

DROPOUTS AND STOPOUTS--HOW ONE
COMMUNITY COLLEGE HAS SERVED THEM

by

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Dissertation submitted to the Graduate Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree

of

DOCTOR OF EDUCATION

in

Community College Education

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July, 1977

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ACKNOWLEDGEMENTS

The author wishes to acknowledge the efforts of the many people who took an active interest in the preparation of this study.

The assistance of the chairman of the writer's advisory committee, Dr. Loyd D. Andrew, is especially acknowledged. His advice, guidance, and interest have been invaluable to the study. Sincere thanks are also expressed to the other members of the committee, Dr. Dennis E. Hinkle, Dr. John W. Lavery, Dr. D. Michael Moore, Dr. Samuel D. Morgan, and Dr. W. Robert Sullins, for their ideas and assistance in providing direction to the study.

Special appreciation is extended to Mrs. Sally McKaig for her assistance in preparing the survey forms for mailing and in serving as a central collecting point for the returned questionnaires.

Finally, sincere thanks are extended to the writer's wife, Bernetta, for her patience, understanding, and confidence, and to the writer's children, Tosca, Kristin, and Kori Brett, for the pleasure of their company during this project.

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Chapter I

INTRODUCTION

In recent years certain investigators (Joint Legislative Audit and Review Commission, 1975; Meisinger, Purves, and Schmidlein, 1975; and Thornton, 1966) have begun questioning whether community colleges are truly providing equal educational opportunities to all, a generally accepted purpose of the community college movement (Knoell and McIntyre, 1974). Other investigators suggested that the community college was simply a "cooling-out" institution where students were allowed to fail in a reasonably humane manner (Mirkin, 1974). According to many of these investigators, the "open door" was not an open door to upward educational mobility, but was a revolving door for it appears that a small proportion of community college students ever complete a program and graduate from the community college (Cross, 1968).

Some investigators have reported that second-year enrollment in community colleges is typically less than half of first year enrollment (Medsker and Tillery, 1971; and Monroe, 1972). Roper (1977) found that Virginia community college officials estimated that only 10 to 15 percent of all students who entered the 23 institutions in that system ever graduated.

The difficulties with these studies and the conclusions drawn therefrom are two-fold. First, there appears to be a rising incidence of "drop-in, drop-out, drop-in" which makes data collection on graduates

as a percent of admissions difficult (Medsker and Tillery, 1971; and Newman and others, 1971). Second, the conclusions drawn from these studies concerning success rate assumes that the only valid indicator of success is the earning of a degree.

STATEMENT OF THE PROBLEM

Since the above "degree" criteria may not be entirely valid and the data concerning completion rate is suspect (Cross, 1968; and Turner, 1970), it may be that community colleges are being unfairly maligned. The end result of such malignment could be a reduction in the broad mission of the community college with possible detriment to societal needs.

The mission and purpose of the community college involves much more than providing programs leading to the attainment of degrees and certificates. An examination of almost any community college catalog reveals that the purposes of the community college include offering programs for general education, programs of cultural interest to the community, special training programs designed to train employees for new or expanding industry, programs designed to provide occupational training, upgrading, or retraining, and various continuing adult education and community service programs as well as degree and certificate programs.

Thus, means need to be developed to measure success by standards in addition to the traditional one of counting degrees awarded. At least one such measure appears to be the reports of former students, particularly as these reports are related to the students' evaluation of "success."

It would appear that productivity, or output measures, for community colleges must take into account the services rendered to students who do not graduate (Roper, 1977).

There are several questions that appear pertinent in developing output measures for community colleges and in determining what can be done to improve productivity, particularly in relationship to the dropout and the stopout student. The most important questions are: Did former, non-graduated students complete their objectives before withdrawing from the community college? Were they satisfied with the programs and services they received at the community college? Why did they enroll in the community college? Why did they withdraw? Have they continued their education at some institution since they withdrew? Do they intend to continue their education at some time in the future? What effect does the sex, age, and race of these former students have on their perceptions of completion of objectives, satisfaction, continuance of education, reasons for enrolling, and reasons for withdrawing?

PURPOSE OF THE STUDY

The purpose of this study was to address such questions on the assumption that former students' expressions of completion of their perceived educational objectives and expressed satisfaction with the programs and services they received from the community college are indicative of the productivity of the community college. More specifically, this study sought to determine:

1. Of those students who withdrew from the community college

before graduating, what proportion indicate satisfaction with the programs and services of the community college?

2. What proportion perceive themselves as having completed their objectives before withdrawing from the community college?

3. What proportion of these former students state that they completed their objectives before withdrawing as well as express satisfaction with the community college?

Subsidiary questions were:

1. What were the former, non-graduated students' reasons for enrolling in the community college?

2. What were their reasons for withdrawing?

3. What are the relationships between completion of objectives, satisfaction, and continuance of education?

4. Do reasons for enrolling, reasons for withdrawing, perceptions of completion of objectives, expressions of satisfaction, and continuance of education vary significantly according to the sex, age, and race of the former students?

The study was conducted at a community college that appears to be reasonably representative of many community colleges located in semi-rural/semi-urban areas of the country. A profile of the institution follows in Chapter III.

NEED FOR THE STUDY

In an interview for a series of newspaper articles on the Virginia Community College System, the then Director of Research and Evaluation for that system, Dr. Fred Snyder, indicated that 63 percent

of the 1975 headcount enrollment for that system was comprised of part-time students. While specific data was not available for the completion rates of Virginia community college students, Snyder hypothesized that "very few" ever graduate from a one or two-year program (Roper, 1977).

Similar and related observations have been reported by other colleges and systems of colleges around the country. Several studies of community colleges have verified dropout rates to be higher among part-time students than full-time students (Alfred, 1972; California State Coordinating Council for Higher Education, 1974; Illinois Community College Board, 1975; Lee and West, 1974; and MacDougall, 1974).

While several investigators have written extensively on the low numbers of graduates compared to total headcount enrollment, little effort has been made to determine the feelings of students who left the community college before the completion of a one or two-year community college program (Cross, 1968; and Monroe, 1972). Thus community colleges find that the measure of productivity most often used by legislators and other investigators is the number of degrees awarded. Community colleges and budgetary officials may also regard full-time equivalency as another useful and often-used measure of the productivity of a community college. However, both are inadequate measures because enrollment as measured by full-time equivalency is an input rather than an output, and the number of degrees awarded fails to account for the educational contributions to students who do not graduate (Bowen, 1974).

Representatives of several institutions that were contacted at the outset of this study reported that they felt that community colleges had been subjected to some unjustified criticisms due to these inadequate measures of the productivity of these institutions. They indicated that determining the proportions of former, non-graduated students who had completed their objectives prior to withdrawing and were satisfied with the community college would be a useful measure of the productivity of the community college. However, none of the institutions had undertaken efforts to establish such measures for themselves.

Certain scholars take the position that as the concept of adult education becomes more universalized, part-time enrollment and attrition rates will continue to increase (Balderston, 1974). This study also assumes that growing attrition rates in community colleges will be accompanied by the phenomena of an over-increasing number of part-time students (Hanushek, 1975; Knoell and McIntyre, 1974). Recent reports from community colleges tend to reinforce this idea.

Given the phenomena of increasing numbers of part-time students and an accompanying growth in attrition rates, it may be reasonable to assume that community colleges will be compelled to substantiate their productivity in terms that account for the services rendered to students who do not graduate. Assuming that students' expressions of completion of their perceived objectives and satisfaction with the programs and services of the community college are valid measures of possible criteria needed to substantiate the existence of output measures other than the number of graduates, this study has

attempted to differentiate the responses of former community college students to questions about these factors in order to determine whether the productivity of that community college was as low as might be indicated by only considering the number of graduates from that institution.

LIMITATIONS OF THE STUDY

The study was limited in four major ways. First, students from only one institution were surveyed. It would appear reasonable to assume that the findings would be of general interest because the institution has experienced the national trend of rising part-time enrollment and rising attrition rates, its programs are comprehensive, and its service area includes rural, urban, and suburban areas. However, there might be differences in students' reports by institutions due to such factors as relevancy of programs, commitment to serving non-traditional students, and geographic location of the college.

Secondly, the existing configuration of the student records at the community college participating in the study required that a systematic sampling procedure be used. The procedure used is discussed in detail in Chapter III. In a systematic sampling process there is a possibility that a bias exists due to the ordering of the records. However, for all practical purposes a systematic sample may be viewed as random (Ferguson, 1976).

Thirdly, the former students selected for the study were not enrolled at the institution at the time of the study, had not graduated from the institution, and had taken at least one credit course at the

college within the last three academic years. This time limit was imposed in order to strengthen the relationship between the findings of the study and the existing policies and procedures of the institution.

The fourth limitation in this study stems from the fact that no special efforts were made to trace former students who had moved away and to whom mail was not forwarded. Unless the survey correspondence was routinely forwarded to former students who had moved away, they were excluded from the study. The findings may be somewhat biased due to their exclusion. It may be that the move away prompted the withdrawal from the community college, or it may be that the students finished their objectives at the community college, changed jobs or found employment in another area, and moved away.

In any event, the design of the study results in the discovery of college-related problems that caused former students who still reside in the area to withdraw from the college. Thus the college may find that it can initiate programs to overcome these problems for these students, thereby allowing them to continue the pursuit of their educational objectives.

DEFINITION OF TERMS

College-related reasons for withdrawing is a term indicating general problems contributing to a student's withdrawal from the community college for which the college can control to a degree by designing programs or procedures to alleviate the problem.

Completion of objective is a term indicating the respondents' perceptions of having finished all the courses they had intended to

take at the community college.

Completion rate refers to the number of students who complete a program and graduate from the community college compared with the total headcount enrollment at the institution.

Continuance of education is a term indicating that the former student either took additional courses at other institutions since withdrawing from the community college or that the student intends to take courses at the community college or some other institution at some time in the future.

Dropout is a classification indicating a former student who did not graduate, does not intend to continue his education, and did not complete his objective at the community college before withdrawing.

External impinging force is a classification of reasons for withdrawing that are beyond the control of the former student or the college which mandates the student's withdrawal from the community college until the problem is alleviated.

Former, non-graduated students, students who withdrew before graduating, and non-persisting students are terms used synonymously to indicate persons who took at least one credit course at the community college, did not graduate, and were not enrolled at the institution at the time of the study.

Objectives is a term that indicates a desired educational experience known by the student upon entering the community college or developed after entering that usually consists of a course or series of courses.

Outputs, output measures, productivity, and success rates are terms used synonymously to indicate quantifiable measures of the results of the efforts generated by a community college through its various programs.

Reasons for enrolling is a broad term that includes the various motivations that a student may have had for enrolling in a community college including objectives or educational aspirations, parental expectations, social reasons, financial reasons, and vocational reasons.

Satisfaction is a term indicating an affirmative reporting by former students that they perceive themselves as being satisfied with the programs and services of the community college.

Self-related reasons for withdrawing indicate conditions affecting the student requiring him to make a decision about withdrawing from the community college. For all practical purposes the college has no control over these conditions.

Stopouts are former students who did not graduate, are not currently enrolled in the institution, did not complete their objectives, but who intend to continue their education at the institution at some later date.

CHAPTER SUMMARY

In recent years many investigators have questioned the productivity of community colleges due to the low completion rates/ high attrition rates of those institutions. Evidence seems to indicate that criticisms of community colleges that are based on low completion

rates as determined by the counting of the number of graduates may be inappropriate unless the services extended by the community college to former students who do not graduate are considered.

Assuming that completion of objectives and satisfaction with the community college indicate output measures among former, non-graduated students, this study attempted to determine: (1) the actual proportion of these students who were satisfied with the programs and services of the community college; (2) the proportion of former students who completed their objectives before they withdrew from the community college; (3) the proportion of former students who completed their objectives before withdrawing and were satisfied with the community college; (4) the reasons why former students enrolled in the community college; (5) the reasons why they withdrew from the community college; (6) the relationships between completion of objectives, satisfaction, and continuance of education, and (7) whether reasons for enrolling, reasons for withdrawing, perceptions of completion of objectives, expressions of satisfaction, and continuance of education varied significantly according to the sex, age, and race of respondents.

Few studies have been undertaken to determine why students other than graduates enroll in a community college, and even fewer studies have attempted to find out why students drop out of community colleges before graduating. High attrition rates are reported as a common occurrence in community colleges around the country, and since many scholars hypothesize that part-time enrollments and attrition rates will continue to increase in community colleges in the future, it may be assumed that many studies will be undertaken to provide more

indications of the actual productivity of community colleges.

The study was limited to former students of John Tyler Community College who had taken at least one credit course at the institution within the last three years, had not graduated, and were not enrolled in the spring quarter of 1977 at that institution. A systematic sampling procedure was used to select the sample of former students due to the configuration of student records at John Tyler Community College. No special efforts were made to contact those persons in the sample who had moved and to whom mail was not forwarded by the postal service.

The basic assumptions made in the study were that inferences could be drawn from a single institution study, and that students' expression of completion of objectives and satisfaction with the community college were indicative of possible outputs of the institution.

ORGANIZATION OF THE STUDY

Chapter I has presented an introduction, statement of the problem, and need for the study. Chapter II consists of a review of the literature related to withdrawal from college, outputs, completion rates, and reasons for enrolling in and withdrawing from community colleges. Chapter III includes a description of the methodology and the procedures employed in the study. Chapter IV presents an analysis of the data including the treatment of the responses. Chapter V concludes the study with a summary of the findings, conclusions based on the data, and implications for further study.

Chapter II

REVIEW OF THE LITERATURE

Students who withdraw from traditional four-year colleges and universities have been the subjects of an extensive body of research literature for many years. The national importance of such studies is attested to by the appearance of many magazine and professional journal articles, federally and philanthropically-funded research studies, and investigations by legislative bodies. Knoell (1966) observed the increasing frequency of these studies and suggested that there was reason to believe that attrition studies would soon rival or exceed college attendance prediction studies in sheer numbers.

The major reasons for attrition in four-year colleges according to studies from 1958 through 1972 are: (1) academic difficulties; (2) difficulties in adjusting to college life; (3) lack of goals or interest; (4) general dissatisfaction; and (5) financial problems (Astin, 1972; Blai, 1969; Iffert, 1958; Panos and Astin, 1967; and Spady, 1971). These reasons do not necessarily apply to community colleges since the organizational structures, missions, and students of traditional four-year colleges and community colleges are significantly different (Cooley and Becker, 1966; Cross, 1968; and Hoyt and Mundy, 1966).

The baseline study on attrition was Iffert's (1958) study. He reported a national dropout rate of 60.5 percent over a four-year

period in both public and private colleges. This study included two-year as well as four-year colleges. Public institutions had an average dropout rate of 67 percent while private institutions had a 52 percent rate.

In a more recent report, the Carnegie Commission in 1971 indicated that the attrition rate for all community colleges was two-thirds of the students who entered those institutions. Balderston (1974) noted the increasing attendance and attrition rates in two-year colleges and suggested that:

We may very well find that as college-going opportunity is increasingly universalized, attrition rates will increase, and we will tolerate this to the extent that the opportunity to try is valued in relation to the cost of providing the educational exposure.

Looking to the future, Moses (1971) estimated that the "learning force" would exceed 80 million adults by 1980, and the Carnegie Commission (1971) estimated that over 40 percent of these learners would be enrolled in two-year postsecondary institutions. Thus it appears that community college attrition is expected to increase beyond existing high rates.

Studies of withdrawal from college began to include community and junior colleges in the 1960's (Trent and Medsker, 1969). Specific studies for analyzing withdrawal from two-year colleges include work by the following: Alfred, 1972; Astin, 1976; Cross, 1972; MacDougall, 1974; Monroe, 1972; Stine, 1976; and Turner, 1970.

Turner (1970) observed that comprehensive studies of community college dropouts were noticeably lacking in the community college literature. He observed that a small number of studies such as that

by Trent and Medsker (1969) had included community college students who had withdrawn. However, these studies did little to distinguish the community college dropouts from the dropouts of four-year institutions.

Most of the published studies on former community college students concern students who have either graduated from the community college or who have transferred to four-year institutions. Cross (1968) observed this and pointed out the paucity of information based on community college student attitudes at that time. In a similar manner Monroe (1972) suggested that the evaluation of the efforts of a community college must include the opinions of all former students, not just graduates or students who transfer.

Cohen and Brawer (1970) observed that there were few dropout studies of junior college populations and suggested that much of the analysis of dropouts remained in the files of the institutions that conducted the investigations. Roueche and Boggs (1968) acknowledged the difficulties associated with follow-up studies of students who withdraw from community colleges and suggested that the institutions themselves may be resistant to such studies.

The studies that have been published tend to be single institution studies. While the value of single institution studies has been questioned, Matson (1965) contends that institutionally-related studies of students who withdraw are more informative than general studies of dropouts. Single institution studies may become even more predominant due to relatively new legal restrictions on the use of student data by colleges.

In any event some investigators (Turner, 1970) suggest that despite quantitative and qualitative inadequacies, enough published material exists so as to provide a number of useful observations on withdrawal from community colleges.

EVALUATION OF COMMUNITY COLLEGES

The evaluation of community colleges would perhaps be most favorable if they were evaluated in terms of the increasing numbers of new and non-traditional students who are entering the community college each year. However, the result might be very negative if community colleges were evaluated on the basis of how many students eventually graduated from those institutions as compared with how many initially entered them.

Blai (1969) noted that loss of students is a costly phenomenon to a college and suggested that "the holding power of a junior college is one of the significant indices of its effectiveness." Monroe (1972) suggested that the investigation of former, non-graduated students of the community college was necessary to determine the outputs of that institution when he stated:

. . . if the college has as its goal the maximization of opportunities for higher education, a large dropout rate suggests that something is wrong with the program. . . . dropouts are a waste of time and money unless there is evidence that they have received satisfaction of goals and needs.

Methods of evaluating the outputs or productivity of a community college are not well-defined in community college literature. Several educators suggest that the documentation of the outputs of a

community college must be based on inputs derived from the students who have withdrawn from those institutions. Hanushek (1975) stated:

. . . the rewards of education are not found in the educational institution itself, but in the society outside. . . . most of the search for outputs has been concentrated on measures that are readily available in institutions of higher education and at the time a student is in school. . . . in order to observe the outputs of schools, one must go outside schools. Instead of concentrating efforts on handy measures that fall out of the postsecondary admissions process or that are developed for institutional budgeting, considerably more effort should be devoted to more basic research into the interaction of schooling and observable outcomes in society.

Others are more specific in what they believe should be measured as an indication of the effectiveness of the community college. Chickering (1974) stated that "educational effectiveness is defined in terms of how well the college meets the students' objectives and needs." Cross (1968) asserted that the evaluation of a community college should include some assessment of student attitudes.

Summarizing these opinions, it can be concluded that a method of evaluating the effectiveness of the community college must: (1) provide evidence that some "dropouts" received satisfaction of goals and needs short of graduating; (2) rely on measures found outside the institution in addition to those handy measures that fall out of the postsecondary admissions process or those that are developed for institutional budgeting purposes; (3) include some assessment of students' expressions and attitudes; and (4) determine whether the students' objectives and needs were met.

STUDIES OF REASONS FOR ENROLLING

Many studies have found a close relationship between occupational goals and eventual success in college (Iffert, 1958; and Sanford, 1967). The lack of adequate vocational goals has been determined to play a large part in a student's lack of motivation in the community college (Monroe, 1972).

If vocational goals are so important, then we must consider whether eventual dropouts and persisters have significant differences in terms of vocational goals upon entering the community college. Aiken (1968) indicated that his study found the persisters and eventual dropouts alike in terms of vocational goals upon entrance. In a study of first-time enrollment in the Virginia Community College System (DeFreitas and Roesler, 1976), it was found that: (1) 43 percent of the 44,122 first-time students enrolling in the 23 community colleges in that system listed occupational goals; (2) transfer goals were chosen by 21 percent of the students; and (3) general personal goals were listed by 36 percent of the students.

Cross (1972) hypothesized that a "fear of failure" caused many low-ability students to apply to and subsequently enroll in the open-door community college. She suggested that the almost assured acceptance of the student by the community college removed the risks that low-ability students assume in seeking admission to more selective four-year institutions. In a way this signaled a form of "success" to the low-ability students. Cross concluded that these low-ability students tend to view a community college education in vocational

terms just as do other students.

ACADEMIC ABILITY AND WITHDRAWALS

For decades admissions officials at traditional four-year colleges have attempted to identify those students having the greatest chances of success at those institutions. The value of academic ability, supposedly measured and valued by the four-year institutions, as a predictor of success in the open door community college is in dispute (Turner, 1970).

Several studies have found non-persisting community college students to have significantly lower aptitude scores and grade point averages in both high school and college (Anderson, 1967; Astin, 1972; Cross, 1968; and Sensor, 1967). Others, however, consider that there is no discernible difference in academic ability between those students who persist and those who withdraw from the community college (Aiken, 1968; Matson, 1965; Trent and Medsker, 1969; and Turner, 1970). Still others have suggested that the most creative and intelligent community college students are those who withdraw (Chickering, 1975; and Cohen and Brawer, 1970). However, Roueche concludes from a review of several studies of former, non-graduated students of community colleges that measurements of academic ability appear to be of no value in predicting dropouts.

