considering first the grade categories which qualify as credits successfully completed (A, B, C, D, and P), the MLK student receives substantially fewer As, Bs, and Ps than his or her Non-MLK counterpart. Viewed on a per quarter basis, this yields average credits completed of 9.3 for the MLK and 12.3 for the Non-MLK student, a difference which is both statistically and practically significant (Table 6). The coefficient of completion listed on the same table describes the relationship of completed to attempted credits in proportionate terms. For example, a coefficient of completion of 1.00 indicates that all work attempted was satisfactorily completed while a value of 0.00 means that none of the work was completed satisfactorily. The difference between a .82 completion rate for the Non-MLK student and a .66 completion rate for the MLK student is significant.

Table 6  
College Performance Summary of  
MLK and Non-MLK Samples in CLA

	MLK		Non-MLK		Difference
	Mean	S.D.	Mean	S.D.	
Quarters of registration	7.1	4.4	8.4	4.8	-1.3
Credits attempted per quarter	14.1	1.7	14.7	1.6	-0.6*
Credits completed per quarter	9.3	4.6	12.3	4.1	-3.0*
Coefficient of completion	0.66	0.31	0.82	0.25	-0.16*
Grade point average	2.45	0.72	2.63	0.76	-0.18

\*  
p < .05

Table 7  
 Mean Grade Distribution of  
 MLK and Non-MLK Samples in CLA

	MLK		Non-MLK		Difference <sup>a</sup>
	Mean	%	Mean	%	
A credits	15.5	15.1	31.2	24.9	-9.8
B credits	22.1	21.6	34.2	27.3	-5.7
C credits	22.3	21.8	26.0	20.7	+1.1
D credits	7.0	6.8	4.6	3.7	+3.1
F credits	1.6	1.6	1.6	1.3	+0.3
P credits	11.9	11.7	16.0	12.8	-1.1
N credits	4.0	3.9	2.1	1.6	+2.3
I credits	11.4	11.2	4.3	3.4	+7.8
W credits	6.6	6.4	5.5	4.4	+2.0

Note. A Chi-square analysis of the two grade distributions indicates they are significantly different ( $p < .05$ ).

<sup>a</sup>Differences reported for A through W credits are in percentages.



Because the coefficient of completion incorporates all grade categories, it is a more comprehensive index of performance than the traditional grade point average, which considers only A through F grades. Grade point averages calculated for each sample yield a mean of 2.45 for the MLK group and a 2.63 for the Non-MLK group; this difference is not significant. A second look at Table 7 will reveal why the course performance patterns result in significant differences on coefficient of completion but not on grade point average. The key is in the relative proportion of N, I, and W grades, which are included in the coefficient of completion as non-successful grades, but are disregarded in the calculation of the grade point average. These three grade categories account for only 9.4 percent of the Non-MLK grade distribution; however, 21.5 percent of the MLK grades fall into these categories. The most significant of the three contributions to the group differences is the I category, which includes course registrations which were maintained throughout the entire quarter without completion of the required work.

The final variable to be considered is actual completion of a degree. This criterion includes actual conferrals of two- and four-year degrees, as well as candidacies for degree, which are usually recorded on the transcript one quarter before completion of the total degree requirements. Of the 57 students in each CLA sample, nine MLK students, or 15.8 percent of the total, qualify as graduates. This contrasts with 22 Non-MLK students, or 38.6 percent of the total, qualifying in the other sample. A Chi-square analysis leads to the conclusion that this difference is significant ( $p < .05$ ). In both samples the majority of the degrees are four-year degrees, and in both cases the most frequently awarded degree is the Bachelor of Arts. Table 8 displays these data.

Table 8

Completion of Degree Requirements by  
MLK and Non-MLK Samples in CLA

	MLK		Non-MLK	
	N	%	N	%
<b>Two-year degrees</b>				
Associate of Arts	0	0.0	1	1.8
Two-year degree candidate	0	0.0	0	0.0
<b>Four-year degrees</b>				
Bachelor of Arts	4	7.0	9	15.8
Bachelor of Science	3	5.3	8	14.0
Bachelor of Elected Studies	1	1.8	0	0.0
Four-year degree candidate	1	1.8	4	7.0
Degree complete	9	15.9	22	38.6
Degree incomplete	48	84.1	35	61.4
Total	57	100.0	57	100.0

MLK degree vs. no degree. This section reports a comparison of CLA MLK students who received degrees and those who did not receive degrees. The best summary indices of high school performance, pre-college test, and college performance variables were selected for this comparison and are reported in Table 9. Notably absent are the high school percentile rank and MSAT, which are not analysed because of the large amount of missing data on these variables in the MLK samples. The high school academic grade point average for the two groups differs by a half grade point, but the difference fails to reach statistical significance due to the large variance in both samples. The MLK students who received degrees have received substantially higher scores on the three ACT scales considered here than do their peers who did not complete degree requirements. In terms of college performance, graduates register for 1.8 credits more per quarter than non-graduates and successfully complete 6.4 credits more per quarter. The graduates' .96 coefficient of completion and 2.99 grade point average surpass the performances of the non-graduates by .36 and .66 respectively. All of the college performance index differences are statistically significant.

Non-MLK degree vs. no degree. This analysis, also summarized in Table 9, parallels that described above for the MLK students. The results differ in that the .41 higher high school academic grade point average for the graduates is significant; however, none of the ACT scale differences are. The pattern of college performance matches that of the MLK sample: Graduates attempt and complete more credits and achieve dramatically higher coefficients of completion and grade point averages than their non-graduating peers.

Table 9

Entrance Test and College Performance Summary for  
CLA Students Who Did and Did Not Receive Degrees

	<u>Degree</u>		<u>No degree</u>		Difference
	Mean	S.D.	Mean	S.D.	
MLK					
High school academic grade point average	2.95	.96	2.45	.79	+ .50
ACT English	21.9	2.4	17.9	4.8	+4.0 *
ACT Mathematics	24.9	4.9	17.1	7.3	+7.8 *
ACT Composite	23.9	3.6	19.0	5.1	+4.9 *
Attempted credits per quarter	15.6	1.5	13.8	1.5	+1.8 *
Completed credits per quarter	14.7	1.8	8.3	4.3	+6.4 *
Coefficient of completion	.96	.04	.60	.31	+ .36 *
Grade point average	2.99	.38	2.33	.72	+ .66 *
Non-MLK					
High school academic grade point average	3.29	.41	2.88	.61	+ .41 *
ACT English	22.9	3.4	21.3	3.0	+1.6
ACT Mathematics	27.7	3.8	25.4	5.8	+2.3
ACT Composite	26.1	2.7	24.5	3.5	+1.6
Attempted credits per quarter	15.4	1.2	14.3	1.7	+1.1 *
Completed credits per quarter	14.7	1.6	10.7	4.4	+4.0 *
Coefficient of completion	.96	.05	.74	.29	+ .22 *
Grade point average	3.07	.48	2.35	.78	+ .72 *

\*  
p < .05

MLK degree vs. Non-MLK degree. The final sample comparison in CLA is between two groups of students who complete their courses of study. Table 10 shows a pattern of high school performance, entrance test scores, and college performance for the MLK students which is for all practical purposes identical to that of the Non-MLK students. None of the variable comparisons shows statistical significance. The average graduate has come to CLA with a B average and good ACT scores. He or she registers for the 15 credits per quarter that are necessary to complete a bachelor's degree in four years (12 quarters), completes almost all of these credits successfully, and maintains close to solid B average.

#### General College

MLK vs. Non-MLK. In contrast to the CLA results, there are no significant differences between the MLK and Non-MLK groups on the high school performance variables--high school percentile rank and high school academic grade point average (Table 11). These results are difficult to interpret since many students entering GC do not have high school performance data available. As in the CLA group, however, MLK and Non-MLK students in GC show marked differences on college entrance test variables. Table 12 shows the magnitude of these differences, all of which favor the Non-MLK sample and are statistically significant.

Several measures of college performance for MLK and Non-MLK students in GC are presented in Table 13. The average MLK student registers for 6.2 quarters, attempts 14.2 credits each quarter, and completes only 6.9 of these credits. Non-MLK students register for an average of 5.6 quarters, attempt 13.9 credits per quarter, and complete 10.2 of these credits.

Table 10

Entrance Test and College Performance Summary for  
MLK and Non-MLK Students in CLA Who Received Degrees

	MLK		Non-MLK		Difference <sup>a</sup>
	Mean	S.D.	Mean	S.D.	
High school academic grade point average	2.95	.96	3.29	.41	-.34
ACT English	21.9	2.4	22.9	3.4	-1.0
ACT Mathematics	24.9	4.9	27.7	3.8	-2.8
ACT Composite	23.9	3.6	26.1	2.7	-2.2
Quarters to reach degree	11.9	1.1	12.5	1.5	-0.6
Attempted credits per quarter	15.6	1.5	15.4	1.2	+0.2
Completed credits per quarter	14.6	1.8	14.7	1.6	-0.1
Coefficient of completion	.95	.04	.96	.05	-.01
Grade point average	2.99	.38	3.07	.48	-.08

<sup>a</sup>Unless otherwise noted, differences are not statistically significant.

