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## Perceptions of the Honors Program

Andrea Price

*Utah State University*

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PERCEPTIONS OF THE HONORS PROGRAM

by  
Andrea Price

May 31, 1990  
Senior Honor Project

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## SUMMARY

The purpose of this project was to measure how aware the students and faculty of Utah State University are of the Honors Program and its offerings. Questionnaires were sent to a random selection of faculty, students, and Honors students. The conclusions drawn from the data are as follows:

1. The "Honors" designation on the diploma is beneficial to students, especially when searching for jobs.
2. The perceived benefits of being a student in the Honors Program are a sense of personal satisfaction and the opportunities to take part in cultural activities.
3. A minimum GPA to enter into the program, to remain in the program, and to graduate through the program were supported by the faculty, non-Honors students, and Honors students. A 3.5 was suggested as an entering minimum and graduating minimum. The three groups felt that a 3.0 to a 3.3 was sufficient to remain in the program.
4. Non-Honors students would take more Honors classes if they did not have to pay for the Honors credits.
5. Both student groups perceive Honors classes as being more difficult and requiring more work. The professor's knowledge would be important to a non-Honors student when choosing an Honors class. The chance for more interaction with the professor is most important to an Honors student. The faculty expect students in Honors classes to do more reading and in-depth research papers.
6. Professors indicated that a higher degree of interaction with students would motivate them to teach an Honors class. Most felt that professors should meet minimum requirements before teaching an Honors class, but only a few gave concrete suggestions of what those standards should be.
7. Faculty felt Honors classes should be open to anyone, as long as they met a minimum GPA requirement. They also felt that class size should be limited to an average of 18 students.

8. Both student groups perceived Honors students as highly involved, extroverted, and intelligent.

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## INTRODUCTION

For the past 25 years, the Honors Program at Utah State University has offered educational opportunities and challenges to students beyond the basic university requirements. To do this, the Honors Program has sponsored classes which have emphasized enriched study in several disciplines. However, some students and faculty do not know this program exists. Even if they have heard about it, they may know very little about its requirements or its offerings.

This project was designed to measure how aware Utah State University students and faculty are of the Honors Program. A second objective was to discover what their perceptions of the program are. Separate questionnaires were administered to Honors and non-Honors students to determine if their ideas and views of the program differed.

This project addressed several main questions:

1. Is it important to have "Honors" indicated on the diploma and transcript? Why is it important? Are other honorary societies important?
2. What are the perceived benefits of being a member of the Honors Program?
3. Should there be a minimum GPA to enter in, remain in, and graduate through the Honors Program? If yes, what should it be?
4. Would students take more Honors classes if they did not have to pay for the credits?
5. What do students expect from an Honors class? What do professors expect from students in Honors classes?
6. What would motivate a professor to teach an Honors class? Should professors meet certain requirements before teaching an Honors class?

7. Should Honors classes be open to non-Honors students?  
Should Honors classes be limited in size?
8. How are Honors students perceived?

The following pages will outline questionnaire design and data collection, followed by a discussion of the findings. Response rate and financial constraints necessarily resulted in some limitations which may be considered if the study is replicated. Lastly, the eight questions will be answered and some recommendations will be made. Appendices include copies of the questionnaires, lists of the data, and a transcription of the suggestions that faculty made pertaining to minimum teaching requirements.



## METHODOLOGY

The first step in this project was an interview with Dr. Joseph Morse, director of the Utah State University Honors Program. He provided background information on the program. He also outlined the kinds of information the Honors Program would find useful and helped frame the initial focus of the study.

The second step involved a focus group. The focus group was structured to include four Honors students and four non-Honors students, but involved only six students as two Honors students did not participate. The purpose of the focus group was to get an idea of the perceptions that the students had of the program so that appropriate questions could be generated for the questionnaire. After a brief introduction to the project, the non-Honors students shared what they knew about the program. In the discussion which followed, the two groups shared their perceptions of the program. Two of the non-Honors students knew nothing about the program, while the other two were somewhat familiar with it. One stated she would never join, even though she qualified, because she did not want to be labeled "Honors student." Others agreed that "Honors" is often a negative label because those students are often perceived as an elite clique, separate from other students. The Honors students admitted it could be a clique, but felt that other groups were also perceived to have cliques. The Honors students themselves stated that they were involved because of the feelings of personal satisfaction they got by participating. They liked the challenge of the class work, the chance to interact with

professors, and the opportunity to be among people with similar interests. When the subject of GPA's came up, five of the six felt a minimum should be required to enter into the program, to remain in the program, and then to graduate through the program. One Honors student did not agree, feeling that after admittance, there should be no minimum to remain in the program. However, he did agree that a minimum might be necessary to decide who graduated with Honors. In all, the focus group lasted one hour and fifteen minutes. From this session, many questions were generated for the questionnaire.

The third step was the formulation and design of the questionnaire. Combining the session with Dr. Morse and the focus group, three questionnaires were written: one for faculty, one for non-Honors students, and one for Honors students. Dr. Michael Parent, the advising professor, helped fine tune these questions and organize the questionnaires. There was no pretest of the questionnaires.

The sample sizes were influenced by response rate estimates, budget constraints, and cell size for possible chi-square tests. These questionnaires were then mailed in the following manner:

1. Two hundred (200) Honors students received their questionnaire in the May Honors Newsletter, along with an addressed return envelope and a letter explaining the purpose of the questionnaire.
2. Five hundred non-Honors students were selected randomly in a sample drawn by the USU Computer Center from undergraduates who lived within the Cache Valley area. Due to dollar constraints, only three hundred (300) of these were sent. They also received an addressed return envelope and a letter of explanation.

3. Ten faculty in each of the eight colleges, for a total of eighty (80), were randomly selected. A Campus Phone Book was used to select an equal number of associate, assistant, and full professors, plus department heads. They then were mailed their questionnaire with an addressed return envelope and a letter of explanation.

Questionnaires returned after May 23, 1990 could not be included in the analysis. The questionnaires were collected as they came in, and the data from the questionnaires were entered onto a code sheet. These numbers were then entered into ABStat, a statistical program. They were checked for correct entry, then the data were analyzed. Analysis included: frequency count, mean, median, mode, and other descriptive statistics.

## FINDINGS

This section will summarize the data collected from the questionnaires. First, demographic information will be covered. Then questions from the various questionnaires will be replicated, along with the responses. Complete information, including the statistical measurements and the questionnaires can be found in the appendices.

### Demographics.

#### Number of Returns by Rank

Assistant Professors	Associate Professors	Full Professors	Department Heads
15	14	9	14

#### Number of Returns by College

	Agriculture	Business	Education	Engineering
Professors	7	8	6	6
Students	4	9	12	3
Honors	0	0	2	2

  

	Family Life	HASS	Natural Resources	Science
Professors	7	4	5	8
Students	2	5	2	1
Honors	0	13	1	5

#### Number of Questionnaires Returned

	Sent Out	Returned	Return Rate
Faculty	80	52	65.00%
Students	300	38	12.67%
Honors	200	24	12.005

#### High School and College GPA's

	High school GPA	College GPA
Students	3.53	3.24
Honors	3.68	3.65

74.4% of non-Honors students qualified to enter the Honors Program.

42% of non-Honors students qualified to graduate from the Honors Program.

Six students had a double major, 22 had one minor, and seven had two minors, compared to two Honors students with a double major, 19 with one minor, and eight with a second minor.

**Should there be a minimum GPA to enter the Honors Program?**

Faculty:	45 yes, 7 no
Students:	27 yes, 8 no
Honors:	9 yes, 4 no

**If yes, what should it be?**

Faculty:	highest frequency 3.5 (3.32 average)
Students:	highest frequency 3.5 (3.19 average)
Honors:	highest frequency 3.5 (3.38 average)

**Should there be a minimum GPA to remain in the Honors Program?**

Faculty:	51 yes, 1 no
Students:	33 yes, 2 no
Honors:	20 yes, 2 no

**If yes, what should it be?**

Faculty:	highest frequency 3.5 (3.29 average)
Students:	highest frequency 3.3 (3.16 average)
Honors:	highest frequency 3.3 (3.25 average)

**Should there be a minimum GPA to graduate through the Honors Program?**

Faculty:	48 yes, 2 no
Students:	31 yes, 4 no
Honors:	19 yes, 3 no

**If yes, what should it be?**

Faculty:	highest frequency 3.5 (3.34 average)
Students:	highest frequency 3.0 (3.21 average)
Honors:	highest frequency 3.5 (3.37 average)

## FACULTY

Ranked on a scale of 1 to 7, in terms of class assignments and grading policies, what would you expect from Honors students?

Extra reading	1
In-depth research papers	2
Additional research papers	4
Use tougher grading scale	7
Outside class meetings	5
More student class participation	3
Other	6

On a scale of 1 to 6, what would motivate you to teach an Honors class?

High degree of interaction with students	2
Highly motivated students	1
Peer recognition	6
Opportunity to delve more deeply into subjects	3
Additional compensation	5
Released time from other teaching responsibilities	4

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## STUDENTS AND HONORS STUDENTS

What qualities would prompt you to take an Honors class?

	Student	Honors
More interaction with professors	4	1
Personable professor who is interested in students	2	2
Professor has excellent knowledge of subject	1	2
Topic of course is not routinely available	3	4

In what ways do you expect an Honors class to differ from other classes?

	Student	Honors
More interaction with professors	2	1
Personable professor who is interested in students	3	4
Professor has excellent knowledge of subject	1	2
Topic of course is not routinely available	3	5
Higher degree of intellectual rigor	5	3

Rate the following on importance to you, if you were to be a member of the groups listed.

	Student	Honors
Designation of degree "with Honors" on diploma and transcript	1	1
Membership in professional honor society	3	3
Membership in general honor society	2	2

Ranking the items below 1 to 5, why is the Honors designation or membership in an honor society important to you?

	Student	Honors
Help gain admittance to graduate school	2	1
Will aid in finding a job	1	3
Gives personal satisfaction	3	2
Gives recognition among family and friends	4	4

The average number of credits, non-Honors students	13
The average number of Honors credits, non-Honors	0
The average number of credits, Honors students	16
The average number of Honors credits, Honors students	0

However, two non-Honors students did take Honors credits, with one student taking one credit and one student taking six credits. Sixty percent of the Honors students indicated they plan to graduate through the program.

Knowledge of the Honors Program by non-Honors students was as follows:

	YES	NO
Know an Honors students	51.4%	48.6%
Read and talked to people about program	30.6	69.4
Heard people talking about program	30.6	69.4
Received information in mail	36.1	63.9

When asked directly if they knew about the Honors Program, 30.6 percent checked that they were not aware of the program.

The last set of questions were directed only at Honors

students. When asked if they had attended the Honors Retreat that is held before school each year, 66.7 percent stated that they had. Seventeen students indicated that this is how and why they got involved with the Honors Program. Of those who did not attend the retreat, 75 percent said they got involved through activities other than taking Honors classes. The social and cultural activities offered through the program, including the Honors Lounge, were the other reasons for involvement.



## LIMITATIONS

The data contained within this report should be used with caution. Budget constraints limited the sample sizes and time constraints limited the responses, so the data may not reflect the true population. The population variances and the variances between the populations were not checked, so it is not known if these samples represent the true population.

Unfortunately, the biggest constraint was the lack of time the researcher had. This limited the tests done on the data and the interpretation of the data. A great deal of information that can be gleaned from the data collected, if one has time. Hopefully, another researcher will take the time to do more and varied tests of this data.

## DISCUSSION

The eight questions set out in the introduction will be restated, answered, and discussed in this section.

1. Is it important to have "Honors" indicated on the diploma and transcript? Why is it important? Are other honorary societies important?

The "Honors" designation was important to both student groups. General honorary societies ranked second for both groups, and professional honorary societies ranked third. These three items were perceived to be most important in attempting to gain admittance to graduate school for Honors students and least important for recognition among family and friends. Non-Honors students indicated that these were most important in getting a job. Therefore, the "Honors" designation is worth the effort it took to get it on the diploma and transcript.

2. What are the perceived benefits of being a member of the Honors Program?

Honors students saw the benefits of the program as personal satisfaction and cultural opportunities, such as reduced price tickets to the ballet. Non-Honors students also indicated that personal satisfaction was the most important benefit of membership. This coincides with the information gathered during the focus group. The Honors Program currently offers many cultural opportunities, but may wish to add even more to increase this

perceived benefit.

3. Should there be a minimum GPA to enter in, remain in, and graduate through the Honors Program? If yes, what should it be?

All three groups agreed that there should be a minimum GPA in all three cases. For entry, all three groups suggested a 3.5, with 3.0 a close second with faculty and non-Honors students. To remain, faculty indicated a 3.5, while the students nominated 3.3. Finally, to graduate, a 3.5 was presented by Honors students and faculty, while non-Honors students suggested a 3.0. If majority rules, a 3.5 would be needed for entrance and graduation, and a 3.3 to remain in the program. However, more information should probably be gathered before the Honors Program changes its current standards of a 3.3 to enter the program and a 3.5 to graduate with Honors.

4. Would students take more Honors classes if they did not have to pay for the credits?

This issue found the non-Honors students split. Thirty percent strongly agree with the statement. Yet, another 30 percent also were neutral. Forty-five percent of the Honors students were neutral. An explanation for this may be that 87.5 percent of Honors students are on a scholarship, so do not pay for the credits anyway. Therefore, extra scholarship money would not induce them to take any more or any less Honors credits. For the non-Honors students, only 31 percent are on scholarship, and over 50 percent

work, presumably to help pay tuition. Those non-Honors students that are interested in taking an Honors class would benefit from a scholarship covering the Honors credits. So, the Honors Program does not need to find scholarships to give to members. If they wish to involve non-Honors students in the Honors Program, they may want to look into giving quarter tuition scholarships to non-Honors students, or some other similar arrangement.

5. What do students expect from an Honors class? What do professors expect from Honors students?

Honors classes are perceived by both student groups as being more difficult, requiring more work than regular classes, having more interaction with professors, having personable and knowledgeable professors, requiring a higher degree of intellectual rigor (only 60 percent of non-Honors students agreed with that), and covering a topic not routinely offered. Over three-fourths of the Honors students gave the following reasons for taking Honors classes: more interaction with professors, personable professor interested in students, and professor has excellent knowledge of subject. Non-Honors students also selected as important personable and knowledgeable professors, but also indicated they would be interested in an Honors class if the topic is not routinely available. Therefore, interaction with professors should be emphasized to Honors students, and the knowledge of the professor should be the selling point to non-Honors students.

Professors expect extra reading from students in an Honors

class, with in-depth research papers second. A standard set of requirements could be set up so that both the faculty and students know what is expected at all times in an Honors class.

6. What would motivate a professor to teach an Honors class? Should professors meet certain requirements before teaching an Honors class?

Professors cited a high degree of interaction with students, highly motivated students, and released time from other responsibilities as reasons for teaching an Honors class. Extra compensation ranked low. The Honors Program should promote these benefits when asking a professor to do an Honors class. However, each professor should be approached individually as each will have different reasons for wanting to teach an Honors class. Over three-fourths indicated professors should meet certain standard requirements before teaching an Honors class. Some suggested the professors had to be dedicated and knowledgeable. Some felt knowledge was shown by a record of research, while others stated research was not an appropriate measurement of a good professor. A few suggested a minimum score must be received on their departmental evaluation, but no actual score was suggested. A standard set of requirements could be drafted by the Honors Program, to be reviewed by professors who do teach Honors classes, those who do not, and students in Honors classes. After gathering input on the requirements, and modifying them as needed, these could become the standards to judge whether or not the professor

should teach an Honors class.

7. Should Honors classes be open to non-Honors students?  
Should Honors classes be limited in size?

Most professors felt Honors classes should not be limited to Honors students. However, the students should meet a minimum 3.0 GPA to get into an Honors class. They also felt class size should be limited, with 18 the average size suggested. One stated that they should be unlimited so that whoever wanted to could take the class. Another felt the actual type of class would set the limit. Classes with labs, or other limited resources, would definitely need a limit.

8. How are Honors students perceived?

Non-Honors students perceived Honors students to have the same characteristics that the Honors students perceived of themselves. Honors students were thought of as highly involved, intelligent, and extroverted. Honors students also felt they had more desire to be involved in class work; however, non-Honors students did not agree with that assessment. One non-Honors student thought Honors students were elitist and into self-promotion. Others saw them as a clique, separate from the other students. These would be the areas the Honors Program needs to work on, even if they do like the image they have.

APPENDIX A  
The Questionnaires

# HONORS PROGRAM QUESTIONNAIRE

13 Female 11 Male

Your high school GPA was 3.68

You attended high school in:

(fill in the blank with the name of the city or state)

- 5 1. Logan  
1 2. other Cache Valley city \_\_\_\_\_  
11 3. other Utah city \_\_\_\_\_  
1 4. Idaho \_\_\_\_\_  
0 5. other western state \_\_\_\_\_  
3 6. other state \_\_\_\_\_  
0 7. foreign country \_\_\_\_\_

Your current GPA is 3.64

You are enrolled in which college (i.e. Business, Education, etc.) 3, 4, 6, 7, 8  
 Department? \_\_\_\_\_

Major(s) only 2 have double majors  
 Minor(s) 8 have 2 minors

Class: 8 senior 5 junior  
5 sophomore 6 freshman

Do you attend USU on a scholarship? 21 yes 3 no  
 If yes, which one? PLC, academic

The number of credit hours you are enrolled in Spring Quarter. 15.5 How many of these are Honors credits? 0.869

Will you graduate through the Honors Program? 14 yes 9 no

Do you work full time? 0 yes 34 no Part time? 15 yes 9 no How many hours per week do you work? 9.9

Please use the scale to the right to answer the following questions.

		strongly agree		neither agree or disagree		strongly disagree
Honors classes are more difficult than regular classes.	rank 5	2	10	7	4	0
Honors classes require more work than regular classes.	3	11	7	4	2	0
Honors students have a desire to be more involved in class work.	1	9	11	4	0	0
The Honors Program adds to USU's overall prestige.	2	10	7	6	0	0
The Honors Program is a source of recognition for USU.	4	10	4	8	1	0
I would be willing to take more Honors classes if I did not have to pay for the credits.	6	4	3	10	1	4
What qualities prompt you to take an Honors class?	rank					
More interaction with professors	1	14	7	3	0	0
Personable professor is interested in students	2	13	5	6	0	0
Professor has excellent knowledge of subject	3	12	7	5	0	0
Topic of course is not routinely available	4	10	4	8	2	0
Other _____	5	2	1	0	0	0
In what ways do you expect an Honors class to differ from other classes?	rank					
More interaction with professors	1	15	5	4	0	0
Professor shows more interest in the students	4	12	6	6	0	0
Students must actively participate in course	3	13	6	5	0	0
Topic of course is not routinely available	5	8	9	6	0	1
Higher degree of intellectual rigor demanded	3	10	10	3	0	0
Other _____	6	0	0	0	0	0

PLEASE CONTINUE TO THE OTHER SIDE



Graduation from the Honors Program gives one or both designations on the diploma and transcript: Bachelors degree "with University Honors" and/or "with Honors in (major)."

Rate the following on importance to you, personally.

		Very Important			Not Important		
	rank						
Designation of degree " with Honors" on diploma and transcript	1	6	13	1	2	2	
Membership in professional honor society (Beta Gamma Sigma, Tau Beta Pi)	3	4	7	7	3	3	
Membership in general honor society (Phi Kappa Phi, Mortar Board)	2	8	7	4	2	3	
Other _____	4	0	0	1	0	0	

Rank the following items, with 1 being very important and 5 not important. If two or more items tie, please rank them with the same number.

Why are the above items important to you?

Help gain admittance to graduate school	1
Will aid in finding a job	3
Gives personal satisfaction	2
Gives recognition among family and friends	4
Other _____	5

\*\*\*\*\*

Answer the next two statements by using the scale following each.

Benefits the student receives from the Honors Program:

An Honors student is:

		strongly agree		neither agree or disagree		strongly disagree		strongly agree		neither agree or disagree		strongly disagree		rank
Competitive edge	rank 3	6	8	9	1	0		Overachiever	1	10	12	1	0	3
Personal satisfaction	1	14	7	3	0	0		High involvement	7	10	7	0	0	2
Social benefits	4	6	9	6	2	1		Intelligent	6	14	4	0	0	1
Cultural benefits	2	9	11	3	1	0		Introverted	1	9	12	6	3	5
								Practical	6	8	13	3	0	4

\*\*\*\*\*

Should there be a minimum GPA to enter the Honors Program? 19 yes 4 no If yes, what should it be? 3.5 (3.38)  
 Should there be a minimum GPA to remain in the Honors Program? 20 yes 2 no If yes, what should it be? 3.3 (3.25)  
 Should there be a minimum GPA to graduate through the Honors Program? 19 yes 3 no If yes, what should it be? 3.5 (3.37)

\*\*\*\*\*

Did you attend the Honors Program retreat that is held before the beginning of each school year? 16 yes 8 no  
 If yes, did it cause you to become involved in the Honors Program? 17 yes - no

If you did not attend the retreat, did you get involved only through the class work? 2 yes 7 no  
 or did you become active through the other Honors Program offerings? 6 yes 2 no  
 If you did become involved, what caused you to be involved? \_\_\_\_\_

# STUDENT QUESTIONNAIRE

21 Female 16 Male

Your high school GPA was 3.53.

