

THE UNIVERSITY OF CALGARY

SELECTION CRITERIA AS PREDICTORS  
OF ACADEMIC PERFORMANCE

by

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A THESIS

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
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FACULTY OF SOCIAL WELFARE

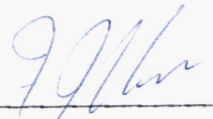
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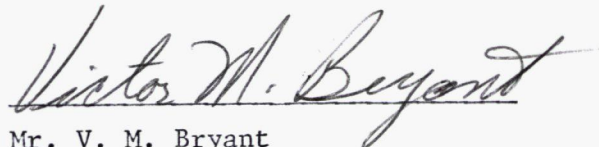
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THE UNIVERSITY OF CALGARY  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Selection Criteria as Predictors of Academic Performance" submitted by Grant David Larson in partial fulfillment of the requirements for the degree of Master of Arts (Social Work).



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## ABSTRACT

This study explores the relationship between selection criteria and selected student characteristics, and academic performance in an undergraduate social work programme. Three hundred applicants to the Faculty of Social Welfare, the University of Calgary, were used as subjects. The sample included 190 admitted and 110 rejected applicants.

The possible predictor variables included age, sex, marital status, application category (mature non-matriculated, regular or after-degree), previous application, selection criteria (previous grade point average, paid social work experience, volunteer experience, extra-educational experience and interview data) and previous college or university work. Measures of academic performance included cumulative grade point average, social work grade point average, non-social work grade point average and grade point average for the first four credits, after admission to the B.S.W. programme.

The data were collected from existing student files in the Admissions Office of the Faculty of Social Welfare, and the Registrar's Office of the University of Calgary.

The best predictor of academic performance for all social work students was application category. After-degree students had the highest grade point averages and mature non-matriculated students the lowest. Previous college or university work was useful in predicting academic performance within the mature non-matriculated and regular admissions categories. Previous academic performance and paid social work experience were useful predictors for after-degree students.

The selection criteria presently used by the Faculty of Social Welfare do not predict the performance of mature non-matriculated and/or regular admissions. Criteria I (points for previous grade point average) and paid social work items of Criteria II are significant predictors for after-degree students.

The study concludes with several suggestions for changes in faculty admissions policy.

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## INTRODUCTION

The emergence of social work degree programmes in Canada since the late 1960's has resulted in an influx of excessive numbers of applicants for social work education (Crane, 1974). Presently, the number of applicants far exceeds available spaces in undergraduate social work programmes. This has become a major concern of social work education; as well as creating a dilemma. How should selection of students for social work programmes be made?

In making admissions decisions schools of social work are attempting to assess the individual's potential for success in both the educational process and professional practice. Selection criteria often include previous academic performance, autobiographical accounts, social work related experiences, interviews, letters of reference and aptitude tests. Using this kind of information admission committees then select a limited number of applicants from a large, and often qualified, population for admission to social work programmes.

The principle objective of social work programmes is to select and train applicants who will ultimately become competent social workers. At the present time there does not appear to be a readily available index for measuring the competency of social workers. The situation is confounded by the lack of consensus and clarity about what good social work practice is. This issue is not peculiar to the field of social work but exists also in medicine, dentistry, psychology and law (Best, 1971). Given this situation, if one wishes to research admissions

criteria it becomes necessary for practical reasons to employ secondary objectives such as those related to academic performance. Stein (1974) states,

"if the profession is concerned at all with predicting the type of person who makes a success of his professional education, which would enhance the overall quality of admissions and might save some students the painful experience of being dropped from programmes, then research is what is needed."

Professions other than social work have been investigating the problem of isolating factors which might predict a student's educational performance. Lavin (1965) provides an extensive literature review of the theoretical concepts and research investigations of academic prediction in many fields. Research in medical education on selection criteria such as undergraduate grade point averages, medical college admission test scores and interviews has been carried out extensively since 1925 (Johnson, 1962). Some of the relevant medical studies include those by Conger and Fitz (1963), Gough (1963), Moffat (1971), Rao (1971) and Best et al. (1971).

The investigation conducted by Best et al, at the University of Illinois, used multivariate analysis. A prediction equation of four variables, including undergraduate grade point average, type of college and two college admission test scores, was formulated as a predictor of academic success in medical school. Other studies, such as that by Gough (1963), suggest the use of measures of creative ability, learning potential and initiative rather than measures of past academic performance.

In social work education admissions decision have implications that are broader than simply addressing the problem of too many applicants for too few spaces. The issues of quality control, educationally deprived

applicants, minority group quotas and the relation of admissions criteria to professional practice are being explored by authors such as Brigham (1968), Daily (1974) and Stockman (1971). Stockman explored the use of admissions criteria as predictors of job success. He concluded that variables such as age, sex, undergraduate grade point average and social work experience were not significantly related to success as measured by the Truax Scales and an expectation-of-graduates questionnaire which he designed.

A number of studies have specifically examined the relationship of selection criteria and subsequent performance in social work education. Sarnat (1968) and Hepworth (1972) both confirmed the use of undergraduate grade point averages as predictors of graduate academic performance. Sarnat also concluded that professional social work practice was a significant predictor of academic performance but that a negative correlation existed between the two. The use of selection interviews has been explored by authors such as Edwards (1971) and Wickman (1974). Edward's study does not confirm the value of interviews as predictive criteria for graduate social work education. Other relevant studies of admissions criteria in graduate social work education include those by Merle (1968), Stein (1974), Dailey (1974) and Berengarten (1964).

The literature reviewed did not reveal any studies in undergraduate social work education which specifically relate admission criteria to subsequent academic performance. However, one study of potential relevance is presently being conducted at Temple University in Philadelphia. The focus of a programme called 'New Career Ladders in Social Welfare' (Moore, 1973) is the admittance of a population decidedly different from the conventional college student in terms of

academic preparation, background, age and life experiences. The results of this study may have valuable implications for social work programmes employing non-academic selection criteria. Other studies in undergraduate admissions have addressed issues such as the reliability (but not validity) of selection rating scales (Maslany, 1974).

The purpose of the present investigation was to explore the relationship between selection criteria and selected student characteristics, and academic performance in an undergraduate social work programme. Applicants to the Faculty of Social Welfare, the University of Calgary, were used as subjects in investigating the use of criteria such as previous grade point averages, professional social work experience, volunteer experience, educational upgrading and interviews, as predictors of academic performance.

#### I. The Admissions Process

In March, 1972, the Faculty of Social Welfare adopted a standard format for assessing and selecting applicants for admission to the B.S.W. programme. Three different sets of criteria exist for three categories of applicants: the mature non-matriculated, regular and transfer, and after-degree applicants.

Mature non-matriculated adults are required to complete an application package consisting of a University of Calgary and a Faculty of Social Welfare Application form. In addition, they are to arrange for the forwarding of three personal references and are required to submit to an interview by a faculty member (see Appendix B for examples of documents). On the basis of extremely high or low recommendations on the interview schedule, an Admissions Committee makes initial

acceptance and rejection decisions. Decisions on moderately recommended applicants are made by the committee on the basis of interviewer presentation of cases and review of personal references.

Regular and transfer applicants are not interviewed but are required to complete the written application package and arrange for the forwarding of transcripts of previous university or college work. A support staff member then awards the applicant points for previous grade point average as per Criteria I, and a faculty member awards points for paid social work, volunteer, and extra-educational experiences as per Criteria II (see Appendix B). Applicants are rank-ordered on total points for Criteria I and II and top scorers are awarded available positions.\* In the event of a tie for available positions, individual cases are reviewed by an admissions committee and a decision made. The above procedure is the format used for regular applicants in 1974. In 1972 and 1973 some applicants were admitted to the B.S.W. programme directly from high school with no previous university work. These students were selected on the basis of Criteria II alone.

After-degree applicants are required to complete the written application package and have transcripts forwarded. Points are awarded for Criteria I on the last ten credits (20 half-courses) of previous university work. Points for Criteria II and selection decisions for after-degrees follow the same procedure as regular applicants.

It should be noted that applicants in all application categories may appeal a rejection decision made by the Admissions Committee. In this event, an Appeals Committee is appointed to review the student's

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\*The cutoff point between admitted and rejected applicants may vary from year to year.

case and recommend to the Dean a decision about admission to the programme. Thus, it is possible, through the appeals process, for an applicant with a lower score on selection criteria than other rejected applicants to be admitted to the programme.

On the basis of the above decisions, the Faculty recommends to the Registrar's Office the admission of specific students. Providing university entrance requirements are met, admission to the Faculty of Social Welfare is then granted.

## II. The Research Questions

The research process began by holding a series of conversations with the chairman of the Student Affairs Policy Committee, the past chairman of that committee and various faculty members. Out of these conversations emerged a series of questions that were of interest to the Faculty. These questions were compared with those that emerged from the literature review. A composite list was identified and then reviewed with the preceding group and the thesis committee.

The following questions emerged out of this process and became the focus of the inquiry:

QUESTION #1: Do mature non-matriculated, regular and after-degree students perform significantly different in terms of grade point averages, after admission to the B.S.W. programme?

QUESTION #2: Is the selection process presently being used by the Faculty of Social Welfare differentiating significantly between admitted and rejected applicants?

QUESTION #3: Are the overall selection criteria (or individual components of the criteria) used by the Faculty predictive of academic performance as measured by grade point average?

QUESTION #4: Do the variables of age, sex, marital status, previous application, and previous college work predict academic performance?

QUESTION #5: Are there combinations of selection criteria and/or other variables which best predict academic performance?

### III. Definition of Terms

Definitions and abbreviations of the following terms will be used throughout the remainder of the report.

Application status - refers to the admission route of an applicant designated by one of the following categories: mature non-matriculated adult, regular or after-degree.

Mature non-matriculated adult applicant (MNA) - an applicant 23 years of age or over who has not completed Alberta high school matriculation requirements or equivalent.

Regular applicant (REG) - an applicant possessing Alberta high school matriculation or equivalent but not an undergraduate degree (includes many applicants who have completed some university or college work).

After-degree applicant (A-DEG) - an applicant possessing an undergraduate degree from a recognized university.

Previous grade point average (PGA-A) - grade point average calculated on the last 20 half-courses (for A-DEG) or less (for REG) of university work, or (PGPA-B) - grade point average calculated on the five highest grade twelve matriculation courses (for high school applicants).

Cumulative grade point average (CGPA) - grade point average calculated on all courses taken from the time of admission to the B.S.W. programme to April, 1975.

Social work grade point average (SGPA) - grade point average calculated on social work courses taken after admission to the B.S.W. programme to April, 1975 (i.e. excluding courses taken outside of the Faculty of Social Welfare).

Non-social work grade point average (NSGPA) - grade point average calculated on all courses taken outside of the Faculty of Social Welfare after admission to the B.S.W. programme to April, 1975.

First four credit grade point average (FGPA) - grade point average calculated on the first four credits (full course equals one credit; half-course equals one-half credit) taken after admission to the B.S.W. programme. Identified as the first four credits (half-courses or full courses) listed on Academic Record Cards after admission. These credits were not listed in any particular order on Academic Record Cards.

Previous college work - refers to the completion of any courses taken at a community college, technical institute or university, previous to application.

Previous application - refers to whether an applicant has completed more than one application to the Faculty of Social Welfare, the University of Calgary.

Criteria I - points awarded applicants for previous grade point average (see Appendix B).

Criteria II - points awarded applicants for thirteen separate items for paid social work, volunteer and extra-educational experiences (see Appendix B).

Total Criteria - cumulative score of Criteria I and II.

Paid experience total - cumulative score for paid social work items of Criteria II (A to E).



Volunteer experience total - cumulative score for volunteer items of Criteria II (F to J).

Extra-educational experience total - cumulative score for extra-educational items of Criteria II (K, L, N).

Criteria II total - cumulative score for all Criteria II items (A to L and N).

