A COMPARATIVE STUDY OF FRESHMEN STUDENTS IN A SELECTED
MULTICAMPUS JUNIOR COLLEGE DISTRICT

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The problem of this study was to compare freshmen students in a selected multicampus junior college district in terms of attitudes, activities, vocational, and educational plans.

The purposes of this study were (1) to acquire knowledge of the educational and vocational plans of students in a multicampus setting and compare those students in terms of these plans, (2) to compare the extracurricular and leisure time activities of freshmen students at El Centro Junior College with those from Eastfield and Mountain View Junior Colleges; (3) to compare the attitudes of freshmen students at El Centro, Mountain View, and Eastfield Junior Colleges regarding satisfaction with the student body, administration, and faculty; (4) to determine how freshmen students who attend a junior college that opened in 1966 differ from the freshmen students who attend two junior colleges that opened in September, 1970, with respect to attitudes, activities, vocational, and educational plans; and (5) to acquire data to aid in organizing new plans.

The sample of 150 students used for this study was randomly selected from three junior colleges in the Dallas
County Junior College District, in Dallas, Texas. The subjects were residents of Texas and Dallas County. The institutions that the students attended are part of the multi-campus district under the administrative leadership of a chancellor who coordinates the district from downtown Dallas and through three presidents, individually assigned to each campus.

El Centro Junior College, which opened in September, 1966, is located in downtown Dallas in a renovated clothing store. Eastfield and Mountain View Junior Colleges, which opened in September, 1970, are located in the Mesquite and South Oak Cliff areas. Eastfield opened with an approximate enrollment of 4,000 students; Mountain View opened with an approximate enrollment of 2,500 students.

In the spring semester of 1971, subjects at each college were administered the College Student Questionnaire, Part II during their activity periods. Following the administration of the College Student Questionnaire, personnel and counseling folders were secured to extract needed data. The statistical procedures used to analyze the data consisted of the Point Biserial and the Pearson Product Moment calculations. Coefficients of correlations among the eleven College Student Questionnaire scales were computed by the Point Biserial method, while the Pearson Product Moment method was utilized for other calculations. Significant
correlation coefficients at the .01 and .05 levels of confidence were reported.

This study was organized into five chapters. In Chapter I, data were introduced to demonstrate the need for such a study with procedures for collecting, analyzing, and interpreting findings. The review of literature was discussed in Chapter II. Procedures and presentation for the analysis of the data were discussed in Chapter III and Chapter IV respectively, while Chapter V contained the summary, findings, conclusions, recommendations, and implications.

It is concluded that there are numerous differences, with respect to attitudes, activities, vocational and educational plans among the colleges in a multicampus junior college district. Some major conclusions are as follows:

1. The satisfaction among the students in the three junior colleges varies according to sex, age, major field of study, aptitude, scholastic standing, political beliefs, and the concern for moral and social issues.

2. The students who attend Eastfield Junior College obtain higher ACT scores than those who attend El Centro and Mountain View Junior Colleges. However, the ACT results indicate students' attitudinal orientation and directions more at El Centro Junior College, than at Eastfield and Mountain View Junior Colleges.
3. The students who are concerned about most social and moral issues worry exceedingly about the plights of others as well as their own welfare. This group also has difficulty in making decisions relative to their educational and vocational plans.
A COMPARATIVE STUDY OF FRESHMEN STUDENTS IN A SELECTED MULTICAMPUS JUNIOR COLLEGE DISTRICT

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

Richmond E. Calvin, B.S., M.A.
Denton, Texas
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1971
# TABLE OF CONTENTS

**LIST OF TABLES** ............................... vi

Chapter

I. INTRODUCTION TO THE STUDY .............. 1

- Introduction
- Statement of the Problem
- Purposes of the Study
- Need for the Study
- Definition of Terms
- Limitations of the Study
- Basic Assumptions

II. REVIEW OF RELATED LITERATURE .......... 13

- Literature and Writings Pertaining to the Multicampus Junior College Concept
- Specific Studies and Research Describing the Rationale for Studying Junior College Freshmen Students in a Multicampus District
- Specific Studies Concerning the Educational and Vocational Plans of College Freshmen
- Specific Studies Relating to the Activities of College Freshmen
- Specific Studies and Written Materials Describing the Attitudes of College Freshmen

III. PROCEDURES ................................ 61

- Description of Sample
- Instruments of Measurement
- Procedures for Collecting Data
- Procedures for Analysis of Data
TABLE OF CONTENTS--Continued

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. PRESENTATION AND ANALYSIS OF DATA</td>
<td>78</td>
</tr>
<tr>
<td>Relationship Between Learning Achievement and the Eleven College Student Questionnaire Scales</td>
<td></td>
</tr>
<tr>
<td>Comparison of Educational and Vocational Plans</td>
<td></td>
</tr>
<tr>
<td>Comparison of Extracurricular Activities</td>
<td></td>
</tr>
<tr>
<td>Relationship Between Satisfaction with Freshmen Students and Satisfaction with Administration at Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td></td>
</tr>
<tr>
<td>Comparison of Mean Ages</td>
<td></td>
</tr>
<tr>
<td>Teacher Assigned Marks</td>
<td></td>
</tr>
<tr>
<td>Findings Related to Prior Military Service, Marital Status, and Ethnic Composition</td>
<td></td>
</tr>
<tr>
<td>V. SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS</td>
<td>117</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations for Future Research</td>
<td></td>
</tr>
<tr>
<td>Implications</td>
<td></td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>128</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>130</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>151</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>154</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Comparison of Mean ACT Scores, According to Sex, of a Random Sample of Students at Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td>80</td>
</tr>
<tr>
<td>II.</td>
<td>Comparison of Correlations Between Learning Achievement as Measured by the American College Test and the Eleven Scales of CSQ-2 for Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td>81</td>
</tr>
<tr>
<td>III.</td>
<td>Comparison of Correlations Between Learning Achievement as Measured by the American College Test and Selected Variables in the Total Group</td>
<td>85</td>
</tr>
<tr>
<td>IV.</td>
<td>Comparison in Percentages, According to Sex, of Goals and Aspirations in Specific Fields for Freshmen Students at Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td>87</td>
</tr>
<tr>
<td>V.</td>
<td>Comparison in Percentages, According to Sex, of the Educational and Vocational Plans in Terms of Specific Degrees, or Certificates for the Students at Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td>90</td>
</tr>
<tr>
<td>VI.</td>
<td>Comparison of the Degrees of Extracurricular Involvement, According to Means and Standard Deviations, for the Freshmen Students at Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td>93</td>
</tr>
<tr>
<td>VII.</td>
<td>Comparison in Percentages of the Four Major Types of Extracurricular Activities Participated in by Students from Eastfield, El Centro, and Mountain View Junior Colleges, Along with Results from the Normative Sample</td>
<td>94</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>VIII.</td>
<td>Comparison of the Opinions in Percentages on Organized Extracurricular Activities for Students from Eastfield, El Centro, Mountain View Junior Colleges, Along with Normative Data</td>
<td>95</td>
</tr>
<tr>
<td>IX.</td>
<td>Comparison of Correlations Between Activities Participated in During the Fall 1970-71 by a Sample of Students Who Attended Three Junior Colleges in a Multicampus District and Selected Variables</td>
<td>96</td>
</tr>
<tr>
<td>X.</td>
<td>Comparison of Scale Means and Standard Deviations on the Eleven Scales of the College Student Questionnaire Among a Sample of 50 Students from each El Centro, Eastfield, and Mountain View Junior Colleges</td>
<td>99</td>
</tr>
<tr>
<td>XI.</td>
<td>Comparison of Correlation Coefficients Among Four College Student Questionnaire Scales for a Random Sample of Students from El Centro Junior College</td>
<td>101</td>
</tr>
<tr>
<td>XII.</td>
<td>Comparison of Correlation Coefficients Among Four College Student Questionnaire Scales for a Random Sample of Students from Eastfield Junior College</td>
<td>102</td>
</tr>
<tr>
<td>XIII.</td>
<td>Comparison of Correlation Coefficients Among Four College Student Questionnaire Scales for a Random Sample of Students from Mountain View Junior College</td>
<td>103</td>
</tr>
<tr>
<td>XIV.</td>
<td>Comparison of Degrees of Satisfaction in Percentages for the Administrations of Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td>104</td>
</tr>
<tr>
<td>XV.</td>
<td>Comparison of Degree of Satisfaction in Percentages that Students have for Faculties of Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td>105</td>
</tr>
<tr>
<td>XVI.</td>
<td>Comparison of Degree of Satisfaction with Fellow Students in Percentages for the Students at Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td>106</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>XVII.</td>
<td>Comparison of Political Points of Views, According to Sex, in Percentages for Students from Eastfield, El Centro and Mountain View Junior Colleges</td>
<td>107</td>
</tr>
<tr>
<td>XVIII.</td>
<td>Comparison of Mean Ages of Freshmen Students, According to Sex, from Eastfield, El Centro, and Mountain View Junior Colleges</td>
<td>108</td>
</tr>
<tr>
<td>XIX.</td>
<td>Comparison of Mean GPA's and Standard Deviations, According to Sex, for a sample of 150 Students, of which 50 came from each Eastfield, El Centro, and Mountain View Junior Colleges in Fall Semester, 1970-71 (A-4, B=3, etc.)</td>
<td>109</td>
</tr>
<tr>
<td>XX.</td>
<td>Comparison in Percentages of the Students Placed on Scholastic Probation at El Centro, Eastfield, and Mountain View Junior Colleges in the Fall Semester 1970-71</td>
<td>110</td>
</tr>
<tr>
<td>XXI.</td>
<td>Comparison in Percentages of the Types of Academic Work Preferred by the Freshmen Students from Eastfield, El Centro, and Mountain View Junior Colleges, and for the Normative Sample</td>
<td>111</td>
</tr>
<tr>
<td>XXII.</td>
<td>Comparison in Percentages of the Types of Instruction Preferred by the Freshmen Students from Eastfield, El Centro, and Mountain View Junior Colleges, and for the Normative Sample</td>
<td>111</td>
</tr>
<tr>
<td>XXIII.</td>
<td>Comparison in Percentages of the Types of Examination Preferred by the Freshmen Students from Eastfield, El Centro, and Mountain View Junior Colleges, and for the Normative Sample</td>
<td>112</td>
</tr>
<tr>
<td>XXIV.</td>
<td>Comparison of the Percentage of a Random Sample of Students Selected from Eastfield, El Centro, and Mountain View Junior Colleges in Terms of Sex, Prior Military Service, and Marital Status</td>
<td>113</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>XXV.</td>
<td>Comparison of Students in Percentages from Eastfield, El Centro, and Mountain View Junior Colleges, According to Sex, and Ethnic Background.</td>
<td>114</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION TO THE STUDY

Introduction

Mountain View and Eastfield Junior Colleges are new additions to the Dallas County Junior College District, which includes El Centro Junior College. Mountain View Junior College is located in South Oak Cliff, and Eastfield Junior College is situated in the Mesquite community. El Centro Junior College is located in downtown Dallas. It is in these colleges that remarkable opportunities have been created for a large number of students who probably would not have attended college were these colleges not available (11, p. 83).

In September, 1966, El Centro opened its doors to its first student body. Since then, approximately 25,000 Dallas area students have attended the institution. To help meet the technical and educational demands for an expanding economy in the Dallas metropolitan area, Mountain View and Eastfield Junior Colleges were opened in September, 1970, with a combined enrollment of approximately 6,500. Presently, the District plans to open another campus in North Dallas in September, 1972.

College attendance is increasing annually. During the last decade students have entered college at a rate hereto-
fore unprecedented in American Education (15, p. 3). Many of those students are attending relatively new institutions called community or junior colleges (15, p. 10). The students who attend these colleges usually come from diverse backgrounds and have different attitudes and plans (1, pp. 49-53). Cross (9, p. 47) states that there is an excellent chance that any carefully organized research study will reveal different attitudes, plans, and extracurricular activities of college students, whether they be national, regional or statewide.

Statement of the Problem

The problem of this study was to compare freshmen students in a selected multicampus junior college district with respect to attitudes, activities, vocational, and educational plans.

Purposes of the Study

The purposes of this study were: (1) to acquire knowledge of the educational and vocational plans of students in multicampus settings and compare those students in terms of these plans, (2) to compare the extracurricular and leisure time activities of the freshmen students at El Centro Junior College with those from Eastfield and Mountain View Junior Colleges, (3) to compare the attitudes of freshmen students at El Centro, Mountain View, and Eastfield Junior Colleges regarding satisfaction with the student body, administration and faculty, (4) to determine how freshmen students who attend a
junior college that opened in 1966 differ from the freshmen students who attend two junior colleges that opened in September, 1970, with respect to attitudes, activities, vocational and educational plans, and (5) to acquire data to aid in organizing new plans.

In order to fulfill the purposes of this study, answers to the following specific questions were sought:

1. What is the relationship between Learning Achievement as measured by the American College Test, Form 7AC, and each of the following College Student Questionnaire Scales?
   A. Extracurricular Involvement
   B. Satisfaction with Students
   C. Satisfaction with Major Field
   D. Satisfaction with Administration
   E. Satisfaction with Faculty
   F. Family Independence
   G. Study Habits
   H. Peer Independence
   I. Liberalism
   J. Social Conscience
   K. Cultural Sophistication

2. How do the vocational and educational plans of the freshmen students at Eastfield and Mountain View Junior Colleges compare with the freshmen students at El Centor Junior College?

3. What is the relationship between selected variables and the extracurricular activities participated in by fresh-
men students at Eastfield, El Centro and Mountain View Junior Colleges?

4. What is the relationship between satisfaction with freshmen students and satisfaction with the administration at El Centro Junior College?

5. What is the relationship between satisfaction with freshmen students and satisfaction with the administration at Mountain View and Eastfield Junior Colleges?

6. How does the mean age of the freshmen students attending El Centro Junior College compare with the mean age of freshmen students at Eastfield and Mountain View Junior Colleges?

7. How do the first semester teacher-assigned marks for freshmen students at El Centro Junior College compare with those for freshmen students at Eastfield and Mountain View Junior Colleges?

Need for the Study

Since there was a dearth of comparative information pertaining to freshmen students in a multicampus junior college district, the value of this kind of research seemed warranted.

Wrenn (25), Jacob (16), Sanford (21), and Gaff (13) state that most college students are confronted with numerous problems, which are quite different from those faced by college students previously. During the past ten years students have become increasingly active in attempts to alter those characteristics of society which they consider unjust and/or
detrimental to certain segments of the population (24, p. 3). Mayhew (14, p. 3) states that students are now more deeply concerned about moral and ethical issues than they were in the past. Erickson (11) indicates that students who experience change in moral values are likely to have problems in their search for identity.

Sanford (19, p. 249), Clark (3), and Peterson (18) state that any assessment of attitudes, aspirations, and values of college students will provide a description of the student body and can thus be used in analyzing change.

Dennis and Kaufman (10, pp. 1-5) believe that it is important to understand the students' diversities, so higher education can be made more relevant for each student. Hiest (15), Townsend (23), and Brick (6, p. 1) indicate that diversity is a distinguishing characteristic of American education. Medsker (17) and Wise (24, p. 2) state that diversities occur among students in junior and four-year colleges. Moreover, differences can be ascertained from an analysis of attitudinal and biographical data.

According to the American Testing Service (1, p. 6), a comparative study involving demographic and sociological data will assist in providing information to administrators and researchers which can be utilized in planning for future growth and development.

Medsker (17) and Thornton (22) in discussing the need to ascertain attitudinal and biographical data pertaining to college students state that students differ in the following
areas: (1) family characteristics, (2) academic backgrounds, (3) educational goals, (4) occupational choices, and (5) values. In elaborating on the importance of knowing how college students differ, Thornton (22, pp. 19-22) indicates that educators need to be aware of the students' abilities and purposes, as well as data pertaining to age, sex, socio-economic status, employment and marital status. Cross (9) further states that there are great variabilities within each junior college.

If this is true, one may speculate that there are variabilities within a junior college district, requiring that data from each college be obtained. Richardson (19) and Brashamps (5, p. 1) state that comprehensive information about the junior college student is lacking.

Students who attend colleges in metropolitan areas are faced with a large array of academic and non-academic problems. The two-year college student is believed to have more academic and non-academic problems than the students found in the four-year college. Blocker, Plummer, and Richardson (3, pp. 1-3) state that the community college serves students who are quite different from those served by the senior college.

The junior college provides public education for approximately one-third of the entering freshmen, and by 1975 it is projected that the percentage will be approximately one-half of the number of students enrolled in higher education (2, p. 149). If the number of students entering the junior college
increases at this rate, one may expect to see a larger number of multicampus districts in operation. The administrators should, therefore, exercise care in their building programs. Information pertaining to the students in a multicampus junior college district is, therefore, very important in assisting administrators to plan for future educational needs (20, p. 17).

According to Gaff (13, p. 233), it is educationally sound to ascertain how students differ intellectually among the colleges under one administrative figure. This study, therefore, should assist administrators in making relevant decisions pertaining to individuals from diverse backgrounds, as well as those who are different in terms of their activities, attitudes and plans.

A comparative study of the colleges in a multicampus junior college district was significant for many reasons, among which the following two seemed to be the most relevant for this study: (1) the formulation of policies and designing curriculums to meet the needs of the students from different backgrounds was enhanced, and (2) the knowledge about freshmen students in multicampus junior college district would assist parents, college officials, citizens and public educators in trying to understand the character, aspirations and attitudes of freshmen students.

For junior college districts which have multicampuses or plan to initiate new and separate building programs in
existing districts, this study can serve as a valuable 
source of data. This study may also aid and guide adminis-
trators in administering institutions in communities where 
more than one college or university is located.

Definition of Terms

For this study the following terms were formulated:

1. Extracurricular involvement - denoted the extensive 
participation in non-academic activities (18).

2. Family independence - "referred to a generalized 
autonomy in relation to parents and parental family" (18).

3. Full-time student - this term referred to the 
student who is enrolled in 12 or more semester hours.

4. Junior college - this term referred to a two-year 
institution of higher education which provides academic, 
technical, and vocational services to the local community.

5. Liberalism - "referred to the political-economic 
social value dimension, the nucleus of which is in sympathy 
for an ideology of change or for an ideology of preserva-
tion (18).

6. Multicampus - referred to a college district under 
the leadership of one central administration with individual 
administrative heads on each campus. Each campus is sit-
uated in different sections of the district.

7. Peer independence - was defined as a generalized 
autonomy among peers (18).
8. **Satisfaction with administration** - denoted the student's uncritical acceptance of administration, rules, and regulations (18).

9. **Satisfaction with faculty** - referred to an attitude of high esteem that the student has for the instructor (18).

10. **Satisfaction with major** - referred to the positive attitude toward his chosen field of specialization (18).

11. **Satisfaction with students** - denoted an attitude of approval for the total student body (18).

12. **Social conscience** - was defined as moral concern about perceived social injustices and what might be called "institutional wrong doing" such as those found in government or industry (18).

13. **Study habits** - referred to a serious system of conduct displayed by the student toward his academic obligation (18).

**Limitations of the Study**

This study was limited to 150 freshmen students of which 50 came from each Eastfield, El Centro and Mountain View Junior Colleges. This study was further limited to freshmen who are enrolled as full-time students in the school year 1970-71.

**Basic Assumptions**

It was assumed that the students made honest and complete responses to the instruments used for this study.
It was further assumed that the sample chosen from each college and the total sample was representative of the three junior colleges and the district.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF RELATED LITERATURE

Although there have been numerous studies of college freshmen and junior college students, little has been written about the first year student in a multicampus district (11; 12; 78; 52). Inferences can only be made to the freshmen students in a multicampus district. These studies can be best utilized to establish certain relationships and rationales which might apply to the first year student in a multicampus junior college district.

In order to enhance the organization and facilitate the clarity of this study, the review of literature was subdivided as follows: (1) Literature and writings pertaining to the multicampus junior college concept, (2) Specific studies and research describing the rationale for studying junior college freshmen students in a multicampus district, (3) Specific studies concerning the educational and vocational plans of college freshmen, (4) Specific studies relating to the activities of college freshmen, and (5) Specific studies and written materials describing the attitudes of college freshmen. These sections reflect the primary emphasis upon which this study was based.
In the coming years, the multicampus junior college will be competing for a large number of the entering students, and at the same time desperately struggling to solve many of the problems created by their presence. In many instances, new students are doubling each year on the junior college campuses (57, p. 55).

The junior college has become a rapid growing institution of higher education. With its growth, a number of issues have evolved which affect various communities in different parts of the country. An understanding of these issues is important to college administrators and civil leaders who are concerned with higher education. Educators must interest themselves in seeking solutions to problems caused by the rapid growth in deciding the optimum time to add a second campus and studying approaches in administrative organizations.

Junior college administrators, according to Lombardi, (62, pp. 48-49), should become aware of issues, such as those related to the "open-door policy," "semester tuition," facilities in technical, vocational and trade programs, and patterns of growth in the junior colleges. Lombardi (62), Rushing (81), Jensen (53), and Ramstad (78), have suggested that patterns of growth and the "open-door policy" gave rise to the increased enrollment in junior colleges. This
rapid growth necessitated new solutions for problems related to junior college students, and the multicampus district is often the solution.

A typical question generally asked by prospective multicampus junior college administrators is, "When should a new campus be started?" In trying to clarify the evolution of the multicampus district, Jensen (53) asked the following questions:

At what point - 3,000, 5,000 or 6,000 students is a second campus warranted? Is it better to have one medium sized college in a large geographical area than two small colleges? In a multicampus district should each campus be a comprehensive junior college or should provisions be made for differential functions in separate colleges? (53 p.8)

Answers to the above questions should help each prospective multicampus district administrator clarify the purposes of his district. Information relative to the establishment of a second campus can assist each administrator in his attempt to solve many of the attitudinal, vocational, educational and extracurricular problems as they arise.

Ramstad (76, pp. 25-30) in a study of ten multicampus districts in California sought information relevant to the problems and practices associated with the initiation of a second campus. Each district commented on various facets in the organization of a second campus. Their comments indicated that the following five organizational steps be followed: (1) Planning, (2) Construction, (3) Operation, (4) Coordination, and (5) Implementing the district office.
Jensen's (53) study revealed that if the present growth continues, new trends with possible conflicts will develop. The demands for additional educational opportunities for sections of our population have increased significantly during the past five years with the bulk of these demands being felt by urban areas. Pressures continue to increase that colleges be located in close proximity to students' homes or close to transportation networks. The junior college must also assume, because of its "open-door policy" a large part of the responsibilities for meeting the educational needs of students who are culturally different.

