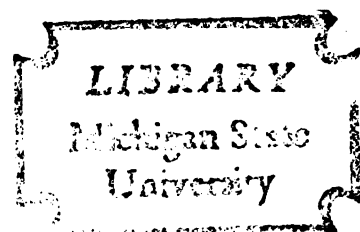




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A STUDY OF THE COMPARATIVE RATINGS OF STUDENTS
IN A HOME MANAGEMENT COURSE BY THE FACULTY
ADVISER, BY PEERS AND BY THEMSELVES

by

ESTHER FERNS

A PROBLEM

Submitted to the Dean of the College of Home Economics of
Michigan State University of Agriculture and Applied
Science in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

Department of Home Management and Child Development

1955

174315

ACKNOWLEDGEMENTS

The author wishes to express her gratitude to Mrs. Beatrice O'Donnell and Mrs. Alice Thorpe for help in statistical work; to Miss Linda Nelson and Miss Wilma Warner for sharing the rating scales from their home management residence groups; and to Dr. Irma Gross, Head of the Department of Home Management and Child Development, for her supervision, inspiration and assistance in the organization and writing of this study.

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INTRODUCTION

In teaching the resident courses in home management at Michigan State University a method of evaluation has been worked out which is used by the faculty advisor to rate the student, by the student to rate herself and by the other members of the peer group to rate the student. A score card has been developed as a rating device which in agreement with the modern philosophy of home management includes these large classifications on which the student is rated, (A) goals, values and standards including group relationships, personal development in managerial characteristics and acceptance of differences, and (B) the managerial process itself. Each of these has been broken down so that there is a total of nineteen items which make up the rating scale.¹

The rating scale is used in the course as it is found in the textbook. The four levels of achievement on which each student is rated are:

Score 1. Falls below what is expected of a senior in home economics.

Score 2. Meets what is expected of a senior in home economics.

Score 3. Somewhat above what is expected of a senior in home economics.

Score 4. Much above what is expected of a senior in home economics.

To use the scale, the student is rated on each of the 19 items on one of the four levels of achievement.

1. This rating scale is found in Management for Modern Families, Irma H. Gross and Elizabeth Walbert Crandall, page 504. Appleton, Century, Crofts, 1954. Each of the items is clearly defined on pages 505, 506, 507.

The rating scale then is a three-way sort of evaluation device for the faculty advisor, the student herself, and the peer group for the purpose of rating each individual student in the home management residence group.

Eight students usually comprise a home management residence group, so that there are nine ratings available on each student, one by the faculty, one by the student, and seven by the peers.

Observation of these ratings over a period of time suggested that there was considerable agreement in the way the faculty rated the student and the way she rated herself; between the way the faculty rated the student and the way the peer group rated her; and the way the student and the peer group rated the student, but no careful study had been made of agreements and disagreements.

It seemed likely that an interesting study could be made to determine what the relationship was between the ratings by the faculty, the peer and the student herself, and to determine in what items there were agreement and difference.

PURPOSE OF THIS STUDY

It is the purpose of this study to determine the relationships between ratings on specific items by the

- a. Faculty and student ,
- b. Faculty and peer,
- c. Student and peer,

in these classifications,

- a. Agreement among them,
- b. One higher than the other,
- c. One lower than the other.

METHOD

This study is based on the rating scales of 53 students in groups of seven and eight who were in seven home management groups during winter, spring, and summer terms of 1954, under the direction of three advisors. Of these, 37 were under one advisor, eight under another advisor, and eight under a third faculty member.

Since the majority of students was working under one faculty member, it was interesting to run two parallel studies on the two groups, one with the entire group of 53 students and the other with the 37 students of one advisor for comparison.

The ratings by faculty, peer and self of the 53 students were considered in groups according to the time of their residence in Home Management House, as shown in Table 1.

TABLE 1.

Symbol	Time in Residence
*W1	First half winter term
*W2	Second half winter term
*S1	First half spring term
*S2	Second half spring term
Su1	Summer term
*Su2	Summer term
Su3	Summer term

*Starred groups under one advisor.

From the rating sheets which were obtained from the faculty advisers, a composite sheet was made for each student. It included this information:

- a. rating by faculty advisor - F
- b. rating by student (self) - S
- c. rating by peer group - P

To determine these ratings the numerical value as given in the text, page 504, was given to each score. Each item had been checked on one of the four levels of achievement;

below average,	1
average,	2
above average,	3
superior,	4

If the faculty rated the student above average (3), the faculty rating was 3.

If the student rated herself average (2), the student rating was 2.

If two members of the peer group rated the student average (2), the score was 2×2 or 4; and four members rated her better than average (3) the score was 4×3 or 12; and one rated her superior, the score was 1×4 or 4. The total of the scores 4, 12 and 4 was 20, which divided by 7, the number of girls rating the girl, was 2.9. This number represented the average of the peer ratings.

Faculty, student and peer ratings for each of the 19 items on the rating scale were determined for each student and tabulated in the left hand margin of the rating scale.

Michigan State College
School of Home Economics
HMCD 432a

Composite of Ratings

x Faculty

* Self

Peer

RATING SCALE FOR HOME MANAGEMENT RESIDENCE

	Aspect of Management	Below average	Average	Better than average	Superior	Comments
7	A. Goals, values and standards					
	1. Group relationships					
3	a. <u>Leadership</u>		### *	#### x		
3	b. <u>Cooperation</u>		#	#### * x	##	
3	c. <u>Contribution to the group</u>		### *	#### x		
	2. Personal development					
	a. Managerial characteristics					
3	1) <u>Observation</u>		## *	#### x		
3	2) <u>Initiative</u>		#	#### * x	##	
3	3) <u>Responsibility</u>		#	#### * x	#	
3	b. <u>Acceptance of differences</u>		## *	#### x		
	3. Standards (conventional and flexible)					
3	a. <u>Foods and nutrition</u>		# *	#### x		
3	b. <u>Care of house and own room</u>			#### * x	##	
4	c. <u>Aesthetic standards</u>		#	#### *	# x	
2	d. <u>Social usage</u>	*	####	## x		
	B. The managerial process					
	1. Planning					
3	a. <u>Time and energy</u>		## *	## x	##	
2	b. <u>Money</u>		### * x	##	#	
2	c. <u>Materials</u>		### * x	##	#	
	2. Controlling the plan in action					
3	a. <u>Time and energy</u>		# *	#### x		
2	b. <u>Money</u>		### x	#### *		
2	c. <u>Materials</u>		#### * x	##		
3	d. <u>Supervision</u>		### *	#### x		
2	3. <u>Evaluation</u>		#### *	x ##		

Specific points to be rated are underlined.

DESCRIPTION OF METHOD

It was then necessary to decide when the scores would be considered

- a. in agreement,
- b. higher,
- c. lower.

A conference was arranged with Mrs. Beatrice O'Donnell who gave the benefit of her experience in research. Her recommendation was that a score would be considered (a) in agreement, when there was a difference of 0.3 point or less between the scores being compared, (b) higher, when the score was more than 0.3 point higher than the score with which it was being compared, (c) lower, when the score was more than 0.3 point lower than the score with which it was being compared.

For example, a student rating is:

P	S	F	
2.6	2	3	Leadership
3.1	3	3	Cooperation
2.6	2	3	Contribution to the group

In the category of Leadership, (a) in comparing F, the faculty rating of the student which was 3 to S, the student rating of the student which was 2, 3 was more than 0.3 point higher than 2, so it was recorded "higher", (b) in comparing F, the faculty rating of the student which was 3 to P, the peer rating of the student which was 2.6, 3 was more than 0.3 higher than 2.6 so the rating was considered "higher", (c) in comparing S, the student rating of herself which was 2 to the peer rating

which was 2.6, 2 was more than 0.3 point lower than 2.6, so it was recorded "lower".

A separate tabulation for each item on which students were rated was set up for this comparison of ratings.

On each tabulation sheet three ratings were recorded for each of the seven groups in the study:

- a. Faculty to self
- b. Faculty to peer
- c. Self to peer

Subheadings under each of these made it possible to record those scores which were:

- a. In agreement
- b. Higher
- c. Lower

Percentages of agreement, higher and lower ratings were calculated.

Significant differences² at the .05, .01 and .001 levels were determined. These are indicated by * for the .05 level, ** for the .01 level, and *** for the .001 level of significant difference.

2. Reference: Statistics for Sociologists, Hagood-Price, Henry Holt Company. New York, 1952. pg. 561. Table 2.

See example below:

LEADERSHIP

Group	Faculty to Self			Faculty to Peer			Self to Peer			Total in Group
	Agree- ment	Higher	Lower	Agree- ment	Higher	Lower	Agree- ment	Higher	Lower	
*W1	5	2	0	5	1	1	4	0	3	7
*W2	3	2	2	5	1	1	2	2	3	7
*S1	6	0	2	3	0	5	3	1	4	8
*S2	3	4	0	5	1	1	3	0	4	7
Su1	6	1	1	4	3	1	3	3	2	8
*Su2	3	3	2	5	0	3	2	1	5	8
Su3	2	3	3	2	2	4	3	2	3	8
Total	28	15	10	29	8	16	20	9	24	53
Per- cent	52.8	28.3	18.9	54.7	15.1	30.2	37.7	17	45.3	100

* Indicates group under one advisor.

PART 1

FINDINGS

1. Agreement among ratings
 - a. Faculty to self
 - b. Faculty to peer
 - c. Self to peer
 - d. Summary of section
2. Higher ratings
 - a. Faculty to self
 - b. Faculty to peer
 - c. Self to peer
 - d. Summary of section
3. Lower ratings
 - a. Faculty to self
 - b. Faculty to peer
 - c. Self to peer
 - d. Summary of section

AGREEMENT

1. Faculty to self

When comparison was made of the way the faculty rated the student and the way the student rated herself in the various items there was considerable agreement. See Figure A.

The highest percent of agreement was in the item Foods and Nutrition, where the faculty rated 60.4 percent of the student, or 32 students, the same as the students rated themselves.

The lowest percent of agreement was found to be 34.0³ when only 18 students rated themselves the same as the faculty advisors rated them in Acceptance of Differences.

In judging 6 items there was 40 to 49 percent agreement between the ratings by the faculty advisor of the student and the ratings by the students of themselves. These items were:

Controlling time and energy	41.5 percent
Responsibility	45.3 percent
Social usage	45.3 percent
Planning money	45.3 percent
Evaluation	47.2 percent
Supervision	49.1 percent

Agreement between the ratings by the faculty advisor and the self ratings between 50 to 60 percent of the students was evident in judging

the student in eleven items:

Planning materials	50.0 percent
Contribution to the group	50.9 percent
Planning time and energy	50.9 percent
Controlling money	51.9 percent
Leadership	52.8 percent
Observation	52.8 percent
Initiative	52.8 percent
Controlling materials	52.8 percent
Care of the house	54.7 percent
Aesthetic standards	54.7 percent
Cooperation	56.1 percent

Agreement between faculty advisor and student was relatively high, in from 41.5 to 60.4 percent of the cases with only one exception , which was in agreement in 34.0 percent of the cases. Eleven items were in 50 to 59 percent agreement, 6 in 40 to 49 percent agreement and only one over 60 percent.

2. Faculty to peer

When comparison was made of how the faculty rated student and how the peer group rated her, there was less agreement than when comparing the faculty-ratings with self-ratings. See Figure B.

The highest percentage of agreement was found to be 58.5 percent in the item Aesthetic standards when 31 students agreed with the faculty ratings.

The lowest percent of agreement was found to be 33.8 percent in two items, Controlling time and energy and Controlling money, when only 13 faculty and peer-ratings agreed.

Three additional items were in agreement between 30 and 39 percent of the cases:

Care of the house	35.8 percent *
Evaluation	35.8 percent *
Planning materials	35.8 percent *

Between 40 and 49 percent agreement was found in eleven items:

Controlling materials	41.5 percent
Social usage	43.4 percent
Observation	43.4 percent
Supervision	45.3 percent
Cooperation	47.2 percent
Acceptance of differences	47.2 percent
Food and nutrition	47.2 percent
Planning money	47.2 percent
Contribution to the group	49.0 percent
Initiative	49.1 percent
Responsibility	49.1 percent

Between 50 and 59 percent agreement was found in three items:

Planning time and energy	50.9 percent
Leadership	54.7 percent
Aesthetic standards	58.5 percent

The percentage of agreement was a little lower when comparison was made of faculty to peer ratings, ranging from 33.8 to 58.5 percent agreement. Only five of these ratings were below 40 percent agreement. Eleven items were in 40 to 49 percent agreement, and only three in 50 to 59 percent agreement.