CLASSIFICATION OF FACTORS RELATED TO NON-PERSISTENCE

Most studies have made attempts to determine those factors that are related to large attrition rates and about which the community

college can do something to ease their effects (Aiken, 1968; Anderson, 1967; Berg, 1965; Blai, 1971; Lynch, 1959; Matson, 1965; McGeever and Burton, 1965; O'Banion, 1969; O'Brien, 1967; Roueche and Sims, 1968; and Turner, 1970). In their studies these investigators found many factors related to attrition which required a decision by the student or which were entirely under the student's control. In addition they found that there were occasional "external impinging forces" (Knoell, 1966) that created situations over which the college and the student could neither individually nor jointly exercise much control.

Turner (1970) concluded that causative agents resulting in withdrawal from the community college could be grouped as: (1) college-related; (2) self-related; and (3) Knoell's external impinging forces. Self-related factors included actual and perceived student ability, background, and motivation for college. All of these factors are deemed interdependent to some degree. (Previously cited research has built a case that native academic ability is an inconclusive determinant of success in college.)

Trent and Medsker (1969) suggest that the factor most related to persistence in college is the motivation of the student, and that this motivation is probably developed largely in response to parental influence and early school experience. Alfred (1972) cites several studies (Hakanson, 1967; Summerskill, 1962; and Trent and Madsker, 1969) that he used to make his conclusion that the students' perceived ability appears to be a significant indicator of motivation.

Turner (1970) states that college-related factors are those influences which are directed at the student after he enrolls in a

course or program of the college. The college-related factors are a composite of the relationships established between the student and student peer groups, faculty, the student's chosen field of study, and the procedures and rules of the institution.

The college-related factors are difficult to evaluate because they are tightly interwoven. Turner suggests that persisting and non-persisting students are mainly distinguished in these factors by the ability of the students to adapt to the college situation.

DIFFERENCES IN PERSISTERS AND STUDENTS WHO WITHDRAW

Several studies have compared students who withdraw with students who persist in college. Turner (1970) reported that at that time the typical persister--and dropout--in a public community college came from a middle socioeconomic level. Earlier Matson (1965) reported a similar finding but concluded that this factor was unimportant in a decision to withdraw from the community college.

Aiken (1968), in an extensive study of persisters and students who had withdrawn from the community college, could find no significant demographic characteristics that would distinguish the two groups. However, Hughes (1967) found that college dropouts tended to come from families with an average of twelve years of schooling and poor or non-existent records of postsecondary education. Other studies have indicated that the community college student who withdraws before graduating: (1) is likely to be older and married (Aiken, 1968; and Hughes, 1967); (2) is strongly attuned to the world of work and is likely to carry a heavy work load in addition to his college

studies (Hilleary, 1963; Hughes, 1967; and Matson, 1965), and (3) has often signaled his dissatisfaction through slow academic progress and irregular attendance (Hughes, 1967).

Some investigators (Roueche, 1967; and Trent and Medsker, 1969) indicate that the most pronounced difference in persisters and non-persisters was in the autonomy of each of the groups. This observation appears to be closely related to Turner's (1970) conclusion that the most distinguishing difference in persisters and non-persisters was their ability to adapt themselves to the college situation.

STUDIES OF REASONS FOR WITHDRAWING

Astin (1976) suggested that, regardless of size, institutions with open or low selectivity admissions policies appear to have negative effects on the persistence rates of students. He attributed the major portion of this effect to the two-year institutions, and stated that students minimize their chances of completing college by attending the two-year college.

The high attrition rates Astin observed in two-year institutions have also gained the attention of several other investigators, and their works have recently caused significant increases in the quantity of studies on community college attrition now appearing in the literature. Most of these studies tend to take one of two approaches: (1) they attempt to list the factors that will predict success or failure in the community colleges, or (2) they attempt to determine the reasons why former students of the community colleges withdrew prior to graduating from a program offered by the colleges.

Cross (1972) theorized that an ingrained "fear-of-failure" drove many low-ability students to enroll in the community college. They are almost assured of being accepted, and therefore do not risk failure by applying to these institutions. After they have enrolled, however, they are faced with making decisions about the program of study they intend to pursue.

Cross suggests that the fear of failure syndrome again comes into play at this point when many of these low-ability students establish highly unrealistic objectives. These unrealistic objectives usually manifest themselves in two ways: (1) either the student selects an easy objective which is actually below his ability level (but which almost assures him of success), or (2) he selects an extremely high objective which far exceeds his ability. In this latter case Cross explains that the student has again risked very little for he probably has no real expectation of achieving the objective. In addition he seems to have selected a high objective to which many people aspire but few attain, and the safety of being in the "crowd" who failed carries a certain anonymity for him. Either way, Cross suggests that what is needed are objectives that challenge but are within the reach of the applied energies of the low-ability student.

Other studies attempted to determine specific reasons which would predict why students would drop out of college. One of the foremost of these (Trent and Medsker, 1969) included 2,300 future college persisters and non-persisters while they were still in high school. The students had indicated that they intended to either attend

a four-year or a two-year college. They were asked to state their most likely reasons for withdrawing from college and the results were: (1) academic reasons; (2) finances; and (3) circumstantial reasons (included marriage and health).

Astin (1972) reported that the descending order of importance of the predictors of dropouts in his study was: (1) plans to marry while still in college; (2) holding a job during the academic year; (3) smoking cigarettes; (4) being a female; (5) turning in a paper or theme late; and (6) having no religious preference. Knoell and McIntyre (1974) suggested that the community college non-persister may (in no particular order): (1) drop out with no intention to return; (2) stop out with intentions to return later; (3) be forced out due most often to poor academic performance; (4) transfer to another college; or (5) leave to pursue a career once they have successfully completed their desired training.

The foregoing studies have dealt with predicting why students withdraw from community colleges. Most of the recent studies have dealt with the actual reasons that caused students to withdraw. For example, Mira Costra College (1966) developed a research project designed to find out why students withdrew from the college and to propose remedies to reduce the attrition rate. Questionnaires were mailed to all students who withdrew during the fall semesters of 1963, 1964, and 1965.

The study revealed that the dropout rate was directly related to an unrealistic image of college life held by entering students. The dropouts were compared with the freshmen profile on the American

College Test composite, and it was determined that 50 percent of them were capable of succeeding in college in terms of ability, interests, and prior high school or college records.

Shasta College also conducted a dropout survey (Shafford and Nichols, 1966) designed to determine what could be done to reduce the dropout rate. The study did not reveal any particular characteristics which would distinguish dropouts from other students attending the college. Grade point averages were found to have no significant influence on the dropout rate. In most instances the respondents gave reasons for withdrawing over which the college had little control.

Orange Coast College (Hopkins, 1966) surveyed students who withdrew during the spring semester of the 1965-66 academic year and found that students withdrew for the following ranked reasons: (1) finances; (2) health; (3) personal problems; and (4) academic deficiencies. Ninety-four percent of the respondents indicated that they intended to return to college. Of this figure, 58 percent stated an intention of returning to the junior college.

Aiken (1968) reported that the reasons most often stated in the literature for attrition--illness, financial need, needed at home, marriage, lack of interest, and unhappiness--were not supported in his comparison of persisters and non-persisters in community colleges. In fact, the non-persisters tended to disagree that these factors affected their decision to withdraw from the community college while persisters tended to agree that these factors affected them.

Aiken also found that students who had withdrawn were more positive toward campus life, teachers, advisors, and counselors than were

persisters. He suggested that this might be explained by Goetz' (Goetz and Leach, 1967) observation that the longer students stay in a college the more critical they become.

Trent and Medsker's study (1969) not only asked high school seniors their likely reasons for withdrawal from college, but they also surveyed the same population four years later to determine the actual reasons for withdrawal from college. Sixteen percent of the students gave "poor grades" as a reason for their withdrawal from college, and 12 percent reported financial reasons for withdrawing. Employment, marriage, and lack of motivation were less often stated reasons and account for the majority of other reasons listed. (The study did not distinguish between two and four-year college students.)

Snyder and Blocker (1970) studied non-persisting students of Harrisburg Area Community College. They reported that: (1) 30 percent of the students reported positive reasons for their withdrawal (their objectives had been completed); (2) about 25 percent gave negative reasons (there were barriers to their continuance); and (3) the remainder listed neutral reasons for withdrawing. The four most frequently specified reasons for withdrawal from the community college in the study were: (1) to attend another college; (2) to enter the armed services; (3) to become employed; and (4) objectives completed. Snyder and Blocker's study was the only study in this review of the literature that included the students' completion of objectives as a reason for withdrawing.

Davis (1970) sought the reasons for withdrawal from community colleges as perceived by the non-persisting students themselves. He

reported the following ranking: (1) finance; (2) irrelevancy of college education; (3) discouragement with meeting academic standards; (4) marriage; (5) health; and (6) family problems.

Monroe (1972) found that that the most significant factors accounting for high attrition rates were academic ability, degree of motivation, and financial ability. He found that the sex and age of dropouts had little significance in distinguishing dropouts from persisters.

Feldman and Newcomb (1973) found that the primary reasons for withdrawal from college were primarily voluntary reasons. Such reasons included (in no particular order): (1) dissatisfaction with the college environment, teachers, and other students; (2) lack of interest in being a student and uncertainty about the value of college; (3) discouragement with low (but passing) grades; (4) lonesomeness, unhappiness, personal, and social maladjustments; (5) uncertainty about what to major in; (6) change of vocational interests; (7) wanting to reconsider interests and goals; and (8) transfer to another college felt to be more appropriate.

Astin (1976) suggested the following factors as being the principal reasons for community college dropouts: (1) the high dropout-proneness of entering students; (2) the lack of both financial aid and job opportunities on campus; and (3) the absence of student housing.

Stine (1976) reviewed the exit questionnaires of 1,474 students who withdrew from Los Angeles City College during the spring semester of 1973, 1974, and 1975. The reasons for withdrawing as reported in his study follow in Table 1.

Table 1
 Ranked Reasons for Withdrawal for
 1975, 1974, 1973, and 1972

	1975	1974	1973	1972
Going to work full-time	1	1	1	1
Personal problem	2	2	2	2
Conflicting hours with job	3	3	4	6
Insufficient funds	4	7	4	6
Personal illness or accident	5	6	7	5
Going to another school	6	4.5	3	7
Not enough time to study	7	4.5	5	4
Family illness or accident	8	8	8	8.5
Transportation problem	9	12	10	8.5
Unhappy with schedule	10	9	9	11.5
Family moving away	11	11	12	11.5
Going into armed forces	12	13	13	13

Source:

Stine, V. Some Characteristics of Students Who Withdrew from L.A.C.C. Spring 1975, Spring 1974, and Spring 1973. U.S. Educational Resources Information Center, ERIC Document ED 118 200, 1976.

The foregoing studies differ in many regards, and in many the findings either do not support, or even contradict, previous findings. Nevertheless, several similar findings emerge on a recurring basis in many of the studies. Among these are finances, going to work (which may be strongly related to finances), marriage or family responsibilities, transfer to another college, medical reasons, and dissatisfaction with the college or unrealistic expectations of college life.

Of interest to this study was the fact that only one of the studies in this review of the literature (Snyder and Blocker, 1970) sought to determine the actual proportion of students who withdrew as a result of completing their perceived objectives. In that study 30 percent of non-persisting students indicated this as their foremost reason for withdrawing. Such a large percentage may indicate that further studies of community college attrition should include the completion of objectives as a reason for withdrawing from the community college.

SEX, AGE, AND RACE AS FACTORS IN ATTRITION

Few studies of community college attrition were devoted exclusively to determining the significance of sex, age, and race of former students as factors in attrition. Some studies of former students were conducted with all female or all male populations. Other studies mention incidental findings as to what distinctions can be made according to the sex, age, and race of former, non-graduated students.

Blai (1969) investigated the reasons why first year students at Harcum Junior College (a private all female college) declined an invitation to return for a second year of study in 1967 and 1969. He reported "no response" rates of 55 percent and 60 percent in 1967 and 1969 respectively and presumed these people to be dissatisfied. As would be expected, "no response/dissatisfied" was reported as the major reason for attrition during both years studied. Other reasons reported were: (1) transfer to a four-year college (the third most important reason in 1967 and second most important in 1969); (2) school caliber not as high as expected (second most important in 1967 and negligible in 1969); (3) finances (fifth in 1967 and third in 1969); (4) marriage (ranked fourth in 1967 and 1969); and (5) difficulty in adjusting to college life (negligible in 1967 and tied for fourth with "marriage" in 1969).

Weigel (1969) studied persisting and non-persisting male students at Anoka-Ramsey State Junior College and found that the two most often selected reasons for leaving the college were: (1) "that another school would offer more of what I was interested in," and (2) "a general feeling of not getting anywhere."

Trent and Medsker (1969) found that: (1) over twice as many men (38 percent) as women (15 percent) listed "academic problems" as their most likely reason for withdrawal from college; (2) more men than women anticipated financial problems as a likely cause for withdrawal (38 percent versus 27 percent); and (3) over three times as many women (50 percent) as men (15 percent) felt that circumstantial reasons

(marriage, health, catastrophe, and other) would result in their ultimate withdrawal from college. Marriage was the specific circumstance mentioned by the largest proportion of both male and female respondents.

Trent and Medsker later surveyed the same respondents to find what their actual reasons for withdrawing from college were. Eighty-five percent of the men who withdrew and 75 percent of the women who withdrew reported having had academic problems in college. Proportionately more men than women reported "lack of high school preparation" as a reason for their withdrawal.

Stine (1976) found that in 1972 and 1973 significantly more males than females listed "going to work full-time" as a major reason for withdrawing from Los Angeles City College. However, he found no significant differences between males and females for this reason in 1974 and 1975. Stine also found that significantly more females than males listed "personal problems" as a major reason for withdrawing in all four years. However, significantly more men than women listed "insufficient funds" and "conflicting hours with job" as reasons for withdrawal in all four years included in the study.

Other studies show various findings. Gold (1970) found that females at Los Angeles City College were significantly more persistent in their college studies than were their male counterparts. Astin (1972) reported that "being a female" was the fourth most important predictor of attrition in college. However, Monroe (1972) found that sex was an insignificant factor in college attrition.

Hardly any studies in this review of community college literature noted differences in reasons for withdrawal based on the age of respondents. Perhaps, as Monroe (1972) suggests, age has little to do with dropout rates. Aiken (1968), however, concluded that students who withdrew tended to be older, married, working, and had more responsibilities than younger students who tended to have higher persistence rates in college.

The race of students who withdrew from community colleges was noted in a few studies. Gold (1970) observed that blacks and Spanish-surname students persisted at a rate slightly (but not significantly) below the rates for all students. Orientals persisted at a significantly higher rate than did all students. In her study, Cross (1972) found that two-thirds of the community colleges in the United States surveyed in the spring of 1971 stated that less than one-fourth of the students enrolled in "remedial" classes were members of minority groups. Stine (1976) found that the percentage of minorities who withdrew from Los Angeles City College reflected the same composition as the total student body. These studies appear to indicate that race was not a significant factor in analyzing attrition from the community college. However, some differences have been reported.

Watson (1974) found that only half as many blacks and Spanish-surname community college students as whites complete even one year of college. DeFreitas and Roesler (1976) found that: (1) proportionately more minority students picked occupational goals upon entering the

community college; (2) a large proportion of white students selected general personal goals; and (3) that equal proportions of whites and minorities indicated transfer goals. (DeFreitas and Roesler investigated only reasons for enrolling.)

Stine (1976), noting a 65 percent minority enrollment at Los Angeles City College, investigated the reasons for withdrawing from the institution as reported by blacks, Orientals, and other minorities. Orientals listed "insufficient funds" much less often (percentage wise) than did other minorities. Blacks stated that conflicting job hours, personal problems, and insufficient funds were reasons for their withdrawal relatively more often than did the other minorities. Noticeably lacking in all the studies examined in this review are analyses that seek to determine whether white and minority students report significantly different reasons for withdrawing from the community college.

CHAPTER SUMMARY

The recent upsurge in community college attrition studies has not found a consistent explanation for the high attrition rates. Instead of simple reasons there seems to be an inter-related range of factors that results in students' withdrawal from the community college.

In any event the point remains that dropouts can be a real loss in terms of money, time, and energy expended by community colleges and the students themselves unless it can be established that some "dropouts" are not really dropouts at all. The task then seems to be

to establish how many students withdraw from the community college because they have completed their perceived objectives and are satisfied with the programs and services of the community college (Chickering, 1974; Hanushek, 1975; Monroe, 1972; and Snyder and Blocker, 1970).

Chapter III

METHODOLOGY

Community colleges have generally failed to account for the services rendered to students who do not graduate. Therefore this study sought to determine:

1. Of those students who withdraw from the community college before graduating, what proportion indicate satisfaction with the programs and services of the community college?

2. What proportion perceive themselves as having completed their objectives before withdrawing from the community college?

3. What proportion of these former students state that they completed their objectives before withdrawing as well as express satisfaction with the community college?

In addition, this study sought answers to the following questions:

1. What were the former, non-graduated students' reasons for enrolling in the community college?

2. What were their reasons for withdrawing?

3. What are the relationships between completion of objectives, satisfaction, and continuance of education?

4. Do reasons for enrolling, reasons for dropping out, perceptions of completion of objectives, expressions of satisfaction, and continuance of education vary significantly according to the sex, age, and race of the former students?

Several different methods were considered for utilization in the study before deciding on survey research, used extensively in the social sciences. This method was selected because: (1) it appeared to be an efficient way in terms of time, money, and energy to survey a large number of former students; (2) the survey instrument presented a series of alternative reasons for enrolling in and withdrawing from the community college which the former students could review and select their major reasons, and (3) it would provide some idea of the mobility of former community college students.

Survey research requires rigorous sampling, clarity of the research problem, the overall design of the study, the implementation of the design, and the analysis of data (Kerlinger, 1973). It also has some obvious weaknesses. Survey research is demanding in terms of time, money, and energy. However, in cases involving large samples, survey research may become the most efficient and most practical method. Additional disadvantages of survey research are that there is always the chance that findings are a result of sampling error, that the respondent was temporarily removed from his social context in answering the questionnaire, and that the investigator was not adequately prepared in his knowledge and application of sampling, question and schedule construction, the analysis of data, and other technical aspects of the study (Kerlinger, 1973). Discussion that follows later in this chapter discusses how the instrument was designed to overcome some of these weaknesses.

Nevertheless survey research is an especially valuable tool for educational fact-finding where the sampling methods remove any bias

created by incorrect or prejudicial judgements and allows us to gather data on samples and make generalizations to whole populations. The survey research method was selected for the analysis of withdrawal from a community college for its usefulness in making statistically-based inferences about a population based on the data gathered from a sample of the population.

PROFILE OF THE PARTICIPATING INSTITUTION

John Tyler Community College is a public two-year institution of higher education established in 1967 as one of 23 community colleges in the Virginia Community College System. It serves primarily the residents of the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, and Sussex, and the cities of Colonial Heights, Hopewell, Petersburg, and that portion of the city of Richmond lying south of the James River. The population of the 2,600 square-mile service area is in excess of 330,000 persons (JTCC Annual Report, 1976).

The college offers programs found in most community colleges: occupational-technical programs, university transfer programs, general education programs, continuing education programs, developmental studies, special training programs for new and expanding industries, and specialized regional services and community services.

The college maintains an open-door admissions policy. The college also attempts to test the mathematical, reading, and writing abilities of all entering students in an effort to properly advise students of their ability to succeed in various programs. Certain

programs, such as Nursing and Mortuary Science, have special entrance requirements as mandated by their specialized accreditation agencies. The headcount and full-time equivalent student enrollment history of John Tyler Community College is traced in Table 2.

The enrollment of the college shifted significantly during the college's history as concerns the number of full-time and part-time students. This shift is illustrated in Figure 1.

There were twice as many full-time students as part-time students during the first two years of the college's operation. During the ensuing years the number of full-time students began to decline while the number of part-time students began a steady gain. During the 1974, 1975, and 1976 academic years, the number of part-time students approximately doubled the number of full-time students--almost exactly the reverse of the enrollment pattern during the first two years. Female and minority enrollment during the fall quarters of 1974, 1975, and 1976 academic years is represented in Table 3.

John Tyler Community College was selected for the study for several reasons: (1) college officials were interested in investigating the proportions of former students who had completed their objectives before withdrawing and were satisfied with the institution; (2) college officials indicated their full support for the study; and (3) the college is similar to many colleges that serve rural and urban areas in terms of the programs offered and the students served.

