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ABSTRACT

The Miller Analogies Test, speeded and somewhat powerized, is a highly verbal test that calls for analogies using words drawn from various academic disciplines. It has been given since 1961 to those who requested it and to all those who proceeded through the Master's program at the University of Wisconsin at Stevens Point. Of 821 students who took the test, 558 had entered a graduate program at Stevens Point. It was found that men and women did about equally well; women outnumber men slightly. There were sharp variances in mean scores by year Bachelor's degree was received and by year the test was taken, but there appeared to be no significant quality trends during the 1961-72 test period studied. Average scores were highest for BA degree holders, with BS holders a second, and the BE clearly lower. Present active graduate students averaged about six points higher than did inactive graduate students. Forms K, L, and M of the test appeared about equal. English and biology majors ranked highest, and communicative disorders, home economics, and elementary education majors averaged lowest. (Author/RC)

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056 MAIN BUILDING
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OFFICE OF INSTITUTIONAL RESEARCH

AN EVALUATION OF THE USE OF THE MILLER ANALOGIES TEST AT UW-SP

INTRODUCTION

The Miller Analogies Test has for a number of years been required for Master's students enrolled at UW-SP, not as a condition of admission but simply to be taken some time before graduation. The rationale for this policy is that the test scores might give some insight to graduate student performance, likeliness to succeed, and student quality trends in the graduate program. The test has been retained over recent years because its use had not been validated, hence this study is long overdue.

The Miller Analogies Test is a highly verbal test that calls for analogies using words drawn from various academic disciplines. The test is speeded and somewhat powerized, with a variety of forms available. It has been widely used as a condition of admission to graduate work, and has sometimes been related to criteria for later success following graduate study. Studies of more than twenty years ago indicate that certain academic majors hold an advantage in scores, with English majors tending to score higher and mathematics majors tending to score rather low. In recent years the analogies appear to be including a wider range of vocabulary, so these performances according to academic major do not appear important. The author used the Miller Analogies scores as a possible predictor of success among doctoral students, and found that among those who obtained the doctorate, the scores were related to measures of success beyond the doctorate. Outstanding education doctors who were productive scholars consistently scored high in the Miller Analogies Test.

Since the test has been amply reviewed in the literature, no more background will be provided here. The tables that follow reveal the extent to which selected variables relate to Miller Analogies Test scores. This in turn will give some idea what the test measures and the usefulness if any of the test as a predictor of graduate student success at Stevens Point.

A serious limitation of the study at this point is that students are not followed up beyond their graduate work to see if the test differentiates between those who distinguish themselves and those who do not.

GENERAL CHARACTERISTICS

Relating the test scores to type of Bachelor's degree by sex, we find (Table 1) that the Miller Analogies scores do vary considerably according to type of degree. For men, the BS degree holders averaged highest (46.09) with the BA degree a close second. Highest mean scores for women were those who held the BA degree, with those holding the BS degree second. Nearly three-fourths of all subjects held the BS degree. The scores of men averaged only slightly higher than those of women. However, men constituted only 34.8% of the total number of subjects over all the test scores averaged slightly highest for BS degree holders.

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[1] See: William H. Clements, Relationships of Selected Characteristics of Graduate Students to Later Success. Unpublished doctoral thesis, UW-Madison, 1955.

TABLE 1

MEAN SCORES ON MILLER ANALOGIES TEST BY SEX AND TYPE OF UNDERGRADUATE DEGREE

Type of Undergraduate Degree	MEN		WOMEN		TOTAL	
	No.	Mean MAT Score	No.	Mean MAT Score	No.	Mean MAT Score
Unknown	-	-	1	52.00	1	52.00
BS	202	46.09	209	44.00	411	45.02
BA	29	44.48	37	51.41	66	48.36
BM	16	42.63	7	36.00	23	40.61
BE	15	38.00	39	40.70	54	39.92
BME	3	31.67	-	-	3	31.67
TOTAL	265	45.07	293	44.36	558	44.70

A second analysis is according to the year the undergraduate degree was received, as shown in Table 2. The range was from 1929 to 1971, with at least one case in each year category. The modal year was 1962 when 53 subjects had received the Bachelor's degree. The cells for which means are computed are generally so small that the observed differences in means probably could not be considered significant. There is no evidence that recently obtained Bachelor's degrees relate to higher average scores. We might conclude that there is little difference in scores on the MAT according to year of Bachelor's degree. Despite sharp differences in means, because of the small number cases these differences could very well be explained by chance sampling.

