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ABSTRACT

In this 1970 study, 160 graduating seniors at the State University of New York at Buffalo were administered the Senior Survey, a questionnaire designed to elicit seniors' perceptions of their university experiences and their plans and expectations for the future, as well as some demographic information. Major findings of the survey indicate: (1) students decided to attend college primarily for intellectual growth and career preparation; (2) outcomes of their college experiences that were of a personal nature and of an intellectual nature had become about equally valuable to them while in college; (3) the biggest problem area for these students while they were in college was in defining their personal meaning and identity; (4) participation in campus activities and organizations over 4 years was not great; (5) more than half of the students attended summer school at least once; (6) the percentage who were employed during the school year increased each year, as did the number of hours worked per week; (7) most students were employed during the summers; and (8) the biggest sources of financial aid for these students were parents, scholarships, and their own earnings. (HS)

STATE UNIVERSITY OF NEW YORK BUFFALO

70 SENIOR SURVEY

UNIVERSITY RESEARCH

HE 003 705

A BIOGRAPHY OF A CLASS STUDY

A Biography of a Class Study

1970 SENIOR SURVEY

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November 1971

FOREWORD

The *Biography of a Class* research project was initiated in 1964 by the Office of University Research. The purpose of the project is to examine characteristics of each SUNY/B Class, both as entering freshmen and as upperclassmen. Results of the project are made available to the University's administration, faculty, and staff.

Freshman Class Status Reports, a series of census-type studies, have been published for the entering classes of 1964 through 1970, as have follow-up reports on the 1964 Class. Four studies based on interview data, *the university experience*, have been published for the 1966 and 1967 freshman classes.

The first senior class study was prepared and conducted during 1968-69, and is titled *1969 Senior Survey*. Graduating 1969 seniors who had matriculated at SUNY/B as entering freshmen four years earlier were compared with SUNY/B seniors who had initially matriculated elsewhere and with 1965 SUNY/B freshmen who were not 1969 SUNY/B graduates.

The Senior Survey questionnaire was revised and administered to a sample of seniors in spring 1970. The following report, the *1970 Senior Survey*, draws a comprehensive profile of 1970 SUNY/B seniors in terms of how they viewed their university experiences and what they expected from the future. Within this overall profile, comparisons are made between seniors who were SUNY/B freshmen in 1966 and seniors who either began at SUNY/B prior to 1966 or initially matriculated elsewhere, and between men and women.

The 1970 questionnaire was deemed sufficiently different from the 1969 Survey to preclude direct comparisons between the samples. Only a few questions were identical in both questionnaires. Responses to these items did not differ noticeably between the 1969 and 1970 respondents.

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CHAPTER I

METHOD

Sample

Three populations of interest were defined: 1966 SUNY/B freshmen,[1] 1970 SUNY/B seniors, and students in both these populations. Students who registered as seniors in fall 1969 were considered to be 1970 seniors. A twenty percent sample was randomly selected from each population.

A letter requesting their participation in the project was sent to the selected samples at their permanent address during spring recess 1970. A return-addressed postcard was included on which the recipients were to indicate whether or not they were willing to complete the questionnaire. They also added their local address, to which the questionnaire was sent. Out of 686 letters sent, 13 were returned because of incorrect addresses; correct addresses could not be found.

More than a third (38%) of the entire, three-group sample (7% of all three populations) agreed to participate. These respondents were sent a questionnaire and a stamped return envelope. If the questionnaire was not returned by a specified date, the individual received a follow-up letter and/or telephone call. Seventy-eight percent of those who said they would participate finally did so. This final group of respondents comprised 30% of the selected samples, or 6% of the total population. The numbers involved in sampling are presented in Table 1.1.

Criterion Groups

This report concerns 1970 SUNY/B graduates. Such respondents were from Populations I and II, but "graduate" and "senior" were not necessarily identical.

A 1970 graduate was defined as either having graduated in February 1970, or expecting to graduate in May or summer 1970. *Comparisons are made between two defined groups of graduates, Continuers and Seniors, and between sexes.* Graduates labeled *Continuers* matriculated at SUNY/B in 1966 as freshmen and completed the baccalaureate at SUNY/B in eight semesters or less. Therefore, a Continuer was either in full-time attendance during each semester, or attended summer school and carried a reduced load during the year. Two members of the sample were labeled Continuers even though they did not enter SUNY/B until 1967, because they did meet the criterion of graduating within eight semesters. Graduates labeled *Seniors* had either transferred into SUNY/B after beginning college at another insititution, or had begun at SUNY/B prior to 1966. Senior written with an upper case S will always refer to the latter criterion group.

The frequencies in each group and sex are presented in Table 1.2.

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[1]An additional criterion for 1966 freshmen was that they had completed two inventories designed by University Research, the Freshman Student Personnel Questionnaire and the Biographical Inventory, during a 1966 Summer Planning Conference.

Table 1.1: POPULATION AND SAMPLE SIZES, AND NUMBER AND PERCENTAGES OF QUESTIONNAIRES RETURNED

POPULATION	Population N	20% Sample N	Questionnaires Returned N	Questionnaires Returned % of Population
I: 1970 SUNY/B seniors, but not 1966 SUNY/B freshmen	1785	341[a]	109	6%
II: both 1966 SUNY/B freshmen and 1970 SUNY/B seniors	1090	205[b]	73	7
III: 1966 SUNY/B freshmen, but not 1970 SUNY/B seniors	700	140	20	3
TOTAL	3575	686	204[c]	6%

[a]The 20% sample numbered 357. Addresses for 13 were unavailable; 3 names were eliminated because they had been sampled in the 1969 Senior Survey.

[b]The 20% sample numbered 218. Addresses for 2 were unavailable; 11 names were eliminated because they were already part of an on-going University Research interview project.

[c]The group code for two returned questionnaires could not be determined.

Representativeness

The representativeness of the sample was analyzed in terms of sex and Faculty[1] at graduation. The 1970 Commencement Program, which included both February and May graduates, was used as the population of 1970 graduates. A frequency distribution of the graduates by Faculty and by sex was made. Chi-square values indicated that this sample did not differ significantly from the population in its distribution by sex ($\chi^2=1.78$, $p>.05$) or across Faculties ($\chi^2=3.31$, $p>.05$). That is, *the sample is indeed representative of 1970 graduates in terms of Faculty and sex.*

Presentation of Data

Data are presented in the text to provide a general description of the respondents, their college years, and their plans and expectations. If no mention is made of group or sex membership, then reference is to the entire sample. In the text, major findings are reported and various topics of the questionnaire interrelated. *To facilitate skimming, the most salient statements are typed in script.*

[1]SUNY/B's six undergraduate Faculties are: Arts and Letters, Educational Studies, Engineering and Applied Sciences, Health Sciences, Natural Sciences and Mathematics, and Social Sciences and Administration.

Table 1.2: NUMBER AND PERCENTAGE OF RESPONDENTS, BY SEX AND BY GROUP

GROUP	Men	Women	Total	% of Total
Continuers	37	40	77	48%
Seniors	54	29	83	52%
TOTAL	91	69	160	
% of TOTAL	57%	43%		

Tables are included in the text where it was judged they would provide additional meaningful information. Data are presented in tables in one of three ways: frequencies, percentages, or means and standard deviations. The tables report the method of comparison employed, significant differences, and the number of respondents who answered each item. The significance level for all statistical tests was .05.

The following symbols and abbreviations are used in the tables:

C Continuers

S Seniors

M Men

W Women

T Total

* Continuers and Seniors differed significantly.

† Men and Women differed significantly.

Data Analysis

Comparisons between groups and between sexes were made in three ways. For items yielding categorical responses (e.g., major field), the chi-square value was calculated to determine whether or not response frequencies were independent of sex or group membership. In addition, where frequencies were sufficiently large, comparisons were made between sexes within each group and between groups within each sex.

Items that were answered in terms of a continuum (e.g., the relative value of various academic experiences) were analyzed via t tests to determine statistical differences between the mean responses of the groups and of the sexes. Statistically significant differences are so reported in both text and tables.

In cases where statistical operations were not feasible, response frequencies are reported in terms of percentages based on the number of respondents who answered that particular question.

The method of analysis of any item or set of items is reported in the text. If neither chi-square nor t is mentioned, it should be assumed that no statistical analyses were performed.

Missing Data

Missing data presented a problem in the analysis of some items. The computer program used to find chi-square values (NYBTAB) reports the number of respondents who answered each item and calculates statistics for only those people. The program used to determine t values (MANOVA)[1] does not generate this information. (MANOVA calculates univariate F values which are easily converted to t values.) All of the items analyzed in one cycle of the MANOVA program must have the same N's. Therefore, to minimize the number of cycles run, the sample's mean response to an item was inserted for unanswered items, except where the respondent failed to answer any of the questions in a section of items, or where more than 10% of the sample neglected to answer that question. The inserted values left the overall mean unchanged to at least three decimal places.

The Questionnaire

Questions were designed to reveal differences as well as similarities between 1970 SUNY/B graduates who persisted at SUNY/B for four years and those who transferred into SUNY/B, or interrupted or lengthened their undergraduate years at SUNY/B.

Virtually all questions were objective. The vast majority of these required multiple-choice answers; a few were a check-list or write-in type.

Limitations

Although the original (20%) samples from the original populations were chosen randomly, it cannot be assumed that the final samples were random. Nor should it be assumed that this sample of 1970 SUNY/B graduates is representative of all such graduates in terms other than Faculty and sex. Therefore, the reader is cautioned against making inferences from these respondents to potential respondents in general.

The questions themselves produce another limitation. With few exceptions, these were "closed option" questions. Respondents did not have the freedom to answer these questions in their own words, but were forced to respond only to the options provided. This approach assures comparability among respondents. But, it also implies the untenable assumption that the given options covered the entire domain of possible responses to a question.

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[1] A Cooley-Lohnes program. The author is grateful to Dr. Paul Lohnes for assistance in using the program.

CHAPTER II

WHO THEY ARE

Registration, Student Classification

In accordance with their definition,[1] nearly all of the Continuers (92%) first registered at SUNY/B in September, 1966. The others registered between January 1966 and summer 1967, inclusive. Seniors' most frequent first SUNY/B registration was in September 1968 (19%). Fourteen percent registered in September 1967. More than a third of the Seniors (38%) registered some time prior to January 1966, i.e., prior to the Continuers' earliest matriculation.

Obviously, all of the Continuers were entering freshmen at the time of their first registration. What may be surprising is that 6% of them entered through Millard Fillmore College. Only a third of the Seniors first registered at SUNY/B as entering freshmen.

Not surprisingly, a large majority of the sample (78%) had most recently registered at SUNY/B in January 1970. Thirteen percent had last registered in September 1969, and 7% had already registered for summer 1970.

The groups differed significantly (chi-square) in their current student classification. Of the Continuers, 81% expected to be graduated in spring 1970, 12% expected to finish during summer 1970, and 8% had already graduated (including 3% who were already attending graduate school). In contrast, 60% of the Seniors expected to graduate in spring, 14% expected to finish during summer 1970, and 25% had already graduated (6% were attending graduate school).

Of those in both groups who had already completed a baccalaureate (17% of the sample), all but one had done so one semester previously; a female Continuer finished in spring 1969.

Transfer Students

About a third (34%) of the sample indicated that they had transferred into SUNY/B. Transfers accounted for 66% of the Seniors but, by definition, no Continuers. Proportionally twice as many Senior men (67%) as Senior women (33%) were transfers. The vast majority of transfers (87%) had attended only one institution prior to SUNY/B. The highest percent transferred from a community college (27%); 18% came from a technological institution, and 11%, from a liberal arts college with religious affiliation. Slightly more than half (54%) had completed 60 or fewer credit hours, i.e., less than two years at previous institution(s). A third had completed 61-70 hours.

Sex, Age, Marital Status

Chi-square analyses indicate that *Continuers and Seniors differed significantly from each other in sex ratio, age, and marital status.*

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[1] See Criterion Groups, pp.1.

Proportionally, the Senior group was composed of considerably more men (65%) than women (35%). The difference among Continuers was much less, and in the opposite direction: 52% women, 48% men. It should be noted that the 1966 SUNY/B freshman class was composed of 60% men, 40% women. Numerically, this sex ratio (60:40) is closer to that of Seniors (65:35) than Continuers (48:52). These differences may reflect one, both, or neither of the following tendencies:

1. Compared with men who complete their undergraduate education in four years, women who finish in four years are more likely to do so at the institution where they matriculated.

2. Men are more likely to drop out, to transfer to another institution, or to take more than four years to complete the baccalaureate than women are.

In general, Seniors were older than Continuers. Ninety-six percent of the Continuers were between 20 and 22 when they completed the survey; 3% were 23-25, and only one Continuer was over 25. In contrast, fewer than half (48%) the Seniors were in the youngest age category. Thirty-six percent were 23-25, and 16% were older.

More than a third (36%) of the Seniors were already married; another 15% were engaged to marry. Only 5% of the Continuers were already married, but 24% were engaged. Proportionally, many more Continuers than Seniors had never married and were not engaged to marry (71% and 48%, respectively). No one in either group was divorced, widowed, or separated.

Residence

The pattern of change in residence was similar for both groups. In their freshman year, nearly all the Continuers lived either in campus housing (44%) or with their parents (53%). These percents decreased steadily each year. The percent living in campus housing changed the most drastically, to only 4% in their last year; 44% were living with their parents. Of the Seniors who attended SUNY/B as freshmen, 26% lived in campus housing and 56% lived with their parents their first year. As with the Continuers, these percentages dropped steadily to 2% and 24%, respectively, during their last year. (Meanwhile, of course, the percent of Seniors in attendance at SUNY/B was steadily increasing.) Concomitantly, *members of both groups shared apartments with other students in increasing numbers each year.* The percent of Continuers who shared an apartment with other students of the same sex increased from zero to 34%. The respective percents for Seniors for the four-year period at SUNY/B were 3% to 22%. The number living with students of the other or both sexes never exceeded 5% of either group in any year. Slightly over a third of the Seniors (and 4% of the Continuers) were living with their spouses during their last year.

Respondents were asked which, of the residences they had experienced, they liked most and which they liked least. Responses of those who had experienced only one type of residence are not included here. About 60% of each group answered the "liked most" question and about half, the "liked least" question. Nearly half the Continuers who answered said they most liked sharing an apartment with students of the same sex (46%). Their next

most frequent choice was with parents (17%). On the other hand, 26% of the Continuers said they liked living with their parents least. Seventy-two percent liked campus housing least.

Seniors' responses were distributed a little differently. Of those who answered, twenty-nine percent most liked living with students of the same sex; 14%, living with their parents; and 24%, living with their spouse. Least liked by Seniors were living with parents (34%) or in campus housing (24%).

CHAPTER III

WHY THEY CAME

Reasons for Attending College

The reasons which these students said were most important in their decision to attend college were those which colleges traditionally emphasize -- intellectual growth and career preparation (Table 3.1). Twenty-one reasons were listed. Respondents reported how important each was in their decision to attend college. The five-point response scale included "most important" through "unimportant," plus "I had not thought about it." *t* tests were computed to determine statistical differences between responses of the groups and sexes.

The two reasons of most importance were to "prepare for my chosen career" and to "develop my intellectual abilities." To acquire a general education was the third most important, though this reason was significantly more important to women than to men. Meeting the "right" people, avoiding military service, and improving marriage prospects were accorded least importance.

Significant differences between the groups suggest that *Seniors were perhaps more purposive in attending college than were Continuers.* Although they did not give more attention to career preparation than Continuers did, Seniors did lay significantly more stress on two concomitants of career preparation, i.e., developing their talents and preparing for a variety of jobs. On the other hand, a reason which was more important to Continuers than to Seniors was to develop lasting friendships, but no doubt this purpose could as easily be fulfilled in a variety of other environments as well as at college. Further evidence of Seniors' greater purposiveness in attending college is that significantly more importance was accorded to "It was the thing to do" and "There was nothing else to do" by Continuers than by Seniors. Rather than reasons for attending college, these latter two statements connote reasons for not doing something else. However, both were of minimal importance to both groups.

Significant sex differences were evident, and are in part predictable from expected sex roles. Acquiring a general education was more important to women than to men, as were developing interpersonal skills, improving marriage prospects, and preparing to make a worthwhile contribution to society. Improving their socio-economic status was more important for men than for women, perhaps because men see a college degree as necessary in qualifying them for a better job, leading to higher socio-economic status, whereas women can improve their status via marriage. "It was the thing to do" was also more important for men than for women. It is perhaps surprising that *the sexes did not differ in the importance they imputed to career preparation.*

Reasons for Attending SUNY/B

The relative importance of eleven possible reasons for attending SUNY/B were rated and analyzed in the same manner as were reasons for attending college.

Students decided to attend SUNY/B primarily because it offers a program in their area of interest, it is relatively inexpensive, or it is said to be a good school academically (Table 3.2). The least important reason was SUNY/B's reputation for student activism.

