ABSTRACT

AN INVESTIGATION OF IMAGES OF THE UNIVERSITY AND STUDENT ROLE EXPECTATIONS

by Frederick Alden Leafgren

This study is an investigation of the images of Michigan State University and student role expectations held by freshmen students enrolled at Michigan State University fall term, 1961. It is also an investigation of the changes that occur in these images and student role expectations during the freshmen year. Personal characteristics of the student related to their images and role expectations were identified. Personal characteristics and college experiences of the student related to changes in their images of the institution and role expectations were also identified.

An initial sample of 1,000 students from a total population of 5,000 students was chosen. An instrument, the College Characteristics Inventory, was designed to measure the student's academic image of the institution, social image of the institution, academic student role expectation and social student role expectation. The instrument was administered to the population at the time of arrival at the University (Summer Counseling Clinic or Fall Orientation Week) to determine their initial images of the institution

and student role expectations. At the end of the first year the instrument was administered a second time to determine the changes in their images of the institution and student role expectations. The analysis of variance technique was used to test the data for statistical significance.

Twelve of the fifteen personal characteristics of the students included in the inventory proved to be related to the students' initial image of the institution and to their role expectations. These were sex of the student, the father's occupation, mother's education, home environment, state of residence, individual who helped make the decision to attend college, reason for coming to college, reason for selecting M.S.U., academic major, amount of education anticipated, definiteness of vocational choice, and anticipated social position.

Changes in the image of the institution and role expectation during the first year in college proved to be related to only four of the personal characteristics identified in the fall. These were home environment, state of residence, reason for selecting M.S.U., and the amount of higher education anticipated. College experiences found to be related to changes in images of the institution and role expectations were summer counseling clinic, students' perception of the primary function of the university, attributes necessary for success, source of financial support, place of residence, assignment to a living-learning center,

topic discussed most frequently among themselves, kind of recognition desired, Greek affiliation, social position, and grade point average.

Although the overall change in image scores held by students decreased, the findings revealed that some students had increases in their image scores.

The study shows that students come to college with certain preconceived ideas about the institution, academic and social, and ideas about how they will perform, academically and socially, which are associated with personal characteristics of the individual, his background, socio-economic level, aspirations, etc., but that the changes during the first year are related primarily to experiences of the students in the college environment and only secondarily to background and other personal characteristics.

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CHAPTER I

THE PROBLEM

Introduction

The amount of research on higher education prior to the last decade was very limited but the importance and value of research in all facets of higher education is now recognized. Educators are not only concerned with philosophical questions but are demanding evidence which will enable them to evaluate existing programs and to plan for future programs designed to meet the demands of a rapidly changing world and increasing college enrollments.

A broad area of concern to colleges and universities today is that of the student culture. Increasing enrollments, societal changes, student unrest, and heterogeneous student backgrounds all work to create complex problems for college officials, especially those in the area of student personnel administration. Therefore, directors of orientation programs, residence halls, counseling services, and extracurricular activities are seeking information about the students with whom they work.

The Association for Higher Education focuses its attention on those issues of greatest current concern to those working in higher education. One of the discussion

sessions at the Spring 1960 Conference of the Association of Higher Education devoted its attention to the problems of creating a campus climate conducive to the effective participation of the students, faculty, and staff in the education process. Disturbed by the findings of investigators such as Jacob (67) and Eddy (31) and the knowledge that in the immediate future higher education must concern itself with unprecedented numbers of students, educators realize that effective answers to problems of campus climate must be forthcoming if American higher education is going to achieve their expectations. This problem has been emphasized by Cummer (21), Sprague (116), and others.

The importance of the forces at work on the college student prior to his arrival and the effect of these forces on the student and the colleges is emphasized by Trow (127), Clark (15), Jordan (70), and McConnell and Heist (55) who stress the significance of building, maintaining, and communicating an effective public image of the college to insure the enrollment of students with expectations and objectives commensurate with those established by the institution. The public images once established are difficult to affect and are likely to respond slowly to change. These images, however, attract new members with orientations and dispositions roughly similar to those of the students and alumni. Educational

institutions seeking status, prestige, academically superior students, nationally known faculty, and even adequate financial resources must be attuned to public criticism and applause. The future of the institution is seen to be dependent in no small part upon a favorable image conveyed to the many publics of the institution. Colleges and universities sensitive to their public image are instituting new programs and activities in an attempt to impart the most favorable image. Published research in the area of images of higher education is very limited; nevertheless, institutions are concentrating efforts in this area through the activities of students and faculty by the use of a variety of communications media.

A study of institutional images should include the perceptions of the student body because much information about an institution is conveyed, correctly or incorrectly, by its students. Because of their numerous contacts the amount of information conveyed by students to the public is extensive and the image of the institution is dependent to a large degree upon their perceptions. In addition the images held by these students affects their individual behavior and their relationship to the institution and its programs.

Statement of the Problem

This research is an investigation of the images of Michigan State University and student role expectations

held by freshmen students enrolled at Michigan State University fall term 1961. It is also an investigation of the changes that occur in these images and student role expectations during the freshman year.

The images of the institution and the student role expectations held by the students prior to their registration as freshmen at Michigan State University will be investigated (1) to identify personal characteristics of the student related to the images and role expectations, (2) to study the changes in images and expectations which occur during the freshman year, and (3) to identify characteristics of the student and college experiences which may be related to these changes.

Theoretical Background of the Study

Images and the Self

Psychologists are giving considerable attention to the development of the self, self concept, and perceptions. Overstreet (97) states:

> Every person's primary life relationship is to himself. The first creative venture he undertakes--long before he realizes its significance is the building of the self image. Because he has to undertake it while he is still limited by the ignorance and dependency of infancy and childhood, he cannot pick and choose the materials that go into his image. He has to take what is presented by the psychic circumstances of his daily life, and having built his image, he has to live with it. Later experiences may lead him to modify it in one way or another. But, by and large, his approach

> to situations will, all his life, reflect the images he builds in his earliest years--the image of himself."

Fromm (23) maintains that

> Man in the state of repressedness experiences the world with a false consciousness. He does not see what exists, but he pictures his thought image into things, and sees them in the light of his thought images and fantasies, rather than in their reality. It is the thought image, the distorting veil, that created his passions, his anxieties.

People confuse images with reality and tend to act as if their images are reality which is very often not the case.

According to Young (133) the meaning of behavior depends upon a combination of image or idea and the accompanying incipient attitude or overt act. We possess attitudes and habits about material objects and personalities which make up our external environment. The internal environment is also constituted of images and ideas which modify and determine these same attitudes and habits. Our concepts and images which are the results of personal, social, and cultural conditioning determine our reaction and behavior towards others and toward situations. These images become the center around which our basic attitudes and habits are built up and which in turn, determine our interpretation or reaction to external objects and persons.

Rogers' theory of personality development provides support for the concept of formation of images (109).

> Every individual exists in a continually changing world of experience of which he is the center. The organism reacts to the field as it is experienced and perceived. This perceptual field is, for the individual, reality.

The student arrives at the university and behaves in terms of his perception or image of it. Rogers states further "Behavior is basically the goal-directed attempt of the organism to satisfy its needs as experienced, in the field as perceived."

Rogers explains changes in the images or perceptions held and subsequently in behavior by writing,

> As experiences occur in the life of the individual, they are either (a) symbolized, perceived, and organized into some relationship to the self, (b) ignored because there is no perceived relationship to the structure, (c) denied symbolization or given a distorted symbolization because the experience is inconsistent with the structure of the self.

The student during his first year in college will be exposed to many experiences involving other students, faculty, and the community at large and will incorporate these experiences in varying degrees into the self thus changing both the images held of the self and of the environment.

Boulding (9) believes that one's subjective knowledge, that is, what one believes to be his true image largely governs his behavior. "This image is built up as a result of all past experiences of the possessor of the image." As the individual experiences new situations the image may be changed to some degree and his behavior

patterns may also be changed; however all experiences do not effect a change in the image. Some experiences may have the effect of clarifying the present images and others may be rejected because they contradict the present images.

Boulding (9) further maintains "For any individual organism or organization, there are no such things as 'facets'. There are only messages filtered through a changeable value system." This does not mean, however, that the image of the world possessed by the individual is a purely private matter or that all knowledge is simply subjective knowledge. Images can be public as well as private. Part of our image of the world is the belief that this image is shared by other people like ourselves who are also part of our image of the world. The development of images is dependent upon all the elements of that culture or subculture in which they are developed.

Images and the Institution

Forbes (35) reports that in constructing a theory of college self-study for the North Central Association it was discovered that a prime assumption implicit in the self-study is that all people who have a stake in an institution of higher education operate from a mental vision of what that institution is and what is should become ideally. Forbes considers the notion of the institutional image as the cornerstone of institutional self-study.

Riesmann and Jencks (68) indicate that many institutions are seen by both high school and college students as essentially similar, that is, as just plain "colleges." They choose these imageless institutions because they are convenient or because they offer some desired occupational training.

Douvan and Kaye (28) suggest that in addition to the image of the college as a vocational training ground, a provider of intellectual and emotional growth experiences, and a mobility channel, at least two other concepts seem likely to enter the adolescents' own picture of the college experience: a gay and glamorous social life and release and relief from parental control. Magazines, newspapers, and movies reveal a glittering image of college life and the importance it holds for our youth oriented society thus contributing to the images held by students.

According to Clark (15)

> The clientele defining function of organization images is a consequence of college character that is easily overlooked in research on higher education; it is a basic link, however, in the on-going interaction between the character of a college and the nature of its student bodies. And, this connection is a complex matter in the historical development of colleges. Needed is research that will identify the public images of college, show how these images were determined, and trace their effects. One method of conducting research in this area is to study the impressions of entering students. Another step is to link images to their effects. Students with different images about a given college may be drawn from different

> backgrounds and hence from somewhat different styles of life. They are likely to expect different things to happen to them and to want to obtain different things from college. It is likely that differences in entering impressions give rise to differences in drop-outs, in avenues of participation, and finally such outcomes as changes in values.

Images and Role Theory

Role theory holds that the images one has of his environment and his role will determine to a large degree his behavior. Although extensive research has not been done on role theory, there has been considerable theoretical material written on this concept. Newcomb (95) states,

> The ways of behaving which are expected of any individual who occupies a certain position constitutes the role associated with that position. A role is something dynamic; it refers to the behavior of the occupant of a position--not all their behavior, as persons, but what they do as occupants of the position.

Sargent (113) provides information regarding the psychological implications of the role concept. "Individuals vary, so they perceive and interpret situations differently, which has much to do with determining the role behavior." According to Wilson (130), "Differences in images can be attributed to basic personality differences, however this has only been shown to a limited degree."

Snygg and Combs (18) also speak from a psychological viewpoint.

> It is not the externally observed demand which governs a person's behavior, but the phenomenal demand; that is the role which the individual

> himself perceives to be required of him in any situation. This may or may not be the same as the externally observed demand.

Sarbin (112) provides additional information regarding roles and the study of roles.

> Role expectations as anticipated actions or performances can be studied by means of questionnaires. Role expectations as qualities or attributes rather than as actions or performances may also be studied empirically.

"The veridicality of one's role perceptions and functional adaptations to the social world are highly related." These authors emphasize that what the person perceives as his role is most significant in relationship to his behavior. According to Forbes (35), "Role enactment depends upon accurate role perception. If one's role perception is invalid his role enactment will be inappropriate and non-adaptive." If the image one holds of his role and of the institution determine to a great extent his behavior it would seem that when the perceptions are too disparate from reality so may be his adjustment and behavior.

In the present study we are also concerned with the changes that take place in the perceptions of the role. Murphy (49) offers an explanation regarding the learning of roles. "Canalization, conditioning, and perceptual learning account for role learning as they do for all other kinds of learning." It is anticipated that changes will take place in the images of the institution and student role expectations during the first year.

The Problems

This study is concerned with identifying the images of the institution and student role expectations held by freshmen entering Michigan State University fall semester 1961, the relationship of these images and student role expectations to personal characteristics, the changes these images and student role expectations undergo the first year, and the relationship of these changes to characteristics of the student and his college experiences of the first year.

The problems stated more specifically are:

1. What personal characteristics of students are associated with the academic and social images of the institution held by them prior to their registration as freshmen?*

2. What personal characteristics of students are associated with the academic and social student role expectations held by them prior to their registration as freshmen?*

3. Do the students' academic and social images of the institution change during the first year?

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*The personal characteristics that will be tested are: (1) family and home background variables--sex of student, father's occupation, parents' income, father's education, mother's education, home environment (rural-urban), in-state or out-of-state residence; (2) variables on decision to attend college--individual who was most important in determining the decision to attend college, primary reason for attending college, main source of information about M.S.U., primary reason for selecting M.S.U.; (3) variables on the goals established for college attendance--academic major, amount of higher education anticipated, definiteness of vocational plans, anticipated college social position.

4. Do the students' academic and social student role expectations change during the first year?

5. Are changes in the academic and social images of the institution during the first year associated with personal characteristics and college experiences of the student?**

6. Are changes in the academic and social student role expectations during the first year associated with personal characteristics and college experiences of the student?**

Definition of Terms

The following definitions will be used throughout the study. They are presented to clarify the content of this research.

Image--A composite of a person's concepts, judgments, preferences, and attitudes towards some comprehensive objects or cause. The image in this sense emphasizes the cognitive content of a sentiment which may sometimes be only loosely organized.

**The personal characteristics and college experiences of the student that will be tested are: (1) family and home background variables--sex of the student, father's occupation, parents' income, father's education, mother's education, home environment (rural-urban), in-state or out-of-state residence; (2) variables on decision to attend college--individual who was most important in determining the decision to attend college, primary reason for attending college, primary reason for selecting M.S.U.; (3) variables on goals established for college attendance--academic major, amount of higher education anticipated, definiteness of vocational plans; (4) college experiences--attendance at the summer counseling clinic, most important function of the university, attribute necessary to possess in order to succeed at the university, principal means of financial support, place of residence, type of residence hall, topic discussed most frequently outside of class, recognition desired, Greek affiliation, college social position, continuation at the University, final grade point average.

Academic image of institution (AII)--A measure of the student's perception of the academic environment of the institution.

Academic student role expectation (ASR)--A measure of the student's perception of his anticipated participation in the academic life of the institution.

Social image of institution (SII)--A measure of the student's perception of the social environment of the institution.

Social student role expectation (SSR)--A measure of the student's perception of his anticipated participation in the social life of the institution.

Scope and Limitations of the Study

Certain limitations must be taken into consideration when inferences are made from the findings of this study.

This study is limited to one institution, Michigan State University. It is based upon the change which occurs in the students' images and student role expectations during their first year at Michigan State University and while it is assumed that the greatest amount of change will occur during the first year and these images and role expectations will to a great extent be influential in the student's thinking and behavior as he progresses with his college education, this assumption was not tested.

The data for this study were obtained by the use of an instrument designed for this study, "College Characteristics Inventory." It is realized that student responses on instruments of this type do not always reflect as accurately or to as great a depth the student's true attitudes or perceptions as might be obtained by

interviewing. Because of the breadth of the study which involved numerous characteristics a larger sample was required than would have been feasible had the interview technique been used for data gathering.

Importance of the Study

The Committee on the Future of Michigan State University (89) stated,

> The image . . . of the University . . . must be adequately and accurately interpreted if the University is to achieve the role that is envisioned by the Committee. The many groups that compose the audience of the University have varied views and for this reason it is many things to many people.

It was recommended that a committee be established to assist in the formation of the image of the University.

Dr. Paul Miller, at the time Provost of Michigan State University, urged the Student Congress in an article in the Michigan State News (92) to help build an image of Michigan State University in the eyes of its own students and faculty.

Studies such as those of Clark (15) have indicated that the image of an institution as perceived by its public, determines to a significant degree the type of student who enrolls and probably to a great degree the type of instructional program it is able to conduct. Certainly, the achievement of desired outcomes by an institution will be hindered if it is unable to adequately convey to its public what it is trying to do, so that it

is able to enroll those students who have goals congruent with those of the institution.

Research needs to be undertaken to identify the images held by students' faculty, and the various publics. These images may be fairly complete and accurate if they are based on contact with others who have attended the institution or on personal visits to the campus which provided meaningful experiences which helped convey an accurate image of the institution and the student environment. On the other hand, the images may be quite inaccurate if they arise from very limited or distorted information received from unreliable sources.

Clark (15) maintains that even more so in the future than in the past, the general need of most colleges that want to reach and maintain a high academic status will be to construct and communicate a special identity. Investigations need to be made to determine the images an institution conveys to its students. Coogan (19) states,

> The American People, broadly speaking, do not fully understand the vital role played by universities in this rapidly changing world of ours. If somehow, and I think we need to know what our 'image' is beforehand, we could individually and collectively break through this almost invisible barrier between us and a lot of our many publics we would render an incalculable service to higher education.

Summary

Knowledge about student characteristics and the impact of the colleges on these characteristics is of

great concern to institutions of higher education. Research into the relationships which exist is complicated by the complexity of the human personality and the difficulty of translating institutional objectives into measurable variables.

The feasibility of studying factors of role expectations, institutional images, and changes in these images and expectations has been established. However, the lack of existing research in this area and the need for further studies is great.

Although there are many questions to be answered in the area of student characteristics this study is limited to students' images of the institution, their role, and the institutional impact on these images. More specifically this study is concerned with the students' images of the institution and students' role perceptions prior to their enrollment as freshmen; the personal characteristics of the students related to their images of the institution and role perceptions; and the impact of their college experiences in changing their images of the institution and their role perceptions at Michigan State University. Such findings are needed to expand the limited amount of research in the area of student characteristics. Research studies on personality, values, attitudes, have been reported, but almost no research exists in the area of images or image change.

The chapter to follow will summarize the findings of research relevant to this study. The third chapter will describe the method of investigation, and the fourth will be an analysis of the findings. The fifth and final chapter will summarize the conclusions drawn from the findings and will discuss the implications for further research.

CHAPTER II

A REVIEW OF LITERATURE

Although institutional self-evaluation has been a concern of colleges and universities almost since their beginning, not until the 1950's did evaluation play so important a role in decision making. Many institutions have created offices of institutional research to conduct or coordinate studies and evaluations on almost all areas of the total operation on the institution. Funds are allocated from operating budgets but they are often supplemented by grants from governmental and private agencies.

Findings from institutional research studies of which only a few are reported in professional literature and full length books, have had considerable impact on institutional operation.

This study is typical of studies classified as institutional research since it evaluates impact of the freshmen year on the students' image of the institution and the students' role perceptions. This chapter reviews the research relevant to this study and both supports and refutes some of the findings.

Institutional Environmental Measures

Those interested in studying institutional environments have recognized the need to develop techniques and instruments which can be used for this purpose. The feasibility of developing instruments to measure the institutional environment has been demonstrated by Pace and Stern (101), Pace (100), Astin and Holland (4), Trow (128) and Deutschmann (25).

Pace and Stern (102) have designed an instrument, "The College Characteristics Index," which attempts to assess the institutional environment. This instrument compares institutions of higher education in terms of a system of pressures, practices, and policies intended to influence the development of students toward the attainment of important goals of higher education. The "College Characteristics Index" is a measure of "press" which Pace and Stern define as the characteristic demand or features of an environment as perceived by those who live in that environment.

Pace (100) has developed another institutional environment measure, the "College and University Environment Scales" (CUES). CUES consists of 150 statements about college life including features and facilities of the campus, rules and regulations, faculty, curriculum, instruction and examinations, student life, and extra curricular organizations. It is designed to measure the

total institutional environment and is a measure of campus atmosphere as students perceive it.

"Environmental Assessment Technique" is another measure of the institutional environment developed by Astin and Holland (4). This instrument assesses the institutional environment by examining eight attributes of the student body: size, intelligence level, and personal orientation of the students as indicated by the percentage of students in each of six classes of major fields (realistic, intellectual social-conversational enterprising, and artistic). The variables of this instrument were found to have substantial correlations with the scales of the "College Characteristics Index" (3).

Trow (128) uses a classification of student subcultures to measure the institutional environment. He recognizes four identifiable student subcultures: the traditional, the academic, the consumer-vocational, and the non-conformist. The traditional culture is defined as collegiate and consists of a pleasure seeking group manifesting loyalty to the institution though not to the institutional purposes of the institution. The academic culture is characterized by emphasis on the intellectual concerns, the library, and the seminar. The consumer-vocational culture is college attendance for the sake of acquiring a degree and hence a claim to a job. The

non-conformist places a high value on ideas and on disesteem of the institution. Trow suggests that the atmosphere of a college is related to the proportion of its students falling into each of the four subcultures.

Another method of assessing the institutional environment has been developed by Deutschmann (25). He utilizes the "semantic differential" developed by Osgood. Deutschmann conducted a study of institutional images by selecting such words as coaches, athletics, dates, degree, professor, dormitories, academic dean, President, Harvard, advisor, library, regulations, Dean of Students, and courses. Seven adjectives were used to describe each of these and the student was requested to select that adjective which was most appropriate. He concludes that the study shows the results are almost too unambiguous. They pinpoint strengths and weaknesses in institutional images. He feels that the study shows that it is possible to evaluate images of institutions of higher education.

Institutional Images

The "College Characteristics Index," "CUES," "Environmental Assessment Technique," and the techniques of Trow and Deutschmann which have been utilized in studies of college and university environments, and the findings of these and other studies are discussed here because of their relevance to this dissertation.

Pace and Stern (101) using the "College Characteristics Index," have found significant differences in institutional environments. Similar differences have been discovered by Trow (127) and Pace (100). According to Pace these differences in institutional environments cannot be attributed to the size or complexity of the institutions alone.

It has also been found in studies conducted by Riesman and Jencks (68) that institutions differ in the amount of image distinctiveness they project. Public colleges generally are not as sharply distinctive as private colleges in the image projected. Teachers colleges and state colleges are likely to have the non-image or image of weak distinction (15).

It has been demonstrated that students hold images of institutions, real or perceived, and these images determine institutional choices (55, 62, 68, 98, 106). Findings from these studies indicate students make themselves available to a college according to their impressions of what it is like. These student impressions are in part public impressions and serve a character supporting function for an institution in attracting new members with orientations similar to those on the scene or already graduated.

A study by Centra (13) using the "CUES" instrument reveals students' perceptions of the total university are

associated with the major field of study. His findings indicate that the perceptions of the total setting vary with the major field of study and that no one major field of study is representative of the entire university.

The number of students attracted by the institutional image is determined to a large degree by the characteristics the students are seeking in a college. Several studies on students' bases for college choice indicate they do seek different characteristics in the institution they plan to attend.

The primary basis for college choice of 7,500 National Merit Scholarship finalists was found to be an institution that has a good school or department in the area in which the student plans to major (62). Holland concluded from this study that the student appears to make his actual selection on vague notions about institutional reputations which he seldom can document meaningfully. According to this group of National Merit Scholarship winners the image of the "ideal" college is a private coeducational institution with a national reputation, an outstanding faculty, and high scholastic standards (62).

In a study of freshmen at the University of Oregon factors which were reported to have strongly influenced their decisions to attend an institution were reputation of the school, desire of parents, nearness to home, liberal arts program, and cost (36). Well established

alumni also create an image of the institution which attracts students who desire to become like those alumni (68).

Students' information about institutions is often limited to a relatively few institutions in the immediate geographic area (106). Freshmen have reported that the most important sources of information about the institutions were visits to the campuses, parents, and high school teachers (36).

Parental influences are also associated with the college selection process (68). In a study in Michigan of parents of college students it was revealed that factors of cost and location played a significant role in determining where children would go to college (84). Parents exert considerable influence and control in the choice of a college and Holland (62) suggests that parental beliefs about colleges may play a substantial role in concentrating high ability students in a limited number of institutions.

Student Characteristics

The attraction of students to colleges and universities has been shown to be related to various characteristics of the personality (33, 99, 118, 121). Studies by Pace and Stern (98) reveal the public image which a college has makes it attractive to students who sense they could find such an environment congenial to them. Students

with strong needs in certain directions tend to be found at colleges which exert a strong "press" in these same directions.

The relationship between characteristics of an institution and characteristics of students selecting the institution has been reported in several other studies (15, 36, 53, 55, 62, 68, 117).

Heist (53) found "high ranking" institutions attract students more socially introverted, more complex in their outlook and perceptions, more original, and less authoritarian than those found at an "average" institution. Selection of a private institution was correlated with high socio-economic status, parents with high incomes, advanced education, many books in the home, and a perception of college as a way to develop higher personal standards, intellectual abilities, and ways to enjoy life.

A series of personality scales was administered to 921 National Merit Scholarship winners in 1956 (33). Some of these scales differentiated among groups of college students categorized by type of institution attended (public university, Ivy League university, private university, liberal arts college).

Stern (117) found that colleges with a strong intellectual climate get students with strong, average, and weak intellectual needs, whereas the colleges and universities with weak intellectual climates primarily attract

and enroll students with average and weak intellectual needs.

The existence of a relationship between student characteristics and the character of the college has also been demonstrated in studies by McConnell (80), Riesman (107, 108), McConnell and Heist (55), Heist (54), and Pace (98). McConnell and Heist (55) suggest that predominant student characteristics and backgrounds may be counted on to produce a distinctive atmosphere, to lend a decided cast to a collegiate community. Furthermore, Knapp and Greenbaum (47) and Holland (62) indicate that college productivity indices must be in part attributed to student characteristics.

Role Perceptions

As early as 1917 Martin (78) concluded from his investigation that one may obtain a fairly complete idea of an individual's manner of thinking and acting from images held by the individual. Sarbin (112) maintains the self is empirically derived, not transcendentally; it is the result of experiences, i.e., interactions with body-parts, things, persons, images, and so on. Hartman (51) and Sherif (115) have taken the positions that internal factors such as attitudes, subjective norms, and values can play the dominant role in the organization of a perceptual field.

The importance of the concept of student perceptions of their role is emphasized by Newcomb (95). He maintains that people respond to a situation not necessarily as it really is, but as it is perceived to be. Situations are perceived as the individual has learned to perceive through success and failure, rewards and punishments.

Studies of self-concepts of students entering college reveal that college preparatory students tend to have more mature self-concepts and a greater drive to attain status long before attending college than the non-college preparatory student (129). Differences in sex affect student role perceptions. Males perceive college as vocational preparation more often than girls (27, 28). Differences in social role expectations for males and females is also reported by Hanson (50).

Cartwright's (11) study of self-concept and adjustment to college life indicates that students holding self images which are not rewarded by the campus culture find difficulty in making a good adjustment. Findings reported by Centi (12) indicate that low grades in college affect the self perception of the student.

The perception of student role is reported to vary considerably. Riesman (107) suggests from his findings that for many high school graduates there is no sharp break between high school and college and no expectation on their part that there will be change. Trow (127)

reports the "culturally sophisticated" students (those with a genuine interest in a liberal education) differentiate themselves in their orientation to the academic community from the "less sophisticated" students (those who come to college for vocational training or advancement of economic position) by their seriousness of purpose and their anticipation that they will graduate from the college they are entering.

Dornbush (26) from his observations of assimilation of cadets at the U. S. Coast Guard Academy reports that identification with a new role and changes in self concept are promoted by institutional objectives. Reduction in discrepancies between self and ideal self were reported by Denmark and Guttentag (24) in their study on the effect of college attendance on mature women.

Impact of the Institution

The impact of institutions of higher education on student development and change is a current concern of social scientists. The fact that students undergo change during the college years is reported in studies by Jacob (67), Eddy (31), Sanford (111), Lehmann (71), Dressel and Lehmann (30), and Lundsford (75) in the areas of personality, attitudes and values, adjustment to the institution, critical thinking ability, stereotypic beliefs, and dogmatism.

Jacob (67) in summarizing his findings reports that college experiences barely touch on students' standards of behavior, quality of judgment, sense of responsibility, perspicacity of understanding, and guiding beliefs, and that individual college and university courses have little affect on student attitudes and values. He feels that college experiences as a whole make some differences, but these are much less than we would anticipate. Eddy (31) tends to support this view with the conclusion that there is a strong potential impact of the institution, which in most cases is not being realized. He further states the college student may comprehend a different kind of value system but does not go to the next step of living it.

Significant changes in personality occurring from the freshman to the senior years are reported by Sanford (111). In his research he focused on personality development from the freshman to the senior year. The nature of the change in personality which occurred he attributes in part to the nature and impact of the college experiences.

Lehmann (71) and Dressel and Lehmann (30) investigated changes in critical thinking ability, stereotypic beliefs, dogmatism, and values of 1,051 students enrolled at Michigan State University. The findings indicate the changes which occur over the four years were a significant decrease in stereotypic beliefs and unreceptivity to new ideas, an increase in open mindedness and

"outer-directedness," and a significant improvement in critical thinking ability. They found most of the change took place during the freshman and sophomore years.

Becker's (75) findings from interviews with freshmen who came to the University of Kansas revealed their long range goals to be very hazy. However, as they moved through the freshman year these students sharpened their idea of the meaning of the college and their goals.

A study by Columbia University (17) suggests a close connection between the image of the institution and the impact of the institution on the student. Thus colleges with an identifiable and exciting educational objective draw their students most effectively into an intellectual community and have the most telling influence upon them.

The "press" of the environment, according to Pace (99), defines the situations with which the student must cope and clarifies the direction his behavior must take if he is to find satisfaction and reward within the dominant culture of the college.

Attempts to project the image of the institution to the student population at Indiana University indicated that the degree of acceptance of the image projected is associated with such factors as college class standing, high school rank, social involvement on the campus, family social involvement in the home community, and sex (37).

Evidence that a students' perceptions and expectations about the institution do change and that the change is observable during the first six months in college is reported by Berdie (8) in a study of 9,000 freshmen students enrolled at the University of Minnesota. These changes were not shown to be related to either students' place of residence during attendance at the University, college philosophy, academic achievement, or personality characteristics as measured by the Minnesota Counseling Inventory.

Basis for Individual Change

Factors causing student change during the college years have also been investigated. Goodstein (43), McConnell (81), Heist and Yonge (57), Trow (127), and Jacob (67) report that the peer culture or subculture has a significant impact on students. This is given further support by Stern (117) in his analysis of the differences in the images held by various majors at a large complex institution. He reports that different subcultures within the same school may hold radically different impressions of its character. Freedman (39) provides further support for this position in a study revealing that the foremost concern of most new students is assimilation into the student society. Freedman concludes that the student culture provides the basic context

in which the individual learns characteristic ways of behaving, learns to interact socially, and learns of values and beliefs. Thus passed from one generation of students to another the student culture is a prime educational force at work in the college. This concept is also emphasized by Newcomb (95) who states that the student peer group experiences are certain to influence both the actual and the perceived nature of the college. Newcomb believes it is quite possible for students' initial images of the institution and their role to be changed as they become oriented into the campus community and its subgroups.

Studies by Gottlieb and Hodgkins (45), Heist (53), Heist and Webster (56), and Gottlieb (44) indicate that change in the student during the college years and the rate of this change is linked to both the social origins of the student and his adjustment to the institution and is also associated with the university community in which he finds himself. This position is given further support by Pace (98) in commenting on the studies of Thistlewaite (122, 123). Pace states, "It seems quite clear from these studies that different college environments do have demonstratable consequences on student behavior, over and above the student culture which is part of the total college culture."

Chickering (14) attributes the changes in perception of the institution to the influence of the faculty's perceptions and the subsequent influences over the student perceptions. The findings of his research revealed as the student moves through college his perceptions of it approximate more and more closely those of the faculty.

Deutschmann (25) maintains from his study of a university that the image of the university is constantly being reshaped for the individual. The change is the result of a combination of direct experiences by the individual with the total complex and communication about the total complex from other members of the community and from its mass media communication system. A dissertation by Fox (37) supports the concept of the influence of the mass media in changing the individuals' perceptions of the institution.

The fact that college experiences can affect students' perceptions is reported by Centi (12). The concept of role expectation and reference group was demonstrated as prominent in the Merton Studies (88) of medical education in which the transition from student to physician was seen as the adoption of a perceived role.

Summary

The foregoing review of the literature has included research that is relevant to this study.

Instruments and a variety of techniques have been developed to describe the environments of institutions of higher education. Application of these instruments has revealed that differences in institutional environments exist and that these differences are measurable.

It has also been shown that the student's image of an institution is a factor in the selection of the college he will attend. This image is based on limited information or vague notions about a college held by the students and their parents.

It has also been demonstrated that a relationship exists between the characteristics of an institution and the personality of the students who choose it. Institutional images conveyed to prospective students enable institutions to attract an identifiable student group, one that has characteristics which differ from those at other institutions. The attraction of a student body with common characteristics in turn establishes a definite atmosphere for the institution and the character of the institution is affected by the characteristics of its student population.

