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

ED 011 048 24

THE DEVELOPMENT OF A STUDENT ACCOUNTING SYSTEM. FINAL REPORT.

BY- ANDERSON, GORDON V. AND OTHERS
TEXAS UNIV., AUSTIN

REPORT NUMBER CRP-S-257 PUB DATE 66
REPORT NUMBER BR-5-8176
CONTRACT OEC-5-10-341
EDRS PRICE MF-$0.18 HC-$3.52 88P.

DESCRIPTORS- *STUDENT CHARACTERISTICS, *STUDENT RECORDS, *STUDENT RESEARCH, *DATA COLLECTION, *DATA ANALYSIS, DATA PROCESSING, AUSTIN

THE AIM OF THIS STUDY WAS TO DEVELOP, DEMONSTRATE, AND EVALUATE THE FEASIBILITY OF A PARTICULAR MODEL FOR A STUDENT ACCOUNTING SYSTEM AT THE UNIVERSITY OF TEXAS, INCORPORATING PREVIOUSLY COLLECTED INFORMATION PLUS ADDITIONAL QUESTIONNAIRE DATA FROM STUDENTS. A CENTRAL DATA BANK WAS ESTABLISHED TO INCLUDE (1) THE ACADEMIC RECORD OF THE STUDENT PRIOR TO ENTRY INTO THE UNIVERSITY, (2) THE RESULTS OF ADMISSION TESTS, INCLUDING THOSE USED FOR PLACEMENT, AND (3) SELECTED BACKGROUND INFORMATION ABOUT THE STUDENT, INCLUDING OCCUPATIONAL CHOICE, MARITAL STATUS, SCHOLARSHIP OR LOAN STATUS, OUTSIDE EMPLOYMENT, HOUSING SITUATION, AND PARENTS' EDUCATION AND EMPLOYMENT. STUDENTS WERE IDENTIFIED BY SOCIAL SECURITY NUMBER. IT WAS SHOWN THAT A SATISFACTORY SYSTEM FOR STATISTICAL STUDIES COULD BE DEVELOPED BY THE USE OF IBM 1230 ANSWER SHEETS AS QUESTIONNAIRES. THE EXPENSE, HOWEVER, OF GATHERING AND PROCESSING STUDENT QUESTIONNAIRES WAS SO CONSIDERABLE THAT CAREFUL DECISIONS WERE NEEDED TO DETERMINE WHAT QUESTIONS WOULD BE ASKED AND HOW FREQUENTLY THE QUESTIONNAIRES SHOULD BE FILLED OUT. (TC)

FINAL REPORT

The Development of a Student Accounting System

Cooperative Research Project No. S-257

5-8176

Authors: Gordon V. Anderson, Ph.D., Chief Investigator
Laurabeth E. Grieneeks, M.S., Research Associate
Arthur H. Hill, Ph.D., Project Initiator

The University of Texas
Austin, Texas
1966

The research reported herein was supported by the Cooperative Research Program (Small Contract Program, Basic Research Branch) of the Office of Education, U.S. Department of Health, Education, and Welfare.

TABLE OF CONTENTS

TABLE OF CONTENTS cont.

THE DEVELOPMENT OF A STUDENT ACCOUNTING SYSTEM

Problem on which the research was focused.

The present study was undertaken to investigate whether it is feasible, within the framework of an agency established primarily for providing student services, and for collecting and utilizing educational and psychological data, to develop and make use of a meaningful data bank. This data bank, the procedures through which it is to be built up, and its utilization for obtaining answers to pertinent questions is termed the Student Accounting System. This system, in the present project is to be distinguished from repositories of educational information which have as their function the compilation of records which can be retrieved when specific information about a student or student group is desired, or when various descriptive statistics are to be worked out, such as those typically presented in the annual report of the Registrar of the University. The information which is collated in the Student Accounting System is intended for analysis to understand better the dynamics of student achievement and adjustment at the University. Into the Student Accounting System will be gathered data of a sociological, psychological and educational nature which will help us to identify the variables related to differential achievement, hopefully through appropriate multivariate analysis; and from which can also be reflected the varying background factors,

the different aspirations and potentialities of students as they come to the University, related more particularly to individual goals and patterns of achievement than can be subsumed under the common rubric of grade point average.

During the past couple of decades the relative importance of higher education in American culture has greatly increased. This has been the result of many factors. As the boundaries of knowledge have been pushed back, social and economic life has become increasingly complex and more education is required to compete successfully and to adapt satisfactorily. With the rapid technological development, itself a function of the explosion of knowledge, there is a declining demand for unskilled and semi-skilled persons, and a proportionately greater demand for professional people, white collar workers and for managerial personnel, all of which increase the demand for education beyond the high school level. There are numerous other factors, such as urbanization of our society, which could be cited, but that is not pertinent to the present question. The resulting increased pressures on higher education, with greater heterogeneity in student populations, more diversified programs, including whole new areas of subject matter and the blurring of boundaries among the traditional ones, forces us to find new answers to the persistent problem of education and to seek out ways of solving the new problems that have arisen in higher education. Nevitt Sanford, in two recent publications during the past decade has

highlighted a large number of such problems; and hopefully a significant research approach can make an attack on many of them, utilizing a wider range of information about students than has heretofore been available, and with the help of computers to achieve more penetrating analyses. A Student Accounting System is being suggested through the presently conceived project as an important resource for achieving this goal.

Not only can a readily available bank of data be helpful in getting better answers to the persistent problems and those clearly and readily identified, but as Hjelms has pointed out, a potential implication of a bank of basic items of information about students and their milieu is that an educator could follow through on hunches and leads in regard to potential or existing problem areas. An exploratory investigation could be programmed and a sample drawn from the bank and analyzed. From this exploratory study, which could be done in a matter of minutes, enough valid and reliable information might be obtained to point to the need for a more extensive and penetrating investigation. The implications of this procedure, as Hjelms asserts, are of inestimable value to the field of higher education.

The central problem of this project is an investigation of how to develop a basic facility to make possible more and

better educational research in the area of student studies in higher education. As is true at many institutions of higher learning, data gathered from students at The University of Texas have customarily been disseminated to those offices which initiated the data collection and which have primary need for the particular information involved. The results of this are that much duplication of effort is required; students are requested to provide the same items of information repeatedly with some resultant carelessness and inaccuracy in reporting; and after the information is gathered it may be dispersed across the campus and nowhere brought together in a central record. Under present circumstances, research studies based on these data are costly and difficult, and if the administration or an academic department requires a specific item of information upon which to base a decision, the appropriate information may not be obtained in time to be useful.

Objectives of the Study.

The aim of the present study is to develop, demonstrate, and evaluate the feasibility of a particular model for a student accounting system at The University of Texas, incorporating presently collected information plus additional questionnaire data from students. An efficient system of data gathering,

storing, and processing could serve as a useful model for other colleges and universities with computer facilities and with a medium or large student enrollment. The procedural problems involved have a general similarity from one institution to another. Although several institutions elsewhere have been engaged in attempts to develop a system of this sort, the complexity of the problem and the diversity of institutions suggest the desirability of a variety of approaches. In other instances noted the principal purpose of the system has been for administrative purposes, records and reports; or for service uses, to aid teachers and counselors. The present study has as its objective the examination of possibilities for serving significant research studies in higher education as well as administrative and service ends.

Briefly stated, the objective of this project is to solve the procedural problems involved in establishing a student accounting system. A first aim is to establish a central data bank, which would include the academic record of the student prior to entry into the University, the results of admission tests, including those used for placement; selected background information about the student, such as occupational choice, marital status, scholarship or loan status, outside employment, housing situation, parents' education and employment, etc.; and the current academic status of the student, college, year level, etc.

It is intended that this data bank be so organized that the conduct of standard statistical studies could be made, such as prediction, normative, and validation research; that special student groups could be identified and given special study; and that a wide variety of miscellaneous studies could be made.

Related research.

The use of the computer in educational and research applications has been increasing rapidly and at a steadily rising pace during the past several years. At the same time as facilities multiply, there is a rising flood of literature about their use. Not very much of this is research literature about use of the computers in research per se. Most of it describes installations and applications, and explains how the facilities can be utilized.. Several reports have been made of the development of data banks similar to the one under study at The University of Texas. Most of these have been organized for administrative and service use, or for the collation of statistical report data. Hjelms (1961) has described the development of a data bank in the U.S. Office of Education which would gather information about education and educational activities from all over the country. To increase the efficiency of the data bank, Hjelms suggests that it be organized so as to store basic data from which much

derived information about education could be obtained by appropriate use of the computer. He makes a distinction between "basic items" and "derived items." A "basic item" is typically elemental and does not involve cross-classification, combination of groups, or computation. Hjelms points out that from a relatively small number of basic items, information items can be derived many times over. He cites one instance of 8,000 queries answered from 800 basic items.

Another application of the data bank has been developed by the Chicago Board of Education which has developed a multi-million dollar computer system designed to reduce the clerical load on teachers, and also to provide within minutes the social and educational history of any of its 550,000 students for the use of school administrators or educational researchers. The project, known as Total Information Service was to go into operation in September, 1965. The Student Accounting System of this Service is based on a magnetic tape cumulative student master record, consisting of identity data, status data, standardized test scores, school subjects taken, marks earned, attendance records, and health and psychological data. The items of information put into the System were chosen on the basis of frequency of occurrence in the records, adaptability to coding and standardization, and usefulness to educational personnel. This system illustrates an administrative application. It is used to prepare a wide variety of reports, and is intended to eliminate repetitious handling of student information. The

prime purpose is to relieve teachers of clerical duties, and to provide more time for individual attention to student needs. The problems of administrative adaptation and training of school personnel to make effective use of it are very great. Research applications do not appear contemplated at the inception of the system. It may be assumed, however, that this will follow. We do not yet have reports concerning the success with which the system was put into operation.

At the Pennsylvania State University, a Student Affairs Research division has been set up in the Office of Student Affairs. This facility has many objectives and features in common with that being studied in the present project. The Pennsylvania State University student personnel record system is designed to "establish systematic procedures for collecting, storing and maintaining all the information about each student that is needed by, or useful to, the agencies responsible for student personnel administration, and faculty advisers;" to provide for the selective distribution of this information to the uswers as required; to integrate all student records, academic as well as administrative, into one total system; and to make data readily available for research by other agencies of the University or by authorized individuals. The core of the concept is a single master record, for which they use magnetic tape storage. Problems of access have led to the use of individual

file jackets for each student in the various offices concerned with student activities and problems. Extracts are printed for these from the master tapes. The thrust of this system appears to be for service to students, program advisement and counseling, as well as dealing with registration records and grade reports. Applications for research are not explicitly delineated, except that tests and prediction formulas are periodically analyzed and revalidated. Research data, however, are readily accessible to personnel of the division of Student Affairs Research or to others in the University, either for populations or for samples of specified characteristics. The University Division of Instructional Services also has access to course grades and academic records for the services it performs for the faculty. This student personnel record system is still very new. How it is working out has not been reported. It has been found that extensive data can be gathered about the characteristics of freshmen entering the University from high school, but for transfers from other colleges and students readmitted after a considerable lapse of time the information obtained is not so comprehensive.

One of the most significant research applications of the computer to student data gathered on a large scale is Project Talent, reported by Flanagan (1961), director and initiator of the program. In this particular instance, the data is not all

of that available on a finitely defined population, as in the programs for the Chicago Board of Education; or for the Student Affairs Research division at The Pennsylvania State University. Flanagan drew a large sample from the larger universe of American secondary school students. The methods he uses in the collection and processing of data about these students, however, are closely analogous to those contemplated for the Student Accounting System. Flanagan cites six aspects which are important when using computer methods in large-scale research programs. These are (1) planning the project; (2) collecting the data and transferring it to magnetic tape; (3) editing, organizing, and carrying out preliminary tabulations of the data; (4) developing and using computational programs; (5) reporting results of tabulations or analyses; (6) dealing with special problems such as the addition of periodic observations regarding the members of the original sample. With respect to the last point, in applications for a Student Accounting System, it is to be noted that the subjects in the study undergo change every term. New subjects are added: entering freshmen, transfers in from other colleges, and readmissions of former students. Subjects are lost from the population through graduation, withdrawals, transfers out, and drop-outs. Varying problems arise with respect to the addition of new data: background

and psychological and educational test data on new students and transfers, and the revision and updating of social data, academic performance and status for students who remain in the population with which the Student Accounting System is concerned. Because of this, care must be exercised in making valid generalizations from comparisons and relationships adduced from the data.

