

The University of Arizona

Proceedings of the Faculty Senate

Meeting of Monday

November 2, 1964

PRESENT: Bartlett, Beattie, Blecha, Blitzler, Brewer, Cockrum, Coleman, Delaplane, Forrester, Edwin Gaines, Gegenheimer, Gillmor, Hall, Harris, Harshbarger, Harvill, Hudson, Kassander, Kemmerer, Little, Lynn, Lyons, Martin, McMillan, Muir, Myers, Paulsen, Paylore, Quinn, H.D. Rhodes, Roy, Siegel, Simonian, Stanislawski, Svob, Vavich, Voris, Wilson, Wallraff, Windsor.

ABSENT: Carlson, Coulter, DuVal, F.P. Gaines, Hull, Hillman, Johnson, Patrick, Picard, Powell, Rapoport, J.M. Rhodes.

APPROVAL OF MINUTES: The minutes of the meeting of October 5, 1964 were approved as published and distributed.

NEW MEMBERS OF SENATE, WELCOME TO: President Harvill welcomed to the Senate Dr. F. Robert Paulsen, Dean of the College of Education, who was attending his first Senate meeting.

The President also welcomed Dr. Klonda Lynn, who had been elected at the previous meeting as a Senator-at-large for the year 1964-65, replacing Dr. Cornelius Steelink, who is on leave of absence. He also welcomed Dr. E. Lendell Cockrum, elected to fill the vacancy this year by the leave of absence of Dr. Yoshino. Dr. Paul S. Martin was also welcomed to the group. Dr. Martin will serve as a Senator-at-large for the first semester, during the absence on leave of Dr. Edwin Kurtz.

STUDY BY DR. MARQUART OF STUDENTS ENTERING THE COLLEGE OF LIBERAL ARTS, REPORT RE: Dr. Harvill introduced Dr. Dorothy Marquart, Associate Professor of Psychology, who had made a study of the college performance of students entering the College of Liberal Arts in the years 1951-52, 1953-54, and 1954-55. Dr. Marquart had been assisted in her study by the staff of the Office of the Dean of the Liberal Arts College.

Dr. Marquart presented a summary of her study and a synopsis of more recent analyses. Dr. Marquart's summary follows:

(Report begins on Page 2)

A STUDY OF THE STUDENTS WHO ENTERED THE LIBERAL ARTS COLLEGE
IN 1951/52, 1953/54 and 1954/55; SYNOPSIS OF MORE RECENT ANALYSES

Dorothy I. Marquart (with help of Liberal Arts Administration)

Subjects: 1746 students of whom 1620 completed 9 or more units and were studied in detail

Ways study differs from other studies done at University of Arizona:

1. done before lowest 25% of high school students refused admission
2. Liberal Arts only
3. subjects carried through a minimum of 16 semesters (18 still in University June 1962)
4. follow-up studies after student left U. of A. included
5. such factors as consistency of vocational choice, relationships with father's occupation and family status, effects of outside employment, type of high school training, etc., included

Findings:

Academic activities of group through summer of 1962

- 126 did not complete as many as nine units at the U. of A.
- 792 did not do any work while juniors but completed at least nine units (267 with acceptable averages, 525 with below 3.00 averages)
- 186 did some junior and/or senior work but did not graduate from the U. of A. (84 with acceptable averages, 102 with averages below 3.00)
- 642 received bachelor's degrees from the U. of A. (40% of those who completed 9 or more units graduated from this school)
- 138 respondents to questionnaires graduated from some other college or university. (Total definitely having a degree is 48% of total; projected from restricted number of questionnaires sent and returned = 816 or 50.4%)

Advanced degrees:

	At least	Projected number
M.A.	55	85
Ph.D.	11	18
M.D.	38	52
D.D.S.	8	11
L.B.	19	28
still students	18	

Consistency of vocational goal:

65.4% graduated in the field which was the first choice that they expressed.

Correlates of academic success:

Measures not used as predictors;

1. in-state and out-of-state students no difference
2. small school and private school students performed at a slightly lower level than did those from large schools for their ability
3. blue collar workers' children underachieved, professional children with the exception of M.D.'s overachieved
4. those earning 50% or more of their expenses performed better than those not doing so

Measures used as predictors:

1. those leaving with less than nine units tended not to have taken the aptitude test and to have scored low
2. American Council on Education Psychological Examination
correlations between grade averages and test scores by year: .504, .455, .432 and .402, with overall grade average of graduates .528.
25% of lowest and 50% of highest ACE decile graduated.
No relationship found between ACE scores and number of semesters required to graduate.
3. High school rank:
correlations between grade averages and high school ranks by year: .730, .610, .580, and .524, with overall grade average of graduates .658.
25% of lowest high school quartile graduates, 45.7% of remainder
high school rank not related to number of semesters required to graduate
4. Purdue Placement Test in English
correlation with freshman grade average = .522
5. ACE score and high school rank combined:
correlation with freshman grades = .754 (56.8% of variance)
Adding Purdue = .759 (57.6% of variance)

Suggestions for policy change and description of experience made by respondents to questionnaires left to paper.

