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By-Bolton, Charles D.; And Others

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The report covers preparatory work for a further two-year study of student affiliation and drop-out at a four-year urban commuter college, Portland State College. The principal task was the development and testing of a series of scales measuring various aspects of student affiliation. After preliminary testing, scale test items were administered to 1,398 students in a random sample of undergraduate classes. Items were subjected to factor analysis, and resulting scales analyzed for correlation and reliability (by Kuder-Richardson Formula 21). Of six original scales, one failed to work out and two others collapsed into one on the factor analysis, leaving a final four scales: (1) Identification with the American Collegiate System, (2) Identification with Portland State College per se, (3) Identification with Student Culture, and (4) Identification with Formal Vocational Preparation Aspects of the College. Only Scales I and II showed significant correlation; the scales had reliability ranging from .71 to .89. A Freshman Questionnaire was developed to provide information on social characteristics, background, and expectations of entering freshmen. The questionnaire was completed by 1,547 freshmen, 90.77 of the entering class of Fall 1967. Descriptive data are provided. (Author)

Final Report

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Patterns and Determinants of Student Affiliation
at a Public Urban Commuter College

Charles D. Bolton

Morris Weitman

Nona Y. Glazer

Portland State College

Portland, Oregon

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SUMMARY

This Report describes the preparatory work for a study of student affiliation and disaffiliation at a four-year urban commuter college, Portland State College. There were three principal objectives during the period covered by this Report: (1) interviews and participant observation with students to provide a better understanding of student life at a commuter college; (2) the development and testing of a series of scales measuring various aspects of student affiliation; and (3) the development and administering of a Freshman questionnaire to provide information on social characteristics, background, and college expectations of entering freshmen.

Both professional and student interviewer/observers were used to gather information to sensitize the research team to the various facets of student life. Information of the ecology of student activities and the influence of extra-college factors was gathered as well as data on student attitudes and experiences in the college community.

The major task was the development of affiliation scales. On the basis of interviews and observation, a large number of items were developed for six scales hypothesized to index various aspects of affiliation with the college community, plus a scale to index degree of involvement with the extra-college community. After preliminary testing for clarity and variance of response, the test items for the seven scales were administered to 1398 students in a random sample of undergraduate classes. Items were then subject to factor analysis and item analysis. The resulting scales were analyzed for inter-scale correlation and reliability (by the Kuder-Richardson Formula 21). The extra-college involvements scale failed to pass the various tests. Presumably the tremendous number of possible areas of involvement make it unfeasible to measure this area by a single scale. Of the six original affiliation scales, one failed to work out and two others collapsed into one scale on the factor analysis, leaving a final four scales: (1) Identification with the American Collegiate System, (2) Identification with Portland State College per se, (3) Identification with Student Culture, and (4) Identification with Formal Vocational Preparation Aspects of the College. Only scales (1) and (2) showed a significant level of correlation, and the scales had reliabilities ranging from .71 to .89. The four scales will serve as indexes of an affiliation profile for subjects in subsequent stages of the research.

The Freshman Questionnaire was completed by 1547 freshmen, 90.7% of the entering class of Fall 1967. The tabulation of responses is provided in an appendix. These data are only of descriptive value. However, administering the questionnaire will permit of an improved version of the questionnaire in the future stages of the research. An attempt will be made to relate social characteristics, background and college expectations to the level of affiliation, types of affiliation, and changes in affiliation as measured by the affiliation profile scales.

With sociologists and psychologists both involved in the study, techniques typical of each discipline as well as those common to both were blended to make this a genuinely interdisciplinary study.

INTRODUCTION

The work in the period covered by this contract was designed as preparation for a further two year study of student affiliation and drop-out at Portland State College. Specifically, during the period covered by the present contract we were to develop and test a series of scales measuring various aspects of affiliation; develop and test a background and attitudinal questionnaire for entering freshmen; and carry out preliminary interviewing and observation to establish a sensitivity to student life at a commuter college which could be more substantially realized. However, since these activities were all preparatory to the substantive phases of the study which we plan to undertake later, this Final Report cannot deal with "findings" in the usual sense of a completed research project. Rather, we shall describe the scales and questionnaire developed and the procedures by which they were tested, plus other preparatory activities covered by this contract.

The problem of the study may be narrowly defined as student attrition, while more broadly the concern is student affiliation with a range of activities which characterize a college as a community. Most studies of the drop-out problem have concentrated on drop-outs. The present study focuses on the bonds which tie students to an urban commuter college. Impressions and available evidence indicate that the student population at commuter colleges is more transient than at other kinds of four-year institutions of higher education--that is, in terms of drop-out, transfer, irregularity of enrollment, alternating between day and night school, etc. While many factors doubtless enter into this transitory character of student enrollment at the commuter college, observers generally agree that commuter students have fewer and less intense ties with the total college community than do students at residential colleges. It is rather apparent to anyone who teaches in an urban commuter college that many of the bonds associated with the traditional residential college are largely missing in the commuter school: dormitory life, fraternities and sororities, major athletic teams, ivy-covered traditions, etc. Many observers believe the commuter student views the college as simply a retailer of commodities--courses, special programs, and various extra-curricular activities--from which the student picks and chooses in terms of convenience and existing interests, leaving the college behind psychologically when he departs from the campus for the day. However, this stereotyped picture of the commuter student as a retail buyer is certainly not the whole picture. Any attentive observation reveals that students vary in the range and intensity of their affiliations with the college community. Moreover, it is clear that there is a range of things with which students may identify in their affiliation with a college: a college education as such, the particular college community, a major department, peers, extra-curricular activities, faculty, etc. The long-term problem of this study is to determine whether there are systematic differences in area and degree of affiliation between those students who drop out and those students who continue in the college.

Though varying greatly by institution, on the average only about one-third of drop-outs have academic difficulty as an important reason (and lack of interest rather than lack of ability may be crucial in many of these cases). Evidence provided from the Counselling Center at Portland State College indicates that a sizable portion, probably a majority, of drop-outs at the College are not in serious academic difficulty. Less than 20% of the freshmen are on academic probation by the end of their first year, but only about 50% of each freshman class is enrolled in the College by the beginning of the second year. While financial reasons are often cited by drop-outs, the range of financing possibilities open to urban students is now so great that it is very doubtful whether the economic factor by itself can realistically be held to explain a very large proportion of drop-outs. Doubtless the problem of understanding affiliation is complicated in the case of the commuter student, compared to the residential student, by the fact that the demands of his extra-college world are more immediately pressing and hence likely to undermine affiliation with the college. Family, job, neighborhood peers, and so on are in direct competition with the college for the time, energy, and psychological involvement of the commuter student.

Thus it is apparent that the problem of sorting out the affiliative and disaffiliative factors in a commuter college population is very complex. In general, there are three kinds of factors which operate as determinants of affiliation with the commuter college: (1) characteristics of the student, (2) the extra-college environmental press operating on the student, and (3) the structure of the college and the interactions by which the individual is related to various aspects of that structure. These are not factors which may be treated as constants throughout the student's collegiate career. Rather, they vary over time and vary relative to one another as the student grapples with the institutional, interpersonal, intrapersonal, and reference group demands that weigh upon him. The complexity of the problem requires that we restrict our attention to a manageable portion. By questionnaire we will gather data on students' personal characteristics and extra-college press, but the main focus of the study is on the transactions within the college community by which students achieve their various modes and degrees of affiliation with the college.

The complexity of affiliation and the probability that affiliation varies over time--and differently in its different dimensions--led us to believe that our measure of affiliation would have to be multidimensional and of a form that could be employed periodically to measure change. While the fact of enrollment is treated as the baseline of affiliation (and non-enrollment as the zero point), we sought to devise scales which would provide a profile of affiliation with the various aspects of the college community. Since affiliation in one area of college life may be perceived as competing with affiliation in another area (rather than being additive), the notion of a profile of affiliation seemed to us more useful than a single measure of affiliation. We initially proposed to measure six different kinds of affilia-

tion to the college community, and at any given time be able to describe a student's level of affiliation in terms of his position on six scales which would constitute his profile of affiliation at that point in time. Periodic administration of the scales will enable us to detect changes in affiliation over time and also to test the question of whether the interrelation of the kinds of affiliation (within the college) is a zero-sum or an elastic process. We hypothesized that scales could be developed which would reliably measure and differentiate among the following six aspects of affiliation:

- (1) Identification with the American Collegiate System. This index would seek to get at the student's identification with the college student role and the value of a college education within the American system, regardless of the particular college. There is need to distinguish between identification with the general concept of "being a college student" and the dimension to be tapped in (2), identification with a particular college.
- (2) Identification with Portland State College per se. This index would measure the student's feelings toward a particular college as an institution in relation to other colleges.
- (3) Identification with the College as an intellectual community. This index would measure the student's orientation toward the College as a community in which he acquires an intellectual orientation toward his life activities and his involvement as a citizen. That is, this index would get at the extent to which the student thinks of the college community as his preferred reference group (or developmental environment) for his adult intellectual and ethical orientations.
- (4) Identification with formal vocational preparation aspects of the college. This index seeks to get at the extent of the student's identification with the College--and especially his major department--as a vehicle for occupational and professional preparation.
- (5) Affiliation with extracurricular activities. This index would deal with the degree of affiliation the student experiences toward the organized extracurricular activities recognized by the College.
- (6) Affiliation with peers attending the College. This index would measure the extent to which the student perceives his significant peer relations as being with other students attending the College. The emphasis in this index is on informal peer relations: friendships, cliques, bull sessions, etc.

PROCEDURES FOR DEVELOPING AND TESTING AFFILIATION SCALES

The original contract request envisaged a beginning date of January 1, 1967. The plan was to use the Winter Quarter of the 1966-67 academic year to develop the items for the scales, make the preliminary test of the scales during the Spring Quarter, carry out the statistical analysis of the data during the summer, and make the final tests of the scales in November 1967. However, the contract was not approved until the beginning of the Spring term, and a number of alterations in the original schedule were required. The pretesting had to be moved up to the Summer term, but the problem of the representativeness of summer school students arose. Examination of college registration records indicated that only about one-fifth of the summer school students are regular Portland State College students, and there is reasonable doubt as to how representative even these regular students are of the regular student body during the academic year. Hence we felt that we could not place much reliance on tests conducted during the Summer Quarter. Though we did use a sample of summer school students to pretest scale items for clarity and variance of response, we concluded that it was necessary to postpone the entire testing for use in factor analysis and reliability tests until the Fall Quarter 1967. This change in time schedule necessitated some telescoping of the procedures originally projected for developing the Affiliation Scales. The most important change was that plans to test the reliability of the scales by a retest procedure had to be abandoned in favor of testing reliability by the Kuder-Richardson technique.

In April and May 1967, interviews were conducted with a number of students and ex-students for the purpose of gathering information that would be of value in formulating items for the scales. In addition, student employees on the project engaged in participant observation of student life to gain further information about the nature of student affiliative processes. During the early part of the summer the entire staff engaged in developing items that could be used in the Affiliation Scales. Seventy to ninety items were developed for each of the six scales. In addition, a decision was made to attempt to develop a scale which would measure extra-college involvement. Though this effort ultimately proved abortive, it was felt that it would be of considerable value if we could successfully construct such a scale. Our interviews, especially with drop-outs, had indicated that problems that arose outside the college community (often family problems) were major factors in the drop-out. While we plan to consider these external factors in later stages of the research, a scale that would index the student's level of affiliative activities outside the College community would be useful.

After the items were drawn up and placed in suggested scales, each of the three professional staff went over each item carefully to judge the items for clarity, appropriateness, and distinctiveness. Judgments were then compared, with the result that the number of items in each scale was reduced to approximately 50.

At this point, what was to prove a fundamental problem had to be faced for the first time: the problem of gaining access to a large number of selected students for the purpose of administering an instrument. From previous experience in the pilot stages of this study we had determined that there is a rather large proportion of students at this college who are distinctly uncooperative about completing questionnaires. There are no required classes and no compulsory assemblies at Portland State. Since the prospect of assembling a large body of randomly selected students on a voluntary basis seemed remote, we decided that we would have to rely on using a sample of classes. Such a procedure has the disadvantage that, since the classes are only available for 50 minutes, the full set of scale items-- numbering about 350 items--could not be administered to any one group. But there being no reasonable alternative, we selected a number of summer school classes that seemed to give a good representation of the various departments and which would contain a high proportion of regular Portland State College students. About 300 students were involved in these preliminary tests. Two forms of the instrument were used. The first form grouped the items by scale and, in addition to asking students to respond to the items, asked respondents to rate each item as "clear," "unclear," or "other comments." If the respondent found the item unclear, he was asked to indicate the nature of the difficulty with the item. The second form randomized the order of the items from all seven scales. Of course, because of the time limitation, there had to be a number of sub-forms of each of these two general forms.

The student responses were then analyzed to decide which items should be retained for the testing in the Fall that would be used for factor analysis and reliability testing. Items which a number of students found unclear were either dropped or modified. Analysis was also made of the distribution of responses to the item, both when presented as a scale and when items from all seven scales were presented in random order. Items were retained only if there was a sufficient range of responses (on a six step range: strongly agree, agree, slightly agree, slightly disagree, disagree, strongly disagree) to give promise that the item would provide useful variance in the scale. We arrived at about 29 items for each of the seven scales for the Fall test.

Late in the Fall Quarter the items from the seven scales were administered to students for purposes of getting data for factor analysis to determine whether our judgment in placing the items in the several scales was accurate. It was decided that the only feasible way to obtain a representative sample of students would be to use a random sample of undergraduate classes. A complete listing of all undergraduate classes was obtained from the Registrars Office, the average class size determined, and 47 classes were selected by a random procedure. All but one instructor agreed to cooperate. A total of 1398 students provided usable sets of responses. Since a class meets

for only 50 minutes, it was not possible for each respondent to answer all of the 200 items constituting the seven scales. However, 50 minutes was considered sufficient time for answering 114-115 items, the number of items constituting four scales. In order to provide sufficient intercorrelation among all 200 items, the seven scales were arranged into five sets of scales; each set contained four different scales representing one form. These five forms contained the following scales:

- Form I -- Collegiate System, Peers, Portland State College Vocational
- Form II -- Off Campus, Peers, Extracurricular, Intellectual Community
- Form III -- Off Campus, Portland State College, Collegiate System, Vocational
- Form IV -- Extracurricular, Portland State College, Intellectual Community, Vocational
- Form V -- Collegiate System, Peers, Intellectual Community, Extracurricular

Adequate numbers of students completed each of the forms: 282 students completed Form I, 282 students completed Form II, 281 students completed Form III, 291 students completed Form IV, and 261 students completed Form V. For our purposes the distribution was almost perfect, with about a 50-50 sex ratio and a little over 100 upper division students completing each of the five forms.

The initial stage of the analysis of the data called for five factor analyses based on the respective five correlation matrices of 114-115 items. It turned out that none of the computers in Portland to which we had access could generate a correlation matrix of that magnitude. After an intense search, it was determined that the Computer Center at the University of Utah campus had the requisite capability, would carry out the job in less than three weeks, and would do so at a price within the means (just barely) of our budget. Thus this phase of the analysis was carried out by a computer housed in Salt Lake City.

For each form a separate factor analysis was done; all used the method of Principal Components with a Varimax rotation. The first clear result, indicated by the factor analyses of the data obtained with Forms II and V, was that the Peer scale and Extracurricular Activities scales were not independent; both were subsumed under the same factor and thus were combined into one scale, Identification with Student Culture. It appeared that American Collegiate System, Portland State College (hereafter referred to as PSC), and Vocational scales were separate entities in that the items constituting each of them tended to have heavy loadings on appropriately different factors. The

scale indexing identification with the college as an intellectual community was weakly loaded on two separate factors, one seeming to represent valuation of things intellectual, while the other seemed to represent a desire for the establishment of relationships--hopefully intellectual--with other students. It was decided that an attempt would be made to build a scale representing valuations of things intellectual. The extra-college or off-campus involvement scale was weakly loaded on a separate factor and thus worth the attempt to develop it as a scale. As a result of the factor analysis, the indications were that in all likelihood four reliable scales would emerge, with the possibility of one or two additional ones.

