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REPORTED AND PROJECTED ATTENDANCE AT
HALL PROGRAMS IN GRADUATE HOUSING
AT MICHIGAN STATE UNIVERSITY

By

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ABSTRACT

REPORTED AND PROJECTED ATTENDANCE AT HALL PROGRAMS IN GRADUATE HOUSING AT MICHIGAN STATE UNIVERSITY

By Hobert Charles Moore

This study was an investigation of graduate students' social and cultural program attendance as measured by major college of study. More specifically, the relationship between graduate students according to major college of study and their reported as well as projected attendance at graduate residence hall social and cultural programs was studied. The entire respondent group was considered in terms of reported and projected attendance items, also.

That literature was investigated treating related areas of study, such as personality factors, vocational choice factors, specialization, student characteristics, and special populations of students. It was felt that because several studies differentiated between selected groups of people on social, occupational, personality, and psychological characteristics, a differentiation might be observable between colleges of study on the basis of program attendance.

During the last week of Spring Term, 1968, a questionnaire was administered to all graduate students in residence at Owen Graduate Center, Michigan State University. At the time, 890 graduate students were in residence, and of those, 572 (64.3%) returned usable questionnaires. Part I of the questionnaire requested independent variable data, including identification of each respondent's college of study. Part

II listed programs that had taken place in Owen during the year, and respondents marked those attended. In Part III, respondents marked a five-part rating scale to indicate likelihood of attendance at possible future hall programs.

Two statistical methods were employed in the analysis of data: 1) a one-way analysis of variance, and 2) simple correlational analysis. Post-hoc Scheffe tests were completed, also.

An item analysis was undertaken, considering all respondents, to attempt some classification of programs according to greatest appeal.

At the .05 level of significance, no difference could be found on the reported attendance variable between colleges of study. A statistical difference was indicated between colleges on the projected attendance variable, but post-hoc tests failed to locate the difference. Correlational analysis showed a positive correlation between reported and projected attendance within each college of study.

The item analysis approached reported and projected attendance items for all students according to those receiving high, middle, and low score response. Some types of programs were attended in greater numbers than others, and some types of projected programs received higher score response than others.

Dedicated to the patience,
love, and understanding of
my family, especially Julie,
Christina, and John, who
waited.

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CHAPTER I

THE PROBLEM: THE UNSTUDIED GRADUATE STUDENT

A great amount of literature is extant centering upon the many aspects of undergraduate student characteristics, including the academic and non-academic similarities and differences among groups of students. Little exists in writing, however, treating graduate students along similar lines of inquiry during a decade when enrollments are expected to reach the near-million mark (Beach, 1965). It is true that some rather general problem areas germane to graduate education have been identified, including for example, problems of personal finance, course-depth, student-faculty ratio, and length of training (Braley, 1960), but also true is that little else is known about graduate students (Freedman, 1965). Few statistical studies exist, and at a time when the apparent differences between graduate and undergraduate education are being made more complex by increased enrollments, it would appear necessary to know more about graduate education and the students who specialize in departmental and college level activities.

It seems reasonable to assume that the graduate student is preoccupied in degree with concerns similar to those of his younger brother, the undergraduate. One study (The Student in Higher Education, 1968:7) notes the tendency of the undergraduate student to become increasingly practical, more "worldly" and inclined to compromise ideals with harsh necessity as the completion of the degree is approached.

What is here recognized of the undergraduate is perhaps truer of the graduate.

Earl McGrath (1959) has discussed graduate students in terms of specialization. Graduate education, he reports, limits the breadth of educational exposure in order to meet the necessity for depth in a specialized area of endeavor:

...specialization commonly occurs in the other infinite divisions of modern learning. This pyramiding of education usually results in a corresponding shrinkage of intellectual interests....Specialization obviously limits the student's education for the more inclusive aspects of civil and personal life. (McGrath, 1959:35)

Viewed in terms of McGrath's comment, graduate education can be characterized as education splintered into distinct units of semi-autonomy, or what might be termed 'educational sub-groups.' Ultimately, several questions arise. For instance, what does specialization do to the graduate student as an individual? What does specialization do to one's total concept of more general learning and experience? And, how much responsibility is the graduate student willing to take for other areas of learning and experience?

Studies undertaken by a number of educators indicate kinds of differences among groups of students classified according to several factors, notably major field of study. Differences among groups of graduate students on several variables should be observable.

PURPOSE OF THE STUDY

The purpose of this study is to investigate the relationship between graduate students according to major

college of study and their reported and projected attendance at graduate residence hall social and cultural programs. Consideration will be made also of the graduate residents as a whole in terms of reported and projected attendance. Correlation of data is employed to examine some of the relationships statistically.

Investigation of literature treating related areas of study, including student behavior as scaled to personality factors, vocational choice, and area of specialization and the available literature on graduate residence halls and graduate hall programs will amplify the study for additional comparison and conclusions.

IMPORTANCE OF THE PROBLEM

The questionnaire used in this study was administered to graduate students in residence at Owen Graduate Center (hereafter cited as Owen Hall) only. The study makes no attempt to account for all graduate students at Michigan State University and must consider the special characteristics and purposes of Owen Hall.

The Facility

Physically, Owen Hall consists of two wings of seven and one-half stories each, joined by ground- and basement-level common areas containing lobbies, a cafeteria-dining room, offices and recreational-social facilities. The basement section contains the latter, which consists of rooms provided for music, small-group dining, table tennis, informal reading and browsing, color television, and laundry.

The half corridors in the far reaches of each wing -- not connected to the central basement area -- contain additional television and recreational space.

Rooms in the wings consist mainly of single rooms and a few doubles; together, these rooms, when filled, house a total of 992 students. Study lounges with ironing facilities are located on each corridor; those lounges above the basement level have outside balconies, also.

The purpose of Owen Hall is to provide a residence for a portion of the graduate students at Michigan State University.

The Population

During the registration week of Fall Term of the academic year, 1967-1968, returned resident registration cards collected by Owen Hall Advisory Staff indicated a total of 617 men, or 66% of cards collected, and 320 women, or 34% of cards collected, for a total of 937 students who returned cards. This figure (937) represents 94.7% of the possible 992 spaces available in Owen. Table 1.1 provides further details on demographic data on residents.

Resident registration cards put the mean age of Owen Hall residents at 26 years, the median age at 24 years, and the modal interval at 22-24 years. These computations are represented graphically in comparison to the estimated population of age range in undergraduate residence halls in Figure 1.1.

Foreign students accounted for 22% of the resident population during Fall Term (Moore, 1968).

Table 1.1(a) Degree-Candidacy, 1967-68, of 937 Residents In
Owen Graduate Center According to Resident Registration Cards

M.A.		Ph.D.		D. Vet.		M.D.		Non-Deg.		Underg.	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
375	226	177	64	8	2	6	1	31	18	20	9
Totals 601		241		10		7		49		29	

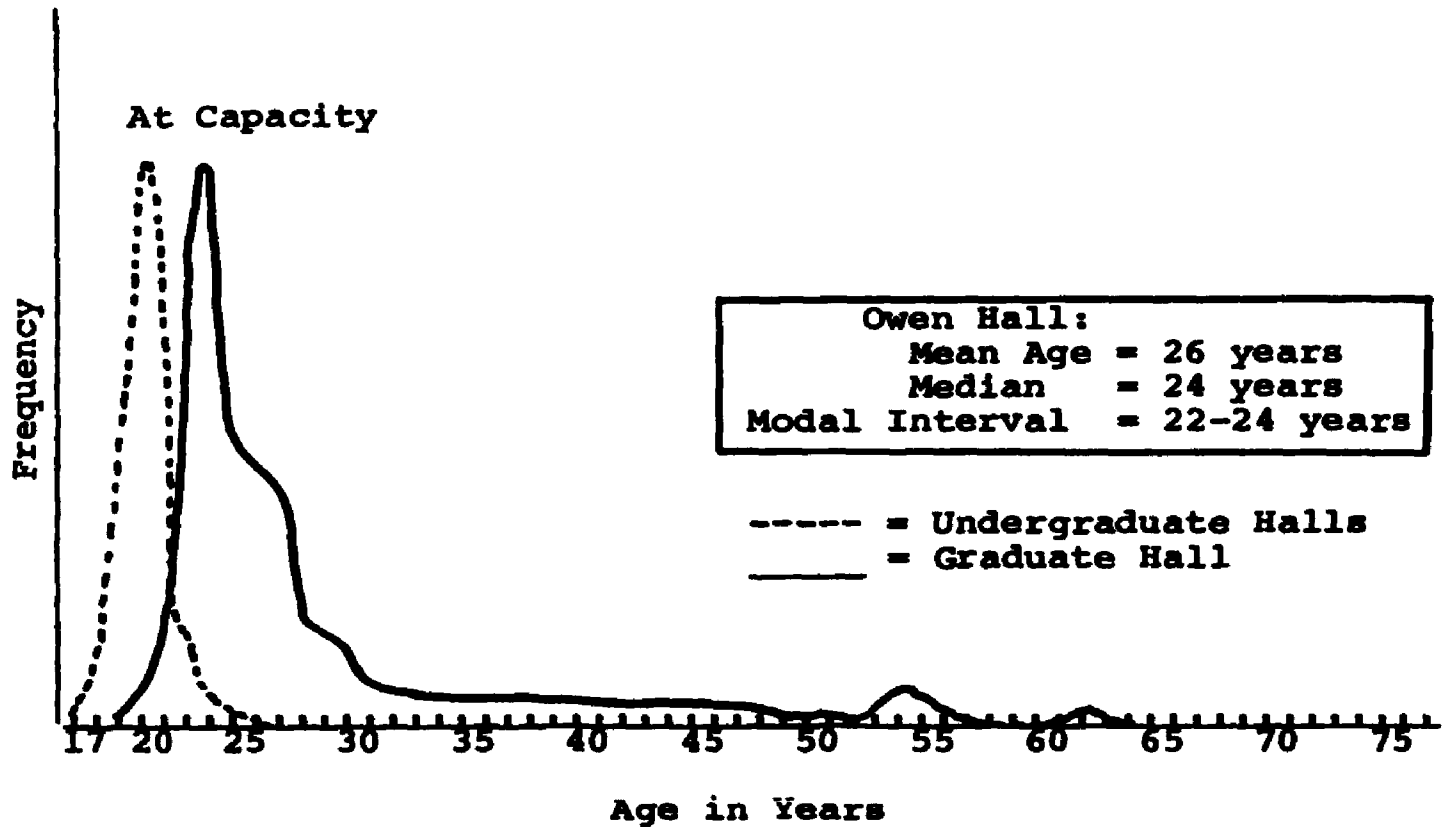
Table 1.1(b) Degree-Candidacy, 1967-68, as Dichotomus
Levels of 937 Residents

Total Students	Total M.A., Non-Deg., Underg.	Total Ph.D.	Total	
			Men	Women
937	679	258	617	320

* From the files in the office of the Owen Hall Head Advisor

**A COMPARISON OF POPULATION AGE-RANGE IN
UNDERGRADUATE RESIDENCE HALLS
AND OWEN RESIDENCE HALL**

Figure 1



* From the files in the office of the Head Advisor, Owen Graduate Center, Michigan State University.

Organization of Owen Hall Society

Owen society is formally divided along functional lines into three units: the Owen Graduate Association (OGA), Management, and the Advisory Staff.

