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## A Survey of Non-Persisting Students Muskegon Community College Fall-Winter Semesters, 1974-75

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A SURVEY OF NON-PERSISTING STUDENTS  
MUSKEGON COMMUNITY COLLEGE  
FALL - WINTER SEMESTERS, 1974-75

by

Harold J. Gelderloos, Jr.

A Project Report  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment  
of the  
Specialist of Arts Degree

Western Michigan University  
Kalamazoo, Michigan  
August 1976

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Harold James Gelderloos, Jr.

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## CHAPTER I

### INTRODUCTION

As Community-Junior Colleges play an increasingly significant role in the structure of American education, they will face many challenges unique to their existence. These challenges or concerns, although similar in general terms, become specific when delineated to individual colleges.

Community colleges, as described by Thornton,<sup>1</sup> have as one of their unique qualities an open door policy.<sup>2</sup> This policy allows students to enroll at community colleges with a wide range of academic, social, and economic abilities. Seldom is a student denied the enrollment opportunity because of academic disabilities. For some students, the community college serves as a center for acquiring the basic course work necessary for transfer to another educational institution. For others, the community college provides an opportunity to prepare for gainful employment. Another group perceives the college as providing enrichment experiences through the Community Education program.<sup>3</sup>

With such student diversity, community colleges serve large numbers of students who may begin and then end their educational

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<sup>1</sup>Thornton, James W., *The Community Junior College*, John Wiley & Sons, Inc., 1960, p. 35.

<sup>2</sup>See Definition of Terms, p. 5.

<sup>3</sup>See Definition of Terms, p. 5.

careers abruptly. It is this group of individuals, specifically those who were enrolled during the Fall Semester, 1974, but did not re-enroll during the Spring Semester, to which this study is directed.

#### Statement of the Problem

Higher education today is receiving considerable pressure for fiscal and educational accountability. While students are entering educational institutions for a myriad of reasons, faculty and administration are asked for increased productivity and accountability. This framework provides the setting for this study.

The focus of this study is directed at identifying and surveying those students who discontinued their attendance at Muskegon Community College during the school year 1974-75, Fall-Spring Semesters.

Muskegon Community College, in its attempt to serve as a comprehensive community college,<sup>1</sup> provides a broad range of educational experiences for its students. Students may enroll in classes during the Fall Semester, Spring Semester, or Summer Session. After their initial enrollment and the beginning of classes, the number of students begins its attritional decline. These students who leave during the semester after their initial enrollment represent persons with perhaps unmet needs or disillusionment. These students become the focus for part of this study.

The study will also include those students who completed their course work during the first semester but elected not to return

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<sup>1</sup>See Definition of Terms, p. 4.

second semester. These two types of non-returning students represent nearly 27 percent of the entire college enrollment for the Fall-Spring, 1974-75 college year.

#### Significance of the Study

This study has multifaceted implications. While many studies of this nature concentrate on the "drop-out" as a "failure," this study is designed to identify the discontinuing student and explore the facet of the "stop-out."<sup>1</sup> By surveying those students who discontinue their attendance during the 1974-75, Fall-Spring Semesters, a broad base of student profile data will be compiled that can be used for possible redirection of course, program, department, or institutional efforts.

This project will also serve as a model for an on-going follow-up of all students who discontinue their attendance with specific emphasis on how the needs of all students can be better met. If, for example, the survey indicates large numbers of students who did not make use of the counseling-guidance services available to them, the college may consider a process whereby exiting students are identified and informed of enrollment alternatives.

Because the educational mission of the community college is to meet the needs of as many people within its service area as possible, it becomes imperative that attention is constantly focused on how it can better serve these students and to develop activities to

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<sup>1</sup>See Definition of Terms, p. 5.

better facilitate their needs. This survey will give Muskegon Community College this data for the school year 1974-75 as well as provide a procedure to conduct subsequent studies.

#### Delimitations

The delimitations of this project are as follows:

1. The survey will only include students who are in attendance at Muskegon Community College during the Fall Semester of the 1974-75 college year but do not return for the Spring Semester.
2. The results will only be representative of the survey students of the 1974-75 school year and implications to prior or subsequent years should not be inferred as either valid or reliable until further research can be done.
3. This study is not designed to be compared to other studies, but rather provide a profile of only the participants in the study.
4. The survey will not include those students who have completed 55 or more cumulative credit hours according to the master record file at Muskegon Community College.
5. The study will not include students enrolled in Community Education Courses.

#### Definition of Terms

Comprehensive Community College--that college which offers a broad base of educational experiences for the community it serves, including, but not limited to transfer, occupational, continuing education, enrichment, special purpose, and many specific programs aimed at the community.

Muskegon Community College--a comprehensive community college designed to serve its community as an educational and cultural resource center by providing high quality, broadly based, comprehensive community college programs.

Transfer Students--students who plan to continue their formal education at another educational institution after a period of enrollment at Muskegon Community College.

Career-Occupational Students--students who elect a program of study designed for immediate entry into the employment world.

Community Service Program--the program of the college that provides enrichment experiences plus many other types of special programs on a non-credit basis.

Drop-Outs--students who discontinue their attendance either during or after a semester of study. This term connotes dissatisfaction or academic failure.

Stop-outs--those students who discontinue their attendance for a period of time but either re-enroll or plan to re-enroll.

Open Door Policy--an admission policy permitting any student to enroll if they have a high school diploma or a G.E.D. Certificate.

Persisters--students who continue their education exhibited by continued enrollment.

Non-Persisters--students who discontinue their attendance for any reason.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The great demand for, and supply of, higher educational opportunities in this country over the past thirty years makes it imperative that the various public and private institutions providing these experiences have a clear perspective of their educational aim. To provide education without a clear understanding of the objectives of that education is to invite confusion, criticism and in some cases real dangers for specific students. This is stressed by Neilan:<sup>1</sup>

"If we insist that all our youth should complete our high school and college courses, we shall aim blindly for a dream which is neither attainable nor desirable for some youth. It is essential that we acknowledge human differences and limitations and attempt to match our educational standards still further without achieving our main objective, which is to educate our youth to the maximum practicable extent to produce efficiently, consume wisely, and participate fully in our present swift-changing but still free society."

As the discussion about the need for education is narrowed to those institutions that provide it, increasing emphasis is placed on the community college as an instrument in higher education. One who has pointed out the ascending nature of the community college in the higher education scene is Jane E. Matson.<sup>2</sup> She states:

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<sup>1</sup>Neilan, Edwin P., "The Changing Educational Scene." Junior College Journal, XXXIV (October 1963), 5.

<sup>2</sup>Matson, Jane E., "Emphasis." Junior College Journal, XXXVII (September 1966), 3.

"The community college is emerging into what may be the most crucial period in its relatively brief history as a part of the American education system. As the demand for educational opportunity expands in all dimensions, the pressure on education to provide experiences appropriate for the diverse student population will steadily mount."

There is general agreement that both technical and liberal arts programs are needed. Controversy has arisen about the content of these programs and the amount of student time that should be devoted to each. Cosand<sup>1</sup> stresses the importance of this dual nature of education when he writes:

"The technical programs to be effective, demand careful consideration by all staff members and counselors and by representatives of business and industry. These groups are responsible for seeing that the technical programs prepare the students for citizenship as well as for employment for cultural appreciation as well as for occupational success."

Just as the need for general education and technical education has been established and defended, researchers have also probed the possibility of drop-out ratios related to these two general categories of education. Dennison and Jones<sup>2</sup> in their study of persisting and non-persisting college students supported that hypothesis that all types of students withdraw with no evidence of curricular differences. They further conclude that students with a variety of

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<sup>1</sup>Cosand, Joseph P., "The Two-Year College's Contribution to Curriculum Development," from The College and the Student by Dennis and Kauffman, American Council on Education, Washington, D.C., (1966), 193-4.

<sup>2</sup>Dennison, John D., and Jones, Gordon, A Comparative Study of Persister and Non-Persister College Students. British Columbia: Vancouver City College, (June 1972), 19.

academic abilities, social status of family and grade-point averages withdraw.

The rate of dropout or attrition appears to be cloudy at best. Astin<sup>1</sup> reports in his national profile that the rates tend to be lower than commonly published data. Folger<sup>2</sup> and Karabel<sup>3</sup> conclude that only ten to twenty percent of community college students graduate from a four-year college within five years after completing high school.

But, this comparison of data results in inappropriate conclusions. As Cross<sup>4</sup> concludes, the comparison of drop-out rates between two-year and four-year schools is totally invalid. She states:

"My research leads me to believe that the very people that it is most important for community colleges to serve have different interest and abilities than those of more traditional students -- not simply lower ability and lesser motivation."

She continues:

"If community colleges have a different mission from that of other types of colleges, comparing attrition rates of two-year and four-year colleges is like comparing apples and oranges. It is inappropriate and meaningless."

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<sup>1</sup>Astin, Alexander W., College Dropouts: A National Profile. Washington, D.C.: American Council on Research - Office of Research, (February 1972).

<sup>2</sup>Folger, J. K., Astin, H. S., and Bayer, A. E., Human Resources and Higher Education, New York: Russell Sage, (1970).

<sup>3</sup>Karabel, J., "Community Colleges and Social Stratification." Harvard Educational Review, XLII (November 1972), 521-6.

<sup>4</sup>Cross, K. P., Attrition Doesn't Just Happen. Presented to AACJC Convention, Washington, D.C., (February 1974), 6.



Thus the dynamic of student attrition becomes an increasingly multi-faceted problem. To further define and pursue this important element in our educational environment, researchers have attempted to develop measures, indicators and similarly related devices for predicting persistence or non-persistence. Snyder<sup>1</sup> states, the only way to attack academic attrition is to identify the potential drop-outs before registration since the student may confront insurmountable academic difficulties within as little as two weeks after classes begin.

Greenberg<sup>2</sup> also attempted to predict potential drop outs. In his study using the State Social Studies Florida Twelfth Grade test, he found the score from that test to be the most significant in predicting non-persistence. Boshier<sup>3</sup> attempted a similar study. He developed two comprehensive tests to predict persistence with an adult grouping. He likewise found a measure of success, but related the limited applicability of the results to other situations.

Trying to identify non-persisters in another perspective, Johnson and Robin<sup>4</sup> found that the potential drop out can be quickly

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<sup>1</sup>Snyder, John W., "A New Use for the SAT: Helping Salvage Potential Dropouts." College Board Review, LXX (Winter 1968-69), 4.

<sup>2</sup>Greenberg, Barry, Predicting Who Will Withdraw During Their First Semester of Attendance at Miami Dade Jr. College, South Campus. Miami Dade Junior College, (June 1972), 17.

<sup>3</sup>Boshier, Roger, "The Development and Use of a Dropout Prediction Scale." Adult Education, XXII (Winter 1972), 96.

<sup>4</sup>Robin, Burton and Johnson, Phillip, "Identifying Potential Drop-outs With Class Lists." Improving College and University Teaching, XVII (Summer 1969), 179.

recognized by means of accurate attendance records combined with the instructors regular study of such records. Identifying a shortcoming of this predictor study they conclude by stating:

"The criticism most often voiced against the class list method of checking attendance is that a friend may sign for an absent student, thus destroying the effectiveness of the technique. This would be a valid objection if it were not for the fact that our experience has shown that such occurrences are so rare as to be insignificant in comparison to the many advantages accruing from the use of this system, particularly the early identification of the potential dropout."

In a study relating to earned grades by college students, Thayer<sup>1</sup> found support to his hypothesis that students that earned lower grades tended to withdraw more frequently than those with higher grades. Specifically he used individual grades for class tests as the prediction. One observation he concludes is that low grades tend to increase non-persistence, but if students receiving the low grades continue to stay in college they will do better.

Realizing the difficulty of identifying a general set of criteria that, when applied to all students, will predict non-persistence, some researchers have tried to identify non-intellective factors in non-persistence. Eagle<sup>2</sup> attempted to relate drop out prediction to the adoption of an open-door admissions policy. Despite the relationships

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<sup>1</sup>Thayer, Robert E., "Do Low Grades Cause College Students to Give Up? The Journal of Experimental Education, XXXXI (Spring 1973), 73.

<sup>2</sup>Eagle, Norman, Dropout Prediction at an Urban Community College Following Open Admissions. New York: Bronx Community College, (1973).

of many quantitative factors, i.e., high school mathematics and english test scores, the open-admission policy change did not produce a significantly higher drop out level. He concludes that students seemed to lack clear or strong entry goals. Blai<sup>1</sup> also reached similar conclusions. In his study, he identified a lack of motivation and direction as being significant reasons for non-persistence. He also found that schools with smaller enrollment levels tend to have higher retention rates.

Research findings to date seem to lack the universality factors making them valid for use in all community colleges. Perhaps a better way of pursuing this problem is the reviewing of similar normative studies done in colleges other than Muskegon Community College.

Knoell,<sup>2</sup> one of the outstanding researchers in community college education, asserts that:

"A new many-pronged attack on attrition research is needed."

She contends that community colleges are different and unique and likewise the attrition research studies should likewise be tailored to specific situations. Then, when sufficient data are compiled in a given case, comparative statistical studies may be done.

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<sup>1</sup>Blai, Boris J., Two Year College Dropouts -- Why Do They Leave? Who are They? How Many? Bryn Mawr, Pa.: Harcum Junior College, (1972), 15.

<sup>2</sup>Knoell, Dorothy M., A Critical Review of Research from The College Drop-out and the Utilization of Talent. Princeton: Princeton University Press, (1966), 69.

In another study of attrition, Cowhig<sup>1</sup> lists several reasons why students leave school. In this study he found that poor grades ranked rather low as a student reason for drop out. This indicates that we should look elsewhere to determine why people leave college.

REASONS FOR LEAVING COLLEGE FOR 1,162,000 PERSONS  
16 TO 24 YEARS OF AGE WHO ATTENDED BUT DID NOT  
GRADUATE FROM COLLEGE: UNITED STATES, OCTOBER, 1959.

<u>Reasons Not Now in College</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>
Number (in thousands)	1,162	507	655
Percent	100.0	100.0	100.0
Lost interest	15.0	15.4	14.6
Poor grades	2.7	5.5	0.5
Lacked Money	18.3	27.6	11.1
Took job	20.9	21.5	20.5
Military service	4.1	8.9	0.3
Marriage	22.8	6.9	35.1
Other	15.9	13.8	17.6
Not reported	0.3	0.4	0.3

Confirming these results regarding the grades factor as a reason for non-persisting, Weigel<sup>2</sup> writes that lower grades seem to be a symptom or function of a lack of interest in the academic programs rather than an inability to do the work.