Six scales were constituted. Items for these scales were chosen by using the factor analysis replications (two or three) of the loadings; loadings of .30 for the same factor on two or three factor analyses was considered good reason to include an item into the appropriate scale. Each participating student's responses were scored on the chosen six scales (American Collegiate System, PSC, Student Culture, Vocational, Intellectual Community, and Extra-College). Using standard item analytic techniques (phi coefficient using the top 80 and bottom 80 scores on each scale within each form separately; .001 level of confidence was accepted), each item was evaluated. A number of items were discarded and the student scale scores recomputed accordingly. Using Kuder-Richardson Formula 21, it was determined that the Intellectual Community and Extra-College scales were unreliable, with KR21 values of less than .50. The other four scales had marginally acceptable reliabilities ranging from .57 to .81.

These results led to two decisions: (1) the scoring would be done dichotomously rather than with the Likert method, and (2) the factor loadings of all the items would again be scrutinized. When these two decisions were implemented, there were four dichotomously scored scales remaining.

Once again standard item analysis procedures were employed on these four remaining scales. Two items were discarded, one from the Student Culture scale and one from the PSC scale. Once again rescoring was carried out and reliabilities calculated. The results are as follows:

<u>Scale</u>	<u>Form</u>	<u>No. of Items</u>	<u>No. of Students</u>	<u>Mean</u>	<u>Sigma</u>	<u>KR21</u>
American Collegiate System	I	24	283	9.57	3.93	.654
	III	24	281	8.22	4.77	.796
	V	24	263	9.14	4.87	.794
Portland State College	I	30	283	13.79	6.39	.846
	III	33	281	15.69	7.22	.868
	IV	32	291	14.03	6.77	.855
Student Culture	II	45	282	23.55	8.69	.871
	V	41	263	21.50	9.37	.906
Vocational	I	18	283	9.48	5.15	.880
	III	18	281	9.77	4.53	.829
	IV	19	291	10.59	4.73	.835

At this point the findings suggested that four different reliable measures of student affiliation had been developed. This conclusion is further supported by the intercorrelations between the scales as shown below:

Scales	Form I	Form III	Form IV	Form V
American Collegiate System and PSC	.314*	.349*	--	--
American Collegiate System and Student Culture	--	--	--	.104
American Collegiate System and Vocational	.023	.026	--	--
PSC and Vocational	-.194	-.208	-.219	--

*Pearson r significant at the .01 level of confidence

The limitations imposed by the sampling method we had to use made it possible to calculate only the above four of the six possible sets of interscale correlations (correlations could be computed only where both scales appeared on the same form). The significant positive correlation between the scales indexing identification with the American Collegiate System and with Portland State College was to be expected. The lack of significant level of correlation among the other scales suggests that we were correct in our original hypothesis that the scales tap different aspects or dimensions of affiliation.

Some comment may be made about the loss of three scales. The failure of the Extra-College or off-campus scale to attain acceptable reliability was not unexpected. The range of groups, persons, and activities off-campus with which students may be affiliated or feel a sense of identification is so vast that it is virtually impossible to encompass even a reasonable sample in a single scale. Since different students will have quite different patterns of off-campus objects of affiliation, measures are inherently prone to unreliability. Our initial hope had been that the scale might at least indirectly tap differential levels of need for affiliation among students. But this hope was not realized.

The collapsing of the two scales indexing affiliation with peers and affiliation with extracurricular activities is very likely attributable to the extremely low level of student participation in extracurricular activities at Portland State College. This low level of participation had been established by a previous time budget study carried out by two of the investigators. There was simply so little variance among the responses to the scale items dealing with extracurricular activities that few items discriminated with any significance. Those items which did cluster into a factor on the factor analysis seemed to be those which had a content emphasizing interaction with peers (which, of course, is characteristic of most extracurricular activity anyway). Thus the items from the original Extra-

curricular activities scale which turned out to be usable were those which fitted with peer identification. Since the combination of the two kinds of items pointed to a somewhat broader dimension than simply identification with college peers, we decided that it would be appropriate to define this scale as one indexing identification with student culture.

The failure of the scale indexing identification with the college as an intellectual community to achieve satisfactory reliability was both more disappointing and less amenable to easy explanation than in the previous two cases. It would be the hope of, at least, professors that identification with the college as an intellectual community would be a central value of students. The major reason for the failure of the reliability test of the scale was the lack of variance. It appears there was very little identification with the college as an intellectual community among any significant number of students in the sample. Whether our questions were improperly formed or whether the college is simply not an intellectual reference group for most commuter students, we cannot say.

However, the four scales that survived our rather rigorous tests should provide an adequate profile of affiliation for commuter college students in future phases of the research. Evidence from the scale tests, from the Freshman Questionnaire, and from interviews suggests that, indeed, the four main foci of student values at this college are those reflected in the four scales: having a college education, peer relations, specific occupational preparation, and pride in the particular college being attended. (In the scale indexing identification with Portland State College the name of any other school can be substituted in the items, making the scale generally usable.) Thus, subsequent phases of the study will employ four affiliation scales:

- I. Identification with the American Collegiate System
- II. Identification with Portland State College per se
- III. Identification with Student Culture
- IV. Identification with Formal Vocational Preparation Aspects of the College.

The final items for the four scales are given in Appendix A.

DEVELOPMENT OF FRESHMAN QUESTIONNAIRE

The Principal Investigator had administered a questionnaire to the Portland State College freshman class in Fall 1964, and some additional questions to a small sample of freshmen in Fall 1965. The questionnaire developed under the present contract is an elaboration upon these earlier questionnaire forms. However, very considerable revision was undertaken. On the basis of interviews with students during the spring

and summer, a number of new items were introduced. Items were tested for clarity by student judges. A copy of the questionnaire is provided in Appendix B.

The purpose of the Freshman Questionnaire is to provide background data on all students in the entering freshman class which is to be followed through two years to differentiate those who disaffiliate and those who continue to attend Portland State College. The questionnaire covers such areas as age, sex, marital status, sibling information, community background, religion, parental occupation, education, and class mobility, bases of decision to attend Portland State, expectations about college, financing, study facilities, values, career expectations, role conceptions, and plans for length of college attendance.

At the time we administered the Freshman Questionnaire in Fall 1967, it was our hope to get a year ahead on the project by using the freshman class of 1967 as the class that we would follow through on the main phase of the study. The delays we encountered in testing the Affiliation Scales made this effort unfeasible (we had hoped to finish the Scales in time to use them by the end of the Fall Quarter with the freshmen, but the statistical analysis could not be completed in time). However, this hope led us to attempt to get the entire freshman class to fill out the Freshman Questionnaire. In the 1964 administering of the pilot questionnaire considerable difficulty had been encountered in getting student cooperation. We felt that in a drop-out study we would have to get questionnaires completed by at least 95% of the freshman class since the less cooperative students may be the ones most likely to drop out. It had been our understanding at the time we applied for this contract that the Portland State College administration had agreed that the freshman questionnaire could be administered as part of the registration process. However, by the Summer of 1967 the administration decided against permitting us to tie the questionnaire to registration. There had been a drop in enrollment at the College the preceding year, and it was felt for financial reasons that it was crucial that the College come up to its enrollment projections in 1967. It was feared that being required to complete the questionnaire would discourage some of the more tenuously interested students from registering. Hence we had to seek other avenues for getting the questionnaires filled out.

A concentrated effort is made at the College to get all newly enrolling freshmen to come to an orientation program the week before registration. Thus our first attempt was to get the freshmen at orientation to fill out the questionnaire. Though the Freshman Orientation program directors were fully cooperative, the turnout was disappointing, and only a little over half (935 usable questionnaires) of the freshmen completed the questionnaire at that time. We then obtained a list of all persons who had applied for admission as freshmen, and mailed copies of the questionnaire, with an explaining letter, to all who had not completed the instrument. This letter elicited 367 usable questionnaires. A follow-up message by the President of the College was sent out by postcard about two weeks after registration,

and a second follow-up in another ten days. An additional 153 usable questionnaires were returned after the first follow-up mailing. We then attempted to telephone or contact personally the students who had not sent in a questionnaire. While we could not locate many of these students (some drop out in the first week of the Fall term and leave no forwarding address), 92 more usable questionnaires were obtained. Thus a total of 1547 usable questionnaires was obtained. Discounting foreign students, whom we arbitrarily excluded, we obtained usable questionnaires from 90.7% of the entering freshmen. Another 15 freshmen returned questionnaires without names--which were necessary for relating the responses to other data. Thus a total of 91.6% returned questionnaires. Some of the questions aimed at getting information about students' perception of Portland State before they began attending college. Since about 40% of the questionnaires did not come in until after classes had started, only a portion of the questionnaires are valid for some items. But for the bulk of items it probably made little difference whether the questionnaire was filled out before or shortly after registration. At this date we have little way of knowing whether the 9.3% who did not complete a usable questionnaire are systematically different than those who did complete the instrument. After registration in Fall 1968, we will compare the drop-out rate of the two groups to check our hypothesis that the most uncooperative students are more apt to drop out.

At any rate, the data collected by the Freshman Questionnaires have only two kinds of value. The first is to enable us to refine some of the questions and the directions when we use the questionnaire in subsequent phases of the project. There were certain questions that, in spite of attempts to establish clarity in advance, seemed to create considerable ambiguity or disinclination to respond. While for most questions the proportion who did not respond was not excessive, there were a number of questions on which more than 5% did not answer. The second value of the data is essentially an internal one to the College. Little is known about the background or social characteristics of the students at Portland State College, and these descriptive data will be of general use at the College. Unfortunately, because of the unexpectedly high costs of computer analysis on the testing of the affiliation scales, funds became exhausted before we were able to undertake any cross-tabulations of the data from the Freshman Questionnaire. We expect to make a number of these cross-tabulations ourselves by use of the counter-sorter in the coming months. But because the data are essentially simply descriptive and are limited in their applicability to a single college, we do not feel it is appropriate to present the findings from the Freshman Questionnaire in the form of tables in the main body of this Report. But since even descriptive data on commuter college students are rare and some readers may find the material at least suggestive, we are providing the responses to the questionnaire items in Appendix C presented simply in the order of the items on the questionnaire.

A few of the more interesting findings may be highlighted:

- (1) Only a little over one-third of the freshmen expect to continue attendance at this college for the next four years until graduation.
- (2) Over 50% of the freshmen definitely will work during their first term at college, with another one-fifth possibly going to work.
- (3) Over 30% of the freshmen do not have a private room in which they can study at their place of residence.
- (4) Among a series of six educational goals (including knowledge about social problems, marital preparation, ethical training, general education, and learning to get along with others) occupational training is the most highly valued goal of almost half the freshmen. No other goal approaches this magnitude of evaluation.
- (5) Most freshmen expect the commuter college to be very different from high school and start with an optimistic view of the kinds of experiences they will have. However, they have very mixed feelings about the likelihood that college will bring basic changes in their outlook or personal behavior.
- (6) Only a minority of freshmen would have come to Portland State College had they been completely free to choose any college or university. Financial reasons are overwhelmingly given as the principal reason for selecting Portland State, though the urban environment and academic reputation of the College are also rated as important.
- (7) Fewer than a quarter of the freshmen had definitely decided on their occupational career by the time they entered college, though another two-fifths had tentatively decided. Teaching, business, and medical professions were the most favored.
- (8) In a ranking of nine roles by which students may identify themselves, male freshmen were far more likely than female freshmen to rank "college student" or "Portland State College student" highly as an identifying characteristic.
- (9) 92% of the freshmen were 18 years of age or under, and 97% were single, casting doubt on some of the stereotypes about commuter students.
- (10) Almost three-fourths of the freshmen grew up in the Portland metropolitan area, and 95% are permanent residents of that metropolitan area. 70% have not moved from one community to another in the past six years.
- (11) Almost half the freshmen have at least one sibling who has or is now attending college (one-fifth having at least one sibling currently attending college).
- (12) A little less than 40% of the fathers of freshmen have attended college, with 20% having graduated and less than 8% having graduate degrees. Less than 30% of the mothers had attended college, only 12% graduating.

- (12) Somewhat less than 40% of the fathers of freshmen were in non-white collar occupations. A little over half were in the lesser professions, medium or small business, administrative work, or clerical, sales, and technical occupations. The freshmen seem to come from families that closely approximate a cross-section of the occupational structure of the Portland area. While this distribution is contrary to the stereotype of commuter college students as predominantly from the blue-collar classes, the distribution is much more heavily weighted toward the lower middle and working classes than the distribution of students found at most residential schools. It is also relevant that over half of the mothers work, one-third full-time.
- (14) In comparing the student's present religion with the religion of his parental home, the proportion of Catholics and Jews remains constant, while most Protestant denominations show a decline in the student generation and an increase in the proportions espousing no religion and declining to respond.

OTHER ACTIVITIES

As has been mentioned at several points, extensive interviewing and participant observation was carried out at all stages of the research. These activities were primarily carried out in support of the development of the affiliation scale items and the Freshman Questionnaire. Some of the interviewing was done by professional staff. Some of the interviewing and all of the participant observation was done by persons employed on the project who were students or recent students. These persons were trained in the techniques of interviewing and participant observation. The information collected provided many clues, clarifications, and modifications for the instruments being developed.

The other major activity during the contract period was the attempt to develop a body of information on enrollment patterns at the College. No information in depth was available from the Registrar or Office of Institutional Research. It was decided that, to obtain a firm basis for the work we intend to undertake in the main phase of research, it would be necessary to generate a body of information about enrollment patterns at the College, that is, information on the length of time students spend to get a degree, regularity of enrollment, drop-out rates, relation of retention or drop-out to grades and change in major, etc. The task proved far more complex than we had anticipated, and, unfortunately, has not been completed, though we are down to the final step at the time this Final Report must be submitted. The major problems arose from the fact that in the period to be covered by the enrollment analysis the Registrar's mode of record keeping changed several times. Constant Identification numbers were not introduced at the College until 1962. Registrars records were then kept on IBM cards until the 1966-67 academic year. Between 1962 and 1966 there were two changes in the coding system. Then in 1966 the Registrar began to put all student records on tape. Some changes in coding system were again introduced. In addition, during the first year of using tape, part of

the records were put on tape and part retained on IBM cards. It was not until 1967 that all records were on tape. Our initial problem was to get on a single tape the information on student enrollment from all of the IBM cards and the tapes since 1962. An enormous job ensued in making the data consistent because of the several changes in coding system that had occurred. Approximately 120,000 IBM cards and the representation of another 35,000 cards on tape were involved, making a total of about 155,000 cards or equivalent to be put on a master tape. This work has finally been accomplished and the problems of inconsistencies resolved. However, it has not been possible to get the enrollment patterns run on the computer as yet. As we are able to get bits of free time on the computer, we will make runs that will provide us with information on enrollment patterns from 1962-67. So far as we have been able to tell from the literature, this analysis will be unique for commuter college students. We will be able to add new enrollment figures to our tape each year so that eventually we can trace out the enrollment pattern of a class over a number of years. Other studies are making clear that the four-year normative pattern for the college student is probably not typical of most colleges and certainly not of commuter colleges. When enrollment patterns can be analyzed over a six or seven year period, the conceptions we have about drop-outs may have changed radically.