Jensen (53, p. 8) has indicated five basic reasons for the establishment of multicampus junior college districts in large urban areas. These reasons are:

1. To compensate for the district's geographic size, which prohibits one campus from serving the district adequately.

2. To equalize educational opportunities through effective accessibility of the college to the residents of the district.

3. To meet the differing educational needs of various communities located within the district.

4. To accommodate applicants after the district's only campus had reached its maximum capacity.

5. To keep each campus to a reasonable and functional size.

Sammarinto (82, pp. 4-5), in describing more than one campus under one central administration for two or four year colleges, lists the following reasons for the establishment of more campuses:
1. The old campus is too small and there is no great possibility of expanding it.

2. Often there is a genuine desire to serve a neglected community that does not have the facilities for higher education.

3. There is a desire for prestige.

4. There is a desire to stave off competition.

5. The old campus has become obsolescent.

6. There is a desire to obtain a supply of students for the upper years.

7. Some administrators want to start a college, but they cannot do it on their own.

Summartino (82, p. 6) suggests that there are numerous motives behind the establishment of multicampuses. However, some are not easily translated into reality.

Some of the advantages of the multicampus junior college districts are readily apparent. The multicampus district has a number of services for those districts in large urban areas where four year colleges or universities are located. Erickson (30, pp. 17-21), in referring to the Chicago City Junior College District, states that the multicampus district can provide the following: (1) new and special-innovative programs designed to meet the needs of a particular segment in the community, (2) creativity and flexibility in working with students, (3) educational opportunities for those students who are culturally different, and (4) new experimental programs throughout the district.

Bashaw (8, p. 21), in a study pointing out the advantages of the junior college, reported that the presence of
the junior colleges in various communities increases the educational opportunity for the academic superior students whose fathers were employed in the lower occupational levels. In the multicampus junior college district, 49 per cent of the students generally are members of the low-socioeconomic group. Research related to the availability of the junior colleges indicated that their accessibility has a significant effect upon the individual in the lower-socioeconomic levels (6, pp. 1-14).

While educators are in general agreement about the advantages of multicampus junior college districts, there are differences relating to the organizational plans. There are generally three types of multicampus systems, depending upon their administrative organization (81, p. 14). One may be characterized by the possession of several autonomous colleges, usually under one board of education and operating independently from other campuses in the districts. A second type of multicampus system pertains to the functions and practices on each campus. Each is organized according to certain programs or course offerings. For example, a school for liberal arts and one for vocational training might so exist. Another design consists of a single college, with two or more campuses to serve the student body.

Several writers have suggested possible approaches to organizing the multicampus district. Morrissey (70, p. 28) stated that certain approaches must be adhered to if the
district is to be administered properly. First responsibilities should be concentrated in a powerful individual, office, or location, which can assist in the accountability of the district. Masiko (65) indicates from a review of patterns of multicampus administrative organizations that there are various colleges with a central head, coordinator, or governing board which may be used in some communities. In other communities, the central office may control all aspects which pertain to district administration. However, the success of the multicampus district depends upon their administrative bodies and the communities where the colleges are situated.

In the majority of the multicampus districts, an average period of four years was generally used for planning new campuses. In each district, the structure and organization were under the direction of planning teams. Usually the president, selected from among the district administrators, was the leader of the team. He generally had the responsibility of helping to shape the campus and curriculum so traditions, mores, and customs of the community would not be overlooked (76, p. 29). Rushing (81, p. 14) reported that one of the objectives in planning Tarrant County Junior College District was to provide facilities for approximately 9,000 students and three campuses within a period of five years. Plans in the Tarrant County District were based upon surveys and evaluations of existing
conditions. Several multicampus junior college districts have written about their success and given explanations to help clarify their philosophies.

Fordyce and Bromley (36) indicate that success in Santa Fe Junior College District in Gainesville, Florida, is only possible through the establishment of an organization design where the bulk of emphasis is placed on research development. Research is generally emphasized, so innovative techniques and procedures can be developed to help a diversified student body. Junior college districts, such as those in St. Louis County, Missouri, Dallas County, Texas, Las Altos Hill, and Los Angeles Junior College Districts in California, openly encourage innovative ideas from the students, faculty, and administrators (36; 95; 83). The organization of each district is based upon concepts characterized by close cooperation and reciprocal relations. Each campus is continuously evaluating and restructuring its curriculum and methods of instructions. In each district, the central administrative office does not develop or direct innovation, but assists in the articulation, coordination, and implementations of the programs in each college (36, pp. 45-50).

Warburton (95, pp. 33-37) in discussing the philosophy of the Los Angeles Community College District states that each college should gear itself to the development of special projects and techniques, so the students can be assisted more fully. Sanden (83, p. 29) reports that the Kern Junior
College District in Bakersfield, California, has developed a program to primarily assist minorities and low-socio-economic students in its district.

Educationally, most colleges in the multicampus district offer diversified programs. They also encourage creative activities and provide assistance, when possible, to fellow campuses. Gaff (37) indicates that a university with various campuses or separate departments can better assist a diversified student body in striving toward its goals. Better assistance to the community will therefore be possible.

In conclusion, the multicampus junior college districts are diversified and creative. While most junior college personnel agree on the reasons behind the establishment of the multicampus district and its success, their philosophies and organizational plans are different. The community and administration play important parts in the success or failure of the multicampus junior college district.

Specific Studies and Research Describing the Rationale for Studying Junior College Freshmen
Students in a Multicampus District

With the growing number of students entering junior colleges, it has become increasingly important to acquire significant data about any special characteristics these students may possess. This information is relevant not only to educational theorists, but also to college
administrators who need much of the data to assist them in making decisions relating to activities, attitudes and plans which pertain to the students.

In a study conducted by Atbach (1), it was concluded that college administrators must try to understand the complicated problem faced by students who are members of the following subcultures: (1) vocational, (2) professional, (3) collegiate, (4) academic, (5) "left-activists" and hippies. According to Atbach the participants in the above mentioned subcultures had a significant impact on college administration. Knowledge of these students is extremely important in formulating plans for the college.

Substantial evidence has been presented by several writers to emphasize the importance of acquiring information pertaining to college student bodies. Astin (3, 4), Pace (74), and Olive (71) have found the need to obtain background information relating to the entering students. Astin (3) in elaborating on the freshmen students enrolled in 248 colleges and universities in 1961 found valuable information relating to extracurricular activities, educational, and vocational goals. Six factors were identified, which denoted concise procedures for describing the first year student. A primary finding was that private, non-religious colleges and Catholic colleges possessed totally different student bodies. It was concluded that there were significant differences among colleges in various geographic regions.
Environmental factors were also significant in influencing the directions of the students and college. Thistlewaite (91, 92), Holland (48, 49, 50), Richard (78, 79), and McPeek (67) have found significant evidence to support the thesis that environmental pressures on college students were closely related to the goals of the students and the educational institution in terms of curricula offerings and experiences.

Information on college plans, college attendance, socio-status and intelligence levels are important to college administrators, as was emphasized by Sewell and Shah (86) in reports for the University of Wisconsin. It was suggested that characteristics pertaining to the student bodies have direct effects on attendance, graduation, and college planning. Several writers have suggested the importance of obtaining relevant data about the college environment and provide these data to assist college officials in working with students. McPeek (67) and Walsh and McKinnon (94) stated that there are differences among college students, especially in expectations.

In referring to the plight of higher education in the seventies, Riesman (77, p. 368) stated that the tremendous amount of pressure applied by various groups on the educational institutional have created problems. The entrance of new and diversified student bodies which desire new curriculums, with course offerings such as Urban and Black Studies,
have created educational and social problems for educators. Financial strains have been the end result, since many of the traditional courses have not been terminated. College administrators must, therefore, inspire students to accept their leadership work for an improvement of their institution. Several writers have noted discrepancies between what students perceive and their actual environment.

Herr and Moore (47, p. 294) discovered a number of discrepancies in a study which consisted of 231 high school seniors in Western New York, of which 158 completed follow-up questionnaires. From the findings, it was concluded that many students seemingly expect the colleges to meet their needs in areas other than those which pertain directly to them. Students who plan to remain in college in the same major and those who plan to change, withdraw, or transfer were also significantly different. The students who possessed stable plans had greater variabilities between their needs and the realistic environment. Brown (18) states that college freshmen of today view the college environment as a place where personal maturity, occupational training, and intellectual and social activities are very important. These expectations may conflict if faculties view themselves as specialists and not as broadly educated teachers. Berdie (11, 12, 13, 14) and Pace (73, 74) have reported that there are instances where the environment is not as the students perceive it. In a study conducted to ascertain information
about college environment, Berdie (13) found that a significant number of the students discovered discrepancies both intellectually and academically in the collegiate environment. An analysis of the values and perceptions in various roles can provide valuable information about freshmen (71).

Perhaps the studies supported by research which have the greatest implications on this study relate to findings pertaining to the junior colleges.

Wellner (96) in a study designed to explore the junior college students' perceptions of the faculty-student relationships on their campuses reported that the faculty usually perceived the students according to the academic accomplishments. Faculty members were generally perceived as being unaware of the plans, interests, friends, family and homes of the students. The primary conclusion drawn was that there should be additional research done to obtain underlying differences among college students. Caple (20) in a study designed to acquire data relevant to the freshmen students in a junior college in Jamestown, New York, reported that there was a need for additional information concerning the impressions, goals, and attitudes of the students. Institutions of higher education can influence their students' attitudes toward the academic environment. Moreover, additional information about certain freshmen students can aid the school in planning and guiding the students for future growth (20, pp. 20-25).
It has been reported by several writers that the junior colleges as institutions of higher education have very little information pertaining to areas other than academic abilities and transfer programs. The problem of research with the two-year college is related to its lack of concern for research. Therefore, the junior colleges have yet to reach the supportive characteristic found in major universities, which may be discovered by research (16, pp. 3-5).

Folsom and Lucy (32, p. 125) reported from a study at the University of Maine that students differ significantly within the College of Arts and Science. The results of their study indicated that students differ significantly with respect to the types of college, subjects, activities, and perceptions of their collegiate experiences. In the college it is likely that students will differ on attitudinal and values dimensions. Grande and Loveless (42, p. 249) indicated from a stratified random sample that there are significant differences among college students, especially with the students in psychology. Moreover, college administrators should be aware of their students' attitudes and value system, so assistance can be given.

Richards (78, 79) feels the students' characteristics are closely related to the characteristics of the two-year college environment. Students who attend junior colleges usually possess goals different from students who attend the four-year colleges and universities. Junior college
students are influenced less by intellectual and social reasons in selecting a college than the students in the four year college. In a study pertaining to the motives for attending colleges, Blai (15) utilized a sample of students from Harcum Junior College for Women. It was concluded that over 90 per cent of the students stated that their motives for attending college were to prepare for an occupation, while only about 40 per cent of the male students in a small liberal arts college gave similar responses.

Robinson (80) in a study of 2,800 students at the University of Illinois on the students' perceptions, attitudes, and judgment toward the college environment, found a significant relationship among the following seven factors: (1) social environment, (2) scholastic habits, (3) faculty, (4) advisement, (5) financial problems, (6) study arrangements, and (7) counseling. The students who withdrew or changed their programs were dissatisfied with their college environment. It was also pointed out that students varied according to sex and status. The group who possessed some affluence explained their environment differently. Generally, males and females expressed certain items in a different prospective. Hassenger (45) indicates that college officials should become familiar with the techniques of assessing college students' characteristics. Assessment of characteristics is extremely important, since students generally change more in college than during other times. Social and
ethnic backgrounds have also been found to have a significant influence upon changes in attitudes during the beginning of college. College officials must therefore create the environment that is conducive to learning and the students can exercise their talent in striving toward desired goals (45, p. 21).

In elaborating on the needs for assessment in the junior college, Morrisett (69, p. 14) emphasized that educators would then have information about student skills and abilities that would assist them while they are in college and after they depart. Furthermore, an assessment of the junior college student would provide data necessary to determine the responsibilities of the junior college.

In discussing satisfaction among college students, Martin (64) reported that freshmen students probably do not have enough experience to acquire an accurate perception of the college environment. Feelings of satisfactions in college freshmen are relatively high initially, but as the students progress in school, these decrease. Freshmen students generally expect great occurrences in college and dissociate any event that is not congruent with their expectations.

In conclusion, knowledge of the student bodies in the junior colleges is extremely important and has been emphasized by Pace (73), Berdie (12), Thistlewaite (91), Astin (3, 4), and Holland (48). Relevant data concerning the
student and his environment can assist educators in enhancing the educational growth of the students and college. The organization and planning of new building programs and curricula can also be aided tremendously.

Specific Studies and Research Concerning the Educational and Vocational Plans of College Freshmen

The educational and vocational plans of college freshmen necessarily concern educators. Moreover, research concerning some characteristics of this group of students serves as a springboard, in some instances, for a focus on this major aspect of their education. Although research regarding vocational and educational plans is somewhat hazy at this time, there have been some authoritative research studies. The plans of college freshmen may be divided into two areas: (1) Vocational plans, and (2) Educational plans.

Hoyt and Munday (52, p. 33) say that vocationally oriented goals denote the discovering of vocational interests and obtaining those skills related to the requirements for necessary entrance into a particular profession. Vocational plans refer to those courses, programs, or careers which are not commonly under liberal and general education. They are usually associated with the more technical aspects of education.

Freshmen students who enter college are not always sure of their plans. Bohn (17, p. 303) in a study which involved two groups of students in a freshmen class found
that the lack of vocational plans is due to a lack of interest and maturity. Sprague and Strong (88, p. 35) stated that students who have not decided on a vocation can be assisted through group counseling, especially in small groups and case conferences.

Based upon a sample of 6,289 male students and 6,143 females, Richards (79, p. 19) reported that common life goals were relevant to predicting success. However, before any studies of relationship between goals and vocational choices were conducted, it is necessary to ascertain how people differ in their life expectations. In order to obtain the information, thirty-five items pertaining to the students' goals were used and eventually developed as a basis for organizing goals. It was concluded that specific goals could be divided into the following three areas: (1) vocational, (2) social, and (3) personal.

Several writers have expressed the belief that vocational plans are determined and influenced by certain factors. Kipnis, Lane, and Berger (56, pp. 331-341) conducted a study of freshmen students at the University of Delaware where students in the sample were classified into three basic groups: high-impulsive, middle-impulsive, and low-impulsive. The sample was further classified according to intellectual levels. The selection of a field study was observed and recorded over a period of two years. It was reported that the high-impulsive group sought help more
often than the low-impulsive group and was less satisfied in their major fields of specialization than the high-impulsive group.

Douvan and Kaye (84, p. 203) stated that girls often regard college aspirations as being synonymous with vocational aspirations which are obtainable through college training. Moreover, boys refer to their plans in terms of a particular school, such as forestry, medical, or law school. Girls who intend to go to college generally have vocational plans.

Lubick (63) using security, satisfaction, and financial rewards as factors pertaining to vocational goals, conducted a study of 1,226 freshmen students and found valuable information relating to vocational plans. It was reported that a majority of the students expressed a desire for high professional jobs. A significant number of the students also considered personal satisfaction to be a relevant factor in selecting a vocation over security, financial rewards, and supervision of others. High status job prestige was the least important of the three factors.

Blocker and Anthony (16, p. 208) in a randomly selected sample of 548 freshmen students at three junior colleges, utilized a questionnaire to ascertain vocational and social information about college students. It was pointed out from the study that significant differences existed among those students who selected occupations at differing levels of
social status. However, the social class of the students was not significantly important in assigning prestige to a particular profession.

In other studies relating to the factors which influence vocational plans, Korman (58, p. 390), in four separate studies reported that self-esteem affects vocational choices of college students. Self-esteem was measured by the Self Assurance Scale of Ghielli Self Descriptive Inventory, which was utilized to obtain information pertaining to each of the students. It was concluded that low-self-esteem individuals seemed to select vocations without regard to their needs and feelings, while high-self-esteem persons saw themselves possessing certain qualities for a particular vocation. They also selected the vocations which fulfilled their needs.

Richards (79) in studying the junior college students through the American College Testing Program, reported that four year and two year students have significantly different motives for attending college. The junior college students have pragmatic reasons for attending college. Thus, many of their vocational plans are centered around technical preparations and a large number of diverse goals. It has been pointed out that students who have vocationally oriented goals are less intellectually oriented than those students in four year colleges and universities. The students in four year colleges are generally more academically oriented.
In a comparative study of the business and academic environment, Goodman (p. 265) utilized an interview schedule to ascertain information from college professors, business representatives, executives, college seniors, and high school seniors. It was concluded that students who were close to their instructors generally had plans which their instructors desired for them. Students who had low grade point averages were considered to be closer to businessmen than those who had high grade point averages. A secondary conclusion was that vocational goals evolve through a process of socialization.

Elton (pp. 95-105) conducted a study at the University of Kentucky of all freshmen students who entered in 1965. Approximately 1,000 of these completed the Omnibus Personality Inventory and the American College Test. Students who selected engineering, agricultural, and technical occupations were associated with masculine and scholarly orientations. Students who possess plans with business generally possessed a low academic aptitude. From the study, it was pointed out that the association of personality and aptitude are influential factors in influencing one's vocational choice.

In conclusion, vocational plans are influenced by a variety of factors, such as income, parental background, and influence of college instructors. The findings of some studies have yielded valuable information pertaining to college officials in working with entering students.
Educational Plans

More freshmen are now entering junior colleges than in previous years, with a larger percentage transferring to the four year colleges. Their educational plans are frequently based on their ability to transfer to senior institutions (79, p. 12). Fordyce (35) states that approximately two-thirds of the original students who enter junior college plan to transfer to senior colleges.

The educational plans of college freshmen in both the junior and senior colleges are quite variable. Generally, freshmen students who enter the junior college are influenced more by practical considerations, while those in the senior colleges are influenced by intellectual accomplishments and cultural aspects of the college. The junior college freshman is most likely to come from low income families, while the senior college student generally comes from the suburbs and plans to enter fields such as medicine, the arts, and humanities. The junior college student generally enters fields which are not academically oriented. Educational and vocational goals are distinguished by the type of curriculum and the school attended (4, 5).

Holland (48, 49), in discussing the plans of junior college students, states that patterns for both senior and junior college students should be further researched. It is noted that students who attend senior colleges generally make plans associated with a humanitarian role, while those in the
junior college are more concerned with issues directly related to finance and security. The junior college students also perceive their parents as having higher aspirations for them than they possess.

Fenske (33), in discussing the plans of the two year college students in ten urban communities in Wisconsin, found that the economic status of the parents was very influential in determining the students' plans. Students with at least one parent with a college degree aspired to obtain a college education. It was concluded that students who were under achievers and ranked at least three deciles lower in their high school rank than in scholastic aptitude generally planned vocational-technical programs.

Several writers have expressed beliefs regarding the factors influencing one's educational plans. Madalla (68) reported that the prestige of a job was relatively important in selecting a field of study, in selecting a particular field which gives the students the opportunity to enter the area which seems most appropriate to them. The selection of a department on the basis of prestige instead of a number of interrelated factors, such as interest and aptitude, could change if each department were to select its students on the basis of appropriateness. Zytowski (99) reported that students tend to rate their own major field of study higher in prestige than other fields of study. This is especially true during the first year of college.
Astin (34) and Richards (79) state that junior college freshmen students' educational plans are generally lower than the students in four year colleges. Approximately 75 per cent of the students in the two year colleges plan to obtain bachelor's degrees or advanced degrees, while approximately the same number in the senior college plans to obtain a master's degree.

Campbell (19) in a report of Dartmouth's College freshmen classes, 1947-67 reported a number of trends in students' educational plans. The basic trend was focused around more of an increase in the students' desire to enter the biological, physical, and social science schools. There was less desire to enter the business field, outdoors, and skilled trade occupations. Students are now more concerned about areas whereby they may work with social, cultural, and aesthetic problems.

Baird (5, p. 23), in a report involving 18,000 high school seniors, 3 per cent of whom took the American College Test, reported that one-third of the group desired educational goals which could develop their minds. A segment of the students selected goals related to becoming a cultured person. These persons were usually members of the lower socioeconomic groups from rural backgrounds, and with ACT scores generally the lowest. The group of students from urban backgrounds was generally older and possessed the highest ACT scores.
Baird (6) in a later study revealed that patterns of educational goals, aspirations, and ability were generally positively related. More than half of the high ability students held aspirations for college degrees; only one-fifth of those who were considered low ability students wanted college degrees, and only one-fourth of those who were considered low ability students aspired for college. However, the group planning on professional degrees consisted of members of low and high income groups.

Wert (97), in a study of 76,015 freshmen males and 51,110 freshmen females in 248 colleges and universities, reported that at each level of high school grades, students possessed different occupational choices, which were influenced by their father's occupations. Students with an average of approximately an "A" desired to pursue careers in physics, mathematics, and college teaching. Students at academic levels in college differ in the highest degree for which they aspire. The students who attend senior colleges and who obtain a bachelor's degree were different in respect to educational aspirations from those who attend doctoral degree granting institutions. Education was quite different to each group; thus, their plans were different.

Several writers have focused their attention on the patterns of educational plans of college students. Beardslee and O'Dowd (9, pp. 997-1001) indicated that freshmen students are not realistic in stating their plans. A majority of the
first year students see great social and financial success as a result of entering the arts and sciences programs. During the last decade, the importance of a person's education plans has increased. Caple (20, p. 23) suggests that the patterns usually followed by freshmen students consist of less specific expectation pertaining to future plans during the early part of their first year in school. As they advance, their plans become more clarified and better defined. Students also have become more intellectually inspired and place less emphasis on social life. Schmidt (85) found that attitudes were instrumental in one's plans. In a study conducted at the University of Iowa to obtain personality changes among women, it was concluded that attitudes do change between the freshman and senior years. Students whose attitudes change, also changed their plans and aspired to do postgraduate study. Individuals who did not change, and did not aspire to attend graduate school, were generally engaged or in the process of seeking a mate.

