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CHARACTERISTIC DIFFERENCES AND SIMILARITIES
OF PART-TIME PERSISTERS AND
PART-TIME NONPERSISTERS

by

Neva A. Bartel

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
April 1978

CHARACTERISTIC DIFFERENCES AND SIMILARITIES
OF PART-TIME PERSISTERS AND
PART-TIME NONPERSISTERS

Neva A. Bartel, Ed.D.

Western Michigan University, 1978

The purpose of this study was to describe and compare specific characteristics of part-time persisters and part-time nonpersisters at the community college. A major objective was to determine if statistically significant differences existed on criterion measures such as age, sex, marital status, birth order in the family, religion, high school grade average, and educational goals. This study also attempted to identify the inhibiting factors that were in operation at the time the decision was made not to return the subsequent semester. The original goals and future educational plans of the part-time nonpersisters were considered in order to determine if the goals had been met and, if not, did the decision not to return the subsequent semester mean that the part-time nonpersisters no longer intended to pursue his or her original educational goal.

The survey group included part-time persisters and nonpersisters from Kellogg Community College. The part-time persisters were identified from the College's December 1975, May 1976, and December 1976 graduates. They carried eight credit hours or less

a semester and/or 12 credit hours or less an academic year. The part-time nonpersisters were identified from the College's list of students who enrolled in the fall of 1976 and carried less than eight credit hours and did not return the subsequent semester. A questionnaire was mailed to 934 part-time persisters and nonpersisters, with a return of 69 percent for the persisters and 61 percent for the non-persisters.

The hypothesis that there would be no difference in the age distribution for the part-time persisters and part-time nonpersisters was rejected. The results of the chi-square test indicated a statistically significant difference at the .05 level of probability. The part-time nonpersisters had 42 percent distributed in the 21-30 age bracket, while the part-time persisters had over 50 percent distributed in the 31-40 age bracket.

Another hypothesis concerning no difference in the distribution of sex among the persisters and nonpersisters was also rejected. This study found 68.2 percent of the persisters were male, while 72.0 percent of the nonpersisters were female.

The hypothesis that there would be no difference in the distribution of marital status between persisters and nonpersisters was rejected. Only 4.5 percent of the persisters were single; 33.2 percent of the nonpersisters were single.

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Neva A. Bartel

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TABLE OF CONTENTS

	PAGE
LIST OF TABLES	vi
CHAPTER	
I INTRODUCTION	1
Statement of the Problem	7
Purpose and Objectives	12
Questions and Hypotheses	13
Definition of Terms	15
Limitations of the Study	17
II REVIEW OF LITERATURE	18
Introduction	18
Part-Time Students	19
Studies of Persistence	26
Studies of Nonpersistence	32
Summary	42
III DESIGN OF THE STUDY	45
Introduction	45
Population	46
Data Collection: Student Records	55
Data Collection: Questionnaire	56

Table of Contents--Continued

CHAPTER		PAGE
IV	CHARACTERISTIC DIFFERENCES AND SIMILARITIES OF PART-TIME PER- SISTERS AND PART-TIME NONPER- SISTERS	59
	Introduction	59
	Search From Response for Bias	60
	Results	65
V	ANALYSIS OF THE QUESTIONNAIRE	90
	Introduction	90
	Reasons for Not Returning	90
	Emotional Response to Decision	119
VI	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	129
	Introduction	129
	Conclusions	141
	Recommendations	145
	REFERENCES	149
	APPENDICES	
	Appendix A: Student Questionnaire	158
	Appendix B: Postcard Follow-Up	163
	Appendix C: Telephone Follow-Up Format	165
	Appendix D: Telephone Checklist	167

Table of Contents--Continued

APPENDICES	PAGE
Appendix E: Unedited List of Written Responses Questions 6 and 7	169
Appendix F: Unedited List of Written Responses Question 18	171
Appendix G: Tables Analyzing Responses to Questions 21-43	175
Appendix H: Unedited List of Written Responses From Nonreturning Part-Time Students (Unsolicited)	184

LIST OF TABLES

Table		Page
1	Sex Distribution of Part-Time Nonpersisters in the Fall of 1975 and the Fall of 1976	49
2	Sex Distribution of Part-Time Persisters	49
3	Age Distribution of Part-Time Nonpersisters in the Fall of 1975 and the Fall of 1976	50
4	Age Distribution of Part-Time Persisters Who Graduated in December 1975, May 1976, and December 1976	51
5	Enrollment Status of the Total Enrollment and Part-Time Enrollment, Fall Semester 1976	52
6	Sex Distribution of Students Enrolled for the Fall Semester of 1976	53
7	Age Distribution of Students Enrolled for the Fall Semester of 1976	54
8	Comparison of Sex Distribution of Part-Time Nonpersisters from Fall 1975 and Fall 1976 with Respondents	61
9	Comparison of Sex Distribution of Part-Time Persisters from 1975 and 1976 Part-Time Persisters with 1976 Respondents	61
10	Comparison of Age Distribution of Part-Time Nonpersisters from Fall 1975 and Fall 1976 with Respondents	62
11	Comparison of Age Distribution of Part-Time Persisters from December 1975, May 1976, and December 1976 Graduates with Respondents	63

List of Tables--Continued

Table		Page
12	Enrollment Status of Part-Time Nonpersisters Who Responded According to Sex Distribution	64
13	Age Distribution for Part-Time Persisters and Part-Time Nonpersisters	67
14	Age Distribution of Part-Time Persisters and Nonpersisters According to Sex	68
15	Sex Distribution of Part-Time Persisters and Nonpersisters	69
16	Distribution of Marital Status Between Part- Time Persisters and Part-Time Nonpersisters	71
17	Distribution of Marital Status Between Part- Time Persisters and Part-Time Nonpersisters According to Sex	72
18	Distribution of Family Birth Rank Between Part-Time Persisters and Part-Time Nonpersisters	74
19	Distribution of Family Birth Rank Between Part-Time Persisters and Part-Time Nonpersisters According to Sex	76
20	Distribution of the Type of Religion in Which Persisters and Nonpersisters Were Raised	78
21	Distribution of the Type of Religion Currently Practiced by Persisters and Nonpersisters . .	80
22	High School Grade Average Distributions Between Part-Time Persisters and Part- Time Nonpersisters	83

List of Tables--Continued

Table		Page
23	High School Grade Average Distributions of Part-Time Persisters and Part-Time Nonpersisters According to Sex	85
24	Goal Distributions Between Part-Time Persisters and Part-Time Nonpersisters . . .	87
25	Academic Goal Distribution of Part-Time Persisters and Part-Time Nonpersisters According to Sex	89
26	Importance of External Factors to Males in the Decision Not to Return the Subsequent Semester	92
27	Importance of External Factors to Females in the Decision Not to Return the Subsequent Semester	93
28	The Distribution of Hours Worked by the Part- Time Persisters and Part-Time Nonpersisters According to Sex	95
29	Employers' Attitude Concerning Part-Time Persisters and Part-Time Nonpersisters' College Attendance	97
30	Relationship of College Studies to Outside Employment for Male and Female Part- Time Persisters and Nonpersisters	98
31	Spouses' Attitude Concerning Part-Time Persisters and Part-Time Nonpersisters' College Attendance	100
32	Importance of Indecision About Goals to Nonpersister Males in the Decision Not to Return the Subsequent Semester	102

List of Tables--Continued

Table		Page
33	Importance of Indecision About Goals to Nonpersister Females in the Decision Not to Return the Subsequent Semester	103
34	Importance of Academic Integration to Males in the Decision Not to Return the Subse- quent Semester	105
35	Importance of Academic Integration to Females in the Decision Not to Return the Subsequent Semester	106
36	Part-Time Persisters and Nonpersisters' Satisfaction With High School Grade Average According to Sex	109
37	High School Attendance Patterns of Part- Time Persisters and Part-Time Nonpersisters	110
38	Importance of Social Integration to Males in the Decision Not to Return the Subsequent Semester	112
39	Importance of Social Integration to Females in the Decision Not to Return the Subse- quent Semester	113
40	Time and Place Classes Generally Met for Part-Time Persisters and Part-Time Nonpersisters	115
41	Degree of Emotions Felt by the Part-Time Male Nonpersisters at the Time the Decision Was Made Not to Return	121
42	Degree of Emotions Felt by the Part-Time Female Nonpersisters at the Time the Decision Was Made Not to Return	122

List of Tables--Continued

Table		Page
43	Future Plans of Part-Time Nonpersisters According to Sex	125
44	Distribution of Part-Time Persisters and Nonpersisters' Reasons for Attending Kellogg Community College According to Sex	126

CHAPTER I

INTRODUCTION

The development of the community college as a nonresidential, comprehensive, public two-year college spans 142 years. The forerunners of today's community colleges were private two-year colleges. Because these two-year colleges so closely paralleled the first two years of professional training in four-year colleges and universities, they were soon called "junior" colleges and the four-year colleges and universities became "senior" colleges. When the Morrill Act of 1862 and the early land grant colleges brought the concept of occupational training to higher education, junior colleges followed suit (Truesdell, 1972, p. 1). It is important to note that the commitment to adult education was not present in the early concept of the junior college. Instead, this concept grew from the public 12-year institutions who started adult high school completion programs, which gradually expanded to include an array of courses often labeled "Adult Education," "Continuing Education," or more recently "Community Services."

The shift from the concept of junior college to community college can be observed in the number of two-year colleges who dropped the word "junior" from their names and substituted the word

"community." A reflection of the shift can also be seen in the programming emphasis placed on adult education. Community colleges typically cluster their educational activities around two-year transfer programs, vocational/technical programs, and adult education programs which include in-service, leisure time, and community interest courses.

It is difficult to establish the reasons why the concept of adult education took hold so rapidly. It is possible that the G.I. Educational Bill and the World War II veterans led the way. It is certain, however, that the older veteran who enrolled in college and had clearly interrupted his or her education after high school graduation was instrumental in changing a national attitude that college was only for young high school graduates. Equally important, perhaps, were the stepped-up changes in technology that occurred after World War II and the corresponding need for workers to be trained and/or re-trained. Certainly an awareness of the needs of minorities and the women's liberation movement have also contributed to the current national phenomenon of the "adult" student. According to the U. S. News and World Report, other contributing reasons for the upsurge may be the "affluence of U. S. society, added leisure time, the population inflow to cities where educational resources are more readily available, . . . do it yourself trend," and the rise in the educational level of people. "The educated appreciate education." In any event,

the U. S. News and World Report stated that an "estimated 32 million persons undertook some form of adult study" in 1973 ("Back to School," 1973, p. 73). This upswing in the number of adults involved in learning has been felt on college campuses across the nation, and in many instances it is the fastest growing segment of the student body. Michigan State University, for example, reported a drop in their undergraduate enrollments for the fall term of 1976, but an increase in the total number of students 24 years and older (Vanvorst, 1977, p. 5). The trend, however, is most pronounced on community college campuses. The Bureau of Census reported that more of the students in the two-year colleges are older than students in the four-year institutions (1975, p. 3).

Perhaps it should be obvious that an increase in adult students attending college would also cause an increase in the number of part-time students attending college. In 1974, 40 percent of the students enrolled in community colleges were attending part time (Bureau of Census, 1975, p. 3). Some institutions have reported 50 percent of their students as part-time students (Cohen, 1975; Ebersole, 1975; Groesch, 1974; Millard, 1974). At the "Vermont Regional Community College there are no full-time students at all" (Cohen, 1975, p. 46). In reporting a five-year comparison of students at Harrisburg Area Community College, Ebersole (1975) stated that "the largest total student enrollment was reached in fall of 1974 with a head count

of 4,315 students, of which only 1,965 (45.5%) were full-time and 2,350 (54.6%) were part-time" (p. 25).

It is apparent that the part-time student can no longer be considered atypical. Some recent authors have referred to the part-time students as the "new majority" (Ebersole, 1975; Pitchell, 1974; Raines, 1971). This label is quite apropos for, while the part-time adult populations are growing, enrollments for the full-time, 19-21 year old show a decline (Ebersole, 1975; Millard, 1974; Palinchak, 1973; Riggs, 1976) or a slower growth rate than the growth rate of adult, part-time students (Alfred, 1975; Groesch, 1974; Nordh, 1975; Pitchell, 1974; "They Come Part," 1974). Groesch (1974) reported that the "American Council on Education says there are now more part-time than full-time college students nationally" (p. 51).

Community colleges do not know very much about this growing segment of the student population. For, despite the rather dramatic and relatively swift shift, community colleges have continued to view the typical college student as the full-time 19 to 21 year old and the "adult" student as peripheral. This attitude is best demonstrated in the community colleges' very traditional student services, co-curricular activities, and organizational structures which are geared for the full-time, 19-21 year old and not the adult, part-time student. Athletic programs (which are only open to full-time students), business offices with hours from 8:00 a.m. to 5:00 p.m., and summer

orientation programs are more typical of the "junior" college concept than the "community" college concept. As Chickering (1974) has pointed out:

Community colleges came on the scene in large numbers. But with a few exceptions, although presented with new kinds of students and their special relationships to the communities, the same basic procedures, facilities, and approaches to teaching, and learning that had characterized four-year colleges and universities since the turn of the century were adopted. (p. 1)

The reason not much is known about the part-time student may be attributed to the general lack of available statistics and/or research conducted at community colleges. The Carnegie Commission on Higher Education suggested that the lack of adequate information about community colleges may be the result of the rapid growth rate that these colleges have experienced ("Carnegie Commission Report," 1970, p. 46). Cope and Hannah (1975) concluded that not only are "reliable data on community colleges difficult to find, . . . they are usually artfully buried" (p. 2). Groesch (1974) found that only about half the schools who responded to a study of community colleges in Illinois had any usable historical information. "It is hard to believe," Groesch stated, "that community colleges have not kept full records on all students by age, sex, curricula, and whether they

were full-time, part-time, or transfer students" (p. 48).

Furthermore, the research and statistics that are available are inadequate and inferior in quality ("Carnegie Commission Report," 1970, p. 46; Cook, 1971, p. 7). Even more serious is the fact that studies deal almost exclusively with the full-time student. Cohen and Brawer, editors of The Humanities in the Two-Year College, pointed out that "ACE researchers, for instance, are concerned only with freshmen who are full-time students and who are attending college for the first time in the fall of any given year" (1975, p. 3). Palinchak (1973) commented that it "remains blatantly difficult to change traditional academic inquiries that seek to describe only those students who are young, academic, full-time, transfer-oriented day students" (p. 186). There is, indeed, a growing concern about the need for studies on the part-time student (Ebersole, 1975; Gardner, 1974; Groesch, 1974; Raines, 1971; "A Study of Adult," 1969; "They Come Part," 1974). Part of the current impetus to fully understand the part-time student stems from the fact that two-year institutions are experiencing a drop in full-time enrollments. As the population of the 18-21 year olds continues to decline, this downward trend will be accelerated "unless the percentage of youths who . . . enroll reaches incredibly high levels, above those for any other period in the country's history" (Berendzen, 1974, p. 118). However, if the part-time population continues to

grow in the community colleges, enrollments may remain stable even if the full-time enrollment continues to drop ("Carnegie Commission Report," 1970, p. 35). As the Mercer County Community College study concluded, "an increasing percentage of the Full-Time Equivalent statistics will be the result of part-time student growth. These findings indicate that the fiscal stability of the College may be increasingly dependent upon the part-time student enrollment" ("They Come Part," 1974, p. 11).

Statement of the Problem

Community colleges are currently facing a dilemma: Their financial well-being depends on a student population about which they know little. Who are the part-time students? Why are they in the community college? Why do they leave? Why do they stay? Bulpitt (1973) refers to the adult student as a "subject of growing interest and concern," and while not all adult students are part-time students, the majority would be represented in that category. As Bulpitt elaborated:

College officials responsible for projecting enrollments in order to plan for facilities and staffing are faced with a whole new set of variables which refuse to remain constant. The adult student who is attending or planning to attend a community college may not have graduated from

high school; may have graduated five, ten, fifteen or twenty years ago; or may already have a college degree.

(p. 55)

Even casual observers of community colleges are aware of the financial problems that plague these institutions. Gleazer (1973) summarized the parameters as getting funds from local taxpayers, not enough support at the state level, inflation, and the community colleges' commitment to low tuition rates (pp. 175-185). However, if one other variable--enrollment projections--is added to this list, it becomes clear why answers about part-time students are urgently needed. If it has been difficult to project enrollments when student bodies were mostly full-time, 19-21 year olds, the problems involved in projecting enrollments when the student body is largely part-time are significantly increased. There can be little doubt that fluctuating Full-Time Equivalent (FTE) enrollments create financial difficulties for community colleges. Enrollments made up of 40 percent to 50 percent part-time students who may or may not have a strong commitment (or need) to continue in college make it extremely difficult and hazardous to project enrollments from year to year. The fact that state appropriations are based on an institution's projected enrollment reports makes the situation financially critical. As Alfred (1972) has stated:

Irrespective of the nature and magnitude of other income

sources, the comprehensive community college depends heavily on student fees and state appropriations on a per student basis for unrestricted income with which to meet operating expenses. When student attrition is high, the institutional budget, typically under strain, may be unable to balance expenses, and as a result, there is increased concern over student attrition. (p. 2)

Almost nothing is known about the part-time student as a persister or as a nonpersister. While educators have generally agreed that attrition represents a loss in time, money, and human resources (Blai, 1972; Cross, 1968; Hackman & Dysinger, 1970), studies about attrition have generally focused on full-time students who drop out of four-year colleges or high school. Astin (1975) eliminated students who planned to earn an associate degree from his comprehensive, four-year longitudinal study of college dropouts (pp. 6-7). He did not deal with part-time students at all.

Attrition rates are traditionally high for community colleges. Cross (1968) stated that "everyone who has any knowledge of community colleges is aware of the tremendously heavy drop out during the freshman year" (p. 208). Blai (1972) reported a study which revealed that over a four-year period "approximately 62%" of the community college students "did not receive a degree" (p. 7). Mahon (1974) found that "while 2,950 students had graduated from the

College [Bucks County Community College] between September, 1965, and August, 1973, another 8,605 students earned less than 12 credits of academic work with a grade point average of 2.00 or better but withdrew from the College" (p. 1). Landrith (1971) stated that "high attrition rates in public two-year colleges are beginning to shatter the American dream of a post-high school education for all. At least half of the students entering junior colleges drop out prior to completing two years" (p. 49). Cope and Hannah (1975) concluded that the attrition rate for community colleges is much higher than it is for four-year institutions and that "about two students in every 10 entering a community college stay on to complete the requirements for an associate degree" (p. 2). Even less is known specifically about the part-time nonpersisters at the community college. However, it appears that attrition is even higher for part-time students than for full-time students (Nickens, 1976, p. 322; Trent & Medsker, 1968, p. 90). Alfred (1972) found that:

Approximately 23 percent of all part-time students enrolled during the fall semester, 1971, in the Metropolitan Junior College District terminated study whereas the percentage distribution of attrition for full-time students reached a figure of ten percent. (p. 10)

In the past, many community colleges have avoided the issue of the part-time nonpersisters as well as the full-time nonpersisters by

referring to them as "stop-outs." There is considerable evidence that many students do return. However, this fact does not eliminate the institution's obligation to ascertain the particular set of circumstances that were present at the time the decision was made by the student not to return.

Furthermore, the assumption that part-time students have very limited goals and do not return because they met their goals is unsupported. There is reason to believe that some part-time students decide to discontinue college before they have met their goals. In the fall of 1972, Kellogg Community College conducted a survey of students who left after one semester. Seventy-seven percent of the respondents indicated that they had not achieved the goals they set before enrollment. While the above study did not distinguish part-time students from full-time students, it can be concluded that part-time students were proportionately represented. Gleazer (1973) stated that there is "mounting concern about students who leave [the community] college with poor grade records, goals not achieved, and feeling of frustration and failure" (p. 87).

If the community college is going to live up to its "community" college concept, it will have to begin to give a face, a body, legs and arms to its "new majority." Even more, the community college will have to realize that the part-time student represents a majority of its student body. And this being true, the need for studies

concerning the attrition of part-time students becomes imperative. Indeed, who are the part-time students? Why are they in the community college? Why do they leave? Why do they stay? Finding the answers to these questions are important to the survival of the community college.

Purpose and Objectives

The purpose of this study was to describe and compare specific characteristics of part-time persisters and part-time nonpersisters. These characteristics are potentially discriminating variables that could be used in theory development and future empirical research.