Procedures.

The general design of this project was to collate information from a variety of sources onto magnetic computer tape. This included data currently on IBM cards in the Registrar's office, a specially designed statistical questionnaire, and test scores currently punched onto cards held in the Testing and Counseling Center.

The procedures for this project have been primarily concerned with the specially designed Statistical Questionnaire (Appendix A); the problems of administering it and the transferring of information obtained from it to magnetic tape.

Step 1. Design and production of the Statistical Quesionnaire.

The statistical questionnaire was used to obtain background data such as types of financial assistances being received, housing arrangements, educational level of parents, and occupational choices. This questionnaire was printed on a special IBM answer sheet from which the responses were punched automatically into IBM cards by the IBM 1230 Optical Mark Scoring Reader. This

questionnaire can be found in Appendix A--Spring 1965.

Step 2. Administration of the Statistical Questionnaire (Spring 1965).

This questionnaire was included in the registration materials received by each student requesting registration materials for the Spring semester of 1965 at The University of Texas Main Campus. The students were asked to complete the questionnaire and return it with their other registration materials when they registered for classes. Registration officials in turn forwarded these returned questionnaires to the Testing and Counseling Center. About 95% of the questionnaires were returned as requested.

Step 3. Processing of Data.

The completed statistical questionnaires were read by the IBM 1230 Optical Mark Scoring Machine and responses were automatically punched into IBM cards. These cards in turn were run through program "Unsnarl." This program checked to see that all questions had been coded properly. Those questions which had not been properly coded were deleted. The corrected data was then transferred to magnetic tape. A second program "Squiggle" was designed to check for duplicate records or records with the same social security number but containing different information. These duplications were printed out for the users information. The duplicate records were removed from the tape.

Step 4. Tabulation and Analysis of Statistical Questionnaire (Spring 1965).

The major concern for the spring questionnaire was to develop the process of transferring the information from the questionnaire to tape. The problem of collation of data was not dealt with at this time. A program called "Tally" was written to give frequency counts of the data. These frequency counts of the questions are presented in Appendix B.

Step 5. Revision of Statistical Questionnaire.

The questionnaire was evaluated and the more ambiguous and/or confusing questions were either rewritten or deleted. These changes are reported in Appendix D.

Step 6. Administration of Revised Statistical Questionnaire (Fall 1965).

The procedure for administering the revised Statistical Questionnaire (Appendix A--Fall 1965) was the same as in Step 2.

Step 7. Data Processing

This process followed the same procedure as described in Step 3.

Step 8. Collation of Freshmen 1965 Data.

The statistical questionnaire cards were collated with cards held by the Testing and Counseling Center for entering freshmen of 1965. By combining the information from these two cards onto one card, data pertaining to test scores and grade point average for the fall semester could be obtained for particular questions.

Step 9. Tabulation of Fall 1965 Statistical Questionnaire and Collated Data.

Because of the changing of computers at the Computation Center

from CDC 1604 to CDC 6600, and the revision of the questionnaire, the process of tabulation of the statistical questionnaire is not the same as in Step 4. Frequency counts were made by sorting the IBM cards.

Means and standard deviation were obtained by sorting the cards on a particular question and running that breakdown through the computer using a prepared program. The results of these tabulations are presented in Appendix C.

Analysis of the Data and Findings.

It has been shown by this project that a satisfactory system can be developed by the use of IBM 1230 answer sheets used for obtaining personal and social data, when pre-coded response categories are used, and the results transferred to punch cards by use of the optical document reader. These data can then be collated with test scores obtained through the testing programs and with class, college and grade data obtained from the office of the registrar. Within the past couple of years The University of Texas has adopted the policy of identifying all students by social-security number. Although this has the advantage of clear individual identification and avoids any confusion among students, and also is an identification number that has other relationships for the student and is known by and always available to himself, at

the same time it is an arbitrary number for use in research or for record. It has no usefulness for ordering of data, nor for any form of categorical identification of the subjects. It is cumbersome to use for identification and for collating, but less so than the student's name.

Bringing the data together from the various sources onto magnetic tape is a straightforward and efficient procedure. It was not found to be easy, however, to make tabulations and analyses from the tapes. Print-outs are not too difficult, but to make correlational, normative, or other statistical studies from the tapes requires a level of proficiency in programming and use of the computer we did not find readily available. It is clear that any agency using such a system should have trained personnel on its staff who can handle the programming, and who are also thoroughly familiar with the unique character of the data being studied. Statistical sophistication as well as programming and computer ability are needed. Because of our deficiencies in this respect the preliminary analyses were made directly from the punch cards.

In the preliminary study, responses on Student Data Sheets in the Spring semester, 1965 were obtained from 20,132 students. The responses for the various questions were tabulated and are presented in Appendix B. Following the analyses made with this

population revisions were made in the Student Data Sheet and the new form was used with all students in the fall of 1965. After the fall semester, student grades were available, and for the freshmen, test scores, first semester grades, identification by sex and by college, and responses on the Student Data Sheet were collated, and tabulated by meaningful categories, with Means and Standard Deviations for entrance test scores and for grade point averages computed for the various subgroups. These data are presented in Appendix C. More extensive analyses of these data could be made, but this will be part of a later study. These tabulations and comparisons are made within the scope of the present project only to show the methodological feasibility of handling the data in this way.

One problem which remains unsolved at present is how to develop within the data bank satisfactory criterion indices for use against social and status data covering a relatively short span within the total time the student is in the university. What is the effect, for example, of a significant change in housing status in the second or third year? What changes occur for a student as the result of being appointed a Junior Fellow? How do student loans, scholarships, or outside employment affect progress toward a degree? Freshmen grades are reasonably comparable from one student group to another because of common

patterns of lower division requirements, but grades do not possess the same comparability at the upper division levels and from one college or major to another. Other kinds of changes in students need to be assessed, and a serious attack on this problem is projected for the future.

It was found relatively easy to obtain the range of data covering economic situation, housing status, current objectives, etc., although, as may be noted, there were a large number of omissions. The expense of this, however (more than $1,000 in postage alone each time), is so considerable that careful decisions need to be made as to just what questions should be asked and how frequently the questionnaire should be filled out. Results of the present study indicate that it would be desirable to have all new students, including entering freshmen and transfers complete it at the time of registration. Perhaps it would be wise to have a special questionnaire also filled out by all students at the beginning of their last semester. This could be designed to reflect changes during college years in goals, housing, economic status, etc., which graduating students have experienced. Three separate questionnaires would appear to be needed for these different groups to maximize accuracy of report and satisfactory cooperation.

It became apparent during the course of this study, that a Student Accounting System should be a part of a larger program

of data collection and processing. This would argue for its organization with administrative control at a high level, in the office of the Vice-Chancellor for Academic Affairs, in the Office of the Dean of Students, or under a university official of equivalent status. The articulation among various components, and coordination to meet various demands being made on the system for various purposes, records, reports, service, and research, would be improved. It is also likely that the research questions dealt with would be closer to the requirements of the institution, insofar as answers to them might be expected to contribute to improvement, effectiveness and efficiency.

Conclusions and Implications.

In general, it is clear from the present study that a useful contribution to the University program can be made by the establishment of a Student Accounting System. Many inferences drawn from the results of our work have already been cited in the two preceding sections.

All procedures were designed to be used with a CDC 1604 Computer. In the middle of this project it was learned that the Computation Center was converting to the CDC 6600 computer.

This meant that the programs and procedures being written for the CDC 1604 were obsolete before they were put into use. It was not possible to begin converting the programs for use on the CDC 6600 because experienced programmers, familiar with the problems unique to this study were not available.

The actual procedure for transferring the biographical data from the Statistical Questionnaire and collating related data is relatively straight forward. During the initial writing and debugging of programs it would have been desirable to have had direct access to the computer. That is, as a program was written it could have been submitted, immediately run, and returned for corrections. In turn the necessary corrections made and the program resubmitted and run again. This process would be continued until the program was in correct running order. This would have facilitated the completion of this project greatly.

Because of the magnitude of the data and the large number of subjects (20,000+) being dealt with, the problems of size were encountered. If the programmer could have direct access to the computer as the data was compiled onto tape, some of these problems could have been handled immediately and dealt with more efficiently.

Secondly, the collating of data from the Registrar's office, specifically that which is punched in the Statistical Data Card, the Master Name Card, and the Semester Grade Cards, ran into unexpected difficulties and delays. This system was being converted to taped records, which would have facilitated its use for the proposed student accounting system. In the middle of this conversion a second delay was encountered when the Registrar's office decided to convert each semester's taped data to direct access devices.

Until 1964 a student's academic and statistical record was available from a single source, after the Fall of 1964 semester grades were available only by running separate tapes for each semester; and statistical cards from elsewhere. If direct access to this data had been possible the compilation of the academic and statistical record for the present project might not have been such a prohibitive task. It may be expected that when the revised systems have been put completely into effect, the problem of collation can be solved at a feasible level.

It seems desirable that the agency setting up and handling a student account system should have direct access to various facilities and sources available, rather than be one of the contributing sources.

A persistent problem that quickly became apparent, and which needs continuing attention, is that of communication and dissemination.

Careful measures need to be taken to insure that significant studies are made through application of this system, as indicated above. Furthermore, as Hjelms has pointed out, widespread dissemination of research activities and findings is essential for an optimal program of research in higher education, and for reducing the lag between knowledge and practice. "Researchers need this information in order to be able to integrate their own research activities with the body of knowledge as it exists, and also not unknowingly to duplicate investigations. Others need this information in order to make sound instructional, administrative and legislative decisions."

REFERENCES

Flanagan, J. C. Data Processing in Large Scale Research Projects. Harvard Educ. Rev., 1961, 31, 250-256.

Hamel, L. S. Description of a Student Record System. University Park, Pennsylvania: The Pennsylvania State University, 1964. (Unpublished Manuscript)

Hjelm, H. F. Applications of Modern Data Processing in Large Scale Research Projects. Harvard Educ. Rev., 1961, 31, 237-243.

Patton, S. R. Student Accounting. Chicago, Illinois: Bureau of Data Processing, Board of Education, 1964. (Unpublished Manuscript)

Sanford, N. Self and Society. New York: Atherton Press, 1966.

Sanford, N. The American College. New York: John Wiley & Sons, Inc., 1962.

Appendix A

Statistical Questionnaire, Spring, 1965

Statistical Questionnaire, Fall, 1965

THE UNIVERSITY OF TEXAS
STATISTICAL QUESTIONNAIRE
SPRING 1965

1. NAME _____
LAST FIRST MIDDLE

DATE OF BIRTH _____
DAY MONTH YEAR

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE

2. SOCIAL SECURITY NUMBER

WHEN DID YOU FIRST ENTER THE UNIVERSITY OF TEXAS?

3. YEAR (LAST TWO DIGITS ONLY) SEMESTER → FALL SPRING SUMMER

TENS 0 1 2 3 4 5 6 7 8 9

UNITS 0 1 2 3 4 5 6 7 8 9

4. DO YOU HAVE A FELLOWSHIP OR SCHOLARSHIP THAT IS ADMINISTERED BY UT OR BY ONE OF ITS DEPARTMENTS? (NOT TEACHING OR ACADEMIC ASSISTANTSHIPS) YES NO

5. DO YOU HAVE A LOAN ISSUED THROUGH U T OR ONE OF ITS DEPARTMENTS? YES NO

6. DO YOU HAVE A JOB ON OR OFF CAMPUS? YES NO

IF YES TO Q. 6, ON THE AVERAGE HOW MANY HOURS PER WEEK ARE YOU EMPLOYED? (LESS THAN TEN HOURS MARK UNITS ROW)

7. TENS 0 1 2 3 4 5 6 7 8 9

UNITS 0 1 2 3 4 5 6 7 8 9

WHERE WILL YOU LIVE THIS SEMESTER?

