

AN ANALYSIS OF SELECTED
CHARACTERISTICS AND EXPERIENCES OF
FRESHMAN STUDENTS IN THE
MICHIGAN STATE UNIVERSITY
JUSTIN MORRILL COLLEGE

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ABSTRACT

AN ANALYSIS OF SELECTED CHARACTERISTICS AND EXPERIENCES OF FRESHMAN STUDENTS IN THE MICHIGAN STATE UNIVERSITY JUSTIN MORRILL COLLEGE

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Statement of the Problem

The purpose of this study was to gain an understanding about the nature of the subculture emerging from the establishment of Justin Morrill College as a residential, semi-autonomous, liberal arts college at Michigan State University. More specifically, the attempt was made to:

(1) determine in what ways Justin Morrill College students were similar and/or dissimilar to other freshman resident students at Michigan State University in terms of academic aptitude to do college work, selected personal characteristics, and first year college experiences; (2) determine in what ways the male and female Justin Morrill College students compared with respect to their perceptions of and experiences with various aspects of the Justin Morrill College program; and (3) determine the nature of experiences unique to Justin Morrill College as perceived by the students enrolled in the new college.

Procedures

The samples were selected from 6,551 students living in residence halls at Michigan State University who were first term freshmen at the beginning of fall term, 1965, and were still enrolled and living in residence at the beginning of spring term, 1966. From the total population, 200 Justin Morrill students and 200 regular resident freshmen were randomly selected.

Data were collected during spring term of 1966. Academic aptitude to do college work was determined by use of the total score of the College Qualification Test obtained from existing student records. Additional data were obtained by use of a 100 item questionnaire. Both the Justin Morrill and regular freshman samples were asked to respond to the first part of the questionnaire which was designed to measure selected personal characteristics and first year college experiences. The second part of the questionnaire was intended to measure student perceptions of and experiences with various aspects of the Justin Morrill College program. This part of the instrument was administered only to the Justin Morrill College sample.

One hundred and ninety-two, or 96 per cent, of the 200 questionnaires mailed to the non-Justin Morrill sample were returned in usable form. Of the 200 questionnaires mailed to the Justin Morrill sample, 177 or 85.5 per cent were returned in usable form. The "t" test was the statistic

used to analyze the data from the College Qualification Test. The data from the questionnaire were analyzed by the chi-square (X^2) statistic. The .05 level of confidence was the criterion used to test all null hypotheses.

Major Findings of the Study

1. Significant difference was found between the Justin Morrill and non-Justin Morrill students in terms of academic aptitude to do college work.
2. Significant differences were found between the Justin Morrill and non-Justin Morrill students in terms of amount of education desired, father's education, mother's education, father's occupation and religious preference. No differences existed with respect to rank in high school graduating class, source of financial support, size of home town, type of high school attended, and participation in high school activities.
3. The data revealed that the Justin Morrill and non-Justin Morrill students were similar with respect to several first year experiences. No significant differences were found between the two groups of students in terms of study practices, educational intentions and satisfaction with attending institution. Significant differences between the two groups were noted with respect to their experiences with various

aspects of faculty contact, classes and courses, campus life, and personal interaction. The data revealed that when compared to the regular resident freshmen, the Justin Morrill students enjoyed a more frequent and personal contact with faculty members, were better acquainted with their classmates, found their courses to be more interesting, and had cut fewer classes. Although the two groups of students were similarly immersed in most aspects of extracurricular life, the Justin Morrill students were found to be more involved in student clubs and attended more university sponsored lectures and concerts. The Justin Morrill students were also found to be less reliant on close associates for personal interaction.

4. Significant differences between male and female Justin Morrill students were found on only four of the 53 items intended to measure student perceptions of and experiences with Justin Morrill College during its first year of operation. Sex differences were noted in terms of desire to take elective courses, perception of curriculum intentions of the Justin Morrill students, perceived quality of the Justin Morrill program, and degree of identification with the new college.

5. Further analysis of the data provided the following description of the Justin Morrill College program. A large proportion of students perceived that a strong feeling of community had developed between students and faculty. The students revealed a high positive regard for the faculty who they felt were interested in and accessible to students. The liberal or general education emphasis of the Justin Morrill curriculum was well received by the students, particularly the intensive foreign language program. Although a good majority of the Justin Morrill students saw value in housing all students from the college in the same living-learning center, they were divided in their feelings about the role of residence hall life in the Justin Morrill College program. The academic press in Justin Morrill College was characterized by a perceived pressure and competition for high academic achievement although there was general agreement that it was not difficult for students of average academic ability to get good grades.

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CHAPTER I

THE PROBLEM

Introduction

American higher education has been challenged to provide high quality education for an increasing proportion of our expanding population. This responsibility has resulted in a dramatic increase in enrollment at most colleges and universities. The large university, particularly the state-supported institution, has assumed a disproportionate share of the increase. As a result, these institutions are developing into large, cosmopolitan, heterogeneous metropolises, recently called "multiversities" by Clark Kerr. Several of these large multi-purpose institutions are experimenting with new methods and procedures to meet the challenge of maintaining quality with increasing size.

The literature reveals that some attention has been given to new and different organizational patterns as one approach to the problems of size and diversity on the large university campus. One of the suggested patterns that appears to warrant experimentation and investigation is the concept of the small semi-autonomous college within the

larger university. This is a plan whereby the large university community is composed of a number of distinctively smaller communities with a college or academic department as the locus of organization and administration. One of the strengths of this plan is its potential to create a subculture within the larger university environment which offers the student a greater sense of identity and facilitates close and meaningful academic association between students and faculty.

Raushenbush, after making an in-depth inquiry of what is happening at liberal arts colleges in different parts of the country, strongly feels that the intellectual environment can be enhanced by creating separate educational units, each with its own life and character. She concludes that such an arrangement can intensify the involvement of students, creatively deal with increasing numbers, and teach us something about education.¹

Martin Trow makes a very strong plea for the establishment of small residential colleges within the larger university when he states:

It is worth re-emphasizing that the organization of the college community has profound effects on student life in ways that have been given too little consideration by administrators and too

¹Esther Raushenbush, The Student and His Studies (Middletown: Wesleyan University Press, 1964), p. 178.

little study by scholars. The effective size of an institution can be reduced, even without a reduction of its absolute enrollment, by creating what are in effect distinctive smaller communities within the larger organization, communities which include both students and faculty which have a sense of identity, and above all, whose members share interests and commitments which can be supported and furthered, rather than diluted and discouraged, through the ordinary on-going relations of the members of the community. Such communities cannot be called into being by proclamation. They have to have structural definition and support, formal members, physical place for meeting and working, and insulation against distracting and competitive interests and appeals. In short, these have to be genuine intellectual communities, rooted in residence halls and groups of departments, or in some other combination of structured interactions and shared intellectual interests.¹

On November 1, 1964, the Provost at Michigan State University commissioned an Ad Hoc Faculty Committee to study the feasibility of establishing a new semi-autonomous college within the larger university. In September of 1965, Justin Morrill College was established as a small, residential liberal arts college with international education and service as a central theme.

All students enrolled in Justin Morrill during its first year of operation were required to live in the same residence center; were exposed to a special curriculum that

¹Martin Trow, "The Campus Viewed as a Culture," in Hall T. Sprague (ed.), Research on College Students (Berkeley, California: WICHE and the Center for the Study of Higher Education, 1960), p. 122.

included an intensive language course; and had their own faculty which taught and held office hours within the confines of the residence center. Residence hall area and room assignments were made on the basis of the foreign language selected by the student for study. Considerable effort was made to maximize the commonality of interests and experiences for the students enrolled in Justin Morrill College.

Although Justin Morrill College is operationally too young to warrant an evaluation of its educational effectiveness, important environmental patterns and perceptions are emerging which will quite likely effect the future development of this experimental venture.

Several questions come to mind as we direct our attention to the developing environment of the new experimental college. Do the students in Justin Morrill vary from the rest of the freshman population at Michigan State University with respect to background characteristics? Are the everyday campus experiences different for the Justin Morrill students than for the regularly enrolled freshmen? What is the nature of the experiences unique to the Justin Morrill College students? Are these experiences perceived differently by the male Justin Morrill student than by the female Justin Morrill student?

These background characteristics, common first year experiences, and experiences unique to the Justin Morrill College students will be the focus of this study.

Statement of the Problem

The purpose of this study is to investigate the nature of the subculture emerging from the establishment of Justin Morrill College as a residential, semi-autonomous, liberal arts college at Michigan State University. More specifically, the attempt will be made to:

1. Determine in what ways Justin Morrill College students are similar and/or dissimilar to other freshman resident students with regard to selected background characteristics.
2. Determine how selected first year college experiences of the Justin Morrill College students compare with the experiences of the other first year resident students.
3. Determine in what ways the male Justin Morrill College students compare with the female Justin Morrill College students with respect to their perceptions of selected first year experiences within Justin Morrill College.
4. Determine the nature of experiences unique to Justin Morrill College as perceived by the students enrolled in the new college.

Hypotheses

A review of the literature reveals a lack of research relevant to the subculture created by a small residential college within a large university. As a result, the hypotheses lack the framework of a stable theory. However, as an exploratory study, the following hypotheses are presented as guidelines to more clearly determine the direction of this investigation:

Part I

1. Justin Morrill College students can be differentiated from other Michigan State University freshman resident students on the basis of academic aptitude to do college work.
2. Justin Morrill College students can be differentiated from other Michigan State University freshman resident students on the basis of the following characteristics: (A) amount of education desired; (B) rank in high school graduating class; (C) father's education; (D) mother's education; (E) father's occupation; (F) religious preference; (G) source of financial support; (H) size of home town; (I) type of secondary school attended; and (J) participation in high school activities.
3. Justin Morrill College students can be differentiated from other Michigan State University freshman resident students on the basis of the following first year experiences: (A) faculty contact; (B) study practices; (C) educational intentions and satisfaction with attending institution; (D) class experiences and courses; (E) immersion in campus life; and (F) personal interaction.

Part II

4. Male Justin Morrill College students can be differentiated from female Justin Morrill College students on the basis of perceptions of and experiences with the following aspects of Justin Morrill College: (A) reasons for and satisfaction with choice of college; (B) faculty; (C) curriculum; (D) residence hall life; (E) academic press; and (F) miscellaneous aspects of the program.

Not stated in hypothesis form, but certainly one of the most important parts of the study, will be a description of the experiences within the college as perceived by the Justin Morrill students. The hypotheses are restated in testable form in Chapter III.

Definition of Terms

A few of the key terms used in the hypotheses and throughout the study are defined in order to facilitate the clarity of this presentation.

Justin Morrill College Student

For purposes of this study, the term Justin Morrill College student refers to those students enrolled in Justin Morrill College in the fall of 1965 who are still enrolled in Justin Morrill College at the beginning of spring term, 1966 and who reside in either Snyder or Phillips Halls. Both halls are used to physically house the students, classrooms, and faculty offices of Justin Morrill College.

Non-Justin Morrill Student

The term non-Justin Morrill student, as used in this study, refers to first term freshman students living in residence halls at Michigan State University at the beginning of fall term, 1965, and who were still enrolled and living in residence halls at the beginning of spring term, 1966, and who were not enrolled in Justin Morrill College. Since Michigan State University has a first year residency requirement, all freshman students except those who lived with relatives, were married, or were 21 years old or over were living in undergraduate residence halls.

Justin Morrill College Subculture

For the purposes of this study, the term Justin Morrill College subculture will refer to the characteristics of the students and the experiences encountered by the students in Justin Morrill College during its first year of operation.

Immersion in Campus Life

The term immersion in campus life, as used in this study, refers to the degree to which a student is involved in the extracurricular student life of the campus. Lectures and concerts, intercollegiate athletics, student government, fraternities and sororities, special interest clubs, residence hall programs, student publications, all-university social events, and informal gatherings at the coffee shop are but a few of the activities considered to be a part of campus life. Immersion in campus life is intended as a measure of a student's degree of involvement and participation in these various extracurricular activities.

Living-Learning Center

The term living-learning center refers to a residence hall complex that physically accommodates classroom areas, laboratories, faculty offices, lecture halls, closed-circuit television facilities, libraries, and auditoriums, in addition to the usual student rooms, lounges, dining rooms, snack bars, and recreation facilities.

Academic Press

Academic press, as used in this study, refers to the perceived degree of difficulty of the work required and the academic standards set by the college.

Scope and Limitations of the Study

Due to the nature of this study, certain limitations should be identified which may have a direct bearing upon the implications that are developed from the results of this investigation. (1) The two samples used in this study were selected and tested near the end of their freshman year. Because they were not tested at the beginning and again at the end of the year, differences in the experiences reported by the two groups may not be interpreted as the result of any treatment. (2) Because this investigation was limited to students enrolled at Michigan State University and because of the unique characteristics of the Justin Morrill College curriculum, the findings will be relevant only to Justin Morrill College and may not be generalized to other residential colleges within a large university. (3) Justin Morrill College is in its first year of operation and has not had an opportunity to develop an institutional image, establish definite goals and objectives, or stabilize its policies and procedures. For these reasons, there is no assurance that the students sampled at this time will be representative of future Justin Morrill populations or that the experiences

provided by Justin Morrill College will be representative of the experiences to be provided in subsequent years. (4) Only a few of the many aspects which play a part in the development of a campus subculture will be considered in this study. However, it is assumed that student characteristics and certain first year experiences will contribute a great deal to the kind of subculture that develops within a larger environment. (5) The study is limited by the factors inherent in the use of any questionnaire. These factors include the difficulties in establishing the reliability and validity of the instrument. The questionnaire is limited by the bias and frame of reference of the respondents.

Despite the quite obvious limitations listed above, the results of this investigation should provide valuable information to those responsible for the administration of Justin Morrill College, as well as provide a degree of understanding about the value of the small residential college within the large university as one method of dealing with the factors of size and diversity at large institutions of higher education.

Overview of the Thesis

In this chapter, the problem has been stated in broad research terms following a rationale for the need for the study. Chapter II presents the literature relevant to student characteristics and campus cultures, experimental

ventures in higher education, and a brief description of Justin Morrill College. The methodology used in defining the population and selecting the samples, developing the instruments, and collecting and analyzing the data is described in Chapter III.

Chapters IV and V report the analysis of the results. Chapter IV presents the results of the comparison between the Justin Morrill and non-Justin Morrill students. Chapter V is devoted to the presentation of the results of the data unique to Justin Morrill College. A summary of the purposes, procedures, findings, conclusions, and recommendations is presented in the sixth and final chapter.

CHAPTER II

REVIEW OF LITERATURE

This chapter is devoted to a review of the literature which has some bearing on the thesis. To put the topic being investigated into perspective, the relevant materials on college students and the campus environment is reviewed. A brief description of some of the established as well as recently initiated experimental colleges is reported, and a chronological development of Justin Morrill College is presented. A discussion at the end of the chapter is intended to integrate the review of the literature and to show its relevance to the present study.

Research on College Students and Campus Environments

The selective admissions policies at many colleges and universities are, to a large degree, based on the assumption that the outcome or product of the college experience is directly related to the "input" or nature of the student at the time of entrance. Several institutions have developed profiles on their particular populations which have local significance, and numerous studies have reported a

relationship between a variable or group of variables and academic achievement. However, not until recently has much attention been given to the characteristics of the student body as determinants of the atmosphere of a college or its educational environment.

Background Characteristics of Students

By the time a student reaches college age, the socialization process will have played a significant role in his readiness to profit by the college experience. His family, the sociocultural environment in which he has lived, and past educational experiences will all have some bearing on his performance in college and the attitudes and values with which he enters.

There is considerable evidence available that shows a relationship between the sociocultural background of the student and persistence in and motivation for college. In a recent study of college enrollment patterns of high school graduates, Margaret Nolter found a significant relationship between the academic ability of students and their fathers' occupational status. She also found a relationship between the amount of schooling of parents and the percentage of children from a particular educational level attending

college.¹ Lorimer found that the percentage of parents from the professional occupations was greater for the girls in the Michigan State University Honors College than for senior girls with a high grade point average.² Comparing the college dropouts among the National Merit Scholarship winners with those who did not drop out of college, Astin found a significant difference in the educational level of the parents, father's occupation, and in the number of peers attending college.³

Several investigators have demonstrated that students from low socioeconomic status backgrounds perceive higher educational programs with a strong vocational emphasis.⁴

¹Margaret Nolter, "A Study of College Enrollment of High School Graduates," National Association of Women's Deans and Counselors Journal, Vol. 28, No. 1 (1964), 40-43.

²Margaret Lorimer, "An Appraisal of the Honors College Program at Michigan State University: 1956-1959" (East Lansing, Michigan: Michigan State University Press, 1959). (Mimeographed.)

³Alexander W. Astin, "Personal and Environmental Factors Associated with College Dropouts among High Aptitude Students," Journal of Educational Psychology, Vol. 55 (Aug. 1964), 219-227.

⁴Rose K. Goldsen, Morris Gosenberg, Robin M. Williams, Jr., and Edward A. Suchman, What College Students Think (Princeton: D. Van Nostrand Co., Inc., 1960), p. 15; Elizabeth Nonvan and Carol Kaye, "Motivational Factors in College Entrance," in Nevitt Sanford (ed.), The American College (New York: John Wiley and Sons, Inc., 1962) pp. 193-224; Joseph Kohl, "Educational and Occupational Aspirations of 'Common Man' Boys," Harvard Educational Review, Vol. 33 (1953), 186-203; and James Davis, "Social Class Factors and School Attendance," Harvard Educational Review, Vol. 33 (1953), 175-185.

A very interesting finding is reported in a dissertation by Isabella Payne. She found a definite relationship between father's occupational level and attitude change among male students.¹ These studies support the general notion that socioeconomic factors play an important role in the behavior of college students.

The size of home town or community is also thought to have some relevance to student behavior. Schwarzweller indicates that students from rural areas and small towns tend to emphasize vocational goals for education. Others have presented evidence to demonstrate that there were value differences among parochial, public, and private high school graduates.³

There appears to be general agreement that background characteristics affect the educational experience in some way and the above studies have reported relationships between specific variables. Mervin Freedman in his study of the freshman girls at Vassar College demonstrates how

¹Isabella K. Payne, "The Relationship Between Attitudes and Values and Selected Background Characteristics" (unpublished Ph.D. dissertation, Michigan State University, 1961), p. 59.

²H. K. Schwarzweller, "Value Orientations in Educational and Occupational Choices," Rural Sociology, Vol. 24 (1959), 256-264.

³Charles McArthur, "Subculture and Personality During the College Years," Journal of Educational Sociology, Vol. 33 (1960), 260-268; and W. Cody Wilson, "Value Differences Between Public and Private School Graduates," Journal of Educational Psychology, Vol. 50 (1959), 213-218.

these characteristics interact in a specific college environment. Freedman classified the girls into three groups according to background characteristics. He found that the girls from the lower middle-class, many of whom belonged to ethnic or religious minority groups, tended to find the academic demands great and had the most complicated problems with social adjustment. Their background was sufficiently different from the dominant student society that they had difficulty being absorbed by the prevailing student culture.¹

Student Characteristics and the College Environment

Clark suggests that the characteristics of the entering class at any college are not accidentally determined, but are structured by the admissions policies of the college and self-selection factors at work. He proposes that colleges are rather distinctive with regard to the kinds of students in attendance.² Several studies give support to Clark's hypothesis. In 1938, Learned and Wood reported substantial variations in scholastic aptitude and

¹M. Freedman, "The Passage Through College," in Nevitt Sanford (ed.), "Personality Development During the College Years," Journal of Social Issues, Vol. 12 (1956), 13-28.

²Burton R. Clark, "College Image and Student Selection," unpublished paper. (Mimeographed.)

achievement among forty-six colleges in Pennsylvania.¹ In his comprehensive report on Bennington College in 1943, Newcomb concluded that the characteristics of the girls at Bennington created a student culture quite different and distinct from most other college cultures.² Using the A.C.E. Psychological Examination, Darley found great diversity both among and within a stratified sample of colleges and universities throughout the country with regard to academic aptitude. He maintains that the distinction of a college depends more on the kind of student enrolled than on the program it offers.³ The research cited above would seem to indicate that colleges vary considerably with respect to academic aptitude.

Studies by Weissman, Darley, and Hagenah provide evidence which indicates that students of similar vocational interests gravitate to specific kinds of colleges and even to colleges or departments within a university. Devising a profile analysis of the Strong Vocational Interest Blank,

¹W. S. Learned and B. D. Wood, The Student and His Knowledge. A report to the Carnegie Foundation, Bulletin No. 29 (New York: The Carnegie Foundation for the Advancement of Teaching, 1938), p. 189.

²Theodore M. Newcomb, Personality and Social Change (New York: Dryden Press, 1943), pp. 170-176.

³J. G. Darley, Diversification in American Higher Education, in NASPA Proceedings (Lawrence, Kansas: NASPA, 1956), pp. 45-66.