Table 2

Fall Quarter Headcount and F.T.E. Enrollment History
of John Tyler Community College

Academic Year	Headcount	Full-Time Equivalent
1967-68	1,208	891
1968-69	1,702	1,248
1969-70	1,860	1,288
1970-71	1,856	1,462
1971-72	2,016	1,458
1972-73	1,881	1,265
1973-74	2,034	1,234
1974-75	2,254	1,252
1975-76	3,052	1,761
1976-77	3,020	1,740

Source:

Office of Institutional Research, John Tyler Community College.

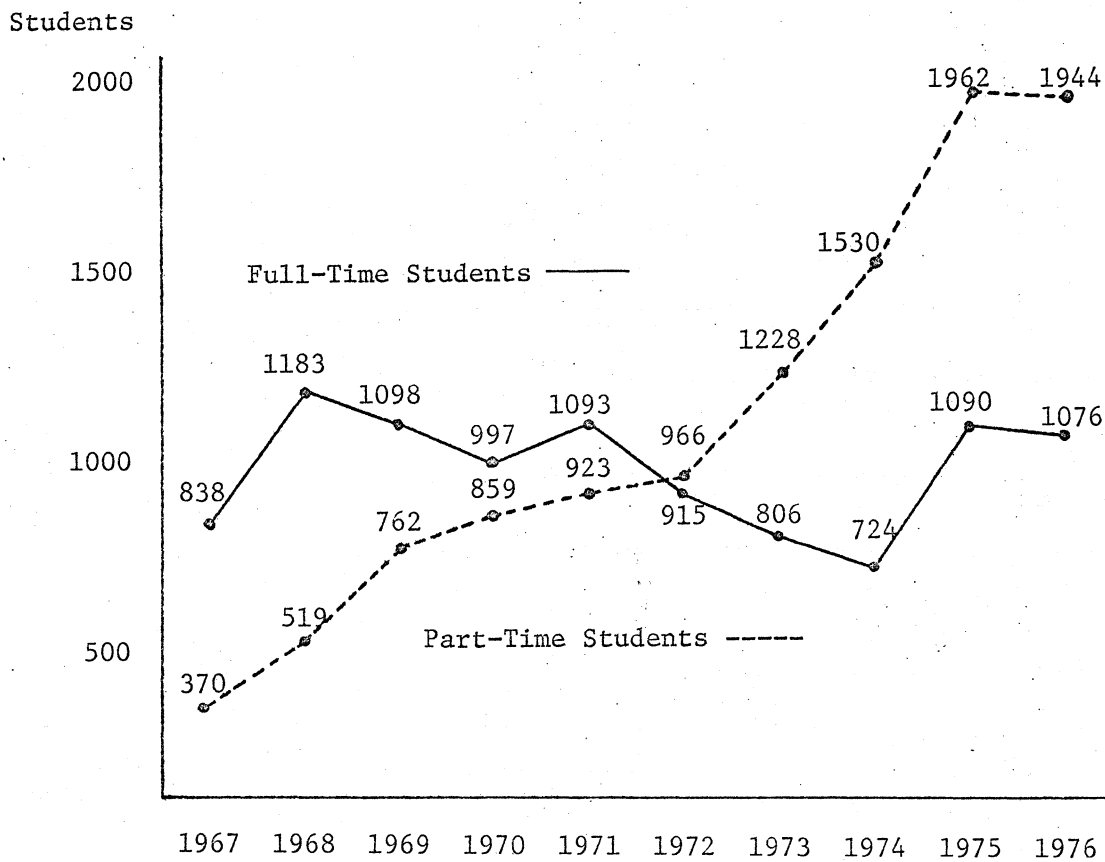


Figure 1

Full-Time and Part-Time Student Enrollment History
of John Tyler Community College

Source:

John Tyler Community College. Annual Report. Chester, Va.: 1976.

Table 3
 Fall Quarter Female and Minority Enrollment
 at John Tyler Community College

Year	Total Headcount Enrollment	Female Enrollment		Minority Enrollment	
		Headcount	Percentage of Total	Headcount	Percentage of Total
1974	2,254	1,070	48	511	23
1975	3,052	1,403	46	880	29
1976	3,020	1,408	47	791	26

Source:

Office of Institutional Research. John Tyler Community College.

SAMPLE

The population for this study was the group of credit-seeking students who withdrew from John Tyler Community College during the 1974-75 and the 1975-76 academic years and the fall and winter quarters of the 1976-77 academic year. This population was sampled by using files of computer cards at the college which contained the names and addresses of students by quarter and which were arranged by ascending Social Security numbers. Each fiftieth name and address card was selected in two passes through the computer cards. Six hundred and sixty-seven name and address cards were selected initially. Forty-five names duplicated in the initial selection. The group size was reduced to 622 students when the duplicate cards were removed.

A computer printout of students who had enrolled in John Tyler Community College during the spring quarter of 1977 was cross-checked with the names of the 622 students in the initial group. One hundred thirty-two persons who were enrolled in the spring quarter of 1977 were then eliminated from the initial group, resulting in a group of 490 persons. The names of 69 students who had completed requirements for graduation during the 1974-75 and 1975-76 academic years and the fall and winter quarters of 1976-77 were then eliminated from the group of names. The 421 former students remaining would potentially serve as the sample for the study.

A letter (see Appendix A) was then mailed to this group to advise them of the study and to encourage their participation in the study. In addition to serving as an incentive technique, the

pre-letter (Pucel, Nelson, and Wheeler, 1969) was also used to determine how many of the former students had moved and did not receive the pre-letter. One hundred and six letters were returned as non-deliverable. Those names were then removed from the group of 421 names to whom the pre-letter had been mailed. The final sample used in the study was the 315 former students remaining.

CONSTRUCTION OF THE QUESTIONNAIRE

The survey instrument was developed by combining portions of survey instruments used in related research with other items deemed necessary to analyze the various reasons former students may have had for enrolling in and then withdrawing from the community college before graduating. In some of the related research studies investigators were interested in determining particular student motivations for obtaining a college education (Feldman and Newcomb, 1971). Others have attempted to identify specific objectives that community college students had when they enrolled in the community college (DeFreitas and Roesler, 1976; and Illinois Community College Board, 1975). Several other studies tested various reasons for withdrawal from community colleges (Astin, 1972; Cross, 1968; Monroe, 1972; Snyder and Blocker, 1970; and Stine, 1976).

Other factors included in this study were suggested by five community college student services personnel from John Tyler Community College and J. Sargent Reynolds Community College and by five faculty members of Virginia Polytechnic Institute and State University. Five

former students of John Tyler Community College were then asked to review the document for the appropriateness of the factors for enrolling and withdrawing as well as for the clarity of the directions. The final draft of the instrument included the pertinent items agreed upon by a consensus of these persons.

The final questionnaire (see Appendix B) consisted of three major sections of questions: (1) statements and questions designed to identify students by sex, age, and race; questions designed to insure that the students responding to the study were indeed those for whom the study was intended, and questions designed to determine whether the students had completed their objectives, whether they were satisfied with the programs and services of the community college, and whether they had taken courses since withdrawing from John Tyler Community College or had intentions to continue their education at some unspecified time in the future; (2) reasons why the respondents enrolled in the community college, and (3) reasons why the respondents withdrew from the community college before graduating.

In the second and third sections of the questionnaire, respondents were directed to identify three reasons in order of priority that best described why they enrolled in a community college and three reasons in order of priority that best described why they withdrew before graduating. In each section the order of the reasons for enrolling and withdrawing was randomly assigned in order to reduce the possibility that the sequence of the items created a bias. This operation was repeated five times. Five different versions of the

questionnaire were typeset, printed by offset on light green paper (Pucel, Nelson, and Wheeler, 1969), and mailed to the former students in the sample.

PROCEDURE FOR DATA COLLECTION

The president of John Tyler Community College and the investigator jointly drafted the pre-letter to the 421 former students initially selected for the study informing them of the pending arrival of the survey instrument, its general purpose, and encouraging their prompt participation in the study. The pre-letter was also used to determine how many former students had moved and did not have mail from the college forwarded to them. This investigation did not attempt to trace those students.

One week after the pre-letter was mailed, the survey instrument and a cover letter (Appendix C) from the investigator and the president of John Tyler Community College was mailed to the 315 former students comprising the sample for the study. A ballpoint pen resembling a large "kitchen match" and inscribed with the message, "Thanks for Your Help--John Tyler Community College," was attached to the cover letter accompanying the instrument to provide another incentive for participation in the study (Pucel, Nelson, and Wheeler, 1969). A postage-paid, self-addressed business reply envelope was enclosed for the convenience of the respondents in returning the completed questionnaire.

A post-card reminder (see Appendix D) was mailed to the former students in the sample one week following the mailing of the survey

instrument. A second copy of the instrument and a different cover letter (see Appendix E) were mailed to the former students in the sample two and one-half weeks following the first mailing of the instrument. A different incentive device, a new penny, was attached to the cover letter in the second mailing of the questionnaire. Postage-paid, self-addressed business reply envelopes were again provided for the convenience of the former students responding to the study.

Those questionnaires that had been completed and returned within three weeks following the mailing of the second copy of the survey instrument were used in the study. The prescribed statistical treatments were then carried out on the usable data.

TREATMENT OF THE DATA

The former students were classified into an eight-cell paradigm (see Figure 2) according to their responses to questions concerning completion of objectives, satisfaction with the college, and the continuance of their education. The relationships between these three variables were determined by an analysis of crossbreaks.

Proportions of the respondents were identified and tested for significance by means of a one-sample z-test. Tests of significance throughout the study used an alpha (α) of .05.

These proportions, which were presented as possible output measures for community colleges, included: (1) those respondents who indicated satisfaction with the programs and services of the community college (cells c, d, g, and h in Figure 2); (2) those

	Dissatisfied		Satisfied	
	Will not cont. educ.	Will cont. education	Will not cont. educ.	Will cont. education
Completed objective	a	b	c	d
Did not complete objective	e	f	g	h

Figure 2

Paradigm for Classification of Students by Expressions of
Completion of Objectives, Satisfaction with the College,
and Continuance of Education

respondents who indicated that they had completed their educational objective prior to withdrawing from the college (cells a, b, c, and d of Figure 2), and (3) that group of respondents who indicated that they had both completed their objectives and were satisfied with the college (cells c and d of Figure 2).

In order to determine why former community college students enrolled in and dropped out of the community college before graduating, frequency counts were tabulated from the responses. These frequency counts were compiled by summing the linear values that were assigned to the choices of the choices of the respondents. Respondents indicated their most important reason for either enrolling in or withdrawing from the community college by placing the number "one" in front of those reasons. A numerical value of "three" was assigned to all reasons so identified. Similarly, the second most important reasons were assigned a value of "two," and the third most important reasons were assigned a value of "one." Thus the most important reasons for enrolling in and withdrawing from the community college were those having the highest numerical values after respondents' first, second, and third choices were combined into a single value for each reason included in the study.

Responses for former students who expressed satisfaction and dissatisfaction with the programs and services of the community college were compared to see if the two groups of former students identified significantly different reasons for either enrolling in or withdrawing from the community college. Spearman rho (ρ) correlation

coefficients were computed and tested for significance by means of a one-sample z-test.

Comparisons of the reasons for enrolling in and then withdrawing from the community college were made according to the respondents' sex, age, and race. Spearman rho (ρ) correlation coefficients were tested for significance by means of a one-sample z-test in order to determine whether males and females, white and minority students, and younger and older former students listed significantly different reasons for either enrolling in or withdrawing from the community college.

Several chi-square (χ^2) tests of independence were conducted in order to determine whether respondents' expressions of completion of objectives, satisfaction with the community college, and statements about the continuance of education were independent of the sex, age, and race of the respondents. These chi-square tests are represented in Figure 3.

Chi-square (χ^2) tests of independence require dichotomous data. Thus respondents were divided into two age groups. Those who were 17 to 24 years of age constituted one group, and those who were 25 years of age or older comprised the second group. Respondents' race was treated as "white" and "minority" in order to classify the data into two groups. Respondents' sex was reported dichotomously on the completed instruments.

Phi (ϕ) correlation coefficients were computed for each of the nine paradigms shown in Figure 3. Transformed z-values of these coefficients were then tested for significance by the use of one-sample z-tests.

	Comp. Obj.?			Satisfied?			Cont. Educ.?		
	No	Yes		No	Yes		No	Yes	
<u>Sex</u>	Male	<input type="checkbox"/>	<input type="checkbox"/>	Male	<input type="checkbox"/>	<input type="checkbox"/>	Male	<input type="checkbox"/>	<input type="checkbox"/>
	Female	<input type="checkbox"/>	<input type="checkbox"/>	Female	<input type="checkbox"/>	<input type="checkbox"/>	Female	<input type="checkbox"/>	<input type="checkbox"/>
<u>Age</u>	17-24	<input type="checkbox"/>	<input type="checkbox"/>	17-24	<input type="checkbox"/>	<input type="checkbox"/>	17-24	<input type="checkbox"/>	<input type="checkbox"/>
	25 up	<input type="checkbox"/>	<input type="checkbox"/>	25 up	<input type="checkbox"/>	<input type="checkbox"/>	25 up	<input type="checkbox"/>	<input type="checkbox"/>
<u>Race</u>	White	<input type="checkbox"/>	<input type="checkbox"/>	White	<input type="checkbox"/>	<input type="checkbox"/>	White	<input type="checkbox"/>	<input type="checkbox"/>
	Minor.	<input type="checkbox"/>	<input type="checkbox"/>	Minor.	<input type="checkbox"/>	<input type="checkbox"/>	Minor.	<input type="checkbox"/>	<input type="checkbox"/>

Figure 3

Chi-square Tests of the Effects of Sex, Age, and Race

Chapter IV

ANALYSIS OF DATA

The major research questions addressed by this study were:

1. Of those students who withdraw from the community college before graduating, what proportion indicate satisfaction with the programs and services of the community college?
2. What proportion perceive themselves as having completed their objectives before withdrawing from the community college?
3. What proportion of these former students state that they completed their objectives before withdrawing as well as express satisfaction with the community college?

Subsidiary questions were:

1. What were the former, non-graduated students' reasons for enrolling in the community college?
2. What were their reasons for withdrawing?
3. What are the relationships between completion of objectives, satisfaction, and continuance of education?
4. Do reasons for enrolling, reasons for withdrawing, perceptions of completion of objectives, expressions of satisfaction, and continuance of education vary significantly according to the sex, age, and race of the former students?

RESPONSES

A letter introducing the study and urging the participation of the selected former students was mailed to 421 persons initially

selected as the potential sample for the study. These former students had taken at least one credit course at John Tyler Community College during the 1974-75 or 1975-76 academic years or during the fall or winter quarters of the 1976-77 academic year. They also had not graduated and were not enrolled at John Tyler Community College during the spring quarter of 1976-77, the time of the study.

One hundred and six of these letters were returned to the college as non-deliverable by the U.S. Postal Service. The survey instrument was then mailed to the remaining 315 students which served as the sample for this study. Usable returns were received from 251 former students (80 percent of the sample).

One hundred sixty-seven (53 percent) of the former students in the sample returned the questionnaires after the first mailing. Thirty-nine, or 12.4 percent, of the sample responded after the mailing of the post-card reminder. An additional 45 questionnaires, representing 14.3 percent of the sample, were returned following the second mailing of the instrument. All survey methods were explained in Chapter III of this study.

Not all respondents answered every question on the survey instrument. Missing values were noted and adjusted percentages were reported for questions concerning sex, age, race, completion of objectives, satisfaction and continuance of education. It was anticipated that many respondents would not list three reasons for either enrolling in or withdrawing from the community college as directed, especially if they felt strongly that only one or two reasons applied to them. Therefore percentages reported for questions

pertaining to reasons for enrolling in or withdrawing from the community college have not been adjusted for missing values. Overall, percentages have been rounded off to the nearest whole number.

This chapter is organized generally according to the order of the major research questions. The following narrative presents findings that answer the research questions. Pertinent data from which these findings were derived are presented in the appendices as noted throughout the narrative.

PROFILE OF RESPONDENTS

The 248 of 251 respondents who gave their age averaged 31.3 years of age with a standard deviation of 10.3 years. The ages reported by respondents ranged from 17 to 69 years. Seventy-nine respondents (32 percent) were between the ages of 17 and 24. One hundred sixty-nine respondents (68 percent) were 25 years of age or older. The distribution of the ages of respondents is illustrated in Figure 4.

The reported sexes and races of the respondents represented approximately the same percentages as the total student body of the community college. One hundred twenty-eight (51 percent) of the respondents were female. Fifty-three (21 percent) of the respondents were members of ethnic minorities. Two respondents did not indicate their race. The distribution of races by sex of the respondents is shown in Table 4.

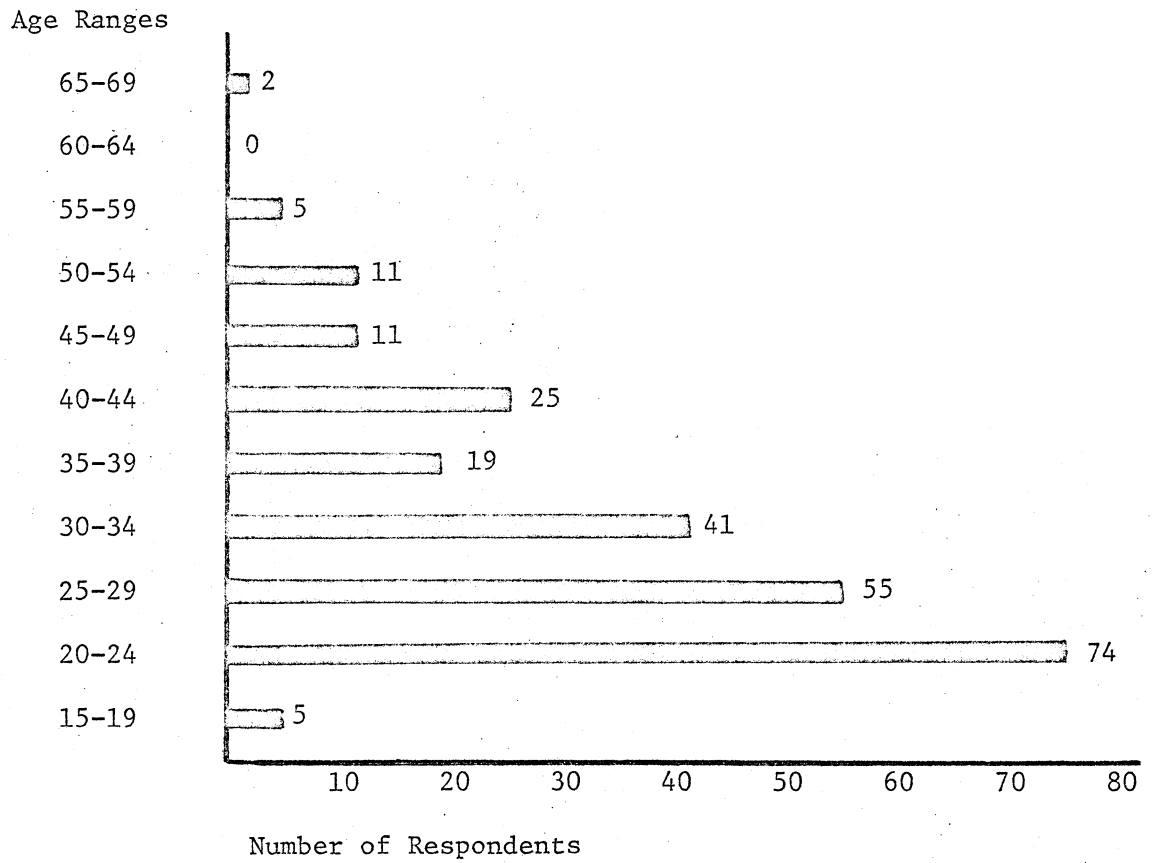


Figure 4

Age Distribution of Respondents

Table 4
 Distribution of Races by Sex
 of Respondents

Race	Sex			
	Male	Adjusted Percentage	Female	Adjusted Percentage
White	97	(39)	100	(40)
Black	20	(8)	17	(7)
American Indian	4	(2)	10	(4)
Other	1	(0)	-	-
Total	122	(49)	127	(51)

PROPORTIONS OF RESPONDENTS WHO COMPLETED THEIR OBJECTIVES BEFORE
WITHDRAWING AND ARE SATISFIED WITH THE COMMUNITY COLLEGE

Respondents' answers to three questions concerning their perceptions of completion of objectives, satisfaction with the community college, and continuance of education following the withdrawal from the community college were used to classify respondents into an eight-cell paradigm as shown in Figure 5.

Eighty-six percent of the 250 respondents reported that they were satisfied with the programs and services of the community college. One respondent did not indicate whether he had completed his objective and was not represented in Figure 5. Apparently 84 percent of these satisfied respondents were highly satisfied with their educational experience since all indicated an intention to continue their education.

Thirty-three percent of the 215 respondents who expressed satisfaction with the community college intend to eventually complete a degree program and graduate from the community college. Another 33 percent of these 215 intend to return to the community college to take additional courses at some time in the future. The remaining satisfied respondents indicated that they intended to continue their education at some college other than the participating institution, intended to discontinue their education, or were undecided about continuing their education at any institution.