8.
0 DORMITORY
1 BOARDING HOUSE (3 OR MORE MEALS)
2 ROOMING HOUSE
3 FRATERNITY OR SORORITY
4 COOPERATIVE HOUSE
5. APARTMENT
6. WITH PARENTS OR RELATIVES
7. WITH SPOUSE
8. ROOM IN SINGLE FAMILY DWELLING
9. DON'T KNOW YET

0 1 2 3 4 5 6 7 8 9

9. DO YOU HAVE A PRIVATE ROOM? YES NO

10. IF NOT, WITH HOW MANY OTHERS DO YOU SHARE YOUR ROOM?

1 2 3 4 5 6 7 8 9

11. IS THIS RESIDENCE OWNED BY THE UNIVERSITY OF TEXAS? YES NO

12. WHAT IS THE DISTANCE OF THIS RESIDENCE FROM THE EDGE OF THE CAMPUS?

LESS THAN 1 MILE 1-2 MILES 2-10 MILES MORE THAN 10 MILES

13. WILL YOU USUALLY HAVE ACCESS TO A CAR WHEN YOU WANT ONE? (E.G. FOR DATES, FOR ERRANDS, FOR A PICNIC) YES NO

TOWARD WHICH DEGREE ARE YOU WORKING?

14.
0 B ARCHITECTURE
1 B ARTS
2 B. BUSINESS ADMIN
3 B FINE ARTS
4. B. JOURNALISM
5 B LAW
6. B. MUSIC
7. B. SCIENCE
8. DON'T KNOW
9. NON-DEGREE CANDIDATE
10. MASTER'S DEGREE
11. DOCTORATE

0 1 2 3 4 5 6 7 8 9

10 11

15. (USE CODE IN QUESTION 14)
IF YOU HAVE RECEIVED A DEGREE ALREADY, WHICH DEGREE DID YOU LAST RECEIVE? MARK ANSWER ABOVE.

WHAT OCCUPATION DO YOU PLAN TO ENTER (USE TABLE BELOW *)

16. TENS 0 1 2 3 4 5 6 7 8 9

UNITS 0 1 2 3 4 5 6 7 8 9

WHAT IS THE OCCUPATION OF YOUR FATHER (OR YOUR PRESENT GUARDIAN, IF OTHER THAN FATHER?). (USE TABLE BELOW*)

17. TENS 0 1 2 3 4 5 6 7 8 9

UNITS 0 1 2 3 4 5 6 7 8 9

WHAT WAS THE HIGHEST LEVEL OF EDUCATION REACHED BY YOUR FATHER?

18.
0. NO FORMAL EDUCATION
1. DID NOT COMPLETE ELEMENTARY SCHOOL
2. COMPLETED ELEMENTARY SCHOOL
3. SOME HIGH SCHOOL; DID NOT GRADUATE
4. HIGH SCHOOL GRADUATE
5. SOME COLLEGE; DID NOT GRADUATE
6. COLLEGE GRADUATE; 4-YEAR DEGREE
7. MORE THAN 4 YRS. COLLEGE; NO HIGHER DEGREE
8. GRADUATE OR PROFESSIONAL DEGREE
9. BUSINESS OR TRADE SCHOOL

0 1 2 3 4 5 6 7 8 9

19. WHAT WAS THE HIGHEST LEVEL OF EDUCATION REACHED BY YOUR MOTHER? (USE CODE IN Q. 18)

0 1 2 3 4 5 6 7 8 9

FORMER STUDENTS Q 20-22 ALL NEW STUDENTS Q. 23

FORMER STUDENTS OF UNIVERSITY OF TEXAS

20. WERE YOU REGISTERED AT U.T. LAST SEMESTER? YES NO

21. IF "NO" TO Q.20, HAVE YOU BEEN REGISTERED AT ANOTHER COLLEGE SINCE YOU LAST ATTENDED U.T. YES NO

22. IF "YES" TO Q.21, HOW MANY HOURS OF CREDIT ARE YOU TRANSFERRING IN SINCE YOU LAST ATTENDED U.T.?

TENS 0 1 2 3 4 5 6 7 8 9

UNITS 0 1 2 3 4 5 6 7 8 9

ALL NEW STUDENTS

23. HOW MANY SEMESTER HOURS ARE YOU TRANSFERRING TO THE UNIVERSITY OF TEXAS?

TENS 0 1 2 3 4 5 6 7 8 9

UNITS 0 1 2 3 4 5 6 7 8 9

* TABLE OF CODES FOR QUESTIONS 16 AND 17. OCCUPATIONAL CLASSIFICATION

(01) ARCHITECTURE
(02) ARMED SERVICES-ENLISTED MAN
(03) ARMED SERVICES-OFFICER
(04) ART
(05) BUSINESS-ACCOUNTING
(06) BUSINESS-MANAGEMENT, TRADE OR SIMILAR FIELD
(07) BUSINESS-SECRETARIAL OR OFFICE WORK
(08) DENTAL HYGIENE
(09) DENTISTRY
(10) DRAMA AND THEATRICAL WORK
(11) ENGINEERING
(12) FARMING OR RANCHING (OWN OR MANAGE)
(13) GEOLOGICAL OCCUPATIONS
(14) GOVERNMENT SERVICE (PROFESSIONAL OR EXECUTIVE)
(15) HOME ECONOMICS FIELDS
(16) HOUSEWIFE
(17) JOURNALISM OR PROFESSIONAL WRITING
(18) LAW
(19) LIBRARY SCIENCE
(20) MATHEMATICS
(21) MEDICAL TECHNOLOGY
(22) MEDICINE
(23) MUSIC, PROFESSIONAL
(24) NURSING
(25) OWN OR MANAGE BUSINESS (STORE, GAS STATION OR GARAGE, INSURANCE AGENCY, HOTEL OR CAFE, ETC)
(26) PHARMACY
(27) PSYCHOLOGY
(28) PUBLIC SERVICE (FIREMAN, MAIL CARRIER, POLICEMAN, ETC.)
(29) RADIO OR TELEVISION
(30) RELIGIOUS WORK
(31) RESEARCH IN BIOLOGICAL SCIENCES
(32) RESEARCH IN PHYSICAL SCIENCES
(33) SALES (INSURANCE, REAL ESTATE, RETAIL STORE, ETC.)
(34) SKILLED WORKER (CARPENTER, ELECTRICIAN MACHINIST, TAILOR, SEAMSTRESS, BEAUTICIAN, ETC.
(35) SOCIAL WORK
(36) ELEMENTARY OR JUNIOR HIGH SCHOOL LEVEL
(37) HIGH SCHOOL LEVEL
(38) COLLEGE LEVEL
(39) LEVEL UNDECIDED
} TEACHING OR OTHER EDUCATIONAL WORK (INCL ATHLETIC COACHING)
(40) WORKER (FACTORY WORKER, FARM LABORER, JANITOR, MINE LABORERS, ETC.)
(41) OTHER
(42) UNDECIDED

IBM H90778

1. NAME
LAST FIRST MIDDLE

THE UNIVERSITY OF TEXAS

STATISTICAL QUESTIONNAIRE

FALL 1965

USE A #2 PENCIL TO MARK YOUR ANSWER.

DATE OF BIRTH.

MONTH: JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

2. DAY: 1 2 3 TENS; 0 1 2 3 4 UNITS 5 6 7 8 9

YEAR (LAST TWO DIGITS ONLY): 1 2 3 4 TENS 5 6 7 8 9; 0 1 2 3 4 UNITS 5 6 7 8 9

WHEN DID YOU FIRST ENTER THE UNIVERSITY OF TEXAS?

3. SEMESTER → FALL SPRING SUMMER

YEAR (LAST TWO DIGITS ONLY): 1 2 3 4 TENS 5 6 7 8 9; 0 1 2 3 4 UNITS 5 6 7 8 9

DO YOU HAVE A FELLOWSHIP OR SCHOLARSHIP THAT IS ADMINISTERED BY U.T. OR BY ONE OF ITS DEPARTMENTS? (NOT TEACHING OR ACADEMIC ASSISTANTSHIPS) 4. YES NO

5. DO YOU HAVE A LOAN ISSUED THROUGH U.T. OR ONE OF ITS DEPARTMENTS? YES NO

IF YOU HAVE A JOB, ON THE AVERAGE HOW MANY HOURS PER WEEK DO YOU WORK? (LESS THAN TEN HOURS MARK UNITS ROW ONLY)

6. 1 2 3 4 TENS 5 6 7 8 9; 0 1 2 3 4 UNITS 5 6 7 8 9

WHERE WILL YOU LIVE THIS SEMESTER?

7.
0. DORMITORY
1. BOARDING HOUSE (10R MORE MEALS)
2. ROOMING HOUSE
3. FRATERNITY OR SORORITY
4 COOPERATIVE HOUSE
5. APARTMENT
6. WITH PARENTS OR RELATIVES
7. OWN HOME
8 ROOM IN SINGLE FAMILY DWELLING
9. DON'T KNOW YET

0 1 2 3 4 5 6 7 8 9

8. ARE YOU MARRIED? YES NO

IF NOT MARRIED, WITH HOW MANY OTHERS DO YOU SHARE YOUR ROOM?

9. 0 1 2 3 4 5 6 7 8 9

10. IS THIS RESIDENCE OWNED BY THE UNIVERSITY OF TEXAS? YES NO

WHAT IS THE DISTANCE OF THIS RESIDENCE FROM THE EDGE OF THE CAMPUS?

11. LESS THAN 1 MILE 1-2 MILES 3-10 MILES MORE THAN 10 MILES

WILL YOU USUALLY HAVE ACCESS TO A CAR WHEN YOU WANT ONE? (E.G. FOR DATES, FOR ERRANDS, FOR A PICNIC) 12. YES NO

TOWARD WHICH DEGREE ARE YOU NOW WORKING?

13. BACHELOR'S MASTER'S DOCTOR'S B. LAW DON'T KNOW NONE

14. SOCIAL SECURITY NUMBER. WRITE THE NUMBER IN THE BOXES, BEGINNING AT THE TOP THEN, TO THE RIGHT OF EACH BOX, BLACKEN THE CORRESPONDING SPACE.

0 1 2 3 4 5 6 7 8 9

IF YOU HAVE RECEIVED A DEGREE ALREADY, WHICH DEGREE DID YOU LAST RECEIVE?

15. ASSOCIATE BACHELOR'S MASTER'S DOCTOR'S B LAW

WHAT OCCUPATION DO YOU PLAN TO ENTER? (USE TABLE BELOW*)

16. 0 1 2 3 4 TENS 5 6 7 8 9; 0 1 2 3 4 UNITS 5 6 7 8 9

FORMER STUDENTS Q.17-19 ALL NEW STUDENTS Q.20-23

FORMER STUDENTS OF UNIVERSITY OF TEXAS

17. WERE YOU REGISTERED AT U.T. LAST SEMESTER? YES NO

18. IF "NO" TO Q.17, HAVE YOU BEEN REGISTERED AT ANOTHER COLLEGE SINCE YOU LAST ATTENDED U.T.? YES NO

19. IF "YES" TO Q.18, HOW MANY HOURS OF CREDIT ARE YOU TRANSFERRING IN SINCE YOU LAST ATTENDED U.T.?
1 2 3 4 TENS 5 6 7 8 9; 0 1 2 3 4 UNITS 5 6 7 8 9

ALL NEW STUDENTS

HOW MANY HOURS OF CREDIT ARE YOU TRANSFERRING TO THE UNIVERSITY OF TEXAS?