Weissman showed where National Merit Scholarship winners with a theoretical orientation and a preference for abstract thinking attended the colleges that rank high in productivity (number of graduates who later obtain a Ph.D.), whereas National Merit winners with a pragmatic and applied approach attended the less productive institutions.¹ Also using the Strong instrument, Darley and Hagenah found differences in vocational patterns between students of equivalent ability in the colleges of liberal arts and engineering within the same institution. Students in the two-year General College program had interests similar to the four-year liberal arts college.²

There is evidence that different types of colleges and universities appeal to students with particular personality characteristics. Stern, Stein, and Bloom found that colleges similar in nature (size, origin of support, and type of curriculum) tended to have students with similar profiles on the Activities Index which is a measure of personality

¹M. P. Weissman, "An Approach to the Assessment of Intellectual Disposition Among Selected High Ability Students" (unpublished Ph.D. dissertation, University of California, 1958), pp. 62-87.

²J. G. Darley and Theda Hagenah, Vocational Interest Measurement: Theory and Practice (Minneapolis: University of Minnesota Press, 1955), pp. 65-68.

needs.¹ Using National Merit Scholarship winners of 1956, Heist, McDonnell, Matsler, and Williams found differences in measured personality characteristics between those Merit Scholars attending productive schools (number of graduates who later obtain a Ph.D.) and the Merit Scholars who attended less productive schools. Merit Scholars in the "productive" schools were more flexible in their thinking, more tolerant of ambiguity, more genuinely interested in learning, more theoretically inclined, and potentially more original and creative.² Heist and Webster found significant differences in the personality patterns of students at two liberal arts colleges.³

The studies cited above show some evidence that colleges do differ with respect to the intellectual and non-intellectual characteristics of their student bodies. Further research is needed to demonstrate precisely in what ways aptitude, attitudes, interests, and personality variables contribute to or determine the educational environment of a campus.

¹George C. Stern, M. I. Stein, and B. S. Bloom, Methods in Personality Assessment (Glencoe, Illinois: Free Press, 1956).

²Paul Heist, T. R. McConnell, F. Matsler, and Pheoby Williams, "Personality and Scholarship," Science, Vol. 133 (1961) 362-367.

³Paul Heist and H. Webster, "Differential Characteristics of Student Bodies," in Selection and Educational Differentiation (Berkeley, California: The Center for the Study of Higher Education, 1960), pp. 91-106.

Changes in Students During College

Behavior change is implied in the objectives of a college education. The acquisition of knowledge, the development of skills, and the ability to solve problems are all expected outcomes of the college experience. These outcomes are relatively easy to measure and are usually reported in some quantitative way. However, the development of attitudes and values are other anticipated consequences of the college experience which are by no means easy to evaluate.

Jacob has made a most thorough and perhaps the most controversial report on college students' attitudes and values. Jacob attempted to discover the impact of general education on the values of the American college student. He developed a profile of student values which showed a tendency toward homogeneity and concluded that the formal college experience did little to alter or form student values.¹ Freedman, from his earlier analysis of girls at Vassar College, comes to conclusions similar to Jacob's. He found that the formal educational processes were not as responsible for change as were the characteristics of the student body as a culture.²

¹Philip E. Jacob, Changing Values in College: An Exploratory Study on the Impact of College Teaching (New York: Harper and Brothers, 1957), p. xi.

²Freedman, op. cit., p. 56.

However, with few exceptions, research on attitudes, values, interests, and beliefs of college students indicate that there are substantial changes from the freshman to the senior year. Sanford, who also collected data on Vassar students, reported that there was significant growth in personal values.¹ In 1951, Howard and Warrington administered the Inventory of Beliefs to incoming freshmen at Michigan State University. The same instrument was given to a random sample of the same group at the end of their freshman year, and again as they concluded their senior year. They found significant changes in beliefs and attitudes during the freshman year, as well as between the freshman and senior years.² Lehmann and Dressel conducted a comprehensive longitudinal study on the entering freshman class at Michigan State University. Their research was distinctive from most longitudinal studies in that they measured a given population at different stages of their college experience. They reported that students improved in critical thinking ability,

¹Nevitt Sanford, "Knowledge of Students Through the Social Studies," Spotlight on the College Student (Washington, D.C.: American Council on Education, 1959), pp. 47-49.

²Victor Howard and Willard Warrington, "The Inventory of Beliefs: Changes in Beliefs and Attitudes and Academic Success Predictions," The Personnel and Guidance Journal, Vol. 37 (December 1958), 300.

had a decrease in stereotypic beliefs, and experienced a movement away from the traditional value orientation during each of their four years of college. Although these changes occurred in each of the four years of college, the major changes took place during the first two.¹

The College Environment

There appears to be general agreement among social scientists and educators that the total college environment and the subcultures within a campus are important variables in the outcome of the college experience. Newcomb has identified three main factors involved in the differential outcomes of the college experience. He lists subculture or peer-group influence second only to characteristics with which a student enters college, and both of these he views as more important than tutelage.² Heist and Webster, as well as Trow, see the campus environment as one of the few

¹Irvin J. Lehmann and Paul L. Dressel, Critical Thinking, Attitudes and Values in Higher Education. Final Report (East Lansing, Michigan: Michigan State University, 1962), p. 148.

²T. Newcomb, "Exploiting Student Resources," in Hall T. Sprague (ed.), Research on College Students (Berkeley, California: WICHE and The Center for the Study of Higher Education, 1960), p. 6.

variables that can be controlled and manipulated toward educational ends.¹

Considerable research has been done on college environments and subcultures. After an extensive review of the literature on college environments, Pace and McFee concluded that a variety of concepts had been useful in the study of college environments, but no widely accepted theory had been found.²

The Total Campus Environment

Several studies have directed their attention to the total campus environment. In their earlier studies, Pace and Stern identified environmental characteristics of different kinds of institutions and related these characteristics to the needs of the students enrolled in the various types of institutions.³ Although the Jacob report concluded that college had little or no effect on student values, he did concede that a climate favorable to a redirection of

¹Paul Heist and Harold Webster, "A Research Orientation to Selection, Admission, and Differential Education," pp. 21-40; and Martin Trow, "The Campus Viewed as a Culture," in Hall T. Sprague (ed.), Research on College Students, op. cit., pp. 105-123.

²C. R. Pace and Anne McFee, "The College Environment," Review of Educational Research, Vol. 30 (October 1960) 311-320.

³C. R. Pace and G. G. Stern, "An Approach to the Measurement of Psychological Characteristics of College Environments," Journal of Educational Psychology, Vol 49 (1958), 269-277.

values more frequently appears at private colleges of modest enrollment.¹ In his thorough study of twenty colleges and universities, Eddy stressed the importance of the total college environment as an influence on character. He drew particular attention to the influence of the forces and experiences outside the classroom. The total environment is affected not only by the teaching and curriculum, but by the level of expectancy, extracurricular life, and living accommodations as well.²

Becker has demonstrated that a university is a composite of subcultures, but that it also possesses certain perspectives common to all students. He contends that the total college environment establishes criteria for success in three familiar areas of student life: academic work, making friends, and campus activities.³

Using National Merit Scholarship students as subjects, Thistlethwaite found that the college environment was

¹Philip E. Jacob, op. cit., p. 115.

²Edward D. Eddy, The College Influence on Student Character (Washington, D.C.: The American Council on Education, 1959), p. 152.

³Howard S. Becker, "Student Culture," in Terry F. Lunsford (ed.), The Study of Campus Cultures (Berkeley, California: WICHE and the Center for the Study of Higher Education, 1963), pp. 11-25.

an important determinant in the student's motivation to seek graduate and professional training.¹

Subcultures, Peer-Groups, and
Reference Groups within the
Total Campus Environment

More recently, research has moved away from the environmental influences of the total campus, toward the impact or influence of the subcultures or peer-groups. Newcomb's extensive research at Bennington was one of the first studies devoted to the formation and influence of the peer-group in higher education.² His findings have opened up a whole new dimension in the search for factors associated with behavioral change.

Research on the formation and influence of reference groups by the Siegels,³ and the study on student values at Cornell by Goldsen and her colleagues, emphasize that much of what is learned in college is obtained through association and activities in reference groups.⁴ The study at Michigan State University by Lehmann and Dressel cited earlier complements the importance of the informal experiences found in the

¹Donald L. Thistlethwaite, "College Press and Student Achievement," Journal of Educational Psychology, Vol. 50 (October 1959), 183.

²Theodore Newcomb, Personality and Social Change, op. cit.

³Alberta E. Siegel and Sidney Siegel, "Reference Groups, Membership Groups, and Attitude Change," The Journal of Abnormal and Social Psychology, Vol. 55 (1957), 360.

⁴Rose K. Goldsen et al., op. cit., pp. 60-80.

subcultures or peer-groups. The Michigan State study reveals that during the first two years of college, the informal, non-academic experiences played a more pronounced role in the behavior of students than did the formal academic experiences.¹

Martin Trow has developed a four-category method of identifying and analyzing student subcultures. He classifies the subcultures as Academic, Collegiate, Nonconformist, and Vocational. Trow maintains that these subcultures emerge from the combination of two variables: (1) the degree to which students are involved with ideas, and (2) the extent to which students identify with their college.² Adams and Hodgkins used Trow's classification system in two separate studies conducted at Michigan State University. Hodgkins found that students in the various subcultures differed significantly with regard to sociocultural background, academic achievement, and attitude change.³ The male students enrolled in Michigan State University's first living-learning residence hall comprised the sample for

¹Irvin J. Lehmann and Paul Dressel, op. cit., p. 159.

²Martin Trow, op. cit., p. 110.

³Benjamin Hodgkins, "Student Subcultures--An Analysis of Their Origins and Effects on Student Attitude and Value Change in Higher Education" (unpublished Ph.D. dissertation, Michigan State University, 1964), pp. 65-89.

Adams' study. He demonstrated that there is substantial subculture identity change from the freshman to the senior year. He also showed differences among the students in the four subcultures with regard to place of residence at the beginning of the student's third year at the University, academic major, academic ability, marital status, and the kinds of individuals and experiences that serve as agents of change.¹

Pace and Stern have conducted studies which show that certain types of need-press are related to achievement in specific academic areas.² In a recent study using nine different colleges and universities, Pace found that in the larger institutions there were distinct academic subcultures whose environments deviated from the college as a whole. He concluded that these subcultures contained like-minded students.³ Centra, using the College and University Scales

¹Donald V. Adams, "An Analysis of Student Subcultures at Michigan State University" (unpublished Ph.D. dissertation, Michigan State University, 1965), pp. 57-113.

²C. R. Pace, "Implications of Differences in Campus Atmosphere for Evaluation and Planning of College Programs," in Personality Factors on the College Campus, review of a Symposium, Hogg Foundation for Mental Health, Austin, Texas, 1962, p. 50; and G. G. Stern, "Student Values and Their Relationship to the College Environment," in Hall T. Sprague (ed.), Research on College Students, op. cit., pp. 67-105.

³C. R. Pace, The Influence of Academic and Student Subcultures in College and University Environments. (Cooperative Research Project No. 1083, Los Angeles, California: University of California, 1964), p. 212.

developed by Pace, found that a student's college or major field of study influenced his perception of the total university.¹

Based on the studies listed immediately above, it appears that college or academic major is one of the major reference points around which a subculture forms. However, research indicates that student subcultures also form around reference points such as living situations and extracurricular interests. The fact that the majority of a student's time is spent at his place of residence makes the residence hall another reference point for the development of a subculture.

Newcomb cites pre-college acquaintance, propinquity, and similarity of attitudes and interests as prominent conditions for the formation of student subcultures or peer-groups.² Certainly, propinquity and similarity of attitudes and interests are conditions present in most residence hall situations. During his study of the development of thirty-six undergraduates at Princeton, Heath concluded that the

¹John A. Centra, "Student Perceptions of Total University and Major Field Environments" (unpublished Ph.D. dissertation, Michigan State University, 1965).

²Theodore Newcomb, "Exploiting Student Resources," in Hall T. Sprague (ed.), Research on College Students, op. cit., p. 11.

residential life of the campus was one of the most important factors in bringing about the intellectual development as reflected in the statements of twenty-eight seniors.¹ Using the case study method, Jencks and Riesman analyzed the Harvard "House" plan. The Harvard "Houses" have been an integral part of the Harvard undergraduate program since 1930, and have reportedly met with varying degrees of success. They vary in size from 200 to 250 students, are designed for comfort and intellectual pursuit, and feature a structured tutorial program. At the conclusion of their analysis, Jencks and Riesman state, ". . . the Harvard Houses have done more to preserve the intellectual and humane qualities in the academic community than most educational ventures."²

During the 1961-62 academic year, Michigan State University established the first of several living-learning centers.³ In essence, a living-learning center is a

¹Roy Heath, The Reasonable Adventure (Pittsburgh: University of Pittsburgh Press, 1964), p. 81.

²C. C. Jencks and David Riesman, "Patterns of Residential Education: A Case Study of Harvard," in Nevitt Sanford (ed.), The American College (New York: John Wiley and Sons, Inc., 1962), p. 762.

³During the year 1961-62, Case Hall opened as the first of several co-educational living-learning centers at Michigan State University. In addition to the usual student rooms, lounges, dining rooms, snack bars, and recreation facilities, these living-learning centers house classroom areas, laboratories, faculty offices, lecture halls, closed-circuit television facilities, libraries, and auditoriums. Faculty members teach and maintain offices within the confines of these centers.

residence hall which also houses an academic program. The academic program provided for in the initial living-learning centers was the University College. The University College offers four basic general education courses required of all students at the University, except those enrolled in Justin Morrill College. Early research indicates that these living-learning residence halls do have an influence on the attitudes and perceptions of the students housed in these centers.¹

Having had an extensive exposure to the living-learning residence halls at Michigan State, Ruth Useem discussed the potential of these centers for higher education. She encouraged the establishment of living-learning centers organized around a central theme. She mentioned international outlook and science and technology as possible themes. She also suggested that such an organizational arrangement might be productive for married students or for slow learners and achievers.²

¹LeRoy A. Olson, "Attitude and Achievement of Case Hall Students, Winter Term, 1962," a report for the Office of Evaluation Services, Michigan State University, June 1962. (Mimeographed.)

²Ruth H. Useem, "A Sociologist Views Learning in College Residence Halls," remarks prepared for delivery at the American Personnel and Guidance Association, April 13, 1965, Minneapolis, Minnesota.

Experimental Colleges

Innovation in education has often taken the form of an experimental school. Pestalozzi, Montessori, and Dewey, among others, founded experimental schools in which to demonstrate their new educational theories. Today, more than ever before, American higher education is in need of bold new experiments to help solve the complex problems involved in providing high quality education for an increasing proportion of our population. Tyler has made reference to the experimentation presently taking place in higher education, but suggests that existing innovation has been too limited in scope. He draws our attention to several existing educational problems that call for immediate concern: (1) more students drawn from the lower classes; (2) cooperative education for students already working; (3) dropouts from college; (4) dropouts prior to college; and (5) a need for a curriculum better adapted to modern life.¹ Dressel lists six problems giving rise to new curriculum needs in higher education:

1. Bridging the gap between liberal and professional programs of education.
2. Loosening the straight jacket in which departmental course-and-credit structure confines the curriculum.

¹Ralph W. Tyler, "We Need the Experimental College," Educational Digest, Vol. 29 (December 1963), 40-42.

3. Supplying breadth and depth in a re-definition and balancing of common experience.
4. Restoring continuity, sequence, and integration to the curriculum, thereby re-establishing unity in the four year experience.
5. Organizing the essential knowledge to be learned into fewer and larger blocks by eliminating short-lived courses and duplication of materials.
6. Providing greater incentive to learning.¹

To help meet the needs of our day, several colleges and universities are engaged in innovation and experimentation. However, to imply that higher education has not been involved in experimentation in the past would be a misnomer. Several of the established experiments are worthy of mention because they have survived the test of time and serve as a reference for further educational change.

Established Experimental Colleges

In 1921, under the leadership of Arthur Morgan, Antioch began its experiment in liberal education for democratic practice and leadership. The basic features of the Antioch program combined: (1) liberal education, (2) work experience, and (3) the development of a sense of group responsibility.

The Antioch "curriculum," in short, includes not only the familiar liberal arts academic curriculum, but experience on a series of jobs

¹Paul L. Dressel, "A Look at New Curriculum Models," Journal of Higher Education, Vol. 36 (February 1966), 89-96.

and active student participation in the Antioch student-faculty community government.¹

Although there have been other colleges involved with the work-study plan of education, Antioch is different in that the liberal arts form the base of the curriculum. The Jacob study and recent research by Pace found that Antioch has a distinctive environment with a very intellectual orientation.²

Hamilton Holt, a former editor of one of America's leading literary magazines, introduced several educational innovations at Rollins College in 1925. The conference method of instruction replaced the traditional recitation and lecture system. The conference plan was conducted along seminar lines with limited numbers of students. The small group idea was instituted in dormitory life with all new residence halls designed to accommodate from twenty to thirty students. Although the formal conference plan was discontinued during World War II because of the introduction of military units on campus, the small group idea pervades many of the current practices on campus as Rollins continues

¹Algo D. Henderson and Dorothy Hall, Antioch College: Its Design for Liberal Education (New York: Harper and Brothers, 1946), p. viii.

²Philip E. Jacob, op cit.; and C. R. Pace, The Influence of Academic and Student Subcultures in College and University Environments, op. cit., pp. 66-69.

to individualize the instruction and curriculum for its students.¹

Bennington, Sarah Lawrence, and Stephens Colleges all present unique programs in women's higher education. Bennington and Sarah Lawrence are four year institutions trying to fashion an educational program to meet the needs of each individual girl. The arts hold equal status with the academic subjects at Bennington, and many of the faculty are practitioners as well as academicians.² As cited earlier, Newcomb conducted an extensive study on student life at Bennington and concluded that the Bennington student culture was quite distinct from most other college cultures.³ In The American College, Taylor reports the findings of a study on student life at Sarah Lawrence from 1948-1952. He found that freedom and autonomy given the students at Sarah Lawrence was perceived as detrimental to the community life of the college and that the students wanted greater participation and direction by the faculty and administration. He concluded that this show of dependency might be a product

¹Paul A. Wagner, Rollins College and Dr. Hamilton Holt (New York: The Newcomer Society in North America, 1951).

²Barbara Jones, The Development of an Educational Idea (New York: Harper and Brothers, 1946); and Ruth L. Munroe, Teaching the Individual (New York: Columbia University Press, 1942).

³T. M. Newcomb, Personality and Social Change, op. cit.

of the times and that we must be careful how the results are interpreted.¹

Stephens College is a two year institution devoted to the growth and development of each student in terms of her own interests and the needs of society. The curriculum combines general education courses specifically designed for contemporary American women and a wide range of elective courses. Stephens gives more than the usual attention to the out-of-the-class activities through its highly developed residence hall house plan. One hundred students are assigned to a given house where faculty members teach and advise a small group of girls. These groups are given a great deal of autonomy in planning schedules, teaching programs, and extracurricular activities.²

Discontinued Experimental Colleges

A brief account has been presented of the Antioch, Rollins, Bennington, Sarah Lawrence, and Stephens college programs because the innovations of their experiments have survived through the years and have contributed significantly to the changes in American higher education. However, some

¹Harold Taylor, "Freedom and Authority on the Campus," in Nevitt Sanford (ed.), The American College, op. cit., p. 801.

²Ralph C. Leyden, "The Stephens College Program," in W. Hugh Stickler (ed.), Experimental Colleges (Tallahassee: Florida State University, 1964), pp. 33-47.

experimental ventures were discontinued for various reasons after only brief existence. The failure of these ventures does not, however, negate the contributions they have made to change in education. Two examples of such programs are The Experimental College at the University of Wisconsin from 1927 to 1932, and New College at Teachers College, Columbia University, which discontinued in 1938 after seven years of controversial existence.

Meiklejohn gives us a complete account of the Experimental College which was the first semi-autonomous residential liberal arts college. A highly integrated liberal arts curriculum substituted for the traditional departmental course-credit curriculum structure. Examinations and grades were abandoned and independent study was emphasized. The residence hall played an integral part in the program as Meiklejohn attempted to create an autonomous living-learning community within the University. This initial living-learning experiment had a very controversial existence during its five years on the Wisconsin campus and died a natural death in 1932 due to the Great Depression and other internal problems.¹

Thomas Alexander was very instrumental in the establishment of New College as a semi-autonomous experimental

¹Alexander Meiklejohn, The Experimental College (New York: Harper and Brothers, 1932).

college within Teachers College, Columbia University. New College was designed to offer the most progressive and individualized preparation for teachers in the country. Individual guidance, independent study, work experience both in the classroom and out, and close relations between students and faculty were the publicized features of this new venture. Although New College opened in 1931 with the full blessings of its parent institution, many of the educational innovations were too progressive for Teachers College to support and the college closed in 1938. Within this short period of existence, New College had developed into a close community of faculty and student scholars. The feeling of identity to New College was so strong that when the announcement came of the intended closing of the college, an extended revolt was staged within the college as a visual sign of student and faculty support for this new venture. Nevertheless, the college closed as announced and New College became another experiment that had failed to maintain the support of its sponsoring agent. Alexander had visualized New College as a kind of utopian project, not wishing to limit the college to moderate educational reforms. In so doing, he ran the risk of alienating the venture from Teachers College and its source of support. Although the New College experiment at Teachers College failed to survive, it belongs in the series of experiments in higher education which include Rollins,

Antioch, Bennington, Sarah Lawrence and the Experimental College at the University of Wisconsin.¹

All of the experimental ventures mentioned thus far were innovations attempted prior to World War II. However, the rapidly expanding enrollments in higher education since the war have prompted several new and bold experiments. These newer experiments, in general, are aimed at accommodating an increasing number of students, improving the quality of undergraduate education, and making more efficient use of educational resources. The following paragraphs contain a brief description of a few of the recently initiated experiments currently taking place in higher education. Some of these innovations are taking place within established colleges and universities, while others are the expressed goals and objectives of newly created institutions. Similar features may be evident in most of the experimental colleges; however, each feels it has some unique contribution to make.