Specifically, the objectives of the study were:

1. To compare the part-time persisters with the part-time nonpersisters to determine if significant differences existed on criterion measures such as age, sex, marital status, birth order in family, religion, high school grade point average, and educational goals.
2. To gain a better understanding of why part-time students persist in college by identifying factors which contribute to persistence.
3. To gain a better understanding of why part-time male and female students do not continue in college by identifying the inhibiting factors which contributed to the decision not to return.
4. To determine the emotional response to the decision not to

return.

5. To compare the part-time nonpersisters' original goals with their future plans in order to determine if their goals have been met.

Questions and Hypotheses

Questions addressed by the study were:

1. What are the significant differences between part-time persisters and part-time nonpersisters on criterion measures such as age, sex, marital status, birth order in the family, religion, high school grade point average, and educational goals? To be precise, is the persister younger than the nonpersister? Are more males than females persisters? Are more persisters the first born or only child in the family than the nonpersisters? Are there any differences in the type of religious preference between persisters and nonpersisters? Do persisters have a higher high school grade point average? Do the persisters have higher educational goals than the nonpersisters?

2. How much does each of the following contribute to the persistence in college?

- (a) age
- (b) sex
- (c) marital status

- (d) birth rank in family
- (e) religious background
- (f) high school grade averages and experience
- (g) high educational expectations

3. How much does each of the following contribute to the decision not to return to college?

- (a) external factors such as financial problems, illness or death, pregnancy
- (b) indecision about goals, emotional problems
- (c) lack of academic integration
- (d) lack of social integration including college support services

4. How many part-time nonpersisters have nondegree goals?

How many plan to return? Are the factors influencing a male's decision not to return different from the factors influencing a female's decision?

5. What is the emotional response to the decision not to return the subsequent semester? Is there a loss of confidence, a sense of failure, or anger at the college?

From the objectives and questions of this study and the review of literature, seven hypotheses were developed. The research hypotheses 4, 5, and 7 that there would be a difference are stated in the null form.

1. There will be no differences in the age distribution for the part-time persister and the part-time nonpersister.
2. There will be no difference in the distribution of males and females between the part-time persisters and the part-time nonpersisters.
3. There will be no difference in the distribution of the type of marital status between the part-time persisters and the part-time nonpersisters.
4. There will be no difference in the type of family birth rank distribution between the part-time persisters and the part-time nonpersisters.
5. There will be no difference in distribution of the type of childhood religion and adult religious preference between the part-time persisters and the part-time nonpersisters.
6. There will be no difference in the distribution of the high school grade average between the part-time persister and the part-time nonpersister.
7. There will be no difference in the type of educational goals between the part-time persister and the part-time nonpersister.

Definition of Terms

In order to promote a greater consistency in reading and interpreting the study, the following terms require precise definitions for

the purpose of this study:

1. Community college: A publicly supported two-year institution organized to serve a specific geographic area offering two-year curriculums leading to associate degrees, with a number of short-term and one-year programs of study leading to certificates. The majority, but not all, offer occupational and adult education. As used herein, the term "community college" is synonymous with "junior college" "two-year college" and/or "community junior college."

2. Part-time student: Any student enrolled in studies at community colleges or four-year institutions and universities for less than a full load. For this study "part-time" has been defined as carrying eight credit hours or less per semester or 12 credit hours or less per academic year--excluding summer and/or interim sessions.

3. Part-time persisters: Any student who completed a program of study leading to a certificate or a degree and who carried 12 credit hours or less per academic year--excluding summer and/or interim sessions.

4. Part-time nonpersisters: Any student who carried less than eight credit hours and did not return for the succeeding semester--excluding summer and/or interim sessions.

5. Part-time dropout: Any student who did not return for the

succeeding semester--excluding summer and/or interim sessions-- who carried less than eight credit hours, who did not meet his or her educational goals and does not plan to return to collegiate study.

Limitations of the Study

This study is limited to Kellogg Community College located in Battle Creek, Michigan. Therefore, a practical application of the results should be undertaken with caution. The research population is from a particular community college and transfer of generalizations to other community colleges should be qualified. However, since the intent of the study is primarily to describe student characteristics and potentially discriminating variables, it serves as a logical base for developing theories and future empirical research.

In the data collecting stage of the study, it was necessary to depend upon the accuracy of the data stored in the computer for generating a correct list of students who signed up for one semester and did not return the following semester. With this list and the student records, the part-time students were identified.

While the response was good for part-time community college students, the survey conclusions are limited by the fact that not all the subjects responded. The inclusion of the nonrespondents may have altered the findings, but a respondent bias check did remove concern over this possibility.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The primary purpose of this study, as stated in Chapter I, was to describe and compare specific characteristics of part-time persisters and part-time nonpersisters as a beginning for future theoretical development and empirical research. The initial data came from a review of literature related to this study. Sources used were: The Educational Index, Dissertation Abstracts, ERIC Files, and the Junior College Dissertation Directory, published each September as part of the Junior College Journal. The review of the literature did not reveal any studies dealing specifically with the part-time persister and the part-time nonpersister. The first listing in the Educational Index of the heading "Part-time Education" was July 1963.

While the thrust of this study was the part-time persister and nonpersister, the first phase was devoted to current studies of part-time community college students in order to develop a profile of the part-time student. The second and third phases reviewed the literature on persistence and nonpersistence. In the last two phases, relevant literature about full-time persisters and nonpersisters

from four-year colleges as well as community colleges are included in order to establish a logical base for developing the questionnaire.

Part-Time Students

The profile of the part-time student that emerges from the review of literature is based primarily on six studies, the earliest being a study of the adult part-time students at Mohawk Valley Community College in 1969. The main purpose of the Mohawk Valley study was to compare the part-time evening students enrolled in a private four-year college in New York State with the Mohawk Valley Community College students. The study is significant because it deals with the "unsuccessful" part-time student, and points out the need for more research.

Although Mahon's study of "Stop-ins and Stop-outs" included all the students at Bucks County Community College from 1965-1972, he discovered that 77 percent of the sample was enrolled as part-time students. The sample was taken from 8,605 students who completed 12 credit hours or less of work with at least a 2.00 grade point, but had withdrawn. Mahon's study is important because of the large number of part-time students in his sample. It is important to this present study not only in developing a profile of the part-time student, but also in developing concepts about part-time persistence and non-persistence.

Groesch (1974) undertook a study of all the community colleges in Illinois in order to collect data on the student population. As part of this study, she identified characteristics of the part-time student in regards to employment patterns and purposes in attending the community college. Her study was somewhat limited by the fact that only half of the community colleges in Illinois responded, and of those who did respond only 16 provided her with usable historical information.

Two studies that were very useful in developing a profile of the community college part-time student were the study of part-time extension students at Mercer Community College ("They Come Part," 1974) and Ebersole's (1975) study at Harrisburg Area Community College. The former report was based on a survey of the part-time and extension student population of Mercer County Community College for the fall of 1973. Ebersole's study traced the development of the part-time student over a period of five years.

Alfred (1975) reported on the characteristics of entering students, 1974-75, at New York City Community College. His study was useful in identifying the goals held by part-time students. Although Alfred was concerned with the total number of entering students, he made some distinctions between full-time and part-time students.

The above studies have contributed significantly in the

following profile of the part-time student according to age, sex, marital status, employment patterns, and educational goals.

Age

The stereotype of the part-time student is that of a middle-aged evening student. A review of the literature suggests that this stereotype may not be accurate. While the research still supports the concept that the part-time student is the adult student (Bureau of Census, 1975, p. 1; Groesch, 1974, p. 50; Raines, 1971, p. 178), Ebersole (1975) found a "large number of youth and daytime students among the part-timers at Harrisburg Area Community College" (p. 3). Mahon (1974) found that 15 percent of the "Stop-ins" and "Stop-outs" were enrolled as part-time day students (p. 8). Ebersole (1975) also found that 40 percent of the part-time students were under the age of 25 (p. 30). Since the Ebersole study was not restricted to the evening program at Harrisburg, his results included part-time students from the day program and pointed out the fact that part-time students are not always the older evening student. For example, he found that "7% of the part-time students" were "between the ages of 15 and 19, with 10% of this age group being accelerated high school students" (p. 26). Previous studies which have not included the part-time day students might not reflect the number of young high school students who were on accelerated or advanced

placement programs. They would probably also fail to consider the "reverse transfer student," who enrolls in the community college after attending one or two semesters at the four-year institution.

Sex and Marital Status

The review of the literature suggested that the number of women who are students both full-time and part-time may be increasing. "Since 1970, there has been a 131.3% increase in women students in community and junior colleges compared with total enrollment increases of 107.6% in two-year colleges" (Nordh, 1975, p. 2). Vanvorst (1977) reported that this trend can also be observed at Michigan State University. "In 1975 there were 1,436 women [24 years and older] compared to the 1976 figure of 1,543. The number of men declined from 2,318 to 2,249" (p. 5). How many of these women swell the ranks of part-time students has not been determined. However, figures from the National Center for Educational Statistics showed that while male enrollments for both full-time and part-time students declined from 1975 to 1976, both full-time and part-time female enrollments increased ("Fall Enrollments," 1977, p. 1). At Mercer Community College, the enrollment of part-time female students was greater than the full-time female population ("They Come Part," 1974, p. 2). In contrast, Ebersole (1975) reported that "three out of five [part-time] students at Harrisburg

Community College are male" (p. 30).

The literature about part-time students generally does not indicate the distribution of the type of marital status. However, studies at Mercer Community College showed that "a higher proportion of the part-time population than the full-time population was married, 11% versus 5% respectively" ("They Come Part," 1974, p. 2).

Employment Patterns

Raines (1971) stated that the adult evening student was generally considered to be employed full time (p. 178). In 1972, Groesch (1974) found "only 24.3 percent of the two-year community college students attending part-time [who were] not employed" (p. 50). The study at Mercer Community College concluded that part-time students were "more likely of working status, [either] full-time or part-time" ("They Come Part," 1974, p. 15). However, if Ebersole's (1975) study showing that there were young, daytime students attending part-time is substantiated, it may be that, as he concluded, "a significant number of part-time students may be day students who work part-time at night or who may be unemployed" (p. 13).

Educational Goals

Alfred (1975) stated that "previous research has shown that many students attend two-year colleges because of uncertainty about

career interests or advanced study" (p. 49). However, he found that only four percent of the students entering the New York City Community College in 1974-75 had "no plans at all" (p. 5). A study of the expressed educational objectives of students applying for admission to City College at San Francisco revealed that more part-time students were "undecided" ("Trends in Expressed," 1975, p. 2).

Among the part-time students in the Illinois Public Community Colleges, "preparation for employment in [the] 'Occupational/Career Area' was the number one reason for attending college." Of the total number of part-time students responding, 39.2 percent gave this as their reason ("Illinois Public Community," 1975, p. 14). Groesch (1974) reported that in 1972 three-quarters of the students who attended part-time in the United States "pursued general education and occupational training" (p. 50). At Mercer County Community College, "a total of 33% of the responding part-time students indicated that the major objectives for attending the college for the semester was for Occupational Upgrading" ("They Come Part," 1974, p. 11). Mahon (1974) found that among the total number of "Stop-ins" and "Stop-outs" "31% saw their attendance directly related to their career as either upgrading their current career or retraining for another career" (p. 6). Ebersole (1975) found that almost 24 percent of the part-time students "sought to upgrade the skills used in their present vocation, [while] 16.1% hoped to be able to enter a new

occupation" (p. 28).

At Mercer Community College a greater percentage of the students were enrolled in transfer programs ("They Come Part," 1974, p. 2). However, Ebersole (1975) found that "only 27.7% at Harrisburg Community College planned to transfer" (p. 28), and Mahon (1974) reported that among the stop-ins and stop-outs "only 16 percent perceived their primary reason for attending the college as earning an Associate Degree" (p. 6).

Ebersole (1975) stated that "24% of the part-time students enroll for specific courses of vocational and personal interest rather than curricular programs" at Harrisburg Community College (p. 26). Groesch (1974) found "one-quarter attending for social, family, recreational, or community reasons" (p. 50). Mahon (1974) reported that among the stop-ins and stop-outs "another 26 percent saw enrollment in terms of personal enrichment" (p. 6).

In summary, there is a lack of knowledge about the part-time student at the community college (Ebersole, 1975, p. 7). Furthermore, there is nothing substantial in the way of statistics collected with regularity by the National Government ("They Come Part," 1974, p. 8). The studies reviewed in this research prompt the conclusion that the stereotype of the part-time student may not be accurate. As Ebersole (1975) has stated:

The profile of the part-time student in the community

college needs to be enlarged from the evening students to include day students, from adult students to include youth just out of high school, from middle-aged housewives/homemakers to include working wives and young career women. (p. 32)

There is also a need to enlarge the reasons why they attend the community college.

Studies of Persistence

High School Grade Averages and Experience

In 1953, Weigand reported that:

Personnel workers have long been aware that average high school grades and tests of scholastic achievement are not the complete answer in predicting success in college [however] the above measures are, in the order given, the best predictors of academic success or failure available at the present time. (p. 458)

A review of the literature since Weigand's conclusion indicated that high school grade point average was the variable most often found to correlate with academic success and/or persistence (Aiken, 1964; Astin, 1972; Cross, 1971; Fullerton, 1976; Palinchak, 1973; Tinto, 1975; Trent & Medsker, 1968; Waller, 1964). However,

Cope and Hannah (1975) in their recent study of the causes and consequences of dropping out, stopping out and transferring found that even the high school grade point average was not reliable as a predictor of persistence due, in part, to the variability of "high schools, colleges, students, and grading systems" (p. 12). The results of a study at Utica College also concluded that "the value of the high school grade point average as a predictor of persistence was not reliable" (Blanchfield, 1971, p. 3). One reason why the high school grade point average might not be reliable as a predictor of persistence at the community college is that the "open-door" policy of most community colleges makes it possible for many students who have not been academically strong in high school to attend the community college and often they succeed. In this regard, the American Council for Education (ACE) study found that "the percentage of junior college students reporting less than a 'B' average in high school was 56 percent, compared to 24 percent for the college group and 19 percent for the university group" (Raines, 1971, p. 179). Chickering (1974) found that commuting students [who can be compared to community college students] had lower high school grade point averages than resident hall students (p. 48).

Also, it may be that in conjunction with the open-door policy the strength of the high school grade point average may weaken as the length of time between graduation and college study is extended.

The older student may not be influenced as much by his or her academic behavior in high school. High school grades may also reflect other conditions that are changed or modified as the student grows older. As Monroe (1972) concluded "grades reflect intelligence as well as a host of other factors" (p. 210).

One of the first studies to report a relationship between the high school experience and persistence in college was the study Trent and Medsker (1968) made with high school seniors in 1959 with a follow-up in 1963 which compared the students' stated educational purposes with their subsequent persistence in college. They reported that "64 percent of those seniors who later became persisters in college reported liking high school very much" (p. 116). Chase (1971) also found a relationship between a student's high school experience and nonpersistence/persistence in college. He stated that "persisters tended to be proportionately over-represented among those who took part in combinations of two or more kinds of activities" (p. 69). The results of a survey of students in 25 Illinois high schools found a positive relationship between high grade point averages and participation in extracurricular activities (Buser, Long, & Tweedy, 1973, p. 125). Typically, the community college student is not as apt to have been involved in extracurricular activities in high school. According to Raines (1971), the ACE norms show that community college students:

Are about one-half as likely to have been president of a student organization or editor of a school newspaper as would those students entering colleges and universities. They are also less likely to have had a major part in a play, participated in a speech contest, published an original piece of writing, or obtained a high rating in a music contest. It is interesting to note that junior college students receive awards in art and athletics with about the same frequency as other students. (p. 179)

Educational Expectations

In his comprehensive theoretical syntheses of research dealing with dropouts from higher education, Tinto (1975) pointed out the relationship between the student's commitment and persistence reported by a number of researchers. Tinto stated that:

Once the individual's ability is taken into account, it is his commitment to the goal of college completion that is most influential in determining college persistence. Whether measured in terms of educational plans, educational expectations, or career expectations, the higher the level of plans, the more likely the individual is to remain in college. (p. 102)

Astin (1972) also reported that having high degree aspirations

was an important predictor of persistence (p. 50). Others have found that the student who plans to work beyond the Bachelor's degree is more likely to persist than the student who does not (Astin, 1975, p. 38; Cope & Hannah, 1975, p. 20; "Student Retention," 1976, p. 654; Tinto, 1975, p. 93). The implication these studies have regarding community college students is not clear. Gell and Bliel (1973) found a moderate positive correlation between levels of educational aspiration and persistence among community college students. They concluded that "those who intended to complete the AA [Associate of Arts] as their highest degree are more likely to drop out of college to take a job than are persons who aspire to higher degrees" (p. 34).

Religious Background

Cope first explored the influence of a student's religious background on persistence in 1967. Cope found that "Jewish men had a lower dropout rate than did Roman Catholic and Protestant men and that the Jewish man was more likely to persist than the Jewish woman" (Cope & Hannah, 1975, p. 21). In regards to persistence in college, Astin (1973) found that "Jewish students' chances are slightly better than those of non-Jewish students" (p. 303). Cope and Hannah (1975) also reported that Rossman and Kirby, who studied first year dropouts who left the University of California,

found:

That 38 percent of the persisters, as compared to 50 percent of the withdrawers were either agnostic, atheist, had no formal religion or no religious beliefs. The persisting students were generally more likely to report their families participated in organized religious groups.

(p. 21)

Astin (1975), however, also found a relationship between the religious beliefs of the parents and the student with persistence and nonpersistence:

The most drop-out-prone students are those whose parents are Protestant but who themselves indicate no religious preference. When all other factors are held constant, the expected dropout rate for this group is about 40 percent, compared with an expected rate of only 19 percent among the least drop-out-prone group: students with Jewish parents who also indicate their religious preference is Jewish. The expected rate for Catholic students with Catholic parents is about 26 percent, while the expected rate for Protestant students with Protestant parents is about 30 percent. (p. 33)

Birth Rank

The above studies were instrumental in developing the major concepts about persistence used in this present study. However, an article by Zajone (1975) supplied one other possible concept about persistence that was intriguing. Zajone wrote "parents and psychologists have always regarded first-born children as different or special. We have known for decades that first-borns are more likely to be high achievers and intellectual stars in the manner of Galileo, Pascal, and Newton." From Zajone's extensive study of the order of birth and intelligence, he concluded that "it now appears that birth order is related to at least one very important human trait: intelligence" (p. 37).

Studies of Nonpersistence

As a result of his review of attrition studies, Turner (1970) concluded that "no solid pattern has yet emerged on why students leave." However, "experts agree that attrition is normally due to a cluster of reasons springing from personal characteristics, match between student and institution, environmental factors and outside forces" (p. 5). Tinto (1975) not only perceived that attrition was the result of a cluster of reasons, he perceived it as a "longitudinal process of interactions between the individual and the institution"

(p. 103). Tinto's perception of attrition as a process rather than a static condition provided the rationale for defining the part-time non-persister as a student who did not return for the subsequent semester. Since it is virtually impossible to determine without doubt that a student is a permanent dropout, the concern should be directed to those conditions in operation at the time the student decides not to return. In order to determine the conditions in operation when the decision was made not to return, Tinto's cluster concept was also used. The reasons for leaving fall into four categories: external environment, indecision about goals, lack of academic integration, and lack of social integration.

Astin (1975) suggested that future studies about attrition should "include more questions on students' reasons for dropping." He thought that the subjects should not be limited to choosing one single reason for leaving but that they should instead "indicate the degree of importance of each possible reason" (p. 181). Cope and Hannah (1975) also criticized the oversimplification of reasons for attrition and pointed out that another aspect of oversimplification is "the apparent lack of differentiation between sexes in many studies." They stated that "reasons that are related to the withdrawal of women may be different from the reasons related to the withdrawal of men." Not to separate according to sex "obscures differences that are sex related" (pp. 8-9).

