

A DESCRIPTIVE STUDY OF SELECTED CHARACTERISTICS OF CERTAIN
STUDENTS AWARDED BACHELOR'S DEGREES AT THE UNIVERSITY OF
HOUSTON IN JUNE, 1966

A Thesis
Presented To
the Faculty of the Department of Psychology
University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Mary Headrick Clements
August, 1967

PREFACE

I wish to thank the personnel of the Records office of the Registrar of the University of Houston for their cooperation and prompt assistance. Also a very sincere thanks to Dr. R. O. Clements and other members of the family for their helpful aid.

I would like to express a very special thanks to Dr. Franklin L. Stovall, my faculty advisor and the Chairman, for his untiring assistance and patience, not only in this endeavor, but throughout my graduate studies.

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ABSTRACT

Although there is some data now available on students graduating from the University of Houston, there continues to be a need of information of the characteristics of graduating students to the Administrative Staff. Some of the important characteristics of these students would be: a) Do most of the graduates transfer from other universities and colleges? b) What is the nature of the academic record of the graduating classes?

For that purpose this study was made on a sample of 296 students included among the 1020* students who were awarded bachelor degrees by the University of Houston at the June Commencement, 1966. Some of the characteristics deemed significant were: 1) The number of academic probations; 2) The number of academic suspensions; 3) The number of majors; 4) The date of admission to the University of Houston; 5) The student's quality point average.

The 296 students included in this study were graduates of the College of Education and the College of Business Administration. A similar study was made by Miss Polly Bayless on the graduates of the College of Arts and Sciences.

The basic data was presented in five separate tables. In three of these tables, the tabulation was by colleges

* Listed on the program

and number of semester hours transferred from other colleges.

The information on these selected characteristics obtained from the records of the graduates warranted the following conclusions:

1. The largest group, or 51%, had no academic probations.
2. A very large number, or 90%, had no academic suspensions.
3. About half of the students, representing the largest number, or 51%, had only one major while attending the university of Houston.
4. The largest group, or 24%, were admitted to the University of Houston from the fall of 1962, through the summer of 1963.
5. The largest group, or 34%, graduated with a quality point average ranging from 2.50 to 2.99. Almost the same size group, or 33%, graduated with a quality point average ranging from 2.00 to 2.49.

TABLE OF CONTENTS.

CHAPTER	PAGE
I. THE PROBLEM	1
Statement of the Problem	1
Need for Study	1
Limitations of Study	2
Survey of Literature	2
II. THE GROUP STUDIED AND PROCEDURES USED .	4
The Group Studied	4
Procedures Used	5
III. PRESENTATION AND ANALYSIS OF THE DATA..	8
Presentation of Data	8
Analysis of Data	14
IV. SUMMARY, CONCLUSIONS, RECOMMENDATIONS..	19
Summary	19
Conclusions	19
Recommendations	21

LIST OF TABLES

TABLE	PAGE
I. NUMBER OF ACADEMIC PROBATIONS	9
II. NUMBER OF ACADEMIC SUSPENSIONS	10
III. NUMBER OF MAJORS	11
IV. DATE OF ADMISSION TO UNIV. OF HOUSTON.	12
V. QUALITY POINT AVERAGE	13

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this study was to determine certain characteristics of a sample of students awarded a bachelor's degree by the University of Houston at the June Commencement, 1966. Some of the characteristics deemed significant were: 1) The academic status (the number of probations and the number of suspensions); 2) The number of majors; 3) Date of admission to the University of Houston; 4) The student's QPA (quality point average); and 5) The number of hours transferred to the University of Houston. This last characteristic was used as a way of grouping the students as their characteristics were presented in tables.

Need for Study

There continues to be a need for the administrative staff to have answers to such questions as: a) What is the academic record of the students who have graduated from the University of Houston? b) How many students transfer from other colleges and Universities and complete their bachelor's degree at the University of Houston? and c) How often do students who eventually receive their bachelor's

degree change their major?