In an attempt to identify the major reasons why students left college, several other studies should be noted. In a conference on student retention, Ohmer<sup>3</sup> cited the following three reasons as most

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<sup>1</sup>Cowhig, James D., "Why Do They Leave College." School Review, LXXI (1963), 333.

<sup>2</sup>Weigel, Mark, A Comparison of Persisters and Non-Persisters in a Junior College. Paper presented at the EPDA Institute for Advanced Study in Student Personnel Work in Junior Colleges and Technical Institutes, Columbia, Mo., (1970), 12.

<sup>3</sup>Ohmer, Milton (Ed.), Proceedings: A Conference on Student Retention in Tennessee Colleges and Universities. Knoxville: The University of Tennessee, (1966), 34.

significant: lack of money, employment, and lost interest. Bosser and Burnett<sup>1</sup> in their follow-up concur with the above conclusions. Generally the reasons given for withdrawal fell into three categories: personal, social, and academic, with a preponderance in the personal area. This same study was designed to follow up on the respondents one year later to validate their responses and to update the data. The results showed no statistically significant differences in the reasons for leaving and over one-half of the withdrawal group had returned to school.

In Roesler's<sup>2</sup> study, he also concluded that family or personal reasons were most frequently noted. Employment and dissatisfaction were listed next in frequency. Again in this study nearly twenty percent had returned to school.

Realizing that many students do leave college for a variety of reasons and many never intended the withdrawal as permanent, Cross<sup>3</sup> synthesizes some of the facts common to attrition research.

- "1. Part-time students are more likely to drop out of college than full-time students.
2. Students from homes of low socioeconomic status are more likely to drop out than those with more affluent and better educated parents.

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<sup>1</sup>Bossen, Doris A. and Burnett, Collins W., "What Happens to the Withdrawal Student?" Junior College Journal, XL (June 1970), 31.

<sup>2</sup>Roesler, Elmo V. (Ed.), Community College and Technical Institute Follow-up Study of Students Enrolled During One or More Quarters Fall 1970 to Fall 1971. Washington: Bureau of Higher Education, (1971), 23.

<sup>3</sup>Cross, op. cit., 2.

3. Students with poor records of high school achievement and poor academic aptitude test scores are more likely to drop out than those with better academic records.
4. Those who commute are more likely to drop out than those who reside on campus.
5. Those who receive little or no parental encouragement are more likely to drop out than those who have strong family support."

Cross concludes that each community college must examine its own situation because they are all different and unique. Simple comparisons of attrition rates are inadequate and unreliable. Her suggestion for individual community college research must be accepted by all colleges as its priority challenge if it is to be responsive to the students it is obligated to serve.

## CHAPTER III

### THE SOURCES OF DATA, INSTRUMENTATION AND METHODOLOGY

#### Sources of Data

The basic data were gathered from former students of Muskegon Community College. The students were enrolled during the Fall 1974 semester but not enrolled during the Spring 1975 semester. Any student with 54 or less total cumulative credit hours, who discontinued their attendance during that school year, were considered a part of this study. The number of credit hours attempted or completed was not a selective factor.

#### Procedures

The Student Personnel Services Office, in cooperation with the Computer Center at Muskegon Community College provided a list of all students who had enrolled during the Fall 1974 semester in any regularly accredited college courses, excluding community education courses. A similar list was provided following the close of the enrollment period during the Spring 1975 semester. A comparison of these lists yielded a total of 1,097 students who met the above qualifications, but did not continue their enrollment at Muskegon Community College during the Spring semester for some reason.

A survey instrument was designed to identify several basic characteristics of these non-returning students and to develop a profile record of these students.

With the cooperation of the Administration at Muskegon Community

College, it was decided to send a mail survey to each non-returning student of the 1974-75 Fall-Spring semesters.

### Instrumentation

The survey instrument reflects several perspectives. First of all it was designed after an extensive review of similar studies found in the literature. Second, it reflects some unique characteristics that were deemed important by Muskegon Community College personnel. Third, the instrument was designed to meet the on-going needs of the college. The data requested on the instrument can be divided in such a way that many departments or service centers of the college may cross analyze the data to meet specific needs.

The instrument was also designed to encourage the student to respond and return the survey form. In this way, the instrument will continue to meet the needs of Muskegon Community College in subsequent follow-up studies by the college.

### Methodology

1. The list of non-returning students was supplied by the college after the traditional enrollment period has elapsed. The total non-returning list contained 1,097 students.
2. After extensive review and research, a survey instrument meeting the needs of this study and continued use by Muskegon Community College was designed.
3. The Computer Center provided current address labels and return envelope labels to be used in mailing the survey.
4. The survey instrument was mailed to all 1,097 students with



a stamped self-addressed return envelope enclosed for their convenience.

5. Twenty-one days after the first mailing of the survey a follow-up response was made to all non-respondents. It included a cover letter, a second questionnaire, and another stamped, self-addressed return envelope.

6. Of those students still not responding, a sample of five percent was selected for telephone follow up.

7. The data were compiled and key punched for analysis and subsequent comparison. Response profiles for each question on the survey were processed and printed by the computer center.

8. The data as reported in this research were made available to Muskegon Community College personnel for their use and analysis.

#### Summary

One thousand ninety-seven non-returning students from the Fall 1974 - Spring 1975 school year were identified for this project. These students were selected because they had been enrolled in regular college credit courses during the Fall semester, had not returned during the Spring semester; also they had not exceeded the 54 cumulative credit hour parameter of this project. A survey instrument meeting some specific needs was developed. The instrument was mailed with a follow-up response at a planned time interval. The necessary arrangements were established to enable Muskegon Community College to use both the instrument and the procedure at any later date.

## CHAPTER IV

### THE PRESENTATION OF DATA

#### Introduction

The purpose of this chapter is to present the findings of a mail survey of non-returning students to Muskegon Community College during the school year, 1974-75.

The population consisted of 1,097 students which represented a non-returning student rate of 26.7 percent. The entire population was surveyed and 570 responses were received (52%).

This chapter represents the major findings of the survey. In addition, two example cross tabulations were made to illustrate the flexibility and adaptability of this instrument to specific areas of concern within the college. The first cross tabulation was of students who selected Business as their curriculum choice while attending Muskegon Community College. The second cross tally was recorded on students who were enrolled in the categories of zero to four, or five-plus credit hours of enrollment during the Fall 1974 semester.

This chapter will also present how this data may be used by different communities within the college for analysis that relates directly to their areas of concern.

The findings are presented in the following pages.

#### Survey Results

Table 1 categorizes the number of credit hours in which the

population was enrolled during the Fall 1974 semester and the percentage of each group that responded.

TABLE 1  
IDENTIFICATION OF CREDIT HOURS ENROLLED  
OF ENTIRE POPULATION AND THE SURVEY RESPONSE  
RATE FOR THE CREDIT HOUR CATEGORIES

	Entire Population		Returned Surveys	
	No.	%	No.	%
0-4 cr. hrs.	880	80	418	76
5-20 cr. hrs.	217	20	135	24
TOTALS	1,097	100	570*	100

\*Seventeen students were involved in grade or status changes which eliminated them from this specific credit-hour count.

It appears that the responses are representative of the entire population regarding credit-hour enrollment.

Appendix A contains four complete survey forms with the responses of each grouping of non-returning students as identified above---total survey group, business student responses, 0-4 credit-hour enrollment responses, and 5-20 credit-hour enrollment responses.

It appears the female to male non-persistence rate runs on a three to two ratio respectively. Ninety-three percent of the non-persisters are white American. Seventy-four percent of the non-returning students are presently living in Muskegon County and an equal percentage of them were employed during the Fall 1974 semester.

In deciding where to go to college the two most frequently identified sources of information were friends 20 percent, and newspaper or semester schedules, 17 percent. College catalogs/materials, representatives from Muskegon Community College and parents ranked as the three least identified sources with percentile rankings of five percent, three percent, and six percent, respectively.

Table 2 illustrates the curriculum the non-persisting students followed during their last semester of attendance at Muskegon Community College.

TABLE 2  
CURRICULUMS FOLLOWED BY  
NON-PERSISTERS--FALL 1974

	Total Survey %	Business Students %	0-4 cr.hr. enrollees %	5-20 cr.hr. enrollees %
Transfer Program	20	0	18	22
Business	27	100	32	12
Technical	16	0	17	15
Health	11	0	3	36
Other	26	0	29	15
TOTALS	100%	100%	100%	100%

Fifty-four percent of the non-persisting students were enrolled in occupationally oriented programs. The returned survey instruments contained many editorial responses indicating that the student had enrolled in the course(s) to gain skills desired by their employers. With specialized courses in Banking, Real Estate, and Insurance, the relatively high percentage (32%) for Business, 0-4 credit hours, becomes less alarming. Many of these courses are specific skill development courses which are taken on a one-time basis. Likewise, Business students enrolled in five or more credit hours have more significant persistence levels. The high percentage of non-returning students enrolled for 5-20 credit hours in the Health curriculum during the Fall term can also be easily explained. Many of these students were enrolled full time during the Fall semester, completed their health certificate program, and did not return Spring semester.

When the non-persisting student was asked to identify their initial reason for enrolling at Muskegon Community College, three major categories emerged. The most frequently checked category (22%) was "the special educational programs Muskegon Community College offers." Their "family or job in the Muskegon area" also ranked very high (21%). The third category "other" included a wide range of write-in responses; the majority of these, however, could be categorized as special interests or specific courses.

Table 3, a part of question 14 of the survey instrument, illustrates feelings or attitudes held by the non-persisting students about Muskegon Community College, its faculty, and its ability to meet student needs.

TABLE 3  
NON-PERSISTING STUDENT OPINIONS REGARDING  
MUSKEGON COMMUNITY COLLEGE, ITS NEED-MEETING  
ABILITY, AND ITS FACULTY

	No Opinion %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
I generally feel good about MCC	23	1	7	57	12
MCC is concerned with meeting student needs	20	0	7	64	9
The faculty are very concerned about stu- dent learning	30	5	8	50	8

It appears that even though the students have elected not to re-enroll, they hold favorable feelings toward the college and its faculty. It was also found that those students enrolled in four or less credit hours expressed more "no opinion" responses. The positive feelings seem to support the concept that in community college education, "drop out" is a rather inadequate term as it has been historically used. These non-persisting students have expressed good feelings about their college experience and this suggests that "stop-out" or "short-term" educational experiences are what these students elected.

When asked whether the courses in which they were enrolled were of interest to them, nearly all response groupings indicated "yes" by 90 percent or more.

The data in Table 4 shows that the majority of non-persisting students did not utilize the services and facilities that Muskegon Community College provides for them.

TABLE 4  
SERVICES AND FACILITIES UTILIZATION OF  
NON-PERSISTING STUDENTS

	Good %	Fair %	Poor %	Did Not Use %
Counseling Services	31	18	5	46
Learning Resource Center (LRC)	21	8	1	70
Employment Services	8	6	4	82
Financial Aid	11	5	4	81

With the exception of counseling services, which many students undoubtedly equated with class scheduling services, 70 percent and more did not use several of the services available to them. This information, when analyzed with the data in Table 5, provides some real challenges for Muskegon Community College.

TABLE 5  
REASONS FOR NOT ATTENDING MUSKEGON COMMUNITY  
COLLEGE AT THE PRESENT TIME

	Total Population %	0-4 cr.hrs. Enrollees %	5-20 cr.hrs. Enrollees %	Business Students %
Do not have time	22	25	13	33
Financial reasons	16	14	22	16
Family responsibilities	11	12	8	10
Not interested	7	8	2	7
Completed degree	5	3	11	2
Too difficult	1	1	2	1
Military	1	1	2	0
Attend another college	6	6	9	5
Completed desired work	8	6	12	5
Other	23	24	19	22

Several challenges are reflected in the data found in Tables 4 and 5. First, non-persisting students perceive themselves as very busy and unable to use many of the services available to them. Second, those students enrolled for four or less credit hours indicated time as a very critical element in their decision not to re-enroll. Those students who were enrolled in five or more credit hours indicated "financial reasons" most frequently for not re-enrolling. It should also be noted that of those 5-20 credit hour



enrollees who elected not to return, 71 percent of them did not use the employment services available to them, and 67 percent of them did not use or seek the financial aid services available to them. Further research of the non-persisting, "full-time" student will assist in better meeting their needs.

The category "other" in Table 5 needs brief attention. Because of the diversity of reasons given; "I don't want to drive this winter," "Plan to deliver a baby--give me a break," "House needs repairs," etc., this author is not using the responses in this category with an equal degree of significance to the remaining categories.

The response that clearly identifies the non-persisting students intention to continue their education also supports the "stop out," not "drop out" concept. When asked, "Do you plan to return to Muskegon Community College at a later date to continue your education?," the responses were as follows:

TABLE 6  
PLAN TO RETURN TO MUSKEGON COMMUNITY COLLEGE  
TO CONTINUE YOUR EDUCATION?

	Yes Response %	No Response %
Total Population	76	24
Business Students	80	20
0-4 cr. hrs. enrollee	78	22
5-20 cr. hrs. enrollee	67	33

Summary

This chapter contained the major findings of a survey of non-persisting students who were enrolled during the Fall semester 1974. Although a 26.7 percent non-retention rate was identified, further analysis of the data reveals a changing educational sequence as perceived by the non-persister. The non-persister generally does not hold hostile feelings toward the college or faculty and in fact has very positive reactions toward their college experiences. For the most part, they have not utilized the services or facilities that are available to them, and feel a real time constraint placed upon them while attending college. The most encouraging conclusion is that today's non-persister does not in general perceive himself as a "drop out," but plans to return to college to further his education.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This is a study appraising the nature and extent of non-persisting students at Muskegon Community College during the school year 1974-75.

The population included 1,097 students who initially enrolled during the Fall 1974 semester but who for various reasons were not enrolled at an equivalent point during the Spring semester 1975. A brief relationship between students enrolled for four or less credit hours as opposed to five or more credit hours was drawn. A correlation between students who identified a Business curriculum and the responses of the entire population was also developed.

A second purpose was to establish a sequencing model of research for Muskegon Community College to use in subsequent follow-up studies.

The data were gathered with the assistance of the Muskegon Community College Administration and specifically the Data Processing Center. A list of non-returning students was prepared using two equal calendar points for each semester. Each student was sent a questionnaire with an accompanying cover letter explaining the project. A follow-up response was sent twenty-one days following the initial mailing to all non-respondents. An attempt to contact five percent of the non-respondents yielded no significantly different results.