Table 3.1: REASONS FOR ATTENDING COLLEGE

REASON	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
Prepare for my chosen career	2.26	1.17	2.16	1.09	2.33	1.24	2.04	.95	2.21
Develop my intellectual abilities	2.22	.72	2.20	.84	2.27	.76	2.13	.81	2.21
† Acquire a general education	2.40	.80	2.30	.62	2.46	.72	2.21	.68	2.35
* Develop my talents	2.75	.92	2.37	.86	2.52	.93	2.60	.88	2.56
Help discover my abilities, limitations, interests	2.60	1.09	2.79	1.02	2.81	1.02	2.54	1.10	2.70
† Prepare me to make a worthwhile contribution to society	2.82	.98	2.94	1.03	3.02	1.04	2.69	.93	2.88
Diversify my social experiences	2.87	.94	3.06	1.06	3.06	1.05	2.85	.93	2.97
Help me decide on a career	3.12	1.03	2.89	1.08	2.88	1.10	3.16	.99	3.00
† Develop interpersonal skills	3.00	1.09	3.19	1.04	3.33	1.13	2.78	.88	3.10
† Improve my socio-economic status	3.31	1.07	3.14	1.00	2.97	.97	3.56	1.03	3.22
Become a cultured person	3.21	1.00	3.28	1.06	3.37	1.03	3.09	1.02	3.25
Develop a saleable skill	3.29	1.11	3.22	1.01	3.22	1.05	3.29	1.08	3.25
* Enable me to prepare for a variety of jobs	3.48	.93	3.10	.94	3.31	.97	3.25	.94	3.29
My parents wanted me to attend	3.25	.98	3.40	.92	3.30	.97	3.35	.93	3.33
Promote independence from my family	3.42	1.13	3.33	1.10	3.47	1.04	3.25	1.19	3.37
* Develop lasting friendships	3.39	1.15	3.75	.92	3.70	1.06	3.41	1.01	3.57
*† It was "the thing to do."	3.42	1.21	3.77	.93	3.38	1.16	3.88	.91	3.60
* There was nothing else to do	3.68	1.13	4.10	.86	3.81	1.02	4.00	1.02	3.90
Meet the "right" people	4.05	.94	3.95	.82	3.93	.87	4.09	.89	4.00
Avoid military service	4.25	.96	3.96	.97	3.81	1.13	-	-	4.10
† Improve marriage prospects	4.09	.88	4.21	.77	4.38	.70	3.85	.89	4.15
N	(77)		(81)		(90)		(68)		(158)

Note.--Response scale for this question: 1=most important (use only once); 2=very important; 3=somewhat important; 4=unimportant; 5=I had not thought about it. Statistical differences between mean responses of the groups and sexes were analyzed via t tests.

*Continuers and Seniors differed significantly.

†Men and Women differed significantly.

Table 3.2: REASONS FOR ATTENDING SUNY/B

REASON	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
†It offers a program in my area of interest	2.34	1.12	2.09	.97	2.37	1.11	1.99	.92	2.21
*It is relatively inexpensive	2.09	.88	2.55	1.04	2.30	.99	2.37	.99	2.33
†It is said to be a good school academically	2.26	.78	2.50	.93	2.53	.86	2.19	.85	2.38
It has a wide variety of opportunities	2.47	1.03	2.74	.97	2.65	.95	2.56	1.08	2.61
It encourages personal freedom and responsibility	3.18	1.25	3.20	1.18	3.13	1.20	3.26	1.23	3.19
*I had a Regents Scholarship	3.23	1.06	3.70	.93	3.56	.99	3.35	1.05	3.47
Not my first choice, but I was accepted	3.35	1.76	3.80	1.17	3.71	1.30	3.41	1.72	3.58
*I wanted to get away from home	3.43	1.07	3.74	.80	3.57	.93	3.62	.98	3.59
I wanted to stay close to home	3.68	.83	3.63	.88	3.70	.89	3.59	.81	3.65
Some of my friends were coming here	3.90	.79	3.91	.72	3.84	.83	4.00	.62	3.91
It has a reputation for student activism	4.38	.80	4.23	.77	4.36	.74	4.22	.84	4.30
N	(77)		(82)		(91)		(68)		(159)

Note.--Response scale for this question: 1=most important (use only once); 2=very important; 3=somewhat important; 4=unimportant; 5=I had not thought about it. Statistical differences between mean responses of the groups and of the sexes were analyzed via *t* tests.

*Continuers and Seniors differed significantly.

†Men and Women differed significantly.

It is not surprising that for Continuers the low expense, possession of a Regents Scholarship, and getting away from home were significantly more important reasons than they were for Seniors.

The sex differences that were found suggest that women had more specific ideas of the academic benefits they expected to derive from college than men did. Reasons that were significantly more important to women than to men were that SUNY/B is said to be a good school academically and that it offered a program in their area of interest.

Comparing the most important reasons for deciding to attend college, and SUNY/B in particular, it appears that many of these students could be expected to find at SUNY/B a satisfactory fulfillment of their reasons for attending college. That is, they decided to go to college to develop their intellectual abilities, to acquire a general education, or to prepare for a chosen vocation. Likewise, they came to SUNY/B because it was said to be a good school academically and it offered a program in their area of interest. The fact that it was relatively inexpensive could have been the deciding factor in coming here, after it was determined that the desire for intellectual growth and career preparation would likely be satisfied.

CHAPTER IV

COLLEGE EXPERIENCES

Valuable Outcomes and Their Contributors

Eight possible outcomes of college attendance were listed on the questionnaire. Using a 5-point scale (from "most valuable" through "not valuable, but have experienced" plus "have not experienced"), students rated each outcome as to how valuable it had become to them while in college. *t* tests were performed to determine differences between mean responses of groups and sexes.

These respondents appear to have found outcomes of a personal nature and of an intellectual nature about equally valuable to them (Table 4.1). *By far the most valuable outcome was an increased openness to ideas and experiences.* Of somewhat less value (in decreasing order of value) were:

increased understanding of others

acquired knowledge

development of skills to critically analyze and synthesize ideas and issues

increased awareness of "who and what I am."

Of slightly less value were:

development of a personal philosophy

increased openness and skill in interpersonal relationships.

In contrast to these relatively high ratings, *considerably less value was accorded to the development of vocational skills.* A partial explanation of the disparity between vocational development and the other outcomes is that 15% said they had not experienced development of vocational skills, while no more than 5% had not experienced any of the other consequences.

Increased understanding of others was significantly more valuable to Continuers than to Seniors. Only about half the Seniors first registered at SUNY/B prior to summer 1967, the time when the last Continuer matriculated here. Therefore proportionally more Continuers than Seniors had had the opportunity to develop long-lasting relationships with others at SUNY/B, which could lead to increased understanding. Alternatively, Continuers' younger average age could imply that they had had fewer previous (before college) experiences in understanding others than Seniors had had, and thus valued this increased understanding more.

This outcome was also more valuable to women than to men. Other outcomes which were valued significantly more highly by women than by men were an increased openness to ideas and experiences, and increased openness and skill in interpersonal relationships. These sex differences suggest that perhaps women's ranges of college experiences were broader, compared with their high school experiences, than were men's. Or, it could be that, compared with men, successful interpersonal relationships are more important to women, or easier for them to achieve.

Table 4.1: VALUABLE OUTCOMES OF COLLEGE ATTENDANCE

OUTCOME	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD.	Women M	Women SD	TOTAL M
†Increased openness to ideas and experiences	1.88	.54	2.01	.76	2.08	.72	1.78	.54	1.95
*†Increased understanding of others	2.08	.60	2.33	.80	2.31	.81	2.07	.55	2.21
Acquired knowledge	2.30	.73	2.20	.73	2.20	.73	2.31	.72	2.25
Development of skills to critically analyze and synthesize ideas and issues	2.23	.78	2.34	.89	2.21	.77	2.40	.92	2.29
Increased awareness of "who and what I am"	2.21	.91	2.39	.97	2.36	.94	2.22	.94	2.30
Development of a personal philosophy	2.45	.98	2.37	.91	2.36	.93	2.47	.97	2.41
†Increased openness and skill in interpersonal relationships	2.34	.75	2.50	.85	2.56	.88	2.24	.65	2.42
Development of vocational skills	2.95	1.04	3.09	1.14	3.15	1.02	2.84	1.15	3.02
N	(77)		(82)		(91)		(68)		(159)

Note.--Response scale for this question: 1=the most valuable (use only once); 2=very valuable; 3=somewhat valuable; 4=not valuable, but have experienced; 5=have not experienced. Statistical differences between mean responses of the groups and of the sexes were analyzed via *t* tests.

*Continuers and Seniors differed significantly.

†Men and Women differed significantly.

Respondents also indicated which experience(s) contributed most to each outcome that was of value. Fifteen experiences were listed, plus an option for "other." Students reported as many experiences as were necessary (in decreasing order of importance). Only the first three experiences reported were coded for data analysis. If an experience was reported by at least 10% of the students who attributed some value to a particular outcome, that experience is herein called a contributor to that outcome. (Between 89% and 97% accorded some value to all of the outcomes except development of vocational skills, which 75% said was valuable.) *Activities that were most contributory were those that most students traditionally experience, i.e., interpersonal and intellectual activities* (Table 4.2).

Not surprisingly, interactions with other people were the greatest contributors to personal or interpersonal outcomes. That is, friendships, meeting people, and informal, impromptu discussions were the greatest contributors to increases in: awareness of "who and what I am," openness to ideas and experiences, understanding of others, openness and skill in interpersonal relationships, and in development of a personal philosophy. Living away from parents also contributed to learning more about "who and what I am." The atmosphere of the University also contributed to this outcome, as well as to an increase in openness to ideas and experiences and, to a lesser extent, to a development of skills to critically analyze and synthesize ideas and issues.

Courses and other academic experiences contributed in varying degrees to all of the outcomes except increased openness and skill in interpersonal relationships. Courses were especially important in contributing to a development of vocational skills, acquired knowledge, and development of skills to critically analyze and synthesize ideas and issues. Personal reading also contributed to the value of these three outcomes, and made its largest contribution to developing a personal philosophy. Employment contributed importantly only to development of vocational skills.

Listed experiences which were typically not contributory to valuable outcomes were: attendance at plays, concerts, poetry readings, lectures; visits to art galleries, museums; personal counseling, psychotherapy, T-groups, encounter groups; participation in marches, other demonstrations; independent study for academic credit; living with parents; or "other" experiences, which included personal reflection, the lack of one parent, involvement in a department, class, or organization, and general maturing.

Problems

For each of the eleven problem areas listed, respondents indicated on a four-point scale how much concern each area had caused them, from "This area caused me a great amount of concern, and I have not resolved my problem" to "This area has not been a problem for me." Chi-square values were calculated to determine significant differences between the groups and sexes.

Personal meaning and identity caused a great amount of concern for the greatest number of students (52%) (Table 4.3). Most of these had resolved that problem but 18% of the sample still had not. Other areas which had been of great concern to more than a third of the sample were: choice of vocation (46%), study habits (43%), and choice of major (37%). Of these graduating

Table 4.2: IMPORTANCE OF VARIOUS EXPERIENCES IN CONTRIBUTING TO VALUABLE OUTCOMES OF COLLEGE ATTENDANCE

OUTCOMES AND CONTRIBUTORS	MOST Important	2ND Most Important	3RD Most Important	TOTAL
Increased openness to ideas and experiences				
Meeting people	23%	22%	13%	58%
Informal, impromptu discussions	22	16	14	52
Atmosphere of the University	19	11	16	46
Courses, other academic experiences	11	12	21	44
Friendships	11	17	-	28
Personal reading	-	-	13	13
N	(151)	(108)	(76)	
Increased understanding of others				
Friendships	28	29	12	69
Meeting people	39	26	-	65
Informal, impromptu discussions	14	21	27	62
Courses, other academic experiences	-	-	13	13
Dates, parties, social life	-	-	12	12
N	(149)	(106)	(67)	
Acquired knowledge				
Courses, other academic experiences	54	25	13	92
Personal reading	17	22	19	58
Informal, impromptu discussions	-	13	19	32
N	(151)	(100)	(62)	
Development of skills to critically analyze and synthesize ideas and issues				
Courses, other academic experiences	49	21	-	70
Informal, impromptu discussions	20	28	16	64
Personal reading	-	22	20	42
Atmosphere of the University	-	-	29	29
Meeting people	-	-	11	11
N	(144)	(97)	(56)	

(Continued on next page.)

Table 4.2: IMPORTANCE OF VARIOUS EXPERIENCES IN CONTRIBUTING TO VALUABLE OUTCOMES OF COLLEGE ATTENDANCE (Cont'd.)

OUTCOMES AND CONTRIBUTORS	MOST Important	2ND Most Important	3RD Most Important	TOTAL
Increased awareness of "who and what I am"				
Meeting people	17%	21%	17%	55%
Friendships	17	15	15	47
Informal, impromptu discussions	13	17	12	42
Atmosphere of the University	14	-	13	27
Living away from parents	13	-	13	26
Courses, other academic experiences	-	13	11	24
N	(138)	(102)	(75)	
Development of a personal philosophy				
Personal reading	20	14	16	50
Friendships	16	19	12	47
Meeting people	13	18	15	46
Informal, impromptu discussions	14	15	15	44
Courses, other academic experiences	-	17	11	28
Atmosphere of the University	-	-	12	28
N	(132)	(98)	(75)	
Increased openness and skill in interpersonal relationships				
Meeting people	39	29	14	82
Friendships	29	34	15	78
Informal, impromptu discussions	-	14	28	42
N	(142)	(99)	(65)	
Development of vocational skills				
Courses, other academic experiences	65	23	-	88
Employment	15	30	-	45
N	(113)	(56)	(16)	

Note.--*N*'s for each outcome include only the number who listed contributor(s) for that outcome. Only amounts greater than 10% are included in table.

Table 4.3: PROBLEM AREAS AND INTENSITY OF CONCERN

PROBLEM AREA	Intensity[a]	C	S	M	W	T
Personal meaning and identity	1	20%	16%	17%	19%	18%
	2	39	30	31	39	34
	3	29	27	30	27	28
	4	12	26	23	15	19
Choice of vocation	1	16	24	19	21	20
	2	28	25	33	18	26
	3	22	19	22	18	21
	4	34	32	26	43	33
*†Study habits	1	9	27	24	12	19
	2	20	29	31	15	24
	3	39	29	25	46	34
	4	32	15	20	27	23
Choice of major	1	4	2	4	1	3
	2	36	31	37	28	33
	3	13	25	18	21	19
	4	47	41	40	49	44
*Finances	1	11	6	13	3	8
	2	12	31	22	22	22
	3	32	44	38	39	38
	4	45	19	28	36	32
*Home life, relationships with parents	1	20	2	8	15	11
	2	14	19	19	13	17
	3	30	15	20	25	22
	4	36	64	53	46	50
Intellectual ability	1	7	9	3	10	8
	2	13	22	18	18	18
	3	40	30	36	33	35
	4	40	39	40	39	39
Relationships with members of the other sex	1	12	9	9	12	10
	2	21	10	12	19	15
	3	32	26	30	27	29
	4	36	55	48	42	46
Religious Beliefs	1	11	10	12	7	10
	2	14	6	13	6	10
	3	20	26	18	30	23
	4	55	57	56	57	56
Developing and maintaining friendships	1	11	11	15	6	11
	2	12	5	7	10	8
	3	29	32	36	24	31
	4	49	51	43	60	50
Personal standards of behavior	1	8	1	4	5	5
	2	15	13	10	18	14
	3	33	25	27	32	29
	4	44	61	58	45	53

[a]The following statements describe intensity:

1) This area caused me a great amount of concern, and I have not resolved my problem.
2) This area caused me a great amount of concern, but I have resolved my problem.
3) This area caused me some concern, but I do not consider it a very great difficulty.
4) This area has not been a problem for me.

*Continuers and Seniors differed significantly.
†Men and Women differed significantly.

students, 20% and 19%, respectively, reported they still had not resolved their problems with vocational choice and study habits. Three percent said they still had not resolved their problem of choosing a major, but these may have erroneously referred to a graduate school major.

Areas which had not been a problem for a majority of the respondents were: developing and maintaining friendships, home life and relationships with parents, personal standards of behavior, and religious beliefs.

Study habits caused significantly different amounts of concern for Continuers and Seniors and for men and women. Twenty-seven percent of the Seniors still had not resolved their problems with study habits, while only 9% of the Continuers had not. Proportionally twice as many Continuers (32%) as Seniors (15%) had not been concerned about study habits in college.

More than half the men (55%), but proportionally about half as many women (27%), had been greatly concerned about their study habits. A similar ratio described the percentages who had not resolved this problem (24% of the men, 12% of the women). Women were most likely to have felt some concern over study habits without considering it a very great difficulty (46% of the women chose this option, compared with 25% of the men).

For the two groups, finances caused significantly different degrees of concern. Forty-five percent of the Continuers, but only 19% of the Seniors, reported that finances had not been a problem for them. Finances had been a serious problem, but resolved, for nearly a third of the Seniors (31%) but for only 12% of the Continuers. Seniors were most likely to report that finances had caused them some concern, but not a great amount of difficulty (44%); 32% of the Continuers said this. These differences are not surprising in light of the fact that significantly more Continuers than Seniors received some financial aid (at SUNY/B) from parents or scholarships.[1] Furthermore, Seniors were more likely to be married than were Continuers, indicating possibly greater financial burdens. These differing amounts of financial concern could partially explain the groups' differing average ages. That is, financial problems may have forced Seniors to drop out of college or attend only part-time, thus delaying graduation.