## METHODOLOGY

### I. Overview of Design and Sample Stratification

The present investigation follows a descriptive and correlational design (Issac and Michael, 1971). The study describes and compares applicants to the B.S.W. programme and investigates relationships between variables.

A population list of all applicants to the B.S.W. programme for 1972, 1973 and 1974 was compiled from the records available in the Admissions Office, Faculty of Social Welfare. A random sample of 190 admitted and 110 rejected applicants was chosen.

The sample of admitted applicants was stratified by application status and year to provide adequate numbers for comparison within groups (i.e. twenty cases to a cell) (see Table 1). In 1972, REG applicants were admitted to the programme with no previous university work or with one or more years of completed university work. To permit comparison between these two groups an additional ten 1972 REG admissions were chosen.

The sample of rejected applicants was stratified by year only. The number of rejected applicants chosen for each year was determined by having the total number of admitted and rejected applicants equal to 100 for each year. Thus, 1972 has ten fewer rejected cases than 1973 and 1974.

Table 1  
Sample Stratification

|       | MNA  |      | REG  |      | A-DEG |      | TOTAL |      |
|-------|------|------|------|------|-------|------|-------|------|
|       | Adm. | Rej. | Adm. | Rej. | Adm.  | Rej. | Adm.  | Rej. |
| 1972  | 20   | 0    | 30   | 24   | 20    | 6    | 70    | 30   |
| 1973  | 20   | 0    | 20   | 23   | 20    | 17   | 60    | 40   |
| 1974  | 20   | 10   | 20   | 16   | 20    | 14   | 60    | 40   |
| Total | 60   | 10   | 70   | 63   | 60    | 37   | 190   | 110  |

## II. The Sample

### A) Admitted Group

The minimum qualification for inclusion in the sample of student admissions was the completion of at least four credits in Calgary after acceptance into the programme. Replacements were selected randomly for cases not meeting this requirement\*.

Table 2 contains descriptive data for the sample of 190 admitted applicants. The sample represents approximately 37% of the total population of admitted students for 1972, 1973 and 1974.

### B) Rejected Group

One-hundred and ten rejected applicants comprised a 20% sample of all rejected applicants for 1972, 1973 and 1974. Table 3 contains descriptive data for this sample.

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\*Initially, information was also retained on students withdrawing for academic reasons before completing four credits. However, this subsample contained only seven cases and was therefore excluded from analysis (see Table 5, Appendix E).

Table 2  
Description of Admitted Applicants

|                                       | MNA | REG | A-DEG | TOTAL |
|---------------------------------------|-----|-----|-------|-------|
| Sample Size                           | 60  | 70  | 60    | 190   |
| Population Size                       | 145 | 216 | 171   | 532   |
| Median Age (years)                    | 28  | 20  | 26    | 25    |
| Sex - Male                            | 30  | 17  | 32    | 79    |
| - Female                              | 30  | 53  | 28    | 111   |
| Marital Status - Single               | 25  | 62  | 36    | 123   |
| - Married                             | 35  | 8   | 23    | 66    |
| - Unknown                             | 0   | 0   | 1     | 1     |
| Year of Programme - One at Admittance | 48  | 30  | 0     | 78    |
| - Two                                 | 11  | 23  | 0     | 34    |
| - Three                               | 1   | 17  | 56    | 74    |
| - Four                                | 0   | 0   | 4     | 4     |
| Status - Graduated (April/75)         | 6   | 13  | 34    | 53    |
| - Student                             | 42  | 52  | 23    | 117   |
| - Withdrawn*                          | 10  | 4   | 2     | 16    |
| - Unknown                             | 2   | 1   | 1     | 4     |

\*Includes transfers, change of faculty and withdrawals.

Table 3

## Description of Rejected Applicants

|  | MNA  | REG  | A-DEG | TOTAL |
|--|------|------|-------|-------|
| Sample Size                            | 10   | 63   | 37    | 110   |
| Population Size                        | unk. | unk. | unk.  | 549   |
| Median Age (years)                     | 29   | 19   | 23    | 21    |
| Sex - Male                             | 4    | 15   | 13    | 32    |
| - Female                               | 6    | 48   | 24    | 78    |
| Marital Status - Single                | 2    | 57   | 28    | 87    |
| - Married                              | 6    | 4    | 5     | 15    |
| - Unknown                              | 2    | 4    | 4     | 8     |
| Year of Programme - One<br>if Admitted | 0    | 16   | 0     | 16    |
| - Two                                  | 0    | 13   | 0     | 13    |
| - Three                                | 0    | 8    | 37    | 45    |
| - Four                                 | 0    | 0    | 0     | 0     |
| - Unknown                              | 10   | 26   | 0     | 36    |

III. Data Collection and Coding

## A) Procedure

A request for sanction to proceed with the study and for access to relevant information was made to the Faculty of Social Welfare and the Registrar's Office, the University of Calgary (see Appendix A).

Data from two sources was collected and coded, by experienced researchers, directly onto computer sheets. First, student files in the Admissions Office, Faculty of Social Welfare, provided information for student characteristics and selection criteria. Second, the Registrar's Office provided information for grade point averages from Academic Record Cards. In recording data, cases were identified by a number rather than the name of the student.

## B) Independent and Dependent Variables

Independent variables or predictors included all of the selection criteria used by the Faculty of Social Welfare, as well as selected student characteristics. Continuous independent variables included the following: age (years); Criteria I (0-14 points); A to L and N of Criteria II\* (0 or 1 point each); paid experience total (0-5 points); volunteer experience total (0-5 points); extra-educational experience total (0-3 points); Criteria II total (0-13 points); Total Criteria (0-27 points); previous grade point average (0.00-4.00); motivation, capacity, cognitive-affective integration, self-aware functioning (4-excellent, 3-good, 2-fair, 1-poor, for each); and interview recommendation (4-highly recommend, 3-recommend, 2-marginal, 1-refuse).

Nominal independent variables included: application status (1-MNA, 2-REG, 3-A-DEG); year admitted (1-1972, 2-1973, 3-1974); sex (1-male, 2-female); marital status (1-single, divorced, widowed and 2-married, separated); previous application (1-yes, 2-no); and previous college work (1-yes, 2-no).

Dependent variables or measures of academic performance included: cumulative G.P.A., social work G.P.A., non-social work G.P.A. and first four credits G.P.A. (0.00-4.00).

Initially, information on other independent and dependent variables was collected. However, poor operational definitions and excessive missing values prevented their use in analysis (see Appendix C).

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\*Item M, Criteria II, was not used in analysis due to its absence on many score sheets.

#### IV. Analysis

Pearson product-moment correlation coefficients (Nie et al., 1975) were computed between each continuous independent and each dependent variable.

Analysis of variance (Nie et al., 1975) was used to determine the significance of factors for nominal variables of more than two categories. t-tests on mean grade point averages were then performed between categories to determine the differences between each category and each other category.

The effects of dichotomous variables on grade point averages were investigated with the use of t-tests. Initially, homogeneity of variance was tested (F-ratio) and then appropriate t-test applied by pooling the variances or treating them separately.

The chi-square statistic (Ferguson, 1959) tested subsamples of applicants for independence on all independent variables.

In addition to individual correlations between particular variables and measures of performance, a multiple linear regression technique was used to analyze subsets of independent variables. The method, as described by Nie et al. (1975), selects combinations of independent variables, by stepwise regression, that will produce the best prediction equation for dependent variables. All statistical analysis was done by computer with the use of the Statistical Package for the Social Services programme (Nie et al., 1975).

#### V. Limitations of the Study

The methodology employed in the present study was limited by the following considerations:

1. The results of this study are only as reliable as the information retrieved from case files. Presently, no data is available on the reliability of the information sources.

2. The sample appears to underrepresent female students. Serdiak (1975) reports male to female ratio in Social Welfare as approximately one to two for 1972, 1973 and 1974. This sample presents a two to three ratio.

3. The rejected applicant subsample was not stratified by application status as this information was not available at the time the sample was chosen. Thus, population parameters for this group are unknown and admitted and rejected subsamples have disproportionate representations. As a result, non-parametric statistical analysis was found to be more appropriate with this group.

4. The sample of student admissions did not include students who withdrew or cancelled registration before the completion of four credits. Thus, the selection of the sample may be biased toward students who have already exhibited some degree of success (i.e. completion of four credits).

5. The present study examines the relationship of specified variables with academic performance for admitted applicants only. Conclusions about the predictive value of these variables is thus restricted to talking about admitted applicants. Questions about how rejected applicants would perform in the programme could only be addressed in a controlled experimental situation.



## RESULTS

QUESTION #1: Do mature non-matriculated, regular and after-degree students perform significantly different in terms of grade point averages after admission to the B.S.W. programme?

Before attempting to answer this question it was necessary to determine whether overall grade point averages had changed significantly over the years 1972, 1973 and 1974. Table 4 presents analysis of variance data for mean grade point averages by year admitted. Inspection of the tables indicates F-values which are not significant at the .05 level. There is no evidence to suggest that a difference exists and therefore, data was collapsed across years in further analysis.

In comparing the academic performance of MNA, REG and A-DEG students it may be important to first clarify the differences that exist between these groups prior to admission. Table 5 contains the data for tests of independence between groups on student characteristics. Inspection of the table indicates significant differences in age, sex, marital status, previous application, previous college work and year of programme (chi-square values  $p < .05$ ).

Table 6 presents mean grade point averages for MNA, REG and A-DEG students. Analysis of variance was used to determine whether these groups performed significantly different. Table 6 indicates F-values, for all four classes of grade point average, significant at the .05 level. t-tests between groups indicate that each group performed

significantly different than each other group. A-DEG students have the highest performance and MNAs the lowest.

In the Faculty of Social Welfare admission to the programme depends upon competition for openings within categories. The preceding analysis provides evidence that there are three separate categories and that these three kinds of students perform at different levels after admission to the programme.

In proceeding to answer the remaining research questions it was possible to collapse data across categories or treat each category as a separate and distinct population. The latter choice was made for two reasons. First, it was apparent that variables nested in particular categories would reappear as dominant discriminators in the analysis (i.e. previous college work would appear as a significant predictor but this would be the same as saying A-DEG students will do better than REGs and MNAs). Second, there is no indication that the faculty wishes to change their policy of admitting students within the present categories. Therefore, the primary goal of the study was to provide information that would be helpful in improving the system of choosing students within categories.

QUESTION #2: Is the selection process presently used by the Faculty of Social Welfare differentiating significantly between admitted and rejected applicants?

A) MNA Applicants - Table 7 presents the data for the analysis of student characteristics of admitted and rejected MNA applicants. The number of rejected applicants with recorded information for year of programme and interview ratings was insufficient to allow statistical analysis. Inspection of Table 7 indicates that, for the remaining

Table 4

Mean G.P.A. By Year Admitted

|       | 1972<br>Admissions<br>$\bar{X}$ | 1973<br>Admissions<br>$\bar{X}$ | 1974<br>Admissions<br>$\bar{X}$ | 'F'<br>Value | Degrees of<br>Freedom | Significant<br>at .05 |
|-------|---------------------------------|---------------------------------|---------------------------------|--------------|-----------------------|-----------------------|
| CGPA  | 2.92                            | 2.99                            | 2.97                            | .203         | 188                   | No                    |
| SGPA  | 3.12                            | 3.19                            | 3.16                            | .134         | 188                   | No                    |
| NSGPA | 2.42                            | 2.27                            | 2.36                            | .081         | 123                   | No                    |
| FGPA  | 2.82                            | 2.91                            | 2.97                            | .580         | 188                   | No                    |

Table 5

## Characteristics of MNA, REG and A-DEG Students

|                                       | MNA | REG | A-DEG | TOTAL |
|---------------------------------------|-----|-----|-------|-------|
| Age - 0-19 years                      | 0   | 33  | 0     | 33    |
| 20-24 years                           | 15  | 25  | 20    | 60    |
| 25-29 years                           | 22  | 7   | 24    | 53    |
| 30+ years                             | 23  | 5   | 16    | 44    |
| $\chi^2 = 76.722^* \quad df = 6$      |     |     |       |       |
| Sex - Male                            | 30  | 17  | 32    | 79    |
| Female                                | 30  | 53  | 28    | 111   |
| $\chi^2 = 13.857^* \quad df = 2$      |     |     |       |       |
| Marital Status - Single               | 25  | 62  | 36    | 123   |
| Married                               | 35  | 8   | 23    | 66    |
| Unknown+                              | 0   | 0   | 1     | 1     |
| $\chi^2 = 31.710^* \quad df = 2$      |     |     |       |       |
| Previous Application - Yes            | 2   | 14  | 9     | 25    |
| No                                    | 54  | 56  | 51    | 161   |
| Unknown+                              | 4   | 0   | 0     | 4     |
| $\chi^2 = 7.377^* \quad df = 2$       |     |     |       |       |
| Previous College Work - Yes           | 34  | 42  | 60    | 136   |
| No                                    | 24  | 25  | 0     | 49    |
| Unknown+                              | 2   | 3   | 0     | 5     |
| $\chi^2 = 32.264^* \quad df = 2$      |     |     |       |       |
| Year of Programme at Admittance - One | 48  | 30  | 0     | 78    |
| Two                                   | 11  | 23  | 0     | 34    |
| Three                                 | 1   | 17  | 56    | 74    |
| Four                                  | 0   | 0   | 4     | 4     |
| $\chi^2 = 148.178^* \quad df = 6$     |     |     |       |       |

+unknown values excluded in chi-square tests.