Table 11  
 Mean High School Performance of  
 MLK and Non-MLK Samples in GC

	MLK		Non-MLK		Difference
	Mean	S.D.	Mean	S.D.	
High school percentile rank <sup>a</sup>	36.3	24.2	32.0	20.2	+4.3
High school academic grade point average	1.73	0.60	1.84	0.48	-0.11

<sup>a</sup>High school percentile ranks were available for only 37.9 percent of the MLK GC sample but 88.7 percent of the Non-MLK GC sample.

Table 12

Mean College Entrance Test Scores for  
MLK and Non-MLK Samples in GC

	MLK		Non-MLK		Difference
	Mean	S.D.	Mean	S.D.	
ACT					
English	12.4	4.9	16.2	4.7	-3.8 *
Mathematics	12.0	5.8	16.4	5.2	-4.4 *
Social Studies	13.8	6.4	17.2	6.3	-3.4 *
Natural Science	14.4	5.5	18.2	5.2	-3.8 *
Composite	13.2	4.4	17.2	4.1	-4.0 *
MSAT <sup>a</sup>	21.2	7.7	28.3	8.8	-7.1 *

<sup>a</sup>MSAT scores were available for only 41.1 percent of the MLK GC sample, but 83.9 percent of the Non-MLK GC sample.

\* p < .05



Table 13

College Performance Summary of  
MLK and Non-MLK Samples in GC

	<u>MLK</u>		<u>Non-MLK</u>		Difference
	Mean	S.D.	Mean	S.D.	
Quarters of registration	6.2	4.4	5.6	3.7	+0.6
Credits attempted per quarter	14.2	1.9	13.9	1.6	+0.3
Credits completed per quarter	6.9	4.8	10.2	4.0	-3.3*
Coefficient of completion	0.48	0.32	0.73	0.26	-0.25*
Grade point average	2.30	0.54	2.35	0.62	-0.05

\*  
p < .05

Note that the only significant variable in this group is that of credits completed, with the Non-MLK group successfully completing significantly more credits than their MLK peers.

Two summary indices of college performance--the coefficient of completion and the grade point average--are also shown in Table 13. As is the case in CLA, there is a significant difference between the two samples on the coefficient of completion, but not on the grade point average. An examination of the data presented in Table 14 serves to clarify this finding. Shown are the average number of A through F, P, N, I, and W credits for each sample. Clearly, the MLK group is much more likely to receive credits of I, N, and W than their counterparts and much less likely to receive credits of A, B, and C. The former difference is undoubtedly responsible for the significant difference on the coefficient of completion since I, N, and W credits do not count toward satisfactory completion. While there is a trend away from receiving A, B, and C grades, the difference is apparently not substantial enough to affect the grade point average.

Progress toward two- and four-year degrees is summarized in Table 15. These data show that about 13 percent of the MLK group had either completed or substantially completed a degree compared with the 23 percent of the Non-MLK group who had achieved the same objective during the almost five year time span covered by this study. Not included in this analysis is work toward a bachelor's degree by students who received an intermediate two-year degree. Of the 13 two-year MLK graduates, two (15 percent) continued on to receive bachelor's degrees. Of the 25 two-year Non-MLK graduates, four (16 percent) completed a four-year degree during the period included in this study. Given that in both samples the number of students completing a degree is relatively small, it is of primary interest to ask what characteristics distinguish students receiving degrees from those who

Table 14

Mean Grade Distribution of  
MLK and Non-MLK Samples in GC

	MLK		Non-MLK		Difference <sup>a</sup>
	Mean	%	Mean	%	
A credits	7.1	8.1	9.4	12.1	-4.0
B credits	13.8	15.8	18.5	23.8	-8.0
C credits	23.0	26.3	24.1	31.0	-4.7
D credits	4.9	5.6	4.5	5.8	-0.2
F credits	1.0	1.1	1.1	1.4	-0.3
P credits	5.9	6.7	5.2	6.7	-0.0
N credits	4.3	4.9	2.9	3.7	+1.2
I credits	17.9	20.5	6.4	8.2	+12.3
W credits	9.6	11.0	5.8	7.5	+3.5

Note. A Chi-square analysis of the two grade proportions indicates they are significantly different ( $p < .05$ ).

<sup>a</sup>Differences reported for A through W credits are in percentages.

Table 15

Completion of Degree Requirements by  
MLK and Non-MLK Samples in GC

	MLK		Non-MLK	
	N	%	N	%
<b>Two-year degrees</b>				
Associate of Arts	10	8.1	23	18.6
Two-year degree candidate	3	2.4	2	1.6
<b>Four-year degrees</b>				
Bachelor of Arts	1	0.8	1	0.8
Bachelor of Science	0	0.0	0	0.0
Bachelor of Elected Studies	0	0.0	2	1.6
Four-year degree candidate	2	1.6	0	0.0
Degree complete	16	12.9	28	22.6
Degree incomplete	108	87.1	96	77.4
Total	124	100.0	124	100.0

do not. The next section deals with this issue for MLK students and the succeeding section for Non-MLK students.

MLK degree vs. no degree. Table 16 provides summary statistics on selected variables which could be related to college success. (High school percentile rank is not included because a significant number of MLK students did not have this information available.) It is interesting to note that there is no substantial difference between students who receive and those who do not receive a degree on either high school academic GPA or any of the ACT sub-tests reported. Nor is there a difference between college grade point averages of these two groups. The major findings are that MLK students who receive degrees attempt slightly more credits each quarter and complete a substantially larger proportion of these credits (as measured both by number of credits completed and coefficient of completion) than MLK students not receiving degrees.

Non-MLK degree vs. no degree. As in the MLK group, neither differences in high school academic grade point average nor in ACT sub-test scores are seen in comparing the degree group with the no-degree group. For these students, the results indicate that students receiving degrees register for slightly more credits each quarter, complete substantially more credits (reflected in the proportions of the coefficient of completion), and have a somewhat higher grade point average than those not completing degrees during this period. These data are also shown in Table 16.

MLK degree vs. Non-MLK degree. We next considered the question of whether GC MLK students who receive degrees are similar to or different from Non-MLK students completing degrees. Table 17 reformats the data contained in the previous table to answer this question.

Table 16

Entrance Test and College Performance Summary for  
GC Students Who Did and Did Not Receive Degrees

	<u>Degree</u>		<u>No degree</u>		Difference
	Mean	S.D.	Mean	S.D.	
MLK					
High school academic grade point average	1.93	.50	1.70	.61	+ .23
ACT English	12.9	5.1	12.4	4.9	+0.5
ACT Mathematics	10.7	6.8	12.2	5.7	-1.5
ACT Composite	12.6	5.1	13.4	4.3	-0.8
Attempted credits per quarter	15.1	2.1	14.0	1.9	+1.1*
Completed credits per quarter	12.9	2.3	6.1	4.4	+6.8*
Coefficient of completion	.86	.14	.42	.30	+ .44*
Grade point average	2.62	.35	2.23	.55	+ .39
Non-MLK					
High school academic grade point average	1.87	.42	1.83	.50	+ .04
ACT English	15.8	4.4	16.2	4.8	-0.4
ACT Mathematics	15.7	4.2	16.6	5.5	-0.9
ACT Composite	17.1	3.1	17.2	4.3	-0.1
Attempted credits per quarter	14.6	1.6	13.7	1.6	+0.9*
Completed credits per quarter	13.4	2.1	9.3	4.0	+4.1*
Coefficient of completion	.92	.09	.67	.27	+ .25*
Grade point average	2.71	.49	2.24	.61	+ .47*

\* p < .05

Table 17

Entrance Test and College Performance Summary for  
MLK and Non-MLK Students in GC Who Received Degrees

	MLK		Non-MLK		Difference
	Mean	S.D.	Mean	S.D.	
High school academic grade point average	1.93	.50	1.87	.42	+0.06
ACT English	12.9	5.1	15.8	4.4	-2.9
ACT Mathematics	10.7	6.8	15.7	4.2	-5.0*
ACT Composite	12.7	5.1	17.2	3.1	-4.5*
Quarters to reach degree	9.1	3.2	7.6	2.2	+1.5
Attempted credits per quarter	15.1	2.1	14.6	1.6	+0.5
Completed credits per quarter	12.9	2.3	13.4	2.1	-0.5
Coefficient of completion	.86	.14	.92	.09	-.06
Grade point average	2.62	.35	2.71	.49	-.09

\*  
p < .05

Examining entrance test data, there are significant differences favoring the Non-MLK sample on ACT Mathematics and ACT Composite. However, none of the indices of high school or college performance show any significant difference between MLK and Non-MLK students in GC completing degrees over an almost five-year span. We may conclude that all students in GC who receive degrees are somewhat alike when looking at their transcripts. MLK students show virtually identical records, on the average, to Non-MLK students in that college.