3. Self and peer

There was the least agreement in ratings when comparison was made of self-ratings and peer-ratings of the students. See Figure C.

The greatest agreement was in 45.3 percent of the cases when 24 students agreed with their peers in rating the student on the item Initiative.

The least agreement was in 21.2*** percent of the cases when only 11 students agreed with their peers in rating the student in the item Planning materials.

Other agreements between 20 and 29 percent were:

Controlling time and energy	24.5 percent ***
-----------------------------	------------------

Evaluation	26.4 percent ***
------------	------------------

Between 30 and 39 percent were:

Acceptance of differences	30.2 percent **
---------------------------	-----------------

Planning time and energy	32.1 percent **
--------------------------	-----------------

Contribution to the group	33.9 percent *
---------------------------	----------------

Observation	33.9 percent *
-------------	----------------

Controlling money	34.6 percent *
-------------------	----------------

Responsibility	35.8 percent *
Social usage	35.8 percent *
Planning money	35.8 percent *
Leadership	37.7 percent
Care of room	37.7 percent
Supervision	37.7 percent

More than 40 percent agreement included:

Cooperation	41.5 percent
Foods and Nutrition	41.5 percent
Controlling materials	41.5 percent
Aesthetic standards	43.4 percent

The lowest percent of agreement appeared when comparing self to peer, when the range was from 21.2 to 45.3 percent, with all but 5 items in less than 40 percent agreement. Eleven items were in 30 to 39 percent agreement, and only 3 in 20 to 29 percent agreement.

Agreement Among Ratings

Summary of Section

The greatest agreement in the ratings by faculty, self and peer was found to be between the faculty and self ratings, with less among the faculty and peer ratings, and least among the self and peer ratings.

The following table clearly shows the relationship.

Table 1.

Agreement Among Ratings

Percent of Agreement	Number of Items Rated		
	Faculty to self	Faculty to peer	Self to peer
Between 20-29 percent	0	0	3
Between 30-39 percent	1	5	11
Between 40-49 percent	6	11	5
Between 50-59 percent	11	3	0
Over 60 percent	1	0	0
Total	19	19	19

FIGURE A

Agreement — Faculty to Self

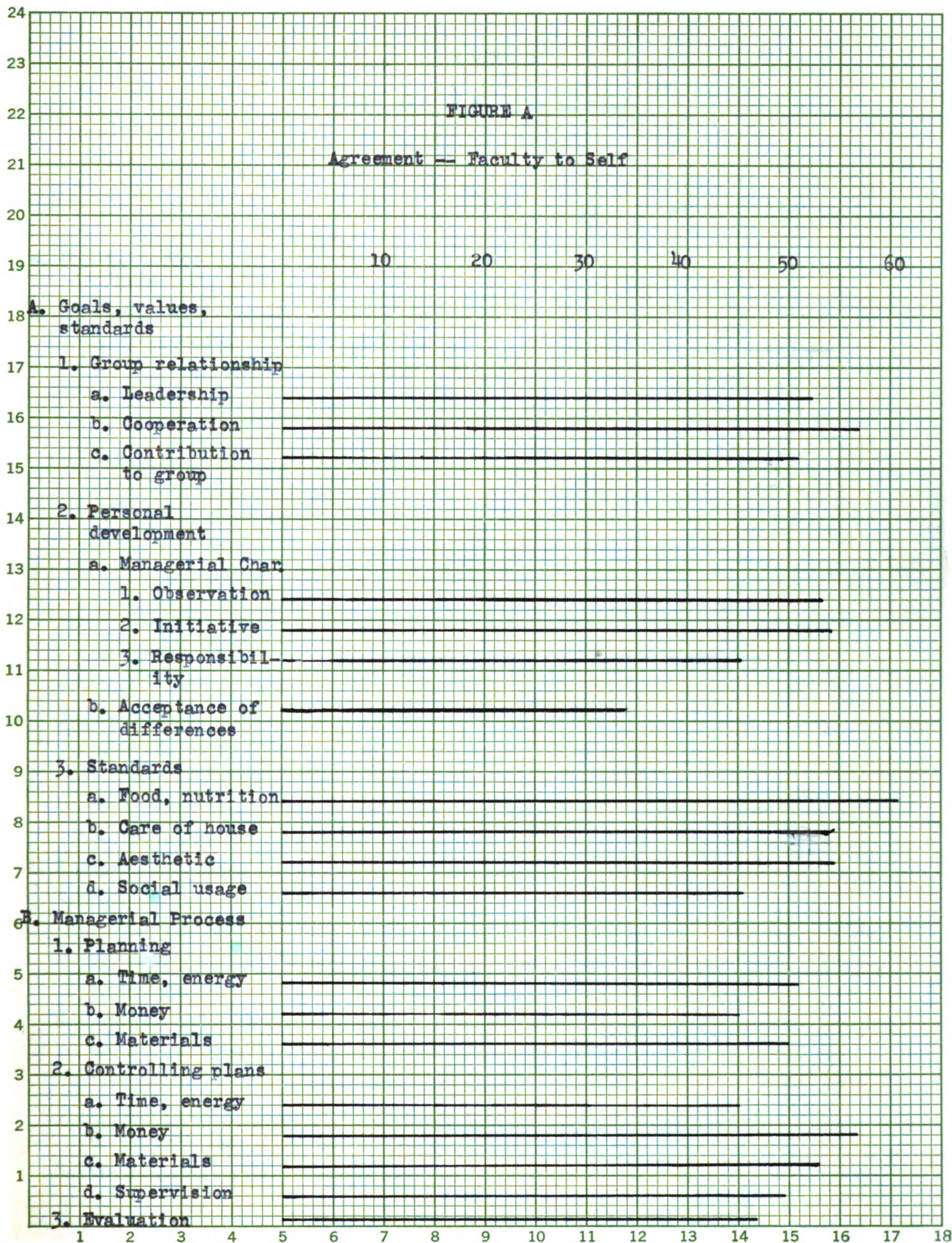


FIGURE B

Agreement -- Faculty to Peer

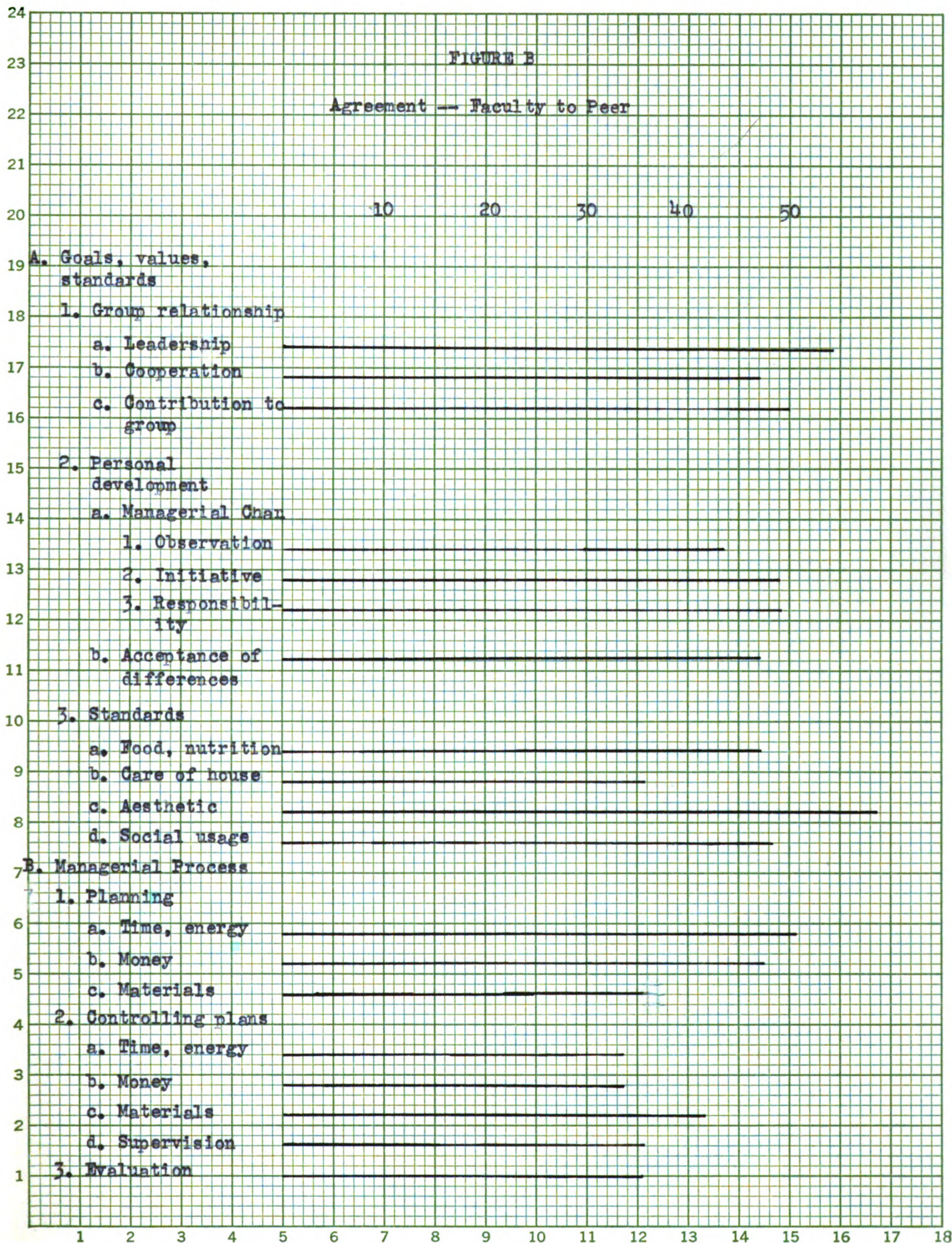
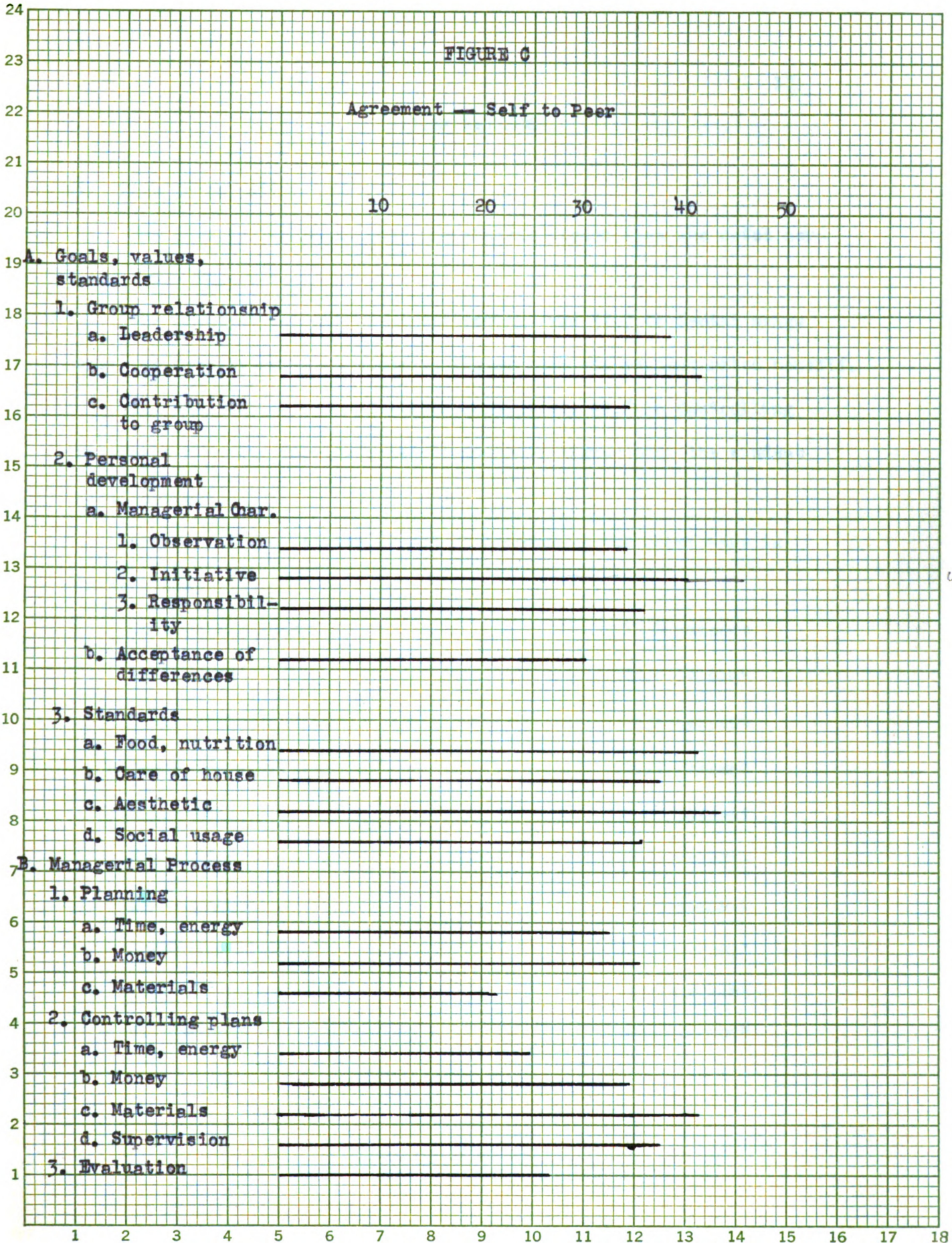


FIGURE C

Agreement — Self to Peer



HIGHER RATINGS

1. Faculty to self

The faculty tended to rate the student higher than she rated herself. See Figure D.

