

R E P O R T R E S U M E S

ED 010 735

JC 660 079

A STUDY OF THE CHARACTERISTICS OF STUDENTS ENROLLED IN
BUSINESS DATA PROCESSING CLASSES, LOS ANGELES METROPOLITAN
COLLEGE, FALL, 1965.

BY- HILLEARY, HELENA

LOS ANGELES TRADE-TECHNICAL COLL., CALIF.

PUB DATE SEP 66

EDRS PRICE MF-\$0.09 HC-\$1.28 32P.

DESCRIPTORS- *JUNIOR COLLEGES, PREDICTION, *STUDENT
CHARACTERISTICS, TESTING, *VOCATIONAL EDUCATION,
*OCCUPATIONAL GUIDANCE, COUNSELING, *DATA PROCESSING,
CURRICULUM DEVELOPMENT, LOS ANGELES

AN INFORMATION FORM ADMINISTERED TO 520 STUDENTS IN
BUSINESS DATA PROCESSING CLASSES SHOWED THAT THESE STUDENTS
WERE ENROLLED IN AN AVERAGE OF 1.5 SUCH CLASSES, AND THAT
THEY INCLUDED MORE MEN AND STUDENTS OVER 30 YEARS OF AGE THAN
THE TOTAL COLLEGE POPULATION. OVER 15 PERCENT HAD EARNED AA
DEGREES OR HIGHER, AND 32 PERCENT HAD NO PREVIOUS COLLEGE.
SIXTY-EIGHT PERCENT STATED DEGREE OBJECTIVES. WHILE THE TREND
HAS BEEN TOWARD AN INCREASE IN THE RATIO OF DATA PROCESSING
ENROLLMENTS TO TOTAL ENROLLMENT, DECREASES WERE NOTED IN
ACCOUNTING, OFFICE MACHINES, AND SECRETARIAL SCIENCE. THE
PROGRAMMERS APTITUDE TEST PREPARED BY INTERNATIONAL BUSINESS
MACHINES CORPORATION SHOWED THAT STUDENTS WITH AN A, B, OR C
SCORE HAD AN 85 PERCENT CHANCE OF OBTAINING A C OR BETTER IN
A DATA PROCESSING CLASS. TABLES PRESENT SUCH DATA AS
RESIDENCE, PLACE OF EMPLOYMENT, EDUCATIONAL GOALS, AND
VOCATIONAL GOALS. (WO)

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**Study conducted by
Dr. Helena Hilleary
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**U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

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September, 1966

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¹As of July 1, 1966, Los Angeles Metro College merged with L.A.T.T.C.
The combined colleges are known as Los Angeles Trade-Technical College.

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**A STUDY OF THE CHARACTERISTICS OF STUDENTS
ENROLLED IN BUSINESS DATA PROCESSING COURSES AT
LOS ANGELES METROPOLITAN COLLEGE
Fall, 1965**

INTRODUCTION

One of the purposes of the junior college has been to provide occupational education designed to meet the needs of students who wish to prepare for employment, upgrade their skills or be retrained in current occupational careers. In the last ten years, Metropolitan College has offered courses in Business Data Processing which were designed to meet the occupational junior college objective.

Metropolitan College initiated Business Data Processing in 1957 by the offering of one course¹ in the Evening Division. Course offerings were added as students became interested in this expanding occupational area. During the Fall Semester, 1965, Evening Division, 27 different courses were offered, which provided 33 class sections. Since 1962, there were 5,396 class enrollments in evening Business Data Processing courses.

PROBLEM

Although course offerings and enrollments have increased, there was meager data concerning the characteristics of students who enrolled in BDP evening courses. It became increasingly difficult to make realistic predictions in scheduling BDP classes. Moreover, there was no formalized system of providing instructors with comparative data concerning the BDP student population.

¹An evening course entitled "Punched Card Machine Accounting".

PURPOSES

1. To gather data concerning BDP students¹ including educational background, prior employment, employment objectives and educational objective.
2. To provide a teacher-counseling device to assist the student in planning his vocational and educational objectives.
3. To provide data for the instructor concerning the students so that the instructor would more effectively relate course objectives to student needs.
4. To provide information that would aid in more realistic scheduling of subsequent class offerings.

LIMITATIONS OF STUDY

1. Students included in this study involved only those students attending one urban college (Los Angeles Metropolitan College) in the Los Angeles area.
2. All of the students included in this study were students enrolled in the evening program.¹
3. The study included only those students who were enrolled in the Fall Semester, 1965.
4. The Programmers Aptitude Test (Form M02-6762-3) was administered only to those students who were new to the college, Fall, 1965.

PROCEDURE

1. A Business Data Processing Student Information Form was designed with the following three purposes: (See Appendix A for BDP Student Information Form.)
 - a. To gather background information on each student concerning educational background, employment data, employment objectives, and educational data.
 - b. To provide a teacher-counseling device so that the teacher could help each student plan his next semester's program.

In cases where students had neither sufficient interest nor aptitude, they were encouraged to try other occupational fields.

- c. To help the teacher know more about each student's background so that the teacher could do a more effective job in relating the course content to the student's needs.

¹With the exception of two classes offered in the day, all of the students included in this study were evening students.

2. The BDP Student Information Form was administered to each evening student.

In the Fall, 1965 Evening Division, there were initially 875 student class enrollments in BDP classes. However, students actually attending class the first week represented 797 student class enrollments. This was presumably due to "no shows" or students never attending.

Of those 797 student enrollments of those students attending class, 520 completed the BDP Form. On the average, then, each student was taking 1.53 classes in Business Data Processing. Therefore, to avoid the student having more than one teacher as a counselor, students were asked to fill out only one form, even though they might be taking two or three BDP classes. Generally, the student filled out the form in the BDP class having the highest course number if he were taking more than one class.

3. The Programmers Aptitude Test was administered to the BDP students at the beginning of the semester. Out of the 520 students taking courses, 270 took the PAT, or 51.9%

It was assumed that these 270 students were either: students who were new; students who had never taken the PAT; or students who wished to retake it.

4. The BDP Student Information forms were submitted to the Evening Division office so that:

- a. the data could be tabulated, processed, analyzed, and
- b. A check could be made of courses students planned to take in the Spring Semester, 1966. In this manner, it was much easier to plan the Spring Semester Schedule of Classes. It was particularly helpful in planning the advanced BDP sections.

5. After duplicate office copies were made for study purposes, the original BDP Student Information Forms were returned to the teachers so that the forms were available for further counseling. It was felt that there was a closer liaison between the student and the teacher and that students were more realistically counseled in terms of their abilities, aptitudes, and interests. In some cases, students were encouraged to enter another occupational field.

6. Additional data were gathered from the office records relative to:

- a. the previous units taken at Los Angeles Metropolitan College.
- b. Other courses in which the students were enrolled for the Fall Semester, 1965.

