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AN EXPLORATORY INVESTIGATION OF SELECTED STUDENT TYPES AT  
THREE UNIVERSITY OF CALIFORNIA CAMPUSES, A PRELIMINARY  
REPORT.

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DEVELOPMENT CENTERS, DAVIS, SANTA BARBARA, LOS ANGELES,  
BERKELEY, UNIVERSITY OF CALIFORNIA

A CONCERN OVER THE LOSS OF POTENTIALLY CAPABLE STUDENTS  
LED RESEARCH PERSONNEL ON THE DAVIS, LOS ANGELES, AND SANTA  
BARBARA CAMPUSES OF THE UNIVERSITY OF CALIFORNIA TO JOIN  
FORCES IN A STUDY TO IDENTIFY WAYS FOR ACCOMMODATING THE  
VARIOUS TYPES OF STUDENTS ADMITTED TO THE THREE SCHOOLS. A  
2-YEAR PROJECT WAS PLANNED. THIS INTERIM REPORT COVERED A  
1-YEAR ASSESSMENT OF SAMPLES FROM THE THREE COLLEGES. THE  
MAJOR DATA WERE DRAWN FROM AN EXTENSIVE QUESTIONNAIRE,  
INCLUDING INFORMATION ABOUT THE STUDENTS' BACKGROUND  
CHARACTERISTICS, ASPIRATIONS, AND ATTITUDES. APTITUDE DATA  
AND SCORES ON A PERSONALITY INVENTORY WERE ALSO INCLUDED IN  
THE FIRST-YEAR ANALYSIS. BASED ON THESE VARIOUS DATA, THE  
REPORT DESCRIBED THE FRESHMAN STUDENT BODIES ON EACH CAMPUS  
AND DIFFERENTIATED THEM WITHIN AND AMONG THE CAMPUSES. THE  
SAMPLE GROUPS USED IN THE STUDY REPRESENTED 74 PERCENT OF THE  
DAVIS FRESHMEN, 75 PERCENT AT SANTA BARBARA, AND 48 PERCENT  
AT LOS ANGELES. NO ATTEMPT WAS MADE IN THE INTERIM PERIOD OF  
STUDY TO ESTABLISH IMPLICATIONS OR CONCLUSIONS. (JH)

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INTERIM REPORT  
Project No. C-07  
Contract No. OE-6-10-106

AN EXPLORATORY INVESTIGATION OF SELECTED STUDENT  
TYPES AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES

October 1966

U. S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE

Office of Education  
Bureau of Research

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An Exploratory Investigation of Selected Student  
Types at Three University of California Campuses.

A Preliminary Report

Project No. C-07

Contract No. OE-6-10-106

Kathleen Mock, George Yonge, Paul Heist

October 1966

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Center for Research and Development  
in Higher Education  
Berkeley, California

## Preface

This presentation of information and data about students on three University of California campuses was prepared as a working paper for a conference with representatives from the three campuses included in the project. There were three major reasons for the conference: to disseminate data thus far collected and analyzed, to obtain the help of the participants in the interpretation of results, and to review and formalize plans for the second year of the research. Participants included representatives from the counseling centers on each campus, the offices of the dean of students, and the offices of academic deans of the Colleges of Letters and Science, as well as staff from the Center for Research and Development in Higher Education.

The present report is restricted to a first-year assessment of the samples involved in the two-year project. The major data are drawn from an extensive questionnaire including information about background experiences, aspirations, and attitudes of the students. Aptitude data and scores from a personality inventory are also included in the first-year analysis. The major purpose of this report from the first-year assessment is to describe the student bodies on each campus and to differentiate them within and among campuses.

By being limited to first-year findings, this paper does not answer the main questions of the study from which it is drawn. These questions can only be answered at the end of two years with the collection of data on persistence and achievement in college.

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## INTRODUCTION

### General Objectives

The low retention rate of public institutions is widely known. Most institutions of this type start losing students early, and at the end of four years only a minority are around to graduate. At the University of California research on students has also drawn attention to the exodus of numerous students after a semester or more. The results of a couple of studies have indicated that all kinds of persons never finish, among whom are many of high academic potential and serious intellectual interests. There are as yet few answers to explain the not infrequent withdrawal of students with high ability scores and seemingly keen motivation.

A concern over the loss of potentially capable students led research personnel on the Davis, Los Angeles, and Santa Barbara campuses of the University of California to join forces with the Center for Research and Development in Higher Education on the Berkeley campus. In two earlier conferences, representatives from the Center and the three campuses agreed to address themselves to the following questions over a two year period: to what extent is the University of California able to accommodate the wide range of "types" of entering students so as to effect similarly satisfactory results for the students concerned? To what extent do some student types tend to withdraw or transfer from the University more frequently than do others? Are the various campuses of the University similarly proficient in meeting the educational needs of various designated types of students?

### Focus of Present Report

This is a preliminary report growing out of this research but not addressed to the major underlying questions. The focus here is on the description of in-

coming freshmen on the three University campuses. This is accomplished with data on academic ability, intellectual commitment, family and community background, and selected attitudes, as well as educational goals and aspirations.

### Procedure

In the fall of 1965, the collaborative project was initiated when the counseling centers on the Davis, Los Angeles, and Santa Barbara campuses of the University of California administered the Omnibus Personality Inventory (OPI) to incoming freshmen. Since the existing testing programs were either voluntary or for students in only certain divisions of a campus, biases of unknown dimensions were operating in determining the student samples. Ninety-five per cent of the total Davis freshman class was tested, but only 75 per cent of the entrants at Santa Barbara and 49 per cent at Los Angeles.

Both ability and motivational measures were needed to evolve the design of the study. Consequently, a subgroup of freshmen was set up on each campus as the study population by the availability of both academic aptitude and OPI scores. These groups represented 74 per cent of the Davis freshmen, 75 per cent at UCSB, and 48 per cent at UCLA.

All students in these two-criterion samples on each campus were assigned to cells in a 3 x 3 table according to scores obtained on the two tests. The criteria for high, average, and low ability were respectively scores above the 85th percentile of those tested on each campus, between the 16th and 85th percentile, and below the 16th percentile. The tests on which these categories were based are the Scholastic Aptitude Test at Davis, the Concept Mastery Test at Los Angeles, and the School and College Ability Test at Santa Barbara.

The second set of criteria for placement in the nine-cell table was based on a composite personality dimension called Intellectual Disposition (IDC).



The dimension, consisting of eight categories, is derived from scores on four primary scales (Theoretical Orientation, Thinking Introversion, Estheticism, Complexity) and two secondary scales (Autonomy, Religious Orientation) on the OPI (see Figure 1 for a description of these scales\*). Groups designated as high (Intellectual Disposition Categories 1-3), average (IDC 4-6) and low (IDC 7-8) were formed on the basis of these profile patterns. High scorers are described as possessing dispositions toward abstract, original, and reflective thinking, toward novel and complex experiences, and toward a generally non-authoritarian style of life; low scorers are more likely to be dominated by objective conditions, tend to evaluate ideas or facts on the basis of their practical, immediate application, seek simple and unambiguous experiences, and generally possess authoritarian styles of thinking.

The figures in Table 1 show the cut-off scores for high, average, and low ability, as well as the numbers falling within each of the nine cells, as determined by both criteria.

In the spring of 1966, students were chosen from among those classified in one of the nine cells as samples to be surveyed by means of a questionnaire. Through these instruments information was sought on background, attitudes, aspirations, and reactions to UC. Questionnaires were sent to all students falling in the extreme (corner) cells shown in Table 1, that is, categories 1, 3, 7, and 9, and to every fifth person in the remaining categories. Considering the diversity of students sampled the response to the questionnaires was high: Davis and Santa Barbara, 91 per cent; Los Angeles, 84 per cent. Table 2 shows the resulting numbers in each cell. The totals were: UCD, 332; UCSB, 613; UCLA, 502.

In order to assess any bias operating in responders versus non-responders,

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\* See end of each section for Figures and Tables



mean scores on OPI scales were compared for the two groups by sex and school. Only the two groups of Davis girls differed significantly, and these differences are too small to permit one to interpret them psychologically (see Figure 2).

Figure 1

OMNIBUS PERSONALITY INVENTORY (FORM F) --- BRIEF SCALE DESCRIPTIONS

Thinking Introversion (TI): Persons scoring high on this measure are characterized by a liking for reflective thought and academic activities. They express interests in a broad range of ideas and in a variety of areas, such as literature, art and philosophy. Their thinking is less dominated by objective conditions and generally accepted ideas than that of thinking extroverts (low scorers). Most extroverts show a preference for overt action and tend to evaluate ideas on the basis of their practical, immediate application.

Theoretical Orientation (TO): This scale measures an interest in, or orientation to, a more restricted range of ideas than is true of TI. High scorers are interested in science and in some scientific activities, including a preference for using the scientific method in thinking. They are generally logical, analytical, and critical in their approach to problems.

Estheticism (Es): High scorers endorse statements indicating diverse interests in, as well as an appreciation of, artistic matters and activities. The focus of their interests tends to extend beyond painting, sculpture and music and includes interests in literature and dramatics.

Complexity (Co): This measure reflects an experimental orientation rather than a fixed way of viewing and organizing phenomena. High scorers are tolerant of ambiguities and uncertainties; they are generally fond of novel situations and ideas. Most high scorers very much prefer to deal with diversity and complexity, as opposed to simplicity and structure, and are disposed to seek out and enjoy unusual ambiguous events and experiences.

Autonomy (Au): The characteristic measured is composed of non-authoritarian attitudes and a need for independence. High scorers are sufficiently independent of authority, as traditionally imposed through social institutions, that they oppose infringements on the rights of individuals. They are tolerant of viewpoints other than their own, and they are nonjudgmental, realistic, and intellectually liberal.

Religious Orientation (RO): High scorers are skeptical of conventional religious beliefs and practices and tend to reject most of them, especially those that are orthodox or fundamentalistic in nature. Persons scoring near or above the mean are manifesting a liberal view of religious beliefs, and low scorers tend to be conservative in general and rejecting of other viewpoints. (The direction of scoring on this scale, with strong religious commitment indicated by low scores, was determined in part by the correlation between these items and the first four scales which together measure a general intellectual disposition.)

**Social Extroversion (SE):** This measure reflects a preferred style of relating to people in a social context. High scorers, displaying a strong interest in being with people, seek social activities and gain satisfaction from them. The social introvert (low scorers) tends to withdraw from social contacts and responsibilities.

**Impulse Expression (IE):** This scale assesses a general readiness to express impulses and to seek gratification either in conscious thought or in overt action. High scorers have an active imagination, value sensual reactions, and their thinking and behavior has pervasive overtones of feelings and fantasies.

**Personal Integration (PI):** The high scorer admits to few attitudes and behaviors that characterize anxious, disturbed or socially alienated persons. Low scorers on the other hand, may intentionally avoid others and often express hostility and aggressions. They also indicate feelings of loneliness, rejection, and isolation.

**Anxiety Level (AL):** High scorers deny that they have feelings or symptoms of anxiety and do not admit to being nervous or worried. Low scorers are generally tense and high-strung and often experience some difficulty adjusting in their social environment.

**Altruism (Am):** The high scorer is an affiliative person and trusting in his relations with others. He exhibits concern for the feelings and welfare of people he meets. Low scorers tend to be much less concerned about the welfare of others and often view people from an impersonal, distant perspective.

**Practical Outlook (PO):** The high scorer on this measure is interested in practical, applied activities and tends to value material possessions and concrete accomplishments. The criterion most often used to evaluate ideas and things is one of immediate utility. Authoritarianism, conservatism and non-intellectual interests are very frequent personality components of persons scoring above the average.

**Masculinity-Femininity (MF):** This scale assesses some of the differences in attitudes and interests between college men and women. High scorers (masculine) deny interests in esthetic matters and they admit to few adjustment problems, feelings of anxiety, or personal inadequacies. They also tend to be somewhat less socially inclined than low scorers and more interested in scientific matters. Low scorers (feminine), besides stronger esthetic and social inclinations, also admit to greater sensitivity and emotionality.

**Response Bias (RB):** This measure represents an approach to assessing the students test-taking attitude. High scorers are responding to this measure in a manner similar to a group of students who were explicitly asked to make a good impression by their responses to these items. Low scorers, on the contrary, may be trying to make a bad impression.

TABLE 1

CUT-OFF SCORES USED FOR SCHOLASTIC APTITUDE TEST (SAT), CONCEPT MASTERY TEST (CMT), AND SCHOOL AND COLLEGE ABILITY TEST (SCAT), FOR HIGH, MEDIUM AND LOW CELLS, AND CATEGORIES FOR HIGH, MEDIUM, AND LOW CELLS OF INTELLECTUAL DISPOSITION, AND FREQUENCIES WITHIN THESE CELLS OF STUDENTS TESTED AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES  
FALL 1965

## ACADEMIC ABILITY

HIGH

MEDIUM

LOW

UCD UCIA UCSB  
(SAT) (CMT) (SCAT)UCD UCIA UCSB  
(SAT) (CMT) (SCAT)UCD UCIA UCSB  
(SAT) (CMT) (SCAT)

1291-1504 96-169 324-339

998-1290 42-95 305-323

719-997 0-41 291-304

M	20	58	46
F	15	38	24
T	35	96	70

M	36	82	46
F	49	89	72
T	85	171	118

M	1	2	2
F	7	7	8
T	8	9	10

[1]

[2]

[3]

HIGH  
IDC 1-3MEDIUM  
IDC 4-6LOW  
IDC 7-8

M	104	112	157
F	58	88	122
T	162	200	279

M	345	554	574
F	373	575	738
T	718	1129	1312

M	52	95	57
F	99	137	190
T	151	232	247

[4]

[5]

[6]

M	10	4	29
F	3	14	9
T	13	18	38

M	75	117	154
F	77	107	165
T	152	224	319

M	18	41	25
F	38	49	78
T	56	90	103

[7]

[8]

[9]

INTELLECTUAL DISPOSITION

Table 2

ACADEMIC ABILITY

HIGH

UCD (SAT) UCIA (CMT) UCSB (SCAT)

1291-1504 96-169 324-339

M	19	52	43
F	14	35	18
T	33	87	61
	11		

MEDIUM

UCD (SAT) UCIA (CMT) UCSB (SCAT)

998-1290 42-95 305-323

M	9	14	7
F	8	13	15
T	17	27	22
	21		

LOW

UCD (SAT) UCIA (CMT) UCSB (SCAT)

719-997 0-41 291-304

M	1	0	1
F	7	7	8
T	8	7	9
	31		

MEDIUM  
IDC 4-6

M	21	22	26
F	9	12	27
T	30	34	53
	44		

M	53	87	94
F	74	99	146
T	127	186	240
	51		

M	10	17	4
F	18	23	35
T	28	40	41
	61		

LOW  
IDC 7-8

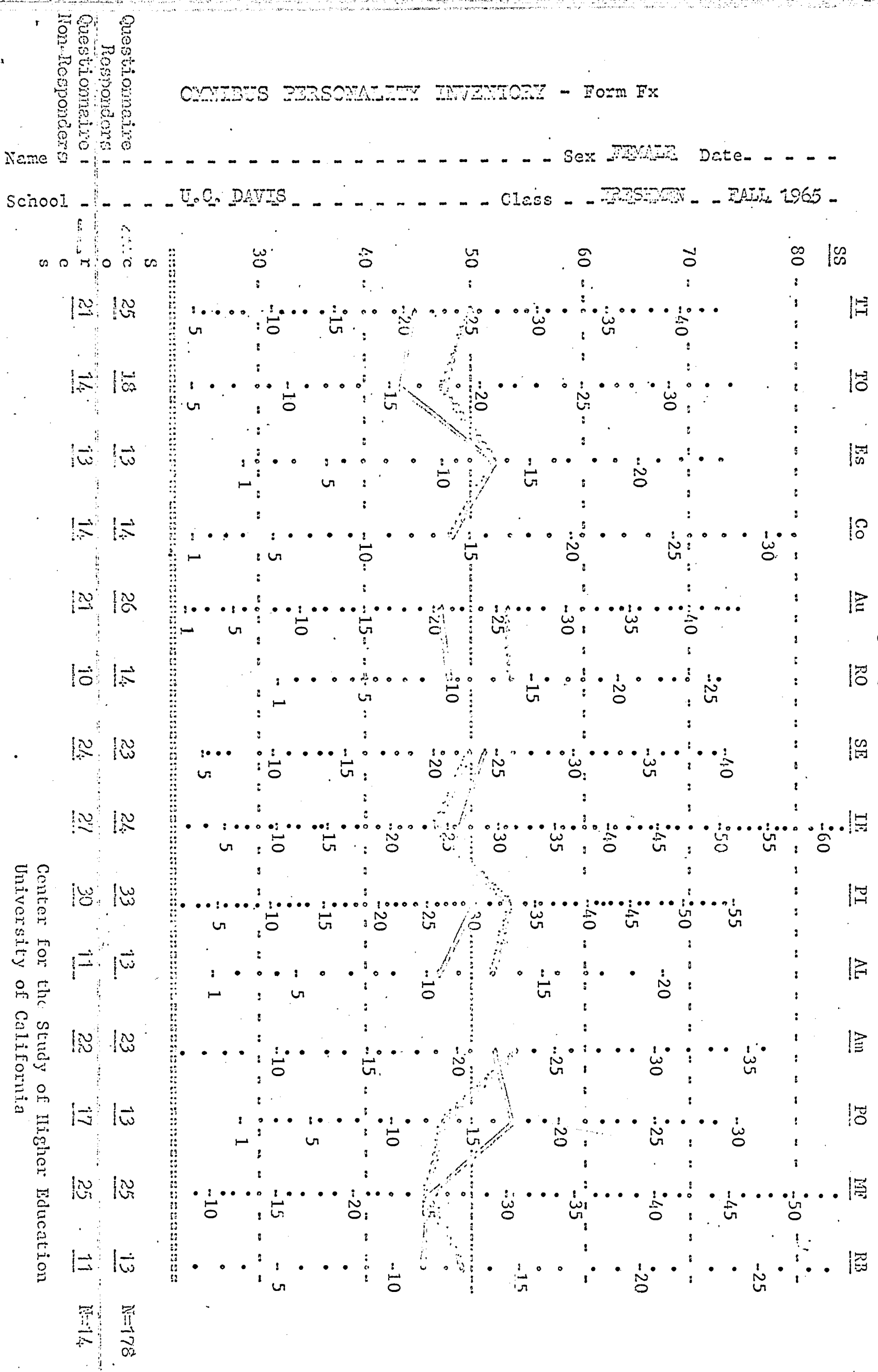
M	10	3	26
F	3	12	9
T	13	15	35
	71		

M	16	18	25
F	11	15	34
T	27	33	59
	81		

M	15	32	22
F	34	41	71
T	49	73	93
	91		



Figure 2  
 Omnibus Personality Test Profiles for Freshmen Women at University of California, Davis  
 According to Response or No Response to Questionnaire  
 Spring 1966



Center for the Study of Higher Education  
 University of California



## BACKGROUND OF STUDENTS IN SAMPLE

High School Background

There are significant differences<sup>1</sup> among the three campuses in the size of the high school class from which the students graduated (see Figure 3). Davis students are more likely than are the students from Los Angeles or Santa Barbara campuses to come from graduating classes of fewer than 500 people. UCLA has significantly more students from the larger graduating classes than do UCD or UCSB; in fact, over 60 per cent of the UCLA people attended secondary schools with graduating classes of at least 500. UCSB also has a significantly larger percentage from such large schools than does Davis, but significantly fewer than does UCLA. In general, most students at all the campuses graduated from high schools with 100 or more persons in the graduating classes.

The students on the three campuses as a whole do not differ in high school grade point average (GPA), but there are significant sex differences, GPA's held by women being somewhat higher than those of men. Looking at women separately, those at UCLA have significantly higher GPA's than do the rest of the women (see Figure 4).

On the matter of academic rank, only UCLA and UCSB students differ significantly, with UCLA having more students in the top 5 per cent of their graduating class and fewer students in the bottom 85 per cent. A smaller proportion of the UCSB students were in the top 5 per cent of their class as compared to the entrants on the other campuses. As total groups, women had significantly higher ranks than did men; this is determined chiefly by sex differences at UCLA (see Figure 5).

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1. All differences reported are significant at  $p < .05$ .

### Parents and Home

Education: There are significant differences between UCLA and the other two campuses in the highest educational level attained by fathers of the students, with fathers of students at Los Angeles on the whole having fewer years of education (see Figure 6). There are also differences in the education of mothers of the students. UCD mothers have more schooling than those at UCSB; UCSB mothers, in turn, are more educated than mothers of UCLA students (see Figure 7).

Vocation: Using the occupational categories of the U. S. Census,<sup>2</sup> more than a third of the fathers of the students on all campuses are classified as professional, technical, or kindred, with another third in the category of manager, officials, proprietors, farm owners and managers (see Table 3).

Thirty-one per cent of the students on all campuses have mothers who have never been employed, but noteworthy proportions have mothers who are or have been employed in a clerical position (26 per cent) or in a professional or technical job (22 per cent) (see Table 4).

The occupations for fathers who were in the professional, technical, or kindred category were reclassified by groups and levels based on a system devised by Anne Roe.<sup>3</sup> On the former breakdown, UCLA students have a significantly larger percentage of fathers in the technology group (e.g., architects, engineers, pilots, surveyors, electronic technicians, etc.) than do Davis students (see Figure 8). Davis students, in particular the males, have a significantly larger percentage of fathers in the science group (e.g., biologists, mathematicians, physicians, nurses, dental technicians, etc.) than do UCSB students.

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2. U. S. Department of Commerce, Bureau of the Census, Alphabetical Index of Occupations and Industries (Washington, D.C.: U. S. Printing Office, 1960).

3. Anne Roe, The Psychology of Occupations (New York: Wiley, 1956).

UCLA students have a significantly smaller percentage of fathers in general culture (e.g., clergymen, lawyers, economists, authors, elementary and secondary teachers, librarians, etc.) than do Santa Barbara and Davis people. There are no other campus differences in Roe's groups. While this provides a cue about home backgrounds for a proportion of the students, the large groups on all campuses with presumably similar backgrounds should not be overlooked.

The largest percentage of mothers who are or have been employed in professional or technical fields is in the general culture category (56 per cent) followed by science (25 per cent) and service (10 per cent: e.g., social workers, recreation workers, religious workers, etc.). Further, among mothers classified in the professions, there are significantly more in science at Davis than at UCSB, but fewer in general culture vocations (see Figure 9).

Roe's second classification of vocations in the professional and technical fields separates them into four levels, with positions in level one involving more education, status and responsibility than level four positions. Sixty-five per cent of the positions of professional fathers on all campuses were in level two, and 23 per cent were in level one. There are no differences among campuses in the way fathers' positions are distributed in these levels. The positions of mothers in the professions were mostly in level two (80 per cent) and three (12 per cent), with no differences among campuses.

Income: On the matter of income, quite related to vocation, there are significant differences in the proportions in five income categories existing between parents of Santa Barbara students compared to parents of either UCLA or Davis students; higher incomes occur at UCSB (see Figure 10). No differences among campuses appear in the category of parents earning less than \$4,000; in fact, very few parents on any campus are in this group. Close to a majority of students' parents at each campus earn \$12,000 or more. Using

the dichotomy of \$11,999 and below or \$12,000 and above, there are significant differences between all campuses; the parents of UCSB students again have the highest income level, the parents of UCLA students the lowest.

Religious: A majority of the students at Davis and Santa Barbara are from homes in which the religious or ethical values are Protestant (see Figure 11). However, only 43 per cent of the UCLA people are from such homes; 31 per cent of the UCLA students have Jewish backgrounds. Students were also asked to describe their own current faith or belief; there are significantly smaller percentages of students describing their own faiths as Protestant or Jewish than describing their home backgrounds in this way. This is partially explained by the number of students who classify themselves as agnostic (14 per cent), as having no religion (12 per cent), and as atheists (4 per cent) (see Figure 12).

Political: Over a third (36 per cent) of the total sample rate themselves as politically liberal or very liberal, as opposed to 19 per cent who describe themselves as either conservative or very conservative (see Table 5). When asked to rate their parents on this dimension, there is a significant difference between the percentages of students rating themselves as liberal or very liberal and the percentages rating their parents this way (fathers 22 per cent, mothers 20 per cent). Students described their parents as conservative or very conservative (fathers 33 per cent, mothers 30 per cent) in significantly higher proportions than they described themselves in this way. Thus, there is a shift away from the parental political views, assuming that students once agreed with their parents, clearly in the direction of liberalism.