\*p &lt; .05

Table 6

Mean G.P.A. By Application Status

|       | MNA<br>$\bar{X}$ | REG<br>$\bar{X}$ | A-DEG<br>$\bar{X}$ | 'F'<br>Value* | Degrees of<br>Freedom | 't'-value*<br>$\bar{X}_{(MNA)} - \bar{X}_{(REG)}$ | 't'-value*<br>$\bar{X}_{(REG)} - \bar{X}_{(A-DEG)}$ |
|-------|------------------|------------------|--------------------|---------------|-----------------------|---|---|
| GGPA  | 2.29             | 3.06             | 3.50               | 42.017        | 188                   | -5.12   | -4.65   |
| SGPA  | 2.64             | 3.29             | 3.51               | 21.421        | 188                   | -4.10   | -2.51   |
| NSGPA | 1.96             | 2.70             | -----              | 11.977        | 123                   | -4.63   | -----   |
| FGPA  | 2.21             | 2.95             | 3.53               | 46.480        | 188                   | -4.82   | -5.85   |

\*all 'F'-values and 't'-values  $p < .05$

Table 7  
 Characteristics of MNA Applicants

|                            | Admitted | Rejected | Total |
|----------------------------|----------|----------|-------|
| Age - 0-19 years           | 0        | 0        | 0     |
| 20-24 years                | 15       | 2        | 17    |
| 25-29 years                | 22       | 4        | 26    |
| 30+ years                  | 23       | 4        | 27    |
| $\chi^2 = .109$ df = 2     |          |          |       |
| Sex - Male                 | 30       | 4        | 34    |
| Female                     | 30       | 6        | 36    |
| $\chi^2 = .387$ df = 1     |          |          |       |
| Marital Status - Single    | 25       | 2        | 27    |
| Married                    | 35       | 6        | 41    |
| Unknown†                   | 0        | 2        | 2     |
| $\chi^2 = .851$ df = 1     |          |          |       |
| Previous Application - Yes | 2        | 1        | 3     |
| No                         | 54       | 9        | 63    |
| Unknown†                   | 5        | 0        | 4     |
| $\chi^2 = .631$ df = 1     |          |          |       |
| Previous College - Yes     | 34       | 0        | 34    |
| No                         | 24       | 10       | 34    |
| Unknown†                   | 2        | 0        | 2     |
| $\chi^2 = 11.724^*$ df = 1 |          |          |       |
| Year of Programme - One    | 48       | 0        | 48    |
| Two                        | 11       | 0        | 11    |
| Three                      | 1        | 0        | 1     |
| Four                       | 0        | 0        | 0     |
| Unknown†                   | 0        | 10       | 10    |

†unknown values excluded in chi-square tests

\*p < .05

variables, only the chi-square value for previous college work is significant. More admitted applicants had previous college work than rejected applicants. The selection process differentiates significantly between admitted and rejected MNA applicants in terms of previous college work.

B) REG Applicants - The data on student characteristics for REG applicants is presented in Table 8. The obtained chi-square values for age, sex, marital status, previous application and previous college work are not significant. Excessive unknown values for year of programme prevented statistical analysis for this variable.

Table 9 contains the data for Criteria I, Criteria II total and Total Criteria scores for REG applicants. Inspection of the table indicates that all chi-square values are significant. The selection process, then, differentiates significantly between admitted and rejected REG applicants in terms of selection criteria items. Appendix E contains the tests of independence between admitted and rejected applicants on individual Criteria II items. All but two significantly differentiate between admitted and rejected applicants.

C) A-DEG Applicants - Table 10 presents the data for student characteristics of admitted and rejected A-DEG applicants. Inspection of the table indicates significant chi-square values for age (admitted applicants are older), and marital status (more admitted applicants are married).

Table 11 presents the data for Criteria I, Criteria II total and Total Criteria scores for A-DEG applicants. The chi-square values for Criteria II total and Total Criteria are significant. The chi-square value for Criteria I is not significant. Appendix E contains the tests of independence for A-DEG applicants on individual Criteria II items.

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Table 8  
 Characteristics of REG Applicants

|                            | Admitted | Rejected | Total |
|----------------------------|----------|----------|-------|
| Age - 0-19 years           | 33       | 36       | 69    |
| 20-24 years                | 25       | 22       | 47    |
| 25-29 years                | 7        | 5        | 12    |
| 30+ years                  | 5        | 0        | 5     |
| $\chi^2 = 5.420$ $df = 3$  |          |          |       |
| Sex - Male                 | 17       | 15       | 32    |
| Female                     | 53       | 48       | 101   |
| $\chi^2 = .007$ $df = 1$   |          |          |       |
| Marital Status - Single    | 62       | 57       | 119   |
| Married                    | 8        | 4        | 12    |
| Unknown+                   | 0        | 2        | 2     |
| $\chi^2 = .943$ $df = 1$   |          |          |       |
| Previous Application - Yes | 14       | 7        | 21    |
| No                         | 56       | 56       | 112   |
| $\chi^2 = 1.908$ $df = 1$  |          |          |       |
| Previous College - Yes     | 42       | 48       | 90    |
| No                         | 25       | 15       | 40    |
| Unknown+                   | 3        | 0        | 3     |
| $\chi^2 = 2.562$ $df = 1$  |          |          |       |
| Year of Programme - One    | 30       | 16       | 46    |
| Two                        | 23       | 13       | 36    |
| Three                      | 17       | 8        | 25    |
| Four                       | 0        | 0        | 0     |
| Unknown                    | 0        | 26       | 26    |

+unknown values excluded in chi-square tests

Table 9

## Selection Criteria Scores for REG Applicants

|                                  | Admitted | Rejected | Total |
|----------------------------------|----------|----------|-------|
| Criteria I - points 0-8          | 10       | 24       | 34    |
| 9-11                             | 28       | 20       | 48    |
| 12-14                            | 8        | 4        | 12    |
| $\chi^2 = 8.286^* \quad df = 2$  |          |          |       |
| Criteria II total - points 0-5   | 19       | 43       | 62    |
| 6-8                              | 27       | 10       | 37    |
| 9-11                             | 18       | 8        | 26    |
| 12-14                            | 4        | 1        | 5     |
| $\chi^2 = 22.423^* \quad df = 3$ |          |          |       |
| Total Criteria - points 0-12     | 0        | 21       | 21    |
| 13-16                            | 7        | 22       | 29    |
| 17-20                            | 26       | 3        | 29    |
| 21+                              | 8        | 1        | 9     |
| $\chi^2 = 54.171^* \quad df = 3$ |          |          |       |

\*p &lt; .05

Table 10  
 Characteristics of A-DEG Applicants

|                                  | Admitted | Rejected | Total |
|----------------------------------|----------|----------|-------|
| Age - 0-19 years                 | 0        | 0        | 0     |
| 20-24 years                      | 20       | 28       | 48    |
| 25-29 years                      | 24       | 6        | 30    |
| 30+ years                        | 16       | 3        | 19    |
| $\chi^2 = 16.381^* \quad df = 2$ |          |          |       |
| Sex - Male                       | 32       | 13       | 45    |
| Female                           | 28       | 24       | 52    |
| $\chi^2 = 3.100 \quad df = 1$    |          |          |       |
| Marital Status - Single          | 36       | 28       | 64    |
| Married                          | 23       | 5        | 28    |
| Unknown†                         | 1        | 4        | 5     |
| $\chi^2 = 5.586^* \quad df = 1$  |          |          |       |
| Previous Application - Yes       | 9        | 1        | 10    |
| No                               | 51       | 36       | 87    |
| $\chi^2 = 3.712 \quad df = 1$    |          |          |       |
| Previous College - Yes           | 60       | 37       | 97    |
| No                               | 0        | 0        | 0     |
| Year of Programme - One          | 0        | 0        | 0     |
| Two                              | 0        | 0        | 0     |
| Three                            | 56       | 37       | 93    |
| Four                             | 4        | 0        | 4     |

†unknown values excluded in chi-square tests

\*p < .05

Table 11

## Selection Criteria Scores for A-DEG Applicants

|                                | Admitted | Rejected | Total |
|--------------------------------|----------|----------|-------|
| Criteria I - points 0-8        | 10       | 12       | 22    |
| 9-11                           | 34       | 21       | 55    |
| 12-14                          | 12       | 4        | 16    |
| $\chi^2 = 3.499$ df = 2        |          |          |       |
| Criteria II total - points 0-5 | 1        | 10       | 11    |
| 6-8                            | 8        | 19       | 27    |
| 9-11                           | 26       | 6        | 32    |
| 12-14                          | 14       | 1        | 15    |
| $\chi^2 = 34.539^*$ df = 3     |          |          |       |
| Total Criteria - points 0-12   | 0        | 5        | 5     |
| 13-16                          | 3        | 18       | 21    |
| 17-20                          | 23       | 12       | 35    |
| 21+                            | 23       | 2        | 25    |
| $\chi^2 = 38.678^*$ df = 3     |          |          |       |

\*p &lt; .05

All but one significantly differentiate between admitted and rejected applicants.

The data analysis suggests from the above that the selection process used differentiates significantly between admitted and rejected A-DEG applicants in terms of age, marital status, Criteria II total score and Total Criteria score.

QUESTION #3: Are the overall selection criteria (or individual components of the criteria) used by the Faculty of Social Welfare predictive of academic performance as measured by grade point averages?

A) MNA Group - Table 12 presents a correlation matrix (Pearson product-moment) of continuous independent variables with grade point averages. Inspection of the table indicates that no correlations between interview ratings and grade point averages are significant at the .05 level. Thus, the data suggests, for the sample of MNA admitted applicants, that the selection interview ratings did not predict grade point average in the B.S.W. programme.

