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ABSTRACT

Application and recommendation forms, numerous evaluation forms, questionnaires, and responses to taped interviews are some areas of information presented in Appendices I-XIV contained in Volume II. See also Volume I of the Harvard Health Careers Summer Program (TM 000 760) and the Report Summary (TM 000 762). (AG)

AN EVALUATION REPORT

OF THE

HARVARD HEALTH CAREERS SUMMER PROGRAM

FOR MINORITY STUDENTS*

VOLUME II

by

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APPENDIX I

1970 HCSP INFORMATION BROCHURE

HEALTH CAREERS SUMMER PROGRAM

FOR MINORITY STUDENTS

Sponsored by

Harvard Medical School and
Harvard School of Dental Medicine

AIM

The need for more physicians and dentists from minority groups is urgent. It is illustrated by the fact that of the more than 400,000 physicians and dentists in this country at the end of 1966 only 5,000-6,000 were black. The situation is no better with respect to the American Indian, Puerto Rican, Mexican-American, Appalachian and other minority group communities. This deficit is made acute by the serious lack of medical and dental care within the minority groups and by the desire of these communities to control their own health services. Recognizing the urgency of this problem, various health professional schools have begun programs to increase the enrollment of students from these minority groups. The most immediate and direct approach has been intensification of recruiting by individual professional schools coupled with augmented financial aid. But this alone will not resolve matters since the pool of minority group applicants is itself far too small, and many of the applicants have inadequate scientific preparation. The national pool of black applicants, for example, in 1968-1969 numbered only about 550 students compared with a total national pool of over 21,000.

In 1969 Harvard Medical School and Harvard School of Dental Medicine inaugurated a Health Careers Summer Program designed to attract more minority group students into medicine and dentistry and strengthen their academic

preparation in science and mathematics. The Program enrolled 55 students in the initial summer session.

The essential academic goal of the Harvard Health Careers Summer Program is to make introductory and intermediate level courses in biology, chemistry, and mathematics easily accessible to a large number of minority group students. The importance of such courses can not be overemphasized since admission to medical and dental schools is greatly dependent upon a student's abilities in the basic sciences and mathematics.

The secondary aim of the Program is to give students some exposure to the hospitals and laboratories associated with Harvard Medical School and the Harvard School of Dental Medicine. It is hoped that this experience--albeit small--helps students to assess realistically their interest in the health professions.

The Program is designed for college undergraduates from minority groups who have completed their freshman, sophomore, or junior years. Some freshmen will be encouraged to participate for three years, and sophomores for two, although they need not make commitments to do so. In a few cases, students who have finished high school and have been admitted to college are also accepted.

It is to be emphasized that acceptance into the Program can not guarantee admission into the graduate schools of Harvard or other universities. The Program does, however, offer the student an opportunity to enhance his prospect for admission through an intensive academic experience and exposure to professional work.

ACADEMIC COMPONENT

The academic portion of the Program consists of two parts: (1) one course in biology, chemistry, or mathematics, and (2) a small-group tutorial. The courses are those regularly taught in the Harvard Summer School, with science courses emphasized as being the most valuable to those who subsequently enter medical or other health-related

graduate schools. The tutorials are small, informal reading and discussion groups and are taken for course credit. In addition, each student is expected to write one or more papers during the session. In general, the subject of the tutorial is related to that of the student's coursework; however, the specific topics may be chosen to match the interest and needs of each group.

This is a format which has worked very successfully in the past in the Intensive Summer Studies Program (ISSP) conducted by Harvard, Yale, and Columbia. It also proved successful in the first Harvard Health Careers Summer Program in 1969. First of all, small-group discussions, when properly conducted, are the most enjoyable and effective means of teaching. Secondly, they provide flexibility in the choice of specific subject matter. And thirdly, a tutor's letter of recommendation to a medical or other graduate school can be a helpful evaluation guide for the applicant.

The Summer School courses offered to HCSP students in 1969 were as follows: (Additional courses may be offered in 1970.)

Biology

1. Introduction to Biology (Botany)
2. Introduction to Biology (Zoology)
3. Animal Ecology
4. General Biochemistry

Chemistry

1. Introductory General and Organic Chemistry
2. Organic Chemistry--Elementary Course
3. Quantitative Analysis
4. Natural Sciences (an introduction to atomic and molecular structure)
5. Elementary Physical Chemistry

Mathematics

1. Analytical Geometry and Introduction to Calculus
2. Intermediate Calculus and Linear Algebra
3. Differential and Integral Calculus
4. Introduction to Higher Algebra

MEDICAL EXPERIENCE

Although the academic component of HCSP again will be emphasized in this 1970 session, it will be supplemented by a program of clinical exposure. Arrangements will be made for students to see special activities such as surgical operations and autopsies and to visit emergency and mental wards. Hospitals participating in the clinical portion of HCSP in 1969 were:

Massachusetts General Hospital
Peter Bent Brigham Hospital
Beth Israel Hospital
Children's Hospital Medical Center
Boston City Hospital
Boston Hospital for Women
Massachusetts Mental Health Center

LIVING ARRANGEMENTS

Participants in the Program are enrolled as regular students in the Harvard Summer School and have access to its living accommodations and extracurricular activities.

FINANCIAL ARRANGEMENTS

Financial support is provided to all those accepted into the Program. Expenses totaling about $1,000 which are covered by Harvard include:

Room and board	An allotment for books
Tuition	Laboratory fees

In addition, students who are dependent on summer earnings can receive a stipend and travel money on the basis of their need. Students are asked to indicate their requirements on a brief financial aid questionnaire in the application.

NUMBER OF STUDENTS

The availability of funds will determine the final enrollment of the Program. In 1969 there were 55 students. It is hoped that sufficient financial support will be forthcoming so that a total of 100 students can be accommodated in the 1970 session.

Harvard is a national university, and students are welcome from across the country into this Program. Harvard also has special responsibilities to the community in which it exists; some preference is, therefore, given to students from the Greater Boston area.

PROGRAM DATES

The Harvard Summer School session is eight weeks long, from June 24 to August 21, 1970. Registration will take place on June 24, classes beginning June 30.

HOW TO APPLY

Harvard Health Careers Summer Program applications are being distributed widely. Much of the distribution is being handled by the Harvard-Yale-Columbia Intensive Summer Studies Program (ISSP). Additional application forms, however, may be obtained at the following address:

Harvard Health Careers Summer Program
Harvard Medical School
25 Shattuck Street
Boston, Massachusetts 02115

Applications and supporting material should be submitted if possible before February 15, 1970. Notifications of acceptance will be sent out about April 15.

APPENDIX II

APPLICATION FORM FOR THE 1970 HCSP

HARVARD HEALTH CAREERS SUMMER PROGRAM

Sponsored by
Harvard Medical School and
School of Dental Medicine

APPLICATION FORM

INSTRUCTIONS:

1. Request college registrar to send transcript to the mailing address given below.

2. Request two people familiar with your academic work to complete recommendation forms and send them directly to the address below.

3. Submit a brief essay with application. Possible topics are listed on the back page of this form.

4. The completed application and supporting material should be returned to the address below as soon as possible and not later than February 15, 1970 to receive full consideration. (Extensions will be granted only in exceptional cases.)

5. The aim of the Health Careers Summer Program is to increase the opportunities for minority-group and economically deprived students to enter medical and dental schools.

Mailing Address:

Health Careers Summer Program
Harvard Medical School
25 Shattuck Street
Boston, Massachusetts 02115

PERSONAL HISTORY

1. Full Name: Mr. / Miss / Mrs. _____
First Middle Last

2. Mailing address during the current academic year to be used until _____
date

_____

_____
City State Zip Code

_____
Telephone

3. Permanent address:

_____

_____
City State Zip Code

_____
Telephone

4. Place of birth: _____ Date of birth: _____

5. Country of Citizenship: _____

6. Marital status: _____

7. Do you have any physical handicap which would require specific facilities or medical attention during summer school? If so, please explain:

_____

_____

_____

FAMILY

1. Father's full name: _____ Is he living? _____

2. What is your father's occupation? Be as specific as you can; for example: factory worker, general medical practitioner, high school teacher, farm worker, salesman. (If he is deceased, state what his occupation was):

_____

3. Did your father attend college? If so, where? _____

4. Did your father attend professional school? If so, where? _____

5. Mother's name: _____ Is she living? _____

6. If your mother is employed, what is her occupation? _____

7. Did your mother attend college? If so, where? _____

8. Number of brothers: _____ Ages: _____

9. Number of sisters: _____ Ages: _____

10. Have any of your brothers or sisters attended college or are any now attending? If so, please list the institutions.

_____

_____

_____

11. Are there any other family circumstances or special problems which would be useful for us to know about in evaluating your application?

_____

_____

_____

EDUCATION

1. Name Location Dates Attended

High School _____

College _____

Other _____

2. Date of expected graduation from college: _____

3. Fields of study: Major _____ Minor _____

4. At the present time, in what fields do you think you want to concentrate in graduate or professional school?

First choice: _____

Second choice: _____

Third choice: _____

5. What, if any, academic honors, prizes or scholarships have you received in your senior year in high school and in college?

_____

_____

_____

6. List the titles of the science courses you have taken.

High School	College
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Give the names, positions, departments, and addresses of two people who know your academic work and whom you will ask to write directly to the Health Careers Summer Program concerning your qualifications. The enclosed recommendation form should be used.

Name _____

Position _____ Department _____

Address _____

Name _____

Position _____ Department _____

Address _____

COLLEGE ACTIVITIES

Please list your principal extracurricular and community activities (excluding jobs) during term-time in college. (For example, student government, athletics, debating, church group, hobbies.)

Activity	Dates of Participation	Number of Hours spent per week	Positions Held or Honors Won

WORK EXPERIENCE

Please list any jobs (including summer employment) you may have held in the past three years.

Job	Employer	Dates of employment	Number of hours spent per week	Amount earned

SUMMER ACTIVITIES

Please list your activities (excluding jobs) in the past three summers, in order of their interest for you. (For example: voluntary community projects, travel, summer school.)

Activity	Dates of Participation	Number of hours spent per week (if applicable)

FINANCIAL NEED

(Note: In filling out this section, please bear in mind that any costs that you are able to assume yourself will help to finance another student.)

1. Are you dependent upon summer earnings to finance your college education? _____

2. If so, would you require a stipend from the Health Careers Summer Program of $250 or $500? (In cases of greater need, please send a separate letter of inquiry.) _____

3. Would you require travel money to travel to and from Cambridge this summer? _____

ESSAY

On the inserted page, write a brief essay (200-500) words on *one* of the following topics: (1) a recent development in your college or community and your reaction to it. 2) an autobiographical essay. 3) your career plans. 4) anything you feel is important to you.

Applicant: Please fill out the first three lines on these forms and give them to two instructors who know your academic work.

HEALTH CAREERS SUMMER PROGRAM

Harvard Medical School and

Harvard School of Dental Medicine

Letter of Recommendation

Name of Applicant _____
Last First Middle

Home Address _____
Street Address City State Zip Code

College or School
Now Attending _____
Official Name City State Zip Code

The above named person is applying for admission to the Harvard Health Careers Summer Program. This program is aimed at identifying and encouraging students who, upon graduation from college, will have the ability, training and commitment to enter medical or dental schools or undertake graduate programs in the health-related sciences. In addition to course work at Harvard Summer School, program participants will be exposed to a variety of clinical experiences which should help them to assess their interest in such careers. Your evaluation of the applicant's potential will be appreciated and treated in confidence.

1. How long have you known the applicant?

In what course(s) have you taught him?

2. How does the applicant compare with other students whom you have taught?

3. What special strengths and weaknesses have you noticed in the student as they affect his ability to engage in rigorous, advanced work? We would appreciate your comments on his interests and aversions, his ability to read critically, to benefit from suggestions and to work independently.

4. If the student has ever written a term paper or undertaken a research project under your direction, please comment on the discipline and creativity he demonstrated during the course of this work.

5. We would welcome any additional comment you think might be helpful to us.

6. I recommend this student for admission to the Harvard Health Careers Summer Program:

	Not recommended	Without enthusiasm	Fairly strongly	strongly	With enthusiasm
for academic promise:	/___/	/___/	/___/	/___/	/___/
for personal promise:	/___/	/___/	/___/	/___/	/___/
Overall recommendation:	/___/	/___/	/___/	/___/	/___/

Date _____ (Signed)_____

_____ College or School

APPENDIX III

STUDENT RECOMMENDATION FORM

For use by former HCSP student interviewers

HARVARD HEALTH CAREERS SUMMER PROGRAM

Personal Interview Report

If possible, return within two weeks to:
Health Careers Summer Program
Harvard Medical School
25 Shattuck Street
Boston, Massachusetts 02115

Name of Applicant_____ Tel. No._____

Home Address_____

School_____

School Address_____

Applying As:

_____ post-freshman

_____ post-sophomore

_____ post-junior

_____ other (specify

Racial or Ethnic Background
Check one:

_____ Black

_____ White

_____ Mexican-American

_____ Puerto Rican Descent

_____ American Indian

_____ Oriental

_____ Other

OVERALL RATINGS

(Please indicate the appropriate rating in the right hand column)

Rating	1	2	3	4	5	Rating
Extra-Curricular Activities (other than athletic)	Major activities--real contributions	Good citizen Interested and Active	Minor Participation	No Activities	No basis for Judgment	
Personal Qualities	Outstanding Person	Good, Above Average Person	Average No special Strengths, no Weaknesses	Not appealing, Immature	No basis for Judgment	

COMPARISON WITH HCSP STUDENTS YOU HAVE KNOWN

Rating	1	2	3	4	Rating
Academic Potential	Better than the Average HCSP Student	Equal to the Average HCSP Student	Below the Average HCSP Student	No basis for Judgment	
Motivation	Better than the Average HCSP Student	Equal to the Average HCSP Student	Below the Average HCSP Student	No basis for Judgment	

Interviewer's Comments on the Candidate:

Please use the remaining space to write a full evaluation of the candidate's qualifications for HCSP. Remember that your interview is often our only chance to get a third dimension on the candidate, to see him as something more than a paper record of grades and activities. Frank reporting of both adverse and favorable facts and impressions is important; support these judgments with specific information whenever possible. Otherwise, please avoid duplicating information that appears on the candidate's application. We are grateful for your help.

(please print)

Interviewer_____

Address_____

Date_____

APPENDIX IV

CATEGORIZING OF COLLEGES BY ADMISSIONS POLICY

(HAWES SCALE)

Categorizing of Colleges by Admissions Policy (Hawes Scale)

Hawes, Gene L., The New American Guide to Colleges. Columbia University Press, 1966, 652-663.

Highly competitive in admissions policy - Coded A

The college rejects many high school graduates who have made B or even A averages in college preparatory programs in high school.

Competitive and up in admissions policy - Coded B

The college rejects some high school graduates who have made B or even A averages in college preparatory programs, or higher, up to the category above. The latter would be represented by colleges giving statements such as "competitive to highly competitive" to characterize their admissions policies.

Accepts all B-average and up in admissions policy - Coded C

This range of admissions policy has as its lower limit policies characterized by such statements as "accepts all B-average and/or top-half ranking high school graduates." Colleges indicating policies with "accepts all" features above this point--such as "accepts all top 25% ranking high school graduates" or "all top 10% ranking high school graduates--were included in this category up to the point at which they characterized their admissions policies as "competitive." Colleges indicating policies in any way approaching "competitive" are included in this category.

Accepts all C-average and up in admissions policy - Coded D

Colleges stating admissions policies as "accepts all C-average and/or top 75% ranking high school graduates" (or with such roughly equivalent statements as "accepts almost all high school graduates who have taken college preparatory programs in high school") were taken as the bottom limit of this category. Colleges indicating policies with "accepts all" features above this point--as in "accepts all top-60% ranking high school graduates" or "all B-minus average high school graduates"--were included up to the point at which they stated "all B-average" or "all top-half" high school graduates.

Accepts almost all and up in admissions policy - Coded E

The bottom limit for inclusion in this category was "accepts almost all high school graduates" or "all school-recommended high school graduates." The upper limit for inclusion was at the "all C-average and/or top-75% high school graduates" level.

Accepts all and up in admissions policy - Coded F

This admissions policy range includes colleges that stated "accepts all high school graduates" or "all graduates of accredited high schools" and similar minor variations extending to the "almost all" level.

APPENDIX V

HOLLINGSHEAD TWO-FACTOR INDEX OF SOCIAL POSITION

HOLLINGSHEAD TWO-FACTOR INDEX OF SOCIAL POSITION

Brief Instructions

The two-factor Index utilizes occupation and education. These factors are scaled and weighted individually, and a single score is obtained.

The educational scale is based upon the years of school completed by the head of the household. The scale values are as follows:

Years of School Completed	Scale Value
Professional (M.A.; M.S.; M.E.; M.D.; Ph.D.; LL.B.)	1
Four-year college graduate (A.B.; B.S.; B.M.)	2
1-3 years college (also business schools)	3
High school graduate	4
10-11 years of school (part high school)	5
7-9 years of school	6
Under 7 years of school	7

Its effective use is dependent on the precise knowledge of the head of the household's occupation. Occupational position has a factor weight of 7 and education position a factor weight of 4. These weights are multiplied by the scale value for education and occupation of each individual or head of a household. The calculated weighted score gives the approximate position of the family on the over-all scale. For example, John Smith is the manager of the Safeway Store; he completed high school and one year of business school I would score him as follows:

Factor	Scale Score	Factor Weight	Score x Weight
Occupation	3	7	21
Education	3	4	12
	Index of Social Position Score		33

When the Index of Social position score is calculated, the individual may be stratified either on the continuum of scores or into a "class." In the case of John Smith I would rate him a class III on the basis of the position he occupies in the continuum of scores, and the way the scores are grouped into classes.

The range of scores in each class on the two-factor Index follows:

Class	I.S.P. Scores
I	11-17
II	18-31
III	32-47
IV	48-63
V	64-77

The various combinations of scale scores for occupation and education are reproducible in the Guttman sense for there is no overlap between education-occupation combinations. If an individual's education and occupation are known one can calculate his score. Conversely, if one knows an individual's score he can calculate both occupational position and educational level.

APPENDIX VI

HEALTH CAREERS SUMMER PROGRAM

FOLLOW-UP QUESTIONNAIRE

FOLLOW-UP QUESTIONNAIRE FOR FORMER HCSP PARTICIPANTS

A. Background Information

*Please circle the answer that most closely fits your response.

1. My name is _____

2. My institution as of 1969-70 is

_____

3. The address of my institution is

_____

4. If I am not in school, I am

_____

5. My school is a

a. 2 year institution
b. 4 year institution

6. The type of school I attend is

a. City
b. State
c. Church or Denominational
d. Independent or Private
e. Other _____

7. My school is in the

a. South
b. Southwest
c. North
d. West
e. Mid-west

8. Last year in 1968-69, the approximate total enrollment of my school was

a. under 499
b. 500 to 999
c. 1,000 to 1,499
d. 1,500 to 2,499
e. 2,500 to 4,999
f. 5,000 or greater

9. Last year in 1968-69, the graduating class at my school was approximately

   a. Less than 100
   b. 100 to 199
   c. 200 to 299
   d. 300 to 399
   e. 400 to 499
   f. 500 and above

10. My classification in 1969-70 was

   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Other (Specify) _____

11. My college major now is

   a. Pre-med
   b. Biology
   c. Chemistry
   d. Psychology
   e. Other (Specify) _____

12. My grade-point average at the college I attended in 1969-70 was approximately (on the 4 point scale - A=4, B=3, C=2, D=1, F=0)

   a. 1.0 to 1.9
   b. 2.0 to 2.4
   c. 2.5 to 2.9
   d. 3.0 to 3.4
   e. 3.5 to 4.0

13. The number of different chemistry courses that my school offers is

   a. 2 to 4
   b. 4 to 6
   c. 6 to 8
   d. 8 to 10
   e. greater than 10

14. The number of different biology courses that my school offers is

   a. 2 to 4
   b. 4 to 6
   c. 6 to 8
   d. 8 to 10
   e. greater than 10

15. The number of different mathematics courses that my school offers is

    a. 2 to 4
    b. 4 to 6
    c. 6 to 8
    d. 8 to 10
    e. greater than 10

16. My school has pre-med counseling

    a. yes
    b. no

17. My hometown is in the

    a. South
    b. Southwest
    c. North
    d. West
    e. Mid-west

18. My hometown is an area that is

    a. Rural
    b. Urban
    c. Suburban

19. I live at home and commute to school

    a. Yes
    b. No

20. The approximate total income of my mother and father is

    a. Under $3,000
    b. $3,000 to $4,999
    c. $5,000 to $7,999
    d. $8,000 to $10,000
    e. $10,000 or greater

21. The majority of my college expenses during 1969-70 were paid by

    a. My parents and other relatives
    b. Academic scholarship
    c. Athletic or music scholarship
    d. Work scholarship
    e. Loan
    f. Other (Specify) _____

28. My tutor last summer was

    a. Black
    b. White
    c. Other (Specify) _____

29. The average number of hours daily I spent studying last summer was

    a. Under 1
    b. 1 to 2
    c. 2 to 3
    d. 3 to 4
    e. 4 or greater

30. The number of hours per week spent by my academic tutor with my group was

    a. 2 to 4
    b. 4 to 6
    c. 6 to 8
    d. 8 to 10
    e. Greater than 10

31. If I had to rank all the components of the Program in the order that I enjoyed them the most, it would be

    *(1=most enjoyable, 2=enjoyable, 3=fairly enjoyable, 4=least enjoyable)

    a. _____ Academic Course

    b. _____ Academic Tutorial

    c. _____ Clinical Tutorial

    d. _____ Socialization with friends

32. If I did not reapply to HCSP for the summer of 1970, my reason for doing so is

    a. The Program did not meet my needs
    b. The Program was too difficult
    c. The Program was too easy
    d. I have changed my interests
    e. Personal
    f. I graduated in 1969
    g. I am a graduating senior for 1970
    h. Other (Specify) _____

22. My father

a. is a college graduate
b. attended college
c. is a high school graduate
d. attended high school
e. completed grade school
f. stopped school in the elementary grades
g. do not know

23. My mother

a. is a college graduate
b. attended college
c. is a high school graduate
d. attended high school
e. completed grade school
f. stopped school in the elementary grades
g. do not know

24. My career plans are to become a

a. General medical doctor
b. Specialized medical doctor (Surgeon, Pediatrician, etc.)
c. Psychiatrist
d. Dentist
e. Ph.D. (in Biochemistry, Physiology, etc.)
f. Other (Specify) _____

25. I am setting my goals toward attending

a. Medical School
b. Dental School
c. Graduate School

B. Health Careers Summer Program Information and Comments

26. My academic course last summer was in

a. Inorganic chemistry
b. Organic Chemistry
c. Biochemistry
d. Biology
e. Calculus
f. Other (Specify) _____

27. My academic tutorial last summer was in

a. Chemistry
b. Biology
c. Mathematics
d. Physics
e. Other (Specify) _____

33. If I am a graduating senior this year (1970), I have applied

a. to Dental School
b. to Medical School
c. to Graduate School
d. for a job
e. Other (Specify) _____

34. If I am a senior this year (1970), I have already been

a. Accepted in Medical School
b. Rejected in Medical School
c. Accepted in Dental School
d. Rejected in Dental School
e. Accepted in Graduate School
f. Rejected in Graduate School
g. Hired to work
h. Other (Specify) _____

35. If I have been accepted in Professional School, the names of the institutions are

a. _____

b. _____

c. _____

36. The school I have chosen to attend is

_____

*The following questions may be answered by circling the letter of the alphabet that most closely fits your response

Code

a. strongly agree
b. agree
c. uncertain
d. disagree
e. strongly disagree

During the summer of 1969:

37. My academic tutor was aware of my academic background in science and adapted his teaching to fit my background

a. b. c. d. e.