Limitations of Study

This study was a cooperative one. Miss Polly Bayless, another graduate student, and the author conducted similar studies. Miss Bayless used as her sample all of the graduates awarded a bachelor's degree in June, 1966 in the College of Arts and Sciences. There were 333 students in her study.

The author used as the sample for this study all of the students awarded bachelor's degrees in June, 1966 in two colleges: 1) College of Education; and 2) College of Business Administration.

Miss Bayless limited her study to the following characteristics: 1) The student's QPA (quality point average); 2) Number of semesters on probation; 3) number of semesters on suspension; 4) Number of majors; 5) Date of admission to the University of Houston; 6) Number of semesters under "C" average.

It would be expected also that the results of these two studies would be of value mainly to the officials of the University of Houston, although one can see that more detailed research into statistical correlations might broaden this type of study into general use of a predictive nature.

Survey of Literature

Apparently very few universities have made studies of their graduates similar to this study. There is a large

amount of literature concerning students entering college. There are also some studies in which attempts have been made to follow up graduates for various purposes.

It might be helpful to the reader to review the work of Mr. Alexander Kantainis and Mr. Frederic Bahr which was done in 1961.

Mr. Kantainis' study was researched on a group of 385 students who were awarded a bachelor's degree by the University of Houston at the June Commencement, 1961. Included were the graduates from the following colleges at the University of Houston: College of Architecture, College of Business Administration, College of Education, College of Pharmacy, and College of Technology. Some of the characteristics he deemed significant were: 1) Date of admission to the University of Houston; 2) The location of the high school from which the students graduated; 3) The ratio of transfers to non-transfers; and others.

Mr. Frederic Bahr did a similar study of students receiving a bachelor's degree on the same date as above. His study included graduates from the following colleges at the University of Houston: College of Arts and Sciences, College of Engineering, and College of Law. There were 371 in these groups.

The findings of these two research studies were significant and prompted the continued study of the characteristics of those graduating with bachelor's degrees from the University of Houston.

CHAPTER II

THE GROUP STUDIED AND PRODEDURES USED

The Group Studied

A total of 1020* students were awarded Bachelor's degrees at the University of Houston on June 4, 1966. Of this total 296 were awarded a bachelor's degree in the following colleges included in this research project:

1. College of Business Administration- A total of 157 students were awarded bachelor's degrees. There were 137 male students, or 87%. There were 20 female students, or 13%.

a. Bachelor of Business Administration, 152, or 97%.

b. Bachelor of Science, 2, or 1%.

c. Bachelor of Accounting, 3, or 2%.

2. College of Education- A total of 139 students were awarded a degree of Bachelor of Science in Education. There were 123 female students, or 88%. There were 16 male students, or 12%.

Students awarded bachelor's degrees by the College of Arts and Sciences were studied by Miss Bayless in a parallel study.

*It was subsequently learned that in the sample of this study, 19 students listed on the program did not receive bachelor's degrees on June 4, 1966.

Procedures Used

The basic data on each student included in this study receiving a bachelor's degree from the University of Houston at the June Commencement, 1966, was obtained from the "Permanent Record Cards", which are kept at the Records Office of the Registrar at the University of Houston. Photostatic copies of these records were made for the purpose of this investigation.

It was decided to include the following characteristics for study:

1. The date of admission to the University of Houston.
2. Hours transferred from other college or colleges.
3. Number of majors.
4. Number of semesters on probation.
5. Number of semesters on suspension.
6. Quality point average.

The photostatic copies themselves were used for purposes of tabulation. The "copies" were first grouped according to the Colleges of Education and Business Administration. Each of these groups were then sub-divided into two groups according to the sex of the students. These groups were later separated according to hours transferred to the University of Houston. All the tabulations were then made directly from these copies and tally sheets were made for each college, the sex, and the various characteristics in the following way:

1. The date of admission to the University of Houston.-

This characteristic was compared to the hours transferred to the University of Houston in the following five categories: none, less than 12, from 12 to 30, from 31 to 60, and more than 61. The seven categories according to date of admission were: before fall semester 1956, fall 1956 through summer 1960, fall 1960 through summer 1961, fall 1961 through summer 1962, fall 1962 through summer 1963, fall 1963 through summer 1964, and since summer 1964.