Studies of students' perceptions of their role reveal differences in these perceptions and these differences seem to be due to such variables as sex, academic success, and background factors. There is some evidence to indicate that the experiences of the student and other

[redacted]

institutional factors can also affect these perceptions. Certainly much further research is needed in this area.

Student change in personality, values, attitudes, etc. during the college years is a topic on which much attention has been concentrated. The fact that some change occurs is generally agreed upon; however, the amount of change and the basis for this change results in considerable contradiction in different studies and by different researchers.

The fact that the student's image of the institution changes has been demonstrated. Considerably more research on the reason for change needs to be undertaken. Communications from the institution have been identified as one possible source, whereas place of residence, academic achievement, and college philosophy do not seem to be significant variables. It is suggested that such factors as peer culture, faculty, and total college experiences may be responsible for inducing such change in students.

It is evident from a review of the literature that a need exists for much more extensive research in all of these areas. The limited amount of research leaves most questions in this broad area unanswered. Findings reported unfortunately have come from isolated situations and the studies have seldom been replicated.

CHAPTER III

METHOD OF INVESTIGATION

The purpose of this study was to examine the relationships between (1) personal characteristics and college experiences of the student and (2) student images of the institution and student role expectations.

The personal characteristics of the student examined in this study were selected from three areas: family and home background, decision to attend college, and the goals established for college. The college experience of the student examined in this study includes place of residence, participation in campus activities and organizations, and selected student attitudes about the university.

Design of the Study

The design for this study involved:

1. selection of a population
2. administration of an initial measure to the population to determine the images of the institution, student role expectations, and the personal characteristics of the student
3. treatment which consisted of student attendance at the University for an academic year
4. administration of a second measure to the population to determine the images of the institution, student role expectations, and college experiences

Definition of Population

The population selected for this study was the freshman class entering Michigan State University (M.S.U.) fall semester, 1961. An initial sample of 1,000 students from a total population of 5,000 students was chosen at random. A sample of this size was chosen to provide a sufficient number of students to permit the sample to be subdivided into multiple classifications for purposes of analysis.

Of the original sample of approximately 1,000, 718 students make up the sample actually used in this study. These 718 students represent approximately 72% of the original sample. The reduction of the sample from approximately 1,000 to 718 resulted from the elimination of incomplete and inaccurately completed inventories.

Preparation of the Instrument

This study required a measure of the student's image of the institution and the student's image of his role expectations. The unavailability of a standardized instrument to measure the images of the institution and the images of the role expectations at the time this study was undertaken required that an instrument be developed for this purpose. This instrument is the "College Characteristics Inventory."

The first step in the development of the instrument consisted of a series of structured interviews (see

Appendix A). The interviews consisted of broad questions eliciting responses from students about their perceptions of the institution and their role as students. These interviews were held with 12 students who had entered M.S.U. as new students during the summer of 1961. They were asked to respond orally to the questions presented to them from the structured interview form. Their responses were recorded on the interview form and the data were used in developing the "College Characteristics Inventory."

Items or ideas for items for the "College Characteristics Inventory" were also obtained from a variety of published and unpublished inventories in addition to the interviews (5, 72, 90, 91, 104).

"The College Characteristics Inventory" (Appendix B) was designed to obtain all data and information about the student to be used in the study with the exception of the student's continuation at the university and final grade point average. Items to provide a measure of the student's images of the university and his role expectations make up the major portion of the instrument. Items were also included to obtain data regarding personal characteristics of the student and his college experiences. The information obtained from these items was used in this research study. In addition, the instrument includes items designed to measure the student's images of the faculty and of

fraternal organizations, but these items have not been included in this study. These data were included in the instrument for future analyses.

The items included in the inventory which measure the students' images of the university and their role expectations were organized into four scales to facilitate analysis of the findings. The four scales measure the student's academic image of the institution, social image of the institution, academic student role expectations, and social student role expectations. Weights assigned to the various item responses used in the scales of the instrument were arbitrarily established. This procedure is supported by the findings of Ryan (110), who concluded that the considerable labor usually involved in assigning weights to elements of a criterion measure by empirical systems was no more satisfactory than assigning arbitrary values.

Two separate reliability tests using the Kuder-Richardson formula (86) to test inter-item consistency were made, one using 30 students and one using 50 students. The results are reported in Table 1.

TABLE 1.--Reliabilities of Image Scales.

	N/30 r	N/50 r
Academic Image of the Institution	.86	.73
Social Image of the Institution	.83	.54
Academic Student Role Expectation	.45	.54
Social Student Role Expectation	.79	.72

The reliabilities obtained were sufficiently high to satisfy the demand of homogenity of the scales. A correlation test was also made to ascertain the degree of relationship existing between the scales. A sample of 30 students was used for this analysis. The Pearson Product Moment (86) correlations obtained are indicated in Table 2 and are low enough to assure that the scales are relatively independent measures.

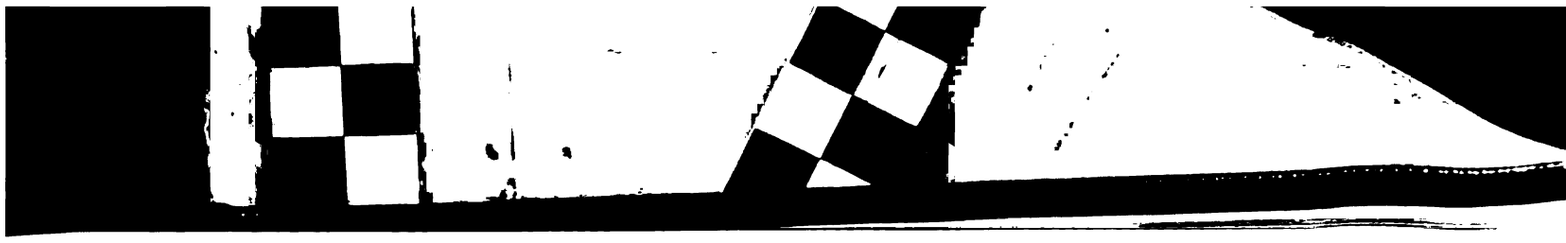
TABLE 2.--Intercorrelations of Image Scales

	AII	SII	ASR	SSR
AII		.28	.11	.17
SII			.25	.46
ASR				.10
SSR				

Description of Scales

The four image scales, Academic Image of the Institution, Social Image of the Institution, Academic Student Role Expectations, and Social Student Role Expectations consist of 28, 26, 19, and 28 items respectively. The total score for each scale is obtained by adding quantitative values of 1 to 4 assigned to each item on the scale.

The Academic Image of the Institution scale is a measure of the student's perceptions of the institution's academic program. The items contained in the scale include



university functions, characteristics of the institution, and institutional values related to the academic program.

The Social Image of the Institution scale is a measure of the student's perceptions of the social climate at the institution. This scale contains items about social and co-curricular functions of the university, social and co-curricular characteristics of the institution, and values placed on these aspects of college life.

The Academic Student Role Expectation Scale is a measure of the student's perceptions of his involvement in academic pursuits. This scale includes academic interest areas, personal characteristics associated with academic life, academic motivations, and academic habits.

The Social Student Role Expectation scale is a measure of the student's perceptions of his involvement in social activities. This scale contains items associated with social and co-curricular interests and activities, values placed on social and co-curricular life, and social motivations.

A complete listing of all items contained in each scale, the weights assigned to each item, and the total possible points for each scale is provided in Appendix C.

Procedure for Collection of Data

It was important that the data be obtained from the student as early as possible in order to obtain a measure of his perceptions and images prior to any class

attendance or participation in university activities at the beginning of the academic year and thus permit a measure of change at the end of the year influenced by actual experiences on the campus. The initial measure thus remains more a measure of student images based on personal characteristics of home and family background and information obtained through other than institutional experiences. The difference, then, between the pre- and post-tests is a measure of change in images, which is associated with actual college experiences.

Two-thirds of the sample population selected for this study consisted of freshmen that attended the summer counseling clinic and one-third of the sample consisted of those that attended the orientation week program in the fall. The Counseling Center reported approximately two-thirds of the freshmen class were scheduled for the summer counseling clinic program while the remaining one-third of the entering freshmen attended the orientation week just prior to the beginning of the academic year. The sample was selected so that this ratio could be maintained.

The post-test was administered to the students during late April and May. Thus permitting the students to experience university life for approximately one academic year between the two test administrations.

The pre-tests and post-tests were administered in a supervised testing situation in which the students were told they would not necessarily know factual responses to the items, but were instructed to give their opinion and perceptions of the various facets of university life at this time. The majority of the students completed their questionnaire in 45 minutes; however, there was no time limit established.

Data Gathering and Recording

The data used in this study were obtained from two sources, the "College Characteristics Inventory" pre-test and post-test and the Registrar's Office. The pre-test provided a measure of the academic image of the institution, social image of the institution, academic student role expectation, and social student role expectation for each student. The pre-test investory also provided the following information used in the analysis.

(1) sex of student
(2) father's occupation
(3) parents' income
(4) father's education
(5) mother's education
(6) home environment (rural-urban)
(7) in-state or out-of-state residence
(8) the individual most important in determining the decision to attend college
(9) primary reason for attending college
(10) main source of information about M.S.U.
(11) primary reason for selecting M.S.U.
(12) academic major
(13) amount of higher education anticipated
(14) definiteness of vocational plans
(15) anticipated college social position
(16) attendance at the summer counseling clinic

A second measure of the academic image of the institution, social image of the institution, academic student role expectation, and social student role expectation for each student was obtained from the "College Characteristics Inventory" post-test. The post-test inventory also provided the following information used in the analysis.

(1) most important function of the university
(2) attribute necessary to possess in order to succeed at the University
(3) principal means of financial support
(4) place of residence
(5) type of residence hall
(6) the topic discussed most frequently outside of the classroom
(7) recognition desired
(8) Greek affiliation
(9) college social position

The only information that was not obtained from the inventories was the final grade point average for the academic year and a list of students that withdrew from the University. This information was obtained from the Registrar's Office.

The information on images and expectations was obtained from image scales which were scored by totaling the quantitative values assigned by the student in responding to the items designated for each scale on the inventory. Image scores were obtained for both the pre-test given in the summer or fall and the post-test given in the spring for each student. These scores, the data obtained from the inventory indicated above, final grade point average, and the factor of withdrawal or continuation

at the University were recorded for each student on IBM cards for processing.

An analysis of the data and a discussion of findings will be found in the next chapter.

CHAPTER IV

ANALYSIS OF THE DATA

The preceding chapter described the procedure followed in obtaining the data for this study. The analysis of the data and inferences drawn from the analysis of the data will be presented in this chapter.

The following problems were selected to be tested in this study. Is there a relationship between personal characteristics of the student and his images of the institution and his role? Is there a relationship between characteristics or college experiences of the student and the change his images of the institution and his role undergo during the first year of college?

The analysis of variance technique was used to test the data for statistical significance. Data for men and women were analyzed separately because of the initial sex differences found to be associated with two image scales: academic student role expectation and social student role expectation.

A description of the image scores for the sample population are presented in Table 3. This table contains the mean scores and the standard deviations obtained for each image scale. In later tables dealing with the

analysis of the data pertaining to the problem the total group mean scores are the basis for determining higher and lower mean scores. The sample on which the means are based consists of 718 freshmen students, 380 men and 318 women, who entered Michigan State University, fall term, 1961.

TABLE 3.--Means and standard deviations for image scores obtained from pre-enrollment testing.

	Men		Women	
Scale	Mean	S.D.	Mean	S.D.
AII	93.10	6.61	93.85	6.12
SII	78.13	5.18	78.85	5.86
ASR	49.17	7.11	51.83	6.37
SSR	68.67	6.28	69.67	6.43

The personal characteristics selected to be tested in Problems 1 (What personal characteristics of students are associated with the academic and social images of the institution held by them prior to their registration as freshmen?) and 2 (What personal characteristics of students are associated with the academic and social student role expectations held by them prior to their registration as freshmen?) of this study are: (1) family and home background variables--sex of student, father's occupation, parents' income, father's education, mother's education,

home environment (rural-urban), in-state or out-of-state residence; (2) variables for students decision to attend college--individual who was most important in determining the decision to attend college, main source of information about M.S.U., primary reason for selecting M.S.U.; and (3) variables for the goals established for college attendance--academic major, amount of higher education anticipated, definiteness of vocational choice, anticipated college social position.

The mean image scores from the pre-test were obtained for each of the categories for each of the independent variables. For example, the mean image scores were obtained for each of the categories of the variable father's occupation. An analysis of variance test was used to test for statistical significance the differences between the means for each of the categories of the variable. The procedure was followed for each of the variables listed above for each of the four image scales: academic image of the institution, social image of the institution, academic student role expectation, and social student role expectation.

The mean score for each image scale obtained from the pre-test was compared with the corresponding mean score obtained from the post-test to test Problems 3 (Do the students' academic and social images of the institution change during the first year?) and 4 (Do

the students' academic and social student role expectations change during the first year?). The difference in the corresponding pre-test and post-test means for each of the four scales was tested by application of the t-test of means to determine if the differences in these means were significant.

Problems 5 (Are changes in the academic and social images of the institution during the first year associated with personal characteristics and college experiences of the student?) and 6 (Are changes in the academic and social student role expectations during the first year associated with personal characteristics and college experiences of the student?) required the determination of the difference between the pre-test and predicted post-test scores for each image scale for each individual to obtain his change in score. The personal characteristics and college experiences selected to be tested in Problems 5 and 6 are: (1) family and home background variables--sex of the student, father's occupation, parents' income, father's education, mother's education, home environment (urban-rural), in-state or out-of-state residence; (2) variables for student's decision to attend college--individual who was most important in determining the decision to attend college, primary reason for attending college, primary reason for selecting M.S.U.; (3) variables for goals established for college attendance--

academic major, amount of higher education anticipated, definiteness of vocational plans; and (4) college experience variables--attendance at the Summer Counseling Clinic, most important function of the university, attribute felt most necessary for success, principal means of financial support, place of residence, type of residence hall, topic discussed most frequently outside of class, area in which recognition is most desired, Greek affiliation, college social position, continuation at the University, final grade point average.

To eliminate contamination of the findings by regression of scores toward the mean, the Galton effect, a correlation and regression analysis was applied to the scores to obtain a predicted post test score. It is the differences between the initial scores and the predicted post test scores that were used to analyze the changes that take place in the images of individual students. Table 4 reports the mean change between the pre-test and predicted post-test scores for each of the four scales.

TABLE 4.--Mean differences in pre-test and predicted post-test image scores.

	Men	Women
Scale	Mean Difference	Mean Difference
AII	-.03	.05
SII	.30	-.44
ASR	.31	-.34
SSR	.29	-.36

Each of the variables was tested by obtaining the mean change in scores for each category of the variable. For example, the variable of academic major was tested by obtaining mean change in image scores for each of the categories of academic major. An analysis of variance test was used to test the differences between the means for statistical significance. This procedure was followed for each variable listed above for each of the four image scales.

Confidence limits were established at the .05 level for the analysis of the data. The purpose of this study is description and not prediction; therefore, the .05 level provides sufficiently high limits without eliminating findings which are significant.

Problem 1

What personal characteristics of students are associated with the academic and social images of the institution held by students prior to their registration as freshmen?

To test problem 1 mean academic image of the institution scores and mean social image of the institution scores were obtained from the pre-test inventories for students in each of the categories of the variables included in this study. The analysis of variance test was used to test the differences between means of the categories established for each variable. The findings will be discussed in the following order: (1)family and home background

variables; (2) variables on decision to attend college; and (3) variables for goals established for college attendance.

Home and Family Background

Sex of the student.--A comparison of the academic image of the institution and the social image of the institution scores for men and women is reported in Table 5. Differences are not statistically significant. The findings do not indicate an association between sex of the student and the academic and social images of the institution held by the student.

TABLE 5.--Academic image of the institution and social image of the institution mean scores for men and women.

	N	Men	N	Women	F*
AII	380	93.10	338	93.85	2.50
SII	380	78.13	338	78.09	.01

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 5.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 5 above.

Father's occupation.--The following categories were established for father's occupation: business, skilled, professional, laborer, white collar, farmer, clerk and

salesman, and retired and deceased. A comparison of the students' academic and social image of the institution scores grouped by father's occupation is reported in Table 6.

Differences in AII scores for father's occupation for men indicate father's occupation is a variable associated with the male student's image of the institution. Father's occupations associated with academic image of the institution scores above the mean academic image of the institution score for all men are: skilled, laborer, white collar, farmer, and retired and deceased. Father's occupations associated with academic image of the institution scores below the mean AII score are business, professional, clerk and salesman. With the exception of white collar and possibly retired and deceased, the higher AII scores on this variable are held by students whose fathers hold occupations involving manual labor. These fathers may emphasize to their sons the need for a college education and may pass on to them favorable attitudes about a university and the value of its academic program. It is not likely these fathers have a college education; therefore, they are not able to convey information based on personal experiences to their sons.

Differences in men's social image of the Institution scores for father's occupations are not statistically significant.

TABLE 6.--Academic image of the institution and social image of the institution mean scores for men and women classified by father's occupation.

	Men			Women		
	N	AII	SII	N	AII	SII
Business	21	90.33	77.05	20	96.20	77.50
Skilled	66	93.20	77.50	55	93.36	76.36
Professional	60	93.10	77.48	68	94.12	78.32
Laborer	31	94.00	78.45	19	95.63	76.53
White Collar	109	93.89	78.40	107	93.29	79.06
Farmer	16	95.50	78.69	13	94.54	75.69
Clerk and Sales	44	91.27	78.30	30	94.20	79.90
Retired and Deceased	33	94.55	79.10	26	92.65	77.81
F		2.11*	.52		1.03	2.11*

*Significant beyond the .05 level of confidence.

See Table 6.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 6 above.

Differences in women's academic image of the institution scores for father's occupation are not statistically significant.

A comparison of women's social image of the institution scores for father's occupations indicate the differences are statistically significant. Father's occupations

associated wtih the social image of the institution scores above the mean SII score for all women are: white collar and clerk and salesman. Father's occupations associated with the social image of the institution scores below the mean are: professional, business, skilled, laborer, farmer, and retired or deceased. Women whose fathers are engaged in white collar and clerk and salesman occupations may have experienced frequent involvement in family social activities. This experience may contribute to their expectations of the social activities of a university.

Parents' income.--The sample population for this study was classified into the following income categories for parents' income: below $3,000; $3,000 to $5,000; $5,000 to $8,000; $8,000 to $12,000; and above $12,000. A comparison of institutional image scores for parents' income is reported in Table 7. The differences in means were not statistically significant. There is no evidence that parents' income is associated with the students' images of the institution.

TABLE 7.--Academic image of the institution and social image of the institution mean scores for men and women classified by parents' income.

	Men			Women		
	N	AII	SII	N	AII	SII
Below $3,000	11	92.09	79.45	7	95.43	75.57
$3,000 to $5,000	52	93.92	77.58	53	94.62	77.62
$5,000 to $8,000	116	92.00	77.87	93	93.84	77.33
$8,000 to $12,000	109	93.95	78.28	106	93.74	78.80
Above $12,000	85	93.42	78.36	66	92.88	78.92
Did not respond	7	91.14	77.00	13	95.83	76.42
F*		1.40	.35		.73	1.18

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 7.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 7 above.

Parents' education.--The sample population was classified into the following educational categories for the amount of education attained by their parents: eighth grade, high school, two years of college, Bachelor's degree, and a professional degree or a degree beyond the Bachelor's. The scores obtained by students classified according to father's education are reported in Table 8 and according to mother's education in Table 9. Mean institutional image scores for parents' education are not statistically significant. There is no evidence of a

relationship between the image scores and parents' education.

TABLE 8.--Academic image of the institution and social image of the institution mean scores for men and women classified by father's education.

	Men			Women		
	N	AII	SII	N	AII	SII
8th Grade	66	92.89	77.44	44	92.91	76.74
High School	160	93.13	78.14	109	93.61	77.86
2 Years College	48	93.19	77.44	68	93.76	77.91
Bachelor's	55	93.76	78.96	60	93.91	78.98
Professional	48	92.67	78.56	56	95.00	78.98
N. R.	3	93.00	76.33	1	102.00	74.00
F*		.16	.66		1.00	1.23

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 8.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 8 above.



TABLE 9.--Academic image of the institution and social image of the institution mean scores for men and women classified by mother's education.

	Men			Women		
	N	AII	SII	N	AII	SII
8th Grade	38	91.89	78.79	31	92.71	76.35
High School	207	93.14	78.22	157	93.93	78.17
2 Years College	68	93.28	77.94	81	93.10	77.98
Bachelor's	50	92.70	77.66	50	94.14	78.06
Professional	15	96.47	76.67	18	97.28	81.11
N. R.	2	95.50	77.50	1	102.00	74.00
F*		1.14	.38		2.00	1.63

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 9.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 9 above.

Home environment (rural-urban).--A comparison of institutional image scores for those students who had lived most of their life in a city with those who had lived most of their life on a farm is reported in Table 10. The differences in academic and social institutional image scores for this classification are not statistically significant. There is no evidence that the background variable of living in a city or on a farm is associated with the student's images of the institution.

TABLE 10.--Academic image of the institution and social image of the institution mean scores for men and women classified by home environment.

	Men			Women		
	N	AII	SII	N	AII	SII
Urban	337	93.04	78.21	320	93.83	78.16
Rural	43	93.53	77.47	18	94.33	76.78
F*		.21	.63		.12	.95

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 10.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 10 above.

In-state or out-of-state residence.--Mean image scores were compared for students entering M.S.U. from the state of Michigan and from states other than Michigan. The findings are reported in Table 11. The differences in mean scores of the image scales are not statistically significant for men.

Differences in means for women residing in Michigan and those residing in other states are statistically significant for both scales. Women from Michigan have higher academic images of the institution scores and higher social image of the institution scores than women from out-of-state. Women from Michigan perceive M.S.U. as a more

academic institution and as a more social institution than the women enrolled from other states.

TABLE 11.--Academic image of the institution and social image of the institution mean scores for men and women classified as in-state residents and out-of-state residents.

	Men			Women		
	N	AII	SII	N	AII	SII
In-state	278	93.39	78.31	222	94.44	78.58
Out-of-state	102	92.30	77.64	116	92.72	77.14
F		2.01	1.00		6.09*	4.67*

*Significant beyond the .05 level of confidence.

See Table 11.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 11 above.

Variables Associated with Student's Decision to Attend College

Individual who was most important in determining the decision to attend college.--The students were requested to indicate the individual who was the most important in helping them decide to go to college. The categories for this variable are mother, father, teacher(s), guidance counselor, friend(s), clergy, relative(s), and no one (it was entirely my own decision). A comparison of student institutional image scores for this classification is



reported in Table 12. There is no evidence of a relationship between this variable and students' institutional image scores. Differences in means are not statistically significant.

TABLE 12.--Academic image of the institution and social image of the institution mean scores for men and women classified by the individual who was most important in determining the decision to attend college.

	Men			Women		
	N	AII	SII	N	AII	SII
Mother	59	93.95	78.88	77	94.00	78.40
Father	140	93.07	77.98	94	94.63	79.18
Teacher(s)	30	92.23	77.50	42	95.40	76.02
Guidance Counselor	21	93.14	76.57	13	94.38	77.31
Friend(s)	15	93.26	79.07	18	91.72	77.06
Clergy	0					
Relative(s)	7	96.29	77.14	9	92.78	78.33
No one, own decision	42	92.52	76.24	42	92.26	76.95
No response	66	92.94	79.42	43	92.88	78.86
F*		.50	1.63		1.55	1.72

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 12.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 12 above.

Primary reason for coming to college.--The students indicated their primary reason for coming to college by selecting one of the following categories: to obtain a broad general education, to prepare for a vocation, to make it possible for me to increase my total life income, to please my parents, to find a husband or wife, to have fun, to get a better understanding of the world and the people in it, it's the thing to do, for prestige purposes. The findings of this analysis are presented in Table 13. A comparison of student's institutional image scores classified according to their primary reason for attending college reveals the differences are not statistically significant. There is no evidence of association between this variable and the institutional images held by students. The data do reveal that the students' primary reason for coming to college was "to prepare for a vocation." This reason was checked more frequently than the sum of all other reasons. The reason for coming to college checked next in frequency of response was "to obtain a broad education."

Main source of information about the institution.--The students were classified according to the source from which they received the greatest amount of information about the institution. The following categories were established: parents, friends attending an institution other than this one, high school teachers, guidance

TABLE 13.--Academic image of the institution and social image of the institution mean scores for men and women classified according to primary reason for coming to college.

	Men			Women		
	N	AII	SII	N	AII	SII
To obtain a broad general education.	74	93.47	78.32	95	94.28	77.71
To prepare for a vocation.	177	93.30	77.93	156	93.64	77.71
To make it possible for me to increase my total life income.	37	92.57	78.59	8	90.75	77.25
To please my parents.	0			3	91.00	79.67
To find a spouse.	0			0		
To have fun.	1	95.00	73.00	1	88.00	74.00
To get a better understanding of the world and the people in it.	13	93.85	79.00	27	94.70	78.70
It's the thing to do.	1	94.00	86.00	3	87.33	81.00
For prestige purposes.	0			0		
No response	77	92.36	78.00	45	94.41	79.57
F*		.31	.58		1.11	1.01

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 13.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 13 above.



counselor, clergy, college representatives from this institution, relatives, alumni of this institution, personal visit and observations, written materials received from this institution. A comparison of institutional image scores for the categories of this variable are reported in Table 14. The differences in institutional image scores are not statistically significant for this variable. There is no evidence that institutional image scores are affected by the source of information from which the student learns about the institution. The primary source of information about the institution mentioned most frequently by students was "written materials." The sources mentioned next in frequency were "personal visits" and "friends attending this institution."

Primary reason for selecting M.S.U.--The students were asked to indicate their primary reason for selecting M.S.U. instead of some other college or university. The following categories were provided: easier academically, a more beautiful campus, a more friendly student body, a better academic program in general, more of a party school, my parents preferred this school, a better academic program in my specific field of interest, good housing facilities, better library (more books), Honors College Program, better recreational facilities, a bigger school, less expensive, was turned down by other schools



TABLE 14.--Academic image of the institution and social image of the institution mean scores for men and women classified by primary source of information about the institution.

	Men			Women		
	N	AII	SII	N	AII	SII
Parents	8	93.63	77.63	11	93.55	76.27
Friends in high school	6	89.00	79.00	3	90.00	79.00
Friends at this institution	48	92.13	78.06	57	92.39	78.16
Friends at another institution	3	86.33	71.00	1	98.00	74.00
High school teachers	11	90.55	74.45	11	94.27	77.27
Guidance counselor	23	96.13	81.48	21	92.86	78.67
Clergy	0			0		
College Rep.	13	94.54	78.38	3	96.00	77.67
Relatives	13	92.62	79.69	20	91.80	77.85
Alumni	13	94.38	79.31	11	94.00	77.64
Personal visit and observations	55	93.00	78.11	50	95.40	78.30
Written materials from institution	130	93.20	77.75	126	94.21	78.04
No response	52	93.27	78.06	24	94.65	78.57
F*		1.20	1.64		1.04	.38

*None of the above F-values are significant beyond the .05 level of significance.

See Table 14.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 14 above.



that I applied to, close to my home, because a relative or close friend attended or is now attending this institution, a more friendly faculty, offered a scholarship, better job opportunities after graduation, it has higher prestige. The findings are reported in Table 15. A comparison of academic image of the institution scores with the primary reason for selecting M.S.U. instead of some other college or university indicates an association between these image scores and the reason for selecting Michigan State University. The differences in AII scores are statistically significant.

There is no evidence of a similar association between the social image of the institution and this variable. The differences are not statistically significant for this scale.

The reason given most frequently by students for selecting Michigan State University instead of some other college or university is "a better academic program in my field of interest" and "a better academic program in general." Both of these reasons are held by students whose academic image of the institution scores tend to be higher than the average AII scores for men and women. Table 16 provides a listing of the primary reasons for selecting M.S.U. in descending order of AII scores for that variable. Reasons which are associated with above mean AII scores for both men and women are indicated with

TABLE 15.--Academic image of the institution and social image of the institution mean scores for men and women for the primary reason for selecting M.S.U.

	Men			Women		
	N	AII	SII	N	AII	SII
Easier academically.	4	86.25	75.50	3	94.00	75.67
A more beautiful campus.	2	94.50	69.00	2	96.50	79.00
A more friendly student body.	6	91.50	78.00	8	96.13	80.75
A better academic program in general.	56	95.62	78.33	59	95.46	77.16
More of a party school.	0			0		
My parents preferred this school.	6	89.00	78.17	6	94.67	81.67
A better academic program in my field of interest.	86	93.71	77.60	91	94.59	77.38
Good football and basketball teams.	1	94.00	80.00	1	95.00	77.00
A better faculty	5	93.20	77.40	1	83.00	86.00
Is one of the few institutions that has a program in my field of interest.	22	92.91	77.09	11	93.09	76.36
Good housing facilities.	2	88.50	76.00	0		
Better library (more books).	1	97.00	86.00	0		
Honors college program.	2	80.50	76.00	11	92.18	78.64
Better recreational facilities.	0			1	88.00	78.00
A bigger school	8	94.38	79.00	6	96.33	81.33
Less expensive	19	89.47	79.74	17	91.24	77.12
Was turned down by other schools I applied to.	12	89.92	81.50	9	89.00	78.33
Close to my home	25	91.80	76.36	19	91.63	76.68
Because a relative or close friend attended or is now attending this institution.	8	97.13	80.13	16	95.06	80.56
A more friendly faculty.	2	100.50	89.00	2	102.00	84.00
Offered a scholarship.	24	94.63	77.46	25	93.28	76.52
Better job opportunities after graduation.	11	90.27	75.55	2	97.00	72.00
It has higher prestige.	8	92.50	78.13	3	95.67	82.33
No response	71	92.93	78.40	45	92.27	79.45
F		2.13*	1.30		1.62*	1.34

*Significant beyond the .05 level of confidence.

See Table 15.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 15 above.



an asterisk. Reasons which are associated with below mean AII scores for both men and women are indicated with the number sign. Reasons for selecting M.S.U. associated with above the mean AII scores are related to the concept of "pride" in the institution (friendly faculty, better academic program, beautiful campus, better athletic teams). Reasons for selecting M.S.U. associated with below the mean AII scores form a pattern which can be classified as circumstances which left the student no other alternative than to attend M.S.U. (close to home, less expensive, one of the few institutions that has a program in my field of interest, was turned down by other schools I applied to). There is evidence of a relationship between the student's academic image of the institution and the student's reason for selecting the institution.

Goals Established for College Attendance

Academic major.--Differences in academic image of the institution scores are not significantly associated with the variable academic major for neither women nor men. The differences in men's social image of the institution scores are also not significantly related to academic majors. There is a difference in women's social image of the institution scores classified by academic



TABLE 16.--Reasons for selecting M.S.U. associated with the academic image of the institution listed in descending order of AII scores.

Men	Women
*More friendly faculty.	*More friendly faculty.
*Because a relative or close friend attended or is now attending this institution.	Better job opportunities after graduation.
Better library.	*A more beautiful campus.
*Better academic program in general.	*A bigger school.
Offered a scholarship.	A more friendly student body.
*A more beautiful campus.	It has higher prestige.
*A bigger school.	*A better academic program in general.
*Good football and basketball teams.	*Because a relative or close friend attended or is now attending this institution.
*A better academic program in my field of interest.	*Good football and basketball teams.
A better faculty.	My parents preferred this school.
above mean 93.10	*A better academic program in my field of interest.
below mean	Easier academically.
#No response.	above mean 93.85
#Is one of the few institutions that has a program in my field of interest.	below mean
It has higher prestige.	Offered a scholarship.
#Close to my home.	#Is one of the few institutions that have a program in my field of interest.
A more friendly student body.	#No response.
Better job opportunities after graduation.	Honors College program.
#Was turned down by other schools I applied to.	#Close to my home.
#Less expensive.	#Less expensive.
My parents preferred this school.	#Was turned down by the other schools I applied to.
Good housing facilities.	Better recreational facilities.
Easier academically.	A better faculty.
Honors College program	

*Reasons which are associated with above mean AII scores for both men and women.

#Reasons which are associated with below mean AII scores for both men and women.

major that is statistically significant. The findings are reported in Table 17.

Academic majors that are associated with above the mean social image of the institution scores for women are: social science, art and music, engineering (only one student), and agriculture (only one student). Students not selecting a major also had SII scores above the mean. Adademic majors that are associated with below mean SII scores are: biological science, education, home economics, business and public service, communication and language, math and physical science, education, communication and language, and pre-professional. Women majoring in the sciences, home economics and business and public service have lower scores indicating they perceive the university environment as less social than women majoring in the other areas. The academic major is associated with women's social image of the institution.