7. Findings, summary, and recommendations were made. The findings are presented in tabular form.

TABLE I

HOME ADDRESS OF STUDENTS AS GIVEN BY POSTAL ZONES

Comparison of BDP Student Population with College Population

<u>West of Present Site</u>		BDP STUDENT ¹ POPULATION ¹ (Per cent) Fall, 1965	TOTAL COLLEGE POPULATION ² (Per Cent) Fall, 1965
NAME OF ZONE	ZONE 3		
Pico Heights	6	4.1	1.6
Dockweiler	7	1.6	2.7
Rimpau	19	5.1	6.6
Cimarron	18	6.0	7.2
West Adams	16	4.8	5.8
Crenshaw	8	1.3	1.3
La Tijera	43	2.6	3.3
SUBTOTAL		25.5	26.5
<u>South of Present Site</u>			
DeValle	15	0.7	0.5
West-Vern	62	2.2	3.2
Green	37	2.0	4.7
Wagner	47	3.3	3.7
Hancock	44	4.6	4.4
South	61	1.3	0.2
Ascot	3	1.3	2.7
Greenmead	59	0.4	0.9
Watts	2	2.0	1.4
Florence	1	0.6	1.9
Kearny	11	2.0	3.5
Market	21	0.0	0.1
SUBTOTAL		20.4	28.6
TOTAL (South and West of Present Site)		45.9	57.1

¹Analysis was made of the total BDP Student Population (N=520), Fall, 1965²Estimated on a 20% random sample of total population
LAMC, Fall, 1965 (total N=4413)³See Appendix B for map of Los Angeles showing locations of Zip Code, Local Zones.

TABLE I (Continued)

HOME ADDRESS OF STUDENT SHOWN BY POSTAL ZONES

North of Present Site

NAME OF ZONE	ZONE ³	BDP STUDENT POPULATION ¹ (Per cent) Fall, 1965	TOTAL COLLEGE POPULATION ² (Per cent) Fall, 1965
Edendale	26	1.5	2.0
Lincoln Heights	31	0.9	0.5
El Sereno	32	0.5	1.4
Boyle	33	0.7	0.8
Griffith	39	1.1	0.6
Eagle Rock	41	0.7	0.8
Highland Park	42	0.9	0.8
Glassell	65	1.9	1.1
SUBTOTAL		8.2	8.0

Northwest of Present Site

Los Feliz	27	0.9	0.9
Oakwood	4	2.4	1.3
Sanford	5	2.8	1.5
Vermont Ave. St.	29(& inc. 28)	2.0	1.8
Wilshire La Brea	36	0.9	0.4
Flint	57	0.1	1.0
SUBTOTAL		9.1	6.9
TOTAL (North & Northwest of present site)		17.3	14.9

OTHERS (Los Angeles Postal Zone) 9.1 6.5

Areas Outside of Los Angeles

The home address of students enrolled in BDP courses who lived outside of the Los Angeles area comprised 30% of the population. Major areas represented were:

Monterey Park	1.5	1.5
Inglewood	1.7	1.4
North Hollywood	1.3	0.9
Burbank	1.1	0.9
Torrance	1.1	0.4
Alhambra	1.3	0.9
Huntington Park	1.3	0.6
Van Nuys	1.1	0.6
Gardena	1.3	0.9
San Gabriel	1.6	0.6
Glendale	1.0	0.5
Total Major Areas Outside Los Angeles	14.3	9.2
Others	13.4	12.3
GRAND TOTAL	100.00	100.0

¹Analysis was made of the total BDP Student Population (N=520), Fall, 1965

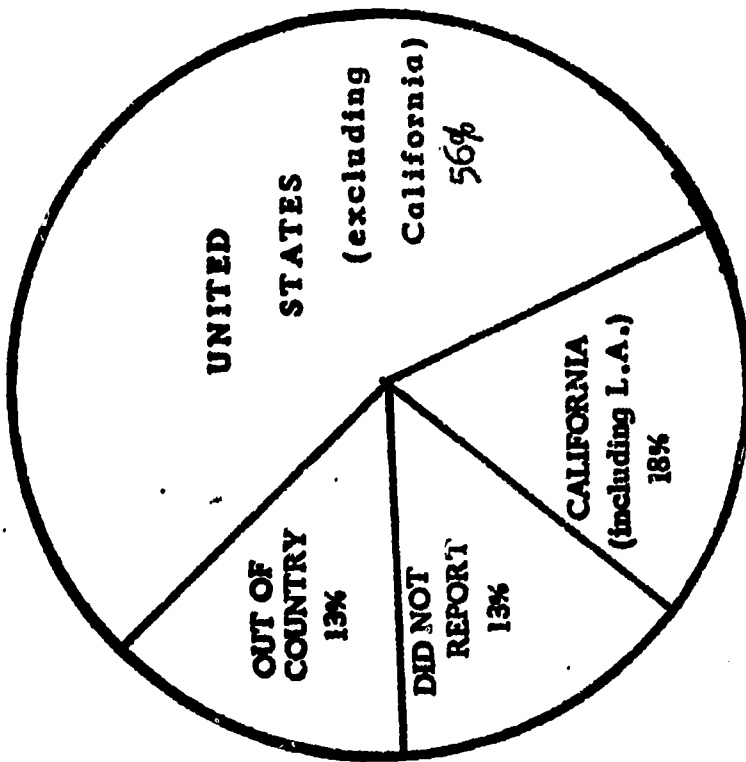
²Estimated on a 20% random sample of total population, LAMC, Fall, 1965 (total N=4418)

³See Appendix B for map of Los Angeles showing locations of Zip Code, Local Zones.

Figure 1

COMPARATIVE DATA REGARDING PLACE OF BIRTH

Ive. Students Enrolled in BDP Courses
Fall Semester, 1965
N=520

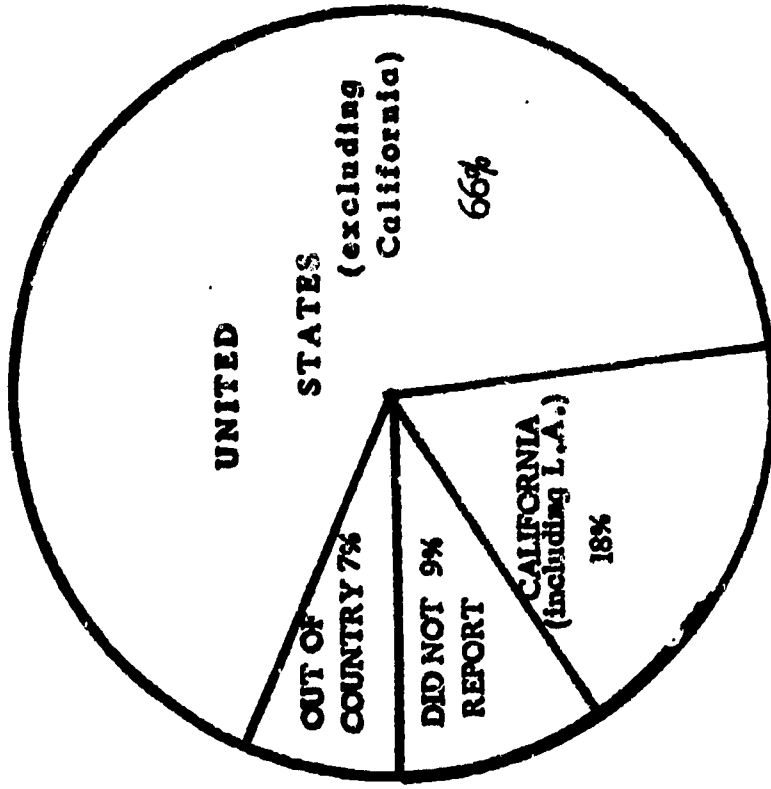


OUT OF COUNTRY: Europe, 14; England, Ireland, Canada, Sweden 11; Mexico, Central America and Caribbean 21; South America 13; Asia 15; Egypt, Ghana 2.