External Environment

In the decision not to return to college, a student may reach a break point between the press of the external environment and the individual's personal goals. The part-time community college student is more directly involved in balancing the external press and personal goals than either full-time community college students or four-year residential students. In his interesting theoretical synthesis of research related to attrition, Tinto (1975) applies the "cost-benefit" theory to attrition. According to Tinto's application of the theory:

Individuals will direct their energies toward that activity that is perceived to maximize the ratio of benefits to cost over a given time perspective. With regards to staying in college, this perspective argues that a person will tend to withdraw from college when he perceives that an alternative form of investment of time, energies, and resources will yield greater benefits, relative to cost over time, than will staying in college. (pp. 97-98)

If Mazlow's hierarchy of needs is juxtaposed with the "cost-benefit" theory, it seems realistic to suggest that physiological needs such as financial needs, health needs, etc., will be stronger than self-actualization needs. Perhaps in this respect, the part-time

community college student withdraws not so much because the goal does not still seem worth the cost, but rather because physiological needs have become urgent. According to Mazlow, physiological needs must be met (Castetter, 1971, pp. 19-20). Monroe (1972) concluded that "community college students tend to place more emphasis on receiving immediate goals and rewards than on postponing the possibility of winning greater rewards at some future date" (p. 199). However, the preference for immediate goals and rewards may be the result of the press of the external environment rather than an inability to sustain gratification. Certainly external conditions that are financial in nature must have very important ramifications for part-time students. In his longitudinal study of nonpersistence, Astin (1975) found that "financial difficulties" was one of the most frequently given reasons for dropping out of college by both men and women (p. 15). Mahon (1972) found that 22 percent of the stop-outs "indicated that they withdrew due to employment reasons or because of lack of time" (p. 15). Financial concerns seem inherent in the decision to attend college on a part-time basis. From his study of 15 Florida community colleges, Nickens (1976) found that the three reasons for not returning to college that ranked the highest were "work conflict," "more important personal commitment," and "obtained a job" (p. 327, Table VI).

As early as 1964, Astin found in his study of "Personal and

Environment Factors Associated with College Dropouts Among High-Aptitude Students" that women appeared to be influenced more by external factors than men (p. 225). Snyder and Blocker (1969) also found that "more females than males indicated employment, marriage, moved and illness" as reasons for leaving college (p. 12). Cope and Hannah (1975) reported that two national studies, one in 1957 and another in 1967, agreed "that the major reason given for women dropping out was marriage" (p. 15). Astin's (1975) recent longitudinal study showed that women "give marriage, pregnancy, and family responsibilities more often than any other reason." On the other hand, "this item was eight in importance for men" (p. 15).

Indecision About Goals

The specific research on reasons why part-time students attend the community college was discussed above in this chapter in the section on "Part-Time Students" under the subheading "Educational Goals." The conclusion that can be drawn from that discussion is that the part-time student in the community college has various reasons for attending college and many are not certificate or degree related. Mahon (1974) found that the reasons the students in his survey of stop-ins and stop-outs gave for attending community college were: "personal enrichment, particular career, transfer, leisure time activities, upgrading" (p. 1). He also found that the

"primary reason for withdrawing from college was the students had completed their objectives" (p. 9). Nickens' (1976) important study on the community college dropout took issue with reports that indicated that "attrition for part-time freshmen is close to two-thirds" (p. 322). He made a study of attrition rates in community colleges and took into account the educational objectives of the students. His study, conducted through the Inter-institutional Research Council (IRC), surveyed approximately 1,000 community/junior college students from 15 Florida community colleges. He reported that:

The age group with the highest percentage (75 percent) of the respondents who stated they had achieved their objectives was the 18 year old and under; the group with the lowest percentage of achievement (43 percent) was the one composed of respondents from 45 to 54 years old.

The age group reporting the highest percentage of alumni who had failed to obtain their objectives but had no further educational goals (15 percent) was made up of 55 to 64 year olds. (Nickens, 1976, pp. 324-325)

Obviously, studies concerned with attrition of the part-time student must try to make distinctions between the businessman, for example, who takes an art class for enrichment and the businessman who takes an art class because he wants to become an art teacher.

More important, studies should attempt to determine the

attrition that results from the students' indecision about goals. A study of student persistence at the University of Iowa found that non-persisters reported "less satisfaction with their vocational plans" than persisters (Sherer, 1974, p. 560). In his study of 1,000 freshmen at Penn State, Marks (1967) found that "lack of career goals" was one of three reasons that students gave for dropping (p. 214). It may also be that the student's indecision about goals is the result of insecurity regarding himself or herself. Astin (1975) felt that the "fact that 'some other reason' was checked relatively often in studies suggests that one or more important reasons (for example, personal or emotional problems) were missing from the list" (p. 15). Astin (1964) found among high aptitude students that:

Except for financial problems, the causes given by male dropouts for leaving college are primarily internal in nature: indecision about appropriate course of study, dissatisfaction with being a student, emotional problems. (p. 225)

Cross (1971) considered personal problems and school performance to be interrelated:

Whichever came first--the poor school performance or the personal problems--once the cycle starts, it tends to reinforce itself. Personal problems can lead to poor school performance, which in turn may lead to problems

of self-doubt and self-dissatisfaction. (p. 156)

Academic Integration

In his book Preventing Students From Dropping Out, Astin (1975) wrote about the "fit" between the student and the college. Cope and Hannah (1975) stated that the "primary factor in 'holding power' is the students' identification with the college. Colleges are more likely to retain the students who choose the institution because of its clear image values and programs and knows what he or she wants" (p. 102). As pointed out above, there are many reasons why students attend the community college part-time and there are just as many different expectations about the college experience as there are students. How well do all those students "fit" into the academic setting, and how well does the college meet their academic expectations? How do these factors relate to attrition?

The study of adult part-time students at Mohawk Valley Community College included mailing 1,650 surveys to students who did not re-enroll at Mohawk. The results showed that 27 percent of the students were "dissatisfied in some way with MVCC courses or programs" ("A Study of Part," 1969, p. 12). It is interesting to note that only 450 (27 percent) of the surveys were returned. At best, this small return would seem to indicate that a large proportion (73 percent) of part-time students did not feel responsive to the college. The study

also found that students who withdrew in the spring quarter tended to give the reasons that "their classes were too hard and that there was too much homework" ("A Study of Part," 1969, p. 13).

Trent and Medsker (1968) found in their follow-up studies of high school seniors that "a lack of interest" was the primary reason given for leaving college (p. 259). Monroe (1972) reported that the study of Illinois college freshmen showed that "next to financial problems, a combination of dissatisfaction with the college environment, the courses, and the instructors was the most important factor" (p. 211). Sherer (1974) found that "disinterest in school" and "academic problems" were given as major or minor reasons for not returning to the University of Iowa (p. 561). A distinction between males and females was noted by Snyder and Blocker (1969) who found that at Harrisburg Community College "proportionately more females than males indicated lack of interest, and proportionately more males than females indicated inadequate achievement" (p. 12). At Montgomery Community College, "only 1.3% selected 'could not get good enough grades.' However, 3.4% said 'school wasn't relevant'" (Gell & Bleil, 1973, pp. 26-27).

It should be pointed out that, with few exceptions, withdrawals from the community college are voluntary. While academic failure may be the predominant reason for not returning, the student is the one who makes that determination. However, the part-time

community college student who has a master's degree may not be discouraged by a "D" in Beginning Swimming. He or she might re-turn next semester for a class in Intermediate Swimming. On other students, the effect of a low grade may be devastating. Thayer (1973) found that in comparing the effect of pass-fail grading systems with letter grade systems that the students who received a "D" or "F" on the first examination were "much more likely to drop out than those receiving any other grade" (p. 73).

Social Integration

It is relevant to this discussion of attrition in the community college to take into consideration the college environment and the students' integration into the environment. Spady (1970) concluded that a student's "satisfaction with the college experience will depend on the available social as well as academic rewards, and . . . a sense of integration in the system" (p. 78). There are a number of authors who reported studies that found a positive relationship between participation in college activities and persistence (Astin, 1975, p. 108; Spady, 1970, p. 76; "Student Retention," 1976, p. 654; Tinto, 1975, p. 92; Waller, 1964, p. 292). Turner (1970) reported that "the non-continuer lacks a sense of belonging and identification with the college environment" (p. 7). Other studies have concluded that college dropouts perceive themselves as having

less social interaction than do college persisters (Tinto, 1975, p. 107; "Student Retention," 1976, p. 654). However, Ebersole (1975) found that 32 percent of the students at Harrisburg Area Community College were not involved with student activities, regardless of the nature of the activity" (p. 21). This provokes a suspicion that because of the age range of the part-time student, perhaps there is not a need for social interaction at the college campus. The part-time students' social patterns may be fixed long before they decide to attend college. The same may be true for their needs in regards to the support services offered by colleges. The study of part-time students at Mercer Community College found that "in assessing . . . 28 aspects of the college" there was a considerable number of responses selecting "No Basis for Opinion" ("They Come Part," 1974, p. 16). However, Asbaugh, Levin, and Zaccaria's (1973) study of persistence and the disadvantaged college student found that persisting male students used the counseling services while nonpersisting males who appeared to have "somewhat more aptitude for college work" did not (p. 66).

Summary

As indicated previously, there is a paucity of studies and/or statistics on the part-time student as well as on the part-time persister and nonpersister. The review of the literature did provide a

brief outline of the profile of the part-time student--enough to indicate that the current part-time student may not fit the old stereotypes based largely on the adult evening student.

As much as possible, studies on persistence and nonpersistence done about full-time four-year college students were placed against the few studies done on community college students both full-time and part-time. It was basically from the studies on persistence and nonpersistence that the logic for the questionnaire used in this study was developed.

From the objectives and questions of this study and the above review of the literature, seven hypotheses were developed. The research hypotheses 4, 5, and 7 that there would be a difference are stated in the null form.

1. There will be no differences in the age distribution for the part-time persister and the part-time nonpersister.

2. There will be no difference in the distribution of males and females between the part-time persisters and the part-time nonpersisters.

3. There will be no difference in the distribution of the type of marital status between the part-time persisters and the part-time nonpersisters.

4. There will be no difference in the type of family birth rank distribution between the part-time persisters and the part-time

nonpersisters.

5. There will be no difference in distribution of the type of childhood religion and adult religious preference between the part-time persisters and the part-time nonpersisters

6. There will be no difference in the distribution of the high school grade average between the part-time persister and the part-time nonpersister.

7. There will be no difference in the type of educational goals between the part-time persister and the part-time nonpersister.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The impetus for this study came from the realization that the number of students attending community colleges on a part-time basis was growing. At the same time journals dealing with the community college contained a number of articles concerned with the financial problems of community colleges and the need to recruit and/or retain students. After discussions with colleagues in several community colleges, it became apparent that few, if any, community colleges had addressed the problem of attrition among part-time students. As an Evaluator for the North Central Association of Higher Education, it was possible for some of the above observations to take place outside of Michigan.

Throughout the 1975-76 academic school year, during loosely structured interviews with part-time students, the dimensions of being a part-time student were explored. No effort was made to be selective about who participated in these exploratory interviews, but rather, opportunities for dialogue were utilized as they presented themselves. From these interviews, however, it became apparent that the community college "part-time student" was a

complex phenomenon and the part-time students' reasons for persistence and nonpersistence perhaps were uniquely theirs. The positive response from the part-time students regarding the possibility of research on part-time students was encouraging. All the part-time students interviewed were enthusiastic about research with part-time students as subjects.

The most appropriate design for the research would be the survey. Survey research would provide the data needed to describe part-time persisters and nonpersisters. It would also provide an opportunity for gathering descriptions in several variables in order to look for differences between part-time persisters and nonpersisters.

Population

The population surveyed was the part-time persister and nonpersister at the community college level. Nationally, this represents over two and one-half million students (Groesch, 1974, p. 50). Due to the irregularity of data on students among the community colleges, the subjects were drawn from the records of students at Kellogg Community College. Kellogg Community College in Battle Creek, Michigan, tends to be more typical of the community colleges nationally than atypical. Established in 1956, the institution has been in continuous operation for 21 years. The College offers day,

evening, weekend, summer, and off-campus classes. Currently the College has 14 off-campus centers. The academic areas are divided into three main divisions: The Arts and Science Division, the Business and Technology Division, and the Health Technology Division. The College awards Certificates as well as Associate Degrees. There is also a Community Service component which serves a variety of educational needs in the community. The College employs 85 full-time instructors and approximately 183 part-time instructors. The total enrollment for the academic year 1975-76 was 4,450. The total enrollment for the academic year 1976-77 was 4,427. These figures represent the actual number of students.

The subjects were drawn from the records of students enrolled in day, evening, weekend, and off-campus classes at Kellogg Community College during the Fall Semester of 1976. Part-time persisters were identified as students who graduated in December 1975, May 1976, and December 1976 and who carried eight credit hours or less a semester and/or 12 credit hours or less an academic year excluding summer and interim sessions. The part-time nonpersisters were identified as students who enrolled in the Fall Semester of 1976 who carried less than eight credit hours and did not return for the subsequent semester. In order to determine if the subjects drawn were representative, the age and sex distribution of the subjects were compared to the age and sex distribution of part-time

persisters and nonpersisters from the fall of 1975 enrollment and the age and sex distribution of the total enrollment and part-time enrollment in the fall of 1976.

There were 1,151 nonpersisters in the fall of 1975 and 961 in the fall of 1976. During the process of checking the 1976 list against the student records and in the mailing and follow-up telephone calls, the original list of 961 was reduced to 868 part-time nonpersisters. It was assumed that the 1975 list of nonpersisting students also contained errors. If approximately 11 percent were in error, as with the 1976 list, the total part-time nonpersisters for the fall of 1975 would be closer to 1,024. However, the distributions presented here are based on the actual n of 1,151 (1975) and the corrected n of 868 (1976). The distribution according to sex of the part-time nonpersisters is presented in Table 1 and the part-time persisters in Table 2.

In comparing Table 1 with Table 2, it should be noted that while there were more female than male part-time nonpersisters, there were more male than female part-time persisters.

Tables 3 and 4 present the distribution of part-time nonpersisters and part-time persisters according to the distribution of age. As might be expected, there were no part-time persisters in the 11-20 age bracket, while there were 14 percent of the nonpersisters in this bracket for the year 1975-76 and 25 percent for the year

Table 1
Sex Distribution of Part-Time Nonpersisters
in the Fall of 1975 and the Fall of 1976

Sex	Fall 1975		Fall 1976	
	<u>N</u>	%	<u>N</u>	%
Males	411	35.7	295	34.0
Females	740	64.3	573	66.0
Totals	1,151	100.0	868	100.0

Table 2
Sex Distribution of Part-Time Persisters

Sex	December 1975 May 1976 Graduates		December 1976 Graduates	
	<u>N</u>	%	<u>N</u>	%
Males	24	61.5	16	61.5
Females	15	38.5	10	38.5
Totals	39	100.0	26	100.0

1976-77. The 21-30 age bracket represented 50.8 percent of the 1975-76 part-time nonpersisters and 43 percent of the 1976-77 part-time nonpersisters. However, the part-time persisters had 50 percent or over distributed in the 31-40 age bracket.

Table 3

Age Distribution of Part-Time Nonpersisters
in the Fall of 1975 and the Fall of 1976

Age	Fall 1975 Nonpersisters		Fall 1976 Nonpersisters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
11-20	161	14.0	217	25.0
21-30	585	50.8	373	43.0
31-40	223	19.4	165	19.0
41-50	122	10.6	78	9.0
51-60	58	5.1	26	3.0
61-70	2	.1	8	.9
71-80			1	.1
Totals	1,151	100.0	868	100.0

Table 4

Age Distribution of Part-Time Persisters
Who Graduated in December 1975,
May 1976, and December 1976

Age	December 1975 May 1976 Graduates		December 1976 Graduates	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
11-20				
21-30	9	23.1	6	23.1
31-40	20	51.3	13	50.0
41-50	6	15.4	5	19.2
51-60	4	10.2	2	7.7
61-70				
71-80				
Totals	39	100.0	26	100.0

In the fall of 1976, from which the subjects were drawn, the total enrollment at Kellogg Community College was 4,480. Of this enrollment, 2,669 carried eight hours or less and were classified in this study as "part-time" students. This figure represents 59 percent of the total enrollment. Table 5 has the enrollment status of the total enrollment and the part-time enrollment.

Table 5

Enrollment Status of the Total Enrollment and
Part-Time Enrollment, Fall Semester 1976

Enrollment Status	Total Enrollment Fall Semester 1976		Part-Time Enrollment Fall Semester 1976	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
First-time students	1,344	30.0	374	14.0
Returning students	582	13.0	240	9.0
Transfer students ^a	224	5.0	80	3.0
Status unknown	2,330	52.0	1,975	74.0
Totals	4,480	100.0	2,669	100.0

^aFrom four-year institutions.

The direction of the status of part-time enrollment followed that of the full-time enrollment except in the category of "Status unknown." In this category the number of part-time students whose status was unknown was almost 25 percent larger than the percent from the total enrollment whose status was unknown.

Tables 6 and 7 present a comparison of three groups according to sex and age distributions. The subjects who responded to the questionnaire are compared with these three groups in Chapter IV. The three groups were: The total enrollment for the Fall Semester of 1976, the total part-time enrollment for the Fall Semester of

1976, and the total part-time nonpersisters enrolled for the Fall Semester of 1976.

Table 6
Sex Distribution of Students Enrolled
for the Fall Semester of 1976

Sex	Total Enrollment		Part-Time Enrollment		Part-Time Nonpersister Enrollment	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Male	1,971	44.0	1,094	41.0	295	34.0
Female	2,509	56.0	1,575	59.0	573	66.0
Totals	4,480	100.0	2,669	100.0	868	100.0

As Table 6 demonstrates, there were more females than males represented in the Fall Semester of 1976. The percentage increased for females in the part-time enrollment category and also in the part-time nonpersister enrollment category. The percentage decreased for males in these two categories. However, when a comparison of the female nonpersisters was made with the female part-time enrollment, 36.4 percent of the female part-time students were nonpersisters while 27.0 percent of the male part-time students were nonpersisters. The same three groups were analyzed according to age distributions. This analysis appears in Table 7.

Table 7
Age Distribution of Students Enrolled
for the Fall Semester of 1976

Age	Total Enrollment		Part-Time Enrollment		Part-Time Nonpersister Enrollment	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
11-20	1,229	27.4	390	14.6	217	25.0
21-30	2,079	46.4	1,281	48.0	373	43.0
31-40	674	15.0	547	20.5	165	19.0
41-50	311	7.0	294	11.0	78	9.0
51-60	119	2.7	120	4.5	26	3.0
61-70	33	.7	27	1.0	8	.9
71-80	35	.8	10	.4	1	.1
Totals	4,480	100.0	2,669	100.0	868	100.0

The figures in Table 7 indicate that 55.6 percent of the part-time students in the 11-20 age bracket became nonpersisters, while one student (.1 percent) became a nonpersister in the 71-80 year old bracket. For all other age brackets, between 22 and 30 percent became nonpersisters. However, the largest percentages of the total enrollment, part-time enrollments, and part-time nonpersister enrollments were in the 21-30 age bracket.

Data Collection: Student Records

The first phase of the data collection was implemented in the spring of 1976. A printout of students who enrolled for the Fall Semester of 1975 and did not return the subsequent semester was generated in order to identify part-time nonpersisters and to provide data to be used for a respondent bias check. The subjects' sex and age were included in the printout. A list of those students who carried eight credit hours or less while enrolled in the Fall Semester was drawn. The part-time persisters were identified by checking the permanent records of the students who graduated in December of 1975 and who carried eight credit hours or less a semester and/or 12 credit hours or less for the academic year, excluding interim and summer sessions.

The above process was repeated in the spring of 1977 and resulted in a printout of students who enrolled in the Fall Semester of 1976 and did not return for the subsequent semester. The printout included the students' name, address, telephone number, birth date, sex, and social security number. Again, using the student permanent records, part-time students were identified. Part-time persisters were also identified from the May 1976 graduating class and the December 1976 graduating class. The address, telephone number, age, and sex of each part-time persister was taken from

the student permanent records.

Data Collection: Questionnaire

The second phase of the data collection involved mailing a questionnaire to 961 part-time nonpersisters and 66 part-time persisters. These were mailed the second weekend in February, 1977. The subjects were asked to complete the questionnaire and return it in the self-addressed, stamped envelope by March 1, 1977.

Considerable attention was given to the content and format of the questionnaire prior to its printing and mailing. The earliest draft of the questionnaire listed exploratory questions concerning part-time persisters and nonpersisters. Each exploratory question was followed with the specific question to which the subject would respond. This format provided students and educators who critiqued the questionnaire with a background for evaluating the value of each question to be asked the subjects. After this stage was completed, the questions were organized in a logical sequence and grouped into four sections related to the purpose of the study as discussed in Chapter I: (a) General Information, (b) High School Experience, (c) Kellogg Community College Experience, and (d) Nonreturning Students. (See Appendix A for a copy of the questionnaire.)