Amount of higher education anticipated.--The student was requested to indicate how much college education he planned to obtain: 1 year, 2 years, 3 years, 4 years, Master's Degree, Doctorate, or professional degree (law, veterinary medicine, medicine, dentistry, etc.). A comparison of the image scores on the basis of the amount of education the student anticipated is reported in Table 18. The differences in the academic image of the

TABLE 17.--Academic image of the institution and social image of the institution mean scores for men and women classified by academic major.

	Men			Women		
	N	AII	SII	N	AII	SII
Pre-Professional	64	92.97	79.00	9	91.11	73.78
Education	13	90.23	76.92	98	94.22	78.15
Engineering	74	93.30	78.36	1	90.00	85.00
Math and Physical Science	27	93.22	77.78	13	91.00	74.85
Biological Science	9	93.22	77.11	24	94.17	77.04
Agriculture	27	92.44	77.26	1	95.00	85.00
Social Sciences	18	93.50	77.89	26	93.50	79.69
Business and Public Service	46	92.06	76.43	15	93.40	75.87
Communication and Language	16	93.25	79.06	33	92.91	78.15
Home Economics	1	102.00	86.00	8	94.13	76.25
Art and Music	4	93.25	80.25	25	95.08	78.92
No-Preference	81	93.91	78.54	85	94.26	78.89
F		.67	.87		.71	1.81*

*Significant beyond the .05 level of confidence.

See Table 17.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 17 above.

institution scores for men and women, for amount of higher education anticipated are not statistically significant.

TABLE 18. Academic image of the institution and social image of the institution mean scores for men and women classified by the amount of higher education anticipated.

	Men			Women		
	N	AII	SII	N	AII	SII
1 year	0			1	85.00	68.00
2 years	1	79.00	58.00	3	87.00	71.67
3 years	1	91.00	80.00	0		
4 years	144	92.81	77.76	224	93.74	78.53
Master's	106	93.57	78.36	84	94.56	77.67
Doctorate	42	92.83	77.81	12	95.67	77.67
Professional Degree	86	93.47	78.65	14	91.93	76.00
F		1.17	2.81*		1.92	2.05

*Significant beyond the .05 level of confidence.

See Table 18.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 18 above.

The differences in the social image of the institution scores for women for the amount of higher education anticipated are not statistically significant. However, the differences in the social image of the institution scores classified according to the amount of higher

education anticipated by men are statistically significant. The amount of higher education anticipated by men associated with the SII scores above the mean is Master's Degree, professional degree, and the one student anticipating three years. The amount of higher education anticipated by men associated with below the mean SII scores is four years, doctorate, and the one student anticipating only two years of college. A relationship between social image of the institution scores and the amount of higher education anticipated is demonstrated, although the basis for this relationship cannot be easily concluded from the findings.

Definiteness of vocational choice.--The students in this study were asked to indicate on the College Characteristics Inventory how definite their vocational plans were when they entered Michigan State University. The responses provided for this variable are: I know exactly what I am going to do, I am fairly sure about what I will do, I am not too certain as to what I want to do, and I have no idea. A comparison of institutional image scores for this classification is reported in Table 19. The differences in students' scores classified by the definiteness of vocational choice are not statistically significant.

TABLE 19.--Academic image of the institution and social image of the institution mean scores for men and women classified by definiteness of vocational plans.

	Men			Women		
	N	AII	SII	N	AII	SII
Know exactly what I am going to do.	41	93.07	77.63	40	93.73	77.13
Fairly sure about what I will do.	243	93.30	78.33	209	94.21	78.08
Not too certain as to what I want.	80	92.75	77.48	79	93.14	78.61
No idea.	16	92.63	78.69	10	92.50	77.90
F*		.17	.58		.76	.57

*None of the above F values are significant beyond the .05 level of confidence.

See Table 19.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 19 above.

Anticipated social position.--Differences in academic image of the institution scores are not statistically significant for men or women classified according to their anticipated social position at the university. Table 20 reports the findings for this analysis in which students were asked to estimate the degree of involvement they anticipated in the social and non-academic activities of the university. They estimated their involvement on a

scale ranging from 1 to 7, with 1 being the greatest amount of involvement and 7 the minimum amount of involvement.

TABLE 20.--Academic image of the institution and social image of the institution mean scores for men and women classified by anticipated social position.

	Men			Women		
	N	AII	SII	N	AII	SII
1	7	97.71	81.29	1	91.00	86.00
2	30	93.63	78.03	28	94.21	80.57
3	83	93.53	80.55	103	94.29	78.98
4	127	92.57	77.48	102	93.91	78.72
5	91	93.62	77.16	68	93.75	76.94
6	34	91.68	77.03	24	91.00	72.42
7	4	90.75	68.00	2	100.50	72.00
No response	4	96.25	81.25	6	96.20	77.00
F		1.01	5.45*		1.30	5.58*

*Significant beyond the .05 level of confidence.

See Table 20.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 20 above.

The differences in social image of the institution scores are statistically significant for both men and women classified according to their anticipated social



position at the university. Those students anticipating a high degree of involvement in the social and non-academic activities of the university received the higher scores on the SII scale while those anticipating minimum of involvement received the lower SII scores. The amount of involvement in the social and non-academic activities anticipated by students is related to their social image of the institution.

Conclusions Regarding Problem 1

Institutional image scores of students were tested to determine if a relationship exists between student's images of the university and personal characteristics of the student, namely family and home background, variables on the student's decision to attend college, and variables on the goals established for college attendance. Of the 60 tests run on the data 10 were statistically significant.

The findings provide evidence of a relationship between men's academic image of the institution and father's occupation and primary reason for selecting M.S.U. Relationships between men's social image of the institution and the amount of higher education anticipated and their anticipated social position were also identified.

Two relationships, state of residency and reason for selecting M.S.U., were associated with women's AII scores.

This study also provides evidence of a relationship between women's social image of the institution and academic major, father's occupation, state of residency, and anticipated social position.

There was no evidence to support other relationships between student images of the institution and personal characteristics of the student identified for examination in this study. These characteristics which were not associated with students' images and role expectations are: sex of the student, parents' income, parents' education, home environment, individual who was most important in determining the decision to attend college, primary reason for coming to college, main source of information about the institution, amount of higher education anticipated, and definiteness of vocational choice.

Problem 2

What personal characteristics of students are associated with the academic and social student role expectations held by students prior to their registration as freshmen?

To test the data for Problem 2 mean academic student role expectation and mean social student role expectation scores were obtained from the pre-test inventories for students in each of the categories of the variables included in this study. The analysis of variance test was used to test for statistical significance the differences between the means of each category. The findings

will be discussed in the following order: family and home background variables, variables concerning the student's decision to attend college, and variables concerning the goals established for college attendance. The same variables tested in Problem 1 are tested in Problem 2.

Home and Family Background

Sex of the student.--A comparison of the mean image scores on both the ASR and SSR scales indicate differences which are statistically significant. Women score higher than men on these scales indicating they anticipate a greater amount of participation in the academic and social programs of the university than men. Sex is a variable associated with students' academic and social role expectations. The data reported in Table 21 indicates the differences are statistically significant.

TABLE 21.--Academic student role expectation and social student role expectation mean scores for men and women.

	N	Men	N	Women	F
ASR	380	49.17	338	51.83	27.49*
SSR	380	68.67	338	69.67	4.43*

*Significant beyond the .05 level of confidence.

See Table 21.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 21 above.



Father's occupation.--A comparison of ASR and SSR scores for students classified by father's occupation provides evidence of a relationship between the SSR scores of women and their father's occupation.

Women who scored above the mean SSR scores have fathers in the occupations of white collar, professional, clerk and salesman, or fathers who are deceased or retired. Father's occupation of students with SSR scores below the mean SSR score are business, skilled, laborer, and farmer. The findings for this analysis are reported in Table 22.

TABLE 22.--Academic student role expectation and social student role expectation scores for men and women classified by father's occupation.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Business	21	49.81	68.86	20	41.40	69.55
Skilled	66	49.33	67.73	55	52.13	68.31
Professional	60	48.08	68.25	68	42.94	70.56
Laborer	31	49.87	66.32	19	52.32	67.05
White Collar	109	49.39	69.03	107	50.33	70.61
Farmer	16	51.00	69.25	13	55.15	66.00
Clerk and salesman	44	49.95	69.39	30	51.80	70.03
Deceased and retired	33	47.88	70.64	26	52.77	70.12
F		.67	1.51		1.81	2.10*

*Significant at the .05 level of confidence.

See Table 22.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 22 above.

The differences in scores for the ASR scale and the SSR scale for men are not statistically significant for the variable of father's occupation.

Parents' income.--There is no evidence that student role expectations are associated with family income. Table 23 reports the findings for this analysis. The differences in ASR and SSR means for the categories of parents' income are not statistically significant.

TABLE 23.--Academic student role expectation and social student role expectation mean scores for men and women classified by parents' income.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Below $3,000	11	49.91	70.73	7	53.71	69.14
$3,000 to $5,000	52	50.21	68.14	53	52.00	68.13
$5,000 to $8,000	116	49.47	68.15	93	52.00	69.55
$8,000 to $12,000	109	49.14	68.78	106	51.53	69.72
Above $12,000	85	48.46	69.16	66	51.89	71.39
No response	7	48.14	68.64	13	50.67	68.33
F*		.49	.59		.24	1.44

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 23.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 23 above.

Parents' education.--The data for parents' education reveals an association between mother's education and the social student role expectations for women. The student social role expectation score for women whose mothers only completed the eighth grade are considerably below the mean SSR score for women. The student role expectation scores for women whose mothers have professional degrees are considerably above the mean SSR score. It appears that women whose mothers have professional degrees have very different outlooks on their involvement in the social program of the university than the women whose mothers received only an eighth grade education.

There is no evidence to indicate the existence of other relationships between parents' education and student role expectations. The differences in means of the other scales are not statistically significant. The findings for parents' education are reported in Tables 24 and 25.

Home environment (rural-urban).--A relationship between student expectation scores for women and their rural or city background is reported in Table 26. Women who have lived most of their life on a farm perceive that they will be more involved in the academic life of the institution than those women who have lived most of their life in the city.

Although the differences in SSR scores are not significant, there is a tendency for the women with a rural

TABLE 24.--Academic student role expectation and social student role expectation mean scores for men and women classified by father's education.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Eighth grade	66	49.11	68.82	7	51.75	67.30
High school	160	49.21	68.66	109	50.88	69.38
Two years college	48	48.83	68.04	68	51.84	70.54
Bachelor's	55	49.15	68.64	60	52.52	70.84
Professional	48	49.56	68.63	56	53.00	70.21
No response	3	56.33	73.67	1	50.00	76.00
F*		.66	.48		1.02	2.01

*None of the above F values are significant beyond the .05 level of confidence.

See Table 24.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 24 above.

TABLE 25.--Academic student role expectation and social student role expectation mean scores for men and women classified by mother's education.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Eighth grade	38	48.03	68.42	31	50.39	67.13
High school	207	49.23	68.83	157	51.28	69.86
Two years college	68	48.47	68.62	81	51.65	69.70
Bachelor's	50	50.62	68.10	50	53.90	69.34
Professional	15	50.27	68.40	18	54.17	73.28
No response	2	56.50	69.50	1	50.00	76.00
F		1.26	.13		2.15	2.42*

*Significant beyond the .05 level of confidence.

See Table 25.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 25 above.



background to perceive less social involvement than women living in a city.

A comparison of men's scores reveals the differences are not statistically significant.

TABLE 26.--Academic student role expectation and social student role expectation mean scores for men and women classified by home environment.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Rural	43	48.02	69.23	18	54.83	66.94
Urban	337	49.31	68.59	320	51.67	69.82
F		1.26	.39		4.28*	3.42

*Significant beyond the .05 level of confidence.

See Table 26.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 26 above.

In-state or out-of-state residence.--A comparison of student role expectations for students from Michigan with those from other states reveals differences in mean scores for women on both the ASR and SSR scales. Women from Michigan anticipate themselves being more involved in both the academic and social programs of the university than women from other states. The differences in means of the

categories for each of these scales for men are not statistically significant. The findings are reported in Table 27.

TABLE 27.--Academic student role expectation and social student role expectation mean scores for men and women classified by in-state and out-of-state.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
In-state	278	49.21	69.00	222	52.53	70.53
Out-of-state	102	49.07	67.75	116	50.48	68.02
F		.03	2.95		8.01*	11.98*

*Significant beyond the .05 level of confidence.

See Table 27.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 27 above.

Variables for Students Decision to Attend College

Individual who was most important in determining the decision to attend college.--Table 28 reports the findings for the analysis of student role expectation scores for the individual most important in helping him decide to go to college. An association between the academic student role expectation scores and the individual who helped the student decide to go to college is indicated from these

findings. A comparison of student role expectation scores and the person who helped the individual decide to go to college is illustrated in Table 28.

TABLE 28.--Academic student role expectation and social student role expectation mean scores for men and women classified by the individual who was most important in determining the decision to go to college.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Mother	59	49.17	69.25	77	52.65	70.30
Father	140	48.47	69.03	94	52.78	70.13
Teacher(s)	30	51.73	66.93	42	53.57	69.26
Guidance Counselor	21	46.57	68.86	13	48.92	70.00
Friend(s)	15	47.13	69.80	18	49.11	69.56
Clergy	0			0		
Relatives	7	53.00	69.57	9	53.22	69.67
No one, own decision	42	51.62	67.95	42	49.71	69.31
No response	66	49.20	68.06	43	50.35	68.44
F		2.43*	.73		2.95*	.44

*Significant beyond the .05 level of confidence.

See Table 28.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 28 above.

Students who were influenced to go to college by relatives who attended the institution or by teachers have the highest ASR scores. The lowest scores for both men and women were held by those who had been influenced by friends and guidance counselors.

Only a small number of students reported the guidance counselor as the individual most important in influencing them to attend college. Perhaps the guidance counselor plays a significant role in influencing students who receive little encouragement from sources such as teachers or parents. These students may come from homes in which educational values are not emphasized and they may not have good academic records. The majority of the students indicated their mother or father was the most important individual in helping them make the decision to attend college.

The differences in SSR scores for this variable are not statistically significant for either sex.

Primary reason for attending college.--The students' primary reason for attending college is associated with academic student role expectations, but not with social student role expectations. The findings for this analysis are reported in Table 29.

Higher ASR scores were found for students who gave the following reasons for attending college: "to get a

TABLE 29.--Academic student role expectation and social student role expectation mean scores for men and women classified by primary reason for attending college.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
To obtain a broad general education.	74	50.88	69.05	95	53.63	68.62
To prepare for a vocation.	177	48.58	69.05	156	50.93	70.15
To make it possible for me to increase my total life income.	37	48.62	68.05	8	49.00	70.50
To please my parents.	0			3	44.67	70.33
To find a spouse.	0			0		
To have fun.	1	59.00	73.00	1	39.00	71.00
To get a better understanding of the world and the people in it.	13	54.38	65.31	27	54.44	69.07
It's the thing to do.	1	69.00	59.00	3	37.00	72.33
For prestige purposes.	0			0		
No response.	77	47.88	68.35	45	51.91	70.09
F		4.37*	1.35		5.78*	.59

*Significant beyond the .05 level of confidence.

See Table 29.1 in the Appendix for data regarding the source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 29 above.

better understanding of the world and the people in it" and "to attain a broad general education."

Lower ASR scores are related to these reasons: "preparing for a vocation" and "increasing life income." The number of individuals responding to other choices is too small to permit drawing conclusions.

Main source of information about the institution.--A comparison of student role expectation scores for students classified according to the main source from which they received information about the university reveals differences too small to be statistically significant. This is consistent with the findings for this variable and the institutional image scores. It appears that students' perception of the university and their role are not associated with the source from which they receive information about the university. The findings are reported in Table 30.

Primary reason for selecting M.S.U.--A relationship was found between the students' primary reason for selecting this university instead of some other university and the academic student role expectations of the student. Table 31 reports the findings for this analysis and Table 32 lists the reasons in descending order of ASR scores for selecting M.S.U. For both men and women high ASR scores are associated with reasons such as "friendly faculty," "honors college program," and "a better academic program

TABLE 30.--Academic student role expectation and social student role expectation mean scores for men and women classified by the main source of information about the institution.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Parents	8	49.00	69.13	11	50.54	69.45
Friends in high school	6	49.33	65.17	3	51.67	69.00
Friends at this institution	48	46.69	69.65	57	50.72	70.51
Friends at another institution	3	47.67	69.67	1	56.00	64.00
High school teachers	11	48.45	68.09	11	54.00	67.36
Guidance Counselor	23	49.30	69.17	21	49.86	72.52
Clergy	0			0		
College representatives	13	47.54	68.92	3	54.67	71.33
Relatives	13	48.15	68.15	20	48.80	71.25
Alumni	13	51.38	69.69	11	48.09	72.27
Personal visit and observation	55	49.22	70.09	50	53.00	69.26
Written materials from institution	135	50.21	68.06	126	52.48	68.77
No response	52	48.09	67.71	24	53.91	69.30
F*		.98	.80		1.78	1.14

*None of the above F values are significant beyond the .05 level of confidence.

See Table 30.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 30 above.

in my field of interest." Reasons men and women gave for selecting M.S.U. associated with low ASR scores are: "a more friendly student body," "is one of the few institutions that has a program in my field of interest," "good football and basketball teams," "less expensive," "a bigger school," "my parents preferred this school," and "better job opportunities after graduation."

There is no evidence of a relationship between SSR scores and the primary reason for selecting this university. The differences in means for the categories of this variable were not statistically significant.

Goals Established for College Attendance

Academic major.--A comparison of student role expectation scores for the variable academic major reveals an association on both scales for men. The differences in mean scores of the categories for this variable are statistically significant.

Men selecting the following majors have ASR scores above the mean ASR score: social science, biological science, math and physical science, communication and language, art and music, and home economics (only one student). Also those students selecting no major have ASR scores above the mean. Men selecting the following majors have ASR scores below the mean ASR score: engineering, pre-professional, agriculture, business and

TABLE 31.--Academic student role expectation and social student role expectation mean scores for men and women classified by primary reason for selecting this institution.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Easier academically.	4	45.00	65.50	3	53.00	70.67
A more beautiful campus.	2	42.50	67.00	2	57.00	75.00
A more friendly student body.	6	44.83	70.67	8	51.50	70.88
A better academic program in general.	55	49.85	69.55	59	51.66	70.41
More of a party school.	0			0		
My parents preferred this school.	6	46.83	70.50	6	50.33	72.00
A better academic program in my field of interest.	86	49.52	68.17	91	52.89	69.30
Good football and basketball teams.	1	49.00	69.00	1	46.00	72.00
A better faculty.	5	55.00	62.20	1	40.00	84.00
Is one of the few institutions that has a program in my field of interest.	22	49.03	69.64	11	48.67	68.27
Good housing facilities.	2	48.50	70.00	0		
Better library.	1	44.00	67.00	0		
Honors College program.	2	50.00	66.50	11	58.27	66.45
Better recreational facilities	0			1	41.00	75.00
A bigger school.	8	47.25	72.63	6	48.83	71.67
Less expensive	19	47.89	69.00	17	50.41	69.06
Was turned down by others I applied to.	12	43.33	69.42	9	52.78	66.67
Close to my home.	25	52.52	65.92	19	50.58	67.84
Because a relative or close friend attended or is now attending this institution.	8	52.25	68.63	16	51.94	70.00
A more friendly faculty.	2	54.00	76.50	2	59.50	67.50
Offered a scholarship.	24	51.63	68.67	25	51.24	69.08
Better job opportunities after graduation.	11	44.91	68.82	2	51.00	69.50
Higher prestige.	8	50.75	69.50	3	48.33	73.00
No response.	71	48.66	68.33	45	51.25	70.84
F		1.79*	1.22		1.67*	.95

*Significant beyond the .05 level of confidence.

See Table 31.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 31 above.

TABLE 32.--Reasons for selecting M.S.U. in descending order of academic student role expectation scores for men and women.

Men	Women
A better faculty.	*A more friendly faculty.
*A more friendly faculty.	*Honors College program.
Close to my home.	A more beautiful campus.
Because a relative or close friend attended or is now attending this institution.	Easier academically.
Offered a scholarship.	*A better academic program in my field of interest.
Higher prestige.	Was turned down by other schools I applied to.
*Honors college program.	MEAN SCORE
A better academic program in general.	Because a relative or close friend attended or is now attending this university.
*A better academic program in my field of interest.	A better academic program in general.
MEAN SCORE	#A more friendly student body.
#Is one of the few institutions that has a program in my field of interest.	No response.
#Good football and basketball teams.	Offered a scholarship.
No response.	#Better job opportunities after graduation.
Good housing facilities.	Close to my home.
#Less expensive.	#Less expensive.
#A bigger school.	#My parents preferred this school.
#My parents preferred this school.	#A bigger school.
Easier academically.	#Is one of the few institutions that has a program in my field of interest.
#Better job opportunities after graduation.	Higher prestige.
Better library.	#Good football and basketball teams.
Was turned down by other schools I applied to.	Better recreational facilities.
A more beautiful campus.	A better faculty.
#A more friendly student body.	

*Reasons which are associated with above the mean ASR scores for both men and women.

#Reasons which are associated with below the mean ASR scores for both men and women.

public service, and education. The majors with lower ASR scores have a definite orientation toward vocational preparation, whereas those areas which are characterized by higher ASR scores are majors less oriented toward vocational preparation. Students selecting majors associated with vocational preparation perceive themselves being less involved in the academic program of the institution than students majoring in the arts and sciences.

Men's expectations of their social role at the university are also related to the academic major. Men majoring in the pre-professional curriculums and education and those men selecting no-preference have SSR scores above the mean SSR score. Those majoring in business and public service, agriculture, engineering, communication and language, math and physical science, social science, biological science, home economics, and art and music have below mean SSR scores.

The differences in means for women on these scales are not statistically significant. The findings are reported in Table 33.

Amount of higher education anticipated.--The amount of higher education anticipated is related to academic student role expectations. There is no evidence of a relationship with the social student role expectations, however. Differences in mean ASR scores for this variable are statistically significant. Differences in mean SSR

TABLE 33.--Academic student role expectation and social student role expectation mean scores for men and women classified according to academic major.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Pre-professional	64	48.31	70.08	9	51.56	65.33
Education	13	45.92	69.31	98	51.55	70.38
Engineering	74	48.86	68.43	1	39.00	77.00
Math and Physical science	27	51.11	67.30	13	54.62	68.00
Biological science	9	51.78	64.33	24	53.29	69.88
Agriculture	27	46.96	68.59	1	60.00	78.00
Social science	18	52.56	66.39	26	53.54	68.81
Business and public service	46	46.00	68.50	15	50.80	67.20
Communication and language	16	51.00	68.38	33	52.30	69.64
Home economics	1	62.00	61.00	8	51.63	67.13
Art and music	4	49.75	60.50	25	50.56	71.40
No preference	81	50.94	69.63	85	51.25	69.75
F		2.84*	2.26*		1.27	1.37

*Significant beyond the .05 level of confidence.

See Table 33.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 33 above.

scores for this variable are not significant. Table 34 reports the findings for this analysis.

TABLE 34.--Academic student role expectation and social student role expectation mean scores for men and women classified by amount of higher education anticipated.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
One year	0			1	58.00	62.00
Two years	1	53.00	65.00	3	46.00	67.67
Three years	1	42.00	75.00	0		
Four years	144	47.71	68.58	224	50.71	70.04
Master's Degree	106	49.91	68.64	84	54.10	69.52
Doctorate	42	53.57	66.36	12	56.58	68.92
Professional Degree	86	48.90	69.83	14	52.86	66.79
F		5.32*	2.04		6.04*	1.11

*Significant beyond the .05 level of confidence.

See Table 34.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 34 above.

ASR scores of men above the mean ASR score are associated with students anticipating a Master's Degree or a doctorate. ASR scores below the mean ASR score are associated with those anticipating four years or a professional degree.

The Master's Degree, Doctorate, and professional degrees are associated with above the mean ASR scores for women. Only that group of women anticipating four years of college has a mean score below the ASR mean. Students planning on more than an undergraduate education perceive themselves as becoming more involved in the academic program of the institution than those students who only anticipate four years of college.

Definiteness of vocational choice.--Table 35 provides a comparison of ASR and SSR scores for students grouped according to the variable definiteness of vocational choice.

TABLE 35.--Academic student role expectation and social student role expectation mean scores for men and women classified by definiteness of vocational plans.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Know exactly	41	48.22	66.41	40	50.88	69.23
Fairly sure	243	49.50	69.08	209	52.57	69.59
Not too certain	80	49.25	68.68	79	50.75	70.78
No idea	16	47.75	67.56	10	48.60	65.20
F		.64	2.31		2.90*	2.54

*Significant beyond the .05 level of confidence.

See Table 35.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 35 above.

The only differences in the mean scores which are statistically significant are those for the ASR scale for women. Perhaps the most important relationship evident is women's academic student role expectation score for those indicating no idea about vocational choice. This group has the lowest ASR score indicating they perceive the least involvement in the academic program of the institution.

Anticipated social position.--The differences in ASR means for anticipated social position are not statistically significant, but the differences in SSR means for anticipated social position are statistically significant (see Table 36). Students anticipating a high social position perceive themselves being more involved in the social program of the university than those students who anticipate lower social positions.

Conclusions Regarding Problem 2

Student expectations of their role in the academic program and the social program of the university were tested to identify relationships between these expectations and personal characteristics of the student. Of the 60 tests run on the data 22 were statistically significant.

The sex of the student was found to be associated with the student role expectations. Women anticipated

TABLE 36.--Academic student role expectation and social student role expectation mean scores for men and women classified by anticipated social position.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
1	7	52.86	74.14	1	40.00	67.00
2	30	51.13	72.67	28	53.32	73.32
3	83	49.70	71.14	103	51.91	71.92
4	127	48.12	68.42	102	51.40	69.43
5	91	49.11	66.58	68	52.90	67.62
6	34	50.15	64.44	28	51.14	64.43
7	4	50.50	62.00	2	56.50	60.50
No response	4	46.50	72.00	6	52.00	70.20
F		1.23	10.41*		.94	7.57*

*Significant beyond the .05 level of confidence.

See Table 36.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 36 above.

greater involvement than men in both the academic program and the social program of the university.

Relationships were found for men between their academic student role expectations and academic major, the amount of education they anticipated, the individual most important in influencing them to attend college, primary reason for attending college, and their primary reason for selecting M.S.U. Men's social student role expectations were found to be associated with their academic major and their anticipated social position.

Relationships between student role expectations and personal characteristics were also found for women. Relationships were found between their academic role expectations and home environment, primary reason for attending college, state of residence, primary reason for selecting M.S.U., amount of education anticipated, definiteness of vocational choice, and the individual who influenced them to go to college. The personal characteristics associated with women's social student role expectations are father's occupation, mother's education, state of residence, and anticipated social position.

There were no relationships found between student role expectations and the following personal characteristics: parents' income, father's education, and main source of information about the institution.

These findings indicate students' role expectations are associated with personal characteristics of the

student. There are relationships existing between students' role expectations and their family and home background, factors which influenced them to attend college, and the goals they have established for college attendance.

Problem 3

Do the students' academic and social images of the institution change during the first year?

The change in students' academic and social images of the institution during the first year was analyzed by a comparison of the pre-test mean scores and the actual post-test mean scores for both the academic image of the institution scale and the social image of the institution scale. A t-test of significance was used to test the differences between the means for statistical significance. The findings of this analysis are reported in Table 37.

TABLE 37.--Academic image of the institution and social image of the institution mean pre-test and mean post-test scores, differences in mean scores, correlation of pre-test and post-test scores, and t-values obtained from t-test of significance of differences in means.

	Men					Women				
	Pre-test	Post-test	Diff	r	t	Pre-test	Post-test	Diff	r	t
AII	93.10	84.67	8.43	.50	11.28*	93.85	85.02	8.83	.38	7.47*
SII	78.13	76.34	1.79	.38	7.89*	78.09	77.09	1.00	.37	7.27*

*Significant beyond the .05 level of confidence.

The differences between the pre-test scores and the post-test scores on both scales were statistically significant. The findings indicate the students' academic image of the institution and the students' social image of the institution decrease during their first year at Michigan State University.

Problem 4

Do the students' academic and social student role expectations change during the first year?

The change in students' academic and social student role expectations during the first year was analyzed by a comparison of the pre-test mean scores and the actual post-test mean scores for both the academic student role expectation scale and the social student role expectation scale. A t-test of significance was used to test the differences between the means for statistical significance. The findings of this analysis are reported in Table 38.

The differences between the pre-test scores and the post-test scores on both scales were statistically significant. The findings indicate that students' academic and social student role expectations decrease during their first year at Michigan State University.

TABLE 38.--Academic student role expectation and social student role expectation mean pre-test and mean post-test scores, differences in mean scores, correlation of pre-test and post-test scores, and t-values obtained from t-test of significance of differences in means.

	Men					Women				
	Pre-test	Post-test	Diff	r	t	Pre-test	Post-test	Diff	r	t
ASR	49.17	44.03	5.14	.52	11.92*	51.83	46.02	5.81	.49	10.18*
SSR	68.67	63.59	5.08	.54	12.53*	69.67	64.82	4.85	.47	9.63*

*Significant beyond the .05 level of confidence.

Problem 5

Are changes in the academic and social image of the institution during the first year associated with personal characteristics and college experiences of the student?

The change in the individual student image scores between the pre-test administered in the summer or fall and the post-test administered in the spring was determined. The analysis of the change in image scores between the pre-test and post-test data was undertaken to determine what personal characteristics and college experiences are associated with the change of students' images of the university and their student role expectations.

The variables that have been selected for the analysis for Problem 5 are as follows: (1) family and home background--sex of the student, father's occupation,

parents' income, father's education, mother's education, home environment, in-state or out-of-state residence; (2) variables on students' decision to attend college--individual who was most important in determining the decision to attend college, primary reason for attending college, primary reason for selecting M.S.U.; (3) variables on goals established for college attendance--academic major, amount of higher education anticipated, definiteness of vocational plans; and (4) college experiences--attendance at summer counseling clinic, most important function of the university, attribute felt most necessary for success, principal means of financial support, place of residence, type of residence hall, topic discussed most frequently outside of class, recognition desired, Greek affiliation, college social position, continuation at the university, and final grade point average.

The findings for each of the variables indicated above are reported in this section.

Home and Family Background

Sex of the student.--The change in AII and SII scores is not associated with the sex of the student. Differences in mean change of AII and SII scores classified according to the sex of the student are not statistically significant. The findings are reported in Table 39.

TABLE 39.--Academic image of the institution and social image of the institution mean change scores for men and women.

	N	Men	N	Women	F*
AII	380	-.03	338	.05	.02
SII	380	.30	338	-.44	2.88

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 39.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 39 above.

Father's occupation.--The findings for change in institutional image scores for the variable, father's occupation, are reported in Table 40. The differences in mean change for the occupations included in this variable are not statistically significant. There is no evidence that father's occupation is related to the change in students' institutional image scores.

Parents' income.--The differences in means for change in AII and SII scores are not statistically significant. The findings from the analysis of the data reported in Table 41 do not indicate an association between the change in institutional images of students and their parents' income.

TABLE 40.--Academic image of the institution and social image of the institution mean change scores for men and women classified by father's occupation.

	Men			Women		
	N	AII	SII	N	AII	SII
Business	21	1.43	.67	20	.60	-2.70
Skilled	66	- .29	.33	55	.49	.96
Professional	60	-1.42	1.32	68	- .72	- .72
Laborer	31	-1.23	1.58	19	.68	- .42
White Collar	109	1.20	.25	107	- .50	- .28
Farmer	16	- .31	-2.44	13	-1.39	- .54
Clerk and Salesman	44	- .68	- .59	30	1.33	-1.30
Deceased and Retired	33	.15	- .33	26	1.73	- .58
F*		1.10	1.16		.59	1.03

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 40.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 40 above.

TABLE 41.--Academic image of the institution and social image of the institution mean change scores for men and women classified by parents' income.

	Men			Women		
	N	AII	SII	N	AII	SII
below $3,000	11	-1.00	1.18	7	5.00	-1.29
$3,000 to $5,000	52	.12	1.15	53	- .15	-1.77
$5,000 to $8,000	116	-1.33	.23	93	.18	- .33
$8,000 to $12,000	109	.61	- .24	106	.26	.35
Above $12,000	85	.62	.44	66	- .29	- .77
No response	7	4.14	.57	13	-2.58	.08
F*		1.61	.46		.84	.89

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 41.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 41 above.