College freshmen educational plans are quite variable and dependent upon the students' ability, socioeconomic levels, parents, teachers, and the community. Educational plans among students in the junior college and those in the senior college are quite different as emphasized by Holland (48, 49, 50), Astin (3, 4) and Richards (78 79).
Specific Studies Relating to the Activities of College Freshmen

In discussing student activities, Kloff (57) states that activities which refer to those out of class experiences, formally or informally organized in which the students participate, are considered a part of student activities. They may include participation in clubs, fraternities, sports events, or debates. Also included are those events organized outside of the college community with the participants being members of a particular college and formed as a result of their attending the college.

Numerous articles have been written, along with an abundance of research conducted, describing the activities of college freshmen. Certainly the reasons that college freshmen engage in extracurricular activities are quite variable and diverse. Graham (41, p. 43), in discussing the extracurricular activities of junior college freshmen, states that programs followed in the junior colleges are similar to those in senior colleges. A typical calendar of events may be observed to determine events, such as an election, a dance, and a sport event that are to occur during the week. For many of the freshmen students in the junior college, their social contacts and friends are retained from high school. Thus, the students without prior friendship will likely have difficulty initially in becoming a part of the student activity programs. Studies also have been conducted on how various activities relate to the student intellectually.
Hartnett (44, p. 198) conducted a study to find how the involvement of extracurricular activities affected college-teacher assigned grades in a midwestern university. The sample was comprised of all first year students, 250 of whom were females and 400 males. All students were administered questionnaires pertaining to the amount of extracurricular activities in which they were involved during their four years of school. Differences were discovered by comparing the students' actual performance with his grade point average from previous years. It was concluded that there was no relationship between the degree of extracurricular activities and academic accomplishments. Vaughan (43, p. 61), in a study to ascertain the relationship between extracurricular activities and adequate scholastic progress until graduation, concluded that extracurricular activities were contributing factors in fostering dropouts. The students who left school participated in extracurricular activities in significantly smaller numbers than those who remained in school. Those who voluntarily withdrew differ from a large number of students because of their failure to participate in any form of extracurricular activities. Blocker, Plummer, and Richardson (16 pp. 200-262) indicated that there are important educational values gained through students activities. Colleges which neglect their activity programs can provide only a part of the students' education. It is impossible to attract all students, but barriers should
not be constructed to obstruct a significant number from trying to participate. However, some activities are more conducive to learning than others.

In an attempt to obtain data pertaining to the difference between students who desire membership in a fraternity or sorority, Widmar (98) utilized Part I of the CSQ in a doctoral dissertation at Florida State University. A random sample of 940 freshmen students were used, and of these, 90 per cent completed the CSQ. Women who did not wish to join sororities generally had less social and extracurricular contact in the secondary school. Their hopes related to college indicated a desire to place emphasis on academic subjects. Men who did plan to join fraternities generally planned to attend graduate school and were often concerned about financial opportunities. College freshmen who planned to be members of fraternities were quite active in extracurricular events in the secondary school and continued to be active in college.

The concept of the relationship of attendance to extracurricular activities has been discussed by several writers. Johnson (54, p. 591) reported from a study of 18,000 students at Michigan State University that attendance at certain extracurricular events depends on the characteristics of the students. In Johnson's study (54), forty-six major events were subdivided into four areas: cultural, musical, social, and athletic. Foreign films, lectures, and art exhibits
were attended by a significant number of students generally majoring in music, while athletic events were attended by a significant number of unmarried male undergraduates. Single females and males usually attended the most social events, while married students attended events in significantly smaller numbers. Bushnell (84, p. 489) in referring to the extracurricular activities at Vassar College, indicates that girls can participate in a sufficient number of activities to fill their open times. The college seeks to deter an overextension by placing a limit on the number of activities, events, and organizations in which each student is allowed to be a participant. There is very little pressure exerted on the students to participate and attend activities. However, the marginal student is generally characterized by participating in too many activities.

Findikyan and Sells (34) conducted a study at Texas Christian University to determine how students described organizations in which they were involved. A total of fifty-four campus organizations was subdivided into the six basic areas of athletic teams, departments, fraternities, religious organization, ROTC squads, and congress committees. The students were classified by the use of a 150-item questionnaire. From the information, it was concluded that companionship and the opportunity to experience harmonious relationship were the basic characteristics most frequently cited in explaining why fraternities, athletic teams, and student
committees were important to students. The religious organizations, when ranked according to inflexibility, stratification and control of its members' activities, were the lowest of the campus groups. It was not as difficult to enter the religious as it was other campus organizations.

Extracurricular activities may also enhance human relations. Stark (89, p. 82) in discussing the need for extracurricula activities as a means for human relations, suggests that college students are no longer satisfied with philosophical motives for participations in extracurricula activities on the university campus. Students are now interested in pursuing programs which are instrumental in improving and reconstructing society. Student personnel workers must therefore become aware of the philosophical concepts which pertain to social reconstructions. It was concluded that the ability to evaluate the desires and goals of various social groups was important in predicting future consequences. Some schools, such as Brooklyn College, have developed programs whereby students are given a significant amount of freedom in the administration of their organizations. At Brooklyn College a program for students' activities was created to permit an increased number of participants to expand participation in campus organization within the academic program schedule. Four hours per week were to be used for organization business. Here students initiated the creation of all organizations and set a number of rules
which are used as guidelines. Rigid control is not suggested. The Dean of Students' Office served as the central office and contained a calendar of events for all extracurricular activities. The sponsors were selected by the students and served as advisers. They assist in making suggestions, but cannot dictate a particular policy. Leadership programs are advocated in which students can enroll in special weekly seminars over a period of three years. It is felt that a student activity system similar to the one used at Brooklyn College permits freedom and provides opportunities for self expression and personal growth. All clubs are free to select the speakers they wish to hear (31, pp. 34-49).

Maw (66) undertook a study pertaining to the activity involvement of the students that were divided into four subcultures: vocational, academic, collegiate, and nonconformist, which is designated by the Clark-Trow typology. The academic and nonconformist groups were basically concerned with ideas, while the vocational and collegiate groups were less intellectually oriented. It was concluded that the collegiate subculture ranked first in activity involvement followed by the nonconformist, academic and vocational subcultures. The ranking was based upon the mean number of activities of which the students were involved. The results of the study indicated that students participated in activities they consider relevant in the future. However, the selections of various activities were generally influenced by subcultural references.
In conclusion, student activities take on various forms in institutions of higher education. The effectiveness of administrators and faculty members can be enhanced tremendously, if information relevant to the first year students is obtained. Widmar (98), Maw (66), Vaughan (93), and Stark (89) have offered valuable suggestions along with research studies to assist individuals in the activity program. Perhaps exploration of more research with the activity program will aid in reaching a more appropriate view affecting college freshmen.

Specific Studies and Written Materials Describing the Attitudes of College Freshmen

During the past decade, college freshmen have come forth to openly criticize American college officials. Certain attitudes related to issues, such as war, communism, religion, race, and the collegiate environment have been measured. Junior college students as well as those in the senior college have been studied for attitudinal characteristics. The literature reviewed in this section was concerned with the attitudes of freshmen students. The reviewed literature was primarily concerned with the religious, educational, and moral attitudes of the freshmen students.

Lembo (60) conducted a study at a midwestern Roman Catholic university for women where the altruistic attitudes of freshmen who planned careers in religion and those students who majored in education were compared. It was
reported that no significant difference existed between altruistic attitudes of non-Catholic and Catholic students. It was found that altruistic attitudes are formed before the adolescent period evolves.

Hartnett and Centra (44, pp. 97-98) undertook a study to ascertain information about the attitudes of Catholic and non-Catholic students who are enrolled as freshmen. The study was comprised of 1,700 students from six Catholic and seven non-Catholic colleges. The information was secured with the aid of Part I, of the College Student Questionnaire, where students had to answer questions pertaining to liberalism, peer independence, social conscience, cultural sophistication, motivation for grades, and family social status. Catholic students who enter non-Catholic universities indicated that finance was the primary reason for selecting a college. The attitudes of the Catholic freshman student are similar to those adhered to before entering college. In another study involving Catholic women who were enrolled as freshmen, Pativin and Westoff (75) found that a greater percentage of the Catholic women considered religion to be a significant factor in their lives. However, a large percentage of these women studied had parents who had Catholic educations.

Cummins and Kissiah (25, p. 258) in studying religious attitudes of college freshmen students in a large midwestern college utilized a questionnaire to gather information from,
a random sample of 100 students. The study was initiated in 1961 and completed in 1966. The findings indicate that college freshmen are moving away from a strict religious orientation to one which is more liberal.

Several studies have been conducted to obtain attitudinal information about the collegiate environment. Bushnell (84, pp. 489-501) in referring to the students at Vassar reports that attitudes held by many of the girls tend to be very similar to those held by their friends. For most freshmen the impact on new group members may be variable during the first year and in later years. Students will tend to gravitate toward new friends and acquaintances as they adapt to new environments. It was reported that attitudes in two areas are significant for the students at Vassar. The first relates to the social and economic orders that the students expect their future mates to reach. Students in the second area are concerned with being a wife and a mother; however, at sometime during their life, most plan to enter some career. Sanford (84, p. 242) indicates that the freshman girl who is preparing for a job will usually want to be more than a wife. However, she tends to restrict herself to the culturally defined feminine roles.

Centi and Sullivan (22, pp. 305-307) conducted a study which included ninety-seven students, of which forty-four had completed high school and planned to enter college in the following September, forty-seven were high school
seniors, and six were high school juniors. The findings indicated that college and prospective students viewed their college experiences as a means for acquiring success in life as well as developing themselves as individuals. The reasons given the greatest number of times were to prepare for an occupation and financial security. It was also reported that practical reasons were more important than the intellectual reasons. Dohner (27) pointed out from a study relating to academic performance of freshmen students at Ohio State University that variables, such as motivation, interests, opinions, and values influence academic success.

In a study related to the moral aspect of the college freshmen, Centra (21) studied 15,000 entering freshmen attitudes toward cheating at thirty-seven colleges. Part I of the CSQ was used to obtain the bulk of the data. It was reported that 46 per cent of the freshmen sample said they would not take any action if they discovered other students cheating. The group of students who stated that they would not report individuals whom they saw cheating was generally from the lower socioeconomic levels. This group also appeared not to be disturbed by incidences of cheating and was generally more accepting to unethical practices in government and industry. Garfield, Cohen, and Roth (38) reported from a correlative study of college students on cheating that cheating behaviors did not correlate with background, guilt feeling, or other type of behaviors. Studies have been
conducted on various facets of the academic environment along with new trends.

In the fourth annual survey conducted by the American Council on Education in 1969, some new trends in freshmen students' attitudes were revealed. The total sample for the survey consisted of 26,000 students from 390 colleges and universities. In the survey, 169,190 questionnaires were used in computing the norms which were weighed statistically to represent the nation's full-time freshman enrollment. It was reported that 35 per cent of the students were generally "liberal" or "left" in regards to political preferences, while 44 per cent were in the "middle-of-the-road" category, and 23 per cent were generally conservative. Approximately 26 per cent felt that marijuana should be legalized, and 25 per cent planned to enter graduate school after the completion of their first four years (2, p. 253).

Bertrand (10) reports that first-year students usually found that their freedom in college is far greater than it was at home. The close parental supervision and the limitations relating to their own decisions change as soon as they leave home. New friendships, the separation from old events, change the attitudes regarding certain collegiate characteristics. Freshmen students who are just entering a new environment must adjust to new patterns of freedom and surroundings as they enter college. In a study regarding satisfaction equality and freedom,
Schulz (57) found that a significant percentage of the students were satisfied with their equality and freedom on campus.

Donk and Oetting (28) reported from a study conducted at the University of Missouri that students' attitudes are related to their source of assistance. The findings indicated that information regarding the impact of resources for assistance with personal and academic problems may be by finding out that students' attitudes do change during their early college career.

In a study conducted to determine the attitudes of first year male students toward the draft at Ohio State University, Hauck and Stewart (46) found that freshmen males have changed tremendously toward the draft in a negative direction. Generally, for the most part, the possibility of a disruption of their personal lives is a dominant factor in influencing the attitudinal directions. The findings indicate that the Vietnam War and not the draft laws were instrumental in the change of attitudes.

Christenson and Capretta (23) indicated that students became more liberal in their attitudinal beliefs toward civil rights, national economic, non-economic issue, and international policies as they progress from the freshman to senior year. It was also reported that male students who were majoring in education, government, sociology, and students from families with income between $5,000 and $15,000
tend to become more liberal. Lane (60, p. 491) states that students became more liberal in attitudinal belief during the 1960's, which was influenced by their parents, with the father having the most influence.

In a study pertaining to attitudes toward college administration, Golden and Rosen (39, p. 320) found that students generally felt that they should be permitted to participate in areas which affected them directly. Three-fourths of the students in the sample believed that students should assist in the selection of lectures, speakers, developing programs and formulating policies pertaining to tuitions.

In conclusion, various attitudinal beliefs toward social, political, educational, and religious issues do exist as is pointed out by Centa (21), Lane (59), and Bertrand (10). Attitudes of freshmen students are influenced by parents, source of income, friends, college administrators, and social background. During the past decade college freshmen have become more liberal about issues and politics. They have affected colleges, communities, and the nation.

The review of related literature aided in the formulation of the procedures which are discussed in Chapter III.
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CHAPTER III
PROCEDURES

This chapter is divided into four sections. The first section pertains to the description and methods of selecting the sample. Section two describes the instruments used in the collection of data. The third section relates to the procedures for the collection of data and is followed by a fourth section in which the procedures for analysis of data are discussed.

Description of Sample

The sample used for this study was randomly selected from three junior colleges in the Dallas County Junior College District in Dallas, Texas. The students who were part of the sample were all residents of Texas and Dallas County.

The institutions that the students attend were part of the multicampus district under the administrative leadership of a chancellor, who coordinates the district from downtown Dallas through three presidents individually assigned to each campus. El Centro Junior College, which opened in September, 1966, is located in downtown Dallas in a renovated clothing store; Eastfield and Mountain View Junior
Colleges opened in September, 1970, and are located in the Mesquite and South Oak Cliff areas. Eastfield opened with an approximate enrollment of 4,000 students; Mountain View opened with an approximate enrollment of 2,500 students. Each school receives students from high schools in its respective area and a significant number of students from different sections of the city depending on the course offerings and what is desired. It is possible to be enrolled in all three colleges during the given semester with the home campus being the one where the largest number of semester hours are taken.

In selecting the sample, a complete list of all freshmen students was obtained from the registrars' offices on each campus. Following the acquisition of the lists of freshmen students, copies were also obtained from each counseling office and checked for discrepancies. No discrepancies were found. All students who were enrolled in less than twelve semester hours were eliminated from the prospective sample.

The typed lists of students from each counseling office were zeroxed and each student's name clipped from the list and placed into a five gallon container. When all names had been placed into the container and thoroughly mixed, fifty names were drawn from each campus. The names of the students were replaced following each drawing by the assistant clerks.
The same procedures were followed for each college. Immediately following the selection of the sample, a complete list of all students was recorded and given to a counselor at Eastfield and at El Centro, who agreed to assist in administering the questionnaires.

**Instruments of Measurement**

The following instruments were used to gather information: (1) Personnel folders, (2) Counseling folders, and (3) **College Student Questionnaire**.

The personnel folders provided the following information: (1) **American College Test** results, (2) applications for admission, and (3) teacher-assigned marks for the fall, 1970-71.

The counseling folders contained: (1) a tentative degree plan (vocational or educational), and (2) biographical data.

The **College Student Questionnaire**, which was referred to as **CSQ** in the remaining portion of this study, was used to gather the bulk of the data.

The **CSQ** is a research questionnaire which is designed to answer a variety of questions pertaining to students' plans, activities, backgrounds, and attitudes. Answers obtained will help to provide an overall description of the college student bodies.
The CSQ was developed by the Educational Testing Service under the direction of Richard E. Peterson. The general design and item format were suggested by sociologist Martin Trow, who has done other work relating to the assessment of college students (13, p. 4).

The questionnaire is divided into two parts. Both parts differ in terms of overall content, but can be used to obtain data similar in nature. For example, both parts are related to the student's vocational and educational plans as well as his attitudes. Part I is primarily concerned with the acquisition of information related to the student in the following manner: (1) vocational and educational plans, (2) attitudes, and (3) family background. Part II is designed to gather information related to the student's activities, attitudes, vocational and educational plans, and is basically designed for second semester freshmen or advanced students (9, p. 146) (8) (10) (13) (14).

There are eleven scales in Part II. Each scale is designed for a particular aspect within the CSQ (13, p. 28). The scales are:

1. Extracurricular Involvement
2. Satisfaction with Students
3. Satisfaction with Major
4. Satisfaction with Administration
5. Satisfaction with Faculty
6. Family Independence
7. Study Habits
8. Peer Independence
9. Liberalism
10. Social Conscience
11. Cultural Sophistication
Part II of the CSQ is divided into three sections (13, p. 2). In section I, the educational and vocational plans can be ascertained; in section II, the activities can be obtained; and in section III, information on the student's attitudes will be provided (13, p. 2).

In describing the eleven scales, Gaff (9, p. 146) gives some possible implications of the findings. Several mentioned are:

1. Students who score high on the attitudinal section may be individuals who interact with the environment, are socially oriented, and will change more rapidly when the changes are relevant to their environment and personal welfare.

2. In the activity areas, high scorers can be expected to date more, interact a great deal with faculty members, and discuss controversial and social issues such as drugs, racial problems, alcohol, and pollution. This group will also enjoy and discuss literary and artistic subjects.

3. The satisfaction of a college's student may be one component of school's success; thus, a knowledge of how successful the school is in its activities or other dimensions may be acquired. If a student's score is high, he is usually happy with the college.

Both parts of the CSQ may be individually given, but it is suggested by the Educational Testing Service that Part I be given during the first week of the year, and the
second part in April or early May. Part II which is to be used in this study is basically concerned with such items as activities, perceptions and the satisfaction students possess for a particular college.

Past Research with the CSQ

Gaff (9) cites Newcomb in illustrating the use of the CSQ, which has become prominent in the field of educational research since its inception. One of the most notable research projects was in 1967 when the CSQ was one of the four means of collecting data related to the college environment. There were five universities in the study: the University of California at San Diego and Santa Cruz, the University of Kansas, the University of Florida, and the University of Michigan. The results impressed the researcher and were very valuable in making future plans for the universities (9, p. 41).

Richardson (14) in using the CSQ-2 in a study at the University of Arkansas concluded that satisfaction may be strongly associated with success in college. Aspotal (4), Lindsay and Althouse (10) have done comparative studies using the CSQ and have obtained valuable data pertaining to freshmen students. In the remaining portion of this study CSQ-2 was used to designate Part II of the College Student Questionnaire, while CSQ referred to the complete questionnaire.
Reliability and Validity

Reliability with biographical data usually is not a great concern of educators in the field of research. It is assumed that there is little reason to doubt that individuals will constantly give inconsistent responses to factual questions related to age, sex, family, and race (13, p. 25). Peterson (13, p. 25) in his discussion of reliability regarding biographical data, cites a study by Astin which found that 90 per cent of the freshmen in two colleges gave identical answers in the retest. Regarding the problem of reliability and validity Mouly (12, p. 25) says that both are difficult to establish with any degree of precision.

In the CSQ all items are regarded as having face validity and are intended to obtain no more or less information than is in its wording (13, p. 30). Peterson (13) indicates that work done by sociologists Burton Clark and Martin Trow bears directly on the construct validity of the CSQ Part I and Part II. The Clark-Trow model, according to Peterson (13, p.3), seems to be related to a host of biographical-attitudinal factors assessed by Part II of the CSQ.

The correlation among the eleven CSQ scales is in the low 90's.
The American College Test

The American College Testing Program is an educational service agency that collects information to assist parents, secondary school counselors, and college administrators in the educational planning for prospective first year college students. The agency also analyzes, processes, and reports the collected data to the colleges and universities (1; 2; 3; 5; 7).

The American College Test, which will be used interchangeably with ACT, consists of four tests of education development and academic potentials, a set of self-report grades, and a section for students' information. A large portion of the ACT consists of four parts: (1) English Usage, (2) Mathematics, (3) Social Studies, and (4) Reading and Natural Science (1).

The American College Test, Form 7AC, has both a verbal and quantitative form. The test is basically concerned with applying what has been learned. Specific and detailed items are not the main concern of the test. Eunox Measurement Yearbook states that the American College Test Battery can be regarded as an instrument that fulfills the purposes stated by its authors (6, pp. 4-6).

Reliability for the four subtests are: .90, .89, .86 and .83, for English, Mathematics, Social Studies, and Natural Science, respectively. The reliability for the compositive score is .95.
Procedures for Collecting Data

The following steps were followed in the collection of the data for this study:

I. A complete list of all full time students enrolled in each junior college was secured from the counseling and registrars' offices on each campus.

II. A sample was randomly selected from each junior college. A total of 150 students were selected, fifty each from Eastfield, El Centro, and Mountain View Junior Colleges.

III. In order to fulfill the purposes of this study, the following comparisons were made:
   A. Junior college freshmen from Eastfield and El Centro
   B. Junior college freshmen from Eastfield and Mountain View
   C. Junior college freshmen from El Centro and Mountain View

IV. On March 15, 1971, the College Student Questionnaire, booklets, answer sheets, and manuals were ordered from the Educational Testing Service at Princeton, New Jersey.

V. Each Group was subdivided into the following subgroups:
   A. Male Students over twenty years of age
      1. Male and female were distinguished through item No. 1 of the College
Student Questionnaire and was rechecked by consulting items in the personnel folders.

2. Each student's age was obtained from the College Student Questionnaire and rechecked by consulting personnel records.

B. Male students with prior military service
   1. Individuals with prior military service were determined by consulting college admission records and item No. 31 of the College Student Questionnaire.

C. Negro and Spanish surnamed students
   1. Males
   2. Females

D. Caucasian students
   1. Males
   2. Females

Caucasians and non-Caucasians were distinguished when the questionnaire was issued. The numeral 1 was used to denote Caucasian, while 2 was used to identify Negro and Spanish surnamed individuals.

E. Married students

F. Single students
   1. Married and single students were determined by item No. 4 of the College Student Questionnaire.
G. Student placed on scholastic probation
   1. In order to obtain information about those students placed on scholastic probation, the college transcripts were consulted. This information was also obtained from item No. 7 of the College Student Questionnaire.