B) REG Group - A correlation matrix (Pearson product-moment) of continuous independent variables with grade point averages for REG students is presented in Table 13. Out of a total of 88 correlations, two appear significant at the .05 level. Paid experience E (within one year of application) has a positive correlation with FGPA and volunteer experience I (duration over two years) has a positive correlation with NSGPA. One might expect by chance this many statistically significant correlations out of the total number of possibilities. The variance accounted for by these variables is small (less than 10%). Thus, the

Table 12  
Correlation Matrix of Independent with  
Dependent Variables for MNA Students

|           |                        | CGPA  | SGPA | NSGPA | FGPA  | df |
|-----------|------------------------|-------|------|-------|-------|----|
| Age       |                        | .031  | .013 | -.007 | .070  | 54 |
| Interview | Motivation             | .252  | .249 | .195  | .248  | 54 |
| Ratings   | - Capacity             | .172  | .198 | .141  | .178  | 54 |
|           | Cog.-Aff.              | .177  | .223 | .097  | .151  | 54 |
|           | Self-Aware             | -.037 | .007 | -.121 | -.038 | 54 |
|           | Recommend <sub>o</sub> | .101  | .097 | .069  | .117  | 54 |

Table 13

Correlation Matrix of Independent with  
Dependent Variables for REG Applicants

|                              |     | CGPA  | SGPA  | FGPA  | df+ | NSGPA | df |
|------------------------------|-----|-------|-------|-------|-----|-------|----|
| Age                          |     | .106  | .035  | .174  | 61  | .103  | 61 |
| Criteria I (A)               |     | .283  | .262  | .278  | 41  | .296  | 35 |
| Paid Experience              | - A | .034  | -.039 | .157  | 67  | -.002 | 62 |
|                              | B   | .044  | -.001 | .131  | 67  | -.013 | 62 |
|                              | C   | -.049 | -.108 | .079  | 67  | -.098 | 62 |
|                              | D   | .100  | .095  | .156  | 67  | .111  | 62 |
|                              | E   | .217  | .180  | .283* | 67  | .083  | 62 |
| Volunteer Experience         | - F | -.110 | -.083 | -.138 | 67  | -.027 | 62 |
|                              | G   | .067  | .049  | .026  | 67  | .118  | 62 |
|                              | H   | -.175 | -.171 | -.156 | 67  | -.128 | 62 |
|                              | I   | .134  | .080  | .118  | 67  | .291* | 62 |
|                              | J   | .147  | .159  | .135  | 67  | .079  | 62 |
| Extra-Educational Experience | - K | .138  | .142  | .139  | 67  | .064  | 62 |
|                              | L   | -.074 | -.171 | .002  | 67  | -.164 | 62 |
|                              | N   | -.111 | -.142 | -.111 | 67  | -.186 | 62 |
| Criteria II Total            |     | -.166 | -.152 | -.193 | 67  | -.019 | 62 |
| Total Criteria               |     | .039  | .038  | .008  | 41  | .217  | 35 |
| PGPA - (A)                   |     | .227  | .204  | .220  | 41  | .274  | 35 |
| PGPA - (B)                   |     | .161  | .010  | .179  | 18  | .297  | 18 |
| Paid Experience Total        |     | .089  | .027  | .207  | 61  | .015  | 61 |
| Volunteer Experience Total   |     | .090  | .075  | .057  | 61  | .139  | 61 |
| Extra-Educational Total      |     | .011  | -.013 | .032  | 61  | -.116 | 61 |

(A) Calculated for 44 regular admissions with previous college work.

(B) Calculated for 26 regular admissions with high school but no college work.

+indicates degrees of freedom for CGPA, SGPA and FGPA

\*p < .05

writer suggests that the present selection criteria has little or no predictive value for the sample of REG students.

(C) A-DEG Group - Table 14 presents a correlation matrix (Pearson product-moment) of continuous independent variables with grade point averages for A-DEG students. Inspection of the table indicates that 19 out of a possible 63 correlations are significant. Criteria I, paid experience A (work experience), paid experience C (duration two months to two years) and Total Criteria show positive correlations with CGPA, SGPA and FGPA. Paid experience total indicates a positive correlation with FGPA. Volunteer and extra-educational experience items do not appear significantly correlated with any GPAs. The number of A-DEG students ( $n = 3$ ) taking non-social work courses was insufficient for analysis of independent variables with NSGPA. The research substantiates the use of Criteria I, paid experience A and C of Criteria II, Total Criteria and the paid experience total as predictors of CGPA, SGPA and FGPA for the sample of A-DEG students.

QUESTION #4: Do the variables of age, sex, marital status, previous application and previous college work predict academic performance in the B.S.W. programme?

(A) MNA Group - Table 15 presents the data for t-tests between factors of dichotomous variables for MNA students. Inspection of the table indicates that students having previous college work have higher mean CGPA, SGPA and FGPA. As well, females appear to have higher mean FGPA. (The fact that this result shows up for only one dependent variable may indicate that it is spurious.) An insufficient number of MNA applicants ( $n = 2$ ) having applied previously prevented statistical analysis with this variable.



Table 14

Correlation Matrix of Independent with Dependent  
Variables for A-DEG Applicants

|                                  | CGPA   | SGPA   | NSGPA | FGPA   | df |
|----------------------------------|--------|--------|-------|--------|----|
| Age                              | -.307* | -.313* | -     | -.297* | 46 |
| Criteria I                       | .373*  | .371*  | -     | .331*  | 46 |
| Paid Experience - A              | .426*  | .433*  | -     | .459*  | 47 |
| B                                | .170   | .182   | -     | .218   | 47 |
| C                                | .426*  | .433*  | -     | .459*  | 47 |
| D                                | .106   | -.001  | -     | .103   | 47 |
| E                                | .128   | .134   | -     | .170   | 47 |
| Volunteer Experience - F         | -.098  | -.094  | -     | -.086  | 47 |
| G                                | -.087  | -.077  | -     | -.108  | 47 |
| H                                | -.072  | -.067  | -     | -.087  | 47 |
| I                                | -.186  | -.168  | -     | -.183  | 47 |
| J                                | -.039  | -.030  | -     | -.076  | 47 |
| Extra-Educational Experience - K | .069   | -.078  | -     | .023   | 47 |
| L                                | -.196  | -.218  | -     | -.238  | 47 |
| N                                | -.063  | -.057  | -     | -.104  | 47 |
| Criteria II Total                | .039   | .046   | -     | .050   | 46 |
| Total Criteria                   | .342*  | .346*  | -     | .316*  | 46 |
| PGPA - (A)                       | .454*  | .459*  | -     | .377*  | 53 |
| Paid Experience Total            | .258   | .260   | -     | .327*  | 47 |
| Volunteer Experience Total       | -.148  | -.132  | -     | -.168  | 47 |
| Extra-Educational Total          | -.099  | -.105  | -     | -.153  | 47 |

\*p < .05

Table 15

Mean GPA by Dichotomous Variables for MNA Students

t-test

|                                  | CGPA         |           |    | SGPA             |           |    | NSGPA        |           |    | FGPA         |           |    |
|----------------------------------|--------------|-----------|----|------------------|-----------|----|--------------|-----------|----|--------------|-----------|----|
|                                  | $\bar{X}$    | 't'-value | df | $\bar{X}$        | 't'-value | df | $\bar{X}$    | 't'-value | df | $\bar{X}$    | 't'-value | df |
| Sex - Male                       | 2.11         | -1.28     | 58 | 2.48             | -1.09     | 58 | 1.76         | -1.59     | 58 | 1.93         | -2.10*    | 58 |
| Female                           | 2.46         |           |    | 2.80             |           |    | 2.17         |           |    | 2.48         |           |    |
| Marital - Single                 | 2.28         | - .01     | 58 | 2.72             | .45       | 58 | 1.94         | - .11     | 58 | 2.30         | .57       | 58 |
| Status Married                   | 2.29         |           |    | 2.59             |           |    | 1.97         |           |    | 2.14         |           |    |
| Previous - Yes<br>Application No | —            | —         | —  | Insufficient (n) |           |    | —            | —         | —  | —            | —         | —  |
| Previous - Yes<br>College No     | 2.61<br>1.83 | 2.84*     | 37 | 3.01<br>2.13     | 2.88*     | 34 | 2.19<br>1.65 | 1.96      | 40 | 2.55<br>1.77 | 3.96*     | 37 |

\*p &lt; .05

Table 12 contains the correlation coefficients for age with GPAs for MNA students. It indicates that no significant correlation between the two exists. Thus, the only student characteristic useful in predicting grade point average for the MNA sample is previous college work.

(B) REG Group - Table 16 presents t-test data for dichotomous variables for REG students. The table indicates significantly higher mean CGPA and FGPA for REG students who have had previous college work.

Reference to Table 13 indicates that age is not correlated significantly with grade point averages. Thus, previous college work appears as the only student characteristic useful in predicting grade point averages for the REG sample.

(C) A-DEG Group - Table 17 presents the data for t-tests between factors of dichotomous variables for A-DEG students. Inspection of the table indicates no significant differences in mean GPAs for sex, marital status and previous application. Insufficient numbers of A-DEG students having taken non-social work courses and having had no previous college work prevented analysis with these variables.

Table 14 contains the correlation coefficients for age with CGPA, SGPA and FGPA. Inspection of the table indicates a significant negative correlation of age with all GPAs. Younger students attain higher GPAs than older students.

QUESTION #5: Are there combinations of selection criteria and/or other variables which best predict academic performance in the B.S.W. programme?

(A) MNA Group - Multiple regression techniques employing two sets of independent variables were used to determine the best group

Table 16

Mean GPAs by Dichotomous Variables for REG Students

t-test

|                  | CGPA      |           |    | SGPA      |           |    | NSGPA     |           |    | FGPA      |           |    |
|------------------|-----------|-----------|----|-----------|-----------|----|-----------|-----------|----|-----------|-----------|----|
|                  | $\bar{X}$ | 't'-value | df | $\bar{X}$ | 't'-value | df | $\bar{X}$ | 't'-value | df | $\bar{X}$ | 't'-value | df |
| Sex - Male       | 3.12      | .48       | 68 | 3.26      | .27       | 68 | 2.61      | .46       | 61 | 3.04      | .94       | 68 |
| Female           | 3.04      |           |    | 3.30      |           |    | 2.72      |           |    | 2.92      |           |    |
| Marital - Single | 3.03      | -1.18     | 68 | 3.28      | -.70      | 68 | 2.67      | -1.18     | 61 | 2.91      | -1.51     | 68 |
| Status Married   | 3.29      |           |    | 3.41      |           |    | 3.06      |           |    | 3.26      |           |    |
| Previous - Yes   | 3.17      | .80       | 68 | 3.36      | .57       | 68 | 2.53      | - .86     | 61 | 3.16      | 1.44      | 68 |
| Application No   | 3.03      |           |    | 3.27      |           |    | 2.73      |           |    | 2.89      |           |    |
| Previous - Yes   | 3.17      | 2.03*     | 68 | 3.32      | .73       | 68 | 2.74      | .49       | 61 | 3.15      | 3.70*     | 68 |
| College No       | 2.88      |           |    | 3.24      |           |    | 2.64      |           |    | 2.61      |           |    |

\*p &lt; .05

Table 17

Mean GPAs by Dichotomous Variables for A-DEG Students

t-test

|                  | CGPA |           |    | SGPA             |           |    | NSGPA            |           |       | FGPA |           |    |
|------------------|------|-----------|----|------------------|-----------|----|------------------|-----------|-------|------|-----------|----|
|                  | X    | 't'-value | df | X                | 't'-value | df | X                | 't'-value | df    | X    | 't'-value | df |
| Sex - Male       | 3.46 | - .73     | 58 | 3.46             | - .82     | 58 | Insufficient (n) | 3.47      | - .99 | 51   |           |    |
| Female           | 3.55 |           |    | 3.56             |           |    |                  | 3.59      |       |      |           |    |
| Marital - Single | 3.44 | -1.40     | 56 | 3.45             | -1.29     | 56 | —                | 3.47      | -1.29 | 53   |           |    |
| Status Married   | 3.60 |           |    | 3.60             |           |    |                  | 3.62      |       |      |           |    |
| Previous - Yes   | 3.54 | .41       | 56 | 3.54             | .33       | 56 | —                | 3.56      | .37   | 26   |           |    |
| Application No   | 3.49 |           |    | 3.50             |           |    |                  | 3.52      |       |      |           |    |
| Previous - Yes   | —    | —         | —  | Insufficient (n) |           |    | —                | —         | —     |      |           |    |
| College No       |      |           |    |                  |           |    |                  |           |       |      |           |    |

(those accounting for the most variance between predictor and dependent variables) of predictors for MNA students. Model 1 included age and ratings for all interview items. No combination of these variables produced a multiple R that was significant at the .05 level.

