

A STUDY OF STUDENT SELECTION CRITERIA AND A PROFILE OF  
THE STUDENT POPULATION OF THE COLLEGE OF NUTRITION,  
TEXTILES, AND HUMAN DEVELOPMENT, THE TEXAS  
WOMAN'S UNIVERSITY, DENTON, TEXAS

---

A THESIS  
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF SCIENCE  
IN THE GRADUATE SCHOOL OF THE  
TEXAS WOMAN'S UNIVERSITY  
COLLEGE OF NUTRITION, TEXTILES,  
AND HUMAN DEVELOPMENT

BY  
DIANE M. HOLMES, B. S.

---

DENTON, TEXAS

MAY, 1980

## TABLE OF CONTENTS

LIST OF TABLES . . . . .	v
LIST OF FIGURES . . . . .	viii
Chapter	
I. INTRODUCTION . . . . .	1
Purpose of Study . . . . .	2
Objectives of Study . . . . .	2
II. REVIEW OF LITERATURE . . . . .	4
Problems Facing Higher Education . . . . .	4
Ways Higher Education Can Meet the Challenges . . . . .	10
Responses of Colleges of Home Economics to the Problems Facing Higher Education	19
III. PROCEDURE . . . . .	27
Instrument Development . . . . .	27
Sample Population . . . . .	30
Analysis of Data . . . . .	32
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	37
Demographic Data . . . . .	37
Origins of Awareness . . . . .	58
Criteria for Selection . . . . .	65
Scheduling Information . . . . .	70
Relationships Between CNTHD Students and Various Factors Affecting Selection . . . . .	79



V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	89
Summary . . . . .	89
Results . . . . .	90
Recommendations . . . . .	93
APPENDICES . . . . .	96
A. Questionnaire . . . . .	97
B. Oral Description . . . . .	102
C. Memo to Faculty from College Dean . . . . .	104
D. Letter for Mail-Out Questionnaires . . . . .	106
E. Approval from Human Subjects Review Committee . . . . .	109
REFERENCES . . . . .	110

## LIST OF TABLES

### Table

1.	Percentage and Frequency Distribution of Male-Female Student Population . . . . .	38
2.	Percentage and Frequency Distribution by Age of Student Population . . . . .	39
3.	Percentage and Frequency Distribution by Race of Student Population . . . . .	41
4.	Percentage and Frequency Distribution by Enrollment Background of Students . . . . .	42
5.	Percentage and Frequency Distribution by Classification of the Students . . . . .	43
6.	Percentage and Frequency Distribution by First Year of Attendance at TWU of the Students . . . . .	44
7.	Percentage and Frequency Distribution by College Interruption of Students . . . . .	45
8.	Percentage and Frequency Distribution by Current Occupation of Students . . . . .	46
9.	Percentage and Frequency Distribution by Current Employment Status of Students . . . . .	47
10.	Percentage and Frequency Distribution by Personal Annual Income of Students . . . . .	48

## Table

11.	Percentage and Frequency Distribution by Reasons for Enrollment of Students . . . .	49
12.	Percentage and Frequency Distribution by Relationship of Student's Current Job to Degree Sought . . . . .	51
13.	Percentage and Frequency Distribution by Legal Marital Status of Students . . . . .	52
14.	Percentage and Frequency Distribution by Number of Children of Students . . . . .	53
15.	Percentage and Frequency Distribution of Students by State of Residence . . . . .	54
16.	Percentage and Frequency Distribution by Residence Status of Students . . . . .	55
17.	Percentage and Frequency Distribution by Transportation Status of Students . . . . .	55
18.	Percentage and Frequency Distribution by Type of Transportation Arrangements of Commuting Students . . . . .	56
19.	Percentage and Frequency Distribution by Miles Commuters Travel One-Way to Campus from Residence . . . . .	57
20.	Percentage and Frequency Distribution by Geographic Background of Students . . . . .	59
21.	Percentage and Frequency Distribution by Students' First Exposure to CNTHD . . . . .	60
22.	Percentage and Frequency Distribution of Single Most Important Reason for Choosing CNTHD/TWU . . . . .	69

# Table

23.	Frequency Percentage Responses to Factors Influencing Choice of TWU . . . . .	71
24.	Frequency Distribution of Present Schedules of Responding Students . . . . .	78
25.	Percentage and Frequency Distribution of Schedule Preference of Responding Students . . . . .	80
26.	Chi-Square Values of Family Size of Students with Location and Lower Costs of University . . . . .	82
27.	Chi-Square Analysis of Current Occupation of CNTHD Students Crosstabulated with Importance of Faculty, Reputation of College and University in Selection Process . . . . .	84
28.	Chi-Square Value of Crosstabulation of College Education Interrupted Five or More Years with Current Desired Schedule of Classes . . . . .	85
29.	Chi-Square Distribution Analysis of Cross- tabulation of Students' Classification with Nineteen Possible Sources of Exposure to CNTHD/TWU . . . . .	87

## LIST OF FIGURES

### Figure

1. People As a Factor of Exposure to TWU . . . . .	62
2. Publications and Media as a Source of Exposure to TWU . . . . .	64
3. Program of College or University as a Source of Awareness . . . . .	66
4. Professional Publications and Programs as a Source of Awareness . . . . .	67
5. Mean Rating of Factors Affecting Choice of CNTHD/TWU . . . . .	77

## CHAPTER I

### INTRODUCTION

Higher education in the United States has long been a privilege of those seeking knowledge and a profession. Traditionally, colleges have had abundant student enrollment, the support of individual and government funding, and the liberty to develop programs and faculty as demand indicated. American higher education is now in a critical period of decline. The expansion of faculties and structures that occurred on campuses in the 1960's to meet the enrollments of that decade are unneeded with today's reduced student population. Rising operating costs are causing administration to reflect upon the necessity of expanded faculty and buildings. Centra (1970) projected that by 1985 there will be 1.7 million fewer 18-20-year-olds than in 1980, proving the downward progression of traditional enrollments is growing more serious. Recently, a trend has developed to take a closer look at the current campus population and structure new programs meeting the

needs of the present student and attracting the prospective student going through the decision-making process.

### Purpose of Study

The purpose of this study was to provide the administration of the College of Nutrition, Textiles, and Human Development at the Texas Woman's University data related to the student population in order to form a profile of the present population, assess their origins of awareness in this particular university, and determine their criteria for selection of this college for educational pursuits. The data collected can provide assistance to the faculty and administration for the development of plans and strategies. In addition, results of the study reveal relationships between types of students presently enrolled and their criteria for selection of this college.

### Objectives of Study

The objectives of this study were:

1. To develop a socio/economic and demographic profile of the students enrolled in the College of Nutrition,

Textiles, and Human Development at the Texas Woman's University.

2. To determine the primary criteria on which students based their selection of the College of Nutrition, Textiles, and Human Development at the Texas Woman's University for their educational program.

3. To determine the primary origins of students' awareness of the College of Nutrition, Textiles, and Human Development at the Texas Woman's University.



## CHAPTER II

### REVIEW OF LITERATURE

The review of literature is presented under the following sections: (1) problems facing higher education in America in the decade from 1980 to 1990, (2) ways higher education can meet these problems, and (3) ways colleges of home economics can respond to the problems of higher education.

#### Problems Facing Higher Education

Predictions are that 1980 to 1990 will be a difficult decade for higher education in America. The demographic factors and economic influences of the 1960's, which resulted in the growth and expansion of American colleges and universities, have now created a severe financial problem for higher education administrators. Sargent (1978) outlined five crucial events which are adversely affecting colleges and universities in the late 1970's. These anticipated forces center on falling enrollments, legislative cut-backs, rising energy costs or allocation, a declining

job market, and institutional rigidity. College and university administrators and faculty are almost forced to evaluate, anticipate, plan, and react creatively to these concerns to keep their respective institutions alive.

### Declining Enrollment

Centra (1979) stated "We can expect that, beginning around 1980, significantly fewer high school graduates will be available for entry into the collegiate experience and by 1985 there will be 1.7 million fewer 18- to 21-year olds than in 1980" (p. 50). According to the Bureau of the Census, the birthrate per thousand women in 1956 was 132; by 1970, it was 88; and in 1979, it was 63. Indications are that the trend for fewer births is continuing. Sargent (1978) urged a "sober examination of reduced college populations" (p. 467).

By 1985, assuming that Americans will continue to go to college at the present rate, both state and independent colleges and universities will be educating nearly three million fewer students. . . . The full significance of this number is not obvious so long as it remains merely a number; think rather that 200 universities of 5,000 students each or 500 colleges of 2,000 students each will have been annihilated. (Silber, 1975, p. 35)

Funding Pressure

Shostak (1978) stated that the recent past has demonstrated that legislators have been inclined to allocate funds to institutions of higher education which are deemed "successful" or "attract large student populations." However, the present voting public is closely observing all government expenditures and legislators are being forced to bring state and national budgets into close scrutiny. Sargent (1978) reiterated that legislators may find it difficult to appropriate a target percent of the total tax dollar for educational purposes. Combined with rapid and substantial inflation, cutbacks of government funds could bring higher education near bankruptcy.

Shostak (1978) stated that additional higher education funding pressures will be derived from California's present Proposition 13 revisions of economic allotment for public college and university programs which could affect national trends. Maeroff (1978) added that stronger federal regulation of higher education will become apparent as the Department of Health, Education, and Welfare comes under

consumer pressure to limit or even terminate funding to terminate funding to institutions that do not produce employable graduates.

Minter of the John Minter Agency (Minter, 1979), observed that the impact of specific tax limitation legislation in states will have its own variable impact on the fiscal state of the institution.

In 1978, several states enacted laws that either restricted taxes or curbed public spending. These states included Alabama, California, Idaho, Illinois, Massachusetts, Missouri, Nevada, North Dakota, South Dakota, and Texas. Preliminary data from this study strongly relates taxes and spending limitations and demonstrates their effect on higher education, reducing this growth sharply and even producing contractions in some states. (Minter, 1978, p. 24)

### Shortages and Rising Costs of Energy

Energy is the crisis issue of the 1980's and its impact on management of institutions of higher education cannot be minimized. Treadwell (1978) stated that this may be especially true of large institutions in energy-scarce areas. When institutions of higher education have to compete with industry for the same energy, it is likely that government regulations will be enacted in favor of industry (Shostak, 1978). Sargent (1978) stressed that both the

amount of energy allocation and the energy cost will place institutions with large facilities and restricted budgets in precarious positions. While energy costs may be difficult to assess, such costs exert significant effects on fringe operations and surplus facilities.

Shostak (1978) argued that should the energy shortages continue as a primary future consideration, regional collegiate attendance will become more prevalent. There is evidence that this is already occurring. Limited hours of operation, decreased days of the week the campus will be open, and substantial cut-backs in "comfort conditions" are evident on many campuses.

#### Limited Job Market for College Graduates

Centra (1979), in his assessment of enrollment trends, observed that while up to 40 percent of high school youth attend college, only about 20 percent of available jobs are classified in the market of 1978 as jobs requiring a college education. The Department of Labor estimated that one-fourth to one-third of all employees are presently engaged at jobs substantially below their college training level. Fields (1978) projected that as many as 950,000

bachelor's degree holders between 1974 and 1985 will be obliged to settle for jobs that leave them "under-employed." Sargent (1978) stressed that as the job market for the traditional college graduate becomes tighter, a further erosion of the student population could occur as more and more traditional students seek training more applicable for current employment demands.

#### Traditional Approaches to Institutional Management

Decisions concerning academic goals or social goals for a university are often based on tradition or biases rather than current student needs. Silber (1975) stated that "administrations can no longer bend to past records or alumni pressures if successful management occurs" (p. 58). The world is changing at such a rapid pace, education should be among the first to meet and exceed public expectations.

Institutional rigidity is one problem facing higher education. Many colleges and universities have been slow to adapt to changing conditions and circumstances. While some universities have developed innovative programs to

more effectively cope with changing environmental conditions, most have not.

In the 1970's institutional structure of colleges and universities was becoming increasingly bureaucratized and unionized, the over-all effect of which will create rigidity of movement at the exact time maximum flexibility of discipline and leadership are more essential. (Sargent, 1978, p. 52)

Another educator observed: "Those institutions which respond to the problems facing higher education with haste and innovation will be the ones which emerge strongest" (Shostak, 1978, p. 30).

As discussed, there are several significant challenges confronting higher education. The major challenges of declining enrollment, legislative cut-backs, shortages and rising costs of energy, limited job market for the college graduate, and institutional rigidity all have considerable impact on institutions of higher education. In order to survive, colleges and universities must develop new programs, and in general become adaptable.