Eighty-nine percent, or 31, of the 35 dissatisfied respondents intend to continue their education. Nineteen of these intend to return to the community college to continue their education--13 to pursue degrees and 6 to take courses. Of the remaining 16 dissatisfied

	Dissatisfied		Satisfied		
	Will Not Continue Education	Will Continue Education	Will Not Continue Education	Will Continue Education	
Completed objective	0	5	20	91	116 (.46)
Did not complete objective	4	26	15	89	134 (.54)
	4 (.02)	31 (.12)	35 (.14)	180 (.72)	250 (1.00)

Figure 5

Number of Respondents Expressing Completion of Objectives, Satisfaction, and Continuance of Education

respondents, 12 intend to continue their education at some college other than the participating institution and 4 do not intend to continue their education. Thus it was found that two-thirds of the satisfied respondents as well as nearly two-thirds of the dissatisfied respondents intend to return to the community college to either take courses or to work toward a degree.

The second proportion observed in Figure 5 was those respondents who stated that they completed their objectives at the community college before they withdrew. Forty-six percent of all respondents indicated that they had completed their objectives before withdrawing. Eighty-six percent of these respondents stated that they intended to continue their education, indicating that while the students had realized their first objectives, they have set other objectives requiring additional education.

The third proportion of respondents observed in Figure 5 was that group of former students who stated that they: (1) had completed their objectives before withdrawing, and (2) were satisfied with the programs and services of the community college. Forty-four percent of all respondents met both conditions. On its own, this statistic appears to be a significant output measure for the community college.

Yet Figure 5 contains other information that might indicate that this third proportion will substantially exceed 44 percent over a period of time. Thirty-five percent or 89 of the respondents indicated that they were satisfied with the college but had not completed their objectives. Seventy-six of these 89 respondents, representing 30 percent of all respondents, indicated that they intended

to return to the community college to take courses or to pursue a degree at some time in the future.

If we add this 30 percent to the 44 percent who have already completed their objectives and are satisfied, we find that nearly three-fourths of all students who do not graduate from the community college might eventually complete their objectives and be satisfied with the community college.

Relationships Between Completion of Objectives, Satisfaction, and Continuance of Education

A computerized crosstabulation analysis to determine the relationships between completion of objectives, satisfaction, and continuance of education was also conducted. The data was first controlled for those 39 respondents who indicated that they had not and did not intend to continue their education. The results of this phase of the crosstabulation are shown in Figure 6.

The chi-square (χ^2) test for independence between completion of objectives and satisfaction for the respondents not continuing their education was conducted. The observed chi-square value for this data was 4.89 with one degree of freedom, significant at $\alpha = .05$. Thus it was concluded that completion of objectives and satisfaction are dependent variables for respondents who have discontinued their education.

The phi (ϕ) correlation coefficient was computed to be .35 for this data. This coefficient was significant at $\alpha = .05$. Thus a low relationship was found to exist between completion of objectives and satisfaction for respondents who indicated no continuance of

		Satisfied?		
		No	Yes	
Completed Objective?	Yes	0	20	20
	No	4	15	19
		4	35	39

Figure 6

Crosstabulation of Completion of Objectives and Satisfaction for Respondents not Continuing Their Education

their education following their withdrawal from the community college.

A similar analysis was also conducted for those 211 respondents who indicated a continuance of their education after withdrawing from the community college. The results of this crosstabulation are shown in Figure 7.

The chi-square test of independence between completion of objectives and satisfaction for respondents continuing their education found $\chi^2 = 12.65$, significant at $\alpha = .05$. Therefore, it was concluded that completion of objectives and satisfaction were dependent variables for those respondents who indicated a continuance of their education.

The phi (ϕ) correlation coefficient for this data was found to be .24, significant at $\alpha = .05$. However, the correlation coefficient is sufficiently low that when squared, its predictive ability is found to be valued at .06. Correlation coefficients below .30 and predictive values below .10 are generally considered to be unimportant, even if statistically significant (Ferguson, 1976).

Completion of Objectives, Satisfaction, Continuance
of Education, and Respondents' Sex, Age, and Race

Three phi (ϕ) correlation coefficients were calculated and 3 chi-square tests of independence were conducted to determine the relationship between the sex of respondents and their completion of objectives, satisfaction, and continuance of education (see Figure 8). In each case it was found that the calculated correlation coefficients were not statistically significant at $\alpha = .05$. The chi-square value of

		Satisfied?		
		No	Yes	
Completed Objective?	Yes	5	91	96
	No	26	89	115
		31	180	211

Figure 7

Crosstabulation of Completion of Objectives and Satisfaction for Respondents Continuing Their Education

	Comp. Obj.?				Satisfied?				Cont. Educ.?			
	No	Yes			No	Yes			No	Yes		
<u>SEX</u>	Males	72	50	122	Males	16	107	123	Males	15	108	123
	Females	64	64	128	Females	19	109	128	Females	21	107	128
		136	114	250		35	216	251		36	215	251
		$\phi = .09$				$\phi = .03$				$\phi = .06$		
		$\chi^2 = 2.01, p > .05$				$\chi^2 = .18, p > .05$				$\chi^2 = .90, p > .05$		

<u>AGE</u>	Comp. Obj.?				Satisfied?				Cont. Educ.?		
	No	Yes			No	Yes			No	Yes	
17-24	53	29	82	17-24	17	65	82	17-24	13	66	79
25 up	83	85	168	25 up	18	151	169	25 up	22	147	169
	136	114	250		35	216	251		35	213	248
	$\phi = -.14$				$\phi = -.14$				$\phi = -.05$		
	$\chi^2 = 5.15, p < .05$				$\chi^2 = 4.68, p < .05$				$\chi^2 = .53, p > .05$		

<u>RACE</u>	Comp. Obj.?				Satisfied?				Cont. Educ.?		
	No	Yes			No	Yes			No	Yes	
White	104	91	195	White	26	170	196	White	32	164	196
Minor.	30	23	53	Minor.	9	44	53	Minor.	4	48	52
	134	114	248		35	214	249		36	212	248
	$\phi = .03$				$\phi = .04$				$\phi = -.10$		
	$\chi^2 = .18, p > .05$				$\chi^2 = .48, p > .05$				$\chi^2 = 2.47, p > .05$		

Figure 8

Crosstabulation of Completion of Objectives, Satisfaction, and Continuance of Education by Respondents' Sex, Age, and Race

independence revealed no significant chi-square values, indicating that completion of objectives, satisfaction, and continuance of education were independent of the sex of respondents.

Similar statistical procedures were employed to determine the relationship between the age of respondents and their completion of objectives, satisfaction with the college, and continuance of education. No important correlation coefficients were found. However, the chi-square tests of independence produced some significant findings.

The age of respondents and their completion of objectives were found to be dependent variables with respondents 25 years of age or older more likely to state that they had completed their objectives than younger respondents. Similar relationships were found between respondents' age and their expressions of satisfaction with the community college. However, no relationships were found between the age of respondents and their continuance of education.

No significant correlations or chi-square values were found throughout the analysis of the crosstabulation of completion of objectives, satisfaction, and continuance of education by the respondents' race. Thus it was concluded that race had no relationship to the responses.

REASONS FOR ENROLLING IN THE COMMUNITY COLLEGE

Respondents were asked to indicate their three major reasons for enrolling in the community college in order of priority. The most important reason for enrolling according to the weighted responses was "to increase my general knowledge and level of education."

Occupational and career-related items were other major reasons. Other important reasons were "for personal satisfaction," "to prepare for transfer to a four-year college," and "to get a degree."

The rank order and relative importance of each of the major reasons for enrolling as determined by the proportion of total points each of the reasons received are shown in Table 5. (See Appendix F for the distribution of points for respondents' first, second, and third most important reasons for enrolling.)

As shown in Table 5, only 5 percent of the reasons for enrolling as reported by all respondents were "to get a degree." Of the original group of 490 students' names selected, only 14 percent were found to have completed requirements for graduation. Thus it may be that the low graduation rates in community colleges are a normal product of the students' reasons for enrolling in those institutions. Evaluating the productivity of community colleges based primarily on the number of students who receive degrees thus appears to be an inappropriate method since, as found in this study, so few students enter the community college to get degrees.

Differences in Reasons for Enrolling by Satisfied and Dissatisfied Respondents

Satisfied and dissatisfied former students agreed on the importance of their first three major reasons for enrolling in the community college though the order of the rankings by the two groups was slightly different. However, satisfied respondents may have been more objective-oriented upon entering the community college as indicated by their fourth, fifth, and sixth ranked reasons as shown

Table 5
Major Reasons for Enrolling in the Community College
as Reported by All Respondents

Rank Order	Reasons	Proportion of Total Points
1	To increase my general knowledge and level of education	.20
2	To prepare for employment in a specific career field	.12
3	To prepare for a specific job or skill	.12
4	For personal satisfaction	.09
5	General preparation for employment	.08
6	To get a promotion or for a better position	.07
7	To prepare for transfer to a four-year college	.07
8	To get a "degree"	.05

in Table 6. Dissatisfied respondents' fourth ("general preparation for employment"), fifth ("preparation for life"), and sixth ranked reasons ("it was inexpensive") are somewhat nebulous reasons for investing time and money in college. It may be that the more specific a student's objective is upon entering the community college, the greater are his chances for completing his objective and being satisfied by the programs and services of the college.

The comparison of the most important reasons for enrolling as ranked by satisfied and dissatisfied respondents is shown in Table 6. (The related data and the rank order of all reasons for enrolling given by satisfied respondents are listed in Appendix G. Similar information for dissatisfied respondents is included in Appendix H.)

The Spearman rho (ρ) correlation coefficient for the two rankings of all reported reasons for enrolling was found to be .86, statistically significant at $\alpha = .05$. Therefore it was concluded that there was no significant difference in the reasons for enrolling as expressed by satisfied and dissatisfied respondents.

Reasons for Enrolling and Sex of Respondents

This study sought to determine whether the reasons for enrolling in a community college varied significantly according to the sex of the respondents. Forty-nine percent of the respondents were male, and 51 percent were female. The largest percentages of male and female respondents indicated reasons related to employment,

Table 6

Major Reasons for Enrolling as Ranked by
Satisfied and Dissatisfied Respondents

Reasons	Ranking by Satisfied Respondents	Ranking by Dissatisfied Respondents
To increase my general knowledge and level of education	1	2
To prepare for employment in a specific career field	2	3
To prepare for a specific job or skill	3	1
For personal satisfaction	4	7
To prepare for transfer to a four-year college	5	10
To get a promotion or for a better position	6	8
General preparation for employment	7	4
To get a "degree"	8	10
To develop hobby or recreational skills	9	14
Preparation for life	11	5
It was inexpensive	10	6
To please my folks	13	10

skill development, and their careers as being the primary reasons for enrolling in the community college.

Some differences were observed. Not surprisingly, males indicated that "to qualify for VA benefits or other financial aid" was a significant reason for enrolling whereas females did not. However, females listed "convenient location" of classes to be a more important reason for enrolling than males did. The reference by females to class location was interpreted to mean classes meeting at off-campus locations.

The comparison of the main reasons for enrolling as reported by male and female respondents is shown in Table 7. (The related data and the rank order of all reasons for enrolling as indicated by male respondents is found in Appendix I. Corresponding information for female respondents is included in Appendix J.)

The Spearman rho (ρ) correlation coefficient for the rankings by males and females was determined to be .81. The correlation coefficient was significant at $\alpha = .05$. Overall, it was concluded that reasons for enrolling in the community college did not vary significantly according to the sex of respondents.

Reasons for Enrolling and the Age of Respondents

Few studies of community college enrollment or attrition have included age as a variable. Perhaps, as Monroe (1972) suggests, age had little to do with the reasons for enrollment in or withdrawal from the community college.

This study supports Monroe's assumption. In order to facilitate the analysis, respondents in the study were sorted into two groups:

Table 7

Major Reasons for Enrolling as Ranked by
Male and Female Respondents

Reasons	Ranking by Male Respondents	Ranking by Female Respondents
To increase my general knowledge and level of education	1	1
To prepare for employment in a specific career field	2	3
To prepare for a specific job or skill	3	2
For personal satisfaction	4	4
To prepare for transfer to a four-year college	5	8
To get a promotion or for a better position	6	6
To get a "degree"	7	11
General preparation for employment	8	5
Preparation for life	12	7

(1) 17 to 24 years of age, and (2) 25 years of age or older.

Career-related reasons again tended to dominate the most important reasons identified by the two age groups. However, the differences in the rankings of several reasons by the two age groups are noteworthy.

Younger students ranked "to prepare for transfer to a four-year college" much higher as a reason for enrolling than did the older respondents. On the other hand, the older respondents indicated that "to qualify for VA benefits or other financial aid" was a significant reason for their enrollment in the community college while none of the younger respondents marked this as either a first, second, or third most important reason for enrolling.

Another difference concerns the possible motivations the respondents had for enrolling. Younger respondents ranked "for personal satisfaction" much lower than did the older group. At the same time the younger group ranked "to please my folks" much higher than the older group. This may indicate that the older respondents enrolled in the college for self-directed motivations, and that the younger respondents were motivated to some degree by the expectations of their families.

The rankings of the most important reasons for enrolling as expressed by the two age groups are shown in Table 8. (The related data and rank-ordered reasons for enrolling as reported by 17 to 24 year old respondents are listed in Appendix K. Related data and rank order reasons for the 25 years of age or older group are listed in Appendix L.)

Table 8

Major Reasons for Enrolling as Ranked by the
17 to 24 and 25 or Older Age Groups

Reasons	Ranking by 25 or Older Respondents	Ranking by 17 to 24 Respondents
To increase my general knowledge and level of education	1	1
To prepare for a specific job or skill	2	4
For personal satisfaction	3	10
To prepare for employment in a specific career field	4	3
To get a promotion or for a better position	5	11
General preparation for employment	6	5
To develop hobby or recreational skills	7	12
To get a "degree"	8	8
To prepare for transfer to a four-year college	10	2
Preparation for life	12	6
It was inexpensive	9	7

The Spearman rho (ρ) correlation coefficient for the rankings of all reasons for enrolling as expressed by the two age groups was determined to be .71, significant at $\alpha = .05$. Thus it was concluded that the reasons for enrolling in a community college do not vary significantly according to respondents' ages.

Reasons for Enrolling and Race of Respondents

This study also sought to determine whether respondents gave significantly different reasons for enrolling in the community college according to their race. DeFreitas and Roesler (1976) found that proportionately more minority students indicated occupational reasons for entering the community college. They also found that a large proportion of white students selected general personal goals, and that equal proportions of white and minority students selected transfer goals upon entering community colleges.

The Spearman rho (ρ) correlation coefficient for the compared rankings of reasons for enrolling as reported by white and minority respondents was found to be .88, indicating that all reported reasons for enrolling did not vary significantly according to respondents' race. There were some differences, however, in the rankings of individual reasons by the two groups.

White and minority respondents agreed on the first three reasons for enrolling. However, white respondents ranked "for personal satisfaction" considerably higher than did minority respondents as a reason for enrolling. This tends to support DeFreitas and Roesler's finding. Contrary to DeFreitas and Roesler's other findings, this

study found that equal proportions of white and minority respondents reported occupational reasons for enrolling, and that white ranked transfer goals higher than did minority respondents.

The most important reasons for enrolling in the community college as reported by white and minority respondents are listed in Table 9. (The distribution of points and rankings of reasons for enrolling in a community college as reported by white respondents are listed in Appendix M. Corresponding information for minority respondents is included in Appendix N.)

Summary of Reasons for Enrolling

The analysis of respondents' reasons for enrolling in the community college revealed that the most important reason was "to increase my general knowledge and level of education." Several reasons related to employment, skill development, and respondents' careers consistently ranked among the major reasons for enrolling in the community college throughout the analysis of the data.

While individual differences were noted, it was determined that reasons for enrolling in a community college were not significantly different for respondents expressing satisfaction and dissatisfaction with the community college. Respondents also did not give significantly different reasons for enrolling in the community college according to their sex, age, and race.

REASONS FOR WITHDRAWING FROM THE COMMUNITY COLLEGE

The third section of the survey instrument was designed to determine why the former students in the sample withdrew from

Table 9

Major Reasons for Enrolling as Ranked by
White and Minority Respondents

Reasons	Ranking by White Respondents	Ranking by Minority Respondents
To increase my general knowledge and level of education	1	1
To prepare for a specific job or skill	2	3
To prepare for employment in a specific career field	3	2
For personal satisfaction	4	7.5
General preparation for employment	5	6
To get a promotion or for a better position	6	9
To prepare for transfer to a four-year college	7	10
It was inexpensive	8	11
To get a "degree"	10	4
Preparation for life	11	5
To develop hobby or recreational skills	9	7.5

John Tyler Community College prior to graduating from the institution. Former students in the sample were asked to indicate their three major reasons for withdrawing from the community college in the order of their importance. This study also employed a scheme for distinguishing the reasons for withdrawal from the community college that were beyond the control of the college from those reasons over which the college had some degree of control.

Monroe's (1972) discussion of "college-related," "self-related," and "external impinging forces" addressed this differentiation. However, specific rules for determining whether a reason for withdrawing from the community college is college-related, self-related, or is an external impinging force were not prescribed in the literature.

Therefore, definitions of each of the classifications were developed in such a manner that problems cited by the former students in the sample that were related to the policies and programs of the college would be classified in the same category. The rationale for this approach was to provide a category of problems that the community college could probably attempt to alleviate, thereby possibly increasing the percentage of community college students who remain in the institution until they complete their objectives.

The definitions for the categories and the reasons for withdrawing as reported by the respondents were then submitted to a panel who were directed to classify each of the reasons into one of the categories. The panel consisted of: (1) the president of the community college participating in the study; (2) the former president of another community college, and (3) four faculty members of the College

of Education at Virginia Polytechnic Institute and State University.

In a few cases the panelists, who worked independently, gave contrasting opinions. In such cases the opinions of the president of the participating institution and of the former president were generally used. In other cases, some of the panelists felt that some of the reasons could possibly be classified into either the "college-related" or "self-related" categories. Usually in these cases, the opinion of the president of the college was used because he was in the best position to know the capabilities of his institution in designing remedies to problems cited by the former students.

The major reason for withdrawing from the community college as found in this study was that the respondents perceived themselves as having finished all the courses they wanted to take. This tended to reinforce the earlier finding that a substantial proportion of the respondents felt that they had completed their objectives before withdrawing. Respondents reported that their jobs, families, and other commitments were major reasons that interrupted their studies at the community college. This trend was noticed throughout the analysis of the reasons for withdrawing from the community college.

The fifth most important reason for withdrawing in the ranking by all respondents was "I moved away." This reason would probably have ranked higher had the study been designed to trace those persons to whom the pre-letter was not delivered. However, it is doubtful that "I moved away" would have replaced "I finished all the courses I wanted to take" as the most important reason for withdrawing. To the contrary, those persons who did not receive

the pre-letter may have finished all the courses they wanted to take, found employment in another area of the state or nation, and moved for the convenience of being nearer their employment. Thus the case for "I finished all the courses I wanted to take" as the most important reason for withdrawing may have been strengthened had this group of former students been traced and included in the study.

The rank order and relative importance of each of the major reasons for withdrawing as determined by the proportion of total points each of the reasons received are shown in Table 10. (See Appendix O for the distribution of points for respondents' first, second, and third most important reasons for withdrawing and for the designations given to all reasons as either "college-related," "self-related," or "external impinging force.")

Respondents showed a tendency to withdraw from the community college for reasons over which the college has no control according to the classifications used in this study. Table 11 shows the distribution of college-related, self-related, and external impinging force reasons for withdrawing as identified by all respondents.

Reasons for Withdrawing and Satisfaction of Respondents

This study sought to determine whether respondents gave significantly different reasons for withdrawing from the community college according to their expressions of satisfaction and dissatisfaction with the programs and services of the community college. The biggest difference in rankings by any two sub-populations in the study was

Table 10

Major Reasons for Withdrawing from the Community College
as Reported by All Respondents

Rank Order	Reasons	Proportion of Total Points
1	I finished all the courses I wanted to take	.18
2	With my other commitments, I didn't have enough time to study	.13
3	My work schedule conflicted	.12
4	To enroll in another college	.06

Table 11

Distribution of the Categories of Reasons for Withdrawing
as Reported by All Respondents

Categories	Proportion of Reasons for All Respondents
College-related	.28
Self-related	.68
External impinging force	.04

found between satisfied and dissatisfied respondents. The 35 dissatisfied respondents ranked "the teachers were duds" as their most important reason for withdrawing whereas satisfied respondents gave this reason a very low, non-significant ranking. Dissatisfied respondents also differed with satisfied respondents over other reasons that may provide insights to the previously cited difference. Satisfied respondents felt that they did not have enough time to study due to other commitments and stated that their work schedule conflicted with going to college. Dissatisfied respondents also felt that their work schedule conflicted with going to the college, but they did not feel that their other commitments interfered unduly with their study time.