The groups' differing marital status also helps explain their significantly different amounts of concern in the area of home life and relationships with parents. This area had not caused a great amount of concern to either group, but it was a problem for Continuers to a greater extent than for Seniors. While 64% of the Seniors said that home life and parents had not been a problem for them, only 36% of the Continuers said this. On the other hand, their home and parents caused a great amount of concern and was still unresolved for 20% of the Continuers, but for only 2% of the Seniors. Married students, which many Seniors were, no doubt had less contact with their parents and, hence, less conflict. Seniors' higher average age could mean that some of them had resolved problems with their parents before they came to SUNY/B.

The areas of intellectual ability and relationships with members of the other sex were not particularly great concerns. Only about a fourth of the sample had been greatly concerned about either area, and only about 10% had still not resolved their problem.

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[1] See Financial Aid, pp. 30-31.

Changes

Academic Degree. Respondents reported the highest degree they expected to attain when they entered college (either SUNY/B or elsewhere) as well as their expectation at the time they were completing the questionnaire. Specific degree levels could not be analyzed statistically due to meager frequencies, therefore the eight degree options listed on the questionnaire were grouped into three categories: associate/baccalaureate; masters; and advanced (doctorate, MD or DDS, or law). Percentages are based on responses in these categories only. The options of none and other or combined degrees were dropped from analysis (only 2% chose either of these). For comparisons between groups and sexes, chi-square analyses were performed on these three categories.

As freshmen, 64% of the sample expected that their highest degree would be an associate or baccalaureate; 15%, a masters; and 21%, a degree in the advanced category.

Freshman degree expectations of men and women differed significantly. Identical percentages expected to attain at most an associate or baccalaureate degree (64%). Proportionally twice as many women (22%) as men (10%) expected their highest degree to be at the masters level, while twice as many men (26%) as women (13%) had degree expectations in the advanced category.

Their degree expectations as seniors indicated an upward shift in aspiration for many. The number expecting a baccalaureate to be their highest degree dropped 47% (from 64% as freshmen to 17% as seniors). Most of this difference was compensated for in masters degree plans, i.e., from 15% as freshmen to 54% as seniors. The number aspiring to an advanced degree rose by only 7% (21% to 28%). Specifically, these changes were: doctorate (expected by 11% as freshmen, 19% as seniors), MD or DDS (7% to 6%), and law (3% both years).

Again as seniors, the sexes' degree expectations differed signficantly. *Men's expectations tended to be higher than women's.* Whereas 21% of the women expected at most a baccalaureate degree, only 15% of the men did. At the graduate degree level, nearly six times as many women expected a masters degree (67%) as an advanced degree (12%). The comparable percentages for men were much less disparate; 46% expected a masters and 39%, an advanced degree. The percentage of women with advanced degree plans remained virtually unchanged (13% to 12%). The percentage of men who expected an advanced degree increased from 26% to 39%, however, so that currently, more than three times as many men as women expected to attain a doctorate, MD, DDS, or law degree.

Major Field. *Comparing Faculties, there was a significant (chi-square) difference between women's and men's initial choice of major* (Table 4.4). The groups did not differ significantly. Nearly a third of the men (32%) initially chose majors in Engineering and Applied Sciences; no women did.

Table 4.4: INITIAL AND FINAL MAJOR (BY FACULTY)

FACULTY	Initial†			Final†		
	M	W	T	M	W	T
Arts and Letters	1%	20%	9%	3%	27%	13%
Educational Studies	3	13	8	8	10	9
Engineering and Applied Sciences	32	-	18	20	-	11
Health Sciences	2	29	14	3	21	11
Natural Sciences and Mathematics	21	13	18	13	2	8
Social Sciences and Administration	24	15	20	44	32	39
Undecided	11	4	8	2	2	2
Double Major or Other	6	6	6	7	7	7
N	(91)	(69)	(160)	(91)	(68)	(159)

Note.--Chi-square analyses were performed to compare responses of the groups and sexes.

†Men and Women differed significantly.

Other majors chosen frequently by men were in the Faculties of Social Sciences and Administration (24%, compared with 15% of the women) and Natural Sciences and Mathematics (21%, compared with 13% of the women). Women initially chose majors most frequently in the Faculties of Health Sciences (29% of the women, only 2% of the men), Arts and Letters (20% of the women, only 1% of the men), and Educational Studies (13%; 3% of the men). Equal proportions of women and men chose a double major or one not included within one Faculty (6%). A higher percentage of men than women were initially undecided about their major (11% and 4%, respectively).

Over half (52%) said they chose their first major primarily because they were interested in the area (Table 4.5). Another fourth (26%) made a choice that was relevant to their career plans. Other primary reasons for choosing their initial major were that their parents encouraged them to major in it (reported by 7%), they wanted an intellectual challenge (3%), or they expected it was an easy path to a degree (2%). Ten percent said their primary reason was a combination of those listed, or they wrote in another reason, e.g., lack of interest in any specific area, or influence from a sibling, teacher, or advisor.

Nearly 60% of the sample changed their major after they began college. Most of the changers made only one change (37% of the sample), while 21% of the sample changed their major more than once.

For the largest group of changers (39%), the primary influence in changing majors was a change in interests (Table 4.6). Twenty-six percent changed because their own preferences became more prominent and 20%, because the work in their first major was too difficult. Only 7% said their current major was more useful to their career plans. External advice to change was minimal. Two percent were advised by a University College or department advisor to change, and no one changed as a result of friends' urging. Seven percent said there were several primary influences in their change of major; one student changed as a result of an inspirational freshman history professor.

Table 4.5: PRIMARY REASON FOR CHOOSING INITIAL MAJOR

REASON	TOTAL
I was interested in the area.	52%
It was relevant to my career plans.	26
My parents encouraged me to major in it.	7
I wanted an intellectual challenge.	3
I expected it was an easy path to a degree	2
Other	10
N	(147)

Note.--No statistical analysis was performed.

The majors initially chosen most frequently by this sample were in the Faculties of Social Sciences and Administration, Natural Sciences and Mathematics, and Engineering and Applied Sciences. Comparing initial and final major choices, the largest changes occurred in these three Faculties. Social Sciences and Administration nearly doubled in popularity (from 20% to 39% of this sample). Natural Sciences and Mathematics decreased from 18% to 8%, and Engineering and Applied Sciences, from 18% to 11%. Frequencies in other Faculties changed by no more than 4%: Arts and Letters (chosen by 9% initially, 13% currently), Educational Studies (8% to 9%), and Health Sciences (14% to 11%). Seven percent still chose double or interdisciplinary majors (from 6% as initial choice). Surprisingly, 2% said they were currently undecided; these apparently included those expecting to graduate in summer, 1970, or they erroneously referred to their choice of a graduate major.

As with their initial choices, senior women's and men's majors differed significantly from each other by faculty (Table 4.4). Except for Educational Studies, proportions of men and of women in each Faculty differed by more than 10%. Social Sciences and Administration contained majors that were most popular with both sexes (44% of the men, 32% of the women). The greatest percentage differences were in Arts and Letters (27% of the women, but only 3% of the men), Engineering (20% of the men, and no women), and Health Sciences (21% of the women, 3% of the men). Natural Sciences and Mathematics contained 13% of the men and 2% of the women. Educational Studies had the smallest percentage difference between sexes, with 8% of the men and 10% of the women having majors in that Faculty. The sexes did not differ from each other in percentages who chose double or interdisciplinary majors (7%) or were undecided (2%).

Half of the sample said their primary reason for maintaining their current major was that they were interested in the area (Table 4.7). Sixteen percent said there was nothing else they would rather major in. Fifteen percent were maintaining their current major primarily because it was relevant to their career plans, and 8%, primarily because a change would delay graduation. Eleven percent either checked more than one reason, or added another, e.g., it's a good background, or "the lesser of all evils." No one was maintaining a major primarily because their parents wanted them to.

Table 4.6: PRIMARY INFLUENCE IN CHANGE OF MAJOR

INFLUENCE	TOTAL
My interests changed.	39%
My own preferences became more prominent.	26
The work in my first major was too difficult.	20
My current major is more useful to my career plans.	7
I was advised (by University College or department advisor) to change.	2
Friends urged me to change.	-
Other	7
N	(90)

Note.--No statistical analysis was performed.

Vocation. As with major field choice, *the primary reason given most frequently (by 59%) for their initial vocational choice was personal interest* (Table 4.8). A chi-square analysis revealed that *Continuers' and Seniors' primary reasons for choosing their first vocation differed significantly from each other.* Interests were the main factor for 72% of the Continuers and for 47% of the Seniors. Conversely, more Seniors (28%) than Continuers (16%) chose their initial vocation because they thought they had a special aptitude for it. Continuers, perhaps because of their younger average age, were slightly more susceptible to parental desires; 11% of the Continuers, compared with 4% of the Seniors, chose their initial vocation because their parents wanted them to. Three percent of the Seniors, and no Continuers, made their initial choice because people who were important to them were already in that vocation. Eighteen percent of the Seniors and 2% of the Continuers had other, unlisted, reasons for making their initial choice. Most of these other reasons resulted from respondents checking more than one listed reason. Written responses were: the area is meaningful to the student, and the student was following in a sibling's footsteps.

Since they entered college, more than half (57%) had changed their choice of vocation. Nearly a fourth of the changers (24%) did so primarily because their interests changed (Table 4.9). Courses attracted some to a vocational area, and repelled others. That is, although 12% abandoned their initial vocational choice because they didn't like the courses they took as preparation for it, nineteen percent developed an interest in their current choice through course(s). The primary influence for 17% of the changers was their own preferences becoming more prominent. Only 2% changed as a result of having had some experience in the area of their initial choice. Vocational change, like major change, was not influenced primarily by other people. No one changed because many of their friends were planning to enter the vocation of their current choice. Only 3% changed because they met someone who was already in the vocation of their current choice. The listed influences failed to describe the primary reason for changing for 22% of the changers. For many of these, more than one of the listed reasons was primary. Other reasons were grades or experience in their current choice. Two students who had originally chosen college or university teaching became disillusioned by what they saw as students.

Table 4.7: PRIMARY REASON FOR MAINTAINING FINAL MAJOR

REASON	TOTAL
I am interested in the area.	50%
There is nothing else I would rather major in.	16
It is relevant to my career plans.	15
A change would delay graduation.	8
My parents want me to major in it.	-
Other	11
N	(157)

Note.--Chi-square analyses were performed to compare responses of the groups and sexes.

Nearly everyone had some ideas about what his or her career would be. More than half the sample (54%) had decided what their vocation will be, and another 41% were currently considering several career areas. Only 5% said they had no career plans.

Activities and Organizations

Respondents checked the years (i.e., freshman through senior) in which they had participated at SUNY/B in the student activities and organizations listed on the questionnaire. Chi-square values were calculated, comparing the number who participated at least one year and those who did not. Both groups and sexes were compared. Further statistical comparisons, regarding specific years or the number of years of participation, were not made.

Student Activities. *Campus elections and referenda drew the largest participation by students during their SUNY/B years.* About 80% of the total sample participated in each type of vote, with referenda being somewhat more popular. Forty-three percent of the Continuers who voted in a campus referendum did so every year; only 17%, only one year out of four.

Voting participation in campus elections was similar to that for referenda, except that only a third of the Continuing voters did so every year in an election.

Comparing the sexes, *men were more conscientious about voting in both elections and referenda.* Thirty-five percent of voting men, but only 10% of voting women, voted all four years in a campus election, and 30% and 18%, respectively, voted in referenda every year. However, more women (58%) than men (41%) were Continuers, meaning that at least that many of the entire sample were eligible to vote for four years. Women were much more likely than men to vote during only one year: in elections, 30% of the voting women voted only once, as did 9% of the voting men, and in referenda, 38% and 10%, respectively.

Slightly more than half had attended a meeting regarding campus goverance. Most students in this sample were juniors during the spring 1969 demonstrations and teach-ins. Therefore, it is not surprising that nearly half the Continuers' and over three-fourths of the Seniors' attendance at such meetings was only during one or both of their last two years here.

Table 4.8: PRIMARY REASON FOR CHOOSING INITIAL VOCATION*

REASON	C	S	T
I thought it would fulfill my interests.	72%	47%	59%
I thought I had a special aptitude for it.	16	28	22
My parents wanted me to enter it.	11	4	8
People who were important to me were already in the vocation.	-	3	2
Other	2	18	10
N	(64)	(68)	(132)

Note.--Chi-square analyses were performed to compare responses of the groups and sexes.

*Continuers and Seniors differed significantly.

About a third said they had participated in demonstrations (marches, leafleting, etc.) regarding campus issues, and slightly less than a third had participated in peace demonstrations. Both of these activities occurred for the most part during their junior and senior years only. Much smaller percentages (9% to 17%) said they took part in demonstrations concerning other listed issues: welfare, court trials, civil rights, grape boycott, or national/state elections.

Slightly more than half attended church at least once a month during one or more of their years here. Of these "attenders," 62% of the Continuers had done so each year. Women were significantly more active than men: 65% and 45%, respectively, were "attenders".

Nearly half the sample voted in municipal, state, or national elections when eligible. Considering their ages, it is not surprising that 61% of the Seniors, but only 36% of the Continuers (a significant difference) did this.

Nearly a third attended (not as a course assignment) a meeting or lecture about countries or racial or ethnic groups different from their own. Men tended to concentrate their attendance during their last year or two (74% of the men who attended at all did this), while women were more likely to have attended during all four years.

Seventeen percent attended meeting(s) of a national political club or group; only 7% did volunteer or paid work for a national political party.

Student Organizations. Of the nineteen student organizations listed, four attracted at least 20% of the sample. Twenty-four percent were in a professional or pre-professional society, over half these memberships occuring during their last one or two years only. Twenty-three percent belonged to a "major" club, with men noticeably more likely than women to join only during their last year or two (72% vs. 50% of the joiners, respectively).

Twenty-three percent participated in intramural or varsity sports, a third of these every year. Not surprisingly, men's participation significantly exceeded women's (33% of the men and 7% of the women participated at all). Twenty-one percent belonged to a social fraternity or sorority, with women somewhat more likely than men to be members all four years (40% and 30%, respectively, of the members).

Table 4.9: PRIMARY INFLUENCE IN CHANGE OF VOCATIONAL CHOICE

INFLUENCE	TOTAL
My interests changed.	24%
I developed an interest in the vocational area of my current choice through course(s) I was taking.	19
My own preferences became more prominent.	17
I didn't like the courses I was taking as preparation for my initial choice.	12
I met someone who was already in the vocation of my current choice.	3
I had some experience in the area of my initial choice.	2
Many of my friends were planning to enter the vocation of my current choice.	-
Other	22
N	(89)

Note.--No statistical analysis was performed.

Percentages participating in the other organizations listed were smaller (1%-19%). Significantly more Continuers (21%) than Seniors (7%) were honorary society members. Only 21 students were officers in any organization for one year or more.

The general lack of significant differences between the groups' participation in these activities and organizations is noteworthy. (The only exceptions were voting in a local or national election and membership in an honorary society.) Only a third of the Seniors first registered at SUNY/B as entering freshmen, and could have participated during any of four years; two-thirds could have participated during at most three years. All Continuers, of course, had entered as freshmen. Therefore Continuers as a group had more opportunity to participate than Seniors had. Thus it could be expected that Continuers would participate (at least once) in significantly larger numbers than Seniors would. The fact that this difference did not, in general, obtain suggests that Seniors were more active during their years at SUNY/B than Continuers were.

Leisure-time Activities

Respondents were asked how often they participated in various activities both on campus and off campus in the Buffalo area. They reported their frequency during their senior year, 1969-70, and how this frequency compared with previous years. Chi-square values were calculated to indicate significant differences between groups and sexes.

On Campus. No significant differences were found between Continuers and Seniors regarding their frequency and comparative participation in on-campus activities. *Most popular were exhibits (art, books, etc.), which 88% attended at least once. Seventy to 75% attended on-campus movies or used the Norton recreation facilities at least once.* Not only were these three activities attended by more people as seniors than were the other activities listed, they were also used more often. That is, between a fourth and a third attended exhibits, movies, or recreation facilities seven or more times during their last year.

The browsing and music rooms in Norton, spectator sports, sports facilities, visiting lecturers, and visiting performers attracted 42-54%. Only 22% visited the Creative Craft Center or attended a student performance at Baird Hall. Non-student performances at Baird were the least popular of the facilities and activities listed: only 10% attended even once.

Men's and women's significantly different frequencies of attendance were evident especially in sports activities, which drew consistently more men than women. Last year 61% of the men, but only 37% of the women, attended even one spectator sport. Moreover, 26% of the men (and only 9% of the women) attended sports events seven or more times. Similar differences prevailed in the use of sports facilities (e.g., the swimming pool or tennis courts), although participant sports were slightly less popular with both sexes than were spectator sports. About twice as many men (53%) as women (27%) used the sports facilities their last year. This difference results mainly from those who participated more than three times; similar percentages (17% and 16%) used sports facilities three or fewer times their last year.