CONCLUSIONS

Since this Report covers a preparatory year, no final conclusions can be offered. The research team, which is interdisciplinary in nature and used a blend of sociological and psychological techniques, has successfully completed the development of a set of affiliation scales which should serve as reliable instruments for measuring the several dimensions of an affiliation profile of college students at various stages of students' careers. Descriptive data were gathered on over 90% of the freshman class of 1967, and the experience with the Freshman Questionnaire should facilitate the administering of a refined instrument in the subsequent phases of the project. Interviews and participant observation have sensitized the research team to many aspects of student life that may prove to be relevant to retention or disaffiliation of students.

The support in the testing procedure of the affiliation scales for the hypothesis that there are multiple dimensions to student affiliation is an important step in the project. That is, that the several measures of affiliation are independent should enable us to focus attention on factors specific to these various dimensions rather than making a diffused approach. The availability of four independent dimensions also permits the use of multiple regression analysis, which has considerably greater predictive power than techniques possible with only one dimension.

The substantive phase of the project, which we hope to start in Fall 1969, will begin with the administering of the Freshman Questionnaire to as nearly 100% of the entering freshman class of that year as possible. In the late fall and late spring of the freshman and sophomore years the affiliation scales will be administered to a sample of the freshman class, with control groups being utilized also. Systematic interviewing both of drop-outs and of a panel of students will be carried out over a two-year period (during which experience shows most drop-out occurs). The interviews will focus on students' transactions within the college community. These data, along with background data and information available from the Registrars Office on such things as grades and change of major, will be related to changes in student affiliation profiles. It is also planned to include a somewhat smaller sample of transfer students in the study since transfer students constitute a large proportion of the student body at commuter colleges.

APPENDIX A

Scale I. Identification with the American Collegiate System

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1/1 I would give up nearly anything to be able to complete college.	1	2	3	4	5	6
1/2 There are not very many things that are more important to me than going to college.	1	2	3	4	5	6
1/3 A person is not really well-rounded unless he has had at least some college education.	1	2	3	4	5	6
1/4 College is important, but there are lots of things other than being a student that I would just as soon be doing.	1	2	3	4	5	6
1/5 I look up to people who have gone to college.	1	2	3	4	5	6
1/6 When people ask me what I am, the first thing I am likely to say is "a college student."	1	2	3	4	5	6
1/7 If I could not go to college I would be very unhappy.	1	2	3	4	5	6
1/8 Going to college is the most important thing in my life right now.	1	2	3	4	5	6
1/9 Becoming a college student has increased my standing in the community.	1	2	3	4	5	6
1/10 In college, students acquire more respect for things which are idealistic in nature.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1/11 Most of the solid people in the community have a college education.	1	2	3	4	5	6
1/12 I like to attend college to be with people similar to myself.	1	2	3	4	5	6
1/13 I'm going to miss college when I graduate.	1	2	3	4	5	6
1/14 The importance of going to college is greatly overrated by our society.	1	2	3	4	5	6
1/15 Many people who don't go to college are wasting their potential.	1	2	3	4	5	6
1/16 Being a college student is generally an enviable position.	1	2	3	4	5	6
1/17 Almost all of the kinds of people I would like to associate with have a college education.	1	2	3	4	5	6
1/18 Colleges do more for society than any other types of organization do.	1	2	3	4	5	6
1/19 Colleges exert a strong influence for good government in our society.	1	2	3	4	5	6
1/20 Colleges are the principal agency for conserving the best values in our civilization.	1	2	3	4	5	6
1/21 College is not sufficiently appreciated by the general public.	1	2	3	4	5	6
1/22 My ideas make more sense than those of my friends who have not been to college.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1/23 I enjoy talking to people who have a college education more than to those who do not.	1	2	3	4	5	6
1/24 Most high school graduates ought to attend college if they are to reach maximum intellectual growth.	1	2	3	4	5	6
1/25 If I could get a job that has a good future and didn't require a college degree, I would probably leave college before I graduate.	1	2	3	4	5	6
1/26 I greatly admire intellectuals.	1	2	3	4	5	6
1/27 I like to be considered an intellectual.	1	2	3	4	5	6

Scale II. Identification with Portland State College per se

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
2/1 I prefer going to a college in the heart of the large city rather than attending college in a small town.	1	2	3	4	5	6
2/2 If it weren't for my financial circumstances, I would go to some school other than PSC.	1	2	3	4	5	6
2/3 PSC is more like a high school than like a college or university.	1	2	3	4	5	6
2/4 In general, PSC provides an educational experience that is more meaningful for living than the experience provided by most other schools in Oregon.	1	2	3	4	5	6
2/5 PSC probably holds students to higher academic standards than do the state universities.	1	2	3	4	5	6
2/6 I rarely have anything to do with PSC once I leave school for the day.	1	2	3	4	5	6
2/7 I enjoy the time I am at school, and try to spend as much time on campus as possible.	1	2	3	4	5	6
2/8 At PSC students are treated too much like anonymous numbers to get a real education.	1	2	3	4	5	6
2/9 Going to PSC has been one of the most significant experiences of my life.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
2/10 I really feel like I belong at PSC.	1	2	3	4	5	6
2/11 Portland State College really feels like home to me.	1	2	3	4	5	6
2/12 Sometimes I am embarrassed to tell people that I go to PSC (instead of to another college).	1	2	3	4	5	6
2/13 PSC has some of the very best college teachers.	1	2	3	4	5	6
2/14 I think that, overall, PSC is an outstanding college.	1	2	3	4	5	6
2/15 PSC is okay, but if I could go elsewhere I would do so.	1	2	3	4	5	6
2/16 There are few things I enjoy as much as coming to Portland State College.	1	2	3	4	5	6
2/17 I prefer going to PSC to going to most schools I can think of.	1	2	3	4	5	6
2/18 If things were better for me (better grades, more money, and so on), I would certainly leave PSC and go elsewhere.	1	2	3	4	5	6
2/19 The fewer hours of the day I spend at PSC, the better.	1	2	3	4	5	6
2/20 I am always interested in what is going on at PSC.	1	2	3	4	5	6
2/21 I would rather graduate from PSC than from just about any other college.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
2/22 Whenever I have a chance, I tell people what a good place PSC is.	1	2	3	4	5	6
2/23 I expect that I will join the PSC alumni association.	1	2	3	4	5	6
2/24 It is depressing to think about spending all of my four years of college at PSC.	1	2	3	4	5	6
2/25 PSC has many good qualities, but it is far from my ideal of a good place to get a college education.	1	2	3	4	5	6
2/26 PSC will someday be the best state school in Oregon.	1	2	3	4	5	6
2/27 I plan on graduating from PSC.	1	2	3	4	5	6
2/28 The life of a college student is really great.	1	2	3	4	5	6
2/29 I have heard some excellent speakers at PSC.	1	2	3	4	5	6
2/30 No PSC extracurricular activities really interest me.	1	2	3	4	5	6
2/31 When it comes to interesting social activities, the PSC campus isn't much.	1	2	3	4	5	6
2/32 When something personal is bothering me, the person to whom I turn is a PSC student or staff member.	1	2	3	4	5	6
2/33 My social life has come to center around PSC.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
2/34 I have too many interesting things to do off the campus so I don't try to build up interests on the PSC campus.	1	2	3	4	5	6
2/35 If I could, I would stay in college considerably longer than just the number of years necessary to prepare me for an occupation.	1	2	3	4	5	6
2/36 I plan on transferring from PSC to another school.	1	2	3	4	5	6

Scale III. Identification with Student Culture

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
3/1 It is difficult to make friends at PSC.	1	2	3	4	5	6
3/2 I spend many hours each week discussing school work, academic subjects, and personal things with other students at PSC.	1	2	3	4	5	6
3/3 Some of my PSC friends and I arrange our schedules each term so we can have some time together.	1	2	3	4	5	6
3/4 I rarely talk with PSC students outside of class.	1	2	3	4	5	6
3/5 I usually have several friends in the classes I take.	1	2	3	4	5	6
3/6 I enjoy the company of <u>non-PSC</u> people more than that of PSC students.	1	2	3	4	5	6
3/7 Most of my friendships at PSC are superficial.	1	2	3	4	5	6
3/8 I spend at least an hour a day with PSC friends in the cafeteria, the Cheerful Tortoise, or some other campus hangout.	1	2	3	4	5	6
3/9 Other PSC students often come to my home.	1	2	3	4	5	6
3/10 When I am at PSC, I usually eat lunch with the same group of friends.	1	2	3	4	5	6
3/11 On the average, I spend <u>less</u> than an hour a day in discussions with PSC students.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
3/12 I have a close group of friends at PSC who do many things together.	1	2	3	4	5	6
3/13 I have met at least one PSC student with whom I feel I have begun a life-time friendship.	1	2	3	4	5	6
3/14 I really feel a part of a group at PSC.	1	2	3	4	5	6
3/15 I know many people at PSC.	1	2	3	4	5	6
3/16 I hardly know any people at PSC.	1	2	3	4	5	6
3/17 It is very hard to get to know people at PSC, except in a very superficial way.	1	2	3	4	5	6
3/18 I find that friendships at PSC are quite temporary.	1	2	3	4	5	6
3/19 People are friendly in class, but you hardly ever see them outside.	1	2	3	4	5	6
3/20 I borrow books from other PSC students.	1	2	3	4	5	6
3/21 I have at least one friend at PSC that tries to cheer me up when I am feeling blue.	1	2	3	4	5	6
3/22 My friends and I try to arrange our class schedules so we can see each other often.	1	2	3	4	5	6
3/23 News travels fast in my group of friends at PSC.	1	2	3	4	5	6
3/24 Dating is an important part of my college life.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
3/25 I try to find out a lot about candidates in PSC student government elections.	1	2	3	4	5	6
3/26 I usually vote in PSC student government elections.	1	2	3	4	5	6
3/27 I often decide that PSC extracurricular activities are not worth attending.	1	2	3	4	5	6
3/28 I would not join clubs at PSC even if I did have the time and money.	1	2	3	4	5	6
3/29 I would rather not join any clubs at PSC.	1	2	3	4	5	6
3/30 I don't have much in common with PSC students who belong to a fraternity or sorority.	1	2	3	4	5	6
3/31 I have not had much of a social life since I came to PSC.	1	2	3	4	5	6
3/32 Social activities at PSC are not very important to me because most of my friends are not at PSC.	1	2	3	4	5	6
3/33 Social activities at PSC are not very important to me because I do not seem to have much in common with the other students.	1	2	3	4	5	6
3/34 I cannot find the time to take part in extracurricular activities at PSC.	1	2	3	4	5	6
3/35 I have enough of PSC without taking part in extracurricular activities too.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
3/36 Most of the extra curricular activities at PSC are interesting and worthwhile.	1	2	3	4	5	6
3/37 I usually have a PSC activity calendar.	1	2	3	4	5	6
3/38 I attend <u>at least one</u> extracurricular activity at PSC each month.	1	2	3	4	5	6
3/39 I am a member of at least one club at PSC whose meetings and activities I try to attend.	1	2	3	4	5	6
3/40 I have made at least one good friend that I first met in some club, organization, or extracurricular activity at PSC.	1	2	3	4	5	6
3/41 Friends from my pre-college days have more effect on how I behave than my college friends do.	1	2	3	4	5	6
3/42 I have more in common with my noncollege friends than with my fellow students.	1	2	3	4	5	6
3/43 It has been easier for me to make friends off campus than on.	1	2	3	4	5	6
3/44 I lead a full and interesting social life.	1	2	3	4	5	6
3/45 I like to spend my leisure time with people not from PSC rather than with other PSC students.	1	2	3	4	5	6

Scale IV. Identification with Formal Vocational Preparation Aspects of the College

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
4/1 I think of going to college mainly as a way of getting enough education to get a good job.	1	2	3	4	5	6
4/2 Most of the courses I take help prepare me for a good job.	1	2	3	4	5	6
4/3 I get irritated when I have to take courses which seem to have no practical application in earning a living.	1	2	3	4	5	6
4/4 Too much money is being spent on teaching students subjects which have no practical application to earning a living.	1	2	3	4	5	6
4/5 Our colleges and universities tend to sadly neglect training people for an occupation.	1	2	3	4	5	6
4/6 I am suspicious of students who go to college without thinking how they will earn a living when they graduate.	1	2	3	4	5	6
4/7 If a person majors in my subject, they have a good chance of someday earning a good living.	1	2	3	4	5	6
4/8 I get somewhat uncomfortable when I realize that I am spending so much time learning things which are not really related to a future job.	1	2	3	4	5	6
4/9 Half the time I am puzzled about why I have to take certain courses.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
4/10 I wish PSC would offer more courses which would prepare me for a well-paying occupation.	1	2	3	4	5	6
4/11 The real test of the scientific theories you learn in college is whether or not they are useful in daily life.	1	2	3	4	5	6
4/12 The most important thing to me will be my career.	1	2	3	4	5	6
4/13 Everyone should go to college if they possibly can, so they can be sure of a good job.	1	2	3	4	5	6
4/14 Schools ought to cut out impractical courses and to concentrate on things that help you in your career.	1	2	3	4	5	6
4/15 I am more interested in a general education than in a specialized vocational program.	1	2	3	4	5	6
4/16 I am more interested in a broad general education than in preparing myself to earn a living.	1	2	3	4	5	6
4/17 I think of PSC more as a place to prepare to earn a living rather than as a place where I am supposed to learn moral and ethical guidelines.	1	2	3	4	5	6
4/18 One of the reasons college is important is because you can make contacts with people who later on might help you to get a job.	1	2	3	4	5	6
4/19 Give me a practical man, such as a businessman or engineer, rather than someone who is all caught up with ideas, such as a professor.	1	2	3	4	5	6

APPENDIX B

PORTLAND STATE COLLEGE
PORTLAND, OREGON

Student Life Study
Series I

Fall, 1967

THIS IS NOT A TEST. WE ASK ONLY FOR YOUR OWN ATTITUDES AND OPINIONS. We also ask for information on your background and your plans.

INSTRUCTIONS

This questionnaire has been constructed on the basis of interviews with Portland State College students. Now, we would like your opinions.

THERE IS NO GRADE OR OTHER MARK. In fact, for many of the questions there is no right or wrong answer. The only answer is what you personally believe---your attitudes and your opinions.

Most of the questions can be answered with a check (X) next to the category that applies to you. Some of the questions, however, have more complicated instructions. Please read the instructions carefully.

Feel free to elaborate your opinion, or to add a fuller explanation.

Please be frank in your answers. No one other than social scientists on this study will ever see any information that could identify you.

Thank you for your cooperation.

(71-77)

Date: _____

Have you attended any college or university since you graduated from high school? Include such attendance if it was part of your military obligation, or training for the Peace Corps, Vista, or any other similar organization.

- I have never attended college or university before enrolling this term.
- I have attended college or university as part of military training, or Peace Corps training, Vista training, etc. (Fill in table below)
- I have attended college or university before. (Fill in table below.)

WHAT ONES?	WHERE?	WHEN?
_____	_____	_____
_____	_____	_____
_____	_____	_____

First, we would like some information about your plans for college.

(1) When did you first decide that you were going to college?

- 1 ___ I decided after I had already graduated from high school.
- 2 ___ I decided during my senior year in high school.
- 3 ___ I decided before my senior year but after I had finished elementary school.
- 4 ___ I decided during the last few years of elementary school.
- 5 ___ I cannot remember when I decided since as long as I can remember I have planned to go to college.
- 6 ___ Something else. What? _____

At present, what do you expect your future pattern of likely ATTENDANCE AT PORTLAND STATE COLLEGE to be? Check the ONE which most closely describes your present expectations.