Model 2 included age, sex, marital status, previous application, interview ratings and previous college work. No combinations of these variables proved to be better (accounted for more variance) than single variables in predicting CGPA, SGPA or NSGPA. However, for predicting FGPA two variables produced a multiple R that was significant at the .05 level. Previous college work and sex produced an R equal to .493. The variance accounted for by these variables is 24%.

(B) REG Group - Three multiple regression models were used with the sample of REG students. Model 1 consisted of age, Criteria I, Criteria II total and Total Criteria and was used only with the subsample of REG students with previous university work. Model 2 included Criteria II items, A to L and N. Model 3 included age, sex, marital status, previous application, paid experience total, volunteer experience total and extra-educational experience total. No combination of variables in any model produced a multiple R that was significant.

(C) A-DEG Group - Four groups of variables were used in multiple regression analysis with A-DEG students. Model 1 included age, Criteria I, Criteria II total and Total Criteria. It did not produce a multiple R that was significant at the .05 level.

Model 2 included Criteria II items, A to L and N, and determined that paid work items A and C were equally useful in predicting GPAs. A and C together or in combination with other variables did not produce a significant multiple R.

Model 3 consisted of Criteria I, paid experience total, volunteer experience total and extra-educational experience total. For predicting CGPA and SGPA, Criteria I and paid experience total produced multiple Rs equal to .557 (for CGPA) and .556 (for SGPA), significant at the .05 level. For predicting FGPA, an equation including Criteria I, paid experience total, and extra-educational experience total produced an R equal to .630, significant at .05. The variance accounted for by these variables is 36%.

Model 4 included age, sex, marital status, previous application, Criteria I, paid experience total, volunteer experience total and extra-educational experience total. Model 4 produced the same multiple Rs as Model 3. The addition of new variables did not increase the predictive ability.

In summary of the above, multiple regression analysis for A-DEG students indicates that a combination of Criteria I and paid experience total best predicts (accounts for more variance in) CGPA and SGPA. Also, a combination of Criteria I, paid experience total and extra-educational experience total best predicts FGPA.

## DISCUSSION

The purpose of the present inquiry was to explore the relationship of the selection criteria used by the Faculty of Social Welfare, and selected student characteristics, with academic performance. Stated simply, the study attempted to identify those variables that best predict grade point average. In addressing the issue, a sample of students was chosen from a select population. That population consisted of applicants who were admitted to the B.S.W. programme and who had completed a minimum of four credits. The findings of the study, then, can only be viewed as representative of this restricted population.

Conclusions about the usefulness of the variables for predicting the academic performance of all applicants (rejected and admitted) can only be determined by further investigation. Such a study might, by experimental design, randomly admit applicants to the programme, regardless of selection criteria scores. Although the present study does not address this question it may provide useful information for people making selection decisions for admission to undergraduate social work programmes.

The first major finding of the study was the validation of previous college work as a predictor of academic success. This conclusion became apparent in two instances. First, it was determined that A-DEG students (all having completed previous college work) attained significantly higher grade point averages than REG or MNA students (many of which had completed no previous college work). And secondly, the study determined that, of the variables studied, previous college work proved



to be the best predictor of academic performance for both REG and MNA groups.

The author sees three possible implications of this finding for the admission process in the Faculty of Social Welfare. First, the study confirmed the existence of three distinct categories of students and different performance levels for each of these groups. Thus, if the objective of the admissions process is the admittance of students who will have the best academic performance, regardless of other considerations, then the acquisition of an undergraduate degree is the most important factor in selecting students.

However, if the faculty has other concerns, which present policy seems to indicate by the interest in admitting different kinds of students, then this finding may have different implications. A second implication may be in terms of the composition of the social welfare student population. The observation of how well each category of students perform, in addition to a close examination of the objectives for admitting these groups, may provide useful information for determining the most desirable proportions made up by each group.

A final implication of the finding about previous college work is important in terms of selection criteria used with REG and MNA applicants. The finding substantiates the present policy of the faculty in requiring a prerequisite year in the Faculty of Arts and Science for REG applicants. However, for MNA applicants, the demonstration of successfully completing at least one academic course prior to admission may be the best, and most practical, indicator of the capability and motivation presently being evaluated by the interview. The author suggests that prerequisite college work for MNA applicants may be appropriate.

The second major finding of the study has to do with the predictive value of the present criteria used in selecting students. The study indicates that the interview ratings for MNA students and selection Criteria I and II for REG students have little or no predictive value. For A-DEG students, some selection items (specifically, Criteria I and paid social work experience) have predictive value. The author will deal with the implications of these findings for each group separately.

The lack of evidence supporting the value of the interview process as a predictor for MNA students substantiates the work of Edwards (1970). Speculation about this finding may lead to two conclusions. First, one might infer that the lack of significance is due to an invalid and unreliable interview schedule. This may imply that further research in developing a good instrument is needed. Secondly, inferences of a broader nature about the general usefulness of the interview process may be appropriate. One might question if it is feasible at all for a faculty member, with biases and subjective feelings, to accurately assess the potential of an applicant through one interview meeting. Perhaps, the interview process is simply not an appropriate means for dealing with this task.

Further study might address issues such as those mentioned above but one might still question the value of the interview process in terms of administrative costs. The interview process tends to be a time-consuming one, and the investment of faculty, support staff and applicants in this regard is worthy of consideration.

The selection criteria used for REG applicants included points awarded for previous academic performance, paid social work experience, volunteer experience and extra-educational experience. The present study

concludes that these criteria are not useful predictors of grade point average. One might speculate that such experientially-based criteria (in academia or field) for a relatively young and inexperienced group are inappropriate, and hence, poor indicators of performance. Perhaps, in concurring with Gough's medical study (1963), this calls for further investigation of the usefulness of measures of creative ability, learning potential and initiative.

The present inquiry indicated that the performance of A-DEG students can be predicted by previous academic performance. This finding concurs with the conclusions of investigators such as Sarnat (1968) and Hepworth (1972).

The study indicates, however, that raw grade point average is a better predictor than Criteria I (the scale of points awarded for PGPA). Speculation about this might lead to the conclusion that Criteria I actually deflates that value of previous grade point average as a predictor. A modification of Criteria I, by increasing the range of points awarded for previous grade point average, might improve its usefulness as a predictor.

Contrary to the findings of Sarnat (1968), the present author concludes that paid social work experience is useful in predicting academic performance for A-DEG students. Specifically, selection items A (paid work experience) and C (duration two months to two years) of Criteria II appear most useful. However, the paid experience total is also significantly related to academic performance. The other items of Criteria II (volunteer and extra-educational experience) do not have any value in predicting grade point averages for A-DEG students.

The data supports the use of the Total Criteria score (cumulative score of all Criteria I and II items) as a predictor for A-DEG students. Multiple regression analysis indicates, however, that a combination of Criteria I and paid social work experience scores (and extra-educational experience in one case) would be a better predictor of grade point average. One might conclude from these results that the addition of other selection items tends to decrease rather than increase the predictive value of Criteria II. Modification of the Criteria II scale by the deletion of volunteer and even, perhaps, extra-educational items might improve its predictive ability.

Attention should be given to the practical, as opposed to statistical, significance of the above items as predictors of grade point average. In no instance involving either the use of individual or combinations of variables as predictors did the variance accounted for exceed 37%. The implication of this fact is that items may appear statistically significant as predictors but are limited in their practical value. The present study has determined that some variables are significant, and perhaps useful, predictors for groups of students but that one cannot be sure of their practicality in predicting individual academic performance.

The inquiry into the use of demographic characteristics as predictors of academic performance indicates that sex and marital status do not appear to be related to academic performance for REG and A-DEG students. For MNA students, sex appeared to be related to FGPA but not to other GPAs. The investigator suggests that further research is needed before conclusions can be made about the usefulness of sex as a predictor. The occurrence of a significant relationship with only one dependent variable may imply a spurious effect.

Age appeared significantly related to grade point averages for A-DEG students only. The author concludes that younger A-DEG students do better in the programme than older A-DEG students. The usefulness of this information in making admission decisions may be deemed inappropriate by some decision-makers. However, the fact that age does appear as an important factor in academic performance may have implications about the appropriateness of the programme for some students.

For the most part, the selection process used by the Faculty of Social Welfare discriminates significantly between admitted and rejected applicants. The importance of assessing this is that even though certain criteria may be significant predictors of academic performance, they may not be refined enough to accurately discriminate between applicants who are potentially successful or unsuccessful students. Presently, Criteria II total and Total Criteria scores for REG and A-DEG admitted applicants are significantly different than those for rejected applicants. REG admitted applicants also have significantly higher scores for Criteria I than rejected REG applicants. However, Criteria I does not appear to discriminate between rejected and admitted A-DEG applicants. In other words, the present scale of awarding points for previous academic performance is not separating the students of good and poor educational potential. Thus, it is feasible to assume that students of good potential are being excluded from admission to the programme.

The area of student selection is indeed a complex and demanding area of study. Demands for fairness to applicants, validity of admissions procedures to the institution and the community, and economy for administrative personnel are hard to meet. Research on this pragmatic issue is only at a beginning stage. In summary, the following conclusions about

the selection process, used with the specified sample, are presented:

1. The distinction between MNA, REG and A-DEG students in terms of student characteristics and performance levels is confirmed.
2. Application category is the best predictor of academic performance for all social welfare students. A-DEG students perform the best and MNA students the poorest.
3. Previous college work is the best predictor of grade point average for MNA and REG students.
4. The interview ratings for MNA applicants and the selection criteria used for REG applicants are not predictive of grade point average.
5. A combination of previous academic performance and paid social work experience is the best predictor of grade point average for A-DEG students.
6. Volunteer and extra-educational experience items of Criteria II do not predict academic performance for A-DEG students.
7. Increasing the range of awarding points for Criteria I might improve its predictive ability for grade point average. It might also have greater value for discriminating between students of good and poor potential.

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## APPENDICES

APPENDIX A

AUTHORIZATION LETTERS

June 11, 1975.

Mr. V. Bryant,  
Chairman, S.A.P.C.,  
School of Social Welfare,  
University of Calgary,  
Calgary, Alberta.

Dear Mr. Bryant,

The following is a request for sanction from the Faculty of Social Welfare and for the release of specific student admission information in the carrying out of a proposed thesis project. The thesis pertains to the relationship of admissions criteria and selected student variables with academic performance in the B.S.W. programme. Completion of the project depends upon the accessibility of specific information on a sample of 1972, 1973 and 1974 admissions to the programme.

The information requested includes admission score sheets, transcripts, demographic data (i.e. age, sex, etc.) and factors about completion of programme (i.e. Edmonton or Calgary, Clinical or Community focus, etc.). The study entails the determination of the predictive validity of the above criteria in terms of academic performance (G.P.A.).

At the present, I am somewhat uncertain of the School's policy regarding access to the requested information. Were this information made directly available to myself, it would be regarded in a confidential manner upholding the ethics of social work practice and research. In the event that school policy does not allow for my access to student files, an arrangement could perhaps be made in which the information is provided in a non-identifiable manner.

The proposed thesis is potentially a useful source of information to the School and particularly to those making admissions decisions. As well, the project could provide a learning experience of significant value for myself in terms of research involving the use of existing data. The thesis topic has been approved by Dr. F. J. Hawkes, thesis supervisor, as an acceptable thesis project.

Cordially,

Grant Larson



FACULTY OF SOCIAL WELFARE

June 16, 1975

TO: Al Comanor, Acting Director

FROM: Vic Bryant, Chairman SAPC

RE: Thesis on Admission Practices

Grant Larson has requested the Faculty's permission and sanction to undertake his Master's thesis on the relationship of admissions criteria and selected student variables with academic performance in the B.S.W. programme. His thesis advisor, Dr. Hawkes, has approved the thesis topic.