UNITED STATES: (excluding California) Hawaii 15; The Mid-West North 93; The Mid-West South 88; The East North 43; The East South 51.

CALIFORNIA:

Total Evening College Population¹
Fall Semester, 1965
N=4418

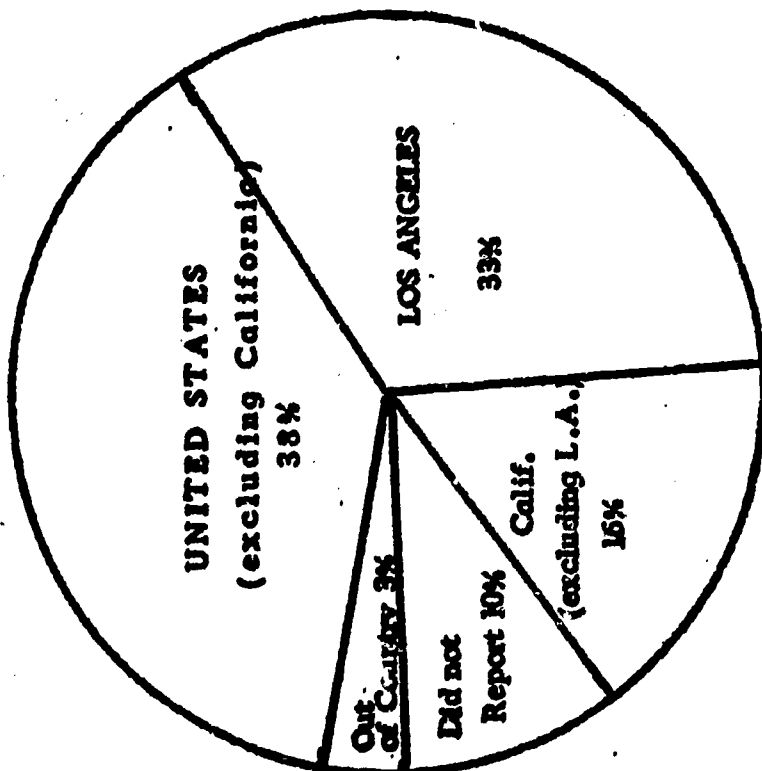


¹Estimated on a 20% random sample

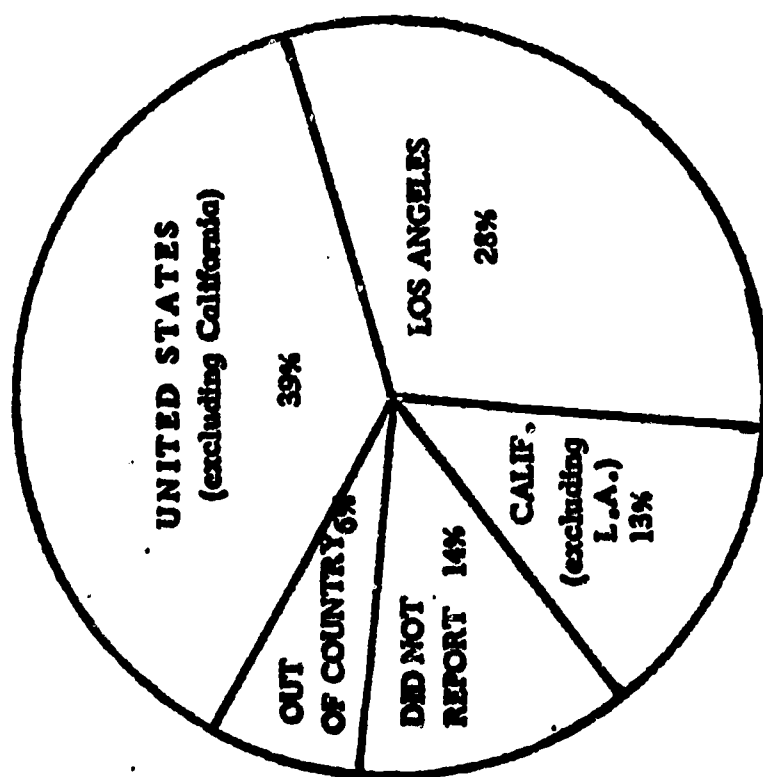
Figure 2

COMPARATIVE DATA REGARDING PLACE OF HIGH SCHOOL GRADUATION

Total Evening College Population¹
Fall Semester, 1965
N=4418



Evening Students Enrolled in BHP Courses
Fall Semester, 1965
N=520



OUT OF COUNTRY: Europe 8; Gr. Br. 7; South and Central America 9; Asia 4; Egypt, Ghana 2.

UNITED STATES: (excluding California) Greatest numbers from the following states: Texas 30; New York 20; Illinois 16; Hawaii 13; Ohio 12; Michigan 10.

LOS ANGELES H.S. Greatest number from following schools: Fremont 17; Manual Arts 15; Dorsey 12; Jefferson 11; Washington 9; Huntington Park 8, Roosevelt 3.