You attended high school in:  
(fill in the blank with the city or state)

Your current GPA is 3.24.

- 1 1. Logan
- 5 2. other Cache Valley city \_\_\_\_\_
- 5 3. other Utah city \_\_\_\_\_
- 4 4. Idaho \_\_\_\_\_
- 5 5. other western state \_\_\_\_\_
- 2 6. other state \_\_\_\_\_
- 4 7. foreign country \_\_\_\_\_

You are enrolled in which college (i.e. Business, Education, etc.)

1, 2, 3, 4, 5, 6, 7, 8

Department? \_\_\_\_\_

Major(s)? \_\_\_\_\_

Minor(s)? \_\_\_\_\_

Do you attend USU on a scholarship? 12 yes 26 no  
If yes, which one? \_\_\_\_\_

Class: 10 senior 15 junior  
6 sophomore 6 freshman

The number of credit hours you are enrolled in Spring Quarter. 13 How many of these are Honors credits? 0.18

Do you work full time? 6 yes 32 no Part time? 18 yes 20 no How many hours per week do you work? 14.6

Do you know anyone in the Honors Program? 18 yes 17 no

How would you rate your knowledge of the requirements of the Honors Program? Quite Familiar \_\_\_\_\_ No Knowledge \_\_\_\_\_  
1 1 10 9 17

Please check those which apply. How did you become aware of the Honors Program?  
Read and talked to people about the program.  
Heard people talking about the program.  
Received information about the program in the mail.  
I was not aware of the Honors Program.

rank y N  
2 4 25  
2 4 25  
1 13 23  
3 4 25

\*\*\*\*\*

Please use the scale on the right to respond to the following questions and statements.

	strongly agree	strongly disagree	neither agree or disagree	strongly disagree
Honors classes are more difficult than regular classes.	<u>2</u> <u>6</u> <u>14</u>	<u>9</u> <u>3</u> <u>1</u>		
Honors classes require more work than regular classes.	<u>1</u> <u>9</u> <u>15</u>	<u>6</u> <u>2</u> <u>1</u>		
Honors students have a desire to be more involved in class work.	<u>2</u> <u>8</u> <u>10</u>	<u>13</u> <u>1</u> <u>2</u>		
The Honors Program adds to USU's overall prestige.	<u>5</u> <u>7</u> <u>7</u>	<u>11</u> <u>7</u> <u>1</u>		
The Honors Program is a source of recognition for USU.	<u>6</u> <u>6</u> <u>8</u>	<u>10</u> <u>6</u> <u>3</u>		
I would be willing to take an Honors class in addition to my regular courses if I did not have to pay for the Honors credits.	<u>4</u> <u>10</u> <u>7</u>	<u>10</u> <u>2</u> <u>4</u>		

What qualities prompt you to take an Honors class?

- More interaction with professors
- Personable professor who is interested in students
- Professor has excellent knowledge of subject
- Topic of course is not routinely available
- Other \_\_\_\_\_

rank

<u>4</u>	<u>11</u>	<u>11</u>	<u>10</u>	<u>1</u>	<u>1</u>
<u>2</u>	<u>14</u>	<u>16</u>	<u>4</u>	<u>1</u>	<u>0</u>
<u>1</u>	<u>14</u>	<u>13</u>	<u>5</u>	<u>0</u>	<u>0</u>
<u>3</u>	<u>12</u>	<u>13</u>	<u>3</u>	<u>2</u>	<u>2</u>
<u>5</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>

PLEASE CONTINUE TO THE OTHER SIDE

Please use the scale on the right to the following questions and statements:

In what ways would you expect an Honors class to differ from other classes?

strongly agree

neither agree or disagree

strongly disagree

More interaction with professors  
Professor shows more interest in the students  
Students must actively participate in course  
Topic of course is not routinely available  
Higher degree of intellectual rigor demanded  
Other \_\_\_\_\_

rank					
2	12	16	5	1	1
3	10	18	3	1	2
1	14	16	3	2	1
3	11	15	5	2	1
4	9	11	11	2	0
5	2	0	0	1	0

\*\*\*\*\*

Graduation from the Honors Program gives one or both designations on the diploma and transcript: Bachelors degree "with University Honors" and/or "with Honors in (major)."

Rate the following on importance to you, if you were to be a member of the groups listed.

	Very Important	Not Important
Designation of degree "with Honors" on diploma and transcript	rank 1 11 14 6 2 2	
Membership in professional honor society (Beta Gamma Sigma, Tau Beta Pi)	3 1 12 11 4 6	
Membership in general honor society (Phi Kappa Phi, Mortar Board)	2 5 11 8 3 7	
Other _____	4 6 0 0 1 0	

Rank the following items, with 1 being very important and 5 not important. If two or more items tie, please rank them with the same number.

Why are the above items important to you?

Help gain admittance to graduate school	2
Will aid in finding a job	1
Gives personal satisfaction	3
Gives recognition among family and friends	4
Other _____	5

\*\*\*\*\*

Answer the next two statements by using the scale following each.

Benefits the student receives from the Honors Program.

An Honors student is:

	strongly agree	neither agree or disagree	strongly disagree		strongly agree	neither agree or disagree	strongly disagree
Competitive edge	rank 2 5 14 11 2 1			Overachiever	5 14 11 2 2 3		
Personal satisfaction	1 13 18 4 0 0			High involvement	13 15 3 1 2 1		
Social benefits	4 4 9 13 3 6			Intelligent	11 14 8 0 1 2		
Cultural benefits	3 3 9 16 2 5			Introverted	3 6 13 9 3 5		
				Practical	3 5 17 6 2 4		

\*\*\*\*\*

Should there be a minimum GPA to enter the Honors Program? \_\_\_yes\_\_\_no If yes, what should it be? \_\_\_\_\_

Should there be a minimum GPA to remain in the Honors Program? \_\_\_yes\_\_\_no If yes, what should it be? \_\_\_\_\_

Should there be a minimum GPA to graduate through the Honors Program? \_\_\_yes\_\_\_no If yes, what should it be? \_\_\_\_\_

# FACULTY QUESTIONNAIRE

How many years have you been at USU? 13.5

Do you have tenure? 42 yes 10 no

Your highest degree is Ph.D., Doctorate  
from which university? \_\_\_\_\_

In which college do you teach? 1, 2, 3, 4, 5, 6, 7, 8  
Which department? \_\_\_\_\_

Check the one which describes your awareness of the Honors Program: 14 very aware 32 somewhat aware  
4 hardly aware 2 unfamiliar

Should departments offer departmental Honors programs through the Honors Program? 33 yes 5 no

Please rank these in order of importance to you, with 1 being most important 7 being least important. If two items rank the same to you, please give them the same rank number.

Please rank the following in order of importance to you with 1 being very important and 6 not important. If two items tie, please give them the same rank number.

In terms of class assignments and grading policies, what would you expect from Honors students?

What would motivate you to teach an Honors class?

Extra reading	<u>1</u>
In-depth research papers	<u>2</u>
Additional research papers	<u>4</u>
Use tougher grading scale	<u>7</u>
Outside class meetings	<u>5</u>
More student class participation	<u>3</u>
Other _____	<u>6</u>

High degree of interaction with students	<u>2</u>
Highly motivated students	<u>1</u>
Peer recognition	<u>6</u>
Opportunity to delve more deeply into subject	<u>3</u>
Additional compensation	<u>5</u>
Released time from other teaching responsibilities	<u>4</u>

\*\*\*\*\*

Should there be a minimum GPA to enter the Honors Program? 45 yes 7 no If yes, what should it be? 3.5 (Ave 3.26)  
Should there be a minimum GPA to remain in the Honors Program? 51 yes 1 no If yes, what should it be? 3.5 (3.28)  
Should there be a minimum GPA to graduate through the Honors Program? 48 yes 2 no If yes, what should it be? 3.5 (3.34)  
Should honors classes only be open to Honors Students? 18 yes 31 no  
If they are open to any student, should the student meet a minimum GPA requirement? 35 yes 8 no  
If yes, what should it be? 3.0 (3.13)

Should Honors classes be limited in size? 43 yes 7 no If yes, what should the maximum number of students be? 17.68

\*\*\*\*\*

Please indicate on the scale to the right your response to the following statements.

Currently, students who graduate through the Honors Program have the designation: Bachelors degree "with Honors" and/or "with Honors in (major)" on their diploma.

	rank	strongly agree	neither agree or disagree	strongly disagree
It adds prestige to a degree to have "Honors" on the diploma.	1	<u>34</u>	<u>14</u>	<u>3</u>
It will help in a student's job search.	4	<u>17</u>	<u>23</u>	<u>10</u>
It will help a student gain admittance to graduate school.	2	<u>23</u>	<u>17</u>	<u>9</u>
It will help a student get graduate/research assistantships.	3	<u>19</u>	<u>21</u>	<u>9</u>

Should there be requirements met by faculty who teach Honors classes? 35 yes 12 no If yes, what? Please write your comments on the back of this sheet.

APPENDIX B  
Faculty Comments  
From the Questionnaires

## COMMENTS OFF THE FACULTY QUESTIONNAIRES

1. No specific suggestion other than
  - strong faculty interest
  - excellent teaching abilities
  - research credential should not be considered very much (good researchers may not be good teachers)
2. Teachers of Honors classes should be experienced in teaching and should be teaching their specialty subject.
3. No comments.
4. No comments.
5. Desire to teach in/with a special population of students.
6. No comments.
7. It would be hypocritical to not require some standards for honors professors. They should show some extra ability, talent, or accomplishments, or the promise of such as rated by dept. head and others.  
With respect to motivation for teaching an Honors class-(I teach one now)- one very important factor is that Honors classes are incubators for new ideas, techniques, etc, which I can test before using in my regular classes.
8. No comments.
9.
  1. Good teaching skills.
  2. Knowledge in the area.
  3. Experience with student needs.
10. They need to be committed!
11. Interest and vigor.
12. No comments.
13. No comments.
14. Faculty teaching Honors classes should be excellent teachers, well-versed in their fields, but so, ideally should be every USU faculty member. I think it's likely that faculty members who seek to teach honors classes are qualified to do so.
15. Teaching ability. Expertise in subject.
16. No comment.

17. Must be willing to share in a learning experience and not just a lecturer.
18. No comments.
19. To set up a separate program simply adds another program so someone can administer their own little empire. Honors classes and designation will do the job!!
20. Strong research base in course of study, current research on going, great teacher!
21. No comments.
22. Expertise in area, teaching ability, willingness to go beyond the minimum.
23. No comments.
24.
  1. A better than average teaching performance in other courses.
  2. Recognized expertise in the subject matter to be taught.
25. No comments.
26. Evaluate course and instructor to make sure course is interesting and challenging.
27. No comments.
28. No comments.
29.
  1. As a minimum, evidence of a fresh statement of the syllabus if the honors course already exists or a good syllabus if it is being proposed.
  2. Clear evidence that the faculty member is not overloading. This obviously depends on the individual.
  3. Some evidence from the department and college of how they value this effort by the faculty member.
  4. The individual's teaching evaluations over recent years should not be lower than the average for his department.
30. Perhaps, but I don't know what they would be. Perhaps they would include a maintained teacher evaluation of \_\_\_\_?
31. Excellence in field demonstrated by successful research. Excellence in teaching based upon student evaluations.
32. Student interest first.
33. Recognized excellence as teachers and advisors. It is not enough that they are prominent in their specialty fields. They should teach well and value students as potential

colleagues.

34. No comments.
35. Good teachers who are interested in the truth.
36. No comments.
37. No comments.
38. Some general guidelines of what is expected of students.  
Clear guidelines as to how these courses differ from regular courses.  
Suggestions for scope of such courses.  
Faculty should be actively involved in the general field which they teach as honors courses and should be aware of guidelines (listed above).
39. No comments.
40. Willing to teach and qualified with experience in past teaching.
41. No comments.
42. Good teacher and knowledge of subject matter.
43. Scholarly activity in subject to be taught.
44. No comments.
45. No comments.
46. They should be highly motivated and willing to work as hard as the students. They should have a 3.5 at least, and may even a 3.8, on evaluation done by honors students.
47. Ph.D. in subject area, good teaching record.
48. Interest, commitment to students, depth and breadth of knowledge, and openness to ideas.
49. Willingness, research evidence, good teacher ratings.
50. No comments.
51. Their department head should approve their teaching honors courses.
52. But don't require a lot of work as the additional load may lose good people and experiences. If I have to justify what I plan to do-I'll not do of course. I just don't have the time to give.



APPENDIX C  
The Lists of Data  
and the Key

- Colleges:**
1. Agriculture
  2. Business
  3. Education
  4. Engineering
  5. Family Life
  6. HASS
  7. Natural Resources
  8. Science

**Departments/Majors/Minors**

1. International Agriculture
2. Agriculture Education
3. Animal Science
4. Agriculture Economics
5. Nutrition Food Science
6. Plant and Soil Science
7. Communicative Disorders
8. Elementary Education
9. HPER
10. Instructional Technology
11. Psychology
12. Secondary Education
13. Special Education
14. Family & Human Development
15. General Family Life
16. Fashion Merchandising
17. Interior Design
18. Art
19. Communication
20. English
21. History
22. LAEP
23. Language
24. Military Science
25. Music
26. Political Science
27. Sociology
28. Social Work
29. Anthropology
30. Philosophy
31. Forest Resources
32. Environmental Science
33. Watershed Science
34. Recreation Resources
35. Biology
36. Chemistry
37. Biochemistry
38. Computer Science
39. Geology
40. Mathematics/Statistics
41. Physics
42. Accounting
43. Dairy Science
44. Veterinary Science
45. Agriculture/Irrigation Eng.
46. Civil Engineering
47. Environmental Engineering
48. Economics
49. Electrical Engineering
50. Journalism
51. Mechanical Engineering
52. Business Administration
53. Marketing
54. Management Human Resources
55. BISE
56. Secretarial/Admin Support
57. LAS
58. 2 yr Secretarial
59. Office Management
60. Commercial Art
61. Graphic Art
62. Dance Education
63. Pre-law
64. Horse Training
65. Media Management
66. Finance
67. Photography
68. Social Studies(Education)
69. Natural Resources
70. Fisheries and Wildlife
71. Exercise Science
72. Range Science
73. Beef Production
74. Food Science
75. Physical Therapy
76. Community Health
77. Dietetics
78. Early Child Development
79. Fine Arts
80. Language Arts(Education)
81. History
82. Pre-med
83. Piano Performance
84. Broadcast Journalism
85. Mathematics Education
86. Human Relations

88. Women's Studies  
90. HECE  
92. Geography

1. Academic	2. Presidential Leadership Council
3. Music/Band	4. Athletic
5. Western Exchange	6. Private
7. Tuition Waiver	8. Superior Student
9. Achievement	

1. Assistant
2. Associate
3. Full
4. Department Head

0. Bachelors
1. Masters
2. Ph.D.
3. J.D.
4. Ed.D.

1. University of Texas-Austin	2. University of Utah
3. Ohio State	4. Colorado State University
5. University of Wisconsin	6. Texas A & M
7. University of Calif- Berkeley	8. Brigham Young University
9. Kansas State University	10. University of Idaho
11. Utah State University	12. Rice University
13. Vanderbilt	14. Clark University
15. University of Oregon	16. University of Illinois
17. Michigan State University	18. University of Missouri
19. University of Iowa	20. Oregon State University
21. Cal Tech	22. University of Washington
23. Harvard	24. Indiana University
25. Florida State University	26. UCLA
27. Iowa State University	28. University of Minnesota
29. Cornell	30. Boston University
31. North Carolina State Univ	32. University of Kansas

Yes 1      No 0

file version:

FETCH FILE C:\ABSTAT\HONOR.AB8 REV 1

COMMAND: LIST MISSING VALUE TREATMENT: INCLUDE

VARIABLES:

CASE	Sex	HSGPA	CollegeGPA	HS	College	Dept	Major1	Major2	Minor1
1	1	36	37	1	6	81	81	--	40
2	1	39	39	1	4	51	51	--	40
3	0	36	33	3	3	7	7	--	--
4	0	35	39	2	6	57	82	--	52
5	1	39	38	1	6	25	83	--	41
6	1	35	38	1	6	20	20	--	52
7	0	36	33	4	6	57	57	--	35
8	0	40	36	6	8	40	40	--	36
9	0	37	37	3	6	19	84	--	21
10	1	39	39	3	7	69	70	--	--
11	1	38	38	1	6	21	21	--	30
12	0	40	38	6	8	40	40	--	50
13	1	38	36	3	8	40	85	--	21
14	1	39	36	3	6	57	86	--	18
15	0	39	--	3	6	26	26	--	30
16	1	35	33	2	--	--	--	--	--
17	0	36	33	3	3	14	78	--	87
18	1	37	--	2	4	49	49	--	40
19	1	39	40	3	6	57	30	57	23
20	0	39	36	3	8	35	35	--	--
21	0	38	37	2	6	20	20	--	23
22	0	38	35	3	6	20	20	21	--
23	1	37	36	3	8	40	40	--	38
24	1	18	37	6	6	57	57	--	23

VARIABLES:

CASE	Minor2	Scholar	Whichschlr	Class	Credits	HCredits	GradHonors	WorkFull	WorkPart
1	--	0	--	4	17	0	1	0	1
2	--	1	2	3	15	0	0	0	0
3	--	1	6	2	16	0	1	0	1
4	23	0	--	2	16	0	1	0	1
5	36	1	2	3	17	0	0	0	1
6	29	1	2	2	17	0	1	0	0
7	--	1	7	1	16	3	1	0	1
8	38	1	8	2	17	1	1	0	1
9	--	1	9	1	15	0	--	0	0
10	--	1	8	1	15	0	0	0	0
11	48	1	1	4	12	0	1	0	1
12	--	1	1	4	14	0	0	0	1
13	--	1	2	2	--	--	0	0	0
14	52	1	2	4	15	0	0	0	1
15	--	1	1	3	13	1	0	0	0
16	--	1	1	1	15	0	1	0	1
17	--	1	3	1	19	0	1	0	0
18	--	1	--	4	16	3	1	0	1
19	--	1	2	1	18	4	1	0	0
20	--	1	4	3	16	0	1	0	0
21	88	1	6	4	13	0	0	0	1
22	--	0	--	4	17	0	1	0	1
23	20	1	6	4	13	0	0	0	1

24

--

1

1

3

15

8

1

0

1

VARIABLES:

CASE

WorkHours

Difficult

More

Desire

Prestige

Recog

Pay

QualitiesA

QualitiesB

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## VARIABLES:

CASE	WorkHours	Difficult	More	Desire	Prestige	Recog	Pay	QualitiesA	QualitiesB
1	15	3	2	2	3	3	3	1	1
2	0	3	3	3	3	3	5	3	3
3	10	2	1	2	1	1	1	2	1
4	15	--	1	2	1	1	--	1	1
5	4	3	2	2	3	3	3	2	3
6	0	4	4	2	3	3	1	3	3
7	20	2	1	1	--	--	2	1	1
8	10	4	2	2	1	1	3	1	1
9	0	3	1	1	1	1	3	1	1
10	0	4	4	2	2	3	5	3	3
11	6	2	1	2	2	2	3	1	1
12	9	2	1	2	2	2	3	2	2
13	0	1	1	3	2	3	3	1	1
14	15	2	3	1	1	1	3	1	1
15	0	2	2	1	3	3	3	1	1
16	25	3	3	2	1	1	1	2	2
17	0	1	1	1	2	1	1	1	3
18	15	2	1	1	2	3	2	1	2
19	0	2	2	1	1	1	3	1	1
20	0	2	1	1	1	2	4	2	2
21	15	4	2	3	3	4	--	2	2
22	25	3	1	1	1	1	2	1	1
23	30	2	2	3	1	1	5	2	3
24	24	3	3	2	2	2	5	1	1