. The OGA consists of all dues-paying (\$1.00 per term mandatory) graduate residents of Owen Hall. Elected annually in the Fall, an Executive Committee, consisting of six members, plans Hall activities for the year. During the 1967-1968 year, the Executive Committee loosely coordinated the budget, plans, and schedules of five committees: Social, House, Publications, Education, and Recreation. These committees continued to plan and implement activities throughout the year. A breakdown of major activities sponsored by these committees can be found in Table 1.2.

Under the Owen Hall Manager are two service units consisting of the Food Manager's staff and the Building Supervisor's staff. There is also a housing clerk and a secretarial and reception staff.

In 1967-1968, the Owen Hall Advisory Staff consisted of a Head Advisor, Assistant Head Advisor, and seven Graduate Advisors, all in residence. The Assistant Head Advisor and the Graduate Resident Advisors in Owen reside in single rooms spaced at regular intervals throughout the building. The role of an advisor in Owen can be defined broadly as that of assisting "...student groups and individual students in residence to fulfill their potential as mature human beings." (Moore, 1968) Functionally, this means advising and

Table 1.2 Major Activities By Committee in Owen Hall*
1967-1968

Committee	Description
I. SOCIAL	1. Several orientation and post-football game mixers in lobby, Fall Term. 2. A few movies. 3. A Valentine's Dance; a Halloween Dance with bands. 4. Several Folksings. 5. Three informal record dances and parties. 6. International Night. 7. A Pumpkin-carving contest at Halloween. 8. Floor parties on the women's corridors. 9. The MSU Folksinger's program. 10. Several Musical programs.
II. HOUSE	1. Installation of a coffee-machine, East Wing. 2. Acquisition of a copier for the Browsing Room. 3. Building of a wall map in the main lobby. 4. A proposal for additional open house hours - approved. 5. Study of the Owen Hall Cafeteria management. 6. Maintenance and purchase of club (OGA) equipment, and Suggestion Box.
III. PUBLICATIONS	1. Publication of an improved Owen Hall newsletter. 2. Posters to advertise activities held by other committees.
IV. EDUCATION	1. Added resources to the Browsing Room. 2. Production of a number of panel discussions.
V. RECREATION	1. All-University IM softball title - "Zookeepers." 2. The Independent Men's Tennis title. 3. The Women's IM Table Tennis title. 4. A skating party; swimming party; skiing party. 5. An in-hall table tennis tournament. 6. An Owen Hall basketball team. 7. Other informal hall sports and recreation.

* (Moore, 1968)

orientation with student individuals and groups throughout the year. At least one advisor was assigned to each OGA committee during 1967-68, while the Head Advisor and the Assistant Head Advisor acted in an advisory capacity to the OGA Executive Committee. As the extension of the Michigan State University Dean of Students Staff through the Office of Residence Hall Programs, the Owen Hall Advisory Staff is in an ideal position to react to the wishes, needs, and concerns of students and coordinate these with the means and purposes of management, other students, campus groups, and University agencies.

Characteristics of Owen Hall

Table 1.2 illustrates a wide variety of informal Owen Hall social programs and other activities primarily social in nature. These programs varied greatly in the ability to draw participants. It is equally true that different programs appear to attract different people, and while no study of possible reasons for this reality has been undertaken by Owen Hall Advisory Staff, there seems to be a number of hall characteristics which may contribute (Moore, 1967; 1968):

1. There is a considerable turnover among Owen Hall residents. Graduate students finish their programs at irregular times during the year.
2. The population is by-and-large task-oriented. Major emphasis is placed upon a graduate student's department and the completion of degree. As a result, there is little time taken for organized social activity by graduate residents. Organized, potentially time-consuming commitments are avoided.

3. The population is one of diversity. It is international, of wide age-range, and representative of numerous disciplines.
4. There is some attendance at some Owen Hall programs.
5. The graduate resident appears to form just a few meaningful personal relationships with other residents, and these usually carry through the year.
6. Most programs are planned and implemented by the same minority, often supplemented by the hall advisors.
7. Attempts of advisors to stimulate greater social interaction among residents are thwarted, in degree, by an advisor-student ratio of 1:110.

A factor leading to difficulty in planning any kind of event within Owen Hall is the lack of common interests among residents. The dominant population characteristic, in fact, appears to be the presence of highly diversified and specialized interests. In the face of sparse attendance at a number of Owen Hall programs, some have termed this apathy; yet, this is probably a misnomer. The graduate student is concerned about program and departmental requirements, and this is a specialized interest. (Moore, 1968). Circumstances make it difficult to give attention to the advantages which might arise from the context of experience around him.

A reasoned inquiry into a more exact description of such diversity and lack of commonality as relating to attendance at social programs must attempt to discover at what points or on what programs these diversified interests might suddenly converge, or failing that, what programs might be of

sufficient interest to a diversified minority of students to warrant planning and implementation.

Demonstration of differences in attendance at Owen Hall programs among residents should provide a means for more adequate definition of hall population and interests.

THEORY UNDERLYING THE PROBLEM

The problem identified in this chapter appears primarily social because focus is upon attendance or non-attendance at social programs as related to major area of study. However, the study does build upon that research suggesting a number of factors which may have a bearing upon an individual's selection of a group (or groups) to which to belong (Osipow, 1968). Once a member of a group -- major college of study in this case -- an individual may exhibit characteristics of the group as distinguished from characteristics (and values) of other groups. These characteristics may be evident in areas other than the purely academic--i.e., in social program attendance.

A significant amount of study has been completed investigating functions of group-, field-, and career-membership. Bereiter and Freedman (1962) have shown that there may be differences in personality on the basis of mental health (defined broadly) by area of specialization.

Garbin (1967) tentatively concluded that attitudes about jobs could be predicted on the basis of a prestige scale.

A number of studies attempt demonstration of a relationship between personality characteristics and individual needs

and career choice. Gillis (1964) investigated the personality needs of aspirant teachers. Research by Becker and Carper (1956) and Pease (1963) investigated graduate student participation and socialization within field of study.

Osipow (1968) offers the most recent summary of the literature treating the functions of career choice, grouping all theories and theorists under four model headings:

1) trait-factor theories, 2) sociology and career choice, 3) self-concept theory, and 4) vocational choice and personality theories.

All of the foregoing suggest differences between career groups and graduate student career groups. It might be reasonable to expect that study will demonstrate differences among graduate students classified according to college of study on the basis of the choices to be or not to be participants at specified graduate hall programs. Demographic data may unveil differences among graduate students when considered according to other classifications.

An attempt will be made to discover whether reported attendance at graduate residence hall programs correlates with projected attendance at possible future programs. Also, reported and projected attendance items, considered in terms of the total Owen Hall population, may indicate preferred programs among residents. Hence, the study has an applied dimension, that of suggesting future directions for hall program planning. The study might also suggest a rudimentary

instrument which may lend itself upon refinement as a usable tool for planning social programs on a campus where similar groups are represented.

THE HYPOTHESIS

It is expected that just as differences occur among groups classified according to traits listed in studies referred to in this and the next chapter, there are differences in graduate student participation (attendance) at graduate hall programs when graduate students are grouped by major college of study. Furthermore, reported attendance by major college of study has a positive relationship to projected attendance at future hall programs.

It is expected, too, that reported and projected attendance will identify programs of interest to the Owen Hall population considered as a whole.

On this basis, the following hypotheses are formulated for the graduate residence hall population:

- H_1 : The amount of reported attendance of graduate students at graduate residence hall programs differs according to major college of study.
- H_2 : The amount of graduate student projected attendance at future graduate residence hall programs differs according to major college of study.
- H_3 : There is a positive relationship between reported attendance and projected attendance at graduate residence hall programs within college of study.

ORGANIZATION OF THE STUDY

This study is founded upon research literature treating the differences between career groups according to several definitions. This literature demonstrates the extent to which differences exist and how they may suggest what additional and descriptive differences might be expected in the Owen Hall population. The literature is reviewed in detail in Chapter II.

Also used is a questionnaire which was distributed to all residents of Owen Hall in May, 1968. The questionnaire is divided into three parts, including independent variable data, reported attendance at hall programs over a one-year period, and projected attendance at possible future graduate residence hall programs. The questionnaire, explanation of the research design, methodology, and statistical analysis are subjects taken up in Chapters III and IV.

Finally, Chapter V includes a summary of the study and a discussion of findings with recommendations.

CHAPTER II

REVIEW OF THE LITERATURE: STUDENT AND OTHER GROUP CHARACTERISTICS

Review of the literature related to differences between student groups considered by college of study reveals a number of studies which touch upon the subject. Few studies exist which treat differences between groups of graduate students classified by college of study in terms of a social scale or index. Related literature is drawn from four general areas, which can be labeled as studies of specialization, social psychology, student personnel, and career and personality theory.

The existence of specialization in the educational setting is viewed differently by investigators. Friedman (1964:2-7) illustrates that specialization is necessary within academic disciplines simply because there is too much detailed knowledge for any one person to master. The creative person, according to Friedman, is one needing autonomy and the freedom to pursue specialized goals. Tannenbaum (1965:4), conversely, stresses a need for more communication between groups, specifically between the faculty in different disciplines.*

Cooper (1967:249) managed to show the dichotomy between specialized and generalized needs and how they might best

* Much of the literature consists of studies of groups other than major area or college of study; yet because studies cited here treat group characteristics or differences between groups, the terms "group," "specialization," "major area of study," and "college of study" are at some points used interchangeably.

be served. For Cooper, the student seeks totality in life at a time when the pressure is on the educational institution from various publics for specialized interests.

The literature of social psychology contains evidence supportive of differences between groups. "Socialization," as used here, stems from definitions given by Child (1954:655) and Pease (1963:1-5) and may be expressed as that behavior acquired as the result of several influences by which an individual is led to adopt the ways, norms, attitudes, and role-expectations of a particular group.

Groups may be viewed, also, according to their potential for action and participation. Some groups are structured around a concept of action and participation. It is reasonable to assume that based upon the overall objectives and purposes of a group, some groups will demand more visible action and participation than others. An individual who is a member of more than one group may easily be expected to exhibit differing degrees of participation, dependent upon the group in question (Shibutani, 1961:33, 34).

Another study (Gottlieb, 1961:237) indicates that the individual seeking entrance to a group may exhibit an expected or aspirant behavior in preparation to being accepted fully by the group in question.

Erbe (1962:502-504) shows that "gregariousness," defined by number of social contacts, is likely related to leadership. Erbe's study showed that group leaders had more contacts outside the immediate group; this finding was not true

for average group members. While this study centers upon individual behavior, it also raises a question of whether or not different groups might not exhibit varying degrees of gregariousness.

Pease (1963) studied the professionalization of the graduate student, contending that the faculty represented for the graduate student a "significant other," with a resultant heavy influence upon the student's behavior. Pease concluded that faculty influence graduate student participation in field activities and that there is a relationship between faculty encouragement to participate in an activity and actual student participation.

Findings in the literature of student personnel bear resemblances to those in the studies of socialization. The differences are ones of emphasis. Jacob (1957:99-115), primarily interested in the change of student values during the college years, discovered that certain colleges have distinctive differences or personalities. The degree to which these differing personalities, ascribable to particular institutions, can influence student behavior is noted by Ford (1965:83), who emphasizes the importance of situational context from campus to campus and professor to professor.

Recognition of the importance social context can play in influencing student values has led to carefully structured student personnel programs in educational institutions across the United States. Implementation of personnel programs can be a liberalizing process or a restrictive one,

depending upon institutional context and other factors, but wherever there is a student personnel program, there is a purpose, perhaps even an ideology (Friedenberg, 1963:181), centered upon the student and utilizing the socialization process in extracurricular activities.