Recreation facilities in Norton were used by more students of both sexes (but by significantly more men than women) than were the sports facilities and events. In fact, thirty-nine percent of the men and 21% of the women used the recreation facilities seven or more times their last year, their highest frequency of use. Only 18% of the men, but 44% of the women, were non-users.

Similar percentages of each sex (about 40%) visited the browsing and/or music room in Norton 1-3 times as seniors. Men frequented these rooms more than women did, however, so that the numbers who made any use of this facility comprised 72% of the men and 54% of the women (a significant difference).

The most noticeable change in popularity was in the use of the browsing and/or music room; 46% said their frequency of use their last year was less than in previous years, while 15% said it was more. For the other facilities and activities listed, over half said their frequency of use was similar to previous years.

The largest increase in frequency was in movie attendance; 19% attended more movies as seniors than previously. Movie attendance was the only on-campus activity for which comparative frequencies were significantly different for women and men. Women were about twice as likely as were men to decrease the frequency of their senior year movie-going (36% vs. 17%, respectively). For 61% of the men and 48% of the women, their last year's frequency was similar to previous years'. The second largest increase (17% of the sample) was in listening to visiting lecturers.

Facilities in Norton showed the greatest loss of use during these students' senior year. After the browsing and music rooms, the next largest loss was in the use of recreation facilities, which decreased for 38% of the sample.

Off Campus. With the exception of movies and sports, those who frequented the off-campus facilities listed most likely did so 1-3 times during their senior year. About half visited Kleinhans Music Hall one to three times, while slightly more than a fourth never did. Although 43% visited a local museum 1-3 times last year, 47% never visited one. About a third attended 1-3 other lectures, performances or exhibits (e.g., at other Buffalo campuses, churches), but 52% attended none. Twenty-three percent attended 1-3 performances at the Studio Arena Theatre, but 68% did not attend at all. Continuers were significantly more likely than Seniors to visit a local art gallery. Sixty-five percent of the Continuers, and only 44% of the Seniors, visited 1-3 times their last year. Eighteen percent and 34%, respectively, never went.

Off-campus movies were even more popular with these students their last year than were on-campus movies. Virtually everyone (97%) saw at least one movie off-campus, and nearly 60% attended seven or more.

In contrast to on-campus sports, off-campus participant sports were a bit more popular than spectator sports. Thirty-eight percent participated seven or more times in activities such as skiing or golfing, compared with 36% who never did their last year. Half the respondents never watched an off-campus sports event (e.g., football, hockey), although 24% attended seven or more such events. Expectedly, men attended spectator sports to a significantly greater extent than women did. Thirty percent of the men attended 1-3 events, and 28%, seven or more. Thirty-sex percent attended none, compared with 67% of the women who were non-attenders. Interestingly, over half the women who did attend were apparently serious fans -- they attended seven or more times.

Regarding comparative frequencies, between 59% and 80% reported that their last year's frequency was similar to their frequency of previous years' attendance at these off-campus events. The biggest losers in terms of attendance were Kleinhans Music Hall and the Studio Arena Theatre; 26% and 24%, respectively said their senior year attendance was less than previous years'.

Continuers (76%) were significantly more likely than Seniors (55%) to have maintained a similar frequency of attendance at movies off campus. Members of both groups were more likely to increase than to decrease their attendance, with 18% of the Continuers and 28% of the Seniors attending more movies and 5% and 16% respectively, attending fewer compared with previous years.

Summer Activities

Respondents indicated how they spent their past four summers by checking a list of activities for 1966, 1967, 1968, and 1969. For Continuers, these were the summers preceding their freshman, sophomore, junior, and senior years, respectively. However, it would be inaccurate to assume that the same correspondence between calendar and academic years is true of Seniors. For each activity, a chi-square statistic was calculated, comparing the number who checked at least one summer with those who did not. (Comparisons were not made for specific years or for the number of years an activity was checked.) Both groups and sexes were compared.

Most of these students (83%) resided "at home" for at least one of the four summers. Of these, 60% lived "at home" every year. About 40% lived away from home during any of the four summers.

At least half the sample attended summer school during one or more summers, with significantly more women (70%) than men (51%) having attended. Nearly half of the attenders of both sexes attended during 1968 and/or 1969 only. About a fourth of the Continuers who went to summer school did so each of the summers following their freshman, sophomore, and junior years (i.e., 1967-69). In contrast, 29% of the Seniors attended summer school in 1969 only.

The percentage who spent at least one summer both working and attending summer school was somewhat smaller than for those attending school only (49% and 59% of the sample, respectively). The largest percentage difference between "attenders only" and "attenders-workers" occurred among women. Although 70% of the women had attended at least one summer session, only 51% had spent one or more summers as both students and employees, a difference of 19%. The comparable difference for men was only 3%.

Summer employment was usually unrelated to the student's field of study. More than three-fourths (77%) of the sample worked at least one summer in a job which was not related to their field of study. Furthermore, of these "not related" workers, 44% had done so every year. Compared with the number who had an unrelated job, fewer than half as many (34% of the sample) had experienced a summer job which was related to their field of study. Of these, only 19% had worked in a major-related job every summer, and an identical percentage had done so only in 1969 (presumably, after their junior year).

Obviously, these two categories of summer employment are not mutually exclusive. The same student may have had some jobs that were related and some that were unrelated to his or her field of study. Nevertheless, the difference between the number who had at least one major-related summer job and those who did not is striking.

In addition to reporting their summer activities, respondents were also asked to indicate which activity was their major activity during each summer. The only activity coded for use in this report was employment -- both related and unrelated to field of study. Thirty-nine percent reported that working at a job which was not related to their field of study was their major activity for at least one summer. For nearly a third of these, such unrelated work was their major activity every summer. In contrast, for only 13% of the sample was work that was related to their field of study their major activity during any summer.

Significantly more women than men had spent at least one summer either traveling or resting and relaxing. That is, 46% of the women, compared with only 26% of the men, traveled during at least one summer. Compared with traveling, resting and relaxing was slightly more popular with both sexes; 57% of the women and 33% of the men (again, a significant difference) had spent some time in this way. Many who relaxed did so every summer (i.e., 41% of the women and 47% of the men "relaxers").

Only five students (four men, one woman) spent any summers involved in reserve military training.

Employment

The percentage who were employed during the school year while at SUNY/B increased each year, from 25% during their freshman year to 59% their senior year.

Three of the nine categories of jobs listed on the questionnaire tended to be the most popular each year. These were sales or check-out clerk, unskilled or semi-skilled worker, and "other," in which the student specified the job. Of those employed, these highest frequencies comprised between 22% and 41% of either group or sex. The only exception to this trend was that, for women in their junior year, office worker was slightly more popular than the others. Unskilled or semi-skilled worker was men's most popular work category each year. Some of the "other" jobs were: teacher or tutor, cab or truck driver, and library worker.

The jobs held by the fewest students during the school year were: waiter or waitress; recreation instructor, counselor, lifeguard; and intern, student assistant, or aid.

The most frequently reported work settings each year were the campus and small businesses. Settings which were consistently unpopular for employment during the school year were camps and recreation areas, and construction sites. Each of these was reported by 3% or less of those employed each year.

The most frequently reported work load each year was 11-15 hours per week. About a third of the employed students said this. *As more students held jobs each year, the number of working hours per week increased* as well, so that nearly a fourth of the sample worked 21-40 hours a week during their senior year.

Most students were employed during summers. Sixty-five percent worked during the summer after their freshman year; 71%, following their sophomore year; and 83%, following their junior year. Only 35% said they would work the summer following their senior year, but this low percentage no doubt reflects indefiniteness of plans.

Men's most frequently reported summer jobs were as unskilled or semiskilled workers, while women were more likely to be office workers or sales or check-out clerks. Few respondents spent summers as waiters or waitresses, or as interns, student assistants, or aids.

The setting for summer employment was more likely in a small business or a large corporation or industry than anywhere else. Women also frequently worked in a hospital or other health enterprise.

For most who worked, summer employment was full-time or close to it. Each summer, over half worked an average of 21-40 hours per week, and about a fourth averaged more than forty hours a week.

The percentages of men and women who had jobs differed significantly from each other only for the summer following their sophomore year at SUNY/B, when 78% of the men worked, compared with 62% of the women. Statistical comparisons between the groups regarding employment while at SUNY/B are meaningless, especially for freshman and sophomore years, since not all Seniors were here all four years.

The number of students for whom summer employment was relevant to their career plans was low, and somewhat smaller than the number for whom summer work was related to their field of study.[1] Only 26% of the sample had at least one career-relevant job.

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[1] See Summer Activities, pp. 27-28.

Significantly more women (41%) than men (15%) had experienced a summer job which was relevant to their career plans. A fourth of these women had a relevant job only after their junior year.

Still fewer (20%) had jobs during the school year which were relevant to their career plans. Of these, 38% had such jobs during their senior year only.

Financial Aid

For the majority of respondents, each source of financial aid listed on the questionnaire contributed to less than half their expenses at SUNY/B. Parents tended to contribute the largest amounts; 46% of Continuing recipients of parental assistance were helped with over half their expenses, as were 32% of the Senior recipients.

At SUNY/B. *About 90% of the sample had relied on their own earnings to pay for part of their SUNY/B expenses.* For a majority of these, their earnings covered no more than a fourth of their total expenses here.

The next most frequently used sources of financial aid (by slightly more than 70%) were parents and scholarships.[1] The groups differed significantly from each other in the amount of aid they received from each of these sources. Nearly all Continuers (91%) received some scholarship aid. For 46% of these, scholarship(s) paid for only a fourth or less of their SUNY/B expenses; 26% had scholarship aid which paid between a fourth and a half. Only 7% of scholarship-holding Continuers had scholarships that covered three-fourths or more of their expenses. In contrast, only 53% of the Seniors had scholarship aid at SUNY/B. Of these, most (61%) had scholarships which covered no more than a fourth of their SUNY/B expenses.

The difference between the percentages of Continuers and of Seniors who received support from their parents was not as great as the difference between scholarship holders, but it, too, was significant. Parents helped 84% of the Continuers meet their expenses at SUNY/B. Of these, 29% were helped with more than three-fourths of their costs; 40%, between one fourth and three-fourths; and 31%, with one fourth or less of their total expenses. In comparison, 61% of the Seniors' parents helped with their SUNY/B expenses. Of these, the largest percentage (37%) received help for only a fourth or less of their total costs at SUNY/B; and only 16%, with more than three-fourths.

The amount of aid from parents differed between the groups particularly among women. While 83% of the Continuing women received some financial support from their parents, only 52% of the Senior women did. These group differences are probably due, in part, to the fact that Seniors were more likely to be married, and were slightly older as a group than Continuers, both factors implying increased independence from parents.

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[1] It is not known how many "scholarship" responses included Scholar Incentive Awards.

Nearly equal percentages of Continuing men and women had parental help. In the Senior group, these percentages were significantly different from each other. Parents of 67% of the Senior men helped with their SUNY/B expenses, while only 52% of the Senior women received such help. This difference is surprising, in that Senior men and women did not differ noticeably from each other in age and marital status. It is less surprising in light of society's perception that higher education is more important for men than for women.

Thirty-nine percent of the sample financed part of their SUNY/B education with loans. For 71% of these, loans covered no more than half their costs, and usually much less. Significantly more men (46%) than women (29%) secured loans for SUNY/B expenses.

Fourteen percent were helped financially by their spouses, all but one of these being Seniors. Ten percent received aid from other, unlisted sources.

Elsewhere. About two-thirds of the Seniors had transferred into SUNY/B. The most common sources of financial aid at other institutions were parents (45%) and earnings (40%). Of those with parental help, about half were aided with more than three-fourths of their expenses. Earnings usually covered no more than a fourth of costs.

Fewer than a third (29%) had scholarship aid at their previous institution, most of which covered no more than a fourth of their expenses. Seventeen percent used loans to pay for part of their expenses elsewhere. Four percent received help from their spouses.

CHAPTER V

PERCEPTIONS AND EVALUATIONS OF COLLEGE

Courses

Sixteen activities concerned with course work were presented. Students indicated the relative contribution of each activity to their academic education by responding on a 5-point scale, from "contributed the most" through "detrimental," plus the fifth option, "I never experienced this." Examination of the frequencies of response revealed that half the activities had never been experienced by some of these students. The means and standard deviations for these activities were recalculated, based on only those students who had experienced them. About 60% had never experienced independent study for credit or tutoring someone. Eight to sixteen percent had not experienced: nonassigned reading (8%), discussions with teachers outside of class, recitation sessions, presentations in class by other students, laboratory sessions, or their own prepared presentation in class (16%). Means and standard deviations were not recalculated for the remaining activities, in which fewer than 5% lacked experience. To determine statistical significance, *t* tests were calculated, based on recalculated statistics where appropriate.

The activity accorded the most importance in contributing to these students' academic education was general preparation for class (e.g., reading, lab reports, problems) (Table 5.1). Class lectures were rated second in importance. Discussions with other students and with teachers, either in or outside class, were assigned somewhat less importance, as were preparation for exams, independent study, nonassigned reading, and tutoring someone. Rated as the least important contributors were student presentations in class (either their own or other students'), term projects, and laboratory and recitation sessions.

Significant differences were found between the sexes, but not between the groups. Compared with men, women attributed significantly more importance to class lectures, discussions with both students and teachers and with students outside of class, and nonassigned reading. Men reported that preparation for exams was important to a greater degree than women did. These differences could imply that women derive more benefit from talking with and listening to people than men do.

The majority of these students did not seem to consider most of their courses as particularly important contributors to their vocational preparation. The sample was nearly equally divided in reporting the proportion of their courses at SUNY/B that were useful for their chosen vocation. Three-fourths or more of their courses were vocationally useful to 32%, about half were useful to 35%, and a fourth or fewer were useful to 33%.

Men's and women's estimations of how many of their SUNY/B courses were vocationally useful differed significantly. *Women were more likely to see usefulness in a higher proportion of their courses.* That is, 44% of the women, compared with 23% of the men, said that at least three-fourths of their courses were vocationally useful. Men were more likely to say that they derived vocational preparation from only about half (41% of the men, 28% of the women) or a fourth or fewer (36% of men, 29% of women) of their SUNY/B courses.

Table 5.1: CONTRIBUTION OF VARIOUS EXPERIENCES TO ACADEMIC EDUCATION

EXPERIENCE	Men M	Men SD	Women M	Women SD	TOTAL M
General preparation for class (e.g., reading, lab reports, problems)	1.85	.63	1.87	.57	1.86
†Class lectures	2.16	.62	1.94	.45	2.07
†Discussions with both students and teachers	2.33	.67	1.99	.56	2.18
†Preparation for examinations	2.09	.78	2.42	.85	2.24
Independent study for credit (57%)[a]	2.35	.72	2.07	.60	2.24
Discussion with teachers outside of class (9%)[a]	2.28	.48	2.25	.57	2.27
Discussion with teachers in class	2.28	.60	2.29	.55	2.28
Tutoring someone (60%)[a]	2.24	.63	2.41	.63	2.32
†Discussion with other students outside of class	2.44	.71	2.22	.66	2.34
Discussion with other students in class	2.48	.68	2.36	.54	2.43
†Nonassigned reading (8%)[a]	2.52	.60	2.31	.50	2.43
Own prepared presentations in class (16%)[a]	2.51	.60	2.55	.58	2.53
Term projects	2.67	.81	2.52	.87	2.61
Recitation sessions (10%)[a]	2.66	.72	2.81	.60	2.73
Laboratory sessions (11%)[a]	2.84	.64	2.62	.69	2.74
Presentations in class by other students (10%)[a]	2.78	.58	2.83	.44	2.80
N[b]	(89)		(69)		(158)

Note.--Response scale for this question: 1=contributed the most (Use only once); 2=an important contributor; 3=not particularly helpful; 4=detrimental; 5=I never experienced this. Statistical differences between mean responses of the groups and sexes were analyzed via *t* tests.

[a]Percent refers to number who responded with option 5. Means and standard deviations are based on first four options only.

[b]N's include those who responded with option 5.

†Men and women differed significantly.

This sex difference was significant within the Senior group. Significantly more Senior women (62%) than Senior men (29%) found usefulness in at least three-fourths of their SUNY/B courses, whereas Senior men tended to find use in only about half (37% of men, 21% of women) or at most a fourth (35% vs. 17%, respectively).

Group membership resulted in a significant difference only for women. Senior women perceived vocational usefulness from more SUNY/B courses than Continuing women did (62% and 30%, respectively, said at least three-fourths were useful). One-third of the Continuing women reported about half of their SUNY/B courses useful; 38% found one-fourth or less useful. Corresponding percentages for Senior women were 21% and 17%.

The sexes' significantly different choices of major (by Faculty) do not seem to explain their differing perceptions of the proportion of SUNY/B courses that were useful in their chosen vocations. The Faculties of Engineering and Applied Sciences, Health Sciences, and Educational Studies offer programs which are directly applicable to a vocation. The same percentage of both sexes (31%) was enrolled in these three vocational faculties. Therefore, it could be expected that similar amounts of vocational preparation would be available to men and to women. The fact that the sexes reported receiving dissimilar amounts of such preparation indicates that the source of this dissimilarity lies in sex membership, rather than in Faculty membership.