Experimental Colleges - Not
Emphasizing Residential
Aspect

A desperate financial situation in the mid-1950's forced President Millard G. Roberts to change the goals and purposes of Parsons College. Parsons experimented with

¹Goodwin Watson, "Utopia and Rebellion: The New College Experiment," School and Society, Vol. 92 (February 22, 1964), 72-84.

admitting and establishing special educational programs for marginal students and dropouts from other colleges. The trimester plan was adopted as an aid to the marginal student. Year-round attendance allowed students to carry a reduced load as students doing poorly are required to attend the third term. Intensified counseling, extra class sessions for students below C, and tutorial help by professors all are part of the aid to the marginal student. Although often criticized as capitalizing on the marginal student, Parsons has established an experimental program for a portion of our population not provided for elsewhere. A study conducted in 1962 revealed that greater than 35 per cent of the Parsons graduates went on to graduate school and that 80 per cent of the marginal students accepted to Parsons could be expected to achieve satisfactory performance.¹

In the fall of 1960, Hofstra College experimented with a new curriculum and calendar arrangement for its freshman class. Students attended classes eight hours daily, four days each week from shortly after Labor Day to early July. The usual summer program was devoted to the intensive study of a foreign language. The daily schedule was separated into morning and afternoon sessions: the morning program being devoted to a six-discipline introduction to science

¹Lee Sutton, "Parsons College: Experiment as the Art of the Possible," in W. Hugh Stickler (ed.), Experimental Colleges, op. cit., p. 71.

and the humanities, and the afternoon program to one academic area of specialization selected by the student. The freshman experiment was accepted so enthusiastically by faculty and students that in 1965, Hofstra created New College as a three year, autonomous, degree-granting college within the University structure.¹

A recent study done on the freshman year program found that: (1) New College students developed a more favorable attitude toward intellectualism, (2) New College students scored at least as well as other Hofstra students on the Graduate Record Examinations, (3) the rate of attrition for New College students was significantly lower than for other Hofstra students, and (4) the New College students had generally a favorable attitude toward their experiences, were especially pleased with faculty-student relationships, but did not feel the program was an adequate substitute for a residential college experience.²

Beloit College introduced both curriculum and calendar changes in the fall of 1964. Instead of the traditional freshman, sophomore, junior, and senior undergraduate program, Beloit instituted a three-classification system which

¹Walter T. Schoen, "Educational Experimentation: Hofstra University's New College Plan," Journal of Higher Education, Vol. 36 (June 1965), 336-338.

²Walter T. Schoen, "Educational Experimentation: A Study Focused on the New College at Hofstra University," Dissertation Abstracts, Vol. 4 (1964), 6370.

designated the divisions as Underclass Term, Middleclass Term, and Upperclass Term. All Beloit students take common basic education courses during their first and part of their last term. During the Upperclass Term, every student is involved in an intensive convocation program. Instead of taking prescribed courses, the students must prepare for and take area examinations. Field and off-campus experiences are offered for credit and students are encouraged to use the two vacation periods in ways related to the students' education.¹

Wayne State University received a \$725,000 grant from the Ford Foundation to establish Monteith College, a semi-autonomous unit within the urban university. Monteith represents the fusion of two aims of higher education: (1) to provide a general, liberal education and (2) to foster the development of a sense of intellectual community. The curriculum contains three divisions: Science of Society, Natural Science, and Humanistic Studies. Each student takes the required courses in each division, is enrolled in a senior colloquium, and is expected to write an elaborate senior essay. The rest of the time the students can specialize in any subject in the university. Monteith College is small in size and with the help of the Monteith Center, a

¹Sumner Haywood, "The Beloit Plan," Liberal Education, Vol. 50 (October 1964), 335-348.

student-operated informal gathering place, a community atmosphere and feeling of identity is developing.¹

New Upper Division Colleges

Florida Atlantic University at Boca Raton, Florida and The University of Michigan, Dearborn Campus, represent two new experiments in upper division higher education. Florida Atlantic opened in 1964 and offers only the junior and senior years of the undergraduate program and graduate studies in selected areas. There is to be close coordination between Florida Atlantic and the Junior Colleges in Florida as the bulk of its students are expected from these Junior Colleges.²

Also an upper division college, The University of Michigan, Dearborn Campus, has used over ten million dollars in gifts from industry to establish a rather unique cooperative education program. The Dearborn Campus provides a work-study experience in engineering, business, and education for junior, senior, and graduate students. The work portion of the program is called an internship and is supposedly more

¹Woodburn O. Ross, "Monteith College of Wayne State University," Experimental Colleges, op. cit., pp. 145-156.

²Adelaide R. Snyder, "A College Without Freshmen and Sophomores," Junior College Journal, Vol. 33 (May 1963), 20-21.

closely related to the educational experience than the employment provided in most work-study programs.¹

Experiments with the Small,
Residential College

Decentralization of academic administration appears to be a trend in higher education as several universities are experimenting with small, semi-autonomous, residential colleges. The College of Arts and Sciences at the University of Virginia is currently experimenting with the "Association System." The College of Arts and Sciences has reorganized into five associations, each enrolling approximately 500 students, each having its own dean, and each centering the program around the residence halls. This reorganization is an attempt to create the atmosphere of a small liberal arts college on the large university campus by providing closer faculty supervision over academic and extracurricular affairs.² Wesleyan University, Middletown, Connecticut, is attempting a similar reorganization but appears to have gone further in facilitating the student-faculty community concept. Wesleyan envisions remaking the university into a federation of six or seven colleges, each

¹W. E. Stirton, "The University of Michigan, Dearborn Campus," in Experimental Colleges, op. cit., pp. 107-120.

²Victor J. Donilov, "Exciting Experiments in Higher Education," Phi Delta Kappan, Vol. 41 (February 1960) 221-224.

devoted to one general area of knowledge. Each federation would have its own faculty, a student body of from 100 to 250, and would offer a number of fields of concentration within a general area of knowledge. Students and faculty members are to live in the same residence center and would constitute social as well as intellectual groups.¹

In an attempt to personalize the educational experience for its undergraduate students, Florida State University is planning the first of several semi-autonomous residential colleges. Each residential college will have autonomy in planning and administering the internal affairs of the college. Liberal arts will be the major content of the curriculum as they plan to blend the curricular and co-curricular into an integrated educational experience. The residence hall is the focal point of the plan with the living units attached to a central social, academic, and functional core. A few faculty apartments are being planned in each residential college.²

Following the Oxford and Cambridge system of higher education, the University of the Pacific is establishing a group of "Cluster Colleges." Each cluster college will be a semi-autonomous residential unit with a maximum enrollment

¹Ibid., pp. 221-224.

²R. R. Oglesby, "Proposed New College for the Florida State University," in Experimental Colleges, op. cit., pp. 157-171.

of 250 students. Essential services such as the library, laboratories, etc., will be provided centrally and will be open to all students, but the living and learning aspect of each college will be autonomous. Elbert Covell College, the second of three cluster colleges thus far established at the University of the Pacific is built around a theme of Inter-American Studies. Latin American as well as North American students make up the student body and all instruction is done in Spanish. The Episcopal Church established St. Michaels as the third cluster college. This is an unusual development in that the University of the Pacific is a Methodist-related institution. St. Michaels has its own board of trustees but uses the facilities provided by the University of the Pacific.¹

The University of Michigan plans to open the first of several residential colleges on its Ann Arbor campus in the fall of 1967. This first college is being planned for approximately 1200 students at an estimated cost of 20 million dollars. The planning and resources going into the University of Michigan venture promises to make this the most extensive experiment of its kind.²

¹Samuel L. Meyer, "The University of the Pacific and Its Cluster Colleges," in Experimental Colleges, op. cit., pp. 73-87.

²Michael Heffer, "Residential College Passes Planning Hurdle," a front page feature article in The Michigan Daily (Ann Arbor, Michigan: The University of Michigan, June 29, 1966).

Three new experimental colleges, not satellites of existing institutions, have opened since 1960. Each has given primary consideration to the educational potential of the residential college. The University of California, Santa Cruz, will feature several semi-autonomous, residential colleges surrounding a core of common facilities. The Provost of each college and a selected number of faculty fellows will live in the residential college.¹ Independent study is the theme of Florida Presbyterian College in St. Petersburg, Florida. A core of courses will provide a common experience for all students, but other than this common experience, students are free to take any course they wish. Any course can be taken under the heading of independent study and thesis work is possible in the junior and senior years. The residence halls are small units built for 34 students to facilitate a community atmosphere.²

New College opened in 1964 in Sarasota, Florida. The calendar at New College provides for a 48-week year, three 12-week terms, each followed by a 4-week independent study period. Credits and grades will be dispensed with and

¹Dean E. McHenry, "The University of California, Santa Cruz," in Experimental Colleges, op. cit., pp. 133-144.

²John M. Bevan, "Florida Presbyterian College: New Adventure in Education," in Experimental Colleges, op. cit., pp. 91-105.

a student's performance will be evaluated by a college examiner at the end of each year.¹

Justin Morrill College

To put the present study in context, it is important to have an understanding of the planning that went into the development of Justin Morrill College, its curriculum, the quality of faculty, method of instruction, and the physical facilities of the college. The content of the following description has been drawn from several documents made available by the persons responsible for the development and administration of Justin Morrill College.

The Planning and Creation of An Experimental College at Michigan State University

In October, 1964, Dr. Paul Dressel, Director of Institutional Research at Michigan State University, addressed a memorandum to the President suggesting that the time was right for the creation of an independent liberal education college on campus. Dr. Dressel cited the problems of the large multi-purpose university and the leadership given to undergraduate education by Michigan State as the rationale for the creation of an experimental, four year liberal arts college on the University campus.

¹John V. Gustad, "New College: D Minus Five Months," in Experimental Colleges, op. cit., pp. 49-56.

On November 1, 1964, the Provost appointed an Ad Hoc Faculty Committee to study the feasibility of the proposal submitted by Dr. Dressel. On February 1, 1965, the ad hoc committee not only reported the feasibility of such a venture, but proposed a tentative theme and curriculum for the new college. The ad hoc committee's proposal was unanimously approved by the University Educational Policies Committee and was forwarded to the Academic Council. On March 9, 1965, the Academic Council approved the report and established International Understanding and Service as the theme of the new college.

The Provost appointed a committee of deans and administrative officers to formulate guidelines for the experimental venture. This committee studied other experimental colleges and drew from the combined talents of the committee members to develop guidelines for consideration by the Board of Trustees. On April 22, 1965, the Board of Trustees approved the guidelines, named the college Justin S. Morrill, in honor of the author of the Land-Grant Act, and appointed D. Gordon Rohman as dean of the new experimental college.

In the five months from the time of approval by the Board of Trustees to the opening of the college in September, a faculty committee assembled by the new Dean planned a curriculum within the guidelines accepted by the Board.

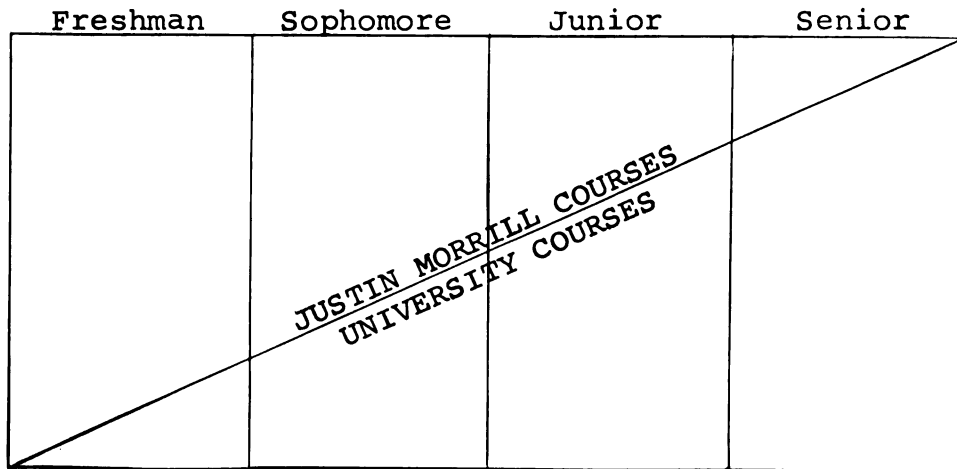
The Guidelines Committee had determined that the purpose of the new college was to provide a liberal education in the humanities, the social sciences, and the sciences with the integrating theme of International Understanding and Service. The ideal size of the college was fixed at 1200 and plans were made to enroll a 400 freshman class in each of the first four years. The student body was to be representative of the Michigan State University population and the college was to take advantage of the living-learning residence halls to maximize the opportunities for independent study.

The college was to have administrative and budgetary autonomy but, because many of the faculty were to hold joint appointments between Justin Morrill and existing colleges within the University, the college in reality would be semi-autonomous. The new Dean and his appointed faculty were charged with the final responsibility of developing the curriculum within the guidelines laid down by the Guidelines Committee.

The Curriculum

The Justin Morrill College Program calls for a broad exposure to a sequence of five areas of study in the new college, an in-depth exposure through a field of concentration in the university at large, and a limited number of electives to be chosen by the student. The liberal education

courses taken in Justin Morrill are to be a part of the student's entire undergraduate years with a gradual decreasing emphasis in the later years. The following diagram illustrates the division of Justin Morrill and University courses:



During the academic year, the new college operated under the tentative curriculum proposals outlined by the Guidelines Committee and faculty members of Justin Morrill College. Minor curriculum revisions were made during the year as the Dean and faculty were preparing a basic organization of curriculum for approval by the University Curriculum Committee. The presentation of curriculum that follows is that approved by the University Curriculum Committee on June 14, 1966.

Justin Morrill College Requirements

A. Language (15-24 credits)

During his freshman year, each student is required to take from between 15 and 24 credits (depending on competency) of intensive language study in either French, Spanish, or Russian. The foreign language requirement is intended to provide the student with the equivalent of three years of language training by the end of his first year.

B. Inquiry and Expression (12 credits)

All freshmen must take a year-long course combining attendance at an all-college lecture series with intensive training in expository writing. All writing will be supervised by a composition staff in small, seminar-style groups.

C. Arts and Humanities (20 credits)

All students must take at least one course in four of the following disciplines: Literature, History, Philosophy, Religion, and Fine Arts.

D. Social Sciences (20 credits)

All students must take Justin Morrill courses in the disciplines of Psychology, Geography, Economics, Sociology/Anthropology, and Political Science with at least one course in four of the five disciplines.

E. Natural Sciences (20 credits)

All students must take 20 credits in science beginning with a year-long general education course for 12 credits in the Natural Sciences. The other eight credits in science courses may be taken from among electives to be offered either within or outside the college.

F. Independent, Field, or Foreign Study (12 credits)

All students must elect one of the three options for the equivalent of a term of study.

G. Senior Seminar (5 credits)

All Justin Morrill seniors must take the senior seminar which is intended to integrate the undergraduate

experience. The senior seminar will be a study of selected topics of international and cross-cultural significance in small groups.

General University Program

A. Field of Concentration (40-45 credits)

This may encompass a major or interdisciplinary study to be developed in each instance with the approval of the student's advisor. These courses may be taken in the University-at-large.

B. Electives (22-36 credits)

These will be selected from the offerings of the University-at-large in areas outside the Field of Concentration. Students may also elect to take the other options under Independent, Field, or Foreign Study as parts of their elective program.

Faculty

Justin Morrill intends to take advantage of the unique situation of being a small college in the large university. A large university has a pool of talented faculty who are known for their ability to stimulate and challenge the minds of young people. Justin Morrill is attempting to attract the most capable from among the faculty at Michigan State University to teach in their area of specialty. A small "core" of teachers and advisors will have a full appointment to Justin Morrill College, while a majority of the faculty will hold joint appointments between the new college and the existing ones. A few instructors will be borrowed on a lend-lease basis from time to time to complement a particular program within the college.

A concerted effort will be made to invite prominent scholars and educators as visiting lecturers to Justin Morrill. David Riesman and Sir Eric Ashby are examples of the quality of visiting dignitaries with whom the Justin Morrill students had contact during its first year of operation.

Realizing that a curriculum is only as good as the faculty who teach it, every effort is made to attract and retain the best that Michigan State University has to offer.

Physical Facilities

One of the major goals of Justin Morrill College is to take full advantage of the small college concept to facilitate a community atmosphere. The tendency of the large multi-purpose university to develop mechanistic procedures which treat students impersonally was recognized by the initial ad hoc committee that studied the feasibility of establishing an experimental college at Michigan State University. It was decided that Justin Morrill should take full advantage of the living-learning concept, already in progress at Michigan State, in order to give the student a greater sense of identity and to develop particularly close and meaningful associations between students and faculty.

Phillips and Snyder Halls were selected to be converted into the co-educational living-learning center for Justin Morrill College. Classrooms and faculty offices were

constructed in Snyder Hall to be used for the academic program of the new college. During this past year, more than half of the occupants of Phillips and Snyder Halls were non-Justin Morrill students. However, all Justin Morrill students were assigned to specific areas within the two halls and an attempt was made to make room assignments on the basis of foreign language under study by the student.

The student personnel and management staffs of the two halls were considered important variables in building the desired community atmosphere and were involved in much of the planning and execution of the college program. The college officials, residence hall programs staff, and management cooperated to provide a variety of integrated curricular and co-curricular experiences.

Because Justin Morrill College shared the Snyder and Phillips Halls' facilities with non-Justin Morrill students, the student government and activities programs could not contribute to the college program as much as might have been desired. However, both the residence hall programs staff and the management staff took the needs and desires of the new college into consideration as they advised and supervised the various programs and facilities within the living-learning center. As the number of Justin Morrill students

increase, the greater will be the opportunity to develop the kind of environment envisioned for Justin Morrill College.¹

Summary

The literature reveals that considerable attention has been given to student characteristics and their influence on the college experience. Students entering college vary considerably with respect to academic ability, socio-cultural background, personality, attitudes, interests, values, and beliefs. All of these factors appear to have a bearing on the motivation, choice of major, experiences, and performance in college.

Just as students vary with respect to personal characteristics at the time of college entrance, colleges vary with respect to the types of students they enroll. Although there is considerable heterogeneity within any given student body, selective admissions policies and self-selection factors combine to attract "like-minded" students. It has been

¹The documents used to present the development of Justin Morrill College included: "A Report to the Educational Policies Committee" from the Ad Hoc Faculty Committee on the feasibility of a new semi-autonomous college, Michigan State University, February 1, 1965; "The Justin Morrill Curriculum," a mimeographed report by the Planning Committee for the Justin Morrill Curriculum; "Proposed Curriculum for Justin Morrill College," a mimeographed proposal submitted by Dean D. Gordon Rohman to the University Curriculum Committee, April 8, 1966; and "Justin Morrill College: Smallness Within Bigness at M.S.U.," a mimeographed description of the development and first few months of operation of Justin Morrill College by D. Gordon Rohman, Dean, Justin Morrill College.

suggested that the outcome of the college experience is more dependent on the characteristics of the students it enrolls than on the program offered by the college.

Change in intellectual skills and ability during college is a fairly well established fact. However, the literature reveals conflicting evidence with regard to the college as an agent of change in personality, attitudes, values, and beliefs. The most recent and most sophisticated reports do indicate that students change in non-intellectual characteristics during college with the greatest change coming during the first two years.

The campus environment and the various subcultures within that environment are shown to have an influence on the college experience. The total campus environment appears to have the greatest influence at the smaller, more homogeneous colleges where all of the factions of the environment are pressing toward common goals and objectives. Recent studies indicate that the various subcultures and peer-groups within the large university have greater potential to influence student behavior than the total environment of the campus.

College or academic major has been identified as one of the reference points around which a subculture forms. Substantial evidence also indicates that student life, particularly the living situation, has an impact on student

behavior. Thus, the residence hall is the locus of another prominent subculture.

The research on college students and campus cultures is suggesting higher education experiment with new patterns of organization that will more fully utilize the influence of the environment. Several colleges and universities are responding to the evidence by establishing experimental colleges. Most of these experiments are taking the form of a small, residential, liberal arts college at a large, multi-purpose institution. Even the experiments being conducted at smaller colleges are placing emphasis on the "community" aspect of the environment. As most of these experiments are relatively new, little research is available to indicate the degree of success they are achieving.

Realizing the tendency of the large, multi-purpose university to become mechanistic in its procedures for undergraduate education, Michigan State University established Justin Morrill College as a semi-autonomous, residential, liberal arts college within the existing structure of the University.

Having enrolled its first students in the fall of 1965, Justin Morrill College is too young to warrant a thorough evaluation of its educational significance. However, an exploratory study devoted to determine the

characteristics of the student body initially attracted to Justin Morrill College and the nature of their experiences during the college's first year of operation will be very helpful in determining the emerging environment.