#### Ways Higher Education Can Meet the Challenges

Colleges and universities can be successful in responding to challenges. They can adapt or react to the

changes in the environment and they can make an about-face in curriculum or in the type of student they hope to attract. There has always been room for innovation and fresh starts in American higher education, even if this freedom, which rested primarily on expanding enrollment and funds, is more circumscribed now than it has been in many years (Reisman, 1979).

#### Implications of the Non-Traditional Student

An important source of additional students for colleges is the returning or older student. Because of the decline in the numbers of traditional 18- to 22-year-old students, colleges and universities have actively recruited older students by developing special programs and innovative scheduling of evening and weekend classes.

The trend toward the concept of the "adult learner" and "life-long" learning have had and will continue to have a significant impact on higher education. According to 1978 U. S. Census data, approximately 50 percent of all college students in the United States were over the age of 22. This represents a significant increase from 1970



when the over-22-year-old age group constituted only 39 percent of all college students. Leckie (1978) stated that the non-traditional student contributed more to higher education than just their numbers. These students typically are employed full-time and bring to the classroom their knowledge, experiences, expertise, and often a high level of excitement at being back in college.

There are important implications for colleges and universities of the trend toward fewer numbers of traditional aged students and the increase in the older non-traditional learner. Colleges can respond to these national trends by revising existing and developing new curriculum to appeal to the older student and by more innovative scheduling of classes to meet the needs of this growing student group.

Lutz (1978) stressed the importance of greater financial support by state legislators to quality non-traditional college programs such as external degree programs. These external degree programs bring adult learners to the college campus and provide them with an opportunity to earn a degree at a fairly low cost.

If traditional institutions want to appeal to the non-traditional student, they must change some of their policies so that larger numbers of special students may enroll and so that there are no limits on the number of courses a special (or non-traditional) student may take. In addition, scheduling patterns must be changed so that more courses, particularly upper-level courses, are available to adults. Further, more college services must be made available evenings and weekends. (Lutz, 1978, p. 29)

Lutz (1978) strongly advised offering special services for the non-traditional student in an effort to attract a different student population to college campuses. An academic advising program should be available for the adult learner. Such a program is essential because the adult learner needs counseling in order to clarify their academic goals. In addition, counseling assists the adult learner in integrating their programs of study with full-time employment and/or family obligations. Further innovations to attract non-traditional students are: learning resource centers containing books, journals, films, tapes, and other materials established at locations that are readily accessible to the adult learner. According to Lutz (1978) the location of the centers should be separate from the main campus, perhaps in or near public libraries or areas of concentrated employment to facilitate greater utilization

by the non-traditional student. Colleges are urged to create answers to the problems adult learners encounter by providing child care facilities, family-oriented activities, and scheduling of courses at such time so as to better accomodate the individual with young children.

### Recruitment Procedures

In addition to the concern for developing special programs and services to meet the needs of non-traditional students, colleges and universities need to develop and implement more innovative recruitment plans and procedures. In short, they must adopt a marketing orientation. More specifically, college admissions personnel need to re-examine their recruiting program in light of the declining number of the traditional students and the increased competitive pressures among all colleges for these students. According to a survey of student recruitment activities conducted by Murphy and McGarrity (1978):

In an era of already declining enrollments and a dwindling supply of "college age" young people, colleges and universities are increasingly turning to marketing techniques successfully employed in the commercial private sector. Many institutions have altered their educational "product" to appeal to a different segment of the market. (p. 249)

Murphy and McGarrity (1978) further stated that the pressure of competition and increasing complexity of the marketplace have made "selling the institution of higher education" a high priority item. Traditionally, the market plan, if one even existed, was based on the hunches and biases of those constructing the plan and not on an objective assessment of current need (Barton, 1978).

Marketing strategies are most effective when based on sound market information. Current students and prospective students, their parents, the local community, alumni, the administration, and the faculty should be questioned to determine their attitudes toward and perceptions of the institution. Further, the research should not be considered a base for building recruitment programs until it is compared with other colleges of similar size and program scope, often the closest competition (Barton, 1968).

Continued Changes in Academic Programs

Based on the findings of market research studies, colleges and universities need to continue to alter their academic programs and course offerings. These changes will increase the effectiveness of the colleges in an increasingly competitive environment. However, it is interesting to note that nearly 60 percent of the respondents to the Murphy-McGarrity (1978) survey

. . .indicated that their schools had not significantly modified their academic programs in the past five years to attract new or different kinds of students. (p. 260)

Results of the Murphy-McGarrity (1978) survey also revealed that a conflict of interest existed between individuals with responsibility for recruiting students and those responsible for the academic program offerings of the college or university. Over 50 percent of the recruiting officers who responded are of the opinion that their college or university's program should be "somewhat tailored to more closely match the desires or perceived needs of prospective students" (Murphy-McGarrity, 1978, p. 258).

The need is clear for curriculum and program changes to match recruitment efforts.

### Advertising College Programs

According to the Murphy-McGarritty (1978) study, most colleges and universities were spending 84 percent of the total budget for advertising and promotion on such traditional activities as recruiting visits to high schools, direct mail, and campus days for prospective students. Most colleges were making very little use of mass media advertising in newspapers, radio, and television. Concerning the limited usage of mass media advertising, Lutz (1978) recommended colleges and universities engage in promotion of degree programs through the use of public service announcements on television and radio programs and paid advertising on television, radio, newspapers, and magazines. Lutz (1978) suggested that advertising in the mass media would be especially effective in recruiting non-traditional students to enroll in academic programs.

Based on the findings of the Murphy-McGarritty (1978) study, the use of radio and television advertising is a

relatively recent phenonemon. Most colleges and universities continue to allocate the major portion of the budget to traditional recruiting methods.

Recruitment on high school campuses secures an estimated 30 percent of the freshman class the following fall; therefore, only 30 percent of the recruiting dollar should be spent attracting the traditional college freshman--the remainder should go where it can do the most good--the employees looking for a better job through higher education, the woman needing certification or degrees to enter the job market, the adult seeking a career change through higher education. (Lutz, 1978, p. 26)

### Administrative Planning

The organizational structure of academic institutions may need to be modified in the future to accomodate changes in the environment. Murphy and McGarrity (1978) projected some universities might wish to create a high level position within their organization such as a vice president or director of university marketing. This individual would be responsible for co-ordinating program development and modification and other acts of student recruitment, advertising and promotion, and marketing research. Murphy and McGarrity (1978) further stated that an overall university strategy could be developed from the input of

administrative officers, academic deans, department chairmen, faculty, and other university administrators.

Kintzer (1979) projected that "with the current economic crunch, the helter-skelter development, governance, and multiple financing of American colleges and universities is coming to an end" (p. 257). Instead, careful analysis of operation costs, close scrutiny of faculty expansions and raises, and development of new and innovative programs to meet student needs will become the new fule. Kintzer (1979) further demanded the attention of the administration and faculty of universities to the needs and perceived desires of the student during the upcoming "lean" financial years. "Those institutions that respond most willingly to students' needs will emerge as more vital centers of learning for all of us, both young and old" (Leckie, 1978, p. 197).

Responses of Colleges of Home Economics to  
the Problems Facing Higher Education

In the early 1960's the executive committee of the National Association of State Universities and Land-Grant Colleges proposed a study aimed at defining the future



role and scope of home economics among its member institutions. McGraith (1968) related the findings of this study by reviewing the ideas and pressures which have shaped home economics as it exists today and analyzing trends in contemporary society with the purpose of determining the role which home economics can play in meeting the needs of the next generation. McGraith (1968) stated that home economists as professionals must realize that traditionally they have dealt with the great middle class of America's population. With this group, efforts have been directed largely to women and girls. To extend professional services to men and boys, the elderly, the affluent, the handicapped, the poverty stricken, and the ghetto resident should become the challenge of the future. Colleges of home economics should expand their programs to include education in not only traditional areas of household skills, but also give tools for coping with worldwide problems of food and energy shortages, conservation in the marketplace, and understanding changing family patterns (Fleck, 1974).

Osternig (1977) stated current goals of home economics as being:

. . .to improve the quality of life by helping persons understand and cope with problems related to human growth and development, nutritional health, components of the environment (clothings, furnishings, housing), consumer behavior and family resources available in the community. (p. 38)

The application and integration of knowledge from both specialized professional fields and general study to promote the well-being of humankind is the unique goal of home economics.

Edwards (1977) stated colleges of home economics should produce graduates with specialities in home energy conservation, environmental design, human and material resource management, merchandising and consumer affairs. Edwards further stated: "These are still new fields and we are only now beginning to produce graduates in them" (Edwards, 1977, p. 59).

### Examination of the Profession

In 1963, the editor of the Journal of Home Economics, Velder Brickler, noted:

. . .there remains a feeling that home economists, as a unified body, are reluctant to don the mantles of leadership needed to meet this challenge (expanding educational offerings) head-on; a feeling that home economists, with opportunities unlimited,

are not turning their professional training toward piloting mankind in the sea of social, economic, and political changes at various levels of family life. (p. 13)

This candid self-evaluation and self-criticism of the social role of home economics is both healthy and beneficial. Brickler (1963) added that such analysis is absolutely essential if home economics is to maintain, let alone expand, its influence on the quality of home and family life in the United States. Fleck (1974) stated that as a field of service, home economics has long been involved in the problems of a rural, agricultural society. However, the more recent growth of urban problems and the changing role of women and of the family as a social and economic unit have presented new responsibilities for home economists. If these responsibilities are to be fulfilled, the restraints of current educational practices must be renovated.

#### Revisions of Home Economics Curricula

New curricula could be developed to include general home economics with "a liberal dose of course work in a speciality area" (Edwards, 1977, p.59). This would assist

today's home economics graduates to fit current world needs. An example would be a home economics consultant on home energy conservation should have a major in home economics with courses both in the economics of energy use and in housing. Another example cited by Edwards (1977) is a home economics consultant on environmental quality should have courses that emphasize the role of the family in environmental pollution. Home economics consultants in consumer affairs should have courses in consumer economics and sociology of the urban environment and knowledge of legislation affecting consumers (Edwards, 1977, p. 59).

To provide this training, home economics faculty will need to develop interdisciplinary programs with other departments and schools of their campuses. Edwards (1977) described this process as one of sequential development. First, identify desired courses that are available on campus; second, arrange for home economics students to take these courses; third, create new courses to fill in areas of additional need; and fourth, reschool faculty in new subject-matter areas or hire additional faculty.

Identification of the Needs  
of Home Economics Students

Almost half of the 11 million students on college campuses in 1978 were over the age of 22 and thus classified as non-traditional. The number of female students accounted for approximately one half of the total enrollment. The number of female students increased substantially during the period 1968-1978. According to the Department of Health, Education, and Welfare, the female college students comprised 39.0 percent of the total enrollment in 1968. By 1978 females accounted for 50.0 percent. During this period, a substantial number of older women returned to college. The willingness of women over 22 years of age to return to college is due largely to programs on campuses which relate closely to their past experiences. Home economics offers courses which can build on the skills women develop as homemakers and refine these skills to be applicable to current environmental and societal needs. With predictions by the United States Record of Statistical Abstracts (1978) that approximately 90 percent of all women will be in the work force at some time in their lives, the need is clear for professional home economists to supply child care

centers to assist working mothers, offer nutritional training for families on limited time schedules, and provide consumer training for families with "double household heads" (Osternig, 1977). With the inevitable smaller home and fewer rooms, resulting from spiraling building costs in single-family housing, home economists need to be prepared to train individuals to live efficiently and creatively in smaller space.

Osternig (1977) further stated that energy consumption should be a prime area of public training for home economists. In both housing and the marketplace, new consumer practices need to be taught. Students in home economics classes need the training to cope with these national and world issues.

As a result of these changing economic conditions, family relations, and the desire of women to pursue a challenging career, colleges of home economics need to re-evaluate and promote their programs and courses to make them more attractive to all women enrolled in college.

Assess Programs to Meet Students' Needs

Each college of home economics should assess its current programs and course offerings to determine if they are meeting the educational needs of its students today and are preparing them as employable professionals. Instructional and research programs to include areas of relevance to both the traditional and the more experienced student will be of great benefit to that college's potential enrollment. Colleges of home economics need to follow many of the same techniques used by other schools in meeting the campus crises of the 1980's. Home economics is challenged to offer programs and curricula that is revitalized and updated to attract and sustain a growing population in both the classroom and the profession.