20. 1 2 HUNDREDS; 0 1 2 3 4 TENS 5 6 7 8 9; 0 1 2 3 4 UNITS 5 6 7 8 9

WHAT IS THE OCCUPATION OF YOUR FATHER (OR YOUR PRESENT GUARDIAN, IF OTHER THAN FATHER)? (USE TABLE BELOW*)

21. 0 1 2 3 4 TENS 5 6 7 8 9; 0 1 2 3 4 UNITS 5 6 7 8 9

WHAT WAS THE HIGHEST LEVEL OF EDUCATION REACHED BY YOUR FATHER?

22.
0 NO FORMAL EDUCATION
1 DID NOT COMPLETE ELEMENTARY SCHOOL
2 COMPLETED ELEMENTARY SCHOOL
3 SOME HIGH SCHOOL; DID NOT GRADUATE
4 HIGH SCHOOL GRADUATE
5 BUSINESS OR TRADE SCHOOL
6 SOME COLLEGE; DID NOT GRADUATE
7 COLLEGE GRADUATE; 4-YEAR DEGREE
8 MORE THAN 4 YRS. COLLEGE; NO HIGHER DEGREE
9 GRADUATE OR PROFESSIONAL DEGREE

0 1 2 3 4 5 6 7 8 9

WHAT WAS THE HIGHEST LEVEL OF EDUCATION REACHED BY YOUR MOTHER? (USE CODE IN Q.22)

23. 0 1 2 3 4 5 6 7 8 9

* TABLE OF CODES FOR QUESTIONS 16 AND 21. OCCUPATIONAL CLASSIFICATION.

(01) ARCHITECTURE
(02) ARMED SERVICES-ENLISTED MAN
(03) ARMED SERVICES-OFFICER
(04) ART
(05) BUSINESS-ACCOUNTING
(06) BUSINESS-MANAGEMENT, TRADE OR SIMILAR FIELD
(07) BUSINESS-SECRETARIAL OR OFFICE WORK
(08) BUSINESS-OWN OR MANAGE BUSINESS (STORE, GAS STATION OR GARAGE, INSURANCE AGENCY, HOTEL OR CAFE, ETC.)
(09) BUSINESS-SALES (INSURANCE, REAL ESTATE, RETAIL STORE, ETC.)
(10) DENTAL HYGIENE
(11) DENTISTRY
(12) DRAMA AND THEATRICAL WORK
(13) ENGINEERING
(14) FARMING OR RANCHING (OWN OR MANAGE)
(15) GEOLOGICAL OCCUPATIONS
(16) GOVERNMENT SERVICE (PROFESSIONAL OR EXECUTIVE)
(17) PUBLIC SERVICE (FIREMAN, MAIL CARRIER, POLICEMAN, ETC.)
(18) HOME ECONOMICS FIELDS
(19) HOUSEWIFE
(20) JOURNALISM OR PROFESSIONAL WRITING
(21) LAW
(22) LIBRARY SCIENCE
(23) MEDICAL TECHNOLOGY
(24) MEDICINE
(25) MUSIC, PROFESSIONAL
(26) NURSING
(27) PHARMACY
(28) PSYCHOLOGY
(29) RADIO OR TELEVISION
(30) RELIGIOUS WORK
(31) RESEARCH IN BIOLOGICAL SCIENCES
(32) RESEARCH IN PHYSICAL SCIENCES
(33) SOCIAL WORK
TEACHING
(34) ELEMENTARY OR JUNIOR HIGH SCHOOL LEVEL
(35) HIGH SCHOOL LEVEL
(36) COLLEGE LEVEL
(37) LEVEL UNDECIDED
} TEACHING OR OTHER EDUCATIONAL WORK (INCL. ATHLETIC COACHING)
(38) SKILLED WORKER (CARPENTER, ELECTRICIAN MACHINIST, TAILOR, SEAMSTRESS, BEAUTICIAN, PROGRAMMER, ETC.)
(39) WORKER (FACTORY WORKER, FARM LABORER, JANITOR, MINE LABORERS, ETC.)
(40) OTHER
(41) UNDECIDED

IBM H92465

Appendix B

Tabulation Statistical Questionnaire Data, Spring, 1965

Table 1

Questions having a yes or no response.

Question	Response Yes	No
4. Do you have a fellowship that is administered by U.T. or by one of its departments?	1,949	18,026
5. Do you have a loan issued through U.T. or one of its departments?	1,128	18,454
6. Do you have a job on or off campus?	6,671	13,130
9. Do you have a private room?	5,885	13,168
11. Is this residence owned by the U. of Texas?	3,316	16,020
13. Will you usually have access to a car when you want one?	13,796	6,049
20. Were you registered at U.T. last semester?	17,679	1,321
21. If No to Q. 20, have you been registered at another college since you last attended U.T.?	309	2,380

Table 2

Q. 8. Where will you live this semester?

Dormitory	5,115
Boarding House	848
Rooming House	1,019
Fraternity or Sorority	1,574
Cooperative House	532
Apartment	5,175
W/Parent or Relative	2,020
W/Spouse	3,321
Room in Single Family Dwelling	342
Don't Know Yet	186

Table 3

Q. 10. With how many others do you share your room?

1.....10,978	6.....11
2.....1,355	7.....6
3.....488	8.....3
4.....103	9.....52
5.....48	

Table 4

Q. 12. What is the distance of this residence from the edge of the campus?

Less than 1 mile	12,574
1 - 2 miles	2,480
2 - 10 miles	4,238
More than 10 miles	526

Table 5

Q. 14. Toward which degree are you working?

1.	B. Architecture	667
2.	B. Arts	5,156
3.	B. Business Administration	2,854
4.	B. Fine Arts	497
5.	B. Journalism	230
6.	B. Law	420
7.	B. Music	200
8.	B. Science	5,253
9.	Don't Know	954
10.	Non-degree candidate	470
11.	Master's degree	1,808
12.	Doctorate	1,620

Table 6

Q. 16 and 17.
What occupation do you plan to enter?
What is the occupation of your father?

	Occupation Student Plans to Enter	Father's Occupation
(01) Architecture	328	129
(02) Armed Services-Enlisted Man	16	133
(03) Armed Services-Officer	342	557
(04) Art	220	50
(05) Business-Accounting	681	655
(06) Business-Management, Trade or similar field	1329	2582
(07) Business-Secretarial or Office Work	188	410
(08) Dental Hygiene	28	14
(09) Dentistry	239	110
(10) Drama and Theatrical Work	104	22
(11) Engineering	1993	1518
(12) Farming or Ranching	26	866
(13) Geological Occupations	115	310
(14) Government Service	463	818
(15) Home Economics Fields	370	33
(16) Housewife	269	302
(17) Journalism or Professional Writing	250	114
(18) Law	1089	613
(19) Library Science	97	21
(20) Mathematics	581	52
(21) Medical Technology	129	31
(22) Medicine	749	575
(23) Music, Professional	135	29
(24) Nursing	197	70
(25) Own or Manage Business	116	1987
(26) Pharmacy	442	163
(27) Psychology	383	59
(28) Public Service	13	346
(29) Radio or Television	86	41
(30) Religious Work	96	197
(31) Research in Biological Sciences	332	51
(32) Research in Physical Sciences	601	136
(33) Sales	108	1413
(34) Skilled Worker	5	1415
(35) Social Work	259	53
(36) Elementary or Junior High School Level*	1342	369
(37) High School Level*	1524	343
(38) College Level*	1398	358
(39) Level Undecided*	286	31
(40) Worker	33	526
(41) Other	412	1520
(42) Undecided	1520	147

*Teaching or other educational work (incl. athletic coaching)

Table 7

Q. 18 and 19. What was the highest level of education reached by your father and mother?

	Father's Education	Mother's Education
1. No formal education	603	411
2. Did not complete elementary school	627	313
3. Completed elementary school	910	659
4. Some high school; did not graduate	1,883	1,673
5. High school graduate	3,656	5,978
6. Some college; did not graduate	4,320	4,732
7. College graduates; 4-year degree	3,049	3,151
8. More than 4 years college, no higher degree	1,019	766
9. Graduate or professional degree	3,350	1,334
10. Business or trade school	715	1,115

Appendix C

Tabulaticn of Statistical Questionnaire Data, Fall, 1965

TABLE 1

Do you have a fellowship or scholarship that is administered by U.T. or by one of its departments?

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number	935	873	248	60	44	247
Response Yes						
Number	92	73	28	2	7	18
GPA Mean	1.93	1.98	1.27	---	1.60	1.92
SD	.68	.64	.78	---	.67	.65
SAT-Total Mean	1232	1168	1058	---	1161	1065
SD	141	149	156	---	217	133
SAT-Verbal Mean	593	592	490	---	585	552
SD	75	89	91	---	143	82
SAT-Math Mean	639	477	568	---	575	513
SD	86	149	94	---	86	71
No						
Number	825	782	219	58	35	221
GPA Mean	1.39	1.52	1.19	1.21	1.12	1.30
SD	.75	.70	.69	.73	.70	.64
SAT-Total Mean	1138	1079	1067	991	1077	1009
SD	141	138	125	136	133	125
SAT-Verbal Mean	548	543	501	487	548	508
SD	87	81	74	81	83	79
SAT-Math Mean	588	536	565	504	530	501
SD	85	83	79	77	91	74
No Answer						
Number	18	18	1	0	2	8
GPA Mean	1.50	1.72	---	---	---	.82
SD	.69	.62	---	---	---	.83
SAT-Total Mean	1194	1100	---	---	---	945
SD	130	196	---	---	---	112
SAT-Verbal Mean	587	559	---	---	---	491
SD	102	111	---	---	---	77
SAT-Math Mean	606	541	---	---	---	454
SD	81	109	---	---	---	72

TABLE 1 (continued)

Do you have a fellowship or scholarship that is administered by U.T. or by one of its departments?

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number	399	26	71	32	49
Response					
Yes					
Number	66	11	18	9	4
GPA Mean	1.70	1.32	1.77	1.70	1.91
SD	.64	.52	.71	.41	.89
SAT-Total Mean	1196	1040	1028	1079	1238
SD	115	145	179	110	67
SAT-Verbal Mean	554	512	513	510	599
SD	78	87	94	70	53
SAT-Math Mean	642	528	514	569	640
SD	63	80	98	76	39
No					
Number	328	15	50	23	45
GPA Mean	1.41	1.61	1.64	1.24	1.08
SD	.73	.71	.60	.61	.65
SAT-Total Mean	1134	1098	1090	1076	1094
SD	136	177	138	109	127
SAT-Verbal Mean	522	557	549	518	509
SD	83	94	80	64	73
SAT-Math Mean	612	541	542	558	585
SD	75	99	82	58	78
No Answer					
Number	5	0	3	0	0
GPA Mean	1.02	---	1.20	---	---
SD	.79	---	.55	---	---
SAT-Total Mean	1115	---	992	---	---
SD	82	---	105	---	---
SAT-Verbal Mean	532	---	529	---	---
SD	47	---	59	---	---
SAT-Math Mean	583	---	463	---	---
SD	40	---	52	---	---

TABLE 2

Do you have a loan issued through U.T. or one of its departments?*

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female	Engineering
Total Number	935	873	240	60	44	247	399
Yes							
Number	24	24	1	0	1	8	7
GPA Mean	1.63	1.47	---	---	---	1.71	1.66
SD	.69	.79	---	---	---	.51	.98
SAT-Total Mean	1179	1110	---	---	---	1067	1197
SD	137	162	---	---	---	120	150
SAT-Verbal Mean	557	569	---	---	---	575	558
SD	82	99	---	---	---	75	103
SAT-Math Mean	622	542	---	---	---	491	639
SD	83	77	---	---	---	57	77
No							
Number	885	818	238	58	40	223	376
GPA Mean	1.45	1.56	1.20	1.22	1.22	1.34	1.44
SD	.76	.70	.70	.72	.70	.66	.71
SAT-Total Mean	1147	1086	1066	987	1090	1013	1141
SD	143	142	129	130	154	126	135
SAT-Verbal Mean	553	547	500	484	552	508	525
SD	87	83	76	75	96	80	81
SAT-Math Mean	594	540	566	504	538	504	616
SD	85	84	82	78	93	74	75
No Answer							
Number	26	31	9	2	3	16	16.
GPA Mean	1.27	1.69	1.07	---	1.19	1.08	1.49
SD	.74	.59	.64	---	.82	.77	.86
SAT-Total Mean	1147	1082	1058	---	1060	963	1187
SD	167	140	111	---	108	111	117
SAT-Verbal Mean	572	557	498	---	567	513	565
SD	94	80	80	---	112	70	86
SAT-Math Mean	575	525	560	---	493	450	622
SD	107	81	61	---	4	69	46

*Data are available for too few students in the Colleges of Fine Arts, Pharmacy, and Architecture to justify statistical analysis.