CHAPTER III

DESIGN AND METHODOLOGY

Chapter III presents a discussion of the methods and procedures which were followed in conducting the present study. The chapter consists of a definition of the population and sample, a description of the instrumentation, the method of collecting the data, and a review of the procedures used for analyzing the data.

The Population and Sample

The total population for this study consisted of all students living in residence halls at Michigan State University who were first term freshmen at the beginning of fall term, 1965, and who were still enrolled and living in residence halls at the beginning of spring term, 1966. The actual working population of the study was 6551 resident freshmen; 270 were Justin Morrill College students living in Phillips and Snyder Halls and 6281 were non-Justin Morrill College students dispersed throughout the undergraduate residence halls on campus.

By means of student number, a random sample of 200 Justin Morrill College students was selected by computer in

the Department of Data Processing. All students in the Justin Morrill College sample were enrolled in the new college at the beginning of fall term, 1965, and were still enrolled and living in Phillips or Snyder Hall at the beginning of spring term, 1966.

For purposes of comparison, a control sample of 200 was randomly selected by computer from the 6281 non-Justin Morrill College students who were identified as first term resident students at the beginning of fall term, 1965, and were still living in university residence halls at the beginning of spring term, 1966.

Instrumentation

The present study consists of two parts. Part I is designed to compare Justin Morrill College and non-Justin Morrill College freshmen with respect to academic aptitude to do college work, personal characteristics, and first year experiences. Part II is intended to measure the Justin Morrill College students' perceptions of and experiences with various aspects of the new college program. The following instruments were selected or developed to measure the variables mentioned:

Part I

Academic Aptitude to do College Work.

College Qualification Test - (The Psychological Corporation).

Personal Characteristics.

Biographical Data Sheet - (Michigan State University).¹

First Year Experiences.

Experience Inventory I - (Michigan State University).²

Part II

Student Perceptions of and Experience with Justin Morrill College.

Justin Morrill College Experience Inventory - (a questionnaire developed by the researcher designed to measure selected perceptions of and experiences with the Justin Morrill College program).³

Each of the instruments will be discussed briefly.

The College Qualification Test

This instrument consists of three ability tests with the score of each contributing to a total score.⁴ The total score was used in preference to the three subtest scores which independently measure verbal ability, ability to handle concepts, and general information. The total score

¹See Appendix A, questions 1-10 in Experience Inventory II.

²See Appendix A, questions 11-47 in Experience Inventory II.

³See Appendix A, questions 48-100 in Experience Inventory II.

⁴George Bennett, Marjorie G. Bennett, Winburn L. Wallace, and Alexander G. Wesman, College Qualification Tests, Manual (New York: The Psychological Corporation, 1957).

is reported to have greater general predictive power than the scores of any of the three tests taken separately.¹

The test manual reports a reliability coefficient that exceeds .90,² and a recent study by Lehmann and Dressel reported a split-halves coefficient of .93.³ Several studies have reported the validity of the College Qualification Test to predict early college performance. Using grades in required courses as the criterion, Lehmann and Ikenberry, as well as Hartnett, report validity coefficients ranging from .34 to .66.⁴

The Biographical Data Sheet

The Biographical Data Sheet consists of 25 questions designed to obtain background information from students. Based on the results of prior research and the relevance of particular questions to the present study, ten of the 25 questions were included in the questionnaire.

¹Ibid., p. 50.

²Ibid., p. 28.

³Irvin J. Lehmann and Paul L. Dressel, Critical Thinking, Attitudes, and Values in Higher Education, Final Report, Cooperative Research Project No. 1646 (East Lansing, Michigan: Michigan State University, 1963), p. 30.

⁴Irvin J. Lehmann and Stanley O. Ikenberry, Critical Thinking, Attitudes, and Values in Higher Education: A Preliminary Report (East Lansing, Michigan: Office of Evaluation Services, Michigan State University, 1959); and Rodney T. Hartnett, "An Analysis of Factors Associated with Changes in Scholastic Performance Patterns" (unpublished Ph.D. dissertation, Michigan State University, 1963).

The Experience Inventory I

This instrument is a 50-item scale developed for use in the studies on Critical Thinking, Attitudes, and Values in Higher Education, conducted at Michigan State University during the late 1950's.¹ This inventory is intended to measure the nature and extent to which students are involved or immersed in the campus environment. Thirty-three of the items selected for use in this study were used in a recent doctoral study by Appleton.² Four relevant items were added to the 33 used by Appleton to make a total of 37 of the original 50 items selected for use in the present study.

The Justin Morrill College Experience Inventory

The Justin Morrill College Experience Inventory is a 53-item questionnaire developed by the researcher for use in the present study. This questionnaire is intended to measure student experiences with and perceptions of: reasons for and satisfaction with choice of college, the faculty, curriculum, residence hall life, academic press, and miscellaneous aspects of the Justin Morrill College program during its first year of operation.

¹Irvin J. Lehmann and Stanley O. Ikenberry, op. cit., p. 11; and Irvin J. Lehmann and Paul L. Dressel, op. cit., p. 282.

²James R. Appleton, "A Comparison of Freshmen Commuter Students with Resident Students on Selected Characteristics, Experiences and Changes" (unpublished Ph.D. dissertation, Michigan State University, 1965).

Many of the questions in the Justin Morrill College Experience Inventory were designed to determine the extent to which the stated goals of Justin Morrill College are expressed in the experiences encountered by the students. The development of the items came as a result of opinions and suggestions solicited from Justin Morrill administrators and faculty members, as well as from members of the Office of Student Affairs, colleagues, and residence hall staff personnel working directly with the Justin Morrill College students.

A total of 83 items were originally developed for possible use in the questionnaire. The Dean and two faculty members from Justin Morrill College served as judges to determine the content validity of each item. Each judge was provided a deck of cards with an item per card. Separately, the judges sorted the cards into acceptable and unacceptable piles. Each item was judged in terms of clarity and its relationship to one of the specific categories or factors being investigated in this study. All items which were not rated acceptable by at least two of the three judges were discarded.

In order to further refine the questionnaire, a pilot study was conducted. The pilot questionnaire was administered to one Graduate Advisor and four Resident Assistants in Phillips Hall who had direct responsibility

for working with the Justin Morrill students, but who were not enrolled in the College. After making several significant changes in the instrument, as a result of the ratings and suggestions by the judges and the pilot study, the questionnaire was submitted to the thesis chairman, Dr. Eldon Nonnamaker, for final recommendations. Of the original 83 items developed for the Justin Morrill College Experience Inventory, 53 were considered appropriate for the final instrument.

The 10 items from the Biographical Data Sheet and the 37 items from Experience Inventory I were combined into one questionnaire which was for use with the non-Justin Morrill sample. These same 47 questions were added to the 53-item Justin Morrill College Experience Inventory to comprise the questionnaire administered to the Justin Morrill College sample.¹

The College Qualification Test was administered to each freshman enrolled at Michigan State University in the fall of 1965. The raw scores of these tests were made available through the Office of Evaluation Services.

¹A complete copy of the questionnaire used for the Justin Morrill sample is located in the Appendix. The first 47 questions of this instrument comprise the questionnaire used for the non-Justin Morrill sample.

Collection of the Data

During the sixth week of spring term, 1966, the appropriate instrument and cover letter were mailed to the members of each sample. The questionnaires were coded for purposes of identifying non-respondents. A stamped, addressed return envelope was enclosed to encourage a prompt return. A period of one week was allowed for completion and return of the questionnaires before a follow-up letter and questionnaire were mailed to all non-respondents. One week later, all remaining non-respondents were contacted by telephone.

Of the 200 questionnaires mailed to the non-Justin Morrill sample, a total of 192 usable questionnaires were returned. This constituted 96 per cent of the non-Justin Morrill College students sampled. One hundred and seventy-seven, or 88.5 per cent of the 200 questionnaires mailed to the Justin Morrill sample were returned in usable form. Two members of the non-Justin Morrill sample had moved out of the residence halls and two from the Justin Morrill sample had withdrawn from the College between the time the samples were selected and the questionnaires sent out.

Method of Analysis

The research hypotheses for this study were stated in Chapter I. To facilitate statistical analysis, they were

formulated into operational or null hypotheses. The null hypotheses will be stated in two parts, as follows:

Part I - Comparison Between Justin Morrill and Non-Justin Morrill College Students

Academic Aptitude to Do College Work

Null Hypothesis I: Justin Morrill College students do not differ from non-Justin Morrill College students on the basis of academic aptitude to do college work, as measured by the College Qualification Test.

Personal Characteristics

Null Hypothesis II: Justin Morrill College students do not differ from non-Justin Morrill College students on the basis of the following characteristics: (A) amount of education desired; (B) rank in high school graduating class; (C) father's education; (D) mother's education; (E) father's occupation; (F) religious preference; (G) source of financial support; (H) size of home town; (I) type of secondary school attended; and (J) participation in high school activities.

First Year Experiences

Null Hypothesis III: Justin Morrill College students do not differ from non-Justin Morrill College students on the basis of the following first year experiences: (A) faculty contact; (B) study practices; (C) educational intentions and satisfaction with attending institution; (D) class experiences and courses; (E) immersion in campus life; and (F) personal interaction.¹

¹Even though several items may be included in each experience category listed in this hypothesis, each item is treated separately in the analysis of the data.

Part II - Comparison Between Male and Female Justin Morrill College Students and a Description of the College Program

Student Perceptions of and Experiences with Justin Morrill College

Null Hypothesis IV: Male Justin Morrill College students do not differ from female Justin Morrill College students on the basis of perceptions of and experiences with the following aspects of Justin Morrill College: (A) reasons for and satisfaction with choice of college; (B) faculty; (C) curriculum; (D) residence hall life; (E) academic press; and (F) miscellaneous aspects of the program.¹

Although not stated in hypothesis form, one of the most important outcomes of this study will be a description of the experiences within the College as perceived by the Justin Morrill students.

The statistics used for analyzing the data in this study were the "t" test and the chi-square (χ^2). The "t" test was used to test the null hypothesis that no differences exist between the Justin Morrill and non-Justin Morrill students in terms of academic aptitude to do college work. The .05 level of confidence was established as the criterion to test the null hypothesis. The .05 level of confidence was selected on the suggestion of Kerlinger.²

¹Even though several items may be included in each category listed in the hypothesis, each item is treated separately in the analysis of the data.

²Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), p. 154.

The chi-square (X^2) was used to test the null hypotheses that Justin Morrill students do not differ from non-Justin Morrill students with respect to personal characteristics and first year experiences, as well as for testing the null hypothesis that no differences exist between the male and female students in Justin Morrill College with respect to their perceptions and experiences within the College. The .05 level of confidence was the criterion used for testing the null hypothesis where the chi-square statistic was used.¹

In addition to the testing of the stated hypotheses, the responses to all items were reported in frequencies and percentages. This was done to add clarity and meaning to the data. Treatment of the data in this manner was intended to provide a description of the type of students enrolled in Justin Morrill College and the experiences they encountered during its first year of operation.

The questionnaires used in this study were designed in such a way that the data were analyzed by an IBM computer. The respondents were instructed to circle the appropriate answer to each item. The items contained in the Justin Morrill College Experience Inventory called for a response to a four-category (strongly agree, agree, disagree, or strongly disagree) rating scale. For purposes of analysis,

¹Ibid., p. 154.

the researcher grouped the responses into two categories (agree and disagree).

Summary

To accomplish the intended purposes of this study, a sample of Justin Morrill College students and a control sample were selected from the total population of Michigan State University freshman students living in residence halls at the beginning of spring term, 1966.

Data were collected by means of a questionnaire designed to measure the personal characteristics and first year experiences of both groups of students. A special instrument was constructed to measure student perceptions of and experiences with: reasons for and satisfaction with choice of college, the faculty, curriculum, residence hall life, and academic press in Justin Morrill College during its first year of operation.

Operational hypotheses were derived from the purposes of the study and the data were analyzed by computer, using the appropriate test statistics.

Attention may now be directed to the report of the analysis and the interpretation of the data in Chapters IV and V.

CHAPTER IV

ANALYSIS OF THE DATA - PART ONE

This chapter reports the analysis of the data comparing Justin Morrill and non-Justin Morrill College students in terms of academic aptitude, personal characteristics, and first year experiences.

Academic Aptitude

Hypothesis I concerned differences between the two groups of students in terms of their academic aptitude to do college work. To test this hypothesis statistically, it was converted into its null form.

Null Hypothesis I - Justin Morrill College students do not differ from non-Justin Morrill College students on the basis of academic aptitude to do college work as measured by the College Qualification Test.

The data, as indicated in Table 1, revealed that the mean raw score for non-Justin Morrill students was 138.07 compared to a mean raw score of 149.30 for Justin Morrill students. The results of a "t" test indicated that the Justin Morrill students scored significantly higher on the College Qualification Test than did the non-Justin Morrill

Table 1. Academic Aptitude: A comparison between the Justin Morrill and non-Justin Morrill students in terms of their academic aptitude to do college work as measured by the College Qualification Test

Group	<u>N</u>	Mean	S.D.	df	t	p
Non-Justin Morrill	192	138.068	24.02	367	-4.54	*
Justin Morrill	177	149.299	23.40			

*Designates significant at or beyond the .05 level of confidence.

students. Null Hypothesis I is rejected and the research hypothesis is accepted.

Personal Characteristics

Hypothesis II concerned differences in selected personal characteristics between the two groups of students. To statistically test this hypothesis, it was converted into the following null form.

Null Hypothesis II - Justin Morrill College students do not differ from non-Justin Morrill College students on the basis of the following characteristics: (A) amount of education desired; (B) rank in high school graduating class; (C) father's education; (D) mother's education; (E) father's occupation; (F) religious preference; (G) source of financial support; (H) size of home town; (I) type of secondary school attended; and (J) participation in high school activities.

Ten items were included in Null Hypothesis II. Each of the items was considered a sub-null hypothesis and was analyzed separately by the chi square (χ^2) statistic and accepted or rejected at the .05 level of confidence.

Although the data for each personal characteristic were analyzed separately and will be reported individually later in Chapter IV, a summary of the analysis of the data for Null Hypothesis II is presented in Table 2. As is indicated by the data in Table 2, Justin Morrill and non-Justin Morrill students did not differ significantly in rank in high school graduating class, source of financial support, size of home town, type of school attended, and participation in high school activities. Thus, the null hypothesis that Justin Morrill students do not differ from non-Justin Morrill students in terms of these personal characteristics was accepted.

Significant differences were noted in the amount of education desired, father's education, mother's education, father's occupation, and religious preference. Therefore, the null hypothesis that Justin Morrill students do not differ from non-Justin Morrill students with regard to these characteristics was rejected.

Table 2. Personal Characteristics: A comparison between the Justin Morrill and non-Justin Morrill students in terms of selected personal characteristics

Variable	df	χ^2	p
Amount of Desired Education	4	36.494	* ^a
Rank in Graduating Class	3	3.935	NS ^b
Father's Education	8	35.866	*
Mother's Education	8	34.591	*
Father's Occupation	8	25.850	*
Religious Preference	4	23.401	*
Source of Financial Support	4	1.447	NS
Size of Home Town	4	5.844	NS
Type of School Attended	2	4.628	NS
Participation in H.S. Activities	2	1.041	NS

^a* designates significant at or beyond the .05 level of confidence.

^bNS designates not significant.

Amount of Education Desired.--While over 90 per cent of the students in each group indicated they desired to attain at least a bachelor's degree, the data as reported in Table 3 revealed that 63.28 per cent of the Justin Morrill students, compared with 33.68 per cent of the non-Justin Morrill students desired an education at the graduate or professional school level. Approximately 8 per cent of

the non-Justin Morrill students desired less than a four year college education, compared to less than 2 per cent of the Justin Morrill students.

Table 3. Amount of Education Desired: A comparison between the Justin Morrill and non-Justin Morrill students in terms of the number of years of college desired.

Variable Amount of College Desired	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
One Year	9	4.74	1	.56
Two Years	7	3.68	1	.56
Three Years	1	.53	1	.56
Four Years (B.A. or B.S.)	109	57.37	62	35.03
Graduate or Professional School	64	33.68	112	63.28

$$\chi^2 = 36.494$$

$$df = 4$$

Significant at or beyond .05 level of confidence.

Rank in High School Graduating Class.--Although not significantly different, the data in Table 4 show that the non-Justin Morrill students ranked slightly higher than the Justin Morrill students in their graduating class. Approximately 81 per cent of the non-Justin Morrill students, compared with 75.58 per cent in the Justin Morrill group of

students graduated in the top quarter of their high school class. It may be noted that neither group contained students who graduated in the bottom quarter of their high school graduating class.

Table 4. Rank in High School Graduating Class: A comparison between Justin Morrill and non-Justin Morrill students in terms of their high school class rank

Variable Rank in High School Class	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
Top Quarter	154	81.05	130	75.58
Second Quarter	34	17.89	35	20.35
Third Quarter	2	1.05	7	4.07
Fourth Quarter	0	0.00	0	0.00

$$\chi^2 = 3.935.$$

$$df = 3.$$

Not statistically significant.

Father's Education.--As noted in Table 5, slightly more than half of the fathers of the non-Justin Morrill students had some formal education beyond high school. Over 75 per cent of the fathers of the Justin Morrill students had some training beyond high school with approximately 30 per cent attaining a graduate school or professional degree.

Slightly less than 12 per cent of the fathers of non-Justin Morrill students attained a graduate or professional degree. The difference in educational level for the fathers of the two groups was significant beyond the .05 level of confidence.

Table 5. Father's Education. A comparison between Justin Morrill and non-Justin Morrill students in terms of their father's education

Variable Father's Education	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
Less than 8th Grade	6	3.13	2	1.13
Completed 8th Grade	18	9.38	6	3.39
H.S. But Didn't Graduate	15	7.81	9	5.08
High School Graduate	51	26.56	25	14.12
Technical or Business School	18	9.38	11	6.21
College But Didn't Graduate	25	13.02	32	18.08
College Graduate	35	18.23	33	18.64
Graduate or Professional School But No Degree	1	.52	6	3.39
Graduate or Professional Degree	23	11.98	53	29.94

$$\chi^2 = 35.866.$$

$$df = 8.$$

Significant at or beyond .05 level of confidence.

Mother's Education.--Significant differences also appeared between the two groups with respect to the educational level of their mothers. As is evidence by the data in Table 6, approximately 43 per cent of the non-Justin Morrill mothers, compared with 63.07 per cent of the mothers of Justin Morrill students, had some formal training beyond the high school level. However, the proportion of the mothers of the non-Justin Morrill students attaining a graduate or professional degree was slightly higher than the mothers of the Justin Morrill students.

Table 6. Mother's Education: A comparison between Justin Morrill and non-Justin Morrill students in terms of the level of education obtained by their mothers

Variable Mother's Education	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
Less than 8th Grade	1	.52	1	.57
Completed 8th Grade	3	1.56	5	2.84
H.S. But Didn't Graduate	23	11.98	3	1.70
High School Graduate	82	42.71	56	31.82
Technical or Business School	28	14.58	33	18.75
College But Didn't Graduate	19	9.90	33	18.75
College Graduate	20	10.42	26	14.77
Graduate or Professional School But No Degree	2	1.04	12	6.82
Graduate or Professional Degree	14	7.29	7	3.98

$$x^2 = 34.591.$$

$$df = 8.$$

Significant at or beyond the .05 level of confidence.

Father's Occupation.--The occupations of the fathers of the two groups of students were significantly different, as is indicated by the data in Table 7.

Table 7. Father's Occupation: A comparison between the Justin Morrill and non-Justin Morrill students in terms of their father's occupation.

Variable Father's Occupation	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
Manual Worker	14	7.41	7	4.12
Skilled Labor	24	12.40	16	9.41
Business Owner	27	14.29	7	4.12
Farm Owner or Operator	9	4.76	5	2.94
Executive or Managerial	56	29.63	59	34.71
Office, Clerical or Sales	15	7.94	9	5.29
Teacher (Elementary or Secondary)	3	1.59	9	5.29
Professional	34	17.99	54	31.76
Service (Store, Clerk, Barber)	7	3.70	4	2.35

$$\chi^2 = 25.850.$$

$$df = 8.$$

Significant at or beyond the .05 level of confidence.

Less than 50 per cent of the fathers of non-Justin Morrill freshmen were engaged in occupations of an executive, managerial, or professional nature compared to 66.47 per cent of the fathers of Justin Morrill students. Nearly 25 per cent of the non-Justin Morrill fathers were reported to be in occupations of the farm or manual and skilled labor categories. It may be noted that a larger proportion of the fathers of the non-Justin Morrill students owned their own businesses than did the fathers of Justin Morrill students.

Religious Preference.--The religious preference of the two groups of students was significantly different. The data, as reported in Table 8, show that 28.95 per cent of the non-Justin Morrill students reported to be Catholic, whereas only 14.69 per cent of Justin Morrill students indicated Catholicism as their religious preference. Nearly 20 per cent of the Justin Morrill students indicated no preference and 11.86 per cent reported to be Jewish. In comparison, 8.42 and 4.21 per cent of the non-Justin Morrill students selected no religious preference and Jewish as their choice. Over 50 per cent of both groups reported Protestantism as their religion.