H. ACT scores for Males and Females
   1. All ACT scores were obtained from admission records and terminal computers and coded on the College Student Questionnaire answer sheets.

VI. Personnel and Counseling folders were secured to extract needed data. Materials found in these folders are:
   A. College transcript(s), if applicable
   B. High school transcript
   C. Degree plans (vocational and educational)
   D. First semester teacher-assigned marks
   E. Notations of males and females
   F. Distinction between veteran and non-veteran
   G. Academic standing

VII. On March 11, 1971, copies of the College Student Questionnaire were administered to ten students for the purpose of familiarization. The ten students were members of the Afro-History Class at Mountain View Junior College. The procedures outlined in the test manual were followed
very closely. Students were informed of the purposes behind the administration of the Questionnaire.

VIII. On March 22, April 1, and 7, 1971, twenty-nine students in the sample from Mountain View Junior College were administered the College Student Questionnaire during the activity period, which is a free period for all students. Other students who were to come gave various reasons for not being present. On April 8 during the activity period the final group of twenty-one students were administered the College Student Questionnaire.

IX. On March 12, and March 15, 1971, the sample of fifty students at Eastfield Junior College were administered the College Student Questionnaire. A student assistant and two counselors assisted in administering the questionnaire.

X. On March 19, and March 22, 1971, fifty students in the sample at El Centro Junior College were administered the College Student Questionnaire. Two counselors assisted in administering the Questionnaire.

XI. The College Student Questionnaire was prepared to send to the Educational Testing at Princeton, New Jersey. Information necessary for grading the Questionnaire was coded on the proper forms and forwarded to the Educational Testing Service.

XII. Tables, graphs, charts, and diagrams were used to illustrate the findings.
The terminal computer was used when possible. The interpretation was separated from the analysis to increase objectivity.

Procedures for Analysis of Data

The Interpretation of the CSQ-2 Data

The scales in the CSQ-2 are ordinal measures and will only measure students in a higher than or lower than relationship, according to Peterson (13).

These scales consist of ten Likert-type items. There are four alternatives on each item. The items have score values ranging from 1, for the first alternative in particular question or response, to 4 for the fourth alternative. The values of a particular scale's score are dependent on the sums of each of the item's value. For example, if a student were to mark the second item on all ten items of a specific scale, his score for that scale would be 20. If he were to make the fourth item on every fourth scale, his score would be 40, which is the highest possible score for a scale (13). For the purposes of this investigation, students who scored below 25 were considered high scorers and those who scored below 25 were considered low scorers. This number was chosen since the mean for each sample was approximately 25.

In interpreting the findings from the CSQ-2, means and standard-deviations for groups and institutions are given. These findings should be used as group rather than
individualized data. In interpreting the findings from this study, comparative data were furnished in the form of a normative sample from the Educational Testing Service. These data were used to aid in the understanding of the CSQ-2 data.

The normative sample consisted primarily of data gathered by the Educational Testing Service. The sample was comprised of 1,500 college students throughout the United States, who answered each alternative for each question.

Automatic data processing by the computer centers at the Educational Testing Service in Princeton, New Jersey, and at North Texas State University in Denton, Texas, was used in the analysis of data. Computer print-outs along with IBM cards for each college in the investigation were received from the Educational Testing Service. These cards were carried to North Texas State University for further analysis.

Using the IBM cards with the students' responses to the CSQ-2 items, the North Texas State University computer center identified the responses according to sex and college. The cards were used to compute response frequencies, correlations, score distributions, means and standard deviations for each college. For each college the raw score range was from 10-40 on each scale.

Correlations among the eleven CSQ-2 scales and the variables in the questions were obtained through the use of
the Pearson Product moment method. Correlation between particular multiple choice responses and a given scale was obtained through the use of the Point Biserial Method (12; 15). Correlations between the American College Test scores and the eleven CSQ-2 scales were obtained through the use of Pearson Product moment correlations.
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CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purposes of this study were (1) to acquire knowledge of the educational and vocational plans of the freshmen students in a multicampus setting and to compare those students in terms of these plans, (2) to compare the extracurricular and leisure time activities of the freshmen students at El Centro Junior College with those from Eastfield and Mountain View Junior Colleges, (3) to compare the attitudes of freshmen students at Eastfield, El Centro, and Mountain View Junior Colleges with respect to satisfaction with the administration, faculty and student body, (4) to determine how freshmen students who now attend a junior college that opened in September, 1966, differ from freshmen students who attend two junior colleges that opened in September, 1970, with respect to educational and vocational plans, activities, and attitudes, and (5) to acquire data to aid in organizing new plans for multicampus districts. Data for this study were utilized from a randomly selected sample of 150 freshmen students, fifty each from Eastfield, El Centro, and Mountain View Junior Colleges.

The presentation of the analysis of data is related to the seven questions which are explained more precisely in
Chapter I. Data relevant to marital statuses, prior military service, and ethnic composition of the three junior colleges are discussed after question VII. The research questions for this study were:

1. What is the relationship between Learning Achievement as measured by the American College Test, Form 7AC, and the eleven scales of the CSQ, Part II?

2. How do the vocational and educational plans of the freshmen students at Eastfield and Mountain View Colleges compare with the freshmen students from El Centro Junior College?

3. What is the relationship between selected variables and the extracurricular activities participated in by freshmen students at Eastfield, El Centro, and Mountain View Junior Colleges?

4. What is the relationship between satisfaction with freshmen students and satisfaction with administration at El Centro Junior College?

5. What is the relationship between satisfaction with freshmen students and satisfaction with the administrations at Eastfield and Mountain View Junior Colleges?

6. How does the mean age of freshmen students attending Eastfield, El Centro, and Mountain View Junior Colleges compare?

7. How do the first semester teacher-assigned marks for freshmen students at El Centro Junior College compare
with those for freshmen students at Eastfield and Mountain View Junior Colleges?

The data acquired during this investigation are presented in this chapter under the above mentioned questions. In the analysis of data, tables are utilized to depict correlation coefficients and percentages. Brief explanations are given to facilitate the understanding of the data presented in the tables.

Information relative to the comparison of mean ACT scores is contained in Table I.

TABLE I

COMPARISON OF MEAN ACT SCORES, ACCORDING TO SEX, OF A RANDOM SAMPLE OF STUDENTS AT EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES

<table>
<thead>
<tr>
<th></th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19.8</td>
<td>17.2</td>
<td>19.2</td>
</tr>
<tr>
<td>Female</td>
<td>21.3</td>
<td>21.3</td>
<td>19.8</td>
</tr>
</tbody>
</table>

Relationship Between Learning Achievement and the Eleven College Student Questionnaire Scales

The findings related to the ACT indicate that the mean ACT scores of female students on each campus were higher than their male counterparts. An examination of Table I reveals that the mean ACT score of the males at El Centro was the
lowest, 17.2, while the mean ACT scores of Eastfield and Mountain View male students were 19.8 and 19.2 respectively. The results indicate that freshmen male students who attended Eastfield and Mountain View Junior Colleges scored higher on the American College Test than did freshmen males who attended El Centro Junior College. The mean score was the highest among the female students at El Centro, followed by Eastfield and Mountain View. The data presented in Table I indicate that freshmen students in the three junior colleges of a multicampus district obtained different results on the American College Test.

The data pertaining to the relationships between Learning Achievement as measured by American College Test and the eleven scales of the CSQ-2 are given in Table II.

**TABLE II**

<table>
<thead>
<tr>
<th>Scale</th>
<th>EASTFIELD</th>
<th>EL CENTRO</th>
<th>MOUNTAIN VIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Satisfaction with Faculty</td>
<td>.61**</td>
<td>.65**</td>
<td>.68**</td>
</tr>
<tr>
<td>2. Satisfaction with Administration</td>
<td>.17</td>
<td>.24.</td>
<td>.19</td>
</tr>
<tr>
<td>3. Satisfaction with Major</td>
<td>.57**</td>
<td>.72**</td>
<td>.59**</td>
</tr>
<tr>
<td>4. Satisfaction with Students</td>
<td>.18</td>
<td>.17</td>
<td>.12</td>
</tr>
<tr>
<td>5. Study Habits</td>
<td>.37**</td>
<td>.44**</td>
<td>.43**</td>
</tr>
<tr>
<td>6. Extracurricular Involvement</td>
<td>.38**</td>
<td>.30*</td>
<td>.46**</td>
</tr>
<tr>
<td>7. Family Independence</td>
<td>.43**</td>
<td>.37**</td>
<td>.41**</td>
</tr>
</tbody>
</table>
TABLE II—Continued

COMPARISON OF CORRELATIONS BETWEEN LEARNING ACHIEVEMENT AS MEASURED BY THE AMERICAN COLLEGE TEST AND THE ELEVEN SCALES OF THE CSQ-2 FOR EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES

<table>
<thead>
<tr>
<th>Scale</th>
<th>Eastfield r</th>
<th>El Centro r</th>
<th>Mountain View r</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Peer Independence</td>
<td>.07</td>
<td>-.02</td>
<td>.05</td>
</tr>
<tr>
<td>9. Liberalism</td>
<td>.14</td>
<td>-.02</td>
<td>-.02</td>
</tr>
<tr>
<td>10. Social Conscience</td>
<td>.29*</td>
<td>.49**</td>
<td>.28*</td>
</tr>
<tr>
<td>11. Cultural Sophistication</td>
<td>-.02</td>
<td>-.01</td>
<td>-.01</td>
</tr>
</tbody>
</table>

* Significant at .05 level
** Significant at .01 level

Table II should be interpreted as indicating some similarities among the profiles on the CSQ-2 for the students on each campus. An examination of Table II indicates that ACT scores correlated negatively with the Cultural Sophistication Scales with -.02, -.01, and -.01 for Eastfield, El Centro, and Mountain View respectively. The correlation coefficients for the following scales were not significant at the .05 and .01 levels of confidence: (1) Satisfaction with Administration, (2) Satisfaction with Students, (3) Peer Independence, and (4) Cultural Sophistication.

The correlations between ACT scores and the Satisfaction with Administration, Faculty, and Students Scales were positive, but moderately low. These data indicate that students' ACT scores at El Centro Junior College related to
their satisfaction with the administration more than they did for the students at Eastfield and Mountain View Junior Colleges.

The correlations between ACT scores and the Satisfaction with Administration Scale were positive and moderately low. The correlation coefficients of .17, .24, and .19 for Eastfield, El Centro, and Mountain View Junior Colleges respectively were not significant at the .05 and .01 levels of confidence.

The correlations between ACT scores and the Satisfaction with the Students Scale were .18, .17, and .12 for Eastfield, El Centro, and Mountain View respectively, a result which may suggest that one's ACT score does have a positive relationship to satisfaction among students in this multicampus district. However, the relationship was moderately low.

The relationships among ACT scores, Study Habits, Extracurricular Involvement, Family Independence, and Social Conscience Scales were positive and significant at the .05 and .01 levels of confidence. The correlation between ACT scores and the Study Habits Scale was the highest, .44 for the freshmen students at El Centro.

At El Centro Junior College the correlations between ACT scores and the Extracurricular Involvement Scale was somewhat lower, .30, than they were at Eastfield .38 and
At Mountain View the correlation between ACT scores and the Extracurricular Involvement Scale correlated positively .46, which was also the highest among the three colleges. This may indicate that students who participate in a larger number of activities such as clubs, plays, debates, and musicals, possess higher ACT scores and can afford to participate in extracurricular events in greater number than individuals who possess lower ACT scores.

On the Family Independence Scale it is evident from the results presented in Table II that the ACT scores correlated positively for each college, with Eastfield possessing the highest correlation coefficient .48, with .41 and .37 for Mountain View and El Centro respectively. The findings from these data indicate that students' ACT scores do relate to the autonomy which they possess with their family or with adult individuals who are responsible for them. The analysis of these data may represent a group of students whose ACT scores indicate that they are independent from their family as a result of their academic aptitude. The students who scored high on the Peer and Family Independence Scale are closely related in that both groups seek high grades and enjoy reading.

The correlations between the last scale, Social Conscience, which refers to moral concern about perceived injustices, and the ACT scores were .49, .29, and .28 for El Centro, Eastfield, and Mountain View respectively. The
correlation coefficient .49 was significant at the .01 level of the confidence, while .29 and .28 were significant at the .05 level of confidence.

Information pertinent to the *American College Test* and selected variables relative to question 1 is presented in Table III.

**TABLE III**

**COMPARISON OF CORRELATIONS BETWEEN LEARNING ACHIEVEMENT AS MEASURED BY THE AMERICAN COLLEGE TEST AND SELECTED VARIABLES IN THE TOTAL GROUP**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Eastfield r</th>
<th>El Centro r</th>
<th>Mountain View r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>.19</td>
<td>.22</td>
<td>.20</td>
</tr>
<tr>
<td>Sex</td>
<td>.15</td>
<td>.18</td>
<td>.19</td>
</tr>
<tr>
<td>Religious Preference</td>
<td>.10</td>
<td>.08</td>
<td>.13</td>
</tr>
<tr>
<td>Average Yearly Income</td>
<td>.19</td>
<td>.17</td>
<td>.12</td>
</tr>
<tr>
<td>Mean Number of Hours Worked per Week</td>
<td>.35**</td>
<td>.36**</td>
<td>.40**</td>
</tr>
<tr>
<td>Scholastic Probation</td>
<td>-.51**</td>
<td>-.49**</td>
<td>-.59**</td>
</tr>
<tr>
<td>Marital Status</td>
<td>.10</td>
<td>.16</td>
<td>.19</td>
</tr>
<tr>
<td>Ethnic or Racial Background</td>
<td>-.10</td>
<td>-.11</td>
<td>-.09</td>
</tr>
<tr>
<td>Educational Plan</td>
<td>.38**</td>
<td>.43**</td>
<td>.51*</td>
</tr>
</tbody>
</table>

*Significant at .05 level

**Significant at .01 level**
It appears from the results presented in Table III that one's ACT score does relate to his academic performance. The correlation between those students placed on scholastic probation and ACT scores correlated negatively, with Mountain View possessing a correlation coefficient of -.59, with -.49 and -.51 for El Centro and Eastfield respectively.

The findings related to question 1 clearly indicated that one's ACT score, which may be thought of as a measure of future academic success, does relate to attitudinal and value orientations as it is measured by certain CSQ-2 scales. With several scales, namely, Liberalism, Satisfaction with Students, and Peer Independence, there seems to be little or no relationship with one's ACT score. Further analysis of the data pertaining to question 1 reveals that there were differences among the three junior colleges with respect to learning achievement as measured by the American College Test and the eleven CSQ-2 scales.

Comparison of Educational and Vocational Plans

The data presented in this section relate to the educational and vocational plans among freshmen students at Eastfield, El Centro, and Mountain View Junior Colleges. The analysis of the data in this question is subdivided into two sections: (1) findings related to specific educational and vocational goals in terms of a field of specialization or college major and (2) findings related to plans for a specific college degree or certificate.
Information relative to specific vocational and educational goals is given in Table IV.

### Table IV

**Comparison in Percentages, According to Sex, of Goals and Aspirations in Specific Fields for Freshmen Students at Eastfield, El Centro, and Mountain View Junior Colleges**

<table>
<thead>
<tr>
<th>Proposed Field of Study</th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (N=26)</td>
<td>Female (N=22)</td>
<td>Male (N=33)</td>
</tr>
<tr>
<td>Biological Science</td>
<td>17.8</td>
<td>4.5</td>
<td>3.6</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10.7</td>
<td>4.5</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.6</td>
<td>0</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>14.4</td>
<td>4.5</td>
<td>6.1</td>
</tr>
<tr>
<td>Humanities and Arts</td>
<td>7.1</td>
<td>22.8</td>
<td>3.0</td>
</tr>
<tr>
<td>Education</td>
<td>3.6</td>
<td>36.4</td>
<td>6.1</td>
</tr>
<tr>
<td>Business</td>
<td>3.6</td>
<td>22.8</td>
<td>26.7</td>
</tr>
<tr>
<td>Engineering</td>
<td>7.1</td>
<td>0</td>
<td>9.1</td>
</tr>
<tr>
<td>Other Profession or Vocations</td>
<td>32.1</td>
<td>4.5</td>
<td>27.2</td>
</tr>
<tr>
<td>Undecided</td>
<td>0</td>
<td>0</td>
<td>15.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

An examination of the data presented in Table IV indicates that there were marked differences as regards to goals and aspirations among male and female freshmen students.
on their respective campuses, as well as throughout the
district. In Table IV it is evident that 50 per cent of
the female students and 80 per cent of the male students
differed in expecting to major in the social, biological,
and physical sciences. The same trend was present at El
Centro and Mountain View Junior Colleges, with differences
not quite so striking as they were at Eastfield. The
results in Table IV clearly indicate that only a small per-
centage of the male students, 3.6 at Eastfield and 6.1 at
El Centro, had presently made college plans to enter the
educational profession. A much larger percentage of the
females, 36.4 at Eastfield and 29.8 at Mountain View, were
planning to enter some educational field. The majority of
the students who indicated that they planned to enter the
educational field made their decision approximately a month
prior to entering college or in the past six months. Simi-
larly, the same percentages in the normative sample indicated
that their decision was made six months in advance.

The data in Table IV indicate large variations among
freshmen students as to goals and aspirations, especially
among female students on each campus.

In the other professional and vocational areas, approxi-
mately 29 per cent of the female students at El Centro
indicated that they planned to enter another professional or
vocational area. These areas included one and two year
programs, such as nursing, police science, accountant
technician, carpentry, or mechanics. In contrast, approximately 5 per cent of the female students at Eastfield revealed that they desired to enter the vocational or technical areas. A small percentage of the female students at Mountain View indicated that they desired to enter the technical and vocational areas. A large percentage of the students at El Centro Junior College proposed to enter fields other than education. In contrast, a much larger percentage of the freshmen students at Eastfield and Mountain View planned to enter education as a profession. It can also be pointed out that approximately 15 per cent of the male students at El Centro were undecided about their field of specialization, while only 4 per cent at Mountain view and no one at Eastfield was undecided.

These data which relate to specific educational and vocational plans lend additional support to the assertion that junior college students are different within a multicampus district, as well as in their respective colleges.
Findings relative to specific degrees or certificates are given in Table V.

### TABLE V

**COMPARISON IN PERCENTAGES, ACCORDING TO SEX, OF THE EDUCATIONAL AND VOCATIONAL PLANS IN TERMS OF SPECIFIC DEGREES OR CERTIFICATES FOR THE STUDENTS AT EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGE**

<table>
<thead>
<tr>
<th>Proposed Educational Plans</th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (N=28)</td>
<td>Female (N=22)</td>
<td>Male (N=33)</td>
</tr>
<tr>
<td>Vocational or Technical Program (two or less than two years)</td>
<td>10.7</td>
<td>9.1</td>
<td>18.2</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>17.9</td>
<td>13.3</td>
<td>21.2</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>46.5</td>
<td>40.9</td>
<td>36.4</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>7.1</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Doctor's Degree</td>
<td>0</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Bachelor of Law</td>
<td>7.1</td>
<td>4.5</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Divinity</td>
<td>0</td>
<td>0</td>
<td>6.1</td>
</tr>
<tr>
<td>Others</td>
<td>3.6</td>
<td>4.5</td>
<td>3.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>7.1</td>
<td>13.7</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The findings presented in Table V indicate that students in the three colleges differed in terms of highest types of college degrees they expected to seek. There is also evidence to suggest that a large percentage of the students planned to enter four year institutions after completing one or two years of academic or vocational study at the junior colleges.

The results presented in Table V suggest that females in this study were quite concerned about the Associate of Arts and Bachelor of Arts Degrees and were less oriented to graduate work than the male students. These women were more concerned with marriage and less oriented to the academic environment. They were also interested in securing a husband and rearing children. Results from the analysis of data indicate that approximately 30 per cent of women in the study were undecided about the home versus career orientation, which may explain why only 11 per cent aspired to do graduate work in the three colleges.

The data in Table V clearly indicate that there were many variations among the students with respect to their plans. In analyzing the degree plans according to sex at Eastfield Junior College, approximately 47 per cent of the males and approximately 41 per cent of the females indicated that they planned to obtain a Bachelor of Arts Degree. In contrast, 36 per cent of males and females at El Centro planned to pursue a Bachelor's Degree. These percentages indicate that a large number of these students intended to
seek a Bachelor's Degree. Interestingly, analysis of the data reveals that a large percentage of the students who were most satisfied with the college administration planned to major in education.

In the three colleges approximately 20 per cent of the males and 5 per cent of the females indicated that they planned to obtain a Master's Degree while only 5 per cent planned to seek the Doctor's Degree. Females at Mountain View and Eastfield were more interested in pursuing the Doctor's Degree than the males at El Centro Junior College. Five per cent of the male students at El Centro indicated that they intended to seek the Doctor's Degree.

With respect to the undecided students, the results indicate that the percentage of female students who expressed indecision with respect to the degree plans was greater than it was for the males. A greater percentage of female students at Eastfield and Mountain View indicated that they were undecided than did the female students at El Centro.

Finally, the results confirm that students in the three junior colleges differed with respect to proposed fields of study and the highest degrees they expected to obtain. This lends support to the need for planning programs based on the need for each particular community. In each college, the results give credence to the need for a continued and exploratory technical and vocational educational program for those students who desire only one or two years of college.
Comparison of Extracurricular Activities

This section concerns the relationship between selected variables and degrees of participation by freshmen students at the three junior colleges.

Findings relative to participation in extracurricular activities are presented in Table VI.

**TABLE VI**

**COMPARISON OF THE DEGREES OF EXTRACURRICULAR INVOLVEMENT, ACCORDING TO MEANS AND STANDARD DEVIATIONS, FOR THE FRESHMEN STUDENTS AT EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES**

<table>
<thead>
<tr>
<th></th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N=50)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( \bar{X} )</td>
<td>26.12</td>
<td>22.12</td>
<td>27.12</td>
</tr>
<tr>
<td>SD</td>
<td>5.12</td>
<td>4.98</td>
<td>5.65</td>
</tr>
</tbody>
</table>

Table VI is based upon the degrees of extracurricular involvement for the students at Eastfield, El Centro, and Mountain View Junior Colleges. Mountain View college ranked first with a mean score of 27.12, followed by Eastfield with 26.12 and El Centro with 22.12.

