An Analysis of the Intentions of Community College Students from a Selected Number of Community Colleges to Transfer to Four-Year Colleges or Universities

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AN ANALYSIS OF THE INTENTIONS OF COMMUNITY COLLEGE STUDENTS FROM A SELECTED NUMBER OF COMMUNITY COLLEGES TO TRANSFER TO FOUR-YEAR COLLEGES OR UNIVERSITIES

by

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Richard D. Hughes

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of the study was to determine those characteristics of full-time and part-time community college students and other selected criteria which may have contributed to the students' intents to persist or to withdraw from college prior to receiving baccalaureate degrees.

A determination was made of how many community college students had no intention of persisting past the community college level of education. The study also ascertained how many intended to persist as full-time or part-time students, and, if they planned to continue, under what plan they intended to continue. The characteristics of the students in the various categories were analyzed in relation to other students by category.

The study also attempted to determine whether or not selected changes in availability of higher education would enable more community college students to consider transferring upon the completion of their programs at the community colleges.

Importance of the Study

The community college movement has had a unique development in the history of higher education in the United States. As various crises and pressures have effected the country, the community colleges have adjusted to "open their doors" to enable all persons to enter
into higher education.

Thornton (1966) noted three primary stages in the development of American community colleges: (1) the first two years of baccalaureate study were offered primarily from 1850 to 1920, (2) terminal and semi-professional education gained wide acceptance after 1920 and following World War II, and (3) service to the adults of the community was stressed. There was reason to believe that the community colleges may have entered a fourth stage, a combination of stages two and three above, reemphasizing the expansion of job training and service to the community.

Because of their evolutionary history, community colleges have tended to establish varieties of programs different from those of most four-year colleges or high schools. Thornton (1966) listed the purposes of the community colleges as follows:

1. Occupational education of post-high-school level,
2. General education for all categories of its students,
3. Transfer and preprofessional education,
4. Part-time education,
5. Community service, and
6. The counseling and guidance of students. (p. 59)

Partly because of the accessibility and the numerous roles of the community colleges, enrollment has grown rapidly in recent years. The Carnegie Commission on Higher Education (1970) noted that in recent years new two-year colleges had been created at the rate of about one each week. The number of private two-year colleges had been declining while the number of public two-year colleges had more than doubled. At the time of the Commission's report, there were over one thousand two-year colleges in the United States.
Medsker and Tillery (1971) listed some states which had been pacesetters in terms of broad public support, enabling legislation, flexible fiscal policy, and general support for public community college systems. Michigan was one of the pacesetter states listed.

Medsker and Tillery (1971) indicated that in 1960 there were sixteen community colleges in the state of Michigan. By 1967 the number of community colleges was twenty-eight. The total enrollment of students in community colleges in 1967 was 79,817 students. There were 870,000 individuals in the 18-24 age bracket in Michigan in 1967. The community colleges were serving approximately nine per cent of that population.

The Carnegie Commission (1970) predicted that by the year 2000, enrollments in community colleges would be higher than the level shown in 1970. The Commission also predicted that by the year 2000, community colleges would have a higher proportion of all undergraduate enrollment than it did in 1970 and that community colleges would be more numerous and more widely spread geographically.

The question arose, that given a larger proportion of the college age population attending college, would a larger proportion of community college students wish to transfer to other institutions of higher education in order to work on a baccalaureate degree? There appeared to be a wide discrepancy between those students who had stated that they wanted to transfer from a community college to a four-year college and those who actually transferred.

Medsker noted in The Junior College: Progress and Prospect (1960) that there were many who had expressed the desire to transfer to a four-year institution regardless of the types of programs they were
enrolled in. In the institutions which claimed to offer comprehensive programs, between two-thirds and three-fourths of the students indicated, upon entering, that they expected to transfer.

Medsker and Tillery (1971) demonstrated, however, that many who may have expressed the desire to transfer to a four-year institution never did transfer.

Of the more than 22,000 new students who entered, as shown by a sample of community colleges studied in 1961, more than 54 per-cent withdrew with less than 60 units, and about two-thirds completed no more than one year. However, one-fourth of the group that left transferred to another institution. Doubtless others left to accept employment utilizing skills acquired in the community college. (p. 49)

One concern of the study was to determine why those who had expressed themselves as preferring to complete a baccalaureate degree failed to transfer to four-year colleges upon completion of their community college work. Part of the answer may have been the characteristics of the community college students themselves, or it may have been partly in the difficulty of access to four-year institutions.

There appeared to have been some evidence that many community college students, who had expressed the desire to transfer to a four-year institution, lacked the confidence to transfer.

SCOPE findings, to date, suggest that many junior college youths are marginal students, not only because of economic pressures and lack of incentive at home, but because they themselves are not sure they can make it. Compared to their peers in senior colleges, they have had only modest success in high school, less than satisfying guidance experiences, and continuing doubts about their ability to do college work. . . . Whereas 71 per cent of the 1966 SCOPE seniors who went to independent universities definitely believed they could do college work, 71 per cent of the public junior college students had doubts about their capabilities. It is likely that many of the junior college group who said they "probably
had the ability" were expressing over-confidence. (Medsker & Tillery, 1971, p. 83)

Due to the high attrition rate of community college students, who had expressed desire to receive a baccalaureate degree, increased attention should be given by four-year colleges and universities to aid capable community college graduates to transfer to four-year institutions.

The Carnegie Commission (1970) recommended that states develop policies that facilitate the transferring of community college students to four-year institutions. The Commission (1970) recommended that four-year institutions should develop policies encouraging community college graduates to transfer, and to give top priority to students transferring from community colleges within the state.

The Michigan Ad hoc Advisory Committee on Equality of Access to Higher Education (1971) also concurred that a goal of higher education should be that of universal access to Michigan people. The Committee stated that universal access and universal attendance had different meanings. They stated that access implied that the only barriers to attendance should be potential, motivation, and individual choice. Membership in an ethnic minority, geographic location, family income level, and the quality of prior schooling were not considered as proper barriers to Michigan citizens desiring to further their educations. They suggested that one could not be forced to attend, but if he chose to further his schooling, false barriers should be eradicated.

The study endeavored to identify some of the elements which may
have prevented students in the Southwestern Michigan area from fulfilling their wishes of transferring to a four-year institution of higher education.

Another goal espoused by that Ad hoc Committee (1971) was that of student self-identification. The Committee suggested that all geographic regions and centers of population in Michigan should be served by community colleges. The self-identification process would thereby be able to occur because students would be within easy geographical access of the institutions.

The question arose that once a student had identified himself as a student because of easier access or better opportunity, would that access be limited to geographical boundaries or open-door policies? Would the four-year colleges be able to respond to community college students in such a way that the students would plan to continue their educations beyond the community college level in a more realistic manner than that indicated by the literature?

As noted previously, many community college students had expressed their desires to transfer to a four-year institution upon graduation. Few, however, actually transferred, and even fewer persisted until achieving a baccalaureate degree. The present study attempted to identify differences in characteristics of those who planned to transfer and those who did not plan to transfer. It also attempted to explore what types of programs or aids may have been helpful in encouraging those who had expressed their desires to transfer.

Because of the variety of offerings of the community colleges, the characteristics of community college students have been shown to be
different from those of four-year college students. As noted by the Carnegie Commission (1971), community college students were representative of their communities in racial composition. They also tended to represent about equally the above-average and below-average abilities. Most of them came from homes of moderate or high occupational levels, and they tended to come from families with average incomes.

Knoell and Medsker (1965) outlined some characteristics of those who were in the community colleges because of their particular situations in life.

There are the high school under-achievers who are taking advantage of one more chance to demonstrate their ability to do satisfactory college work; the late deciders about college attendance who have high school deficiencies; the immature who are emotionally and intellectually unready to enter a four-year college; the insufficiently motivated and the uncertain; and the capable students who lack financial backing for college attendance away from home or who simply want to attend what may be a smaller, less formal college for their first two years.

The net effect of junior college development on the production of baccalaureate recipients has scarcely been considered in making master plans. (p. 3)

Broadfoot (1971) noted that the readily accessible college may appeal to many who have never had the opportunity to complete their educations. He stated some specific classifications of people whom the open-door colleges may appeal to. Those groups were:

1. **Adult women.** Those who have never completed their bachelor's degrees due to marriage, child rearing, or employment.

2. **Fully-employed adults.** Those who have graduated from a community college but found going to a four-year institution too demanding in terms of time, distance, or money.

3. **Returning veterans.** Those who have been obliged to return

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to full-time employment rather than using the G.I. income which could be beneficial for college students.

4. **Late starters.** Those young adults who were beginning college later than their peers and who may have needed help in order to attend college.

One could have inferred that if community college students as a body had characteristics different from four-year college students, then those same characteristics which differentiated the community college students from their four-year college peers would have been present upon the students' transferring to four-year colleges. Knoell and Medsker (1965) found that those with characteristics different from four-year college students apparently had not transferred.

As the junior college freshman class is almost indistinguishable from the high school graduating class, so is the junior college transfer group like the native student population found in four-year colleges. The transfer students were mostly white, Protestant, of native-born parentage, and under twenty-one years of age when they entered the senior institutions. There were many more men than women in the transfer group. The high school record of the men was not as good as that of the women. However, a majority of both groups took a general or college preparatory program in high school and graduated in the upper half of their class. (p. 18)

Trent and Medsker (1968) noted that student characteristics had differed between those who had persisted in college and those who had not persisted. Proportionately more men than women had persisted in college for four years. However, more than twice as many men as women who had persisted in college did not receive their degrees within the conventional four-year period. Students who transferred from community colleges had the lowest persistence rates when compared with private
four-year university students, public four-year university students, and public four-year college students.

When Trent and Medsker (1968) considered two-year college transfers separately, they found that the two-year college transfer students withdrew from college after two and one-half years in greater proportion than other students, and that they took somewhat longer to obtain their baccalaureate degrees than did the native students.

Those items which Trent and Medsker (1968) found to be most predictive of college persistence were: (1) it was extremely important to them that they graduate, (2) their parents wanted them definitely to go to college, and (3) they had decided to attend college before or during their second year of high school, or they had always assumed that they would go to college.

It was suggested that if the public institutions of higher education were to respond to the goals of universal access to higher education in southwestern Michigan, then a study concerning the intents of community college sophomores to transfer to four-year colleges would have been desirable. If the student population of southwestern Michigan were similar to populations of other studies, then perhaps there were many who would have liked to have received a baccalaureate degree, but who were unwilling or unable to persist for one reason or another. Building on the above rationale, this motivational study attempted to identify those who desired to persist in college and it attempted to explore ways that continuation in college would have seemed feasible to those who did have the desire to continue their educations beyond the community college level.
Anderson, Bowman, and Tinto (1972), writing for the Carnegie Commission on Higher Education, suggested that particular studies be carried out in local jurisdictions in regards to investigations of college going.

We explicitly do not urge the compilation of a national sample; we are convinced that it is more important to analyze the response patterns of youth in particular states, each of which has a distinctive educational history, ethnic mixture, and economic situation. . . . New data are emerging from rapidly multiplying investigations of college going, but the need is less to establish broad outlines than better to identify the impact of specific parameters relevant to decisions about college going and the sequels to their decisions. (p. 269)

Many of the findings detailed in the literature dealt with parameters which the southwestern Michigan area were not a part. Therefore, some specific rationale for the study follow:

1. The study concentrated on a specific area with which much of the literature of college going did not deal. It dealt with the intent to persist of those students who had completed thirty-two or more hours of community college studies. Most studies dealt with the intent to persist in college of high school students or with the actuality of persistence of four-year college students.

2. The study dealt with students at three community colleges in southwestern Michigan. Each of the colleges has had its own unique educational history and economic situation. Yet, those colleges were in close proximity to Western Michigan University. The findings were intended to give some insight into the college going patterns of students who may have related to that University.

3. In conjunction with the Michigan Ad hoc Advisory Committee on Equality of Access to Higher Education, barriers to the universal
access to higher education in regards to the four-year institutions were assessed. Recommendations were made on the basis of the findings which could improve the accessibility of Western Michigan University to community college students.

4. The feasibility of some continuing education plans of Western Michigan University were ascertained. Suggestions were made regarding extension courses for upper division level programs.

5. The study provided the Department of Institutional Research with some data which it did not have access to previously.

6. The study added to the literature and the theory of the community college student and persistence in college.

7. The study provided a research basis for the possibility of making some future decisions in regards to areas related to the study.

8. Recent changes in the economy of southwestern Michigan may have had an effect on the changing patterns of enrollment in the area. Therefore an analysis of intents based on economics in relation to college persistence was made.

9. The end of American troop involvement in Vietnam and the draft has had implications on the college going patterns of students in southwestern Michigan. Most of the published research relating to persistence in college was reported prior to or during the Vietnam War. Patterns of persistence or intent to persist may have changed since that time.

10. The study provided a learning experience for the writer in the form of an independent study.
Definitions of Terms

1. **Junior or community college.** A public or private institution which incorporates within its structure the first two years of college, leading to a terminal or transfer degree, usually in the form of an associate degree or some other certification.

   The three community colleges which participated in the study were Kellogg Community College, Kalamazoo Valley Community College, and Southwestern Michigan College.

2. **Four-year college/university.** A public or private institution which incorporates within its structure the first four years of college, leading to a baccalaureate degree.

   Western Michigan University and other four-year colleges were referred to when the term was used.

3. **Persistence.** The amount of time one stays in college, terminating in a baccalaureate degree. The term may have been measured in terms of semesters or years.

4. **Attainment.** The measure of having received a baccalaureate degree. One attained if he obtained a legitimate baccalaureate degree.

5. **Characteristic.** A selected trait of an individual based on personal, sociological, educational, financial, or other measures. Some of the characteristics identified in the study were age, family status, residential status, or other like categories.

6. **Part-time student.** A student who takes a course-load considered to be part-time by his college. All the community colleges in the study considered the student who carried a course-load of less than twelve hours a part-time student.
7. **Full-time student.** The student who takes a course-load considered to be full-time by his college. All the community colleges in the study considered the student who carried twelve or more hours to be a full-time student.

8. **College transfer courses.** Those programs leading to preparation for further study at a four-year college. English, speech, and journalism, foreign languages, social sciences, science and mathematics, engineering, fine arts, business administration, and other such courses were considered as college transfer courses.

9. **Terminal and occupational courses.** Those programs which do not necessarily lead to further study at a four-year college. Occupational education, some general education, continuing education, community service, and other such courses were considered as terminal and occupational courses.

10. **Universal access.** The opening of the college doors to all qualified students so that the only determinates of post-secondary attendance are potential, motivation, and individual choice. Some determinates which may have limited access were distance, finances, course-offerings, and other such limitors.

11. **Intent.** The public statement, written or oral, of how one plans to continue his education beyond the community college or whether he plans to continue at all.

12. **Instrument.** A survey instrument was used in the study, the design of which was based on the literature dealing with community college students, four-year college students, their characteristics, and persistence. The questionnaire contained specific situation responses which dealt specifically with intent to transfer and other related items.
13. **College extra curricular activities.** Those voluntary activities a student participated in which were not a part of his normal class duties. Some extra curricular activities which a student may have participated in were athletics, the newspaper, social clubs, and other such activities.

14. **Dependent.** The person(s) who relied on the student for support.

15. **Residential status.** The measure of whether the student was a homeowner or buyer, a renter, or living with his parents.

16. **Job status.** The measure of whether the student was unemployed, worked part-time, or worked full-time.

**Hypotheses**

The hypotheses the study dealt with were listed under five related headings. They were: (1) college related hypotheses, (2) personal data hypotheses, (3) college accessibility hypotheses, (4) decision to transfer hypotheses, and (5) other related hypotheses.

**College Related Hypotheses**

The college related hypotheses used in the study were:

1. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the following characteristics:
   
a. The student's current classification as a part-time or a full-time student.
   
b. Whether or not the student participates in extra-curricular
activities.

2. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to his current classification as a part-time student or a full-time student.

3. The degree of importance the student places on specific statements about college in his reaching a decision whether or not to transfer will have a relationship with whether or not the student intends to transfer. Those statements were:
   a. The social life at the university.
   b. The academic reputation of a particular college/university.
   c. Interest in specific programs at the college/university.
   d. Satisfaction with my community college program.
   e. Dissatisfaction with my community college program.
   f. The availability of financial aids.
   g. The importance of getting a bachelor's degree.
   h. Financing college related expenses.

Personal Data Hypotheses

1. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the following personal characteristics:
   a. The number of dependents the student has.
   b. The residential status of the student.
   c. The marital status of the student.
   d. The sex of the student.
e. The age of the student.
f. The job status of the student.

2. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to his job status.

3. The degree of importance the student places on specific statements about his personal situation in his reaching a decision whether or not to transfer will have a relationship with whether or not he intends to transfer. Those personal situations listed were:
   a. Family responsibilities.
   b. My age.
   c. Dissatisfaction with my job.
   d. Satisfaction with my job.
   e. Physical handicap.
   f. Possibility of advancement in my present job.
   g. Possibility of a raise in my present job.

College Accessibility Hypotheses

1. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the following:
   a. Whether or not he thinks transportation to and from college is a serious problem.
   b. The distance he lives from the nearest public college/university.
   c. The student's prime source of income. Sources listed were: (1) loans of any kind, (2) employment of spouse, (3) financial help
from parents, (4) personal savings and trust fund, (5) college or private scholarship, (6) personal employment, (7) veterans benefits, and (8) college work-study programs.

2. Whether or not a student intends to transfer from a community college to a four-year institution will be related to the following:
   a. The distance he lives from the place where he can take the majority of his work for a bachelor's degree.
   b. The degree of importance he places on his grade-point average.
   c. Whether or not the university offers specific academic field offerings within twenty miles of the student's home. Specific academic field offerings listed were: (1) public service and social science, (2) health studies, (3) environmental studies, (4) business studies, and (5) technical studies (engineering related).

3. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to the following:
   a. The distance he lives from the nearest public college/university.
   b. The student's prime source of income as noted previously.

4. Whether or not a student, who does not plan to transfer, would be considerably influenced to transfer, will be related to whether or not suggested changes in access to the four-year institution are made a reality. Specific changes in access listed were:
   a. Increase in the number of junior-senior level courses offered in the home community.
   b. Provision for various short courses to up-grade job skills.
   c. Scheduling bus transportation to the four-year campus.
d. Establishing off-campus library centers.

e. Assurance that all work completed at the community college would receive full transfer credit.

f. Introduction and use of testing programs which would allow the student to receive college credit by passing tests.

g. Granting college credit for appropriate work or travel experiences in the student's major area of study or occupation.

5. There is a relationship between the reasons why some plan to transfer to a four-year college on a part-time basis and whether or not those reasons are of considerable importance to most of those students.

The factors listed were:

a. I need the income of full-time work.

b. I lack the time to attend college full-time.

c. I lack the financial resources to attend full-time.

d. I dislike attending college full-time.

e. Family responsibilities take considerable time.

f. I am not interested in getting a bachelor's degree.

Decision to Transfer Hypotheses

The decision to transfer hypotheses used in the study were:

1. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the following:

a. Who the most influential person is in helping the student to decide whether or not to transfer to a four-year institution. The persons listed were: spouse, mother, father, employer, minister, friend, in-law, community college counselor, and four-year college counselor.
b. The major reason why the student decided to attend college. The reasons listed were: (1) to prepare for a specific job, (2) to increase my general knowledge, (3) to obtain general preparation for employment, (4) to obtain G.I. Bill benefits, (5) to become an informed citizen, and (6) other.

c. The point in time the student initially decided to attend college. The points in time listed were: (1) junior high or before, (2) senior high (sophomore), (3) senior high (junior), (4) senior high (senior), and (5) after graduation.

2. There is a relationship between who influences a college student and whether or not they encourage a student to transfer after his work is completed at the community college.

Other Related Hypotheses

The other related hypotheses used in the study were:

1. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring will be related to the length of time between when the student left high school and the present time.

2. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to:

   a. Whether or not the student intends to take a break longer than one term after leaving the community college and before enrolling in a four-year institution.

   b. Whether he intends to transfer to a public four-year college, a private four-year college, or is undecided about which type of institution he will transfer to.
Limitations of the Study

Due to the nature of the study some limitations were necessarily placed on it.

The population of the study included only those community college students from Kalamazoo Valley Community College, Kellogg Community College, and Southwestern Michigan College who had completed thirty-two or more hours and were currently enrolled in their respective schools. Inferences from the random sample could be made only to that group.

The size of the stratified random sample was limited to 275 individuals due to lack of funds to adequately insure a larger proportion of returns on a larger sample. It was thought that a smaller sample would enable the researcher to contact more of the sample population for follow-up in promoting a higher percentage of returns than might otherwise have been the case.

The proportion of those who returned the questionnaire imposed limitations by the fact that not all community college students included in the sample responded. The results were therefore biased to the extent that the inclusion of the non-respondents may have altered the findings.

The review of literature was limited from 1960 to the time the research was begun. The primary sources utilized for the review were the ERIC Files, Dissertation Abstracts International, The Educational Index, and The Junior College Dissertation Directory.

The findings were limited to the specific items which were designed into the instrument. Information not selected for the instrument was considered as peripheral material.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The review of the literature was centered on the central purpose of the dissertation. The purpose of the study was to determine which selected characteristics of full-time and part-time community college sophomores and other selected criteria may have contributed to the students' intentions to persist or to withdraw from college prior to receiving baccalaureate degrees.

In order to review the literature as extensively as possible, the Eric Files, Dissertation Abstracts International, The Educational Index, and The Junior College Dissertation Directory were used as basic sources from 1968 to date. It was believed that due to the withdrawal of U. S. troops in Vietnam, the changing economic conditions of Michigan, and the changing climate of higher education in the United States, that only materials which were generally available would be reviewed prior to 1968.

In order to facilitate the review of the literature, the topics of higher education, colleges, college students, community colleges, community college students, student aspirations, persistence, and other topics were reviewed.

No study was found which dealt with the intentions of community college sophomores to transfer or to persist in college. Much of the literature dealt with the intentions of high school students to transfer
or with follow-up studies of those students through their college years. Another body of literature dealt with comparing the native four-year college student with the community college student who transferred to a four-year institution.

The results of the examination were classified under the headings of: finances, influential persons, sex, marital status, distance, age, and student aspirations. The classifications were selected because that format allowed for the review to report on a large area of research within a small number of pages. Some of the classifications were also separated into smaller categories. The broad classifications were by nature sometimes interconnected and interrelated. Varying results of similar studies were probably due to the fact that most of the studies used parameters which were different from one another.

Finances

Most studies reviewed have suggested that financing a college education has been a major factor in influencing the collegiate patterns of students. Finances were found to influence whether or not a student would attend college, to which type of an institution a student might matriculate, and whether or not a student would persist at a particular institution.

The findings related to finances were listed under a variety of headings. They were: (1) matriculation, (2) persistence, (3) source of income, and (4) employment.

Matriculation

An analysis of the review indicated that finances did influence
which type of an institution a person might enroll in as a student, or whether or not a prospective student would enroll. The Carnegie Commission on Higher Education (1971) observed that the lowest income groups were not represented in as great a proportion as other income groups in the colleges and universities of America.

What is particularly significant about the data . . . is that the two lowest income groups, and especially the lowest group, form very substantially smaller percentages of freshmen than their families' respective fifth of the population of all families in the United States. (p. 29)

In agreement with the Carnegie Commission's findings, Koos (1970) stated that the practice of charging students tuition and the proximity of opportunity were influential in determining the proportion of students from different socio-economic levels who attended college.

The results of several other studies pointed out that the lack of availability of economic resources influenced students from the lower socio-economic levels to enroll in junior colleges. Medsker and Tillery (1971) found that "existence of a public two-year college in a community materially increased the number of high school graduates from lower socio-economic homes who continue their education" (p.44).

In agreement with the above conclusions, Tuckman (1972) noted that the low cost of junior college tuition influenced the number of low income students enrolled in junior colleges.

The results of other studies indicated that the problem of financing a college education was a major reason why some students enrolled in community colleges. Mund (1970) reported that financing their educations was an important determiner in whether or not students would matriculate at junior colleges, while Block (1970) also indicated that
low cost was a major reason why students in Michigan entered junior colleges. Similar findings were found by Heide (1970) in a study in Pennsylvania. Santa Fe Junior College (1971) found that many of their students chose that particular college because it was inexpensive.

Knoell and Medsker (1965) found that economic factors played a major role in the decisions of many, who later transferred, to first enroll as freshmen in two-year colleges. More recently, Fenske and Scott (1972) observed that there was a sharp increase, in a short period of time, in the importance given to low cost as a major factor why community college students chose to attend particular colleges.

Cost was also found to be a factor why many students chose to matriculate at larger institutions of higher education. Fidler (1973) noted that low tuition was a factor in the decisions of many students to enter the University of Southern California. In a follow-up study of the reasons why students who had enrolled at the University of Illinois, but who failed to attend that University, Graziano (1971) indicated that the chief factor precipitating the students' changes of plans was related to changes in their personal financial situations, including a lack of summer jobs and a decrease in their personal savings.

Relationships between the costs of higher education and matriculation were studied by Bowers and Pugh (1973). They found that parents placed more emphasis on financing a college education than did students when selecting which college to attend.

Boyd (1970) related his findings about the cost of higher education to non-matriculation. He noted that in Arkansas matters related to financing the cost of a college education were the major reasons why many
high school graduates failed to attend college.

Not only did the research evidence indicate that the financing of higher education influenced the matriculation of many college student candidates, but it also showed that finances influenced the persistence of many college students.

Persistence

An analysis of many studies has suggested that the financing of a college education was a factor related to persistence in college. In reviewing earlier investigations, Summerskill (1962) found that in 16 of 21 studies, finances were rated as one of the three most important factors related to the attrition of college students.

Many other studies indicated also that finances were one of the major reasons why students withdrew from four-year or two-year colleges (Aiken, 1968; Rouche, 1967; and Terry, 1972).

Russ (1973) found that availability of money was a determining factor in persistence in college. Second only to transferring to another college as a reason for attrition at the University of South Dakota was the problem of finances according to Knauer (1968). Gilmore (1968) indicated similar findings at Sam Houston State College. Similarly, Aumont (1974) observed that early withdrawal students in Montreal had more problems related to finance than those who did not withdraw early.

While lack of funds did not emerge as the main cause of attrition, Effert and Clarke (1965) found that finances were nonetheless influential in determining the course of events for many students. Greive (1972) found that some students left college in order to secure employment.
Doubtless, some of those students obtained jobs in order to improve their financial situations.

When relating persistence to financial aids, Winder (1972) noted that only nonrecipients of financial aids withdrew from Austin College. McCormick (1971) concluded that persistence of students was related to receiving aid through scholarships or loans.

In relation to transferring after junior college, Pickering (1973) indicated that those who did not transfer after attending junior college did not transfer because of a lack of financial resources and other reasons which were: (1) they were happy in their present position, (2) they were not accepted into the institution chosen, or (3) they entered the military service.

When comparing persisters with nonpersisters in matters related to financial concerns, Trent and Medsker (1968) observed that nonpersisters had some economic disadvantage, but that in the final analysis, it was not lack of finances, but lack of interest which appeared to be related primarily for failure to attend college.

While the results of some research has revealed that financial problems are a prime factor in why some leave college, other results have also indicated that those who remain in college may have perceived their financial problems to have been greater than those perceived by the nonpersisters. Montgomery (1969) indicated that the successful academic students reported significantly more problems in the area of finance than did the non-successful students at a community college.

Similar findings were observed by Aiken (1968) who noted that 52.2
per cent of withdrawees in a junior college strongly disagreed that their family experienced financial difficulty while they were attending college. 34.1 per cent of those who continued in college disagreed that their families experienced financial difficulty.

MacMillan (1972) observed that students with more than 80 hours of junior college work perceived transfer problems as being greater in the financial area than did students who tried to transfer with an accumulation of less than 80 credit hours. Perhaps the transfer problem of students may have been related to some of the reasons why many students delay entrance into four-year colleges when transferring.

In relation to perceptions of financial difficulty, Trent and Medsker (1968) found that more persisters sought loans for college than did nonpersisters.

While the major portion of the review suggested that financial problems were related to student persistence in college, a portion of the review suggested that there was little or no relationship between financial problems and persistence or nonpersistence in college.