Table 8. Religious Preference: A comparison between Justin Morrill and non-Justin Morrill students in terms of their religious preference

Variable Religious Preference	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
Catholic	55	28.95	26	14.68
Jewish	8	4.21	21	11.86
Protestant	106	55.79	91	51.41
None	16	8.42	34	19.21
Other	5	2.63	5	2.82

$$\chi^2 = 23.401.$$

$$df = 4.$$

Significant at or beyond the .05 level of confidence.

Source of Financial Support.--The Justin Morrill and non-Justin Morrill students differed little with respect to their primary source of financial support. As indicated by the data in Table 9, approximately 75 per cent of both groups reported their parents as the primary source of support while in college. Personal savings, scholarships, jobs, and loans were reported as the greatest source of support by approximately the same proportion from both groups of students.

Table 9. Source of Financial Support: A comparison between Justin Morrill and non-Justin Morrill students in terms of their source of financial support

Variable Source of Financial Support	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
Parents	138	75.41	125	73.96
Job	9	4.92	9	5.33
Loans	5	2.73	8	4.73
Scholarships	14	7.65	10	5.92
Personal Savings	17	9.29	17	10.06

$$\chi^2 = 1.447.$$

$$df = 4.$$

Not statistically significant.

Size of Home Town.--The data as reported in Table 10 reveal that little difference exists between the two groups of students in terms of the size of home town from which they came. Over 50 per cent of both the non-Justin Morrill and Justin Morrill students came from towns or cities of over 25,000 population. Nearly 8 per cent of the non-Justin Morrill students reported coming from a farm, compared to less than 3 per cent of the Justin Morrill students. These differences were not statistically significant.

Table 10. Size of Home Town: A comparison between Justin Morrill and non-Justin Morrill students in terms of the size of their home towns.

Variable Size of Home Town	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
Farm	15	7.81	5	2.91
250 - 2,499	27	14.06	18	10.47
2,500 - 24,999	49	25.52	51	29.65
25,000 - 99,999	47	24.48	47	27.33
Over 100,000	54	28.13	51	29.65

$$\chi^2 = 5,844.$$

$$df = 4.$$

Not statistically significant.

Type of High School Attended.--Although not statistically significant, the non-Justin Morrill and Justin Morrill students differed slightly in the kinds of high schools they attended. Over 85 per cent of both groups of students attended a public high school. The data presented in Table 11 show that a slightly higher proportion of the non-Justin Morrill students attended a parochial school, but that a smaller proportion attended a private school.

Table 11. Type of High School Attended: A comparison between Justin Morrill and non-Justin Morrill students in terms of the type of school they attended

Variable Type of High School Attended	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
Public	169	88.02	156	89.14
Parochial	20	10.42	11	6.29
Private	3	1.56	8	4.57

$$\chi^2 = 4.628.$$

$$df = 2.$$

Not statistically significant.

Participation in High School Activities.--As the data in Table 12 indicate, Justin Morrill and non-Justin Morrill students differed very little with respect to their degree of participation in high school activities. Nearly 50 per cent of both groups report to have been very active in high school, while less than 10 per cent of both groups indicated they were not active.

Summary of Data on Personal Characteristics.--According to the analysis of the data pertaining to Null Hypothesis II, significant differences existed between non-Justin Morrill and Justin Morrill students on five of the ten personal characteristics selected for comparison.

Table 12. Participation in High School Activities: A comparison between Justin Morrill and non-Justin Morrill students in terms of their participation in high school activities

Variable Participation in High School Activities	Non-Justin Morrill		Justin Morrill	
	N	%	N	%
Very Active	93	48.44	79	44.89
Moderately Active	83	43.23	85	48.30
Not Active	16	8.33	12	6.82

$$\chi^2 = 1.041.$$

$$df = 2.$$

Not statistically significant.

The Justin Morrill College students desired more education, came from families of a higher educational-socioeconomic level, and designated different religious preferences than the non-Justin Morrill students.

The two groups of students did not differ with respect to rank in high school graduating class, source of financial support, size of home town, type of high school attended, or participation in high school activities.

First Year Experiences

Hypothesis III concerned differences between the two groups of students with respect to the experiences normally encountered by a first year college student. To statistically test this hypothesis, it was restated in its null form.

Null Hypothesis III - Justin Morrill College students do not differ from non-Justin Morrill College students on the basis of the following first year experiences: (A) faculty contact; (B) study practices; (C) educational intentions and satisfaction with attending institution; (D) class experiences and courses; (E) immersion in campus life; and (F) personal interaction.

Several items were included in each of the categories listed in Null Hypothesis III. Each item was considered a sub-null hypothesis and was analyzed separately by the chi square (χ^2) statistic and accepted or rejected at the .05 level of confidence. The data from the individual items were then grouped into the categories listed in Null Hypothesis III to add to the clarity and meaning of the data. A separate table and discussion will be reported for each category contained in the null hypothesis.

Faculty Contact.--Six items from Experience Inventory I were intended to measure the nature of a student's contact with faculty members in and outside of the classroom.

The data, as reported in Table 13, reveal that significant differences existed between Justin Morrill and non-Justin Morrill students on five of the six items in the Faculty Contact category. Only on Item 18 did no differences exist between the two groups and that item was designed to measure the extent to which students had the same instructor more than once during the course of the year. The other five items demonstrated that the Justin Morrill students experienced greater contact with and were better known by faculty than were the non-Justin Morrill students.

Item 22 indicated that nearly 90 per cent of the Justin Morrill students, compared to 40 per cent of the non-Justin Morrill students, perceived that most of their instructors knew them by name. Although neither group discussed personal problems with their instructors to any great degree, Item 15 revealed that 29.71 per cent of the Justin Morrill students, compared to only 15.10 per cent of the non-Justin Morrill students, sought out their teachers on non-academic matters. Similarly, Item 26 indicated that over 70 per cent of the non-Justin Morrill students saw their instructors outside of class only on matters dealing with an assignment, while less than 50 per cent of the Justin Morrill students discussed an assignment during their out-of-class contact with faculty members.

Table 13. Faculty Contact: A comparison between Non-Justin Morrill and Justin Morrill students in terms of their contact with faculty members^a

Item Number	Item	Non-Justin Morrill		Justin Morrill		df	x ²	p
		True	False (%)	True	False (%)			
18.	I have not had the same instructor twice this year.	54	(28.13)	138	(71.88)	51	(28.81)	126 (71.19) 1 00.021 NS ^b
22.	Most (more than half) of my instructors this term do not know me by name.	114	(60.00)	76	(40.00)	23	(12.99)	154 (87.01) 1 86.546 * ^c
15.	I have seen one of my instructors about a personal, non-academic problem.	29	(15.10)	163	(84.90)	52	(29.71)	123 (70.29) 1 11.362 *
26.	When I go to see an instructor outside of class, it is always for something dealing with an assignment.	137	(72.11)	53	(27.89)	83	(48.54)	88 (51.46) 1 21.001 *
28.	I have never gone to see any one instructor more than once outside of class.	97	(50.79)	94	(49.21)	35	(20.11)	139 (79.89) 1 37.101 *
44.	I have gone to see an instructor although I was not at the time taking a course from him.	33	(17.28)	158	(82.72)	73	(41.95)	101 (58.05) 1 26.905 *

^a Different total N's in this table indicate some "no response" items.

^b NS designates not statistically significant.

^c * designates significant at or beyond the .05 level of confidence.

When responding to Item 28 which deals with the frequency of contact with faculty outside the classroom, 50.79 per cent of the non-Justin Morrill students, compared to 20.11 per cent of the Justin Morrill students, reported they had never gone to see an instructor more than once outside of class. Likewise, Item 44 revealed that less than 20 per cent of the non-Justin Morrill students, compared to more than 40 per cent of the Justin Morrill students, had gone to see an instructor although not taking a course from him at the time.

It is evident from the data in Table 13 that although more than 70 per cent of both groups have taken more than one course from the same instructor, the nature of their contact with faculty--both in and out of the classroom--was different. The Justin Morrill College students enjoyed a more frequent and personal contact with faculty members than did the regular resident freshmen at Michigan State University.

Study Practices.--Four items supply data concerned with the study practices of the two groups of students used in this study. As is evident from the data reported in Table 14, no differences existed between the two groups on any of the four questions.

Item 34 revealed that slightly more than 40 per cent of both groups study during most of their out-of-class time. Less than 20 per cent of the non-Justin Morrill and Justin Morrill students spent more than two hours a week in the library, and approximately 50 per cent of both groups used

Table 14. Study Practices: A comparison between Non-Justin Morrill and Justin Morrill College students in terms of their study practices^a

Item Number	Item	Non-Justin Morrill				Justin Morrill				df	x ²	p
		True	(%)	False	(%)	True	(%)	False	(%)			
34.	I study during most of my out-of-class time.	80	(42.33)	109	(57.67)	69	(40.12)	103	(59.88)	1	0.182	NS ^b
36.	I spend more than two hours a week in the library.	27	(14.14)	164	(85.86)	31	(17.92)	142	(82.08)	1	0.970	NS
42.	Almost all of my time in the library is spent reading the various class assignments.	98	(52.69)	88	(47.31)	87	(50.00)	87	(50.00)	1	0.260	NS
46.	I usually attempt to complete my course work reading before doing any non-course reading.	156	(81.68)	35	(18.32)	140	(80.92)	33	(19.08)	1	0.034	NS

^a Different total N's in this table indicate some "no response" items.

^b NS designates not statistically significant.

their library time reading for class assignments only. Over 80 per cent of both groups attempted to complete their course work before doing non-course reading, as reported in Item 46.

The data in Table 14 indicated that the study practices of the Justin Morrill and non-Justin Morrill students were approximately the same. Both groups of students spent little time in the library and the time that was spent in the library was generally devoted to reading for class assignments. A high proportion of both groups attempted to complete their course work before doing outside reading and less than 50 per cent of the students saw themselves studying most of their out-of-class time.

Educational Intentions and Satisfaction with Attending Institution.--Two items comprise the Educational Intentions and Satisfaction with Attending Institution category. It is evident from the data in Table 15 that the Justin Morrill students did not differ significantly from the non-Justin Morrill students with respect to either question in this category.

Forty-seven per cent of the non-Justin Morrill students and 53 per cent of the Justin Morrill students experienced serious doubts during the year that Michigan State University was the best school for them. However, over 80 per cent of the students in both groups indicated a desire to complete their undergraduate work at Michigan State.

Table 15. Educational Intentions and Satisfaction with Attending Institution: A comparison between the Non-Justin Morrill and Justin Morrill students in terms of their educational intentions and satisfaction with Michigan State University^a

Item Number	Item	Non-Justin Morrill		Justin Morrill		df	χ^2	p
		True	False (%)	True	False (%)			
21.	During this year, I have had some rather serious doubts as to whether Michigan State University is actually the best school for me.	91	(47.40)	101	(52.60)	95	(53.98)	81 (46.02)
							1	1.591 NS ^b
32.	I intend to receive my degree from Michigan State University.	155	(85.64)	26	(14.36)	140	(84.34)	26 (15.66)
							1	0.115 NS

^aDifferent total N's in this table indicate some "no response" items.

^bNS designates not statistically significant.

Class Experiences and Courses.--Four items comprise the category of Class Experiences and Courses. The analysis of the data reported in Table 16 revealed that the two groups of students were significantly different in their responses to three of the four items.

Over 50 per cent of the non-Justin Morrill students reported that only a few students had been in more than one class with them while only 12.99 per cent of the Justin Morrill students made the same claim. A significantly higher proportion of the non-Justin Morrill students found none of their courses to be extremely interesting. On the other hand, the Justin Morrill students "cut" fewer classes than did the non-Justin Morrill students.

No differences existed between the two groups with respect to their feeling that most of what they had learned was obtained through class lectures and assignments. Approximately 60 per cent of both groups indicated that the formal classroom experience had been responsible for most of what they learned in college. In other words, less than half of the students saw educational value in the out-of-class experiences on campus.

The analysis of the data in the Class Experiences and Courses category indicated that the Justin Morrill students were better acquainted with their classmates, found their courses more interesting, and had "cut" fewer classes when compared to the regular freshman resident students.

Table 16. Class Experience and Courses: A comparison between Non-Justin Morrill and Justin Morrill students in terms of their experience with classes and courses^a

Item Number	Item	Non-Justin Morrill		Justin Morrill		df	x ²	p
		True	False (%)	True	False (%)			
11.	Only one or two students in any given class this term have ever been in the same section of a course with me before.	109	(56.77)	83	(43.23)	23	(12.99)	154 (87.01) 1 76.818 * ^b
24.	Most of what I have learned this year in college I have obtained through class lectures and assignments.	112	(58.95)	78	(41.05)	98	(57.99)	71 (42.01) 1 00.034 NS ^c
30.	I have not found any of my courses to be extremely interesting this year.	41	(21.58)	149	(78.42)	15	(08.62)	159 (91.38) 1 11.715 *
38.	I have "cut" most of my classes at least two or three times.	79	(41.15)	113	(58.85)	54	(31.21)	119 (68.79) 1 03.876 *

^a Different total N's in this table indicate some "no response" items.

^b * designates significant at or beyond the .05 level of confidence.

^c NS designates not statistically significant.

Immersion in Campus Life.--Table 17 reports the separate analysis of the 13 items intended to measure a student's degree of involvement and participation in the extracurricular aspects of campus life. Significant differences between the two groups were found on only 4 of the 13 items.

No differences existed between the two groups in terms of their degree of participation in living unit activities and fraternity or sorority life. Likewise, no differences appeared in their attendance patterns at all-university athletic and social events. Approximately the same proportion of Justin Morrill and non-Justin Morrill students "go steady," read the campus newspaper, and spend a portion of each day at popular gathering places.

The two groups of students did differ significantly with regard to their membership and leadership in extracurricular clubs, activities, and committees. The Justin Morrill and non-Justin Morrill students also responded differently to the two items intended to measure their attendance at academic and cultural events sponsored by the University.

More than 45 per cent of the Justin Morrill students, compared to less than 25 per cent of the non-Justin Morrill students, were members of two or more extracurricular clubs or committees. Not only were the Justin Morrill students

Table 17. Immersion in Campus Life: A comparison between Non-Justin Morrill and Justin Morrill students in terms of their degree of involvement and participation in campus activities and extracurricular life^a

Item Number	Item	Non-Justin Morrill		Justin Morrill		df	x ²	p
		True	(%)	False	(%)			
12.	During this year I was an officer or held a position of leadership in an extra-curricular club, activity, committee, etc.	52	(27.08)	140	(72.92)	71	(40.11)	106 (59.89) 1 7.036 * ^b
13.	I participated in less than half of the dorm or living unit sponsored activities.	126	(65.97)	65	(34.03)	111	(62.71)	66 (37.29) 1 0.425 NS ^c
14.	I read the <u>State News</u> each day.	142	(73.96)	50	(26.04)	134	(75.71)	43 (24.29) 1 0.149 NS
19.	I attended all of the home football games this year.	126	(65.63)	66	(34.38)	101	(57.06)	76 (42.94) 1 2.852 NS
20.	I prefer the big dances and parties sponsored by the dorms, fraternities and all-university government more than the less organized, informal types of things.	34	(18.18)	153	(81.82)	26	(14.77)	150 (85.23) 1 0.764 NS
23.	I am a member of at least two extracurricular clubs, activities or committees.	44	(22.92)	148	(77.08)	83	(46.89)	94 (53.11) 1 23.455 *
29.	I saw less than four basketball games this year.	140	(72.92)	52	(27.08)	123	(70.69)	51 (29.31) 1 0.224 NS

Table 17--Concluded

Item Number	Item	Non-Justin Morrill		Justin Morrill		df	x ²	p
		True	(%)	False	(%)			
33.	During this year, I went to hear a visiting speaker or lecturer sponsored by a department on campus, the Honors College, or Lecture-Concert Series.	90	(46.88)	102	(53.13)	155	(89.08)	19 (10.92) 1 73.471 *
40.	I attended no concerts sponsored by the University.	94	(48.96)	98	(51.04)	45	(25.86)	129 (74.14) 1 20.672 *
41.	I would say that I have attended most of the really big social events on campus this year.	40	(20.83)	152	(79.17)	27	(15.52)	147 (84.48) 1 01.725 NS
43.	I do not regularly date the same person at MSU (i.e., "go steady").	139	(72.77)	52	(27.23)	121	(69.54)	53 (30.46) 1 00.465 NS
45.	I did not pledge a fraternity or sorority.	170	(88.54)	22	(11.46)	142	(81.61)	32 (18.39) 1 03.488 NS
47.	I usually spend more than 15 or 20 minutes a day in the Grill, Kewpee's, or a similar student gathering place.	40	(20.83)	152	(79.17)	49	(28.16)	125 (71.84) 1 02.663 NS

^a Different total N's in this table indicate some "no response" items.

^b * designates statistically significant at or beyond the .05 level of confidence.

^c NS designates not statistically significant.

active in more extracurricular clubs and committees than their counterparts, but a larger proportion held positions of leadership as well. Forty per cent of the Justin Morrill students were officers or leaders, while only 27 per cent of the non-Justin Morrill students held such distinction.

The data also revealed that a larger proportion of the Justin Morrill students attended University-sponsored academic and cultural events. Eighty-nine per cent of the Justin Morrill students went to hear a visiting speaker or lecturer, compared to only 46 per cent of the non-Justin Morrill students. Likewise, nearly 50 per cent of the non-Justin Morrill students, compared to 25 per cent of the Justin Morrill students, reported that they had never attended a University-sponsored concert.

In general, the data in this category indicate that the Justin Morrill students were as involved as the non-Justin Morrill students in most of the activities that make up campus life and were more involved in the extracurricular clubs and University-sponsored lectures and concerts.

Personal Interaction.--The eight items contained in this category were designed to indicate something about the kinds of personal interactions a student had on and off campus. The data in Table 18 reveal that significant differences were noted on four of the eight items.

Table 18. Personal Interaction: A comparison between Non-Justin Morrill and Justin Morrill students in terms of type of personal interaction with others, on and off campus^a

Item Number	Item	Non-Justin Morrill		Justin Morrill		df	x ²	p
		True	(%)	False	(%)			
16.	I eat with the same group of friends each evening.	120	(62.50)	72	(37.50)	91	(51.41)	86 (48.59) 1 4.624 * ^b
17.	I have a (boy or girl) friend in my home town whom I date.	92	(47.92)	100	(52.08)	58	(32.95)	118 (67.05) 1 8.513 *
25.	Most of the "bull sessions" or discussions in which I participate discuss academic questions such as the nature of man, world affairs, questions stimulated in courses, etc.	65	(33.85)	127	(66.15)	78	(45.35)	94 (54.65) 1 5.026 *
27.	My roommate is my closest friend this year.	75	(39.27)	116	(60.73)	42	(24.56)	129 (75.44) 1 8.920 *
31.	I spend less than an hour a day in "bull sessions" or discussions with my friends.	76	(39.79)	115	(60.21)	65	(37.57)	108 (62.43) 1 0.188 NS ^c
35.	I date less than twice a week.	117	(61.90)	72	(38.10)	90	(52.02)	83 (47.98) 1 3.602 NS
37.	I talked to my head resident advisor or my R.A. in the dorm about a personal problem.	77	(40.10)	115	(59.90)	61	(35.06)	113 (64.94) 1 0.990 NS
39.	I have a close group of friends and we do most things together.	118	(62.43)	71	(37.57)	111	(64.16)	62 (35.84) 1 0.116 NS

^a Different total N's in this table indicate some "no response" items.

^b * designates statistically significant at or beyond the .05 level of confidence.

^c NS designates not statistically significant.

Further analysis revealed that no differences existed between the two groups in terms of their time spent in "bull sessions" or discussions with friends, on campus dating patterns, discussion of personal problems with resident hall staff, and doing most things with a close group of friends.

Differences were revealed on items intended to measure meal time interactions, off campus dating patterns, quality of "bull sessions" or discussions, and interaction between roommates.

Sixty-two per cent of the non-Justin Morrill students, compared to 51 per cent of the Justin Morrill students, reported that they ate with the same group of friends each evening. Nearly 50 per cent of the non-Justin Morrill students had a (boy or girl) friend in their home town while less than 35 per cent of the Justin Morrill students so indicated. The data also reveal that 45 per cent of the Justin Morrill students, compared to 33 per cent of the non-Justin Morrill students, frequently engaged with others in discussions of a serious or academic nature. A higher proportion of the non-Justin Morrill students than the Justin Morrill students identified their roommate as their closest friend.

Summary of Data on First Year Experiences.--Null Hypothesis III was intended to identify the differences in the first year experiences between the Justin Morrill and non-Justin Morrill College students. Although Null Hypothesis III was not accepted or rejected in its entirety, each item contained in Experience Inventory I was accepted or rejected based on the results of the analysis of the data.

The null hypothesis that Justin Morrill students do not differ from non-Justin Morrill students was rejected on five of the six items in the Faculty Contact category. The Justin Morrill students were better known by their instructors than were the non-Justin Morrill students and they enjoyed a more frequent and personal contact with faculty members in and outside of the classroom.

None of the four items in the Study Practices category, nor the two items in the Educational Intentions and Satisfaction with Attending Institution category differentiated the two groups of students. Thus, all six items were accepted.

Three of the four items in the Class Experiences and Courses category were rejected. In comparison to the regular freshman resident students at Michigan State, the Justin Morrill College students were better acquainted with their classmates, found their courses more interesting, and had "cut" fewer classes.