I recommend that Mr. Larson be given the sanction to proceed with his thesis. It is of particular importance for the Faculty of Social Welfare to gather information pertaining to our admission policies and practices. It is an area where our Faculty has a major lack of information. Such data could possibly enhance our admission practices in the future.

Mr. Larson is cognizant of the confidential nature of the student files. Discussions with him and his supervisor assures me that confidentiality will be observed. Mr. Larson would work with myself and the Undergraduate Admissions Office in accessing the pertinent data.

This note formally requests that Mr. Larson's request be approved.

Thanks.

VB/gb

Enclosure:

c.c. Student File  
G. Larson  
J. Hawkes

THE UNIVERSITY of CALGARY  
FACULTY OF SOCIAL WELFARE

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TO Vic Bryant

INTER-OFFICE

FROM A. Comanor, Acting Dean

DATE: 26 June, 1975

Subject: Grant Larson, Thesis

Refer to your memo, June 16.

I suggest that we treat the thesis as a project sponsored by the office of the Dean and by yourself, with Larson being authorized to conduct the research for us. The sanction for an inquiry into admissions criteria and related student variables already is allocated to this office and we may proceed in any manner we consider sound. I agree that Larson is an appropriate person to make the study. If we demurred we would have little confidence in our graduate programme, nor could we in good conscience encourage our students to review the confidential data of other organizations.

The only issue is the possible interference in the student's scholarship that could arise from our participative interest. I believe that is protected by the existence of an independent thesis advisor, Dr. F. J. Hawkes. He will, I assume, assure the objective accuracy of design and findings. You, of course, are entrusted with the responsibility of assuring the appropriate confidentiality.

AC:MR

cc - F. J. Hawkes

TO Vic Bryant

INTER-OFFICE

Mrs. Julie Turner, Registrar

FROM A. Comanor, Acting Dean

DATE: 26 June 1975

Vic Bryant, Administrative Officer,  
Student Affairs, Faculty of Social Welfare

July 16, 1975

Dear Mrs. Turner:

The Faculty of Social Welfare has authorized a Master's thesis to be conducted by Mr. Grant Larson dealing with our Faculty's admission criteria, practice and related variables. The thesis is a project sponsored by the office of our Dean and the Student Affairs Office of our Faculty.

We have discussed with and assured Gary Krivy, informally, that the confidentiality of student data, names, etc. will be assured. It is our hope that the thesis research will provide our Faculty with much needed data bases to improve our admissions practices and criteria.

It is possible that Mr. Larson may require some assistance in locating the most up to date transcripts of his sample population. Mr. Krivy has agreed that such assistance could be provided, either by arranging time through your offices or our Faculty requesting copies. Mr. Larson will make contact with Mr. Krivy to arrange the most appropriate approach or time for both your day-to-day operations as well as ours.

Any questions, comments or suggestions you might have for this thesis project would be appreciated.

Sincerely,

Vic Bryant

VB:vh

cc: Student File ✓  
Gary Krivy

THE UNIVERSITY of CALGARY

56

TO Mr. Vic Bryant, Administrative Officer  
Student Affairs  
Faculty of Social Welfare

FROM Mrs. J. Turner  
Registrar

INTER-OFFICE

July 17, 1975.

Re: Grant Larson  
Master's Thesis

The policy statement on the Security and Confidentiality of records provides the Dean of a Faculty the authority to release student information from his records to legitimate researchers who agree to abide by professional standards in the use of such information. No data or statistics collected in this way may violate the student's right to confidentiality of his record. Therefore no information which discloses any student's identity shall be published or made available to other persons, institutes or agencies.

Presumably Mr. Larson will use the records of undergraduate students maintained by the Faculty of Social Welfare and request assistance from this office only when a record appears to be incomplete. Mr. Krivy will assist Mr. Larson in obtaining access to the original records, but no copies of records will be provided. I trust the foregoing will satisfy the need for access to our records. Please call me if you have any further concerns.

Yours sincerely,

  
Mrs. J. Turner.

JT/lm  
xc: Dr. J.B. Hyne, Dean  
Faculty of Graduate Studies



APPENDIX B

APPLICATION FORMS AND  
ADMISSIONS CRITERIA



THE UNIVERSITY OF CALGARY  
REGISTRAR'S OFFICE  
2920 - 24 AVE. N.W.  
CALGARY, ALBERTA, T2N 1N4, CANADA  
PHONE 284-5517

# APPLICATION FOR ADMISSION

THIS FORM IS NOT TO BE USED  
FOR ADMISSION TO THE FACULTIES  
OF ENVIRONMENTAL DESIGN,  
GRADUATE STUDIES, MEDICINE, OR  
BY VISITING STUDENTS OR SPECIAL STUDENTS

Please print, pressing firmly or type. DO NOT WRITE IN SHADED AREAS. Refer to number explanations in "Before You Start" booklet which correspond with the numbers in the boxes below.

|   |   |   |  |
|---|---|---|--|
| <b>ALL NEW APPLICANTS MUST SUBMIT A \$10.00 APPLICATION FEE.</b>  |   |   |  |
| 1 MR. <input type="checkbox"/> SURNAME ONLY OR FAMILY NAME IF IN RELIGIOUS ORDER:<br>MISS <input type="checkbox"/><br>MRS. <input type="checkbox"/>   |   |   |  |
| GIVEN NAMES IN FULL:  |   |   |  |
| 2 MAIDEN NAME (IF NOT SINGLE):  |   |   |  |
| 3 BIRTHDATE<br>MONTH DAY YEAR   | 4 SEX<br>MALE <input type="checkbox"/><br>FEMALE <input type="checkbox"/> | 5 MARITAL STATUS<br>SINGLE, DIVORCED OR WIDOWED <input type="checkbox"/><br>MARRIED OR SEPARATED <input type="checkbox"/> |  |
| 6 BIRTHPLACE — CITY & PROV., COUNTRY IF OUTSIDE CANADA  |   |   |  |
| 7 CANADIAN CITIZEN <input type="checkbox"/> C LANDED IMMIGRANT <input type="checkbox"/> L STUDENT VISA <input type="checkbox"/> S   |   |   |  |
| 8 IF LANDED IMMIGRANT OR STUDENT VISA INDICATE:<br>COUNTRY OF CITIZENSHIP DATE LANDED<br>MONTH DAY YEAR   |   |   |  |
| 9 CURRENT ADDRESS   |   |   |  |
| CITY  |   | TELEPHONE NO.   |  |
| PROVINCE OR COUNTRY   |   | POSTAL CODE   |  |
| 10 HOME ADDRESS — SAME AS ABOVE <input type="checkbox"/> OR   |   | GEOGRAPHIC LOCATION   |  |
| CITY  |   | TELEPHONE NO.   |  |
| PROVINCE OR COUNTRY   |   | POSTAL CODE   |  |
| Normally, all mail including Statement of Final Grades will be sent to your current address.<br>If you wish your Statement of Final Grades sent to your Home Address, please check here. <input type="checkbox"/> |   |   |  |
| IN CASE OF EMERGENCY PLEASE CONTACT:  |   |   |  |
| NAME  |   | RELATIONSHIP  |  |
| STREET ADDRESS  |   |   |  |
| CITY  |   | TELEPHONE   |  |
| FOR OFFICE USE ONLY   |   | DISTRIBUTION:<br>1. REGISTRAR<br>2. DEAN  |  |
| I.D. NO.  |   |   |  |

|  |                      |  |                                 |
|--|----------------------|--|---------------------------------|
| 11 ADMISSION IS SOUGHT AS FOLLOWS:<br>REGULAR ADMISSION <input type="checkbox"/> MATURE NONMATRICULATED <input type="checkbox"/>   |                      | 13 PROGRAMME INFORMATION — SEE INSTRUCT<br>IN "BEFORE YOU START" BOOKLET                             |                                 |
| 12 SESSION APPLYING FOR:<br>FALL SEPT. 19 ____ <input type="checkbox"/> WINTER JAN. 19 ____ <input type="checkbox"/><br>SPRING MAY 19 ____ <input type="checkbox"/> SUMMER JULY 19 ____ <input type="checkbox"/>         |                      | FACULTY OR SCHOOL  |                                 |
| H.S. CODE YEAR OF MATRIC. ADM. STATUS ADM. TYPE FNO HOME ADDRESS   |                      | DEGREE/DIPLOMA SOUGHT FROM U of C or SPE   |                                 |
|  |                      | MAJOR FIELD IF GENERAL STUDIES, INDICATE AREA IF EDUCATION<br>INDICATE ELEMENTARY OR SECONDARY ROUTE |                                 |
|  |                      | MINOR FIELD OR B.ED. MAJOR   |                                 |
| 14 LAST HIGH SCHOOL ATTENDED   |                      | LOCATION   | CERTIFICATE OR DIPLOMA RECEIVED |
| 15 LIST ALL EDUCATIONAL INSTITUTIONS ATTENDED BEYOND HIGH SCHOOL<br>(INCLUDING THE UNIVERSITY OF CALGARY)  |                      |  |                                 |
| NAME   |                      | NAME   |                                 |
| LOCATION   |                      | LOCATION   |                                 |
| DATE STARTED & LEFT  | DEGREE/DIPLOMA REC'D | DATE STARTED & LEFT  | DEGREE/DIPLOMA REC'D            |
| NAME   |                      | NAME   |                                 |
| DATE LEFT  | DEGREE/DIPLOMA REC'D | DATE LEFT  | DEGREE/DIPLOMA REC'D            |
| A  |                      | B  |                                 |
| 16 HAVE YOU EVER BEEN REQUIRED TO WITHDRAW, OR HAVE YOU WITHDRAWN VOLUNTARILY FROM AN EDUCATIONAL INSTITUTION<br>YES <input type="checkbox"/> NO <input type="checkbox"/> IF YES, INDICATE INSTITUTION, DATE AND REASON. |                      |  |                                 |
| 17 FACULTY OF EDUCATION APPLICANTS:  |                      |  |                                 |
| TEACHING CERTIFICATE HELD (IF ANY)   |                      | CURRENTLY V <input type="checkbox"/> YES   |                                 |
| TYPE OF CERTIFICATE  |                      | PROVINCE OR COUNTRY  |                                 |
| 18 HAVE YOU PREVIOUSLY APPLIED FOR ADMISSION TO THE UNIVERSITY OF CALGARY? YES <input type="checkbox"/> NO <input type="checkbox"/>  |                      | IF YES, INDICATE DATE  |                                 |
| With regard to this application, I certify that the particulars furnished are true and complete in all respects, and that no information has been withheld.  |                      |  |                                 |
| Completion of this application allows The University of Calgary to request any applicant's transcripts in addition to those already submitted.   |                      |  |                                 |
| The University reserves the right to cancel any admission ruling on medical or other grounds.  |                      |  |                                 |
| I agree, if admitted to The University of Calgary, to comply with the regulations of the University.   |                      |  |                                 |
| Date   |                      | Applicant's Signature  |                                 |

SCHOOL OF SOCIAL WELFARE

THE UNIVERSITY OF CALGARY

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C O N F I D E N T I A L

Application for Admission

DEADLINE FOR RECEIPT OF APPLICATION IS MARCH 31, 1975

Category of Application: Please indicate  
under which category you are applying

Date \_\_\_\_\_

☐ Mature non-matriculated adult  
age 23 or over - unable to present matriculation Program beginning, July, 1975 ☐  
Sept., 1975 ☐

Date received by School \_\_\_\_\_

☐ University transfer OR ☐ Undergraduate degree holder

☐ Full time  
☐ Part time --- ☐ Calgary ☐ Edmonton ☐ Other, please specify \_\_\_\_\_

☐ Special Student - (degree holder - taking courses for credit but not working toward a degree.)