### Conclusions

On the basis of the responses received, several major conclusions may be drawn.

1. Nearly one-half of the respondents chose Muskegon Community College because of the special programs it has to offer and its close proximity to their job and family. Low cost tuition seemed to have less bearing on their enrollment than many might seem to believe.
2. Within the enrollment group of four or less credit hours, 40 plus percent decided to attend as a result of either a friend attending (20%) or a class schedule mailed to their home (21+%).
3. The largest number of non-returning students represented the career-occupational areas. But, 80 percent of them also responded that they planned to re-enroll.
4. Nearly 75 percent of the respondents feel that Muskegon Community College is meeting the needs of students and an equally high percentage of them felt the faculty very, very concerned about student learning.
5. In response to a question about feeling good about their college days at Muskegon Community College, 67 percent exhibited a favorable response with only ten percent displaying negative feelings. The remainder of the respondents had no opinion.
6. An area of challenge lies in the service and facility utilization for non-persisting students. In nearly every category including Counseling, Learning Resource Center, Employment Assistance, Financial Aid, and Social Activities, the non-persister exhibited

a very high percentage of non-involvement.

7. The over-all specific reason for non-attendance at this time is a "lack of time." The two largest subsequent reasons listed were "financial reasons" and "family responsibilities."

8. The concept of the "stop out" in community college education is very real. Seventy-six percent (76%) indicated they plan to re-enroll at Muskegon Community College to continue their education.

### Recommendations

The proposed recommendations come from the findings revealed:

1. The high "drop-out" rate must be re-evaluated and procedures made available to more readily contact those who have "stopped out."

2. Muskegon Community College should continue toward meeting the needs of as many community publics as possible.

3. Specific efforts should be directed toward meeting the needs of the new student or the student taking only one or two courses-- i.e., Counseling, Learning Resource Center, Employment Assistance.

4. Special attention, and perhaps additional research, should be given to those students who have identified, "do not have time" as a major reason for non-persistence. From the editorial remarks found on the surveys, time and place of class scheduling needs attention.

5. Specific plans should be made to formally contact non-persisting students to better meet their needs. This would also be an aid in growth planning.

6. Muskegon Community College should make every effort to sup-

port projects such as this, and on a continuing basis.

7. A follow-up study of this population be done within two years to test the validity and reliability of such follow-up studies.

APPENDIX A  
SURVEY RESULTS -- PERCENTILE RANKING

Total Survey Results

Business Student Responses

Students Enrolled 0-4 Credit Hours

Students Enrolled 5-20 Credit Hours

Initial Student Follow-up Letter

Secondary Student Follow-up Letter

# TOTAL SURVEY RESULTS -- PERCENTILE RANKING

32

## MUSKEGON COMMUNITY COLLEGE STUDENT FOLLOW-UP STUDY

1. SFX (Mark one)  
42% ( ) 1. Male  
58 ( ) 2. Female
2. AGE (Mark one)  
32% ( ) 1. 17-20 years  
24 ( ) 2. 21-25  
23 ( ) 3. 26-35  
12 ( ) 4. 36-45  
10 ( ) 5. 46-older
3. To which of the following groups do you belong? (Mark one)  
93% ( ) 1. White American  
5 ( ) 2. Black  
0 ( ) 3. American Indian  
0 ( ) 4. Oriental  
0 ( ) 5. Spanish American  
3 ( ) 6. Other
4. Where are you living at the present time? (Mark one)  
74% ( ) 1. Muskegon County  
17 ( ) 2. A county immediately adjacent to Muskegon County  
5 ( ) 3. Elsewhere in Michigan  
4 ( ) 4. Outside of Michigan
5. Marital Status (Mark one)  
47% ( ) 1. Married  
1 ( ) 2. Married but separated  
7 ( ) 3. Divorced  
2 ( ) 4. Widowed  
44 ( ) 5. Single
6. Were you employed during your last semester at M.C.C.? (Mark one)  
72% ( ) 1. Yes, average hrs/wk? \_\_\_\_\_  
28 ( ) 2. No
7. From which type of high school did you graduate? (Mark one)  
80% ( ) 1. Public  
9 ( ) 2. Private (denominational)  
1 ( ) 3. Private (non-denominational)  
8 ( ) 4. Adult High School or G.E.D.  
2 ( ) 5. Other
8. Which choice of those listed below best describes the curriculum you completed in high school? (Mark one)  
43% ( ) 1. College Preparatory  
36 ( ) 2. General  
6 ( ) 3. Technical or Shop  
13 ( ) 4. Business (Commercial)  
0 ( ) 5. Agriculture  
1 ( ) 6. Other
9. Check the average grade for all the courses you took in high school:  
3% ( ) 1. A  
7 ( ) 2. A-  
14 ( ) 3. B+  
25 ( ) 4. B  
18 ( ) 5. B-  
17% ( ) 6. C+  
12 ( ) 7. C  
3 ( ) 8. C-  
0 ( ) 9. D
10. Check the highest level of formal education achieved by your:  

Father	Mother	Self
5% ( ) 1. 0-6 years	3% ( ) 1. 0-6 years	% ( ) 1. 0-6 years
25% ( ) 2. 7-9 years	20 ( ) 2. 7-9 years	1 ( ) 2. 7-9 years
48 ( ) 3. 10-12 years (H.S.)	54 ( ) 3. 10-12 years	44 ( ) 3. 10-12 years
11 ( ) 4. 13-16 years (College)	14 ( ) 4. 13-16 years	46 ( ) 4. 13-16 years
10 ( ) 5. College Graduate	10 ( ) 5. College Graduate	9 ( ) 5. College Graduate
11. In deciding where to go to college, how did you first learn about Muskegon Community College? (Check one)  
6% ( ) 1. Parents  
20 ( ) 2. Friends  
16 ( ) 3. High School counselor or teacher  
5 ( ) 4. College Catalogs/Materials  
3 ( ) 5. A representative from M.C.C.  
17 ( ) 6. Newspaper or Semester Schedules  
16 ( ) 7. Other  
17 ( ) 8. I cannot recall
12. Which of the following Curriculums did you follow at M.C.C.? (Mark one)  
20% ( ) 1. Transfer Program  
27 ( ) 2. Business  
16 ( ) 3. Technical  
11 ( ) 4. Health  
26 ( ) 5. Other
13. Which of the statements listed below best describes your initial reason for enrolling at Muskegon Community College: (Mark one)  
3% ( ) 1. My relatives wanted me to come here  
6 ( ) 2. I was offered a scholarship or financial assistance  
4 ( ) 3. I was eligible for Veterans Benefits  
22 ( ) 4. This college offers special educational programs  
21 ( ) 5. My job or family kept me in the Muskegon area  
4 ( ) 6. My friends were attending or planning to attend  
10 ( ) 7. This college has low cost tuition  
2 ( ) 8. I could not get a job  
3 ( ) 9. Someone who had been here before advised me to go  
26 ( ) 10. Other



14. Respond to each of the following statements as you think it applies to M.C.C.

33

	No Opinion	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The Student Body is involved and has a great deal of school spirit. . . . .	1 <u>59%</u>	2 <u>3%</u>	3 <u>15%</u>	4 <u>21%</u>	5 <u>2%</u>
2. Most of the students are of a very high calibre academically. . . . .	1 <u>51</u>	2 <u>4</u>	3 <u>18</u>	4 <u>25</u>	5 <u>1</u>
3. There is keen competition among most students for high grades . . . . .	1 <u>43</u>	2 <u>3</u>	3 <u>29</u>	4 <u>22</u>	5 <u>2</u>
4. The faculty are very concerned about student learning. . . . .	1 <u>25</u>	2 <u>4</u>	3 <u>9</u>	4 <u>51</u>	5 <u>10</u>
5. Most students are similar to "numbers in a book". . . . .	1 <u>35</u>	2 <u>10</u>	3 <u>38</u>	4 <u>16</u>	5 <u>3</u>
6. Classes are usually run in a very informal manner. . . . .	1 <u>20</u>	2 <u>3</u>	3 <u>19</u>	4 <u>52</u>	5 <u>6</u>
7. M.C.C. is concerned with meeting student needs. . . . .	1 <u>21</u>	2 <u>3</u>	3 <u>8</u>	4 <u>58</u>	5 <u>11</u>
8. I felt "lost" when I first came to the campus . . . . .	1 <u>16</u>	2 <u>10</u>	3 <u>37</u>	4 <u>31</u>	5 <u>7</u>
9. Attendance at this college builds poise and maturity. . . . .	1 <u>42</u>	2 <u>4</u>	3 <u>14</u>	4 <u>37</u>	5 <u>4</u>
10. I generally feel good about my college days at Muskegon Community College . . . . .	1 <u>23</u>	2 <u>3</u>	3 <u>7</u>	4 <u>52</u>	5 <u>15</u>

15. For each category below, check the word that best describes your opinion of the services and facilities at M.C.C.:

	Good	Fair	Poor	Did not use
1. Counseling Services	1 <u>34%</u>	2 <u>16%</u>	3 <u>6%</u>	4 <u>43%</u>
2. Learning Resource Center (LRC)	1 <u>31</u>	2 <u>8</u>	3 <u>1</u>	4 <u>61</u>
3. Variety of courses to select from	1 <u>52</u>	2 <u>28</u>	3 <u>7</u>	4 <u>13</u>
4. Assistance in finding employment	1 <u>9</u>	2 <u>6</u>	3 <u>4</u>	4 <u>81</u>
5. Social Activities	1 <u>11</u>	2 <u>13</u>	3 <u>5</u>	4 <u>71</u>
6. Someone in whom I could confide about personal problems	1 <u>7</u>	2 <u>5</u>	3 <u>5</u>	4 <u>83</u>
7. Financial Aid Services	1 <u>13</u>	2 <u>6</u>	3 <u>4</u>	4 <u>78</u>

16. Were the courses you enrolled in at M.C.C. of interest to you? (Mark one)

- ( ) 1. Yes, how? 91%
- ( ) 2. No, why? 9%

17. Which of the following reasons is the most important one for your not attending M.C.C. at the present time? (Mark one)

- 22% ( ) 1. Do not have time
- 16 ( ) 2. Financial reasons
- 11 ( ) 3. Family responsibilities
- 7 ( ) 4. Not interested
- 5 ( ) 5. Have already completed a degree
- 1 ( ) 6. Too difficult to make grades
- 1 ( ) 7. Now in military service
- 6 ( ) 8. Attending another college
- 8 ( ) 9. Completed all desired course work
- 23 ( ) 10. Other \_\_\_\_\_

18. Please list your current occupation \_\_\_\_\_

19. In what ways could M.C.C. have been of more service to you? \_\_\_\_\_

20. Do you plan to return to M.C.C. at a later date to continue your education? (Mark one)

- 76% ( ) 1. Yes
- 24 ( ) 2. No

THANK YOU for your cooperation in completing this survey form.

# BUSINESS STUDENT RESPONSES

## Percentile Ranking

34

### MUSKEGON COMMUNITY COLLEGE STUDENT FOLLOW-UP STUDY

1. SEX (Mark one)  
31% ( ) 1. Male  
68 ( ) 2. Female
2. AGE (Mark one)  
28% ( ) 1. 17-20 years  
24 ( ) 2. 21-25  
22 ( ) 3. 26-35  
14 ( ) 4. 36-45  
12 ( ) 5. 46-older
3. To which of the following groups do you belong? (Mark one)  
91% ( ) 1. White American  
7 ( ) 2. Black  
( ) 3. American Indian  
( ) 4. Oriental  
1 ( ) 5. Spanish American  
1 ( ) 6. Other
4. Where are you living at the present time? (Mark one)  
73% ( ) 1. Muskegon County  
22 ( ) 2. A county immediately adjacent to Muskegon County  
3 ( ) 3. Elsewhere in Michigan  
3 ( ) 4. Outside of Michigan
5. Marital Status (Mark one)  
49% ( ) 1. Married  
1 ( ) 2. Married but separated  
10 ( ) 3. Divorced  
2 ( ) 4. Widowed  
38 ( ) 5. Single
6. Were you employed during your last semester at M.C.C.? (Mark one)  
80% ( ) 1. Yes, average hrs/wk? \_\_\_\_\_  
20 ( ) 2. No
7. From which type of high school did you graduate? (Mark one)  
84% ( ) 1. Public  
9 ( ) 2. Private (denominational)  
1 ( ) 3. Private (non-denominational)  
6 ( ) 4. Adult High School or G.E.D.  
1 ( ) 5. Other
8. Which choice of those listed below best describes the curriculum you completed in high school? (Mark one)  
37% ( ) 1. College Preparatory  
34 ( ) 2. General  
1 ( ) 3. Technical or Shop  
27 ( ) 4. Business (Commercial)  
0 ( ) 5. Agriculture  
1 ( ) 6. Other \_\_\_\_\_
9. Check the average grade for all the courses you took in high school:  
2% ( ) 1. A  
6 ( ) 2. A-  
15 ( ) 3. B+  
28 ( ) 4. B  
21 ( ) 5. B-  
15% ( ) 6. C+  
10 ( ) 7. C  
2 ( ) 8. C-  
0 ( ) 9. D
10. Check the highest level of formal education achieved by your:  

Father	Mother	Self
5% ( ) 1. 0-6 years	2% ( ) 1. 0-6 years	0% ( ) 1. 0-6 years
27 ( ) 2. 7-9 years	23 ( ) 2. 7-9 years	1 ( ) 2. 7-9 years
49 ( ) 3. 10-12 years (H.S.)	55 ( ) 3. 10-12 years	49 ( ) 3. 10-12 years
12 ( ) 4. 13-16 years (College)	15 ( ) 4. 13-16 years	43 ( ) 4. 13-16 years
7 ( ) 5. College Graduate	6 ( ) 5. College Graduate	7 ( ) 5. College Graduate
11. In deciding where to go to college, how did you first learn about Muskegon Community College? (Check one)  
8% ( ) 1. Parents  
20 ( ) 2. Friends  
14 ( ) 3. High School counselor or teacher  
6 ( ) 4. College Catalogs/Materials  
3 ( ) 5. A representative from M.C.C.  
22 ( ) 6. Newspaper or Semester Schedules  
16 ( ) 7. Other \_\_\_\_\_  
12 ( ) 8. I cannot recall
12. Which of the following Curriculums did you follow at M.C.C.? (Mark one)  
0% ( ) 1. Transfer Program  
100 ( ) 2. Business  
0 ( ) 3. Technical  
0 ( ) 4. Health  
0 ( ) 5. Other \_\_\_\_\_
13. Which of the statements listed below best describes your initial reason for enrolling at Muskegon Community College: (Mark one)  
2% ( ) 1. My relatives wanted me to come here  
10 ( ) 2. I was offered a scholarship or financial assistance  
1 ( ) 3. I was eligible for Veterans Benefits  
26 ( ) 4. This college offers special educational programs  
20 ( ) 5. My job or family kept me in the Muskegon area  
3 ( ) 6. My friends were attending or planning to attend  
8 ( ) 7. This college has low cost tuition  
6 ( ) 8. I could not get a job  
1 ( ) 9. Someone who had been here before advised me to go  
22 ( ) 10. Other \_\_\_\_\_