Rudolph (1965:464) traced the development of extracurricular activities in American colleges and universities, concluding that the growth of such activity was the result of an effort of young people to learn values and behaviors appropriate to success in life and in relationships with other people.

Recognized importance of the extracurriculum led to structured and shared student group activities, emphasizing student responsibility, aiming at desirable behavioral changes, and utilizing an atmosphere such that the educational material is interaction among group members (Mueller, 1961:257).

Johnson (1965:6) had the purpose of describing student attendance and activities structure of campus programs at Michigan State University. For analysis, findings were grouped into a cultural, athletic, musical or social category. Johnson, in comparing graduates and undergraduates, found that graduate students "...do not report high attendance at any events and very low attendance at athletic and social events." (1965:8) Also, grade point average of students attending cultural and musical programs is higher than those attending athletic and social programs; social and

athletic programs are not likely to be attended by honors college students who attend cultural and musical programs (1965:8; 13, 14). Of all campus events, the highest percentage of attendance occurs in social living groups (1965: 3).

Since the arrival of the college residence hall building boom (Wise, 1958), attention upon student groups in residential settings has increased.

Studies investigating group characteristics and differences come from the literature treating trait-factor, personality, other theories related to career development, and the literature consisting of the studies of the differences between groups, whether strictly occupational, occupational-preparatory, or academic specialization areas.

A current review of career-choice and factors affecting career-choice is Samuel Osipow's Theories of Career Development (1968), which considers the available research in terms of its import for counseling. In Table 2.1, a summary of theories of career-choice factors, there is some indication that several kinds of differences between groups might be reasonably expected.

For the present study, a useful theory of those listed in Table 2.1 is that of Personality and Career (No. 6), especially those studies attempting to establish traits of particular occupational and career groups. The objection has been raised (Osipow, 1968:221) that trait-factor theory does more describing than explaining. Elsewhere, Osipow

Table 2.1 Summary Description of
Career Development Theories and Theorists

Theorist, Theory	Description
1. Anne Roe (1957)	Uses scheme based upon childhood experiences and needs, showing the impact of "cold" and "warm" childhood environments upon later vocational choice.
2. J. L. Holland (1959)	The individual is the result of interaction of a number of factors, including the hereditary, cultural, personal and environmental. From this, the individual creates for himself a "hierarchy of habitual or preferred methods for dealing with environmental tasks." (1959:35)
3. Ginzberg, <u>et al.</u> (1951)	Occupational choice is developmental, in stages or periods. As process, it is irreversible and marked by the individual's compromise between wishes and necessity.
4. Psychoanalytical Conception	Based upon basic principles of psychoanalysis, one of the chief exponents of this view in the area of career-choice is Brill (1949). This view stresses the unconscious motives in vocational choice.
5. Super (1957)	Combines aspects of self-concept theory and developmental psychology. Career-choice under this heading becomes a self-expression. Choices correspond to life-stages marked by change and other developmental aspects.
6. Personality and Career	(Osipow, 1968:152-199) Stresses the relationship between personality and career-choice. Sub-groups under this heading include trait-factor theories, psychological needs, occupational values, personality style, and psychopathology and careers.

Table 2.1 (cont.)

7. Social Systems	(Osipow, 1968:200-219) Emphasis is placed upon those factors beyond individual control which influence career decisions. This view vitiates a liberal concept of freedom of choice. The world of occupations and society offer opportunity according to chance and class membership.
-------------------	--

(1968: 192-194) notes the following shortcomings for Personality and Career theories generally:

1. Few replications of trait-factor studies have been made.
2. Measures of personality used in many studies have limitations.
3. Some inventories made from completed personality inventories are questionable.
4. Many of the samples used are limited.
5. The student groups used in many studies are not as "pure" as the personality types to be found in actual career situations.
6. There is a temptation to predict for the individual on the basis of group findings.

Osipow also notes (1968:193) that personality tests are often based upon abnormal populations and often do not do a good job of differentiating between normal and maladjusted people.

At another point Osipow (1968:194) objects to the trait-factor approach chiefly on the basis that though it is possible to determine differences between groups, it is unwise to predict individual membership in a group on the basis of observed traits.

This study takes the position that attendance at social programs may be related to characteristics which are peculiar to major colleges of study. As such, the focus is upon groups, not individuals. The shortcomings noted by Osipow are worthy of consideration, yet they have only incidental bearing upon this study. The instrument being used here

measures reported activity and projected activity, and the study is primarily descriptive. While it might be claimed that the study is limited because its subjects consist of graduate students, there may be an advantage in the fact that the subjects are closer to a career-commitment than most student samples used in other studies. The difference between the kind of research being undertaken here and the kind presented in Osipow's format can be described another way on a practical level. Osipow's work (1968) is an attempt to arrive at workable theories by which counselors can work with individuals; emphasis here is upon the understanding of actions necessary to work with groups, in this case at Owen Hall, Michigan State University. For the remainder of Chapter II, therefore, attention is centered upon the more significant studies supporting the case for differences between career-groups and the nature of these differences.

A number of studies have been conducted which suggest that a great many factors can be considered as functions of career-choice. Relationships have been attempted between career-choice and individually-held stereotypes (Grunes, 1956); genetics, experience, and environment (Roe, 1957); security (Blum, 1961); psychological and adjustment (Bereiter and Freedman, 1962); psychological needs (Garrison and Scott, 1961; Gray, 1963; Gillis, 1964; Kuhlén, 1963; Suziedelis, 1963); freedom of expression and artistic interest (Thumin, 1965); self-concept (Super, 1957; Riegal, 1966); and prestige (Garbin, 1967). Two other general studies

support the case for occupational group differences (Inkeles and Levinson, 1954; Garrison and Scott, 1961).

Studies of particular vocational and career groups have unearthed traits predominantly characteristic of those groups. Some of these studies may be of interest when present results are summarized.

Using the Rorschach, Roe (1946) found outstanding artists to be nonaggressive, self-disciplined, passive, sensitive, and superior intellectually. Spiaggia (1950) reviewed stereotypes commonly held about artists and found art students to be higher on certain deviant characteristics than non-art students. All of the findings for art students fell within the 'normal' behavioral range, however.

Sternberg (1955), investigating differences in personality between students enrolled by major field, found significant differences in mean factor scores on three personality inventories (1955:2). Findings were then gathered into four broad groups: Aesthetics, including English and music; Social Sciences, including history, political science, and economics; Human Science, including psychology, biochemistry, and pre-medical; and Natural Science and Math, consisting of chemistry and mathematics. Grouping showed broader differences. Sternberg's study might be considered especially relevant to this study, although his groupings might be criticized. There may be, for instance, a considerable difference or similarity in characteristics ascribable to chemistry and biochemistry, which Sternberg places in

separate groups. The results do support, however, the evidence for differences between career-groups.

Becker and Carper (1956:296) suggested that graduate student participation is affected by student peer group, the learning relationship with faculty, and formal academic structure. In an investigation of Physiologists, Engineers, and Philosophers, they (Becker and Carper, 1965:291-294) found significant behavioral differences. Physiologists tended to model behavior after the professors', to see themselves as 'lab-centered,' and to rely heavily on faculty for job-placement. Engineers tended to see themselves as logical thinkers and were interested in material pursuits, being highly interested in what benefits and skills education could provide. Philosophers avoided specialization, had friends in many disciplines, and viewed themselves as intellectuals.

Using the Edwards Personality Preference Scale, Izard (1960) found differences between engineering and liberal arts students. Findings tend to verify those of Becker and Carper in that engineers were found to express more response to objects and materials than non-engineering students. Engineering students scored highest on achievement, order, endurance, and dominance. They scored low on affiliation, nurturance, intraception, abasement, and heterosexuality.

Ronald Taft (1961) employed a personality inventory, an intelligence test, and biographical material in an investigation of actors. Taft found that actors scored low

on social responsibility, ego-strength, leadership potential, role-playing, and lying. They scored high on depression, validity, femininity, schizophrenia, neuroticism, anxiety, feminine masochism, and self-control.

Segal (1961) investigated accountants and creative writers, using psychoanalytic theory suppositions in the form of testable hypotheses. Segal found creative writers to exhibit greater hostile emotion than accountants. Accountants, on the other hand, showed signs of fearful and firm identification. Accountants made greater attempts at emotional control.

Gray (1963) studied accountants, mechanical engineers and teachers. On the Edwards Personality Preference Scale, teachers were significantly high on needs affiliation, deference, abasement, nurturance, and intraception; accountants were high on dominance, exhibition, endurance, and achievement. On the Miller Occupational Inventory, differences were in evidence for all three occupational groups. Compared to accountants, teachers scored higher on social rewards, accountants on prestige and career-satisfaction. In comparison to higher social reward scores for teachers, mechanical engineers posted high scores for prestige and career-satisfaction. Accountants scored higher than mechanical engineers on the prestige variable.

Gillis (1964) measured the needs of teacher trainees on Stern's Activities Index. Undergraduate students, 701 subjects and a control group of 1,080, were used. Compared

to the control group, teacher trainees were found to have lower intellectual and stronger dependency needs. Male trainees were found to have stronger intellectual needs than the women trainees, who had stronger dependency needs than the men.

Suziedelis and Steimel (1963) studied the relationship between the individual's need hierarchies and inventoried interests. Results on the Edwards Personality Preference Scale proved an empirical relationship of from anywhere between one to seven needs for each of seven groups of people actively engaged in careers. Groups included the biological sciences, physical sciences, technical, social service, business detail, business contact, and literary.

An investigation of the relationship between occupational requirements and personality tendencies by Levine (1963) hypothesized that "...those occupations which require a high degree of social interaction will tend to be occupied by persons who possess...human orientation, i.e., persons who tend to work through people in the solution of daily problems. On the other hand, those occupations which require a low degree of social interaction will tend to be occupied by persons who possess a low degree of human orientation...." (1963:603). On a human orientation scale, empirical differences were found between salesmen and all other reported occupations and between salaried accountants and all other reported occupations.

SUMMARY

In this chapter, studies were cited which treated the nature and effects of specialization and socialization upon individuals. Specialization and socialization are terms defined in reference to groups, which may be career-groups, consisting of people actively engaged in a salary-earning activity or student preparatory-groups, consisting of students preparing to enter a career activity.

Studies from student personnel literature presented some evidence for distinctive institutional atmosphere and context (Jacob, 1957) and the value of group activities to attain desirable behavioral changes (Mueller, 1961). Wise (1958) indicated the importance of residence halls as a behavioral setting. Johnson indicated low attendance of graduate students at campus programs; also, most attendance at programs occurs in social living groups (Johnson, 1965).

Particular group characteristics and differences were investigated. Studies based upon literature treating differences between occupational-, major field-, or specialization-groups were presented along with studies on personality theory and other theories related to career-development.

The major objections to the use of personality theories (Osipow, 1968:193) were described. It was noted that Osipow's criticisms were based upon the lack of validity for many findings in the studies for individual prediction of career-choice. As the purpose of this study is to investigate differences between graduate students on a social

index (attendance at Owen Hall programs) according to their major college of study, Osipow's objections may not be significant.

Many of the studies presented investigate functions of career-choice and choice of specialization -- i.e., personality, environment, heredity, and prestige. Few studies attempt to investigate social actions of people associated in some way with a career field. An index of social actions may separate graduate students by major area of study.

CHAPTER III

DESIGN OF THE STUDY

The design of this study can be described under four headings: 1) Sample Selection, 2) Measures, 3) Reliability, and 4) Analysis Procedures.