Parents' education.--The results of the analysis of the data for change in AII and SII for parents' education are reported in Tables 42 and 43. The findings from the analysis reveal the differences in mean change scores are not statistically significant. There is no evidence of an association between the changes in image scores and parents' education.

Home environment.--The variable of home environment compares students from the farm with those who have lived in the city. Men who came from a farm had a decrease in their academic image of the institution score while those men from the city had a slight increase. The differences in AII scores on the pre-test for these two groups were not statistically significant. The differences in the change in image scores for these two groups on the post-test is statistically significant. The variable of rural background is related to the students' change in academic image of the institution. After a year of residence at M.S.U. the men from farms have an image of M.S.U. that is less academic than when they entered.

Changes in AII scores were not statistically significant for women nor were the changes in SII scores for men or women. The findings are reported in Table 44.

TABLE 42.--Academic image of the institution and social image of the institution mean change scores for men and women classified by father's education.

	Men			Women		
	N	AII	SII	N	SII	AII
8th grade	66	.03	.56	44	.02	.09
High school	160	- .70	.38	109	- .22	- .28
2 yrs. college	48	2.54	- .04	68	- .26	-1.44
Bachelor's	55	- .62	.69	60	.45	.10
Professional	48	.10	-1.04	56	.70	- .32
No response	3	2.00	2.67	1	-8.00	-6.00
F*		1.66	.61		.38	.88

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 42.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 42 above.

TABLE 43.--Academic image of the institution and social image of the institution mean change scores for men and women classified by mother's education.

	Men			Women		
	N	AII	SII	N	AII	SII
8th grade	38	-1.92	- .32	31	.39	- .42
High School	207	.23	.06	157	.81	- .40
2 yrs. college	68	.06	.80	81	-1.21	- .94
Bachelor's	50	.48	.58	50	.08	.32
Professional	15	-1.47	.33	18	-1.11	- .49
No response	2	4.00	2.50	1	-8.00	-6.00
F*		.88	.28		1.06	.48

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 43.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 43 above.



TABLE 44.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by home environment.

	Men			Women		
	N	AII	SII	N	AII	SII
Rural	43	-2.53	.12	18	-1.56	.14
Urban	337	.29	.33	320	- .44	-.44
F		6.02*	.05		.83	.00

*Significant beyond the .05 level of confidence.

See Table 44.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 44 above.

In-state and out-of-state residence.--The analysis of change in image scores for state of residence is reported in Table 45. The differences in mean change scores in student's social image of the institution is statistically significant for men. The differences in SII scores for men on the pre-test were not statistically significant. An increase in SII scores is shown for men from the state of Michigan while a decrease in SII scores is shown for men from states other than Michigan.

The differences for the other image scales tested on this variable are not statistically significant.

TABLE 45.--Academic image of the institution and social image of the institution mean change scores for men and women classified by in-state or out-of-state residence.

	Men			Women		
	N	AII	SII	N	AII	SII
In-state	278	-.19	.71	222	.20	-.23
Out-of-state	102	.40	- .80	116	-.44	-.44
F		.50	4.90*		.24	.00

*Significant beyond the .05 level of confidence.

See Table 45.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 45 above.

Variables for Student's Decision to Attend College

Individual who was most important in determining the decision to attend college.--The findings for change in institutional image scores for the variable "individual most important in helping the student decide to go to college" are reported in Table 46. Differences in mean change in scores for the variable are not statistically significant. There is no evidence of a relationship between changes in institutional images and the identity of the individual who was most important in helping the student to decide to attend college.

TABLE 46.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by the individual most important in determining the decision to attend college.

	Men			Women		
	N	AII	SII	N	AII	SII
Mother	59	-2.05	- .19	77	.27	- .65
Father	140	.24	.46	94	- .31	.46
Teacher(s)	30	.60	.30	42	- .38	.45
Guidance counselor	21	-1.19	2.52	13	-2.15	-2.15
Friend(s)	15	2.40	2.80	18	3.61	- .28
Clergy	0			0		
Relatives	7	-1.29	1.43	9	- .78	.44
No one, own decision	42	1.17	- .12	42	- .26	-1.83
No response	66	.11	- .71	43	.49	-1.28
F*		1.27	1.22		.81	1.16

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 46.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 46 above.

Primary reason for attending college.--The differences in mean change in AII and SII scores for the variable, "primary reason for attending college," are not statistically significant. The findings for this analysis are reported in Table 47. The primary reason



TABLE 47.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by primary reason for attending college.

	Men			Women		
	N	AII	SII	N	AII	SII
To obtain a broad general education	74	.34	.42	95	- .24	- .84
To prepare for a vocation	177	- .43	.46	156	- .03	- .42
To make it possible fo me to increase my total life income	37	.76	-1.57	8	-1.37	3.50
To please my parents	0			3	-3.33	1.33
To find a spouse	0			0		
To have fun	1	-5.00	.00	1	7.00	-11.00
To get a better understanding of the world and the people in it	13	4.08	1.08	27	.70	- .56
It's the thing to do	1	-9.00	-1.00	3	6.33	5.00
For prestige purposes	0			0		
No response	77	- .35	.61	45	.68	- .64
F*		1.28	.72		.46	1.40

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 47.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 47 above.

for coming to college is not associated with change in institutional image scores.

Primary reason for selecting M.S.U.--Table 48 reports the findings for the change in institutional images for the variable "primary reason for selecting M.S.U." The mean differences in change in scores are not statistically significant. Change in students' image of the institution is not associated with their primary reason for selecting the institution.

Goals Established for College Attendance

Academic major.--The academic major of the student is not associated with the change in institutional images. The data reported in Table 49 indicates the differences between means are not statistically significant.

Amount of higher education anticipated.--Differences in means for change in academic institutional image scores for men on the variable "amount of higher education anticipated" are statistically significant. This data is reported in Table 50. Students anticipating graduate study show an increase in their academic image of the institution whereas those students anticipating four years of college show a decrease in their academic image of the institution.

The change in AII scores for women and the change in SII scores for men and women are not statistically significant.

TABLE 48.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by primary reason for selecting this institution.

	Men			Women		
	N	AII	SII	N	AII	SII
Easier academically	4	-4.00	-1.00	3	- 1.67	-3.33
A more beautiful campus	2	-4.00	-6.50	2	-10.50	-5.50
A more friendly student body	6	-1.33	2.00	8	4.25	- .50
A better academic program in general	55	.65	1.00	59	.51	- .37
More of a party school	0			0		
My parents preferred this school	6	-2.00	- .83	6	5.00	1.17
A better academic program in my field of interest	86	.20	.44	91	- 1.73	- .65
Good football and basketball teams	1	4.00	.00	1	- 1.00	6.00
A better faculty	5	- .20	- .20	1	- 8.00	-6.00
Is one of the few institutions that has a program in my field of interest	22	.73	.45	11	- 1.82	- .12
Good housing facilities	2	3.00	4.00	0		
Better library	1	1.00	2.00	0		
Honors College program	2	-5.50	2.01	11	6.00	-1.09
Better recreational facilities	0			1	- 4.00	2.00
A bigger school	8	-3.12	-1.87	6	1.50	-2.33
Less expensive	19	3.21	2.11	17	.24	- .47
Was turned down by other schools I applied to	12	-2.58	-1.75	9	.44	.44
Close to my home	25	-1.04	1.48	19	- 1.16	-1.00
Because a relative or close friend attended or is now attending this institution	8	-4.62	-5.12	16	- .50	- .12
A more friendly faculty	2	-3.00	-3.00	2	8.00	-9.00
Offered a scholarship	24	.38	- .42	25	1.20	.12
Better job opportunities after graduation	11	-2.27	2.27	2	4.00	8.50
Higher prestige	8	-1.50	- .12	3	.67	-2.00
No response	71	.84	.09	45	.66	- .02
F*		.85	.93		1.31	.80

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 48.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 48 above.



TABLE 49.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by academic major.

	Men			Women		
	N	AII	SII	N	AII	SII
Pre-professional	64	- .45	- .46	9	- .22	.11
Education	13	-2.62	- .92	98	- 1.09	-1.01
Engineering	74	-1.03	- .03	1	-11.00	-6.00
Math and physical science	27	3.48	- .11	13	- .69	1.77
Biological science	9	.33	1.67	24	1.24	- .81
Agriculture	27	- .26	2.96	1	-11.00	1.00
Social science	18	1.89	.56	26	.46	.27
Business and public service	46	1.24	.22	15	.93	1.67
Communication and language	16	2.44	.56	33	- 1.00	-2.55
Home Economics	1	.00	4.00	8	- 3.12	1.63
Art and Music	4	-5.50	-3.75	25	.44	- .12
No preference	81	- .84	.55	85	1.74	- .12
F*		1.53	.89		1.24	1.10

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 49.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 49 above.



TABLE 50.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by amount of higher education anticipated.

	Men			Women		
	N	AII	SII	N	AII	SII
1 year	0			1	.00	4.00
2 years	1	18.00	-12.00	3	3.00	2.33
3 years	1	5.00	- 7.00	0		
4 years	144	- 1.03	.51	224	- .33	- .10
Master's Degree	106	.35	.25	84	.13	-1.17
Doctorate	42	1.55	.57	12	3.25	-2.67
Professional degree	86	.16	.10	14	2.36	- .50
F		2.46*	1.24		.87	1.03

*Significant beyond the .05 level of confidence.

See Table 50.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 50 above.

Definiteness of vocational choice.--The variable "definiteness of vocational choice" is not associated with the change in student images of the institution. The differences in means in change in images are reported in Table 51. These differences are not statistically significant.



TABLE 51.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by definiteness of vocational choice.

	Men			Women		
	N	AII	SII	N	AII	SII
Know exactly	41	-1.25	- .59	40	1.35	-1.07
Fairly sure	243	.13	.44	209	- .44	- .33
Not too certain	80	- .24	.75	79	.47	- .99
No idea	16	1.81	-1.81	10	1.80	4.10
F*		.18	1.18		.92	2.51

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 51.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 51 above.

College Experiences

The change in institutional image scores were analyzed to identify relationships between the experiences of the student at the university and changes in his image scores. The variables selected to be tested are: attendance at the summer counseling clinic, most important function of the university, attribute felt most necessary for success, principal means of financial support, place of residence, type of residence hall, topic discussed most frequently outside of class, recognition desired, Greek affiliation, college social position, continuation at the



university, and final grade point average. All of the information for the variables included in this section was obtained at the end of the academic year from the "College Characteristics Inventory" post-test and the Registrar's Office with the exception of attendance at the summer counseling clinic. This was recorded on the pre-test inventory. The findings for each of the variables indicated above are reported in this section.

Attendance at the summer counseling clinic.-- Attendance at the summer counseling clinic and attendance at the fall orientation were recorded on the "College Characteristics Inventory" pre-test form. Change in institutional images was related to this variable and is reported in Table 52.

Increases in academic image of the institution scores for men were related to their attendance at the fall orientation while decreases in their AII scores were found for those who attended the Summer Counseling Clinic.

The differences on this scale for women were not statistically significant.

The differences in mean change in scores on the SII scale for women are statistically significant. Women who attended the counseling clinic show no change in SII scores while those who came to fall orientation show a lower post SII score.



The differences on this scale for men are not statistically significant.

TABLE 52.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by attendance at the summer counseling clinic.

	Men			Women		
	N	AII	SII	N	AII	SII
Counseling clinic	251	- 1.10	- .04	250	.04	.00
Fall orientation	129	2.04	.96	80	.08	-1.87
F		16.97*	2.42		.00	6.44*

*Significant beyond the .05 level of confidence.

See Table 52.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 52 above.

Most important function of the university.--Table 53 reports a comparison of the change in institutional image scores of the students classified according to the function of the university they perceived as most important. At the end of the year the student was asked to select the function of the university which he considered to be the most important function. He was to make his selection from the following:

Teach college students how to solve problems
Provide the student with a well-rounded education
Prepare students for a vocation



Promote the social development of the individual
Help one find his marital partner
Provide opportunities for broadening cultural interests
Make one aware of community and world problems
Prepare the individual to be a productive citizen in his community
Promote intercollegiate athletics
Teach the student to think for himself
Teach the student how to get along with other people

Changes in women's academic image of the institution scores are associated with the function of the university they perceive as most important. The following functions of the institution are associated with increases in academic image of the institution scores for women: promote intercollegiate athletics, teach the student how to get along with people, promote the social development of the individual, make one aware of community and world problems, and prepare the student for a vocation. The women who indicate that the above functions are important view the primary purpose of the institution as one of performing functions other than those traditionally valued by a university and had a higher academic image of the institution at the end of the first year than they did at the beginning.

A decrease in academic image of the institution scores during the year is associated with the following functions of the university selected by women as most important: provide opportunities for broadening cultural interests, teach students how to solve problems,



prepare the individual to be a productive citizen in the community, and provide the student with a well-rounded education.

Differences in mean change scores on this variable are not statistically significant for men.

The differences in change in SII scores are not statistically significant for men or women.

The function most frequently selected by students as the most important function of the university was "provide the student with a well-rounded education."

Most important attribute for success.--Students selected the attribute they felt most important to possess in order to succeed at this institution from the following: intelligence, drive from within, ability to learn from experience, belief in self, understanding and being able to get along with people, and character.

In comparing the differences in change in students' academic institutional image scores we find that the differences are not statistically significant for men or women. Nor are differences in change in men's social image of the institution statistically significant.

However, the difference in change in women's social image of the institution scores are statistically significant. The data for this analysis is reported in Table 54. Changes reflecting an increase in SII scores are associated with the attributes of: ability to learn from



TABLE 53.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by most important function of the university.

	Men			Women		
	N	AII	SII	N	AII	SII
Teach college students how to solve problems	16	- .12	1.38	14	-2.07	1.00
Provide the student with a well rounded education.	154	- .47	.49	142	- .37	- .48
Prepare the student for a vocation.	48	1.29	.79	43	1.42	.12
Promote the social development of the individual	2	3.50	-1.50	1	6.00	-4.00
Help one find his marital partner.	0			0		
Provide opportunities for broadening cultural interests.	2	- 5.50	-3.50	2	-3.50	2.00
Make one aware of community and world problems.	1	- 7.00	-7.00	3	3.67	.33
Prepare the individual to be a productive citizen in his community.	49	- .69	- .45	40	- .87	1.40
Promote intercollegiate athletics.	1	18.00	5.00	10	9.80	2.50
Teach the student to think for himself.	53	- .34	.92	45	-1.76	- .18
Teach the student how to get along with other people.	5	- .20	-6.20	4	4.50	-1.75
No response.	49	.98	- .10	34	.82	- .15
F		1.28	1.18		2.63*	.47

*Significant beyond the .05 level of confidence.

See Table 53.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 53 above.



experience, drive from within, and belief in self. Women who indicated the most important attribute to succeed at the university was character, intelligence, understanding and being able to get along with people had lower social image of the institution scores at the end of the year than were recorded on their pre-test inventory.

TABLE 54.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by attribute most necessary for success.

	Men			Women		
	N	AII	SII	N	AII	SII
Intelligence	62	2.65	1.10	32	- .84	-2.44
Drive from within.	184	- .62	.54	154	-1.04	.27
Ability to learn from experience.	41	- .59	- .93	39	1.31	.38
Belief in self.	47	- .66	- .02	70	1.59	.27
Understanding and being able to get along with people.	20	-1.60	-2.20	21	.86	-5.33
Character.	9	1.11	1.32	8	.50	-2.00
No response.	17	.94	1.12	14	1.21	-1.00
F		2.03	1.25		1.36	4.27*

*Significant beyond the .05 level of confidence.

See Table 54.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 54 above.



Financial support.--Students were requested to indicate their primary means of financial support while attending college. The variable of primary means of financial support is not related to changes in students' images of the institution. None of the F values reported in Table 55 indicate the mean differences are statistically significant. The means by which the student meets his financial obligation do not appear to have an effect on the change in his perception of the institution.

TABLE 55.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by primary means of financial support.

	Men			Women		
	N	AII	SII	N	AII	SII
Parents	207	- .08	.29	236	- .21	- .07
Academic scholarship	11	.00	- .07	15	4.67	-3.07
Personal savings	31	2.29	1.19	15	1.67	- .87
Athletic scholarship	9	-2.89	2.33	0		
Money earned from summer employment	55	.25	- .96	16	-3.12	-2.87
Money to be earned from part time jobs in college.	0	-1.00	4.56	7	.29	.57
Loans	15	2.87	- .27	11	.18	.09
No response	43	- .14	.26	38	.47	- .24
F*		.98	1.23		1.55	1.15

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 55 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 55 above.



Place of residence.--A comparison of image scores for the commuting student and for the student who resides on campus in a residence hall is reported in Table 56. The difference in change in institutional image scores are not significantly related to the students' place of residence. The data do not indicate a relationship between the students' residence, on campus or at home, and his change in perception of the institution. Although most residence hall programs are concerned with producing an environment which will have an impact on the student, there is no evidence of an impact in the area of students' perception of the institution.

TABLE 56.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by place of residence.

	Men			Women		
	N	AII	SII	N	AII	SII
Commuting	47	-.47	.27	36	-.81	-1.22
Residence Hall	333	.03	.31	302	.15	- .35
F*		.20	.01		.50	.74

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 56.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 56 above.



Type of residence hall.--Case Hall, the first co-educational living-learning center, at Michigan State University was opened fall semester, 1961. A comparison of institutional scores was made between students residing in the living-learning center and those students living in other residence halls and commuting. The data regarding student image changes for this variable are reported in Table 57.

TABLE 57.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by living-learning center and other residence.

	Men			Women		
	N	AII	SII	N	AII	SII
Case Hall	81	-.43	-1.09	53	-.70	-.98
Other	299	.08	.68	285	.19	-.34
F		.33	5.72*		.60	.55

*Significant beyond the .05 level of confidence.

See Table 57.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 57 above.

The differences in change in SII scores for men is statistically significant. Men residing in Case Hall perceived the environment of the university as less social at the end of the year. Men in other living arrangements



indicated a slight increase in their perception of the institution as a social place over their initial image.

No other differences in change of image scores are statistically significant for this variable.

Topic discussed most frequently.--Table 58 reports a comparison of change in academic image of the institution scores and social image of the institution scores grouped according to the topic discussed most frequently by students outside the classroom.

Differences in change of academic institutional image scores are statistically significant for the AII scale for men. The discussion topics associated with increases in academic institutional image scores are: philosophy, girls, sex, dating, high school experiences, grades, politics, and books. A decrease in student academic image of the institution scores is associated with the following topics: course work, religion, sports, and travel.

The topic which both men and women reported they discuss most frequently was course work. Girls, sports, grades, sex are topics men also discussed frequently . Topics checked by women are dating, boys, philosophy, grades, and religion.

There is no evidence of other relations between institutional images and topics discussed.



TABLE 58.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by the topic discussed most frequently outside of class.

	Men			Women		
	N	AII	SII	N	AII	SII
Politics	8	.25	-4.62	3	- .67	1.33
Religion	14	-1.64	.43	19	- .68	.05
National and international politics	7	.00	-1.86	4	2.75	3.50
Sports	34	-1.76	- .91	1	- 6.00	.00
Boys	0			31	1.03	.32
Girls	43	2.12	- .56	4	- 3.00	- 1.25
Philosophy	20	4.70	.10	29	1.24	- .62
Dating	14	1.86	-1.79	52	.58	- 1.35
Course work	127	-1.06	.87	130	- .88	- .04
Movies	0			2	- 5.50	- 3.00
Teachers	0			1	-12.00	.00
Sex	26	1.06	.50	8	9.50	1.38
Travel	4	-2.00	5.25	4	2.75	- 6.25
High school experiences	4	1.75	.50	1	1.00	6.00
Family	0			0		
Books	5	.20	3.00	1	- 1.00	-10.00
Grades	36	.35	- .22	21	- 1.33	.00
No response	38	.35	- .22	27	.70	- .96
F		1.77*	1.49		1.42	.86

*Significant beyond the .05 level of confidence.

See Table 58.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 58 above.

Recognition desired.--A comparison of differences in changes in the image of the institution scores for the area in which recognition is most desired by students reveals the differences are not statistically significant. The students were asked to select one of three areas of recognition: athletic, academic, social. The findings are reported in Table 59. There is no evidence of a relationship between the area of recognition desired by the students and changes in their institutional image scores. The majority of the students indicate they prefer recognition in the academic area. Eleven per cent of the men and one per cent of the women prefer recognition in the athletic area. Eight per cent of the men and twelve per cent of the women prefer recognition in the social area.

TABLE 59.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by recognition desired.

	Men			Women		
	N	AII	SII	N	AII	SII
Athletic	42	-1.69	- .48	4	- .50	2.50
Academic	306	.05	.28	284	- .02	- .53
Social	32	1.41	1.53	49	.47	- .31
No response				1	2.00	6.00
F*		1.80	1.05		.08	.79

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 59.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 59 above.

Greek affiliation.--A comparison of the institutional image scores of the population divided into those affiliated with Greek organizations and those not affiliated is reported in Table 60. During the first quarter of the academic year, university regulations prohibit freshmen students from membership in Greek organizations. At the beginning of the second quarter students are permitted to join these organizations.

Men who affiliated with Greek organizations show a decrease in social image of the institution scores whereas those who did not affiliate show an increase in the social image of the institution scores. The relationships here may be related to the social life of those affiliated with Greek organizations. Students in these organizations may be more involved with the social aspects of the organization and less involved with the university social program. On the other hand those students finding M.S.U. to have less of a social program than they had anticipated may have sought membership in Greek organizations to find more opportunities for social involvement.

The data printed in Table 60 does not provide evidence of other relationships between institutional images and Greek affiliation.

TABLE 60.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by Greek affiliation.

	Men			Women		
	N	AII	SII	N	AII	SII
Greek	74	.45	- 1.84	49	.14	-.20
Non-Greek	306	-.14	.82	289	.03	-.48
F		.40	12.32*		.00	.10

*Significant beyond the .05 level of confidence.

See Table 60.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 60 above.

Social position.--Students were requested to estimate their social position on the campus at the end of the first year. This estimate is a reflection of the degree of involvement in the social and non-academic activities at the university. The students used a scale ranging from 1 to 7 to estimate their social position. The number one represented the greatest amount of involvement and the number 7 represented the minimum amount of involvement.

The differences in change in student images of the institution associated with the social position the student feels he maintains at the university reveals a difference that is statistically significant for social image of the

institution scores for both men and women. The analysis is reported in Table 61.

Although the relationship between social position and mean change in image scores is obvious for both men and women, the relationship is more pronounced for men. Students who perceive themselves being involved extensively in the social program of the institution show a decrease in images they hold of the institution as a social place, whereas those who perceive themselves as being uninvolved indicate increases in their social images of the institution.

TABLE 61.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by social position.

	Men			Women		
	N	AII	SII	N	AII	SII
1	3	-8.33	-1.67	1	-3.00	-8.00
2	13	.08	-2.54	11	3.55	-3.37
3	45	- .64	-2.02	29	1.66	.03
4	87	- .08	.30	92	- .33	-1.85
5	110	.35	.97	99	- .35	- .46
6	82	- .92	.56	85	.18	.32
7	40	2.15	1.63	21	- .81	2.38
F		1.62	2.34*		.74	2.40*

*Significant beyond the .05 level of confidence.

See Table 61.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 61 above.



The differences in change in scores for the academic image of the institution are not statistically significant for this variable.

Table 62 shows a comparison of social positions anticipated by students at the beginning of the year and the social position they feel they hold at the end of the year. There is evidence of less actual involvement than was anticipated at the beginning of the year.

TABLE 62.--Anticipated social position and actual social position frequency for men and women.

Social Position	Men		Women	
	Fall	Spring	Fall	Spring
1	7	3	1	1
2	30	13	28	11
3	83	45	103	29
4	127	87	102	92
5	91	110	68	99
6	34	82	28	85
7	4	40	2	21
No response	4		6	

Continuation at the university.--This study involves a comparison of institutional image scores of students who withdrew from the university during the first year with



those who continued at the university throughout the first year. From the total population sample 30 men and 21 women left the university during the year. The post-test inventory was mailed to the students who had left the university. These students were requested to complete the inventory and return it by mail.

A comparison of institutional image scores for students who leave the university with those who remain reveals the differences are not statistically significant. There is no evidence of a relationship between institutional image scores and a student's continuation or non-continuation at this university the first year. The findings are reported in Table 63.

TABLE 63.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by continuation at the university.

	Men			Women		
	N	AII	SII	N	AII	SII
Withdrawals	30	-1.43	.50	21	-.19	.29
Continuing student	350	.09	.29	317	.07	-.45
F*		1.25	.04		.02	.02

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 63.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 63 above.



Grade point average.--The findings for the analysis of difference in change of student images of the institution for the variable grade point average are reported in Table 64. A statistically significant relationship exists between the students' grade point averages and their scores on the social image of the institution scale for men and the academic image of the institution scale for women. The differences on the other scales are not statistically significant.

TABLE 64.--Academic image of the institution and social image of the institution mean change in scores for men and women classified by grade point average.

	Men			Women		
	N	AII	SII	N	AII	SII
0 to 1.00	78	- .38	2.33	62	- .84	- .32
1.01 to 2.00	231	.40	- .15	198	- .43	- .14
2.01 to 3.00	46	- .92	- .26	62	2.52	-1.18
3.01 to 4.00	25	-1.12	- .80	16	- .06	-1.81
F		.80	4.02*		2.71*	.83

*Significant beyond the .05 level of confidence.

See Table 64.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 64 above.

With regard to the social image of the institution scores for men there is an increase in SII scores for

those receiving the lowest grade point average and a decrease for all other categories of grade point averages. The decrease in social image scores becomes greater as the student's grade point average increases.

There is an increase in AII scores for women with a 2.01 to 3.00 grade point average and a decrease in AII scores for students in other categories.

Conclusions Regarding Problem 5

The question to be answered by Problem 5 is what personal characteristics and college experiences of the student are associated with the change in institutional image scores after the student has completed one academic year at the university.

The analysis of the data reveals the change in AII scores for men is related to the student's home environment, amount of higher education anticipated, attendance at the summer counseling clinic, and the topic discussed most frequently outside of class.

The change in AII scores for women is associated with the primary function they perceive of the university and the final grade point average at the end of the first year. No other associations between the personal characteristics or college experiences and change in AII scores were reported in the findings.

A greater number of relationships were found between change in SII scores and the variables tested. Changes in SII scores of men are associated with state of residence and the college experiences of social position, Greek affiliation, residing in the living-learning center, and the final grade point average at the end of the year. There is an association between the change in SII scores of women with college experiences of attendance at the summer counseling clinic, the attribute they feel most necessary to succeed at the institution, and their social position.

Changes in image scores were not found to be associated with the personal characteristics of: sex of student, father's occupation, parents' income, parents' education, individual who helped student decide to go to college, primary reason for attending college, primary reason for selecting M.S.U., academic major, and definiteness of vocational plans. Changes in academic and social image scores were not associated with the college experiences of primary means of financial support, place of residence, recognition desired, and continuation at the university.

Of the 100 tests run on the data 14 were statistically significant. College experiences accounted for 11 of these variables while personal characteristics accounted for only 3 of these variables.

Problem 6

Are changes in the academic and social student role expectations during the first year associated with personal characteristics and college experiences of the student?

The procedure followed to test Problem 6 is the same as the procedure for testing Problem 5. Problem 6 is concerned with identifying relationships between change in student role expectations and the personal characteristics and college experiences of the student. The format used to discuss this problem is the same as that used throughout this chapter.

Home and Family Background

Sex of the student.--Changes in ASR and SSR scores are not associated with the sex of the student. Differences in mean change in ASR and SSR scores grouped according to the sex of the student are not statistically significant. The findings are reported in Table 65.

Father's occupation.--There is no evidence that change in student role expectations is associated with father's occupation. Table 66 reports the findings for this analysis. The differences in ASR and SSR means for father's occupation are not statistically significant.

Parents' income.--A comparison of ASR and SSR scores for students classified by parents' income provides no evidence of a relationship between the change in student

TABLE 65.--Academic student role expectation and social student role expectation mean change in scores for men and women.

	N	Men	N	Women	F*
ASR	380	.31	338	-.34	2.01
SSR	380	.29	338	-.36	2.36

*None of the above F-values are significant beyond the .05 level of significance.

See Table 65.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 65 above.

TABLE 66.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by father's occupation.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Business	21	1.81	.48	20	- .50	-3.00
Skilled	66	1.35	1.26	55	- .40	-2.02
Professional	60	- .88	.12	68	- .03	- .13
Laborer	31	- .26	1.52	19	- .47	1.79
White Collar	109	.23	- .34	107	- .28	- .36
Farmer	16	.19	-1.44	13	- .77	1.00
Clerk and Salesman	44	.50	- .91	30	.03	-1.30
Deceased and retired	33	.66	1.97	26	-1.23	1.27
F*		.81	1.47		.15	1.79

*None of the above F values are significant beyond the .05 level of confidence.

See Table 66.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 66 above.

role expectation and parents' income. The differences in mean change in scores reported in Table 67 are not statistically significant.

TABLE 67.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by parents' income.

	Men			Women		
	N	AII	SII	N	AII	SII
Below $3,000	11	1.45	- .09	7	-1.00	1.86
$3,000 to $5,000	52	.92	.18	53	- .26	- .81
$5,000 to $8,000	116	.52	.41	93	- .26	- .89
$8,000 to $12,000	109	.70	.35	106	- .60	- .44
Above $12,000	85	-1.21	- .29	66	.06	.24
No response	7	2.71	1.17	13	-1.17	1.58
F*		1.51	.33		.28	.78

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 67.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 67 above.

Parents' education.--The results of the analysis of parents' education and change in student role expectation scores are reported in Tables 68 and 69. The findings for this analysis reveal differences in mean change scores for this variable are not statistically significant.

TABLE 68.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by father's education.

	Men			Women	
	N	ASR	SSR	N	ASR	SSR
8th grade	66	.42	.71	4	-1.20	.91
High school	160	.54	.44	109	- .57	- .57
2 yrs. college	48	.88	- .35	68	.35	-1.34
Bachelor's	55	.35	.11	60	.03	.12
Professional	48	-1.31	- .40	56	- .37	- .21
No response	3	1.33	8.33	1	-4.00	-5.00
F*		.79	1.45		.54	1.17

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 68.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 68 above.

TABLE 69.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by mother's education.

	Men			Women	
	N	ASR	SSR	N	ASR	SSR
8th grade	38	-1.33	- .05	31	.81	.61
High school	207	1.00	.42	157	- .56	- .46
2 yrs. college	68	.35	.25	81	.64	- .78
Bachelor's	50	-1.36	.00	50	- .88	.36
Professional	15	- .40	- .73	18	-3.06	-1.06
No response	2	2.50	11.00	1	-4.00	-5.00
F*		1.80	1.47		1.71	.66

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 69.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 69 above.

There is no evidence of an association between change in student role expectations and parents' education.

Home environment.--The findings reported in Table 70 for home background are not statistically significant. The change in students' role expectations are not associated with the rural or city background.

TABLE 70.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by home environment.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Rural	43	1.79	.67	18	-.83	1.72
Urban	337	.12	.25	320	-.31	- .48
F*		2.76	.20		.14	2.73

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 70.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 70 above.

In-state and out-of-state residence.--The findings for change in student role expectations for the variable in-state and out-of-state residence reveals the differences in means for men on the SSR scale and the differences for women on the ASR scale are statistically significant. Men from out-of-state had an increase in their

perception of personal involvement in the social program of the university while men from Michigan show a slight decrease. Women from out-of-state show a decrease in their involvement in the academic program of the university while women from Michigan show a slight increase. The differences in means on the ASR scale for men and the SSR scale for women are not statistically significant. The findings are reported in Table 71.

TABLE 71.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by in-state and out-of-state residence.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
In-state	278	.59	- .10	222	.28	- .38
Out-of-state	102	- .46	1.37	116	-1.53	- .48
F		2.10	4.66*		7.47*	.07

*Significant beyond the .05 level of confidence.

See Table 71.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 71 above.

Variables on Student's Decision to Attend College

The individual who was most important in determining the decision to attend college.--The individual who was most important in determining the decision to attend

college is not associated with the changes in student role expectation scores. The data in Table 72 indicates the differences between means are not statistically significant.

TABLE 72.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by the individual most important in determining the decision to attend college.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Mother	59	- .76	- .59	77	-1.18	- .58
Father	140	.08	- .10	94	.39	.04
Teacher(s)	30	- .47	1.43	42	- .20	- .40
Guidance Counselor	21	1.10	1.14	13	- .93	.77
Friend(s)	15	1.40	1.13	18	1.44	.11
Clergy	0			0		
Relatives	7	4.71	2.43	9	-1.67	2.33
No one, own decision	42	- .33	.74	42	-1.57	-1.19
No response	66	1.53	.45	43	.35	-1.12
F*		1.39	.71		1.13	.74

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 72.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 72 above.