TABLE 3

If you have a job, on the average how many hours per week do you work?*

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female	Engineering
Total Number	935	873	248	60	44	247	399
Hours Worked							
Number	9	5	5	10	6	6	5
01-09							
GPA Mean	5	1.65	1.83	1.46	1.13	1.12	1.52
SD	0	.65	.17	.86	.78	.37	.65
SAT-Total Mean	1057	1114	1083	1070	1128	938	1115
SD	210	148	92	139	151	150	97
Number	41	18	10	1	2	3	15
10-19							
GPA Mean	1.49	1.65	1.01	---	---	.25	1.57
SD	.54	.77	.54	---	---	.25	.62
SAT-Total Mean	1171	1082	1083	---	---	1007	1106
SD	138	137	143	---	---	131	124
Number	38	13	11	5	3	7	9
20-29							
GPA Mean	1.21	1.13	1.12	.47	.65	1.03	1.28
SD	.74	.65	.81	.27	.96	.62	.43
SAT-Total Mean	1132	1042	1062	951	1053	997	1088
SD	131	165	157	110	73	62	92
Number	3	2	5	0	2	3	4
30-39							
GPA Mean	1.81	---	1.75	---	---	1.61	.77
SD	.49	---	.66	---	---	.79	.64
SAT-Total Mean	1111	---	1095	---	---	1039	961
SD	165	---	164	---	---	40	68

TABLE 3 (continued)
If you have a job, on the average how many hours per week do you work?*.
Page Two

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female	Engineering
40+							
Number	14	4	3	0	1	2	5
GPA Mean	1.34	1.54	1.30	---	---	---	.71
SD	.92	.56	.70	---	---	---	.44
SAT-Total Mean	1093	996	933	---	---	---	1093
SD	137	160	146	---	---	---	131
No Answer							
Number	830	831	214	44	30	226	361
GPA Mean	1.46	1.57	1.18	1.25	1.21	1.36	1.47
SD	.76	.70	.70	.68	.66	.67	.73
SAT-Total Mean	1150	1087	1066	988	1085	1014	1149
SD	143	147	126	135	163	128	135

*Data are available for too few students in the Colleges of Fine Arts, Pharmacy, and Architecture to justify statistical analysis.

TABLE 4

Where will you live this semester?

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number	935	873	240	60	44	247
Dormitory						
Number	372	542	103	35	14	149
GPA Mean	1.46	1.61	1.22	1.31	1.05	1.38
SD	.74	.71	.75	.79	.55	.66
SAT-Total Mean	1151	1097	1066	1008	1063	1017
SD	145	142	139	142	149	128
Boarding House						
Number	55	4	9	4	1	28
GPA Mean	1.56	1.51	1.23	1.33	---	1.11
SD	.77	.69	.52	.86	---	.65
SAT-Total Mean	1129	1079	1064	1115	---	1003
SD	157	129	122	89	---	139
Rooming House						
Number	140	10	25	0	6	6
GPA Mean	1.52	1.10	1.23	---	1.32	1.54
SD	.77	.78	.70	---	.96	.29
SAT-Total Mean	1159	1088	1057	---	1083	1117
SD	133	182	139	---	128	121
Fraternity or Sorority						
Number	20	2	8	0	1	0
GPA Mean	1.32	---	1.24	---	---	---
SD	.82	---	.73	---	---	---
SAT-Total Mean	1115	---	1053	---	---	---
SD	112	---	93	---	---	---
Cooperative						
Number	44	27	7	3	1	8
GPA Mean	1.40	1.43	.90	1.38	---	1.39
SD	.79	.70	.53	.21	---	.58
SAT-Total Mean	1177	1095	1140	893	---	1013
SD	141	160	79	83	---	92

TABLE 4 (continued)
Where will you live this semester?
Page Two

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Apartment						
Number	146	21	41	4	8	7
GPA Mean	1.44	1.52	1.18	1.21	1.70	1.34
SD	.73	.78	.69	.61	.60	.92
SAT-Total Mean	1156	1067	1065	958	1170	967
SD	147	150	119	104	213	120
With Parents						
Number	111	117	44	10	10	42
GPA Mean	1.38	1.54	1.21	.97	.94	1.28
SD	.82	.65	.62	.66	.66	.74
SAT-Total Mean	1130	1056	1072	984	1065	994
SD	145	137	122	153	121	120
Own Home						
Number	20	14	7	4	3	5
GPA Mean	1.22	1.13	1.34	1.00	1.04	1.33
SD	.61	.66	.83	.69	1.23	.69
SAT-Total Mean	1101	985	1074	915	1069	954
SD	123	123	87	58	171	101
Room in Single Family Dwelling						
Number	11	3	0	0	0	1
GPA Mean	1.27	1.01	---	---	---	---
SD	.73	.54	---	---	---	---
SAT-Total Mean	1144	984	---	---	---	---
SD	127	189	---	---	---	---
Don't Know Yet						
Number	3	0	0	0	0	0
GPA Mean	2.00	---	---	---	---	---
SD	.53	---	---	---	---	---
SAT-Total Mean	1194	---	---	---	---	---
SD	213	---	---	---	---	---
No Answer						
Number	13	9	4	0	0	1
GPA Mean	1.34	1.98	.29	---	---	---
SD	.74	.68	.22	---	---	---
SAT-Total Mean	1122	1135	944	---	---	---
SD	166	175	102	---	---	---

TABLE 4 (continued)

Where will you live this semester?

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number	399	26	71	32	49
Dormitory					
Number	145	10	34	13	13
GPA Mean	1.59	1.10	1.59	1.43	1.27
SD	.66	.55	.54	.67	.67
SAT-Total Mean	1158	1018	1048	1090	1035
SD	125	137	147	110	115
Boarding House					
Number	37	0	12	2	3
GPA Mean	1.21	---	1.95	---	1.50
SD	.78	---	.56	---	.86
SAT-Total Mean	1118	---	1133	---	1177
SD	152	---	133	---	178
Rooming House					
Number	56	4	6	6	7
GPA Mean	1.62	2.23	1.41	1.12	1.31
SD	.65	.77	.49	.57	.70
SAT-Total Mean	1168	1177	960	999	1090
SD	151	170	180	115	182
Fraternity or Sorority					
Number	7	0	0	0	2
GPA Mean	1.51	---	---	---	---
SD	1.09	---	---	---	---
SAT-Total Mean	1129	---	---	---	---
SD	164	---	---	---	---
Cooperative					
Number	27	2	4	0	7
GPA Mean	1.29	---	1.80	---	1.25
SD	.85	---	.74	---	.80
SAT-Total Mean	1153	---	1076	---	1166
SD	134	---	176	---	111

TABLE 4 (continued)
Where will you live this semester?
Page Two

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Apartment					
Number	63	3	5	3	8
GPA Mean	1.28	1.86	1.24	1.61	.92
SD	.73	.11	.90	.86	.66
SAT-Total Mean	1135	1148	1026	1117	1098
SD	126	246	168	98	134
With Parents					
Number	44	5	9	7	7
GPA Mean	1.37	1.39	1.59	1.22	1.10
SD	.69	.59	.74	.47	.78
SAT-Total Mean	1098	1043	1135	1063	1190
SD	136	142	127	81	80
Own Home					
Number	12	0	0	0	0
GPA Mean	1.41	---	---	---	---
SD	.82	---	---	---	---
SAT-Total Mean	1150	---	---	---	---
SD	100	---	---	---	---
Room in Single Family Dwelling					
Number	3	2	0	1	2
GPA Mean	1.04	---	---	---	---
SD	1.03	---	---	---	---
SAT-Total Mean	1148	---	---	---	---
SD	145	---	---	---	---
Don't Know Yet					
Number	1	0	0	0	0
GPA Mean	---	---	---	---	---
SD	---	---	---	---	---
SAT-Total Mean	---	---	---	---	---
SD	---	---	---	---	---
No Answer					
Number	4	0	1	0	0
GPA Mean	1.08	---	---	---	---
SD	.21	---	---	---	---
SAT-Total Mean	1077	---	---	---	---
SD	143	---	---	---	---

TABLE 5

A. What is the distance of this residence from the edge of the campus?

B. Will you usually have access to a car when you want one?

		A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
	Total Number	935	873	248	60	44	247
A.	Less than 1 mile	760	679	183	41	29	182
	1-2 miles	53	61	17	3	3	16
	3-10 miles	93	92	29	14	8	34
	more than 10 miles	14	9	10	0	3	4
	No Answer	15	32	9	2	1	11
B.	Yes	252	162	106	20	20	52
	No	673	694	139	39	23	189
	No Answer	10	17	3	1	1	6

TABLE 5 (continued)

A. What is the distance of this residence from the edge of the campus?

B. Will you usually have access to a car when you want one?

		Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number		399	26	71	32	49
A.	Less than 1 mile	321	19	54	21	39
	1-2 miles	16	1	5	1	6
	3-10 miles	44	4	7	5	4
	more than 10 miles	6	1	1	2	0
	No Answer	12	1	4	3	0
B.	Yes	96	6	11	13	14
	No	296	20	59	17	34
	No Answer	7	0	1	2	1

TABLE 6

Are you married?*

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female	Engineering
Total Number	935	873	248	60	44	247	399
Yes							
Number	8	4	2	3	4	4	4
GPA Mean	1.37	.86	---	1.42	1.85	2.04	1.38
SD	.85	.58	---	.73	.87	.67	1.06
SAT-Total Mean	1165	1152	---	889	1113	923	1094
SD	154	100	---	55	188	121	90
No							
Number	893	844	234	55	36	233	376
GPA Mean	1.47	1.57	1.19	1.21	1.16	1.32	1.46
SD	.75	.70	.69	.73	.67	.66	.72
SAT-Total Mean	1150	1087	1068	1003	1090	1014	1145
SD	143	143	130	138	147	125	136
No Answer							
Number	33	25	12	2	4	10	19
GPA Mean	1.07	1.53	1.10	---	.83	1.27	1.32
SD	.82	.67	.79	---	.65	.78	.64
SAT-Total Mean	1105	1082	1050	---	1042	977	1130
SD	149	120	85	---	159	132	105

*Data are available for too few students in the Colleges of Fine Arts, Pharmacy and Architecture to justify statistical analysis.

TABLE 7

Toward which degree are you now working?

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number	935	873	248	60	44	247
Bachelor's	716	759	190	50	36	234
Master's	11	8	4	0	0	1
Doctor's	52	5	1	0	1	0
B. Law	41	5	26	0	0	0
Don't know	95	66	27	9	7	8
None	13	18	0	1	0	1
No Answer	7	12	0	0	0	3

TABLE 7 (continued)

Toward which degree are you now working?

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number	399	26	71	32	49
Bachelor's	345	24	67	31	43
Master's	17	1	2	0	1
Docotr's	2	0	1	1	0
B. Law	1	0	0	0	0
Don't know	29	1	1	0	3
None	1	0	0	0	0
No Answer	4	0	0	0	2

TABLE 8

What was the highest level of education reached by your father?