The greatest percent of higher ratings was 37.7 in Social usage when the faculty rated 20 students higher than the student rated herself.

The smallest percent of higher ratings was 20.8 in Controlling materials when the faculty rated 11 students higher than the student rated herself.

Higher ratings between 20 and 29 percent of the cases were in these items:

Controlling money	21.2 percent
Initiative	24.6 percent
Responsibility	24.6 percent
Foods and nutrition	26.4 percent
Supervision	26.4 percent
Evaluation	26.4 percent
Leadership	28.3 percent
Aesthetic standards	28.3 percent
Care of the house	28.3 percent
Controlling time and energy	28.3 percent

Higher ratings in between 30 and 39 percent of the cases were in 7 other items:

Observation	30.2 percent
Acceptance of differences	30.2 percent
Planning materials	30.8 percent
Cooperation	32.1 percent
Contribution to the group	34.0 percent
Planning time and energy	35.8 percent
Planning money	35.8 percent

The range of percentage of higher ratings was from 20.8 to 37.7 percent of the cases when comparing faculty to self ratings, with 11 items rated higher in 20 to 29 percent, and 8 items in 30 to 39 percent of the cases.

2. Faculty to peer

The peer group tended to rate the student higher than the faculty rated her. See Figure E.

The largest percent of higher ratings occurred when rating two items Planning materials and Controlling money when only 13 students or 24.6 per cent of the cases were rated higher by the faculty than by the peers.

The smallest percent of higher ratings occurred when rating the item Supervision when only 7 students or 13.2 percent of the cases were rated higher by the faculty than by the peers.

Nine other higher ratings which were found to be between 10 and 20 percent were:

Leadership	15.1 percent
Initiative	15.1 percent
Controlling materials	15.1 percent
Aesthetic standards	17.0 percent
Social usage	17.0 percent
Planning time and energy	17.0 percent
Evaluation	17.0 percent
Contribution to the group	18.9 percent
Controlling time and energy	18.9 percent

Seven other higher ratings between 20 and 25 percent were:

Observation	20.8 percent
Acceptance of differences	20.8 percent
Care of the house	20.8 percent
Cooperation	22.6 percent
Responsibility	22.6 percent
Foods and nutrition	22.6 percent
Planning money	22.6 percent

The range of percent of higher ratings was from 13.2 to 22.6 percent of the cases, when comparing faculty to peer rating and almost equally divided between the 10 to 19 percent range and the 20 to 29 percent range.

3. Self to peer

The peer group tended to rate the student higher than the student rated herself. See Figure F.

The highest percent of higher ratings by the student than the peer occurred in Acceptance of differences when 13 students or 34 percent of the cases rated themselves higher than their peer group rated them.

The lowest percent of higher ratings by the student occurred in Supervision when only 4 students or 7.5 percent of the cases rated themselves higher than their peer group rated them.

In rating 11 items, the percentage of higher ratings by the student than the peer was under 20 percent:

Social usage	9.4 percent
Initiative	11.3 percent
Planning time and energy	11.3 percent
Contribution to the group	15.1 percent
Controlling materials	15.1 percent
Leadership	17.0 percent
Observations	17.0 percent
Care of house	17.0 percent
Cooperation	18.9 percent
Aesthetic standards	18.9 percent
Planning money	18.9 percent

In rating six items the percentage of higher ratings by the student than the peer was between 20 and 29 percent.

Foods and nutrition	20.3 percent
Planning materials	23.1 percent
Responsibility	24.6 percent
Controlling time and energy	24.6 percent
Controlling money	24.6 percent
Evaluation	24.6 percent

The range of percentage of higher ratings was from 7.5 to 34.0 percent when comparing self to peer ratings, with 12 items rated higher in less than 20 percent, and 6 items in 20 to 29 percent, and only 1 item in over 30 percent of the cases.

HIGHER RATINGS

Summary of Section

The faculty tended to rate the student higher than she rated herself, but the peer group rated the student higher than either the faculty or the student rated herself.

The following table clearly shows the relationship.

Table 2.

Percent of Higher Ratings	Number of Items Rated		
	Faculty to self	Faculty to peer	Self to peer
Below 10 percent	0	0	2
Between 10 and 19 percent	0	10	10
Between 20 and 29 percent	11	9	6
Between 30 and 39 percent	8	0	1
Total	19	19	19