Primary reason for attending college.--The differences in mean change in ASR and SSR scores for the variable "primary reason for attending college" are not statistically significant. The findings for this analysis are reported in Table 73. The primary reason for coming to college is not associated with changes in students' role expectations.

Primary reason for selecting M.S.U.--Table 74 reports the findings for the change in student role expectation scores for the variable "primary reason for selecting M.S.U."

The differences in mean change in scores are not statistically significant for the ASR and SSR scale for men nor for the SSR scale for women.

The differences on the ASR scale for women are statistically significant. Increase in women's academic student role expectation scores is associated with the following reasons for selecting M.S.U.: my parents preferred this school, a better academic program in my field of interest, good football and basketball teams, a better faculty, less expensive, close to my home, better job opportunities after graduation. Decrease in women's academic student role expectation scores is associated with the following reasons for selecting M.S.U.: a more beautiful campus, a more friendly student body, a better academic program in general, is one of the few

TABLE 73.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by primary reason for attending college.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
To obtain a broad general education	74	- .04	1.23	95	-1.61	- .40
To prepare for a vocation	177	.82	.05	156	.60	- .29
To make it possible for me to increase my total life income	37	.14	- .14	8	1.63	.63
To please my parents	0			3	-1.33	-1.33
To find a spouse	0			0		
To have fun	1	2.00	-3.00	1	-7.00	-7.00
To get a better understanding of the world and the people in it	13	.69	.23	27	- .70	-1.26
It's the thing to do	1	-10.00	1.00	3	- .67	.33
For prestige purposes	0			0		
No response	77	- .43	.21	45	- .66	- .07
F*		.90	.44		1.64	.41

*None of the above F-values are significant at the .05 level of confidence.

See Table 73.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 73 above.

institutions that has a program in my field of interest, Honors College program, better recreational facilities, a bigger school, was turned down by other schools I applied to, because a relative or close friend attended or is now attending this institution, a more friendly faculty, offered a scholarship, and higher prestige. The logical basis for the relationship between the reasons for selecting the institution and association with an increase or decrease in ASR scores is not apparent.

Goals Established for College Attendance

Academic major.--The academic major of the student is not associated with the changes in student role expectation scores. The data reported in Table 75 indicates the differences between means are not statistically significant.

Amount of higher education anticipated.--Differences in means for change in academic student role expectation scores for both men and women on the variable, "amount of higher education anticipated," are statistically significant. Although the differences are statistically significant there is no apparent pattern to the scores that permits drawing conclusions. This data is reported in Table 76. Differences in means for change in social student role expectation are not statistically significant.

TABLE 74.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by primary reason for selecting M.S.U.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Easier academically	4	-3.75	-4.00	3	.00	-1.33
A more beautiful campus	2	-5.00	-7.00	2	-5.00	.50
A more friendly student body	6	- .17	-5.83	8	- .37	-4.50
A better academic program in general	55	.15	- .45	59	- .47	- .81
More of a party school	0			0		
My parents preferred this school	6	.17	-2.50	6	.33	3.83
A better academic program in my field of interest	86	.63	.83	91	.24	- .80
Good football and basketball teams	1	7.00	-8.00	1	2.00	5.00
A better faculty	5	1.00	.00	1	5.00	2.00
Is one of the few institutions that has a program in my field of interest	22	1.82	- .27	11	-3.18	.09
Good housing facilities	2	2.50	6.50	0		
Better library	1	-4.00	-1.00	0		
Honors College program	2	2.00	6.50	11	-4.27	- .81
Better recreational facilities	0			1	-1.00	-3.00
A bigger school	8	1.00	.25	6	-4.67	-1.67
Less expensive	19	.26	2.74	17	3.06	- .76
Was turned down by other schools I applied to	12	.00	- .83	9	-4.22	2.44
Close to my home	25	- .52	2.08	19	.74	1.95
Because a relative or close friend attended or is now attending this institution	8	.75	- .25	16	- .25	- .87
A more friendly faculty	2	7.00	4.00	2	-2.00	3.50
Offered a scholarship	24	1.46	.33	25	-1.92	.56
Better job opportunities after graduation	11	-1.27	.18	2	4.00	8.00
Higher prestige	8	.50	2.25	3	-2.67	- .67
No response	71	- .30	.16	45	.98	- .77
F		.54	1.39		1.59*	1.14

*Significant beyond the .05 level of confidence.

See Table 74.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 74 above.

TABLE 75.--Academic student role expectations and social student role expectation mean change in scores for men and women classified by academic major.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Pre-professional	64	.06	- .87	9	-2.56	.33
Education	13	- .23	-2.00	98	- .16	-1.15
Engineering	74	1.53	.92	1	-5.00	2.00
Math and physical science	27	2.52	2.00	13	-1.46	2.08
Biological science	9	- .89	- .67	24	.71	.46
Agriculture	27	.52	1.78	1	-1.00	6.00
Social science	18	- 1.67	.17	26	- .38	- .15
Business and public service	46	- .22	- .20	15	.13	.27
Communication and language	16	- 1.75	.38	33	-2.18	- .52
Home Economics	1	-11.00	.00	8	-1.48	- .62
Art and Music	4	- 2.50	.50	25	.75	- .32
No preference	81	.06	.55	85	- .34	- .34
F*		1.56	1.48		1.01	.63

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 75.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 75 above.

TABLE 76.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by amount of higher education anticipated.

	N	ASR	SSR	N	ASR	SSR
1 year	0			1	11.00	1.00
2 years	1	1.00	10.00	3	- .67	1.67
3 years	1	15.00	- 3.00	0		
4 years	144	.88	.69	224	.23	- .50
Master's degree	106	.46	- .50	84	- 1.48	- .64
Doctorate	42	- 1.93	2.12	12	- .92	2.08
Professional degree	86	.06	- .35	14	- 2.79	.79
F		2.52*	2.14		2.38*	.75

*Significant beyond the .05 level of confidence.

See Table 76.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 76 above.

Definiteness of vocational choice.--The variable, "definiteness of vocational choice," is not associated with the change in student role expectations. The differences in means reported in Table 77 are not statistically significant.

TABLE 77.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by definiteness of vocational plans.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Know exactly	41	1.67	- .44	40	- .47	-1.15
Fairly sure	243	.23	.17	209	- .54	- .39
Not too certain	80	.15	.91	70	.42	.37
No idea	16	-1.09	1.00	10	-1.60	-2.50
F*		.95	.61		.68	1.24

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 77.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 77 above.

College Experiences

Summer counseling clinic.--The data reported in Table 78 indicate a relationship between the change in academic student role expectation of women and attendance at the summer counseling clinic. The differences in change scores are statistically significant. The academic student role expectation scores decreased for women who did not attend the summer counseling clinic while scores increased for those women who did attend. The analysis reveals no other differences that are statistically significant.

TABLE 78.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by attendance at summer counseling clinic and fall orientation.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Counseling clinic	251	.11	.28	250	.01	- .53
Fall orientation	129	.67	.32	80	-1.46	.18
F		.65	.00		3.93*	1.00

*Significant beyond the .05 level of confidence.

See Table 78.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 78 above.

Most important function of the university.--Table 79 reports the findings for change in student role expectations for the variable, "most important function of the university." None of the differences are statistically significant. There is no evidence of a relationship between change in students' role expectations and the most important function they perceive the university performing.

Most important attribute for success.--A comparison of the differences in change in student role expectation scores for the variable, "most important attribute for success," reveals none of the differences are statistically significant. The data is reported in Table 80. There

TABLE 79.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by most important function of the university.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Teach college students how to solve problems.	16	-1.75	.19	14	-3.64	.07
Provide the student with a well rounded education.	154	.03	.27	142	.45	- .36
Prepare the student for a vocation.	48	1.54	- .54	43	- .42	- .42
Promote the social development of the individual.	2	.50	- .50	1	4.00	5.00
Help one find his marital partner.	0			0		
Provide opportunities for broadening cultural interests.	2	10.50	-1.50	2	- .50	-3.50
Make one aware of community and world problems.	1	.00	-9.00	3	-3.00	-1.67
Prepare the individual to be a productive citizen in his community.	49	.65	- .53	40	-1.45	-1.05
Promote intercollegiate athletics.	1	9.00	8.00	10	.10	-1.70
Teach the student to think for himself.	53	.42	.85	45	-1.39	.11
Teach the student how to get along with other people.	5	-2.80	.60	4	-3.00	.25
No response	49	.87	1.55	34	.70	1.15
F*		1.36	.89		1.30	.37

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 79.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 79 above.

is no evidence of a relationship between student perceptions of their role and the attribute they need to succeed at the university.

TABLE 80.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by attribute most necessary for success.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Intelligence	62	.24	1.55	32	.03	-2.56
Drive from within	184	.46	.47	154	- .26	- .59
Ability to learn from experience	41	- .63	- .56	39	- .05	.38
Belief in self	47	1.57	- .60	70	- .71	.71
Understanding and being able to get along with people	20	-1.20	-1.80	21	-1.14	-1.33
Character	9	- .78	.44	8	.38	- .62
No response	17	.00	.76	14	- .14	1.29
F*		.74	1.25		.18	1.80

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 80.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 80 above.

Financial support.--A comparison of differences in change in students' expectations of their role for the variable, "principal means of financial support," reveals a difference which is statistically significant for men on the SSR scale. An increase in SSR scores indicates the student perceives his role as being more social than he did at the first of the year. This is noted for those students whose primary means of financial support are academic scholarships, personal savings, loans, and money earned from summer employment. A decrease in SSR scores is associated with the income sources of parents, athletic scholarships, and money to be earned from part time jobs in college.

No other associations between changes in student role expectation scores and primary means of financial support were found in the analysis for this variable. The findings are reported in Table 81.

Place of residence.--A relationship between the change in academic student role expectations of women and their place of residence was found in the analysis which is reported in Table 82. An increase in women's expectation of their academic role is associated with the commuting student. A decrease in women's expectation of their academic role is associated with the women residing in the residence halls.

TABLE 81.--Academic student role expectation and social student role expectation mean change in scores for men and women for principal means of financial support.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Parents	207	.14	- .20	236	- .05	- .42
Academic scholarship	11	.45	5.00	15	-2.73	-1.34
Personal savings	31	.13	2.13	15	2.53	-1.47
Athletic scholarship	9	- .22	-3.44	0		
Money earned from summer employment	55	.42	.44	16	-1.50	-1.31
Money to be earned from part time jobs in college	9	-1.78	- .78	7	-3.57	2.00
Loans	15	-1.07	1.33	11	-1.36	- .91
No response	43	1.45	.67	38	- .91	.89
F		.68	2.03*		1.73	.82

*Significant beyond the .05 level of confidence.

See Table 81.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 81 above.

TABLE 82.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by place of residence.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Commuting	47	-.50	1.49	36	1.69	1.03
Residence Hall	333	.41	.13	302	- .58	- .53
F		.69	2.19		4.95*	2.58

*Significant beyond the .05 level of confidence.

See Table 82.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 82 above.

The difference in change in SSR scores is not statistically significant.

There is no evidence of association between change in students' expectation of their role and place of residence for men.

Type of residence hall.--Changes in student role expectation scores are reported in Table 83 for the variable, "living-learning center" (Case Hall). The differences in change in student role expectation scores are not statistically significant. There is no evidence of an association between change in student role expectations and the living-learning center.

TABLE 83.--Academic student role expectations and social student role expectation mean change in scores for men and women classified by type of residence hall.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Case Hall	81	.41	.21	53	-.49	.25
Other	299	.28	.32	285	-.31	-.48
F*		.03	.02		.04	.77

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 83.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 83 above.

Topic discussed most frequently outside of class.--Table 84 reports the findings of the analysis of change in student role expectation scores for the topic the student indicated he discussed most frequently outside of class. Differences in the change in scores are statistically significant for the SSR scale for men and women. The differences on the ASR scale for men and women are not statistically significant.

Increase in men's SSR scores are associated with the following topics discussed: dating, travel, books, national and international politics, philosophy, high school experiences, politics, course work, grades. Decrease in men's SSR scores from the initial score are associated with the following topics discussed: religion, girls, sex, sports.

Increase in women's SSR score are associated with the following topics discussed: movies, national and international politics, books, sports, politics, high school experiences, boys, course work. Decrease in women's SSR score from the initial score are associated with the following topics discussed: grades, religion, philosophy, girls, teachers, travel, dating, sex.

More topics are associated with an increase in scores for men than women. For men the more academic topics are associated with greater social involvement by

TABLE 84.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by the topic discussed most frequently outside of class.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Politics	8	- .62	1.75	3	-9.33	3.00
Religion	19	-1.64	- .36	19	-2.53	- .32
National and international politics	7	-5.00	3.71	4	-3.75	6.50
Sports	34	1.35	-3.21	1	1.00	4.00
Boys	0			31	1.90	.39
Girls	43	2.60	- .72	4	2.25	-1.00
Philosophy	20	- .90	2.45	29	-1.66	- .41
Dating	14	1.50	8.78	52	.23	-3.08
Course work	127	- .02	.92	130	- .53	.15
Movies	0			2	5.00	7.00
Teachers	0			1	-7.00	-2.00
Sex	26	.69	-1.65	8	1.50	-4.12
Travel	4	2.25	5.25	4	-4.50	-2.25
High school experiences	4	6.75	2.00	1	.00	3.00
Family	0			0		
Books	5	-4.40	5.20	1	-5.00	5.00
Grades	36	- .22	.36	21	- .10	- .24
No response	38	- .19	1.81	27	.85	.59
F		1.70	2.86*		1.70	2.12*

*Significant beyond the .05 level of confidence.

See Table 84.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 84 above.

the student in the university. This pattern is not apparent from the findings for women.

Recognition desired.--The area in which the students indicated they desired recognition is associated with changes in role expectation scores for men and women on both scales. The findings for this analysis are reported in Table 85.

TABLE 85.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by recognition desired.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Athletic	42	3.71	- 4.69	4	5.75	-4.75
Academic	306	- .57	1.28	284	- 1.16	.19
Social	32	4.22	- 2.59	49	3.94	-3.24
No response	0			1	.00	2.00
F		16.86*	25.94*		13.47*	6.62*

*Significant beyond the .05 level of confidence.

See Table 85.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 85 above.

The relationship between the changes in scores and the recognition desired is the same for both men and women. Students selecting the academic area for recognition show a decrease in academic role expectations.

Students selecting athletic and social recognition show an increase in academic role expectations.

Students selecting the academic area for recognition have an increase in social student role expectation scores while those selecting the social and athletic areas for recognition have a decrease in social student role expectation scores.

Greek affiliation.--Students affiliated with Greek organizations reveal a decrease in their social role expectations from their initial score. Those students not affiliated show an increase in their expectations of their social role at the university. The differences in the changes are statistically significant. The findings are reported in Table 86.

TABLE 86.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by Greek affiliation and non-Greek affiliation.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Greek	74	-.16	- 1.77	49	.33	- 2.76
Non-Greek	306	.42	.79	289	-.45	.04
F		.51	11.48*		.74	11.09*

*Significant beyond the .05 level of confidence.

See Table 86.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 86 above.

The differences in change in ASR scores for Greek affiliation are not statistically significant.

Social position.--A comparison of differences in change in ASR and SSR scores for students grouped according to their perceived social position on the campus at the end of the first year reveals differences which are statistically significant for men and women on the SSR scale. The differences on the ASR scale are not statistically significant. The findings are reported in Table 87.

TABLE 87.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by social position.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
1	3	-3.00	-2.00	1	-2.00	-6.00
2	13	2.54	-3.31	11	.18	-6.55
3	45	-1.47	-1.18	29	- .79	- .48
4	87	.41	-1.30	92	- .21	- .67
5	110	.58	.24	99	- .40	- .14
6	82	- .27	1.27	85	- .52	.02
7	40	2.00	4.93	21	.62	.05
F		1.69	7.54*		.17	3.44*

*Significant beyond the .05 level of confidence.

See Table 87.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 87 above.

Increase in social role expectations is associated with students who indicate a low degree of social involvement. Decreases in social student role expectations are associated with students who indicate they hold above average and higher social positions on the campus. Those students with higher SSR scores at the time they entered may be those who became involved in campus social life and may also have had some decrease in their initial social expectations. Those students with low SSR scores at the beginning of the year may have become more involved in social life at the university than was initially anticipated and as a result had increases in social student role expectations.

Continuation at the university.--There is no evidence of a relationship existing between changes in student role expectation scores and the student continuing or not continuing at the university through the first year. The findings are reported in Table 88. The differences in change in scores are not statistically significant.

Grade point average.--Students' final grade point average at the end of the first year is associated with the change in the students' academic student role expectation scores. The association that exists for women reveals students with lower final grade point averages had an increase in their expectations of their academic

role; whereas, those with higher grade point averages had a decrease in ASR scores. The findings for men are not as apparent and do not lend themselves to interpretation.

There is no evidence of association between grade point averages and change in SSR scores. The findings are reported in Table 89.

Conclusions Regarding Problem 6

A greater number of relationships between the student role expectations and the variables tested were identified for change in student role expectations than were identified for change in images of the institution. In the analysis of the data for this problem an attempt was made to identify variables of personal characteristics and college experiences associated with the change in student expectations of their academic and social role.

The data indicated that changes in students' academic role expectations are associated with the personal characteristics of state of residency and primary reason for selecting M.S.U. for women, and amount of higher education anticipated for both men and women. Changes in student academic role expectations associated with colleges' experiences are summer counseling clinic for women, place of residence for women, area in which recognition is desired and grade point average for both men and women.

The college experience variables of social position, Greek affiliation, topics discussed most frequently, and

TABLE 88.--Academic student role expectation and social student role expectation mean change in scores for students continuing at the university and those leaving the university during the first academic year.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
Withdrawals	30	.23	-1.03	21	.91	1.23
Continuing students	350	.31	.41	317	- .42	- .48
F*		.01	1.64		1.02	2.13

*None of the above F-values are significant beyond the .05 level of confidence.

See Table 88.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 88 above.

TABLE 89.--Academic student role expectation and social student role expectation mean change in scores for men and women classified by grade point average.

	Men			Women		
	N	ASR	SSR	N	ASR	SSR
0 to 1.00	78	2.90	.04	62	1.02	.10
1.01 to 2.00	231	- .04	.15	198	.20	-.73
2.01 to 3.00	46	-2.85	1.80	62	-3.27	.16
3.01 to 4.00	25	1.24	.32	16	- .87	.31
F		9.40*	1.18		7.36*	.70

*Significant beyond the .05 level of confidence.

See Table 89.1 in the Appendix for data regarding source of variation, sums of squares, degrees of freedom, mean squares, and the criterion values of the F-values listed in Table 89 above.

recognition desired are associated with the change in student social role expectation scores for both men and women. In addition the change is also associated with the primary means of financial support for men. There is only one personal characteristic associated with change in social student role expectation, state of residence for men.

Changes in student role expectations were not found to be associated with sex of the student, father's occupation, parents' income, parents' education, home environment, individual who helped make the decision to attend college, primary reason for attending college, academic major, and definiteness of vocational choice. Changes in role expectation scores were found not to be associated with the college experiences of: most important function of the university, attribute felt most necessary for success, living-learning center, and continuation at the university.

Of the 100 tests run on the data 20 were statistically significant. College experiences accounted for 15 of the tests while personal characteristics accounted for only 5 of them.

Summary

The data and findings obtained in this study have been presented in this chapter. The personal characteristics and college experiences of the students associated

with their images of the institution, role expectations and changes in institutional images and role expectations have been identified. These findings are summarized in Figure 1.

The findings reveal that eight of the fifteen variables of personal characteristics of the freshmen men are associated with their initial institutional images and student role expectations. Twelve of the fifteen personal characteristics are associated with the initial institutional images and student role expectations of women. From a total of 120 tests on the data 32 relationships between the images and role expectations and the personal characteristics of the student were identified. Not more than 6 relationships would be expected by chance alone from this number of tests.

Changes in students' images of the institution and role expectations during the first year are associated with only four personal characteristics. The personal characteristics of the student have a greater influence on the student's initial images and role expectations than they do on the changes in these images and role expectations. One hundred and four tests were made on the data to identify relationships between the change in images and role expectations with personal characteristics of the students. Eight tests identified such relationships.

Figure 1.--Personal characteristics of students related to institutional images and role expectations and personal characteristics and college experiences of students related to changes in institutional images and role expectations for men and women.

	Initial Scores				Change in Scores			
	AII	SII	ASR	SSR	AII	SII	ASR	SSR
PERSONAL CHARACTERISTICS								
Home and Family Background								
Sex of the student			M/F	M/F				
Father's occupation	M	F		F				
Parents' income								
Father's education								
Mother's education				F				
Home Environment (urban or rural)			F		M			
State of residence	F	F	F	F		M	F	M
Decision to attend college								
Individual who helped make decision			M/F					
Reason for coming to college			M/F					
Main source of information about M.S.U.								
Reason for selecting M.S.U.	M/F		M/F				F	
Goals for College								
Academic major		F	M	M				
Amount of higher education anticipated		M	M/F		M		M/F	
Definiteness of vocational plans			F					
Anticipated social position		M/F		M/F				
COLLEGE EXPERIENCES								
Summer counseling clinic					M	F	F	
Primary function of the university					F			
Attribute necessary for success						F		
Financial support								M
Place of residence							F	
Type of residence hall						M		
Topic discussed most frequently					M			M/F
Recognition desired							M/F	M/F
Greek affiliation						M		M/F
Social position						M/F		M/F
Continuation at M.S.U.								
Grade point average					F	M	M/F	

Not more than 5 tests would be expected by chance from this number of tests.

Eight of the twelve college experiences which were selected to be tested are associated with changes in images and role expectations of men. Nine of the twelve college experiences are associated with changes in images and role expectations of women. In this study the number of college experiences associated with changes in students' images and role expectations is much larger than the number of personal characteristics identified. Ninety-six tests were made on the data to identify relationships between change in images and role expectations with college experiences of the students. Twenty-six tests identified such relationships. Not more than 5 tests would be expected by chance from this number of tests.

The importance of these findings and the conclusions drawn from these findings will be discussed in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND IMPLICATIONS FOR FURTHER RESEARCH

Summary

Purpose and Procedure

The purpose of this investigation was first to explore the images of Michigan State University and student role expectations held by freshmen students enrolled in the fall semester 1961 and then to explore the factors affecting changes in these images and student role expectations during the freshman year.

An instrument, the "College Characteristics Inventory," was developed to provide a measure of the images of the university and student role expectations. This instrument consisted of four scales designed to measure (1) the academic image of the institution, (2) the social image of the institution, (3) the academic student role expectation, and (4) the social student role expectation. The pre-test inventory also included information about home and family background, factors related to the decision to attend college, and goals for college attendance. It was hypothesized that a relationship exists between these variables and institutional images and role

expectations held by students at the time they entered college. The post test included an inventory of the students living arrangements, organizational affiliation, and other activities during his first year. The relationship of the personal characteristics and the college experiences to the change in the students' images of the institution and their role expectations after one year was also investigated.

A sample of 718 freshmen students enrolled in the fall semester of 1961 was selected from the total freshman class. The "College Characteristics Inventory Pretest" was administered to these students during the scheduled testing session of the summer counseling clinic and during the fall freshmen orientation week. The post test inventory was administered in the spring at the end of the freshman year to the same group of students. The analysis of variance technique was used to test the data for statistical significance. Confidence limits were established at the .05 level for the analysis of the data. Data for men and women were analyzed separately.

Findings

Only twelve of the fifteen personal characteristics of the students included in the inventory proved to be related to the students' initial image of the institution and to their role expectations. These were sex of the

student, father's occupation, mother's education, home environment, state of residence, individual who helped make the decision to attend college, reason for coming to college, reason for selecting M.S.U., academic major, amount of education anticipated, definiteness of vocational choice, and anticipated social position.

Changes in the images of the institution and role expectation during the first year in college proved to be related to only four of the personal characteristics identified in the fall. These were home environment, state of residence, reason for selecting M.S.U., and the amount of higher education anticipated. Instead it is the college experiences of the students which are much more associated with changes in their images of the institution and their role. College experiences found to be related to changes in images of the institution and role are: summer counseling clinic, students' perception of the primary function of the university, attributes they felt were necessary for success, source of financial support, place of residence, assignment to a living-learning center, topic discussed among themselves, kind of recognition desired, Greek affiliation, social position, and grade point average.

This investigation has confirmed the existence of relationships between both students' images of the institution and their role expectation and both personal

characteristics of the students and their college experience.

Universities recognizing the importance of images and role expectations on student performance desire that their students hold favorable images of the institution and favorable role expectations. That is the institution hopes that the students will perceive the institution as having outstanding academic and social programs. In addition, it hopes that the students will anticipate extensive involvement in both the academic and social programs offered by the institution. Students with favorable images and favorable role expectations might be expected to perform in a manner which would enable the institution to realize its educational objectives.

The findings reported in this investigation resulted in the identification of personal characteristics which are related to higher image scores and personal characteristics which are related to lower image scores at the time the students enter the university. Although the institution cannot alter the personal characteristics of its entering students to affect a change in their initial images, it is important for the institution to be aware of the images of the students attracted to the institution. It is with these images that the institution must work.

The findings of this study also reveal that the image scores of the students decreased during their first year at Michigan State University. Although the overall change in image scores held by students was a decrease, the findings revealed that some students' had increases in their image scores.

The personal characteristics of students related to higher image scores and the personal characteristics of students related to lower image scores will now be discussed after which the college experiences which are associated with increases in these image scores and decreases in these image scores will also be discussed.

Academic image of the institution.--The students who possess favorable academic images of the institution see the university as a stimulating intellectual environment, with outstanding academic facilities, outstanding faculty, and high academic standards.

Higher scores: Men who arrived at Michigan State University with higher academic images of the institution had fathers whose occupations were listed as: skilled, laborers, white collar, farmers, and retired and deceased. Both men and women with higher academic image scores selected Michigan State University for the following reasons: friendly faculty, better academic program, beautiful campus, and better athletic teams. Women with higher academic image scores were from the state of Michigan.

Lower scores: Lower academic image of the institution scores were found for men whose fathers were in business, professional positions, and clerk and salesmen positions. Men and women who selected Michigan State University because it was close to home, less expensive, one of the few institutions that had a program in their field of interest, or were turned down by other schools had less favorable academic images of the institution. Women who were non-Michigan residents also had less favorable academic images of the institution.

Increase in scores: Increases in students' academic image of the institution scores which were related to personal characteristics were found for men from the city and men that anticipated obtaining a master's degree or the doctorate. Increases in favorableness of academic images of the institution which were related to college experiences were found for men who attended the fall orientation, who lived in the traditional residence halls or commuted, and who indicated that the topic they discussed most frequently was: politics, girls, philosophy, dating, sex, high school experiences, books, or grades.

Women who had increases in favorableness of academic images of the institution received grade point averages from 2.01 to 3.00 and indicated they perceived the primary function of the institution to be extra curricular. They perceived the promotion of intercollegiate athletics,

teaching the student how to get along with people, promoting the social development of the individual, making one aware of community and world problems, and preparing the student for a vocation as important functions of the university.

Decrease in scores: Decrease in favorableness of academic images of the institution which were related to personal characteristics were found for men with a rural background and men anticipating only four years of college. Decreases associated with college experiences of the student were found for men who attended the summer counseling clinic, lived in Case Hall (the co-educational living-learning residence hall), and discussed most frequently among themselves religion, sports, course work, or travel.

Women who had decreases in academic image of the institution scores that were associated with college experiences were those who perceived the primary function of the university was to be to provide opportunities for broadening cultural interests, teach students how to solve problems, prepare the individual to be a productive citizen in the community, or to provide the student with a well rounded education. Decreases were also found for those women who received grade point averages of 0.00 to 2.00.

Social image of the institution.--Those students having favorable social images of the institution might be expected to perceive the university as a place with outstanding recreational facilities and a friendly student body and abundant opportunities for personal and social development.

Higher scores: Men anticipating a master's degree or professional degree and a significant social position on the campus held more favorable social images of the institution. Women holding more favorable social images of the institution had fathers employed in professional, white collar, and clerk and salesman positions. They were residents of Michigan and also anticipated a significant social position on the campus. These women were majoring in social sciences, art and music, no preference, education, and communication and language.

Lower scores: Lower social image of the institution scores were found for men who anticipated four years of college or the doctorate, and did not anticipate a significant social position on the campus. Women with less favorable social images of the institution had fathers who were employed in business or as skilled laborers, laborers, farmers, and were retired and deceased. These women were non-Michigan residents, anticipated no significant social position on the campus, and were majoring in biological science, home economics, business and public

service, math and physical science, and pre-professional programs.

Increase in scores: Increases in students' social image of the institution scores which were related to personal characteristics were found for men who are Michigan residents. Increases associated with college experiences were found for men who received a final grade point average below 1.00, who were not involved in the social program of the university, and who were not affiliated with Greek organizations.

Women who indicated they were not involved in the social program of the university also had an increase in social image of the institution scores. Women who indicated the attributes most necessary for success at the university was the ability to learn from experience, drive from within, or belief in self, also had increases in their social images of the institution scores.

Decrease in scores: Decreases in social image of the institution scores which were related to personal characteristics were found for men who are non-Michigan residents. Decreases in social image of the institution scores which were related to college experiences were found for men who received grade point averages above 1.00, affiliated with Greek organizations, and took an active part in campus social programs.

Women who took an active part in campus social programs, attended the fall orientation, rather than the summer counseling clinic, and who indicated the attribute necessary to succeed at the university were intelligence, character, understanding and being able to get along with people, had decreases in social image of the institution score.

Academic student role expectation.--Students with favorable academic student role expectations might be expected to perceive themselves as scholars, expecting to seriously pursue academic work, participate extensively in cultural programs and to read and discuss widely many intellectual issues.

Higher scores: Favorable academic student role expectations were held by men who indicated they either were helped in making the decision to go to college by teachers, relatives attending M.S.U., or their own decision. Their primary reason for coming to college was either to attain a broad general education or to get a better understanding of the world and of the people in it. Their primary reason for selecting M.S.U. was the friendly faculty, Honors College program, and a better academic program in their field of interest. Favorable academic student role expectations for men were also associated with academic majors in social science, biological science, math and physical science, communication and

language, art and music, and for students not selecting a major. They anticipated obtaining a master's degree or doctorate.

The same reasons for selecting M.S.U. were given by women who held high academic student role expectations. Women holding favorable academic student role expectations were also characterized by rural background, Michigan residence, coming to college to attain a broad general education or to get a better understanding of the world and of the people in it. They were assisted in their decision to attend college by mother, father, teachers, and relatives attending M.S.U. These women anticipated obtaining a master's degree or doctorate. They reported that they were rather sure about their future vocational plans.

Lower scores: Lower academic student role expectation scores were held by men who were helped in making their decision to attend college by mother, father, guidance counselor, and friends. They came to the university to prepare for a vocation and to increase their life income. Their primary reason for selecting M.S.U. was because of a more friendly student body, programs in their field of interest, good football and basketball teams, less expensive, a bigger school, parental preference, and better job opportunities after graduation. They were majoring in engineering, pre-professional, agriculture,

business and public service, and education. They anticipated four years of college.

The reasons for selecting M.S.U. given by women who had lower academic student role expectation scores were a more friendly student body, programs in their field of interest, good football and basketball teams, less expensive, a bigger school, their parents preferred it, and better job opportunities after graduation. The women also came from cities and were non-Michigan residents. They were helped in making their decision to attend college by their guidance counselor, friends, or made the decision on their own. These women came to college for vocational preparation, to increase their life income, to please their parents, and because it was the thing to do. They report their ideas about future vocational plans as: know exactly, not too certain, or no idea. These women anticipated four years of college.

Increase in scores: Increases in favorableness of academic student role expectations which were related to personal characteristics were found for men who originally anticipated only four years of college. Increases were found for women who anticipated only four years of college and who were also Michigan residents. Women who selected M.S.U. for the following reasons also had increases in academic student role expectations: parental preference, a better academic program in their field of interest,

good football and basketball teams, a better faculty, less expensive, close to home, and better job opportunities after graduation.

Increases in academic student role expectation scores related to college experiences were found for men who received a grade point average of 0 to 1.00 and who preferred recognition in athletics or the social area. Women who received a grade point average of 0 to 1.00 preferred recognition in the athletic or social area, and who commuted from home, also had increases in their academic student role expectation scores.