¹ Estimated on a 20% Sample

Figure 3

AGE GROUPINGS

EVENING STUDENTS ENROLLED IN BUSINESS DATA PROCESSING¹
AS COMPARED WITH TOTAL EVENING COLLEGE POPULATION²

Fall, 1965

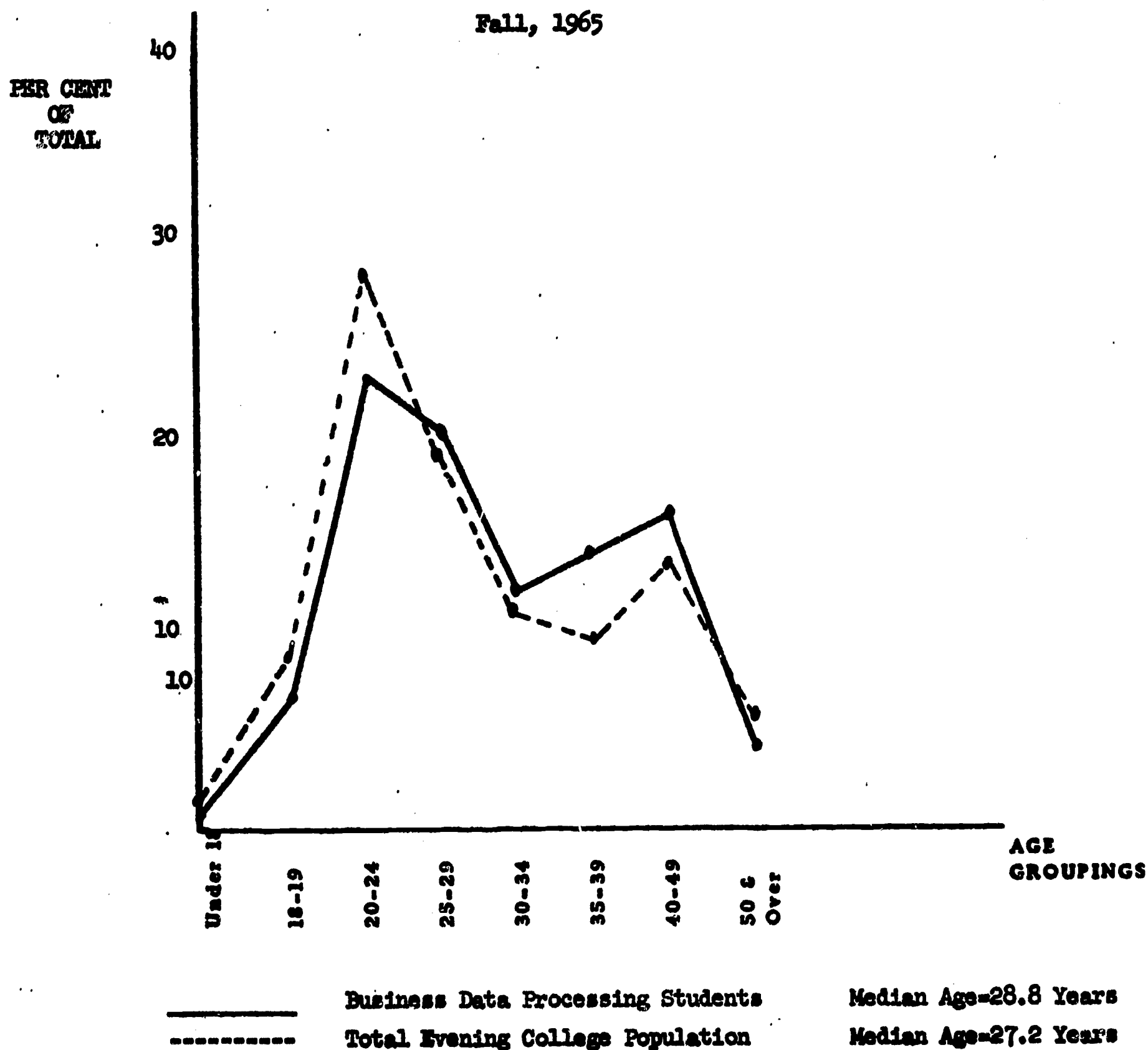
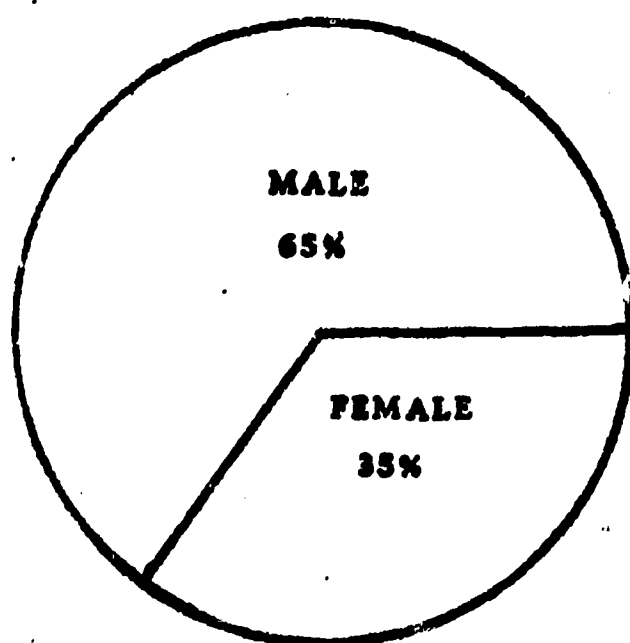
¹N=520²N=4418 (ages estimated on a 20% random sample)

Figure 4

COMPARISON OF MALE/FEMALE RATIO BETWEEN BDP EVENING
STUDENT POPULATION AND TOTAL COLLEGE EVENING
POPULATION



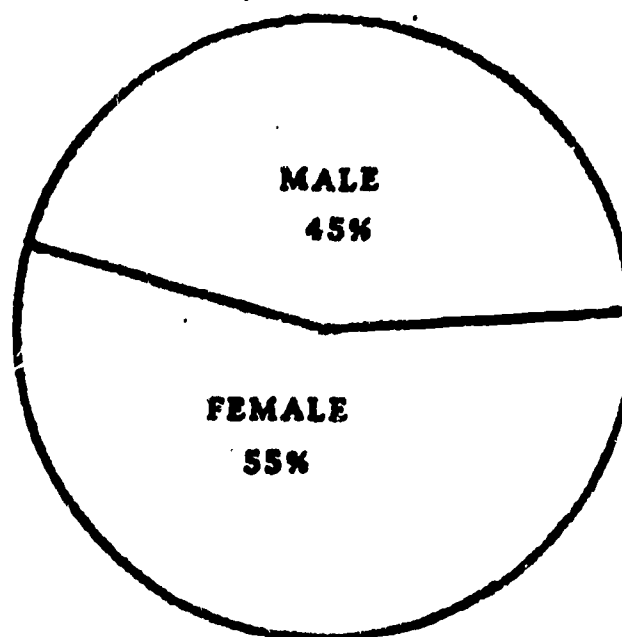
BDP EVENING STUDENT
POPULATION

Fall, 1965

N=520

Male/female ratio = 1.86

(indicates 1.86 males
for each female)



TOTAL COLLEGE EVENING
POPULATION¹

Fall, 1965

N=4418

Male/female ratio = .82

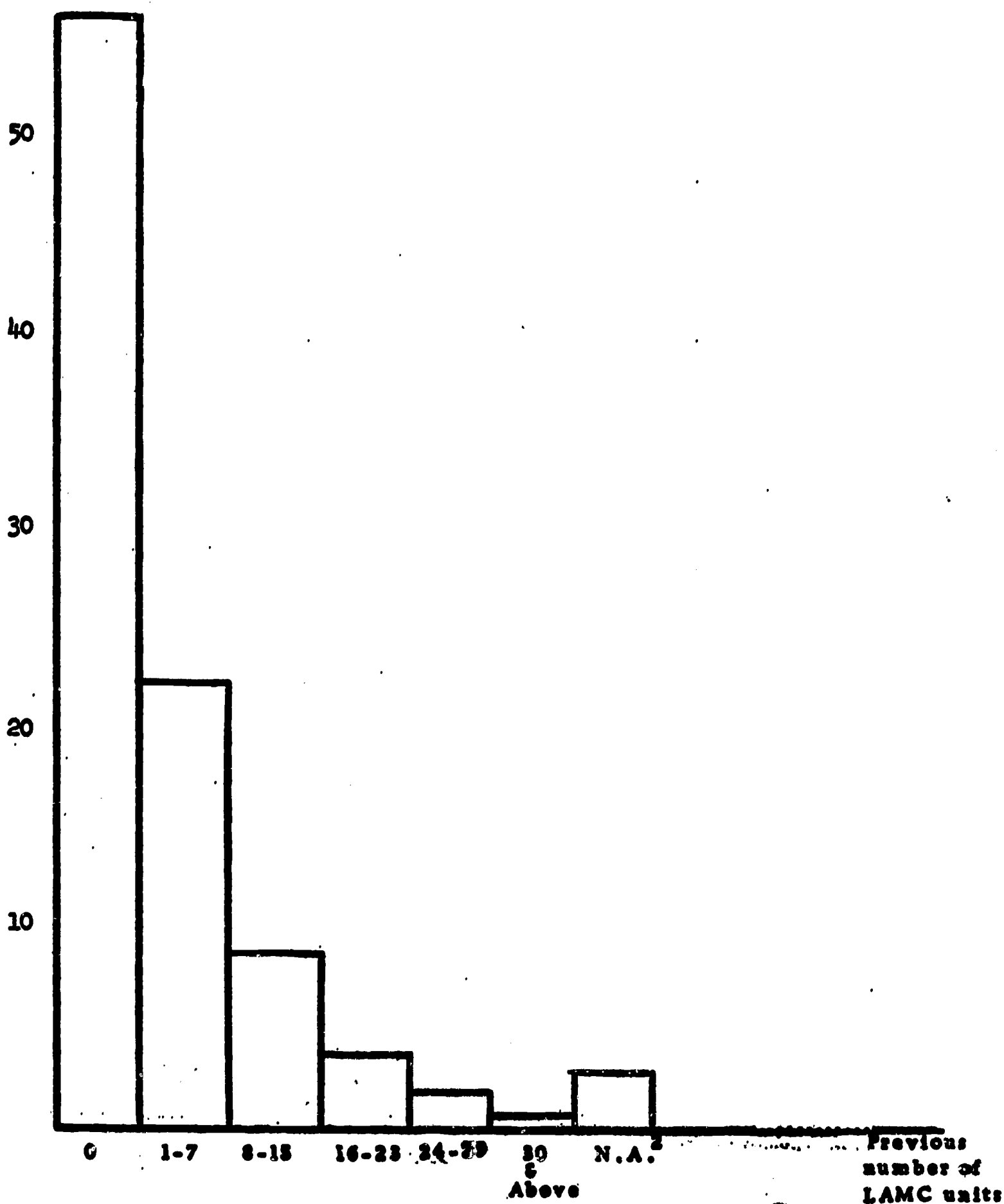
¹Estimated from a 20% random sample of the total college evening population