#### Discussion and Conclusions

This study was designed to give a thorough description of the background and progress toward graduation of the MLK student relative to that of the "average" student at the University of Minnesota. Based on a single differential criterion--whether a student entered through the MLK Program or through regular admissions procedures in the fall of 1970--two samples of identical size were selected within each of two colleges, CLA and GC. An analysis of available data on these students provides answers to a number of questions related to high school performance, college aptitude, college performance, and graduation status for the MLK student compared to the Non-MLK student.

First, given the admissions procedures applied to the fall, 1970 entering class, what kind of differential profiles of student characteristics result? We find that MLK students are older than their Non-MLK counterparts by one to two years. In CLA the MLK group is dominated by females, whereas the Non-MLK group is predominantly male. MLK students' college aptitude test scores are lower, and in CLA their high school performance is poorer than that of the Non-MLK student. MLK students,



whether in CLA or GC, are more likely to come from ethnic minority backgrounds than Non-MLK students.<sup>3</sup> Therefore, we may conclude that the MLK Program is admitting students whose characteristics match those stated as Program goals (i.e., students from minority backgrounds and/or those who might be classified as "high risk" academically according to criteria in general use). The study does not, of course, touch on many other background and entrance characteristics which would be of interest to those working with students. Among these would be previous experience in community work, motivation, interest and personality variables, and work experience. Some of these variables might be obtained through a review of student application materials; others could be collected only through talking with students or surveying interests and attitudes.<sup>4</sup>

Second, given the instructional and student support opportunities available to these two groups, what kind of differential college performance results? In terms of college grade point average, we find no noteworthy differences between MLK and Non-MLK students. However, the overall proportion of coursework successfully completed (relative to the amount attempted) by the Non-MLK students surpasses that of MLK students. As previously noted, this difference is largely caused by failure of MLK students to fulfill individual course requirements. A review of the

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<sup>3</sup>The University's fall, 1970 Compliance Report of Institutions of Higher Education, which is submitted to the Department of Health, Education, and Welfare, indicates that approximately eight percent of first-year undergraduate full-time students at the University were of ethnic minority background.

<sup>4</sup>A survey of the 772 MLK students registered at the University during winter quarter, 1975 was attempted in March of 1975 to determine the students' attitudes toward their college education and the MLK Program, as well as their use of MLK services. When the initial mailing plus a written followup yielded less than a 20 percent response rate, the project was abandoned. This experience raises questions about the feasibility of the questionnaire approach.

distribution of I grades for MLK students (not presented here in tabular form) shows that this difference is not due to a few students showing high proportions of incompletes (and thus affecting the averages), but rather that most MLK students have some problems in this area.

Third, is there a differential graduation rate between the two groups of students? Again, we find differences in both colleges, with the graduation rate for Non-MLK students approximately double that of MLK students. Here one should note that the actual percentage of students completing a degree within this period might be considered low even for the Non-MLK group: 38.6 percent in CLA and 22.6 percent in GC. To some extent, the differences in graduation rate may be explained by traditional means. We have already demonstrated that in many ways MLK students may be considered a "high risk" group academically, since they enter with somewhat lower test scores and high school performance, and both of these variables are valid predictors of "college success" as measured by grades.

Finally, what differences in background and college performance exist between MLK students who graduate and Non-MLK students who graduate? This study finds very few. In GC, Non-MLK graduates have significantly higher scores on the ACT Mathematics and ACT Composite scales. However, in that college, ages of the two groups are similar, as are all of the indices of high school performance. The rate of progress and quality of college work are almost identical. The similarities between the two groups of graduates are even more striking in CLA, where no significant differences are found on any of the variables studied; that is, for all practical purposes MLK students who graduate are not greatly different from Non-MLK students who graduate.

These findings are relevant to attainment of outcomes which are among the goals of the MLK Program, and to some extent the effectiveness of the Program can be evaluated in terms of these outcomes. We have already determined that the Program does admit students who match the target description. We move now to a discussion of the college performance of these students as it related to Program goals.

Grade point average has been the traditional index of quality of coursework. If one views the goal of the MLK Program as assisting students with below-average preparedness for college coursework in such a way as to offset this disadvantage, the grade point average data point to some success. The MLK students' mean grade point average, which is above a 2.00, does not differ significantly from that of the Non-MLK students. This outcome must be qualified, however, since the A through F grades which comprise the grade point average account for only 66 percent of the MLK students' coursework in CLA compared with 78 percent for the Non-MLK students, and only 60 percent of the MLK students' coursework in GC compared with 74 percent for the Non-MLK students.

Actual completion of a degree objective reflects persistence in addition to the ability to perform acceptable quality coursework. If one views the goal of the MLK Program as keeping students on the track toward a degree objective, the graduation rate data raise some questions. The percentage of MLK students who reached either a two-year or a four-year degree in the nearly five-year period covered by this study is low both in absolute terms and relative to Non-MLK students.

One final observation should be made concerning the MLK students who completed their degrees (profiles of these students are presented in Appendix C). It appears as if most of the MLK students who graduate would have been viewed at admission as having a reasonable probability of success within their respective colleges regardless of any special intervention during

the course of study. Now, if the MLK Program were meeting a goal of assisting "high risk" students through the University system toward degree objectives, we would expect that the high school and pre-college testing scores of the MLK graduates would differ, on the average, from those of Non-MLK graduates at least proportionally to the differences which exist in the entire group of entering students. We might surmise, given the comparability of grade point average data on the MLK and Non-MLK samples, that many of the MLK students who might be among the graduate group have bogged down with incomplete coursework.

In many ways, this study serves to raise more questions than it answers. It is our hope that the discussions the report generates will lead to further research which can provide more complete answers to the question of why students succeed--or do not succeed--at the University.

## References

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Appendix A  
Data Card Coding Format

Card 1

Col 1-6 University of Minnesota file number  
Col 7 Sex

1 = male  
2 = female

Col 8-9 Age as of 1 October 1970  
Col 10 Ethnic group

1 = Native American  
2 = Black  
3 = Chicano  
4 = Asian American  
5 = White  
6 = Other  
7 = Unknown

Col 11-12 First University of Minnesota college attended

02 = Business	10 = Bio Sci	20 = Pub Hlth
03 = Vet Med	11 = Medicine	21 = Phys Ther
04 = Dentistry	12 = Med Tech	23 = Occ Ther
05 = Dent Hyg	14 = Nursing	24 = Duluth
06 = Education	15 = Pharmacy	25 = Mort Sci
07 = IT	17 = CLA	30 = Agric
08 = Grad	18 = Univ Coll	31 = Forestry
09 = Law	19 = Gen Coll	32 = Home Ec

Col 13-14 Second University of Minnesota college attended  
Col 15-16 Third University of Minnesota college attended  
Col 17-18 Fourth University of Minnesota college attended  
Col 19-20 Fifth University of Minnesota college attended  
Col 21 First degree received

1 = Associate of Arts  
2 = Associate of Liberal Arts  
3 = Bachelor of Arts  
4 = Bachelor of Science  
5 = Bachelor of Elected Studies  
6 = Bachelor of Applied Studies  
7 = IT bachelor's degree (engineering, science, architecture)  
8 = Degree candidate or graduation fee paid for two-year degree  
9 = Degree candidate or graduation fee paid for four-year degree

Col 22-23 College granting first degree  
Col 24-25 Major in which first degree was earned

General College	Inst. of Technology
no breakdown	11 = Engineering
College of Liberal Arts	12 = Science
01 = Humanities and arts	13 = Architecture
02 = Natural sciences	Other colleges
03 = Social sciences	21 = Business
04 = Interdepartmental	22 = Education
05 = B.E.S.	23 = Allied medical

Col 26 Honors conferred with first degree  
 1 = cum laude  
 2 = magna cum laude  
 3 = summa cum laude

Col 27-29 Quarters registered at University of Minnesota prior to receiving first degree (to one decimal place; summer session = .5 quarter)

Col 30 Blank

Col 31 Second degree received

Col 32-33 College granting second degree

Col 34-35 Major in which second degree was earned

Col 36 Honors conferred with second degree

Col 37-39 Quarters registered between first and second degrees (to one decimal place; summer session = .5 quarter)

Col 40 Blank

Col 41-43 Credits transferred to University of Minnesota at entry in fall, 1970 (round fractions .5 or higher to next whole number)

Col 44-46 Total registered quarters at University of Minnesota prior to receiving baccalaureate degree (to one decimal place; summer session = .5 quarter)

Col 47 Summer sessions attended?  
 1 = yes  
 blank = no

Col 48 Number of summer sessions attended

Col 49-50 Blank

Col 51-53 Number of credits of A earned

Col 54-56 Number of credits of B earned

Col 57-59 Number of credits of C earned

Col 60-62 Number of credits of D earned

Col 63-65 Number of credits of F earned

Col 66-68 Number of credits of P earned

Col 69-71 Number of credits of N earned

Col 72-74 Number of credits of I earned

Col 75-77 Number of credits of W earned (all credits three digits, no decimal place)