14. Respond to each of the following statements as you think it applies to M.C.C.

	No Opinion	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The Student Body is involved and has a great deal of school spirit. . . . .	1 <u>68%</u>	2 <u>4%</u>	3 <u>12%</u>	4 <u>15%</u>	5 <u>2%</u>
2. Most of the students are of a very high calibre academically. . . . .	1 <u>62</u>	2 <u>4</u>	3 <u>11</u>	4 <u>22</u>	5 <u>2</u>
3. There is keen competition among most students for high grades . . . . .	1 <u>58</u>	2 <u>2</u>	3 <u>22</u>	4 <u>15</u>	5 <u>2</u>
4. The faculty are very concerned about student learning. . . . .	1 <u>30</u>	2 <u>5</u>	3 <u>8</u>	4 <u>50</u>	5 <u>8</u>
5. Most students are similar to "numbers in a book". . . . .	1 <u>38</u>	2 <u>8</u>	3 <u>34</u>	4 <u>17</u>	5 <u>3</u>
6. Classes are usually run in a very informal manner. . . . .	1 <u>23</u>	2 <u>1</u>	3 <u>17</u>	4 <u>53</u>	5 <u>6</u>
7. M.C.C. is concerned with meeting student needs. . . . .	1 <u>20</u>	2 <u>0</u>	3 <u>7</u>	4 <u>64</u>	5 <u>9</u>
8. I felt "lost" when I first came to the campus . . . . .	1 <u>19</u>	2 <u>8</u>	3 <u>36</u>	4 <u>30</u>	5 <u>7</u>
9. Attendance at this college builds poise and maturity. . . . .	1 <u>46</u>	2 <u>4</u>	3 <u>9</u>	4 <u>41</u>	5 <u>1</u>
10. I generally feel good about my college days at Muskegon Community College . . . . .	1 <u>23</u>	2 <u>1</u>	3 <u>7</u>	4 <u>57</u>	5 <u>12</u>

15. For each category below, check the word that best describes your opinion of the services and facilities at M.C.C.:

	Good	Fair	Poor	Did not use
1. Counseling Services	1 <u>31%</u>	2 <u>18%</u>	3 <u>5%</u>	4 <u>46%</u>
2. Learning Resource Center (LRC)	1 <u>21</u>	2 <u>8</u>	3 <u>1</u>	4 <u>70</u>
3. Variety of courses to select from	1 <u>58</u>	2 <u>28</u>	3 <u>7</u>	4 <u>8</u>
4. Assistance in finding employment	1 <u>8</u>	2 <u>6</u>	3 <u>4</u>	4 <u>82</u>
5. Social Activities	1 <u>9</u>	2 <u>12</u>	3 <u>3</u>	4 <u>75</u>
6. Someone in whom I could confide about personal problems	1 <u>5</u>	2 <u>6</u>	3 <u>4</u>	4 <u>81</u>
7. Financial Aid Services	1 <u>11</u>	2 <u>5</u>	3 <u>4</u>	4 <u>81</u>

16. Were the courses you enrolled in at M.C.C. of interest to you? (Mark one)

89% ( ) 1. Yes, how? \_\_\_\_\_

11% ( ) 2. No, why? \_\_\_\_\_

17. Which of the following reasons is the most important one for your not attending M.C.C. at the present time? (Mark one)

- 33% ( ) 1. Do not have time .  
 16 ( ) 2. Financial reasons  
 10 ( ) 3. Family responsibilities  
 7 ( ) 4. Not interested  
 2 ( ) 5. Have already completed a degree  
 1 ( ) 6. Too difficult to make grades  
 0 ( ) 7. Now in military service  
 5 ( ) 8. Attending another college  
 5 ( ) 9. Completed all desired course work  
 22 ( ) 10. Other \_\_\_\_\_

18. Please list your current occupation \_\_\_\_\_

19. In what ways could M.C.C. have been of more service to you? \_\_\_\_\_

\_\_\_\_\_

20. Do you plan to return to M.C.C. at a later date to continue your education? (Mark one)

80% ( ) 1. Yes

20 ( ) 2. No

THANK YOU for your cooperation in completing this survey form.

## STUDENTS ENROLLED 0-4 CREDIT HOURS

## Percentile Ranking

36

## MUSKEGON COMMUNITY COLLEGE STUDENT FOLLOW-UP STUDY

1. SEX (Mark one)  
 44% ( ) 1. Male  
 56 ( ) 2. Female
2. AGE (Mark one)  
 29% ( ) 1. 17-20 years  
 24 ( ) 2. 21-25  
 23 ( ) 3. 26-35  
 13 ( ) 4. 36-45  
 11 ( ) 5. 46-older
3. To which of the following groups do you belong? (Mark one)  
 92% ( ) 1. White American  
 6 ( ) 2. Black  
 1 ( ) 3. American Indian  
 ( ) 4. Oriental  
 1 ( ) 5. Spanish American  
 ( ) 6. Other
4. Where are you living at the present time? (Mark one)  
 76% ( ) 1. Muskegon County  
 16 ( ) 2. A county immediately adjacent to Muskegon County  
 4 ( ) 3. Elsewhere in Michigan  
 4 ( ) 4. Outside of Michigan
5. Marital Status (Mark one)  
 46% ( ) 1. Married  
 1 ( ) 2. Married but separated  
 8 ( ) 3. Divorced  
 2 ( ) 4. Widowed  
 42 ( ) 5. Single
6. Were you employed during your last semester at M.C.C.? (Mark one)  
 74% ( ) 1. Yes, average hrs/wk? \_\_\_\_\_  
 26 ( ) 2. No
7. From which type of high school did you graduate? (Mark one)  
 80% ( ) 1. Public  
 9 ( ) 2. Private (denominational)  
 ( ) 3. Private (non-denominational)  
 9 ( ) 4. Adult High School or G.E.D.  
 2 ( ) 5. Other
8. Which choice of those listed below best describes the curriculum you completed in high school? (Mark one)  
 44% ( ) 1. College Preparatory  
 36 ( ) 2. General  
 5 ( ) 3. Technical or Shop  
 14 ( ) 4. Business (Commercial)  
 ( ) 5. Agriculture  
 ( ) 6. Other \_\_\_\_\_
9. Check the average grade for all the courses you took in high school:  
 4% ( ) 1. A  
 8 ( ) 2. A-  
 13 ( ) 3. B+  
 25 ( ) 4. B  
 18 ( ) 5. B-  
 16% ( ) 6. C+  
 13 ( ) 7. C  
 4 ( ) 8. C-  
 ( ) 9. D
10. Check the highest level of formal education achieved by your:
- | Father                          | Mother                     | Self                      |
|---------------------------------|----------------------------|---------------------------|
| 6% ( ) 1. 0-6 years             | 3% ( ) 1. 0-6 years        | % ( ) 1. 0-6 years        |
| 24 ( ) 2. 7-9 years             | 21 ( ) 2. 7-9 years        | 1 ( ) 2. 7-9 years        |
| 48 ( ) 3. 10-12 years (H.S.)    | 51 ( ) 3. 10-12 years      | 48 ( ) 3. 10-12 years     |
| 12 ( ) 4. 13-16 years (College) | 15 ( ) 4. 13-16 years      | 42 ( ) 4. 13-16 years     |
| 11 ( ) 5. College Graduate      | 10 ( ) 5. College Graduate | 8 ( ) 5. College Graduate |
11. In deciding where to go to college, how did you first learn about Muskegon Community College? (Check one)  
 6% ( ) 1. Parents  
 20 ( ) 2. Friends  
 14 ( ) 3. High School counselor or teacher  
 4 ( ) 4. College Catalogs/Materials  
 2 ( ) 5. A representative from M.C.C.  
 21 ( ) 6. Newspaper or Semester Schedules  
 16 ( ) 7. Other \_\_\_\_\_  
 18 ( ) 8. I cannot recall
12. Which of the following Curriculums did you follow at M.C.C.? (Mark one)  
 18% ( ) 1. Transfer Program  
 32 ( ) 2. Business  
 17 ( ) 3. Technical  
 3 ( ) 4. Health  
 29 ( ) 5. Other \_\_\_\_\_
13. Which of the statements listed below best describes your initial reason for enrolling at Muskegon Community College: (Mark one)  
 3% ( ) 1. My relatives wanted me to come here  
 5 ( ) 2. I was offered a scholarship or financial assistance  
 4 ( ) 3. I was eligible for Veterans Benefits  
 21 ( ) 4. This college offers special educational programs  
 21 ( ) 5. My job or family kept me in the Muskegon area  
 3 ( ) 6. My friends were attending or planning to attend  
 9 ( ) 7. This college has low cost tuition  
 2 ( ) 8. I could not get a job  
 4 ( ) 9. Someone who had been here before advised me to go  
 27 ( ) 10. Other \_\_\_\_\_

14. Respond to each of the following statements as you think it applies to M.C.C.

	No Opinion	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The Student Body is involved and has a great deal of school spirit. . . . .	1 <u>64%</u>	2 <u>3%</u>	3 <u>13%</u>	4 <u>18%</u>	5 <u>1%</u>
2. Most of the students are of a very high calibre academically. . . . .	1 <u>56</u>	2 <u>5</u>	3 <u>14</u>	4 <u>24</u>	5 <u>1</u>
3. There is keen competition among most students for high grades . . . . .	1 <u>51</u>	2 <u>3</u>	3 <u>28</u>	4 <u>17</u>	5 <u>1</u>
4. The faculty are very concerned about student learning. . . . .	1 <u>29</u>	2 <u>4</u>	3 <u>9</u>	4 <u>50</u>	5 <u>9</u>
5. Most students are similar to "numbers in a book". . . . .	1 <u>38</u>	2 <u>10</u>	3 <u>35</u>	4 <u>15</u>	5 <u>2</u>
6. Classes are usually run in a very informal manner. . . . .	1 <u>22</u>	2 <u>3</u>	3 <u>16</u>	4 <u>53</u>	5 <u>6</u>
7. M.C.C. is concerned with meeting student needs. . . . .	1 <u>24</u>	2 <u>2</u>	3 <u>7</u>	4 <u>56</u>	5 <u>10</u>
8. I felt "lost" when I first came to the campus . . . . .	1 <u>19</u>	2 <u>10</u>	3 <u>36</u>	4 <u>30</u>	5 <u>5</u>
9. Attendance at this college builds poise and maturity. . . . .	1 <u>45</u>	2 <u>4</u>	3 <u>12</u>	4 <u>35</u>	5 <u>4</u>
10. I generally feel good about my college days at Muskegon Community College . . . . .	1 <u>27</u>	2 <u>3</u>	3 <u>7</u>	4 <u>50</u>	5 <u>13</u>

15. For each category below, check the word that best describes your opinion of the services and facilities at M.C.C.:

	Good	Fair	Poor	Did not use
1. Counseling Services	1 <u>32%</u>	2 <u>15%</u>	3 <u>5%</u>	4 <u>48%</u>
2. Learning Resource Center (LRC)	1 <u>26</u>	2 <u>6</u>	3 <u>0</u>	4 <u>68</u>
3. Variety of courses to select from	1 <u>52</u>	2 <u>28</u>	3 <u>7</u>	4 <u>13</u>
4. Assistance in finding employment	1 <u>8</u>	2 <u>4</u>	3 <u>4</u>	4 <u>84</u>
5. Social Activities	1 <u>9</u>	2 <u>11</u>	3 <u>5</u>	4 <u>75</u>
6. Someone in whom I could confide about personal problems	1 <u>6</u>	2 <u>5</u>	3 <u>4</u>	4 <u>85</u>
7. Financial Aid Services	1 <u>12</u>	2 <u>5</u>	3 <u>3</u>	4 <u>81</u>

16. Were the courses you enrolled in at M.C.C. of interest to you? (Mark one)

89% ) 1. Yes, how? \_\_\_\_\_

11% ) 2. No, why? \_\_\_\_\_

17. Which of the following reasons is the most important one for your not attending M.C.C. at the present time? (Mark one)