Dutt (1971) found no differences between persisters and nonpersisters in terms of financial problems. Similarly, Snyder (1971) indicated that aid recipients and nonrecipients did not differ significantly in persistence when the effects of high school rank and family income were held constant. With regards to older students, Lunneborg, Olch, and de Wolf (1974) found that "financing their college education appeared a problem to only 18 per cent with no obvious differences between the sexes" (p. 217).

In summary, the major findings dealing with persistence and
finances indicated that finances were a major factor in the persistence of college students. However, those who did persist tended to state that they had many financial problems while those who did not persist did not state that their financial problems were as great. One possible explanation for that conclusion was that those who did not persist may not have cared enough about persisting in college to seek extra financial aid. Perhaps the persisters had to make greater efforts to solve their financial problems because they intended to stay in college.

Sources of Income

The results of the examination suggested that college students have had many sources of income from which to defray the costs of college. Bowen (1968) denoted three primary forms of income of students: support from parents, earnings of spouses, and summer or part-time earnings.

In a similar manner, Iffert and Clarke (1965) summarized their findings about sources of income for college students.

About 50 per cent of the college expenses of the average active student were defrayed from funds provided by the family, 20 per cent from personal savings, 10 per cent from off-campus work, 4 per cent from on-campus work, 4 per cent from college scholarships, and about 12 per cent from other sources. (p. 72)

Two-thirds of the students received financial support from their parents according to Bayer, Roger, and Webb (1973). However, they observed that 58 per cent of those students also helped support themselves through employment. Only 10 per cent had a scholarship, fellowship, or grant, and less than five per cent received partial support through a Federal loan.

The Office of Research at Santa Fe Junior College (1971) reported
that students at that institution were either completely supported by their parents or that they earned all monies themselves. Sixty-two per cent of the students were employed at a job which required more than 20 hours but less than 40 hours per week.

Two reports about students who were employed part-time were found to be similar. Clements (1970) indicated that students who needed to work in order to be financially solvent while in college did not do as well as those who did not need to work. Kane (1970) also found in studying financial aids recipients that more underachievers than over-achievers were working 15 hours or more per week.

Regarding sources of income for women, Gilmore (1968) found that fewer women than men used personal savings as a source of financial support. Fewer women than men also worked part-time while in college. In studying mature women in college, Page (1974) indicated that those women 32 years of age or older who attended college perceived their husbands as being their major source of support while in college. Similarly, Lunneborg et al. (1974), when studying older students, reported that women were more dependent on their spouses for college expenses and that men were more dependent upon the G. I. Bill and savings.

When comparing persistent students, both the transferring and non-transferring students, Val Alstyne (1974) concluded that transfer students were somewhat more likely to rely on parents or spouses, earnings from employment, and loans for support. The nontransfer students who stayed in college were more likely to have received a fellowship, scholarship, or grant.

In her study, Dutt (1971) stated that source of finance did not
discriminate between persisters and defaulters in college.

In referring to southwestern Michigan nontransferring community college graduates, Heath (1972) reported that nontransferring students provided the major portion of their college expenses through their own employment, personal savings, or family contributions. By and large, the nontransfer student did not receive college scholarships, did not participate in college work-study programs, did not receive G. I. Benefits, and did not rely on loans of any kind. Heath did not compare those findings with the transferring graduates. Eighty per cent of the non-transferring graduates worked while attending college. Forty-nine per cent of the males averaged twenty-five or more working hours per week. Seventy-four per cent of the entire group worked at least ten hours a week.

In relation to sources of finance and persistence, a thorough analysis was completed by Trent and Medsker (1968) in which they concluded that:

The largest proportion of both persisters and withdrawals, while in college, considered their parents the source of at least half their income. Members of both groups, particularly the men, also reported part-time work as a major source of income. At the same time, although differences generally were not great, more withdrawals than persisters did report receiving proportionately less income from parents and more from part-time work: Five per cent more of the persisting men than withdrawals reported that over half of their financial support came from their parents (a difference not statistically significant); while 10 per cent more male withdrawals than persisters reported that wages from part-time work accounted for over half their income (a difference significant beyond the 1 per cent level). Approximately 25 per cent of the persisters and 13 per cent of the withdrawals reported receiving scholarships (differences whose Z ratios were significant beyond the 1 per cent level), and 3 per cent of both persisters and withdrawals received scholarships which provided over half of their income. (pp. 106-07)
Although college students reported many sources of income, forms of employment for students may have shed some light on the problems of finance for college students.

Broadfoot (1971) stated that theoretically the open door college may have appealed to many who were fully employed. He noted that many who worked full-time may have found it difficult to attend college, but that they could possibly have attended college on a part-time basis.

Similarly, the Carnegie Commission on Higher Education (1970) reported that "about 45 per cent of the students in two-year institutions are enrolled on a part-time basis. These include both college-age students who hold jobs and adults enrolled part-time in day or evening classes" (p. 6).

Those college students most likely to work and attend college, according to Iffert and Clarke (1965), were those residing in population centers of over 100,000.

It has been established by an examination of many studies that a large proportion of community college students and four-year college students have worked while attending college. In reviewing earlier studies, Summerskill (1962) stated that "self-support and part-time work are poor indicators of success or failure at college" (p. 647). Summerskill stated that the findings varied with the studies.

However, in their massive study of over 10,000 high school students, Trent and Medsker (1968) observed that employment was a major reason listed for withdrawing from college and that a larger proportion of withdrawals than persisters depended upon part-time work. Gilmore (1968) found similarly, that freshmen listed two work related reasons...
for their withdrawing from college: to take a full-time job or because they could not find part-time work in the area.

Medsker (1960) found that 28 per cent of the students who withdrew listed full-time employment as the major reason for leaving school. Snyder and Blocker (1970) ten years later found that 12.2 per cent withdrew from junior college in order to gain employment.

McCormick (1971) found that part-time work was more related to the persistence of men than of women. Similarly, Hoffman (1971) found that non-persisters worked more hours while enrolled than did the persisters.

Briefly stated, the review of the literature revealed that many students who worked to supplement their incomes while in college did not do as well academically as those who did not have to work. Also, the nonpersister was more likely to be employed while a student than was the persister. Older women tended to regard their spouses as the major source of their incomes. Those students with scholarships and loans were more likely to persist in college.

Many relationships between variables were analyzed in the study. However, it was difficult to determine cause and effect of the variables with persistence in college. Perhaps the student who worked also had a family for which he needed to provide. Perhaps the need to provide would have been a greater influence on withdrawing than just the fact that the student worked. Thus, while the influence of variables were analyzed, it was most difficult to state the cause and effect of the variables.
Influential Persons

The influence of others on students' decisions to go to college and to persist were also reviewed. The results of the examination indicated that parents tended to have a very large influence on the college attendance patterns of students.

Summerskill (1962) related that "parents occupy key positions in the wider circle of influence upon the changing motivations of the college student" (p. 641). Similarly, ten years later Terry (1972) stated that a majority of successful college students listed their parents as the motivating force for their decision to attend college.

Trent and Medsker (1968) found that:

One very important factor to be related to persistence in college was family values, especially those of parents. Generally, children tended to enter college and graduate if their parents were very much interested in their doing so. (p. 100)

In addition to Trent and Medsker's (1968) findings, Stocking (1970) observed that the majority of both persisters and nonpersisters in junior colleges wanted to go to college and were supported by their parents. A few nonpersisters did not wish to go to college but were encouraged by their parents to do so.

When comparing the parents of persisters and nonpersisters, Nutt (1974) stated that parents of the lower half academic dropouts placed very little value on a college education. Their children placed a great deal of reliance on their peer groups while in college. Similarly, Van Alstyne (1974) found that the parents of junior college transfer students tended to be better educated than the parents of nontransfer students.
Most studies reviewed have suggested that parents played central positions in their children's decisions to attend college and to persist. However, others besides parents have influenced students. Mund (1970) observed that parents, friends, high school counselors, and high school teachers were the ones the students turned to most often in deciding to go to college. Mund reported that over half the students seemed to have received no assistance in deciding to attend college. Agreeing with Mund, Bowers and Pugh (1972) found that students placed more importance on the advice of others, particularly family members, alumni, and high school teachers than did their parents.

Page (1971) indicated that for married women, there was a significant correlation between the husband's attitudes and part-time or full-time enrollment.

In agreement with Mund, (1970) Hughes, Burnham, and Stanley (1968) wrote that many students may not have been influenced noticeably by any person in deciding whether or not to attend college. Neither community leaders nor parents were important factors in the students' decisions to attend college.

In review, the examination of the literature suggested that parents have a great influence on whether or not students will attend college or persist in college. Other people were also found to be important in helping the students to decide whether or not to attend. However, many students may have had little or no influence from others in deciding whether or not to attend college.

Sex

Generally, sex has been a reliable indicator of persistence in college.
Smith (1968) succinctly generalized the matter when he stated that sex was a factor in whether or not community college students graduated. Girls tended to graduate within four years time while boys tended to take a longer time to graduate, if they graduated. In like manner, at Northern Michigan University Stordahl (1970) observed that women tended to graduate more often than did men, while men were more likely to transfer to another college or university.

Bayer et al (1973) noted that more women than men had obtained bachelors' degrees four years after entry. Men tended to take longer to graduate. Also, two-year college entrants who were women were more likely than men to indicate that they had dropped out of college permanently.

Sex was also viewed as a reliable predictor of success in college according to Foxworth (1970). Single females did better academically than did single males. However, married students did better than did single students of both sexes.

Dealing with limited parameters, Calcote (1971) observed that a larger proportion of transfer students in accounting, transferring from junior colleges, were females.

At a university in the College of Agriculture and Home Economics, McCormick (1971) indicated that women students withdrew from college at a higher rate than did men students.

In Kansas City, men who lived outside the community college district were more likely to withdraw completely from college rather than to cut down on the number of hours taken than were women (Alfred, 1972).
The observations made by Trent and Medsker (1968) tended to summarize the findings of the literature even though conflicting findings were reported. They stated that proportionately more men than women persisted in college for four years, but that proportionately more women than men received their degrees in four years. More women than men of low ability withdrew from college. More men also withdrew for academic reasons while more women withdrew for other reasons.

One of the reasons given that women were more likely to withdraw than were men was the arrival of children. Hansen (1970) noted that the aspiration of women toward a bachelor's or higher degree was hindered by the arrival of children. However, the women's grades did not suffer. The arrival of children also had an adverse influence on men's occupational and educational aspirations, and on their abilities to remain in school. Closely related to the above information was the factor of marital status.

Marital Status

Few research studies were reviewed that dealt with the relationship of marriage to persistence in college. Several writers noted that marriage was one of the main reasons given for withdrawal from college (Davis, 1970; Gilmore, 1968; Knauer, 1968; and Medsker, 1960). However, Kendell (1972) found no relationship between marriage and persistence in the community college.

Bayer (1968) observed that marriage was an important determiner of progress through college for both men and women, but particularly for women. Concurring with Bayer, Terry (1972) stated that "marriage
and its subsequent responsibilities contribute significantly to the rate of attrition" (p. 90). He observed, also, that marriage could reduce the probability of success in college. Although Terry found the attrition level higher among married students than single students, Clements (1970) noted that married students had higher achievements academically in college than did unmarried students.

When comparing persisters with nonpersisters in college, Aiken (1968) found that both groups disagreed that marriage influenced them while in college. Sixty-seven per cent of the nonpersisters were single and 33 per cent were married at the time of withdrawal. Within the continuing group, 93 per cent were single and 7 per cent were married. Nonpersisters tended to be older and more of them were married.

In relation to nonpersistence, Boyd (1967) observed that marriage was a major reason why high ability girls in Arkansas did not attend college. In a similar vein, Hoffman (1971) observed that nonpersisters married sooner than did persisters. Hansen (1970) also noted that marriage was more costly to women's than to men's educational careers. McCormick (1971) indicated, also, that married men persisted in college at a higher rate than did married women.

Relating to some of the above findings, one study by Koos (1970) revealed that one-eighth of all community college students were married. The men were mainly in the younger age group while the women were mainly in the older age group. Koos reported that married students reported far fewer problems than did the total sample.

Thus, the reviewed material appeared to be somewhat conflicting.
However, most researchers agreed that marriage was an important factor related to college persistence. Marriage tended to influence women more than men in terms of nonpersistence. Married students have generally been shown to have had better academic success than their single counterparts.

**Distance**

Generally, a more valid predictor of persistence in college than those factors reviewed thus far was the distance one lived from the nearest college. Distance did not appear to be a large factor in influencing persistence or nonpersistence in college. However, the Carnegie Commission on Higher Education (1970) stated that the community college was particularly well-suited to overcome deprivation by fact or location. The Commission (1970) also suggested that community colleges should be located within commuting distance to all persons throughout their lives.

In his study of nine Michigan community colleges, Block (1970) found that closeness to home was regarded as a major factor in selecting which college to attend. In other studies, (Bowens, 1973; Graziano, 1971; Heath, 1972; Heide, 1970, and Mund, (1970), closeness to home was found to be an important factor in why students chose that particular college.

A thorough study relating distance to college attendance was completed by the Carnegie Commission on Higher Education (1972). The Commission concluded that:

> spatial accessibility to one or more colleges has little effect, for most youth, on whether they will attend college--be the
accessible school a junior college, an open-door four-year college, or a more selective institution. (p. 267)

Tinto (1973) agreed with the above conclusion. However, he suggested that proximity of a public junior college was a significant factor for attendance mostly for lower ability persons. High ability students could attend other colleges when they so desired.

Fenske, Scott, and Carmody (1972) observed that students from urban population centers had the highest percentage of local attendance and rural students had the lowest percentage of local attendance. They stated that local or commuter-type colleges were not typically within reasonable commuting range of many rural students. They also found that between 1968 and 1972 there was an increased tendency for community college students to live away from home while attending college.

Distance may be related more to college entrance than to persistence. Trent and Medsker (1968) found that availability of college was related to the rate of entrance into college, but not to the rate of college completion. Hoffman (1971) agreed with Trent and Medsker in finding no differences betweenpersisters and nonpersisters in relation to the distance they lived from college.

Stordahl (1970) observed that students who left college prior to graduation tended to migrate closer to their homes. However, Bowers and Pugh (1973) indicated that geographical factors were more important to parents than to students.

No studies were reviewed which dealt primarily with the influence of distance on the transferring of community college students to four-
One indication of persistence that was slightly more accurate than the distance lived from the nearest four-year college in predicting the persistence of students was the age of the student.

Age

The analysis indicated that many findings varied with respect to the age of junior college students. Medsker (1960) found slightly more than half the students of junior colleges to be in the 16 through 22 age category in his study of ten colleges. About 20 per cent of the students were from 23 to 25 years of age. Almost one-sixth of the group studied was 30 years of age or older. The remainder of students were from 26 through 29 years of age.

Unlike Medsker, who completed his study prior to 1960, Koos (1970) observed a different age grouping when studying junior college students ten years later. He observed that almost 87 per cent of the junior college students were 22 years of age or younger. The median age for women was four months younger than the median age for men. Other studies showed that different age groupings had different percentages included in the groups depending upon the parameters of the studies in question.

In an intensive study the Carnegie Commission of Higher Education (1970) observed that about half of the students in junior colleges were adults ranging in age from 22 years of age to 70 years of age. The median age was about 25 years.

Many junior college students seemed to have delayed their entrance into college. Over thirteen per cent of college freshmen were delayed
entrants according to Schienfeldt, Bayer, and Brown (1969). Asher (1971) observed that there was some tendency to expect students to defer college for a year or two.

With respect to the delayed entrance of community college students, Clements (1970) noted that the best quality of work performed by entering freshmen was done by those between the ages of 21 and 25 years of age. Foxworth (1970) also found that the number of years an individual had been out of school before attending college had a positive relationship to the final grade-point. Similarly, Mohawk Valley Community College (1969) stated that the successful student was the older student.

When comparing junior college transfer students with native four-year college students, Calcote (1971) noted that the transfer students' mean age and lower division scholarship surpassed the mean age and lower division scholarship of native students.

Even though age may have had some bearing upon the quality of work completed by junior college students, there were some conflicting reports concerning the relationship of age with persistence. When comparing nonpersisters and persisters, Aiken (1968) observed that 43.4 per cent of the nonpersisters were between the ages of 20 through 23. 27.2 per cent of the persisters were in this age range. The remainder of the persisting group was also found to be younger than the withdrawees. Nutt (1974), like Aiken, observed that dropouts of both sexes were significantly older than the persisters. In comparing Michigan nontransferring students Heath (1972, p. 109) agreed that "in all degree programs the nontransfer proved to be the older student."
In conflict with the above findings, Dutt (1971) did not find that age discriminated between persisters and nonpersisters.

Knoell and Medsker (1955) observed that of the 4,026 transfer students in their study "the transfer students were mostly white, Protestant, of native born parentage, and under twenty-one years of age when they entered the senior institutions" (p. 18). Their study showed that the transfer students were generally quite young.

In reviewing a generous body of literature written prior to 1962, Summerskill (1962) drew the general conclusion that age per se did not effect attrition although older undergraduates may have encountered more obstacles to graduation.

The broad review of the literature dealing with the age of persisting and nonpersisting college students showed an inconsistency in the findings relating age to persistence. However, much of the analysis did support the shaky conclusion that the persisters did tend to be younger than the nonpersisters in college.

The influence of the end of the American involvement in Vietnam may indicate some relationship of age with persistence. However, most studies reviewed were completed before the withdrawal of American troops from Vietnam. Of interest may be the findings of the present study which were completed after the end of the draft and American troop involvement in Vietnam.

### Student Aspirations

While age has been shown to have had some influence upon the persistence of college students, the goals and aspirations of the students
were also considered to have influenced the college attendance patterns of students.

Some students have gone to college for very general reasons. Others have attended college for very specific reasons. The studies dealt with the general objectives various students had for attending college and with the degree aspirations of students.

General Student Objectives

Trent and Medsker (1968) found that:

Forty-five per cent of the persisters saw the main purpose of education as the gaining of knowledge and appreciation of ideas, compared with 31 per cent of the withdrawals. Forty-two per cent of the withdrawals viewed the main purpose of education as vocational training, compared with 28 per cent of the persisters. Once again these differences were significant beyond the 1 per cent level. (p. 117)

In studying older students, Lunneborg, et al. (1974) reported that 55 per cent of the men and 39 per cent of the women indicated no personal motive for college study. They were in college strictly for vocational purposes. However, more women than men checked the nonvocational motives for attending college. Contrary to Lunneborg's findings, Page (1971) found that mature women selected major fields of study in order to prepare for future employment, primarily teaching.

In relating general aspirations of students to junior college students, Richards and Broskamp (1967) noted that junior college students were influenced more by practical considerations and less by intellectual or social emphases in choosing which college to attend. They were also more concerned with the value of college for a higher income and less concerned with personal intellectual development. Many of them aspired
to less than a bachelor's degree.

Contrary to Richards and Broskamp's findings relating to junior college students, Peterson (1970) found different results when studying students at Washington State University. Students at that institution matriculated there primarily because of the academic reputation of the University.

In relationship to persistence, the findings of Hughes et al. (1968) agreed with those of Trent and Medsker stated previously. Hughes and his colleagues observed that in studying discontinuing students, the reasons of greatest importance they gave for attending college were specifically vocational in nature. However, Knauer (1968) observed that the academically capable persisters at the University of South Dakota stated that the attaining of an occupational objective was the greatest reason for their attending college.

When studying college vocational education dropouts Terry (1972) noted that individuals with vague or unrealistic career objectives were likely victims of attrition.

The analysis of the review of studies about general student aspirations indicated that many persisters and nonpersisters had vocational motives for attending college. However, it seemed that more nonpersisters had vocational motives for attending college, while many of the persisters had as a major goal the gaining of knowledge and the appreciation of ideas.

Perhaps even more telling than the general aspirations of students in relation to persistence were the degree aspirations of students.

Degree Aspirations

Specifically relating to junior college students, Snyder et al. (1970)
reported that "students in transfer programs earned degrees at a higher rate than those in career programs, about one-third and one-fourth respectively, earned degrees" (p. 29). About one-third of the respondents also indicated that they had achieved their initial educational goals, and even one-half of them had achieved their most recent goals while attending college.

In relation to achieving their goals, Fenske and Scott (1972) observed that an increasing percentage of students in two-year colleges planned to complete junior college degrees and that a decreasing percentage of students planned to complete bachelor's or master's degrees.

When comparing junior college nonpersisters with persisters Aiken (1968) observed that persisters of junior colleges tended to have only one major goal: to complete a college education. Relative to degree aspirations, Bayer et al. (1973) noted that despite the greater success of women than men to obtain a college degree within four years, a greater proportion of men than women aspired to a baccalaureate degree.

The original goals of the students in terms of degree aspirations did seem to influence the persistence of students in college. In their follow-up study of 10,000 high school students Trent and Medsker (1968) stated that:

Of the men who originally planned to attend college for four years, 62 per cent persisted that length of time; of those who had left their plans unstated in 1949, forty-eight per cent of the men persisted; and of the men who had originally reported planning on a two-year program, 32 per cent persisted for four years. Thirty-two per cent of the men who had either planned a two-year program or did not state any plans, failed to complete two years of college. Associate of Arts degrees and certificates of completion were obtained by only 13 per cent of the men who had planned to complete a two-year program, and by only 2 per cent of the other men in the sample.
Of the women who had planned a two-year program, 16 per cent persisted in college four years, but half of them withdrew before completing two years. A slight majority of women (53 per cent) who had planned to complete a four-year program remained in college through 1963. This was 7 per cent less than the proportion of men who achieved their major goal. However, proportionately more women than men who had been undecided about their plans in 1959 got baccalaureate degrees (31 per cent and 22 per cent, respectively). pp. (83-84)

In review, those students who had felt it most important to obtain degrees seemed to be those most likely to persist in college. Those who had vague or no goals in college tended to be likely candidates for nonpersistence.

**Summary**

The review of the literature was centered on the central purpose of the dissertation which was to determine which selected characteristics of community college sophomores and other selected criteria may have contributed to those students' intentions to persist or to withdraw from college prior to their receiving a baccalaureate degree.

The analysis of the review indicated that the financing of higher education influenced the matriculation of many college students. It influenced which college they might attend and whether or not they were able to persist. Those who did persist in college, however, tended to articulate greater financial problems than did those who did not persist. Income from parents, spouses, and summer or part-time jobs were the major sources of support for college students. The nonpersister was found to be more likely to work part-time while in college. Older women tended to view their spouses as the major sources of their incomes. Those with scholarships and loans were also more likely to persist.

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In the portion of the literature dealing with influential persons, most studies revealed that the parents of the students played a major role in determining whether or not students persisted in college. More persisters than nonpersisters were supported by their parents in their decisions to attend college. Other persons were also important to many students in giving advice and encouragement to attend college. However, a sizeable portion of college students did not appear to receive advice from anyone relative to college enrollment.

Generally, sex was found to have been a reliable indicator of persistence in college. Women tended to receive baccalaureate degrees in four years in greater proportions than did men. However, more men than women persisted in college.

Marriage was given as one of the main reasons for withdrawal from college. Although married students tended to get better grades than did single students, married students did not persist in as great a proportion as did the single students. Marriage seemed to have influenced a larger number of women than men to withdraw from college prior to their receiving baccalaureate degrees.

Generally, distance was not found to be a large factor in influencing persistence in college. Distance was found to be related more to college entrance than to persistence. The distance one lived from his college was a factor more for lower ability students than other students in relation to matriculating into college.

Age did seem to influence the persistence of students in college. However, the older students who entered college late tended to get better grades than did the younger students. Contrary to this finding,
the persisters did tend to be younger than did the nonpersisters.

Student aspirations did not seem to influence the persistence of students in college. Most students had vocational motives for attending college. However, more nonpersisters than persisters had vocational motives for attending college.

Relating to degree aspirations, those who strongly aspired to receive baccalaureate degrees tended to persist in college. Those who had vague goals for attending college did not persist in as large a proportion as did those with more specific degree aspirations. There appeared to be a trend for more community college students to aspire to an associate degree, but for less of them to aspire to a baccalaureate degree.

There appeared to be many demographic features of students which did influence persistence and nonpersistence in college. The literature was conflicting at times concerning the results of particular studies. However, much of the conflict found in the studies was probably due to the fact that different populations were used for the research.

One problem which arose during the analysis of the literature was the problem of cause and effect. It was difficult to relate the findings of the literature to cause and effect because most of the studies dealt only with whether or not particular variables influenced student persistence in college. The difficulty may have arisen because most of the studies were survey type studies and not case studies. The complexity of the variables which may have formed cause and effect relationships may have been too complex to study with the methods used in most of the studies reviewed.
CHAPTER III

DESIGN OF THE STUDY

Introduction

The purpose of the study was to determine which characteristics of full-time and part-time community college students and other selected criteria may have contributed to the students' intentions to persist or to withdraw from college prior to receiving baccalaureate degrees.

In order to implement the study, the strategy of the investigation was completed in four phases: (1) The preliminary feasibility of such a study was completed with representatives of the community colleges involved in the study; (2) The parameters of the study were defined; (3) A questionnaire was developed and utilized as a survey instrument; and (4) The analysis of the information was completed, conclusions were drawn, and recommendations were made regarding the study.

Preliminary Feasibility

The first step of the investigation was begun in September 1974 when preliminary telephone calls were made by the Dean of Continuing Education at Western Michigan University (WMU) to administrative officers at Kalamazoo Valley Community College (KVCC), Kellogg Community College (KCC), and Southwestern Michigan College (SMC). An agreement was made by those representatives to have further discussions concerning the study.
Later, in September and October representatives of those institutions were interviewed and given more information about the proposed study. Verbal consent was given by representatives of the various colleges to continue with the study. All three colleges were extremely cooperative. The Division of Continuing Education at Western Michigan University provided cooperation and support services throughout the study.

Parameters of the Study

The parameters of the study included those students from KVCC, KCC, and SMC who had completed at least 32 hours of college work at any institution and were enrolled at that time in one of the respective colleges used in the study.

The three colleges utilized for the study were selected for the following reasons: (1) The schools were community colleges located in southwestern Michigan; (2) The colleges were all located at different distances from the nearest public four-year institution; and (3) The colleges had been in existence for different lengths of time from one another.

Students were selected from those institutions who had completed 32 hours or more of college work and who were then enrolled at one of those institutions. It was the opinion of the researcher that those students were more likely to be facing the possibility of deciding whether or not to transfer to a four-year institution in the near future than would those who had completed fewer hours of college work.

One of the procedural tasks of the study was to determine the
exact number of students from each college who met the criteria for being included in the study. Representatives of two of the three colleges provided lists of students which included only those students who had completed more than 32 hours of college work and were enrolled during the Fall semester of 1974. From the third college a total listing of students was supplied from which a list was developed which included only students who fulfilled the criteria for inclusion in the study.

The total number of subjects from the three colleges who qualified for inclusion in the population of the study was 1727 students (Table 3.1). KVCC had 821 students, KCC had 671 students, and SMC had 235 students who were included in the study.

Table 3.1
Population Size and Sample Size by College

<table>
<thead>
<tr>
<th>College</th>
<th>Population Size(^a)</th>
<th>Sample Size(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KVCC</td>
<td>821</td>
<td>124</td>
</tr>
<tr>
<td>KCC</td>
<td>671</td>
<td>101</td>
</tr>
<tr>
<td>SMC</td>
<td>235</td>
<td>50</td>
</tr>
</tbody>
</table>

\(^aN = 1727\)
\(^bN = 275\)

Due to the fact that the total population of 1727 students was too large in size to adequately recover information about each student, a stratified random sample of the population was selected. The decision
was made to select a random sample in order to provide a representative-ness of the population and to make inferences to the total population included in the study.

The decision to utilize a stratified sample was made so that the same approximate percentage of students from each college in the population would be represented in the sample. Each student was assigned a number. Numbers were then selected from Kerlinger's (1973) table of random numbers. Those students whose numbers matched those selected from the table were included in the sample. The same procedure was followed for each college population.

The size of the sample was somewhat smaller than that recommended by Krejcie and Morgan (1970) for a population of 1727 students. They recommended that a sample size of about 315 students be used for a population that large. However, due to limitations of financial and clerical resources a sample size of 275 students was decided upon. Fifty students from SMC, 101 students from KCC, and 124 students from KVCC were included in the sample, totaling 275 students.

The Instrument

The instrument used for the collection of data was a 60 item questionnaire (Appendix A). It was divided into three sections. All respondents were requested to answer each question in Section I. In Section II only those who intended to transfer were requested to respond. In Section III only those who did not intend to transfer were requested to respond.