The Justin Morrill and non-Justin Morrill students were found to be similarly involved in most phases of campus life. Only four of the thirteen items in the Immersion in Campus Life category were rejected. The Justin Morrill students were members in more extracurricular clubs and committees and held more positions of leadership in those extracurricular activities than did their freshman counterparts. Also, the Justin Morrill students took greater advantage of the University-sponsored lectures and concerts.

The null hypothesis that Justin Morrill students do not differ from non-Justin Morrill students was rejected on four of the eight items in the Personal Interaction category. In comparison to the regular freshman resident students, the Justin Morrill College freshman ate less often with the same group of friends, less frequently claimed their roommates as their closest friend, and were less likely to date a friend in their home town.

In many respects, the first year experiences encountered by Justin Morrill and non-Justin Morrill students were similar. However, Justin Morrill students did enjoy a closer and more meaningful contact with faculty, found their courses more interesting, were more fully immersed in campus life, and were less reliant on their immediate associates for social interaction.

CHAPTER V

ANALYSIS OF THE DATA - PART TWO

Chapter V includes an analysis of the data concerning the student perceptions of and experiences with the Justin Morrill College program during its first year of operation. More specifically, the null hypothesis tested in this part of the study was:

Null Hypothesis IV. Male Justin Morrill College students do not differ from female Justin Morrill College students on the basis of perceptions of and experiences with the following aspects of Justin Morrill College: (A) reasons for and satisfaction with choice of college; (B) faculty; (C) curriculum; (D) residence hall life; (E) academic press; and (F) miscellaneous aspects of the program.

Several items were included in each of the categories listed in Null Hypothesis IV. Each item was considered a sub-null hypothesis and was analyzed separately by the chi square (χ^2) statistic and accepted or rejected at the .05 level of confidence. The data from the individual items were then grouped into the categories listed in Null Hypothesis IV to add clarity and meaning to the data. A separate table and discussion will be reported for each category contained in the null hypothesis.

Reasons for and Satisfaction with the
Choice of Justin Morrill College

Several items comprise the category dealing with the reasons students selected Justin Morrill College and their general satisfaction with that choice. The data in Table 19 show that there were no significant differences between male and female Justin Morrill students with respect to the seven items in this category.

As the data for Item 48 reveal, 33.91 per cent of the students selected Justin Morrill College because of its liberal arts curriculum. Twenty-four per cent chose the college because it was a small college in residence; 22 per cent for its international emphasis; and slightly less than 10 per cent because of its intensive foreign language training. Approximately 8 per cent indicated there were other reasons for selecting the college.

Over 80 per cent of the students indicated that they had planned to attend Michigan State University before learning about Justin Morrill College, and less than 20 per cent reported they would have gone elsewhere had the new college not been available to them.

Nearly 75 per cent of the students indicated they first became aware of Justin Morrill College through

Table 19. The Reasons for and Satisfaction with the Choice of Justin Morrill College. A comparison between male and female Justin Morrill College students in terms of their reasons for and satisfaction with choice of Justin Morrill College^a

Item Number	Item	Males		Females		Total		df	x ²	p
		N	%	N	%	N	%			
48.	From statements listed below, which one best describes the reason you chose Justin Morrill College?									
	Liberal Arts Curriculum	31	(39.24)	28	(29.47)	59	(33.91)			
	Strong International Emphasis	17	(21.52)	22	(23.16)	39	(22.41)			
	Small College in Residence	21	(26.58)	22	(23.16)	43	(24.71)	4	6.051	NS ^b
	Foreign Language Emphasis	4	(5.06)	15	(15.79)	19	(10.92)			
	Other	6	(7.59)	8	(8.42)	14	(8.05)			
49.	Had you planned to attend Michigan State University before you learned about Justin Morrill College?									
	Yes	61	(77.22)	79	(84.04)	140	(80.92)			
	No	18	(22.78)	15	(15.96)	33	(19.08)	1	1.296	NS
50.	Would Michigan State have been your choice of colleges had Justin Morrill not been available to you?									
	Yes	62	(80.52)	77	(81.91)	139	(81.29)			
	No	15	(19.48)	17	(18.09)	32	(18.71)	1	0.054	NS
51.	How did you first learn about Justin Morrill College?									
	H.S. Counselor or Teacher	6	(7.59)	4	(4.21)	10	(5.75)			
	Literature from MSU	60	(75.95)	70	(73.68)	130	(74.71)			
	MSU Admissions Officer	4	(5.06)	11	(11.58)	15	(8.62)	4	6.378	NS
	Family or Friends	8	(10.13)	5	(5.26)	13	(7.47)			
	Other	1	(1.27)	5	(5.26)	6	(3.45)			

Table 19--Concluded

Item Number	Item	Males		Females		Total N %	df	x ²	p
52.	Which of the following had the greatest influence on your choice of Justin Morrill College?								
	Father	8	(10.13)	9	(9.78)	17 (9.94)			
	Mother	5	(6.33)	16	(17.39)	21 (12.28)			
	H.S. Counselor or Teacher	4	(5.06)	7	(7.61)	11 (6.43)			
	Friends	4	(5.06)	2	(2.17)	6 (3.51)			
	MSU Admissions Officer	8	(10.13)	9	(9.78)	17 (9.94)	5	6.423	NS
	Other	50	(63.29)	49	(53.26)	99 (57.89) ^c			
53.	Were your parents in agreement with your choice of Justin Morrill College?								
	Yes	75	(96.15)	87	(93.55)	162 (94.74)	1	0.578	NS
	No	3	(3.85)	6	(6.45)	9 (5.26)			
54.	Now that you have enrolled in Justin Morrill College for nearly a year, do you feel that you made the best choice of colleges avail- able to you?								
	Yes	53	(79.10)	66	(70.97)	119 (74.38)	1	1.353	NS
	No	14	(20.90)	27	(29.03)	41 (25.63)			

^a Different total N's in this table indicate some "no response" items.

^b NS designates not statistically significant.

^c Several students wrote in that the choice of Justin Morrill was an independent decision.

literature sent out by Michigan State University. Although it is evident from the data on Item 52 that parents were not too influential in the students' choice of Justin Morrill, Item 53 reveals that over 90 per cent of the parents were in agreement with the selection.

Item 54 was intended to measure student satisfaction with the new college. Seventy-four per cent of the Justin Morrill sample indicated they had made the best choice of colleges available to them.

In summary, the data in Table 19 reveal a majority of the students enrolled in Justin Morrill College during its first year of operation had planned to attend Michigan State University before learning about the new college. They first learned about Justin Morrill through literature sent out by the University and selected the semi-autonomous college for a number of reasons, although the largest proportion chose it for the liberal arts curriculum. Approximately 75 per cent of the students were satisfied that Justin Morrill was the best choice of colleges available to them and most parents were in agreement with that choice.

Faculty

The Faculty category of Null Hypothesis IV contains ten items. The questions were designed to measure interaction between students and faculty, as well as students' perceptions of the quality of instruction they received.

As the data in Table 20 indicate, no sex differences appeared on any of the ten items.

Further analysis of the data for Item 55 reveals that over 90 per cent of the students perceived that most faculty members who taught their classes knew them by name. Continuing the report of data for individual items in the Faculty category reported in Table 20, we find that 85 per cent of the students felt that Justin Morrill faculty members took a personal interest in their students. Eighty-three per cent of the students saw their faculty members as stimulating and challenging and 90 per cent were encouraged to go to a faculty office to discuss academic problems.

Nearly 75 per cent of the students reported knowing a faculty member well enough to ask for a recommendation on a job application. Seventy per cent of the Justin Morrill students sensed a strong feeling of community between students and faculty; 93 per cent perceived the quality of the Justin Morrill faculty to be quite high; and over 80 per cent reported the Dean as being accessible to students.

Nearly 85 per cent of the Justin Morrill students agreed with the statement that faculty members spend time with students in the grill or dining room, and 88 per cent felt that they received more personal attention by faculty members than did other Michigan State University students.

Table 20. Justin Morrill Students' Perceptions of and Experiences with Faculty. A comparison between male and female Justin Morrill College students in terms of their perceptions of and experiences with faculty members^a

Item Number	Item	Males		Females		Total		df	χ^2	p
		N	%	N	%	N	%			
55.	Most of the faculty members who teach my classes know me by name.									
	Agree	70	(90.91)	88	(90.72)	158	(90.80)	1	0.002	NS ^b
	Disagree	7	(9.09)	9	(9.28)	16	(9.20)			
59.	The majority of faculty members in Justin Morrill take a personal interest in their students.									
	Agree	66	(89.19)	80	(82.47)	146	(85.38)	1	1.516	NS
	Disagree	8	(10.81)	17	(17.53)	25	(14.62)			
64.	Most of the faculty members who teach my courses are stimulating and challenging.									
	Agree	63	(81.82)	82	(84.54)	145	(83.33)	1	0.228	NS
	Disagree	14	(18.18)	15	(15.46)	29	(16.67)			
66.	Students are encouraged to go to a faculty office to discuss an academic problem.									
	Agree	70	(90.91)	88	(90.72)	158	(90.80)	1	0.002	NS
	Disagree	7	(9.09)	9	(9.28)	16	(9.20)			
77.	I know at least one faculty member well enough to ask for a personal recommendation on a job application.									
	Agree	53	(69.74)	72	(75.00)	125	(72.67)	1	0.592	NS
	Disagree	23	(30.26)	24	(25.00)	47	(27.33)			

Table 20--Concluded

Item Number	Item	Males		Females		Total		df	χ^2	p
		N	%	N	%	N	%			
78.	In general, there is a strong feeling of community among the students and faculty in Justin Morrill.									
	Agree	54	(71.05)	65	(69.15)	119	(70.00)			
	Disagree	22	(28.95)	29	(30.85)	51	(30.00)	1	0.073	NS
85.	The quality of faculty in Justin Morrill, in general, appears to be quite high.									
	Agree	71	(93.42)	92	(93.88)	163	(93.68)			
	Disagree	5	(6.58)	6	(6.12)	11	(6.32)	1	0.015	NS
90.	The Dean is accessible to students.									
	Agree	61	(82.43)	81	(82.65)	142	(82.50)			
	Disagree	13	(17.57)	17	(17.35)	30	(17.44)	1	0.001	NS
92.	Faculty members spend time with students in the grill or dining hall.									
	Agree	70	(89.74)	74	(79.57)	144	(84.21)			
	Disagree	8	(10.26)	19	(20.43)	27	(15.79)	1	3.302	NS
97.	Students in Justin Morrill receive more personal attention by faculty members than do other MSU students.									
	Agree	65	(89.04)	84	(88.42)	149	(88.69)			
	Disagree	8	(10.96)	11	(11.58)	19	(11.31)	1	0.016	NS

^a Different total N's in this table indicate some 'no response' items.

^b NS designates not statistically significant.

A brief summary of the data in the Faculty category of Null Hypothesis IV reveals that the Justin Morrill students have a high positive regard for faculty members in the new college. They perceived the faculty to be stimulating, challenging, and high quality teachers. The students also indicated that the faculty were interested in their students, were accessible, and spent time informally with students outside the classroom. All of the above was expressed in their belief that a strong feeling of community existed among the Justin Morrill students and faculty.

Curriculum

The nine items contained in the Curriculum category of Null Hypothesis IV are concerned with the student perceptions of and experiences with the Justin Morrill College curriculum. The data in Table 21 indicate that no differences existed between the male and female students in Justin Morrill College on seven of the nine items. Significant sex differences were noted on Items 75 and 98.

The data for Item 75, as reported in Table 21, reveal that the male and female students differed significantly in terms of their feeling that there should be greater opportunity to take elective courses outside of the Justin Morrill curriculum. Fifty per cent of the males, compared to 67 per cent of the females, desired greater

Table 21. Justin Morrill Students' Perceptions of and Experiences with the Justin Morrill College Curriculum. A comparison between male and female Justin Morrill College students in terms of perceptions of and experiences with the Justin Morrill College curriculum^a

Item Number	Item	Males		Females		Total		df	x ²	p
		N	%	N	%	N	%			
58.	There are not enough practical courses available to Justin Morrill students.									
	Agree	26	(33.77)	38	(39.58)	64	(36.99)			
	Disagree	51	(66.23)	58	(60.42)	109	(63.01)	1	0.620	NS ^b
67.	The international emphasis of Justin Morrill has given me a greater understanding and appreciation of my own culture.									
	Agree	43	(56.58)	55	(57.29)	98	(56.98)			
	Disagree	33	(43.42)	41	(42.71)	74	(43.02)	1	0.009	NS
71.	The liberal arts or general education emphasis of Justin Morrill will, in the long run, have as much practical value as a specialized or vocational education.									
	Agree	57	(80.28)	65	(69.89)	122	(74.39)			
	Disagree	14	(19.72)	28	(30.11)	42	(25.61)	1	2.281	NS
75.	There should be greater opportunity to take elective courses outside of Justin Morrill College curriculum.									
	Agree	38	(50.67)	64	(67.37)	102	(60.00)			
	Disagree	37	(49.33)	31	(32.63)	68	(40.00)	1	4.871	* ^c
76.	The intensive language training has been personally rewarding to me.									
	Agree	58	(77.33)	71	(74.74)	129	(75.88)			
	Disagree	17	(22.67)	24	(25.26)	41	(24.12)	1	0.154	NS

Table 21--Concluded

Item Number	Item	Males		Females		Total N	%	df	χ^2	p
80.	The summer study-abroad program discriminates against those students of limited financial resources.	Agree	46 (59.74)	54 (57.45)	100 (58.48)					
		Disagree	31 (40.26)	40 (42.55)	71 (41.52)			1	0.092	NS
82.	I sometimes wonder how what I am learning will have application to my eventual vocation.	Agree	48 (62.34)	56 (57.73)	104 (59.77)					
		Disagree	29 (37.66)	41 (42.27)	70 (40.23)			1	0.379	NS
89.	The language program moves so rapidly that I fail to understand what is being taught.	Agree	17 (22.37)	25 (26.04)	42 (24.42)					
		Disagree	59 (77.63)	71 (73.96)	130 (75.58)			1	0.310	NS
98.	Many students in Justin Morrill regard themselves as no-preference students and plan to transfer to a more specialized curriculum when their vocational plans are more definite.	Agree	55 (71.43)	82 (86.32)	137 (79.65)					
		Disagree	22 (28.57)	13 (13.68)	35 (20.35)			1	5.815	*

^aThe different total N's in this table indicate some "no response" items.

^bNS designates not statistically significant.

^c* designates statistically significant at or beyond the .05 level of confidence.

opportunity to enroll in non-Justin Morrill courses. Significant sex differences were also noted in the analysis of Item 98. Seventy-one per cent of the males perceived that many Justin Morrill students regarded themselves as no preference students planning to transfer to a different curriculum as their vocational plans became definite. More than 85 per cent of the females were of the same opinion.

Sex differences did not appear in the analysis of the remaining seven items in the Curriculum category. However, brief mention will be made on the responses to each item.

Over 75 per cent of the Justin Morrill students reported the intensive language training to be personally rewarding. Fifty-eight per cent of the students perceived the summer abroad program to discriminate against students of limited financial resources. Nearly 60 per cent of the students sometimes wondered about the applicability of the liberal curriculum to their eventual vocation.

Less than 25 per cent of the students felt that the language program moved too rapidly, and only 36 per cent indicated there were not enough practical courses available to Justin Morrill students. The international emphasis of the curriculum provided a greater understanding of their own culture to 56 per cent of the students and approximately 75 per cent granted that liberal or general education has as much practical value as a vocational education.

Significant differences appeared on two of the nine items contained in the null hypothesis that male Justin Morrill students do not differ from female Justin Morrill students in terms of their perceptions of and experiences with the Justin Morrill curriculum. A greater proportion of females than males desired an opportunity to take more elective courses and they also reported that many Justin Morrill students regard themselves as no-preference students. A good majority of the students are committed to the value of a general education and responded favorably to the intensive language program.

Residence Hall Life

Table 22 reports the analysis of the data for the thirteen items comprising the Residence Hall Life category of Null Hypothesis IV. As is evidenced by the data in Table 22, significant sex differences were found on none of the thirteen items.

Further analysis of the data for each item will be reported to gain an insight into the role which residence hall life played during the first year the Justin Morrill program was in operation.

Nearly 80 per cent of the respondents were in agreement with the statement that it is desirable to have all Justin Morrill students living in the same residence hall.

Table 22. Justin Morrill Students' Perceptions of and Experiences with the Living-Learning Residence Halls. A comparison between male and female Justin Morrill College students in terms of their perceptions of and experiences with the Residence Hall Program^a

Item Number	Item	Males		Females		Total		df	x ²	p
		N	%	N	%	N	%			
57.	It is desirable to have all Justin Morrill students living in the same residence hall. Agree Disagree	63 14	(81.82) (18.18)	76 21	(78.35) (21.65)	139 35	(79.89) (20.11)	1	0.321	NS ^b
60.	Ideas and issues brought up in class are quite often the topic of discussion in my residence hall house, over dinner, or in the grill. Agree Disagree	41 36	(53.25) (46.75)	50 46	(52.08) (47.92)	91 82	(52.60) (47.40)	1	0.023	NS
62.	The Head Advisor, Graduate Advisors and R.A.'s are more interested in order and control than in education. Agree Disagree	36 41	(46.75) (53.25)	39 57	(40.63) (59.38)	75 98	(43.35) (56.65)	1	0.653	NS
65.	Making initial residence hall room assignments on the basis of foreign language is desirable. Agree Disagree	57 20	(74.03) (25.97)	59 37	(61.46) (38.54)	116 57	(67.05) (32.95)	1	3.055	NS
69.	Foreign language is quite often spoken in the residence hall house, in the dining hall, etc. Agree Disagree	43 34	(55.84) (44.16)	41 55	(42.71) (57.29)	84 89	(48.55) (51.45)	1	2.952	NS
70.	The R.A.'s in the Justin Morrill residence hall houses should be Justin Morrill students. Agree Disagree	40 32	(55.56) (44.44)	59 37	(61.46) (38.54)	99 69	(58.93) (41.07)	1	0.592	NS
73.	The residence hall program has helped me feel a part of this large university. Agree Disagree	45 32	(58.44) (41.56)	62 30	(67.39) (32.61)	107 62	(63.31) (36.69)	1	1.445	NS

Table 22--Concluded

79. Provincialism is a real danger when all students from the same college live in the same residence hall.									
Agree	34 (44.16)	48 (51.06)	82 (47.95)	1	0.809	NS			
Disagree	43 (55.84)	46 (48.94)	89 (52.05)						
83. The Head Advisor, Graduate Advisors, and R.A.'s contribute to the Justin Morrill program.									
Agree	34 (44.16)	38 (39.18)	72 (41.38)	1	0.439	NS			
Disagree	43 (55.84)	59 (60.82)	102 (58.62)						
87. The residence hall program complements the academic and instructional programs of Justin Morrill College.									
Agree	41 (53.95)	55 (57.89)	96 (56.14)	1	0.267	NS			
Disagree	35 (46.05)	40 (42.11)	75 (43.86)						
93. The atmosphere in my residence hall is conducive to good study.									
Agree	43 (55.13)	49 (53.26)	92 (54.12)	1	0.059	NS			
Disagree	35 (44.87)	43 (46.74)	78 (45.88)						
95. The residence hall government fosters an understanding and involvement in the democratic process.									
Agree	25 (33.78)	43 (45.26)	68 (40.24)	1	2.280	NS			
Disagree	49 (66.22)	52 (54.74)	101 (59.76)						
99. The hall staff assists the student in adjusting to the demands of academic life.									
Agree	46 (59.74)	48 (51.06)	94 (54.97)	1	1.287	NS			
Disagree	31 (40.26)	46 (48.94)	77 (45.03)						

^a The different total N's in this table indicate some "no response" items.

^b NS designates not statistically significant.

Only 52 per cent of the students perceived that ideas and issues brought up in class were often the topic of discussion in the residence hall. Less than 50 per cent of the Justin Morrill sample viewed the residence hall staff as more interested in order and control than in education, and nearly 70 per cent agreed to the value of making room assignments on the basis of the foreign language under study by the student.

Less than 50 per cent of the students reported that foreign language is often spoken in the residence hall outside of class. That the Resident Assistants should be Justin Morrill students was indicated by 58 per cent of the sample. Sixty-three per cent of the Justin Morrill students felt that the residence hall program had helped them feel a part of the large University, while 47 per cent perceived the residential college as fostering provincialism.

The residence hall staff members were viewed by 41 per cent of the respondents as contributing to the Justin Morrill College program. Fifty-six per cent of the students agreed that the residence hall program complements the academic and instructional program of the college and approximately the same proportion indicated that the atmosphere in the residence hall was conducive to good study. The residence hall government was perceived as fostering an understanding and involvement in the democratic process by 40 per

cent of the students, while 54 per cent agreed that the hall staff assisted students in their adjustment to college life.

In summary, the data in Table 22 revealed no sex differences on any of the thirteen items included in the Residence Hall Life category of Null Hypothesis IV. Approximately 80 per cent of the respondents indicated it was desirable to have all Justin Morrill students living in the same residence hall and over two-thirds thought it was a good idea to assign roommates on the basis of foreign language. The students were fairly equally divided with respect to their perceptions of the academic atmosphere within the hall and the contributions made by the residence hall staff and the various extracurricular programs held in the hall.