In Table VII information relative to the major types of extracurricular activities is presented with data from the normative sample.
TABLE VII

COMPARISON IN PERCENTAGES OF THE FOUR MAJOR TYPES OF EXTRACURRICULAR ACTIVITIES PARTICIPATED IN BY STUDENTS FROM EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES, ALONG WITH RESULTS FROM THE NORMATIVE SAMPLE

<table>
<thead>
<tr>
<th>Types of Activity*</th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
<th>Normative Sample**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic (Intramural)</td>
<td>28</td>
<td>15</td>
<td>32</td>
<td>36***</td>
</tr>
<tr>
<td>Religious</td>
<td>18</td>
<td>15</td>
<td>26</td>
<td>46</td>
</tr>
<tr>
<td>Student Government</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>School Spirit Groups</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>45</td>
</tr>
</tbody>
</table>

*Other events are not recorded since the percentages are very small.

**Some students participated in more than one event.

***Refers to all athletic events.

An examination of Table VII reveals that freshman students at each college participated in intramural athletic events more frequently than in religious activities, in student government, or school spirited groups. These findings differ from the normative samples, which may indicate that the extracurricular activities of the junior and senior college freshman students are different. Junior college students are likely to be commuters, whereas senior college students usually live near or on campus. The analysis of
the data reveals further that students who were high scorers on the Extracurricular Involvement Scale of the CSE-2 were generally more satisfied with the administration than students who were the low scorers.

In Table VIII comparisons of the responses of the students regarding the relevance of extracurricular activities are given.

**TABLE VIII**

COMPARISON OF THE OPINIONS IN PERCENTAGES ON ORGANIZED EXTRACURRICULAR ACTIVITIES FOR STUDENTS FROM EASTFIELD, EL CENTRO, MOUNTAIN VIEW JUNIOR COLLEGES, ALONG WITH NORMATIVE DATA*

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
<th>Normative Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irrelevant and Distracting</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Reasonably Necessary</td>
<td>42</td>
<td>28</td>
<td>33</td>
<td>36</td>
</tr>
<tr>
<td>Very Necessary</td>
<td>28</td>
<td>33</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td>No Opinion</td>
<td>28</td>
<td>36</td>
<td>28</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100 *</td>
</tr>
</tbody>
</table>

*Normative sample based upon data used and secured by the Educational Testing Service for the purpose of assisting local colleges interpret their data.

An examination of Table VIII will show that only a small percentage of the students in the three colleges, approximately 3 per cent, considered organized extracurricular activities irrelevant and distracting. These
findings compared favorably with those in the normative sample. It appears from the analysis of data that approximately one-third of the students on each campus were not concerned about organized extracurricular activities. At Eastfield, 42 per cent of the students thought organized extracurricular activities were reasonably necessary, followed by Mountain View with 33 per cent, and El Centro with 28 per cent. In the normative sample, 35 per cent felt that organized extracurricular activities were reasonably necessary.

In Table IX a comparison of the activities participated in during the fall semester of 1970-71 and selected variables are correlated.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Eastfield Male</th>
<th>Female</th>
<th>El Centro Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Mountain View Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>.10</td>
<td>.02</td>
<td>.03</td>
<td>.04</td>
<td>.11</td>
<td>.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>.11</td>
<td>.13</td>
<td>.10</td>
<td>0</td>
<td>.05</td>
<td>.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Compositive Score</td>
<td>.38*</td>
<td>.21</td>
<td>.27</td>
<td>.19</td>
<td>.42*</td>
<td>.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester 1970-71 Teacher-assigned Marks</td>
<td>.51*</td>
<td>.48*</td>
<td>.19</td>
<td>.14</td>
<td>.31*</td>
<td>.39*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE IX—Continued

COMPARISONS OF CORRELATION BETWEEN ACTIVITIES PARTICIPATED IN DURING THE FALL, 1970-71, BY A SAMPLE OF STUDENTS WHO ATTENDED THREE JUNIOR COLLEGES IN A MULTICAMPUS DISTRICT AND SELECTED VARIABLES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male r</td>
<td>Female r</td>
<td>Male r</td>
</tr>
<tr>
<td>Satisfaction with Administration</td>
<td>.09</td>
<td>.12</td>
<td>.25</td>
</tr>
<tr>
<td>Satisfaction with Faculty</td>
<td>.19</td>
<td>.13</td>
<td>.13</td>
</tr>
<tr>
<td>Satisfaction with Students</td>
<td>.49**</td>
<td>.56**</td>
<td>.39*</td>
</tr>
<tr>
<td>Study Habits</td>
<td>-.13</td>
<td>-.03</td>
<td>-.01</td>
</tr>
<tr>
<td>Marital Status</td>
<td>.07</td>
<td>.02</td>
<td>.13</td>
</tr>
<tr>
<td>Ethnic Status</td>
<td>0</td>
<td>0</td>
<td>.10</td>
</tr>
<tr>
<td>Scholastic Standing</td>
<td>.12</td>
<td>.10</td>
<td>.03</td>
</tr>
<tr>
<td>Prior Military Service</td>
<td>-.01</td>
<td>-.01</td>
<td>-.10</td>
</tr>
<tr>
<td>Books Owned</td>
<td>-.02</td>
<td>-.02</td>
<td>.08</td>
</tr>
</tbody>
</table>

*Significant at .05 level
**Significant at .01 level

An examination of Table IX will show that the number of activities participated in during the fall semester 1970-71 correlated the highest with the Satisfaction with Students variable and was statistically significant at the .01 and .05 levels. There was a positive relationship between satisfaction
with students and the number of extracurricular activities participated in during the fall semester 1970 at Eastfield, El Centro, and Mountain View Junior Colleges.

The correlation coefficients were positive with all variables, with the exception of the Study Habits, Prior Military Service, and Books Owned Variables. The negative relationship might indicate that individuals who had spent time in the military service participated less in extracurricular activities than did their counterparts. It is also possible that as the number of books owned increased and as studying became more intense, participation in extracurricular activities decreased.

It is evident from the data presented in Table IX that the ACT Compositive score, fall semester 1970-71, teacher-assigned marks, and the Satisfaction with Student variables were positively correlated with the number of activities participated in during the fall semester 1970-71. Furthermore, the variables of age and sex did not seem to relate to participation in extracurricular activities, as did other variables.

It appears from the results presented in Table XVII that relationships did exist between selected variables and extracurricular activities participated in during the fall semester 1970-71 for freshmen students at each junior college. Further analysis of these data reveals that the relationships between the variables and activities did differ on each
It is also evident that there were variations between male and female students on their respective campus.

### Relationship Between Satisfaction with Freshmen Students and Satisfaction with Administrations at Eastfield, El Centro, and Mountain View Junior Colleges

The data in this section relate to the attitudinal dimensions of the students at Eastfield, El Centro, and Mountain View Junior Colleges. The data presented in Table X consist of a comparison of scale means and standard deviations for the eleven CSQ-2 scales.

#### TABLE X

**COMPARISON OF SCALE MEANS AND STANDARD DEVIATIONS ON THE ELEVEN SCALES OF THE CSQ-2 AMONG A SAMPLE OF 50 STUDENTS FROM EACH EL CENTRO, EASTFIELD, AND MOUNTAIN VIEW JUNIOR COLLEGES**

<table>
<thead>
<tr>
<th>CSQ-2 Scales</th>
<th>El Centro (N=50)</th>
<th>Eastfield (N=50)</th>
<th>Mountain View (N=50)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( \bar{X} )</td>
<td>SD</td>
<td>( \bar{X} )</td>
</tr>
<tr>
<td>Satisfaction with Faculty</td>
<td>25.27</td>
<td>4.69</td>
<td>27.98</td>
</tr>
<tr>
<td>Satisfaction with Administration</td>
<td>22.33</td>
<td>5.74</td>
<td>26.33</td>
</tr>
<tr>
<td>Satisfaction with Major</td>
<td>27.55</td>
<td>4.75</td>
<td>27.55</td>
</tr>
<tr>
<td>Satisfaction with Students</td>
<td>25.27</td>
<td>4.69</td>
<td>26.83</td>
</tr>
<tr>
<td>Study Habits</td>
<td>25.22</td>
<td>4.35</td>
<td>26.86</td>
</tr>
<tr>
<td>Extracurricular Involvement</td>
<td>20.84</td>
<td>4.38</td>
<td>25.22</td>
</tr>
<tr>
<td>Family Independence</td>
<td>22.16</td>
<td>5.24</td>
<td>20.89</td>
</tr>
</tbody>
</table>
TABLE X--Continued

COMPARISON OF SCALE MEANS AND STANDARD DEVIATIONS ON THE
ELEVEN SCALES OF THE CSQ-2 AMONG A SAMPLE OF 50
STUDENTS FROM EACH EL CENTRO, EASTFIELD, AND
MOUNTAIN VIEW JUNIOR COLLEGES

<table>
<thead>
<tr>
<th>CSQ-2 Scales</th>
<th>El Centro (N=50)</th>
<th>Eastfield (N=50)</th>
<th>Mountain View (N=50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Independence</td>
<td>23.98 ± 4.12</td>
<td>25.22 ± 4.35</td>
<td>23.98 ± 4.12</td>
</tr>
<tr>
<td>Liberalism</td>
<td>27.96 ± 3.65</td>
<td>22.12 ± 5.25</td>
<td>25.86 ± 4.65</td>
</tr>
<tr>
<td>Social Conscience</td>
<td>27.98 ± 4.71</td>
<td>27.98 ± 4.71</td>
<td>27.98 ± 4.71</td>
</tr>
<tr>
<td>Cultural Sophistication</td>
<td>24.50 ± 5.37</td>
<td>23.51 ± 4.71</td>
<td>25.27 ± 4.69</td>
</tr>
</tbody>
</table>

The satisfaction dimension can be viewed as a means of
determining how successful a particular college is in reaching its students. High scores on the four Satisfaction Scales indicate that the students were satisfied with the administration, faculty, and students, whereas low scores indicate the opposite.

The data presented in Table X indicate that although there were differences between the Satisfaction with Administration and Students Scales among the three colleges, these were very slight. On the Satisfaction with Administration Scales, mean scores and standard deviations for Eastfield and Mountain View were identical, which may indicate that both colleges possessed the degrees of satisfaction closely related to Satisfaction with Administration Scale as measured...
by the CSQ-2. The mean score of the El Centro students was the lowest, 21.33, and the standard deviation was 5.74. This would indicate that the dispersion among the students at El Centro was greater than for the students at Eastfield and Mountain View. These findings in Table X suggest that students at Eastfield and Mountain View were different from those who attended El Centro with respect to satisfaction with administration. However, the variations may be too small to be meaningful.

On the Satisfaction with Student Scale the students at El Centro possessed the lowest mean score, while Eastfield and Mountain View possessed mean scores close to those made on the Satisfaction with Administration Scale. These findings in Table X suggest that there was a relationship between the Satisfaction with Administration and Satisfaction with Students Scales of the CSQ-2.

Table XI contains data relative to the relationship among the Satisfaction Scales.

**Table XI**

<table>
<thead>
<tr>
<th>CSQ-2 Scales</th>
<th>SF r</th>
<th>SA r</th>
<th>SM r</th>
<th>SS r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Faculty</td>
<td></td>
<td>.15</td>
<td>.18</td>
<td>.15</td>
</tr>
<tr>
<td>Satisfaction with Administration</td>
<td>.15</td>
<td>.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Major</td>
<td>.18</td>
<td>.01</td>
<td>.41**</td>
<td>.24</td>
</tr>
<tr>
<td>Satisfaction with Students</td>
<td>.15</td>
<td>.41**</td>
<td>.24</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level **Significant at .01 level
Results presented in Tables XI, XII, and XIII indicate that the correlation coefficients were the highest when the Satisfaction with Students and Satisfaction with Administration Scales were correlated .41. This positive and significant relationship indicates that the perceptions students possessed about the administration were related to their satisfaction with the administration. Further analysis of data indicates that students who were satisfied with the administration were also satisfied with fellow students.

The findings relative to the relationships among the four satisfaction scales of the CSQ-2 for the students at Eastfield are presented in Table XII.

**TABLE XII**

COMPARISON OF CORRELATION COEFFICIENTS AMONG FOUR CSQ-2 SCALES FOR A RANDOM SAMPLE OF STUDENTS FROM EASTFIELD JUNIOR COLLEGE

<table>
<thead>
<tr>
<th>CSQ-2 Scales</th>
<th>SF $r$</th>
<th>SA $r$</th>
<th>SM $r$</th>
<th>SS $r$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Administration</td>
<td>.28*</td>
<td>.14</td>
<td>.12</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Major</td>
<td>.28*</td>
<td>.04</td>
<td>.29*</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Students</td>
<td>.12</td>
<td>.29*</td>
<td>.10</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level
**Significant at .01 level

The information presented in Table XII substantiates the thesis that the satisfaction of the students was...
positively related to their satisfaction with the administration. Correlation coefficients of .28 and .29 were significant at the .05 level.

In Table XIII data pertaining to the four satisfaction scales with Mountain View students are given.

**TABLE XIII**

*COMPARISON OF CORRELATION COEFFICIENTS AMONG FOUR CSQ-2 SCALES FOR A RANDOM SAMPLE OF STUDENTS FROM MOUNTAIN VIEW JUNIOR COLLEGE*

<table>
<thead>
<tr>
<th>CSQ-2 Scales</th>
<th>SF r</th>
<th>SA r</th>
<th>SM r</th>
<th>SS r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Faculty</td>
<td>.22</td>
<td>.23</td>
<td>.25</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Administration</td>
<td>.22</td>
<td>.01</td>
<td>.32*</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Major</td>
<td>.23</td>
<td>.01</td>
<td>.02</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Students</td>
<td>.25</td>
<td>.32*</td>
<td>.02</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05 level

**Significant at .01 level

An examination of the data presented in Table XIII indicates that there was a positive relationship between the Satisfaction with Administration and Satisfaction with Student Scales, the correlation coefficient of .32 being significant at the .05 level. The findings presented in Tables XI, XII and XIII suggest that the students' satisfaction in the three colleges was related to their satisfaction with the administration.
In comparing the relationships among the colleges, the correlation coefficient of .51 for the Satisfaction with Students and Administration at El Centro was the highest. The correlation coefficients at Mountain View and Eastfield were .32 and .29 respectively.

In Tables XIV, XV, and XVI degrees of satisfaction in percentages are given.

**TABLE XIV**

**COMPARISON OF DEGREES OF SATISFACTION IN PERCENTAGES FOR THE ADMINISTRATIONS OF EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Eastfield (N=50)</th>
<th>El Centro (N=50)</th>
<th>Mountain View (N=50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>70</td>
<td>50</td>
<td>80</td>
</tr>
<tr>
<td>Satisfied</td>
<td>24</td>
<td>42</td>
<td>16</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Totally Dissatisfied</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

An examination of Table XIV indicates that students were generally satisfied with the administrations of the three junior colleges. Of the students who expressed dissatisfaction 4 per cent were found at Mountain View, 6 per cent at Eastfield, and 8 per cent at El Centro. Only 2 percent of the students on each campus indicated that they were totally dissatisfied.
Information relative to the satisfaction among faculties on the three campuses is presented in Table XV.

**TABLE XV**

**COMPARISON OF DEGREE OF SATISFACTION IN PERCENTAGES THAT STUDENTS HAVE FOR FACULTIES OF EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Eastfield (N=50)</th>
<th>El Centro (N=50)</th>
<th>Mountain View (N=50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>80</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>Satisfied</td>
<td>18</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>0</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Totally Dissatisfied</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

An examination of Table XV reveals that 80 per cent of the freshmen students who attended Eastfield Junior College were very satisfied with their faculty, while the percentages at Mountain View and El Centro were 70 per cent and 68 per cent respectively. Approximately 20 per cent of the respondents on each campus indicated that they were satisfied instead of very satisfied. A further examination of Table XV reveals that only 2 per cent of the students at Eastfield were dissatisfied. In contrast, 8 per cent and 10 per cent specified dissatisfaction at Mountain View and El Centro respectively.
Data relative to the satisfaction among the three colleges are presented in Table XVI.

TABLE XVI

COMPARISON OF DEGREE OF SATISFACTION WITH FELLOW STUDENTS IN PERCENTAGES FOR THE STUDENTS AT EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES

<table>
<thead>
<tr>
<th>Degree</th>
<th>Eastfield (N=50)</th>
<th>El Centro (N=50)</th>
<th>Mountain View (N=50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>30</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>Satisfied</td>
<td>16</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Totally Dissatisfied</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The findings presented in Table XVI indicate that students on the three campuses were generally very satisfied with the students on their respective campuses. The data indicate that 80 per cent of the students at Eastfield indicated that they were satisfied with their fellow students, while 70 and 66 per cent indicated the same at Mountain View and El Centro respectively.

The findings from those data indicate that the freshmen students generally were very satisfied with the administrations, the faculties, and the students at each college. It is evident from Tables XIV, XV, and XVI that there were some variations among the degrees of satisfaction in the three colleges. More importantly perhaps is the indication that
there was a positive relationship between the satisfaction with students and satisfaction with administration on each campus.

Attitudinal information pertaining to the political points of view of the students is presented in Table XVII.

TABLE XVII

COMPARISON OF POLITICAL POINTS OF VIEW, ACCORDING TO SEX, IN PERCENTAGES FOR STUDENTS FROM EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES

<table>
<thead>
<tr>
<th>Points of View</th>
<th>Eastfield (N=50)</th>
<th>El Centro (N=50)</th>
<th>Mountain View (N=70)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male (N=28)</td>
<td>Female (N=22)</td>
<td>Male (N=33)</td>
</tr>
<tr>
<td>Quite Conservative</td>
<td>13</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>Fairly Conservative</td>
<td>28</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>Fairly Liberal</td>
<td>40</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Very Liberal</td>
<td>19</td>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>

The results in Table XVII suggest that the percentage of students who considered themselves fairly liberal were larger at El Centro than at Mountain View and Eastfield Junior Colleges.

Mountain View and Eastfield students tended to be more conservative than the students at El Centro. The more liberal students exhibited more concern about social issues than their conservative counterparts. Individuals who scored high on the Liberalism Scale of the CSQ-2 usually favor
cultural, intellectual, and artistic interests. The low scorer does not desire to question his elders nor is he likely to challenge school authorities. The findings presented in Table XVIII indicate that the political attitudes of the students were important in the relationship between students and administration. High scorers can be expected to be liberal with respect to social and political issues (1, p. 3), (2, pp. 19-23).

Comparison of Mean Ages

This section relates to the comparison of the mean ages of the freshmen students who attend Eastfield, El Centro, and Mountain View Junior Colleges.

The findings related to question 6 are presented in Table XVIII.

### TABLE XVIII

**COMPARISON OF THE MEAN AGES OF FRESHMEN STUDENTS, ACCORDING TO SEX, FROM EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES**

<table>
<thead>
<tr>
<th></th>
<th>Eastfield (N=50)</th>
<th>El Centro (N=50)</th>
<th>Mountain View (N=50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18.8</td>
<td>24.2</td>
<td>23.4</td>
</tr>
<tr>
<td>Female</td>
<td>18.4</td>
<td>21.2</td>
<td>19.3</td>
</tr>
</tbody>
</table>

An examination of Table XVIII will show that the mean age of the freshmen students at El Centro was the highest for males and females, followed by Mountain View and Eastfield respectively. The mean age for male students on
each campus was higher than it was for female students, with the largest difference at Mountain View. The mean ages for the students at Eastfield were the lowest with 18.8 and 18.4 for males and females respectively. The highest mean ages were found at El Centro with 24.2 and 21.2 for males and females respectively.

Teacher Assigned Marks

The data relative to fall semester 1970-71 teacher-assigned marks are presented in Table XIX.

<table>
<thead>
<tr>
<th></th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean GPA</td>
<td>SD</td>
<td>Mean GPA</td>
</tr>
<tr>
<td>Male</td>
<td>2.98</td>
<td>.69</td>
<td>2.65</td>
</tr>
<tr>
<td>Female</td>
<td>3.34</td>
<td>.74</td>
<td>3.20</td>
</tr>
</tbody>
</table>

The data presented in Table XIX indicate that the Mean GPA's for each campus were higher for females than for males. The female students at Eastfield had the highest mean GPA (3.34), followed by El Centro (3.20), and Mountain View (3.00) respectively. The standard deviation for the females
at Eastfield was also the largest (.74), which would indicate that the dispersion was greater for these students than it was for El Centro (.61) and Mountain View (.60).

In Table XX information relative to scholastic prob-}

ation is given.

TABLE XX

COMPARISON IN PERCENTAGES OF THE STUDENTS PLACED ON SCHOLASTIC PROBATION AT EL CENTRO, EASTFIELD, AND MOUNTAIN VIEW JUNIOR COLLEGES IN THE FALL SEMESTER 1970-71*

<table>
<thead>
<tr>
<th></th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>On Probation</td>
<td>6</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Students In Good Standing</td>
<td>94</td>
<td>86</td>
<td>91</td>
</tr>
</tbody>
</table>

*In the normative sample the number of students placed on scholastic probation is approximately 15 per cent.

Data presented in Table XX reveal that El Centro had the largest percentage of students (14) placed on scholastic probation during the fall semester 1970-71, followed by Mountain View (9) and Eastfield (6). Students placed on probation indicated that they worked part time and had difficulties finding time to participate in extracurricular activities.

Data relative to the types of academic work desired by the students are presented in Table XXI.
TABLE XXI

COMPARISON IN PERCENTAGES OF THE TYPES OF ACADEMIC WORK PREFERRED BY THE FRESHMEN STUDENTS FROM EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES, AND FOR THE NORMATIVE SAMPLE

<table>
<thead>
<tr>
<th>Academic Work</th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
<th>Normative Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Work</td>
<td>48</td>
<td>52</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Independent Work</td>
<td>50</td>
<td>48</td>
<td>50</td>
<td>46</td>
</tr>
</tbody>
</table>

An analysis of the data presented in Table XXI reveals that approximately 50 per cent of the freshmen in the three junior colleges preferred academic work which was assigned by the instructors, while the others desired independent work. These findings are very close to those given by the normative sample.

In Table XXII data relative to the types of instruction are given.