Section I. The purpose of Section I was to obtain information
of a personal nature which could be related to the intentions of the
students to persist in college. Questions one through 27 were de-
signed so that respondents would need to check only one item per
question. However, in items 16 and 18 respondents were requested to
check more than one response. From that information the data could
be reduced to frequencies in discrete categories for further analysis.
Several of the questions were of a personal nature requesting age,
family information, background information, and other similar responses.
The remaining portion of that part of Section I sought information
related to the students' intentions to transfer, the distances they
lived from the nearest public four-year colleges, and other miscel-
laneous data.

Questions 28 through 43 listed several factors which could have
influenced students to make decisions of whether or not to transfer
to a four-year college. The students were directed to rate each
factor according to its importance in their reaching a decision of
whether or not to transfer. Items such as the financing of college
related expenses, family responsibilities, and other such information
were examined.

The respondents were directed to circle numbers from one through
five. Responses were given the following weights: 1 - No importance,
2 - Of slight importance, 3 - Important, 4 - Of considerable impor-
tance, and 5 - Of prime importance (critical). The scale was treated
in the data analysis as an interval scale.

Section II. Section II was composed of two parts. Part A
requested that only those planning to transfer to a four-year college
respond. Part B requested that only students who were planning to transfer as part-time students respond.

Part A was designed with the intention of ascertaining what form of continued schooling the students planned to involve themselves in. The questions were designed so that the respondents would need to check only one item per question. In each question, the responses were designed so that each category was discrete.

The questions were designed to ascertain whether or not the respondents intended to transfer as full-time or part-time students, how far they lived from the four-year college they planned to attend, whether or not it was a public or private university, and whether or not the students planned to take an extended break before enrolling.

Part B was designed for the purpose of exploring the reasons why students intended to continue their educations on part-time bases rather than on full-time bases. The six questions each stipulated a different reason why one might go to college on a part-time basis. The respondents were directed to indicate the degree of importance of each of the factors in influencing their decisions to continue as part-time students. Included were reasons such as family responsibilities taking considerable time, the lack of financial resources, the dislike of attending college on a full-time basis, and other such factors.

The respondents were directed to circle the appropriate answer. The answers were given the weights of: 1 - Of no importance, 2 - Of slight importance, 3 - Of considerable importance, 4 - Of prime importance (critical).

Section III. Only those students who did not intend to transfer
to a four-year college were directed to respond to Section III. The section was designed so that a discrimination could be made between how specific proposed changes in the transfer situation would influence the students to seek more education at a four-year college. Each question detailed a proposed change, and the respondents were directed to circle the appropriate answer indicating how that change would influence them.

Included in the proposed changes were items such as provision for short courses to up-grade skills, granting college credit for appropriate work and travel experience, and other factors. The answer portion of the section was designed as a four point scale. The answers were given the weights of: 1 - Of no influence, 2 - Of slight influence, 3 - Of considerable influence, and 4 - Of prime influence (critical).

Each instrument was coded so that the follow-up mailing could be more efficiently conducted than might otherwise have been the case. Each student was given a code number, and the returns were checked against the mailing list.

Reliability and validity. Lyman (1971) stated that the consistency of measurement of an instrument was a measure of its reliability. It was decided that a thorough reliability study designed to test the consistency of the responses on the questionnaire was not possible due to limitations of time and resources.

According to Kerlinger (1973, p. 458) the content validity of an instrument "is the representativeness of sampling adequacy of the content . . ." In order to judge the validity of the instrument,
the questionnaire was reviewed by representatives of the three community colleges involved in the study, several graduate students, and the Doctoral Committee.

A sophomore sociology class at Grand Rapids Junior College pre-tested the instrument. Each student filled out the instrument and made suggestions about the content. In general, all who scrutinized the questionnaire stated that they thought it was thorough, comprehensive, and easy to understand. As a result of the statements made by those reviewing the instrument, minor changes were made in content, phrasing, and question order.

As a result of the changes made, the final questionnaire was completed. The Doctoral Committee members each gave consent to have the instrument forwarded to the sample subjects.

Data collection. The third phase of the investigation included data collection. The data collection process was composed of three basic activities: (1) The first mailing; (2) The second mailing; and (3) Telephone calls.

Each mailing was composed of packets sent to individuals in the sample. Each packet included a cover letter, the questionnaire, and a self-addressed stamped return envelope. Each cover letter was printed on official stationary representing the person and office of the individual who wrote the letter. The packet was sent in an official Division of Continuing Education envelope, and the return envelope was of a similar type. Only the short note written by the researcher which accompanied the second mailing and the questionnaire

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were not printed on official stationary of one sort or another.

The first mailing. Included in the first mailing was a cover letter, the questionnaire, and a return envelope. The Dean of the Division of Continuing Education at WMU wrote a letter (Appendix B) which accompanied the questionnaires sent to KVCC and KCC students. The president of SMC wrote a cover letter (Appendix C) which was included with the instrument sent to students at SMC. Both letters stated that the students were only a small portion of the total number of students being studied and that their responses would be greatly appreciated.

On November 25, 1974, 50 questionnaires were sent to students in the sample from SMC and 50 were sent to students in the sample from KCC. On November 27, 1974, 51 instruments were sent to the remainder of the students in the sample from KCC and 124 questionnaires were sent to students in the sample from KVCC. A total of 275 questionnaires were sent.

The second mailing. On December 10, 1974, a second mailing was sent to those who had not responded by that date to the original mailing. Included with the original materials sent in the first packet was a letter (Appendix D) which restated the importance of the response of the students. Two new persons from KCC and eight from KVCC were added to the original list in order to replace students in the original sample who should not have been included in the original sample because they were not at that time enrolled in a community college.

It was difficult to stipulate how many responded to the first
mailing because the second mailing was sent soon after the first.

**Telephone calls.** Eleven of the original packets sent to KVCC students were returned because the U. S. Post Office was unable to locate the individuals. KVCC had no addresses more current than those on the mailing list. Therefore, an effort was made to locate those individuals through telephoning. Five of those eleven were contacted. Each individual indicated that he would respond to the instrument. Packets were then sent to those students at their new addresses.

On December 14, 1974, an attempt was made to telephone all those on the sample list from KVCC who had not yet responded. Several students were located, and returns from many of them were eventually received.

January 10, 1975 was chosen as the cut-off date for inclusion of responses in the study.

**Response Analysis**

Kerlinger (1973) wrote that every effort should be made to obtain returns of at least 80 per cent on a mail survey. With studies lacking that high of a return rate, it was suggested that researchers learn something about the characteristics of the nonrespondents, so that comparisons could be made with the characteristics of the respondents.

The rate of returns in the study was 81 per cent (to the nearest percentage). However, some follow-up of the characteristics of the respondents and nonrespondents were made. Analysis of the response

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was made in terms of college attended and sex.

As indicated in Table 3.2, 223 returns were received out of 275 packets sent. KVCC students returned 98 out of 124 instruments for a 79 per cent rate of return. KCC students returned 86 out of 101 questionnaires for an 85 per cent rate of return, and SMC students returned 39 out of 50 questionnaires for a return rate of 78 per cent.

Of the total sample of 275 persons, 42 per cent (116) were women and 58 per cent (159) were men. Eighty-two per cent (95 of 116) of the women responded and 81 per cent (128 of 159) of the men responded. Slightly more women proportionately responded than did men.

At KVCC 42 per cent (52) of the sample were women and 58 per cent (72) of the sample were men. Eighty-five per cent (44 of 52) of the women responded to the questionnaire and 75 per cent (54 of 72) of the men responded. A higher proportion of women than men responded to the questionnaire from KVCC.

At KCC 38 per cent (38) of the sample were women and 62 per cent (63) of the sample were men. Of those numbers, 87 per cent (33 of 38) of the women responded and 84 per cent (53 of 63) of the men responded. A slightly higher proportion of women than men responded from KCC.

At SMC 52 per cent (26) of the sample were women and 48 per cent (24) of the sample were men. Sixty-nine per cent (18 of 26) of the women responded and 88 per cent (21 of 24) of the men responded.
Table 3.2  
Response Analysis  
by College and Sex

<table>
<thead>
<tr>
<th>College &amp; Sex</th>
<th>Respondents N=223</th>
<th>Nonrespondents N=52</th>
<th>Totals N=275</th>
</tr>
</thead>
<tbody>
<tr>
<td>KVCC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>98</td>
<td>26</td>
<td>124</td>
</tr>
<tr>
<td>Men</td>
<td>54</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>KCC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>86</td>
<td>15</td>
<td>101</td>
</tr>
<tr>
<td>Men</td>
<td>53</td>
<td>10</td>
<td>63</td>
</tr>
<tr>
<td>SMC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>39</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>Men</td>
<td>21</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>

A larger proportion of men than women responded to the questionnaire at SMC. It must be noted, however, that due to the relatively small size of the SMC sample, a few nonrespondents of either sex could have changed the percentage of responses.

**Computer coding.** The data were coded (Appendix E) so that they could be recorded on a computer magnetic tape. The Computer Center staff at WMU keyed the data on the tape and verified the readout. In verifying the keying on the tape, the staff rekeyed the same data, noted discrepancies in readouts from the first tape,
and then corrected entry errors.

Hypotheses Examined

Procedures and Symbols Used

In order to avoid redundancy and to maintain brevity, the null hypotheses and the alternate hypotheses were not restated following each hypothesis.

Data using independent samples and frequencies located in discrete categories (nominal or ordinal scales) were tested using the chi square test for independent samples (Siegel, 1956). When a hypothesis was tested using the chi square test for independent samples, the statistical hypotheses noted below applied in each case.

\[ H_0: \quad p_{ij} = p_i \cdot p_j \quad \text{for all values of } i \text{ and } j. \]

\[ H_1: \quad p_{ij} = p_i \cdot p_j \quad \text{is not true for at least one of the } ij \text{ cells in the contingency table.} \]

Figure 3.1

Chi square Symbolism

\[
\begin{array}{cccc}
\text{Variable 2} & \ldots & j & \ldots & \text{Row Totals} \\
1 & \ldots & P_{1j} & \ldots & P_1. \\
\vdots & & \vdots & & \vdots \\
\vdots & & \vdots & & \vdots \\
\text{Variable 1} & \ldots & P_{ij} & \ldots & P_i. \\
\vdots & & \vdots & & \vdots \\
\vdots & & \vdots & & \vdots \\
\text{Column Totals} & P_{.1} & \ldots & P_{.j} & \ldots & P.. \\
\end{array}
\]
The written symbols for the null hypothesis and the alternate hypothesis were the same regardless of the hypothesis being tested. However, in each hypothesis, the symbols represented different variables. As shown in figure 2.1, the symbol i referred to one of the variables, the components of which were located in the rows on the contingency table. The symbol j referred to the second variable, the components of which were located in the columns on the contingency table. The symbol P referred to the word, probability. The symbol \( ij \) referred to the cells in the contingency table which were located in the \( i \)th row and \( j \)'s column. Following each written hypothesis, the components of the hypothesis were denoted as being \( i \) components or \( j \) components.

Glass and Stanley (1970) explained the symbolism of the null hypothesis stated above as follows: "Testing the null hypothesis of independence is equivalent to testing the hypothesis that the probability of drawing a person who falls into cell \( ij \) of the contingency table is equal to the product of the probability that the person belongs to any cell in row \( i \) and the probability that he belongs to any cell in column \( j \) . . . ." (p. 33)

Data using only one sample and nominal data located in discrete categories were tested using the chi square one-sample test (Siegel, 1956). When a hypothesis was tested using the chi square one-sample test, the statistical hypothesis noted below applied in each case.

\[
H_0 : f_A = f_B
\]

\[
H_1 : f_A \neq f_B
\]

The symbol \( f \) referred to frequencies. The symbol A referred to
one group and the symbol B referred to another group.

Data measured on an interval scale with independent samples were used to test some hypotheses. When a hypothesis was tested using the $t$-test for independent samples (Glass and Stanley, 1970), the null hypothesis and the alternate hypothesis noted below applied in each case.

\[
H_0: \mu_A - \mu_B = 0.
\]
\[
H_1: \mu_A - \mu_B \neq 0.
\]

As in the hypotheses dealing with the chi square tests, the written symbols of the $t$-test for independent samples were the same regardless of the hypothesis and alternate hypotheses being tested. The symbol $\mu$ referred to the mean score of various measures of importance for a particular group. The symbol A referred to one group and the Symbol B referred to another group.

Although statements of the alternate hypotheses and the null hypotheses were not written, a clarification was made following each stated hypothesis to indicate which symbols referred to which variables.

All hypotheses in the study were tested at the .05 level of significance. Therefore, a statement about the level of significance was not included following each stated hypothesis.

The hypotheses examined in the study were categorized under five related headings. They were: (1) college related hypotheses, (2) personal data hypotheses, (3) college accessibility hypotheses, (4) decision to transfer hypotheses, and (5) other related hypotheses.
College Related Hypotheses

1. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the student's current classification as a part-time or a full-time student.

The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable \(i\) categories listed in rows on the contingency table were: (1) part-time student and (2) full-time student. The second variable \(j\) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Data used to test the hypothesis were taken from answers given to questions nine and 15 of the questionnaire.

2. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to whether or not the student participates in extra-curricular activities.

To test the hypothesis the chi square test for independent samples was used. (See Procedures and Symbols Used). The first variable \(i\) categories listed in rows on the contingency table were: (1) participates and (2) does not participate. The second variable \(j\) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

The data were taken from answers given to questions 10 and 15 of the questionnaire.
3. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to his current classification as a part-time student or a full-time student.

The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable (1) categories listed in rows on the contingency table pertaining to current enrollment classifications were: (1) full-time student, (2) part-time student, and (3) undecided.

Data taken from answers given to questions nine and 46 of the questionnaire were used to test the hypothesis.

4. The degree of importance the student places on specific statements about college in his reaching a decision whether or not to transfer will have a relationship with whether or not the student intends to transfer.

Those statements were:

a. The social life at the university.

b. The academic reputation of a particular college/university.

c. The interest in specific programs at the college/university.

d. Satisfaction with his community college program.

e. Dissatisfaction with his community college program.

f. The availability of financial aids.

g. The importance of getting a bachelor's degree.

h. Financing college related expenses.

The symbol \( \mu A \) indicated the mean score for those who planned to
transfer with respect to the importance of each item listed above. The symbol μB indicated the mean score of those who did not plan to transfer in relation to each item listed above.

To test the hypothesis relating to each item listed the t-test for independent samples was used. (See Procedures and Symbols Used). Data used to test the hypotheses were taken from answers given to questions 28 through 33 and 36 through 37 of the questionnaire.

Personal Data Hypotheses

5. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the number of dependents the student has.

The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable (i) categories listed in rows on the contingency table were (1) zero dependents, (2) one dependent, (3) two dependents, (4) three dependents, (5) four dependents, and (6) five or more dependents. The second variable (j) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Answers given to questions three and 15 of the questionnaire were the data used to test the hypothesis.

6. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the residential status
of the student.

To test the hypothesis the chi square test for independent samples was used. (See Procedures and Symbols Used). The first variable \((i)\) categories listed in rows on the contingency table were: (1) homeowner, (2) renter, and (3) living with parents. The second variable \((j)\) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Data were taken from answers given to questions four and 15 of the questionnaire.

7. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the marital status of the student.

The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable \((i)\) categories listed in rows on the contingency table were: (1) single-not engaged, (2) single-engaged, (3) married, (4) divorced, and (5) widowed. The second variable \((j)\) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

The data used to test the hypothesis were taken from answers given to questions seven and 15 on the questionnaire.

8. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college
to a four-year institution will be related to the sex of the student.

To test the hypothesis the chi square test for independent samples was used. (See Procedures and Symbols Used). The first variable \((i)\) categories listed in rows on the contingency table were: (1) male and (2) female. The second variable \((j)\) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Answers given to questions one and 15 on the questionnaire were the data used to test the hypothesis.

9. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the age of the student.

The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable \((i)\) categories listed in rows on the contingency table were: (1) under 20 years of age, (2) 21 through 22 years of age, (3) 23 through 25 years of age, (4) 26 through 30 years of age, and (5) over 30 years of age. The second variable \((j)\) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Data used to test the hypothesis were taken from answers given to questions two and 15 on the questionnaire.

10. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the job status of the student.
student.

The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable \( (i) \) categories listed in rows on the contingency table were: (1) unemployed, (2) work part-time, and (3) work full-time. The second variable \( (j) \) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Answers given to questions five and 15 on the questionnaire were the data used to test the hypothesis.

11. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to his job status.

To test the hypothesis the chi square test for independent samples was used. (See Procedures and Symbols Used). The first variable \( (i) \) categories listed in rows on the contingency table were: (1) unemployed, (2) work part-time, and (3) work full-time. The second variable \( (j) \) categories listed in columns on the contingency table were: (1) full-time student, (2) part-time student, and (3) undecided.

The data were taken from answers given to questions five and 46 on the questionnaire.

12. The degree of importance the student places on specific statements about his personal situation in his reaching a decision whether or not to transfer will have a relationship with whether or not the student intends to transfer.
Those statements were:

a. Family responsibilities
b. His age.
c. Dissatisfaction with his job.
d. Satisfaction with his job.
e. Physical handicap
f. Possibility of advancement in his present job.
g. Possibility of a raise in his present job.

The t-test for independent samples was used to test the hypothesis relating to each item listed. (See Procedures and Symbols Used). The symbol µA indicated the mean score for those who planned to transfer with respect to the importance of each item listed above. The symbol µB indicated the mean score of those who did not plan to transfer in relation to each item listed above.

Data used to test the hypothesis were taken from answers given to questions 15, 34 through 35, and 39 through 43 on the questionnaire.

College Accessibility Hypotheses

13. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to whether or not he thinks transportation to and from college is a serious problem.

The chi-square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable (i) categories listed in rows on the contingency table were: (1) is a serious problem and (2) is not a serious problem. The second variable
(1) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Answers given to questions eight and 15 of the questionnaire were the data used to test the hypothesis.

The hypothesis was tested four separate times. Samples used when testing the hypothesis, respectively, were: (1) the total sample, (2) the SMC sample, (3) the KCC sample, and (4) the KVCC sample.

14. Whether or not a student intends to transfer from a community college to a four-year institution will be related to the distance he lives from the place where he can take the majority of his work for a bachelor's degree.

To test the hypothesis the chi square one-sample test was used. (See Procedures and Symbols Used). The independent variables were: (1) your community, (2) two through 10 miles of your home, and (3) 11 through 20 miles of your home. The dependent variables were: (1) yes and (2) no.

Data used to test the hypothesis were taken from answers given to question 16 on the questionnaire.

The hypothesis was tested four separate times. The sample used when testing the hypothesis, respectively, were: (1) the total sample, (2) the SMC sample, (3) the KCC sample, and (4) the KVCC sample.

15. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the distance he lives.
from the nearest public college/university.

The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable (i) categories listed in rows on the contingency table were: (1) zero through 10 miles, (2) 11 through 20 miles, (3) 21 through 30 miles, (4) 31 through 40 miles, (5) 41 through 50 miles, and (6) over 50 miles. The second variable (j) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Answers given to questions 14 and 15 of the questionnaire were the data used to test the hypothesis.

The hypothesis was tested four separate times. The populations used when testing the hypothesis, respectively, were: (1) the total sample, (2) the SMC sample, (3) the KCC sample, and (4) the KVCC sample.

16. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the student's prime source of income.

The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable (i) categories listed in rows on the contingency table were: (1) loans of any kind, (2) employment of spouse, (3) financial help from parents, (4) personal savings and trust fund, (5) college or private scholarship, (6) personal employment, (7) veterans benefits, and (8) college work-study programs. The second variable (j) categories listed in columns on the contingency table were: (1) intends to
transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Data were taken from answers given to questions six and 15 on the questionnaire.

17. Whether or not a student intends to transfer from a community college to a four-year institution will be related to the degree of importance he places on his grade-point-average when deciding whether or not to transfer.

To test the hypothesis the t-test for independent samples was used. (See Procedures and Symbols Used.) The symbol \( \mu_A \) indicated the mean score of those who planned to transfer with respect to the importance they placed on their grade-point-averages. The symbol \( \mu_B \) indicated the mean score of those who did not plan to transfer in relation to the importance they placed on their grade-point-averages.

Answers given to questions 15 and 38 of the questionnaire were the data used for testing the hypothesis.

18. Whether or not a student would intend to transfer from a community college to a four-year institution will be related to whether or not the university offers specific academic field offerings within twenty miles of the student's home.

The chi square one-sample test was used to test the hypothesis. (See Procedures and Symbols Used.) The independent variables were: (1) public service and social science, (2) health studies, (3) environmental studies, (4) business studies, and (5) technical studies (engineering related). The dependent variables were: (1) intends
to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Data used to test the hypothesis were taken from answers given to question 18 on the questionnaire.

The hypothesis was tested four separate times. The populations used when testing the hypothesis, respectively, were: (1) the total sample population of the study, (2) the SMC sample population of the study, (3) the KCC sample population of the study, and (4) the KVCC sample population of the study.

19. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to the distance he lives from the nearest public college/university.

To test the hypothesis the chi square test for independent samples was used. (See Procedures and Symbols Used). The first variable \( (i) \) categories listed in rows on the contingency table were: (1) zero through 10 miles, (2) 11 through 20 miles, (3) 21 through 30 miles, (4) 31 through 40 miles, (5) 41 through 50 miles, and (6) over 50 miles. The second variable \( (j) \) categories listed in columns on the contingency table were: (1) full-time student, (2) part-time student, and (3) undecided. Data used to test the hypothesis were taken from answers given to questions 14 and 46 of the questionnaire.

20. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to the student's prime source of income.
The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable (i) categories listed in rows on the contingency table were: (1) loans of any kind, (2) employment of spouse, (3) financial help from parents, (4) personal savings and trust fund, (7) veterans benefits, and (8) college work-study programs. The second variable (j) categories listed in columns on the contingency table were: (1) full-time student, (2) part-time student, and (3) undecided.

Answers given to questions six and 46 of the questionnaire were the data used to test the hypothesis.

21. Whether or not a student, who does not plan to transfer, would be considerably influenced to transfer, will be related to whether or not suggested changes in access to the four-year institution are made a reality.

To test the hypothesis the chi square one-sample test was used. (See Procedures and Symbols Used). The independent variables were: (1) increase in junior-senior level courses in one's home community, (2) provision for short courses to up-grade job skills, (3) scheduling transportation to the campus, (4) establishing off-campus library centers, (5) assurance of full transfer credit for work completed, (6) introduction of a testing program for credit, and (7) granting college credit for work or travel experiences. The dependent variables were: (1) of slight influence and (2) of considerable influence.

The data used to test the hypothesis were taken from answers given to questions 54 through 60 on the questionnaire.
22. There is a relationship between the reasons why some plan to transfer to a four-year college on a part-time basis and whether or not those reasons are of considerable importance to most of those students.

The chi square one-sample test was used to test the hypothesis. (See Procedures and Symbols Used). The independent variables were: (1) need income from full-time work, (2) lack time to attend full-time, (3) lack financial resources to attend full-time, (4) dislike attending college full-time, (5) family responsibilities take considerable time, and (6) not interested in getting a bachelor's degree. The dependent variables were: (1) of slight importance and (2) of considerable importance.

Data used to test the hypothesis were taken from answers given to questions 48 through 53 on the questionnaire.

Decision to Transfer Hypotheses

23. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to who the most influential person is in helping the student to decide whether or not to transfer to a four-year institution.

To test the hypothesis the chi square test for independent samples was used. (See Procedures and Symbols Used). The first variable (1) categories listed in rows on the contingency table were: (1) spouse, (2) mother, (3) father, (4) employer, (5) minister, (6) friend, (7) community college counselor, (8) four-year college counselor, and (9)
in-laws. The second variable \((j)\) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Data were taken from answers given to questions 15 and 19 on the questionnaire.

24. There is a relationship between who influences a college student and whether or not they encourage a student to transfer after his work is completed at the community college.

The chi square one-sample test was used to test the hypothesis. (See Procedures and Symbols Used). The independent variables were: (1) spouse, (2) mother, (3) father, (4) employer, (5) minister, (6) most friends, (7) community college counselor, and (8) four-year college counselor. The dependent variables were: (1) discouraging and (2) encouraging.

Answers given to questions 20 through 27 on the questionnaire were the data used to test the hypothesis.

25. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the major reason why the student attends college.

The chi square test for independent samples was used to test the hypothesis. (See Procedures and Symbols Used). The first variable \((i)\) categories listed in rows on the contingency table were: (1) to prepare for a specific job, (2) to increase my general knowledge, (3) to obtain general preparation for employment, (4) to obtain G.I. Bill
benefits, (5) to become an informed citizen, and (6) other. The second variable \((j)\) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Data used to test the hypothesis were taken from answers given to questions 12 and 15 of the questionnaire.

26. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the point in time the student initially decided to attend college.

To test the hypothesis the chi square test for independent samples was used. (See Procedures and Symbols Used). The first variable \((i)\) categories listed in rows on the contingency table were: (1) junior high or before, (2) senior high (sophomore), (3) senior high (junior), (4) senior high (senior), and (5) after graduation. The second variable \((j)\) categories listed in rows on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

The data used to test the hypothesis were taken from answers given to questions 15 and 17 of the questionnaire.

27. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring will be related to the length of time between when the student left high school and the present time.

The chi square test for independent samples was used to test the
hypothesis. (See Procedures and Symbols Used). The first variable (i) categories listed in rows on the contingency table were: (1) less than one year, (2) one through three years, (3) four through six years, (4) seven through nine years, and (5) 10 or more years. The second variable (j) categories listed in columns on the contingency table were: (1) intends to transfer, (2) does not intend to transfer, and (3) is undecided about transferring.

Data used to test the hypothesis were taken from answers given to questions 11 and 15 of the questionnaire.

28. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to whether or not the student intends to take a break longer than one term after leaving the community college and before enrolling in a four-year institution.

To test the hypothesis the chi square test for independent samples was used. (See Procedures and Symbols Used). The first variable (i) categories listed in rows on the contingency table were: (1) intends to take a break, (2) does not intend to take a break, and (3) is undecided about taking a break. The second variable (j) categories listed in columns on the contingency table were: (1) part-time student, (2) full-time student, and (3) undecided.

Answers given to questions 44 and 46 on the questionnaire were the data used to test the hypothesis.

29. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will...
carry will be related to whether he intends to transfer to a public
four-year college, a private four-year college, or is undecided about
which type of institution he will transfer to.

The chi square test for independent samples was used to test the
hypothesis. (See Procedures and Symbols Used). The first variable
(i) categories listed in rows on the contingency table were: (1)
public college, (2) private college, and (3) undecided which type of
college. The second variable (j) categories listed in columns on the
contingency table were: (1) part-time student, (2) full-time student,
and (3) undecided.

Data used to test the hypothesis were taken from answers given
to questions 45 and 46 of the questionnaire.

Summary

Implementation of the investigation was completed in four phases:
(1) the preliminary feasibility was studied with representatives of
the three institutions involved in the study, (2) the parameters of
the study were defined, (3) a questionnaire was developed and mailed,
and (4) the analysis of the information was completed.

Representatives of the institutions cooperating in the study gave
their consents to continue with the study. Those students from KVCC,
KCC, and SMC who had completed 32 hours of college work and were at
that time enrolled in their community colleges were included in the
study. The number of students involved in the population was 1727.
A stratified random sample of the population was made, limiting the
final sample size to 275 students. One hundred twenty-four students

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were included in the sample from KVCC, 101 were from KCC, and 50 were from SMC.

Three basic units composed the 60 question instrument utilized in the study. Section I was designed to obtain general and personal information from all students. Section II was made up of two parts. Part A was designed to examine what form of continued college work the students intended to undertake. Part B was designed to gather data of why students were intending to become part-time students rather than full-time students. Section III was used to determine how specific changes in the transfer policies of schools would influence those not planning to transfer to eventually transfer.

The questionnaire was sent out in two basic mailings. In November, 1974, the first mailing was sent. Each packet sent out included a cover letter, the instrument, and a self-addressed, stamped return envelope. Later in December, telephone calls were made to nonrespondents from KVCC. January 10, 1975 was set as the cut-off date for receiving returned questionnaires.