38. Most of the work assigned to the group by my academic tutor was helpful

a. b. c. d. e.

39. The rapport between my academic tutor and the group was good.

a. b. c. d. e.

40. My academic tutor presented academic material to my group clearly.

a. b. c. d. e.

41. My academic tutor seemed concerned about the problems of minority-group members.

a. b. c. d. e.

42. My academic tutor provided me with ample opportunity to do independent study.

a. b. c. d. e.

43. My academic tutor felt that I had the potential to pursue a career in a health-related profession.

a. b. c. d. e.

44. My clinical tutorial provided me with first-hand experience so that I understood what medicine was about.

a. b. c. d. e.

45. My clinical tutor spent ample time with our group in explaining some of the specific things about medicine.

a. b. c. d. e.

46. The rapport between my clinical tutor and our group was good.

a. b. c. d. e.

47. I had transportation problems in getting to my clinical tutorial.

a. b. c. d. e.

48. I felt that my academic course was presented in a manner which I understood.

a. b. c. d. e.

49. I feel that a program such as HCSP should be expanded to other colleges and universities.

a. b. c. d. e.

50. I feel that a hospital and medical school should be near if a program such as HCSP is to be effective.

a. b. c. d. e.

51. My academic course was no more difficult than one I might take at my own college.

a. b. c. d. e.

52. I feel that the methods of evaluation (exams, grades, etc.) at Harvard are more rigid than at my own school.

a. b. c. d. e.

53. The exam grades that I made in my academic course were representative of what I learned in the course.

a. b. c. d. e.

54. Non-HCSP students enrolled in my academic course at the Harvard Summer School did better than the average HCSP student.

a. b. c. d. e.

55. The outside activities in the Greater Boston area distracted my attention from my studies.

a. b. c. d. e.

56. My experiences at HCSP have increased my enthusiasm for a career in a health-related profession.

a. b. c. d. e.

57. There were opportunities last summer (1969) for me to give frequent evaluations of HCSP.

a. b. c. d. e.

58. I feel that my academic performance at my college this year (1969-70) has improved over the previous year.

a. b. c. d. e.

59. My participation in HCSP has played a part in my academic improvement, if any.

a. b. c. d. e.

60. In an over-all evaluation, I feel that HCSP was beneficial to me.

a. b. c. d. e.

61. In order to get the maximum benefit out of HCSP, I feel that 2 summers or more are needed by a participant.

a. b. c. d. e.

62. The setting of an Ivy-League university like Harvard contributed to the success of HCSP.

a. b. c. d. e.

HARVARD HEALTH CAREERS SUMMER PROGRAM
HARVARD MEDICAL SCHOOL
25 SHATTUCK STREET
BOSTON, MASSACHUSETTS 02115

January 19, 1971

Dear 1970 Participant:

By now, most of you have completed your applications to medical school and are patiently awaiting the good news. On the other hand, some of you have already received your accetpances and are probably making plans for the fall.

We here at HCSP are still in the process of evaluating the Program. So far our statistical analyses are showing that HCSP should be expanded since many more minority students could have benefitted from the Program than we were able to accept. To make our report more substantial, we desperately need your help. Therefore, we are asking you to please complete the enclosed form and return it to us immediately in the self-addressed envelope that is provided.

Thank you in advance for your prompt attention in this matter.

Sincerely yours,

Reid E. Jackson II, Ed.D.
Coordinator and Head Tutor

HARVARD HEALTH CAREERS SUMMER PROGRAM
HARVARD MEDICAL SCHOOL
25 SHATTUCK STREET
BOSTON, MASSACHUSETTS 02115

January 19, 1971

Dear 1970 Applicant:

As a major part of the evaluation of HCSP, we are attempting to show that many more minority students could have benefitted from the Program than we were able to accept. Last year, as example, were wonly able to offer 100 places to a selected group of students. Statistical analyses, however, are substantiating our hypothesis that HCSP should be expanded, since they are showing a great many of the students who were rejected to HCSP, could have done just as well or better than those we selected.

To make our report more meaningful, we desperately need your help. Therefore, we are asking you to please complete the enclosed form and return it to us immediately in the self-addressed envelope that is provided.

Thank you in advance for your prompt attention in this matter.

Sincerely yours,

Reid E. Jackson, II, Ed.D.
Coordinator and Head Tutor

MEDICAL SCHOOL INFORMATION FOR HCSP APPLICANTS

Name _____

School _____

1. How many medical schools did you apply to this year?

   1. None
   2. 1 - 3
   3. 4 - 6
   4. 7 - 9
   5. 10 or more

2. Has a medical school invited you their campus for a personal interview?

   1. yes
   2. no

3. How many medical schools have selected you for their 1971 first-year class?

   _____

4. Please name the medical schools that have selected you, if it applies.

   _____

   _____

   _____

   _____

   _____

5. Please name the medical school that you will chose to attend, if ti applies.

   _____

APPENDIX VII

ACADEMIC TUTOR LETTER AND COURSE OUTLINE

524 Putnam Avenue, Apt. 1
Cambridge, Massachusetts 02139
June 5, 1970

Dear Sharon, Arturo, Ben, Milton, and Paul,

More information about the Harvard Health Careers Summer Program. . . .

The five of you have been assigned to a tutorial group, and I have been assigned as the tutor. By way of introduction, I received my B.S. degree in chemistry from the University of Michigan in 1965 and my Ph.D. in bio-chemistry from the University of Wisconsin in 1969 with my thesis work done in the area of carbohydrate chemistry. This past year I was an instructor in the chemistry department at Boston University where I was connected with a Life Science Course (general chemistry, organic chemistry, and biochemistry) designed for students majoring in the allied health professions.

Now about the tutorial --
I would like to cover "selected-topics-in-biochemistry-for-people-interested-in-biology-or-medicine," keeping in mind the following facts: your majors include chemistry and biology; your minors are mathematics or chemistry; your first choices for graduate or professional school are medicine, dentistry, and undecided; your levels include post-freshman to post-junior; your college science courses range from a person with a year of physical science to people with a whole series of more advanced courses in biology or chemistry. (Can you find yourself in there somewhere?)

My concern, then, is to try to cover topics which might be of value to all of you, which would not be repetitious to some of you or too advanced for others, which would not be automatically covered in future courses you might take, and, obviously, about which I know something! Since meeting all those criteria borders on the impossible, my working

plan is as follows: I will plan to cover the first three topics listed below so that I can be ready with material for the first few weeks of the tutorial. However, the depth and speed of coverage will depend a lot on your backgrounds and suggestions. (Biology and other courses at various schools cover some or all of this material to a greater or lesser extent.) We can discuss what remaining topics to include at one of the early meetings. If you think of other topics you would like to see covered, mention those, too.

Topic 1: Molecular Genetics - DNA, protein synthesis - covered by following in some detail the experiments which elucidated DNA as the hereditary material and its role in protein synthesis.

Topic 2: Very general metabolic relationships - common intermediates, role of ATP and NAD in metabolism.

Topic 3: Working knowledge of common biochemical techniques - sufficient to be able to understand selected journal papers.

Possible Additional Topics:
- Biochemistry of hormones
- Biochemistry of memory
- Biochemistry of photosynthesis
- Structure and function of enzymes
- Structure and function of antibodies
- Structure and function of hemoglobin
- Structure and function of membranes

The memorandum which you received stated that tutorials would consist of "discussions, problem sets, written reports, and quizzes." For this tutorial perhaps informal, oral reports on selected research papers would be a good replacement for problem sets and written reports. This matter, too, we can discuss.

I am looking forward to meeting you. If you have any violent reactions to the proposed tutorial, write and

let me know. If you have any trouble trying to get to the dorm at Harvard, my number is 864-6128.

Sincerely,

Susan Hixson

NAT SCI S96-97, 1970

TUTOR: John J. Kelly
MEETING: Holyoke 938
Mon, Tues, Fri, 3-5 PM

	DATE	TOPIC
I.	Review of Basic Chemistry	
	July 3	Atomic Theory
	July 6	Bonding
	July 7	Concentration, Logarithms, pH
	July 10	Buffers
II.	Classes of Biochemical Molecules	
	July 13	Amino Acids, The Structure of Proteins
	July 14	Carbohydrates: Monosaccharides
	July 17	Carbohydrates: Oligo- and Polysaccharides
	July 20	Nucleic Acids: Composition of nucleic Acids, Structure of DNA
	July 21	Nucleic Acids: Structure of RNA
	July 24	Structure and Function of Lipids
III.	Enzymes	
	July 27	Catalysis; Bioenergetics
	July 28	Bioenergetics
	July 31	Control of Enzyme Activity
IV.	Intermediary Metabolism	
	August 3	Biological Oxidation: High Energy Compounds
	August 4	Glycolysis and the Krebs' Cycle
	August 7	Biochemical Interconversions
	August 10	Replication of DNA

	DATE	TOPIC
IV.	Intermediary Metabolism--Cont'd.	
	August 11	Protein Biosynthesis
	August 14	Metabolic Control
V.	Student Presentations	
	August 17	Student Presentations
	August 18	Student Presentations

APPENDIX VIII

TRAVEL INFORMATION MEMO

HARVARD HEALTH CAREERS SUMMER PROGRAM
HARVARD MEDICAL SCHOOL
25 SHATTUCK STREET
BOSTON, MASSACHUSETTS 02115

MEMORANDUM

TO: 1970 HCSP Students

FROM: Reid E. Jackson II, Coordinator and Head Tutor

DATE: May 19, 1970

RE: Travel Information

It is with great pleasure that I welcome you as a participant in the Health Careers Summer Program. Since the Program starts in about 6 weeks, it is important that we receive information concerning your travel intentions.

Enclosed you will find a form that will aid us in determining the amount of travel allowance you will receive. Since Harvard is absorbing your travel expenses, it is imperative that you completely fill out the form and return it to us immediately. It is up to you to decide which mode of transportation you will use. You may travel by airplane, train or bus. We are asking you, however, not to bring a car. Parking at Harvard during the summer is quite a problem. It would be to your advantage, then, that you rely on the public conveniences which are in the immediate vicinity of the Harvard campus.

If you decide to travel by airplane, please check and see if the airline offers a special student rate on confirmed reservations. If they do, please use this rate in determining your fare. If they do not, you may base your fare on the economy or coach rate. Under all conditions of travel, you are to enter on the form, the exact one-way fare from your point of departure to Boston.

All of the terminals are in Boston. Train (MBTA subway) fare from all terminals in Boston to Cambridge ranges from 25¢ to 50¢. Cab fare from the terminals ranges from $3.00 to $6.00. You will be given an additional $10.00 to aid in covering this expense and other incidental ones (such as food) that you might incur.

Whatever decision you make concerning your transportation, you should take under consideration that you are not to arrive before June 28th. The dormitories and dining facilities will be closed and therefore, unavailable for your use. If you cannot adhere to this request and you arrive in Cambridge before June 28th, all of your housing and eating expenses will be your own responsibility.

Further information concerning the Program and housing will be sent to you in the very near future.

Reid E. Jackson II
Coordinator and Head Tutor

TRAVEL INFORMATION FORM

NAME _____

1. I will be traveling from

   _____

2. The approximate distance from my point of departure to Boston is

   _____ miles.

3. My mode of transportation will be

   a. _____ Airplane

   b. _____ Train

   c. _____ Bus

4. The exact one-way fare from my point of departure to Boston is

   $ _____

5. I may be reached at the following address before my departure to Cambridge

   _____

   _____

   _____

APPENDIX IX

1970 HCSP GENERAL INFORMATION MEMO

HARVARD HEALTH CAREERS SUMMER PROGRAM
HARVARD MEDICAL SCHOOL
25 SHATTUCK STREET
BOSTON, MASSACHUSETTS 02115

MEMORANDUM

TO: 1970 HCSP Students

FROM: Reid E. Jackson II, Coordinator and Head Tutor

DATE: May 26, 1970

RE: General Information

I. Housing

A. All participants are to fill out the enclosed dormitory form so that their room assignment can be made. In order to be assured of dormitory space, it is imperative that this form be returned immediately. A self-addressed envelop is enclosed for this purpose.

B. All out-of-town participants will be housed in one of the dormitories in the Harvard Yard. If the participant does not receive his room assignment before he departs from home, he should pick it up at the HCSP summer office upon his arrival in Cambridge. Boston participants are encouraged to live in the dormitories also.

C. The HCSP summer office will be located in the basement of Lehman Hall. Lehman Hall is in the heart of Harvard Square, so there should be little difficulty in finding it.

D. All participants are to check in at the HCSP summer office by 8:00 Sunday night, June 28th. Here, specific information concerning the Program and other aspects of Harvard may be obtained.

E. Linen (sheets, pillow cases and towels) will be furnished by the dormitories. Students will be responsible for their own study lamps.

II. Travel

A. Those participants that do not have a great deal of baggage may find it easier and cheaper to catch the MTA train from the airport, train terminal or bus station to Harvard.

B. Those persons electing to ride the MTA train should board one that takes them to the Park Street Station. Here a change should be made for the Harvard Square train. Lehman Hall is directly across the street from the MTA station in Harvard Square. At the airport, an MTA bus will take you from in front of your specific airline terminal

to the Airport MTA train station. Persons arriving by train should get off at the South Street station. Here a subway will take you directly to Harvard Square. From the Trailway and Greyhound bus terminals, a train can be caught at the Arlington Street station. All are in the Park Square area. A transfer should be made at the Park Street station, after boarding the MTA from Arlington Street.

C. Cab fare from all terminals ranges from $3.00 to $6.00. Participants should inform the cab driver that they wish to go to their specific dormitory which is found in the Harvard Yard.

D. The MTA train leaves from Harvard Square and travels directly to downtown Boston. The get-off stop is Washington Street.

III. Weather

A. The median temperature for the Greater Boston area during the months of July and August is 80°. However, there are some chilly nights and the participant might do well in bringing a light-weight jacket.

IV. The Program

A. This year HCSP will have 100 students. Enclosed you will find a list of the participants.

B. Formal Course Work

1. Each participant is required to enroll in one half-course at the Harvard Summer School. Enclosed you will find a catalog that will inform you of the courses available for the summer. A new course available that is not listed in the catalog is "Cell Biology" (S-). This sould be a very good course. It will be taught by several outstanding persons in this field. Another tentative course is in the making. It is entitled "Topics in Structural Chemistry."

2. Each participant should confer with his academic tutor in selection of a Summer School course.

3. Under no circumstances will a participant be allowed to enroll for more than 4 units (one half-course) of formal course work.

C. Academic Tutorial

1. Each participant will be assigned to an academic tutorial that best suits his needs and interests. The tutorial group will consist of 4 or 5 students with similar backgrounds.

2. The academic tutorial may or may not be the same as the formal course. (Example) A student may be assigned to an Organic Chemistry tutorial. He may select a formal course also in Organic Chemistry or he may select a course in Calculus.

3. Each participant will be contacted by his academic tutor in the near future. The tutor will send you a course outline and brief description of the tutorial. This should provide the participant with prior knowledge of what to expect in his tutorial.

4. The academic tutorials will meet approximately three times per week and will consist of discussions, problem sets, written reports and quizzes.

D. Clinical Tutorial

1. All participants will be assigned to one of several hospitals associated with Harvard. Here, he and his group will meet once a week with a doctor or dentist and learn some of the inner-workings of medicine.

2. The clinical tutorials include discussion sessions, observations of hospital facilities and operations. In some cases, a participant may assist in minor clinical operations.

3. The clinical tutorials last from 2 to 4 hours.

4. The director of the clinical tutorials is Matthew Budd, M.D. His office is located in the Beth Israel Hospital of Boston. Any questions relating to this aspect of the Program should be directed to him.

V. Registration

A. All participants will report to room 100 in Longfellow Hall at 9:00 Monday morning, June 29th. Here you will get instructions concerning your registration procedures. Participants will also meet their tutors, group members and other persons connected with the Program.

B. Longfellow Hall is a part of the School of Education and is located on Apian Way right off of Garden Street. This is a very short distance from Lehman Hall. Larsen Hall an 8-story windowless building is directly across the street from Longfellow Hall.

VI. Orientation

A. There will be no formal orientation period.

B. Participants will receive further information concerning the Program during the first meeting, June 29th.

VII. Married Students

A. Housing for married students in the Cambridge area is usually very limited during the summer and quite expensive. Also, HCSP cannot aid in defraying expenses of spouses.

VIII. Entertainment

A. Several social functions and outings are being planned for HCSP participants.

B. Weekly notices of events in the Boston area will be made available to all HCSP participants.

Reid E. Jackson, II
Coordinator and Head Tutor

APPENDIX X

QUESTIONNAIRES USED DURING 1970 HCSP

Student's Evaluation of Regular Courses I & II

Student's Evaluation of Academic Tutorial I & II

Student's Report on Clinical Tutorial I & II

Academic Tutor's Evaluation Questionnaire I & II

Clinical Tutor's Report on Clinical Tutorial I & II

Student's Subjective Evaluation

STUDENTS EVALUATION OF REGULAR COURSES

Form I

Do not writ in this space

First three weeks of course - June 29-July 20. To be submitted on July 21.

Student _____

Name of course you are taking this summer _____

Name of instructor(s) _____

_____

PLEASE ANSWER ALL THE QUESTIONS
For questions 1-27 draw a circle around the letter in front of the answer that best expresses your opinion.

Example: How many students are enrolled in the course you are taking?

a) None

b) Over 1000

(c) Between 1 and 1000

1. How many students are enrolled in the course you are taking?

   a) Fewer than 15

   b) 15-30

   c) More than 30

2. How do you feel about the number of students enrolled in the course you are taking?

   a) I wish there had been more.

   b) I wish there had been fewer.

   c) The number is about right.

   d) I'm not sure.

3. How does the instructor conduct the course?

   (a) He spends most of the time lecturing.

   (b) He spends about half the time lecturing; the other half asking and answering questions of students.

   (c) He spends most of the time asking and answering questions of students.

4. How do you find the instructor's lectures?

   (a) They are usually easy to understand.

   (b) They are sometimes easy, sometimes hard to understand.

   (c) They are usually hard to understand.

5. Has the instructor given the students an outline of what is to be covered in the course?

   (a) Yes

   (b) No

6. If so, do you find the course outline helpful in guiding your study?

   (a) Yes

   (b) No

   (c) He has not given us a course outline.

7. Does the instructor usually give you an outline of the points he will cover <u>in each lecture</u> (either on paper or on the blackboard)?

   (a) Yes

   (b) No

8. If so, do you find these lecture outlines helpful in following the lecture and taking notes?

   (a) Yes

   (b) No

   (c) He does not give us outlines of each lecture.