In planning their academic programs, the vast majority of respondents did not turn to university-established sources for assistance. Seventy-eight percent said they planned their programs primarily by themselves. Only 3-4% derived help primarily from their department or University College advisor, University catalogues, or other students. Eight percent were aided by other sources, e.g., a teacher, or some combination of these sources.

Faculty

Twenty-eight statements were listed on the questionnaire concerning various behaviors or attitudes a teacher might have. Respondents gave the proportion of teachers they had known at SUNY/B for which each statement was true. Options were on a 5-point scale, from "all faculty" to "none." They responded separately for faculty in their major courses and in their non-major courses.

Four staff members of the Office of University Research judged whether each statement was a positive or a negative statement to make about a faculty member. Agreement (i.e., three similar judgments) was not initially reached for two statements, therefore a fifth judge was asked to break the tied ratings. Thirteen statements were judged as positive; twelve, as negative; and three, as neutral or depending on the situation. The groups' and sexes' mean responses were compared with t tests.

In general, respondents attributed positive characteristics to more faculty than they did neutral or negative ones, in both major and non-major courses. Furthermore, the neutral statements were rated as true for higher proportions of faculty than were the negative statements. Hence, *it appears that, overall, these students felt more positively than negatively about their SUNY/B teachers.*

Major Faculty. *The positive characteristic attributed to the highest proportion (over 3/4) of teachers in these students' major departments was that they know their material well* (Table 5.2). The positive statements true of the smallest proportions (1/4-1/2) were that faculty members present material in an entertaining (e.g., dramatic, humorous) manner and that they give students an important voice in determining class objectives and procedures.

On the average, these students reported that about half or fewer of the teachers in their major departments possessed each of the negative behaviors described. In fact, most of these statements were reported true for only a fourth or fewer of their major teachers. The negative behavior imputed to the highest proportion (1/4-1/2) of faculty was treating students impersonally, and to the lowest proportion (a fourth or fewer), penalizing students (e.g., giving lower grades) for challenging their statements or views.

Table 5.2: CHARACTERISTICS OF MAJOR FACULTY

CHARACTERISTIC	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
POSITIVE									
Know their material well	1.85	.70	1.82	.59	1.90	.67	1.76	.61	1.83
Give students ample opportunity to participate in discussion, ask questions, and express points of view	2.09	.74	2.01	.85	2.13	.82	1.96	.77	2.05
Express concern and dedication to their professional area	2.04	.87	2.09	.93	2.14	.94	1.97	.83	2.07
Give out-of-class assignments (reading, papers, etc.) that are reasonable in length	2.15	.84	2.13	.86	2.20	.82	2.06	.89	2.14
Grade fairly	2.19	.84	2.15	.78	2.17	.80	2.16	.83	2.17
*Give suggestions for further reading for students who are interested	2.41	1.13	2.06	.86	2.36	1.06	2.06	.94	2.23
‡Give examinations that cover a fair sample of the course content.	2.35	1.03	2.24	.82	2.44	.98	2.10	.80	2.29
†Are dynamic and enthusiastic about the subject they teach	2.51	1.02	2.56	.82	2.71	.94	2.31	.86	2.54
Communicate their knowledge to students skillfully	2.72	.75	2.63	.91	2.76	.88	2.55	.76	2.67
†Inspire interest in their subject areas	2.62	.90	2.76	.92	2.86	.92	2.48	.86	2.69
*Ask questions in class to discover whether or not students understand the material	3.14	.97	2.66	1.07	2.89	1.08	2.90	1.00	2.89

(Continued on next page.)

Table 5.2: CHARACTERISTICS OF MAJOR FACULTY (Continued)

CHARACTERISTIC	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
†Give students an important voice in determing class objectives and procedures	3.19	1.20	3.44	1.04	3.59	1.05	2.97	1.13	3.32
Present material in an entertaining (e.g., dramatic, humorous) manner	3.43	.85	3.69	.94	3.66	.87	3.45	.93	3.57
NEUTRAL									
†Give personal opinions or describe personal experiences in class presentations	2.99	1.07	3.02	1.10	3.17	1.05	2.79	1.09	3.01
Are more formal than informal toward students	3.20	1.02	3.17	.99	3.10	.95	3.30	1.06	3.18
†Spend more time in research than in teaching	3.47	.97	3.67	.90	3.31	.96	3.93	.78	3.57
NEGATIVE									
†Treat students impersonally	3.74	.95	3.46	.99	3.37	1.00	3.90	.87	3.59
†Avoid contact with students outside of the classroom	3.78	.98	3.74	1.03	3.62	1.07	3.94	.89	3.76
†Make insufficient distinction between major ideas and less important details	3.82	.75	3.71	.81	3.56	.82	4.03	.65	3.76
†Require students to buy books that are seldom referred to throughout the course	3.95	.74	3.91	.84	3.80	.87	4.09	.65	3.93
†Give disorganized, superficial, or imprecise treatment of their material	4.03	.55	4.04	.75	3.90	.73	4.21	.51	4.04
†Don't seem to care whether class material is understood or not	4.08	.87	4.09	.86	3.92	.94	4.30	.70	4.09

(Continued on next page.)

Table 5.2: CHARACTERISTICS OF MAJOR FACULTY (Cont'd.)

CHARACTERISTIC	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
Give assignments that are irrelevant to the course	4.18	.87	4.24	.75	4.11	.83	4.33	.77	4.21
†Are not interested in teaching undergraduates	4.31	.74	4.21	.85	4.03	.81	4.55	.68	4.26
Discourage students from approaching them	4.24	.70	4.32	.82	4.20	.82	4.40	.68	4.28
Act uneasy and nervous in class	4.27	.65	4.41	.54	4.28	.60	4.43	.58	4.34
Criticize or embarrass students in the classroom	4.35	.73	4.44	.69	4.37	.79	4.43	.58	4.40
Penalize students (e.g., give lower grades) for challenging their statements or views	4.43	.62	4.49	.67	4.51	.66	4.40	.63	4.46
N	(74)		(80)		(87)		(67)		(154)

Note.--Response scale for this question: 1=true for all faculty; 2=true for most faculty (3/4 or more); 3=true for about half the faculty (1/4-3/4); 4=true for a few faculty (1/4 or fewer); 5=true for no faculty. Statistical differences between mean responses of the groups and sexes were analyzed via *t* tests.

*Continuers and Seniors differed significantly.

†Men and Women differed significantly.

About a fourth to a half the major department faculty were seen as performing neutral activities: they're more formal than informal toward students, they give personal opinions or describe personal experiences in class presentations, and they spend more time in research than in teaching.

The two statements on which the groups' ratings differed significantly were both positive and were concerned with classroom activities of a teacher. Compared with Continuers, Seniors reported that higher proportions of their major department faculty members ask questions in class to discover whether or not students understand the material, and they give suggestions for further reading for students who are interested. In that the Faculties in which these students had majors did not differ significantly between the groups, it would appear that these differences are due to group membership rather than to Faculty membership. However, it cannot be precluded that there are differences between departments within any Faculty.

The sexes' average responses differed on nearly half the statements and included those that were positive, negative and neutral. Compared with men, women said that higher proportions of their major faculty members exhibited these positive behaviors:

they give students an important voice in determining class objectives and procedures

they are dynamic and enthusiastic about the subject they teach

they inspire interest in their subject areas

they give examinations that cover a fair sample of the course content.

Women were consistently more favorable toward their major department faculty than were men. That is, they also attributed the following negative behaviors to smaller proportions of their teachers than did men:

faculty members avoid contact with students outside of the classroom

they don't seem to care whether class material is understood or not

they give disorganized, superficial, or imprecise treatment of their material

they make insufficient distinction between major ideas and less important details

they are not interested in teaching undergraduates

they treat students impersonally

they require students to buy books that are seldom referred to throughout the course.

Regarding neutral statements, women, compared with men, said that a higher proportion of faculty give personal opinions or describe personal experiences in class presentations, while men, compared with women, said that a higher proportion of their teachers spend more time in research than in teaching.

These sex differences may reflect differences between the sexes' perceptions of teachers, or they may reflect differences between teachers in different Faculties. Men's and women's current majors by Faculty differed significantly. The most noticeable differences were in Arts and Letters, in which 27% of the women, but only 3% of the men, were enrolled and in Engineering and Applied Sciences, which enrolled 20% of the men but no women. (None of the other percentage differences exceeded 12%).

Non-Major Faculty. *This sample's perceptions of faculty outside their departments did not differ greatly from those in their major departments* (Table 5.3). However, they were likely to attribute positive behaviors to a slightly higher proportion of faculty in their major department, compared with non-major faculty; likewise, they saw a smaller proportion of their major faculty exhibiting negative behaviors, compared with faculty outside their departments. The actual behaviors were attributed in similar order to both groups of faculty. Most faculty members were said to know their material well, while only a few were said to penalize students for challenging a teacher's statements or views.

The groups differed significantly in their perceptions of the proportion of non-major faculty who ask questions in class to discover whether or not students understand the material, with Seniors, again, attributing this positive behavior to significantly more faculty than Continuers did. On the other hand, Continuers attributed two negative characteristics to significantly higher proportions of non-major faculty than Seniors did. These were: criticizing or embarrassing students in the classroom and acting uneasy or nervous in class.

Men and women differed noticeably less often in their assessment of faculty outside their major departments, compared with those inside. Compared with women, men said that significantly higher proportions of non-major faculty gave students ample opportunity to participate in discussion, ask questions, and express points of view, and, negatively, made insufficient distinction between major ideas and less important details. They also differed on one of the neutral behaviors, with women reporting that significantly more faculty were more formal than informal toward students than men reported.

In summary, except for a relatively few characteristics, group membership did not seem to be related to perceptions of faculty behavior.

Sex membership did, however, make a difference on nearly half the statements when major department teachers were being considered. On all of the statements which men and women answered differently, women had a more favorable perception of their major faculty. They attributed positive behavior to a larger proportion, and negative behavior to a smaller proportion, of major faculty than men did. *That this sex difference reflects differences in Faculty membership rather than differences in the sexes' general perceptions of faculty is strengthened by the minimal sex differences in the ratings of non-major faculty.*

Table 5.3: CHARACTERISTICS OF NON-MAJOR FACULTY

CHARACTERISTIC	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
POSITIVE									
Know their material well	2.13	.60	2.13	.69	2.11	.65	2.15	.63	2.13
Give out-of-class assignments (reading, papers, etc.) that are reasonable in length	2.29	.76	2.10	.93	2.23	.91	2.15	.78	2.19
Grade fairly	2.32	.79	2.24	.70	2.26	.71	2.29	.79	2.28
Give examinations that cover a fair sample of the course content	2.42	.90	2.29	.82	2.46	.94	2.22	.73	2.35
Express concern and dedication to their professional area	2.58	.82	2.51	.92	2.48	.89	2.62	.85	2.54
†Give students ample opportunity to participate in discussion, ask questions, and express points of view	2.67	.81	2.53	.95	2.44	.90	2.81	.82	2.60
Give suggestions for further reading for students who are interested	2.72	1.16	2.58	.98	2.80	1.14	2.46	.95	2.65
Communicate their knowledge to students skillfully	2.91	.68	2.87	.84	2.94	.75	2.82	.77	2.89
Are dynamic and enthusiastic about the subject they teach	2.92	.83	2.94	.82	2.94	.81	2.91	.84	2.93
Inspire interest in their subject areas	3.14	.78	3.06	.79	3.13	.85	3.07	.70	3.10
*Ask questions in class to discover whether or not students understand the material	3.53	.79	3.05	.96	3.22	.99	3.37	.79	3.29

(Continued on next page.)

Table 5.3: CHARACTERISTICS OF NON-MAJOR FACULTY (Continued)

CHARACTERISTIC	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
Present material in an entertaining (e.g., dramatic, humorous) manner	3.61	.63	3.63	.74	3.66	.70	3.57	.68	3.62
Give students an important voice in determining class objectives and procedures	3.64	.90	3.66	1.00	3.62	.96	3.69	.95	3.65
NEUTRAL									
†Are more formal than informal toward students	2.91	.88	2.90	.86	3.03	.86	2.74	.86	2.90
Spend more time in research than in teaching	3.38	1.02	3.00	1.42	3.05	1.38	3.37	1.05	3.19
Give personal opinions or describe personal experiences in class presentations	3.28	.87	3.30	.91	3.24	.91	3.35	.86	3.29
NEGATIVE									
Treat students impersonally	3.21	.97	3.05	.88	3.11	.96	3.15	.89	3.13
Avoid contact with students outside of the classroom	3.39	.99	3.30	1.10	3.40	1.07	3.28	1.02	3.34
†Make insufficient distinction between major ideas and less important details	3.59	.72	3.61	.74	3.40	.83	3.85	.47	3.60
Require students to buy books that are seldom referred to throughout the course	3.74	.81	3.75	.85	3.69	.91	3.81	.72	3.75
Don't seem to care whether class material is understood or not	3.68	.85	3.86	.83	3.69	.91	3.88	.74	3.77

(Continued on next page.)

Table 5.3: CHARACTERISTICS OF NON-MAJOR FACULTY (Continued)

CHARACTERISTIC	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
Give disorganized, superficial, or imprecise treatment of their material	3.79	.60	3.89	.66	3.78	.64	3.91	.67	3.84
Discourage students from approaching them	3.79	.97	3.91	.95	3.87	1.01	3.82	.90	3.85
Are not interested in teaching undergraduates	3.97	.73	3.85	.93	3.83	.87	4.01	.80	3.91
Give assignments that are irrelevant to the course	4.01	.81	4.08	.81	3.95	.85	4.16	.75	4.05
*Act uneasy and nervous in class	4.07	.50	4.27	.50	4.18	.54	4.15	.47	4.17
*Criticize or embarrass students in the classroom	4.18	.56	4.37	.51	4.31	.54	4.24	.55	4.28
Penalize students (e.g., give lower grades) for challenging their statements or views	4.29	.67	4.42	.67	4.39	.77	4.31	.53	4.36
N	(76)		(79)		(87)		(68)		(155)

Note.--Response scale for this question: 1=true for all faculty; 2=true for most faculty (3/4 or more); 3=true for about half the faculty (1/4-3/4); 4=true for a few faculty (1/4 or fewer); 5=true for no faculty. Statistical differences between mean responses of the groups and sexes were analyzed via *t* tests.

*Continuers and Seniors differed significantly.

†Men and Women differed significantly.

Student-Faculty Interaction. A slight majority of the sample (54%) was dissatisfied with the amount of interaction they had outside the classroom with faculty at SUNY/B. Only two students (1%) had more interaction than they preferred, while 53% had less. The rest (46%) said the amount of interaction they experienced was just about right.

The amount of out-of-class contact with faculty was not large for most of these students. The highest frequency (42%) had out-of-class contact occasionally (1-3 times a month) with one or two faculty. Nearly a fourth (24%) met a similar number of times with several (three or more) faculty members. The remaining 34% were fairly evenly divided among contact that was frequent (at least once a week) with several faculty members, frequent with one or two, or they had none or virtually none.

Student Services and Facilities

Of the services provided by the Division of Student Affairs and Services, only the Placement and Career Guidance Service was used by a majority (69%) of the respondents during their last year at SUNY/B, i.e., 1969-70. Most (61%) of these visited the Placement Service only 1-3 times, but a fourth visited seven or more times. Not surprisingly, this service was used more often during the senior year than during previous years by 50% of the respondents, and was the only Student Service to show such a substantial increase. Only 13% used it less as seniors than previously.

Chi-square values were calculated to compare the groups' and sexes' frequency of use in 1969-70, as well as their use relative to previous years. Significantly more Seniors (45%) than Continuers (28%) visited the Financial Aid Office during their last undergraduate year. This discrepancy is surprising, because significantly more Continuers than Seniors had scholarship aid while at SUNY/B. The groups did not differ in the percentages who had loans. These findings might mean that Continuers were more likely to have scholarships prior to their senior year, and thus visit Financial Aid less often as seniors; however, the groups' comparative frequencies did not differ significantly. Seniors were significantly more troubled about finances, and perhaps therefore had more need to visit Financial Aid. For most of the sample (71%), their senior year frequency was similar to previous years.

The three remaining Division Services (Dean of Students Office, Student Counseling Center, Student Testing Center) included on the questionnaire were each used by about 12% during 1969-70; over 80% said that year's frequency was similar to previous years'.

The option "never heard of it" was included for each Service. Thirteen percent said they had never heard of the Student Testing Center; 5% or fewer, of the other Services.

In addition to these Student Services, students reported how often they visited the Computing Center, Admissions and Records, and the Bursar.

There was a significant difference between the sexes' use of the Computing Center in terms of both senior year frequency and comparative frequency. While nearly a third of the men (31%) used the Center at least once their last year, fewer than a tenth (8%) of the women did so. In fact, 17% of the men used the

Center seven or more times, whereas twelve percent of the women had never even heard of it. Moreover, men were significantly more likely than women to have increased their use of the Computing Center during their senior year, compared with previous years (22% of the men, compared with 8% of the women). More than half the men (57%) and women (77%), however, did not change their amount of use. Presumably, students in the Engineering and Natural Sciences and Mathematics Faculties would be more likely than other students to use the computer. In light of the fact that these two Faculties enrolled 33% of the men and only 2% of the women, significant sex differences in computer usage are not at all surprising.