Decrease in scores: Decreases in favorableness of academic student role expectations which were related to personal characteristics were found for men who anticipated a master's degree and a doctorate. Women who anticipated a master's degree and a doctorate also had a decrease in academic student role expectation scores during the first year. Decreases were also found for women who were non-Michigan residents and who indicated that their reasons for selecting M.S.U. were: a more beautiful campus, a more friendly student body, a better academic program in general, one of the few institutions that has a program in their field of interest, Honors College program, better recreational facilities, a bigger school, they were turned down by other schools, a relative or

close friend is attending M.S.U., a more friendly faculty, offered a scholarship, and higher prestige.

Decreases in academic student role expectation scores related to college experiences were found for men who preferred recognition in the academic area and who received grade point averages of 2.01 to 3.00. Women who desired recognition in the academic area, who resided on campus in the residence halls, and who attended the fall orientation rather than the summer counseling clinic also had decreases in academic student role expectations.

Social student role expectation.--Students with favorable social student role expectations might be expected to perceive themselves as actively participating in many social events and campus activities, holding membership in many social groups, and desiring social recognition at the university.

Higher scores: Higher social student role expectation scores of men are associated with academic majors of preprofessional, education and those men not selecting a major. They anticipated a significant social position on the campus. Similarly women with higher scores anticipated a significant social position on the campus. Higher social student role expectation scores of women are associated with fathers employed in white collar, professional or clerk and salesman occupations, or fathers who were deceased and retired. The women are Michigan residents and their mothers are high school graduates or have also attended college.

Lower scores: Lower social student role expectation scores were held by men majoring in business and public service, engineering, communication and language, math and physical science, social science, biological science, and art and music. They anticipated no significant social position on the campus. Their mothers had not graduated from high school. They were non-Michigan residents. Their fathers were in business or employed as skilled laborers, laborers, and farmers.

Increases in scores: Increases in social student role expectation scores which were related to personal characteristics were found for men that were non-Michigan residents. Men who had increases in social student role expectation scores during the year which were related to college experiences obtained financial support from academic scholarships, personal savings, money earned from summer employment, or loans. The topics they reported discussing were dating, travel, books, national and international politics, philosophy, high school experiences, politics, course work, and grades. They desired recognition in the academic area and they were not involved in the social programs of the institution or Greek organizations. Increases in social student role expectation scores for women were associated with a desire for academic recognition, and non-involvement in the campus social programs and Greek organizations. The topics they discussed most frequently were: movies, national and

international politics, books, sports, politics, high school experiences, boys and course work.

Decrease in scores: Decreases in social student role expectation scores which were related to personal characteristics were found for men that were Michigan residents. Decreases in social student role expectations which were related to college experiences were for men who received financial support from parents, athletic scholarships, or money earned from part time jobs in college. They were involved in the social programs of the university and indicated that they preferred recognition in athletics or social areas. They were members of Greek organizations. These men discussed the following topics most frequently: religion, girls, sex, and sports. Women who had decreases in social student role expectations were affiliated with Greek organizations, indicated they were active in campus social programs, desired recognition in athletic or social areas, and discussed the following topics most frequently: grades, religion, philosophy, boys, teachers, travel, dating and sex.

Conclusions

Although universities have given considerable attention to the images they present to the public in general, and to incoming students there has been very little

attention given to exploring the images actually held by these students or to the factors associated with the changes which come as a result of the first year's experience.

The findings of this study show that students come to college with certain preconceived ideas about the institution, academic and social, and ideas about how they will perform, academically and socially, which are associated with personal characteristics of the individual, his background, socio-economic level, aspirations, etc. Such findings are in a sense the raw material an institution has to work with.

But the study also reveals that the changes during the first year in the preconceived ideas about the institution and in the academic and social role that the student will play are related primarily to experiences of the students in the college environment and only secondarily to background and other personal characteristics. This implies that what happens to the student the first year not only rectifies any false image about the institution and his role in it, but is a strong determinant of his behavior in the next few years. The importance of this first year experience cannot be underestimated.

Also the study suggests that for this group of freshmen in this institution the favorability of the images of the institution and the images of student roles

significantly decrease in areas in which the university has the potential for improvement. The ability of the institution to meet the educational objectives is dependent upon the images of the institution and its ability to affect a positive change in these images. The higher the scores that the student receives on the image scales, the more desirable the images he holds of the institution and his role, and the less the disparity between his perceptions of his total experience and that which the university hopes it has established. The institution ought to attempt to close the image gap.

Although this study deals with a specific group of students who entered at a specific time in a specific institution, and whose images improved or declined in specific areas, the point has been made that desirable change is within the province of the institution and deserves the attention of those who plan initial experiences ranging from those early ones in the summer orientation to those which operate throughout the year in the classroom, in the living centers, and in student activities.

Implications for Further Research

The findings of Jacobs (67) and Eddy (31), although startling for educators, have not really altered the processes of higher education or generated sufficient inquiry into areas which might result in favorable changes in the processes of higher education. Although

institutional research has greatly increased in recent years, it appears that much attention has been focused on the study of aptitudes and intelligence. Certainly not enough attention has been given to actually measuring the institutional environment and its impact on students.

Role theorists have suggested for some time that the images students hold of an institution and their role play a significant part in determining the impact of a college education. Although few refute the theory, little attention has been given to investigations in this area.

The problem posed for this study was the exploration of student images to identify factors which determine these images and to assess the impact of the institutional environment on these images. The findings of this study would suggest that hypotheses be formulated to assess the impact of specific institutional programs such as admissions, orientation, residence halls, student activities, and academics on students' images.

An investigation should also be undertaken to identify different types of images held by students and the impact of these images on the academic and social climate of the institution. An investigation should also be made to determine the effect of a wide gap between the image the student holds of the institution and the image the university projects of itself on the success with which the institution accomplishes its objectives.

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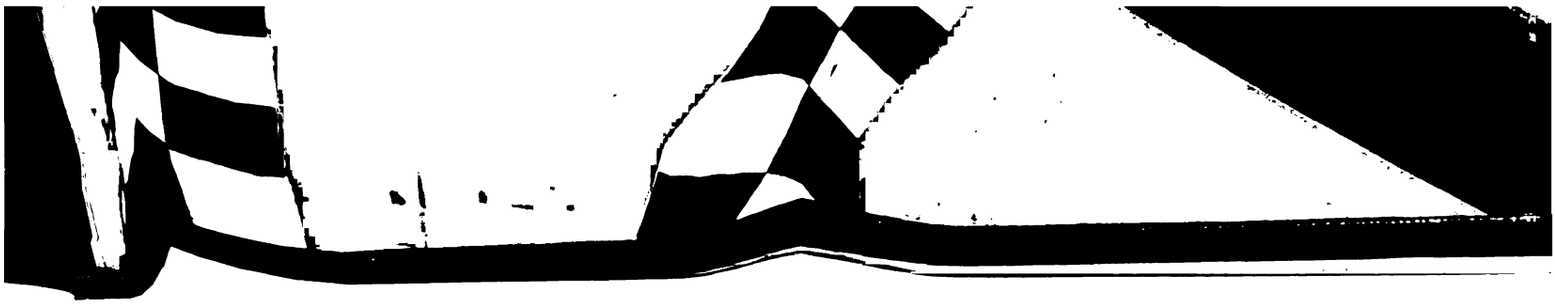
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APPENDICES

APPENDIX A

IMAGE STUDY STRUCTURED INTERVIEW

RECORD FORM

APPENDIX A

IMAGE STUDY STRUCTURED INTERVIEW

RECORD FORM

I. Personal Data

Name_____Date of Birth_____

Home Address_____

Name of High School_____City_____

Campus Address_____

Academic Major_____Sex_____

Marital Status_____

What was the size of your high school graduating class?

In what type of community have you lived most of your life?

How definite are your vocational goals?

How much education do you plan to obtain?

By the end of the first term (quarter), what do you expect your grades to be?

Approximately, what was your academic standing in your high school class?

What is your father's occupation?

What is the total family income? What is the total number of individuals that depend upon this source of income?

What is your principal source of financial support for your college expenses?

How far did your father go in school? Your mother?

Older sisters and/or brothers?

II. Image of MSU

How would you describe Michigan State University? What is expected of you? What activities take place here? What are its primary functions? How would you describe it to a friend who had never visited the campus? (This question is designed to identify those characteristics the student considers to be important in describing MSU.)

From whom or in what ways have you acquired the information you just gave? (We are interested here in the sources from which the student has received his information and whether or not he is able to identify any specific sources.)

What points or characteristics about MSU would you want to emphasize to a friend that you would like to persuade to attend the University? What things would you not want to emphasize or even mention? (We want to identify the strengths and weaknesses of MSU as seen by the student.)

How would you describe the typical student attending M.S.U. (goals, background, high school experiences, abilities, social interests, personal attributes, etc)? Would you say that he differs from the typical students at other colleges and universities? If so, how? (We are attempting to find out if the student has a stereotype of MSU students and if so, what this stereotype is.)

How would you describe the academic requirements of MSU (grading, competition, time required for study, course work interesting or dull)? (Here we want to know his image of the academic life at MSU.)

How would you describe the campus activities and the social life at MSU (dating, fraternity and sorority life, campus organizations, school spirit, leadership opportunities, etc.)? (Here we want to see the students image of the non-academic life at MSU.)

Would you say that there is a good balance in the academic and non-academic life? In what way? (We want to find out here which one he thinks predominates and whether or not he sees a conflict between the two.)

How would you describe the faculty at MSU? Do you think that they are fairly typical of most college faculties? If no, how do they differ (respect, reputation, student faculty relations, formal or informal, etc.)? (We want to know if the student has a sterotype of the academic staff, if so what it is.)

What are the primary functions of MSU? What should MSU do for you? (What does he see the role of the University to be and what does he see that it should do for him.)

III. Role Perception

Students come to college for many different reasons. What are your reasons for coming to college? (What does he want from college or what does he see college doing for him.)

How important is the opportunity to attend college for you? Why? (We want to find out here whether college is an important part of his future goals or something to do now because it is the expected thing to do.)

Will you describe how you think you will be using your time during the coming year (study, social life, part time employment, attending university functions, taking part in clubs and organizations, being active in the residence hall programs, going home on week-ends, bull session, taking part in non-related university activities). (We want to see how the student views his role in terms of the various facets of university life.) Do you think this might be different if you were attending some other college or university? If so, in what way and where would this be?

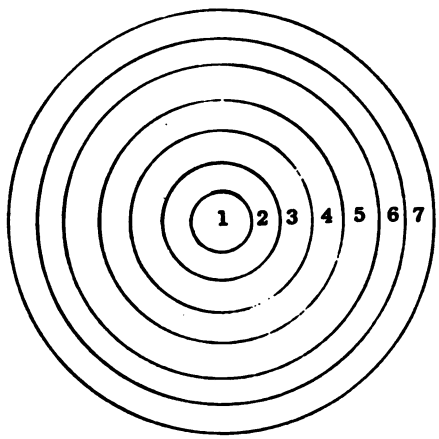
What do you anticipate your academic life at MSU to be like? (Here we want to see what he perceives his "student" role to be.)

What serious type activities do you think you will participate in in addition to your studies (art, music, theatrical productions, politics, social reforms, serious reading other than course work, seminars and lectures, national and international affairs, athletic endeavors, etc.)?

What would be "success" in college for you personally? (We want to find out what attainments he considers most important for himself.)

What personal qualities do you feel are the most important for succeeding in college (intelligence, good luck, pleasant personality, being a good politician, hard work, knowing the right people, being organized, etc.)?

Suppose the circle below represents the activities which take place in college. How far from the center of things do you think you will be? Why? (To what extent does he see himself playing a part in the total campus life.)



Where would you like to be? Why? (Does he see being part of the total campus life as important.)

Do you plan to join a fraternity or sorority?

How would you like to be described by your college friends and associates? (What is his concept of the ideal self and ideal role he desires.)

To what extent do you consider yourself to be a typical MSU student? In what way or in what characteristics? (We want to see here if he plans to conform to characteristics and ways of the majority of the student body or whether he plans to be more individualistic.)

To what extent do you think you will be different four years from now when you graduate (values, morals, knowledge, leadership ability, maturity, social awareness, etc.)? (What does he see the University doing for him.)

APPENDIX B

COLLEGE CHARACTERISTICS INVENTORY

PRE TEST AND POST TEST

Image Study

COLLEGE CHARACTERISTICS INVENTORY

Pre Test

This inventory contains statements describing this institution, its programs, its staff, its students, and a variety of related topics. You are asked to give your views on these items. You may not know the exact answers to many of these statements, because there may not be any really definite information on which to base your answers. Your responses will simply mean that this is your best estimate in terms of your present knowledge of this institution and acquaintance with college life.

Please respond to every item. On items where you are not certain, please mark the answer which you feel is your best estimate at this time.

The first section of this inventory asks for some information about you. Please be as accurate as you can in giving this information. All information will be treated as confidential and will be used for research purposes only. We thank you for your cooperation.

* *

Part I Directions—Please fill in the information requested in the following items in the spaces provided.

Name_____ Date_____
last first middle

Home Address_____ Student No._____
street city state

Campus Address_____ School_____

Academic Major_____ Father's Occupation_____

What are your vocational plans?_____

Place a check in the appropriate space

Sex	Marital Status
____male	____single
____female	____married

Part II Directions—Please check the one item in each of the following questions that is most nearly correct.

1. Where have you lived most of your life?

____in a city

____in a small town(pop. of 2500 or less)

____on a farm

2. What was the size of your high school graduating class?

____less than 50

____50-100

____101-250

____251-500

____over 500

3. How much college education do you plan to get?

____1 year

____2 years

____3 years

____4 years

____Master's Degree

____Doctorate

____Professional Degree (law, vet. medicine, medicine, dentistry, etc.)

4. Which of the following comes closest to describing your vocational plans?

____I know exactly what I am going to do.

____I am pretty sure about what I will do.

____I am not too certain as to what I want to do.

____I have no idea.

5. For what reason have you selected the academic major you indicated on the first page?

_____It represents my interests.

_____My abilities are closely related to this area.

_____It's the best thing I can think of at at this time.

_____Someone persuaded me to select it.

_____The financial rewards are attractive.

Other(please indicate)_____

_____

6. What do you estimate your grade average will be at the end of your first term in college?

_____A	_____C
_____B+	_____D+
_____B	_____D
_____C+	_____F

7. How bad would you consider it to be if you were unable to continue in college because of academic failure?

_____It would be the worst thing that ever happened to me.

_____It would be a great disappointment.

_____It would upset me only a little.

_____It really wouldn't concern me very much.

Part III Follow the directions given for each question in this section.

8. In column A indicate how far your father went in school.
In column B indicate how far your mother went in school.
In column C indicate the farthest any brother or sister has gone in school.

A	B	C	
_____	_____	_____	completed the 8th grade or less
_____	_____	_____	completed high school
_____	_____	_____	completed at least two years of college
_____	_____	_____	received a Bachelor's degree
_____	_____	_____	has a professional degree or a degree beyond the Bachelor's degree.

Is the older brother or sister you refer to in column C, above, still in school?

_____yes _____no

9. Place a check in the space provided next to all of the following individuals that played an important role in helping you decide to come to college.

a._____mother

b._____father

c._____teacher(s)

d._____guidance counselor

e._____friend(s)

f._____clergy

g._____relative(s)

h._____no one, it was entirely my own decision

i.Other(please indicate)_____

Which one of the above do you feel was the most important in helping you to decide to go to college?(Indicate your response by placing the appropriate letter in the space)

_____

10. Check all of the following that are sources of financial support to meet your college expenses.

a._____parents

b._____academic scholarship

c._____personal savings

d._____athletic scholarship

e._____money earned from summer employment

f._____money to be earned from part time jobs in college

g._____loans

h.Other(please indicate)_____

Which one of the sources listed above will provide the greatest amount of money to meet your college expenses?(Place the appropriate letter in the space)

_____

11. What is your best estimate of your total family income?

_____below $3,000

_____$3,000 to $5,000

_____$5,000 to $8,000

_____$8,000 to $12,000

_____above $12,000

What is the total number of individuals that depend upon this source of income? (Indicate the number in the space)

_____

art IV **Follow the directions given for each question in this section.**

2. **We often get information about colleges from many sources. Check all of the following sources from which you have obtained information about this institution.**

a.____**parents**

b.____**friends in high school**

c.____**friends attending this institution**

d.____**friends attending an institution other than this one**

e.____high school teachers

f.____guidance counselor

g.____clergy

h.____college representatives from this institution

i.____relatives

j.____alumni of this institution

k.____personal visit and observation

l.____written materials received from this institution

m.Other(please indicate)_____

From which one of the above do you feel you have obtained the greatest amount of information about this institution?(Indicate your response by placing the appropriate letter in the space)

____

3. Why did you select this institution instead of some other college or University? Check all of the following which are appropriate.

a.____easier academically

b.____a more beautiful campus

c.____a more friendly student body

d.____a better academic program in general

e.____more of a party school

f.____my parents prefered this school

g.____a better academic program in my specific field of interest

h.____good football and basketball teams

i.____a better faculty

j.____is one of the few institutions that has a program in my field of interest

k.____good housing facilities

l.____better library(more books)

m.____honors college program

n.____better recreational facilities

o.____a bigger school

p.____less expensive

(continued in next column)

q.____**was turned down by other schools that I applied to**

r.____**close to my home**

s.____**because a relative or close friend attended or is now attending this institution**

t.____**a more friendly faculty**

u.____**offered a scholarship**

v.____**better job opportunities after graduation**

w.____**it has higher prestige**

x.Other(please indicate)_____

Which one of those items you checked above do you consider to be the most important reason for selecting this institution?(Indicate your response by placing a letter in the space)

____

14. Following are a series of statements describing different functions a college or university might perform.
Place the number 1 in front of the statement if you think this is a primary function of this institution.
Place the number 2 in front of the statement if you think this is a secondary function of this institution.
Place a 0 in front of the statement if you feel this is not a function of this institution. Respond to every item.

a.____teach college students how to solve problems

b.____provide the student with a well rounded education

c.____prepare students for a vocation

d.____promote the social development of the individual

e.____help one find his marital partner

f.____provide opportunities for broadening cultural interests

g.____make one aware of community and world problems

h.____prepare the individual to be a productive citizen in his community

i.____promote intercollegiate athletics

j.____teach the student how to think for himself

k.____teach the student how to get along with other people

Which one of the functions listed above do you think this institution considers to be its most important function?(Indicate your response by placing the appropriate letter in the space)

____

15. How do you think the overall academic reputation of this institution compares with that of other colleges and universities in the United States?(check one)

_____one of the top 20

_____above average

_____about the same as most colleges and universities

_____below most colleges and universities

16. How frequently do you think each of the following topics will be discussed in conversations with other students?(Indicate your response by placing the appropriate number from the following code in the space provided next to each item)

Code
1. very frequently
2. frequently
3. very seldom
4. never

a._____politics

b._____religion

c._____national & international problems

d._____sports

e._____boys

f._____girls

g._____philosophy

h._____dating

i._____course work

j._____movies

k._____teachers

l._____sex

m._____travel

n._____high school experiences

o._____family

p._____books

q._____grades

Which one of the topics listed above do you think will be most frequently discussed in conversations with other students?(Indicate your response by placing the appropriate letter in the space below)

_____

17. How important is it for an individual to have chosen his future vocation before entering this institution?(check one)

_____very important

_____fairly important

_____not important at all

18. To what degree will you have more freedom in college than you had in high school? (check one)

_____to a very large degree

_____to a moderate degree

_____only to a limited degree

_____none at all

Part V Directions—Each of the questions in this section of the inventory can be responded to by means of the coded key below. Write the code number of the answer which seems most appropriate to you in the space provided next to each item. Please read each question carefully and make sure that you are using the appropriate code. Answer all items.

Code
1. to a very high degree
2. to a moderate degree
3. to a limited degree
4. not at all

19. Using the code above indicate the degree to which you feel each of the following statements is true for this institution.

a._____a very big school

b._____a good school for obtaining a broad education

c._____a good school to prepare for a vocation

d._____a school where one can enjoy the social aspects of "college life"

e._____high academic standards

f._____beautiful campus

g._____very friendly students

h._____outstanding athletic teams

i._____excellent library

j._____outstanding faculty

k._____a wide variety of academic programs

l._____beautiful buildings

m._____excellent recreational facilities

n._____party school

o._____rigid campus regulations

If you were to use only three of the statements listed above to describe this institution which three would you select as being the most appropriate?(Indicate your response by placing the letters in the spaces below)

_____ _____ _____

20. To what degree must you assume a greater responsibility for your behavior in college than you had to in high school?(Using the code indicate your response in the space)

_____

Code
1. to a very high degree
2. to a moderate degree
3. to a limited degree
4. not at all

21. To what degree do you think this institution provides the following?(Use the code given above to indicate your response)

3 enables the student to achieve a broad cultural background

4 helps the student to develop the ability for critical thinking

3 provides opportunities for developing leadership skills

2 encourages the student to understand human behavior

2 prepares the student primarily for his future occupation

4 emphasizes intellectual growth more than grades

4 prepares the student to be a life long student

3 stimulates through various means the exploration of areas outside the student's own field of study

1 develops ones ability to get along with people

3 helps one to understand community and world problems

2 helps an individual to develop more fully his morals, ethical standards, and values

4 provides for assistance with personal problems

2 investigates religious, philosophical, and moral problems

3 develops those skills necessary for life outside the campus

22. What degree of importance do you think the majority of the students at this institution give to the following characteristics?(Use the code to indicate your responses)

____being original and creative

____having a pleasing personality

____demonstrating scholarly capacity

____being active in campus activities

____dedicating themselves to their studies

____being active in intercollegiate athletics

____coming from the right social background

____being a member of a fraternity or sorority

23. To what degree does this institution provide the opportunity for an individual to learn how to get along with and better understand people of: (Use the code to indicate your response)

____different races

____different religions

____different countries

____different nationalities

____different socio-economic backgrounds

____different standards of morals and values

24. Indicate for each of the following items the degree to which you think it is characteristic of the faculty members of this institution. (Indicate your response by using the code)

____active in civic affairs

____active in campus affairs

____will discuss students career plans

____will discuss students personal problems

____entertaining teachers

____"buddies" to students

____active in religious affairs

____know their academic field

____help students formulate religious and political opinions

____freely indicate their own religious and political views

____judge students more on academic performance than any other criteria such as dress, personality, etc.

____make students work hard

____give students a break

____do not indoctrinate students

25. To what degree do you feel college professors in general are characterized by the following? (Indicate your responses using the code)

____intelligence

____cultural sophistication

____maintains a close touch with reality

____conservative

____interesting

____prestige in the community

____sociable

____radical

26. Do you see this institution having some special quality or characteristic that distinguishes it from all other colleges and universities?

____yes ____no

If yes, please indicate_____

Part VI Directions—Each of the questions in this section can be responded to by means of the following code. For each question write the code number of the answer you feel is probably most correct in the blank space. Please read each question carefully. Make sure that you are using the appropriate code. Answer all items.

Code
1. strongly agree
2. agree
3. disagree
4. strongly disagree

27. _____ The competition for grades is intensive.

28. _____ It is easy to pass most courses without studying very much.

29. _____ Considerably more time is required for the courses here than in high school.

30. _____ Most students at this institution set high standards of achievement for themselves.

31. _____ Most courses require intensive study and preparation outside of class.

32. _____ This institution maintains high standards of achievement.

33. _____ Most of the courses are stimulating and interesting.

34. _____ Everyone has to study hard at this institution.

35. _____ This institution is outstanding for the emphasis it gives scholarship and research.

36. _____ A few students study quite hard; most really don't care.

37. _____ It is easy to get admitted to this institution.

38. _____ The fact that ones goes to college means that he is going to become educated.

39. _____ There are a lot of dances, parties, and social activities here.

40. _____ Everyone has a lot of fun at this school.

41. _____ There is a lot of informal dating during the week at the library, snack bar, etc.

42. _____ Nearly everyone here has a date on the week-end.

43. _____ It is not expensive to take part in the social life on this campus.

44. _____ There is an opportunity to date many different students.

45. _____ Fraternities and sororities play the leading role in providing the campus social life.

46. _____ Dormitory raids, water fights, and other student pranks are an important part of the college life on this campus.

47. _____ There is a high degree of school spirit.

48. _____ Most of the students participate in the social activities on this campus.

49. _____ A car is necessary if you want to date very much on this campus.

50. _____ There are students available of the type that I am interested in dating.

51. _____ To succeed in life one must go to college.

52. _____ If one fails in college he will probably fail in life.

53. _____ Most students morals become more liberal after they have been in this school for a while.

54. _____ Many of the students give up some of their religious convictions soon after they come to this campus.

Part VII Directions—Using the following code, indicate the degree to which you feel the following statements are probably true of the fraternities and sororities on this campus.

Code
1. to a very high degree
2. to a moderate degree
3. to a limited degree
4. not at all

55. _____ provide most of the students that are in leadership positions on the campus

56. _____ control the non-academic life of the campus

57. _____ represent the aims and purposes of this institution

58. _____ encourage and promote conduct that is consistent with good morals and good taste

59. _____ encourage its members to be loyal and responsible to the institution first and to the fraternity second

60. _____ stimulate intellectual progress and intellectual achievement

61. _____ provide safe and wholesome living conditions in the chapter house

62. _____ inculcate principles of sound business practice

63. _____ promote brotherhood

64. _____ develop good character

Part VIII Directions—Use this code to indicate your responses to the following questions.

Code
1. very important
2. fairly important
3. of very little importance
4. of no importance at all

65. _____ attending college

66. _____ having a large number of friends

67. _____ holding a position of leadership on the campus

68. _____ joining a fraternity or sorority

69. _____ making good grades

70. _____ having a good reputation

rt IX This and the following section of is inventory asks questions about you. In is section use the following code to indicate ur responses to the items listed below.

Code
1. a great deal of time
2. a moderate amount of time
3. very little time
4. no time

w much time do you think you will spend in ch of the following activities

. ____dating

. ____"bull sessions"

. ____ taking part in clubs, organizations, and other student activities of this type

. ____attending concerts and plays

. ____attending intercollegiate athletic events

. ____attending lectures given by visiting professors

. ____taking part in the social activities of the campus.

. ____participating in theatrical productions

. ____participating in music or choral groups

. ____taking part in political organizations

. ____taking part in organizations concerned with social reforms

. ____serious reading other than course work

. ____taking part in organizations concerned with national and international affairs

. ____attending art exhibits

. ____part time employment

. ____going home on week-ends

. ____course work

. ____participating in athletics(inter-collegiate or intramural)

rt X

. How do you think you will be described by your college friends? Following is a list of statements. Place a check in the space next to each statement that you think your friends at college will consider is descriptive of you.

____original and creative

____pleasant personality

____a scholar(dedicated to studies)

____a leader

____an athlete

____a socializer

____a politician

____very intelligent and one who knows what he is talking about

Part XI To what degree do you think your college experiences(academic and non-academic) will change the following for you over the next four years? (Using the following code mark your response in column A) Code

1. to a large degree
2. to a moderate degree
3. to a limited degree
4. not at all

	A	B	
90.	____	____	morals
91.	____	____	knowledge
92.	____	____	maturity
93.	____	____	personal values
94.	____	____	leadership ability
95.	____	____	social awareness and poise
96.	____	____	ability to get along with people
97.	____	____	ability to understand people
98.	____	____	more confidence in your abilities
99.	____	____	more certain of your vocational goals
100.	____	____	more certain of what you want from life
101.	____	____	appreciation of cultural things: art; music; drama; etc.
102.	____	____	religious convictions
103.	____	____	overall personality
104.	____	____	philosophy of life

Please go back to those items above that you marked either 1, 2, or 3; that is you indicated change. For these items mark in column B the letter A if you think the academic part of college will be primarily responsible for the change. Mark the letter N in the space if you think that the non-academic part of college will be primarily responsible for the change. (Academic here refers to that part of your college experience gained from the classroom, instructors, and texts. The non-academic refers to the experiences you have in associating with other college students, taking part in the activities and social life of the campus, and living in the college community in general.)

Part XII

105. Rank the following in the order of importance they will be for you. Place a 1 in front of the item that will be most important. Place a 2 in front of the item that will be next in importance, etc.

____having a lot of friends

____really learning something

____being socially accepted by the right group

____finding my future husband or wife

____making good grades

____holding an important position of leadership on the campus

____being a member of a fraternity or sorority

Part XIII

106. Students come to college for many different reasons. Check all of the following which are reasons why you came to college.

a. _____to obtain a broad general education

b. _____to prepare for a vocation

c. _____to make it possible for me to increase my total life income

d. _____to please my parents

e. _____to find a husband or wife

f. _____to have fun

g. _____to get a better understanding of the world and the people in it

h. _____it's the thing to do

i. _____for prestige purposes

j. Other(please indicate)_____

Which one of the above is your primary reason for coming to college?(Place the appropriate letter in this space) _____

Part XIV

107. Which one of the following do you think will best describe your academic life? (check one)

_____I will spend most of my out of class time studying

_____I will spend on the average about 30 hours per week on my homework

_____I will spend on the average about 20 hours per week on my homework

_____I will spend 10 or less hours per week on my homework

108. If you should receive outstanding recognition while attending this institution, in which one of these areas would you prefer to receive it? (check one)

_____athletic

_____academic

_____social

109. Do you think you will join a fraternity or sorority? (check one)

_____yes _____no

110. Which one of the following attributes do you think will be the most important to possess in order to succeed in this institution? (check one)

a. _____intelligence

b. _____drive from within

c. _____ability to learn from experience

d. _____belief in self

e. _____understanding and being able to get along with people

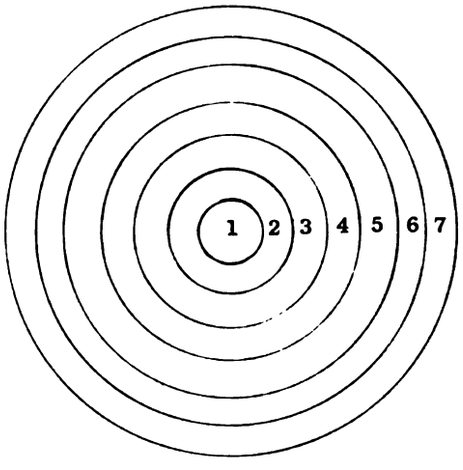
f. _____character

110.(continued)

Which one of the attributes listed above do you feel will be the most important possess in order to succeed in your future job? (Place the letter in this space) _____

Which one of the attributes listed above do you feel will be the most important to possess in order to succeed in life in general? (Place the letter in this space) _____

Part XV The circle below represents the social and non-academic activities that take place at this institution. The center of the circle represents being active and taking part in most of these activities.



111. How far from the center of things at this institution would you like to be? (Place the number in this space) _____

112. Where do you think you will be? (Place the number in this space) _____

113. Why do you think you will be there? (check one)

_____I want to be as much a part of the total campus life as possible.

_____I don't want activities and social life to interfere with my academic work.

_____I am not interested in the social aspects of college.

_____I would like to be active, but I probably won't be accepted by the individuals in these organizations.

Other(please indicate)_____

114. Let the same circle represent the social and non-academic activities of your high school. Where were you? _____

115. Where would you have liked to have been? _____

116. Do you think that you will be a typical freshman, that is similar to your classmates in most ways?

_____yes _____no

If no, how will you be different?_____

Image Study

COLLEGE CHARACTERISTICS INVENTORY

Post Test

his inventory contains statements describing this institution, its programs, its staff, its students, nd a variety of related topics. You are asked to give your views on these items. You may not know he exact answers to many of these statements, because there may not be any really definite informa- ion on which to base your answers. Your responses will simply mean that this is your best estimate n terms of your present knowledge of this institution and acquaintance with college life.

lease respond to every item. On items where you are not certain, please mark the answer which you eel is your best estimate at this time.

he first section of this inventory asks for some information about you. Please be as accurate as ou can in giving this information. All information will be treated as confidential and will be used or research purposes only. We thank you for your cooperation.

****

art I Directions—Please fill in the information requested in the following items in the spaces provided.

ame_____ Date_____

ampus Address_____ Student No._____

cademic Major_____ What are your vocational plans?_____

_____

art II Directions—Please check the one tem in each of the following questions that is ost nearly correct.

. How much college education do you plan to get?

_____1 year
_____2 years
_____3 years
_____4 years
_____Master's Degree
_____Doctorate
_____Professional Degree (law, vet. medicine, medicine, dentistry, etc.)

Are you presently affiliated(pledging or a member) with a social fraternity or sorority?

_____yes _____no

3. Which of the following comes closest to describing your vocational plans?

_____I know exactly what I am going to do.
_____I am pretty sure about what I will do.
_____I am not too certain as to what I want to do.
_____I have no idea.