Col 78 Blank

Col 79 Group membership  
 1 = non-MLK  
 2 = MLK

Col 80 Card number  
 1 = transcript data  
 2 = Applicant File data

Card 2

Col 1-6 University of Minnesota file number

Col 7 Sex

Col 8-9 MSAT raw score

Col 10-11 High school percentile rank

Col 12-13 ACT English standard score

Col 14-15 ACT Mathematics standard score

Col 16-17 ACT Social Studies standard score

Col 18-19 ACT Natural Science standard score

Col 20-21 ACT Composite standard score

Col 22-23 High school academic GPA

Col 24 Blank

Col 25-26 University of Minnesota predicted GPA

Appendix B  
Coding Remarks

1. The samples include only students working toward a degree; transient or adult special registrations are disregarded unless followed by a registration with a degree objective.
2. Coursework done after receipt of a bachelor's degree is not recorded. Graduate degrees received at the University are, likewise, not recorded.
3. Coursework done at other institutions after initial registration at the University which is applied toward a University degree is recorded in both the grade distribution and total quarter tallies.
4. Summer work done at other institutions is recorded as summer work at the University, namely, as one-half quarter per session.
5. The grade of S is tallied as a P grade.
6. Credits earned by CLEP exam or other special exams are included in the grade distribution tallies as P grades.
7. If an entire quarter's coursework is cancelled prior to the recording of the individual course titles on the transcript, the quarter is not counted in the quarter total category. If the entire quarter's coursework is cancelled after the individual course titles are recorded, the quarter is included in the quarter total tally and the credits cancelled are tallied in the grade distribution as W grades.
8. The quarter tally in the second degree section includes only quarters of registration after receipt of the first degree.
9. Extension Division work done concurrently with regular registration for a given quarter is considered part of the regular course load of that quarter and is, therefore, included in the grade distribution tallies.
10. Extension Division work done at the University prior to an initial regular registration in fall, 1970 does not disqualify a student from the sample, but is tallied as entry credits and not recorded in the grade distribution tallies.
11. Extension Division work done during a quarter in which the student did not maintain regular registration is considered as a complete quarter's work and counted in the total quarter tally only if more than eight credits were taken. Regardless of total credits taken during such a quarter, the credits are recorded in the grade distribution tallies.



Appendix C  
Profiles of CLA and GC MLK Graduates

Student	Sex	Age at entr	Ethnic back- ground	HSR	HS acad GPA	ACT					Qtrs to degr	Mean credits per quarter		Cumulative University		Degree/college
						E	M	SS	NS	C		att	comp	GPA	CC	
CLA Graduates																
1	F	18	White	85	3.38	21	26	26	20	23	12.5	14.8	14.5	2.69	.98	B.E.S. (CLA)
2	M	18	White	74	2.57	19	26	22	26	23	12.5	14.4	14.4	3.37	1.00	B.A. (CLA)
3	M	18	---	83	2.75	18	27	12	19	19	13.5	14.7	13.5	2.25	.92	B.S. (Business)
4	F	17	Chicano	73	2.50	23	15	21	18	19	11.0	16.1	15.6	2.63	.97	4-year cand. (CLA)
5	F	17	White	93	3.58	24	28	27	29	27	11.0	16.8	16.4	2.88	.98	B.A. (CLA)
6	F	18	Black	--	3.13	23	27	27	27	26	13.0	14.1	14.1	3.21	1.00	B.S. <sup>a</sup> (Med. Tech.)
7	F	18	White	98	3.80	25	30	31	31	29	10.0	18.4	18.0	3.27	.98	B.A. (CLA)
8	M	18	Chicano	58	2.20	22	20	29	27	25	12.0	16.5	15.0	3.26	.91	B.A. (CLA)
9	F	34	Black	--	----	--	--	--	--	--	12.0	14.0	12.4	2.88	.89	B.S. (Education)
GC Graduates																
1	F	23	Black	--	----	--	--	--	--	--	6.0	15.3	15.0	2.13	.98	A.A. (GC)
2	F	17	White	34	2.29	20	24	21	25	23	12.5	15.2	14.2	2.67	.93	4-year cand. (CLA)
3	F	18	White	24	1.67	20	07	16	18	15	6.0	16.1	15.5	2.26	.96	A.A. (GC)
											7.0					4-year cand. (CLA)
4	F	18	White	24	1.67	12	16	16	15	15	6.5	14.0	14.0	2.34	1.00	2-year cand. (GC)
5	M	41	Black	--	----	10	01	19	11	10	16.5	20.1	14.4	3.34	.72	B.A. (CLA)
6	M	22	White	--	2.40	--	--	--	--	--	8.0	16.3	16.0	3.15	.98	2-year cand. (GC)

continued

Student	Sex	Age at entr	Ethnic back- ground	HSR	HS acad GPA	ACT					Qtrs to degr	Mean credits per quarter		Cumulative University		Degree/college
						E	M	SS	NS	C		att	comp	GPA	CC	
GC graduates, continued																
7	M	18	Native American	18	1.67	15	20	20	23	20	9.0	17.0	12.2	2.77	.72	A.A. (GC)
8	M	31	Black	--	1.43	16	15	08	13	13	6.5	15.2	14.9	2.69	.98	A.A. (GC)
9	F	22	Black	--	1.50	17	02	17	16	13	6.0	18.0	17.2	2.99	.96	A.A. (GC)
10	F	25	Black	--	2.65	07	06	06	12	08	7.5	13.6	12.3	2.49	.90	A.A. (GC)
											8.0					B.A. (CLA)
11	F	24	Black	--	-----	07	05	01	06	05	13.0	15.9	15.9	2.54	1.00	4-year cand. (CLA)
12	F	25	Black	--	3.17	04	08	02	09	06	9.0	18.1	11.4	2.36	.63	A.A. (GC)
13	F	21	Black	31	1.90	14	08	15	07	11	11.5	14.1	8.9	2.28	.63	2-year cand. (GC)
14	F	21	Black	--	1.78	12	14	05	06	09	9.5	17.4	11.5	2.92	.66	A.A. (GC)
15	F	30	Black	--	1.75	09	08	15	15	12	6.5	14.9	14.2	2.32	.95	A.A. (GC)
16	F	23	Black	--	1.83	18	16	14	15	16	12.0	16.3	14.8	2.64	.91	A.A. (GC)

<sup>a</sup>cum laude

MLK  
9/5/74

# office for student affairs RESEARCH BULLETIN

THE RELATIONSHIP OF  
COURSE CHARACTERISTICS TO DIFFERENTIAL PERFORMANCE  
OF MARTIN LUTHER KING PROGRAM AND OTHER STUDENTS  
IN SELECTED COLLEGE OF LIBERAL ARTS COURSES

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Abstract

College of Liberal Arts courses in which Martin Luther King Program (MLK) students registered from 1970 to 1972 were studied to explore the relationship of course characteristics to differences in performance between MLK and non-MLK students. Courses in which 15 or more MLK students received A through F grades were selected and divided into two groups: (1) proportion of MLK passing the course no different from non-MLK (N = 27), and (2) proportion of non-MLK passing the course greater than MLK (N = 13). Instructors were surveyed to assess course characteristics such as mode of instruction, purpose of course, type of exam items, and amount of reading. Class size and course level were also studied. Only one of the 11 items studied--the basis on which grades were determined--showed a significant difference between the two course performance groups; MLK students were less likely to perform as well as non-MLK students when grades were based solely on exams or quizzes. Possible explanations for the lack of more significant findings are discussed (e.g., broad individual differences within MLK and non-MLK groups).

### Acknowledgements

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More than 2,000 students have entered the University through the Martin Luther King (MLK) Program since it was established in 1968 to facilitate the University entrance of educationally and financially disadvantaged students. While the services of the Program vary considerably from college to college, counseling, course tutoring, financial aid, and special study rooms are provided in most colleges. MLK students are alike in that they all entered the University through the Program; they differ on almost every other variable. MLK students represent every racial group in the United States, vary considerably in age, and show a broad range of previous performance levels and aptitudes.

Research on students in the Program has been done to assist those making decisions concerning it--decisions which relate both to programming and to allocation of resources. Earlier research has focused on describing the progress of MLK students toward graduation (Hendel, 1973c), summarizing their performance in College of Liberal Arts (CLA) and General College (GC) courses (Hendel, 1973a; Hendel, 1973b), comparing their performance with a randomly selected group entering the University at the same point in time (Armstrong & Hall, 1976), and assessing the impact of a special program in GC (Moen & Giese, 1969-70).

The present study was stimulated by Hendel's work on MLK students' course performance in CLA. His research focused on CLA courses in which MLK students

had registered from fall quarter, 1970 through summer session II, 1972 (a total of 650 students and over 1,015 different courses). The study concentrated on the 104 courses for which at least ten MLK students had registered, and reported average grades of MLK students as well as the distributions of the various letter grades in each course. Hendel noted that an average grade of 2.00 (a C average) or higher was achieved by MLK students in over 94 percent of these courses and that there were no differences in grade point average for any of the specific subgroups within the MLK student group (college of entrance, entry year, ethnic background, sex, age at entrance, or status at entrance).