TABLE 2

MEAN MILLER ANALOGIES SCORES BY SEX AND YEAR UNDERGRADUATE DEGREE RECEIVED

Year Undergraduate Degree Received	MEN		WOMEN		TOTAL	
	No.	Mean MAT Score	No.	Mean MAT Score	No.	Mean MAT Score
Unknown	-	-	1	52.00	1	52.00
1929	1	15.00	1	71.00	2	43.00
1930	-	-	1	53.00	1	53.00
1931	-	-	2	46.50	2	46.50
1932	-	-	2	36.00	2	36.00
1933	-	-	1	58.00	1	58.00
1934	-	-	3	38.00	3	38.00
1936	-	-	1	27.00	1	27.00
1937	1	36.00	1	12.00	2	24.00
1938	1	46.00	1	-	2	46.00
1939	1	35.00	3	58.00	4	52.25
1940	1	53.00	1	72.00	2	62.50
1942	1	65.00	4	39.00	5	44.20
1943	1	17.00	4	51.50	5	44.60
1945	-	-	2	47.50	2	47.50
1946	-	-	4	51.50	4	51.50
1947	-	-	4	41.75	4	41.75
1948	-	-	2	47.00	2	47.00
1949	2	53.50	6	52.50	8	52.75
1950	4	51.25	5	54.60	9	53.11
1951	7	43.00	7	39.00	14	41.00
1952	6	56.00	4	39.33	10	50.44
1953	7	38.17	5	33.80	12	36.18
1954	1	50.00	2	49.50	3	49.67
1955	1	54.00	5	39.80	6	42.17
1956	4	41.25	3	53.67	7	46.57
1957	13	40.77	8	35.13	21	38.62
1958	21	46.86	12	41.25	33	44.82
1959	12	45.42	14	48.07	26	46.85
1960	14	50.29	16	46.38	30	48.20

TABLE 2 - Continued

Year Undergraduate Degree Received	MEN No.	MEN Mean MAT Score	WOMEN No.	WOMEN Mean MAT Score	TOTAL No.	TOTAL Mean MAT Score
1961	17	46.53	17	46.18	34	46.35
1962	22	43.05	31	39.48	53	43.04
1963	27	43.54	17	49.71	44	45.98
1964	16	41.63	19	51.16	35	46.80
1965	16	42.56	14	41.14	30	41.90
1966	10	41.20	16	39.19	26	39.96
1967	8	42.63	8	51.75	16	47.19
1968	16	52.00	13	41.85	29	47.45
1969	14	39.57	13	43.46	27	41.44
1970	15	46.27	10	36.60	25	42.40
1971	5	43.40	10	47.00	15	45.80
TOTAL	265	45.07	293	44.36	558	44.70

Mean Number of Years Since Undergraduate Degree Received: 11.76

Of the 841 Miller Analogies scores recorded, 558 were for people who entered the UW-SP graduate program, or 66.2% of the total. Table 3 reveals that 247 or 42.5% had received a Master's degree; 144 were inactive and 167 were active as graduate students. The lowest mean score (41.39) was for inactive students and the highest (47.33) was for active students. Students who had already received the degree averaged 44.82. It is clear that inactive students had not averaged as well as others on the test. Some of the highest averages were for recent active students. However there does not appear to be a trend toward higher or lower scores during the 1961-72 period, except for a possible upward tendency during the past three years.