(2) I expect:

- 1 ___ To continue regular attendance at PSC(except possibly for summers) for the next four years until I graduate.
- 2 ___ To transfer to another college or university after a year or less, and to graduate.
- 3 ___ To transfer to another college or university after two years, and to graduate.
- 4 ___ To transfer to another college or university after three years, and to graduate.
- 5 ___ To sporadically attend PSC over a period of more than four years, taking time off to work full-time during the regular school year, and to graduate.
- 6 ___ To sporadically attend PSC over a period of more than four years, taking time off to work full-time during the regular school year, BUT I WILL TAKE CLASSES IN THE NIGHT SCHOOL WHEN I AM WORKING FULL-TIME, and to graduate.
- 7 ___ To only attend PSC and/or another college for a while, and probably not to ever graduate.
- 8 ___ I am very uncertain about how long I will stay at PSC and what my attendance plans are.
- 9 ___ I expect something else. What? _____

(3-4) How do you expect to pay your expenses at PSC this year. Check EACH source that will contribute more than 10% to paying your room, board, tuition, clothing, etc.

- 1 Assistance from parents and/or relatives (money, room and board, clothing, etc.)
- 2 Money I have saved from a summer job.
- 3 Pay from a job I will hold this fall.
- 4 Scholarship
- 5 Loan
- 6 G.I. Bill.
- 7 Other, What? _____

(5) NOW GO BACK, DRAW A CIRCLE AROUND THE X TO INDICATE THE SINGLE MOST IMPORTANT SOURCE.

(6) Are you now planning to work for money during the fall quarter?

- 1 No
- 2 Yes. If "yes", how many hours each week? _____ hours per week. (7)
- 3 Uncertain if I will work or not.

(8) How long does it take you to get from the place you will be living while attending PSC to the college? _____ minutes.

(9) Please give the location of where you will be living. (e.g., 182nd & N.E. Glisan in Portland, or Main & Glenmore in Lake Oswego)

(10) What type of transportation do you usually expect to use to get to PSC?

- | | |
|---|--|
| 1 <input type="checkbox"/> My own automobile | 4 <input type="checkbox"/> Ride a bus |
| 2 <input type="checkbox"/> My own scooter or cycle | 5 <input type="checkbox"/> Walk |
| 3 <input type="checkbox"/> Get a ride in the auto of a friend or relative | 6 <input type="checkbox"/> Something else. What? _____ |

(11) How would you describe the room or place in which you will study in your place of residence.

- 1 Have my own room in which I can study.
- 2 Share a room with another college student (including spouse), in which I can study.
- 3 Share a room with another person---not a student---in which I can study.
- 4 Have no special place in which I can study but instead will look for some quiet place in the place in which I live.
- 5 Have no special place in which I can study in the place in which I live and plan to try to do as much studying as possible some place other than where I live.
- 6 Somewhere else: Where? _____

Students have many ideas and expectations about college. They vary widely in what they consider to be a good college, a good job, a good life. We would like to know YOUR OWN PERSONAL IDEAS AND OPINIONS about these.

First, college students have different ideas about the main purpose of a college education. Some of their ideas are listed below. As you read this list, consider what education goals YOU PERSONALLY think the IDEAL college or university ought to emphasize. Rate each goal as you personally value it.

A College or University Ought to:	Highly Important	Medium Importance	Low Importance
(12) Develop your knowledge and interest in community and world problems			
(13) Provide occupational training, develop skills and techniques directly applicable to your career			
(14) Prepare you for a happy marriage and family life			
(15) Help develop you moral capacities, ethical standards, and values.			
(16) Provide a basic general education and appreciation of ideas.			
(17) Develop your ability to get along with different kinds of people			

(18) IF YOU HAVE CHECKED MORE THAN ONE OF THESE GOALS AS HIGHLY IMPORTANT, GO BACK AND CIRCLE THE CHECK MARK OF THE GOAL WHICH IS OF THE HIGHEST IMPORTANCE TO YOU.

Students expect many things from attending college. Listed below are some things which students have said they expect. How do you personally feel about these? Please indicate whether you personally EXPECT each thing to happen to you as a result of your attending Portland State College. Check each one you EXPECT to probably happen.

	Very Sure	Somewhat Sure	Not at All	Already Happened
(19)				Make many new close friendships.
(20)				Learn skills which have to do with my occupational plans.
(21)				Be stimulated to really think about new things.
(22)				Grow away from my parents and think for myself.
(23)				Find myself.
(24)				Meet many professors who are strict, demanding and standoffish.
(25)				Have to work a lot harder at my studies than I did in high school.
(26)				Find an interesting person to date.
(27)				Have new experiences with things like alcohol (or drugs or sex).
(28)				Find college to be a lot like high school.
(29)				Look for a person to marry.
(30)				Change my ideas about lots of basic things in life.
(31)				Feel a part of the world of ideas.
(32)				Develop more social poise, ability to get along with others.
(33)				Be challenged by new ideas and values.
(34)				Have a really good time.
(35)				Participate in many activities.
(36)				Expect to be around campus only for classes or work.
(64)				Become an adult.
(65)				Find more people with similar goals and feelings.
(66)				Find a freer academic environment than in high school.
(67)				Have a chance to do new things.
(68)				Not to do very well academically the first term.
(69)				Become independent.

(37) Although students may find their college very attractive, they sometimes report that their choice was conditioned by practical considerations, and if they were completely free to choose any college it would be different than the one they are now going to.

If you felt completely free to choose any college or university, which one would it be?

1 Portland State College (Go to page 6, Question 1-23)

2 Some other college or university.

What one? _____

Answer Question (38-52) and (53-63)

(38-52) If you prefer some other college than PSC, please indicate why you decided NOT to go to THE COLLEGE YOU PREFERRED. Check EACH reason that applies, and feel free to add additional reasons in the space provided at the end of the list.

I came to PSC instead of my preference because:

(38) My family did not want me to leave home

(39) I do not have the special talents and aptitudes required.

(40) I do not have the personality to make a go of it there.

(41) I preferred to live in Portland to the community in which that college is

(42) I frankly find it scary to have to go away all by myself.

(43) That place is too large.

(44) I could not afford to join a sorority (or fraternity) there.

(45) It is too far away from my boyfriend (girlfriend) or fiancée or fiancé.

(46) There is discrimination against people of my sex (or religion or race or social class) there.

(47) I could not get as good a job there as I now have here.

(48) My spouse did not want to leave this area.

(49) I applied there, but was not admitted.

(50) Do not have the money.

(51) My grades were not good enough.

(52) Other _____

(53-63) If PSC was NOT your first choice, indicate what the advantages of your preference are compared to PSC. Check EACH statement that applies. (If PSC was your first preference go to question 1-23 on page 6)

(53) Academic standards and reputation are higher.

(54) Placement examinations are not required there.

(55) More convenient to home than PSC.

(56) High school teacher (or counselors) advised I go there.

(57) Parents wished me to go there.

(58) Being able to live away from home if I went there.

(59) Athletic and extracurricular activities there.

(60) Friends going to that college.

(61) Type of curriculum offered there.

(62) Quality of the students better there.

(63) Other: what? _____

(1-23) Students have different reasons for coming to Portland State. Listed below are some of the reasons students give.

WHAT PERSONALLY ARE YOUR REASONS? Check each reason that was Important in your deciding to come to PSC.

- | | |
|--|--|
| (1) ___ High academic standards and reputation of PSC (or major dept.) | (12) ___ Am married & family is settled in or near Portland. |
| (2) ___ Admission not influenced by race, religion, creed. | (13) ___ Low tuition |
| (3) ___ Athletic & extracurricular activities at PSC. | (14) ___ High school grades too low to go where I wanted. |
| (4) ___ Like an urban atmosphere. | (15) ___ Need to help out at home or in family business. |
| (5) ___ Availability of part-time jobs in Portland area. | (16) ___ Older friends or relatives advised me to come to PSC. |
| (6) ___ Financial savings of living at home. | (17) ___ Parents' wishes |
| (7) ___ Cultural & recreational activities in the Portland area. | (18) ___ Permanent job while attending school. |
| (8) ___ Friends were coming to PSC | (19) ___ Quality of teaching at PSC. |
| (9) ___ High school teachers or counselors advised it. | (20) ___ Serious mindedness of PSC students. |
| (10) ___ Housing easy to find near PSC. | (21) ___ To avoid social pressures |
| | (22) ___ Type of curriculum & courses offered here |
| | (23) ___ Other reason: What? _____ |
-

(24) Now, Stop.

GO BACK AND CIRCLE THE NUMBER OF THE THREE ITEMS IN QUESTION 1-23 THAT WERE MOST IMPORTANT IN YOUR DECISION.

Deck Two

Now, we would like to know about your plans after college.

(25) Have you decided what you will take up as a life-time occupation after you complete all of your college education?

1 Yes, definitely.

2 Yes, tentatively.

3 No. If "no," skip question (26) and go on to question (27).

(26) If you have definitely or tentatively decided on your life-time occupation, please indicate what it is. Be specific as you can, e.g., teacher of English in high school.

a) Occupational title: _____

b) Main duties you expect to have: _____

c) In what will it be: _____
(law, retail sales, airlines, advertising, medicine, etc.)

If you have NOT decided definitely or tentatively about what your life-time occupation will be, what are you considering? (SKIP this question if you already answered (26). List the three occupations you are considering. Indicate first, the one you are most seriously considering; second, the one you are next most seriously considering, and third, the one you are next most seriously considering. Be as specific as you can.

(27) 1st choice _____

(28) 2nd choice _____

(29) 3rd choice _____

(30) WOMEN ONLY. Which statement describes your plans most accurately.

1 Intend to marry and to stay home rather than pursue a career.

2 Marry and only work before I have children and/or if it is really financially necessary.

3 Combine marriage and a career regardless of children and financial necessity.

4 Career plans are definite, but may also marry, if I decide to.

(31-34) People think of themselves in different ways. How do you think of yourself?

Put a 1 by the description which you think of first as describing YOU; put a 2 by the description which you think of second; a 3 by the description you think of third, and so on, until you have put a number in each space.

MALES (31-34)

FEMALES (31-34)

___ husband

___ wife

___ man

___ woman

___ employee (i.e., your occupation)

___ employee (i.e., your occupation)

___ college student

___ college student

___ father

___ mother

___ PSC student

___ PSC student

___ boy

___ girl

___ Negro or white or Oriental, etc.

___ Negro or white or Oriental, etc.

___ Catholic or Protestant or Jew or
some other religious affiliation

___ Catholic or Protestant or Jew or
some other religious affiliation

Students describe the college or university which they attend in many different ways. Listed below are some of their descriptions.

HOW CLOSELY DOES EACH STATEMENT FIT YOUR PICTURE OF PORTLAND STATE COLLEGE?

If the description fits very closely then put an X in the column labeled "Fits very closely,"

If the description fits somewhat closely then put an X in the column "Fits somewhat closely,"

If the description does not fit then put an X in the column "Does NOT fit at all."

Portland State College	Fits very closely	Fits somewhat closely	Does NOT fit at all	Never thought about it	
Has attractive buildings & facilities	1 _____	2 _____	3 _____	4 _____	(35)
Has a good faculty.	1 _____	2 _____	3 _____	4 _____	(36)
Is as good as the state universities.	1 _____	2 _____	3 _____	4 _____	(37)
Attracts students who are more interested in a degree than a good basic education.	1 _____	2 _____	3 _____	4 _____	(38)
Is mainly a glorified high school	1 _____	2 _____	3 _____	4 _____	(39)
Has too radical an atmosphere	1 _____	2 _____	3 _____	4 _____	(40)
Has mostly students who have to live at home because of finances	1 _____	2 _____	3 _____	4 _____	(41)
Has the respect of most people in Portland.	1 _____	2 _____	3 _____	4 _____	(42)

CONTINUE ON NEXT PAGE

Portland State College	Fits very closely	Fits somewhat closely	Does NOT fit at all	Never thought about it	
Is not a place that most students would want to attend for all four years of college.	1 _____	2 _____	3 _____	4 _____	(43)
Requires a high standard of work	1 _____	2 _____	3 _____	4 _____	(44)
Is a hard place to make friends that you see off-campus	1 _____	2 _____	3 _____	4 _____	(45)
Makes a student memorize things rather than think creatively	1 _____	2 _____	3 _____	4 _____	(46)
Is a hard place for a student to get to know professors.	1 _____	2 _____	3 _____	4 _____	(47)
Makes you take responsibility for yourself	1 _____	2 _____	3 _____	4 _____	(48)
Offers cultural opportunities you cannot get at most other schools.	1 _____	2 _____	3 _____	4 _____	(49)
Is so large that students are treated like numbers rather than people	1 _____	2 _____	3 _____	4 _____	(50)
Has lots of students who are not intelligent enough to go to a better college.	1 _____	2 _____	3 _____	4 _____	(51)
Has lots of "hippies" and other varieties of people.	1 _____	2 _____	3 _____	4 _____	(52)
Has too many "party students" rather than serious ones	1 _____	2 _____	3 _____	4 _____	(53)
Has friendships that seem to last only for a term	1 _____	2 _____	3 _____	4 _____	(54)
Has students who tend to "run the place down".	1 _____	2 _____	3 _____	4 _____	(55)
Has professors who don't seem very happy about teaching here.	1 _____	2 _____	3 _____	4 _____	(56)
Is a good place to look for a husband (or wife).	1 _____	2 _____	3 _____	4 _____	(57)
Is usually too crowded	1 _____	2 _____	3 _____	4 _____	(58)
Attracts a wide variety of students.	1 _____	2 _____	3 _____	4 _____	(59)
Places emphasis on course work rather than on knowledge	1 _____	2 _____	3 _____	4 _____	(60)
Is a place people go for an education, not for fun.	1 _____	2 _____	3 _____	4 _____	(61)
Is a place people seem to go because they think they have to go to college rather than because they enjoy going to college	1 _____	2 _____	3 _____	4 _____	(62)

Finally, we would like some information about you.

(1) What is your sex? 1 ___ Male 2 ___ Female

(2) How old are you?

1 ___ 17 years or less

5 ___ 21 through 25 years old

2 ___ 18 years old

6 ___ 26 through 30 years old

3 ___ 19 years old

7 ___ over 30 years old

4 ___ 20 years old

(3) What is your marital status?

1 ___ Married, with children

How many children? _____

2 ___ Married, no children

3 ___ Engaged to be married

4 ___ Single

5 ___ Other: Please explain _____

(4) Where did you live during most of the time you were growing up?

Farm, Town, City

State

(Country, if not US)

(5) In what community do you now live as a permanent resident?

Farm, Town, City

State

(Country, if not US)

(6) From what high school did you graduate?

(7) Do you have brothers and sisters? Please list in order of birth the age and sex of your brothers and sisters. Include YOURSELF in listing AGE. Please indicate which of your siblings ever attended or now go to college.

Relationship
(brother, sister,
myself)

Age Indicate: 1. Graduated college
2. Attended college, never graduated.
3. Attend college Now.

OLDEST 1 _____

2 _____

3 _____

4 _____

5 _____

YOUNGEST 6 _____

Deck Three

If your father is deceased, or retired indicate so, and then answer question (12-13)

Deceased since 19_____

Retired since 19_____

(8-9) What specifically is your father's occupation now, or was before he retired or died? Please read the example. Then answer each part of the question.

EXAMPLE

1. Job title: PRODUCT RECEIVER
2. Most important duties: UNWRAPPED AND RE-ROUTED MERCHANDISE COMING INTO THE FACTORY
3. Industry: MANUFACTURER OF AUTOMOTIVE PARTS
4. Department: SHIPPING
5. Were the duties mainly manual or non-manual?
 Manual
 Non-Manual

Describe your father's occupation. Please PRINT

1. Job title: _____

2. Most important duties: _____

3. Industry: _____

4. Department: _____

5. Are the duties mainly manual or non-manual? Manual Non-Manual

(10) In your opinion, could things have turned out better for your father in his job or occupation? Consider the overall situation rather than any one particular job.

