

A BIOGRAPHICAL AND ATTITUDINAL STUDY
OF THE CLASS OF 1972 OF
VILLANOVA UNIVERSITY

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY

JAMES THOMAS RYAN

1969



This is to certify that the

thesis entitled

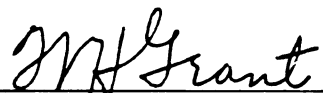
**A BIOGRAPHICAL AND ATTITUDINAL STUDY OF
THE CLASS OF 1972 OF VILLANOVA UNIVERSITY**

presented by

JAMES T. RYAN

**has been accepted towards fulfillment
of the requirements for**

**Ph.D. degree in Administration and
Higher Education**


Major professor

Date June 12, 1969

ABSTRACT

A BIOGRAPHICAL AND ATTITUDINAL STUDY OF THE CLASS OF 1972 OF VILLANOVA UNIVERSITY

By

James Thomas Ryan

Members of the freshman class of Villanova University, 1968-1969 were surveyed by a questionnaire investigating their background, collegiate life and attitudes toward the university, principally the student personnel services. The answers were analyzed on the variables of sex, race, grade point average, parental income, collegiate residence and religious practice.

Although outnumbered, the women form an integral part of campus life. Many items in the background of the students are similar, though the women were better students in high school and still are. The women are higher in religious practice and are more involved in social activities than the men. In general, the men are not as pleased with their college experience as the women.

The most obvious result of a racial study is that the campus is Caucasian. Only thirty-seven students are non-white and so it is difficult to draw meaningful conclusions about the other races. The indication, however, is that the Negro students are different from other students by reason of background, parental education,

home residence, preparation for college and extra-curricular life.

One quarter of the freshmen had less than satisfactory grades the first semester. Collegiate residence and parental backgrounds are not related to grades. High school grades appear to be a good predictor of academic success. The better students have more ambitious educational goals than poor students. Many aspects of extra-curricular life show no relation to grades though better students are more religious. Overall satisfaction with the university increases with grade point average.

Almost half the class lives on campus, sixteen per cent live off-campus but away from home, and the remainder, with their parents. In many aspects of life, the dormitory and off-campus residents are similar, and those at home, somewhat different. Day students are more likely to be Catholic, while higher income is more frequently associated with residing on campus. Resident students are the most unhappy with their facilities and food. In regard to both student services and extra-curricular life, the student at home is less involved.

Not many differences among students are related to income, since there is not a great spread of incomes present. Demographic factors are the most clear instance of variation. Examples are race, parental and collegiate

residence, and financial support. Most other items are not related to income.

The major division among students on the basis of religion is between those who are Catholic (89%) and others. Measured on Trent's scale, the women students are more religious in practice than men. Dormitory residents and good students also seem to be high. The high practicing group is happier with the institution in general, the rules, and student services.

It was concluded that the student body lacks diversification, a situation which could be remedied by recruiting local Negro and foreign students. There seems to be significant dissatisfaction among resident students over food services and dormitories. New facilities would provide a significant improvement. Meanwhile it is suggested that substantial improvements be made in present buildings and that a consultant be invited to study the food situation. Many aspects of student services seem to suffer from a failure to publicize their existence. A central student services building would reinforce the effect of each service and supplement other publicity efforts. Academic advising needs improvement and the involvement of student personnel staff would strengthen the program. Finally, it appears that the university and staff are not viewed by students as authorities or sources of help in questions of a religious nature. A restructuring

James Thomas Ryan

of the campus religious program is suggested. A reevaluation of religious needs and services should be undertaken and should involve students, faculty, and staff.

A BIOGRAPHICAL AND ATTITUDINAL STUDY
OF THE CLASS OF 1972 OF
VILLANOVA UNIVERSITY

By

James Thomas Ryan

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration, Higher
Education and Personnel Services

1969

2160244
1-20-70

ACKNOWLEDGMENTS

I would like to express my appreciation to the members of my committee, Dr. W. Harold Grant, Dr. Walter Johnson, Dr. Ernest Melby and Dr. Edgar Schuler not only for their interest and guidance, but especially for their friendship and inspiration. Special thanks must go to Dr. Grant for exercising his role as chairman in a helpful and efficient manner. More enduring than the technical skills he has contributed will be his vision of life and people'.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
Chapter	
I. THE PROBLEM.	1
Need	1
Purpose	4
Theoretical Context	5
Limitations	12
Previous Research	13
National Surveys	13
Individual Campus Studies	15
Overview	17
II. DESIGN	18
Assumptions	18
Instrumentation.	19
Sample.	22
Procedure.	23
Analysis	23
Written Comments	25
Summary	25
III. ANALYSIS OF RESULTS	26
General Summary.	26
Sex.	37
Grade Point Average	55
Residence.	63
Income.	72
Religion	78
Written Comments of Students	85
IV. SUMMARY AND CONCLUSIONS.	94
Sex.	94
Race	95
Grade Point Average	96
Residence.	97
Income.	98
Religion	99
Conclusions	100
Future Research.	104

	Page
BIBLIOGRAPHY	106
APPENDICES.	116
APPENDIX A. Questionnaire Answers.	117
APPENDIX B. Questionnaire	144
APPENDIX C. Letter to Students.	153

LIST OF TABLES

Table		Page
1.	Income and Collegiate Residence, Freshman Class, Villanova University, 1968. . .	90
2.	Income and Grade Point Average, Freshman Class, Villanova University, 1968. . .	91
3.	G.P.A. and Collegiate Residence, Freshman Class, Villanova University, 1968. . .	92
4.	Religious Practice Scale, Freshman Class, Villanova University, 1968	93

CHAPTER I

THE PROBLEM

Need

In They Went to College: A Descriptive Summary of the Class of 1965, Alexander Astin has written, "meaningful information about the student is vital because it extends the fund of knowledge necessary for rendering rational decisions."¹ To fill this need there are various types of research on students, personality, values, academic and climate. But the most fundamental, and a necessary prelude to further studies, is the knowledge about their backgrounds and attitudes.

Within the institutions of higher education, the Catholic colleges have historically formed a distinct sub-group. It has been noted that there is a difference in their approach to education, as well as in their students. Andrew Greeley ponders the unique position of Catholic higher education:

But as the openness of the ecumenical era and the socioeconomic parity of Catholics change the stance of the Catholic population and the Catholic

¹Alexander Astin and Robert Panos, They Went to College: A Descriptive Summary of the Class of 1965 (Washington: American Council on Education, 1967), p. 32.

ecclesiastical structure, it is not unreasonable to assume that Catholic higher education will undergo profound changes as it strives to reflect the acculturation of its constituency to the larger American Society, and perhaps to shape and direct this acculturation.²

Although most institutions of higher education need more data about students, the Catholic colleges have an added necessity of research more specifically related to their schools, because of the difference in their students and the transitional state of the schools. It then appears that Villanova University shows a deficiency common to Catholic schools:

In the Danforth Study we found that few Catholic institutions compiled systematic information on their students and alumni. The analysis of data on students and alumni can provide valuable clues to the improvement of an institution's educational program. We urged colleges and universities to develop more complete files of information on such matters as the social and economic background of their students, the psychological characteristics of students, the occupations of alumni, their intellectual activities and their civic and church involvement.³

Astin himself has contributed substantial information about students' backgrounds. Unfortunately Villanova University was not part of Astin's national survey, so an institutional report on his questionnaire is not available. Even if it were, in addition to national norms and general

²Andrew Greeley, The Changing Catholic College (Chicago: Aldine Publishing Co., 1967), p. 53.

³Manning Pattillo, "The Danforth Report and Catholic Higher Education," Catholic Mind, 64 (June, 1966), p. 40.

questions, research more proper to the specific institution is required in order to have a more accurate knowledge of the educational situation.

The information about students upon which Villanova University can draw is severely limited. An application for admission requires, beyond the standard academic data, the barest personal information. After admission, there has been little additional institutional research in the student area. The Admissions Office did a study on drop-outs during one year, 1967, to determine the relationship between success at Villanova and I. Q., high school record, and SAT scores. They found the first irrelevant, and the latter two significant.⁴ During 1967-68, there was a brief survey of the degree of participation in student activities.⁵ The other study results available are from a booklet published in 1927 reporting the replies to a religious survey.⁶ The fact that the students' favorite magazines were Cosmopolitan, Liberty, and the Saturday Evening Post gives an indication of the value of its results today. The scarcity of information about students is obvious.

⁴Philip Mino, The Statistical Analysis of the Drop and Probation Listing from Villanova University, June, 1968. (Mimeographed.)

⁵James Ryan, A Study of the Student Activities Program at Villanova University. (Mimeographed.)

⁶E. V. Stanford, Spiritual Searchlights (Villanova: Villanova Press, 1926).

Joseph Katz and Harold Korn last year wrote:

Social scientists have given detailed accounts of almost any imaginable human group: distant primitive tribes, hometown street corner groups, printers' union, prostitutes, suburbia, deviants. But, there have been few prolonged and detailed studies of the population right under the social scientists' window: students.⁷

This research hopefully will fill part of the void of information about students at Villanova, contribute to the knowledge about students at Catholic colleges and universities, and supplement the growing research on college students in general.

Purpose

The need is seen for information about students and their environments to help educators make decisions and evaluate results.

But the first step . . . is to know the entering student, to know him as a person and to see him against his background and against the college environment and its subculture.⁸

The emphasis of the present study is on the students themselves. The purpose of the study is to provide information about the background of students, present student life and attitudes toward a particular institution,

⁷Joseph Katz and Harold Korn, "After Listening to Students," Fordham, Vol. 2, No. 5 (July, 1968), pp. 3-7.

⁸T. R. McConnell and Paul Heist, "The Diverse College Student Population," in The American College, ed. by Nevitt Sanford (New York: John Wiley & Sons, 1962), p. 249.

particularly student facilities and services, with special attention paid to the variables of sex, race, religion, parental income, collegiate residence, and grade point average. The area of student background includes information of a demographic nature, about parents, and religion. Student life and attitudes comprise extracurricular involvement, faculty contacts, study life and habits, and reactions to administration and student services.

Theoretical Context

The purpose of this section is to present a theory, the acceptance of which makes the present study meaningful, and to show the framework into which the findings of the study fit.

The basic structure of the theory contains four elements. First, it is postulated that the college experience has the potential to bring about changes in students. Second, the direction of the desired change must be determined, that is, it must be decided what the ideal product of the educational process should be like. Then, it is important to identify those influences which the college can bring to bear upon the student to change him in the desired direction. The final element is the entry behavior and present status of the student. Each of these elements of the theory will be discussed.

The thesis that the college experience can cause change in people is supported by a theory of personality

development like that of Sanford or Erikson. That students change and develop is not a new idea, but a claim made in every college catalogue and verified by recent research. The very existence of the college is based on the presumption that significant change occurs in the student. But, that the college actually does accomplish change has been challenged, most notably by Philip Jacob in the Report of the Hazen Foundation, where he raised serious doubts about the effectiveness of the college experience, and especially, the impact of the faculty.⁹ Jacob wrote in 1957. More recently, however, the research of Dressel, Bushnell, Wallace, Trent and Medsker and Katz has reaffirmed the position that colleges do achieve change, if only modest in many cases. As an example, Trent and Medsker say that:

Personality development, whether in terms of reported change of values, or measured attitudes, took place most among the college persisters, followed by the withdrawals, then the employed youths, and least of all among the homemakers who experienced neither college nor employment the first four years after high school.¹⁰

College has also been seen as an opportunity for religious development. Sanford speaks of the college

⁹Philip Jacob, Changing Values in Colleges: An Exploratory Study of the Impact of College Teaching (New York: Harper, 1957), pp. 7-8.

¹⁰James Trent and Leland Medsker, Beyond High School: A Study of 10,000 High School Graduates (San Francisco: Jossey-Bass, 1968), p. 175.

experience as an enlightenment of conscience,¹¹ and Dressel views the period as an opportunity to form principles and solve problems¹²--concepts which lend themselves to the justification of a Catholic college philosophy.

More specifically, the freshman year of college has been identified as a particularly significant stage in the process of personality development for those students who go to college. Mervin Freedman is led to say:

Perhaps we should think of a developmental phase of late adolescence, beginning at some point in high school or prep school and terminating around the end of sophomore year in college; followed by a developmental phase of young adulthood that begins around the junior year and carries over to a yet undetermined extent into alumnae years. From this point of view, basic changes in qualities of character, outlook on life, and fundamental personality characteristics are consolidated by the end of the sophomore year, after the developmental phases of early and late adolescence in which rapid change has taken place; and for some time thereafter little change takes place in these characteristics, or at least, change is likely to be a more measured or gradual affair.¹³

¹¹Nevitt Sanford, "Developmental Status of the Entering Freshmen," in The American College, ed. by Nevitt Sanford (New York: John Wiley and Sons, 1962), p. 276.

¹²Paul Dressel and I. J. Lehman, "The Impact of Higher Education on Student Activities, Values and Critical Thinking Abilities," Educational Record, 46 (Summer, 1965), pp. 248-258.

¹³Mervin Freedman, "Studies on College Alumni," in The American College, ed. by Nevitt Sanford (New York: John Wiley and Sons, 1962), p. 864.

Freshmen have been found to be authoritarian and resistant to change. As noted, Jacob concluded that freshmen do not change, but others regard this year as the last opportunity to effect a significant change in the individual's personality. According to Sanford, the freshman's impulse and ego development is between that of an adolescent and an adult. The crisis of adolescence is over, but the controls for inhibiting impulses are uncertain. He therefore sees the entrance to college as a developmental crisis.¹⁴ The research of Wallace led him to pinpoint the first seven weeks of college as the period of most change, and Heath agrees with him and sums up the findings of his research:

In answer to our question at the beginning of this chapter--Yes, students did change. They became more mature, more in some sectors of their personalities than in others. The pattern of the freshmen's subsequent growth in college is largely set during his first months at college.¹⁵

The direction of the desired change in students, or the ideal product of our educational system, is a frightening issue. Research seems to indicate that to a large degree we can determine the type of people our students will become. For a long while it has been a rhetorical question since the college seemed to have a minimum of control in directing the impact of the institution. With greater knowledge of the dynamics of the college experience, however, the issue becomes more relevant. After

¹⁴Sanford, The American College, p. 266.

¹⁵Douglas Heath, Growing Up in College (San Francisco: Jossey-Bass, 1968), p. 157.

establishing that colleges do indeed bring about change in students, Trent and Medsker express concern:

Because of the philosophical and ethical issues involved, there is need for further study of the function of the school in value formation. In 1965 Dressel argued that the college should foster the change of certain values for some students. But who is to decide which values and which students?¹⁶

Although in the context of a Catholic institution, some of the usually disputed or controversial values are settled by definition, it is still a question that requires more thought and discussion. But first of all, a realization of the potential and the implications of the college experience is necessary.

After ascertaining that college students do change, and after general agreement on the goals of the college experience is reached, research has sought to identify factors that cause change. Traditionally the credit for student development was given to the influence of the faculty and the curriculum. Later literature like Jacob's disputed this presumption.

Theodore Newcomb is responsible for a great deal of research in the area of peer group influence, the variable that is frequently identified as one of the most significant. The importance of peer influence is congruent with theories of personality development. Nevitt Sanford writes: "The vulnerability to other people's appraisals makes the

¹⁶Trent and Medsker, Beyond High School, p. 267.

average freshman highly susceptible to the influence of his fellow students; their approval or disapproval can make or break his self confidence."¹⁷ Walter Wallace broadens the concept a bit saying, "The quality of student interpersonal relations is probably the most important determinant of the largest number of enduring maturing effects."¹⁸ Pace and Stern's research has dealt with the press that the college environment imposes on the student subcultures which they find on the campus. And Alexander Astin has compared student backgrounds and student body characteristics with environmental characteristics of colleges. James Coleman's work on high schools has emphasized the importance of peer influence, but also the socio-economic background of the family. All of this research is founded on the theory of environmental and peer influence on the student. Powerful influences facilitating change in students are at hand, and many have been identified and can be controlled to some degree. This makes more evident the duty incumbent upon college educators to be conscious of the changes they are bringing about and the factors that cause development.

The fourth element in the structure of the theory of development in college, the entry behavior and present

¹⁷Sanford, The American College, p. 264.

¹⁸Walter Wallace, Student Culture (Chicago: Aldine Publishing Co., 1966), p. 262.

status of the student, is of particular interest. It is here that the present study finds meaning. After one is convinced of the potential of the college experience, has identified the items that influence, and has decided on desirable goals to seek, the importance of knowing more about the student now becomes the starting point. Richard Peterson has developed the College Student Questionnaire for this purpose and Joseph Katz has pointed out the need for a student profile.¹⁹ The extensive study of freshmen by Astin is also a reflection of the realization that, in order to assess the effects of college, and in order to formulate plans to achieve the maximum potential from the college experience, more information is needed about the students and their lives.

Apparently then, the college experience, and more specifically, the freshman year, is a significant stage in the personality development of students. As educators, the personnel cannot allow this development to occur by chance, but must devote attention to determining worthwhile directions of change and to identifying factors which influence development. Basic to any program is information about the student and his life, information which the present survey attempts to supplement. This study deals with only a portion of this information.

¹⁹Joseph Katz et al., No Time for Youth (San Francisco: Jossey-Bass, Inc., 1968), p. 424.

For example, the area of personality and psychological makeup has not been investigated. Interest has centered in two areas. The first has been the background of students, including demographic information such as age, sex, race and parental background, then high school experience, and finally, religion. The other area of concern of the study deals with the early reaction of the student to some of the factors of the college which are expected to cause change, such as the faculty and personnel services.

Limitations

The present study is restricted by the time at which the questionnaire was administered. Since it was distributed in January, it cannot be construed as an assessment of incoming students, but of individuals who already may have experienced substantial change as a result of the college environment. The study of Wallace would indicate the possibility, since he found significant changes occurring in the first seven weeks of college in his findings.²⁰ On the other hand, content of the questionnaire requires familiarity with the institution and so is not designed as an entrance instrument.

Any instrument is limited by its length, especially when the study depends on a voluntary participation. Any

²⁰Wallace, Student Culture, p. 17.

number of additional areas of student concern could have been investigated, but a longer completion time militated against this.

Previous Research

There are two main types of research concerning demographic information on college students. In the first category are national surveys such as those of Astin and Peterson. The second group consists of studies on individual campuses. In reporting results of the present research, comparisons are made with these earlier findings while the general scope of the previous studies is described here.

National Surveys

Some Biographical and Attitudinal Characteristics of Entering College Freshmen: A Summary Report of a Questionnaire Study²¹ and On a Typology of College Students²² represent two stages in the efforts of Richard Peterson to develop a standard instrument for widespread use. In the first study, general background data is presented as well as attitudinal information, reported by

²¹Richard Peterson, Some Biographical and Attitudinal Characteristics of Entering College Freshmen: A Summary Report of a Questionnaire Study (Princeton: Educational Testing Service, 1964), pp. 7-18.

²²Richard Peterson, On a Typology of College Students (Princeton: Educational Testing Service, 1965), p. 3.

type of school. The second monograph uses Clark and Trow's division of subcultures as a basis for reporting the answers of 13,000 students to the College Student Questionnaire, Part I. Among the areas examined are background characteristics, including demographic factors, parents' marital status, income, occupation, religion and family cultural level. Secondary schooling is also investigated.

Alexander Astin and Robert Panos in They Went to College: A Descriptive Summary of the Class of 1965 used a massive sample of 246 institutions of every type with 127,000 students participating.²³ The data, broken down by sex, includes demographic information, parental income and backgrounds, persistence, campus activities and involvements as seniors, impressions of the college, classroom and environment, and educational plans.

Alexander Astin, Robert Panos, and John Creager have provided National Norms for Entering College Freshmen--Fall, 1966 and Supplementary National Norms for Freshmen Entering College in 1966. The data includes demographic items, parents' income, education, religious background, senior year activities on a comprehensive scale, achievements, plans, and description of their colleges and collegiate activities. The information is recorded on the basis of type of collegiate institution and sex in

²³Astin and Panos, They Went to College . . ., p. 1.

the first study.²⁴ In the second study, the breakdown is by region in which the college is located, and sex.²⁵

Catholics in College²⁶ is a recent and thorough investigation of Catholics, both in Catholic and secular colleges. The data is drawn from two surveys, one on the West Coast and a later national sample. The two studies combined involved almost 10,000 students in 80 Catholic colleges and 600 secular schools. This study has been used for comparisons in the religious dimension.

Individual Campus Studies

The Office of the Vice President reports the results of the Mundelein College Student Questionnaire Responses: 1963/1966.²⁷ Two freshman classes are involved and one group again as seniors. Approximately 500 items of information were sought from each group and the answers compared. The material covered included socio-economic and biographical background, reactions to

²⁴Alexander Astin, Robert Panos, and John Creager National Norms for Entering Freshmen--Fall, 1966 (Washington: American Council on Education, 1967), p. 3.

²⁵Alexander Astin, Robert Panos, and John Creager, Supplementary National Norms for Freshmen Entering College in 1966 (Washington: American Council on Education, 1967), p. 3.