Sample Selection

During the last week of Spring Term, 1968, a questionnaire was administered to all graduate students living in Owen Hall, the graduate residence hall at Michigan State University. At the time, 890 graduate students were in residence. Of these, 572 (64.3% returned usable questionnaires.

Measures

The questionnaire requested three types of data from each student, including 1) independent variable data, 2) reported attendance at Owen Hall programs for the 1967-1968 academic year, and 3) projected attendance at possible future Owen Hall programs. A copy of the questionnaire is included in Appendix A; responses to Part II and Part III of the questionnaire are included in Appendix B.

College of Study

Computer cards were machine-run from questionnaire answer sheets. Preliminary data-processing grouped the cards to report demographic data for the first part of the questionnaire. The demographic data, including 15 independent variable items and results for college of study are summarized for all 572 returns in Table 3.1. Additional demographic data can be found in Appendix B.

Table 3.1

Independent Variable and Demographic Data
From Part I of Questionnaire

N = 572

Question Number*	Number of Subjects by Category										
1. Degree Seeking	Bach. 26	Mast. 331	Ed.D. 6	Ph.D. 179	MD 5	Vet Med 10	Ed.Sp. 6	Other 9	Rejected 0		
2. Citizenship	U.S. 437	Foreign 135	Rejected 0								
3. Sex	Male 350	Female 221	Rejected 1								
4. Age	20 & Below 6		21-25 357	26-35 165	36-45 31	46 & Above 12		Rejected 1			
5. No. Terms at M.S.U.	1 29	2 32	3 259	4 38	5 24	6 58	7 40	8 12	9 16	10 & Over 63	Rejected 1
6. No. Terms at Owen	1 59	2 48	3 272	4 47	5 18	6 55	7 30	8 7	9 8	10 & Over 25	Rejected 3
7. Lived in Residence Hall Before			Yes 382	No 188	Rejected 2						
8. Military Experience			Yes 57	No 512	Rejected 3						

Table 3.1 (cont.)

Question Number*	Number of Subjects by Category									
9. Marital Status	Single 514	Married 41	Once Married 16	Rejected 1						
10. Bef. Ret. Not Enrolled for at Least One Year	Yes 206	No 352	Rejected 14							
11. Hold Assistantship	Yes 247	No 321	Rejected ¹ 4							
12. Former Full Time Job Holder	Yes 270	No 296	Rejected 6							
13. Current Full Time Job Holder	Yes 31	No 536	Rejected 5							
14. Major College of Study	AgNs 39	CmArts 33	Bus 92	Engin 22	Ed 108	HmEc 25	HumMed 2	Arts 62	NSci 112	SocSci 64
15.	VetMed 11	Rejected 2								

* See questionnaire in Appendix A.

¹ Category improperly completed on computer card.

Reported Attendance

Reported attendance at Owen Hall programs (Part II, items 16-33) was indicated on the part of residents by a "yes" or "no" response on the questionnaire.

Projected Attendance

Projected attendance (Part III, items 34-76) items had been constructed on the basis of an open-ended questionnaire and ten taped interviews. Items were isolated from the tapes and refined into a questionnaire in consultation with the office of Research Consultation early during Spring Term, 1968. On the instrument questionnaire, Owen residents were requested to respond to the Projected Attendance section by marking a five-point rating scale according to likelihood of attendance.

Reliability

Only two subjects were reported under the College of Human Medicine. As such a low response could have affected reliability, the College of Human Medicine was not included in the statistical analysis.

For the 572 subjects, a Hoyt reliability estimate was obtained on reported and projected attendance using a reciprocal averages (RAVE) program and the Michigan State University 3600 computer. The reliability estimates are summarized in Table 3.2.

Analysis Procedures

Two statistical methods were employed in the analysis of data: 1) a one-way analysis of variance, and 2) simple

Table 3.2

Summary of Hoyt's Reliability Estimates
for the Research Questionnaire

Scale	N-1	Reliability Estimate
Reported Attendance ¹	571	.78
Projected Attendance ²	571	.95

¹ Based upon 18 items for all respondents.

² Based upon 43 items for all respondents.

correlation analysis. Post hoc comparisons using Scheffe tests (Hays:484) were completed, also. All calculations were run on the 3600 computer. Twenty-three cards contained incomplete data. For one-way analysis of variance and correlation, $N = 549$, or 61.7% of total respondents.

One-Way Analysis of Variance

The F statistic was used to test difference in reported attendance and projected attendance by major area of study.

Simple Correlation Analysis

Simple correlation coefficients were determined for each major college of study between reported attendance and projected attendance to test for a positive relationship.

Post hoc Comparisons

Scheffe post hoc comparisons were made to determine where differences were to be found in the event of indicated difference by one-way analysis of variance.

Design

The confidence interval for the one-way analysis of variance was set at the .05 level. Scheffe post hoc tests were made. In addition, a descriptive item analysis was made of total responses on the questionnaire.

Testable Hypotheses

The hypotheses can be restated in null form as follows:

- $H0_1$: The amount of reported attendance of graduate students at graduate residence hall programs will not differ according to major college of study.
- $H0_2$: The amount of graduate student projected attendance at future graduate

residence hall programs will not differ according to major college of study.

H0₃: There is no positive relationship between reported attendance and projected attendance at graduate residence hall programs within major college of study.

SUMMARY

A study was made of 61.7% of the graduate students in Owen Graduate Center during Spring Term, 1968, to determine whether or not colleges of study differed from one another on attendance at hall programs and whether or not within a given college there was a correlation between reported and projected attendance. A one-way analysis of variance and simple correlations were employed. Subsequent tests involved post hoc Scheffe comparisons and item analysis. For item analysis, 64.3% of the graduate students were represented by the data.

CHAPTER IV

STATISTICAL ANALYSIS

Chapter IV presents results of 1) the one-way analysis of variance to investigate (a) differences by major college of study in the amount of reported attendance of graduate students at graduate residence hall programs, and (b) difference by major college of study in the amount of graduate student projected attendance at future graduate residence hall programs; 2) the correlation analysis to test a positive relationship between reported attendance and projected attendance at graduate residence hall programs within major college of study; 3) post-hoc comparisons to investigate the location of differences uncovered by the one-way analysis of variance; and 4) a descriptive analysis of questionnaire responses.

Difference Between Colleges of Study for Reported Attendance

The first null hypothesis stated:

H_{01} The amount of reported attendance of graduate students at graduate residence hall programs will not differ according to major area of study.

At the .05 level of significance, the null hypothesis could not be rejected. Group means and the overall mean for groups are presented in Table 4.1. An F ratio of 1.639 resulted from the analysis of variance, which was not significant at the .05 level. Results of the analysis of variance are presented in Table 4.2.

Table 4.1

Statistics for Each of Ten Colleges*

Showing Attendance at Hall Programs

N = 549

College Category	Sum of Scores ("yes" responses)	Frequency	X	Mean Increment	Sum of Squares	Standard Deviation	Sum of Squared Deviations From the Means
1. Agriculture	188	37	5.081	-0.771	1388.000	3.467	432.757+
2. Veterinary Medicine	45	11	4.090	-1.762	333.000	3.858	148.909
3. Communication Arts	201	29	6.931	1.079	1747.000	3.555	353.862
4. Business	569	87	6.540	0.688	4699.000	3.372	977.609
5. Engineering	115	22	5.227	-0.625	833.000	3.323	231.864
6. Education	635	104	6.106	0.253	5327.000	3.752	1449.837
7. Home Economics	143	25	5.720	-0.133	1043.000	3.062	225.040
8. Arts & Letters	366	61	6.000	0.148	2628.000	2.683	432.000
9. Natural Science	595	110	5.409	-0.443	4483.000	3.406	1264.591
10. Social Science	356	63	5.651	-0.202	2790.000	3.543	778.318

* The College of Human Medicine was not included

+ All figures rounded off to three places

Table 4.2

Analysis of Variance Table For Ten Colleges
and Attendance at Hall Programs

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Sta- tistic	Approximate Signifi- cance of F Statistic
Between Categories	172.263	9	19.140	1.639	0.101
Within Categories	6294.786	539	11.679		
Total	6467.049	548			

Differences Between Colleges of Study for Projected Attendance

The second null hypothesis stated:

- Ho₂ The amount of graduate student projected attendance at future graduate hall programs will not differ according to major area of study.

At the .05 level of significance, the null hypothesis was rejected; an F ratio of 2.093 was significant at the .05 level. Statistics are presented in Table 4.3, and the analysis of variance in Table 4.4.

Correlation Between Reported and Projected Attendance

The third null hypothesis stated:

- Ho₃ There is no positive relationship between reported attendance and projected attendance at graduate residence hall programs within major area of study.

The correlations obtained ranged from .297 for the College of Business to .664 for the College of Veterinary Medicine. Table 4.5 presents the correlation coefficients for 10 colleges. The null hypothesis of no positive relationship between reported and projected attendance was rejected. As can be seen from the Table 4.5, large values on the reported attendance scale tend to be associated with large values on the projected attendance scale within college of study. Statistics for the individual correlations within college of study can be found in Appendix B.

Post-hoc Comparisons

Scheffe post-hoc comparisons were made in an attempt to locate the differences indicated by rejection of the second null hypothesis -- i.e., the amount of graduate student

Table 4.3

Statistics for Each of Ten Colleges*

Showing Projected Attendance at

Future Hall Programs

N = 549

College Category	Sum of Scores ("yes" responses)	Frequency	X	Mean Increment	Sum of Squares	Standard Deviation	Sum of Squared Deviations from the Means
1. Agriculture	3578	37	96.703	-0.137	388226	34.247	42223.730+
2. Veterinary Medicine	1041	11	94.636	-2.203	103747	22.870	5230.546
3. Communication Arts	2938	29	101.310	4.471	314756	24.717	17106.207
4. Business	8302	87	95.425	-1.414	864072	28.905	71851.264
5. Engineering	2050	22	93.181	-3.658	215678	34.265	24655.273
6. Education	10882	104	104.635	7.795	1211876	26.666	73242.115
7. Home Economics	2629	25	105.160	8.320	287705	21.640	11239.360
8. Arts & Letters	5831	61	95.590	-1.250	599425	26.470	42038.754
9. Natural Science	9785	110	88.955	-7.885	983685	32.236	113264.773
10. Social Science	6129	63	97.286	0.446	656003	31.041	59738.857
Overall	53165	549	96.840		5625173	29.494	476689.894

* The College of Human Medicine was not included

+ All figures rounded off to three places

Table 4.4

Analysis of Variance Table For Ten Colleges
and Projected Attendance at Future Hall Programs

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Sta- tistic	Approximate Signifi- cance of F Statistic
Between Categories	16099.016	9	1788.780	2.093	0.028
Within Categories	460590.879	539	854.529		
Total	476689.894	548			

Table 4.5

Correlation Coefficients for All Colleges in Descending Order

College	N	r
Veterinary Medicine	11	.664
Engineering	22	.610
Natural Science	110	.521
Arts and Letters	61	.519
Education	104	.490
Communication Arts	29	.490
Social Science	63	.417
Agriculture	37	.393
Home Economics	25	.384
Business	87	.297

projected attendance at future graduate hall programs will not differ according to major area of study. The approach used is outlined and explained in Hays (1966: 483-487) and allows the investigator to make any comparisons on given data to locate differences.

All desirable comparisons on the data were calculated. No significant differences were found, indicating that the differences, wherever they lie, are incidental to this study.