On March 9, a postcard was mailed to subjects who had not responded. The postcard message reminded the subjects to mail

in the questionnaire and also provided them with a telephone number to call if they had lost the questionnaire. (See Appendix B for a copy of the postcard.)

Telephone follow-ups were conducted during the weeks of March 21 and 28 and the third and fourth weeks of April. The first telephone follow-up was made to all part-time persisters and non-persisters who had not responded. During the telephone conversation, information was collected to: (a) up-date addresses and telephone numbers, (b) determine if the subjects would respond, and (c) determine if the subjects needed a new questionnaire. The same format was followed for each call. (See Appendix C for a copy of the follow-up telephone format.) The names of the students to be called and their telephone numbers were listed on a check sheet that accompanied the telephone conversation format. (See Appendix D for a copy of the check sheet.) All the subjects who indicated they would respond and did not were called a second time in April.

During this process of mailing and telephoning, errors in the printout were discovered and adjustments were made on the printout. Also, students in the service, students that could not be located, and a student who died were removed from the original printout. A total of 93 subjects were removed from the nonpersisters and none from the part-time persisters list. The qualified subjects numbered 868 for the part-time nonpersisters and 65 for the part-time persisters.

From the 868 possible part-time nonpersisting respondents, 530 subjects returned the questionnaire providing a 61 percent return. From the 65 possible part-time persister respondents, 45 subjects returned the questionnaire providing a 69 percent return.

After the deadline date of May 1, 1977, a code book was developed and the responses were copied on forms used in optical scanning processes. In the storing process, the decision was made to leave nonresponses blank. Variances in the total number of responses in the tables that follow reflect this decision. The optical scanning system at Western Michigan University stored the data on magnetic tapes and the tapes were stored at the Western Michigan University Computer Center. The scanner did not pick up data from ten sheets: nine nonpersisters and one persister. The analysis of the data that follows in Chapters IV and V is based on 521 part-time nonpersisters and 44 part-time persisters.

CHAPTER IV

CHARACTERISTIC DIFFERENCES AND SIMILARITIES OF PART-TIME PERSISTERS AND PART-TIME NONPERSISTERS

Introduction

This chapter contains a response bias check (respondents compared to nonrespondents on selected variables) and an analysis of data concerned with the differences and similarities of part-time persisters and part-time nonpersisters on the criterion measures of age, sex, marital status, birth order in the family, religion, high school grade average, and educational goals. Data pertinent to the questions and associated hypotheses presented in Chapter I were subjected to the chi-square test. The level of significance employed for rejecting or not rejecting the hypothesis was at the .05 probability level.

Chapter V presents an analysis of the reasons for deciding to leave the college and the students' emotional response to that decision (questions 2-5 in Chapter I). The analysis includes identifying the number of part-time nonpersisters who have not met their goals and still plan to return to collegiate study. A general summary of the findings from Chapters IV and V is presented in Chapter VI along with a comparison of this research with research cited in

Chapter II.

Search From Response for Bias

Chapter III contained a comparison of the survey group with the part-time persisters and part-time nonpersisters from the fall of the succeeding year (1975). A comparison of the survey group was also made with the total fall enrollment of 1976 from which the survey group came. These comparisons were made on the criterion measures of age and sex. The results of the comparison of the 1975 and 1976 part-time nonpersisters indicated that there were proportionately more females than males enrolled. For both groups, the females represented approximately 65 percent of their group and the males approximately 35 percent. The sex distribution of the survey respondents is compared to the 1975 and 1976 groups in Table 8.

As indicated in Chapter III, there were more males than females in the persisters survey group. According to Table 8, there were more females than males in the nonpersisters survey group. The percentages of responding males and females in Tables 8 and 9 reflect this trend. While 72.1 percent of the female nonpersisters responded, 68.2 percent of the male persisters responded.

In Chapter III a difference in the distribution of age between the persisters and nonpersisters was found. The 21-30 age bracket represented 50.8 percent of the 1975 part-time nonpersisters and

Table 8

Comparison of Sex Distribution of Part-Time
Nonpersisters from Fall 1975 and
Fall 1976 with Respondents

Sex	Fall 1975		Fall 1976		Survey Respondents	
	<u>N</u>	%	<u>N</u>	%	<u>n</u>	%
Male	411	35.7	295	34.0	146	28.0
Female	740	64.3	573	66.0	375	72.0
Totals	1,151	100.0	868	100.0	521	100.0

Table 9

Comparison of Sex Distribution of Part-Time
Persisters from 1975 and 1976 Part-Time
Persisters with 1976 Respondents

Sex	December 1975 May 1976 Graduates		December 1976 Graduates		Persisters Survey Respondents	
	<u>N</u>	%	<u>N</u>	%	<u>n</u>	%
Male	24	61.5	16	61.5	30	68.2
Female	15	38.5	10	38.5	14	31.8
Totals	39	100.0	26	100.0	44	100.0

43 percent of the 1976 part-time nonpersisters, while the part-time persisters had 50 percent or over distributed in the 31-40 age bracket. The comparison of the 1975 and 1976 part-time persisters and part-time nonpersisters with the respondents is presented in Table 10 and Table 11.

Table 10
Comparison of Age Distribution of Part-Time
Nonpersisters from Fall 1975 and Fall 1976
with Respondents

Age	Fall 1975 Part-Time Nonpersisters		Fall 1976 Part-Time Nonpersisters		Nonpersisters Survey Respondents	
	<u>N</u>	%	<u>N</u>	%	<u>n</u>	%
11-20	161	14.0	217	25.0	113	21.7
21-30	585	50.8	373	43.0	219	42.0
31-40	223	19.4	165	19.0	100	19.2
41-50	122	10.6	78	9.0	55	10.6
51-60	58	5.0	26	3.0	28	5.4
61-70	2	.2	8	.9	5	.9
71-80			1	.1	1	.2
Totals	1,151	100.0	868	100.0	521	100.0

The percentage of respondents in each age bracket compared relatively well with the distribution of the part-time nonpersisters

from 1975 and 1976. Also, the respondents reflected the same large percentage in the 21-30 age bracket. Table 11 indicates that the part-time persisters who responded had the largest percentage distributed in the 31-40 age bracket. The age distribution of the responding persisters also reflected the age distribution of the survey group.

Table 11

Comparison of Age Distribution of Part-Time
Persisters from December 1975, May 1976, and
December 1976 Graduates with Respondents

Age	December 1975 May 1976 Graduates		December 1976 Graduates		Respondents	
	<u>N</u>	%	<u>N</u>	%	<u>n</u>	%
11-20						
21-30	9	23.1	6	23.1	12	27.3
31-40	20	51.3	13	50.0	23	52.3
41-50	6	15.4	5	19.2	7	15.9
51-60	4	10.2	2	7.7	2	4.5
61-70						
71-80						
Totals	39	100.0	26	100.0	44	100.0

In the Fall Semester of 1976 there were 2,669 students who attended Kellogg Community College part time. Of those students, the College records showed that 374 (14 percent) were first-time students, and 290 (9 percent) were returning students. However, the status of 1,975 (74 percent) students was unknown. The part-time nonpersisters indicated in the questionnaire whether this was the first time they had taken college work or not. That breakdown according to sex is presented in Table 12. It is interesting to note the similarity of the distribution of enrollment status between the males and females.

Table 12

Enrollment Status of Part-Time Nonpersisters
Who Responded According to Sex Distribution

Sex	First-Time Students		Returning Students ^a		Totals	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Male	60	36.1	106	63.9	166	100.0
Female	136	36.8	234	63.2	370	100.0

^a Does not necessarily mean they attended Kellogg Community College prior to the Fall 1976 Semester. They may have attended another college.

From the above analysis it appears that the respondents were

representative of the total part-time nonpersisters and part-time persisters--especially on the criterion measure of age. The females and the males who responded did not differ greatly from the survey group, but were analyzed separately in the following analyses for consideration in future studies.

The analysis of the hypotheses that follows will present the hypothesis, an analysis of the data, results of the chi-square test, and a brief summary of each analysis. An analysis of the results in comparison with the research cited in Chapter II will be presented in the summary of Chapter VI.

Results

One of the major questions raised in this study was concerned with "age" and its relationship, if any, to persistence and nonpersistence. Studies of persistence and/or nonpersistence conducted at four-year colleges and universities generally have not perceived "age" as a significant criterion measure. Hypothesis 1 and any other analysis that deals with age have been conducted in order to determine if this is true at the community college level.

Hypothesis 1

Table 13 indicates the results of the chi-square test for
Hypothesis 1: There will be no difference in the age distribution

for the part-time persister and the part-time nonpersister.

Summary: Hypothesis 1

Using a chi-square significance table, Hypothesis 1 was rejected. The results showed that there was a difference in the age distribution of part-time persisters and part-time nonpersisters. As the results indicated, over 50 percent of the persisters were in the 31-40 age bracket, while over 60 percent of the nonpersisters fell below 31 years of age. Furthermore, the part-time persisters were concentrated between 21 and 60 years of age, while the part-time nonpersisters ranged somewhere between 11 and 61 or older.

It is interesting to note that these age distributions were consistent with the 1975 group of part-time persisters and nonpersisters. It is also worth noting that a breakdown of the age distribution according to sex reflected the same pattern. Table 14 presents this breakdown.

Hypothesis 2

A question raised in this study concerned the sex distribution of part-time persisters and part-time nonpersisters. Hypothesis 2: There will be no difference in the distribution of males and females between the part-time persisters and part-time nonpersisters was rejected. As Table 15 indicates, there was a difference between the

Table 13

Age Distribution for Part-Time Persisters and
Part-Time Nonpersisters

	11-20		21-30		31-40		41-50		51-60		61 & older		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters			12	27.3	23	52.3	7	15.9	2	4.5			44	100.0
Nonpersisters	113	21.7	219	42.0	100	19.2	55	10.6	28	5.4	6	1.1	521	100.0
Totals	113	20.0	231	40.9	123	21.7	62	11.0	30	5.3	6	1.1	565	100.0

Note: $X^2 = 33.70^*$; $df = 5$

* Statistically significant at .05 level.

Table 14
Age Distribution of Part-Time Persisters and
Nonpersisters According to Sex

	11-20		21-30		31-40		41-50		51-60		61 & older		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters														
Male			10	33.3	15	50.0	5	16.7					30	100.0
Female			2	14.3	8	57.1	2	14.3	2	14.3			14	100.0
Totals			12	27.3	23	52.3	7	15.9	2	4.5			44	100.0
Nonpersisters														
Male	37	25.3	63	43.2	29	19.8	9	6.2	7	4.8	1	.7	146	100.0
Female	76	20.3	156	41.6	71	18.9	46	12.3	21	5.6	5	1.3	375	100.0
Totals	113	21.7	219	42.0	100	19.2	55	10.6	28	5.4	6	1.1	521	100.0

Note: The nonpersisters, both male and female, are definitely younger.

sex distribution of part-time persisters and nonpersisters.

Table 15
Sex Distribution of Part-Time
Persisters and Nonpersisters

	Male		Female		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	30	68.2	14	31.8	44	100.0
Nonpersisters	146	28.0	375	72.0	521	100.0
Totals	176	31.2	389	68.8	565	100.0

Note: $X^2 = 30.782^*$; $df = 1$

* Statistically significant at .05 level.

Summary: Hypothesis 2

The results showed an inverse relationship. Almost the same percentage of males persisted as the percentage of females who did not persist. While the females made up the largest percentage of part-time nonpersisters (72.0 percent), the males made up the largest percentage (68.2 percent) of the persisters.

Hypothesis 3

It follows that if the part-time student is older than the

traditional full-time student, the marital status of the part-time student should be examined. Hypothesis 3: There will be no difference in the distribution of the type of marital status between part-time persisters and part-time nonpersisters was concerned with this question. A statistically significant difference was found and Hypothesis 3 was rejected. Table 16 presents the distribution according to marital status.

Summary: Hypothesis 3

It should be noted that while over 50 percent of both the part-time persisters and the part-time nonpersisters were married, 33.2 percent of the part-time nonpersisters were single, as opposed to 4.5 percent of the part-time persisters. A breakdown of marital status according to sex is presented in Table 17. The results showed that 93.4 percent of the male persisters were married and 42.1 percent of the male nonpersisters were single. Furthermore, 28.6 percent of the female persisters were divorced as opposed to 8.5 percent of the female nonpersisters who were divorced. There were no widowers among the male persisters or nonpersisters.

Hypothesis 4

Age and sex are important factors about an individual. An individual's birth rank in the family is thought by some to give that

Table 16
Distribution of Marital Status Between Part-Time
Persisters and Part-Time Nonpersisters

	Single		Engaged		Married		Separated		Divorced		Widow		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	2	4.5	1	2.3	37	84.1			4	9.1			44	100.0
Nonpersisters	173	33.2	16	3.1	267	51.3	10	2.0	38	7.3	17	3.1	521	100.0
Totals	175	31.0	17	3.0	304	53.8	10	1.8	42	7.4	17	3.0	565	100.0

Note: $X^2 = 21.436^*$; $df = 5$

* Statistically significant at the .05 level.

Table 17

Distribution of Marital Status Between Part-Time Persisters
and Part-Time Nonpersisters According to Sex

	Single		Engaged		Married		Separated		Divorced		Widow		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters														
Male	1	3.3	1	3.3	28	93.4							30	100.0
Female	1	7.1			9	64.3			4	28.6			14	100.0
Nonpersisters														
Male	61	42.1	4	2.8	72	49.6	2	1.4	6	4.1			145	100.0
Female	112	29.9	12	3.2	194	51.7	8	2.1	32	8.5	17	4.5	375	100.0

individual specific characteristics much the same as do age and sex.

This study questioned the relationship of birth rank in regards to persistence. The research hypothesis that there would be a difference is stated in the null form. Hypothesis 4: There will be no difference in the type of family birth rank distribution between the part-time persisters and part-time nonpersisters was tested and no statistically significant difference was found. Therefore, Hypothesis 4 was not rejected. Table 18 presents the distribution of birth rank in the family.

Summary: Hypothesis 4

While Hypothesis 4 did not prove to be statistically significant at .05 level, some observations were made. On this particular question, the respondents could write in a response to the item "None of the above (please specify)." In tabulating these responses, it was discovered that all of the persisters who responded in writing were actually middle children. All of the nonpersisters were also middle children except for two. One of the two responded that she had step-brothers and sisters but did not indicate her birth rank, while the other indicated he was a twin and did not give their birth rank. As can be expected from the results of the chi-square test, there was considerable similarity between the persisters and non-persisters in their distributions according to birth rank in the

Table 18

Distribution of Family Birth Rank Between Part-Time
Persisters and Part-Time Nonpersisters

	Only Child		Oldest Child		Youngest Child		Middle Child		None of These		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	4	9.1	18	40.9	14	31.8	6	13.6	2	4.6	44	100.0
Nonpersisters	26	5.0	175	33.8	170	32.8	101	19.5	46	8.9	518	100.0
Totals	30	5.3	193	34.4	184	32.7	107	19.0	48	8.6	562	100.0

Note: $X^2 = 3.496$; $df = 4$

family. However, as Table 19 demonstrates, an analysis according to sex indicated that 21.4 percent of the female persisters were distributed in the "only child" category, while the largest distribution in the "oldest child" category was among the male persisters. Table 19 presents an analysis of the birth rank in the family of persisters and nonpersisters according to sex. When appropriate, the written replies were distributed in the "between the youngest and oldest" cell.

Hypothesis 5

Research cited in Chapter II reported that religious affiliations related to persistence at the four-year college level. The research hypothesis that there would be a difference in the distribution of the type of childhood religion and the adult religious preference is stated in the null form. Hypothesis 5: There will be no differences in the distribution of the type of childhood religion and the adult religious preference between part-time persisters and part-time nonpersisters was tested on two levels. The survey group was asked to indicate (a) the religion in which they were raised and (b) the religion in which they were currently practicing. Neither response showed any statistically significant difference in the distribution of the type of religious preference. Therefore, Hypothesis 5 was not rejected. Table 20 presents the distribution of the type of religion in which

Table 19

Distribution of Family Birth Rank Between Part-Time
Persisters and Part-Time Nonpersisters
According to Sex

	Only Child		Oldest Child		Youngest Child		Middle Child		None of These		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters												
Males	1	3.3	13	43.4	9	30.0	7	23.3			30	100.0
Females	3	21.4	5	35.7	5	35.7	1	7.2			14	100.0
Nonpersisters												
Males	7	4.9	47	32.9	48	33.5	40	28.0	1	.7	143	100.0
Females	19	5.1	127	33.9	122	32.6	105	28.1	1	.3	374	100.0

the respondents were raised and Table 21 presents the distribution of the type of religion in which the respondents were currently affiliated.

Summary: Hypothesis 5

Two observations should be made in regards to Tables 20 and 21. The Jewish religion is the only religion not represented among either the part-time persisters or the part-time nonpersisters. While a slightly larger percentage (4.5) of the persisters over the nonpersisters were raised without a religious affiliation, almost 9.4 percent more of the persisters than the nonpersisters were currently without a religious affiliation. However, both survey groups showed an increase in the number who were currently without a religious affiliation. Among the persisters 24.3 percent left the religion in which they were raised and did not currently have any religious preference. Among the nonpersisters, 19.4 percent left the religion in which they were raised and did not currently have any religious preference.

An unedited list of the written responses to the "Other, please specify" choice revealed that the largest number of written responses for both the religion in which the part-time nonpersister was raised and the religion in which the respondent was currently practicing was "nondenominational." (See Appendix E.) One part-time

Table 20

Distribution of the Type of Religion in Which
Persisters and Nonpersisters Were Raised

	Adventist		Baptist		Catholic		Christian Scientist		Church of God		Congregational	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters			6	14.7	9	22.0			1	2.5	4	9.8
Nonpersisters	7	1.4	68	13.4	98	19.4	6	1.2	17	3.4	22	4.3
Totals	7	1.3	74	13.5	107	19.5	6	1.1	18	3.3	26	4.7
	Episcopalian		Jewish		Mormon		Lutheran		Mennonite		Methodist	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters							2	4.5			11	26.9
Nonpersisters	19	3.8			1	.2	29	5.7	1	.2	118	23.3
Totals	19	3.5			1	.2	31	5.7	1	.2	129	23.6

Table 20--Continued

	Nazarene		Presbyterian		Universalist-Unitarian				None		Other		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters			3	7.3			4	9.8			1	2.5	41	100.0
Nonpersisters	3	.5	44	8.7	2	.4	27	5.3	44	8.7	44	8.7	506	100.0
Totals	3	.5	47	8.6	2	.4	31	5.7	45	8.2	45	8.2	547	100.0

Note: $\chi^2 = 9.204$; $df = 15$

Table 21

Distribution of the Type of Religion Currently
Practiced by Persisters and Nonpersisters

	Adventist		Baptist		Catholic		Christian Scientist		Church of God		Congregational	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters			4	9.8	7	17.1			1	2.4	2	4.9
Nonpersisters	3	.6	51	10.3	80	16.2	1	.2	11	2.2	13	2.6
Totals	3	.5	55	10.3	87	16.2	1	.2	12	2.2	15	2.8
	Episcopalian		Jewish		Mormon		Lutheran		Mennonite		Methodist	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	2	4.9					2	4.9			7	17.1
Nonpersisters	19	3.8			2	.4	23	4.6	1	.2	78	15.8
Totals	21	3.9			2	.4	25	4.7	1	.2	85	15.8

Table 21--Continued

	Nazarene		Presbyterian		Universalist-Unitarian		None		Other		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters			1	2.4			14	34.1	1	2.4	41	100.0
Nonpersisters	2	.4	35	7.1	1	.2	122	24.7	53	10.7	495	100.0
Totals	2	.4	36	6.7	1	.2	136	25.4	54	10.1	536	100.0

Note: $\chi^2 = 6.828$; $df = 15$

persister wrote in "United Brethren" in response to the religion in which the subject was raised, and one part-time persister wrote in "Pentecostal" as the religion currently being practiced.

Hypothesis 6

According to the literature, the high school grade average is generally considered to be the best predictor of success in college. Furthermore, while the relationship between success and persistence has been supported, it does not necessarily follow that the ability to earn passing grades insures persistence. Hypothesis 6: There will be no difference in the distribution of the high school grade average between the part-time persisters and the part-time nonpersisters dealt with this variable. The results as presented in Table 22 indicate that there was no statistically significant difference between the high school grade averages of the part-time persisters and part-time nonpersisters. Therefore, Hypothesis 6 was not rejected.