9. To what extent does the instructor use audio-visual materials to illustrate his lectures?

   (a) Not at all

   (b) To some extent

   (c) To a considerable extent

10. What do you think of the audio-visual material he uses?

   (a) I find them very helpful.

   (b) Sometimes they are helpful; sometimes not helpful.

   (c) They are a waste of time.

   (d) The instructor doesn't use audio-visual materials.

11. Do you wish the instructor would spend more time lecturing?

   (a) Yes

   (b) No

   (c) I'm not sure.

12. Do you wish the instructor would spend more time asking and answering questions of students?

   (a) Yes

   (b) No

   (c) I'm not sure.

13. Do you wish the instructor would use more audio-visual materials?

   (a) Yes

   (b) No

   (c) I'm not sure.

14. How do you find the study assingments in this course?

   (a) Too long

   (b) Too short

   (c) About right

   (d) I'm not sure.

15. How understandable are the study assignments in this course?

    a) They are usually easy to understand.

    b) They are usually hard to understand.

    c) They are sometimes easy, sometimes hard to understand.

    d) I'm not sure.

16. How many short quizzes have been given during the period covered by this questionnaire?

    a) None

    b) One

    c) Two

    d) Three

    e) Four

    f) More than four

17. Have you found the quizzes helpful in indicating to you how you are doing in the course?

    a) Yes

    b) No

    c) I'm not sure

    d) No quizzes have been given

18. Do you think the quizzes are fair?

    a) Yes

    b) No

    c) I'm not sure

    d) No quizzes have been given

19. All things considered, how hard do you find this course in comparison with similar science or mathematical courses you have taken in your home college?

    (a) It is easier.

    (b) It is harder.

    (c) It is about the same.

    (d) I'm not sure.

    (e) I haven't taken any similar course in my home college.

20. All things considered, how interesting do you find this course in comparison with similar science or mathematics courses you have taken in your home college?

    (a) It is much more interesting.

    (b) It is somewhat more interesting.

    (c) It is about the same.

    (d) It is somewhat less interesting.

    (e) It is much less interesting.

    (f) I'm not sure.

    (g) I haven't taken any similar course in my home college.

21. All things considered, are you glad or sorry you enrolled in this course?

    (a) I'm glad

    (b) I'm sorry

    (c) I'm not sure

22. How about your academic background for this course?

(a) I already know most of what is being taught in the course; the course is a waste of my time.

(b) I already know some of what is being taught in the course.

(c) I do not know much of what is being taught in the course, but I got along all right.

(d) My academic background for this course is inadequate; the course is over my head.

(e) I'm not sure.

23. On the average, how much time do you spend on the study assignments for this course?

(a) One hour per week.

(b) 2-5 hours

(c) 6-10 hours per week.

(d) Over 10 hours per week.

(e) I'm not sure.

24. How many meetings of this course have you missed during the period covered by this questionnaire?

(a) None

(b) One or two

(c) Three or four

(d) More than four

25. If you have missed any of the meetings of this course, what were the reasons?

Write in number of times missed for this reason.

(a) Sickness _____

(b) Fatigue _____

(c) Loss of interest _____

(d) Schedule conflicts _____

(e) I'd rather not say _____

(f) I didn't miss any meetings _____

26. Has your tutor given you any help in studying for this course?

(a) Yes, quite a lot; I need his help.

(b) Yes, some help; I need only a little help.

(c) No; I don't need any help from him.

(d) No; I need his help, but he hasn't given me any.

27. How has this course affected your plans for further education in science and the health professions?

(a) It has encouraged me to continue with my plans.

(b) It has discouraged me from continuing with my plans.

(c) It has not affected me one way or the other.

(d) I'm not sure.

28. In one or two sentences, please state briefly what you <u>most like</u> about this course. _____

_____

_____

_____

_____

_____

29. In one or two sentences, please state briefly what you <u>most dislike</u> about this course. _____

_____

_____

_____

_____

_____

STUDENTS EVALUATION OF REGULAR COURSES

Form II

Second three weeks of course - July 20-August 10
To be submitted on August 17.

Do not write in this space

Student _____

Name of course you are taking this summer _____

Name of instructor(s) _____

_____

PLEASE ANSWER ALL THE QUESTIONS
For questions 1-27 draw a circle around the letter in front of the answer that best expresses your opinion.

Example: How many students are enrolled in the course you are taking?

a) None

b) Over 1000

(c) Between 1 and 1000

1. How many students are enrolled in the course you are taking?

   a) Fewer than 15

   b) 15-30

   c) More than 30

2. How do you feel about the number of students enrolled in the course you are taking?

   a) I wish there had been more.

   b) I wish there had been fewer.

   c) The number is about right.

   d) I'm not sure.

3. How does the instructor conduct the course?

   (a) He spends most of the time lecturing.

   (b) He spends about half the time lecturing; the other half asking and answering questions of students.

   (c) He spends most of the time asking and answering questions of students.

4. How do you find the instructor's lectures?

   (a) They are usually easy to understand.

   (b) They are sometimes easy, sometimes hard to understand.

   (c) They are usually hard to understand.

5. Has the instructor given the students an outline of what is to be covered in the course?

   (a) Yes

   (b) No

6. If so, do you find the course outline helpful in guiding your study?

   (a) Yes

   (b) No

   (c) He has not given us a course outline.

7. Does the instructor usually give you an outline of the points he will cover <u>in each lecture</u> (either on paper or on the blackboard)?

   (a) Yes

   (b) No

8. If so, do you find these lecture outlines helpful in following the lecture and taking notes?

   (a) Yes

   (b) No

   (c) He does not give us outlines of each lecture.

9. To what extent does the instructor use audio-visual materials to illustrate his lectures?

   (a) Not at all

   (b) To some extent

   (c) To a considerable extent

10. What do you think of the audio-visual material he uses?

   (a) I find them very helpful.

   (b) Sometimes they are helpful; sometimes not helpful.

   (c) They are a waste of time.

   (d) The instructor doesn't use audio-visual materials.

11. Do you wish the instructor would spend more time lecturing?

   (a) Yes

   (b) No

   (c) I'm not sure.

12. Do you wish the instructor would spend more time asking and answering questions of students?

   (a) Yes

   (b) No

   (c) I'm not sure.

13. Do you wish the instructor would use more audio-visual materials?

   (a) Yes

   (b) No

   (c) I'm not sure.

14. How do you find the study assingments in this course?

   (a) Too long

   (b) Too short

   (c) About right

   (d) I'm not sure.

15. How understandable are the study assignments in this course?

    a) They are usually easy to understand.

    b) They are usually hard to understand.

    c) They are sometimes easy, sometimes hard to understand.

    d) I'm not sure.

16. How many short quizzes have been given during the period covered by this questionnaire?

    a) None

    b) One

    c) Two

    d) Three

    e) Four

    f) More than four

17. Have you found the quizzes helpful in indicating to you how you are doing in the course?

    a) Yes

    b) No

    c) I'm not sure

    d) No quizzes have been given

18. Do you think the quizzes are fair?

    a) Yes

    b) No

    c) I'm not sure

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19. All things considered, how hard do you find this course in comparison with similar science or mathematical courses you have taken in your home college?

    (a) It is easier.

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    (d) I'm not sure.

    (e) I haven't taken any similar course in my home college.

20. All things considered, how interesting do you find this course in comparison with similar science or mathematics courses you have taken in your home college?

    (a) It is much more interesting.

    (b) It is somewhat more interesting.

    (c) It is about the same.

    (d) It is somewhat less interesting.

    (e) It is much less interesting.

    (f) I'm not sure.

    (g) I haven't taken any similar course in my home college.

21. All things considered, are you glad or sorry you enrolled in this course?

    (a) I'm glad

    (b) I'm sorry

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22. How about your academic background for this course?

(a) I already know most of what is being taught in the course; the course is a waste of my time.

(b) I already know some of what is being taught in the course.

(c) I do not know much of what is being taught in the course, but I got along all right.

(d) My academic background for this course is inadequate; the course is over my head.

(e) I'm not sure.

23. On the average, how much time do you spend on the study assignments for this course?

(a) One hour per week.

(b) 2-5 hours

(c) 6-10 hours per week.

(d) Over 10 hours per week.

(e) I'm not sure.

24. How many meetings of this course have you missed during the period covered by this questionnaire?

(a) None

(b) One or two

(c) Three or four

(d) More than four

25. If you have missed any of the meetings of this course, what were the reasons?

Write in number of times missed for this reason.

(a) Sickness _____

(b) Fatigue _____

(c) Loss of interest _____

(d) Schedule conflicts _____

(e) I'd rather not say _____

(f) I didn't miss any meetings _____

26. Has your tutor given you any help in studying for this course?

(a) Yes, quite a lot; I need his help.

(b) Yes, some help; I need only a little help.

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27. How has this course affected your plans for further education in science and the health professions?

(a) It has encouraged me to continue with my plans.

(b) It has discouraged me from continuing with my plans.

(c) It has not affected me one way or the other.

(d) I'm not sure.

28. In one or two sentences, please state briefly what you <u>most like</u> about this course. _____

_____

_____

_____

_____

_____

29. In one or two sentences, please state briefly what you <u>most dislike</u> about this course. _____

_____

_____

_____

_____

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STUDENT'S EVALUATION OF ACADEMIC TUTORIAL

Form I
First three weeks of academic tutorial - June 29-July 20.
To be submitted on July 21.

Do Not Write In This Space

Student _____

Title of tutorial _____

Name of tutor _____

PLEASE ANSWER ALL THE QUESTIONS.
For questions 1-26 draw a circle around the letter in front of the answer that best expresses your opinion.

Example: Why did you decide to enroll in the Health Careers Summer Program?

a) To improve my health

(b) To improve my knowledge

c) To play baseball

1. **How clear did you find your tutor's study assignments?**

   a) Usually very clear

   b) Sometimes clear; sometimes confusing

   c) Usually confusing

2. **How often did you ask your tutor to clarify the study assignments?**

   a) Not at all

   b) Once

   c) Two or three times

   d) More than three times

3. How did you like the study assignments your tutor required of you?

   a) Most of them were uninteresting to me.

   b) Some of them were interesting to me; others were uninteresting.

   c) Practically all of them were interesting to me.

4. How often did you attend your tutorial sessions?

   a) I attended all of them.

   b) I missed one of them.

   c) I missed two or three of them.

   d) I missed more than three of them.

5. If you missed any tutorial sessions, what were the reasons?

		Write in number of times missed for this reason
a)	Sickness	
b)	Fatigue	
c)	Loss of interest	
d)	To much regular course work	
e)	Schedule conflicts	
f)	Tutor's attitude	
g)	I'd rather not say	
h)	I did not miss any meetings	

6. How often did you ask questions of your tutor during the tutorial sessions?

   a) Never; no chance to do so.

   b) Never; I had no questions to ask.

   c) Never; I didn't feel like asking him questions.

   d) Sometimes.

   e) Quite often

7. How often did your tutor help you with your regular course work?

   a) Not at all; I didn't need any help with it.

   b) Not at all; I needed help, but did not ask for it.

   c) Not at all; I asked for help, but did not get any.

   d) Sometimes.

   e) Quite often.

8. If you did ask questions of your tutor, how did you find his answers?

   a) He brushed me off without giving an answer.

   b) His answers were usually clear and to the point.

   c) His answers were occasionally not clear to me.

   d) His answers were usually unclear to me.

   e) His answeres were non-informative.

9. During the period covered by this questionnaire, did you find it became easier or harder to ask questions of your tutor?

   a) It became easier to ask him questions.

   b) No change from beginning to end, it was always easy.

   c) It became harder to ask him questions.

   d) No change from beginning to end, it was always hard.

10. During a typical tutorial session, how much chance did you get to talk about your own ideas?

   a) Practically never; the tutor did all the talking.

   b) Practically never; the tutor and the other students did most of the talking.

   c) I talked about my own ideas fairly often.

   d) I talked about my own ideas quite a lot.

11. Did you wish you had had more of a chance to talk about your own ideas?

   a) Yes

   b) No

   c) I'm not sure

12. Did you ever talk with your tutor concerning the way he conducted the tutorial session?

    a) Yes, I told him that I liked the way he conducted the sessions.

    b) Yes, I told him that I did not like the way he conducted the sessions.

    c) No, I did not tell him, but I liked the way he conducted the sessions.

    d) No, I did not tell him and I did not like the way he conducted the sessions.

13. Did you find the other students in your tutorial helpful in explaining things to you?

    a) Yes

    b) No

    c) I'm not sure.

14. How did you find the subject matter of the tutorial?

    a) I found most of it too easy; I was already familiar with it.

    b) I found most it over my head; it seemed to assume that I knew more than I did.

    c) I found it just about right; not too hard, not too easy.

15. To what extent did the students in your tutorial help with planning what was to be studied?

    a) Not at all; tutor's plans were o.k.

    b) Not at all; tutor didn't give us any chance to do so.

    c) To some extent.

    d) To a considerable extent.

16. How would you rate yourself with respect to the other students in your tutorial?

    a) Most of them learned faster than I did.

    b) I learned faster than most of the others.

    c) We all learned at about the same speed.

    d) I'm not sure.

17. How did the work in your tutorial compare with your scientific studies at your home college?

    a) It was much easier.

    b) It was a little bit easier.

    c) It was about the same.

    d) It was a little bit harder.

    e) It was much harder.

    f) I have no comparable course at my college.

18. As a result of your tutorial work, how do you feel about a career in the health professions?

    a) The tutorial work has made me more sure than I was that a career in one of the health professions is what I want.

    b) The tutorial has not changed me much in this respect.

    c) The tutorial has discouraged me from planning a career in one of the health professions.

    d) I'm not sure.

19. How would you describe your tutor as a person?

    a) He was friendly and helpful to me.

    b) He was friendly but not very helpful to me.

    c) He was helpful but not very friendly to me.

    d) He was neither friendly nor helpful to me.

    e) I'm not sure.

20. How would you describe the other students in your tutorial?

    a) They were friendly and helpful to me.

    b) They were friendly but not very helpful to me.

    c) They were helpful but not very friendly to me.

    d) They were neither friendly nor helpful to me.

    e) I'm not sure.

21. How would you describe the attitude of the other students in your tutorial?

    a) They were less enthusiastic than I.

    b) Their enthusiasm was the same as mine.

    c) They were more enthusiastic than I.

    d) I'm not sure.

22. How much time in your tutorial sessions was spent talking about the political, social and/or economic problems of minority groups?

    a) None

    b) A small amount of time.

    c) A considerable amount of time.

    d) Too much time.

23. If your tutorial talked about such problems, who began the talk?

    a) Usually the tutor began it.

    b) Usually some student began it.

    c) Sometimes the tutor, sometimes some student began it.

    d) There was no talk.

24. How much did your tutor help you in learning how to take notes?

    a) Not at all; I didn't need that kind of help.

    b) To some extent.

    c) To a considerable extent.

25. Did your tutor give you any advice about how to get ready for and apply to medical or other graduate or professional schools?

    a) No; I didn't ask for any advice.

    b) No; I asked for the advice but didn't get any.

    c) Yes; I was given the advice, but didn't need any.

    d) Yes; I was given the advice, and I found it useful.

26. Which of the following things do you think would improve the academic tutorial? (Draw circles around as many as necessary.)

a) Tutor should talk less and listen more.

b) Students should talk less and listen more.

c) More charts, diagrams, pictures, and demonstrations would make things clearer.

d) There should be more opportunity for students to work in a laboratory.

e) There should be fewer short quizzes.

f) There should be more short quizzes.

g) Students should get more of a chance to bring up problems that they cannot solve.

h) The tutorial sessions should be longer.

i) The tutorial sessions should be shorter.

j) The study assignments should be longer.

k) The study assignments should be shorter.

l) Students should be encouraged to work <u>together</u> on problems.

m) Students should be <u>discouraged</u> from working together on problems.

n) Students should have <u>more</u> say in planning the work of the tutorial.

o) Students should have <u>less</u> say in planning the work of the tutorial.

p) Tutor should not waste time talking about things not related to the subject matter of the tutorial.

q) Tutor should relax a little more by talking about things not related to the tutorial.

r) Students who monopolize the discussion should be put down by the tutor.

s) Different books should be assigned for outside reading.

t) Tutor should make his explanations clearer by talking more slowly.

u) Tutor should make his explanations clearer by organizing the subject matter more carefully.

v) Tutor should not repeat his explanations so frequently.

w) Tutor should repeat his explanations more frequently.

x) Tutor should take more time to find out what we already know.

y) Tutor should not take so much time trying to find out what we already know.

z) Tutor should be more patient with students who have a hard time understanding the subject matter.

aa) Tutor should not spend so much time in the tutorial session with one or two students who are slow at learning the subject matter.

bb) Tutorials should be directed to enhance regular course work.

cc) Others, please specify.

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27. Describe very briefly the one academic tutorial session that you thought was the most productive for you.

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STUDENT'S EVALUATION OF ACADEMIC TUTORIAL

Do not write in this space

Form II
Second three weeks of academic tutorial - July 20-August 10.
To be submitted on August 17.

Student _____

Title of tutorial _____

Name of tutor _____

PLEASE ANSWER ALL THE QUESTIONS.
For questions 1-26 draw a circle around the letter in front of the answer that best expresses your opinion.

Example: Why did you decide to enroll in the Health Careers Summer Program?

a) To improve my health

(b) To improve my knowledge

c) To play baseball

1. How clear did you find your tutor's study assignments?

   a) Usually very clear

   b) Sometimes clear; sometimes confusing

   c) Usually confusing

2. How often did you ask your tutor to clarify the study assignments?

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3. How did you like the study assignments your tutor required of you?

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   a) I attended all of them.

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   d) I missed more than three of them.

5. If you missed any tutorial sessions, what were the reasons?

	Write in number of times missed for this reason
a) Sickness	
b) Fatigue	
c) Loss of interest	
d) To much regular course work	
e) Schedule conflicts	
f) Tutor's attitude	
g) I'd rather not say	
h) I did not miss any meetings	

6. How often did you ask questions of your tutor during the tutorial sessions?

   a) Never; no chance to do so.

   b) Never; I had no questions to ask.

   c) Never; I didn't feel like asking him questions.

   d) Sometimes.

   e) Quite often

7. How often did your tutor help you with your regular course work?

   a) Not at all; I didn't need any help with it.

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9. During the period covered by this questionnaire, did you find it became easier or harder to ask questions of your tutor?

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h) The tutorial sessions should be longer.

i) The tutorial sessions should be shorter.

j) The study assignments should be longer.

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z) Tutor should be more patient with students who have a hard time understanding the subject matter.

aa) Tutor should not spend so much time in the tutorial session with one or two students who are slow at learning the subject matter.

bb) Tutorials should be directed to enhance regular course work.

cc) Others, please specify.

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27. Describe very briefly the one academic tutorial session that you thought was the most productive for you.

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28. How did you find the standardized test in biology that you took on August 4?

a) It was too easy for me.

b) It was just right for me.

c) It was too hard for me; it covered a lot of material I have never studied.

29. How did you find the standardized test in Chemistry that you took on August 10th?

a) It was too easy for me.

b) It was just about right for me.

c) It was too hard for me; it covered material I have never studied.

HEALTH CAREERS SUMMER PROGRAM

Do Not Write In This Space

STUDENT REPORT ON CLINICAL TUTORIAL

The purpose of this questionnaire is 1) to get your perception of what happened in your first three weeks of clinical tutorial and 2) to get your reactions to what happened.

Name of Student _____

Hospital _____

Dates of the three tutorial sessions you attended:

Week 1. _____

Week 2. _____

Week 3. _____

I. How were the tutorial sessions you attended usually organized?

1) We met as one big group for the whole session.

2) We were divided into two or three groups for the whole session.

3) We were divided into two or three groups for part of the session.

4) We were divided inot four or more groups for the whole session.

5) We were divided into four or more groups for part of the session.

6) Other (please specify) _____

_____

_____

II. About how many different doctors or other medical people took part in all three sessions combined?

1) One only

2) 2-4

3) 4-5

4) More than 5

III. About how much of the three sessions consisted of lecturing by a doctor or other medical people?

1) Under 25%

2) 26% to 50%

3) 51% to 75%

4) 76% to 100%

IV. About how much of the time in the three sessions consisted of informal discussion in which you and other students participated?

1) Under 25%

2) 26% to 50%

3) 51% to 75%

4) 76% to 100%

V. Do you wish more time had been allowed for informal discussion in which you and other students could participate?

1) Yes

2) No

3) I'm not sure

VI. In what kinds of activities did you engage during the sessions? (Indicate as best you can how much of each type of activity you engaged in by checking the appropriate space.)