FIGURE D

Higher Rating — Faculty to Self

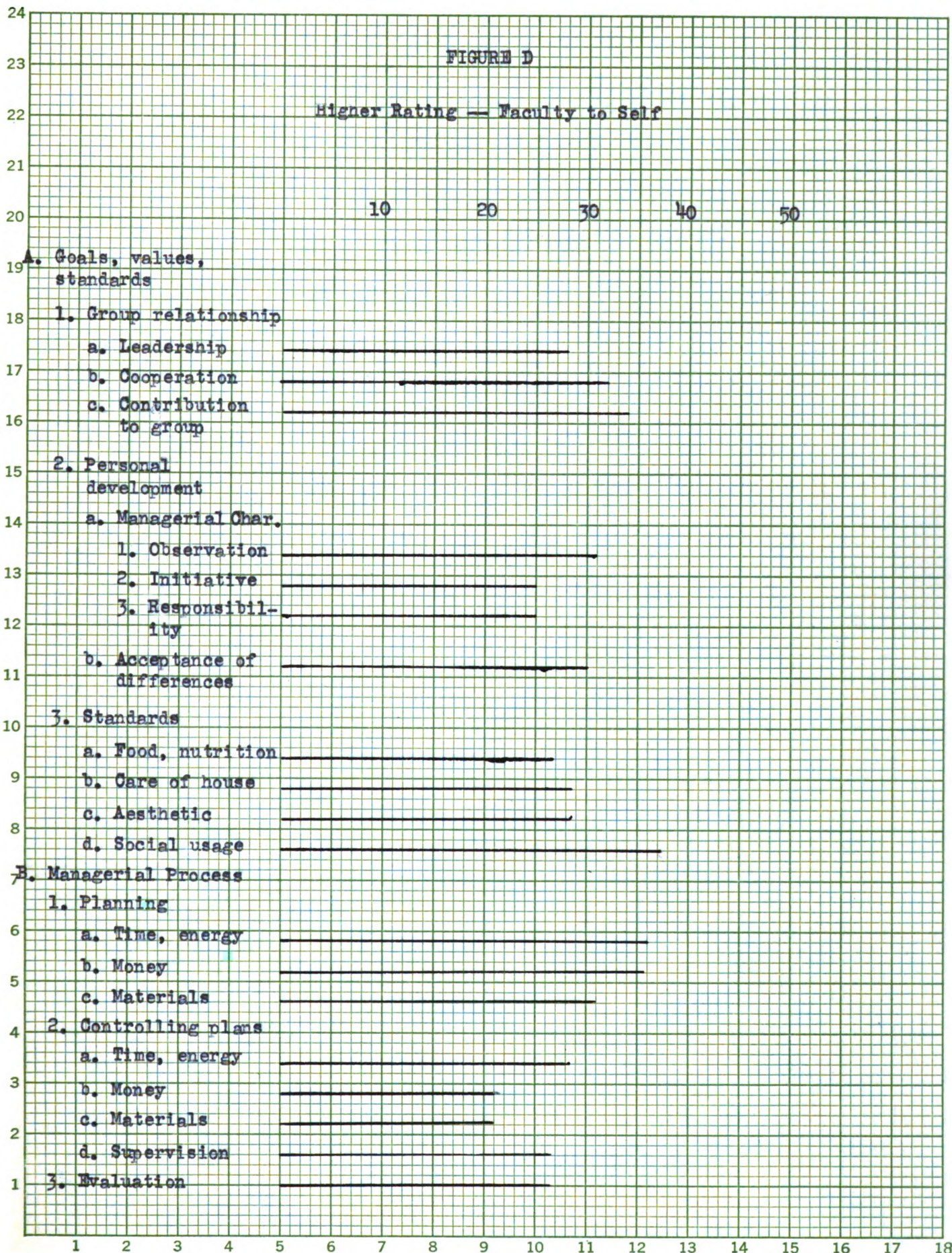


FIGURE E

Higher Rating -- Faculty to Peer

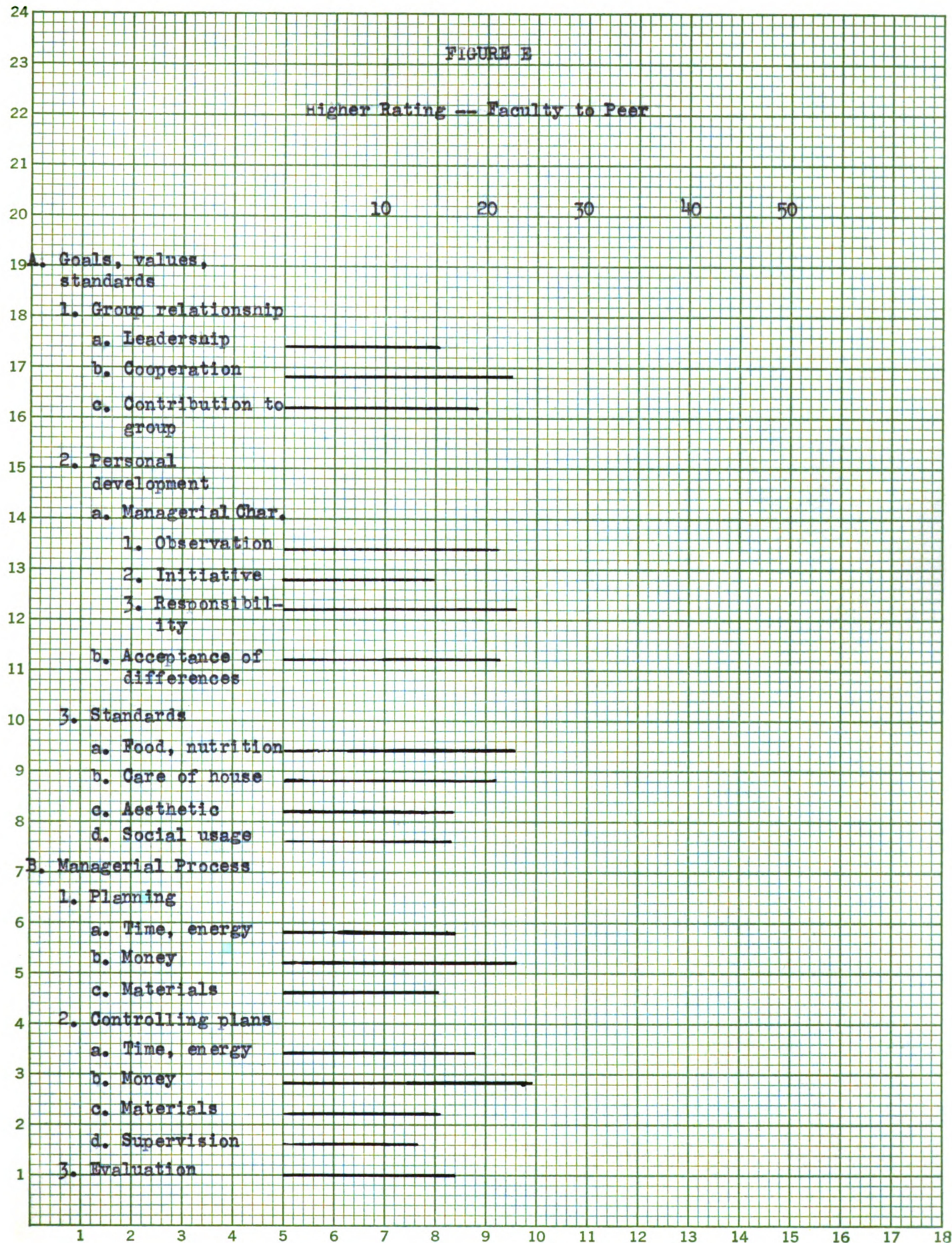
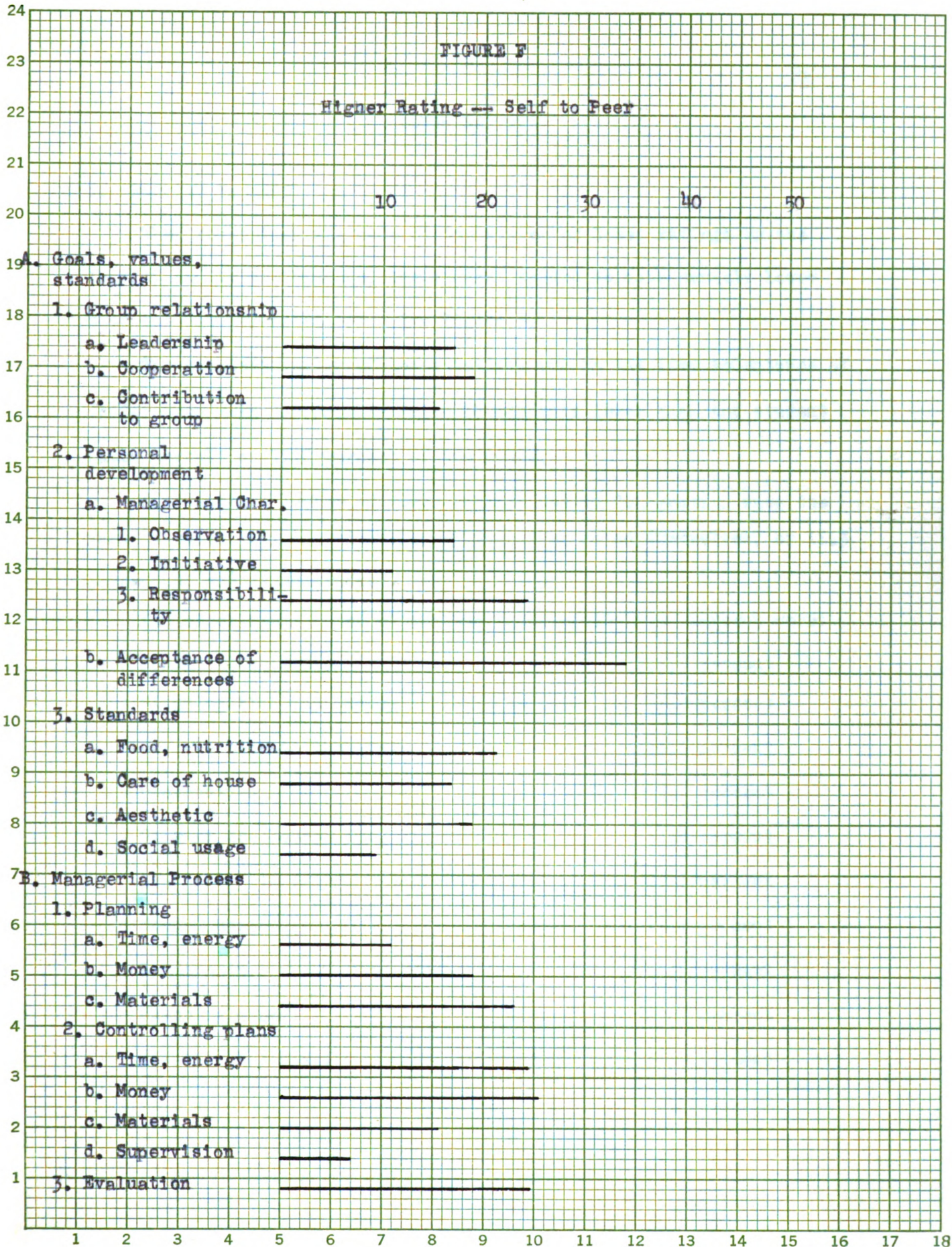


FIGURE F

Higher Rating — Self to Peer



LOWER RATINGS

1. Faculty to self

When comparison was made of the number of lower ratings by the faculty and by the student, the student tended to rate herself lower than the faculty rated her. See Figure G.

The greatest number of lower ratings was in the item Acceptance of differences when the faculty rated 19 students lower than the student rated herself or 35.8 percent of the cases.

The smallest number of lower ratings was in Cooperation when the faculty rated only 6 students lower than they rated themselves, or 11.3 percent of the cases studied.

Ten other items rated within the range of 10 to 20 percent were:

Foods and nutrition	13.2 percent
Planning time and energy	13.2 percent
Contribution to the group	15.1 percent
Observation	17.0 percent
Care of the house	17.0 percent
Aesthetic standards	17.0 percent
Social usage	17.0 percent
Leadership	18.9 percent
Planning money	18.9 percent
Planning materials	19.2 percent

Five items were rated within the range of 20 to 29 percent:

Initiative	22.6 percent
Supervision	24.5 percent
Controlling materials	26.4 percent
Evaluation	26.4 percent
Controlling money	26.9 percent

Two other items rated comparatively high in percentage of occurrence among the lower ratings.

Responsibility	30.2 percent
Controlling time and energy	30.2 percent

When comparing lower ratings by faculty and student the range of percentage of lower ratings was from 11.3 to 35.8 percent of the cases. Eleven items were rated lower in 10 to 19 percent of the cases, 5 in 20 to 29 percent and 3 in 30 to 39 percent.

2. Faculty to peer

When comparison was made of the lower ratings by the faculty and by the peer group of the student, the faculty was found to rate the student lower than the peer. See Figure H.

The largest number of lower ratings was in Evaluation when 25 students or 47.2 percent of the cases studied were rated lower by the faculty than by the peer group.

The smallest number of lower ratings was in Aesthetic standards when 13 students or 24.5 percent of the cases were rated lower by the faculty than by the peer group.

Within the range of 20 to 29 percent, 2 other items which were rated lower by the faculty were:

Controlling time and energy	27.2 percent
Responsibility	28.3 percent

Within the range of 30 to 39 percent were 11 items rated lower by the faculty:

Leadership	30.2 percent
Cooperation	30.2 percent
Food and nutrition	30.2 percent
Planning money	30.2 percent
Contribution to the group	32.1 percent
Acceptance of differences	32.1 percent
Planning time and energy	32.1 percent
Observation	35.8 percent
Initiative	35.8 percent
Social usage	39.6 percent
Planning materials	39.6 percent

Within 40 to 49 percent 4 other items were rated lower by the faculty:

Controlling money	41.5 percent
Supervision	41.5 percent
Care of the house	43.4 percent
Controlling materials	43.4 percent

When comparing lower ratings by faculty and peer, the range of percentage of lower ratings was from 24.5 to 47.2 percent of the cases. Three items were in the 20 to 29 percent range, 11 in the 30 to 39 percent, and 5 items in more than 40 percent of the cases.

3. Self to peer

When comparison was made of lower ratings by the student herself with those of the peer group when rating the student, the student rated herself lower considerably more often than the peer group. See Figure I.

The greatest number of lower ratings was in the item Planning time and energy when 30 students, or 56.6 percent of the students in one study rated themselves lower than the peer group rated them.

The smallest number of lower ratings was in the item Acceptance of differences when 19 students or 35.8 percent of the cases studied rated themselves lower than the peer group rated them.

Other items rated lower by self than peer in the range of 30 to 39 percent were:

Foods and nutrition	37.7 percent
Aesthetic standards	37.7 percent
Cooperation	39.6 percent
Responsibility	39.6 percent

Items rated lower by self than peer in the range of 40 to 49 percent were:

Controlling money	40.4 percent
-------------------	--------------

Initiative	43.4 percent
Controlling materials	43.4 percent
Leadership	45.3 percent
Care of the house	45.3 percent
Planning money	45.3 percent
Observation	49.1 percent
Evaluation	49.1 percent

Items rated lower by self than peer in the range of 50 to 59 percent were:

Controlling time and energy	50.9 percent
Contribution to the group	50.9 percent
Supervision	52.8 percent
Social usage	54.7 percent
Planning materials	55.8 percent

When comparing lower ratings of self and peer, the range was in 35.8 to 56.6 percent of the cases. Only 5 items were rated lower in 30 to 39 percent of the cases. Eight items were rated lower in 40 to 49 percent and 6 in more than 50 percent of the cases.

LOWER RATINGS

Summary of Section

The faculty tended to rate the student lower than she rated herself in only a small number of cases. The faculty rated the student lower than the peer group rated her more often. The student rated herself lower than the peer group rated her considerably more often.

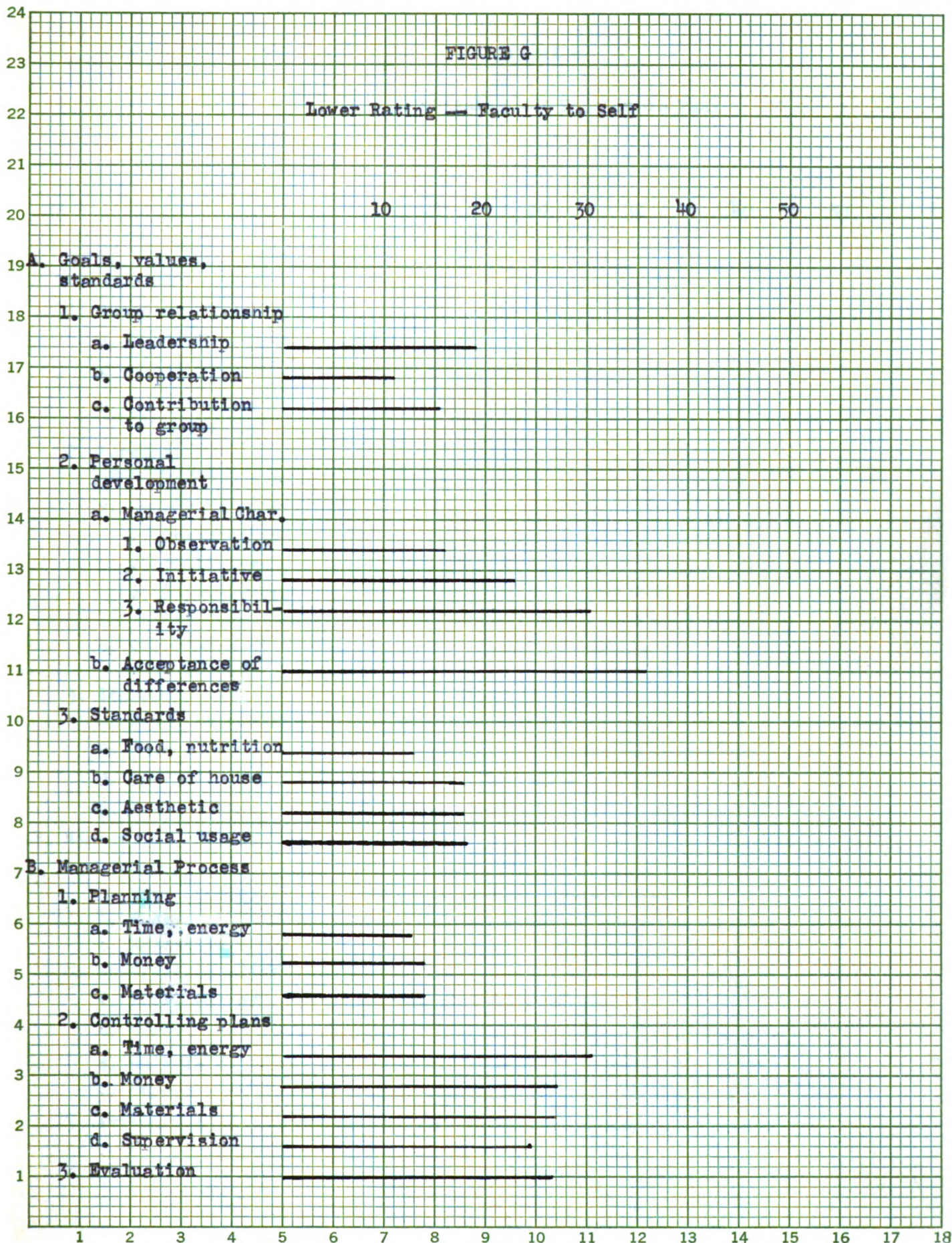
The following table clearly shows this relationship.