Figure 5

PREVIOUS COLLEGE UNITS¹ COMPLETED BY EDP EVENING STUDENTS, FALL, 1965
AT LOS ANGELES METROPOLITAN COLLEGE ONLY

N=520

PER
CENT
OF
TOTAL
EDP
STUDENTS

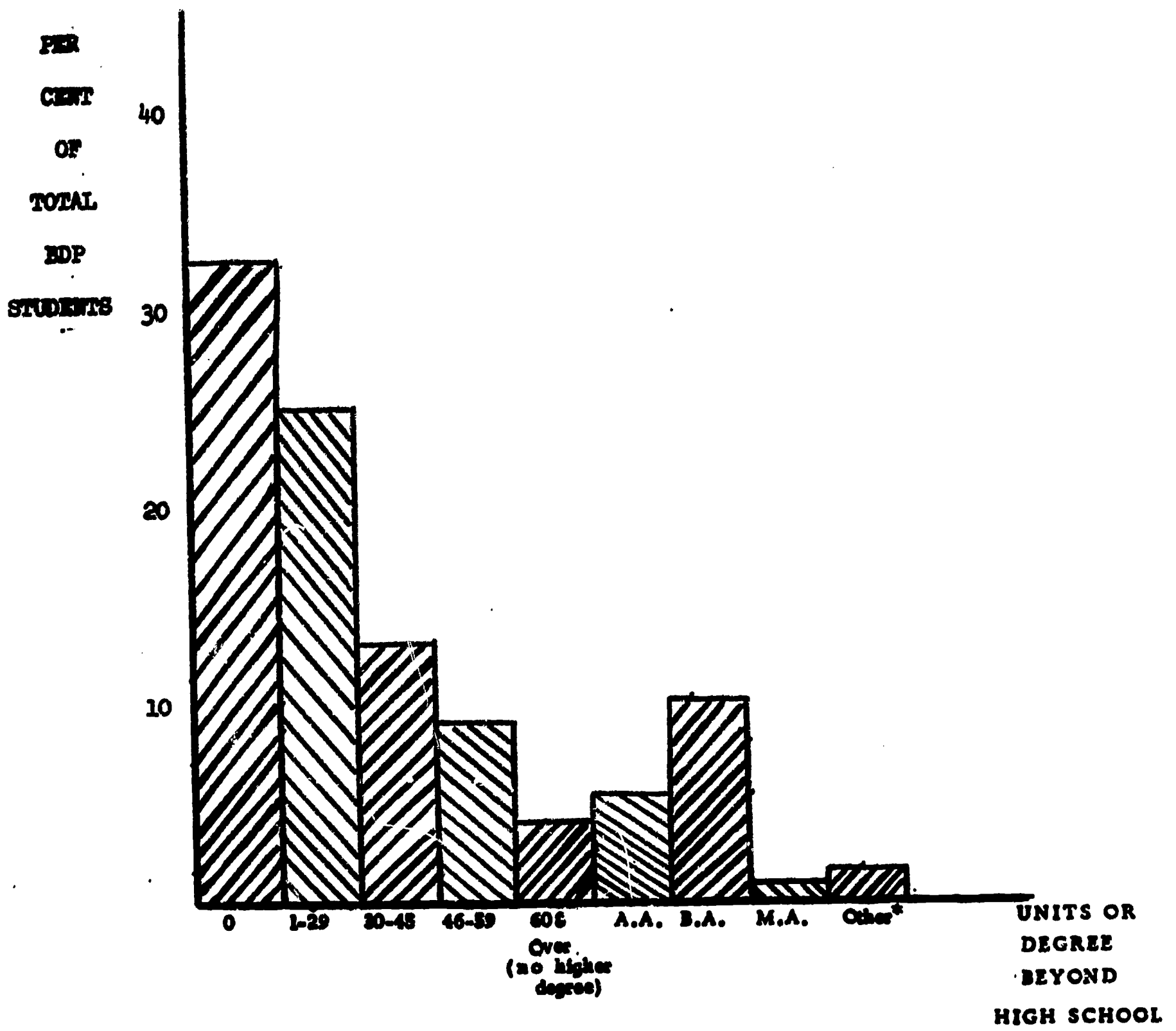


¹ Includes total day and/or evening units
Data Not Available

Figure 6

PREVIOUS EDUCATIONAL BACKGROUND
OF STUDENTS ENROLLED IN METROPOLITAN COLLEGE EDP COURSES
FALL SEMESTER, 1965

N=520



* Other category includes LLD & DD & DDS.

TABLE II

TYPE OF BUSINESS IN WHICH BUSINESS DATA PROCESSING STUDENT,

FALL, 1965 WAS EMPLOYED

N=520

<u>Type of Business</u>	<u>Per Cent</u>
<u>Private Business</u>	58.8
Technical (Oil Co., Cement, Machinery Co., Electronics)	20.2
Non-technical -- large (Sears, May Co., Markets)	12.5
Non-technical -- small (small stores)	11.3
Insurance	7.5
Banks	7.3
<u>Governmental Agencies</u>	28.8
City	12.3
County	11.7
State	.4
Federal	4.4
<u>Utility Companies</u>	6.7
<u>Other</u> (professional, student)	2.5
<u>Service Industries</u> (CTA, Calif. Auto Club, Hospital, Salv. Army)	1.4
<u>Self Employed</u>	.9
<u>Did Not Answer</u>	.9
<hr/>	
TOTAL	100.0

TABLE III
 EMPLOYMENT TITLE OF OCCUPATION FOR STUDENTS ENROLLED IN
 BUSINESS DATA PROCESSING, FALL, 1965
 N=520

Employment Title Classification	Percent
Clerical (typist clerk, checker, storekeeper, bookkeeping, etc.)	51.3
Technical (Draftsmen, Engineer)	15.7
Managerial (Supervisor, personnel analyst)	9.6
Professional -- Artistic (Librarian, artist)	5.6
Manual Work (Truck driver, stock boy, sanitation collector)	4.2
Service Work (telephone lineman, cook, guard)	3.8
Mechanical (assembler)	2.7
Sales and Customer Service	2.3
Other (unemployed, student, housewife)	1.4
Self-employer	.7
Outdoor	.2
Did Not Answer	2.5
	<hr/>
TOTAL	100.0

¹Employment titles were classified roughly according to D.O.T., Pt. IV.
 Modifications were employed to make more meaningful categories.