At this point the discussion seems to indicate that the dissatisfied respondents felt that they had enough time to study and that the teachers did a poor job which contributed substantially to the students' withdrawal from the community college. This argument is not supported, however, when we consider the perceptions of academic ability expressed by each of the two groups.

Satisfied respondents generally thought that their academic preparation for college was adequate whereas dissatisfied respondents thought that their lack of academic preparation for college contributed substantially to their withdrawal. Thus it was found that dissatisfied respondents not only were more critical of the instructors at the community college, but that they also acknowledged that their lack of academic preparedness was a significant factor in their withdrawal from the institution.

A moderately low correlation ($\rho = .48, p < .05$) was found between the rankings of all reasons for withdrawing as reported by satisfied and dissatisfied. The correlation appears to have occurred as a result of several reasons which were ranked very low by both groups. In several cases these reasons for withdrawing were reported by only one or two, if any, former students. Nevertheless it must be concluded that, overall, satisfied and dissatisfied respondents did not give significantly different reasons for withdrawing from the college.

The comparison of the rankings of the major reasons for withdrawing from the community college as reported by satisfied and dissatisfied respondents is shown in Table 12. (The distribution of first, second, and third most important reasons for withdrawing as reported by satisfied respondents is shown in Appendix P. Corresponding information for dissatisfied respondents is shown in Appendix Q.)

When all the reasons for withdrawing were classified by the schema presented earlier, some differences were found. Satisfied respondents tended to identify more self-related reasons for withdrawing from the community college. Conversely, those students who were dissatisfied with the community college identified more college-related reasons for their withdrawal.

By definition, "college-related" reasons included those problems that the college could attempt to alleviate by designing special activities or programs. Thus there is reason to believe that dissatisfaction among former, non-graduated students may be reduced

Table 12
 Major Reasons for Withdrawing as Ranked by
 Satisfied and Dissatisfied Respondents

Reasons	Ranking by Satisfied Respondents	Ranking by Dissatisfied Respondents
I finished all the courses I wanted to take	1	7
With my other commitments, I did not have time to study	2	10.5
My work schedule conflicted	3	2
To enroll in another college	4	22.5
The teachers were duds	29	1
I wasn't academically prepared to go to college	14	3
I moved away	6	4.5
The college didn't offer what I wanted	8	4.5

if effective programs and activities designed to remedy the problems are implemented by the community college. The proportions of college-related, self-related, and external impinging force reasons for withdrawing as reported by the satisfied and dissatisfied respondents are listed in Table 13.

Reasons for Withdrawing and Sex of Respondents

Returned questionnaires were analyzed to determine whether male and female respondents gave significantly different reasons for withdrawing from the community college. Males and females generally agreed on the major reasons for withdrawing even though the rank orders of those reasons by the two groups was slightly different.

As expected, males ranked "to qualify for VA benefits or other financial aid" substantially higher as a reason for enrolling than did females. Similarly, males ranked "used up VA benefits or other financial aid" much higher as a reason for withdrawing than did females. On the other hand, females ranked "I couldn't afford to keep going" much higher than did males. The reasons may interface since both seem to indicate financial reasons for withdrawal from the community college. Males tended to rank their lack of academic preparedness for college and the fact that they did not apply themselves substantially higher as reasons for withdrawing from the community college than did female respondents.

A moderate correlation ($\rho = .65$, $p < .05$) was found between the rankings of the reasons for withdrawing as reported by males and females, an indication that the reasons for withdrawing did not vary

Table 13

Distribution of the Categories of Reasons for Withdrawing as Reported
by Satisfied and Dissatisfied Respondents

Categories	Proportion of Reasons for Satisfied Respondents	Proportion of Reasons for Dissatisfied Respondents
College-related	.23	.61
Self-related	.73	.37
External impinging force	.04	.02

$$\chi^2 = .296, p > .05$$

significantly according to the sex of the respondents. The comparison of the rankings of the major reasons for withdrawing as reported by male and female respondents is shown in Table 14. (Appendix R lists the first, second, and third most important reasons for withdrawing as reported by male respondents. Appendix S contains similar information for female respondents.)

Grouping the responses of males and females supported the earlier finding in this study that the two groups reported similar reasons for withdrawing, which again supports Monroe's (1972) suggestion that reasons for withdrawing from the community college are similar for males and females. For all practical purposes, the proportions of college-related, self-related, and external impinging force reasons for withdrawing were equal for male and female respondents.

Reasons for Withdrawing and the Age of Respondents

The review of literature found several references to the fact that more and more older persons are continuing their education at community colleges (Astin, 1972; Balderston, 1974; and Cross, 1968). Officials at the participating institution confirmed that the average age of their student body had risen in recent years similar to reports from other colleges across the country. Therefore this study sought to determine whether these older students gave significantly different reasons for withdrawing from the community college than did their younger counterparts.

Some obvious differences were noted in the reasons given by the two age groups. As expected, younger respondents indicated that

Table 14
 Major Reasons for Withdrawing as Ranked by
 Male and Female Respondents

Reasons	Ranking by Male Respondents	Ranking by Female Respondents
My work schedule conflicted	1	3
I finished all the courses I wanted to take	2	1
With my other commitments, I did not have enough time to study	3	2
To enroll in another college	4	5
I couldn't afford to keep going	11	4

"used up VA benefits or other financial aid" was not a major reason for withdrawing. This was probably a function of the end of armed conflict and the military draft a few years ago. It is also logical that persons 25 years of age and older did not list "I joined the military" as high in the order as did the younger students.

Younger respondents also ranked "I got married" higher in the order of reasons for withdrawing than did older respondents. The presumed explanation is that those older respondents who would marry probably have already done so. This would also appear to explain why the older respondents ranked "marital problems" considerably higher in the order than did the younger respondents.

Older respondents rated "illness and medical problems" encountered either by themselves or someone in their families considerably higher as a reason for withdrawing than did the younger respondents. It may be that this is a function of the generally declining health of older persons. It may also be that older students more frequently find themselves in positions in which they are called upon to assume greater responsibilities due to the problems of others in their families.

The differences for two other reasons bear consideration. Younger respondents rated "the teachers were duds" much higher than did the older respondents. This might lead one to conclude that younger respondents had a tendency to place the blame for their withdrawal from the community college on the institution.

Yet these younger students not only ranked "I did not apply myself" higher than the older respondents did, but they also ranked

Table 15

Distribution of the Categories of Reasons for Withdrawing as
Reported by Male and Female Respondents

Categories	Proportion of Reasons for Male Respondents	Proportion of Reasons for Female Respondents
College-related	.26	.30
Self-related	.71	.65
External impinging force	.03	.05

$$\chi^2 = .010, p > .05$$

this lack of application higher than they ranked "the teachers were duds." Thus the theory that younger students tended to blame the community college for their withdrawal rather than accept some of the responsibility themselves may not be true. Despite these differences, it was found that the younger and older respondents gave similar reasons for withdrawing from the community college. A moderate correlation ($\rho = .60, p < .05$) was found.

The comparison of the rankings of the major reasons for withdrawing as reported by younger and older respondents is shown in Table 16. (The first, second, and third most important reasons for withdrawing as reported by 17 to 24 year old respondents are found in Appendix T. Corresponding information for 25 years of age or older respondents is listed in Appendix U.)

The reasons cited by both groups were further analyzed to determine if younger and older respondents reported different proportions of college-related, self-related, and external impinging force reasons for withdrawing from the community college. The younger respondents tended to report slightly more self-related reasons for withdrawing than did the older respondents. Overall, however, the two age groups appear to have reported approximately equal proportions in each of the three categories as shown in Table 17.

Reasons for Withdrawing and Race of Respondents

The review of the literature revealed that few studies have attempted to determine whether white and minority former students report significantly different reasons for withdrawing from the community college. Some studies compared one ethnic group with other ethnic

Table 16

Major Reasons for Withdrawing as Ranked by 17 to 24 and
25 Years of Age or Older Groups

Reasons	Ranking by 25 or Older Group	Ranking by 17-24 Year Olds
I finished all the courses I wanted to take	1	1
With my other commitments, I did not have enough time to study	2	4
My work schedule conflicted	3	3
To enroll in another college	7	2

Table 17

Distribution of the Categories of Reasons for Withdrawing as Reported
by 17 to 24 Year Olds and 25 Years or Older Respondents

Categories	Proportion of Reasons for 25 or Older Respondents	Proportion of Reasons for 17 to 24 Respondents
College-related	.29	.24
Self-related	.66	.74
External impinging force	.05	.02

$\chi^2 = .020, p > .05$

groups (Stine, 1976) and others compared white and minority students only in terms of reasons for enrolling (DeFreitas and Roesler, 1976).

Monroe's (1972) suggestion that race is not a significant factor in community college attrition was supported in this study. A moderately high correlation ($\rho = .81$, $p < .05$) was found between the rankings of reasons for withdrawing by white and minority respondents. Grouping the reasons into categories also found that white and minority respondents reported equal proportions of college-related, self-related, and external impinging force reasons for withdrawing. Thus it was concluded that reasons for withdrawing did not vary significantly according to respondents' race.

(Reasons for withdrawing as reported by white respondents are listed in Appendix V. Reasons for withdrawing as reported by minority respondents are listed in Appendix W.)

SUMMARY AND CONCLUSIONS

In an interview for a series of newspaper articles, officials of the Virginia Community College System noted that 63 percent of the 1975 fall quarter enrollment for the 23 community colleges in that system was comprised of part-time students. Specific data on completion rates for Virginia community college students were not available, but Dr. Fred Snyder, then Director of Research and Evaluation for that system, hypothesized that a small proportion of the students of the community colleges ever graduated from those institutions. High dropout rates have also been noted among growing numbers of part-time students in studies of community colleges throughout the country (California

State Coordinating Council for Higher Education, 1974; and Illinois Community College Board, 1975).

Gleazer (1974) stated that "the community college is the final link in the national chain of effort to democratize and universalize opportunity for college training." Balderston (1974) took the position that as the concept of adult education becomes more universalized, part-time enrollment and attrition rates would continue to increase. Balderston stated that this "universalized education" would require larger budgets for community colleges. He suggested that the public's willingness to provide these larger budgets would be contingent on their value of providing the opportunity for post-secondary education to everyone.

In recent years, legislators, budget officers, taxpayers and some community college educators have begun questioning whether community colleges are providing equal educational opportunity for all for few community college students ever complete a program and graduate from the community college.

Cross (1968) observed that most studies of former community college students included only those persons who had graduated from an official program in those institutions. Monroe (1972) also observed this and suggested that an evaluation of the efforts of a community college must include the opinions of all former students, not just graduates or students who transfer to four-year institutions.

The purpose of this study was to determine how well the community college has served students who have withdrawn from a selected community college. More specifically, this study sought to

determine the answers to the following questions in order to arrive at some expression of productivity, on the assumption that completion of objectives and satisfaction are measures of productivity:

1. Of those students who withdraw from the community college before graduating, what proportion indicate satisfaction with the programs and services of the community college?
2. What proportion report that they completed their objectives before withdrawing from the community college?
3. What proportion of these former students report that they were both satisfied and had completed their objectives?

Subsidiary questions were:

1. What were the former, non-graduated students' reasons for enrolling the community college?
2. What were their reasons for withdrawing?
3. What are the relationships between completion of objectives, satisfaction, and continuance of education?
4. Do reasons for enrolling, reasons for dropping out, perceptions of completion of objectives, expressions of satisfaction, and continuance of education vary significantly according to the sex, age, and race of the former students?

Three hundred fifteen former students of John Tyler Community College were asked if they had completed their objectives before withdrawing, if they were satisfied with the community college, and if they planned to continue their education. Two hundred fifty-one former students (80 percent of the sample) completed and returned the questionnaire. Analysis of their responses revealed the following:

1. Eighty-six percent were satisfied with the programs and services of the community college.

2. Forty-six percent indicated that they had completed their objectives before withdrawing from the community college.

3. Forty-four percent said that they had completed their objectives and were satisfied with the community college.

4. Thirty-five percent reported that they had not completed their objectives, but were satisfied and would continue their education at some time in the future.

5. Answers to questions concerning completion of objectives, satisfaction, and continuance of education did not vary significantly according to the sex, age, and race of respondents.

6. Of the 35 respondents (14 percent of the sample) who indicated dissatisfaction with the community college, 19, or 54 percent of the dissatisfied respondents, indicated that they intended to continue their education at John Tyler Community College at some unspecified time in the future.

7. Only 4 of the 35 dissatisfied respondents indicated that they would not continue their education.

8. The major reasons, in order of priority, for enrolling in the community college as expressed by all respondents included:

- a. To increase my general knowledge and level of education.
- b. Reasons related to skill development or employment.
- c. To prepare for transfer to a four-year college.
- d. To get a "degree".

9. Respondents did not give significantly different reasons for enrolling according to their sex, age, race, or expressions of satisfaction with the college.

10. The major reasons, in order of priority, for withdrawing from the community college as reported by all respondents were:

- a. I finished all the courses I wanted to take.
- b. With my other commitments, I did not have enough time to study.
- c. My work schedule conflicted.
- d. To enroll in another college.

11. Dissatisfied students listed substantially more college-related problems that contributed to their withdrawal from the community college than did the satisfied respondents. For example, dissatisfied respondents ranked "the teachers were duds" as their most important reason for withdrawing whereas it was a negligible reason for satisfied respondents.

12. Respondents did not give significantly different reasons for withdrawing from the community college according to their sex, age, and race.

CONCLUSIONS AND IMPLICATIONS

The results of this study seem to indicate that using "degrees awarded" as the primary method of evaluating the productivity of a community college is probably an inappropriate method. As found in this study, the tendency of current community college student bodies is to have objectives other than obtaining a degree. Therefore it

appears that an evaluation of the productivity of the community college must include some assessment of the services rendered to students who do not graduate.

The mission of a community college has a direct bearing on how the community college is evaluated. If evaluations of community colleges are to include an assessment of services rendered to former, non-graduated students, the community colleges should reassess their missions concerning educational services for non-degree-oriented learners.

This study indicates that this reassessment requires other output measures in addition to the traditionally-used "number of graduates." It appears reasonable to assume that completion of objectives before withdrawing and satisfaction with the community college are useful criteria to be used in the development of such output measures.

This single case study suggests that one community college may be doing a better job than it is generally given credit. Since this college is more, rather than less, typical of community colleges, it may be that the population as a whole is doing well and that evaluation procedures need to be developed along the lines used in this study. Indications are that the continuing education, occupational training and upgrading, and general education segments of the community college mission are being realized.

The problems of obtaining information from former, non-graduated students of the community college were overcome in this study. Since the information is relatively easy to obtain, more

colleges should conduct such studies in order to measure their productivity. Moreover, the colleges might learn what they can do better.

This study suggests that community colleges should address several college-related problems that might lead to student dissatisfaction and subsequent withdrawal from the college. Among the more important of these are: (1) dissatisfaction with instructors; (2) lack of academic preparedness for college, and (3) inadequacy of existing programs to meet the needs and interests of students.

This study suggests that the community college should attempt to develop a classification system for students based on the objectives they have upon enrolling in the community college. It may be that ill-defined objectives contribute to a student's dissatisfaction with the community college. If so, the community college can play an important role in assisting the student in the formulation of his objectives and in the development of strategies for achieving those objectives. An objective-based student classification system would also better lend itself to an evaluation of the productivity of the community college based primarily on students' achievement of their objectives.

RECOMMENDATIONS FOR FURTHER STUDY

The following recommendations for additional research and investigation are based on the findings of this study and could lead to an increase in the current body of knowledge related to output measures for community colleges.

1. This study should be replicated in order to determine whether similar findings will occur at other community colleges.

2. Additional study on a longitudinal basis is needed to determine how many community college students who withdraw before completing their objectives eventually return and complete their educational objectives at either the original community college or some other institution.

3. Studies of those former students who have not completed their objectives, are dissatisfied with the community college, but who intend to continue their education should be conducted in order to determine what motivates them to continue. Specifically, such a study should address the motivations of those who intend to return to the community college to continue their education.

4. In-depth studies of students' reasons for enrolling should be conducted in order to determine whether clearly-stated student objectives result in a higher incidence of completion of objectives and satisfaction with the community college.

5. Community colleges need to conduct studies of former, non-graduated students on an annual basis in order to:

- a. Provide a more realistic record of the productivity of the community college.
- b. Determine college-related problems that need attention.
- c. Establish normative standards for the productivity of community colleges.

6. Studies should be conducted to determine whether public officials responsible for evaluating and funding community colleges

would consider measurements of former, non-graduated students' perceptions of satisfaction and completion of objectives as indicators of the productivity of community colleges.

In conclusion, community colleges should take an aggressive role in determining the criteria by which they are evaluated. If community colleges value the services they render to non-degree-oriented students, they should undertake the studies necessary to develop adequate measures of their productivity as suggested in this study. Once known, this information should be incorporated into the community college's accountability reports.

The information needed to compile such reports is readily available. Once gathered, the data presents a more realistic report of the productivity of a community college than currently used methods. Given the trends of increasing numbers of part-time students and increasing attrition, community colleges can hardly afford not to assess services rendered to former, non-graduated students. Thus, an answer has been derived to the question, "Have the community colleges failed those students who withdrew before graduating?" Definitely not. While this study has found that there is room for improvement, the evidence indicates that the community college is doing a good job of meeting students' needs and interests.

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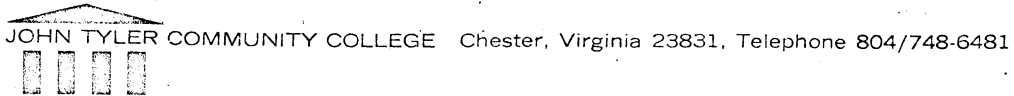
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APPENDIX A

PRE-LETTER TO FORMER STUDENTS IN INITIAL GROUP



April 6, 1977

In a few days John Tyler Community College will begin a follow-up study of a selected group of former students. Your name was selected for this study from over twenty thousand people who have attended John Tyler in its ten-year history.

We hope to find out how we can be of better service to people like yourself by finding out why people enroll in a community college and then withdraw from the college before graduating from one of the programs of the college.

We are surveying only a few former students, and as one of those few, your participation in the study is very important. The information that you give us will be kept confidential.

We've kept the survey forms very brief, and we think that it will take you only a few minutes to complete them and return them to us. They'll be in the mail to you in just a few days, so be watching for them.

Your responses are very important to the study, and we express our thanks in advance for assisting us in this effort.

Sincerely,

John W. Lavery, President

Eric B. McKeithan, Director of
Continuing Education (on leave)

APPENDIX B

FIVE FORMS OF FORMER STUDENT SURVEY INSTRUMENT

I. GENERAL INFORMATION - Please check (✓) the appropriate box for each question in this section.

A. Your sex is ___ Male, ___ Female.

B. Your age is ___ years.

C. Your race is ___ Black, ___ White, ___ American Indian, ___ Other.

	YES	NO
D. Are you currently enrolled in a credit course at JTCC?	<input type="checkbox"/>	<input type="checkbox"/>
E. Did you officially graduate from JTCC?	<input type="checkbox"/>	<input type="checkbox"/>
F. Have you taken a credit course at JTCC within the last three years.	<input type="checkbox"/>	<input type="checkbox"/>
G. Are you currently enrolled at another college?	<input type="checkbox"/>	<input type="checkbox"/>
H. Have you taken any credit courses from other colleges since you last attended JTCC?	<input type="checkbox"/>	<input type="checkbox"/>
I. Did you complete the course or courses that you had planned to take at JTCC?	<input type="checkbox"/>	<input type="checkbox"/>
J. Do you plan to take more courses at JTCC in the future?	<input type="checkbox"/>	<input type="checkbox"/>
K. Do you plan to eventually complete a program and graduate from JTCC?	<input type="checkbox"/>	<input type="checkbox"/>
L. Do you plan to continue your education either at JTCC or some other college?	<input type="checkbox"/>	<input type="checkbox"/>
M. Taken as a whole, are you satisfied with the educational programs and services that you received at JTCC?	<input type="checkbox"/>	<input type="checkbox"/>

II. WHY DID YOU ENROLL IN A COMMUNITY COLLEGE? Following are several reasons why people enroll in a course or courses at a community college.

Please read the whole list and then identify the three major reasons in their order of priority that you had for enrolling in the community college.

For example, place the number 1 in the blank in front of what you think was the most important reason; the number 2 in front of the second-most important reason, and the number 3 in front of the third-most important reason.