Eighty-one per cent of those in the sample eventually returned completed questionnaires. KVCC students returned 79 per cent (98 out of 124) of their instruments, KCC students returned 85 per cent (86 out of 101), and SMC students returned 78 per cent (39 out of 50) of their questionnaires. Forty-two per cent of the sample were women. However, 43 per cent of the respondents were women and 57 per cent of the respondents were men. A slightly higher percentage of women than men returned their questionnaires.
Twenty-nine hypotheses were stated for the study. Below each hypothesis a statement was made indicating where the data for that particular hypothesis was taken from. A statement about how the data were analyzed was also included following each hypothesis.

The results of the data analysis corresponding to each hypothesis is detailed in chapter four of the dissertation.
CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of the study was to determine and analyze which characteristics of community college students and other selected criteria may have contributed to the students' intentions to persist or to withdraw from college prior to receiving baccalaureate degrees.

Analysis of the data was a part of the fourth phase of the study. The chi square test for independent samples, the chi square one-sample test, and the t-test for independent samples were the primary tests used for analyzing the hypotheses.

Analysis of the Data

1. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the student's current classification as a part-time or a full-time student.

The null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each current student classification. Those current student classifications were part-time student and full-time student.

Using the chi square test for independent samples to test the hypothesis at the .05 level of significance, the null hypothesis of
equal proportions could not be rejected (Table 4.1).

Table 4.1
Intentions of Students to Transfer by Current Enrollment Status

<table>
<thead>
<tr>
<th>Current Enrollment Status</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Part-time</td>
<td>48</td>
</tr>
<tr>
<td>Full-time</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

\[
\chi^2 = 2.462 \\
\text{df} = 2 \\
p > .05
\]

However, almost half of the respondents reported that they were part-time students. More full-time students than part-time students planned to transfer, but that finding was not significant at the .05 level.

2. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to whether or not the student participates in extra-curricular activities.

The null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same for those who did participate in extra-
curricular activities and for those who did not participate.

At the .05 level of significance, the null hypothesis of equal proportions was rejected (Table 4.2) using the chi square test for independent samples.

A larger proportion than the expected proportion of those who did participate in extra-curricular activities did plan to transfer. Conversely, of those who did not participate in extra-curricular

Table 4.2

Intentions of Students to Transfer by Participation in College Activities

<table>
<thead>
<tr>
<th>Level of Participation</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Participates</td>
<td>33</td>
</tr>
<tr>
<td>Does not participate</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

$\chi^2 = 12.436$

df = 2

p < .05

activities, about seven per cent less than was expected planned to transfer. Of those who did not participate in extra-curricular activities, a proportion larger than the expected proportion did not intend to transfer or were undecided about their future college plans.

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Of those who participated in extra-curricular activities, less than the expected proportion did not plan to transfer or were undecided about their future college plans.

As indicated by the figures in Table 4.2, 79 per cent of the respondents (176 out of 223) did not participate in extra-curricular activities while in college. Only 21 per cent of the respondents (47 out of 223) indicated that they had participated in extra-curricular activities while in college.

3. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to his current classification as a part-time student or a full-time student.

Tested was the null hypothesis that the proportions of those planning to transfer as full-time students, as part-time students, and as undecided about the number of hours they would carry were the same in each current student classification. Those current student classifications were part-time student and full-time student.

Using the chi square test for independent samples to test the hypothesis at the .05 level of significance, the null hypothesis of equal proportions was rejected (Table 4.3).

A proportion much larger than the expected proportion of the part-time enrolled students planned to transfer as part-time students. Likewise, a proportion much larger than the expected proportion of full-time enrolled students planned to transfer as full-time students. Proportionally, slightly more part-time enrolled students than full-time enrolled students were undecided about how many hours they would
Table 4.3
Future Enrollment Classification Intentions by Current Enrollment Classifications

<table>
<thead>
<tr>
<th>Current Enrollment Status</th>
<th>Future Enrollment Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td>Part-time</td>
<td>57</td>
</tr>
<tr>
<td>Full-time</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 30.170 \]
\[ df = 2 \]
\[ p < .01 \]

Thus, an analysis of the findings indicated that part-time students generally planned to transfer as part-time students and the full-time students generally planned to transfer as full-time students.

4. The degree of importance the student places on specific statements about college in his reaching a decision whether or not to transfer will have a relationship with whether or not the student intends to transfer.

The null hypothesis tested was that the difference between the means of population A, those planning to transfer, and population B, those not planning to transfer, with respect to each specific statement, was equal to zero. A t-test for independent samples was used to test the hypothesis at the .05 level of significance. There were

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eight tests of the hypothesis, one test for each statement listed under the hypothesis (Table 4.4).

Table 4.4
Mean Item Scores for Two Groups on the Importance of Selected Factors in Deciding Whether or Not to Attend College

<table>
<thead>
<tr>
<th>Factor</th>
<th>Intention to Transfer (A)(^a)</th>
<th>No Intention to Transfer (B)</th>
<th>(t)(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score</td>
<td>SD</td>
<td>Mean Score</td>
</tr>
<tr>
<td>A</td>
<td>1.88</td>
<td>.90</td>
<td>1.34</td>
</tr>
<tr>
<td>B</td>
<td>3.38</td>
<td>1.06</td>
<td>1.86</td>
</tr>
<tr>
<td>C</td>
<td>3.85</td>
<td>1.00</td>
<td>2.59</td>
</tr>
<tr>
<td>D</td>
<td>3.21</td>
<td>1.13</td>
<td>2.80</td>
</tr>
<tr>
<td>E</td>
<td>1.56</td>
<td>1.06</td>
<td>1.71</td>
</tr>
<tr>
<td>F</td>
<td>3.11</td>
<td>1.45</td>
<td>2.39</td>
</tr>
<tr>
<td>G</td>
<td>4.19</td>
<td>1.01</td>
<td>2.21</td>
</tr>
<tr>
<td>H</td>
<td>3.46</td>
<td>1.34</td>
<td>2.93</td>
</tr>
</tbody>
</table>

Note. All numbers were reported to the nearest hundredth.

\(^a\)The letters in parentheses indicate Group A (A) or Group B (B).

\(^b\)\(\overline{N} = 151\)

\(\overline{df} = 149\)

\(*p < .05\) level of significance, \(t\) 1.97.

\(**p < .01\) level of significance, \(t\) 2.59.

Students in the sample were directed to indicate the degree of importance of each of the factors listed in their reaching a decision...
whether or not to continue their educations at a four-year institution on a five point interval scale. Answers were given the weights of:
(1) no importance - 1, (2) of slight importance - 2, (3) important - 3,
(4) of considerable importance - 4, and (5) of prime importance - 5.

A. The social life at the university. A difference between the means of Groups A and B was found at the .05 level of significance (Table 4.4). Therefore, the null hypothesis of no difference between the means of the two groups was rejected.

Neither group rated the factor, social life, as high as "of slight importance." However, Group A rated the item slightly below "of slight importance." The mean response of Group B to the factor was closer to "no importance." Group A seemed to believe the factor as somewhat more important in influencing their decisions to attend college than did Group B.

B. The academic reputation of a particular college/university. Significant at the .05 level of significance (Table 4.4) was the difference between the mean scores of Group A and Group B. Therefore, the null hypothesis of no difference between the means of the two groups was rejected. Group A rated the factor, academic reputation, higher than "important," while Group B rated the factor below "of slight importance." Group A did view the factor as somewhat more important in influencing their decisions to attend college than did Group B.

C. Interest in specific programs at the college/university. Rejected at the .05 level of significance (Table 4.4) was the null hypothesis of no difference between the means of Group A and Group B.
Group A rated the factor significantly more important than did Group B. Group A rated the factor below "of considerable importance," while Group B rated the factor above "important."

D. Satisfaction with my community college program. The null hypothesis of no difference between the means of Group A and Group B could not be rejected at the .05 level of significance. Both groups rated the factor close to "important" with Group A rating the item above "important" and Group B rating the item below "important."

E. Dissatisfaction with my community college program. Not rejected at the .05 level of significance was the null hypothesis of no difference between the means of Group A and Group B. Both groups rated the item below "of slight importance." The conclusion was drawn that dissatisfaction with the community college program had little influence on the students' decisions of whether or not to transfer.

F. The availability of financial aids. A difference between the means of Group A and Group B was found at the .05 level of significance (Table 4.4). Therefore, the null hypothesis of no difference between the means of the two groups was rejected. Group A rated the factor above "important," while Group B rated the factor above "of slight importance." Those intending to transfer were influenced more by the availability of financial aids in making their decisions to transfer than were those who made decisions not to transfer to a four-year college.

G. The importance of getting a bachelor's degree. The null hypothesis of no difference between the means of Group A and Group B was rejected at the .05 level of significance (Table 4.4). The mean of
Group A was higher than "of considerable importance," while the mean of Group B was higher than "of slight importance." Group A was influenced more than was Group B by the importance of getting a bachelor's degree when deciding whether or not to transfer.

H. Financing college related expenses. Mean scores of Group A and Group B were not found to be similar. The null hypothesis of no difference between the means of the two groups was rejected at the .05 level of significance (Table 4.4). Group A rated the factor higher than "important," while Group B rated the factor below "important." Financing a college education was deemed more influential by those who intended to transfer than by those who did not intend to transfer.

Summary of hypothesis four. The null hypothesis of no difference between the means of Group A and Group B was rejected on factors A, B, C, F, G, and H, but was not rejected on factors D and E.

A ranking of the factors according to the mean scores of groups A and B indicated that both groups viewed the factors in different orders of importance with respect to the amounts of influence those factors had on their decisions of whether or not to transfer. Group A ranked the scores as follows in the order of greatest influence: G, C, H, B, D, F, A, and E. Group B ranked the scores as follows in the order of greatest influence: H, D, C, F, G, B, E, and A.

An analysis of the rankings using the Spearman Rank Correlation Coefficient indicated only a moderate positive correlation in the rankings of the two groups ($r_s = .52$ to the nearest hundredth). That correlation was not significant at the .05 level of significance.
5. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the number of dependents the student has.

Using the chi square test for independent samples, the null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each number of dependents category. Dependents categories were: (1) zero dependents, (2) one dependent, (3) two dependents, or (4) three or more dependents.

Originally, there were more dependent categories than listed above. However, those categories with more than three dependents were collapsed due to the small number of frequencies in each of those categories. In order to run a valid chi square test, it was necessary to collapse those categories into one category, of three or more dependents.

The null hypothesis of equal proportions could not be rejected at the .05 level of significance (Table 4.5). Therefore, one could not say that there was a relationship between the number of dependents one had and intentions of whether or not to transfer.

Of interest was the fact that almost half of the respondents had zero dependents (109 out of 221). Also, almost half of the respondents (108 out of 221) stated that they intended to transfer regardless of the number of dependents they had. Almost 21 per cent (46 out of 221) of the respondents did not plan to attend college. Thirty per cent

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Table 4.5
Intentions of Students to Transfer by Number of Dependents

<table>
<thead>
<tr>
<th>Number of Dependents</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Zero dependents</td>
<td>56</td>
</tr>
<tr>
<td>One dependent</td>
<td>20</td>
</tr>
<tr>
<td>Two dependents</td>
<td>15</td>
</tr>
<tr>
<td>Three or more dependents</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

χ² = 3.425
df = 6
p > .05

(67 out of 221) of the respondents were undecided about their future plans with respect to transferring.

6. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the residential status of the student.

Tested was the null hypothesis that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each residential status category. Residential status as a category included: (1) the homeowner, (2) the
renter, and (3) the student living with his parents.

Testing the hypothesis at the .05 level of significance by the chi square test for independent samples, the null hypothesis of equal proportions could not be rejected (Table 4.6).

Table 4.6
Intentions of Students to Transfer by Residential Status

<table>
<thead>
<tr>
<th>Residential Status</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Homeowner</td>
<td>34</td>
</tr>
<tr>
<td>Renter</td>
<td>37</td>
</tr>
<tr>
<td>Live with parents</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
</tr>
</tbody>
</table>

χ² = 6.474

df = 4

p > .05

Most of the students were homeowners. Fewer lived with their parents, and the smallest group were renters. Fewer homeowners than expected planned to transfer. More renters than expected and more who lived with their parents than expected planned to transfer. However, those proportions were not significant at the .05 level of significance.

7. Whether a student intends to transfer, does not intend to
transfer, or is undecided about transferring from a community college to a four-year institution will be related to the marital status of the student.

The null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each marital status category. The marital status category included: (1) single-not engaged, (2) single-engaged, (3) married, and (4) divorced/widowed.

The categories of divorced and widowed from the original hypothesis were collapsed together to form one category due to the small number of respondents included in the original two categories.

At the .05 level of significance (Table 4.7) the chi square test for independent samples was used to test the hypothesis. The null hypothesis of equal proportions was rejected.

More single-not engaged people planned to transfer than the expected proportion would indicate. In all other categories, fewer than the expected proportions planned to transfer. Proportions smaller than the expected proportions of single-not engaged and divorced/widowed persons did not plan to transfer. Single-engaged and married respondents planned not to transfer in proportions larger than the expected proportions.

More single-engaged and divorced/widowed also were undecided than was expected. Fewer married and single-not engaged students than expected were undecided about whether or not to transfer.

8. Whether a student intends to transfer, does not intend to
Table 4.7
Intentions of Students to Transfer
by Marital Status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Single-not engaged</td>
<td>54</td>
</tr>
<tr>
<td>Single-engaged</td>
<td>4</td>
</tr>
<tr>
<td>Married</td>
<td>46</td>
</tr>
<tr>
<td>Divorced/widowed</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 16.277 \]
\[ df = 6 \]
\[ p < .05 \]

transfer, or is undecided about transferring from a community college
to a four-year institution will be related to the sex of the student.

Tested was the null hypothesis that the proportions of students
planning to transfer, not planning to transfer, or undecided about
transferring were the same in each sex category: male or female.

Using the chi square test for independent samples the null
hypothesis of equal proportions was rejected at the .05 level of
significance (Table 4.8).

More men than the expected proportion planned to transfer while
less women than the expected proportion planned to transfer. Converse-
ly, more women than the expected proportion and fewer men than the expected proportion had decided not to transfer. Fewer men than the expected proportion and more women than the expected proportion were undecided about transferring.

Table 4.8

Intentions of Students to Transfer by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Male</td>
<td>72</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 9.579 \]

\[ df = 2 \]

\[ p < .01 \]

9. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the age of the student.

The null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each age category. Age categories were: (1) 20 years of age, (2) 21 through 22 years of age, (3) 23 through 25 years of age, (4) 26 through 30 years of age, and (5) over 30 years.
of age.

Using the chi square test for independent samples, the null hypothesis of equal proportions was rejected at the .05 level of significance. There was a relationship between age and the intentions of students to transfer (Table 4.9).

Table 4.9
Intentions of Students to Transfer by Age

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>20 years of age or less</td>
<td>34</td>
</tr>
<tr>
<td>21-22 years of age</td>
<td>17</td>
</tr>
<tr>
<td>23-25 years of age</td>
<td>19</td>
</tr>
<tr>
<td>26-30 years of age</td>
<td>28</td>
</tr>
<tr>
<td>Over 30 years of age</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 27.904 \]

\[ df = 8 \]

\[ p < .01 \]

Those students 20 years of age or younger, those 23 through 25 years of age, and those 26 through 30 years of age all planned to transfer in proportions greater than the expected proportions. Stu-
dents in the study who were 21 through 22 and those over 30 years of age planned to transfer in proportions smaller than the expected proportions. Those over 30 years of age had fewer than half as many who planned to transfer than the expected proportion. Those categories of over 30 years of age and 21 through 22 also contained more who were undecided than the expected proportions would indicate.

The same three groups which had more students who planned to transfer than expected also had fewer undecided students than the expected proportions would indicate. Those groups were those 20 years of age or younger, those 23 through 25 years of age, and those 26 through 30 years of age.

Age groupings above the age of 26 or older had proportions larger than the expected proportions who had decided not to transfer. The other groups had smaller proportions than the expected proportions who had not planned to transfer.

One could confidently state that there was a relationship between age and intentions to transfer. Generally, the younger students planned to transfer in greater proportions than did the older students. The oldest group had fewer than expected who had planned to transfer. However, those aged 26 through 30 years of age also had high expectations of transferring.

10. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the job status of the student.
Tested was the null hypothesis that the proportion of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each job status category. Those job status categories were: (1) unemployed, (2) work part-time, and (3) work full-time.

Table 4.10
Intentions of Students to Transfer by Job Status

<table>
<thead>
<tr>
<th>Job Status</th>
<th>Intentions to Transfer</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Undecided</td>
<td>Total</td>
</tr>
<tr>
<td>Unemployed</td>
<td>25</td>
<td>14</td>
<td>16</td>
<td>55</td>
</tr>
<tr>
<td>Work part-time</td>
<td>45</td>
<td>15</td>
<td>23</td>
<td>83</td>
</tr>
<tr>
<td>Work full-time</td>
<td>38</td>
<td>18</td>
<td>29</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>47</td>
<td>68</td>
<td>223</td>
</tr>
</tbody>
</table>

$\chi^2 = 2.386$

df = 4

$p > .05$

Using the chi square test for independent samples, the null hypothesis of equal proportions between the categories could not be rejected at the .05 level of significance.

No relationship was indicated between the employment status of a student and his intentions to transfer after community college.

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interest was the fact that 83 of the students (37 per cent) were employed part-time, 85 (38 per cent) were employed full-time, and 55 (25 per cent) were unemployed (Table 4.10).

11. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to his job status.

The null hypothesis tested was that the proportions of students planning to transfer as part-time students, full-time students, or undecided about how many they would carry were the same in each job status category. The job status categories were: (1) unemployed, (2) work part-time, and (3) work full-time.

To test the hypothesis the chi square test for independent samples was used. At the .05 level of significance, the null hypothesis of equal proportions was rejected (Table 4.11).

More unemployed people planned to transfer as full-time students than as part-time students. That group was the only one which had fewer who were undecided about how many hours to carry than the expected proportions would indicate.

The part-time employed group had many fewer than the expected proportion who planned to transfer as part-time students. A proportion much larger than the expected proportion of the part-time employed planned to transfer as full-time students. The full-time employed group had a much larger proportion than the expected proportion who planned to transfer as part-time students. Conversely, that same group had a smaller proportion than the expected proportion who planned to
Table 4.11

Future Enrollment Classification
Intentions by Job Status

<table>
<thead>
<tr>
<th>Current Job Status</th>
<th>Future Enrollment Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td>Unemployed</td>
<td>16</td>
</tr>
<tr>
<td>Work part-time</td>
<td>20</td>
</tr>
<tr>
<td>Work full-time</td>
<td>47</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
</tr>
</tbody>
</table>

χ² = 33.780

df = 4

p < .01

transfer as full-time students. The full employed student also was more likely to be undecided about how many hours he would carry than the expected proportion would suggest. Similar findings were made about the part-time employed student.

In review, the part-time employed person was more likely to plan to transfer as a full-time student while the full-time employed person was more likely to transfer as a part-time student. The unemployed person was more likely to transfer as a full-time student.

12. The degree of importance the student places on specific statements about his personal situation in his reaching a decision whether or not to transfer will have a relationship with whether or
not he intends to transfer.

Tested was the null hypothesis that the difference between the mean of population A, those planning to transfer, and the mean of population B, those not planning to transfer, was equal to zero. The t-test for independent samples (Glass and Stanley, 1970) was used to test the hypothesis at the .05 level of significance. The hypothesis was tested seven times, once for each factor listed under the hypothesis.

In the questionnaire the respondents were directed to indicate the degree of importance of each of the factors in influencing their decisions of whether or not to continue their educations at a four-year institution. Answers were given the weights of: (1) no importance - 1, (2) of slight importance - 2, (3) important - 3, (4) of considerable importance - 4, and (5) of prime importance - 5.

A. Family responsibilities. With respect to family responsibilities (Table 4.12) the null hypothesis of no difference between the means of the two groups could not be rejected at the .05 level of significance. Both groups indicated that family responsibilities was an "important" factor in influencing their decisions of whether or not to transfer to a four-year institution. However, neither group rated the item significantly different from the other at the .05 level.

B. My age. At the .05 level of significance the null hypothesis of no differences between the means of Group A and Group B could not be rejected (Table 4.12). Both groups rated the factor, age, as "of slight importance" in influencing their decisions of whether or not to
### Table 4.12
Mean Item Scores for Two Groups On The Importance of Selected Factors in Deciding Whether or Not to Attend College

<table>
<thead>
<tr>
<th>Factor</th>
<th>Intention to Transfer (A)(^a)</th>
<th>No Intention to Transfer (B)</th>
<th>(t)(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score</td>
<td>SD</td>
<td>Mean Score</td>
</tr>
<tr>
<td>A</td>
<td>3.02</td>
<td>1.60</td>
<td>2.98</td>
</tr>
<tr>
<td>B</td>
<td>2.03</td>
<td>1.26</td>
<td>1.80</td>
</tr>
<tr>
<td>C</td>
<td>2.41</td>
<td>1.55</td>
<td>1.71</td>
</tr>
<tr>
<td>D</td>
<td>2.28</td>
<td>1.49</td>
<td>2.39</td>
</tr>
<tr>
<td>E</td>
<td>1.13</td>
<td>.53</td>
<td>1.30</td>
</tr>
<tr>
<td>F</td>
<td>2.35</td>
<td>1.60</td>
<td>2.34</td>
</tr>
<tr>
<td>G</td>
<td>2.20</td>
<td>1.55</td>
<td>2.34</td>
</tr>
</tbody>
</table>

Note. All numbers were reported to the nearest hundredth.

\(^a\)The letters in parentheses indicate Group A (A) and Group B (B).

\(^b\)\(N = 151\)

\(df = 149\)

\(* * p < .01\)

Transfer.

C. Dissatisfaction with my job. The null hypothesis of no difference between the means of Group A and Group B was rejected at the .05 level of significance. The mean of Group A was midway between "of slight importance" and "important." The mean of Group B was somewhat below "of slight importance." Thus, both groups rated job
dissatisfaction as less than important in influencing their decisions of whether or not to transfer. Group A rated the factor significantly higher.

D. Satisfaction with my job. At the .05 level of significance, no difference between the means of the groups was found. Therefore, the null hypothesis of no differences could not be rejected. Both groups rated the item above "of slight importance." Satisfaction with their jobs did not seem to be a large motivating factor in the students' decisions of whether or not to transfer.

E. Physical handicap. The null hypothesis of no difference between the mean scores of Group A and Group B could not be rejected at the .05 level of significance with respect to the factor, physical handicap. Both groups rated the factor slightly above "of no importance." Thus, physical handicaps were not considered to be very influential in motivating students either to continue or not to continue going to college after their community college experiences were finished.

F. Possibility of advancement in my present job. At the .05 level of significance, no difference between the mean score of Group A and the mean score of Group B could be found. Therefore, the null hypothesis of no differences between the means of the two groups could not be rejected. Both groups rated the factor almost identically, slightly above "of no importance." Students did not feel that the possibility of advancement in their present jobs were influential factors in their decisions of whether or not to transfer to a four-year institution.
G. **Possibility of a raise in my present job.** The null hypothesis of no difference between the mean scores of Group A and Group B could not be rejected at the .05 level of significance. Both groups rated the factor above "of slight importance." The probability of getting a raise did not seem to be a large motivating factor for students when deciding whether or not to transfer to a four-year institution.

**Summary of hypothesis 12.** On only one factor, dissatisfaction with the job, could the null hypothesis of no difference between the mean scores of Group A and Group B be rejected. The null hypothesis could not be rejected on the other factors in the hypothesis.

A ranking of the factors according to the mean scores of groups A and B indicated that both groups viewed the factors in different orders of importance in influencing their decisions of whether or not to transfer. Group A ranked the scores as follows in the order of greatest importance: A, C, F, D, G, B, and E. Group B ranked the scores as follows in order of greatest importance: A, D, F and G tied, B, C, and E.

An analysis of the rankings using the Spearman Rank Correlation Coefficient indicated only a moderate positive correlation between the rankings of the two groups ($r_s = .58$ to the nearest hundredth). The correlation of the two groups was not significant at the .05 level. Therefore, it was assumed that the rankings were somewhat dissimilar to one another.

13. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to whether or not the stu-
dent thinks transportation to and from college is a serious problem.

The null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each category: whether or not the students thought transportation to and from college was a serious problem.

To test the hypothesis the chi square test for independent samples was used. There were four tests of the hypothesis. First it was tested using the total sample. Then it was tested using the samples from each of the colleges participating in the study.

As noted on Table 4.13, the null hypothesis of equal proportions between the categories could not be rejected at the .05 level of significance when tested using the total sample. Only 31 out of 223 students thought that transportation to and from college was a serious problem for themselves. The indication was that those who indicated that transportation to and from college was a serious problem had a higher proportion of students than the expected proportion who were undecided about transferring than did those who indicated that transportation was not a critical problem for themselves. The differences in proportions, however, were not deemed large enough to reject the null hypothesis at the .05 level of significance.

When testing the hypothesis using the SMC sample, the null hypothesis of equal proportions in the categories could not be rejected at the .05 level of significance. Care should be taken when interpreting the data in this contingency table because more than 20 per cent of the
### Table 4.13

**Intentions of Students to Transfer by Transportation Situation**

<table>
<thead>
<tr>
<th>Transportation Situation</th>
<th>Intentions to Transfer</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Undecided</td>
<td>Total</td>
</tr>
<tr>
<td><strong>Total Sample</strong></td>
<td>108</td>
<td>47</td>
<td>68</td>
<td>223</td>
</tr>
<tr>
<td>Critical</td>
<td>12</td>
<td>4</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Not critical</td>
<td>96</td>
<td>43</td>
<td>53</td>
<td>192</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>47</td>
<td>68</td>
<td>223</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 5.264 \]

\( df = 2 \)

\( p > .05 \)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMC Sample</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Not critical</td>
<td>11</td>
<td>10</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>11</td>
<td>13</td>
<td>39</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 4.070 \]

\( df = 2 \)

\( p > .05 \)
### Table 4.13 (Continued)

<table>
<thead>
<tr>
<th>Transportation Situation</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>KCC Sample</strong></td>
<td></td>
</tr>
<tr>
<td>Critical</td>
<td>3</td>
</tr>
<tr>
<td>Not critical</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
</tr>
<tr>
<td>$\chi^2 = 1.239$</td>
<td></td>
</tr>
<tr>
<td>df = 2</td>
<td></td>
</tr>
<tr>
<td>$p &gt; .05$</td>
<td></td>
</tr>
<tr>
<td><strong>KVCC Sample</strong></td>
<td></td>
</tr>
<tr>
<td>Critical</td>
<td>5</td>
</tr>
<tr>
<td>Not critical</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
<tr>
<td>$\chi^2 = 4.281$</td>
<td></td>
</tr>
<tr>
<td>df = 2</td>
<td></td>
</tr>
<tr>
<td>$p &gt; .05$</td>
<td></td>
</tr>
</tbody>
</table>

of the cells had expected frequencies of less than five (Siegel, 1956).

The null hypothesis of equal proportions between the categories could not be rejected at the .05 level of significance when using the
KCC sample. Only nine of the 86 students responded that transportation was a critical problem for them.

Care should be taken when interpreting the data in this contingency table due to the fact that more than 20 per cent of the cells contained frequencies of less than five (Siegel, 1956).

Similar results to those of the other two subsamples were indicated when the KVCC sample was used to test the hypothesis. At the .05 level of significance the null hypothesis of equal proportions between the categories could not be rejected. Only 11 of the 98 students responded that transportation was a critical problem for themselves. As was indicated in relating the findings of the two other subsamples, care should be taken when interpreting the data because more than 20 per cent of the cells in the contingency table had expected frequencies of less than five (Siegel, 1956).

All results of hypothesis 13 indicated that transportation problems or lack of transportation problems did not have a relationship with the intentions of students to transfer.

14. Whether or not a student intends to transfer from a community college to a four-year institution will be related to the distance he lives from the place where he can take the majority of his work for a bachelor's degree.

The null hypothesis tested was that there was no difference in the expected numbers of students who indicate that they will transfer or that they will not transfer with respect to each location of course offerings. The locations of course offerings were: (1) within your
community, (2) two through 10 miles of your home, and (3) 11 through 20 miles of your home.

There were four tests of the hypothesis, one test for each sample. Samples used were: (1) the total sample, (2) the SMC sample, (3) the KCC sample, and (4) the KVCC sample.