TABLE IV

STATED EMPLOYMENT OBJECTIVE FOR NEXT THREE TO FIVE YEARS OF STUDENTS ENROLLED IN
BUSINESS DATA PROCESSING CLASSES, FALL, 1965

N=520

<u>Employment Objective</u>	<u>Per Cent</u>
Programmer	48.1
Business Data Processing (General Area)	19.8
Administrative (Incl. Supervisorial, Managerial)	9.6
Analyst (Personnel, Systems)	9.4
Improve Education (Better self, better job)	7.4
Technical Work (Engr., Design & Application)	2.4
Professional (Teacher, Librarian)	1.5
Secretary, Stenographer	.6
Research	.6
Service	.4
Sales	.2
	—
TOTAL	100.0

TABLE V
STATED EDUCATIONAL OBJECTIVE OF BDP EVENING
STUDENTS, FALL, 1965
N=520

The following data was given in response to the question: "What college degree, if any, do you intend to pursue in the next three to five years and in what major subject field?"

STATED DEGREE OBJECTIVE	PER CENT
Associate in Arts Degree	38
Bachelor's Degree	23
Master's Degree	7
Objective not stated	18
Other ¹	14
	<hr/>
TOTAL	100

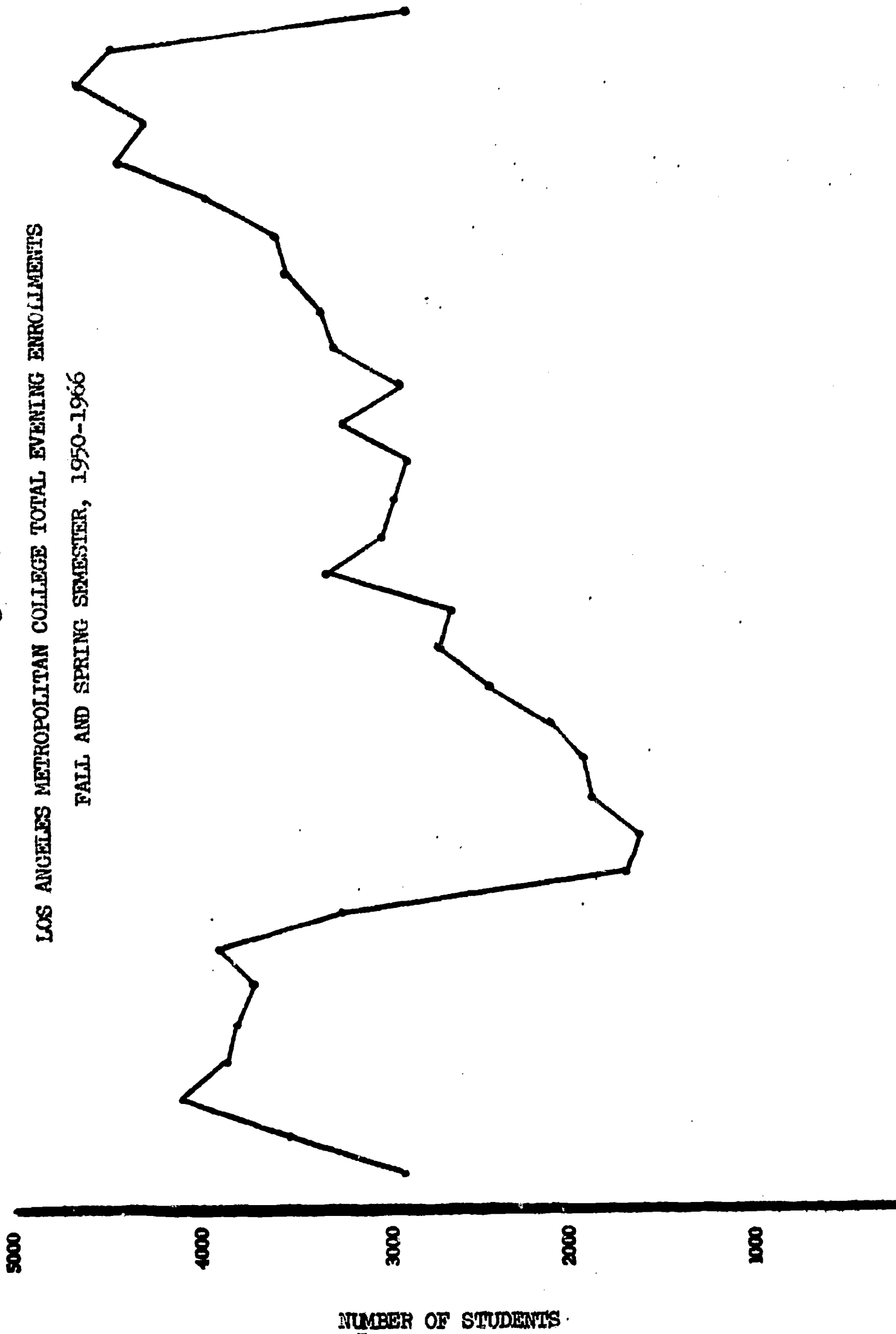
MAJOR FIELDS OF INTEREST STATED	PER CENT
Business Administration (including Accounting)	20
Business Data Processing	39
Mathematics	3
Other ²	8
Field of Interest Not Stated	30
	<hr/>
TOTAL	100

¹Included: MBA; Ph.D.; L.L.B.; Programmer; Business Data Processing; better position; upgrading; information; commercial diploma.

²Included: Sociology 6; Education 6; Law, Political Science, Psychology, Economics