Figure 3

Percentages of Freshmen Categorized by School and Sex at Three University of California Campuses According to Number of Students in High School Graduation Class

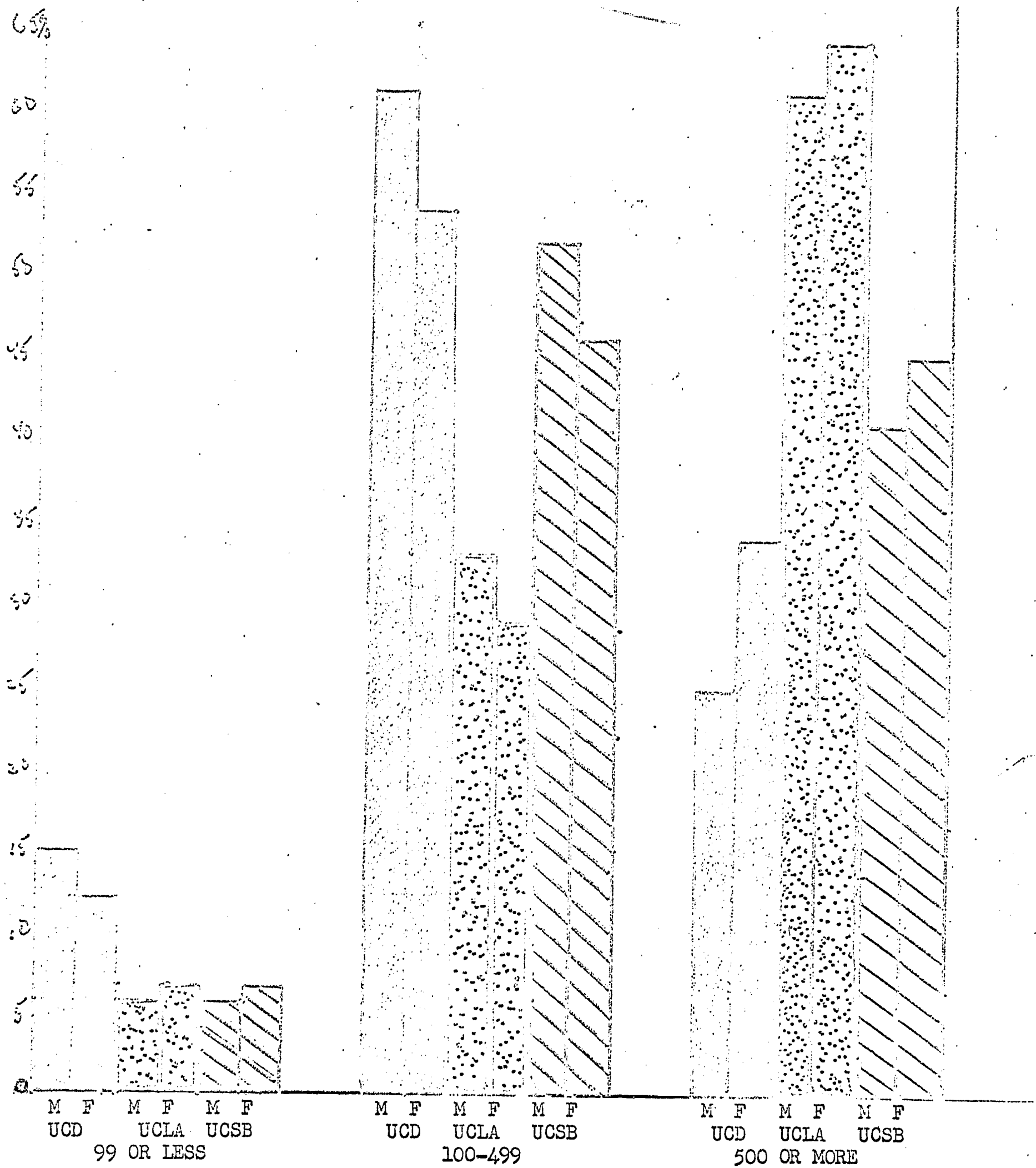




Figure 4  
Percentages of Freshmen Categorized by School and Sex at Three University of California Campuses According to Average Grade in High School

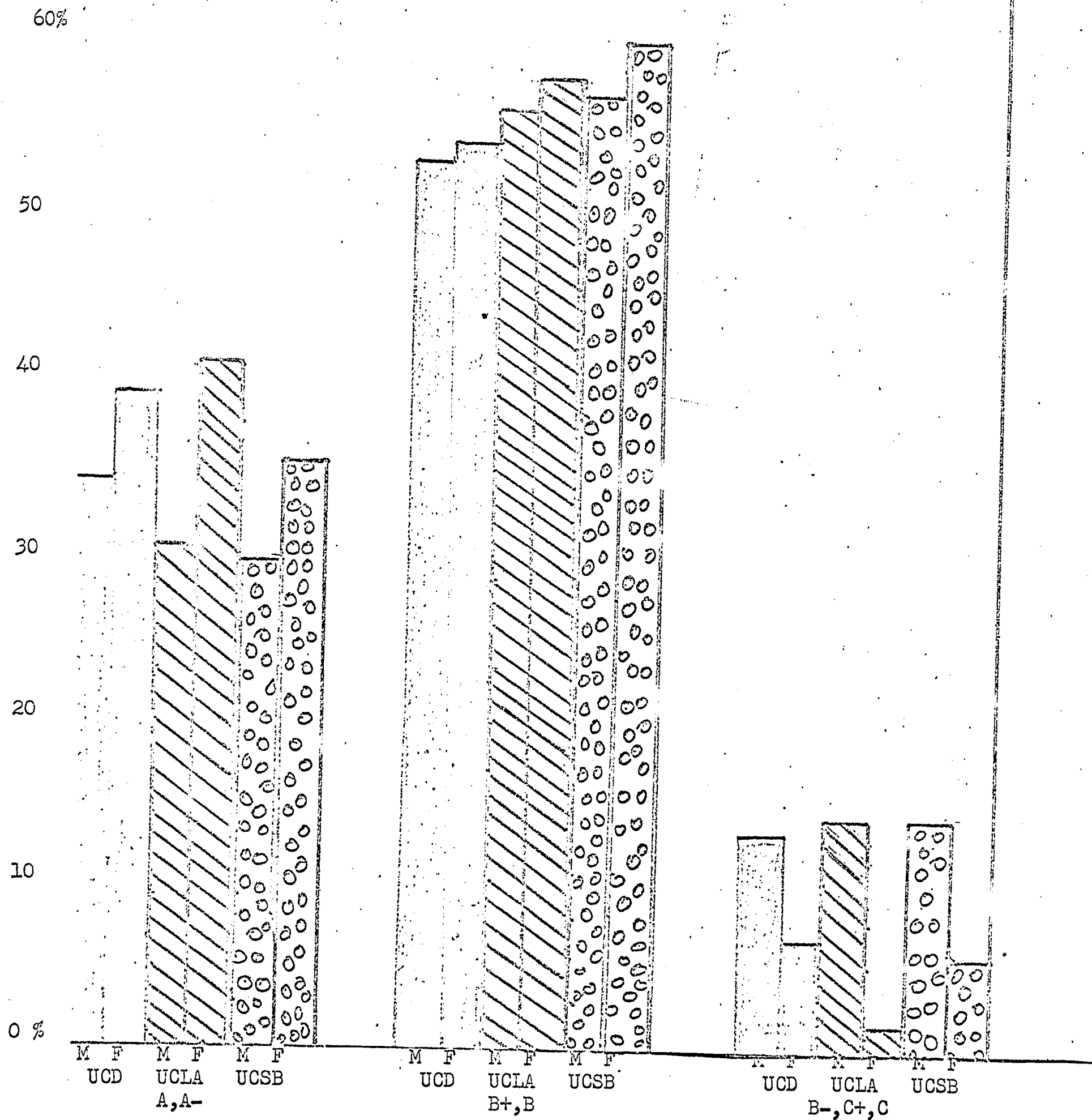




Figure 5

Percentages of Freshmen Categorized by School and Sex at Three University of California Campuses According to Academic Rank in High School Graduation Class

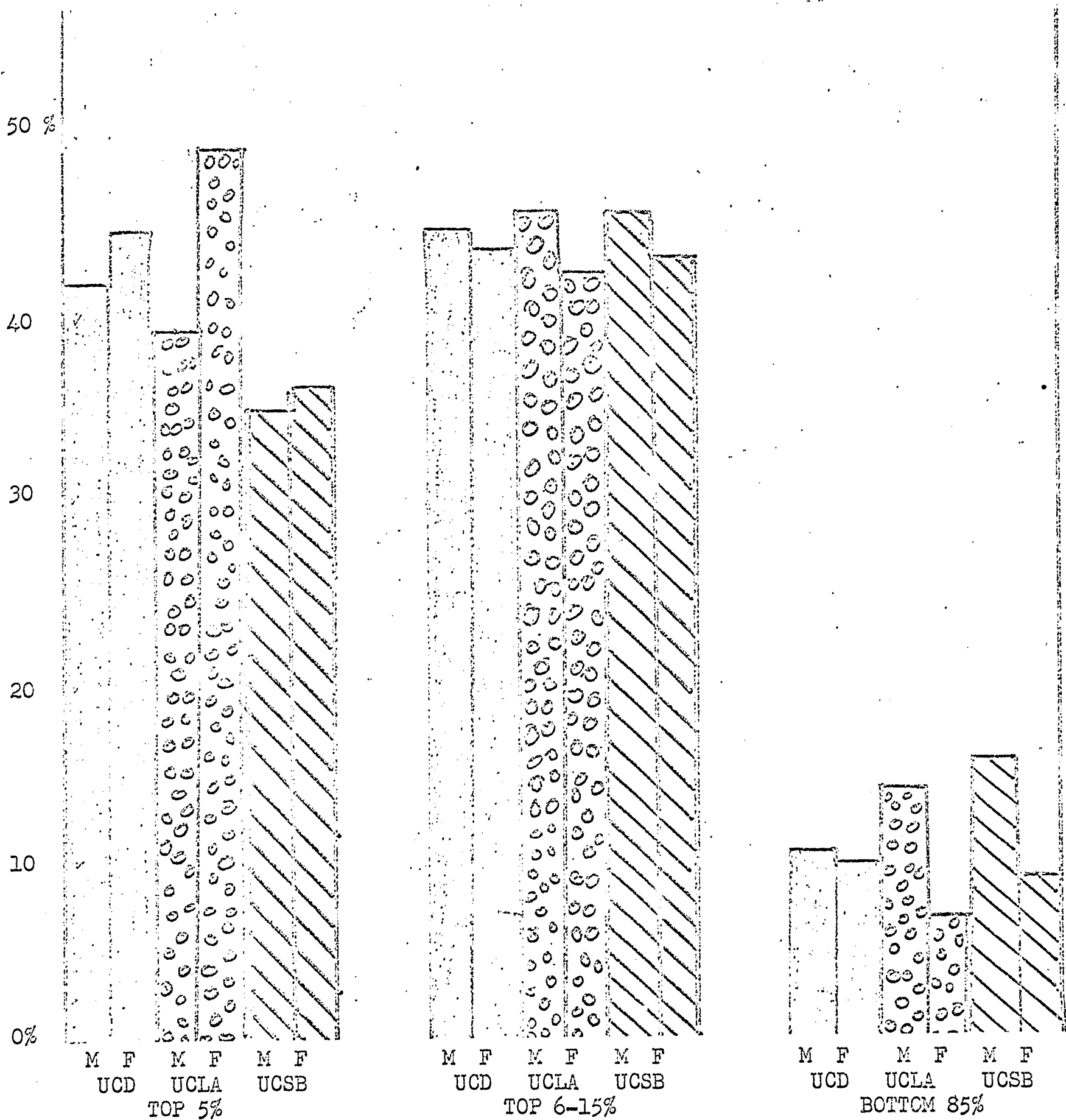


Figure 6  
Percentages of Freshmen Categorized by School and Sex at Three University of California Campuses Accord to Level of Fathers' Education

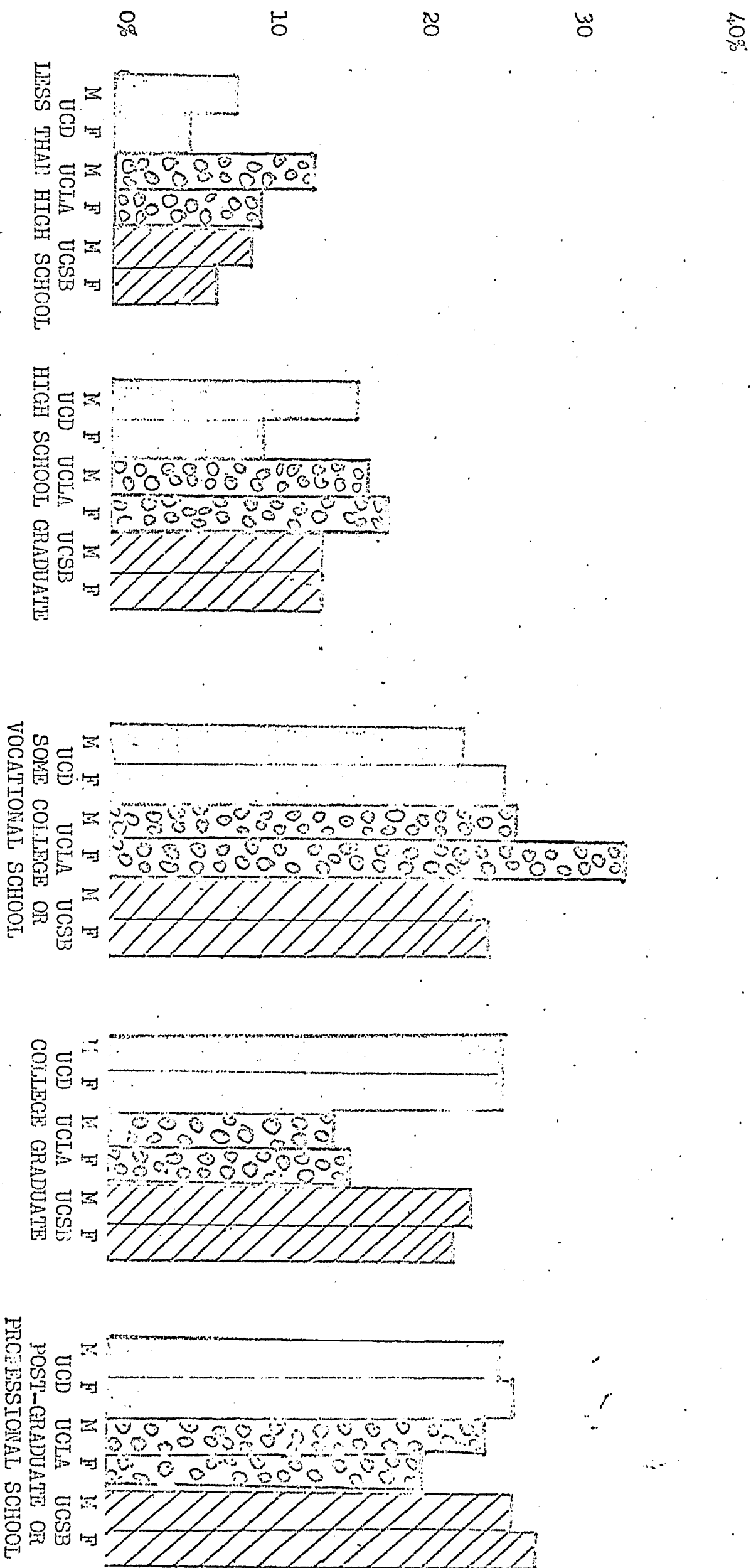


Figure 7  
Percentages of Freshmen Categorized by School and Sex at Three University of California Campuses According to Level of Mothers' Education

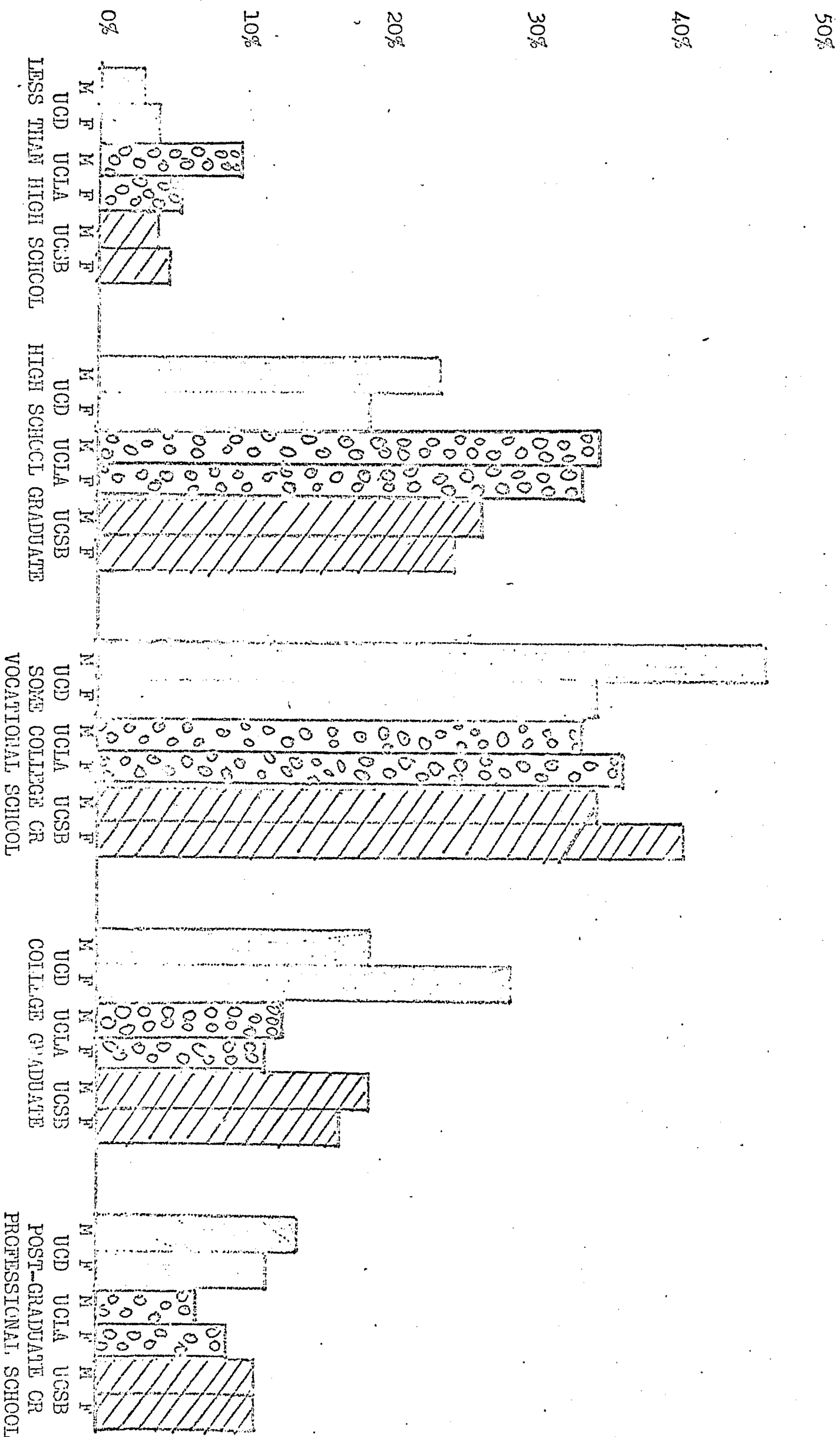


Table 3

Percentages of Freshmen at Three University of California Campuses  
Classified According to Occupation of Father<sup>a</sup>

	<u>MALE</u>			<u>FEMALE</u>			<u>TOTAL</u>
	<u>UCD</u>	<u>UCLA</u>	<u>UCSB</u>	<u>UCD</u>	<u>UCLA</u>	<u>UCSB</u>	
Professional, technical, and kindred	32%	33%	35%	39%	33%	35%	35%
Managers, officials, and proprietors, farm owners and managers	34	28	33	37	33	39	34
Sales workers	7	13	11	3	10	9	9
Craftsmen, foremen, kindred	10	11	6	5	8	3	7
Military service	5	2	4	5	4	5	4
Clerical and kindred	5	3	4	3	3	3	3
Operations and kindred, apprentices	1	4	2	4	5	2	3
Service workers, includ- ing private household	1	2	4	2	1	2	2
Laborers, including farm and mine	3	0	0	1	2	1	1
Never employed	0	0	0	0	0	0	0

<sup>a</sup>Based on Census Categories

Table 4

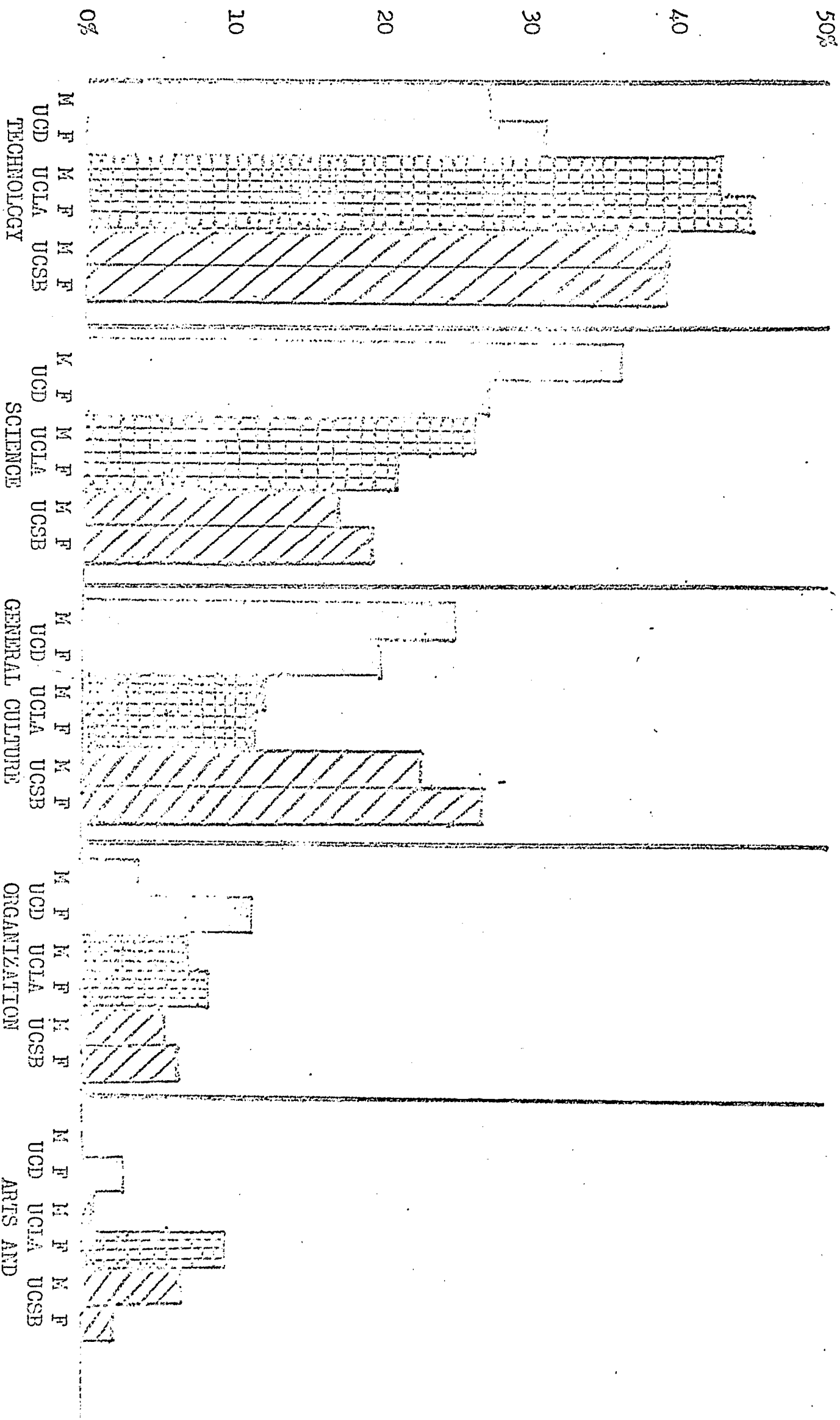
Percentages of Freshmen at Three University of California Campuses  
Classified According to Occupation of Mother<sup>a</sup>

	<u>MALE</u>			<u>FEMALE</u>			<u>TOTAL</u>
	<u>UCD</u>	<u>UCLA</u>	<u>UCSB</u>	<u>UCD</u>	<u>UCLA</u>	<u>UCSB</u>	
Never worked	30%	30%	34%	34%	25%	31%	31%
Clerical and kindred	22	25	24	24	30	28	26
Professional, technical, and kindred	29	18	19	24	23	20	22
Sales workers	6	8	9	8	7	7	8
Managers, officials and proprietors, farm owners and managers	3	4	5	2	3	5	4
Service workers	1	4	3	3	3	3	3
Operations and kindred, apprentices	3	4	1	1	3	2	2
Craftsmen, foremen, kindred	1	1	0	0	0	0	0
Laborers, including farm and mine	0	0	0	0	0	1	0
Military service	0	0	0	0	0	0	0

<sup>a</sup>Based on Census Categories

Figure 8

Percentages of Freshmen Categorized by School and Sex at Three University of California Campuses With Fathers in Professional or Technical Occupations According to the Professional or Technical Group\*

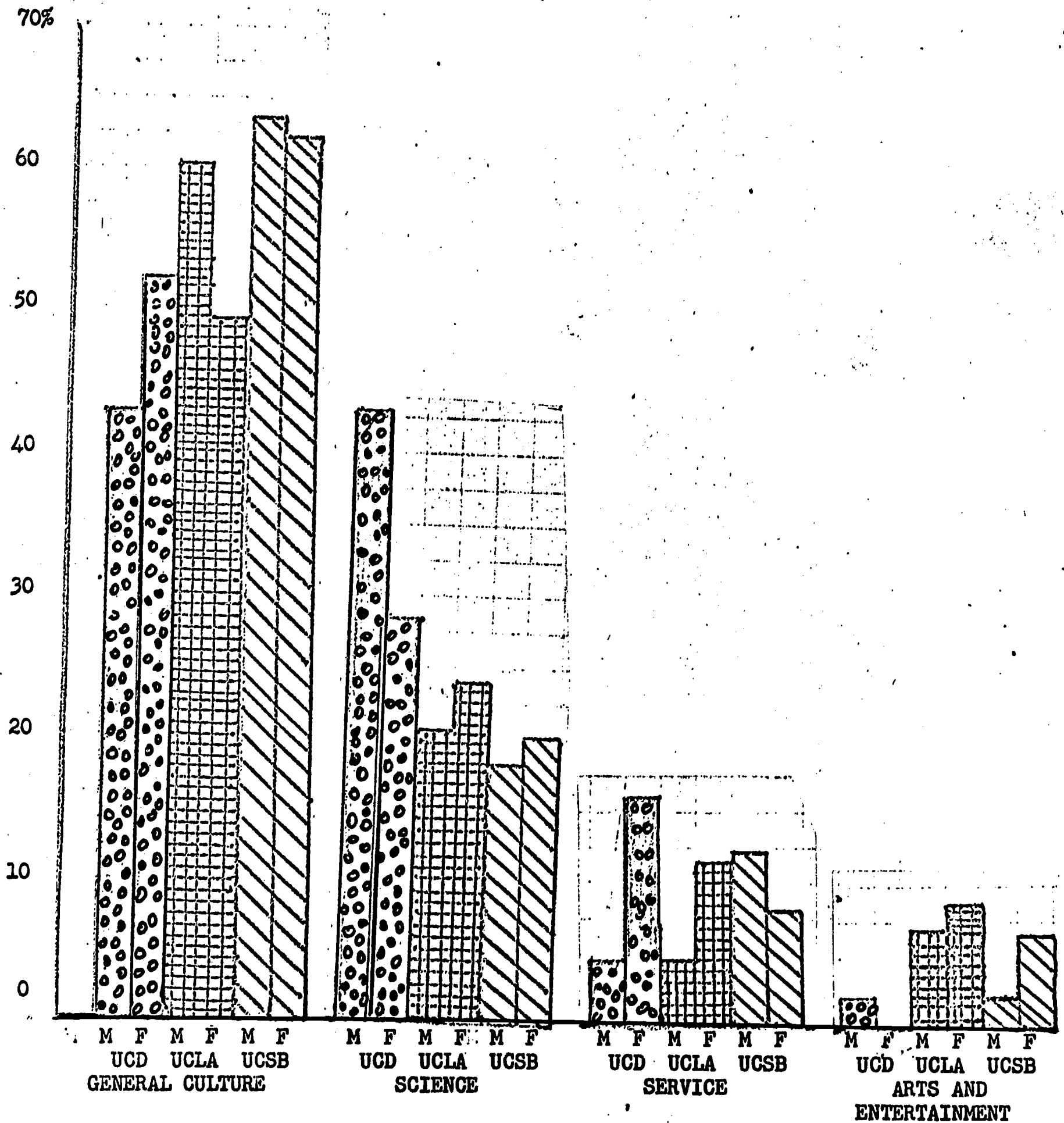


\*Adapted from a classification by Anne Roe, The Psychology of Occupations (New York: Wiley, 1956)



Figure 9

Percentages of Freshmen Categorized by Campus and Sex at Three University of California Campuses with Mothers in Professional or Technical Occupations According to the Professional or Technical Group\*



\*Adapted from a classification by Anne Roe, The Psychology of Occupations (New York: Wiley, 1956).