TABLE XXII

COMPARISON IN PERCENTAGES OF THE TYPES OF INSTRUCTION PREFERRED BY THE FRESHMEN STUDENTS FROM EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES, AND FOR THE NORMATIVE SAMPLE

<table>
<thead>
<tr>
<th>Types of Instruction</th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
<th>Normative Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>32</td>
<td>39</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Discussions</td>
<td>66</td>
<td>51</td>
<td>86</td>
<td>67</td>
</tr>
</tbody>
</table>
Table XXII indicates that freshman students in the three junior colleges preferred the discussion-type of instruction over the lecture-type. This is also true with the normative sample. At Mountain View 86 per cent of the students desired the discussion-type of instruction, followed by Eastfield with 66 per cent and El Centro with 51 per cent.

In Table XXIII data relating to the type of examination preferred are presented.

**TABLE XXIII**

**COMPARISON IN PERCENTAGES OF THE TYPES OF EXAMINATION PREFERRED BY THE FRESHMEN STUDENTS FROM EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES, AND FOR THE NORMATIVE SAMPLE**

<table>
<thead>
<tr>
<th>Types of Examination</th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
<th>Normative Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>50</td>
<td>63</td>
<td>62</td>
<td>47</td>
</tr>
<tr>
<td>Essay</td>
<td>47</td>
<td>37</td>
<td>38</td>
<td>51</td>
</tr>
</tbody>
</table>

An examination of Table XXIII indicates that a majority of the students on each campus preferred the objective-type examination over the essay-type. The findings indicate that freshman students at Mountain View and El Centro preferred the objective-type of examination more than the students at Eastfield Junior College.
Findings Related to Prior Military Service, Marital Status, and Ethnic Composition

The findings presented in Table XXIV compare the percentages of students who had spent time in the military, with their marital status.

TABLE XXIV

COMPARISON OF THE PERCENTAGE OF A RANDOM SAMPLE OF STUDENTS SELECTED FROM EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES IN TERMS OF SEX, PRIOR MILITARY SERVICE, AND MARITAL STATUS

<table>
<thead>
<tr>
<th></th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Married*</td>
<td>4.5</td>
<td>4.5</td>
<td>14.6</td>
</tr>
<tr>
<td>Prior Military Service*</td>
<td>4.5</td>
<td>0</td>
<td>9.1</td>
</tr>
</tbody>
</table>

*Rounded to nearest number.

In Table XXIV the analysis of the data reveals that the largest percentages of the students who were married attended El Centro, followed by Mountain View and Eastfield respectively.

In the three junior colleges there were no females who indicated that they had spent time in the military service. Approximately 4.5 per cent of the males at both Eastfield and Mountain View had been members of the military service. In contrast, approximately 9 per cent of the males at El Centro indicated that they were ex-servicemen.
In Table XXV data relative to the ethnic backgrounds of the students at Eastfield, El Centro, and Mountain View Junior Colleges are given.

TABLE XXV
COMPARISON OF STUDENTS IN PERCENTAGES FROM EASTFIELD, EL CENTRO, AND MOUNTAIN VIEW JUNIOR COLLEGES ACCORDING TO SEX AND ETHNIC BACKGROUND

<table>
<thead>
<tr>
<th>Ethnic Background</th>
<th>Eastfield</th>
<th>El Centro</th>
<th>Mountain View</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>(N=26)</td>
<td>(N=22)</td>
<td>(N=33)</td>
</tr>
<tr>
<td>Caucasian</td>
<td>94.2</td>
<td>90.3</td>
<td>69.7</td>
</tr>
<tr>
<td>Negro</td>
<td>4.6</td>
<td>17.6</td>
<td>13.0</td>
</tr>
<tr>
<td>Spanish Surnames</td>
<td>4.6</td>
<td>5.9</td>
<td>4.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results of the data presented in Table XXV reveal that Eastfield had the smallest percentage of minority group members while El Centro had the largest.

In summary, the students who attended Eastfield, El Centro, and Mountain View Junior Colleges differed in their vocational and educational plans. Students who attended El Centro appeared more concerned with the vocational and technical aspects of college than those at Eastfield and Mountain View. It also appeared that few male students were not planning to enter the educational field.
Freshmen students who attended those colleges also appeared to be quite different with respect to participation in extracurricular activities. Their perceptions and philosophies on the value of extracurricular activities were quite different, while their participations seemed to be for different reasons.

A large percentage of the students were completely satisfied with the administration, with some slight variations among the three campuses. Finally, the relationship between the Satisfaction with Administration and Satisfaction with Student Scales of the CSQ-2 suggest that Satisfaction with Administration was dependent on Satisfaction with Students.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

Summary

The problem of this study was to compare the freshmen students in a selected multicampus Junior College District in terms of educational and vocational plans, activities, and attitudes. The purposes of this study were: (1) to acquire knowledge of the vocational and educational plans of freshmen students in a multicampus setting and compare those students in terms of these plans, (2) to compare the extracurricular activities of the freshmen students at Eastfield, El Centro, and Mountain View Junior Colleges, (3) to compare the attitudes of freshmen students at El Centro Junior College with the attitudes of freshmen students at Eastfield and Mountain View Junior Colleges regarding satisfaction with the student body, administration, and faculty, (4) to determine how freshmen students who attend a junior college that opened in September 1966, differ from freshmen students who attend two junior colleges that opened in September 1970, with respect to plans, activities, and attitudes, and (5) to acquire data to aid future multicampus junior college districts in planning and organizing
new plans. To carry out the purposes of this study, research
questions were formulated.

The related literature was subdivided into five sections:
(1) Literature and writings related to the multicampus junior
college concept, (2) specific studies and research related to
the rationale for studying junior college freshmen students
in a multicampus district; (3) specific studies relating to
educational and vocational plans of college freshmen; (4)
specific studies and research relating to the activities of
college freshmen, and (5) specific studies and written
materials related to attitudes of college freshmen.

The subjects in this study were freshmen, enrolled as
full-time students during the fall semester 1970-71, at
Eastfield, El Centro, and Mountain View Junior Colleges, in
Dallas, Texas. The subjects were first semester students and
had not completed any course work on the college level. The
research was designed to include a representative sample of
Eastfield, El Centro, and Mountain View Junior Colleges. One
hundred fifty freshmen students comprised the sample, fifty
each from Eastfield, El Centro, and Mountain View Junior Col-
leges.

The data for this study were collected from each subject
in the sample. Data extracted from the personnel and counsel-
ing folders were secured during the first two weeks in March.
Other data were collected during the months of March, April,
and the first weeks in May.
In the presentation and analysis of data, Chapter IV tables were utilized to provide correlation coefficients, percentages, means and standard deviations. Chapter IV was organized to answer the seven research questions.

Findings

An analysis and interpretation of the data which have been obtained in this study reveal the following findings:

1. The **American College Test** and the **CSQ-2** data revealed that the **Satisfaction with Major Scale** of the **CSQ-2** correlated the highest with **American College Test** scores for students at El Centro Junior College. The highest correlation coefficients for the Eastfield and Mountain View Junior Colleges were between **Satisfaction with Faculty** and **Satisfaction with Major Scales**.

2. The counseling and personnel records revealed that the highest mean **ACT** score was made by Eastfield freshman students.

3. **Liberalism**, as measured by the **CSQ-2**, among the freshman students at Eastfield, El Centro, and Mountain View Junior Colleges related to their moral concern about social issues. El Centro students scored the highest on the **Liberalism Scale**, followed by Eastfield and Mountain View.

4. The relationship between **ACT** scores and the **Satisfaction with Major Scale** of the **CSQ-2** correlated positively and moderately high for students at each college. The
correlation coefficient was the highest at El Centro Junior College; followed by Mountain View and Eastfield Junior Colleges.

5. An analysis of the CSQ-2 data revealed that a large percentage of the freshmen male students who attended Eastfield, El Centro, and Mountain View Junior Colleges planned to enter the technical vocational areas, or one or two year junior college programs.

6. The percentage of female students who planned to complete technical or vocational programs within two or fewer years was the greatest at El Centro Junior College.

7. The data from the CSQ-2 revealed that freshmen students who attended Eastfield Junior College planned to major in the biological, physical, and social sciences more than freshmen students who attended El Centro and Mountain View Junior Colleges.

8. The freshmen male and female students planned to seek the Bachelor's Degree rather than other degrees. The percentage of students who planned to seek the Bachelor's Degree was the largest at Eastfield Junior College and the smallest at El Centro Junior College.

9. An analysis of the data from the CSQ-2 revealed that a very small percentage of the students in each college planned to attend graduate school and receive the Master's Degree. A much smaller percentage planned to seek the Doctor's Degree.
10. An analysis of the data from the CSQ-2 and counseling folders revealed that the largest percentage of students who had not decided on a specific field of study was at El Centro Junior College.

11. The data gathered from the CSQ-2 revealed that of the freshmen students who attended these three junior colleges, the students from Mountain View had participated in the largest number of activities in the fall 1970-71, followed by Eastfield and El Centro.

12. Pearson Product Moment calculations revealed that the relationships between fall semester 1970-71, teacher-assigned marks, ACT composite scores, Satisfaction with Faculty, and Satisfaction with Administration variable correlated positively but moderately low with the number of activities participated in during the fall semester 1970-71.

13. The percentage of students who participated in campus professional groups and school-spirit groups was smallest at El Centro Junior College and largest at Mountain View Junior College.

14. The students in the three junior colleges, according to the data from the CSQ-2, participated in different activities and for different reasons.

15. An analysis of the CSQ-2 data revealed that the Satisfaction with Students was positively correlated with the Satisfaction with Administrations. Over 90 per cent of the students indicated that they were satisfied with
their fellow students, faculties, and administrations.

16. Point Biserial calculations revealed that when the four Satisfaction Scales of the CSQ-2 were correlated, the correlation coefficients for the Satisfaction with Administration and Satisfaction With Student's Scales were positive and higher than the other coefficients. Satisfaction with Students at Eastfield, El Centro, and Mountain View were related to Satisfaction with Administrations.

17. The mean GPA on each campus was higher for freshmen female students than for freshmen male students. The freshmen males at Eastfield had the highest mean GPA, while those who attended El Centro had the lowest.

18. An analysis of the data from personnel records and the CSQ-2 revealed that the largest number of students placed on scholastic probation in the fall semester 1970-71 attended El Centro, followed by Mountain View and Eastfield Junior Colleges.

Conclusions

While the conclusions derived from this study are not claimed for population groups other than those represented in this study, they do have certain implications for the population from which they were selected. The data for this study were secured entirely from the freshmen students at Eastfield, El Centro, and Mountain View Junior Colleges, of the Dallas County, Junior College District, in Dallas, Texas. Similar conclusions from other multicampus junior
college districts cannot be inferred on the basis of this study alone. However, they can have certain implications which may apply to the purposes of comparing the plans, activities, and attitudes of the freshmen students in a multicampus junior college district.

The findings of this study led to the following conclusions:

1. The satisfaction among the students with respect to faculties and administrations in the three junior colleges varies according to scholastic standing, political beliefs and the concern for moral and social issues.

2. The students who attend Eastfield Junior College obtain higher ACT scores than those who attend El Centro and Mountain View Junior Colleges. However, the ACT results indicate students' attitudinal orientation and directions more at El Centro Junior College than at Eastfield and Mountain View Junior Colleges.

3. Students who attend El Centro Junior College are the most liberal, while those who attend Mountain View are the most conservative.

4. Students in the three junior colleges are quite different in their educational and vocational plans. Females who attend El Centro plan to seek the one or two year programs more than those who attend Eastfield and Mountain View.

5. Students in the three junior colleges are quite
different in their specific degree and graduate education plans. The Bachelor's Degree is mentioned most frequently as the degree that is desired.

6. The students who are concerned about most social and moral issues worry exceedingly about the plights of others as well as their own welfare. This group also has difficulty in making decisions relative to their educational and vocational plans.

7. Students' extracurricular activities vary among the colleges and students. Involvement occurs for different philosophical reasons, while participation is influenced by the types of events being held.

8. Participations in extracurricular activities are influenced by academic aptitude, scholastic standing, occupational responsibility, and location of immediate living quarters.

9. The Satisfaction with College Administrations is influenced by the degree of Satisfaction with Students.

10. Students who attend the three junior colleges are generally satisfied with administrations, faculties, and students. Dissatisfaction with one group causes dissatisfactions with the other two groups.

11. Students at El Centro Junior College are the least satisfied. This is probably due to differences in liberal attitudes and environmental backgrounds.

12. Female students obtain higher GPA's than male
students in each junior college. The male students' GPA at Eastfield exceeds the male students in the other junior colleges.

13. Ethnically, Negroes constitute the largest minority group in each college except Eastfield, where Spanish-surnamed and Negro students are equal.

14. Diversities among the three junior colleges are influenced more by political attitudes, academic aptitude, sex, and age than by other variables.

Recommendations for Future Research

The foregoing conclusions should be regarded only as tentative for freshmen students attending junior colleges in a multicampus setting. By conducting similar research studies in a number of multicampus districts and comparing the results, this study might then be confirmed or rejected. In view of the conclusions of this study, it is recommended that:

1. Research be undertaken annually to provide more definite attitudinal, educational, vocational, and extra-curricular information relevant to the different groups of students in the multicampus junior college district. The information should be provided to administrators who make decisions relative to freshmen students.

2. Research be undertaken to provide information on the problem confronting junior college students who work
full-time and whose ability to participate in extracurricular activities is hindered.

3. A study be conducted to investigate the need for specific assistance for those individuals who have difficulties in making decisions pertaining to educational and vocational plans.

4. In similar junior college districts, an in-depth study be conducted on the value of the American College Test Battery in serving as a predictor for academic success in the multicampus district and its relationship between teacher-assigned marks and participation in extracurricular activities.

5. More and diverse extracurricular activities be initiated for the students in the three colleges.

6. More information relative to graduate schools be made available to freshmen students in the multicampus junior college district.

7. Particular emphasis be given to the culture of the students on each campus in planning, devising, and implementing new programs.

8. An investigation be conducted to evaluate the campus climate in urban multicampus junior college districts to see what discrepancies exist among the students regarding their perceptions of the college environment.
Implications

The results of this study have certain implications, which are as follows:

1. The need exists for carefully designed group counseling sessions to explain current facets of the educational and vocational professions. These should include information about college policies, job expectations after leaving the junior college, and education beyond the junior college. The cultural and environmental background of the students should be taken into consideration.

2. The need exists for means of obtaining more data relative to freshmen students who attend multicampus junior colleges with respect to plans, activities, and attitudes. If the results from future findings confirm that junior college freshmen in a multicampus district are quite variable, then possibly educational programs in each college should be perceived and handled differently.
APPENDIX A
Mr. Richmond E. Calvin
92 Poppy Lane
Plano, Texas 75074

Dear Mr. Calvin:

Miss Nancy Beck has asked this office to provide you with a letter granting you permission to have a copy of College Student Questionnaires - Part 2 bound into your dissertation and reproduced by University Microfilms.

Educational Testing Service is pleased to grant this permission, being fully aware that University Microfilms may supply single copies upon demand.

Sincerely yours,

[Signature]

Mrs. David Urban
Copyrights, Licensing & Permissions

cc: Miss Beck
TO THE STUDENT:

This is a research questionnaire. In it you will be asked for a variety of information about your plans, activities, and attitudes. Your answers and those of other students will help provide a broad description of the student body at this college. Much of the information from the questionnaire will be taken into account in planning for the higher education of this and subsequent student bodies.

This questionnaire is not a test. The only "right" answers are those which reflect your own aspirations, experiences, and attitudes. In no case will the answers of individual students be singled out. The results, which will be in the form of statistical summaries, will be used for research purposes only.

Directions for CSQ Part 2

1. PENCILS. Use any type of soft lead pencil. Do not use an ink or ballpoint pen.

2. MARK ONLY ON THE ANSWER SHEET. All answers are to be recorded on the separate answer sheet. Please make no marks in the questionnaire booklet. The booklet will be used again by other students.

3. SERIAL NUMBER. In the upper left-hand corner of the answer sheet your Serial Number is printed in red. Under each of the five digits is a column of ten boxes labeled 1, 2, etc. Go down the column under the first digit, locate the corresponding digit, and blacken that box. Do the same for the remaining four digits.

Turn the answer sheet over and mark your Serial Number on the reverse side in the same way by blackening the corresponding box below each digit.

4. SPECIAL INSTRUCTIONS. Special instructions for filling in your name, birthdate, and college code will be given by your supervisor.

5. MARKING YOUR ANSWERS. Each question in the booklet is accompanied by a varying number of alternative answers. You are to indicate your answer to each question by blackening the box on the answer sheet which corresponds to the alternative you have chosen. In the example below, the student has indicated that he intends to be a full-time student.

5. Are you a full-time or part-time student this term?
   1. Full-time
   2. About three-quarters time
   3. About one-half time
   4. About one-quarter time or less

Be sure that all your answers are firm and black and that they completely fill the boxes. Do not make any stray marks on the answer sheet. If you erase, do so completely. Incomplete erasures and stray marks might be read as intended answers.

6. ONE ANSWER PER QUESTION. Regardless of the number of alternatives provided, please mark only one answer for each question. In other words, for each question only one box should be blackened on the answer sheet.

7. OMITTING QUESTIONS. At a number of places in the questionnaire there will be specific directions to some students to skip certain questions. Please follow these directions carefully.

In addition, you should feel free to omit any question which you consider unduly personal, or objectionable for any reason. Also, questions may be omitted which you believe your parents would wish you not to answer.

Your supervisor may have special directions for answering the questions lettered from A through J on the answer sheet. If he does not, begin with question number 1 (Section I) and leave blank columns A through J.
Section 1

EDUCATIONAL AND VOCATIONAL PLANS

1. Sex:
   1. Male
   2. Female

2. Age at last birthday:
   1. 16 or under
   2. 17
   3. 18
   4. 19
   5. 20
   6. 21
   7. 22
   8. 23
   9. 24 or older

3. Class in college:
   1. Freshman
   2. Sophomore
   3. Junior
   4. Senior
   5. Fifth year of a five-year bachelor's program
   6. Graduate
   7. Evening student only
   8. Other (e.g., special or temporary student, etc.)

4. Are you:
   1. Single and "unattached"
   2. Going steady
   3. Pinned (or other equivalent)
   4. Engaged
   5. Married, no children
   6. Married, one or two children
   7. Married, three or more children
   8. Widowed
   9. Divorced, separated

5. Are you a full-time or a part-time student this term?
   1. Full-time
   2. About three-quarters time
   3. About one-half time
   4. About one-quarter time or less

6. Where are you living this term?
   1. College dormitory or apartment
   2. Fraternity or sorority house
   3. Cooperative
   4. Boarding house
   5. At home with parents
   6. With relatives or family friends
   7. Private room off campus
   8. Private apartment off campus
   9. Other

7. Are you on academic probation (or other equivalent) this term?
   1. Yes
   2. No

8. At the present time are you:
   1. Officially enrolled in a major field of study (e.g., School of Engineering, Department of History, Elementary Education, etc.)
   2. Decided on a major, but not yet officially enrolled in the field or department
   3. Not officially in a major field and have not yet decided on a major field (skip to question 22)
If your answer to question 8 was either alternative 1 or 2, please read the following instructions carefully.

Major field: What is your present major field or the field in which you plan to major at some future time? Check only one from the list of subjects and fields given below. For example, if your major is history, mark the box numbered 3 in the column numbered 12. (There should be only one mark in columns 9 through 17 on the answer sheet.)