4. How important is it for an individual to have chosen his future vocation before entering this institution?

_____very important
_____fairly important
_____not important at all

Part II

5. Following are a series of statements describing different functions a college or university might perform.
Place the number 1 in front of the statement if you think this institution regards this as one of its primary functions.
Place the number 2 in front of the statement if you think this institution regards this as one of its secondary functions.
Place a 0 in front of the statement if you think this institution does not regard this to be one of its functions.
Respond to every item.

a._____teach college students how to solve problems

b._____provide the student with a well rounded education

c._____prepare students for a vocation

d._____promote the social development of the individual

e._____help one find his marital partner

f._____provide opportunities for broadening cultural interests

g._____make one aware of community and world problems

h._____prepare the individual to be a productive citizen in his community

i._____promote intercollegiate athletics

j._____teach the student how to think for himself

k._____teach the student how to get along with other people

Which one of the functions listed above do you think this institution considers to be its most important function?(Indicate your response by placing the appropriate letter in the space)

_____

Part III

6. How frequently do you discuss each of the following topics in conversations with other students? (Indicate your response by placing the appropriate number from the following code in the space provided next to each item)

Code
1. very frequently
2. frequently
3. very seldom
4. never

a._____politics

b._____religion

c._____national & international problems

d._____sports

e._____boys

f._____girls

g._____philosophy

h._____dating

i._____course work

j._____movies

k._____teachers

l._____sex

m._____travel

n._____high school experiences

o._____family

p._____books

q._____grades

Which one of the topics listed above do you discuss most frequently in conversations with other students? (Indicate your response by placing the appropriate letter in the space below)

_____

Part III Directions—Each of the questions in this part of the inventory can be responded to by means of the coded key below. Write the code number of the answer which seems most appropriate to you in the space provided next to each item. Please read each question carefully and make sure you are using the appropriate code.
Answer all items.

Code
1. to a very high degree
2. to a moderate degree
3. to a limited degree
4. not at all

7. Using the code above indicate the degree to which you feel each of the following statements is true for this institution.

a._____a very big school

b._____a good school for obtaining a broad education

c._____a good school to prepare for a vocation

d._____a school where one can enjoy the social aspects of "college life"

e._____high academic standards

f._____beautiful campus

g._____very friendly students

h._____outstanding athletic teams

i._____excellent library

j._____outstanding faculty

k._____a wide variety of academic programs

l._____beautiful buildings

m._____excellent recreational facilities

n._____party school

o._____rigid campus regulations

Part VIII This and the following sections of *this* inventory asks questions about you. In this section use the following code to indicate your responses to the items listed below.

Code
1. a great deal of time
2. a moderate amount of time
3. very little time
4. no time

How much time do you spend in each of the following activities?

57. _____dating

58. _____"bull sessions"

59. _____taking part in clubs, organizations, and other student activities of this type

60. _____attending concerts and plays

61. _____attending intercollegiate athletic events

62. _____attending lectures given by visiting professors

63. _____taking part in the social activities of the campus

64. _____participating in theatrical productions

65. _____participating in music or choral groups

66. _____taking part in political organizations

67. _____taking part in organizations concerned with social reforms

68. _____serious reading other than course work

69. _____taking part in organizations concerned with national and international affairs

70. _____attending art exhibits

71. _____part time employment

72. _____going home on week-ends

73. _____course work

74. _____participating in athletics(intercollegiate or intramural)

Part IX

75. How do you think you are described by your college friends? Following is a list of statements. Place a check in the space next to each statement that you think your friends at college consider is descriptive of you.

_____original and creative

_____pleasant personality

_____a scholar(dedicated to studies)

_____a leader

_____an athlete

_____a socializer

_____a politician

_____very intelligent and one who knows what he is talking about

Part X To what degree do you think your college experiences(academic and non-academic) will change the following for you? (Using the following code mark your response in column A)

Code
1. to a large degree
2. to a moderate degree
3. to a limited degree
4. not at all

	A	B	
76.	_____	_____	morals
77.	_____	_____	knowledge
78.	_____	_____	maturity
79.	_____	_____	personal values
80.	_____	_____	leadership ability
81.	_____	_____	social awareness and poise
82.	_____	_____	ability to get along with people
83.	_____	_____	ability to understand people
84.	_____	_____	more confidence in your abilities
85.	_____	_____	more certain of your vocational goals
86.	_____	_____	more certain of what you want from life
87.	_____	_____	appreciation of cultural things: art; music; drama; etc.
88.	_____	_____	religious convictions
89.	_____	_____	overall personality
90.	_____	_____	philosophy of life

Please go back to those items above that you marked either 1, 2, or 3; that is, you indicated change. For these items, mark in column B the letter A if you think the academic part of college will be primarily responsible for the change. Mark the letter N in the space if you think that the non-academic part of college will be primarily responsible for the change.
(Academic here refers to that part of your college experience gained from the classroom, instructors, and texts. The non-academic refers to the experiences you have in associating with other college students, taking part in the activities and social life of the campus, and living in the college community in general.)

Part XI

91. Rank the following from 1 to 7 in the order of importance they are for you. Place a 1 in front of the item that is the most important. Place a 2 in front of the item that is next in importance, etc.

_____having a lot of friends

_____really learning something

_____being socially accepted by the right group

_____finding my future husband or wife

_____making good grades

_____holding an important position of leadership on the campus

_____being a member of a fraternity or sorority

Part V Directions—Each of the questions in this section can be responded to by means of the following code. For each question write the code number of the answer you feel is probably most correct in the blank space. Please read each question carefully. Make sure that you are using the appropriate code. Answer all items.

Code
1. strongly agree
2. agree
3. disagree
4. strongly disagree

13. _____The competition for grades is intensive.

14. _____It is easy to pass most courses without studying very much.

15. _____Considerably more time is required for the courses here than in high school.

16. _____Most students at this institution set high standards of achievement for themselves.

17. _____Most courses require intensive study and preparation outside of class.

18. _____This institution maintains high standards of achievement.

19. _____Most of the courses are stimulating and interesting.

20. _____Everyone has to study hard at this institution.

21. _____This institution is outstanding for the emphasis it gives scholarship and research.

22. _____A few students study quite hard; most really don't care.

23. _____It is easy to get admitted to this institution.

24. _____The fact that one goes to college means that he is going to become educated.

25. _____There are a lot of dances, parties, and social activities here.

26. _____Everyone has a lot of fun at this school.

27. _____There is a lot of informal dating during the week at the library, snack bar, etc.

28. _____Nearly everyone here has a date on the week-end.

29. _____It is not expensive to take part in the social life on this campus.

30. _____There is an opportunity to date many different students.

31. _____Fraternities and sororities play the leading role in providing the campus social life.

32. _____Dormitory raids, water fights, and other student pranks are an important part of the college life on this campus.

33. _____There is a high degree of school spirit.

34. _____Most of the students participate in the social activities on this campus.

35. _____A car is necessary if you want to date very much on this campus.

36. _____There are students available of the type that I am interested in dating.

37. _____To succeed in life, one must go to college.

38. _____If one fails in college, he will probably fail in life.

39. _____Most students morals become more liberal after they have been in this school for a while.

40. _____Many of the students give up some of their religious convictions soon after they come to this campus.

Part VI Directions—Using the following code, indicate the degree to which you feel the following statements are probably true of the fraternities and sororities on this campus.

Code
1. to a very high degree
2. to a moderate degree
3. to a limited degree
4. not at all

41. _____provide most of the students that are in leadership positions on the campus

42. _____control the non-academic life of the campus

43. _____represent the aims and purposes of this institution

44. _____encourage and promote conduct that is consistent with good morals and good taste

45. _____encourage its members to be loyal and responsible to the institution first and to the fraternity second

46. _____stimulate intellectual progress and intellectual achievement

47. _____provide safe and wholesome living conditions in the chapter house

48. _____inculcate principles of sound business practice

49. _____promote brotherhood

50. _____develop good character

Part VII How important is each of the following for you? (Use the code below to indicate your response)

Code
1. very important
2. fairly important
3. of very little importance
4. of no importance at all

51. _____attending college

52. _____having a large number of friends

53. _____holding a position of leadership on the campus

54. _____joining a fraternity or sorority

55. _____making good grades

56. _____having a good reputation

If you were to use only three of the statements listed in question 7 to describe this institution, which three would you select as being the most appropriate? (Indicate your response by placing the letters in the spaces below)

_____ _____ _____

Part IV Directions—Use the code given below to indicate your response to each of the items in the following questions. Please read the question carefully and respond to every item.

Code
1. to a very high degree
2. to a moderate degree
3. to a limited degree
4. not at all

8. To what degree do you think this institution provides the following?

_____enables the student to achieve a broad cultural background

_____helps the student to develop the ability for critical thinking

_____provides opportunities for developing leadership skills

_____encourages the student to understand human behavior

_____prepares the student primarily for his future occupation

_____emphasizes intellectual growth more than grades

_____prepares the student to be a life long student

_____stimulates through various means the exploration of areas outside the student's own field of study

_____develops one's ability to get along with people

_____helps one to understand community and world problems

_____helps an individual to develop more fully his morals, ethical standards, and values

_____provides for assistance with personal problems

_____investigates religious, philosophical, and moral problems

_____develops those skills necessary for life outside the campus

9. What degree of importance do you think the majority of the students at this institution give to the following characteristics? (Use the code to indicate your responses)

_____being original and creative

_____having a pleasing personality

_____demonstrating scholarly capacity

_____being active in campus activities

_____dedicating themselves to their studies

_____being active in intercollegiate athletics

_____coming from the right social background

_____being a member of a fraternity or sorority

10. To what degree does this institution provide the opportunity for an individual to learn how to get along with and better understand people of: (Use the code to indicate your response)

_____different races

_____different religions

_____different countries

_____different nationalities

_____different socio-economic backgrounds

_____different standards of morals and values

11. Indicate for each of the following items the degree to which you think it is characteristic of the faculty members of this institution. (Indicate your response by using the code)

_____active in civic affairs

_____active in campus affairs

_____will discuss student's career plans

_____will discuss student's personal problems

_____entertaining teachers

_____"buddies" to students

_____active in religious affairs

_____know their academic field

_____help students formulate religious and political opinions

_____freely indicate their own religious and political views

_____judge students more on academic performance than any other criteria such as dress, personality, etc.

_____make students work hard

_____give students a break

_____do not indoctrinate students

12. To what degree do you feel college professors in general are characterized by the following? (Indicate your responses using the code)

_____intelligence

_____cultural sophistication

_____maintains a close touch with reality

_____conservative

_____interesting

_____prestige in the community

_____sociable

_____radical

Part XII

92. Students come to college for many different reasons. Check all of the following which are reasons why you came to college.

a._____to obtain a broad general education

b._____to prepare for a vocation

c._____to make it possible for me to increase my total life income

d._____to please my parents

e._____to find a husband or wife

f._____to have fun

g._____to get a better understanding of the world and the people in it

h._____it's the thing to do

i._____for prestige purposes

j. Other(please indicate)_____

Which one of the above is your primary reason for coming to college? (Place the appropriate letter in this space) _____

Part XIII

93. Which one of the following do you think best describes your academic life? (check one)

_____I spend most of my out-of-class time studying

_____I spend on the average about 30 hours per week on my homework

_____I spend on the average about 20 hours per week on my homework

_____I spend 10 or less hours per week on my homework

94. If you should receive outstanding recognition while attending this institution, in which one of these areas would you prefer to receive it? (check one)

_____athletic

_____academic

_____social

95. If you are not now a member of a social fraternity or sorority, do you think you will join one in the future? (check one)

_____yes _____no

96. Which one of the following attributes do you think is the most important to possess in order to succeed in this institution? (check one)

a._____intelligence

b._____drive from within

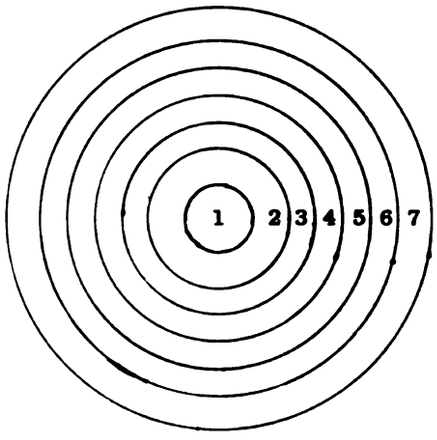
c._____ability to learn from experience

d._____belief in self

e._____understanding and being able to get along with people

f._____character

Part XIV The circle below represents the social and non-academic activities that take place at this institution. The center of the circle represents being active and taking part in most of these activities.



97. How far from the center of things at this institution would you like to be? (Place the number in this space) _____

98. Where do you think you are? (Place the number in this space) _____

99. Why do you think you are there? (check one)

_____I want to be as much a part of the total campus life as possible.

_____I don't want activities and social life to interfere with my academic work.

_____I am not interested in the social aspects of college.

_____I would like to be active, but I probably won't be accepted by the individuals in these organizations.

Other(please indicate)_____

_____

100. If you were entering college again as a freshman, would you choose this institution?

_____yes _____no

Why?_____

_____

_____

_____

_____

_____

_____

_____

_____

(Do not make any marks in the spaces below)

IU-A_____ IU-NA_____ IR-A_____ IR-NA_____

APPENDIX C

COLLEGE CHARACTERISTICS INVENTORY

IMAGE SCALES

APPENDIX C

COLLEGE CHARACTERISTICS INVENTORY

IMAGE SCALES

The Academic Image of the Institution Scale

University functions

14. (5)[1] Following are a series of statements describing different functions a university might perform. Place the number 1 in front of the statement if you think this is a primary function of this institution. Place the number 2 in front of the statement if you think this is a secondary function of this institution. Place a 0 in front of the statement if you feel this is not a function of this institution.

a _____ teach college students how to solve problems
b _____ prepares students for a vocation
f _____ provides opportunities for broadening cultural interests
g _____ makes one aware of community and world problems

Values placed on each of these items is as follows:

1 - 4 points 2 - 3 points 0 - 1 point

The total possible score on these items is 16 points.

Characteristics of the institution

19. (7) Using the following code, indicate the degree to which you feel each of the following statements is true for this institution.

1. to a very high degree - 4 points
2. to a moderate degree - 3 points
3. to a limited degree - 2 points
4. not at all - 1 point

---

[1]The number preceding an item or a group of items corresponds to the number for that item on the pre-test. The number in parentheses corresponds to the number for that item on the post-test. The pre-test and post-test instruments are presented in appendix B.

b_____ a good school for obtaining a broad education
e_____ high academic standards
i_____ excellent library
j_____ outstanding faculty
k_____ a wide variety of academic programs

Total possible score on these items is 20 points.

21. (8) To what degree do you think this institution provides the following? (Use the code given below to indicate your responses.)

1. to a very high degree - 4 points
2. to a moderate degree - 3 points
3. to a limited degree - 2 points
4. not at all - 1 point

a_____ enables the student to achieve a broad cultural background
b_____ helps the student to develop the ability for critical thinking
d_____ encourages the student to understand human behavior
e_____ prepares the student primarily for his future occupation
f_____ emphasizes intellectual growth more than grades
g_____ prepares the student to be a life-long student
h_____ stimulates through various means the exploration of areas outside the student's own field of study
j_____ helps one to understand community and world problems
m_____ investigates religious, philosophical, and moral problems

Total possible score on these items is 36 points.

Institutional values

22. (9) What degree of importance do you think the majority of the students at this institution give to the following characteristics? (Use the code to indicate your responses.)

1. to a very high degree - 4 points
2. to a moderate degree - 3 points
3. to a limited degree - 2 points
4. not at all - 1 point

c _____ demonstrating scholarly capacity
e _____ dedicating themselves to their studies

Total possible score on these items is 8 points.

Part IV. Each of the questions in this section can be responded to by means of the following code. For each question write the code number of the answer you feel is probably most correct in the blank space.

1. strongly agree - 4 points
2. agree - 3 points
3. disagree - 2 points
4. strongly disagree - 1 point

27. (13) _____ The competition for grades is intensive

29. (15) _____ Considerably more time is required for the courses here than in high school.

30. (16) _____ Most students at this institution set high standards of achievement for themselves.

31. (17) _____ Most courses require intensive study and preparation outside of class.

32. (18) _____ The institution maintains high standards of achievement.

33. (19) _____ Most of the courses are stimulating and interesting.

34. (20) _____ Everyone has to study hard at this institution.

35. (21) _____ This institution is outstanding for the emphasis it gives scholarship and research.

Total possible score on these items is 32 points.

The total number of points possible on the Academic Image of the Institution scale is 112 points.

Social Image of the Institution Scale

Social and co-curricular functions

14. (5) Following are a series of statements describing different functions a university might perform. Place the number 1 in front of the statement if you think this is a primary function of this institution. Place the number 2 in front of the statement if you think this is a secondary function of this institution. Place a 0 in front of the statement if you feel this is not a function of this institution.

d _____ promotes the social development of the individual
e _____ helps one find his marital partner
i _____ promotes intercollegiate athletics
k _____ teaches the student how to get along with other people

Values placed on each of these items is as follows:

1 - 4 points 2 - 3 points 0 - 1 point

Total possible score on these items is 16 points.

Social and co-curricular characteristics of the institution

19. (7) Using the following code indicate the degree to which you feel each of the following statements is true for this institution.

1. to a very high degree - 4 points
2. to a moderate degree - 3 points
3. to a limited degree - 2 points
4. not at all - 1 point

d _____ a school where one can enjoy the social aspects of college life
f _____ beautiful campus
g _____ very friendly students
h _____ outstanding athletic teams
l _____ beautiful buildings
m _____ excellent recreational facilities
n _____ party school

Total possible score on these items is 28 points.

21. (8) To what degree do you think this institution provides the following? (Use the code given below to indicate your responses.)
    1. to a very high degree - 4 points
    2. to a moderate degree - 3 points
    3. to a limited degree - 2 points
    4. not at all - 1 point

    c _____ provides opportunities for developing leadership skills
    i _____ develops one's ability to get along with people
    k _____ helps an individual to develop more fully his morals, ethical standards, and values
    l _____ provides for assistance with personal problems

    Total possible score on these items is 16 points.

Values placed on co-curricular life

22. (9) What degree of importance do you think the majority of students at this institution give to the following characteristics? (Use the code to indicate your responses.)
    1. to a very high degree - 4 points
    2. to a moderate degree - 3 points
    3. to a limited degree - 2 points
    4. not at all - 1 point

    b _____ having a pleasing personality
    d _____ being active in campus activities
    f _____ being active in intercollegiate athletics
    g _____ coming from the right social background
    h _____ being a member of a fraternity or sorority

    Total possible score on these items is 20 points.

Part IV. Each of the questions in this section can be responded to by means of the following code. For each question write the code number of the answer you feel is probably more correct in the blank space.
    1. strongly agree - 4 points
    2. agree - 3 points
    3. disagree - 2 points
    4. strongly disagree - 1 point

37. (23) _____ It is easy to get admitted to this institution.
39. (25) _____ There are a lot of dances, parties, and social activities here.
40. (26) _____ Everyone has a lot of fun at this school.
41. (27) _____ There is a lot of informal dating during the week at the library, snackbar, etc.
42. (28) _____ Nearly everyone here has a date on the weekend.
46. (32) _____ Dormitory raids, water fights, and other student pranks are an important part of the college life on this campus.

Total possible score on these items is 24 points.

The total number of points possible on the Social Image of the Institution Scale is 94 points.

Academic Student Role Expectation Scale

Academic habits

6. What do you estimate your grade average will be at the end of your first term in college?

___A ___B+	4 points	___C ___D+	2 points
___B ___C+	3 points	___D ___F	1 point

Total possible score on this item is 4 points.

Academic interest areas

16. (6) How frequently do you think each of the following topics will be discussed in conversations with other students?

1. very frequently - 4 points
2. frequently - 3 points
3. very seldom - 2 points
4. never - 1 point

a _____ politics
b _____ religion
c _____ national and international problems
g _____ philosophy
i _____ course work
p _____ books

Total possible score on these items is 24 points.

Part IX. (VIII) How much time do you think you will spend in each of the following activities?

1. a great deal of time - 4 points
2. a moderate amount of time - 3 points
3. very little time - 2 points
4. no time - 1 point

74. (60) _____ Attending concerts and plays.
76. (62) _____ Attending lectures given by visiting professors.
81. (66) _____ Taking part in political organizations.
82. (68) _____ Serious reading other than course work.
83. (69) _____ Taking part in organizations concerned with national and international affairs.
84. (70) _____ Attending art exhibits.

Total possible score on these items is 24 points.

Personal characteristics associated with academic life

89. (75) How do you think you will be described by your college friends? Place a check in the space next to each statement that you think your friends at college will consider is descriptive of you.

c _____ a scholar (dedicated to studies)
h _____ very intelligent and one who knows what he is talking about

Four points for each item checked.

Total possible score on these items is 8 points.

Academic motivations

106. (92) Students come to college for many different reasons. Check all of the following which are reasons why you came to college.

a _____ to obtain a broad general education
g _____ to get a better understanding of the world and the people in it

Four points for each item checked.

Total possible score on these items is 8 points.

Academic habits
107. (93) Which one of the following do you think will best describe your academic life?

_____ I will spend most of my out-of-class time studying (4 points)
_____ I will spend on the average about 30 hours per week on my homework (3 points)
_____ I will spend on the average about 20 hours per week on my homework (2 points)
_____ I will spend 10 or less hours per week on my homework (1 point)

Total possible score on this item is 4 points.

Academic motivations
108. (94) If you should receive outstanding recognition while attending this institution, in which one of these areas would you prefer to receive it? Four points.

b _____ academic

Total possible points on this section is 4 points.

The total number of points possible on the Academic Student Role Expectation Scale is 76 points.

Social Student Role Expectation Scale

Social and co-curricular interests and activities
16. (6) How frequently do you think each of the following topics will be discussed in conversations with other students?

1. very frequently - 4 points
2. frequently - 3 points
3. very seldom - 2 points
4. never - 1 point

d _____ sports
e _____ boys
f _____ girls
h _____ dating
j _____ movies
k _____ teachers
l _____ sex

m _____ travel
n _____ high school experiences
o _____ family
q _____ grades

Total possible score on these items is 44 points.

Part VIII. (VII) How important is each of the following for you?

1. very important - 4 points
2. fairly important - 3 points
3. of very little importance - 2 points
4. of no importance at all - 1 point

Values placed on social and co-curricular life

67. (53) _____ Holding a position of leadership on the campus.
68. (54) _____ Joining a fraternity or sorority.
69. (55) _____ Making good grades.
70. (56) _____ Having a good reputation.

Total possible score on these items is 16 points.

Part IX. (VIII) How much time do you think you will spend in each of the following activities?

1. a great deal of time - 4 points
2. a moderate amount of time - 3 points
3. very little time - 2 points
4. no time - 1 point

Social and co-curricular interests and activities

71. (57) _____ Dating.
73. (59) _____ Taking part in clubs, organizations, and other student activities of this type.
75. (61) _____ Attending intercollegiate athletic events.
77. (63) _____ Taking part in the social activities of the campus.
78. (64) _____ Participating in theatrical productions.
79. (65) _____ Participating in music or choral groups.
80. (66) _____ Taking part in political organizations.
85. (71) _____ Part time employment.
86. (72) _____ Going home on weekends.
88. (74) _____ Participation in athletics (intercollegiate or intramural).

Total possible score for these items is 40 points.

Social motivations

108. (94) If you should receive outstanding recognition while attending this institution, in which one of these areas would you prefer to receive it? Four points.

a _____ athletic
c _____ social

Total possible score for these items is 4 points.

The total number of points possible on the Social Student Role Expectation Scale is 104 points.

TABLE 5.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women.

Component of Variability	SS	df	V	F	Fc
	Academic Image of the Institution				
Among	101.89	1	101.89	2.50	3.84
Within	29,190.00	716	40.77		
Total	29,291.89	717			
	Social Image of the Institution				
Among	.33	1	.33	.01	3.84
Within	24,363.19	716	34.03		
Total	24,363.52	717			

TABLE 6.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for father's occupation.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	627.88	7	89.70	2.11	2.02
Within	15,840.80	372	42.58		
Total	16,468.68	379			
	Social Image of the Institution				
Among	123.28	7	17.61	.52	2.02
Within	12,619.68	372	33.92		
Total	12,742.96	379			
WOMEN	Academic Image of the Institution				
Among	269.26	7	38.47	1.03	2.02
Within	12,353.34	330	37.43		
Total	12,622.60	337			
	Social Image of the Institution				
Among	495.99	7	70.86	2.11	2.02
Within	11,076.52	330	33.57		
Total	11,572.51	337			

TABLE 7.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for parents' income.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	301.70	5	60.34	1.40	2.21
Within	16,166.98	374	43.23		
Total	16,468.68	379			
	Social Image of the Institution				
Among	58.60	5	11.72	.35	2.21
Within	12,684.36	374	33.92		
Total	12,742.96	379			
WOMEN	Academic Image of the Institution				
Among	137.10	5	27.43	.73	2.21
Within	12,458.04	332	37.64		
Total	12,595.14	337			
	Social Image of the Institution				
Among	202.75	5	40.55	1.18	2.21
Within	11,329.21	332	34.23		
Total	11,531.96	337			

TABLE 8.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for father's education.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	36.27	5	7.25	.16	2.21
Within	16,432.41	374	43.94		
Total	16,468.69	379			
	Social Image of the Institution				
Among	110.79	5	22.16	.66	2.21
Within	12,632.17	374	33.76		
Total	12,742.96	379			
WOMEN	Academic Image of the Institution				
Among	186.88	5	37.38	1.00	2.21
Within	12,435.73	332	37.46		
Total	12,622.61	337			
	Social Image of the Institution				
Among	209.96	5	41.99	1.23	2.21
Within	11,362.55	332	34.22		
Total	11,572.51	337			

TABLE 9.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for mother's education.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	247.03	5	49.41	1.14	2.21
Within	16,221.66	374	43.37		
Total	16,468.69	379			
	Social Image of the Institution				
Among	64.05	5	12.81	.38	2.21
Within	12,678.91	374	33.90		
Total	12,742.96	379			
WOMEN	Academic Image of the Institution				
Among	369.15	5	73.83	2.00	2.21
Within	12,253.46	332	36.91		
Total	12,622.61	337			
	Social Image of the Institution				
Among	276.51	5	55.30	1.63	2.21
Within	11,296.00	332	34.02		
Total	11,572.51	337			

TABLE 10.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for home environment.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	9.28	1	9.28	.21	3.84
Within	16,558.12	378	43.80		
Total	16,567.40	379			
	Social Image of the Institution				
Among	21.37	1	21.37	.63	3.84
Within	12,769.31	378	33.78		
Total	12,790.68	379			
WOMEN	Academic Image of the Institution				
Among	4.40	1	4.40	.12	3.84
Within	12,618.20	336	37.55		
Total	12,622.60	337			
	Social Image of the Institution				
Among	32.53	1	32.53	.95	3.84
Within	11,539.98	336	34.36		
Total	11,572.50	337			

TABLE 11.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for in-state and out-of-state residents.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	87.78	1	87.78	2.01	3.84
Within	16,479.62	378	43.59		
Total	16,567.40	379			
	Social Image of the Institution				
Among	33.71	1	33.71	1.00	3.84
Within	12,756.97	378	33.75		
Total	12,790.68	379			
WOMEN	Academic Image of the Institution				
Among	224.69	1	224.69	6.09	3.84
Within	12,397.91	336	36.89		
Total	12,622.60	337			
	Social Image of the Institution				
Among	158.68	1	158.68	4.67	3.84
Within	11,413.83	336	33.97		
Total	11,572.51	337			

TABLE 12.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for the individual who was most important in determining the decision to attend college.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	152.01	7	21.72	.50	1.94
Within	16,316.67	372	43.86		
Total	16,468.68	379			
	Social Image of the Institution				
Among	379.68	7	54.24	1.63	1.94
Within	12,363.28	372	33.23		
Total	12,742.96	379			
WOMEN	Academic Image of the Institution				
Among	401.74	7	57.39	1.55	1.94
Within	12,220.87	330	37.03		
Total	12,622.61	337			
	Social Image of the Institution				
Among	406.31	7	58.04	1.72	1.94
Within	11,166.20	330	33.84		
Total	11,572.51	337			

TABLE 13.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for primary reason for coming to college.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	81.23	6	13.54	.31	2.21
Within	16,486.17	373	44.20		
Total	16,567.40	379			
	Social Image of the Institution				
Among	117.50	6	19.58	.58	2.21
Within	12,673.18	373	33.97		
Total	12,790.68	379			
WOMEN	Academic Image of the Institution				
Among	330.95	7	41.37	1.11	1.94
Within	12,291.66	330	37.36		
Total	12,622.61	337			
	Social Image of the Institution				
Among	276.58	7	34.57	1.01	1.94
Within	11,295.93	330	34.33		
Total	11,572.51	337			

TABLE 14.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for primary source of information about the institution.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	625.13	12	52.09	1.20	1.80
Within	15,942.27	367	43.44		
Total	16,567.40	379			
	Social Image of the Institution				
Among	651.31	12	54.28	1.64	1.80
Within	12,139.38	367	33.08		
Total	12,790.68	379			
WOMEN	Academic Image of the Institution				
Among	466.56	12	38.88	1.04	1.80
Within	12,156.04	325	37.40		
Total	12,622.60	337			
	Social Image of the Institution				
Among	161.19	12	13.43	.38	1.80
Within	11,411.33	325	35.11		
Total	11,572.51	337			

TABLE 15.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for primary reason for selecting M.S.U.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	1,914.25	22	87.01	2.13	1.54
Within	14,554.44	357	40.77		
Total	16,468.68	379			
	Social Image of the Institution				
Among	946.26	22	43.01	1.30	1.54
Within	11,796.70	357	33.04		
Total	12,742.96	379			
WOMEN	Academic Image of the Institution				
Among	1,224.57	21	58.31	1.62	1.55
Within	11,398.04	316	36.07		
Total	12,622.61	337			
	Social Image of the Institution				
Among	947.39	21	45.11	1.34	1.55
Within	10,625.12	316	33.62		
Total	11,572.51	337			

TABLE 17.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for academic major.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	355.36	11	29.61	.67	1.80
Within	16,213.04	368	44.17		
Total	16,567.40	379			
	Social Image of the Institution				
Among	353.21	11	29.43	.87	1.80
Within	12,437.47	368	33.89		
Total	12,790.68	379			
WOMEN	Academic Image of the Institution				
Among	293.47	11	26.68	.71	1.80
Within	12,329.13	326	37.82		
Total	12,622.60	337			
	Social Image of the Institution				
Among	666.70	11	60.61	1.81	1.80
Within	10,905.81	326	33.45		
Total	11,572.51	337			

TABLE 18.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for the amount of higher education anticipated.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	252.86	5	50.57	1.17	2.21
Within	16,215.82	374	43.36		
Total	16,468.68	379			
	Social Image of the Institution				
Among	460.60	5	92.12	2.81	2.21
Within	12,282.36	374	32.84		
Total	12,742.96	379			
WOMEN	Academic Image of the Institution				
Among	355.32	5	71.06	1.92	2.21
Within	12,267.28	332	36.95		
Total	12,622.60	337			
	Social Image of the Institution				
Among	346.67	5	69.33	2.05	2.21
Within	11,225.84	332	33.81		
Total	11,572.51	337			

TABLE 19.1: Analysis of variance data for academic image of the institution and social image of the institution for men and women for definiteness of vocational plans.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	22.48	3	7.49	.17	2.60
Within	16,446.20	376	43.74		
Total	16,468.68	379			
	Social Image of the Institution				
Among	58.40	3	19.47	.58	2.60
Within	12,684.56	376	33.74		
Total	12,742.96	379			
WOMEN	Academic Image of the Institution				
Among	85.92	3	28.64	.76	2.60
Within	12,536.68	334	37.53		
Total	12,622.60	337			
	Social Image of the Institution				
Among	58.78	3	19.59	.57	2.60
Within	11,513.73	334	34.47		
Total	11,572.51	337			

TABLE 20.1: Analysis of variance data for academic image of the institution and social image of the institution scores for men and women for anticipated social position.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Image of the Institution				
Among	305.95	7	43.71	1.01	2.02
Within	16,162.73	372	43.45		
Total	16,468.68	379			
	Social Image of the Institution				
Among	1,186.11	7	169.44	5.45	2.02
Within	11,556.85	372	31.07		
Total	12,742.96	379			
WOMEN	Academic Image of the Institution				
Among	386.37	7	48.30	1.30	2.02
Within	12,236.23	330	37.19		
Total	12,622.60	337			
	Social Image of the Institution				
Among	1,383.06	7	172.88	5.58	2.02
Within	10,189.45	330	30.97		
Total	11,572.51	337			

TABLE 21.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women.