Figure 10  
Percentages of Freshmen Categorized by Campus and Sex on Three University of California Campuses According to Yearly Income of Parents

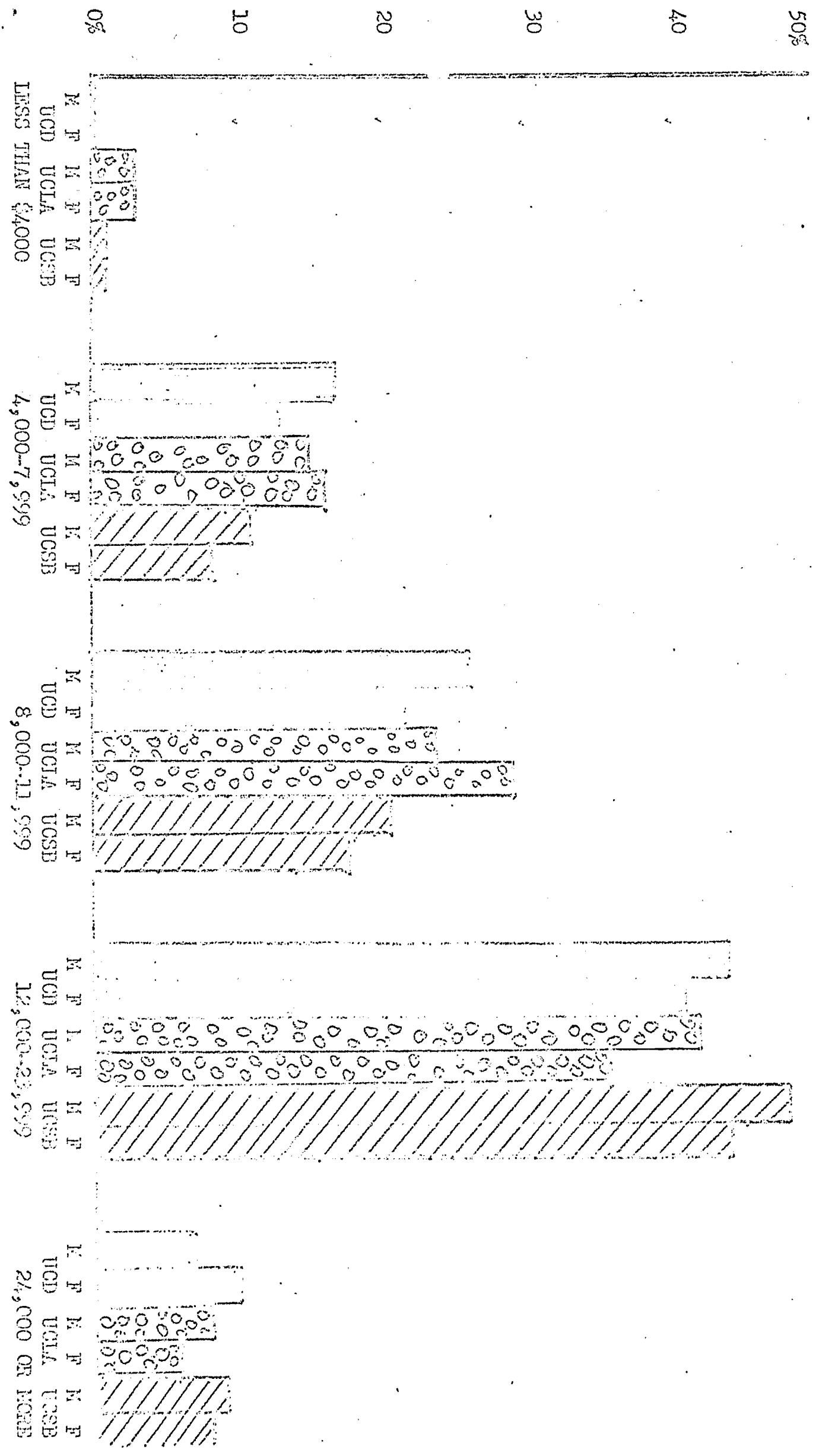


Figure 11  
Percentages of Freshmen Categorized by Campus and Sex at the University of California Colleges According to Predominant Religious and/or Ethical Values of the Family

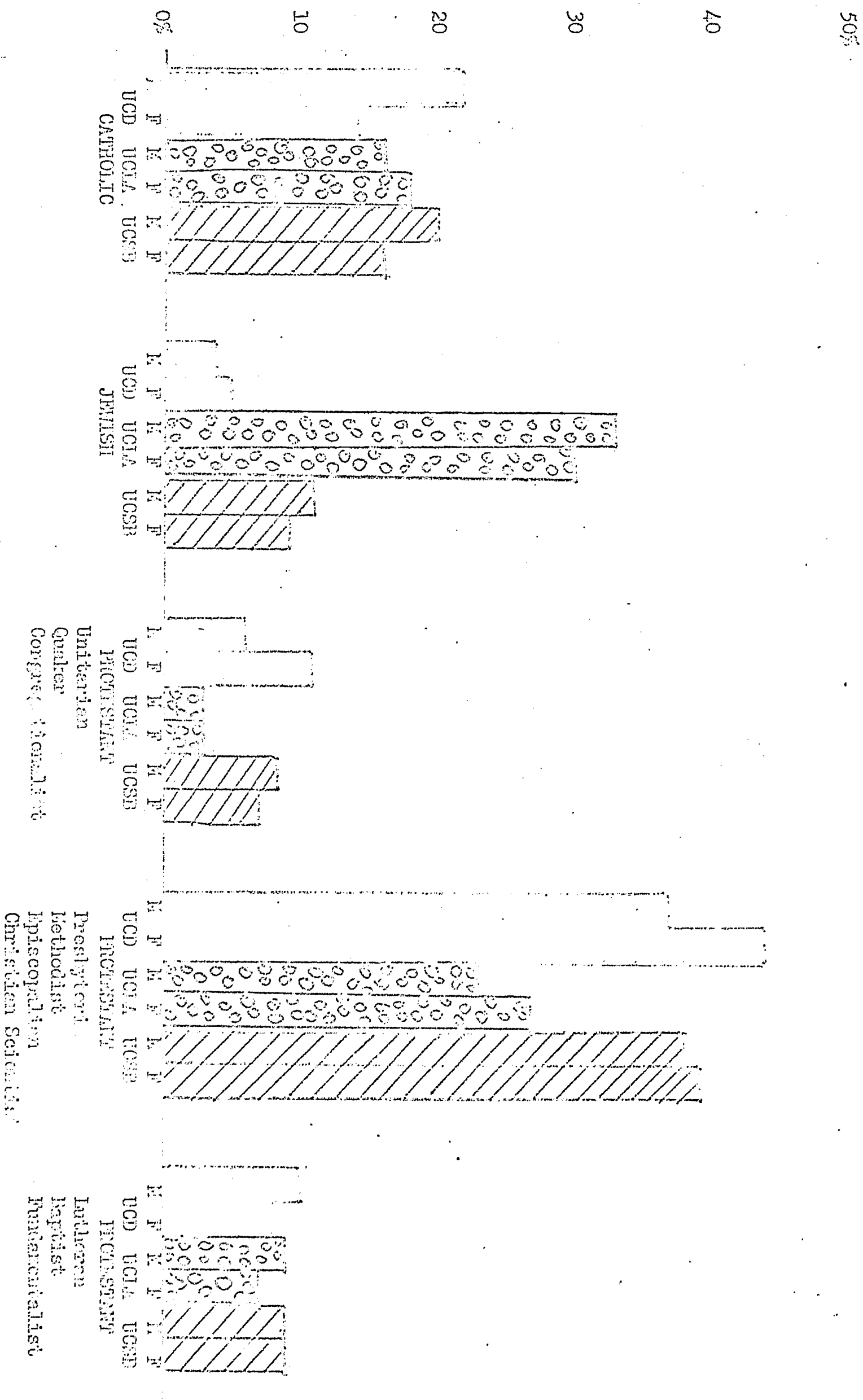


Figure 12

Percentages of Freshmen Categorized by Campus and Sex at Three University of California Campuses According to Current Religious Faith or Belief

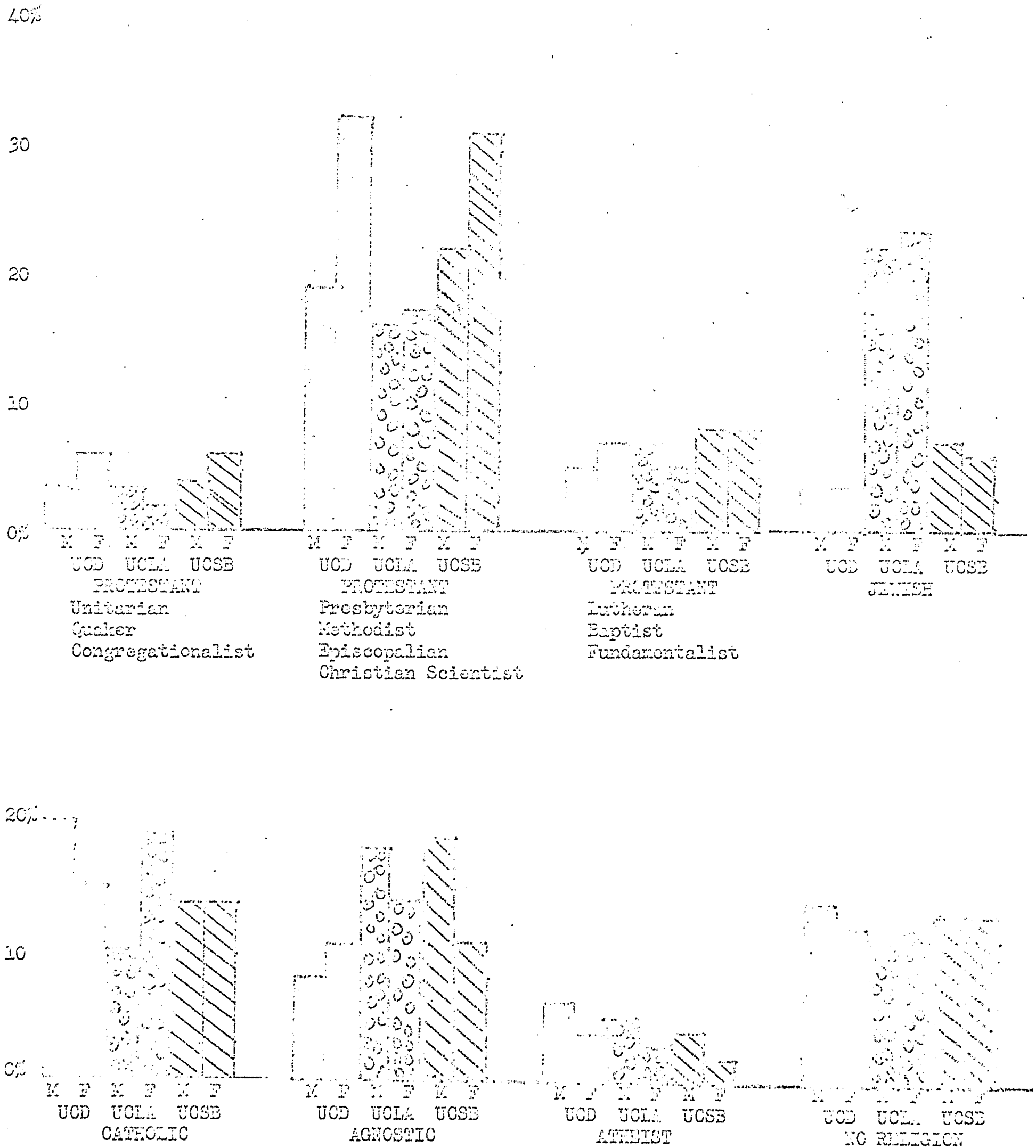


Table 5

Percentages of Freshmen at Three University of California Campuses Classified  
According to Political Description Given to Self, Father, and Mother

	<u>UCD</u>		<u>UCLA</u>		<u>UCSB</u>	
	M	F	M	F	M	F
Very Liberal or Liberal						
Self	37%	33%	39%	44%	31%	31%
Father	21	13	27	28	19	20
Mother	19	12	23	27	19	19
Moderate						
Self	30	31	28	31	35	36
Father	32	31	37	33	36	36
Mother	35	39	36	35	38	38
Conservative or Very Conservative						
Self	23	22	24	12	20	17
Father	38	40	25	28	33	34
Mother	34	34	26	25	29	32

## ABILITY FOR AND ORIENTATION TOWARD LEARNING AMONG TOTAL TESTED GROUP

### OPI Average Score Comparisons

Entering freshmen on the three campuses are remarkably similar in average OPI scores. In fact, the three profiles lead to the same psychological description as far as average type of student is concerned. However, owing to the large number of students involved in the campus comparisons, there are statistically significant differences among campuses on the OPI. Specifically, for men, those attending Los Angeles had a higher average than those at the other two campuses on Thinking Introversion, Estheticism, Religious Orientation, and Response Bias. They obtained a higher average on Complexity than those at Santa Barbara, a lower average than those at Davis on Anxiety Level, and a lower average than those at Santa Barbara on Practical Orientation. Men at Santa Barbara averaged significantly lower on Theoretical Orientation than those at the other two campuses, while those at Davis averaged lower on Impulse Expression and higher on Altruism than those men attending Los Angeles and Santa Barbara. The most consistent difference favors men at Los Angeles on the measures of intellectual interests. Figure 13, however, shows graphically how small these differences actually are.

The OPI averages for women at the three campuses are also strikingly similar. As with the men, there are some significant differences in a statistical sense. Los Angeles women average higher than those at Davis on Thinking Introversion, higher than those at Santa Barbara on Estheticism and Complexity, higher than both Santa Barbara and Davis women on Religious Orientation and Impulse Expression. On Impulse Expression, Davis women average lower than the women at the other two campuses. Santa Barbara women average lower than the other two groups on Theoreti-



cal Orientation, Masculinity-femininity, and Response Bias. These women also average lower than Davis women on Personal Integration. Again, we note a tendency for Los Angeles women to average highest on the measures of intellectual interests, Santa Barbara women generally have the lowest average on these measures and, as with the men, Davis women tend to have an average falling between Los Angeles and Santa Barbara on the intellectual interest measures. Figure 14 shows how similar the average OPI profiles for the three groups are.

A comparison of men and women attending the three UC campuses with men and women comprising the college freshmen norm group presented in the OPI manual indicates that these UC students are not markedly different from the norm group except for their liberal orientation. The three freshman UC student bodies average higher than the norm group on both Autonomy and Religious Orientation. Thus these students are probably politically more tolerant and open minded than the norm group, and they are less fundamentalistic and dogmatic in their religious beliefs. These differences hold for both men and women attending the three campuses and, in part, reflect the higher average ability level of UC students as compared with college freshmen in general. There is also a tendency for UC students to average higher than the norm group on Personal Integration -- indicating they experience fewer feelings of anxiety and alienation than the typical freshmen in the norm group.

#### IDC Comparisons Among the Three Campuses

In presenting the data based on OPI profiles, we noted that Los Angeles students tended to obtain a higher average on the intellectual interest measures than Davis and particularly Santa Barbara students.

Although the raw score differences among campuses on any particular scale were quite small, the consistency with which Los Angeles students averaged higher on the intellectual interest measures is reflected in the distribution of students in the Intellectual Disposition Categories. For convenience, we have divided the IDC distribution into three broad groupings -- above average (IDC 1, 2, and 3), average (IDC 4, 5, and 6), and below average (IDC 7 and 8). These three groupings represent qualitatively different orientations to the world of learning and scholarship. The greatest difference among the three campuses occurs in the percentage of students at each school falling in the above average grouping. For men, we find 13 per cent at Los Angeles, and 9 per cent at Davis and Santa Barbara. Statistically, the difference between Los Angeles and the other two schools is significant. For women, 12 per cent of Los Angeles students are in the above average group, 10 per cent at Davis, and 7 per cent at Santa Barbara. The only statistically significant difference here is between Los Angeles and Santa Barbara. These results are, of course, in line with the previous results noted in the OPI profiles.

Even though there are statistically reliable IDC differences among the three campuses, the percentage of students in the above average IDC group does not vary so much from campus to campus that one could say the three student bodies are comprised of students with markedly different orientations toward the world of scholarship and ideas. That is, the respective faculties are not confronted with different types of students such that different curricula or educational methods would be suggested to accommodate different student bodies.

#### Aptitude Comparisons Among the Three Campuses

It would not be meaningful to compare the proportions of students on

each campus who fall into the upper and lower 15 per cent and the middle 70 per cent of the ability distribution because these breakdowns were identified for each campus separately. That is, by definition 15 per cent of the students at each campus are to be found within the high ability group. One crude comparison which can be made, however, is among the average ability scores obtained by the three student bodies when these scores, based on three different tests, are converted to a common scale.

Davis administered the SAT, Los Angeles the Concept Mastery Test, and Santa Barbara the SCAT. For purposes of campus comparison, the Davis and Los Angeles average scores were converted to equivalent SCAT scores. The Concept Mastery Test (CMT) was converted to School and College Ability Test (SCAT) equivalents on the basis of data provided by Lois Langland. Specifically, the CMT was converted to American Council on Education Psychological Examination (ACE) equivalents using the Langland data. These ACE equivalents were, in turn, converted to SCAT equivalents by means of the table referenced below.<sup>4</sup>

Although statistical tests for reliable differences among campuses are not appropriate with converted scores, the obtained averages are similar enough to conclude that the students attending each campus are comparable in ability level. The average scores, expressed on the SCAT metric are:

	UCLA	UCD	UCSB
Men	311*	313*	317
Women	307*	309*	312

\*Converted to SCAT

The differences in average scores from one campus to another are small enough

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<sup>4</sup> The Scholastic Aptitude Test - Total Score (SAT) was converted directly to SCAT equivalents using the conversion table appearing in Darley, J. G., Promise and Performance: Berkeley, Center for the Study of Higher Education, 1962.

that they could be nothing more than reflections of the inaccuracies arising from the conversion process.

We might mention that at all three campuses there is a marked sex difference in measured ability. Considering the percentage of men and women at each campus in the upper 15 per cent ability range for that campus we find the values to be 21 per cent of the men versus 11 per cent of the women at Davis and Santa Barbara, and 16 per cent of the men versus 13 per cent of the women at Los Angeles. All of these sex differences are statistically significant. The smaller difference at Los Angeles is probably a reflection of the almost exclusively verbal nature of the Concept Mastery Test, whereas the SAT (Davis) and SCAT (Santa Barbara) give more emphasis to quantitative abilities.

The sex difference noted is a common finding at UC campuses. It can be understood in the light of the fact that women generally get higher grades in high school than men. Thus, for a given high school grade point average, men will tend to have the higher average ability score. Put another way, a woman does not have to be as bright as a man to get a "B" average in high school.

#### Aptitude Level for Each IDC Category

At each campus and for both sexes there is a moderate relationship between measured ability and IDC classification. The relevant data are presented in Table 6. Since it is of value to know whether students falling in a given IDC category but attending different campuses are of comparable ability, converted scores are used with respect to Davis and Los Angeles.

Generally, the more committed and oriented to the world of ideas, the higher the average ability score. Not only are some students more interested in scholarly pursuits but to the extent that they express such interests, there is a corresponding tendency for them to have more ability for engaging in such activities. The average ability level for each IDC category is roughly com-

parable from campus to campus -- again suggesting that in terms of ability, the three student bodies are comparable. What differences there are can reasonably be attributed to errors arising from converting scores from one metric to another.

In the light of the moderate correlation between ability and IDC, there are two points to be made. First, students differ not only in orientations but tend to vary concomitantly in ability such that types of learners on a given campus are even more diverse than would be suggested by looking at differences in interests and differences in ability separately. Second, the relationship is so moderate that the selection of student types for special learning experiences solely on the basis of ability or solely on the basis of intellectual orientation will result in the selection of some students who do not have the requisite orientation or do not have the requisite ability. There are qualitative differences in learners with the same orientation but who differ in ability -- just as there are qualitative differences in learners with the same ability level but different orientations. In fact, the notion that there are qualitative differences in learners depending on combined interest and ability characteristics is basic to the design of the present study and it is one of the justifications for studying all nine types of students (high, average, low ability X high, average, low IDC) rather than the three ability levels on the one hand and the three IDC levels on the other. This is not to suggest that two separate and distinct attributes interact to produce the qualitative differences. On the contrary, ability and interest are two aspects, two ways of considering one unity or whole. These aspects can be properly understood only in the light of this unity.

Do the three campuses differ in the proportions of the nine types of students -- that is, classified by three levels of ability and three levels



of IDC categorization? For the men, there is a significant difference in proportions of certain types of students from campus to campus. Generally, Davis men follow the overall pattern of the three campuses combined. Los Angeles men, more frequently than men at the other campuses, are of high IDC, average ability, and they are less often of low IDC, high ability. Santa Barbara men, on the contrary, are more often low IDC, high ability students than is true of men at the other two campuses. Also, they are less often average IDC, low ability types.

Nowhere in the personality test data are there differences suggesting that students attending Santa Barbara are more oriented to a social or "party" school environment as compared with those attending the other two campuses. The fact that proportionately more men of high ability but low interest in the world of scholarship are at Santa Barbara may, in part, be a reflection of this "party school" image. However, as may be noted from Table 7, this type of student accounts for a small percentage of the total sample of men. Further, the proportion of this type of woman student does not differ from campus to campus.

With regard to women, there is a significant chi-square indicating that the distribution of students in the nine categories differs from school to school. However, the differences or discrepancies from campus to campus for any given type of student are less than for the men.

As a matter of fact, in no case is the discrepancy among the three campuses in distribution of the nine types of student large enough to warrant a markedly different description of the composition of the three student bodies. In no case is the range of percentage of students in each of the nine categories across the three schools larger than five. This general similarity, in spite of statistically significant differences, does not suggest marked

differences in the student composition of the three campuses when evaluated from the perspective of freshman IDC and ability level.

The essential similarity of the students attending the three campuses -- at least as evaluated by their ability and IDC levels -- sets the stage for the study proper. That is, is the University able to accommodate the total range of types of students who enter, or do some types of students leave the University more frequently than other types, and, if so, does this hold for all three campuses or just some of them?

We have already mentioned the 3 X 3 categorization scheme which yields nine types of students. Since these nine types will be the independent variable in the study proper, a few words ought to be said about these types.

The first point to be made is that those students classified as a certain type, e.g., type 1 -- high IDC, high ability -- have personality test scores which do not differ from campus to campus. That is, type 1 students at Davis do not differ on the OPI from type 1 students at Los Angeles. Presumably, those of a given type are also comparable in measured ability from campus to campus -- although this could not be checked directly but only by means of converted scores.

Students of types one, two, and three are equally high in IDC classification but differ in ability level. These three types represent students with a marked interest in the world of ideas and scholarship. Type one is also in the top 15 per cent in ability for UC students, type two is in the middle 70 per cent in ability, and type three is in the lower 15 per cent in ability.