²⁶James Trent, Catholics in College (Chicago: University of Chicago Press, 1967), p. 52.

²⁷Office of the Vice President, Mundelein College Student Questionnaire Responses: 1963/1966 (Chicago: Mundelein College, 1966).

various aspects of the college, administration, faculty, facilities and other students.

A Demographic Study: The Freshman Class of Auburn University, 1964-1965 by William Moon provided the initial idea for this study. Moon investigates the class by means of an eighty-four item questionnaire. He then does an analysis of his data on the basis of several factors including sex, fraternity status, parental income and expectations.²⁸

The Division of Instructional Services of the State University of New York at Buffalo is responsible for a continuing project, A Biography of a Class Study²⁹ Twenty monographs have appeared since the first freshman class was studied in 1964. Subsequent publications have been studies of new classes plus follow up data on previous ones. The most recent study is a biographic study of the freshman class of 1968-69 and a comparison with previous classes. The categories of information gathered are similar to the biographical section of the present study. However the data on background of parents, especially employment designation, is more specific.

²⁸William Moon, A Demographic Study: The Freshman Class of Auburn University, 1964-1965 (Auburn: Student Counseling Service, 1966), pp. 223-236.

²⁹Jean Alberti and Nancy Avner, "Freshman Class Status Report: 1968-1969," A Biography of a Class Study (Buffalo: SUNY at Buffalo, Division of Instructional Services, 1968), pp. 1-6.

These studies form the bulk of recent research on demographic information about college students. Individual aspects of these surveys are cited in Chapter III.

Overview

The next chapter explains the design of the study, the construction of the questionnaire used, the experiments with the instrument and the final procedure used. Also included here is the analysis technique decided upon and the mathematical tests of significance used. Chapter III is the analysis of the results and is divided in terms of the six important variables--sex, race, parental income, grade point average, collegiate residence, and religious practice. Chapter IV is a summary of the findings and conclusions of the study together with some recommendations.

CHAPTER II

DESIGN

The data for this study was gathered by means of a questionnaire which was completed by the Class of 1972. The purpose was to investigate the background and attitudes of the class with attention to the influence of sex, race, parental income and expectations, residence, religion, and grade point average.

Assumptions

Obviously any questionnaire study relies upon honesty and care on the part of respondents. Since participation was voluntary there was an opportunity for students not interested to escape without influencing results. Few took advantage of this option. However, the general attitude toward the whole study gave every indication of willing cooperation and curiosity about the outcome. The high proportion of students who made personal comments supports this contention. Several even typed their views.

A more serious difficulty is whether questions are clearly understood by the respondents in the same sense as they are by the researcher. Many of the questions

have been drawn from other questionnaires to take advantage of both the data from the replies, and the experience in formulating questions. In addition, the questionnaire was given two trials to eliminate ambiguities.

Instrumentation

The study area is divided into seven categories roughly corresponding to the topics studied by Richard Peterson in his College Student Questionnaire,¹ although the questions themselves are not his. These categories are demographic factors, information on parents, and religion. The remaining areas constitute student life and attitudes toward services and are extra curricular involvement, faculty contacts, study life and habits, and finally, reactions to administration and services. The questions were arranged in roughly chronological order with simple and less sensitive items at the beginning of the instrument.

Six variables form the basis of analysis. These factors have been chosen because of their special importance.

Sex is obviously a natural division and one found to be significant in studies of college students. In Catholic higher education it demands particular attention as many schools venture into

¹Peterson, On a Typology of Students, appendix.

coeducation. Villanova University has accepted women in the College of Nursing since 1956, but this year (1968-69) marks the first class that is coeducational in all schools, and also the first class which has women residing on campus.

Race presents the most serious domestic issue this country faces, and the college campuses have not escaped the confrontation of the larger society. Catholic colleges have not distinguished themselves by contributions in this area. Villanova University has a typically small percentage of Negro students despite being early in its acceptance of black students.

Academic success is of interest in an institution devoted to intellectual growth. The members of the class have been divided into four academic groups on the basis of their first semester grades.

Parental income of Catholic college students is generally considered to be fairly uniform and Villanova University at a casual glance seems to fit this pattern. Students have been asked to place their family income in one of six categories.

Collegiate residence has been a matter of debate since the colonial college. Recently interest has again focused on the question with the emphasis of peer influence, student unrest

over collegiate living rules, and the rising cost of providing residential facilities.

Religion within Catholic education, and higher education in particular, has been the topic of serious discussion and soul searching. Indeed what is in question is whether there exists justification for the Catholic college as a distinct institution. Included in the questionnaire is a six item Religious Practice Index developed by James Trent.

Preliminary tests were administered to small groups.

The first time it was given to twenty students to whom the purpose of the questionnaire and the study was explained. They were also given space and asked to comment on questions or explain their answers. Afterwards they were interviewed to identify any problems in the instrument. As a result of this experiment, a few changes were made and the questionnaire administered a second time to different students with only printed instructions as a guide. Space for comments, questions or objections was again provided. There were no changes made in the instrument as a result.

The validity and reliability of the instrument need to be assured. Since the answers sought were largely biographical in nature, there are no criterion measures

against which they can be validated. On the other hand, there is no reason to suspect a lack of validity. Care was taken in the questionnaire construction to provide questions that could be validly answered without difficulty.

Within the questionnaire was James Trent's six item Religious Practice Index. Reporting on his study he says:

The Religious Practice Index correlates with two other religious scales, the Religious Liberalism scale of the Omnibus Personality Inventory and the Religious Concepts Inventory. The reliability coefficient, estimated on inter-item correlations, is .73 for both the Catholic college students and approximately 100 junior college students used as a comparison group.²

Sample

The total available population for the study was sixteen hundred and ten (1610) freshman students who were enrolled at Villanova University for the Spring, 1969 semester. Fourteen hundred and thirty two (1432) questionnaires were returned. Of this number, four (4) students did not answer any questions and four (4) were incomplete. The returned forms of five (5) seminarians were removed since their very different status renders some replies inappropriate. Three (3) questionnaires

²Trent, Catholics in College, p. 330.

were returned too late to be included in the tabulation. The fourteen hundred and sixteen (1416) questionnaires used represents eighty nine (89) per cent of the population.

Procedure

Two weeks prior to Spring semester registration there were mailed to the members of the freshman class a copy of the questionnaire and a cover letter explaining the project and asking cooperation. The students were requested to bring the completed forms to registration.

At registration a table was set up at one point in the line where the questionnaires were requested of the students. Those who did not have their questionnaires were offered another form and most were willing to stop the registration procedure and answer it.

The returned questionnaires were examined to see if they were completely filled out and also to read the written comments. The questionnaires were numbered and the information punched on computer cards to be compiled and analyzed.

Analysis

The individual answers to each item on the questionnaire were counted and the percentage giving each answer computed. The six areas for analysis were identified by the key questions, one, three, six, eleven, fifty and

twenty-six through thirty-one. For each of these questions, the various answer groups were again analyzed to see how they answered all the other questions. The data was analyzed by the Chi square test of significance. Chi square measures the deviation of the actual frequency from the expected.

The Chi square value is obtained by the following formula:

$$\chi^2 = \sum \frac{(f_{o_{ij}} - f_{e_{ij}})^2}{f_{e_{ij}}}$$

where

$f_{o_{ij}}$ = observed frequency of the cell
in the i row and the j column

$f_{e_{ij}}$ = expected frequency of the cell
in the i row and the j column

Chi square significance was measured at the .01 and .05 levels. According to Trent, the Religious Practices Index within the questionnaire, questions twenty-six through thirty-one, is designed

to measure the degree to which a person practices his religion, apart from his religious attitudes or beliefs. . . . (T)he items assess the following: 1) frequency of church attendance; 2) comparison of the person's faith with his parents'; 3) frequency with which the person would attend church if under no obligation to do so; 4) frequency with which the person commits breaches against the tenets of his faith; 5) practice of the person's religious tenets compared to his friends'; 6) the extent of the person's disagreement with the dogmas of his religion.

A score between 1 and 3 has been assigned to each of the 6 Religious Practices Index item responses. . . . The most religious responses in

respect to report of practices are scored 3; moderate or middle responses are 2; the least self-reports of religious practice are scored 1. The simple addition of the item scores constitutes the total score, with a range of 6 to 18.³

Written Comments

At the end of the questionnaire comments were invited and a full page left for them. Approximately fifteen (15) per cent of the students wrote some response. Almost all of these were in a serious, if sometimes critical, vein. Several students took the trouble to type their views. These comments proved to have side benefits as several problems requiring immediate attention were discovered.

Summary

A questionnaire was used to obtain data about students, their backgrounds and present attitudes. This information was divided into seven areas of inquiry and six questions were used to analyze the data in terms of the crucial items of sex, race, parental income, religious practice, collegiate residence and grade point average. The data was punched on computer cards and the Chi square test used to identify significant relationships.

³Ibid., p. 329.

CHAPTER III

ANALYSIS OF RESULTS

The procedure here will be to present a general summary which describes how the entire class answered each item of the questionnaire. Following this are six sections, each devoted to one of the variables identified for special attention. A summary concludes the chapter.

General Summary

This introductory section is a review of the replies of all the students to the various items on the questionnaire. Each question is examined, except those dealing specifically with one of the variables considered later.

The spread of ages among freshmen is narrow. The most common age of the group is eighteen, with 82 per cent in this category. Nine per cent are 19 and 5 per cent 17 years old. There are 21 students who are 20 or older. Over 97 per cent of the class are single, and 20 per cent of them are steady dating. These figures are

similar to those at Cornell in 1962.¹ The size of students' families varies. Only 6 per cent are only children, while 15 per cent have more than four brothers and sisters. One-quarter of the students have two siblings.

Where Villanova students are from shows a pattern. The locale of parental residence is most often a city or town of between 10,000 and 100,000 residents. Next in frequency (25 per cent) is a suburb of a metropolitan area of over a million inhabitants, followed by a town of less than 10,000. Since 35 per cent of the students live in the Philadelphia area and 35 per cent more in New York or New Jersey, a picture evolves of a suburban clientele living in the suburbs of New York City, Philadelphia, or the small subdivisions of the Eastern megalopolis. Only 1 per cent of the class are foreigners and 3 per cent from another section of the United States.

Only 4 per cent of the class have a parent who attended Villanova, though one quarter of the class has a relative who previously matriculated here. The initial contact which gave rise to the thought of attending the institution is most frequently other people. Twenty per cent were drawn to the school as a result of college publications, and 19 per cent knew alumni. Similarly,

¹Rose Goldsen et al., What College Students Think (Princeton, N.J.: D. Van Nostrand Co., 1962), p. 215.

the major factor in students' decisions to attend here varied widely. Most frequently mentioned were academic factors (31 per cent). One quarter of the students checked "other factors." Two per cent made their decision because it was a Catholic college whereas the majority did in 1922.² Cost as a consideration is also very low.

In the area of parental education, the fathers seem to have more and the mothers less than the national norms. Over half of the students' fathers attended college, and only 16 per cent failed to graduate from high school. The college attendance figure is above the 46 per cent found by Astin³ and by Peterson⁴ for all institutions. In this study 14 per cent of the fathers received a post graduate degree which again compares well with the 10 per cent figure of Peterson.⁵ The mothers are not as well educated. Thirteen per cent failed to graduate from high school, which is lower than Astin's national percentage.⁶ Twenty-nine per cent went to college and 14 per cent graduated. The overwhelming majority of the parents are living together (88 per cent). Three per

²Stanford, Spiritual Searchlights, p. 6.

³Astin, Panos, and Creager, National Norms . . . , p. 22.

⁴Peterson, Some Biographical and Attitudinal Characteristics . . . , p. 11.

⁵Ibid.

⁶Astin, Panos, and Creager, National Norms . . . , p. 22.

cent are separated or divorced. More than half of the parents assumed their children would go to college, and it was a surprise to the parents of only one per cent of the group.

In regard to secondary schooling, about two-thirds of the freshmen went to Catholic high school and one-third to public school. These figures are close to those of Astin for Catholic colleges.⁷ In high school 53 per cent had between a 2.00 and 3.00 grade point average, and 41 per cent had between 3.00 and 4.00. Three-fifths of the class have had more than 8 years of Catholic schooling, and 75 per cent have more than 4. This supports Trent's argument that Catholic college students are characterized by previous Catholic schooling.⁸ Typically the students graduated from high school just before entrance to college. Five per cent waited a year. The size of students' high schools is fairly large. Almost half are from an enrollment of over 1,000. Eighty-seven per cent rated their preparation for college as at least adequate, while 10 per cent regarded it as inadequate.

One-third of the class has not decided on an occupation after college, while 22 per cent are quite sure of themselves. This shows more vacillation than when

⁷Astin, Panos, and Creager, Supplementary National Norms . . . , p. 13.

⁸Trent, Catholics in College, p. 52.

Peterson⁹ found that 85 per cent of the freshmen were decided on a vocation. The class is about evenly divided into groups that have and have not changed their goals and aspirations since entering college, with 13 per cent reporting considerable change. Regarding educational goals, the students are optimistic. Only 14 students do not expect to receive a bachelor's degree, 37 per cent are planning on graduate work of some kind. The former figure is low, but so is the latter. Astin found 50 per cent planning on advanced degrees,¹⁰ Peterson 60 per cent.¹¹ Perhaps the 27 per cent who are undecided will close this gap. The educational goal most often regarded as first in importance is developing an ability to get along with different kinds of people, followed very closely by vocational training. Twenty-seven per cent considered the developing of the spiritual dimension of the individual as most important. The College Student Profile found vocational training highest (51 per cent) and developing the mind next (34 per cent).¹² Employment

⁹Peterson, Some Biographical and Attitudinal Characteristics . . . , p. 4.

¹⁰Astin, Panos, and Creager, National Norms . . . , p. 20.

¹¹Peterson, Some Biographical and Attitudinal Characteristics . . . , p. 4.

¹²American College Testing Program, College Student Profile (Iowa City: American College Testing, 1966), p. 13.

after college must seem remote, yet only 6 per cent failed to answer the question about where they would like to work, though another 29 per cent said that location was not important. One-half plan to work in the East.

With the faculty, the students are somewhat unhappy. Over half agreed with the statement that few instructors take a genuine interest in students' personal welfare. Thirty-seven per cent disagreed. Tests are not the problem. Seventy per cent think that they measure broad knowledge fairly accurately. Fourteen per cent report that the majority of the tests that they have taken were essay in style, 20 per cent objective, and 54 per cent, some combination of the two. About one-half of the students prefer the objective-essay combination, and the next favorite is objective (24 per cent). Half the students report talking informally with their professors once or twice a semester, one-third never does. The greatest source of dissatisfaction with the faculty could well be related to academic advisement. Thirty-eight per cent have been pleased with their experience. However, 39 per cent have either been dissatisfied, have not been able to meet their advisor, or do not know who he is. One per cent say that they do not have an advisor, and another fifteen per cent have voluntarily chosen not to see him.

In class, the majority of the freshmen (51 per cent) feel equal to other students most of the time, while 41

per cent sometimes feel superior. Ninety per cent feel that classes are taught on the level of average or better students. Only 12 freshmen think that instruction is directed mainly toward slower students. The breakdown of students replying by college is: 48 per cent in Arts and Sciences, 25 per cent in Commerce and Finance, 17 per cent in Engineering, and 10 per cent in Nursing.

Two-thirds of the students say that they have not cheated on an examination since their arrival at college. One per cent report that they cheat fairly frequently, 4 per cent did not answer. These figures are reflected in their evaluation of other students' practices. Seventy-three per cent estimated that one-half or less of their confreres cheated. Thirty-seven per cent guess that less than 10 per cent of the class cheat. In Alexander Astin's study, the rate of cheating was higher at Catholic colleges than any other type.¹³ The figures presented here are even higher than the ones he encountered. It is small wonder that a student government move toward an honor code several years ago was less than successful.

Thirty per cent of the students did not skip a class during the first semester while over one-half missed several times. Twenty-eight per cent named the library as

¹³Astin, Panos, and Creager, National Norms . . . , p. 25.

the place they most frequently study. The opening of the new wing of the library has obviously caused a large increase here over previous years. Three-quarters of the students study between 11 and 30 hours a week, with the largest number between 16 and 20. Six per cent study more than 30 hours, 3 per cent under 5. One-quarter of the class does no serious reading that is not required, while 38 per cent do up to 2 hours a week. Only 4 per cent do as much as 10 hours. Twenty-two per cent of the students regard their problems as primarily academic. This is second in frequency to personal (34 per cent).

Reaction toward the university in general is more favorable than toward the faculty. Eighty-four per cent of the students are at least fairly well pleased with their decision to attend Villanova, and almost half are very happy and satisfied. Eight per cent are slightly unhappy, and 2 per cent very unhappy. These statistics are slightly more favorable than the report of seniors to Astin.¹⁴

Fifty-nine per cent of the class see the regulations as just about right. Most of the remaining group feel they are somewhat strict and that students should be given more freedom.

¹⁴Astin, Panos, and Creager, Supplementary National Norms . . . , p. 25.

Ratings of individual aspects of the campus vary. Seventy-two per cent are unfamiliar with the student court, and 2 per cent feel that it is unfair in its decisions. Fifty-seven per cent have not been to the infirmary. Of those who have been there, 29 per cent were dissatisfied. Sixty-two per cent of the class thought orientation was of at least some value, though 10 per cent thought it was a waste of time and should be discontinued. Thirteen per cent thought it was of great value. Three-quarters of the students are unfamiliar with Psychological Services. Of those who said they were familiar with the office, 80 per cent thought it was at least satisfactory. One-third of the students are unaware of the existence of the Placement Bureau. Five per cent reported receiving employment through it, but 14 per cent of these were not pleased. One-half the class regards the athletic facilities as adequate.

The great majority of students (84 per cent) have not been involved with spiritual counseling. At Mundelein in 1956, 55 per cent of the students reported they had not sought spiritual advice.¹⁵ Of the 72 students who reported contact in this area, one-third were displeased with the outcome. Seven per cent are looking for advice but do not know where to go. Most

¹⁵Office of the Vice President, Mundelein . . . , p. 48.

students (48 per cent) feel the atmosphere at Villanova is neutral as far as religion is concerned, but 42 per cent feel that it is favorable to Christian living. Seventy students feel the Villanova atmosphere is unfavorable to Christian living.

Fifty-seven per cent of the freshmen rate the food services on campus as poor or very poor. Thirty-five per cent regard them as satisfactory. Under the discussion of collegiate residence, the item of resident cafeteria facilities is better isolated. This is the area where discussion about food generally focuses, but the question here includes all food.

In out-of-class activities, 46 per cent have experienced no trouble getting dates, while 28 per cent have. The remainder have made no attempt. More than a third date at least once a week, and almost another third date once or twice a month. Besides cheating, the other statistic for which Catholic schools were noteworthy was drinking. Astin found that more than 53 per cent of his Catholic school sample had drunk in the past year,¹⁶ the highest of any type school. Sixty-nine per cent of the Villanova freshmen drink, and 61 per cent did so before their arrival at college.

¹⁶Astin, Panos, and Creager, National Norms . . . , p. 18.

Two-thirds of the students read parts of each issue of the Villanovan, and another 26 per cent read it thoroughly. Less than 6 per cent seldom or never read it. More than half of the students participated in a student organization during the first semester, 27 per cent as formal members. Sixty-two per cent did not participate in fraternity or sorority rushing. Of those who did, 27 per cent are undecided on pledging, and the rest evenly divided on their decision to pledge or not. This contrasts sharply with Peterson's findings where 48 per cent of the students expected to be members.¹⁷ The majority of freshmen see Student Government as somewhat effective, though 28 per cent think it ineffective.

Eighty-five per cent of the class attended at least one athletic contest in the first semester. Three-fifths have attended a concert or lecture attraction. The 39 per cent who have not is surprising since a concentrated effort is made to get freshmen to attend an event during Orientation. Mixers are part of the environment. Only 20 per cent have not gone to any, while 57 per cent have gone to more than one. Popular concerts are also well supported. While 29 per cent have not attended an attraction, 42 per cent have been to more than one.

¹⁷Peterson, Some Biographical and Attitudinal Characteristics . . . , p. 6.

Villanova students, then, are from a similar Catholic, suburban, Eastern background. Their happiness with the decision to attend Villanova probably reflects a satisfaction with their friends and involvement in out-of class activity and to a lesser extent, administrative services. They have been less pleased with faculty contacts.

Sex

The present class marks an important step in Villanova University's path toward coeducation. In its fifteenth year of coeducation in the full-time undergraduate division, women are for the first time living on the campus and, hence, becoming more fully involved. The ratio is still four men to one woman, but the following figures indicate that in most areas the women are an integral part of the campus community.

The background of the class illustrates some of the ways in which the men resemble the women. Although the ages are different with the boys older, the racial percentages are the same. Their family sizes too are about equal. The locale of their parents' homes does show a difference. More than half of the women are from the Philadelphia area, as opposed to 32 per cent of the men. Correspondingly, men from the other parts of Pennsylvania, New York, and New Jersey are more common than women by 49 per cent to 33 per cent. Half the

freshmen girls live on campus compared to 31 per cent of the boys. This reflects the different housing policies of the Deans of Men and Women. Nineteen per cent of the men are off campus but away from home, only 1 per cent of the women. As their primary source of financial support, the women report their families 67 per cent of the time, which is the same as Astin's¹⁸ figure for Catholic women, and very high compared to the 49 per cent of the Mundelein girls.¹⁹ Sixty-one per cent of the Villanova men depend on their parents and 10 per cent are their own support. versus only 4 per cent of the girls.