## VARIABLES:

CASE	QualitiesC	QualitiesD	QualitiesE	Differ1	Differ2	Differ3	Differ4	Differ5	Differ6
1	1	1	--	1	2	2	2	2	--
2	3	4	--	3	3	3	3	3	--
3	2	2	--	1	1	1	1	--	--
4	2	2	--	1	1	2	2	2	--
5	2	1	--	2	2	3	2	3	--
6	3	3	2	3	2	2	2	2	--
7	2	1	--	1	1	1	1	1	--
8	1	1	--	1	1	1	1	1	--
9	1	3	--	1	1	1	1	1	--
10	3	3	--	2	2	2	3	3	--
11	1	1	--	3	2	3	2	2	--
12	2	2	--	1	1	1	2	1	--
13	1	3	--	1	3	3	3	2	--
14	1	1	--	1	3	2	2	2	--
15	1	1	--	1	1	1	1	1	--
16	1	1	--	2	1	3	1	1	--
17	1	3	1	1	1	1	2	1	--
18	2	3	--	1	2	1	3	2	--
19	1	1	--	1	1	1	1	1	--
20	3	3	--	2	3	1	3	2	--
21	3	3	--	2	3	2	3	2	--
22	1	2	1	1	1	1	2	1	--
23	2	1	--	3	3	1	1	2	--
24	1	4	--	1	1	1	5	1	--

## VARIABLES:

CASE	Diploma1	Diploma2	Diploma3	Diploma4	RankA	RankB	RankC	RankD	RankE
1	3	3	3	3	1	1	2	3	--

2	5	1	1	--	2	2	1	5	--
3	2	2	2	--	1	2	3	4	--
4	1	3	1	--	1	1	1	2	--

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## VARIABLES:

CASE	Diploma1	Diploma2	Diploma3	Diploma4	RankA	RankB	RankC	RankD	RankE
5	2	2	2	--	1	2	3	4	--
6	1	5	5	--	1	3	2	4	--
7	1	1	1	--	2	3	1	4	2
8	2	1	1	--	1	2	3	2	--
9	2	4	4	--	4	2	1	3	--
10	4	5	5	--	1	2	3	5	--
11	1	3	2	--	1	2	3	5	4
12	5	4	4	--	1	2	3	5	--
13	4	4	2	--	2	2	1	3	--
14	2	2	1	--	3	4	2	5	1
15	2	3	3	--	3	2	1	4	5
16	2	3	3	--	1	2	3	3	--
17	2	5	5	--	3	2	1	4	5
18	2	2	2	--	2	2	1	3	--
19	2	3	2	--	2	4	1	3	--
20	2	3	1	--	1	3	2	4	--
21	2	2	1	--	2	3	1	1	--
22	2	2	3	--	2	2	1	3	--
23	1	2	2	--	3	4	2	5	1
24	1	1	1	--	1	1	1	3	--

## VARIABLES:

CASE	Benefits1	Benefits2	Benefits3	Benefits4	StudentA	StudentB	StudentC	StudentD	StudentE
1	3	1	2	2	3	2	2	3	3
2	3	3	3	3	3	3	3	3	3
3	4	2	1	1	3	2	2	5	3
4	1	1	2	2	3	3	2	3	3
5	2	1	2	2	3	3	2	3	4
6	1	3	4	4	3	3	2	4	3
7	2	2	3	2	2	1	1	4	3
8	2	1	1	1	2	1	2	4	2
9	1	1	1	1	2	2	2	2	3
10	3	3	3	3	2	2	2	3	2
11	1	1	3	2	3	3	2	3	3
12	2	1	1	2	2	1	1	4	3
13	3	2	3	1	2	3	1	3	3
14	3	2	2	1	2	1	2	1	2
15	2	2	2	2	3	3	2	3	2
16	2	2	3	2	3	2	2	3	3
17	3	1	2	1	3	2	1	3	2
18	2	1	2	2	2	2	3	3	4
19	1	1	1	1	2	2	2	4	3
20	3	1	1	1	2	1	1	5	2
21	3	2	4	3	3	2	3	3	4
22	2	1	2	2	4	1	1	5	3
23	3	1	2	2	3	2	2	4	2
24	1	1	5	1	1	1	3	2	2

## VARIABLES:

CASE	Enter	EnterA	Main	MainA	Grad	GradA	Attend	Involve	Not
1	1	33	1	33	1	35	1	1	--
2	1	35	1	35	1	35	0	--	0
3	1	35	1	30	1	30	0	--	0
4	0	--	1	32	1	32	0	--	--
5	0	--	0	--	0	--	1	1	--



6	1	35	1	33	1	33	0	--	0
7	1	34	1	32	1	34	1	1	1
8	1	33	1	30	1	30	1	1	--

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## VARIABLES:

CASE	Enter	EnterA	Main	MainA	Grad	GradA	Attend	Involve	Not
9	1	35	1	33	1	34	1	1	--
10	1	33	1	33	1	35	1	1	--
11	1	34	1	33	1	34	1	1	--
12	1	35	1	33	1	35	1	1	--
13	1	35	1	34	1	35	1	1	--
14	1	32	1	32	1	--	1	1	0
15	1	30	1	33	1	35	1	1	--
16	1	30	1	28	0	--	0	--	0
17	1	35	--	--	--	--	1	1	--
18	1	36	1	35	1	36	1	1	--
19	1	35	1	35	1	31	1	1	--
20	--	--	--	--	--	--	1	1	--
21	0	--	1	30	0	--	0	--	1
22	1	35	0	--	1	35	1	1	0
23	1	33	1	33	1	35	0	1	0
24	0	--	1	33	1	33	0	--	--

## VARIABLES:

CASE	Other
1	--
2	0
3	1
4	--
5	--
6	1
7	1
8	--
9	--
10	--
11	--
12	--
13	--
14	1
15	--
16	1
17	--
18	--
19	--
20	--
21	0
22	--
23	1
24	--

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COMMAND: FREQ MISSING VALUE TREATMENT: VARWISE

## FREQUENCY REPORT OF Sex

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	11	11	45.8	45.8	-1.06423	22.9
1	13	24	54.2	100.0	0.900498	72.9
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF HSGPA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
18	1	1	4.2	4.2	-4.36662	2.1
35	3	4	12.5	16.7	-0.416330	10.4
36	4	8	16.7	33.3	-0.183960	25.0
37	3	11	12.5	45.8	0.0484105	39.6
38	4	15	16.7	62.5	0.280781	54.2
39	7	22	29.2	91.7	0.513151	77.1
40	2	24	8.3	100.0	0.745521	95.8
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF CollegeGPA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
33	4	4	18.2	18.2	-1.67318	9.1
35	1	5	4.5	22.7	-0.658732	20.5
36	1	6	4.5	27.3	-0.465504	25.0
36	2	8	9.1	36.4	-0.223969	31.8
36	1	9	4.5	40.9	-0.127355	38.6
36	1	10	4.5	45.5	-0.0790479	43.2
37	2	12	9.1	54.5	0.0175662	50.0
37	2	14	9.1	63.6	0.259101	59.1
38	1	15	4.5	68.2	0.500636	65.9
38	1	16	4.5	72.7	0.693865	70.5
38	1	17	4.5	77.3	0.742172	75.0
38	1	18	4.5	81.8	0.790479	79.5
39	1	19	4.5	86.4	1.03201	84.1
39	2	21	9.1	95.5	1.22524	90.9
40	1	22	4.5	100.0	1.70831	97.7
TOTAL	22	22	100.0	100.0		

## FREQUENCY REPORT OF HS

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	5	5	20.8	20.8	-1.22717	10.4
2	4	9	16.7	37.5	-0.557806	29.2
3	11	20	45.8	83.3	0.111561	60.4
4	1	21	4.2	87.5	0.780928	85.4
6	3	24	12.5	100.0	2.11966	93.8
TOTAL	24	24	100.0	100.0		

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## FREQUENCY REPORT OF College

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
3	2	2	8.7	8.7	-2.08321	4.3
4	2	4	8.7	17.4	-1.39873	13.0
6	13	17	56.5	73.9	-0.0297602	45.7
7	1	18	4.3	78.3	0.654724	76.1
8	5	23	21.7	100.0	1.33921	89.1
TOTAL	23	23	100.0	100.0		

## FREQUENCY REPORT OF Dept

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
7	1	1	4.3	4.3	-1.65194	2.2
14	1	2	4.3	8.7	-1.29301	6.5
19	1	3	4.3	13.0	-1.03664	10.9
20	3	6	13.0	26.1	-0.985365	19.6
21	1	7	4.3	30.4	-0.934090	28.3
25	1	8	4.3	34.8	-0.728992	32.6
26	1	9	4.3	39.1	-0.677717	37.0
35	1	10	4.3	43.5	-0.216245	41.3
40	4	14	17.4	60.9	0.0401280	52.2
49	1	15	4.3	65.2	0.501600	63.0
51	1	16	4.3	69.6	0.604149	67.4
57	5	21	21.7	91.3	0.911797	80.4
69	1	22	4.3	95.7	1.52709	93.5
81	1	23	4.3	100.0	2.14239	97.8
TOTAL	23	23	100.0	100.0		

## FREQUENCY REPORT OF Major1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
7	1	1	4.3	4.3	-1.67123	2.2
20	3	4	13.0	17.4	-1.17203	10.9
21	1	5	4.3	21.7	-1.13363	19.6
26	1	6	4.3	26.1	-0.941634	23.9
30	1	7	4.3	30.4	-0.788034	28.3
35	1	8	4.3	34.8	-0.596034	32.6
40	3	11	13.0	47.8	-0.404034	41.3
49	1	12	4.3	52.2	-0.0584347	50.0
51	1	13	4.3	56.5	0.0183652	54.3
57	2	15	8.7	65.2	0.248765	60.9
70	1	16	4.3	69.6	0.747964	67.4
78	1	17	4.3	73.9	1.05516	71.7
81	1	18	4.3	78.3	1.17036	76.1
82	1	19	4.3	82.6	1.20876	80.4
83	1	20	4.3	87.0	1.24716	84.8
84	1	21	4.3	91.3	1.28556	89.1
85	1	22	4.3	95.7	1.32396	93.5
86	1	23	4.3	100.0	1.36236	97.8
TOTAL	23	23	100.0	100.0		

## FREQUENCY REPORT OF Major2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
21	1	1	50.0	50.0	-0.707107	25.0
57	1	2	50.0	100.0	0.707107	75.0
TOTAL	2	2	100.0	100.0		

## FREQUENCY REPORT OF Minor1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
18	1	1	5.3	5.3	-1.16277	2.6
21	2	3	10.5	15.8	-0.977638	10.5
23	3	6	15.8	31.6	-0.854215	23.7
30	2	8	10.5	42.1	-0.422236	36.8
35	1	9	5.3	47.4	-0.113679	44.7
36	1	10	5.3	52.6	-0.0519675	50.0
38	1	11	5.3	57.9	0.0714553	55.3
40	3	14	15.8	73.7	0.194878	65.8
41	1	15	5.3	78.9	0.256589	76.3
50	1	16	5.3	84.2	0.811992	81.6
52	2	18	10.5	94.7	0.935415	89.5
87	1	19	5.3	100.0	3.09531	97.4
TOTAL	19	19	100.0	100.0		

## FREQUENCY REPORT OF Minor2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
20	1	1	12.5	12.5	-0.999086	6.3
23	1	2	12.5	25.0	-0.861281	18.8
29	1	3	12.5	37.5	-0.585671	31.3
36	1	4	12.5	50.0	-0.264126	43.8
38	1	5	12.5	62.5	-0.172256	56.3
48	1	6	12.5	75.0	0.287094	68.8
52	1	7	12.5	87.5	0.470834	81.3
88	1	8	12.5	100.0	2.12449	93.8
TOTAL	8	8	100.0	100.0		

## FREQUENCY REPORT OF Scholar

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	3	3	12.5	12.5	-2.59005	6.3
1	21	24	87.5	100.0	0.370006	56.3
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Whichschlr

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	5	5	25.0	25.0	-0.973345	12.5
2	6	11	30.0	55.0	-0.612847	40.0
3	1	12	5.0	60.0	-0.252349	57.5
4	1	13	5.0	65.0	0.108149	62.5
6	3	16	15.0	80.0	0.829146	72.5

7	1	17	5.0	85.0	1.18964	82.5
8	2	19	10.0	95.0	1.55014	90.0
9	1	20	5.0	100.0	1.91064	97.5
TOTAL	20	20	100.0	100.0		

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## FREQUENCY REPORT OF Class

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	25.0	25.0	-1.34396	12.5
2	5	11	20.8	45.8	-0.516907	35.4
3	5	16	20.8	66.7	0.310144	56.3
4	8	24	33.3	100.0	1.13720	83.3
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Credits

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
12	1	1	4.3	4.3	-2.03731	2.2
13	3	4	13.0	17.4	-1.45881	10.9
14	1	5	4.3	21.7	-0.880318	19.6
15	6	11	26.1	47.8	-0.301823	34.8
16	5	16	21.7	69.6	0.276671	58.7
17	5	21	21.7	91.3	0.855166	80.4
18	1	22	4.3	95.7	1.43366	93.5
19	1	23	4.3	100.0	2.01216	97.8
TOTAL	23	23	100.0	100.0		

## FREQUENCY REPORT OF HCredits

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	17	17	73.9	73.9	-0.448746	37.0
1	2	19	8.7	82.6	0.0673119	78.3
3	2	21	8.7	91.3	1.09943	87.0
4	1	22	4.3	95.7	1.61549	93.5
8	1	23	4.3	100.0	3.67972	97.8
TOTAL	23	23	100.0	100.0		

## FREQUENCY REPORT OF GradHonors

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	9	9	39.1	39.1	-1.21980	19.6
1	14	23	60.9	100.0	0.784160	69.6
TOTAL	23	23	100.0	100.0		

## FREQUENCY REPORT OF WorkFull

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	24	24	100.0	100.0	0.00000	50.0
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF WorkPart

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	9	9	37.5	37.5	-1.26381	18.8
1	15	24	62.5	100.0	0.758288	68.8
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF WorkHours

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	9	9	37.5	37.5	-1.00851	18.8
4	1	10	4.2	41.7	-0.601714	39.6
6	1	11	4.2	45.8	-0.398318	43.8
9	1	12	4.2	50.0	-0.0932232	47.9
10	2	14	8.3	58.3	0.00847484	54.2
15	5	19	20.8	79.2	0.516965	68.8
20	1	20	4.2	83.3	1.02546	81.3
24	1	21	4.2	87.5	1.43225	85.4
25	2	23	8.3	95.8	1.53395	91.7
30	1	24	4.2	100.0	2.04244	97.9
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Difficult

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	2	2	8.7	8.7	-1.74738	4.3
2	10	12	43.5	52.2	-0.630998	30.4
3	7	19	30.4	82.6	0.485383	67.4
4	4	23	17.4	100.0	1.60176	91.3
TOTAL	23	23	100.0	100.0		

## FREQUENCY REPORT OF More

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	11	11	45.8	45.8	-0.882222	22.9
2	7	18	29.2	75.0	0.126032	60.4
3	4	22	16.7	91.7	1.13428	83.3
4	2	24	8.3	100.0	2.14254	95.8
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Desire

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	9	9	37.5	37.5	-1.09792	18.8
2	11	20	45.8	83.3	0.288926	60.4
3	4	24	16.7	100.0	1.67577	91.7
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Prestige

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	10	10	43.5	43.5	-0.990443	21.7
2	7	17	30.4	73.9	0.208514	58.7
3	6	23	26.1	100.0	1.40747	87.0
TOTAL	23	23	100.0	100.0		



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## FREQUENCY REPORT OF Recog

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	10	10	43.5	43.5	-1.000000	21.7
2	4	14	17.4	60.9	2.220E-0016	52.2
3	8	22	34.8	95.7	1.00000	78.3
4	1	23	4.3	100.0	2.00000	97.8
TOTAL	23	23	100.0	100.0		

## FREQUENCY REPORT OF Pay

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	4	4	18.2	18.2	-1.46179	9.1
2	3	7	13.6	31.8	-0.696090	25.0
3	10	17	45.5	77.3	0.0696090	54.5
4	1	18	4.5	81.8	0.835308	79.5
5	4	22	18.2	100.0	1.60101	90.9
TOTAL	22	22	100.0	100.0		

## FREQUENCY REPORT OF QualitiesA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	14	14	58.3	58.3	-0.751209	29.2
2	7	21	29.2	87.5	0.635638	72.9
3	3	24	12.5	100.0	2.02249	93.8
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF QualitiesB

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	13	13	54.2	54.2	-0.824917	27.1
2	5	18	20.8	75.0	0.339672	64.6
3	6	24	25.0	100.0	1.50426	87.5
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF QualitiesC

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	12	12	50.0	50.0	-0.878335	25.0
2	7	19	29.2	79.2	0.361667	64.6
3	5	24	20.8	100.0	1.60167	89.6
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF QualitiesD

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	10	10	41.7	41.7	-1.02220	20.8
2	4	14	16.7	58.3	-0.0786308	50.0
3	8	22	33.3	91.7	0.864938	75.0
4	2	24	8.3	100.0	1.80851	95.8
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF QualitiesE

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	2	2	66.7	66.7	-0.577350	33.3
2	1	3	33.3	100.0	1.15470	83.3
TOTAL	3	3	100.0	100.0		

## FREQUENCY REPORT OF Differ1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	15	15	62.5	62.5	-0.695311	31.3
2	5	20	20.8	83.3	0.588340	72.9
3	4	24	16.7	100.0	1.87199	91.7
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Differ2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	12	12	50.0	50.0	-0.885489	25.0
2	6	18	25.0	75.0	0.295163	62.5
3	6	24	25.0	100.0	1.47582	87.5
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Differ3

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	13	13	54.2	54.2	-0.816497	27.1
2	6	19	25.0	79.2	0.408248	66.7
3	5	24	20.8	100.0	1.63299	89.6
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Differ4

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	8	8	33.3	33.3	-1.04261	16.7
2	9	17	37.5	70.8	-0.0417045	52.1
3	6	23	25.0	95.8	0.959203	83.3
5	1	24	4.2	100.0	2.96102	97.9
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Differ5

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	10	10	43.5	43.5	-0.989686	21.7
2	10	20	43.5	87.0	0.432988	65.2
3	3	23	13.0	100.0	1.85566	93.5
TOTAL	23	23	100.0	100.0		

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## FREQUENCY REPORT OF Differ6

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
TOTAL	0	0	0.0	0.0		

## FREQUENCY REPORT OF Diploma1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	25.0	25.0	-1.02508	12.5
2	13	19	54.2	79.2	-0.176738	52.1
3	1	20	4.2	83.3	0.671605	81.3
4	2	22	8.3	91.7	1.51995	87.5
5	2	24	8.3	100.0	2.36829	95.8
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Diploma2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	4	4	16.7	16.7	-1.38917	8.3
2	7	11	29.2	45.8	-0.595359	31.3
3	7	18	29.2	75.0	0.198453	60.4
4	3	21	12.5	87.5	0.992265	81.3
5	3	24	12.5	100.0	1.78608	93.8
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Diploma3

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	8	8	33.3	33.3	-0.998387	16.7
2	7	15	29.2	62.5	-0.272287	47.9
3	4	19	16.7	79.2	0.453812	70.8
4	2	21	8.3	87.5	1.17991	83.3
5	3	24	12.5	100.0	1.90601	93.8
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Diploma4

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
3	1	1	100.0	100.0	0.00000	50.0
TOTAL	1	1	100.0	100.0		

## FREQUENCY REPORT OF RankA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	12	12	50.0	50.0	-0.836256	25.0
2	7	19	29.2	79.2	0.278752	64.6
3	4	23	16.7	95.8	1.39376	87.5
4	1	24	4.2	100.0	2.50877	97.9
TOTAL	24	24	100.0	100.0		

FREQUENCY REPORT OF RankB

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	3	3	12.5	12.5	-1.50426	6.3
2	14	17	58.3	70.8	-0.339672	41.7
3	4	21	16.7	87.5	0.824917	79.2
4	3	24	12.5	100.0	1.98950	93.8
TOTAL	24	24	100.0	100.0		

FREQUENCY REPORT OF RankC

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	12	12	50.0	50.0	-0.895928	25.0
2	5	17	20.8	70.8	0.235771	60.4
3	7	24	29.2	100.0	1.36747	85.4
TOTAL	24	24	100.0	100.0		

FREQUENCY REPORT OF RankD

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	4.2	4.2	-2.39520	2.1
2	2	3	8.3	12.5	-1.48274	8.3
3	8	11	33.3	45.8	-0.570286	29.2
4	7	18	29.2	75.0	0.342172	60.4
5	6	24	25.0	100.0	1.25463	87.5
TOTAL	24	24	100.0	100.0		