25% ) 1. Do not have time

14 ( ) 2. Financial reasons

12 ( ) 3. Family responsibilities

8 ( ) 4. Not interested

3 ( ) 5. Have already completed a degree

1 ( ) 6. Too difficult to make grades

1 ( ) 7. Now in military service

6 ( ) 8. Attending another college

6 ( ) 9. Completed all desired course work

24 ( ) 10. Other \_\_\_\_\_

18. Please list your current occupation \_\_\_\_\_

19. In what ways could M.C.C. have been of more service to you? \_\_\_\_\_

20. Do you plan to return to M.C.C. at a later date to continue your education? (Mark one)

78% ) 1. Yes

22 ( ) 2. No

**THANK YOU** for your cooperation in completing this survey form.

## STUDENTS ENROLLED 5+ CREDIT HOURS

## Percentile Ranking

38

## MUSKEGON COMMUNITY COLLEGE STUDENT FOLLOW-UP STUDY

1. SEX (Mark one)  
 34% ( ) 1. Male  
 65 ( ) 2. Female
2. AGE (Mark one)  
 13% ( ) 1. 17-20 years  
 25 ( ) 2. 21-25  
 23 ( ) 3. 26-35  
 7 ( ) 4. 36-45  
 1 ( ) 5. 46-older
3. To which of the following groups do you belong? (Mark one)  
 97% ( ) 1. White American  
 3 ( ) 2. Black  
 ( ) 3. American Indian  
 ( ) 4. Oriental  
 ( ) 5. Spanish American  
 ( ) 6. Other
4. Where are you living at the present time? (Mark one)  
 67% ( ) 1. Muskegon County  
 21 ( ) 2. A county immediately adjacent to Muskegon County  
 7 ( ) 3. Elsewhere in Michigan  
 4 ( ) 4. Outside of Michigan
5. Marital Status (Mark one)  
 46% ( ) 1. Married  
 2 ( ) 2. Married but separated  
 2 ( ) 3. Divorced  
 0 ( ) 4. Widowed  
 50 ( ) 5. Single
6. Were you employed during your last semester at M.C.C.? (Mark one)  
 69% ( ) 1. Yes, average hrs/wk? \_\_\_\_\_  
 31 ( ) 2. No
7. From which type of high school did you graduate? (Mark one)  
 81% ( ) 1. Public  
 12 ( ) 2. Private (denominational)  
 0 ( ) 3. Private (non-denominational)  
 7 ( ) 4. Adult High School or G.E.D.  
 0 ( ) 5. Other
8. Which choice of those listed below best describes the curriculum you completed in high school? (Mark one)  
 12% ( ) 1. College Preparatory  
 39 ( ) 2. General  
 7 ( ) 3. Technical or Shop  
 11 ( ) 4. Business (Commercial)  
 0 ( ) 5. Agriculture  
 2 ( ) 6. Other \_\_\_\_\_
9. Check the average grade for all the courses you took in high school:  
 2% ( ) 1. A  
 8 ( ) 2. A-  
 14 ( ) 3. B+  
 24 ( ) 4. B  
 21 ( ) 5. B-  
 19% ( ) 6. C+  
 12 ( ) 7. C  
 3 ( ) 8. C-  
 0 ( ) 9. D
10. Check the highest level of formal education achieved by your:
- | Father                          | Mother                     | Self                       |
|---------------------------------|----------------------------|----------------------------|
| 4% ( ) 1. 0-6 years             | 2% ( ) 1. 0-6 years        | 1% ( ) 1. 0-6 years        |
| 24 ( ) 2. 7-9 years             | 13 ( ) 2. 7-9 years        | 1 ( ) 2. 7-9 years         |
| 51 ( ) 3. 10-12 years (H.S.)    | 59 ( ) 3. 10-12 years      | 31 ( ) 3. 10-12 years      |
| 10 ( ) 4. 13-16 years (College) | 13 ( ) 4. 13-16 years      | 55 ( ) 4. 13-16 years      |
| 11 ( ) 5. College Graduate      | 12 ( ) 5. College Graduate | 12 ( ) 5. College Graduate |
11. In deciding where to go to college, how did you first learn about Muskegon Community College? (Check one)  
 8% ( ) 1. Parents  
 23 ( ) 2. Friends  
 21 ( ) 3. High School counselor or teacher  
 8 ( ) 4. College Catalogs/Materials  
 4 ( ) 5. A representative from M.C.C.  
 7 ( ) 6. Newspaper or Semester Schedules  
 13 ( ) 7. Other \_\_\_\_\_  
 16 ( ) 8. I cannot recall
12. Which of the following Curriculums did you follow at M.C.C.? (Mark one)  
 22% ( ) 1. Transfer Program  
 12 ( ) 2. Business  
 15 ( ) 3. Technical  
 36 ( ) 4. Health  
 15 ( ) 5. Other \_\_\_\_\_
13. Which of the statements listed below best describes your initial reason for enrolling at Muskegon Community College: (Mark one)  
 5% ( ) 1. My relatives wanted me to come here  
 6 ( ) 2. I was offered a scholarship or financial assistance  
 2 ( ) 3. I was eligible for Veterans Benefits  
 26 ( ) 4. This college offers special educational programs  
 19 ( ) 5. My job or family kept me in the Muskegon area  
 5 ( ) 6. My friends were attending or planning to attend  
 14 ( ) 7. This college has low cost tuition  
 2 ( ) 8. I could not get a job  
 2 ( ) 9. Someone who had been here before advised me to go  
 19 ( ) 10. Other \_\_\_\_\_

14. Respond to each of the following statements as you think it applies to M.C.C.

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	No Opinion	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The Student Body is involved and has a great deal of school spirit. . . . .	1 <u>44%</u>	2 <u>4%</u>	3 <u>21%</u>	4 <u>29%</u>	5 <u>2%</u>
2. Most of the students are of a very high calibre academically. . . . .	1 <u>37</u>	2 <u>1</u>	3 <u>31</u>	4 <u>29</u>	5 <u>2</u>
3. There is keen competition among most students for high grades . . . . .	1 <u>22</u>	2 <u>4</u>	3 <u>31</u>	4 <u>39</u>	5 <u>3</u>
4. The faculty are very concerned about student learning. . . . .	1 <u>14</u>	2 <u>6</u>	3 <u>10</u>	4 <u>58</u>	5 <u>13</u>
5. Most students are similar to "numbers in a book". . . . .	1 <u>24</u>	2 <u>10</u>	3 <u>44</u>	4 <u>19</u>	5 <u>2</u>
6. Classes are usually run in a very informal manner. . . . .	1 <u>12</u>	2 <u>2</u>	3 <u>28</u>	4 <u>52</u>	5 <u>6</u>
7. M.C.C. is concerned with meeting student needs. . . . .	1 <u>10</u>	2 <u>3</u>	3 <u>10</u>	4 <u>66</u>	5 <u>10</u>
8. I felt "lost" when I first came to the campus . . . . .	1 <u>6</u>	2 <u>11</u>	3 <u>38</u>	4 <u>35</u>	5 <u>10</u>
9. Attendance at this college builds poise and maturity. . . . .	1 <u>31</u>	2 <u>4</u>	3 <u>19</u>	4 <u>42</u>	5 <u>3</u>
10. I generally feel good about my college days at Muskegon Community College . . . . .	1 <u>10</u>	2 <u>3</u>	3 <u>5</u>	4 <u>64</u>	5 <u>17</u>

15. For each category below, check the word that best describes your opinion of the services and facilities at M.C.C.:

	Good	Fair	Poor	Did not use
1. Counseling Services	1 <u>44%</u>	2 <u>20%</u>	3 <u>7%</u>	4 <u>30%</u>
2. Learning Resource Center (LRC)	1 <u>45</u>	2 <u>13</u>	3 <u>2</u>	4 <u>41</u>
3. Variety of courses to select from	1 <u>54</u>	2 <u>29</u>	3 <u>6</u>	4 <u>10</u>
4. Assistance in finding employment	1 <u>11</u>	2 <u>12</u>	3 <u>6</u>	4 <u>71</u>
5. Social Activities	1 <u>17</u>	2 <u>17</u>	3 <u>6</u>	4 <u>61</u>
6. Someone in whom I could confide about personal problems	1 <u>10</u>	2 <u>6</u>	3 <u>6</u>	4 <u>79</u>
7. Financial Aid Services	1 <u>17</u>	2 <u>9</u>	3 <u>6</u>	4 <u>67</u>

16. Were the courses you enrolled in at M.C.C. of interest to you? (Mark one)

97% ( ) 1. Yes, how? \_\_\_\_\_

3% ( ) 2. No, why? \_\_\_\_\_

17. Which of the following reasons is the most important one for your not attending M.C.C. at the present time? (Mark one)

13% ( ) 1. Do not have time

22 ( ) 2. Financial reasons

8 ( ) 3. Family responsibilities

2 ( ) 4. Not interested

11 ( ) 5. Have already completed a degree

2 ( ) 6. Too difficult to make grades

2 ( ) 7. Now in military service

9 ( ) 8. Attending another college

12 ( ) 9. Completed all desired course work

19 ( ) 10. Other \_\_\_\_\_

18. Please list your current occupation \_\_\_\_\_

19. In what ways could M.C.C. have been of more service to you? \_\_\_\_\_

20. Do you plan to return to M.C.C. at a later date to continue your education? (Mark one)

67% ( ) 1. Yes

33 ( ) 2. No

THANK YOU for your cooperation in completing this survey form.

MUSKEGON COMMUNITY COLLEGE

Student Follow-Up Study

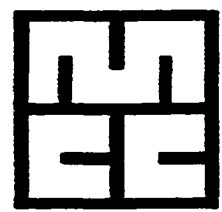
Because you have not continued your enrollment at Muskegon Community College, we are asking your help in preparing a report on why students decide not to return to M.C.C.

The enclosed questions will help us determine how we can better meet the needs of all our students. The form requires only 10 minutes of your time, and your contribution is essential to the success of this project.

Please take a couple of minutes right now to complete and return it in the self-addressed, stamped envelope.

THANK YOU FOR HELPING





# MUSKEGON COMMUNITY COLLEGE

P. O. BOX 629 • MUSKEGON, MICHIGAN • 49443

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Dear Former MCC Student:

You were recently mailed a questionnaire as part of a follow-up study being conducted by Muskegon Community College. We are attempting to define how we can improve our programs to provide the best possible educational experiences.

Because you may have mislaid the previous form, we have enclosed another one for your convenience. Please take a couple of minutes right now to complete it. We need your response -- without it our study will not be complete.

Your time and comments are appreciated and the results will be used for research purposes only.

Sincerely,

Harold J. Gelderloos  
Project Director

HJG/sn

Enclosure

APPENDIX B

COMPUTER PRINT-OUTS  
OF  
SURVEY RESULTS INCLUDING HISTOGRAMS

**MUSKEGON COMMUNITY COLLEGE  
DATA PROCESSING CENTER**

43

PROG. NO. AD0120 HAROLD J. GELDERLOOS--SURVEY DATE 06-18-75

QUESTIONS	RESP: 1	2	3	4	5	6	7	8	9	10
1. SEX 1=MALE 2=FEMALE	237 42%	329 58%		1 2					3 1%	
2. AGE	178 32%	136 24%	131 23%	65 12%	55 10%					
3. RACE	523 93%	30 5%	1 2		2 2	4 1%				
4. RESIDENCE	423 74%	97 17%	28 5%	21 4%						
5. MARITAL STATUS	262 47%	7 1%	37 7%	11 2%	246 44%					
6. EMPLOYED LAST SEMESTER	404 72%	154 28%								
7. TYPE OF HIGH SCHOOL GRADUATE	444 80%	51 9%	3 1%	45 8%	9 2%					
8. CURRICULM IN HIGH SCHOOL	241 43%	202 36%	33 6%	72 13%	2 2	5 1%				
9. AVE. GRADE IN HIGH SCHOOL	18 3%	37 7%	75 14%	135 25%	99 18%	92 17%	57 12%	19 3%	1 2	
10. A. FATHER	28 5%	133 25%	257 48%	59 11%	55 10%					
10. B. MOTHER	14 3%	106 20%	288 54%	75 14%	55 10%					
10. C. SELF	2 2	5 1%	240 44%	252 46%	52 9%					
11. LEARN ABOUT M.C.C.	34 6%	111 20%	89 16%	27 5%	14 3%	96 17%	86 16%	95 17%		
12. CURRICULM FOLLOW AT M.C.C.	105 20%	147 27%	87 16%	61 11%	137 26%					
13. INITIAL REASON EN- ROLLING AT MCC	19 3%	32 6%	21 4%	119 22%	114 21%	20 4%	56 10%	10 2%	18 3%	143 26%
14. 1. STUDENT BODY	301 59%	17 3%	75 15%	106 21%	9 2%					
14. 2. HIGH CALIBRE ACADEMICALLY	260 51%	21 4%	94 18%	128 25%	6 1%					

**MUSKEGON COMMUNITY COLLEGE**  
**DATA PROCESSING CENTER**

44

PROG. NO. AD0120 HAROLD J. GELDERLOOS--SURVEY

DATE 06-18-75

QUESTIONS	RESP: 1	2	3	4	5	6	7	8	9	10
14. 3. KEEN COMPETITION	218 43%	15 3%	148 29%	112 22%	10 2%					
14. 4. FACULTY CONCERNED	129 25%	22 4%	47 9%	261 51%	50 10%					
14. 5. NUMBERS IN A BOOK	174 35%	48 10%	189 38%	80 16%	13 3%					
14. 6. CLASSES INFORMAL	100 20%	14 3%	97 19%	262 52%	30 6%					
14. 7. MCC MEETING STUD- ENTS NEEDS	105 21%	13 3%	41 8%	295 58%	55 11%					
14. 8. FELT LOST ON CAMPUS	79 16%	50 10%	184 37%	156 31%	33 7%					
14. 9. COLLEGE BUILDS POISE	207 42%	20 4%	70 14%	183 37%	18 4%					
14. 10. FEEL GOOD ABOUT M.C.C.	117 23%	15 3%	35 7%	270 52%	78 15%					
15. 1. COUNSELING SER- VICES	178 34%	83 16%	31 6%	224 43%						
15. 2. LEARNING RESOURCE CENTER	159 31%	39 8%	3 1%	314 61%						
15. 3. VARIETY OF COURSES	269 52%	144 28%	38 7%	65 13%						
15. 4. ASSISTANCE IN EMPLOYMENT	46 9%	32 6%	21 4%	410 81%						
15. 5. SOCIAL ACTIVITIES	55 11%	65 13%	27 5%	359 71%						
15. 6. CONFIDE PERSONAL PROBLEMS	36 7%	26 5%	24 5%	419 83%						
15. 7. FINANCIAL AID SERVICES	68 13%	28 6%	18 4%	395 78%						
16. COURSES ENROLLED IN OF INTEREST	478 91%	47 9%								
17. REASONS NOT ATTENDING MCC PRES. TIME	119 22%	88 16%	58 11%	36 7%	28 5%	5 1%	7 1%	34 6%	41 8%	126 23%

**MUSKEGON COMMUNITY COLLEGE  
DATA PROCESSING CENTER**

45

**PROG. NO. AD0120    HAROLD J. GELDERLOOS--SURVEY    DATE 06-18-75**

**QUESTIONS                    RESP: 1    2    3    4    5    6    7    8    9    10**

**20. PLAN TO RETURN TO  
M.C.C.**

**381 123  
76% 24%**

**21. CREDIT HOURS FALL  
SEMESTER**

**418 86 49  
76% 16% 9%**

**22. CREDIT HOURS ACCUM-  
ULATED**

**261 101 70 34 36 42 9  
47% 18% 13% 6% 7% 8% 2%**

HISTOGRAM -- SURVEY

HAROLD J. GELDERLOOS--SURVEY

SEX 1=MALE 2=FEMALE

CODE	CNT	PER
1	237	42%
2	329	58%
4	1	0%
9	3	1%

AGE

CODE	CNT	PER
1	178	32%
2	136	24%
3	131	23%
4	65	12%
5	55	10%

RACE

CODE	CNT	PER
1	523	93%
2	30	5%
3	1	0%
5	2	0%
6	4	1%

RESIDENCE

CODE	CNT	PER
1	423	74%
2	97	17%
3	28	5%
4	21	4%

MARITAL STATUS

CODE	CNT	PER
1	262	47%
2	7	1%
3	37	7%
4	11	2%
5	246	44%

EMPLOYED LAST SEMESTER

CODE	CNT	PER
1	404	72%
2	154	28%

TYPE OF HIGH SCHOOL GRADUATE

CODE	CNT	PER
------	-----	-----

HISTOGRAM -- SURVEY

47

HAROLD J. GELDERLOOS -- SURVEY

1	444	80%	*****
2	51	9%	*****
3	3	1%	
4	45	8%	*****
5	9	2%	*

CURRICULUM IN HIGH SCHOOL

CODE	CNT	PER	
1	241	43%	*****
2	202	36%	*****
3	33	6%	***
4	72	13%	*****
5	2	0%	
6	5	1%	*

AVE. GRADE IN HIGH SCHOOL

CODE	CNT	PER	
1	18	3%	**
2	37	7%	****
3	75	14%	*****
4	135	25%	*****
5	99	19%	*****
6	92	17%	*****
7	67	12%	*****
8	19	3%	**
9	1	0%	

A. FATHER

CODE	CNT	PER	
1	28	5%	***
2	133	25%	*****
3	257	48%	*****
4	59	11%	*****
5	55	10%	*****

B. MOTHER

CODE	CNT	PER	
1	14	3%	*
2	106	20%	*****
3	288	54%	*****
4	75	14%	*****
5	55	10%	*****

C. SELF

CODE	CNT	PER	
1	2	0%	
2	5	1%	*
3	240	44%	*****

HISTOGRAM -- SURVEY

48

HAROLD J. GELDERLOOS--SURVEY

4	252	46%	*****
5	52	9%	*****

LEARN ABOUT M.C.C.