The parental information was strikingly similar for the two groups. The fathers of 57 per cent of the women and 49 per cent of the men had gone to college. These values are about the same as Astin's in 1966 for Catholic colleges.²⁰ The figure for women is higher than the 49 per cent for Mundelein in 1966 and 35 per cent in 1963.²¹ The education of the mothers did not vary between men and women students, and both were lower than Astin's national

¹⁸Astin, Panos, and Creager, National Norms . . . , p. 16.

¹⁹Office of the Vice President, Mundelein . . . , p. 6.

²⁰Astin, Panos, and Creager, National Norms . . . , p. 8.

²¹Office of the Vice President, Mundelein . . . , p. 3.

average of 43 per cent attending college.²² Income shows no difference on the basis of sex of the students, and little variation is seen in parental expectations though families of the men more often presumed they would go to college than the women. The marital status of both groups is the same.

Secondary schooling shows some differences in the two groups, most significantly in regard to grades. Sixty-four per cent of the girls were between 3.00 and 4.00 in grade point average in high school, and only 35 per cent of the boys. The positions were reversed for the 2.00 to 3.00 range. The pattern here is similar to the one found by Astin on a national level.²³ Sixty-two per cent of the women attended Catholic high schools, which was a shade higher than the men. Neither was there a significant difference in the amount of Catholic schooling. Nine per cent of the men allowed a year to elapse before their entrance to college, versus 4 per cent of the women. The size of their high schools was the same but the men were more pleased with their preparation for college. Expectedly, more men (11 per cent) were first attracted to Villanova by athletic teams. For women, others and collegiate publications were more influential.

²²Astin, Panos, and Creager, National Norms . . . , p. 22.

²³Ibid., p. 5.

The reason for coming to this college was academic factors for 38 per cent of the women and 30 per cent of the men.

Religion, predictably, finds women more devotional than men. Part of this may be because more of the girls (93 per cent) are Catholic. In high school, they went to church more often, 93 per cent once a week compared to 81 per cent of the men, and the gap has now widened, 88 per cent for women, 64 per cent for the men. Compared to their parents, about 62 per cent of the women and half of the men feel about as religious. Weekly attendance at church if optional declines to 79 per cent of the girls and 56 per cent of the men. The frequency of serious breaches against the moral tenets of their religion shows the same pattern. Sixty-eight per cent of the women and 40 per cent of the men say they are rarely guilty of such faults. Occasionally, 39 per cent of the men and 29 per cent of the women are guilty. Comparison with their friends' practice of religion shows little difference between the sexes. The disagreement with dogmas of their faith shows variation, with 19 per cent of the boys objecting in many respects and 12 per cent of the girls. The usual picture of women more religious than men is therefore found to be true at Villanova.

The plans of students show variation by sex, with the women more sure of themselves. Forty-four per cent

of the women and only 17 per cent of the men are definitely decided upon an occupation after college and 33 per cent of the boys are undecided. More women (52 per cent) have made no change in plans since arriving at college. Educational plans show a definite difference. Sixty-two per cent of the women plan to receive a bachelor's degree while only 26 per cent of the men do. Correspondingly, men are higher on master's degree expectations, 35 per cent to 16 per cent of the women. The latter figure is much below Astin's value for women in Catholic colleges (37 per cent).²⁴ More men (29 per cent) are undecided. All of this seems to indicate that the girls are rather settled in their plans. They will finish four years of college and that will conclude their education.

The purpose of education is more frequently seen to be developing the ability to get along with people by the women (34 per cent) than by the men (22 per cent). Expectedly, men (22 per cent) see the purpose as vocational in nature more often than the women (19 per cent). Women are more sure of their major, with half of them very certain, compared to a fifth of the men. Work location is less important to women (27 per cent) than to the men (36 per cent). A possible explanation of this data is that

²⁴Astin, Panos, and Creager, National Norms . . . , p. 13.

the girls expect to be married at the end of their senior year and will go where their husband's work leads them.

In regard to faculty relations, the women are happier. Forty-two per cent of them disagreed with the statement expressing faculty lack of interest in students' welfare. Only 28 per cent of the men objected. They talk with the professors in the same ratio. They agree on the degree to which tests measure comprehensive knowledge. The women's preference for objective tests is noteworthy. Forty-four per cent favor these, while only 20 per cent of the men do. Over half the men would choose a combination of essay and objective type test. The girls also report having objective tests more frequently than the men. A possible explanation of this is that the College of Nursing may make more frequent use of objective tests. Sex identifies a difference in how students compare themselves with their classmates, but not how they rate the academic level of their classes. The marks of the freshmen show much less variation than in high school, and the girls are still just a bit higher. The women see less cheating and they do less. While 62 per cent of the men have not cheated this year, 85 per cent of the women have not. The men tend to study in the library more, while the women stay in the dormitory. The girls spend more time studying, but serious reading outside of class is

more common for the men. Thirty-four per cent of the women do none, compared to 24 per cent of the men.

Life outside of class also varies. The pattern of Villanovan reading is the same. The dating practices are not. Dating is no problem for 60 per cent of the women, while for 60 per cent of the men it is. The girls date more, 31 per cent more than once a week while only 10 per cent of the men do so. The drinking picture could be predicted. Sixty-five per cent of the men and 45 per cent of the women began drinking before college. Now, 39 per cent of the women and 23 per cent of the men do not drink. The latter figure is below the 39 per cent of Berkeley men who do not drink.²⁵ The types of problems experienced by students are the same. The hours spent working are also similar. The high number of female commuters has already been mentioned. Once a month, 25 per cent of the men and 15 per cent of the women go home. Participation in student organizations is more typical for the women. Fifty-two per cent of the men and only 36 per cent of the girls have not participated. Fraternity and sorority proportions are about even. Attendance at athletic events is the same. The girls go to the mixers more often, 60 per cent have been to more than one. They also go to popular concerts more often than the males, but about as frequently to the lectures.

²⁵Katz et al., No Time for Youth, p. 366.

Reaction to administration and services differs. The general impression of Villanova is more favorable to the women. Sixty-four per cent of them were very happy and 89 per cent were fairly happy. The opinions on the student court were the same. More girls (16 per cent) were disappointed with the infirmary than boys (8 per cent). One-third of the women did not participate in Orientation due to a delay in the completion of their dormitory. Only 5 per cent of the males missed it. The women rated their living facilities as excellent twice as often as the men and only 1 per cent considered them poor. Men are housed in very old buildings, the girls dormitory is newly opened. Almost two-thirds of the women have met and were pleased with their academic counselors, twice the number of the men. Psychological Services, Placement, and spiritual counseling are viewed similarly. More women than men view the atmosphere as favorable to Christian living. Women are more pleased with the food but still over half regard it as poor or very poor. Athletic facilities are rated evenly though 13 per cent of the women did not answer. The reaction to regulations in general is the same, and women consider the student government to be more effective.

We see then a smaller, more involved, happier group of women and a larger, more critical group of men. The women are more religious and had better grades in high

school, though the difference is not as great now. Many aspects of Villanova life strike the two groups similarly, though the girls' living facilities seem to make a difference.

Race

The racial composition of Villanova is overwhelmingly white (97 per cent). In fact, the remaining groups are almost better discussed as individuals. Significance tests were used, but their results not reported because of the small number of non-whites. It also must be noted that the Negroes in this study are atypical. In general, they are from higher income families than would be expected of the average American Negro. Twelve Negroes and five Orientals are included in the survey, and twenty students indicated their race as "other." The low number of black students and the higher number of "others" attracts attention. Other statistics of the university are of little help. A survey conducted by the Officer of the Registrar lists for the four-year student body, 50 Negroes, 24 Orientals, 23 students with Spanish surnames, and 71 American Indians. Although these figures are not accepted, especially the number of Indians, the estimate of black students is generally considered fair. This would mean that the number 12 for Negro freshmen is probably low. The suspicion would then be that some of the Negro students marked "other." This might be accounted for as a reaction against the category "Negro" as presented. This would also lower

the "other" group which would then account for the Arab, foreign Indians, and other students for whom the question was difficult to answer.

The small number of Negro students on campus is a point of new awareness and concern. The Segregated Covenant notes Villanova's early acceptance of black students, but also notes the incongruity of the small involvement of urban Catholic colleges in recruiting Negroes.²⁶ Villanova's proximity to a large metropolitan area and even closer Negro districts has suggested the fittingness of a greater Villanova concern. This year marks the first attempt at a motivation program designed to identify promising students with poor academic backgrounds and to encourage them to undertake college. Some of these students are, no doubt, in the sample. Until now, it is suspected, the black students have usually been athletes on scholarship or the members of quite affluent families with much in common with other students on campus.

The sex ratio of the university is duplicated by racial background, which provides a complicating factor in the dating situation. Those in the "other" category tend to be younger. The Negro students are all 18 except one student. Two Orientals are over 21. Very few students are married. Fewer Orientals are going steady than

²⁶William Osborne, Segregated Covenant (New York: Herder and Herder, 1967), pp. 34, 174.

most students but the situation is reversed for the Negro students (42 per cent), versus 20 per cent for the whole class. Regarding family size, there is little variation.

The community in which parents reside reflects the picture that might be expected. Neither Negro nor Oriental students live in the suburbs. Half of the Negroes are from a city of over a million, and few are from small towns. This contrasts with the "other" group where 24 per cent of the students are from towns compared to 10 per cent of the total group. The largest portion (28 per cent) of Caucasian students are from cities of 10,000 to 100,000 and the next largest (25 per cent) are from suburbs of over a million inhabitants. Very few whites (13 per cent) are from the city versus 58 per cent of the blacks. Fifty per cent of the Negroes are from the Philadelphia area, no doubt the city itself, whereas only 35 per cent of the Caucasian students are local. Few students of any race are from other sections of the country or from foreign countries. Seventy-two per cent of the Caucasians are from Pennsylvania, New York, or New Jersey versus 58 per cent of the Negroes. This indicates that black students who are not living in the city of Philadelphia are from other Eastern states. This data fits the national pattern of Negroes being predominantly urban. The white students are from the Eastern seaboard, New York, New Jersey, and Pennsylvania, living in the

suburbs, smaller cities and towns of the megalopolis. Students who classified themselves as "other" (90 per cent) and the Negroes (83 per cent) more frequently had no relative previously attending Villanova. The pattern of collegiate living is not much affected by race except for one item. In housing off campus but away from home, therefore in the local area, there are no Negro students. This supports the contention that the community is discriminating against Negroes or else that the students suspect it and do not seek off-campus accommodations. Change of residence shows no racial influence and satisfaction with living quarters is also little affected except that more whites (35 per cent) than blacks (8 per cent) regard their facilities as excellent.

The difference between the races is reflected in some aspects of parental background. The lowest percentage of fathers attending college are Negro (33 per cent) while three out of the five Oriental students' fathers have been in higher education. More Caucasian fathers attended college than stopped after high school. For Negroes, this was reversed in the same ratio, 50 to 30 per cent. Of the fathers who attended college, the "others" stand out with 76 per cent finishing and 43 per cent receiving a further degree. A high percentage (17 per cent) of Negro students did not know the extent of

their fathers' college work. The education of mothers does not seem to be related to race.

On the question of parental income, 18 per cent of the class did not reply and the highest refusal was among the eleven students who did not indicate their race either. The "other" category has two very poor students and several very wealthy ones. While there are some wealthy Negro students, they tend to be poorer. There were no black students in the lowest income range, but several in the \$3,000 to \$5,000 bracket.

There was no variation in the divorce rate of parents in the various races. Negroes and Orientals were higher in the proportion of separations than other groups. The 75 per cent of the Negro parents living together was the lowest. The parents in the "other" classification were highest in expectations with 76 per cent assuming their children would go to college, compared to 56 per cent of the whites and 33 per cent of the Negroes and none of the Orientals. Very few parents of any race did not expect the children to go to college, and the Negroes were highest (67 per cent) in encouraging college attendance.

The secondary schooling of the class is distinctive because of racial background. A low percentage (25 per cent) of black students attended a Catholic high school, compared to the rest of the students (63 per cent).

Negroes went to public high school in greater percentages than other students 58 to 32. As far as grade point average in high school, the Negro students were lower. Twenty-five per cent of them had averages below 2.00, compared to 3 per cent of the rest of the class. This seems to be a reflection of the motivation program. On the other hand, more Negroes (67 per cent) were in the high grade point division than Caucasians (41 per cent). The Negroes then tend to have higher or lower than usual high school grades. Corresponding to their religious background, a high percentage of Negro students (60 per cent) have had no Catholic education. A third have had more than 8 years of Catholic schooling, compared to 60 per cent of the white students. No difference in high school size is related to race; however, Negroes were a great deal less pleased with their high school experience. Fifty-eight per cent of them thought their high schools were adequate in preparing them for college while 87 per cent of the other students did. At the other extreme, 17 per cent of the Negroes regard their schooling as very inadequate. Again, these statistics probably reflect the fact that the black students are from urban areas which are having more difficulty in providing quality education.

While race is not a factor in how Villanova first came to students' attention, Negroes did indicate cost as

the deciding factor in their decision to attend. Since the tuition and room charges are quite high (\$2600 per year), this probably means that they came because they were offered scholarships. This explanation is supported by the high percentage that do receive financial aid. For other students, the most frequently mentioned reason for choosing Villanova was academic factors (29 per cent), followed by location.

As far as student plans are concerned, race also makes some difference. Negro students have tentatively decided upon an occupation more frequently than Caucasian students, and fewer are undecided. The "other" students are more decided on occupation than the rest of the class. More black than white students intend to complete a master's degree program, but more are also undecided. Oriental students have the highest aspirations, and the "others" are also high. Surprisingly, no Negro students regard education primarily in vocational terms. This is probably related to their high representation in the College of Arts and Sciences. They more frequently regard providing a basic general knowledge as the most important aim of education. The five Oriental students all see a different reason for college. In respect to their majors, Negroes are slightly less certain than the remaining students. The location of future employment is

generally not important to students, but is more relevant to Negroes than anyone else.

Religion as a factor tends to distinguish the Negro students from the rest of the campus. Forty-two per cent of the Negroes are Catholic, while almost 90 per cent of the campus is. Most of the other blacks are Protestant. Three of the five Orientals are Catholic. The remaining questions were designed with Catholics in mind so that the results are less meaningful for Negro students. Negroes went to church less frequently in high school and still do though the difference is less. Compared to parents, Negroes are about the same as other students except that the extremes are more common. The frequency of attendance at religious services is left up to the individual does not vary by race, probably because Negro students already feel it is left up to them. Blacks, however, do see themselves as committing serious breaches of their moral tenets more often than whites. Lack of disagreement with religious dogmas is higher among Negroes, probably because the Catholic Caucasians have a more authoritarian church clearly presenting dogma.

In the area of faculty relations, Negro students (33 per cent) agree less frequently with the statement that few instructors take a genuine interest in their personal welfare than do other students (52 per cent). However, they all seem to meet with their instructors

about as often. Academically, students seem to rate themselves and the level of their classes the same. Absences from class and satisfaction with faculty advising also seem to be about even for the races, although Negroes are a bit more happy with the latter.

As far as course of studies, Negroes are over-represented in Arts and Sciences, compared to other students (48 per cent) probably as a result of the special interest of this Dean. Oriental students favor Engineering. There are no racial differences in the types of tests preferred or experienced, though Negro students feel they measure comprehensive knowledge better than the others. It seems as if Negro students cheat slightly more and are lower in their estimation of their fellow students' virtue in this area. The "others" and Orientals are at the other extreme, cheating less and seeing less of it around them. The place of study varies little by race. The amount of time spent studying varies widely within the groups, but Oriental and "other" students tend to study more. In regard to serious reading outside class, Oriental and Negro students are lower. Forty-two per cent of the Negroes do none, compared to 26 per cent of the class.

The next area of concern is the reaction to administration and student services. In general, Negro students are a bit less pleased with the Villanova experience

than other students. One-third are slightly unhappy versus 8 per cent of the class. Race seems to have no influence on many items, opinion of the student court, student government, athletic facilities, food, and spiritual counseling. Other areas did show differences, usually between the Negro students and the remaining group. Negroes are much more pleased with Psychological Services and fewer of them (42 per cent) report no contact. The majority of the blacks were not aware of the Placement Service. In response to the general question on regulations, a fourth of the Negroes thought they were just right, compared to three-fifths of the class. Three-quarters of the Negroes thought the rules were too strict.

A final consideration is extracurricular life, which again exhibits a racial bias. Black students (42 per cent) have considerable difficulty dating while only 7 per cent of the class does. Another 42 per cent of the Negroes have not tried to date. This is, no doubt, the result of the limited Negro population, remoteness of neighboring communities, and social taboo of mixed dating. Everyone seems to go home as often and work patterns are about the same, though the "others" do put in longer hours. Half the Negro students are in organized activities as formal members and only 25 per cent are not involved at all, half the rate of the white students. The races are equally involved in the sororities and

fraternities. The Negroes more frequently go to the lectures and cultural concerts and less often to athletic events. Oriental students are somewhat withdrawn with lower attendance at mixers, athletic events, and lectures.

The data in the area of race must be judiciously used because of the small size of the non-white groups. Perhaps the chief value will be to serve as a base for future investigation when the motivation program becomes more than a pilot project. The information that is available suggests that race does make a difference, principally isolating the Negro students. The demographic information on the students reflects the racial structure of society with the additional presence of several affluent Negro students. Religiously, the Negroes break the pattern of the rest of Villanova in the higher rate of Protestantism. Toward the university, attitudes are quite similar except that the Negroes feel more restricted. In extracurricular life, the Negroes are very much involved, though severely hampered in their dating. The Oriental students seem to be quite removed.

Grade Point Average

The students were asked to place themselves in one of four categories on the basis of their grade point average for the first semester. The grading ranges from 0.0 to 4.0 with a 0 to 1.0 failing, although a 2.0 is

necessary to graduate. Two per cent (27 students) are below 1.0. There are 343 students (24%) between 1.0 and 2.0. Almost one half of the class (49%) is between 2.00 and 3.00. Sixteen per cent are above 3.00. The groups were then studied for variations.

Demographic factors identify some differences. The grades of women are higher as noted before. Age is not a significant item though the 19 year olds are not doing as well as the rest of the class. There are variations between colleges. Strangely, Nursing is not particularly high in average despite the large percentage of girls. The explanation perhaps is that women in other colleges are doing exceptionally well. Engineering students are not doing well, though one half the students below 1.00 were enrolled in Arts and Sciences. The size of the family shows differences that are difficult to interpret. A high percentage of students with low grade point averages have four brothers and sisters. On the other hand, a high proportion of the better students have five or more siblings. The place and size of the parental home seems to have no bearing on grades, nor does collegiate residence. Those off campus but away from home do not show the ill academic effects that many had supposed. Neither the source of financial support nor the amount of family income are related to success in

studies. Students' rating of their living accommodations does not vary with grades.

Parental background of students at various grade levels shows amazing similarity. Education of either parent is not a significant factor, nor is income, marital status, or parental expectations for college. The fact of previous attendance at Villanova by a relative does not make a difference.

Secondary schooling, like parental background, shows little relationship to success in studies in the first semester. The type and size of school are not important although the lower average students did attend the larger schools. Neither is the year of graduation or the number of years of Catholic education significant. Expectedly, however, the grade point average in high school is an excellent indicator of college success. Of those with first semester grades above 3.00, 72 per cent had done this well in high school. The evaluation of their high school preparation follows this same pattern. Thirty per cent of those below 2.0 regarded their secondary schooling as inadequate versus only 10 per cent of those over 2.0. The initial contact with Villanova and the factor that was most instrumental in the choice of college did not vary with scholastic average.

Religious practices of students seem to have some relationship to grades. Attendance at church, both in

high school and at present varies. Those with lower grade point averages go to church every Sunday in smaller percentages than those with higher averages. This fact is compensated for by a higher frequency of monthly attendance by the poorer students. The amount of disagreement with dogmas of faith shows no significance. Other items: faith compared to parents and friends, attendance at services if optional, and the frequency of serious breaches of their moral tenets, likewise show no variation with grade point differences.

Overall, the administration leaves different impressions with students, but freshmen at the various grade point levels rate individual services much the same. Those who are happy with their decision to attend Villanova are those who are doing well in their studies. Of the group above 3.00, 86 per cent are at least fairly well pleased. Only 59 per cent of those under 1.00 feel this way.

There is also a significant variation in attitude toward regulations. The very poor students find them rather strict. Of the above 3.00 group, 62 per cent think they are just about right. Reactions to the Student Court, Orientation, and academic counseling are the same. So is the rating of the infirmary, though use of this facility increases as grades decline.