Descriptive Item Analysis - Reported Attendance

At this point, the purpose is to reveal those programs in Owen Hall that were most heavily attended. Tables V and VI in Appendix B show the responses to all items in Parts II and III on the questionnaire. In Tables 4.6 - 4.9, reported attendance is reported for convenience in groups of five, showing those programs attended by the greatest number of respondents in descending order.

As mentioned in Chapter I, part of the importance of this study is discovery of that information useful for programming in Owen Hall. It is important to remember that while a high percentage of attendance at hall programs is desirable, yet there are programs structured for small groups in which heavy attendance would be undesirable. For this, among other reasons, to be examined in the next chapter, it is necessary to look at results descriptively.

Table 4.6 shows those five programs most heavily attended by those responding. Of those, the first three show a majority attending programs. Questionnaire item 18

Table 4.6

First Five-Item Group Out of Eighteen Items
Showing Number and Percentage of Attendance

Quest. Item No.	Item	Yes	%Yes	No	%No
18	At least one mixer in the lobby	411	72	161	28
32	Some part of International Night	394	69	178	31
17	At least one open house	377	66	195	34
23	The Halloween party or dance	277	48	295	52
31	At least one movie	266	47	306	53

Table 4.7

Second Five-Item Group Out of Eighteen Items
Showing Number and Percentage of Attendance

Quest. Item No.	Item	Yes	%Yes	No	%No
22	At least one guest speaker's talk	236	41	336	59
24	A general Association meeting	213	37	359	63
25	The Valentine's Day Dance	192	33	380	67
19	A folk sing	183	32	389	68
30	At least one use of the suggestion box	148	26	424	74

Table 4.8

Third Five-Item Group Out of Eighteen Items
Showing Number and Percentage of Attendance

Quest. Item No.	Item	Yes	%Yes	No	%No
26	At least one of the three "Odd Time" parties	143	25	429	75
27	At least one panel discus- sion	135	24	437	76
20	A mixer on my floor or corridor	129*	22*	443*	78*
33	Some phase (even though limited) of Association committee work	88	15	484	85
21	The ping-pong tournament	46	8	526	92

* Formal mixers were held in the women's wing only.

Table 4.9

Last Group of Three Items Out of Eighteen
Showing Number and Percentage of Attendance

Quest. Item No.	Item	Yes	%Yes	No	%No
29	Hall-sponsored IM sports	45	8	527	92
31	At least one debate in the Tournament of Champions	41	7	531	93
28	The ice-skating party	19	3	553	97

requested the number attending social mixers. The mixers were designed for implementation in the lobby area and included the serving of coffee, punch, cookies, and doughnuts. A number of these mixers were scheduled to take place after football games, although several were scheduled for other times, including one at the beginning of each term for orientation purposes. More mixers were held during Fall Term than during the remainder of the year. Of the respondents, 72% indicated attendance at at least one mixer.

International Night (Item 32) was attended by 69% of the respondents. The program included an international menu for dinner, appropriate decorations and costumes, entertainment during the meal, and acts and skits performed by foreign student groups following the dinner. The high percentage of attendance can be attributed partially to a captive audience -- i.e., the residents who would have come for dinner regardless. On the other hand, this was a one occurrence program, whereas there were a number of mixers and open houses.

The open houses, attended by 66% of the respondents (Item 17), were in reality a visitation policy implemented in an expanded form during the year. Under this policy, men and women could visit each other's rooms during specified weekend periods.

The Halloween party and dance were structured along the lines of International Night. During and after the meal, there was a pumpkin-carving contest. The meal was followed

by the dance. As shown in Table 4.6, 48% of the respondents attended.

Item 31 on the questionnaire sought the number attending movies scheduled by the Social Committee. Forty-seven (47%) per cent of the respondents indicated attending at least one movie. Because movies were scheduled for Fall Term as part of the active social program but not during the remainder of the year, this figure may be a deceptive indicator of the popularity of movies among residents.

Table 4.7 is a tabulation of the second group of five programs most heavily attended. Whereas Table 4.6 shows attendance at programs almost wholly social in nature, it is interesting to note that two items (22 and 30) and possibly a third (24) record attendance at programs not primarily social in nature. Of the programs listed in Table 4.6, all except Item 17 were implemented by the Social Committee (Table 1.2). The open houses (Item 17) resulted from study and implementation of a new policy on the part of the House Committee; however, the social aspects of this policy are obvious. Of the items listed in Table 4.7, on the other hand, only two (25 and 19) were implemented by the Social Committee. Item 22 recorded an attendance of 41% for at least one guest speaker's talk. Records of the Owen Hall Education Committee show moderate attendance for individual talks (20 to 30 people); hence, this figure indicates a variety among the people in attendance. The Association meetings (Item 24), with the exception of the first meeting held

at Fall Term opening, were principally work sessions, though social aspects of these meetings cannot be vitiated entirely.

Table 4.8 lists the third group of five programs according to heaviest attendance. In this group, attendance ranges from 8 to 25%. Programs listed are primarily social. However, several distinctions should be noted. Item 20 applies to women only, as these mixers were scheduled for the women's wing during Fall Term; therefore, this figure is probably low, even though some men may have responded to this item. Of the total 572 respondents, 221 were female (Table 3.1, Item 3). If all respondents in Item 20 (Table 4.8) were women, the attendance factor would be 129 over 221, or 58%.

The lower percentage attendance items in Table 4.8 are recorded for Items 33 and 21. It is interesting to note that by their inherent structure, these activities call for a more scheduled kind of involvement than any of the previous activities. In spite of open membership on the part of Owen Hall committees, only 15% of the respondents indicated participation.

Table 4.9 shows the last three programs, those attended by the fewest number of respondents. It is interesting to note that all of these activities demand scheduled participation or preparation. Sign-up sheets were used for the ice-skating party (Item 28) as with IM sports (Item 29). While the debate, Tournament of Champions (Item 31), was neither planned nor implemented by an Owen Hall committee, it did take place in Owen Hall in floor lounges throughout the

building. Schedules for the debates were posted; attendance by respondents was 41 or 7%.

Descriptive Item Analysis - Projected Attendance

Table VI in Appendix B contains the tabulated results for the projected attendance rating scale. For analysis, the categories were collapsed. In Tables 4.10 through 4.18, the Positive Response column and the Negative Response column consisted of combined figures for the questionnaire categories, "Would Attend," "Probably Would Attend," and "Probably Not Attend," "Would Not Attend."

Tables 4.10 through 4.18 are ordered tabulations of projected attendance at possible hall programs and show the percentages of response for 572 respondents in each category. Each table shows five line items for discussion purposes.

Table 4.10 is a tabulation of projected attendance and non-attendance. Questionnaire Item 42 received the highest positive response; 80% of the respondents indicated a degree of willingness to attend first-run movies. Items 44 and 47 were included in the questionnaire on the basis of the taped interviews. The range of positive response in Table 4.10 is from 62 to 80%.

Table 4.11 shows positive response ranging from 54 to 61%; in two instances (Items 41 and 54), negative response is above 25%. Item 72 is of interest (60% positive response) because it is an indicator of interest in meeting other people. Most of the programs receiving positive response above the 50% level in Tables 4.10, 4.11, and 4.12 are of a type

Table 4.10

First Five-Item Group Out of Forty-Three Items
Showing Number and Percentage of Projected Attendance

Quest. Item No.	Item	Positive Response		Neutral Response		Negative Response	
		No.	%	No.	%	No.	%
42	First run movies	457	80	79	14	36	6
44	Swimming, <u>if</u> Owen had a swimming pool	453	79	60	11	59	10
58	Programs involving Speakers of recog- nized quality	420	73	102	18	50	9
47	More socializing, <u>if</u> Owen had a bar in the basement	387	68	63	11	122	21
46	Art displays	357	62	113	20	102	18

Table 4.11

Second Five-Item Group Out of Forty-Three Items
Showing Number and Percentage of Projected Attendance

Quest. Item No.	Item	Positive Response		Neutral Response		Negative Response	
		No.	%	No.	%	No.	%
48	Musical programs	351	61	137	24	84	15
72	Programs that allow me to become acquainted with other people	341	60	155	27	76	13
43	Programs on contro- versial topics	317	55	163	29	92	16
41	Informal dances and mixers with a live band	314	55	92	16	166	29
54	Golf, tennis, or swimming lessons	311	54	107	19	154	27

Table 4.12

Third Five-Item Group Out of Forty-Three Items
Showing Number and Percentage of Projected Attendance

Quest. Item No.	Item	Positive Response		Neutral Response		Negative Response	
		No.	%	No.	%	No.	%
52	Films and slides of other countries	299	52	141	25	132	23
62	A program on cultural differences	284	50	152	26	136	24
49	Well-organized recreational programs	277	49	156	27	139	24
61	An ice-cream social	273	47	164	29	135	24
57	Programs in which American and foreign students participate together	271	47	201	35	100	18

Table 4.13

Fourth Five-Item Group Out of Forty-Three Items
Showing Number and Percentage of Projected Attendance

Quest. Item No.	Item	Positive Response		Neutral Response		Negative Response	
		No.	%	No.	%	No.	%
45	Panel discussions, lectures, and seminars involving faculty members	267	47	179	31	126	22
51	A program on how to pass prelims and comprehensives	260	46	139	24	173	30
75	A program on extra-sensory perception	259	45	154	27	159	28
36	Programs that are novel or bizarre	257	45	184	32	131	23
59	A program on job-seeking procedures	255	45	139	24	178	31

Table 4.14

Fifth Five-Item Group Out of Forty-Three Items
Showing Number and Percentage of Projected Attendance

Quest. Item No.	Item	Positive Response		Neutral Response		Negative Response	
		No.	%	No.	%	No.	%
63	A talent show	254	44	149	26	169	30
56	An orientation lecture given by the dean of your college at the beginning of the year	252	44	109	19	211	37
74	Primarily recreational activities	248	43	199	35	125	22
73	Primarily cultural and educational programs	245	43	204	36	123	21
37	A program on social implications of a scientific discipline	236	41	143	25	193	34

Table 4.15

Sixth Five-Item Group Out of Forty-Three Items
Showing Number and Percentage of Projected Attendance

Quest. Item No.	Item	Positive Response		Neutral Response		Negative Response	
		No.	%	No.	%	No.	%
55	Hall tours of places of social or educa- tional interest in Michigan	234	41	134	23	204	36
65	A program on the uses of sensitivity training	231	41	162	28	179	31
66	A program on the psy- chology of advertising	228	40	159	28	185	32
64	A program on extra- terrestrial life	226	40	173	30	173	30
71	A program on overpop- ulation	226	39	158	28	188	33

Table 4.16

Seventh Five-Item Group Out of Forty-Three Items
Showing Number and Percentage of Projected Attendance

Quest. Item No.	Item	Positive Response		Neutral Response		Negative Response	
		No.	%	No.	%	No.	%
35	A program on innovations in technology	221	39	110	19	241	42
69	Primarily social programs	216	38	210	37	146	25
68	A program on flying saucers	214	37	141	25	217	38
53	Discussions and seminars, if there were a kiva at Owen	211	37	228	40	133	23
38	A program on developments in the arts	209	37	156	27	207	36

Table 4.17

Eighth Five-Item Group Out of Forty-Three Items
Showing Number and Percentage of Projected Attendance

Quest. Item No.	Item	Positive Response		Neutral Response		Negative Response	
		No.	%	No.	%	No.	%
70	A program on the role of the university in social protest	206	36	156	27	210	37
34	Panel discussions, lectures, and seminars not involving faculty members	200	35	172	30	200	35
50	Programs built around hobbies	193	34	194	34	185	32
40	Programs held on weekends	189	33	181	32	202	35
67	A square dance	184	32	115	20	273	48

Table 4.18

Last Group, Three Items Out of Forty-Three Items
Showing Number and Percentage of Projected Attendance

Quest. Item No.		Positive Response		Neutral Response		Negative Response	
		No.	%	No.	%	No.	%
60	A program on the plight of the dollar	166	29	168	29	238	42
76	Small-group programs on floor lounges	162	28	200	35	210	37
39	Hall lectures sponsored by the Provost's Office	118	21	197	34	257	45

conducive to interaction of individuals.