FREQUENCY REPORT OF RankE

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	2	2	33.3	33.3	-1.05409	16.7
2	1	3	16.7	50.0	-0.527046	41.7
4	1	4	16.7	66.7	0.527046	58.3
5	2	6	33.3	100.0	1.05409	83.3
TOTAL	6	6	100.0	100.0		

FREQUENCY REPORT OF Benefits1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	25.0	25.0	-1.36747	12.5
2	8	14	33.3	58.3	-0.235771	41.7
3	9	23	37.5	95.8	0.895928	77.1
4	1	24	4.2	100.0	2.02763	97.9
TOTAL	24	24	100.0	100.0		

FREQUENCY REPORT OF Benefits2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	14	14	58.3	58.3	-0.751209	29.2
2	7	21	29.2	87.5	0.635638	72.9
3	3	24	12.5	100.0	2.02249	93.8

TOTAL	24	24	100.0	100.0
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## FREQUENCY REPORT OF Benefits3

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	25.0	25.0	-1.19308	12.5
2	9	15	37.5	62.5	-0.269404	43.8
3	6	21	25.0	87.5	0.654267	75.0
4	2	23	8.3	95.8	1.57794	91.7
5	1	24	4.2	100.0	2.50161	97.9
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Benefits4

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	9	9	37.5	37.5	-1.02062	18.8
2	11	20	45.8	83.3	0.204124	60.4
3	3	23	12.5	95.8	1.42887	89.6
4	1	24	4.2	100.0	2.65361	97.9
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF StudentA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	4.2	4.2	-2.34294	2.1
2	10	11	41.7	45.8	-0.823195	25.0
3	12	23	50.0	95.8	0.696550	70.8
4	1	24	4.2	100.0	2.21629	97.9
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF StudentB

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	7	7	29.2	29.2	-1.28174	14.6
2	10	17	41.7	70.8	2.846E-0016	50.0
3	7	24	29.2	100.0	1.28174	85.4
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF StudentC

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	25.0	25.0	-1.40193	12.5
2	14	20	58.3	83.3	0.127448	54.2
3	4	24	16.7	100.0	1.65682	91.7
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF StudentD

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	4.2	4.2	-2.42277	2.1
2	2	3	8.3	12.5	-1.38444	8.3
3	12	15	50.0	62.5	-0.346109	37.5
4	6	21	25.0	87.5	0.692219	75.0

5	3	24	12.5	100.0	1.73055	93.8
TOTAL	24	24	100.0	100.0		

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## FREQUENCY REPORT OF StudentE

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
2	8	8	33.3	33.3	-1.20313	16.7
3	13	21	54.2	87.5	0.316613	60.4
4	3	24	12.5	100.0	1.83636	93.8
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Enter

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	4	4	17.4	17.4	-2.13154	8.7
1	19	23	82.6	100.0	0.448746	58.7
TOTAL	23	23	100.0	100.0		

## FREQUENCY REPORT OF EnterA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
30	2	2	10.5	10.5	-2.24914	5.3
32	1	3	5.3	15.8	-1.07836	13.2
33	4	7	21.1	36.8	-0.492963	26.3
34	2	9	10.5	47.4	0.0924305	42.1
35	9	18	47.4	94.7	0.677824	71.1
36	1	19	5.3	100.0	1.26322	97.4
TOTAL	19	19	100.0	100.0		

## FREQUENCY REPORT OF Main

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	2	2	9.1	9.1	-3.08957	4.5
1	20	22	90.9	100.0	0.308957	54.5
TOTAL	22	22	100.0	100.0		

## FREQUENCY REPORT OF MainA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
28	1	1	5.0	5.0	-2.47126	2.5
30	3	4	15.0	20.0	-1.37292	12.5
32	3	7	15.0	35.0	-0.274585	27.5
33	9	16	45.0	80.0	0.274585	57.5
34	1	17	5.0	85.0	0.823754	82.5
35	3	20	15.0	100.0	1.37292	92.5
TOTAL	20	20	100.0	100.0		

## FREQUENCY REPORT OF Grad

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	3	3	13.6	13.6	-2.45875	6.8
1	19	22	86.4	100.0	0.388224	56.8
TOTAL	22	22	100.0	100.0		



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## FREQUENCY REPORT OF GradA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
30	2	2	11.1	11.1	-2.02196	5.6
31	1	3	5.6	16.7	-1.47875	13.9
32	1	4	5.6	22.2	-0.935536	19.4
33	2	6	11.1	33.3	-0.392322	27.8
34	3	9	16.7	50.0	0.150893	41.7
35	8	17	44.4	94.4	0.694107	72.2
36	1	18	5.6	100.0	1.23732	97.2
TOTAL	18	18	100.0	100.0		

## FREQUENCY REPORT OF Attend

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	8	8	33.3	33.3	-1.38444	16.7
1	16	24	66.7	100.0	0.692219	66.7
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Involve

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	17	17	100.0	100.0	0.00000	50.0
TOTAL	17	17	100.0	100.0		

## FREQUENCY REPORT OF Not

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	7	7	77.8	77.8	-0.503953	38.9
1	2	9	22.2	100.0	1.76383	88.9
TOTAL	9	9	100.0	100.0		

## FREQUENCY REPORT OF Other

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	2	2	25.0	25.0	-1.62019	12.5
1	6	8	75.0	100.0	0.540062	62.5
TOTAL	8	8	100.0	100.0		

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COMMAND: DESC MISSING VALUE TREATMENT: VARWISE

## \*\*\* DESCRIPTIVE STATISTICS \*\*\*

THERE ARE 64 VARIABLES AND 24 CASES IN THE DATA SET

VARIABLE	VALID CASES	NUMBER MISSING	% MISSING
Sex	24	0	0.0
HSGPA	24	0	0.0
CollegeGPA	22	2	8.3
HS	24	0	0.0
College	23	1	4.2
Dept	23	1	4.2
Major1	23	1	4.2
Major2	2	22	91.7
Minor1	19	5	20.8
Minor2	8	16	66.7
Scholar	24	0	0.0
Whichschlr	20	4	16.7
Class	24	0	0.0
Credits	23	1	4.2
HCredits	23	1	4.2
GradHonors	23	1	4.2
WorkFull	24	0	0.0
WorkPart	24	0	0.0
WorkHours	24	0	0.0
Difficult	23	1	4.2
More	24	0	0.0
Desire	24	0	0.0
Prestige	23	1	4.2
Recog	23	1	4.2
Pay	22	2	8.3
QualitiesA	24	0	0.0
QualitiesB	24	0	0.0
QualitiesC	24	0	0.0
QualitiesD	24	0	0.0
QualitiesE	3	21	87.5
Differ1	24	0	0.0
Differ2	24	0	0.0
Differ3	24	0	0.0
Differ4	24	0	0.0
Differ5	23	1	4.2
Differ6	0	24	100.0
Diploma1	24	0	0.0
Diploma2	24	0	0.0
Diploma3	24	0	0.0
Diploma4	1	23	95.8
RankA	24	0	0.0
RankB	24	0	0.0
RankC	24	0	0.0
RankD	24	0	0.0
RankE	6	18	75.0
Benefits1	24	0	0.0
Benefits2	24	0	0.0

VARIABLE	VALID CASES	NUMBER MISSING	% MISSING
Benefits3	24	0	0.0
Benefits4	24	0	0.0
StudentA	24	0	0.0
StudentB	24	0	0.0
StudentC	24	0	0.0
StudentD	24	0	0.0
StudentE	24	0	0.0
Enter	23	1	4.2
EnterA	19	5	20.8
Main	22	2	8.3
MainA	20	4	16.7
Grad	22	2	8.3
GradA	18	6	25.0
Attend	24	0	0.0
Involve	17	7	29.2
Not	9	15	62.5
Other	8	16	66.7

VARIABLE	MEAN	STD.DEV.	VARIANCE	STD ERROR OF MEAN	COEFF OF VARIATION
Sex	0.541667	0.508977	0.259058	0.103895	93.9651
HSGPA	36.7917	4.30348	18.5199	0.878444	11.6969
CollegeGPA	36.4636	2.07009	4.28528	0.441345	5.67714
HS	2.83333	1.49395	2.23188	0.304951	52.7276
College	6.04348	1.46095	2.13439	0.304630	24.1741
Dept	39.2174	19.5028	380.360	4.06662	49.7300
Major1	50.5217	26.0417	678.170	5.43007	51.5455
Major2	39.0000	25.4558	648.000	18.0000	65.2714
Minor1	36.8421	16.2045	262.585	3.71756	43.9836
Minor2	41.7500	21.7699	473.929	7.69682	52.1435
Scholar	0.875000	0.337832	0.114130	0.0689597	38.6094
Whichschlr	3.70000	2.77394	7.69474	0.620272	74.9713
Class	2.62500	1.20911	1.46196	0.246809	46.0615
Credits	15.5217	1.72862	2.98814	0.360443	11.1368
HCredits	0.869565	1.93777	3.75494	0.404052	222.843
GradHonors	0.608696	0.499011	0.249012	0.104051	81.9804
WorkFull	0.00000	0.00000	0.00000	0.00000	0.00000
WorkPart	0.625000	0.494535	0.244565	0.100947	79.1257
WorkHours	9.91667	9.83303	96.6884	2.00716	99.1566
Difficult	2.56522	0.895752	0.802372	0.186777	34.9191
More	1.87500	0.991814	0.983696	0.202453	52.8968
Desire	1.79167	0.721060	0.519928	0.147186	40.2452
Prestige	1.82609	0.834058	0.695652	0.173913	45.6746
Recog	2.00000	1.00000	1.00000	0.208514	50.0000
Pay	2.90909	1.30600	1.70563	0.278439	44.8936
QualitiesA	1.54167	0.721060	0.519928	0.147186	46.7715
QualitiesB	1.70833	0.858673	0.737319	0.175276	50.2638
QualitiesC	1.70833	0.806450	0.650362	0.164616	47.2069
QualitiesD	2.08333	1.05981	1.12319	0.216332	50.8707
QualitiesE	1.33333	0.577350	0.333333	0.333333	43.3013
Differ1	1.54167	0.779028	0.606884	0.159018	50.5315
Differ2	1.75000	0.846990	0.717391	0.172891	48.3994
Differ3	1.66667	0.816497	0.666667	0.166667	48.9898
Differ4	2.04167	0.999094	0.998188	0.203939	48.9352

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VARIABLE	MEAN	STD.DEV.	VARIANCE	STD ERROR OF MEAN	COEFF OF VARIATION
Differ5	1.69565	0.702902	0.494071	0.146565	41.4532
Differ6	0.00000	0.00000	0.00000	0.00000	0.00000
Diploma1	2.20833	1.17877	1.38949	0.240615	53.3781
Diploma2	2.75000	1.25974	1.58696	0.257144	45.8089
Diploma3	2.37500	1.37722	1.89674	0.281124	57.9883
Diploma4	3.00000	0.00000	0.00000	0.00000	0.00000
RankA	1.75000	0.896854	0.804348	0.183070	51.2488
RankB	2.29167	0.858673	0.737319	0.175276	37.4694
RankC	1.79167	0.883627	0.780797	0.180370	49.3187
RankD	3.62500	1.09594	1.20109	0.223708	30.2329
RankE	3.00000	1.89737	3.60000	0.774597	63.2456
Benefits1	2.20833	0.883627	0.780797	0.180370	40.0133
Benefits2	1.54167	0.721060	0.519928	0.147186	46.7715
Benefits3	2.29167	1.08264	1.17210	0.220992	47.2423
Benefits4	1.83333	0.816497	0.666667	0.166667	44.5362
StudentA	2.54167	0.658005	0.432971	0.134315	25.8887
StudentB	2.00000	0.780189	0.608696	0.159256	39.0095
StudentC	1.91667	0.653863	0.427536	0.133469	34.1146
StudentD	3.33333	0.963087	0.927536	0.196589	28.8926
StudentE	2.79167	0.658005	0.432971	0.134315	23.5703
Enter	0.826087	0.387553	0.150198	0.0808105	46.9144
EnterA	33.8421	1.70825	2.91813	0.391900	5.04772
Main	0.909091	0.294245	0.0865801	0.0627332	32.3669
MainA	32.5000	1.82093	3.31579	0.407173	5.60286
Grad	0.863636	0.351250	0.123377	0.0748868	40.6711
GradA	33.7222	1.84089	3.38889	0.433903	5.45899
Attend	0.666667	0.481543	0.231884	0.0982946	72.2315
Involve	1.00000	0.00000	0.00000	0.00000	0.00000
Not	0.222222	0.440959	0.194444	0.146986	198.431
Other	0.750000	0.462910	0.214286	0.163663	61.7213

VARIABLE	MINIMUM	MAXIMUM	RANGE	TOTAL
Sex	0	1	1	13.0000
HSGPA	18	40	22	883.000
CollegeGPA	33	40	7	802.200
HS	1	6	5	68.0000
College	3	8	5	139.000
Dept	7	81	74	902.000
Major1	7	86	79	1162.00
Major2	21	57	36	78.0000
Minor1	18	87	69	700.000
Minor2	20	88	68	334.000
Scholar	0	1	1	21.0000
Whichschlr	1	9	8	74.0000
Class	1	4	3	63.0000
Credits	12	19	7	357.000
HCredits	0	8	8	20.0000
GradHonors	0	1	1	14.0000
WorkFull	0	0	0	0.00000
WorkPart	0	1	1	15.0000
WorkHours	0	30	30	238.000
Difficult	1	4	3	59.0000
More	1	4	3	45.0000
Desire	1	3	2	43.0000
Prestige	1	3	2	42.0000

10000	.	.	5	40.0000
Pay	1	5	4	64.0000
QualitiesA	1	3	2	37.0000

VARIABLE	MINIMUM	MAXIMUM	RANGE	TOTAL
QualitiesB	1	3	2	41.0000
QualitiesC	1	3	2	41.0000
QualitiesD	1	4	3	50.0000
QualitiesE	1	2	1	4.00000
Differ1	1	3	2	37.0000
Differ2	1	3	2	42.0000
Differ3	1	3	2	40.0000
Differ4	1	5	4	49.0000
Differ5	1	3	2	39.0000
Differ6	--	--	0	0.00000
Diploma1	1	5	4	53.0000
Diploma2	1	5	4	66.0000
Diploma3	1	5	4	57.0000
Diploma4	3	3	0	3.00000
RankA	1	4	3	42.0000
RankB	1	4	3	55.0000
RankC	1	3	2	43.0000
RankD	1	5	4	87.0000
RankE	1	5	4	18.0000
Benefits1	1	4	3	53.0000
Benefits2	1	3	2	37.0000
Benefits3	1	5	4	55.0000
Benefits4	1	4	3	44.0000
StudentA	1	4	3	61.0000
StudentB	1	3	2	48.0000
StudentC	1	3	2	46.0000
StudentD	1	5	4	80.0000
StudentE	2	4	2	67.0000
Enter	0	1	1	19.0000
EnterA	30	36	6	643.000
Main	0	1	1	20.0000
MainA	28	35	7	650.000
Grad	0	1	1	19.0000
GradA	30	36	6	607.000
Attend	0	1	1	16.0000
Involve	1	1	0	17.0000
Not	0	1	1	2.00000
Other	0	1	1	6.00000

file version:

FETCH FILE C:\ABSTAT\STUDENT.AB8 REV 3

COMMAND: LIST MISSING VALUE TREATMENT: INCLUDE

VARIABLES:									
CASE	Sex	HSGPA	CollegeGPA	HS	College	Dept	Major1	Major2	Minor1
1	0	30	28	6	2	55	56	--	--
2	0	--	--	7	3	10	10	--	--
3	--	32	27	3	4	51	51	--	--
4	1	39	37	2	2	52	52	--	42
5	1	36	33	3	8	41	41	52	57
6	0	37	35	2	2	55	58	59	--
7	1	38	39	3	6	60	61	--	--
8	1	37	39	3	2	55	55	--	23
9	0	36	31	4	3	9	62	--	52
10	0	31	27	3	6	63	63	30	23
11	1	39	34	3	1	4	4	--	23
12	1	30	30	7	2	55	55	--	--
13	0	38	39	4	6	19	50	65	52
14	1	39	37	3	5	14	14	--	23
15	1	35	35	1	1	2	1	--	3
16	0	--	27	7	2	52	66	--	--
17	1	36	22	5	6	18	67	--	25
18	0	39	28	3	3	12	35	--	40
19	0	30	28	3	3	8	8	--	68
20	0	37	28	2	3	8	8	--	--
21	1	--	--	7	7	69	70	--	--
22	0	37	30	6	3	9	71	--	--
23	1	20	25	5	7	69	72	--	73
24	1	37	35	3	1	5	74	--	36
25	0	31	27	4	2	55	56	--	--
26	1	36	37	2	3	9	75	--	23
27	1	34	35	2	3	9	76	--	--
28	0	39	40	4	5	5	77	--	--
29	0	39	34	3	3	8	8	78	62
30	1	30	34	4	1	3	3	1	23
31	0	38	34	4	2	55	55	--	52
32	0	39	39	3	3	8	8	--	68
33	0	37	37	5	6	25	25	--	--
34	0	39	37	3	3	8	8	--	80
35	1	33	29	3	4	51	51	--	20
36	0	38	35	3	2	52	54	--	42
37	0	38	29	5	4	49	49	--	--
38	0	32	30	-5	3	12	12	--	--

VARIABLES:									
CASE	Minor2	Scholar	Whichschol	Class	Credits	HCredits	WorkFull	WorkPart	WorkHours
1	--	0	--	4	7	0	0	0	0
2	--	0	--	--	3	0	1	0	40
3	--	0	--	1	14	0	0	0	0
4	23	0	--	3	10	0	0	1	30
5	23	0	--	4	13	0	0	1	17
6	--	0	--	3	8	0	0	1	15
7	--	1	1	3	13	0	0	0	0
8	24	1	1	2	19	0	0	1	20
9	--	0	--	4	17	0	0	0	0

10	--	0	--	1	13	6	0	0	0
11	64	0	--	3	15	0	1	0	40
12	--	0	--	3	12	0	0	0	0



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## VARIABLES:

CASE	Minor2	Scholar	Whischol	Class	Credits	HCredits	WorkFull	WorkPart	WorkHours
13	--	1	1	3	13	0	1	0	35
14	--	1	2	4	12	0	0	1	15
15	23	0	--	2	13	0	1	0	50
16	--	0	--	3	13	0	0	0	0
17	--	1	3	1	12	1	0	0	0
18	--	0	--	1	13	0	0	0	0
19	--	0	--	4	17	0	0	1	25
20	--	0	--	3	14	0	0	1	30
21	--	0	--	1	14	0	0	0	0
22	--	1	4	2	13	0	0	1	20
23	--	1	5	3	14	0	0	1	22
24	--	0	--	4	12	0	1	0	50
25	--	0	--	2	6	0	0	1	20
26	--	0	--	2	29	0	1	1	20
27	--	0	--	3	12	0	0	1	30
28	--	1	1	3	15	0	0	0	0
29	79	0	--	2	11	0	0	1	20
30	--	0	--	3	13	0	0	1	12
31	--	1	1	4	10	0	0	1	10
32	11	1	2	3	15	0	0	1	17
33	--	1	1	1	15	0	0	0	0
34	--	1	2	4	12	0	0	1	7
35	--	0	--	3	13	0	0	1	10
36	--	0	--	4	12	0	0	0	0
37	--	0	--	3	13	0	0	0	0
38	--	0	--	4	17	0	0	0	0

## VARIABLES:

CASE	Anyone	Know	Aware1	Aware2	Aware3	Aware4	Difficult	Work	Desire
1	--	5	0	0	0	1	--	--	--
2	0	5	0	0	0	1	--	--	--
3	1	3	1	1	1	0	1	1	1
4	1	3	1	0	1	0	4	2	3
5	1	3	0	1	0	0	3	2	3
6	0	5	0	0	0	1	--	--	--
7	1	3	1	0	1	0	2	2	2
8	0	4	0	0	1	0	1	1	3
9	0	5	0	0	0	1	--	--	--
10	1	3	1	0	0	0	2	2	1
11	0	4	0	1	0	0	2	2	2
12	0	5	0	0	1	0	--	--	--
13	0	5	0	1	0	1	2	1	2
14	1	1	1	0	0	0	1	1	1
15	1	5	0	1	0	0	3	3	2
16	1	5	0	0	1	0	2	1	1
17	0	5	1	0	0	0	3	3	3
18	1	3	0	1	0	0	2	2	2
19	1	3	1	0	0	0	4	3	2
20	--	5	0	1	0	1	2	1	1
21	0	5	0	1	0	0	1	1	1
22	1	4	0	1	0	0	3	2	2
23	0	4	--	--	--	--	2	2	2
24	1	4	--	--	--	--	5	5	5
25	1	3	0	0	1	0	2	2	5
26	1	4	0	0	0	1	3	3	3