## CHAPTER III

### PROCEDURE

#### Instrument Development

A questionnaire was developed to survey the characteristics of the students enrolled in courses offered by the College of Nutrition, Textiles, and Human Development during the Fall, 1979. The information derived from the survey was collected in three major categories. These categories were: (1) demographic data, (2) origins of the students' awareness of the College of Nutrition, Textiles, and Human Development at the Texas Woman's University, Denton, Texas, and (3) the students' criteria for selection of this particular college for their educational pursuits.

The instrument presented two open-ended statements in an effort to collect the respondents' own opinion. In the coding process, all open-ended responses were grouped into four categories. Individual responses so unique as to not fit an identified category are mentioned specifically in the final analysis of the data.



Further, closed single-check responses were collected on grids and the respondents rated the factors by checking them in decending order of importance (6, 5, 4, 3, 2, 1) on a form.

Instrument Section One:  
Criteria for Selection

The first section of the questionnaire investigated the primary reasons why currently enrolled students chose to attend CNTHD/TWU. The first statement was an open-ended question: "What was the single most important reason you chose to attend CNTHD/TWU?" The remainder of the section was a grid of 41 factors to be rated from Very Important (6) to Very Unimportant (1) in the respondents' selection process of this college. These factors were clustered into the following major categories: (1) faculty; (2) other students, both present and alumni; (3) reputation of the college; (4) location of the university; and (6) specific or unique programs of this college.

Instrument Section Two:  
Origins of Awareness

The second section of the questionnaire investigated the respondents' primary origins of awareness of CNTHD/TWU. The first question was open-ended: "How did you first become aware of the CNTHD/TWU?" The respondent then rated 20 possibilities of exposure to CNTHD/TWU from Very Important (6) to Very Unimportant (1). A column for No Exposure was provided for response to factors that were never encountered by the respondent. The items were clustered into the following factors: (1) friends, relatives, teachers who may or may not have attended TWU; (2) news media; (3) programs held on and off-campus by the university; and (4) miscellaneous areas such as foreign programs and college programs. A space was allowed for "other" so students could list one other factor which was of major importance to them.

Instrument Section Three:  
Demographic Information

The third section of the questionnaire collected information of a personal nature to form a demographic profile of the Fall 1979-80 CNTHD/TWU student population.

Short answer and single-check response questions were included. Items 1, 2, 3, and 4 collected data on the respondents' educational background. Items 5 through 8 surveyed present career and career aspirations of the respondents. Items 9 through 13 collected data on the personal characteristics of the respondents and characteristics of their families. Items 14 through 18 collected place of residence of the respondents and commuting information. Item 19 determined the personal annual income range of the respondents. Items 20 and 21 provided data concerning the respondents' present semester's required hours on campus and their preference for days and hours to have courses planned on campus in the future.

#### Sample Population

The sample population consisted of both graduate and undergraduate students enrolled in the College of Nutrition, Textiles, and Human Development, Texas Woman's University, Fall Semester, 1979-80. The researcher compiled packets containing questionnaires, an Oral Statement (Appendix B) to be read in the class prior to administration of the

questionnaire, and a memo of explanation (Appendix C) co-signed by the Dean of the College of Nutrition, Textiles, and Human Development and distributed them to the faculty. The packets were prepared for each section of each class offered in the College of Nutrition, Textiles, and Human Development, Fall Semester, 1979-80, based on the Twelfth Day Class Roster. The Dean of the College requested in a departmental meeting that the questionnaires be distributed, answered, and collected by each instructor in his/her classes during the week of October 15, 1979. The completed questionnaires were returned to the office of the Dean in sealed envelopes and collected by the researcher.

In addition to questionnaires administered to students enrolled and attending classes on campus, the researcher identified those students enrolled in individual studies classes not meeting on campus through a study of the Twelfth Day Class Roster. The Dean of the College co-signed a letter (Appendix D) which explained the survey. This letter and a questionnaire, along with a stamped

return envelope, were mailed to those students not coming to classes.

### Obtaining Consent

Approval was received on October 12, 1979, from the Human Subjects Review Committee to conduct the study (Appendix E). The consent of the respondents to use information they provided was assumed by their participation in the research project.

### Analysis of Data

#### Demographic Data

Section Three of the questionnaire collected descriptive information from the students and was reported in frequency and percentage distributions.

#### Origins of Awareness

Section Two of the questionnaire examined the CNTHD students' sources of original exposure to the Texas Woman's University and this college. Identification of earliest exposure was reported by frequency and percentage distributions.

The nineteen possibilities of exposure were divided into clusters and reported in bar graphs indicating mean ratings on each item. The cluster divisions included: (1) people, (2) publications and media, (3) programs of college or university, and (4) professional publications and programs.

#### Criteria for Selection

The first section of the questionnaire collected responses to reasons why the present student population selected CNTHD/TWU for their educational pursuits. The students' responses to the single most important reason for attending TWU were reported in frequency and percentage distributions.

Forty-one factors were rated by the respondents on a scale of 1 to 6 with 6 as the most important rating. These factors were reported on a graph depicting mean rating for each response to each factor. Further analysis of these forty-one factors was reported in a figure charting the mean ratings of each factor depicting graphically the

importance of each to the student population in the selection process.

### Scheduling Information

Present schedules of CNTHD students and their desired days and portion of the day for classes to be planned were reported in frequency and percentage distributions.

### Relationships Between CNTHD Students and Selected Factors Affecting Selection

Crosstabulations were performed between selected demographic facts and selected factors affecting selection of this college for educational pursuits to reveal any significant trends.

Item 12 in the demographic section (number of children) was crosstabulated with factors 14, 15, 24, 25, 26, and 27 (location and lower costs of the university) on page 2 of the Selection Criteria Section of the questionnaire. All "no response" answers were deleted and Chi-square distribution analyses were performed to determine relationships at the 0.05 level of significance.

Item 5 in the demographic section (current occupation) was crosstabulated with factors 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 (importance of faculty, reputation of university, and reputation of the college) on page 2 of the Selection Criteria Section. All "no response" answers were deleted and Chi-square distribution analyses were performed to determine any relationships at the 0.05 level of significance.

Item 4 in the demographic section (college education interrupted 5 or more years) was crosstabulated with the desired schedule grids on page 5 of the questionnaire. All "no responses" were deleted and Chi-square distribution analyses were performed to determine significant differences between returning students relative to desired scheduling considerations.

Item 1(B) of the demographic section (current classification) was cross tabulated with factors 1 through 19 on the sources of exposure grid on page 3 of the questionnaire. All "no response" answers were deleted and Chi-square distribution analyses were performed to determine significant



trends that may exist between reasons graduate students cited as sources of exposure versus the undergraduate population.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

Questionnaires from 275 students enrolled in the College of Nutrition, Textiles, and Human Development in the Fall Semester, 1979, supplied the data used in this study. All data is reported for combined graduate and undergraduate population.

#### Demographic Data

Section Three of the questionnaire collected information of a personal and descriptive nature from the students. All responses are presented in frequency and percentage distributions. Mean ratings were computed according to age of respondents.

#### Age, Race, Sex of CNTHD Students

As shown in Table 1, 90.5 percent of students who completed the questionnaires enrolled in CNTHD/TWU were women.

The ages of the students enrolled in CNTHD are presented in Table 2. Less than 50.0 percent were under the

Table 1

Percentage and Frequency Distribution of  
Male-Female Student Population

Sex	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Male	15	5.5	5.5
Female	249	90.5	96.0
No Responses	11	4.0	100.0
Total	275	100.0	--

age of 24, while 55.3 percent were 24 years of age or older (the oldest being 56), indicating that a large percentage of students were above the traditional age.

The percentage and frequency distribution by race of students enrolled in CNTHD is shown in Table 3. American Negro students comprised 12.4 percent (34 students) while 70.5 percent (194 students) indicated Anglo racial heritage. Asian students accounted for 1.8 percent (5 students), while e.e percent (9 students) were Mexican American. Other racial heritages, such as American Indian, Polenesian,

Table 2

Percentage and Frequency Distribution  
by Age of Student Population

Years of Age	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
17	2	0.8	0.8
18	21	8.2	9.0
19	18	7.0	16.0
20	28	10.9	26.9
21	32	12.5	39.4
22	13	5.1	44.5
23	10	3.9	48.4
24	5	1.9	50.3
25	9	3.5	53.8
26	9	3.5	57.3
27	10	3.9	61.2
28	6	2.3	63.5
29	7	2.7	66.2
30	10	3.9	70.1
31	4	1.6	71.7
32	7	2.7	74.4
33	4	1.6	76.0
34	5	1.9	77.7
35	0	3.5	81.4
36	1	0.4	81.8
37	7	2.7	84.5
38	2	0.8	85.3
39	2	0.8	86.1

Table 2--Continued

Years of Age	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
40	6	2.4	88.5
41	2	0.8	89.3
42	2	0.8	90.1
43	2	0.8	90.9
44	1	0.4	91.3
45	2	0.8	92.1
46	3	1.2	93.3
47	1	0.4	93.7
49	1	0.4	94.1
50	1	0.4	94.5
53	1	0.4	94.9
56	1	0.4	95.3
No Response	12	4.7	100.0
Total	275	100.0	--

and African Negro, were indicated by 2.5 percent of the enrollment (7 students).

Table 3

Percentage and Frequency Distribution  
by Race of Student Population

Race	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
American Negro	34	12.4	12.4
Anglo	194	70.5	82.9
Asian	5	1.8	84.7
Mexican-American	9	3.3	88.0
Other	7	2.5	90.5
No Response	26	9.5	100.0
Total	275	100.0	--

#### Previous College Experience

The percentage and frequency distribution by enrollment background of the students are presented in Table 4. One hundred nineteen respondents were attending TWU as their first college experience; 25.1 percent had attended one other college, junior college, or university. Prior to enrolling in TWU, 11.3 percent had attended two other

institutions and 1.1 percent had attended 3 or more colleges, junior colleges, or universities.

Table 4

Percentage and Frequency Distribution by  
Enrollment Background of Students

Enrollment Background	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
First Enrollment in TWU	119	43.3	43.3
Attended One Other School	69	25.1	68.4
Attended Two Other Schools	31	11.3	79.7
Attended Two or More Schools	3	1.1	80.8
No Response	53	19.2	100.0
Total	275	100.0	--

Current Classification

The current classification of each respondent is recorded in Table 5. While 64.6 percent of the respondents were undergraduates, 23 percent were in the pursuit of a

Table 5

Percentage and Frequency Distribution by  
Classification of the Students

Classification	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Freshman	24	8.7	8.7
Sophomore	24	8.7	17.1
Junior	60	21.8	31.2
Senior	57	20.7	59.9
Graduate	62	22.5	82.4
Doctoral	37	13.5	95.9
No Response	11	4.1	100.0
Total	275	100.0	--

master's degree and 13.5 percent were engaged in doctoral studies.

#### First Year at TWU

In an attempt to determine the rate of return of ex-students to TWU for further study or to complete degrees at later dates, the respondents were asked to specify the year they first enrolled in TWU. The earliest entry was



1952. As shown in Table 6, more than 20 percent of the respondents first entered TWU prior to 1976. From 1977 to 1979, 77.0 percent entered.

Table 6

Percentage and Frequency Distribution by First  
Year of Attendance at TWU of the Students

Year	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
1952	1	0.4	0.4
1957	1	0.4	0.8
1964	1	0.4	1.2
1965	1	0.4	1.6
1966	2	0.8	2.4
1967	1	0.4	2.8
1968	4	1.8	4.6
1970	1	0.4	5.0
1972	3	1.2	6.2
1973	3	1.2	7.4
1974	3	1.2	8.6
1975	6	2.3	9.7
1976	19	5.8	15.5
1977	30	10.9	26.4
1978	62	22.6	49.0
1979	117	44.0	93.0
Invalid Responses	3	1.2	94.2
No Responses	15	5.8	100.0
Total	275	100.0	--

Education Interrupted Five  
or More Years

According to one definition of a non-traditional student, Leckie (1978) stated their college experience has been interrupted for five or more years. As shown in Table 7, more than 28.0 percent of the present students have had their college experience interrupted for five or more years, meeting one criteria of a non-traditional student.

Table 7

Percentage and Frequency Distribution by  
College Interruption of Students

College Interrupted	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
College education interrupted 5 or more years	79	28.7	28.7
College education interrupted less than 5 years	175	63.6	92.3
No Response	21	7.7	100.0
Total	275	100.0	--

Current Occupation

The current occupations of the CNTHD students are shown in Table 8. More than 61.0 percent of the respondents indicated they were full-time students; 7.8 percent designated teacher or an education related occupation, 16.0 percent indicated they were employed in business or industry, and 1.9 percent indicated an occupation outside one of the designated fields.