Types four, five, and six all have average IDC classifications. They are interested in scholarly pursuits to about the same degree as average entering college freshmen at several institutions across the country. Again, these types represent three levels of ability -- high (top 15 per cent),

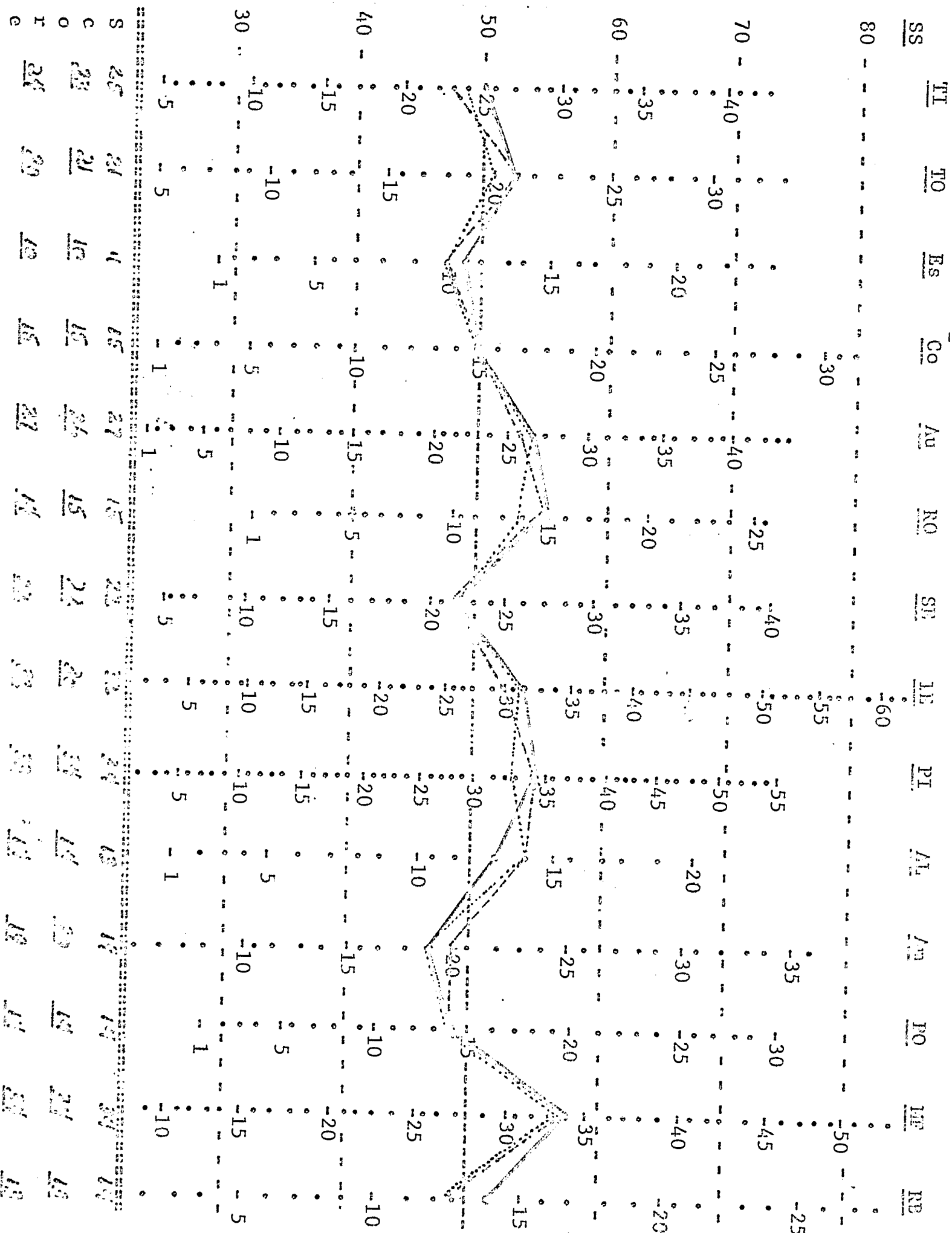
average (middle 70 per cent), and low (lower 15 per cent).

Finally, types seven, eight, and nine are students with a low IDC classification. They are not particularly interested in scholarly activities. Again, these three types differ in ability -- high, average, and low.

Thus, we have identified nine types of students. Those at each of the three IDC levels have been subdivided into three different ability levels. In this manner we can study our dependent variables -- persistence, GPA, etc. -- in terms of three levels of ability, three IDC levels, and the various combinations of these variables.

Figure 13  
Mean Omnibus Personality Inventory Scale Scores for Freshmen Men Attending the Davis,  
Los Angeles, and Santa Barbara Campuses of the University of California  
Fall 1965

OMNIBUS PERSONALITY INVENTORY FORM Fx



Key and N

UCLA (1064)  
UCD (661)  
UCSB (1090)

PERSONALITY INVENTORY FORM Fx

SS	TI	TO	RS	CO	AI	RO	CT	JH	IT	AL	AM	PO	ME	RB
80														
70														
60														
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-20														
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Table 6

Mean Scores of Freshmen at Three University of California Campuses on  
School and College Ability Test, Classified According to  
Intellectual Disposition Level, Campus, and Sex

<u>IDC</u>	<u>UCLA*</u>		<u>UCD*</u>		<u>UCSB</u>	
	<u>MEN</u>	<u>WOMEN</u>	<u>MEN</u>	<u>WOMEN</u>	<u>MEN</u>	<u>WOMEN</u>
1	---	---	---	---	---	---
2	323	319	323	314	324	319
3	318	314	316	313	322	316
4	313	313	316	312	319	315
5	311	309	314	309	317	314
6	307	305	310	308	315	310
7	304	305	309	305	315	310
8	305	303	307	305	314	308
GRAND MEAN	311	307	313	309	317	312

\* Scores converted to SCAT

Table 7

Percentages of Freshmen at Three University of California Campuses  
Classified According to Nine Ability X IDC Cells

Cell	(IDC) (Ability)	MEN			WOMEN		
		<u>UCLA</u>	<u>UCD</u>	<u>UCSB</u>	<u>UCLA</u>	<u>UCD</u>	<u>UCSB</u>
1	H H	5%	3%	4%	3%	2%	2%
2	H M	8	5	4	8	7	5
3	H L	0	0	0	1	1	1
4	M H	11	16	14	8	8	9
5	M M	51	52	53	52	52	53
6	M L	9	8	5	12	14	14
7	L H	0	2	3	1	1	1
8	L M	11	11	14	10	11	12
9	L L	4	3	2	4	5	6
N		1065	661	1090	1104	722	1406
Chi-square=65.9, df=16, $p < .01$					Chi-square=26.7, df=16, $p < .01$		

## ASPIRATIONS AND GOALS OF STUDENTS AS FRESHMEN

Secondary School Origins of Samples

The results of this study do not support the thesis that the well established campuses draw people from a wider area of the state than do the newer, less established branches of the University. The results in Figure 15 illustrate the relatively short distance that most students travel from home (i.e., the location of the secondary school from which they graduated) to the campus they attend as freshmen. This includes those on the large, well established, widely known UCLA campus. Ninety-one per cent of the students at all campuses are from California (out of state: UCD male 2 per cent, female 4 per cent; UCLA m 11 per cent, f 9 per cent; UCSB m 7 per cent, f 11 per cent).

Of the three campuses being studied, most freshmen are enrolled in the campus closest to home. At UCLA, nearly two-thirds of the students are from the greater Los Angeles metropolitan area. Close to a third of the Davis students (m 29 per cent, f 34 per cent) are from the San Francisco Bay metropolitan area, and another seventh (m 14 per cent, f 13 per cent) are from the Sacramento metropolitan area; only a small proportion are from further south than Fresno (m 7 per cent, f 10 per cent). Santa Barbara is the campus with the most heterogeneous representation of the state, with a fourth of the students coming from the area which includes San Francisco and the Bay Area; however, over half are from Southern California, with a third of the sample being located in the LA metropolitan area. This general localization of students, at least by major geographical areas, would presumably be a partial determinant of campus milieu and culture, although the matter of urban versus rural in California is of decreasing importance.

### UC Campus of First and Second Choice

If their responses over a semester after entering can be considered valid, most of the students sampled are at the UC campus of their first choice (see Figures 16 and 17). There are significant differences between campuses, with higher percentages of the students at Santa Barbara attending their first choice of UC campus than is true at UCLA. Over 20 per cent of the UCLA sample and of the males on the Davis campus would have preferred another UC campus to the one they are attending; the preference for many at UCLA was Berkeley, while the Davis men picked Berkeley, Santa Cruz, Santa Barbara, or UCLA.

The policy of redirecting applicants from Berkeley to other campuses accounts for some people attending a campus which was not their first choice. Ten per cent of the 1965-66 UCLA freshman class were so directed, 11 per cent of UCSB frosh, and 15 per cent at Davis. While these percentages are relatively small, they would help to diminish any differences among the freshmen on the three campuses which might otherwise have resulted from differential selection of a campus.

Twenty-seven per cent of the total sample named Berkeley as second choice among UC campuses (see Figure 18). At Davis, Santa Cruz was also often named as second choice by the girls, as was Santa Barbara by the men. In addition to Berkeley, Santa Barbara was often named as second choice by UCLA people, whereas Los Angeles was named by UCSB students.

In general, Irvine, Riverside, and San Diego were chosen much less frequently as first or second choice than were other UC campuses. Irvine is the only exception to this in that it was the second choice of 12 per cent of the UCSB girls. The newness and still limited offering might partially explain this finding for Irvine and San Diego, as well as geographical location, but

Riverside is more difficult to understand. However, in most sections of California, Riverside is considered to be a rather remote location, without the appeal of a large, complex, metropolitan campus, or the climatic appeal of Santa Barbara.

#### Prediction of Location for Next Few Years

Looking at predictions made by the students concerning their educational plans for the next few years, there are significant differences between campuses, with higher percentages of students at UCLA than at UCD or UCSB planning to remain on the same campus during the next few years (see Figure 19).

Except for the UCLA females, the level of intellectual disposition is not a differentiating factor in the educational plans of the students (see Figure 20). For the UCLA women, however, medium IDC types are significantly more likely to predict that they will remain on that campus for the next few years, and high IDC types are least likely to make this prediction.

Among high ability students 4 per cent plan to drop out of school before obtaining a bachelor's degree. However, at Davis 8 per cent of the high ability women, but none of the comparable men, have this plan (see Table 8).

#### Reasons for Deciding Where to Go to College

The data in this section can only be considered suggestive since a large number of students answered the question incorrectly.\* (Directions were to choose the three most important reasons in their choice of where to go to college, but 90 students rated each of the 14 choices as 1, 2, or 3; undoubtedly this was due to a set from previous questions. Such answers were given a

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\*Due to the nature of the data in this section, none of the differences have been tested for significance.



separate code, but were considered in the computations of the percentages in each case.)

The reason given at each campus as most important in choosing to attend that particular campus was "academic reputation." UCLA had larger percentages attending for this reason than did the other campuses (see Figure 21). "Curriculum" and "convenience, close to home" were reasons chosen as most important by the next highest percentages of Los Angeles people, as were "curriculum" and "size" for Davis. "Location, climate" ranked second for Santa Barbara, and both "curriculum" and "chance to get away from home" were tied as the third reason.

When first, second, and third most important reasons were combined, "size" was checked by large percentages of Davis (m 49 per cent, f 53 per cent) and Santa Barbara (m 38 per cent, f 45 per cent) students (see Figure 22). "Chance to get away from home" was mentioned more often at UCSB (m 34 per cent, f 38 per cent), the campus least likely to have commuters, than at UCLA (m 14 per cent, f 17 per cent), where the majority of students commute. "Character of the student body" was checked as a reason more often by Davis students (m 22 per cent, f 28 per cent) than those at UCLA (m 10 per cent, f 11 per cent) and UCSB (m 5 per cent, f 4 per cent). From the interview results it appears that Davis freshmen expected to find friendly, clean-cut, non-extremist peers, while UCLA people expected something more representative of the diversity of the outside world.

Other choices offered by the questionnaire as reasons for choosing a campus were "family tradition," "having friends on campus," "low living expenses, chance to work," "low tuition, offer of scholarship," and "type of living facilities."

While the groups at Davis and Santa Barbara who checked "size" are not

surprising, one might speculate on a possible confusion between relative and absolute size, i.e., these campuses are small compared to Los Angeles or Berkeley, but eight to ten thousand students hardly make for an intimate setting. In fact, in interviews with UCSB freshmen, occasional complaints were heard about anonymity, impersonality, etc. -- the qualities one generally associates with large campuses.

It is also of interest to speculate about the 15 per cent of the UCLA sample who checked "size" as a reason for choosing that campus. While much discussion and hand wringing goes on at present over the problems of big classes and feelings of alienation at large universities, and particularly at Berkeley, as far as UC campuses are concerned, there are obviously some students at UCLA who would not choose to eliminate large campuses as a solution to these problems. These are people, it is suggested, who are seeking the excitement, the diversity, and sometimes even the anonymity which a large, metropolitan campus affords. Again, they may be the serious students who seek a broad education in a large and complex institution.

A majority of UCSB students checked "location, climate" as one of their reasons for choosing to attend that particular campus. This appears to be well established as part of the UCSB image. One can easily understand the student who assumes that the educational opportunities are the same there as at other UC campuses and is swayed by the added factor of a private beach. However, those administrators and faculty members who are concerned with the campus image and are trying to play down the once prominent idea of a "party school" might ask themselves how much this rolling surf picture is helping to continue the tradition of "study all week, play all weekend." Twenty-two per cent of the men and 9 per cent of the women checked "rewarding social life on campus" as a reason for choosing UCSB, compared to 1 per cent of the men

and 3 per cent of the women at Davis and 9 per cent of the men and 10 per cent of the women at UCLA. Of course, the conceptions or definitions of social life may be quite different for these groups.

#### Goals the Students Hold for Their College Careers

Students were presented several items concerning their aspirations for college: what kinds of goals they had, and what kinds of activities they expected to give them the most satisfaction.

Significantly more students at each campus rated themselves as very educationally oriented ("I mainly want a good general education and will worry about the job or further training later on.") than very vocationally oriented ("The main purpose of my education is to prepare me for vocational success, and other courses are largely a waste of time."); in fact, nearly five times as many people described themselves as educationally oriented. When the less extreme response choices are added to this dichotomy (educational orientation including "Preparation for a job is part of my reason for being in college, but I want mostly to enjoy the kind of life an education brings," and vocational orientation including "I want college to prepare me for a job, primarily, but I also enjoy taking some elective courses just for general interest"), the difference still stands, with more students being educationally than vocationally oriented (see Figure 23).

There is a significant sex difference, with women rating themselves as more educationally oriented. This difference provides a cue as to what should be considered from the standpoint of curriculum and instruction. The women in our society, especially the brighter ones, tend to seek more breadth of experience in their educational programs, and the role of the arts in a curriculum is of greater importance. It is, of course, difficult to say whether

the breadth experiences or the arts are most basic for the majority of women.

It should not be overlooked that though a majority of men check the educational orientation, this also may mean a variety of things. The proportion of men with a vocational orientation is also large and demands special attention.

There are significant campus differences on this measure, with Santa Barbara students appearing to be more educationally oriented than are students at Davis or Los Angeles. It seems likely that this could be a finding which bears closer scrutiny. Those students who enter without a strong commitment to either vocational or broad educational goals probably classify themselves toward the general educational end of the continuum. This would include students looking for spouses, as well as those who simply have no good alternative to college, or haven't thought much about the reasons for pursuing further education.

When asked about the importance of certain goals to them, the following five goals were rated as very important to obtain or realize in college by significantly higher percentages of women than men (see Figure 24): "Be challenged to critically re-examine basic beliefs," "Have the opportunity to be exposed to the best thinking of the ages," "Further my appreciation of cultural and esthetic heritage," "Increase my understanding of people with backgrounds and/or values different from my own," and "Be exposed to ideas which will result in a more comprehensive world view." In addition, it may be a sign of the times that significantly larger percentages of the total sample endorsed the last two goals than endorsed any of the other four goals considered.

Regarding the responses to the sixth or remaining item ("Develop a scientific approach to problem solving"), none of the groups were particularly

oriented toward scientific methodology, at least as compared to the other goal choices; in line with expectations, significantly more men than women were so oriented. Also, Davis men were more concerned about developing a scientific approach than were Santa Barbara men; Davis men were not different from UCLA men in this concern. (One astute interviewee from the Santa Barbara sample described his interpretation of this item: he saw it as referring to a dull, unimaginative, step-by-step approach to the world. Also, he felt that his acquaintances at UCSB had had similar reactions to it.)

To the extent that the item which reads "Further my appreciation of cultural and esthetic heritage" reflects a humanities orientation, there were no significant differences among the percentages of students on the three campuses who subscribed to this as a major goal. This fact may be seen as tentative confirmation that the current students on each of the three campuses have an accurate image of the total liberal arts programs now existing on their campuses.

In a more encompassing question students were asked to rate ten activities as to their importance for personal satisfaction while at college. Combining the response categories of important and very important, versus somewhat unimportant and very unimportant, the three choices with the largest percentages of endorsements by the total sample were "Course work in major" (97 per cent), "Self-discovery, self-insight (discovery of new interests, talents, etc.)" (89 per cent), and "Course work in general" (88 per cent). Figures 25 and 26 show the percentages for these and other goals by campus and sex. These three goals were chosen by the total sample in significantly higher percentages than was "Individual study or research" (75 per cent), the goal ranked fourth out of the ten (see Table 9).

There were significant sex differences in the following goals, with women



rating them as important or very important in higher percentages than did the men: "Course work in general," "Getting acquainted with faculty members," "Student government," "Bull-sessions with fellow students," "Parties and social life," "Individual artistic or literary work," and "Self-discovery, self-insight." "Athletics" was the only activity resulting in significant sex differences in favor of the men.

UCLA and UCSB students differ significantly in the rating of "Individual study or research," with higher percentages at UCLA rating this as an important or very important goal.

There are significantly higher percentages of high than of medium or low IDC individuals who are oriented toward a general education program rather than stressing or seeking vocational training (see Figure 27). In addition, the following were rated as very important by significantly higher percentages of high IDC than low IDC individuals: "Further my appreciation of cultural and esthetic heritage," "Increase my understanding of people with backgrounds and/or values different from my own," "Have the opportunity to be exposed to the best thinking of the ages," "Be exposed to ideas which will result in having a more comprehensive world view," "Be challenged to critically re-examine basic beliefs," and "Develop a scientific approach to problem-solving" (see Figures 28 and 29).

A majority of both high and low IDC individuals endorse "Course work in major" as very important (see Table 10). A majority of high IDC individuals plus a majority of low IDC women endorse "Increase my understanding of people with backgrounds and/or values different from my own," "Be exposed to ideas which will result in having a more comprehensive world view," and "Self-insight, self-discovery" as very important; they also are oriented toward general education rather than vocational training. Noting the goals endorsed



by a majority of IDC women but not men, it can be said that sex differences are stronger correlates than intellectual orientation of some academic goals.

In addition to the goals or activities previously mentioned, a majority of high IDC individuals also endorse the following as very important: "Have the opportunity to be exposed to the best thinking of the ages," "Be challenged to critically re-examine basic beliefs," "Further my appreciation of cultural and esthetic heritage," and "Individual study or research." A majority of high IDC women endorse "Individual artistic or literary work" as very important.

If one interprets the goals endorsed by a majority of low IDC women as related more to their sex than to their intellectual disposition, it becomes clear that the needs which must be met if one is to feel that his education has been a success are much broader for the high than for the low IDC person. In fact, this would leave only work associated with one's academic major, which ties in closely with a job orientation, as very important to a majority of low IDC people. Considering the extent to which factual content is forgotten after graduation, or made obsolete by further research, it is disconcerting to note how little it would appear that low IDC people care for styles of thought, and how many of them are concerned primarily with vocation-related training.

Academic ability is also an important factor in the question of specific goals and aspirations. Low ability students are significantly more likely than high ability students to endorse vocationally oriented statements, and less likely to endorse statements supporting general education (see Table 11).

Significantly more low than high ability students endorse "Parties, social life" and "Course work in major field of interest" as very important activities.

The following goals and activities are endorsed as very important by significantly higher percentages of high than low ability students: "Further my appreciation of cultural and esthetic heritage," "Develop a scientific approach to problem solving," "Individual study or research," "Bull-sessions with fellow students," "Individual artistic and literary work," "Have the opportunity to be exposed to the best thinking of the ages," and "Be challenged to critically re-examine basic beliefs" (see Tables 12 and 13).

The latter two goals are endorsed as very important by a majority of high ability people. In addition, a majority of both high and low individuals endorsed the following as very important: "Increase my understanding of people with backgrounds and/or values different from my own," "Be exposed to ideas which will result in having a more comprehensive world view," "Self-discovery, self-insight" and "Course work in major."

#### Intended Academic Major

Across campuses, the academic area in which the largest percentage of students plan to major is that of the social sciences (40 per cent). This is followed by humanities (17 per cent) and physical sciences (16 per cent). Others are: biological sciences 9 per cent, fine arts 6 per cent, agriculture 3 per cent, and engineering 3 per cent. Six per cent are undecided.

Examining these choices for high IDC people, the largest percentages intend to major in the social sciences (36 per cent) and humanities (24 per cent) (see Table 14). Only one high IDC person plans to major in agriculture. Among low IDC people, the largest percentages again expect to major in the social sciences (45 per cent), and the smallest percentages plan on entering fine arts (4 per cent) or engineering (4 per cent). Although there are noteworthy trends that might be mentioned (e.g., tendencies for percentages of students

to decrease in the social sciences and in agriculture as one goes from low to high IDC, and to increase in the humanities), the more important fact seems to be the similarity of the distributions of students with varying intellectual interests across majors. The significance of this lies in the challenge of a great diversity of learning interests that teachers in all areas encounter.

Among high ability people, the largest percentages plan on studying in the social sciences (32 per cent) and humanities (24 per cent), and the smallest percentages are considering agriculture (1 per cent) (see Table 15). Among the low ability people, the largest percentages are headed toward the social sciences (50 per cent) and the smallest toward engineering (1 per cent).

While the distributions of majors across IDC and ability levels (as shown in Tables 14 and 15) are largely reflections of the distributions of these majors across the total sample, there are several discrepancies. A significantly greater proportion of high (24 per cent) than low (13 per cent) IDC individuals plan to major in the humanities; also, significantly larger percentages of high (24 per cent) than low (13 per cent) ability people plan to major in the humanities. For the social sciences there are significantly larger percentages of low (50 per cent) than high (32 per cent) ability students, and significantly larger percentages of low (45 per cent) than high (36 per cent) IDC individuals.

Looking at proportions in each major group separately, the humanities and fine arts have the largest percentages of their members classified as high IDC types (see Table 16). There is a tendency for people in agriculture to have smaller percentages of their members classified as high IDC types than is true of any other academic major. Also, those in agriculture tend to be most likely of any major group to be among the bottom 15 per cent of the class in academic ability (43 per cent) (see Table 17). This is least likely for

master's level.

There are significantly higher percentages of men at UCLA (77 per cent) than at UCSB (67 per cent) who plan to continue their education beyond a teaching credential, but no differences in this respect between either of these campuses and UCD (69 per cent). For women, there are significantly higher percentages at UCLA (41 per cent) in this category than at Davis (30 per cent) or UCSB (25 per cent).

The level or degree of intellectual disposition plays a role in the educational plans of the students. A significantly higher percentage of students in the high rather than low IDC groups are planning on continuing their education beyond a bachelor's degree (see Figure 33). For females, significantly higher percentages of the low IDC types are planning on teaching credentials. Of those women planning on professional degrees, there are significantly larger proportions of high rather than low IDC persons, especially at Davis. There are no differences among the men planning on professional degrees. For the Ph.D. or Ed.D., however, significantly higher percentages of high than low IDC men plan to seek this degree.

Ability naturally is a factor in the students' plans for their education. While none of the high ability students across the three campuses expect to permanently discontinue their education before receiving a bachelor's degree, twelve women and one man of low ability expect to do so. Significantly higher percentages of low than high ability students plan to receive the bachelor's degree as their highest level of formal education (see Figure 34). The teaching credential is sought as the highest degree by significantly higher percentages of low than high ability women. This is reversed for the master's degree, with more high than low ability women planning to obtain it. Significantly more low than high ability males plan to obtain one of the pro-

fessional degrees (LLD, M.D., D.D.S., etc.). For the total sample, significantly more high than low ability students plan to obtain a Ph.D. or an Ed.D.

#### Feelings about Choice of Campus

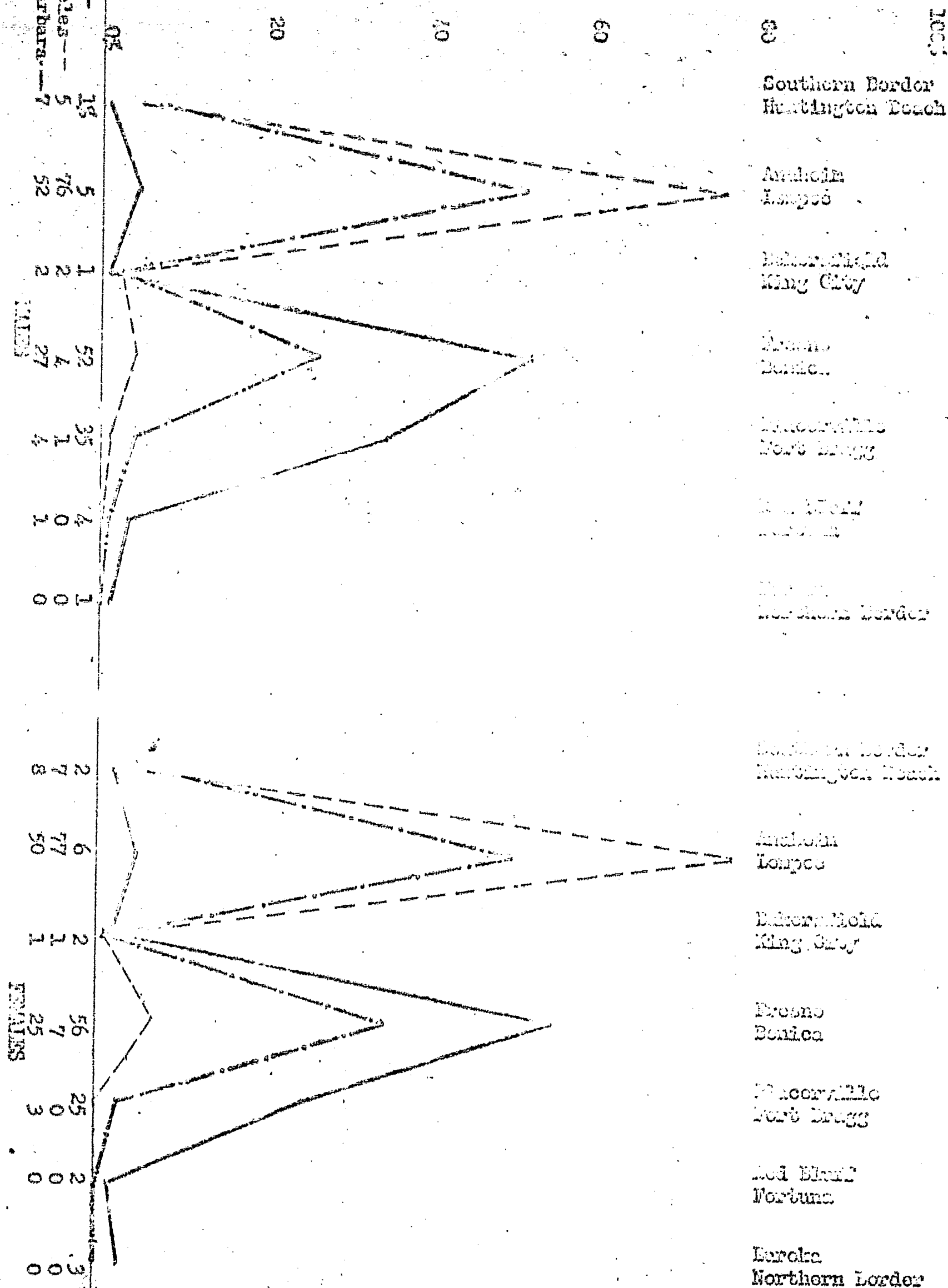
Forty-one per cent of the total sample feel they "definitely made the best decision" in their choice of campus, and 48 per cent are "pretty sure" it was the best decision. A significantly smaller percentage of Davis males (5 per cent) than of other students feel that either they are "pretty sure" they should have gone elsewhere or that they "definitely made a bad decision." There are no differences between UCSB (m 15 per cent, f 15 per cent) and UCLA (m 11 per cent, f 7 per cent) students in these categories.