27	1	5	0	0	1	0	3	3	3
28	0	4	0	0	0	1	2	2	3
29	0	5	0	1	0	0	2	2	3

CASE	Anyone	Know	Aware1	Aware2	Aware3	Aware4	Difficult	Work	Desire
30	1	5	0	0	0	1	1	1	3
31	0	4	0	0	1	0	2	2	3
32	0	3	1	0	1	0	4	4	2
33	--	5	0	0	1	0	2	2	2
34	1	3	1	1	1	0	2	2	1
35	1	2	1	0	1	0	3	2	3
36	0	5	0	0	0	1	1	1	1
37	0	4	1	0	0	0	3	4	3
38	0	5	0	0	0	1	3	3	4

CASE	Prestige	Recog	Pay	QualitiesA	QualitiesB	QualitiesC	QualitiesD	QualitiesE	Differ1
1	--	--	--	2	2	1	1	--	2
2	--	--	--	--	--	--	--	--	--
3	1	1	3	2	2	2	2	--	2
4	3	3	2	3	1	1	1	1	3
5	3	3	4	2	2	2	2	--	2
6	--	--	--	--	--	--	--	--	2
7	2	2	3	2	2	2	3	--	2
8	3	4	1	3	2	1	5	--	1
9	--	--	--	--	--	--	--	--	--
10	1	1	1	1	1	1	1	--	1
11	4	4	2	2	2	2	2	--	1
12	--	--	1	--	1	--	--	--	1
13	3	3	1	2	1	1	1	--	1
14	1	1	1	1	1	1	3	--	5
15	3	3	3	3	3	3	1	--	3
16	2	1	1	3	1	1	1	--	2
17	4	4	3	3	2	2	2	--	2
18	1	1	2	2	2	1	1	--	2
19	3	3	4	2	2	2	2	--	3
20	1	2	3	1	1	1	1	--	1
21	1	4	1	1	1	1	2	2	1
22	2	2	1	1	1	1	1	--	1
23	4	5	5	4	4	2	2	--	2
24	5	5	2	1	1	1	1	1	--
25	3	2	3	3	2	2	--	--	3
26	2	3	1	1	1	1	4	--	1
27	4	4	2	1	1	1	4	--	3
28	4	4	5	5	2	2	5	--	2
29	3	2	2	2	2	2	2	--	2
30	4	5	3	1	1	3	--	--	1
31	2	2	3	3	3	3	2	--	2
32	3	3	3	3	3	1	1	--	2
33	3	3	--	3	3	3	2	--	2
34	1	1	5	3	2	3	2	--	1
35	4	3	1	1	2	2	1	--	1
36	2	2	3	2	2	2	2	--	2
37	2	2	5	1	1	1	3	--	2
38	3	3	2	2	2	2	2	--	4

[illegible]

3	2	2	2	2	--	3	3	3	--
4	2	1	4	2	--	2	4	4	--
5	2	2	2	3	--	3	4	3	--

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## VARIABLES:

CASE	Differ2	Differ3	Differ4	Differ5	Differ6	Diploma1	Diploma2	Diploma3	Diploma4
6	1	3	1	4	--	1	2	3	--
7	2	2	2	2	--	2	2	2	--
8	1	1	1	1	--	3	3	3	--
9	--	--	--	--	--	3	5	5	--
10	1	1	1	1	--	2	2	1	--
11	1	2	2	3	--	2	2	2	--
12	--	--	--	--	--	1	--	--	--
13	2	2	1	2	--	2	3	1	--
14	5	5	3	1	--	4	2	2	--
15	3	1	3	3	--	5	5	5	--
16	2	2	1	2	--	5	3	4	--
17	2	1	2	3	--	2	4	2	--
18	2	1	1	1	--	1	1	1	--
19	2	2	2	2	--	2	2	2	--
20	1	1	1	1	--	1	2	3	--
21	2	1	2	3	4	1	3	3	4
22	1	1	1	4	--	1	2	1	--
23	2	1	1	1	--	1	2	3	--
24	--	--	--	--	--	--	--	--	--
25	3	1	2	--	--	--	--	--	--
26	1	1	4	3	1	2	2	2	--
27	2	3	3	3	--	2	2	2	--
28	3	2	3	2	--	1	3	5	--
29	2	2	3	2	--	2	5	5	--
30	5	1	5	1	--	1	5	5	--
31	2	2	2	2	--	2	2	2	--
32	2	2	2	3	--	3	3	1	--
33	2	2	2	2	--	1	5	5	--
34	1	1	1	1	--	1	3	2	--
35	2	2	2	3	--	3	5	5	--
36	2	2	2	1	1	4	4	4	--
37	1	2	2	2	--	2	3	2	--
38	4	3	2	3	--	2	3	3	--

## VARIABLES:

CASE	RankA	RankB	RankC	RankD	RankE	Benefits1	Benefits2	Benefits3	Benefits4
1	2	1	3	5	--	2	2	3	2
2	--	--	--	--	--	--	--	--	--
3	1	1	2	2	--	2	2	3	3
4	4	2	1	3	--	3	1	2	2
5	3	4	1	2	--	3	2	2	2
6	1	3	2	3	--	--	--	--	--
7	0	0	1	1	0	2	2	3	3
8	1	4	2	3	--	3	2	5	3
9	0	1	1	1	0	3	2	2	2
10	1	2	3	4	--	1	1	2	2
11	3	2	5	3	--	2	2	2	5
12	1	1	0	0	0	1	1	1	1
13	5	2	1	1	--	2	2	3	3
14	1	2	3	4	--	1	1	3	3
15	5	5	5	5	--	3	3	3	3
16	2	1	1	3	--	--	1	1	1
17	3	1	2	4	5	2	3	3	3
18	3	1	2	4	--	2	1	1	1
19	4	1	2	3	--	3	2	2	3

20	1	1	2	3	--	1	1	3	3
21	1	1	2	4	5	2	2	2	2
22	2	3	1	5	--	4	2	5	2

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## VARIABLES:

CASE	RankA	RankB	RankC	RankD	RankE	Benefits1	Benefits2	Benefits3	Benefits4
23	1	2	3	4	--	1	1	1	3
24	--	--	--	--	--	5	2	5	5
25	--	--	--	--	--	--	--	--	--
26	1	2	3	5	4	3	1	5	5
27	1	2	4	5	--	2	2	5	5
28	3	1	2	4	--	2	1	4	3
29	2	1	3	4	--	2	3	3	3
30	3	1	5	5	--	3	3	5	5
31	5	3	1	2	--	3	1	2	2
32	1	1	5	5	--	2	2	3	3
33	1	1	2	3	--	--	1	2	4
34	4	2	2	3	--	3	2	3	2
35	2	3	1	4	--	3	2	4	3
36	--	--	--	--	--	2	2	3	3
37	2	1	2	3	--	2	1	3	3
38	1	2	3	4	--	4	2	4	4

## VARIABLES:

CASE	StudentA	StudentB	StudentC	StudentD	StudentE	Enter	EnterA	Main	MainA
1	3	2	3	4	3	1	35	1	35
2	--	--	--	--	--	--	--	--	--
3	2	3	3	3	3	1	30	1	30
4	3	2	2	3	2	0	--	1	35
5	3	2	3	2	3	1	35	1	30
6	--	--	--	--	--	0	--	1	30
7	3	2	2	3	3	1	30	1	30
8	--	--	--	--	--	1	35	1	33
9	2	1	1	2	2	1	30	1	30
10	2	1	1	2	1	0	--	1	33
11	2	2	2	1	4	1	32	1	32
12	1	4	1	1	1	1	30	1	30
13	2	1	2	3	3	0	--	1	35
14	1	1	2	3	3	1	35	1	35
15	2	2	2	4	4	--	--	--	--
16	2	2	2	2	2	1	26	0	--
17	2	2	3	4	4	1	30	1	25
18	2	2	1	3	3	1	30	1	30
19	2	2	1	4	2	1	33	1	30
20	3	1	2	3	3	1	--	1	--
21	2	1	1	1	1	1	20	1	20
22	5	1	1	5	5	1	35	1	35
23	3	1	2	5	3	0	--	1	27
24	5	5	5	5	5	0	--	0	--
25	--	--	--	--	--	--	--	--	--
26	3	1	3	3	3	0	--	1	36
27	3	5	1	3	3	1	35	1	35
28	1	2	1	2	3	0	--	1	35
29	2	2	2	4	3	1	35	1	33
30	3	2	2	4	--	1	35	1	35
31	2	2	2	3	3	1	35	1	35
32	3	3	3	3	3	1	30	1	30
33	3	1	2	3	4	1	35	1	35
34	1	1	1	4	2	1	35	1	30
35	4	3	3	4	4	1	30	1	30
36	1	1	1	3	3	1	--	1	--

37	2	1	2	2	3	1	30	1	30
38	4	2	3	4	4	1	--	1	--

VARIABLES:

CASE	Grad	GradA
------	------	-------



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## VARIABLES:

CASE	Grad	GradA
1	1	35
2	--	--
3	1	30
4	1	35
5	1	30
6	1	30
7	1	30
8	1	33
9	1	30
10	1	35
11	1	30
12	1	35
13	1	35
14	1	35
15	--	--
16	0	--
17	1	30
18	1	30
19	0	--
20	0	--
21	1	20
22	1	35
23	1	27
24	0	--
25	--	--
26	1	35
27	1	35
28	1	38
29	1	33
30	1	35
31	1	35
32	1	30
33	1	35
34	1	30
35	1	30
36	1	--
37	1	30
38	1	--

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COMMAND: FREQ MISSING VALUE TREATMENT: VARWISE

## FREQUENCY REPORT OF Sex

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	21	21	56.8	56.8	-0.860995	28.4
1	16	37	43.2	100.0	1.13006	78.4
TOTAL	37	37	100.0	100.0		

## FREQUENCY REPORT OF HSGPA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
20	1	1	2.9	2.9	-3.71573	1.4
30	4	5	11.4	14.3	-1.28941	8.6
31	2	7	5.7	20.0	-1.04678	17.1
32	2	9	5.7	25.7	-0.804150	22.9
33	1	10	2.9	28.6	-0.561519	27.1
34	1	11	2.9	31.4	-0.318887	30.0
35	1	12	2.9	34.3	-0.0762556	32.9
36	4	16	11.4	45.7	0.166376	40.0
37	6	22	17.1	62.9	0.409008	54.3
38	5	27	14.3	77.1	0.651639	70.0
39	8	35	22.9	100.0	0.894271	88.6
TOTAL	35	35	100.0	100.0		

## FREQUENCY REPORT OF CollegeGPA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
22	1	1	2.8	2.8	-2.22178	1.4
25	1	2	2.8	5.6	-1.58259	4.2
27	4	6	11.1	16.7	-1.15646	11.1
28	2	8	5.6	22.2	-1.04993	19.4
28	1	9	2.8	25.0	-0.964704	23.6
28	1	10	2.8	27.8	-0.943398	26.4
29	2	12	5.6	33.3	-0.730334	30.6
30	1	13	2.8	36.1	-0.538577	34.7
30	2	15	5.6	41.7	-0.517271	38.9
31	1	16	2.8	44.4	-0.304207	43.1
33	1	17	2.8	47.2	0.207145	45.8
34	1	18	2.8	50.0	0.228451	48.6
34	2	20	5.6	55.6	0.334983	52.8
34	1	21	2.8	58.3	0.356289	56.9
35	2	23	5.6	63.9	0.441515	61.1
35	2	25	5.6	69.4	0.548047	66.7
35	1	26	2.8	72.2	0.569353	70.8
37	1	27	2.8	75.0	0.867642	73.6
37	1	28	2.8	77.8	0.910255	76.4
37	3	31	8.3	86.1	0.974174	81.9
39	2	33	5.6	91.7	1.33638	88.9
39	1	34	2.8	94.4	1.40030	93.1
39	1	35	2.8	97.2	1.48553	95.8
40	1	36	2.8	100.0	1.50683	98.6
TOTAL	36	36	100.0	100.0		

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## FREQUENCY REPORT OF HS

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	2.6	2.6	-1.78851	1.3
2	5	6	13.2	15.8	-1.15334	9.2
3	15	21	39.5	55.3	-0.518167	35.5
4	6	27	15.8	71.1	0.117005	63.2
5	5	32	13.2	84.2	0.752177	77.6
6	2	34	5.3	89.5	1.38735	86.8
7	4	38	10.5	100.0	2.02252	94.7
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF College

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	4	4	10.5	10.5	-1.32237	5.3
2	9	13	23.7	34.2	-0.787797	22.4
3	12	25	31.6	65.8	-0.253221	50.0
4	3	28	7.9	73.7	0.281356	69.7
5	2	30	5.3	78.9	0.815933	76.3
6	5	35	13.2	92.1	1.35051	85.5
7	2	37	5.3	97.4	1.88509	94.7
8	1	38	2.6	100.0	2.41966	98.7
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF Dept

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
2	1	1	2.6	2.6	-1.18499	1.3
3	1	2	2.6	5.3	-1.14283	3.9
4	1	3	2.6	7.9	-1.10067	6.6
5	2	5	5.3	13.2	-1.05850	10.5
8	5	10	13.2	26.3	-0.932016	19.7
9	4	14	10.5	36.8	-0.889853	31.6
10	1	15	2.6	39.5	-0.847690	38.2
12	2	17	5.3	44.7	-0.763365	42.1
14	1	18	2.6	47.4	-0.679040	46.1
18	1	19	2.6	50.0	-0.510389	48.7
19	1	20	2.6	52.6	-0.468227	51.3
25	1	21	2.6	55.3	-0.215251	53.9
41	1	22	2.6	57.9	0.459351	56.6
49	1	23	2.6	60.5	0.796651	59.2
51	2	25	5.3	65.8	0.880977	63.2
52	3	28	7.9	73.7	0.923139	69.7
55	6	34	15.8	89.5	1.04963	81.6
60	1	35	2.6	92.1	1.26044	90.8
63	1	36	2.6	94.7	1.38693	93.4
69	2	38	5.3	100.0	1.63990	97.4
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF Major1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	2.6	2.6	-1.66122	1.3
3	1	2	2.6	5.3	-1.58343	3.9
4	1	3	2.6	7.9	-1.54453	6.6
8	5	8	13.2	21.1	-1.38896	14.5
10	1	9	2.6	23.7	-1.31117	22.4
12	1	10	2.6	26.3	-1.23338	25.0
14	1	11	2.6	28.9	-1.15559	27.6
25	1	12	2.6	31.6	-0.727743	30.3
35	1	13	2.6	34.2	-0.338795	32.9
41	1	14	2.6	36.8	-0.105425	35.5
49	1	15	2.6	39.5	0.205733	38.2
50	1	16	2.6	42.1	0.244628	40.8
51	2	18	5.3	47.4	0.283523	44.7
52	1	19	2.6	50.0	0.322418	48.7
54	1	20	2.6	52.6	0.400207	51.3
55	3	23	7.9	60.5	0.439102	56.6
56	2	25	5.3	65.8	0.477997	63.2
58	1	26	2.6	68.4	0.555787	67.1
61	1	27	2.6	71.1	0.672471	69.7
62	1	28	2.6	73.7	0.711366	72.4
63	1	29	2.6	76.3	0.750261	75.0
66	1	30	2.6	78.9	0.866946	77.6
67	1	31	2.6	81.6	0.905840	80.3
70	1	32	2.6	84.2	1.02252	82.9
71	1	33	2.6	86.8	1.06142	85.5
72	1	34	2.6	89.5	1.10031	88.2
74	1	35	2.6	92.1	1.17810	90.8
75	1	36	2.6	94.7	1.21700	93.4
76	1	37	2.6	97.4	1.25589	96.1
77	1	38	2.6	100.0	1.29479	98.7
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF Major2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	16.7	16.7	-1.67411	8.3
30	1	2	16.7	33.3	-0.630043	25.0
52	1	3	16.7	50.0	0.162011	41.7
59	1	4	16.7	66.7	0.414028	58.3
65	1	5	16.7	83.3	0.630043	75.0
78	1	6	16.7	100.0	1.09807	91.7
TOTAL	6	6	100.0	100.0		

## FREQUENCY REPORT OF Minor1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
3	1	1	4.5	4.5	-1.83557	2.3
20	1	2	4.5	9.1	-1.02218	6.8
23	6	8	27.3	36.4	-0.878639	22.7
25	1	9	4.5	40.9	-0.782946	38.6
36	1	10	4.5	45.5	-0.256632	43.2

40	1	11	4.5	50.0	-0.0652455	47.7
42	2	13	9.1	59.1	0.0304479	54.5
52	3	16	13.6	72.7	0.508915	65.9

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## FREQUENCY REPORT OF Minor1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
57	1	17	4.5	77.3	0.748148	75.0
62	1	18	4.5	81.8	0.987381	79.5
68	2	20	9.1	90.9	1.27446	86.4
73	1	21	4.5	95.5	1.51369	93.2
80	1	22	4.5	100.0	1.84862	97.7
TOTAL	22	22	100.0	100.0		

## FREQUENCY REPORT OF Minor2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
11	1	1	14.3	14.3	-0.951902	7.1
23	3	4	42.9	57.1	-0.481550	35.7
24	1	5	14.3	71.4	-0.442354	64.3
64	1	6	14.3	85.7	1.12548	78.6
79	1	7	14.3	100.0	1.71342	92.9
TOTAL	7	7	100.0	100.0		

## FREQUENCY REPORT OF Scholar

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	26	26	68.4	68.4	-0.670368	34.2
1	12	38	31.6	100.0	1.45246	84.2
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF Whichschol

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	50.0	50.0	-0.741620	25.0
2	3	9	25.0	75.0	0.00000	62.5
3	1	10	8.3	83.3	0.741620	79.2
4	1	11	8.3	91.7	1.48324	87.5
5	1	12	8.3	100.0	2.22486	95.8
TOTAL	12	12	100.0	100.0		

## FREQUENCY REPORT OF Class

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	16.2	16.2	-1.73007	8.1
2	6	12	16.2	32.4	-0.760181	24.3
3	15	27	40.5	73.0	0.209705	52.7
4	10	37	27.0	100.0	1.17959	86.5
TOTAL	37	37	100.0	100.0		

## FREQUENCY REPORT OF Credits

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
3	1	1	2.6	2.6	-2.50547	1.3
6	1	2	2.6	5.3	-1.75971	3.9

7	1	3	2.0	7.9	-1.51113	6.6
8	1	4	2.6	10.5	-1.26255	9.2
10	2	6	5.3	15.8	-0.765377	13.2

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## FREQUENCY REPORT OF Credits

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
11	1	7	2.6	18.4	-0.516793	17.1
12	7	14	18.4	36.8	-0.268209	27.6
13	11	25	28.9	65.8	-0.0196251	51.3
14	4	29	10.5	76.3	0.228959	71.1
15	4	33	10.5	86.8	0.477543	81.6
17	3	36	7.9	94.7	0.974711	90.8
19	1	37	2.6	97.4	1.47188	96.1
29	1	38	2.6	100.0	3.95772	98.7
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF HCredits

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	36	36	94.7	94.7	-0.187507	47.4
1	1	37	2.6	97.4	0.830388	96.1
6	1	38	2.6	100.0	5.91986	98.7
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF WorkFull

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	32	32	84.2	84.2	-0.427277	42.1
1	6	38	15.8	100.0	2.27881	92.1
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF WorkPart

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	20	20	52.6	52.6	-0.936117	26.3
1	18	38	47.4	100.0	1.04013	76.3
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF WorkHours

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	15	15	39.5	39.5	-0.960839	19.7
7	1	16	2.6	42.1	-0.500329	40.8
10	2	18	5.3	47.4	-0.302967	44.7
12	1	19	2.6	50.0	-0.171393	48.7
15	2	21	5.3	55.3	0.0259686	52.6
17	2	23	5.3	60.5	0.157543	57.9
20	5	28	13.2	73.7	0.354904	67.1
22	1	29	2.6	76.3	0.486479	75.0
25	1	30	2.6	78.9	0.683840	77.6
30	3	33	7.9	86.8	1.01278	82.9
35	1	34	2.6	89.5	1.34171	88.2
40	2	36	5.3	94.7	1.67065	92.1
50	2	38	5.3	100.0	2.32852	97.4
TOTAL	38	38	100.0	100.0		



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## FREQUENCY REPORT OF Anyone