Hendel reported a wide range of average course grades for the MLK students --from 1.25 in Journalism 1001 to 3.89 in American Indian Studies 5211. Differences such as these led him to ask further questions about the nature of the differences:

Do the courses in which MLK students received lower average grades rely predominantly on objective examinations in determining course grades? How do the course grades for MLK students compare with the grades for all students who were registered for a specific course? (1973a, p. 15)

The present study was initiated to pursue the answers to these questions. The first question was expanded to include a number of course characteristics other than type of examination as described by the faculty teaching the courses during the period in question. The second question was modified slightly to compare MLK student grades with the grades of all non-MLK students in the same course.

### Method

Data available from Hendel's study indicated the number of MLK students registered in each course, their average grade in the course, and the number and percentage of grades in each letter category (A through F, P or S, N, I, and W). Matching data on non-MLK students were obtained through a review of the grade distribution reports prepared quarterly by the Office of Admissions and Records. These reports were examined for the period covered by Hendel's study, and the grade distributions and number of students in each course were recorded. (One problem arose when it was discovered that there were no grade distribution reports for the summer sessions of 1971; since we could not have non-MLK data from this time period, it was decided to delete the MLK course data from these two summer sessions. This was done by referring back to MLK student transcripts and subtracting summer work found for each course from the figures reported by Hendel. This accounts for minor discrepancies in number of cases, grade distributions, and average grades between the present report and Hendel's.)

Hendel originally reported data on 104 courses--those in which MLK total enrollment was more than ten. For the present study, further restrictions were placed on course size to insure stability in calculated statistics (e.g., average grades). Courses were included only if the number of MLK students who received A through F grades (those on which the grade averages are based) was greater than or equal to fifteen. This restriction reduced the original pool of courses from 104 to 42; missing data for two courses further reduced the number of courses to 40.

Descriptive data on these 40 courses may be found in Table 1, which shows

course number, grading distributions for MLK and non-MLK students, and total enrollment for both groups. (Readers interested in learning more about these courses should consult the 1971-73 College of Liberal Arts Bulletin, University of Minnesota, Bulletin Number 15.)

In comparing the grade distributions and average course grades of the MLK and non-MLK groups presented in Table 1, it is obvious that the performance of the two groups differs markedly in many courses. Whether or not these differences are "real" or the result of chance variation in the samples was the next question we raised. To answer this question, we determined the ratio of passing grades (A, B, C, D, and P) to non-passing grades (F, N, I, and W) achieved by the MLK group and by the non-MLK group in each course. The ratios of the two groups of students were analyzed by means of a Chi-square test to determine whether the differences were noteworthy. If the probability of the observed differences occurring as a result of chance variation was less than .05 (five in one hundred), assuming no difference in population performance, the differences was considered significant.

As an example of this procedure, the results for a sociology course are presented here:

Sociology 3101

	Passing grades	Non-passing grades
MLK	24	8
Non-MLK	2,392	282



Table 1

Comparison of MLK and Non-MLK Student Performance in 40 Selected CLA Courses

Course	Enrollment <sup>a</sup>	Mean GPA	Nb	Percentage of passing grades <sup>c</sup>						Percentage of non-passing grades <sup>c</sup>				
				A	B	C	D	P	Total	F	N	I	W	Total
Afro 1015	80													
MLK		2.57	72	10	28	33	4	3	78	0	0	19	3	22
Non-MLK		2.47	490	7	18	22	7	20	74	0	0	21	5	26
Afro 1025	87													
MLK		3.05	53	26	36	17	0	2	81	2	0	17	0	19
Non-MLK		3.21	467	27	34	7	0	20	88	2	0	5	4	11
Afro 1045	79													
MLK		2.81	102	7	56	11	4	2	80	1	0	12	8	21
Non-MLK		2.70	370	5	38	20	3	18	84	0	0	14	4	18
Afro 1301	55													
MLK		2.90	58	9	45	12	2	2	70	0	0	29	2	31
Non-MLK		3.52	379	34	24	0	0	28	86	1	7	7	0	15
Afro 3055	36													
MLK		3.24	44	25	57	5	0	0	87	0	0	11	2	13
Non-MLK		3.05	171	10	48	7	0	17	82	0	0	11	8	19
Afro 3061	41													
MLK		3.37	42	29	31	5	0	0	65	0	0	31	5	36
Non-MLK		2.96	132	8	29	14	0	14	65	2	0	31	3	36
Afro 3062	27													
MLK		3.50	34	38	38	0	0	0	76	0	0	15	9	24
Non-MLK		3.12	89	17	27	17	0	12	73	1	0	25	1	27
Afro 3072	91													
MLK		2.93	56	27	27	20	4	2	80	2	0	18	2	22
Non-MLK		3.18	408	26	25	12	0	12	75	1	3	22	0	26

continued 5

Table 1 (continued)

Course	Enroll- ment <sup>a</sup>	Mean GPA	Nb	Percentage of passing grades <sup>c</sup>						Percentage of non-passing grades <sup>c</sup>				
				A	B	C	D	P	Total	F	N	I	W	Total
Afro 3105	35													
MLK		2.80	26	15	15	27	0	0	57	0	0	39	4	43
Non-MLK		3.36	180	24	19	6	0	24	73	0	0	24	2	26
AmIn 3061	67													
MLK		3.17	27	19	41	7	0	4	71	0	0	22	7	29
Non-MLK		3.22	476	22	31	8	0	22	83	0	0	14	3	17
Anth 1001	29													
MLK		1.88	26	0	8	42	15	0	65	0	0	31	4	35
Non-MLK		2.47	1,687	13	21	32	8	11	85	2	1	10	3	16
Anth 1002	29													
MLK		2.18	59	9	25	20	12	5	71	9	0	15	5	29
Non-MLK		2.96	4,890	26	27	19	3	11	86	1	0	11	2	14
ArtS 1101	26													
MLK		2.84	27	11	37	22	0	4	74	0	0	19	7	26
Non-MLK		2.89	1,494	16	36	19	1	10	82	1	1	10	5	17
Comm 1001	26													
MLK		2.16	35	0	17	31	3	0	51	3	0	40	6	49
Non-MLK		2.75	2,207	11	39	22	3	8	83	0	0	13	4	17
Comp 1001	24													
MLK		2.67	120	13	25	28	4	8	78	0	0	17	4	21
Non-MLK		2.86	7,544	16	37	22	2	7	84	0	0	12	3	15
Comp 1002	24													
MLK		2.79	107	11	31	19	3	10	74	0	0	21	6	27
Non-MLK		3.02	7,146	19	34	15	2	11	81	0	0	14	4	18
Comp 1003	22													
MLK		2.94	63	14	25	14	2	16	71	0	0	24	5	29
Non-MLK		3.11	4,544	21	27	11	1	15	75	0	0	19	5	24

continued

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Table 1 (continued)

Course	Enrollment <sup>a</sup>	Mean GPA	Nb	Percentage of passing grades <sup>c</sup>						Percentage of non-passing grades <sup>c</sup>				
				A	B	C	D	F	P	Total	F	N	I	W
Econ 1001	40													
MLK		2.21	33	9	18	12	12	9	60	6	0	24	9	39
Non-MLK		2.76	3,924	18	25	23	5	7	78	1	0	14	6	21
Econ 1002	35													
MLK		2.33	20	10	15	40	10	5	80	0	0	10	10	20
Non-MLK		2.73	3,226	20	25	23	8	7	83	0	0	13	4	17
Geog 1301	22													
MLK		2.10	27	4	19	37	19	7	86	0	0	4	11	15
Non-MLK		2.46	3,414	12	24	29	8	11	84	2	0	9	4	15
Hist 1301	27													
MLK		2.94	20	20	35	25	0	5	85	0	0	5	10	15
Non-MLK		2.81	2,017	15	32	21	3	11	82	0	0	14	4	18
Hist 1302	25													
MLK		2.68	29	14	31	24	7	0	76	0	0	21	4	25
Non-MLK		2.87	1,892	17	30	20	3	10	80	0	0	16	4	20
Hum 1001	65													
MLK		2.62	34	6	27	29	0	6	68	0	0	29	3	32
Non-MLK		3.01	3,698	19	23	14	2	22	80	0	1	14	5	20
Jour 1001	54													
MLK		1.25	21	0	5	24	33	0	62	14	0	19	5	38
Non-MLK		2.34	1,329	8	25	30	11	5	79	2	1	10	8	21
Phil 1001	33													
MLK		1.95	42	7	10	14	12	5	48	7	2	29	14	52
Non-MLK		2.58	3,317	18	16	17	7	15	73	3	2	15	6	26
Pol 1001	208													
MLK		2.06	46	2	15	37	11	4	69	2	0	20	9	31
Non-MLK		2.46	3,698	10	25	32	7	10	84	2	0	11	4	17

continued

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Table 1 (continued)