2. Number of Majors- this represented the number of majors the student had chosen at the University of Houston. Four categories were listed for tabulation to show the number of changes from one to four or more. This characteristic was also compared to the number of hours transferred to the University of Houston in the manner stated earlier.

3. Academic Status- this included the number of semesters or summer terms a student was on probation or suspension. Under probation the listings were as follows: 0-showing no probations; 1- one probation; 2- two probations; 3- three probations; 4- four or more probations. Under suspensions the listings were as follows: 0- showing no suspensions; 1- one suspension; 2- two or more suspensions.

4. Quality Point Average- the QPA was computed on this

basis: a grade of "A" was counted 4 quality points per semester hour, a grade of "B" was counted as 3 quality points per semester hour, a grade of "C" was counted as 2 quality points per semester hour, a grade of "D" was counted as 1 quality point per semester hour, and a grade of "F" was counted as 0. After these quality points were averaged, the five categories were: under 2.00, from 2.00 to 2.49, from 2.50 to 2.99, from 3.00 to 3.49, and from 3.50 to 3.99.

Again the QPA was compared to the hours transferred to the University of Houston in the manner shown earlier..

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

Presentation of Data

The basic data for this study are presented in Tables I through V. Tables I and II represent the academic status of the students and tabulations are simply according to colleges and male and female. In Tables III, IV, and V the tabulations were by numbers of hours transferred to the University of Houston as well as by colleges and sex. In all the Tables, N represents number, M represents male, and F represents female. % represents percent. Sub-totals and totals are on the far right of each table for the colleges and sub-totals and totals are at the bottom of the table for the categories.

TABLE I
NUMBER OF ACADEMIC PROBATIONS

College	0		1		2		3		4		Sub-Totals		Totals													
E D U C A T I O N	N	%	N	%	N	%	N	%	N	%	N	%	TN	T%												
	M	F	M	F	M	F	M	F	M	F	M	F	M	F												
	6	89	6	94	7	21	25	75	2	10	17	83	1	2	33	66	0	1	0	100	16	123	12	88	139	47
B U S I N E S S A D M I N I S.	46	10	82	18	37	5	88	12	37	3	93	7	10	2	83	17	7	0	100	0	137	20	87	13	157	53
	SUB-TOTAL	52	99	35	66	44	26	53	37	39	13	75	25	11	4	73	27	7	1	87	13	153	143	296		
TOTAL	151	51	70	24	52	17	15	5	8	3	296															

TABLE II
NUMBER OF ACADEMIC SUSPENSIONS

College	0				1				2				Sub-totals				Totals	
E D U C A T I O N	N		%		N		%		N		%		N		%		TN	T%
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
E D U C A T I O N	15	121	11	89	1	2	33	66	0	0	0	0	16	123	12	88	139	47
B U S I N E S S	110	19	85½	14½	20	1	90	10	7	0	100	0	137	20	87	13	157	53
Sub-totals	125	140	47	53	21	3	87½	12½	7	0	100	0	153	143			296	
Totals	265		90		24		8		7		2		296					