Table 4.12 is of additional interest because Items 52, 62, and 57 fall into the same category of positive response (52%, 50%, and 47%, respectively), indicating a relatively consistent level of interest in foreign cultures and other people.

Tables 4.13 through 4.15 are tabulations of the middle levels of positive response to questionnaire items. In Table 4.13, the interest level is quite high (45-47%), even though below the 50% level.

Programs listed in Table 4.13 are quite general in nature; programs listed in Table 4.15 along with Item 37 in Table 4.14 tend to pinpoint rather specific topical programs.

In Table 4.14, response for Items 74 and 73 is almost identical; in each case, positive response is 43%.

When looking at the first three tables (4.10-4.12) as against the next four tables (4.13-4.16), several observations can be made. While interest in controversial topics is relatively high (55% of the respondents were favorable to the question, Table 4.11, item 43), interest in particular kinds of controversial programs appears lower. Items 75 and 36 (Table 4.13) each show 45% positive response; items 65 and 64 show respectively 41% and 40% (Table 4.15); and item 68 shows 37% (Table 4.16).

Item 53 in Table 4.16 is of particular interest because the number of neutral responses is higher than all others in the same category. Of the respondents, 40% (228) indicated

indifference, perhaps due to the condition of a kiva being attached to the question of discussions and seminars.

In Table 4.17, positive and negative response percentages are almost equal with the exception of item 67, where negative response is significantly higher than positive response.

Item 34 (Table 4.17) is of interest when compared to item 45 (Table 4.13). The questions differ only by the inclusion or non-inclusion of faculty members in panel discussions, lectures, and seminars. Of the respondents, an additional 11% (47% versus 36%) indicated willingness to attend such programs when faculty members are present as opposed to the same kinds of programs when faculty members are not present.

Table 4.17 also contains the item registering the greatest number of negative response. Item number 67 projected square dance attendance, and 273 or 48% indicated negative response.

Table 4.18 contains those items which received fewest positive responses.

Discussion

The section of this chapter treating item analysis needs a few additional comments.

In comparing the reported attendance tables (4.6-4.9) with the projected attendance (4.10-4.18), positive response percentages held at a consistently higher level for projected attendance items than the Yes response percentages for

reported attendance items. In Table 4.6, the highest Yes response is 72% and the lowest is 47%. In Table 4.10, the highest Positive Response is 80% and the lowest is 62%.

Twelve items in the projected attendance tables received responses above the 50% level (Tables 4.10, 4.11, and 4.12). Only three items in the reported attendance tables (Table 4.6) received Yes responses above the 50% level. In all, there were 18 reported attendance items and 43 projected attendance items on the questionnaire.

Table 4.19 shows the range in percentages for the reported and projected attendance tables.

Summary

Chapter IV was a presentation of the findings of the study in narrative and tabular form.

The first null hypothesis ($H_{01} = 0$) was not rejected -- i.e., statistical analysis showed no difference between colleges of study in attendance at hall programs in Owen Hall. An F statistic of 1.639 was obtained which was not significant at the .05 level of significance. Results were presented in Table 4.2.

The second hypothesis ($H_{02} = 0$) was rejected at the .05 level of significance and an F statistic of 2.093. The hypothesis that there is a difference between attendance at projected programs according to major college of study was accepted. However, subsequent post-hoc comparisons failed to show any significant differences between comparisons of interest. The statistical differences indicated are between

Table 4.19

Range in Per Cent for Five-Item Tables
of Reported and Projected Attendance

Reported Attendance Table No.	Range of %	Projected Attendance Table No.	Range of %
4.6	25	4.10	18
4.7	15	4.11	7
4.8	17	4.12	5
4.9	5*	4.13	2
		4.14	3
		4.15	2
		4.16	2
		4.17	4
		4.18	8*

* Range for 3-item group.

a grouping of colleges.

Correlational analysis between individual reported and projected attendance within college of study indicated positive correlation. Of the ten colleges used for analysis (Table 4.5), four had correlations above .500; seven were above .400; and the lowest correlation was .297 (College of Business).

The detailed item analysis has shown which particular programs were attended most heavily. The item analysis also presented those projected programs which elicited the heaviest response.

CHAPTER V

SUMMARY AND CONCLUSIONS

In this chapter, previous chapters are summarized, conclusions are listed, discussion of the research is presented, and the implications for future research are stated.

Summary

In Chapter I, questions and assumptions pertaining to graduate education were examined. The specialization of graduate education was viewed as arising from specialized interests, personality factors, field of interest and vocational choice. The Owen Hall facility and population were defined on the basis of available records. The Owen population was shown to consist of several different sub-classifications as summarized in Table 1.1 and Fig. 1. Management, student personnel, and OGA (Owen Graduate Association) responsibilities and functions were defined. The roles of the student personnel advisory staff and OGA officers were defined in terms of hall programs. The study's importance was built upon a need for general experiences at a time when emphasis upon specialized interests is heavy. The theory emphasized that because graduate students tend to specialize, there could be a tendency for specialization to show up between colleges of study scaled to attendance at reported and projected hall programs. In addition, reported and projected attendance might indicate preferences of graduate students for types of programs. Correlation between reported and projected attendance might indicate differences

in consistency levels between colleges of study. The following hypotheses were formulated.

- H₁: The amount of reported attendance of graduate students at graduate residence hall programs differs according to major college of study.
- H₂: The amount of graduate student projected attendance at future graduate residence hall programs differs according to major college of study.
- H₃: There is a positive relationship between reported attendance and projected attendance at graduate residence hall programs within college of study.

Chapter II is a review of the literature in which studies treating effects of specialization and socialization upon individuals and groups were presented. Research sources in the student personnel field were cited. Also, particular group characteristics and differences were investigated. Studies based upon literature treating differences between occupational-, major field-, or specialization-groups were presented along with studies on personality theory and other theories related to career development. The possible relationship between graduate college groups and differing social attendance factors was established on the basis of studies discussed.

Chapters III and IV outlined and presented the research design and analysis. The design consisted of a 3-part questionnaire, containing independent variable data (college of study) and dependent variable data (reported attendance and projected attendance). Returned questionnaires accounted for 64.3% of the graduate students residing in Owen at the

time of distribution during Spring Term, 1968. A one-way analysis of variance was employed to determine whether or not colleges of study differed from one another on reported attendance and on projected attendance. Subsequent tests involved Scheffe comparisons and item analysis.

Findings resulted in failure to reject the first null hypothesis and rejection of the second and third null hypotheses. In null form, the hypotheses are stated:

- Ho₁: The amount of reported attendance of graduate students at graduate residence hall programs will not differ according to major college of study.
- Ho₂: The amount of graduate student projected attendance at future hall programs will not differ according to major college of study.
- Ho₃: There is no positive relationship between reported attendance and projected attendance at graduate residence hall programs within major college of study.

For the one-way analysis of variance, the alpha level was set at .05. Statistical findings were presented in tabular form and analyzed in Chapter IV.

Item analysis focused attention upon programs attended and projected attendance according to heaviest response (Tables 4.6 - 4.9; 4.10 - 4.18).

Conclusions

This study has led to several conclusions based upon the theory presented in the first chapter:

1. No statistical differences were found to exist between colleges of study on the reported attendance variable.

2. A statistical difference (or statistical differences) was (were) indicated between colleges of study on the projected attendance variable. Post hoc Scheffe tests, however, failed to reveal differences of interest.
3. Correlational analysis substantiated the hypothesis that within college of study there would be a positive correlation between reported and projected attendance.
4. The item analysis recorded scores for reported and projected attendance at graduate residence hall programs for all students according to a rating scale. Some types of programs were more heavily attended than others. Some types of projected programs received higher score response than others.

Graduate students do not demonstrate specialized interest on a reported program attendance scale according to college of study. As the importance of this study stressed a need for more general experiences during the specialized period of graduate education, it may be that social programs provide this experience. However, statistical one-way analysis of variance indicated difference between colleges on projected attendance at possible future hall programs. Although it was not possible through use of Scheffe post hoc comparisons to place this difference between any two colleges of study, there is a difference (or differences) between some combination of colleges. No comparison of interest yielded a significant difference.

The rejection of the third null hypothesis resulted in positive correlation for all colleges of study between reported and projected attendance. Correlations ranged

from .297 to .664.

In the discussion following, these points are expanded, and the chapter ends with implications for application and future research.

Discussion

In Chapters I and II, the argument was presented for possible differences between groups. This study established that there is no difference between groups (colleges of study) according to attendance at hall programs. In addition, differences between groups of colleges of study appear to be slight. Use of a different study instrument might yet suggest such social differences do exist.

If, as Gottlieb suggests (1961:237), a student exhibits an aspirant behavior in preparation to being accepted by a group, it is also possible that such aspirant behavior would not be exhibited in activities other than those associated with the group to which he aspires. In other words, there may be a difference between his aspirations professionally and his social aspirations.

In this study, other groupings could have been utilized, and these might bear looking into with a revised instrument. Such groupings were not used in the present study because colleges of study seemed to be the most tangible way of breaking down the Owen Hall population, and this study stressed differences by colleges of study, not degree-level, sex, country of origin, or other variables. It may be that differences would show up between groups on

attendance as scaled to age level.

Of obvious interest is the range in correlations connected with the third hypothesis (Table 4.5). There is positive correlation within college of study between reported and projected attendance at hall programs. The two highest correlations were for the College of Veterinary Medicine ($r = .664$; $N = 11$) and the College of Engineering ($r = .610$; $N = 22$). Correlation coefficients were lowest for Business ($r = .297$; $N = 87$) and Home Economics ($r = .384$; $N = 25$). It may be that studies on the basis of correlation may reveal differences between the way attendance is reported and projected for each of the colleges.

In this study, within groups, individuals who reported high attendance tended to report high projected attendance, and individuals who reported low attendance tended to report low projected attendance at hall programs. However, this consistency was higher in some colleges than within others. An improved instrument might provide the means of predicting college of study membership on the basis of the individuals' correlation between reported and projected program attendance. This may be seen to be more relevant in light of the fact that the first null hypothesis could not be rejected but the second null hypothesis was. It seems logical to assume that further study might show that graduate students may project attendance differently.

As mentioned in Chapter II, implementation of personnel programs can be a liberalizing process or a restrictive

one, and where there is a student personnel program there is a purpose, perhaps even an ideology (Friedenberg, 1964: 181) centered upon the student and utilizing the socialization process in extracurricular activities. This study's findings do indicate what might be termed an ideology, arising from the graduate students themselves, as a group considered totally. The item analysis (Tables 4.6 and 4.10) appears to indicate interest in casual programs of good quality -- i.e., "first-run" movies, swimming, open house, speakers of "recognized" quality -- where exacting personal scheduling is not a prime factor. There may be another factor working in this connection, too. High interest in swimming was indicated; however, there are swimming pools on the Michigan State campus. No attempt was made to discover what use was made of the campus swimming pools. Perhaps because of the necessity of scheduling out more time, use of those facilities would be less than for a pool located in Owen.