Table 8

Percentage and Frequency Distribution by  
Current Occupation of Students

Occupation	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Student	169	61.5	61.5
Teacher	21	7.6	69.1
Business	44	16.0	85.1
Other	5	1.9	87.0
No Response	36	13.0	100.0
Total	275	100.0	--

Current Employment Status

The current employment status of the responding students is shown in Table 9. Of those answering this question, 18.5 percent were employed full-time and 29.1 percent were employed part-time (less than 30 hours per week). More than 2.0 percent were employed in other categories such as split shifts or weekend employment and 36.8 percent were unemployed.

Table 9

Percentage and Frequency Distribution by  
Current Employment Status of Students

Employment	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Full-Time	51	18.5	18.5
Part-Time	80	29.1	47.6
Other (weekend, split shift, etc.)	6	2.3	49.9
Not Employed	99	36.0	85.9
No Response	39	14.1	100.0
Total	275	100.0	--

The distribution of personal annual income is shown in Table 10. Of those responding, 51.1 percent had personal incomes below \$5,000 annually, 8.9 percent earned between \$5,001 and \$10,000, and 8.9 percent earned between \$10,001 \$15,000 annually. More than 6.0 percent of the students

Table 10

Percentage and Frequency Distribution by  
Personal Annual Income of Students

Income Range	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Below \$5,000	143	51.1	51.1
\$5,001-\$10,000	29	10.1	61.2
\$10,001-\$15,000	26	8.9	70.1
\$15,001-\$20,000	19	6.6	76.7
\$20,001-\$25,000	9	3.5	80.2
\$20,001-\$30,000	7	2.7	82.9
\$40,001-\$50,000	5	1.9	84.8
Over \$50,000	1	0.4	85.2
No Response	38	14.8	100.0
Total	275	100.0	--

responding earned from \$15,001 to \$20,000 per year, 3.5 percent earned from \$20,001 to \$25,000 annually, and 2.7 percent earned between \$25,001 and \$30,000 annually. Less than 4.0 percent of the students earned more than \$30,001 per year.

### Why Currently Enrolled

Several factors were examined to determine why present students were enrolled in CNTHD/TWU. Respondents were allowed to indicate more than one reason for current enrollment. Table 11 shows that 79.0 percent of the students

Table 11

Percentage and Frequency Distribution by  
Reasons for Enrollment of Students

Enrollment Reason	Number of Responses	Relative Frequency (%)
Receive Degree	213	79.0
Upgrade Employment	49	17.8
Receive Certification	56	20.4
Maintain Certification	2	0.7
Increase Salary	42	15.3

indicated that the reason for enrollment was to receive a degree. More than 17.0 percent of the students were enrolled to upgrade employment. More than 20.0 percent of the respondents were presently enrolled to receive certification in their designated field of study while only 0.7 percent indicated they were enrolled to maintain certification. To increase current salary or projected salary when employed after graduation was the reason given by 15.3 percent of the students. More than 6.0 percent of the students indicated enrollment in CNTHD/TWU for other than the identified reasons. These reasons included personal enrichment, exploration of career possibilities, and coursework to compliment career outside of field of home economics.

Current Job Related  
to Degree Sought

As shown in Table 12, 32.4 percent of those students employed indicated their current job was related to the degree sought and 33.1 percent were employed in jobs unrelated to the degree sought.

Table 12

Percentage and Frequency Distribution by  
Relationship of Student's Current  
Job to Degree Sought

Job/Degree Relation	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Not Employed	95	34.5	34.5
Job Related to Degree	89	32.4	66.9
Job Unrelated to Degree	91	33.1	100.0
Total	275	100.0	--

#### Marital and Family Profile

Information on the present marital status and family size was collected from the respondents in order to form a profile of the students' stage in the family life cycle. The present legal marital status of CNTHD students is shown in Table 13. Of those responding, 53.7 percent were single, never married; 5.5 percent were divorced; and 37.1 percent were presently married. More than 9.0 percent were legally separated and 0.4 percent were widowed.



Table 13

Percentage and Frequency Distribution by  
Legal Marital Status of Students

Marital Status	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Single, Never Married	145	52.7	52.7
Divorced	15	5.5	58.2
Married	102	37.1	95.3
Legally Separated	2	0.7	96.0
Widowed	1	0.4	96.4
No Response	10	3.6	100.0
Total	275	100.0	--

The family size of all students with children either by adoption, biological means, and/or guardianship is presented in Table 14. More than 72.0 percent of the present student population had no children. More than 7.0 percent had one child, 11.3 percent had two children, 5.8 percent had three children, and 1.5 percent had four children. Less than 2.0 percent had five or more children.

Table 14

Percentage and Frequency Distribution by  
Number of Children of Students

Number of Children	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
No Children	200	72.7	72.7
One Child	19	6.9	79.6
Two Children	31	11.3	90.9
Three Children	16	5.8	96.7
Four Children	4	1.5	98.2
Five Children	3	1.1	99.3
Six or More Children	1	0.4	100.0
Total	275	100.0	--

#### Out-of-State Resident

Table 15 contains the percentage and frequency distribution of students by state of residence. Of those responding, 13.8 percent resided out of the state of Texas and 80.9 percent reside in Texas.

Table 15

Percentage and Frequency Distribution of  
Students by State of Residence

Residency	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Out of Texas Resident	38	13.8	13.8
Resident of Texas	220	80.9	94.7
No Response	16	5.3	100.0
Total	275	100.0	--

Students Residing on Campus

Those students who lived in housing on the TWU campus are represented in Table 16. More than 23 percent of the students lived on campus and 72.0 percent lived off campus.

Information About Commuting

The percentage and frequency distribution relative to commuting status of the students is shown in Table 17. More than 45.0 percent of the respondents commuted from out of town while 46.1 percent did not commute from out of town.

Table 16

Percentage and Frequency Distribution by  
Residence Status of Students

Residency	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Reside on Campus	63	22.9	22.9
Reside Off Campus	198	72.0	94.9
No Response	14	5.1	100.0
Total	275	100.0	--

Table 17

Percentage and Frequency Distribution by  
Transportation Status of Students

Transportation Status	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Do Not Commute	23	8.4	8.4
Commute from Out of Town	125	45.5	53.9
Do Not Commute from Out of Town	127	46.1	100.0
Total	275	100.0	--

As shown in Table 18, 27.3 percent of the respondents drove by automobile alone. Slightly less than 10.0 percent of the students who commuted indicated they rode in carpools, while 10.9 percent indicated they came by bus to campus. Slightly more than 3.0 percent of the students indicated they commuted to campus by other means. These were identified as riding with a friend or relative who is not a student at TWU or walking to campus.

Table 18

Percentage and Frequency Distribution by Type of Transportation Arrangements of Commuting Students

Commuter Information	Absolute Frequency	Relative Frequency (%)
Drive Alone	75	27.3
Carpool	27	9.8
Ride Bus	30	10.9

The distance the commuting student traveled in one direction from his/her residence to the campus is given in Table 19. Approximately 7 percent traveled 3 to 10 miles to campus and 5.4 percent traveled 10 to 20 miles. This

Table 19

Percentage and Frequency Distribution by Miles  
 Commuters Travel One-Way to  
 Campus from Residence

Distance Traveled	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
0 - 3 Miles	21	7.1	7.1
3 - 10 Miles	19	6.9	14.0
10 - 20 Miles	14	5.1	19.1
20 - 40 Miles	47	17.1	36.2
40 - 60 Miles	48	17.5	53.7
Over 60 Miles	9	3.3	57.0
No Response	117	43.0	100.0
Total	275	100.0	--

indicates a cumulative total of 20.2 percent commuted from the city and immediate surrounding area to the campus.

Slightly more than 17.0 percent of the students traveled 20 to 40 miles each way to campus and 17.5 percent of the commuting students traveled 40 to 60 miles one way. This cumulative total reflects that 35.8 percent of the

commuting students probably traveled from the Dallas-Fort Worth metroplex to campus. Slightly more than 3.0 percent of the students responded that they traveled 60 miles or more to campus.

### Geographic Background of Students

The locality where students resided prior to their present address is shown in Table 20. As may be noted, over 34.5 percent indicated that their previous residence was in the Dallas-Fort Worth area, and 27.6 percent resided in Texas. The Southwest was the place of residence of 5.5 percent and 12.0 percent resided in other parts of the United States. Students who came from outside the United States comprised 3.6 percent of the respondents. This information was collected to identify areas where recruiting efforts may be directed.

### Origins of Awareness

Section Two of the questionnaire examined the CNTHD students' sources of original exposure to the Texas Woman's University and this college.

Table 20

Percentage and Frequency Distribution by  
Geographic Background of Students

Previous Geographic Location	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Dallas-Fort Worth Area	95	34.5	34.5
Texas	76	27.6	62.1
Southwest	15	5.5	67.6
U. S.	33	12.0	79.6
Outside of U. S.	10	3.6	83.2
Always Lived Present Address	14	5.1	88.3
Other	8	3.5	91.8
No Response	24	8.2	100.0
Total	275	100.0	--

Identification of First Exposure

The students' individual responses to an open-end question are shown in Table 21. A total of 11.3 percent of the students cited either a person or program from the university as their primary source of exposure. The least



Percentage and Frequency Distribution by  
Students' First Exposure to CNTHD

Means of First Exposure	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
People or Program from TWU or CNTHD	31	11.3	11.3
Any News Media	7	2.5	13.8
TWU Student, Alumni	82	29.8	43.6
General, Lifelong Awareness	12	4.4	48.0
Referred from Previous Education Experience	34	12.4	60.4
Other	86	31.3	97.7
No Response	23	8.3	100.0
Total	275	100.0	--

percentage (2.5 percent) had read of the university or this college or heard of this campus through some phase of the media. Almost 30.0 percent stated a friend, relative, or teacher told them of TWU or about the college of home economics, and 4.4 percent indicated they had always had a general awareness of this university. These respondents

stated their proximity to the campus during their entire life made identification of "first awareness" impossible. Some method of referral from a previous educational institution was stated by 12.4 percent as their first awareness, while 31.3 percent gave miscellaneous responses that could not be categorized into one of the areas identified above. These sources of awareness included another college, scholarship listings, job opportunities in the area, research publications, and advice of people other than representatives of the campus or alumni and present students.

#### People as a Source of Exposure

The respondents rated six factors related to people who had told them about TWU. Figure 1 describes the level of importance of each of these possibilities of exposure. On a scale of 1 (lowest) to 6 (highest), the mean rating of the respondents to a relative who attended TWU was 4.3. The mean value rating on the same scale of a relative who did not attend TWU as a source of exposure was 3.5. The mean rating for a friend who attended TWU was 4.3. The mean rating of a friend who is not a present student or alumni as a source of exposure was 3.7. The mean rating

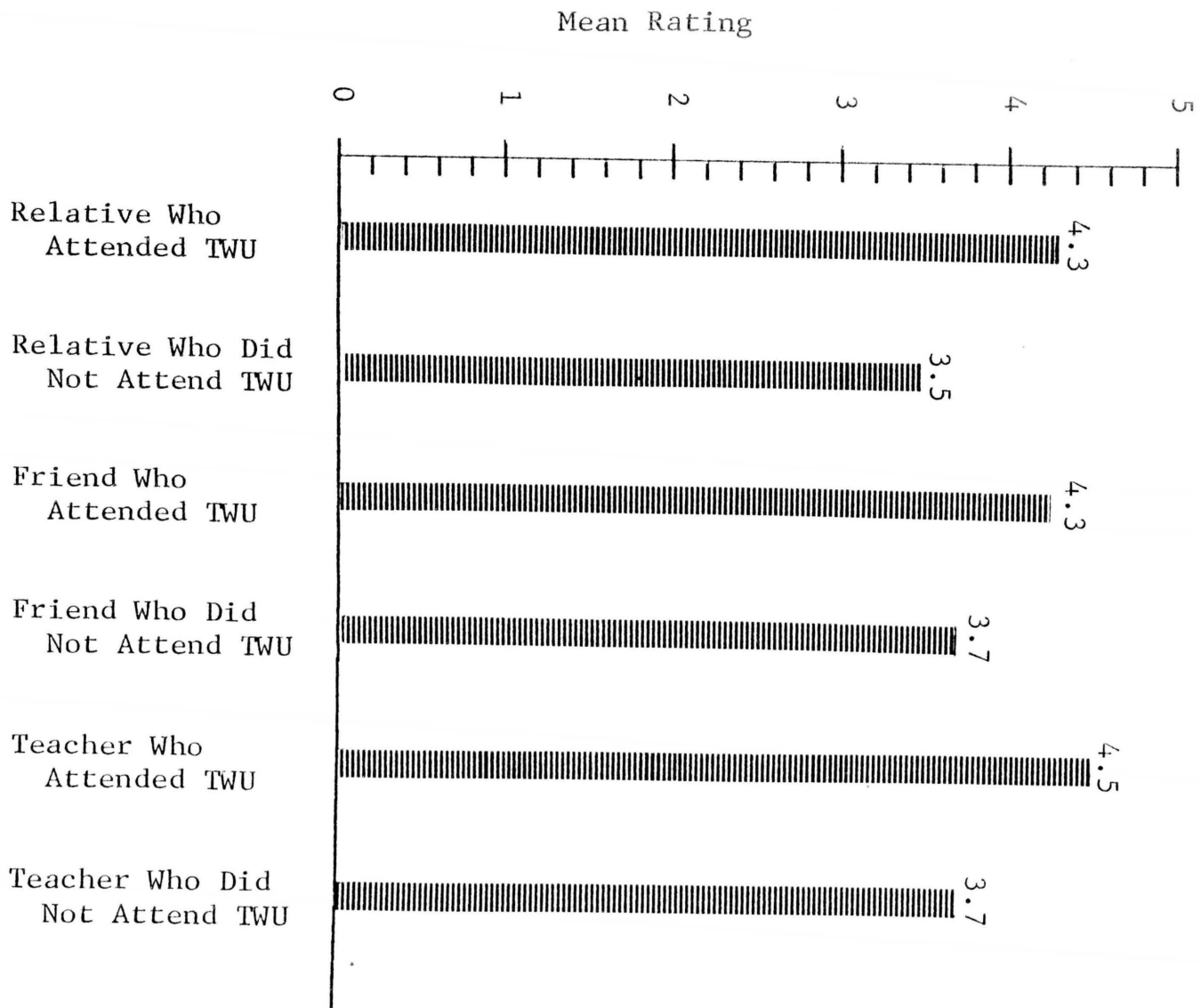


Figure 1. People as a factor of exposure to TWU.