Summary: Hypothesis 6

Not only did the distribution of high school grade average appear to be very similar between the part-time persisters and non-persisters, the nonpersisters had a larger percentage distributed in the "A" category and a smaller percentage in the "D" category than did the persisters. Some of the nonpersisters in the "nongraduate"

Table 22

High School Grade Average Distributions Between Part-Time
Persisters and Part-Time Nonpersisters

	A		B		C		D		Non-Grad		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	4	9.1	27	61.3	12	27.3	1	2.3			44	100.0
Nonpersisters	78	14.9	252	50.5	160	31.1	5	1.1	13	2.4	508	100.0
Totals	82	14.9	279	50.5	172	31.1	6	1.1	13	2.4	552	100.0

Note: $X^2 = 4.247$; $df = 4$

column should be classified as "advanced placement" students who are taking college classes while attending high school. Others may be adult, nongraduates who are attending college classes for enrichment or occupational reasons. Unfortunately, there was no way in this analysis to determine the individual percentages of these two groups. An analysis of the high school grade average according to sex, presented in Table 23, revealed that more female nonpersisters maintained an "A" average than the others and more of the female persisters maintained a "B" average. When the "A" and "B" percentages were aggregated, the part-time female persisters had 92.9 percent maintaining an "A" or "B"; the part-time female nonpersisters, 69.9 percent; the part-time male persisters, 60 percent; and the part-time male nonpersisters, 51.8 percent.

Hypothesis 7

Based on research that reported a relationship between educational goals and persistence, one of the questions raised in Chapter I was "Why do part-time students attend the community college?". The research hypothesis that there would be a difference is stated in the null form. Hypothesis 7: There will be no difference in the type of educational goals between the persisters and nonpersisters was based on the question above. A statistically significant difference at the .05 level was found and Hypothesis 7 was rejected. As

Table 23

High School Grade Average Distributions of Part-Time
Persisters and Part-Time Nonpersisters
According to Sex

	A		B		C		D		Non-Grad		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters												
Male	3	10.0	15	50.0	11	36.7	1	3.3			30	100.0
Female	1	7.1	12	85.8	1	7.1					14	100.0
Nonpersisters												
Male	13	9.4	59	42.4	61	43.9	1	.7	5	3.6	139	100.0
Female	65	17.6	193	52.3	99	26.8	4	1.1	8	2.2	369	100.0

demonstrated in Table 24, there was a difference in the educational goals of part-time persisters and part-time nonpersisters.

Summary: Hypothesis 7

An analysis of Table 24 showed that 45.2 percent of the nonpersisters as opposed to 16.3 percent of the persisters "wanted to take (a) class(es)" as their academic goal when they enrolled at Kellogg Community College. This group could be classified as nondegree persisters in that they completed the semester and that may have been their academic goal. However, an analysis of the written responses to "other" revealed that some nondegree respondents had serious goals that had not been met. The goals fall into four main categories: preprofessional goals; exploratory goals; occupational, professional, or business goals; and personal enrichment goals. (See Appendix F.) It can be assumed that a precise analysis of the 45.2 percent who indicated that they "wanted to take (a) class(es)" would also reveal serious nondegree academic goals. These students may also pursue an irregular pattern of attendance as well as being part-time students.

However, the analysis of the results showed that the part-time persisters had 83.7 percent of the respondents indicating a certificate or a degree goal, while 47.5 percent of the nonpersisters had a certificate or degree goal. Among the part-time persisters, 67.4

Table 24

Goal Distributions Between Part-Time Persisters
and Part-Time Nonpersisters

	Wanted to Take Class		Certificate		Two-Year Vocational		Bachelor's Degree		Master's Degree	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	7	16.3	7	16.3	10	23.2	15	34.9	1	2.3
Nonpersisters	234	45.2	81	15.7	77	14.9	63	12.2	12	2.3
	Specialist Degree		Ph. D. or Ed. D. Degree		Other		Total			
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	1	2.3	2	4.7			43	100.0		
Nonpersisters	6	1.2	6	1.2	38	7.3	517	100.0		

Note: $X^2 = 31.206^*$; $df = 7$

* Statistically significant at the .05 level.

percent aspired to a two-year vocational degree or better while 31.8 percent of the part-time nonpersisters aspired to a two-year vocational degree or better. While 44.2 percent of the part-time persisters aspired to a bachelor's degree or higher, 16.9 percent of the part-time nonpersisters held this aspiration.

An analysis of the academic goals of persisters and nonpersisters according to sex revealed some provocative information. Over 50 percent (53.3 percent) of the part-time male persisters aspired to a bachelor's degree or higher, while only 23.1 percent of the part-time female persisters had this aspiration level. However, over half (54.6 percent) of the female part-time persisters aspired to a certificate or a two-year vocational degree. The part-time male nonpersisters indicated that 22.3 percent of the respondents aspired to a bachelor's degree or better, while 14.7 percent of the part-time female nonpersisters aspired to a bachelor's degree or better. Table 25 presents an analysis of the academic goals of the part-time persisters and the part-time nonpersisters according to sex. Chapter V presents an analysis of the questionnaire.

Table 25
Academic Goal Distribution of Part-Time Persisters and
Part-Time Nonpersisters According to Sex

	Wanted to Take Class		Certificate		Two-Year Vocational		Bachelor's Degree		Master's Degree	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Persisters										
Male	4	13.3	3	10.0	7	23.3	14	46.7		
Female	3	23.1	4	30.8	3	23.8	1	7.7	1	7.7
Nonpersisters										
Male	59	41.0	31	21.5	13	9.0	22	15.3	3	2.1
Female	175	47.0	50	13.4	63	16.9	41	11.0	9	2.4
	Specialist Degree		Ph. D. or Ed. D. Degree		Other		Total			
Persisters										
Male	1	3.3	1	3.3			30	100.0		
Female			1	7.7			13	100.0		
Nonpersisters										
Male	4	2.8	3	2.1	9	6.2	144	100.0		
Female	2	.5	3	.8	29	7.8	372	100.0		

CHAPTER V

ANALYSIS OF THE QUESTIONNAIRE

Introduction

In this chapter data collected from the mailed questionnaire were analyzed according to the reasons given by the part-time non-persisters for not returning the subsequent semester, the emotional response to the decision not to return the subsequent semester, and the future educational plans of the part-time nonpersisters. Frequencies and percentages were calculated and are presented in the following tables to answer questions 2 to 5 listed in Chapter I.

A major question outlined in Chapter I was how much each of the following contributed to the decision not to return to college: (a) external factors such as financial problems, employment, illness or death, pregnancy; (b) indecision about goals; (c) lack of academic integration; and (d) lack of social integration including use of college support services.

Reasons for Not Returning

External Factors

The importance of external factors in relation to the decision

not to return to college at a specific time was discussed in Chapter II. The primary interest of this study was specifically concerned with the conditions that were in operation at the time the decision was made not to return. In building the questionnaire, Astin's (1975) suggestion that studies about attrition include more questions on reasons for dropping, allow the respondents to select more than one reason, and "to indicate the degree of importance of each possible reason" was incorporated (p. 181).

There were seven statements in the questionnaire that dealt with external factors. The responses to the seven statements according to the degree of importance are presented to Tables 26 and 27 according to the sex of the nonpersister.

From Tables 26 and 27 it can be determined that for both the males and females, financial problems and full-time employment were the most important external factors contributing to the decision not to return the subsequent semester. While financial problems were "very important" for more of the females than the males, full-time employment was "very important" for more of the males. An analysis of the hours worked by the part-time nonpersisters showed that only one male did not work any hours at a paying job while attending the college, while 77 (20.0 percent) of the females did not work any hours at a paying job. Approximately 33 percent of the working males did not respond to the items "financial

Table 26
Importance of External Factors to Males in the Decision
Not to Return the Subsequent Semester

	Not Important		Slightly Important		Important		Very Important		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Financial problems	54	55.7	11	11.3	20	20.6	12	12.4	97	100.0
Full-time employment	24	25.0	17	17.7	24	25.0	31	32.3	96	100.0
Got married	85	91.4	3	3.2	2	2.2	3	3.2	93	100.0
Pregnancy	90	98.9					1	1.1	91	100.0
Personal illness	88	96.7	1	1.1	1	1.1	1	1.1	91	100.0
Illness or death of another person	89	94.7	2	2.1			3	3.2	94	100.0
Husband-wife- children complained	84	93.4	1	1.1	2	2.2	3	3.3	90	100.0

Table 27

Importance of External Factors to Females in the Decision
Not to Return the Subsequent Semester

	Not Important		Slightly Important		Important		Very Important		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Financial problems	126	50.8	37	14.9	30	12.1	55	22.2	248	100.0
Full-time employment	93	37.8	31	12.6	63	25.6	59	24.0	246	100.0
Got married	199	88.5	5	2.2	10	4.4	11	4.9	225	100.0
Pregnancy	208	91.2	2	.9	4	1.8	14	6.1	228	100.0
Personal illness	199	87.3	7	3.1	9	3.9	13	5.7	228	100.0
Illness or death of another person	210	92.5	3	1.3	5	2.2	9	4.0	227	100.0
Husband-wife- children complained	192	87.7	13	5.9	10	4.6	4	1.8	219	100.0

problems" or "full-time employment," while 18 percent of the working females did not respond. However, 50.4 percent of the female part-time nonpersisters worked 37-42 hours a week at a paying job and 40.3 percent of the males worked 37-42 hours a week at a paying job.

In comparing the work patterns of the part-time nonpersisters with the part-time persisters, 50 percent of the male persisters worked between 37-42 hours per week and 53.8 percent of the female persisters worked that many hours per week. More of the part-time male persisters and nonpersisters worked 43-48 hours per week (36.7 percent and 27.1 percent, respectively) than the part-time female persisters and nonpersisters (15.4 percent and 4.2 percent). The important observation is that more part-time persisters, both male and female, work between 37 and 48 hours per week than part-time nonpersisters. Table 28 presents the distribution of hours worked by the part-time persisters and part-time nonpersisters according to sex. The analysis of data from Tables 26 and 27 showed that employment was a major external influence in the decision not to return. However, the hours worked cannot be viewed as a deterrent in that the part-time persisters worked more hours than did the nonpersisters who responded.

An analysis of two other items, the attitude of the employer towards the student's college work, and the relationship of the

Table 28
The Distribution of Hours Worked by the Part-Time Persisters
and Part-Time Nonpersisters According to Sex

	Less Than 6		7-12		13-18		19-24		25-30	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters										
Male	1	3.3					1	3.3		
Female	1	7.7	1	7.7	1	7.7	1	7.7		
Nonpersisters										
Male	19	13.2	2	1.4	3	2.1	9	6.2	6	4.2
Female	72	20.3	15	4.2	8	2.3	18	5.1	26	7.3
	31-36		37-42		43-48		Over 48		Total	
Persisters										
Male			15	50.0	11	36.7	2	6.7	30	100.0
Female			7	53.8	2	15.4			13	100.0
Nonpersisters										
Male	6	4.2	58	40.3	39	27.1	2	1.4	144	101.0
Female	20	5.6	179	50.4	15	4.2	2	.6	298	100.0

college studies to the student's outside work, revealed that there were no significant differences in either of these items between the part-time persisters and part-time nonpersisters. The employers for both groups tended to be enthusiastic or supportive. While 24.1 percent of the male part-time persisters indicated that their employers were enthusiastic, 10.6 percent of the male part-time nonpersisters indicated an enthusiastic attitude on the part of the employer. However, a higher percentage of both the male and female nonpersisters indicated a supportive attitude by the employer than did the part-time male and female persisters. A presentation of the data concerned with the employers' attitude can be found in Table 29.

In order to determine if the relationship of the student's college studies to his or her outside employment had any relationship to persistence or nonpersistence, the respondents were asked to indicate how much the two were related. Table 30 indicates that 40 percent of the part-time male persisters felt their college studies were closely related to their outside employment, while 26.8 percent of the part-time male nonpersisters felt this way. Slightly more of the male and female part-time nonpersisters felt there was no relationship between their college studies and outside employment than the male and female part-time persisters.

In summary, while full-time employment was important in the decision not to return to college for the part-time nonpersisters,

Table 29
Employers' Attitude Concerning Part-Time Persisters and
Part-Time Nonpersisters' College Attendance

	Enthusiastic		Supportive		Did Not Care or Know		Displeased		Opposed		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters												
Male	7	24.1	13	44.8	8	27.6	1	3.5			29	100.0
Female	4	33.3	5	41.7	3	25.0					12	100.0
Nonpersisters												
Male	14	10.6	72	54.5	43	32.6	3	2.3			132	100.0
Female	70	23.5	134	44.9	90	30.2	2	.7	2	.7	298	100.0

Table 30

Relationship of College Studies to Outside Employment for
Male and Female Part-Time Persisters and Nonpersisters

	Closely Related		Somewhat Related		No Relationship		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters								
Male	12	40.0	11	36.7	7	23.3	30	100.0
Female	5	38.5	5	38.5	3	23.0	13	100.0
Nonpersisters								
Male	37	26.8	47	34.1	54	39.1	138	100.0
Female	115	35.1	94	28.6	119	36.3	328	100.0

full-time employment did not deter the part-time persisters. From the data presented above, there was not any significant difference in the employers' attitude or in the relationship of the college studies to the outside employment between the part-time persisters and part-time nonpersisters.

The percentage of females who indicated that marriage, pregnancy, personal illness, and the death or illness of another person was "very important" in the decision not to return was slightly greater than the males. However, a greater percentage of the males indicated that the complaints of wife and children were "very important" in the decision not to return. Table 31 presents an analysis of the data concerning the attitude of the spouse towards the part-time male and female persisters and nonpersisters. The part-time male persisters indicated that 96.4 percent of their wives were either enthusiastic or supportive towards the persisters attending college. Among the part-time male nonpersisters 89.4 percent indicated that their wives were enthusiastic or supportive. A smaller percentage of the female persisters and female nonpersisters (63.6 percent and 63.7 percent, respectively) indicated that their husbands were enthusiastic or supportive. Among the female persisters 18.2 percent indicated that their husbands were displeased or opposed to their attending college.

Table 31

Spouses' Attitude Concerning Part-Time Persisters and
Part-Time Nonpersisters' College Attendance

	Enthusiastic		Supportive		Did Not Care		Displeased		Opposed		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters												
Male	9	32.1	18	64.3	1	3.6					28	100.0
Female	2	18.2	5	45.4	2	18.2	1	9.1	1	9.1	11	100.0
Nonpersisters												
Male	26	34.7	41	54.7	5	6.6	3	4.0			138	100.0
Female	115	35.1	94	28.6	119	36.3					200	100.0

Indecision About Goals

Six questions attempted to discover if a general aimlessness about the future and/or emotional problems were important in the decision not to return the subsequent semester. Certainly, the most important decisions a person makes are the ones that involve the future life of the person. Finding an appropriate mate, and finding an appropriate career are important concerns. Indecision about either can lead to emotional problems. Young students often express this as "not knowing what to do with my life." Tables 32 and 33 present an analysis of the importance of these concerns to the male and female part-time nonpersisters' decision not to return to the college.

When the percentages from "slightly important," "important" and "very important" were aggregated, more of the males showed a slightly greater percentage indicating that they "did not have any real goals," "were dissatisfied with life in general," and "decided not to go to college." The females, however, showed a very small percentage more (.9 percent) who indicated that emotional problems were important. The "very important" reasons in the rank order of frequency for males were "did not have any real goals," "decided to travel or move," "decided not to go to college," "emotional problems," "dissatisfied with life in general," and "enlisted in the

Table 32

Importance of Indecision About Goals to Nonpersister Males
in the Decision Not to Return the Subsequent Semester

	Not Important		Slightly Important		Important		Very Important		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Did not have any real goals	62	66.7	12	12.9	12	12.9	7	7.5	93	100.0
Dissatisfied with life in general	76	82.6	9	9.8	4	4.3	3	3.3	92	100.0
Decided to travel or move	72	79.1	7	7.7	5	5.5	7	7.7	91	100.0
Decided-did not want to go to college	66	74.2	11	12.4	6	6.7	6	6.7	89	100.0
Enlisted in military	88	97.8			1	1.1	1	1.1	90	100.0
Emotional problems	78	85.7	7	7.7	2	2.2	4	4.4	91	100.0

Table 33

Importance of Indecision About Goals to Nonpersister Females
in the Decision Not to Return the Subsequent Semester

	Not Important		Slightly Important		Important		Very Important		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Did not have any real goals	158	70.9	31	13.9	28	12.5	6	2.7	223	100.0
Dissatisfied with life in general	193	86.9	20	9.0	7	3.2	2	.9	222	100.0
Decided to travel or move	194	88.2	5	2.3	11	5.0	10	4.5	220	100.0
Decided-did not want to go to college	182	86.7	11	5.2	10	4.8	7	3.3	210	100.0
Enlisted in the military	215	98.5	1	.5	1	.5	1	.5	218	100.0
Emotional problems	190	84.8	22	9.8	9	4.1	3	1.3	224	100.0

military." The females had a different pattern. The "very important" reasons for females in the rank order of frequency were "decided to travel or move," "decided-did not want to go to college," "did not have any real goals," "emotional problems," "dissatisfied with life in general," and "enlisted in the military." For both the males and females, the aggregated frequencies of "slightly important," "important," and "very important" indicated that not having any real goals captured a larger percentage of some degree of importance than the other five reasons. The aggregate percentage for males total 33.3 percent and the females total 29.1 percent.

Academic Integration

There were six questions in the questionnaire that attempted to determine the degree of importance a lack of academic integration might have had in the decision not to return the subsequent semester. Tables 34 and 35 present an analysis of the questions pertaining to academic integration according to sex.

When the percentages from the "slightly important," "important," and "very important" were aggregated, more of the females than the males indicated that "not enough time to study" had some degree of importance in the decision not to return the subsequent semester. However, 12.1 percent of the males indicated that this reason was "very important," while 13 percent of the females

Table 34

Importance of Academic Integration to Males in the Decision
Not to Return the Subsequent Semester

	Not Important		Slightly Important		Important		Very Important		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Not enough time to study	53	58.2	12	13.2	15	16.5	11	12.1	91	100.0
Was bored with my classes	63	69.2	15	16.5	8	8.8	5	5.5	91	100.0
Did not like subjects	77	83.7	9	9.8	5	5.4	1	1.1	92	100.0
Not challenged enough	72	79.1	7	7.7	7	7.7	5	5.5	91	100.0
Missed too many classes	65	75.6	5	5.8	10	11.6	6	7.0	86	100.0
Grades were not good enough	63	68.5	13	14.1	10	10.9	6	6.5	92	100.0

Table 35

Importance of Academic Integration to Females in the
Decision Not to Return the Subsequent Semester

	Not Important		Slightly Important		Important		Very Important		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Not enough time to study	108	46.7	39	16.9	54	23.4	30	13.0	231	100.0
Was bored with my classes	183	83.5	19	8.7	10	4.6	7	3.2	219	100.0
Did not like subjects	197	88.7	8	3.6	12	5.4	5	2.3	222	100.0
Not challenged enough	184	87.6	15	7.1	10	4.8	1	.5	210	100.0
Missed too many classes	182	87.1	8	3.8	15	7.2	4	1.9	209	100.0
Grades were not good enough	175	81.8	16	7.5	17	7.9	6	2.8	214	100.0

indicated it was "very important." It was surprising that 41.8 percent of the males and 53.3 percent of the females gave some degree of importance to a lack of study time in their decision not to return the subsequent semester. The analysis presented in Table 16 indicated that 84.1 percent of the persisters were married while 51.3 percent of the nonpersisters were married. It should be remembered also, that the data in Table 28 indicated that a larger percentage of the persisters worked between 37 and 48 hours a week than the nonpersisters.

The aggregated percentages from the "slightly important," "important," and "very important," columns indicated that more males than females were "bored with their classes," "did not like subjects," "not challenged enough," "missed too many classes," and "grades were not good enough." When ranked according to "very important," the males indicated the following rank order: (a) "not enough time to study," (b) "missed too many classes/grades not good enough," (c) "was bored with classes/not challenged enough," and (d) "did not like subjects." The rank order for the females indicated a different pattern: (a) "not enough time to study," (b) "was bored with my classes," (c) "grades not good enough," (d) "did not like subjects," (e) "missed too many classes," and (f) "not challenged enough."