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number	935	873	248	60	44	247
No Formal Education						
Number	1	2	0	0	0	0
GPA Mean	---	---	---	---	---	---
SD	---	---	---	---	---	---
SAT-Total Mean	---	---	---	---	---	---
SD	---	---	---	---	---	---
Did Not Complete Elementary School						
Number	13	11	7	2	3	1
GPA Mean	.87	1.43	.62	---	1.18	---
SD	.69	.61	.36	---	.70	---
SAT-Total Mean	1099	1041	955	---	980	---
SD	165	199	118	---	164	---
Completed Elementary School						
Number	27	21	5	1	1	8
GPA Mean	1.31	1.40	1.40	---	---	1.49
SD	.77	.74	.59	---	---	.78
SAT-Total Mean	1151	1085	1066	---	---	1010
SD	162	147	113	---	---	102
Some High School Did Not Graduate						
Number	73	60	14	8	8	20
GPA Mean	1.39	1.52	1.02	1.18	1.38	1.28
SD	.68	.68	.76	.71	.98	.47
SAT-Total Mean	1124	1031	1054	963	1108	1017
SD	134	128	168	161	194	115
High School Graduate						
Number	162	145	51	13	11	33
GPA Mean	1.44	1.56	1.15	1.34	.93	1.42
SD	.78	.75	.67	.85	.51	.68
SAT-Total Mean	1140	1076	1040	992	1031	1035
SD	155	136	118	119	147	155

TABLE 8 (continued)

What was the highest level of education reached by your father?
Page Two

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Business or Trade School						
Number	38	51	16	6	1	14
GPA Mean	1.11	1.47	1.01	1.02	---	1.40
SD	.84	.71	.59	.29	---	.67
SAT-Total Mean	1063	1041	1026	969	---	1040
SD	126	129	140	192	---	133
Some College Did Not Graduate						
Number	185	191	68	8	9	60
GPA Mean	1.44	1.50	1.30	.83	1.29	1.25
SD	.77	.70	.68	.59	.85	.65
SAT-Total Mean	1153	1088	1058	1017	1108	994
SD	137	139	109	121	93	115
College Graduate						
Number	159	150	35	8	3	44
	1.42	1.65	1.22	1.42	1.43	1.29
	.76	.71	.70	.58	.39	.72
	1135	1090	1115	1007	1209	1041
	148	148	128	66	143	129
More Than 4 Years College; No Higher Degree						
Number	59	68	16	3	0	11
	1.57	1.69	1.18	1.12	---	.86
	.69	.68	.71	.75	---	.63
	1171	1161	1116	1037	---	954
	144	128	132	184	---	75
Graduate or Professional Degree						
Number	182	142	25	7	6	44
	1.62	1.61	1.51	1.49	1.35	1.55
	.69	.64	.75	1.02	.65	.62
	1182	1100	1127	990	1142	1006
	130	144	131	170	165	124

TABLE 8 (continued)
What was the highest level of education reached by your father?
Page Three

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
No Answer						
Number	36	32	11	4	2	12
GPA Mean	1.33	1.49	.76	1.71	---	1.14
SD	.88	.72	.71	.55	---	.83
SAT-Total Mean	1141	1096	1007	1050	---	960
SD	236	136	119	217	---	130

TABLE 8 (continued)

What was the highest level of education reached by your father?

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number	399	26	71	32	49
No Formal Education					
Number	0	0	0	0	0
GPA Mean	---	---	---	---	---
SD	---	---	---	---	---
SAT-Total Mean	---	---	---	---	---
SD	---	---	---	---	---
Did Not Complete Elementary School					
Number	13	1	0	0	2
GPA Mean	1.02	---	---	---	---
SD	.66	---	---	---	---
SAT-Total Mean	1051	---	---	---	---
SD	140	---	---	---	---
Completed Elementary School					
Number	14	0	3	1	3
GPA Mean	1.46	---	1.70	---	1.46
SD	.89	---	.46	---	.47
SAT-Total Mean	1115	---	1053	---	1129
SD	114	---	230	---	214
Some High School Did Not Graduate					
Number	51	2	4	4	6
GPA Mean	1.26	---	1.78	.96	1.13
SD	.80	---	.44	.66	.81
SAT-Total Mean	1117	---	1027	1059	1112
SD	130	---	219	171	117
High School Graduate					
Number	79	5	9	7	12
GPA Mean	1.35	1.38	1.11	1.38	.78
SD	.61	.83	.39	.51	.57
SAT-Total Mean	1116	1003	1014	1066	1085
SD	130	122	123	68	73

TABLE 8 (continued)
What was the highest level of education reached by your father?
Page Two

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Business or Trade School					
Number	13	2	0	3	0
GPA Mean	1.62	---	---	1.49	---
SD	.81	---	---	.60	---
SAT-Total Mean	1147	---	---	1055	---
SD	107	---	---	55	---
Some College Did Not Graduate					
Number	90	2	17	7	7
GPA Mean	1.45	---	1.58	1.10	.91
SD	.67	---	.81	.73	.46
SAT-Total Mean	1167	---	1054	1056	1112
SD	122	---	158	79	89
College Graduate					
Number	61	5	14	7	7
GPA Mean	1.57	1.43	1.64	1.46	1.53
SD	.68	.57	.63	.63	.56
SAT-Total Mean	1145	1040	1097	1078	1193
SD	145	137	156	110	128
More Than 4 Years College; No Higher Degree					
Number	21	1	4	1	4
GPA Mean	1.64	---	1.80	---	1.14
SD	.86	---	.45	---	.96
SAT-Total Mean	1196	---	1112	---	1144
SD	163	---	95	---	128
Graduate or Professional Degree					
Number	45	7	19	2	7
GPA Mean	1.72	1.75	1.88	---	1.43
SD	.68	.62	.54	---	.91
SAT-Total Mean	1176	1113	1097	---	1041
SD	139	167	146	---	156

TABLE 8 (continued)
What was the highest level of education reached by your father?
Page Three

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
No Answer					
Number	12	1	1	0	1
GPA Mean	1.21	---	---	---	---
	.92	---	---	---	---
	1161	---	---	---	---
	112	---	---	---	---

TABLE 9

What was the highest level of education reached by your mother?

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number	935	873	248	60	44	247
No Formal Education						
Number	1	3	0	0	0	0
GPA Mean	---	1.41	---	---	---	---
SD	---	.70	---	---	---	---
SAT-Total Mean	---	944	---	---	---	---
SD	---	44	---	---	---	---
Did Not Complete Elementary School						
Number	10	5	2	0	1	0
GPA Mean	.93	1.86	---	---	---	---
SD	.56	.77	---	---	---	---
SAT-Total Mean	1029	1099	---	---	---	---
SD	118	113	---	---	---	---
Completed Elementary School						
Number	12	9	4	1	1	2
GPA Mean	1.83	1.90	1.45	---	---	---
SD	.74	.53	.57	---	---	---
SAT-Total Mean	1270	1154	913	---	---	---
SD	164	105	84	---	---	---
Some High School Did Not Graduate						
Number	47	57	16	12	5	26
GPA Mean	1.31	1.43	.98	1.11	1.06	1.17
SD	.77	.72	.63	.66	.65	.57
SAT-Total Mean	1114	1044	1038	938	1083	975
SD	129	147	137	98	195	126
High School Graduate						
Number	283	244	81	17	15	68
GPA Mean	1.33	1.47	1.11	1.09	1.39	1.43
SD	.76	.71	.63	.67	.88	.69
SAT-Total Mean	1130	1067	1061	973	1098	1043
SD	142	137	128	108	136	129

TABLE 9 (continued)
What the highest level of education reached by your mother?
Page Two

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Business or Trade School						
Number	100	92	26	6	5	30
GPA Mean	1.44	1.54	1.10	1.01	.93	1.12
SD	.78	.69	.74	.66	.41	.61
SAT-Total Mean	1148	1077	1047	955	997	1004
SD	148	135	148	198	109	125
Some College Did Not Graduate						
Number	231	194	61	14	8	60
GPA Mean	1.45	1.54	1.23	1.66	1.29	1.24
SD	.74	.71	.70	.79	.80	.77
SAT-Total Mean	1152	1094	1083	1074	1088	1005
SD	144	146	122	134	188	118
College Graduate						
Number	132	149	35	4	3	32
GPA Mean	1.67	1.72	1.30	1.52	1.35	1.48
SD	.70	.66	.73	.91	.47	.56
SAT-Total Mean	1169	1116	1082	1035	1166	1003
SD	135	141	121	182	158	120
More Than 4 Years College; No Higher Degree						
Number	45	47	5	5	1	12
GPA Mean	1.56	1.69	1.57	1.08	---	1.44
SD	.66	.66	.84	.72	---	.60
SAT-Total Mean	1178	1125	1147	1046	---	1012
SD	136	162	121	164	---	133
Graduate or Professional Degree						
Number	50	53	10	1	4	13
GPA Mean	1.72	1.66	1.42	---	.85	1.75
SD	.76	.67	.90	---	.61	.55
SAT-Total Mean	1196	1100	1112	---	1189	1052
SD	147	121	135	---	87	119

TABLE 9 (continued)
What was the highest level of education reached by your mother?
Page Three

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
No Answer						
Number	24	20	8	0	1	4
GPA Mean	1.21	1.40	1.30	---	---	1.05
SD	.80	.87	.93	---	---	.62
SAT-Total Mean	1073	1073	1024	---	---	826
SD	266	161	105	---	---	25

TABLE 9 (continued)

What was the highest level of education reached by your mother?

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number	399	26	71	32	49
No Formal Education					
Number	1	0	0	0	0
GPA Mean	---	---	---	---	---
SD	---	---	---	---	---
SAT-Total Mean	---	---	---	---	---
SD	---	---	---	---	---
Did Not Complete Elementary School					
Number	8	2	0	0	0
GPA Mean	1.07	---	---	---	---
SD	.71	---	---	---	---
SAT-Total Mean	1066	---	---	---	---
SD	141	---	---	---	---
Completed Elementary School					
Number	5	0	0	1	1
GPA Mean	1.70	---	---	---	---
SD	.79	---	---	---	---
SAT-Total Mean	1138	---	---	---	---
SD	116	---	---	---	---
Some High School Did Not Graduate					
Number	38	3	2	1	4
GPA Mean	.45	.96	---	---	1.30
SD	.76	.81	---	---	.63
SAT-Total Mean	1137	1069	---	---	1144
SD	104	280	---	---	140
High School Graduate					
Number	143	7	16	9	13
GPA Mean	1.24	1.61	1.27	1.55	.90
SD	.68	.73	.63	.46	.73
SAT-Total Mean	1122	1027	1076	1098	1098
SD	138	118	145	76	131

TABLE 9 (continued)
What was the highest level of education reached by your mother?
Page Two

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Business or Trade School					
Number	31	1	5	6	9
GPA Mean	1.61	---	1.43	1.67	1.25
SD	.77	---	.29	.42	.81
SAT-Total Mean	1149	---	973	1075	1100
SD	147	---	128	124	80
Some College Did Not Graduate					
Number	80	8	20	8	12
GPA Mean	1.59	1.73	1.69	.92	1.31
SD	.69	.55	.66	.35	.71
SAT-Total Mean	1176	1192	1063	1060	1120
SD	134	160	132	80	120
College Graduate					
Number	48	3	13	4	5
GPA Mean	1.69	1.75	1.85	1.70	1.15
SD	.71	.17	.58	.97	.26
SAT-Total Mean	1155	994	1095	1120	1129
SD	134	119	180	195	164
More Than 4 Years College; No Higher Degree					
Number	23	1	3	1	2
GPA Mean	1.72	---	2.19	---	---
SD	.73	---	.72	---	---
SAT-Total Mean	1166	---	1161	---	---
SD	146	---	126	---	---
Graduate or Professional Degree					
Number	12	1	9	2	2
GPA Mean	1.53	---	1.67	---	---
SD	.68	---	.44	---	---
SAT-Total Mean	1121	---	1046	---	---
SD	103	---	177	---	---

TABLE 9 (continued)
What was the highest level of education reached by your mother?
Page Three

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
No Answer					
Number	10	0	3	0	1
GPA Mean	1 17	---	2 21	---	---
SD	66	---	37	---	---
SAT-Total Mean	1215	---	1152	---	---
SD	104	---	92	---	---

TABLE 10

What occupation do you plan to enter?
What is the occupation of your father?