The Placement Office, Psychological Services and spiritual counseling are seen in the same way by all groups, as is the spiritual atmosphere of the university. There is not a great difference in the attitudes toward the athletic facilities although adverse reactions decreased as the scholastic averages increased. Attitudes toward food and the estimation of Student Government show no variation.

The plans of students at various grade point levels were also examined. Those with higher averages are more sure of their plans after college, and of their present major. Uncertainty in one's major ranges from 48 per cent in the lowest grade group to 24 per cent in the above 3.0 segment. Those with higher marks also showed less of a tendency to make a major change in their objectives. Thirteen per cent of them have done so since their arrival. The various grade levels agree on rating the goals of education. Predictably, those who are doing better scholastically expect to achieve a higher educational level than the rest. Thirty-seven per cent of those below, and 25 per cent of those above 2.00 expect to finish their education with a bachelor's degree.

The study life of the students at the various scholastic averages shows considerable variety. The types of examinations preferred and experienced are the same for the groups. The perceptions of cheating do not

differ significantly but admitted cheating does. The percentage of those who have not cheated at all increases with scholastic average. Seventy six per cent of the students above 3.00 have not cheated. The percentage of those who see little cheating also increases with grade point average. As would be expected, those who are doing poorly in studies compare themselves less favorably with other students, and they think classes are taught mainly on the level of the better students. Concurrently, the better students think that the level of instruction is geared to the average student. The pattern of class absences also shows differences. The better students tend not to miss. Forty-three per cent of them said they never skip classes, compared to 30 per cent of the whole class. As marks increase, the percentage who study at home goes down. The number of hours spent studying indicates that with application, more students could do well. The percentage of those studying from 5 to 10 hours and 11 to 15 hours decreases as averages increase. The percentage of those studying between 15 to 20 hours and 21 to 30 hours increases as marks do. This would seem to indicate 15 hours a week as some sort of divider. The amount of serious reading done outside of class does not vary with academic success. The degree of personal interest recognized by the students in the faculty reflects how well they were doing in their studies.

Agreement with the statement that few instructors take genuine interest in my personal welfare decreases as the grade point average goes up. The poorer students also think that tests less accurately measure comprehensive knowledge. All four groups consult with the faculty at the same frequency.

Life outside of class in some ways reflects the students' success in class. The pattern of reading the student newspaper is different. It is thoroughly read less frequently by the high average student who tends to read parts each week. But the difficulty and frequency of dating is the same, as is the attendance at athletic events, lectures, mixers and popular concerts. The variation in student organization participation is significant. Formal participation increases with rising grade point average, and non-membership affiliation is more frequent among those with low averages. Fraternity membership is not related to grades. This seems to contradict the finding of Crookston that the fraternities were self-selective as far as choosing higher average students.²⁷

Away from the campus scene, work patterns are similar. This supports Anderson who found no relationship

²⁷B. B. Crookston, "Selectivity as a Factor in Fraternity Scholastic Achievement," Personnel and Guidance Journal, 40 (December, 1961), p. 357.

between grade point averages and work.²⁸ The type of problems reported by students also is related to their marks. Naturally those with poorer grades more frequently mention academic difficulties. However, those with good averages have more personal problems. Forty-two per cent of those above 3.00 mention this area while 34 per cent of the entire class did so. The frequency that freshmen go home does not change with grades.

In brief then, three-quarters of the freshman class are doing at least satisfactory work. Parental background shows little variation with grades. The expected higher achievement in high school on the part of better students was found as well as their more favorable rating of their preparation. It seems that the better students are continuing their practice of going to church once a week while less successful students go every month. The general attitude of the better students toward Villanova is more favorable but there is little difference in rating specific services. The area of study life shows variety in the expected ways, the time spent studying. And finally, the more successful students are more inclined toward formal participation in extracurricular activities.

²⁸Bert Anderson, "The Academic Load of the Employed Student," Journal of College Student Personnel, 7 (January, 1966), p. 26.

Residence

The students at Villanova University are subdivided into three major categories, those living on campus, those at home, and those away from home but living off campus. In the present survey, there are 18 other students living with relatives, and 18 with still other arrangements, apparently older, married students, or simply living on their own. There are approximately 1900 students living on campus. Of these 653 are freshmen. This is 46 per cent of the class and 35 per cent of the student body. Astin's national survey of 246 institutions found 57 per cent of the men and 73 per cent of the freshmen women on campus while about 22 per cent lived at home.²⁹ This would mean Villanova is a little below the national norm of students living on campus. Off campus there are 220 freshmen, 16 per cent of the class. Although students in all four years live off campus, most of the freshmen would live on campus if there were space. Until rooms are available, these students usually live in private homes or apartments near the university. This situation is reflected in the students who moved after first semester. They are primarily students who moved for convenience sake while the dormitory students stayed where they were. Despite the desire of freshmen to be on campus, they are not pleased with

²⁹Astin and Panos, They Went to College . . . , p. 16.

the facilities when they get there. Forty-one per cent of the students on campus rated their accommodations as poor, compared to 14 per cent off campus and 1 per cent of those at home. While 84 per cent of the off-campus residents rated their living conditions as adequate, only 57 per cent on campus did. Students find themselves on the horns of a dilemma, the convenience of campus living versus less adequate facilities.

There is a greater percentage of women living at home than men, and 1 per cent of those off campus are women. Age is a factor. Those with a special living arrangement are older and they tend to be married. Fifty-eight per cent of those living off campus are in Arts and Sciences; there are few nurses off-campus. Living pattern is related to whether a relative has previously attended Villanova. Only 39 per cent of those living with a relative had no prior connection with the school. Those who live at home are also more likely to have a relative who is an alumnus, often a brother. Seventy per cent of the dormitory residents are being supported by their parents, while those with relatives and other arrangements are more often on scholarship or loans.

Success in studies shows little variation with collegiate residence. Though campus residents seem a bit higher, the difference is not significant. In

regard to preferred type of test and tests experienced, those living with relatives mentioned the essay method. Off campus students favor a combination of essay and objective. Estimated cheating is also related to where students reside. Those living with relatives are mixed in their reports on other students while those living on their own are pessimistic. Self reported cheating does not vary with residence. Related to type of living arrangement is the students' opinion on the level of instruction. The three main residential groups are similar, but the others think that teaching is directed toward the better students. As one might expect, those off campus miss class more often. Not surprisingly, where students study is related to their residence. Half of those living in the dormitories usually study there, while 35 per cent study in the library and 9 per cent in an empty classroom. One quarter of those off campus also study in the library and two-thirds of them in their apartments. Even of those living at home, 22 per cent regard the library as their chief study area. The amount of time devoted to study varies, with the campus dwellers the highest. Those off campus are a bit higher in the amount of serious reading done outside assignments, and the dormitory residents are lower. Thirty per cent of them do none.

Parental background shows few different patterns. For dormitory residents, the number of fathers who attended college (57%) is higher than the rest of the class. Otherwise the educational difference among the parents of the various groups is minimal. There is no difference in parents' marital status. The expectations of the parents of dormitory and off campus students were higher than the day students, a situation opposite that at the University of Buffalo.³⁰

Income is related to collegiate residence. Those with their own living arrangements are at the extremes of income; those in the dormitories have more affluent families. Fifty-five per cent of the students living at home have annual incomes between \$5,000 and \$15,000. Obviously, where the students' homes are is relevant. Those living at home are in the Greater Philadelphia area. Many of the dormitory residents (36%) and off campus students (40%) are from communities of 10,000 to 100,000 population, usually (52%) in New York or New Jersey. Twenty per cent are from another Eastern state.

The different residential groups come from various high school backgrounds. Those living at home are more frequently (73%) from Catholic schools. This is no doubt due to the unusually large Catholic system in Philadelphia.

³⁰Cathleen Kupiniec, Helen Wyant, and Jean Alberti, The University Experience (Buffalo: SUNY at Buffalo, Division of Instructional Services, 1967), p. 55.

The number of years of Catholic education is related in the same way as is the size of high schools. Seventy-six per cent of the commuters have had more than 8 years in Catholic schools. The members of the class living at home report attendance at larger schools, and the Catholic schools in the area are some of the largest in the world. This fact however has not negatively influenced students' evaluation of their preparation for college. The year of graduation indicates that those living independently have allowed time to elapse before starting college. The first contact with Villanova showed some variation. Dormitory residents were more frequently aware of the school as a result of college publications. The deciding factor in attending also varied. Location was more frequently an important reason for those living at home (24%), while those living with relatives show the influence of family and friends (44%).

Religion shows differences between the residential groups at Villanova. Those living with relatives and independently are less frequently Catholics, 70 per cent of them, while 89 per cent of the class are. Most of the remaining replies to religious questions simply flow from this initial division of the community. The same two smaller groups went to church less frequently during high school and still do. Those living at home are highest in current attendance with 77 per cent going once a week to

church. The dormitory students are next (68%) followed by off campus students (57%) on weekly attendance. Church attendance is optional and the comparison of faith with parents as well as friends, show no significant variation. Off campus students see themselves more frequently guilty of breaches of their moral tenets than do other students. The students off campus also tend more often to deny a dogma of their religion. Ten per cent disagree in no way while 15 per cent of the class are in this position.

The various residential groups seem to feel the same about their decision to come to Villanova while opinions of individual aspects of campus life vary. Students at home are usually the distinctive group. Their lack of familiarity with the Student Court is an example. Dormitory residents were more frequently not involved in Orientation, but this is because of the large number of girls who were not able to participate. The residents who were involved thought more of the program than the day students or off campus residents. Those living with relatives less frequently reported no contact with Psychological Services but they rated the services favorably. They also show more awareness of the activities of the Placement Office. Off campus students (60%) fail to consider spiritual counseling more often than the average freshman (52%). In rating the spiritual atmosphere of campus, those living at home see it as neutral more

frequently (52%) while the students with relatives are more optimistic. People familiar with the campus will not be surprised that 77 per cent of the campus residents regard the food as poor or very poor and only 20 per cent regard it as satisfactory. This same group is also more critical of the athletic facilities while those at home are the most pleased with them. Perhaps this is a measure of students' reliance on these facilities. The students at home are more conservative in their reaction to the regulations in general. Sixty-seven per cent think they are just about right. The off campus population is the most skeptical about Student Government while those at home are more satisfied.

The plans of the students vary slightly with their place of residence. On their occupation after college, the minority groups of students with relatives and living on their own are more definite. Their indecision rate is about half of the 30 per cent figure of the class. This same group more often intends to end their education with a bachelor's degree. The only other aspect of planning that is different is where students intend to reside after college. Those at home twice as often (45%) expect to stay in Pennsylvania, but for 37 per cent of them, location is not important. Twenty per cent of the dormitory and off campus students plan on working in New York or New Jersey.

In assessing the faculty, there is no difference between groups on the amount of interest they see in-structors displaying in students. Students at home are more pleased with academic counseling than the other groups. Apparently however off campus residents do have closer contact. Twenty-six per cent of them have not spoken with teachers while 32 per cent of the class has not.

The extracurricular life of students frequently divides the class into the same majority group of dormi-tory residents, off campus students, and those living at home, and a minority group consisting of the remaining students. In respect to dating, the students at home have an obvious advantage and 62 per cent of them report no trouble while the 46 per cent of the class did. Those at home date more often, while the dormitory residents, hampered by lack of automobiles, are dating less fre-quently. The students at home are more abstemious. Thirty-eight per cent of them do not drink. There is no significance in the various kinds of problems experienced though the day students had more personal problems (37%). This may be an indication of what some research has indi-cated, that commuters have more problems.³¹ The dormitory and off campus students are lower in part time employment

³¹Matthew Stark, "Commuter and Residence Hall Stu-dents Compared," Personnel and Guidance Journal, 44 (November, 1965), p. 281.

than the 58 per cent of the class. Obviously those living at home go there more often. Next in frequency are the off campus residents with 12 per cent going home each weekend, three times the rate of the dormitory group. Forty-six per cent of the latter go home once or twice a semester and 37 per cent once a month.

Day students are low in organizational activity. Sixty per cent of them did not participate compared to 49 per cent of the class. Off campus students are lower on formal affiliation but frequently attend meetings. Students at home were also noteworthy for their lack of involvement in fraternity or sorority rushing. This same phenomenon occurs in respect to athletic contests, attendance at lectures, mixers, and popular concerts. In general, the dormitory students and off campus residents are very similar in their involvement in these areas with the residents holding a slight edge. Two-thirds of the campus residents have been to more than one mixer. Half of them have also been to more than one concert.

The resulting picture of residential life is that students who live with relatives or in their own arrangement are somewhat removed from the mainstream. Those living at home are also less involved in extracurricular life. The students in the dormitories and off campus are very similar in their backgrounds, outlook and collegiate

life. Living off campus has not been a great handicap and must appear as an attractive alternative as residents are so very unhappy with their food and accommodations.

Income

The cross section of parental income levels at Villanova is an excellent sample of the middle class Catholic college pattern, described by Jencks and Reisman,³² though apparently even more well to do than usual. There are a few low income families represented. Fifteen students' families (1%) earn less than \$3,000 and 42 (3%) have incomes of \$3,000 to \$5,000. The total of these two figures is below both the national norm of 13% and the Catholic norm as found by Astin.³³ Two hundred eighty five or 20 per cent are between \$5,000 and \$10,000, and the largest group, 27 per cent, earn between \$10,000 and \$15,000. Two-thirds of the families' incomes are between \$5,000 and \$25,000, compared to 78 per cent of the country's students.³⁴ Twelve per cent of the class reported incomes in excess of \$25,000, a figure again above both the national norm,³⁵ and the Catholic

³²Christopher Jencks and David Reisman, Academic Revolution (Garden City: Doubleday and Co., 1968), p.

³³Astin, Panos, and Creager, National Norms . . . , p. 16.

³⁴Ibid.

³⁵Ibid.

figure of 7 per cent.³⁶ Eighteen per cent of the students did not reply to the question on family income. In brief then, compared to national averages, fewer Villanova students come from the lower income groups and more from the higher than would be expected. They are from families that are more prosperous than the average student in higher education, or in Catholic higher education.

Quite obviously some demographic factors are related to income. Others are not. Sex is an example of the latter as is marital status. Age is connected. Those from the lower income groups are older, apparently having delayed their entrance to college as a significant percentage graduated from high school before 1968. Not surprisingly, race is an important item. The very poor students are Negroes. Above this income level, the percentages are about even. The various incomes are spread evenly among the colleges. Family size shows a difference as the students without brothers and sisters are found more often in the low income group. The very wealthy families tend more often to have over five children. As in the larger society, poverty is an urban problem, the poor are more frequently from cities of over a million people and seldom from the suburbs of large cities. Two of the very poor students are from

³⁶ Astin, Panos, and Creager, Supplementary National Norms . . . , p. 17.

foreign countries. Wealthy students from the Philadelphia area and the rest of the state are under represented. Higher income students are more often from other parts of the country than other income levels. Family resources are reflected in collegiate residence also. The better off students are less frequently living at home, and more often on campus. Parents and relatives of high income students are more likely to be their source of financial support, while poorer students are more frequently on scholarship or loans.

The education of both mothers and fathers reflects the family income. For the fathers, this is true at every level. Eighty-seven per cent of the fathers in the over \$25,000 bracket attended college compared to 13 per cent of the lowest income group. Only 1 per cent of the highest group did not graduate from high school. Twenty-one per cent of the high group graduated from college. Of the mothers in this same group, none failed to attend high school whereas 20 per cent in the lower income group did not. Marital status also reflects the income differences. In the lower categories, less than half the parents are together against 80 per cent of the class. Even death of a parent is much more common in the lower groups. In wealthy families, it is more likely that a member of the family has previously attended Villanova. Expectations too vary with family income. Only 1 per

cent of the highest social class did not expect their children to attend college. Parental background, then, does differ widely with the income level of the family.

High school experience also shows the influence of income; though not in the type of high school or years of Catholic education. As far as grades are concerned, in the 2.0 to 3.0 range, it is more common to find poor students than wealthy ones. The better high school students are more frequently in the higher income group. The very wealthy students are under represented at the larger high schools and a very adequate rating for their high school experience is much more typical of the richer pupils. Initial contact with Villanova and reasons for attendance are not connected with income.

Religion seems to bear very little relation to financial resources. The only significant item was the denomination in which the students registered. The proportion of Catholics is higher in the upper income levels and Protestants are higher at the lower extreme. There are no important connections between income and religious practice.

Reaction to the administration, like religion, is not affected much by income. The basic satisfaction with the institution shows no variety. The difference in regard to the infirmary is that the middle income groups have not been there as often. Orientation too draws

differing reactions. The \$5,000 to \$10,000 groups are more frequent in favorable responses. Most of the other services such as Psychological Services, spiritual counseling, Placement and the food are viewed the same way by students of all incomes. A significant difference does exist regarding the student government. The middle income levels see it as somewhat more effective than the extreme groups.

Plans of the students are little affected by income. Although the higher income students intend to pursue an advanced degree more often than the poorer students, the difference is not significant. The noteworthy item is that the importance of the location of future employment varies inversely with income. Many of the other aspects of planning show no evidence of an income pattern.

Continuing the trend of previous variables, reaction to the faculty is quite similar for various segments. None of the questions in this area show significance. Interestingly, however, the percentage of those who have met and been helped by their advisor decreases steadily with income.

There are not many important connections between study life and income. Grade point average does not vary, nor does cheating. The rating of students compared to their confreres is the same for all incomes but the estimation of the level of classroom instruction is

significantly different. The very rich and poor seem to agree that classes are taught on a higher level than the middle income groups. Many other elements of study life do not vary such as cutting class, where students study and the number of hours of study. The highest percentage of students read from 1 to 2 hours a week and more higher income students do this than the less well-to-do students.

Extracurricular life is the final area of concern. There is no difference in dating, but drinking practices vary. The wealthy students are more likely to have begun drinking before college and more of the lower income people do not drink now. All the groups have the same response to the newspaper. The percentage of students with academic problems increases with income while naturally, financial concerns decrease. A student is less likely to work during the school year as his parents' income rises, especially in the 11 to 20 hour bracket. The frequency of going home is related to income, no doubt because the percentage of day students is related to income. Participation in most student organizations is similar. The percentage of those who were involved in rushing for the fraternities and sororities decreased with income which is in contrast to Goldsen's findings at Cornell. There, 63 per cent of the students in the \$20,000 to \$30,000 range were in fraternities versus 12 per cent

who intend to pledge at Villanova.³⁷ Attendance at athletic contests, lectures and concerts does not vary. The wealthy students are more likely to attend mixers, however.

Differences encountered at Villanova because of income are scattered. To begin with, there is not a great deal of variety in income existent. The items most closely related to income are demographic, including race, residence, both parental and collegiate, and source of income. Other areas like parental background, religion, reactions to administration and plans show little influence of income while high school experience indicates income differences. Life outside of class is likely not to vary much, except for the frequency of going home, which is related to collegiate residence, and work patterns and types of problems encountered.

Religion

According to the University Bulletin:

As an institution sponsored by a Catholic religious order, and in keeping with the century-old educational traditions of the Order of St. Augustine, the University gives prominence to the study of the Christian religion and regards the moral³⁸ training of its students as a prime commitment.

Though religion and religious practice holds such an important place in the minds of Villanova's officials,

³⁷Goldsan et al., What College Students Think, p. 45.

³⁸Villanova University Bulletin, 50 (February, 1968), p. 39.

little information is available on the effectiveness of the program in this area. The research of 1926 has been mentioned. Since then, reliance has been placed on estimates of attendance at religious functions, and the reports of those closely associated with students. The present section is the total formal research in this sphere and more than anything else, indicates the need for more study and reflection.

There has been much discussion in Catholic circles as to what constitutes a Catholic college. On at least one scale Villanova is secure. Its students are Catholic, 89 per cent of them, and this is about the same as the 90 per cent that Astin found in Catholic colleges.³⁹

Six per cent registered as Protestants, 2 per cent Jewish, and 1 per cent, other. Only 3 students declined to answer the question. Eighty-three per cent of the students attended weekly church services when they were in high school and 69 per cent do so presently. Sixty per cent of the students report that they would attend services weekly if it was left up to them. The reason for this question on optional attendance is that attendance at church on Sunday is obligatory for Catholics by Church law, though the university does not enforce this regulation. The difference between obligatory and

³⁹Astin, Panos, and Creager, Supplementary National Norms . . . , p. 17.

optional attendance is more evident when the 69 per cent figure is compared to a non-denominational university, Cornell, where 20 per cent of the students attended church once a week in 1962.⁴⁰ On the other hand, we now live in a new religious world. Trent in his study found that 99 per cent of the Catholic students went to church once a week.⁴¹ A majority of the students regard their religious faith as equal to that of their parents and one-third as less religious. This would substantiate Hadden who found students' religious practice is closely associated with that of their parents.⁴² Over one-half of the students say that they seldom or rarely commit serious breaches against the moral tenets of their faith. One third occasionally do. Sixty-one per cent of the students report that they disagree in some or a few respects with the principal dogmas of their religion. Twenty per cent do so in many respects. These replies are especially interesting in light of the answers to the question regarding spiritual counseling. Over 80 per cent simply have not felt the need for spiritual advice. This would indicate that serious disagreement with the institutional church does not bother students enough to

⁴⁰Goldsen et al., What College Students Think, p. xxi11.