Figure 7

**LOS ANGELES METROPOLITAN COLLEGE TOTAL EVENING ENROLLMENTS
FALL AND SPRING SEMESTER, 1950-1966**

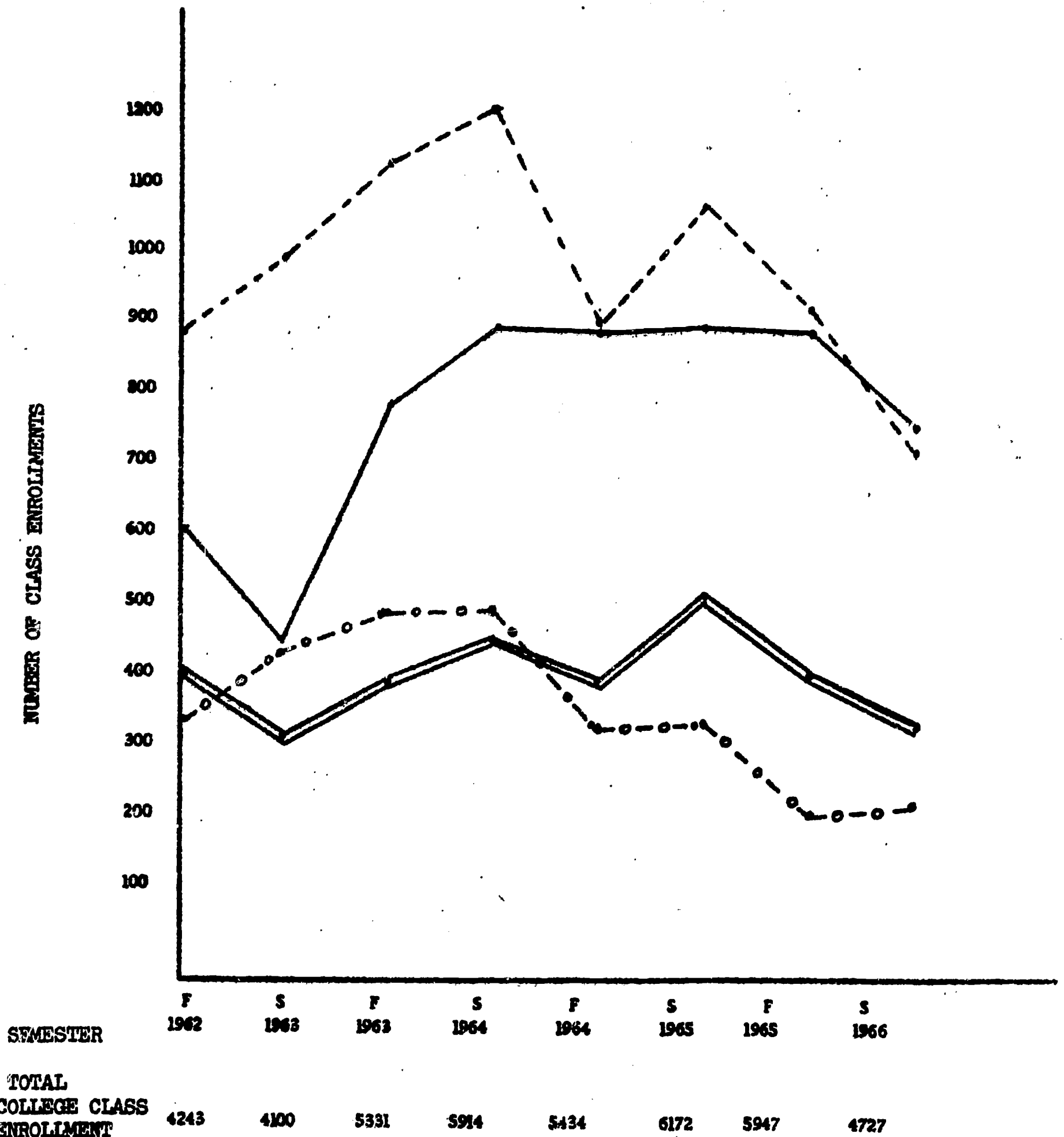


	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	--- Semester	--- College year
1950-	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S		
1951	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70		

Note: Up through Spring 1954, enrollment is for adult education. No junior college classes were offered until Fall 1954, in the evening. (Data taken from Office of the President 3-11-65) Data were extended for 1965-66. The sharp drop in college enrollment for Spring, 1966, is due to transfer of former LAMC-sponsored Civic Center Classes to East Los Angeles College (ELAC)

FIGURE 8

SELECTED CLASS ENROLLMENTS (TOTAL NUMBERS)
EVENING DIVISION
1962 -1966



Accounting
Office Machines
Business Data Processing
Secretarial Science

Note: The decline in BDP enrollments for Spring, 1966 were due to the fact that 6 BDP classes generally scheduled at the Civic Center were transferred to ELAC February, 1966. Courses in Office Machines were not offered in the Civic Center. On the average only 2 classes in Accounting and 2 classes in Secretarial Science were offered each semester at the Civic Center.

TABLE VI
SELECTED CLASS ENROLLMENTS (percent of total enrollment)

Los Angeles Metropolitan College

1962 - 1966

(Semester) (Year)	Fall 1962	Spring 1963	Fall 1963	Spring 1964	Fall 1964	Spring 1965	Fall 1965	Spring 1966
(Total college class enrollment)	N=4243	N=4100	N=5231	N=5914	N=5434	N=6172	N=5447	N=4727
<u>SUBJECT</u>								
<u>Accounting</u>								
% of Total Enrollment	9.6	7.5	7.2	7.9	7.2	8.2	7.3	6.8
Total Accounting Enrollment	(409)	(312)	(388)	(450)	(390)	(505)	(400)	(323)
<u>Business Data Processing</u>								
% of Total Enrollment	14.3	10.9	14.4	16.8	16.2	14.3	16.1	15.7
Total BDP Enrollment	(607)	(447)	(769)	(894)	(878)	(884)	(875)	(743)
<u>Office Machines</u>								
% of Total Enrollment	7.8	10.6	9.0	9.1	5.9	5.4	3.7	4.4
Total Office Mach. Enrollment	(330)	(435)	(480)	(484)	(323)	(331)	(201)	(210)
<u>Secretarial Science</u>								
% of Total Enrollment	20.6	23.7	20.9	22.2	16.5	14.5	16.6	15.8
Total Secretarial Science Enrollment	(875)	(970)	(1114)	(1183)	(894)	(1055)	(906)	(748)

TABLE VII

**GRADES ACHIEVED BY 270 STUDENTS IN BUSINESS DATA PROCESSING CLASSES
FALL, 1965**

The following table summarizes programmer aptitude test scores and subsequent Business Data Processing grades of a group of 270 students who took Business Data Processing courses Fall, 1965. Within the limits of reliability and validity of the Programmer Aptitude Test, this table provides a basis for predicting the chances of success of the entering student taking Business Data Processing courses.

GRADES IN BDP CLASSES

PROGRAMMERS APTITUDE TEST SCORES	A, B, C	D, F	INC, W, WU	(Total)
	2	0	0	2
	18	1	4	23
	38	0	5	43
	121*	41	40	202
<u>Total</u>	179	42	49	<u>270</u>

* For example, out of the 202 students scoring a D on the PAT, 121 received grades of A, B, or C on BDP Classes.

FINDINGS

1. Postal Zone data in Table I indicate that 45.9% of the BDP population and that 57.1% of the total college population reside in areas south and west of the college; whereas, 17.3% and 14.9% respectively of the BDP and the total college population reside north and north-west of the college. It appears that the postal zone area of the BDP students is representative of the total college population.
2. It appears that evening students enrolled in Business Data Processing courses for the Fall Semester 1965, are fairly representative of the total evening college population for the same semester, relative to place of birth and place of high school graduation as shown in Figure 1 and Figure 2.

It may be noted that 41% of the Business Data Processing students indicated that they graduated from California high schools while only 18% were born in California.