Course	Enroll- ment <sup>a</sup>	Mean GPA	N <sup>b</sup>	Percentage of passing grades <sup>c</sup>						Percentage of non-passing grades <sup>c</sup>				
				A	B	C	D	P	Total	F	N	I	W	Total
PO 1001	23													
MLK		3.18	30	27	17	10	3	10	67	0	0	27	7	34
Non-MLK		3.66	545	49	19	2	0	7	77	0	0	14	8	22
Psy 1001	388													
MLK		1.52	81	4	7	30	9	3	53	20	1	19	9	49
Non-MLK		2.38	7,292	15	17	38	7	6	83	4	1	8	3	16
Psy 1002	273													
MLK		2.52	35	9	26	34	0	9	78	3	3	3	14	23
Non-MLK		2.63	5,382	19	15	36	6	9	85	3	1	8	3	15
Soc 1001	284													
MLK		2.33	104	16	13	30	13	2	74	4	0	21	2	27
Non-MLK		2.77	8,729	23	24	26	6	8	87	1	0	10	3	14
Soc 1002	172													
MLK		1.95	21	0	29	38	24	0	91	5	0	0	5	10
Non-MLK		2.57	1,354	14	25	31	5	12	87	2	0	8	3	13
Soc 1004	31													
MLK		2.97	37	38	19	16	8	3	84	3	0	14	0	17
Non-MLK		3.09	1,504	34	23	21	2	4	84	1	0	11	5	17
Soc 3101	227													
MLK		2.83	32	25	19	19	9	3	75	0	0	13	13	26
Non-MLK		3.09	2,674	30	23	17	3	17	90	1	1	7	2	11
Soc 3801	168													
MLK		2.60	23	13	22	26	0	9	70	4	0	13	13	30
Non-MLK		2.86	1,150	25	29	24	3	3	84	3	0	8	6	17
Span 1101	28													
MLK		2.76	66	8	12	9	3	27	59	0	2	26	14	42
Non-MLK		3.10	1,945	19	14	9	3	32	77	0	1	12	11	24

continued

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Table 1 (continued)

Course	Enrollment <sup>a</sup>	Mean GPA	N <sup>b</sup>	Percentage of passing grades <sup>c</sup>						Percentage of non-passing grades <sup>c</sup>				
				A	B	C	D	P	Total	F	N	I	W	Total
Span 1102	26													
MLK		2.68	47	11	13	11	6	30	71	0	0	19	11	30
Non-MLK		3.14	1,713	15	11	6	1	46	79	1	2	10	8	21
Span 3505	20													
MLK		2.40	16	6	31	50	6	0	93	0	0	6	0	6
Non-MLK		3.00	5	40	20	0	20	0	80	0	0	0	20	20
Spch 1101	23													
MLK		2.85	37	16	35	16	5	3	75	0	3	19	3	25
Non-MLK		3.15	3,184	25	43	11	0	8	87	0	0	9	4	13
SW 3001	98													
MLK		3.08	32	19	47	13	0	3	82	0	0	13	6	19
Non-MLK		3.41	1,630	40	27	8	0	12	87	0	0	11	2	13
Th 1101	494													
MLK		2.61	31	7	39	23	7	13	89	0	0	7	7	14
Non-MLK		2.98	4,410	23	37	19	3	11	93	0	0	5	2	7

Note. Courses are included in this study only if the number of MLK students receiving A through F grades was greater than or equal to 15. The time period covered was fall, 1970 through summer session II, 1972, excluding both summer sessions of 1971.

<sup>a</sup>Mean enrollment in regular sections (honors and other special sections excluded).

<sup>b</sup>Total number of students enrolled by group.

<sup>c</sup>Percentages of passing and non-passing grades may not total 100 owing to rounding error.

The value of the Chi-square statistic for these data is 6.90, and the probability associated with that value is .01. Therefore, the probability of such an extreme value occurring by chance is less than one in one hundred and the result is deemed significant. We may conclude that a higher proportion of non-MLK students pass this course than MLK students.

After performing this analysis, each of the 40 courses was placed in one of three groups: (1) those in which the proportion of MLK students passing the course was greater than that of non-MLK students; (2) those with no difference between the MLK and non-MLK students; and (3) those in which the non-MLK students passed the course in higher proportion. Appendix A gives the results of this analysis by the groups listed above. Note that 68.3 percent of the courses show no difference at all in the proportion of passing grades obtained by MLK and non-MLK students. When there is a significant difference, it is always in the direction of non-MLK students passing the course proportionally more often (i.e., no courses fell into the first group).

Whether or not specific course characteristics could be found to differ between these two course groups was our next task. We realized that many course characteristics of interest were not recorded in either Admissions and Records files or in the University's CLA Bulletin since the only information available from those sources was size of course, grades, names of instructors of record, and a brief description of course content. It was therefore decided that a survey of the faculty teaching the courses would be the best way of gathering the desired information. A 14-item questionnaire covering course content (Appendix B) was sent to each faculty member listed in Admissions and Records files as instructor of record for each of the 40 courses in question. Table 2 gives a summary of survey returns after one mailed follow-up, and when

necessary, telephone contact with the surveyed individuals or their departments.

### Results

This section contrasts the survey responses of instructors of courses in which there was no difference in proportion passing between MLK and non-MLK students and the responses of instructors in courses where the proportion of non-MLK students passing the course was higher than that of MLK students. The Fisher Exact Probability Test was used to determine whether observed differences were statistically significant. An alpha level of .05 was established as the minimum significance level; at this level the probability of the observed difference occurring by chance, under the hypothesis of no difference between the groups, is less than five in one hundred.

Items are analyzed here only if questionnaire results indicated a uniform statement on a particular subject over time and instructors. For example, Item I on the survey asks the rank of the primary instructor, the individual having the most face-to-face contact with the class. For this particular question, many instructors indicated that rank varied from quarter to quarter or that instructors of various ranks were employed within a particular quarter. Since the data on this item do not seem to be clear-cut, we decided to eliminate it from the study.

A number of courses show disagreement among instructors in response to certain items. In these cases, disagreements were either categorized according to the breakdown chosen if it was feasible (e.g., if both instructors used a combination of exam techniques but differed as to the exact combination of

Table 2

## Summary of Response Rates to the Course Follow-up Survey

Course	Sent	Returned	
		Number	Percentage
Afro 1015	1	1	100.0
Afro 1025	2	2	100.0
Afro 1045	1	1	100.0
Afro 1301	1	1	100.0
Afro 3055	1	1	100.0
Afro 3061	1	1	100.0
Afro 3062	1	1	100.0
Afro 3072	1	1	100.0
Afro 3105	1	1	100.0
AmIn 3061	2	1	50.0
Anth 1001	2	2	100.0
Anth 1002	1	1	100.0
ArtS 1101	1	1	100.0
Comm 1001	2	2	100.0
Comp 1001	2	2	100.0
Comp 1002	3	2	66.7
Comp 1003	2	1	50.0
Econ 1001	2	2	100.0
Econ 1002	1	1	100.0
Geog 1301	2	2	100.0
Hist 1301	1	1	100.0
Hist 1302	2	1	50.0
Hum 1001	2	2	100.0
Jour 1001	1	1	100.0
Phil 1001	2	2	100.0
Pol 1001	2	2	100.0
PO 1001	1	1	100.0
Psy 1001	1	1	100.0
Psy 1002	1	1	100.0
Soc 1001	2	2	100.0
Soc 1002	1	1	100.0
Soc 1004	1	1	100.0
Soc 3101	1	1	100.0
Soc 3801	1	1	100.0
Span 1101	1	1	100.0
Span 1102	1	1	100.0
Span 3505	1	1	100.0
Spch 1101	1	1	100.0
SW 3001	1	1	100.0
Th 1101	1	1	100.0
<b>Total</b>	<b>55</b>	<b>51</b>	<b>92.7</b>



exam, they were placed in the "combination" group) or eliminated from the analysis (e.g., if one instructor used multiple choice exams only and another used essay exams only).

Course characteristics of particular interest to us were (in order as they appear on the survey):

- Item I. Rank of primary instructor
- Item II. Purpose of course
- Item III. Type of instruction
- Item IV. Material of special interest to minority students
- Item VIII. Basis on which grades were determined
- Item IX. Type of item on exams
- Item XI. Whether or not a final exam was given
- Item XIII. Type of required readings
- Item XIV. Pages of readings per week

Each of these factors will be discussed in turn. Two other variables of interest--course level and class size--were also studied using information drawn from Admissions and Records files.

#### Rank of primary instructor

As indicated above, the responses to this item showed such variability that it was dropped from the analysis.