- 1 Things could have turned out much better.
- 2 Things could have turned out somewhat better.
- 3 Things could not have been better.

(11) How often has your parental family moved from one community to another in the last six years? _____ times.

(12) What is the marital status of your natural parents?

- 1 Married, living together
- 2 Married, but living separately
- 3 Divorced
- 4 Father is deceased
- 5 Mother is deceased
- 6 Other: _____

(13) Does your mother work?

- 1 Yes, full-time
- 2 Yes, part-time
- 3 No, does NOT work

(14) What do you consider to be the socio-economic situation of your parents?

- 1 Upper class
- 2 Upper-middle class
- 3 Middle class with a quite comfortable income
- 4 Middle class but limited income
- 5 Working class with a comfortable income
- 6 Working class with a limited income
- 7 Lower class
- 8 At the very bottom with hardly any income at all.
- 9 Some other situation describes my parents. What?

(15) During the last six or eight years, would you say your parental family:

- 1 Has moved upward in the socio-economic (class) scale.
- 2 Has stayed at about the same level in the socio-economic (class) scale.
- 3 Has moved downward in the socio-economic (class) scale.
- 4 Has alternated moving upward and downward in the socio-economic (class) scale.

How much education did each of your parents have?

	(16)	(17)
	Father;	Mother:
No formal education.....	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Grammer school.....	2 <input type="checkbox"/>	2 <input type="checkbox"/>
High school, but did not graduate.....	3 <input type="checkbox"/>	3 <input type="checkbox"/>
High school graduation.....	4 <input type="checkbox"/>	4 <input type="checkbox"/>
Business college, TV repair school, Beautician school, IBM school, etc.....	5 <input type="checkbox"/>	5 <input type="checkbox"/>
College, but did not graduate.....	6 <input type="checkbox"/>	6 <input type="checkbox"/>
College graduation.....	7 <input type="checkbox"/>	7 <input type="checkbox"/>
Post-graduate work, but no advanced degrees.....	8 <input type="checkbox"/>	8 <input type="checkbox"/>
One or more graduate degrees.....	9 <input type="checkbox"/>	9 <input type="checkbox"/>
I am not at all sure.....	10 <input type="checkbox"/>	10 <input type="checkbox"/>

(18-19) Which ONE of the following religions do you think was most influential in your family while you were growing up? Check ONE.

- 11 ___ Roman Catholic
- 12 ___ Orthodox Catholic
- 13 ___ Jewish
- 14 ___ Buddhist
- 15 ___ Islam
- 16 ___ Latter Day Saints
- 17 ___ African Methodist Episcopal
- 18 ___ Baptist-American
- 19- ___ Baptist-Southern
- 21 ___ Christian Scientist
- 22 ___ Congregationalists
- 23 ___ Disciples of Christ/Christian
- 24 ___ Episcopalian
- 25 ___ Friends (Quakers)
- 26 ___ Lutheran-American
- 27 ___ Lutheran-Missourie Synod
- 28 ___ Methodist
- 29 ___ Presbyterian
- 31 ___ Seventh Day Adventist
- 32 ___ Unitarian
- 33 ___ No particular religion
- 34 ___ I do not wish to answer
- 35 ___ Some other religion: _____

(20-21) Which ONE of the above do you NOW think is most influential on you personally?
Write the number here: _____

(e.g., 16 for Latter Day Saints, 24 for Episcopalian)

PORTLAND STATE COLLEGE
Portland, Oregon

Social Science Division

C O N F I D E N T I A L

The entire entering Freshman Class of Fall, 1967 will be followed through the next four years or so of the college years.

We ask that you fill out this sheet. Your responses will be given a number, and this sheet WILL BE REMOVED FROM THE QUESTIONNAIRE. We ask for this information so that we will be able to contact you throughout your remaining years as a college student.

ALL OF THE INFORMATION WILL REMAIN COMPLETELY CONFIDENTIAL AND NO ONE EXCEPT THE PROJECT DIRECTORS WILL EVER SEE INFORMATION WHICH WOULD IDENTIFY YOU.

NAME: _____
(Last) (First) (Middle)

Present Address: _____

Please give the name of two relatives or older friends who will always be in contact with you for the next five years or so.

(1) Name: _____

Relationship: _____

Address: _____

(2) Name: _____

Relationship: _____

Address: _____

THANK YOU FOR YOUR COOPERATION

Student Life Study
Series I
Fall, 1967

Charles D. Bolton
Morris Westman
Mona Glaze

APPENDIX C

Responses on Freshman Questionnaire; Fall 1967

Research Done under Office of Education Contract No. OEC-4-7-062573-2949

Charles Bolton, Morris Weitman, Nona Glazer

In Fall 1967, a questionnaire was administered to as many of the entering freshmen as could be contacted. Usable questionnaires were obtained from 1547 freshmen, which is 90.7% of the entering freshman class (not including foreign students). In the responses reported below N=1547 unless otherwise noted. Since the number of "no responses" varied considerably from question to question, for most items percentages are given for both the total of 1547 respondents and for the number who answered the particular question. The data are presented in the order of the items on the questionnaire.

	N	% with N/A	% without N/A
1. When did you first decide that you were going to college?			
1. I decided after I had already graduated from high school.....	64	4.14	4.19
2. I decided during my senior year in high school.....	146	9.44	9.57
3. I decided before my senior year but after I had finished elementary school.....	349	22.56	22.87
4. I decided during the last few years of elementary school.....	146	9.44	9.57
5. I cannot remember when I decided since as long as I can remember I have planned to go to college.....	787	50.87	51.57
6. Something else.....	34	2.20	2.23
7. No answer.....	21	1.36	N=1526
2. At present, what do you expect your future pattern of likely ATTENDANCE AT PORTLAND STATE COLLEGE to be?			
I expect:			
1. To continue regular attendance at PSC (except possibly for summers) for the next four years until I graduate.....	579	37.43	37.94
2. To transfer to another college or university after a year or less, and to graduate.....	210	13.57	13.76
3. To transfer to another college or university after two years, and to graduate.....	308	19.91	20.18
4. To transfer to another college or university after three years, and to graduate.....	49	3.17	3.21
5. To sporadically attend PSC over a period of <u>more</u> than four years, taking time off to work full-time during the regular school year, and to graduate.....	12	.78	.79
6. To sporadically attend PSC over a period of more than four years, taking time off to work full-time during the regular school year, BUT I WILL TAKE CLASSES IN THE NIGHT SCHOOL WHEN I AM WORKING FULL-TIME, and to graduate.....	6	.39	.39
7. To only attend PSC and/or another college for a while, and probably not to ever graduate.....	35	2.26	2.29
8. I am very uncertain about how long I will stay at PSC and what my attendance plans are.....	200	12.93	13.11
9. I expect something else.....	127	8.21	8.32
10. No answer.....	21	1.36	N=1526

	N	% with N/A	% without N/A
3. How do you expect to pay your expenses at PSC this year?			
1. Assistance from parents and/or relatives.....	1137	73.5	
2. Money I have saved from a summer job.....	1041	67.3	
3. Pay from a job I will hold this fall.....	660	42.7	
4. Scholarship.....	309	20.0	
5. Loan.....	102	6.6	
6. G. I. Bill.....	38	2.5	
7. Other.....	161	10.4	
4. The SINGLE MOST IMPORTANT SOURCE.			
1. Assistance from parents and/or relatives.....	610	39.4	40.9
2. Money I have saved from a summer job.....	438	28.3	29.4
3. Pay from a job I will hold this fall.....	149	9.6	10.0
4. Scholarship.....	142	9.2	9.5
5. Loan.....	45	2.9	3.0
6. G. I. Bill.....	22	1.4	1.5
7. Other.....	85	5.5	5.7
8. No answer (or more than one answer).....	56	3.6	N=1491
5. Are you now planning to work for money during the fall quarter?			
1. No.....	445	28.8	29.0
2. Uncertain if I will work or not.....	291	18.8	19.0
3. Yes, working but hours unspecified.....	80	5.2	5.2
4. 8 or less hours.....	66	4.3	4.3
5. 9-14 hours.....	146	9.4	9.5
6. 15-21 hours.....	329	21.3	21.4
7. 22-34 hours.....	142	9.2	9.2
8. 35-39 hours.....	13	.8	.9
9. 40 or more hours.....	24	1.6	1.6
10. No answer.....	11	.7	N=1536
6. How long does it take you to get <u>from the place</u> you will be living while attending PSC to the <u>college</u>?			
1. 5 minutes or less.....	92	6.0	6.0
2. 6-10 minutes.....	129	8.3	8.5
3. 11-15 minutes.....	282	18.2	18.5
4. 16-20 minutes.....	373	24.1	24.5
5. 21-25 minutes.....	137	8.9	9.0
6. 26-30 minutes.....	269	17.4	17.7
7. 31-40 minutes.....	88	5.7	5.8
8. 40 or more minutes.....	149	9.6	9.8
9. No answer.....	25	1.6	N=1522

	N	% with N/A	% without N/A
7. Please give the location of where you will be living.			
1. Near PSC; north of Burnside to Vista Ave., to foot-hills on South side to Corbett Ave. area.....	133	8.6	8.8
2. S. W. area excluding above.....	97	6.3	6.4
3. N. W. area.....	34	2.2	2.3
4. Near eastside; to Fremont, 33rd, Holgate.....	114	7.4	7.6
5. Far eastside; to city limits.....	509	32.9	33.7
6. Suburban westside; e.g., Beaverton, etc.....	208	13.5	13.8
7. Suburban eastside.....	256	16.6	17.0
8. Cities outside of Portland; Oregon City, etc.....	156	10.3	10.5
9. No answer.....	37	2.4	
			N=1510
8. What type of transportation do you usually expect to use to get to PSC?			
1. Own automobile.....	512	33.1	33.3
2. Own scooter or cycle.....	20	1.3	1.3
3. Get a ride in the auto of a friend or relative.....	309	20.0	20.1
4. Ride a bus.....	341	22.0	22.2
5. Walk.....	122	7.9	7.9
6. Something else.....	21	1.4	1.4
7. Car and bus (1 or 3 and 4).....	209	13.5	13.6
8. (1 and 2).....	4	.3	.3
9. No answer.....	9	.6	
			N=1538
9. How would you describe the room or place in which you will study in your place of residence?			
1. Have my own room in which I can study.....	1062	68.7	69.2
2. Share a room with another college student (including spouse), in which I can study.....	115	7.4	7.5
3. Share a room with another person--not a student--in which I can study.....	98	6.3	6.4
4. Have no special place in which I can study but instead will look for some quiet place in the place in which I live.....	143	9.2	9.3
5. Have no special place in which I can study in the place in which I live and plan to try to do as much studying as possible some place other than where I live.....	79	5.1	5.2
6. Somewhere else.....	38	2.5	2.5
7. No answer.....	12	.8	
			N=1535

10. A College or University ought to:		Highly Important	Medium Importance	Low Importance	N/A
1. Develop your knowledge and interest in community and world problems	N %	831 53.7	657 42.5	44 2.8	15 1.0
2. Provide occupational training, develop skills and techniques directly applicable to your career	N %	1132 73.2	357 23.1	45 2.9	13 .8
3. Prepare you for a happy marriage and family life	N %	159 10.3	655 42.3	708 45.8	23 1.5
4. Help develop your moral capacities, ethical standards, and values	N %	443 28.6	759 49.1	318 20.6	27 1.8
5. Provide a basic general education and appreciation of ideas	N %	878 56.8	611 39.5	44 2.8	14 .9
6. Develop your ability to get along with different kinds of people	N %	647 41.8	718 46.4	166 10.7	16 1.0

11. The one education goal which is of highest importance to you.	N	% with N/A	% without N/A
1. Develop your knowledge and interest in community and world problems.....	201	13.0	13.1
2. Provide occupational training, develop skills and techniques directly applicable to your career.....	706	45.6	45.9
3. Prepare you for a happy marriage and family life.....	31	2.0	2.0
4. Help develop your moral capacities, ethical standards, and values.....	112	7.2	7.3
5. Provide a basic general education and appreciation of ideas.....	301	19.5	19.6
6. Develop your ability to get along with different kinds of people.....	99	6.4	6.4
7. None indicated as high importance.....	14	.9	.9
8. Two or more indicated as high importance.....	74	4.8	4.8
9. No answer.....	9	.6	
			N=1538

	N	% with N/A	% without N/A
12. Please indicate whether you personally expect each thing to happen to you as a result of your attending PSC.			
1. Make many new close friendships			
a. Very Sure.....	519	33.6	35.0
b. Somewhat Sure.....	727	47.0	49.1
c. Not at All.....	122	7.9	8.2
d. Already Happened.....	113	7.3	7.6
e. No Answer.....	66	4.3	
			N=1481
2. Learn skills which have to do with my occupational plans			
a. Very Sure.....	1043	67.4	70.0
b. Somewhat Sure.....	392	25.3	26.3
c. Not at All.....	47	3.0	3.2
d. Already Happened.....	9	.6	.6
e. No Answer.....	56	3.6	
			N=1491
3. Be stimulated to really think about new things			
a. Very Sure.....	808	52.2	54.1
b. Somewhat Sure.....	539	34.8	36.1
c. Not at All.....	24	1.6	1.6
d. Already Happened.....	124	8.0	8.3
e. No Answer.....	52	3.4	
			N=1495
4. Grow away from my parents and think for myself			
a. Very Sure.....	485	31.4	32.9
b. Somewhat Sure.....	443	28.6	30.1
c. Not at All.....	114	7.4	7.7
d. Already Happened.....	432	27.9	29.3
e. No Answer.....	73	4.7	
			N=1474
5. Find myself			
a. Very Sure.....	272	17.6	18.9
b. Somewhat.....	671	43.4	46.6
c. Not at All.....	196	12.7	13.6
d. Already Happened.....	301	19.5	20.9
e. No Answer.....	107	6.9	
			N=1440
6. Meet many professors who are strict, demanding and standoffish			
a. Very Sure.....	135	8.7	9.3
b. Somewhat Sure.....	560	36.2	38.5
c. Not at All.....	731	47.3	50.3
d. Already Happened.....	27	1.8	1.9
e. No Answer.....	94	6.1	
			N=1453
7. Have to work a lot harder at my studies than I did in high school			
a. Very Sure.....	1040	67.2	69.4
b. Somewhat Sure.....	363	23.5	24.2
c. Not at All.....	50	3.2	3.3
d. Already Happened.....	46	3.0	3.1
e. No Answer.....	48	3.1	
			N=1499

	N	% with N/A	% without N/A
8. Find an interesting person to date			
a. Very Sure.....	216	14.0	14.8
b. Somewhat Sure.....	704	45.5	48.2
c. Not at All.....	366	23.7	25.0
d. Already Happened.....	176	11.4	12.0
e. No Answer.....	85	5.5	N=1462
9. Have new experiences with things like alcohol or drugs or sex			
a. Very Sure.....	62	4.0	4.3
b. Somewhat Sure.....	308	19.9	21.2
c. Not at All.....	953	61.6	65.7
d. Already Happened.....	128	8.3	8.8
e. No Answer.....	96	6.2	N=1451
10. Find college a lot like high school			
a. Very Sure.....	26	1.7	1.8
b. Somewhat Sure.....	220	14.2	14.8
c. Not at All.....	1215	78.5	82.0
d. Already Happened.....	21	1.4	1.4
e. No Answer.....	65	4.2	N=1482
11. Look for a person to marry			
a. Very Sure.....	33	2.1	2.3
b. Somewhat Sure.....	309	20.0	21.3
c. Not at All.....	1026	66.3	70.8
d. Already Happened.....	82	5.3	5.7
e. No Answer.....	97	6.3	N=1450
12. Change my ideas about a lot of basic things in life			
a. Very Sure.....	212	13.7	14.5
b. Somewhat Sure.....	730	47.2	49.8
c. Not at All.....	469	30.3	32.0
d. Already Happened.....	56	3.6	3.8
e. No Answer.....	80	5.2	N=1467
13. Feel a part of the world of ideas			
a. Very Sure.....	464	30.0	31.6
b. Somewhat Sure.....	845	54.6	57.5
c. Not at All.....	80	5.2	5.5
d. Already Happened.....	80	5.2	5.5
e. No Answer.....	78	5.0	N=1469
14. Develop more social poise, ability to get along with others			
a. Very Sure.....	493	31.9	33.5
b. Somewhat Sure.....	798	51.6	54.2
c. Not at All.....	108	7.0	7.3
d. Already Happened.....	74	4.8	5.0
e. No Answer.....	74	4.8	N=1473