When testing the hypothesis for the total sample, the chi square one-sample test was used. The null hypothesis of no differences in the expected numbers of students who indicated that they would transfer and those who indicated that they would not transfer was rejected with each location of course offering at the .05 level of significance. In all cases more indicated that they intended to transfer than those who indicated that they did not intend to transfer.

There was a nineteen per cent drop in the percentage of students who indicated that they would transfer when the course offerings were located 11 through 20 miles of their homes rather than in their home communities.

With respect to the SMC sample the chi square one-sample test was used to test the hypothesis. The null hypothesis of no differences in the expected numbers of students who indicated that they would transfer and those who indicated that they would not transfer was rejected at the .05 level of significance for two of the categories. Those categories were: (1) your community and (2) two through 10 miles of your home. Only on the third category, 11 through 20 miles of your home, could the null hypothesis not be rejected (Table 4.14).

One could therefore conclude for the SMC sample that the distance
between zero miles and 10 miles did differentiate between the expected frequencies of those who would and would not transfer. In all cases, more indicated that they would transfer than indicated that they would not.

Seventy-four per cent of the students indicated that they would transfer if courses were offered in their home communities or within ten miles of their homes. However, when courses were offered from 11 to 20 miles of their homes, only 51 per cent of the sample indicated that they would transfer.

The chi square one-sample test was also used to test the hypothesis with the KCC sample. The null hypothesis of no differences in the expected numbers of students who indicated that they would transfer and those who indicated that they would not transfer was rejected at the .05 level for each of the three distance categories. Thus, in each category, more students indicated that they would transfer than indicated that they would not transfer (Table 4.14).

A 15 per cent drop in percentage points was observed between the numbers who indicated that they would transfer when the distance of course offerings was changed from within their communities to 11 through 20 miles of their homes.

When the KVCC sample was used to test the hypothesis, the chi square one-sample test was applied to the data. At the .05 level of significance, the null hypothesis of no differences in the expected numbers of students who indicated that they would transfer and those who indicated that they would not transfer was rejected for each of
### Intentions of Students to Transfer by the Distance of the Location of Offerings

<table>
<thead>
<tr>
<th>Locations of Offerings</th>
<th>Yes (frequencies)</th>
<th>No (frequencies)</th>
<th>$\chi^2$</th>
<th>df</th>
<th>P</th>
<th>% of Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Sample</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your community</td>
<td>180</td>
<td>40</td>
<td>89.09</td>
<td>1</td>
<td>.00**</td>
<td>82</td>
</tr>
<tr>
<td>2-10 miles</td>
<td>176</td>
<td>44</td>
<td>79.20</td>
<td>1</td>
<td>.00**</td>
<td>80</td>
</tr>
<tr>
<td>11-20 miles</td>
<td>139</td>
<td>81</td>
<td>15.29</td>
<td>1</td>
<td>.00**</td>
<td>63</td>
</tr>
<tr>
<td><strong>SMC Sample</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your community</td>
<td>29</td>
<td>10</td>
<td>9.26</td>
<td>1</td>
<td>.00**</td>
<td>74</td>
</tr>
<tr>
<td>2-10 miles</td>
<td>29</td>
<td>10</td>
<td>9.26</td>
<td>1</td>
<td>.00**</td>
<td>74</td>
</tr>
<tr>
<td>11-20 miles</td>
<td>20</td>
<td>19</td>
<td>0.26</td>
<td>1</td>
<td>.87</td>
<td>51</td>
</tr>
<tr>
<td><strong>KCC Sample</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your community</td>
<td>75</td>
<td>11</td>
<td>47.63</td>
<td>1</td>
<td>.00**</td>
<td>87</td>
</tr>
<tr>
<td>2-10 miles</td>
<td>72</td>
<td>14</td>
<td>39.12</td>
<td>1</td>
<td>.00**</td>
<td>83</td>
</tr>
<tr>
<td>11-20 miles</td>
<td>54</td>
<td>32</td>
<td>5.63</td>
<td>1</td>
<td>.02*</td>
<td>62</td>
</tr>
<tr>
<td><strong>KVCC Sample</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your community</td>
<td>76</td>
<td>19</td>
<td>34.20</td>
<td>1</td>
<td>.00**</td>
<td>80</td>
</tr>
<tr>
<td>2-10 miles</td>
<td>75</td>
<td>20</td>
<td>31.84</td>
<td>1</td>
<td>.00**</td>
<td>78</td>
</tr>
<tr>
<td>11-20 miles</td>
<td>65</td>
<td>30</td>
<td>12.90</td>
<td>1</td>
<td>.00**</td>
<td>68</td>
</tr>
</tbody>
</table>

*Note. Numbers using decimals were reported to the nearest hundredth.*

*$p<.05$*

**$p<.01$**

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the three distance categories. In each category, more students indicated that they would transfer than indicated that they would not transfer.

A drop in percentage points of 12 was shown between the numbers who indicated that they would transfer when the distance of course offerings was changed from within their communities to 11 through 20 miles from their homes.

Generally, more indicated that they would transfer than indicated that they would not transfer. Attrition of those numbers became greater as the distance of the offerings from their homes became greater.

15. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the distance he lives from the nearest public college/university.

Tested was the null hypothesis that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each distance category. Distance categories were: (1) zero through 10 miles, (2) 11 through 20 miles, (3) 21 through 30 miles, (4) 31 through 40 miles, (5) 41 through 50 miles, and (6) over 50 miles.

To test the hypothesis the chi square test for independent samples was used. The hypothesis was tested four separate times. The samples used when testing the hypothesis were: (1) the total sample, (2) the SMC sample, (3) the KCC sample, and (4) the KVCC sample.

Due to the fact that too many cells had expected frequencies below five in the contingency table, categories were collapsed together

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for further testing. The distance categories for the final contingency table were: (1) those who lived 20 miles or less from the nearest public four-year college and (2) those who lived more than 20 miles from the nearest public college.

When tested using the total sample the null hypothesis of equal proportions of students planning to transfer, not planning to transfer, and undecided about transferring in each of the distance categories could not be rejected at the .05 level of significance. Distance did not appear to be a factor when related to the intentions of students to transfer (Table 4.15).

Fifty-one per cent (112 of 120) of the respondents indicated that they lived within 20 miles of the nearest public four-year college or university.

When using the SMC sample the null hypothesis of equal proportions of intentions to transfer in each of the distance categories could not be rejected at the .05 level of significance. No relationship was found between distance and intention to transfer. Caution should be taken when interpreting the results of the SMC sample because more than 20 per cent of the cells had expected frequencies of less than five (Siegel, 1956).

Twenty-eight per cent of the SMC respondents indicated that they lived within 20 miles or less of the nearest public four-year college.

Different results were found when the KCC sample was used to test the hypothesis. At the .05 level of significance the null hypothesis of equal proportions of intentions to transfer in each of the distance
### Table 4.15

**Intentions of Students to Transfer by the Distance Lived from the Nearest Public Four-Year College**

<table>
<thead>
<tr>
<th>Distance Lived From Nearest Public College</th>
<th>Intentions to Transfer</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Undecided</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>20 miles or less</td>
<td>58</td>
<td>20</td>
<td>34</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Over 20 miles</td>
<td>49</td>
<td>26</td>
<td>33</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>107</strong></td>
<td><strong>46</strong></td>
<td><strong>67</strong></td>
<td><strong>220</strong></td>
<td></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.482 \]

\[ df = 2 \]

\[ p > .05 \]

<table>
<thead>
<tr>
<th>SMC Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 miles or less</td>
</tr>
<tr>
<td>Over 20 miles</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

\[ \chi^2 = 2.675 \]

\[ df = 2 \]

\[ p > .05 \]
Table 4.15 (Continued)

<table>
<thead>
<tr>
<th>Distance Lived From Nearest Public College</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>KCC Sample</td>
<td></td>
</tr>
<tr>
<td>20 miles or less</td>
<td>9</td>
</tr>
<tr>
<td>Over 20 miles</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
</tr>
<tr>
<td>( \chi^2 = 7.354 )</td>
<td></td>
</tr>
<tr>
<td>df = 2</td>
<td></td>
</tr>
<tr>
<td>( p &lt; .05 )</td>
<td></td>
</tr>
<tr>
<td>KVCC Sample</td>
<td></td>
</tr>
<tr>
<td>20 miles or less</td>
<td>47</td>
</tr>
<tr>
<td>Over 20 miles</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
<tr>
<td>( \chi = .668 )</td>
<td></td>
</tr>
<tr>
<td>df = 2</td>
<td></td>
</tr>
<tr>
<td>( p &gt; .05 )</td>
<td></td>
</tr>
</tbody>
</table>

categories was rejected. A relationship between distance lived from the nearest public four-year college and intentions to transfer was found. However, caution should be taken when interpreting the results

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because more than 20 per cent of the cells in the contingency table contained expected frequencies of five or less (Table 4.15).

More than the expected proportion of those who lived 20 miles or nearer to the nearest four-year college planned to transfer. Fewer than the expected proportion in that category also were undecided about their intentions of whether or not to transfer.

Of those living over 20 miles from the nearest public four-year college, fewer than the expected proportion planned to transfer. More than the expected proportion also were undecided about their intentions of whether or not to transfer.

Of interest to the analysis was the fact that only 12 per cent (10 out of 83) of the respondent from KCC lived 20 miles or less from the nearest public four-year college.

When using the KVCC sample, the null hypothesis of equal proportions of intentions to transfer in each of the distance categories could not be rejected at the .05 level of significance. No relationship between distance lived from the nearest public four-year college and intentions to transfer was detected (Table 4.15).

Caution should be taken when interpreting the data due to the fact that more than 20 per cent of the cells in the contingency table contained expected frequencies of five or less.

Contrary to the findings using the SMC and the KCC samples, 93 per cent (91 out of 98) of the KVCC respondents lived within 20 miles of the nearest public four-year institution.

Generally, there was little evidence to support the hypothesis

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that there was a relationship between the distance lived from the nearest public four-year institution and intentions of students to transfer.

16. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the student's prime source of income.

The null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each source of income category. The source of income categories were: (1) loans of any kind, (2) employment of spouse, (3) financial help from parents, (4) personal savings and trust fund, (5) college or private scholarship, (6) personal employment, (7) veterans benefits, and (8) college work-study programs. The chi square test for independent samples was used to test the hypothesis.

Too many of the cells in the contingency table had frequency expectations of five or less. Therefore, several categories were collapsed together so that a proper test could be completed. The final categories were: (1) loans of any kind, etc., (2) employment of spouse, (3) financial help from parents, and (4) personal employment.

Not rejected at the .05 level of confidence (Table 4.16) was the null hypothesis of equal proportions of transfer intentions and source of income categories.
No relationship was found between the source of income of the student and his intentions of whether or not to transfer. Of interest to the discussion is the fact that 54 per cent (120 out of 222) of the respondents indicated that their major source of income was personal employment. Eighteen per cent (40 out of 222) of the respondents indicated that their spouses were their major source of income. Nine per cent (20 out of 222) of the respondents reported that their major source of income was their parents. The other major sources of income totaled 19 per cent (42 out of 222) of the major sources of income.

Table 4.16
Intentions of Students to Transfer by Source of Income

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Loans and other sources</td>
<td>21</td>
</tr>
<tr>
<td>Spouse</td>
<td>19</td>
</tr>
<tr>
<td>Parents</td>
<td>10</td>
</tr>
<tr>
<td>Personal employment</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

\[ X = 7.359 \]
\( df = 6 \)
\( p > .05 \)

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17. Whether or not a student intends to transfer from a community college to a four-year institution will be related to the degree of importance he places on his grade-point-average when deciding whether or not to transfer.

Tested was the null hypothesis that the difference between the mean of Group A, those planning to transfer, and the mean of Group B, those not planning to transfer, was equal to zero. A t-test for independent samples was used to test the hypothesis at the .05 level of significance.

Respondents were directed to indicate the degree of importance of the factor in their deciding whether or not to transfer to a four-year institution. Answers were given the weights of: (1) no importance - 1, (2) of slight importance - 2, (3) important - 3, (4) of considerable importance - 4, and (5) of prime importance - 5.

At the .05 level of significance (Table 4.17) the null hypothesis of no difference between the mean scores of Group A and Group B was rejected. Those who intended to transfer rated the factor above "important" while those who did not intend to transfer rated the factor "of slight importance." Thus, the importance of the factor, grade-point-average, was related to whether or not the student intended to transfer. Those intending to transfer were influenced more by their grade-point-averages than were those who did not intend to transfer when deciding their future plans.

18. Whether or not a student would transfer from a community college to a four-year institution will be related to whether or not
Table 4.17

Mean Item Scores for Two Groups on the Importance of the Grade-Point-Average in Deciding Whether or Not to Attend College

<table>
<thead>
<tr>
<th>Factor</th>
<th>Intend to Transfer (A) (^a)</th>
<th>Do Not Intend to Transfer (B) (^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score</td>
<td>SD</td>
</tr>
<tr>
<td>GPA</td>
<td>3.16</td>
<td>1.25</td>
</tr>
</tbody>
</table>

Note. All numbers were reported to the nearest hundredth.

\(^a\)The letters in parentheses indicate Group A (A) or Group B (B).

\(^b\)\(N = 151\)

\(df = 149\)

\(**p < .01\)

The university offers specific academic field offerings within 20 miles of the student's home.

The null hypothesis tested was that there was no difference in the expected numbers of students who indicate that they will transfer or that they will not transfer with respect to each upper division academic field offered within 20 miles of their homes. Those upper division academic fields were: (1) public service, (2) health studies, (3) environmental studies, (4) business studies, and (5) technical studies (engineering related).

There were four tests of the hypothesis. The samples used when testing the hypothesis were: (1) the total sample, (2) the SMC sample, (3) the KCC sample, and (4) the KVCC sample.

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Each time the hypothesis was tested, the chi square one-sample test was used.

Using the total sample, the null hypothesis of no differences in the expected numbers of students who indicated that they would transfer and those who indicated that they would not transfer was rejected at the .05 level of significance (Table 4.18) in every case. More students stated that they would not transfer than did those who stated that they would transfer. However, fairly large percentages of students did indicate their preferences in relation to upper division academic field offerings within 20 miles of their homes.

Health studies had the highest percentage of yes answers with 43 per cent (95 out of 219) of the respondents indicating that they would transfer if courses were offered in that field within 20 miles of their homes. Thirty-eight per cent (84 out of 219) indicated that they would transfer if business courses were offered within 20 miles. Similarly, 37 per cent (138 out of 219) indicated they would transfer if public service courses were offered. The lowest percentage of responses in the total sample to academic field offerings was environmental studies with 29 per cent (64 out of 219) indicating that they would transfer.

One caution should be taken when interpreting the data on Table 4.18. Some students may have indicated that they would transfer regardless of any offerings made within twenty miles of their homes. Perhaps they would answer "yes" knowing that they were going to transfer anyway.
Table 4.18
Intentions to Transfer by Academic Field Offerings and College

<table>
<thead>
<tr>
<th>Academic Field Offerings</th>
<th>Yes (frequencies)</th>
<th>No (frequencies)</th>
<th>( \chi^2 )</th>
<th>df</th>
<th>p</th>
<th>% of Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td>81</td>
<td>138</td>
<td>14.84</td>
<td>1</td>
<td>.00**</td>
<td>37</td>
</tr>
<tr>
<td>Health studies</td>
<td>95</td>
<td>124</td>
<td>3.84</td>
<td>1</td>
<td>.05*</td>
<td>43</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>64</td>
<td>155</td>
<td>37.81</td>
<td>1</td>
<td>.00**</td>
<td>29</td>
</tr>
<tr>
<td>Business studies</td>
<td>84</td>
<td>135</td>
<td>11.88</td>
<td>1</td>
<td>.00**</td>
<td>38</td>
</tr>
<tr>
<td>Technical studies (eng. related)</td>
<td>67</td>
<td>152</td>
<td>32.99</td>
<td>1</td>
<td>.00**</td>
<td>31</td>
</tr>
<tr>
<td>SMC Sample</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td>13</td>
<td>26</td>
<td>4.33</td>
<td>1</td>
<td>.04*</td>
<td>33</td>
</tr>
<tr>
<td>Health studies</td>
<td>19</td>
<td>20</td>
<td>.26</td>
<td>1</td>
<td>.87</td>
<td>49</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>11</td>
<td>28</td>
<td>7.41</td>
<td>1</td>
<td>.01**</td>
<td>28</td>
</tr>
<tr>
<td>Business studies</td>
<td>11</td>
<td>28</td>
<td>7.41</td>
<td>1</td>
<td>.01**</td>
<td>28</td>
</tr>
<tr>
<td>Technical studies (eng. related)</td>
<td>7</td>
<td>32</td>
<td>16.26</td>
<td>1</td>
<td>.00**</td>
<td>18</td>
</tr>
</tbody>
</table>

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Table 4.18 (Continued)

<table>
<thead>
<tr>
<th>Academic Field</th>
<th>KCC Sample</th>
<th></th>
<th></th>
<th></th>
<th>p</th>
<th>% of Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>$\chi^2$</td>
<td>df</td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td>34</td>
<td>50</td>
<td>3.05</td>
<td>1</td>
<td>.08</td>
<td>41</td>
</tr>
<tr>
<td>Health studies</td>
<td>35</td>
<td>49</td>
<td>2.33</td>
<td>1</td>
<td>.13</td>
<td>42</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>26</td>
<td>58</td>
<td>12.19</td>
<td>1</td>
<td>.00**</td>
<td>31</td>
</tr>
<tr>
<td>Business studies</td>
<td>36</td>
<td>48</td>
<td>1.71</td>
<td>1</td>
<td>.19</td>
<td>43</td>
</tr>
<tr>
<td>Technical studies</td>
<td>30</td>
<td>54</td>
<td>6.86</td>
<td>1</td>
<td>.01**</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Field</th>
<th>KVCC Sample</th>
<th></th>
<th></th>
<th></th>
<th>p</th>
<th>% of Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>$\chi^2$</td>
<td>df</td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td>34</td>
<td>62</td>
<td>8.17</td>
<td>1</td>
<td>.00**</td>
<td>35</td>
</tr>
<tr>
<td>Health studies</td>
<td>41</td>
<td>55</td>
<td>2.04</td>
<td>1</td>
<td>.15</td>
<td>43</td>
</tr>
<tr>
<td>Environmental studies</td>
<td>27</td>
<td>69</td>
<td>18.38</td>
<td>1</td>
<td>.00**</td>
<td>28</td>
</tr>
<tr>
<td>Business studies</td>
<td>37</td>
<td>59</td>
<td>5.04</td>
<td>1</td>
<td>.02*</td>
<td>39</td>
</tr>
<tr>
<td>Technical studies</td>
<td>30</td>
<td>66</td>
<td>13.50</td>
<td>1</td>
<td>.00**</td>
<td>31</td>
</tr>
</tbody>
</table>

*p<.05

**p<.01

With respect to the SMC sample, the null hypothesis of no differences in the expected numbers of students who indicated that they would transfer and those who indicated that they would not transfer...
was rejected at the .05 level in four instances. The academic field of health studies was the only instance in which the null hypothesis could not be rejected. In the other academic fields, there was a definite preference on the part of the students (Table 4.18).

Forty-nine per cent (19 out of 39) of the students indicated that they would transfer if courses were offered within 20 miles of their homes in the field of health studies. Public service offerings had the next highest percentage of respondents, 33 per cent (13 out of 39). Environmental studies and business studies received the same response with 28 per cent (11 out of 39) of the students indicating that they would transfer if those courses were offered. The academic field receiving the lowest percentage of affirmative responses from SMC was technical studies with only 18 per cent (7 out of 39) responding positively.

Thus, with respect to the SMC sample, in four out of five instances the hypothesis of a relationship of academic offerings with transfer intentions was supported.

In dealing with the KCC sample, the null hypothesis of no differences in the expected numbers of students who indicated that they would transfer and those who indicated that they would not transfer was rejected at the .05 level in only two instances. In both cases, more stated that they would not transfer than that they would transfer.

However, in the other three cases, fairly large percentages of students indicated that they would transfer if such courses were offered within 20 miles of their homes. Business studies received a 43 per cent
(36 out of 84) positive response followed closely by health studies, 42 per cent, and public service, 41 per cent. In these three academic fields, the null hypothesis of no differences in the numbers of students who indicated that they would or would not transfer could not be rejected.

However, the null hypothesis of no differences was rejected with respect to the two remaining academic fields. Technical studies and environmental studies received a 36 per cent and a 31 per cent affirmative response respectively.

With respect to the KVCC sample, the null hypothesis of no differences in the expected numbers of students who indicated that they would transfer and those who indicated that they would not transfer depending upon the academic field offering was rejected at the .05 level of significance in four cases.

Of those cases, more indicated that they would not transfer than indicated that they would transfer. However, a fairly large proportion in each case indicated that they would transfer if such offerings were made available within 20 miles of their homes.

Receiving the lowest percentage of affirmative replies was the academic field, environmental studies, which received only 28 per cent (27 out of 96) positive responses. Technical studies, public service, and business studies all had affirmative responses which were higher than 30 per cent, with affirmative responses of 31, 35, and 39 per cent respectively. Only health studies had a response of over 40 per cent with 43 per cent of the respondents indicating that they would
transfer if offerings were made in that field.

In most cases, the null hypothesis of no differences between the numbers who responded that they would transfer and the numbers of students who responded that they would not transfer with respect to academic field offerings within 20 miles of their homes was rejected at the .05 level. In all cases in which the null hypothesis was rejected, more indicated that they would not transfer than indicated that they would transfer. In those cases where the null hypothesis could not be rejected, the numbers of affirmative and negative replies were somewhat similar. However, in many cases, over one-third of the respondents indicated that they would transfer under the conditions cited.

19. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to the distance he lives from the nearest public college/university.

Tested was the null hypothesis that the proportions of students planning to transfer as full-time students, as part-time students, and as undecided about the number of hours they would carry would be the same for each distance category. Distance categories were: (1) zero through 10 miles, (2) 11 through 20 miles, (3) 21 through 30 miles, (4) 31 through 40 miles, (5) 41 through 50 miles, and (6) over 50 miles.

Due to the fact that too many of the cells in the contingency table contained expected frequencies of five or less (Siegel, 1956),
the categories were collapsed. The new categories were those who lived within 20 miles of the nearest public college and those who lived over 20 miles from the nearest public college.

To test the hypothesis, the chi square test for independent samples was used. The null hypothesis of equal proportions was rejected at the .05 level of significance (Table 4.19). A proportion larger than the expected proportion of those who lived 20 miles or nearer from the nearest public four-year college planned to transfer as part-time students. Conversely, a larger proportion than the expected proportion of those who lived 20 miles or further from the nearest public four-year college planned to transfer as full-time students.

Table 4.19
Future Enrollment Classification Intentions by Distance Lived from Nearest Public Four-Year College

<table>
<thead>
<tr>
<th>Distance Lived from College</th>
<th>Future Enrollment Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td>20 miles or less</td>
<td>55</td>
</tr>
<tr>
<td>Over 20 miles</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
</tr>
</tbody>
</table>

$\chi^2 = 13.639$

df = 2

$p<.05$

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Similarly, more than the expected proportion of those who lived over 20 miles from the nearest public four-year college were undecided about their enrollment classification plans. Fewer than the expected proportion of those who lived closest to the colleges were undecided about their plans.

Of interest to the discussion was the fact that slightly more than half of the respondents (82 out of 163) planned to transfer as part-time students. Slightly less than 40 per cent (64 out of 163) planned to transfer as full-time students. More than half of the students (86 out of 163) lived within 20 miles of the nearest public four-year college.

20. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to the student's prime source of income.

The null hypothesis tested was that the proportion of students planning to transfer as full-time students, as part-time students, and as undecided about how many hours they would carry would be the same for each source of income category. The source of income categories were: (1) loans of any kind, (2) employment of spouse, (3) financial help from parents, (4) personal savings and trust fund, (5) college or private scholarship, (6) personal employment, (7) veterans benefits, and (8) college work-study programs. The chi square test for independent samples was used to test the hypothesis.

More than five per cent of the cells in the contingency table contained expected frequencies of five or less (Siegel, 1956), and therefore

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some of the categories had to be collapsed so that another test of the hypothesis could be run. The final source of income categories were: (1) loans of any kind, etc., (2) employment of spouse, (3) financial help from parents, and (4) personal employment.

Using the chi square test for independent samples the null hypothesis of equal proportions of anticipated transfer classifications and source of income categories was rejected at the .05 level of significance (Table 4.20).

More than the expected proportions of those whose major sources of income was help from parents or personal employment planned to transfer as part-time students. Fewer than the expected proportions of those whose major source of income was loans or other miscellaneous sources and those supported by their spouses planned to attend college on a part-time basis.

More than the expected proportions of those who listed loans and other miscellaneous sources as their major sources of income planned to transfer as full-time students. More than the expected proportions of those supported by their parents also planned to transfer as full-time students. Fewer than the expected proportions of those supported by their spouses or who were personally employed planned to transfer as full-time students. Only those who used personal employment as their major source of income had a proportion larger than the expected proportion of students who were undecided about how many hours they would carry.

Fifty-nine per cent (96 out of 164) of the respondents indicated
Table 4.20

Future Enrollment Classification Intentions
by Major Source of Income

<table>
<thead>
<tr>
<th>Major Source of Income</th>
<th>Future Enrollment Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td>Loans and other</td>
<td>11</td>
</tr>
<tr>
<td>collapsed categories</td>
<td></td>
</tr>
<tr>
<td>Spouse</td>
<td>17</td>
</tr>
<tr>
<td>Parents</td>
<td>13</td>
</tr>
<tr>
<td>Personal employment</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
</tr>
</tbody>
</table>

χ² = 18.183
df = 6
p < .01

that they received the major portions of their incomes through personal employment. Sixteen per cent (27 out of 164) of the respondents indicated that the major portions of their incomes were their spouses. The same percentage of students indicated that they received the major portions of their incomes from loans and other miscellaneous sources. Nine per cent (14 out of 164) indicated that their major source of income was their parents.

Some caution should be used when analyzing the data due to the fact that 25 per cent of the cells on the contingency table had cells which contained expected frequencies of five or less (Siegel, 1956).
21. Whether or not a student, who does not plan to transfer, would be considerably influenced to transfer, will be related to whether or not suggested changes in access to the four-year institution are made a reality.

Tested was the null hypothesis that there would be no difference in the frequencies of students who indicated that they would be considerably influenced and those who indicated that they would not be considerably influenced by selected changes in access to the four-year college.

At the .05 level of significance the chi square one-sample test was used to test the hypothesis with respect to each suggested change in access.

In the questionnaire the respondents were directed to indicate the amount of influence the suggested changes would have on them to seek more education at a four-year college. Only those not planning to transfer were asked to respond to this portion of the instrument.

Answers were given the following weights: (1) of no influence - 1, (2) of slight influence - 2, (3) of considerable influence - 3, and (4) of prime influence (critical) - 4. In order to run the chi square one-sample test, the answers were grouped together as: (1) of slight or no influence and (2) of considerable or prime influence.

A. An increase in the number of junior-senior level courses in your home community. At the .05 level of significance the null hypothesis of no difference in the frequencies of those who would be considerably influenced and those who would not be considerably influenced
Table 4.21
Changes in Transfer Policies and Influences on Students of Those Changes

<table>
<thead>
<tr>
<th>Policy Changes</th>
<th>Slight Influence</th>
<th>Considerable Influence</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
<th>% of + Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in Jr/Sr level courses in home community</td>
<td>37</td>
<td>22</td>
<td>3.81</td>
<td>1</td>
<td>.05*</td>
<td>37</td>
</tr>
<tr>
<td>Short courses to up-grade job skills</td>
<td>23</td>
<td>36</td>
<td>2.86</td>
<td>1</td>
<td>.09</td>
<td>61</td>
</tr>
<tr>
<td>Public transportation to campus</td>
<td>46</td>
<td>13</td>
<td>18.46</td>
<td>1</td>
<td>.00**</td>
<td>22</td>
</tr>
<tr>
<td>Establishment of off-campus library centers</td>
<td>41</td>
<td>18</td>
<td>8.97</td>
<td>1</td>
<td>.00**</td>
<td>31</td>
</tr>
<tr>
<td>Assurance of transferring all college work</td>
<td>11</td>
<td>48</td>
<td>23.20</td>
<td>1</td>
<td>.00**</td>
<td>81</td>
</tr>
<tr>
<td>Testing for credit</td>
<td>25</td>
<td>34</td>
<td>1.37</td>
<td>1</td>
<td>.24</td>
<td>58</td>
</tr>
<tr>
<td>Credit for work or travel</td>
<td>20</td>
<td>39</td>
<td>6.12</td>
<td>1</td>
<td>.01**</td>
<td>66</td>
</tr>
</tbody>
</table>

Note. All numbers were reported to the nearest hundredth.