TABLE 3

MEAN SCORES ON MILLER ANALOGIES TEST BY GRADUATE STATUS AND YEAR TEST WAS TAKEN

Year Miller Analogy Test Was Taken	INACTIVE		ACTIVE		DEGREE AWARDED	
	No.	Mean	No.	Mean	No.	Mean
Unknown	5	37.00	1	34.00	1	56.00
1961	1	34.00	-	-	1	44.00
1962	3	82.00	1	50.00	4	54.75
1963	47	41.81	5	39.75	39	47.15
1964	32	40.16	9	52.89	21	39.48
1965	25	42.28	11	37.18	14	43.79
1966	10	32.60	8	43.88	15	43.07
1967	13	45.69	16	38.75	13	52.38
1968	2	34.50	13	52.46	13	51.77
1969	2	36.00	25	44.20	46	45.78
1970	2	59.00	30	46.73	39	43.95
1971	2	43.00	36	51.08	39	41.10
1972	-	-	12	60.75	2	23.50
TOTAL	144	41.39	167	47.33	247	44.82

In order to verify that the various forms of Miller Analogies Test administered are comparable. Table 4 was prepared. It includes data for the 558 students actually admitted to the graduate program. Mean scores range from 43.32 on form K to 46.48 on form M. On the basis of the evidence we may conclude that forms K, L, and M are generally comparable in difficulty level as suggested in the literature.

TABLE 4

MEAN SCORES ON MILLER ANALOGIES TEST BY SEX AND TEST FORM

Miller Analogy Test Form	MEN		WOMEN		TOTAL	
	No.	Mean MAT Score	No.	Mean MAT Score	No.	Mean MAT Score
Unknown	2	-	2	-	4	-
K	84	43.88	79	42.72	163	43.32
L	101	45.41	115	43.31	216	44.29
M	78	45.92	97	46.93	175	46.48
TOTAL	265	45.07	293	44.36	558	44.70

When test scores are averaged by sex and year taken, as in Table 5, we may observe that some of the highest means were for 1968, both for men and women, but with noticeably fewer cases. Since that time the means have been very consistent. Only a few of the 1972 scores are included in the analysis.

TABLE 5

MEAN MILLER ANALOGIES TEST SCORE BY SEX AND YEAR TAKEN

Year Miller Analogy Test Was Taken	MEN		WOMEN		TOTAL	
	No.	Mean MAT Score	No.	Mean MAT Score	No.	Mean MAT Score
Unknown	3	32.00	4	47.33	7	39.67
1961	2	39.00	-	-	2	39.00
1962	5	61.75	3	52.00	8	58.50
1963	47	44.17	44	43.89	91	44.03
1964	29	43.52	33	40.24	62	41.77
1965	26	42.04	24	41.08	50	41.58
1966	19	42.58	14	36.71	33	40.09
1967	21	46.29	21	43.95	42	45.12
1968	12	52.08	16	49.94	28	50.86
1969	29	45.03	44	44.93	73	44.97
1970	26	46.42	45	45.04	71	45.55
1971	40	45.98	37	45.65	77	45.82
1972	6	48.00	8	61.00	14	55.43
TOTAL	265	45.07	293	44.36	558	44.70

One point of interest is the sources of our graduate students as indicated by where they obtained the Bachelor's degree. Table 6 shows the state and institution where each of the 558 admitted students who took the MAT had received the Bachelor's degree. As might be expected, 478 or 85.7% received the Bachelor's in Wisconsin. Also, 338 or 60.6% are "our own"; they received the Bachelor's degree at UW-SP. Neighboring states accounted for 48 of the 80 non-Wisconsin Bachelor's degrees.

TABLE 6

STATE AND INSTITUTION WHERE BACHELOR'S DEGREE WAS OBTAINED

STATE & INSTITUTION	INSTITUTION TOTAL	STATE TOTAL
Unknown:	1	1
Arizona:		1
Arizona State University, Tempe	1	
Arkansas:		1
Arkansas State Teachers College, Conway	1	
Florida:		1
Florida A&M University, Tallahassee	1	
Illinois:		15
Concordia Teachers College, River Forest	6	
Greenville College, Greenville	1	
Illinois Wesleyan University, Bloomington	1	
North Central College, Naperville	1	
Northern Illinois University, DeKalb	2	
Roosevelt University, Chicago	1	
University of Illinois, Champagne	1	
University of Illinois, Urbana	1	
Western Illinois University, Macomb	1	
Indiana:		5
Ball State University, Muncie	1	
DePauw University, Greencastle	1	
Indiana University, Bloomington	2	
St. Mary of the Woods College, St. Mary of the Woods	1	
Iowa:		10
Iowa State University, Ames	1	
Luther College, Decorah	3	
University of Iowa, Iowa City	3	
Wartburg College, Waverly	3	
Michigan:		10
Central Michigan University, Mount Pleasant	2	
Michigan Technological University, Houghton	1	
Northern Michigan University, Marquette	4	
University of Michigan, Ann Arbor	2	
Western Michigan University, Kalamazoo	1	