TABLE III
NUMBER OF MAJORS

College	Hours Trans.	1		2				3				4				Sub-total				Total			
		N		%		N		%		N		%		N		%		TN	T%				
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F						
E D U C A T I O N	None	12	100	1	11	8	92	3	100	1	100	5	23	18	82	28	20						
	- 12	4	100		2	100		1	1	50	50	1	7	13	87	8	6						
	12-30	11	100	1	5	17	83	1	1	50	50	1	18	10	90	20	14						
	31-60	1	28	4	96		9	100	2	1	66	33	1	39	7	93	42	30					
	60+	2	33	6	94	3	3	50	50				5	36	12	88	41	29					
B U S I N E S S	None	15	2	88	12	15	5	75	25	10	3	77	23	2	1	66	33	42	11	79	21	53	34
	- 12	3	2	60	40	7	100							10	2	83	17	12	8			12	8
	12-30	4	2	66	33	11	1	92	8	5	100		2	3	88	12	25	16			25	16	
	31-60	15	1	94	6	20	2	91	9	5	100		40	3	93	7	43	27			43	27	
	60+	16	1	94	6	7	100						23	1	96	4	24	15			24	15	
Sub-tot.		56	96	37	63	65	38	64	36	27	6	87	13	5	3	62½	37½	153	143	52	48	296	
Total		TN	T%	TN	T%	TN	T%	TN	T%	TN	T%	TN	T%					296	100				
		152	51	103	34	33	13	8	2					296	100								

TABLE IV

DATE OF ADMISSION

College	Hrs. Trans.	DATE OF ADMISSION																	
		Prior '56		Fall '56 Summ '60		Fall '60 Summ '61		Fall '61 Summ '62		Fall '62 Summ '63		Fall '63 Summ '64		After 1964		Sub Totals		Totals	
		N	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	N	%
E D U C A T I O N	None		2				2	4	6	1	11					5	21	26	18
	0-12						2	2	3		4				2	7	9	6	
	12-30		2		1		3		1		6	1	6		1	19	20	14	
	31-60	1	6		5		1	1			4	1	15		9	3	40	43	31
	61+		1		1						2	5	1	15	2	14	5	36	41
Sub-Tot.		1	11		7		6	7	10	3	30	3	36	2	23	16	123	139	47
TN %		12	9	7	5	6	4	17	12	33	24	39	28	25	18				
B U S I N E S S	None	3	1	11	1	5	1	14	2	6	6					39	11	50	32
	0-12	1	1	1		2		4		2	1					10	2	12	7
	12-30	1		4		2		8		6		3	3			24	3	27	17
	31-60			3	1	1		8	1	14		12	1	3		41	3	44	28
	60+	1		1		1		2		2	1	5		11		23	1	24	15
Sub-Tot.		6	2	20	2	11	1	36	3	30	8	20	4	14	0	137	20	157	53
TN %		8	6	22	14	12	8	39	25	38	24	24	15	14	9				
Total		20	7	29	10	18	6	56	19	71	24	63	21	39	13			296	

TABLE V

QUALITY POINT AVERAGE

College	Hours Trans.	Under 2.00		2.00-2.49		2.50-2.99		3.00-3.49		3.50-3.99		Sub-Tot.		Totals	
		N		N		N		N		N		N		TN	T%
		M	F	M	F	M	F	M	F	M	F	M	F		
E D U C A T I O N	None		1	4	5	1	13		2		3	5	24	29	21
	- 12					1	2		3		1	1	6	7	5
	12- 30		1		6	2	6		4		1	2	18	20	14
	31- 60		3	1	10	2	15		11		1	3	40	43	31
	60+		1		5	1	12	4	13		4	5	35	40	29
	Sub-tot		6	5	26	7	48	4	33		10	16	123	139	
B U S I N E S S	None	6		18	1	11	8	4	2	1		40	11	51	32
	- 12	2		4		4	1		1			10	2	12	7
	12- 30	1		10	1	8	1	4		1		23	3	26	17
	31- 60	9		25		3	3	3		1		41	3	44	28
	60+	3		9		5	1	4		2		23	1	24	15
	Sub-tot	21		66	2	31	14	15	3	4	1	137	20	157	
Totals	TN	T%	TN	T%	TN	T%	TN	T%	TN	T%	TN				
	27	9	99	33	100	34	55	18	15	5	296				

Analysis of Data

Table I - Number of Semesters on Probation

In the College of Education, there were six males, or 6%, who were never on probation. There were 89 females, or 94%, who were never on probation. There were 7 males, or 25%, and 21 females, or 75%, who were on probation one semester. There were 2 males, or 17%, and 10 females, or 83%, who were on probation two semesters. There was 1 male, or 33%, and 2 females, or 66%, who were on probation three semesters. There were no males on probation four or more semesters and one female, a 100% in this category, who was on probation four or more times. In the College of Education 12% of the students are male and 88% of the students are female. In this college there are 139 students, or 47% of the sample studied.