Hypothesis 6 which was concerned with high school grade

average was not rejected. No statistically significant difference was found between the high school grade average of the persisters and nonpersisters. A comparison of the persisters and nonpersisters concerning their satisfaction with their high school grade averages revealed very little difference in their attitudes. Table 36 shows this comparison.

An analysis of high school grade averages and dissatisfaction with high school grades showed that both female persisters and nonpersisters were more dissatisfied with high school grades than the males. Among the persisting females, according to Table 22, 92.8 percent had an "A" or a "B" high school grade average. Table 36 indicates that 15.4 percent were "dissatisfied" with their high school grade average. Among the nonpersisting females, 80.2 percent had an "A" or a "B" high school grade average, while 19.8 percent were "dissatisfied" or "very dissatisfied." However, while 60 percent of the male persisters had an "A" or a "B" high school grade average, only 23.3 percent were "dissatisfied." The nonpersisting males indicated that, while 51.8 percent had a high school grade average of an "A" or a "B", only 32.6 percent were "dissatisfied" or "very dissatisfied." It can be concluded from the above analysis that females had higher grade expectations in high school than males whether they were persisters or nonpersisters. However, the aggregated percentages of "slightly important," "important" and

Table 36

Part-Time Persisters and Nonpersisters' Satisfaction
With High School Grade Average According to Sex

	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters										
Male	3	10.0	20	66.7	7	23.3			30	100.0
Female	1	7.7	10	76.9	2	15.4			13	100.0
Nonpersisters										
Male	14	9.9	81	57.5	42	29.8	4	2.8	141	100.0
Female	63	17.1	233	63.1	66	17.9	7	1.9	369	100.0

"very important" indicated that 31.5 percent of the nonpersisting males felt their grades in college were not good enough while 18.2 percent of the females felt this way. Males may be satisfied with passing grades in high school, but they may expect to do better work in college.

There were not any obvious differences between the persisters and nonpersisters that would explain why the nonpersisters missed too many classes. An analysis of attendance patterns in high school between part-time persisters and part-time nonpersisters indicated a remarkable similarity. Table 37 presents this distribution.

Table 37

High School Attendance Patterns of Part-Time
Persisters and Part-Time Nonpersisters

	Attended Except When Ill		Cut Sometimes		Cut Often		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	35	81.4	8	18.6			43	100.0
Nonpersisters	419	81.0	81	15.7	17	3.3	517	100.0

Also, a negative high school experience did not contribute to the lack of academic integration. Only 4.7 percent of the persisters indicated a negative high school experience, while 6.5 percent of the

nonpersisters indicated a negative high school experience.

In any event, the part-time male nonpersisters were not as academically integrated as the females. Both males and females showed concern over lack of study time and grades, while the males found attendance more of a problem than the females did.

Social Integration Including Use of Support Services

How well is the part-time student integrated into the social milieu of the college campus? Does the part-time student avail himself or herself to the support services offered at the college? Seven questions on the questionnaire probed this area in relation to the decision not to return the subsequent semester. As with academic integration, the males were not as socially integrated as the females. Tables 38 and 39 show the importance of social integration in the decision not to return the subsequent semester.

It should be noted that "social integration" was not a major concern for either sex. However, when the percentages from "slightly important," "important," and "very important," were aggregated, a greater percentage of the males felt that specific elements of social integration had some degree of importance in the decision not to return the subsequent semester. The largest aggregated percentage was 19.8 percent accumulated on the response

Table 38

Importance of Social Integration to Males in the Decision
Not to Return the Subsequent Semester

	Not Important		Slightly Important		Important		Very Important		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Felt out of place	71	80.7	12	13.6	2	2.3	3	3.4	88	100.0
Did not make friends	77	85.6	7	7.8	3	3.3	3	3.3	90	100.0
Could not talk to instructors	69	80.2	9	10.4	4	4.7	4	4.7	86	100.0
Could not get counseling	75	87.2	5	5.8	4	4.7	2	2.3	86	100.0
Could not participate in extra- curricular activities	80	87.9	5	5.5	2	2.2	4	4.4	91	100.0
Could not participate in athletics	83	91.2	6	6.6	1	1.1	1	1.1	91	100.0
Could not get part-time work at the college	65	89.0	5	6.9	1	1.4	2	2.7	73	100.0

Table 39

Importance of Social Integration to Females in the
Decision Not to Return the Subsequent Semester

	Not Important		Slightly Important		Important		Very Important		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Felt out of place	193	88.9	17	7.8	2	.9	5	2.3	217	100.0
Did not make friends	197	92.5	11	5.2	3	1.4	2	.9	213	100.0
Could not talk to instructors	184	92.5	7	3.5	7	3.5	1	.5	199	100.0
Could not get counseling	194	93.3	5	2.4	7	3.4	2	1.0	208	100.0
Could not participate in extra- curricular activities	195	94.2	8	3.9	3	1.4	1	.5	207	100.0
Could not participate in athletics	207	97.2	3	1.4	1	.5	2	.9	213	100.0
Could not get part-time work at the college	168	95.5	2	1.1	3	1.7	3	1.7	176	100.0

by the males to "could not talk to instructors." For the females, the largest aggregated percentage (11 percent) accumulated was on the response to "felt out of place."

A series of questions (21-43) in the questionnaire dealt with the satisfaction or dissatisfaction of part-time persisters and nonpersisters with the college support services and extracurricular activities. The respondents were asked to check the "do not know" column if they had not used the service or participated in the activity. Since most of the support services and extracurricular activities take place on-campus, another question (20) dealt with the time and place that the respondents' classes generally met. In response to this question, all of the persisters indicated that their classes generally met on-campus. However, 24.7 percent of the nonpersisters indicated that their classes generally met off-campus. Table 40 presents the data from question 20 about the time and place of class meetings.

As Table 40 indicates, approximately the same percentage of part-time persisters and nonpersisters generally had their classes on-campus during the day. Since the majority of both the part-time persisters and part-time nonpersisters also generally took classes at night and on weekends, the similarities in the responses of the part-time persisters and part-time nonpersisters regarding the support services and extracurricular activities were consistent.

Table 40

Time and Place Classes Generally Met for Part-Time
Persisters and Part-Time Nonpersisters

	Campus During the Day		Campus at Night		Campus on Weekends		Off-Campus at Night		Off-Campus During the Day		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	11	25.0	31	70.5	2	4.5					44	100.0
Nonpersisters	135	26.0	221	42.6	35	6.7	115	22.2	13	2.5	519	100.0

For both the part-time persisters and part-time nonpersisters, approximately 70 percent or more indicated they "did not know" about (and therefore did not use or attend) personal counseling, career counseling, financial aid, college clubs, theatrical productions, athletic programs, intramurals, musical programs, concert-lecture series, literary magazine, dances, movies, Student Life Committee, or "other campus activities." There are two possible reasons why the part-time persisters and part-time nonpersisters did not participate in extracurricular activities: (a) The social aspects of campus life were not important to them, and/or (b) not enough effort was made to make them aware of campus activities. In regards to the latter, one means of campus communication was the College newspaper. However, 56.8 percent of the persisters did not know about the newspaper and 77.9 percent of the nonpersisters did not know about it.

It is ironic that while 44.3 percent of the males and 49.2 percent of the females from Tables 26 and 27 felt that financial problems had some degree of importance in their decision not to return, 85.6 percent of the part-time nonpersisters indicated they had not used the financial aid services. However, it should be pointed out, that 90.9 percent of the persisters had not used the financial aid services.

The support service receiving the largest "satisfactory" response was the college bookstore. While the nonpersisters had

74.4 percent giving the bookstore a "satisfactory" rating, the persisters had 86.4 percent rating it as "satisfactory." Only 9.1 percent of the persisters did not use the bookstore and 20.6 percent of the part-time nonpersisters. The college maintains a "mail order system" for off-campus students to purchase texts and off-campus students would not have needed to use the college bookstore. It was also not surprising that some of the nonpersisters had not used the campus Learning Resource Center. The 24.7 percent part-time students who took classes off-campus might have used local libraries instead of the campus facilities. However, 38.6 percent of the persisters had not used the Learning Resource Center and all of the persisters took their classes on campus. On the other hand, more of the part-time persisters used academic counseling while on-campus. Over 50 percent of the persisters used academic counseling but only 23.1 percent of the nonpersisters used academic counseling.

In summary, the part-time nonpersisters were very similar to the part-time persisters in regards to nonparticipation in extracurricular activities. They were also very similar to each other in their limited use of the campus support services. The two exceptions were the greater use of academic counseling and the Learning Resource Center by the part-time persisters. While 41.9 percent of the part-time nonpersisters used the Learning Resource Center,

61.4 percent of the persisters used it. (See Appendix G for a complete set of tables based on the responses to questions 21-43.)

The number of responses to the importance of external factors, indecision about goals, lack of academic integration and lack of social integration, varied for each possible reason within the categories. Out of a possible $n = 145$ for the males, the responses ranged from 73 to 97. The highest percentage of response was 66.9 percent and the lowest 50 percent. Out of a possible $n = 375$ for the females, the responses ranged from 176 to 248. The highest percentage of response was 66.1 percent and the lowest was 46.9 percent. Instead of responding to this section (Section D: Non-returning Students), some of the respondents wrote in comments or enclosed letters. (See Appendix H for the list of written comments.) It was concluded from the comments that the students who did not fill out this section planned to return or did not think it applied to them because they were advanced placement students or taking classes for personal enrichment.

The following reasons were "slightly important," "important," and "very important" when aggregated among the five most often given some degree of importance in the decision not to return:

Males:	Percent
1. Full-time employment	75.0
2. Financial problems	44.3

Males (continued):	Percent
3. Not enough time to study	41.8
4. Did not have any real goals	33.3
5. Grades were not good enough	31.5

Females:

1. Full-time employment	62.2
2. Not enough time to study	53.3
3. Financial problems	49.2
4. Did not have any real goals	29.1
5. Grades were not good enough	18.2

Full-time employment, financial problems, and not enough time to study ranked the highest for both the males and females. Both full-time employment and financial problems were external factors. While "not enough time to study" was listed under academic integration, external factors also influenced the amount of study time available.

Emotional Response to Decision

A question was raised in Chapter I regarding the emotional reaction of the part-time student at the time the decision was made not to return. Many of those students who did not respond to the reasons for leaving also did not respond to the section on emotional response. Out of a possible $n = 145$, the frequency of responses

ranged from 58 to 84 for the males. The highest response was 57.9 percent and the lowest, 40 percent. Out of a possible $n = 375$ for the females, the frequency of responses ranged from 143 to 206. The highest frequency of response was 54.9 percent and the lowest was 38.1 percent. Tables 41 and 42 present the degree with which certain emotions were felt by the male and female nonpersisters at the time the decision was made not to return.

The pattern that emerged from the responses indicated that, while slightly more of the females were unhappy about not returning, slightly more males experienced uncertainty about the future, a sense of failure, and uncertainty about ability. The aggregated responses from the columns "some" and "a lot" show that 61.5 percent of the females were unhappy about not returning and 51.5 percent of the males felt this way. However, 54.5 percent of the females felt confident about the future, while only 51.3 percent of the males felt confident. Slightly more (41.6 percent) of the males felt uncertain about the future, while 40.5 percent of the females felt uncertain. It is interesting that only 2.8 percent of the females were angry with the college, but 10.4 percent of the males were. However, 16.1 percent of the females and 18.4 percent of the males felt angry with themselves. The largest percentage reporting that they felt an emotion "a lot" was 33 percent of the females who were unhappy about not returning and 26.3 percent of the males who "felt

Table 41
Degree of Emotions Felt by the Part-Time Male Nonpersisters
at the Time the Decision Was Made Not to Return

	None		Very Little		Some		A Lot		Total	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Happy about decision	37	44.6	19	22.9	20	24.1	7	8.4	83	100.0
A sense of relief	45	55.6	15	18.5	15	18.5	6	7.4	81	100.0
Uncertain about future	35	41.7	14	16.7	17	20.2	18	21.4	84	100.0
Unhappy about not returning	25	39.1	6	9.4	20	31.2	13	20.3	64	100.0
A sense of failure	52	65.0	10	12.5	9	11.3	9	11.3	80	100.0
Uncertain about ability	51	60.7	10	11.9	15	17.9	8	9.5	84	100.0
Uncertain about self	52	61.9	12	14.3	13	15.5	7	8.3	84	100.0
Angry at college	50	86.2	2	3.4	3	5.2	3	5.2	58	100.0
Angry at myself	52	73.2	6	8.5	6	8.5	7	9.9	71	100.0
Confident about future	22	28.9	15	19.7	19	25.0	20	26.3	76	100.0
Unconcerned--not a major decision	39	50.0	12	15.4	10	12.8	17	21.8	78	100.0

Table 42
Degree of Emotions Felt by the Part-Time Female Nonpersisters
at the Time the Decision Was Made Not to Return

	None		Very Little		Some		A Lot		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Happy about decision	107	54.6	34	17.3	38	19.4	17	8.7	196	100.0
A sense of relief	108	52.9	28	13.7	50	24.5	18	8.8	204	100.0
Uncertain about future	97	45.8	29	13.7	48	22.6	38	17.9	212	100.0
Unhappy about not returning	53	29.6	16	8.9	51	28.5	59	33.0	179	100.0
A sense of failure	135	70.7	20	10.5	25	13.1	11	5.8	191	100.0
Uncertain about ability	126	62.4	27	13.4	34	16.8	15	7.4	202	100.0
Uncertain about self	126	61.2	28	13.6	38	18.4	14	6.8	206	100.0
Angry at college	134	93.7	5	3.5	4	2.8			143	100.0
Angry at myself	121	72.0	20	11.9	21	12.5	6	3.6	168	100.0
Confident about future	59	33.1	22	12.4	55	30.9	42	23.6	178	100.0
Unconcerned--not a major decision	103	53.6	29	15.6	33	17.2	27	14.1	192	100.0

confident about the future."

From the responses analyzed above, it is clear that over half of the students were unhappy about not returning. Also, over half of them were still confident about the future. Little anger was directed at the college. A study of the nonresponding students' written comments revealed that 47 percent of the 86 written responses indicated that they planned to return. A summary of the written responses into categories follows:

Personal interest, only wanted one class	5
Wrong time and place, class needed not offered or did not run, missed registration	8
Family, financial, illness, job, jailed, moved	13
Out of district fee, winter weather, roads	4
Transferring or returning to four-year college	9
Attending another two-year college	3
Have a degree/career	11
Plan to return	40

Only a very small percentage of these responses indicated that the nonpersisting part-time student can be considered a part-time dropout. In fact, the pattern that emerged from further analysis of the academic goals of the nonpersisters and their future plans revealed that, while it was appropriate for them to be classified as nonpersisters in this study based on the definition given in

Chapter I, the number of nonpersisters who could be classified as part-time dropouts was very small.

A comparison of the analysis of the academic goals presented in Chapter IV, Table 25, "Academic Goal Distribution of Part-Time Persisters and Part-Time Nonpersisters According to Sex," with Table 43, "Future Plans of Part-Time Nonpersisters According to Sex," as presented below revealed that while 59 percent of the male nonpersisters held certificate, degree, and nondegree goals upon entering the college, 57.7 percent still planned to finish their programs--a loss of 1.3 percent. Among the female nonpersisters, 52.3 percent held certificate or degree goals, and 52.4 percent planned to finish their programs in the future. Only 3.6 percent of the males and 5 percent of the females indicated that they would not take any more courses.

In conclusion, it was determined from the written comments to the question of academic goals held upon entering the college (Chapter IV, page 86) that, while some students did not have degree goals, they nevertheless held important career and academic goals and planned to pursue them in the future.

This analysis is further supported by a review of the reasons the part-time nonpersisters gave for attending Kellogg Community College. According to Table 44, 30.5 percent of the males gave "personal enrichment" as the reason for attending Kellogg

Table 43
Future Plans of Part-Time Nonpersisters
According to Sex

	No More Courses		Courses But No Degree		Finish Current Program, But No More		Finish Current Program-- Another at Same Level		Finish Current Program-- Another at Higher Level		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Males	5	3.6	53	38.7	21	15.3	17	12.4	41	30.0	137	100.0
Females	18	5.0	152	42.6	62	17.4	31	8.7	94	26.3	357	100.0

Table 44

Distribution of Part-Time Persisters and Nonpersisters'
Reasons for Attending Kellogg Community College
According to Sex

	Desire to Meet People and Make Friends		Friend(s) Were Taking College Work at KCC		Family Pressure to Attend		Personal Enrichment		Job Advancement (Promotion)		Job Security (Upgrading Skills)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Persisters												
Males			1	3.4			9	31.1	9	31.1	3	10.4
Females	1	7.7					6	46.1	2	15.4	2	15.4
Nonpersisters												
Males	2	1.4	3	2.1	2	1.4	44	30.5	22	15.3	17	11.8
Females	4	1.1	2	.5	5	1.3	125	33.6	33	8.9	49	13.2

Table 44--Continued

	Wanted to Enter a Profession		Financial Support Available		Wanted to Enter a Vocational Field		Other		Total	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Persisters										
Males	4	13.8	1	3.4	1	3.4	1	3.4	29	100.0
Females	1	7.7			1	7.7			13	100.0
Nonpersisters										
Males	20	13.9	5	3.5	14	9.7	15	10.4	144	100.0
Females	50	13.4	10	2.7	62	16.7	32	8.6	372	100.0

Community College, 50.7 percent gave reasons related to jobs and/or careers. Slightly more females, 33.6 percent, gave "personal enrichment" as a reason. However, 52.2 percent of the females gave reasons related to jobs and/or careers. It should not be assumed either that giving "personal enrichment" as a reason precludes the possibility that the goals are related to jobs and/or careers. More female persisters (46.2 percent) gave "personal enrichment" than female nonpersisters and the persisters had all earned degrees from Kellogg Community College. This is also true for the 31 percent of the part-time male persisters who gave "personal enrichment" as a reason. Whatever their reasons for attending, only 5.6 percent of the male nonpersisters indicated that "met my goal" was very important in the decision not to return to college, while 6.2 percent of the females indicated that it was. Most nonpersisting students were not dropouts, nor had their goals been met. Their education was interrupted, because of external events--largely beyond their control, but they planned to return. It should be recalled that 20.3 percent of the males and 33 percent of the females were unhappy about the decision not to return the subsequent semester.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The primary purpose of this study was to describe and compare specific characteristics of part-time persisters and nonpersisters to provide a basis for future theoretical development and empirical research. A major objective was to determine if significant differences existed on criterion measures such as age, sex, marital status, birth order in the family, religion, high school grade average, and educational goals. It was conjectured that any significant differences would provide insight and understanding into the process of persistence. Another important objective dealt with identifying the inhibiting factors for males and females which contributed to the decision not to return the subsequent semester. As part of this investigation, the original educational goals and future educational plans of the part-time nonpersisters were considered in order to determine if educational goals had been met, and if not, did the decision not to return the subsequent semester mean that the part-time nonpersister no longer intended to pursue his or her educational goals.

As stated in Chapter III, the survey of the literature did not reveal research that dealt specifically with part-time persisters and part-time nonpersisters. However, important research concerning part-time students, persistence, and attrition were reviewed. This chapter presents (a) a summary of the results of this research in relation to the results of the research reported in Chapter III, (b) conclusions, and (c) recommendations. The Summary of Research will be followed by the conclusions drawn from the research results concerning (a) the characteristic differences of part-time persisters, (b) inhibiting factors contributing to nonpersistence, and (c) the future educational goals of nonpersisters. Chapter VI will conclude with recommendations based on the results of this study.

Summary and Comparison of Research
Related to Part-Time Students With
the Results of This Study

The review of the literature presented in Chapter III indicated that the research has generally supported the concept that the part-time student is the older, adult student. However, both Ebersole (1975) and Mahon (1973) found youth and day students attending on a part-time basis. The results of the research presented here tend to support Ebersole's research. He reported that 40 percent of the part-time students were under the age of 25 (Ebersole, 1975). The Age Distribution of Part-Time Persisters and Part-Time Nonper-

sisters presented in Table 13, page 67, of this research showed that 60.9 percent of the part-time students who responded to the survey were 30 years or under, while 20 percent were 20 years or under. The results showed that 40.9 percent were in the 21-30 age bracket. It is obvious that not all part-time students can be classified as the "older, adult student."

The results of this research also reflect the national trend of increases in the enrollment of female students as reported by the National Center for Educational Statistics ("Fall Enrollments," 1977). According to the Sex Distribution of Part-Time Persisters and Part-Time Nonpersisters presented in Table 15, page 69, 69 percent of the part-time students who responded to the survey were females and 31 percent were males.