Chapter I included a discussion of the presence of highly diversified interests among the resident graduate population. Although these interests do not show up by college in differences in actual attendance, it should be remembered that the graduate residents did attend some programs in large numbers. Most programs were attended by less than $\frac{1}{2}$ of the respondents. The percentages for projected attendance at future hall programs seem generally higher than the percentages for reported attendances and may indicate a desire to attend programs when they do not

conflict with specialized interests.

In his study, Johnson (1965:6) showed that graduate students do not attend any events in large numbers. In the present study, reported attendance figures do not demonstrate attendance in large numbers except in a few instances, especially when location and availability were considered. Of the reported attendance items, the most significant attendance was registered for International Night, as this was a one occurrence program, whereas more than one mixer and more than one open house took place. After those three items, the attendance figures fall below 50%. In Table 4.7, they drop from 41% to 26% across five items.

The interest in programs tends to substantiate in part the research of Rudolph (1965:464) and Mueller (1961:257), as the interest indicated is in programs which are somewhat social. Of the items listed in Table 4.6, all can be considered social in the sense of entertainment and the opportunity of meeting other people. However, some of these items could be termed cultural and educational, as well. On the projected attendance items, 60% of the respondents indicated an interest in programs that would allow becoming acquainted with other people (Table 4.11).

Becker and Carper's findings (1965:296) may suggest a significant research direction in the importance of student peer group. While difference in reported attendance by colleges was not significant and difference in projected attendance by college was of questionable significance, it

may be that differences exist on indices other than social ones. Such a statement is substantiated by the work of the researchers listed in Table 2.1. The total peer group situation in Owen Hall -- i.e., the graduate student status -- may have been more significant than sub-group or trait factor differences. The social environmental context may cut across group lines.

The demographic data listed in Table 3.1, and in Appendix B, Table I-IV, show some of the sub-groups making up the Owen Hall population. In Table 3.1, eight different degree levels were recorded with the greatest number of degree-seekers falling into the M.A. and Ph.D. categories. Five respondents reported themselves seeking the M.D. degree, but only two respondents reported falling within the College of Human Medicine. For statistical analysis, the College of Human Medicine was not included, as the poor response in that category might have affected reliability of results.

Other aspects of the demographic data illustrate further the diverse nature of the population. Of the 572 respondents listed in Table 3.1, 135 (23.8%) were foreign students; 221 (38.6%) were women; 57 (10%) indicated having had military experience; 57 (10%) indicated being or once having been married; 206 (36%) had been out of school for at least one year before coming to Owen Hall; 270 (45.5%) indicated having held formerly a full-time job; 31 (5.3%) held a full-time job at the time the questionnaire was completed; and 247 (43.2%) held an assistantship.

With respect to residency, 188 (32.9%) reported never having lived in a residence hall before; 272 (47.6%) indicated having lived in Owen for 3 terms; 499 (87.2%) indicated living in Owen for 6 terms or less and 70 (12.2%) for 7 terms or more; 259 (45.3%) indicated being at M.S.U. for three terms or less; and 440 (76.9%) indicated being at M.S.U. for 6 terms or less and 131 (22.9%) for 7 terms or more.

Regarding age level, 357 (62.4%) respondents fell into the 21-25 age interval and 165 (28.9%) fell into the 26-35 age interval. This accounted (both intervals) for 522 (91.3%) of the respondents.

The additional splits on the demographic data groupings in Appendix B, Tables I-IV, serve only to illustrate further how varied the composition of certain groups might be. For instance, there are no foreign men enrolled in Home Economics, Veterinary Medicine, or Human Medicine; only 2 are enrolled in Arts and Letters.

It is apparent from the demographic data that the majority of graduate students fell within the 21-25 and 26-35 age intervals. A study utilizing shorter intervals might reveal some differences in attendance patterns by age level.

The data point out many kinds and types of sub-groups within the Owen Hall population and indicate that there may be a number of different interests represented.

A factor possibly significant but not investigated in this study is grade point. Johnson (1965:8; 13, 14) found that grade point average of students attending cultural and

musical programs was higher than those attending athletic and social programs; social and athletic programs were not likely to be attended by honors college students who attended cultural and musical programs. Generally speaking, graduate students' grade points are high, and it would not be surprising to find Johnson's findings applicable to a graduate population. In the present study, International Night was the most heavily attended single occurrence program and could be classified as cultural as well as social. Of the four programs attended least, three programs were athletic in kind (Tables 4.8 and 4.9).

Responses to items in Part III of the questionnaire (projected attendance) seem to substantiate the findings of Johnson, also. Table 4.10 contains five items, three of which can be classified as cultural in kind. The other two items (44 and 47) may have received high responses due partially to novelty appeal. The highest item in the next list (Table 4.11) of projected programs is musical programs.

The item analysis of Part II (reported attendance) illustrated that programs of a general nature appeared to attract larger numbers than programs related to specific topics. This may be due in part to the fact that some programs were recurrent -- i.e., mixers, open houses, movies. Some single occurrence items, however, received relatively high attendance -- i.e., International Night, the Halloween Party, the Valentine's Dance. On the other hand, Table 1.2 shows a great number of recreational programs, yet Table 4.8

and 4.9 show that only 8% participated in the ping-pong tournament; only 8% participated in hall-sponsored IM sports; and only 3% attended the skating party. The implication appears to be that there was a small group of graduate students who participated heavily in hall recreational activities.

The three most heavily attended single occurrence programs were all held in conjunction with and/or following the evening dinner period.

The most heavily attended recurrent programs were held either during an evening period or on a weekend. The mixers, for instance, were held evenings or following Saturday football games. Open houses (visitation) took place weekend evenings and afternoons. Movies were scheduled for weekday evenings, as were guest speaker's talks, Association meetings, and folk sings.

On Part III items (projected attendance), movies received the highest projected attendance scores. This is not too surprising on the basis of attendance reported in Table 4.6. The leading position of this item on projected attendance may indicate that quality is a variable to be investigated with respect to attendance at graduate hall programs.

Other programs having immediate application to program planning in Owen Hall are those specifically identified, particularly in Tables 4.10, 4.11 and 4.12. A well-rounded program offering would take into account the small group program, also. It seems apparent that a small percentage of residents may sustain an active interest in programs that

involve little by way of mass appeal, as appears to be the case with athletic programs.

Implications for Future Research

Research studies discussed in Chapter II might suggest other scales by which attendance could possibly be measured. This study attempted to demonstrate difference in attendance at hall programs by college of study for reported and projected attendance. However, future research might attempt to classify colleges of study according to programs scaled to an inventory such as Sternberg's (1955) or to specific traits such as those identified in other studies cited.

A very likely possibility is that extracurricular activity is a secondary interest and that significant differences between colleges of study will occur only on a primary interest basis. Instead of social programs, a future study might concentrate upon an inventory of interests. Related to this is the fact that the present study made no attempt to investigate the students according to the type of program attended.

A third possibility indicating future directions for study is that graduate students are so preoccupied with primary specialized interests that the natural attendance pattern of each college group was subverted and no meaningful differences were uncovered. This seems unlikely; however, it may be that a greater number of programs of greater diversity should have been used in the projected attendance section of the questionnaire.

When the college of study groups were compared on the

basis of correlation within each college (between reported and projected attendance) there was a range in correlation coefficients. Future research might investigate the hypothesis that some college of study groups are more realistic in projecting future attendance on the basis of reported attendance than are other college of study groups.

A fifth possibility is that the Owen Hall environment may have affected differences between graduate students classified by colleges of study. The Owen Hall population represented only a fraction of the graduate population at Michigan State University in 1968. It may be that the Hall environment attracted students of similar inclinations, breaking down possible differences between larger samples of the colleges studied. It might be interesting, for that matter, to study the differences between Owen Hall graduate students and graduate students in general.

This study emphasized hall programs. The research of Johnson (1965:6) investigated campus-wide programs. Both studies indicated low attendance except for a few instances. New studies might build a scale of attendance based upon off-campus social activities, too.

The implications of this study for programming in Owen Hall are of some interest and are to some degree self-evident. It would appear from the item analysis and discussion that programs of good quality, scheduled around, in conjunction with, and/or after the dinner hour stand the best chances of success. Generally, programs attended heaviest were of this

kind. Programs that call for planning ahead or elaborate scheduling on the part of the graduate resident did not draw large numbers, as indicated by the programs listed in Tables 4.8 and 4.9. This is not a reason for doing away with such programs; it is a reason for not over-emphasizing them.

It may be, as suggested by projected attendance items, that consideration of a swimming pool be given by Owen Hall Management and Advisory Staff. Such a facility might get considerable use and offer a release for the graduate resident. Such a facility might be shared with an adjoining hall.

Art displays and musical programs were not attempted on a quality basis during the year covered by this study. Indications of the study seem to be that such programs would be worth trying.

The present study offers Owen Hall Advisory Staff an opportunity to test quality as a goal for all programs but especially in the cases of those where indications are that attendance should be heavy.

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APPENDIX A

THE QUESTIONNAIRE

Appendix A (continued)

	1	2	3
9. Marital Status:	Single	Married	Once Married

10. Before returning to school, not enrolled for at least one year:	1 Yes	2 No
---	----------	---------

11. Hold Assistant-ship:	1 Yes	2 No
--------------------------	----------	---------

12. Former full time job-holder:	1 Yes	2 No
----------------------------------	----------	---------

13. Currently hold full time job:	1 Yes	2 No
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14. Major College of Study:

(Use two rows on the answer sheet - number 14 and number 15 - to answer this question)

1	2	3	4	5	6	7	8	9	10
Ag&NS	CmArts	Bus	Engin	Ed	HmEc	HmMd	ArtsL	NSci	SocSci

15.	1 VetMd
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APPENDIX A (continued)

PART II: PLEASE MARK THE SPACE ON THE ANSWER SHEET CORRESPONDING TO YES OR NO.