Have previously applied to the B.S.W. Program : Yes ☐ No ☐

*NOTE: High School applicants are not admitted directly to the B.S.W. Degree. They should seek admission to the faculty of Arts and Science or another faculty, follow the program of studies recommended for students interested in Social Work (page 1, see excerpt from University calendar) and apply for entry to the School during the first year of studies.*

NOTE: SINCE THE B.S.W. PROGRAM HAS LIMITED ENROLLMENT, NO CANDIDATE SHOULD ASSUME THEY ARE ADMITTED UNTIL NOTIFIED BY LETTER.

1. Name \_\_\_\_\_ Social Ins. # \_\_\_\_\_  
(Surname, Given -- Underline name by which you are called)

2. Present \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_

3. Permanent \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_

4. Business \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_  
(Name of agency or organization)

5. Date of Birth: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

6. PLEASE ATTACH A COPY OF YOUR HIGH SCHOOL, JUNIOR COLLEGE AND/OR UNIVERSITY TRANSCRIPTS. NOTE: In addition to this copy, 2 official transcripts must be forwarded to: Secretary B.S.W. Programme  
School of Social Welfare  
University of Calgary  
Calgary, Alberta T2N 1N4

The criteria used for selecting students for admission to the B.S.W. Program of the School of Social Welfare are based on two performance areas; GRADES and ENGAGEMENT in activities considered to be directly related to those which make up the role of a social worker.

This form provides an opportunity for you to provide us with indications of the activities in which you have been engaged, in the past, and which you believe have a relationship to social work as a "helping profession." Extra-educational experiences are also favourably evaluated. We will assess your listing of activities in comparison to others also applying to the program. Please complete the form as fully as possible.

\*\*\*\*\*

7. Previous and Current Employment: (Do not use this section for non-paid or volunteer activities). It is important that all activities be listed and duties described. Include under duties the key activities which characterized the job, and particularly those which you believe have some bearing as related to the profession of social work. Be as precise and accurate as possible.

Organization \_\_\_\_\_

Address \_\_\_\_\_

Job Title \_\_\_\_\_ Period of Employ \_\_\_\_\_  
Mo Yr to Mo Yr

DUTIES \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did your duties involve planning, organizing, or evaluating?  
Yes ☐ No ☐ If yes, please elaborate, being specific.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

Job title \_\_\_\_\_ Period of Employ \_\_\_\_\_  
Mo Yr to Mo Yr

Duties \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*For Office Use Only*

*Criteria 1*

GPA

Score \_\_\_\_\_

*Criteria 11*

A. ....

.....Score \_\_\_\_\_

B. ....

.....Score \_\_\_\_\_

C. ....

.....Score \_\_\_\_\_

*Sub-total*

Did your duties involve planning, organizing, or evaluating?  
 Yes ☐ No ☐ . If yes, please elaborate, being specific.

Organization \_\_\_\_\_

Address \_\_\_\_\_

Job Title \_\_\_\_\_ Period of employ \_\_\_\_\_ to \_\_\_\_\_  
 Mo. Yr. Mo. Yr.

DUTIES \_\_\_\_\_

Did your duties involve planning, organizing, or evaluating?  
 Yes ☐ No ☐ . If yes, please elaborate, being specific.

(If additional space is required, please attach on a separate sheet, immediately following, using same format.)

8. Previous and Current Non-Paid and Volunteer Experiences:  
 (Do not use for paid experiences.) Use this section to describe those activities for which you were not paid (anything other than an employment situation in which you received a monetary remuneration.) The activities which we are particularly interested in are those which you consider to be illustrative of any of the many helping roles. Be as precise and accurate as possible.

Organization \_\_\_\_\_

Address \_\_\_\_\_

Job Title \_\_\_\_\_ Period of employ \_\_\_\_\_ to \_\_\_\_\_  
 Mo. Yr. Mo. Yr.

Was involvement on a daily ☐, weekly ☐, monthly ☐ basis?

DUTIES \_\_\_\_\_

For Office Use Only

Sub-total Forward \_\_\_\_\_

D. ....

..... Score \_\_\_\_\_

E. ....

..... Score \_\_\_\_\_

F. ....

..... Score \_\_\_\_\_

G. ....

..... Score \_\_\_\_\_

Sub-total \_\_\_\_\_



EDUCATIONAL EXPERIENCES CONSIDERED RELEVANT TO THIS APPLICATION.

9. Have you taken Social Work courses, including current registration, for credit toward a degree? If so, indicate the course(s). Please provide dates of completion and grade.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. If registered as a Special Student (taking courses for credit but not working toward a degree), please indicate courses completed, including current registration. Please provide dates.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Extra educational experiences: E.G. in-service training, non-credit courses, workshops of approx. 3 days in length.

A.) Experience \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please indicate total hours. \_\_\_\_\_

Period: From \_\_\_\_\_ to \_\_\_\_\_  
Month Year Month Year

B.) Experience \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please indicate total hours. \_\_\_\_\_

Period: From \_\_\_\_\_ to \_\_\_\_\_  
Month Year Month Year

5  
For Office Use Only

Sub-total Forward \_\_\_\_\_

K. ....

.....

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.....

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..... Score \_\_\_\_\_

L. ....

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.....

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..... Score \_\_\_\_\_

M. ....

.....

.....

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.....

.....

..... Score \_\_\_\_\_

.....

.....

Sub-total \_\_\_\_\_

.....

.....

C.) Experience \_\_\_\_\_

*For Office Use Only*  
*Sub-total Forward* \_\_\_\_\_

N. ....

Please indicate total hours. \_\_\_\_\_

Period: From \_\_\_\_\_ to \_\_\_\_\_  
 Month Year Month Year

.....Score \_\_\_\_\_

*Sub-total* \_\_\_\_\_

(If additional space is required, please attach on a separate sheet, immediately following, using same format.)

*Total* \_\_\_\_\_

12. If there is any pertinent information of which you feel we should be aware, please elaborate on the space provided.

Date \_\_\_\_\_ 1975  
 Month Day

Signature of Applicant \_\_\_\_\_



NAME OF APPLICANT: \_\_\_\_\_

NAME OF EVALUATOR: \_\_\_\_\_

DATE: \_\_\_\_\_ TOTAL APPLICATION SCORE: \_\_\_\_\_

CRITERIA I

(GPA)

If GPA or equivalent is:

|             |       |    |
|-------------|-------|----|
| .50 - .74   | score | 1  |
| .75 - .99   | score | 2  |
| 1.00 - 1.24 | score | 3  |
| 1.25 - 1.49 | score | 4  |
| 1.50 - 1.74 | score | 5  |
| 1.75 - 1.99 | score | 6  |
| 2.00 - 2.24 | score | 7  |
| 2.25 - 2.49 | score | 8  |
| 2.50 - 2.74 | score | 9  |
| 2.75 - 2.99 | score | 10 |
| 3.00 - 3.24 | score | 11 |
| 3.25 - 3.49 | score | 12 |
| 3.50 - 3.74 | score | 13 |
| 3.75 - 4.00 | score | 14 |

Score for GPA \_\_\_\_\_

CRITERIA II

This section is to be scored cumulatively. A candidate receives 1 point for every category which he fulfills.

For any category, do not distinguish between macrosocial and microsocial, or between professional and nonprofessional activities. Under extra educational experiences do not distinguish between credit or noncredit, or between undergraduate and graduate level courses.

Criteria I - this will be calculated - do not fill in

Criteria II (A through N)

A through E (paid experiences only)

- A. Participation in a service activity EXCLUDING planning, organizing, and evaluation - one point
- B. Participation INCLUDED planning, organizing and evaluating - one point. Since this experience is more involved than "A" candidate receives a point for Both "A" and "B"
- C. Duration - 3 months to 2 years - one point
- D. Duration - over 2 years - candidate receives a point for both C and D
- E. If the activity was engaged in one year or less from date of application - one point

F through J (non-paid experience)

- F. If activity EXCLUDED planning, organizing and evaluating - one point
- G. If activity INCLUDED planning, organizing and evaluating - score one point for "F" and one point for "G"
- H. Duration - 3 months to 2 years - one point
- I. Duration over 2 years - candidate receives point for both "H" and "I"
- J. If activity was engaged in one year or less from date of application - one point.

K through N (extra educational experiences)

- K. 2 half course equivalents (approx. 30 hrs. per half course equivalent) one point.
- L. 3 - 4 half course equivalents (approx. 30 hrs/half course) one point.
- M. 5 or more half course equivalents (approx. 30 hrs./half course) one point (workshops, seminars, etc. should be equated to above guidelines) If an applicant has taken an after degree programme, eg. LLB, B.Ed. after degree, special student, etc., and has completed successfully score according to number of courses completed. Also applicants who have completed social work courses either through a social service program or while registered in another faculty should receive points according to number of courses completed. 5 or more courses receives points for K, L, M.
- N. If experience was engaged in within 2 years or less from date of application

PLEASE INITIAL YOUR FINAL SCORE. All work to be indicated on the application

## INTERVIEWER'S GUIDE

CONFIDENTIAL

M.N.A. APPLICANTS - B.S.W. DEGREE

NAME \_\_\_\_\_

DATE OF INTERVIEW: \_\_\_\_\_

AGE \_\_\_\_\_

SEX: Female \_\_\_\_\_

Male \_\_\_\_\_

INTERVIEWER \_\_\_\_\_

PRESENT LEVEL OF EDUCATION \_\_\_\_\_

-----

Candidate's perceptions of suitability for social work (personal qualities).

Financial plans re studies. Health

Reading habits and hobbies.

Family relationships, (primary, current), friendships, etc.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interviewer's perceptions of candidate:

|                                 | 4         | 3    | 2    | 1    |
|---------------------------------|-----------|------|------|------|
|                                 | Excellent | Good | Fair | Poor |
| Motivation                      |           |      |      |      |
| Capacity                        |           |      |      |      |
| Cognitive-affective integration |           |      |      |      |
| Self-aware functioning          |           |      |      |      |

Comments:

Recommendation:      4                      3                      2                      1  
                         Highly Recommend    Recommend    Marginal(hold)    Refuse

APPENDIX C

CODING

## CODING

| <u>No. Variables</u>                                  | <u>Code</u>  | <u>Column</u> |
|---|--|---------------|
| Card no.:   | 1 or 2   | 1             |
| Sample no.:   | no.  | 2,3,4         |
| University I.D.:                                      | no.<br>(999999) unknown  | 5,6,7,8,9,10  |
| 012 Age:  | Years at time of Application<br>(99) unknown   | 11,12         |
| 013 Sex:  | (1) Male (2) Female (3) Unknown  | 13            |
| 014 Marital Status:                                   | (1) single, divorced, widowed<br>(2) married or separated (9) unknown  | 14            |
| 015 Session Applied for:                              | (1) Spring/Summer, 1972<br>(2) Fall, 1972 (3) Winter, 1973<br>(4) Spring/Summer, 1973<br>(5) Fall, 1973 (6) Winter, 1974<br>(7) Spring/Summer, 1974<br>(8) Fall, 1974 (9) Unknown  | 15            |
| 016 Program began (1st registration after admission): | (1) Spring/Summer, 1972 (2) Fall, 1972<br>(3) Winter, 1973 (4) Spring/Summer, 1973<br>(5) Fall, 1973 (6) Winter, 1974<br>(7) Spring/Summer, 1974 (8) Fall, 1974<br>(9) Unknown (0) did not begin (for those<br>not admitted) | 16            |
| 017 Mature Non-Matriculated Adult:                    | (1) Yes (2) No   | 17            |
| 018 Regular Admission:                                | (1) Yes (2) No   | 18            |
| 019 After-degree Status:                              | (1) Yes (2) No   | 19            |
| 020 Admitted to Faculty of Social Welfare:            | (1) Yes (2) No   | 20            |
| 021 Applied as part-time or full-time:                | (1) part-time (2) full-time (3) unknown  | 21            |
| 022 Previous Application made:                        | (1) Yes (2) No (3) unknown   | 22            |
| 023 Year (level) entering school:                     | (1) first (2) second<br>(3) third (4) fourth (9) unknown<br>(0) did not enter  | 23            |
| 025 Criteria I: Points,                               | (99) unknown (88) not applicable   | 24,25         |