	N	% with N/A	% without N/A
15. Be challenged by new ideas and values			
a. Very Sure.....	997	64.5	66.6
b. Somewhat Sure.....	415	26.8	27.7
c. Not at All.....	19	1.2	1.3
d. Already Happened.....	67	4.3	4.5
e. No Answer.....	49	3.2	N=1498
16. Have a really good time			
a. Very Sure.....	348	22.5	23.7
b. Somewhat Sure.....	890	57.5	60.6
c. Not at All.....	165	10.7	11.2
d. Already Happened.....	65	4.2	4.4
e. No Answer.....	79	5.1	N=1468
17. Participate in many activities			
a. Very Sure.....	217	14.0	14.8
b. Somewhat Sure.....	899	58.1	61.1
c. Not at All.....	336	21.7	22.8
d. Already Happened.....	19	1.2	1.3
e. No Answer.....	76	4.9	N=1471
18. Expect to be around campus only for classes or work			
a. Very Sure.....	177	11.4	12.1
b. Somewhat Sure.....	420	27.2	28.8
c. Not at All.....	854	55.2	58.5
d. Already Happened.....	9	.6	.6
e. No Answer.....	87	5.6	N=1460
19. Become an adult			
a. Very Sure.....	602	38.9	42.2
b. Somewhat Sure.....	569	36.8	39.9
c. Not at All.....	111	7.2	7.8
d. Already Happened.....	146	9.4	10.2
e. No Answer.....	119	7.7	N=1428
20. Find more people with similar goals and feelings			
a. Very Sure.....	670	43.3	45.4
b. Somewhat Sure.....	678	43.8	46.0
c. Not at All.....	69	4.5	4.7
d. Already Happened.....	58	3.8	3.9
e. No Answer.....	72	4.7	N=1475
21. Find a freer academic environment than in high school			
a. Very Sure.....	1006	65.0	68.3
b. Somewhat Sure.....	314	20.3	21.3
c. Not at All.....	58	3.8	3.9
d. Already Happened.....	96	6.2	6.5
e. No Answer.....	73	4.7	N=1474

	N	% with N/A	% without N/A
22. Have a chance to do new things			
a. Very Sure.....	968	62.6	65.0
b. Somewhat Sure.....	402	26.0	27.0
c. Not at All.....	41	2.7	2.8
d. Already Happened.....	78	5.0	5.2
e. No Answer.....	58	3.8	N=1489
23. Not to do very well academically the first term			
a. Very Sure.....	91	5.9	6.4
b. Somewhat Sure.....	512	33.1	36.0
c. Not at All.....	803	51.9	56.4
d. Already Happened.....	18	1.2	1.3
e. No Answer.....	123	8.0	N=1424
24. Become independent			
a. Very Sure.....	504	32.6	34.2
b. Somewhat Sure.....	590	38.1	40.0
c. Not at All.....	88	5.7	6.0
d. Already Happened.....	292	18.9	19.8
e. No Answer.....	72	4.7	N=1475
13. If you felt completely free to choose any college or university, which one would it be?			
a. PSC.....	688	44.5	45.4
b. University of Oregon.....	178	11.5	11.7
c. Oregon State University.....	215	13.9	14.2
d. Community colleges.....	7	.5	.5
e. Other State of Oregon schools.....	25	1.6	1.7
f. Private (in Oregon).....	114	7.4	7.5
g. Private and public outside of Oregon.....	225	14.5	14.8
h. Some other college - unspecified.....	65	4.2	4.3
i. All other schools, e.g., beauty school, trade school..	0	0.0	0.0
j. No Answer.....	30	1.9	N=1517
14. I came to PSC instead of my preference because:	N Yes		% Yes
1. My family did not want me to leave home.....	160		18.9
2. I do not have the special talents and aptitudes required.....	36		4.2
3. I do not have the personality to make a go of it there.....	15		1.8
4. I preferred to live in Portland to the community in which that college is.....	85		10.0
5. I frankly find it scary to have to go away all by myself.....	46		5.4
6. That place is too large.....	16		1.9
7. I could not afford to join a sorority or fraternity there.....	89		10.5

	N	Yes	% Yes
8. It is too far away from my boyfriend (girlfriend) or fiancée or fiancé.....	57		6.7
9. There is discrimination against people of my sex or religion or race or social class there.....	0		0.0
10. I could not get as good a job there as I now have here.....	79		9.3
11. My spouse did not want to leave this area.....	6		.7
12. I applied there but was not admitted.....	18		2.1
13. Do not have the money.....	672		79.3
14. My grades were not good enough.....	82		9.7
15. Other.....	168		19.8
			N=848
15. If PSC was not your first choice, indicate what the advantages of your preference are compared to PSC			
1. Academic standards and reputation are higher.....	268		31.6
2. Placement examinations are not required there.....	4		.5
3. More convenient to home than PSC.....	27		3.2
4. High school teacher (or counselors) advised I go there.....	109		12.9
5. Parents wished I go there.....	73		8.6
6. Being able to live away from home if I went there.....	455		53.7
7. Athletic and extracurricular activities there.....	143		16.7
8. Friends going to that college.....	255		30.1
9. Type of curriculum offered there.....	399		47.1
10. Quality of students better there.....	126		14.9
			N=848
16. Check <u>each</u> reason that was Important in your deciding to come to PSC			
1. High academic standards and reputation of PSC or major dept.....	529		41.3
2. Admission not influenced by race, religion, creed.....	141		11.0
3. Athletic and extracurricular activities at PSC.....	131		10.2
4. Like an urban atmosphere.....	445		34.7
5. Availability of part-time jobs in Portland area.....	531		41.4
6. Financial savings of living at home.....	945		73.8
7. Cultural and recreational activities in the Portland area.....	310		24.2
8. Friends were coming to PSC.....	307		24.0
9. High school teachers or counselors advised it.....	105		8.2

	N	Yes	% Yes
10. Housing easy to find near PSC.....	75		5.9
11. Am married and family is settled in or near Portland...	30		2.3
12. Low tuition.....	678		52.8
13. High school grades too low to go where I wanted.....	42		3.3
14. Need to help out at home or in family business.....	77		6.0
15. Older friends or relatives advised me to come to PSC...	120		9.4
16. Parents' wishes.....	194		15.1
17. Permanent job while attending school.....	174		13.6
18. Quality of teaching at PSC.....	300		23.4
19. Serious mindedness of PSC students.....	103		8.0
20. To avoid social pressures.....	101		7.9
21. Type of curriculum and courses offered here.....	437		34.1
22. Other reasons.....	209		16.3
			N=1283

	N	% checking as one of the most important
17. The most important reason in deciding to attend PSC (each respondent chose three as the most important)		
1. High academic standards and reputation of PSC.....	345	30.3
2. Admission not influenced by race, religion, creed.....	28	2.5
3. Athletics and extracurricular activities at PSC.....	63	5.5
4. Like an urban atmosphere.....	205	18.0
5. Availability of part-time jobs in Portland area.....	242	21.2
6. Financial savings of living at home.....	779	68.3
7. Cultural and recreational activities in the Portland area.....	104	9.1
8. Friends were coming to PSC.....	109	9.6
9. High school teachers or counselors advised it.....	40	3.5
10. Housing easy to find near PSC.....	29	2.5
11. Am married and family is settled in or near Portland...	29	2.5
12. Low tuition.....	453	39.7
13. High school grades too low to go where I wanted.....	27	2.4
14. Need to help out at home or in family business.....	37	3.2
15. Older friends or relatives advised me to come.....	44	3.9
16. Parents' wishes.....	121	10.6
17. Permanent job while attending school.....	113	9.9
18. Quality of teaching at PSC.....	131	11.5

	N	% checking as one of the most important
19. Serious mindedness of PSC students.....	27	2.4
20. To avoid social pressures.....	55	4.8
21. Type of courses and curriculum offered here.....	275	24.1
22. Other reason.....	158	13.9
		N=1140

	N	% with N/A	% without N/A
18. Have you decided what you will take up as a <u>life-time occupation</u> after you complete all of your college education?			
1. Yes, definitely.....	352	22.8	23.0
2. Yes, tentatively.....	641	41.5	41.8
3. No.....	535	34.8	35.1
4. No Answer.....	15	.8	
			N=1531

	N	% with N/A	% without N/A
19. If you have definitely or tentatively decided on your life-time occupation, please indicate what it is (classified by field)			
1. Advertising, public relations.....	16	1.6	1.6
2. Architecture.....	35	3.5	3.6
3. Art.....	51	5.1	5.2
4. Business (unspecified).....	121	12.1	12.3
5. Engineering.....	63	6.3	6.4
6. Farming.....	1	0.1	0.1
7. Government.....	32	3.2	3.3
8. Hotel, food.....	3	0.3	0.3
9. Journalism, drama.....	18	1.8	1.8
10. Law.....	34	3.4	3.5
11. Medicine.....	158	15.8	16.1
12. Natural science.....	54	5.4	5.5
13. Personnel.....	5	0.5	0.5
14. Real estate, finance.....	5	0.5	0.5
15. Sales, promotion.....	7	0.7	0.7
16. Social science.....	32	3.2	3.3
17. Social work.....	27	2.7	2.8
18. Teaching.....	292	29.1	29.8
19. Other.....	21	2.1	2.1
20. Marriage.....	5	0.5	0.5
21. No answer, though applicable.....	22	2.2	
	N=1002		N= 980

If you have not decided definitely or tentatively about what your life-time occupation will be, what are you considering? Indicate first, the one you are most seriously considering; second, the one you are next most seriously considering.

20. 1st choice:

	N	% with N/A	% without N/A
1. Advertising, public relation.....	5	0.9	1.1
2. Architecture.....	13	2.3	2.8
3. Art.....	24	4.3	5.1
4. Business (unspecified).....	107	19.0	22.7
5. Engineering.....	18	3.2	3.8
6. Farming.....	0	0.0	0.0
7. Government.....	25	4.4	5.3
8. Hotel, food.....	2	0.4	0.4
9. Journalism, drama.....	26	4.6	5.5
10. Law.....	12	2.1	2.5
11. Medicine.....	23	4.1	4.9
12. Natural science.....	39	6.9	8.3
13. Personnel.....	3	0.5	0.6
14. Real estate, finance.....	3	0.5	0.6
15. Sales, promotion.....	3	0.5	0.6
16. Social science.....	33	5.9	7.0
17. Social work.....	16	2.8	3.4
18. Teaching.....	61	10.8	12.9
19. Other.....	42	7.4	8.9
20. Marriage.....	17	3.0	3.6
21. No answer, though applicable.....	92	16.3	
	N=564		N=472

21. 2nd choice:

1. Advertising, public relations.....	3	0.5	0.7
2. Architecture.....	10	1.8	2.4
3. Art.....	31	5.5	7.4
4. Business (unspecified).....	99	17.6	23.7
5. Engineering.....	8	1.4	1.9
6. Farming.....	0	0.0	0.0
7. Government.....	13	2.3	3.1
8. Hotel, food.....	2	0.4	0.5
9. Journalism, drama.....	19	3.4	4.5
10. Law.....	5	0.9	1.2
11. Medicine.....	22	3.9	5.3
12. Natural science.....	25	4.4	6.0
13. Personnel.....	2	0.4	0.5
14. Real estate, finance.....	4	0.7	1.0
15. Sales, promotion.....	4	0.7	1.0
16. Social science.....	31	5.5	7.4
17. Social work.....	22	3.9	5.3
18. Teaching.....	77	13.7	18.4
19. Other.....	37	6.6	8.9
20. Marriage.....	4	0.7	1.0
21. No answer, though applicable.....	146	25.9	
	N=564		N=418

	N	% with N/A	% without N/A
22. <u>Women Only</u> : Which statement describes your plans most accurately?			
1. Intend to marry and to stay home rather than pursue a career.....	8	1.0	1.0
2. Marry and only work before I have children and/or if it is really financially necessary.....	350	44.5	45.7
3. Combine marriage and a career regardless of children and financial necessity.....	125	15.9	16.3
4. Career plans are definite, but may also marry if I decide to.....	259	33.0	33.8
5. Other plans.....	24	3.0	3.1
6. No response.....	20	2.5	
	N=786		N=766

23. People think of themselves in different ways. How do you think of yourself? Put a 1 by the description which you think of first as describing YOU; put a 2 by the description which you think of second; a 3 by the description you think of third, and so on, until you have put a number in each space.

MALES

- ___ husband
- ___ man
- ___ employee (i.e., your occupation)
- ___ college student
- ___ father
- ___ PSC student
- ___ boy
- ___ Negro or white or Oriental, etc.
- ___ Catholic or Protestant or Jew or some other religious affiliation

FEMALE

- ___ wife
- ___ woman
- ___ employee (i.e., your occupation)
- ___ college student
- ___ mother
- ___ PSC student
- ___ girl
- ___ Negro or white or Oriental, etc.
- ___ Catholic or Protestant or Jew or some other religious affiliation

Responses: (0=No Answer)	Rank	N	% with N/A	% without N/A
<u>Husband</u> (males).....	1	8	1.1	1.5
	2	22	2.9	4.0
	3	19	2.5	3.5
	4	24	3.2	4.4
	5	69	9.1	12.7
	6	118	15.6	21.7
	7	103	13.6	18.9
	8	154	20.3	28.3
	9	28	3.7	5.1
	0	214	28.2	
				N=545

	Rank	N	% with N/A	% without N/A
<u>Wife (females)</u>	1	14	1.8	2.3
	2	30	3.8	5.0
	3	25	3.2	4.1
	4	31	3.9	5.1
	5	58	7.4	9.6
	6	113	14.4	18.7
	7	123	15.6	20.3
	8	204	25.9	33.7
	9	7	0.9	1.2
	0	182	23.1	N=605
<u>Husband-Wife (total)</u>	1	22	1.4	1.9
	2	52	3.4	4.5
	3	44	2.9	3.8
	4	55	3.6	4.8
	5	127	8.2	11.0
	6	241	14.9	20.1
	7	226	14.6	19.7
	8	358	23.2	31.1
	9	35	2.3	3.0
	0	396	25.6	N=1150
<u>Man (male)</u>	1	213	28.1	33.1
	2	94	12.4	14.6
	3	117	15.4	18.2
	4	89	11.7	13.8
	5	64	8.4	10.0
	6	35	4.6	5.4
	7	23	3.0	3.6
	8	3	.4	.5
	9	5	.7	.8
	0	116	15.3	N=643
<u>Woman (female)</u>	1	149	18.9	22.2
	2	111	14.1	16.5
	3	51	6.5	7.6
	4	107	13.6	15.9
	5	102	13.0	15.2
	6	72	9.2	10.7
	7	68	8.6	10.1
	8	7	.9	1.0
	9	5	.7	.8
	0	115	14.6	N=672
<u>Man-Woman (total)</u>	1	362	23.4	27.5
	2	205	13.3	15.6
	3	168	10.9	12.8
	4	196	12.7	14.9
	5	166	10.7	12.6
	6	107	6.9	8.1
	7	91	5.9	6.9
	8	10	.7	.8
	9	10	.7	.8
	0	231	14.9	N=1315