3. In general, the age distribution of Business Data Processing Students, as shown in Figure 3, follows that of the total population with slightly fewer students in the age range up to 29 years of age and slightly more students in the age category of 30 and above.
4. In Figure 4, it appears that there is a higher male-to-female ratio for the Business Data Processing student population, Fall, 1965, than for the total college population.
5. Figure 5 shows that the majority of Business Data Processing students had completed no college units at Metropolitan College as of the Fall Semester, 1965.
6. Although 32% of the Business Data Processing students, as shown in Figure 6, indicated that they had completed no previous college units, over 15% had earned an A.A., B.A., or higher degree.
7. TABLE II shows that approximately 60% of the Business Data Processing students were employed in private firms, while about 29% were employed by governmental agencies.
8. TABLE III shows that over 50% of the Business Data Processing students, Fall Semester 1965, were engaged in occupations of a clerical nature.
9. TABLE IV shows that approximately 50% of the Business Data Processing students indicated Business Data Processing Programmer as an employment objective in the next three to five years. More than 75% of the students hoped to be in the field of Business Data Processing, including supervisory and managerial aspirations.
10. TABLE V shows that 68% of the Business Data Processing students stated a degree objective of A.A., B.A., or M.A., while 18% did not state a degree objective.

TABLE V also shows that 59% of the Business Data Processing population indicated either Business Administration or Business Data Processing as their major field of interest.

11. Figure 7 shows a gradual increase in total evening enrollment since Spring, 1954. Prior to that time the evening program was defined as adult education. The sharp drop in college enrollment for Spring, 1966, is due to the transfer of former Los Angeles Metropolitan College-sponsored Civic Center classes to East Los Angeles College.
12. In Figure 8, the downward trend of student enrollment noted in Accounting, Office Machines, Secretarial Science, and Business Data Processing classes, Spring Semester, 1966, can be attributed to the deletion of Business Data Processing classes formerly offered in the Civic Center. These classes were transferred from Los Angeles Metropolitan College to East Los Angeles College at the end of the Fall Semester, 1965.
13. It may be noted from TABLE VI that of the four subject areas shown, all areas have dropped in percentage enrollment except Business Data Processing.
14. TABLE VII summarizes PAT scores and subsequent Business Data Processing grades of a group of 270 students. Hence, it may be predicted, on the basis of this group, that:
 - a) A student scoring A, B, or C on the Programmers Aptitude test has approximately a 58/68 (85%) chance of obtaining an C or above grade in a Business Data Processing class.
 - b) A student scoring a D on the PAT has approximately a 121/202 (60%) chance of obtaining a C or better grade.
 - c) All students taking Business Data Processing courses had about a 67% chance of success as measured in terms of a C or better grade.

It might be noted that a C or better on the PAT almost assured the student of a C grade or better, while a D on the PAT still allowed a 60% chance of an A, B, or C.

SUMMARY

This study has attempted to gather information about the Business Data Processing students enrolled at Los Angeles Metropolitan College, Fall, 1965. Such descriptive information as place of birth, high school attended, age, occupational and educational goals, area of residence have been tabulated. Trends in class enrollments, previous college units, and previous educational background were also noted.

It was found:

that a large percentage of students resided south and west of the college;

that 69% of the BDP students stated they were born outside the state;

that 41% of the BDP student population were graduated from California high schools;

that the median age of the typical BDP student was 29 years;

that there was a larger percentage of males in the BDP evening student population than was representative of the total college evening population;

that the typical BDP student was enrolled at LAMC for his first post-high school educational experience;

that the majority of BDP students were new to LAMC, however, over 15% had earned an A.A. degree or higher;

that a majority of BDP students were employed in private firms while about one-half this number were employed by governmental agencies;

that one-half of the BDP students were engaged in clerical occupations;

that approximately one-half of the BDP students indicated "BDP programmer" as their employment objective while three-fourths of these students hoped to be in the field of BDP;

that more than two-thirds of the BDP population stated a degree objective of A.A. or higher;

that BDP class enrollments were fairly stable in the last three to four years, discounting the transfer of a few classes to ELAC, Spring, 1966;

that students scoring a C or better grade on the PAT would appear to have an excellent chance of obtaining a C or above grade in BDP courses, although students scoring a D on the PAT had about a 60% chance of obtaining a C or better grade in BDP classes.

RECOMMENDATIONS

It is recommended:

that a continuing study be made of Business Data Processing students at Los Angeles Trade-Technical College so that more information may be provided for the BDP instructors,

that the BDP Student Information Form be revised and continue to be used in all BDP classes as a practical guidance instrument, and

that further study be given to the Programmers Aptitude Test to determine its value as an instrument for predicting success in BDP classes. It might be advisable to consider other prognostic devices if such devices are deemed desirable.

APPENDIX A

LOS ANGELES METROPOLITAN COLLEGE

STUDENT INFORMATION SHEET

Business Data Processing

Spring, 1965

2. NAME	Mr.	Miss.	Mrs.	Last	First	Middle

ADDRESS _____
 Street **City** **Zip Code**

2. EDUCATIONAL BACKGROUND (CHECK ALL APPLICABLE)

High School:

 No diploma
 Graduated in year

Junior College:

_____ under 30 units
 _____ over 30 units
 _____ received A.A. degree in _____

Four-Year College or University

_____ under 60 units
_____ over 60 units
_____ received degree
_____ Specify kind & year

3. EMPLOYMENT (LAST THREE YEARS ONLY)

<u>Employer</u>	<u>Year</u>	<u>Job Title</u>
	19__ to 19__	
	19__ to 19__	

4. MY EMPLOYMENT OBJECTIVE IS:

5. MY EDUCATIONAL OBJECTIVE IS: A.A.

B. S.

M.S.

Other
Please specify

With a major in _____

Remarks:

PAT SCORE _____

ASSOCIATE IN ARTS DEGREE
Business Data Processing

BDP COURSES

All required -- 20 units

UNITS

COMPLETED

GRADES REC'D

PRESENTLY

ENROLLED

SUGG. COURSE

TO BE TAKEN

1	Principles of BDP 1	(3)			
11	Intro. to Punched Card Mch. Acctg.	(3)			
12	Punched Card Acctg. Systems & Mgt.	(3)			
21	Bus. Computer Programming 1	(3)			
23	Programming Laboratory	(2)			
31	Bus. Data Processing Systems	(3)			
56	IBM 1620 Programming	(3)			

(Electives -- 5-6 Units)

3	Infor. Storage & Retrieval	(3)			
4	Intro. to Pert & Critical Path Tech	(3)			
23	Programming Laboratory	(2-2-2)			
25	COBOL Programming	(3)			
26	Computer Software Programming	(3)			
27	FORTRAN Programming	(3)			
28	Programming Language I	(3)			
41	Electronic Data Proc in Acctg	(3)			
51	IBM 1401 Programming I	(3)			
52	IBM 1401 Programming II	(3)			
53	IBM 1410 Programming	(3)			
54	IBM 1440 Programming	(3)			
58	IBM System/360 Programming I	(3)			
59	IBM System/360 Programming II	(3)			
71	Univac 1004 80/90 Programming	(3)			
72	Univac SS 80/90 Programming	(3)			
62	Math Digital Comp Programming	(3)			

RELATED BUSINESS COURSES

Accounting 1	(5)			
Accounting 2	(4)			
Business 1	(3)			

OTHER REQUIRED COURSES

English 1 or 2	(3)			
Mathematics 30	(3)			
Mathematics 31	(5)			
Health 10	(2)			
History 14	(3)			
Political Science 1	(3)			
Speech 1	(3)			
P.E. Activity	(2)			

(exemption from this requirement may be granted to: students over 21 years of age; students having a medical exemption; students carrying 8 units or work or fewer.)