		Extent of Activity			
		None	Very Little	A fair amount	Much
1)	Listening to an explanation of the general functions and organization of the hospital				
2)	Listening to talk about the general problems of medical care				
3)	Listening to talk about the special problems of medical care for minority/poverty groups				
4)	Observing cases in an emergency room				
5)	Observing the normal delivery of a baby				
6)	Observing the abnormal delivery of a baby				
7)	Hearing and/or participating in a discussion of prenatal care				
8)	Hearing and/or participating in a discussion of abortion				
9)	Hearing and/or participating in a discussion of birth control				
10)	Observing x-ray procedures				
11)	Being x-rayed				
12)	Hearing and/or participating in a discussion of x-ray procedures				
13)	Reading x-ray plates				
14)	Visiting a ghetto health clinic				
15)	Hearing and/or participating in a discussion of medical care in the ghetto				
16)	Observing minor surgery				
17)	Observing major surgery				
18)	Hearing and/or participating in a discussion of surgical problems				
19)	Observing intake interviews with psychiatric patients				
20)	Observing treatment of pschiatric patients				
21)	Hearing and/or participating in a discussion of the problems of mental illness				
22)	Observing drug addicts				
23)	Observing treatment of drug addicts				
24)	Hearing and/or participating in a discussion of the problem of drug addiction				

		Extent of Activity			
		None	Very little	A fair amount	Much
25)	Hearing and/or participating in a discussion of legal problems connected with medical care				
26)	Observing patients in a nursing home				
27)	Hearing and/or participating in a discussion of the function and problems of nursing homes				
28)	Observing treatment of patients in a dental clinic				
29)	Being treated in a dental clinic				
30)	Hearing and/or participating in a discussion of the problems of a dental clinic				
31)	Observing an autopsy				
32)	Studying slides developed in an autopsy				
33)	Hearing and/or participating in a discussion about autopsies				
34)	Visiting a private physician or dentist in his office				
35)	Hearing and/or participating in a discussion of the work of a private physician or dentist				
36)	Hearing and/or participating in a discussion of the career development of a physician or dentist				
37)	Observing the diagnosis of a patient				
38)	Hearing and/or participating in a discussion of diagnostic techniques				
39)	Following an intern on his rounds				
40)	Hearing and/or participating in a discussion of preventive medicine				
41)	Hearing and/or participating in a discussion of the work of an intern				
42)	Following a resident physician on his rounds				
43)	Hearing and/or participating in a discussion of the work of a resident physician				
44)	Talking with a medical student about what is involved in the study of medicine				
45)	Talking with a dental student about what is involved in the study of dentistry				
46)	Hearing and/or participating in a discussion of how a student can finance a medical or dental education				

		Extent of Activity			
		None	Very little	A fair amount	Much
47)	Hearing and/or participating in a discussion of the undergraduate requirements for medical or dental school				
48)	Hearing and/or participating in a discussion of admission to medical or dental school				
	OTHERS (please specify)				
49)					
50)					
51)					
52)					
53					
54)					

VII. How interesting did you find the clinical tutorial?

1) Extremely interesting

2) Fairly interesting

3) Fairly uninteresting

4) Extremely uninteresting

VIII. To what extent did the clinical tutorial increase your knowledge of the medical world?

1) To a large extent

2) To a fair extent

3) To a small extent

4) Not at all; I was already familiar with practically everything that happened in the clinical tutorial sessions.

IX. What effect did the clinical tutorial have on your interest in pursuing a career in the health professions?

1) It increased my interest

2) It decreased my interest

3) It had no effect on my interest one way or the other

X. All things considered, what one aspect of any of the three sessions do you think was most productive? (Describe it specifically, but briefly.)

XI. All things considered, what one aspect of any of the three sessions do you think was least productive? (Describe it specifically, but briefly.)

HEALTH CAREERS SUMMER PROGRAM

STUDENT REPORT ON CLINICAL TUTORIAL

Part II

Do Not Write In This Space

The purpose of this questionnaire is 1) to get your perception of what happened in your second three weeks of clinical tutorial and 2) to get your reactions to what happened.

Name of Student _____

Hospital _____

Dates of the three tutorial sessions you attended:

Week 4. _____

Week 5. _____

Week 6. _____

I. How were the tutorial sessions you attended usually organized?

1) We met as one big group for the whole session.

2) We were divided into two or three groups for the whole session.

3) We were divided into two or three groups for part of the session.

4) We were divided into four or more groups for the whole session.

5) We were divided into four or more groups for part of the session.

6) Other (please specify) _____

_____

_____

II. About how many different doctors or other medical people took part in all three sessions combined?

1) One only

2) 2-4

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III. About how much of the three sessions consisted of lecturing by a doctor or other medical people?

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V. Do you wish more time had been allowed for informal discussion in which you and other students could participate?

1) Yes

2) No

3) I'm not sure

VI. In what kinds of activities did you engage during the sessions? (Indicate as best you can how much of each type of activity you engaged in by checking the appropriate space.)

		Extent of Activity			
		None	Very Little	A fair amount	Much
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29)	Being treated in a dental clinic				
30)	Hearing and/or participating in a discussion of the problems of a dental clinic				
31)	Observing an autopsy				
32)	Studying slides developed in an autopsy				
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41)	Hearing and/or participating in a discussion of the work of an intern				
42)	Following a resident physician on his rounds				
43)	Hearing and/or participating in a discussion of the work of a resident physician				
44)	Talking with a medical student about what is involved in the study of medicine				
45)	Talking with a dental student about what is involved in the study of dentistry				
46)	Hearing and/or participating in a discussion of how a student can finance a medical or dental education				

		Extent of Activity			
		None	Very little	A fair amount	Much
47)	Hearing and/or participating in a discussion of the undergraduate requirements for medical or dental school				
48)	Hearing and/or participating in a discussion of admission to medical or dental school				
	OTHERS (please specify)				
49)					
50)					
51)					
52)					
53					
54)					

VII. How interesting did you find the clinical tutorial?

1) Extremely interesting

2) Fairly interesting

3) Fairly uninteresting

4) Extremely uninteresting

VIII. To what extent did the clinical tutorial increase your knowledge of the medical world?

1) To a large extent

2) To a fair extent

3) To a small extent

4) Not at all; I was already familiar with practically everything that happened in the clinical tutorial sessions.

IX. What effect did the clinical tutorial have on your interest in pursuing a career in the health professions?

1) It increased my interest

2) It decreased my interest

3) It had no effect on my interest one way or the other

X. How would you compare the second three sessions with the first three sessions?

1) I found the second three sessions much more interesting.

2) I found the second three sessions somewhat more interesting.

3) No difference

4) I found the second three sessions somewhat less interesting.

5) I found the second three sessions much less interesting.

XI. All things considered, what one aspect of any of the three sessions do you think was most productive? (Describe it specifically, but briefly.)

XII. All things considered, what <u>one</u> aspect of any of the three sessions do you think was <u>least</u> productive? (Describe it specifically, but briefly.)

ACADEMIC TUTORS EVALUATION QUESTIONNAIRE

Do Not Write In This Space

Form I
First three weeks of academic tutorial - June 29-July 20.
To be submitted on July 21.

Tutor _____

Title of tutorial _____

Part A

In this part you are to record your perceptions of the quality of participation of each individual student in the tutorial session.

1. To what extent did the student raise questions regarding the choice of study assignments?

(Write in the names below)	Never	Once	2 or 3 times	More than 3 times
Student A _____				
Student B _____				
Student C _____				
Student D _____				
Student E _____				

2. To what extent did the student express dissatisfaction with the study assignments?

	Never	Once	2 or 3 times	More than 3 times
Student A				
Student B				
Student C				
Student D				
Student E				

3. To what extent did the student express enthusiasm for the study assignments?

	Never	Once	2-3 times	Over 3 times
Student A				
Student B				
Student C				
Student D				
Student E				

4. From how many tutorial sessions was the student absent?

	Never	Once	2-3 Times	Over 3 Times
Student A				
Student B				
Student C				
Student D				
Student E				

5. To what extent did the student raise intelligent and relevant questions regarding material in the assignments during tutorial sessions?

	Never	Seldom	Fairly Often	Often
Student A				
Student B				
Student C				
Student D				
Student E				

6. During the period covered by this questionnaire, how much change have you observed in the degree to which the student raised intelligent and relevant questions during the tutorial session?

	Raised fewer good questions	No Change	Raised more good questions
Student A			
Student B			
Student C			
Student D			
Student E			

7. To what extent did the student raise questions which appeared untelligent or irrelevant to you?

	Never	Seldom	Fairly Often	Often
Student A				
Student B				
Student C				
Student D				
Student E				

8. How much change in this respect?

	Raised fewer poor questions	No change	Raised more poor questions
Student A			
Student B			
Student C			
Student D			
Student E			

9. To what extent did the student volunteer comments relevant to the substance of the tutorial sessions?

	Never	Seldom	Fairly Often	Often
Student A				
Student B				
Student C				
Student D				
Student E				

10. How much change in this respect?

	Fewer comments	No change	More comments
Student A			
Student B			
Student C			
Student D			
Student E			

11. To what extent was the student consistently unconstructively critical of the manner in which tutorial sessions were conducted?

	Not at all	To some extent	Critical to the point of disruption
Student A			
Student B			
Student C			
Student D			
Student E			

12. How much change in this respect?

	Less critical	No change	More critical
Student A			
Student B			
Student C			
Student D			
Student E			

13. To what extent did the student offer helpful suggestions to other students in the tutorial sessions?

	Never	To some extent	Fairly often	Often
Student A				
Student B				
Student C				
Student D				
Student E				

14. How much change in this respect?

	Fewer helpful suggestions	No change	More helpful suggestions
Student A			
Student B			
Student C			
Student D			
Student E			

15. To what extent do you think the student is handicapped by <u>insufficient academic background</u> for the work of this tutorial?

	Severely	To some extent	Not handicapped
Student A			
Student B			
Student C			
Student D			
Student E			

16. To what extent do you think the student's academic background has <u>over-prepared</u> him for this tutorial?

	Greatly	To some extent	Not at all
Student A			
Student B			
Student C			
Student D			
Student E			

17. To what extent did you have to alter the planned level of instruction within your tutorial?

	Raise Level	No change	Lower Level
Student A			
Student B			
Student C			
Student D			
Student E			

18. How does the student's academic preparation compare with that of students you have been accustomed to teaching (or associated with if you have not taught before) in the regular academic year?

	Far below average	Somewhat below average	Average	Somewhat above average	Far above average
Student A					
Student B					
Student C					
Student D					
Student E					

19. How prompt was the student in completing tutorial assignments?

	Usually Punctual	Punctual	Never Punctual
Student A			
Student B			
Student C			
Student D			
Student E			

20. During tutorials, to what extent did you help the student with his regular course work?

	None	Occasionally	Frequently
Student A			
Student B			
Student C			
Student D			
Student E			

21. To what extent did you privately help the student with his tutorial course work?

	None	Occasionally	Frequently
Student A			
Student B			
Student C			
Student D			
Student E			

22. To what extent was the student willing to come to you privately for help?

	Very Willing	Moderately Willing	Not Willing
Student A			
Student B			
Student C			
Student D			
Student E			

23. All things considered, what do you think are the student's prospects for a career in the health professions?

	Poor	Fair	Good
Student A			
Student B			
Student C			
Student D			
Student E			

24. With respect to each student, what do you consider to be
a) his most serious personal weakness, if any?
b) his strongest personal asset, if any?

Student A a) _____

_____

b) _____

_____

Student B a) _____

_____

b) _____

_____

Student C a) _____

_____

b) _____

Student D a) _____

_____

b) _____

_____

Student E a) _____

_____

b) _____

_____

25. With respect to each student, what do you consider to be
a) his most serious academic weakness?
b) his strongest academic asset?

Student A a) _____

_____

b) _____

_____

Student B a) _____

_____

b) _____

Student C a) _____

_____

b) _____

_____

Student D a) _____

_____

b) _____

_____

Student E a) _____

_____

b) _____

_____

Part B

In this part you are to record your perceptions of the quality of the participation of the student group as a whole in your tutorial. Please circle the letter which best expresses your opinion.

1. In the conduct of your tutorial sessions, about how much time did you find it necessary to devote to straight lecturing on your subject?

   a) 0% - 10%

   b) 11% - 30%

   c) 31% - 70%

   d) 71% - 90%

   e) 91% - 100%

2. If less than 100% of your time was spent in lecturing what were the other instructional activities used in your tutorial?

Per Cent of time	Instructional Activity
	Student presentation of assigned material
	Discussions
	Questions from students
	Laboratory experience
	Other (Specify)

3. Was there any change in this respect during the course of the period covered by this questionnaire?

   a) Yes, I found I was lecturing more at the end of the period.

   b) No change.

   c) Yes, I found I was lecturing less at the end of the period.

4. To what extent was the group responsive to questions you raised during the tutorial sessions?

   a) They were generally unresponsive; I had to drag answers out of most of them.

   b) They were fairly rrsponsive; some, but not all of the students, were ready and eager to answer my questions.

   c) They were generally responsive; most of the students were ready and eager to answer my questions.

5. Was there any change in this respect?

   a) Yes, the students became <u>less responsive</u> to my questions.

   b) No change.

   c) Yes, the students became <u>more responsive</u> to my questions.

6. To what extent were the tutorial sessions characterized by spontaneous and serious interchanges among the students in respect to the subject matter of the tutorial?

   a) There were no such interchanges; the students were wholly dependent on me to keep the discussion going.

   b) There were ocasional interchanges initiated by me but carried on at some length by the students themselves.

   c) There were occasional interchanges initiated by the students themselves.

   d) There were frequent interchanges initiated by me and carried on by the students themselves.

   e) There were frequent interchanges initiated by the students themselves.

7. Was there any change in this respect, <u>in your role</u>, over the period covered by this questionnaire?

   a) Yes, there were <u>fewer student interchanges</u> initiated by me.

   b) No change.

   c) Yes, there were <u>more student interchanges</u> initiated by me.

8. Was there any change in this respect, in the student's role, over the period covered by this questionnaire?

   a) Yes, there were fewer student interchanges initiated by the students themselves.

   b) No change.

   c) Yes, there were more student interchanges initiated by the students themselves.

9. In your opinion during the period covered by this questionnaire did the students develop a noticeable esprit de corps in respect to learning the subject matter of the tutorial?

   a) Yes, they appeared to develop a high esprit de corps.

   b) Yes, they appeared to develop some, but not much, esprit de corps.

   c) No, they developed no noticeable esprit de corps.

   d) No, there was a significant amount of bickering among the students.

10. During the tutorial sessions to what extent were there discussions of the political, social and/or economic problems of minority groups?

   a) None

   b) Some

   c) A considerable amount

11. If such discussion occurred, by whom were they initiated?

   a) Usually by me.

   b) Usually by the students.

   c) Sometimes by me; sometimes by the students.

   d) No such discussions occurred.

12. If such discussions occurred, do you think they were in any sense productive?

   a) Yes, they were very productive.

   b) Yes, they were somewhat productive.

   c) No, they were unproductive.

   d) No such discussions occurred.

13. To what extent did you find it necessary to teach your students how to use the library?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

14. To what extent did you find it necessary to teach your students how to take notes for their regular course work?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

15. To what extent did you advise your students with regard to their educational and career plans?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

16. To what extent did you involve your students in planning the content of the tutorial sessions?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

17. To what extent did you involve your students in planning the structure of the tutorial sessions?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

18. During the period covered by this questionnaire did you notice any mental fatigue in the students?

    a) Yes, they appeared to develop a considerable amount of mental fatigue.

    b) Yes, they appeared to develop some mental fatigue.

    c) No, they appeared to maintain a satisfactory degree of mental energy.

19. How would you characterize the general atmosphere of the tutorial sessions?

a) It was easy, friendly, and serious.

b) It was easy and friendly, but not serious.

c) It was stiff, correct, and serious.

d) It was stiff and correct, but not serious.

e) It was tense and unfriendly.

f) If none of the above apply, how would you characterize the atmosphere of the sessions? _____

_____

20. Please describe briefly and specifically the one tutorial session in which you felt there was the greatest amount of interest, learning, and student involvement.

_____

_____

_____

_____

_____

21. Please describe briefly and specifically the one tutorial session in which there was the least amount of interest, learning, and student involvement. (Exclude the first three sessions from consideration.)

_____

_____

_____

_____

_____

ACADEMIC TUTORS EVALUATION QUESTIONNAIRE

Do Not Write In This Space

Form II
Second three weeks of academic tutorial - July 20-August 1[illegible].
To be submitted on August 11.

Tutor _____

Title of tutorial _____

Part A

In this part you are to record your perceptions of the quality of participation of each individual student in the tutorial session.

1. To what extent did the student raise questions regarding the choice of study assignments?

(Write in the names below)	Never	Once	2 or 3 times	More than 3 times
Student A				
Student B				
Student C				
Student D				
Student E				

2. To what extent did the student express dissatisfaction with the study assignments?

	Never	Once	2 or 3 times	More than 3 times
Student A				
Student B				
Student C				
Student D				
Student E				

3. To what extent did the student express enthusiasm for the study assignments?

	Never	Once	2-3 times	Over 3 times
Student A				
Student B				
Student C				
Student D				
Student E				

4. From how many tutorial sessions was the student absent?

	Never	Once	2-3 Times	Over 3 Times
Student A				
Student B				
Student C				
Student D				
Student E				

5. To what extent did the student raise intelligent and relevant questions regarding material in the assignments during tutorial sessions?

	Never	Seldom	Fairly Often	Often
Student A				
Student B				
Student C				
Student D				
Student E				

6. During the period covered by this questionnaire, how much change have you observed in the degree to which the student raised intelligent and relevant questions during the tutorial session?

	Raised fewer good questions	No Change	Raised more good questions
Student A			
Student B			
Student C			
Student D			
Student E			

7. To what extent did the student raise questions which appeared untelligent or irrelevant to you?

	Never	Seldom	Fairly Often	Often
Student A				
Student B				
Student C				
Student D				
Student E				

8. How much change in this respect?

	Raised fewer poor questions	No change	Raised more poor questions
Student A			
Student B			
Student C			
Student D			
Student E			

9. To what extent did the student volunteer comments relevant to the substance of the tutorial sessions?

	Never	Seldom	Fairly Often	Often
Student A				
Student B				
Student C				
Student D				
Student E				

10. How much change in this respect?

	Fewer comments	No change	More comments
Student A			
Student B			
Student C			
Student D			
Student E			

11. To what extent was the student consistently unconstructively critical of the manner in which tutorial sessions were conducted?

	Not at all	To some extent	Critical to the point of disruption
Student A			
Student B			
Student C			
Student D			
Student E			

12. How much change in this respect?

	Less critical	No change	More critical
Student A			
Student B			
Student C			
Student D			
Student E			

13. To what extent did the student offer helpful suggestions to other students in the tutorial sessions?

	Never	To some extent	Fairly often	Often
Student A				
Student B				
Student C				
Student D				
Student E				

14. How much change in this respect?

	Fewer helpful suggestions	No change	More helpful suggestions
Student A			
Student B			
Student C			
Student D			
Student E			

15. To what extent do you think the student is handicapped by <u>insufficient academic background</u> for the work of this tutorial?

	Severely	To some extent	Not handicapped
Student A			
Student B			
Student C			
Student D			
Student E			

16. To what extent do you think the student's academic background has <u>over-prepared</u> him for this tutorial?

	Greatly	To some extent	Not at all
Student A			
Student B			
Student C			
Student D			
Student E			

17. To what extent did you have to alter the planned level of instruction within your tutorial?

	Raise Level	No change	Lower Level
Student A			
Student B			
Student C			
Student D			
Student E			

18. How does the student's academic preparation compare with that of students you have been accustomed to teaching (or associated with if you have not taught before) in the regular academic year?

	Far below average	Somewhat below average	Average	Somewhat above average	Far above average
Student A					
Student B					
Student C					
Student D					
Student E					

19. How prompt was the student in completing tutorial assignments?

	Usually Punctual	Punctual	Never Punctual
Student A			
Student B			
Student C			
Student D			
Student E			

20. During tutorials, to what extent did you help the student with his regular course work?

	None	Occasionally	Frequently
Student A			
Student B			
Student C			
Student D			
Student E			

21. To what extent did you privately help the student with his tutorial course work?

	None	Occasionally	Frequently
Student A			
Student B			
Student C			
Student D			
Student E			

22. To what extent was the student willing to come to you privately for help?

	Very Willing	Moderately Willing	Not Willing
Student A			
Student B			
Student C			
Student D			
Student E			

23. All things considered, what do you think are the student's prospects for a career in the health professions?

	Poor	Fair	Good
Student A			
Student B			
Student C			
Student D			
Student E			

24. With respect to each student, what do you consider to be
a) his most serious personal weakness, if any?
b) his strongest personal asset, if any?

Student A a) _____

_____

b) _____

_____

Student B a) _____

_____

b) _____

_____

Student C a) _____

_____

b) _____

Student D a) _____

_____

b) _____

_____

Student E a) _____

_____

b) _____

_____

25. With respect to each student, what do you consider to be
a) his most serious academic weakness?
b) his strongest academic asset?

Student A a) _____

_____

b) _____

_____

Student B a) _____

_____

b) _____

Student C a) _____

_____

b) _____

_____

Student D a) _____

_____

b) _____

_____

Student E a) _____

_____

b) _____

_____

26. What was the student's reaction to the standardized tests he took in Biology (Aug. 4) and Chemistry (Aug.10)?

	Biology			Chemistry		
	Favorable	Unfavorable	No reaction	Favorable	Unfavorable	No reaction
Student A						
Student B						
Student C						
Student D						
Student E						

Part B

In this part you are to record your perceptions of the quality of the participation of the student group as a whole in your tutorial. Please circle the letter which best expresses your opinion.