Table 3.

Percent of Lower Ratings	Number of Items Rated		
	Faculty to self	Faculty to peer	Self to peer
Between 10 - 19 percent	11	0	0
Between 20 - 29 percent	5	3	0
Between 30 - 39 percent	3	11	5
Between 40 - 49 percent	0	5	8
Between 50 - 59 percent	0	0	6
Total	19	19	19

FIGURE C

Lower Rating — Faculty to Self



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FIGURE 4

Lower Rating --- Faculty to Peer

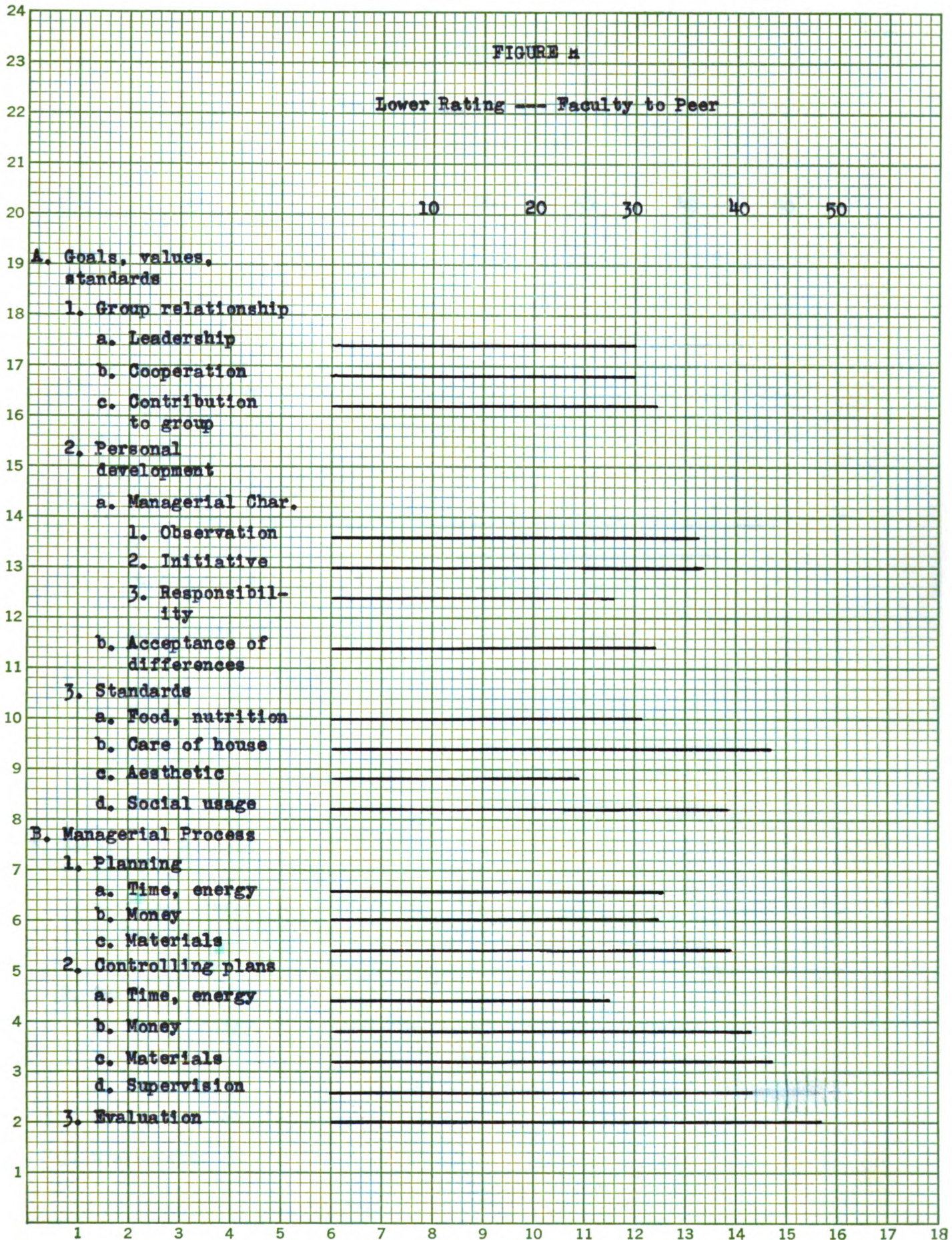
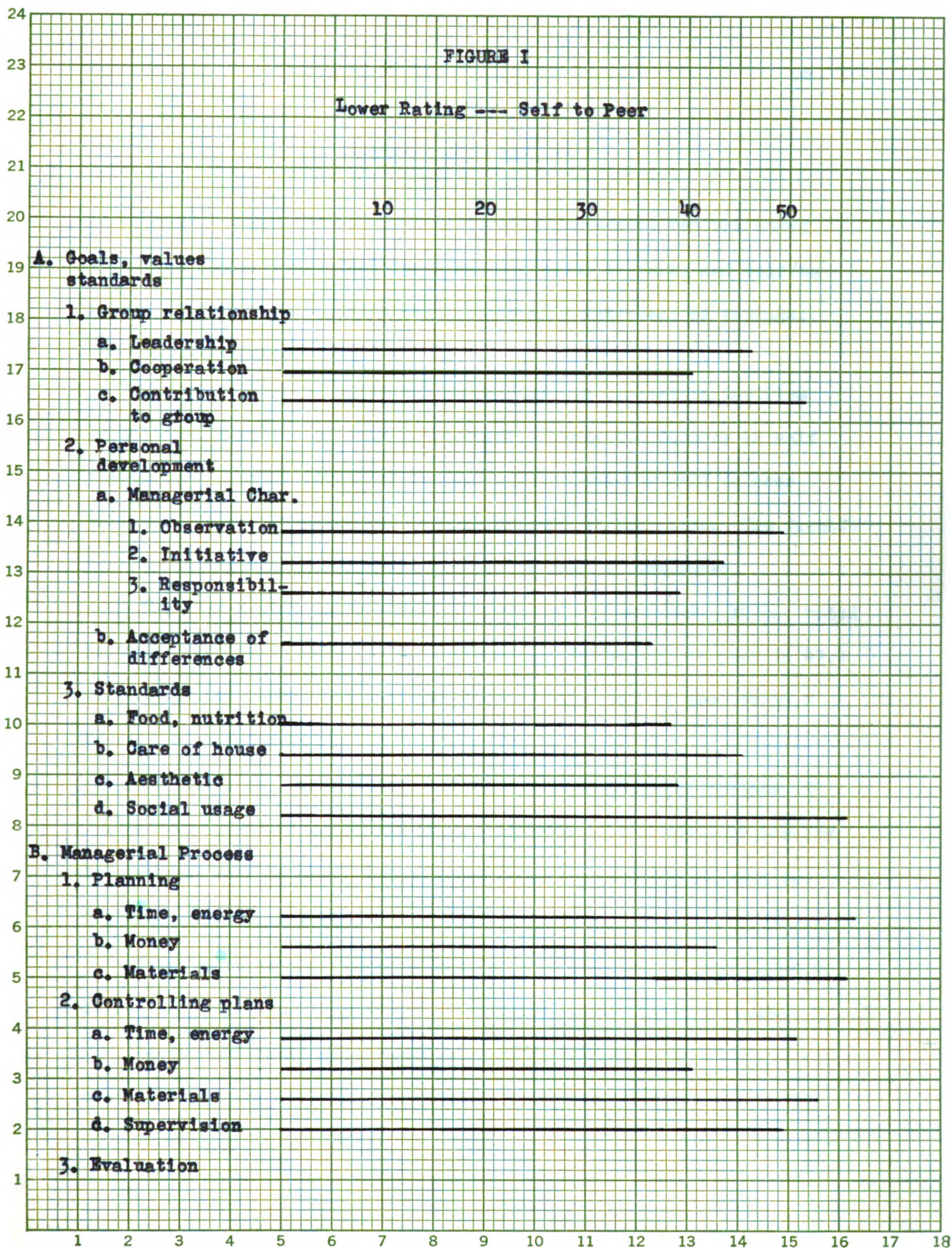
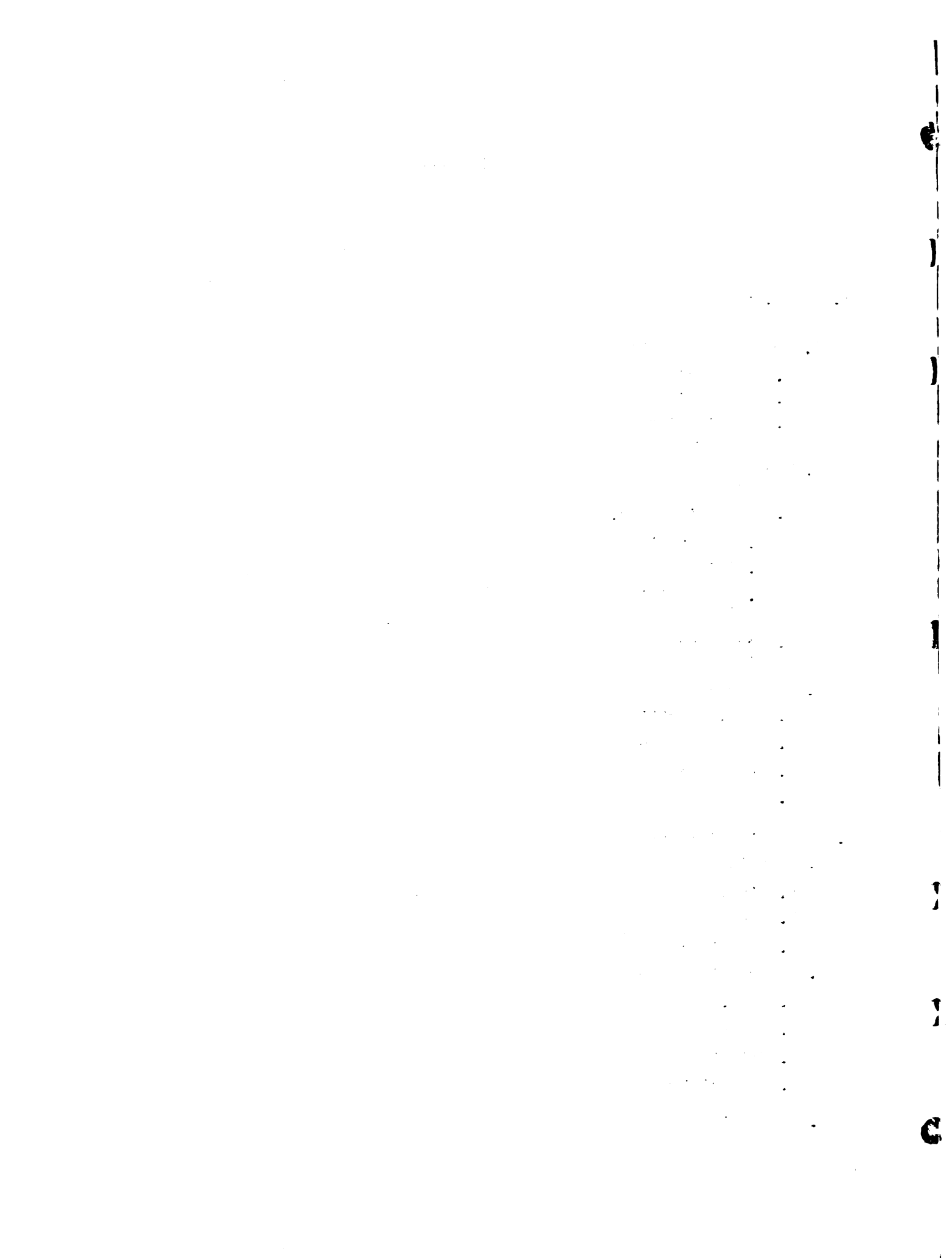


FIGURE I

Lower Rating --- Self to Peer





DISCUSSION OF FINDINGS

AGREEMENT AMONG RATINGS

Chart 1 shows the spread in percent of agreement ratings among the three comparisons, faculty to self, faculty to peer, and self to peer. In this section there was considerable agreement on ratings.