There are no differences when these feelings are examined by ability level (see Table 20).

Relating those feelings which indicate a good decision in choosing a campus to intellectual disposition, there was a nineteen percentage point difference between high and low IDC levels for Santa Barbara males, with the low IDC significantly more "satisfied" with their decision than were high IDC males (see Table 21).



Percentage of Freshmen at Three  
 Secondary Schools (1955-56) and Percentage of Freshmen at Three  
 Secondary Schools (1956-57) and Percentage of Freshmen at Three  
 Secondary Schools (1957-58)





Percent of freshmen males at three University of California campuses (who responded with their choice to the survey "If you had had complete freedom of choice and had been permitted to enroll in any of the University of California branches, which would have been your first choice?")

Santa Barbara Davis

Los Angeles

Berkeley

Santa Cruz

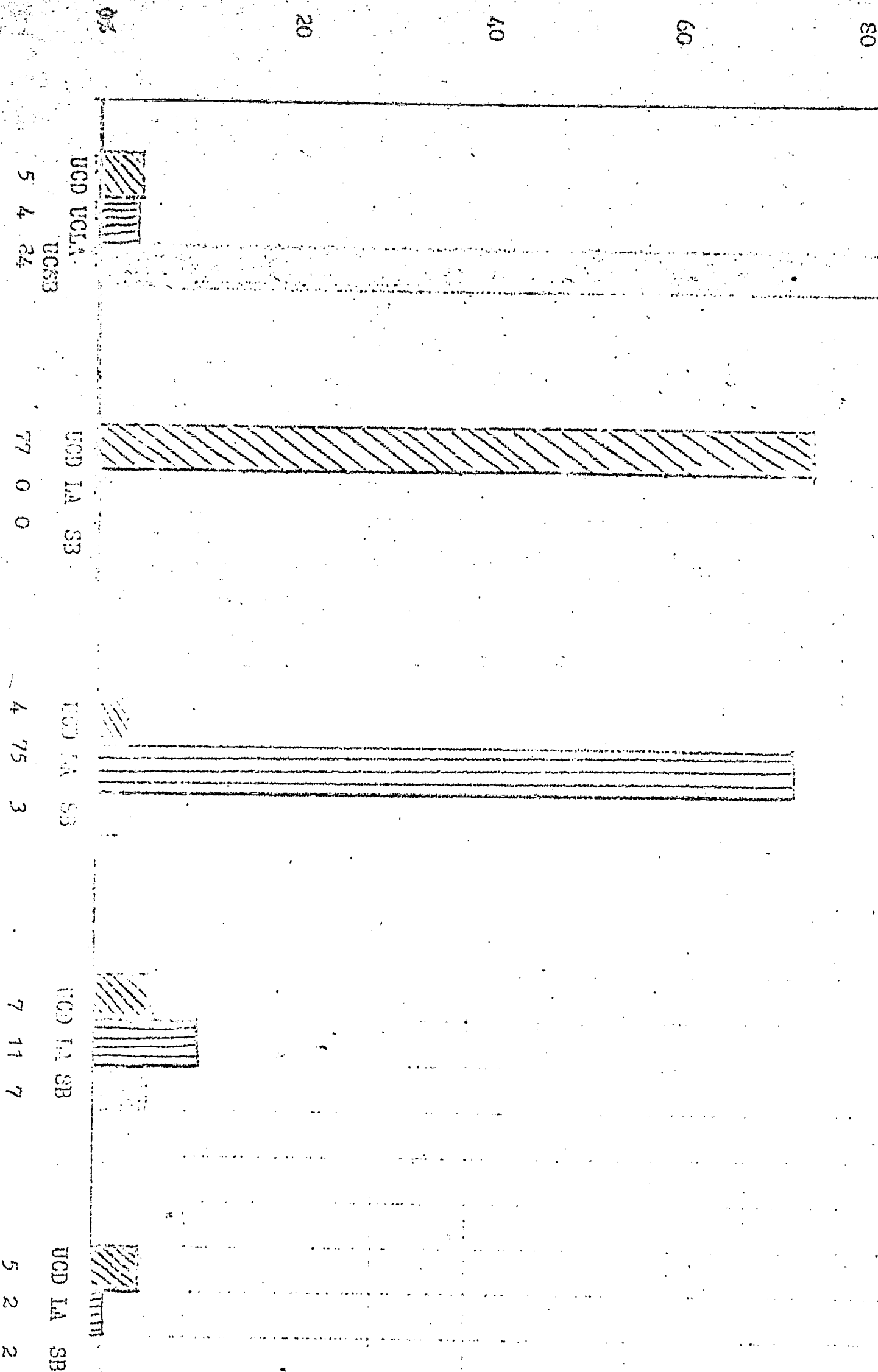
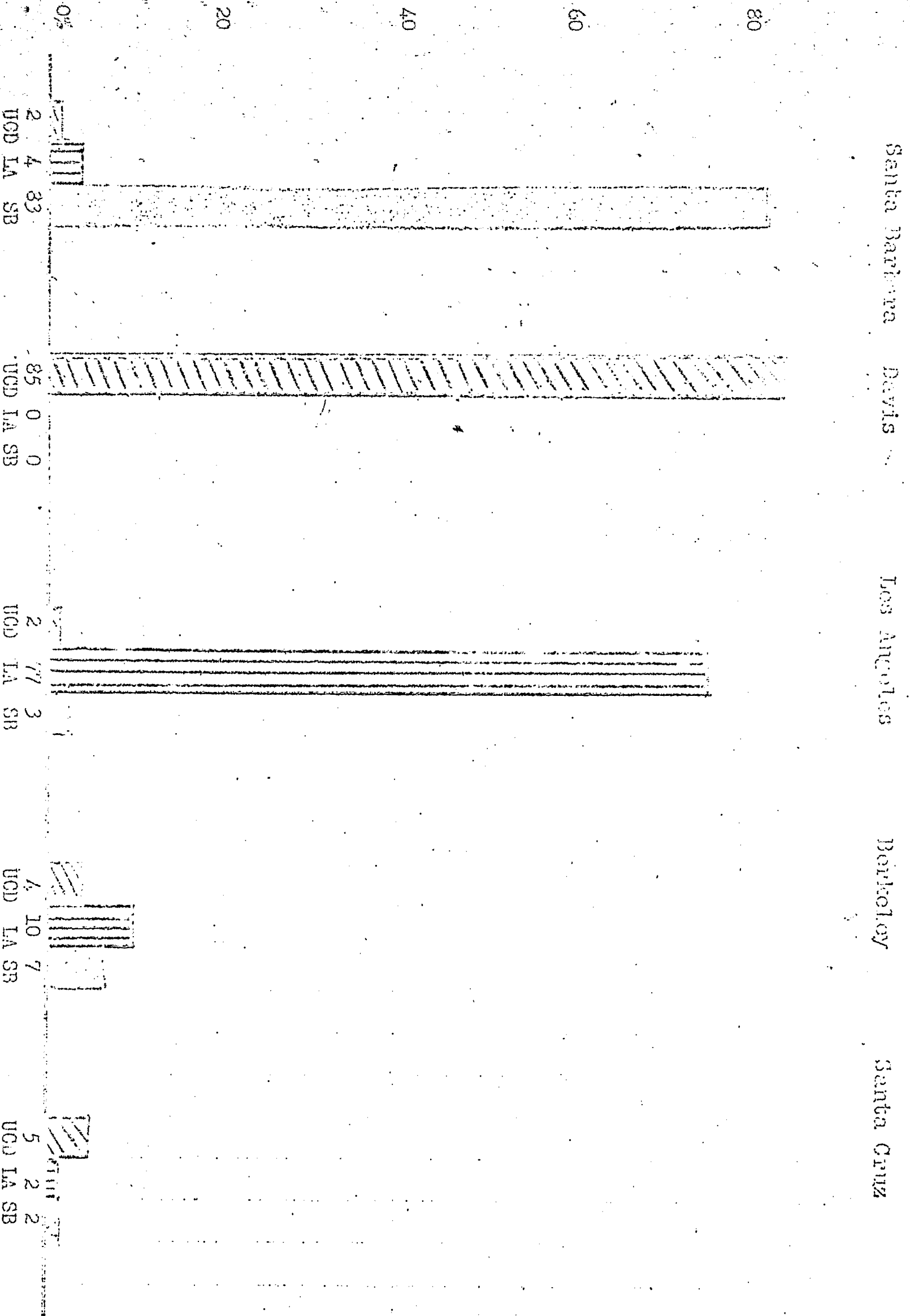


Figure 17

Percentages of freshmen females at three University of California campuses who responded with "first choice" to the query "if you had had complete freedom of choice and had been permitted to enroll in any of the University of California branches, which would have been your first choice?"

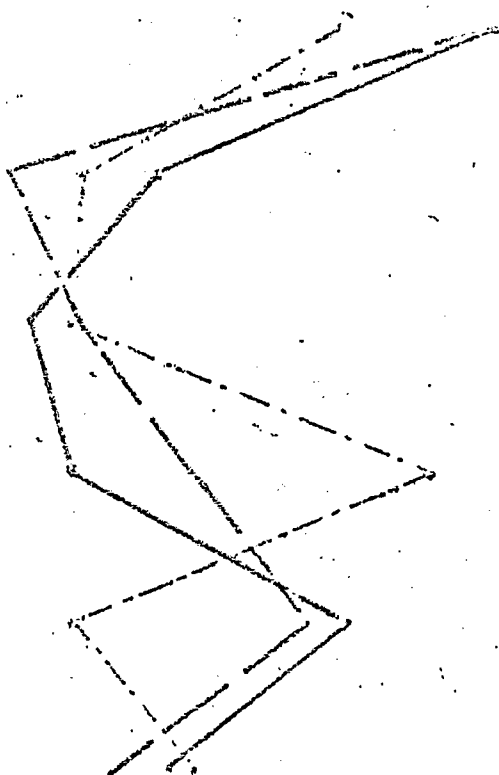


percentage of students at these five schools of UC who responded with "Second Choice" to the survey. The graph had one of the schools of choice. It had been permitted to enroll in any of the five schools of choice. The survey, which would have been a first and second choice?"

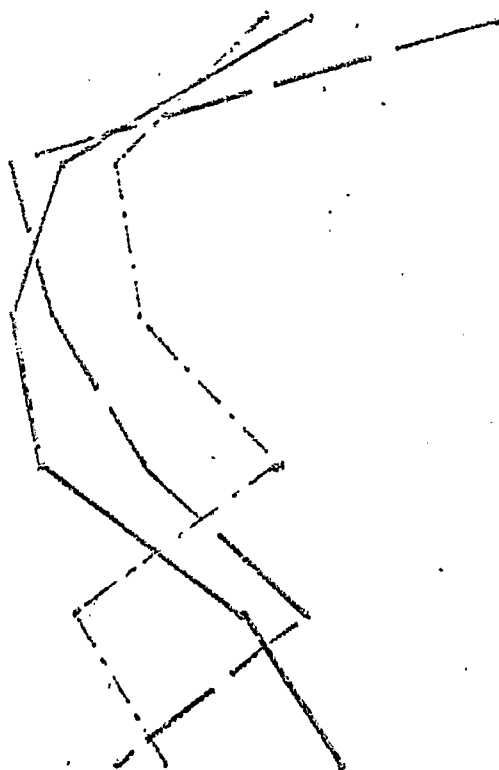
U:

C Davis  
C Los Angeles  
C Santa Barbara

Males



Females



U C BERKELEY

U C DAVIS

U C IRVINE

U C LOS ANGELES

U C SANTA BARBARA

U C SANTA CRUZ

U C BERKELEY

U C DAVIS

U C IRVINE

U C LOS ANGELES

U C SANTA BARBARA

U C SANTA CRUZ

Figure 19

Percentages of Southern California students by School and Sex at Three Universities of California Campuses  
 whose educational life is free the first four years from to begin at the University of California, Transfer to  
 another U.C. campus to complete College or University, or to begin at another campus completing four years  
 Spring 1966

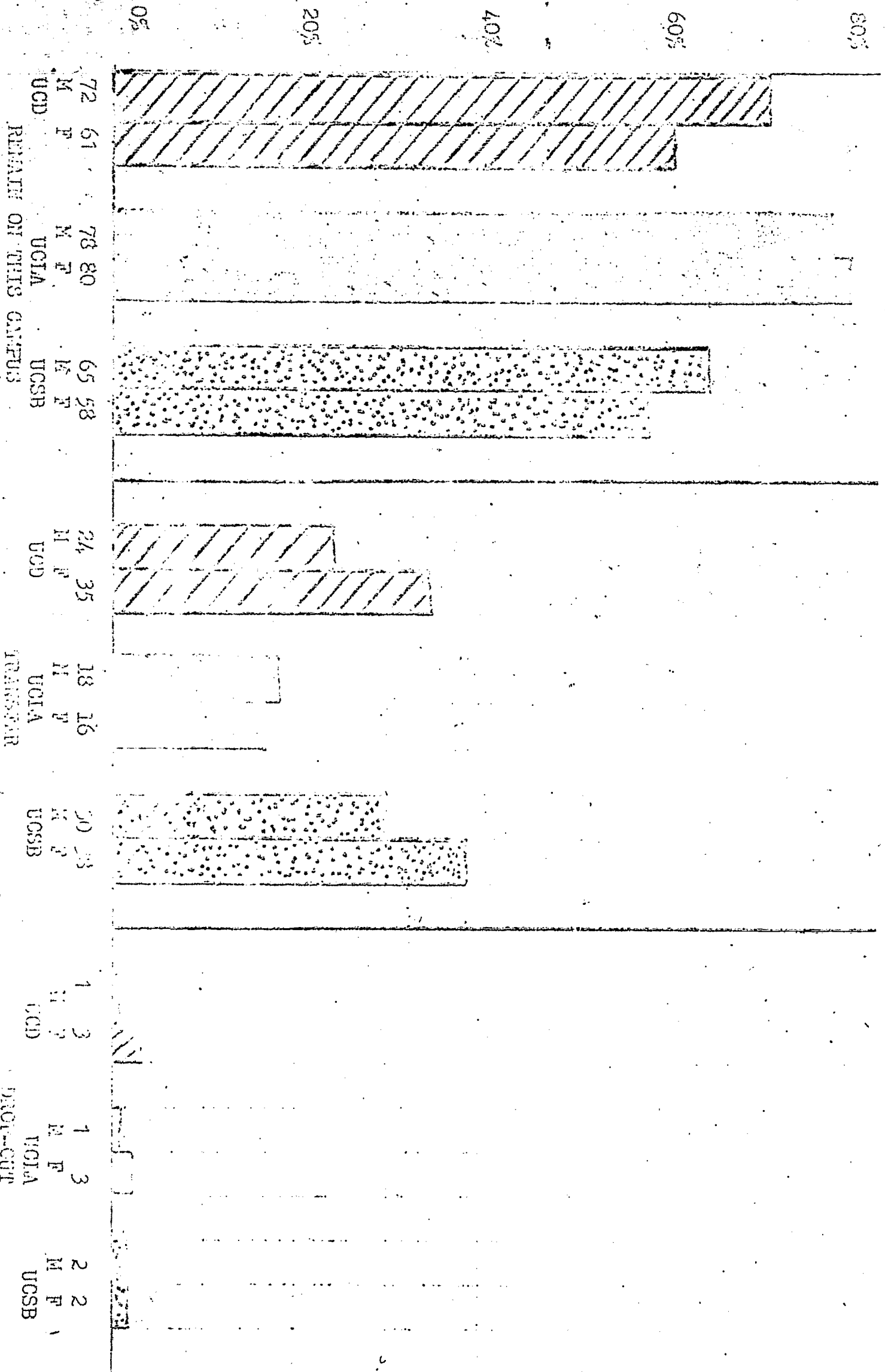


Figure 20

Percentages of Freshmen at Three University of California Campuses According to Educational Plans for the Next Few Years, by Intellectual Disposition, Campus, and Sex

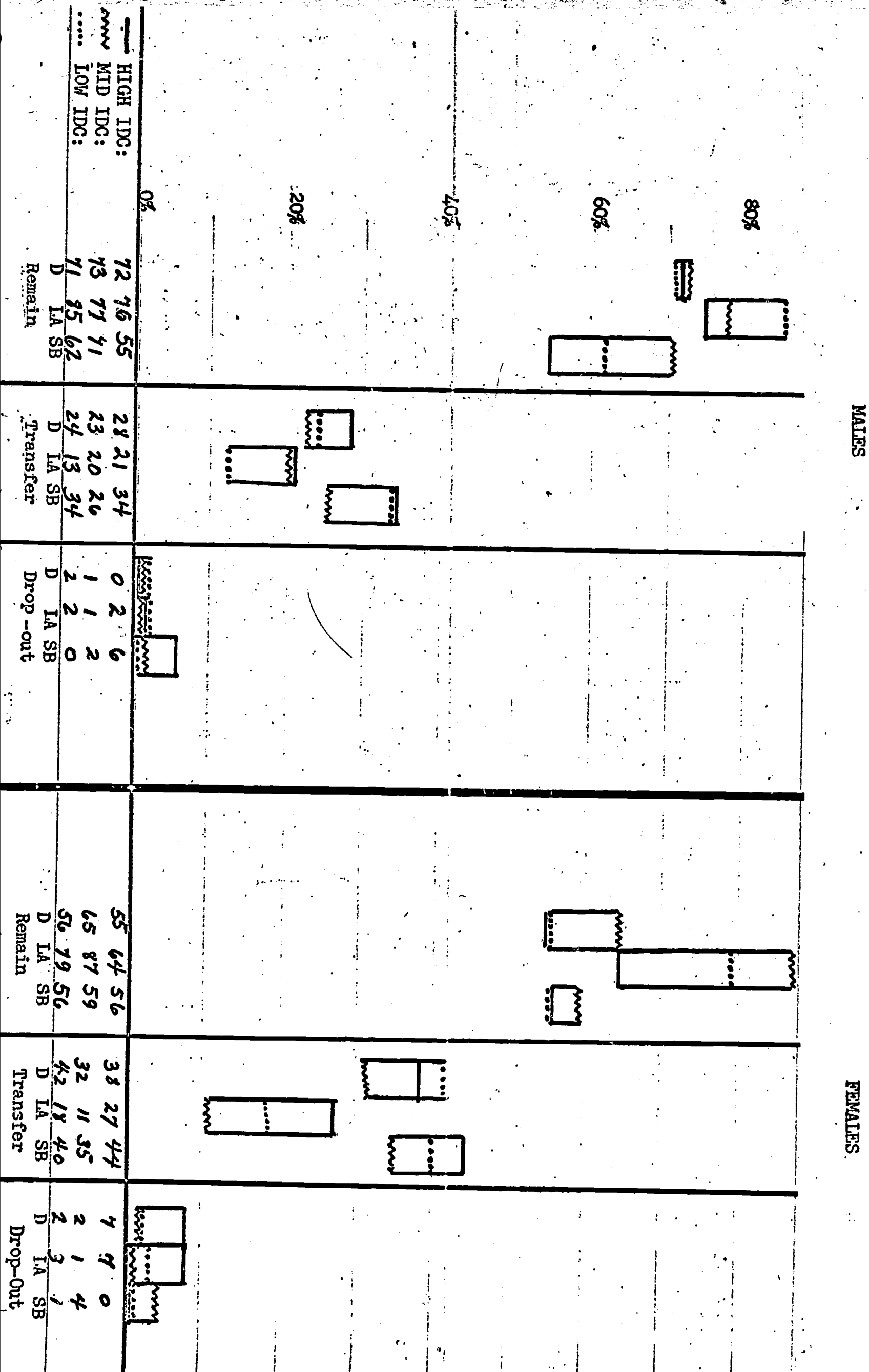


Table 8  
Percentages of Freshmen at Three University of California Campuses, Classified According to Educational Plans for the Next Few Years, Sex, and Academic Ability

	<u>High Ability</u>						<u>Low Ability</u>					
	<u>UCD</u>		<u>UCIA</u>		<u>UCSB</u>		<u>UCD</u>		<u>UCIA</u>		<u>UCSB</u>	
	M	F	M	F	M	F	M	F	M	F	M	F
Remain on This Campus	68%	65%	79%	76%	66%	65%	77%	53%	82%	76%	52%	59%
Transfer to Another UC Campus	16	19	9	15	12	19	8	20	4	7	28	17
Transfer to Another College or University	10	8	8	3	13	15	12	24	14	15	7	20
Drop Out Before Completing Four Years	0	8	3	5	6	2	4	3	0	1	0	3

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Figure 21

REASONS CONSIDERED MOST IMPORTANT IN DECIDING WHERE TO GO TO COLLEGE BY FRESHMEN AT THE DAVIS, LOS ANGELES, AND SANTA BARBARA CAMPUSES OF THE UNIVERSITY OF CALIFORNIA (SPRING 1966) AND THE PERCENTAGES OF STUDENTS WHO GAVE THEM AS REASONS, BY SCHOOL AND SEX.

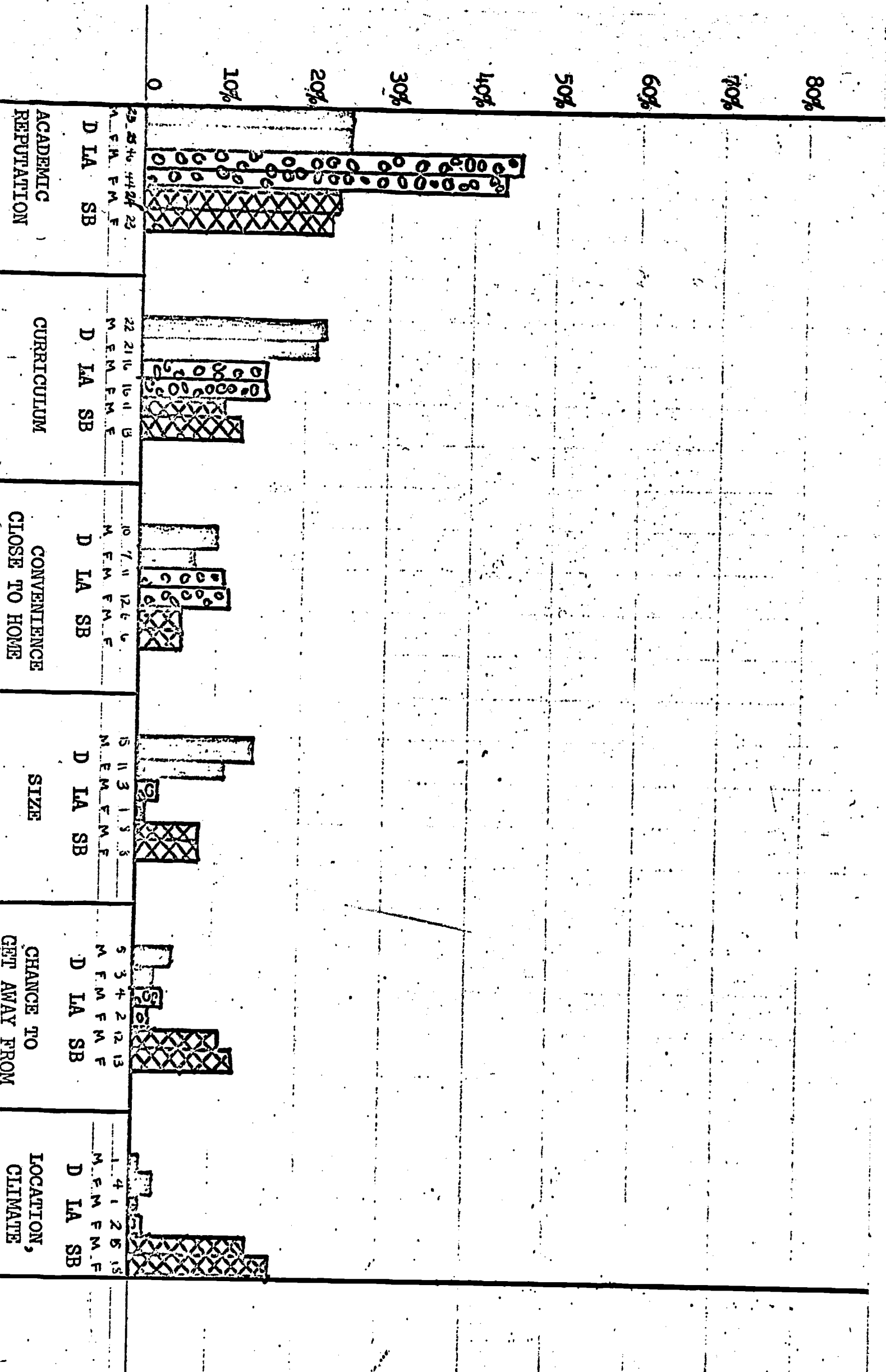


Figure 22

REASONS GIVEN MOST FREQUENTLY BY FRESHMEN AT DAVIS, LOS ANGELES AND SANTA BARBARA CAMPUSES OF THE UNIVERSITY OF CALIFORNIA (SPRING 1966) IN RESPONSE TO THE QUERY "WHICH (THREE) OF THE FOLLOWING (FOURTEEN) REASONS WERE MOST IMPORTANT TO YOU IN DECIDING WHERE TO GO TO COLLEGE?", AND THE PERCENTAGES WHO RESPONDED, BY CAMPUS AND SEX.