1. In the conduct of your tutorial sessions, about how much time did you find it necessary to devote to straight lecturing on your subject?

   a) 0% - 10%

   b) 11% - 30%

   c) 31% - 70%

   d) 71% - 90%

   e) 91% - 100%

2. If less than 100% of your time was spent in lecturing what were the other instructional activities used in your tutorial?

Per Cent of time	Instructional Activity
	Student presentation of assigned material
	Discussions
	Questions from students
	Laboratory experience
	Other (Specify)

3. Was there any change in this respect during the course of the period covered by this questionnaire?

   a) Yes, I found I was lecturing more at the end of the period.

   b) No change.

   c) Yes, I found I was lecturing less at the end of the period.

4. To what extent was the group responsive to questions you raised during the tutorial sessions?

   a) They were generally unresponsive; I had to drag answers out of most of them.

   b) They were fairly rrsponsive; some, but not all of the students, were ready and eager to answer my questions.

   c) They were generally responsive; most of the students were ready and eager to answer my questions.

5. Was there any change in this respect?

   a) Yes, the students became less responsive to my questions.

   b) No change.

   c) Yes, the students became more responsive to my questions.

6. To what extent were the tutorial sessions characterized by spontaneous and serious interchanges among the students in respect to the subject matter of the tutorial?

   a) There were no such interchanges; the students were wholly dependent on me to keep the discussion going.

   b) There were ocasional interchanges initiated by me but carried on at some length by the students themselves.

   c) There were occasional interchanges initiated by the students themselves.

   d) There were frequent interchanges initiated by me and carried on by the students themselves.

   e) There were frequent interchanges initiated by the students themselves.

7. Was there any change in this respect, in your role, over the period covered by this questionnaire?

   a) Yes, there were fewer student interchanges initiated by me.

   b) No change.

   c) Yes, there were more student interchanges initiated by me.

8. Was there any change in this respect, in the student's role, over the period covered by this questionnaire?

   a) Yes, there were fewer student interchanges initiated by the students themselves.

   b) No change.

   c) Yes, there were more student interchanges initiated by the students themselves.

9. In your opinion during the period covered by this questionnaire did the students develop a noticeable esprit de corps in respect to learning the subject matter of the tutorial?

   a) Yes, they appeared to develop a high esprit de corps.

   b) Yes, they appeared to develop some, but not much, esprit de corps.

   c) No, they developed no noticeable esprit de corps.

   d) No, there was a significant amount of bickering among the students.

10. During the tutorial sessions to what extent were there discussions of the political, social and/or economic problems of minority groups?

   a) None

   b) Some

   c) A considerable amount

11. If such discussion occurred, by whom were they initiated?

   a) Usually by me.

   b) Usually by the students.

   c) Sometimes by me; sometimes by the students.

   d) No such discussions occurred.

12. If such discussions occurred, do you think they were in any sense productive?

   a) Yes, they were very productive.

   b) Yes, they were somewhat productive.

   c) No, they were unproductive.

   d) No such discussions occurred.

13. To what extent did you find it necessary to teach your students how to use the library?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

14. To what extent did you find it necessary to teach your students how to take notes for their regular course work?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

15. To what extent did you advise your students with regard to their educational and career plans?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

16. To what extent did you involve your students in planning the content of the tutorial sessions?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

17. To what extent did you involve your students in planning the structure of the tutorial sessions?

    a) Not at all.

    b) To some extent.

    c) To a considerable extent.

18. During the period covered by this questionnaire did you notice any mental fatigue in the students?

    a) Yes, they appeared to develop a considerable amount of mental fatigue.

    b) Yes, they appeared to develop some mental fatigue.

    c) No, they appeared to maintain a satisfactory degree of mental energy.

19. How would you characterize the general atmosphere of the tutorial sessions?

a) It was easy, friendly, and serious.

b) It was easy and friendly, but not serious.

c) It was stiff, correct, and serious.

d) It was stiff and correct, but not serious.

e) It was tense and unfriendly.

f) If none of the above apply, how would you characterize the atmosphere of the sessions? _____

_____

20. Please describe briefly and specifically the one tutorial session in which you felt there was the greatest amount of interest, learning, and student involvement.

_____

_____

_____

_____

_____

21. Please describe briefly and specifically the one tutorial session in which there was the least amount of interest, learning, and student involvement.

_____

_____

_____

_____

_____

HEALTH CAREERS SUMMER PROGRAM

CLINICAL TUTORS REPORT ON CLINICAL TUTORIAL

Do Not Write In This Space

The purpose of this questionnaire is to get your perceptions and opinions of what happened in the first three weeks of the HCSP clinical tutorial. This report will be supplemented by a similar report from the students involved in the HCSP program. A second report covering the second three weeks of clinical tutorial will be requested later. The questions in the form for the second report will be similar if not identical to the questions in this form.

Name of person responding to this questionnaire _____

_____

Hospital _____

Dates on which clinical tutorials were held:

Week 1. _____

Week 2. _____

Week 3. _____

I. On the average, about how many students were absent from one or more of the first three sessions.

1) None

2) 2 or 3

3) 4 or 5

4) More than 5

II. How were the students usually organized for these sessions?

1) They stayed together as a single group throughout the session.

2) They were divided into two or three groups for the whole session.

3) They were divided into two or three groups for part of the session.

4) They were divided into four or more groups for the whole session.

5) They were divided into four or more groups for part of the sessions.

6) Other (please specify) _____

_____

_____

III. How many medical personnel assisted in the sessions?

1) One only

2) 2-4

3) 4-5

4) More than 5

IV. About how much of the three sessions consisted of lecturing to the students?

1) Under 25%

2) 26% to 50%

3) 51% to 75%

4) 76% to 100%

V. About how much of the time in the three sessions consisted of informal discussion with and by the students?

1) Under 25%

2) 26% to 50%

3) 51% to 75%

4) 76% to 100%

VI. In what kinds of activities did the students engage during the sessions? (Indicate as best you can how much of each type of activity they engaged in by checking the appropriate space.)

		Extent of Activity			
		None	Very Little	A fair amount	Much
1)	Listening to an explanation of the general functions and organization of the hospital				
2)	Listening to talk about the general problems of medical care				
3)	Listening to talk about the special problems of medical care for minority/poverty groups				
4)	Observing cases in an emergency room				
5)	Observing the normal delivery of a baby				
6)	Observing the abnormal delivery of a baby				
7)	Hearing and/or participating in a discussion of prenatal care				
8)	Hearing and/or participating in a discussion of abortion				
9)	Hearing and/or participating in a discussion of birth control				
10)	Observing x-ray procedures				
11)	Being x-rayed				
12)	Hearing and/or participating in a discussion of x-ray procedures				
13)	Reading x-ray plates				
14)	Visiting a ghetto health clinic				
15)	Hearing and/or participating in a discussion of medical care in the ghetto				
16)	Observing minor surgery				
17)	Observing major surgery				
18)	Hearing and/or participating in a discussion of surgical problems				
19)	Observing intake interviews with psychiatric patients				
20)	Observing treatment of pschiatric patients				
21)	Hearing and/or participating in a discussion of the problems of mental illness				
22)	Observing drug addicts				
23)	Observing treatment of drug addicts				
24)	Hearing and/or participating in a discussion of the problem of drug addiction				

		Extent of Activity			
		None	Very little	A fair amount	Much
25)	Hearing and/or participating in a discussion of legal problems connected with medical care				
26)	Observing patients in a nursing home				
27)	Hearing and/or participating in a discussion of the function and problems of nursing homes				
28)	Observing treatment of patients in a dental clinic				
29)	Being treated in a dental clinic				
30)	Hearing and/or participating in a discussion of the problems of a dental clinic				
31)	Observing an autopsy				
32)	Studying slides developed in an autopsy				
33)	Hearing and/or participating in a discussion about autopsies				
34)	Visiting a private physician or dentist in his office				
35)	Hearing and/or participating in a discussion of the work of a private physician or dentist				
36)	Hearing and/or participating in a discussion of the career development of a physician or dentist				
37)	Observing the diagnosis of a patient				
38)	Hearing and/or participating in a discussion of diagnostic techniques				
39)	Following an intern on his rounds				
40)	Hearing and/or participating in a discussion of preventive medicine				
41)	Hearing and/or participating in a discussion of the work of an intern				
42)	Following a resident physician on his rounds				
43)	Hearing and/or participating in a discussion of the work of a resident physician				
44)	Talking with a medical student about what is involved in the study of medicine				
45)	Talking with a dental student about what is involved in the study of dentistry				
46)	Hearing and/or participating in a discussion of how a student can finance a medical or dental education				

		Extent of Activity			
		None	Very little	A fair amount	Much
47)	Hearing and/or participating in a discussion of the undergraduate requirements for medical or dental school				
48)	Hearing and/or participating in a discussion of admission to medical or dental school				
	OTHERS (please specify)				
49)					
50)					
51)					
52)					
53					
54)					

VII. To what extent do you think the students were stimulated by the sessions?

1) Very little

2) To a considerable extent

3) Don't know

VIII. To what extent do you think the students showed a serious interest in pursuing a career in medicine or an allied profession?

1) Very little

2) To a considerable extent

3) Don't know

IX. All things considered, what do you think was the <u>most effective</u> aspect of the sessions?

_____

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X. All things considered, what do you think was the <u>least effective</u> aspect of the sessions?

_____

_____

_____

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_____

HEALTH CAREERS SUMMER PROGRAM

Do not write in this space

CLINICAL TUTORS REPORT ON CLINICAL TUTORIAL

Form II

The purpose of this questionnaire is to get your perceptions and opinions of what happened in the second three weeks of the HCSP clinical tutorial. This report will be supplemented by a similar report from the students involved in the HCSP program.

Name of person responding to this questionnaire _____

_____

Hospital _____

Dates on which clinical tutorials were held:

Week 4. _____

Week 5. _____

Week 6. _____

I. On the average, about how many students were absent from one or more of these three sessions?

1) None

2) 2 or 3

3) 4 or 5

4) More than 5

II. How were the students usually organized for these sessions?

1) They stayed together as a single group throughout the session.

2) They were divided into two or three groups for the whole session.

3) They were divided into two or three groups for part of the session.

4) They were divided into four or more groups for the whole session.

5) They were divided into four or more groups for part of the sessions.

6) Other (please specify) _____

_____

_____

III. How many medical personnel assisted in the sessions?

1) One only

2) 2-4

3) 4-5

4) More than 5

IV. About how much of the three sessions consisted of lecturing to the students?

1) Under 25%

2) 26% to 50%

3) 51% to 75%

4) 76% to 100%

V. About how much of the time in the three sessions consisted of informal discussion with and by the students?

1) Under 25%

2) 26% to 50%

3) 51% to 75%

4) 76% to 100%

VI. In what kinds of activities did the students engage during the sessions? (Indicate as best you can how much of each type of activity they engaged in by checking the appropriate space.)

		Extent of Activity			
		None	Very Little	A fair amount	Much
1)	Listening to an explanation of the general functions and organization of the hospital				
2)	Listening to talk about the general problems of medical care				
3)	Listening to talk about the special problems of medical care for minority/poverty groups				
4)	Observing cases in an emergency room				
5)	Observing the normal delivery of a baby				
6)	Observing the abnormal delivery of a baby				
7)	Hearing and/or participating in a discussion of prenatal care				
8)	Hearing and/or participating in a discussion of abortion				
9)	Hearing and/or participating in a discussion of birth control				
10)	Observing x-ray procedures				
11)	Being x-rayed				
12)	Hearing and/or participating in a discussion of x-ray procedures				
13)	Reading x-ray plates				
14)	Visiting a ghetto health clinic				
15)	Hearing and/or participating in a discussion of medical care in the ghetto				
16)	Observing minor surgery				
17)	Observing major surgery				
18)	Hearing and/or participating in a discussion of surgical problems				
19)	Observing intake interviews with psychiatric patients				
20)	Observing treatment of psychiatric patients				
21)	Hearing and/or participating in a discussion of the problems of mental illness				
22)	Observing drug addicts				
23)	Observing treatment of drug addicts				
24)	Hearing and/or participating in a discussion of the problem of drug addiction				

		Extent of Activity			
		None	Very little	A fair amount	Much
25)	Hearing and/or participating in a discussion of legal problems connected with medical care				
26)	Observing patients in a nursing home				
27)	Hearing and/or participating in a discussion of the function and problems of nursing homes				
28)	Observing treatment of patients in a dental clinic				
29)	Being treated in a dental clinic				
30)	Hearing and/or participating in a discussion of the problems of a dental clinic				
31)	Observing an autopsy				
32)	Studying slides developed in an autopsy				
33)	Hearing and/or participating in a discussion about autopsies				
34)	Visiting a private physician or dentist in his office				
35)	Hearing and/or participating in a discussion of the work of a private physician or dentist				
36)	Hearing and/or participating in a discussion of the career development of a physician or dentist				
37)	Observing the diagnosis of a patient				
38)	Hearing and/or participating in a discussion of diagnostic techniques				
39)	Following an intern on his rounds				
40)	Hearing and/or participating in a discussion of preventive medicine				
41)	Hearing and/or participating in a discussion of the work of an intern				
42)	Following a resident physician on his rounds				
43)	Hearing and/or participating in a discussion of the work of a resident physician				
44)	Talking with a medical student about what is involved in the study of medicine				
45)	Talking with a dental student about what is involved in the study of dentistry				
46)	Hearing and/or participating in a discussion of how a student can finance a medical or dental education				

		Extent of Activity			
		None	Very little	A fair amount	Much
47)	Hearing and/or participating in a discussion of the undergraduate requirements for medical or dental school				
48)	Hearing and/or participating in a discussion of admission to medical or dental school				
	OTHERS (please specify)				
49)					
50)					
51)					
52)					
53					
54)					

VII. To what extent do you thing the students were stimulated by the sessions?

1) Very little

2) To a considerable extent

3) Don't know

VIII. To what extent do you think the students showed a serious interest in pursuing a career in medicine or an allied profession?

1) Very little

2) To a considerable extent

3) Don't know

IX. How would you compare the second three sessions with the first sessions?

1) Students were much more interested and involved in the second three sessions.

2) Students were somewhat more interested and involved in the second three sessions.

3) No difference.

4) Students were somewhat less interested and involved in the second three sessions.

5) Students were much less interested and involved in the second three sessions.

X. All things considered, what do you think was the most effective aspect of the sessions?

_____

_____

_____

_____

_____

XI. All things considered, what do you think was the least effective aspect of the sessions?

_____

_____

_____

_____

_____

HEALTH CAREERS SUMMER PROGRAM

SUBJECTIVE EVALUATION

SUBJECTIVE EVALUATION CATEGORIES

Do not write in this space.

Name _____

I.D. & Card Number _____

I. Dormitory

(1) 1. HCSP students should be placed in the same dorm according to sex.

2. HCSP students should be housed in dormitories that are in closer vicinity to each other.

3. The idea of spreading HCSP students (as in 1971) in dorms throughout the campus is a good idea.

4. No comment.

(2) 1. More HCSP students per dorm room should be assigned.

2. Less HCSP students per dorm room should be assigned.

3. The present assignment of numbers of HCSP students per dorm room is satisfactory.

4. No comment.

(3) 1. Dormitory maid service during the summer was adequate.

2. Dormitory maid service during the summer was inadequate.

3. No comment.

II. Social Activities

(4) 1. The social activities planned for HCSP students during 1970 were satisfactory.

2. The social activities planned for HCSP students during 1970 were not satisfactory.

3. No comment.

(5) 1. HCSP students should be given "sight seeing" tours of the greater Boston area.

2. HCSP students can find their own way around and need not be given sight seeing tours of the greater Boston area.

3. No comment.

(6) 1. There were sufficient social activities planned for HCSP students in 1970.

2. There were not enough social activities planned for HCSP students.

3. No comment.

(7) 1. HCSP students hould play a greater role in planning the social activities.

2. HCSP students need not play a role in planning the social activities.

3. No comment.

(8) 1. HCSP students should have fee-waived access to the athletic facilities (i.e. swimming pool, basketball courts, tennis courts, etc.) of Harvard.

2. HCSP students do not need to have fee-waived access to the athletic facilities of Harvard.

3. No comment.

(9) 1. HCSP students were given adequate notification of relevant social events within the greater Boston area.

2. HCSP students were not given adequate notification of relevant social events within the greater Boston area.

3. No comment.

(10) 1. There should be more outings like the Crane Beach affair.

2. There should be less outings like the Crane Beach affair.

3. No comment.

(11) 1. HCSP students should be provided with a film series during the summer.

2. It is unnecessary for HCSP students to be provided with a film series during the summer.

3. No comment.

III. Formal Coursework

(12) 1. There were enough relevant science and math courses available for HCSP students to select from.

2. There were not enough relevant science and math courses available for HCSP students to select from.

3. No comment.

(13) 1. Many of the courses offered in the Summer School were too voluminous for HCSP students to adequately benefit from them.

2. Many of the courses offered in the Summer School were not too voluminous and HCSP could adequately benefit from them.

3. No comment.

(14) 1. There should be more courses stressing basic concepts (such as Cell Biology) organized by the Summer School and Medical School.

2. There were sufficient courses stressing basic concepts organized by the Summer School and Medical School.

3. No comment.

(15) 1. Students in HCSP should be allowed to take any course they desire even if it is not a science or math course.

2. Students in HCSP should not be allowed to take any course they desire unless it is a science or math course.

3. No comment.

(16) 1. Students in HCSP need the advice of their academic tutors in selecting a formal course.

2. Students in HCSP do not need the advice of their academic tutors in selecting a formal course.

3. No comment.

(17) 1. Students in HCSP should be allowed to decide whether or not they will take the formal course for credit, be graded or receive pass-fail.

2. Students in HCSP should not be allowed to decide whether or not they will take the formal course for credit, be graded or receive pass-fail.

3. No comment.

(18) 1. There should be a liason person from HCSP between the instructors of the formal course and the students to receive complaints, suggestions and generally determine how things are going.

2. There is no need for a liason person from HCSP between the students and the instructors of the formal courses.

3. No comment.

(19) 1. Prior to attending HCSP, students should receive in advance an evaluation of the courses that most students taken in the past.

2. It is not necessary for students to receive an evaluation of the courses most taken by students in the past, prior to attending HCSP.

3. No comment.

(20) 1. Formal courses should have small discussion groups and more teaching fellows.

2. Formal courses do not need small discussion groups and more teaching fellows.

3. No comment.

IV. Academic Tutorial

(21) 1. Students in HCSP should be allowed to select their own academic tutorial.

2. Students in HCSP should not be allowed to select their own academic tutorial.

3. No comment.

(22) 1. The amount of time spent in academic tutorials should be shortened.

2. The amount of time presently spent in the academic tutorials is satisfactory.

3. The amount of time spent in the academic tutorials should be lengthened.

4. No comment.

(23) 1. Students returning to HCSP for a 2nd or 3rd time should be allowed to do independent study, research or have a lab-oriented tutorial instead of the seminar type offered first-year participants.

2. Students returning to HCSP for a 2nd or 3rd time should not be allowed to do independent study or have a lab-oriented tutorial but instead continue with the seminar type offered first-year participants.

3. No comment.

(24) 1. The academic tutorial should be related (or back-up) to the formal coursework.

2. The academic tutorial should not be a back-up to the formal coursework.

3. No comment.

(25) 1. HCSP students should be allowed to decide whether they will take the academic tutorial for credit or non-credit.

2. HCSP students should not be allowed to decide whether they will take the academic tutorial for credit or non-credit.

3. No comment.

(26) 1. The academic tutorial should be the major component of the Program; the formal course should be eliminated.

2. The academic tutorial should receive the least emphasis within HCSP.

3. No comment.

(27) 1. The academic tutors were competent in their subject matter and taught the sessions commensurate to the backgrounds of the HCSP students.

2. The academic tutors were competent in their subject matter but did not teach the sessions commensurate to the backgrounds of the HCSP students.

3. The academic tutors were incompetent in their subject matter.

4. No comment.

(28) 1. The rapport between my academic tutor and the rest of my group was good and greatly aided the productivity of the sessions.

2. The rapport between my academic tutor and the rest of my group was poor and greatly deterred the productivity of the sessions.

3. No comment.

(29) 1. There should be more academic tutors from minority groups.

2. The number of academic tutors from minority groups in 1970 was just about right.

3. There should be less academic tutors from minority groups.

4. No comment.

(30) 1. There should be some arrangements made where the students can receive credit for the academic tutorial at their home institution.

2. The academic tutorial is not a formal course, therefore, arrangements for students to receive credit is unnecessary.

3. No comment.

(31) 1. The academic tutorial was properly organized, I have no complaints.

2. The academic tutorial was not properly organized.

3. No comment.

(32) 1. There should be more medical students serving as academic tutors.

2. There were enough medical students serving as academic tutors.

3. It is not necessary for the academic tutors to be medical students.

4. No comment.

(33) 1. Academic tutors for HCSP should have some previous training or experience in teaching even if they possess or are pursuing advanced degrees.

2. Academic tutors for HCSP do not need any previous teaching experience if they possess or are pursuing advanced degrees.

3. No comment.

V. Clinical Tutorial

(34) 1. Second and third year HCSP students should have a different type of clinical tutorial from the first year participants.