	A & S Males		A & S Females	
	Student's Occupation	Father's Occupation*	Student's Occupation	Father's Occupation*
Total Number	935		873	
(01) Architecture	6	3	1	5
(02) Armed Services-Enlisted Man	0	8	0	9
(03) Armed Services Officer	16	42	0	36
(04) Art	7	3	5	4
(05) Business Accounting	4	29	0	23
(06) Business-Management	9	80	1	88
(07) Business Secretarial	0	25*	2	32*
(08) Business - Own or Manage	4	116	1	107
(09) Business Sales	6	84	0	67
(10) Dental Hygiene	0	1*	3	0
(11) Dentistry	51	5	2	5
(12) Drama and Theatrical Work	0	0	0	1
(13) Engineering	19	78	1	96
(14) Farming or Ranching	1	25	1	33
(15) Geological Occupations	7	17	1	16
(16) Government Service	31	39	44	54
(17) Public Service	0	13	1	9
(18) Home Economics Fields	0	0	58	0
(19) Housewife	0	8*	7	9*
(20) Journalism or Professional Writing	4	5	4	3
(21) Law	128	29	17	17
(22) Library Science	0	2	12	3
(23) Medical Technology	3	2	35	2
(24) Medicine	182	46	32	27
(25) Music Professional	0	0	1	1
(26) Nursing	0	4	73	3
(27) Pharmacy	1	1	0	3
(28) Psychology	17	4	30	2
(29) Radio or Television	1	3	0	4
(30) Religious Work	11	6	1	5
(31) Research in Biological Sciences	21	2	19	1
(32) Research in Social Sciences	99	10	8	4
(33) Social Work	1	5	25	1
Teaching				
(34) Elementary or Jr. High	0	13	10	10
(35) High School	9	5	108	9
(36) College	11	15	12	12
(37) Level Undecided	3	0	14	1
(38) Skilled Worker	3	92	5	64
(39) Worker	0	26	0	11
(40) Other	25	60	42	74
(41) Undecided	230	2	279	1
No Answer	25	27	18	21

*Or present guardian if other than father.

TABLE 10 (continued)

What occupation do you plan to enter?
What is the occupation of your father?

	Business Males		Business Females	
	Student's Occupation	Father's Occupation*	Student's Occupation	Father's Occupation*
Total Number	248		60	
(01) Architecture	---	---	---	---
(02) Armed Services-Enlisted Man	---	1	---	---
(03) Armed Services-Officer	4	7	---	1
(04) Art	---	2	10	---
(05) Business-Accounting	54	11	9	---
(06) Business-Management	49	34	21	6
(07) Business Secretarial	---	2*	---	5*
(08) Business- Own or Manage	16	39	4	10
(09) Business Sales	6	26	---	7
(10) Dental Hygiene	---	---	---	---
(11) Dentistry	---	1	---	---
(12) Drama and Theatrical Work	---	1	---	---
(13) Engineering	3	20	---	6
(14) Farming or Ranching	---	4	---	2
(15) Geological Occupations	---	3	---	---
(16) Government Service	---	12	---	1
(17) Public Service	---	4	---	2
(18) Home Economics Fields	---	1*	---	---
(19) Housewife	---	2*	---	---
(20) Journalism or Professional Writing	---	1	---	---
(21) Law	63	5	2	1
(22) Library Science	---	---	---	---
(23) Medical Technology	---	---	---	---
(24) Medicine	---	3	---	2
(25) Music Professional	---	---	---	---
(26) Nursing	---	---	---	---
(27) Pharmacy	---	1	---	---
(28) Psychology	---	1	---	---
(29) Radio or Television	---	---	---	
(30) Religious Work	1	---	---	
(31) Research in Biological Sciences	---	---	---	---
(32) Research in Social Sciences	1	---	---	---
(33) Social Work	---	---	---	---
Teaching				
(34) Elementary or Jr. High	---	2	1	---
(35) High School	---	1	4	1
(36) College	---	2	1	---
(37) Level Undecided	---	---	---	---
(38) Skilled Worker	---	16	---	7
(39) Worker	---	6	---	1
(40) Other	9	25	---	7
(41) Undecided	41	---	7	---
No Answer	2	15	1	1

*Or present guardian, if other than father.

TABLE 10 (continued)

What occupation do you plan to enter?
What is the occupation of your father?

	Education Males		Education Females	
	Student's Occupation	Father's Occupation*	Student's Occupation	Father's Occupation*
Total Number	44		247	
(01) Architecture	---	1	---	---
(02) Armed Services-Enlisted Man	2	2	---	4
(03) Armed Services-Officer	---	1	---	9
(04) Art	---	1	---	1
(05) Business-Accounting	---	1	---	14
(06) Business-Management	---	---	---	21
(07) Business-Secretarial	---	3*	1	6*
(08) Business--Own or Manage	---	6	---	38
(09) Business Sales	---	4	---	32
(10) Dental Hygiene	---	---	---	---
(11) Dentistry	---	---	---	1
(12) Drama and Theatrical Work	---	---	1	0
(13) Engineering	1	2	---	26
(14) Farming or Ranching	1	4	---	8
(15) Geological Occupations	---	---	---	3
(16) Government Service	---	1	2	9
(17) Public Service	---	3	---	7
(18) Home Economics Fields	---	---	---	---
(19) Housewife	---	---	3	2*
(20) Journalism or Professional Writing	12	1	25	---
(21) Law	2	---	---	7
(22) Library Science	---	---	1	---
(23) Medical Technology	---	---	---	---
(24) Medicine	---	---	---	9
(25) Music, Professional	1	---	---	2
(26) Nursing	---	---	1	2
(27) Pharmacy	---	---	---	2
(28) Psychology	1	---	2	---
(29) Radio or Television	3	---	2	---
(30) Religious Work	---	---	---	1
(31) Research in Biological Sciences	---	---	---	---
(32) Research in Social Sciences	---	---	---	---
(33) Social Work	2	---	5	---
Teaching				
(34) Elementary or Jr. High	1	---	95	2
(35) High School	7	1	63	2
(36) College	1	2	2	2
(37) Level Undecided	4	---	24	1
(38) Skilled Worker	---	6	---	12
(39) Worker	---	2	---	2
(40) Other	2	3	7	14
(41) Undecided	4	---	9	---
No Answer	---	---	4	8

*Or present guardian, if other than father.

TABLE 10 (continued)

What occupation do you plan to enter?
What is the occupation of your father?

	Engineering	
	Student's Occupation	Father's Occupation*
Total Number	399	
(01) Architecture	1	2
(02) Armed Services-Englisted Man	1	8
(03) Armed Services-Officer	16	13
(04) Art	---	---
(05) Business-Accounting	---	10
(06) Business-Management	---	33
(07) Business-Secretarial	---	4*
(08) Business--Own or Manage	---	53
(09) Business Sales	---	27
(10) Dental Hygiene	---	---
(11) Dentistry	---	---
(12) Drama and Theatrical Work	---	---
(13) Engineering	357	55
(14) Farming or Ranching	---	12
(15) Geological Occupations	---	2
(16) Government Service	---	20
(17) Public Service	---	14
(18) Home Economics Fields	---	---
(19) Housewife	---	1*
(20) Journalism or Professional Writing	---	1
(21) Law	---	7
(22) Library Science	2	1
(23) Medical Technology	---	1
(24) Medicine	1	3
(25) Music, Professional	---	---
(26) Nursing	---	1
(27) Pharmacy	---	---
(28) Psychology	---	1
(29) Radio or Television	---	---
(30) Religious Work	---	2
(31) Research in Biological Sciences	2	---
(32) Research in Social Sciences	4	1
(33) Social Work	---	2
Teaching		
(34) Elementary or Jr. High	---	7
(35) High School	---	7
(36) College	---	1
(37) Level Undecided	---	---
(38) Skilled Worker	---	49
(39) Worker	---	12
(40) Other	---	35
(41) Undecided	11	2
No Answer	4	12

*Or present guardian, if other than father.

TABLE 10 (continued)

What occupation do you plan to enter?
What is the occupation of your father?

	Fine Arts Male		Fine Arts Females	
	Student's Occupation	Father's Occupation*	Student's Occupation	Father's Occupation*
Total Number	26		71	
(01) Architecture	---	---	---	1
(02) Armed Services-Enlisted Man	---	---	---	---
(03) Armed Services-Officer	---	---	---	3
(04) Art	3	---	22	---
(05) Business-Accounting	---	3	---	1
(06) Business-Management	---	1	---	11
(07) Business-Secretarial	---	---	---	2*
(08) Business--Own or Manage	---	4	---	9
(09) Business Sales	---	2	---	4
(10) Dental Hygiene	---	---	---	---
(11) Dentistry	---	1	---	---
(12) Drama and Theatrical Work	5	---	8	---
(13) Engineering	---	1	---	6
(14) Farming or Ranching	---	2	---	1
(15) Geological Occupations	---	---	---	---
(16) Government Service	---	1	---	5
(17) Public Service	---	---	---	---
(18) Home Economics Fields	---	---	---	---
(19) Housewife	---	---	1	---
(20) Journalism or Professional Writing	---	---	---	---
(21) Law	1	1	---	1
(22) Library Science	---	---	---	---
(23) Medical Technology	---	---	---	---
(24) Medicine	---	5	---	5
(25) Music, Professional		---	17	---
(26) Nursing	---	---	---	---
(27) Pharmacy	---	---	---	---
(28) Psychology	---	---	---	---
(29) Radio or Television	---	---	---	---
(30) Religious Work	---	1	---	1
(31) Research in Biological Sciences	---	---	---	---
(32) Research in Social Sciences	---	---	---	---
(33) Social Work	---	1	---	1
Teaching				
(34) Elementary or Jr. High	1	1	2	1
(35) High School	6	---	5	---
(36) College	1	2	2	2
(37) Level Undecided	2	---	4	---
(38) Skilled Worker	---	2	---	2
(39) Worker	---	3	---	3
(40) Other	---	7	---	7
(41) Undecided	2	---	7	---
No Answer	1	5	3	5

*Or present guardian, if other than father.

TABLE 10 (continued)

What occupation do you plan to enter?
What is the occupation of your father?

	Pharmacy		Architecture	
	Student's Occupation	Father's Occupation*	Student's Occupation	Father's Occupation*
Total Number	32		49	
(01) Architecture	---	---	45	---
(02) Armed Services-Enlisted Man	---	---	---	1
(03) Armed Services-Officer	1	---	1	3
(04) Art	---	---	---	---
(05) Business-Accounting	---	---	---	3
(06) Business-Management	---	---	1	4
(07) Business-Secretarial	---	2*	---	1*
(08) Business--Own or Manage	---	3	---	6
(09) Business Sales	---	2	---	3
(10) Dental Hygiene	---	---	1*	---
(11) Dentistry	---	---	---	1
(12) Drama and Theatrical Work	---	---	---	---
(13) Engineering	---	2	---	1
(14) Farming or Ranching	---	1	---	1
(15) Geological Occupations	---	2	---	1
(16) Government Service	---	1	---	2
(17) Public Service	---	1	---	1
(18) Home Economics Fields	---	0	---	---
(19) Housewife	---	1*	---	1*
(20) Journalism or Professional Writing	---	---	---	---
(21) Law	---	---	---	---
(22) Library Science	---	---	---	---
(23) Medical Technology	---	---	---	---
(24) Medicine	---	---	---	1
(25) Music, Professional	---	---	---	---
(26) Nursing	---	---	---	---
(27) Pharmacy	29	5	---	---
(28) Psychology	---	---	---	---
(29) Radio or Television	---	---	---	---
(30) Religious Work	---	---	---	---
(31) Research in Biological Sciences	---	---	---	---
(32) Research in Social Sciences	---	---	---	---
(33) Social Work	---	---	---	---
Teaching				
(34) Elementary or Jr. High	---	2	---	---
(35) High School	---	1	---	1
(36) College	---	---	---	1
(37) Level Undecided	---	---	---	---
(38) Skilled Worker	---	4	---	4
(39) Worker	---	1	---	4
(40) Other	1	4	---	7
(41) Undecided	---	---	---	---
No Answer	1	---	1	2

*Or present guardian, if other than father.