#### Course purpose

Instructors could designate the primary purpose of their course as: the communication of a body of knowledge, the development of appreciation, or the learning of a skill or skills. Since the communication of knowledge as a goal covers almost all beginning courses in the academic disciplines, we divided the respondents into two groups--the communication of knowledge, and a group which combined development of appreciation or learning of a skill as the primary purposes. (Instructors indicating a combination of goals, nonrespondents to the item, or cases where two or more instructors disagreed as to

the goals of the same course were eliminated from the analysis.) The table below shows the number of courses in each category:

	Non-MLK higher	No dif- ference
Communicate knowledge	8	12
Develop appreciation or impart skills	2	10

The results of the Fisher Exact Probability Test ( $p = .13$ ) suggest that there is no significant difference on this variable between the two groups (i.e., stated purpose of the course does not appear to be related to differential group performance).

#### Type of instruction

Another hypothesis in the study was that various types of instruction might be related to these performance differences. Instructors indicated whether the major instructional mode was lecture, discussion, laboratory, other, or a combination of techniques. Excluding disagreements among instructors, the results are as shown below:

	Non-MLK higher	No dif- ference
Lecture only	7	13
Other or combination	4	11

A Fisher Exact Probability Test applied to these data yields a probab-

ity of .44, which is not significant. Type of instruction is apparently not related to differential group performance.

Material of special interest to minority students

Since many students in the MLK Program are members of racial minority groups, it was hypothesized that material of particular interest to minority students might affect their performance in the course. Therefore, instructors were asked to indicate their opinion of the extent to which their course covered material of special interest to minority students. Excluding cases of disagreement and no response, results are as shown below:

	Non-MLK higher	No dif- ference
Some or extensive coverage	11	20
Little or no coverage	1	6

The Fisher Exact Probability Test ( $p = .27$ ) indicates that there is no significant difference in this variable between the two performance groups.

Basis on which grades were determined

Grades may be assigned in a course in a variety of ways: exams or quizzes only, on the basis of papers or projects, on the basis of class participation, or some combination of these techniques. The results on this variable, eliminating cases of disagreement between instructors, are shown below:

	Non-MLK higher	No dif- ference
Exams or quizzes only	7	4
Combination of exams and other factors	4	21

The Fisher Exact Probability Test yields a significant probability value of .01. Thus, it may be concluded that MLK students are more likely to perform as well as other, non-MLK, students in courses where some factor or factors other than exams are taken into account during the grade assignment process.

#### Type of exam item

Course examinations may use items of a variety of types: multiple choice, completion or short answer, essay, true/false, or some combination of these types. One way to summarize exam item type is by multiple choice items versus all other types. The results of this analysis are given below, minus those who did not respond and cases of disagreement:

	Non-MLK higher	No dif- ference
Multiple choice only	3	4
Other or combination	10	18

A probability of .53 is obtained using the Fisher Exact Probability Test, indicating that multiple choice items have not been used more often in one performance group than in the other.

Another way to look at the test item data is to contrast essay exams (the non-objective type) with all other types. This comparison results in the fol-

lowing breakdown:

	Non-MLK higher	No dif- ference
Essay only	1	7
Other or combination	7	14

The Fisher Exact Probability Test result for this table is .26, indicating a non-significant difference.

Whether or not a final exam was given

Courses differ in terms of whether a final exam is given and, if so, whether it covers the entire quarter or only the period since the last exam. The responses to this item on the survey were divided into two groups, those who gave a final and those who didn't (with cases of disagreement eliminated).

	Non-MLK higher	No dif- ference
Final	12	23
No final	0	4

The Fisher Exact Probability value, .21, indicates that there is no significant difference between the groups on this variable.

Type of required readings

Instructors may require many different types of readings in their courses, ranging from short handouts to articles to standard textbooks. Omitting cases of no response and disagreement among instructors, the results for this item

were placed into two groups, textbook only and combination or other type.

	Non-MLK higher	No dif- ference
Textbook only	6	6
Other or combination	6	17

The Fisher Exact Probability Test yields a probability value of .15, indicating no significant difference between the two groups.

#### Pages of readings per week

Instructors were asked to indicate the number of pages of required readings per week. Their responses were divided into two groups, those requiring 30 pages or fewer per week, and those requiring more than 30. (Two cases where instructors reported different averages were assigned to the smaller category.)

	Non-MLK higher	No dif- ference
30 or fewer pages	4	11
31 or more pages	9	16

A probability of .40 resulting from the Fisher Exact Probability Test indicates that this difference is not statistically significant.

Two other course characteristics on which differences between these performance groups might be hypothesized are course level and class size. Course level is readily obtainable from the course number, while class size was determined from Admissions and Records Class Enrollment Reports.

Course Level

Courses may be roughly divided into beginning and advanced courses by assigning 1XXX level courses to the former group and 3XXX and 5XXX level courses to the latter. For the 40 courses studied, this breaks down as follows:

	Non-MLK higher	No dif- ference
Beginning	12	18
Advanced	1	9

A Fisher Exact Probability Test on these data yields a probability value of .08, which suggests that there are no significant differences in course level between the two groups studied. The difference here is near significance, however, which suggests that MLK students do less well in 1XXX level courses. A review of the courses in the non-MLK higher group shows that most of these courses are either required or used by many students to complete college distribution requirements.

Class size

For the purposes of this analysis, class size was divided somewhat arbitrarily, with classes smaller than 50 students considered small and classes of 50 or more students considered large. The 40 courses fall into the categories shown below:

	Non-MLK higher	No dif- ference
Small	7	16
Large	6	11

A Fisher Exact Probability Test value of .50 indicates that class size does not appear to be related to differential performance between these two groups.

#### Discussion

Only one item of the eleven studied, the basis on which grades were determined, showed a significant difference between the courses in which there was no difference in group performance and the courses in which non-MLK students performed better. This finding is somewhat disappointing in that the investigators had hoped to identify factors affecting performance to which counselors, instructors, and those planning support services might pay special attention. For example, if we had determined that MLK students perform less well in large, impersonal course settings, counselors could direct these students to courses where a better student-teacher ratio prevails; or if courses with heavy reading loads were found to be especially problematic to the MLK group, intensified support in the study skills area might be called for. Such recommendations could potentially increase the probability that MLK students would do satisfactory work and thus remain at the University.

The natural conclusion to be drawn from these findings is that individual differences along such intrinsic dimensions as ability and motivation are



more important than extrinsic factors relating to course structure in accounting for differential performance by MLK students in certain courses. Given the acknowledged heterogeneity within the MLK group, it is perhaps unreasonable to expect that there is any one factor relating to course structure which would affect all the MLK students in the same way and yet have no effect, or have a different effect, on all other students taking the course. Our conclusions would therefore argue for a more personalized approach to student performance problems in the Program.

Of course, the fact that we did not find group differences in this study does not mean that they do not exist; it may mean that our research design was not sensitive enough to pick out valid differences. Perhaps instructor responses to a written questionnaire are not a valid index of the "true" state of affairs in a course. If this is the case, a more experimental approach where the investigator could control course characteristics might yield clearer results. While this might make better sense from a research point of view, there are obvious problems in practical implementation in the context of departmental curricula.

Another problem relating to the sensitivity of our research design resulted from the type of data with which we are dealing. Since almost all of the factors we were investigating could only be described categorically, our analysis procedures were limited to the use of non-parametric statistics (e.g., Chi-square, Fisher Exact Probability Test) which lack the power of the more commonly used parametric techniques (e.g., the analysis of variance.)

Despite its drawbacks, the present study may serve to clarify some questions about the quality of MLK students' coursework. There is little evidence which would demonstrate that they do less well (defined as a smaller proportion

passing) in more challenging courses (as defined by pages of reading, type of reading material, purpose of the course). In fact, of the courses studied here, there is no difference between MLK and non-MLK student performance in nearly two-thirds of the courses.

One final finding of importance in the present study is the listing of courses which MLK students as a group seem to find difficult--for whatever reason. These are the courses in the non-MLK higher category. Those working with MLK students might use this listing to confer with the departments concerned to determine whether additional student support is needed in these courses.