In the College of Business, there were 46 males, or 82%, who were never on probation. There were 10 females, or 18%, who were never on probation. There were 37 males, or 88%, who were on probation one semester. There were 5 females, or 12%, on probation one semester. There were 37 males, or 92.5%, and 3 females, or 7.5%, who were on probation two semesters. There were 7 males and no females on probation four or more semesters, giving the males 100% in this category. In the College of Business, 137 of the students, or 87%, were male and 20, or 13%, of the students were female.

Of all the students in this sample, there were 52 males

or 34%, who were never on probation. There were 99 females, or 66%, who were never on probation. There were 44 males, or 53%, and 26 females, or 37 %, who were on probation one semester. There were 59 males, or 75%, and 13 females, or 25%, who were on probation 2 semesters. There were 11 males, or 73%, and 4 females, or 27 %, who were on probation 3 semesters. There were 7 males, or 87.5%, and 1 female, or 12.5%, who were on probation four or more times. In the study, there were 153 males and 143 females.

Approximately one half or 51% of the students receiving bachelor's degrees in June, 1966 were never on probation. On probation 1 semester were 24% of all these students graduating in June, 1966. On probation 2 semesters were 17% of the total. On probation 3 semesters were 5% of the total. On probation 4 or more semesters were 3% of the total in this study.

Table II - Number of Suspensions. A total of 265 students, or 90%, of the two colleges combined had no suspensions. Of these, 125, or 47%, were males, and 140, or 53%, were females. A total of 24, or 8%, of the students of the two colleges were on suspension one semester. Of these, there were 21 males, or 87.5%, and 3 females, or 12.%. A total of 7 students of the two colleges, or 2%, were on suspension two or more semesters. All of these were male students in the College of Business Administration.

Table III - Number of Majors. The number of majors

as compared to the semester hours transferred from other colleges or universities are listed in Table III. A total of 152 students of both colleges, or 51%, had only one major. Fifty-six, or 37%, of these were males and 96, or 63%, were females. A total of 102 students of both colleges, or 34%, had 2 majors. Of these 65, or 64%, were males and 37, or 36%, were females. A total of 30 students of both colleges, or 13%, had 3 majors. Of these 25, or 87%, were males and 5, or 13%, were females. A total of 8 students, or 2%, had 4 or more majors in both colleges. Of these, 5, or 62.5% were males and 3, or 37.5% were females.

Table IV - Date of Admission. This table shows that in the combined colleges 20 students, or 7%, were admitted to the University of Houston before the fall of 1956. Of these 12, or 9%, were from the College of Education and 8, or 6% were from the College of Business Administration. From the fall of 1956 through the summer of 1960, a total of 29 students, or 10%, were admitted. Of these there were 7, or 5%, of the College of Education and 22, or 14%, of the College of Business. There were 18 students from both colleges, or 6%, admitted from the fall of 1960 through the summer of 1961. Of these, there were 6 students, or 4%, from the College of Education and 12 students, or 8%, from the College of Business. There were 56 students, or 19%, from both colleges who were admitted from the fall of 1961 through the summer of 1962. Of