Other studies to be compared with reported study:

Lewis Hertz and Newton E. James, using Scholastic Aptitude Test (College Boards) with students entering U. of A. in 1958 -- 1870 students -- all colleges -- detailed grade analysis.

→ ACT Research Service Report for 1519 freshmen entering in 1963 covering freshman record only (not all students take this test, some take the College Boards). This service now supplied routinely to the three state institutions. Future reports will be improved after local study of inadequacies in the current report.

1. Correlations between predictors of college success and academic averages of freshmen obtained from the three studies

	Marquart	Hertz	ACT
Aptitude test			
U. of A.	----	V=.47; M=.37	.512
L.A.	.504	V=.52; M=.39	.496
High school record			
U. of A.	----	.48	---- Ave.=.606
L.A.	.730	.54	.650 Ave.=.611
High school and aptitude combined			
U. of A.	----	.59	.638
L.A.	.754	.64	.638

2. Our average aptitude score is slightly above the norm averages for Level IV school for all years studied.

3. Average freshman grades:

1951 through 1954 for L.A. = 3.07 (eliminating grades of lowest 25% of high school students = 2.92)

1958 for entire University = 3.19 (includes lowest 25% of high school students)

1963 for entire University = 2.94

for L.A. = 2.88 (by U. of A. system) (excludes lowest 25% of high school students)

4. Per cent graduating and length of time to graduate:

Hertz: 33% graduated here within 6 years - 40.4% of these graduated more than 4 years after entering, the remainder of the 33% within 4 years.

Marquart: 36% of entire group graduated in 8 years -- 30% required more than usual number of semesters in residence.

Following presentation of her report, Dr. Blitzer asked Dr. Marquart if differences had been noted with respect to sex. Dr. Marquart replied that there were differences. Women tended to score lower than did men. On the other hand, they earned higher academic averages and tended to graduate equally often.

Dr. Bartlett commented that boys and girls in Arizona who plan to go to colleges or universities in this state, take the American College Test in high school and pay a fee for this. The American College Test research service then offers to furnish the University statistical data, detailed follow-up information concerning students, etc. Since the students are paying a fee to take the test, Dr. Bartlett said he felt the University had an obligation to take maximum advantage of the follow-up service offered by A.C.T., which would provide us with more information about our students. Dr. Delaplane explained that the University was planning to take advantage to a great degree of the various follow-up study services provided by A.C.T.

Dr. Bartlett urged members of the Senate and other interested members of the faculty to find occasion to read the complete report published in early 1964 of Dr. Marquart's study.

Dr. Siegel asked Dr. Marquart what was meant by "under-achieving" and "over-achieving". Dr. Marquart said that this simply refers to the grade records earned by students better than or poorer than they might be expected to earn in view of their native intelligence, educational background, etc.

Dr. Kemmerer asked if grade records, test scores, etc., could be combined to provide projection information as early as the close of the freshman year as to whether or not students should plan to go ahead for graduate work. Dr. Marquart said that if enough data were available, this should be possible.

Dr. Blitzer asked where those students in the upper deciles in the score test report that are not remaining in the University are going. Dr. Marquart said this was not known. It is assumed, however, that many of them have transferred to other institutions.

Dr. Harvill thanked Dr. Marquart for her worthwhile report to the Senate.

REPORT ON PETITIONS FOR 1963-64, FURTHER COMMENT RE: Mr. Windsor reminded the Senate that at the time the report on petitions for 1963-64 was presented at the October meeting, several questions had been raised. It had been asked why the report showed that one student in the College of Pharmacy had been given permission to establish credit for work done during a period of disqualification. It had been found, Mr. Windsor explained, that this student had been allowed subject-matter credit for course work done at another institution during the period of disqualification. However, he had not been allowed units of credit for this work done during the period of disqualification.

The question had been asked what was meant by the category in the report indicating that fourteen petitions had been approved by the Advisory Council adjusting the graduation scholarship requirements. Mr. Windsor now reported that it had been found that these petitions referred to cases where students had been allowed to include in the major, for the purpose of satisfying the major grade average requirement, certain courses not normally included in the major. Usually such petitions had been submitted after the student had completed the course in question. He emphasized the adjustment was in the major grade average, not in the over-all grade average.

DEATH OF PROFESSOR DESMOND S. POWELL, REFERENCE TO: Dr. Harvill referred to the death the preceding day of Professor Desmond S. Powell of the Department of English, who had served the University with distinction over many years. "He was a man of great native ability, excellent background, and great vitality," the President said, "a man unique in the talents he possessed, a truly stimulating teacher and distinguished scholar. He will indeed be missed by his colleagues."

The President pointed out that an appropriate resolution on Dr. Powell's death would be prepared later by a Faculty committee.

The meeting adjourned at 5:10 P.M.

David L. Windsor, Secretary