<table>
<thead>
<tr>
<th>9. Biological science</th>
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</thead>
<tbody>
<tr>
<td>1. Anatomy</td>
</tr>
<tr>
<td>2. Bacteriology</td>
</tr>
<tr>
<td>3. Biochemistry</td>
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<tr>
<td>4. Botany</td>
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<tr>
<td>5. Genetics</td>
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<tr>
<td>6. Physical anthropology</td>
</tr>
<tr>
<td>7. Physiology</td>
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<td>8. Zoology</td>
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<tr>
<td>9. Other biological science</td>
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</tbody>
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<tr>
<th>10. Physical science</th>
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</thead>
<tbody>
<tr>
<td>1. Astronomy</td>
</tr>
<tr>
<td>2. Chemistry</td>
</tr>
<tr>
<td>3. Geography</td>
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<tr>
<td>4. Geology</td>
</tr>
<tr>
<td>5. Geophysics</td>
</tr>
<tr>
<td>6. Physics</td>
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<tr>
<td>7. Other physical science</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>11. Mathematics</th>
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</thead>
<tbody>
<tr>
<td>1. Mathematics</td>
</tr>
<tr>
<td>2. Statistics</td>
</tr>
<tr>
<td>3. Computer science</td>
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</tbody>
</table>

<table>
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<tr>
<th>12. Social science</th>
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</thead>
<tbody>
<tr>
<td>1. Cultural anthropology</td>
</tr>
<tr>
<td>2. Economics</td>
</tr>
<tr>
<td>3. History</td>
</tr>
<tr>
<td>4. Political science</td>
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<tr>
<td>5. Psychology</td>
</tr>
<tr>
<td>6. Sociology</td>
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<tr>
<td>7. Social welfare</td>
</tr>
<tr>
<td>8. Social science field or combination major</td>
</tr>
<tr>
<td>9. Other social science</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Humanities and Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Art</td>
</tr>
<tr>
<td>2. Drama</td>
</tr>
<tr>
<td>3. English, speech</td>
</tr>
<tr>
<td>4. Journalism</td>
</tr>
<tr>
<td>5. Modern languages</td>
</tr>
<tr>
<td>6. Music</td>
</tr>
<tr>
<td>7. Philosophy</td>
</tr>
<tr>
<td>8. Humanities field or combination major</td>
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<tr>
<td>9. Other</td>
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</tbody>
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<tr>
<th>14. Education</th>
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<tbody>
<tr>
<td>Mark only if education rather than a subject field is your present or future major subject.</td>
</tr>
<tr>
<td>1. Kindergarten or kindergarten-primary</td>
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<tr>
<td>2. Elementary</td>
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<tr>
<td>3. Secondary</td>
</tr>
<tr>
<td>4. Physical education</td>
</tr>
<tr>
<td>5. Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General, management</td>
</tr>
<tr>
<td>2. Accounting</td>
</tr>
<tr>
<td>3. Finance</td>
</tr>
<tr>
<td>4. Business law</td>
</tr>
<tr>
<td>5. Marketing</td>
</tr>
<tr>
<td>6. Office management</td>
</tr>
<tr>
<td>7. Data processing</td>
</tr>
<tr>
<td>8. Secretarial study</td>
</tr>
<tr>
<td>9. Other</td>
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</tbody>
</table>

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<thead>
<tr>
<th>16. Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General</td>
</tr>
<tr>
<td>2. Aeronautics, astronautics</td>
</tr>
<tr>
<td>3. Chemical</td>
</tr>
<tr>
<td>4. Civil</td>
</tr>
<tr>
<td>5. Electrical</td>
</tr>
<tr>
<td>6. Industrial</td>
</tr>
<tr>
<td>7. Mechanical</td>
</tr>
<tr>
<td>8. Mining, petroleum</td>
</tr>
<tr>
<td>9. Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Other profession or vocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agriculture</td>
</tr>
<tr>
<td>2. Architecture, landscape arch.</td>
</tr>
<tr>
<td>3. City, regional planning</td>
</tr>
<tr>
<td>4. Criminal, law enforcement</td>
</tr>
<tr>
<td>5. Forestry, conservation</td>
</tr>
<tr>
<td>6. Home economics, nutrition</td>
</tr>
<tr>
<td>7. Librarianship</td>
</tr>
<tr>
<td>8. Nursing</td>
</tr>
<tr>
<td>9. Other technical or vocational specialty (e.g., drafting, cosmetology, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. How long ago did you decide on this field? Do not consider specialties within a field (e.g., teaching or engineering specialties).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the past six months</td>
</tr>
<tr>
<td>2. Between six months and a year ago</td>
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<tr>
<td>3. About a year ago</td>
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<tr>
<td>4. About two years ago</td>
</tr>
<tr>
<td>5. Three years ago</td>
</tr>
<tr>
<td>6. Four years ago</td>
</tr>
<tr>
<td>7. Five to seven years ago</td>
</tr>
<tr>
<td>8. More than seven years ago</td>
</tr>
</tbody>
</table>

If your answer to question 8 is either alternative 1 or 2—be sure you have made only one mark on your answer sheet for questions 9 through 17.
19. Of the following, who would you say influenced you the most in your choice of major field (regardless of how within your choice is)?
1. Father
2. Mother
3. Other adult acquaintance(s)
4. Elementary school teacher(s) and/or principal
5. High school teacher(s)
6. High school counselor, dean or principal
7. College teacher(s)
8. College counselor, dean or other non-teacher
9. Close friend(s)

20. How do your parents (or guardians) feel about the major field you have chosen or are presently considering?
1. They strongly approve
2. They mildly approve
3. They are indifferent
4. They disapprove of my choice somewhat
5. They strongly disapprove
6. They are not aware of my present thinking on this matter

21. When you made your present choice of major, from how many possible fields did you choose; i.e., as well as you can remember, how many fields were you interested in when you decided (however tentatively) on your present choice? If you are presently trying to decide on a major, how many different fields are you considering?
1. One—the only field I have ever really been interested in
2. Two
3. Three
4. Four or more

22. After obtaining your bachelor's degree, do you expect to continue your education in a graduate or professional school?
1. Definitely yes
2. Probably yes
3. Probably not (skip to question 26)
4. Definitely not (skip to question 26)
5. Haven't thought enough about this matter to say (skip to question 26)

23. If you are planning to go on to a professional school after receiving your bachelor's degree, what kind of school will it be according to your present thinking?
1. Architecture
2. Business
3. Education
4. Engineering
5. Law
6. Medical
7. Social work
8. Speech, drama, music, or other performing art school
9. Other professional or graduate school

24. When did you first consider the question of graduate or professional training? (Mark only one)
1. In the past six months
2. Between six months and a year ago
3. About a year ago
4. About two years ago
5. Three years ago
6. Four years ago
7. Five to seven years ago
8. More than seven years ago

25. Do you plan to work for a doctoral degree?
1. Yes
2. No, the doctorate is not given in my intended field
3. No, I plan to work only for an MA or MS degree (master of arts or master of science)
4. No, I plan to do only the graduate work necessary for a teaching credential or license
5. No, for reasons other than those listed above

26. Have you decided, even tentatively, what occupation or vocation you want to pursue after college?
1. Yes
2. No, not even tentatively

27. In thinking about your occupational future, do you feel that in the long run you will have a preference for:
1. An academic life (teaching, research, other scholarly work)
2. A business life
3. A professional life (doctor, lawyer, engineer, etc.)
4. A life of a trained technician or craftsman
5. A life centering upon some aspect of the creative arts
6. A life centering upon a home and a family
7. Other
8. I have not given sufficient thought to this matter to say

28. If you could have your own choice in the matter, in which kind of firm, organization, or situation would you prefer to work after you finish your schooling? Mark only one of the nine alternatives.
1. Own business (or farm)
2. Small business firm
3. Medium to large firm or corporation
4. Own professional office (e.g., law office, dental office)
5. An educational institution (e.g., high school, college)
6. A public or private research organization
7. A public or private welfare agency
8. Government service (other than research, welfare, or military)
9. Other firm, organization, or situation
11. As far as you can judge in general, which one of the requirements is the most important to you in any job or profession you would consider going into?
   1. Opportunity to use my special abilities and talents
   2. Opportunities of an above average income
   3. Freedom to be creative and original
   4. Opportunity to work with people rather than with things
   5. Opportunity to be helpful to others and/or useful to society in general
   6. Stable, secure future
   7. Compatibility with the kind of people with whom I would be working
   8. Avoidance of work under relatively high pressure
   9. Relative freedom from supervision by others

30. For women only: Fifteen years from now would you like to be:
   1. A housewife with no children
   2. A housewife with one or more children
   3. An unmarried career woman
   4. A married career woman without children
   5. A married career woman with children
   6. Right now I am not certain

31. What has been your main source of financial support during the present academic year? (Mark only one)
   1. Parents (or one parent)
   2. Wife or husband
   3. Job
   4. Scholarship
   5. Loan
   6. Previous personal earnings and savings
   7. GI Bill, ROTC, or other governmental assistance (other than scholarship or loan)
   8. Family trust fund, insurance plan, or other similar arrangement
   9. Other

32. Are you on a scholarship this term?
   1. No

33. On the average, how many hours per week are you spending in part-time (or full-time) work this term? (Mark only one)
   1. None
   2. Less than 6
   3. 6 to 10
   4. 11 to 15
   5. 16 to 20
   6. 21 to 25
   7. 26 to 30
   8. More than 30

34. How much money, approximately, do you estimate you will spend during the present academic year? Count everything—tuition, board, room, clothing, recreation, transportation to and from home, incidentals, etc. (Mark only one)
   1. Less than $700
   2. $700 to $999
   3. $1,000 to $1,299
   4. $1,300 to $1,599
   5. $1,600 to $1,899
   6. $1,900 to $2,399
   7. $2,400 to $3,000
   8. Over $3,000

END OF SECTION 1
35. How extensively in the past year have you been involved
in the activities of student government organizations
(student legislative body, election commission, etc.)?
   1. Not at all
   2. One such organization
   3. Two such organizations
   4. Three or more (or have held one or two highly
   responsible and time-consuming offices)

36. How closely do you generally follow the news about
varsity and/or intramural athletics?
   1. Not at all
   2. Not very closely
   3. Fairly closely
   4. Very closely

37. To what extent have you participated in varsity or
intramural sports during the past year?
   1. Not at all
   2. One sport
   3. Two sports
   4. Three or more sports

38. To what extent in the past year or so have you partici-
pated in organized activities sponsored by churches,
synagogues, religious foundations, etc. (regular services
excluded)?
   1. Not at all
   2. To a small extent
   3. Fairly extensively
   4. Very extensively

39. To what extent in the past year have you participated
in activities of on-campus professional organizations
or organizations primarily for students in your field of
major academic or career interest (e.g., American Society
for Public Administration, teacher organizations, various
engineer-major societies, etc.)?
   1. Not at all
   2. To a small extent
   3. Fairly extensively
   4. Very extensively

40. How extensively in the past year have you been involved
in school spirit organizations and activities (e.g., rally
committee, welcoming committees, student guides, etc.)?
   1. Not at all
   2. To a small extent
   3. Fairly extensively
   4. Very extensively

41. What is your estimate of the total number of hours
you have devoted to organized extracurricular activities
in an "average" week during the past year?
   1. None
   2. Less than five
   3. Between five and ten
   4. More than ten

42. To what extent in the past year have you participated
in the organized activities of your living group (e.g.,
dormitory, fraternity, sorority)?
   1. Do not live in an organized living unit (i.e., I live
   at home, or in a private apartment, etc.)
   2. To a small extent
   3. Fairly extensively
   4. Very extensively

43. Would you agree that most of the existing rules and
regulations on this campus are logical and necessary?
   1. Strongly disagree
   2. Disagree, but not strongly
   3. Agree, but not strongly
   4. Strongly agree

44. How much competitiveness for grades have you found
among students in your classes this past year?
   1. A great deal of competitiveness
   2. A fair amount of competitiveness
   3. Only a little
   4. No competitiveness at all

45. In which one of the following areas have you received
your greatest personal satisfaction at this college during
the past year? (Mark only one)
   1. Coursework in general
   2. Coursework in my major field
   3. Individual study, research, writing, art work, etc.
   4. Organized extracurricular activities; student govern-
   ment, athletics, clubs, etc.
   5. "Bull-sessions" with fellow students
   6. Social life; dating, parties, etc.
   7. Close friendships with students
   8. Getting acquainted with a wide variety of students
   9. Self-discovery, self-insight; discovery of new in-
   terests, talents, etc.
50. From the list below, which has been your biggest problem or source of worry at this college during the past year? (Mark only one)

1. I have had no major problems
2. Finances
3. Handling the content of my courses
4. Meeting members of the opposite sex
5. Relations with one or more particular members of the opposite sex
6. Deciding on a major field or specialty within a field
7. Some aspect of parent and/or family relations
8. Trying to “find” myself in the sense of personal meaning and identity, where I am headed, what I am seeking in life, etc.
9. Other problem not mentioned above.

47. Are you a member or a pledge of a social fraternity or sorority (or other equivalent house or club)?

1. There are none on this campus
2. No, but they exist on this campus, and I am interested in joining one
3. No, and although they exist on this campus, I am not interested in joining
4. I was a member, but I am no longer a member
5. I am currently a pledge
6. Yes, I am currently an active member
7. Yes, but I am now inactive

48. Do you have one or more roommates, or do you live alone?

1. Live alone
2. One student roommate
3. Two or more student roommates
4. Live with spouse, parents, or other non-students
5. Other arrangement

49. Have you changed your plans about major field of study since you entered college (all colleges you have attended)? Do not consider changes in specialty within a given field.

1. No, because I have not yet made serious plans about a major field of study
2. No, my original plans about major field of study have not changed
3. Yes, I have changed plans once
4. I have changed plans twice
5. Three times
6. I have changed plans more than three times

50. Do you agree or disagree that this college or university exercises too much authority over student life outside the classroom?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

51. What is your opinion about the necessity for organized extracurricular activities on any college campus?

1. For the most part they are irrelevant and distracting
2. No opinion
3. They are reasonably necessary
4. They are very necessary

52. On the basis of either direct experience or conversations with student friends, what is your impression of the quality of help on problems of a personal nature presently available from personal deans (dean of students, deans of men, deans of women) at this college?

1. They are no help
2. Not usually very helpful
3. More often helpful than not
4. Consistently very helpful

53. Again from either direct experience or hearsay, what is your general impression of the courtesy and efficiency with which student problems are taken care of by various administrative or personnel divisions on this campus (e.g., admissions, registrar, loans, housing, etc.)?

1. Impression mostly negative; many improvements definitely needed
2. Impression somewhat negative; a number of improvements could be made
3. Impression reasonably positive
4. Impression very positive; student problems handled very courteously and efficiently

54. How interested are you in what the student government does on this campus?

1. Not particularly interested
2. Somewhat interested
3. Quite interested
4. Very much interested

55. What proportion of the faculty members who have taught you during the past year would you say are superior teachers?

1. Very few
2. Less than half
3. More than half
4. Almost all

56. In general, are you enjoying your studies in college this term as much as you had expected to?

1. No, I am definitely enjoying them less than I had expected
2. No, but I am only mildly disappointed
3. My expectations for this term are reasonably well satisfied
4. I am enjoying my studies this term much more than I had expected
57. How do you feel about the assistance (or lack of assistance) in thinking through your educational and vocational plans which you have received at this college (from teachers, counselors, deans, etc.)?
   1. Very dissatisfied
   2. Somewhat dissatisfied
   3. Fairly satisfied
   4. Very satisfied

58. So far this year how successful would you say your instructors at this college have been in challenging you to produce to the limit of your intellectual and creative capacities?
   1. They have been wholly unsuccessful
   2. Several have been somewhat successful
   3. Several have been quite successful
   4. Almost all have succeeded in continuously challenging my intellectual capacities

59. Would you say that individual students on this campus have a voice in formulating the regulations which affect them?
   1. No, they have no voice
   2. They have a rather weak voice
   3. A moderately strong voice
   4. Yes, a very strong voice

60. Do you find yourself bored in class these days?
   1. Almost all of the time
   2. Fairly often
   3. Occasionally
   4. Almost never

61. How many faculty members at this college have provided personal evaluations of your work which made you think that you might become a creative or productive worker in their fields?
   1. None
   2. One
   3. Two or three
   4. More than three

62. What is your approximate over-all (cumulative) grade average since you have been in college? Make a letter grade estimate from whatever grading system is used at your college. (Mark only one)
   1. D+ or lower
   2. C–
   3. C
   4. C+
   5. B–
   6. B
   7. B+
   8. A–
   9. A

63. In your experience (direct or hearsay) so far at this college, how satisfied have you been with the fairness and impartiality by which rules regulating student personal conduct have been enforced?
   1. Greatly dissatisfied
   2. Somewhat dissatisfied
   3. Reasonably satisfied
   4. Very satisfied

64. Would you agree that the college administration here generally treats students more like children than like adults?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

65. Of the instructors you have had this past year, about what proportion would you say came to know you by name?
   1. Almost none
   2. Less than half
   3. More than half
   4. Almost all

66. What proportion of the faculty members you have observed at this college would you say are genuinely interested in students and their problems?
   1. Very few
   2. Less than half
   3. Over half
   4. Almost all

67. What is your opinion about the prevailing regulations governing on-campus appearances and speeches by controversial persons?
   1. The prevailing regulations are appropriate
   2. The prevailing regulations are inappropriate
   3. I know nothing about any such regulations

68. During the present term, would you say that you have a close, personal relationship with any of the faculty at this college?
   1. No, with none
   2. Yes, with one
   3. Yes, with two
   4. Yes, with more than two faculty members
16. How do you find the feeling in the past year as to the way your instructors have judged (e.g., graded) you on the basis of extraneous or irrelevant factors than on the basis of the quality of your work?
   1. Quite often
   2. Once in a while
   3. Very rarely
   4. Never

17. To what extent would you say this institution is under pressure from outside sources to offer a kind of educational experience which is contrary to the kind of educational experience you are seeking?
   1. There are very strong pressures of which I disapprove
   2. There are moderate pressures of which I disapprove
   3. There are pressures, but they are weak
   4. I am aware of no such outside influence

18. What has been your general impression of the tolerance for student argument and disagreement on the part of the instructors you have come in contact with this year?
   1. Some of them have definitely penalized student disagreement
   2. Some of them have not particularly welcomed disagreement
   3. Most of them have accepted student disagreement
   4. Most of them have definitely valued and encouraged reasonable student disagreement

19. During the past academic year, how competent, in your opinion, have you found your instructors to be in their own special fields?
   1. I felt that several were not sufficiently competent
   2. I felt that two or three were not sufficiently competent
   3. One was not sufficiently competent
   4. All were competent in my judgment

20. On the whole, how satisfied are you with the opportunity you have had in the past year to meet with your instructors privately about course work and your own progress?
   1. Mostly dissatisfied
   2. Fairly satisfied
   3. Quite satisfied
   4. Extremely satisfied

21. To what extent would you say this college recognizes and is interested in you as an individual person?
   1. I feel that at this institution I am little more than a number on an IBM card
   2. Very seldom am I aware of interest in me as an individual
   3. Frequently I am aware of such an interest
   4. Many persons and organizations on this campus continually express interest in me as an individual

22. At the present time are there any faculty members at this college to whom you feel particularly responsible and toward whom you believe feel particularly responsible for you?
   1. No, there aren't any
   2. Yes, there is one
   3. There are two
   4. There are more than two

23. Speaking generally, how efficiently have you performed during exams in the past year?
   1. Quite uneasy, considerable loss of efficiency
   2. Somewhat uneasy, some loss of efficiency
   3. Generally have worked fairly efficiently
   4. Generally have worked very efficiently

24. Compared with most of your classmates at this college, how much would you say you have studied during the present term?
   1. I have studied much less than most of my classmates this term
   2. I have studied slightly less than most of them
   3. I have studied slightly more than most of them
   4. I have studied much more than most of my classmates this term

25. Do you make notes while reading textbooks?
   1. No, almost never
   2. Once in a while (e.g., depending on the subject)
   3. I generally do, but I have no particular note-making system
   4. I almost always make note while reading, and I have a systematic method for doing so

26. In reading textbooks (e.g., social sciences or humanities), how would you describe your reading rate?
   1. Very slow
   2. Fairly slow
   3. Fairly fast
   4. Very fast

27. Regardless of whether you live on or off campus, how successful have you been this term in finding a place to study which is comfortable, well lit, heated and ventilated, free from distractions, and which you can think of as "your own?"
   1. Completely unsuccessful
   2. Unsuccessful for the most part
   3. Successful in several of the above mentioned respects
   4. Completely successful
82. Do you ordinarily find writing papers a difficult task, or do you have relatively little difficulty in getting your ideas down on paper?

1. I find writing papers a very difficult task
2. I frequently experience some difficulty in writing
3. Usually I do not experience great difficulty
4. I have little or no difficulty in expressing myself in writing

83. How well would you say that you understand the various reference facilities of the main library on this campus and how these library services may be potentially useful to you as a student?

1. My general understanding of these matters is rather poor
2. My understanding of these matters is incomplete in a number of respects
3. For my purposes, I know about what I need to know about the library here
4. I would say that my knowledge of the library here and its potential use to me is quite complete

How do you feel about the policies on this campus concerning such things as class attendance, number of "cuts," arriving in class on time, etc.?

1. Entirely inappropriate
2. Somewhat inappropriate
3. Appropriate for the most part
4. Entirely appropriate

85. In terms of your own personal satisfaction, how much importance do you attach to getting good grades?

1. None or not much
2. A moderate amount
3. Quite a bit
4. A great deal

86. All things considered, how satisfied are you with the grades you have received during the past academic year?

1. Very dissatisfied
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied

87. Would you say that the grades you received at the end of the last term:

1. Grossly under-represented your ability
2. Slightly under-represented your ability
3. Fairly represented your ability
4. Slightly over-represented your ability

88. In recent weeks have you found yourself unintentionally napping or daydreaming when you intended to be studying?

1. Frequently
2. Occasionally
3. Infrequently
4. Never

89. When going into examinations this past year, how often have you felt adequately prepared?

1. I have almost always felt inadequately prepared
2. More often than not I have not felt prepared
3. More often than not I have felt prepared
4. I have almost always felt adequately prepared

90. Have you generally kept up to date on your course assignments this past year?

1. I have usually been behind on my assignments
2. I have frequently found myself behind on assignments
3. I have usually kept my assignments up to date
4. I have almost always kept my assignments up to date

91. Do you use bibliographical note cards (or some similar technique) while preparing papers which require library research?