Component of Variability	SS	df	V	F	Fc
	Academic Student Role Expectation				
Among	1,260.39	1	1260.39	27.49	3.84
Within	32,832.58	716	45.86		
Total	34,092.97	717			
	Social Student Role Expectation				
Among	178.85	1	178.85	4.43	3.84
Within	28,879.78	716	40.33		
Total	29,058.63	717			

TABLE 22.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for father's occupation.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	235.47	7	33.64	.67	2.02
Within	18,567.21	372	49.91		
Total	18,802.68	379			
	Social Student Role Expectation				
Among	410.72	7	58.67	1.51	2.02
Within	14,428.61	372	38.79		
Total	14,839.33	379			
WOMEN	Academic Student Role Expectation				
Among	505.26	7	72.18	1.81	2.02
Within	13,173.44	330	39.92		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	564.07	7	80.58	2.10	2.02
Within	13,227.54	330	40.08		
Total	13,791.61	337			

TABLE 23.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for parents' income.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	121.34	5	24.27	.49	2.21
Within	18,681.34	374	49.95		
Total	18,802.68	379			
	Social Student Role Expectation				
Among	115.31	5	23.06	.59	2.21
Within	14,724.01	374	39.37		
Total	14,839.33	379			
WOMEN	Academic Student Role Expectation				
Among	49.95	5	9.99	.24	2.21
Within	13,618.77	332	41.14		
Total	13,668.72	337			
	Social Student Role Expectation				
Among	293.10	5	58.62	1.44	2.21
Within	13,439.90	332	40.60		
Total	13,733.00	337			

TABLE 24.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for father's education.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	165.67	5	33.13	.66	2.21
Within	18,637.01	374	49.83		
Total	18,802.68	379			
	Social Student Role Expectation				
Among	95.17	5	19.03	.48	2.21
Within	14,744.15	374	39.42		
Total	14,839.32	379			
WOMEN	Academic Student Role Expectation				
Among	206.80	5	41.36	1.02	2.21
Within	13,471.90	332	40.58		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	405.59	5	81.12	2.01	2.21
Within	13,386.01	332	40.32		
Total	13,791.60	337			

TABLE 25.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for mother's education.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	312.69	5	62.54	1.26	2.21
Within	18,489.99	374	49.44		
Total	18,802.68	379			
	Social Student Role Expectation				
Among	26.32	5	5.26	.13	2.21
Within	14,813.00	374	39.61		
Total	14,839.32	379			
WOMEN	Academic Student Role Expectation				
Among	430.36	5	86.07	2.15	2.21
Within	13,248.34	332	39.90		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	485.49	5	97.09	2.42	2.21
Within	13,306.12	332	40.08		
Total	13,791.61	337			

TABLE 26.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for home environment.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	63.88	1	63.88	1.26	3.84
Within	19,090.00	378	50.50		
Total	19,153.88	379			
	Social Student Role Expectation				
Among	15.58	1	15.58	.39	3.84
Within	14,918.98	378	39.47		
Total	14,934.56	379			
WOMEN	Academic Student Role Expectation				
Among	172.01	1	172.01	4.28	3.84
Within	13,506.69	336	40.20		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	140.79	1	140.79	3.42	3.84
Within	13,804.43	336	41.08		
Total	13,945.22	337			

TABLE 27.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for in-state and out-of-state residents.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	1.46	1	1.46	.03	3.84
Within	19,152.42	378	50.67		
Total	19,153.88	379			
	Social Student Role Expectation				
Among	115.68	1	115.68	2.95	3.84
Within	14,818.87	378	39.20		
Total	14,934.55	379			
WOMEN	Academic Student Role Expectation				
Among	318.40	1	318.40	8.01	3.84
Within	13,360.30	336	39.76		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	479.92	1	479.92	11.98	3.84
Within	13,465.30	336	40.08		
Total	13,945.22	337			

TABLE 28.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for individual who was most important in determining the decision to attend college.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	822.40	7	117.49	2.43	1.94
Within	17,980.28	372	48.33		
Total	18,802.68	379			
	Social Student Role Expectation				
Among	200.04	7	28.58	.73	1.94
Within	14,639.29	372	39.35		
Total	14,839.33	379			
WOMEN	Academic Student Role Expectation				
Among	805.98	7	115.14	2.95	1.94
Within	12,872.72	330	39.00		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	128.87	7	18.41	.44	1.94
Within	13,662.74	330	41.40		
Total	13,791.61	337			

TABLE 29.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for primary reason for attending college.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	1,259.19	6	209.86	4.37	2.21
Within	17,894.70	373	47.98		
Total	19,153.89	379			
	Social Student Role Expectation				
Among	316.94	6	52.82	1.35	2.21
Within	14,617.62	373	39.19		
Total	14,934.56	379			
WOMEN	Academic Student Role Expectation				
Among	1,685.40	7	210.68	5.78	1.94
Within	11,993.30	330	36.45		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	198.43	7	24.80	.59	1.94
Within	13,746.79	330	41.78		
Total	13,945.22	337			

TABLE 30.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for primary source of information about the institution.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	595.31	12	46.61	.98	1.80
Within	18,558.57	367	50.57		
Total	19,153.88	379			
	Social Student Role Expectation				
Among	378.94	12	31.58	.80	1.80
Within	14,555.61	367	39.66		
Total	14,934.55	379			
WOMEN	Academic Student Role Expectation				
Among	845.20	12	70.43	1.78	1.80
Within	12,833.50	325	39.49		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	561.05	12	46.75	1.14	1.80
Within	13,384.17	325	41.18		
Total	13,945.22	337			

TABLE 31.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for primary reason for selecting this institution.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	1,864.07	22	84.73	1.79	1.54
Within	16,938.61	357	47.45		
Total	18,802.68	379			
	Social Student Role Expectation				
Among	1,035.66	22	47.08	1.22	1.54
Within	13,803.66	357	38.67		
Total	14,839.32	379			
WOMEN	Academic Student Role Expectation				
Among	1,364.47	21	64.97	1.67	1.55
Within	12,314.23	316	38.97		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	822.41	21	39.16	.95	1.55
Within	12,969.20	316	41.04		
Total	13,791.61	337			

TABLE 33.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for academic major.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	1,631.49	11	135.96	2.84	1.80
Within	17,522.39	368	47.74		
Total	19,153.88	379			
	Social Student Role Expectation				
Among	1,029.59	11	85.80	2.26	1.80
Within	13,904.97	368	37.89		
Total	14,934.56	379			
WOMEN	Academic Student Role Expectation				
Among	560.52	11	50.96	1.27	1.80
Within	13,118.18	326	40.24		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	616.80	11	56.07	1.37	1.80
Within	13,328.41	326	40.88		
Total	13,945.22	337			

TABLE 34.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for the amount of higher education anticipated.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	1,249.53	5	249.90	5.32	2.21
Within	17,553.15	374	46.93		
Total	18,802.68	379			
	Social Student Role Expectation				
Among	393.92	5	78.78	2.04	2.21
Within	14,445.40	374	38.62		
Total	14,839.33	379			
WOMEN	Academic Student Role Expectation				
Among	1,140.28	5	228.05	6.04	2.21
Within	12,538.42	332	37.77		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	227.17	5	45.43	1.11	2.21
Within	13,564.45	332	40.86		
Total	13,791.62	337			

TABLE 35.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for definiteness of vocational plans.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	94.91	3	31.64	.64	2.60
Within	18,707.77	376	49.75		
Total	18,802.68	379			
	Social Student Role Expectation				
Among	268.37	3	89.46	2.31	2.60
Within	14,570.95	376	38.75		
Total	14,839.32	379			
WOMEN	Academic Student Role Expectation				
Among	347.75	3	115.92	2.90	2.60
Within	13,330.96	334	39.91		
Total	13.678.70	337			
	Social Student Role Expectation				
Among	307.83	3	102.36	2.54	2.60
Within	13,484.53	334	40.37		
Total	13,791.61	337			

TABLE 36.1: Analysis of variance data for academic student role expectation and social student role expectation scores for men and women for anticipated social position.

Component of Variability	SS	df	V	F	Fc
MEN	Academic Student Role Expectation				
Among	424.89	7	60.69	1.23	2.02
Within	18,377.79	372	49.40		
Total	18,802.68	379			
	Social Student Role Expectation				
Among	2,429.51	7	347.07	10.41	2.02
Within	12,409.81	372	33.36		
Total	14,839.33	379			
WOMEN	Academic Student Role Expectation				
Among	306.46	7	38.31	.94	2.02
Within	13,372.24	330	40.65		
Total	13,678.70	337			
	Social Student Role Expectation				
Among	2,144.89	7	268.11	7.57	2.02
Within	11,646.72	330	35.40		
Total	13,791.61	337			

TABLE 39.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women.

Component of Variability	SS	df	V	F	Fc
	Change in Academic Image of the Institution				
Among	1.12	1	1.12	.02	3.84
Within	39,288.82	716	54.87		
Total	39,289.94	717			
	Change in Social Image of the Institution				
Among	98.87	1	98.88	2.88	3.84
Within	24,591.51	716	34.35		
Total	24,690.38	717			

TABLE 40.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for father's occupation.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	395.22	7	56.46	1.10	2.02
Within	19,039.46	372	51.18		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	284.11	7	40.59	1.16	2.02
Within	13,050.08	372	35.08		
Total	13,334.19	379			
WOMEN	Change in Academic Image of the Institution				
Among	246.20	7	35.17	.59	2.02
Within	19,607.95	330	59.42		
Total	19,854.15	337			
	Change in Social Image of the Institution				
Among	241.40	7	34.49	1.03	2.02
Within	11,015.92	330	33.38		
Total	11,257.32	337			

TABLE 41.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for parents' income.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	408.98	5	81.80	1.61	2.21
Within	19,025.71	374	50.87		
Total	19,434.69	379			
	Change in Social Image of the Institution				
Among	80.67	5	16.13	.46	2.21
Within	13,253.53	374	35.44		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	247.00	5	49.40	.84	2.21
Within	19,557.74	332	59.09		
Total	19,804.74	337			
	Change in Social Image of the Institution				
Among	149.50	5	29.89	.89	2.21
Within	11,077.97	332	33.47		
Total	11,227.47	337			

TABLE 42.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for father's education.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	421.76	5	84.35	1.66	2.21
Within	19,012.92	374	50.84		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	108.19	5	21.64	.61	2.21
Within	13,226.00	374	35.36		
Total	13,334.19				
WOMEN	Change in Academic Image of the Institution				
Among	112.53	5	22.51	.38	2.21
Within	19,741.62	332	59.46		
Total	19,854.15	337			
	Change in Social Image of the Institution				
Among	147.46	5	29.49	.88	2.21
Within	11,109.86	332	33.46		
Total	11,257.32	337			

TABLE 43.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for mother's education.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	227.07	5	45.41	.88	2.21
Within	19,207.61	374	51.36		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	49.72	5	9.94	.28	2.21
Within	13,284.48	374	35.52		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	311.63	5	62.33	1.06	2.21
Within	19,542.51	332	58.86		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	80.19	5	16.04	.48	2.21
Within	11,177.11	332	33.67		
Total	11,257.30	337			

TABLE 44.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for home environment.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	304.48	1	304.48	6.02	3.84
Within	19,130.20	378	50.60		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	1.68	1	1.68	.05	3.84
Within	13,332.51	378	35.27		
Total	13,334.19	379			
WOMEN	Change in Academic Image of the Institution				
Among	49.02	1	49.03	.83	3.84
Within	19,805.12	336	58.94		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	.00	1	.00	.00	3.84
Within	11,257.32	336	33.50		
Total	11,257.32	337			

TABLE 45.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for in-state and out-of-state residents.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	25.89	1	25.89	.50	3.84
Within	19,408.79	378	51.35		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	170.72	1	170.72	4.90	3.84
Within	13,163.47	378	34.82		
Total	13,334.19	379			
WOMEN	Change in Academic Image of the Institution				
Among	14.15	1	14.15	.24	3.84
Within	19,839.99	336	59.05		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	.00	1	.00	.00	3.84
Within	11,257.31	336	33.50		
Total	11,257.31	337			

TABLE 46.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for the individual who was most important in determining the decision to attend college.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	452.53	7	64.65	1.27	1.94
Within	18,982.15	372	51.03		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	298.92	7	42.70	1.22	1.94
Within	13,035.28	272	35.04		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	334.53	7	47.79	.81	1.94
Within	19,519.62	330	59.15		
Total	19,854.15	337			
	Change in Social Image of the Institution				
Among	270.04	7	38.58	1.16	1.94
Within	10,987.28	330	33.29		
Total	11,257.32	337			

TABLE 47.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for primary reason for attending college.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	393.49	6	65.58	1.28	2.21
Within	19,041.19	373	51.05		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	151.86	6	25.31	.72	2.21
Within	13,182.34	373	35.34		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	217.49	7	27.19	.46	1.94
Within	19,636.65	330	59.69		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	371.09	7	46.39	1.40	1.94
Within	10,886.22	330	33.09		
Total	11,257.32	337			

TABLE 48.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for primary reason for selecting this institution.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	966.75	22	43.94	.85	1.54
Within	18,467.94	357	51.73		
Total	19,434.69	379			
	Change in Social Image of the Institution				
Among	720.99	22	32.77	.93	1.54
Within	12,613.20	357	35.33		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	1,585.10	21	75.48	1.31	1.55
Within	18,269.04	316	57.81		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	566.57	21	26.98	.80	1.55
Within	10,690.75	316	33.83		
Total	11,257.32	337			

TABLE 49.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for academic major.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	925.90	11	77.16	1.53	1.80
Within	18,508.78	368	50.43		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	377.08	11	31.42	.89	1.80
Within	12,957.12	368	35.31		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	794.41	11	72.22	1.24	1.80
Within	19,059.73	326	58.47		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	404.20	11	36.75	1.10	1.80
Within	10,853.11	326	33.29		
Total	11,257.32	337			

TABLE 50.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for the amount of higher education anticipated.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	617.96	5	123.60	2.46	2.21
Within	18,816.73	374	50.31		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	217.76	5	43.55	1.24	2.21
Within	13,116.44	374	35.07		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	257.23	5	51.45	.87	2.21
Within	19,596.91	332	59.03		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	172.18	5	34.44	1.03	2.21
Within	11,085.14	332	33.39		
Total	11,257.32	337			

TABLE 51.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for definiteness of vocational plans.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	124.64	3	41.55	.18	2.60
Within	19,310.04	376	51.36		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	124.81	3	41.60	1.18	2.60
Within	13,209.39	376	35.13		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	162.27	3	54.09	.92	2.60
Within	19,691.87	334	58.96		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	248.43	3	82.81	2.51	2.60
Within	11,008.88	334	32.96		
Total	11,257.31	337			

TABLE 52.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for summer counseling clinic.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	834.98	1	834.98	16.97	3.84
Within	18,599.70	378	49.21		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	84.71	1	84.71	2.42	3.84
Within	13,249.48	378	35.05		
Total	13,334.19	379			
WOMEN	Change in Academic Image of the Institution				
Among	.06	1	.06	.00	3.84
Within	19,854.08	336	59.09		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	211.83	1	211.83	6.44	3.84
Within	11,045.49	336	32.87		
Total	11,257.32	337			

TABLE 53.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for most important function of the university.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	649.54	10	64.95	1.28	1.85
Within	18,785.14	369	50.91		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	413.93	10	41.39	1.18	1.85
Within	12,920.27	369	35.01		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	1,480.14	10	148.01	2.63	1.85
Within	18,374.00	327	56.19		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	161.10	10	16.11	.47	1.85
Within	11,096.21	327	33.93		
Total	11,257.32	337			

TABLE 54.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for attribute most necessary for success.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	615.98	6	102.66	2.03	2.09
Within	18,818.70	373	50.45		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	262.32	6	43.72	1.25	2.09
Within	13,071.88	373	35.05		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	477.01	6	79.50	1.36	2.09
Within	19,377.13	331	58.54		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	809.62	6	134.94	4.27	2.09
Within	10,447.70	331	31.56		
Total	11,257.32	337			

TABLE 55.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for primary means of financial support.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	400.49	8	50.06	.98	1.94
Within	19,034.19	371	51.31		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	343.37	8	42.92	1.23	1.94
Within	12,990.83	371	35.02		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	543.78	6	90.63	1.55	2.09
Within	19,310.36	331	58.34		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	230.19	6	38.36	1.15	2.09
Within	11,027.13	331	33.31		
Total	11,257.32	337			

TABLE 56.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for place of residence.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	10.34	1	10.34	.20	3.84
Within	19,424.33	378	51.39		
Total	19,434.67	379			
	Change in Social Image of the Institution				
Among	.25	1	.25	.01	3.84
Within	13,333.94	378	35.27		
Total	13,334.19	379			
WOMEN	Change in Academic Image of the Institution				
Among	29.51	1	29.51	.50	3.84
Within	19,824.63	336	59.00		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	24.60	1	24.60	.74	3.84
Within	11,232.72	336	33.43		
Total	11,257.32	337			

TABLE 57.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for type of residence hall.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	16.73	1	16.73	.33	3.84
Within	19,417.95	378	51.37		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	198.63	1	198.63	5.72	3.84
Within	13,135.57	378	34.75		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	35.21	1	35.21	.60	3.85
Within	19,818.93	336	58.98		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	18.35	1	18.35	.55	3.85
Within	11,238.97	336	33.45		
Total	11,257.32	337			

TABLE 58.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for topic discussed most frequently outside of class.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	1,237.21	14	88.37	1.77	1.71
Within	18,197.47	365	49.86		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	720.48	14	51.46	1.49	1.71
Within	12,613.72	365	34.56		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	1,316.08	16	82.25	1.42	1.71
Within	18,538.07	321	57.75		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	460.19	16	28.76	.86	1.71
Within	10,797.13	321	33.64		
Total	11,257.32	337			

TABLE 59.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for recognition desired.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	183.72	2	91.86	1.80	2.99
Within	19,250.96	377	51.06		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	73.92	2	36.96	1.05	2.99
Within	13,260.27	377	35.17		
Total	13,334.19	379			
WOMEN	Change in Academic Image of the Institution				
Among	15.07	3	5.02	.08	2.60
Within	19,839.08	334	59.40		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	79.13	3	26.38	.79	2.60
Within	11,178.18	334	33.47		
Total	11,257.32	337			

TABLE 60.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for greek affiliation.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	20.72	1	20.72	.40	3.84
Within	19,413.96	378	51.36		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	421.03	1	421.03	12.32	3.84
Within	12,913.17	378	34.16		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	.49	1	.49	.00	3.84
Within	19,853.65	336	59.08		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	3.21	1	3.21	.10	3.84
Within	11,254.10	336	33.49		
Total	11,257.32	337			

TABLE 61.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for social position.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	493.97	6	82.33	1.62	2.09
Within	18,940.71	373	50.78		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	484.60	6	80.77	2.34	2.09
Within	12,849.59	373	34.45		
Total	13,334.19	379			
WOMEN	Change in Academic Image of the Institution				
Among	264.43	6	44.07	.74	2.09
Within	19,589.71	331	59.18		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	469.18	6	78.19	2.40	2.09
Within	10,788.14	331	32.59		
Total	11,257.32	337			

TABLE 63.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for continuation at the university.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	64.24	1	64.24	1.25	3.84
Within	19,370.44	378	51.24		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	1.27	1	1.27	.04	3.84
Within	13,332.93	378	35.27		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	1.30	1	1.30	.02	3.84
Within	19,852.84	336	59.08		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	.53	1	.53	.02	3.84
Within	11,256.77	336	33.50		
Total	11,257.30	337			

TABLE 64.1: Analysis of variance data for change in academic image of the institution and social image of the institution scores for men and women for grade point average.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Image of the Institution				
Among	123.24	3	41.08	.80	2.60
Within	19,311.44	376	51.36		
Total	19,434.68	379			
	Change in Social Image of the Institution				
Among	414.30	3	138.09	4.02	2.60
Within	12,919.90	376	34.36		
Total	13,334.20	379			
WOMEN	Change in Academic Image of the Institution				
Among	472.69	3	157.56	2.71	2.60
Within	19,381.45	334	58.02		
Total	19,854.14	337			
	Change in Social Image of the Institution				
Among	82.96	3	27.65	.83	2.60
Within	11,174.35	334	33.46		
Total	11,257.31	337			

TABLE 65.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women.

Component of Variability	SS	df	V	F	Fc
	Change in Academic Student Role Expectation				
Among	73.85	1	73.85	2.01	3.84
Within	26,246.14	716	36.66		
Total	26,319.99	717			
	Change in Social Student Role Expectation				
Among	77.60	1	77.60	2.36	3.84
Within	23,551.23	716	32.89		
Total	23,628.83	717			

TABLE 66.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for father's occupation.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	220.76	7	31.54	.81	2.02
Within	14,559.83	372	39.14		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	358.22	7	51.17	1.47	2.02
Within	12,940.77	372	34.79		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	35.19	7	5.03	.15	2.02
Within	11,430.36	330	34.64		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	374.09	7	53.44	1.79	2.02
Within	9,878.15	330	29.93		
Total	10,252.24	337			

TABLE 67.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for parents' income.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	292.58	5	58.52	1.51	2.21
Within	14,488.01	374	38.74		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	57.93	5	11.59	.33	2.21
Within	13,241.06	374	35.40		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	48.90	5	9.78	.28	2.21
Within	11,406.89	332	34.46		
Total	11,455.79	337			
	Change in Social Student Role Expectation				
Among	118.65	5	23.73	.78	2.21
Within	10,109.87	332	30.54		
Total	10,228.52	337			

TABLE 68.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for father's education.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	154.02	5	30.81	.79	2.21
Within	14,626.56	374	39.11		
Total	14,780.58	379			
	Change in Social Student Role Expectation				
Among	253.61	5	50.72	1.45	2.21
Within	13,045.38	374	34.88		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	93.07	5	18.61	.54	2.21
Within	11,372.48	332	34.25		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	177.03	5	35.41	1.17	2.21
Within	10,075.20	332	30.35		
Total	10,252.23	337			

TABLE 69.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for mother's education.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	347.58	5	69.52	1.80	2.21
Within	14,433.01	374	38.59		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	257.14	5	51.43	1.47	2.21
Within	13.041.85	374	34.87		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	287.19	5	57.44	1.71	2.21
Within	11,178.36	332	33.67		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	101.36	5	20.27	.66	2.21
Within	10,150.88	332	30.57		
Total	10,252.24	337			

TABLE 70.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for home environment.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	106.99	1	106.98	2.76	3.84
Within	14,673.60	378	38.82		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	6.99	1	6.99	.20	3.84
Within	13,291.99	378	35.16		
Total	13,298.98	379			
WOMEN	Change in Academic Student Role Expectation				
Among	4.68	1	4.68	.14	3.84
Within	11,460.87	336	34.11		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	82.74	1	82.74	2.73	3.84
Within	10,169.50	336	30.27		
Total	10,252.24	337			

TABLE 71.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for in-state and out-of-state residents.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	81.82	1	81.82	2.10	3.84
Within	14,698.77	378	38.89		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	161.97	1	161.97	4.66	3.84
Within	13,137.02	387	34.75		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	249.51	1	249.51	7.47	3.84
Within	11,216.04	336	33.38		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	2.15	1	2.15	.07	3.84
Within	10,250.09	336	30.51		
Total	10,252.24	337			

TABLE 72.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for the individual who was most important in determining the decision to attend college.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	375.69	7	53.67	1.39	1.94
Within	14,404.89	372	38.72		
Total	14,780.58	779			
	Change in Social Student Role Expectation				
Among	175.49	7	25.07	.71	1.94
Within	13,123.50	372	35.28		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	267.76	7	38.25	1.13	1.94
Within	11,197.79	330	33.93		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	158.61	7	22.66	.74	1.94
Within	10,093.63	330	30.59		
Total	10,252.24	337			

TABLE 73.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for primary reason for attending college.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	210.19	6	35.03	.90	2.21
Within	14,570.40	373	39.06		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	94.05	6	15.67	.44	2.21
Within	13,204.94	373	35.40		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	439.09	7	54.89	1.64	1.94
Within	11,026.46	330	33.52		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	100.23	7	12.53	.41	1.94
Within	10,152.00	330	30.86		
Total	10,252.24	337			

TABLE 74.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for primary reason for selecting M.S.U.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	475.21	22	21.60	.54	1.54
Within	14,305.38	357	40.07		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	1,049.34	22	47.70	1.39	1.54
Within	12,249.65	357	34.31		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	1,095.13	21	52.15	1.59	1.55
Within	10,370.42	316	32.82		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	724.67	21	34.51	1.14	1.55
Within	9,527.57	316	30.15		
Total	10,252.24	337			

TABLE 75.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for academic major.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	715.20	11	59.60	1.56	1.80
Within	14,065.39	368	38.33		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	613.52	11	51.13	1.48	1.80
Within	12,685.47	368	34.57		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	377.40	11	34.31	1.01	1.80
Within	11,088.15	326	34.01		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	213.67	11	19.42	.63	1.80
Within	10,038.57	326	30.79		
Total	10,252.24	337			

TABLE 76.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for the amount of higher education anticipated.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	481.75	5	96.35	2.52	2.21
Within	14,298.84	374	38.23		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	369.61	5	73.92	2.14	2.21
Within	12,929.38	374	34.57		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	397.27	5	79.45	2.38	2.21
Within	11,068.28	332	33.34		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	115.01	5	23.00	.75	2.21
Within	10,137.22	332	30.53		
Total	10,252.23	337			

TABLE 77.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for definiteness of vocational plans.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	111.35	3	37.12	.95	2.60
Within	14,669.24	376	39.01		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	64.42	3	21.47	.61	2.60
Within	13,234.57	376	35.20		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	69.98	3	23.33	.68	2.60
Within	11,395.57	334	34.12		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	112.68	3	37.56	1.24	2.60
Within	10,139.56	334	30.36		
Total	10,252.24	337			

TABLE 78.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for summer counseling clinic and fall orientation.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	25.51	1	25.51	.65	3.84
Within	14,755.08	378	39.04		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	.10	1	.10	.00	3.84
Within	13,298.88	378	35.18		
Total	13,299.98	379			
WOMEN	Change in Academic Student Role Expectation				
Among	132.69	1	132.69	3.93	3.84
Within	11,332.85	336	33.73		
Total	11,465.54	337			
	Change in Social Student Role Expectation				
Among	30.44	1	30.44	1.00	3.84
Within	10,221.80	336	30.42		
Total	10,252.24	337			

TABLE 79.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for most important function of the university.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	526.95	10	52.69	1.36	1.85
Within	14,253.64	369	38.63		
Total	14,253.59	379			
	Change in Social Student Role Expectation				
Among	314.77	10	31.48	.89	1.85
Within	12,984.21	369	35.19		
Total	13,298.98	379			
WOMEN	Change in Academic Student Role Expectation				
Among	439.11	10	43.91	1.30	1.85
Within	11,026.44	327	33.72		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	113.54	10	11.35	.37	1.85
Within	10,138.70	327	31.01		
Total	10,252.24	337			

TABLE 80.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for attribute most necessary for success.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	173.81	6	28.97	.74	2.09
Within	14,606.78	373	39.16		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	261.93	6	43.66	1.25	2.09
Within	13,037.05	373	34.95		
Total	13,298.98	379			
WOMEN	Change in Academic Student Role Expectation				
Among	36.63	6	6.10	.18	2.09
Within	11,428.92	331	34.53		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	324.22	6	54.04	1.80	2.09
Within	9,928.02	331	29.99		
Total	10,252.24	337			

TABLE 81.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for primary means of financial support.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	213.16	8	26.64	.68	1.94
Within	14,567.43	371	39.27		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	557.70	8	69.71	2.03	1.94
Within	12,741.29	371	34.34		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	348.47	6	58.08	1.73	2.09
Within	11,117.08	331	33.59		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	149.94	6	24.99	.82	2.09
Within	10,102.30	331	30.52		
Total	10,252.24	337			

TABLE 82.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for place of residence.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	27.00	1	27.00	.69	3.84
Within	14,753.59	378	39.04		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	76.54	1	76.54	2.19	3.85
Within	13,222.45	378	34.98		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	166.31	1	166.31	4.95	3.85
Within	11,299.23	336	33.67		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	78.04	1	78.04	2.58	3.85
Within	10,174.20	336	30.28		
Total	10,252.24	337			

TABLE 83.1: Analysis of variance of [illegible]
[illegible]
[illegible]
women for [illegible]

Component of Variability	SS	
MEN	Change in [illegible]	
Among	[illegible]	
Within	[illegible]	
Total	[illegible]	
	Change in [illegible]	
Among		
Within	[illegible]	
Total	[illegible]	
WOMEN	Change in [illegible]	
Among		
Within	[illegible]	
Total	[illegible]	
	Change in [illegible]	
Among	[illegible]	
Within	[illegible]	
Total	[illegible]	

TABLE 83.1: Analysis of variance data for change in academic student role perception and social student role perception scores for men and women for type of residence hall.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	1.07	1	1.07	.03	3.84
Within	14,779.52	378	39.09		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	.74	1	.74	.02	3.84
Within	13,298.25	378	35.18		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	1.48	1	1.48	.04	3.85
Within	11,464.07	336	34.12		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	23.33	1	23.33	.77	3.85
Within	10,228.91	336	30.44		
Total	10,252.24	337			

TABLE 84.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for topic discussed most frequently outside of class.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	906.05	14	64.72	1.70	1.71
Within	13,874.54	365	38.01		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	1,316.70	14	94.05	2.86	1.71
Within	11,982.29	365	32.83		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	895.56	16	55.97	1.70	1.71
Within	10,569.99	321	32.93		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	980.88	16	61.30	2.12	1.71
Within	9,271.36	321	28.88		
Total	10,252.24	337			

TABLE 85.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for recognition desired.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	1,213.63	2	606.82	16.86	2.99
Within	13,566.96	377	35.99		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	1,608.46	2	804.23	25.94	2.99
Within	11,690.53	377	31.01		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	1,237.43	3	412.48	13.47	2.60
Within	10,228.12	334	30.62		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	575.32	3	191.77	6.62	2.60
Within	9,676.92	334	28.97		
Total	10,252.24	337			

TABLE 86.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for greek affiliation.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	20.08	1	20.08	.51	3.84
Within	14,760.51	378	39.05		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	391.87	1	391.87	11.48	3.84
Within	12,907.12	378	34.15		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	25.25	1	25.25	.74	3.84
Within	11,440.30	336	34.04		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	327.68	1	327.68	11.09	3.84
Within	9,924.56	336	29.54		
Total	10,252.24	337			

TABLE 87.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for social position.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	390.19	6	65.03	1.69	2.09
Within	14,390.40	373	38.58		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	1,438.69	6	239.78	7.54	2.09
Within	11,860.30	373	31.80		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	35.49	6	5.91	.17	2.09
Within	11,430.06	331	34.53		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	601.13	6	100.18	3.44	2.09
Within	9,651.11	331	29.16		
Total	10,252.24	337			

TABLE 81.1: Analysis of variance table for change in academic graduate role expectation, student role expectation, women for social [illegible]

Component of Variability	SS	df	MS	F	p
MEN	Change in Academic [illegible]				
Among	[illegible]				
Within	[illegible]				
Total	[illegible]				
	Change in [illegible]				
Among	[illegible]				
Within	[illegible]				
Total	[illegible]				
WOMEN	Change in [illegible]				
Among	[illegible]				
Within	[illegible]				
Total	[illegible]				
	Change in Social [illegible]				
Among	[illegible]				
Within	[illegible]				
Total	[illegible]				

TABLE 88.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for continuation at the university.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	.16	1	.16	.01	3.85
Within	14,780.42	378	39.10		
Total	14,780.58	379			
	Change in Social Stduent Role Expectation				
Among	57.45	1	57.45	1.64	3.85
Within	13,241.54	378	35.03		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	34.54	1	34.54	1.02	3.85
Within	11,431.00	336	34.02		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	64.50	1	64.50	2.13	3.85
Within	10,187.74	336	30.32		
Total	10,252.24	337			

TABLE 89.1: Analysis of variance data for change in academic student role expectation and social student role expectation scores for men and women for grade point average.

Component of Variability	SS	df	V	F	Fc
MEN	Change in Academic Student Role Expectation				
Among	1,031.35	3	343.78	9.40	2.60
Within	13,749.24	376	36.57		
Total	14,780.59	379			
	Change in Social Student Role Expectation				
Among	124.43	3	41.48	1.18	2.60
Within	13,174.56	376	35.04		
Total	13,298.99	379			
WOMEN	Change in Academic Student Role Expectation				
Among	710.56	3	236.85	7.36	2.60
Within	10,754.99	334	32.20		
Total	11,465.55	337			
	Change in Social Student Role Expectation				
Among	63.72	4	21.24	.70	2.60
Within	10,188.52	334	30.50		
Total	10,252.23	337			

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