Academic Press

The Academic Press category of Null Hypothesis IV contains seven items intended to measure the perceived degree of difficulty of the work required and academic standards that prevailed in Justin Morrill College. As is indicated by the data in Table 23, no differences existed between the male and female students on any of the seven items.

The data in Table 23 reveal that nearly 80 per cent of the Justin Morrill students indicated that creativity and independent thought were rewarded in the new college. That a lot of pressure existed to get good grades was agreed to by 66 per cent of the students, while only 31 per cent reported

Table 23. Justin Morrill Students' Perceptions of and Experiences with the Academic Press in Justin Morrill College. A comparison between male and female Justin Morrill College students in terms of their perceptions of and experiences with the Academic Press in Justin Morrill College^a

Item Number	Item	Male		Female		Total		df	χ^2	p
		N	%	N	%	N	%			
68.	Creativity and independent thought are rewarded here.									
	Agree	60	(77.92)	75	(77.32)	135	(77.59)	1	0.009	NS ^b
	Disagree	17	(22.08)	22	(22.68)	39	(22.41)			
74.	There is a lot of pressure to get good grades in Justin Morrill.									
	Agree	47	(61.04)	66	(70.21)	113	(66.08)	1	1.589	NS
	Disagree	30	(38.96)	28	(29.79)	58	(33.92)			
81.	Too much emphasis has been placed on foreign language.									
	Agree	26	(33.77)	29	(29.90)	55	(31.61)	1	0.297	NS
	Disagree	51	(66.23)	68	(70.10)	119	(68.39)			
88.	It is difficult for a student of average academic ability to get good grades in Justin Morrill.									
	Agree	30	(38.96)	33	(34.74)	63	(36.63)	1	0.327	NS
	Disagree	47	(61.04)	62	(65.26)	109	(63.37)			
94.	Study for course work requires so much time that little time is left for other activities.									
	Agree	37	(47.44)	52	(54.17)	89	(51.15)	1	0.780	NS
	Disagree	41	(52.56)	44	(45.83)	85	(48.85)			
96.	The academic competition among Justin Morrill students is very intense.									
	Agree	42	(55.26)	52	(55.32)	94	(55.29)	1	0.000	NS
	Disagree	34	(44.74)	42	(44.68)	76	(44.71)			
100.	Most students are more interested in what they learn than with the grades they receive.									
	Agree	13	(17.11)	19	(20.21)	32	(18.82)	1	0.266	NS
	Disagree	63	(82.89)	75	(79.79)	138	(81.18)			

^aThe different total N's in this table indicate some "no response" items.

^bNS designates not statistically significant.

that too much emphasis had been placed on foreign language. Only 36 per cent of the students perceived that it was difficult for a student of average ability to get good grades.

Over 50 per cent of the Justin Morrill sample felt that course work requirements demanded so much study that little time was left for other activities and approximately the same proportion indicated the academic competition among Justin Morrill students was very intense. Less than 20 per cent of the respondents perceived the Justin Morrill students to be more interested in what they learned than with the grades they received.

No sex differences appeared on any of the seven items in the Academic Press category. A summary of the analysis reported in Table 23 revealed several findings worth emphasizing. Although a majority of the students felt there was a lot of pressure to get good grades, they also indicated that a student of average ability could achieve satisfactory marks. It appears that the intensive foreign language program was not perceived to be too difficult and that creativity and independent thought is emphasized and rewarded in the new college. Course grades, not a desire to learn, appeared to be the motivating factor for more than 80 per cent of the Justin Morrill students.

Miscellaneous Aspects of the
Justin Morrill Program

Seven items comprise the Miscellaneous category of Null Hypothesis IV. This category contains the items that could not conveniently be placed in the other categories but were determined important to an understanding of the Justin Morrill Program.

As indicated by the data in Table 24, significant sex differences were found on two of the seven items. The data from Item 61 reveal that 79 per cent of the males, compared to 57 per cent of the females, felt they were getting a better education than the majority of the students at Michigan State. Item 86 differentiates the sexes with respect to their identification with the new college. Forty-seven per cent of the males indicated they identified more closely with Justin Morrill College than with Michigan State University, while 63 per cent of the females made the same claim.

Further analysis of the five items on which no sex differences appeared is reported below. Sixty-five per cent of the respondents felt that the students in Justin Morrill College were fairly representative of the Michigan State University student body. The statement that most of my friends and acquaintances at Michigan State are students in Justin Morrill College was agreed to by 62 per cent of the sample. Only 26 per cent of the students reported there

Table 24. Justin Morrill Students' Perceptions of and Experiences with Miscellaneous Aspects of the Justin Morrill College Program. A comparison between male and female Justin Morrill College students in terms of their perceptions of and experiences with miscellaneous aspects of the Justin Morrill College Program^a

Item Number	Item	Males		Females		Total		df	x ²	p
		N	%	N	%	N	%			
56.	The students in Justin Morrill College represent a fairly good cross-section of MSU students. Agree Disagree	50 27	(64.94) (35.06)	64 33	(65.98) (34.02)	114 60	(65.52) (34.48)	1	0.021	NS ^b
61.	I feel that I am getting a better education than the majority of the students at MSU. Agree Disagree	57 15	(79.17) (20.83)	53 39	(57.61) (42.39)	110 54	(67.07) (32.93)	1	8.500	* ^c
63.	Most of my friends and acquaintances at Michigan State are students in Justin Morrill College. Agree Disagree	46 30	(60.53) (39.47)	62 35	(63.92) (36.08)	108 65	(62.43) (37.57)	1	0.209	NS
72.	There appears to be a lack of diversity of interests and attitudes among the students with whom I live. Agree Disagree	19 58	(24.68) (75.32)	27 70	(27.84) (72.16)	46 128	(26.44) (73.56)	1	0.220	NS
84.	There is plenty of opportunity to meet and make friends with other than Justin Morrill students. Agree Disagree	56 21	(72.73) (27.27)	58 39	(59.79) (40.21)	114 60	(65.52) (34.48)	1	3.178	NS
86.	I identify more closely with Justin Morrill College than with Michigan State University. Agree Disagree	37 41	(47.44) (52.56)	62 36	(63.27) (36.73)	99 77	(56.25) (43.75)	1	4.422	* ^c
91.	I don't feel like an I.B.M. number in this college. Agree Disagree	68 10	(87.18) (12.82)	82 15	(84.54) (15.46)	150 25	(85.71) (14.29)	1	0.247	NS

^aThe different total N's in this table indicate some "no response" items.

^bNS designates not statistically significant.

^c* designates statistically significant at or beyond the .05 level of confidence.

appeared to be a lack of diversity of interests and attitudes among the Justin Morrill students and more than 65 per cent indicated there was plenty of opportunity to meet and make friends with non-Justin Morrill students. That Justin Morrill College has provided a sense of identity for the students is attested to by the fact that 85 per cent of the sample indicated they did not feel like an I.B.M. number in the new college.

Summary

Null Hypothesis IV was intended to measure for sex differences in students' perceptions of and experiences with various aspects of the Justin Morrill College program during its first year of operation. Significant sex differences appeared on only four of the fifty-three items contained in this part of the study.

The male and female Justin Morrill students differed significantly on two of the nine items in the Curriculum category and on two of the seven Miscellaneous category items. No sex differences occurred in the categories Reasons For and Satisfaction With Choice of College, Faculty, Residence Hall Life, and Academic Press.

In the Curriculum category, a greater proportion of Justin Morrill females than males desired an opportunity to enroll in more elective courses and also felt that many Justin Morrill students regard themselves as no-preference

students. In the category dealing with the Miscellaneous aspects of the Justin Morrill program, a larger percentage of males felt they were getting a better education than the majority of students at Michigan State University, and a greater proportion of the females identified more closely with Justin Morrill than with the parent University.

Further analysis of the data revealed that most of the students in Justin Morrill had planned to attend Michigan State University before learning about the new college. The students selected Justin Morrill College for a number of reasons although the largest proportion chose it for the liberal arts curriculum, and approximately 75 per cent were satisfied that Justin Morrill was the best choice of colleges available to them.

A large proportion of the Justin Morrill students perceived the faculty as stimulating, challenging, and of high quality. They viewed the faculty as interested in and accessible to their students and willing to meet with students informally outside the classroom. The students also indicated that a strong feeling of community between students and faculty had developed.

The data in the Curriculum category indicated that a majority of the Justin Morrill students were satisfied with and saw value in the liberal arts or general education curriculum. Also, most of the sample responded favorably to the intensive foreign language program.

The students were almost equally divided with respect to their agreement about the role most aspects of residence hall life played in the Justin Morrill program. However, a large proportion of the students did indicate that it was desirable to have all Justin Morrill students living in the same living-learning center and they gave support to the practice of using foreign language as the criterion for initial roommate assignments.

The data in the Academic Press category revealed that well over half of the sample perceived a good deal of pressure for high academic achievement, although only a relatively small percentage thought it difficult for a student of average ability to get good grades. The intensive foreign language program was viewed as too difficult by substantially less than half of the students. Although creativity and independent thought is apparently rewarded in Justin Morrill College, less than 20 per cent of the respondents indicated that Justin Morrill students were more interested in what they learned than with the grade they received.

Well over half of the sample agreed that the Justin Morrill students were representative of the student body at the University; that their friends were mostly from within the new college; but that there was ample opportunity to make friends outside Justin Morrill College. Over 80 per cent of the students indicated that they did not feel like an I.B.M. number.

CHAPTER VI

SUMMARY, CONCLUSIONS, DISCUSSION, AND IMPLICATIONS FOR FURTHER RESEARCH

Summary

The purpose of this study was to investigate the nature of the subculture emerging from the establishment of Justin Morrill College as a residential, semi-autonomous, liberal arts college at Michigan State University. More specifically, an attempt was made to:

1. Determine in what ways Justin Morrill College students were similar and/or dissimilar to other freshman resident students with regard to selected background characteristics.
2. Determine how selected first year college experiences of the Justin Morrill College students compared with the experiences of the other first year resident students at Michigan State University.
3. Determine in what ways the male Justin Morrill College students compared with the female Justin Morrill College students with respect to their perceptions of selected first year experiences within Justin Morrill College.
4. Determine the nature of experiences unique to Justin Morrill College as perceived by the students enrolled in the new college.

A review of the literature relevant to this study gave support to the idea that college students vary

considerably with respect to academic ability and background characteristics, and that these variables have a relationship to the outcome of the college experience. It was also revealed that colleges vary with respect to the types of students they enroll. Considerable evidence suggested that the total campus environment has potential to influence student behavior on the small college campus. However, at the large multi-purpose university, the various subcultures within the total environment appeared to have the greatest influence. College or academic major and residence halls were identified as two of the prominent reference points around which subcultures form on the college campus. Several colleges and universities are responding to this evidence by experimenting with new patterns of organization that will more fully utilize the influence of the subculture. It was purported that most of these experiments are taking the form of small, residential, liberal arts colleges at large multi-purpose institutions. However, little research has been done on these experimental ventures. In the fall of 1965, Michigan State University established Justin Morrill College as a residential, semi-autonomous liberal arts college within the existing structure of the University. The present study was intended to determine the nature of the subculture emerging within Justin Morrill College.

The samples for the study were selected from the total population of 6,551 students living in residence halls at Michigan State University who were first term freshmen at the beginning of fall term, 1965, and who were still enrolled and living in residence at the beginning of spring term, 1966. From the total population, 200 Justin Morrill College students living in Phillips and Snyder Halls and 200 resident freshmen were randomly selected.

During the latter part of spring term, 1966, data were collected by use of a 100 item questionnaire. Both samples of students were asked to respond to the first 47 items on the questionnaire. Ten of the 47 items were selected from the Biographical Data Sheet (Michigan State University). The Biographical Data Sheet consists of 25 questions designed to obtain background information from students. The remaining 37 items were selected from Experience Inventory I (Michigan State University). Experience Inventory I is a 50 item scale intended to measure the experiences normally encountered by first year college students. The last 53 items of the instrument were developed by the researcher to measure the student perceptions of and experiences with various aspects of the Justin Morrill College program. Only the Justin Morrill sample responded to the last 53 items.

To measure the students' academic aptitude to do college work, the total score from the College Qualification Test (the Psychological Corporation) was obtained from existing student records.

One hundred and ninety-two, or 96 per cent, of the 200 questionnaires mailed to the non-Justin Morrill students were returned in usable form. Of the 200 questionnaires mailed to the Justin Morrill sample, 177, or 88.5 per cent, were returned in usable form. The "t" test was the statistic used to analyze the data from the College Qualification Test. The data from the 100 item questionnaire were analyzed by the chi-square (χ^2) statistic.

Findings and Conclusions

The more significant findings are presented in two parts. Part One, reported in Chapter IV, concerned differences between Justin Morrill and non-Justin Morrill freshmen in terms of academic aptitude, selected personal characteristics, and first year college experiences. Part Two, reported in Chapter V, compared male and female students in Justin Morrill College with respect to their perceptions of and experiences with various aspects of the Justin Morrill College program.

Part One

Academic Aptitude to Do College Work.--The null hypothesis that Justin Morrill students do not differ from non-Justin Morrill students in terms of aptitude for college work as measured by the College Qualification Test was rejected at the .05 level of confidence and the research hypothesis was accepted. Further analysis revealed that Justin Morrill students had a mean raw score of 149 compared to a mean raw score of 138 for non-Justin Morrill students.

Personal Characteristics.--The null hypothesis that Justin Morrill students do not differ from non-Justin Morrill students in terms of selected personal characteristics was rejected at the .05 level of confidence for the following characteristics: amount of education desired, father's education, mother's education, father's occupation, and religious preference. The null hypothesis was accepted as being tenable for the characteristics of rank in high school graduating class, source of financial support, size of home town, type of school attended, and participation in high school activities.

The Justin Morrill students, when compared to the non-Justin Morrill students, desired a higher level of education, and represented families with a higher educational-socioeconomic level. A larger proportion of the non-Justin Morrill students were Catholic; a greater proportion of

Justin Morrill students indicated no faith or Judaism as their religious preference.

First Year Experiences.--It was postulated in Null Hypothesis III that Justin Morrill students do not differ from non-Justin Morrill students in terms of the following first year experiences: Faculty Contact, Study Practices, Educational Intentions and Satisfaction with Attending Institution, Class Experiences and Courses, Immersion in Campus Life, and Personal Interaction. Because several items were included in all of the categories of experiences in Null Hypothesis III, it was not possible to accept or reject the hypothesis in its entirety.

Significant differences were noted between the two groups on five of the six items in the Faculty Contact category; on three of the four items in the Class Experiences and Courses category; on four of the thirteen items in the Immersion in Campus Life category; and on four of the eight items in the Personal Interaction category. No differences were found to exist between the two groups on any of the items included in the Study Practices or the Educational Intentions and Satisfaction with Attending Institution categories.

More specifically, the data from the items on which significant differences were found revealed that the Justin Morrill students enjoyed a more frequent and personal contact both in and outside of the classroom with faculty members

than did the regular resident freshmen at Michigan State University. In comparison with the non-Justin Morrill freshmen, the Justin Morrill students were better acquainted with their classmates, found their courses to be more interesting, and had "cut" fewer classes. Although the two groups of students were similarly immersed in most of the extracurricular activities of campus life, the Justin Morrill sample was more involved in student clubs and attended more university sponsored lectures and concerts. The differences between the two groups of students in terms of personal interactions revealed that the Justin Morrill students ate less often with the same group of friends, less frequently claimed their roommate as their closest friend, and were less likely to date a friend in their home town.

In summary, Justin Morrill and non-Justin Morrill students held many first year experiences in common. However, the Justin Morrill students enjoyed a more frequent and personal contact with faculty members, found their courses more interesting, were more fully immersed in the extracurricular and cultural life of the campus, and were less reliant on close associates for personal interaction.

Part Two

Perceptions Of and Experiences With the Justin Morrill College Program.--It was postulated in Null Hypothesis IV that male Justin Morrill students do not differ from

female Justin Morrill students in terms of their perceptions of and experiences with the following aspects of the Justin Morrill College program: Reasons For and Satisfaction With Choice of College, Faculty, Curriculum, Residence Hall Life, Academic Press, and Miscellaneous Aspects of the Program.

Because several items were included in each of the categories listed in Null Hypothesis IV, it was not possible to accept or reject the hypothesis in its entirety.

The results of the data generally supported the conclusion that there were no differences between the sexes in terms of their perceptions of and experiences with the various aspects of the Justin Morrill program. Significant sex differences were noted on only four of the fifty-three items included in Null Hypothesis IV. Differences were found on two of the nine items in the Curriculum category and on two of the seven Miscellaneous category items. No differences occurred on the items in the Reasons For and Satisfaction With Choice of College, Faculty, Residence Hall Life, and Academic Press categories.

The data from the items differentiating the sexes in the Curriculum category revealed that a greater proportion of the females desired an opportunity to enroll in elective courses and the girls also felt that most Justin Morrill students regard themselves as no-preference students who later intend to transfer to another curriculum. The items

revealing differences in the Miscellaneous category showed that a larger proportion of the males felt they were getting a better education than the majority of students at Michigan State University. A greater number of females than males identified more closely with Justin Morrill than with the parent University.

Although not stated in hypothesis form but certainly an important by-product of Part Two was the data providing a description of the Justin Morrill College program as perceived by its students.

The data from Part Two of the analysis indicated that most of the students enrolled in Justin Morrill College during its first year had planned to attend Michigan State University before learning about the new college. Although a number of reasons were given for enrolling in Justin Morrill, the largest proportion of students selected the new college for its liberal arts curriculum. Approximately three-fourths of the sample were satisfied that Justin Morrill was the best choice of colleges available to them.

A large proportion of the Justin Morrill students indicated that a strong feeling of community had developed between students and faculty during the first year of operation for the new college. The students perceived the faculty to be stimulating, challenging, and of high quality. They also viewed their teachers as interested in and accessible

to their students, as well as willing to meet with students informally outside the classroom.

The liberal or general education emphasis of the Justin Morrill curriculum was favorably supported by the data in the Curriculum category. A large majority of the students indicated they saw practical value in the liberal arts curriculum, although many of them indicated that they sometimes wondered how what they were learning would apply to their eventual vocation. A high percentage of the Justin Morrill sample responded favorably to the intensive foreign language training they had received.

The respondents were divided in terms of their perceptions about the role of residence hall life in Justin Morrill College. Approximately 50 per cent of the students viewed the residence hall staff and student activities as complementing the Justin Morrill program. However, a large proportion of the sample did indicate it was desirable to house all Justin Morrill students in the same living-learning unit, and they were in favor of making room assignments on the basis of common foreign language.

Although the academic press in Justin Morrill College was characterized by a pressure and competition for high academic achievement, a relatively small percentage of the respondents thought it difficult for a student of average ability to get good grades. The intensive foreign language

program was perceived as being too difficult by only a small proportion of the students. There was an indication that the Justin Morrill community rewarded creativity and independent thought, although a very small percentage of the sample perceived most students to be more interested in learning than in the grades they receive.

The data from the Miscellaneous category of Null Hypothesis IV revealed that a majority felt that the Justin Morrill students were representative of the Michigan State University student body. The students indicated that most of their friends were Justin Morrill students, although they felt there was plenty of opportunity to meet and make friends outside of the new college. That Justin Morrill College has overcome the mechanistic tendencies of the large university is attested to by the fact that over 80 per cent of the Justin Morrill students indicated they did not feel like an I.B.M. number.

Discussion

The students enrolled in Justin Morrill College during its first year of operation were shown to be significantly different from the regular freshman resident students at Michigan State University with respect to academic aptitude, certain personal characteristics, and several experiences normally encountered by a first year college student.

However, care must be exercised in interpreting the significance of these differences. One of the limitations of this study was that the two samples of students were selected and tested near the end of their freshman year without proper controls to insure the similarity of the two groups at the beginning of their college experience. Thus the differences in experiences reported by the two groups of students cannot be interpreted as the result of the Justin Morrill College program. The degree to which the experience differences are due to the differences between the two groups of students in terms of academic aptitude and personal characteristics cannot be determined.

However, the purpose of this study was to determine the nature of the subculture emerging from the establishment of Justin Morrill College at Michigan State University. Although only a few of the many variables which play a part in the development of a campus subculture were considered in the present study, the results of the data would seem to indicate that a distinctive subculture is emerging in Justin Morrill College.

Although most of the Justin Morrill College students indicated they had planned to attend Michigan State University before learning about the new college, it would appear that Justin Morrill appealed to an atypical Michigan State student. It is suspected that the foreign language requirement and the liberal arts curriculum are attractive to the

more academically capable student from a family with a high educational-socioeconomic background. These characteristics are desirable in the development of an academic environment; but care must be exercised to insure that Justin Morrill College does not become an honors college. One of the stated objectives of Justin Morrill was to serve a cross section of the University population. If other semi-autonomous residential colleges are established at Michigan State, the curriculum will quite likely determine, in part, the kind of students enrolled in that college.

The strong feeling of community between students and faculty in Justin Morrill College was one of the most revealing and gratifying findings of the study. One of the stated objectives of the new college was to take advantage of the small college concept to facilitate a community atmosphere. The frequent and personal contact between students and faculty in Justin Morrill College should help give the students a feeling of identity in an academic atmosphere, and should help overcome the tendency toward impersonal practices by the large university. Only time will tell how much of the faculty interest and availability was motivated by their involvement in a new experimental venture.