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	17	17	48.6	48.6	-1.01419	24.3
1	18	35	51.4	100.0	0.957841	74.3
TOTAL	35	35	100.0	100.0		

## FREQUENCY REPORT OF Know

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	2.6	2.6	-2.93980	1.3
2	1	2	2.6	5.3	-1.97676	3.9
3	10	12	26.3	31.6	-1.01372	18.4
4	9	21	23.7	55.3	-0.0506862	43.4
5	17	38	44.7	100.0	0.912351	77.6
TOTAL	38	38	100.0	100.0		

## FREQUENCY REPORT OF Aware1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	25	25	69.4	69.4	-0.654047	34.7
1	11	36	30.6	100.0	1.48647	84.7
TOTAL	36	36	100.0	100.0		

## FREQUENCY REPORT OF Aware2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	25	25	69.4	69.4	-0.654047	34.7
1	11	36	30.6	100.0	1.48647	84.7
TOTAL	36	36	100.0	100.0		

## FREQUENCY REPORT OF Aware3

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	23	23	63.9	63.9	-0.741294	31.9
1	13	36	36.1	100.0	1.31152	81.9
TOTAL	36	36	100.0	100.0		

## FREQUENCY REPORT OF Aware4

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	25	25	69.4	69.4	-0.654047	34.7
1	11	36	30.6	100.0	1.48647	84.7
TOTAL	36	36	100.0	100.0		

## FREQUENCY REPORT OF Difficult

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	18.2	18.2	-1.37145	9.1
2	14	20	42.4	60.6	-0.365720	39.4

3	9	29	27.3	87.9	0.640010	74.2
4	3	32	9.1	97.0	1.64574	92.4
5	1	33	3.0	100.0	2.65147	98.5
TOTAL	33	33	100.0	100.0		

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## FREQUENCY REPORT OF Work

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	9	9	27.3	27.3	-1.12980	13.6
2	15	24	45.5	72.7	-0.122141	50.0
3	6	30	18.2	90.9	0.885522	81.8
4	2	32	6.1	97.0	1.89318	93.9
5	1	33	3.0	100.0	2.90085	98.5
TOTAL	33	33	100.0	100.0		

## FREQUENCY REPORT OF Desire

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	8	8	24.2	24.2	-1.25739	12.1
2	10	18	30.3	54.5	-0.335304	39.4
3	12	30	36.4	90.9	0.586782	72.7
4	1	31	3.0	93.9	1.50887	92.4
5	2	33	6.1	100.0	2.43095	97.0
TOTAL	33	33	100.0	100.0		

## FREQUENCY REPORT OF Prestige

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	7	7	21.2	21.2	-1.43456	10.6
2	7	14	21.2	42.4	-0.557884	31.8
3	11	25	33.3	75.8	0.318791	59.1
4	7	32	21.2	97.0	1.19547	86.4
5	1	33	3.0	100.0	2.07214	98.5
TOTAL	33	33	100.0	100.0		

## FREQUENCY REPORT OF Recog

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	18.2	18.2	-1.43415	9.1
2	8	14	24.2	42.4	-0.618168	30.3
3	10	24	30.3	72.7	0.197814	57.6
4	6	30	18.2	90.9	1.01380	81.8
5	3	33	9.1	100.0	1.82978	95.5
TOTAL	33	33	100.0	100.0		

## FREQUENCY REPORT OF Pay

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	10	10	30.3	30.3	-1.12002	15.2
2	7	17	21.2	51.5	-0.365720	40.9
3	10	27	30.3	81.8	0.388578	66.7
4	2	29	6.1	87.9	1.14288	84.8
5	4	33	12.1	100.0	1.89717	93.9
TOTAL	33	33	100.0	100.0		

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## FREQUENCY REPORT OF QualitiesA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	11	11	32.4	32.4	-1.10879	16.2
2	11	22	32.4	64.7	-0.116715	48.5
3	10	32	29.4	94.1	0.875359	79.4
4	1	33	2.9	97.1	1.86743	95.6
5	1	34	2.9	100.0	2.85951	98.5
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF QualitiesB

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	14	14	40.0	40.0	-1.00154	20.0
2	16	30	45.7	85.7	0.296752	62.9
3	4	34	11.4	97.1	1.59504	91.4
4	1	35	2.9	100.0	2.89333	98.6
TOTAL	35	35	100.0	100.0		

## FREQUENCY REPORT OF QualitiesC

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	16	16	47.1	47.1	-0.930503	23.5
2	13	29	38.2	85.3	0.445023	66.2
3	5	34	14.7	100.0	1.82055	92.6
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF QualitiesD

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	12	12	37.5	37.5	-0.897054	18.8
2	13	25	40.6	78.1	-0.0271834	57.8
3	3	28	9.4	87.5	0.842687	82.8
4	2	30	6.3	93.8	1.71256	90.6
5	2	32	6.3	100.0	2.58243	96.9
TOTAL	32	32	100.0	100.0		

## FREQUENCY REPORT OF QualitiesE

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	2	2	66.7	66.7	-0.577350	33.3
2	1	3	33.3	100.0	1.15470	83.3
TOTAL	3	3	100.0	100.0		

## FREQUENCY REPORT OF Differ1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	12	12	34.3	34.3	-1.00567	17.1
2	16	28	45.7	80.0	0.0609494	57.1
3	5	33	14.3	94.3	1.12756	87.1
4	1	34	2.9	97.1	2.19418	95.7

5	1	35	2.9	100.0	3.26079	98.6
TOTAL	35	35	100.0	100.0		

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## REQUENCY REPORT OF Differ2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	10	10	29.4	29.4	-0.999988	14.7
2	18	28	52.9	82.4	-0.0285711	55.9
3	3	31	8.8	91.2	0.942845	86.8
4	1	32	2.9	94.1	1.91426	92.6
5	2	34	5.9	100.0	2.88568	97.1
TOTAL	34	34	100.0	100.0		

## REQUENCY REPORT OF Differ3

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	14	14	41.2	41.2	-0.894507	20.6
2	16	30	47.1	88.2	0.275233	64.7
3	3	33	8.8	97.1	1.44497	92.6
5	1	34	2.9	100.0	3.78445	98.5
TOTAL	34	34	100.0	100.0		

## REQUENCY REPORT OF Differ4

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	11	11	32.4	32.4	-1.02987	16.2
2	15	26	44.1	76.5	-0.0294249	54.4
3	5	31	14.7	91.2	0.971021	83.8
4	2	33	5.9	97.1	1.97147	94.1
5	1	34	2.9	100.0	2.97191	98.5
TOTAL	34	34	100.0	100.0		

## REQUENCY REPORT OF Differ5

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	9	9	27.3	27.3	-1.28877	13.6
2	11	20	33.3	60.6	-0.198273	43.9
3	11	31	33.3	93.9	0.892227	77.3
4	2	33	6.1	100.0	1.98273	97.0
TOTAL	33	33	100.0	100.0		

## REQUENCY REPORT OF Differ6

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	2	2	66.7	66.7	-0.577350	33.3
4	1	3	33.3	100.0	1.15470	83.3
TOTAL	3	3	100.0	100.0		

## REQUENCY REPORT OF Diploma1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	11	11	31.4	31.4	-1.02479	15.7
2	14	25	40.0	71.4	-0.128099	51.4
3	6	31	17.1	88.6	0.768592	80.0

4	2	33	5.7	94.3	1.66528	91.4
5	2	35	5.7	100.0	2.56197	97.1
TOTAL	35	35	100.0	100.0		

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## FREQUENCY REPORT OF Diploma2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	2.9	2.9	-1.78538	1.5
2	12	13	35.3	38.2	-0.918196	20.6
3	11	24	32.4	70.6	-0.0510109	54.4
4	4	28	11.8	82.4	0.816175	76.5
5	6	34	17.6	100.0	1.68336	91.2
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF Diploma3

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	5	5	14.7	14.7	-1.37853	7.4
2	11	16	32.4	47.1	-0.646187	30.9
3	8	24	23.5	70.6	0.0861582	58.8
4	3	27	8.8	79.4	0.818503	75.0
5	7	34	20.6	100.0	1.55085	89.7
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF Diploma4

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
4	1	1	100.0	100.0	0.00000	50.0
TOTAL	1	1	100.0	100.0		

## FREQUENCY REPORT OF RankA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	2	2	5.9	5.9	-1.46845	2.9
1	14	16	41.2	47.1	-0.765248	26.5
2	6	22	17.6	64.7	-0.0620471	55.9
3	6	28	17.6	82.4	0.641153	73.5
4	3	31	8.8	91.2	1.34435	86.8
5	3	34	8.8	100.0	2.04755	95.6
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF RankB

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	1	1	2.9	2.9	-1.63865	1.5
1	16	17	47.1	50.0	-0.725304	26.5
2	10	27	29.4	79.4	0.188042	64.7
3	4	31	11.8	91.2	1.10139	85.3
4	2	33	5.9	97.1	2.01473	94.1
5	1	34	2.9	100.0	2.92808	98.5
TOTAL	34	34	100.0	100.0		



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## FREQUENCY REPORT OF RankC

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	1	1	2.9	2.9	-1.74466	1.5
1	9	10	26.5	29.4	-0.984168	16.2
2	12	22	35.3	64.7	-0.223675	47.1
3	7	29	20.6	85.3	0.536819	75.0
4	1	30	2.9	88.2	1.29731	86.8
5	4	34	11.8	100.0	2.05781	94.1
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF RankD

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	1	1	2.9	2.9	-2.53426	1.5
1	3	4	8.8	11.8	-1.77843	7.4
2	3	7	8.8	20.6	-1.02260	16.2
3	10	17	29.4	50.0	-0.266764	35.3
4	10	27	29.4	79.4	0.489068	64.7
5	7	34	20.6	100.0	1.24490	89.7
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF RankE

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	3	3	50.0	50.0	-0.903696	25.0
4	1	4	16.7	66.7	0.645497	58.3
5	2	6	33.3	100.0	1.03280	83.3
TOTAL	6	6	100.0	100.0		

## FREQUENCY REPORT OF Benefits1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	5	5	15.2	15.2	-1.49342	7.6
2	14	19	42.4	57.6	-0.422053	36.4
3	11	30	33.3	90.9	0.649313	74.2
4	2	32	6.1	97.0	1.72068	93.9
5	1	33	3.0	100.0	2.79205	98.5
TOTAL	33	33	100.0	100.0		

## FREQUENCY REPORT OF Benefits2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	13	13	37.1	37.1	-1.13031	18.6
2	18	31	51.4	88.6	0.391261	62.9
3	4	35	11.4	100.0	1.91283	94.3
TOTAL	35	35	100.0	100.0		

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## FREQUENCY REPORT OF Benefits3

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	4	4	11.4	11.4	-1.57274	5.7
2	9	13	25.7	37.1	-0.763241	24.3
3	13	26	37.1	74.3	0.0462570	55.7
4	3	29	8.6	82.9	0.855755	78.6
5	6	35	17.1	100.0	1.66525	91.4
TOTAL	35	35	100.0	100.0		

## FREQUENCY REPORT OF Benefits4

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	3	3	8.6	8.6	-1.70732	4.3
2	9	12	25.7	34.3	-0.815436	21.4
3	16	28	45.7	80.0	0.0764471	57.1
4	2	30	5.7	85.7	0.968330	82.9
5	5	35	14.3	100.0	1.86021	92.9
TOTAL	35	35	100.0	100.0		

## FREQUENCY REPORT OF StudentA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	5	5	14.7	14.7	-1.43888	7.4
2	14	19	41.2	55.9	-0.460441	35.3
3	11	30	32.4	88.2	0.517996	72.1
4	2	32	5.9	94.1	1.49643	91.2
5	2	34	5.9	100.0	2.47487	97.1
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF StudentB

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	13	13	38.2	38.2	-0.878435	19.1
2	15	28	44.1	82.4	0.0549022	60.3
3	3	31	8.8	91.2	0.988239	86.8
4	1	32	2.9	94.1	1.92158	92.6
5	2	34	5.9	100.0	2.85491	97.1
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF StudentC

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	11	11	32.4	32.4	-1.08562	16.2
2	14	25	41.2	73.5	-4.821E-0016	52.9
3	8	33	23.5	97.1	1.08562	85.3
5	1	34	2.9	100.0	3.25686	98.5
TOTAL	34	34	100.0	100.0		

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## FREQUENCY REPORT OF StudentD

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	3	3	8.8	8.8	-1.92745	4.4
2	6	9	17.6	26.5	-1.00445	17.6
3	13	22	38.2	64.7	-0.0814415	45.6
4	9	31	26.5	91.2	0.841562	77.9
5	3	34	8.8	100.0	1.76457	95.6
TOTAL	34	34	100.0	100.0		

## FREQUENCY REPORT OF StudentE

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	3	3	9.1	9.1	-2.00219	4.5
2	5	8	15.2	24.2	-0.985695	16.7
3	17	25	51.5	75.8	0.0308030	50.0
4	6	31	18.2	93.9	1.04730	84.8
5	2	33	6.1	100.0	2.06380	97.0
TOTAL	33	33	100.0	100.0		

## FREQUENCY REPORT OF Enter

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	8	8	22.9	22.9	-1.81068	11.4
1	27	35	77.1	100.0	0.536499	61.4
TOTAL	35	35	100.0	100.0		

## FREQUENCY REPORT OF EnterA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
20	1	1	4.2	4.2	-3.21581	2.1
26	1	2	4.2	8.3	-1.59666	6.3
30	9	11	37.5	45.8	-0.517227	27.1
32	1	12	4.2	50.0	0.0224881	47.9
33	1	13	4.2	54.2	0.292346	52.1
35	11	24	45.8	100.0	0.832061	77.1
TOTAL	24	24	100.0	100.0		

## FREQUENCY REPORT OF Main

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	2	2	5.7	5.7	-4.00357	2.9
1	33	35	94.3	100.0	0.242641	52.9
TOTAL	35	35	100.0	100.0		

## FREQUENCY REPORT OF MainA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
20	1	1	3.3	3.3	-3.25264	1.7
25	1	2	3.3	6.7	-1.85466	5.0
27	1	3	3.3	10.0	-1.29546	8.3

30	12	15	40.0	50.0	-0.456674	30.0
32	1	16	3.3	53.3	0.102519	51.7
33	3	19	10.0	63.3	0.382115	58.3

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## FREQUENCY REPORT OF MainA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
35	10	29	33.3	96.7	0.941308	80.0
36	1	30	3.3	100.0	1.22090	98.3
TOTAL	30	30	100.0	100.0		

## FREQUENCY REPORT OF Grad

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	4	4	11.4	11.4	-2.74382	5.7
1	31	35	88.6	100.0	0.354042	55.7
TOTAL	35	35	100.0	100.0		

## FREQUENCY REPORT OF GradA

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
20	1	1	3.4	3.4	-3.38465	1.7
27	1	2	3.4	6.9	-1.42435	5.2
30	12	14	41.4	48.3	-0.584227	27.6
33	2	16	6.9	55.2	0.255901	51.7
35	12	28	41.4	96.6	0.815986	75.9
38	1	29	3.4	100.0	1.51609	98.3
TOTAL	29	29	100.0	100.0		

COMMAND: DESC MISSING VALUE TREATMENT: VARWISE

## \*\*\* DESCRIPTIVE STATISTICS \*\*\*

THERE ARE 65 VARIABLES AND 38 CASES IN THE DATA SET

VARIABLE	VALID CASES	NUMBER MISSING	% MISSING
Sex	37	1	2.6
HSGPA	35	3	7.9
CollegeGPA	36	2	5.3
HS	38	0	0.0
College	38	0	0.0
Dept	38	0	0.0
Major1	38	0	0.0
Major2	6	32	84.2
Minor1	22	16	42.1
Minor2	7	31	81.6
Scholar	38	0	0.0
Whichschol	12	26	68.4
Class	37	1	2.6
Credits	38	0	0.0
HCredits	38	0	0.0
WorkFull	38	0	0.0
WorkPart	38	0	0.0
WorkHours	38	0	0.0
Anyone	35	3	7.9
Know	38	0	0.0
Aware1	36	2	5.3
Aware2	36	2	5.3
Aware3	36	2	5.3
Aware4	36	2	5.3
Difficult	33	5	13.2
Work	33	5	13.2
Desire	33	5	13.2
Prestige	33	5	13.2
Recog	33	5	13.2
Pay	33	5	13.2
QualitiesA	34	4	10.5
QualitiesB	35	3	7.9
QualitiesC	34	4	10.5
QualitiesD	32	6	15.8
QualitiesE	3	35	92.1
iffer1	35	3	7.9
iffer2	34	4	10.5
iffer3	34	4	10.5
iffer4	34	4	10.5
iffer5	33	5	13.2
iffer6	3	35	92.1
iploma1	35	3	7.9
iploma2	34	4	10.5
iploma3	34	4	10.5
iploma4	1	37	97.4
ankA	34	4	10.5
ankB	34	4	10.5

VARIABLE	VALID	NUMBER	% MISSING
	CASES	MISSING	
RankC	34	4	10.5
RankD	34	4	10.5
RankE	6	32	84.2
Benefits1	33	5	13.2
Benefits2	35	3	7.9
Benefits3	35	3	7.9
Benefits4	35	3	7.9
StudentA	34	4	10.5
StudentB	34	4	10.5
StudentC	34	4	10.5
StudentD	34	4	10.5
StudentE	33	5	13.2
Enter	35	3	7.9
EnterA	24	14	36.8
Main	35	3	7.9
MainA	30	8	21.1
Grad	35	3	7.9
GradA	29	9	23.7

VARIABLE	MEAN	STD.DEV.	VARIANCE	STD ERROR	COEFF OF
				OF MEAN	VARIATION
Sex	0.432432	0.502247	0.252252	0.0825689	116.145
HSGPA	35.3143	4.12147	16.9866	0.696656	11.6708
CollegeGPA	32.4278	4.69344	22.0283	0.782239	14.4735
HS	3.81579	1.57438	2.47866	0.255398	41.2595
College	3.47368	1.87064	3.49929	0.303458	53.8517
Dept	30.1053	23.7177	562.529	3.84752	78.7826
Major1	43.7105	25.7103	661.022	4.17077	58.8196
Major2	47.5000	27.7759	771.500	11.3395	58.4756
Minor1	41.3636	20.9001	436.814	4.45591	50.5277
Minor2	35.2857	25.5128	650.905	9.64295	72.3036
Scholar	0.315789	0.471069	0.221906	0.0764175	149.172
Whichschol	2.00000	1.34840	1.81818	0.389249	67.4200
Class	2.78378	1.03105	1.06306	0.169503	37.0377
Credits	13.0789	4.02278	16.1828	0.652582	30.7577
HCredits	0.184211	0.982420	0.965149	0.159370	533.314
WorkFull	0.157895	0.369537	0.136558	0.0599468	234.040
WorkPart	0.473684	0.506009	0.256046	0.0820856	106.824
WorkHours	14.6053	15.2005	231.056	2.46585	104.076
Anyone	0.514286	0.507093	0.257143	0.0857143	98.6013
Know	4.05263	1.03838	1.07824	0.168448	25.6224
Aware1	0.305556	0.467177	0.218254	0.0778628	152.894
Aware2	0.305556	0.467177	0.218254	0.0778628	152.894
Aware3	0.361111	0.487136	0.237302	0.0811894	134.899
Aware4	0.305556	0.467177	0.218254	0.0778628	152.894
Difficult	2.36364	0.994302	0.988636	0.173086	42.0666
Work	2.12121	0.992395	0.984848	0.172754	46.7844
Desire	2.36364	1.08450	1.17614	0.188787	45.8826
Prestige	2.63636	1.14067	1.30114	0.198566	43.2669
Recog	2.75758	1.22552	1.50189	0.213335	44.4419
Pay	2.48485	1.32574	1.75758	0.230781	53.3528
QualitiesA	2.11765	1.00799	1.01604	0.172869	47.5995
QualitiesB	1.77143	0.770245	0.593277	0.130195	43.4816
QualitiesC	1.67647	0.726994	0.528520	0.124678	43.3646