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## Appendix A

Comparisons of Proportions of Passing and Non-Passing Grades  
for MLK and Non-MLK Students in 40 CLA Courses

Course	Group	Number of grades		$\chi^2$	Sig. level
		Passing	Non-passing		
No difference in proportion of MLK and Non-MLK students passing					
Afro 1015	MLK	56	16	.45	n.s. <sup>a</sup>
	Non-MLK	363	127		
Afro 1025	MLK	43	10	2.53	n.s.
	Non-MLK	414	53		
Afro 1045	MLK	81	21	.81	n.s.
	Non-MLK	308	62		
Afro 3055	MLK	38	6	.50	n.s.
	Non-MLK	140	31		
Afro 3061	MLK	27	15	.00	n.s.
	Non-MLK	85	47		
Afro 3062	MLK	26	8	.15	n.s.
	Non-MLK	65	24		
Afro 3072	MLK	44	12	.43	n.s.
	Non-MLK	304	104		
Afro 3105	MLK	15	11	2.95	n.s.
	Non-MLK	133	47		
AmIn 3061	MLK	19	8	2.91	n.s.
	Non-MLK	396	80		
ArtS 1101	MLK	20	7	1.71	n.s.
	Non-MLK	1,248	246		
Comp 1001	MLK	95	25	2.16	n.s.
	Non-MLK	6,346	1,198		
Comp 1002	MLK	79	28	3.39	n.s.
	Non-MLK	5,781	1,365		
Comp 1003	MLK	45	18	.56	n.s.
	Non-MLK	3,432	1,112		

continued

## Appendix A (continued)

Course	Group	Number of grades		$\chi^2$	Sig. level
		Passing	Non-passing		
No difference in proportion of MLK and non-MLK students passing					
Econ 1002	MLK	16	4	.07	n.s.
	Non-MLK	2,656	570		
Geog 1301	MLK	23	4	.04	n.s.
	Non-MLK	2,862	552		
Hist 1301	MLK	17	3	.15	n.s.
	Non-MLK	1,646	371		
Hist 1302	MLK	22	7	.30	n.s.
	Non-MLK	1,513	379		
Hum 1001	MLK	23	11	3.06	n.s.
	Non-MLK	2,950	748		
PO 1001	MLK	20	10	2.16	n.s.
	Non-MLK	426	119		
Psy 1002	MLK	27	8	1.77	n.s.
	Non-MLK	4,584	798		
Soc 1002	MLK	19	2	.17	n.s.
	Non-MLK	1,184	170		
Soc 1004	MLK	31	6	.00	n.s.
	Non-MLK	1,255	249		
Soc 3801	MLK	16	7	3.18	n.s.
	Non-MLK	961	189		
Span 1102	MLK	33	14	2.48	n.s.
	Non-MLK	1,364	349		
Span 3505	MLK	15	1	.84	n.s.
	Non-MLK	4	1		
SW 3001	MLK	26	6	.93	n.s.
	Non-MLK	1,419	211		
Th 1101	MLK	27	4	1.57	n.s.
	Non-MLK	4,097	313		

continued

## Appendix A (continued)

Course	Group	Number of grades		$\chi^2$	Sig. level
		Passing	Non-passing		
Difference in proportion passing favoring non-MLK students					
Afro 1301	MLK	40	18	9.87	< .01
	Non-MLK	324	55		
Anth 1001	MLK	17	9	7.33	< .01
	Non-MLK	1,430	257		
Anth 1002	MLK	42	17	9.58	< .01
	Non-MLK	4,182	708		
Comm 1001	MLK	18	17	23.13	< .001
	Non-MLK	1,826	381		
Econ 1001	MLK	20	13	6.52	< .02
	Non-MLK	3,095	829		
Jour 1001	MLK	13	8	4.18	< .05
	Non-MLK	1,063	266		
Phil 1001	MLK	20	22	13.36	< .001
	Non-MLK	2,419	898		
Pol 1001	MLK	32	14	5.88	< .02
	Non-MLK	3,073	625		
Psy 1001	MLK	42	39	56.10	< .001
	Non-MLK	6,075	1,217		
Soc 1001	MLK	76	28	13.42	< .001
	Non-MLK	7,486	1,243		
Soc 3101	MLK	24	8	6.90	< .01
	Non-MLK	2,392	282		
Span 1101	MLK	39	27	9.40	< .01
	Non-MLK	1,472	473		
Spch 1101	MLK	28	9	4.67	< .05
	Non-MLK	2,787	397		

<sup>a</sup>Observed differences marked n.s. are not statistically significant (i.e., the probability of their occurrence by chance is greater than or equal to five in 100).

Appendix B

Course Follow-up Survey

## COURSE FOLLOW-UP SURVEY

To the Participant

Since 1968, disadvantaged students have been entering the University of Minnesota through the Martin Luther King (MLK) Program and have been using the special services (e.g., advising, tutoring) of the MLK Program. This questionnaire elicits information to assist advisers and students in that program, as well as other University students, counselors, and instructors.

With your assistance, we hope to look at aspects of student achievement not analyzed before. While registration and course achievement data can be retrieved from student record files, more subtle characteristics of courses can be supplied only by those who taught them.

Information by each course instructor will be considered completely confidential, and results will be tabulated by groups of courses with similar characteristics (e.g., social science courses, large courses, lecture vs. seminar courses). Specific instructors and/or specific courses will not be named in reports made available to advisers (with the possible exception of large, multi-sectioned courses where instructor identification is impossible).

If you would like further information on the nature of this research project, please feel free to contact Lynette Williamson (373-2714) or Roberta Armstrong (376-3147).

This study is being conducted by the Office of Admissions and Records.



## COURSE FOLLOW-UP SURVEY

Instructions

Below is the name and number of a course you taught during the quarter(s) listed. Please answer questions I through XV by writing on the lines at the right of the questions the numbers corresponding to the answers that best apply to this course. We realize that several years have passed since the date(s) indicated below, but we would like you to answer the questions as best you can, based on what was generally true during this time period.

Course Name and Number \_\_\_\_\_

Quarter(s) and Year(s) Taught \_\_\_\_\_

- I. During the time the course was taught, what was the academic rank of the primary instructor (i.e., the person who had the greatest face-to-face contact with students)? \_\_\_\_\_
1. Professor.
  2. Associate Professor.
  3. Assistant Professor.
  4. Instructor.
  5. Teaching Assistant.
- II. In general terms, how would you describe the primary purpose of this course? \_\_\_\_\_
1. To communicate knowledge (i.e., to acquaint students with the academic discipline).
  2. To develop appreciation, as in some art, music, and literature courses.
  3. To impart a skill or skills (e.g., languages, performance skills, vocational-technical skills).
  4. Other (please specify) \_\_\_\_\_
- \_\_\_\_\_
- III. In this course, which of the following was the major instructional method? (Check only one.) \_\_\_\_\_
1. Lecture.
  2. Discussion.
  3. Class presentations by students.
  4. Laboratory or consultation with instructor.
  5. Other (please specify) \_\_\_\_\_

IV. In your opinion, to what extent did the course cover issues and material of specific interest to minority students?

- 1. Extensively.
- 2. Some.
- 3. Very little.
- 4. Not at all.

\_\_\_\_\_

V. What were students in the class told, either verbally or in writing, about the availability of the primary instructor for consultation?

- 1. That he was available any time.
- 2. That he was available only during specified office hours.
- 3. That he was available only by appointment.
- 4. That he was not available for consultation, and that students should consult the course Teaching Assistant.
- 5. Students were told nothing.
- 6. Other (please specify) \_\_\_\_\_

\_\_\_\_\_

VI. Did you have a course Teaching Assistant?

- 1. Yes, one.
- 2. Yes, two or more.
- 3. No.

\_\_\_\_\_

VII. Did students in the class help plan how grades would be determined?

- 1. Yes, always.
- 2. Yes, sometimes.
- 3. No.

\_\_\_\_\_

VIII. On what basis were grades determined?

- 1. Examinations only [e.g., midquarter(s) and/or final examination(s)].
- 2. Several short quizzes only.
- 3. Paper(s) and/or project(s) only.
- 4. Students' classroom participation only.
- 5. Combination of the above (please list as many of the above as applicable) \_\_\_\_\_

\_\_\_\_\_

IX. If examinations or quizzes were used in your class, of which of the following item types did they predominantly consist?

- 1. Multiple choice.
- 2. Completion or short answer.
- 3. Essay.
- 4. True and false.
- 5. Combination of the above (please list as many answers as applicable) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

X. Approximately how many quizzes were given in this course [excluding midquarter(s) and final examination(s)]? \_\_\_\_\_

1. None.
2. 1-2 quizzes.
3. 3-4 quizzes.
4. 5-6 quizzes.
5. 7 or more quizzes.

XI. Was a final examination given in this course? \_\_\_\_\_

1. Yes, covering the entire quarter's work.
2. Yes, covering only materials since the last examination.
3. No.

XII. Did you employ in this course any means by which a student could make up an examination or earn extra points, if he was doing poorly or failing the course? \_\_\_\_\_

1. Yes.
2. No.

XIII. What type of readings were required in this course? \_\_\_\_\_

1. Textbook(s) only.
2. Instructor-prepared handouts only.
3. Articles only (e.g., reserved reading in the library, a book of readings).
4. Outside reading only, but no specific references given.
5. Combination of the above (please list as many answers as applicable) \_\_\_\_\_
6. No readings were required.

XIV. Approximately how many pages of reading, on the average, were required in this class per week? \_\_\_\_\_

1. None.
2. 1-30 pages per week.
3. 31-60 pages per week.
4. 61-100 pages per week.
5. Over 100 pages per week.

XV. Approximately what percentage of the total class enrollment attended each class meeting? \_\_\_\_\_

1. 80% to 100%.
2. 60% to 79%.
3. 40% to 59%.
4. Less than 40%.

Please return this questionnaire by folding it in half so the return address on the back of this page shows and dropping it in the Campus Mail.

Thank you very much for your assistance.