A. Agreements.

The percentage of agreement in ratings was closest in the item Initiative, a spread of only 7.5 percent between the faculty to self rating which was in agreement in 52.8 percent and the self to peer rating which was in agreement in 45.3 percent of the cases. The faculty to peer rating was in agreement in 49.1 percent of the cases.

The item Social usage showed a spread of 9.5 percent. It was rated alike by faculty to self in 45.3 percent and by faculty to peer in 43.4 percent of the cases, and somewhat lower by the self to peer in 35.8 percent of the cases.

Another item, Controlling materials with a spread of ratings of 11.3 percent, showed agreement in 41.5 percent of the cases by faculty to peer and self to peer, and somewhat higher by faculty to self in 52.8 percent of the cases.

Planning money was rated in agreement by faculty to self in 45.3 percent of the cases studied and by faculty to peer in 47.2 percent.

Leadership found close agreement in faculty to self in 52.8 percent of the cases with faculty to peer in 54.7 percent.

Contribution to the group was rated in agreement by faculty to self in 50.9 percent of the cases and by faculty to peer in 49.0 percent.

Comparison of ratings of the item Controlling money found the faculty to peer agreeing in 33.9 percent and self to peer in 34.6 percent of the cases studied.

Care of the house was rated by the same two groups, faculty to peer, in 35.8 percent, and self to peer in agreement in 37.7 percent of the cases.

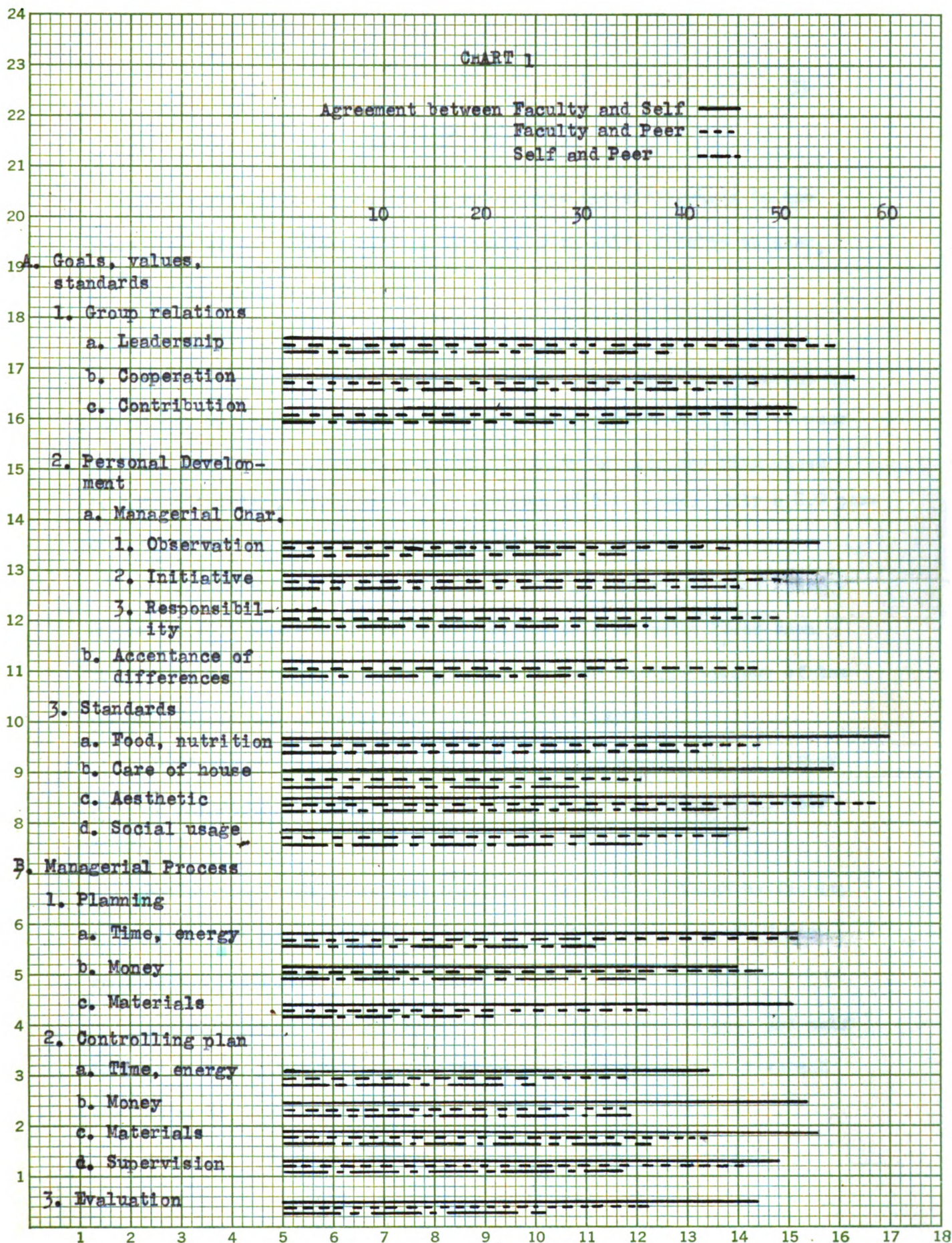
Both faculty to self and faculty to peer rated the item Planning time and energy in agreement in 50.9 percent of the cases.

There were more similarities in agreement ratings than differences.

B. Differences

Only one item was consciously different. The item Planning materials showed a spread of 27.8 percent** when faculty to self were in a agreement in 50.0 percent of the cases and self to peer only in 21.2 percent of the cases.

In the comparison of agreement ratings by the three groups, faculty to self, faculty to peer, and self to peer, the range was from agreement to the greatest difference which was 27.3 percent, significant at the .01 level.



HIGHER RATINGS

There were similar numbers of agreements and differences in the comparison of the higher ratings by faculty to self, faculty to peer, and self to peer. See Chart 2.

A. Agreement

Responsibility is the item on which there was closest agreement in the higher ratings. Faculty to self was in agreement with self to peer in 24.6 percent of the cases studied. Faculty to peer was also close to this with higher ratings in 22.6 percent of the cases. Only a 2.0 percent spread of ratings was found.

Controlling money was in close agreement. Faculty to self rated higher in 20.9 percent of the cases and was only slightly lower than faculty to peer in 24.6 percent and self to peer in 25.0 percent of the cases. The spread of percentages was only 3.8 percent.

Foods and nutrition is an item in which close agreement in higher ratings was found by faculty to peer in 22.6 percent and self to peer in 20.8 percent of the cases.

Evaluation found close agreement between higher ratings by faculty to self in 26.4 percent of the cases and by self to peer in 24.5 percent of the cases.

Leadership was in close agreement between faculty to peer and self to peer when the former rated higher in 15.1 percent of the cases and the latter in 17.0 percent.

Aesthetic standards showed closeness in percent of higher ratings when faculty to peer rated it higher in 17.0 percent and self to peer in 18.9 percent of the cases.

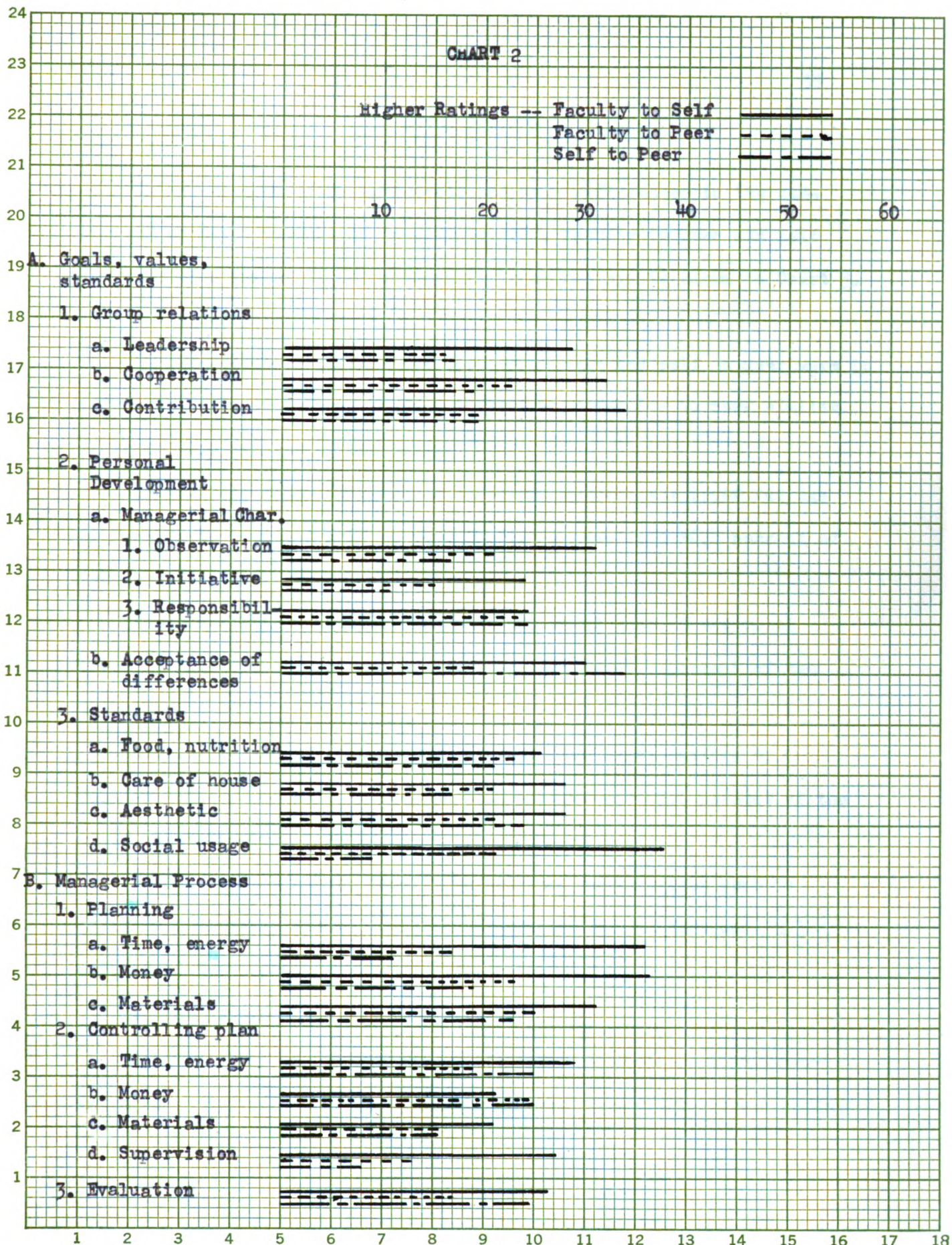
B. Differences

The greatest difference in higher ratings appeared in Social usage with a spread of 28.3 percent.** Faculty to self rated higher in 37.7 percent and self to peer in only 9.4 percent of the cases studied. A spread of 20.7 percent was found between faculty and self and faculty and peer.