2. All levels of HCSP participants should have the same type clinical tutorial.

3. No comment.

(35) 1. The number of students within each clinical tutorial should be smaller (i.e. 5 students/doctor).

2. The number of students within each clinical tutorial should be increased.

3. The number of students within the 1970 HCSP clinical tutorials was about right.

4. No comment.

(36) 1. Major physicians at the hospitals should be in charge of the clinical tutorials instead of interns.

2. Interns should be in charge of the clinical tutorials.

3. No comment.

(37) 1. Students returning to HCSP for the 2nd or 3rd time should be assigned to work with one doctor or in a hospital lab for their clinical experience.

2. The clinical experience for the 1st year students of HCSP should be the same as that for 2nd and 3rd year students, being assigned to several doctors.

3. No comment.

(38) 1. The clinical tutorials consisted of too much discussion and lecturing.

2. The clinical tutorials in 1970 consisted of about the right amount of discussion and lecturing.

3. The clinical tutorials consisted of too little discussion and lecturing.

4. No comment.

(39) 1. The clinical tutorials should be involved with more medicine in action (i.e. changing a respirator, duty in the emergency ward or washing the appropriate area of a patient for the surgeon).

2. The clinical tutorials were involved with enough medicine in action.

3. The clinical tutorials should be involved with less medicine in action.

4. No comment.

(40) 1. Clinical tutorials should be held more than once a week.

2. Clinical tutorials held once a week is sufficient.

3. No comment.

(41) 1. The clinical tutorials should provide more of an insight into the social sides of medicine (i.e. visits to community health clinics and health care problems in the ghetto).

2. The clinical tutorials should provide less of an insight into the social sides of medicine.

3. No comment.

(42) 1. The clinical tutorials should be offered on a voluntary basis.

2. The clinical tutorials should be mandatory.

3. No comment.

(43) 1. HCSP students should be given compensation for their fare to and from the clinical tutorials.

2. HCSP students should not be given compensation for their fare to and from clinical tutorials.

3. No comment.

VI. Miscellaneous

(44) 1. More interviewers from other medical schools should be encouraged to visit HCSP.

2. Less interviews from other medical schools should be encouraged to visit HCSP.

3. The number of interviewers visiting HCSP in 1970 was sufficient.

4. No comment.

(45) 1. Arrangements should be made so that more students can get a chance to be interviewed by the various medical schools.

2. The arrangement in which HCSP students got a chance to be interviewed by the various medical schools was okay.

3. No comment.

(46) 1. The present structure of HCSP is good and does not need altering.

2. The present structure of HCSP is good, however, a few changes in its organization would make it very good.

3. The present structure of HCSP is poorly organized.

4. No comment.

(47) 1. The Coordinator of the Program should have more power to to the extent that he is actually the head administrator.

2. The Coordinator of the Program has enough power as an administrator.

3. The Coordinator of the Program should have less power as an administrator.

4. No comment.

(48) 1. There should be a more convenient arrangement for students to hear speakers.

2. The present arrangement for HCSP students to hear speakers is satisfactory.

3. No comment.

(49) 1. The number of speakers to HCSP students about medicine should be increased.

2. The number of speakers to HCSP students about medicine in 1970 was sufficient.

3. The number of speakers to HCSP students about medicine should be decreased.

4. No comment.

APPENDIX XI

TAPED INTERVIEWS

RESPONSES TO QUESTIONS ASKED DURING TAPED INTERVIEWS

Question 1: Has the Program accomplished what you expected of it?

Question 2: What were some of the things you expected the Program to accomplish?

#1 - Yes; to find out what medical life is like.

#2 - Not sure; to get help getting into medical school.

#3 - Not exactly; wanted to see minority group clinics in operation, observe doctor-patient interpersonal relationships, get some lab and technical experience, talk to admissions people at HMS. Clinical tutorial failed to live up to expectations.

#4 - Yes and no; course work was challenging, but academic tutorial disappointing. Wanted to measure self against better students in country, and get research experience in academic tutorial. Instead, got remedial course in organic chemistry.

#5 - Not altogether; wanted help getting into medical school, especially solid references to use when sending in applications.

#6 - No; expected greater commitment from HMS representatives.

#7 - Yes and no; to meet new people, get hospital experience.

#8 - Not sure yet; wanted help getting into medical school and good look at hospital life; got the latter, but not in a medical school yet.

#9 - Yes; hard work, taste of the medical life, and a good look at Harvard.

#10 - Yes; wanted to compare Harvard with home school.

#11 - Yes; hard work and help with medical school admissions.

Question 3: Have your contacts with Harvard Medical School personnel (students, faculty, administration) been beneficial to you?

#1 - Yes.

#2 - Seen few of them, and only briefly.

#3 - Yes; especially information concerning admissions and medical school life.

#4 - Almost no contact; went back on own to see clinical tutor.

#5 - Yes; clinical tutorial related to course work; got good look at hospital life.

#6 - No; 2 interviews with HMS representatives, but nothing solid on admission.

#7 - No; only saw Dr. Blacklow on student-professor basis.

#8 - No; one meeting with dean, heard "same old stuff."

#9 - Was already accepted at another medical school.

#10 - No real contact with HMS people.

#11 - Yes; talked to some students in an informal situation; found them open and outgoing, and filled with useful information.

Question 4: Are you satisfied with the dormitory and dining facilities? For next year, do think it would be a good idea to put all the HCSP people in the same dorm?

#1 - Yes; yes, get to know other HCSP people better.

#2 - Yes; yes, allow HCSP people to give mutual help.

#3 - Food OK, but dorm housekeeping unsatisfactory, and had unpleasant encounter with dorm supervisor about it. Also, problem with boys coming in at off hours. White boys coming in arouses no fuss, but when black girls' friends drop in (petition-signing) the roof falls in; yes, it would allow HCSP people to get better acquainted.

#4 - Noisy dorm and unfamiliar food, would like an occasional breakfast of grits, bacon, and eggs; yes, HCSP people could get better acquainted.

#5 - OK, housekeeping services especially nice, since previous experience has involved cleaning up own room; yes and no, ought to be optional.

#6 - Fair, food somewhat better than Army food; yes, mutual help.

#7 - Bad food, lost weight, but dorm OK; yes, get better acquainted with HCSP'ers.

#8 - OK, but would like some meat at breakfast; no, would like to be able to get out and around in larger student body.

#9 - OK; yes, to build closer relationships within HCSP.

#10 - Food different, dorm spacious but not luxurious; no.

#11 - OK; no, HCSP would form a clique. Prefer choice of dorm.

Question 5: What about the "Cambridge Atmosphere" and the social life of the community (other than HCSP events) did you find it hard to adjust? Is there anything the Program might have done to make the adjustment easier?

#1 - Doesn't like to walk through the square; political solicitation, panhandling, etc. No.

#2 - $3.00 movies are too expensive; found only one black church, would like more information, or maybe services within HCSP.

#3 - Likes the "do your own thing" way of life; enjoyed Summerthing events.

#4 - Enjoyed Common rock concerts and Summerthing; otherwise Cambridge is too expensive for much social life.

#5 - Cambridge is different; enjoys it and finds oddballs and political extremists stimulating. No.

#6 - Cambridge is a dull town; New Englanders seem cold. No.

#7 - Social life centered in the Puerto Rican community in South End. Not concerned with Cambridge.

#8 - Has relatives in Roxbury, not interested in Cambridge.

#9 - Stimulating and interesting; no trouble adjusting.

#10 - OK; went to a few parties, but usually too busy to care much.

#11 - Wasn't prepared for the physical appearance of people around Cambridge; too busy with studies to carry on much social life.

Question 6: Is the administrative organization of the Program adequate? Can you give some specific suggestions as to how the Program might have been better organized?

#1 - OK; no.

#2 - OK; except for the confusion about the stipends. Coordinator could probably use more time to set things up. Medical school (Harvard) people should come around more often.

#3 - Coordinator should have more power; shouldn't have to go to a committee when decisions need to be made.

#4 - Scheduling of speakers not good; too many come when nobody is able to be there. Clearer on the application form could have prevented the stipend mix-up; it should be made clear just how much will be given, and that the amount requested will have no effect on chances for admission.

#5 - There was no one person to act and make decisions when problems came up.

#6 - Day-to-day routine OK, but when problems came up, there was buck-passing, and a sense that nobody was really in charge.

#7 - Seems to be planned on a one-day-to-the-next basis, but that's OK, because it lends flexibility to the Program. Would like to see some speakers on topics other than medical school admissions.

#8 - Stipend confusion could have been eliminated by soliciting a financial statement to establish need for the amount being requested.

#9 - OK; but would like to see better coordination of interviews and visiting speakers.

#10 - OK

#11 - OK

Question 7: When you have had problems, have you been able to get the right kind and amount of assistance and/or information?

#1, #2, #3 - Yes

#4 - Yes; but not from the people set up to give it.

#5 - Yes, from academic tutor and Coordinator.

#6 - No problems.

#7 - Yes

#8 - Yes, from Coordinator

#9 - Yes, difficulty with academic course work; academic tutor helped.

#10 - Yes, from other students.

#11 - Yes, from academic tutor. Had "running battle" with "militants" who opposed his participation in such sports as sailing, golf, tennis, etc. on grounds that these are white man's sports. Academic tutor helped him acquire a philosophical attitude about other people's prejudices.

Question 8: <u>At the time you had to decide which academic course to take, were you satisfied with the selection of courses available to you</u>?

#1 - Yes.

#2 - Not completely; more offerings like Cell Biology needed.

#3 - Eventually, after learning about Cell Biology.

#4 - Yes, considering the restricted variety normally available in a summer session.

#5 - Not completely; would have liked to get some specialized work in medicine not available on home campus.

#6 - Yes; Cell Biology was what he came to Program to get.

#7 - No; wanted to go into other sciences like psychology, sociology, etc.

#8, #9, #10 - Yes.

#11 - OK, thanks to the inclusion of Cell Biology in the curriculum.

Question 9: Are you satisfied with the structure of and relationships among the three parts of the Program?

#1 - Yes.

#2 - Would like to see second year people offered an opportunity to do research in place of the clinical tutorial. Also, would like to see some choice in academic tutorial assignments.

#3 - OK

#4 - Academic tutor didn't send the letter he was supposed to; teaching a course in his research topic. Clinical tutorial groups too large to see what's going on or to get to know the doctors. Academic course instructor "bends over backwards," though, to see that students understand the material.

#5 - OK; class and academic tutorial closely related.

#6 - Academic tutor went too fast. Academic tutorial should have been better meshed with class work. Clinical tutorial should be expanded to two a week.

#7 - Academic tutorial should be matched to academic course; expand clinical tutorial.

#8 - Clinical tutorial excellent; academic tutor interested in covering a lot of organic chemistry; Cell Biology course should have conventional exams instead of relying entirely on papers.

#9 - The single teaching fellow charged with grading papers in Cell Biology has too much responsiblility and not enough guidance; clinical tutorial group of 15 was never broken down to smaller groups.

#10 - Expanded clinical tutorial; integrate academic tutorial and course work.

#11 - OK; academic tutorial and course complemented each other well.

Question 10: Have you had any contact with the student advisors or Program counselor? Have they been useful to you?

#1, #3, #4, #7, #9 - None

#2 - Informally

#3 - Spencer supplied useful information.

#6 - Shirley and Spencer; Information about local medical school admission policies.

#8 - Sandra helped roommate with a problem.

#10 - Sandra came to clinical tutorial once.

#11 - Went to Sandra with a gripe about the tardiness of other people in a tutorial. Sandra suggested confronting them directly and it worked.

Question 11: What are your future plans? Did the Program change them?

All - go to medical school and get M.D.

#1 - Dartmouth or Vermont; HCSP reinforced plans.

#2 - Obstetrics and gynecology, work in black community; HCSP strengthened plans.

#3 - Psychiatry, group practice; No.

#4 - Motivation improved by HCSP.

#5 - 7th day adventist missionary work; may stay in Africa.

#6 - General Practitioner in group practice.

#7 - Pediatrics; if not accepted in medical school, go into psychology.

#8 - Psychiatry in general hospital after military service.

#9 - Pediatrics.

#10 - Might go into biology graduate studies instead of medical school; undecided, and there is still plenty of time to make up mind.

#11 - Admitted to Dartmouth starting September 70; then Public Health Service. HCSP changed plans; originally aimed at career in pharmacy.

Question 12: Have you had any difficulty adjusting to the educational atmosphere of Harvard? Is there anything the Program might have done to make this adjustment easier?

#1 - High pressure schedule gave some trouble at first.

#2 - Not new; came from big university.

#3 - Not as tough as home campus.

#4 - Lots of pressure at first.

#5 - Had trouble last year; had a "hippie" instructor in math. There is more teacher-student distance and less concern with student understanding.

#6 - Not as tough as expected.

#7 - Similar to home campus.

#8 - Similar to home campus.

#9 - Same as home campus.

#10 - Same as home campus.

#11 - Course work required initiative, was competitive; enjoyed the change.

Question 13: How many medical school representatives have you talked to so far? Have these interviews been useful to you? Considering the representatives you have talked to, do you think these medical schools are really interested in doing something about minority medical care (and their own lapses in this area) or are they simply trying to put on a show of concern in order to be fashionable?

#1 - 2 or 3; unconvinced. Harvard adds places to its entering class for minority students; seems to be making an appendage.

#2 - 6 or 7; Yale talks about how they go for the best people, and how hard it is to survive. Harvard has so far admitted only one HCSP student.

#3 - 1; useful, because of knowledge acquired about the flexibility of pre-med academic requirements.

#4 - Tape ran out.

#5 - 6 or 7 over both years. Half and half; representative who takes no notes makes a bad impression.

#6 - 6 or 7; not very encouraging. One institution never heard of "chicano", another stressed how hard it is to survive there.

#7 - 5; it's all a big show. If anybody care, something would have been done a long time ago. If political situation was different, nothing would be happening now.

#8 - 3; useful in developing skills as an interviewee; Tufts has no minority program, Dartmouth wants an Uncle Tom, Johns Hopkins seemed sincere.

#9 - 7; 4 phonies, 3 real. Clues to phoniness in size of minority programs and plans for their expansion; one representative didn't know the word "chicano."

#10 - 1; not really serious about medical school yet. (see q. 11)

#11 - 10; about half sincere. Turned off by superficial questions by interviewer, attempts to sell the school instead of finding out something about the student.

Question 14: How about the social activities provided by the Program? Did you attend the Crane Beach Affair? Would you like to see more events or some different kinds of events?

#1 - Yes. Would like to see some less elaborate affairs, too.

#2 - No. More small affairs; chess tourney.

#3 - No. Would like some cultural events (Afro jazz, local poets, etc.)

#4 - Yes. Need more small affairs and speakers on non-medical topics.

#5 - Yes. More small events.

#6 - Yes. Satisfied.

#7 - No. How about some group singing?

#8 - Yes. Satisfied.

#9 - Yes. Have two big outings like Crane Beach party.

#10 - Yes. Would like a weekly record hop, some movies.

#11 - No. Would like to have more Indians around; has trouble relating to Blacks and Chicanos, and thinks the feeling is mutual.

(This might deserve some looking into; it may be that the various minority groups represented in HCSP could use some mutual understanding efforts. Encounter or sensitivity groups, perhaps. Or it may be that this one person was simply more economically advantaged than the rest, and didn't fit in because of his different perspective.)

Question 15: <u>If you had the responsibility for running this Program yourself, what would you do differently</u>?

#1 - Bigger stipends and less confusion about them; more Massachusetts residents in the Program.

#2 - More power to the Coordinator; more classes like Cell Biology; research opportunities for 2nd year participants; bigger stipends.

#3 - Itemized financial report on the Program to all participants. Be clear about stipends; who gets what and for what reasons.

#4 - Tape ran out.

#5 - Systematic plan for furnishing credentials and references to medical schools to which HCSP people apply.

#6 - Better attempt to match students to academic tutor and content of tutorial; clue in medical school representatives to show evidence of real commitment.

#7 - Choice of academic tutorials.

#8 - Except for clinical tutorial, all class work was available at home school; would like to se a "course" in getting admitted to medical school.

#9 - Find out more about student desires in way of class and tutorial work before Program begins.

#10 - Already said.

#11 - More selective admissions; some participants so eaten up with hate for whitey that it interferes with their work. People like this will "never make a doctor" and shouldn't be in HCSP. But since all pre-admission data is received by mail, cannot see any way really to be more selective.

(Try listening to his tape.)

APPENDIX XII

STUDENT ADVISOR REPORTS

STUDENT ADVISOR REPORTS

Evaluations by the medical student advisors were accomplished by allowing them to give their "on the spot" reactions to the aspects of HCSP that had been randomly selected. Most evaluations were based on a single exposure and never more than two or three.

EVALUATIONS OF ACACEMIC COURSES

Student Advisor 1

Biology S-195 - General Biochemistry

Organization. The organization of the lecture was rather haphazard and confusing. The topics approach was utilized and supporting experimental evidence was given for each important topic covered. Readings from relevant journals were also given. I feel that this approach was excellent, but more planning should have gone into each session.

Presentation. The lecture was too rushed and unorganized, but the instructor was able to maintain class interest and was very accessible for questions.

Content. Very valuable information presented. Text and journal readings were well assigned.

Relationship of instructor with students. A very good relationship. The instructor was available many extra hours every night for student assistance.

Comments. I feel that a course such as Biochemistry should be continued in next year's Program.

Cell Biology S-123 - Topics in Cell Biology

Organization. Very well organized. Most of the important topics in cell biology were covered.

Presentation. Very good. Simple concepts were introduced before more difficult ones. The course was well geared for an 8-week session. The use of more than one lecturer added variety to the course.

Content. The information presented was basic for a medical education. I also feel that the use of written papers rather than examinations was very effective.

Relationship of instructors with students. Very good. The use of a former HCSP student as teaching fellow was also good.

Comments. Other courses along this basic design such as Bacterial Genetics and Statistics should be instituted.

Mathematics S-1a - Analytic Geometry and Introduction to the Calculus.

Organization. Fair.

Presentation. Fair, clear, uninteresting.

Relationship of instructors with students. Little.

Content. Too much for a summer, but concepts covered were important.

Comments. I do not feel that an HCSP student should be advised to take such a course during the short span of a summer. If a student does take such a course, he should have an academic tutorial which reinforces it and should not be asked to take a regular academic tutorial.

Chemistry S-20 - Organic Chemistry.

Organization. Fair.

Presentation. Fair, but uninteresting.

Content. Too much for a summer, but important.

Relationship of instructor with students. Little, lab leaders did most of student contact.

Comments. An HCSP should not be advised to take this course, but if he does it should be reinforced by a tutorial and a regular tutorial should not be taken.

Student Advisor 2

Biology S-195 - General Biochemistry.

We had heard previous reports about this class and the inability to follow the instructor. I must say some of the reports were well founded. For a sutdent not previously exposed to the experimental approach to teaching, this class could have been a disaster.

I did find out that students could get xeroxed copies of his lectures and the best two out of three exams papers were averaged to give a final grade so that maybe it was apparent to the lecturer himself that, in some way, he was not getting the message across to the students.

Mathematics S-1a - Analytic Geometry and Introduction to the Calculus.

Several students enrolled in this course, but the day I was there few were present. The instructor entertained questions and seemed concerned about whether the students were adequately prepared for the upcoming test.

I would recommend this course for students next year provided there is an academic tutorial to back it up.

Chemistry S-1 - Introductory General and Inorganic Chemistry.

I would not advise this course for the majority of the students who are accepted in HCSP. This course is highly impersonal and goes tremendously fast. There are some 100 (?) or so students and a lecturer who can not really entertain questions for fear he will not be able to cover a particular chapter that day.

I would, however, recommend this course for the exceptional HCSP student.

EVALUATIONS OF ACADEMIC TUTORIAL

Student Advisor 1

Calculus

Organization. Very well organized. New topics were covered at each meeting, but a lot of time was spent in review of course work. The tutor sat in on courses which the students were taking to get a firsthand look at the material being covered. I feel, however, that three hours were too long for each session and that new topics should not be introduced toward the end of a long tiring session.

Presentation. A very orderly and clear fashion of presentation. Each problem was well taught and discussed and the material taught was related to medical problems where possible. A lot of time was spent in explaining basics.

Content. Good back up for a course like Calculus S-1a.

Relationship of tutor with students. Extremely good. The tutor was very accessible for questions and made a point to instill confidence in his students by challenging them. He was also very careful to point out and test simple but commonly made errors.

Comments. Such a tutorial is important to HCSP and should serve as a back up for difficult courses like Calculus and Organic Chemistry.

Biology

Organization. Very good. The course variety and lab work made it a unique experience.

Presentation. Very good.

Content. Very valuable material and provided the students with opportunities they would not have available at their own schools.

Relationship of tutor with students. Very good.

Comments. A very good and original tutorial. Other tutorials which introduce students to new concepts and methods not available at their home schools should be instituted.

Chemistry and Computers

Organization. Fair.

Presentation. Fair.

Content. Good information to know. Another valuable opportunity for HCSP students.

Relationship of tutor with students. Fair.

Comments. Other tutorials exploring special topics should be instituted.

Molecular Biology

Organization. Good. New concepts were introduced daily and the scientific investigations supporting each were given. Problem sets were given at intervals to encourage students to solve problems and design experiments to solve problems given before the experimental evidence was given.