⁴¹Trent, Catholics in College, p. 181.

⁴²J. Hadden and R. Evans, "Some Correlates of Religious Participation Among College Freshmen," Religious Education, 60 (1965), p. 284.

seek to dispel the confusion and they still attend church regularly. Ninety-seven freshmen are seeking spiritual guidance and do not know where to go. A third of the students see the atmosphere of Villanova as favorable to Christian living and one-half as neutral. Sixty-five per cent of the students regard the practice of their faith equal to their friends and 22 per cent think they are more faithful.

The Religious Practices Index of James Trent has already been discussed. The index scores run from 6 to 18. Table 4 shows the results of the students' responses. The standard mean was computed and is 54.5. This compares with 50.8 that Trent found for the freshmen in his West Coast survey in 1959 and 43.7 for his sample in Junior Colleges.⁴³ In other words, religious practice at Villanova as measured on Trent's scale is higher than his national average in 1959. As noted above, one of the common yardsticks of religiosity, church attendance, has dropped. Also, a great number of students report disagreement with the Church on principle dogmas. These factors would lead one to look for a decline in religious practice, but the explanation is no doubt found in several of the other items. Over 50 per cent of the students scored in the highest category on the question about breaches of moral tenets of their religion. This reflects

⁴³Trent, Catholics in College, p. 107.

a different consciousness of the concept of sin among youth American Catholics who simply do not consider themselves guilty of such faults.

The answers to the remainder of the questionnaire were examined in light of how students ranked on Trent's scale. A not surprising relationship was found between a high rating on this scale and frequent church attendance while in high school. A high ranking was also associated with one religious denomination, Catholic, which was to be expected. The Index was designed explicitly for Catholics.

Some demographic facts are related to religion. Expectedly, women are more religious than men. They are over represented on Trent's scale from 14 upwards. This sex factor no doubt explains the variations in colleges where Nursing appears as more religious. Age is not a factor, nor size of family, or home locality. Those living in the dormitories tend to be higher on religious practice, those off campus lower, and the day students in between.

In the area of studies, several differences are noted. Those with grade point averages of 3.00 to 4.00 are quite high in religious practice, while between 1.00 and 2.00 it declines. The average students are a bit above normal in their religious practice. The percentage of those who have cheated increases as religious practice

declines. The same pattern is repeated in the estimation of cheating done by others. In rating instructors, those who regard them favorably tend to be more religious though there is little difference in the frequency of informal talks with professors. The percentage of those who consider themselves superior to other students in class declines as religious practice rises. It should be remembered that those with the highest grades are quite religious. They also think that the classes are taught on the level of the better students. High religious practice is also related to high class attendance. The same group also studies more and does a bit more serious reading.

Parental background shows little variety. One item that seems to be different is the education of mothers. The students of mothers who did not graduate from high school were more frequently high on religious practice. Marital status is also noteworthy. Those whose parents are together are higher than other groups. Income is not related to religious practice.

Two categories from high school experience attract attention. The first is scholastic average which is related in the same way as college grades. The second is years of Catholic education. Those who did not go to parochial schools are lower in practice than others, especially the group with more than eight years of

Catholic schooling. This is reminiscent of the conclusion of Andrew Greeley that there is a moderate but significant association between Catholic education and adult religious behavior.⁴⁴

The only segment of student plans that is related to religious practice is that those who report a considerable change in educational goals are low on religiosity.

Satisfaction with Villanova seems to be connected with religion. Those who are very happy with their decision to attend this college are much more likely to be high in practice and those who are unhappy are low. The reaction to regulations is similar. At the high end of the scale about three-quarters think the rules are just about right. Unfamiliarity with the Student Court increases with religious practice. Again, the percentage of people who have been to the infirmary increases with religion. Those who saw considerable value in Orientation are those most involved in religious living. The number who have not considered spiritual counseling decreases with high practice to one-third at the upper end, while the average for the class is 52 per cent. At the upper level, 46 per cent of the students also see the climate of the university as favorable to Christian

⁴⁴ Andrew Greeley and Peter Rossi, The Education of American Catholics (Chicago: Aldine Publishing Co., 1966), p. 219.

living, well above the average of 37 per cent. But even to the most religious, the food does not taste any better.

In extracurricular life, the differences are in the area of dating and drinking. Those high on Trent's scale do less of both. Almost half at the upper level of his scale do not drink compared to 26 per cent of the class. The lower group has more trouble dating, but the higher practicing segment has more frequently not tried.

In brief, then, a more consistent practice of religion seems to be associated with a favorable attitude toward the university. The members of the higher practicing group are more happy with their decision to attend, their classes, the rules and student services. They also tend to be women more often than men, good students more often than poor ones. The background of the various levels is much the same though more years of Catholic education seem to be a factor related to high practice. Plans of the groups are much the same. In life outside class, the more religious group dates and drinks less frequently.

Written Comments of Students

The last page of the questionnaire was left blank and comments invited. Two hundred four students (14%) did respond. This number is in addition to the many short remarks made on the questionnaire next to individual questions. As in any open-ended study, it is difficult

to quantify results because of the importance of tone, emphasis, and length, although an attempt has been made. In general, the comments were in the nature of a criticism, but this was by no means universal, e.g., "I feel that I made the best decision of my life when I decided to attend Villanova." The general tone that seemed to pervade was overall satisfaction with Villanova University but with some complaint, frequently the cafeteria food. The fervor and the frequency of these two elements lends credence. A signed comment:

I enjoy myself as well as work at my studies at V.U. I have little complaint. The food of course is just plain slop!

Or again:

I'd like to begin by first stating that I love Villanova and that it has been everything that a college should be, at least in my opinion. It has a terrifically friendly atmosphere, really great kids and for the most part, the faculty is very good. But I do have a few minor complaints that I would like to bring to your attention.
 Minor Complaint #1. The food is for the most part miserable. The food is a disgrace to a fine university.

The most frequently mentioned area in remarks was the academic. These however covered a broad field including individual instructors, and classes, pre-registration, testing procedures, advising and closed sections. Academic concerns were mentioned in 63 responses.

I wouldn't know how to get an academic advisor or who to ask--but I need one.

There is a lack of concern taken by a majority of the professors which I feel hurts the name of the University as well as the student. Something should be done about this. As a student, I look back at the first semester and I feel that my professors were not at all helpful in learning; I taught myself the required materials from reading the texts! This statement isn't meant to be sarcastic; it is a sad fact!

I think the instructors should speak to the students who are encountering difficulty, and they should attempt to find where the problem lies. The instructors appear too businesslike in their approach, and this makes them appear aloof.

The next most frequent comment was about food. All but one were unfavorable. Another issue eliciting frequent interest was the evaluation of rules and supervision. This was mentioned 28 times but the feelings were hardly unanimous. On one side:

Villanova provides no opportunity whatsoever for the individual to grow up and learn about life, thus severely hampering the maturation process. These restrictions include class cuts (limited), drinking on campus, and females in dorms. By upholding these restrictions the school also restricts its own ability to provide the student with a well rounded education, such as the Ivy League and better Catholic schools are able to because they don't have these restrictions.

And on the other school of thought:

As it stands now, I feel that the administration is taking too soft a line with student organizations. I believe that in college the student should start to govern himself, but when the student body starts telling the faculty how to run the school, they are out stepping their bounds. This is what I feel is happening at Villanova.

In general the replies seemed to about balance between the liberal and conservative viewpoints. Men seemed to favor drinking on campus but stricter dress regulations (a relaxation had just been made). Women favored a relaxation of their dress code.

Another major complaint deals with facilities; dormitories especially, and also athletic space. The frequency of the dormitory complaint (20) is significant since only a portion of the class is on the campus, making the potential critical population smaller.

Two surprising areas of concern were cheating and religion. Students were surprised and disturbed at the prevalence of the former. On religion, some used the space to clarify their disagreement with the Church or to comment on the religious atmosphere.

I can't quite say I disagree with the principal dogmas of my religion, but as I hinted at before, I am in a period of question when many of these dogmas seem unreal or false.

It is difficult to procure spiritual assistance on campus, it is difficult to become acquainted with any of the priests. The only contact that can be made is during a fifty minute theology lecture.

Among the other problems mentioned were lack of social activities, inadequacy of miscellaneous services and difficulty in learning about campus happenings.

A final typed response is presented in full. All of it does not typify the tone of the majority of replies, particularly his basic dissatisfaction. However many

parts of it do. Obviously the statement has been well thought out and reflects the purpose of the present study.

Villanova is not imbued with the Christian values that one would expect to find at a Catholic institution. Perhaps the faculty has high standards, but the student body in general seems to be missing the basic tenets which are inherent in Christianity. I was Catholic, but have dropped the title after thinking about and seeing the hypocrisy in the church I used to attend. I feel that Christ's teachings are for the most part basic for living what is considered a decent life. I don't feel that I have taken a meaningful part in mass for the last few years. I have gone to church alone since I communicate my thoughts better in solitude.

As for the material side of the school...My room is very inadequate for the amount of money I have paid. Dressers should have been provided by the school. The school has deceived me academically. I thought it would provide a more stimulating and broader course selection for liberal arts students. To be perfectly blunt, Villanova is more of a jock school than I ever suspected. As of now I do not look with pleasure upon returning here for 1969-70 and I am hoping to transfer. I am not sorry for my short experience here for I have met some very fine individuals who have helped me make some very important decisions. Perhaps it is my fault for choosing Villanova and expecting so much, but Villanova has let me see a lot of what is wrong in itself and myself. Maybe through studies like this Villanova will be able to change, or if Villanova finds that too hard, the study might help in selecting students that fit into the Villanova mold. I do hope my comments will help in some small way.

TABLE 1.--Income and collegiate residence, freshman class,
Villanova University, 1968.

Income	At Home		Dormitory		Off Campus	
	No.	%	No.	%	No.	%
Less than 3,000	5	1	6	1	3	1
3,000 - 4,999	15	3	17	3	5	2
5,000 - 9,999	126	26	100	15	44	20
10,000 - 14,999	142	29	172	26	55	25
15,000 - 25,000	80	17	146	22	42	19
Over 25,000	33	7	92	14	28	13
No answer	<u>81</u>	<u>17</u>	<u>120</u>	<u>19</u>	<u>43</u>	<u>20</u>
	482	100	653	100	220	100

TABLE 2.--Income and grade point average, freshman class, 1968, Villanova University.

Income	Grade Point Average							
	0-0.99		1.00-1.99		2.00-2.99		3.00-4.00	
	No.	%	No.	%	No.	%	No.	%
Less than 3,000	1	4	7	2	4	1	2	1
3,000 - 4,999	0	0	13	4	17	2	9	4
5,000 - 9,999	8	30	66	19	139	20	50	21
10,000 - 14,999	5	19	91	27	188	27	66	28
15,000 - 25,000	3	11	63	18	148	21	49	21
Over 25,000	6	22	48	14	78	11	20	9
No Answer	<u>4</u>	<u>14</u>	<u>55</u>	<u>16</u>	<u>120</u>	<u>18</u>	<u>37</u>	<u>16</u>
	27	100	343	100	694	100	233	100

TABLE 3.--G.P.A. and collegiate residence, freshman class,
Villanova University, 1968.

Grade Point Average	At Home		Dormitory		Off Campus	
	No.	%	No.	%	No.	%
0.0 - 0.99	7	1	10	2	4	2
1.00 - 1.99	122	25	151	23	54	25
2.00 - 2.99	241	50	328	50	102	46
3.00 - 4.00	72	15	114	17	35	16
No Answer	<u>40</u>	<u>8</u>	<u>50</u>	<u>8</u>	<u>25</u>	<u>11</u>
	482	100	653	100	220	100

TABLE 4.--Religious practice scale, freshman class,
Villanova University, 1968.

Religious Practice Level	Men		Women	
	No.	%	No.	%
6	3	1	0	0
7	11	1	1	0
8	3	0	21	9
9	43	4	4	2
10	60	6	4	2
11	87	9	9	4
12	96	10	10	4
13	129	13	15	7
14	171	18	37	16
15	216	22	63	28
16	114	12	57	25
17	33	3	8	3
18	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>
	969	100	229	100

CHAPTER IV

SUMMARY AND CONCLUSIONS

The freshman class of Villanova University for 1968-1969 has been surveyed on questions concerning their background and present collegiate life and attitudes toward the university, principally the student personnel services. Emphasis was placed on the variations related to sex, race, grade point average, parental income, collegiate residence and religious practice.

Sex

Although the women are outnumbered by a 4 to 1 margin, they form an integral part of campus life. Their place of residence helps to achieve this campus involvement as almost one-half the women live in the dormitory compared to a third of the men. The parental background of the two groups is much the same. In high school the women were better students than the men though the men were better pleased with their preparation for college. The women are still better students. In the religious sphere, the women are significantly more committed than the men. More of them are Catholics, which may explain to some degree more frequent church attendance in high

school and at present. However in all the other religious items, the women also score higher than the men. In regard to academic aspects, the two sexes are very similar although overall, the women are a bit more pleased. Outside of class, however, the girls glitter. They date more often, are more involved in student organizations, and go to concerts and mixers more frequently. As in the academic area, so in reaction to administrative services, the women are more pleased with most of the services encountered. This is most evident in regard to campus housing where the difference in physical facilities is reflected in the student replies. We find then a smaller but more involved and contented group of women among the more numerous, less satisfied men.

Race

The most striking aspect of the racial situation at Villanova is the lack of variety. Ninety-seven per cent of the campus is Caucasian. Only 37 students in the survey were not white. This small number of students of other races is accurate but it makes meaningful conclusions difficult to formulate. The results though seem to indicate that in many ways the black students are a distinct group. Although their income levels are widely varied, they seem to be similar in their isolation. Their backgrounds are different from other students, parental education, urban home residence, and preparation

in high school being distinctive. Religiously the black students tend not to be Catholic and hence lower on Trent's scale of Religious Practice. In extracurricular life the racial pattern is again that Negroes are separate.

Although they are more involved than other students in organizational activities, lectures, and concerts, the pattern of dating indicates the results of segregation. In general, Negro students are less satisfied with Villanova than other groups. Only five Oriental students replied to the survey but this seems to be the total population.

Grade Point Average

Most Villanova students are doing well in their studies. One-quarter have less than satisfactory grades. The women are doing better than the men. Collegiate residence does not seem to be related to grade point average, nor does the source of financial support. Parental backgrounds for the different grade levels are not different. Also most aspects of secondary schooling are not related to academic success though grades do make a difference. Overall satisfaction with the university increases with grade point average, though the evaluation of many individual services does not vary. Not surprisingly the better students have more ambitious educational plans and are more certain in their plans. Cheating is

more common among the poorer students and they see less interest displayed by the college in their behalf. Most basic, however, the good students study more. Many aspects of extracurricular life are enjoyed equally by all students. The better students more often go to church every Sunday. In summary, many aspects of Villanova at various grade levels are similar, and better grades are associated with study.

Residence

Almost half the freshman class live on campus. Sixteen per cent live off campus but away from home. Almost all of the remaining students live with their parents. In many aspects of life the dormitory and off campus students are similar and those at home are somewhat different. This is logical, since many of the off-campus resident students would prefer to be on campus. Typical of these resemblances are parental background and secondary schooling. The day students however are more likely to be Catholics and from Catholic high schools. Residence does not seem to be related to grade point average. Naturally, where the students live affects study habits, and campus residents study the most. Higher income is more frequently associated with residing on campus. This may amplify the dissatisfaction with the living facilities as this group is the most unhappy. The students living at home are highest in church

attendance followed by dormitory residents and then off-campus residents. In respect to both student services and extracurricular life the students at home are an isolated group. With the notable exception of dating they are less involved. Being an off-campus resident does not seem to adversely affect participation. The campus students are outspoken in their criticism of two items, living facilities and the food.

Income

Not many differences among students at Villanova are related to income. First of all, there is not a great variety of income backgrounds among the students. Demographic factors are the most clear examples of variation. These include race, parental and collegiate residence and primary source of support for college. Examples of items not related to income are parental background, religion, reactions to services, and plans for the future. High school histories of the various groups are different. Many elements of extracurricular life are very similar. Wealthy students go to more mixers, and have fewer financial problems. The frequency of going home is different and so are patterns of part time employment, with higher income groups doing less of both.

Religion

The major division among the students on the basis of religion is between those who are Catholics (89%) and those who are not. It was found that only 69 per cent attend church weekly, but that measured on Trent's scale, the students are more religious than the national average of eight years ago.

The varying degrees of religious practice among students showed some interesting results. Expectedly the women are more religious than the men. Those living in the dormitory seem to practice their faith to a higher degree than other students. Those whose grades are better are more likely to be religious. The high practicing group also cheats less and regards classes and instructors as better. Parental background is little different and so are high school records. The number of years of Catholic education is positively related to practice. The more practicing group is much happier with Villanova in general, the rules, and the individual student services. As far as extracurriculars are concerned, the more religious group drinks and dates less, but resembles other students in most other respects.

The general summary of the questionnaire responses showed students from a similar Catholic, suburban, Eastern background. Their previous academic experiences have also been much alike. Their parents are fairly well

educated and financially secure. The happiness with their decision to attend Villanova seems to be an outgrowth of their satisfaction with out of class activities, and to some extent, administrative services, more than with their classroom and faculty experiences.

Conclusions

While the assimilation of women on campus seems to be proceeding smoothly and happily, integration of the races is not. Most basically, a decision needs to be made on whether a university diversified in terms of students is desired. If not, the present policies and practices are successful and should be continued. If more of a mixture is desired, it must be realized that this represents a change, a change that must be promoted rather than simply desired. The motivation program initiated this year would have to be vastly supplemented and improved both in regard to recruiting and processing students, and also in accommodating, counseling, and integrating them when they arrive. If a campus more representative of the nation is decided upon, the most obvious direction in which to move is the Negro population, especially in the Philadelphia area. Nor, however, should it be forgotten that Villanova also has very few foreign students. If diversification is desired, an increase here should be considered as a potential improvement of the student body.

Apparently the dormitory and off-campus residents form the core of collegiate life at Villanova. Different aspects of campus life are viewed in various ways, but two items dominate and to a degree spoil an otherwise favorable impression of the college for the dormitory residents. These are the living conditions and the food services. The solution of the former problem is tied inevitably to building plans and substantial improvement is not possible without new construction. Meanwhile, compensating considerations should be made whenever possible. The proposal here would be the major rehabilitation of some of the present facilities in addition to prompt and sound maintenance. Perhaps too, the students could be asked to initiate suggestions on improvements. There seems to be agreement that the facilities are inadequate, and it is reasonable to expect that the residents should have the best ideas on making them better. The present students should be informed of the building plans, told how these will affect the total facility picture, and given a guarantee of a reasonable timetable.

The food does seem to be a significant and irritating issue even to students who are not chronic complainers. Interminable polls and meetings still leave a situation that is basically unsatisfactory to the great majority of the resident students. Perhaps the next step is the use of a food service consultant to explore the entire

problem. Although the overwhelming complaint seems to concern resident dining, a study should cover the entire food service across the whole campus. At present, the services in different buildings are substantially independent. Perhaps unaffiliated experts could offer a solution which is at least satisfactory to the majority of students.

A significant weakness of most of the student services is lack of publicity. Efforts have already been made in this direction by means of a brochure. Another solution would be a central student service building which has been much discussed. Recently planned buildings have each contained some student facilities, a procedure which has resulted in a scattering of offices around campus. On a campus as small as Villanova, centralization would provide an effective reinforcement of what facilities are available. A second hope for publicizing student services is a revitalized Orientation Program. Long range plans for changing the tone of this operation to a more serious and academic level without making it unpopular have already begun. With this effort, it should be possible to make students more aware of what agencies are offered to them.

A service worthy of particular attention and perhaps improvement is faculty advising. At present, this is strictly an academic concern, undertaken as part of

the duties of a faculty member. Some coordination, or at least preliminary discussion, should be initiated between the academic area and student personnel to seek for ways of improving this function. A possible experiment or pilot program would be the employment of a full time staff member whose only duty would be academic advising.

A final consideration is the religious dimension. This was a prime motive for the founding of the university, and presumably is still a serious administrative concern. In view of this, some of the results of the present study are worthy of consideration. Using the traditional yardstick of religiosity, attendance at Sunday Mass produces disturbing results. While the Religious Practices Index would cause a more optimistic reaction, the amount of serious disagreement with principal dogmas of the institutional Church is high. Yet, not only have students not sought spiritual guidance, they have not even considered it. One might hypothesize that students are solving their problems through the classroom and the study of theology, but those familiar with the campus know that this is not true. In brief, it would seem that Villanova and its staff are not seen as authorities or sources of help in questions of a religious nature. The present structure is not very effective outside of performing the normal services of a

parish church. A renewal would then seem to be in order. But the present confusion in the Church and other Catholic campuses witnesses the fact that there is no ready plan on which to act. In view of this situation, the solution is not to devise a new approach and present it to the students. Much better would be an attempt to evaluate present needs and to use the clientele to be served as the consultants. An evaluation is needed, but it should be a campus wide effort. The suggestions of all the religious advisers should be sought and discussions held. The lay counselors should also be included and their outlook on the religious dimension of campus life solicited. The faculty too should be consulted. Most important, the student body should be significantly involved in a religious self study. Questions of what services are desired, who should provide them, and the place of religion on the campus should not only be open to everyone, but a substantial effort made to insure as wide a participation as possible. The very existence of such an evaluation should create an interest in the religious dimension of campus life, and the resulting program should be more effective.