CODE	CNT	PER	
1	34	6%	***
2	111	20%	*****
3	89	15%	*****
4	27	5%	***
5	14	3%	*
6	96	17%	*****
7	86	16%	*****
8	95	17%	*****

CURRICULUM FOLLOW AT M.C.C.

CODE	CNT	PER	
1	105	20%	*****
2	147	27%	*****
3	87	16%	*****
4	61	11%	*****
5	137	26%	*****

INITIAL REASON EN- ROLLING AT MCC

CODE	CNT	PER	
1	19	3%	**
2	32	6%	***
3	21	4%	**
4	119	22%	*****
5	114	21%	*****
6	20	4%	**
7	56	10%	*****
8	10	2%	*
9	18	3%	**
10	143	26%	*****

1. STUDENT BODY

CODE	CNT	PER	
1	301	59%	*****
2	17	3%	**
3	75	15%	*****
4	106	21%	*****
5	9	2%	*

2. HIGH CALIBRE ACADEMICALLY

CODE	CNT	PER	
1	260	51%	*****
2	21	4%	**
3	94	18%	*****



HISTOGRAM -- SURVEY

49

HAROLD J. GELDERLOOS--SURVEY

4	128	25%	*****
5	6	1%	*

3. KEEN COMPETITION

CODE	CNT	PER	
1	218	43%	*****
2	15	3%	**
3	148	29%	*****
4	112	22%	*****
5	10	2%	*

4. FACULTY CONCERNED

CODE	CNT	PER	
1	129	25%	*****
2	22	4%	**
3	47	9%	*****
4	261	51%	*****
5	50	10%	*****

5. NUMBERS IN A BOOK

CODE	CNT	PER	
1	174	35%	*****
2	48	10%	*****
3	189	38%	*****
4	80	16%	*****
5	13	3%	*

6. CLASSES INFORMAL

CODE	CNT	PER	
1	100	20%	*****
2	14	3%	**
3	97	19%	*****
4	262	52%	*****
5	30	6%	***

7. MCC MEETING STUD-E NTS NEEDS

CODE	CNT	PER	
1	105	21%	*****
2	13	3%	*
3	41	8%	*****
4	295	58%	*****
5	55	11%	*****

8. FELT LOST ON CAMPUS

CODE	CNT	PER	
1	79	16%	*****
2	50	10%	*****

HISTOGRAM — SURVEY

50

HAROLD J. GELDERLOOS — SURVEY

3	184	37%	*****
4	156	31%	*****
5	33	7%	****

9. COLLEGE BUILDS POISE

CODE	CNT	PER	
1	207	42%	*****
2	20	4%	**
3	70	14%	*****
4	183	37%	*****
5	18	4%	**

10. FEEL GOOD ABOUT M.C.C.

CODE	CNT	PER	
1	117	23%	*****
2	15	3%	**
3	35	7%	****
4	270	52%	*****
5	78	15%	*****

1. COUNSELING SERVICES

CODE	CNT	PER	
1	178	34%	*****
2	83	16%	*****
3	31	6%	***
4	224	43%	*****

2. LEARNING RESOURCE CENTER

CODE	CNT	PER	
1	159	31%	*****
2	39	8%	****
3	3	1%	
4	314	61%	*****

3. VARIETY OF COURSES

CODE	CNT	PER	
1	269	52%	*****
2	144	28%	*****
3	38	7%	****
4	55	13%	*****

4. ASSISTANCE IN EMPLOYMENT

CODE	CNT	PER	
1	46	9%	*****
2	32	6%	****
3	21	4%	**
4	410	81%	*****

## HISTOGRAM -- SURVEY

## HAROLD J. GELDERLOOS -- SURVEY

## 5. SOCIAL ACTIVITIES

CODE	CNT	PER	
1	55	11%	*****
2	65	13%	*****
3	27	5%	***
4	359	71%	*****

## 6. CONFIDE PERSONAL PROBLEMS

CODE	CNT	PER	
1	36	7%	****
2	26	5%	***
3	24	5%	***
4	419	83%	*****

## 7. FINANCIAL AID SERVICES

CODE	CNT	PER	
1	68	13%	*****
2	28	6%	***
3	18	4%	**
4	395	78%	*****

## COURSES ENROLLED IN OF INTEREST

CODE	CNT	PER	
1	478	91%	*****
2	47	9%	*****

## REASONS NOT ATTENDING MCC PRES. TIME

CODE	CNT	PER	
1	119	22%	*****
2	88	16%	*****
3	58	11%	*****
4	36	7%	****
5	28	5%	***
6	5	1%	*
7	7	1%	*
8	34	6%	****
9	41	8%	****
10	126	23%	*****

## PLAN TO RETURN TO M.C.C.

CODE	CNT	PER	
1	381	76%	*****
2	123	24%	*****

## CREDIT HOURS FALL SEMESTER

HISTOGRAM -- SURVEY

52

HAROLD J. GELDERLOOS -- SURVEY

CODE CNT PER

1	418	76%	*****
2	86	16%	*****
3	49	9%	*****

CREDIT HOURS ACCUM- ULATED

CODE CNT PER

1	261	47%	*****
2	101	18%	*****
3	70	13%	*****
4	34	6%	***
5	36	7%	****
6	42	8%	****
7	9	2%	*

# MUSKEGON COMMUNITY COLLEGE DATA PROCESSING CENTER

53

PROG. NO. ADD120 BUSINESS COURSES

DATE 06-18-75

QUESTIONS	RESP: 1	2	3	4	5	6	7	8	9	10
1. SEX 1=MALE 2=FEMALE	45 31%	100 68%							1 1%	
2. AGE	41 28%	35 24%	33 22%	21 14%	17 12%					
3. RACE	134 91%	10 7%			1 1%	2 1%				
4. RESIDENCE	107 73%	32 22%	4 3%	4 3%						
5. MARITAL STATUS	72 49%	1 1%	15 10%	3 2%	55 38%					
6. EMPLOYED LAST SEMESTER	117 80%	30 20%								
7. TYPE OF HIGH SCHOOL GRADUATE	121 84%	13 9%	1 1%	8 6%	1 1%					
8. CURRICULUM IN HIGH SCHOOL	54 37%	49 34%	2 1%	39 27%		1 1%				
9. AVE. GRADE IN HIGH SCHOOL	3 2%	9 6%	21 15%	40 28%	30 21%	22 15%	15 10%	3 2%		
10. A. FATHER	7 5%	39 27%	69 49%	17 12%	10 7%					
10. B. MOTHER	3 2%	33 23%	78 55%	21 15%	8 6%					
10. C. SELF		2 1%	70 49%	61 43%	10 7%					
11. LEARN ABOUT M.C.C.	11 8%	29 20%	20 14%	8 6%	4 3%	32 22%	23 16%	17 12%		
12. CURRICULUM FOLLOW AT M.C.C.		147 100%								
13. INITIAL REASON EN-ROLLING AT MCC	3 2%	14 10%	2 1%	38 26%	29 20%	5 3%	12 8%	8 6%	2 1%	3 2%
14. 1. STUDENT BODY	89 68%	5 4%	15 12%	19 15%	2 2%					
14. 2. HIGH CALIBRE ACADEMICALLY	80 62%	5 4%	14 11%	28 22%	3 2%					

**MUSKEGON COMMUNITY COLLEGE  
DATA PROCESSING CENTER**

54

**PROG. NO. A00120 BUSINESS COURSES**

**DATE 06-18-75**

<b>QUESTIONS</b>	<b>RESP: 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>14. 3. KEEN COMPETITION</b>	75 58%	3 2%	29 22%	20 15%	3 2%					
<b>14. 4. FACULTY CONCERNED</b>	39 30%	6 5%	10 8%	65 50%	11 8%					
<b>14. 5. NUMBERS IN A BOOK</b>	49 38%	10 8%	44 34%	22 17%	4 3%					
<b>14. 6. CLASSES INFORMAL</b>	30 23%	1 1%	22 17%	69 53%	8 6%					
<b>14. 7. MCC MEETING STUD- ENTS NEEDS</b>	26 20%		9 7%	82 64%	11 9%					
<b>14. 8. FELT LOST ON CAMPUS</b>	24 19%	10 8%	47 36%	39 30%	9 7%					
<b>14. 9. COLLEGE BUILDS POISE</b>	59 46%	5 4%	11 9%	52 41%	1 1%					
<b>14. 10. FEEL GOOD ABOUT M.C.C.</b>	30 23%	1 1%	9 7%	75 57%	16 12%					
<b>15. 1. COUNSELING SER- VICES</b>	41 31%	23 18%	7 5%	60 46%						
<b>15. 2. LEARNING RESOURCE CENTER</b>	28 21%	10 8%	1 1%	92 70%						
<b>15. 3. VARIETY OF COURSES</b>	76 58%	37 28%	9 7%	10 8%						
<b>15. 4. ASSISTANCE IN EMPLOYMENT</b>	11 8%	8 6%	5 4%	106 82%						
<b>15. 5. SOCIAL ACTIVITIES</b>	12 9%	16 12%	4 3%	98 75%						
<b>15. 6. CONFIDE PERSONAL PROBLEMS</b>	7 5%	8 6%	5 4%	108 84%						
<b>15. 7. FINANCIAL AID SERVICES</b>	14 11%	6 5%	5 4%	104 81%						
<b>16. COURSES ENROLLED IN OF INTEREST</b>	125 89%	15 11%								
<b>17. REASONS NOT ATTENDING MCC PRES. TIME</b>	47 33%	23 16%	14 10%	10 7%	3 2%	1 1%		7 5%	7 5%	3 2%

# MUSKEGON COMMUNITY COLLEGE DATA PROCESSING CENTER

55

PROG. NO. A00120 BUSINESS COURSES

DATE 06-18-75

QUESTIONS	RESP:	1	2	3	4	5	6	7	8	9	10
20. PLAN TO RETURN TO H.C.C.		102	26								
		80%	20%								
21. CREDIT HOURS FALL SEMESTER		127	11	5							
		89%	8%	3%							
22. CREDIT HOURS ACCUM- ULATED		84	22	15	8	8	4	2			
		59%	15%	10%	6%	6%	3%	1%			

# HISTOGRAM -- SURVEY

56

## BUSINESS COURSES

SEX 1=MALE 2=FEMALE

CODE	CNT	PER
1	45	31%
2	100	68%
9	1	1%

## AGE

CODE	CNT	PER
1	41	28%
2	35	24%
3	33	22%
4	21	14%
5	17	12%

## RACE

CODE	CNT	PER
1	134	91%
2	10	7%
5	1	1%
6	2	1%

## RESIDENCE

CODE	CNT	PER
1	107	73%
2	32	22%
3	4	3%
4	4	3%

## MARITAL STATUS

CODE	CNT	PER
1	72	49%
2	1	1%
3	15	10%
4	3	2%
5	55	38%

## EMPLOYED LAST

## SEMESTER

CODE	CNT	PER
1	117	80%
2	30	20%

## TYPE OF HIGH SCHOOL GRADUATE

CODE	CNT	PER
1	121	84%
2	13	9%



HISTOGRAM -- SURVEY

57

BUSINESS COURSES

3	1	1%	
4	8	6%	***
5	1	1%	

CURRICULUM IN HIGH SCHOOL

CODE	CNT	PER	
1	54	37%	*****
2	49	34%	*****
3	2	1%	*
4	39	27%	*****
6	1	1%	

AVE. GRADE IN HIGH SCHOOL

CODE	CNT	PER	
1	3	2%	*
2	9	6%	****
3	21	15%	*****
4	40	28%	*****
5	30	21%	*****
6	22	15%	*****
7	15	10%	*****
8	3	2%	*

A. FATHER

CODE	CNT	PER	
1	7	5%	***
2	39	27%	*****
3	69	49%	*****
4	17	12%	*****
5	10	7%	****

B. MOTHER

CODE	CNT	PER	
1	3	2%	*
2	33	23%	*****
3	78	55%	*****
4	21	15%	*****
5	8	6%	***

C. SELF

CODE	CNT	PER	
2	2	1%	*
3	70	49%	*****
4	61	43%	*****
5	10	7%	****

LEARN ABOUT M.C.C.