Virtually all students visited the Bursar and Admissions and Records, with the latter having somewhat more "repeat-visitors" than the Bursar. That is, 64% of the sample went to A & R more than three times their last year, compared with 49% to the Bursar.

An Appraisal of University Experiences

The sample responded Yes or No to a list of statements regarding their university experiences. Chi-square analyses were performed to determine statistically significant differences between the groups and sexes.

These students were in general agreement in evaluating the "worth" of college. There were no significant differences between the groups' or sexes' responses. *Their evaluations were not rife with praise, however. They were more positive about college in general than they were about course work.* The statement with which the highest percentage (73%) agreed was "most of what I am learning in college is very worthwhile." And, only 12% felt that "more often than not, I feel that anything I am doing at the University is a waste of time." However, about half said that "College does not really equip one for life outside the campus" (44%), and a majority (56%) agreed that "A lot of the time I spent in class and on required assignments was used in doing things that do not seem important to me." Moreover, most of these students did not regard college attendance as necessarily the best way to spend one's time. Only 30% agreed that "Anyone who is capable of doing college work would derive more benefit from attending college than from doing anything else."

Regarding SUNY/B specifically, not many would recommend this institution to "any high school student." The groups answered this question significantly differently; 37% of the Seniors would recommend SUNY/B to anyone, but only 21% of the Continuers would.

The majority were willing to recommend SUNY/B "only to certain high school students." Significant differences in affirmation of this statement were evident between and within groups and sexes. Eighty percent of all Continuers, compared with 62% of all Seniors, would recommend SUNY/B selectively. Likewise, 80% of all women and 63% of all men would do so. Within the Senior group, the percent of women (77%) and men (54%) who would recommend SUNY/B selectively differed significantly. Men differed significantly on this statement according to whether they were Continuers (77%) or Seniors (54%). Those who did not affirm the statement apparently either would not be so selective in their recommendations or would not recommend SUNY/B at all.

In this sample, there was a trend for Continuers to have attended SUNY/B longer than Seniors had, and women, longer than men. The significant group and sex differences suggest that the "long-timers" were more likely than others to be willing to recommend SUNY/B only to certain high school students. The reverse tendency was evident in the Seniors' greater willingness to recommend SUNY/B to any high school student. One might expect that Continuers, as a group, were more knowledgeable than Seniors were about SUNY/B and were therefore more accurate in their perceptions of who should attend.

Some of SUNY/B's recent (1969-70) academic changes were included in the Yes/No statements. Perhaps some of these respondents had experienced both systems. Regarding basic and distribution (B and D) requirements, 61% said that they "introduced me to content areas that I discovered I enjoy." Women felt significantly more positive about the B and D requirements than men did. That is, 74% of all women, but only 51% of all men, agreed with the statement. Furthermore, within the Continuing group, significantly more women (75%) than men (43%) agreed with the statement. Although 61% had made a positive discovery in the B & D requirements, only 49% agreed they "should be reinstated, possibly with less stringent requirements."

There was a positive relationship between the number of credit hours given for a course and the amount of preparation time spent on that course for nearly half the Seniors, but for only slightly more than a fourth of the Continuers. Specifically, 46% of the Seniors said, "I spend more out-of-class time preparing for a four-hour course than for a three-hour course in the same subject area," but significantly fewer Continuers (28%) said so. Of the entire sample, 63% did not agree that preparation time increased with an increase in the number of credit hours given. But, only 18% said, "I would prefer having five courses in a semester rather than four, even though the total number of hours would be the same in each case." It appears that, at least for some, the aim of the four-course load has been fulfilled; they like taking only four courses, but not because it means less work.

CHAPTER VI

PLANS, EXPECTATIONS, HOPES

Educational Plans

Although 83% of the sample had degree aspirations beyond the baccalaureate, when asked more specifically about their post-baccalaureate educational plans, only 73% responded that they planned to pursue an advanced degree, either part-time or full-time. Seventeen percent planned to take college or university courses relevant to their career, but they had not yet decided whether or not they would pursue an advanced degree. These undecided students apparently account for some of the disparity. Chi-square values were calculated to determine group or sex differences in educational plans.

Men's and women's plans were significantly different from each other. While nearly half the men (47%) intended to study full-time, an equal percentage of women expected to study only part-time. Concomitantly, 28% of the men expected to study part-time, and 22% of the women, full-time. Women were more likely than men to plan to take courses for their personal (not career) interest only, without plans for an advanced degree (13% and 2%, respectively). Slightly more men (19%) than women (13%) were currently undecided about pursuing a degree. Only 4% of the sample planned no further formal education.

Of those who were definitely planning an advanced degree, 60% planned to begin their studies during the first year after undergraduate commencement. Twenty-three percent were going to delay further study at least one year, and 17% did not know when they would begin.

Slightly over half (53%) planned to attend an institution other than SUNY/B for their advanced studies. Forty-one percent said they would stay here, and only 6% did not know.

The length of time these students expected to spend in attaining their advanced degree was significantly different between the sexes. Almost 30% of both sexes estimated a time period of 1-2 years, and about 40%, 3-4 years. The noticeable differences were in the percentages who expected to spend five or more years in preparation (16% of the men, 2% of the women) and those who did not know how long degree attainment would take (29% of the women, 13% of the men).

The differences between the sexes' long-term educational plans suggest that men and women had quite different ways of planning their futures. Although they did not differ in the percentage who planned to pursue a post-baccalaureate degree, women, in general, had lower aspirations than men.[1] Of those who aspired to a graduate degree, similar proportions of men expected to attain a masters as expected another advanced degree (i.e., doctorate, law, MD or DDS). The comparable ratio for women, however, was nearly six to one.

Whereas masters degrees typically require only one or two years of preparation and other advanced degrees three or more years, one might expect women to plan to spend less time in graduate school than men would plan. Such expectations did not obtain. Similar percentages of women and men planned to spend 1-2 years or 3-4 years. Men were more likely to plan to spend more than four years, while women were more likely to be unsure of how many years they would spend. In part, this uncertainty among women may be due to the fact that they were significantly more likely than men to pursue an advanced degree only part-time (while men were twice as likely as women to attend full-time).

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[1] See Academic Degree Aspirations, pp. 19.

The sex differences between full-and part-time attendance are somewhat of a mystery. Marital status and plans do not explain these differences, because the sexes did not differ significantly in that dimension. Vocational plans may give a partial explanation. Women were more likely than men to expect to be elementary or secondary school teachers. These positions require a masters degree, but teachers are allowed several years in which to complete the degree. Therefore there is no need to attend school full-time and thus miss the advantages of a full-time job. Likewise, one might be much less sure of the length of time necessary to complete a degree part-time.

Vocational Plans

Many classification schemes exist for categorizing vocational choices. One of these is John L. Holland's,[1] which has the following six categories:

Realistic (technical, skilled, and laboring occupations)

Intellectual (scientific occupations)

Artistic (artistic, literary, and musical occupations)

Social (educational and social welfare occupations)

Enterprising (sales and managerial occupations)

Conventional (office and clerical occupations)

These, plus the categories "undecided" and "unclassified," appeared to be a useful way of describing the career choices of a sample of college seniors.

Students' initial and current vocational choices, which they wrote on the questionnaire, were coded for analysis. An 88-option vocational code, based on both previous research and the current sample's responses, was used for coding. The careers included in each category and the number who chose each are presented in Table 6.1.[2] Respondents also gave the vocational setting in which they expected to work. Due to the rather large number of categories involved (and, therefore, small cell frequencies), no statistical analyses were performed.

Vocational Choice. *More than half the sample had initial and/or current choices in the Intellectual or Social categories.* As freshmen, 42% had Intellectual choices and 28%, Social. The Intellectual area decreased in popularity to 30% of the senior choices, while Social choices increased slightly, to 34%. As might be expected, not many college students planned to enter

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[1] Holland, John L. *The Psychology of Vocational Choice: A Theory of Personality Types and Model Environments.* Waltham, Massachusetts: Blaisdell, 1966.

[2] Occupations were classified according to: Holland, John L., et. al., *A Psychological Classification of Occupations.* Center for the Study of Social Organization of Schools, Report No. 90. Baltimore, Maryland: The Johns Hopkins University, November 1970.

Table 6.1: CAREERS IN EACH HOLLAND CATEGORY AND THE NUMBER WHO CHOSE EACH, INITIALLY AND CURRENTLY

CATEGORY AND CAREER	Initial					Current				
	C	S	M	W	T	C	S	M	W	T
Realistic[a]										
Electronic Technician	-	1	1	-	1	-	-	-	-	-
Geographer	-	-	-	-	-	1	1	2	-	2
TOTAL	-	1	1	-	1	1	1	2	-	2
Intellectual[b]										
Biological Scientist	1	2	3	-	3	-	-	-	-	-
Chemist	-	3	3	-	3	1	1	2	-	2
College Teacher (Unspecified)	2	2	1	3	4	2	5	4	3	7
Computer Designer; Programmer; Systems Analyst	-	1	-	1	1	1	-	-	1	1
Dentist	2	1	3	-	3	2	-	2	-	2
Engineer	11	16	27	-	27	4	10	14	-	14
Geologist	1	-	-	1	1	1	1	1	1	2
Medical Technician, Technologist	4	2	-	6	6	2	2	-	4	4
Pathologist-Speech, Experimental	-	-	-	-	-	-	2	1	1	2
Pharmacist; Pharmacologist; Drug Specialist	1	1	1	1	2	-	1	1	-	1
Physical Scientist	1	1	2	-	2	-	-	-	-	-
Physician	8	4	9	3	12	6	1	7	-	7
Pilot	-	1	1	-	1	2	1	3	-	3
Research (Unspecified)	-	-	-	-	-	1	-	-	1	1
Writer-Science, Science Fiction	-	1	-	1	1	-	1	-	1	1
TOTAL	31	35	50	16	66	22	25	35	12	47
Artistic[c]										
Architect	-	1	1	-	1	-	-	-	-	-
Artist-Commercial, Creative	2	-	-	2	2	1	-	-	1	1
Musician-Performing, Composing, Conducting, Arranging	-	-	-	-	-	-	1	1	-	1
Philosopher	-	-	-	-	-	1	-	-	1	1
Writer-Journalist, Novelist, Reporter, Copy Writer, Unspecified	-	1	-	1	1	1	1	-	2	2
TOTAL	2	2	1	3	4	3	2	1	4	5
Social[d]										
Administration-Education	-	-	-	-	-	-	1	1	-	1
Counselor; Therapist; Psychiatrist; Clinical, School Psychologist	1	1	2	-	2	1	-	-	1	1
Diplomat; Foreign Service; International Relations	1	1	1	1	2	-	-	-	-	-
Ecologist - Conservation; Population; Cities	-	-	-	-	-	1	1	1	1	2
Guidance Counselor	-	-	-	-	-	1	-	-	1	1
Nurse	4	6	1	9	10	2	4	1	5	6
Physical Therapist	1	2	-	3	3	1	1	1	1	2
Psychologist (Unspecified)	1	1	-	2	2	1	-	1	-	1

(Continued on next page.)

Table 6.1: CAREERS IN EACH HOLLAND CATEGORY AND THE NUMBER WHO CHOSE EACH, INITIALLY AND CURRENTLY (Cont'd.)

CATEGORY AND CAREER	Initial					Current				
	C	S	M	W	T	C	S	M	W	T
Social (Cont'd.)										
Public Health Worker	-	-	-	-	-	-	1	1	-	1
Social Worker	1	-	-	1	1	4	6	3	7	10
Teacher-Elementary, Secondary, Unspecified	15	10	3	22	25	16	11	10	27	27
TOTAL	*24*	*21*	*7*	*38*	*45*	*27*	*25*	*19*	*33*	*52*
Enterprising[e]										
Administration-Business	1	-	1	-	1	-	2	2	-	2
Business-Sales, Retailing, Unspecified	1	2	2	1	3	3	1	3	1	4
Economist	1	-	-	1	1	1	-	-	1	1
Lawyer	1	2	3	-	3	1	1	2	-	2
Occupational Therapist	-	-	-	-	-	-	2	-	2	2
TOTAL	*4*	*4*	*6*	*2*	*8*	*5*	*6*	*7*	*4*	*11*
Conventional[f]										
Accountant	-	4	4	-	4	1	1	2	-	2
Banker; Finance	-	-	-	-	-	-	1	1	-	1
TOTAL	*-*	*4*	*4*	*-*	*4*	*1*	*2*	*3*	*-*	*3*
Undecided	13	14	20	7	27	12	13	16	9	25
Unclassified	1	2	-	3	3	3	7	4	6	10
TOTAL	*75*	*83*	*89*	*69*	*158*	*74*	*81*	*87*	*68*	*155*

Note.--No statistical analysis was performed.

[a]Realistic careers not chosen by this sample: Agriculture or Livestock Worker;College Teacher-Engineering, Agriculture, Mining, Animal Husbandry; Laboratory Technician;Natural Resource Conservationist-Forest Ranger, Fish and Wildlife Specialist, Soil Expert; Radio Operator.

[b]Intellectual careers not chosen by this sample: Anthropologist;Archeologist College Teacher-Physical and Biological Science, Research Science, Experimental Psychology, Mathematics, Philosophy, Computer Science;Inventor;Mathematician; Psychologist-Experimental;Research-Scientific, Medical;Statistician;Veterinarian.

[c]Artistic careers not chosen by this sample: Actor, Entertainer, Stage Director;Advertising, Public Relations;Art or Music Critic, Art Dealer, Cartoonist. Humorist;College Teacher-English, Theater, Dramatics, Art, Music, Journalism, Speech;Interior Decorator or Designer, Window Dresser;Language Interpretor, Translator, Linguist.

[d]Social careers not chosen by this sample: Clergyman, Missionary;College Teacher-Theology, Home Economics, Education, Sociology, Psychology (not Experimental), Nursing, Speech Therapy, Anthropology;Conciliator (Employer-Employee); Dietician;Housewife;Librarian;Playground Director, Salvation Army Officer, YMCA, Scout Official, Director of Welfare Agency;Social Scientist;Sociologist;Speech Therapist.

[e]Enterprising careers not chosen by this sample: Administration-Government; College President or Dean;College Teacher-Business Administration and Management, International Relations, Political Science and Government Law, History; Communications(Radio, TV, etc.)-Announcer, Program Director, Producer;Government Service(Unspecified);Insurance-Claims Adjustor, Manager, Salesperson; Personnel Manager, Industrial Relations;Politician;Publisher;Psychologist-Industrial.

[f]Conventional careers not chosen by this sample: Clerk;College Teacher-Accounting, Banking, Business, Commerce and Finance, Economics;Secretary.

Realistic careers (1% both years) or Conventional careers (3% initially and 2% currently). Enterprising careers were chosen by 5% as freshmen and 7% as seniors. Although SUNY/B could prepare students for several of the Artistic careers, only 3% had plans in this category either year. Seventeen percent were undecided about a career when they entered college. Virtually the same percentage (16%), although not all the same students, were undecided as seniors. Two percent had freshman choices that could not be classified, and 6% had unclassified senior choices.

Continuers' and Seniors' choices did not differ appreciably from each other either year. Some of the men's and women's choices were noticeably different, however. *Men most frequently chose Intellectual careers each year, while women were most likely to choose a Social career each year.* As freshmen, proportionally twice as many men as women chose Intellectual careers (56% vs. 23%, respectively). Fewer of each sex had current choices in this category, but the ratio of men to women was still about two to one, i.e., 40% to 18%, respectively. Both years, women's second highest frequency was in the Intellectual area. Women far exceeded men in the percentages who chose Social careers, both initially and currently. Fifty-five percent of the women's initial choices were Social, compared with only 8% of the men's. The number of men who currently chose Social careers more than doubled (to 22%, their second highest current choice), but the percentage of women with current Social choices was still close to half (49%). Men's second most popular category initially was Undecided (22%); in fact this percentage is more than double that of women who were initially Undecided (10%). Current choices of Undecided were much less disparate (18% of the men, 13% of the women). Other percentages were not markedly different between the sexes. No woman chose a Realistic or Conventional career either year.

Vocational Setting. The vocational setting expected by the largest frequency (20% of the sample) was an elementary or secondary school. This is hardly surprising, in that 17% of the sample planned to be teachers (either elementary or secondary, or they did not specify the level). Fourteen percent expected to work in medical services (compared with 10% who planned to be either a nurse, physical therapist, or physician). Fourteen percent expected to work in a business or financial firm: 13%, in a medium to large firm and only 1%, in a small firm. Only 5% reported plans to become a college teacher or a college dean or president, but 11% expected to work in a college or university. Seven percent expected to work in a social services organization; 6%, a government agency; and 5%, a research organization. Independent settings were generally unpopular. That is, only 3% expected their vocational setting to be a private professional practice, and only 1%, their own business or free-lance. Another 1% expected a military setting.

Eight percent chose more than one of the options listed. Six percent expected to work in settings that were not clearly described by the options given, e.g., in media or a social action organization. Four percent said they didn't know what setting they would work in.