these, there were 39 students, or 25%, from the College of Business and 17, or 12%, from the College of Education. From the fall of 1962 through the summer of 1963, 71 students of both colleges, or 24%, were admitted. In this group 33, or 24%, were from the College of Education and 38, or 24%, were from the College of Business. This was the largest group, approximately a quarter of both colleges combined. There were 63 students of both colleges, or 21%, who were admitted from the fall of 1963 through the summer of 1964. Of these, there were 39 students, or 28%, from the College of Education and 24, or 15%, from the College of Business. There were 39 students, or 13%, of both colleges combined who were admitted after the summer of 1964. Of these, there were 25 students, or 18%, from the College of Education and 14, or 9%, from the College of Business. All of the last group from the College of Business were males. In this category, the largest number, or 31%, transferred from 31-60 hours. This was the College of Education. In the College of Business the largest group, or 32%, transferred no hours.

Table V - Quality Point Average. The QPA of the students as compared to the semester hours transferred from other colleges are listed in Table V. The number of students from the two colleges combined with a QPA under 2.00 was 27, or 9% - 21 male students and 6 female students. The students of both colleges with a QPA of

2.00 - 2.49 were 99, or 33%. The number of both colleges with a QPA of 2.50 - 2.99 was 100, or 34% - almost the same as those with QPA of 2.00 - 2.49. The total of students in both colleges with a QPA of 3.00 - 3.49 was 55, or 18%. The number of students in the two colleges with a QPA of 3.50 - 3.99 was 15, or 5%. It is interesting that this table would approximate a bell-shaped curve. In the College of Education all the students in the higher category were females, as was the case in the lowest category. Almost the opposite was true in the College of Business with only males in the lowest category and 4 out of 5, or 80%, males in the highest category.

CHAPTER IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this study was to determine certain characteristics of students awarded a bachelor's degree by the University of Houston at the June Commencement, 1966. Some of the characteristics deemed significant were: 1) Number of academic probations; 2) Number of academic suspensions; 3) Number of majors; 4) Date of admission to the University of Houston; 5) The students quality point average.

A total of 1020* students were awarded a bachelor's degree by the University of Houston at the June Commencement, 1966. Of this total, 296 were included in the sample for this study. These were the graduates of the College of Education and the College of Business Administration. A similar study was made by Miss Polly Bayless on a sample of 333 graduates from the College of Arts and Sciences.

The basic data and tabulations for this study were presented in Tables I through V in Chapter III.

Conclusions

On the basis of the data presented in Tables I - V, it was found, among other things, that while 51% of all the students in the two colleges were never on probation, 24% of the students in the group studied were on pro-

* Printed in the program

bation one semester. The ratio was nearly equal (47% - 53%) between males and females who were never on suspension, however no females were on suspension 2 semesters, while 7, or 2%, of the males were on suspension 2 or more semesters. These males were all in the school of Business Administration. Only 2 females in the College of Education were on suspension one semester.

One hundred and fifty-two students, or 51%, of all the students in the study had only one major. Eight students, or 2%, of the study had four or more majors.

The largest group, or 24%, of the sample were admitted to the University of Houston from the fall of 1962 through the summer of 1963. The smallest group, or 6%, of the sample studied were admitted to the University of Houston from the fall of 1960 through the summer of 1961.

The largest group, or 34% of the sample studied had a quality point average in the range of 2.50 - 2.99. The smallest group, or 5% had a quality point average in the range of 3.50 - 3.99.

In the College of Education, there were two groups, those who transferred from 31-60 hours and those who transferred more than 61 hours, who each had 41 students, or 29% each. These represented the largest groups.

In the College of Business Administration there were 52, or 33%, of the students who did not transfer any hours to the University of Houston. These students spent all their academic time at the University of Houston.

Recommendations

The limitations of this study were pointed out in Chapter I. The results of this study, however, seem to point out several important factors and the author feels justified in recommending that a more advanced analysis of these and other characteristics be made especially along the lines of correlating some of the characteristics. It appears to me, also, that in view of the large number of students who are on probation at least one semester, that some effort be made to relate this and other characteristics to Freshman entrance examinations or guidance tests.