of responses to a teacher who attended TWU was 4.5 and the mean rating of exposure by a teacher who did not attend TWU was 3.7 (see Figure 1).

#### Publications as a Source of Exposure

The respondents rated five factors related to publications or the media as their source of awareness of TWU. The mean rating for those who received exposure from this method was 3.5 for newspaper and magazines and 3.3 for radio and television. The TWU Catalogue, identified as the single greatest source of exposure, was rated with a mean rating of 3.9. The mean rating for any type of advertisement as a source of exposure was 4.8 (see Figure 2).

#### A Program of the College or University

The respondents rated five factors pertaining to programs held on and off the TWU campus as to the importance each was a source of awareness. Respondents rated programs held on campus for high school youth with a mean rating of 4.2. Programs held on junior college campuses by TWU received a mean rating of 4.2, a program or promotion held by or through the high school counselor received a mean rating

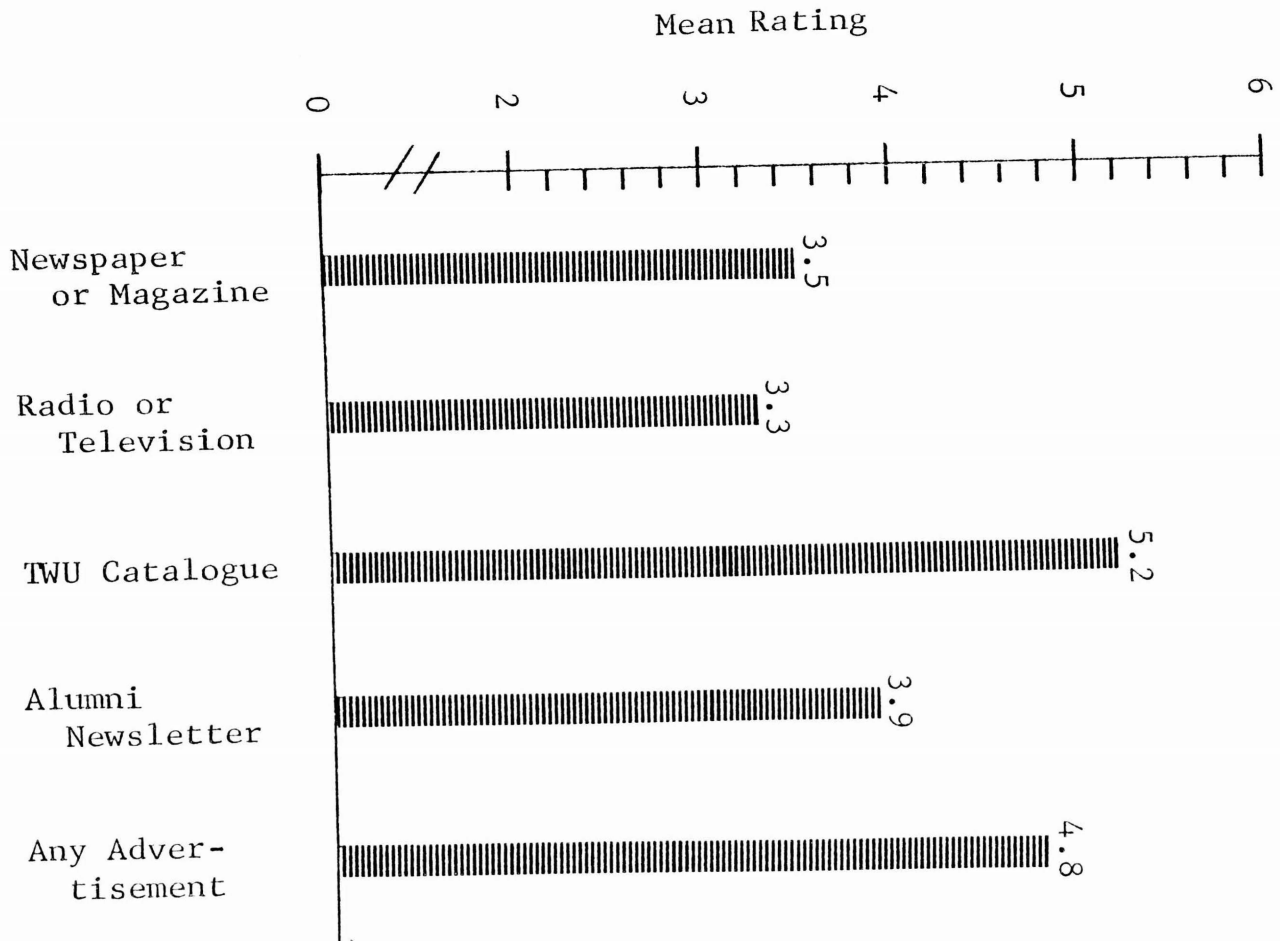


Figure 2. Publications and media as a source of exposure to TWU.

of 4.4, recruitment conducted by TWU on high school campuses was assigned a mean rating of 4.1, and recruitment conducted by TWU on high school campuses received a mean rating of 4.1. In addition, recruitment conducted through foreign exchange program was ascribed a mean rating of 3.6 (see Figure 3).

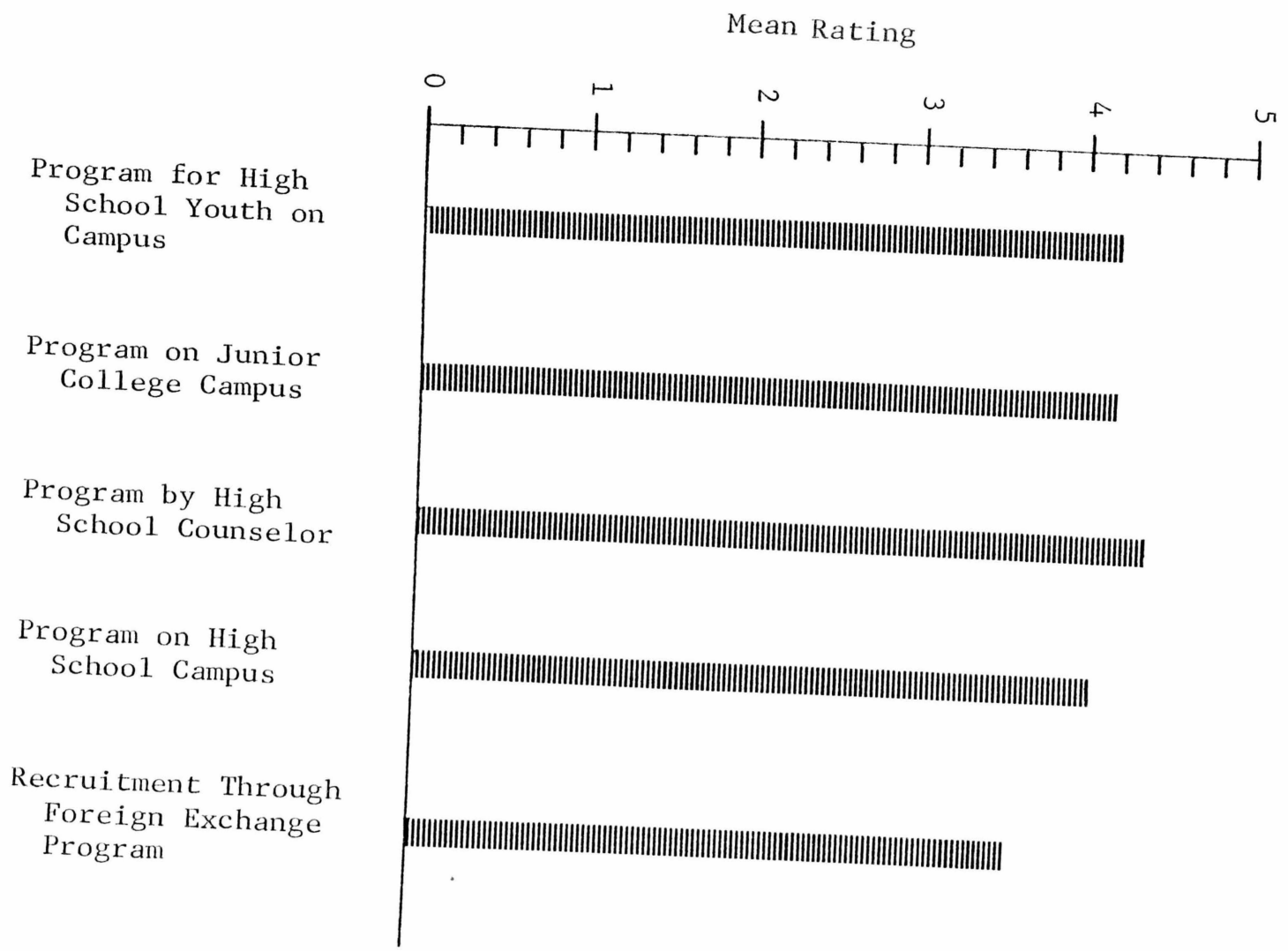
#### Professional Publications and Programs

Three factors were rated by the respondents pertaining to the importance of professional sources of exposure to TWU. The mean rating for CNTHD involvement in professional seminars on a scale of 1 (lowest) to 6 (highest) was 4.5. The mean rating for exposure by professional workshops held on TWU campus was 4.3 on a scale of 1 to 6 (see Figure 4).

#### Criteria for Selection

The first section of the questionnaire collected responses to reasons why the present student population selected CNTHD/TWU for their educational pursuits.

Figure 3. Program of college or university as a source of awareness.