# HISTOGRAM -- SURVEY

58

## BUSINESS COURSES

CODE	CNT	PER
1	11	8%
2	29	20%
3	20	14%
4	8	6%
5	4	3%
6	32	22%
7	23	16%
8	17	12%

## CURRICULM FOLLOW AT M.C.C.

CODE	CNT	PER
2	147	100%

## INITIAL REASON LN- ROLLING AT MCC

CODE	CNT	PER
1	3	2%
2	14	10%
3	2	1%
4	38	26%
5	29	20%
6	5	3%
7	12	8%
8	8	6%
9	2	1%
10	32	22%

## 1. STUDENT BODY

CODE	CNT	PER
1	89	68%
2	5	4%
3	15	12%
4	19	15%
5	2	2%

## 2. HIGH CALIBRE ACADEMICALLY

CODE	CNT	PER
1	80	62%
2	5	4%
3	14	11%
4	28	22%
5	3	2%

## 3. KEEN COMPETITION

CODE	CNT	PER
1	75	58%
2	3	2%
3	29	22%

HISTOGRAM -- SURVEY

59

BUSINESS COURSES

4	20	15%	*****
5	3	2%	*

4. FACULTY CONCERNED

CODE	CNT	PER	
1	39	30%	*****
2	6	5%	***
3	10	8%	****
4	65	50%	*****
5	11	8%	*****

5. NUMBERS IN A BOOK

CODE	CNT	PER	
1	49	38%	*****
2	10	8%	****
3	44	34%	*****
4	22	17%	*****
5	4	3%	**

6. CLASSES INFORMAL

CODE	CNT	PER	
1	30	23%	*****
2	1	1%	
3	22	17%	*****
4	69	53%	*****
5	8	6%	***

7. MCC MEETING STUD-E NTS NEEDS

CODE	CNT	PER	
1	26	20%	*****
3	9	7%	****
4	82	64%	*****
5	11	9%	*****

8. FELT LOST ON CAMPUS

CODE	CNT	PER	
1	24	19%	*****
2	10	8%	****
3	47	36%	*****
4	39	30%	*****
5	9	7%	****

9. COLLEGE BUILDS POISE

CODE	CNT	PER	
1	59	45%	*****
2	5	4%	**
3	11	9%	*****

# HISTOGRAM -- SURVEY

60

## BUSINESS COURSES

4	52	41%	*****
5	1	1%	

## 10. FEEL GOOD ABOUT M.C.C.

CODE	CNT	PER	
1	30	27%	*****
2	1	1%	
3	9	7%	****
4	75	57%	*****
5	16	12%	*****

## 1. COUNSELING SERVICES

CODE	CNT	PER	
1	41	31%	*****
2	23	18%	*****
3	7	5%	***
4	60	46%	*****

## 2. LEARNING RESOURCE CENTER

CODE	CNT	PER	
1	28	21%	*****
2	10	8%	****
3	1	1%	
4	92	70%	*****

## 3. VARIETY OF COURSES

CODE	CNT	PER	
1	76	58%	*****
2	37	23%	*****
3	9	7%	****
4	10	8%	****

## 4. ASSISTANCE IN EMPLOYMENT

CODE	CNT	PER	
1	11	8%	*****
2	8	6%	***
3	5	4%	**
4	106	82%	*****

## 5. SOCIAL ACTIVITIES

CODE	CNT	PER	
1	12	9%	*****
2	16	12%	*****
3	4	3%	**
4	98	75%	*****

## 6. CONFIDE PERSONAL PROBLEMS

HISTOGRAM -- SURVEY

61

BUSINESS COURSES

CODE	CNT	PER	
1	7	5%	***
2	8	6%	****
3	5	4%	**
4	108	84%	*****

7. FINANCIAL AID SERVICES

CODE	CNT	PER	
1	14	11%	*****
2	6	5%	***
3	5	4%	**
4	104	81%	*****

COURSES ENROLLED IN OF INTEREST

CODE	CNT	PER	
1	125	89%	*****
2	15	11%	*****

REASONS NOT ATTENDING MCC PRES. TIME

CODE	CNT	PER	
1	47	33%	*****
2	23	16%	*****
3	14	10%	*****
4	10	7%	****
5	3	2%	*
6	1	1%	
8	7	5%	***
9	7	5%	***
10	31	22%	*****

PLAN TO RETURN TO M.C.C.

CODE	CNT	PER	
1	102	80%	*****
2	26	20%	*****

CREDIT HOURS FALL SEMESTER

CODE	CNT	PER	
1	127	89%	*****
2	11	8%	****
3	5	3%	**

CREDIT HOURS ACCUM-ULATED

CODE	CNT	PER	
1	84	59%	*****
2	22	15%	*****
3	15	10%	*****
4	8	6%	***

HISTOGRAM -- SURVEY

62

BUSINESS COURSES

5	8	6%	***
6	4	3%	**
7	2	1%	*

**MUSKEGON COMMUNITY COLLEGE  
DATA PROCESSING CENTER**

63

PROG. NO. ADD120 ZERO TO FOUR CREDIT HOURS

DATE 06-18-75

QUESTIONS	RESP: 1	2	3	4	5	6	7	8	9	10
1. SEX 1=MALE 2=FEMALE	181 44%	231 56%		1 2					2 2	
2. AGE	118 29%	99 24%	96 23%	54 13%	45 11%					
3. RACE	379 92%	24 6%	1 2		2 2	4 1%				
4. RESIDENCE	318 76%	65 16%	12 4%	15 4%						
5. MARITAL STATUS	192 46%	4 1%	34 8%	9 2%	174 42%					
6. EMPLOYED LAST SEMESTER	305 74%	105 26%								
7. TYPE OF HIGH SCHOOL GRADUATE	323 80%	35 9%	2 2	35 9%	9 2%					
8. CURRICULUM IN HIGH SCHOOL	179 44%	146 36%	21 5%	56 14%	2 2	2 2				
9. AVE. GRADE IN HIGH SCHOOL	16 4%	30 8%	53 13%	100 25%	72 18%	63 16%	51 13%	14 4%	1 2	
10. A. FATHER	22 6%	95 24%	187 48%	45 12%	41 11%					
10. B. MOTHER	11 3%	84 21%	203 51%	58 15%	40 10%					
10. C. SELF	1 2	4 1%	195 48%	171 42%	33 8%					
11. LEARN ABOUT M.C.C.	23 6%	80 20%	58 14%	16 4%	9 2%	84 21%	63 16%	71 18%		
12. CURRICULUM FOLLOW AT M.C.C.	72 18%	127 32%	65 17%	13 3%	114 29%					
13. INITIAL REASON ENROLLING AT MCC	12 3%	21 5%	18 4%	84 21%	85 21%	12 3%	37 9%	8 2%	15 4%	111 27%
14. 1. STUDENT BODY	236 64%	12 3%	48 13%	66 18%	5 1%					
14. 2. HIGH CALIBRE ACADEMICALLY	205 56%	20 5%	53 14%	87 24%	3 1%					

**MUSKEGON COMMUNITY COLLEGE  
DATA PROCESSING CENTER**

64

PROG. NO. AD0120	ZERO TO FOUR CREDIT HOURS					DATE 06-18-75				
QUESTIONS	RESP: 1	2	3	4	5	6	7	8	9	10
14. 3. KEEN COMPETITION	184 51%	10 3%	103 28%	62 17%	4 1%					
14. 4. FACULTY CONCERNED	107 29%	14 4%	32 9%	183 50%	32 9%					
14. 5. NUMBERS IN A BOOK	138 38%	35 10%	129 35%	54 15%	9 2%					
14. 6. CLASSES INFORMAL	81 22%	10 3%	59 16%	191 53%	21 6%					
14. 7. MCC MEETING STUD- ENTS NEEDS	89 24%	9 2%	27 7%	206 56%	38 10%					
14. 8. FELT LOST ON CAMPUS	69 19%	35 10%	132 36%	107 30%	19 5%					
14. 9. COLLEGE BUILDS POISE	161 45%	14 4%	44 12%	127 35%	14 4%					
14. 10. FEEL GOOD ABOUT M.C.C.	101 27%	10 3%	26 7%	184 50%	50 13%					
15. 1. COUNSELING SER- VICES	119 32%	56 15%	20 5%	178 48%						
15. 2. LEARNING RESOURCE CENTER	98 26%	21 6%	1 2%	253 68%						
15. 3. VARIETY OF COURSES	193 52%	104 28%	26 7%	49 13%						
15. 4. ASSISTANCE IN EMPLOYMENT	31 8%	16 4%	13 4%	309 84%						
15. 5. SOCIAL ACTIVITIES	33 9%	41 11%	19 5%	272 75%						
15. 6. CONFIDE PERSONAL PROBLEMS	22 6%	18 5%	15 4%	310 85%						
15. 7. FINANCIAL AID SERVICES	44 12%	17 5%	10 3%	298 81%						
16. COURSES ENROLLED IN OF INTEREST	340 89%	42 11%								
17. REASONS NOT ATTENDING MCC PRES. TIME	99 25%	57 14%	47 12%	32 8%	11 3%	3 1%	4 1%	22 6%	24 6%	9 2%



**MUSKEGON COMMUNITY COLLEGE  
DATA PROCESSING CENTER**

65

**PROG. NO. A00120      ZERO TO FOUR CREDIT HOURS      DATE 06-18-75**

**QUESTIONS      RESP: 1    2    3    4    5    6    7    8    9    10**

20. PLAN TO RETURN TO M.C.C.	282	79								
	78%	22%								

21. CREDIT HOURS FALL SEMESTER	418									
	100%									

22. CREDIT HOURS ACCUM- ULATED	261	57	39	23	20	11	7			
	62%	14%	9%	6%	5%	3%	2%			

## HISTOGRAM -- SURVEY

66

## ZERO TO FOUR CREDIT HOURS

SEX 1=MALE 2=FEMALE

CODE	CNT	PER	
1	181	44%	*****
2	231	56%	*****
4	1	0%	
9	2	0%	

## AGE

CODE	CNT	PER	
1	118	23%	*****
2	99	21%	*****
3	96	23%	*****
4	54	13%	*****
5	45	11%	*****

## RACE

CODE	CNT	PER	
1	379	92%	*****
2	24	6%	***
3	1	0%	
5	2	0%	
6	4	1%	*

## RESIDENCE

CODE	CNT	PER	
1	318	76%	*****
2	65	16%	*****
3	18	4%	**
4	15	4%	**

## MARITAL STATUS

CODE	CNT	PER	
1	192	46%	*****
2	4	1%	*
3	34	8%	*****
4	9	2%	*
5	174	42%	*****

## EMPLOYED LAST

## SEMESTER

CODE	CNT	PER	
1	305	74%	*****
2	105	26%	*****

## TYPE OF HIGH SCHOOL GRADUATE

CODE	CNT	PER
------	-----	-----

HISTOGRAM -- SURVEY

67

ZERO TO FOUR CREDIT HOURS

CREDIT HOURS	CNT	PER	HISTOGRAM
1	323	80%	*****
2	35	9%	*****
3	2	0%	
4	35	9%	*****
5	9	2%	*

CURRICULUM IN HIGH SCHOOL

CODE	CNT	PER	HISTOGRAM
1	179	44%	*****
2	146	36%	*****
3	21	5%	***
4	56	14%	*****
5	2	0%	
6	2	0%	

AVERAGE GRADE IN HIGH SCHOOL

CODE	CNT	PER	HISTOGRAM
1	16	4%	**
2	30	8%	****
3	53	13%	*****
4	100	25%	*****
5	72	18%	*****
6	63	16%	*****
7	51	13%	*****
8	14	4%	**
9	1	0%	

A. FATHER

CODE	CNT	PER	HISTOGRAM
1	22	6%	***
2	95	24%	*****
3	187	48%	*****
4	45	12%	*****
5	41	11%	*****

B. MOTHER

CODE	CNT	PER	HISTOGRAM
1	11	3%	**
2	84	21%	*****
3	203	51%	*****
4	58	15%	*****
5	40	10%	*****

C. SELF

CODE	CNT	PER	HISTOGRAM
1	1	0%	
2	4	1%	*
3	195	48%	*****

# HISTOGRAM -- SURVEY

68

## ZERO TO FOUR CREDIT HOURS

4	171	42%	*****
5	33	8%	*****

## LEARN ABOUT M.C.C.

CODE	CNT	PER	
1	23	6%	***
2	80	20%	*****
3	58	14%	*****
4	16	4%	**
5	9	2%	*
6	84	21%	*****
7	63	16%	*****
8	71	13%	*****

## CURRICULUM FOLLOW AT M.C.C.

CODE	CNT	PER	
1	72	13%	*****
2	127	32%	*****
3	65	17%	*****
4	13	3%	**
5	114	29%	*****

## INITIAL REASON EN- ROLLING AT MCC

CODE	CNT	PER	
1	12	3%	**
2	21	5%	***
3	18	4%	***
4	84	21%	*****
5	85	21%	*****
6	12	3%	**
7	37	9%	*****
8	8	2%	*
9	15	4%	**
10	110	27%	*****

## 1. STUDENT BODY

CODE	CNT	PER	
1	236	64%	*****
2	12	3%	**
3	48	13%	*****
4	66	18%	*****
5	5	1%	*

## 2. HIGH CALIBRE ACADEMICALLY

CODE	CNT	PER	
1	205	56%	*****
2	20	5%	***
3	53	14%	*****

HISTOGRAM -- SURVEY

69

ZERO TO FOUR CREDIT HOURS

4	87	24%	*****
5	3	1%	

3. KEEN COMPETITION

CODE	CNT	PER	
1	184	51%	*****
2	10	3%	**
3	103	28%	*****
4	62	17%	*****
5	4	1%	*

4. FACULTY CONCERNED

CODE	CNT	PER	
1	107	29%	*****
2	14	4%	**
3	32	9%	*****
4	183	50%	*****
5	32	9%	*****

5. NUMBERS IN A BOOK

CODE	CNT	PER	
1	138	38%	*****
2	35	10%	*****
3	129	35%	*****
4	54	15%	*****
5	9	2%	*

6. CLASSES INFORMAL

CODE	CNT	PER	
1	81	22%	*****
2	10	3%	**
3	59	16%	*****
4	191	53%	*****
5	21	6%	***

7. MCC MEETING STUD-E NTS NEEDS

CODE	CNT	PER	
1	89	24%	*****
2	9	2%	*
3	27	7%	****
4	206	56%	*****
5	38	10%	*****

8. FELT LOST ON CAMPUS

CODE	CNT	PER	
1	69	19%	*****
2	35	10%	*****

# HISTOGRAM — SURVEY

70

## ZERO TO FOUR CREDIT HOURS

3	132	36%	*****
4	107	30%	*****
5	19	5%	***

## 9. COLLEGE BUILDS POISE

CODE	CNT	PER	
1	161	45%	*****
2	14	4%	**
3	44	12%	*****
4	127	35%	*****
5	14	4%	**

## 10. FEEL GOOD ABOUT M.C.C.

CODE	CNT	PER	
1	101	27%	*****
2	10	3%	**
3	26	7%	****
4	184	50%	*****
5	50	13%	*****

## 1. COUNSELING SERVICES

CODE	CNT	PER	
1	119	32%	*****
2	56	15%	*****
3	20	5%	***
4	178	48%	*****

## 2. LEARNING RESOURCE CENTER

CODE	CNT	PER	
1	98	26%	*****
2	21	6%	***
3	1	0%	
4	253	68%	*****

## 3. VARIETY OF COURSES

CODE	CNT	PER	
1	193	52%	*****
2	104	28%	*****
3	26	7%	****
4	49	13%	*****

## 4. ASSISTANCE IN EMPLOYMENT

CODE	CNT	PER	
1	31	8%	*****
2	16	4%	**
3	13	4%	**
4	309	84%	*****

HISTOGRAM — SURVEY

71

ZERO TO FOUR CREDIT HOURS

5. SOCIAL ACTIVITIES

CODE	CNT	PER	
1	33	9%	*****
2	41	11%	*****
3	19	5%	***
4	272	75%	*****

6. CONFIDE PERSONAL PROBLEMS

CODE	CNT	PER	
1	22	5%	***
2	18	5%	***
3	15	4%	**
4	310	85%	*****

7. FINANCIAL AID SERVICES

CODE	CNT	PER	
1	44	12%	*****
2	17	5%	***
3	10	3%	**
4	298	81%	*****

COURSES ENROLLED IN OF INTEREST

CODE	CNT	PER	
1	340	89%	*****
2	42	11%	*****

REASONS NOT ATTENDING MCC PRES. TIME

CODE	CNT	PER	
1	99	25%	*****
2	57	14%	*****
3	47	12%	*****
4	32	8%	*****
5	11	3%	**
6	3	1%	
7	4	1%	*
8	22	6%	***
9	24	6%	***
10	95	24%	*****

PLAN TO RETURN TO M.C.C.