- | | |
|---|---|
| ___ A. To please my folks. | ___ K. To find a boy(girl) friend. |
| ___ B. Preparation for life. | ___ L. It was inexpensive. |
| ___ C. To have something to do. | ___ M. To prepare for transfer to a four-year college. |
| ___ D. To get a promotion or for a better position. | ___ N. To prepare for employment in a specific career field. |
| ___ E. To prepare for a specific job or skill. | ___ O. To get a "degree". |
| ___ F. To develop hobby or recreational skills. | ___ P. To qualify for VA benefits or other financial aid. |
| ___ G. For social life. | ___ Q. To increase my general knowledge and level of education. |
| ___ H. To be with friends. | ___ R. Other (please list) _____ |
| ___ I. General preparation for employment. | _____ |
| ___ J. For personal satisfaction. | _____ |

(Please continue on back)

III. WHY DID YOU WITHDRAW? Following are several reasons why community college students may withdraw before graduating. Please read the whole list and then identify the three major reasons why you withdrew in the order of their importance by placing the number 1 in front of the most important reason; the number 2 in front of the second-most important reason, and the number 3 in front of the third-most important reason.

- | | |
|---|---|
| <input type="checkbox"/> A. I finished all the courses that I planned to take. | <input type="checkbox"/> O. I wasn't academically prepared to go to college. |
| <input type="checkbox"/> B. Marital problem. | <input type="checkbox"/> P. To enroll in another college. |
| <input type="checkbox"/> C. The college didn't offer what I wanted. | <input type="checkbox"/> Q. Used up Va benefits or other financial aid. |
| <input type="checkbox"/> D. I got married. | <input type="checkbox"/> R. I did not apply myself. |
| <input type="checkbox"/> E. The classes were too tough. | <input type="checkbox"/> S. Joined the military. |
| <input type="checkbox"/> F. The teachers were "duds". | <input type="checkbox"/> T. I didn't have transportation. |
| <input type="checkbox"/> G. I couldn't compete with younger students. | <input type="checkbox"/> U. Registration and other procedures were too much of a hassle. |
| <input type="checkbox"/> H. With my other commitments, I did not have enough time to study. | <input type="checkbox"/> V. The courses wouldn't transfer. |
| <input type="checkbox"/> I. The studies were too easy. | <input type="checkbox"/> W. I never really wanted to go to college. |
| <input type="checkbox"/> J. I wasn't learning anything. | <input type="checkbox"/> X. I got a good job. |
| <input type="checkbox"/> K. My work schedule conflicted. | <input type="checkbox"/> Y. College officials made me take classes I didn't want to take. |
| <input type="checkbox"/> L. The college was too far away. | <input type="checkbox"/> Z. Other (please list) _____ |
| <input type="checkbox"/> M. I moved away. | _____ |
| <input type="checkbox"/> N. I couldn't afford to keep going. | _____ |

IV. WHAT CAN THE COMMUNITY COLLEGE DO TO IMPROVE? In your own words, tell us what we can do, if anything, to be of better service to you and others like you.

I. GENERAL INFORMATION - Please check (✓) the appropriate box for each question in this section.

- A. Your sex is ___ Male, ___ Female.
 - B. Your age is ___ years.
 - C. Your race is ___ Black, ___ White, ___ American Indian, ___ Other.
- | | YES | NO |
|--|--------------------------|--------------------------|
| D. Are you currently enrolled in a credit course at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Did you officially graduate from JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Have you taken a credit course at JTCC within the last three years? | <input type="checkbox"/> | <input type="checkbox"/> |
| G. Are you currently enrolled at another college? | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Have you taken any credit courses from other colleges since you last attended JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| I. Did you complete the course or courses that you had planned to take at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Do you plan to take more courses at JTCC in the future? | <input type="checkbox"/> | <input type="checkbox"/> |
| K. Do you plan to eventually complete a program and graduate from JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| L. Do you plan to continue your education either at JTCC or some other college? | <input type="checkbox"/> | <input type="checkbox"/> |
| M. Taken as a whole, are you satisfied with the educational programs and services that you received at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |

II. WHY DID YOU ENROLL IN A COMMUNITY COLLEGE? Following are several reasons why people enroll in a course or courses at a community college.

Please read the whole list and then identify the three major reasons in their order of priority that you had for enrolling in the community college.

For example, place the number 1 in the blank in front of what you think was the most important reason; the number 2 in front of the second-most important reason, and the number 3 in front of the third-most important reason.

- | | |
|---|---|
| <ul style="list-style-type: none"> ___ A. To be with friends. ___ B. To get a "degree". ___ C. To increase my general knowledge and level of education. ___ D. To have something to do. ___ E. To prepare for a specific job or skill. ___ F. To please my folks. ___ G. Preparation for life. ___ H. For personal satisfaction. ___ I. For social life. | <ul style="list-style-type: none"> ___ J. To find a boy(girl) friend. ___ K. To get a promotion or for a better position. ___ L. General preparation for employment. ___ M. To develop hobby or recreational skills. ___ N. It was inexpensive. ___ O. To prepare for transfer to a four-year college. ___ P. To qualify for VA benefits or other financial aid. ___ Q. To prepare for employment in a specific career field. ___ R. Other (please list) _____ |
|---|---|

(PLEASE CONTINUE ON BACK)

III. WHY DID YOU WITHDRAW? Following are several reasons why community college students may withdraw before graduating. Please read the whole list and then identify the three major reasons why you withdrew in the order of their importance by placing the number 1 in front of the most important reason; the number 2 in front of the second-most important reason, and the number 3 in front of the third-most important reason.

- | | |
|---|--|
| <input type="checkbox"/> A. I couldn't compete with younger students. | <input type="checkbox"/> O. Registration and other procedures were too much of a hassle. |
| <input type="checkbox"/> B. The studies were too easy. | <input type="checkbox"/> P. I did not apply myself. |
| <input type="checkbox"/> C. I got married. | <input type="checkbox"/> Q. Joined the military. |
| <input type="checkbox"/> D. The college was too far away. | <input type="checkbox"/> R. The teachers were "duds". |
| <input type="checkbox"/> E. College officials made me take classes I didn't want to take. | <input type="checkbox"/> S. I moved away. |
| <input type="checkbox"/> F. The classes were too tough. | <input type="checkbox"/> T. I never really wanted to go to college. |
| <input type="checkbox"/> G. I finished all the courses that I had planned to take. | <input type="checkbox"/> U. My work schedule conflicted. |
| <input type="checkbox"/> H. Used up VA benefits or other financial aid. | <input type="checkbox"/> V. The college didn't offer what I wanted. |
| <input type="checkbox"/> I. To enroll in another college. | <input type="checkbox"/> W. The courses wouldn't transfer. |
| <input type="checkbox"/> J. I couldn't afford to keep going. | <input type="checkbox"/> X. I wasn't learning anything. |
| <input type="checkbox"/> K. With my other commitments, I did not have enough time to study. | <input type="checkbox"/> Y. I wasn't academically prepared to go to college. |
| <input type="checkbox"/> L. I got a good job. | <input type="checkbox"/> Z. Other (please list) _____ |
| <input type="checkbox"/> M. Marital problem. | _____ |
| <input type="checkbox"/> N. I didn't have transportation. | _____ |

IV. WHAT CAN THE COMMUNITY COLLEGE DO TO IMPROVE? In your own words, tell us what we can do, if anything, to be of better service to you and others like you.

I. GENERAL INFORMATION - Please check (✓) the appropriate box for each question in this section.

- A. Your sex is ___ Male, ___ Female.
 - B. Your age is ___ years.
 - C. Your race is ___ Black, ___ White, ___ American Indian, ___ Other.
- | | YES | NO |
|--|--------------------------|--------------------------|
| D. Are you currently enrolled in a credit course at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| E. Did you officially graduate from JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Have you taken a credit course at JTCC within the last three years? | <input type="checkbox"/> | <input type="checkbox"/> |
| G. Are you currently enrolled at another college? | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Have you taken any credit courses from other colleges since you last attended JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| I. Did you complete the course or courses that you had planned to take at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Do you plan to take more courses at JTCC in the future? | <input type="checkbox"/> | <input type="checkbox"/> |
| K. Do you plan to eventually complete a program and graduate from JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| L. Do you plan to continue your education either at JTCC or some other college? | <input type="checkbox"/> | <input type="checkbox"/> |
| M. Taken as a whole, are you satisfied with the educational programs and services that you received at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |

II. WHY DID YOU ENROLL IN A COMMUNITY COLLEGE? Following are several reasons why people enroll in a course or courses at a community college.

Please read the whole list and then identify the three reasons in their order of priority that you had for enrolling in the community college.

For example, place the number 1 in the blank in front of what you think was the most important reason; the number 2 in front of the second-most important reason, and the number 3 in front of the third-most important reason.

- | | |
|---|--|
| <p>_____A. To have something to do.</p> <p>_____B. To please my folks.</p> <p>_____C. General preparation for employment.</p> <p>_____D. To get a promotion or for a better position.</p> <p>_____E. For personal satisfaction.</p> <p>_____F. To increase my general knowledge and level of education.</p> <p>_____G. To be with friends.</p> <p>_____H. To get a "degree".</p> <p>_____I. To qualify for VA benefits or other financial aid.</p> <p>_____J. To prepare for a specific job or skill.</p> | <p>_____K. For social life.</p> <p>_____L. To find a boy(girl) friend.</p> <p>_____M. It was inexpensive.</p> <p>_____N. To develop hobby or recreational skills.</p> <p>_____O. Preparation for life.</p> <p>_____P. To prepare for employment in a specific career field.</p> <p>_____Q. To prepare for transfer to a four-year college.</p> <p>_____R. Other (please list) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|--|

(Please continue on back.)

III. WHY DID YOU WITHDRAW? Following are several reasons why community college students may withdraw before graduating. Please read the whole list and then identify the three major reasons why you withdrew in the order of their importance by placing the number 1 in front of the most important reason; the number 2 in front of the second-most important reason, and the number 3 in front of the third-most important reason.

- | | |
|---|---|
| <input type="checkbox"/> A. College officials made me take classes I didn't want to take. | <input type="checkbox"/> O. I didn't have transportation. |
| <input type="checkbox"/> B. Marital problem. | <input type="checkbox"/> P. I moved away. |
| <input type="checkbox"/> C. I wasn't academically prepared to go to college. | <input type="checkbox"/> Q. The courses wouldn't transfer. |
| <input type="checkbox"/> D. The teachers were "duds". | <input type="checkbox"/> R. I did not apply myself. |
| <input type="checkbox"/> E. I finished all the courses that I had planned to take. | <input type="checkbox"/> S. My work schedule conflicted. |
| <input type="checkbox"/> F. Used up VA benefits or other financial aid. | <input type="checkbox"/> T. The college didn't offer what I wanted. |
| <input type="checkbox"/> G. Registration and other procedures were too much of a hassle. | <input type="checkbox"/> U. The college was too far away. |
| <input type="checkbox"/> H. I wasn't learning anything. | <input type="checkbox"/> V. I never really wanted to go to college. |
| <input type="checkbox"/> I. I joined the military. | <input type="checkbox"/> W. I couldn't afford to keep going. |
| <input type="checkbox"/> J. I got a good job. | <input type="checkbox"/> X. To enroll in another college. |
| <input type="checkbox"/> K. The classes were too tough. | <input type="checkbox"/> Y. The studies were too easy. |
| <input type="checkbox"/> L. I got married. | <input type="checkbox"/> Z. Other (please list) |
| <input type="checkbox"/> M. With my other commitments, I did not have enough time to study. | _____ |
| <input type="checkbox"/> N. I couldn't compete with younger students. | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

IV. WHAT CAN THE COMMUNITY COLLEGE DO TO IMPROVE? In your own words, tell us what we can do, if anything, to be of better service to you and others like you.

I. GENERAL INFORMATION - Please check (✓) the appropriate box for each question in this section.

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| H. Have you taken any credit courses from other colleges since you last attended JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| I. Did you complete the course or courses that you had planned to take at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Do you plan to take more courses at JTCC in the future? | <input type="checkbox"/> | <input type="checkbox"/> |
| K. Do you plan to eventually complete a program and graduate from JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| L. Do you plan to continue your education either at JTCC or some other college? | <input type="checkbox"/> | <input type="checkbox"/> |
| M. Taken as a whole, are you satisfied with the educational programs and services that you received at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |

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- | | |
|---|--|
| <ul style="list-style-type: none"> ___ A. To find a boy(girl) friend. ___ B. To develop hobby or recreational skills. ___ C. For personal satisfaction. ___ D. General preparation for employment. ___ E. To get a "degree". ___ F. To be with friends. ___ G. To have something to do. ___ H. To prepare for transfer to a four-year college. ___ I. To prepare for employment in a specific career field. ___ J. To qualify for VA benefits or other financial aid. | <ul style="list-style-type: none"> ___ K. To please my folks. ___ L. For social life. ___ M. To get a promotion or for a better position. ___ N. Preparation for life. ___ O. It was inexpensive. ___ P. To prepare for a specific job or skill. ___ Q. To increase my general knowledge and level of education. ___ R. Other (please list) _____

 _____ |
|---|--|

(Please continue on back.)

III. WHY DID YOU WITHDRAW? Following are several reasons why community college students may withdraw before graduating. Please read the whole list and then identify the three major reasons why you withdrew in the order of their importance by placing the number 1 in front of the most important reason; the number 2 in front of the second-most important reason, and the number 3 in front of the third-most important reason.

- | | |
|---|--|
| <input type="checkbox"/> A. I finished all the courses that I had planned to take. | <input type="checkbox"/> O. The teachers were "duds". |
| <input type="checkbox"/> B. I got married. | <input type="checkbox"/> P. I wasn't learning anything. |
| <input type="checkbox"/> C. To enroll in another college. | <input type="checkbox"/> Q. The courses wouldn't transfer. |
| <input type="checkbox"/> D. My work schedule conflicted. | <input type="checkbox"/> R. I didn't have transportation. |
| <input type="checkbox"/> E. I couldn't compete with younger students. | <input type="checkbox"/> S. The college was too far away. |
| <input type="checkbox"/> F. I wasn't academically prepared to go to college. | <input type="checkbox"/> T. The college didn't offer what I wanted. |
| <input type="checkbox"/> G. I got a good job. | <input type="checkbox"/> U. With my other commitments, I didn't have enough time to study. |
| <input type="checkbox"/> H. I couldn't afford to keep going. | <input type="checkbox"/> V. The studies were too easy. |
| <input type="checkbox"/> I. The classes were too tough. | <input type="checkbox"/> W. I did not apply myself. |
| <input type="checkbox"/> J. Joined the military. | <input type="checkbox"/> X. I never really wanted to go to college. |
| <input type="checkbox"/> K. College officials made me take classes I didn't want to take. | <input type="checkbox"/> Y. Marital problem. |
| <input type="checkbox"/> L. Used up VA benefits or other financial aid. | <input type="checkbox"/> Z. Other (please list) _____ |
| <input type="checkbox"/> M. Registration and other procedures were too much of a hassle. | _____ |
| <input type="checkbox"/> N. I moved away. | _____ |

IV. WHAT CAN THE COMMUNITY COLLEGE DO TO IMPROVE? In your own words, tell us what we can do, if anything, to be of better service to you and others like you.

I. GENERAL INFORMATION - Please check (✓) the appropriate box for each question in this section.

- A. Your sex is ___ Male, ___ Female.
 B. Your age is ___ years.
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|--|--------------------------|--------------------------|
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| E. Did you officially graduate from JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Have you taken a credit course at JTCC within the last three years? | <input type="checkbox"/> | <input type="checkbox"/> |
| G. Are you currently enrolled at another college? | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Have you taken any credit courses from other colleges since you last attended JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| I. Did you complete the course or courses that you had planned to take at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Do you plan to take more courses at JTCC in the future? | <input type="checkbox"/> | <input type="checkbox"/> |
| K. Do you plan to eventually complete a program and graduate from JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |
| L. Do you plan to continue your education either at JTCC or some other college? | <input type="checkbox"/> | <input type="checkbox"/> |
| M. Taken as a whole, are you satisfied with the educational programs and services that you received at JTCC? | <input type="checkbox"/> | <input type="checkbox"/> |

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- | | |
|---|---|
| ___ A. To find a boy(girl) friend. | ___ K. To increase my general knowledge and level of education. |
| ___ B. For social life. | ___ L. To prepare for transfer to a four-year college. |
| ___ C. General preparation for employment. | ___ M. To get a "degree". |
| ___ D. For personal satisfaction. | ___ N. To be with friends. |
| ___ E. To develop hobby or recreational skills. | ___ O. To qualify for Va benefits or other financial aid. |
| ___ F. To get a promotion or for a better position. | ___ P. To prepare for employment in a specific career field. |
| ___ G. Preparation for life. | ___ Q. To prepare for a specific job or skill. |
| ___ H. It was inexpensive. | ___ R. Other (please list) _____ |
| ___ I. To have something to do. | _____ |
| ___ J. To please my folks. | _____ |

(Please continue on back.)

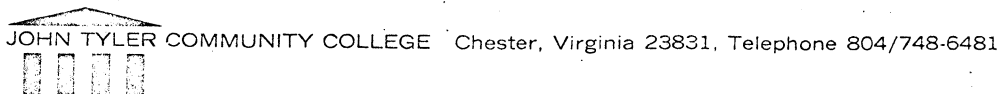
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- | | |
|--|--|
| <input type="checkbox"/> A. The teachers were "duds". | <input type="checkbox"/> O. The college was too far away. |
| <input type="checkbox"/> B. Marital problem. | <input type="checkbox"/> P. With my other commitments, I didn't have enough time to study. |
| <input type="checkbox"/> C. I finished all the courses that I had planned to take. | <input type="checkbox"/> Q. To enroll in another college. |
| <input type="checkbox"/> D. The courses wouldn't transfer. | <input type="checkbox"/> R. I wasn't learning anything. |
| <input type="checkbox"/> E. The classes were too tough. | <input type="checkbox"/> S. Registration and other procedures were too much of a hassle. |
| <input type="checkbox"/> F. I never really wanted to go to college. | <input type="checkbox"/> T. I moved away. |
| <input type="checkbox"/> G. Used up VA benefits or other financial aid. | <input type="checkbox"/> U. I got married. |
| <input type="checkbox"/> H. I got a good job. | <input type="checkbox"/> V. College officials made me take classes I didn't want to take. |
| <input type="checkbox"/> I. I wasn't academically prepared to go to college. | <input type="checkbox"/> W. I did not apply myself. |
| <input type="checkbox"/> J. I couldn't compete with younger students. | <input type="checkbox"/> X. I didn't have transportation. |
| <input type="checkbox"/> K. The college didn't offer what I wanted. | <input type="checkbox"/> Y. Joined the military. |
| <input type="checkbox"/> L. I couldn't afford to keep going. | <input type="checkbox"/> Z. Other (please list) _____ |
| <input type="checkbox"/> M. The studies were too easy. | _____ |
| <input type="checkbox"/> N. My work schedule conflicted. | _____ |

IV. WHAT CAN THE COMMUNITY COLLEGE DO TO IMPROVE? In your own words, tell us what we can do, if anything, to be of better service to you and others like you.

APPENDIX C

INITIAL COVER LETTER FOR SURVEY INSTRUMENT



April 13, 1977

A few days ago we wrote to you about a study of former students that John Tyler Community College is doing. As we explained in our previous letter, we hope to discover ways of improving our services to people like yourself by finding out why people enroll in and then withdraw from a community college.

We are surveying only a limited number of former students, and your participation in the study is very important. Just fill in your answers to each question as directed, and return the completed questionnaire to us in the pre-addressed, postage-paid envelope that we have provided for you. Remember to fill in the front and back of the questionnaire.

Attached to this letter is a "Match Pen" which you may use to answer the questionnaire. After completing the survey, keep the pen as a token of our appreciation for your assistance.

Thank you for helping us in this effort.

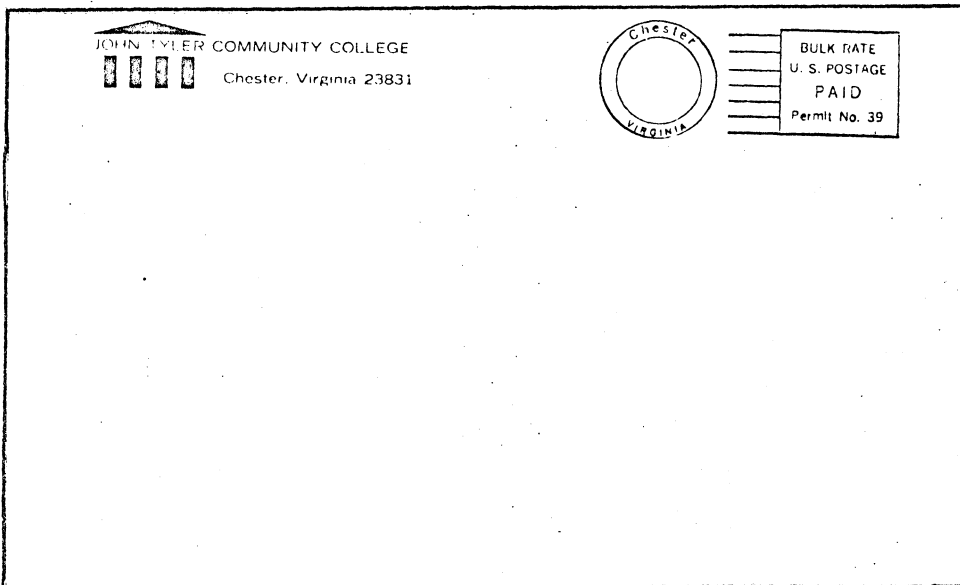
Sincerely,

JOAN W. Lavery, President

Eric B. McKeithan, Director of
Continuing Education (on leave)

APPENDIX D

POST CARD REMINDER MAILED TO FORMER STUDENTS



Just a Reminder -----

Last week we asked you to help us by completing a questionnaire telling us why you enrolled in and then withdrew from John Tyler Community College. Many of the completed questionnaires are beginning to come back in, and others haven't come back yet.