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VARIABLE	MEAN	STD.DEV.	VARIANCE	STD ERROR OF MEAN	COEFF OF VARIATION
QualitiesD	2.03125	1.14960	1.32157	0.203222	56.5955
QualitiesE	1.33333	0.577350	0.333333	0.333333	43.3013
Differ1	1.94286	0.937546	0.878992	0.158474	48.2560
Differ2	2.02941	1.02942	1.05971	0.176545	50.7253
Differ3	1.76471	0.854891	0.730838	0.146613	48.4438
Differ4	2.02941	0.999554	0.999109	0.171422	49.2534
Differ5	2.18182	0.917011	0.840909	0.159631	42.0297
Differ6	2.00000	1.73205	3.00000	1.000000	86.6025
Diploma1	2.14286	1.11521	1.24370	0.188505	52.0432
Diploma2	3.05882	1.15316	1.32977	0.197765	37.6993
Diploma3	2.88235	1.36548	1.86453	0.234177	47.3737
Diploma4	4.00000	0.00000	0.00000	0.00000	0.00000
RankA	2.08824	1.42207	2.02228	0.243883	68.0991
RankB	1.79412	1.09488	1.19875	0.187770	61.0258
RankC	2.29412	1.31494	1.72906	0.225510	57.3177
RankD	3.35294	1.32304	1.75045	0.226900	39.4592
RankE	2.33333	2.58199	6.66667	1.05409	110.657
Benefits1	2.39394	0.933387	0.871212	0.162482	38.9896
Benefits2	1.74286	0.657216	0.431933	0.111090	37.7091
Benefits3	2.94286	1.23533	1.52605	0.208810	41.9774
Benefits4	2.91429	1.12122	1.25714	0.189521	38.4734
StudentA	2.47059	1.02204	1.04456	0.175278	41.3682
StudentB	1.94118	1.07142	1.14795	0.183748	55.1946
StudentC	2.00000	0.921132	0.848485	0.157973	46.0566
StudentD	3.08824	1.08342	1.17380	0.185805	35.0821
StudentE	2.96970	0.983770	0.967803	0.171252	33.1269
Enter	0.771429	0.426043	0.181513	0.0720144	55.2278
EnterA	31.9167	3.70566	13.7319	0.756414	11.6104
Main	0.942857	0.235504	0.0554622	0.0398075	24.9777
MainA	31.6333	3.57658	12.7920	0.652992	11.3064
Grad	0.885714	0.322803	0.104202	0.0545636	36.4455
GradA	32.0862	3.57089	12.7512	0.663097	11.1290

VARIABLE	MINIMUM	MAXIMUM	RANGE	TOTAL
Sex	0	1	1	16.0000
HSGPA	20	39	19	1236.00
CollegeGPA	22	40	18	1167.40
HS	1	7	6	145.000
College	1	8	7	132.000
Dept	2	69	67	1144.00
Major1	1	77	76	1661.00
Major2	1	78	77	285.000
Minor1	3	80	77	910.000
Minor2	11	79	68	247.000
Scholar	0	1	1	12.0000
Whichschol	1	5	4	24.0000
Class	1	4	3	103.000
Credits	3	29	26	497.000
HCredits	0	6	6	7.00000
WorkFull	0	1	1	6.00000
WorkPart	0	1	1	18.0000
WorkHours	0	50	50	555.000
Anyone	0	1	1	18.0000
Know	1	5	4	154.000
Aware1	0	1	1	11.0000



Aware2	0	1	1	11.0000
Aware3	0	1	1	13.0000
Aware4	0	1	1	11.0000

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VARIABLE	MINIMUM	MAXIMUM	RANGE	TOTAL
Difficult	1	5	4	78.0000
Work	1	5	4	70.0000
Desire	1	5	4	78.0000
Prestige	1	5	4	87.0000
Recog	1	5	4	91.0000
Pay	1	5	4	82.0000
QualitiesA	1	5	4	72.0000
QualitiesB	1	4	3	62.0000
QualitiesC	1	3	2	57.0000
QualitiesD	1	5	4	65.0000
QualitiesE	1	2	1	4.00000
Differ1	1	5	4	68.0000
Differ2	1	5	4	69.0000
Differ3	1	5	4	60.0000
Differ4	1	5	4	69.0000
Differ5	1	4	3	72.0000
Differ6	1	4	3	6.00000
Diploma1	1	5	4	75.0000
Diploma2	1	5	4	104.000
Diploma3	1	5	4	98.0000
Diploma4	4	4	0	4.00000
RankA	0	5	5	71.0000
RankB	0	5	5	61.0000
RankC	0	5	5	78.0000
RankD	0	5	5	114.000
RankE	0	5	5	14.0000
Benefits1	1	5	4	79.0000
Benefits2	1	3	2	61.0000
Benefits3	1	5	4	103.000
Benefits4	1	5	4	102.000
StudentA	1	5	4	84.0000
StudentB	1	5	4	66.0000
StudentC	1	5	4	68.0000
StudentD	1	5	4	105.000
StudentE	1	5	4	98.0000
Enter	0	1	1	27.0000
EnterA	20	35	15	766.000
Main	0	1	1	33.0000
MainA	20	36	16	949.000
Grad	0	1	1	31.0000
GradA	20	38	18	930.500

MMAND: LIST MISSING VALUE TREATMENT: INCLUDE

## VARIABLES:

CASE	Rank	Years	Tenure	Hi_Deg	University	College	Dept	Aware	Dept_Hon
1	1	9	1	2	1	2	42	2	--
2	1	30	1	2	2	6	23	2	1
3	1	3	0	2	3	4	89	3	1
4	1	3	1	2	4	8	38	2	1
5	1	2	0	2	3	1	2	3	0
6	1	4	1	2	5	3	12	1	1
7	1	3	0	2	6	8	39	1	1
8	1	1	0	2	7	7	31	2	1
9	1	1	0	1	8	4	49	3	0
10	1	9	1	2	9	1	6	1	1
11	1	6	1	3	10	2	5	4	1
12	1	3	0	2	11	7	72	2	1
13	1	3	0	2	83	4	89	2	0
14	1	2	0	2	12	8	40	2	1
15	1	5	0	2	--	5	90	2	--
16	2	6	1	2	13	3	11	4	1
17	2	29	1	2	--	1	6	1	--
18	2	15	1	2	11	3	91	1	--
19	2	22	1	2	14	7	92	1	1
20	2	9	1	4	15	3	9	2	1
21	2	21	1	1	11	6	--	2	--
22	2	9	1	2	8	5	14	2	1
23	2	28	1	1	--	6	--	2	--
24	2	21	1	2	16	8	35	2	0
25	2	14	1	2	--	--	--	2	1
26	2	12	1	--	17	1	5	2	--
27	2	15	1	2	4	5	90	2	--
28	2	15	1	2	--	6	--	2	--
29	2	30	1	2	18	8	41	2	1
30	3	--	1	2	3	5	90	2	--
31	3	6	1	2	8	4	51	2	1
32	3	19	1	2	19	2	55	1	1
33	3	17	1	2	20	--	72	1	1
34	3	29	1	2	21	8	35	2	1
35	3	32	1	2	22	2	48	2	--
36	3	18	1	2	20	5	5	1	1
37	3	18	1	2	11	5	14	2	1
38	3	2	0	2	23	8	37	2	--
39	4	15	1	2	24	2	52	2	1
40	4	4	1	2	11	4	49	1	1
41	4	20	1	2	25	5	14	1	--
42	4	22	1	2	26	2	55	2	1
43	4	15	1	2	27	1	2	2	1
44	4	1	1	2	28	1	6	3	1
45	4	10	1	2	4	4	45	2	0
46	4	8	1	2	29	7	31	1	1
47	4	25	1	2	15	8	40	2	--
48	4	19	1	4	11	--	--	2	1
49	4	23	1	4	30	3	11	2	1
50	4	22	1	2	17	7	92	2	1
51	4	11	1	2	31	1	5	1	1
52	4	22	1	2	32	3	7	1	1

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## VARIABLES:

CASE	Rank_1	Rank_2	Rank_3	Rank_4	Rank_5	Rank_6	Rank_7	Rank_A	Rank_B
1	4	5	3	6	7	2	1	2	1
2	2	1	3	4	6	5	--	2	3
3	3	2	1	5	4	6	--	4	3
4	1	3	4	5	2	6	--	3	4
5	4	3	5	6	2	1	--	2	1
6	2	1	5	6	4	3	7	3	2
7	3	1	4	6	5	2	--	1	2
8	1	2	4	3	5	1	--	3	2
9	1	3	2	3	5	4	--	2	3
10	5	4	6	3	2	1	--	3	2
11	1	1	--	1	--	1	--	--	1
12	3	6	5	7	1	4	2	3	1
13	2	1	6	4	3	5	--	3	1
14	--	1	1	--	--	2	--	--	1
15	2	1	5	6	3	4	7	2	2
16	1	1	--	--	--	1	--	1	1
17	1	--	--	--	1	1	--	1	1
18	1	1	7	7	3	--	--	1	1
19	1	1	1	1	1	1	--	4	5
20	2	3	1	4	6	5	--	2	1
21	2	1	3	4	5	6	7	4	5
22	3	2	6	1	5	4	--	4	1
23	1	--	--	--	--	1	--	1	1
24	1	3	2	7	6	5	--	4	3
25	1	3	5	6	4	2	--	2	1
26	1	1	--	--	--	--	--	--	1
27	3	4	5	6	1	2	--	2	1
28	2	1	--	--	--	--	--	--	1
29	4	2	5	6	3	7	1	1	3
30	2	3	5	6	7	4	1	4	3
31	2	1	4	6	5	3	7	2	1
32	2	3	4	5	6	1	--	3	2
33	2	1	2	6	5	4	7	2	1
34	1	2	5	3	6	4	--	1	2
35	2	3	4	5	6	1	--	4	3
36	1	7	3	7	4	1	1	1	1
37	3	1	5	7	3	2	--	3	1
38	2	1	7	7	3	3	1	2	1
39	2	1	3	6	5	4	--	4	2
40	2	3	1	7	4	5	--	4	1
41	3	1	5	6	2	4	7	5	4
42	3	2	6	7	4	1	5	1	2
43	1	1	1	2	1	5	--	3	1
44	4	3	5	1	2	6	7	1	2
45	2	4	3	5	6	1	7	1	2
46	1	3	5	7	6	2	4	1	2
47	3	7	7	7	6	2	1	2	1
48	3	1	5	6	4	2	--	3	2
49	1	3	4	6	5	2	--	1	1
50	3	2	1	6	5	4	--	2	1
51	2	1	3	5	6	4	7	3	1
52	1	5	2	6	3	3	4	2	1

## VARIABLES:

CASE	Rank_C	Rank_D	Rank_E	Rank_F	Enter	Enter_A	Main	Main_A	Grad
------	--------	--------	--------	--------	-------	---------	------	--------	------

1	6	5	4	3	1	--	1	--	1
2	5	1	4	4	1	30	1	30	1
3	6	1	5	2	1	32	1	32	1

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VARIABLES:									
CASE	Rank_C	Rank_D	Rank_E	Rank_F	Enter	Enter_A	Main	Main_A	Grad
4	6	5	2	1	1	30	1	--	1
5	5	3	6	4	0	--	0	--	0
6	5	1	6	4	1	--	1	35	1
7	4	3	6	5	1	30	1	32	1
8	1	2	1	2	1	35	1	30	1
9	4	1	5	6	1	30	1	30	1
10	6	5	1	4	0	--	1	28	1
11	--	--	1	1	1	30	1	30	1
12	5	2	4	6	1	33	1	33	1
13	5	2	6	4	1	33	1	30	1
14	--	--	--	--	1	35	1	35	1
15	3	1	2	1	1	34	1	32	1
16	--	1	1	1	1	--	1	--	1
17	--	1	--	1	1	--	1	--	1
18	6	1	--	--	0	--	1	--	1
19	6	3	1	2	--	--	1	--	--
20	6	3	5	4	1	35	1	35	1
21	6	1	2	1	1	35	1	35	1
22	5	6	3	2	1	35	1	35	1
23	--	--	--	--	0	--	1	32	1
24	6	5	2	1	1	35	1	33	1
25	4	3	4	4	1	32	1	35	1
26	--	--	1	--	1	30	1	30	1
27	6	3	5	4	1	30	1	30	1
28	--	--	3	2	1	35	1	35	1
29	4	2	6	5	1	30	1	33	1
30	6	2	5	1	1	30	1	30	1
31	6	3	5	4	1	35	1	35	1
32	6	5	4	1	1	35	1	32	1
33	4	3	5	6	1	33	1	33	1
34	5	4	6	3	1	32	1	32	1
35	6	5	1	2	0	--	1	32	1
36	6	3	5	6	1	35	1	38	1
37	6	4	2	2	1	37	1	37	1
38	6	3	6	6	1	32	1	--	1
39	6	3	5	1	1	35	1	30	1
40	5	2	6	3	1	33	1	33	1
41	6	3	2	1	1	35	1	35	1
42	6	5	4	3	1	30	1	30	1
43	5	2	5	3	1	35	1	30	1
44	6	3	5	4	0	--	1	34	1
45	6	5	3	4	1	35	1	33	0
46	6	3	6	6	1	30	1	30	1
47	6	3	6	6	1	35	1	35	1
48	6	4	5	1	1	36	1	36	1
49	3	1	3	3	1	35	1	35	1
50	6	3	4	5	1	37	1	37	1
51	6	2	5	4	1	35	1	35	1
52	5	3	6	6	1	35	1	35	1

VARIABLES:									
CASE	Grad_A	Honor	Min	Min_A	Class	Size	Diploma_1	Diploma_2	Diploma_3
1	--	1	1	--	1	15	2	2	2
2	30	1	1	30	1	20	2	2	2
3	32	1	1	--	1	10	2	2	1

5	--	0	0	--	--	--	2	3	3
6	--	0	0	--	1	12	3	3	1

## VARIABLES:

CASE	Grad_A	Honor	Min	Min_A	Class	Size	Diploma_1	Diploma_2	Diploma_3
7	32	0	0	--	1	20	2	3	3
8	35	0	1	25	1	15	1	1	1
9	30	0	1	30	1	15	1	2	2
10	30	0	1	29	1	20	1	1	2
11	30	1	--	--	1	15	1	1	1
12	33	0	1	30	1	12	1	2	3
13	30	0	1	30	1	10	2	2	1
14	35	0	1	30	0	--	1	1	1
15	32	1	1	30	1	20	1	1	2
16	--	1	1	--	1	--	1	2	2
17	--	0	1	35	1	12	1	1	1
18	--	0	0	--	0	--	1	1	1
19	--	--	1	--	0	--	1	1	1
20	35	1	1	30	1	15	1	2	1
21	35	0	1	35	1	25	2	3	1
22	37	1	--	--	1	12	1	1	2
23	37	0	0	--	1	12	3	4	2
24	34	0	1	30	1	25	1	2	2
25	35	0	1	35	1	15	2	2	3
26	30	1	--	--	0	--	2	2	2
27	30	0	1	30	1	20	1	3	3
28	35	0	1	35	1	15	2	2	2
29	31	0	1	25	--	--	1	3	1
30	30	1	1	30	1	25	2	3	4
31	35	0	1	33	1	20	1	1	1
32	32	0	1	--	1	30	2	3	2
33	33	0	1	33	1	15	1	2	1
34	32	0	1	32	1	--	1	1	1
35	35	0	1	32	1	40	3	3	2
36	37	1	--	--	1	10	1	4	1
37	37	1	--	--	1	25	1	2	1
38	--	--	1	32	1	10	1	1	1
39	32	1	1	--	1	20	1	2	1
40	35	0	0	--	1	10	2	2	3
41	35	--	1	--	1	--	1	2	2
42	30	0	1	30	0	--	1	1	2
43	35	1	--	--	1	25	1	3	2
44	34	0	0	--	1	10	1	2	1
45	--	1	1	35	0	--	1	1	4
46	30	0	1	30	1	22	1	1	3
47	35	0	1	--	1	15	1	2	3
48	36	0	0	--	1	15	1	2	1
49	35	1	1	35	1	20	1	1	1
50	37	1	--	--	1	15	1	2	2
51	35	0	1	35	1	15	4	2	4
52	35	0	--	--	0	--	1	1	1

## VARIABLES:

CASE	Diploma_4	Require
1	2	1
2	1	1
3	1	0
4	2	1
5	2	1
6	1	1



7  
8  
9

3  
1  
2

1  
1  
1

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## VARIABLES:

CASE	Diploma_4	Require
10	2	1
11	1	1
12	3	0
13	2	0
14	1	0
15	3	1
16	3	1
17	1	1
18	1	1
19	1	--
20	1	1
21	2	--
22	2	1
23	4	0
24	1	1
25	3	--
26	2	1
27	2	0
28	2	0
29	1	1
30	2	1
31	1	1
32	3	1
33	2	1
34	1	--
35	2	1
36	2	0
37	2	0
38	1	1
39	1	1
40	3	1
41	2	--
42	2	1
43	3	1
44	2	0
45	4	0
46	2	1
47	3	1
48	1	1
49	1	1
50	2	0
51	4	1
52	1	1

COMMAND: FREQ MISSING VALUE TREATMENT: VARWISE

## FREQUENCY REPORT OF Rank

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	15	15	28.8	28.8	-1.20872	14.4
2	14	29	26.9	55.8	-0.359351	42.3
3	9	38	17.3	73.1	0.490024	64.4
4	14	52	26.9	100.0	1.33940	86.5
TOTAL	52	52	100.0	100.0		

## FREQUENCY REPORT OF Years

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	3	3	5.9	5.9	-1.34083	2.9
2	3	6	5.9	11.8	-1.23348	8.8
3	5	11	9.8	21.6	-1.12612	16.7
4	2	13	3.9	25.5	-1.01877	23.5
5	1	14	2.0	27.5	-0.911424	26.5
6	3	17	5.9	33.3	-0.804074	30.4
8	1	18	2.0	35.3	-0.589374	34.3
9	4	22	7.8	43.1	-0.482024	39.2
10	1	23	2.0	45.1	-0.374673	44.1
11	1	24	2.0	47.1	-0.267323	46.1
12	1	25	2.0	49.0	-0.159973	48.0
14	1	26	2.0	51.0	0.0547276	50.0
15	5	31	9.8	60.8	0.162078	55.9
17	1	32	2.0	62.7	0.376778	61.8
18	2	34	3.9	66.7	0.484128	64.7
19	2	36	3.9	70.6	0.591479	68.6
20	1	37	2.0	72.5	0.698829	71.6
21	2	39	3.9	76.5	0.806179	74.5
22	4	43	7.8	84.3	0.913529	80.4
23	1	44	2.0	86.3	1.02088	85.3
25	1	45	2.0	88.2	1.23558	87.3
28	1	46	2.0	90.2	1.55763	89.2
29	2	48	3.9	94.1	1.66498	92.2
30	2	50	3.9	98.0	1.77233	96.1
32	1	51	2.0	100.0	1.98703	99.0
TOTAL	51	51	100.0	100.0		

## FREQUENCY REPORT OF Tenure

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	10	10	19.2	19.2	-2.02959	9.6
1	42	52	80.8	100.0	0.483235	59.6
TOTAL	52	52	100.0	100.0		

## FREQUENCY REPORT OF Hi\_Deg

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	3	3	5.9	5.9	-1.92539	2.9
2	44	47	86.3	92.2	-0.140028	49.0
3	1	48	2.0	94.1	1.64533	93.1
4	3	51	5.9	100.0	3.43069	97.1
TOTAL	51	51	100.0	100.0		

## FREQUENCY REPORT OF University

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	2.1	2.1	-1.12248	1.1
2	1	2	2.1	4.3	-1.04722	3.2
3	3	5	6.4	10.6	-0.971958	7.4
4	3	8	6.4	17.0	-0.896699	13.8
5	1	9	2.1	19.1	-0.821440	18.1
6	1	10	2.1	21.3	-0.746182	20.2
7	1	11	2.1	23.4	-0.670923	22.3
8	3	14	6.4	29.8	-0.595664	26.6
9	1	15	2.1	31.9	-0.520406	30.9
10	1	16	2.1	34.0	-0.445147	33.0
11	6	22	12.8	46.8	-0.369888	40.4
12	1	23	2.1	48.9	-0.294630	47.9
13	1	24	2.1	51.1	-0.219371	50.0
14	1	25	2.1	53.2	-0.144112	52.1
15	2	27	4.3	57.4	-0.0688537	55.3
16	1	28	2.1	59.6	0.00640499	58.5
17	2	30	4.3	63.8	0.0816637	61.7
18	1	31	2.1	66.0	0.156922	64.9
19	1	32	2.1	68.1	0.232181	67.0
20	2	34	4.3	72.3	0.307440	70.2
21	1	35	2.1	74.5	0.382698	73.4
22	1	36	2.1	76.6	0.457957	75.5
23	1	37	2.1	78.7	0.533216	77.7
24	1	38	2.1	80.9	0.608474	79.8
25	1	39	2.1	83.0	0.683733	81.9
26	1	40	2.1	85.1	0.758992	84.0
27	1	41	2.1	87.2	0.834250	86.2
28	1	42	2.1	89.4	0.909509	88.3
29	1	43	2.1	91.5	0.984768	90.4
30	1	44	2.1	93.6	1.06003	92.6
31	1	45	2.1	95.7	1.13529	94.7
32	1	46	2.1	97.9	1.21054	96.8
83	1	47	2.1	100.0	5.04874	98.9
TOTAL	47	47	100.0	100.0		