1 = YES

2 = NO

WHILE LIVING IN OWEN HALL THIS YEAR, I ATTENDED OR PARTICIPATED IN THE FOLLOWING ACTIVITIES:

16. At least one movie
17. At least one open house
18. At least one mixer in the lobby
19. A folk sing
20. A mixer on my floor or corridor
21. The ping pong tournament
22. At least one guest speaker's talk
23. The Halloween Party or Dance
24. A general Association meeting
25. The Valentine's Day Dance
26. At least one of the three "Odd Time" parties
27. At least one panel discussion
28. The ice-skating party
29. Hall-sponsored IM sports
30. At least one usage of the suggestion box
31. At least one debate in The Tournament of Champions
32. Some part of International Night
33. Some (even though limited) phase of Association committee work

APPENDIX A (continued)

PART III: PLEASE MARK RESPONSES ON THE ANSWER SHEET PROVIDED

PLEASE RATE PROGRAMS AND ACTIVITIES BY YOUR LIKELIHOOD OF ATTENDING THEM:

- 1 = WOULD ATTEND
- 2 = PROBABLY WOULD ATTEND
- 3 = NEUTRAL
- 4 = PROBABLY NOT ATTEND
- 5 = WOULD NOT ATTEND

- 34. Panel discussions, lectures, and seminars not involving faculty members
- 35. A program on innovations in technology
- 36. Programs that are novel or bizarre
- 37. A program on social implications of a scientific discipline
- 38. A program on developments in the arts
- 39. Hall lectures sponsored by the Provost's office
- 40. Programs held on weekends
- 41. Informal dances and mixers with a live band
- 42. First-run movies
- 43. Programs on controversial topics
- 44. Swimming, if Owen had a swimming pool
- 45. Panel discussions, lectures, and seminars involving faculty members
- 46. Art displays
- 47. More socializing if Owen had a bar in the basement
- 48. Musical programs
- 49. Well-organized recreational programs
- 50. Programs built around hobbies
- 51. A program on how to pass prelims and comprehensives
- 52. Films and slides of other countries

(PLEASE TURN TO THE NEXT PAGE)

APPENDIX A (continued)

PLEASE RATE PROGRAMS AND ACTIVITIES BY YOUR LIKELIHOOD OF ATTENDING THEM:

- 1 = WOULD ATTEND
- 2 = PROBABLY WOULD ATTEND
- 3 = NEUTRAL
- 4 = PROBABLY NOT ATTEND
- 5 = WOULD NOT ATTEND

- 53. Discussions and seminars, if there were a kiva at Owen
- 54. Golf, tennis, or swimming lessons
- 55. Hall tours of places of social or educational interest in Michigan
- 56. An orientation lecture by the dean of your College at the beginning of the year
- 57. Programs in which American and foreign students participate together
- 58. Programs involving speakers of recognized quality
- 59. A program on job-seeking procedures
- 60. A program on the plight of the dollar
- 61. An ice-cream social
- 62. A program on cultural differences
- 63. A talent show
- 64. A program on extra-terrestrial life
- 65. A program on the uses of sensitivity training
- 66. A program on the psychology of advertising
- 67. A square dance
- 68. A program on flying saucers
- 69. Primarily social programs
- 70. A program on the role of the University in social protest
- 71. A program on overpopulation

(PLEASE TURN TO THE NEXT PAGE)

APPENDIX A (continued)

PLEASE RATE PROGRAMS AND ACTIVITIES BY YOUR LIKELIHOOD OF ATTENDING THEM:

- 1 = WOULD ATTEND
- 2 = PROBABLY WOULD ATTEND
- 3 = NEUTRAL
- 4 = PROBABLY NOT ATTEND
- 5 = WOULD NOT ATTEND

- 72. Programs that allow me to become acquainted with other people
- 73. Primarily cultural and educational programs
- 74. Primarily recreational activities
- 75. A program on extra-sensory perception
- 76. Small group programs in floor lounges

APPENDIX B

**Tables Showing Additional Demographic
Data, Total Attendance Scores, and
Statistics for Correlation**

APPENDIX B

Regroupings of Demographic Data From Part I of Questionnaire

Table I

Men and Women by Marital Status

	Single	Married	Once Married
Men	312	30	8
Women	201	11	8

Table II

Men and Women by College of Study

	AgNs	CmArts	Bus	Engin	Ed	HomeEc	HmMed	Arts&L	NSci
Men	29	16	79	21	47	0	1	28	82
Women	10	17	12	1	61	25	1	35	30
	SocSci	VetMed							
Men	37	10							
Women	27	1							

Table III

Women Holding Assistantships by College

AgNs	CmArts	Bus	Engin	Ed	HmEc	HmMed	Arts&L	NSci	SocSci	VMed
7	10	3	0	14	13	0	20	23	12	0

Table IV

Foreign Men by Major College

AgNs	CmArts	Bus	Engin	Ed	HmEc	HmMed	Arts&L	NSci	SocSci	VMed
12	4	24	10	8	0	0	2	14	7	0

APPENDIX B (continued)

Table V

Questionnaire Item Response - Part II,
Showing Attendance at Hall Programs

N = 572

No.	Quest. Item No.	Item	Response	
			Yes	No
1.	16	At least one movie	266	306
2.	17	At least one open house	377	195
3.	18	At least one mixer in the lobby	411	161
4.	19	A folk sing	183	389
5.	20	A mixer on my floor or corridor	129	443
6.	21	The ping-pong tournament	46	526
7.	22	At least one guest speaker's talk	236	336
8.	23	The Halloween Party or Dance	277	295
9.	24	A general Association meeting	213	359
10.	25	The Valentine's Day dance	192	380
11.	26	At least one of the three "Odd Time" parties	143	429
12.	27	At least one panel discussion	135	437
13.	28	The ice-skating party	19	553
14.	29	Hall-sponsored IM sports	45	527
15.	30	At least one use of the Suggest- ion box	148	424
16.	31	At least one debate in the Tour- nament of Champions	41	531
17.	32	Some part of International Night	394	178
18.	33	Some phase (even though limited) of Association Committee work	88	484

Appendix B (continued)

Table VI

Questionnaire Item (Rating Scale) Response - Part III,
Showing Projected Attendance at Future Hall Programs

N = 572

No.	Quest. Item No.	Item	Would Att.	Prob. Not Att.	Neu- tral	Prob. Not Att.	Would Not Att.
19	34	Panel discussions, lectures, and seminars not involving faculty members	61	139	172	129	71
20	35	A program on innovations in technology	74	147	110	135	106
21	36	Programs that are novel or bizarre	93	164	184	76	55
22	37	A program on social implications of a scientific discipline	73	163	143	113	80
23	38	A program on developments in the arts	58	151	156	123	84
24	39	Hall lectures sponsored by the Provost's office	27	91	197	142	115
25	40	Programs held on weekends	44	145	181	115	87
26	41	Informal dances and mixers with a live band	159	155	92	90	76
27	42	First run movies	252	205	79	15	21
28	43	Programs on controversial topics	81	236	163	54	38
29	44	Swimming, if Owen had a swimming pool	334	119	60	28	31
30	45	Panel discussions, lectures, and seminars involving faculty members	65	202	179	74	52
31	46	Art displays	164	193	113	54	48
32	47	More socializing, if Owen had a bar in the basement	264	123	63	50	72
33	48	Musical programs	121	230	137	55	29
34	49	Well-organized recreational programs	107	170	156	92	47
35	50	Programs built around hobbies	58	135	194	119	66
36	51	A program on how to pass prelims and comprehensives	130	130	139	76	97

Appendix B (continued)

37	52	Films and slides of other countries	119	180	141	79	53
38	53	Discussions and seminars, <u>if</u> there were a kiva at Owen	59	152	228	82	51
39	54	Golf, tennis, or swimming lessons	154	157	107	69	85
40	55	Hall tours of places of social or educational interest in Michigan	95	139	134	101	103
41	56	An orientation lecture given by the dean of your college at the beginning of the year	138	114	109	93	118
42	57	Programs in which American and foreign stu- dents participate together	91	180	201	51	49
43	58	Programs involving speakers of recognized quality	147	273	102	27	23
44	59	A program on job-seeking procedures	89	166	139	90	88
45	60	A program on the plight of the dollar	47	119	168	121	117
46	61	An ice-cream social	117	156	164	64	71
47	62	A program on cultural differences	103	181	152	72	64
48	63	A talent show	95	159	149	85	84
49	64	A program on extra-terrestrial life	89	137	173	88	85
50	65	A program on the uses of sensitivity training	94	137	162	100	79
51	66	A program on the psychology of advertising	83	145	159	80	105
52	67	A square dance	72	112	115	102	171
53	68	A program on flying saucers	85	129	141	92	125
54	69	Primarily social programs	68	148	210	80	66
55	70	A program on the role of the University in social protest	61	145	156	106	104
56	71	A program on overpopulation	68	158	158	98	90
57	72	Programs that allow me to become acquainted with other people	123	218	155	35	41
58	73	Primarily cultural and educational programs	60	185	204	79	44
59	74	Primarily recreational activities	66	182	199	74	51
60	75	A program on extra-sensory perception	107	152	154	80	79
61	76	Small-group programs on floor lounges	50	112	200	116	94

Appendix B (continued)

Table VII

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Agriculture

N = 37

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations From Mean
Reported Attendance	188	5.081	1388	3.467	432.757
Projected Attendance	3578	96.703	388226	34.247	42223.730

Simple Correlation

Variable	Reported Attendance	Projected Attendance
Projected Attendance	0.393	1.000
Reported Attendance	1.000	

Appendix B (continued)

Table VIII

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Veterinary Medicine
N = 11

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations From Mean
Reported Attendance	45	4.091	333	3.859	148.909
Projected Attendance	1041	94.636	103747	22.870	5230.546

Simple Correlation

Variable	Reported Attendance	Projected Attendance
Projected Attendance	0.644	1.000
Reported Attendance	1.000	

Appendix B (continued)

Table IX

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Communication Arts
N = 29

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations from Mean
Reported Attendance	201	6.931	1747	3.555	353.862
Projected Attendance	2938	101.310	314756	24.717	17106.207

Simple Correlation		
Variable	Reported Attendance	Projected Attendance
Projected Attendance	0.490	1.000
Reported Attendance	1.000	

Appendix B (continued)

Table X

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Business
N = 87

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations from Mean
Reported Attendance	569	6.540	4699	3.372	977.609
Projected Attendance	8302	95.425	864072	28.905	71851.264

Simple Correlation		
Variable	Reported Attendance	Projected Attendance
Projected Attendance	0.297	1.000
Reported Attendance	1.000	

Appendix B (continued)

Table XI

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Engineering
N = 22

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations From Mean
Reported Attendance	115	5.227	833	3.323	231.864
Projected Attendance	2050	93.182	215678	34.265	24655.273

Simple Correlation		
Variable	Reported Attendance	Projected Attendance
Projected Attendance	0.610	1.000
Reported Attendance	1.000	

Appendix B (continued)

Table XII

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Education
N = 104

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations from Mean
Reported Attendance	635	6.106	5327	3.752	1448.837
Projected Attendance	10882	104.635	1211876	26.666	73242.115

Simple Correlation		
Variable	Reported Attendance	Projected Attendance
Projected Attendance	0.490	1.000
Reported Attendance	1.000	

Appendix B (continued)

Table XIII

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Home Economics
N = 25

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations From Mean
Reported Attendance	143	5.720	1043	3.062	225.040
Projected Attendance	2629	105.160	287705	21.640	11239.360

Simple Correlation		
Variable	Reported Attendance	Projected Attendance
Projected Attendance	0.384	1.000
Reported Attendance	1.000	

Appendix B (continued)

Table XIV

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Arts and Letters
N = 61

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations From Mean
Reported Attendance	336	6.000	2628	2.683	432.000
Projected Attendance	5831	95.590	599425	26.470	42038.754

Simple Correlation		
Variable	Reported Attendance	Projected Attendance
Projected Attendance	0.519	1.000
Reported Attendance	1.000	

Appendix B (continued)

Table XV

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Natural Science
N = 110

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations From Mean
Reported Attendance	595	5.409	4483	3.406	1264.591
Projected Attendance	9785	88.955	983685	32.236	113264.773

Variable	Simple Correlation	
	Reported Attendance	Projected Attendance
Projected Attendance	0.521	1.000
Reported Attendance	1.000	

Appendix B (continued)

Table XVI

Statistics for Correlation
Between Reported and Projected Attendance
for the College of
Social Science
N = 63

Variable	Sum of Scores	Mean	Sum of Squares	Standard Deviation	Sum of Squared Deviations From Mean
Reported Attendance	356	5.651	2790	3.543	778.318
Projected Attendance	6129	97.286	656003	31.041	59738.857

Simple Correlation		
Variable	Reported Attendance	Projected Attendance
Projected Attendance	0.417	1.000
Reported Attendance	1.000	