Presentation. Very casual and very good.

Content. Very important information. More journal reading should have been assigned.

Relationship of tutor to students. Fair. Very accessible to questions.

Comments. Very important topics covered. Good thinking course.

Student Advisor 2

Biology Laboratory

This tutorial got a late start that morning; I must say I was not impressed by this, for the last student to come was thirty minutes late. The laboratory experiment for the day was inoculation and culture study. The students appeared to enjoy the experience, for they had plated such things as their hair, buccal smears, etc. The students were fascinated with some of the results.

The tutor was helpful in assisting the students, who in turn did not hesitate to ask him for assistance.

Biology

This was by far the best academic tutorial I attended. The students related exceptionally well with the tutor, who was, in turn, conscientious and concerned about his students. The day I visited was students' reports day, but I was familiar with other activities the students had done, e.g., electron microscopy, radiography, etc.

Molecular Biology

This was a molecular biology academic tutorial with a good cross section of students with respect to ethnic background and sex. The students were giving reports all relating in some way to the genetic codon. The tutorial was conducted in a very informal manner with the tutor assisting whenever necessary.

The level of the material, though new to the students, was well within their comprehension and whenever in doubt they spoke right up with their inquiries.

I must say that the tutor was a very warm and congenial person and the students seemed to open up to her and actively participate in the group discussion.

Computer Programming

The students had gotten back their examination papers and were discussing them with the tutor. I am not sure whether the students did not feel relaxed or whether they were not following the steps in the problem, but they appeared to be a little restrained with their questions. What little response there was came mostly from one student.

I did not witness a kind of intimacy which I had seen in other tutorials, though I cannot say this was totally attributable to the tutor.

EVALUATIONS OF CLINICAL TUTORIAL

Student Advisor 1

Beth Israel Hospital

The tutorial was a fairly good one. In addition to visiting various sites in the hospital and observing hospital procedures, the students were allowed to follow an intern around for a day to see what his regular duties involved. Most students in the tutorial seemed to like the tutorial very much and were pleased with their experiences. I definitely feel that such a plan should be expanded and used at the other hospitals having clinical tutorials. It was noticeable that the chief clinical tutor had a very good relationship with the students assigned to Beth Israel.

Peter Bent Brigham Hospital

The PBBH tutorial was not quite as good or interesting as the tutorial at BIH. It was primarily involved with observing hospital procedures, sites, etc., with little direct student involvement.

Student Advisor 2

Beth Israel Hospital

This was the last session of the summer for the students, who seemed to have enjoyed the tutorial and enjoyed their tutors, particularly the chief clinical tutor. The students talked about their day with an intern or resident and some of them really understood the patients' diseases and even picked up some medical terminology on the side. They have previously visited a community clinic and apparently were impressed by what the people were accomplihsing so much so that they donated money to the clinic.

Children's Hospital

The tutorial session was held at the Martha Elliot Health Center instead of Children's Hospital. It was very apparent that the students were impressed with the health center and commented afterwards that this was the first "real" session they had had. After the tour through the center, the students talked to some of the personnel in the center. They asked several questions about the center: How was it set up? How is it received by the community? What is the extent of the medical care that is available at the center? And many more.

Harvard School of Dental Medicine

This was a particularly interesting and informative tutorial session. A black first year dental student, a white dental student, and a post-doctoral fellow gave reports and projected slides on Africa, the Medical Health Plan and dentistry in Sweden, and the Medical Health Plan and dentistry in Columbia, South America, respectively. The students were very much interested and even fascinated at times with the reports.

I must commend the chief clinical tutor for planning such an interesting series of sessions. The students made visits to community clinics and tried out their skills in the laboratory at the dental school.

APPENDIX XIII

COUNSELOR'S REPORT

COUNSELOR'S REPORT

In the summer of 1970, I had the good fortune to participate in the Harvard Health Careers Summer Program as a student counselor. The description of this position was purposely left rather loosely-defined. We were hopeful that this would allow for more freedom of counselor interaction not only with the students, but also with the tutors and administrators.

Working toward this goal, I made myself available in a supportive role to all who were working in HCSP, 1970. In this supportive capacity, I attempted to help avoid and/or facilitate the solution of problems which might have impeded the academic process, and, thus, the success of HCSP, 1970.

It was my observation that the greater portion of the problems which occurred during the summer were related to external pressures such as homesickness and "cultural shock," rather than in the area of interpersonal relationships. The student-tutor relationships appeared healthy and beneficial. The flow of communication between students and tutors and the immediate administrative staff was quite free.

The students made clear what they considered to be the Program weaknesses, both structural and administrative. In talking with the students I attempted to help maintain an objective focus on the issues being discussed whether they dealt with positive or negative aspects of the Program. Following is an account of the various activities of which I was a part during the summer. There are some dates for which no specific activity is recorded. On these days I found myself engaged in conversations (some casual -- others quite meaningful) with students, tutors, and the administrative staff. These impromptu "raps" were helpful, I think, in maintaining a generally positive mood for HCSP, 1970:

June 26: Meeting with Coordinator and tutors. My introduction to tutors. Brief explanation of expectations for the role of coundelor in HCSP.

June 29: Meeting with and introduction to Program participants.

July 1, 3: Completion of paper work: 1) date and time of of tutorials; 2) changes in academic tutorial assignments; 3) listing of students' addresses, etc.

July 4: Evening party at Lehman Hall.

July 13: Investigation of attendance problems of tutorial group VIII, at the request of Student A.

Discussion with Student B concerning financial need; and the pros and cons of taking a part-time summer job to supplement stipend.

General meeting 7:30-9:30 p.m. - discussed need for full $500 stipend; requested inclusion of special tutorials.

July 15: Spent afternoon with Student C who was homesick. This was her first experience traveling alone in the North. She found it difficult adjusting to differences of Harvard and Cambridge,etc.; out to dinner in Boston; introduction to some of my friends; invited to call and/or visit when she desires.

Note to Student D at the request of her Tutor, 01, who feared her homesickness, etc. might interfere with her progress in the Program.

Conversation with Tutor 02 concerning Student B who has missed two academic tutorial sessions. Plan: contacted Student B to determine whether financial need was the only problem interfering with his studies.

Spoke with Tutor 03 concerning Student E who was twice absent from his academic tutorials because of illness. Plan: tutorial did not meet again that week; contacted Student E and Tutor 03 on July 21.

Evening sherry sip with tutors and administrative staff; various discussions with tutors:

Tutor 01 - He questions whether the academic course and tutorial is not an excessive burden on students. He would like to give more work, but fears overloading his students.

Tutor 04 - Discussed motivation factors and group interaction of a white student in his group. The student had some difficulties but appeared to hold his own, and kept pace with his fellow students in the tutorial.

Tutor 05 - Fears that external pressures on Student F might interfere with his academic success.

Tutor 06 - He was concerned that his tutorial was not as loose as that of the previous year. Students progressed rather satisfactorily, although he thought the larger number of students might have been a factor in preventing students from interacting more freely.

July 16: Phoned at home by Tutor 07 concerning Student G. Student G apparently was homesick, frustrated, etc. It was decided that I would extend an invitation to Student G to spend an evening away from Harvard with me.

July 17: Casual conversation with Student H, who is finding the summer hectic. Harvard, Cambridge interesting. He is not homesick yet!

July 21: Spoke with Student F concerning petition submitted by the students to the Visiting Committee that afternoon.

Conversation with Student I, who questioned his chances of admittance into medical school. He was also concerned about his academic course for the summer. I pointed out that his lack of self-confidence and his hesitation in expressing himself (vocally, and in writing) might be important factors retarding his academic progress.

Follow up with Student G. She requested additional help for her academic course. I suggested that she request permission to audit one of the organic chemistry tutorials. Student G is also homesick. I invited her to spend an afternoon or evening with me at my home.

Follow up with Student C. She was still homesick, but had made new friends and was coping much better with the pressures. She was in high spirits this day. She traveled with me to Concord, Massachusetts later in the evening.

July 23: Follow up conversation with Tutor 03 concerning Student E. Attendance of Student E has become satisfactory. He was progressing satisfactorily to date.

July 26: Castle Hill outing.

July 27: Conversation with Tutor 06. He was satisfied with the progress of his tutorial group.

August 4: Proctored standardized exam in Biology.

August 6: Observation of Cambridge City Hospital clinical tutorial. The lectures were kept at a minimum. The physicians and administrators selected interesting topics; seemed sincere and considerate of student desires. The clinical tutorial was split into smaller groups, and observed the various areas in the hospital. This insured almost individual attention for the students.

The spontaneous student reaction of this tutorial was most positive.

August 9: General staff meeting.

August 10: Proctored standardized exam in mathematics.

August 12: Observation of academic tutorial group I. There was evidence of very positive rapport existing between tutor and students. Tutor 09 was quite explicit, interesting and informative. The atmosphere of this group was relaxed; the students were active in their participation. Student desires seemed to have been well-considered in the structuring of this tutorial.

Observation of course Cell Biology S-123.

August 13: Observation of courses Chemistry S-1; Organic Chemistry S-20.

APPENDIX XIV

COLLEGE AND UNIVERSITY PROFILES OF

1969 AND 1970 HCSP APPLICANTS

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	University of Alaska	University of California	University of California	University of California	Mills College	San Diego State College	City College of San Francisco	San Francisco State College	Stanford University
A. Location	Anchorage	Berkeley	Los Angeles	Riverside	Oakland, California	San Diego, California	San Francisco	San Francisco	Stanford, California
B. Enrollment	3,368	28,088	29,880	5,991	939	23,384	8,578	17,857	11,400
1. Undergraduate				4,673	852		8,578		
2. Graduate				1,318	87				
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College							X		
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College	x				X				
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School			X						X
2. University without Medical School		X		X		X		X	
3. University with School of Nursing			X			X		X	
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									
III. FACULTY									
A. Size of Undergraduate Faculty	176			597	75				
B. Size of Graduate Faculty									
C. Size of Science Faculty					12.5				
D. Per cent of faculty holding doctoral degrees	10			99	56				
IV. PER CENT OF ENTERING FRESHMEN SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE	40				54				
V. PER CENT OF STUDENTS GOING TO GRADUATE SCHOOL*									
A. Medicine					5				
B. Arts and Sciences					43				
C. Others					2				
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x			x	x				
B. Pre-medical				x	x				
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									

B. Arts and Sciences					43				
C. Others					2				
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x			x	x				
B. Pre-medical				x	x				
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science				8 %	2 %				
B. Biological Science				12 %	6 %				
C. Other Natural Sciences				4 %	13 %				
D. Social Science				28 %	27 %				
E. Humanities				23 %	50 %				
F. Nursing									
G. Medical Technician									

*Includes only students attending 4-year colleges

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy									
B. Competitive and up in admissions policy					x				x
C. Accepts all B average and up in admissions policy		x	x	x		x		x	
D. Accepts all C average and up in admissions policy	x								
E. Accepts almost all and up in admissions policy									
F. Accepts all and up in admissions policy							x		
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses			0		1				
B. Number of Biology Courses	245		19		18				
C. Number of Chemistry Courses	35		26		13				
D. Number of Geology Courses	69		18		0				
E. Number of Physics Courses	36		25		2				
F. Number of Mathematics Courses	425		35		20				
X. HHCSP APPLICANTS									
A. Number accepted, 1969		1	1						
B. Number rejected, 1969		4	4	1					
C. Number registered, 1969		1	1						
D. Number accepted, 1970	1		1			2			1
E. Number rejected, 1970		4	4		1		1	1	2
F. Number registered, 1970	1		1			2			1
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	University of Southern Cal.	University of Bridgeport	University of Connecticut	Wesleyan University	Delaware State College	Howard University	Loyola University	Roosevelt University	University of Illinois
A. Location	Los Angeles	Bridgeport, Connecticut	Storrs	Middletown Connecticut	Dover	District of Columbia	Chicago, Illinois	Chicago, Illinois	Urbana
B. Enrollment	20,593	8,938	15,544	1,714	1,664	9,209	14,472	6,690	34,909
1. Undergraduate	9,808	6,681			1,664				
2. Graduate	10,785	2,257							
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College									
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College					X				
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School	X					X	X		
2. University without Medical School		X	X	X				X	X
3. University with School of Nursing		X	X				X		
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									
III. FACULTY									
A. Size of Undergraduate Faculty		549			101	199			
B. Size of Graduate Faculty						21			
C. Size of Science Faculty		158				20			
D. Per cent of faculty holding doctoral degrees		45			25	64			
IV. PER CENT OF ENTERING FRESHMEN		61	31M	70	55M	30M	60		
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE			48W		56W	33W			
V. PER CENT OF STUDENTS GOING TO									
GRADUATE SCHOOL*									
A. Medicine					.13				
B. Arts and Sciences					.5				
C. Others									
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General		x			x	x			
B. Pre-medical					x	x			
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									

A. Medicine					.13				
B. Arts and Sciences					.5				
C. Others									
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General		x			x	x			
B. Pre-medical					x	x			
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science		.7%			.02%	3 %			
B. Biological Science		2 %			.02%	1 %			
C. Other Natural Sciences		8 %				5 %			
D. Social Science		5 %				19 %			
E. Humanities		4 %				8 %			
F. Nursing		1.4%				1 %			
G. Medical Technician		1.2%							

*Includes only students attending 4-year colleges

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy				x					
B. Competitive and up in admissions policy	x	x	x						
C. Accepts all B average and up in admissions policy						x	x		
D. Accepts all C average and up in admissions policy					x			x	x
E. Accepts almost all and up in admissions policy									
F. Accepts all and up in admissions policy									
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses									
B. Number of Biology Courses	68				25	40			
C. Number of Chemistry Courses	31				23	34			
D. Number of Geology Courses	23					18			
E. Number of Physics Courses	30				13	26			
F. Number of Mathematics Courses	128				22	33			
X. HHCSP APPLICANTS									
A. Number accepted, 1969		1			1	4			
B. Number rejected, 1969				1	2	14			
C. Number registered, 1969		1			1	2			
D. Number accepted, 1970					2	1			1
E. Number rejected, 1970	1	2	1	1	1	6	1	1	3
F. Number registered, 1970					2	1			1
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	Indiana State University	Grinnell College	Community College of Baltimore	Maryland State College	Amherst College	Boston College	Boston University	Brandeis University	Carnegie Medical Institute
A. Location	Terre Haute	Grinnell, Iowa	Baltimore, Maryland	Princess Ann	Amherst, Massachusetts	Chestnut Hill, Massachusetts	Boston, Massachusetts	Waltham, Massachusetts	Boston, Massachusetts
B. Enrollment	13,505	1,172	6,469	775	1,215	8,837	24,241	2,810	65
1. Undergraduate	12,207	1,172	6,469	775	1,214	6,750	13,063 3,869[a]	2,098	65
2. Graduate	1,298				1	2,087	7,309	712	
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College			X						
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College		X		X	X				
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School							X		
2. University without Medical School	X							X	
3. University with School of Nursing	X					X	X		
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									

a-Special Students

III. FACULTY									
A. Size of Undergraduate Faculty	441	128			121	~~1180~~		~~354~~	
B. Size of Graduate Faculty	364								
C. Size of Science Faculty	~~67~~	~~33~~			36.5			~~92~~	
D. Per cent of faculty holding doctoral degrees	45[a], 99[b]	60			80	31		70	
IV. PER CENT OF ENTERING FRESHMEN		65M			80	75M		90M	
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE		65W				82W		80W	
V. PER CENT OF STUDENTS GOING TO									
GRADUATE SCHOOL*									
A. Medicine	1	5			16		4	11	
B. Arts and Sciences		8			25		5		
C. Others					25		47		
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x	x			x		x	x	

B. Arts and Sciences		8			25		5		
C. Others					25		47		
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x	x			x		x	x	
B. Pre-medical	x	x			x		x	x	
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science	1.3%	7%			4.8%	6%			
B. Biological Science	1.4%	8%			5.4%	9.5%		8.3%	
C. Other Natural Sciences	1.0%	4%			1.0%	1.8%		4.8%	
D. Social Science	10.3%	29%			41.5%	29.0%		57.3%	
E. Humanities	.1%	17%			26.6%	25.0%		26.5%	
F. Nursing	1.4%								
G. Medical Technician	.5%								

*Includes only students attending 4-year colleges

a-Undergraduate Faculty

b-Graduate Faculty

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy		x			x			x	
B. Competitive and up in admissions policy						x	x		
C. Accepts all B average and up in admissions policy									
D. Accepts all C average and up in admissions policy	x								x
E. Accepts almost all and up in admissions policy			x	x					
F. Accepts all and up in admissions policy									
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses	11				2	1		0	
B. Number of Biology Courses	59	26			10	22		22	
C. Number of Chemistry Courses	41	16			11	34		22	
D. Number of Geology Courses	29				12	27		0	
E. Number of Physics Courses	33	24			16	34		42	
F. Number of Mathematics Courses	46	20			17	38		29	
X. HHCSP APPLICANTS									
A. Number accepted, 1969			1			1			
B. Number rejected, 1969	1								
C. Number registered, 1969			1			1			
D. Number accepted, 1970						1		1	
E. Number rejected, 1970		2	1	1	1	9	2	3	1
F. Number registered, 1970						1		1	
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	Harvard Extension	Northeastern University	Regis College	Simmons College	Springfield College	Suffolk University	Tufts University	University of Massachusetts	University of Massachusetts
A. Location	Cambridge, Massachusetts	Boston, Massachusetts	Weston, Massachusetts	Boston, Massachusetts	Springfield, Massachusetts	Boston, Massachusetts	Medford, Massachusetts	Amherst, Massachusetts	Boston, Massachusetts
B. Enrollment		38,584	899	2,036	2,590	3,455	5,010	18,865	4,077
1. Undergraduate			899	1,360		2,679			4,070
2. Graduate				676		776			7
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College									
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College			X						
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School							X		
2. University without Medical School		X[a]		X	X	X		X	X
3. University with School of Nursing				X				X	
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									

a-Offers AS in nursing.

III. FACULTY									293
A. Size of Undergraduate Faculty			83	238		173			5
B. Size of Graduate Faculty				76					83
C. Size of Science Faculty			18	78		21			52[a]
D. Per cent of faculty holding doctoral degrees			41	36		30			
IV. PER CENT OF ENTERING FRESHMEN		56M	80	78		40			
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE		51W							
V. PER CENT OF STUDENTS GOING TO									
GRADUATE SCHOOL*									
A. Medicine			2			1.5			
B. Arts and Sciences			21			19			
C. Others						14.5			
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General			x	x		x			
B. Pre-medical									

A. Medicine			2			1.5			
B. Arts and Sciences			21			19			
C. Others						14.5			
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General			x	x		x			
B. Pre-medical									
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science			2%	.9%		2.1%			
B. Biological Science			2%	2.1%		2.8%			
C. Other Natural Sciences			10%						
D. Social Science			25%	21.2%		20.5%			
E. Humanities			28%	32.8%		13.7%			
F. Nursing				4.1%					
G. Medical Technician				3.1%		1.1%			

*Includes only students attending 4-year colleges

a-Undergraduate faculty; (graduate faculty - 100%)

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy				x			x		
B. Competitive and up in admissions policy		x	x						
C. Accepts all B average and up in admissions policy					x	x		x	
D. Accepts all C average and up in admissions policy									x
E. Accepts almost all and up in admissions policy									
F. Accepts all and up in admissions policy									
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses						4			
B. Number of Biology Courses			12	20		19			
C. Number of Chemistry Courses			10	17		19			
D. Number of Geology Courses									
E. Number of Physics Courses			4	10		14			
F. Number of Mathematics Courses			21	20		14			
X. HHCSP APPLICANTS									
A. Number accepted, 1969		1					1		
B. Number rejected, 1969						1		2	
C. Number registered, 1969		1					1		
D. Number accepted, 1970		3						3	4
E. Number rejected, 1970	1	6	1	1	7		2	13	13
F. Number registered, 1970		3						3	4
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	Wellesley College	Lake Michigan College	Michigan* Lutheran College	University of Michigan	Wayne State University	Gustavus Adolphus College	University of New Hampshire	Bergen Community College	Bronx Community College
A. Location	Wellesley, Massachusetts	Benton Harbor, Michigan	Detroit, Michigan	Ann Arbor	Detroit, Michigan	St. Peter, Minnesota	Durhan	Paramus, New Jersey	Bronx, New York
B. Enrollment	1,766	2,208	555	38,026	35,655	1,825	8,423	3,669[b]	8,415
1. Undergraduate	1,758	2,208	555	22,760	24,778	1,825	7,480	3,669[b]	8,415
2. Graduate	8			15,266	10,877		943		
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College		X						X	X[d]
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College	X		X			X			
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School				X	X				
2. University without Medical School							X		
3. University with School of Nursing				X	X				
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									

*-Changed to the Shaw College of Detroit
a-Offers bachelor's degree in nursing.
b-Includes 2,377 part-time students.
d-Offers associate's degree in nursing.