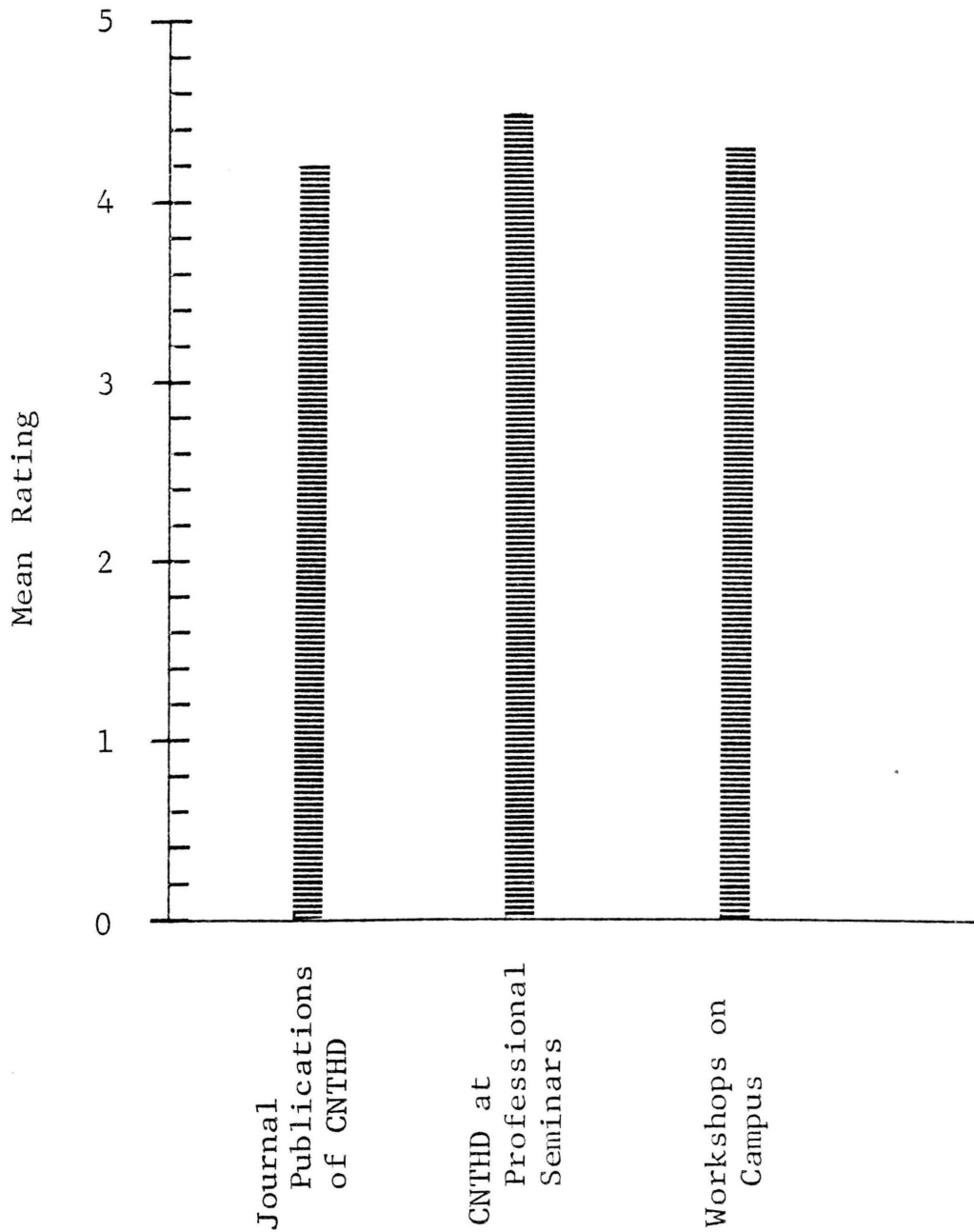


Figure 4. Professional publications and programs as a source of awareness.



Single Most Important Reason  
for Attending TWU

The students' individual responses to an open-ended question relative to important reasons for attending TWU are shown in Table 22. Slightly more than 8.0 percent of the students stated geographic location as the most important reason for attending the university. Reasons such as climate, the Southwest U. S., and proximity to the Dallas-Fort Worth metroplex were included in this category. A total of 10.5 percent of the students designated the reputation of either the university or the college of home economics as their primary reason for attending this college and 34.5 percent cited a reason related to their degree plan or program as the primary reason for attending this college. The proximity of this university to their home was given as the primary reason for selection by 5.5 percent, and 37.1 percent listed reasons that did not categorize into one of these previously identified areas. These reasons varied from being near family or boyfriend to choosing this university because admission procedures are minimal. Other reasons included university chosen by parent(s), scholarship,

job opportunities, and transfer from North Texas State University.

Table 22

Percentage and Frequency Distribution of  
Single Most Important Reason  
for Choosing CNTHD/TWU

Reason	Absolute Frequency	Relative Frequency (%)	Cumulative Frequency (%)
Geography	23	8.4	8.4
Reputation	29	10.5	18.9
Degree Plan/ Program	95	34.5	53.4
Proximity to Home	15	5.5	58.9
Other	102	37.1	96.0
No Response	11	4.0	100.0
Total	275	100.0	--

#### Factors Affecting Choice of TWU

Forty-one factors were rated by the respondents in their order of importance to the individual in the selection

of the college for educational pursuits. Each factor and the frequency percentage of that factor on the rating scale is shown in Table 23.

A further study of the students' ratings of the selected factors which might have affected their choice to attend CNTHD/TWU is detailed in Figure 5. This chart graphs the mean ratings for each factor on a rating scale of 1 to 6 with 6 representing the highest rank (see Figure 5).

### Scheduling Information

#### Present Schedules of CNTHD Students

The days and portion of each day (morning, afternoon, and/or evening) that each responding student currently enrolled in CNTHD is required to be on campus are described in Table 24. Mondays and Wednesdays were indicated as the days of heaviest scheduling with more than 50.0 percent of the responding student population on campus. Monday evening had the largest evening class enrollment with 6.5 percent of the students on campus at that time. Tuesdays and Thursdays presently have slightly more than 40.0 percent of the student population on campus (see Table 24).

Table 23

Frequency Percentage Responses to Factors Influencing Choice of TWU (N = 275)

Factors	Frequency of Response						Total Responses
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant	
1. Faculty	21.8	29.5	21.5	6.9	9.8	4.7	159
2. Educational background of the faculty	22.2	28.4	20.4	8.0	9.8	4.4	156
3. Number of faculty members for specific area	13.8	23.3	24.7	12.0	13.5	5.1	255
4. Publications of faculty	4.4	11.6	26.2	17.1	20.0	11.6	255
5. Acquaintance with alumni of TWU	5.5	9.5	16.7	11.3	27.3	20.7	250
6. CNTHD recognized at professional meetings	8.4	15.3	20.4	12.0	19.3	16.0	255
7. Current students influenced choice	12.0	12.7	20.7	8.4	21.1	17.1	253
8. Regional reputation of TWU	29.1	28.7	20.7	3.3	6.9	4.0	255

Table 23--Continued

Factors	Frequency of Response						Total Responses
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant	
9. National reputation of TWU	28.0	26.9	20.0	4.7	8.7	4.0	253
10. International reputation of TWU	16.7	16.7	19.3	13.1	13.1	13.1	250
11. Predominately female institution	4.4	7.3	10.2	8.4	21.5	41.8	257
12. Lifestyle offered students on campus	7.6	9.8	10.2	8.4	19.6	36.7	255
13. Geographic location of school within the U. S.	26.2	21.5	15.6	10.2	10.2	10.9	253
14. Geographic location of school within the regional area	34.9	26.5	12.4	6.2	6.9	7.3	259
15. Proximity to Dallas-Ft. Worth	40.4	22.2	12.0	4.7	7.6	8.0	257
16. Proximity to World Trade Center/Apparel Mart	14.2	7.3	9.8	7.6	17.5	37.5	260
17. Climate of the region	5.5	10.2	19.3	12.4	16.0	29.8	256

Table 23--Continued

Factors	Frequency of Response						Total Responses
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant	
18. Access by air transportation	5.8	12.4	9.1	6.2	20.4	38.2	253
19. Access by mass transit from Dallas-Ft. Worth	13.8	16.7	11.3	10.2	17.5	23.3	255
20. Access by major highway network	18.5	25.5	16.4	8.4	10.9	13.8	258
21. Size of community where university is located	8.0	13.8	15.6	11.6	17.8	26.5	257
22. Availability of on-campus housing	9.8	13.1	8.0	8.0	15.6	39.2	258
23. Availability of off-campus housing	9.1	12.0	8.0	8.4	17.8	37.8	256
24. Lower cost of campus housing	7.3	10.9	7.3	7.6	18.2	39.6	250
25. Lower cost of off-campus housing	8.0	10.9	9.8	7.6	15.4	39.3	252

Table 23--Continued

Factors	Frequency of Response						Total Responses
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant	
26. Lower cost of living in regional area	9.1	14.2	15.6	7.6	14.9	30.2	252
27. Lower tuition and fees	29.5	21.5	16.4	5.1	7.3	13.5	256
28. Part-time employment availability	16.0	15.3	12.0	8.0	14.5	26.2	253
29. Proximity to full-time employment	14.9	10.9	13.8	7.6	16.4	29.5	256
30. Availability of student loans from TWU	17.5	9.1	12.4	7.6	16.0	29.5	255
31. Availability of scholarships from TWU	17.8	10.9	12.0	10.9	14.9	26.2	255
32. Availability of graduate assistantships at TWU	18.5	10.5	12.7	9.1	13.8	28.4	256
33. Availability of childcare	8.0	5.6	7.3	7.3	20.7	44.0	255

Table 23--Continued

Factors	Frequency of Response						Total Responses
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant	
34. Availability of off-campus courses	15.6	10.2	16.3	8.7	18.9	26.9	255
35. Degree programs not available elsewhere	33.5	19.3	8.7	6.9	9.8	13.5	252
36. Times of the day/week courses are scheduled	29.8	21.8	14.2	5.5	10.9	11.3	257
37. Diversity of the courses offered	29.1	28.4	16.7	4.4	5.8	6.9	251
38. Availability of professional certificates in major field of study	38.9	25.5	12.4	2.9	5.8	8.0	257
39. Opportunity for field study experience in major area of study	38.5	25.1	12.7	5.0	5.5	7.3	256



Table 23--Continued

Factors	Frequency of Response						Total Responses
	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant	Very Unimportant	
40. Research facilities on campus	25.5	21.5	13.8	10.9	8.4	10.9	250
41. Opportunity to conduct research in major area of study	29.8	21.1	14.5	9.8	8.7	9.8	258

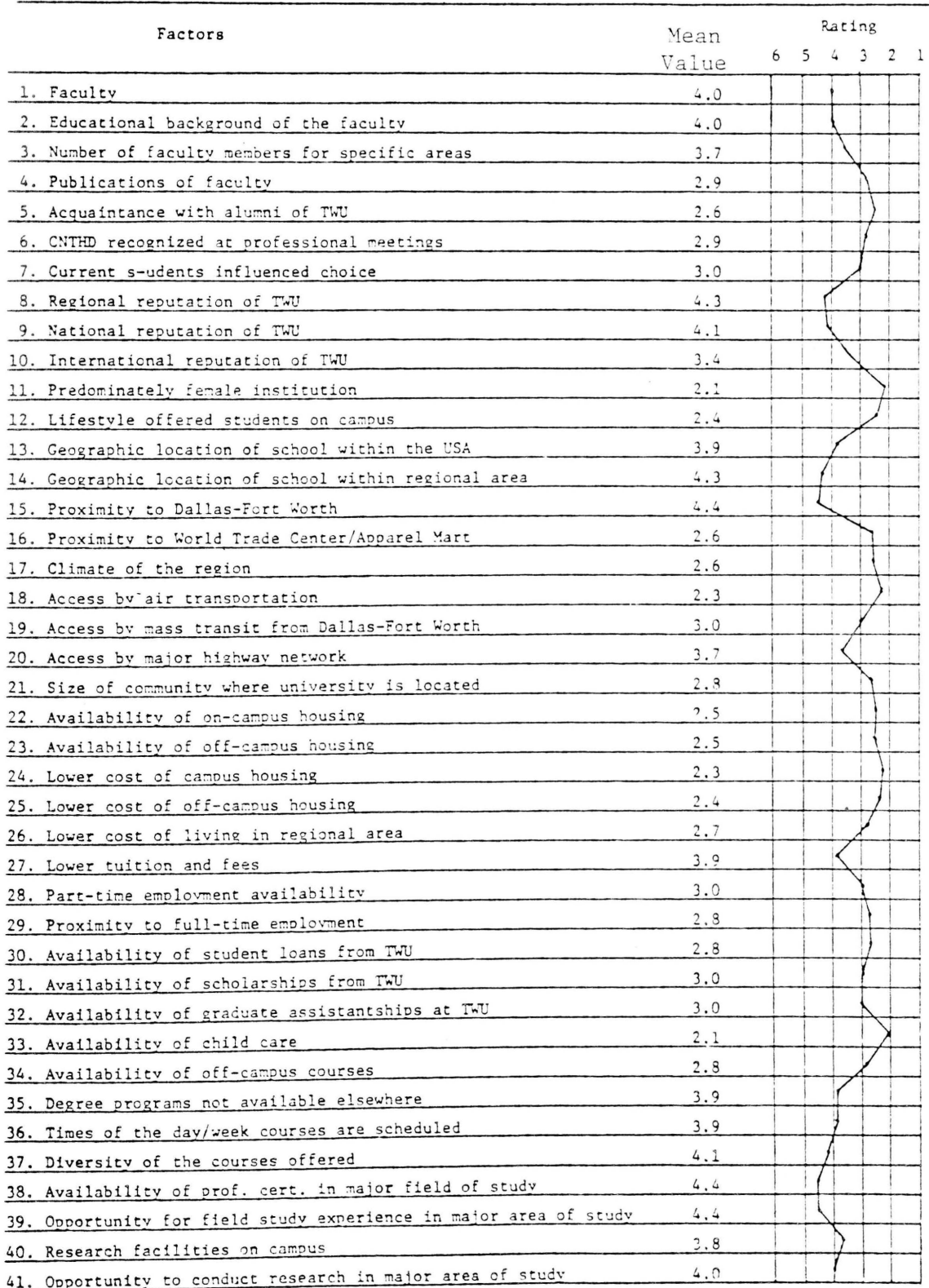


Figure 5. Mean rating of factors affecting choice of CNTHD/TWU.