TABLE 6 - Continued

STATE & INSTITUTION	INSTITUTION TOTAL	STATE TOTAL
Minnesota:		13
Augsburg College, Minneapolis	1	
Bemidji State College, Bemidji	1	
College of St. Teresa, Winona	1	
Macalester College, St. Paul	1	
St. Cloud State College, St. Cloud	1	
St. Olaf College, Northfield	3	
St. Thomas College, St. Paul	1	
University of Minnesota, Duluth	1	
University of Minnesota, Minneapolis	3	
Mississippi:		1
Mississippi Southern College, Hattiesburg	1	
Missouri:		3
Southeast Missouri State College, Cape Girardeau	2	
Washington University, St. Louis	1	
Montana:		2
Montana State University, Missoula	2	
New Jersey:		1
Mont Claire State College, Upper Mont Claire	1	
New Mexico:		1
New Mexico Highlands University, Las Vegas	1	
New York:		1
Suny, Plattsburg	1	
North Dakota:		6
North Dakota State University, Fargo	2	
State Normal College, Ellendale	1	
University of North Dakota, Grand Forks	2	
Valley City State College, Valley City	1	
Ohio:		1
Ohio State University, Columbus	1	
Pennsylvania:		1
Carnegie-Mellon University, Pittsburgh	1	

TABLE 6 - Continued

STATE & INSTITUTION	INSTITUTION TOTAL	STATE TOTAL
South Dakota:		
University of South Dakota, Vermillion	1	
Tennessee:		
George Peabody College of Teachers, Nashville	1	
Vanderbilt University, Nashville	1	
Utah:		1
College of Southern Utah, Cedar City	1	
Washington:		1
Washington State University, Pullman	1	
West Virginia:		1
West Virginia University, Morgantown	1	
Wisconsin:		478
Alverno College, Milwaukee	1	
Carroll College, Waukesha	1	
Lakeland College, Sheboygan	3	
Lawrence University, Appleton	5	
Marquette University, Milwaukee	3	
Milton College, Milton	2	
Mount Mary College, Milwaukee	3	
Mount Senario College, Ladysmith	2	
Northland College, Ashland	5	
Ripon College, Ripon	2	
St. Francis Seminary, Milwaukee	1	
St. Norbert College, West DePere	10	
Stout State University, Menomonie	15	
University of Wisconsin, Madison	23	
University of Wisconsin, Milwaukee	7	
University of Wisconsin, Stevens Point	338	
Viterbo College, La Crosse	4	
Wisconsin State University, Eau Claire	14	
Wisconsin State University, La Crosse	7	
Wisconsin State University, Oshkosh	11	
Wisconsin State University, Platteville	1	
Wisconsin State University, River Falls	7	
Wisconsin State University, Superior	9	
Wisconsin State University, Whitewater	4	

Of interest also is the number of students and the mean test for each undergraduate major. In observing the means we must not forget the number of cases involved. Where only a few cases are included, the means become quite unreliable. Table 7 lists only eight undergraduate majors which include enough cases for comparisons among scores. Of these eight, English majors averaged highest with a mean of 54.49, and communicative disorders majors averaged lowest with a mean of 40.00. The evidence indicates that English majors continue to lead the field in average score. Table 7 shows biology majors ranking second.