	Rank	N	% with N/A	% without N/A
<u>Employee (male)</u>	1	8	1.1	1.3
	2	41	5.4	6.8
	3	108	14.2	17.8
	4	121	15.9	20.0
	5	123	16.2	20.3
	6	103	13.6	17.0
	7	62	8.2	10.2
	8	26	3.4	4.3
	9	14	1.8	2.3
	0	153	20.2	N=606
<u>Employee (female)</u>	1	3	.4	.5
	2	9	1.1	1.4
	3	52	6.6	8.1
	4	107	13.6	16.7
	5	149	18.9	23.2
	6	126	16.0	19.6
	7	115	14.6	17.9
	8	41	5.2	6.4
	9	40	5.1	6.2
	0	145	18.4	N=642
<u>Employee (total)</u>	1	11	.7	.9
	2	50	3.2	4.0
	3	160	10.4	12.8
	4	228	14.8	18.3
	5	272	17.6	21.8
	6	229	14.8	18.4
	7	177	11.5	14.2
	8	67	4.3	5.4
	9	54	3.5	4.3
	0	298	19.3	N=1288
<u>College Student (male)</u>	1	219	28.9	32.0
	2	227	30.0	33.1
	3	116	15.3	16.9
	4	70	9.2	10.2
	5	31	4.1	4.5
	6	17	2.2	2.5
	7	4	.5	.6
	8	0	0	0
	9	1	.1	.2
	0	74	9.8	N=685
<u>College Student (female)</u>	1	94	11.9	13.2
	2	249	31.6	34.8
	3	179	22.7	25.0
	4	102	13.0	14.3
	5	56	7.1	7.8
	6	19	2.4	2.7
	7	10	1.3	1.4
	8	4	.5	.6
	9	2	.3	.3
	0	72	9.2	N=715

	Rank	N	% with N/A	% without N/A
<u>College Student</u> (total).....	1	313	20.3	22.4
	2	476	30.9	34.0
	3	295	19.1	21.1
	4	172	11.1	12.3
	5	87	5.6	6.2
	6	36	2.3	2.6
	7	14	.9	1.0
	8	4	.3	.3
	9	3	.2	.2
	0	146	9.4	
				N=1400
<u>Father</u> (male).....	1	3	.4	.6
	2	15	2.0	2.8
	3	13	1.7	2.4
	4	17	2.2	3.2
	5	25	3.3	4.7
	6	70	9.2	13.1
	7	111	14.6	20.8
	8	119	15.7	22.3
	9	160	21.1	30.0
	0	226	29.8	
				N=533
<u>Mother</u> (female).....	1	2	.3	.4
	2	14	1.8	2.4
	3	21	2.7	3.6
	4	20	2.5	3.4
	5	27	3.4	4.7
	6	60	7.6	10.4
	7	115	14.6	19.9
	8	106	13.5	18.3
	9	214	27.2	37.0
	0	208	26.4	
				N=529
<u>Father-Mother</u> (total).....	1	5	.3	.5
	2	29	1.9	2.6
	3	34	2.2	3.1
	4	37	2.4	3.3
	5	52	3.4	4.7
	6	130	8.4	11.7
	7	226	14.6	20.3
	8	225	14.6	20.2
	9	374	24.2	33.6
	0	434	28.1	
				N=1112
<u>PSC Student</u> (male).....	1	95	12.5	14.2
	2	181	23.9	27.0
	3	176	23.2	26.3
	4	104	13.7	15.5
	5	55	7.3	8.2
	6	32	4.2	4.8
	7	13	1.7	1.9
	8	11	1.5	1.6
	9	3	.4	.5
	0	89	11.7	
				N=670

	Rank	N	% with N/A	% without N/A
<u>PSC Student</u> (female).....	1	35	4.5	5.1
	2	121	15.4	17.6
	3	233	29.6	33.9
	4	135	17.2	19.7
	5	80	10.2	11.6
	6	45	5.7	6.6
	7	21	2.7	3.1
	8	12	1.5	1.8
	9	5	.6	.7
	0	100	12.7	N=687
<u>PSC Students</u> (total).....	1	130	8.4	9.6
	2	302	19.5	22.3
	3	409	26.5	30.1
	4	239	15.5	17.6
	5	135	8.7	10.0
	6	77	5.0	5.7
	7	34	2.2	2.5
	8	23	1.5	1.7
	9	8	.5	.6
	0	189	12.2	N=1357
<u>Boy</u> (male).....	1	119	15.7	20.0
	2	50	6.6	8.4
	3	52	6.9	8.8
	4	55	7.3	9.3
	5	51	6.7	8.6
	6	41	5.4	6.9
	7	75	9.9	12.6
	8	39	5.1	6.6
	9	112	14.8	18.9
	0	165	21.7	N=594
<u>Girl</u> (female).....	1	374	47.5	55.7
	2	84	10.7	12.5
	3	62	7.9	9.2
	4	28	3.6	4.2
	5	16	2.0	2.4
	6	18	2.3	2.7
	7	29	3.7	4.3
	8	26	3.3	3.9
	9	34	4.3	5.1
	0	116	14.7	N=671
<u>Boy-Girl</u> (total).....	1	493	31.9	39.0
	2	134	8.7	10.6
	3	114	7.4	9.0
	4	83	5.4	6.6
	5	67	4.3	5.3
	6	59	3.8	4.7
	7	104	6.7	8.2
	8	65	4.2	5.1
	9	146	9.4	11.5
	0	281	18.2	N=1265

	Rank	N	% with N/A	% without N/A
<u>Negro or White or Oriental, etc.</u> (male).....	1	12	1.6	2.0
	2	33	4.4	5.5
	3	32	4.2	5.3
	4	58	7.6	9.6
	5	106	14.0	17.6
	6	95	12.5	15.7
	7	89	11.7	14.7
	8	103	13.6	17.1
	9	76	10.0	12.6
	0	155	20.4	
				N=604
<u>Negro or White or Oriental, etc.</u> (female)....	1	15	1.9	2.4
	2	51	6.5	8.1
	3	39	5.0	6.2
	4	49	6.2	7.8
	5	70	8.9	11.2
	6	97	12.3	15.5
	7	57	7.2	9.1
	8	90	11.4	14.3
	9	160	20.3	25.5
	0	159	20.2	
				N=628
<u>Negro or White or Oriental, etc.</u> (total).....	1	27	1.8	2.2
	2	84	5.4	6.8
	3	71	4.6	5.8
	4	107	6.9	8.7
	5	176	11.4	14.3
	6	192	12.4	15.6
	7	146	9.4	11.8
	8	193	12.5	15.7
	9	236	15.3	19.2
	0	314	20.3	
				N=1232
<u>Catholic or Protestant or Jew or some other religious affiliation</u> (male).....	1	43	5.7	7.0
	2	42	5.5	6.8
	3	60	7.9	9.8
	4	70	9.2	11.4
	5	77	10.1	12.5
	6	72	9.5	11.7
	7	78	10.3	12.7
	8	78	10.3	12.7
	9	94	12.4	15.3
	0	145	19.1	
				N=614
<u>Catholic or Protestant or Jew or some other religious affiliation</u> (female).....	1	43	5.5	6.6
	2	68	8.6	10.4
	3	69	8.8	10.5
	4	73	9.3	11.2
	5	85	10.8	13.0
	6	78	9.9	11.9
	7	71	9.0	10.8
	8	91	11.6	13.9
	9	77	9.8	11.8
	0	132	16.8	
				N=655

	Rank	N	% with N/A	% without N/A
<u>Catholic or Protestant or Jew or some other</u> <u>religious affiliation (total).....</u>	1	86	5.6	6.8
	2	110	7.1	8.7
	3	129	8.3	10.2
	4	143	9.3	11.3
	5	162	10.5	12.8
	6	150	9.7	11.8
	7	149	9.6	11.7
	8	169	10.9	13.3
	9	171	11.1	13.5
	0	277	17.9	
				N=1269

24. PORTLAND STATE COLLEGE

1. Has attractive buildings and facilities

a. Fits very closely.....	618	40.0
b. Fits somewhat closely.....	675	43.6
c. Does NOT fit at all.....	49	3.2
d. Never thought about it.....	197	12.7
e. No answer.....	8	.5

2. Has a good faculty

a. Fits very closely.....	698	45.1
b. Fits somewhat closely.....	552	35.7
c. Does NOT fit at all.....	13	.8
d. Never thought about it.....	249	16.1
e. No answer.....	35	2.3

3. Is as good as the state universities

a. Fits very closely.....	684	44.2
b. Fits somewhat closely.....	507	32.8
c. Does NOT fit at all.....	113	7.3
d. Never thought about it.....	188	12.2
e. No answer.....	55	3.6

4. Attracts students who are more interested in a degree than a good basic education

a. Fits very closely.....	112	7.2
b. Fits somewhat closely.....	307	19.8
c. Does NOT fit at all.....	534	34.5
d. Never thought about it.....	516	33.4
e. No answer.....	78	5.0

5. Is mainly a glorified high school

a. Fits very closely.....	28	1.8
b. Fits somewhat closely.....	111	7.2
c. Does NOT fit at all.....	1088	70.3
d. Never thought about it.....	273	17.7
e. No answer.....	47	3.0

	N	% with N/A
6. Has too radical an atmosphere		
a. Fits very closely.....	61	3.9
b. Fits somewhat closely.....	273	17.7
c. Does NOT fit at all.....	774	50.0
d. Never thought about it.....	407	26.3
e. No answer.....	32	2.1
7. Has mostly students who have to live at home because of finances		
a. Fits very closely.....	422	27.3
b. Fits somewhat closely.....	657	42.5
c. Does NOT fit at all.....	198	12.8
d. Never thought about it.....	231	14.9
e. No answer.....	39	2.5
8. Has the respect of most people in Portland		
a. Fits very closely.....	705	45.6
b. Fits somewhat closely.....	573	37.0
c. Does NOT fit at all.....	79	5.1
d. Never thought about it.....	177	11.4
e. No answer.....	14	.9
9. Is not a place that most students would want to attend all four years of college		
a. Fits very closely.....	208	13.5
b. Fits somewhat closely.....	542	35.0
c. Does NOT fit at all.....	519	33.6
d. Never thought about it.....	266	17.2
e. No answer.....	12	.8
10. Requires a high standard of work		
a. Fits very closely.....	644	41.6
b. Fits somewhat closely.....	716	46.3
c. Does NOT fit at all.....	54	3.5
d. Never thought about it.....	115	7.4
e. No answer.....	18	1.2
11. Is a hard place to make friends that you see off campus		
a. Fits very closely.....	142	9.2
b. Fits somewhat closely.....	308	19.9
c. Does NOT fit at all.....	646	41.8
d. Never thought about it.....	416	26.9
e. No answer.....	35	2.3
12. Makes a student memorize things rather than think creatively		
a. Fits very closely.....	35	2.3
b. Fits somewhat closely.....	116	7.5
c. Does NOT fit at all.....	796	51.5
d. Never thought about it.....	561	36.3
e. No answer.....	39	2.5

	N	% with N/A
13. Is a hard place for a student to get to know professors		
a. Fits quite closely.....	154	10.0
b. Fits somewhat closely.....	398	25.7
c. Does NOT fit at all.....	490	31.7
d. Never thought about it.....	461	29.8
e. No answer.....	44	2.8
14. Makes you take responsibility for yourself		
a. Fits quite closely.....	983	63.5
b. Fits somewhat closely.....	432	27.9
c. Does NOT fit at all.....	16	1.0
d. Never thought about it.....	91	5.9
e. No answer.....	25	1.6
15. Offers cultural opportunities you cannot get at most other schools		
a. Fits quite closely.....	309	20.0
b. Fits somewhat closely.....	466	30.1
c. Does NOT fit at all.....	290	18.8
d. Never thought about it.....	450	29.1
e. No answer.....	32	2.1
16. Is so large that students are treated like numbers rather than people		
a. Fits quite closely.....	258	16.7
b. Fits somewhat closely.....	628	40.6
c. Does NOT fit at all.....	399	25.8
d. Never thought about it.....	234	15.1
e. No answer.....	28	1.8
17. Has a lot of students who are intelligent enough to go to a better college		
a. Fits quite closely.....	79	5.1
b. Fits somewhat closely.....	330	21.3
c. Does NOT fit at all.....	831	53.7
d. Never thought about it.....	277	17.9
e. No answer.....	30	1.9
18. Has lots of "hippies" and other varieties of people		
a. Fits quite closely.....	347	22.4
b. Fits somewhat closely.....	758	49.0
c. Does NOT fit at all.....	222	14.4
d. Never thought about it.....	191	12.4
e. No answer.....	29	1.9
19. Has too many "party students" rather than serious ones		
a. Fits quite closely.....	33	2.1
b. Fits somewhat closely.....	337	21.8
c. Does NOT fit at all.....	659	42.6
d. Never thought about it.....	485	31.4
e. No answer.....	33	2.1

	N	% with N/A
20. Has friendships that seem to last only for a term		
a. Fits quite closely.....	50	3.2
b. Fits somewhat closely.....	157	10.2
c. Does NOT fit at all.....	397	25.7
d. Never thought about it.....	895	57.9
e. No answer.....	48	3.1
21. Has students who tend to "run the place down"		
a. Fits quite closely.....	91	5.9
b. Fits somewhat closely.....	284	18.4
c. Does NOT fit at all.....	557	36.0
d. Never thought about it.....	579	37.4
e. No answer.....	36	2.3
22. Has professors who don't seem very happy about teaching here		
a. Fits quite closely.....	30	1.9
b. Fits somewhat closely.....	110	7.1
c. Does NOT fit at all.....	598	38.7
d. Never thought about it.....	762	49.3
e. No answer.....	47	3.0
23. Is a good place to look for a husband (or wife)		
a. Fits quite closely.....	54	3.5
b. Fits somewhat closely.....	324	20.9
c. Does NOT fit at all.....	292	18.9
d. Never thought about it.....	828	53.5
e. No answer.....	49	3.2
24. Is usually too crowded		
a. Fits quite closely.....	296	19.1
b. Fits somewhat closely.....	673	43.5
c. Does NOT fit at all.....	245	15.8
d. Never thought about it.....	292	18.9
e. No answer.....	41	2.7
25. Attracts a wide variety of students		
a. Fits quite closely.....	1052	68.0
b. Fits somewhat closely.....	400	25.9
c. Does NOT fit at all.....	28	1.8
d. Never thought about it.....	45	2.9
e. No answer.....	22	1.4
26. Places emphasis on course work rather than on knowledge		
a. Fits quite closely.....	93	6.0
b. Fits somewhat closely.....	314	20.3
c. Does NOT fit at all.....	476	30.8
d. Never thought about it.....	598	38.7
e. No answer.....	66	4.3