Future Research

It is most important to realize that research on students should be a continuing operation. Obviously the present study could be refined, and information of this

nature needs constantly to be updated. A different area of concern is research more specifically directed toward the field of religion and values as a supplement to the discussion above. Much other information usually available on attitudes and personality traits is not available at Villanova. On a broader scale, the subject of Catholic colleges will be a fruitful area for research on students. The rapid change the colleges are undergoing, their ability to emphasize special aspects of education, plus their unique opportunity for student development make it necessary for educators to investigate how these colleges affect students.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Alberti, Jean, and Avner, Nancy. "Freshman Class Status Report," A Biography of a Class Study. Buffalo: SUNY at Buffalo, Division of Instructional Services, 1968.
- American College Testing Program. College Student Profile. Iowa City: American College Testing, 1966.
- Anderson, Bert D. "The Academic Load of the Employed Student." Journal of College Student Personnel, VII (January, 1966), 23-26.
- Astin, Alexander W.; Panos, Robert J.; and Creager, John A. National Norms for Entering College Freshmen--Fall, 1966. Washington: American Council on Education, 1967.
- Astin, Alexander W.; Panos, Robert J.; and Creager, John A. Supplementary National Norms for Freshmen Entering College in 1966. Washington: American Council on Education, 1967.
- Astin, Alexander W., and Panos, Robert J. They Went to College: A Descriptive Summary of the Class of 1965. Washington: American Council on Education, 1967.
- Astin, Alexander W. Who Goes Where to College. Chicago: Science Research Associates, 1965.
- Baird, Leonard L. "Degree Goals of College Applicants." College and University, XLIII (Spring, 1968), 308-327.
- Bonjean, Charles, and McGee, Reece. "Scholastic Dishonesty Among Undergraduates in Differing Systems of Social Control." Sociology of Education, XXXVIII (Winter, 1965), 127-137.
- Bradfield, L. E. "College Adjustment and Performance of Low Income Freshman Males." Personnel and Guidance Journal, XLVI (October, 1967), 123-129.

- Bradshaw, Homer L., and Kahoe, Richard. "Differential Effects of Fraternity and Sorority Membership upon Academically Promoting Students." Journal of Educational Research, LVI (October, 1967), 62-64.
- Bushnell, John H. "Student Culture at Vassar." The American College. Edited by Nevitt Sanford. New York: John Wiley and Sons, 1962.
- Butler, Richard. "Do College Students Lose Their Religion?" U. S. Catholic, XXXIII (September, 1967), 31-35.
- Byrne, John T. A Study of Student Problems in Catholic Men's Colleges. Washington: Catholic University of America Press, 1957.
- Clark, Burton, and Trow, Martin. "The Organizational Context." College Peer Groups. Edited by T. M. Newcomb and E. K. Witson. Chicago: Aldine Publishing Co., 1966.
- Coffelt, John, and Hobbs, Don. In and Out of College. Oklahoma City: Oklahoma State Regents for Higher Education, 1964.
- Coleman, James S. "Peer Cultures and Education in Modern Society." College Peer Groups. Edited by T. M. Newcomb and E. K. Wilson. Chicago: Aldine Publishing Co., 1966.
- Crookston, B. B. "Selectivity as a Factor in Fraternity Scholastic Achievement," Personnel and Guidance Journal, XL (December, 1961), 355-357.
- Cummins, Emery J., and Kissick, Herman C. "Trends in Religious Attitudes of College Freshmen: 1961-1966." Journal of College Student Personnel, IX (July, 1968), 256-258.
- De Nervi, D. "Catholic Students and Morality: The Need for Exemplars." Catholic Education Review, LXVI (March, 1968), 174-183.
- Douvan, Elizabeth, and Kaye, Carol. "Motivational Factors in College Entrance." The American College. Edited by Nevitt Sanford. New York: John Wiley and Sons, 1962.

- Dressel, Paul, and Lehman, I. J. "The Impact of Higher Education on Student Attitudes, Values, and Critical Thinking Abilities." Educational Record, XLVI (Summer, 1965), 248-258.
- Ford, Charles E., and Roy, E. L. Study of Catholic Higher Education--A Working Paper. Washington: National Catholic Education Association, 1967.
- Frantz, Thomas T. "The Status of Grades in Education." NASPA Journal, VI (July, 1968), 43-44.
- Freedman, Mervin. "Studies on College Alumni." The American College. Edited by Nevitt Sanford. New York: John Wiley and Sons, 1962.
- Godzella, Bernadette M. "College Students' Views and Ratings of an Ideal Students." College and University, XLII (Fall, 1967), 55-59.
- Gelso, C. J., and Rowell, D. "Academic Adjustment and the Persistence of Students with Marginal Academic Potential." Journal of Counseling Psychology, XIV (September, 1967), 478-481.
- Goldman, B. A. "Relationships Between Scores on the Mooney Problem Check List and the California Test of Personality." Journal of Educational Research, LXI (March, 1968), 307-310.
- Goldsen, Rose; Rosenberg, Morris; Williams, Robin; and Suchman, Edward. What College Students Think. Princeton: D. Von Nostrand Co., 1960.
- Gordon, Katherine K., and Gordon, Richard E. "College Cheating: A Problem for the College Mental Health Service." Journal of American College Health Service, XIV (April, 1966), 234-238.
- Grande, Peter P.; Simons, Joseph B.; and Pallone, Nathaniel J. "Perception of the College Experience and Academic Motivation: Clark-Trow Typology of Students." Journal of Educational Research, LXI (October, 1967), 65-67.
- Greeley, Andrew M. The Changing Catholic College. Chicago: Aldine Publishing Co., 1967.
- Greeley, Andrew M., and Rossi, Peter I. The Education of American Catholics. Chicago: Aldine, 1966.

- Hadden, Jeffrey K., and Evans, Robert R. "Some Correlates of Religious Participation Among College Freshmen." Religious Education, LX (1965), 277-285.
- Haufman, Eugena. Psychological Counseling in a Small College. Cambridge: Schenkman Publishing Co., 1963.
- Hays, John, and Taietz, Philip. "Academic Integrity and Social Structure: A Study of Cheating Among College Students." Social Problems, III (Spring, 1966), 365-373.
- Hassenger, Robert R. "Catholic College Impact on Religious Orientation." Sociological Analysis, XXVII (Summer, 1966), 67-69.
- Hassenger, Robert R., ed. The Shape of Catholic Higher Education. Chicago: University of Chicago Press, 1967.
- Havens, Joseph. "The Changing Climate of Research on the College Student and His Religion." Journal for the Scientific Study of Religion, III (1963), 52-69.
- Havighurst, Robert J. American Higher Education in the 1960's. Columbus: Ohio State University Press, 1960.
- Hazen Foundation. The Student in Higher Education. New Haven: Hazen Foundation, 1968.
- Heath, Douglas. Growing Up in College. San Francisco: Jossey-Bass, 1968.
- Henry, J. B. "Family Financial Power and College Attendance." Personnel and Guidance Journal, XLIV (April, 1965), 775-779.
- Hershenson, David B. "Family Religious Background, Secondary Schooling, and Value Orientation of College Students." Sociological Analysis, XXVIII (Summer, 1967), 93-96.
- Hetherington, E. Moris, and Feldman, Solomon E. "College Cheating as a Function of Subject and Situational Variables." Journal of Educational Psychology, LV (No. 4, 1964), 212-218.

- Holland, John L., and Richards, James M. "Academic and Non-Academic Accomplishment in a Representative Sample of Students Taking the American College Tests." College and University, XLII (Fall, 1967), 60-71.
- Hood, A. B. "A Method of Comparing Student Achievement Levels at Various Colleges." Personnel and Guidance Journal, XLV (April, 1967), 799-803.
- Howell, Charles E.; Carlson, Milton E.; and Brim, Charles W. A Profile of a Freshman Class. De Kalb: Northern Illinois University, 1963.
- Johnson, F. Craig. "Student Attendance at University Co-Curricular Activities." Personnel and Guidance Journal, XLV (February, 1967), 589-592.
- Jacob, Philip. Changing Values in College: An Exploratory Study of the Impact of College Teaching. New York: Harper and Brothers, 1957.
- Jencks, Christopher, and Reisman, David. Academic Revolution. Garden City: Doubleday and Co., 1968.
- Katz, Joseph, and Korn, Harold. "After Listening to Students." Fordham, 11 (July, 1968), 3-7.
- Katz, Joseph, and Sanford, Nevitt. "Causes of the Student Revolution." Saturday Review, December 18, 1965.
- Katz, Joseph and associates. No Time for Youth. San Francisco: Jossey-Bass Company, 1968.
- Kinnane, Mary. "Catholic Students' Attitudes Toward College Authority." Catholic Educational Review, LXII (May, 1963), 294-301.
- Knowlton, J. Q., and Hammerlynck, L. A. "Perception of Deviant Behavior: A Study of Cheating." Journal of Educational Psychology, LVIII (December, 1967), 379-385.
- Kosa, John L., and Schommer, Cyril. "Sex Differences in the Religious Attitudes of Catholic College Students." Psychological Reports, 10 (1962), 285-286.
- Kubiniec, Kathleen; Wyant, Helen; and Alberti, Jean. The University Experience. Buffalo: SUNY at Buffalo, Division of Instructional Services, 1967.

- Lunsford, Terry. A Study of Campus Culture. Boulder: Western Interstate Commission for Higher Education, 1962.
- McConnell, T. R., and Heist, Paul. "The Diverse College Student Population." The American College. Edited by Nevitt Sanford. New York: John Wiley and Sons, 1962.
- MacGregor, Archie. "Part-Time Work--Good or Bad?" Journal of College Placement, XXVI (February-March, 1966), 127-132.
- McLinden, James M., and Doyle, Joseph M. "Negro Students and Faculty on Catholic College Campuses." NCEA Bulletin, LXII (February, 1966), 1-49.
- Matson, Robert. "A Study of the Influence of Fraternity, Residence Hall, and Off Campus Living on Students of High, Average, and Low College Potential." Journal of NAWDC, XXVI (April, 1963), 24-29.
- Mino, Philip. The Statistical Analysis of the Drop and Probation Listing from Villanova University. Villanova, 1968. (Mimeographed.)
- Moon, William. A Demographic Study: The Freshman Class of Auburn University, 1964-1965. Auburn, 1967. (Mimeographed.)
- Murphy, U. M., and Vali, J. P. "Motivational Patterns of College Freshmen." Catholic Educational Review, LXIII (January, 1965), 1-6.
- Newcomb, Theodore. "Student Peer-Group Influence." The American College. Edited by Nevitt Sanford. New York: John Wiley and Sons, 1962.
- Newman, John Henry. The Idea of a University. New York: Longmans, Green and Company, 1927.
- O'Donovan, T. R., and Keila, Sister Mary. "Non-Academic Involvement of Students and Their Academic Achievement." Catholic Educational Review, LXII (September, 1964), 217-230.
- Office of Vice President, Mundelein College, Comparative Tabulations of Mundelein College Student Questionnaire Responses: 1963/1966. Chicago, 1966. (Mimeographed).
- Osborne, William A. Segregated Covenant. New York: Herder and Herder, 1967.

- Pace, C. Robert. "Perspectives on the Student and His College." College and the Student. Edited by L. Dennis and J. Kauffman. Washington: American Council on Education, 1966.
- Pappas, John. "Student Reactions to a Small-Group Orientation Approach." College and University, XLII (Fall, 1967), 84-89.
- Pattillo, Manning. "The Danforth Report of Catholic Higher Education." The Catholic Mind, LXIV (June, 1966), 36-47.
- Penney, James F., and Buckles, Delora E. "Student Needs and Services on an Urban Campus." Journal of College Student Personnel, VII (May, 1966), 180-185.
- Peterson, Richard E. On a Typology of College Students. Princeton: Educational Testing Service, 1965.
- Peterson, Richard E. Some Biographical and Attitudinal Characteristics of Entering College Freshmen: A Summary Report of a Questionnaire Survey. Princeton: Educational Testing Service, 1964.
- Plaut, R. L. "Prospects for the Entrance and Scholastic Advancement of Negroes in Higher Educational Institutions." Journal of Negro Education, XXXVI (Summer, 1967), 230-237.
- Pogue, F. G. "Students' Ratings of the Ideal Teacher." Improving College and University Teaching, XV (Spring, 1967), 133-135.
- Richards, James, and Holland, John. A Factor Analysis of Student Explorations of their Choice of a College. Iowa City: American College Testing Co., 1965.
- Rogers, Everett M. "Reference Group Influence on Student Drinking Behavior." Quarterly Journal of Studies on Alcohol, XIX (June, 1958), 224-254.
- Ryan, James T. A Study of the Student Activities Program at Villanova University. Villanova, 1968. (Mimeographed.)
- Sanderson, A. M. "Sampling of Changes on the Campus: Readership Studies of Campus Newspapers." Journal of NAWDC, XXX (Summer, 1967), 164.

- Sanford, Nevitt. "Developmental Status of the Entering Freshman." The American College. Edited by Nevitt Sanford. New York: John Wiley and Sons, 1962.
- Spencer, Richard E., and Statlings, William M. "The Student Profile Section of ACT Related to Academic Success." The Journal of College Student Personnel, XIX (May, 1968), 177-179.
- Sprague, Hall T. Research on College Students. Berkeley: Western Interstate Commission on Higher Education, 1960.
- Stanford, E. V. Spiritual Searchlights. Villanova: Villanova Press, 1926.
- Stark, Matthew. "Commuter and Residence Hall Students Compared." Personnel and Guidance Journal, XLIV (November, 1965), 277-281.
- Stark, Matthew. "Human Relations Programs: Social Reconstruction Through Collegiate Extra Curricular Activities." Journal of NAWDC, XXX (Winter, 1967), 82-85.
- Stern, George W. "Environment for Learning." The American College. Edited by Nevitt Sanford. New York: John Wiley and Sons, 1962.
- Stern, George W. "Of Bardot and the State of Our Colleges," Current Issues in Higher Education. Washington: Association for Higher Education, 1966.
- Tate, Merle W. Statistics in Education and Psychology. New York: Macmillan Co., 1965.
- Tennison, James C., and Synder, William U. "Some Relationships Between Attitudes Toward the Church and Certain Personality Characteristics." Journal of Counseling Psychology, XV (March, 1968), 187-189.
- Trent, James, and Medsker, Leland. Beyond High School: A Study of 10,000 High School Graduates. San Francisco: Jossey-Bass, 1968.
- Trent, James. Catholics in College. Chicago: University of Chicago Press, 1967.
- Twaddle, Andrew C. "College Fraternity and the Academic Community." NASPA Journal, III (July, 1965), 9-12.

Villanova University Bulletin, 50 (February, 1968), 39.

Vreeland, Rebecca, and Bidwell, C. E. "Organizational Effects on Student Attitudes: A Study of the Harvard Houses." Sociology of Education, XXXVIII (1965), 233-250.

Wakin, Edward. The Catholic Campus. New York: Macmillan Company, 1963.

Wallace, Walter L. "Peer Influences and Undergraduate Aspirations for Graduate Study." Sociology of Education, XXXVIII (1965), 375-392.

Wallace, Walter L. Student Culture. Chicago: Aldine Publishing Company, 1966.

Weber, Chris, and Weber, Mary. "Discrimination on Catholic Campuses." Ave Maria. January 15, 1966, 103.

Weiss, Robert. "Student and Faculty Perceptions of Institutional Press at St. Louis University." Unpublished Ph.D. dissertation, University of Minnesota, 1963.

Williamson, E. G., and Cowan, John L. The American Student's Freedom of Expression. Minneapolis: University of Minnesota Press, 1966.

Wise, W. Max. They Came for the Best of Reasons. Washington: American Council on Education, 1960.

Woffard, J. C., and Willoughby, T. L. "Attitudes and Scholastic Behavior." Journal of Educational Research, LXI (April, 1968), 360-362.

APPENDICES

APPENDIX A

VILLANOVA UNIVERSITY

ATTITUDINAL AND BIOGRAPHICAL QUESTIONNAIRE RESPONSES

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%
1. What is your sex?						
(a) Female					250	18
(b) Male					1165	82
2. What was your age at your last birthday?						
(a) 17 or under	57	5	18	7	75	5
(b) 18	939	81	222	89	1160	82
(c) 19	128	10	6	2	134	9
(d) 20	19	2	1	0	21	1
(e) 21 or over	20	2	2	1	22	2
(f) No answer	3	0	1	1	4	0
3. What is your race?						
(a) Caucasian	1124	96	243	97	1367	97
(b) Negro	10	1	2	1	12	1
(c) Oriental	4	0	1	0	5	0
(d) Other	19	2	2	1	21	2
(e) No answer	9	1	2	1	11	0

	MEN		WOMEN		TOTAL
NO	%	NO	%	NO	%

4. What is your marital status?

(a) Married with children	3	0	1	0	4	0
(b) Married, no children	9	1	0	0	9	1
(c) Engaged	17	1	3	1	20	1
(d) Going steady	245	21	36	14	282	20
(e) Single not going steady	882	76	206	82	1088	77
(f) No answer	10	1	4	3	3	1

5. In which college are you enrolled?

(a) College of Arts and Sciences	575	49	106	42	681	48
(b) College of Commerce and Finance	357	31	2	1	360	25
(c) College of Engineering	230	20	7	3	236	17
(d) College of Nursing	2	0	134	54	136	10
(e) No answer	2	0	1	0	3	0

118

6. Last semester what was your grade point average?

(a) Less than 1.00	24	2	3	1	27	2
(b) Between 1.00 and 1.99	294	25	48	19	343	24
(c) Between 2.00 and 2.99	572	49	123	49	694	49
(d) Between 3.00 and 4.00	177	15	56	22	233	16
(e) No answer	99	9	20	9	119	9

		MEN		WOMEN		TOTAL	
		NO	%	NO	%	NO	%
7.	Which item below pertains to your father's education?						
	(a) Attended elementary school but not high school	64	5	14	6	78	6
	(b) Attended high school but did not graduate	123	11	21	8	144	10
	(c) Graduated from high school but did not attend college	383	33	69	28	452	32
	(d) Attended college	571	50	142	57	713	50
	(e) Do not know	10	1	0	0	10	1
	(f) No answer	15	0	4	1	19	1
8.	If your father attended college, which term below is appropriate?						
	(a) Attended college but did not graduate	141	12	42	17	183	13
	(b) Graduated from college but did not do graduate work	216	19	43	17	259	18
	(c) Did some post-graduate work but did not receive degree	58	5	11	4	69	5
	(d) Received one or more post-graduate degrees	153	13	44	18	197	14
	(e) Do not know	28	2	3	1	31	2
	(f) No answer	570	49	107	43	677	48
9.	Which item below pertains to your mother's education?						
	(a) Attended elementary school but not high school	42	4	14	6	56	4
	(b) Attended high school but did not graduate	103	9	24	10	127	9
	(c) Graduated from high school but did not attend college	650	56	137	55	786	56
	(d) Attended college	334	29	69	28	404	29
	(e) Do not know	12	1	1	0	13	1
	(f) No answer	25	1	5	1	30	1

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

10. If your mother attended college, which item below is appropriate?

(a) Attended college but did not graduate	103	9	23	9	126	9
(b) Graduated from college but did not do post-graduate work	168	14	31	12	200	14
(c) Did some post graduate work but did not receive a degree	33	3	9	4	42	3
(d) Received one or more post-graduate degrees	43	4	8	3	51	4
(e) No answer	819	70	179	75	997	70

11. Approximately what was your family's income for last year?

(a) Less than \$3,000	14	1	1	0	15	1
(b) Between \$3,000 and \$4,999	33	3	9	4	42	3
(c) Between \$5,000 and \$9,999	241	21	44	18	285	20
(d) Between \$10,000 and \$14,000	317	27	63	25	380	27
(e) Between \$15,000 and \$25,000	236	20	42	17	278	20
(f) Over \$25,000	137	12	26	10	163	12
(g) No answer	188	16	65	26	253	17

12. How many brothers and sisters do you have?

(a) None	75	6	14	6	89	6
(b) One	269	23	60	24	329	23
(c) Two	304	26	52	20	356	25
(d) Three	225	19	49	20	273	19
(e) Four	121	10	23	9	145	10
(f) Five or more	166	14	52	21	218	15
(g) No answer	6	2	0	0	6	2

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

13. Which of the following best describes the community which you consider as your parental home?

(a) Suburb in a metropolitan area of more than 1,000,000	284	24	70	28	354	25
(b) Suburb in a metropolitan area of less than 1,000,000	144	12	32	13	176	12
(c) A city (not suburb) of 1,000,000 or more	100	9	27	10	126	9
(d) A city of 100,000 to 1,000,000	67	6	10	4	77	5
(e) A city or town of 10,000 to 100,000	338	29	59	24	397	28
(f) A town of less than 10,000	188	16	39	16	228	16
(g) No answer	45	4	13	5	58	5