MEAN SCORES ON MILLER ANALOGIES TEST BY SEX AND UNDERGRADUATE MAJOR

UNDERGRADUATE MAJOR	MEN	WOMEN	MEAN MAT SCORE
Unknown	-	1	52.00
Art	-	1	58.00
Art Education	-	1	34.00
Biology	14	5	51.32
Chemistry	2	1	45.33
Communication	4	3	41.00
Communicative Disorders	15	18	40.00
Deaf Education	-	3	47.00
Drama	2	1	45.00
Economics	4	-	48.25
Elementary Education	60	123	41.71
English	28	45	54.49
Forestry	2	-	37.00
French	1	2	48.33
General Science	4	-	38.50
Geography	4	-	35.75
German	1	1	50.00
History	45	7	43.92
Home Economics - (Business, Education, or General)	-	50	41.74
Ibero - American Studies	1	-	68.00
Industrial Arts	1	-	46.00
International Relations	1	-	79.00
Journalism	1	-	50.00
Latin	1	-	69.00
Mathematics	3	5	47.50
Music (Education, Literature, or General)	31	14	42.20
Philosophy	2	-	53.00
Physical Education - Men	3	-	39.67
Physical Education - Women	-	1	54.00
Physical Sciences	2	-	57.00
Psychology	6	2	50.25
Sociology & Anthropology	5	1	44.33
Social Science	21	4	45.52
Spanish	-	2	53.50
Speech Therapy	-	2	35.50
Water	1	-	50.00

Mean scores by graduate major (Table 8) present a similar picture. The 64 English majors averaged 54.19 on the MAT. The means ranged from that point down to 39.85 for Elementary Education - Reading - MST majors. No test of significance was calculated because of the many majors having few cases, but there do seem to be significant differences in MAT performance according to major. It is not clear whether the differences are due to variations in student quality or whether certain majors generally have an advantage because of the content of the test.

TABLE 8

MEAN MILLER ANALOGIES SCORE BY SEX AND GRADUATE MAJOR

GRADUATE MAJOR	MEN	WOMEN	MEAN MAT SCORE
Biology -- MST	5	1	48.50
Communication -- MAT	1	-	69.00
Communication -- MST	4	6	50.90
Communicative Dis. -- MS	19	26	41.77
Drama -- MST	1	-	52.00
Elementary Education -- MST	39	71	43.56
Elementary Education - Reading -- MST	3	24	39.85
English -- MST	24	34	54.19
General Science -- MST	1	-	35.00
Geography -- MST	1	-	36.00
History -- MAT	1	-	79.00
History -- MST	37	4	48.29
Home Economics -- MST	-	6	47.17
Home Economics Education -- MS	-	37	41.68
Mathematics -- MST	2	2	44.25
Music -- MST	23	6	44.03
Natural Resources -- MS	5	2	55.14
Psychology -- MS	1	-	62.00
Psychology -- MST	1	-	52.00
Social Studies -- MAT	2	-	31.00
Social Studies -- MST	16	3	43.53
Undecided -- MS	3	4	51.14
Inactive Students (No Graduate Major Coded)	77	67	41.39

INTERCORRELATIONS

Part of the validation process is to intercorrelate the Miller Analogies scores and other variables when available and applicable. Table 9 shows intercorrelations for four variables for 541 students who took in MAT during the specified study period. The table shows that the MAT has approximately zero correlation with years since the Bachelor's degree was granted and with age when the test was taken. A very modest but real correlation of 0.25 was found between MAT scores and the undergraduate GPR. It was natural that age and years since Bachelor's degree correlated to the extent of 0.69, by the Pearson Product - Moment method.

TABLE 9

INTERCORRELATIONS AMONG FOUR VARIABLES: ALL CASES

N = 541

Variable:	1 Years Since Degree	2 Undergrad. GPR	3 Age/Miller Analogies	4 Miller Anal. Score
1. Years Since Bachelor's Degree	1.00			
2. Undergrad. GPR	0.07	1.00		
3. Age When Miller Analogies Taken	0.69 *	0.17	1.00	
4. Miller Analogies Score	0.03	0.25 *	0.03	1.00
MEAN	11.60	2.85	32.51	44.83
S. D.	8.06	0.37	9.61	15.38

*Significant (Real) Correlations

A second set of intercorrelations involves more variables, but is based on only 60 cases common to all variables. Table 10 shows these intercorrelations. Perusal of the table reveals that the MAT scores are most closely related to general scholarship. The r between MAT scores and Cumulative ACT scores is .70, and with the ACT natural science scores it is .63. All ACT scores correlate significantly with themselves and with MAT scores. Years since the Bachelor's degree correlates with nothing; nor does age. The undergraduate correlates very little with any of the other variables.