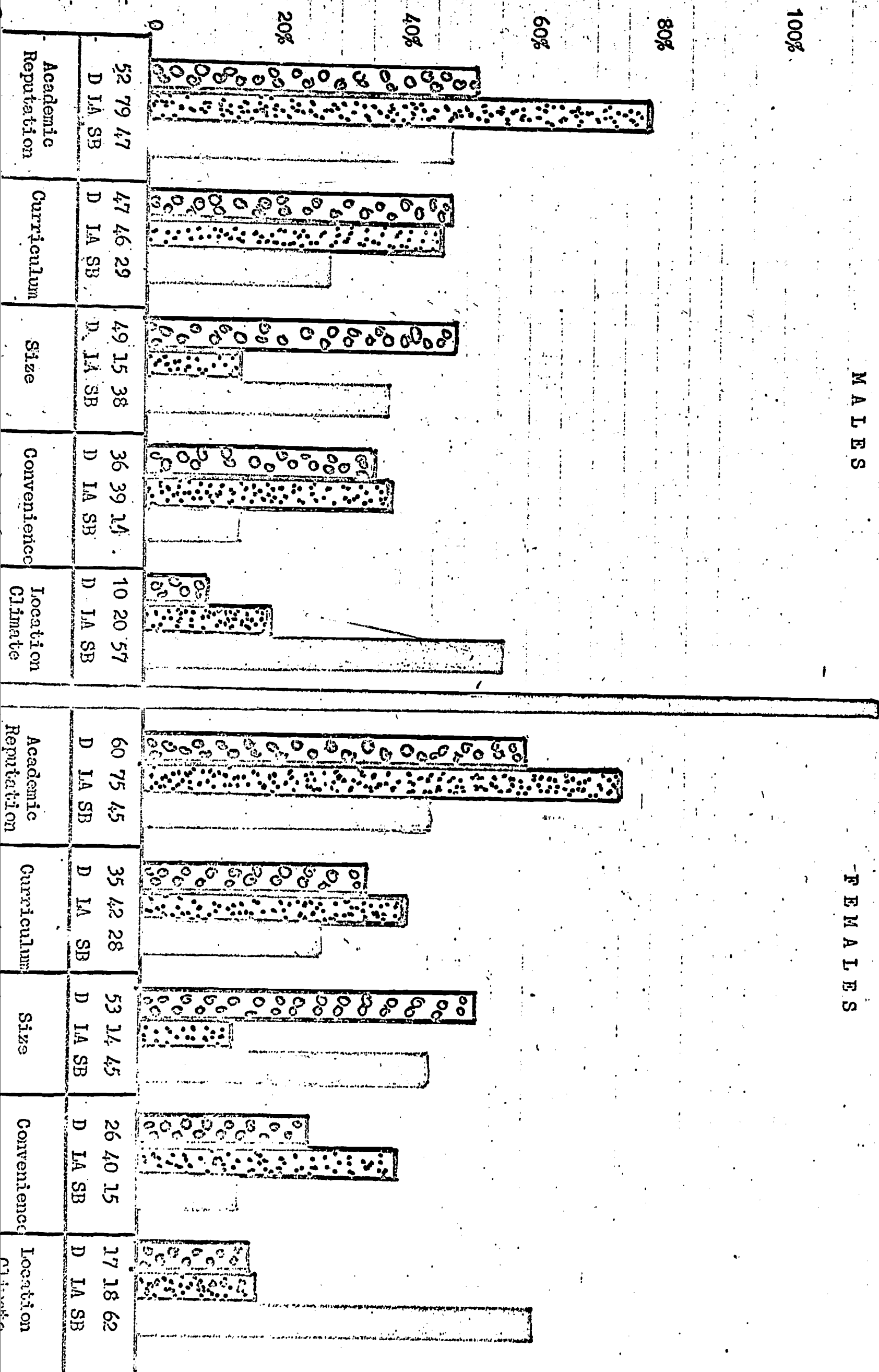


Figure 23

PERCENTAGES OF FRESHMEN AT THE DAVIS, LOS ANGELES, AND SANTA BARBARA CAMPUSES OF THE UNIVERSITY OF CALIFORNIA (SPRING 1966) WHO RESPONDED IN THE DIRECTION OF VOCATIONAL OR GENERAL EDUCATIONAL GOALS TO A QUERY ON THE MAIN PURPOSE OF COLLEGE TO THEM, BY CAMPUS AND SEX.

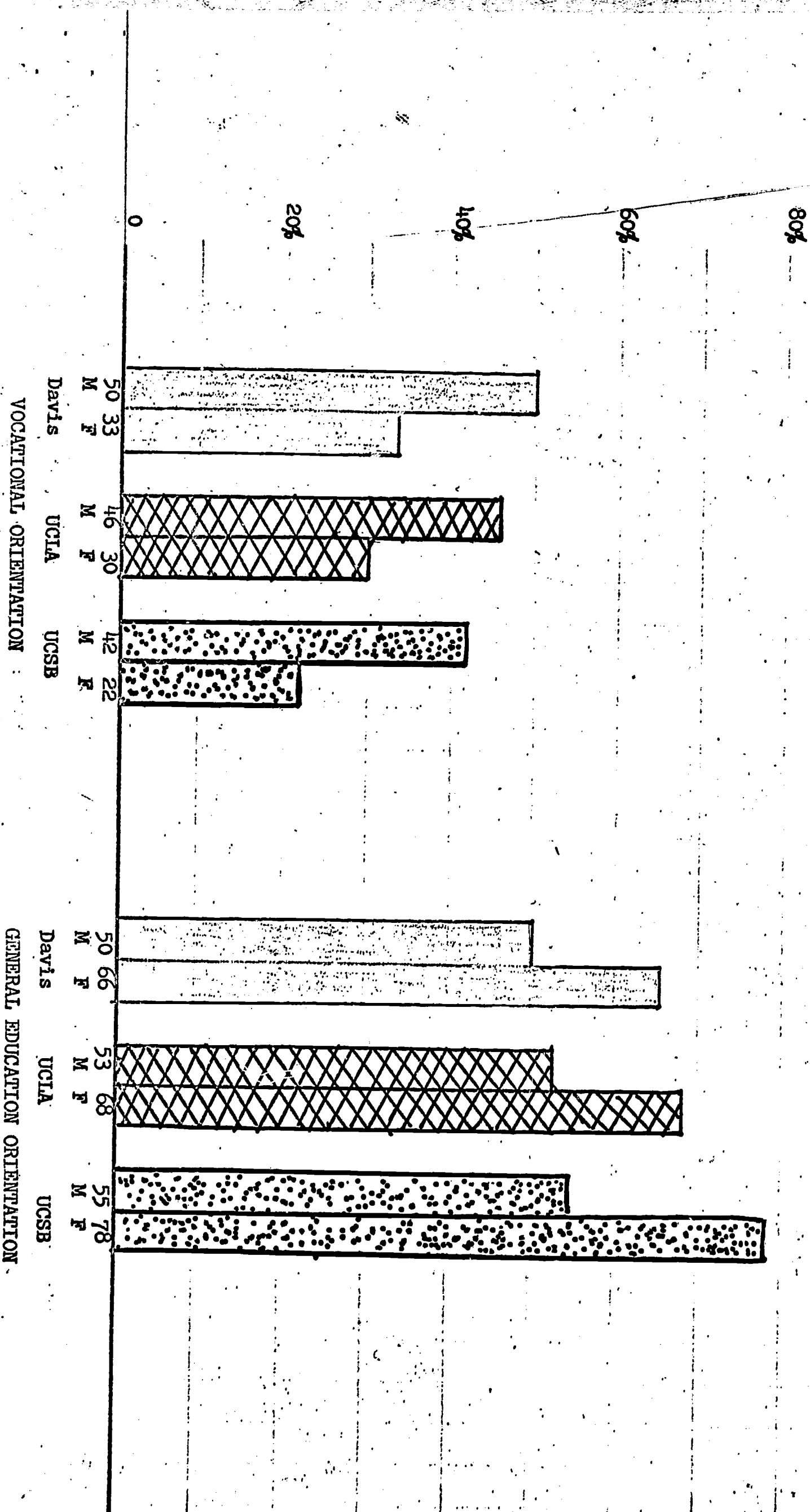


Figure 24.  
PERCENTAGES OF FRESHMEN STUDENTS AT THREE UC CAMPUSES (SPRING 1966) WHO RESPONDED "VERY IMPORTANT" TO THE QUESTION, "HOW IMPORTANT IS IT FOR YOU TO ATTAIN THE FOLLOWING GOALS DURING YOUR COLLEGE CAREER?" BY SCHOOL AND SEX

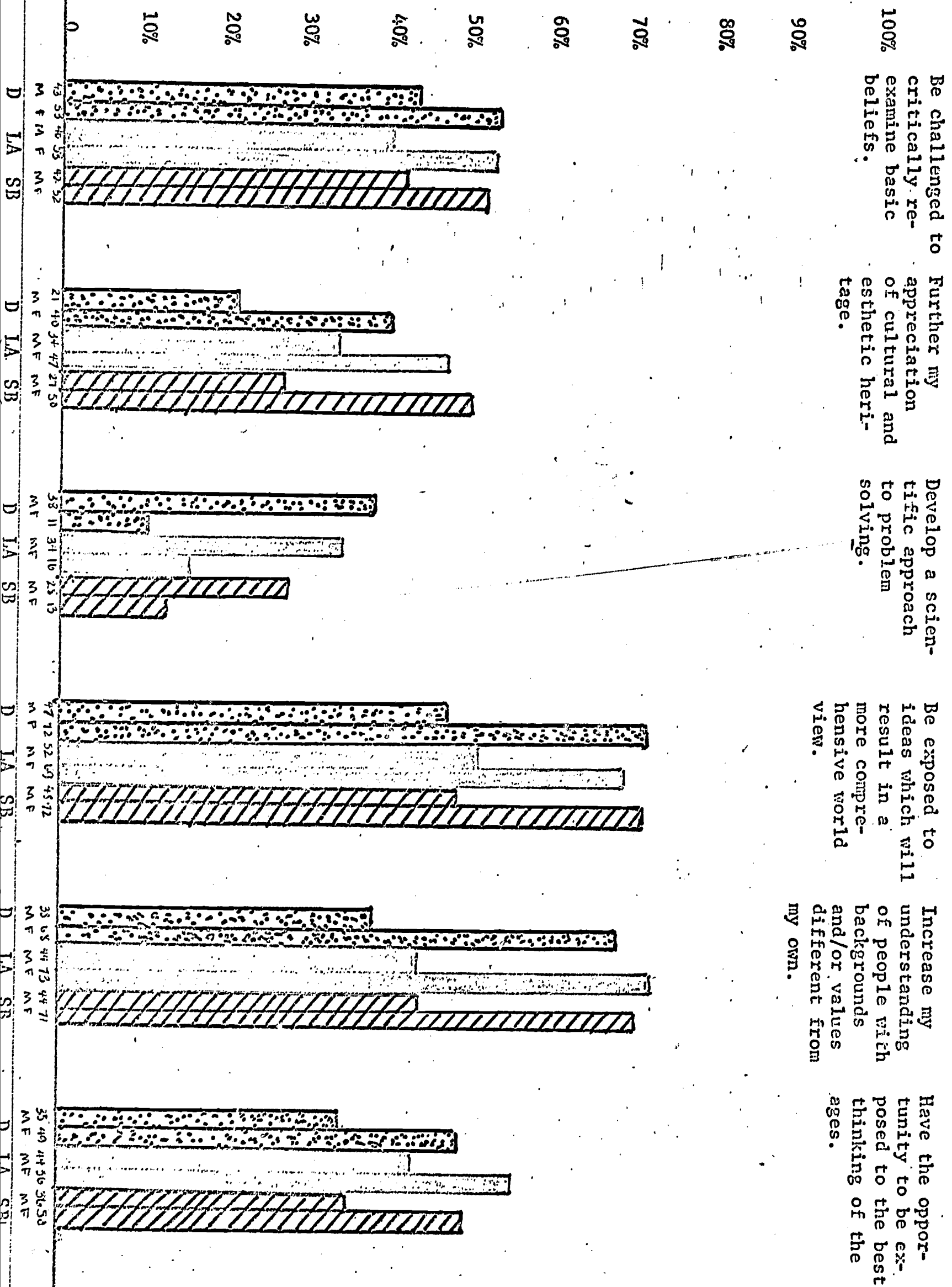




Figure 25

THREE ACTIVITIES MOST FREQUENTLY CONSIDERED "IMPORTANT" OR "VERY IMPORTANT" FOR PERSONAL SATISFACTION WHILE AT COLLEGE BY FRESHMEN AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES (SPRING 1966) AND THE PERCENTAGES WHO RESPONDED, BY CAMPUS AND SEX

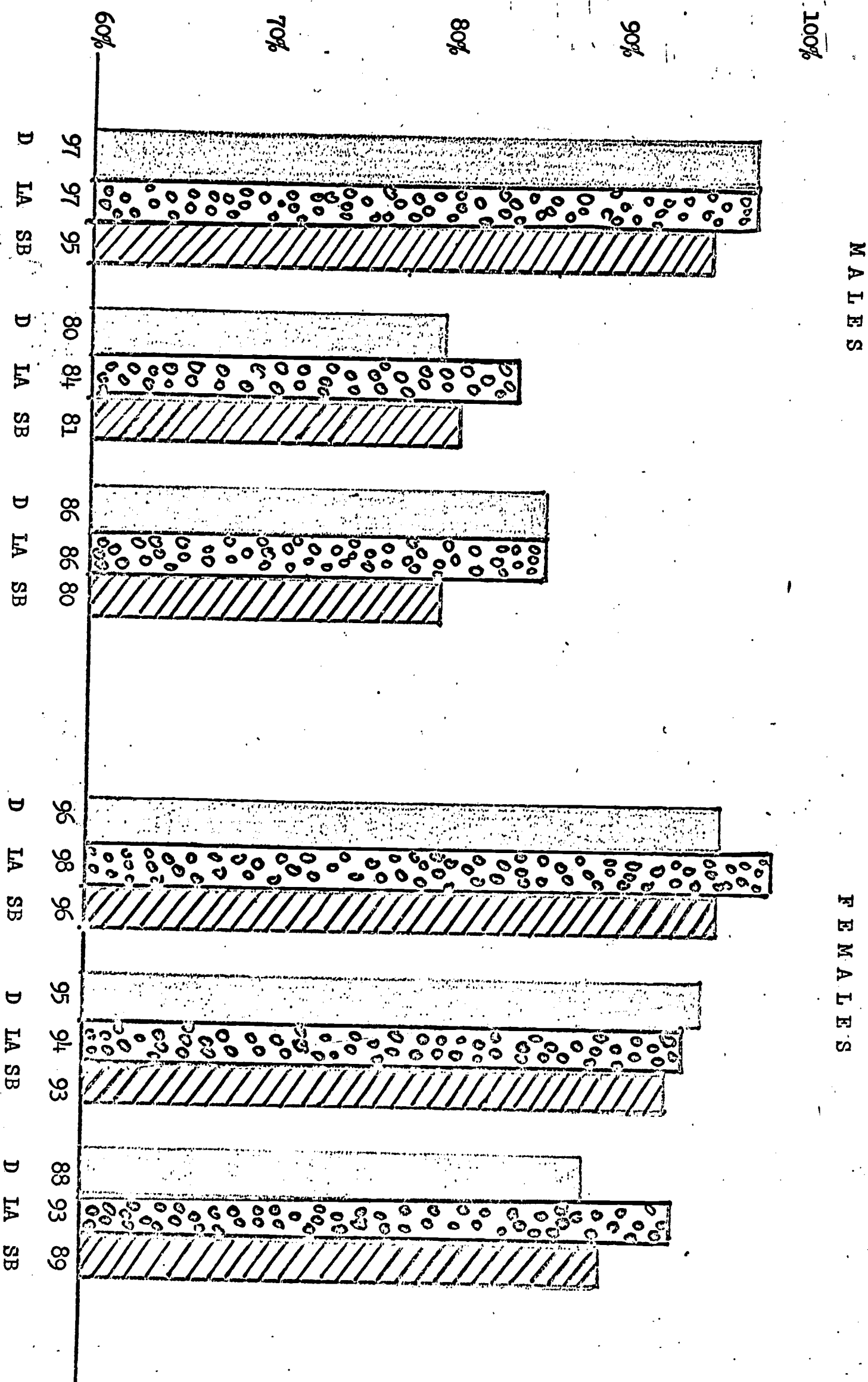
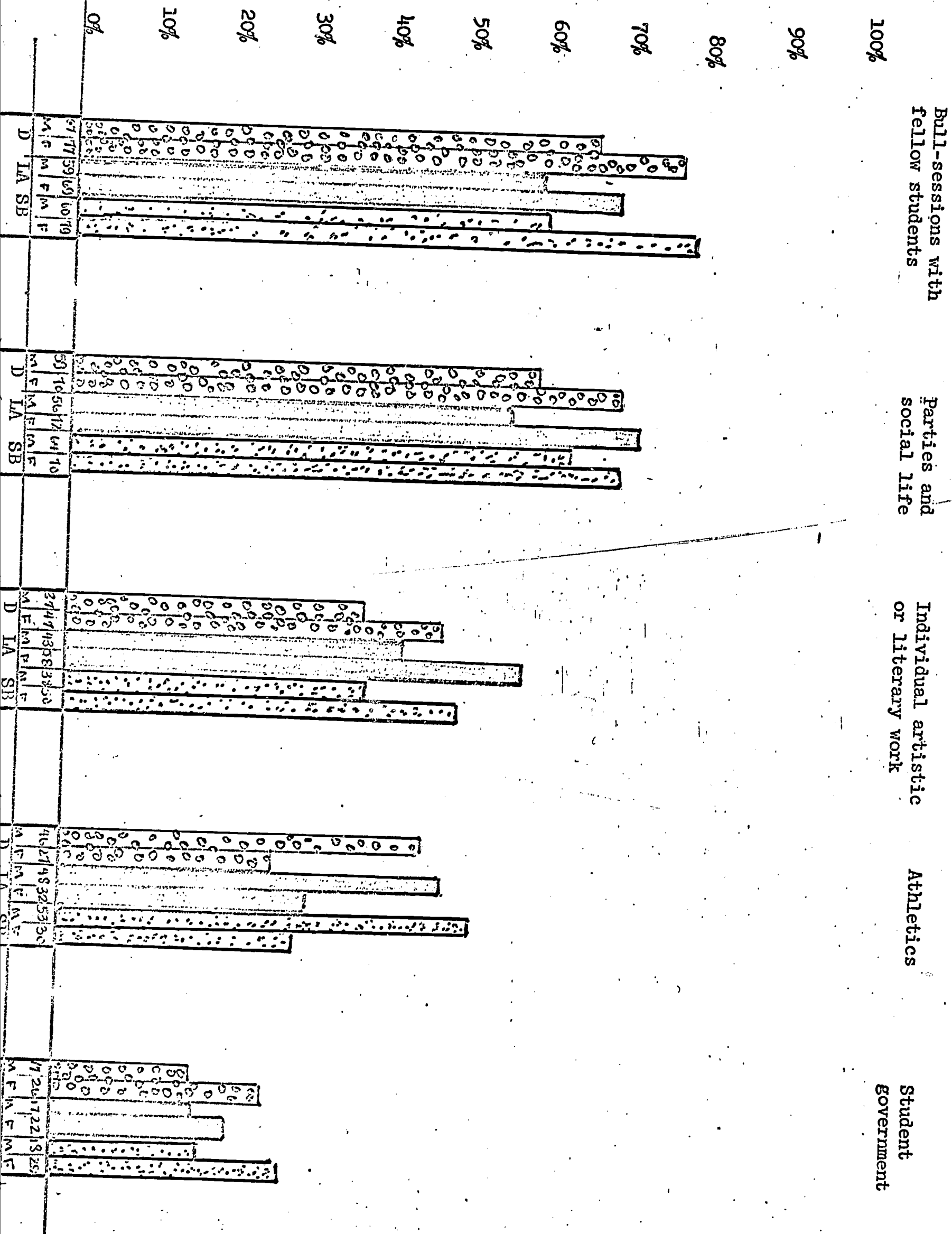


Figure 26  
 PERCENTAGES OF FRESHMEN AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES (DAVIS, LOS ANGELES, AND SANTA BARBARA) SPRING, 1966 WHO RESPONDED THAT THE ACTIVITIES SHOWN WERE "IMPORTANT" OR "VERY IMPORTANT" IN TERMS OF PERSONAL SATISFACTION WHILE AT COLLEGE, BY CAMPUS AND SEX.





**Table 9**  
**Percentages of Freshmen at Three University of California Campuses Who Responded That the Activities Listed Were Important or Very Important in Terms of Personal Satisfaction While at College, by Campus and Sex**

	<u>UCD</u>		<u>UCLA</u>		<u>UCSB</u>		<u>TOTAL</u>
	M	F	M	F	M	F	
Course Work in Major	97	96	96	98	95	96	97
Course Work in General	86	88	86	93	80	89	88
Self-insight and Discovery	80	95	84	94	81	93	89
Individual Study or Research	75	74	81	77	70	71	75
"Bull-sessions with Fellow Students	67	77	59	69	60	79	70
Parties and Social Life	59	70	56	72	64	70	66
Individual Artistic or Literary Work	37	47	43	58	38	50	47
Athletics	46	27	48	32	53	30	39
Student Government	17	26	17	22	18	29	23
Getting Acquainted with Faculty Members	55	57	49	55	50	57	54

Figure 27

PERCENTAGES OF FRESHMEN AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES, SPRING 1966, WHO RESPONDED IN THE DIRECTION OF VOCATIONAL OR GENERAL EDUCATIONAL GOALS TO A QUERY ON THE MAIN PURPOSE OF COLLEGE TO THEM, BY INTELLECTUAL DISPOSITION CATEGORY, CAMPUS, AND SEX

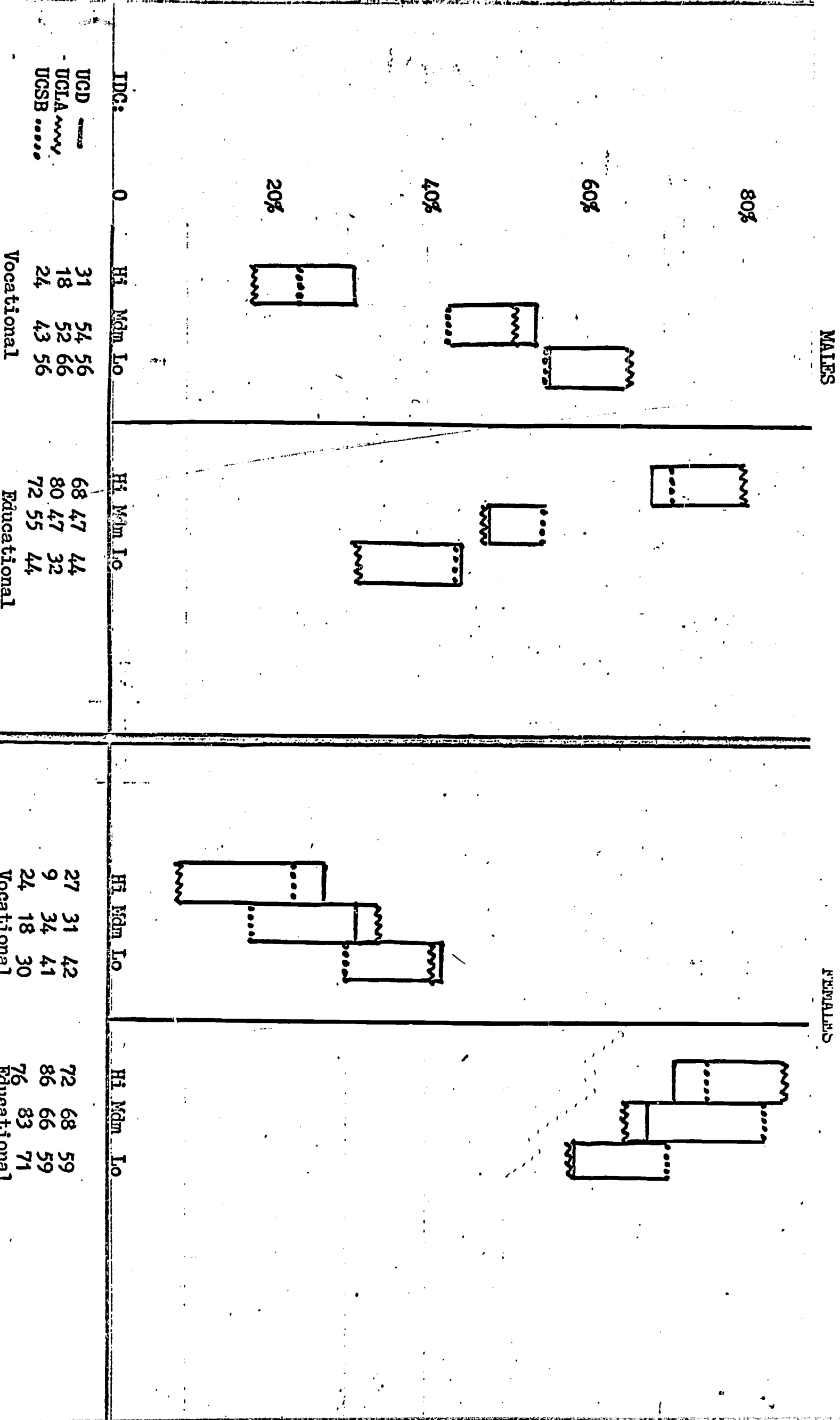


Figure 28

PERCENTAGES OF MALE FRESHMEN AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES (SPRING 1966) WHO RESPONDED THAT THE GOALS SHOWN BELOW WERE VERY IMPORTANT TO ATTAIN DURING THEIR COLLEGE CAREERS, BY INTELLECTUAL DISPOSITION CATEGORIES.