It has generally been assumed that the part-time student who is older is also married. The Distribution of Marital Status of Part-Time Persisters and Part-Time Nonpersisters reported in Table 16, page 71, showed that 31 percent of the part-time respondents in this study were single and a little over half (53.8 percent) were married. It is important that future studies on part-time students include questions concerning marital status. Along with the assumption that part-time students were married was the assumption that part-time male students were fully employed and part-time female students were not. The Mercer Community College study,

however, concluded that all part-time students were "more likely" to be working either full-time or part-time than full-time students ("They Come Part," 1975, p. 15). Groesch (1974) found that 24.3 percent of the part-time students attending community colleges in Illinois were not employed. This study indicated that 19.8 percent of the females were not employed while only one male was not employed (.006 percent). However, Table 28, The Distribution of Hours Worked by the Part-Time Persisters and Part-Time Non-persisters According to Sex (p. 95) showed that 59.8 percent of the females who were working, were working between 37 and 42 hours a week, while 41.9 percent of the males were working those hours. More of the males, however, were working between 43 and 48 hours per week. As stated previously, "financial problems" exerted an important influence on females as well as males in their decision not to return (p. 91). It is impossible to determine how many of the nonworking females were not working because they did not want or need employment. However, because of the importance of finances to the nonpersisting female, it is surmised that, for some, unemployment was not by choice.

Previous research concerning the educational goals of part-time students indicated that, while part-time students did not have specific degree goals, many had educational goals related to their occupations and/or careers (Ebersole, 1975; Mahon, 1974; "They

Come Part," 1974). An analysis of Table 24, Goal Distributions of Part-Time Persisters and Part-Time Nonpersisters (p. 87) showed that 43 percent of the part-time students indicated that they "wanted to take (a) class(es)." However, Table 44, Distribution of Part-Time Persisters and Part-Time Nonpersisters' Reasons for Attending Kellogg Community College showed that 52 percent gave job and/or career related reasons for attending. The results of this study support Ebersole's (1975) research at Harrisburg Community College that showed that "part-time students enroll for specific courses of vocational and personal interest rather than curricular programs" (p. 26).

Summary and Comparison of the Research Related to Persistence With the Results of This Study

The literature reviewed in Chapter II largely supported the conclusion that the high school grade point average is the variable most often found to correlate with academic success. As stated in Chapter II, Cope and Hannah (1975) found that the high school grade point average was not reliable as a predictor of persistence. Table 23, High School Grade Average Distributions of Part-Time Persisters and Part-Time Nonpersisters According to Sex (p. 85) indicated that the high school grade point averages of the part-time persisters and part-time nonpersisters were very similar. In fact,

no statistically significant difference was found.

The results of this study do not reflect the ACE (American Council for Education) study which found that "the percentage of junior college students reporting less than a 'B' average in high school was 56 percent" (Raines, 1971, p. 179). The part-time persisters and part-time nonpersisters responding to this survey indicated that less than 30 percent (29.6 percent) of the persisters earned less than a "B" grade average. The part-time nonpersisters indicated that 32.2 percent earned less than a "B" grade average in high school. These results indicate that part-time students in the community college have higher grade averages in high school than full-time students enrolled in community colleges.

Chase (1971) found a positive relationship between being involved in extracurricular activities in high school and persisting in college. However, the American Council for Education norms showed that community college students were less likely to have participated in extracurricular activities in high school than four-year college and university students (Raines, 1971, p. 179). The results of this research showed that 21.9 percent of the part-time students were "very involved in extra high school activities" and 53 percent "took part in some extra high school activities." Only 10.3 percent "did not take part in extra high school activities because they had no interest." Almost three-fourths (74.9 percent)

of the part-time students in this survey did participate in extra high school activities. Also, there was little difference between the responses of the part-time persisters and part-time nonpersisters. The results showed that 21.4 percent of the part-time persisters and 22 percent of the part-time nonpersisters were "very involved in extra high school activities." While 52.4 percent of the part-time persisters took part in "some extra high school activities," 53 percent of the part-time nonpersisters did. There was not a correlation between persistence and high school involvement among part-time students in this study.

One important difference found between part-time persisters and part-time nonpersisters in this study was the difference in the level of aspiration for both groups. Tinto (1975) summarized a number of researchers who found that "the higher the level of plans, the more likely the individual is to remain in college" (p. 102). Astin (1975) and Cope and Hannah (1975) reported that students who planned to work beyond the bachelor's degree were more likely to persist than the students who did not. There was a statistically significant difference between the goals of the part-time persisters and part-time nonpersisters in this present study. Table 24 showed that 44.2 percent of the part-time persisters had goals to earn a bachelor's degree or higher, while only 16.9 percent of the part-time nonpersisters had these goals. These results support the

research reported above concerning the relationship between levels of aspiration and persistence.

Although the review of literature cited studies by Cope and Hannah (1975) and Astin (1973) that reported relationships between religious affiliation and persistence, this research found no such relationship. This research did not reveal any association between birth rank in the family and persistence.

Summary and Comparison of Research
Related to Nonpersistence With the
Results of This Study

In order to determine the inhibiting factors in operation at the time the decision was made not to return the subsequent semester, the reasons for leaving were grouped into four categories: external environment, indecision about goals, lack of academic integration, and lack of social integration. Astin's (1975) suggestion that subjects should be able to select the "degree of importance of each possible reason" was utilized (p. 181). The ability to report the results according to sex was built into the design of the study. Cope and Hannah (1975) concluded that the reasons for withdrawal might be sex related.

As indicated earlier, financial concerns seem inherent in the decision to attend college on a part-time basis. This research supports the results of other research that reported financial

difficulties and/or employment as major reasons for withdrawing from college (Astin, 1975; Mahon, 1974; Nickens, 1976).

An analysis of Tables 26 and 27 (pp. 92-93) showed that financial problems and full-time employment were the most important external factors contributing to the decision not to return the subsequent semester. While 22.2 percent of the females reported that financial problems were "very important," 12.4 percent of the males reported that financial problems were "very important." However, 24 percent of the females reported that full-time employment was "very important," and 32.3 percent of the males reported that full-time employment was "very important" in the decision not to return the subsequent semester. When the degrees of importance were aggregated, 75 percent of the males and 62.2 percent of the females reported "full-time employment" as having some degree of importance in the decision not to return. This reason was also most often selected by both males and females out of all the possible reasons listed in the questionnaire for not returning. "Financial problems" was the second most important reason for males and the third most important reason for females.

This research does not support research results that showed women as being primarily influenced by marriage, pregnancy, illness, and family responsibilities in their decision not to return to college (Astin, 1975; Cope & Hannah, 1975; Snyder & Blocker,

1969). The five reasons most often given some degree of importance by the males and females in this study were identical. However, when ranked, the rank order was slightly different for each sex (p. 118).

Some studies reviewed indicated that a lack of goals, indecision, and/or dissatisfaction with goals were important influences on the decision not to return to college (Astin, 1964; Marks, 1967; Sherer, 1974). The aggregated frequencies in this study of "slightly important," "important," and "very important" indicated that 33.3 percent of the males gave "did not have any real goals" some degree of importance, and 29.1 percent of the females gave it some degree of importance. Out of all the possible reasons for deciding not to return the subsequent semester, "did not have any real goals" was the fourth most frequent reason when the degrees of importance for all the items were aggregated (p. 118).

Mahon (1974) reported that the results of his survey of stop-ins and stop-outs indicated that the main reason students withdrew was that they had met their goals. The frequency of response to "met my goal" in this present study did not support Mahon's results. The aggregated frequencies of "slightly important," "important," and "very important" showed that 17.3 percent of the females and 18 percent of the males gave this reason some degree of importance. Only 6.2 percent of the females and 5.6 percent of

the males gave this as being "very important" in their decision not to return the subsequent semester.

Studies have also found that a lack of academic integration-- academic problems, lack of interest in courses, dissatisfaction with courses, instructors, college--were major reasons given for not returning to college ("A Study of Part," 1969; Monroe, 1972; Sherer, 1974; Trent & Medsker, 1968). This study found that a lack of academic integration in two areas was important to the decision not to return the subsequent semester. The aggregated frequencies of "slightly important," "important," and "very important" showed that 53.3 percent of the females and 41.8 percent of the males gave "not enough time to study" as having some degree of importance in the decision not to return. The aggregated frequencies also showed that 31.5 percent of the males and 18.2 percent of the females gave "grades were not good enough" as having some degree of importance in the decision not to return. Out of all the possible reasons for deciding not to return the subsequent semester, "not enough time to study" was the second most frequent reason selected by females and the third most frequent reason selected by males. For both the males and females, "grades were not good enough" was the fifth most frequent reason selected (p. 118).

Studies of attrition conducted at four-year colleges and universities generally reported that social integration was a contributing

factor in retention (Astin, 1975; Spady, 1970; "Student Retention," 1976; Tinto, 1975; Waller, 1964). Ebersole's (1975) study conducted at a community college showed that students were not generally involved in student activities no matter what they were. The study of part-time students at Mercer Community College showed that students had "No Basis for Opinion" when asked to assess 28 aspects of the college ("They Come Part," 1974). This present study supports the studies cited above that took place on community college campuses. None of the reasons dealing with a lack of social integration had very high frequencies in the "very important" column. The largest aggregated percentage was 19.8 percent accumulated on the response by the males to "could not talk to instructors." For the females, the largest aggregated percentage accumulated (11 percent) was on the response to "felt out of place." Only 4.4 percent of the males and .5 percent of the females indicated that not being able to participate in extracurricular activities was "very important" in their decision not to return. However, it should be remembered that the analysis of part-time persisters and nonpersisters' evaluation of student services and extracurricular activities in Chapter V showed that neither group was involved in extracurricular activities or made use of the college's support services.

Conclusions

1. The results of this research indicated that part-time persisters differed significantly from part-time nonpersisters on age, sex, marital status, and level of educational aspiration. The majority of part-time persisters were between 31 and 40 years of age, married, and male. All of these facts indicate that a stable emotional environment and maturity contribute to persistence. The positive relationship between a higher level of educational aspiration and persistence also points to a stable situation where long-range planning can take place.

2. Since this research did not find any significant difference in the high school grade average between the part-time persisters and the part-time nonpersisters, a lack of academic ability was not a contributing factor to nonpersistence. However, 31.5 percent of the male part-time nonpersisters and 18.2 percent of the females indicated that their grades in college were not good enough. This was the fifth most frequent reason given some degree of importance for not returning to college. Since 41.8 percent of the males and 53.3 percent of the females indicated that they did not have enough time to study, a contributing factor might be inefficient management of time. This study also found very little difference in the hours worked at a paying job between part-time persisters and part-time

nonpersisters which supports the conclusion that persisters are more efficient managers of time.

3. Both the male persisters and the male nonpersisters indicated higher levels of educational goals than the females. The part-time female persisters indicated that 54.6 percent aspired to a certificate or two-year vocational degree. This result may be influenced by the strong Health Technology program at Kellogg Community College. However, it may also reflect educational goals that are not in keeping with the academic ability and potential of the females. The part-time female persisters indicated that 92.9 percent had an "A" or "B" grade average in high school, while 89.9 percent of the part-time female nonpersisters had an "A" or "B" grade average in high school. Only 60 percent of the male persisters and 51.8 percent of the male nonpersisters carried an "A" or "B" grade average in high school.

4. The number of hours worked a week at a paying job did not directly influence persistence or nonpersistence. More part-time male and female persisters worked between 37 and 48 hours per week than part-time nonpersisters. However, full-time employment contributed to nonpersistence. The reason most often given some degree of importance in the decision not to return was "full-time employment." It can be conjectured that when full-time work was available, financial security took precedence over continuing

college at that point. Whether the work was related to the courses taken or not did not contribute to persistence or nonpersistence. The employer's support or lack of it did not make a difference either. The employers for both the persisters and nonpersisters were enthusiastic or supportive.

5. Financial problems was a concern for both the male and female nonpersisters. Financial problems was the second reason given some degree of importance by the males and the third reason given by the females. However, 85.6 percent of the part-time nonpersisters indicated that they did not use the College's Financial Aid Services.

6. The males, both part-time persisters and nonpersisters, received greater support from their wives than the female persisters and nonpersisters received from their husbands. The part-time male persisters indicated that 96.4 percent of their wives were either enthusiastic or supportive, while 63.6 percent of the female persisters indicated that their husbands were enthusiastic or supportive. This reflected, in part, a cultural attitude that wives ultimately share in their husband's success. Husbands of the part-time female students may not see their wives' education as an economic advantage.

7. Integration into the social structure of the college campus did not seem to be important to either the persisters or nonpersisters.

Older students have social patterns established before attending college. The part-time student also becomes integrated into the work world and forms social relations through associations made at work.

8. For both the male and female nonpersisters, not having any real goals was the fourth reason given some degree of importance in the decision not to return the subsequent semester. It would be interesting to know if those students (45.2 percent) who indicated that they wanted to take (a) class(es) perceived that as a goal or a lack of a goal. In either case, 76.9 percent of the part-time nonpersisters did not use the counseling services for personal or academic counseling. Perhaps the counselors were not available at hours convenient to part-time students. However, the persisters did not use the counseling services to any extent, and the persisters took their classes on campus which would make the counseling services more accessible. Evening counselors were available on campus.

9. The part-time nonpersister cannot be classified easily. Forty-seven percent of the written responses to Section D--"Non-returning Students"--indicated that they planned return to college. Their reasons for attending were as varied as their reasons for not returning at the present time. The students with certificate and degree goals still planned to meet those goals. The students who wanted to take (a) class(es) had nondegree goals such as upgrading

vocational and professional skills, preprofessional goals, exploratory goals, and enrichment goals. Slightly over 50 percent (50.7) indicated that their reasons for attending college were related to their jobs or careers. Some part-time nonpersisters already held degrees, were simultaneously attending a four-year college, or owned a business. The nonpersisters were younger and older than the persisters, and more of them were female. Their goals, both degree and nondegree, had not been met. Only 17.3 percent of the females and 18 percent of the males indicated that their goals had been met and this had some degree of importance in their decision not to return. They were not happy about having their education interrupted, but they were generally confident about the future.

Recommendations

The following recommendations are based on the above conclusions. As stated in Chapter I, this study was limited to Kellogg Community College in Battle Creek, Michigan. A practical application of the conclusions and recommendations should be undertaken with caution.

1. Since this study found that financial concerns, low grades, and a lack of goals were inhibiting factors contributing to nonpersistence, the institution should determine if it can initiate actions that could counter the effects of the above factors. For example,

the Financial Aids office could develop a financial aid package for part-time students that includes scholarships, loans, and on-campus employment opportunities.

2. This research and other research have found a relationship between persistence and higher levels of educational goals. The females in this study held lower levels of educational goals than the males. However, the females earned higher grade averages in high school than the males. Some method should be found to assist part-time students in establishing their educational goals. Females should receive special counseling in this area since they set limited goals that do not reflect their abilities.

3. This study did not seek to find any measurable relationship between persistence and the emotional support of the spouse. However, the study did show that the married males received more emotional support from their wives than the female part-time students received from their husbands. The college should determine if it has any role to play in assisting the spouses of part-time students to understand how their emotional support is needed.

4. Neither the part-time persisters nor nonpersisters indicated that they were integrated into the social structure of the college or that they used the support services provided by the college. A survey of the part-time students should be implemented in order to determine if they have social and/or support service needs that

are not being provided by the college. It is possible that the services now being provided do not meet their needs.

5. The results of this study showed that the reasons for attending college were varied and that slightly over one-half of the nonpersisters had reasons that were related to their jobs or careers. In view of this and the results which showed that many had nondegree goals, different approaches to the counseling needs of part-time students should be explored. In order to plan their college experiences for maximum benefits, students with career and/or nondegree goals should be counseled as thoroughly as students with degree goals. Degree oriented part-time students who are taking classes in the evening, weekend, and/or off-campus should be required to register with counselors so that the college can make certain that their curriculum needs can be met in the evening, weekend, and/or off-campus schedule of classes.

6. The research showed that most of the part-time persisters planned to return to college and that they were unhappy that their studies had been interrupted. The college should make every effort to inform part-time students about the possibility of earning "credit for experience" during the period that employment prevents them from enrolling in regular classes. The college should also explore the possibility of developing "Home Study" courses, newspaper courses, television and radio courses in order to make it possible

for students to make steady progress towards their goals.

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APPENDIX A
Student Questionnaire



Dear Friend:

Why am I writing to you? I need *your help!* I am in the process of doing important research on the part-time student at the community college level. Across the United States *almost 50%* of the students who attend the community college, attend as part-time students. However, very little research has concentrated on the part time student. My research *is concerned* with the part-time student! Who are part-time students? Why do they leave college after one semester? How do they feel about their college experience? These are some of the questions I hope to answer.

I have selected as my resource *all the part-time students who attended Kellogg Community College the school years of 1975 or 1976*. I am sure that you understand how necessary it is for me to get a very high percentage of return in order for the research to be valid. I also realize that you are busy! However, I believe that you *are interested* and will help me by responding to the questionnaire from your perspective as a former part-time student at K.C.C. I estimate the time it will take you to complete this questionnaire at less than fifteen minutes.

Your questionnaire has been numbered so that during the research, I can communicate with you if it is necessary. As soon as the data collection is completed, all numbers will be removed. Your responses will be held in absolute confidence, and will be used *only in group summaries*. A copy of the research will be placed in the Kellogg Community College Learning Resource Center during 1977 for you to read.

If you have any questions, please call me at Kellogg Community College (965-3931) extension 202. I want to thank you for taking time to fill this out. Please return this questionnaire in the enclosed self-addressed stamped envelope by March 1, 1977.

Respectfully,

N.A. Bartel, Chairperson
Arts and Science Division

A STUDY OF THE CHARACTERISTICS OF PART-TIME STUDENTS AT THE COMMUNITY COLLEGE LEVEL

Number _____

DIRECTIONS: Each question will list a number of possible responses. Please place an "X" in the box corresponding to the response that was true during 1975 or 1976 when you were a part-time student at Kellogg Community College.

EXAMPLE: 1. Please indicate the mode of transportation you most frequently used while attending the community college.

- Personal Automobile ☒ X
Car Pool ☐
City Bus ☐
Walked ☐
Motor Bike ☐

YOU ARE READY TO BEGIN. PLEASE TURN THE PAGE. . . .

SECTION A: GENERAL INFORMATION

159

- Please indicate your age bracket.
 11 to 20 ☐ 21 to 30 ☐ 31 to 40 ☐ 41 to 50 ☐
 51 to 60 ☐ 61 to 70 ☐ 71 to 80 ☐
- Please indicate your sex
 Female ☐ Male ☐
- Please indicate your marital status while a student
 Single ☐ Married ☐ Widow ☐
 Engaged ☐ Separated ☐ Widower ☐
 Divorced ☐
- Was this the first time you had taken College work? Yes ☐ No ☐
- Please indicate the rank order of your birth in your family.

An only child ☐
 The oldest child ☐
 The youngest child ☐
 Between the oldest and youngest ☐
 None of the above (please specify) _____ ☐

- Please indicate the religion in which you were raised.