III. FACULTY									
A. Size of Undergraduate Faculty	160		35	667	1834	120	553	c	
B. Size of Graduate Faculty				1,730			324		
C. Size of Science Faculty	34		12				304		
D. Per cent of faculty holding doctoral degrees	72		6		45.4[a]	45	b	d	
IV. PER CENT OF ENTERING FRESHMEN						65M	50M		
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE	77		30			55W	51W		
V. PER CENT OF STUDENTS GOING TO									
GRADUATE SCHOOL*									
A. Medicine	2.9		3			6			
B. Arts and Sciences	12.0		10			8			
C. Others	18.5		2			6			
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x		x	x	x	x	x	x	x
B. Pre-medical	x			x		x	x		

A. Medicine				3					
B. Arts and Sciences		8		20					
C. Others				2					
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General		x	x	x		x	x		x
B. Pre-medical				x					
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science				2%					
B. Biological Science				2%					
C. Other Natural Sciences									
D. Social Science				40%					
E. Humanities				5%					
F. Nursing									
G. Medical Technician				1%					

*Includes only students attending 4-year colleges

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy									
B. Competitive and up in admissions policy						x			
C. Accepts all B average and up in admissions policy							x		x
D. Accepts all C average and up in admissions policy		x	x	x					
E. Accepts almost all and up in admissions policy					x			x	
F. Accepts all and up in admissions policy	x								
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses				4					
B. Number of Biology Courses				9					
C. Number of Chemistry Courses				6					
D. Number of Geology Courses									
E. Number of Physics Courses				9					
F. Number of Mathematics Courses				11					
X. HHCSP APPLICANTS									
A. Number accepted, 1969					1		3		
B. Number rejected, 1969	1	1		8	6	2	2	1	6
C. Number registered, 1969					1		3		
D. Number accepted, 1970						2	2		
E. Number rejected, 1970	1	2	6		2	1	6		5
F. Number registered, 1970						2	2		1
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	Spelman College	Berea College	Kentucky State College	Dillard University	Grambling College	Southern University	Xavier University	Alcorn A. & M. College	Coahoma Jr. College
A. Location	Atlanta, Georgia	Berea, Kentucky	Frankfort, Kentucky	New Orleans Louisiana	Grambling, Louisiana	Baton Rouge Louisiana	New Orleans Louisiana	Lorman, Mississippi	Clarksdale, Mississippi
B. Enrollment	997	1,325	1,754	922	3,706	7,232	1,482	2,523	920
1. Undergraduate	997	1,325	1,754	922	3,706			2,523	920
2. Graduate									
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College									X
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College	X	X[a]	X	X	X		X	X	
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School									
2. University without Medical School						X			
3. University with School of Nursing									
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									

a-Offers BS in nursing.

III. FACULTY									
A. Size of Undergraduate Faculty	96	137	105					106	
B. Size of Graduate Faculty									
C. Size of Science Faculty	8	20							
D. Per cent of faculty holding doctoral degrees	33	25	31					31	
IV. PER CENT OF ENTERING FRESHMEN	33	56							
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE									
V. PER CENT OF STUDENTS GOING TO									
GRADUATE SCHOOL*			5-7						
A. Medicine								.25	
B. Arts and Sciences								.50	
C. Others	27								
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x	x	x					x	
B. Pre-medical	x		x						

B. Arts and Sciences								.50	
C. Others	27								
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x	x	x					x	
B. Pre-medical	x		x						
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science	.8%	3.1%	1.0%					1	
B. Biological Science	1.9%	5.3%	2.9%						
C. Other Natural Sciences		4.0%							
D. Social Science	42%	17.7%	3.0%						
E. Humanities	24%	15.6%							
F. Nursing		11.7%	3.2%						
G. Medical Technician									

*Includes only students attending 4-year colleges

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy									
B. Competitive and up in admissions policy	x	x	x						
C. Accepts all B average and up in admissions policy							x		
D. Accepts all C average and up in admissions policy									
E. Accepts almost all and up in admissions policy				x					
F. Accepts all and up in admissions policy					x	x		x	x
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses									
B. Number of Biology Courses	18	20						29	
C. Number of Chemistry Courses	22	12						21	
D. Number of Geology Courses		3							
E. Number of Physics Courses	2	10						2	
F. Number of Mathematics Courses	21	21						25	
X. HHCSP APPLICANTS									
A. Number accepted, 1969	1			1					
B. Number rejected, 1969	2	4		3	5	2	5	2	
C. Number registered, 1969	1			1					
D. Number accepted, 1970	2		1	3				2	
E. Number rejected, 1970		1		5	1	2	5	1	1
F. Number registered, 1970	1		1	1				2	
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	Jackson State College	Millsaps College	Mississippi Industrial College	Mississippi Valley State College	Tougaloo College	St. Louis University	Bennett College	Fayetteville State College	Johnson C. Smith University
A. Location	Jackson, Mississippi	Jackson, Mississippi	Holly Springs, Mississippi	Itta Bena, Mississippi	Tougaloo, Mississippi	St. Louis, Missouri	Greensboro, North Carolina	Fayetteville, North Carolina	Charlotte, North Carolina
B. Enrollment	4,541	979	424	2,282	738	9,689	711	1,137	1,222
1. Undergraduate		979	424		738		711	1,137	1,222
2. Graduate									
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College									
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College	X	X	X	X	X		X	X	X[a]
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School									
2. University without Medical School						X			
3. University with School of Nursing									
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									
III. FACULTY									
A. Size of Undergraduate Faculty					57				91
B. Size of Graduate Faculty									
C. Size of Science Faculty					13				8
D. Per cent of faculty holding doctoral degrees					25				18
IV. PER CENT OF ENTERING FRESHMEN		70M			68				
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE		60W							
V. PER CENT OF STUDENTS GOING TO GRADUATE SCHOOL*									
A. Medicine					5				
B. Arts and Sciences					38				
C. Others									
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General		x			x		x		x
B. Pre-medical					x				
VII. DISTRIBUTION OF STUDENTS BY MAJOR									

a-Includes Theological Seminary

A. Medicine					5				
B. Arts and Sciences					38				
C. Others									
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General		x			x		x		x
B. Pre-medical					x				
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science									2.0%
B. Biological Science									4.0%
C. Other Natural Sciences									
D. Social Science									34.0%
E. Humanities									9.0%
F. Nursing									
G. Medical Technician									

*Includes only students attending 4-year colleges

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy									
B. Competitive and up in admissions policy									
C. Accepts all B average and up in admissions policy		x				x			x
D. Accepts all C average and up in admissions policy	x						x	x	
E. Accepts almost all and up in admissions policy				x	x				
F. Accepts all and up in admissions policy			x						
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses					3				
B. Number of Biology Courses					16				15
C. Number of Chemistry Courses					13				12
D. Number of Geology Courses									
E. Number of Physics Courses					14				6
F. Number of Mathematics Courses					20				22
X. HHCSP APPLICANTS									
A. Number accepted, 1969	1				5		1		
B. Number rejected, 1969	10		1		4		11	1	1
C. Number registered, 1969	1				3		1		
D. Number accepted, 1970	8				6		2		
E. Number rejected, 1970	2			2	5	1	3		
F. Number registered, 1970	5	3			6		2		
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	Livingstone College	North Carolina College	Saint Augustine's College	Shaw University	University of North Carolina	Winston-Salem State College	Benedict College	Claflin College	Morris College
A. Location	Salisbury, North Carolina	Durham, North Carolina	Raleigh, North Carolina	Raleigh, North Carolina	Greensboro, North Carolina	Winston-Salem, North Carolina	Columbia, South Carolina	Orangeburg, South Carolina	Sumter, South Carolina
B. Enrollment	720	3,290	1,109	1,154	6,703	1,321	1,254	760	534
1. Undergraduate	720		1,109	1,154	5,004	1,321	1,254	760	534
2. Graduate					1,699				
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College									
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College	x	x	x	x		x	x	x	x
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School									
2. University without Medical School					x				
3. University with School of Nursing					x				
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									
III. FACULTY									
A. Size of Undergraduate Faculty	62			74	400	114		57	
B. Size of Graduate Faculty					202			0	
C. Size of Science Faculty	10			16	56	10		10	
D. Per cent of faculty holding doctoral degrees	22			30.3	a	30		26	
IV. PER CENT OF ENTERING FRESHMEN									
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE									
V. PER CENT OF STUDENTS GOING TO									
GRADUATE SCHOOL*									
A. Medicine	3				10				
B. Arts and Sciences	8				15				
C. Others					10				
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x				x	x		x	
B. Pre-medical	x				x				
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									

A. Medicine	3				10				
B. Arts and Sciences	8				15				
C. Others					10				
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x				x	x		x	
B. Pre-medical	x				x				
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science	3.0%			1.6%	2.0%			6.0%	
B. Biological Science	5.0%			3.9%	3.0%	3.0%		16.0%	
C. Other Natural Sciences				10.3%				0	
D. Social Science	40.0%				13.0%	17.0%		47.0%	
E. Humanities	10.0%				18.0%			16.0%	
F. Nursing					4.0%	6.0%			
G. Medical Technician									

*Includes only students attending 4-year colleges

a-Undergraduate faculty - 59%
Graduate faculty - 80%

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy									
B. Competitive and up in admissions policy					x				
C. Accepts all B average and up in admissions policy		x	x				x		
D. Accepts all C average and up in admissions policy	x			x				x	
E. Accepts almost all and up in admissions policy						x			
F. Accepts all and up in admissions policy									x
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses								4	
B. Number of Biology Courses					14	21		10	
C. Number of Chemistry Courses					16	6		10	
D. Number of Geology Courses									
E. Number of Physics Courses					9	2		2	
F. Number of Mathematics Courses					25	19		20	
X. HHCSP APPLICANTS									
A. Number accepted, 1969			3						
B. Number rejected, 1969		3	1	8	2	1		1	6
C. Number registered, 1969			3						
D. Number accepted, 1970	1	1	3			1	2		
E. Number rejected, 1970	2	2	2	5		1	5		
F. Number registered, 1970	1	1	3				2		
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. Name of College	South Carolina State College	Voorhees College	Fisk University	Knoxville College	LeMoyne-Owen College	Tennessee A. & I. State University	Hampton Institute	Norfolk State College	Virginia State College
A. Location	Orangeburg, South Carolina	Denmark, South Carolina	Nashville, Tennessee	Knoxville, Tennessee	Memphis, Tennessee	Nashville, Tennessee	Hampton, Virginia	Norfolk, Virgifia	Petersburg, Virginia
B. Enrollment	2,191	625	1,238	918	687	4,562	2,629	4,644	3,085
1. Undergraduate		625		918	687			4,644	
2. Graduate									
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College									
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College	x	x	x	x	x			x	
D. 4 Yr. Technical Institute							x[a]		
E. University (Graduate schools)									
1. University with Medical School									
2. University without Medical School						x			
3. University with School of Nursing									
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									

a-Offers bachelor's degree in nursing

III. FACULTY									
A. Size of Undergraduate Faculty		45			48				
B. Size of Graduate Faculty									
C. Size of Science Faculty		8			10				
D. Per cent of faculty holding doctoral degrees		33			23				
IV. PER CENT OF ENTERING FRESHMEN			70M	54M					
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE			75W	48W					
V. PER CENT OF STUDENTS GOING TO GRADUATE SCHOOL*									
A. Medicine					1				
B. Arts and Sciences		1			9				
C. Others		2			4				
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General		x			x				
B. Pre-medical									
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									

A. Medicine					1				
B. Arts and Sciences		1			9				
C. Others		2			4				
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General		x			x				
B. Pre-medical									
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science		3%			.8%				
B. Biological Science		26%			3.7%				
C. Other Natural Sciences					1.3%				
D. Social Science		30%			27.3%				
E. Humanities		18%			2.3%				
F. Nursing									
G. Medical Technician		2%							

*Includes only students attending 4-year colleges

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy									
B. Competitive and up in admissions policy									
C. Accepts all B average and up in admissions policy	x			x			x		x
D. Accepts all C average and up in admissions policy			x						
E. Accepts almost all and up in admissions policy		x			x	x		x	
F. Accepts all and up in admissions policy									
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses									
B. Number of Biology Courses									
C. Number of Chemistry Courses									
D. Number of Geology Courses									
E. Number of Physics Courses									
F. Number of Mathematics Courses									
X. HHCSP APPLICANTS									
A. Number accepted, 1969			3		1	1		1	2
B. Number rejected, 1969	1	1	3		2	2	6	4	3
C. Number registered, 1969			3		1	1		1	2
D. Number accepted, 1970	1	1						3	
E. Number rejected, 1970	2	2	5	1	7	5	3	6	
F. Number registered, 1970	1							3	
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	Virginia Union University	Colorado State College	University of Colorado	New Mexico Highlands University	New Mexico State University	University of New Mexico	Altus Jr. College	Central State College	Langston University
A. Location	Richmond, Virginia	Pueblo, Colorado	Boulder, Colorado	Las Vegas, New Mexico	University Park, New Mexico	Albuquerque, New Mexico	Altus, Oklahoma	Edmond, Oklahoma	Langston, Oklahoma
B. Enrollment	1,371[a]	6,130	20,387	2,376	6,115	15,861	1,015	10,572	1,110
1. Undergraduate		6,130			5,160				1,110
2. Graduate					955				
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College							x		
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College	x								x
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School			x			x			
2. University without Medical School		x		x	x			x	
3. University with School of Nursing		x	x			x			
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									

a-Offers DD in Theology

III. FACULTY									
A. Size of Undergraduate Faculty		310							[illegible]
B. Size of Graduate Faculty									
C. Size of Science Faculty									7
D. Per cent of faculty holding doctoral degrees		24							33
IV. PER CENT OF ENTERING FRESHMEN				33	53+	20			35
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE					18+				
V. PER CENT OF STUDENTS GOING TO									
GRADUATE SCHOOL*									
A. Medicine									1
B. Arts and Sciences									9
C. Others		40							5
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General									x
B. Pre-medical									
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									

GRADUATE SCHOOL*									
A. Medicine									1
B. Arts and Sciences									9
C. Others		40							5
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General									x
B. Pre-medical									
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science		3%							5%
B. Biological Science		3%							15%
C. Other Natural Sciences		1%							
D. Social Science		7%							30%
E. Humanities		1%							
F. Nursing		4%							
G. Medical Technician		1%							1%
*Includes only students attending 4-year colleges									
VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy									
B. Competitive and up in admissions policy									
C. Accepts all B average and up in admissions policy									
D. Accepts all C average and up in admissions policy	x		x		x	x			x
E. Accepts almost all and up in admissions policy		x					x	x	
F. Accepts all and up in admissions policy				x					
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses		5							2
B. Number of Biology Courses		40							15
C. Number of Chemistry Courses		32							11
D. Number of Geology Courses		31							
E. Number of Physics Courses		33							5
F. Number of Mathematics Courses		54							??
X. MHCSP APPLICANTS									
A. Number accepted, 1969									1
B. Number rejected, 1969	3				1				
C. Number registered, 1969									1
D. Number accepted, 1970	1		2	1		1			1
E. Number rejected, 1970		1	2	1		2	1	1	1
F. Number registered, 1970	1		1	1		1			
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

I. BASIC OF COLLEGE	1	2	3	4	5	6	7	8	9
	Southwestern State College	University of Oklahoma	Abilene Christian College	Bishop College	Del Mar Junior College	Huston-Tillotson College	Pan American College	Prairie View A. & M. College	Texas Southern University
A. Location	Weatherford, Oklahoma	Norman, Oklahoma	Abilene, Texas	Dallas, Texas	Corpus Christi, Texas	Austin, Texas	Edinburg, Texas	Prairie View, Texas	Houston, Texas
B. Enrollment	5,070	20,658	3,234	1,940	4,361	747	5,292	3,974	4,754
1. Undergraduate			2,974	1,940	4,361	747	5,292	3,974	
2. Graduate			260						
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College					x				
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College	x		x	x		x	x	x	x
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School									
2. University without Medical School		x							
3. University with School of Nursing									
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									
III. FACULTY									
A. Size of Undergraduate Faculty			163			51	193		
B. Size of Graduate Faculty			75						
C. Size of Science Faculty			23			11	26		
D. Per cent of faculty holding doctoral degrees			46			31	34		
IV. PER CENT OF ENTERING FRESHMEN		33							
SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE									
V. PER CENT OF STUDENTS GOING TO									
GRADUATE SCHOOL*									
A. Medicine			.3			< 1	2		
B. Arts and Sciences			17			5	6		
C. Others			30				2		
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General			x				x		
B. Pre-medical			x				x		
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									

A. Medicine			.3			1	2		
B. Arts and Sciences			17			5	6		
C. Others			30				2		
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General			x				x		
B. Pre-medical			x				x		
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS									
A. Physical Science			2.7%			4.5%	4.5%		
B. Biological Science			3.9%			5.0%	4.3%		
C. Other Natural Sciences			.1%						
D. Social Science			2.0%			24.0%	12.7%		
E. Humanities			8.3%			9.0%	11.9%		
F. Nursing			.1%				3.1%		
G. Medical Technician			.3%			1.0%	1.1%		

*Includes only students attending 4-year colleges

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy									
B. Competitive and up in admissions policy									
C. Accepts all B average and up in admissions policy			x						
D. Accepts all C average and up in admissions policy	x			x					
E. Accepts almost all and up in admissions policy						x	x		x
F. Accepts all and up in admissions policy		x			x			x	
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses			1				22		
B. Number of Biology Courses			30			20	32		
C. Number of Chemistry Courses			20			15	16		
D. Number of Geology Courses			16				11		
E. Number of Physics Courses			20			7	21		
F. Number of Mathematics Courses			30			17	29		
X. HHCSP APPLICANTS									
A. Number accepted, 1969			1	1		1		1	
B. Number rejected, 1969		1		3					?
C. Number registered, 1969			1	1		1		1	
D. Number accepted, 1970				1		1	1	1	
E. Number rejected, 1970	1			3	1				
F. Number registered, 1970				1		1	1	1	
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									

HARVARD HEALTH CAREERS SUMMER PROGRAM
EVALUATIVE DATA ON SCHOOLS REPRESENTED BY APPLICANTS

	1	2	3	4	5	6	7	8	9
I. NAME OF COLLEGE	Trinity University	University of Houston	University of Texas	University of Texas	University of Texas *	Wiley College			
A. Location	San Antonio, Texas	Houston, Texas	Austin, Texas	El Paso, Texas	San Antonio, Texas	Marshall, Texas			
B. Enrollment	2,914	25,582	39,089	10,485	320	468			
1. Undergraduate	2,217	22,338	31,753		320	468			
2. Graduate	697	3,244	7,336						
II. INSTITUTIONAL TYPE									
A. 2 Yr. Junior College									
B. 2 Yr. Technical Institute									
C. 4 Yr. Liberal Arts College						x			
D. 4 Yr. Technical Institute									
E. University (Graduate schools)									
1. University with Medical School									
2. University without Medical School	x	x	x	x					
3. University with School of Nursing									
4. University with no medical or other health oriented programs									
5. University with none of the above									
6.									

* Medical School

III. FACULTY									
A. Size of Undergraduate Faculty	174	776	±2,000						
B. Size of Graduate Faculty			±1,200						
C. Size of Science Faculty	24	155	± 600						
D. Per cent of faculty holding doctoral degrees	75	66	70						
IV. PER CENT OF ENTERING FRESHMEN SUBSEQUENTLY AWARDED BACCALAUREATE DEGREE	54	40	46						
V. PER CENT OF STUDENTS GOING TO GRADUATE SCHOOL*	35								
A. Medicine									
B. Arts and Sciences									
C. Others									
VI. UNDERGRADUATE COUNSELING SERVICES									
A. General	x	x	x						
B. Pre-medical		x	x						
VII. DISTRIBUTION OF STUDENTS BY MAJOR									

B. Arts and Sciences										
C. Others										
VI. UNDERGRADUATE COUNSELING SERVICES										
A. General	x	x	x							
B. Pre-medical		x	x							
VII. DISTRIBUTION OF STUDENTS BY MAJOR FIELDS										
A. Physical Science	6.5%	5%	4.7%							
B. Biological Science	8.9%	11%	4.0%							
C. Other Natural Sciences	.6%	2%	1.5%							
D. Social Science		72%	18.0%							
E. Humanities			15.0%							
F. Nursing										
G. Medical Technician										

*Includes only students attending 4-year colleges

VIII. SELECTIVITY OF ADMISSIONS									
A. Highly competitive in admissions policy									
B. Competitive and up in admissions policy									
C. Accepts all B average and up in admissions policy	x		x	x		x			
D. Accepts all C average and up in admissions policy									
E. Accepts almost all and up in admissions policy									
F. Accepts all and up in admissions policy		x							
IX. COURSE OFFERINGS IN SCIENCE									
A. Number of General Science Courses			1						
B. Number of Biology Courses	26	29	107						
C. Number of Chemistry Courses	23	24	34						
D. Number of Geology Courses	17	20	37						
E. Number of Physics Courses	27	24	26						
F. Number of Mathematics Courses	25	32	85						
X. HHCSP APPLICANTS									
A. Number accepted, 1969									
B. Number rejected, 1969									
C. Number registered, 1969									
D. Number accepted, 1970	1	3	1	2					
E. Number rejected, 1970		1	6		1	1			
F. Number registered, 1970	1	3		2					
G. Number accepted, 1971									
H. Number rejected, 1971									
I. Number registered, 1971									
J. Number accepted, 1972									
K. Number rejected, 1972									
L. Number registered, 1972									