CODE	CNT	PER	
1	282	78%	*****
2	79	22%	*****

CREDIT HOURS FALL SEMESTER

HISTOGRAM--SURVEY

72

ZERO TO FOUR CREDIT HOURS

CODE CNT PER

1 418 100% \*\*\*\*\*

CREDIT HOURS ACCUM- ULATED

CODE CNT PER

1 261 62% \*\*\*\*\*

2 57 14% \*\*\*\*\*

3 39 9% \*\*\*\*\*

4 23 6% \*\*\*

5 20 5% \*\*\*

6 11 3% \*

7 7 2% \*



# MUSKEGON COMMUNITY COLLEGE DATA PROCESSING CENTER

73

PROG. NO. ADD120 FIVE OR MORE CREDIT HOURS

DATE 06-18-75

QUESTIONS	RESP: 1	2	3	4	5	6	7	8	9	10
1. SEX 1=MALE 2=FEMALE	46 34%	88 65%							1 1%	
2. AGE	57 43%	34 25%	31 23%	10 7%	2 1%					
3. RACE	129 97%	4 3%								
4. RESIDENCE	90 67%	28 21%	10 7%	6 4%						
5. MARITAL STATUS	61 46%	3 2%	3 2%		66 50%					
6. EMPLOYED LAST SEMESTER	91 69%	41 31%								
7. TYPE OF HIGH SCHOOL GRADUATE	106 81%	16 12%		9 7%						
8. CURRICULUM IN HIGH SCHOOL	55 42%	51 39%	9 7%	14 11%		3 2%				
9. AVE. GRADE IN HIGH SCHOOL	2 2%	7 5%	18 14%	31 24%	27 21%	25 19%	15 12%	4 3%		
10. A. FATHER	5 4%	30 24%	65 51%	13 10%	14 11%					
10. B. MOTHER	3 2%	17 13%	75 59%	17 13%	15 12%					
10. C. SELF	1 1%	1 1%	41 31%	72 55%	16 12%					
11. LEARN ABOUT M.C.C.	11 8%	30 23%	28 21%	10 8%	5 4%	9 7%	17 13%	21 16%		
12. CURRICULUM FOLLOW AT M.C.C.	28 22%	16 12%	19 15%	47 36%	20 15%					
13. INITIAL REASON ENROLLING AT MCC	7 5%	8 6%	3 2%	34 26%	25 19%	6 5%	19 14%	2 2%	3 2%	2 1%
14. 1. STUDENT BODY	56 44%	5 4%	26 21%	36 29%	3 2%					
14. 2. HIGH CALIBRE ACADEMICALLY	47 37%	1 1%	39 31%	37 29%	2 2%					

**MUSKEGON COMMUNITY COLLEGE  
DATA PROCESSING CENTER**

74

PROG. NO. ADO120 FIVE OR MORE CREDIT HOURS

DATE 06-18-75

QUESTIONS	RESP: 1	2	3	4	5	6	7	8	9	10
14. 3. KEEN COMPETITION	28 22%	5 4%	39 31%	49 39%	4 3%					
14. 4. FACULTY CONCERNED	17 14%	7 6%	12 10%	73 58%	16 13%					
14. 5. NUMBERS IN A BOOK	30 24%	13 10%	55 44%	23 19%	3 2%					
14. 6. CLASSES INFORMAL	15 12%	3 2%	35 28%	65 52%	8 6%					
14. 7. MCC MEETING STUD- ENTS NEEDS	13 10%	4 3%	12 10%	83 66%	13 10%					
14. 8. FELT LOST ON CAMPUS	7 6%	14 11%	47 38%	44 35%	13 10%					
14. 9. COLLEGE BUILDS POISE	39 31%	5 4%	24 19%	52 42%	4 3%					
14. 10. FEEL GOOD ABOUT M.C.C.	13 10%	4 3%	7 5%	83 64%	22 17%					
15. 1. COUNSELING SER- VICES	56 44%	25 20%	9 7%	38 30%						
15. 2. LEARNING RESOURCE CENTER	57 45%	16 13%	2 2%	52 41%						
15. 3. VARIETY OF COURSES	69 54%	37 29%	8 6%	13 10%						
15. 4. ASSISTANCE IN EMPLOYMENT	14 11%	15 12%	7 6%	89 71%						
15. 5. SOCIAL ACTIVITIES	21 17%	21 17%	7 6%	77 61%						
15. 6. CONFIDE PERSONAL PROBLEMS	12 10%	7 6%	7 6%	99 79%						
15. 7. FINANCIAL AID SERVICES	22 17%	11 9%	8 6%	85 67%						
16. COURSES ENROLLED IN OF INTEREST	122 97%	4 3%								
17. REASONS NOT ATTENDING MCC PRES. TIME	17 13%	29 22%	10 8%	2 2%	14 11%	2 2%	3 2%	11 9%	16 12%	2 19%

**MUSKEGON COMMUNITY COLLEGE  
DATA PROCESSING CENTER**

75

**PROG. NO. ADO120 FIVE OR MORE CREDIT HOURS**

**DATE 06-18-75.**

QUESTIONS	RESP:	1	2	3	4	5	6	7	8	9	10
20. PLAN TO RETURN TO M.C.C.	85 67%	41 33%									
21. CREDIT HOURS FALL SEMESTER		86 64%	49 36%								
22. CREDIT HOURS ACCUM- ULATED		44 33%	31 23%	11 8%	16 12%	31 23%	2 1%				

# HISTOGRAM -- SURVEY

76

## FIVE OR MORE CREDIT HOURS

SEX 1=MALE 2=FEMALE

CODE	CNT	PER
1	46	34%
2	88	65%
9	1	1%

## AGE

CODE	CNT	PER
1	57	43%
2	34	25%
3	31	23%
4	10	7%
5	2	1%

## RACE

CODE	CNT	PER
1	129	97%
2	4	3%

## RESIDENCE

CODE	CNT	PER
1	90	67%
2	28	21%
3	10	7%
4	6	4%

## MARITAL STATUS

CODE	CNT	PER
1	61	46%
2	3	2%
3	3	2%
5	66	50%

## EMPLOYED LAST

## SEMESTER

CODE	CNT	PER
1	91	69%
2	41	31%

## TYPE OF HIGH SCHOOL GRADUATE

CODE	CNT	PER
1	106	81%
2	16	12%
4	9	7%

## CURRICULM IN HIGH SCHOOL

H I S T O G R A M -- S U R V E Y

77

FIVE OR MORE CREDIT HOURS

CODE	CNT	PER	
1	55	42%	*****
2	51	39%	*****
3	9	7%	****
4	14	11%	*****
6	3	2%	*

AVE. GRADE IN HIGH SCHOOL

CODE	CNT	PER	
1	2	2%	*
2	7	5%	***
3	18	14%	*****
4	31	24%	*****
5	27	21%	*****
6	25	19%	*****
7	15	12%	*****
8	4	3%	**

A. FATHER

CODE	CNT	PER	
1	5	4%	**
2	30	24%	*****
3	65	51%	*****
4	13	10%	*****
5	14	11%	*****

B. MOTHER

CODE	CNT	PER	
1	3	2%	*
2	17	13%	*****
3	75	59%	*****
4	17	13%	*****
5	15	12%	*****

C. SELF

CODE	CNT	PER	
1	1	1%	
2	1	1%	
3	41	31%	*****
4	72	55%	*****
5	16	12%	*****

LEARN ABOUT M.C.C.

CODE	CNT	PER	
1	11	8%	*****
2	30	23%	*****
3	28	21%	*****
4	10	8%	****

# HISTOGRAM -- SURVEY

78

## FIVE OR MORE CREDIT HOURS

5	5	4%	**
6	9	7%	****
7	17	13%	*****
8	21	16%	*****

## CURRICULUM FOLLOW AT H.C.C.

CODE	CNT	PER	
1	28	22%	*****
2	16	12%	*****
3	19	15%	*****
4	47	36%	*****
5	20	15%	*****

## INITIAL REASON EN- ROLLING AT MCC

CODE	CNT	PER	
1	7	5%	***
2	8	6%	***
3	3	2%	*
4	34	26%	*****
5	25	19%	*****
6	6	5%	***
7	19	14%	*****
8	2	2%	*
9	3	2%	*
10	25	19%	*****

## 1. STUDENT BODY

CODE	CNT	PER	
1	56	44%	*****
2	5	4%	**
3	26	21%	*****
4	36	29%	*****
5	3	2%	*

## 2. HIGH CALIBRE ACADEMICALLY

CODE	CNT	PER	
1	47	37%	*****
2	1	1%	
3	39	31%	*****
4	37	29%	*****
5	2	2%	*

## 3. KEEN COMPETITION

CODE	CNT	PER	
1	28	22%	*****
2	5	4%	**
3	39	31%	*****
4	49	39%	*****

# HISTOGRAM -- SURVEY

79

## FIVE OR MORE CREDIT HOURS

5 4 3% \*\*

## 4. FACULTY CONCERNED

CODE	CNT	PER	
1	17	14%	*****
2	7	6%	***
3	12	10%	*****
4	73	58%	*****
5	16	13%	*****

## 5. NUMBERS IN A BOOK

CODE	CNT	PER	
1	30	24%	*****
2	13	10%	*****
3	55	44%	*****
4	23	19%	*****
5	3	2%	*

## 6. CLASSES INFORMAL

CODE	CNT	PER	
1	15	12%	*****
2	3	2%	*
3	35	28%	*****
4	65	52%	*****
5	8	6%	****

## 7. MCC MEETING STUD-E NTS NEEDS

CODE	CNT	PER	
1	13	10%	*****
2	4	3%	**
3	12	10%	*****
4	83	66%	*****
5	13	10%	*****

## 8. FELT LOST ON CAMPUS

CODE	CNT	PER	
1	7	6%	***
2	14	11%	*****
3	47	38%	*****
4	44	35%	*****
5	13	10%	*****

## 9. COLLEGE BUILDS POISE

CODE	CNT	PER	
1	39	31%	*****
2	5	4%	**
3	24	19%	*****

# HISTOGRAM--SURVEY

80

## FIVE OR MORE CREDIT HOURS

4	52	42%	*****
5	4	3%	**

## 10. FEEL GOOD ABOUT M.C.C.

CODE	CNT	PER	
1	13	10%	*****
2	4	3%	**
3	7	5%	***
4	83	64%	*****
5	22	17%	*****

## 1. COUNSELING SERVICES

CODE	CNT	PER	
1	56	44%	*****
2	25	20%	*****
3	9	7%	***
4	38	30%	*****

## 2. LEARNING RESOURCE CENTER

CODE	CNT	PER	
1	57	45%	*****
2	16	13%	*****
3	2	2%	*
4	52	41%	*****

## 3. VARIETY OF COURSES

CODE	CNT	PER	
1	69	54%	*****
2	37	29%	*****
3	8	6%	***
4	13	10%	*****

## 4. ASSISTANCE IN EMPLOYMENT

CODE	CNT	PER	
1	14	11%	*****
2	15	12%	*****
3	7	6%	***
4	89	71%	*****

## 5. SOCIAL ACTIVITIES

CODE	CNT	PER	
1	21	17%	*****
2	21	17%	*****
3	7	6%	***
4	77	61%	*****

## 6. CONFIDE PERSONAL PROBLEMS



# HISTOGRAM -- SURVEY

81

## FIVE OR MORE CREDIT HOURS

CODE	CNT	PER	
1	12	10%	*****
2	7	6%	***
3	7	6%	***
4	99	79%	*****

## 7. FINANCIAL AID SERVICES

CODE	CNT	PER	
1	22	17%	*****
2	11	9%	*****
3	8	6%	****
4	85	67%	*****

## COURSES ENROLLED IN OF INTEREST

CODE	CNT	PER	
1	122	97%	*****
2	4	3%	**

## REASONS NOT ATTENDING MCC PRES. TIME

CODE	CNT	PER	
1	17	13%	*****
2	29	22%	*****
3	10	8%	****
4	2	2%	*
5	14	11%	*****
6	2	2%	*
7	3	2%	*
8	11	9%	*****
9	16	12%	*****
10	25	19%	*****

## PLAN TO RETURN TO M.C.C.

CODE	CNT	PER	
1	85	67%	*****
2	41	33%	*****

## CREDIT HOURS FALL SEMESTER

CODE	CNT	PER	
2	86	64%	*****
3	49	36%	*****

## CREDIT HOURS ACCUM- ULATED

CODE	CNT	PER	
2	44	33%	*****
3	31	23%	*****
4	11	8%	*****
5	16	12%	*****

HISTOGRAM -- SURVEY

82

FIVE OR MORE CREDIT HOURS

6	31	238	*****
7	2	18	*

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