Planning time and energy showed considerable difference when faculty to self rated it higher in 35.9 percent and self to peer in 11.3 percent of the cases, a difference of 24.6 percent.** Comparison of the higher ratings by faculty to self in 35.9 percent of the cases to faculty to peer in only 17.0 percent of the cases, showed a difference of 18.9 percent.*

Supervision was rated higher by faculty to self in 26.4 percent in contrast to only 7.5 percent of the cases by self to peer, a difference of 18.9 percent.*

In the comparison of higher ratings by the three groups, faculty to self, faculty to peer, and self to peer the closest agreements were within 1.9 percent. The greatest difference was 28.3 percent. Of the differences, two were significant at the .01 level, and 3 were at the .05 level.



LOWER RATINGS

There were few close agreements and many differences in the comparison of lower ratings of faculty to self, faculty to peer and self to peer. The spread of percentages in lower ratings is shown in Chart 3.

A. Agreements

In Acceptance of differences faculty to self and self to peer were in agreement on lower ratings in 35.8 percent with faculty to peer similar to it in 42.0 percent of the cases.

Controlling money found close agreement between the lower ratings by faculty to peer and self to peer in 41.5 percent and 40.4 percent of the cases respectively.

In Controlling materials agreement was found when it was rated lower by both faculty to peer and self to peer in 43.4 percent of the cases.

Evaluation showed closeness in agreement on lower ratings by faculty to peer and self to peer in 47.2 percent and 49.1 percent of the cases respectively.

In Care of the house, faculty to self and self to peer were in relatively close agreement in lower ratings in 43.9 percent and 45.3 percent of the cases.

B. Differences

Planning time and energy showed the greatest difference in lower ratings. A difference of 43.4^{***} percent appeared between the lower rating

by faculty to self and self to peer in 13.2 percent and 56.6 percent of the cases. In this same item, faculty to self rated lower in 13.2 percent of the cases which when compared to faculty to peer lower rating 32.1 percent of the cases showed difference of 18.9 percent.*

Social usage showed a spread or difference of 37.7 percent** in the lower ratings. Faculty to self rated the item lower in 17.0 percent of the cases compared to self to peer in 54.7 percent of the cases. Comparing faculty to self with faculty to peer in 39.6 percent of the cases showed a difference of 22.6 percent.*

Planning materials was rated lower by faculty to self in 19.2 percent of the cases and by self to peer in 55.8 percent of the cases, a difference of 36.6 percent.**

Contribution to the group showed a difference of 35.9 percent** when faculty to self rated the item lower in 15.1 percent of the cases and self to peer in 51.0 percent.

Observation with a spread of 32.1 percent** was rated lower by faculty to peer in 17.0 percent and by self to peer in 49.1 percent of the cases.

Cooperation was rated lower by faculty to self in 11.3 percent of the cases and by self to peer in 39.6 percent, a difference of 28.3 percent.**

Care of the house showed a similar difference of 28.3 percent** when faculty to self rated it lower in 17.0 percent of the cases and self to peer in 45.3 percent. Faculty to self compared to faculty to

peer with lower ratings in 43.4 percent of the cases showed a difference of 26.4 percent.*

Supervision showed a difference of 23.3 percent** between faculty to self in 24.5 percent and self to peer in 52.8 percent of the cases.

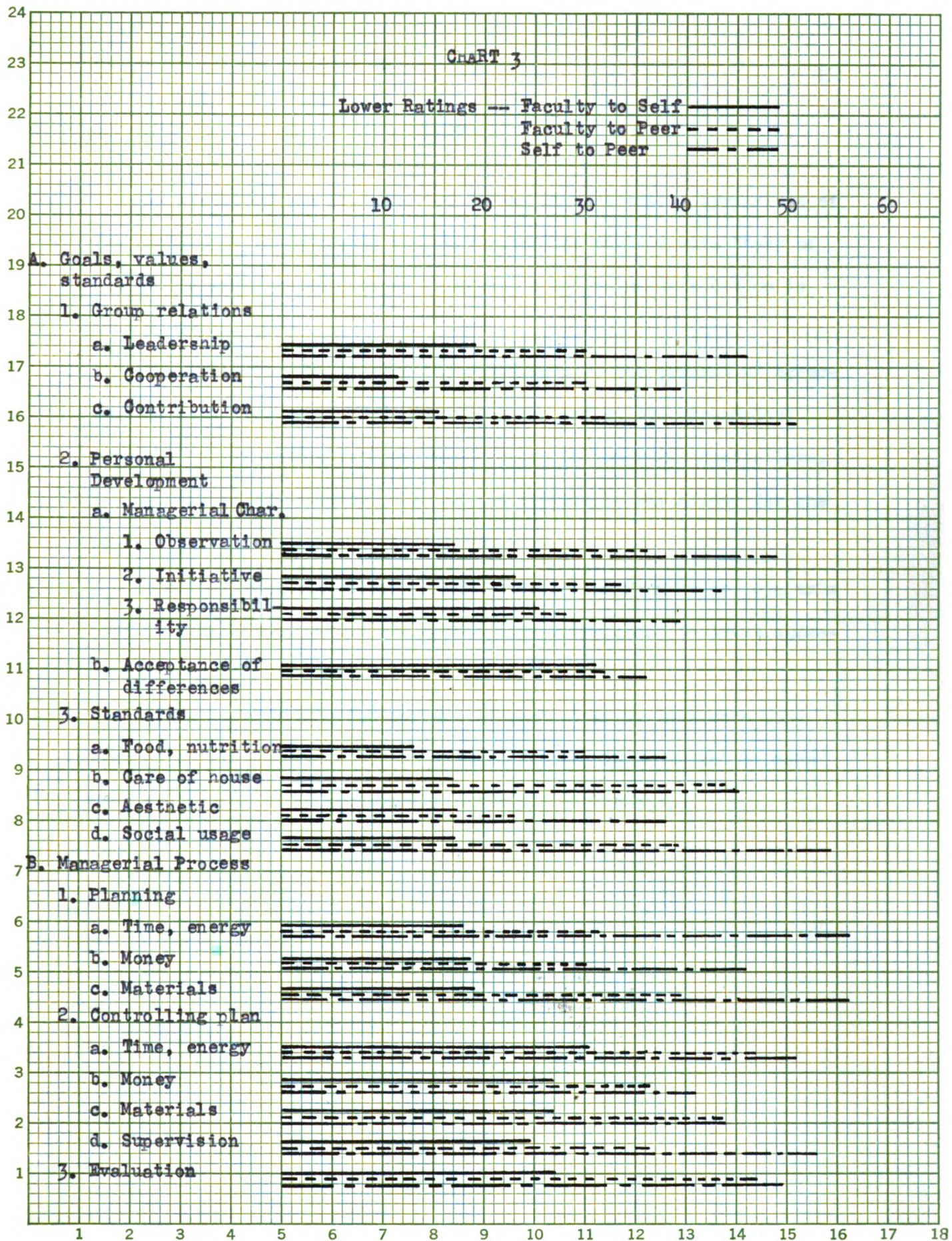
Leadership showed a difference of 26.4 percent* in lower ratings by faculty to self in 18.9 percent of the cases and self to peer in 45.3 percent.

Planning money also had a difference of 26.4 percent* in lower ratings between faculty to self in 18.9 percent of the cases and self to peer in 45.3 percent.

In Foods and nutrition the difference of 24.9 percent* appeared between lower ratings by faculty to self and self to peer in 13.0 percent and 37.7 percent of the cases respectively.

Aesthetic standards showed a difference of 20.7 percent* in lower ratings by faculty to self in 17.0 percent and by self to peer in 37.7 percent of the cases.

In the comparison of lower ratings by the three groups the range was from agreement to 43.4 percent difference. Of the differences, one was at the .001 level of significance, 7 were at the .01 level and 7 at the .05 level.



PART 2

As stated in the Introduction it was thought that a comparison of the ratings of the students who were under one adviser with those of the entire group might make an interesting and valuable addition to this study.

The following tables show the comparison of the percent of agreement on each item rated by the entire group and by the one-adviser group. The difference between them appears in the right-hand column. The percent is preceded by a (+) if the difference was higher for the one adviser and by a (-) if it was lower.

The item or items in each group in which the faculty and students were in greatest agreement are marked with a (##), and in least agreement with a (#).

Items rated within 2.0 percent of each other or less were considered in close agreement, and those differing 10.0 percent or more were considered to be arbitrarily lacking in agreement.

Table 4.

AGREEMENT — FACULTY TO SELF

	Entire	One adviser	Difference
1. Controlling materials	52.8 %	64.9 %	# 12.1 %
2. Controlling time & energy	41.5 %	51.3 %	+ 9.8 %
3. Observation	52.8 %	62.1 %	+ 9.3 %
4. Planning materials	50.0 %	58.3 %	+ 8.3 %
5. Initiative	52.8 %	60.0 %	+ 7.2 %
6. Evaluation	47.2 %	54.0 %	+ 6.8 %
7. Contribution	50.9 %	57.1 %	+ 6.2 %
8. Responsibility	45.3 %	51.3 %	+ 6.0 %
9. Foods and nutrition	60.4 %	64.9 %	+ 4.5 %
10. Cooperation	56.6 %	60.0 %	+ 3.4 %
11. Planning money	45.3 %	48.6 %	+ 3.3 %
12. Care of house	54.7 %	57.1 %	+ 2.4 %
13. Supervision	49.1 %	51.3 %	+ 2.2 %
14. Leadership	52.8 %	54.0 %	## + 1.2 %
15. Planning time and energy	50.9 %	51.3 %	## + 0.4 %
16. Aesthetic	54.7 %	54.0 %	## - 0.7 %
17. Acceptance of differences	34.0 %	32.5 %	## - 1.5 %
18. Controlling money	51.9 %	45.9 %	- 6.0 %
19. Social usage	45.3 %	34.1 %	# -10.2 %

Agreement — Faculty to Self

Similarities:

Planning time and energy was rated in closest agreement by the entire group (50.9 percent) and the one adviser group (51.3 percent), a difference of only 0.4 percent. Three other items in close agreement were: Aesthetic standards (0.7 percent difference), Leadership (1.2 percent difference) and Acceptance of differences (1.5 percent difference).

Differences:

The chief differences between the entire group and one-adviser group ratings were in Controlling of materials (12.1 percent) and Social usage (10.2 percent). In the first item the one faculty adviser rating was higher, in the other item it was lower.

Table 5.

AGREEMENT -- FACULTY TO PEER

	Entire	One adviser	Difference
1. Initiative	40.1 %	62.1 %	#413.0%
2. Foods and nutrition	47.2 %	57.1 %	+ 9.9 %
3. Supervision	45.3 %	54.0 %	+ 8.7 %
4. Responsibility	49.1 %	57.1 %	+ 8.0 %
5. Social usage	43.4 %	51.3 %	+ 7.9 %
6. Leadership	54.7 %	62.1 %	+ 7.4 %
7. Planning materials	35.8 %	43.2 %	+ 7.4 %
8. Evaluation	35.8 %	43.2 %	+ 7.4 %
9. Planning money	47.2 %	54.5 %	+ 7.3 %
10. Controlling time and energy	33.9 %	40.5 %	+ 6.6 %
11. Controlling materials	41.5 %	45.9 %	+ 4.4 %
12. Planning time and energy	50.9 %	54.5 %	+ 3.6 %
13. Observation	43.4 %	45.9 %	+ 2.5 %
14. Aesthetic	58.5 %	60.0 %	##+ 1.5 %
15. Care of house	35.8 %	35.1 %	##- 0.7 %
16. Cooperation	47.2 %	45.9 %	##- 1.3 %
17. Controlling money	33.9 %	32.5 %	##- 1.4 %
18. Accepting differences	48.6 %	47.2 %	##- 1.4 %
19. Contribution to group	49.0 %	43.2 %	- 5.8 %

Agreement — Faculty to Peer

Similarities:

The greatest similarity was in Care of the House. It was rated in agreement by the entire group (35.8 percent) and by the one adviser group (35.1 percent), a difference of only 0.7 percent.

Four other items in close agreement were: Cooperation (1.3 percent difference), Controlling money (1.4 percent difference), Acceptance of differences (1.4 percent difference) and Aesthetic standards (1.5 percent difference).

Differences:

There was only one difference of more than 10.0 percent. The one adviser group rated Initiative higher by 13.0 percent.

Table 6.