TABLE 11

Students undecided about occupational choice.

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number	935	873	248	60	44	247
Number	230	279	41	7	4	9
GPA Mean	1.54	1.57	1.18	1.30	.98	1.41
SD	.77	.68	.69	.83	.99	.67
SAT-Total Mean	1159	1093	1068	1038	1098	963
SD	136	143	126	228	203	104
SAT-Verbal Mean	556	547	494	534	568	509
SD	81	84	65	108	84	83
SAT-Math Mean	603	546	575	503	530	454
SD	82	85	81	136	127	49

TABLE 11 (continued)

Students undecided about occupational choice.

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number	399	26	71	32	49
Number	11	2	7	0	0
GPA Mean	1.54	---	1.28	---	---
SD	.82	---	.60	---	---
SAT-Total Mean	1153	---	1091	---	---
SD	169	---	91	---	---
SAT-Verbal Mean	533	---	527	---	---
SD	89	---	36	---	---
SAT-Math Mean	620	---	564	---	---
SD	97	---	74	---	---

TABLE 12

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

		A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number		935	873	248	60	44	247
		%	%	%	%	%	%
A.	Yes	10	8	11	3	15	7
	No	88	90	83	97	79	89
	No Answer	2	2	1	0	6	3
B.	Yes	2	2	1	0	2	3
	No	95	94	96	97	91	90
	No Answer	3	4	3	3	7	7

A. Do you have a fellowship or scholarship that is administered by U.T. or by one of its departments?

B. Do you have a loan issued through U.T. or one of its departments?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

		Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number		399	26	71	32	49
		%	%	%	%	%
A.	Yes	17	42	25	28	8
	No	82	58	71	72	92
	No Answer	1	0	4	0	0
B.	Yes	2	0	1	3	4
	No	94	96	89	94	96
	No Answer	4	4	10	3	0

A. Do you have a fellowship or scholarship that is administered by U.T. or by one of its departments?

B. Do you have a loan issued through U.T. or one of its departments?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number	935	873	248	60	44	247
	%	%	%	%	%	%
0-9	1	1	16	17	7	2
10-19	4	2	4	2	5	1
20-29	4	1	4	8	7	3
30-39	1	1	2	0	4	1
40+	1	1	1	0	2	1
No Answer	89	95	73	73	75	92

If you have a job, on the average how many hours per week do you work?

TABLE 12 (continued)

Percent of responses selected for Questions
on Statistical Questionnaire, Fall 1965.

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number	399	26	71	32	49
	%	%	%	%	%
0-9	1	4	0	0	0
10-19	4	0	4	3	2
20-29	2	4	1	0	6
30-39	1	0	0	0	0
40+	1	0	0	3	8
No Answer	91	92	95	94	84

If you have a job, on the average how many hours per week do you work?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

		A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number		935	873	248	60	44	247
		%	%	%	%	%	%
A.	Dormitory	40	62	42	58	32	60
	Boarding House	6	15	4	7	2	11
	Rooming House	15	1	9	0	14	2
	Fraternity - Sorority	2	1	3	0	2	0
	Cooperative House	5	3	3	5	2	3
	Apartment	15	2	17	7	18	2
	With Parents	12	13	18	16	23	17
	Own Home	2	2	3	7	7	4
	Room in Single Family Dwelling	1	1	0	0	0	1
	Don't Know Yet	1	0	0	0	0	0
	No Answer	1	1	1	0	0	1
B.	Yes	1	1	1	5	9	2
	No	96	96	94	92	82	94
	No Answer	3	3	5	3	9	4

A. Where will you live this semester?

B. Are you married?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

		Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number		399	26	71	32	49
		%	%	%	%	%
A.	Dormitory	36	39	48	41	27
	Boarding House	9	0	17	6	6
	Rooming House	14	15	8	19	14
	Fraternity - Sorority	2	0	0	0	4
	Cooperative House	7	8	6	0	14
	Apartment	16	12	7	9	17
	With Parents	11	19	13	22	14
	Own Home	3	0	0	0	0
	Room in Single Family Dwelling	1	7	0	3	4
	Don't Know Yet	1	0	0	0	0
	No Answer	1	0	1	0	0
B.	Yes	1	0	0	0	0
	No	94	100	94	97	98
	No Answer	5	0	6	3	2

A. Where will you live this semester?

B. Are you married?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number	935	873	248	60	44	247
	%	%	%	%	%	%
A. Less than 1 mile	81	78	74	68	66	74
1-2 miles	6	7	7	5	7	7
3-10 miles	10	10	12	23	18	14
more than 10 miles	1	1	4	0	7	1
No Answer	2	4	3	3	2	4
B. Yes	27	18	43	33	46	21
No	72	80	56	65	52	77
No Answer	1	2	1	2	2	2

A. What is the distance of this residence from the edge of the campus?

B. Will you usually have access to a car when you want one?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number	399	26	71	32	49
	%	%	%	%	%
A. Less than 1 mile	80	73	76	66	80
1-2 miles	4	4	7	3	12
3-10 miles	11	15	10	16	8
more than 10 miles	2	4	1	6	0
No Answer	3	4	6	9	0
B. Yes	24	23	16	41	29
No	74	77	83	53	69
No Answer	2	0	1	6	.2

A. What is the distance of this residence from the edge of the campus?

B. Will you usually have access to a car when you want one?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

	A & S Male	A & S Female	Business Male	Business Female	Education Male	Education Female
Total Number	935	873	248	60	44	247
	%	%	%	%	%	%
Bachelor's	76	87	77	83	82	95
Master's	1	1	1	0	0	1
Doctor's	6	1	1	0	2	0
B. Law	4	1	10	0	0	0
Don't Know	10	8	11	15	16	3
None	3	2	0	2	0	1
No Answer	1	1	0	0	0	1

Toward which degree are you now working?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

	Engineering	Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
Total Number	399	26	71	32	49
	%	%	%	%	%
Bachelor's	86	92	95	97	88
Master's	4	4	3	0	2
Doctor's	1	0	1	3	0
B. Law	1	0	0	0	0
Don't Know	7	4	1	0	6
None	1	0	0	0	0
No Answer	1	0	0	0	4

Toward which degree are you now working?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

	A & S Male	A & S Female	Business Male	Business Female
Total Number	935	873	248	60
A. 0-No Formal Education	1	1	0	0
1-Some Elementary School	1	1	3	3
2-Completed Elementary School	3	2	2	2
3-Some High School	8	7	6	13
4-High School Graduate	17	16	21	22
5-Business or Trade School	4	6	6	10
6-Some College	20	22	28	13
7-College Graduate	17	17	14	13
8-More than 4 Years College	6	8	6	5
9-Graduate	19	16	10	12
No Answer	4	4	4	7
B. 0-No Formal Education	1	1	0	0
1-Some Elementary School	1	1	1	0
2-Completed Elementary School	1	1	2	2
3-Some High School	5	7	6	20
4-High School Graduate	30	28	33	28
5-Business or Trade School	11	11	10	10
6-Some College	25	22	25	23
7-College Graduate	14	17	14	7
8-More than 4 Years College	5	5	2	8
9-Graduate	5	6	4	2
No Answer	3	2	3	0

A. What was the highest level of education reached by your father?

B. What was the highest level of education reached by your mother?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

		Education Male	Education Female	Engineering
	Total Number	44	247	399
A.	0-No Formal Education	0	0	0
	1-Some Elementary School	7	1	3
	2-Completed Elementary School	2	3	4
	3-Some High School	18	8	13
	4-High School Graduate	25	13	20
	5-Business or Trade School	2	6	3
	6-Some College	20	24	23
	7-College Graduate	7	18	15
	8-More than 4 Years College	0	4	5
	9-Graduate	14	18	11
	No Answer	5	5	3
B.	0-No Formal Education	0	0	1
	1-Some Elementary School	2	0	2
	2-Completed Elementary School	2	1	1
	3-Some High School	12	11	10
	4-High School Graduate	34	28	36
	5-Business or Trade School	12	12	8
	6-Some College	18	24	20
	7-College Graduate	6	13	12
	8-More than 4 Years College	2	5	6
	9-Graduate	9	5	3
	No Answer	2	1	2

A. What was the highest level of education reached by your father?

B. What was the highest level of education reached by your mother?

TABLE 12 (continued)

Percent of responses selected for Questions on Statistical Questionnaire, Fall 1965.

		Fine Arts Male	Fine Arts Female	Pharmacy	Architecture
	Total Number	26	71	32	49
A.	0-No Formal Education	0	0	0	0
	1-Some Elementary School	4	0	0	4
	2-Completed Elementary School	0	4	3	6
	3-Some High School	7	6	13	12
	4-High School Graduate	19	12	22	24
	5-Business or Trade School	8	0	9	0
	6-Some College	8	24	22	14
	7-College Graduate	19	20	22	14
	8-More than 4 Years College	4	6	3	8
	9-Graduate	27	27	6	14
	No Answer	4	1	0	4
B.	0-No Formal Education	0	0	0	0
	1-Some Elementary School	8	0	0	0
	2-Completed Elementary School	0	0	3	2
	3-Some High School	11	3	3	8
	4-High School Graduate	27	23	28	27
	5-Business or Trade School	4	7	19	18
	6-Some College	31	28	25	25
	7-College Graduate	11	18	13	10
	8-More than 4 Years College	4	4	3	4
	9-Graduate	4	13	7	4
	No Answer	0	4	0	2

A. What was the highest level of education reached by your father?

B. What was the highest level of education reached by your mother?

Appendix D

Revision for Statistical Questionnaire of Spring, 1965

to Statistical Questionnaire, Fall, 1965

Revisions Made on the Spring Statistical Questionnaire

Question 2, date of birth, was gridded rather than written. This enables the computer to read this information. Also, this provides a second identification check if difficulties are encountered in the social security number.

Question 6, "Do you have a job on campus?" was deleted. We were interested in how many hours a student worked, whether on or off campus.

Question 9, "Do you have a private room?" was deleted and the question, "Are you married?" was inserted in its place. The following question, Question 10, was then changed to "If not married, with how many others do you share your room?"

Question 14, "Toward which degree are you working?" caused a great deal of confusion because of the alternatives listed. Rather than listing all types of bachelors degrees, the question was given the following alternatives: bachelor's; master's; doctor's; B. law; don't know; and none.

Question 15, "If you have received a degree already, which degree did you last receive?" had the same alternatives as Question 14. The new alternatives presented were: associate, bachelor's, master's, doctor's, B. law.

Question 18 became Question 22 on the fall questionnaire and the order of responses was shifted by moving "Business and Trade

School" from position 9 to position 5, then position 5 becomes 6, 6 becomes 7, 7 becomes 8, and 8 becomes 9.

The occupational choices were rearranged and the occupation, (20) Math was deleted from the fall questionnaire.

Fall Questionnaire	Spring Questionnaire
08	25
09	33
10 - 16	8 - 14
17	28
18 - 22	15 - 19
23 - 26	21 - 24
27	26
28	27
33	35
34 - 37	36 - 39
38	34
39 - 41	40 - 42

The remainder of the questionnaire retained the same questions except the arrangement of the questions changed.

Fall Questionnaire	Spring Questionnaire
17	20
18	21
19	22
20	23
21	17
23	19