If you haven't sent yours in yet, please do it now. It will help us a lot. Thanks.

APPENDIX E

FOLLOW-UP COVER LETTER FOR SURVEY INSTRUMENTS



JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831, Telephone 804/748-6481

April 30, 1977

The study of former students of John Tyler Community College is coming to a close, but some of the people selected for the study have not yet sent in their completed questionnaires.

Since we have no way of knowing who has and who has not responded, we are writing again to ask you to complete and return the enclosed questionnaire if you have not already done so.

Your answers are very important to us as we hope to use this study to improve the services of the community college to people like yourself. Unless you tell us what we did right or what we did wrong, we'll have no way of knowing what kind of a job we're doing.

If you've already sent us your questionnaire, ignore this letter and again accept our thanks for your help. If you haven't, please take a few minutes right now to complete the questionnaire and mail it back to us.

Thank you.

Sincerely,

Jenn W. Lavery, President

Eric B. McKeithan, Director of
Continuing Education (on leave)

APPENDIX F

REASONS FOR ENROLLING AS REPORTED BY ALL RESPONDENTS.

APPENDIX F. REASONS FOR ENROLLING AS REPORTED BY ALL RESPONDENTS

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To increase my general knowledge and level of education.	56	168	45	90	31	31	289	1
-To prepare for employment in a specific career field.	32	96	28	56	24	24	176	2
-To prepare for a specific job or skill.	28	84	32	64	22	22	170	3
-For personal satisfaction.	13	39	29	58	28	28	125	4
-General preparation for employment	19	57	20	40	10	10	107	5
-To get a promotion or for a better position.	16	48	18	36	19	19	103	6
-To prepare for transfer to a four-year college.	22	66	13	26	9	9	101	7
-To get a "degree."	16	48	8	16	11	11	75	8
-It was inexpensive.	4	12	17	34	22	22	68	9
-To develop hobby or recreational skills.	19	57	3	6	3	3	66	10
-Preparation for life.	10	30	8	16	8	8	54	11

APPENDIX F (continued)

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To qualify for VA benefits of other financial aid.	3	9	5	10	6	6	25	12
-To please my folks.	3	9	2	4	8	8	21	13
-Convenient location.	3	9	1	2	3	3	14	14
-To have something to do.	1	3	2	4	5	5	12	15
-For social life.	0	0	1	2	5	5	7	16
-To upgrade skills.	2	6	0	0	0	0	6	17
-To be with friends.	0	0	0	0	2	2	2	18
-For the remedial program.	0	0	0	0	1	1	1	19.5
-To find a boy(girl) friend.	0	0	0	0	1	1	1	19.5
Total	247	741	232	464	218	218	1423	

APPENDIX G

REASONS FOR ENROLLING AS REPORTED BY SATISFIED RESPONDENTS

APPENDIX G. REASONS FOR ENROLLING AS REPORTED BY SATISFIED RESPONDENTS

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To increase my general knowledge and level of education.	50	150	42	84	29	29	263	1
-To prepare for employment in a specific career field.	31	93	23	46	18	18	157	2
-To prepare for a specific job or skill.	22	66	26	52	20	20	138	3
-For personal satisfaction.	11	33	28	56	25	25	114	4
-To prepare for transfer to a four-year college.	22	66	12	24	4	4	94	5
-To get a promotion or for a better position.	14	42	16	32	19	19	93	6
-General preparation for employment.	15	45	18	36	9	9	90	7
-To get a "degree."	15	45	7	14	9	9	68	8
-To develop hobby or recreational skills.	18	54	3	6	3	3	63	9
-It was inexpensive.	3	9	12	24	21	21	54	10
-Preparation for life.	6	18	7	14	7	7	39	11

APPENDIX G (continued)

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To qualify for VA benefits or other financial aid.	1	3	5	10	6	6	19	12
-To please my folks.	2	6	1	2	6	6	14	13
-To have something to do.	1	3	2	4	5	5	12	14
-Convenient location.	2	6	1	2	2	2	10	15
-For social life.	0	0	1	2	5	5	7	16
-To upgrade skills.	2	6	0	0	0	0	6	17
-To be with friends.	0	0	0	0	1	1	1	19
-To find a boy(girl) friend.	0	0	0	0	1	1	1	19
-For the remedial program.	0	0	0	0	1	1	1	19
Total	215	645	204	408	191	191	1244	

APPENDIX H

REASONS FOR ENROLLING AS REPORTED BY DISSATISFIED RESPONDENTS

APPENDIX H. REASONS FOR ENROLLING AS REPORTED BY DISSATISFIED RESPONDENTS

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To prepare for a specific job or skill.	6	18	6	12	2	2	32	1
-To increase my general knowledge and level of education.	6	18	3	6	2	2	26	2
-To prepare for employment in a specific career field	1	3	5	10	6	6	19	3
-General preparation for employment.	4	12	2	4	1	1	17	4
-Preparation for life.	4	12	1	2	1	1	15	5
-It was inexpensive.	1	3	5	10	1	1	14	6
-For personal satisfaction	2	6	1	2	3	3	11	7
-To get a promotion or for a better position.	2	6	2	4	0	0	10	8
-To please my folks.	1	3	1	2	2	2	7	10
-To prepare for transfer to a four-year college.	0	0	1	2	5	5	7	10
-To get a "degree."	1	3	1	2	2	2	7	10

APPENDIX H (continued)

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To qualify for VA benefits of other financial aid.	2	6	0	0	0	0	6	12
-Convenient location.	1	3	0	0	1	1	4	13
-To develop hobby or recreational skills.	1	3	0	0	0	0	3	14
-To be with friends.	0	0	0	0	1	1	1	15
-To have something to do.	0	0	0	0	0	0	0	18
-For social life.	0	0	0	0	0	0	0	18
-To find a boy(girl) friend	0	0	0	0	0	0	0	18
-To upgrade skills.	0	0	0	0	0	0	0	18
-For remedial program.	0	0	0	0	0	0	0	18
Total	32	96	28	56	27	27	179	

APPENDIX I

REASONS FOR ENROLLING AS REPORTED BY MALE RESPONDENTS.

APPENDIX I. REASONS FOR ENROLLING AS REPORTED BY MALE RESPONDENTS

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To increase my general knowledge and level of education.	28	84	22	44	20	20	148	1
-To prepare for employment in a specific career field.	18	54	14	28	14	14	96	2
-To prepare for a specific job or skill.	15	45	15	30	8	8	83	3
-For personal satisfaction.	8	24	15	30	7	7	61	4
-To prepare for transfer to a four-year college.	13	39	9	18	3	3	60	5
-To get a promotion or for a better position.	8	24	6	12	14	14	50	6
-To get a "degree."	9	27	6	12	6	6	45	7
-General preparation for employment.	6	18	11	22	4	4	44	8
-It was inexpensive.	2	6	7	14	11	11	31	9
-To develop hobby and recreational skills.	7	21	2	4	2	2	27	10

APPENDIX I (continued)

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To qualify for VA benefits or other financial aid.	3	9	5	10	6	6	25	11
-Preparation for life.	1	3	3	6	3	3	12	12
-To please my folks.	2	6	0	0	2	2	8	13
-To have something to do.	0	0	1	2	2	2	4	14.5
-For social life.	0	0	0	0	4	4	4	14.5
-To upgrade skills.	1	3	0	0	0	0	3	16
-For remedial program.	0	0	0	0	1	1	1	18
-To be with friends.	0	0	0	0	1	1	1	18
-To find a boy(girl) friend	0	0	0	0	1	1	1	18
-Convenient location.	0	0	0	0	0	0	0	20
Total	121	363	116	232	109	109	704	

APPENDIX J

REASONS FOR ENROLLING AS REPORTED BY FEMALE RESPONDENTS

APPENDIX J. REASONS FOR ENROLLING AS REPORTED BY FEMALE RESPONDENTS

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To increase my general knowledge and level of education.	28	84	23	46	11	11	141	1
-To prepare for a specific job or skill.	13	39	17	34	14	14	87	2
-To prepare for employment in a specific career field.	14	42	14	28	10	10	80	3
-For personal satisfaction.	5	15	14	28	21	21	64	4
-General preparation for employment.	13	39	9	18	6	6	63	5
-To get a promotion or for a better position.	8	24	12	24	5	5	53	6
-Preparation for life.	9	27	5	10	5	5	42	7
-To prepare for transfer to a four-year college.	9	27	4	8	6	6	41	8
-To develop hobby or recreational skills.	12	36	1	2	1	1	39	9
-It was inexpensive.	2	6	10	20	11	11	37	10
-To get a "degree."	7	21	2	4	5	5	30	11

APPENDIX J (continued)

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-Convenient location.	3	9	1	2	3	3	14	12
-To please my folks.	1	3	2	4	6	6	13	13
-To have something to do.	1	3	1	2	3	3	8	14
-For social life.	0	0	1	2	1	1	3	15.5
-To upgrade skills.	1	3	0	0	0	0	3	15.5
-To be with friends.	0	0	0	0	1	1	1	17
-To qualify for VA benefits or other financial aid.	0	0	0	0	0	0	0	19
-To find a boy(girl) friend	0	0	0	0	0	0	0	19
-For the remedial program.	0	0	0	0	0	0	0	19
Total	126	378	116	232	109	109	719	

APPENDIX K

REASONS FOR ENROLLING AS REPORTED BY 17 TO 24 YEAR OLD RESPONDENTS

APPENDIX K. REASONS FOR ENROLLING AS REPORTED BY 17 TO 24 YEAR OLD RESPONDENTS

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To increase my general knowledge and level of education.	12	36	13	26	6	6	68	1
-To prepare for transfer to a four-year college.	15	45	7	14	4	4	63	2
-To prepare for employment in a specific career field	12	36	8	16	10	10	62	3
-To prepare for a specific job or skill.	8	24	10	20	7	7	51	4
-General preparation for employment.	10	30	9	18	1	1	49	5
-Preparation for life.	5	15	6	12	3	3	30	6
-It was inexpensive.	2	6	7	14	9	9	29	7
-To get a "degree."	3	9	5	10	4	4	23	8
-To please my folks.	3	9	1	2	6	6	17	9
-For personal satisfaction.	1	3	2	4	9	9	16	10
-To get a promotion or for a better position.	2	6	2	4	2	2	12	11

APPENDIX K (continued)

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To develop hobby or recreational skills.	3	9	0	0	1	1	10	12
-Convenient location.	2	6	0	0	1	1	7	13
-To have something to do.	0	0	2	4	0	0	4	14.5
-For social life.	0	0	1	2	2	2	4	14.5
-To be with friends.	0	0	0	0	1	1	1	17
-To find a boy(girl) friend	0	0	0	0	1	1	1	17
-For the remedial program.	0	0	0	0	1	1	1	17
-To qualify for VA benefits or other financial aid.	0	0	0	0	0	0	0	19.5
-To upgrade skills.	0	0	0	0	0	0	0	19.5
Total	78	234	73	146	68	68	448	

APPENDIX L

REASONS FOR ENROLLING AS REPORTED BY 25 YEARS OR OLDER RESPONDENTS

APPENDIX L. REASONS FOR ENROLLING AS REPORTED BY 25 YEARS OR OLDER RESPONDENTS

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To increase my general knowledge and level of education.	43	129	31	62	24	24	215	1
-To prepare for a specific job or skill.	20	60	22	44	15	15	119	2
-For personal satisfaction.	12	36	27	54	19	19	109	3
-To prepare for employment in a specific career field.	19	57	19	38	13	13	108	4
-To get a promotion or for a better position.	14	42	16	32	17	17	91	5
-General preparation for employment.	9	27	11	22	9	9	58	6
-To develop hobby or recreational skills.	16	48	3	6	2	2	56	7
-To get a "degree."	13	39	3	6	7	7	52	8
-It was inexpensive.	2	6	10	20	13	13	39	9
-To prepare for transfer to a four year college.	6	18	5	10	4	4	32	10

APPENDIX L (continued)

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To qualify for VA benefits or other financial aid.	3	9	5	10	6	6	25	11
-Preparation for life.	5	15	2	4	5	5	24	12
-To have something to do.	1	3	0	0	5	5	8	13
-Convenient location.	1	3	1	2	2	2	7	14
-To upgrade skills.	2	6	0	0	0	0	6	15
-To please my folks.	0	0	1	2	2	2	4	16
-For social life.	0	0	0	0	3	3	3	17
-To be with friends.	0	0	0	0	1	1	1	18
-For the remedial program.	0	0	0	0	0	0	0	19.5
-To find a boy(girl) friend	0	0	0	0	0	0	0	19.5
Total	166	498	156	312	147	147	957	

APPENDIX M

REASONS FOR ENROLLING AS REPORTED BY WHITE RESPONDENTS

APPENDIX M. REASONS FOR ENROLLING AS REPORTED BY WHITE RESPONDENTS

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To increase my general knowledge and level of education.	44	132	33	66	25	25	223	1
-To prepare for a specific job or skill.	20	60	25	50	15	15	125	2
-To prepare for employment in a specific career field	21	63	23	46	15	15	124	3
-For personal satisfaction	11	33	25	50	26	26	109	4
-General preparation for employment.	16	48	16	32	10	10	90	5
-To get a promotion or for a better position.	15	45	14	28	16	16	89	6
-To prepare for transfer to a four-year college.	20	60	11	22	6	6	88	7
-It was inexpensive.	4	12	14	28	16	16	56	8
-To develop hobby or recreational skills.	15	45	1	2	3	3	50	9
-To get a "degree."	9	27	4	8	10	10	45	10
-Preparation for life.	6	18	7	14	4	4	36	11

APPENDIX M (continued)

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To qualify for VA benefits or other financial aid.	3	9	5	10	4	4	23	12
-To please my folks.	3	9	1	2	7	7	18	13
-Convenient location.	3	9	1	2	3	3	14	14
-To have something to do.	1	3	2	4	4	4	11	15
-To upgrade skills.	2	6	0	0	0	0	6	16
-For social life.	0	0	1	2	3	3	5	17
-To be with friends.	0	0	0	0	2	2	2	18
-To find a boy(girl) friend	0	0	0	0	1	1	1	19.5
-For the remedial program.	0	0	0	0	1	1	1	19.5
Total	193	579	183	366	171	171	1116	

APPENDIX N

REASONS FOR ENROLLING AS REPORTED BY MINORITY RESPONDENTS

APPENDIX N. REASONS FOR ENROLLING AS REPORTED BY MINORITY RESPONDENTS

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To increase my general knowledge and level of education.	12	36	12	24	6	6	66	1
-To prepare for employment in a specific career field	11	33	5	10	9	9	52	2
-To prepare for a specific job or skill.	8	24	7	14	7	7	45	3
-To get a "degree."	7	21	4	8	1	1	30	4
-Preparation for life.	4	12	1	2	4	4	18	5
-General preparation for employment.	3	9	4	8	0	0	17	6
-For personal satisfaction	2	6	4	8	2	2	16	7.5
-To develop hobby or recreational skills.	4	12	2	4	0	0	16	7.5
-To get a promotion or for a better position.	1	3	4	8	3	3	14	9
-To prepare for transfer to a four year college.	2	6	2	4	3	3	13	10
-It was inexpensive.	0	0	3	6	6	6	12	11

APPENDIX N (continued)

Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-To please my folks.	0	0	1	2	1	1	3	12
-To qualify for VA benefits or other financial aid.	0	0	0	0	2	2	2	13.5
-For social life.	0	0	0	0	2	2	2	13.5
-To have something to do.	0	0	0	0	1	1	1	15
-To be with friends.	0	0	0	0	0	0	0	18
-To find a boy(girl)friend	0	0	0	0	0	0	0	18
-Convenient location.	0	0	0	0	0	0	0	18
-To upgrade skills.	0	0	0	0	0	0	0	18
-For the remedial program.	0	0	0	0	0	0	0	18
Total	64	162	49	98	47	47	307	

APPENDIX O

REASONS FOR WITHDRAWING AS REPORTED BY ALL RESPONDENTS

APPENDIX O. REASONS FOR WITHDRAWING AS REPORTED BY ALL RESPONDENTS

Classification	Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
		Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
Self-related	-I finished all the courses that I wanted to take.	62	186	9	18	7	7	211	1
Self-related	-With my other commitments, I did not have enough time to study.	30	90	22	44	15	15	149	2
Self-related	-My work schedule conflicted.	23	69	28	56	15	15	140	3
Self-related	-To enroll in another college.	17	51	11	22	4	4	77	4
Self-related	-I moved away.	10	30	11	22	3	3	55	5
College-related	-I couldn't afford to keep going.	9	27	10	20	6	6	53	6
College-related	-The college didn't offer what I wanted.	7	21	12	24	7	7	52	7
External impinging force	-Illness and medical problems.	13	39	3	6	0	0	45	8
Self-related	-I got a good job.	6	18	10	20	6	6	44	9
College-related	-The college was too far away.	7	21	7	14	5	5	40	10

APPENDIX O (continued)

Classification	Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
		Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
Self-related	-Marital problems.	8	24	3	6	2	2	32	12
College-related	-I wasn't academically prepared to go to college	7	21	4	8	3	3	32	12
Self-related	-I did not apply myself.	3	9	6	12	11	11	32	12
College-related	-Registration and other procedures were too much of a hassle.	1	3	11	22	4	4	29	14
College-related	-Used up VA benefits or other financial aid.	5	15	3	6	2	2	23	15
College-related	-The teachers were duds.	5	15	2	4	1	1	20	16.5
Self-related	-I got married.	2	6	6	12	2	2	20	16.5
College-related	-I wasn't learning anything.	2	6	5	10	1	1	17	18
College-related	-College officials made me take classes I didn't want to take.	3	9	3	6	1	1	16	19.5
College-related	-The courses wouldn't transfer.	3	9	1	2	5	5	16	19.5

APPENDIX O (continued)

Classification	Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
		Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
Self-related	-I didn't have transportation.	4	12	0	0	3	3	15	21
College-related	-The classes were too tough.	1	3	4	8	1	1	12	22
Self-related	-Self-employment reasons.	2	6	1	2	1	1	9	23
Self-related	-I joined the military.	2	6	1	2	0	0	8	24.5
College-related	-Scheduling problems.	2	6	0	0	2	2	8	24.5
College-related	-Program or course cancelled.	2	6	0	0	1	1	7	26
Self-related	-I never really wanted to go to college.	2	6	0	0	0	0	6	28
College-related	-The studies were too easy	1	3	1	2	1	1	6	28
College-related	-Classes filled.	2	6	0	0	0	0	6	28
Self-related	-I couldn't compete with younger students.	0	0	1	2	1	1	3	30.5
Self-related	-Too old.	1	3	0	0	0	0	3	30.5

APPENDIX O (continued)

Classification	Reasons for Enrolling	Most Important		Second		Third		Total Points	Rank Order
		Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
External impinging force	-Still in high school.	0	0	1	2	0	0	2	32.5
College-related	-Type of evening classes offered.	0	0	1	2	0	0	2	32.5
	Total	242	726	177	354	110	110	1190	

APPENDIX P

REASONS FOR WITHDRAWING AS REPORTED BY SATISFIED RESPONDENTS

APPENDIX P. REASONS FOR WITHDRAWING AS REPORTED BY SATISFIED RESPONDENTS

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I finished all the courses I wanted to take.	59	177	9	18	7	7	202	1
-With my other commitments, I didn't have enough time to study.	29	87	22	44	11	11	142	2
-My work schedule conflicted.	21	63	24	48	14	14	125	3
-To enroll in another college	17	51	11	22	2	2	75	4
-I couldn't afford to keep going.	8	24	10	20	4	4	48	5
-I moved away.	8	24	8	16	3	3	43	6
-Illness and medical problems	12	36	3	6	0	0	42	7
-The college didn't offer what I wanted.	5	15	10	20	5	5	40	8
-I got a good job.	5	15	9	18	4	4	37	9
-Marital problem.	8	24	3	6	2	2	32	10.5
-The college was too far away.	7	21	3	6	5	5	32	10.5
-I did not apply myself.	3	9	6	12	8	8	29	12