HIGHER RATINGS — FACULTY TO SELF

	Entire	One adviser	Difference
1. Social usage	37.7 %	45.9 %	+ 8.2 %
2. Planning time and energy	35.9 %	37.3 %	##+ 1.9 %
3. Aesthetic	28.3 %	29.9 %	##+ 1.6 %
4. Leadership	28.3 %	29.9 %	##+ 1.6 %
5. Cooperation	32.1 %	32.5 %	##+ 0.4 %
6. Controlling money	21.2 %	21.6 %	##+ 0.4 %
7. Controlling time and energy	28.3 %	27.0 %	##- 1.3 %
8. Care of house	28.3 %	27.0 %	##- 1.3 %
9. Contribution to group	34.0 %	32.5 %	##- 1.5 %
10. Evaluation	26.4 %	24.3 %	- 2.1 %
11. Supervision	26.4 %	24.3 %	- 2.1 %
12. Foods and nutrition	26.4 %	24.3 %	- 2.1 %
13. Initiative	24.6 %	21.6 %	- 3.0 %
14. Acceptance of differences	30.2 %	27.0 %	- 3.2 %
15. Planning money	35.9 %	32.5 %	- 3.4 %
16. Controlling materials	20.8 %	16.2 %	- 4.6 %
17. Responsibility	24.6 %	18.9 %	- 5.7 %
18. Planning materials	30.8 %	25.0 %	- 5.8 %
19. Observation	30.2 %	21.6 %	- 8.6 %

Higher Ratings — Faculty to Self

Similarities:

There were eight items in close agreement between the two groups of ratings. The two closest (0.4 percent of difference) were Controlling money and Cooperation. Other close agreements were: Controlling time and energy (1.3 percent), Care of the house (1.3 percent), Contribution to the group (1.5 percent), Leadership (1.6 percent), Aesthetic standards (1.6 percent) and Planning time and energy (1.9 percent).

Differences:

There were no differences greater than 10.0 percent.

Table 7.

HIGHER RATINGS -- FACULTY TO PEER

	Entire	One adviser	Difference
1. Contribution to group	18.9 %	18.9 %	## .0 %
2. Cooperation	22.6 %	21.6 %	##- 1.0 %
3. Care of house	23.3 %	27.0 %	##- 1.3 %
4. Controlling money	24.6 %	21.6 %	- 3.0 %
5. Planning time and energy	17.0 %	13.5 %	- 3.5 %
6. Aesthetic	17.0 %	13.5 %	- 3.5 %
7. Observation	20.8 %	16.2 %	- 4.6 %
8. Controlling time and energy	18.9 %	13.5 %	- 5.4 %
9. Foods and nutrition	22.6 %	16.2 %	- 6.4 %
10. Responsibility	22.6 %	16.2 %	- 6.4 %
11. Initiative	15.1 %	8.1 %	- 7.0 %
12. Leadership	15.1 %	8.1 %	- 7.0 %
13. Acceptance of differences	20.8 %	13.5 %	- 7.3 %
14. Planning materials	24.6 %	16.2 %	- 8.4 %
15. Planning money	22.6 %	13.5 %	- 9.1 %
16. Supervision	13.2 %	2.7 %	#-10.5 %
17. Evaluation	17.0 %	5.4 %	#-11.6 %
18. Social usage	17.0 %	5.4 %	#-11.6 %
19. Controlling materials	15.1 %	2.7 %	#-12.4 %

Higher Ratings -- Faculty to Peer

Similarities:

There were three items in close agreement between the two groups of ratings. The closest was in Contribution to the group where the two groups agreed. Two other items were Cooperation (1.0 percent) and Care of the house (1.3 percent) in which there was close agreement.

Differences:

There were four items on which there was greater than 10.0 percent difference: Supervision (10.5 percent), Evaluation (11.6 percent), Social usage (11.6 percent) and Controlling materials (12.4 percent). All of these items were rated higher more often by the entire group than the one adviser group.

Table 8.

LOWER RATINGS — FACULTY TO SELF

	Entire	One adviser	Difference
1. Acceptance of differences	35.3 %	40.5 %	+ 4.7 %
2. Controlling money	26.9 %	29.9 %	+ 3.0 %
3. Social usage	17.0 %	18.9 %	##+ 1.9 %
4. Planning money	18.9 %	18.9 %	## .0 %
5. Supervision	24.5 %	24.3 %	##- 0.2 %
6. Responsibility	30.2 %	29.9 %	##- 0.3 %
7. Aesthetic	17.0 %	16.2 %	##- 0.8 %
8. Care of house	17.0 %	16.2 %	##- 0.8 %
9. Observation	17.0 %	16.2 %	##- 0.8 %
10. Planning time and energy	13.2 %	10.8 %	- 2.4 %
11. Foods and nutrition	13.2 %	10.8 %	- 2.4 %
12. Leadership	13.9 %	16.2 %	- 2.7 %
13. Planning materials	19.2 %	16.2 %	- 3.0 %
14. Cooperation	11.3 %	8.1 %	- 3.2 %
15. Initiative	22.6 %	18.9 %	- 3.7 %
16. Contribution to group	15.1 %	10.8 %	- 4.3 %
17. Evaluation	26.4 %	21.6 %	- 4.8 %
18. Controlling materials	26.4 %	18.9 %	- 7.5 %
19. Controlling time and energy	30.2 %	21.6 %	- 8.6 %

Lower Ratings — Faculty to Self

Similarities:

There were seven items in close agreement between the two groups rating: Planning money, an item in which the two groups agreed, Supervision (0.2 percent), Responsibility (0.3 percent), Aesthetic standards (0.3 percent), Care of house (0.3 percent), Observation (0.3 percent) and Social usage (1.9 percent).

Differences:

There were no differences greater than 10.0 percent.

Table 9.

LOWER RATINGS — FACULTY TO PEER

	Entire	One adviser	Difference
1. Controlling time and energy	27.2 %	45.9 %	+18.7 %
2. Controlling materials	43.4 %	51.3 %	+ 7.9 %
3. Acceptance of differences	32.0 %	37.3 %	+ 5.3 %
4. Contribution to group	32.1 %	37.3 %	+ 5.2 %
5. Controlling money	41.5 %	45.9 %	+ 4.4 %
6. Evaluation	47.2 %	51.3 %	+ 4.1 %
7. Social usage	39.6 %	43.2 %	+ 3.6 %
8. Aesthetic	24.5 %	27.0 %	+ 2.5 %
9. Cooperation	30.2 %	32.5 %	+ 2.3 %
10. Observation	35.8 %	37.8 %	##+ 2.0 %
11. Supervision	41.5 %	43.2 %	##+ 1.7 %
12. Planning materials	39.6 %	40.5 %	##+ 0.9 %
13. Planning time and energy	32.4 %	32.5 %	##+ 0.1 %
14. Planning money	18.9 %	18.9 %	## .0 %
15. Care of house	43.4 %	43.2 %	##- 0.2 %
16. Leadership	30.2 %	29.9 %	##- 0.3 %
17. Responsibility	23.3 %	27.0 %	##- 1.3 %
18. Foods and nutrition	30.2 %	27.0 %	- 3.2 %
19. Initiative	35.8 %	29.9 %	- 5.9 %

Lower Ratings — Faculty to Peer

Similarities:

There were eight items which were in close agreement by the two groups rating: Planning money, an item in which the two groups agreed, Planning time and energy (0.1 percent), Care of house (0.2 percent), Leadership (0.3 percent), Planning materials (0.9 percent), Responsibility (1.3 percent), Supervision (1.7 percent) and Observation (2.0 percent).

Differences:

There was only one item which there was a difference of more than 10.0 percent. Controlling time and energy was rated lower more often by the one adviser group by 18.7 percent.

SUMMARY

The items on which there were differences of 10.0 percent or more were:

Agreement	Faculty to Self	Controlling materials	+ 12.1 %
		Social usage	- 10.2 %
	Faculty to Peer	Initiative	+ 13.0 %
Higher	Faculty to Self	None	
	Faculty to Peer	Supervision	- 10.5 %
		Evaluation	- 11.6 %
		Social usage	- 11.6 %
		Controlling materials	- 12.4 %
Lower	Faculty to Self	None	
	Faculty to Peer	Controlling time and energy	+ 18.7 %

Since all items considered in this study were rated within a range of 10.0 percent of the cases either higher or lower than agreement, with the exception of only 8 ratings listed above, the conclusion is that the ratings by the one adviser group and by the entire group are generally consistent with each other.

SUMMARY AND CONCLUSIONS

Agreements.

The faculty and student rated the student in agreement more times than did the faculty and peer or the student and peer.

Faculty to Self:

In the item Foods and nutrition there was 60.4 percent agreement, the highest reported when 32 students were in agreement with the faculty rating. Since this subject is one in which both the faculty and the student have had considerable training and since it is such a specific, measurable item, this might be expected.

Least agreement was in Acceptance of differences, when only 34 percent of the cases, or 18 students, agreed with the faculty on the ratings. It is a more difficult item to rate, since each one rating might have her own ideas on differences of abilities, skills and viewpoint. It is more abstract than an item like Food and nutrition.

Faculty to Peer:

The faculty and peer group agreed most often on Aesthetic standards, in 58.5 percent of the cases. This is another item in which the training of both student and faculty would make them quite aware of the artistic appearance of the house and the choice of table linens and their appropriateness.

In Controlling time and energy and Controlling money the faculty and peer group were in least agreement, in only 33.8 percent of the

cases. This course is one first in which the student has been aware of time, energy and money as resources and it is possible that their inexperience has caused this lack of agreement.

Self to Peer:

The agreement between self and peer is lower than the other two comparisons. They agreed most often on Initiative, in 45.3 percent of the cases studied, and least often on Planning materials. In a home management residence it is quite easy to spot the "self starters" and those who are prompt in doing things as well as seeing things to be done, so agreement was fairly high.

They agreed least often on Planning materials, in 21.2 percent of the cases. Some variation may be expected in this first step of the management process since much of this concept is new to many students.

Higher Ratings.

The faculty in general rated the student higher than she rated herself; the faculty rated the student higher less often than the peer group did; and the student rated herself higher than the peer group did still less often.

Faculty to self:

The faculty rating on Social usage was higher than the student rating of herself, in 37.7 percent of the cases. The student may modestly underrate herself.

The lowest percent of higher ratings was in Controlling materials, in 20.8 percent of the cases.

Faculty to Peer:

The greatest number of higher ratings of the student by the faculty compared to peer ratings of the student was in Planning materials, and Controlling money when 26 percent of the cases were rated higher by the faculty than by the peers.

The lowest number of higher ratings was on Supervision when only 13.2 percent of the cases were rated higher by the faculty than the peers. The closeness of the student to her peer group may explain this. They saw many details in their closer relationship while the adviser saw it in its entirety. This may have influenced the rating.

Self to Peer:

Acceptance of differences, appeared again here. This time 18 students or 34 percent of the cases rated themselves higher than their peer group did.

Only 7.5 percent or 4 students rated themselves higher on Supervision than the peer group did, which would indicate that the students and peers have rated this item by quite similar standards.

Lower Ratings.

In general the student rated herself lower than the faculty rated her. The faculty rated the student lower than the peer group rated her, and the student rated herself lower than the peer group.

Faculty to Self:

Most frequent among these lower ratings was Acceptance of differences when the faculty judged the student lower than she judged herself in 35.8 percent of the cases.

Faculty to peer:

Lower ratings in Evaluation by faculty compared to peer occurred in 47.2 percent of the cases.

Lowest number of lower ratings were in Aesthetic standards in 24.5 percent of the cases.

Self to peer:

Lower ratings by self than peer occurred in 56.6 percent of the cases in Planning time and energy.

The lowest number of low ratings was in Acceptance of differences in 35.8 percent of the cases.

Certain conclusions can be drawn from the ratings of 53 students included in this study:

Agreements:

The faculty and student agreed on ratings more times than did faculty and peers; the faculty and peer agreed more times than student and peers.

Higher ratings:

The peer group rated the student higher more often than the faculty rated her; the faculty rated her higher than she rated herself.

Lower ratings:

The student rated herself lower than the faculty rated her; the faculty rated her lower than the peer group rated her.

The study of the one adviser group which paralleled this concurred in these conclusions.

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