* $p<.05$

** $p<.01$

by an increase in the number of junior-senior level courses in their home communities was rejected. Fewer than the expected frequencies of students would be influenced considerably than would be influenced slightly. However, 37 per cent of those responding indicated that they would be considerably influenced by such a change (Table 4.21).
B. **Provision for various short courses to up-grade your job skills.** The null hypothesis of no difference in the frequencies of those who would be considerably influenced and those who would not be considerably influenced by the provision of various short courses could not be rejected at the .05 level of significance (Table 4.21).

However, 61 per cent (36 out of 59) of the respondents indicated that they would be considerably influenced to seek more education at a four-year college if such a change were made.

C. **Scheduling public transportation to the four-year campus.** At the .05 level of significance the null hypothesis of no difference in the frequencies of those who would be considerably influenced and those who would not be considerably influenced by scheduling public transportation to the four-year campus was rejected (Table 4.21).

A larger proportion of students indicated that they would not be considerably influenced than indicated that they would be considerably influenced. Twenty-two per cent (18 out of 59) of the respondents indicated that they would be considerably influenced to seek more education if such a change were made.

D. **Establishment of off-campus library centers which would provide study materials, reducing the amount of travel time to and from the campus.** The null hypothesis of no difference in the frequencies of those who would be considerably influenced and those who would not be considerably influenced by the establishment of off-campus library centers was rejected at the .05 level of significance (Table 4.21).

Respondents with the largest number of frequencies indicated that they would not be considerably influenced to seek more education under
the new conditions while the respondents with the smaller number of frequencies indicated that they would be considerably influenced to transfer. Thirty-one per cent (18 out of 59) of the respondents indicated that they would be considerably influenced to transfer under the suggested change in policy.

E. Assurance that all work completed at the community college would receive full transfer credit. Rejected at the .05 level of significance (Table 4.21) was the null hypothesis of equal frequencies with respect to those who would be considerably influenced and those who would not be considerably influenced to seek more education at a four-year college if they could be assured of receiving full transfer credit.

More students indicated that they would be considerably influenced to seek more education at a four-year college than did those who would not be considerably influenced by the change. Eighty-one per cent (48 out of 59) of the respondents indicated that they would be considerably influenced by the suggested change.

F. Introduction and use of testing programs which would allow the student to receive college credit by passing tests without attending the usual class sequence. At the .05 level of significance, the null hypothesis of equal frequencies of those who would be considerably influenced and those who would not be considerably influenced with respect to testing for credit could not be rejected.

However, more respondents than expected frequencies would indicate stated that they would be considerably influenced. Fifty-eight
per cent (34 out of 59) indicated that they would be considerably influenced to seek more education at a four-year institution. That figure, however, was not significant at the .05 level of significance (Table 4.21).

G. Granting college credit for appropriate work or travel experiences which related to the students' major area of study or occupation. Rejected at the .05 level of significance (Table 4.21), the null hypothesis of equal frequencies with respect to those who would be considerably influenced and those who would not be considerably influenced to seek more education at a four-year institution if they could receive credit for travel or occupation could not be accepted.

The largest number of frequencies of respondents indicated that they would be considerably influenced to transfer if they could receive college credit for work or travel. Sixty-six per cent (39 out of 59) indicated that they would be considerably influenced by such changes.

**Summary of hypothesis 21.** With respect to suggested policy changes A, C, D, E, and G, the hypothesis was accepted. For policy changes B and F the null hypothesis could not be rejected.

A ranking of the suggested policy changes by the percentage of responses who indicated that the respective changes would influence them to seek more education follows:

<table>
<thead>
<tr>
<th>Policy Changes</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Assurance of transferring all college work.</td>
<td>81</td>
</tr>
<tr>
<td>b. Credit for work or travel.</td>
<td>66</td>
</tr>
<tr>
<td>c. Short courses to up-grade job skills.</td>
<td>61</td>
</tr>
<tr>
<td>Policy Changes</td>
<td>Per Cent</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>d. Testing for credit.</td>
<td>58</td>
</tr>
<tr>
<td>e. Increase in Jr/Sr level courses in home community.</td>
<td>37</td>
</tr>
<tr>
<td>f. Establishment of off-campus library centers.</td>
<td>31</td>
</tr>
<tr>
<td>g. Public transportation to campus.</td>
<td>22</td>
</tr>
</tbody>
</table>

22. **There is a relationship between the reasons why some plan to transfer to a four-year college on a part-time basis and whether or not those reasons are of considerable importance to most of those students.**

The null hypothesis tested was that there would be no difference in the frequencies of students who indicated that the factor listed was of slight importance or was of considerable importance to them in deciding to transfer as part-time students. Only those planning to transfer to a four-year institution as part-time students were directed to respond to this section of the questionnaire.

Answers were given the following weights: (1) of no importance - 1, (2) of slight importance - 2, (3) of considerable importance - 3, and (4) of prime importance (critical) - 4. In order to run the chi square one-sample test, the answers were grouped together as: (1) of slight or no importance and (2) of considerable or prime importance.

With respect to each factor listed in the questionnaire the chi square one-sample test was used to test the hypothesis.

A. **I need the income of full-time work.** At the .05 level of significance the null hypothesis of no difference in the frequencies of those who thought the factor, full-time work, was of considerable importance and those who thought the factor was of slight importance...
was rejected (Table 4.22).

Eighty-nine per cent (82 out of 92) responded that they thought the factor was of considerable importance when they considered transferring as part-time students.

Table 4.22
Amounts of Importance of Reasons for Attending College on a Part-Time Basis

<table>
<thead>
<tr>
<th>Reason for Attending</th>
<th>Of Slight Importance</th>
<th>Of Considerable Importance</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$p$</th>
<th>%Highly Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need full-time income</td>
<td>10</td>
<td>82</td>
<td>56.35</td>
<td>1</td>
<td>.00**</td>
<td>89</td>
</tr>
<tr>
<td>Lack time to attend full-time</td>
<td>17</td>
<td>75</td>
<td>35.57</td>
<td>1</td>
<td>.00**</td>
<td>82</td>
</tr>
<tr>
<td>Lack finances to attend full-time</td>
<td>35</td>
<td>57</td>
<td>5.62</td>
<td>1</td>
<td>.02*</td>
<td>62</td>
</tr>
<tr>
<td>Dislike full-time attendance</td>
<td>78</td>
<td>14</td>
<td>44.52</td>
<td>1</td>
<td>.00**</td>
<td>15</td>
</tr>
<tr>
<td>Family responsibilities take time</td>
<td>34</td>
<td>58</td>
<td>6.26</td>
<td>1</td>
<td>.01**</td>
<td>63</td>
</tr>
<tr>
<td>Not interested in a bachelor's degree</td>
<td>62</td>
<td>30</td>
<td>11.13</td>
<td>1</td>
<td>.00**</td>
<td>33</td>
</tr>
</tbody>
</table>

Note. All numbers were reported to the nearest hundredth.

*p < .05

**p < .01

B. I lack the time to attend college full-time. At the .05 level of significance (Table 4.22) the null hypothesis of no difference in

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the frequencies of those who indicated that the factor, lack of time, was of considerable importance and those who considered that the factor was of slight importance was rejected.

Eighty-two per cent (75 out of 92) indicated that lack of time was of considerable importance to them when deciding to transfer as part-time students.

C. I lack the financial resources to attend full-time. At the .05 level of significance the null hypothesis of equal frequencies of those who indicated that the factor, lack of financial resources, was of considerable importance or was only of slight importance when deciding to transfer as part-time students was rejected (Table 4.22).

Sixty-two per cent (57 out of 92) of the respondents indicated that the lack of finances was of considerable importance to them when deciding to transfer as part-time students.

D. I dislike attending college full-time. Rejected at the .05 level of significance (Table 4.22) was the null hypothesis of no difference in the frequencies of those who indicated that the factor, dislike of full-time attendance, was of considerable importance and those who considered that the factor was of slight importance when deciding to attend college on a part-time basis.

Only 15 per cent (14 out of 92) indicated that their dislike of attending college on a full-time basis was of considerable importance to them when deciding to attend college on a part-time basis.

E. Family responsibilities take considerable time. At the .05 level of significance the null hypothesis of no difference in the

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frequencies of those who thought the factor, family responsibilities, was of considerable importance and those who thought the factor was of slight importance when deciding to attend on a part-time basis was rejected (Table 4.22).

Sixty-three per cent (58 out of 92) indicated that the amount of time family responsibilities took them was of considerable importance when deciding to attend college on a part-time basis.

F. I am not interested in getting a bachelor's degree. The null hypothesis tested was that there is no difference in the frequencies of those who indicated that the factor, bachelor's degree, was of considerable importance and those who thought the factor was of slight importance when deciding to attend college on a part-time basis. At the .05 level of significance (Table 4.22) the null hypothesis was rejected.

Thirty-three per cent (30 out of 92) indicated that they thought the factor of not getting a bachelor's degree was important when they chose to attend college on a part-time basis. Sixty-seven per cent indicated that the factor of not getting a bachelor's degree was of slight importance to them.

Caution should be taken when interpreting factor F because of the negative in the statement. Some confusion may have taken place for respondents when answering due to the wording of the factor.

When ranked according to the percentage of those who thought the factor was of considerable importance, the rankings from highest percentage to least follow:
<table>
<thead>
<tr>
<th>Factor</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Need full-time income.</td>
<td>89</td>
</tr>
<tr>
<td>b. Lack time to attend full-time.</td>
<td>82</td>
</tr>
<tr>
<td>c. Family responsibilities take considerable time.</td>
<td>63</td>
</tr>
<tr>
<td>d. Lack of finances to attend full-time.</td>
<td>62</td>
</tr>
<tr>
<td>e. Not interested in getting a bachelor's degree.</td>
<td>33</td>
</tr>
<tr>
<td>f. Dislike of full-time attendance.</td>
<td>15</td>
</tr>
</tbody>
</table>

23. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to who the most influential person is in helping the student to decide whether or not to transfer to a four-year institution.

The null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each influential person category. Influential person categories were: (1) spouse, (2) mother, (3) father, (4) employer, (5) minister, (6) friend, (7) community college counselor, (8) four-year college counselor, and (9) in-laws.

Due to the fact that no respondents identified ministers or in-laws as most influential persons, they were dropped from the contingency table. Also, only a few responded that four-year college counselors were the most influential. That category was collapsed with community college counselor into one counselor category.

The chi square test for independent samples was used to test the
Table 4.23
Intentions of Students to Transfer by the Most Influential Person

<table>
<thead>
<tr>
<th>Most Influential Person</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Spouse</td>
<td>22</td>
</tr>
<tr>
<td>Mother</td>
<td>9</td>
</tr>
<tr>
<td>Father</td>
<td>19</td>
</tr>
<tr>
<td>Employer</td>
<td>8</td>
</tr>
<tr>
<td>Friend</td>
<td>36</td>
</tr>
<tr>
<td>College counselor</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
</tr>
</tbody>
</table>

χ = 8.968

χ df = 10

p>.05

hypothesis. The null hypothesis of equal proportions could not be re-
jected at the .05 level of significance (Table 4.23). There appeared
to be little difference in the proportions of the categories.

Ranks of the persons who were most influential in helping stu-
dents to decide whether or not to transfer were found to be as follows:

<table>
<thead>
<tr>
<th>Person</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Friend</td>
<td>32</td>
</tr>
<tr>
<td>b. Spouse</td>
<td>24</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Person</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Father</td>
<td>16</td>
</tr>
<tr>
<td>d. Mother</td>
<td>11</td>
</tr>
<tr>
<td>e. College counselor</td>
<td>9</td>
</tr>
<tr>
<td>f. Employer</td>
<td>8</td>
</tr>
<tr>
<td>g. Minister</td>
<td>0</td>
</tr>
<tr>
<td>h. In-law</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

24. There is a relationship between who influences a college student and whether or not they encourage a student to transfer after his work is completed at the community college.

The null hypothesis tested was that there was no difference in the expected number of those who discouraged students to transfer and those who encouraged students to transfer with respect to the following persons: (1) spouse, (2) mother, (3) father, (4) employer, (5) minister, (6) most friends, (7) community college counselor, and (8) four-year college counselor.

Respondents were directed to indicate whether a person was discouraging, neutral (or did not apply to them), and encouraging. Answers which indicated neutrality or that the item did not apply to the respondent were discarded. Only answers were used which indicated negative or positive influence.

With respect to each person previously indicated, the chi square one-sample test was used to test the hypothesis at the .05 level of significance.
Table 4.24

Scale of Encouragement by Particular Persons

<table>
<thead>
<tr>
<th>Persons</th>
<th>Discouraging (frequency)</th>
<th>Encouraging (frequency)</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
<th>% Encouraging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spouse</td>
<td>9</td>
<td>66</td>
<td>43.32</td>
<td>1</td>
<td>.00**</td>
<td>88</td>
</tr>
<tr>
<td>Mother</td>
<td>6</td>
<td>113</td>
<td>96.21</td>
<td>1</td>
<td>.00**</td>
<td>95</td>
</tr>
<tr>
<td>Father</td>
<td>3</td>
<td>104</td>
<td>95.34</td>
<td>1</td>
<td>.00**</td>
<td>97</td>
</tr>
<tr>
<td>Employer</td>
<td>9</td>
<td>66</td>
<td>43.32</td>
<td>1</td>
<td>.00**</td>
<td>88</td>
</tr>
<tr>
<td>Minister</td>
<td>1</td>
<td>16</td>
<td>13.24</td>
<td>1</td>
<td>.00**</td>
<td>94</td>
</tr>
<tr>
<td>Most Friends</td>
<td>11</td>
<td>116</td>
<td>86.81</td>
<td>1</td>
<td>.00**</td>
<td>91</td>
</tr>
<tr>
<td>Community college counselor</td>
<td>3</td>
<td>72</td>
<td>63.48</td>
<td>1</td>
<td>.00**</td>
<td>96</td>
</tr>
<tr>
<td>Four-year college counselor</td>
<td>2</td>
<td>25</td>
<td>19.59</td>
<td>1</td>
<td>.00**</td>
<td>93</td>
</tr>
</tbody>
</table>

Note. Numbers using decimals were reported to the nearest hundredth.

**p<.01

A. Spouse. Seventy-five persons indicated that their spouses did encourage or discourage them to transfer after completion of their community college work. The null hypothesis of no difference between the numbers of those who were discouraging and the numbers of those who were encouraging was rejected at the .05 level of significance. (Table 4.24).

Eighty-eight per cent of the respondents indicated that their
spouses were encouraging.

B. **Mother.** One hundred and nineteen respondents indicated that their mothers were either encouraging or discouraging. The null hypothesis of no differences between the numbers of those who were encouraging and those who were discouraging was rejected at the .05 level of significance. Ninety-five per cent of the mothers who were not neutral in their responses encouraged their children to continue with college.

Mothers were second only to most friends in the numbers of those who were not neutral, but who were either encouraging or discouraging.

C. **Father.** The null hypothesis of no difference between the numbers of those who were encouraging and the numbers of those who were discouraging was rejected at the .05 level of significance. Ninety-seven per cent of the fathers who were not neutral in regards to their children transferring encouraged their children to transfer (Table 4.24).

Fathers ranked third in the number of responses of those who were not neutral in regards to encouraging or discouraging students to transfer.

D. **Employer.** Seventy-five responded that their employers were not neutral in their responses. The null hypothesis of no difference between the numbers of those who were encouraging and those who were discouraging was rejected at the .05 level of significance. Eighty-eight per cent of the employers who were directional in their encouragement were encouraging. That percentage, along with that of
the spouse, was the lowest percentage of any of those listed (Table 4.24).

F. **Minister.** Only 12 persons reported that their minister was not neutral or was applicable to their situations. The null hypothesis of no differences between the number of those who were encouraging and those who were discouraging was rejected at the .05 level of significance. Ninety-one per cent of those who were reported were encouraging to the students to transfer (Table 4.24).

F. **Most friends.** The category with the most frequencies listed was most friends. One hundred and twenty-seven students indicated that most of their friends were not neutral in their responses. Of that number, 116 were encouraging as opposed to 11 who were discouraging. Ninety-one per cent of the friends encouraged their friends to transfer upon completion of their work at the community college.

The null hypothesis of no difference between the number of those who were encouraging and those who were discouraging was rejected at the .05 level of significance (Table 4.24).

C. **Community college counselor.** Seventy-five students responded that their community college counselor was not neutral or did apply to their situations. Of that number 72 (96 per cent) encouraged those students to transfer. The null hypothesis of no differences between the number of those who were encouraging and those who were discouraging was rejected at the .05 level of significance (Table 4.24).

H. **Four-year college counselor.** Only 27 indicated that the four-
year college counselor was not neutral in his response or did apply to their situations. Ninety-three per cent of those who were directional in their influence encouraged the students to transfer. The null hypothesis of no difference between the numbers of those who were encouraging and those who were discouraging was rejected at the .05 level of significance.

Summary of hypothesis 24. An analysis of the data indicated that most friends, mothers, and fathers were those who were most directional in their counseling students whether or not to transfer. By and large, most persons who were not neutral encouraged students to transfer after community college. Only in a few instances did people try to discourage students from transferring to a four-year college.

25. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college to a four-year institution will be related to the major reason why the student attends college.

Tested was the null hypothesis that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each reason for attending college category. Those categories were: (1) to prepare for a specific job, (2) to increase my general knowledge, (3) to obtain general preparation for employment, (4) to obtain G.I. Bill benefits, (5) to become an informed citizen, and (6) other. Due to the fact that some of the categories contained too few frequencies to run a chi square test, some of the categories were collapsed. The other category was collapsed with:
(1) to obtain G.I. Bill benefits and (2) to become an informed citizen. Other categories remained intact.

The chi square test for independent samples was used to test the null hypothesis of equal proportions. At the .05 level of significance, the null hypothesis could not be rejected (Table 4.25). Therefore, the reason given for attending college did not differentiate between those who intended to transfer and those who did not.

Of interest was the fact that 57 per cent of the respondents (128 out of 223) indicated that their major reason for attending college was to prepare for a specific job. The next highest reason given for attending college was to obtain general preparation for employment. Eighteen per cent (41 out of 223) of the respondents indicated that general preparation was the major reason for their attending college. Sixteen per cent of the respondents (36 out of 223) indicated that to increase their general knowledge was the main reason for their attending college. Only nine per cent (18 out of 223) indicated that they had other reasons for attending college.

Although the hypothesis could not be accepted, it was of interest to note that over half of the respondents had specific jobs in mind as major reasons for their attending college. By that fact and by the fact that many attended college for general preparation for employment, it could be assumed that most students by far attended college for preparation for some type of employment.

26. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring from a community college
Table 4.25
Intentions of Students to Transfer
by Reasons for Attending

<table>
<thead>
<tr>
<th>Reasons for Attending</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>To prepare for a specific job</td>
<td>62</td>
</tr>
<tr>
<td>To increase my general knowledge</td>
<td>14</td>
</tr>
<tr>
<td>To obtain general preparation for employment</td>
<td>26</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 9.43313 \]

\[ df = 6 \]

\[ p > .05 \]

to a four-year college will be related to the point in time the student initially decided to attend college.

The null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same in each category of when a student decided to attend college. Those categories were: (1) junior high or before, (2) high school - sophomore, (3) high school - junior, (4) high school -
senior, and (5) after high school.

Testing the hypothesis by the chi square test for independent samples, the null hypothesis was rejected at the .05 level of significance (Table 4.26).

Of those who decided to attend college while they were in junior high school or before, more than the expected proportion planned to transfer to a four-year college. In all other categories, fewer than the expected proportions planned to transfer to a four-year college. The indication was that those who had intended to go to college very early in their lives were those who were most intent on continuing to a four-year college after their community college experience.

With respect to those not planning to transfer, fewer than the expected proportions of both those who decided to attend college while in junior high or after high school did not plan to transfer. Only the category of those who decided to attend college while in high school contained more students than the expected proportion who had decided not to transfer to a four-year institution.

Three groups had smaller than the expected proportions of students who were undecided about their college plans. Those groups were: (1) the junior high group, (2) the junior group, and (3) the senior group. The other two groups had more than the expected proportions of those who were undecided about their college plans.

Forty-one per cent (91 out of 222) of the respondents reported that they had decided to attend college only after high school. Twenty-five per cent (56 out of 222) decided to attend college while in junior
Table 4.26
Intentions of Students to Transfer
by the Point in Time When They
Decided to Attend College

<table>
<thead>
<tr>
<th>Point in Time Of Decision</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Junior high or before</td>
<td>39</td>
</tr>
<tr>
<td>High school (sophomore)</td>
<td>4</td>
</tr>
<tr>
<td>High school (junior)</td>
<td>10</td>
</tr>
<tr>
<td>High school (senior)</td>
<td>15</td>
</tr>
<tr>
<td>After high school</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

\[ x^2 = 18.75 \]
\[ df = 8 \]
\[ p < .05 \]

high or before. The remaining 34 per cent (75 out of 222) of the respondents decided to attend college while in high school.

An analysis of the findings indicated that those who decided to attend college in junior high or before were more likely than others to plan to transfer than were those who decided to attend college at a later date. Only those student groups who had decided to attend college while in high school contained more students than the expected proportions who had decided not to transfer to a four-year college.
27. Whether a student intends to transfer, does not intend to transfer, or is undecided about transferring will be related to the length of time between when the student left high school and the present time.

The null hypothesis tested was that the proportions of students planning to transfer, not planning to transfer, or undecided about transferring were the same regardless of the length of time the student had been out of high school. Lengths of time categories listed follows: (1) less than one year, (2) one to three years, (3) four to six years, (4) seven to nine years, and (5) ten or more years. However, due to the small frequencies in some of the contingency cells, categories one and two were collapsed together to form one category of three years or less (Siegel, 1956).

Using the chi square test for independent samples, the null hypothesis of equal proportions was rejected at the .05 level of significance (Table 4.27).

An analysis of the findings indicated that two groups contained larger than expected proportions of those who intended to transfer. They were those who left high school within three years of the date of the study and those who had left high school between seven and nine years previously. Other length of time categories contained smaller than the expected proportions of those who intended to transfer.

Only those groups who had left high school seven or more years previously contained more students than the expected proportions who planned not to transfer. Likewise, those groups who had left high school
less than seven years previously contained fewer students than the expected proportions who did not plan to transfer.

Table 4.27
Intentions of Students to Transfer by the Length of Time Since They Left High School

<table>
<thead>
<tr>
<th>Length of Time Since High School</th>
<th>Intentions to Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Three years or less</td>
<td>45</td>
</tr>
<tr>
<td>Four through six years</td>
<td>21</td>
</tr>
<tr>
<td>Seven through nine years</td>
<td>19</td>
</tr>
<tr>
<td>Ten or more years</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
</tr>
</tbody>
</table>

χ² = 14.982

df = 6

p < .05

Those groups of students who had left high school within three years previously and who left high school between seven and nine years previously had proportions smaller than the expected proportions who were undecided about their plans. The other two groups of students had proportions larger than the expected proportions who were undecided about their plans.

Those who left high school less than three years previously and those who left within seven through nine years previously intended to
transfer in larger proportions than did students contained in the other
two categories. Students who had been out of high school the longest
were also most likely to decide not to transfer. They were also most
likely to be undecided about their college transfer plans.

28. Whether a student intends to transfer as a full-time student,
as a part-time student, or is undecided about how many hours he will
carry will be related to whether or not the student intends to take
a break longer than one term after leaving the community college and
before enrolling in a four-year institution.

Tested was the null hypothesis that the proportions of students
planning to transfer as full-time students, as part-time students,
and as undecided about the number of hours they would carry were the
same in each length of break category. Options given for answers to
the question of do you intend to take a break longer than one term
before enrolling in a four-year college/university were: (1) yes,
(2) no, and (3) undecided.

Using the chi square test for independent samples to test the
null hypothesis at the .05 level of significance, the null hypothesis
was rejected (Table 4.28).

An analysis of the data indicated that those who were intending
to take a break longer than one term before enrolling in a four-year
college planned in a proportion greater than the expected proportion
to intend to become part-time students when transferred. Fewer of
those students also planned to transfer as full-time students than
the expected proportion would indicate.
More than the expected proportion of those who did not intend to take a break of longer than one term planned to transfer as full-time students. Fewer than the expected proportion planned to transfer as part-time students.

Of those who were undecided about whether or not they would take a break of longer than one term, a proportion larger than the expected proportion planned to transfer as part-time students. A smaller proportion than the expected proportion of this group also planned to transfer as full-time students. More of the students in this category were undecided about whether they would transfer as full-time or as part-time students.

In summary, those who planned to take breaks longer than one

<table>
<thead>
<tr>
<th>Intention to Take Break Longer Than One Term</th>
<th>Future Enrollment Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td>Yes</td>
<td>23</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
</tr>
<tr>
<td>Undecided</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 16.119 \]

\[ df = 4 \]

\[ p < .05 \]
term also planned to transfer as part-time students in a proportion larger than the expected proportion. Those planning to take breaks of one term or less also planned to transfer as full-time students in a proportion larger than the expected proportion.

29. Whether a student intends to transfer as a full-time student, as a part-time student, or is undecided about how many hours he will carry will be related to whether he intends to transfer to a public four-year college, a private four-year college, or is undecided about which type of institution he will transfer to.

The null hypothesis tested was that the proportions of students planning to transfer as full-time students, as part-time students, or as undecided about how many hours they will carry would be the same in each type of college category. College categories were: (1) public four-year college, (2) private four-year college, and (3) undecided about which type of college to transfer to.

To test the hypothesis the chi square test for independent samples was used. At the .05 level of significance the null hypothesis of equal proportions with respect to each type of college category was rejected. However, due to the fact that more than 20 per cent of the cells in the contingency table had expected frequencies of less than five, extreme caution should be taken when interpreting the results (Table 4.29).

A proportion of students smaller than the expected proportion of those who planned to transfer as part-time students planned to transfer to a private institution. A larger proportion than the
Table 4.29
Future Enrollment Classification Intentions
by Type of College Planned

<table>
<thead>
<tr>
<th>Type of College Planned</th>
<th>Future Enrollment Classifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td>Public</td>
<td>70</td>
</tr>
<tr>
<td>Private</td>
<td>1</td>
</tr>
<tr>
<td>Undecided</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 16.229 \]
\[ df = 4 \]
\[ p < .05 \]

expected proportion of those who planned to transfer as full-time students planned to transfer to a private institution.

Those who planned to transfer as full-time students planned to transfer to public institutions in a proportion greater than the expected proportion. Those who planned to transfer as part-time students planned to transfer to public institutions in almost the same proportion as the expected proportion.

Those who were undecided about how many hours they would carry were also undecided in a proportion larger than the expected proportion when indicating whether they would transfer to a public or a private institution.

Of interest was the fact that only 7 out of 164 planned to

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transfer to a private four-year college. One hundred thirty-nine planned to transfer to a public four-year college, and 18 were undecided about which type of an institution they were planning to transfer to.

Summary

Analysis of data was a part of the fourth phase of the investigation. Twenty-nine hypotheses were tested at the .05 level of significance. Three types of tests were used to determine which of the hypotheses could be accepted and which of the hypotheses could not be accepted. Those tests were: (1) the chi square test for independent samples, (2) the chi square one-sample test, and (3) the \( t \)-test for independent samples. A summary of the findings is contained in the following portion of the chapter.

Whether a student intended to transfer, did not intend to transfer, or was undecided about transferring from a community college to a four-year institution was found to be related to the following variables at the .05 level of significance using the chi square test for independent samples:

a. Whether or not the student participated in extra-curricular activities.

b. The marital status of the student.

c. The sex of the student.

d. The age of the student.

e. The distance the student lived from the nearest public four-year college (KCC sample only).
f. The point in time the student initially decided to attend college.

g. The length of time between when the student left high school and the time the questionnaire was filled out.