	N	% with N/A	
27. Is a place where people go for an education, not for fun			
a. Fits quite closely.....	370	23.9	
b. Fits somewhat closely.....	716	46.3	
c. Does NOT fit at all.....	246	15.9	
d. Never thought about it.....	168	10.9	
e. No answer.....	47	3.0	
28. Is a place people seem to go because they think they have to go to college rather than because they enjoy going to college			
a. Fits quite closely.....	39	2.5	
b. Fits somewhat closely.....	169	10.9	
c. Does NOT fit at all.....	499	32.3	
d. Never thought about it.....	356	23.0	
e. No answer.....	39	2.5	
25. What is your sex?			
1. Male.....	760	49.1	
2. Female.....	787	50.9	
26. How old are you?		% with N/A	% without N/A
1. 17 years or less.....	216	14.0	14.4
2. 18 years old.....	1149	74.3	76.7
3. 19 years old.....	68	4.4	4.5
4. 20 years old.....	17	1.1	1.1
5. 21 through 25 years old.....	29	1.9	1.9
6. 26 through 30 years old.....	14	.9	.9
7. Over 30 years old.....	6	.4	.4
8. No answer.....	48	3.1	
			N=1499
27. What is your marital status?			
1. Married, with children.....	19	1.2	1.3
2. Married, no children.....	12	.8	.8
3. Engaged to be married.....	61	3.9	4.1
4. Single.....	1385	89.5	92.8
5. Other.....	15	1.0	1.0
6. No answer.....	55	3.6	
			N=1492
28. How many children, if married?			
a. (1).....	16		55.2
b. (2).....	4		13.8
c. (3).....	4		13.8
d. (4).....	2		6.9
e. (5).....	0		0.0
f. (6).....	1		3.5
g. (7).....	0		0.0
h. (8).....	1		3.5
i. (9).....	1		3.5
			N= 29

	N	% with N/A	% without N/A
29. Where did you live during most of the time you were growing up?			
1. Portland.....	819	52.9	55.7
2. Clark County, Wash.....	4	.3	.3
3. Suburban area contiguous to Portland (Milwaukie, Beaverton, Lake Oswego).....	136	8.8	9.3
4. Small town in Multnomah County or a county contiguous to Multnomah County (Oregon City, Canby, Hillsboro, West Linn).....	137	8.9	9.3
5. Community over 10,000 elsewhere in Oregon.....	66	4.3	4.5
6. Community under 10,000 elsewhere in Oregon.....	69	4.5	4.7
7. Community over 50,000 in USA but not in Oregon.....	52	3.4	3.5
8. Community under 50,000 in USA but not in Oregon.....	81	5.2	5.5
9. Other - if used two or more places.....	106	6.9	7.2
10. No answer.....	77	5.0	N=1470

30. In what community do you <u>now</u> live as a permanent resident?			
1. Portland.....	994	64.3	67.3
2. Clark County, Wash.....	5	.3	.3
3. Suburban area contiguous to Portland (Milwaukie, Beaverton, Lake Oswego).....	236	15.3	16.0
4. Small town in Multnomah County or a county contiguous to Multnomah County (Oregon City, Canby, Hillsboro, West Linn).....	156	10.1	10.6
5. Community over 10,000 elsewhere in Oregon.....	28	1.8	1.9
6. Community under 10,000 elsewhere in Oregon.....	38	2.5	2.6
7. Community over 50,000 in USA but not in Oregon.....	7	.5	.5
8. Community under 50,000 in USA but not in Oregon.....	10	.7	.7
9. Other - if used two or more places.....	3	.2	.2
10. No Answer.....	70	4.5	4.7
			N=1477

31. Order of student to siblings in relation to age			
1. Oldest child.....	620	40.1	42.5
2. Second oldest.....	488	31.5	33.4
3. Third oldest.....	222	14.4	15.2
4. Fourth oldest.....	82	5.3	5.6
5. Fifth oldest.....	30	1.9	2.1
6. Sixth oldest.....	13	.8	.9
7. Seventh oldest.....	3	.2	.2
8. Eighth oldest.....	2	.1	.1
9. No answer.....	87	5.6	N=1460

32. Total number of siblings (including respondent)	No.		
1.	(1) 80	5.2	5.5
2.	(2) 397	25.7	27.2
3.	(3) 408	26.4	28.0
4.	(4) 285	18.4	19.5
5.	(5) 149	9.6	10.2
6.	(6) 78	5.0	5.4
7.	(7) 34	2.2	2.3
8.	(8) 17	1.1	1.2
9.	(9) 11	.7	.8
10. No answer.....	88	5.7	N=1459

	N	% with N/A	% without N/A
33. Sex and birth order			
1. Eldest son, all male siblings.....	76	4.9	5.2
2. Eldest son, all female siblings.....	90	5.8	6.2
3. Eldest daughter, all male siblings.....	75	4.9	5.2
4. Eldest daughter, all female siblings.....	70	4.5	4.8
5. Eldest son, male and female siblings.....	124	8.0	8.5
6. Eldest daughter, male and female siblings.....	103	6.7	7.1
7. Older sister, middle self, younger males only.....	61	4.0	4.2
8. Older sister, middle self, younger sisters only.....	59	3.8	4.1
9. Older brother, middle self, younger males only.....	53	3.4	3.7
10. Older brother, middle self, younger sisters only.....	83	5.4	5.7
11. Older brother and sister, middle self, younger siblings.....	108	7.0	7.4
12. Older sister(s) only, youngest self.....	117	7.6	8.1
13. Older brothers only, youngest self.....	132	8.5	9.1
14. Older brothers and sisters, youngest self.....	106	6.9	7.3
15. Only child.....	80	5.2	5.5
16. Older brother(s), middle self, younger male and female.....	58	3.8	4.0
17. Older sister(s), middle self, male and female siblings.....	57	3.7	3.9
18. No answer.....	95	5.9	N=1448

34. College attendance of siblings			
1. At least 1 sibling graduated from college.....	175	11.3	12.1
2. At least 1 sibling attended college but never graduated.....	215	13.9	14.9
3. At least 1 sibling now attending college.....	298	19.3	20.7
4. All siblings are 17 or under, and none attended college.....	520	33.6	36.1
5. Has siblings 18 or over, but none attended college....	154	10.0	10.7
6. No siblings at all.....	80	5.2	5.5
7. No answer.....	104	6.7	N=1442

35. Describe your father's occupation

Job title (from classification):

0. Prof. - Medicine (dentistry, veterinarian, psychiatry).....	28	1.8	1.9
1. Prof. - Law.....	9	.6	.6
2. Prof. - Ministry.....	6	.4	.4
3. Prof. - Politics (foreign service, diplomatic work)...	0	.0	.0
4. Prof. - College or university teaching.....	15	1.0	1.0
5. Prof. - Scientific research (government, industry, academic).....	7	.4	.5
6. Prof. - Architecture, city planning.....	4	.3	.3
7. Prof. - Engineering.....	40	2.6	2.7
8. Prof. - Artist, composer, writer, conductor.....	0	.0	.0
9. Prof. - Government administrator or military officer..	6	.4	.4
10. Prof. - Executive in a large business or industry, proprietor of a large business, industrial psychologist.....	13	.8	.9
20. Prof. - Accountants-CPA, actuaries, auditors.....	8	.5	.5

	N	% with N/A	% without N/A
30. Semi-Prof. - Other oriented - labor relations consultants, nurses, public health officers, social workers, teachers.....	38	2.5	2.6
40. Semi-Prof. - Technical, accountants (not CPA), chiropedist, finance, writers, librarians, musicians, pharmacists.....	45	2.9	3.1
50. Semi-Prof. - Business managers in large concerns or proprietors of medium sized business.....	140	9.0	9.5
60. High White Collar - Administrative personnel, small business owners, minor professionals (actors, interior decorator).....	332	21.5	22.6
70. Low White Collar - Clerical and sales workers, technicians, little business owner, farmers...	230	14.9	15.6
80. Skilled Manual Employees - Bakers, barbers, bookbinders.....	353	22.8	24.0
90. Machine Operators and Semi-skilled Employees, Unskilled Employees.....	196	12.7	13.3
11. Unemployed.....	2	.1	.1
12. Unclassifiable, or no answer or father deceased.....	75	4.8	
			N=1472
36. Most important duties (from classification)			
1. Major professionals, higher executives and proprietors of large concerns.....	122	7.9	8.4
2. Lesser professionals, business managers and proprietors of medium sized businesses.....	227	14.7	15.6
3. Minor professionals, administrative personnel, owners of small businesses.....	328	21.2	22.5
4. Clerical and sales workers, technicians, and owners of little businesses.....	232	15.0	15.9
5. Skilled manual employees.....	346	22.4	23.8
6. Machine operators and semi-skilled employees.....	201	13.0	13.8
7. No answer or unclassifiable.....	91	5.9	
			N=1456
37. Could things have turned out better for your father in his job or occupation?			
1. Things could have turned out much better.....	299	19.3	20.9
2. Things could have turned out somewhat better.....	697	45.0	48.6
3. Things could not have been better.....	438	28.3	30.5
0. No answer.....	113	7.3	
			N=1434
38. How often has your parental family moved from one community to another in the last six years?			
1. One time.....	269	17.4	18.0
2. Two times.....	90	5.8	6.0
3. Three times.....	52	3.4	3.5
4. Four times.....	19	1.2	1.3
5. Five times.....	9	0.6	0.6
6. Six times.....	3	0.2	0.2
7. Seven times.....	3	0.2	0.2
8. Eight or more times.....	4	0.3	0.3
9. No moves.....	1042	67.4	69.9
0. No answer.....	56	3.6	
			N=1491

	N	% with N/A	% without N/A
39. What is the marital status of your natural parents?			
1. Married, living together.....	1222	79.0	80.3
2. Married, but living separately.....	14	0.9	0.9
3. Divorced.....	161	10.4	10.6
4. Father is deceased.....	78	5.0	5.1
5. Mother is deceased.....	30	1.9	2.0
6. Other.....	10	0.6	0.7
7. Both parents deceased.....	6	0.4	0.4
8. No answer.....	26	1.7	
			N=1521
40. Does your mother work?			
1. Yes, full-time.....	503	32.5	33.8
2. Yes, part-time.....	283	18.3	19.0
3. No, does not work.....	704	45.5	47.2
4. No answer.....	57	3.7	
			N=1490
41. What do you consider to be the socio-economic situation of your parents?			
1. Upper-class.....	12	0.8	0.8
2. Upper-middle class.....	212	13.7	13.9
3. Middle-class with comfortable income.....	525	33.9	34.4
4. Middle-class but limited income.....	377	24.4	24.7
5. Working class with comfortable income.....	269	17.4	17.7
6. Working class but limited income.....	92	6.0	6.0
7. Lower-class.....	7	0.4	0.5
8. Very bottom with hardly any income.....	1	0.1	0.1
9. Some other situation describes my parents.....	29	1.9	1.9
10. No response.....	23	1.5	
			N=1524
42. During the last six or eight years, would you say your parental family:			
1. Has moved upward in the socio-economic (class) scale...	734	47.4	48.3
2. Has stayed about the same level in the socio-economic scale.....	670	43.3	44.0
3. Has moved downward in the socio-economic scale.....	68	4.4	4.5
4. Has alternated moving upward and downward in the socio-economic scale.....	43	2.8	2.8
5. Other.....	4	0.3	0.3
6. No response.....	28	1.8	
			N=1519

How much education did each of your parents have?		N	% with N/A	% without N/A
43. FATHER:				
1. No formal education.....		5	0.3	0.3
2. Grammar school.....		136	8.8	9.1
3. High school, but did not graduate.....		203	13.1	13.5
4. High school graduation.....		421	27.2	28.0
5. Business college, TV repair, beautician school, IBM school, etc.....		163	10.5	10.9
6. College but did not graduate.....		269	17.4	17.9
7. College graduation.....		150	9.7	10.0
8. Post-graduate work, but no advanced degrees.....		35	2.3	2.3
9. One or more graduate degrees.....		119	7.7	7.9
10. Don't know.....		46	3.0	N=1501
44. MOTHER:				
1. No formal education.....		6	0.4	0.4
2. Grammar school.....		62	4.0	4.1
3. High school, but did not graduate.....		182	11.8	12.2
4. High school graduation.....		589	38.1	39.4
5. Business school, TV repair, beautician school, IBM school, etc.....		244	15.8	16.3
6. College, but did not graduate.....		232	15.0	15.5
7. College graduation.....		122	7.9	8.2
8. Post-graduate work, but no advanced degrees.....		30	1.9	2.0
9. One or more graduate degrees.....		28	1.8	1.9
10. Don't know.....		52	3.4	N=1495
45. Which ONE of the following religions do you think was most influential in your family while you were growing up?				
1. Roman Catholic.....		340	22.0	22.2
2. Orthodox Catholic.....		8	0.5	0.5
3. Jewish.....		25	1.6	1.6
4. Buddhist.....		8	0.5	0.5
5. Islam.....		0	0.0	0.0
6. Latter-Day Saints.....		24	1.6	1.6
7. African Methodist Episcopal.....		2	0.1	0.1
8. Baptist-American.....		62	4.0	4.0
9. Baptist-Southern.....		18	1.2	1.2
10. Christian Science.....		16	1.0	1.0
11. Congregationalists.....		26	1.7	1.7
12. Disciples of Christ/Christian.....		45	2.9	2.9
13. Episcopalian.....		75	4.8	4.9
14. Friends (Quakers).....		5	0.3	0.3
15. Lutheran-American.....		112	7.2	7.3
16. Lutheran-Missouri Synod.....		48	3.1	3.1
17. Methodist.....		136	8.8	8.9
18. Presbyterian.....		185	12.0	12.1
19. Seventh Day Adventist.....		9	0.6	0.6
20. Unitarians.....		10	0.6	0.6
21. No particular religion.....		215	13.9	14.0
22. I do not wish to answer.....		18	1.2	1.2
23. Some other religion.....		143	9.2	9.4
24. No response.....		17	1.1	N=1530

46. Which ONE of the following religions do you NOW think is most influential on you personally?	N	% with	% without
		N/A	N/A
1. Roman Catholic.....	327	21.1	22.3
2. Orthodox Catholic.....	11	0.7	0.8
3. Jewish.....	24	1.6	1.6
4. Buddhist.....	13	0.8	0.9
5. Islam.....	0	0.0	0.0
6. Latter-Day Saints.....	31	2.0	2.1
7. African Methodist Episcopal.....	2	0.1	0.1
8. Baptist-American.....	58	3.8	4.0
9. Baptist-Southern.....	15	1.0	1.0
10. Christian Science.....	9	0.6	0.6
11. Congregationalists.....	18	1.2	1.2
12. Disciples of Christ/Christian.....	37	2.4	2.5
13. Episcopalian.....	61	3.9	4.2
14. Friends (Quakers).....	5	0.3	0.3
15. Lutheran-American.....	97	6.3	6.6
16. Lutheran-Missouri Synod.....	37	2.4	2.5
17. Methodist.....	98	6.3	6.7
18. Presbyterian.....	124	8.0	8.5
19. Seventh Day Adventist.....	6	0.4	0.4
20. Unitarians.....	11	0.7	0.8
21. No particular religion.....	311	20.1	21.2
22. I do not wish to answer.....	17	1.1	1.2
23. Some other religion.....	151	9.8	10.3
24. No response.....	82	5.3	
			N=1465

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ABSTRACT
Report covers preparatory work for further two-year study of student affiliation and drop-out at a four-year urban commuter college, Portland State College. The principal task was the development and testing of a series of scales measuring various aspects of student affiliation. After preliminary testing, scale test items were administered to 1398 students in a random sample of undergraduate classes. Items were subjected to factor analysis, and resulting scales analyzed for correlation and reliability (by Kuder-Richardson Formula 21). Of six original scales, one failed to work out and two others collapsed into one on the factor analysis, leaving a final four scales: (1) Identification with the American Collegiate System, (2) Identification with Portland State College per se, (3) Identification with Student Culture, (4) Identification with Formal Vocational Preparation Aspects of the College. Only Scales (1) and (2) showed significant correlation, and Scales had reliability ranging from .71 to .89.

A Freshman Questionnaire was developed to provide information on social characteristics, background, and expectations of entering freshmen. The questionnaire was completed by 1547 freshmen, 90.7% of the entering class of Fall 1967. Descriptive data are provided.

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