TABLE 10

INTERCORRELATIONS AMONG NINE VARIABLES: MILLER ANALOGIES SCORES

N = 60

Variable:	1 Yrs. Since BS, BA	2 Bach. GPR	3 Age/ Miller Anal.	4 Miller Score	5 ACT Eng.	6 ACT Math	7 ACT Soc. Sci.	8 ACT Nat. Sci.	9 ACT Comp.
1. Years Since Bachelor's Degree	1.00								
2. Undergrad. GPR	0.12	1.00							
3. Age When Miller Anal. Taken	0.12	0.10	1.00						
4. Miller Analogies Score	0.09	-0.03	0.18	1.00					
5. ACT English	-0.06	0.22	0.04	0.48*	1.00				
6. ACT Math	0.07	-0.06	-0.06	0.56*	0.27*	1.00			
7. ACT Social Science	0.06	0.09	0.00	0.51*	0.42*	0.32*	1.00		
8. ACT Natural Science	0.01	0.08	0.13	0.63*	0.40*	0.49*	0.51*	1.00	
9. ACT Composite	0.03	0.12	0.01	0.70*	0.73*	0.60*	0.75*	0.78*	1.00
MEAN	2.80	2.87	23.97	43.60	19.77	21.00	22.60	22.15	21.25
S.D.	1.44	0.34	3.58	13.29	4.06	4.61	4.99	4.86	3.93

*Significant Correlations

SUMMARY AND CONCLUSIONS

The Miller Analogies Test has been administered on this campus since 1961 to those who requested it and to all who proceeded through the Master's program, before receipt of the Master's degree. The test has never been required for admission to graduate work. A previous study [2] shows that Stevens Point Master's students compare favorably with Educational doctoral students generally in performance on this test. Of 821 students who took the test, 558 had entered a graduate program at Stevens Point. When performances of these 558 people are examined, we find that men and women did about equally well; women outnumbered men slightly. There were sharp variances in mean scores by year Bachelor's degree was received and by year the test was taken, but there appear to be no significant quality trends during the 1961-72 test period studied. Scores averaged best for holders of the BA degree, with the BS degree a good second, and the BE clearly lower. Present active graduate students averaged about six points higher on the test than did inactive graduate students. Forms K, L, and M of the Miller Analogies Test appear about equal in difficulty as indicated by compared mean scores. There appear to be some significant differences in mean scores according to undergraduate and graduate majors. English and biology majors ranked highest, and communicative disorders, home economics, and elementary education majors averaged lowest among majors in which enough students are enrolled to make comparisons.

ORIGINS

The great majority of the graduate students concerned in the study had received their Bachelor's degree in Wisconsin, and more than 60% were graduates at Stevens Point.

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[2] See: William H. Clements, "Graduate Student Characteristics," Office of Institutional Research, UW-Stevens Point, August, 1969, p.51.

INTERCORRELATIONS

Only a modest correlation (0.25) exists between MAT scores and undergraduate grade point ratio, based on 541 cases. ACT scores were available for 60 testees, for whom the MAT and the ACT subtests and composite scores correlated positively at values ranging from .48 with ACT English to .70 with ACT composite. It thus appears that the Miller Analogies Test is most closely allied with the ACT test, and that one could largely replace the other as a predictor. It is also clear that age has little relationship to Miller Analogies scores.

RECOMMENDATIONS

Miller Analogies Test scores have only a very modest relationship to success in graduate work. It does have some value as a predictor, but could be replaced by ACT scores when these are available. The test has not been validated for performance beyond the Master's degree, but is known to have identified outstanding productive scholars for some doctoral institutions.

In view of all the evidence present, the investigator recommends that the MAT be used for two purposes only in connection with the Master's degree work at Stevens Point: (1) for evidence in marginal cases for admission to graduate study, and (2) as one of the bases for determining who should receive a graduate fellowship, if such is offered at UW-Stevens Point.

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