Table 24

Frequency Distribution of Present Schedules  
of Responding Students

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	151 (54.9%)	133 (48.4%)	143 (52.0%)	120 (43.6%)	38 (13.8%)
Afternoon	150 (54.5%)	116 (42.2%)	151 (54.9%)	113 (41.1%)	31 (11.3%)
Evening	18 (6.5%)	14 (5.4%)	7 (2.5%)	7 (2.5%)	0 ---

### Desired Schedules of CNTHD Students

The times CNTHD students desired for courses to be offered is recorded in Table 25. The percentages of the population surveyed are low on this item as many of the respondents did not complete this grid but indicated they would take courses whenever offered. Of those who did respond, Monday through Thursday mornings were the most desired times for courses to be offered. It was also noted that a larger percentage of respondents indicated the desire for evening classes than are presently enrolled in evening classes. Approximately 10.0 percent of the respondents desired classes be offered Monday through Thursday evenings (see Table 25).

### Relationships Between CNTHD Students and Various Factors Affecting Selection

Crosstabulations between selected demographic facts and selected factors affecting the choice of this college for educational pursuits were conducted to reveal any significant trends.

Table 25

Percentage and Frequency Distribution of Schedule  
Preference of Responding Students

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	97 (35.3%)	94 (34.2%)	94 (34.2%)	88 (32.0%)	27 (9.8%)	1 (0.4%)	1 (0.4%)
Afternoon	62 (22.5%)	57 (20.7%)	62 (22.5%)	51 (18.5%)	17 (6.2%)	3 (1.1%)	1 (0.4%)
Evening	27 (9.8%)	29 (10.5%)	25 (9.5%)	26 (9.5%)	5 (1.8%)	2 (0.7%)	2 (0.7%)

Size of Family and Proximity  
of TWU to Home

The size of a student's family was crosstabulated with the proximity of the student's residence to the university. This was performed to determine if proximity to home caused a student to attend this college and maintain their present level of family commitment. Item 12 in the demographic section (number of children) was crosstabulated with Factors 14, 15, 24, 25, 26, and 27 (location and lower costs of the university) on page 2 of the Selection Criteria Section of the questionnaire. All "no response" answers were deleted so the crosstabulation was performed on all reported data. These results are summarized in Table 26. Distribution analyses were performed on each item and no significant relationships at the .05 level of probability resulted.

Current Occupation and  
Reputation of College

Crosstabulations were performed between the students' responses to Item 5 in the demographic section (current occupation) and Factors 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 (importance of faculty, reputation of university,

Table 26

Chi-Square Values of Family Size of Students With  
Location and Lower Costs of University

Variable	$\chi^2$	Significance
Geographic location of university	32.89725	0.5700
Close to DFW area	23.25113	0.9357
Lower costs of campus housing	41.70542	0.2022
Lower tuition and fees	38.37471	0.3111
Lower costs of off-campus housing	40.60640	0.2370
Lower costs of regional living expenses	42.84263	0.1701

df = 35

NOTE: No variable significant at .05 level

and reputation of college) on page 2 of the Selection Criteria Section of the questionnaire. All "no response" answers were deleted so the crosstabulation was performed on all reported data. Chi-square distribution analyses were performed and one relationship emerged significant at the .05 level of probability. The "faculty" of the college

was a significantly important factor to full-time students in the selection process of this college (see Table 27). All other Chi-square distribution analyses crosstabulations revealed that no significant trends existed between a student's current occupation and their selection of this college based on reputation.

#### Schedules Desired by Non-Traditional Students

In an effort to determine if students who fulfill one definition of a non-traditional student prefer different schedules from other students, Item 4 (college education interrupted 5 or more years) was crosstabulated with the desired schedules grid on page 5 of the questionnaire. All "no responses" were deleted and the crosstabulations were performed on all reported data. Chi-square distribution analyses of these results are summarized in Table 28. No relationships were found at the .05 level of significance.

#### Source of Exposure to TWU by Classification

To determine if graduate or undergraduate students became aware of CNTHD/TWU through different means of exposure,



Table 27

Chi-Square Analysis of Current Occupation of CNTHD  
Students Crosstabulated with Importance of Faculty,  
Reputation of College and University  
in Selection Process

Variable	$\chi^2$	Significance
Faculty	25.23659	0.0469*
Educational background of faculty	10.39766	0.7940
Number of faculty in area of study	16.01596	0.5914
Publications of faculty	12.08483	0.6726
Acquaintance with alumni	14.30720	0.5024
Recognition at professional meetings	17.03756	0.3166
Regional reputation of TWU	18.63875	0.2306
National reputation of TWU	10.67079	0.7756
International reputation of TWU	17.72295	0.2775

df = 15      \*0.0469    .05

Table 28

Chi-Square Value of Crosstabulation of College  
Education Interrupted Five or More Years  
With Current Desired Schedule of Classes

Desired Class Schedule	$\chi^2$	Significance
Monday morning	1.55022	0.2131
Monday afternoon	0.00265	0.9589
Monday evening	0.03417	0.8533
Tuesday morning	1.62052	0.2030
Tuesday afternoon	0.00957	0.9221
Tuesday evening	0.27364	0.6009
Wednesday morning	1.84357	0.1745
Wednesday afternoon	0.00231	0.9617
Wednesday evening	0.61000	0.4348
Thursday morning	2.62727	0.1050
Thursday afternoon	0.00797	0.9289
Thursday evening	0.33689	0.5616
Friday morning	0.15583	0.6930
Friday afternoon	0.01330	0.9082
Friday evening	1.05991	0.3032
Saturday morning	0.45951	0.7947

Table 28--(Continued)

Desired Class Schedule	$\chi^2$	Significance
Saturday afternoon	0.29523	0.5869
Saturday evening	0.03503	0.8515
Sunday morning	0.16731	0.6825
Sunday afternoon	0.16731	0.6825
Sunday evening	0.03503	0.0515

df = 1

NOTE: No variable significant at .05 level

the students' responses to Item 1 (B) of the demographic section (current classification) was crosstabulated with factors 1 through 19 on the sources of exposure grid on page 3 of the questionnaire. All "no response" answers were deleted so crosstabulations were performed on all reported data. Chi-square analyses were performed and two relationships emerged significant at the .05 level of probability. However, both of the factors (or sources of exposure) were revealed to be significant because the

Table 29

Chi-Square Distribution Analysis of Crosstabulation of  
Students' Classification with Nineteen Possible  
Sources of Exposure to CNTHD/TWU

Possible Source of Exposure	$\chi^2$	Significance
Relative who attended TWU	26.68658	0.6397
Relative who did not attend	37.59312	0.1605
Friend who attended TWU	30.34247	0.4482
Friend who did not attend	37.77164	0.1557
Teacher who attended TWU	36.34118	0.1971
Teacher who did not attend	29.43431	0.4949
Newspaper or magazine	32.53162	0.3432
Radio or television	35.83752	0.2134
Professional article from TWU	42.58814	0.0637
TWU Catalogue	27.05188	0.3533
Professional Seminars at TWU	34.17042	0.2741
Workshop held on campus	25.05865	0.7222
Alumni newsletter	40.47792	0.0912
Programs for high school youth at TWU	48.41928	0.0180*
Programs on junior college campus	26.70496	0.6387

Table 29--(Continued)

Possible Source of Exposure	X <sup>2</sup>	Significance
Through high school counselor	61.43546	0.0606
Advertisement for TWU	33.49274	0.3016
Recruitment program at high school	44.20056	0.0457**
Foreign exchange program	25.10623	0.7199
df = 30	*0.0180 .05	**0.0457 .05

population heavily responded "No Exposure" by that factor.  
The results are summarized in Table 29.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to collect information of a demographic nature from the Fall Semester, 1979, student population of the College of Nutrition, Textiles, and Human Development, The Texas Woman's University. Further, this study endeavored to determine the students' primary reasons for attending this college and their origins of awareness to Texas Woman's University. An overall result of this study could be utilized in the development of recruiting programs based on present students' characteristics, their selection criteria, and sources of awareness of this college.

Higher education is faced with several critical problems. Student populations are reduced, operating costs are rising, and administrations are being forced into self-examination and development of new programs to meet students' needs with efficiency and economy. One of these

problems of reduced student populations can be minimized by colleges and universities by assessing needs of currently enrolled and potential students and appealing to a new and potentially larger student population, the non-traditional or adult student. Development of off-campus or limited schedules for current and potential students could attract more students while reducing campus operating expenses. Further, recruiting efforts can be evaluated for effectiveness and updated to reach the target student population.

Data for this study were collected through a three-part questionnaire administered to all students enrolled in classes during the Fall Semester, 1979. Of the 510 questionnaires distributed in class and through a mailing to students not attending class on campus, 275 questionnaires were completed and returned.

### Results

All demographic data were reported in frequency and percentage distributions to give a profile of the student population. The population was over 95.0 percent women who were past the age of 25. Nearly one-half had attended

more than one school prior to attending TWU and more than 25.0 percent fulfilled a definitions of non-traditional students. Only 61.0 percent of the present population were full-time students; the remainder combined education with careers and family obligations. The vast majority of students were enrolled to receive a degree or certification, yet a significant proportion wished to upgrade employment and salary as a reason for being presently enrolled.

Almost 50.0 percent of CNTHD students commuted from out of town to campus with 42.0 percent travelling 20 or more miles one way to campus. Class scheduling and energy consumption were of utmost importance to this student segment. The largest proportion of students had a geographic residence background in Texas, especially the Dallas-Fort Worth area. This defined the prime recruiting area for potential students.

Students rated relatives, friends, and teachers who attended TWU as important sources of original awareness of this college. The TWU Catalogue was identified as the single greatest source of exposure to this institution. Programs on the TWU campus for high school youth and



recruitment on high school campuses emerged significant in the study as heavily rated "no exposure" by the student population. These two sources of exposure can be assumed to be the least utilized by present students.

In rating 41 factors that may have affected a students' choice of CNTHD/TWU for their educational experience, several of major importance emerged. These included the faculty and the educational background of the faculty. The regional and national reputation of the institution were of prime consideration for choosing this college. The geographic location of the school within the regional area and its proximity to the Dallas-Fort Worth area emerged as important factors. Lower tuition and fees and diversity of courses offered were significant criteria in the students' selections. The factors rated as of greatest significance by students were availability of professional certification in major field of study and opportunity for field study experience in major area of study. One last important factor to students in the selection process was the opportunity to conduct research in their major area of study.

Students indicated a desire for classes to be scheduled Monday through Thursday mid-day and a slightly greater percentage of evening classes than are currently offered. Full-time students cited the faculty as the most significant factor of selection criteria.

### Recommendations

Information from this study revealed CNTHD/TWU has a notably high non-traditional student population. The faculty and administration might investigate scheduling and program desires of this student and design courses and degree plans for the older, non-traditional student. Other considerations might be to have core classes during mid-day while children are in school and omit early morning and late afternoon classes for students with families. Further, classes in the evenings could be developed for students engaged in full-time careers.

Programs and courses were a major reason for choosing this college. Programs, classes, and research experiences should be constantly evaluated to determine if they continue to challenge students presently enrolled and if they

are promoted to attract potential students. Students expressed desires to receive certifications in fields of major study. Therefore, additional licensing requirements might be added to the curriculum to make the graduate student more employable.

Data indicated that most recruiting efforts should be concentrated in Texas, especially the Dallas-Fort Worth area, and not on the high school campuses. Advertisement should be designed to appeal to the older student as traditional students are not predicted to provide sufficient future enrollments. Commuting students comprise a growing portion of the student population and considerations should be made for mass transit schedules and minimizing trips to campus in planning course schedules. As energy becomes more of an issue, consideration might be to develop classes which require minimum commuting. This might include having the instructor commute to the greatest concentration of students instead of the students coming from several locations to campus.