14. What is the marital status of your parents?

(a) Divorced	18	2	6	2	24	2
(b) Separated	22	2	4	2	26	2
(c) Living together	1029	88	218	87	1248	88
(d) One deceased	87	7	22	9	108	8
(e) Both deceased	4	0	0	0	4	0
(f) No answer	6	1	0	0	6	0

15. Has a member of your family previously attended Villanova University?

(a) None	886	76	179	72	1065	75
(b) One parent	50	4	13	5	63	4
(c) Both parents	8	1	0	0	8	1
(d) A brother or sister	77	7	17	7	94	7
(e) A grandparent or other close relative	99	8	26	10	125	9
(f) Combination of the above	24	2	14	6	38	3
(g) No answer	22	2	1	0	23	1

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

16. What were your parents' expectations regarding your attending college?

- (a) It was naturally assumed that all children in the family would go to college
- (b) They encouraged the children who wanted to go, but did not assume that all would go
- (c) It was not expected that any of the children in the family would go to college
- (d) No answer

672	58		126	50	798	56
447	38		114	46	561	40
16	1		4	2	20	1
31	3		6	2	37	3

17. Do your parents or guardian reside in:

- (a) Philadelphia area
- (b) Pennsylvania other than Philadelphia area
- (c) New York or New Jersey
- (d) Another eastern state
- (e) Some other section of the United States
- (f) In a foreign country
- (g) No answer

370	32		128	51	497	35
154	13		36	14	190	13
411	35		70	28	482	34
163	14		12	5	175	12
46	4		1	0	47	3
16	1		2	1	18	1
6	1		1	1	7	2

18. From what type of high school did you graduate?

- (a) Catholic
- (b) Private but not church related
- (c) Church related but not Catholic
- (d) Public
- (e) Other
- (f) No answer

718	62		166	66	884	62
42	4		4	2	46	3
12	1		1	0	13	1
380	33		72	29	452	32
9	0		3	1	12	2
5	0		4	2	9	1

	MEN		WOMEN		TOTAL
	NO	%	NO	%	NO

19. What was your overall scholastic average in high school?

(a) Below 1.00	3	0	0	0	3	0
(b) Between 1.00 and 1.99	43	4	4	2	47	3
(c) Between 2.00 and 2.99	677	58	79	32	755	53
(d) Between 3.00 and 4.00	413	35	160	64	574	41
(e) No answer	30	3	7	2	37	3

20. How many years of education have you have in Catholic school prior to Villanova?

(a) None	241	21	39	16	280	20
(b) Less than four	53	5	7	3	60	4
(c) Between four and eight	179	15	37	15	217	15
(d) More than eight	681	58	166	66	847	60
(e) No answer	12	1	1	0	12	1

123

21. In what year did you graduate from high school?

(a) 1968	1050	90	241	96	1291	91
(b) 1967	69	6	3	1	72	5
(c) 1966	180	2	1	0	19	1
(d) 1965	331	1	2	1	12	1
(e) 1964 or before	577	1	3	2	19	1
(f) No answer	7	0	0	0	3	1

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

22. What was the size of the student enrollment of the high school from which you graduated? (Grades 9 through 12)

(a) Less than 100 students	18	2	14	6	32	2
(b) Between 100 and 199 students	53	5	24	10	76	5
(c) Between 200 and 499 students	180	15	43	17	224	16
(d) Between 500 and 999 students	331	28	52	21	383	27
(e) 1,000 or over	577	49	116	46	693	49
(f) No answer	7	1	1	0	8	1

23. How would you evaluate your high school in terms of preparing you for college?

(a) Very adequate	484	42	101	40	586	41
(b) Fairly adequate	536	46	108	43	643	45
(c) Not very adequate	79	7	27	11	106	7
(d) Very inadequate	32	3	11	4	43	3
(e) Undecided	22	1	1	1	23	2
(f) No answer	13	1	2	1	15	2

124

24. In what religious denomination did you register at Villanova?

(a) Catholic	1035	89	232	93	1267	89
(b) Protestant	75	6	12	5	87	6
(c) Jewish	24	2	4	1	28	2
(d) Other	17	1	0	0	17	1
(e) No religion	12	1	2	1	14	1
(f) No answer	3	1	0	0	3	1

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

25. How frequently did you attend church when you were in high school?

(a) One or twice a year or less	82	7	8	3	89	6
(b) Once a month or so	111	10	6	2	117	8
(c) Once a week or so	945	81	233	93	1179	83
(d) No answer	28	2	3	2	31	3

26. Your average attendance at religious service now.

(a) Once or twice a year or less	142	12	17	7	158	11
(b) Once a month or so	245	21	10	4	256	18
(c) Once a week or so	751	64	219	88	970	69
(d) No answer	28	3	3	1	32	2

27. Your religious faith compared to your parents'.

(a) Less religious than they	402	34	58	23	459	32
(b) About as religious	603	52	155	62	758	54
(c) More religious than they	103	9	24	10	128	9
(d) No answer	58	5	13	5	71	5

28. Average attendance at religious services if left completely up to you.

(a) Once or twice a year or less	179	15	21	8	199	14
(b) Once a month or so	276	24	26	10	302	21
(c) Once a week or so	656	56	197	79	854	60
(d) No answer	55	5	6	3	61	5

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

29. Frequency you feel you commit serious breaches against the moral tenets of your faith.

(a) Frequently	84	7	5	2	89	6
(b) Occasionally	454	39	62	25	515	36
(c) Seldom or rarely	542	46	171	68	714	50
(d) No answer	86	8	12	5	98	8

30. The practice of moral tenets of your faith compared to your friends.

(a) Less faithful than they	54	5	8	3	62	4
(b) The same as they	749	64	173	69	922	65
(c) More faithful than they	263	23	45	18	308	22
(d) No answer	100	8	24	10	124	9

126

31. Amount you seriously disagree with the principal dogmas of your religion.

(a) In many respects	225	19	30	12	254	18
(b) In some or few respects	703	60	160	64	863	61
(c) In no respects	170	15	48	19	218	15
(d) No answer	68	6	12	5	81	6

MEN		WOMEN		TOTAL	
NO	%	NO	%	NO	%

32. What was your initial contact with Villanova University that caused you to give serious consideration to attending?

(a) High school counselor	130	11	22	9	152	11
(b) College publications (catalog, college brochure, career information, etc.)	235	20	76	30	310	22
(c) Villanova alumni or staff member	220	19	43	17	263	19
(d) Familiarity with athletic teams	133	11	4	2	138	10
(e) Others	355	30	96	38	451	32
(f) No answer	93	9	9	4	102	8

33. What was the major factor which caused you to select Villanova University as the place to continue your education.

(a) Cost	27	2	5	2	33	2
(b) Location	153	13	50	20	203	14
(c) Catholic School	29	2	3	1	32	2
(d) Academic factors	347	30	95	38	441	31
(e) Influence of family and friends	159	14	28	11	187	13
(f) Other factors	321	28	45	18	366	26
(g) No answer	130	11	24	10	154	12

34. How do you feel about your decision to attend Villanova University?

(a) Very happy and satisfied	494	42	159	64	653	46
(b) Fairly well pleased	474	41	62	25	535	38
(c) Slightly unhappy	106	9	12	5	119	8
(d) Very unhappy	16	1	8	3	24	2
(e) Undecided	59	5	5	2	64	5
(f) No answer	17	2	4	1	21	1

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%
35. Have you decided upon an occupation after college?						
(a) Yes, definitely	201	17	109	44	311	22
(b) Yes, tentatively	565	48	101	40	665	47
(c) No	387	33	40	16	427	30
(d) No answer	13	2	0	0	13	1
36. Have your educational goals and aspirations changed since you entered Villanova University?						
(a) No, not any	451	39	130	52	580	41
(b) Yes, slightly	525	45	92	37	618	44
(c) Yes, considerably	122	10	18	7	140	10
(d) Yes, completely	41	4	8	3	49	3
(e) No answer	27	2	2	1	29	2
37. Do you expect to complete your college education with:						
(a) Less than four years of college	7	1	7	3	14	1
(b) A bachelor's degree	299	26	155	62	455	32
(c) A master's degree or a professional degree, (M.D., L.L.B., etc.)	405	35	41	16	446	31
(d) Doctorate (Ph.D., Ed.D., etc.)	81	7	4	2	85	6
(e) Undecided	339	29	40	16	378	27
(f) No answer	35	2	3	1	38	3

MEN		WOMEN		TOTAL	
NO	%	NO	%	NO	%

38. Which of the following goals of education do you consider most important?

- (a) Developing knowledge and interest in community and world problems
- (b) Developing an ability to get along with different kinds of people
- (c) Training for a specific vocation
- (d) Providing a basic general education
- (e) Developing a spiritual dimension of individual
- (f) Other
- (g) No answer

204	17	52	21	256	18
258	22	85	34	344	24
260	22	34	14	293	21
182	16	41	16	223	16
22	2	7	3	29	2
117	10	12	5	129	9
123	1	19	7	142	10

39. In regard to the selection of your major, are you:

- (a) Very certain
- (b) Fairly certain
- (c) Somewhat uncertain
- (d) Very uncertain
- (e) No answer

227	19	115	46	342	24
545	47	98	39	643	45
265	23	22	9	286	20
112	10	14	6	127	9
17	1	1	0	18	2

40. How do you feel tests administered in courses at Villanova University measure broad comprehensive knowledge?

- (a) Very well
- (b) Fairly well
- (c) Poorly
- (d) Undecided
- (e) No answer

124	11	29	12	154	11
700	60	154	62	853	60
206	18	39	16	245	17
92	8	21	8	113	8
44	3	7	3	51	4

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

41. What type of examination do you prefer?

- | | | | | | | |
|--|-----|----|-----|----|-----|----|
| (a) Objective | 235 | 20 | 110 | 44 | 345 | 24 |
| (b) A combination of objective and essay | 623 | 53 | 105 | 42 | 727 | 51 |
| (c) Essay | 116 | 10 | 15 | 6 | 132 | 9 |
| (d) Oral | 44 | 4 | 5 | 2 | 49 | 3 |
| (e) Some other type | 30 | 3 | 2 | 1 | 32 | 2 |
| (f) Undecided | 80 | 7 | 12 | 5 | 92 | 6 |
| (g) No answer | 38 | 3 | 1 | 0 | 39 | 5 |

42. What is the major type of examination you have taken in courses at Villanova University?

- | | | | | | | |
|--|-----|----|-----|----|-----|----|
| (a) Objective | 268 | 23 | 123 | 49 | 392 | 29 |
| (b) A combination of objective and essay | 665 | 57 | 99 | 40 | 764 | 54 |
| (c) Essay | 172 | 15 | 22 | 9 | 194 | 14 |
| (d) Some other type | 25 | 2 | 4 | 2 | 28 | 2 |
| (e) No answer | 36 | 3 | 2 | 0 | 38 | 2 |

130

43. What per cent of the students in your classes do you feel cheat on examinations?

- | | | | | | | |
|-------------------------|-----|----|-----|----|-----|----|
| (a) Less than 10% | 409 | 35 | 111 | 44 | 520 | 37 |
| (b) Between 10% and 25% | 318 | 27 | 45 | 18 | 363 | 26 |
| (c) Between 25% and 50% | 154 | 13 | 24 | 10 | 178 | 13 |
| (d) 50% and more | 61 | 5 | 7 | 3 | 68 | 5 |
| (e) Undecided | 167 | 14 | 51 | 20 | 218 | 15 |
| (f) No answer | 57 | 6 | 12 | 5 | 69 | 4 |

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

44. While attending college, have you cheated on an examination?

(a) No	727	62	212	85	937	66
(b) Once	109	14	20	8	188	13
(c) More than once but not often	201	17	9	4	211	15
(d) Fairly frequently	16	1	1	0	17	1
(e) No answer	55	6	8	3	63	5

45. Please react to the following statement: "Few instructors take genuine interest in my personal welfare."

(a) Strongly agree	187	16	32	13	219	15
(b) Agree	441	38	71	28	512	36
(c) Disagree	321	28	104	42	426	30
(d) Strongly disagree	76	7	20	8	95	7
(e) Undecided	107	9	18	7	125	9
(f) No answer	34	2	5	2	39	3

46. How often do you hold informal talks and conferences with your professors?

(a) Never	373	32	88	35	459	32
(b) Once or twice a semester	623	53	134	54	758	54
(c) Every week or so	108	9	18	7	126	9
(d) More than once a week	17	2	2	1	19	1
(e) No answer	46	4	8	3	54	4

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

47. Compared to other students in your classes, do you feel you are academically:

(a) Superior most of the time	49	4	7	3	56	4
(b) Superior sometimes	289	25	40	16	329	23
(c) Equal most of the time	587	50	142	57	729	51
(d) Inferior sometimes	154	13	46	18	200	14
(e) Inferior most of the time	25	2	3	1	28	2
(f) No answer	62	5	12	5	74	6

48. Do you feel that your classes at Villanova University are generally taught on the level of:

(a) Slower students primarily	10	1	2	1	12	1
(b) Average students primarily	508	44	106	42	614	43
(c) Better students primarily	537	46	120	48	657	46
(d) Superior students primarily	40	3	11	4	51	4
(e) Each individual student in the class	13	1	4	2	17	1
(f) No answer	58	5	7	3	65	5

49. How often do you cut class?

(a) Never	332	28	88	35	421	30
(b) Several times a semester	632	54	142	57	773	55
(c) About one class a week	131	11	12	5	143	10
(d) More often than once a week	29	2	1	0	30	2
(e) No answer	42	5	7	3	49	3

MEN		WOMEN		TOTAL	
NO	%	NO	%	NO	%

50. What is your place of residence?

- (a) At home with parents
- (b) University dormitory
- (c) Off-campus, but not home
- (d) With a relative away from home
- (e) Other arrangement
- (f) No answer

359	31	124	50	482	34
534	46	118	47	653	46
218	19	2	1	220	16
16	1	2	1	18	1
17	1	1	0	18	1
22	1	3	1	25	2

51. If you changed place of residence since last semester, why?

- (a) For convenience
- (b) For economic reasons
- (c) For greater freedom
- (d) For better facilities
- (e) Did not change
- (f) No answer

54	5	3	1	57	4
15	1	0	0	15	1
18	2	0	0	18	1
29	2	0	0	29	2
652	56	156	62	809	57
398	34	91	37	488	34

52. How often do you read The Villanovan?

- (a) Read each issue thoroughly
- (b) Usually read parts of each issue
- (c) Seldom read it
- (d) Never read it
- (e) No answer

308	26	58	23	366	26
753	65	175	70	928	66
62	5	12	5	74	5
11	1	1	0	12	1
32	3	4	2	36	2

53. Where do you most frequently study?

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%
(a) Dormitory room	247	21	83	33	330	23
(b) Library	344	30	53	21	398	28
(c) Empty classroom	67	6	6	2	73	5
(d) Home or apartment	408	35	97	39	505	36
(e) Other	21	2	2	1	23	2
(f) No answer	79	6	9	4	87	6

54. How many hours do you study per week outside class?

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%
(a) Under 5	36	3	4	2	40	3
(b) 5 to 10	155	13	22	9	177	13
(c) 11 to 15	294	25	62	25	356	25
(d) 16 to 20	334	29	72	29	406	29
(e) 21 to 30	237	20	57	23	294	21
(f) more than 30	64	5	24	10	88	6
(g) No answer	46	5	9	2	55	3

134

55. How many hours each week do you spend doing serious reading not required in your courses?

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%
(a) None	285	24	85	34	370	26
(b) From 1 to 2 hours	444	38	99	40	543	38
(c) From 3 to 9 hours	356	31	54	22	410	29
(d) From 10 to 15 hours	40	3	5	2	45	3
(e) 15 or more	16	1	0	0	16	1
(f) No answer	25	3	7	2	32	3

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

56. Since coming to Villanova University have you experienced any trouble getting dates?

- (a) Yes, considerable
- (b) Yes, some
- (c) No
- (d) Don't know, have not tried
- (e) No answer

90	8	14	6	104	7
242	21	45	18	288	20
511	44	146	58	657	46
278	24	35	14	312	22
45	3	10	4	55	5

57. How frequently do you date?

- (a) Less than once a month
- (b) Once or twice a month
- (c) Once a week
- (d) More than once a week
- (e) Do not date
- (f) No answer

207	18	19	8	225	16
387	33	58	23	446	31
241	21	65	26	306	22
120	10	78	31	198	14
143	12	18	7	161	11
68	6	12	5	80	6

58. If you drink an alcoholic beverage, when did you first begin drinking?

- (a) Before entering college
- (b) After entering college
- (c) Do not drink
- (d) No answer

753	65	112	45	865	61
84	7	31	12	115	8
272	23	97	39	369	26
57	5	10	4	67	5

MEN		WOMEN		TOTAL	
NO	%	NO	%	NO	%

59. How would you classify most of your problems?

(a) Social	110	9	14	6	124	9
(b) Personal	390	33	93	37	482	34
(c) Academic	253	22	62	25	316	22
(d) Financial	148	13	29	12	177	13
(e) Others	95	8	21	8	116	8
(f) No answer	170	15	31	12	201	14

60. Do you consider the Student Court at Villanova University:

(a) To be very fair in its decisions	33	3	3	1	36	3
(b) To be fair in most of its decisions	122	10	33	13	155	11
(c) To be unfair in most of its decisions	15	1	2	1	17	1
(d) To be unfair in all of its decisions	9	1	0	0	9	1
(e) Undecided	111	10	15	6	126	9
(f) Unfamiliar with court	831	71	187	75	1018	72
(g) No answer	45	4	10	4	55	3

136

61. What has been your contact with the infirmary?

(a) Have not been there	663	57	139	56	801	57
(b) Have been there and received satisfactory attention	389	33	65	26	454	32
(c) Have been there and was not pleased with the attention received	92	8	41	16	134	9
(d) No answer	22	2	5	2	27	2

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%
62. How do you feel about the orientation program in which you participated in September?						
(a) It was of great benefit	139	12	41	16	180	13
(b) It was of considerable value	265	23	33	13	299	21
(c) It was of some value	374	32	40	16	414	29
(d) It was of little value	175	15	19	8	193	14
(e) It was a waste of time and should be discontinued						
(f) Did not participate	134	11	12	5	146	10
(g) No answer	59	5	84	34	143	10
	20	2	21	8	41	3
63. After college, would you prefer to work:						
(a) In Pennsylvania	207	18	49	20	256	18
(b) New York or New Jersey	236	20	33	13	270	19
(c) In another eastern state	122	10	18	7	140	10
(d) In some other section of the United States	154	13	19	8	173	12
(e) In a foreign country	60	5	28	11	88	6
(f) Location is not important	318	27	91	36	408	29
(g) No answer	69	7	12	5	81	6
64. Which one of the following is your primary source of financial support while attending college?						
(a) Parents and other relatives	708	61	167	67	875	62
(b) Spouse's earnings	4	0	2	1	6	0
(c) Personal savings and part-time employment	116	10	10	4	127	9
(d) Scholarships and loans	223	19	52	21	275	19
(e) Other sources	26	2	5	2	31	2
(f) No answer	89	8	14	5	102	8

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

65. If you are employed part time during the school year, how much time do you devote to your employment each week?

(a) Less than 6 hours	708	4	15	6	64	5
(b) From 6 to 10 hours	4	7	24	10	108	8
(c) From 11 to 20 hours	116	10	24	10	142	10
(d) From 21 to 25 hours	36	3	3	1	39	3
(e) More than 25 hours	22	2	0	0	22	1
(f) Do not work during school year	680	58	143	57	823	58
(g) No answer	177	16	41	16	218	15

66. How frequently do you go home?

(a) I am a dayhop (every day)	364	31	127	51	490	35
(b) Every weekend	55	5	4	2	59	4
(c) About every two weeks	102	9	11	4	113	8
(d) Usually once a month	282	24	38	15	320	23
(e) Usually once or twice each semester	339	29	65	26	404	29
(f) No answer	24	2	5	2	30	2

138

67. How would you rate your present living accommodations?

(a) Excellent	339	29	145	58	484	34
(b) Adequate	472	40	92	37	564	40
(c) Poor	174	15	1	0	174	12
(d) Very poor	140	12	2	1	143	10
(e) No answer	41	4	10	4	50	4

68. What is your experience with academic counseling at Villanova?

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%
(a) Have met my advisor and received helpful assistance	383	33	154	62	537	38
(b) Have been dissatisfied with his help	166	14	42	17	208	15
(c) Have not been able to meet my advisor	165	14	20	8	185	13
(d) Have chosen not to see my advisor	193	17	15	6	209	15
(e) Do not have an advisor	16	1	1	0	17	1
(f) Do not know who my advisor is	180	15	5	2	184	13
(g) No answer	63	6	13	5	76	5

69. What is your opinion of Psychological Services on campus?

(a) Excellent	51	4	16	6	67	5
(b) Satisfactory	169	14	23	9	192	14
(c) Poor	56	5	9	4	65	5
(d) Have had no contact	881	74	199	80	1060	75
(e) No answer	29	3	3	1	32	1