APPENDIX P (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-Registration and other procedures were too much of a hassle.	1	3	7	14	4	4	21	13
-I wasn't academically prepared to go to college.	3	9	4	8	2	2	19	14
-Used up my VA benefits or other financial aid.	4	12	2	4	2	2	18	15.5
-I got married.	2	6	5	10	2	2	18	15.5
-College officials made me take classes I didn't want to take.	2	6	2	4	1	1	11	17.5
-The courses wouldn't transfer.	2	6	0	0	5	5	11	17.5
-I didn't have transportation	2	6	0	0	3	3	9	19.5
-Self-employment reasons.	2	6	1	2	1	1	9	19.5
-I joined the military.	2	6	1	2	0	0	8	21
-I wasn't learning anything.	0	0	3	6	1	1	7	22.5
-The classes were too tough.	1	3	2	4	0	0	7	22.5

APPENDIX P (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I never really wanted to go to college.	2	6	0	0	0	0	6	25
-Program or course cancelled.	2	6	0	0	0	0	6	25
-Class(es) filled.	2	6	0	0	0	0	6	25
-Scheduling problems.	1	3	0	0	2	2	5	27
-The teachers were duds.	1	3	0	0	0	0	3	29
-I couldn't compete with younger students.	0	0	1	2	1	1	3	29
-Too old.	1	3	0	0	0	0	3	29
-Still in high school.	0	0	1	2	0	0	2	31.5
-Type of evening classes offered.	0	0	1	2	0	0	2	31.5
-The studies were too easy.	0	0	0	0	1	1	1	35
Total	212	636	148	296	90	90	1022	

APPENDIX Q

REASONS FOR WITHDRAWING AS REPORTED BY DISSATISFIED RESPONDENTS

APPENDIX Q. REASONS FOR WITHDRAWING AS REPORTED BY DISSATISFIED RESPONDENTS

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-The teachers were duds.	4	12	2	4	1	1	17	1
-My work schedule conflicted.	2	6	4	8	1	1	15	2
-I wasn't academically prepared to go to college.	4	12	0	0	1	1	13	3
-I moved away.	2	6	3	6	0	0	12	4.5
-The college didn't offer what I wanted.	2	6	2	4	2	2	12	4.5
-I wasn't learning anything.	2	6	2	4	0	0	10	6
-I finished all the courses I wanted to take.	3	9	0	0	0	0	9	7
-Registration and other procedures were too much of a hassle.	0	0	4	8	0	0	8	8.5
-The college was too far away.	0	0	4	8	0	0	8	8.5
-I got a good job.	1	3	1	2	2	2	7	10.5
-With my other commitments, I didn't have enough time to study.	1	3	0	0	4	4	7	10.5

APPENDIX Q (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I didn't have transportation	2	6	0	0	0	0	6	12
-College officials made me take classes I didn't want to take.	1	3	1	2	0	0	5	15.17
-Used up VA benefits or other financial aid.	1	3	1	2	0	0	5	15.17
-The classes were too tough.	0	0	2	4	1	1	5	15.17
-The courses wouldn't trans- fer.	1	3	1	2	0	0	5	15.17
-I couldn't afford to keep going.	1	3	0	0	2	2	5	15.17
-The studies were too easy.	1	3	1	2	0	0	5	15.17
-I did not apply myself.	0	0	0	0	3	3	3	20
-Illness and medical problems.	1	3	0	0	0	0	3	20
-Scheduling problems.	1	3	0	0	0	0	3	20
-I got married.	0	0	1	2	0	0	2	22.5
-To enroll in another college	0	0	0	0	2	2	2	22.5

APPENDIX Q (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-Program or course cancelled.	0	0	0	0	1	1	1	24
-Marital problem.	0	0	0	0	0	0	0	29
-I joined the military.	0	0	0	0	0	0	0	29
-I couldn't compete with younger students.	0	0	0	0	0	0	0	29
-I never really wanted to to to college.	0	0	0	0	0	0	0	29
-Still in high school.	0	0	0	0	0	0	0	29
-Self-employment reasons.	0	0	0	0	0	0	0	29
-Class(es) filled.	0	0	0	0	0	0	0	29
-Too old.	0	0	0	0	0	0	0	29
-Type of evening class offered.	0	0	0	0	0	0	0	29
Total	30	90	29	58	20	20	168	

APPENDIX R

REASONS FOR WITHDRAWING AS REPORTED BY MALE RESPONDENTS

APPENDIX R. REASONS FOR WITHDRAWING AS REPORTED BY MALE RESPONDENTS

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-My work schedule conflicted.	19	57	18	36	7	7	100	1
-I finished all the courses I wanted to take.	25	75	4	8	5	5	88	2
-With my other commitments, I didn't have enough time to study.	14	42	11	22	7	7	71	3
-To enroll in another college	9	27	6	12	2	2	41	4
-The college didn't offer what I wanted.	3	9	8	16	3	3	28	5
-I wasn't academically prepared to go to college.	7	21	2	4	2	2	27	6.5
-I did not apply myself.	3	9	5	10	8	8	27	6.5
-I moved away.	6	18	3	6	2	2	26	8
-Used up VA benefits or other financial aid.	5	15	2	4	2	2	21	9
-Illness and medical problems.	5	15	1	2	0	0	17	10
-I couldn't afford to keep going.	2	6	4	8	1	1	15	11

APPENDIX R (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I got a good job.	3	9	1	2	2	2	13	12
-Registration and other procedures were too much of a hassle.	0	0	4	8	1	1	9	13
-I joined the military.	2	6	1	2	0	0	8	14.5
-The college was too far away.	2	6	1	2	0	0	8	14.5
-College officials made me take classes I didn't want to take.	0	0	3	6	1	1	7	17
-Marital problem.	1	3	1	2	2	2	7	17
-Program or course cancelled	2	6	0	0	1	1	7	17
-I wasn't learning anything	0	0	3	6	0	0	6	20.25
-I got married.	1	3	1	2	1	1	6	20.25
-I didn't have transportation	2	6	0	0	0	0	6	20.25
-The courses wouldn't transfer.	1	3	1	2	1	1	6	20.25
-The teachers were duds.	1	3	1	2	0	0	5	23.5

APPENDIX R (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-The classes were too tough.	1	3	1	2	0	0	5	23.5
-Self-employment reasons.	1	3	0	0	1	1	4	25
-I couldn't compete with younger students.	0	0	1	2	1	1	3	27.25
-I never really wanted to go to college.	1	3	0	0	0	0	3	27.25
-Class(es) filled.	1	3	0	0	0	0	3	27.25
-Too old.	1	3	0	0	0	0	3	27.25
-Type of evening classes offered.	0	0	1	2	0	0	2	30
-The studies were too easy.	0	0	0	0	1	1	1	31.5
-Scheduling problems.	0	0	0	0	1	1	1	31.5
-Still in high school.	0	0	0	0	0	0	0	33
Total	118	354	84	168	52	52	574	

APPENDIX S

REASONS FOR WITHDRAWING AS REPORTED BY FEMALE RESPONDENTS

APPENDIX S. REASONS FOR WITHDRAWING AS REPORTED BY FEMALE RESPONDENTS

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I finished all the courses I wanted to take.	37	111	5	10	2	2	123	1
-With my other commitments, I didn't have enough time to study.	16	48	11	22	8	8	78	2
-My work schedule conflicted.	4	12	10	20	8	8	40	3
-I couldn't afford to keep going.	7	21	6	12	5	5	38	4
-To enroll in another college	8	24	5	10	2	2	36	5
-The college was too far away.	5	15	6	12	5	5	32	6
-I got a good job.	3	9	9	18	4	4	31	7
-I moved away.	4	12	8	16	1	1	29	8
-Illness and medical problems.	8	24	2	4	0	0	28	9
-Marital problem.	7	21	2	4	0	0	25	10
-The college didn't offer what I wanted.	4	12	4	8	4	4	24	11

APPENDIX S (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-Registration and other procedures were too much of a hassle.	1	3	7	14	3	3	20	12
-The teachers were duds.	4	12	1	2	1	1	15	13
-I got married.	1	3	5	10	1	1	14	14
-I wasn't learning anything.	2	6	2	4	1	1	11	15
-The courses wouldn't transfer.	2	6	0	0	4	4	10	16
-College officials made me take courses I didn't want to take.	3	9	0	0	0	0	9	17.5
-I didn't have transportation	2	6	0	0	3	3	9	17.5
-The classes were too tough	0	0	3	6	1	1	7	19.5
-Scheduling problems.	2	6	0	0	1	1	7	19.5
-I wasn't academically prepared to go to college.	0	0	2	4	1	1	5	22.25
-I did not apply myself.	0	0	1	2	3	3	5	22.25
-The studies were too easy.	1	3	1	2	0	0	5	22.25

APPENDIX S (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-Self-employment reasons.	1	3	1	2	0	0	5	22.25
-I never really wanted to go to college.	1	3	0	0	0	0	3	25.5
-Class(es) filled.	1	3	0	0	0	0	3	25.5
-Used up VA benefits or other financial aid.	0	0	1	2	0	0	2	27.5
-Still in high school.	0	0	1	2	0	0	2	27.5
-I joined the military.	0	0	0	0	0	0	0	31
-I couldn't compete with younger students.	0	0	0	0	0	0	0	31
-Program or course cancelled	0	0	0	0	0	0	0	31
-Too old.	0	0	0	0	0	0	0	31
-Type of evening classes offered.	0	0	0	0	0	0	0	31
Total	124	372	93	186	58	58	616	

APPENDIX T

REASONS FOR WITHDRAWING AS REPORTED BY 17 TO 24 YEAR OLD RESPONDENTS

APPENDIX T. REASONS FOR WITHDRAWING AS REPORTED BY 17 TO 24 YEAR OLD RESPONDENTS

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I finished all the courses I wanted to take.	17	51	6	12	1	1	64	1
-To enroll in another college	11	33	4	8	1	1	42	2
-My work schedule conflicted	5	15	10	20	1	1	36	3
-With my other commitments, I didn't have enough time to study.	6	18	3	6	7	7	31	4
-I got a good job.	5	15	3	6	5	5	26	5
-I did not apply myself.	3	9	5	10	6	6	25	6
-I moved away.	1	3	8	16	3	3	22	7
-I got married.	2	6	5	10	2	2	18	8
-I wasn't academically prepared to go to college.	5	15	0	0	2	2	17	9.5
-The teachers were duds.	5	15	1	2	0	0	17	9.5
-I couldn't afford to keep going.	3	9	2	4	2	2	15	11
-The college didn't offer what I wanted.	1	3	4	8	3	3	14	12

APPENDIX T (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I wasn't learning anything.	1	3	4	8	1	1	12	13
-I didn't have transportation	3	9	0	0	2	2	11	14
-Registration and other procedures were too much of a hassle.	0	0	3	6	2	2	8	16
-I joined the military.	2	6	1	2	0	0	8	16
-Illness and medical problems.	2	6	1	2	0	0	8	16
-College officials made me take classes I didn't want to take.	2	6	0	0	0	0	6	18.5
-The college was too far away.	0	0	2	4	2	2	6	18.5
-The classes were too tough.	0	0	2	4	1	1	5	20.5
-The courses wouldn't transfer.	1	3	0	0	2	2	5	20.5
-Marital problem.	1	3	0	0	1	1	4	22
-I never really wanted to go to college.	1	3	0	0	0	0	3	24

APPENDIX T (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-The studies were too easy.	0	0	1	2	1	1	3	24
-Class(es) filled.	1	3	0	0	0	0	3	24
-Still in high school.	0	0	1	2	0	0	2	26
-Scheduling problems.	0	0	0	0	1	1	1	27
-Used up VA benefits or other financial aid.	0	0	0	0	0	0	0	30.17
-I couldn't compete with younger students.	0	0	0	0	0	0	0	30.17
-Self-employment reasons.	0	0	0	0	0	0	0	30.17
-Program or course cancelled	0	0	0	0	0	0	0	30.17
-Too old.	0	0	0	0	0	0	0	30.17
-Type of evening classes offeréd.	0	0	0	0	0	0	0	30.17
Total	78	234	66	132	46	46	412	

APPENDIX U

REASONS FOR WITHDRAWING AS REPORTED BY 25 YEARS OR OLDER RESPONDENTS

APPENDIX U. REASONS FOR WITHDRAWING AS REPORTED BY 25 YEARS OR OLDER RESPONDENTS

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I finished all the courses I wanted to take.	45	135	3	6	6	6	147	1
-With my other commitments, I didn't have enough time to study.	24	72	19	38	8	8	118	2
-My work schedule conflicted.	18	54	18	36	14	14	104	3
-The college didn't offer what I wanted.	6	18	8	16	4	4	38	4.5
-I couldn't afford to keep going.	6	18	8	16	4	4	38	4.5
-Illness and medical problems.	11	33	2	4	0	0	37	6
-To enroll in another college	6	18	7	14	3	3	35	7
-The college was too far away.	7	21	5	10	3	3	34	8
-I moved away.	9	27	3	6	0	0	33	9
-Marital problem.	7	21	3	6	1	1	28	10
-Used up VA benefits or other financial aid.	5	15	3	6	2	2	23	11

APPENDIX U (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-Registration and other procedures were too much of a hassle.	1	3	8	16	2	2	21	12
-I got a good job.	1	3	7	14	1	1	18	13
-I wasn't academically prepared to go to college.	2	6	4	8	1	1	15	14
-The courses wouldn't transfer.	2	6	1	2	3	3	11	15
-College officials made me take classes I didn't want to take.	1	3	3	6	1	1	10	16
-Self-employment reasons.	2	6	1	2	1	1	9	17
-The classes were too tough.	1	3	2	4	0	0	7	19.25
-I did not apply myself.	0	0	1	2	5	5	7	19.25
-Program or course cancelled.	2	6	0	0	1	1	7	19.25
-Scheduling problems.	2	6	0	0	1	1	7	19.25
-I wasn't learning anything.	1	3	1	2	0	0	5	22
-I didn't have transportation	1	3	0	0	1	1	4	23

APPENDIX U (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-The teachers were duds.	0	0	1	2	1	1	3	26.17
-I couldn't complete with younger students.	0	0	1	2	1	1	3	26.17
-I never really wanted to go to college.	1	3	0	0	0	0	3	26.17
-The studies were too easy.	1	3	0	0	0	0	3	26.17
-Class(es) filled.	1	3	0	0	0	0	3	26.17
-Too old.	1	3	0	0	0	0	3	26.17
-I got married.	0	0	1	2	0	0	2	30.5
-Type of evening classes offerèd.	0	0	1	2	0	0	2	30.5
-I joined the military.	0	0	0	0	0	0	0	32.5
-Still in high school.	0	0	0	0	0	0	0	32.5
Total	164	492	111	222	64	64	778	

APPENDIX V

REASONS FOR WITHDRAWING AS REPORTED BY WHITE RESPONDENTS

APPENDIX V. REASONS FOR WITHDRAWING AS REPORTED BY WHITE RESPONDENTS

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I finished all the courses I wanted to take.	51	153	9	18	5	5	176	1
-My work schedule conflicted.	15	45	25	50	12	12	107	2
-With my other commitments, I didn't have enough time to study.	21	63	14	28	11	11	102	3
-To enroll in another college	13	39	9	18	3	3	60	4
-I moved away.	9	27	9	18	3	3	48	5.5
-The college didn't offer what I wanted.	7	21	10	20	7	7	48	5.5
-I couldn't afford to keep going.	7	21	9	18	3	3	42	7
-Illness and medical problems.	10	30	2	4	0	0	34	8
-I got a good job.	5	15	6	12	6	6	33	9
-I wasn't academically prepared to go to college.	7	21	3	6	3	3	30	10
-I did not apply myself.	3	9	5	10	10	10	29	11

APPENDIX V (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-The college was too far away.	6	18	3	6	3	3	27	12
-Registration and other procedures were too much of a hassle.	0	0	9	18	4	4	22	13
-Marital problem.	5	15	2	4	2	2	21	14
-Used up VA benefits or other financial aid.	5	15	1	2	1	1	18	15
-I wasn't learning anything.	2	6	5	10	1	1	17	16.5
-I got married.	1	3	6	12	2	2	17	16.5
-College officials made me take classes I didn't want to take.	2	6	3	6	1	1	13	18.5
-The courses wouldn't transfer.	2	6	1	2	5	5	13	18.5
-The teachers were duds.	2	6	2	4	1	1	11	20
-Self-employment reasons.	2	6	1	2	1	1	9	21
-The classes were too tough.	1	3	2	4	1	1	8	22

APPENDIX V (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-I didn't have transportation	2	6	0	0	1	1	7	24
-Program or course cancelled	2	6	0	0	1	1	7	24
-Scheduling problems.	2	6	0	0	1	1	7	24
-I never really wanted to go to college.	2	6	0	0	0	0	6	27
-The studies were too easy.	1	3	1	2	1	1	6	27
-Classes filled.	2	6	0	0	0	0	6	27
-I joined the military.	1	3	1	2	0	0	5	29
-Too old.	1	3	0	0	0	0	3	30
-I couldn't compete with younger students.	0	0	1	2	0	0	2	31.5
-Still in high school.	0	0	1	2	0	0	2	31.5
-Type of evening classes offered.	0	0	0	0	0	0	0	33
Total	189	567	140	280	89	89	936	

APPENDIX W

REASONS FOR WITHDRAWING AS REPORTED BY MINORITY RESPONDENTS

APPENDIX W. REASONS FOR WITHDRAWING AS REPORTED BY MINORITY RESPONDENTS

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-With my other commitments, I didn't have enough time to study.	9	27	8	16	4	4	47	1
-I finished all the courses I wanted to take.	11	33	0	0	2	2	35	2
-My work schedule conflicted	8	24	3	6	3	3	33	3
-To enroll in another college	4	12	2	4	1	1	17	4
-The college was too far away.	1	3	4	8	2	2	13	5
-Marital problem.	3	9	1	2	0	0	11	7.25
-I got a good job.	1	3	4	8	0	0	11	7.25
-I couldn't afford to keep going.	2	6	1	2	3	3	11	7.25
-Illness and medical problems.	3	9	1	2	0	0	11	7.25
-The teachers were duds.	3	9	0	0	0	0	9	10
-I didn't have transportation	2	6	0	0	2	2	8	11

APPENDIX W (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-Registration and other procedures were too much of a hassle.	1	3	2	4	0	0	7	12.5
-I moved away.	1	3	2	4	0	0	7	12.5
-Used up VA benefits or other financial aid.	0	0	2	4	1	1	5	14
-The classes were too tough.	0	0	2	4	0	0	4	15.5
-The college didn't offer what I wanted.	0	0	2	4	0	0	4	15.5
-College officials made me take some classes I didn't want to take.	1	3	0	0	0	0	3	19
-I joined the military.	1	3	0	0	0	0	3	19
-I got married.	1	3	0	0	0	0	3	19
-The courses wouldn't transfer.	1	3	0	0	0	0	3	19
-I did not apply myself.	0	0	1	2	1	1	3	19
-I wasn't academically prepared to go to college.	0	0	1	2	0	0	2	22.5

APPENDIX W (continued)

Reasons for Withdrawing	Most Important		Second		Third		Total Points	Rank Order
	Frequencies	Point Value	Frequencies	Point Value	Frequencies	Point Value		
-Type of evening classes offered.	0	0	1	2	0	0	2	22.5
-I couldn't compete with younger students.	0	0	0	0	1	1	1	24.5
-Scheduling problems.	0	0	0	0	1	1	1	24.5
-I wasn't learning anything.	0	0	0	0	0	0	0	29.12
-I never really wanted to go to college.	0	0	0	0	0	0	0	29.12
-The studies were too easy.	0	0	0	0	0	0	0	29.12
-Self-employment reasons.	0	0	0	0	0	0	0	29.12
-Program or course cancelled.	0	0	0	0	0	0	0	29.12
-Class(es) filled.	0	0	0	0	0	0	0	29.12
-Too old.	0	0	0	0	0	0	0	29.12
-Still in high school.	0	0	0	0	0	0	0	29.12
Total	53	159	37	74	21	21	254	

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the scanned document**

DROPOUTS AND STOPOUTS--HOW ONE
COMMUNITY COLLEGE HAS SERVED THEM

by

Eric B. McKeithan

(ABSTRACT)

A survey of a systematically selected sample of former community college students who had withdrawn prior to obtaining a degree showed that 86 percent were satisfied with the programs and services of the community college, 46 percent had completed their objectives before withdrawing, 44 percent had both completed their objectives and were satisfied with the community college, and that 81 percent intended to continue their education at either the community college or some other college.

The study was conducted because of an increasing volume of criticisms of the community college due to the low proportion of students that complete requirements for degrees in that institution. This criticism appears unwarranted inasmuch as Frank Newman and others have reported that the majority of persons enrolling in community colleges do not abide by the conventional academic format that results in a degree. K. Patricia Cross and others have observed that "drop-out, drop-in, drop-out" students realize their educational objectives without ever receiving a "degree" from the community college. This study supports their observations.

Since the institution that participated in the study is probably typical of many community colleges, this study indicates that community colleges are doing a reasonably good job of meeting students' expectations.