## FREQUENCY REPORT OF College

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	7	7	14.3	14.3	-1.44109	7.1
2	6	13	12.2	26.5	-1.02572	20.4
3	6	19	12.2	38.8	-0.610345	32.7
4	6	25	12.2	51.0	-0.194971	44.9

5	7	32	14.3	65.3	0.220402	58.2
6	4	36	8.2	73.5	0.635776	69.4
7	5	41	10.2	83.7	1.05115	78.6

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## FREQUENCY REPORT OF College

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
8	8	49	16.3	100.0	1.46652	91.8
TOTAL	49	49	100.0	100.0		

## FREQUENCY REPORT OF Dept

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
2	2	2	4.3	4.3	-1.23311	2.1
5	4	6	8.5	12.8	-1.13336	8.5
6	3	9	6.4	19.1	-1.10011	16.0
7	1	10	2.1	21.3	-1.06686	20.2
9	1	11	2.1	23.4	-1.00036	22.3
11	2	13	4.3	27.7	-0.933854	25.5
12	1	14	2.1	29.8	-0.900603	28.7
14	3	17	6.4	36.2	-0.834101	33.0
23	1	18	2.1	38.3	-0.534843	37.2
31	2	20	4.3	42.6	-0.268837	40.4
35	2	22	4.3	46.8	-0.135833	44.7
37	1	23	2.1	48.9	-0.0693316	47.9
38	1	24	2.1	51.1	-0.0360807	50.0
39	1	25	2.1	53.2	-0.00282986	52.1
40	2	27	4.3	57.4	0.0304210	55.3
41	1	28	2.1	59.6	0.0636718	58.5
42	1	29	2.1	61.7	0.0969227	60.6
45	1	30	2.1	63.8	0.196675	62.8
48	1	31	2.1	66.0	0.296428	64.9
49	2	33	4.3	70.2	0.329679	68.1
51	1	34	2.1	72.3	0.396180	71.3
52	1	35	2.1	74.5	0.429431	73.4
55	2	37	4.3	78.7	0.529184	76.6
72	2	39	4.3	83.0	1.09445	80.9
89	2	41	4.3	87.2	1.65971	85.1
90	3	44	6.4	93.6	1.69296	90.4
91	1	45	2.1	95.7	1.72621	94.7
92	2	47	4.3	100.0	1.75947	97.9
TOTAL	47	47	100.0	100.0		

## FREQUENCY REPORT OF Aware

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	14	14	26.9	26.9	-1.25578	13.5
2	32	46	61.5	88.5	0.163797	57.7
3	4	50	7.7	96.2	1.58337	92.3
4	2	52	3.8	100.0	3.00295	98.1
TOTAL	52	52	100.0	100.0		

## FREQUENCY REPORT OF Dept\_Hon

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	5	5	13.2	13.2	-2.53502	6.6
1	33	38	86.8	100.0	0.384094	56.6

TOTAL	38	38	100.0	100.0
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## FREQUENCY REPORT OF Rank\_1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	18	18	35.3	35.3	-1.04075	17.6
2	17	35	33.3	68.6	-0.0756908	52.0
3	11	46	21.6	90.2	0.889367	79.4
4	4	50	7.8	98.0	1.85442	94.1
5	1	51	2.0	100.0	2.81948	99.0
TOTAL	51	51	100.0	100.0		

## FREQUENCY REPORT OF Rank\_2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	22	22	44.0	44.0	-0.838235	22.0
2	7	29	14.0	58.0	-0.212687	51.0
3	13	42	26.0	84.0	0.412862	71.0
4	3	45	6.0	90.0	1.03841	87.0
5	2	47	4.0	94.0	1.66396	92.0
6	1	48	2.0	96.0	2.28951	95.0
7	2	50	4.0	100.0	2.91506	98.0
TOTAL	50	50	100.0	100.0		

## FREQUENCY REPORT OF Rank\_3

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	7	7	15.2	15.2	-1.62502	7.6
2	4	11	8.7	23.9	-1.06298	19.6
3	7	18	15.2	39.1	-0.500946	31.5
4	7	25	15.2	54.3	0.0610910	46.7
5	14	39	30.4	84.8	0.623128	69.6
6	4	43	8.7	93.5	1.18517	89.1
7	3	46	6.5	100.0	1.74720	96.7
TOTAL	46	46	100.0	100.0		

## FREQUENCY REPORT OF Rank\_4

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	4	4	8.7	8.7	-2.26826	4.3
2	1	5	2.2	10.9	-1.71910	9.8
3	4	9	8.7	19.6	-1.16994	15.2
4	4	13	8.7	28.3	-0.620786	23.9
5	6	19	13.0	41.3	-0.0716292	34.8
6	17	36	37.0	78.3	0.477528	59.8
7	10	46	21.7	100.0	1.02668	89.1
TOTAL	46	46	100.0	100.0		

## FREQUENCY REPORT OF Rank\_5

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	5	5	10.9	10.9	-1.75232	5.4
2	5	10	10.9	21.7	-1.18467	16.3
3	7	17	15.2	37.0	-0.617013	29.3



4	7	24	15.2	52.2	-0.0493611	44.6
5	10	34	21.7	73.9	0.518291	63.0
6	10	44	21.7	95.7	1.08594	84.8

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## FREQUENCY REPORT OF Rank\_5

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
7	2	46	4.3	100.0	1.65360	97.8
TOTAL	46	46	100.0	100.0		

## FREQUENCY REPORT OF Rank\_6

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	13	13	26.5	26.5	-1.17063	13.3
2	10	23	20.4	46.9	-0.602702	36.7
3	4	27	8.2	55.1	-0.0347713	51.0
4	11	38	22.4	77.6	0.533159	66.3
5	6	44	12.2	89.8	1.10109	83.7
6	4	48	8.2	98.0	1.66902	93.9
7	1	49	2.0	100.0	2.23695	99.0
TOTAL	49	49	100.0	100.0		

## FREQUENCY REPORT OF Rank\_7

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	6	6	31.6	31.6	-1.24171	15.8
2	1	7	5.3	36.8	-0.878749	34.2
4	2	9	10.5	47.4	-0.152826	42.1
5	1	10	5.3	52.6	0.210136	50.0
7	9	19	47.4	100.0	0.936059	76.3
TOTAL	19	19	100.0	100.0		

## FREQUENCY REPORT OF Rank\_A

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	13	13	27.1	27.1	-1.22045	13.5
2	14	27	29.2	56.3	-0.346097	41.7
3	11	38	22.9	79.2	0.528253	67.7
4	9	47	18.8	97.9	1.40260	88.5
5	1	48	2.1	100.0	2.27695	99.0
TOTAL	48	48	100.0	100.0		

## FREQUENCY REPORT OF Rank\_B

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	28	28	53.8	53.8	-0.735100	26.9
2	13	41	25.0	78.8	0.197222	66.3
3	7	48	13.5	92.3	1.12954	85.6
4	2	50	3.8	96.2	2.06186	94.2
5	2	52	3.8	100.0	2.99419	98.1
TOTAL	52	52	100.0	100.0		

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## FREQUENCY REPORT OF Rank\_C

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	1	1	2.2	2.2	-3.97927	1.1
3	2	3	4.4	6.7	-2.13322	4.4
4	5	8	11.1	17.8	-1.21019	12.2
5	10	18	22.2	40.0	-0.287164	28.9
6	27	45	60.0	100.0	0.635863	70.0
TOTAL	45	45	100.0	100.0		

## FREQUENCY REPORT OF Rank\_D

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	10	10	21.3	21.3	-1.32949	10.6
2	8	18	17.0	38.3	-0.619422	29.8
3	17	35	36.2	74.5	0.0906471	56.4
4	3	38	6.4	80.9	0.800716	77.7
5	8	46	17.0	97.9	1.51078	89.4
6	1	47	2.1	100.0	2.22085	98.9
TOTAL	47	47	100.0	100.0		

## FREQUENCY REPORT OF Rank\_E

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	7	7	14.6	14.6	-1.66758	7.3
2	6	13	12.5	27.1	-1.10389	20.8
3	4	17	8.3	35.4	-0.540203	31.3
4	7	24	14.6	50.0	0.0234871	42.7
5	13	37	27.1	77.1	0.587177	63.5
6	11	48	22.9	100.0	1.15087	88.5
TOTAL	48	48	100.0	100.0		

## FREQUENCY REPORT OF Rank\_F

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	12	12	25.0	25.0	-1.25418	12.5
2	7	19	14.6	39.6	-0.691555	32.3
3	6	25	12.5	52.1	-0.128934	45.8
4	12	37	25.0	77.1	0.433687	64.6
5	3	40	6.3	83.3	0.996309	80.2
6	8	48	16.7	100.0	1.55893	91.7
TOTAL	48	48	100.0	100.0		

## FREQUENCY REPORT OF Enter

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	6	6	11.8	11.8	-2.71163	5.9
1	45	51	88.2	100.0	0.361551	55.9
TOTAL	51	51	100.0	100.0		

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## FREQUENCY REPORT OF Enter\_A

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
30	11	11	26.8	26.8	-1.41285	13.4
32	4	15	9.8	36.6	-0.548268	31.7
33	4	19	9.8	46.3	-0.115980	41.5
34	1	20	2.4	48.8	0.316309	47.6
35	18	38	43.9	92.7	0.748597	70.7
36	1	39	2.4	95.1	1.18089	93.9
37	2	41	4.9	100.0	1.61317	97.6
TOTAL	41	41	100.0	100.0		

## FREQUENCY REPORT OF Main

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	1	1	1.9	1.9	-7.07243	1.0
1	51	52	98.1	100.0	0.138675	51.0
TOTAL	52	52	100.0	100.0		

## FREQUENCY REPORT OF Main\_A

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
28	1	1	2.3	2.3	-1.99318	1.1
30	12	13	27.3	29.5	-1.17737	15.9
32	7	20	15.9	45.5	-0.361554	37.5
33	6	26	13.6	59.1	0.0463531	52.3
34	1	27	2.3	61.4	0.454260	60.2
35	13	40	29.5	90.9	0.862167	76.1
36	1	41	2.3	93.2	1.27007	92.0
37	2	43	4.5	97.7	1.67798	95.5
38	1	44	2.3	100.0	2.08589	98.9
TOTAL	44	44	100.0	100.0		

## FREQUENCY REPORT OF Grad

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	2	2	3.9	3.9	-4.90098	2.0
1	49	51	96.1	100.0	0.200040	52.0
TOTAL	51	51	100.0	100.0		

## FREQUENCY REPORT OF Grad\_A

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
30	10	10	23.8	23.8	-1.39533	11.9
31	1	11	2.4	26.2	-0.985515	25.0
32	6	17	14.3	40.5	-0.575697	33.3
33	2	19	4.8	45.2	-0.165879	42.9
34	2	21	4.8	50.0	0.243939	47.6
35	15	36	35.7	85.7	0.653757	67.9
36	1	37	2.4	88.1	1.06358	86.9
37	5	42	11.9	100.0	1.47339	94.0
TOTAL	42	42	100.0	100.0		

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## FREQUENCY REPORT OF Honor

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	31	31	63.3	63.3	-0.754185	31.6
1	18	49	36.7	100.0	1.29887	81.6
TOTAL	49	49	100.0	100.0		

## FREQUENCY REPORT OF Min

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	8	8	18.6	18.6	-2.06719	9.3
1	35	43	81.4	100.0	0.472500	59.3
TOTAL	43	43	100.0	100.0		

## FREQUENCY REPORT OF Min\_A

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
25	2	2	7.4	7.4	-2.23917	3.7
29	1	3	3.7	11.1	-0.824958	9.3
30	12	15	44.4	55.6	-0.471405	33.3
32	3	18	11.1	66.7	0.235702	61.1
33	2	20	7.4	74.1	0.589256	70.4
35	7	27	25.9	100.0	1.29636	87.0
TOTAL	27	27	100.0	100.0		

## FREQUENCY REPORT OF Class

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	7	7	14.0	14.0	-2.45357	7.0
1	43	50	86.0	100.0	0.399418	57.0
TOTAL	50	50	100.0	100.0		

## FREQUENCY REPORT OF Size

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
10	6	6	15.0	15.0	-1.15144	7.5
12	5	11	12.5	27.5	-0.851387	21.3
15	12	23	30.0	57.5	-0.401315	42.5
20	8	31	20.0	77.5	0.348806	67.5
22	1	32	2.5	80.0	0.648855	78.8
25	5	37	12.5	92.5	1.09893	86.3
30	2	39	5.0	97.5	1.84905	95.0
40	1	40	2.5	100.0	3.34929	98.8
TOTAL	40	40	100.0	100.0		

## FREQUENCY REPORT OF Diploma\_1

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	34	34	65.4	65.4	-0.633940	32.7
2	14	48	26.9	92.3	0.799316	78.8
3	3	51	5.8	98.1	2.23257	95.2

4	1	52	1.9	100.0	3.66583	99.0
TOTAL	52	52	100.0	100.0		

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## FREQUENCY REPORT OF Diploma\_2

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	17	17	32.7	32.7	-1.14030	16.3
2	23	40	44.2	76.9	0.0698145	54.8
3	10	50	19.2	96.2	1.27993	86.5
4	2	52	3.8	100.0	2.49005	98.1
TOTAL	52	52	100.0	100.0		

## FREQUENCY REPORT OF Diploma\_3

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	23	23	44.2	44.2	-0.923993	22.1
2	17	40	32.7	76.9	0.167999	60.6
3	9	49	17.3	94.2	1.25999	85.6
4	3	52	5.8	100.0	2.35198	97.1
TOTAL	52	52	100.0	100.0		

## FREQUENCY REPORT OF Diploma\_4

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
1	19	19	36.5	36.5	-1.04633	18.3
2	21	40	40.4	76.9	0.0871944	56.7
3	9	49	17.3	94.2	1.22072	85.6
4	3	52	5.8	100.0	2.35425	97.1
TOTAL	52	52	100.0	100.0		

## FREQUENCY REPORT OF Require

VALUE	FREQ	CUM FREQ	%	CUM %	Z SCORE	PERCENTILE
0	12	12	25.5	25.5	-1.68956	12.8
1	35	47	74.5	100.0	0.579277	62.8
TOTAL	47	47	100.0	100.0		

COMMAND: DESC MISSING VALUE TREATMENT: VARWISE

## \*\*\* DESCRIPTIVE STATISTICS \*\*\*

THERE ARE 38 VARIABLES AND 52 CASES IN THE DATA SET

VARIABLE	VALID CASES	NUMBER MISSING	% MISSING
Rank	52	0	0.0
Years	51	1	1.9
Tenure	52	0	0.0
Hi_Deg	51	1	1.9
University	47	5	9.6
College	49	3	5.8
Dept	47	5	9.6
Aware	52	0	0.0
Dept_Hon	38	14	26.9
Rank_1	51	1	1.9
Rank_2	50	2	3.8
Rank_3	46	6	11.5
Rank_4	46	6	11.5
Rank_5	46	6	11.5
Rank_6	49	3	5.8
Rank_7	19	33	63.5
Rank_A	48	4	7.7
Rank_B	52	0	0.0
Rank_C	45	7	13.5
Rank_D	47	5	9.6
Rank_E	48	4	7.7
Rank_F	48	4	7.7
Enter	51	1	1.9
Enter_A	41	11	21.2
Main	52	0	0.0
Main_A	44	8	15.4
Grad	51	1	1.9
Grad_A	42	10	19.2
Honor	49	3	5.8
Min	43	9	17.3
Min_A	27	25	48.1
Class	50	2	3.8
Size	40	12	23.1
Diploma_1	52	0	0.0
Diploma_2	52	0	0.0
Diploma_3	52	0	0.0
Diploma_4	52	0	0.0
Require	47	5	9.6

VARIABLE	MEAN	STD.DEV.	VARIANCE	STD ERROR OF MEAN	COEFF OF VARIATION
Rank	2.42308	1.17734	1.38612	0.163267	48.5885
Years	13.4902	9.31530	86.7749	1.30440	69.0524
Tenure	0.807692	0.397959	0.158371	0.0551869	49.2711
Hi_Deg	2.07843	0.560112	0.313725	0.0784314	26.9488
University	15.9149	13.2875	176.558	1.93818	83.4910
College	4.46939	2.40747	5.79592	0.343924	53.8658



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ARIABLE	MEAN	STD.DEV.	VARIANCE	STD ERROR OF MEAN	COEFF OF VARIATION
ept	39.0851	30.0744	904.471	4.38681	76.9460
ware	1.88462	0.704435	0.496229	0.0976876	37.3782
ept_Hon	0.868421	0.342570	0.117354	0.0555722	39.4475
ank_1	2.07843	1.03621	1.07373	0.145098	49.8553
ank_2	2.34000	1.59860	2.55551	0.226076	68.3161
ank_3	3.89130	1.77924	3.16570	0.262335	45.7235
ank_4	5.13043	1.82097	3.31594	0.268488	35.4935
ank_5	4.08696	1.76164	3.10338	0.259740	43.1040
ank_6	3.06122	1.76078	3.10034	0.251540	57.5188
ank_7	4.42105	2.75511	7.59064	0.632066	62.3180
ank_A	2.39583	1.14371	1.30807	0.165080	47.7374
ank_B	1.78846	1.07259	1.15045	0.148742	59.9729
ank_C	5.31111	1.08339	1.17374	0.161502	20.3986
ank_D	2.87234	1.40831	1.98335	0.205424	49.0302
ank_E	3.95833	1.77402	3.14716	0.256058	44.8175
ank_F	3.22917	1.77739	3.15913	0.256545	55.0419
nter	0.882353	0.325396	0.105882	0.0455645	36.8782
nter_A	33.2683	2.31327	5.35122	0.361272	6.95338
ain	0.980769	0.138675	0.0192308	0.0192308	14.1394
ain_A	32.8864	2.45154	6.01004	0.369583	7.45458
rad	0.960784	0.196039	0.0384314	0.0274510	20.4041
rad_A	33.4048	2.44011	5.95412	0.376517	7.30467
onor	0.367347	0.487078	0.237245	0.0695826	132.593
in	0.813953	0.393750	0.155039	0.0600463	48.3750
in_A	31.3333	2.82843	8.00000	0.544331	9.02690
lass	0.860000	0.350510	0.122857	0.0495696	40.7570
ize	17.6750	6.66559	44.4301	1.05392	37.7120
iploma_1	1.44231	0.697712	0.486802	0.0967553	48.3747
iploma_2	1.94231	0.826366	0.682881	0.114596	42.5456
iploma_3	1.84615	0.915758	0.838612	0.126993	49.6035
iploma_4	1.92308	0.882202	0.778281	0.122339	45.8745
equire	0.744681	0.440755	0.194265	0.0642907	59.1870

ARIABLE	MINIMUM	MAXIMUM	RANGE	TOTAL
ank	1	4	3	126.000
ears	1	32	31	688.000
enure	0	1	1	42.0000
i_Deg	1	4	3	106.000
niversity	1	83	82	748.000
ollege	1	8	7	219.000
ept	2	92	90	1837.00
ware	1	4	3	98.0000
ept_Hon	0	1	1	33.0000
ank_1	1	5	4	106.000
ank_2	1	7	6	117.000
ank_3	1	7	6	179.000
ank_4	1	7	6	236.000
ank_5	1	7	6	188.000
ank_6	1	7	6	150.000
ank_7	1	7	6	84.0000
ank_A	1	5	4	115.000
ank_B	1	5	4	93.0000
ank_C	1	6	5	239.000
ank_D	1	6	5	135.000
ank_E	1	6	5	190.000

Rank_F	1	6	5	155.000
Enter	0	1	1	45.0000
Enter_A	30	37	7	1364.00

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VARIABLE	MINIMUM	MAXIMUM	RANGE	TOTAL
Main	0	1	1	51.0000
Main_A	28	38	10	1447.00
Grad	0	1	1	49.0000
Grad_A	30	37	7	1403.00
Honor	0	1	1	18.0000
Min	0	1	1	35.0000
Min_A	25	35	10	846.000
Class	0	1	1	43.0000
Size	10	40	30	707.000
Diploma_1	1	4	3	75.0000
Diploma_2	1	4	3	101.000
Diploma_3	1	4	3	96.0000
Diploma_4	1	4	3	100.000
Require	0	1	1	35.0000