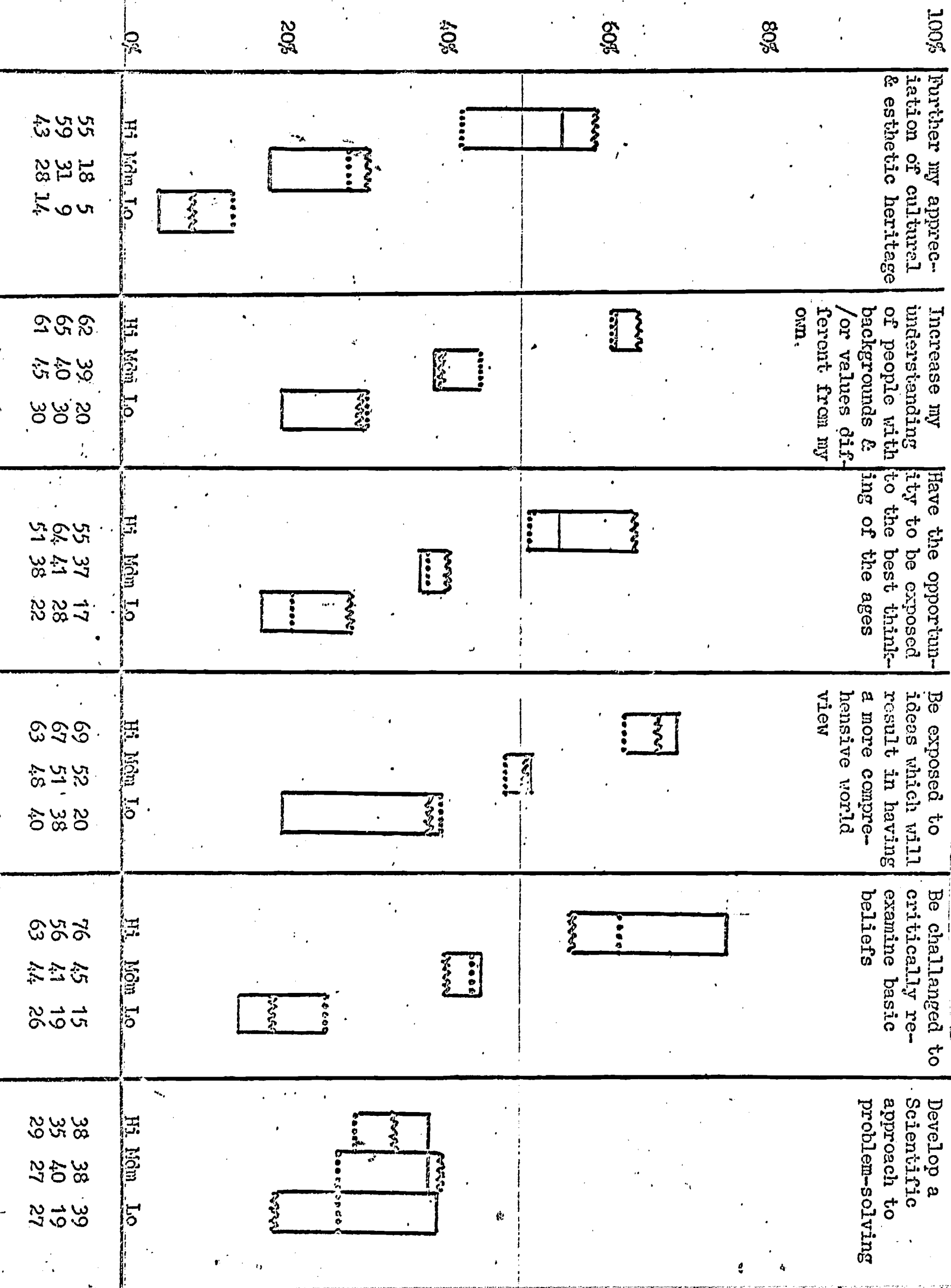


Figure 29

PERCENTAGES OF FEMALE FRESHMEN AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES (SPRING 1966) WHO RESPONDED THAT THE GOALS SHOWN BELOW WERE VERY IMPORTANT TO ATTAIN DURING THEIR COLLEGE CAREERS, BY INTELLECTUAL DISPOSITION CATEGORIES.

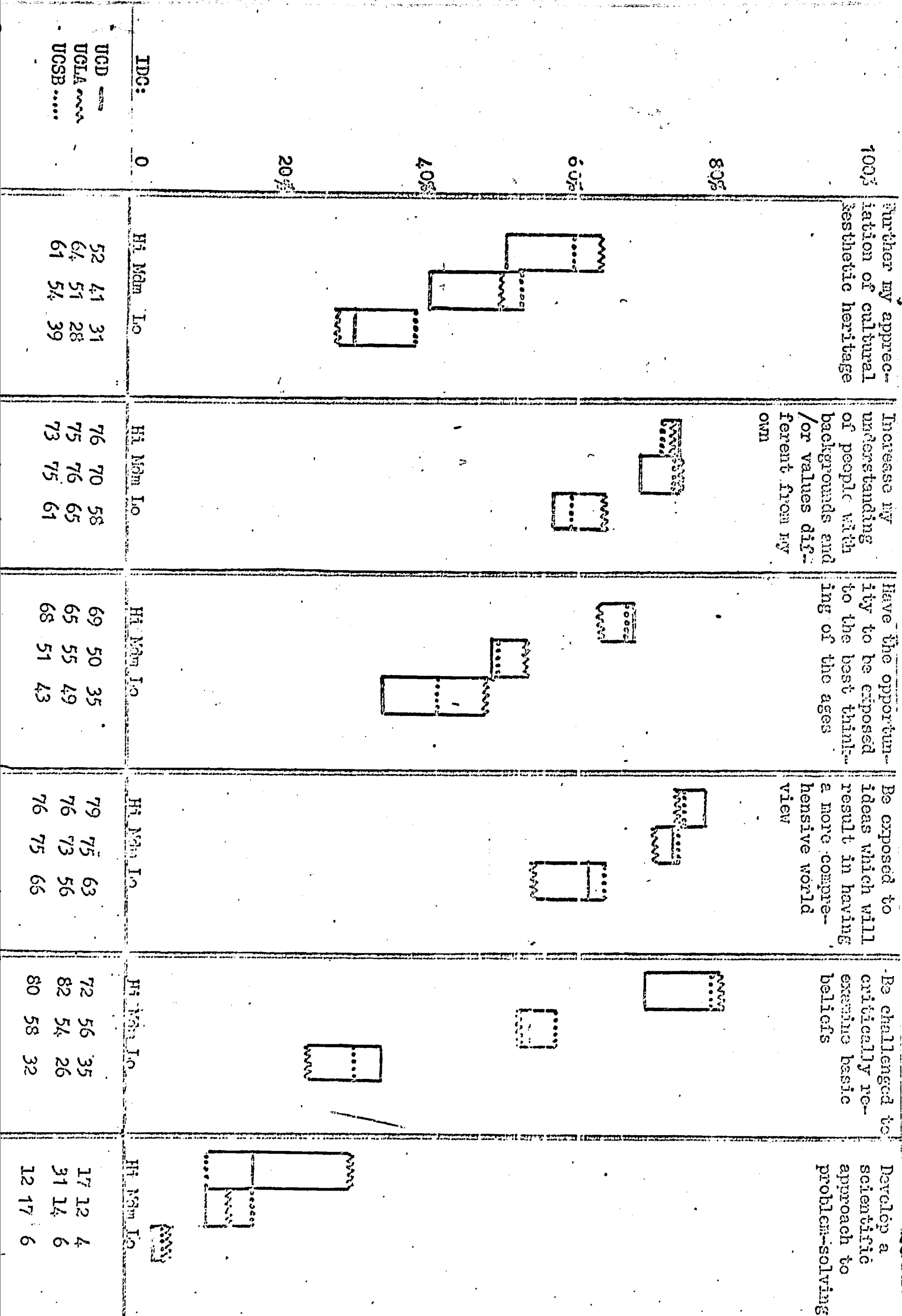


Table 10

Percentages of Freshmen at Three University of California Campuses Who Responded That the Activities Shown Were Very Important for Personal Satisfaction While at College, by High and Low Intellectual Disposition

	High Intellectual Disposition						Low Intellectual Disposition					
	<u>UCD</u>		<u>UCLA</u>		<u>UCSB</u>		<u>UCD</u>		<u>UCLA</u>		<u>UCSB</u>	
Self-discovery, Self-insight	M 76%	F 97%	M 77%	F 87%	M 82%	F 93%	M 32%	F 77%	M 38%	F 71%	M 45%	F 66%
Individual, Artistic, or Literary Work	41	59	33	58	37	59	0	10	4	9	7	4
"Bull-sessions" with Fellow Students	52	48	26	35	27	41	20	33	13	15	10	28
Getting Acquainted with Faculty Members	14	21	15	24	20	27	7	15	4	6	10	15
Individual Study or Research	52	62	62	65	59	73	32	25	34	29	29	25
Course Work in General	41	41	42	31	24	27	34	46	32	43	25	44
Course Work in Major	76	72	70	84	63	80	88	79	85	81	78	89
Parties, Social Life	7	10	8	13	6	12	15	25	19	29	21	16
Athletics	3	10	9	5	4	2	5	8	23	12	12	9
Student Government	3	7	6	5	4	10	0	8	6	1	1	8

Table 11

Percentages of Freshmen at Three University of California Campuses Who Responded in the Direction of Vocational or General Educational Goals to a Query on the Main Purpose of College to Them, by Ability Level

	<u>High Ability</u>						<u>Low Ability</u>					
	<u>UCD</u>		<u>UCLA</u>		<u>UCSB</u>		<u>UCD</u>		<u>UCLA</u>		<u>UCSB</u>	
	M	F	M	F	M	F	M	F	M	F	M	F
Vocational Orientation	46%	27%	26%	10%	38%	20%	50%	41%	69%	46%	48%	23%
General Educational Orientation	54	73	73	85	60	80	50	58	29	54	48	77



Table 12

Percentages of Freshmen at Three University of California Campuses Who Responded that the Goals Shown Below Were Very Important to Attain During Their College Careers, by Academic Ability

	<u>High Ability</u>						<u>Low Ability</u>					
	<u>UCD</u>		<u>UCIA</u>		<u>UCSB</u>		<u>UCD</u>		<u>UCIA</u>		<u>UCSB</u>	
	M	F	M	F	M	F	M	F	M	F	M	F
Further My Appreciation of Cultural and Esthetic Heritage	34%	38%	53%	64%	32%	43%	15%	37%	16%	34%	21%	46%
Increase My Understanding of People with Backgrounds and/or Values Different from My Own	42	69	58	78	47	61	31	59	37	72	38	68
Have the Opportunity to Be Exposed to the Best Thinking of the Ages	32	54	57	68	44	46	31	44	39	48	21	46
Be Exposed to Ideas Which Will Result in Having a More Comprehensive World View	52	85	64	78	51	63	35	68	45	65	52	75
Be Challenged to Critically Re-examine Basic Beliefs	52	65	52	71	58	59	31	37	24	38	21	39
Develop a Scientific Approach to Problem Solving	44	23	34	27	29	11	31	8	29	11	28	7

Table 13

Percentages of Freshmen at Three University of California Campuses Who Responded That the Activities Shown Below Were Very Important for Personal Satisfaction While at College, by Ability Level

	<u>High Ability</u>						<u>Low Ability</u>					
	<u>UCD</u>		<u>UCIA</u>		<u>UCSB</u>		<u>UCD</u>		<u>UCIA</u>		<u>UCSB</u>	
	M	F	M	F	M	F	M	F	M	F	M	F
Individual Artistic or Literary Work	22%	38%	27%	46%	23%	24%	12%	19%	6%	10%	10%	13%
Self-discovery, Self-insight	54	88	71	86	65	78	31	78	45	79	59	75
"Bull-sessions" with Fellow Students	32	38	25	36	22	41	19	34	18	15	0	27
Individual Study or Research	36	38	52	53	42	41	38	34	41	45	41	30
Course Work in General	26	42	45	41	29	35	31	39	35	51	28	48
Parties, Social Life	10	23	12	17	18	9	23	17	16	27	17	19
Course Work in Major	78	69	75	81	58	78	85	85	86	92	83	85

Table 14

**Distribution of Freshmen at Three University of California Campuses Across Academic  
Major Within Three Levels of Intellectual Disposition**

	<u>HIGH IDC</u>	<u>MEDIUM IDC</u>	<u>LOW IDC</u>	<u>TOTAL</u>
<b>Engineering</b>	F 7 % 3	26 3	15 4	48 3
<b>Physical Sciences</b>	F 42 % 15	134 17	58 15	234 16
<b>Biological Sciences</b>	F 24 % 9	77 10	28 7	129 9
<b>Social Sciences</b>	F 97 % 36	309 40	179 45	585 40
<b>Humanities</b>	F 65 % 24	122 16	52 13	239 17
<b>Fine Arts</b>	F 22 % 8	48 6	14 4	84 6
<b>Agriculture</b>	F 1 % 0	22 3	23 6	46 3
<b>Undecided</b>	F 13 % 5	41 5	28 7	82 6
<b>Total</b>	F 271 % 100	779 100	397 101*	1,447 100

\* Due to rounding to nearest whole percentage

Table 15

Distribution of Freshmen at Three University of California Campuses Across Academic  
Major Within Three Levels of Ability

	<u>HIGH ABILITY</u>	<u>MEDIUM ABILITY</u>	<u>LOW ABILITY</u>	<u>TOTAL</u>
Engineering	F 15 % 4	29 4	4 1	48 3
Physical Sciences	F 69 % 19	120 16	50 14	234 16
Biological Sciences	F 35 % 10	76 10	18 5	129 9
Social Sciences	F 117 % 32	278 38	173 50	585 40
Humanities	F 85 % 24	127 17	44 13	239 17
Fine Arts	F 14 % 4	49 7	21 6	84 6
Agriculture	F 4 % 1	22 3	20 6	46 3
Undecided	F 22 % 6	42 6	18 5	82 6
Total	F 361 % 100	738 101*	348 100	1,447 100

\* Due to rounding

Table 16

Distribution of Freshmen at Three University of California Campuses Across  
Intellectual Disposition Within Academic Major

	<u>HIGH IDC</u>	<u>MEDIUM IDC</u>	<u>LOW IDC</u>	<u>TOTAL</u>
Engineering	F 7 % 15	26 54	15 31	48 100
Physical Sciences	F 42 % 18	134 57	58 25	234 100
Biological Sciences	F 24 % 19	77 60	28 22	129 101*
Social Sciences	F 97 % 17	309 53	179 31	585 101*
Humanities	F 65 % 27	122 51	52 22	239 100
Fine Arts	F 22 % 26	48 57	14 17	84 100
Agriculture	F 1 % 2	22 48	23 50	46 100
Undecided	F 13 % 16	41 50	28 34	82 100

\* Due to rounding

Table 17  
Distribution of Freshmen at Three University of California Campuses  
Across Ability Level Within Academic Major

	<u>HIGH ABILITY</u>	<u>MEDIUM ABILITY</u>	<u>LOW ABILITY</u>	<u>TOTAL</u>
Engineering	F 15 % 31	29 60	4 8	48 99*
Physical Sciences	F 69 % 29	120 51	50 21	234 101*
Biological Sciences	F 35 % 27	76 59	18 14	129 100
Social Sciences	F 117 % 20	278 48	173 30	585 98*
Humanities	F 83 % 35	112 47	44 18	239 100
Fine Arts	F 14 % 17	49 58	21 25	84 100
Agriculture	F 4 % 9	22 48	20 43	46 100
Undecided	F 22 % 27	42 51	18 22	82 100

\* Due to rounding



Table 18

Raw Score Means ( $\bar{X}$ ) and Standard Deviations (SD) on Scales of the Omnibus Personality Inventory for Freshman Males at Three University of California Campuses (Davis, Los Angeles, Santa Barbara) by Academic Major

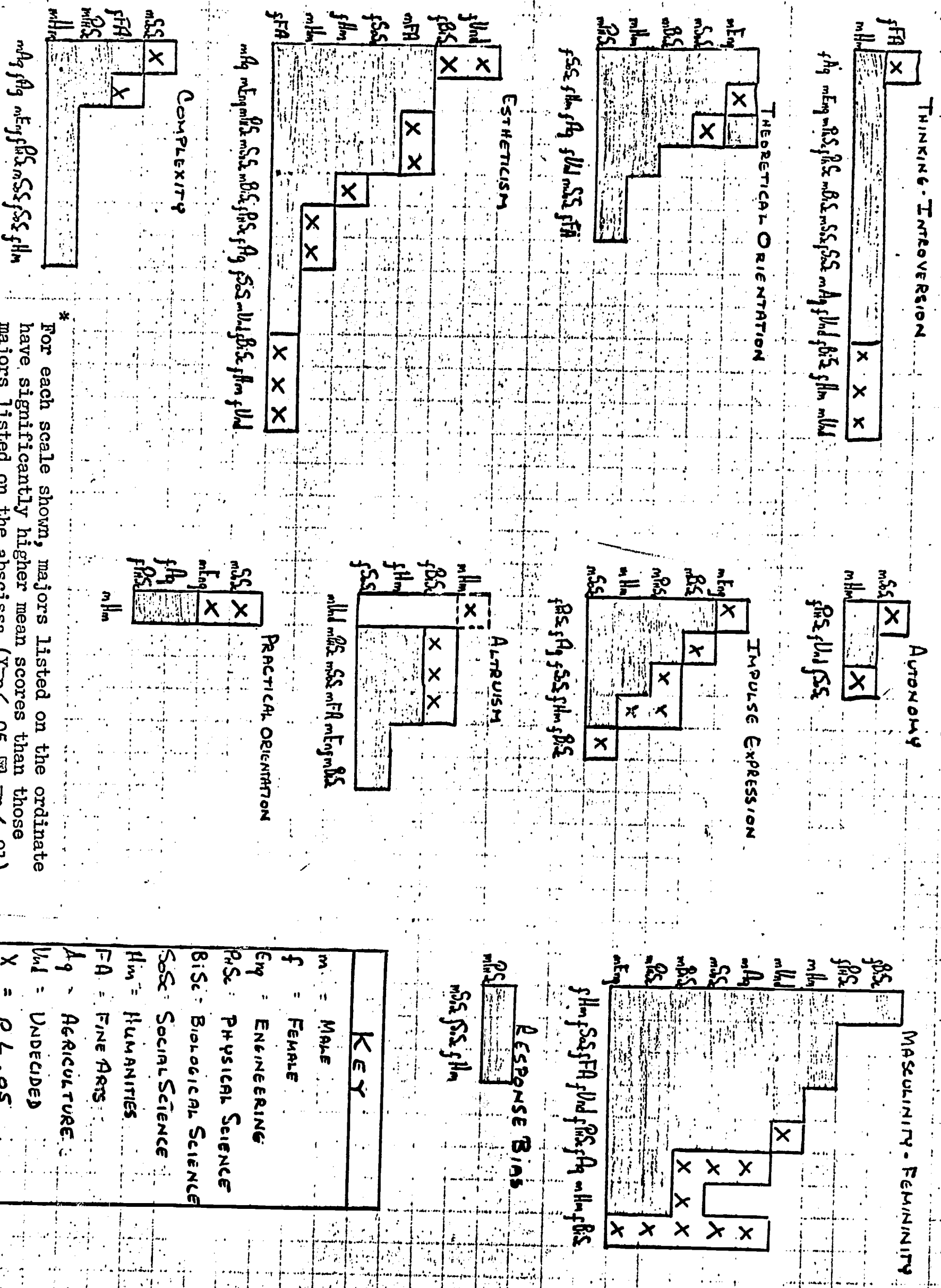
	Thinking Introversion	Theoretical Orientation	Estheticism	Complexity	Autonomy	Religious Orientation	Social Extroversion	Impulse Expression	Personal Integration	Anxiety Level	Altruism	Practical Outlook	Masculinity- Femininity	Response Bias
Engineering	$\bar{X}$ 21.8	21.2	8.6	14.2	25.8	14.0	19.2	31.5	30.1	13.7	17.3	15.9	36.0	13.2
	SD 8.6	4.8	4.5	4.6	7.9	4.8	6.3	9.8	10.9	4.1	6.5	5.5	4.9	3.5
Physical Science	$\bar{X}$ 23.8	23.0	10.1	16.1	27.3	15.0	21.5	31.1	35.4	14.2	18.4	13.7	35.3	14.8
	SD 8.8	5.4	5.3	5.7	7.2	5.9	7.7	9.8	10.4	4.4	6.0	6.1	5.4	4.2
Biological Science	$\bar{X}$ 23.6	21.3	10.4	15.0	25.6	13.8	21.9	31.1	33.3	13.5	19.0	14.2	34.0	14.1
	SD 8.0	5.6	5.1	5.7	7.4	5.7	7.7	9.3	10.2	4.7	5.7	5.9	5.1	4.2
Social Science	$\bar{X}$ 23.9	19.6	10.5	15.0	27.6	15.7	22.7	33.3	32.8	13.1	18.9	14.2	33.0	12.4
	SD 8.9	5.5	5.1	5.9	7.2	5.6	6.3	10.4	10.0	4.5	5.7	6.0	5.2	4.3
Humanities	$\bar{X}$ 32.1	22.5	15.7	19.9	31.5	16.0	21.5	33.5	32.8	12.4	21.4	10.0	29.1	13.9
	SD 7.3	4.9	5.5	6.0	7.8	6.9	7.7	9.1	11.4	4.2	5.8	5.5	5.6	3.5
Fine Arts	$\bar{X}$ 27.9	20.6	16.0	17.0	28.6	13.6	17.3	33.8	30.7	12.2	16.9	12.3	29.4	13.0
	SD 8.2	5.8	4.9	6.6	7.4	6.4	7.6	11.1	12.8	4.4	4.3	5.8	6.2	3.0
Agriculture	$\bar{X}$ 18.8	17.8	6.1	11.3	23.1	13.1	21.4	28.9	36.4	14.8	18.4	17.7	37.3	13.6
	SD 6.8	5.0	3.2	2.3	7.2	5.0	7.7	9.9	9.3	3.8	5.5	5.6	5.8	4.4
Undecided	$\bar{X}$ 23.9	20.1	10.1	15.6	28.7	14.8	19.5	31.2	32.4	13.0	19.1	12.9	33.2	12.5
	SD 7.8	5.7	6.0	5.7	7.2	5.2	7.4	11.3	11.0	5.0	6.6	5.1	7.1	4.2

Table 19

Raw Mean Scores ( $\bar{X}$ ) and Standard Deviations (SD) on Scales of the Omnibus Personality Inventory for Freshman Females at Three University of California Campuses (Davis, Los Angeles, and Santa Barbara) by Academic Majors

	Thinking Introversion	Theoretical Orientation	Estheticism	Complexity	Autonomy	Religious Orientation	Social Extroversion	Impulse Expression	Personal Integration	Anxiety Level	Altruism	Practical Outlook	Masculinity- Femininity	Response Bias
Physical Science	$\bar{X}$ 22.4 SD 7.9	19.5 5.7	10.9 4.5	12.9 5.2	23.4 6.5	12.4 5.5	22.6 7.3	22.6 8.1	32.8 10.3	12.7 4.2	21.8 5.4	15.3 4.6	26.7 5.4	13.9 4.4
Biological Science	$\bar{X}$ 24.7 SD 7.9	20.4 5.1	12.2 5.2	15.1 5.1	25.8 7.3	14.5 5.7	23.3 6.7	24.3 11.1	34.7 8.7	13.9 3.6	22.7 4.8	12.9 4.5	27.8 5.5	14.7 3.9
Social Science	$\bar{X}$ 24.6 SD 8.4	17.0 5.7	12.9 5.0	14.3 6.1	25.9 7.5	13.5 5.1	23.9 7.2	26.0 9.9	33.4 10.6	13.2 4.2	22.9 5.2	13.6 5.6	24.6 5.2	12.5 4.2
Humanities	$\bar{X}$ 26.1 SD 8.2	16.6 5.6	13.7 4.6	14.4 6.2	27.1 7.5	13.8 5.4	23.0 7.6	25.8 9.9	32.2 10.0	12.5 4.3	22.7 5.1	12.5 5.4	22.7 4.9	12.0 3.7
Fine Arts	$\bar{X}$ 27.6 SD 7.9	18.0 5.3	17.0 4.5	17.5 7.0	28.1 7.7	14.6 4.8	23.1 7.5	29.3 11.9	32.9 9.0	13.3 4.2	22.4 5.7	11.5 4.9	23.8 4.0	12.8 3.6
Agriculture	$\bar{X}$ 19.7 SD 7.2	15.1 4.8	10.1 4.8	11.5 4.0	21.8 6.7	11.6 4.7	24.4 6.6	21.4 8.6	35.9 10.8	14.1 4.1	21.9 5.2	16.2 4.5	27.7 5.8	12.8 4.7
Undecided	$\bar{X}$ 21.6 SD 8.1	16.2 5.8	12.0 5.1	13.9 6.5	26.3 7.0	15.0 5.1	22.9 7.3	25.3 11.3	33.2 10.5	13.3 4.9	22.0 5.5	13.6 4.7	25.1 4.0	11.5 4.3

Figure 30  
Significant Differences in Omnibus Personality Inventory Scale Mean Scores of  
Freshmen Categorized by Academic Major and Sex \*



\* For each scale shown, majors listed on the ordinate have significantly higher mean scores than those majors listed on the abscissa ( $X=p<.05$ ,  $\square=p<.01$ ).