|     |  |          |
|-----|--|----------|
| 026 | Criteria IIA: Points, (9) unknown (8) not applicable   | 26 to 39 |
| to  | to   |          |
| 039 | Criteria IIN:  |          |
| 041 | Criteria II total: Points, (99) unknown (88) not applicable  | 40,41    |
| 043 | Total Score Criteria I and II: Points, (99) unknown (88) not applicable  | 42,43    |
| 046 | Computed previous G.P.A. number, (999) unknown (888) not applicable  | 44,45,46 |
| 047 | Interview Score - Motivation: (1) Poor (2) Fair (3) Good (4) Excellent (8) not applicable (9) unknown  | 47       |
| 048 | Interview Score - Capacity: Same as above  | 48       |
| 049 | Interview Score - Cognitive-Affective: Same as above   | 49       |
| 050 | Interview Score - Self-aware Functioning: Same as above  | 50       |
| 051 | Interview Recommendation: (1) refuse (2) marginal (hold) (3) recommend (4) highly recommend (8) not applicable (9) unknown   | 51       |
| 052 | Previous university courses or college: (1) Yes (2) No (9) unknown   | 52       |
| 053 | Withdrew within 1st year: (1) Yes (2) No (9) unknown (8) not applicable  | 53       |
| 056 | Cumulative G.P.A. to April/75 from admission G.P.A.  | 54,55,56 |
| 059 | Cumulative SOWK Course G.P.A. to April/75 to admission G.P.A. (888) not applicable   | 57,58,59 |
| 062 | Cumulative non-SOWK Course G.P.A. to April/75 from admission G.P.A. (888) not applicable   | 60,61,62 |
| 065 | G.P.A. for first eight half-courses after admission G.P.A.   | 63,64,65 |
| 068 | Grade on 500 level methods course (888) not applicable 0,1,2,3,4 - grade (777) withdrew  | 66,67,68 |
| 071 | Grade on 400 level practicum 0,1,2,3,4 - grade (666) credit (888) not applicable   | 69,70,71 |
| 074 | Grade on 400 level methods 0,1,2,3,4 - grade (666) credit (888) not applicable   | 72,73,74 |
| 075 | Registration Social, Societal (1) 532,531 (2) 572,571 (8) not applicable   | 75       |
| 076 | Student Status April/75 (1) Graduate (2) Student (3) Withdrew (4) Cancelled (5) Changed Faculty (6) asked to withdraw (7) transfer to another univeristy (9) unknown | 76       |

|     |   |   |       |
|-----|---|---|-------|
|     |   |   | 72    |
| 078 | Total number of half-courses taken after admission        | number  | 77,78 |
| 080 | Total number SOWK courses                                 | number  | 79,80 |
| 106 | Total number number non-social work courses               | number  | 5,6   |
| 109 | Grade on 500 level practicum (666) credit                 | 0,1,2,3,4 (777) withdrew (888) not applicable | 7,8,9 |
| 111 | Total session registered in - Winter, Fall, Spring/Summer | number  | 10,11 |
| 112 | Application Status  | (1) MNA (2) REG (3) A-DEG                     | 12    |
| 113 | Paid experience total Points,                             | (8) not applicable (9) unknown                | 13    |
| 114 | Volunteer experience total Points,                        | (8) not applicable (9) unknown                | 14    |
| 115 | Extra-Educational experience total Points                 | (8) not applicable (9) unknown                | 15    |
| 116 | Year Program began  | (1) 1972 (2) 1973 (3) 1974                    | 16    |



APPENDIX D

TESTS OF INDEPENDENCE

## Tests of Independence Between Accepted and Rejected Applicants

## (A) REG Applicants -

## Criteria II A (paid work experience)

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 30     | 44 |
|        | 1      | 38     | 18 |

$\chi^2 = 9.81$   
 $p < .05$

## Criteria II B

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 43     | 51 |
|        | 1      | 25     | 11 |

$\chi^2 = 6.03$   
 $p < .05$

## Criteria II C

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 35     | 46 |
|        | 1      | 33     | 16 |

$\chi^2 = 7.34$   
 $p < .05$

## Criteria II D

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 55     | 59 |
|        | 1      | 13     | 3  |

$\chi^2 = 6.31$   
 $p < .05$

## Criteria II E

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 40     | 47 |
|        | 1      | 28     | 15 |

$\chi^2 = 4.25$   
 $p < .05$

## Criteria II F (volunteer experience)

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 5      | 15     |
| 1      | 63     | 47     |

$\chi^2 = 7.27$

$p < .05$

## Criteria II G

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 17     | 36     |
| 1      | 51     | 26     |

$\chi^2 = 15.40$

$p < .05$

## Criteria II H

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 7      | 18     |
| 1      | 61     | 44     |

$\chi^2 = 7.55$

$p < .05$

## Criteria II I

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 43     | 49     |
| 1      | 25     | 13     |

$\chi^2 = 4.03$

$p < .05$

## Criteria II J

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 23     | 27     |
| 1      | 45     | 35     |

$\chi^2 = 1.33$

$p < .05$

## Criteria II K (extra-education experience)

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 23     | 36     |
| 1      | 45     | 26     |

$\chi^2 = 7.91$

$p < .05$

## Criteria II L

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 47     | 55     |
| 1      | 21     | 7      |

$$\chi^2 = .76$$

$p > .05$   
(not significant)

## Criteria II N

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 36     | 48     |
| 1      | 32     | 14     |

$$\chi^2 = 8.68$$

$p < .05$

## (B) A-DEG Applicants -

## Criteria II A (paid experience)

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 4      | 11     |
| 1      | 45     | 26     |

$\chi^2 = 6.81$

$p < .05$

## Criteria II B

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 10     | 14     |
| 1      | 45     | 26     |

$\chi^2 = 3.18$

$p > .05$   
(not significant)

## Criteria II C

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 4      | 12     |
| 1      | 45     | 25     |

$\chi^2 = 8.20$

$p < .05$

## Criteria II D

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 22     | 26     |
| 1      | 27     | 11     |

$\chi^2 = 5.50$

$p < .05$

## Criteria II E

|        | Accept | Reject |
|--------|--------|--------|
| Points |        |        |
| 0      | 12     | 19     |
| 1      | 37     | 18     |

$\chi^2 = 6.60$

$p < .05$

## Criteria II F (volunteer experience)

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 2      | 10 |
|        | 1      | 47     | 27 |

$\chi^2 = 9.24$   
 $p < .05$

## Criteria II G

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 9      | 16 |
|        | 1      | 40     | 21 |

$\chi^2 = 6.33$   
 $p < .05$

## Criteria II H

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 3      | 11 |
|        | 1      | 46     | 26 |

$\chi^2 = 8.62$   
 $p < .05$

## Criteria II I

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 21     | 24 |
|        | 1      | 28     | 13 |

$\chi^2 = 4.09$   
 $p < .05$

## Criteria II J

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 16     | 22 |
|        | 1      | 33     | 15 |

$\chi^2 = 6.14$   
 $p < .05$

## Criteria II K (extra-educational experience)

|        | Accept | Reject |    |
|--------|--------|--------|----|
| Points | 0      | 6      | 14 |
|        | 1      | 43     | 23 |

$\chi^2 = 7.74$   
 $p < .05$

## Criteria II L

|   | Accept | Reject |
|---|--------|--------|
| 0 | 18     | 29     |
| 1 | 31     | 8      |

Points

$$\chi^2 = 14.75$$

$$p < .05$$

## Criteria II N

|   | Accept | Reject |
|---|--------|--------|
| 0 | 13     | 25     |
| 1 | 36     | 12     |

Points

$$\chi^2 = 14.38$$

$$p < .05$$

APPENDIX E

ADDITIONAL DESCRIPTIVE INFORMATION



Table E1

## Additional Descriptive Data for Dependent Variables

|                     | No Grade<br>Not<br>Applicable | Grade |    |   |   |   |    |    |
|---------------------|-------------------------------|-------|----|---|---|---|----|----|
|                     |                               | A     | B  | C | D | F | CR | WD |
| MNA - 400 Methods   | 39                            | 9     | 7  | 2 | 1 | 1 | -  | 1  |
| 400 Practicum       | 39                            | 8     | 1  | 1 | - | 1 | 9  | 1  |
| 500 Methods         | 52                            | 4     | 3  | 1 | - | - | -  | -  |
| 500 Practicum       | 52                            | 2     | 1  | - | - | - | 5  | -  |
| REG - 400 Methods   | 35                            | 28    | 4  | 2 | - | - | -  | 1  |
| 400 Practicum       | 35                            | 11    | 4  | - | - | - | 19 | 1  |
| 500 Methods         | 55                            | 4     | 9  | - | - | - | -  | 2  |
| 500 Practicum       | 55                            | 5     | 3  | - | - | - | 5  | 2  |
| A-DEG - 400 Methods | 4                             | 48    | 7  | - | - | - | -  | 1  |
| 400 Practicum       | 5                             | 32    | 5  | 1 | - | - | 17 | -  |
| 500 Methods         | 18                            | 23    | 17 | 1 | - | 1 | -  | -  |
| 500 Practicum       | 17                            | 18    | 4  | 1 | - | 1 | 19 | -  |

Table E2

## Additional Descriptive Information for MNA Students

|                                    |             |              |        |
|------------------------------------|-------------|--------------|--------|
| Applied time                       | 3-part time | 57-full time |        |
| Social/Societal                    | 5-social    | 4-societal   | 51-n/a |
| Total Half-Courses                 | mean = 15.4 |              |        |
| Total Social Work Half-Courses     | mean = 7.7  |              |        |
| Total Non-Social Work Half-Courses | mean = 7.7  |              |        |
| Number of Sessions                 | median = 3  |              |        |

Table E3

## Additional Descriptive Data for REG Students

|                                    |             |              |        |
|------------------------------------|-------------|--------------|--------|
| Applied Time                       | 5-part time | 65 full time |        |
| Social/Societal                    | 11-social   | 4-societal   | 56-n/a |
| Total Half-Courses                 | mean = 17.5 |              |        |
| Total Social Work Half-Courses     | mean = 10.8 |              |        |
| Total Non-Social Work Half-Courses | mean = 4    |              |        |
| Number of Sessions                 | median = 4  |              |        |

Table E4

## Additional Descriptive Data for A-DEG Students

|                                    |              |              |        |
|------------------------------------|--------------|--------------|--------|
| Applied Time                       | 17-part time | 43 full time |        |
| Social/Societal                    | 33-social    | 11-societal  | 16-n/a |
| Total Half-Courses                 | mean = 12.9  |              |        |
| Total Social Work Half-Courses     | mean = 12.6  |              |        |
| Total Non-Social Work Half-Courses | mean = .8    |              |        |
| Number of Sessions                 | median = 3   |              |        |

Table E5

## Students Withdrawing Before Completing Four Credits

|   | Age | Sex | Marital Status | Application Status | Previous Application | Year of Programme | Previous College | Criteria I | Criteria II Total | Total Criteria |
|---|-----|-----|----------------|--------------------|----------------------|-------------------|------------------|------------|-------------------|----------------|
| 1 | 20  | M   | S              | REG                | No                   | 2                 | Yes              | 09         | 08                | 17             |
| 2 | 38  | F   | S              | REG                | Yes                  | 2                 | Yes              | 11         | 05                | 16             |
| 3 | 17  | F   | S              | REG                | No                   | 1                 | No               | --         | 04                | --             |
| 4 | 37  | M   | S              | MNA                | No                   | 1                 | No               | --         | --                | --             |
| 5 | 22  | F   | S              | MNA                | No                   | 2                 | Yes              | --         | --                | --             |
| 6 | 38  | F   | M              | A-DEG              | Yes                  | 3                 | Yes              | 13         | 12                | 25             |
| 7 | 24  | F   | M              | A-DEG              | No                   | 3                 | Yes              | --         | --                | --             |