Desired Characteristics of a Job or Career

Respondents rated each of 17 listed characteristics as to its importance to them in a job or career. The five options ranged from: "essential" to "detrimental". *t* tests were calculated to determine significant differences between the groups and sexes.

The characteristics which this sample rated as most important have an individualistic flavor (Table 6.2). That is, it was essential or preferable that the following be present in a job or career:

Necessity for me to use my special abilities or aptitudes

Stimulating, challenging environment

Opportunity to develop skill in my field

Necessity for me to be creative and original

Opportunity to be of service to others.

Of noticeably less importance were some of the opportunities which are often considered to be conducive to the "good life," i.e., social status and prestige, good health/retirement benefits, working in a well-established organization, and the opportunity to earn a good deal of money. Also of relatively less importance were: relative freedom from supervision, an opportunity to lead or direct others, recognition as an expert, opportunity to develop a social life through a job, and travel (as part of the job).

It was least important (i.e., neutral or unnecessary) that the following characteristics be present:

Working in a competitive atmosphere

Opportunity to work primarily with things or ideas rather than with people

Working within an explicit set of regulations and procedures

The groups did not differ significantly from each other in their mean ratings of any characteristics, but the sexes did. Compared with women, men thought it more important to work in a competitive atmosphere, and for their job or career to provide social status and prestige, good health/retirement benefits, opportunity to develop social life through their job, and recognition as an expert in their field. An opportunity to be of service to others was more important to women than to men.

In a word, *these students' requirements for their future careers were idealistic.* They wanted most of all to be able to use their individual capabilities, especially in connection with other people. Concomitantly, *they were most rejecting of job characteristics befitting the "organization man."*

Table 6.2: DESIRED CHARACTERISTICS OF A JOB OR CAREER

DESIRED CHARACTERISTIC	Men M	Men SD	Women M	Women SD	TOTAL M
Necessity for me to use my special abilities or aptitudes	1.64	.68	1.52	.66	1.59
Stimulating, challenging environment	1.61	.65	1.57	.65	1.59
Opportunity to develop skill in my field	1.58	.77	1.68	.53	1.62
Necessity for me to be creative and original	1.69	.67	1.59	.71	1.65
†Opportunity to be of service to others	1.84	.82	1.58	.69	1.72
Relative freedom from supervision	2.11	.83	2.20	.99	2.16
Opportunity to lead, direct others	2.38	.80	2.45	.87	2.41
†Recognition as an expert in my field	2.31	.87	2.78	.86	2.52
†Good health/retirement benefits	2.37	.83	2.81	.88	2.56
Opportunity to earn a good deal of money	2.61	.94	2.78	.87	2.69
†Opportunity to develop a social life through my job	2.71	.91	3.20	.87	2.92
†Social status and prestige	2.89	.97	3.35	.85	3.08
Travel (as part of job)	2.97	.97	3.26	1.04	3.09
Working in a well-established organization, rather than in an infant one, or independently	3.06	.84	3.23	.86	3.13
†Working in a competitive atmosphere	3.17	1.13	3.65	1.17	3.38
Opportunity to work primarily with things or ideas rather than with people	3.71	1.13	4.01	1.13	3.84
Working within an explicit set of regulations and procedures	3.89	1.09	3.99	1.09	3.93
N	(89)		(69)		(158)

Note.--Response scale for this question: 1=essential; 2=preferable; 3=neutral; 4=unnecessary; 5=detrimental. Statistical differences between mean responses of the groups and sexes were analyzed via *t* tests.

†Men and Women differed significantly.

Future Activities

Students responded to eleven activities by indicating the relative amount of time they expected to participate in each throughout their life, and the relative amount of gratification they expected to derive from each. The five options for expected participation ranged from "principally" to "never" and the four options for gratification, from "the most gratifying activity in my life" to "will not be gratifying at all to me." The groups' and sexes' mean responses were compared via *t* tests.

Expected Participation. These students appeared to anticipate living rather traditional roles, considering the relative amount of time they expected to spend in each, and in the way in which the sexes differentiated their expectations along sterotyped lines. *They expected their greatest involvement*

in time to be in companionship with their spouse, in a career, and in relationships with their children (Table 6.3). Mean responses indicated that they expected to participate principally or constantly in these activities.

Companionship with their spouses was the activity in which women expected to spend the largest relative amount of their time. Moreover, women's expected amount of participation was significantly greater than men's. Men, on the other hand, expected that the largest amount of their time would be spent in their careers; this expectation was significantly higher than women's.

These students expected to participate at least occasionally in (in decreasing order of relative time spent):

learning new things

discussing and thinking about ideas and issues

close friendships

new interests, experiences, activities

recreation, hobbies

social life

activities directed toward community, national, or international betterment.

The least desirable activity listed was participation in fraternal, religious, or social group activities, with expectation of no more than occasional participation.

In addition to differences in expectations concerning one's career and spouse, men and women differed also in the relative amount of time they would spend involved with close friendships. Women expected to be significantly more involved in friendships than men did.

Group membership made a difference in only one of the activities listed. *Seniors expected to spend significantly more time than did Continuers in learning new things.* Seniors as a group were a bit older than Continuers. Perhaps they had already spent more time than Continuers in learning new things, and therefore expected to continue in a similar pattern.

Expected Gratification. The relative amount of gratification expected from each activity was consistent with the relative amount of participation expected. *By far, the greatest relative amount of gratification expected was in companionship with one's spouse. Children and career were second and third, respectively, in relative amount of expected gratification* (Table 6.4).

It is perhaps surprising that, while there were significant differences in the sexes' or groups' expected participation in some of these activities, no differences were found in their expected gratification.

The least amount of gratification was expected to come from involvement in fraternal, religious, or social group activities.

Table 6.3: EXPECTED PARTICIPATION IN FUTURE ACTIVITIES

ACTIVITY	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
†Companionship with my spouse	1.65	.86	1.62	.73	1.76	.75	1.48	.83	1.63
†A career	1.88	.84	1.74	.67	1.57	.58	2.10	.84	1.81
Relationships with my children	1.85	.90	1.90	.98	1.97	.91	1.77	.97	1.88
*Learning new things	2.09	.55	1.89	.55	2.06	.56	1.90	.55	1.99
Discussing and thinking about ideas and issues	2.12	.57	2.12	.56	2.16	.61	2.07	.49	2.12
†Close friendships	2.16	.55	2.35	.69	2.34	.61	2.14	.65	2.26
New interests, experiences, activities	2.45	.64	2.42	.63	2.52	.66	2.33	.59	2.43
Recreation, hobbies	2.73	.60	2.59	.54	2.63	.59	2.70	.55	2.66
Social life	2.69	.46	2.80	.51	2.78	.49	2.71	.49	2.75
Activities directed toward community, national, or international betterment	2.95	.68	2.85	.85	2.82	.80	3.00	.73	2.90
Fraternal, religious, or social group activities	3.48	.79	3.54	.87	3.60	.86	3.41	.79	3.51
N	(75)		(81)		(87)		(69)		(156)

Note.--Response scale for this question: 1=principally; 2=constantly; 3=occasionally; 4=rarely; 5=never. Statistical differences between mean responses of the groups and sexes were analyzed via *t* tests.

*Continuers and Seniors differed significantly.

†Men and Women differed significantly.

Table 6.4: EXPECTED GRATIFICATION FROM FUTURE ACTIVITIES

ACTIVITY	TOTAL M
Companionship with my spouse	1.43
Relationships with my children	1.74
A career	1.94
Learning new things	1.99
Close friendships	2.09
Discussing and thinking about ideas and issues	2.15
Recreation, hobbies	2.17
New interests, experiences, activities	2.25
Social life	2.45
Activities directed toward community, national, or international betterment	2.45
Fraternal, religious, or social group activities	2.97
N	(156)

Note.--Response scale for this question: 1=will be the most gratifying activity in my life; 2=will be generally gratifying; 3=might or might not be gratifying; 4=will not be gratifying at all to me. Statistical differences between mean responses of the groups and sexes were analyzed via *t* tests.

Outcomes Expected to Be Most Lasting

In addition to the relative value of eight outcomes,[1] students were asked which three they expected would have the most lasting effects in their lives. Three percent did not respond and 16% listed contributing experiences, rather than outcomes, as expected to be most lasting; 81% answered correctly. Percentages are based only on the latter.

The rank order of outcomes expected to be most lasting was similar to the rank order of the relative importance of those outcomes. That is, *students tended to expect that outcomes that were most valuable during college would have the most lasting effects in their lives* (Table 6.5). Increased openness to ideas and experiences was judged as the most valuable outcome of this sample's college careers. Likewise, it was expected to be among the three outcomes having the most lasting effects in the lives of the largest number (56%). At the other extreme, development of vocational skills was by far the least valuable outcome during college, and was expected to be most lasting for the fewest students (17%).

There were two exceptions to this general similarity in rank orders. Acquired knowledge was the third most valuable college outcome. However, this relatively high rank dropped to seventh in terms of expected lasting effects. A reverse tendency was true of increased awareness of "who and what I am." That outcome ranked only fifth in value during college. Its value was inflated in terms of the future, with 47% (the second highest frequency) expecting that self-awareness would have the most lasting effects in their lives.

[1] See Valuable Outcomes and Their Contributors, pp. 12-14.

Table 6.5: OUTCOMES EXPECTED TO BE MOST LASTING

OUTCOME	MOST Lasting	2ND Most Lasting	3RD Most Lasting	TOTAL
Increased openness to ideas and experiences	23%	17%	16%	56%
Increased awareness of "who and what I am"	23	16	8	47
Increased understanding of others	9	19	18	46
Development of skills to critically analyze and synthesize ideas and issues	9	13	17	39
Development of a personal philosophy	16	10	10	36
Increased openness and skill in interpersonal relationships	6	10	13	29
Acquired knowledge	5	9	12	26
Development of vocational skills	7	5	5	17
Other	1	1	-	2
N	(129)	(129)	(129)	

Note.--Percents are based on 129 respondents, who answered the question correctly (81% of the sample). No statistical analysis was performed.

Comparing these differences, it appears that acquired knowledge was seen as immediately valuable, but of less value in the future. On the other hand, these students expected self-awareness to be more valuable to them in the future than it currently was. These observations suggest that *students expected that college was of more personal than intellectual benefit to them as a steppingstone to the future.*

Functions of a University

Twenty possible functions of a university were listed. Respondents rated the importance of each function to the ideal university on a 5-point scale: essential, preferable, neutral, unnecessary, or detrimental. *t* tests provided comparisons between groups and sexes.

These students, with first-hand experience of the functions this university does perform, would have the *ideal university both continue in its traditional roles of seeking and imparting knowledge, as well as be closely involved with society at large* (Table 6.6). Specifically, functions that were assigned the most importance were the following (in decreasing order of importance). It was essential or preferable that a university:

seek and discover new knowledge

impart existing knowledge

examine existing values, attitudes, and modes of thinking

encourage each student to develop his or her personal standards and values.

Table 6.6: FUNCTIONS OF THE IDEAL UNIVERSITY

FUNCTION	Continuers M	Continuers SD	Seniors M	Seniors SD	Men M	Men SD	Women M	Women SD	TOTAL M
Seek and discover new knowledge	1.20	.43	1.27	.47	1.26	.47	1.20	.44	1.24
Impart existing knowledge	1.40	.66	1.42	.65	1.48	.69	1.32	.58	1.41
Examine existing values, attitudes, and modes of thinking	1.44	.66	1.52	.67	1.44	.62	1.54	.72	1.48
*Encourage each student to develop his or her personal standards and values	1.39	.63	1.64	.90	1.61	.89	1.41	.65	1.52
†Provide continuing education services for the community	1.73	.72	1.71	.72	1.84	.77	1.57	.63	1.72
Develop knowledge and interest in world-wide concerns	1.73	.66	1.77	.72	1.78	.72	1.72	.66	1.75
Provide intellectual and aesthetic stimulation for the surrounding local community	1.76	.73	1.78	.75	1.84	.72	1.68	.76	1.77
Lead in initiating change	1.93	1.02	1.90	.81	1.94	.95	1.88	.87	1.91
Be closely involved in the surrounding local community	1.93	.88	1.89	.80	1.97	.86	1.84	.80	1.91
Prepare students for community involvement	2.09	.84	1.99	.69	2.08	.79	1.99	.74	2.04
Facilitate changes in students	2.07	1.03	2.22	.88	2.08	.91	2.23	1.02	2.15
Provide heterogeneity within the university population with respect to socio-economic status, sex, race, age, beliefs	2.04	1.18	2.27	1.15	2.17	1.15	2.14	1.19	2.16
†Provide vocational training	2.21	1.06	2.22	1.05	2.38	1.07	2.00	.99	2.22
Emphasize research activities	2.48	1.02	2.49	1.03	2.47	1.09	2.51	.93	2.49
*Develop and foster students' capacities for close personal relationships	2.32	.95	2.71	.94	2.61	.96	2.42	.96	2.52
Concentrate on teaching services	2.51	1.17	2.55	1.07	2.44	1.04	2.65	1.20	2.53
Be a microcosm of society	2.91	1.32	2.75	1.29	2.97	1.27	2.64	1.33	2.83

(Continued on next page.)

Table 6.6: FUNCTIONS OF THE IDEAL UNIVERSITY (Cont'd.)

FUNCTION	Continuers		Seniors		Men		Women		TOTAL
	M	SD	M	SD	M	SD	M	SD	M
Prepare students for family responsibilities and relationships	3.05	1.06	2.89	.95	3.03	.96	2.88	1.06	2.97
Transmit society's current values and institutions	3.65	1.16	3.54	1.15	3.63	1.11	3.55	1.21	3.59
†Be a sanctuary from the rest of society	3.92	1.23	4.04	1.22	3.72	1.28	4.32	1.06	3.98
N	(75)		(83)		(89)		(69)		(158)

Note.--Response scale for this question: 1=essential; 2=preferable; 3=neutral; 4=unnecessary; 5=detrimental. Statistical differences between mean responses of the groups and sexes were analyzed via *t* tests.

*Continuers and Seniors differed significantly.

†Men and Women differed significantly.

It was somewhat less important, but still preferable or essential, that the ideal university:

provide Continuing Education services for the community

develop knowledge and interest in world-wide concerns

provide intellectual and aesthetic stimulation for the surrounding local community

be closely involved in the surrounding local community

lead in initiating change.

Of least importance (i.e., neutral or unnecessary) were that a university should transmit society's current values and institutions, and that it should be a sanctuary from the rest of society.

Research and teaching are sometimes implied to be competing activities for a university teacher's time. Such distinction may be superfluous, because both activities were assigned similar ratings of relatively little importance, i.e., they ranked fourteenth and sixteenth, respectively, out of twenty.

"Relevance" is a word often used by critics of the university. But, when these students' priorities for the functions of an ideal university -- not just what they've experienced -- are compared with the activities they expected to be most important to them, *it could be concluded that they prefer the university to be irrelevant to their future lives.* They expected to spend the greatest amount of their time in, and derive their greatest gratification from, activities involving their spouse, their children, and their career.[1] Yet, in the range of their ratings of an ideal university's functions, vocational training was in the middle, and preparation for family responsibilities and relationships was the third least important (out of 20). That is, they don't seem to want the university to help them prepare for these important future activities.

The groups' significantly different responses to two functions suggest that *Continuers desired more University involvement in their personal development than Seniors did.* Compared with Seniors, Continuers attributed significantly more importance to the University's encouraging students to develop their own standards and values, and to developing and fostering students' capacities for close personal relationships. (Likewise, significantly more Continuers than Seniors decided to attend college in order to develop lasting friendships.) Perhaps Seniors had already experienced a greater amount of personal growth, due possibly to the groups' age and marital differences.

The sexes differed significantly in their reactions to three functions. Two were concerned with a university's involvement with the rest of society. Women said it was more important, than men did, for a university to provide continuing education services for the community. Probably women are more likely to subsequently use these services than men are. Women gave a lower rating than men did to the least important function, that a university should be a sanctuary from the rest of society.

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[1] See Future Activities, pp. 52-55.

A surprising sex difference is that women attached more importance to a university's function of providing vocational training than men did. Even though both sexes expected that their career would be one of their most gratifying activities, men expected to spend a significantly larger portion of their time in career activities than women did. Therefore, one might expect that men would attach greater importance to vocational training than women would.

CHAPTER VII

SUMMARIZING REMARKS

A sample (N=160) of 1970 SUNY/B graduating seniors completed the Senior Survey, a questionnaire designed by the Office of University Research to elicit SUNY/B seniors' perceptions of their university experiences and their plans and expectations for the future, as well as some demographic information. Respondents were dichotomized in two ways: by sex, and according to whether or not they completed the baccalaureate at SUNY/B in eight semesters or less. That is, *Continuers* were entering SUNY/B freshmen in 1966, whereas *Seniors* either entered SUNY/B prior to 1966, or transferred from another institution.

Major Findings

Neither sex nor group membership made a significant difference in this sample's responses to most of the questions asked in the Senior Survey. Following are the major findings of the study, ignoring those group or sex differences which did occur.

Students decided to attend college primarily for intellectual growth and career preparation. These general reasons were reflected in their reasons for attending SUNY/B specifically, i.e., SUNY/B offers a program in their area of interest, it's said to be a good school academically, and it's relatively inexpensive.