Campus programs and campus life were not particularly significant to the majority of students in the selection process. Degree programs and quality faculty were prime considerations to students in the selection process. Administrations might examine these trends when planning budgets and allocate more funds to faculty expansion and recruitment of quality faculty members who can develop and promote unique or highly desirable degree programs. Administrations should continue to study the student population on campuses as they reflect a serious and ambitious desire for education and career planning.

A final recommendation is for colleges and universities to engage in the marketing procedures used successfully by business. These are to constantly evaluate the "market," which in this case is the student, and continue to expand and promote the "product," which is higher education. This study has revealed a broad scope of surface information which can be examined on many different levels. Future studies will be needed to keep the faculty and administration informed as to the changing needs and expectations of the CNTHD student population.

APPENDIX A  
QUESTIONNAIRE

**Best scan available based on pages available. Lighter printed texts may not be readable.**

Below are some factors which might have influenced your choice to attend CNTHD/TWU. Please check how important (or unimportant) each of these reasons may have been to you.

	Very Important	Important	Somewhat Important	Not Important	Unimportant	Very Unimportant
1. Faculty						
2. Educational background of the faculty						
3. Number of faculty members for specific areas						
4. Publications of faculty						
5. Acquaintance with alumni of the Texas Woman's University						
6. CNTHD recognized at professional meetings						
7. Current students influenced choice						
8. Regional reputation of the Texas Woman's University						
9. National reputation of the Texas Woman's University						
10. International reputation of the Texas Woman's University						
11. Predominately female institution						
12. Lifestyle offered students on campus						
13. Geographic location of school within the United States						
14. Geographic location of school within the regional area						
15. Proximity to Dallas-Fort Worth						
16. Proximity to World Trade Center/Apparel Mart						
17. Climate of the region						
18. Access by air transportation						
19. Access by mass transit from Dallas-Fort Worth						
20. Access by major highway network						
21. Size of community where university is located						
22. Availability of on-campus housing						
23. Availability of off-campus housing						
24. Lower cost of campus housing						
25. Lower cost of off-campus housing						
26. Lower cost of living in regional area						
27. Lower tuition and fees						
28. Part-time employment availability						
29. Proximity to full-time employment						
30. Availability of student loans from the Texas Woman's University						
31. Availability of scholarships from the Texas Woman's University						
32. Availability of graduate assistantships at the Texas Woman's University						
33. Availability of child-care						
34. Availability of off-campus courses						
35. Degree programs not available elsewhere						
36. Times of the day/week courses are scheduled						
37. Diversity of the courses offered						
38. Availability of professional certification in major field of study						
39. Opportunity for field study experience in major area of study						
40. Research facilities on campus						
41. Opportunity to conduct research in major area of study						

Proceed to the next page

**Best scan available based on pages available. Lighter printed texts may not be readable.**



How did you first become aware of the College of Nutrition, Textiles, and Human Development at the Texas Woman's University?

---



---



---



---

Please check the order of importance to you of each of these possibilities of exposure to CNTHD/TWU.

If you were not made aware of CNTHD/TWU by one of these sources, check "No Response."

	Yes	Probably	Maybe	Probably Not	No	No Response
1. A relative who attended the Texas Woman's University						
2. A relative who did not attend the Texas Woman's University						
3. A friend who attended the Texas Woman's University						
4. A friend who did not attend the Texas Woman's University						
5. A teacher who attended the Texas Woman's University						
6. A teacher who did not attend the Texas Woman's University						
7. Newspaper and Magazine						
8. Radio and television						
9. Professional journal article from a CNTHD source						
10. The Texas Woman's University Catalog						
11. Professional seminars						
12. Workshops on the Texas Woman's University campus						
13. Alumni newsletter						
14. Programs for high school youth held on the campus (i.e., 4H, FFA)						
15. Programs held by the Texas Woman's University on junior college campus						
16. High school counselor						
17. Advertisement for the Texas Woman's University						
18. Recruitment program presented at high school campus						
19. Through foreign exchange program						
20. Other (Please specify)						

The following information is to assist CNTHD to meet current students' needs. Please remember your responses will remain anonymous. Check the statement or complete the question to describe yourself most accurately.

1. Jr. colleges, community colleges, colleges, or universities attending(s):

Degree Received	Minor	Major	College or University	Year Last Attended

Classification this semester: \_\_\_ Freshman \_\_\_ Sophomore \_\_\_ Junior \_\_\_ Senior \_\_\_ Grad \_\_\_ Doctorate

Continue on back of page

**Best scan available based on pages available. Lighter printed texts may not be readable.**

2. High school last attended:

\_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Year Last Attended \_\_\_\_\_

Did not graduate \_\_\_\_\_ Diploma by GED \_\_\_\_\_

3. Year you first attended Texas Woman's University \_\_\_\_\_
4. Has your formal college education ever been interrupted for five years or more? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Current occupation \_\_\_\_\_

6. Current employment status: Full time \_\_\_\_\_ Part time (less than 30 hours per week) \_\_\_\_\_
- Other (please specify) \_\_\_\_\_ Not employed \_\_\_\_\_

7. Why are you enrolled in the COTWD/TWU? (You may check more than one.)

\_\_\_\_\_ Receive degree(s) \_\_\_\_\_ Receive certification \_\_\_\_\_ Maintain certification  
 \_\_\_\_\_ Upgrade employment \_\_\_\_\_ Increase salary \_\_\_\_\_ Other (please specify) \_\_\_\_\_

8. Is your current job related to the degree you are seeking? Yes \_\_\_\_\_ No \_\_\_\_\_

9. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

10. What is your age? \_\_\_\_\_ Race \_\_\_\_\_

11. What is your legal marital status:

\_\_\_\_\_ Single, never married \_\_\_\_\_ Married \_\_\_\_\_ Widowed  
 \_\_\_\_\_ Divorced \_\_\_\_\_ Legally separated \_\_\_\_\_ Other (please specify) \_\_\_\_\_

12. Number of children (adoption, biological, and/or guardianship) \_\_\_\_\_

13. What is the age of your youngest child? \_\_\_\_\_ oldest child? \_\_\_\_\_ children-none \_\_\_\_\_

14. Are you an out-of-state resident? Yes \_\_\_\_\_ No \_\_\_\_\_

15. Do you currently live on campus? Yes \_\_\_\_\_ No \_\_\_\_\_

16. Do you commute from out of town to TWU campus? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, do you: \_\_\_\_\_ Drive alone \_\_\_\_\_ Carpool \_\_\_\_\_ Ride the bus

\_\_\_\_\_ Other (please specify) \_\_\_\_\_

17. If you commute, distance from your residence to campus \_\_\_\_\_

18. Previous address:

\_\_\_\_\_ In the Dallas-Fort Worth area \_\_\_\_\_ Outside of the U.S.  
 \_\_\_\_\_ Outside the Dallas-Fort Worth area, but in Texas \_\_\_\_\_ Have always lived at your current address  
 \_\_\_\_\_ Outside Texas, but in the Southwest \_\_\_\_\_ Other (please specify) \_\_\_\_\_  
 \_\_\_\_\_ Outside the Southwest, but inside the U.S. \_\_\_\_\_

19. Please check the category which includes your personal annual income:

\_\_\_\_\_ Below \$5,000 \_\_\_\_\_ \$15,001 - \$20,000 \_\_\_\_\_ \$30,001 - \$40,000  
 \_\_\_\_\_ \$5,001 - \$10,000 \_\_\_\_\_ \$20,001 - \$25,000 \_\_\_\_\_ \$40,001 - \$50,000  
 \_\_\_\_\_ \$10,001 - \$15,000 \_\_\_\_\_ \$25,001 - \$30,000 \_\_\_\_\_ Over \$50,000

Proceed to next page

**Best scan available based on pages available. Lighter printed texts may not be readable.**

20. Please fill in the days and hours you are required to be on the Denton Campus this semester.

	Monday	Tuesday	Wednesday	Thursday	Friday
Hours					

21. What days/hours would you prefer to have CNTRD courses offered?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Thank you for your cooperation

**Best scan available based on pages available. Lighter printed texts may not be readable.**

APPENDIX B

ORAL DESCRIPTION

APPENDIX B

Oral Discription

(To be read prior to administration of questionnaire in the classroom)

You have just received a questionnaire to obtain information for a graduate research study in the College of Nutrition, Textiles, and Human Development at the Texas Woman's University. If you have already completed this questionnaire in another class, do not fill out another one.

The purpose of this study is to provide the college and faculty with information about the current student body to better meet the needs of the present students and to prepare programs to attract and benefit future students. All participants in this questionnaire project are voluntary and should you choose not to participate there will be no repercussions of any nature. All answers will be treated strictly anonymously and the researcher will relate the data to the administration in terms of percentages; not quote any one student.



APPENDIX C

MEMO TO FACULTY FROM COLLEGE DEAN

TEXAS WOMAN'S UNIVERSITY

DENTON, TEXAS 76204

COLLEGE OF NUTRITION, TEXTILES,  
AND HUMAN DEVELOPMENT

Box 23975, TWU STATION  
PHONE (817) 382-8821

October 15, 1979

APPENDIX C

TO: CNTHD Faculty Members

FROM: Dr. Betty Alford, Dean  
CNTHD

CONCERNING: Student Survey Questionnaires to be  
Administered in Classes

Enclosed are the questionnaires to be administered in your class:

---

These are to be distributed to your students the last five minutes of classes during the week of October 15-19, 1979.

This is a student survey to provide the faculty and administration with information to project future programs within this college.

In the envelope is a statement to be read prior to the administration of the questionnaire. Please return all questionnaires (both completed and incompleted) in this sealed envelope to the Dean's office by noon Friday, October 19, 1979.

Thank you for your time and assistance with this project.

APPENDIX D

LETTER FOR MAIL-OUT QUESTIONNAIRES

**Personal information is here. To protect individuals, we have omitted this page. Pagination may be different as a result.**

## APPENDIX E

APPROVAL FROM HUMAN SUBJECTS REVIEW COMMITTEE

**Best scan available based on pages available. Lighter printed texts may not be readable.**

## REFERENCES

## REFERENCES

- Barton, David W. Marketing: A consultant's evaluation of what colleges are doing. College and University, Summer 1978, 53(4), 557-8.
- Brickler, Velder V. AHEA annual meeting: The pulse of progress. Journal of Home Economics, Sept. 1963, 55(7), 501
- Centra, John A. Reading the enrollment barometer. Change, Apr. 1979, 11(3), 50-52, 69.
- Cross, Aleene. Home economics education. Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.
- Edwards, Cecile Hoover. A new look at international service in home economics. Journal of Home Economics, Sept. 1977, 69(4), 58-9.
- Fields, Gregg. School's out: Middle class youths increasingly choose work and not college. Wall Street Journal, July 20, 1978, p. 1.
- Fleck, Henrietta. Toward better teaching of home economics. New York: Macmillan Publishing Co., Inc., 1974.
- Jackson, Fredrick H. The adult learning society: New needs--New standards? The College Board Review, Winter 1978-79, no p. number.
- Kintzer, Frederick C. Declining enrollment--Effect on articulation. College and University, Summer 1978, 53(4).



- Leckie, Shirley. The new student on campus. Educational Horizons, Summer 1978, 56(4), 197-9.
- Lutz, David A. Who are the new non-traditional learners? The College Board Review, Fall 1978, 109.
- McGraith, Earl J. A report on home economics in the land-grant colleges and state universities. New York: Columbia University, Institute of Higher Education, 1968.
- Minter, W. John. Current economic trends in American higher education. Change, Feb. 1979, 11(1).
- Moeroff, Gene I. Stiffer regulations being sought for post secondary education. New York Times, July 16, 1978, p. 22.
- Murphy, P. E., and McGarrity, Richard A. Marketing universities: A survey of student recruitment activities The Journal of the American Association of Collegiate Registrars, Spring 1978, 53(3).
- Osternig, Joyce J. Home economists and the dynamics of change. Journal of Home Economics, Nov. 1977, 69(5), 36-37.
- Sargent, Harold. The enigmatic future of higher education. Intellect, June 1978, 106(2397).
- Shostak, Arthur. Higher education problems early in America's third century. Phi Delta Kappan, October 1978.
- Silber, John R. Paying the bill for college. The Atlantic, May 1975, 6
- Treadwell, David. Hard work--Not hard sell--Boosts admissions. College Management, Aug.-Sept. 1974, 9(7).

United States Department of Commerce, Bureau of the Census. Current population reports, population characteristics, Feb. 1979 (Series P-20, No. 297).

Valley, John R. Nontraditional study in the 1970's.  
The College Board Review, Winter 1977-78, 106.

Verble, Margaret. Issues and trends in american education. Peabody Journal of Education, Jan. 1979, 56(2), 77-81.