KEY	
m	MALE
f	FEMALE
Eng	ENGINEERING
PhSc	PHYSICAL SCIENCE
BiSc	BIOLOGICAL SCIENCE
SocSc	SOCIAL SCIENCE
Hm	HUMANITIES
FA	FINE ARTS
Ag	AGRICULTURE
Und	UNDECIDED
X	$p < .05$
$\square$	$p < .01$

Figure 31

Significant Differences in Omnibus Personality Inventory Scale Mean Scores of Freshmen Categorized by Academic Major and Sex, with Majors Listed on Ordinate Having Significantly Higher Means than Majors Listed on Abscissa

	mEng	mPS	fPS	mBS	fBS	mSS	fSS	mH	fH	mFA	fFA	mAg	fAg	mUn	fUn
mEng															
mPhSci															
fPhSci															
mBioSci															
fBioSci															
mSecSc															
fSecSc															
mHum	XX	XX	XX	XX	X	XX	XX		X			XX	XX	X	XX
fHum															
mFA															
fFA															
mAg															
fAg															
mUn															
fUn															

Thinking  
Introversion

	mEng	mPS	fPS	mBS	fBS	mSS	fSS	mHum	fHum	mFA	fFA	mAg	fAg	mUn	fUn
mEng						XX		X				XX			
mPhSci						XX	XX	XX		XX		XX		XX	
fPhSci															
mBioSci						XX		XX				XX			
fBioSci															
mSecSc						XX		XX				X			
fSecSc															
mHum						XX		XX				XX		XX	
fHum															
mFA															
fFA															
mAg															
fAg															
mUn															
fUn															

Theoretical  
Orientation

X =  $p < .05$   
XX =  $p < .01$



	mEng	mPS	fPS	mBS	fBS	mSS	fSS	mH	fH	mFA	fFA	mAg	fAg	mUn	fUn
mEng															
mPhSci															
fPhSci															
mBioSci															
fBioSci												X			
mSecSc															
fSecSc	XX	XX				XX						XX			
mHum	XX	XX	X	XX		XX						XX	X		
fHum	XX	XX		X		XX						XX			
mFA	XX	X				X						XX			
fFA	XX	XX	XX	XX	X	XX	XX		X			XX	XX	XX	X
mAg															
fAg															
mUn															
fUn												X			

Estheticism

	mEng	mPS	fPS	mBS	fBS	mSS	fSS	mH	fH	mFA	fFA	mAg	fAg	mUn	fUn
mEng															
mPhSci												XX	XX		
fPhSci															
mBioSci															
fBioSci															
mSecSc												X			
fSecSc															
mHum	XX		XX			XX	XX		XX			XX	XX		
fHum															
mFA															
fFA												XX	X		
mAg															
fAg															
mUn															
fUn															

Complexity



	mEng	mPS	fPS	mBS	fBS	mSS	fSS	mH	fH	mFA	fFA	mAg	fAg	mUn	fUn
mEng															
mPhSci															
fPhSci															
mBioSci															
fBioSci															
mSecSc			X												
fSecSc															
mHum			XX			X							XX		
fHum															
mFA															
fFA															
mAg															
fAg															
mUn															
fUn															

Autonomy

	mEng	mPS	fPS	mBS	fBS	mSS	fSS	mHum	fHum	mFA	fFA	mAg	fAg	mUn	fUn
mEng															
mPhSci															
fPhSci															
mBioSci															
fBioSci		X				X				X					
mSecSc															
fSecSc	XX	XX		XX		XX				XX					
mHum														X	
fHum	X	XX		X		XX				XX					
mFA															
fFA															
mAg															
fAg															
mUn															
fUn															

Altruism

	mEng	mPS	fPS	mBS	fBS	mSS	fSS	mH	fH	mFA	fFA	mAg	fAg	mUnd	fUnd
mEng								X							
mPhSci															
fPhSci							XX								
mBioSci															
fBioSci															
mSecSc								X							
fSecSc															
mHum															
fHum															
mFA															
fFA															
mAg															
fAg							XX								
mUnd															
fUnd															

Practical  
Outlook

	mEng	mPS	fPS	mBS	fBS	mSS	fSS	mH	fH	mFA	fFA	mAg	fAg	mUnd	fUnd
mEng															
mPhSci						XX	XX		XX						
fPhSci															
mBioSci															
fBioSci															
mSecSc															
fSecSc															
mHum															
fHum															
mFA															
fFA															
mAg															
fAg															
mUnd															
fUnd															

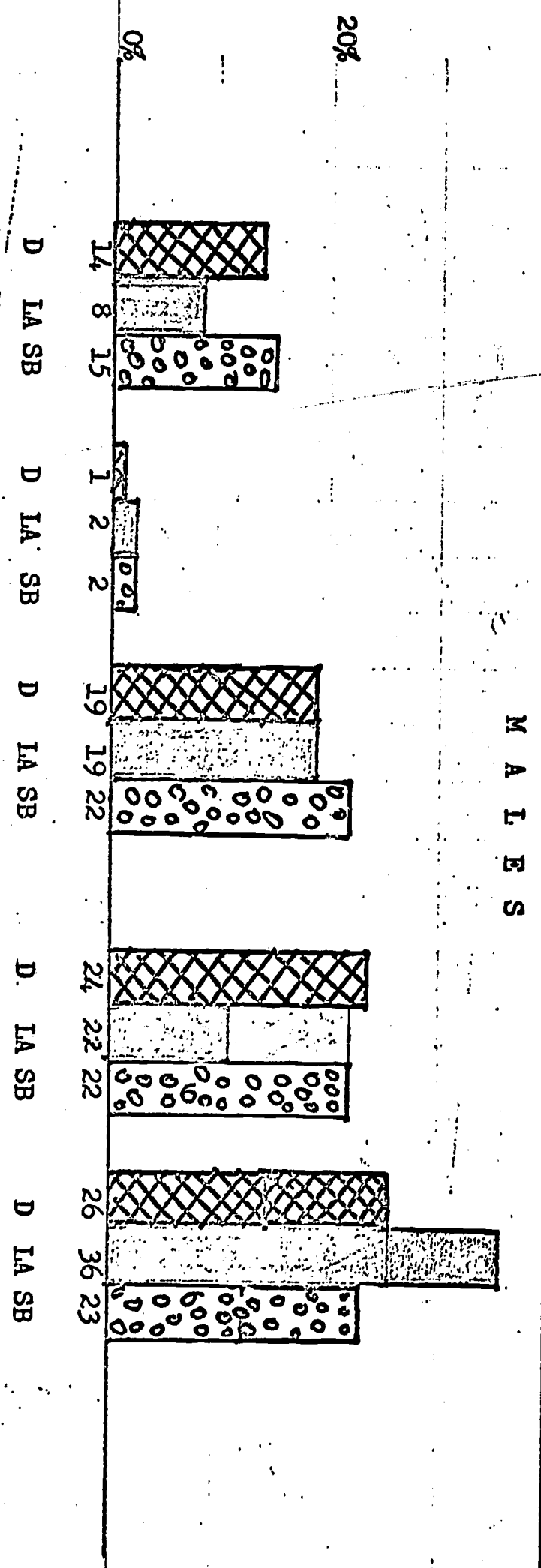
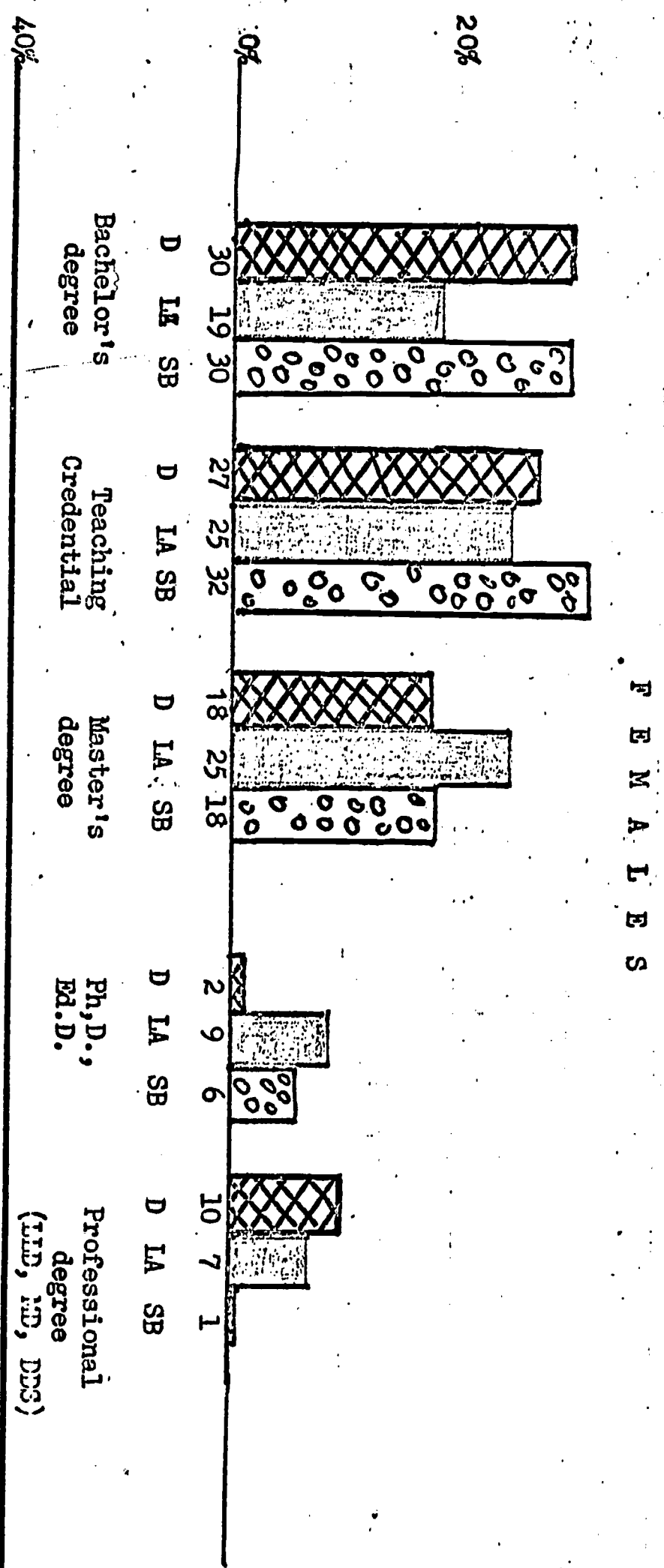
Response  
Bias

	mEng	mPS	fPS	mBS	fBS	mSS	fSS	mHum	fHum	mFA	fFA	mAg	fAg	mLnd	fLnd
mEng			XX		X		XX	XX	XX		XX		XX		XX
fPhSci			XX		X		XX	XX	XX		XX		XX		XX
fPhSci									XX						
mBioSci			XX		X		XX	X	XX		XX		X		XX
fBioSci									XX						
mSciSe			XX		X		XX		XX		XX		X		XX
fSciSe															
mHum							XX		XX		XX				
fHum															
mFA															
fFA															
mAg			XX		X		XX		XX		XX		X		XX
fAg															
mLnd			X				XX		XX		XX				XX
fLnd															

Masculinity  
Femininity

PERCENTAGES OF FRESHMEN STUDENTS AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES (DAVIS, LOS ANGELES, AND SANTA BARBARA) SPRING, 1966, ACCORDING TO THE FINAL LEVEL OF EDUCATION THEY EXPECT TO ATTAIN DURING THEIR LIVES.

Figure 32



EDUCATION THEY EXPECT TO ATTAIN DURING THEIR LIVES, BY INTELLECTUAL DISPOSITION CATEGORY, SEX, SCHOOL.

Figure 33

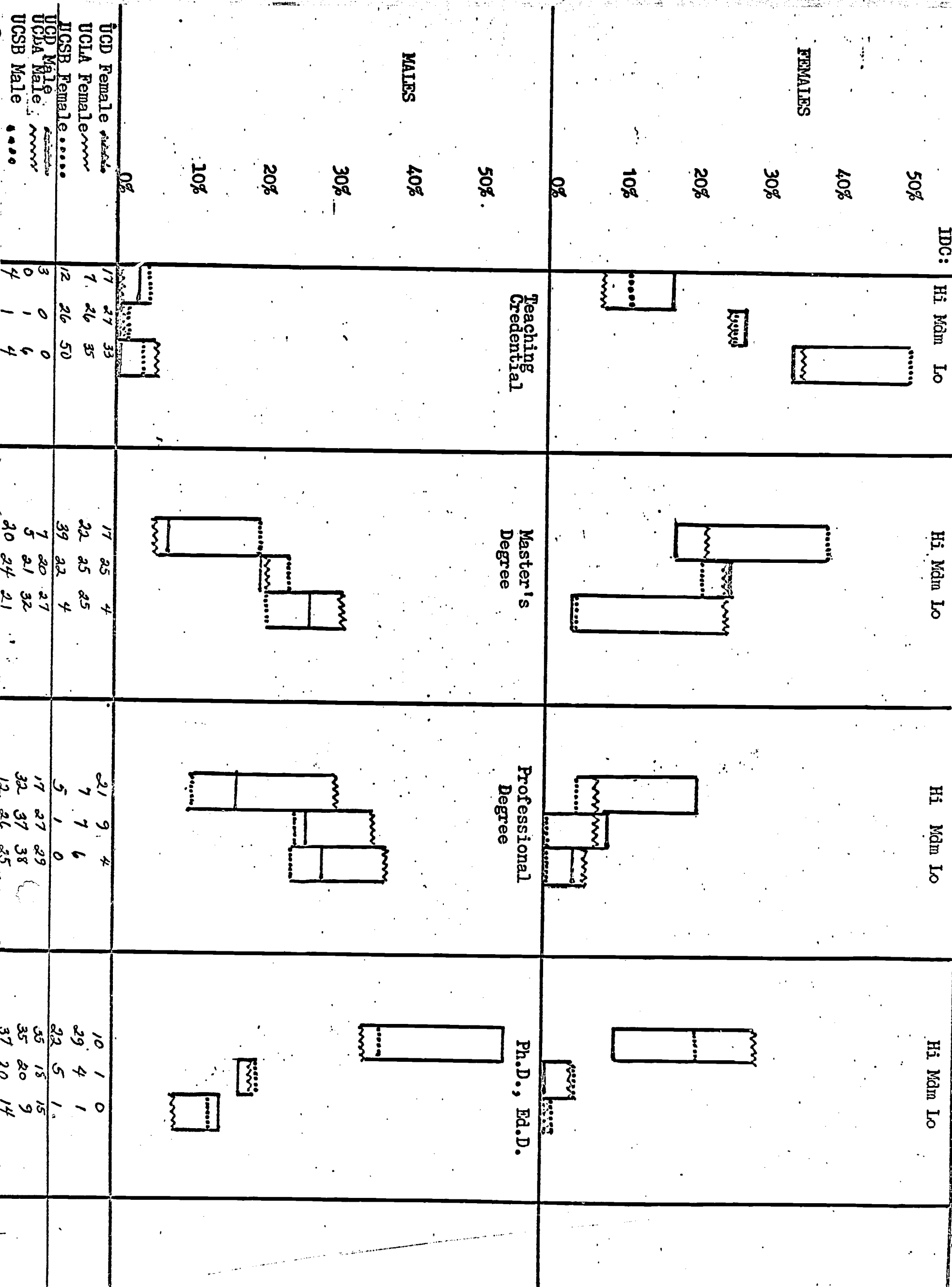
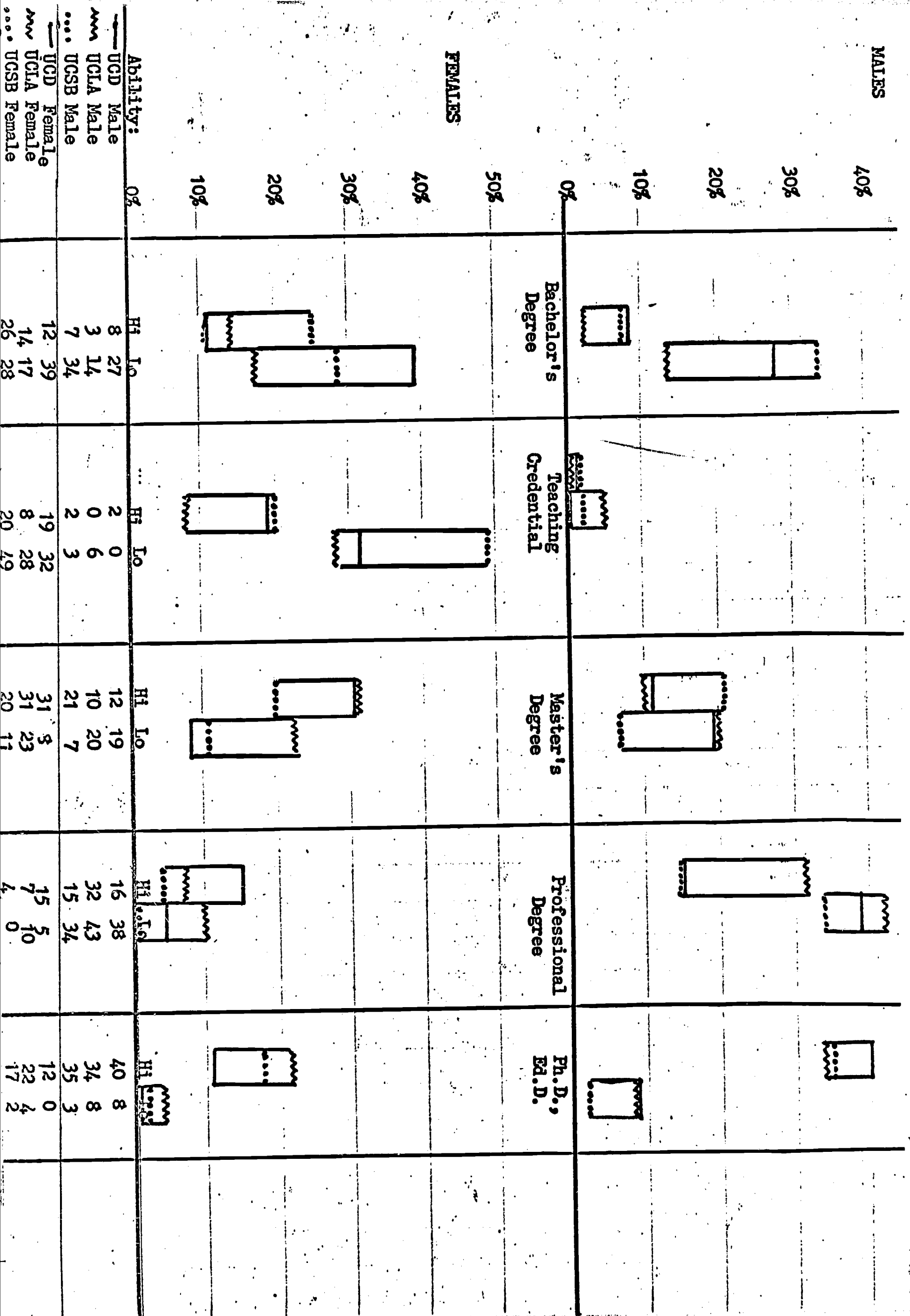




Figure 34

PERCENTAGES OF FRESHMEN STUDENTS AT THREE UNIVERSITY OF CALIFORNIA CAMPUSES (DAVIS, LOS ANGELES, SANTA BARBARA), SPRING 1966, ACCORDING TO THE FINAL LEVEL OF EDUCATION THEY EXPECT TO ATTAIN DURING THEIR LIVES, BY HIGH AND LOW ACADEMIC ABILITY, SCHOOL AND SEX.



Percentages of Freshmen at Three University of California Campuses Who Responded as to Whether They Had Made the Best Decision in Choosing to Attend That Campus, by Ability

Table 20

	<u>High Ability</u>						<u>Low Ability</u>					
	<u>UCD</u>		<u>UCIA</u>		<u>UCSB</u>		<u>UCD</u>		<u>UCIA</u>		<u>UCSB</u>	
	M	F	M	F	M	F	M	F	M	F	M	F
I definitely made the best decision.	42%	46%	40%	49%	34%	43%	42%	32%	37%	45%	48%	33%
I'm pretty sure I made the best decision.	52	50	47	42	49	46	46	54	51	46	28	54
I'm pretty sure I should have gone else	2	0	12	7	11	9	8	8	2	8	17	6
I definitely made a bad decision.	0	4	1	2	5	2	4	5	6	0	0	6

Table 21

Percentages of Freshmen at Three University of California Campuses Who Responded as to Whether They Had Made the Best Decision in Choosing to Attend That Campus, by Intellectual Disposition

	High Intellectual Disposition						Low Intellectual Disposition					
	<u>UCD</u>		<u>UCLA</u>		<u>UCSB</u>		<u>UCD</u>		<u>UCLA</u>		<u>UCSB</u>	
	M	F	M	F	M	F	M	F	M	F	M	F
I definitely made the best decision.	31%	34%	42%	42%	27%	29%	41%	33%	36%	47%	45%	32%
I'm pretty sure I made the best decision.	62	55	42	45	43	56	54	52	47	47	44	53
I'm pretty sure I should have gone elsewhere.	3	3	11	9	20	5	2	10	8	6	9	11
I definitely made a bad decision.	0	7	3	4	8	10	2	4	6	0	0	3

## SUMMARY

Background

Rough conclusions can be drawn about the backgrounds of the students in the total sample and the backgrounds of the students at each campus. In general, the mass of students have graduated from high schools with medium to large enrollments, with the women having higher GPA's and high school ranks than men. Their fathers tend to be employed in professional or technical positions, or as managers, officials, or proprietors, and over a third of their mothers are employed. Few students have families with incomes below \$4,000, and close to half have families with incomes above \$12,000. The religious background of a majority is Protestant, but students in general tend more often than their parents to hold agnostic or non-religious beliefs. They also tend to be more liberal politically than their parents, while they rate their parents as more conservative than liberal.

There are a few significant differences between the campuses. Relative to the other two campuses, a UCLA student is more likely to come from a larger graduating class, and the females at this campus have a higher GPA. Both fathers and mothers are likely to have a lesser amount of education than is true of parents of students at the other campuses. The father of a UCLA student is less likely to be employed in a "general culture" profession than the other samples, and more likely than a father of a UCD student to be employed in a technical job. UCLA parents have a lower income than parents of students at the other two campuses. Finally, a UCLA student is more likely to come from a Jewish home.

Compared to the students at the other two campuses, a UCSB student is more likely to come from a family with a higher income. If his mother is employed,

she is more likely than the mother of a UCD student to be employed in a "general culture" profession. Compared to students at UCLA, a UCSB student is more likely to have a lower high school graduating class rank.

A UCD student is more likely than students at UCLA and UCSB to come from a small graduating class. Compared to the fathers of students at UCLA, his father is better educated, and his mother is better educated than the mothers of students at both of the other campuses. His father (and his mother, if employed) is more likely than the parents of UCSB students to be employed in one of the "science" professions.

While for the most part the students at the three campuses are fairly homogeneous in background, as indicated, some specific, significant differences exist among or between the three campus samples.

#### Ability and Orientation Toward Learning

The freshman sample, drawn across the three campuses, showed a tendency toward homogeneity on measures of ability and orientation toward learning. The differences that occurred, although statistically significant, were so slight as to preclude generalizations about a unique character of the entering student group on each campus.

Mean OPI scale scores compared across the three campuses showed small differences for both the men and the women. The UCLA men averaged higher than both the UCD and UCSB men on the Thinking Introversion, Estheticism, Religious Orientation and Response Bias scales. They also averaged higher than UCSB men on Complexity, lower than UCSB men on Practical Orientation, and lower than UCD men on Anxiety Level scales. The UCD men averaged lower on Impulse Expression and higher on Altruism scales than men at the other two campuses, and higher on Thinking Introversion than UCSB men.

For women in the sample some mean differences on the OPI scales were also



present, but these were slight across the campuses. The UCLA women averaged higher than women at both UCD and UCSB on Religious Orientation and Impulse Expression scales, higher than UCD women on Thinking Introversion, and higher than UCSB women on the Estheticism and Complexity scales. The UCSB women averaged lower than women on the other two campuses on the Theoretical Orientation, Masculinity-Femininity and Response Bias scales, and lower than UCD women on Personal Integration.

In general, men and women at UCLA averaged higher than men and women at Davis on intellectual interest scales, and men and women at UCD averaged higher than men and women at UCSB on the same scales. The total sample differed from the OPI norm in liberal orientation, specifically on the Autonomy and Religious Orientation scales. The sample also averaged higher than the norm on the Personal Integration scale.

The tendencies noted in average OPI scores were also reflected in the intellectual disposition categories, again with the differences being slight. The UCLA men fell in above average IDC categories more frequently than did men at UCSB and UCD. This difference also appeared for UCLA women in relation to UCSB women.

Aptitude, as indicated by measured ability (i.e., SCAT scores and scores from other tests converted for comparison to SCAT scores), did not differ across campuses. However, sex differences did appear, with men having significantly higher average ability scores than women on all three campuses.

A moderate positive relationship held between the IDC categories and the ability measures. Two cross-campus differences were significant. One difference was between men at UCLA and men at the other two campuses; men at UCLA tended more frequently to be in the high IDC section with average ability scores and less frequently to be in the low IDC's with high ability scores.

The second difference was between men at UCSB and men at the other two campuses. UCSB men tended more frequently to be in the low IDC/high ability category. The same discrepancies held for the women in the sample, but to a smaller degree. In all cases the differences were slight.

Average OPI scale scores, IDC indices, measured ability, and the relationship of these to one another did show slight differences across the campuses, between sexes, and in terms of the norm. However, the differences were not large enough to support generalizations about important differences in ability and orientation toward learning of the student group on each campus.

#### Aspirations and Goals

Most of the students on the three campuses graduated from secondary schools relatively close to the university campus they attended as freshmen. For example, nearly two thirds of the students at UCLA were from the Los Angeles metropolitan area; close to one half of those at UCD were from the San Francisco Bay and Sacramento metropolitan areas; and over one half of the UCSB students were from Southern California.

Although most of the sampled students are at the college of their first choice, 20 per cent of the UCLA students and of UCD men would have preferred to attend some other college, usually Berkeley. Over one third of the total sample listed Berkeley as either their first or second choice campus. Irvine, Riverside, and San Diego, on the other hand, were seldom chosen as alternatives. Of the three campuses studied, UCLA had the highest proportion of students planning to remain on the same campus for the next few years.

When asked to list reasons for choice of campus, the largest proportion of students chose "academic reputation." UCLA students chose "curriculum" and "closeness to home" as the next two most important reasons for attending UCLA.

At UCSB "location and climate" ranked second, and "curriculum" and "chance to get away from home" tied for third. "Curriculum" and "size" were considered important by those students who chose to attend UCD.

Of the six goals students were asked to rate, increasing one's understanding of people with backgrounds and/or values different from one's own, and exposure to ideas which would result in a more comprehensive world view were rated as "very important" by the largest numbers of students on all three campuses. The three activities chosen by students as most ~~important~~ for personal satisfaction in college included course work in major, self-discovery and self-insight, and course work in general. Individual study and research was important to more students at UCLA than at UCSB. Academic ability and intellectual disposition were important factors in the rating of goals and activities.

On all campuses more students said they had come to college to get a general education than said they were there for vocational training. More men than women were vocationally oriented. Students with high academic ability and those of high intellectual disposition checked educationally oriented statements in greater numbers than did those of low ability and low intellectual disposition.

Most students are planning on majoring in the social sciences, humanities, or physical sciences. High IDC and high ability students are planning to major in the humanities in greater proportions than are their low IDC and low ability peers. Conversely, low IDC and low ability students are planning to major in the social sciences in higher proportions than are high IDC and high ability students.

More ~~males~~ than females are planning to continue their education beyond the master's level. Intellectual disposition and ability both play a role in

the educational plans of the students. In general the high ability and high IDC students are planning on obtaining advanced degrees in greater numbers than are low ability and low IDC students.

Over four-fifths of the students are sure or pretty sure that they made the best decision in their choice of campus. At Santa Barbara low IDC males seem to be more satisfied with their decision than are high IDC males, and Davis males seem to be more satisfied with their choice of campus than any other group.