Outcomes of their college experiences which were of a personal nature and of an intellectual nature had become about equally valuable to them while in college. In contrast, development of vocational skills was markedly less valuable. Both interpersonal and intellectual activities contributed to the value of the outcomes.

The biggest problem area for these students while they were in college was in defining their personal meaning and identity. Choosing a vocation, choosing a major, and study habits were also relatively troublesome areas.

Participation over four years in campus activities and organizations was not great. Although most students voted in a campus election or referendum, fewer than half did so every year. Between a fifth and a fourth (the modal frequencies) participated in: a professional or pre-professional society, a major field club, a social fraternity or sorority, or intramural or varsity sports During their senior year at SUNY/B, more than two-thirds of the sample surveyed an exhibit, attended a movie, or used the Norton recreation facilities on campus. In the Buffalo area, but off campus, most seniors visited an art gallery, a historical or science museum, or Kleinhans Music Hall, or participated in sports. Nearly everyone attended movies.

More than half attended summer school at least once. Slightly less than half spent at least one summer both working and attending summer school. While more than three-fourths had summer jobs which were not related to their field of study, only a third had at least one summer job which was related. Less than half the sample spent a summer either traveling or resting and relaxing.

The percentage who were employed during the school year increased each year, as did the number of hours worked per week. The most popular jobs were: sales or check-out clerk, unskilled or semi-skilled worker, or office worker. School-year jobs were most frequently located on campus or in a small business.

Most students were employed during summers. The kinds of jobs held were similar to school-year jobs, but the setting was most likely a small business or large corporation or industry. Most summer employment was full-time or nearly so. Only one-fourth of the sample had a summer job which was relevant to their career plans, and only one-fifth had a school-year job which was career-relevant.

The biggest sources of financial aid for these students' SUNY/B years were parents, scholarships, and their own earnings. Parents contributed the largest amounts.

Most students changed their academic and career plans during college. Nearly two-thirds initially (i.e., when they entered college) expected to attain at most a baccalaureate degree. Changes in academic degree expectations indicated an upward shift in aspiration for many. As seniors, slightly more than half expected a masters degree only and slightly more than a fourth, a doctorate, MD, DDS, or law degree.

The distribution of these students among the Faculties shifted noticeably between their freshman and senior years. In fact, more than half changed their major (but not necessarily to a different Faculty). Most changers did so only once. The most noticeable changes were in those Faculties which were initially chosen most frequently. Social Sciences and Administration nearly doubled in popularity, while both Natural Sciences and Mathematics, and Engineering and Applied Sciences decreased in membership.

More than half these students changed their career plans since they entered college. The most popular career categories both years were Intellectual (i.e., scientific) and Social (educational and social welfare). The frequencies in the former decreased and in the latter, increased, between freshman and senior year choices.

More than any other reason listed, the student's interest was the explanation given most frequently for making or changing academic and career plans.

The activity accorded the most importance in contributing to these students' academic education was general preparation for class (e.g., reading, lab reports, problems). Class lectures were rated second in importance.

In describing SUNY/B teachers both in and outside their departments, these students were generally favorable. They attributed positive behaviors and attitudes to more faculty than they did neutral ones, and more neutral, than negative ones. The amount of out-of-class contact that most students had with SUNY/B faculty was rather sparse. Slightly more than half said that the amount of faculty-student interaction they experienced out of class was less than they preferred.

More than three-fourths relied mainly on themselves in planning their academic program.

The only service provided by the Division of Student Affairs and Services which a majority of seniors used their last year was the Placement and Career Guidance Service. Half the respondents said they used this Service more often as seniors than in previous years. A third used the Financial Aid office, and much smaller percentages used the Dean of Students Office, Student Counseling Center, or Student Testing Center. Except for the Placement Service, most students used these Services the same amount in their senior year as previously.

These students felt more positively about their college experience in general ("Most of what I am learning in college is very worthwhile.") than about their academic experiences specifically ("A lot of the time I spent in class and on required assignments was used in doing things that do not seem important to me."). The majority were willing to recommend SUNY/B only to certain high school students.

About three-fourths had plans to pursue an advanced degree. A majority planned to begin within a year of receiving the baccalaureate, and a slight majority planned to leave SUNY/B for their advanced degrees.

More than half the sample had career plans which fell into the Intellectual or Social categories (i.e., scientific or educational and social welfare). Nearly a third expected to work in an educational setting, i.e., either elementary, secondary, or higher education.

These students' requirements for their future jobs were individualistic and, in a way, idealistic. They wanted most of all to be able to use their individual talents and to help other people.

The activities in which they expected to spend the largest portions of their time imply a continuation of traditional life styles. They expected their greatest involvements to be in companionship with their spouse, in a career, and in relationships with their children. Furthermore, they expected to derive their greatest amounts of gratification from these three activities.

In general, students expected that the outcomes that had become most valuable to them while in college were also those that would have the most lasting effects in their lives. Comparisons between outcomes that were most valuable during college and those they expected would have most lasting effects suggest that they expected their college experiences to be of more personal than intellectual benefit to them in the long run.

In addition to the traditional search for and dissemination of knowledge, this sample would have the ideal university develop knowledge and interest in worldwide concerns and prepare students for community involvement. Also, a university should be involved with the surrounding, local community, provide continuing education services for the community, and it should encourage each student to develop his or her own personal standards and values.

Similarities, Differences, Interpretations

This study was undertaken in part to determine whether or not all 1970 SUNY/B graduating seniors were essentially alike in their college experiences and future plans, regardless of sex or group membership. Comparisons were made between Continuers' and Seniors' experiences and plans and between men's and women's. For three-fourths of the questionnaire items, statistical analysis was feasible. For a fifth of these items, reponses of men and women differed significantly; for a tenth, Continuers and Seniors differed. Thus, *these seniors did indeed have essentially similar college experiences and perceived them similarly. Several of their future plans and expectations were significantly different for women and men.*

Similarities have been reported in the previous section.[1] The meaning of group differences and sex differences is somewhat obscured by the fact that sex composition of the groups differed significantly (or, group membership of the sexes differed significantly). In only a few cases was it possible to statistically compare the sexes within each group or the groups within each sex. Such analyses would be necessary to eliminate the possibility of "cross-membership" contamination.

Sex Differences. Comparing women's and men's responses, some threads are discernible.

For women, there was a theme of preferences for social service and interpersonal relationships. Development of interpersonal skills and preparation to make a worthwhile contribution to society were reasons which were more important in women's decisions to attend college than in men's. Two outcomes of college attendance which were significantly more valuable to women than to men (though highly valuable to both) were: increased understanding of others and increased openness and skill in interpersonal relationships. Discussions with teachers and students were more contributory to women's academic education than to men's.

Throughout their lives, women expected to participate to a significantly greater extent than did men in activities involving their spouse and in close friendships. It was more important to women than to men that their job or career give them an opportunity to be of service to others. For some women, a preference for service will no doubt be fulfilled in their jobs. Their modal career choice as both freshmen and graduating seniors was in the Social category, e.g., many planned to be elementary or secondary teachers, social workers, or nurses.

Men's responses suggest that they were more interested in "getting ahead" than women were. They were more likely to come to college to improve their socio-economic status than women were. Although similar percentages expected to attain an advanced degree, men's aspirations were higher than women's. Moreover, men were twice as likely as were women to plan on being full-time graduate students, while women were more likely than men to plan to attend only part-time.

Men expected to spend a greater relative portion of their time in their careers than women did. Differences in the sexes' career requirements suggest a slight tendency for men to be more concerned with employment's perquisites than women were. Men required, to a greater extent than women did, recognition as an expert in their field, good health/retirement benefits, and social status and prestige.

Two college experiences seemed to reinforce this "success" hypothesis. Significantly more men than women borrowed money to help pay their college expenses. Perhaps the men in this sample had greater financial need than women did. But, it is also possible that men were more willing to take out loans because they were more dedicated to getting a college degree. Study habits were a bigger problem area for men than for women. Again, there could be an innate reason for this disparity. On the other hand, men may have been more concerned with their study habits because it was more important to them that they do well in college.

[1] See Major Findings, pp. 61-63.

There was an interesting reversal in indecisiveness of plans between the commencement and completion of college. When they entered college, noticeably higher proportions of men than of women were undecided about their major field or career choice. Proportionally, nearly three times as many men as women were undecided about their major, and more than twice as many, about their career. In fact, "Undecided" was the second highest category of men's initial career choices. Women seemed to have a firmer grasp on their reasons for being at SUNY/B than men did. It was very important in everyone's decision to attend SUNY/B, but more so for women than for men, that SUNY/B was said to be a good school academically and that it offered a program in their area of interest.

By the time they were ready to graduate, men's indecisiveness about a career had decreased and women's had increased, so that the difference was no longer as great. Still, more men than women were undecided. Obviously, the percentage of men who were undecided about a major dropped drastically.

If women were more decisive than men about their college attendance, they were less so about their futures. The number of senior women who were undecided about career plans increased slightly from their freshman year. Of those who planned to earn an advanced degree, more than twice as many women as men did not know how long it would take them to finish their graduate training.

It is not being claimed here that indecisiveness is a generalized concept. Furthermore, fewer than 30% answered "undecided" or "don't know" to any of the questions regarding plans. However, *there does appear to be a trend for women to be initially decided about college plans and later undecided about future plans, whereas men may be initially undecided about college, but are more decided about the future.* Only scrutiny of students as individuals, rather than in groups, can examine this hypothesis more closely.

Some of the significant differences between the sexes' responses seemed to be merely reflections of some traditional sex differences in behavior. For example, men were more likely than women to be involved with sports, and women were better church attenders than men were.

Other response differences appeared in isolation from any trends or expectations. For example, preparation for exams was a more important contributor to men's academic education than to women's, while more women than men said that the basic and distribution requirements introduced them to content areas they discovered they enjoyed.

Group Differences. Many of the significant differences between the responses of Continuers and Seniors can be explained by their differential ages and marital states. Seniors as a group were a bit older than Continuers and were more likely than Continuers to be married. Both of these differences suggest that Seniors were perhaps more mature than Continuers were.

Continuers, compared with Seniors, expressed greater needs to explore or resolve personal and interpersonal aspects of their development. Continuers were more likely than Seniors were to have decided to attend college to develop lasting friendships. (They were also more likely to attend merely because it was "the thing to do"). Likewise, Continuers derived more value than Seniors did during college from an increased understanding of others. Continuers'

differential emphasis on personal development was evident in their idealization of the university. It was more important to Continuers than to Seniors that the ideal university encourage each student to develop his or her personal standards and values and that it develop and foster students' capacities for close personal relationships.

One factor of personal development is the resolution of relationships with one's parents. Indeed, home life and relationships with parents was a more serious problem area for Continuers than for Seniors. This difference, of course, could merely be due to the fact that a higher percentage of Continuers than of Seniors lived with their parents during college. Significantly more Continuers than Seniors said they attended SUNY/B to get away from home.

Seniors, on the other hand, appeared to be concerned with a different kind of growth. Although to everyone, "to develop my talents" was one of their most important reasons in deciding to attend college, this reason was more important to Seniors than to Continuers. Moreover, Seniors were more likely than were Continuers to attend to enable them to prepare for a variety of jobs. Although most of the reasons for attending college were not answered differently by the groups, these two differences suggest that perhaps Seniors were somewhat more purposive in their college attendance than Continuers were.

As might be expected, there was evidence of Seniors' greater independence from their parents, compared with Continuers. Seniors were less likely than were Continuers to attend SUNY/B to get away from home or to be very concerned with relationships with their parents. Seniors did, however, have more problems with finances. This is no doubt partially due to the fact that they were less likely to receive financial aid from either parents or scholarships. Continuers attributed more importance to SUNY/B's relatively low expense as a reason in their decision to come here than Seniors did.

These differences might indicate that Continuers were more selective in choosing SUNY/B, especially when expense was a factor, whereas Seniors were perhaps not in a position to be as choosy. That is, Seniors might have preferred a less expensive institution, but for various reasons had to choose SUNY/B and live with the concomitant money problems as best they could. (Whether or not Seniors could have found a less expensive intitution is questionable, however.) On the other hand, it could be that Continuers were more comfortable financially than Seniors were in the first place. Further evidence of Seniors' lesser tendency to have been selective about SUNY/B was in their greater willingness to recommend SUNY/B to any high school student, whereas Continuers would recommend it only to certain students.

Other differences between the groups either defy or do not require explanation. For example, Seniors, concomitant with their higher average age, were more likely to vote in a municipal, state or national election during college. On the other hand, there is no ready explanation for Continuers' greater propensity to visit art galleries.

Overview. A comparison of this sample's reasons for attending college, their experiences while here, and their requirements of the ideal university leads to the conclusion that their original desire for intellectual growth was satisfied and that they would have the university continue the fostering of this growth. The outcomes of most value to them while here included both intellectual and personal growth. They seemed to expect that their personal growth would be

a longer-lasting outcome of college than intellectual growth would be, perhaps concomitant with the observation that they apparently derived more benefit from college experiences in general than from academic experiences in particular. This relative deflation in the long-range value of course work was evident even though they seemed to feel generally positive about the faculty they knew, and they were not markedly disappointed in their courses.

College attendance as career preparation was a less satisfied goal. One of their most important reasons for deciding to attend college was to prepare for a chosen career. But, development of vocational skills was by far the least valuable of several possible outcomes of their attending college. In their ratings of various functions of the ideal university, provision of vocational training was of middling importance. The data do not reveal whether their decrease in emphasis on career preparation implies that they were reconciled to the fact that SUNY/B didn't provide as much career preparation as they originally expected, or whether they indeed saw career preparation as a less important function for a university to provide.

Women and men were in agreement that development of vocational skills was the least valuable outcome of their college attendance, although both had attended to prepare for a career. These two findings imply that the sexes were equally disappointed in their lack of career preparation. Apropos of other aspects of career development, men and women differed paradoxically. Men expected to participate in a career to a significantly greater degree than women did. However, it was more important to women than to men that the ideal university provide vocational training. This sentiment might imply that women were even more dissatisfied with whatever vocational preparation they did acquire in college than men were, if it were not for the fact that women reported higher proportions of their courses as useful for their chosen vocations than men did. These differing amounts of vocational usefulness derived from courses were perhaps more closely related to college employment experience than to expected future work experience. Proportionally, nearly three times as many women as men had a summer job which was relevant to their career plans. (This is not to imply that women had a great amount of career-relevant experience. Fewer than half the women had at least one summer job which was relevant. Of these, slightly more than half had a relevant job for only one summer.)

Another explanation for this sex difference is in differing perceptions of the marketability of a baccalaureate degree, particularly in liberal arts. It is not unlikely that women suspected that possession of a B.A. would less often be a significant advantage for them in finding an appropriate job than it would be for men with similar backgrounds.

Implications

These students appeared to be satisfied with their personal and intellectual growth in college, but quite dissatisfied with the role that the university played in preparing them for a career. Although this goal was important in their decision to go to college, it turned out to be the least valuable of their college experiences.

More than half (57%) changed their choice of major and/or career plans after they began college. Given this rate of change, and the fact that a career was expected to have a central place of importance throughout their lives, it is not surprising that choice of vocation caused a great amount of concern to nearly half the sample, and choice of major, to more than a third.

It appears, however, that most plans and changes were made without any guidance (and, presumably, help) from university personnel. In fact, three-fourths of the sample planned their academic programs primarily by themselves. Furthermore, although they reported having a generally favorable attitude toward their teachers, only about half were satisfied with the amount of out-of-class interaction they had with faculty, and what they did have was scant. Dissatisfaction was due to under-, not over-, exposure.

It seems reasonable to expect that a person who is deeply involved in an area should be in a good position to advise novices about the area. Therefore students could perhaps make better choices for themselves if faculty and other advisory staff were in closer consultation with them. This suggestion implies that students should be more availing of faculty and that faculty should make themselves more available to undergraduates. The university should promote these interactions.

The part-time and summer jobs these students had were typically not related to their plans. Summer jobs were somewhat more likely to be relevant than school year jobs were. About a third had a summer job which was related to their major and about a fourth, to their career. Only a fifth had a school-year job which was career-relevant. Assuming that better information (e.g., from experience) leads to better choices, the university can be helpful in students' decision-making by helping them find more relevant part-time and summer jobs.

Further Research

In this study it is not known to what extent group and sex differences are interrelated. Continuers contained more women than men, while the opposite was true of Seniors. Thus, a significant difference between Continuers and Seniors may be due to their differential sex ratios. This study showed some evidence that sex was more often a discriminator than group membership was. To determine the contribution to response differences of one or both factors or their interaction, a study such as this must be replicated with a larger sample so that cell sizes remain large enough for more detailed analysis.

To say that the groups or sexes answered a question differently does not imply that the university had a differential impact on them. It has been found that differences which exist when the students come to college are related to subsequent differences.[1] That is, output information such as the Senior Survey should be controlled for input information about the same students.

There appears to be some relationship between educational plans, career plans, and major field. Further research should be done to specify this relationship and to determine how a change in one of these areas affects choices in the others.

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[1]Astin, Alexander W. and Panos, Robert J. The Educational and Vocational Development of College Students. Washington, D.C.: American Council on Education, 1969.