70. What is your experience with the Placement Bureau?

(a) Received good employment through it	41	4	2	1	43	3
(b) Received employment but was not pleased	6	1	1	0	7	0
(c) Have requested but not received employment	21	2	3	1	24	2
(d) Was aware of its existence but had no reason to use	666	57	151	60	817	58
(e) Was not aware of its existence	378	32	81	32	458	32
(f) No answer	54	4	12	6	67	5

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%

71. What is your experience with spiritual counseling at Villanova?

(a) I have sought advice and was pleased with the result	38	3	11	4	49	3
(b) I have sought advice and was not pleased	21	2	2	1	23	2
(c) I do not know anyone I feel I could approach, although I wanted to	77	7	20	8	97	7
(d) I have not felt the need, but know where I could get assistance	374	32	89	36	463	33
(e) I have not considered spiritual counseling	614	53	121	48	734	52
(f) No answer	42	3	7	3	50	3

72. What is your opinion of the spiritual atmosphere of Villanova?

(a) A Christian atmosphere permeates Villanova	53	5	12	5	65	5
(b) There exists an atmosphere that is favorable to Christian living	401	34	115	46	517	37
(c) The atmosphere of Villanova is neutral as far as religion	586	50	100	40	685	48
(d) The atmosphere is unfavorable to Christian living	60	5	10	4	70	5
(e) No answer	66	6	13	5	79	5

73. Considering quality and quantity, how would you rate the food services on campus?

(a) Excellent	20	2	1	0	21	1
(b) Satisfactory	385	33	108	43	492	35
(c) Poor	333	29	89	36	423	30
(d) Very poor	342	29	42	17	384	27
(e) No answer	86	7	10	4	96	7

MEN		WOMEN		TOTAL	
NO	%	NO	%	NO	%

74. Have you found the athletic facilities at Villanova to be:

(a) Excellent	216	19	40	16	255	18
(b) Satisfactory	619	53	128	51	747	53
(c) Poor	199	17	35	14	235	17
(d) Very poor	72	6	15	6	87	6
(e) No answer	60	5	32	3	92	6

75. What is your reaction to the regulations at Villanova?

(a) Too strict	79	7	13	5	92	6
(b) Somewhat strict, students should have more freedom	323	28	71	28	394	28
(c) Just about right	677	58	153	61	830	59
(d) Not strict enough	45	4	5	2	50	4
(e) No answer	42	3	8	4	50	3

141

76. What is your impression of the effectiveness of the Student Government Associations?

(a) Very effective	84	7	25	10	104	8
(b) Somewhat effective	606	52	164	66	771	54
(c) Not very effective	263	23	36	14	298	21
(d) Generally ineffective	109	9	6	2	115	8
(e) No answer	104	9	19	8	123	9

	MEN		WOMEN		TOTAL	
	NO	%	NO	%	NO	%
77. Have you participated in a student organization?						
(a) As a formal member	295	25	84	34	379	27
(b) Attended meetings but did not hold membership	218	19	67	27	286	20
(c) Did not participate in any organization	605	52	89	36	693	49
(d) No answer	48	4	10	3	58	4
78. What is your fraternity or sorority status?						
(a) Did not participate in rushing	710	61	170	68	879	62
(b) Did rush, but decided not to pledge	146	13	26	10	173	12
(c) Am going to pledge	135	12	29	12	164	12
(d) Rushed, but am not decided on pledging	109	9	14	6	123	9
(e) No answer	66	5	11	4	77	5
79. Have you attended an athletic contest?						
(a) No	139	12	39	16	177	13
(b) Yes, one	87	7	26	10	113	8
(c) Yes, more than one	415	78	180	72	1096	77
(d) No answer	25	3	5	2	30	2
80. Have you attended a lecture or orchestra concert?						
(a) No	465	40	83	33	547	39
(b) Yes, one	272	23	61	24	333	24
(c) Yes, more than one	407	25	99	4	507	36
(d) No answer	22	2	7	3	29	1

81. Have you attended a mixer?

(a) No	244	21	68	27	312	22
(b) Yes, one	192	16	80	32	272	19
(c) Yes, more than one	704	60	98	39	802	57
(d) No answer	26	3	7	2	30	2

82. Have you attended a popular concert?

(a) No	359	31	51	20	409	29
(b) Yes, one	301	26	72	29	374	26
(c) Yes, more than one	477	41	121	48	598	42
(d) No answer	29	2	6	3	35	3

VILLANOVA UNIVERSITY

Office of the Dean of Student Activities

ATTITUDINAL AND BIOGRAPHICAL QUESTIONNAIRE

Instructions

1. Please circle the letter that corresponds to the item that best answers each question.
2. Please use the space at the end of the questionnaire to add any of your comments or suggestions.

1. What is your sex?
 - (a) Female
 - (b) Male
2. What was your age at your last birthday?
 - (a) 17 or under
 - (b) 18
 - (c) 19
 - (d) 20
 - (e) 21 or over
3. What is your race?
 - (a) Caucasian
 - (b) Negro
 - (c) Oriental
 - (d) Other
4. What is your marital status?
 - (a) Married with children
 - (b) Married, no children
 - (c) Engaged
 - (d) Going steady
 - (e) Single, not going steady
5. In which college are you enrolled?
 - (a) College of Arts and Sciences
 - (b) College of Commerce and Finance
 - (c) College of Engineering
 - (d) College of Nursing
6. Last semester what was your grade point average?
 - (a) Less than 1.00
 - (b) Between 1.00 and 1.99
 - (c) Between 2.00 and 2.99
 - (d) Between 3.00 and 4.00
7. Which item below pertains to your father's education?
 - (a) Attended elementary school but not high school
 - (b) Attended high school but did not graduate
 - (c) Graduated from high school but did not attend college
 - (d) Attended college
 - (e) Do not know
8. If your father attended college, which item below is appropriate?
 - (a) Attended college but did not graduate
 - (b) Graduated from college but did not do graduate work
 - (c) Did some post-graduate work but did not receive degree
 - (d) Received one or more post-graduate degrees
 - (e) Do not know

9. Which item below pertains to your mother's education?
- (a) Attended elementary school but not high school
 - (b) Attended high school but did not graduate
 - (c) Graduated from high school but did not attend college
 - (d) Attended college
 - (e) Do not know
10. If your mother attended college, which item below is appropriate?
- (a) Attended college but did not graduate
 - (b) Graduated from college but did not do post-graduate work
 - (c) Did some post-graduate work but did not receive a degree
 - (d) Received one or more post-graduate degrees
11. Approximately what was your family's income for last year?
- (a) Less than \$3,000
 - (b) Between \$3,000 and \$4,999
 - (c) Between \$5,000 and \$9,999
 - (d) Between \$10,000 and \$14,999
 - (e) Between \$15,000 and \$25,000
 - (f) Over \$25,000
12. How many brothers and sisters do you have?
- (a) None
 - (b) One
 - (c) Two
 - (d) Three
 - (e) Four
 - (f) Five or more
13. Which of the following best describes the community which you consider as your parental home?
- (a) Suburb in a metropolitan area of more than 1,000,000
 - (b) Suburb in a metropolitan area of less than 1,000,000
 - (c) A city (not suburb) of 1,000,000 or more
 - (d) A city of 100,000 to 1,000,000
 - (e) A city or town of 10,000 to 100,000
 - (f) A town of less than 10,000
14. What is the marital status of your parents?
- (a) Divorced
 - (b) Separated
 - (c) Living together
 - (d) One deceased
 - (e) Both deceased
15. Has a member of your family previously attended Villanova University?
- (a) None
 - (b) One parent
 - (c) Both parents
 - (d) A brother or sister
 - (e) A grandparent or other close relative
 - (f) Combination of the above
16. What were your parents' expectations regarding your attending college?
- (a) It was naturally assumed that all children in the family would go to college
 - (b) They encouraged the children who wanted to go, but did not assume that all would go
 - (c) It was not expected that any of the children in the family would go to college

17. Do your parents or guardian reside in:
- (a) Philadelphia area
 - (b) Pennsylvania other than Philadelphia area
 - (c) New York or New Jersey
 - (d) Another eastern state
 - (e) Some other section of the United States
 - (f) In a foreign country
18. From what type of high school did you graduate?
- (a) Catholic
 - (b) Private but not church related
 - (c) Church related but not Catholic
 - (d) Public
 - (e) Other
19. What was your overall scholastic average in high school?
- (a) Below 1.00
 - (b) Between 1.00 and 1.99
 - (c) Between 2.00 and 2.99
 - (d) Between 3.00 and 4.00
20. How many years of education have you had in Catholic school prior to Villanova?
- (a) None
 - (b) Less than four
 - (c) Between four and eight
 - (d) More than eight
21. In what year did you graduate from high school?
- (a) 1968
 - (b) 1967
 - (c) 1966
 - (d) 1965
 - (e) 1964 or before
22. What was the size of the student enrollment of the high school from which you graduated? (Grades 9 through 12)
- (a) Less than 100 students
 - (b) Between 100 and 199 students
 - (c) Between 200 and 499 students
 - (d) Between 500 and 999 students
 - (e) 1,000 or over
23. How would you evaluate your high school in terms of preparing you for college?
- (a) Very adequate
 - (b) Fairly adequate
 - (c) Not very adequate
 - (d) Very inadequate
 - (e) Undecided
24. In what religious denomination did your register at Villanova?
- (a) Catholic
 - (b) Protestant
 - (c) Jewish
 - (d) Other
 - (e) No religion
25. How frequently did you attend church when you were in high school?
- (a) Once or twice a year or less
 - (b) Once a month or so
 - (c) Once a week or so

26. Your average attendance at religious service now.
 - (a) Once or twice a year or less
 - (b) Once a month or so
 - (c) Once a week or so
27. Your religious faith compared to your parents'.
 - (a) Less religious than they
 - (b) About as religious
 - (c) More religious than they
28. Average attendance at religious services if left completely up to you.
 - (a) Once or twice a year or less
 - (b) Once a month or so
 - (c) Once a week or so
29. Frequency you feel you commit serious breaches against the moral tenets of your faith.
 - (a) Frequently
 - (b) Occasionally
 - (c) Seldom or rarely
30. The practice of moral tenets of your faith compared to your friends.
 - (a) Less faithful than they
 - (b) The same as they
 - (c) More faithful than they
31. Amount you seriously disagree with the principal dogmas of your religion.
 - (a) In many respects
 - (b) In some or few respects
 - (c) In no respects
32. What was your initial contact with Villanova University that caused you to give serious consideration to attending?
 - (a) High school counselor
 - (b) College publications (catalog, college brochure, career information, etc.)
 - (c) Villanova alumni or staff member
 - (d) Familiarity with athletic teams
 - (e) Others
33. What was the *major* factor which caused you to select Villanova University as the place to continue your education.
 - (a) Cost
 - (b) Location
 - (c) Catholic school
 - (d) Academic factors
 - (e) Influence of family and friends
 - (f) Other factors
34. How do you feel about your decision to attend Villanova University?
 - (a) Very happy and satisfied
 - (b) Fairly well pleased
 - (c) Slightly unhappy
 - (d) Very unhappy
 - (e) Undecided
35. Have you decided upon an occupation after college?
 - (a) Yes, definitely
 - (b) Yes, tentatively
 - (c) No
36. Have your educational goals and aspirations changed since you entered Villanova University?
 - (a) No, not any
 - (b) Yes, slightly
 - (c) Yes, considerably
 - (d) Yes, completely

37. Do you expect to complete your college education with:
- (a) Less than four years of college
 - (b) A bachelor's degree
 - (c) A master's degree or a professional degree, (M.D., L.L.B., etc.)
 - (d) Doctorate (Ph.D., Ed.D., etc.)
 - (e) Undecided
38. Which of the following goals of education do you consider *most* important?
- (a) Developing knowledge and interest in community and world problems
 - (b) Developing an ability to get along with different kinds of people
 - (c) Training for a specific vocation
 - (d) Providing a basic general education
 - (e) Developing a spiritual dimension of individual
 - (f) Other
39. In regard to the selection of your major, are you:
- (a) Very certain
 - (b) Fairly certain
 - (c) Somewhat uncertain
 - (d) Very uncertain
40. How do you feel tests administered in courses at Villanova University measure broad comprehensive knowledge?
- (a) Very well
 - (b) Fairly well
 - (c) Poorly
 - (d) Undecided
41. What type of examination do you prefer?
- (a) Objective
 - (b) A combination of objective and essay
 - (c) Essay
 - (d) Oral
 - (e) Some other type
 - (f) Undecided
42. What is the major type of examination you have taken in courses at Villanova University?
- (a) Objective
 - (b) A combination of objective and essay
 - (c) Essay
 - (d) Some other type
43. What per cent of the students in your classes do you feel cheat on examination?
- (a) Less than 10%
 - (b) Between 10% and 25%
 - (c) Between 25% and 50%
 - (d) 50% and more
 - (e) Undecided
44. While attending college, have you cheated on an examination?
- (a) No
 - (b) Once
 - (c) More than once but not often
 - (d) Fairly frequently
45. Please react to the following statement: "Few instructors take genuine interest in my personal welfare."
- (a) Strongly agree
 - (b) Agree
 - (c) Disagree
 - (d) Strongly disagree
 - (e) Undecided

46. How often do you hold informal talks and conferences with your professors?
- (a) Never
 - (b) Once or twice a semester
 - (c) Every week or so
 - (d) More than once a week
47. Compared to other students in your classes, do you feel you are academically:
- (a) Superior most of the time
 - (b) Superior sometimes
 - (c) Equal most of the time
 - (d) Inferior sometimes
 - (e) Inferior most of the time
48. Do you feel that your classes at Villanova University are generally taught on the level of:
- (a) Slower students primarily
 - (b) Average students primarily
 - (c) Better students primarily
 - (d) Superior students primarily
 - (e) Each individual student in the class
49. How often do you cut class?
- (a) Never
 - (b) Several times a semester
 - (c) About one class a week
 - (d) More often than once a week
50. What is your place of residence?
- (a) At home with parents
 - (b) University dormitory
 - (c) Off-campus, but not home
 - (d) With a relative away from home
 - (e) Other arrangement
51. If you changed place of residence since last semester, why?
- (a) For convenience
 - (b) For economic reasons
 - (c) For greater freedom
 - (d) For better facilities
 - (e) Did not change
52. How often do you read *The Villanovan*?
- (a) Read each issue thoroughly
 - (b) Usually read parts of each issue
 - (c) Seldom read it
 - (d) Never read it
53. Where do you most frequently study?
- (a) Dormitory room
 - (b) Library
 - (c) Empty classroom
 - (d) Home or apartment
 - (e) Other
54. How many hours do you study per week outside class?
- (a) Under 5
 - (b) 5 to 10
 - (c) 11 to 15
 - (d) 16 to 20
 - (e) 21 to 30
 - (f) more than 30

55. How many hours each week do you spend doing serious reading not required in your courses?
- (a) None
 - (b) From 1 to 2 hours
 - (c) From 3 to 9 hours
 - (d) From 10 to 15 hours
 - (e) 15 or more
56. Since coming to Villanova University have you experienced any trouble getting dates?
- (a) Yes, considerable
 - (b) Yes, some
 - (c) No
 - (d) Don't know, have not tried
57. How frequently do you date?
- (a) Less than once a month
 - (b) Once or twice a month
 - (c) Once a week
 - (d) More than once a week
 - (e) Do not date
58. If you drink an alcoholic beverage, when did you first begin drinking?
- (a) Before entering college
 - (b) After entering college
 - (c) Do not drink
59. How would you classify most of your problems?
- (a) Social
 - (b) Personal
 - (c) Academic
 - (d) Financial
 - (e) Others
60. Do you consider the Student Court at Villanova University:
- (a) To be very fair in its decisions
 - (b) To be fair in most of its decisions
 - (c) To be unfair in most of its decisions
 - (d) To be unfair in all of its decisions
 - (e) Undecided
 - (f) Unfamiliar with court
61. What has been your contact with the infirmary?
- (a) Have not been there
 - (b) Have been there and received satisfactory attention
 - (c) Have been there and was not pleased with the attention received
62. How do you feel about the orientation program in which you participated in September?
- (a) It was of great benefit
 - (b) It was of considerable value
 - (c) It was of some value
 - (d) It was of little value
 - (e) It was a waste of time and should be discontinued
 - (f) Did not participate
63. After college, would you prefer to work:
- (a) In Pennsylvania
 - (b) New York or New Jersey
 - (c) In another eastern state
 - (d) In some other section of the United States
 - (e) In a foreign country
 - (f) Location is not important

64. Which one of the following is your *primary* source of financial support while attending college?
- (a) Parents and other relatives
 - (b) Spouse's earnings
 - (c) Personal savings and part-time employment
 - (d) Scholarships and loans
 - (e) Other sources
65. If you are employed part time during the school year, how much time do you devote to your employment each week?
- (a) Less than 6 hours
 - (b) From 6 to 10 hours
 - (c) From 11 to 20 hours
 - (d) From 21 to 25 hours
 - (e) More than 25 hours
 - (f) Do not work during school year
66. How frequently do you go home?
- (a) I am a dayhop (every day)
 - (b) Every weekend
 - (c) About every two weeks
 - (d) Usually once a month
 - (e) Usually once or twice each semester
67. How would you rate your present living accommodations?
- (a) Excellent
 - (b) Adequate
 - (c) Poor
 - (d) Very poor
68. What is your experience with academic counseling at Villanova?
- (a) Have met my advisor and received helpful assistance
 - (b) Have been dissatisfied with his help
 - (c) Have not been able to meet my advisor
 - (d) Have chosen not to see my advisor
 - (e) Do not have an advisor
 - (f) Do not know who my advisor is
69. What is your opinion of Psychological Services on campus?
- (a) Excellent
 - (b) Satisfactory
 - (c) Poor
 - (d) Have had no contact
70. What is your experience with the Placement Bureau?
- (a) Received good employment through it
 - (b) Received employment but was not pleased
 - (c) Have requested but not received employment
 - (d) Was aware of its existence but had no reason to use
 - (e) Was not aware of its existence
71. What is your experience with spiritual counseling at Villanova?
- (a) I have sought advice and was pleased with the result
 - (b) I have sought advice and was not pleased
 - (c) I do not know anyone I feel I could approach, although I wanted to
 - (d) I have not felt the need, but know where I could get assistance
 - (e) I have not considered spiritual counseling
72. What is your opinion of the spiritual atmosphere of Villanova?
- (a) A Christian atmosphere permeates Villanova
 - (b) There exists an atmosphere that is favorable to Christian living
 - (c) The atmosphere of Villanova is neutral as far as religion
 - (d) The atmosphere is unfavorable to Christian living

73. Considering quality and quantity, how would you rate the food services on campus?
- (a) Excellent
 - (b) Satisfactory
 - (c) Poor
 - (d) Very poor
74. Have you found the athletic facilities at Villanova to be:
- (a) Excellent
 - (b) Satisfactory
 - (c) Poor
 - (d) Very poor
75. What is your reaction to the regulations at Villanova?
- (a) Too strict
 - (b) Somewhat strict, students should have more freedom
 - (c) Just about right
 - (d) Not strict enough
76. What is your impression of the effectiveness of the Student Government Association?
- (a) Very effective
 - (b) Somewhat effective
 - (c) Not very effective
 - (d) Generally ineffective
77. Have you participated in a student organization?
- (a) As a formal member
 - (b) Attended meetings but did not hold membership
 - (c) Did not participate in any organization
78. What is your fraternity or sorority status?
- (a) Did not participate in rushing
 - (b) Did rush, but decided not to pledge
 - (c) Am going to pledge
 - (d) Rushed, but am not decided on pledging
79. Have you attended an athletic contest?
- (a) No
 - (b) Yes, one
 - (c) Yes, more than one
80. Have you attended a lecture or orchestra concert?
- (a) No
 - (b) Yes, one
 - (c) Yes, more than one
81. Have you attended a mixer?
- (a) No
 - (b) Yes, one
 - (c) Yes, more than one
82. Have you attended a popular concert?
- (a) No
 - (b) Yes, one
 - (c) Yes, more than one

Thank you for your time. If you have any other comments about Villanova or the questionnaire that you think might be helpful, please use the space on reverse side to mention them. Your contributions here will be appreciated.

December 28, 1968

Dear Villanovan,

Enclosed is a questionnaire on your background and attitudes toward Villanova. This is part of a study to obtain more data about our students so that we can better meet their educational needs and assess our student services. Therefore we ask your thoughtful answers. If there are any questions that you consider too personal, or that you do not wish to answer for some other reason, please skip them.

Space is provided at the end of the questionnaire for any other comments you may have. This section could be particularly helpful to us. I will read each questionnaire carefully so that none of your thoughts will be lost. Our intention is to make improvements so we need your cooperation. If you have questions, or would like to discuss the study, please stop in the Student Activities Office on the second floor of Dougherty Hall, and we can get together.

Thank you for your cooperation.

Sincerely yours,



Rev. James T. Ryan O.S.A.
Dean of Student Activities

JTR/jeg

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03169 1607