1. I'm not certain that I know what bibliographical note cards are
2. I know what they are, but I don't use them
3. I use them once in a while
4. I consistently use them

92. While studying are you easily distracted by other people working nearby, by conversation, by street noises, etc.?

1. Yes, easily distracted
2. Somewhat distractible
3. No, seldom bothered
4. Can concentrate without difficulty almost any place

93. Have you kept some sort of study schedule or time budget this year?

1. No, have tended to work when the pressure was on
2. No, but have tried to follow some kind of study routine
3. Have kept a schedule, but have not been very good about following it
4. Have kept a schedule and have stuck to it fairly well
94. Which of the following categories best describes what you did for outside reading (i.e., not required but done during the past year)? (Mark only one)
1. Science, mathematics, and engineering—required
2. Science fiction
3. Mystery, westerns, adventure fiction, etc.
4. History, economics, anthropology, current political and social issues, social criticism, etc.
5. Psychology
6. Novels, short stories, drama, poetry, literary criticism, etc.
7. Sports, leisure, "how to do," etc.—nonfiction
8. Other
9. Did little or no outside reading

95. On the average, how often during the past academic year have you dated? Count only prearranged meetings with the opposite sex.
1. Not at all
2. Less than once a month
3. About once a month
4. About twice a month
5. About once a week
6. About twice a week
7. More than twice a week

96. In an average week during the past academic year, about how many hours have you devoted to automotive activities (e.g., repairs, washing, racing, etc., exclusive of a regular job working on cars)?
1. None, or less than one hour
2. One or two hours
3. Three or four hours
4. Five or more hours

97. In an average week during the past academic year, about how many hours have you spent watching television?
1. None, or less than one hour
2. One or two hours
3. Three or four hours
4. Five or more hours

98. In an average week during the past academic year, about how many hours have you devoted to reading or studying materials that are related to courses you are taking, but which are not a part of course requirements?
1. None, or less than one hour
2. One or two hours
3. Three or four hours
4. Five or more hours

100. In an average week during the past academic year, about how many hours have you spent playing cards (e.g., bridge, etc.)?
1. None, or less than an hour
2. One or two hours
3. Three or four hours
4. Five or more hours

101. How much time do you spend altogether traveling (including walking) to and from the college each day?
1. I live on campus
2. Less than 15 minutes
3. 15 to 29 minutes
4. 30 to 44 minutes
5. 45 minutes to an hour
6. More than an hour

102. This question is to be answered only by students who are, or who have been, members of social fraternities or sororities (or equivalent house or club). If you had it to do over again, and aside from the cost, would you:
1. Join the same fraternity or sorority
2. Join a different one
3. Not join at all
4. Other

103. Regardless of whether or not you are a member of a social fraternity or sorority (or other equivalent), how do you feel about social fraternities in general?
1. Strongly approve
2. Moderately approve
3. Indifferent
4. Moderately disapprove
5. Strongly disapprove

104. If you had an hour of spare time and your choice of the following magazines (none of which you had read), which one would you be likely to pick up first?
1. Harper's
2. Life
3. Mademoiselle
4. Readers' Digest
5. Saturday Review
6. Scientific American
7. Sports Illustrated
8. The New Republic
9. Time
103. Would you agree that there are too many students on this campus who are so wrapped up in their own development that they are close to failing their major courses?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

106. Would you agree that there are too many students on this campus who go too far with their extremist politics?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

107. Speaking generally, how satisfied are you with the degree of concern about political, economic, and social issues shown by most students at this college?
1. Very satisfied
2. Somewhat satisfied
3. Fairly satisfied
4. Very satisfied

108. How satisfied are you with the amount of competitiveness for grades you have found among your classmates since you have been at this college?
1. Very dissatisfied (i.e., they are either much too competitive or much too noncompetitive)
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied

109. Speaking generally, how satisfied are you with the degree of concern about political, economic, and social issues shown by most students at this college?
1. Very satisfied
2. Somewhat satisfied
3. Fairly satisfied
4. Very satisfied

110. Speaking generally, how satisfied are you with the degree of concern about political, economic, and social issues shown by most students at this college?
1. Very satisfied
2. Somewhat satisfied
3. Fairly satisfied
4. Very satisfied

111. Speaking generally, how satisfied are you with the degree of concern about political, economic, and social issues shown by most students at this college?
1. Very satisfied
2. Somewhat satisfied
3. Fairly satisfied
4. Very satisfied

112. How do you feel about the proportions of men and women students at this college? Or, if the student body here is all men or all women, how do you feel about the absence of the opposite sex?
1. Very dissatisfied (i.e., there are not enough, or there are too many of the opposite sex)
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied (i.e., the ratio of boys to girls on this campus is just right, or the absence of the opposite sex here suits me fine)

113. Would you agree that there are too many students on this campus who carry their nonconformity too far, e.g., the clothes, beard, speech patterns, etc.?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

114. Speaking generally, how satisfied are you with the willingness of most students on this campus to associate with other students whose racial, ethnic, or social backgrounds are different from their own?
1. Very dissatisfied
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied

115. Speaking generally, would you agree that too many students on this campus are overly susceptible to popular fads and fashions, such as in dress, hair styles, tastes in music, etc.?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

116. Generally speaking, how satisfied are you with the general level of appreciation of the fine arts which prevails among students on this campus?
1. Very dissatisfied
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied
117. Would you agree that too many students on this campus use personality, "pull," "apple polishing," or bluf f to get through courses?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

118. Would you agree that too many of the students at this college are more concerned about their social lives—dancing, parties, etc.—than they are about their academic responsibilities?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

The next 12 questions are to be answered only by students who are officially enrolled in a specific department, school, college, or program such as Department of History, School of Business Administration, or College of Chemistry.

Students in schools of education or technical schools should answer these questions in terms of their chosen specialty, e.g., elementary education or mechanical engineering, if formally enrolled in a specific division or curriculum. Check your answer to question 8 and, if you have marked either alternative 2 or 3, do not answer questions 119 through 130.

119. Would you say there is anything approaching a "group spirit" or a feeling of common identity among the students in your department?

1. No, practically none
2. Yes, but it is rather weak
3. Yes, to a moderate degree
4. Yes, it is quite strong

120. Would you agree that the department or division in which you are doing your major work tends to reward conformity and punish individualism?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

121. What is your general impression of the intellectual ability of most of the students in your major department or division?

1. Most of them are below the average at this college
2. Most of them are near the average at this college
3. Most of them are above the average at this college
4. The students in my field are among the brightest on this campus

122. Would you agree that the division in which you are doing your major work has too many purely formal rituals, or rules, which are more in the nature of initiation than of genuine learning incentives?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

123. How certain are you that your present major field is the one you really want?

1. Very uncertain
2. Somewhat uncertain
3. Fairly certain
4. Very certain

124. In your major department, how satisfied are you with your present academic standing insofar as you can estimate it?

1. Very dissatisfied
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied

125. So far this term how interesting have you found the course work in your major field?

1. Rather dull for the most part
2. So-so
3. Fairly interesting
4. Very interesting

126. In relation to the kind of education you are seeking, how satisfied are you so far with the various competencies and specialties of the faculty in your present major field?

1. Very dissatisfied
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied

127. In relation to the kind of education you are seeking, how adequate would you say is the choice of courses and the availability of suitable facilities (e.g., laboratory) in your present major department?

1. Very inadequate
2. Somewhat inadequate
3. Fairly adequate
4. Very adequate

128. Would you say that the major department or specialty you are in has prestige among the student body as a whole?

1. It does not have the prestige that most other majors or specialties have
2. Its prestige is neither particularly high nor particularly low
3. Its prestige is fairly high
4. It has a great deal of prestige on this campus
129. How many of your three best friends at this time have the same major that you have?

1. None
2. One
3. Two
4. Three

130. How much influence did your occupational (career) plans have on the selection of your major field?

1. Major determined entirely by occupational plans
2. Major strongly influenced by occupational plans
3. Major somewhat influenced by occupational plans
4. Major not influenced by occupational plans

On every college or university campus students hold a variety of attitudes about their own purposes and goals while at college. Such an attitude might be thought of as a personal philosophy of higher education. The following paragraphs are descriptive statements of four such "personal philosophies" which there is reason to believe are quite prevalent on American college campuses. As you read the four statements, attempt to determine how close each comes to your own philosophy of higher education.

PHILOSOPHY A: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, although certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

PHILOSOPHY B: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

PHILOSOPHY C: This philosophy holds that besides occupational training and/or scholarly endeavor an important part of college life exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

PHILOSOPHY D: This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what he wants to be or do, and is in a sense searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college—organized extracurricular activities, athletics, traditions, the college administration—are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity, and often contempt for many aspects of organized society.

The following four questions ask you to rank these four statements according to the accuracy with which each portrays your own point of view. Be sure to assign a different rank to each "philosophy."

131. Philosophy A:
   1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
   2. Second most accurate
   3. Third most accurate
   4. Least accurate

132. Philosophy B:
   1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
   2. Second most accurate
   3. Third most accurate
   4. Least accurate

133. Philosophy C:
   1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
   2. Second most accurate
   3. Third most accurate
   4. Least accurate

134. Philosophy D:
   1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
   2. Second most accurate
   3. Third most accurate
   4. Least accurate

END OF SECTION II
135. What is your religious preference?
1. Protestant
2. Catholic
3. Jewish, orthodox
4. Jewish, conservative
5. Jewish, reform
6. Other religion
7. No formal religion

136. What is your Protestant denominational affiliation?
1. Baptist
2. Christian Church (Disciples of Christ), Church of Christ
3. Episcopal
4. Lutheran
5. Methodist
6. Presbyterian
7. Unitarian or Universalist
8. United Church of Christ (including Congregational)
9. Other denomination

137. How often have you attended religious services in the past year or so?
1. Not at all
2. Only on important religious holidays
3. About once a month
4. About twice a month
5. About once a week
6. More than once a week

138. Do you feel that you now have an adequate religious faith or personal philosophy which serves as a guide for your personal conduct?
1. Yes
2. No
3. Undecided, don't know

139. If you were to discover a student at this college cheating, what would be your probable reaction?
1. I would not be disturbed (and would do nothing)
2. I would be disturbed but would do nothing
3. I would be disturbed, but whether I took any action would depend on who the student was
4. I would express my concern only to the student I discovered cheating
5. I would speak to the appropriate teacher or other authority without naming names
6. I would report the student to the appropriate teacher or other authority

140. Which of the following statements comes closer to your views?
1. There are bodies of knowledge to be learned, and college faculty are more competent than the student to direct the student's course of study through required courses, prerequisites, etc.
2. College students should be given great freedom in choosing their subjects of study and in choosing their own areas of interest within their subjects.

141. Would you prefer to have your academic work organized to allow:
1. A predominance of class work, class assignments, regular examinations, etc.
2. A predominance of independent reading, writing, and research

142. In the average humanities or social science course, do you generally prefer:
1. Objective examinations (e.g., true-false, multiple choice)
2. Essay examinations

143. If class size permitted, which type of instruction would you prefer?
1. All or mostly lectures
2. All or mostly discussion

144. Do you generally like or dislike assignments requiring original research?
1. Dislike
2. Like

145. Generally speaking, how do you feel about competing with other people, especially when the stakes are high?
1. I tend to dislike competitive situations
2. I feel neutral about competitive situations
3. I tend to enjoy competitive situations
156. Which of the following statements comes closest to your opinion regarding the role of the adult woman in American society? (This question should be answered by both men and women students.)

1. Her activities should be generally confined to the home and family
2. She should divide her responsibilities between home and outside work, providing she has no children
3. She should divide her responsibilities between home and outside work only after her children are of school age
4. She should be allowed to choose to be entirely free of domestic responsibilities in order to work on an equal footing with men at all occupational levels

157. How many children would you eventually like to have? (This question is to be answered by both men and women.)

1. None
2. One
3. Two
4. Three
5. Four
6. Five or more

The following group of questions refers to your parental family, not, if you are married, to your own family. "Parents" may mean either natural parents or stepparents.

158. During the past year, how often have you seen your parents?

1. Every day or almost every day
2. About once a week
3. During holidays and/or occasional weekends
4. Only during summer vacation or not at all

159. Could you become so absorbed in some kind of activity that you would lose interest in your family?

1. Definitely not; impossible
2. Extremely unlikely
3. Some probability
4. Quite or very possible

160. Would you agree that a person should generally consider the needs of his parental family as a whole more important than his own needs?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

161. Would you agree that members of your family should hold family religious beliefs?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

162. Would you describe your family as:

1. Very closely united
2. Fairly closely united
3. Not particularly united
4. Very disunited

163. Many parents take a great deal of interest in what their sons and daughters do. How important is it to you that you satisfy your parents' wishes?

1. Very important
2. Fairly important
3. Moderately important
4. Not very important

164. Do you feel that in the last year or so you have been growing closer to your family or further away from it?

1. Much closer
2. Slightly closer
3. Slightly away
4. Much further away

165. Do you consult with your parents when you are faced with important personal decisions?

1. I almost always do
2. I usually do
3. I occasionally do
4. I rarely do

166. Do you feel that you should consult with your parents on important personal matters?

1. I feel that I definitely should
2. I feel that I probably should
3. I have no particular feelings one way or the other
4. Generally speaking, no

167. How dependent on or independent of your parents do you consider yourself to be at the present time?

1. Quite dependent
2. Somewhat dependent
3. Fairly independent
4. Very independent
158. As you think back over this past academic year, how much of your non-class time per week (excluding the weekend) would you say you spent in casual conversation with friends or acquaintances?

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sixteen or more hours</td>
<td>16%</td>
</tr>
<tr>
<td>2. Eleven to fifteen hours</td>
<td>27%</td>
</tr>
<tr>
<td>3. Six to ten hours</td>
<td>23%</td>
</tr>
<tr>
<td>4. One to five hours</td>
<td>14%</td>
</tr>
</tbody>
</table>

159. Other than on dates or with your spouse, do you generally pursue leisure time and recreational activities (movies, exhibits, hobbies, etc.) with a group of friends or by yourself or with one friend?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Almost always with a group of friends</td>
<td>27%</td>
</tr>
<tr>
<td>2. Usually with a group of friends</td>
<td>16%</td>
</tr>
<tr>
<td>3. Usually by myself or with one friend</td>
<td>20%</td>
</tr>
<tr>
<td>4. Almost always by myself or with one friend</td>
<td>37%</td>
</tr>
</tbody>
</table>

160. With regard to the arts, would you say that the preferences and tastes of most of your acquaintances are similar to your own tastes?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes, their tastes in the arts are very similar to my own</td>
<td>25%</td>
</tr>
<tr>
<td>2. Their tastes are fairly similar to mine</td>
<td>29%</td>
</tr>
<tr>
<td>3. Mine are different in a number of respects</td>
<td>26%</td>
</tr>
<tr>
<td>4. No, their preferences tend to be quite different from mine</td>
<td>19%</td>
</tr>
</tbody>
</table>

161. As a description of yourself, how accurate is the following statement, "I am one in a group of close friends, and we do most things together"?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very accurate</td>
<td>27%</td>
</tr>
<tr>
<td>2. Fairly accurate</td>
<td>23%</td>
</tr>
<tr>
<td>3. Not particularly accurate</td>
<td>25%</td>
</tr>
<tr>
<td>4. Definitely inaccurate</td>
<td>15%</td>
</tr>
</tbody>
</table>

162. How often do you maintain a point of view despite other students losing patience with you?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rarely</td>
<td>29%</td>
</tr>
<tr>
<td>2. Occasionally</td>
<td>23%</td>
</tr>
<tr>
<td>3. Quite often</td>
<td>29%</td>
</tr>
<tr>
<td>4. Very often</td>
<td>19%</td>
</tr>
</tbody>
</table>

163. Would you say that you often seem to ignore the opinions of other students when trying to accomplish something that is important to you?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No, never</td>
<td>29%</td>
</tr>
<tr>
<td>2. Rarely</td>
<td>23%</td>
</tr>
<tr>
<td>3. Occasionally</td>
<td>23%</td>
</tr>
<tr>
<td>4. Yes, quite frequently</td>
<td>25%</td>
</tr>
</tbody>
</table>

164. Do you generally like to do things in your own way and without regard for what other students around you may think?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Definitely no</td>
<td>16%</td>
</tr>
<tr>
<td>2. No, not usually</td>
<td>37%</td>
</tr>
<tr>
<td>3. Yes, most of the time</td>
<td>25%</td>
</tr>
<tr>
<td>4. Definitely yes</td>
<td>12%</td>
</tr>
</tbody>
</table>

165. Do you generally consult with close friends while you are in the process of making some fairly important decision?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Almost always</td>
<td>25%</td>
</tr>
<tr>
<td>2. Usually I do</td>
<td>27%</td>
</tr>
<tr>
<td>3. Seldom</td>
<td>23%</td>
</tr>
<tr>
<td>4. Almost never</td>
<td>25%</td>
</tr>
</tbody>
</table>

166. Could you become so absorbed in some kind of activity that you would lose interest in what your good friends were doing?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Definitely not; impossible</td>
<td>19%</td>
</tr>
<tr>
<td>2. Extremely unlikely</td>
<td>27%</td>
</tr>
<tr>
<td>3. Some probability</td>
<td>25%</td>
</tr>
<tr>
<td>4. Quite or very possible</td>
<td>29%</td>
</tr>
</tbody>
</table>

167. Before you do something, do you try to consider how your friends will react to it?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes, I always do</td>
<td>25%</td>
</tr>
<tr>
<td>2. Yes, I usually do</td>
<td>23%</td>
</tr>
<tr>
<td>3. Sometimes I do</td>
<td>27%</td>
</tr>
<tr>
<td>4. No, usually not</td>
<td>25%</td>
</tr>
</tbody>
</table>

168. Do you think that at some time in the future you would like to join the Peace Corps or VISTA?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Definitely not</td>
<td>19%</td>
</tr>
<tr>
<td>2. Probably not</td>
<td>27%</td>
</tr>
<tr>
<td>3. Probably yes</td>
<td>25%</td>
</tr>
<tr>
<td>4. Definitely yes</td>
<td>29%</td>
</tr>
</tbody>
</table>

169. How informed do you presently consider yourself in regard to national and international political affairs?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wholly uninformed</td>
<td>25%</td>
</tr>
<tr>
<td>2. Not very well informed</td>
<td>23%</td>
</tr>
<tr>
<td>3. Fairly well informed</td>
<td>27%</td>
</tr>
<tr>
<td>4. Very well informed</td>
<td>25%</td>
</tr>
</tbody>
</table>

170. How interested are you in political issues and political affairs?

<table>
<thead>
<tr>
<th>Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am disinterested in politics</td>
<td>19%</td>
</tr>
<tr>
<td>2. I am only occasionally interested in political issues and affairs</td>
<td>27%</td>
</tr>
<tr>
<td>3. I am quite interested in political affairs, but I am not, nor do I plan to be, active in politics myself</td>
<td>25%</td>
</tr>
<tr>
<td>4. I am very interested, and I am, or would like to be, actively involved in political issues and affairs</td>
<td>29%</td>
</tr>
</tbody>
</table>
171. Do you consider your political point of view to be generally:
1. Quite conservative
2. Fairly conservative
3. Fairly liberal
4. Very liberal

172. Do you become indignant when you read that a high government official has taken money or gifts in return for favors?
1. No
2. Cannot say
3. Mildly indignant
4. Very indignant

173. Would you agree that the government should have the right to prohibit certain groups of persons who disagree with our form of government from holding peaceable public meetings?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

174. How strongly do you feel that something must be done soon about the rising tide of juvenile crime in this country?
1. I do not feel that the “problem” is as serious as the question makes it out to be
2. I have not given this matter sufficient thought to say
3. Fairly strongly
4. Very strongly

175. Are you concerned about the extent to which economic poverty still exists in the United States (e.g., the fact that in 1966 about one-fifth of American families earned under $4000 a year)?
1. In my opinion this is a phony complaint or for other reason not a matter for concern
2. I have not given this matter sufficient thought to say
3. Mildly concerned
4. Highly concerned

176. Do you agree that police are unduly hampered in their efforts to apprehend criminals when they have to have a warrant to search a house?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

177. Are you disturbed about what appears to be a growing preoccupation with money and material possessions throughout this country accompanied by a declining concern for national aims, spiritual values, and other moral considerations?
1. No, or the assumption made in this question is mistaken
2. Cannot say
3. Mildly disturbed
4. Very much disturbed

178. Do you agree or disagree with the belief that capital punishment (the death penalty) should be abolished?
1. Strongly disagree
2. Disagree, but not strongly
3. Agree, but not strongly
4. Strongly agree

179. Would you (or do you) enjoy participating in, or listening to, a discussion of philosophies of history?
1. I definitely would not
2. I probably would not
3. I probably would
4. I definitely would

180. Are you concerned about the many elderly people in the U.S. who are left alone to live “on crumbs of welfare measures”?
1. In my opinion this is a phony problem or for other reason not a matter for concern
2. I have not given this matter sufficient thought to say
3. Mildly concerned
4. Highly concerned

181. Would you agree or disagree that the government should do more than it is presently doing to see that everyone gets adequate medical care?
1. Strongly disagree
2. Disagree, but not strongly
3. Agree, but not strongly
4. Strongly agree
183. How frequently do you discuss foreign films with your acquaintances?
1. Never  
2. Rarely  
3. Occasionally  
4. Quite frequently

184. How interested are you in modern art?
1. No interest whatsoever  
2. Slightly interested  
3. Quite interested  
4. Very much interested

185. Would you agree or disagree that legislative committees should not investigate the political beliefs of college or university faculty members?
1. Strongly disagree  
2. Disagree, but not strongly  
3. Agree, but not strongly  
4. Strongly agree

186. Would you be upset at the sight of children looking at obscene printed material at a magazine stand (or elsewhere)?
1. No  
2. Cannot say  
3. Mildly upset  
4. Very much upset

187. How many of the following have you read: James Joyce, Leo Tolstoy, Thomas Mann?
1. None  
2. One  
3. Two  
4. Three

188. Do you agree or disagree that labor unions these days are doing the country more harm than good?
1. Strongly agree (they are doing the country more harm than good)  
2. Agree, but not strongly  
3. Disagree, but not strongly  
4. Strongly disagree

189. Do you feel that the decision to drop an atomic bomb on the city of Hiroshima was right or wrong?
1. Strongly feel that the decision was right  
2. I think that the decision was right, but my feelings on this matter are not strong  
3. I think that the decision was wrong, but my feelings are not strong  
4. Strongly feel that the decision was wrong

190. How much pleasure do you usually experience when listening to good live performances of classical music?
1. None or very little  
2. A moderate amount  
3. Quite a bit  
4. A great deal

191. Are you disturbed when you hear of confessions of extensive rigging of bids or rigging or "administrating" of prices in some essential industry in the U.S.?
1. I am not disturbed by these activities  
2. Don't really understand what is involved  
3. Mildly disturbed  
4. Greatly disturbed

192. Would you agree or disagree that conscientious objectors should be excused from military service in wartime?
1. Strongly disagree  
2. Disagree, but not strongly  
3. Agree, but not strongly  
4. Strongly agree

193. How would you feel (or have you felt) when first hearing about a lynching somewhere in the United States (which happened as recently as 1939—to a man named Parker)?
1. Indifferent, or my reaction would depend on who was lynched  
2. I'm not certain  
3. Mildly shocked  
4. Highly outraged

194. Do you agree or disagree with the contention that the welfare state lends to destroy individual initiative?
1. Strongly agree  
2. Agree, but not strongly  
3. Disagree, but not strongly  
4. Strongly disagree

195. Do you enjoy reading poetry?
1. No, I dislike poetry  
2. Not very much  
3. Yes, to some extent  
4. Yes, very much

196. How much would you say you know about the history of painting?
1. Almost nothing  
2. A small amount  
3. A moderate amount  
4. A good deal
197. How many times during the past year or so have you gone to an evening lecture on some serious topic (other than required lectures)?
   1. Not at all
   2. Once or twice
   3. Three or four times
   4. Five or more times

198. How many books do you yourself own (not including textbooks for your present courses, but counting serious paperbacks)?
   1. Less than ten
   2. Ten to 30
   3. 31 to 75
   4. More than 75

200. Can you say that in the past year or so you have reacted to some work of art (e.g., a painting, sculpture, musical performance) with deep and intense personal feeling?
   1. No
   2. I don't think so
   3. Yes, several times
   4. Yes, quite a number of times

203. Do you agree or disagree with the belief that individual liberties and justice under law are not possible in socialist countries?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

Please look over your answer sheet to be certain that:
- only one box has been blackened for each question
- there are no stray marks between answer boxes or in the margins
<table>
<thead>
<tr>
<th>SUBMITTED NAME</th>
<th>HOME ADDRESS</th>
<th>SIGNED BY</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
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