The data suggest that the Justin Morrill curriculum has been well received by the students, particularly the intensive foreign language program. The fact that the

Justin Morrill students found their classes more interesting and "cut" fewer classes may be a result of the quality of faculty. A conscious effort was made to obtain the more capable from among the faculty at the parent institution.

One of the concerns voiced against the small college within the large university concept was that the students might tend to become isolated from the rest of the campus community. The results of the data appeared to eliminate this concern as the Justin Morrill students were as fully immersed in campus life as were the regular resident freshmen, and they were more involved in extracurricular clubs and University sponsored lectures and concerts.

Residence hall life was neither strongly supported nor dismissed as an integral part of the Justin Morrill College experiment. The Justin Morrill students strongly supported the value of all residing in the same living-learning center. However, they were divided in their agreement about the contributions made by the residence hall activities and staff. It must be remembered that the Justin Morrill students shared the living-learning facilities with a large number of non-Justin Morrill students. Therefore, the residence hall programs and staff could not be completely committed to the needs and desires of the Justin Morrill population. It might be expected that residence hall life will play a more significant role as the proportion of Justin Morrill students increases.

Although the academic press of Justin Morrill College was characterized by a high degree of pressure and competition for high academic achievement, it was gratifying to note that the students felt a student of average ability could attain satisfactory grades. This may be due to the fact that the students view the faculty as being interested and available to them.

Of particular significance is the fact that the male and female students differed very little with respect to their perceptions and experiences with Justin Morrill College and its program. The classrooms and faculty offices were physically housed in the men's section of the living-learning center and it was expected that proximity might be a variable in the experiences of the students. However, this did not appear to be the case. More female students were enrolled in Justin Morrill during its first year of operation and the enrollment figures for next year reveal that the girls will substantially outnumber the boys. Steps should be taken to attract more male students as it would appear to be desirable to maintain a fairly equal ratio. Men appear to be more vocationally orientated than women, thus the appeal of the liberal arts might not be as strong for them as it is for women. It might be profitable to publicize the vocational value of the liberal arts in the recruitment and admissions information on Justin Morrill College.

The analysis of the data seems to indicate that the Justin Morrill experiment has been a worthwhile venture. The evidence suggests that a distinctive subculture is emerging in Justin Morrill College and that it is best characterized by a strong feeling of community between students and faculty. It is too early to evaluate the influence of the Justin Morrill environment on the outcome of the college experience, but the data from this study should contribute to an understanding of the nature of the emerging subculture.

The preceding discussion has been restricted to the implications of the present study to the local situation. Because this investigation was limited to students enrolled at Michigan State University and because of the unique characteristics of the Justin Morrill curriculum, the findings are mainly relevant to Justin Morrill College and extreme care must be exercised in generalizing to other university situations. However, some parts of this study would appear to have meaning beyond the local situation.

A review of the literature revealed that several universities are establishing small residential colleges within the large university in an attempt to personalize the educational experience at the multi-purpose institutions. Although each of these experiments is unique in organization and curriculum, most of them are small in size and are built around the residential college concept. These two factors are intended to facilitate the development of a subculture

in which a strong feeling of community exists between students and faculty. The fact that a feeling of community did develop in Justin Morrill College would seem to have implications for similar ventures regardless of the nature of the curriculum.

Implications for Further Research

This investigation would be incomplete without reference to research needs which became apparent during the process of this study. With this in mind, the following recommendations are offered:

1. A study similar to the present investigation would have particular value at the time Justin Morrill College graduates its first class. By that time, Justin Morrill will have had an opportunity to develop an institutional image, establish definite goals and objectives, and stabilize its policies and procedures. Comparing the data of the present investigation to that of the proposed study would provide an indication of any changes in the types of students enrolled and the nature of the subculture over a period of time.
2. It would seem important that a thorough longitudinal study be conducted to determine the degree of influence Justin Morrill College has on the outcome of

the college experience. A four year study comparing Justin Morrill students with a comparable sample of regular university students in terms of achievement, personality, attitudes, beliefs, values, and critical thinking ability would reveal the actual influence of Justin Morrill College on student behavior.

3. The characteristics of the students who perform both well and poorly in Justin Morrill College is another area needing investigation. This kind of information would be useful with respect to admissions procedures and academic advising.
4. A comprehensive investigation collecting data from several of the recently established residential colleges at large universities would contribute to an understanding of the potential this organizational innovation has for providing a more personal and meaningful educational experience at the large multi-purpose university. Such a study could generalize beyond a local situation and might have implications for all of higher education.
5. Finally, it would seem important to determine the degree to which the curriculum influences the effectiveness of the residential college at a large university. It appears that the liberal arts curriculum lends itself to the residential college concept,

but what kind of an environment would develop in a semi-autonomous residential college of engineering, home economics, or agriculture? The answer to this question seems of paramount importance to the applicability of the semi-autonomous residential college to the large university.

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APPENDIX

Form Letters and Questionnaire
Used in This Study

May 4, 1966

Dear Justin Morrill Student:

Last September we embarked on a new and rather unique experiment in liberal education. Together, we have gone through many experiences during this, our first year of operation. I hope that as the year comes to a close we can draw upon these experiences to evaluate what has transpired in Justin Morrill College.

You, as a participant, are a valuable source of opinion regarding the kind and quality of program provided in Justin Morrill College. Would you, then, be willing to give approximately 20 minutes of your time to complete the enclosed questionnaire? It is possible that the results from this study may be useful in the future development of the college.

Mr. Lowell Kafer, 338 Student Services Building, will be the project director for this study. Your questionnaire and any questions that you might have about this study should be directed to him.

Your prompt cooperation will be deeply appreciated. Please be frank in your replies as you will not be identified or evaluated as an individual. You will find an addressed, stamped envelope enclosed for your convenience in returning the completed questionnaire. May we hear from you by May 12?

Sincerely yours,

/s/ D. Gordon Rohman
D. Gordon Rohman
Dean, Justin Morrill College

/s/ Lowell G. Kafer
Lowell G. Kafer
Assistant Director
Residence Hall Programs

May 4, 1966

Dear Student:

As you probably know, Michigan State University is continually seeking new and better ways of making your college years of greater value to you. If it is true that learning needs to have personal meaning to you, we need to know more about you and your experiences within the university.

The enclosed questionnaire is being sent to a selected sample of freshmen students living in residence halls with the hope that the replies will help to formulate future program plans. Your cooperation is urgently requested. Please complete the questionnaire and return it in the addressed, stamped envelope enclosed for your convenience.

Mr. Lowell Kafer, 338 Student Services Building will be the project director for this study. If you have any questions about this questionnaire, please call him at Extension 5-7490.

Your prompt cooperation will be deeply appreciated as you should be able to complete the questionnaire in less than 15 minutes. Please be frank in your replies as you will not be identified or evaluated as an individual. May we hear from you by May 12?

Sincerely yours,

/s/ Donald V. Adams
Donald V. Adams
Director, Residence Hall Programs

/s/ Lowell G. Kafer
Lowell G. Kafer
Assistant Director
Residence Hall Programs

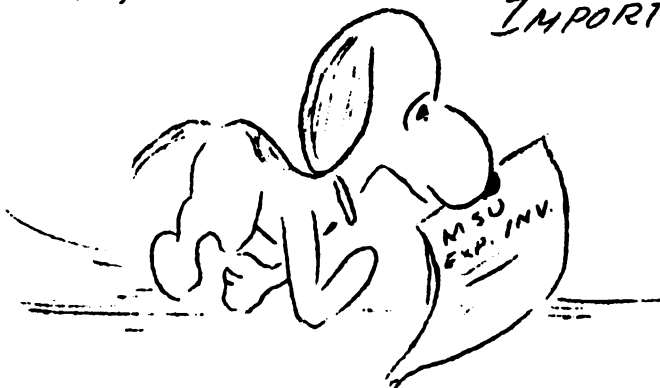


P.S. I have not received your completed Experience Inventory as yet. It may be in the mail and if so, please disregard this letter. If not, please complete the enclosed Inventory and return it in the stamped, addressed envelope provided for your convenience.

Your response is very important to the success of this research project and the time and effort you take will be greatly appreciated.

Lowell Kafer
Assistant Director
Residence Hall Programs

MY RESPONSE IS VERY
IMPORTANT



MICHIGAN STATE UNIVERSITY

Experience Inventory II

This survey is designed to provide a broad description of the kinds of experiences encountered by students during their freshmen year at Michigan State University. It asks for your observations, opinions, and degree of involvement in selected experiences of university life. The information obtained will provide a basic understanding about the kinds of experiences encountered by various freshmen groups on campus.

In no way will the data be used to evaluate any individual or group of individuals. The study is made for research purposes only. All names provided will be coded by the project director and will be known only to him. All data will be treated on a group basis.

There are no right and wrong answers. However, the usefulness of the survey is entirely dependent upon the truthfulness with which the questions are answered. We urge you to make each answer an accurate reflection of your real feelings.

This survey should take less than 20 minutes to complete.

GENERAL DIRECTIONS

1. The information called for immediately below: name, date, student number, name of residence hall, and room number, are optional.
2. Answer each item by circling the appropriate number or letter provided below the item or to the left of the item number.
3. When you have completed the survey, immediately place it in the self-addressed envelope and mail it to the project director.

OPTIONAL INFORMATION
(Please Print)

_____	_____	_____
(name)	(student no.)	(date)
_____	_____	_____
(residence hall)	(room number)	(class)

PART I - Circle the appropriate number below the item

1. As you see your situation at the present time, how much education would you like to have?
 1. A year of college
 2. Two years of college
 3. Three years of college
 4. Four years of college (Bachelor's Degree)
 5. Graduate or professional school
2. In which quarter of your high school graduation class did you stand with respect to grades?
 1. Top quarter
 2. Second quarter
 3. Third quarter
 4. Bottom quarter
3. About how far did your father go in school? Select only one answer.
 1. Attended grade school (grades 1 to 8) but did not finish
 2. Completed grade school through grade 8
 3. Attended high school (grades 9 to 12) but did not graduate
 4. Graduated from high school
 5. Technical or business school
 6. Attended college but did not graduate
 7. Graduated from college
 8. Attended graduate school or professional school but did not attain a graduate or professional degree
 9. Attained a graduate or professional degree
4. About how far did your mother go in school? Select only one answer.
 1. Attended grade school (grades 1 to 8) but did not finish
 2. Completed grade school through grade 8
 3. Attended high school (grades 9 to 12) but did not graduate
 4. Graduated from high school
 5. Technical or business school
 6. Attended college but did not graduate
 7. Graduated from college
 8. Attended graduate school or professional school but did not attain a graduate or professional degree
 9. Attained a graduate or professional degree

5. Using the code below, designate your father's primary occupation.
 1. Manual worker - no special training required
 2. Skilled labor
 3. Business owner
 4. Farm owner or operator
 5. Executive or managerial
 6. Office, clerical and sales
 7. Teacher (elementary or secondary)
 8. Professional
 9. Service (store clerk, barber)
6. Religious preference:
 1. Catholic
 2. Jewish
 3. Protestant
 4. None
 5. Other
7. What is your greatest source of support while at college?
 1. Parents
 2. Job
 3. Loans
 4. Scholarship
 5. Personal savings
8. Before coming to college, in what kind of community did you live most of your life?
 1. Farm
 2. Village, 250-2,499 population
 3. Town, 2,500-24,999 population
 4. City, 25,000-99,999 population
 5. City, over 100,000 population
9. Type of secondary school attended (for most of your high school years):
 1. Public
 2. Parochial
 3. Private (non-parochial)
10. How actively did you participate in high school activities?
 1. Very active
 2. Moderately active
 3. Not active

* * * * *

PART II

Each of the following statements relates to some experience you may have had during the past year at Michigan State. Each statement should be circled T for true or F for false as provided to the left of the statement. Read each statement carefully, giving special attention to the frequencies or number of times involved in the experience. Circle T if the statement is true for you, or F if it is false for you.

- T F 11. Only one or two students in any given class this term have ever been in the same section of a course with me before.
- T F 12. During this year, I was an officer, or held a position of leadership in an extracurricular club, activity, committee, etc. (dorm, fraternity, all-university, etc.).
- T F 13. I participated in less than half of the dorm or living unit sponsored activities.
- T F 14. I read the State News each day.
- T F 15. I have seen one of my instructors about a personal, non-academic problem.
- T F 16. I eat with the same group of friends each evening.
- T F 17. I have a (boy or girl) friend in my home town whom I date.
- T F 18. I have not had the same instructor twice this year.
- T F 19. I attended all of the home football games this year.
- T F 20. I prefer the big dances and parties sponsored by the dorms, fraternities, and all-university government more than the less organized, informal types of things.
- T F 21. During this year, I have had some rather serious doubts as to whether Michigan State is actually the best school for me.
- T F 22. Most (more than half) of my instructors this term do not know me by name.
- T F 23. I am a member of at least two extracurricular clubs, activities, or committees.

- T F 24. Most of what I have learned this year in college, I have obtained through class lectures and assignments.
- T F 25. Most of the "bull sessions" or discussions in which I participate discuss academic questions such as the nature of man, world affairs, questions stimulated in courses, etc.
- T F 26. When I go to see an instructor outside of class it is always for something dealing with an assignment.
- T F 27. My roommate is my closest friend this year.
- T F 28. I have never gone to see any one instructor more than once outside of class.
- T F 29. I saw less than four home basketball games this year.
- T F 30. I have not found any of my courses to be extremely interesting this year.
- T F 31. I spend less than an hour a day in "bull sessions" or discussions with my friends.
- T F 32. I intend to receive my degree from M.S.U.
- T F 33. During this year, I went to hear a visiting speaker or lecturer sponsored by a department on campus, the Honors College, or Lecture-Concert Series.
- T F 34. I study during most of my out-of-class time.
- T F 35. I date less than twice a week.
- T F 36. I spend more than two hours a week in the library.
- T F 37. I talked to my head resident advisor or my R.A. in the dorm about a personal problem.
- T F 38. I have "cut" most of my classes at least two or three times.
- T F 39. I have a close group of friends and we do most things together.
- T F 40. I attended no concerts sponsored by the University.

- T F 41. I would say that I have attended most of the really big social events on this campus this year.
- T F 42. Almost all of my time in the library is spent reading the various class assignments.
- T F 43. I do not regularly date the same person at M.S.U. (i.e., go steady).
- T F 44. I have gone to see an instructor, although I was not at the time taking a course from him.
- T F 45. I did not pledge a fraternity or a sorority.
- T F 46. I usually attempt to complete my course work reading before doing non-course reading.
- T F 47. I usually spend more than 15 or 20 minutes a day in the Grill, Kewpee's, or a similar student gathering place.

PART III

This part of the inventory contains a number of items asking for your reactions to your experiences specifically in Justin Morrill College. It is hoped that you will feel free to give frank and sincere responses. Your cooperation in this endeavor will insure that Michigan State University will have a more accurate perspective regarding Justin Morrill College and its effectiveness. All information will be treated as confidential and will be used for research purposes only.

DIRECTIONS

1. Respond to the items below in terms of your perception of, or experience with the meaning of the statement.
 2. Indicate your response by circling the number, corresponding with the answer you chose. Mark only one answer for each item. Be sure to answer each item.
-

48. From the statements listed below, which one best describes the reason you chose to attend Justin Morrill College?
 1. Liberal arts curriculum
 2. Strong international emphasis
 3. Small college in residence
 4. Foreign language emphasis
 5. Other
49. Had you planned to attend Michigan State University before you learned about Justin Morrill College?
 1. Yes
 2. No
50. Would Michigan State have been your choice of colleges had Justin Morrill College not been available to you?
 1. Yes
 2. No
51. How did you first learn about Justin Morrill College?
 1. High school counselor or teacher
 2. Literature from M.S.U.
 3. M.S.U. Admissions Officer
 4. Family or friends
 5. Other

52. Which of the following had the greatest influence on your choice of Justin Morrill College?

1. Father
2. Mother
3. High school counselor or teacher
4. Friends
5. M.S.U. Admissions Officer
6. Other

53. Were your parents in agreement with your choice of Justin Morrill College?

1. Yes
2. No

54. Now that you have been enrolled in Justin Morrill College for nearly a year, do you feel that you made the best choice of colleges available to you?

1. Yes
2. No

Each of the following statements relates to some aspect of Justin Morrill College or your experiences within the college during the past year. Indicate how you feel about each statement by circling the appropriate number to the left of the item. Rate each statement according to the following code:

- Code: 1. Strongly Agree
 2. Agree
 3. Disagree
 4. Strongly Disagree

- | | |
|---------|--|
| 1 2 3 4 | 55. Most of the faculty members who teach my classes know me by name. |
| 1 2 3 4 | 56. The students in Justin Morrill College represent a fairly good cross-section of M.S.U. students. |
| 1 2 3 4 | 57. It is desirable to have all Justin Morrill students living in the same residence hall. |
| 1 2 3 4 | 58. There are not enough practical courses available to Justin Morrill students. |
| 1 2 3 4 | 59. The majority of faculty members in Justin Morrill take a personal interest in their students. |
| 1 2 3 4 | 60. Ideas and issues brought up in class are quite often the topic of discussion in my residence hall house, over dinner, or in the grill. |

- Code: 1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- 1 2 3 4 61. I feel that I am getting a better education than the majority of the students at M.S.U.
- 1 2 3 4 62. The Head Advisor, Graduate Advisors, and R.A.'s are more interested in order and control than in education.
- 1 2 3 4 63. Most of my friends and acquaintances at Michigan State are students in Justin Morrill College.
- 1 2 3 4 64. Most of the faculty members who teach my courses are stimulating and challenging.
- 1 2 3 4 65. Making initial residence hall room assignments on the basis of foreign language is desirable.
- 1 2 3 4 66. Students are encouraged to go to a faculty office to discuss an academic problem.
- 1 2 3 4 67. The international emphasis of Justin Morrill has given me a greater understanding and appreciation of my own culture.
- 1 2 3 4 68. Creativity and independent thought is rewarded here.
- 1 2 3 4 69. Foreign language is quite often spoken in the residence hall house, in the dining hall, etc.
- 1 2 3 4 70. The R.A.'s in the Justin Morrill College residence hall houses should be Justin Morrill students.
- 1 2 3 4 71. The liberal arts or general education emphasis of Justin Morrill will, in the long run, have as much practical value as a specialized or vocational education.
- 1 2 3 4 72. There appears to be a lack of diversity of interests and attitudes among the students with whom I live.
- 1 2 3 4 73. The residence hall program has helped me feel a part of this large university.
- 1 2 3 4 74. There is a lot of pressure to get good grades in Justin Morrill.

Code: 1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- 1 2 3 4 75. There should be greater opportunity to take elective courses outside of Justin Morrill College curriculum.
- 1 2 3 4 76. The intensive language training has been personally rewarding to me.
- 1 2 3 4 77. I know at least one faculty member well enough to ask for a personal recommendation on a job application.
- 1 2 3 4 78. In general, there is a strong feeling of community among the students and faculty in Justin Morrill.
- 1 2 3 4 79. Provincialism is a real danger when all students from the same college live in the same residence hall.
- 1 2 3 4 80. The summer, study abroad program discriminates against those students of limited financial resources.
- 1 2 3 4 81. Too much emphasis has been placed on foreign language.
- 1 2 3 4 82. I sometimes wonder how, what I am learning will have application to my eventual vocation.
- 1 2 3 4 83. The Head Advisor, Graduate Advisors, and R.A.'s contribute to the Justin Morrill program.
- 1 2 3 4 84. There is plenty of opportunity to meet and make friends with other than Justin Morrill students.
- 1 2 3 4 85. The quality of faculty in Justin Morrill, in general, appears to be quite high.
- 1 2 3 4 86. I identify more closely with Justin Morrill College than with Michigan State University.
- 1 2 3 4 87. The residence hall program complements the academic and instructional program of Justin Morrill College.
- 1 2 3 4 88. It is difficult for a student of average academic ability to get good grades in Justin Morrill.

Code: 1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

- 1 2 3 4 89. The language program moves so rapidly that I fail to understand what is being taught.
- 1 2 3 4 90. The Dean is accessible to students.
- 1 2 3 4 91. I don't feel like an I.B.M. number in this college.
- 1 2 3 4 92. Faculty members spend time with students in the grill or dining hall.
- 1 2 3 4 93. The atmosphere in my residence hall is conducive to good study.
- 1 2 3 4 94. Study for course work requires so much time that little time is left for other activities.
- 1 2 3 4 95. The residence hall government fosters an understanding and involvement in the democratic process.
- 1 2 3 4 96. The academic competition among Justin Morrill students is very intense.
- 1 2 3 4 97. Students in Justin Morrill receive more personal attention by faculty members than do other M.S.U. students.
- 1 2 3 4 98. Many students in Justin Morrill regard themselves as no-preference students and plan to transfer to a more specialized curriculum when their vocational plans are more definite.
- 1 2 3 4 99. The hall staff assists the student in adjusting to the demands of academic life.
- 1 2 3 4 100. Most students are more interested in what they learn than with the grades they receive.

MICHIGAN STATE UNIV. LIBRARIES



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