In contrast to the above findings, the hypothesis could not be accepted with respect to the following variables:

a. The student's current classification as a part-time or a full-time student.

b. The residential status of the student.

c. The job status of the student.

d. The distance the student lived from the nearest public four-year college (excluding the KCC sample).

e. The number of dependents of the student.

f. The student's prime source of income.

g. Who the most influential person was in helping the student to decide whether or not to transfer to a four-year institution.

h. The major reason why the student attended college.

i. Whether or not the student thought transportation to and from college was a serious problem.

Whether a student intended to transfer as a full-time student, as a part-time student, or was undecided about how many hours he would carry was found to be related to the following variables at the .05 level of significance using the chi square test for independent samples:

a. The student's current classification as a part-time or a full-time student.
b. The student's current job status as unemployed, part-time employed, or full-time employed.

c. The distance the student lived from the nearest public college/university.

d. The student's prime source of income.

e. Whether or not the student intended to take a break longer than one term after leaving the community college and before enrolling in a four-year institution.

f. Whether the student intended to transfer to a public four-year college, a private four-year college, or was undecided about which type of institution to which he would transfer.

None of the hypotheses dealing with the intentions of students to transfer as full-time students, as part-time students, or as undecided about how many hours they would carry were found to be unacceptable at the .05 level of significance.

The degree of importance the student placed on specific statements about college in his reaching a decision whether or not to transfer did have a relationship with whether or not the student would intend to transfer with respect to the following factors at the .05 level of significance:

a. The social life at the university.

b. The academic reputation of a particular college/university.

c. Interest in specific programs at the college/university.

d. The availability of financial aids.

e. The importance of getting a bachelor's degree.

f. Financing college related expenses.
Utilizing the t-test for independent samples, the hypothesis noted above could not be accepted at the .05 level of significance with respect to the following statements:

a. Satisfaction with my community college program.

b. Dissatisfaction with my community college program.

Using the t-test for independent samples, the degree of importance the student placed on specific statements about his personal situation in reaching a decision whether or not to transfer did have a relationship with whether or not the student intended to transfer with respect to the factor: dissatisfaction with my job.

However, the hypothesis could not be accepted at the .05 level of significance for the following factors:

a. Family responsibilities.

b. My age.

c. Satisfaction with my job.

d. Physical handicap.

e. Possibility of advancement in my present job.

f. Possibility of a raise in my present job.

Using the t-test for independent samples, a relationship was found between whether or not a student intended to transfer from a community college to a four-year college and the degree of importance he placed on his grade-point-average when deciding whether or not to transfer.

Whether or not a student intended to transfer from a community college to a four-year institution was found to be related to the distance he lived from the place where he could take the majority of

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his work for a bachelor's degree for the following distances:

a. Within your community.
b. Two through 10 miles.
c. Eleven through 20 miles.

In only one instance could the hypothesis not be accepted. That instance was with the SMC sample on the 11 through 20 miles of your home category. In all other cases, a determination could be made between whether or not a student would plan to transfer in relation to distance. In every instance, more planned to transfer than did not plan to transfer. The hypotheses were tested using the chi square one-sample test at the .05 level of significance.

The following hypothesis was found to be supported in many instances using the chi square one-sample test at the .05 level of significance. Whether or not a student would intend to transfer from a community college to a four-year institution was found to be related to whether or not the university offers specific academic field offerings within 20 miles of the students homes in the following instances:

a. Total sample. A distinction could be made between whether or not the students would plan to transfer with respect to every academic field offering. In each case fewer planned to transfer than planned not to transfer.

b. SMC sample. A differentiation in each case, except health studies, was made between whether or not the academic field offering was made and whether or not the student would plan to transfer. In all cases, more students indicated that they would not plan to trans-
fer than indicated that they would plan to transfer.

c. KCC sample. Only the academic offerings of environmental studies and technical studies were found to differentiate between whether or not a student would plan to transfer. In the other academic fields, no differentiation of intent could be found. In every case, more indicated that they would not transfer than indicated that they would transfer.

d. KVCC sample. Only the academic field of health studies did not differentiate between whether or not a student would plan to transfer. In all cases more individuals reported that they would not plan to transfer than indicated that they would plan to transfer.

Other significant findings were made using the chi square one-sample test at the .05 level of significance. Whether or not a student, who did not plan to transfer, would be considerably influenced to transfer was found to be related to whether or not the following suggested changes in access to the four-year institution were made a reality:

a. Increase in Jr/Sr level courses in my home community.

b. Public transportation to campus.

c. Establishment of off-campus library centers.

d. Assurance of transferring all college credit.

e. Credit for work or travel.

In those factors listed, excluding factors B and C, more students indicated that they would be considerably influenced by such changes than indicated that they would not be considerably influenced.
The hypothesis was not found to be supported with respect to the following changes in access to the four-year university:

a. Short courses to up-grade job skills.
b. Testing for credit.

In factor a more students indicated that they would be influenced considerably than indicated that they would not be influenced considerably.

The chi square one-sample test was used to test the following hypothesis at the .05 level of significance. There was found to be a relationship between the following reasons why some students plan to transfer to a four-year college on a part-time basis and whether or not those reasons were of considerable importance to most of the students who planned to transfer as part-time students:

a. Need full-time income.
b. Lack time to attend full-time.
c. Lack finances to attend college full-time.
d. Dislike full-time college attendance.
e. Family responsibilities take considerable time.
f. Not interested in getting a bachelor's degree.

All factors except d and f contained a larger proportion of students who indicated that the factors were of considerable importance than indicated that they were not of considerable importance.

There was also found to be a relationship between who influences college students and whether or not they encourage students to transfer after their work is completed at the community college. In all
cases, a distinction was made between whether those persons encouraged or discouraged the students. The largest proportion in each case encouraged the students to transfer.

The analysis of the findings were used as the basis for making conclusions, implications, and recommendations which were included in Chapter V of the dissertation.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The major purpose of this research project was to determine the characteristics of community college students which may have contributed to those students' intentions to transfer or to withdraw from college upon completion of their community college programs. In an effort to achieve the purpose of the study a selected sample of community college students was used.

Procedures Used

A stratified random sample of 275 students was selected from a population of 1727 students from three community colleges in southwestern Michigan. Those community colleges were: (1) Kalamazoo Valley Community College, (2) Kellogg Community College, and (3) Southwestern Michigan College. Students were included in the population if they had completed 32 hours or more of course work at any college and were at that time enrolled in any one of the three community colleges used in the study.

A 60 item questionnaire was sent to all those included in the sample. Eighty-one per cent of those in the sample returned completed questionnaires by January 10, 1975, the cut-off date for inclusion of responses in the study.

Twenty-nine hypotheses were tested which dealt with the influence of selected factors as they related to the college students'
intentions of whether or not to transfer from a community college to a four-year college. Some hypotheses dealt with whether the students intended to transfer to four-year colleges as part-time students or as full-time students.

Each hypothesis was tested at the .05 level of significance using an applicable statistical test.

Summary

Many of the characteristics of the community college students were found to have been related to the intentions of students to transfer from the community colleges to four-year colleges. Some demographic data was also found to have been related to the intentions of community college students to transfer to four-year institutions. Whether students planned to transfer as part-time students, as full-time students, or were undecided about how many hours of coursework they would carry was found to have been related in some instances to personal characteristics and in other instances to demographic data. Other relationships were found between other types of miscellaneous information which were gathered by way of the instrument used in the study.

Personal Data

Relationships were established at the .05 level of significance between many of the students' personal characteristics and other variables analyzed in the study.

Sex. Sex was shown to have had a relationship with the community college students' intentions to persist in college (Table 4.8). Several studies (Smith, 1968; Trent and Medsker, 1968; Stordahl, 1970;
and McCormick, 1971) indicated that sex was a reliable indicator of persistence in college.

An analysis of the data of this study indicated, similarly, that sex was also a reliable indicator of whether or not students intended to transfer after finishing their community college studies. Men planned to transfer in greater proportions than did women. Women were more likely to be undecided about their college plans than were men.

Age. Medkser (1960) found that slightly more than half the students in junior colleges were 22 years of age or younger. Koos (1970) observed that almost 87 per cent of the community college students were 22 years of age or younger. The Carnegie Commission on Higher Education (1970) noted the median age of 25 years for community college students. In the sample used for this study of those who had completed more than 32 hours of college work, 44 per cent of the respondents were aged 22 or younger. The proportions of students in various age groups in this analysis were similar to those observed by Medsker (1960) but dissimilar to those observed by Koos (1970).

In this study, the transfer intentions of community college students and their ages were found to be related at the .05 level of significance (Table 4.9). Those students aged 20 or younger and those aged 23 through 30 planned to transfer in larger proportions than did students in other groups. Those over 30 years of age planned to transfer in a much smaller proportion than did the other age groups.

Heath (1972) reported that older students would not transfer in proportions as large as younger students. That observation was in
harmony with the data analyses of this study.

When analyzing the amount of influence that the factor, age, had on the students' decision of whether or not to plan to transfer, those who planned to transfer and those who did not plan to transfer rated the factor as "of slight importance" (Table 4.12). At the .05 level of significance no differences were observed between the mean scores of those planning to transfer to four-year colleges and those not planning to transfer.

**Number of dependents.** At the .05 level of significance, a relationship was not established between the number of dependents the students had and the students' transfer intentions (Table 4.5). About half the respondents (109 out of 221) had zero dependents.

Hansen (1970) had reported that the aspiration of women towards completing a degree was hindered by the arrival of children. The findings in the present investigation indicated that a relationship was not established between intentions to complete a degree and the number of dependents.

Even though a relationship was not established at the .05 level of significance between the above noted variables, 63 per cent of those who planned to attend college on a part-time basis indicated that the amount of time they spent with their families had a considerable influence on their decisions to attend college on a part-time basis rather than on a full-time basis (Table 4.22).

**Marital status.** Koos (1970) noted that one-eighth of all community college students were married. Unlike Koos' finding, 46 per
cent of the sample of this study was composed of married students.

Several researchers stated that marriage was one of the main reasons given for withdrawal from college (Davis, 1970; Knauer, 1969; and Medsker, 1960). Bayer (1968) observed that marriage was an important determiner of progress through college for students.

In conjunction with the above listed authors, the analysis of the data of this study indicated that, at the .05 level of significance, there was a relationship between the students' marital statuses and their transfer intentions in college (Table 4.7).

Single-not engaged persons were more likely to plan to transfer than were other marital status groups. All other groups were less likely to plan to transfer than were the single-not engaged students. The observation was made that single-engaged persons and married persons were influenced similarly by their situations. The responses of the single-engaged students were more nearly similar to those of the married student than were the responses of the single-not engaged students.

Closely allied to the marital status of the students was the factor, family responsibilities. When relating whether that factor influenced students' decisions to plan to transfer or not, no difference between the mean responses of those planning to transfer and those not planning to transfer was found at the .05 level of significance (Table 4.12). Both groups rated the factor as an "important" factor in their decision-making. No difference was found between the two groups in how they rated the factor, but that factor was important
in influencing them. As detailed previously, a major reason that students planned to transfer to four-year colleges on a part-time basis was the fact that family responsibilities took considerable time.

Residential status. A relationship was not established between the students' residential statuses and their transfer intentions (Table 4.6). Thirty-eight per cent of the students were homeowners. Those who lived with their parents made up 33 per cent of the respondents, and those who rented their residences totaled 29 per cent of the respondents.

Job status. At the .05 level of significance, a relationship was not established between whether students were unemployed, worked part-time, or worked full-time and their intentions to transfer to four-year colleges (Table 4.10). Thirty-eight per cent of the respondents (85 out of 223) were employed full-time, 37 per cent (83 out of 223) were employed part-time, and 25 per cent (55 out of 223) were unemployed.

In agreement with the above finding, Summerskill (1962) observed that self-support and part-time work were unreliable indicators of success in college. While some researchers had observed that many students withdrew in order to find employment (Gilmore, 1968), or that those who worked persisted at a lower rate than the unemployed student (Trent and Medsker, 1968), no such indication was observed from the data analyzed for this study.

In studying students in southwestern Michigan, Heath (1972) noted that 80 per cent of the nontransferring students worked while

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attending college. Seventy-five per cent of the students in the present sample (168 out of 223) indicated that they were employed.

Even though a relationship was not established between the students' job statuses and their four-year college transfer intentions, at the .05 level of significance job statuses were found to be related to whether the students planned to transfer as full-time students, as part-time students, or were undecided about how many hours they would carry.

Part-time employed persons were more likely to be enrolled as full-time students as were the unemployed students (Table 4.11). Full-time employed persons were more likely to be enrolled on part-time bases than were the other two groups.

With respect to the job situations of students, there were other analysis made beyond those reported above. When students were asked to rate how influential some job related situations were in influencing their decisions of whether or not to transfer, a relationship was not established at the .05 level of significance for several factors (Table 4.12): (1) the possibility of advancement in their present jobs, (2) the possibility of a raise in their present jobs, and (3) satisfaction with their jobs.

Students did not state that the possibility of advancement in their present jobs was an influential factor in their deciding whether or not to transfer. Both groups, those intending to transfer and those not intending to transfer, rated the factor above "of no importance."

Those two groups also rated similarly the factor, the possibility
of a raise in their present jobs. They rated the factor above "of slight importance."

Satisfaction with their jobs did not seem to be a large motivating factor to the students when deciding whether or not to transfer. The students rated the factor "of slight importance."

Therefore, the preceding three factors were not viewed by the students as important in influencing their decisions about college. One relationship related to jobs was found to differentiate between those who planned to transfer and those who did not plan to transfer. That factor was dissatisfaction with their jobs. Those who planned to transfer rated dissatisfaction with their jobs as more important in influencing their college transfer intentions than did those who did not plan to transfer. The transfer group viewed the factor as "important" while the nontransfer group rated the factor as "of slight importance." Apparently some students had planned to transfer to a four-year college because they were somewhat dissatisfied with their jobs.

Prime source of income. A relationship between the students' prime sources of income and their intentions to transfer was not established at the .05 level of significance (Table 4.16). However, 54 per cent of the respondents (120 out of 222) indicated that their major source of income was personal employment. Eighteen per cent (40 out of 222) stated that their spouses were their major source of income. Nine per cent (20 out of 222) indicated that their parents were their major source of income. Nineteen per cent of the students (42 out of 222)
noted that other sources of income were their major sources of income.

This finding was similar to a finding observed by Dutt (1971). She observed that source of finance did not discriminate between persisters in college.

Trent and Medsker (1968) reported that the largest portion of both persisters and nonpersisters reported that their parents were the source of at least half of their income. However, only nine percent of the sample in this study indicated that their parents were the major sources of their income.

Most of the respondents were more reliant on themselves for income than on any other source. Eighty-seven per cent of the married students reported that their spouses were the major sources of their incomes. Thus, in the sample for this study, a very large percentage of the students (72 per cent) were reliant upon themselves or their spouses for the major portions of their support.

As will be summarized more fully later, many students who planned to attend college on a part-time basis were influenced to do so because they could not afford to go to college on a full-time basis or because they needed the income from full-time work.

The students' prime sources of income were also found to have been related to whether or not the students planned to transfer as full-time students, as part-time students, or were undecided about how many hours they would carry at the .05 level of significance (Table 4.20). Those who indicated that their major source of income was help from parents or personal employment tended to plan to transfer as part-
time students in proportions greater than the expected proportions for their groups. Those supported by their spouses and those whose income came mainly from loans and other miscellaneous sources planned to attend college on a part-time basis in proportions smaller than the expected proportions for their groups.

Students who listed loans and other miscellaneous sources of income or support by their parents as their major sources of income were found to be those most likely to plan to transfer as full-time students. Those who were supported by their spouses and those who used personal employment as their major sources of income were found to be less likely to plan to transfer as full-time students. Only those who stated that personal employment was their major source of income were more likely than others to be undecided about how many hours they would carry upon transferring.

The largest portion of students, those who supported themselves, tended to plan to attend college on a part-time basis rather than on a full-time basis. That group also was more likely than other groups to be undecided about how many hours they would carry. Those who received the major portion of their support from their parents were the students who planned to transfer as part-time students and as full-time students in greater proportions than did the other groups.

**College Related Data**

Many relationships dealing with college related variables were observed between those variables and the intentions of students to transfer or the type of transfer style they planned to adopt.
Initial decision to attend college. When the students initially decided to attend college was found to have been related to their transfer intentions. Trent and Medsker (1968) observed that students who had decided to attend college before or during their second year of high school were the ones most likely to persist in college. Similarly, the analysis of the data in this study indicated that those who had decided to attend college prior to their sophomore year in high school (25 per cent of the respondents) planned in proportions greater than the other groups to transfer. However, a very large portion of the community college students in the study (41 per cent) did not decide to attend college until after they had graduated from high school. Thirty-four per cent of the respondents reported that they had decided to attend college while in high school.

The conclusion was drawn that those who had intended to go to college from the very early times in their lives were those most likely to plan to transfer.

At the .05 level of significance a relationship was not established between the major reasons why the students attended college and their intentions to transfer to a four-year college (Table 4.25). Fifty-seven per cent of the respondents (128 out of 223) indicated that their major reason for attending college was to prepare for a specific job. Eighteen per cent (41 out of 223) stated that general preparation for employment was the major reason why they attended college. Sixteen per cent of the respondents (36 out of 223) stipulated that general knowledge was the major reason why they attended college. Only nine per cent (18 out of 223) stated that they attended college for other
reasons.

The finding related to this hypothesis was different from that found by Trent and Medsker (1968). They observed that 45 per cent of the persisters in college saw the main purpose for their attending college as that of gaining knowledge and appreciation of ideas compared with 31 per cent for the nonpersisters. Forty-two per cent of the nonpersisters viewed their reasons for attending college as vocational training.

Unlike the findings of Trent and Medsker (1968), the analysis of data in this study indicated that three-fourths of the students attended college for vocational reasons. Only sixteen per cent of the students stated that general knowledge was the major reason why they attended college. This finding was consistent with Richards' and Broskamp's (1967) when they observed that junior college students were influenced more by practical considerations and less by intellectual or social emphases in choosing which college to attend.

Because of the fact that three-fourths of the students went to college for vocational reasons, other portions of the study which were already discussed may be appropriately recalled. In matters relating to vocations, students indicated that they were not strongly influenced to transfer because of the possibility of pay raises, because of the possibility of advancement in their present jobs, nor because of satisfaction with their present jobs. However, students who planned to transfer stated that dissatisfaction with their jobs was an important reason why they planned to transfer. The importance of getting a bachelor's
degree was also considered very important by those intending to transfer.

**Current student classification.** A relationship between the students' current student classifications and whether the students planned to transfer, did not plan to transfer, or were undecided about transferring was not established at the .05 level of significance (Table 4.1). Almost half the students (111 out of 223) reported that they were currently part-time students. This percentage was similar to that reported by the Carnegie Commission on Higher Education (1970). The Commission reported that about 45 per cent of the community college students were enrolled on a part-time basis.

Even though a relationship was not established between the students' current student classifications and their intentions to transfer to a four-year college, a relationship was established between the students current student classifications and whether they planned to transfer as full-time students, as part-time students, or were undecided about how many hours they would carry.

Part-time students generally planned to transfer as part-time students and full-time students generally planned to transfer as full-time students.

When those who were planning to transfer as part-time students were asked to rate the amount of influence selected factors had in their decisions to transfer as part-time students, most factors were rated as being of considerable importance (Table 4.22).

Eighty-nine per cent of the respondents (82 out of 92) indicated
that the factor, income from full-time work, was of considerable importance when they considered transferring as part-time students. That finding was compatible with the analysis of Broadfoot (1971) who stated that many of those who worked full-time may have found it difficult to attend college on a full-time basis.

The lack of time to attend college on a full-time basis was also deemed a considerably important reason why 82 per cent of the students decided to go to college on a part-time basis.

Sixty-three per cent of the students rated the factor, the amount of time given to family responsibilities, as a considerably important reason why they planned to transfer as part-time students.

Lack of finances was rated by 62 per cent of the respondents as a considerably important influence when they decided to transfer as part-time students.

Thirty-three per cent of the respondents indicated that their lack of interest in getting a bachelor's degree was a considerably important influence on why they chose to attend college on a part-time basis. Only 15 per cent of the students planned to attend college on a part-time basis because they were considerably influenced by their dislike of full-time attendance.

Extra-curricular activities. Whether or not students participated in extra-curricular activities was found to be related to the students' transfer intentions. Students who did participate in extra-curricular activities were more likely to plan to transfer than were those who did not participate in such activities (Table 4.2). However, only 21 per
cent of the students participated in those activities.

This finding was in some disagreement with the finding of Summer-skill (1962) who indicated that participation in extra-curricular activities was an unreliable predictor of persistence in college. The analysis of the data in this study did show a discrimination between those who planned to transfer and those who did not plan to transfer.

Most influential person. At the .05 level of significance a relationship was not established between who the most influential person was in helping the students to decide whether or not to transfer to a four-year institution and the intentions of students to transfer to four-year colleges (Table 4.23). From the analysis of the data, one could not infer that because a person was influential in helping a student to decide whether or not to transfer, that a student would plan to transfer.

Unlike the findings of Terry (1972) who stated that a majority of successful college students listed their parents as the motivating force for their decision to attend college, an analysis of this study showed that students ranked their friends as those being the most influential persons when influencing them whether or not to transfer (162 out of 195). A combination score for parents (32 fathers and 22 mothers) ranked them second in influence with 28 per cent of the respondents rating them as the most influential persons. Spouses received the next largest percentage of checks with 24 per cent of the students rating them as the most influential persons.

It was apparent that more community college students rated their
friends as more influential than their parents. Several respondents did not fill out that portion of the questionnaire or reported that nobody helped them to make their decisions. That observation was in agreement with what Mund (1970) observed when he reported that many students seemed to have had no assistance in deciding to attend college.

In-laws and ministers were rated as most influential persons by no respondents. Influence by those persons would have been only peripheral to the influence of others. College counselors were considered to be the most influential persons by only nine per cent of the students. Hence, the greatest amount of influence on helping the student to decide whether or not to transfer was seen to come from friends, parents, and spouses.

There was also found to be a relationship between those persons who influenced college students and whether or not those persons encouraged or discouraged students with respect to transferring to four-year institutions. The largest portion of people in each case encouraged the students to transfer. Those with the smallest percentage of positive responses (88 per cent) were the spouses and the employers. The most encouraging groups were the fathers and the community college counselors with 97 and 96 percentages of positive responses. By far, in every case, the vast majority of those rated encouraged students to transfer to a four-year institution upon completion of their community college work.

Distance from nearest public four-year college. Excluding the
KCC sample, at the .05 level of significance a relationship was not established between the intentions of students to transfer to four-year colleges and the distances they lived from the nearest public four-year college (Table 4.15). The data analysis which indicated a relationship with the KCC sample was suspect due to the small numbers of expected frequencies in many of the cells on the chi square contingency table.

This finding was similar to the findings of some other studies. Those studies (Trent and Medsker, 1968, and Hoffman, 1971) indicated that the distance the students lived from colleges were not related to persistence in college.

However, when students were asked whether or not they would transfer to a four-year college if they could get the majority of the courses they needed within: (1) their communities, (2) two through 10 miles of their homes, or (3) 11 through 20 miles of their homes, 82 per cent of the sample responded positively to choice number one (Table 4.14). In the other information gathered on the instrument, only 48 per cent of the respondents stated that they planned to transfer. Thirty-one per cent of the students indicated that they were undecided about transferring. Twenty-one per cent indicated that they did not plan to transfer. The implication seemed to be that many of the undecided students would plan to transfer if courses were offered in close proximity to their homes. The percentage of those who indicated that they did not plan to transfer was similar in both instances.

At the .05 level of significance, distance from the nearest four-
year college was found to be related to whether students intended to transfer as part-time students, as full-time students, or were undecided about how many hours they would carry (Table 4.19). Those who lived within 20 miles of the nearest public four-year college were more likely to plan to transfer as part-time students while those living further than 20 miles from the nearest public four-year college were more likely to plan to transfer as full-time students. Those who lived furthest away were also more likely to be undecided about how many hours they would carry.

A problem which was thought to be allied to the problem of distance was that of transportation to and from college. Only 14 per cent of the respondents indicated that transportation to and from college was a serious problem (31 out of 223). Therefore, it appeared that transportation did not seem to be a large factor in the decisions of students to transfer (Table 4.13).

Public or private four-year colleges. When students plan to transfer to a four-year college, they face the decision of attending a public or a private institution. At the .05 level of significance, a relationship was observed between whether students intended to transfer to private or public four-year colleges and whether or not the students planned to transfer as full-time or as part-time students (Table 4.29). However, due to the small number of frequencies in the contingency table under private colleges, the results are not valid. Only a small number of students (7 out of 164) planned to transfer to private colleges. Eighty-five per cent of those planning to transfer (139 out of 164) planned to transfer to a public four-year institution. Some students

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were undecided about which type of a college they planned to transfer to.

Length of break. After the student has decided to go to college, he is faced with the decision of when to begin college. Whether or not the students intended to take breaks of longer than one term after leaving the community college before enrolling in a four-year institution was found to be related to the students' intentions to transfer as part-time students or as full-time students (Table 4.28).

Those who planned to take breaks longer than one term were more likely to plan to transfer as part-time students. Those planning to take breaks of one term or less were more likely to plan to transfer as full-time students.

This finding was consistent with Heath's (1972) when he observed that there may be some tendency for students to delay enrollment for some time. However, there did appear to be a group of students who were planning to attend the four-year institutions without delay.

Statements about college. At the .05 level of significance, students who planned to transfer (Group A) and students who did not plan to transfer (Group B) differed in their opinions about the importance of those selected factors in influencing their decisions of whether or not to transfer (Tables 4.4 and 4.12).

Neither group rated the factor, the social life at the university, as high as "of slight importance." Group A rated the factor close to "of slight importance" and Group B rated the factor closer to "of no importance." Although neither group rated the factor as "important," the factor was viewed as more influential on those who planned to trans-
fer than on those who did not plan to transfer.

A significant difference between the rating of the two groups was found with the factor, the academic reputation of a particular college/university. Group A rated the factor higher than "important," and Group B rated the factor below "of slight importance." The factor was more influential in the decision-making of those who intended to transfer than on those who did not plan to transfer.

Interest in specific programs at the college/university was a factor which was rated significantly different by the two groups. Group A rated the factor below "of considerable importance," and Group B rated the factor above "important." Thus, both groups rated the factor high in influencing whether or not they planned to transfer. However, Group A rated the factor as more important than did Group B in influencing their decisions of whether or not to transfer. Those from Group A found that the colleges offered particular programs which were of interest to them.

The availability of financial aids was a factor which the two groups rated differently. Group A rated the factor above "important," while Group B rated the factor above "of slight importance." Those intending to transfer were influenced more by the availability of financial aids in making their decisions to transfer than were those who made decisions not to transfer to a four-year college.

This finding was in agreement with several writers (Trent and Medsker, 1968; Aiken, 1968; and MacMillan, 1972). Apparently those who planned not to transfer were not doing so because of a lack of
financial aids. However, those planning to transfer saw that the availability of financial aids was important to them.

Closely allied to the availability of financial aids was the factor, the financing of college related expenses. That factor was rated higher by Group A than by Group B in influencing their decisions of whether or not to transfer. Both groups rated the factor closer to "important", but Group A rated the factor significantly higher.

The factor rated the highest by any group was the importance of getting a bachelor's degree. Group A rated the factor higher than "of considerable importance." Group B rated the factor "of slight importance." Thus, those intending to transfer felt that it was very important that they get a bachelor's degree. However, the importance of getting a degree would have little influence on one's decision not to transfer.

Aiken (1968) observed a similar finding. He observed that persisters from junior colleges tended to have only one major goal: to complete a college education. That goal was also rated highest by those intending to transfer.

At the .05 level of significance a relationship was not established between the intentions of students to transfer to four-year colleges and two factors which dealt with the specific statements about college. Those factors were: (1) satisfaction with my community college program, and (2) dissatisfaction with my community college program. Satisfaction with my community college program was rated close to "important" by both groups. Dissatisfaction with their community college
programs was rated below "of slight importance." The indication was that students did not plan to transfer or discontinue school because of dissatisfaction with their community college programs.

*Academic offerings.* At the .05 level of significance, relationships were found between whether or not students would intend to transfer from a community college to a four-year college depending upon whether specific academic field offerings were made within 20 miles of the students' homes. Those academic offerings were: (1) public service, (2) health studies, (3) environmental studies, (4) business studies, and (5) technical studies (engineering related).