Adventist ☐
 Baptist ☐
 Catholic ☐
 Christian Scientist ☐
 Church of God ☐
 Congregational ☐
 Episcopal ☐
 Jewish ☐
 Latter Day Saints (Mormon) ☐
 Lutheran ☐
 Mennonite ☐
 Methodist ☐
 Nazarene ☐
 Presbyterian ☐
 Universalist/Unitarian ☐
 None ☐
 Other (Please specify) _____ ☐

- Please indicate the religion in which you are currently practicing

Adventist ☐
 Baptist ☐
 Catholic ☐
 Christian Scientist ☐
 Church of God ☐
 Congregational ☐
 Episcopal ☐
 Jewish ☐
 Latter Day Saints (Mormon) ☐
 Lutheran ☐
 Mennonite ☐
 Methodist ☐
 Nazarene ☐
 Presbyterian ☐
 Universalist/Unitarian ☐
 None ☐
 Other (Please specify) _____ ☐

SECTION B: HIGH SCHOOL EXPERIENCE

- Please indicate your approximate letter grade average in high school.
 A ☐ B ☐ C ☐ D ☐ Non-Graduate ☐
- Please indicate how you felt about your letter grade average in high school.
 Very satisfied ☐
 Satisfied ☐
 Dissatisfied ☐
 Very Dissatisfied ☐
- Please indicate the item that best describes your attendance in high school.
 Attended, except when ill ☐
 Cut classes sometimes ☐
 Cut classes often ☐
- Please indicate the item that best describes you as a high school student.
 Very involved in extra high school activities ☐
 Took part in some extra high school activities ☐
 Did not take part in extra high school activities because I worked ☐
 Did not take part in extra high school activities because I had no interest ☐
- Please indicate the item that best describes your general feelings about high school
 Positive Experience ☐
 Neither positive or negative ☐

13. Please indicate the item that best describes your reason for attending Kellogg Community College.

Desire to meet people and make friends ☐
 Friend(s) were taking college work at K.C.C. ☐
 Family pressure to attend ☐
 Personal enrichment ☐
 Job advancement (Promotion) ☐
 Job security (up-grading skills) ☐
 Wanted to enter a profession (Teacher, Business, Social work, etc.) ☐
 Financial support available ☐
 Wanted to enter a vocational field (Nursing/Business Management, etc.). ☐
 Other (Please specify) _____

14. Please indicate how many hours per week you worked on a
- paying job*
- while attending Kellogg Community College.

Less than 6 hours ☐ 7 to 12 hours ☐ 13 to 18 hours ☐ 19 to 24 hours ☐
 25 to 30 hours ☐ 31 to 36 hours ☐ 37 to 42 hours ☐ 43 to 48 hours ☐

15. Please indicate the attitude of your employer (boss) towards your attending college

Enthusiastic ☐
 Supportive ☐
 Did not care or know ☐
 Displeased ☐
 Opposed ☐

16. If married, please indicate the attitude of your husband/wife towards your attending college

Enthusiastic ☐
 Supportive ☐
 Did not care ☐
 Displeased ☐
 Opposed ☐

17. Please indicate to what extent your studies related to your job

Closely related ☐
 Somewhat related ☐
 No relationship ☐

18. Please indicate the item that best describes your academic goal when you decided to enroll at Kellogg Community College

Wanted to take (a) class(es) ☐
 Wanted to complete a certificate program ☐
 Wanted to complete a two year vocational program ☐
 Wanted to earn a bachelor's degree ☐
 Wanted to earn a master's degree ☐
 Wanted to earn a specialist's degree ☐
 Wanted to earn a Ph.D or Ed.D degree ☐
 Other (please specify) _____

19. Please indicate your future plans in regards to higher education

I do not plan to take any more college courses ☐
 I might take some courses, but do not plan to work towards a degree ☐
 I want to finish my current program, (have finished) but do not plan to enter any other program ☐
 I want to finish my current program (have finished) and enter another program at this same degree level ☐
 I want to finish my current program (have finished) and enter a program at an advanced degree level ☐

20. Please indicate the time and place your class(es) generally met.

Campus - during the day.. ☐ Off-campus-at night ☐
 Campus - at night ☐ Off-campus- daytime ☐
 Campus - on weekends .. ☐

- 21-43 Kellogg Community College offers many support services and extracurricular activities. Please indicate your satisfaction or dissatisfaction with the services and/or activities. If you did not use the service or participate in the activity, please place an "X" in the "Do not know" column.

	SATISFACTORY	UNSATISFACTORY	DO NOT KNOW
The registration process
Counseling Services (Personal)
Counseling Services (Academic)
Counseling Services (Career)
Bookstore Services

Financial Aid Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications — catalog, schedules, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admission Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Resource Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theatrical productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletic program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intramurals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Newspaper (<i>What's Bruin, Tried</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concert/Lecture Series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literary Magazine (<i>Perhaps</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Life Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other campus activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IF YOU GRADUATED FROM KELLOGG COMMUNITY COLLEGE, YOU ARE FINISHED WITH THE QUESTIONNAIRE. THANK YOU FOR YOUR TIME. IF YOU *DID NOT GRADUATE*, PLEASE FINISH SECTION D BELOW.

SECTION D: NON-RETURNING STUDENTS

44-70 Please indicate after each item the degree of importance in your decision not to return to Kellogg Community College at this time.

	NOT IMPORTANT	SLIGHTLY IMPORTANT	IMPORTANT	VERY IMPORTANT
Financial problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full-time employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illness or death of another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Husband - wife - children complained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did not have any real goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissatisfied with life in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decided to travel or move	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decided I did not want to go to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enlisted in the military	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Met my goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enough time to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was bored with my class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did not like subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not challenged enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missed too many class sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades were not good enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felt out of place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did not make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could not talk to instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could not get counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could not participate in extra college activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could not participate in athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could not get part-time work at college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

71-81 Please indicate the degree with which you felt the emotions listed below after you decided not to continue at Kellogg Community College at this time.

	NONE	VERY LITTLE	SOME	A LOT
Happy about decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A sense of relief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uncertain about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unhappy about not returning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A sense of failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uncertain about my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uncertain about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angry at the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angry at myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confident about my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unconcerned -- it was not a major decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mail to N. A. Bartel, Kellogg Community College, 450 North Avenue, Battle Creek, Michigan.
Envelope attached for your convenience

APPENDIX B
Postcard Follow-Up

APPENDIX B

Postcard Follow-Up

KCC

March 9, 1977

Dear Friend:

THIS IS JUST TO REMIND YOU to please complete the questionnaire you received concerning PART-TIME students. Many of the questionnaires have already been returned, but I need YOUR input. I estimate that it will take you less than fifteen minutes to complete it. If you have mislaid your questionnaire, please call 965-3901, ext. 202, for another one. If by chance your response is on the way, please excuse this reminder. THANK YOU for your cooperation.

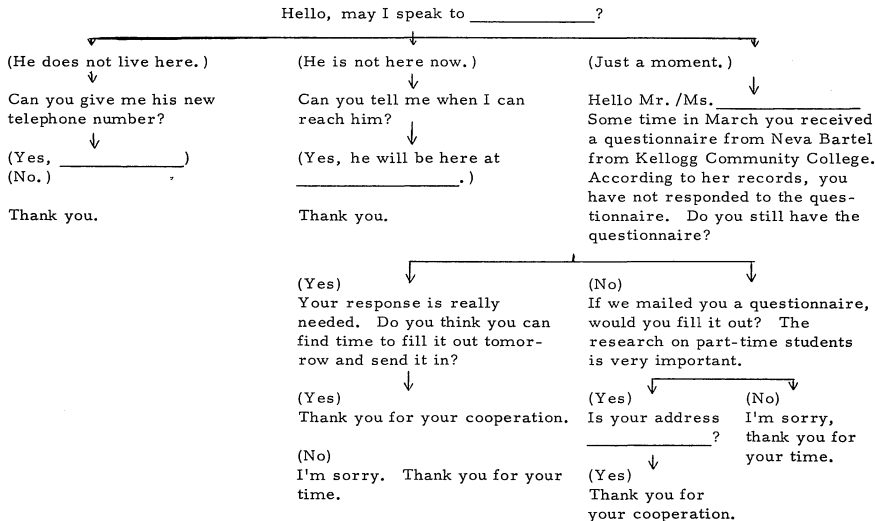
N. A. Bartel
Chairperson, Arts & Science Division

APPENDIX C

Telephone Follow-Up Format

APPENDIX C

Telephone Follow-Up Format



APPENDIX D
Telephone Checklist

APPENDIX E

Unedited List of Written Responses
Questions 6 and 7

APPENDIX E

Unedited list of written responses to the choice "Other, please specify" from Question 6, "Please indicate the religion in which you were raised," and Question 7, "Please indicate the religion in which you are currently practicing."

Nonpersisters Only

Religion in Which Raised		Religion Currently Practicing	
Apostolic-Pentecostal	1	Agnostic	1
Assembly of God	4	Apostolic-Pentecostal	1
Baptist	1	Assembly of God	5
Bible Church	1	Bahai	1
Brethren	2	Bible Church	2
Christian Reform	1	Buddhism	1
Church of Christ	5	Christian Reform	5
Eastern Orthodox	2	Church of Christ	3
E. V. B.	2	Eastern Orthodox	2
Free Methodist	1	Hindu	1
Hindu	1	Jehovah Witness	3
Jehovah Witness	3	Missionary	1
Moslem or Islamic	1	Nondenominational	9
Nondenominational	6	Quaker	4
Quaker	2	Reformed Church of America	1
RLDS	1	RLDS	1
Seventh Day Baptist	1	Unity	1
United Missionary	1	Wesleyan	6
Wesleyan	3		

Note: One respondent wrote "mine" and another indicated three churches in which he was raised: Baptist, Methodist, and Presbyterian.

Note: One respondent wrote "mine" and another "don't know."

APPENDIX F

Unedited List of Written Responses Question 18

APPENDIX F

Written responses of part-time nonpersisters to Question 18, "Please indicate the item that best describes your academic goal when you decided to enroll at Kellogg Community College."

The responses have been grouped under specific headings in order to facilitate analysis.

Preprofessional goals

Prelaw courses

Wanted to complete prerequisites for MBA work

Wanted to earn a license in Mortuary Science

To get my precourses out of the way then go straight into my major courses at the university

Wanted to complete one year of college before going to the university

Exploratory goals

Wanted to see if I could do it--2

Am taking classes of varied interest in the hopes of pursuing a certain curriculum

At first a certificate--then became undecided

Have not decided if associate degree or certificate

Wanted to know if I'd like it as well as I did finishing high school

Occupation, profession, or business goals

Work encouraged it

Wanted a new profession or occupation--2

To improve work skills

Wanted to be better prepared in my profession

Wanted to take classes that would help me in my business

Credit toward job

Background area for school administrator

As a supplement to my job

Increase knowledge in my field

Employer wanted me to take classes

Personal enrichment goals

Personal enrichment and a desire to expand knowledge

KCC for enjoyment--I take WMU classes at KCC for Master's degree

Enjoyment

Wanted to take class to help make high school volleyball team

Interest in subject matter

Wanted to improve my guitar skills

Job advancement not possible, but will take other courses

Personal

Other goals:

Associate degree

No academic goal

Certificate program--LPN

Master's

APPENDIX G

Tables Analyzing Responses to Questions 21-43

APPENDIX G

Support Services and Extracurricular Activities
Questions 21-43

Registration Process

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	35	79.5	5	11.4	4	9.1	44	100
Nonpersisters	374	73.3	51	10.0	85	16.7	510	100
Total	409		56		89		554	

Counseling (Personal)

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	12	28.6	1	2.4	29	69.0	42	100
Nonpersisters	98	19.7	17	3.4	383	76.9	498	100
Total	110		18		412		540	

Counseling (Academic)

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	21	48.8	3	7.0	19	44.2	43	100
Nonpersisters	98	19.7	17	3.4	383	76.9	498	100
Total	119		20		402		541	

Counseling (Career)

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	9	20.5	4	9.1	31	70.4	44	100
Nonpersisters	85	17.1	27	5.4	385	77.5	497	100
Total	94		31		420		541	

Book Store Services

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	38	86.4	2	4.5	4	9.1	44	100
Nonpersisters	375	74.4	25	5.0	104	20.6	504	100
Total	413		27		108		548	

Financial Aid Services

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	4	9.1			40	90.9	44	100
Nonpersisters	53	10.7	18	3.7	422	85.6	493	100
Total	59		18		462		537	

Publications--Catalogs, Class Schedules, etc.

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	25	56.8	3	6.8	16	36.4	44	100
Nonpersisters	264	53.6	12	2.4	217	44.0	493	100
Total	289		15		233		537	

Admission Process

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	29	65.9	1	2.3	14	31.8	44	100
Nonpersisters	288	58.0	22	4.4	187	37.6	497	100
Total	317		23		201		541	

Food Services

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	19	43.2	1	2.3	24	54.5	44	100
Nonpersisters	171	34.6	13	2.6	310	62.8	494	100
Total	190		14		334		538	

Learning Resource Center

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	27	61.4			17	38.6	44	100
Nonpersisters	205	41.5	2	.4	287	58.1	494	100
Total	232		2		304		538	

Student Records

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	20	46.5	2	4.7	21	48.8	43	100
Nonpersisters	117	23.8	9	1.8	365	74.4	491	100
Total	137	25.6	11	2.1	386	72.3	534	100

College Clubs

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	3	6.8	1	2.3	40	90.9	44	100
Nonpersisters	29	5.9	6	1.2	455	92.9	490	100
Total	32	6.0	7	1.3	495	92.7	534	100

Theatrical Productions (Show)

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	6	13.6			38	86.4	44	100
Nonpersisters	66	13.4			425	86.6	491	100
Total	72	13.5			463	86.5	535	100

Athletic Program

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	5	11.4	1	2.3	38	86.3	44	100
Nonpersisters	63	6.8	5	.8	424	92.4	492	100
Total	68	12.7	6	1.1	462	86.2	536	100

Intramurals

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	4	9.1	2	4.5	38	86.4	44	100
Nonpersisters	33	6.8	4	.8	452	92.4	489	100
Total	37	7.0	6	1.1	490	91.9	533	100

Music Program

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	4	9.1	2	4.5	38	86.4	44	100
Nonpersisters	40	8.1	1	.2	452	91.7	493	100
Total	44	8.2	3	.6	490	91.2	537	100

College Newspaper (What's Bruin, Triad)

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	15	34.1	4	9.1	25	56.8	44	100
Nonpersisters	102	20.7	7	1.4	383	77.9	492	100
Total	117	21.8	11	2.1	408	76.1	536	100

Concert/Lecture Series

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	6	13.6	0		38	86.4	44	100
Nonpersisters	65	13.3	5	1.0	418	85.7	488	100
Total	71	13.4	5	.9	456	85.7	532	100

Literary Magazine (Perhaps)

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	3	6.8	0		41	93.2	44	100
Nonpersisters	33	6.7	1	.2	458	93.1	492	100
Total	36	6.7	1	.2	499	93.1	536	100

Dances

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	1	2.3	3	6.8	40	90.9	44	100
Nonpersisters	21	4.3	12	2.4	459	93.3	492	100
Total	22	4.1	15	2.8	499	93.1	536	100

Movies

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	5	11.4	1	2.3	38	86.3	44	100
Nonpersisters	55	11.2	4	.8	434	88.0	493	100
Total	60	11.2	5	.9	472	87.9	537	100

Student Life Committee

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	1	2.3	2	4.5	41	93.2	44	100
Nonpersisters	17	3.5			474	96.5	491	100
Total	18	3.4	2	.4	515	96.2	535	100

Other Campus Activities

	Satisfactory		Unsatisfactory		Do Not Know		Total	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Persisters	4	9.3	1	2.3	38	88.4	43	100
Nonpersisters	30	6.1	2	.4	458	93.5	490	100
Total	34	6.3	3	.7	496	93.0	533	100

APPENDIX H

Unedited List of Written Responses From Nonreturning Part-Time Students (Unsolicited)

APPENDIX H

Unedited List of Responses Written in Section D:
by Students Who Did Not Check the Items Listed

1. I take a class when it sounds interesting or if it applies to my professional growth.
2. I am planning on returning in the fall.
3. It was a very major decision, but the need to help my family made it come quickly.
4. Actually may register late this term.
5. Am not attending this semester, but hope to resume my studies again this fall. Thank you for your interest.
6. Weather/Roads--nothing offered at Albion.
7. Intend to return when I graduate--1978.
8. I enjoyed filling out your questionnaire. It's not often people want to know why you stopped doing something. Thank you for asking. It was really my fault for not enrolling again. I missed registration. I will be back next year. Thank you once again for the questionnaire.
9. Class desired not offered at an opportune time this semester. Unfortunate for me--a break in rhythm and discipline. Thanks for your interest in the part-time student!
10. You're most welcome! Glad I could help! I'm no longer married. I want to return to college.
11. I plan to return!
12. Out of district fee--cost of gas--too far to travel in winter.
13. I plan on taking the basics at Marshall High School.
14. I will be returning in the fall if I'm accepted for the L. P. N. course.

15. I am still taking part-time work at KCC.
16. I have not graduated, but I am going to continue.
17. I wish you the best of luck with your survey. I loved Kellogg and if I had not gotten married I would be there now.
18. I work full time and I'm also involved in a number of activities which are very time consuming. I do plan on returning next semester and will continue to take courses toward my goal as time permits! Thanks!
19. I will be returning next term; was set back with a personal illness.
20. I took a guitar class because that is what I wanted. I already have a career!
21. The reason I did not return this semester is that the night is the only time I can attend and there were no classes this semester that I was interested in. I plan on returning this fall if classes are offered that I have not already taken.
22. Returned to Purdue to regular full time course work and will return to Kellogg's free this summer.
23. Do not understand how to complete this section. I do not have the money to attend or I would. I want to start at KCC then go to WMU to be a teacher. I would love to be a full-time student.
24. Full-time employment and cheerleading coach at Pennfield High; no time available.
25. I am a graduate of a 4-year college and took classes at KCC solely to satisfy employer's requirements that additional "college" credits must be earned to maintain a place on salary scale.
26. Going on to 4-year college.
27. I have a bachelor's. Wanted a weaving class--not interested in classes that were offered. I need graduate level classes or self-improvement/home improvement/ or interest classes.
28. Working two jobs--financial position was main cause.

29. I need to go to a 4-year college. I have an A. A. degree from another college.
30. Needed three hour once weekly class.
31. I want a program at an advanced level. I do wish KCC would offer classes in art at higher levels, perhaps night or summer classes. I am an Albion College graduate in Art Education. I need 18 hours, and would like to take some of these in art at KCC. Thank you.
32. These don't really apply, since I only take classes based on my interests, hobbies, and leisure time activities.
33. Plan to continue taking classes as able.
34. I plan to return.
35. Have not graduated, but intend to return in fall of 77.
36. I'm not sure I understand this part--simply a matter of money for me. No room in budget.
37. I plan on returning Jan. '78.
38. I'm going to go on to college this fall.
39. Attended night school off-campus--not enough people for another semester signed up. Am working on Accounting 101B on my own.
40. I'm in jail. Had to drop some classes, finished 2 classes. 4 credits--going to return.
41. When I decided not to return I had been sick and didn't feel up to it. Also had no financial support at the time. I also have now moved to Saline, Michigan, and received a new job as a cosmetic therapist 04.
42. Please send me a summer schedule of classes.
43. Intend to take more classes.
44. I just wanted to take a break. I work full time and I am raising 2 sons. Thank you.

45. My intentions are to return next semester.
46. I am still a part-time student. I don't plan on quitting.
47. Will return this summer.
48. I run a business in my home which is too busy for me to take classes during spring session. Am going to get to another school in fall to continue education.
49. I haven't made a decision of not entering college. I do plan on finishing but I won't be able to enter until the fall of "77".
50. Moved out of state.
51. I intend to return after I graduate from high school in June of "77".
52. I graduated from MSU in 1973.
53. Disregard--I have graduated.
54. I did not return last semester because of this [illness or death of another person], I'm going to the vocational school this semester and I like it. You don't offer what I want. Classes needed not offered at night.
55. I did not graduate but am still attending off campus class.
56. I only wished to take the one class I did.
57. Transferring to another college.
58. Full time grad student W. M. U.
59. Going to Grand Valley State College. I was very pleased with the class I took during my senior year at KCC. (Advanced placement Springfield High)
60. Transferred to Purdue University full-time.
61. Will graduate.
62. I'm going to return to KCC after this summer to continue my education in Data Processing.

63. I have one B.S. degree from MSU.
64. I am a graduate.
65. Not sure whether or not will be taking another class.
66. I plan to continue taking more classes.
67. Attending Argubright Business College CETA Program.
68. I have not graduated, but I do plan to return.
69. I will return next fall.
70. I am a college graduate taking courses at KCC for enrichment as time allows.
71. Taking classes in fall sessions only, because of weather and vacations.
72. Wanted Nurse's Aide--didn't have enough people.
73. 1 time--personal satisfaction.
74. Prolonged illness and death in the family--will return fall of 77.
75. Decided to go south winters. Would not be here to complete a course.
76. I will return!
77. I have a degree.
78. I plan to take more classes after my baby is born.
79. Am returning.
80. I am attending a different college.
81. I was sorry to have to quit and am looking forward to returning in the interim session and fall.
82. I am a sophomore in high school and just took a volleyball class for the experience.

83. I got a different job and now that I have regular hours and am full time, I'm gonna start again.
84. I wanted to take 1 or 2 classes this term but was not interested in any of your evening/weekend classes.
85. I am taking a course from Glen Oaks CC because it is given in my home town rather than going to Coldwater. Probably will return to Kellogg at a later date. I use whichever college has the courses I want & offered at a convenient time for me.
86. I graduated in 67. I have a BA in Ed. --English major and art minor.