Using the total sample, a distinction was made between whether or not the students would plan to transfer with respect to every academic offering (Table 4.18). However, the hypothesis was not accepted in every case with the samples representing the various colleges in the study. In all cases, however, more individuals reported that they would not plan to transfer than indicated that they would plan to transfer.

Forty-three per cent of the students indicated that they would transfer if they could take courses in health studies within 20 miles of their homes. Thirty-eight per cent of the respondents would transfer if they could take business studies. Similarly, 37 per cent of them responded that public service would be more to their liking. Technical studies (engineering related) and environmental studies received 31 and 29 per cent affirmative responses respectively.

The indication was that large numbers of students would plan to
transfer if specific types of academic course offerings were made within 20 miles of their homes.

Depending upon which college sample was tested, different ratings of the course offerings were made. In some cases, one course would be rated higher than another. In other cases, the positions of the ratings of the course offerings would be slightly changed.

**Nontransfer students.** At the .05 level of significance, (Table 4.21) whether or not a student, who did not plan to transfer, would be considerably influenced to transfer was found to be related to whether or not the following suggested changes in access to the four-year institution were made a reality:

a. Increase in Jr/Sr level courses in my home community.
b. Public transportation to campus.
c. Establishment of off-campus library centers.
d. Assurance of transferring all college credit.
e. Credit for work or travel.

For those factors listed, excluding factors b and c, more students indicated that they would be considerably influenced by such changes than indicated that they would not be considerably influenced.

The hypothesis was not found to be supported with respect to the following changes in access to the four-year university:

a. Short courses to up-grade job skills.
b. Testing for credit.

In factor a, more students indicated that they would be influenced considerably than indicated that they would not be influenced.
considerably. Such was not the case for factor b.

The indication was that if the universities would develop policies which would allow more favorable transfer situations for some nontransferring students, then those students might be considerably influenced to transfer.

Assurance of transferring all college work was viewed as a change that would considerably influence 81 per cent of the non-transfer students to transfer. Credit for work or travel was rated as a possible considerable influence by 66 per cent of the non-transferring students. Sixty-one per cent of the nontransferring students reported that provision for short courses to up-grade their job skills would influence them considerably to transfer. Fifty-eight per cent of these respondents felt that testing for credit would influence them considerably.

However, one item reported previously in this chapter indicated that those who did not intend to transfer did not feel that getting a bachelor's degree was as important as those who had indicated that they planned to transfer.

An increase in the Jr/Sr level courses in the home community, the establishment of off-campus library centers, and public transportation to campus did not appear to be factors which would considerably influence many of the nontransferring intentioned students to transfer.

An increase in the Jr/Sr level courses in the home community was responded to similarly by those who did not plan to transfer on this item and on an item previously discussed. The nontransfer student
would be influenced little to transfer, but the undecided student might be considerably influenced to transfer.

Public transportation to the campus was a change that was not deemed as considerably influential to most students. In conjunction with the item, is transportation to and from campus a serious problem for you, most indicated that transportation was not a problem. Therefore, changes in transportation availability was not viewed as being considerably influential to most nontransferring intentioned students.

Conclusions

In so far as the techniques used in this study may be valid, the following conclusions seem to be justified:

1. **Sex.** Men were more likely than women to plan to transfer. Women were more likely to be undecided about whether or not they would transfer.

2. **Age.** Students aged 20 or younger and those aged 23 through 30 were more likely to plan to transfer to four-year colleges than were those aged 21 through 22 years of age and those over 30 years of age. Those over 30 years of age were more likely to be undecided about their transfer intentions than were other age groups.

   Students viewed the factor, age, as of only "slight importance" when influencing whether or not they would transfer.

3. **Number of dependents.** Those with no dependents and those with one or more dependents were equally likely to plan to transfer or plan not to transfer. Data supported the contention that the amount of time spent with their families was a major reason why many students planned to transfer to four-year colleges as part-time students.
4. Marital status. Forty-six per cent of the sample was composed of married students. Single-unengaged persons were more likely to plan to transfer than were other groups. In all other groups, fewer than the expected frequencies of students planned to transfer. Single-engaged persons responded to the questionnaire more like married persons than like single-unengaged persons.

Both, those who planned to transfer to four-year institutions and those who did not plan to transfer viewed family responsibilities as an "important" factor in influencing their respective decisions.

5. Residential status. Similar proportions of students were homeowners (38 per cent), lived with their parents (33 per cent), or rented their residences (29 per cent). No group was more likely to plan to transfer or plan not to transfer to four-year universities than any other group.

6. Job status. Most respondents were employed full-time (38 per cent) or part-time (37 per cent). Only 25 per cent of the respondents were unemployed. No job status group was found to be more likely to transfer than any other group.

Part-time employed and unemployed students were more likely to plan to enroll in four-year colleges on a full-time basis than were the fully employed. Full-time employed persons were more likely to plan to transfer as part-time students than were the other groups.

Students generally were not influenced a great deal to make four-year college transfer plans because of: (1) the possibility of advancement in their present jobs, (2) the possibility of getting a raise in
their present jobs, or (3) satisfaction with their jobs. Those who
planned to transfer viewed dissatisfaction with their jobs as an
"important" influence on their decisions to transfer. Students who did
not plan to transfer viewed that factor as a less important influence
on their decisions.

7. Prime source of income. Most students (54 per cent) listed
personal employment as their major source of income. Smaller per-
centages of students listed spouses, parents, and other sources of
income as their major sources of income. Students who received their
major source of support from any one source were not more likely than
those who received their major source of income from other sources to
plan to transfer to four-year colleges.

A very large percentage of students (72 per cent) were reliant
upon themselves or their spouses for the major sources of their in-
comes.

Those whose income came from parents or personal employment
planned to transfer to four-year institutions as part-time students in
proportions greater than other groups. Students who listed miscel-
naneous sources of income or support from their parents planned to
transfer as full-time students in proportions larger than the expected
proportions. Those who listed personal employment as their major source
of income were more likely than other groups to be undecided about how
large a course load they would carry.

8. Initial decision to attend college. Only those who planned
before high school to go to college were more likely than others to
plan to transfer to four-year institutions. However, 41 per cent of
the students in the sample did not decide to attend college until after
they had already completed high school.

9. Reasons for college attendance. Seventy-five per cent of the
respondents attended college for vocational purposes. Fifty-seven per
cent of the students entered college to prepare for a specific job.
Eighteen per cent enrolled seeking general preparation for employment.
Sixteen per cent of the students went to college in order to gain
general knowledge. Nine per cent of the respondents went to college
for other reasons. No group which went to college for any particular
reason was found to be more likely to plan to transfer to four-year
colleges than was any other group.

10. Current student classification. Almost half the students
in the sample were part-time students. Part-time enrolled students
generally planned to transfer as part-time students. Full-time enrolled
students planned to transfer, generally, as full-time students.

Over half of those who planned to transfer to four-year colleges
as part-time students were considerably influenced to transfer on a
part-time basis because they:

a. Needed the income from full-time work.
b. Lacked the time to attend college on a full-time basis.
c. Wanted to spend time on family responsibilities.
d. Lacked the finances to attend college on a full-time basis.

11. Extra-curricular activities. Students who participated in
extra-curricular activities were more likely to plan to transfer to
four-year institutions than were those who did not participate in such
activities. However, only 21 per cent of the respondents indicated that they had participated in extra-curricular activities at the community colleges.

12. Distance from nearest public four-year college. Those who lived over 20 miles from the nearest public four-year college were just as likely to plan to transfer to four-year institutions as were those who lived closer than 20 miles from the nearest public four-year college.

Students living within 20 miles of the nearest public four-year college were more likely than those living over 20 miles from the nearest public four-year college to plan to transfer as part-time students. Those living farthest away were more likely than those living closer to plan to transfer as full-time students. They were also more likely to be undecided about how many hours they would carry.

Many students who were undecided about whether or not to transfer to four-year colleges indicated that they would plan to transfer if they could take the majority of courses for a bachelor's degree within close proximity of their communities. Eighty per cent of the sample indicated that they would transfer if they could take the majority of coursework for a bachelor's degree within 10 miles of their homes.

13. Transportation to and from college. Transportation to and from college was not considered to be a serious problem for a very large majority of the respondents.

14. Length of break. Students who planned to transfer to four-year universities as full-time students were more likely to plan to
transfer shortly after completing their community college work than those who planned to transfer as part-time students. Part-time intentioned students were more likely to plan to take breaks longer than one term than were those planning to transfer as full-time students.

Due to the fact that a large number of the sample were planning to transfer to four-year colleges as part-time students, it was concluded that many students would not plan to enroll immediately.

15. Statements about college. An analysis of several factors about college indicated that those intending to transfer to four-year institutions and those not intending to transfer viewed those factors differently in terms of the amounts of influence of the factors upon their transfer decisions.

Social life at the university was not a factor which was rated as important by students when deciding whether or not to transfer.

The academic reputation of a particular university, the availability of financial aids, the financing of college related expenses, satisfaction with their community college programs, and the importance of getting a bachelor's degree were all items which rated as being "important" factors which influenced students to transfer.

Only interest in specific programs at a university and the financing of college related expenses were considered as "important" influences on those who had decided not to transfer to four-year colleges.

Generally, factors dealing with college were rated more important
in influencing the decisions of students to transfer to four-year institutions than in influencing students not to transfer.

16. Academic offerings. Large numbers of students indicated that they would plan to transfer if courses in the following fields were offered within 20 miles of their homes:

a. Health studies (43 per cent).
b. Business studies (38 per cent).
c. Public service (37 per cent).

Two other offerings, environmental studies and technical studies, were given positive responses by 31 and 29 per cent of the students respectively.

17. Nontransfer students. Many of the students who did not intend to transfer to four-year colleges indicated that they would be considerably influenced to transfer if some changes were made in their transfer situations. Over half of the respondents indicated that they would be considerably influenced to transfer if:

a. They could be assured that all coursework would be transferred at full credit.
b. Credit for travel or work were given.
c. Provision were made to provide short courses to up-grade their job skills.
d. They could receive credit for passing exams.

An increase in the Jr/Sr level courses in home communities, the establishment of off-campus library centers, and public transportation to campus were not viewed by the majority of the nontransferring in-
tentioned students as factors which would influence them considerably to transfer.

18. Physical handicap. Students did not generally state that a physical handicap influenced them either to plan to transfer or to plan not to transfer.

Summary statement. Generally, the impact of added responsibilities on students, of increased age, or other considerations did have some influence on students intentions to transfer. However, it was observed that an increase of responsibilities on the part of the student may more likely have influenced him to attend school on a part-time basis rather than on a full-time basis. The importance of getting a bachelor's degree was a very influential factor on the intentions of students to transfer.

Recommendations

As a result of the findings of this study, the following recommendations are made:

1. Michigan public four-year colleges and universities should review their policies concerning entrance requirements, transfer implications, and financial aids. Where discrimination practices are made against part-time students or community college transfer students, new nondiscrimination policies should be developed.

Many community college students receive the major portions of their incomes from personal employment or their spouses. Large numbers of community college students who intend to transfer, plan to transfer as part-time students. There could be a possibility that some community college students could be doubly discriminated against.
They could be discriminated against because they plan to transfer as part-time students and because they plan to transfer as community college students.

2. Several practices relating to the transfer situations of community college students should be thoroughly reviewed. The possibility of transferring all community college work, of granting credit for appropriate work or travel experiences, of further provision for courses to up-grade job skills, and of granting credit for passing appropriate exams are all areas which would considerably influence many students who do not currently plan to transfer to transfer.

The review of those policies should also consider the further scrutinizing of community college terminal programs so that capable students would not be prohibited from transferring credit when they had demonstrated ability to do acceptable college work.

3. Public four-year colleges in Michigan should study the possibility of instituting a large number of upper division under-graduate courses on evenings and week-ends. Many community college students plan to transfer as part-time students. Some stated that they did not have the time to transfer as full-time students, or that they needed to give time to their family responsibilities. A large number of the students are fully employed. Therefore, coursework should be offered when a large number of them would be able to take courses.

The sequence of course offerings should also consider the fact that many students may take courses over a period of four or more years in order to finish the last two years of their baccalaureate experiences.
4. An examination of possible sites beyond 20 miles from the nearest public four-year institutions should be undertaken to determine the feasibility of offering course work in undergraduate upper division courses in the fields of health studies, business studies, and public service. Other supporting courses should be taught which would supplement major concentrations in such fields.

5. Further studies should be undertaken which attempt to answer the question, why. Why are men more likely to transfer than women? Why do students aged 20 or younger or those aged 22 through 30 years of age plan to transfer in proportions greater than other age groups?

On many of the findings of this study, relationships were established between many variables and the intentions of students to transfer to four-year colleges. However, due to limitations of the study, the writer was unable to determine why many responded the way they did.

Perhaps a combination survey study-case study approach would be advisable in order to increase the ability of those interpreting the data to more thoroughly analyze the transfer situations of many community college students.

6. In order to determine whether or not students did follow through with their stated intentions, five-year and ten-year follow-up studies should be undertaken. Did students transfer to four-year institutions when they stated that they would transfer? Were women who transferred more likely to persist until reaching a baccalaureate degree than men? Did 1974 intentions have a high relationship with 1979 and 1984 reality? What were the obstacles encountered? What types of aids or helps were
given to students?

7. The worsening economic conditions of Michigan will probably have an impact on higher education of Michigan. Will that factor influence the transfer intentions of community college students? Would worsening economic conditions be a contributing factor to increased enrollments? Would extremely high gasoline costs make transportation to and from the campus a greater problem than it is today?

8. Public relations documents should be directed to students, friends, parents, and spouses, in that order of importance. Most, who encourage or discourage students, are very encouraging to students who intend to transfer.

Promotion for entrance to the four-year colleges and transferring should place emphases on: (1) the academic reputation of the particular colleges, (2) the possibility of graduates getting jobs upon graduation, (3) the availability of financial aids and ways to finance college educations, and (4) the importance of getting a bachelor's degree.

The social life of the university and extra-curricular activities of the university may be only of minimal interest to many community college students.

9. Women did not plan to transfer to four-year institutions in a proportion as great as the men. Studies should be undertaken which would research ways that capable women could continue their educations beyond the community colleges so that other factors would not limit them more than necessary.
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APPENDIX A

EDUCATIONAL INTEREST SURVEY FOR
COMMUNITY COLLEGE STUDENTS
Appendix A

EDUCATIONAL INTEREST SURVEY FOR
COMMUNITY COLLEGE STUDENTS

General Information: This questionnaire is a part of a study concern­
ing whether or not you intend to transfer to a four-year college/univ­ersity upon completion of your education at the Community College.

The questionnaire will include some personal questions. It would be most helpful, however, if you would respond to those questions. Your answers to the questions will enable the researcher to compare and anal­yze the totality of returns according to various categories. Full confi­dentiality of your answers will be maintained.

SECTION I

1. Sex
   - Male
   - Female

2. Age
   - Years of age

3. Number of dependents
   (exclude yourself, count spouse)

4. Residential status
   - Homeowner or buyer
   - Renter
   - Living with parents

5. Occupational status
   - Unemployed outside the home
   - Work part-time outside the home
   - Work full-time outside the home

6. Please check the source from which you get the major portion of your income. (Check only one.)
   - Loans of any kind
   - Employment of spouse
   - Financial help from parents
   - Personal savings and trust fund
   - College or private scholarship
   - Personal employment
   - Veterans benefits
   - College work-study programs

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7. Marital status
   - Single (not engaged)
   - Single (engaged)
   - Married
   - Divorced
   - Widowed

8. Is transportation to and from college a critical problem for you?
   - Yes
   - No

9. Present enrollment status
   - Already enrolled in a 4-year college
   - Not presently attending
   - Take less than 12 hours
   - Take 12 hours or more

10. Have you been active in any of the following activities in your community college?
    - Athletics
    - Student gov't.
    - Newspaper
    - Service clubs
    - Social clubs
    - Other
    - None of the above

11. How long has it been since you left high school?
    - Less than 1 year
    - 1-3 years
    - 7-9 years
    - 4-6 years
    - 10+ years

12. Please check which of the following statements represents the major reason for your going to college. (Check only one.) Note: It may be difficult to select only one item, but the selection is needed for the purposes of the study.
    - To prepare for a specific job
    - To increase my general knowledge
    - To obtain general preparation
    - For employment
    - To obtain G. I. Bill benefits
    - To become an informed citizen
    - Other

13. How far do you live from your community college?
    - 0-10 miles
    - 11-20 miles
    - 21-30 miles
    - 31-40 miles
    - 41-50 miles
    - 50+ miles

14. How far do you live from the nearest public 4-year college/university?
    - 0-10 miles
    - 11-20 miles
    - 21-30 miles
    - 31-40 miles
    - 41-50 miles
    - 50+ miles

15. Do you intend to transfer to a 4-year college/university?
    - Yes
    - No
    - Undecided
16. Would you transfer to a 4-year college upon completion of your community college work if you could take the majority of the coursework for a bachelor's degree within: (Check yes or no in all situations.)

Yes No

Your community
2-10 miles of your home
11-20 miles of your home

17. When did you decide whether or not you would attend college?

Junior high or before
Senior high (sophomore)
Senior high (junior)
Senior high (senior)
After graduation

18. Would you transfer to a 4-year college/university if upper division courses were offered at a center within 20 miles of your home in the following academic fields? (Check yes or no in all situations.)

Yes No

Public service and social science
Health studies
Environmental studies
Business studies
Technical studies (engineering related)

19. Who was the most influential person, other than yourself, who helped you decide whether or not to transfer to a 4-year college/university? (Check only one)

Spouse
Community college counselor
Mother
Father
4-year college counselor
Employer
Minister
In-laws
Friend

Directions: Please circle, where appropriate, how encouraging or discouraging each of those persons listed below are in urging you to transfer after community college. Note: If the person(s) listed below do not apply to your situation or if they are neutral, please circle #3.

1 - Greatly discouraging; 2 - Discouraging; 3 - Neutral (Does not apply); 4 - Encouraging; 5 - Greatly encouraging

20. 1 2 3 4 5 Spouse
21. 1 2 3 4 5 Mother
22. 1 2 3 4 5 Father
23. 1 2 3 4 5 Employer
24. 1 2 3 4 5 Minister
25. 1 2 3 4 5 Most friends
26. 1 2 3 4 5 Community college counselor
27. 1 2 3 4 5 4-year college counselor

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Directions: Please indicate the degree of importance of each of the factors listed below in your reaching a decision whether or not to continue your education at a four-year college/university.

1 - No importance; 2 - Of slight importance; 3 - Important; 4 - Of considerable importance; 5 - Of prime importance (Critical)

28. 1 2 3 4 5 Financing college related expenses.
29. 1 2 3 4 5 Availability of financial aids.
30. 1 2 3 4 5 The social life at the university.
31. 1 2 3 4 5 The importance of getting a bachelor's degree.
32. 1 2 3 4 5 The academic reputation of a particular college/university.
33. 1 2 3 4 5 Interest in specific programs at the college/university.
34. 1 2 3 4 5 Dissatisfaction with my job.
35. 1 2 3 4 5 Satisfaction with my job.
36. 1 2 3 4 5 Satisfaction with my community college program.
37. 1 2 3 4 5 Dissatisfaction with my community college program.
38. 1 2 3 4 5 My grade-point average in college.
39. 1 2 3 4 5 Family responsibilities.
40. 1 2 3 4 5 Physical handicap.
41. 1 2 3 4 5 Possibility of advancement in my present job.
42. 1 2 3 4 5 Possibility of a raise in my present job.
43. 1 2 3 4 5 My age.

SECTION II-A

Directions: If you are planning to transfer to a four-year college/university, please continue with Section II. If you do not intend to transfer, please turn to Section II on page 5 of this questionnaire. Note: If you are undecided, please continue as if you had decided one
way or another, either to transfer or not to transfer.

44. Do you intend to take a break longer than one term before enrolling in a 4-year college/university? 
   ______ Yes  ______ No  ______ Undecided

45. Do you plan to attend a public or a private college/university? 
   ______ Public  ______ Private  ______ Undecided

46. Do you plan to transfer as a part-time or a full-time student? 
   ______ Part-time  ______ Full-time  ______ Undecided

47. How far do you live from the 4-year college/university you plan to attend? 
   ______ 0-10 miles  ______ 11-20 miles  ______ 21-30 miles  ______ 31-40 miles  ______ 41-50 miles  ______ 50+ miles

SECTION II-B

Directions: Please answer the following only if you plan to attend college on a part-time basis when you transfer. Please indicate the degree of importance of each of the factors listed below in your making the decision to continue as a part-time student rather than as a full-time student.

1 - Of no importance; 2 - Of slight importance; 3 - Of considerable importance; 4 - Of prime importance (Critical)

48. 1 2 3 4 I need the income of full-time work.

49. 1 2 3 4 I lack the time to attend college full-time.

50. 1 2 3 4 I lack the financial resources to attend full-time.

51. 1 2 3 4 I dislike attending college full-time.

52. 1 2 3 4 Family responsibilities take considerable time.

53. 1 2 3 4 I am not interested in getting a bachelor's degree.

If you are planning to transfer to a four-year college, you have finished
the questionnaire. Thank you for your kind help. Please place the contents of the completed questionnaire into the enclosed envelope and mail it as soon as possible.

SECTION III

Directions: If you do not intend to transfer to a four-year college/university, please fill out the following section. Assuming that the changes listed below are made, what influence would these new conditions have on you to seek more education at a four-year college?

1 - Of no influence; 2 - Of slight influence; 3 - Of considerable influence; 4 - Of prime influence (Critical)

54. 1 2 3 4 An increase in the number of junior-senior level courses in your home community.

55. 1 2 3 4 Provision for various short courses to up-grade your job skills.

56. 1 2 3 4 Scheduling public transportation to the four-year campus.

57. 1 2 3 4 Establishment of off-campus library centers which would provide study materials, reducing the amount of travel time to and from the campus.

58. 1 2 3 4 Assurance that all work completed at the community college would receive full transfer credit.

59. 1 2 3 4 Introduction and use of testing programs which would allow the student to receive college credit by passing tests without attending the usual class sequence.

60. 1 2 3 4 Granting college credit for appropriate work or travel experiences which related to the students' major area of study or occupation.

Note: You are finished with the questionnaire. Thank you for your kind help. Please place the completed questionnaire in the enclosed envelope and mail the contents as soon as possible.
APPENDIX B

(First Cover Letter)
APPENDIX B

(First Cover Letter)

Division of Continuing Education
Western Michigan University
Kalamazoo, Michigan 49008
November 20, 1974

Dear Student:

Western Michigan University in cooperation with Kalamazoo Valley Community College, Kellogg Community College, and Southwestern Michigan College, is studying the characteristics and college-going patterns of community college students.

You are one of 260 students who have been selected from the three colleges. It would be appreciated if you would take a few minutes to respond to the items on the questionnaire.

Your answers will be confidential and will be analyzed only as a group. Your name is not requested, but a code number in the upper right-hand corner will be used to cross-check the returns against the original mailing list.

The higher the percentage of returns, the better the study will be. We hope that the information we receive can be used to improve the educational opportunities of students in Southwestern Michigan. Therefore, we urge you to give this matter your careful attention. Please return your completed questionnaires in the enclosed envelope by December 1.

Sincerely,

Leo C. Stine
Dean

LCS: cjg
APPENDIX C

(Second Cover Letter)
APPENDIX C

(Second Cover Letter)

Office of the President
Southwestern Michigan College
Cherry Grove Road
Dowagiac, Michigan 49047
November 18, 1974

Dear SMC Student:

Southwestern Michigan College has been requested to assist Western Michigan University in research studying the characteristics and college-going patterns of community college students. A number of other community colleges in Michigan also will be participating in this study.

You are one of 260 students presently enrolled in community colleges that have been selected at random for this study. It would be appreciated if you would take a few minutes of your time to respond to the items of the enclosed questionnaire and return the questionnaire in the envelope provided in this mailing.

Your responses will be confidential and will be treated only as a response from a community college student of the sample group.

This research effort can only be as successful as the number of responses returned. Please respond at your earliest possible convenience and, hopefully, not later than December 1, 1974.

Sincerely,

R. "M" Owen
President

RMO:hf

Enc.

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December 10, 1974

Dear

A few weeks ago you were sent a questionnaire which is to be used in researching the college-going patterns of students. We have not yet received your return.

You are one of 260 students selected for the study. Due to the fact that the number of students in the study represents many more students, we are encouraging you to participate in the study by returning the enclosed questionnaire in completed form. The percentage of returns will effect the results of the study.

Thank you for your kind help.

Sincerely,

R. D. Hughes
Researcher
APPENDIX E

COMPUTER CARD FORMAT--QUESTIONNAIRE

222

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## COMPUTER CARD FORMAT--QUESTIONNAIRE

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<td>5. Residential status (4)</td>
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<td>6. Occupational status (5)</td>
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<td>7. Major source of income</td>
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<td>9. Transportation critical (8)</td>
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<td>10. Enrollment status (9)</td>
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<td>11. Active in college activities (10)</td>
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<td>13. Major reasons for attending (12)</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Single (not engaged)</td>
</tr>
<tr>
<td>Single (engaged)</td>
</tr>
<tr>
<td>Married</td>
</tr>
<tr>
<td>Divorced</td>
</tr>
<tr>
<td>Widowed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Transportation critical (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Enrollment status (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 hours or less</td>
</tr>
<tr>
<td>12 hours or more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Active in college activities (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
</tr>
<tr>
<td>Newspaper</td>
</tr>
<tr>
<td>Social clubs</td>
</tr>
<tr>
<td>Student government</td>
</tr>
<tr>
<td>Service clubs</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>None of the above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Time since left high school (11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
</tr>
<tr>
<td>1-3 years</td>
</tr>
<tr>
<td>4-6 years</td>
</tr>
<tr>
<td>7-9 years</td>
</tr>
<tr>
<td>10+ years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Major reasons for attending (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific job</td>
</tr>
<tr>
<td>General knowledge</td>
</tr>
<tr>
<td>General preparation</td>
</tr>
<tr>
<td>G. I. benefits</td>
</tr>
<tr>
<td>Informed citizen</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
14. Distance from community college (13)
   1. 0-10 miles
   2. 11-20 miles
   3. 21-30 miles
   4. 31-40 miles
   5. 41-50 miles
   6. 50+ miles

26. Influential person (19)
   1. Spouse
   2. Mother
   3. Father
   4. Employer
   5. Minister
   6. Friend
   7. Community college counselor
   8. 4-year college counselor
   9. In-laws

15. Distance from public 4-year college (14)
   1. 0-10 miles
   2. 11-20 miles
   3. 21-30 miles
   4. 31-40 miles
   5. 41-50 miles
   6. 50+ miles

27-34. Encouragement or discouragement (20-27)
   1. Greatly discouraging
   2. Discouraging
   3. Neutral (Does not apply)
   4. Encouraging
   5. Greatly encouraging

16. Intention to transfer to 4-year college (15)
   1. Yes
   2. No
   3. Undecided

35-50. Factors influencing decision (28-43)
   1. No importance
   2. Of slight importance
   3. Important
   4. Of considerable importance
   5. Of prime importance

17-19. Transfer to 4-year college if . . . (16)
   1. Yes
   2. No

51. Length of Break (44)
   1. Yes
   2. No
   3. Undecided

20. Decision to attend (17)
   1. Junior high or before
   2. Senior high (sophomore)
   3. Senior high (junior)
   4. Senior high (senior)
   5. After graduation

52. Public or private college (45)
   1. Public
   2. Private
   3. Undecided

21-25. Transfer if courses offered in . . . (18)
   1. Yes
   2. No

53. Part-time or full-time (46)
   1. Part-time
   2. Full-time
   3. Undecided
54. Distance from college planned (47)
   1. 0-10 miles
   2. 11-20 miles
   3. 21-30 miles
   4. 31-40 miles
   5. 41-50 miles
   6. 50+ miles

55-60. Reasons plan to attend part-time (48-53)
   1. Of no importance
   2. Of slight importance
   3. Of considerable importance
   4. Of prime importance
      (critical)

61-67. Influence of changes in transfer situations (54-60)
   1. Of no influence
   2. Of slight influence
   3. Of considerable influence
   4. Of prime influence
      (critical)

Note. Numbers in parentheses indicate question numbers on the questionnaire.